

STUDENT JOURNAL

FOR SELF DISCOVERY



The Ultimate Career Guide for Young People

By Neale S. Godfrey



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LIFE, Inc.: The Ultimate Career Guide For Young People—Student Journal for Self Discovery

By Neale S. Godfrey

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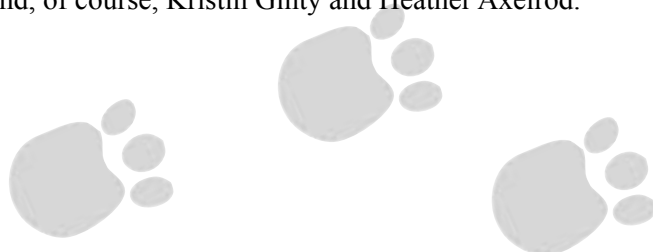


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Foreword

A word from Deloitte Foundation, our Sponsor:

In your everyday life you are surrounded by interesting people doing *interesting things*—the physician that got you through an illness, the real estate agent who helped your parents secure their new home, and the veterinarian who helped the family dog. Or, you might remember talking in science class about the research scientist working on a new cancer vaccine, or watching the TV anchor who tells the news stories of the day. One or two of these examples might have caused you to think, “I’d like to do that when I get out of school!” Well, all these careers and many more like them are out there for your consideration—but how do you decide which career is just right for you, your passions and your interests? Not to worry! With that in mind, we have teamed up with Neale Godfrey, who created a career program to help you discover the perfect job choice for your unique personality—just like a great new pair of “kicks.” With the help of your teachers, friends, family and even the neighbors next door, the program will help you explore new ideas and options as you head toward college or other career-training options. We know there is a lot to think about these days. You are probably busy on the soccer team, volunteering in your community, or studying for exams—all of which may hold clues to your future career options. We hope that the *LIFE*, Inc. program helps you as you think about your future and what career path might be just the perfect fit for you.

— **Shaun L. Budnik, President, Deloitte Foundation and Partner,
Deloitte LLP**

A word from Deloitte LLP, also a supporter of *LIFE*, Inc.

What’s up with a big business like *Deloitte LLP* supporting a project about *careers*? It’s easy. Our research shows that young people like you begin thinking seriously about careers as early as age 10, and that by age 17-18 you’ve ruled out many careers including technical ones like we offer such as accounting, taxes and business consulting. We’ve also asked you how we can help. You have asked for tools to help you in making these important life decisions. So here we are. We believe that with the right tools you’ll be more optimistic about your future and maybe consider what our profession offers in the process. It’s all about you! Go for it...

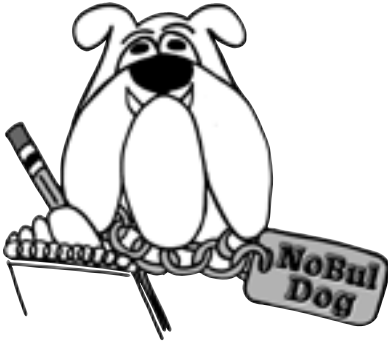
— **W. Stanton Smith, National Director, Next Generation Initiatives,
Deloitte LLP**

Start Dreaming Your Dreams...

Doodle Page

LESSON #1:

Getting Started: Goods & Services



Create a list of **Goods** you use in a single day. The list of goods might include items such as toiletries, clothing, meals, water and electricity, cookware, linens, and items such as snacks, books or electronic equipment. Also, include **Services** you use in a single day. The list might include services such as: working with a teacher, librarian, doctor, waiter, or bus driver.

List **Goods** and **Services** you use in a day.



GOODS

SERVICES

Example: Clothes

Bus Ride

IT'S TAXING:



List services that are paid for with **public funds (taxes)**.



Example: Police

a **FUN** ThiNG To do!



Think about it:

Read each sentence. Then, decide if the person speaking provides **Goods** or **Services**.

Write **G** or **S** (**G= Goods, S= Services**) on the line.

ANSWERS

1. "I'm having a ball," said the Sports Store Owner. _____
2. "Business is dying," said the Funeral Director. _____
3. "It has its ups and downs," said the Elevator Operator. _____
4. "It's going to the dogs," said the Groomer. _____
5. "It's looking up," said the Airplane Pilot. _____
6. "It's growing," said the Florist. _____
7. "It's a real pain," said the Doctor. _____
8. "It stinks," said the Garbage Collector. _____
9. "It's adding up," said the Math Teacher. _____
10. "It's all material," said the Dressmaker. _____
11. "It's all write," said the Card Shop Owner. _____
12. "It's grand," said the Piano Tuner. _____

Hmmm...
cats don't think
this stuff
is funny...



I didn't know
cats could
think...



LESSON #2:

Who Am I?

I LIKE / I DON'T LIKE

What are the **things that get you up** in the morning? What are the **things that make you tick**? What are the **things that make you feel a little better** because you do them or because they happen around you?

It's a good idea to start by making a few "Best" lists and a few "Least" lists. Try these:



THE THINGS I LIKE TO DO MOST ARE:

_____	_____
_____	_____
_____	_____



THE THINGS I LIKE TO DO LEAST ARE:

_____	_____
_____	_____
_____	_____



My favorite SUBJECTS in school aRe:

_____	_____
_____	_____



My least favorite SUBJECTS aRe:

_____	_____
_____	_____

Here's someTHiNG I can Do for hours: _____

Here's someTHiNG that makes me want to gEt up and waLk out of the room:



**CIRCLE THE ANSWERS
THAT MOST FIT YOU, OR
ANSWER ON THE LINE PROVIDED:**



Would you rather be **indoors** or **outdoors**? _____

Would you rather be **talking** or **listening**? _____

Would you rather be **listening** or **reading**? _____

Would you rather study **alone, with a friend,**
or **with a group**? _____

Which way do you get more studying done? _____

Do the most interesting things happen to you when you're out, or at home? _____

Would you rather **write a paper** or **give a report** in front of a class?



When you listen to music, which is more important to you,
the music or **the words**? _____

When you have to fix something, do you sit down and
study the problem first, or just fix it? _____

Do you understand something better by reading about it, studying a diagram,
or having someone explain it to you? _____

When you talk about something you know how to do,
do you start by giving the details or the big picture? _____

When you get a new piece of equipment, do you read the manual or
do you just plunge in and try to figure it out? _____

If you wanted someone to do something for you, would you feel more comfortable
writing a letter, an e-mail, or instant message explaining what you needed and why,
or would you rather talk to the person directly? _____

What's my **CAREER** interest type ?

