UNIT III: CAREER FOCUS

Objectives:

1) Entry Level Careers: what do you want to do?
   - where do you want to go ?
   - jobs versus career
   - starting at the bottom and working to the top
2) Broadening students' vision of career opportunities
   - career fields and details (library research)
3) Exploring career opportunities
   - in Cambodia / internationally
   - further education
     a) advanced degrees (Master's, Ph.D.)
     b) available scholarships
     c) TOEFL
4) Choosing a Career
   a) aptitudes
   b) interests
   c) values
5) Planning Your Career
   - where to start and where to end

Spot the Difference

Match these terms with the correct definitions.

career, employment, job, occupation, position/post, profession, trade, vocation, work

1. the state of having a job _____
2. the series of job that a person has in a particular area of work, usually involving more responsibility as time passes _____
3. a type of work that you believe is suitable for you _____
4. business of buying and selling _____
5. job (usually seen in application forms) _____
6. a type of job that needs special training or skill, esp. one that needs a high level of education _____
7. doing regular tasks in order to earn money _____
8. regular paid employment _____
9. a job title in an organization, e.g. Receptionist, Secretary, Marketing Manager _____

Different Kinds of Jobs

1. Listen to the tape and fill in the blanks.

There are many kinds of [1]_____, but we can [2]_____ them all into four groups: farm jobs, [3]_____ jobs, blue-collar jobs, and white-collar jobs. [4]_____ raise animals and [5]_____ crops. They [6]_____ food and sell it to others. In 1820, [7]_____ percent of the people in the United States were farmers. Today, in our industrial [8]_____, less than 3 percent of the people are farmers.

People in a [9]_____ job work for other people. They do [10]_____ that other people need or [11]_____. As part of their job, they [12]_____ meet the people they serve. Service jobs include the police, [13]_____ organizers, [14]_____, cooks, waiters and waitresses, and hairdressers.

[15]_____ in blue-collar jobs usually do a great deal of manual [16]_____. They have to use physical skills to do their work. These workers often [17]_____ special clothes. (In the past they often wore blue shirts.) Some blue-collar workers are truck drivers, carpenters, electricians, plumbers, and [18]_____ workers.

People in white-collar jobs often work in [19]_____, and they usually wear more [20]_____ clothes [21]_____ people in other jobs do. Some examples of white-collar workers are [22]_____, bank clerks, [23]_____, salespeople, and business managers. Some white-collar jobs require a college degree, and these jobs are [24]_____ professions. Some [25]_____ professions are doctors, lawyers, teachers, engineers, and accountants.

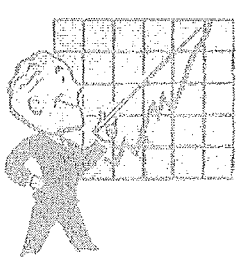
2. Read the article above and complete this chart.

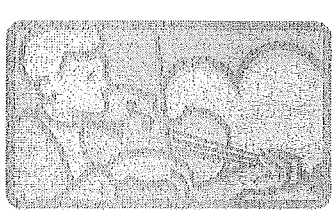
Kind of workers	What they do	Examples
Farmers		
	work for other people	
		Truck drivers,

Job Prestige

Determine the type of each job and indicate it in terms of prestige: high (H), medium (M), or low (L).

#	Job	Type of job	My ranking	My group's ranking	My class's ranking
1.	accountant	white-collar	M		
2.	actor/actress				
3.	barber/hairdresser				
4.	chef				
5.	electrician				
6.	engineer				
7.	factory worker				
8.	farmer				
9.	homemaker				
10.	lawyer				
11.	mechanic				
12.	motor-taxi driver				
13.	musician				
14.	newsreader/newscaster				
15.	photographer				
16.	policeman				
17.	promotion girl				
18.	retailer				
19.	secretary				
20.	singer				
21.	soldier				
22.	taxi driver				
23.	teacher				
24.	veterinarian				





Would you rather be ... or ...?

a. In pairs, ask each other the following imaginary questions. The answers should include reasons. Do not write anything down.

b. Work in groups. Count how many people give each answer and record the numbers.

Would you rather be...	Group's answer	
e.g. a soldier or a police officer?	2	3
1. an interpreter or a translator?		
2. a teacher or a lecturer?		
3. an accountant or a cashier?		
4. a lawyer or a politician?		
5. a singer or a musician?		
6. an actor/actress or a fashion model?		
7. a journalist or a reporter?		
8. a writer or a newsreader?		
9. a receptionist or a secretary?		
10. a travel agent or a tour guide?		
11. employed or self-employed?		
12. a civil servant, a company or an NGO worker?		

Work: Duties, Conditions and Pay

Read through A to D and do the exercises on the next page.

A. What do you do?

People may ask you about your job. They can ask and answer in different ways:
What do you do? *I'm* (+ job) e.g. *a banker / an engineer / a teacher / a builder, etc.*
What's your job? *I work in* (+ place or general area) e.g. *a bank / marketing, etc.*
What do you do for living? *I work for* (+ name of co.) e.g. *National Bank of Cambodia / RUPP, etc.*
Note: 'Work' is usually an uncountable noun, so you cannot say 'a work'. If you want to use the indefinite article you must say 'a job', e.g. She hasn't got a job at the moment.

B. What does that involve? (= What do you do in your job?)

When people ask you to explain your work/job, they may want to know your main responsibilities (= your duties / what you have to do), or something about your daily routine (= what you do every day/week). They ask like this: What does that (= your job) involve?

Main responsibilities

I'm in charge of (= responsible for) *all daily deliveries out of the factory.*
I have to deal with any complaints (= take all necessary actions if there are complaints).
I run the coffee bar and restaurant in the museum (= I am in control of it/ I manage it).
Note: We often use *responsible for / in charge of* for a part of something, e.g. a department or some of the workers; and *run* for control of all of something, e.g. a company or a shop.

Daily duties / routine

I have to go to / attend a lot of meetings.
I visit / see/ meet clients (= people I do business with or for).
I advise clients (= give them help and my opinion).
It involves doing quite a lot of paperwork (a general word we use for routine work that involves paper, e.g. writing letters, filling in forms, etc.). Note the **–ing** form after *involve*.

