

Lesson 1: Resource Management



Every day you have a variety of decisions to think about. Will you get up in time to have breakfast or will you sleep in and rush out without eating? Will you catch the bus or walk to school? Will you get a summer job or go on vacation with your family?

The decisions you make have a huge impact on your lifestyle and your personal well-being. Sometimes you might make poor choices. For example, you may mismanage resources such as time or money. Perhaps you will choose to go out with friends instead of doing your homework, or you might spend all your lunch money at the arcade. Mismanagement of resources usually has negative consequences, but successful management of resources allows you to feel better about yourself and your choices. Other people will also feel better about you when they see that you are responsible and self-reliant.

resource management: the process of controlling or organizing resources in order to achieve goals

In this lesson you will examine the issue of **resource management**. You will expand your understanding of resources, consider factors that affect resource choices, and look at ways to manage your own resources so that you can achieve your goals.

What Are Resources?

In Module 1 you discovered that there are different kinds of resources available to help you reach your goals. When you think of resources, what things come to mind?



human resources: resources that are found within a person or that come from other people who give support in some way

non-human resources: resources that are not part of any human being

You may think of **human resources**. These are resources found within yourself and from family, friends, and other people who provide you with support. They include knowledge, talents, skills, time, health, physical and emotional energy, relationships, imagination, and attitudes such as determination and perseverance.

You may also think of **non-human resources**—material resources that include money, land, community facilities, raw materials, and tools needed to achieve goals.

1. In your notebook, create two charts like the following. Complete each chart with examples that illustrate these human and non-human resources.

| Human Resources | Examples |
|-------------------------------|----------|
| knowledge | |
| talents and skills | |
| time | |
| health | |
| physical and emotional energy | |
| relationships | |
| imagination | |
| attitudes | |

| Non-human Resources | Examples |
|-------------------------|----------|
| possessions and tools | |
| technological resources | |
| community facilities | |
| financial resources | |
| environmental resources | |

Compare your answers with the Suggested Responses at the end of the lesson.

What Factors Affect Resource Choices?

The resource choices you make each day are influenced by many factors. Following are some of them.

| Factors That Influence Resource Choices | |
|---|---|
| needs and wants | People <i>need</i> certain things, such as food, shelter, clothing, and love. People <i>want</i> other things that will improve the quality of their lives. Everyone's needs and wants differ, and they usually change over time. |
| values and goals | You set your goals based on what is important to you. Your values and goals affect the choices you make in life. |
| relationships | Your choices are influenced by connections you have to family and friends, priorities you establish in relationships, and exposure you get to different careers through people you know. |
| income | Income—not just your own but also your family's—prevents or permits you to make various choices. Income can change throughout the stages of life, and thus choices will change. |
| geographical location | Where you live affects the range of lifestyle choices available to you. Urban communities tend to have more resources than rural communities because of the population density. |
| education | The education you receive has a direct effect on your career choices and on your personal and financial decisions. |
| age | As you pass through various stages of life—infancy, childhood, adolescence, young adulthood, middle age, and senior adulthood—your views on what is important in life may change. As you get older, more choices shift from your parents or guardians to you. |



The better you understand how your resource choices impact your lifestyle and well-being, the wiser your decisions will be.

Right now, like many teenagers, you probably place importance on resources such as personal relationships, sports, education, jobs, music, and travel.

Over time, though, and at different stages of your life, different resources will become more or less important to you. After all, the priorities, concerns, and goals of someone who is 15 years old will be quite different from those of someone who is 65.



To use your personal resources effectively, you cannot think only about what you find important today. You must think also about what will be important to you in the future—at other stages in your life cycle. Therefore, you need to set goals for various times in your life. In other words, you need to plan ahead.

The Importance of Planning

Setting goals—planning ahead—involves identifying what you really want to achieve in life. When setting goals, take into consideration the following time periods:

- the short term (what you hope to achieve over the next year)
- the intermediate term (one to three years)
- the long term (three to ten years)
- the more distant future (beyond ten years)

Short-term goals can be stepping stones to intermediate goals and intermediate goals can be stepping stones to long-term goals. Goals give markers to check your progress.



