

The World of Work: A Systematic K-8 Introduction to Career Options, Strengths, Interests and Values



World of Work Coaches

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realistic

investigative

artistic

social

enterprising

conventional

SIVJ Cards

Strengths, Interests, Values, Job Awareness



A series of questions to explore your strengths, interest, values and job awareness. Whole group or small group. Directions included.

Strengths: Mixture of your talents, knowledge and skills.

Interests: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional

Values: Things that are important to you like achievement, family, independence, or helping others.

Job Awareness: Expanding your knowledge of possible career paths.

(*Recommended to have students explore their own strengths, interests and work-place values prior to introducing Self-Awareness (SIVJ) cards.)

realistic

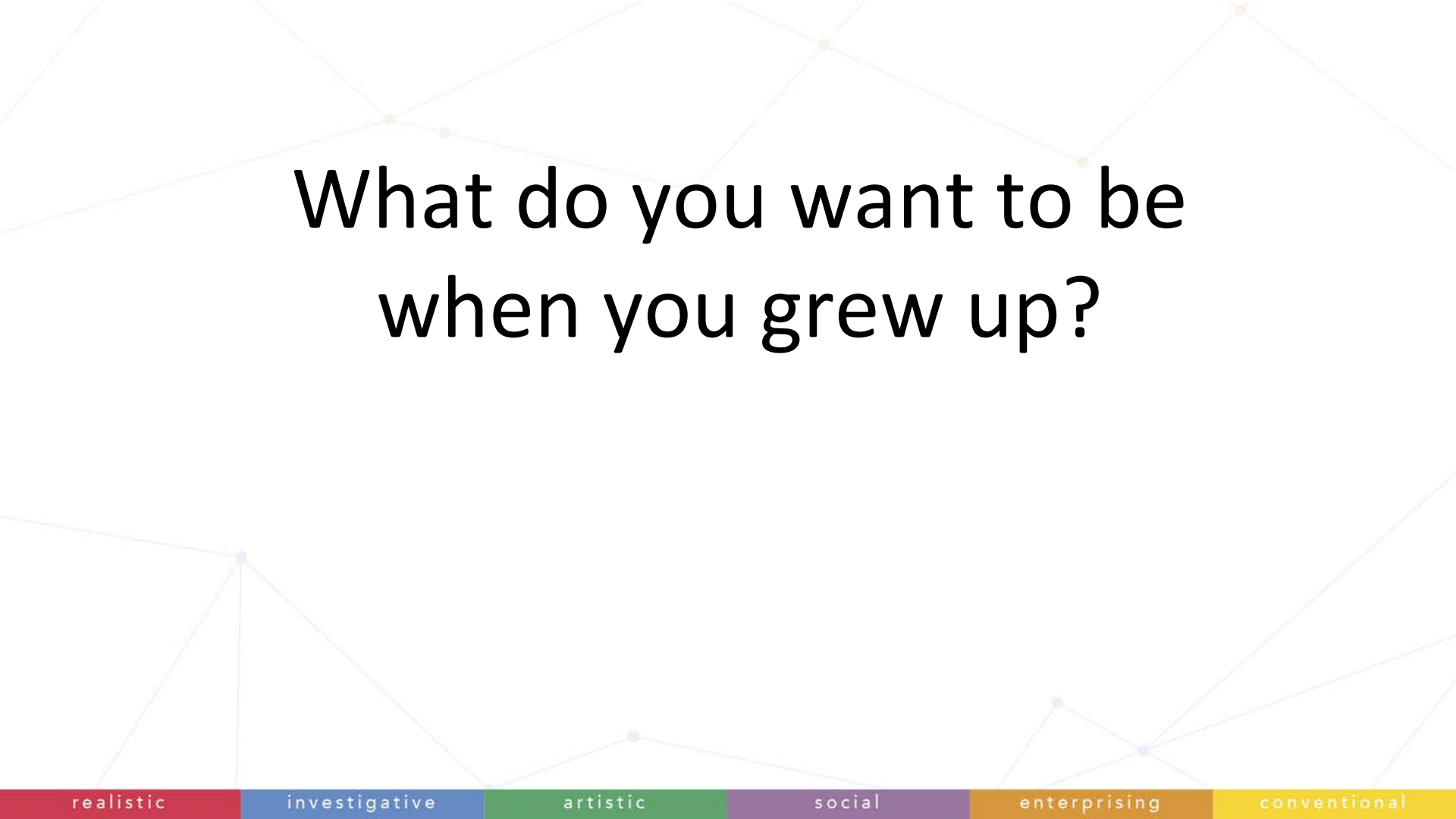
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social

