

WORK SATISFIES NEEDS

Note: With slight modifications, each of these lessons may be used as a single activity. They are “bundled” because of their inter-relatedness. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Competency.

Purpose: Worker job satisfaction is the primary focus of these 3 lessons. Students interview each other to discover their own views of work and working. In addition, students interview workers in the community to learn about the workers’ views of work and working. As students interview and are interviewed, they identify academic subjects that help workers do their jobs well.

Lesson 1: What is Worker Job Satisfaction? *This lesson introduces students to the terms “work satisfaction”, “job satisfaction” and “worker job satisfaction. Work as a means to meet individual needs is addressed through students interviewing each other about the jobs they do at home and school.*

Materials: Student Thinking Paper: [Job Satisfaction Interviews: Home and School Jobs](#) and Student Resource: [Interviewing Skills Pocket Guide](#)

Lesson 2: Researching Worker Job Satisfaction *Lesson 2 extends Lesson 1 from students interviewing each other to students interviewing workers in the community (including 2 family members). Students engage in a mini-research project about the factors that influence workers’ job satisfaction and school subjects that help the workers do their job tasks. They use World of Work (W.O.W.) interviews to collect data. During lesson 3, students work in small groups to summarize, present and discuss their data.*

Materials: Prior to Lesson 2, use the worker survey to interview 2 or 3 workers in your community. Complete the thinking paper for use during the Hook for this lesson; [W.O.W. \(World of Work\) Worker Survey](#) Student Thinking Papers [Career Pathways Pocket Guide](#) Student Resources (Cut apart) and [Thank-you Note to Workers](#) Student Resource (stationery on which to write thank-you notes)

Lesson 3: Why are These Workers Happy in Their Work? *During lesson 3, students work in pairs, quartets and octets to summarize, present and discuss the data collected during their interviews. In addition, students place the factors that influence workers’ job satisfaction into individual Career Paths; thus building further understanding of the differences among workers in each of the six Career Paths. Class members have an opportunity to mill-around to view the findings of other groups.*

Materials [Comparing Workers’ Job Satisfaction](#) and [Career Paths Of Workers Interviewed](#) Student Thinking Papers (copy of each thinking paper for each pair of students); large chart tablet paper and a dark marker for each group of 4 students.

Time: Two 50-60 minute lessons (may extend to 3 lessons) **Group Size:** Whole Class **Grade Level:** 4-6

Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:

Strand: Career Development (CD)

Big Idea: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.

Concept: CD.7.A. Integration of self knowledge into life and career planning

American School Counselor Association (ASCA): Domain/Standard:

Career Development Domain

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Link to Sample MCGP Units/Lessons (Note: this is not all possible related Units/Lessons—It is merely an example of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4th Grade CD.8.A, B UNIT: [The Road to Careerville: Exploring Career Paths and Requirements](#)



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (Interviewing workers)
Mathematics	
X Social Studies	4. Economic concepts (<i>benefits of working</i>) 7. The use of tools of social science inquiry (surveys)
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
X	Courage		Compassion		Tolerance
X	Respect		Goal Setting	X	Curiosity

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

See Individual Lessons

Lesson Preparation/Motivation

Essential Questions: Is money the only reason people work? What factors influence the satisfaction that workers get from working? What factors influence workers’ lack of satisfaction/unhappiness in their work? What are personal needs? How does work help us satisfy our personal needs? What makes you love (or hate) the jobs you do at home and school?

Engagement (Hook): See individual lessons

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>LESSON 1: WHAT IS WORKER JOB SATISFACTION?</p> <p>Materials: students need pencil/paper + a piece of notebook paper “cut” in half length-wise (to resemble reporter’s note pad); Job Satisfaction Interviews: Home and School Jobs Student Thinking Paper and the Interviewing Skills Pocket Guide Student Resource (cut apart before class);</p> <p><i>PSC Note: Emphasize the difference between WHERE adults work and WHAT their job title is. For example, when asked about a parent’s job, a common response of students is “My dad/mom works at _____.” When queried further, many students are unable to name and/or describe the job.</i></p> <p><i>Throughout this lesson, systematically observe the level of students’ ability to identify and articulate PERSONAL needs met by doing jobs—at home and/or at school. In addition, observe students as they work with</i></p>	<p>LESSON 1: WHAT IS WORKER JOB SATISFACTION?</p> <p>Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>partners; make note of level of engagement in the process of interviewing, cooperatively working with partner to help each other complete tasks and level of involvement in whole class conversations.</i></p> <p>Hook: When you enter class say something like (emphasize personal needs satisfied by your work as a professional school counselor): <i>“I want every student to know that I love being a school counselor. When one of you runs up to me in the morning with news about your life, I feel appreciated. When someone asks me a question and I am able to help him or her find a helpful answer, I feel like I am contributing to the world. I don’t get paid very much money, but that’s not the reason I chose to be a professional school counselor! I chose to be a professional school counselor because I need to feel like I am helping other people in my work and making the world a better place—at least for my students.”</i></p> <p>Transition from Hook to lesson: Have you ever wondered why people like their work? Today, we start a new WOW (World of Work) adventure—finding out about the reasons workers keep working and why some people might be unhappy in their jobs.</p> <p>1. Vocabulary development: Write the words “Career” “Job” and “Occupation” and “Work” on the board. Help students distinguish among the three. An easy way to remember the difference is:</p> <ul style="list-style-type: none"> • An individual has a career (e.g., an educator) which includes more than the work he or she does; • The world of work has occupations (e.g., teacher) • Workers have jobs (e.g., 4th grade teacher) • Job tasks are the work of workers—WOW (a 4th grade teacher teaches mathematics to 4th graders). <p>While this distinction is not critical at this point in students’ lives, it will be helpful as they develop an increasingly complex understanding of the world of work and workers (another WOW).</p> <p>2. Identify Adults’ Jobs: Ask students to identify family members or other adults they know who have jobs and turn to a shoulder partner. Instruct them to tell partner the name(s) of the worker(s) and describe the job of the worker(s). Invite 3 or 4 volunteers to describe one worker and his or her job to the rest of the class members.</p> <p><i>While students explain jobs, assess their depth of knowledge about “jobs”...listen for words students use to describe worker. Are specific job tasks</i></p>	<p>Hook: Listen to/think about the meaning to YOU of the school counselor’s comments about why he or she loves being a school counselor.</p> <p>Listen with curiosity.</p> <p>Transition to lesson: Listen to/think about school counselor’s rhetorical question and comments</p> <p>1. Contribute to definition of at least one of the words school counselor wrote on board.</p> <p>2. Work with a partner; follow school counselor’s instructions; talk about workers in family and their jobs.</p> <p>Volunteer to tell classmates about one of the workers and his or her job. If don’t volunteer, listen and think about others’ comments.</p>