Plotting your goals on a time line will give you an idea of what you value and how your goals will fit into your life. Following are possible goal sequences:

- high school → university → career → marriage
- high school → work → marriage → parenting
- high school → apprenticeship → technical training → career
- high school → college → career → marriage → parenting
- high school → work → parenting → college → career

Different people focus on different goals. What one person wants to achieve might be totally opposite from what another person wants. The resources people have also differ greatly. Some people have access to many resources, including education, training, employment, and income. Others have access to fewer resources and must find ways to overcome challenges and take advantage of opportunities.

Think about your life and what is important to you. Are there things you want to do, places you'd like to go, and experiences you'd like to have?

Some people desire money and the luxuries it can buy. Other people want to be useful and to help others. What would you like to achieve in the next five years? How would you like your life to be by the time you are 40?

For example, do you care whether you pay rent, or is it important to you to own a home some day? If so, will it be a house? A condominium? A townhouse? A manufactured home? Would you prefer to live in a highrise downtown or a house in the suburbs? Is it important to you to live in the country or in a small town? Maybe your economic circumstances will limit your choices, but what would you want, and how much does that matter to you? These are all important considerations in your life.



Think about how you see yourself earning a living.

- Will you enter the workforce after high school or take post-secondary education?
- Will you begin an apprenticeship that leads to a career in one of the trades?
- Would you like a time-intensive career or one with no weekend or evening work?
- Do you want to be your own boss, work in a family business, or work for others?
- Would you prefer to work outdoors or inside an office?
- Have you a special skill, such as cooking, music, sports, or computers?
- Do you have a hobby you'd like to develop into a business or a career?
- Is there something you love to do—create things, sing, research, manage details, help others, operate machinery?

Planning is important. Whatever your goal—organizing a career, having a great trip, winning a ball game, or enjoying a date—your chances for success are better if you are prepared and take the time to learn and plan. You’ll see the important role that planning plays in the following case study.

Judy Needs a Job

Judy is in Grade 12 and has been accepted into nursing school. She has some scholarship money but not enough to cover her full course, and her family cannot afford to help her. She can postpone her college entrance while she earns the rest of the money, so that is what she plans to do.

Judy’s Problem

Judy also needs to support herself while saving for her post-secondary education. She will have to work for at least a year, so she wants a position that offers nice conditions and interesting tasks related to her future career as a registered nurse. She can continue to live at home but she cannot afford a car, so she would like to find a job within walking distance or near a local bus route. In order to meet her financial goals, Judy needs to find full-time work that requires only a high school education.

Judy’s Goals

Judy’s Community Health teacher helps her write her goals in order of importance:

- full-time, secure job with good wages
- comfortable surroundings (indoors, not outside)
- some benefits, for example, health care
- challenging work duties
- pleasant people to work with
- close enough to walk or take a bus
- chance to learn skills related to nursing

Judy’s Resources

They also identify the resources Judy has for her job search:

- Grade 12 diploma with high marks
- knowledge of computers
- work experience at her aunt’s drug store
- volunteer experience with patients at a local hospital and nursing home
- excellent job references from a pharmacist and a doctor
- excellent character references from the school principal and two teachers
- willingness to work long hours, weekends, and evenings
- confidence gained by winning two scholarships

Judy's Alternatives

résumé:

a written summary of a person's skills, education and training, employment experience, interests, and references, often submitted with job applications

Armed with her goals and resources, Judy creates a **résumé** and begins her search. She checks job advertisements in the newspaper and online; she asks around and investigates job postings on bulletin boards and in windows. Many ads requesting her qualifications are for part-time or summer work, so she passes them by. She compares potential jobs with her list of goals; she distributes several résumés; and she is interviewed for three jobs: medical clinic receptionist, assistant-in-training for a grocery-store pharmacy, and hospital kitchen aide. She learns more about these jobs during the interviews, and after careful consideration, she makes her decision.



