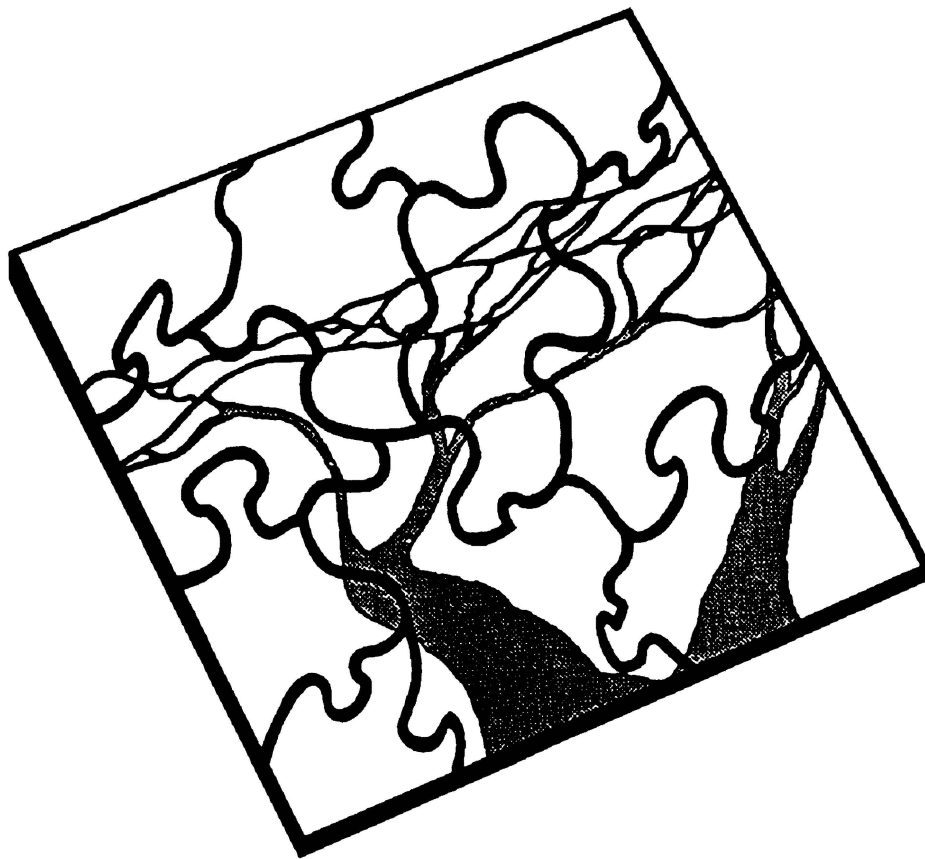


**4-H CAREER DEVELOPMENT PROJECT**

 **Lifepaths**

**Leader's Guide**



**Virginia Cooperative Extension**



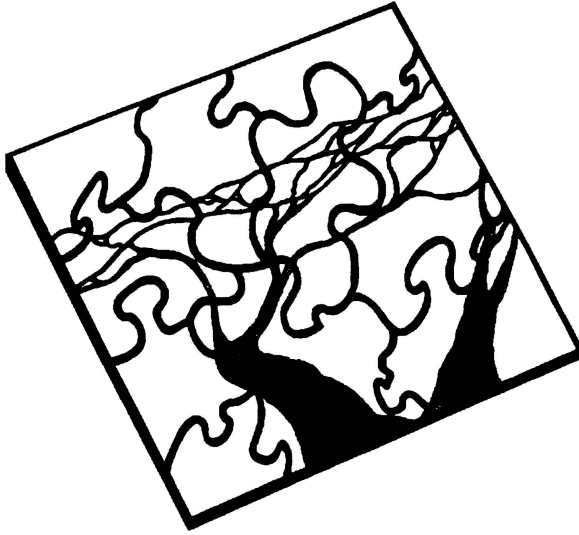
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**VIRGINIA STATE UNIVERSITY**

## 4-H CAREER DEVELOPMENT PROJECT



### Introduction

#### A note to 4-H leaders and parents:

This leader's guide was developed to prepare the adult volunteer leader to work with all age groups in completing the career development project for Junior, Intermediate, and Senior 4-H'ers by providing:

- a basic understanding of career development theory
- directions for project guidance including six lesson plans for each age level
- appropriate examples of project usage

Evaluation of each project will be through completion of the general 4-H Project Record Form available at local Extension Offices.