WHAT TO DO: Read each career or job type and think about if that best describes you. Then, read each type again and rank the list from “Best Describes Me” to “Least Describes Me” using number “1” for “Best” and number “6” to indicate “Least.” For example, if you really love to put a bunch of facts together and figure out things, and if math and science are your favorite subjects, you would put the number “1” next to “Detective.”

HINT: Start by picking your favorite (#1) thing to do first and your least favorite thing to do next (#6). Then figure out the order of the remaining items.

RANK

CAREER TYPE / DESCRIPTION



REALIST

I like to make things, and see what I've made. I like to work outdoors. I like to work with my hands, and I'm proud of my physical skills. I like to see the results of my work right in front of me.



DETECTIVE

I like to get a bunch of facts together and figure out what it means. I like math and science. I like to find out new things. I like to come up with theories.



ARTIST

I'm happiest when I'm expressing myself. I don't always fit into other people's structures or rules. I like things to be flexible, and I like to find my own answers, even if they're not anyone else's.



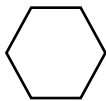
TEACHER

I like to help people learn things. I like working with people, and seeing them understand, and knowing I was a part of it. I like working in groups and sharing responsibilities. I communicate well with others. I'm interested in people's feelings.



ENTREPRENEUR

I'm good at managing people, and I'm good at getting other people to see my point of view. I like to work as part of a team, but I want to be captain of the team.



DETAIL PERSON

I'm good at detail, and I like to make sure that things are done right. I'll take the time to find out the right way of doing things. I like knowing who to go to when I need answers, and I like having the answers when people come to me.

THINK ABOUT POSSIBLE CAREERS:

Realists are often happiest doing work that relates to nature and the outdoors, mechanics, construction or military service.

Detectives do a lot more than solving murder mysteries. They may end up doing scientific research, or working with computers, or doing fact-finding jobs like writing history books.

Artists may go in for careers that relate to art, music, drama, or writing, but they're just as likely to be drawn to marketing, advertising, public relations, or computer graphics.

Teachers may actually end up as teachers, but they can also go into coaching or counseling, or healing professions like nursing. They may be good mentors as well.

Entrepreneurs may end up running their own business, or managing a business. They can be good at sales jobs, in politics, or as business consultants working with other companies.

Detail Persons may find themselves drawn to financial institutions, accounting firms, or other large businesses. They may also become engineers or computer programmers.

As Others See You



You have started taking a closer look at yourself and started to see some of your personality “types.” **But have you ever thought about how other people see you?** Now, you are going to try turning this quiz around and asking other people how they see you. *Don’t tell them what you think your traits are – wait to hear what they say first.*

THINGS YOU’LL NEED: Select several people in your life that your parent/guardian has given you permission to speak with. *Examples:* A friend of your same sex (so, if you’re a girl, interview a girlfriend), a friend of the opposite sex, an adult friend or relative, a teacher, coach or counselor, or a parent or guardian. You’ll also need a pen to write the person’s observations about you in the appropriate spaces in your **Student Journal**.

WHAT TO DO:

Explain to the person you’re interviewing that the goal is to help you to better understand yourself and to start thinking about jobs or careers that you may be interested in. Read each “Career Type.”

Explain that you will ask them to rank each category from #1 to #6 in order of what “Best” to “Least” describes *you*. If they have additional comments, you can write them in the spaces in your **Student Journal**, too.



INTERVIEW #1 _____

RANK	CAREER TYPE	DESCRIPTION
	Realist	I like to make things, and see what I’ve made. I like to work outdoors. I like to work with my hands, and I’m proud of my physical skills. I like to see the results of my work right in front of me.
	Detective	I like to get a bunch of facts together and figure out what it means. I like math and science. I like to find out new things. I like to come up with theories.
	Artist	I’m happiest when I’m expressing myself. I don’t always fit into other people’s structures or rules. I like things to be flexible, and I like to find my own answers, even if they’re not anyone else’s.
	Teacher	I like to help people learn things. I like working with people, and seeing them understand, and knowing I was a part of it. I like working in groups and sharing responsibilities. I communicate well with others. I’m interested in people’s feelings.
	Entrepreneur	I’m good at managing people, and I’m good at getting other people to see my point of view. I like to work as part of a team, but I want to be captain of the team.
	Detail Person	I’m good at detail, and I like to make sure that things are done right. I’ll take the time to find out the right way of doing things. I like knowing who to go to when I need answers, and I like having the answers when people come to me.

INTERVIEW #2_____

RANK	CAREER TYPE	DESCRIPTION
	Realist	I like to make things, and see what I've made. I like to work outdoors. I like to work with my hands, and I'm proud of my physical skills. I like to see the results of my work right in front of me.
	Detective	I like to get a bunch of facts together and figure out what it means. I like math and science. I like to find out new things. I like to come up with theories.
	Artist	I'm happiest when I'm expressing myself. I don't always fit into other people's structures or rules. I like things to be flexible, and I like to find my own answers, even if they're not anyone else's.
	Teacher	I like to help people learn things. I like working with people, and seeing them understand, and knowing I was a part of it. I like working in groups and sharing responsibilities. I communicate well with others. I'm interested in people's feelings.
	Entrepreneur	I'm good at managing people, and I'm good at getting other people to see my point of view. I like to work as part of a team, but I want to be captain of the team.
	Detail Person	I'm good at detail, and I like to make sure that things are done right. I'll take the time to find out the right way of doing things. I like knowing who to go to when I need answers, and I like having the answers when people come to me.

INTERVIEW #3_____

RANK	CAREER TYPE	DESCRIPTION
	Realist	I like to make things, and see what I've made. I like to work outdoors. I like to work with my hands, and I'm proud of my physical skills. I like to see the results of my work right in front of me.
	Detective	I like to get a bunch of facts together and figure out what it means. I like math and science. I like to find out new things. I like to come up with theories.
	Artist	I'm happiest when I'm expressing myself. I don't always fit into other people's structures or rules. I like things to be flexible, and I like to find my own answers, even if they're not anyone else's.
	Teacher	I like to help people learn things. I like working with people, and seeing them understand, and knowing I was a part of it. I like working in groups and sharing responsibilities. I communicate well with others. I'm interested in people's feelings.
	Entrepreneur	I'm good at managing people, and I'm good at getting other people to see my point of view. I like to work as part of a team, but I want to be captain of the team.
	Detail Person	I'm good at detail, and I like to make sure that things are done right. I'll take the time to find out the right way of doing things. I like knowing who to go to when I need answers, and I like having the answers when people come to me.