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conventional



What do you want to be
when you grew up?

realistic

investigative

artistic

social

enterprising

conventional



54 World of Work Experiences

i s e c

	r	i	a	s	e	c
	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Kinder	Police Officer	Doctor	Artist	Elementary School Teacher	Baker	Farmer
First	Firefighter	Civil Engineer	Technical Writer	Registered Nurse	Florist	Mail Carrier
Second	Carpenter	Veterinarian	Comic Book Writer		Chef	Software Developer
Third	Forester	Zoologist			Real Estate Agent	Computer Programmer
Fourth	Yoga Instructor		Reporter	Dietitian	Park Naturalist	
Fifth			Librarian	University Faculty Member		
Sixth	Radiologist	Hydrologist	Librarian	University Faculty Member	Operations Manager	Accountant
Seventh	Automobile Mechanic	Sociologist	Graphic Designer	Career Counselor	Operations Manager	Accountant
Eighth	Environmental Engineering Technician	Wind Energy Project Manager	Urban & Regional Planner	Personal Financial Advisor	Optician	Financial Analyst



Why WoW?



- The landscape of work is changing
- Every student has unique strengths, interests, and a place in the world
- Students exposed to potential careers
- Students see possible selves

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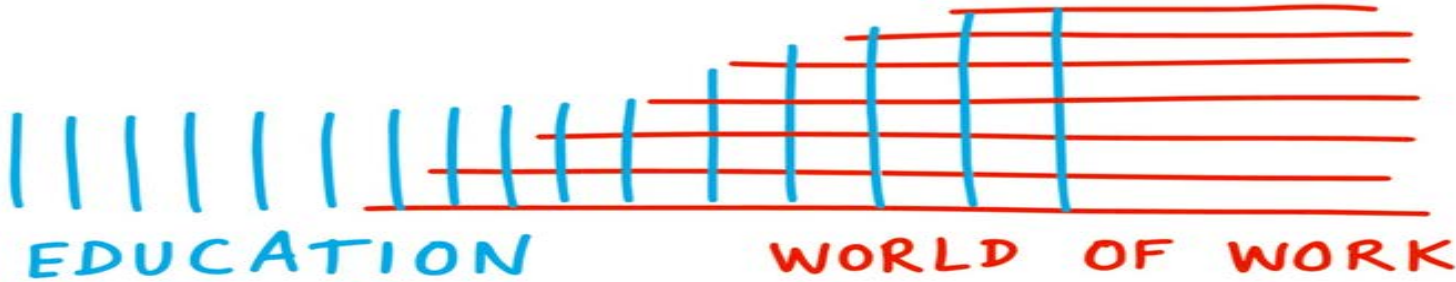
Education + World of Work