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<p><i>described? Do they name the worker’s job site (Jackson Animal Clinic)? Do they name the occupation (Veterinarian)? This information will help give you direction for discussion)</i></p> <p>3. Why Do People Work? Vocabulary Development: Explain “job satisfaction/dissatisfaction” & “factors” (begin interchanging term “factors” with “reasons” to help students acquire the vocabulary of researchers.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Why do people work? Write responses on board. If they students have difficulty thinking of reasons/factors, remind them of the <i>Hook</i> and satisfaction you get from being a professional school counselor. If students do not identify one or more of the following, add the factor to list:</p> <ul style="list-style-type: none"> • earn money • be useful • help others • make a difference • be a leader/boss • be appreciated • be successful (feel competent) • be with other people <p>Instruct students to imagine they have a job and to think about the list of factors that influence how people think and feel about their work. Which of the factors listed would be personally important on the job? Tell students to write down the factors that are personally important and circle the MOST important reason/factor.</p> <p>SHOW-ME...SHOUT-OUT...one-at-a-time with words: the most important reason—for you. As students respond, place an * next to factors “shouted-out” and add factors that are not listed. Discuss factors that were added to list.</p> <p>4. Define/Discuss “worker job satisfaction”: Write the words “Worker Job Satisfaction” on the board. Ask students to hypothesize about the meaning. Invite 3 or 4 students to tell the class their hypotheses. Use their hypotheses to emphasize:</p> <ul style="list-style-type: none"> • People work to satisfy many needs. Everything we listed in Step 3 is a human need; • We all have needs; • Some needs are more important to us than others; • Not everyone has the same needs (point out that not all identified [Step 3 SHOW-ME...SHOUT-OUT] the same need as their most important); • Working helps people feel useful to the world. 	<p>3. As school counselor explains new terms, listen and think about some things you like to do and some things you do not like to do.</p> <p>Contribute a reason people work to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts).</p> <p>Participate in discussion—ask questions and/or make topic-relevant comments about the ideas the school counselor discusses. Think about the personal meaning of each idea.</p> <p>Make a list of personally important reasons (they may come from list on board AND/OR other ideas—rule: You own what you write!). Circle the most important one.</p> <p>Participate in SHOW-ME...SHOUT-OUT: Contribute most important reason for working—for you.</p> <p>4. Volunteer a hypothesis about the meaning of “Worker Job Satisfaction”. If do not volunteer, listen/think about other students’ hypotheses. Do you agree or disagree?</p> <p>Listen to/think about the meaning to YOU of the school counselor’s comments about worker job satisfaction.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>5. Assignment—Interviews: Tell students that after the next lesson they will be interviewing four workers (2 family members and 2 workers in the community) about their satisfaction with their jobs. Through the interviews, they will learn more about the factors that influence workers’ satisfaction or dissatisfaction with their jobs.</p> <p>6. Practice Interviewing: Continue by telling students that in order to be confident during the process of interviewing adults, today they get to practice by interviewing classmates about 2 jobs they do at home or at school.</p> <p>Distribute the <i>Interviewing Skills Pocket Guide</i> Student Resource. Give students a few minutes to look over the skills. Demonstrate interviewing skills by role-playing process with a volunteer:</p> <ul style="list-style-type: none"> • Ask question; • Wait for answer; • Take notes; • Write exactly what person says; • Ask for more information (e.g., tell me more, describe what you think while you do the job). • Thank the interviewee (follow-up with a thank you note). <p>ASSESSMENT: Content: Student interviews Place students in pairs: Distribute the <i>Job Satisfaction Interviews: Home and School Jobs</i> Student Thinking Paper:</p> <ul style="list-style-type: none"> • Give students a few minutes to look it over • Explain that the thinking paper is where they will summarize their partner’s responses. • Distribute the ½ pieces of notebook paper (or have students “cut” their own). • Explain that the ½ piece of paper is similar to the notebooks reporters use to take notes during an interview. They will take notes on that paper and summarize responses on the thinking paper. Help students translate statements into questions or probes, e.g., <ul style="list-style-type: none"> ○ How would you describe the job you do? ○ What are the main tasks of the job? ○ The skills we learn in school are important in the jobs we do at home and at school. In your opinion, which school subjects help you the most (in this job)? ○ What are your reasons for doing this job? ○ Tell me a little bit about what you really like about this job. ○ What don’t you like? ○ What are your overall thoughts and feelings 	<p>5. While school counselor talks about doing interviews with workers—think about one or two workers you want to interview.</p> <p>6. Listen with curiosity as school counselor talks about confidence and practicing interview process.</p> <p>Look over the <i>Interviewing Skills Pocket Guide</i>;</p> <p>Volunteer to role-play interview with school counselor; if do not role-play, think about the interviewing skills as they are demonstrated and ask clarifying questions about any that are unclear.</p> <p>ASSESSMENT: Content: Meet-up with your assigned partner. Look over the <i>Job Satisfaction Interviews: Home and School Jobs</i> thinking paper. Ask clarifying questions about unfamiliar words or the directions</p> <p>Translate statements on thinking paper into questions to ask during interview of partner.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>about this job?</p> <ul style="list-style-type: none"> ○ What factors contribute to your response? <p>Stress the importance of being honest about the needs that are met for doing a particular job and their feelings about the job. For instance,</p> <ul style="list-style-type: none"> ● Students may state they perform certain tasks because their parents tell them to do the task; ● They may hate the job or love it or not have feelings either way; ● They complete the task to make parents happy (helping others is a need); ● Providing honest information is the only way students can learn about self. <p>Explain the procedure, for example (if necessary and/or if there is an uneven number of students, demonstrate an interview with a student):</p> <ul style="list-style-type: none"> ● Elly is first interviewer; she interviews Diego about his first job and takes notes on her “reporter’s paper”. ● Diego then interviews Elly about her first job and takes notes on his “reporter’s” paper. ● Cycle is repeated for each person’s second job. <p>Tell students:</p> <ul style="list-style-type: none"> ● At the close of first interview process will stop to check in and get feedback about the process of asking and being asked questions; students will have an opportunity to ask clarifying questions and or make topic-relevant comments. ● At the end of every interview after the first, we pause briefly to address student questions or for my comments/observations. ● Before beginning the next interview, interviewee helps interviewer summarize responses; interviewer writes summary on thinking paper. <p>Instruct students to complete the top two lines of the thinking papers. Each pair of students decides which of the two will be the first interviewer; interviewers use “reporter’s paper” to take notes.</p> <p>Begin the cycle; as students work together systematically observe and make mental notes of strengths as well as concerns observed. Use observation during pauses between interviews. <i>Note: if time precludes 4 interviews in one day, conduct 2 today and the other 2 during next lesson.</i></p> <p>ASSESSMENT: Personalization of Content: Interviewers give interviewees the summary of their interview. On the back of the thinking paper, students</p>	<p>Be honest about attitude toward home and school jobs. Your thoughts and feelings about the jobs you do now are clues to the kinds of jobs that will bring satisfaction in the future.</p> <p>Listen to/observe as school counselor explains the process of the interviews</p> <p>Ask clarifying questions as school counselor talks about “pauses” in the cycle.</p> <p>Complete the top two lines of thinking paper—you are named as interviewer on your paper; partner is interviewee.</p> <p>Decide who will be first interviewer; begin cycle.</p> <p>When school counselor asks for feedback about the interview process, think about what felt comfortable and what felt un-comfortable. Provide suggestions for what might have made the process better. Ask topic-relevant questions.</p> <p>ASSESSMENT: Personalization of Content: Exchange papers with partner. Follow school counselor’s directions and complete the reflection as</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>complete the following reflection: <i>This interview helped me learn more about the needs I satisfy by doing jobs at home and/or at school. For example, I discovered I This will help me</i></p> <p>Give students a moment to ask partner if there is any information he or she does NOT want shared with the class—honor students’ privacy requests.</p> <p>Invite several students to volunteer to tell classmates one thing they learned about the persons they interviewed.</p> <p>Collect <i>Job Satisfaction Interviews: Home and School Jobs</i> student thinking papers.</p> <p>CLOSURE: SHOW-ME...SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): name a school subject that helps you do your home and school jobs.</p> <p>Preview the next lesson: Ask students to watch/listen to interviews on television/radio and pay attention to the interviewers and interviewees questions and responses. Tell students that during the next lesson they will prepare to interview adult workers to discover the factors that lead to their satisfaction/dissatisfaction on the job.</p> <p><i>Before the next lesson review students’ completed interviews and reflection statements (on back of Job Satisfaction Interviews: Home and School Jobs thinking papers). Assess the interviewer’s general awareness of the interview process and the accuracy and thoroughness of information gathered (i.e. responses indicate an ability to gain information required by interview statements). Thinking papers demonstrate interviewer’s ability to identify school subjects that help interviewee accomplish tasks as well as the interviewee’s needs that are met by the jobs at home or school. Reflection statements indicate individual’s acquisition of self-knowledge and how the information will be of help now and/or in the future.</i></p> <p>LESSON 2: RESEARCHING WORKER JOB SATISFACTION</p> <p><i>Prior to this class interview two or three workers in the community using the W.O.W. Worker Survey Student Thinking Paper students will be using during this lesson. Roughly compile the data—use in Hook. Take completed Lesson 1 job satisfaction interviews to class; distribute during review of Lesson 1.</i></p> <p>Materials: W.O.W. Worker Survey Student Thinking</p>	<p>he or she dictates.</p> <p>Ask partner if there is any information he or she does NOT want shared with class—respect request! Volunteer to tell one thing you learned about partner’s jobs at home or school.</p> <p>Give school counselor thinking paper.</p> <p>CLOSURE: Contribute to SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts) by naming a school subject that helps you do your home and school jobs.</p> <p>Listen with curiosity about the next lesson; commit to watching interviews on television. Observe workers in the community and consider which ones you would like to interview about their jobs after the next lesson.</p> <p>LESSON 2: RESEARCHING WORKER JOB SATISFACTION</p> <p>Reminder for Students: Speak loudly and clearly enough for everyone to hear your great ideas; use conventions of standard English in oral and written activities.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Paper and the Career Pathways Pocket Guide (cut the <i>Career Pathways Pocket Guide</i> apart) and Thank-You Note to Workers Student Resources</p> <p><i>During this lesson, continue to systematically observe students as they participate in the activities. Make note of those who appear to have difficulty organizing thoughts for interviews as well as those who by virtue of demonstrated cognitive maturity might serve as role models during demonstrations and/or in small group situations.</i></p> <p>Review of Lesson 1: Open class with comments about their completed Lesson 1 thinking papers; say something like: WOW! I am excited that you are the ones who will be in the work force when I am ready to retire! I can tell from comments like _____ (draw ideas from students' interviews [anonymously] that indicate reflections about self and the world of work.</p> <p>Distribute (to the persons interviewed in Lesson 1) their completed <i>Job Satisfaction Interviews: Home and School Jobs</i>. Allow students time to look over the summaries of their responses to the questions.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): one idea that stands out from the last lesson.</p> <p><i>(If there was not enough time in Lesson 1 for students to interview/be interviewed about their 2nd home/school job, complete those interviews now)</i></p> <p>Lesson 2 Hook: Make your completed W.O.W. Worker Survey visible to all students. Draw a replica of the chart on the board. Add data to chart as you tell class about what you learned. Say something like: "I interviewed some really interesting workers this week. I interviewed a ____, a ____ and a ____;"</p> <p>Continue adding data as you talk about your discoveries about the workers, the school subjects that help them do their jobs, the factors that influence their satisfaction or dissatisfaction with their jobs and a 1-10 ranking of this job's fit for YOU.</p> <p>Transition to Lesson 2: Explain to students that the interviews you conducted are the start of data collection for a research study about worker job satisfaction: identifying the factors that influence the job satisfaction of workers in our community. Tell them that they are going to be members of the research team; they will continue the data collection for the study and contribute their results to the group data.</p>	<p>Review Lesson 1: Look over the completed <i>Satisfaction Survey: Home and School Jobs</i> from the first lesson. Ask questions and/or comment as appropriate.</p> <p>Participate in SHOW-ME...SHOUT-OUT: one outstanding idea from Lesson 1.</p> <p>Complete interviews as school counselor directs.</p> <p>Lesson 2 Hook: Think about the workers your school counselor interviewed.</p> <p>Follow along as he or she adds data about the interviews to the chart.</p> <p>Transition to Lesson 2: What does being a member of a research team mean?</p>

