

Career Toolbox
Grades 9-12
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Problem

What are the most reliable, up-to-date resources students can use to help build a “Career Toolbox” consisting of a career profile, first-time resume and resources to find entry-level jobs in metro-Chicago?

Description of learner characteristics

This lesson is being implemented with the Power I class. Power is in the second year of a four-year vocational-technical Power-Automotive program. Students are predominantly male, and approximately seventy-five per cent are sophomores. All learner groups are represented. Students spend two days per week on bookwork, and the remaining three days working on practical applications. Internet project are not generally assigned in this class.

Goals

To introduce the use of Internet resources in the creation of a Career Toolbox, an electronic career/job search portfolio.

Objectives

Students will

- Access specific Internet sites at the direction of the teacher/librarian
- Locate additional Internet sites
- Evaluate Internet sites
- Share at least three additional Internet sites using ISO citation format

Materials list

LCD projector
Internet accessible computers
List of websites
Rubric

Activities

Teacher will introduce project and provide templates of portfolio components in a class accessible “Career Toolbox.” (Sample forms to follow.)

Students’ Career Toolbox is to include

1. Results of online career quiz copied and pasted into a Word document
2. Completed career research guide profiling one career

3. List of sites created in a word processing document for researching local want-ads, resume writing tips and career profiles
4. Resume including list of personal references
5. Word document of three annotated citations for useful web sources

Students will create a personal Career Toolbox folder to compile tasks

Librarian will direct students to <http://www.princetonreview.com> to take the Birkman Career Style online career quiz; results will be copied to student's Career Toolbox

Based on quiz results and personal preference, students will complete career research guide profiling one career

Librarian will review rubric and introduce one search tip during each class session

Students will discuss search terms, search tips, how to build a citation

Students will work individually to locate and evaluate additional websites to fulfill portfolio components

Students will submit three websites, annotated and in ISO citation format, as an e-mail attachment to the instructional team

Students will send a resume and list of references as an e-mail attachment to the instructional team for review

Bibliography

411 Jobs: The Career Directory [online]. n.d. [cited 3 November 2002]. Available from World Wide Web: <http://www.411jobs.net/> .

CareerBuilder [online]. n.d. [cited 4 November 2002]. Available from World Wide Web: <http://www.careerbuilder.com/> .

Career Connector The Source for Jobs in Chicago and the Suburbs [online]. n.d. [cited 4 November 2002]. Available from World Wide Web: <http://www.careerconnector.com/> .

Chicago Sun-Times. *Careers*. [online] n.d. Chicago, Ill. [cited December 17, 2002]. Available on the World Wide Web: <http://www.chicagjobnetwork.com> .

Dikel, Margaret. *The Riley Guide* [online]. n.d. [cited 29 November 2002]. Available from World Wide Web: <http://www.rileyguide.com> .

Hake, Kathryn. *Vocational Information Center: Engine Tech Career Guide* [online]. 20 September 2002 [cited 11 November 2002]. Available from World Wide Web: <http://www.khake.com/page20.html> .

Go to "Engine Tech Career Guide." Wonderful portal to engine technology related sites for ATV's, 4-wheelers, snowmobiles, motorcycles, tractors and lawn equipment; engine tech learning resources, safety, schools and training. Career descriptions in this field linked to *Occupational Outlook Handbook*. Ability to search career related companies by state (six found in Illinois).

hotjobs [online]. n.d. [cited 4 November 2002]. Available from World Wide Web: <http://hotjobs.com> .

Illinois Skills Match Website [online]. n.d. [cited 3 November 2002]. Available from World Wide Web: <http://www.careerconnector.com/> .

Jobs.NET [online]. n.d. [cited 4 November 2002]. Available from World Wide Web: <http://jobs.net> .

One Source: Your Gateway to Workforce and Career Information [online]. n.d. [cited 3 November 2002]. Available from World Wide Web: <http://www.ilworkinfo.com/> .

Princeton Review [online]. n.d. [cited 29 November 2002]. Available from World Wide Web: <http://www.princetonreview.com> .

Roehm, Frances E. and Margaret Dikel. *Definitive Chicago Area Job Guide* [online]. 13 August 2002 [cited 4 November 2002]. Available from World Wide Web: <http://www.chicagojobs.org/> .

Definitive Chicago area job guide with links to Chicago and neighborhood newspapers. Maintained by reference librarian at Skokie Public Library.