r i a s e c



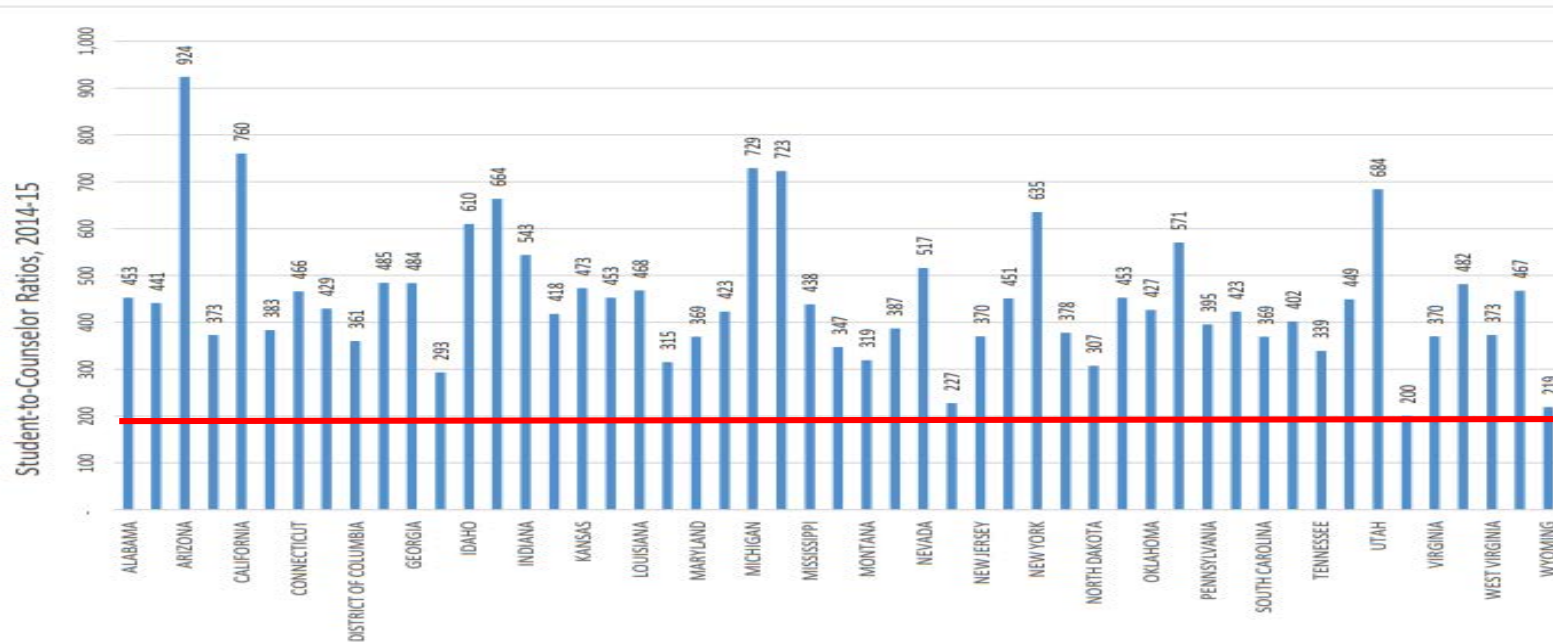
THE VISION

@bryanMatters





Student to Counselor Ratio – U.S.



3
States
250:1

Career Development Framework



realistic

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artistic

social

enterprising





Career Development is a Human Process

“Any assessment, no matter how good, is
only as good as the interpretation”

Dr. Ian Martin

Professor, Counseling, USD

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Careers Theory



Constructivist:

- Social Cognitive Career Theory (Lent, Brown and Hackett)
- Strengths/Positive Psychology (Clifton and Seligman)

Developmental:

- Douglas Super – Life Span
- Linda Gottfredson – “Foreclosure”
- Daphna Oyserman - Possible Selves/IBM

Person + Environment = Fit:

- John Holland RIASEC
- Theory of Work Adjustment (Dawis, England and Lofquist)

Careers Research



- **Interests:** “A substantial body of research has shown that *interest fit* predicts employment outcomes, such as job satisfaction and job performance” (Nye, Su, Rounds & Drasgow, 2012, 2017; Spokane, Meir, & Catalano, 2000; Van Iddekinge, Roth, Putka, & Lanivich, 2011)
- **Parent Involvement:** “Participants who experienced direct career support from their parents were more likely to report work role salience 2 years after high school.” (Diemer, 2007; PYOC, National Educational Longitudinal Study (NELS))
- **Career Exposure/Talks:** “Access to career talks by disadvantaged teenagers compensates the absence of real social capital” (Mann & Percy, 2013; and Kashefpakdel & Percy, 2016)



Theory of Change

1. Lack of understanding among students, teachers, parents, and *industry* about the evolving world of work.
2. Underutilized body of knowledge on pre K-16 career development.
3. Need for systematic career development implementation within schools and higher education.

Career Card Activity



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Holland RIASEC



The vocational interest typology developed by Holland (1959, 1997) is the most widely adopted theoretical framework for interest measurement.