How Do You Like To Work With Others?

Read this list and check off all the ones that sound as if they describe you. Add other descriptions to the list that you think should be included to help describe you.

- ☐ I like to be able to make a difference in the way people think—for instance, getting them to vote for me (or my candidate) for a class office.
- ☐ I like to find things out by talking to people and asking them questions. I've enjoyed working for the school newspaper or hanging around the person fixing my parent's car and finding out how he/she does things.
- ☐ I like to help people with personal problems. My friends come to me a lot when they need to talk something through.
- ☐ I like to teach people how to do things that I know how to do. I'm the sort of person whose friends like to be near in a biology lab. Or, sometimes, younger kids come to me for a little informal coaching.
- ☐ I like to use my skills at making and fixing things to help others. You might find me fixing a bicycle or making a prom dress from scratch.
- ☐ I like to settle arguments between people and help each side see the other's point of view.
- ☐ I like to organize people to do things together. I could be a captain of a sports team, a debate team or get a group together to petition for fixing up a park or getting a stop light installed on a dangerous corner.
- ☐ I like to make decisions. You might find me as editor of the school newspaper deciding who are the best reporters, photographers or designers, or organizing committees for a class project.
- ☐ I like to entertain or perform to make people happy. You might find me playing in a band or trying out for the school play.
- ☐ I like to surprise people. In class, I'm often the one who comes up with an idea no one has thought of before.



I LIKE TO: _____

Now, go back to your **LIFE, Inc.** book, or go to the website, www.nealeslifeinc.com. **Read over some Virtual Role Models (VRMs)** and pick out some careers that highlight some of the interests you have “checked” above. List some of those careers here:



Now do the same thing you did before; find out how others see you. Make sure your parent/guardian has given you permission to interview someone. Have the person you're interviewing check off the categories they think apply most to **you**. Ask them to write 1, 2 or 3 for those top three descriptions of "you." Then, have them rank the remaining ones or those "least like you" with the remaining numbers.

Person you are interviewing: _____

Their relationship to you: _____

- | | |
|--|---|
| <input type="checkbox"/> I like to be able to make a difference in the way people think. | <input type="checkbox"/> I like to settle arguments between people and help each side to see the other's point of view. |
| <input type="checkbox"/> I like to find things out by talking to people and asking them questions. | <input type="checkbox"/> I like to organize people to do things together. |
| <input type="checkbox"/> I like to help people with personal problems. | <input type="checkbox"/> I like to make decisions. |
| <input type="checkbox"/> I like to teach people how to do things that I know how to do. | <input type="checkbox"/> I like to entertain or perform to make people happy. |
| <input type="checkbox"/> I like to use my skills at making and fixing things to help others. | <input type="checkbox"/> I like to be the one who comes up with ideas no one has thought of. |

Person you are interviewing: _____

Their relationship to you: _____

- | | |
|--|---|
| <input type="checkbox"/> I like to be able to make a difference in the way people think. | <input type="checkbox"/> I like to settle arguments between people and help each side to see the other's point of view. |
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| <input type="checkbox"/> I like to help people with personal problems. | <input type="checkbox"/> I like to make decisions. |
| <input type="checkbox"/> I like to teach people how to do things that I know how to do. | <input type="checkbox"/> I like to entertain or perform to make people happy. |
| <input type="checkbox"/> I like to use my skills at making and fixing things to help others. | <input type="checkbox"/> I like to be the one who comes up with ideas no one has thought of. |

Person you are interviewing: _____

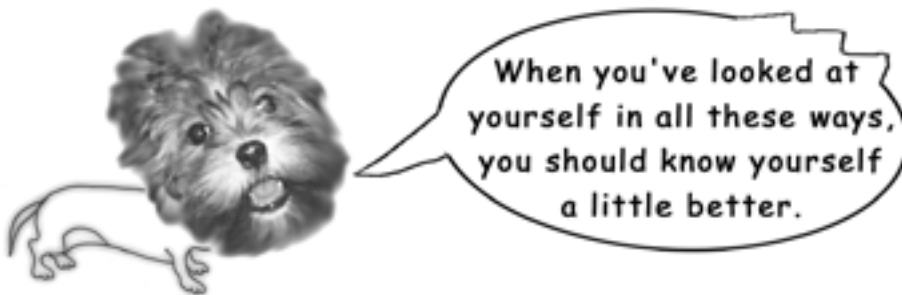
Their relationship to you: _____

- | | |
|--|---|
| <input type="checkbox"/> I like to be able to make a difference in the way people think. | <input type="checkbox"/> I like to settle arguments between people and help each side to see the other's point of view. |
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| <input type="checkbox"/> I like to teach people how to do things that I know how to do. | <input type="checkbox"/> I like to entertain or perform to make people happy. |
| <input type="checkbox"/> I like to use my skills at making and fixing things to help others. | <input type="checkbox"/> I like to be the one who comes up with ideas no one has thought of. |

PROBLEM SOLVING: We live in a fast-moving, fast-changing world, and problem solvers are going to be in the forefront of it. What kind of problem solver are you?

Rate these one to five, where "1" is the best & "5" is the least.

- _____ **I like** to look for answers on the Internet.
- _____ **I like** to learn things from books.
- _____ **I like** to solve word puzzles.
- _____ **I like** to put things together and make them fit.
- _____ **I like** to present my homework neatly with a nice cover and graphics.



► It's important to take this new-found knowledge of yourself, your likes and dislikes, throughout the lessons. Keep in mind your strong points as you begin to think about possible careers.

LESSON #3:

The View From the Top of the Mountain: "Visioning"

Try creating a "visioning" exercise yourself.

It takes *Practice*.