There are endless opportunities to extend these career activities. Looking ahead to the year 2000 and beyond, the concept of futurism can be applied to all academic disciplines because the future affects all areas of life including employment and leisure. 4-H leaders can look forward to changing career opportunities for their 4-H youth paralleling the changes in the national and global economies.

Other areas to explore are the values which will be important to people in the 21st century, the types of world problems that will need attention, and characteristics of the leaders who will be needed to help societies solve these problems.

Encourage participants to relate information and impressions about future career expectations, opportunities, and lifestyles which they may have been exposed to at school, in their families, or through their own interests and research.

As adults working with 4-H you can assist young people in thinking about how they will invest their lives. In every community, there are many occupations and lifestyles represented which can help your 4-H'ers become aware of the worlds of work and leisure activities. Take the time to explore careers as you visit both busy urban and spacious rural areas. Help increase members' awareness by asking questions.

**Talk** with your 4-H'er about what you do on your job and in your leisure activities. Identify some of the positive and rewarding aspects of your job as well as the education and training you needed to be hired. Discuss how your leisure activities contribute to a fulfilling lifestyle. We never outgrow our need for parents, teachers, and friends. This is especially important in the area of career development. Career decisions are made throughout life and young people need opportunities to learn and explore the steps in the process. You are a model for the career awareness of your 4-H members.

## Understanding Your Members

It is important to consider the characteristics of each age group of 4-H youth in planning learning experiences and activities that fit the developmental stage of the children with whom

you will be working. Not all your members will behave as described below, but most will, most of the time. Modify and adjust activities to meet the needs of your particular group.

### **Juniors Age 9-11**

- Learn best when physically active! Center activities around active participation.
- Are easily motivated. Use encouragement to keep them motivated.
- Have an attention span of about 30 minutes. Use varied activities and change types of activities.
- Need peer acceptance. Use the peer group for positive recognition. Avoid put-downs.
- Enjoy cooperation and competition. Plan activities so that members work together for some time and independently or in small groups at other times.



### **Intermediates Age 12-14**

- Can take responsibility in planning and evaluating their own work. Allow for members to plan their own activities. Expect them to follow through.
- Still depend on parental guidelines. Establish guidelines for group. Involve members in deciding group rules.
- Feel increased peer pressure. Use peer pressure as a positive influence. Use the group to influence participation and to encourage individuals.
- Enjoy doing things valued by peer group. Provide activities and experiences valued by the group. Let members express views on social issues and discuss ways that they can help others.
- Make choices that are often unrealistic. Assist members in making realistic choices. Question plans, discuss alternatives, weigh all aspects before making decisions.

### **Seniors Age 15-19**

- Enjoy discussing their own activities and more global issues. Allow time for members to discuss how they feel about current events, especially as they relate to career decisions.
- Are able to think abstractly and solve problems. Members can choose goals, make plans and carry them out as well as evaluate the results. Volunteer experiences as well as field trips will help the leader put the members in real life situations. Allow members to form ideas, make decisions, and evaluate the outcomes.
- Need freedom from parental control. Make members aware that the decisions they make are for themselves. They have the responsibility for their decisions and actions and for the consequences which will follow.
- Have feelings of inferiority and inadequacy. Be encouraging by helping each member to recognize their positive worth and growth.

## Theories of Career Development

Occupational and leisure choices are made throughout one's life. Many people recognize that the satisfaction an individual feels about work and leisure activities is directly related to that individual's self-concept.

There are many different theories of career development. For leaders interested in learning more about the many theories in greater detail, a list of additional references is provided at the end of this leader's guide.

**Career:** a sequence of attitudes and behaviors associated with work and leisure activities which relate to our total life experience. A career is the integration of our personality with the activities of our work and leisure. Career equals work plus leisure ( $C = W + L$ ). All of the activities developed for these 4-H projects incorporate both leisure and work in the process of career exploration.

**Objective:** to identify life stages as they relate to career planning.

Donald Super, a retired professor from Columbia University and former President of the American Association of Counseling and Development, has proposed a career development theory that individuals make career choices which allow them to develop and implement their personal self concepts throughout the stages of life. Building positive self-esteem is a critical element in adolescent development. Super's theory provides a natural basis for helping youth identify with the process of career development in their lives. The basic principles of Super's theory on career development are:

1. Individuals differ in abilities, interests, and personalities.
2. Each occupation has specific requirements of abilities, interests, and personality traits. Workers in the occupations have varying degrees of these characteristics.