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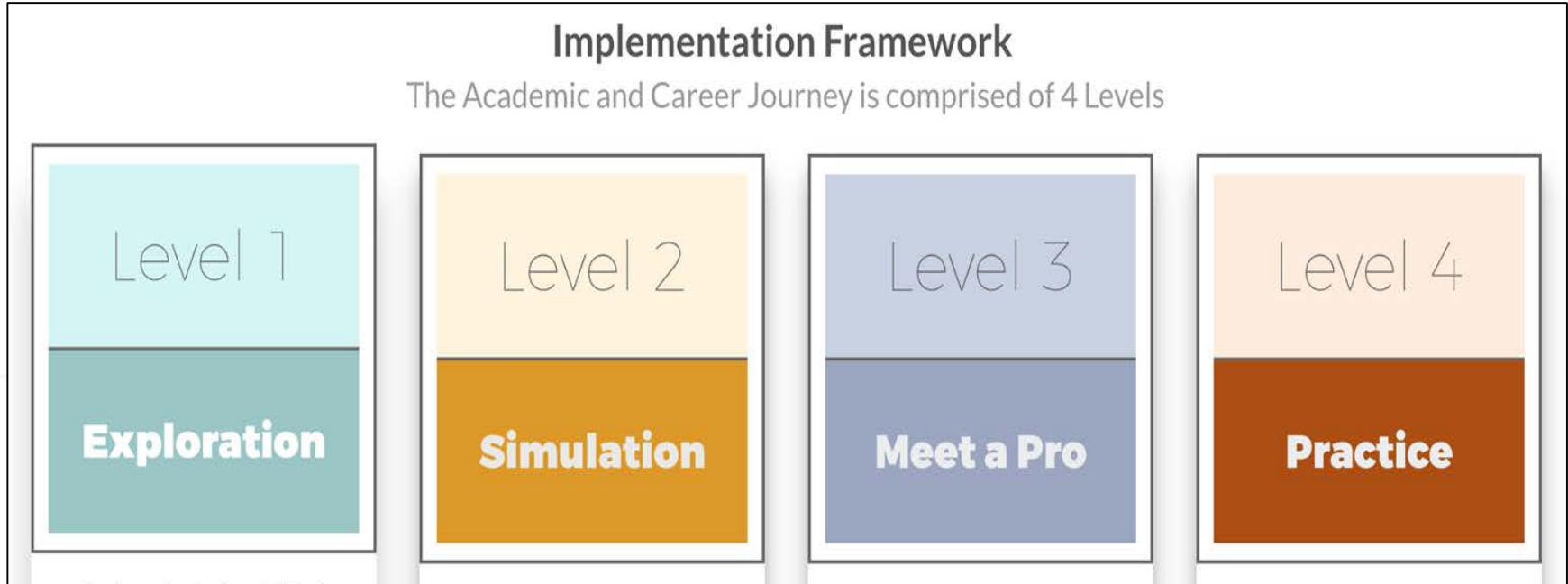
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conventional







Integration Framework

Implementation Framework

The Academic and Career Journey is comprised of 4 Levels



54 Career Experiences

						
	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Kinder	<u>Police Officer</u>	<u>Doctor</u>	<u>Artist</u>	<u>Elementary School Teacher</u>	<u>Baker</u>	<u>Farmer</u>
First	<u>Firefighter</u>	<u>Civil Engineer</u>	<u>Technical Writer</u>	<u>Registered Nurse</u>	<u>Florist</u>	<u>Mail Carrier</u>
Second	<u>Carpenter</u>	<u>Veterinarian</u>	<u>Musician</u>	<u>Fitness Trainer</u>	<u>Chef</u>	<u>Software Developer</u>
Third	<u>Forester</u>	<u>Zoologist</u>	<u>Comic Book Writer</u>	<u>Customer Service Representative</u>	<u>Real Estate Agent</u>	<u>Computer Programmer</u>
Fourth	<u>Yoga Instructor</u>	<u>Geographer</u>	<u>Marketing Manager</u>	<u>Park Naturalist</u>	<u>Entrepreneur</u>	<u>Paralegal</u>
Fifth	<u>Horticulturalist</u>	<u>Climate Change Analyst</u>	<u>Reporter</u>	<u>Dietitian</u>	<u>Cosmetologist</u>	<u>Theme Park Engineer</u>
Sixth	<u>Radiologist</u>	<u>Hydrologist</u>	<u>Librarian</u>	<u>University Faculty Member</u>	<u>Sales Manager</u>	<u>Team Assembler</u>
Seventh	<u>Automobile Mechanic</u>	<u>Sociologist</u>	<u>Graphic Designer</u>	<u>Career Counselor</u>	<u>Operations Manager</u>	<u>Accountant</u>
Eighth	<u>Environmental Engineering Technician</u>	<u>Wind Energy Project Manager</u>	<u>Urban & Regional Planner</u>	<u>Personal Financial Advisor</u>	<u>Optician</u>	<u>Financial Analyst</u>