Technology Student Association [online]. n.d. [cited 11 November 2002]. Available from World Wide Web: <http://www.tsawww.org/> .

U.S. Dept. of Labor. *Illinois' Job Bank* [online]. n.d. [cited 4 November 2002]. Available from World Wide Web: <http://www.ajb.org/il> .

U.S. Dept. of Labor. *Occupational Outlook Handbook* [online]. n.d. [cited 29 November 2002]. Available from World Wide Web: <http://www.bls.gov/oco/> .

Vocational Education Center [online]. n.d. [cited 11 November 2002]. Available from World Wide Web: <http://www.educationworld.com> .

Excellent voc-ed student resources. Search the index of vocations to find automotive and construction technology and electronics. Links to relevant associations and organizations, discussions and newsgroups, manufacturers, repair, safety issues, technology schools and learning on-line. Excellent resource for students looking for jobs as automotive, marine, watercraft, and motorcycle technicians. Links to American Motorcycle Institute, Automotive encyclopedia, Under the Hood educational website and others.

Print Resources

Frisch, Carlienne,. *Everything you need to know about getting a job*. New York: Rosen Pub. Group, 2000.

Resumes for first-time job hunters. Chicago, Ill. : VGM Career Books, 2000.

Standards

Reavis High School/School Improvement Plan

Target Area 2: Problem Solving and Critical Thinking.

Students will improve their problem solving and critical thinking skills across the curriculum.

Target Area 3: Technology.

Students will improve their ability to use computer software. Students will improve their ability to use technological equipment.

Information Literacy Standards for Student Learning

Category 1: Information Literacy

Standard 1—The student who is information literate accesses information efficiently and effectively.

Standard 2—The student who is information literate evaluates information critically and competently.

Standard 3—The student who is information literate uses information accurately and creatively.

Illinois Learning Standards

State Goal 5: Use the language arts to acquire, access, and communicate information.

As a result of their schooling, students will:

A. Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.

B. Analyze and evaluate information acquired from various sources.

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

NET Standards

4. Technology communications tools

Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.

5. Technology research tools

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

7. Students employ technology in the development of strategies for solving problems in the real world.

Mid-Continent Research for Education and Learning

Life Work Standard and Benchmarks

Standard 5: Makes general preparation for entering the work force

Level IV (Grade 9-12)

- 2. Determines the types of preparation and training needed for entry-level jobs
- 7. Analyzes a current job and its future possibilities
- 8. Develops an employment profile
- 9. Uses multiple resources to obtain information about prospective jobs (e.g., classified, word of mouth, free services provided by state)
- 13. Prepares a resume summarizing experience, education, and job training
- 15. Makes an accurate appraisal of prior work experience, career goals, personal character, job references, and personal aptitudes
- 17. Evaluates the chances of getting a job now and in the future in fields of work that are of interest
- 18. Makes an accurate appraisal of available work options

Rubric for Career Toolbox

15 possible points rev.

	1	2	3	4	5
Toolbox components	Create Career Toolbox within student folder	Copy and past results of career quiz into folder	Complete and enter career research guide including URL source	Create list of at least three relevant career search/resume building sites	Create resume and list of references
Resume	Rough draft	Formatted in appropriate style with correct spelling and punctuation	Appropriate style with correct spelling & punctuation; list of references included	Final resume includes clear objectives, work experience, relevant class work & school activities, special skills	Resume sent for review via e-mail
Three citations	Create list of at least 3 URLs	URL and annotation	Includes all information in properly cited format	Includes all information in properly cited format & annotation	Citations and annotations e-mailed to instructor

Summary of Teaching Results

This lesson was implemented with one class only, based on the instructor's observation that these students were most likely to be cooperative. She would like to implement this lesson with the remaining four sections of Power I.

Day 1: Students were asked if they had already done any career research, either with guidance counselors or in other classes. Only one student, the only senior, said he had already done so and he was not inclined to participate in the lesson. Upon further investigation, he had not written a resume, so he did fulfill that component of the Career Toolbox. Three of the 14 students did not have e-mail addresses and a significant number had not sent a document as an attachment. All students seemed capable of cutting and pasting from the Internet into a document.

I used the Birkman career profile on-line as a warm-up. All students found the exercise engaging and were interested in charting the results of the four personality types: Planners, Administrators, Communicators and Expeditors. (Our class had no Communicators and only one Planner!) This served as the jumping off point for creating a career profile. Since the instructor had initially planned that this lesson would help students find jobs as automotive/small engine technicians, I was somewhat surprised when some students chose other careers.