C. Pay

Most workers are paid (= receive money) every month and this pay goes directly into their bank account. It is called **a salary**. We can express the same idea using the verb to earn:
My salary is $ 60,000 a year. (= I earn $ 60,000 a year.)

With many jobs you get (= receive) holiday pay and sick pay (when you are ill). If you want to ask about holidays, you can say:
How much holiday do you get? or *How many weeks' holiday do you get ?*

The total amount of money you receive in a year is called your income. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to pay part to the government - called income tax.

D. Working Hours

For many people in Britain, these are 8.30-9.00 a.m. to 5.00-5.30p.m. Consequently people often talk about **a nine-to-five job** (= regular working hours). Some people have **flexi-time** (= they can start an hour or so earlier or finish later): and some have to **do shift work** (= working at different times, e.g. days one week and nights the next week). Some people also **work overtime** (= work extra hours). Some people are paid to **do/work over time**, others are not paid.

Exercises

1. Match the verbs on the left with the nouns or phrases on the right. Use each word once only.

1 earn	overtime
2 work	meetings
3 pay	a shop
4 go to	clients
5 deal with	£500
6 run	income tax

2. Starting with the words you are given, rewrite each of these sentences using vocabulary from the opposite page. The basic meaning must stay the same.

Example: I'm a banker.
I work .....

1 What do you do?
What's .....

2 I earn $50,000 dollars.
My.....

3 I get £20,000 from my teaching job and another £10,000 from writing.
My total.....

4 I am a chemist.
I work for .....

5 In my job I have to look after and maintain all the computers in the building.
My job involves .....

6 I'm responsible for one of the smaller departments.
I'm in .....

3. This is part of a conversation with a teacher about her job. Can you supply the missing questions?

A: .....?
B: I usually start at nine and finish at four.
A: .....?
B: Yes a bit. On certain courses I work until five o'clock, and then I get paid extra.
A: .....?
B: Twelve weeks. That's one of the good things about being a teacher.
A: .....?
B: No we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

4. Can you answer these general knowledge questions about work?

1 What are normal working hours for most office jobs in your country?
2 Can you name three jobs that get very high salaries in your country?
3 When you start paying income tax in your country, what is the minimum amount you have to pay?
4 What jobs often involve shift work? (Give at lease two examples.)
5 Is flexi-time common in your company or your country?

5. Think about your own job. How many of the things on the last page do you do? How is your work different? Can you explain your responsibilities and daily duties in English?

The career ladder

A Getting a job

When Paul left school he applied for (= wrote an official request for) a job in the accounts department of a local engineering company. They gave him a job as a trainee (= a very junior person in a company). He didn't earn very much but they gave him a lot of training (= organized help and advice with learning the job), and sent him on training courses.

Note: Training is an uncountable noun, so you cannot say 'a training'. You can only talk about training (in general), or a training course (if you want to refer to just one). Here you can use the verbs do or go on: I did / went on several training courses last year.

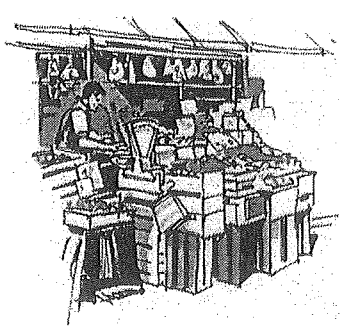
B Moving up

Paul worked hard at the company and his prospects (= future possibilities in the job) looked good. After his first year he got a good pay rise (= more money), and after two years he was promoted (= given a higher position with more money and responsibility). After six years he was in charge of (= responsible for / the boss of) the accounts department with five other employees (= workers in the company) under him (= under his responsibility/authority).

C Leaving the company

By the time Paul was 30, however, he decided he wanted a fresh challenge (= a new exciting situation). He was keen to work abroad, so he resigned from his company (= officially told the company he was leaving his job; you can also say 'he quit the company[5]') and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company, which involved (= included) a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the traveling, but...

D Hard times



After about six months, Paul started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he was **sacked** (= told to leave the company / **dismissed / given the sack**) a year later.
After that, Paul found things much more difficult. He was unemployed (= out of work / without a job) for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Paul had to accept a part-time job (= working only some of the day or some of the week) on a fruit and vegetable stall in a market.

E Happier times

To his surprise, Paul loved the market. He made lots of friends and enjoyed working out in the open air. After two years, he **took over** (= took control of) the stall. Two years later he opened a second stall, and after ten years he had fifteen stalls. Last year Paul **retired** (= stopped working completely) at the age of 55, a very rich man.

1. Write a single word synonym for each of these words/phrases.

1 give the sack = ...

2 out of work = ...

3 left the company = ...

4 was given a better position in the company = ...

5 future possibilities in a job = ...

6 stopped working forever = ...

7 workers in a company = ...

2. Find the logical answer on the right for each of the questions on the left.

1 Why did they sack him?	a Because he was nearly 65.
2 Why did they promote him?	b Because he was late for work every day.
3 Why did he apply for the job?	c Because he needed more training.
4 Why did he retire?	d Because he was out of work.
5 Why did he resign?	e Because he was the best person in the department.
6 Why did he go on the course?	f Because he didn't like his boss.

3. Complete these sentences with suitable word or phrase.

1 I don't want a full-time job. I'd prefer to work .....

2 She'd like to go on another training .....

3 I'm bored in my job. I need a fresh .....

4 He works on a stall in the .....

5 At the end of this year we should get a good pay .....

6 She's got more than a hundred workers under .....

7 I didn't know he was the new manager. When did he take .....?

8 It's a boring job and the pay is awful. Why did he .....?

4. Complete this word-building table. Use a dictionary to help you.

Verb	*General noun*	*Personal noun(s)*
Promote	.....	-
Employ	.....	.....
Resign	.....	-
Retire	.....	-
Train	.....	.....

5. Have you got a job in a company? If so, answer these questions as quickly as you can.

1 What does your job involve?
2 Are you responsible for anything or anyone?
3 Have you had much training from the company?
4 Have the company sent you on any training courses?
5 Have you been promoted since you started in the company?
6 Do you normally get a good pay rise at the end of each year?
7 How do you feel about your future prospects in the company?
8 Are you happy in the job or do you feel it is time for a fresh challenge in another company?