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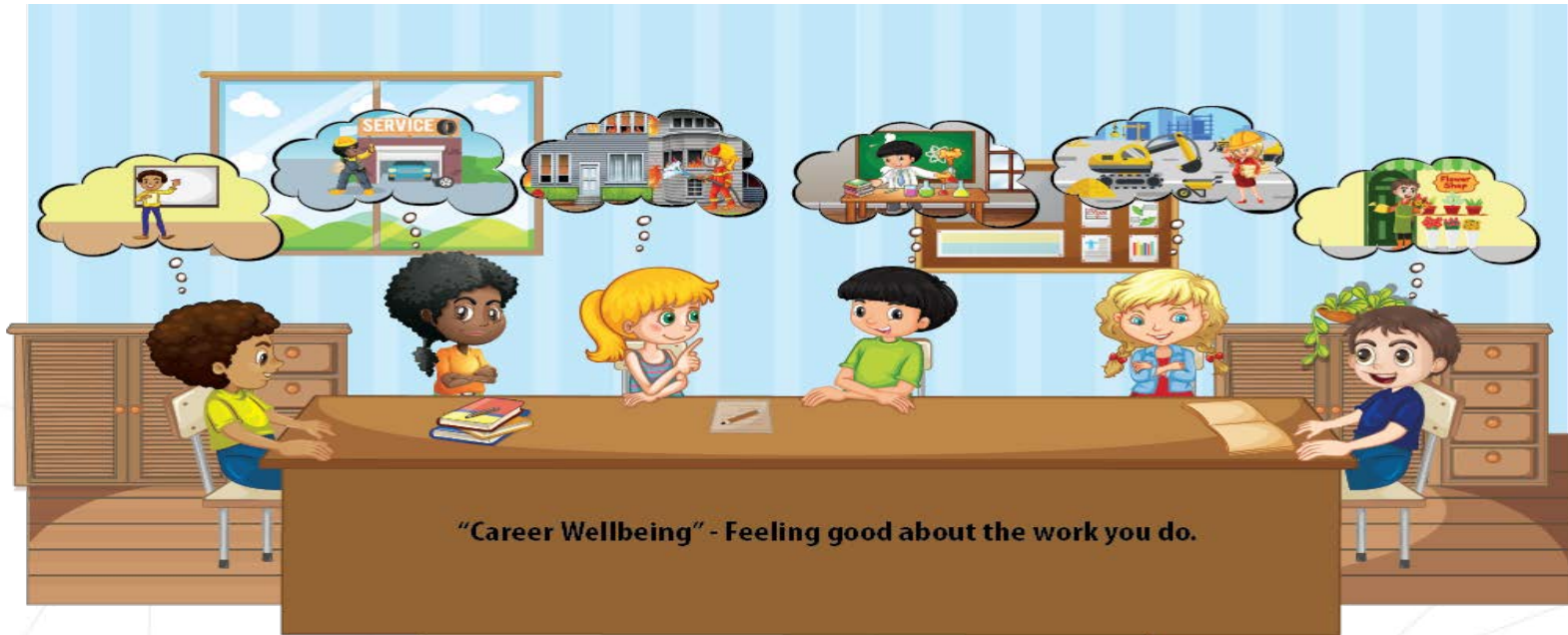
conventional

Wellbeing & The World of Work

- Career Wellbeing
- Financial Wellbeing
- Social Wellbeing



Career Wellbeing



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Financial Wellbeing

Financial Wellbeing is very personal. It is the state of being satisfied with YOUR personal financial situation.



