

Employment Lessons Tracking Sheet

Student's Name _____

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

EXPERIENCE BASED															
Lessons		/													
INTERESTS	Job Duties I Like Worksheet														
	Job Characteristics I Like Worksheet														
	Job Characteristics I Like Graph														
	Job Characteristics I Like Summary														
SKILLS & LIMITS	Job Duties—How I Did Worksheet														
	Work, Social, and Personal Skills Worksheet														
	Work, Social, and Personal Skills Graph														
	Work, Social, and Personal Skills Summary														
	Self-Determined Skills Worksheet														
	Site Summary														

Choosing General Goals Worksheet

Name _____

Transition Area _____

Goals

1. Do I know my interests?

YES Write interests

Interests

NO Find out interests

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

YES Write requirements

Requirements

NO Find out requirements

3. Do I know my skills?

YES Write skills

Skills

NO Find out skills

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

YES
Go to #5 and consider your limits.

NO
Can I learn the skills?

YES →

NO →

Learn skills

Re-evaluate interest

5. Do I know my limits?

YES Write limits

Limits

NO Find out limits

6. Do my limits interfere with the requirements?

YES
Can I do something to change this limit?

YES →

NO →

NO Pursue interest

Learn skills

Re-evaluate interest

Choosing General Goals Worksheet— Veterinarian Example

Name Veterinarian Transition Area Employment

		Goals
<p>1. Do I know my interests?</p>	<p>YES Write interests Interests Veterinarian</p>	<p>NO Find out interests</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>2. Do I know what is required to do this?</p>	<p>YES Write requirements Requirements</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	<p>NO Find out requirements</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>
<p>3. Do I know my skills?</p>	<p>YES Write skills Skills Handles animals well Gets good grades in science classes</p>	<p>NO Find out skills</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
<p>4. Do I have the skills to meet the requirements?</p>	<p>YES Go to #5 and consider your limits.</p> <p>NO Can I learn the skills?</p>	<p>Learn skills</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>Re-evaluate interest</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
<p>5. Do I know my limits?</p>	<p>YES Write limits Limits Severe allergic reaction to animal hair</p>	<p>NO Find out limits</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
<p>6. Do my limits interfere with the requirements?</p>	<p>YES Can I do something to change this limit?</p>	<p>NO Pursue interest</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Learn skills</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>Re-evaluate interest</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>

Choosing General Goals Worksheet— Retail Sales Worker Example

Name Retail Sales Worker Transition Area Employment

		Goals
1. Do I know my interests?	YES Write interests <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Interests</div>	NO Find out interests <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>
2. Do I know what is required to do this?	YES Write requirements <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Requirements</div>	NO Find out requirements <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>
3. Do I know my skills?	YES Write skills <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Skills</div>	NO Find out skills <div style="border: 1px solid black; height: 70px; margin-top: 5px;"></div>
4. Do I have the skills to meet the requirements?	YES Go to #5 and consider your limits. NO Can I learn the skills?	Learn skills <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> Re-evaluate interest <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>
5. Do I know my limits?	YES Write limits <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Limits</div>	NO Find out limits <div style="border: 1px solid black; height: 70px; margin-top: 5px;"></div>
6. Do my limits interfere with the requirements?	YES Can I do something to change this limit?	Pursue interest <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> Learn skills <div style="border: 1px solid black; height: 30px; margin-top: 5px;"></div> Re-evaluate interest <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>

Choosing General Goals Teacher Worksheet— Employment Lessons to Meet Goals

Name _____ Transition Area _____

Goals

1. Do I know my interests?

YES Write interests

Interests

NO Find out interests

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

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

YES Write requirements

Requirements

NO Find out requirements

"Self-Determined Skills"
Dream Job lessons

3. Do I know my skills?

YES Write skills

Skills

NO Find out skills

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

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

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

Learn skills

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

NO

Re-evaluate interest

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

5. Do I know my limits?

YES Write limits

Limits

NO Find out limits

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

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES

Learn skills

Re-evaluate interest

NO

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

NO Pursue interest

Choosing General Goals Worksheet— Summarizing the Employment Lessons

Name _____

Transition Area _____

Goals

1. Do I know my interests?

YES Write interests

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

NO Find out interests

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

YES Write requirements

Requirements
Self-Determined Skills Worksheet
Dream Job lessons

NO Find out requirements

3. Do I know my skills?

YES Write skills

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

NO Find out skills

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

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

NO

Learn skills

Re-evaluate interest

5. Do I know my limits?

YES Write limits

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

NO Find out limits

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES

NO

NO Pursue interest

Learn skills

Re-evaluate interest

Choosing General Goals Worksheet

Name Thomas

Transition Area Employment

Goals

1. Do I know my interests?

YES Write interests
Interests
Play in a band

NO Find out interests
[]

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

YES Write requirements
Requirements
Musical talent
Perform
Get paying jobs

NO Find out requirements
[]

3. Do I know my skills?

YES Write skills
Skills
Good singer

NO Find out skills
[]

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

YES Go to #5 and consider your limits.