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<p>Distribute (to the persons interviewed in Lesson 1) their completed <i>Satisfaction Survey: Home and School Jobs</i>. Allow students time to look over their responses to the questions.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): Finish the sentences: One thing I discovered that makes me love a job I do at home or school is____. One thing I discovered that makes me hate a job I do at home or school is____. Use students responses to begin discussion of factors that make workers love or hate their work.</p> <p>1. Distribute the W.O.W. Worker Survey Student Thinking Paper. Give students a few minutes to look over the survey. Tell them that they will be participating in a research student to discover the factors that influence workers’ job satisfaction or dissatisfaction. They will collect data by interviewing workers to find out what they like or don’t like about their work; in addition, they will collect data about school subjects and how specific school subjects help them do their jobs. They will be using the skills of interviewing to gather the data and then combine their data with the data for 7 other students collected. for the class worker satisfaction (remind them to use the Interviewing Skills Pocket Guide [Lesson 1: Step 6]).</p> <p>2. Explain Survey Headings: Make sure each student understands the headings on the survey.</p> <ul style="list-style-type: none"> • Relate the headings to the questions they asked each other during their interviews. • Use the chart on the board and your data as examples of responses for headings on W.O.W. Worker Survey. Invite clarifying questions. (Younger students may need more practice interviewing before conducting interviews on their own). <p>As you distribute the Career Pathways Pocket Guide Student Resource, point out the blank on their thinking papers for the Career Path for each worker interviewed. Explain that the <i>Career Pathways Pocket Guide</i> will help identify the workers’ Career Paths.</p> <p><i>Be aware of students who may be hesitant to talk with adults about their jobs. Encourage their courage by helping them understand the long-term benefits to them--by discussing occupations with adults, they will have better understanding of the world of work AND the work that will make them happy</i></p>	<p>Participate in SHOW-ME...SHOUT-OUT: volunteer to complete one of the sentences.</p> <p>1. Look over the W.O.W. Worker Survey and review your <i>Interviewing Skills Pocket Guide</i>.</p> <p>2. Think about the survey headings (the questions to ask workers interviewed). If unsure about how to ask the questions during interviews, ask clarifying questions. Look over the <i>Career Pathways Pocket Guide</i>—it will be helpful when deciding which Career Path the workers’ job is in. Remember to use the <i>Interviewing Skills Pocket Guide</i> [Step 5]) as a reminder before conducting an interview.</p> <p>Look over the <i>Career Pathways Pocket Guide</i>; locate the “Career Path” blanks on the thinking paper.</p>