3. Every person is qualified for several different occupations.
4. Many aspects of our lives change with time and experience; skill levels, vocational preferences, living situations, and personal self-concepts. These changes make choices and adjustments a continuing process during our lifetime.
5. The career pattern of an individual is determined by many influences; socio-economic background of the family, cognitive abilities, personality characteristics, and the variety of opportunities available.
6. The career development process is one of developing and expressing a personal self-concept. We all like to keep a positive picture of ourselves. With high self-esteem, you are a more productive, constructive member of society.
7. Satisfaction with our lives and our work depends on our finding and using appropriate outlets for our abilities, interests, personality traits, and values as we grow and develop. These outlets include our work and leisure activities.
8. The world of work is very complex and the entrance requirements in many areas are demanding. There is a process of compromise between self-concept and actual opportunities. Learning how to achieve satisfactory compromises can be promoted through interviews, activities in organized groups (such as 4-H), part-time work, and volunteer experiences.

Super identifies a 5-step pattern in career development over the life span:

1. **Growth:** The young child growing rapidly physically and emotionally learns from role models and fantasizes about what he/she would like to be one day.

2. **Exploration:** The middle-high school age adolescent moves from the fantasy realm to the stage of making tentative plans for future work and leisure activities. The reality of tentative plans is often tested through part-time jobs, volunteer experiences, or especially challenging classes in school.
3. **Establishment:** The young adult begins an initial work experience. For some this may be a long term growth commitment and for others it is a “just a job” stepping stone to achieve other goals.
4. **Re-evaluation and retirement:** There are fewer occupations for mobility during the later life/pre-retirement stage. This is the time some individuals shift emphasis from work to leisure activities and the meaningful satisfaction derived from these pursuits.

### Career Exploration Process for Adolescents

- Step 1 Know yourself
- Step 2 Learn about occupational and leisure opportunities
- Step 3 Identify occupations and leisure activities to fit your interests and find the pathway of education and training that will lead you to the lifestyle you want to achieve.

Although most students are not ready to make firm career decisions before leaving high school, it is not too early to consider personal skills, analyze information, and learn about work and leisure opportunities in the community.

A solid foundation of basic skills and educational training is a vital element for successes in the work world. Employers are interested in the subjects applicants have studied, 4-H projects they have completed, and the types of hands-on experiences in which 4-H'ers have been involved.

### Explore Visit Ask Questions Involve

#### Tips for the Leader

- Become familiar with the resources within your community.
- Check the yellow pages and list businesses, civic groups, and individuals who might be of assistance.
- Visit or call key businesses about possible field trips.
- Are there local experts who would come to speak to the 4-H group?
- Many of the activities in this project use the Virginia state career information materials, Virginia View. Ask your local librarian, Extension Agent, or school guidance counselor about the availability of Virginia View materials, other informational material such as the U. S. Department of Labor's current Occupational Outlook Handbook and the Guide to Occupational Exploration as well as career games and audio-visual presentations. There is a wealth of career information available in most communities. Identify some sources from which you can borrow materials to use with your members.
- Encourage independent career exploration. Allow time for members to share information they have discovered on their own.
- Ask members to cut pictures from magazines that show people at work or involved in leisure activities. Arrange the pictures into collages for display.
- Make a list of skills used in parents' jobs or leisure activities. Discuss how these skills are alike and if they are transferable.



## Field Trip Guidelines

Field trips are an excellent learning tool. Similar procedures can be used for most any field trip excursion.

1. Make a group decision as to what site will be visited.
2. Call the site to make arrangements for the visit.  
Include:
  - a. Date, time, and purpose for the visit.
  - b. Number in group, and ages.
  - c. Explain the career development project activities briefly.
  - d. Request a question and answer time at the site, if possible.
  - e. Request a tour of the complete facility, if appropriate.
3. Outline appropriate behavior for members of the group during the trip.
4. Arrange for adult or parent drivers for the group.
5. Obtain written permission from parents for group members to participate.
6. Before the trip:
  - a. Familiarize the group with information about the site to be visited.
  - b. Have members prepare questions to ask the guide or main speakers.
  - c. Discuss occupational or leisure opportunities at the site.
  - d. Review what to look for.
  - e. Review standards of behavior.
7. After the trip:
  - a. Discuss what the group liked, disliked, learned.
  - b. Compose a group thank you letter to the host.
  - c. Write a group news article for the 4-H newsletter or local paper.