Judy's Decision

Judy politely declines job offers from both the medical clinic and the hospital. She accepts the position in the pharmacy—a job that meets all her criteria and offers the opportunity to take courses in over-the-counter and prescription medications. The deciding factor for this job is that she can continue working part-time while she attends college.

2.
 - a. What short-term goals does Judy hope to achieve in the next year?
 - b. Judy's short-term goals are stepping stones to intermediate and long-term goals. Identify some of her intermediate and long-term goals.
 - c. How can Judy's job-searching strategies help her achieve her short-term goals? How will they help her reach her intermediate and long-term goals?



If you are interested, view Segment 9: A Resume and Covering Letter on your Student Support CD. You will explore this topic in greater detail in Module 3.

3. What are some of your current goals? In your notebook, write "I will" statements that identify each of the following:
 - a. three short-term goals you hope to achieve within the next year
 - b. three intermediate goals you hope to achieve within the next three years
 - c. three long-term goals you hope to achieve within the next ten years

4. Select three of your “I will” goals from question 3—one each from your one-year, three-year, and ten-year statements—and answer the following questions. These questions will help you decide which goals are most important to you.
 - a. What values are represented in your three goals? What factors will influence your achievement of these goals?
 - b. What are the options and possibilities for each goal? What tasks would you undertake to achieve each goal? What would be the benefits of each goal?
 - c. Which of the goals that you listed are the most important to you based on your values and what you want out of life?
 - d. From these three, select your one most important goal and then rank the other two in order of importance.
 - e. What criteria might you use to review whether or not you achieved the goals you selected?

Compare your answers with the Suggested Responses at the end of the lesson.

Go to page 1 of Assignment Booklet 2A and respond to questions 1 and 2 of Section 1.

You have thought about what is important in your life now. At some point your personal plans may merge with those of someone else. This change will mean incorporating the hopes, goals, debts, and resources of another person—a partner or spouse, a child, a parent, a business partner, or even a roommate.



Whoever it is, you may have to align some of your needs and wants with those of the other person—and sometimes that person’s needs and wants may take precedence over your own.

Managing Resources to Reach Your Goals

Life events—illness, unemployment, relationship changes—can also influence your choices about how to obtain and use resources. People of all ages need effective management skills to reach particular goals. Consider the following example.



Mason's goal for the day is to complete every task on his list:

- go to school
- do his homework
- visit a friend in hospital
- prepare his family's supper
- clean his room
- work on his website

To do all of these tasks today, he must use his time effectively. There are only 24 hours in the day, and he needs some of this time to sleep.

As you manage your resources, ask yourself several questions:

- What are my resources? Which ones are plentiful? Which are in short supply?
- How can I increase some of my resources? **Note:** You can increase money by investing it. You can increase energy by getting plenty of sleep, eating healthful food, and being physically active. You can increase skills by practising. You can increase knowledge by reading, talking to people, and asking questions.
- How can I make more effective use of my resources? **Note:** Many resources are limited—you only have a certain amount of time, energy, money, and space. However, you can ensure that no resource is wasted. You can also combine several resources to make more effective use of each.
- Can I use what I have to make up for a resource I'm lacking? Can I trade one resource for another? **Note:** An indirect way of exchanging resources is to work for an employer. When you are employed, you exchange your human resources—energy, knowledge, skills, time—for money. With the money you earn, you can buy goods and services. A direct way of exchanging resources is to trade one good or service for another; this is sometimes called **bartering**.

bartering:
trading goods
or services
without the
exchange of
money

To reach your goals, you often need to be resourceful. Consider Justine's example:

Justine is learning to play the piano. She has a part-time job, but she cannot afford to buy a piano to practise on, and her family cannot help her with such a large expense.

Justine is happy when her piano teacher suggests two resource options that are within her budget. She could rent a piano, or she could purchase a less-expensive electronic keyboard.



5. With a partner or small group, consider this scenario: Quinton's family wants to visit relatives in Nunavut, but this trip is currently not in their budget. Brainstorm some ways Quinton's family could save money for this vacation.