If possible, ask another person the same questions. ***(Review!!!)***

The world of work offers people the chance to choose a career that suits individual abilities, interests, and goals. A person seeking a career can select from a wide range of opportunities that in clude all kinds of settings and require various levels of preparation.

🕮 *Careers*

Careers. Many people use the term *career* to mean the job, occupation, or vocation a person has. However, a career involves much more than does a job, an occupation, or a vocation. A career is the pattern of work and work-related activities that develops throughout a lifetime. It includes the job or series of jobs a person has until retirement. There are as many kinds of careers as there are people. They vary greatly in the type of work involved and in the ways they influence a person's life.

Almost every adult has a career of some kind. Most people build a career to help them satisfy certain goals. Such goals might include earning a living or helping others. The best-known career pattern develops around work for pay. Most workers in such a career hold a job to support themselves and their family. However, some people build a career around activities for which they receive no money. For example, many people work to create a comfortable home life for their family. Others spend much of their time on charitable projects.

The kind of career you have can affect your life in many ways. For example, it can determine where you live and the friends you make. It can reflect how much education you have and can determine the amount of money you earn. Your career can also affect the way you feel about yourself and the way other people act toward you. By making wise decisions concerning your career, you can help yourself build the life you want.

Important career decisions include choosing a career field and deciding how you want your career to develop. Other decisions involve selecting the educational and job opportunities that will advance your career. Knowing your abilities, interests, and goals gives you a foundation on which

to base your career decisions. In addition, a broad knowledge of the world of work can help you find career possibilities that suit your abilities, interests, and goals.

This article deals mainly with careers based on work for pay. It concentrates on careers in the United States, but much of the material applies also to careers in Canada and other countries. The article provides information that can help you choose and plan a career. It also describes skills that can be useful in getting a job. In addition, the article discusses major career fields and many of the occupations within each field. For more detailed information on an individual career field, see the articles listed in the *related articles* at the end of this article.

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Fill in the blanks according to the section "Careers."

For many people the term career means the [1]_____, [2]_____, or [3]_____ a person has. A career the [4]_____ of [5]_____ and work-related activities that develops throughout a [6]_____.

Most people [7]_____ a career to help them satisfy certain [8]_____. These goals might include [9]_____ a [10]_____ or [11]_____. Many people work to create a [12]_____ home [13]_____ for their family.

The kind of career you have can determine [14]_____ you [15]_____ and the [16]_____ you make. It can determine the [17]_____ of [18]_____ you [19]_____, the way you [20]_____ about [21]_____, and the way other [22]_____ [23]_____ toward you.

Important career decisions include [24]_____ a career field, [25]_____ how you want you career to develop, and [26]_____ the educational and job opportunities needed.

Knowing your [27]_____, [28]_____, and [29]_____ gives you a [30]_____ on which to base your [31]_____ [32]_____.

This article provides [33]_____ that can help you [34]_____ and [35]_____ a career.

Choosing a Career

To make wise career decisions and plans, you need as much information as possible. The more you know about yourself and career opportunities, the better able you will be to choose a satisfying career.

Learning about oneself. People differ in what they want from a career. Many people desire a high income. Some hope for fame. Others want adventure. Still others want to serve people and make the world a better place.

Before you begin to explore career fields, you should determine (1) your values; (2) your interests; and (3) your aptitudes. Most people are happiest in jobs that fit their values, interests, and aptitudes.

Values are deeply held beliefs that influence the way people think, act, and feel. They reflect what people consider to be important and greatly affect the goals people set for themselves. Each person has many values, which vary in strength. For example, money is the strongest value for some people—that is, wealth is more important to them than anything else. As a result, they focus their thoughts, behavior, and emotions on the goal of earning a high income. Other values include devotion to religion, taking risks, spending time with family, and helping others. People should understand their values prior to making a career decision.

You can develop an understanding of your values by asking yourself what is most important to you and by examining your beliefs. For example, is it important to you to work as a member of a team? Or would you rather be in charge or work alone? If working alone or being in charge is important to you, independence is probably one of your primary values.

You can also learn about your values with the aid of experts known as career and guidance counselors. Through tests and questions, a counselor can guide you toward developing a detailed list of your beliefs. The counselor can then assist you in determining what careers best match these values.

Interests are related to values and typically are defined as likes or preferences. The subjects that you like in school and the leisure activities you prefer are indications of your interests. For example, someone who prefers working with others rather than alone would probably be interested in team sports or various other group activities. Many people have interests in artistic, mechanical, outdoor, or scientific activities. Other interests include helping people and solving problems.

Many people base their career choices on their interests. For numerous workers, job performance and job satisfaction depend on how much their work relates to their interests. It is therefore helpful to identify your strongest and most lasting interests before you select a career field. To find out what your interests are, examine the kinds of activities you have enjoyed. Such activities might include club work, hobbies, and sports. The activities you enjoy most may represent your strongest interests. Counselors can also help you identify your interests.

Aptitudes are a person's natural talents. Aptitudes indicate how easily a person can acquire certain skills or be trained for a specific career. An aptitude is sometimes known as an *ability.* However, the term *ability* can also refer to a skill—such as reading or speaking a foreign language—that a person has learned.

One of the most important aptitudes is *scholastic aptitude.* People who have high scholastic aptitude tend to succeed more easily in school than those who do not. Scholastic aptitude plays a major role in determining a person's career choice.

Many special aptitudes besides scholastic aptitude are related to success in various jobs. For example, people with *clerical speed and accuracy aptitude* can develop skill in recording and organizing information. *Mechanical reasoning aptitude* can help you acquire mechanical concepts that relate to repairing and assembling machines. People with *manual dexterity aptitude* can learn to use their hands skillfully and quickly in manual tasks. *Spatial relations aptitude* can help you imagine objects in two and three dimensions. People with *numerical reasoning aptitude* can easily become skilled in using numbers in problem solving. Thinking and reasoning with words involves *verbal reasoning aptitude. Abstract reasoning aptitude* can help you reason with symbols other than words and numbers.