WHAT TO DO:

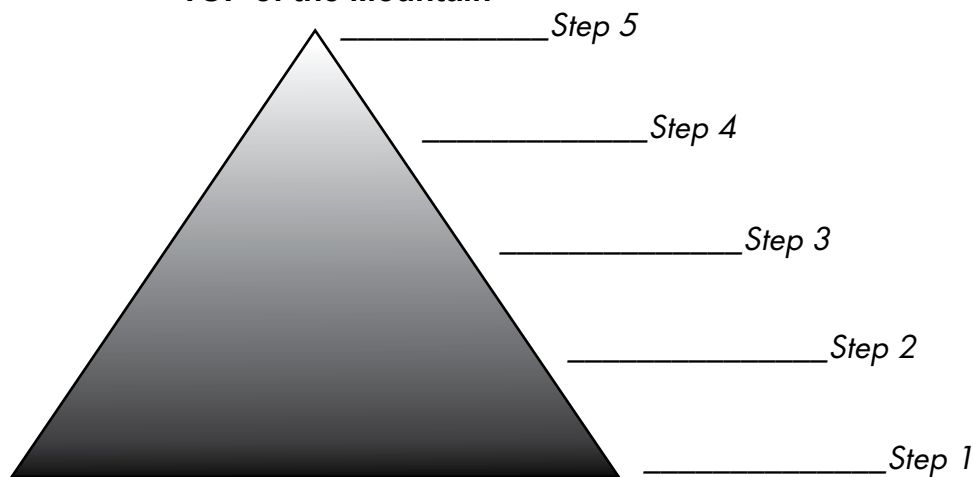
Interview a person you know who has a job or career that is not teaching. You could interview a parent/guardian, an adult friend, or a person in your neighborhood that your parent/guardian has given you permission to speak with.

Ask them if you can interview them about their career. Explain that you are going to ask about their careers *today*, in other words, starting at The Top of The Mountain.

You're going to ask them to think about how they got there and what they needed to know to get there. Show them the "picture" of the mountain. You will start at the top (symbolizing them in their career now) and track back down to look at each step that allowed them to get there. You're going backwards from Step 5 to Step 1. **Therefore, when you turn the steps around, you have an *ACTION Plan*.** If you can't find someone to interview, you could research a career on the Internet or at the library.

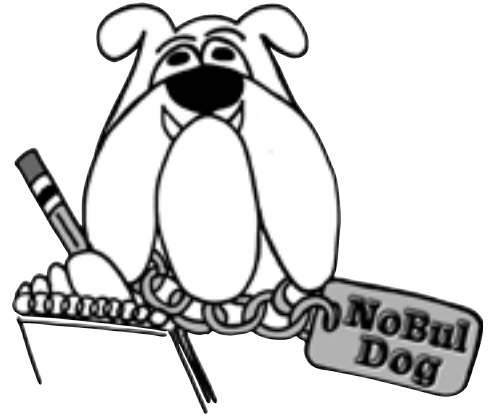


TOP of the Mountain





Ask TheSe Questions and Fill in the AnswErs:



STEP 5

How did you get here? What is your position?

What did you need to know to get there?

STEP 4

What was the Step you needed to do right before you got into your position? (HINT: Did you interview better than the other candidates? Remember you're going step-by-step starting in the career and going backwards to figure out how you got there.)

What did you need to know to get there? (HINT: Were you better trained and had superior skills?)

STEP 3

What was the Step you needed to do right before you got to Step 4. (HINT: Did you have to graduate from college?)

What did you have to know to get there? (HINT: Did you have to take certain courses in college?)

STEP 2

What was the Step you needed to do right before you got into Step 3? (HINT: Did you graduate from high school?)

What did you have to know to get there? (HINT: Did you do well in high school and do well on SATs or ACT tests?)

STEP 1

What was the Step you needed to do right before you got in your position? (HINT: This goes back to their interests and career type. For instance if they are in childcare, they could have loved babysitting as a child, or if they are a doctor, they could have been the child who was always there with a Band-Aid.™)



Now ...

Turn the Steps around from 1 to 5. You now have an action plan that this person could have followed to get the job they have today.

HOW DID YOU GET HERE?

WHAT DID YOU NEED TO KNOW?

STEP 1: _____

STEP 2: _____

STEP 3: _____

STEP 4: _____

STEP 5: _____

**You're ignoring me,
so I'll take
another nap...**



LESSON #4:

Busting the Gender Gap



Interview your parents/guardians, friend's parents, grandparents, or other adults in your life. **Tell them you are learning to think about your future and careers.** You're learning about the "Gender Gap."

This term describes the **discrimination** that takes place **between men and women in the workplace**. Explain that you've learned that years ago, many jobs were thought to be "just for men" or "just for women."

Ask them to tell you about possible gender discrimination at their workplace twenty-some years ago.

WHAT TO DO:

Ask the following questions and write responses in your **Student Journal**.

NOTE: There are **two sets of questions** so you can ask **two different people** for their responses.

FIRST PERSON you are interviewing: _____

Their relationship to you: _____

Where did you work? _____

What kind of job did you have 20 years ago? _____

What were the typical jobs for women? _____

What were typical jobs for men? _____

Where do you work today? _____

Are there still typical jobs for women? _____

What changes have you seen over the years with regard to the "Gender Gap"? _____

SECOND PERSON you are interviewing: _____

Their relationship to you: _____

Where did you work? _____

What kind of job did you have 20 years ago? _____

What were the typical jobs for women? _____

What were typical jobs for men? _____

Where do you work today? _____

Are there still typical jobs for women? _____

What changes have you seen over the years with regard to the "Gender Gap"? _____



We Didn't Have *That* When I Was *Your* Age

Now you are going to interview your parents/
guardians and discover how many things
you **NOW** have around the house that they
DIDN'T have when they grew up.

HINT: Look around your home. Do you think
your parents grew up with a cellphone?

LESSON #5:

MENTORS: Learning from Others – Virtual Role Models (VRMs)

WHAT TO DO:

Interview your own mentor— someone with a career that interests you—it could be a person, coach, teacher or parent. Use this when you “spend the day with a professional” or for Career Day at your school or organization. Ask the following questions and explain that their answers may be selected, if they wish, to be included in the **LIFE, Inc. VRM Library** on the LIFE, Inc. website, www.nealeslifeinc.com. Please give your completed VRM, and the Name, Likeness and Testimonial Release, signed by your parent or guardian, to your Teacher/Advisor/Parent/Guardian so they can submit it on your behalf.



What did you think you were going to be doing when you were in high school?

What are you doing now and what do you like best about it?

How did you get from where you were in high school to where you are now?

Were there unexpected turns? If so, please explain.

What courses that you took have helped you most— directly and indirectly?

Have you had a mentor or mentors in your careers?

How have they helped you?

What would you have done differently?

What are your goals now?

What's your next career move?

What about Quality of Life plans? (HINT: Extra activities you like to do when you're not working)

Do you have any interesting stories about learning on the job, job interviews, unexpected help or hindrance, etc.?

LESSON #6:

What's My Line?

You are going to play a game.

It's based on an old TV show called, "What's My Line?" On that show, **a panel of celebrities would try to guess the occupation of a guest contestant.** The panel in our game will be made up of students and the contestants will also be students.



