

12 Identify Your Career Strengths & Abilities



TRANSITION OBJECTIVE

Students will rate their aptitude in career areas and develop a list of jobs that match their aptitudes.

RELEVANCE TO SUCCESSFUL TRANSITION

Each of us have aptitudes or natural talents and abilities. It is important for us to identify our aptitudes in order to select the career in which we will succeed.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I have talent in . . .

❑ STEP 2: Convene Roundtable

"One thing I do best is ____."

❑ STEP 3: Advance Organizer

"Today you will complete the **Aptitude Inventory** and match your areas of strength with jobs in the world of work.."

Words, including the seven aptitude areas and briefly give an example for each. To enhance vocabulary skills, have students look up the key words in the dictionary and work with a partner to use each word in a sentence. Partners then can share several of their sentences with the class.

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PERSONAL MANAGEMENT: Unit 2 LESSON 12

Aptitude Inventory

Mark your skill level in the following areas:

	Good 2	Fair 1	N/A 0
CREATIVE / ARTISTIC:			
Design or make clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make jewelry & crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take & print digital photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draw or paint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Act in shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	+	=	
SCIENTIFIC			
Collect & classify bugs or rocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take Biology ("C" or better grade)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study or make charts & graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take Algebra ("C" or better grade)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plant & care for plants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a microscope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	+	=	
MECHANICAL			
Repair or assemble toys & bicycles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair small appliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair or build stereo equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take woodworking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair car engines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate power mower, drill or saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take things apart to study them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	+	=	
CLERICAL			
Answer phones and take messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Type letters & forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
File letters & forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate a copy machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address envelopes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sort mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greet visitors and customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	+	=	

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❑ STEP 4: Activity - 15 Minutes

Tell students to examine their strengths again, but in a different way. Briefly explain the meaning of aptitude as a natural talent or ability or an area in which one learns or understands quickly. Discuss the **Key**

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Aptitude Inventory

page 2

Mark your skill level in the following areas:

	Good 2	Fair 1	N/A 0
RETAIL / BUSINESS			
Sell or deliver newspapers or fliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in your school store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post & sell items on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make change up to \$20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sell items at a fair or swap meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help customer find items to buy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate a cash register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stock shelves with merchandise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find and compare prices posted on websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	+	=	
SERVICE			
Care for children or elderly people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care for animals or pets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shop for groceries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cook meals or bake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serve food to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work or volunteer in a hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work as a teacher's aide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	+	=	
OUTDOOR / PHYSICAL			
Move furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Load or unload trucks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dig and haul dirt and rocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mow lawns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paint buildings inside or outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hike or backpack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raise livestock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plant & care for a garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	+	=	

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❑ STEP 5: Activity - 30 Minutes

Have students complete the **Aptitude Inventory** by evaluating themselves in the following areas: creative/artistic, scientific, mechanical, clerical, retail/business, service, outdoor/physical. Students will mark their skill level in the eight activities from each area. They then score themselves by adding the number of points in each area: 2 points for

good, 1 point for fair, 0 points for N/A. After computing the scores in each area, students graph the totals on the **Graph Your Results** worksheet. This will give them a pictorial view of their abilities.

Next, have students read through the sections of the **Job List** where they scored highest. Have students circle jobs they find interesting in these sections. Provide online access and/or resource materials to assist students in finding information about the jobs. In pairs search for information about preferred jobs on the Internet. Using a popular search engine such as Google, Bing or Yahoo encourage them to experiment with words or phrases on their own and make a note of the source and the information they found about the job.

If students do not like the jobs in these sections, have them read through other sections of interest on the **Job List**. If they prefer jobs in areas of low aptitude, it is important to counsel them to increase their aptitude skills in these areas. When the graph is completed, have students mark the three highest aptitude areas in Section 7 and three jobs from their top aptitude areas in Section 8 of the **Personal Career Profile** from Lesson 2.

❑ STEP 6: Evaluate Outcomes

"One job for which I have a high aptitude is _____."

❑ STEP 7: Connecting Activity

In groups of four, have students choose a career. Find video clips of a person working that shows the aptitudes or talents and abilities a person would need to be successful in that career. Students should make a short presentation to the class, describing the career they chose and why they selected the video clip.

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Graph Your Results

Circle the number that represents your total score in each of the seven aptitude areas. Graph your aptitude area connecting the lines.