NO Can I learn the skills?

YES → Learn skills

NO → Re-evaluate interest

5. Do I know my limits?

YES Write limits
Limits
Can't read sheet music

NO Find out limits
[]

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES → Learn skills
Take music classes to learn to read sheet music
Re-evaluate interest

NO → []

Choosing General Goals Worksheet

Name Lisa

Transition Area Employment

Goals

1. Do I know my interests?

YES Write interests
Interests
Work in a restaurant

NO Find out interests
[]

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

YES Write requirements
Requirements
Wash dishes

NO Find out requirements
[]

3. Do I know my skills?

YES Write skills
Skills
Wash dishes
Work on own

NO Find out skills
[]

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

YES Go to #5 and consider your limits.
NO Can I learn the skills?

Learn skills
YES → []
Re-evaluate interest
NO → []

5. Do I know my limits?

YES Write limits
Limits
Can't ride city bus to get to work

NO Find out limits
[]

6. Do my limits interfere with the requirements?

YES
Can I do something to change this limit?

NO Pursue interest
[]
Learn skills
YES → Learn to ride the city bus to get to work
Re-evaluate interest
NO → []

Choosing General Goals Worksheet

Name Richard

Transition Area Daily Living & Community

Goals

<p>1. Do I know my interests?</p>	<p>YES Write interests</p> <div style="border: 1px solid black; padding: 5px;"> <p>Interests</p> <p>Live alone</p> </div>	<p>NO Find out interests</p> <div style="border: 1px solid black; height: 40px;"></div>
<p>2. Do I know what is required to do this?</p>	<p>YES Write requirements</p> <div style="border: 1px solid black; padding: 5px;"> <p>Requirements</p> <p>Cook</p> <p>Clean</p> <p>Pay bills</p> </div>	<p>NO Find out requirements</p> <div style="border: 1px solid black; height: 80px;"></div>
<p>3. Do I know my skills?</p>	<p>YES Write skills</p> <div style="border: 1px solid black; padding: 5px;"> <p>Skills</p> <p>Cook</p> <p>Clean</p> <p>Have job so I can pay bills</p> </div>	<p>NO Find out skills</p> <div style="border: 1px solid black; height: 60px;"></div>
<p>4. Do I have the skills to meet the requirements?</p>	<p>YES</p> <p>Go to #5 and consider your limits.</p>	<p>NO</p> <p>Can I learn the skills?</p> <p>YES →</p> <p>NO →</p>
		<p>Learn skills</p> <div style="border: 1px solid black; height: 30px;"></div> <p>Re-evaluate interest</p> <div style="border: 1px solid black; height: 30px;"></div>
<p>5. Do I know my limits?</p>	<p>YES Write limits</p> <div style="border: 1px solid black; padding: 5px;"> <p>Limits</p> <p>Temper</p> </div>	<p>NO Find out limits</p> <div style="border: 1px solid black; height: 60px;"></div>
<p>6. Do my limits interfere with the requirements?</p>	<p>YES</p> <p>Can I do something to change this limit?</p> <p>YES →</p> <p>NO →</p>	<p>NO Pursue interest</p> <div style="border: 1px solid black; height: 40px;"></div> <p>Learn skills</p> <div style="border: 1px solid black; padding: 5px;"> <p>Control my temper</p> </div> <p>Re-evaluate interest</p> <div style="border: 1px solid black; height: 30px;"></div>

Choosing General Goals Worksheet

Name Christina

Transition Area Education

Goals

1. Do I know my interests?

YES Write interests
Interests
College degree in photography

NO Find out interests

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

YES Write requirements
Requirements
Good photography skills
Go to college
Good grades

NO Find out requirements

3. Do I know my skills?

YES Write skills
Skills
Good at photography
Grades OK

NO Find out skills

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

YES Go to #5 and consider your limits.

NO Can I learn the skills?

YES Learn skills
Take study skills classes in high school
Re-evaluate interest

NO

5. Do I know my limits?

YES Write limits
Limits
Trouble taking notes in class

NO Find out limits

6. Do my limits interfere with the requirements?

YES Can I do something to change this limit?