Before you make a career choice, you should determine if performing that job requires any special aptitudes. To succeed in engineering, for example, you should have aptitudes for verbal reasoning, numerical reasoning, and spatial relations.

Performance on aptitude tests and in various school subjects are good indicators of aptitude. How well you do in recreational activities, such as playing computer games or building model airplanes, may also indicate aptitude.

However, you should remember two important factors about aptitudes. First, people may not realize they have certain aptitudes unless they are given the opportunity to develop them. For example, people once believed that women had less aptitude to learn mathematics than men did. As a result, women were discouraged from taking mathematics courses. However, it is now known that women can learn mathematics as effectively as men. Second, if you have relatively low aptitude in a given area, you can still develop the skills and abilities needed to perform successfully in that area. For example, people with low mechanical aptitude can learn to skillfully perform mechanical tasks. However, they may have more difficulty in learning mechanical skills and concepts than they would if they had mechanical aptitude.

Other personal characteristics, such as friendliness, dependability, and honesty, contribute to success in a career. They may even be essential elements of a career in sales, banking, management, or other fields. These kinds of characteristics are difficult to measure. However, a serious look at your past behavior can help you find out if you have such qualities

Answer the following questions about the section "Choosing a Career."

1. To make wise career decisions and plans, what do you need?

2. To choose a satisfying career, what 2 things must you know about?

   1) 2)

3. What 3 things should you learn about yourself before you begin to explore career fields?

   1) 2) 3)

4. What influences the way people think, act and feel?

5. What is more important to some people than anything else?

6. What are 4 other values that are important to people?

   1) 2) 3) 4)

7. What can career and guidance counselors assist people to determine?

8. What are the subjects you like and the leisure activities you prefer indications of?

9. For many people, what does job performance and job satisfaction depend on?

10. What indicates how easily a person can acquire certain skills or be trained for a specific career?

11. What other personal characteristics may contribute to success in a career?

1) 2) 3)

🕮Which Career Is the Right One for You?

David P. Cambell

More than anything else, your choice of career is going to determine how you live – and probably even where you live. The following article, excerpted from Dr. Cambell's book, If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, *should help you see yourself from a different angle.*

When you are trying to plan your career, try out a variety of jobs, work in many different settings, volunteer for different tasks.

There are six basic categories of occupations. The six types of jobs, as developed by Professor John L. Holland, a psychology professor from Johns Hopkins University, are described here in some detail. Recognize that when I talk about the characteristics of people in the jobs, no one person has all of these characteristics. I am talking about trends, but they are strong trends.

TYPE A - REALISTIC JOBS

These are mainly skilled trades or technical jobs, usually involving work with tools or machines, frequently called "blue-collar" positions.

People who are attracted to realistic jobs are usually rugged, robust, practical, physically strong and frequently competitive in outlook. They usually have good physical condition, but sometimes they have trouble expressing themselves in words or in talking with others. They prefer to deal with things rather than with ideas or with people. They enjoy creating things with their hands. They have good motor coordination, but they are frequently uncomfortable in social settings, and lack verbal and interpersonal skills. They usually see themselves as mechanically and athletically inclined and are stable, natural and persistent. They prefer concrete to abstract problems. Realistic people tend to see the world in simple, tangible and traditional terms. Possessions are important to them, and they usually put their recreational money into cars, boats, campers, snowmobiles, motorcycles, airplanes or other machinery.

Realistic people describe themselves in interviews as "conforming, frank, genuine, normal, persistent, practical, stable, thrifty, materialistic, shy and uninvolved."

One unique reward of most realistic jobs is that the worker can quickly see the results of her labors.

In general, in realistic jobs, life is not complicated by intricate problems between people or organizations, nor by troublesome choices between conflicting philosophies.

TYPE B - CONVENTIONAL JOBS

These are usually office jobs where people work with organizations, files and regular schedules.

Conventional occupations include bookkeeper, statistician, bank teller, inventory controller, payroll clerk, secretary, financial analyst, office manager, computer operator, bank cashier and accountant. Conventional jobs usually require a fair amount of writing, but it is usually the writing of business letters and regular reports.

People who enjoy conventional jobs describe themselves as "conforming, conscientious, efficient, inhibited, obedient, orderly, persistent, practical and calm."

They like for life to be orderly and to go according to plan. They like to know what is expected of them, and they enjoy carrying out their assignments.

Conventional people prefer the highly ordered activities, both verbal and numerical, that characterize office work. They dislike ambiguity and prefer to know precisely what is expected of them. They describe themselves as "conventional, stable, well-controlled and dependable." They have little interest in problems requiring physical skills or intense relationships with others and they are more effective at well-defined tasks. They value material possessions and status, although they usually prefer conforming and subordinate roles.

The rewards of working in conventional jobs center around seeing offices and organizations run smoothly, and in understanding how the individual contribution helps in making that happen.

People in conventional positions are frequently the glue that holds the entire operation together. Because of the nature of their work, they are not always publicly recognized as much as perhaps they should be, but they themselves have some appreciation of the contribution they are making to the organization, and this is one of the pleasant aspects of conventional occupations.

TYPE C - INVESTIGATIVE JOBS

These are scientific and laboratory jobs, jobs where people investigate how the world is put together.

The tasks involved in investigating jobs are scientific or laboratory in nature, and usually involve trying to solve some puzzles, whether the puzzle is a large, mysterious problem such as how the universe came into being, or a more normal, daily problem such as figuring out the composition of a sample of blood taken from a patient in a medical clinic.

Investigating workers are usually found in research laboratories or clinical settings, but they also work in a wide range of other places – highway departments where they study issues such as traffic control and composition of highway materials; in advertising agencies where they work on market surveys; in food-producing companies where they work on nutritional aspects of food; in military settings where they work on new weapons or new military strategies; in financial departments where they work on questions of economic strategy, money flow and inventory problems – in general, in any place where problems are being attacked in a systematic, scientific way.

Investigating tasks frequently involve the use of computers, microscopes, telescopes, high-speed centrifuges or any of an incredible array of other laboratory and scientific equipment. The investigative job differs from the realistic job in that the realistic job is usually more concerned with machines that produce products, while the investigative job is concerned with machines that produce data or information.