Day 2: Those who needed the time were allowed to finish the career profile. Students were asked next to begin Internet searching for good sites for jobs in metropolitan Chicago. We discussed search engines, what a search engine really searches, and the importance of trying various search engines for different results.

On the second day, I also introduced the bibliography component of the Career Toolbox. We discussed creating "bookmarks" or "favorites" which some students chose to do. I also suggested creating a Word document of favorites along with a brief comment, which would become their annotation. "Annotation" was a new term for many of them.

Each day, as students got started, I offered one search tip for the day. Tips were reiterated as I worked with students one-on-one.

The instructor left it up to me to conduct class and then both she and I worked with students individually. After class, she would make observations on what had worked or not, and gave suggestions. She was supportive and helped keep students on task.

Days 3-7: Students were ready to begin work on citations and resumes. We planned to devote four days to the project, but that stretched into seven. It was clear that creating a resume was problematical for students. Either they didn't see the need to have one or they didn't feel that as high school students they had the credentials or experience to put on a resume. A lot of time was spent giving students ideas of what they might have done that would go on a resume: sports affiliations, extracurricular activities, volunteer work, any job experience including babysitting, grade point average, relevant classes taken. . For those students who did not locate a good sample resume for a high school student, I brought out two books of sample resumes for first-time job seekers.

Since the students were already creating a list of web sites, I directed them to the sample citation form in the Career Toolbox. In order for them to create an ISO citation, they had to search the site for an author or publisher and update; I was please to see several of them doing so. From the Citations results chart, however, it is evident that a low percentage of the students were actually successful in completing an accurate, annotated citation.

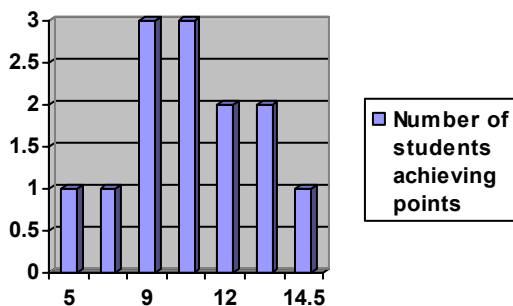
The class included some ESL students who needed some extra attention. Even though the lessons were not devised specifically to be collaborative, students helped one another in setting up e-mail accounts or sending attachments. Some clearly shared websites and resume templates.

From a review of the scoring charts, creating the components of the Career Toolbox, creating a resume and e-mailing the results were successful elements of this lesson. Using e-mail was, I think, especially successful, and I got at least one response from every student in the class. Students enjoy sending e-mail and they were interested in learning how to send an attachment. We also did not create a wasteful number of printed pages. Unfortunately, we were unable to send student resumes via e-mail to an offsite mentor as we had hoped. This requires collaboration earlier in the semester and we might still be able to do this for other classes next semester. I did not feel, however, that the lack of an offsite mentor affected the overall response rate.

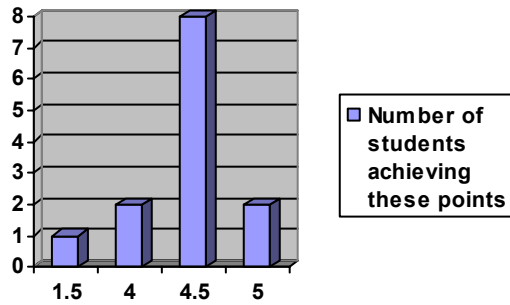
A low number of students, however, returned citations and some did not even contribute three URL's. I had thought that by requiring a citation, students would need to take a more critical look at the source of their information. Perhaps since most career sites appeared to come from reliable sources (i.e., government agencies or newspapers), students took their credibility for granted. Career research may not have been the best topic to use to foster critical thinking and evaluation skills.

In retrospect, my overall goals were too ambitious to achieve in the planned four-50 minute lesson period and did not allow for a broad spectrum of students' interest-levels and abilities. I also think that one lesson, like the evaluation of the Ova Prima site, would perhaps be a more effective and fun lesson in developing critical thinking and evaluation skills.

