

# Exploring Personal Preferences in Employment

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## Job Exploration Counseling Benchmark:

Explore how personal preferences impact employment such as public benefits, full/part time, time of day.

## Note to those providing this service:

These activities are developed in a way that allows the learner to gradually build upon their skills. Each student has different foundational skills so some students may need more support or instruction than others. With that being said, you can choose what activity you start with based on the learner's strengths and needs.



## Extended Pathways

Students who are interested or enrolled in career and technical education (CTE) or postsecondary education, regardless of disability (remember to presume competence!), may or may not need some of the information that seems introductory in nature. Take as much or little time as needed based on student knowledge. More specific activities related to CTE and postsecondary education are identified as extended activities and pathways.

## Preparation and Materials Needed:

- Know the student's knowledge or awareness regarding career paths (this helps with knowing how much time may need to be spent on an activity).
- Prepare needed assistive technologies and/or accommodations (ex. communication supports (visual, objects, pictures, voice output devices, etc.), physical supports/space access needs, vision supports, hearing supports, sensory needs/supports).
- Computer or print materials in advance.



## Print

- [Exploring Personal Preferences \(PowerPoint\)](#)
- [Planning for Work Worksheet](#)
- [Work Preferences Worksheets](#)
- [Self Employment Worksheet](#)
- [Student Career Profile](#)



## Activities to Meet Benchmarks

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### Activity 1: The Connection Between Working and My Preferences

This activity aims to help students learn about various personal preferences impacting work hours and job schedules (e.g., shifts, part-time, full-time, public benefits, days of week, number of days per week, time of day, flexible hours)



**Discuss:** We're going to explore different work hours and job schedules, like full-time, part-time, and different shifts. We'll also look at how the days of the week and the time of day can affect your work life.

While thinking about work, you also need to understand your personal preferences so you can choose a job that fits your needs and lifestyle. Personal preferences are like your favorite activities, other commitments, habits, and motivators that can affect what kind of job you might have, including public benefits you might receive.

Let's start by learning about different types of shifts, environments and other work considerations.

[Note to Instructors: Use the [Exploring Personal Preferences \(PowerPoint\)](#) to lead a discussion about how personal preferences can impact employment goals and decisions.]



**Resource:** [Exploring Personal Preferences \(PowerPoint\)](#)



**Review:** Let's talk through some scenarios:

What preferences does a high school student need to consider if looking for work? (likely unavailable during school hours, may work more during the summer, may need to consider transportation like bus times or who can drive them and when that person would be available)

Remember, your first job does not have to be your forever job. It may be a way to gain experience, work readiness skills, and learn more about your interests. It may also be an entry level job into a career of interest.



### Extending the Conversation

What preferences does a student in college or other postsecondary education programs need to consider if looking for work? (class schedules, relation to major or degree, internship opportunities, financial need, time available)

## Activity 2: Exploring My Work Preferences

This activity aims to help students identify personal preferences on workplace environments.



**Discuss:** It's important to know your preferences because of how it affects jobs you can apply for or even your career choices. Let's take some time to explore our own schedules by completing a planner for what a typical week is like for you. Make sure to add any responsibilities, school hours, etc. When you're done, we will discuss what you learn.



**Resource:** [Planning for Work \(Worksheet\)](#)



**Discuss:** Try using these different prompting questions to continue or start conversation.

- What did you learn about your schedule? When do you seem to have time?
- How does your availability change if your schedule changes?

*[Note to Instructors: Discuss cause-and-effect scenarios like how changing a variable may change a schedule or vice versa. Feel free to also complete the [Work Preferences Worksheet](#) and use as an example.]*

- How do schedules vary across different places of work?

*[Note to Instructors: Create lists with students of daytime jobs, nighttime jobs, day and night jobs. You can also discuss that not every job occurs within those environments. For example, a nurse at a hospital may have to work at night, but a nurse at a doctor's office does not.]*



**Review:** Based on the schedule you made above, use the [Work Preferences Worksheet](#) to document any of your preferences for work.



**Resource:** [Work Preferences Worksheets](#) - *[Note to Instructors: This worksheet has two options depending on student support needs or preference.]*



**Resource:** Add to Your [Student Career Profile](#) - My Work Preferences.

### Activity 3: Flexible Options

This activity explores self-employment.



**Discuss:** For some people, they may need different options for work because of their unique preferences. An option that may have more flexibility is self-employment, also known as entrepreneurship. Self-employment is when you have an idea or skill that can make money and you are responsible for managing the work and any problems! Let's learn a little more about what self-employment or what being an entrepreneur means.



**Watch:** [What is an Entrepreneur? \(1:05\)](#)

Think of something you are good at, think about your preferences and your interests. Could this lead to self-employment? Would you be interested in self-employment?



## Extended Pathways

### Activity: Can We Talk About Self-Employment More?

This activity aims to explore the connection between skills and self-employment.



**Discuss:** If you are interested in learning more about self-employment let's explore further! I'm guessing you have an idea or skill and are curious how to make this into a business. See if you are able to do some research and complete this worksheet.



**Resource:** [Self-Employment Worksheet](#)



**Reflect:** Use the information you learned today to share what you have learned about self-employment and how this may connect with your career. People you can share this with are your guardian(s), academic advisors, guidance counselors, IEP team, etc.

*[Note to Instructors: Discuss how this activity might influence their educational or career plans moving forward.]*



**Resource:** Add to Your [Student Career Profile](#) - Self-Employment.



### Wrap-Up:

It's important to not only learn about work environments and schedules, but to also know our preferences. Understanding yourself helps you make better choices about the jobs and workplaces that will suit you best. Remember, finding a work environment that aligns with your preferences is important to success in your career.