

# 10 Determine the Work Conditions You Prefer



## TRANSITION OBJECTIVE

Students will identify the type of working environment and employment conditions they prefer in selecting a career.

## RELEVANCE TO SUCCESSFUL TRANSITION

It is important for us to identify our preferences for activities on which we plan to spend our time. This is the same in a work situation. For example, If we prefer being outdoors, it would be more beneficial for us to look for careers that allow us to work outside part of the time than to consider more confining indoor jobs.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

One place I prefer to spend time is . . .

### ❑ STEP 2: Convene Roundtable

"I prefer the area where I do my homework to be \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will determine the work environment in which you prefer to work."

the bottom of the information sheet as you explain that work preferences include work conditions, employment conditions and personal feelings as they relate to a job. Conclude with a short class discussion about their reaction to the two jobs on the information sheet.

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### Work Preferences

With your partner, read the following descriptions and follow the directions.

**Tom's Diner**  
Tom's Diner is a small, busy cafe. It is very noisy and crowded at breakfast and lunch. Customers are in a hurry and want their food fast. You take orders and serve food to the customers. There are five other people working on your shift. Everyone gets along well. You make minimum wage working for the lunch hour. You work Monday through Friday, each week you work 20 hours.

**Sarah's Flower Shop**  
Sarah's flower shop is very small and neat. It is filled with colorful flowers and gifts. It is usually quiet and slow. There are never more than two or three customers at a time. Sometimes an hour will pass before a customer comes in. You work about 20 hours a week. Usually you are the only person working in the shop. You always work evenings and weekends. You make about one dollar over minimum wage per hour.

**Things to Consider**

1. Work conditions - the physical setting; contact with co-workers while on the job; and the type and size of the company or business. Describe the work conditions in each place.
2. Employment conditions - work schedule, pay and benefits, type of work, and level of difficulty. Describe the employment conditions for each job.
3. Personal feelings - status and enjoyment of job. Describe your personal feelings about each of these jobs.

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### WORK PREFERENCES INVENTORY

Read each pair of work factors and check the one that best describes your work preference.

✓ Work Environment	
1. <input type="checkbox"/> indoor	<input type="checkbox"/> outdoor
2. <input type="checkbox"/> one work site	<input type="checkbox"/> changing work sites
3. <input type="checkbox"/> open space	<input type="checkbox"/> closed space
4. <input type="checkbox"/> private work space	<input type="checkbox"/> shared work space
5. <input type="checkbox"/> physical/active tasks	<input type="checkbox"/> desk work
6. <input type="checkbox"/> wear uniform	<input type="checkbox"/> wear own clothes
7. <input type="checkbox"/> loud and busy	<input type="checkbox"/> quiet and slow
8. <input type="checkbox"/> work with others	<input type="checkbox"/> work alone
9. <input type="checkbox"/> work with people	<input type="checkbox"/> work with things
10. <input type="checkbox"/> work with customers	<input type="checkbox"/> no contact with customers
11. <input type="checkbox"/> close supervision	<input type="checkbox"/> little supervision
12. <input type="checkbox"/> large company	<input type="checkbox"/> small company
✓ Employment Conditions	
13. <input type="checkbox"/> day shift	<input type="checkbox"/> night or swing shift
14. <input type="checkbox"/> set job duties	<input type="checkbox"/> changing job duties
15. <input type="checkbox"/> set schedule	<input type="checkbox"/> changing schedule
16. <input type="checkbox"/> paid for piece work	<input type="checkbox"/> paid by hour
17. <input type="checkbox"/> many responsibilities	<input type="checkbox"/> few responsibilities
18. <input type="checkbox"/> work with tools	<input type="checkbox"/> work with ideas
19. <input type="checkbox"/> supervise others	<input type="checkbox"/> supervised by others
20. <input type="checkbox"/> make quick decisions	<input type="checkbox"/> make few decisions
✓ Personal Feelings	
21. <input type="checkbox"/> high-status job	<input type="checkbox"/> non-status job
22. <input type="checkbox"/> common job	<input type="checkbox"/> glamorous job
23. <input type="checkbox"/> dangerous job	<input type="checkbox"/> safe job
24. <input type="checkbox"/> leader of co-workers	<input type="checkbox"/> supporter of co-workers
25. <input type="checkbox"/> work for enjoyment	<input type="checkbox"/> work for paycheck

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### ❑ STEP 4: Activity - 15 Minutes

In pairs, have students read the two jobs described on the **Work Preferences** information sheet. Have students look at

### ❑ STEP 5: Activity - 30 Minutes

Have students complete the **Work Preferences Inventory** independently. Circulate through the room to answer questions and provide encouragement. To assist students who may have problems completing the inventory, read the lists of work factors on a screen

image while students mark the factors they prefer.

After making a selection from each pair, have students select the factors they consider most important from each section. For Work Environment, they should circle the four most important factors; in the Employment Conditions section, circle the three most important factors; and in Personal Feelings, the two most important factors.

After students have completed the inventory, have them enter their results in Section 5 of the **Personal Career Profile**. This is a good time to monitor each student's progress on

the **Personal Career Profile**. It is important to comment and validate their efforts as well as their findings.

#### □ **STEP 6: Evaluate Outcomes**

The work conditions I care about most are "\_\_\_\_\_."

#### □ **STEP 7: Connecting Activity**

Have students ask a family member or friend if they are satisfied with the working conditions on their job. Be ready to share their findings in the next class.

Students will go online to find the current minimum wage for their state/area.

## KEY WORDS

**physical setting**  
**customers**

**co-workers**  
**private**  
**work conditions**

**benefits**  
**dangerous**

**status**  
**glamorous**  
**environment**

**supervision**  
**preference**

### MATERIALS AND PREPARATION

- Student Handouts: **Work Preferences**, page 74; **Work Preference Inventory**, page 75; **Personal Career Profile**, page 58.
- Prepare for the **Work Preferences** activity.
- Prepare a sample of the **Work Preferences Inventory** for a screen image.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Decision-Making, Reasoning
- Personal Qualities: Sociability