YES Learn skills
Find a college with a learning center
Re-evaluate interest

NO

Choosing General Goals Worksheet

Name Alicia

Transition Area Personal

Goals

1. Do I know my interests?

YES Write interests

Interests
Relationships with family and girlfriends

NO Find out interests

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

YES Write requirements

Requirements

NO Find out requirements

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

3. Do I know my skills?

YES Write skills

Skills
Outgoing
Friendly
Communicate openly

NO Find out skills

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

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

NO

Learn skills

Re-evaluate interest

5. Do I know my limits?

YES Write limits

Limits
Hard time trusting girls

NO Find out limits

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES

NO

NO Pursue interest

Learn skills

Continue in therapy

Re-evaluate interest

Job Duties I Like Worksheet

Name _____ Date _____ Site _____

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

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

Percent of Job Duties I Like

Directions:

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

Number of duties I liked **(a)** _____ ÷

Total duties **(b)** _____ =

x 100 =

Percent of duties I liked **(c)** _____ %

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

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

Job Characteristics I Like Worksheet

Name _____ Date _____ Site _____

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

Job Characteristics I Like Worksheet

(continued)

Percent of Matches

Directions:

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

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

.....

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

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

Job Characteristics I Like Graph

Name _____ Period Covered: from _____ to _____

Directions:

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

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

Job Characteristics I Like Summary

Name _____ Date _____

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

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

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

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

Job Duties—How I Did Worksheet

Name _____ Date _____ Site _____

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

Job Duties—How I Did Worksheet (continued)

Supervisor Thinks

Directions:

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

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

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

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

Matches

Directions:

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

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

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

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

Work, Social, and Personal Skills Supervisor Evaluation

Student' Name _____ Date _____ Site _____

Supervisor's Name _____

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

Work, Social, and Personal Skills— Student Worksheet

Name _____ Date _____ Site _____

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

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

Supervisor Thinks

Directions:

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

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

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

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

Matches

Directions:

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

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

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

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

Work, Social, and Personal Skills Summary

Name _____ Date _____ Site _____

Directions:

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

Directions:

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

Skills I Did Well		Skills I Need to Improve	
Work		Work	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
Social		Social	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
Personal		Personal	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

Self-Determined Skills Worksheet

Purpose

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

Directions

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

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

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

Column 2: **“How I Did”**

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

Column 3: **“Supervisor Thinks”**

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

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

This space is for anyone’s comments.

Column 5: **“Matches”**

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

Self-Determined Skills Worksheet (continued)

Name _____ Date _____ Site _____

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

Self-Determined Skills Worksheet (continued)

Supervisor Thinks

Directions:

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

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

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

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

Matches

Directions:

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

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

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

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

Self-Determined Skills Worksheet:

Joe's Sample Situation

Background:

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

Skills Joe knows are important:

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

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

Skills the supervisor says are important:

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

Joe's IEP goals:

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

Joe's job evaluations:

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

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

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

Self-Determined Skills Worksheet (continued)

Name _____ Date _____ Site _____

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

Joe's Self-Determined Skills Worksheet: Answer Key

Name Joe

Date _____

Site Grocery Store

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

Site Summary

Name _____ Site _____

Job Title _____ Dates _____

Interests		Skills and Limits									
<p style="text-align: center;">Job Duties I Like</p> <p style="text-align: center;">% of job duties I like at this job site</p> <div style="text-align: center; border: 1px solid gray; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> _____% </div>	<p style="text-align: center;">Job Characteristics I Like</p> <p style="text-align: center;">% of job characteristics I like at this job site</p> <div style="text-align: center; border: 1px solid gray; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> _____% </div>	<p style="text-align: center;">Job Duties—How I Did</p> <p style="text-align: center;">% of positive supervisor evaluation</p> <div style="text-align: center; border: 1px solid gray; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> _____% </div>	<p style="text-align: center;">Work, Social, and Personal Skills</p> <p style="text-align: center;">% of positive supervisor evaluation</p> <div style="text-align: center; border: 1px solid gray; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> _____% </div>								
Scale		Scale									
not many few some many		not many few some many									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> </tr> </table>						<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> </tr> </table>					
0% 25% 50% 75% 100%		0% 25% 50% 75% 100%									
<p style="text-align: center;">Overall, how did I like this job?</p> <p style="text-align: center;">not at all OK great!</p>		<p style="text-align: center;">How did I do at this job?</p> <p style="text-align: center;">poorly OK great!</p>									
Comments											