Compare your answer with the Suggested Responses at the end of the lesson.

Go to page 4 of Assignment Booklet 2A and respond to questions 3 and 4 of Section 1.

Looking Back; Looking Ahead



In this lesson you examined resource management. You expanded your understanding of resources, considered factors that affect resource choices, and looked at ways to better manage your resources to reach your goals. In the rest of the lessons in Section 1 you will examine one of your resources—financial resources—in more depth.

Glossary

barter: to trade goods or services without the exchange of money

human resources: resources that are found within a person or that come from other people who give support in some way

non-human resources: resources that are not part of any human being

resource management: the process of controlling or organizing resources in order to achieve goals

résumé: a written summary of a person's skills, education and training, employment experience, interests, and references, often submitted with job applications

Suggested Responses

1. Answers will vary. Following are some sample responses.

| Human Resources | Examples |
|-------------------------------|--|
| knowledge | <i>information needed when making choices, managing projects, using the Internet, applying learning strategies</i> |
| talents and skills | <i>gardening, baking, musical ability, artistic ability, athletic ability</i> |
| time | <i>an hour, a day, a week, a lifetime</i> |
| health | <i>positive choices for physical health: maintaining physical fitness, eating well, and sleeping properly; positive emotional choices for healthy self-image and self-esteem</i> |
| physical and emotional energy | <i>energy for studying, doing chores, fixing cars, engaging in social activities with friends</i> |
| relationships | <i>support and encouragement from family, friends, teachers, and community members</i> |
| imagination | <i>ability to deal resourcefully with unusual problems; creativity</i> |
| attitudes | <i>optimism, willingness to deal positively with change, respect for others, determination, perseverance</i> |

| Non-human Resources | Examples |
|--------------------------------|--|
| possessions and tools | <i>food, home, car, bicycle, microwave, sewing machine, lawn mower, computer, video camera, digital camera, scanner, CD burner, stereo, television, MP3 player</i> |
| technological resources | <i>Internet access, electricity, telephone service</i> |
| community facilities | <i>hospital, school, bus, library, recreational centre</i> |
| financial resources | <i>money earned in exchange for work done; income from savings and investments; gifts</i> |
| environmental resources | <i>clean water, clean air, wildlife, parks</i> |

2.
 - a. Judy’s short-term goals are to find a job that will allow her to save enough money for a college education and then to actually save the money.
 - b. Judy’s intermediate goals are to attend college and become a registered nurse. Her long-term goal is a career in nursing.
 - c. Judy’s job-searching strategies include setting out goals so she can focus on good job leads and not waste time considering unsuitable jobs. This strategy means she ends up with several options and finally with a job that matches her goals. With this suitable job, she is more likely to attain her other goals of saving money, attending college, and achieving a nursing career.

3.
 - a. to c. Your “I will” statements pertaining to current and future goals will vary. Check your statements with the following questions:
 - Have you considered goals that affect all dimensions of your well-being including emotional, intellectual, physical, social, and spiritual?
 - Have you considered the interests you currently have and how these interests may connect to your future goals?
 - Have you considered resources you have now or potentially will have in the next one, three, and ten years?

4.
 - a. to e. Your responses to the questions in this activity will vary, depending on the goals you select and the priorities you identify. Share your responses with a parent or another interested adult. Ask this person for feedback and perspective on the priorities you established through applying your decision-making process. Did you receive feedback that gave you some new perspective on your goals or how you could achieve them?

5. Responses will vary. Following are some possible responses:

- Quinton’s family could cut utility costs by conserving energy; they could turn off lights when they leave a room, turn down the heat when no one is home, and use less water.
- Quinton’s family could buy fewer meals away from home; for example, Quinton could take lunches to school sometimes instead of eating in the cafeteria every day.
- Quinton could exchange his time and skills to earn money for the vacation. Perhaps he could tutor younger students, run a babysitting service, mow lawns, or get a part-time job.
- Quinton’s family could have a garage sale.

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