

Job Offers

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Students will draw upon the previous two lessons to discuss financial considerations in choosing a job. Students will also consider additional factors, such as signing bonuses and whether the job is part of a growth or obsolete industry. Working in groups, students will pick a job offer from three (fictional) choices and explain their selection to the rest of the class.

≡ NBEA STANDARD(S):

- Career Development, II. Career Research

≡ RELATED ARTICLES:

- [“Turbine Test-drive: Preparing for Jobs in the Green Economy”](#)
- [“The Value of a Summer Job”](#)
- [“Paying for College: Why the Money Issue Is a ‘Big, Big Deal’”](#)

Common Core Standards:

- ELA CCR Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA CCR Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ELA CCR Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Objectives/Purposes:

- Students will understand different elements of job offers and weigh their relative importance in choosing the right career.
- Students will work constructively in groups to compile and present information.

Other Resources/Materials:

- Sample job offers ([Handout A](#))

Activities:

1. Ask students to reflect on the previous lessons about paychecks and retirement plans. Based on what they learned, what are some characteristics that are important to look for when choosing a job? Write a list on the board as students brainstorm ideas. Ask students, besides salary, what are some other important elements to consider when looking into a career? When students are finished sharing ideas, discuss the list. Explain that in this lesson, students are going to learn about even more aspects to consider, including: signing bonuses, capital gains taxes and growth v. obsolete industries (Students may have mentioned these ideas already in their brainstorming; if so, that's great! Tell students that we are going to dig deeper into these ideas for the lesson.)

(5 mins)

2. Share the Wharton Global Youth Program definitions of "signing bonus" and "capital gains tax" and explain how they are connected (i.e., signing bonuses are subject to capital gains taxes).

- **Signing bonus:** A signing bonus is a financial incentive offered to an employee for accepting a job offer. Randy Moss refused to agree to the contract until he received a higher signing bonus.
- **Capital gains tax:** Capital gains tax is the tax that the government assesses on changes in value of the assets held for investment purposes. When the student's parents sold its shares in IBM to pay her tuition bill, they also paid \$1500 in capital gains taxes to the Internal Revenue Service.

(5 mins)

3. Hand out "[Turbine Test-drive: Preparing for Jobs in the Green Economy.](#)" Have students read the article, as they read, students should consider:

a. What is the "green economy"?

- Jobs that relate to the environment, everything including alternative energy to green building, and water management

b. Why are "green" jobs considered part of a growth industry?

- Companies are looking for graduates with skills in renewable energy
- Jobs are available in energy research and development, consulting, and the utility industry
- Companies involved in solar, wind, biofuels, energy efficiency, green building, and other sustainable efforts are growing

(5 mins)

4. Brainstorm a list of "growth industries" on the board. Ask students to consider what it means to be an "obsolete" (outdated) industry, and have students brainstorm examples of these types of jobs.

Growth industries

- Green jobs

- Elderly Services (as baby boomers age)
- Cable/Satellite programming
- Computer Systems design
- Health care services
- e-Commerce
- Job training/career consulting

Obsolete Industries

- Wired telecommunications carriers
- Newspaper publishing
- DVD, game, and video rental
- Record stores
- Photofinishing
- Manufacturing (e.g., paper mills, textile mills)

(5 mins)

5. Tell students that you have some exciting news: you have three fantastic job offers for them. Students need to work in groups of three to four to pick which job offer they will accept. Students should take into consideration all the elements they've discussed today, including financial considerations (such as signing bonuses and retirement plans) and potential for growth and advancement. On a piece of newsprint, students should write the title of the job they've chosen and list the reasons why.

(10 mins)

6. Each group shares with the class.

(10 mins)

Tying It All Together:

Ask students if it was difficult to choose a job. Why or why not? Besides practical considerations, such as salary and opportunities for advancement, what other factors

could/should be part of choosing a career?

(5 mins)

Practice Outside of the Classroom:

- Ask adults in your life how they ended up in their current jobs. What factors did they take into consideration when choosing a career?
- Research “growth industries”: what fields currently have a lot of job openings and potential for advancement?

What Worked and What I Would Do Differently:

The first time I taught this lesson, I made the salaries in the job offers too different: all the students picked the job with the highest salary, figuring the extra money would make up for any various pitfalls. I tried to make the salaries a little closer, so that students will weigh the various pros and cons of each job offer. This change led to more variation in student choices the next time I taught the lesson.

☺