People in investigative jobs are task-oriented, which means they get all wrapped up in the problem they are working on. They sometimes perceive themselves as lacking leadership or persuasive abilities, but they are confident of their scholarly and intellectual abilities.

They prefer to think through problems rather than act them out. They enjoy ambiguous challenges and do not like highly structure situations with lots of rules. They frequently have unconventional values and attitudes and tend to be original and creative, especially in scientific areas.

They describe themselves as "analytical, curious, independent and reserved." They especially dislike repetitive activities and sales activities. They are very curious.

The unique reward of many investigative jobs is the worker's opportunities to satisfy an innate curiosity, analyzing situations, trying to understand what is going on in whatever field they are working.

TYPE D - ARTISTIC JOBS

Theses are creative jobs where people work with words or music or art.

The tasks involved in artistic occupations usually involve working with words, music or other art forms. Decorating rooms, designing homes or doing portrait photography are other examples of artistic activities.

Artistic jobs are found in settings such as art museums, art galleries, music departments, interior decorating offices, music stores, theater groups, photographic studios, radio and television studios and any other place where artistic skills are used and/or taught.

People who enjoy working in artistic jobs describe themselves as "complicated, disorderly, emotional, idealistic, imaginative, impractical, impulsive, independent, introspective, intuitive, nonconforming and original." They like to work in free environments that allow them to express themselves in a wide variety of media – writing, music, drawing, photography, fabrics – in general, any art form.

They value beauty and aesthetic qualities, and don't care much of social entanglements. They like to make things, especially new and different things, and are willing to take risks to try something new, even if the chances of failure high.

The artistic person has the distaste for appearing conventional or undistinguished. Such people like to use their creativity to help them stand out from the crowd.

Artistic people have little interest in problems that are highly structured or that require a lot of physical strength, preferring those problems that can be dealt with self-expression and artistic media. They resemble investigative people in preferring to work alone, but have a greater need for

individualistic expression, are usually less assertive about their own capabilities, and are more sensitive and emotional.

The continual stimulation for the new and the different, for quality in creativity, is a primary reward of artistic jobs.

TYPE E - SOCIAL JOBS

These are jobs where people work with people – healing them, teaching them, helping them.

The tasks involved in social jobs are those concerned with working with other people, teaching them, or training them, or curing them, or leading them, or organizing them or enlightening them. Social tasks include explaining things to others, entertaining other people, planning the teaching of other people, helping other people solve their difficulties, organizing and conducting charities, and straightening out differences between people.

People who enjoy working in social jobs describe themselves as "cooperative, friendly, generous, helpful, idealistic, responsible, social, tactful and understanding." They like to work in groups, especially small groups that are working on problems common to individuals in the group.

They dislike working with machines or in highly organized situations such as military units. They like to discuss philosophic questions – the purpose of life, what constitutes right or wrong.

They like attention and seek situations that allow them to be at or near the center of the group. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others. Social people also describe themselves as "cheerful, popular, achieving and good leaders."

The rewards of working in social jobs center around the warm glow that comes from helping other people solve their problems or improve themselves. People in social jobs usually have co-workers who are like themselves, and these groups are usually warm and supportive of each other. They make each other feel wanted, have great respect for each other's abilities, and have many opportunities for close interpersonal relationships.

TYPE F - JOBS OF LEADERSHIP

These are jobs where people persuade other people to do something – sales jobs, political jobs, merchandising jobs.

Also included are many business executive jobs, making speeches, running for an elected office, heading up a fund-raising campaign and many other jobs of leadership, as well as taking a course in leadership development.

Other examples of jobs of leadership include public relations directors, stock and bond brokers, buyers, hostesses, retailers, fashion merchandisers and industrial consultants.

People who enjoy working in jobs of leadership describe themselves as "adventuresome, ambitious, argumentative, domineering, flirtatious, impulsive, optimistic, self-confident, sociable and talkative."

Such people enjoy competitive activities and like to work in groups where they can have some influence over what the group is doing. They are self-confident and usually see themselves as good leaders.

Generally, such enterprising people dislike science and systematic thinking.

People in leadership jobs usually have a great facility with words, which they put to effective use in selling, dominating and leading. They are impatient with detail work or work involving long periods of heavy thinking. They have strong drives to organizational goals or economic aims. They see themselves as aggressive, popular, self-confident, cheerful and sociable. They generally have a high energy level and lots of enthusiasm.

The unique reward from jobs of leadership is the sense of achievement that comes from making things happen, whether it is conducting a sales campaign, or winning an election, or persuading a board or directors to accept new policies.

COMPREHENSION CHECK QUESTIONS

1. The six fold job classification came from a professor from
   a. Harvard b. Yale c. Columbia d. Johns Hopkins

2. People attracted to realistic jobs are described as usually
   a. talkative b. practical c. ambitious d. sociable

3. The job of bookkeeper is classed as
   a. a social job b. a realistic job c. a conventional job d. an investigative job

4. Those attracted to artistic jobs are described as
   a. dependable b. assertive c. social d. emotional

5. Sales jobs come under the heading of
   a. artistic jobs b. conventional jobs c. jobs of leadership d. social jobs

6. This selection is written chiefly to help readers
   a. know the satisfactions of certain types of jobs
   b. know the key characteristics of success
   c. choose a career
   d. know what interest patterns to note

7. The primary purpose is to
   a. persuade b. teach c. clarify d. entertain

8. The style is best described as
   a. colloquial b. straightforward c. dramatic d. inspirational

9. Points are developed largely by
   a. details from personal research findings
   b. the author's firsthand experience
   c. logical reasoning
   d. case histories

10. Chief emphasis is on describing
    a. job satisfactions c. job characteristics
    b. educational backgrounds d. personal attributes

VOCABULARY CHECK QUESTIONS

1. ***robust***
a. even-tempered b. tall c. full-bosomed d. vigorous e. ungainly

2. ***tangible***
a. actual b. twofold c. jumbled d. worn e. finished

3. ***ambiguity***
a. distinctiveness b. aimlessness c. inexactness d. helplessness e. continuity

4. ***analytical***
a. preparatory b. rearranged c. planned d. anatomical e. separating into parts

5. ***introspective***
a. reckless b. looking within c. thoughtful d. not essential e active

Find the job That's Right for You!