Job Clusters—U.S. Department of Labor

OCCUPATIONS

NOTES

1. Executive, Administrative, and Managerial Occupations

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

2. Professional Specialty Occupations

ENGINEERS

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

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

OCCUPATIONS

NOTES

ARCHITECTS AND SURVEYORS

Architects _____

Landscape architects _____

Surveyors _____

COMPUTER, MATHEMATICAL, AND OPERATIONS RESEARCH OCCUPATIONS

Actuaries _____

Computer systems analysts _____

Mathematicians _____

Operations research analysts _____

Statisticians _____

LIFE SCIENTISTS

Agricultural scientists _____

Biological scientists _____

Foresters and conservation scientists _____

PHYSICAL SCIENTISTS

Chemists _____

Geologists and geophysicists _____

Meteorologists _____

Physicists and astronomers _____

LAWYERS AND JUDGES

SOCIAL SCIENTISTS AND URBAN PLANNERS

Economists and marketing research analysts _____

Psychologists _____

Sociologists _____

Urban and regional planners _____

SOCIAL AND RECREATION WORKERS

Human services workers _____

Social workers _____

Recreation workers _____

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

OCCUPATIONS _____ **NOTES**

RELIGIOUS WORKERS

Protestant ministers _____

Rabbis _____

Roman Catholic priests _____

TEACHERS, LIBRARIANS, AND COUNSELORS

Adult education teachers _____

Archivists and curators _____

College and university faculty _____

Counselors _____

Kindergarten and elementary school teachers _____

Librarians _____

Secondary school teachers _____

HEALTH DIAGNOSING PRACTITIONERS

Chiropractors _____

Dentists _____

Optometrists _____

Physicians _____

Podiatrists _____

Veterinarians _____

HEALTH ASSESSMENT AND TREATING OCCUPATIONS

Dietitians and nutritionists _____

Occupational therapists _____

Pharmacists _____

Physical therapists _____

Physician assistants _____

Recreational therapists _____

Registered nurses _____

Respiratory therapists _____

Speech-language pathologists and audiologists _____

COMMUNICATIONS OCCUPATIONS

Public relations specialists _____

Radio and television announcers and newscasters _____

Reporters and correspondents _____

Writers and editors _____

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

OCCUPATIONS

NOTES

VISUAL ARTS OCCUPATIONS

Designers _____

Photographers and camera operators _____

Visual artists _____

PERFORMING ARTS OCCUPATIONS

Actors, directors, and producers _____

Dancers and choreographers _____

Musicians _____

3. Technicians and Related Support Occupations

HEALTH TECHNOLOGISTS AND TECHNICIANS

Clinical laboratory technologists and technicians _____

Dental hygienists _____

Dispensing opticians _____

EEG technologists _____

EKG technicians _____

Emergency medical technicians _____

Licensed practical nurses _____

Medical record technicians _____

Nuclear medicine technologists _____

Radiologic technologists _____

Surgical technicians _____

TECHNOLOGISTS, EXCEPT HEALTH

Aircraft pilots _____

Air traffic controllers _____

Broadcast technicians _____

Computer programmers _____

Drafters _____

Engineering technicians _____

Library technicians _____

Paralegals _____

Science technicians _____

Tool programmers, numerical control _____

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

OCCUPATIONS

NOTES

4. Marketing and Sales Occupations

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

5. Administrative Support Occupations, Including Clerical

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

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

OCCUPATIONS

NOTES

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

6. Service Occupations

PROTECTIVE SERVICE OCCUPATIONS

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

FOOD AND BEVERAGE PREPARATION AND SERVICE OCCUPATIONS

Chefs, cooks, and other kitchen workers _____
Food and beverage service occupations _____

HEALTH SERVICE OCCUPATIONS

Dental assistants _____
Medical assistants _____
Nursing aides and psychiatric aides _____