22	22	22	22	22	22	22
20	20	20	20	20	20	20
18	18	18	18	18	18	18
16	16	16	16	16	16	16
14	14	14	14	14	14	14
12	12	12	12	12	12	12
10	10	10	10	10	10	10
8	8	8	8	8	8	8
6	6	6	6	6	6	6
4	4	4	4	4	4	4
2	2	2	2	2	2	2
0	0	0	0	0	0	0

Creative/Artistic Scientific Mechanical Clerical Retail/Business Service Outdoor/Physical

Directions: Circle the numbers that represent your scores in each area. Highlight your three strongest areas. Choose three jobs from each of your strongest areas from the JOB LIST handout. Next, write this information in Section 12 of your Personal Career Profile.

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JOB LIST

CREATIVE/ARTISTIC	MECHANICAL
Advertising Designer	Air Conditioning Mechanic
Camera Operator	Aircraft Mechanic
Cartoonist	Auto Body Repairer
Comedian	Auto Mechanic
Dancer	Bicycle Repairer
Display Artist	Crane Operator
Drifter	Delivery Truck Driver
Fashion Coordinator	Diesel Mechanic
Graphic Artist	Engineer
Jeweler	Furniture Operator
Lay-Out Planner	Heavy Equipment Operator
Letterer	Locksmith
Paste-up Copy	Machinist
Photographer	Motorcycle Mechanic
Printmaker	Office Machine Servicer
Set Designer	Press Operator
Sign Painter	Sheet Metal Worker
Silk Screen Cutter	Watch Maker
Tile Decorator	Welder
SCIENTIFIC	CLERICAL
Biological Tech	Airline Reservations Agent
Coroner	Audit Clerk
Criminologist	Bank Clerk
Dental Assistant	Bookkeeper
Dialysis Technician	Cashier
Electrocardiograph Tech	Classified Ad Clerk
Fingerprint Classifier	Computer Operator
Food Tester	Data Entry Technician
Industrial Waste Inspector	Directory Assistance Operator
Laboratory Assistant	Dispatcher
Laser Technician	File Clerk
Medical Assistant	Hotel Clerk
Meter Inspector	Medical Secretary
Optician	Personnel Clerk
Pharmacy Helper	School Secretary
Pollution Control	Shipping & Receiving
Quality Control	Customer Service Operator
Surgical Technician	Bank Teller
Weather Observer	

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JOB LIST

RETAIL/BUSINESS	OUTDOOR/PHYSICAL
Administrative Assistant	Agricultural Engineer
Auctioneer	Animal Scientist
Auto Parts Counterperson	Architect
Auto Salesperson	Archivist
Cosmetics Salesperson	Beckkeeper
Customer Service Rep	Chainsaw Operator
Demonstrator	Chicken Farmer
Employment Interviewer	Dairy Farmer
Insurance Sales Agent	Diver
Manager	Dog Groomer
Newspaper Delivery	Farm Manager
Real Estate Agent	Farmworker
Real Estate Broker	Fish Inspector
Sales Clerk	Forester
Sales Representative	Horse Trainer
Stockbroker	Livestock Rancher
Telephone Solicitor	Merchant Mariner
	Park Ranger
	Soil Scientist
	Tree Cutter
	Wildlife Agent
SERVICE	
Amusement Driver	
Bellhop	
Child Care Attendant	
Correctional Officer	
Cosmetologist	
Custodian	
Delivery Person	
Dog Pound Attendant	
Flight Attendant	
Funeral Director	
Hotel Housekeeper	
House Aid	
Paramedic	
Pet Groomer	
Physical Therapy Aide	
Police Officer	
Pre-School Teacher	
Teacher Aide	
Travel Agent	
Waitress	

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KEY WORDS

aptitude
scientific**talent**
mechanical
retail**ability**
outdoor
business**creative**
physical
service**artistic**
clerical

MATERIALS AND PREPARATION

- Student Handouts: **Aptitude Inventory**, pages 79-80; **Graph Your Results**, page 81; **Job List**, pages 82-83; **Personal Career Profile**, page 59.
- Prepare to give the **Aptitude Inventory**. Become familiar with the **Job List**.
- Arrange for computer access or collect sample materials on jobs to distribute among students.
- Prepare graphing activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Math, Listening
- Thinking Skills: Visualizing
- Personal Qualities: Sociability, Self-Management, Integrity/Honesty

REFLECTION

Kids are doing it right more often than they are doing it wrong.

Constance Dembrowski

REFLECTION NOTES