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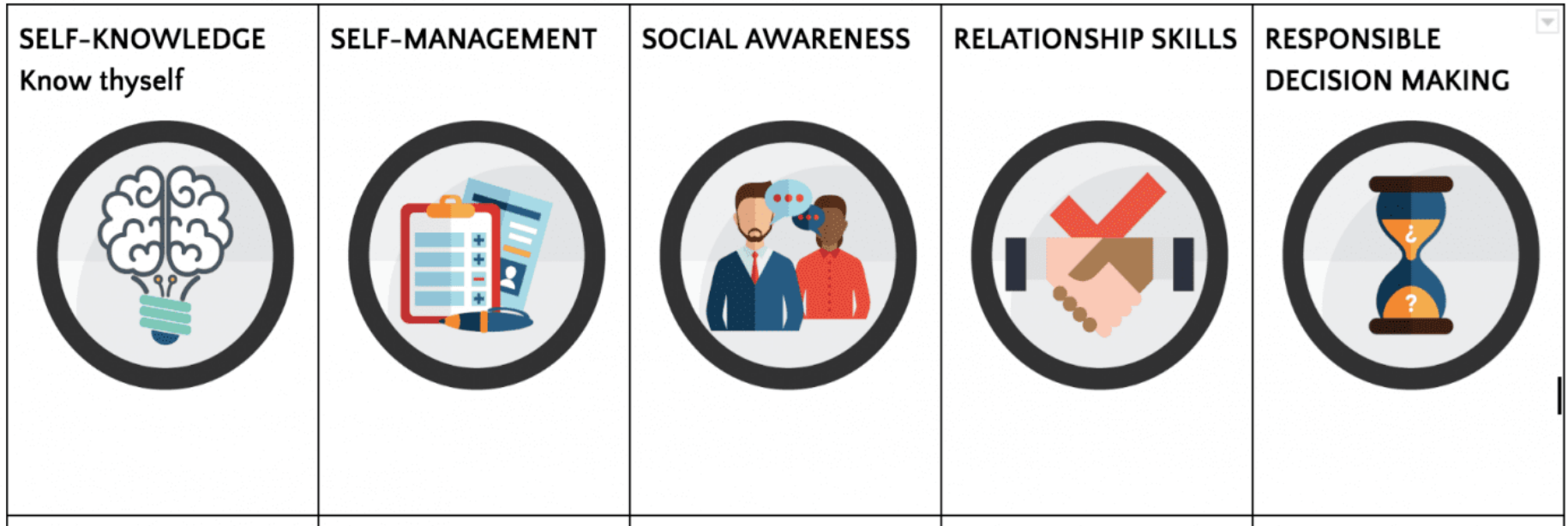
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Social Wellbeing



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Self-Awareness

Strengths	Interests	Values
HOW	WHAT	WHY
<p>Strengths are a way to create a common language describing "how" we do what we do. It's a way to uncover our natural talents. We all have natural talents - striking up conversations, seeing patterns in data, planning events. When we create a common language and focus on strengths based on the research of (Clifton/Seligman) we can focus on developing the things we do well naturally. That focus can lead to excellence.</p>	<p>Holland, RIASEC and <u>Superstrong</u> - We are exploring interests - what we like to do. This is core to identifying work that will be meaningful for us. Finding our passions and meaning in work starts with exploring our interests. Holland helps us classify those interests so we can implement meaningful exploration.</p>	<p>Work values are basic dimensions of what is important to the person.</p>

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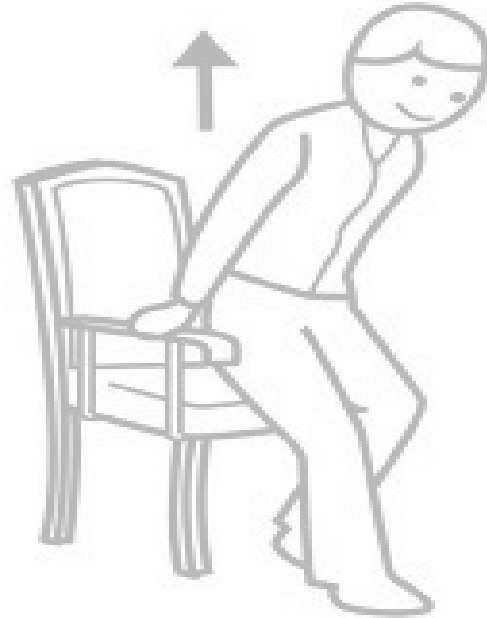
social

enterprising

conventional

Stand Up Activity

r i a s e c



Stand Up If You Almost Always

- **Talk to people on elevators, in grocery stores, on airplanes, wherever you go...**
- **Wish no one would talk to you on elevators, in grocery stores, on airplanes, etc...**
- **Have a color-coded or otherwise organized closet...**
- **Make a list of things to do, write it down, and stick to it...**
- **Are the person everyone asks to help fix something...**
- **Need to pick someone to race while driving on the freeway...**
- **Just want everyone to get along...**
- **Are always figuring out the plot of the movie before anyone else does...**
- **Can make just about anything into a song...**





Thoughts?

How do you see this affecting your World of Work?

What else can we do?

How can we further partner together to IMPACT more children on their career journey?

realistic

investigative

artistic

social

enterprising

conventional

Hope



realistic

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