Students chosen for contestants will have to research a career ahead of time so they can "play act" the role and answer the panelists' questions in character. The panelists will ask questions and finally make guesses as to what the contestant does for a living.

➡ *The "CATCH" is the panelists may only ask "Yes" or "No" questions.*

WHAT TO DO:

Your homework assignment is to research a career. You should be creative.

Remember, if you are chosen as a "contestant," you'll have to pretend that career is your own!

HERE ARE SOME TRADITIONAL CAREERS:

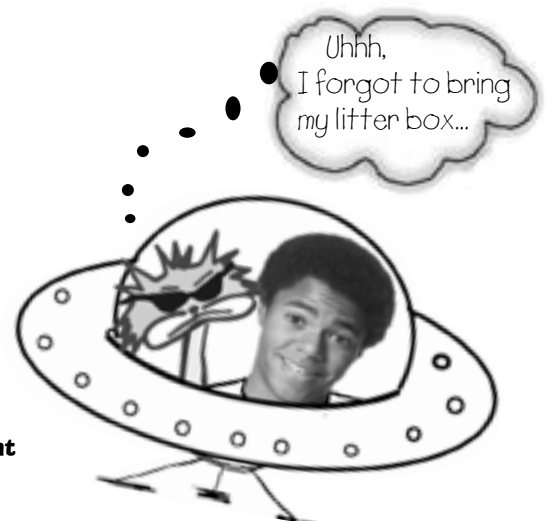
Doctor	Banker	Bus Driver	Bookkeeper
Lawyer	Secretary	Waiter/Waitress	Physical Therapist
Teacher	Factory Worker	Franchise Owner	Clergy Person
Computer Programmer	Actress/Actor	Life Insurance Agent	Graphic Artist
Accountant	Veterinarian	Flight Attendant	Dental Hygienist

HERE ARE SOME UNUSUAL CAREERS:

Dog Trainer	Inventor	Rodeo Rider
Circus Clown	Safari Guide	Balloonist
Sky Diving Instructor	Horse Trainer	Lion Tamer
Explorer	Nuclear Physicist	Zoo Keeper
Dolphin Trainer	Artist	Jockey
Author	Taste Tester	Psychic
Cartoonist	Wine Maker	Park Ranger



**more information
about this assignment
is on the next page**



WHERE CAN YOU FIND OUT INFORMATION ABOUT CAREERS?

- You can research on the Internet.
- Speak to your parents/guardians about different careers.
- Visit your local library.
- Speak to your Guidance Counselor.

When you interview people, start by asking these questions.

Explain that you'll be playing the "What's My Line?" game in class.

QUESTIONS TO FOCUS ON:



What is your job?

Where do you work? Indoors? Outdoors?

Do you work for a small business or a large business?

Does your job require a high school diploma?

A college degree? A graduate degree?

Do you work from home?

Describe your job simply so that I can explain it easily to my classmates.



Be prepared to play the game in school or after school. You may be a "contestant" who will be asked questions about the profession you've chosen. Or you might be a "panelist," asking others about their "make-believe" careers. Review this with your teacher/instructor before proceeding as a panelist.



What's my line?
I'm a four-legged creature
with a life that's made in the
shade...



LESSON #7:

A Word About Money:





EXplore a Career:

Write down **two** careers
that you will be researching.

Your Career Choice: _____

Exploration Career Choice: _____

WHAT TO DO:

-  Check "Want Ads" in local newspapers for jobs in these careers.
-  You can also search on-line at www.nealeslifeinc.com. Log in to the website, and, using the left-hand menu, click on "Finding Answers" and then "VRM Library" to search through the Virtual Role Model library.
-  In addition to the library, you can research salaries for these careers through "Google™" or:
-  Go to the following sites: <http://content.monster.com/salarybenefits/home.aspx>
www.salary.com
<http://www.payscale.com>
<http://www.worklifewizard.org/main/salarycheckerUSA>



LIST POSSIBLE JOBS:

▼ Career Category ▼	▼ Starting Salary ▼	▼ Work Experience/ Education Needed ▼
YOUR CAREER CHOICE:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
EXPLORATION CAREER CHOICE:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

\$ Create a budget \$

WHAT TO DO:

Use your career choice.

Check a "Job" in one of the Ads.

Estimate what your "Gross Salary" will be each year.

Now, you will build your own budget.

Money IN (INCOME)

Gross Salary \$ _____

- Taxes (30%) - _____

Net Take-Home Pay \$ _____

Money OUT (EXPENSES)

Sample Categories
and write in your own

Rent/Mortgage _____

Car Expenses _____

Utilities (Gas/Electric/Water) _____

Phone _____

Cable/Internet _____

Savings _____

Charity _____

Food _____

Clothing _____

Entertainment _____

Emergencies _____

Insurance _____

Total Expenses: _____

Net Take Home Pay

- Total Expenses

Money Left Over Each Year

\$ _____

- \$ _____

\$

I gave you a break...

I put you in a

30% tax bracket...



Research the yearly costs of an economy car and of a snazzy, luxury car. Then, build a budget and figure out how much money you will have to earn (assume you are paying 30% in taxes) to afford a car.

LUXURY CAR

EXAMPLE:

\$ _____

\$ _____

_____ § _____

\$ _____

_____ § _____

\$ _____

_____ § _____

\$ _____

_____ § _____

§ _____

_____ § _____

\$ _____

_____ § _____

\$ _____

_____ § _____

\$ _____

_____ \$ _____

\$ _____

_____ \$ _____

\$ _____

_____ \$ _____

\$ _____

_____ \$ _____

\$ _____

§ _____ (A)

\$ _____ (A)

Divide the **Total Yearly Expenses** (A) by .7 or (B), which will equal (C), or the amount you'll have to earn before taxes to afford that car. *HINT: $A \div B = C$*

TO AFFORD THAT CAR:

= \$_____ (C)

= \$ _____ (C)

I'm really late getting to my nap, but because we're friends, I'm reminding you to fill out the Student Evaluation and give it to your teacher/instructor.



Opportunity Cost

This is the “cost” of **passing up the next best choice** when you are making a decision. It is **not a “cost” in money, necessarily**, but it could be a consideration. **Consider all costs, personal and professional.**

WHAT TO DO:

Select **two** careers you have been researching and answer these questions...

...and think of adding to the list.

Then, select the **best for you**, thinking of this Opportunity Cost scenario.