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<p>3. Identify Adults to be Interviewed (2 family members/2 workers in community): Place students in pairs (may continue with Lesson 1 partners if they worked well together). Guide partners to help each other identify 4 adults (2 family members and 2 workers in the community) they want to interview.</p> <ul style="list-style-type: none"> • Broaden their options by asking them to think about the workers in the places they go with parents and/or businesses in their neighborhoods (e.g., dentist, clerk in grocery store, teller at bank). • Encourage students to seek workers in jobs about which they want to know more. • Tell students to write the job titles or names of workers to be interviewed on the <i>W.O.W. Worker Survey</i>. • Instruct pairs to help each other make a plan for contacting workers and conducting interviews. • Assign partners to be the <i>accountability person</i> for each other, i.e., to support each other in remembering and conducting interviews. (They may want to conduct some interviews together [each person must take the lead for 4 interviews]). <p>4. Writing Thank-You Notes to Workers Interviewed: Distribute Student Resource: Thank-You Note to Workers. The last step on the <i>Interviewing Skills Pocket Guide</i> is “write a thank-you note....” Explain the importance of following their interview with a thank-you note to the worker for taking his or her time to talk with student. Possible format:</p> <ul style="list-style-type: none"> • Date • Greeting • Thank you for time • I learned ____ • Thank you again. I enjoyed ____ • Closing <p>Tell students they may use the “stationery” provided or thank-you cards they have at home. Instruct them to write and deliver thank-you notes within 24 hours (ideally) of the interview. A part of each accountability person’s job is to remind partner to write notes. This is a “no-excuses assignment”!</p> <p>ASSESSMENT: Content: SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): a big idea from Lessons 1 & 2 that you will remember forever and ever.</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...SHOUT-OUT...On a blank piece of notebook paper or personal white-boards..In writing or in a</p>	<p>3. Work with a partner; think about the many workers seen each day.</p> <p>Identify 2 family members and 2 workers in the community to interview; write job titles or names on the survey.</p> <p>Work with partner to develop a plan for contacting workers and conducting interviews.</p> <p>Partners will be the accountability person for each other, i.e., partners will remind each other to schedule/conduct interviews and complete thinking paper before next lesson with school counselor.</p> <p>4. Listen to school counselor’s instructions about writing thank-you notes. Ask clarifying questions if unsure about procedure and/or what to say in note.</p> <p>Accountability person: It’s part of your job to remind partner to write notes. This is a “no-excuses assignment”!</p> <p>ASSESSMENT: Content: Participate in SHOW-ME...SHOUT-OUT: a big idea that you will remember—forever.</p> <p>ASSESSMENT: Personalization of Content: Participate in SHOW-ME...SHOUT-OUT in writing or a picture: one feeling you have when thinking about</p>