How would you look for a job that's right for you?

Nearly 50% of all workers have jobs they aren't happy with. Don't let this happen to you! If you want to find the right job, don't rush to look through the ads in the newspaper. Instead, sit down and think about yourself. What kind of person are you? What makes you happy?

According to psychologist John Holland, there are six types of personalities. Nobody is just one type, but most people are mainly one type. For each type, there are certain jobs that might be right and others that are probably wrong.

- The ***Realistic*** type is practical and likes working with machines and tools.
- The ***Investigate*** type is curious and likes to learn, analyze situations, and solve problems
- The ***Artistic*** type is imaginative and likes to express him/herself by creating art.
- The ***Social*** type is friendly and likes helping or training other people.
- The ***Job of Leadership*** type is outgoing and likes to persuade or lead other people.
- The ***Conventional*** type is careful and likes to follow routines and keep track of details.

If you think about who you are, *you can make the right job decision.* Liz is a good example. Liz knew she wanted to do something for children as a school counselor or a lawyer. She took counseling and law courses – and hated them. After talking to a career counselor, she realized the problem was that she's an Artistic type. Liz studied film, and she now produces children's TV shows – and loves it.

A. Based on the information in the article, check (√) the job you feel would NOT be a good choice for each personality type. Then explain your answers to a partner.

1. Artistic	2. Conventional	3. Jobs of L.	4. Investigative	5. Realistic	6. Social
☐actor	☐ accountant	☐ painter	☐ detective	☐ carpenter	☐ doctor
☐ computer programmer	☐ bookkeeper	☐ manager	☐ model	☐ factory-worker	☐ nurse
	☐ inventor	☐ politician	☐ psychologist	☐ mechanic	☐ writer
☐ photographer	☐ secretary	☐ salesperson	☐ researcher	☐ reporter	☐ teacher

B. Pair Work Talk about the following questions.

1. Which personality type are you most similar to?

2. What kinds of jobs do you think would fit your personality?

3. Can you think of someone who has the right job for his or her personality? Explain why.

🕮 *Read*

Reading About Career Trends. As you read the following selection, think about the answer to this question: what are some ways in which work is changing? Read the following selection quickly. Do not use a dictionary. Then do the exercises that follow the reading.

Changing Career Trends

[1] A hundred years ago in most of the world, people didn't have much choice about the work that they would do if their parents were farmers, they became farmers. The society—and tradition—determined their profession. Twenty years ago in many countries, people could choose their livelihood. They also had the certainty of a job for life, but they usually couldn't choose to change from one employer to another or from one profession to another. Today, this is not always - the case. Career counselors tell us that the world of work is already changing fast and will change dramatically in the next twenty-five years.

[2] *Job Security*

Increasingly, people need to be prepared to change jobs several times in their lifetime. The situation varies from country to country, but in general there is less job security worldwide. In Europe, the unemployment rate is 10 percent, and many people have to accept part-time jobs while they wait to find full-time. Employment. The United States has the fastest-changing job market. In 1994, 6 million Americans quit their job to take a different post. In 1999, the number rose to 17 million. Even in Japan, where people traditionally had a very secure job for life, there is now no promise of a lifetime job with the same company

[3] *The Effect of Insecurity*

On the surface, it may seem that lack of job security is something undesirable. Indeed, pessimists point out that it is certainly a cause of stress. Many people find an identity—a sense of self—through their work. When they lose their job (or are afraid of losing it), they also lose their self-confidence, or belief in their own ability. This causes worry and depression. In Japan, for example, the daily newspaper *Asahi* reports a sudden rise in the number of businessmen who need psychological help for their clinical depression. However, this decrease in job security may not necessarily be something bad. It is true that these days, workers must be more flexible—able to change to fit new situations. But optimists claim that flexible people are essentially happier, more creative, and more — energetic than people who are rigid.

[4] *Job Hopping*

Jumping from job to job (or "job hopping") has always been more common in some professions such as building construction and not very common in other professions such as medicine and teaching. Today, job hopping is increasingly common in many fields because of globalization, technology, and a movement from manufacturing to services in developed countries. For example, people

with factory jobs in industrial nations lose their jobs when factories move to countries where the pay is lower. The workers then need to upgrade their skills to find a new job. This is stressful but the new job is usually better than the old one. Because technology changes fast, workers need continuing education if they want to keep up with the field clearly, technology provides both challenge and opportunity.

[5] *Telecommuting*

In many ways, technology is changing the way people work. There are advantages and disadvantages to this. In some professions, for instance, telecommuting is now possible. People can work at home for some – or all – of the week and communicate by computer, telephone, and fax. An advantage of this is that it saves them from the stress of commuting to the work place. It also allows them to plan their own time. On the other hand, it is difficult for some people to focus on work when they are at home. The refrigerator, TV, and their children often distract them. Telecommuters must have enormous discipline and organizational skills. Technology is changing the way people work in another way – in the use of cell phones, beepers, and pagers. There is an advantage: customers and clients have access to businesspeople at anytime, anywhere. However, there is also a drawback: many businesspeople don't want to be available day and night. They prefer to have a break from their work life.

[6] *Workaholism*

In the new millennium, as in the 1990s, workaholism will continue to be a fact of life for many workers. Workaholics are as addicted to their work as other people to drugs or alcohol. This sounds like a problem, but it isn't always. Some people overwork but don't enjoy their work. They don't have time for their family, friends, or leisure activities such as hobbies, sports, and movies. These people become tired, angry, and depressed. The tension and stress often cause physical symptoms such as headaches and stomach ulcers. However, other people love their work and receive great pleasure from it. These people appear to be overworking but are actually very happy. Psychologists tell us that the most successful people in the changing world of work are flexible, creative, disciplined, and passionate about their work. But they are also people who make time for relaxing activities and for other people. They enjoy their work and enjoy time away from it, too.