- ♦ Is this a job/career that I really want?
- ♦ Do I respect the company’s mission and goals?
- ♦ Do I have to move?
- ♦ What is the salary?
- ♦ Do I have a girl/boyfriend, spouse, or other family considerations that I need to think about first if I move?
- ♦ What are the benefits or “perks?” (Health insurance, profit sharing, insurance).
- ♦ Will the company pay for me to get a degree?
- ♦ Is there public transportation to get to work or do I have to buy a car?
- ♦ What is the cost of living in that location?
- ♦ Can I advance in the job?
- ♦ Is the company socially responsible?

When thinking about a job, what other considerations are important to you?



the best companies to work for

INSTRUCTIONS: Research on-line or “Google™” the “100 Best Companies to Work For.” You should be able to find the *Fortune Magazine* Top 100 List, *Business Week* “The Best Small Companies to Work For” list, and you can also search www.workingmother.com for their Top 100 List. Then, list companies that are both great to work for and fit your career dreams.

Make a list:





RESUME WRITING

Select one career for which you will create a “mock” resume. This will be created in order to role play for a job interview in that field.

Sample resume:

YOUR NAME

YOUR ADDRESS/PHONE NUMBER/E-MAIL

GOAL: To get a job in (insert your field and refer to the job available).

EDUCATION: List education credentials here (Graduation dates and degrees earned).

RELATED WORK EXPERIENCE: List work experience and bullet what responsibilities you had at each job.

-
-
-
-

ACTIVITIES/HONORS: List clubs you are involved in, sports teams, and any honors you have received.

SKILLS: List skills that are marketable to employment such as proficiency in Microsoft Word and Excel or the fluency in another language.

Don't forget to mention that you like cats...



INTERVIEW

Pre-interview research: Research your "selected Job/Company."

Things to Know/Do:



YOUR APPEARANCE—
dress appropriately

Where is the company located? _____

What time is the interview? _____

Research the person conducting interview if possible:

● What is the name and title of the person interviewing you?

● How long have they been there?

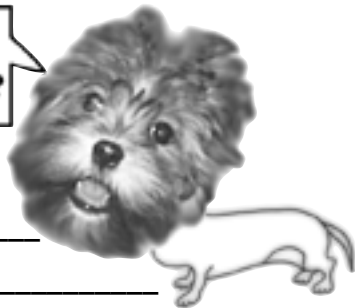
● Are they part of Human Resources (Professional Interviewer)?

● Is their job as a professional in the company?

● What does the company do?

● What is the job?

**Why should
they hire you?**



Your strengths? _____

Your weaknesses? _____

Your work experience? _____

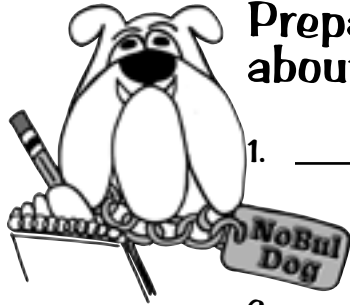
TURN THE PAGE & CONTINUE TO ANSWER
QUESTIONS ON THIS TOPIC. . .

Your education? _____

Extracurricular activities? _____

Honors you've received? _____

Scholarships? _____



Prepare Questions to ask about the company:

1. _____

2. _____

3. _____

follow up:



Write a sample hand-written "Thank You" letter and call or e-mail when the interviewer suggested when to get back to him/her.

Think "GREEN"



WHAT TO DO:

Go on-line to find a company that is socially responsible. That could mean lots of things, for instance, a company that cares about the environment and works to reduce waste, cuts less trees, and conserves natural resources. Many people refer to these as "Green" companies.

Take a look at "Socially Responsible" companies.

Make a list of these "Green" companies:

OTHER GAME OPTIONS

EXERCISE: Field Trip—Job Observation

You will conduct market research into your first job and learn to prepare for that interview. Example: Let's say you want to work as a salesclerk at a retail store, or as a Barista at a coffee shop. You will visit the store and write your impressions in your Student Journal to later discuss in class and hopefully at the "Real Job Interview."

INSTRUCTIONS: Select your job opportunity. It doesn't have to be your first job. It could be a summer job, an apprenticeship, or your first real full-time job. You are going to "view" the job currently being done by employees, if possible. You will observe how current employees are working, and ideally think about what would make yourself successful in that position.

For example: Barista in a Coffee Shop / or Any Retail Store.

You will sit in the shop and observe to identify: **"Traits for Success"**



JOB OBSERVATION—

- ✓ Did the Employee dress appropriately? Y ES___ NO___
- ✓ Did the Employee greet the customer? Y ES___ NO___
- ✓ Did the Employee smile? Y ES___ NO___
- ✓ Did the Employee establish eye contact? Y ES___ NO___
- ✓ Did the Employee repeat the order to make sure it was correct? Y ES___ NO___
- ✓ Was the Employee's body language open and friendly? Y ES___ NO___
- ✓ Was the Employee's attitude friendly? Y ES___ NO___
- ✓ Was the Employee paying attention to the customer or talking to other employees? Y ES___ NO___
- ✓ Was the Employee fast and efficient? Y ES___ NO___
- ✓ Did the Employee ring-up the charge or cash transaction quickly and efficiently? Y ES___ NO___
- ✓ Did the Employee say to the customer, "Thank you for coming into (*Name the Store*)"?... Y ES___ NO___
- ✓ Did it seem that the customer was pleased? Y ES___ NO___

You will come up with your own list of survey questions for the specific job interview.

Answer These Questions:

What did you learn? _____

What would make you a "good" employee? _____

What would make you a "poor" employee? _____

How would you handle yourself differently/or the same as the employee(s) you observed?

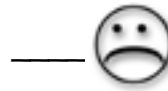
I am always on time,
and I always dress
for success...



How can you use this experience of "Market Research" at your interview?

What type of employee do YOU want to be? _____

Are YOU that person? _____



What type of employee do you want to work with? _____

Are YOU that person? _____



OTHER GAME OPTIONS

EXERCISE: You're Hired!

ABOUT THE GAME: This is a **role playing game** where you will learn the skills of interviewing for a job. You will **present in front of the class** and there will be a Panel of Judges. The class will **vote** to see whether or not you are **"Hired."**

STEPS FOR A SUCCESSFUL JOB INTERVIEW

1. RESEARCH THE COMPANY

What does the Company do?

Who is their market? (Who do they sell their goods/services to?)

What are their current problems, challenges, and priorities, etc?



2. JOB DESCRIPTION (Read Job Description provided by Teacher).

3. SETTING

The teacher will set this up like a real job interview.



4. DRESS CODE

What should you wear for the Interview? (You will explain out loud).

5. GETTING THERE



Make sure you know exactly where the Interview is located, with whom, how to get there and how long it will take. Build in a lot of time to arrive early.