Professional School Counselor Procedures:	Student Involvement:
<p>picture: one feeling you have right now when you think about interviewing adults...</p> <p>CLOSURE: Remind students that when they conduct WOW surveys, they will be conducting research to seek answers to the following over-arching questions:</p> <ul style="list-style-type: none"> • Is money the only reason people work? • What factors influence workers' satisfaction in their work? • What factors influence workers' dissatisfaction (unhappiness) in their work? <p>The questions you ask workers will answer the questions for the sets of 4 workers interviewed.</p> <p>Remember: You do not know the answers to the questions yet!! In research, the answers to the questions are NOT known until all data have been collected (interviews), compiled (charts, next lesson) and analyzed (findings and conclusions).</p> <p>Before we close, review the steps of your plan to complete the WOW surveys of 4 workers and...</p> <p>SHOW-ME...SHOUT-OUT (all-together; inside shouts): Who is your accountability person?</p>	<p>interviewing adults.</p> <p>CLOSURE: Put on researcher hats (imaginary). Remember: researchers think objectively and are consistent in their data collections procedures, i.e., they ask every person the same questions.</p> <p>Put on researcher hats (imaginary): Keep the overarching questions in mind as data are gathered during your interviews.</p> <p>Remember: You do not know the answers to the questions yet!!</p> <p>Contribute to SHOW-ME...SHOUT-OUT (all-together; inside shouts)... <u>(the name of your accountability person)</u></p>
<p>LESSON 3: WHY ARE THESE WORKERS HAPPY IN THEIR WORK?</p> <p><i>Prior to Lesson 3: Through classroom teacher, remind students to complete and have available during classroom guidance lesson their W.O.W. Worker Surveys.</i></p> <p>Materials: 1 copy of 3-page Results: Worker Job Satisfaction Interviews for each pair of students: (Page 1: Comparing Worker Job Satisfaction, Page 2: Career Paths of Workers Interviewed and Page 3: Suggestions for Summarizing Worker Job Satisfaction Interviews) Student Thinking Papers; students will need their: completed W.O.W Worker Survey and Job Satisfaction Interviews: Home and School Jobs thinking papers (Lesson 1).</p> <p><i>Hook:</i> "Today, we find out the results of your research about factors that influence workers' job satisfaction (happiness). In addition, we will find out how school subjects help workers do their jobs well. First..."</p> <p>1. How did data collection go? Invite several volunteers to tell the other students what they thought and felt about the data collection process (interviewing workers) for their research. For example, was it easy or difficult to get information</p>	<p>LESSON 3: WHY ARE THESE WORKERS HAPPY IN THEIR WORK?</p> <p>A Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas. Remember to use conventions of standard English in oral and written work.</p> <p><i>Hook:</i> Listen to/think about the meaning to YOU of the school counselor's comments about the results of worker job satisfaction surveys. Comment or ask questions as appropriate.</p> <p>1. Get out completed worker surveys and the Career Paths pocket guide; review the results of the survey and contribute to class discussion about workers interviewed. Volunteer to tell about what it was like to interview the workers (e.g., fun, easy and relaxing,</p>