### Activity for all levels: Brainstorming

**Objective:** To learn how to think of new ideas for any topic that the group wishes to explore.

**Procedure:**

1. Four rules of brainstorming are:
  - Any idea is a good one — the more creative the better. Encourage members to think divergently.
  - Build your ideas from suggestions others have made.
  - Evaluation of ideas waits until after the brainstorming session is completed.
  - No negative comments are allowed. No ideas are criticized. A creative, but impractical idea may give another member an idea for a related plan that will work.
2. Announce the topic to be explored by brainstorming. (examples: a community service event or a fundraiser.)
3. Have someone in the group keep a list of all ideas on a large piece of paper or on the blackboard so that everyone can see.
4. Limit brainstorming time to 5-10 minutes. Separate the group into smaller working groups if you have a large number of participants.
5. Consider the following questions in discussion just after the brainstorming session:
  - What ideas did you get from others in your group?
  - Why do we wait to discuss ideas until after the brainstorming session is complete?
  - Why do you think brainstorming in a group gives us more ideas than we could come up with working alone?



## Activity for all levels: Conducting an Interview

### Objective:

Interviewing people is an activity at each level of this career development project. A good way to find out about an occupation or leisure activity is to ask people to talk about their experiences.

Sample interview questions have been included for each level of this career development project. The following points will be helpful in making the interview process successful for your 4-H'ers.

### Procedure:

1. Phone or write the individual you wish to interview. Introduce yourself, tell what you are doing and what you would like them to do. Request a specific time for an interview and thank them for the opportunity to meet with them.
2. At interview time, be neatly groomed and do not chew gum.
3. Arrive five minutes ahead of the appointment time. This gives you time to catch your breath and collect your thoughts before the interview begins.
4. If you do not know the person you are going to speak with, state your name and explain that you are researching career opportunities.
5. Be businesslike in asking questions, and show proper respect.
6. Take notes and complete your record sheet as soon after the interview as possible while details are still fresh in your mind.
7. If the person hesitates to answer a question, do not insist; go on to the next question on your list.
8. Thank the person for his/her time and help when the interview is over. Within one week, write a letter expressing your appreciation for this assistance on your career project.

## Interview Questions to Learn About

### Occupations

- What do you do?
- How much money did you make when starting out?
- How many years of education do I need to enter this occupation?
- Will I be able to get a job near my home town?
- What are the opportunities for advancement?
- Will I have to buy my own tools or equipment?
- What are the working hours?
- How has your work influenced your personal life?
- How has it influenced your leisure life?
- Can I leave employment in this field and then re-enter the occupation?



### Leisure Activities

- What do you do?
- How much money did you invest in starting out?/How much is needed to pursue this activity?
- Do I need special instruction to pursue this activity?
- Will I be able to attend functions or compete near my home town?
- What are the opportunities for advancement?
- Will I need to purchase special equipment for this activity?
- What is the time commitment required?
- How has your leisure activity influenced your work life and personal life?
- Are there any physical requirements of this activity I must meet?



## Career Planning and Decision Making

1. Know yourself.
2. Analyze your assets.
3. Be aware of possibilities by exploring career opportunities.
4. Survey requirements for several occupational fields.
5. Decide on your career goals.
6. Weigh alternatives.
7. Identify your planned career path.
8. Plan your procedure steps.
9. Follow your plan, revise it when necessary.
10. Enjoy a successful career!

## Lesson Plan for All Levels Using Virginia VIEW Materials

### Objectives:

- To introduce members to the scope of resources and information available through the Virginia Career Information Delivery System, Virginia VIEW.
- To introduce members to an approach for looking at occupational options which focus on:
  - Worker skills and interests;
  - The importance of high school courses in specific occupations;
  - Ways of exploring occupations of interest while in middle and high school.

### Information Overview

*The Virginia State Career Information Delivery System, Virginia VIEW* provides information on:

- 375 occupations including Description of the Occupation, Worker Requirements, Opportunities for Experience, Earnings and Advancement, Occupational Outlooks & Sources of More Information;
- Post-secondary training opportunities including all Virginia two- and four-year colleges and universities and career schools. Financial aid for attending these institutions.
- Military training opportunities;
- Apprenticeship training;
- Job search tips
- and much more.