6. RESUME

You will create a “mock” resume outlining your background and qualifications for the job. (Note: You should have emailed your resume previously to a real interview—but hardcopies should always be brought to the Interview.) You should have a list of reference letters. The resume should highlight your background that will show how you can benefit the company based upon research on that company.

7. INTRODUCTION

Greet, shake hands, smile and the Interviewer will ask you if you would like some water. (It’s always polite to accept an offer for something to drink).

8. HAVE YOUR QUESTIONS READY REGARDING THE COMPANY AND THE JOB

If the Interviewer does not describe the company or the job—this is the opportunity for you to be prompted to ask: “Could you tell me a little about your goals around hiring the right person for this job?” Note: Always ask about the company first **BEFORE** you start “Selling Yourself”. You have researched the company and its Mission and you should add, “I know your Mission is... (*Fill in Mission*), I just wanted you to expand on that with regard to my possible position.”

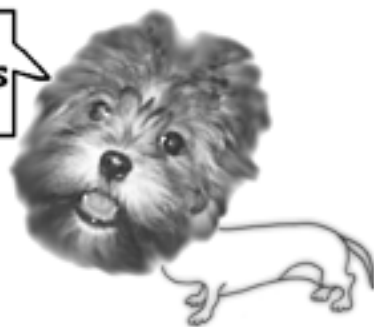
Hmmm...
I wonder if
it’s polite to ask
for some snacks...
interviews always
make me hungry.



9. STUDENT GETS A CHANCE TO SELL THEMSELVES

Believe in yourself. If you are confident with your abilities, the Interviewer will be confident. Never be arrogant, however, and never over exaggerate or lie. Speak in full sentences and avoid “Yes” and “No” answers to ANY questions, always elaborate, but be concise.

It is my goal
to be a human's
best friend



10. INTERVIEWER SHOULD QUESTION A LITTLE ABOUT STUDENT'S BACKGROUND AND THEIR GOALS

Examples: “What was most important about your education or work experience or summer job?” You should try to show that you are hardworking, reliable, trustworthy and self-starters. Be enthusiastic and positive.

11. THE “GOOD-BYES”

Thank the Interviewer for this interview and for the time they spent with you. You should ask, “What is your timing on making a decision?” You should ask, “Would you like a list of my References?” (Hopefully, Interviewer will say, “Yes”.)

12. POST-MORTUM

Send an e-mail to interviewer to thank him/her for their time exploring this job opportunity. Explain how enthusiastic you are and summarize how you and your qualifications would hopefully benefit their company. (Send within 24 hours of the interview.) Always try to analyze how well you did, so that you can improve your skills for your next interview. With the “You’re Hired!” Activity, you will get a chance for a “Do-Over.” In real life, this introspection will help you for next time.

SCORING

Scoring Scale: 1 through 5 (1 is “Needs A Lot of Improvement” and 5 is “Outstanding”)

1

Needs A Lot
of Improvement

2

Needs Some
Improvement

3

Average

4

Good

5

Outstanding

GAME ACCOUNTANTS:

The student with the “highest” score gets “Hired”. After the students have completed their ratings, the cards, or sheets from their Student Journal are collected and two students are selected to add up the scores.

INTERVIEW:

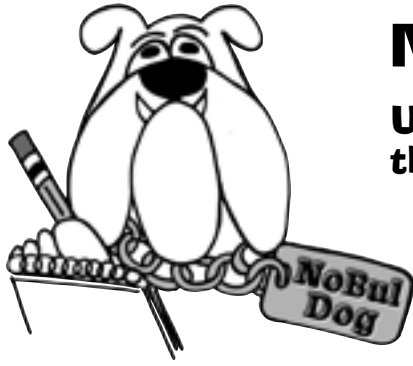
You will score the person being interviewed. Use the score rating **1** through **5**:
(**1** is "Needs a Lot of Improvement" and **5** is "Outstanding").

How well did they answer questions about:

CATEGORY	RATING
Dress Code: Was the student dressed appropriately (or described appropriate attire)?	_____
Did they explain how they had directions to the interview?	_____
Did they conduct relevant research about the company?	_____
Were they able to briefly describe what the company does?	_____
Did they conduct research about the job?	_____
Did they have a good resume?	_____
Did they greet the Interviewer properly?	_____
Did they establish eye contact?	_____
Did they ask good questions?	_____
Did they answer questions well?	_____
Did they describe how they would be good for the job?	_____
Were they enthusiastic?	_____
Were they confident?	_____
How well did they wrap-up the interview?	_____

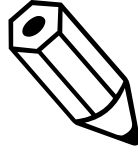
Would you hire this person? YES____ NO____

Why? _____



My Resume

Use this as practice before typing the final version of your resume.



Fill in the information below using a pencil so that you can make changes if necessary.

MY NAME

MY STREET ADDRESS (STREET, CITY, STATE, ZIP CODE)

MY TELEPHONE #

MY E-MAIL ADDRESS

MY GOAL:

To get a job in

(STATE YOUR CAREER FIELD)

YOUR EDUCATION:

(LIST DATES IN CHRONOLOGICAL ORDER ALONG WITH DEGREES / CERTIFICATES EARNED)

YOUR RELATED WORK EXPERIENCE:

List work experience and bullet what responsibilities you had at each job.

- ---
- ---
- ---

ACTIVITIES/HONORS:

List clubs you are involved in, sports teams, and any honors you have received.

SKILLS:

List skills that are useful to employment such as proficiency in Microsoft Word or Excel, and whether you speak another language fluently.

DOODLE PAGE



HINT: You can use part of this page to practice writing your email required in "Step 12, post mortem."



LIFE, Inc. STUDENT POST EVALUATION

Thank You. We appreciate your feedback. After completing this form, please remove it from the book and give it to your Teacher/Advisor/Parent/Guardian so they can submit it on behalf of the student.

We would appreciate it if you would take a few minutes to evaluate the program using the following form. Please complete all sections on the form and be frank in your comments, as we are serious about responding to the feedback we receive.

About You:

DATE: _____

I Am: [Circle one]	Male/Female
My Age is:	()
My Grade in School is:	()
I Identify Myself as: [Circle as Many as Apply]	American Indian or Alaska Native
	Asian
	Black or African American
	Native Hawaiian or Other Pacific Islander
	White
	Some Other Race
I am: [Circle one]	Hispanic, Latino or Latina
	Not Hispanic, Latino or Latina

Instructions: Please rate the following features from "Excellent" to "Poor," making comments where indicated.