Professional School Counselor Procedures:	Student Involvement:
<p>from the adults; were they (students) nervous asking questions? Ask what they learned about interviewing as a result of interviews. Encourage students to share honest feelings.</p> <p>Comment/discuss as appropriate to prepare students for processing results of <i>W.O.W. Worker Surveys</i>.</p> <p>SHOW-ME...THUMBS-UP if you have written your 4 thank-you notes. If you have not...please let me know (later) when you WILL write your thank-you notes and/or what help you need to get them written. This is a “no-excuses assignment”.</p> <p>2. Ask Essential Questions (rhetorically): Is money the only reason people work? What satisfaction (other than money) do workers get from working? What makes some people unhappy in their work?</p> <p>Invite several volunteers to tell the other students about preliminary ideas they have about the feelings workers expressed about their jobs. Did most people like or dislike their jobs? Why did they feel that way?</p> <p>3. Instruct students to look at their completed <i>W.O.W. Worker Surveys</i>. Briefly discuss the various occupations and/or jobs of the persons interviewed.</p> <p>Explain that they will work in pairs, then quartets, then octets to identify in-common and unique job satisfaction needs that are met by workers’ jobs.</p> <p>4. Introduction to Data Analysis: Vocabulary development: Write “Data” and “Analysis” on the board. Invite students to define the words separately. Add to their definitions and explain that they collected (gathered) data when they conducted their interviews.</p> <ul style="list-style-type: none"> • Review the research components of this assignment: <ul style="list-style-type: none"> ○ Asking questions; gathering data (interviews); ○ Entering/tallying data (thinking paper chart); ○ Summarizing and analyzing data (results); ○ Deciding what data tell us (conclusions); ○ Talking about results and conclusions with others (peer review). <p>5. Group students in pairs with their accountability persons from Lesson 2; provide each pair with one copy of 3-page thinking paper : Results: Worker Job Satisfaction Interviews (Page 1: Comparing Worker Job Satisfaction Factors, Page 2: Career Paths of Workers Interviewed and Page 3 Suggestions for Summarizing Worker Job Satisfaction Interviews)</p>	<p>hard).</p> <p>Participate when school counselor says: SHOW-ME...THUMBS-UP to let him or her know that 4 thank-you notes have been written. If not, it is your responsibility to talk with school counselor about plan to get-it-done. This is a “no-excuses assignment”.</p> <p>2. Answer school counselor’s rhetorical questions in head.</p> <p>If did not volunteer in Step 1, volunteer to tell classmates 1 or 2 preliminary ideas about workers and their feeling about their jobs.</p> <p>3. If you did not volunteer in Step 1 or 2, gather courage and contribute to discussion about the workers interviewed.</p> <p>4. Volunteer to define either “Data” or “Analysis.</p> <p>As school counselor reviews the research components, listen and compare to other research in which you may have engaged. Make topic-relevant comments and/or ask clarifying questions.</p> <p>5. Meet up with Lesson 2 accountability person; together, look over the <i>Comparing Worker Job Satisfaction Factors</i> and <i>Career Paths of Workers Interviewed</i>;</p> <p>Follow along as school counselor explains how to complete each step of the data entry process</p>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> • Explain procedure for completing each page (see note on page 1: <i>Comparing Worker Satisfaction Interviews</i>). <ul style="list-style-type: none"> ○ Point out: in Steps 1 & 2, partners will work separately to complete the parts of EACH thinking paper related to the workers they interviewed. ○ Partners work together in Step 3. • Invite clarifying questions about process of completing <i>Comparing Worker Job Satisfaction Factors</i> and <i>Career Paths of Workers Interviewed</i>. <p><i>PSC Note: It may be more developmentally appropriate for younger students if each step is completed before going to the next.</i></p> <p>6. Pairs complete tasks. When they are ready to complete page 3 (describe and summarize data) students may need direct instruction (see <i>Suggestions for Summarizing Worker Job Satisfaction Interviews</i>, Page 3 of thinking paper).</p> <p>7. Pairs prepare to present findings to another pair of students: Guide/support students as they prepare to present findings to another pair (2 minute limit).</p> <p>8. Worker Job Satisfaction Factors: Similarities and Differences among Career Paths: Instruct pairs to join with another pair (to form a quartet). In quartets: <ul style="list-style-type: none"> • Each pair presents its findings about workers’ job satisfaction to the other pair. (limit to 2 minutes) • Follow each presentation with a brief Q&A. • When both pairs have presented findings, quartets discuss results. • Distribute a large piece of chart paper and 2 dark markers to each quartet. Tell students to divide chart paper into 6 sections and label each section with the name of a Career Path. • Using their completed job satisfaction and career path thinking papers, students take turns (2 at-a-time) writing the job satisfaction factors of the workers interviewed in the appropriate career path (factors may be listed in more than one Career Path). List school subjects that help workers in each Career Path perform their job tasks well. <p>When chart is completed students will be able to visualize the satisfaction workers interviewed receive in each of the Career Paths and the school subjects that help the workers perform their work tasks.</p> </p>	<p>Ask clarifying questions about any part of the directions that are unclear.</p> <p>6. Work with partner to complete the tasks. Ask for assistance from school counselor when you get “stuck”!</p> <p>7. Prepare to present findings to another pair of students.</p> <p>8. In quartets, partners make 2 minute (max) presentations of findings to the other pair. As the other pair is presenting, think of questions you might want to ask.</p> <p>After dividing chart paper into 6 sections, write the name of a Career Path in each section; write the job satisfaction factors/needs of workers under appropriate Career Path. If no one in quartet interviewed workers in a particular Career Path, indicate by writing (something like): “No interviews conducted”.</p> <p>After listing the job satisfaction factors, list school subjects that influence workers’ success in each Career Path. (Ask for more chart paper if needed.)</p>

Professional School Counselor Procedures:	Student Involvement:
<p>9. Discuss findings: What did students learn about the factors that influence workers’ job satisfaction? Are the factors the same for workers in all Career Paths?</p> <p>10. Join two quartets to form octets; post Career Path charts for all in group to see. Instruct students to compare the charts for in-common and unique job satisfaction factors for workers.</p> <p>11. Give students an opportunity to mill about and read the job satisfaction needs of the workers students in other groups interviewed.</p> <p>12. After milling around tell students to review their own job satisfaction factors (Job Satisfaction Interviews: Home and School Jobs Lesson 1 thinking paper). Guide students in comparing the group charts and their own job satisfaction needs, pointing out similarities/differences among the data posted on charts and between the data on the charts and the data on their own <i>Satisfaction Surveys</i>.</p> <p>ASSESSMENT: Content: Completed <i>W.O.W. Worker Surveys, Comparing Worker Job Satisfaction</i> and <i>Career Paths of Workers Interviewed</i> thinking papers are students’ demonstration of knowledge about factors that influence job satisfaction/dissatisfaction of workers. In addition, beginning skill in conducting research to answer questions is measured by their interviews (data collection), organization and tabulation of data (results), studying data for trends and patterns (analyzing results), drawing conclusions and reporting results.</p> <p>Pose the over-arching questions one more time; invite volunteers to respond:</p> <ul style="list-style-type: none"> • Is money the only reason people work? • What factors influence the satisfaction/happiness workers get from working? • What factors influence workers’ lack of satisfaction/unhappiness in their work? • What are personal needs? • How does work help us satisfy our personal needs? • What makes you love (or hate) the jobs you do at home and school? <p>Discuss/link/summarize responses.</p> <p>ASSESSMENT: Personalization of Content: Students complete the reflection questions about their interviews with workers (found at bottom of W.O.W. Worker Surveys). Invite several students to read their reflections to their classmates. Provide</p>	<p>9. Contribute to discussion of findings by telling classmates 1 thing you learned after analyzing data.</p> <p>10. Form octets and post charts. Study each chart in your octet—what are your observations? Similarities? Differences? Agreement? Disagreement? Talk with members of octet about observations.</p> <p>11. Mill around; study other groups’ findings; ask questions.</p> <p>12. Review your responses to the <i>Satisfaction Survey</i> about factors that influence your own job satisfaction. Compare data among the posted charts and between data on posted charts and own data.</p> <p>ASSESSMENT: Content: Thoughtful and complete responses on the <i>W.O.W. Worker Surveys, Comparing Worker Job Satisfaction</i> and <i>Career Paths of Workers Interviewed</i> demonstrate knowledge of job satisfaction. Skills of conducting simple research processes are measured by being able to follow a step by step approach to answering questions.</p> <p>Volunteer to respond to the questions posed by the school counselor.</p> <p>ASSESSMENT: Personalization of Content: Complete the reflection questions about interviews with workers (found at bottom of <i>W.O.W. Worker Surveys</i>). If haven’t volunteered during this lesson—do it NOW—volunteer to read your reflection to classmates.</p>