Virginia VIEW uses a multi media approach to deliver this information. The media include:

- *Career Information Hotline*. (Toll free in Virginia) from 9 am to 5 pm Monday through Friday (except state holidays), the *Career Information Hotline*, staffed by experienced career counselors, can provide quick answers to career inquiries. The *Career Information Hotline* number is 1-800-542-5870.

- **A Complete Career Information Microfiche** written on a senior high school to beginning college level, covers all information in the Virginia VIEW system. A *PreVIEW's Microfiche*, written on an elementary to middle school level, describes 375 occupations in three pages each.

- The *Career Hunt* newspaper published once a year briefly describes 375 occupations. *Career Hunt* articles cover training opportunities and job search. The *Microfiche/Microcomputer Index* describes the type and location of all information in the Virginia VIEW System.

- **Interactive VIEW:** A hard disk computer program which includes all the information in the Virginia VIEW system (the same information as on the Complete Career Information Microfiche and the PreVIEWs microfiche). The Interactive VIEW computer program also includes the Career Search and the College Search Accessing Strategy.

Two Accessing Strategies to Virginia VIEW information are provided. Both can be interpreted either by a hand scan method or using computer programs. Career Search Workbooks, Work sheets and Scan Sheets are used to interpret the Career Search Accessing Strategy. The College Search Folder and Work sheet is used to interpret the College Search Accessing Strategy.

- Career Search Accessing Strategy allows an individual to enter personal preferences in seven different areas, such as interests, areas of work, education level, temperaments, etc. Occupational titles which match these personal preference profiles are identified



through a hand scan method or generated by computer program.

- The College Search Accessing Strategy allows an individual to enter personal preferences such as length, cost, region, admission selectivity, etc. Virginia colleges which match these personal preference profiles are identified through a hand scan method or generated by computer program.

**Procedure:**

- This lesson could be done in the local library, Extension Office, or career center at the high school. These sites are most likely to have Virginia VIEW materials and the additional resources needed: a microfiche reader and computer hardware for using these materials. The librarian, Extension Agent, or guidance counselor could assist with the presentation of the materials.

**Accessing Strategies (all levels)**

The Career Search Accessing Strategy is appropriate for all levels and provides a simple way to match individual preferences with occupational titles. Instructions for identifying personal occupational preferences on the Career Search Work sheet are provided in the Career Search Workbook. Instructions for interpreting Career Search by hand scan method are given in the Career Search Scan Sheets. The Career Search computer programs are user friendly, but if you need help using them, call the toll free (in Virginia) Career Information Hotline, 1-800-542-5870.

**Microfiche (all levels)**

1. Explain contents of microfiche. See the Microfiche/Microcomputer Index to learn about the contents of the Complete Career Information Microfiche and PreVIEWS Microfiche.
2. Demonstrate use of Index to locate occupation for research.
3. Demonstrate loading and using the microfiche reader.

Have members select two occupations that they would like to learn more about. They may also wish to look up the occupations of close friends or family members to learn more about their particular work. Allow ample time for the members to explore several occupations.

**Follow-up Discussion:**

- Share the most interesting thing learned by each member.
- Discuss information learned by each member about his/her favorite occupation. Include:
  - Job duties
  - Requirements
  - Opportunities
  - Salaries
  - Future Outlook
  - Tools and Equipment
  - Working conditions
  - Entry Methods
  - Fringe Benefits
  - Helpful School Subjects

**Junior Level Activities:**

The PreVIEWS Microfiche, written on an elementary to middle school level, is most appropriate for helping Juniors learn more about occupations. **Note:** The PreVIEWS occupational information is not as detailed as that on the Complete Career Information Microfiche.

Junior members are usually excited by using computers and will spend more time exploring information if it is presented on computer. The Interactive VIEWS computer program also contains the same information as the PreVIEWS microfiche. If no computers are available to run the Career Search Accessing Strategy, juniors should, with guidance, be able to use the Career Search Scan Sheets to interpret their personal preferences profile.