The General Look of the Program	Excellent	Good	Fair	Poor
Overall Rating				
First Impressions				
Artwork				
Layout				
Lasting Impressions				
Comments:				

The Content of the Program	Excellent	Good	Fair	Poor
Setting the Stage				
So Who Am I?				
The View from the Top of the Mountain				
So What Do I Need to Know?				
Learning from Others				
A Word about Money				
Finding Answers				
Summary				
Comments:				

Enjoyment and Attention Holding Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				
"Makes Sense" and Readability Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				

—CONTINUED ON NEXT PAGE

LIFE Inc. Student Post Evaluation

—CONTINUED FROM PREVIOUS PAGE

Usefulness Factor	Excellent	Good	Fair	Poor
Overall Rating				
Comments:				

Instructions: Please rate the following features from “Strongly Agree” to “Strongly Disagree”:

Observations	Strongly Agree	Agree	Disagree	Strongly Disagree
I learned about career possibilities				
The Virtual Role Models were inspiring				
The program made me hopeful (even if I’m not exactly sure what I want to do with my life)				
I learned that there are many different roads to success				
After participating in this program, my journey will be more satisfying				
I have increased my confidence and believe I can use the career planning skills effectively				
After participating in this program, I am able to use the self-discovery exercises				
After participating in this program, I am able to use the visioning technique				

After participating in LIFE, Inc. ... I	More	Same	Less
Have ways of thinking about where I am now and where I’m going			
Take control of my own life			
Know more about career options in business			
Am willing to consider a career as a professional accountant, auditor, or tax or business consultant			
See the connection between school and career			

Other Comments	
What part of the program did you like the best?	
What was one thing you learned about yourself?	
What, if anything, did you find hard to understand?	
What was one thing you learned about careers?	

School: _____ City and State: _____

NAME, LIKENESS AND TESTIMONIAL RELEASE FORM

Thank You. We appreciate your feedback. After completing this form, please remove it from the book and give it to your Teacher/Advisor/Parent/Guardian so they can submit it on behalf of the student.

For good and valuable consideration, the receipt and sufficiency of which I hereby acknowledge, I hereby agree as follows:

1. I hereby irrevocably grant to the Deloitte Foundation, Deloitte LLP, Deloitte & Touche LLP, Deloitte Tax LLP, Deloitte Financial Advisory Services LLP, Deloitte Consulting LLP (successor to Deloitte Consulting Holding LLC), Deloitte Services LP, Deloitte Consulting (Nevada) LLC, Deloitte Consulting L.P., Deloitte Consulting (US) LLC and Deloitte Consulting (Holding Sub) LLC, Deloitte Touche Tohmatsu, and other member firms of Deloitte Touche Tohmatsu, and all of their respective past, present, and future parents, subsidiaries, divisions, affiliates, predecessors, successors, managers, partners, principals, members, directors, officers, employees, stockholders, benefit plans and fiduciaries, owners, agents, representatives, attorneys heirs, executors, administrators, transferees, and assigns (hereinafter collectively referred to as the "Licensed Parties") a royalty-free right to use, exploit and publish my name, likeness and/or quotations and/or testimonial ("Materials"), in any and all media now or hereafter known, including, without limitation, on the internal and external websites for Deloitte LLP and its subsidiaries (the "Deloitte U.S. Firms"), in trade materials and print advertisements, throughout the world in perpetuity, to advertise and promote the Life Inc. program and materials.
2. I agree that the Licensed Parties will have the right to attribute the quotations and/or testimonials to me, which are true and verifiable and expressions of my personal experience and belief, which are contained in my submission to the Licensed Parties.
3. If I am submitting a photo, video or recording, I represent and warrant that I personally took such photo, video or recording or, if I did not, that I have the express permission of the individual who did so to submit it to the Licensed Parties and to grant the Licensed Parties the rights set forth herein. Upon request of the Licensed Parties, I can and will provide written proof of such permission.
4. I agree that any materials created by or on behalf of the Licensed Parties which incorporate the Materials are owned by the Licensed Parties. If I should receive any copy of any such materials, I shall not authorize its use by anyone else.
5. I agree that no advertisement or other material, including, without limitation, the Materials, need be submitted to me for any approval, and the Licensed Parties shall be without liability to me for any distortion or illusionary effect resulting from the exhibition, publication, broadcast or other use of my name, likeness and/or testimonial.
6. I warrant and represent that this license does not in any way conflict with any existing commitment on my part.
7. Nothing herein will constitute any obligation on the Licensed Parties to make any use of the rights set forth herein. I agree that this license supersedes all prior negotiations and understandings between myself and the Licensed Parties relating to the rights granted herein.

—CONTINUED ON NEXT PAGE

NAME, LIKENESS AND TESTIMONIAL RELEASE

—CONTINUED FROM PREVIOUS PAGE

B. I hereby (i) expressly release, discharge and waive all claims, demands, losses and liabilities of any nature which may arise from, and (ii) covenant not to make any claims against, the Licensed Parties as a result of, any and all loss or injury caused by or occurring as a result of the exploitation of the rights granted hereunder. I understand that I am responsible for any injury or damage that may arise out of my acts or omissions

FULL NAME PRINTED

SIGNATURE

DATE

If you are a minor, your parent or legal guardian must complete the following:

(I am the (father) (mother) (guardian) of the above mentioned minor. I consent to the foregoing on behalf of such minor, and I agree to indemnify and hold harmless Licensed Parties with respect to any claims which the minor may make as a result of the exercise by Licensed Parties of their rights hereunder.

Signature

Name of Parent or Guardian

PERMISSION SLIP

**Remove this page from your Student Journal
by cutting on the dashed line.
Have your Parent/Legal Guardian
fill out this form.
Then, give it to your Teacher/Instructor.**

BACKGROUND: Students are learning about jobs and careers in a program called **LIFE, INC.** The goal is for them to explore their own interests and strengths. In order to discover more about themselves, they will be interviewing adults and other children who know them well. They are asked to interview; for example: friends of the same sex, the opposite sex, guardian, teacher/counselor, parent and others. We want to make sure you are in agreement.

Name of Student: (PLEASE PRINT)

Parent or Legal Guardian: (PLEASE PRINT)

I, _____, hereby grant the above student

(NAME OF PARENT OR LEGAL GUARDIAN—PLEASE PRINT)

permission to speak to others in their life in school and out of school
about **LIFE, INC.**

Signed: _____
(SIGNATURE OF PARENT OR LEGAL GUARDIAN)

Date: _____