After You Read

A. Getting the Main Ideas. Which statements are *true* about work today, according to the reading? Check (✓) them.

1. ___ People probably need to be prepared to change jobs several times in their lifetime.
2. ___ Japan is one country where people keep the same job for a lifetime.
3. ___ Lack of job security is always a bad thing.
4. ___ People who can change to fit a new situation are usually happier than people who can't.
5. ___ Many people find a sense of self through their work.
6. ___ People in some professions move from job to job more often than people in other professions.
7. ___ Technology is making work life better for everyone.
8. ___ Telecommuters don't need to drive to the office every day.
9. ___ All workaholics have problems with stress.
10. ___ The most successful people work harder than other people.

B. Getting Meaning from Context. Use specific clues in these sentences to guess the meanings of the underlined words and expressions

1. Twenty years ago in many countries, people could choose their <u>livelihood</u>, but they usually couldn't choose to change from one profession to another.

   _____

2. In 1994, 6 million Americans quit their job to take a different <u>post</u>.

   _____

3. Even in Japan, where people traditionally had a <u>secure</u> job for life, there is now no promise of lifetime job with the same company. _____
4. When they lose their job, they also lose their <u>self-confidence</u> or belief in their own ability. _____
5. They usually need to <u>upgrade</u> their skills to find a new, better job.

   _____

6. Because technology changes very fast, workers need continuing education if they want to <u>keep up with the field</u>. _____
7. In many professions, <u>telecommuting</u> is now possible. People can work at home for some - or all - of the week and communicate by computer, telephone, and fax.

   _____

8. It is difficult for some people to focus on work when they are at home. The refrigerator, TV, and their children often <u>distract</u> them.

   _____

9. There is an advantage: customers and clients have access to businesspeople at anytime, anywhere. However, there is also a drawback: many businesspeople don't want to be available day and night. _____
10. They don't have time for their family, friends, or leisure activities such as hobbies, sports, and movies. _____
11. The tension and stress often cause physical symptoms such as headaches and stomach ulcers. _____

C. Word Search. Find a word or expression in the reading for each definition. The numbers in brackets refer to paragraphs in the reading.

1. people who give advice about professions, careers [1]

   _____
2. changes, differs [2] _____
3. the feeling that a worker will never lose his or her job [2]

   _____
4. percentage of people without jobs [2] _____
5. changing from one job to another [4] _____

D. Discussion Questions. In small groups, answer these questions with your opinions.

1. Would you like to have a secure job or hop from one job to another?

2. What should you do if you want to keep your job or find a better job?

3. Would you prefer telecommuting or travelling to work?

4. Do you think you are a workaholic? If so, do you enjoy your work?

Getting a Job

Getting a job begins with locating and applying for jobs that will advance your career plans. It also involves convincing employers that you are the best applicant for their job openings. The way you apply for a job and present your qualifications can greatly influence an employers impression of you. Therefore, you should know how to contact employers, how to complete application forms, and how to make a good impression in job interviews. It is also important to know how to write a good *resume,* or summary of your background and qualifications. All these skills can improve your chances for employment. However, do not be discouraged if you are not offered the first job you apply for. Most employers consider several applicants for each job opening, and many people make a number of applications before being hired.

Finding job opportunities. One of the most common ways to learn about job opportunities is by word-of-mouth. Many jobs are filled by people who have heard of the job openings from friends, relatives, teachers, and acquaintances. You should therefore tell the people you know and meet that you are looking for certain kinds of job opportunities. This process is known as *networking.*

Another common way to locate job opportunities is through the help-wanted section of newspapers. Many professional and union newsletters, journals, and other trade publications also carry advertisements for job openings. In numerous cases, the information given in help-wanted ads can help you decide whether to contact the employer.

Information about job openings is also available from employment agencies. Public employment agencies are run by the government and do not charge for their services. Private agencies charge the jobseeker or the employer a fee if a person is hired as a result of their efforts. Many high schools, colleges, and other schools have *placement offices,* which are set up to help students and graduates find jobs.

Telephone directories, the *College Placement Annual,* and other directories list the names and addresses of employers in various fields. Jobseekers must contact the employers to learn about possible job openings.

Contacting employers. Your first contact with an employer will be either to apply for a known job opening or to find out if any jobs are available. Your contacts with employers should be effective and orderly. The most common ways of contacting employers are by mail, by telephone, and by personal visit to an employers office.

PERSONAL RÉSUMÉ

Jerry Williams
1226 34th Street
Indianola, Iowa 50125
515/255-5225

POSITION SOUGHT: News editor on metropolitan daily newspaper

EXPEREINCE:

1/93 to Present — Indianola Record-Herald & Tribune
P. O. Box 259
Indianola, Iowa 50125
News editor for twice-weekly newspaper

6/91 to Present — Mediapolis New Era
P. O. Box 487
Indianola, Iowa 52637
Editor for weekly newspaper

9/89 to Present — Daily Iowan
Room 111, Communication Center
Iowa City, Iowa 52240
Copy editor for daily newspaper published by University of Iowa

EDUCATION:

9/87 to Present — University of Iowa
Received Bachelor of Arts degree (May 1991)
Major in journalism

LANGUAGES: Spanish (spoken and read)

OUTSIDE ACTIVITIES: Member of Society for Professional Journalists and Iowa Newspaper Association; amateur radio operator; volunteer for United Way in Indianola

REFERENCES: Personal references available on request

A résumé, above, briefly describes a job applicant's work experience, education, and interests. To be effective, a résumé should be neatly typed, well organized, and easy to read.

Many applicants for jobs get in touch with employers by mail. A letter to an employer should be typewritten. In the letter, introduce yourself and explain why you are writing. Briefly indicate any experience and skills you have that relate to the kind of job you are seeking. Finally, ask for an interview. Be sure to include your address and telephone number so that the employer can reach you. If you contact an employer by telephone, try to provide the same information that you would cover in a letter.

For some positions, job seekers make direct contact with employers by filling out job applications in person. Some businesses require that applications be on file before considering an applicant for employment. These employers include department stores, fast-food restaurants, supermarkets, retail sales outlets, automobile manufacturers, and clothing manufacturers. Many workers take resumes with them when they visit these employers. Resumes provide workers with the information they need to complete the application.