PERSONAL SERVICE AND BUILDING AND GROUNDS SERVICE OCCUPATIONS

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

7. Agriculture, Forestry, Fishing, and Related Occupations

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

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

OCCUPATIONS

NOTES

8. Mechanics, Installers, and Repairers

Aircraft mechanics and engine specialists _____

Automotive body repairers _____

Automotive mechanics _____

Diesel mechanics _____

Electronic equipment repairers: _____

Commercial and industrial electronic equipment repairers _____

Communications equipment mechanics _____

Computer and office machine repairers _____

Electronic home entertainment equipment repairers _____

Telephone installers and repairers _____

Elevator installers and repairers _____

Farm equipment mechanics _____

General maintenance mechanics _____

Heating, air-conditioning, and refrigeration technicians _____

Home appliance and power tool repairers _____

Industrial machinery repairers _____

Line installers and cable splicers _____

Millwrights _____

Mobile heavy equipment mechanics _____

Motorcycle, boat, and small-engine mechanics _____

Musical instrument repairers and tuners _____

Vending machine servicers and repairers _____

9. Construction Trades and Extractive Occupations

Bricklayers and stonemasons _____

Carpenters _____

Carpet installers _____

Concrete masons and terrazzo workers _____

Drywall workers and lathers _____

Electricians _____

Glaziers _____

Insulation workers _____

Pointers and paperhangers _____

Plasterers _____

Plumbers and pipe fitters _____

Roofers _____

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

OCCUPATIONS

NOTES

Roustabouts _____
Sheet-metal workers _____
Structural and reinforcing ironworkers _____
Tilsetters _____

10. Production Occupations

ASSEMBLERS

Precision assemblers _____

BLUE-COLLAR WORKER SUPERVISORS _____

FOOD PROCESSING OCCUPATIONS

Butchers and meat, poultry, and fish cutters _____

INSPECTORS, TESTERS, AND GRADERS _____

METALWORKING AND PLASTICS-WORKING OCCUPATIONS

Boilermakers _____

Jewelers _____

Machinists _____

Metalworking and plastics-working machine operators _____

Numerical-control machine-tool operators _____

Tool and die makers _____

Welders, cutters, and welding machine operators _____

PLANT AND SYSTEMS OPERATORS

Electric power generating plant operators and power distributors and dispatchers _____

Stationary engineers _____

Water and waste water treatment plant operators _____

PRINTING OCCUPATIONS

Prepress workers _____

Printing press operators _____

Bindery workers _____

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

OCCUPATIONS

NOTES

TEXTILE, APPAREL, AND FURNISHINGS OCCUPATIONS

Apparel workers _____

Shoe and leather workers and repairers _____

Textile machinery operators _____

Upholsterers _____

WOODWORKING OCCUPATIONS _____

MISCELLANEOUS PRODUCTION OCCUPATIONS

Dental laboratory technicians _____

Ophthalmic laboratory technicians _____

Pointing and coating machine operators _____

Photographic process workers _____

11. Transportation and Material Moving Occupations

Bus drivers _____

Material moving equipment operators _____

Rail transportation occupations _____

Truck drivers _____

Water transportation occupations _____

12. Handlers, Equipment Cleaners, Helpers, and Laborers

Dream Job Research Worksheet

Name

Date

Name of Job Cluster

Job Title

NATURE OF WORK

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

WORKING CONDITIONS
worked?

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

EMPLOYMENT

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

Dream Job Research Worksheet (continued)

Name of Job Cluster

Job Title

TRAINING

What level of education is required for this job?

OTHER QUALIFICATIONS

What skills would you need for this job?

ADVANCEMENT

What would be your chances for promotion?

JOB OUTLOOK

Will this job be available in the future?

EARNINGS

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

RELATED OCCUPATIONS

What other jobs are there with similar characteristics?

Dream Job Research Worksheet—Sample

Name

Date

Name of Job Cluster

Administrative Support Occupations—Including Clerical

Job Title

Stock Clerk

NATURE OF WORK

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

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

WORKING CONDITIONS
worked?

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

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

EMPLOYMENT

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

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

Dream Job Research Worksheet (continued)

Name of Job Cluster Administrative Support Occupations—Including Clerical

Job Title Stock Clerk

TRAINING What level of education is required for this job?

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

OTHER QUALIFICATIONS What skills would you need for this job?

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

ADVANCEMENT What would be your chances for promotion?

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

JOB OUTLOOK Will this job be available in the future?

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

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

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

RELATED OCCUPATIONS What other jobs are there with similar characteristics?

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

Notes from Dream Job Reports

Name _____

Date _____

Job Title	What People in This Job Do	Salary	Reuirements

Getting Ready for Dream Job Informational Interview Worksheet

Name

Date

Dream Job I Chose

Person I Will Interview

Where He/She Works

Phone Number

What I Will Say to Set Up the Interview

Introduce Yourself

"Hello, my name is _____."

"I'm from _____ school."

Explain the Project

"My class project is _____."

"I would like to speak with someone who _____
_____."

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

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

OR

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

Closing

"Thank you, _____."

Dream Job Informational Interview Worksheet

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

Dream Job Informational Interview Worksheet (continued)

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

Dream Job Informational Interview Worksheet (continued)

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