<p><i>Professional School Counselor Procedures:</i></p> <p>summary/linking comments as students share.</p> <p>CLOSURE: If time allows, do a quick “whip-around”-- start at specific place in group (e.g., middle) and give every student an opportunity to contribute one idea or feeling that stands out about job satisfaction (remember—ok to pass—although student takes responsibility—“I pass, today.”)</p> <p>Encourage students to continue to find out more about careers of interest by being curious WOW observers and to explore career information resources available in the school counselor’s office or the school library.</p>	<p><i>Student Involvement:</i></p> <p>CLOSURE: When it is your turn in the “whip-around”, state one idea or feeling about job satisfaction that stands out for you. State idea or feeling using a complete sentence AND speak loudly enough for EVERYONE in room to hear...it is ok to pass; must say in equally confident voice “I pass today.”</p> <p>Continue to be curious about what workers do at work and why they are happy (or unhappy) in their work.</p>
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Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)

These three lessons are ideal for collaboration with classroom teachers. The activities may be used as a performance event after studying research skills in the classroom. In addition, they form a foundation for Show-Me Social Studies Standards that address economic concepts by helping students gain a basic understanding of worker job satisfaction factors and the related benefit of making a contribution to our world through the work one does.

Provide classroom teacher with a brief overview of the lessons and copies of materials used during lessons: Student Thinking Papers; [Job Satisfaction Interviews: Home and School Jobs](#), [W.O.W. \(World of Work\) Worker Survey](#), [Comparing Workers’ Job Satisfaction](#) and [Career Paths Of Workers Interviewed](#); Student Resources: [Interviewing Skills Pocket Guide](#), [Career Pathways Pocket Guide](#) and [Thank-you Note to Workers](#) (stationery)

Summarize Systematic Observations: Review observations and notes made throughout the lessons:

- Identify **students who worked well with partners** during interviews of each other, who worked cooperatively with partner to facilitate the completion of partner tasks and who demonstrated a high level of involvement in whole class conversations. These students could serve as role-models in other group situations.
- Identify students’ **persistent misconceptions** about work and worker satisfaction, e.g., students who appeared to hold persistent negative attitudes about work as a means of personal satisfaction;
- Identify students who appeared to **lack the ability to identify and articulate PERSONAL needs** currently met by doing jobs well—at home and/or at school
- Identify students who **did not appear to take assignment as a learning opportunity**, e.g., who did not complete interviews or whose interview results appeared to be made up.
- Identify students who appeared to have **a limited awareness of the interview process** and whose responses indicate an inability to gain information through interviewing or an inability to identify school subjects that help workers accomplish work tasks
- Identify students whose reflection statements indicate an **inability to integrate the acquisition of self-knowledge** (e.g., personal needs met by current activities) with planning present and future activities.
- Identify students who consistently had **difficulty participating in any aspect of lessons**, for example, had difficulty expressing themselves in group conversations, who consistently took over groups or kept task groups from accomplishing assignments because of distracting behaviors, students who rarely (if ever) contributed to class conversations or whose responses to thinking papers were inappropriate or lacked depth/sincerity

Consult with Classroom Teacher: Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of the challenges. Determine if the difficulty is a “will” or a “skill” issue. Does the student know HOW to discover and use self-knowledge and/or interview skills yet lacks the motivation and/or confidence to take the risk to interview others or talk about personal strengths/preferences (will)? Or does the student lack the skills of identifying personal characteristics and conducting information seeking interviews of adults?

Collaborate with Classroom Teacher: Collaborate with classroom teacher to plan appropriate interventions.

Interventions might include (and are not limited to) additional classroom guidance activities about interviewing skills, identifying personal needs and integrating information to help plan present and future activities.

Responsive Services involvement might be indicated for individuals, e.g., individual/group counseling related to self-confidence, identifying personal needs, skills of gaining information through interviews with adults. In some cases, more intensive involvement of parents may be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

INTERVIEWING SKILLS:

- Ask question;
- Wait for answer;
- Take notes;
- Write exactly what person says;
- Ask for more information (e.g., tell me more, describe what you think while you do the job);
- Thank the interviewee;
- Follow-up with a thank you note.

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JOB SATISFACTION INTERVIEWS: HOME AND SCHOOL JOBS

Interviewer: _____ Class: _____ Date: _____

Interviewee: _____

Directions: Interview a classmate about 2 jobs he or she does at school and/or home. Circle whether it is a "Home" or "School" job (use back as necessary). Remember: use conventions of standard English.