Writing a resume. A resume describes your background and qualifications in more detail than does a letter of application. It may be enclosed with such a letter or given to an employer before or during an interview. A good resume is neat, well

organized, and easy to read. Most are about one or two pages long.

Next, list the names and locations of all schools and training programs you have attended since high school. Include your attendance dates and major subjects plus any degrees, diplomas, certificates, and honors you received. Finally, list any hobbies, travel experience, or other information that applies to the job you are seeking.

Many employers ask for the names and addresses of *personal references—that* is, people the employer may contact to learn more about you. Some job applicants list three or four personal references in their resumes. Other applicants indicate that such references are available on request.

Completing application forms. Most employers ask job applicants to fill out an application form. Such forms help employers find out about your qualifications. Application forms should be filled out carefully. Make your answers as brief, neat, and complete as possible.

Most application forms request the same kinds of information, and much of the information duplicates that given in resumes. The forms ask for your address, telephone number, social security number, and the title of the job for which you are applying. Most forms also ask about your previous employment, including your employers' and supervisors' names, the dates of your employment, and your duties. The forms further request that you list the schools you attended, the dates you attended them, and any degrees, diplomas, and certificates you received. Many forms request information about your military experience, health, and hobbies. They may also ask for the names and addresses of personal references.

Being interviewed. If your resume or application form indicates you are qualified for a job opening, the employer may ask you to come in for an interview. The interview enables you to learn more about the job opening. It also helps the employer find out if you are the best person to hire for the job.

Most interviewers pay close attention to the way an applicant acts, dresses, and answers questions. You can favorably influence an interviewer by arriving on time and by being polite, sincere, and well organized. Dress as you would for the kind of job you are seeking, unless the workers wear uniforms. The interviewer will probably ask about your interests, your work experience, and your goals. Common questions also include your reasons for applying for the job and what you believe you can contribute to the success of the employer's business. Answer all questions briefly and frankly. You might find it helpful to think out your answers to such questions before an interview.

Many people prepare for a job interview by trying to learn some facts about the employers business. Such facts might include information on the kinds of products the company manufactures or on the services it provides. This kind of knowledge can help you ask intelligent questions during your interview. It also shows the interviewer that you are interested in the employer's business.

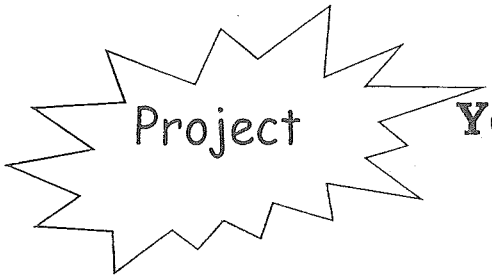
After the interview, send a thank-you letter to the interviewer. If you still want to be considered for the job, say so in your letter. Also ask any further questions you might have.

Complete the summary of the article.

1. Finding job opportunities:
   a. Networking: friends, relatives, teachers, & acquaintances
   b. _____
   c. _____
   d. _____

2. Contacting employers
   Ways to contact employers: by _____, _____, or _____.

3. _____
4. _____
5. _____



Research
Your Career Field of Interest

What to do:

1. Read quickly through the career fields below and identify some fields that you don't understand. Your teacher will explain to you the meanings.

Accounting
Advertising
Agriculture
Air conditioning
Air Force, U.S.
Anthropology
Archeology
Architecture
Army, U.S.
Astronomy
Audio logy
Automobile
Aviation
Ballet
Bank
Biology
Bookkeeping
Botany
Building trade
Business
Chemistry
Chiropractic
City planning
Clothing
Coal
Coast Guard, U.S.
Commercial art
Computer
Conservation
Crime laboratory
Criminology
Dental hygiene
Dentistry
Disabled
Economics
Electronic
Engineering
Entomology
Federal Bureau of Investigation
Fire department
Forestry
Gardening
Geology
Government
Hairdressing
Home economics
Hospital
Hotel
Industrial arts
Industrial design
Industry
Insurance
Interior decoration
Iron and steel
Journalism
Law
Library
Marine Corps, U.S.
Mathematics
Mechanical drawing
Medicine
Merchant marine
Metallurgy
Meteorology
Mining
Modeling
Motion picture
Music
Navy, U.S.
Nuclear energy
Nursing
Nutrition
Occupational therapy
Ocean
Ophthalmology
Optometry
Osteopathic medicine
Personnel management
Petroleum
Pharmacy
Photography
Physical education
Physical therapy
Physics
Plastics
Police
Psychiatry
Psychology
Public relations
Publishing
Radio
Railroad
Real estate
Recording industry
Recreation
Religious education
Restaurant
Retailing
Salesmanship
Science
Secretarial work
Social work
Sociology
Speech therapy
Surveying
Taxidermy
Teaching
Telephone
Television
Theater
Tool making
Veterinary medicine
Vocational rehabilitation
Writing
Zoology

2. Now, choose one career field that interests you and that you want to explore more about. Then, ask your teacher to approve it.
   + Information sources:
3. Find information about your chosen field. Make photocopy of the article(s) and record the info. Source(s) at the top of the first page. Take notes of any interesting facts and prepare a short (3-5 minutes) oral presentation about the career field.

Library Research...

1. READ / OBSERVE

2. TAKE NOTES

3. WRITE ABOUT IT

BIBLIOGRAPHIC INFORMATION

When taking notes from any source, write down the information about that source and include it in your report at the end. Write it in the following format.

REGULAR BOOKS:

Author's last name, Author's first name. Title.
City where the book was published, Publishing Company, Copyright Date, Page number (s)

ENCYCLOPEDIAS:

Author's last name, Author's first name. "Subject".
Name of the Encyclopedia series. Copyright Date.

Some Examples:

One author	Allen, Thomas B. Vanishing Wildlife of North America. Washington D.C.: National Geographic Society, 1974.
Two or three authors	Searles, Baird and Martin, Last. A Reader's Guide to Science Fiction. New York: Facts on File, Inc., 1979.
Encyclopedia article	Pettingill, Olin Sewall, Jr. "Falcon and Falconry." World Book Encyclopedia. 1980. *Note:* If the article is followed by the author's initials, check in the index of the authors (usually in the front of each volume) for the author's full name. If it is unsigned, give the title of the article first.