**Intermediate and Senior Level Activities:**

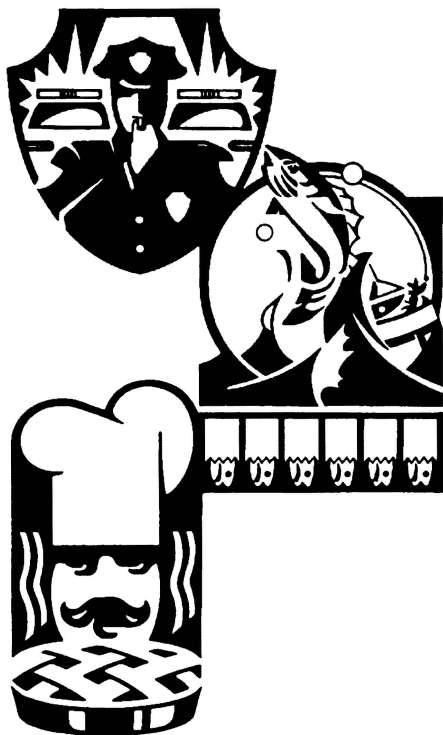
While the PreVIEWS Microfiche may still be most appropriate for some Intermediate level members, most Intermediate and Senior members should be encouraged to use the Complete Career Information Microfiche or the Interactive VIEW computer program to obtain more detailed information about occupations and training opportunities. If no computers are available to run the Career Search Accessing Strategy juniors and seniors should, with guidance, be able to use the Career Search Scan Sheets to interpret their personal preferences profile.

## Juniors: Career Awareness Time

Many young people (9-11 years) have already begun the process of considering the type of lifestyle they would like to have as adults. For most, their awareness of reality interests vs. fantasy interests is limited. Many believe they can be anything they would like to be. They have little knowledge of the preparation and work involved in most occupations, even seemingly glamorous ones. These youth are eager explorers and learners. Most of their understanding of the world of work is limited to the occupations of the people close to them, families, or other adults with whom they have contact. They usually do not understand the role of the leisure component in a working adult's life.

### Objectives:

- To explore career opportunities in the local community through field trips, interviews with people, and observations on job sites.
- To learn more about the type of job an adult holds and the responsibilities which are part of this job. To learn more about adult leisure activities.



## Lesson 1: Getting to Know Me

- To begin to identify individual interests and abilities.

### Procedure:

1. Have members spend a few minutes looking at themselves in a mirror.
2. Give members a large sheet of paper and instruct them to draw a picture of what they look like now, starting with the head.
3. Next ask them to draw the remainder of themselves as what they would like to be when they grow up. Have them draw in something from their desired leisure activities, such as a boat or paintbrush.
4. Share future occupational and leisure interests. Discuss:
  - Why does this particular occupation/leisure activity seem appealing?
  - Who do they know now who works in this occupation/pursues this leisure activity?
5. Interest survey — Discuss:
  - **Interests** - Things a person really likes or wants to do. Interests develop from the many experiences which a person has had. Interests continue to expand and change just as individuals do.
  - **Abilities** - Are areas where one has natural talent or acquired skill. Many times people prefer to pursue activities which they do well? Why is this? Have you ever wanted to pursue an activity which you do not do so well? How did you try to improve?
6. Brainstorm with the group: Develop a list of things that are interests and another list of abilities. Discuss:
  - Why do interests and abilities sometimes differ?
  - How important are different interests and abilities in work and leisure activities?
7. On the drawing of themselves, ask each member to make a list of his/her abilities on the right side, and interests on the left.

## Lesson 2: Virginia VIEW

### Lesson 3: Communicating and Cooperating With Others

- To practice verbal and non-verbal communication skills in preparation for interviewing community members about their occupations and leisure activities.

#### Procedure:

1. Brainstorm and list ways by which we communicate: writing, listening, facial expressions, etc.
2. Separate into groups and have members develop a list of feelings that they experience that are sometimes communicated without words (anger, fear) (also called body language)
3. Compare the lists and talk about ways non-verbal communication affects people at school, on a job, or in a leisure activity.
4. Why is communicating clearly important for our interview time with people in our community?
5. Review interview questions in project book.

### Lesson 4: Field Trip to Chamber of Commerce

- To learn what the role of a Chamber of Commerce is within a community and the services it provides.
- To become familiar with the variety of occupational and leisure opportunities in the local community.

#### Procedure:

Arrange for a guide to direct the group and answer the group's questions.