_____ 'S JOBS

Job 1 Title (Home or School): _____

Job Description: _____

Job Tasks: _____

School Subjects that help _____ do this job well: _____

The personal needs _____ meets by doing this job (name at least 2) are: _____

What _____ likes about this job: _____

What _____ doesn't like about this job: _____

All things considered, _____'s feelings about this job are: _____

Because _____



Job 2 Title (Home or School): _____

Job Description: _____

Job Tasks: _____

School Subjects that help _____ do this job well: _____

The personal needs _____ meets by doing this job (name at least 2) are: _____

What _____ likes about this job: _____

What _____ doesn't like about this job: _____

All things considered, _____'s feelings about this job are: _____

Because _____

W.O.W.* WORKER SURVEY

* World of Work

Name: _____ Class: _____ Date: _____

Directions: Interview four (4) adult workers about their jobs. Summarize the information in the table.

Job Tasks	What school subjects does the worker use on the job?	What is the greatest personal satisfaction the worker gets from this job? What does worker like most/least about job? Overall, is worker satisfied or dissatisfied with job? What factors influence worker's satisfaction and/or dissatisfaction about the job?	How does this job fit YOU (student)? Scale=1-10 1 low/10 high
1. Family Member: _____ Job Title _____ Career Path _____			
2. Family Member: _____ Job Title _____ Career Path _____			
3. Name of Worker _____ Job Title _____ Career Path _____			
4. Name of Worker _____ Job Title _____ Career Path _____			

Reflection (write responses on back): I learned ___ about the job satisfaction needs of workers. Comparing my job satisfaction needs with those of the workers I interviewed, I would be happiest working in a job ____. I would NOT be happy working in a job ____. My favorite school subjects are: ____. The workers I interviewed who use ___ in their jobs were: ____, ____, ____. I learned I ____. I want to learn more about the following jobs: ____, ____, ____, ____, ____. In conclusion ____.

Career Pathways

Use these mini-descriptions to help identify Career Paths of workers you interview

Fixing & Building: *People who like to figure out how things work and build things.*

Health: *People who like to care for animals and people.*

Helping: *People who like to make things better for others.*

Nature: *People who like to work outdoors with plants and animals.*

Creative: *People who like to draw, write or perform for other people.*

Business: *People who like to do math, sell things, or use computers*

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THANK YOU!

THANK YOU!

THANK YOU!

THANK YOU!

RESULTS: WORKER JOB SATISFACTION INTERVIEWS

Comparing Worker Job Satisfaction Factors

Name: _____ and _____ Class: _____ Date: _____

DIRECTIONS FOR COMPARING WORKER JOB SATISFACTION FACTORS AND CAREER PATHS OF WORKERS THINKING PAPERS (*this thinking paper and the thinking paper, Career Paths Of Workers Interviewed, are complementary and are completed simultaneously by partners*).

1. One person writes job titles and names workers he or she interviewed in the top row of the table below while partner adds his or her interview information to the next thinking paper: *Career Paths of Workers Interviewed*.
2. Partners switch papers and follow same procedure for second thinking paper.
3. Partners work together to enter information in chart below:
 - In the **first column**, list the job satisfaction factors/needs identified by the workers you and your partner interviewed (eliminate duplicate factors);
 - Place an “X” in column for each worker who identified the factor (see example).

Job Satisfaction Factors/Needs	Worker 1	Worker 2	Worker 3	Worker 4	Worker 5	Worker 6	Worker 7	Worker 8
Working with others		X	X		X		X	

RESULTS: WORKER JOB SATISFACTION INTERVIEWS

Career Paths of Workers Interviewed

(See Directions for the thinking paper: Comparing Worker Job Satisfaction Factors)

Name: _____ **and** _____ **Class:** _____ **Date:** _____

PSC NOTE: The Guidance e-Learning Center (www.mcce.org) is an excellent source for materials as well as links to other resources. Download full-color Career Path (and Career Cluster) posters at: www.missouricareereducation.org/for/content/career/

DIRECTIONS: Write the job titles and names of workers interviewed in the appropriate career paths.

Fixing & Building: People who like to figure out how things work and build things.

Workers interviewed (and their job titles) in the Fixing and Building Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Health: People who like to care for animals and people.

Workers interviewed (and their job titles) in the Health Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Nature: People who like to work outdoors with plants and animals.

Workers interviewed (and their job titles) in the Nature Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Helping: People who like to make things better for others.

Workers interviewed (and their job titles) in the Helping Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Creative: People who like to draw, write or perform.

Workers interviewed (and their job titles) in the Creative Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

Business: People who like to do math, sell things, or use computers

Workers interviewed (and their job titles) in the Business Career Path

- 1.
- 2.
- 3.
- 4.
- 5.

RESULTS: WORKER JOB SATISFACTION INTERVIEWS

Suggestions for Summarizing Worker Job Satisfaction Interviews

With your partner, describe and summarize the information the two of you gathered about worker job satisfaction.

You may complete the following sentences OR write your own description and summary using the following sentences as examples for your description:

The data collected through worker interviews conducted by _____ & _____ indicated the following:

1. The job satisfaction factors/needs _____, _____ and _____ were shared by _____ of the 8 workers interviewed. The Career Paths represented by the workers interviewed were: _____, _____ and _____.
2. Is money the only reason people work? YES NO
We found that of the eight (8) workers we interviewed, _____ identified factors other than money as the most important reason they work. Examples of most important factors workers identified were: _____, _____ and _____.
3. We discovered that _____ of the eight (8) workers interviewed expressed positive feelings about their work and _____ of the 8 workers expressed negative feelings about their work.
4. The following factors influenced workers' **satisfaction** with their jobs: _____, _____ and _____.
5. The following factors influenced workers' **dissatisfaction** with their jobs: _____, _____ and _____.
6. Workers were asked what school subjects helped them do their jobs well. The results of the school subject question, suggests the following:

7. In addition, we learned the following about work and working from the workers we interviewed: _____