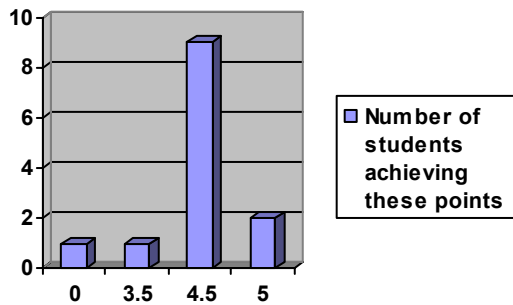
Total score (15 possible points)



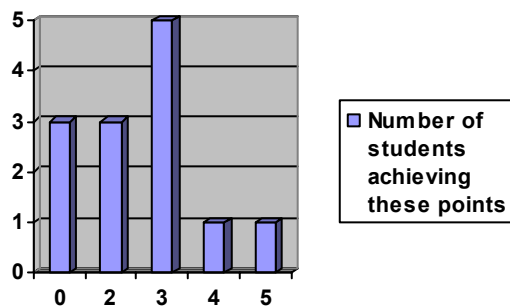
Toolbox components score (5 possible points)



Resume Score (5 possible points)



Citations Score (5 possible points)



FORM INCLUDED IN CAREER TOOLBOX

Attachment #1

Your Name: _____ Date submitted _____

Career Research Guide

This guide acts as an outline for your research report on the career of your choice.

1. Name of Occupation: _____

2. Highlights: (Top two things you'll do in this occupation)

3. Nature of the Work: (Brief job description of this occupation)

4. Working Conditions: (Where do people work in this occupation? Are there physical demands for this job?)

5. Training & Education Requirements: (Do you need a license? College Degree? Advanced Education – describe the qualifications you'll need for this occupation).

6. Job Outlook: (What will be the demand for this occupation in the next 5 years?)

7. Earning Potential: (How much can you expect to be paid in this occupation? Explain)

8. Related Occupations: (Describe two other occupations that are similar to this one that you could also pursue.)

9. Names of Professional Associations representing this occupation: (Enter names, addresses, phone numbers and web site addresses of at least two groups that can provide you further information on this career.)

10. Sources for this report:

From South Central Career Information System (SCCIS). [online]. (Lebanon, PA., USA). n.d. [cited November 4, 2002]. Available from World Wide Web: <http://www.sccis.org/> .

FORM INCLUDED IN CAREER TOOLBOX

Attachment #2

ISO citation format with annotation

THIS IS THE SAMPLE CITATION

U.S. Department of Labor. Occupational Outlook Handbook. [online]. (Washington, D.C., USA): BLS. n.d. [cited December 9, 2002]. Available from World Wide Web: <http://www.bls.gov/oco> .

THIS IS THE ANNOTATION

Excellent source for career profiles.

THESE ARE THE CITATION ELEMENTS

Author (this might be a person or a company name)

Title of web page

[online]

city, state, country

publisher (who has posted this site?)

last date page was updated or enter n.d. if no date is available

[date you viewed page]

Available from World Wide Web: enter URL followed by one space, then enter a period.

There are various styles of citations. Remember to check with your teacher for the citation style she/he wants used.

FORM INCLUDED IN CAREER TOOLBOX

Attachment #3

SAMPLE REFERENCE SHEET

Chris Fulton
140 Atticus Court,
Newton, MA 02161
617-964-8899

Business References
Mr. Alexander J. Holmes, CPA
Vice President of Mutual Fund Accounting
The Keystone Group
Boston, MA 02199
(617) 235-1976

As Fund Tax Manager, Alex hired me and helped train me as a staff audit representative. He also became an accounting mentor and role model.

Ms. Kathy Hawthorne
Vice President of Corporate Accounting
Fidelity Investments
82 Devonshire Street
Boston, MA 02109
(617) 727-6237

I met Kathy while attending Dartmouth College. She has been a longtime

accounting & finance mentor and friend. While working at Keystone I was a member of the Boston Society of Corporate Controllers, of which Kathy served as Vice President.

Mr. Francis J. Melville
Sales & Operations Manager
The Keystone Group
Boston, MA 02199
(617) 235-1991

When I was chosen to participate in the new Cross Training Mutual Fund Division, Frank was: my boss and assisted in developing my sales and customer service skills.

Professor Peter W. Rockwell
Finance Department
Wallace E. Carroll Graduate School of Management
Boston College, Fulton Hall
Chestnut Hill, MA 02167-3808
(617) 552-8698

I was a student in two of Professor Rockwell's classes. I developed an independent course with Professor Rockwell which examined the financial and tax considerations of international mutual fund management.

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