#### Suggested Questions:

- What does the Chamber of Commerce do?
- How many businesses and industries participate as members of the Chamber?
- What type of work has to be done in our town?
- Who has to accomplish this work?

- What types of jobs are available in our area?
- What types of leisure facilities are available?

### Worksheet for Chamber of Commerce Tour

Have members write these questions on notebook paper. Through recording this information they will gain a greater understanding of career opportunities. They will also grow by working together as a group to obtain the information.

1. How large is the community? That is, what is the land area? What is the population?
2. What natural resources are available here?
3. What industries exist in the community?
4. What services can be utilized in this community?
5. What is the climate?
6. What recreational facilities are available?
7. What government buildings are located in this area? Are they local, state, or federal?
9. List the educational facilities.
10. List the medical facilities.
11. What companies here employ 20 or more people?
12. List three active leisure groups in the community (athletic teams, service groups, etc.)

### Lesson 5: Field Trip to Local Newspaper Plant

This trip could also be made to a hospital, retail store, or major industry within your community.

- To observe and explore the variety of occupational opportunities available.
- To identify ways in which communication and cooperation play key roles in a productive work place.

#### Procedures:

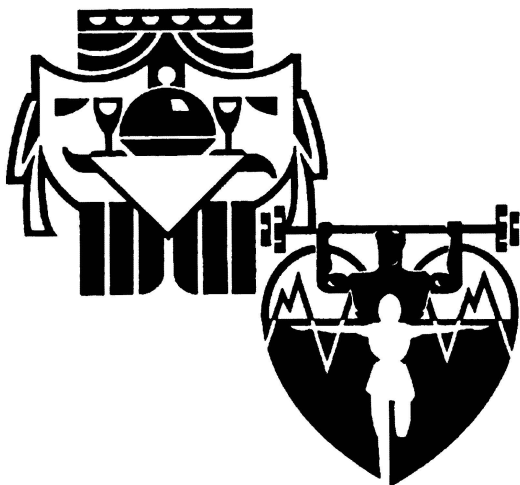
- **Discussion topics prior to the tour:** The daily newspaper is both a product and a service in the community. What are some ways it affects our lives? Name the jobs you see as you tour, for example:
  - telephone operators      -clerical staff
  - computer operators      -reporters
  - maintenance staff

- Do some jobs have duties so encompassing that they might be identified by two or more occupational titles? How many occupations are involved in producing and delivering a newspaper?

- **Questions** for all the members to consider as they tour the facility:
  - What does the personnel department do?
  - What jobs could an unskilled worker do at a newspaper office?
  - Where and how do the employees learn the required skills?
  - How can a person get promoted within a newspaper?
  - What is a typical promotional ladder?
  - Does it require a person to move from one occupation to another?
  - How many different types of jobs are performed at the paper?
  - Is there a list of these jobs?
  - How can a person get hired?
  - What kinds of benefits does the newspaper offer its worker?
  - Ask 4-H'ers to listen for terms that are unfamiliar to them. Ask the tour guide to explain these terms.

#### Follow-up Discussion:

- How are communication and team work important in a newspaper office?
- If you had wanted to work at a newspaper, how did this visit affect your plans?
- Which school subjects are especially important for this type work?



## Lesson 6: Leisure

- To explore leisure time activities and examine how they relate to and combine with occupations to form our lifestyle. Remember: Career equals Work + Leisure (C = W + L).

#### Procedures:

- **Display examples of hobbies each member has brought with them to the meeting.**
- Identify the variety of leisure experiences members have had through their 4-H involvement.
- Share hobbies with members. Ask each member to include:
  1. How they became interested in the hobby.
  2. Why they enjoy spending leisure time on this hobby.
  3. Unusual aspects related to this hobby.
- How can hobbies, special talents, and interests lead to occupational opportunities?
- **Interview parents or people in the neighborhood about their leisure activities to see if their early interests influenced their adult career choices.** Questions:
  - How did your early hobbies and interests affect your career choice?
  - How do you spend your leisure time now?
  - Do work and leisure overlap?
- Help members understand that most people need to have a balance between work and leisure to have a fully developed career. Variety in work and leisure helps everyone express their individual talents, interests, and abilities.
- Have members analyze their own day in two categories:
  - Work (school or home chores)
  - leisure
- Encourage their individuality in describing their activities.

**Review the main points of the last six lessons. Assist members in completing their record forms.**

## Intermediates: Career Explorations

### Lesson 1: Virginia VIEW (see pages 9 & 10)

#### Lesson 2: Goods-producing or service work

- To learn basic skills for use in researching occupations: asking questions, visiting job sites, reading books and resource material. For this lesson use Virginia VIEW materials, the *Occupational Outlook Handbook* and the *Guide to Occupational Exploration*.

#### Procedures:

1. Discuss the two basic classifications of work: goods-producing work and service work. Have the members complete the work sheet on page seven of their project books.
2. Each member should have a list of occupations that match his/her personal preferences from lesson 1. Ask:
  - Have some of your thoughts about occupational choices changed in the past year or two?
  - Why?
3. Analyze each member's list of occupations. Are these occupations goods-producing or service occupations, or both?
4. The telephone book can be a fun teaching tool in helping young people learn about occupations.
  - Working in teams, go through the Yellow Pages from A-Z and find as many occupations as you can. Count the number you find. See which team can find the most occupations.
  - Select an occupation you are not familiar with in the Yellow Pages and explore that occupation using *Occupational Outlook Handbook*, the *Guide to Occupational Exploration*, or Virginia VIEW microfiche or the Interactive VIEW computer program.

### Lesson 3: Field Trip to the Virginia Employment Commission (VEC)

- To learn about the employment resources and services available through the VEC by visiting with the interviewer, touring the facility, and obtaining a job application form.

#### Procedure:

- Follow previously stated field trip guidelines. Remember to call the day before to confirm the appointment.

#### Discussion Information:

The VEC is part of the Federal/State system of local employment service offices. Their goal is to match job applicants with appropriate jobs. Area employers list their job openings with the VEC Job Service office. There are three major divisions to VEC:

- Job Service Division** - The objective is to match people for available jobs with the listed job openings.
- Economic Information Service Division** - This office collects, analyzes, and publishes data on all aspects of the State's labor market.
- Unemployment Insurance Division** - This division administers temporary income to workers who are involuntarily unemployed.

### Lesson 4: Field Trip to Goods-Producing Job Site

- To learn about occupations in goods-producing businesses.
- Suggested visitation sites: local industries such as print shops, sewing factories, carpentry shops, and/or large farms.



## Lesson 5:

### Field Trip to A Service Oriented Job Site

- To learn about occupations in service oriented businesses.
- Suggested visitation sites:
  - hospital or nursing home
  - library
  - post office
  - child care center
  - or restaurant

### Questions for the field trips to each type of work site:

- How many employees work at this site?
- What are some of the jobs employees do here?
- Do you hire people with limited experience?
- How are employees paid? (hourly/salary) And how is this determined?
- What benefits does this company offer to workers?
- What skills learned in school are most important at this site?
- What special training is available for employees? Are there provisions for continuing education?

## Lesson 6: Relating School Courses to Occupations and Leisure Activities

- To develop an understanding of how academic subjects can be linked to occupations and leisure activities.

**Supplies:** pencils  
large paper  
magic markers  
Virginia VIEW materials

### Procedure:

1. List occupations on a large sheet of paper. How many different occupations are related to a single school subject?

List all members' school subjects and their occupational possibilities (See Virginia VIEW school subject information to relate subjects to occupations). Go through the subjects again and identify their relationships to leisure activities.

2. Academic courses are taken in school for several reasons: some courses are required for graduation, some are chosen because they might be fun, and some are chosen because friends are taking them. One of the most important reasons for taking certain classes is career preparation. Have members discuss their reasons for taking the courses in which they are enrolled.
3. What skills are members currently developing through 4-H and other leisure activities that may relate to an occupation.
4. Page four of the member project book involves school subjects, their uses on the work site, and their uses and value in leisure activity. Complete this activity as a group, brainstorming ideas when appropriate for each academic area. The members can then decide which of the ideas generated fit their individual goals and interests.

To stimulate thinking about these subjects, have the members consider how each of the subjects is used by the following professionals:

- a doctor
- plumber
- small store owner
- carpenter
- the President
- a lawyer
- an astronaut
- a police officer
- farmer
- an artist



## **Senior: Moving from Exploration to Beginning Establishment**

### **Lesson 1: Virginia VIEW**

(pages 9 & 10)

#### **Lesson 2:**

#### **Overview Volunteer Experience Format**

- To gain knowledge and test occupational interests through first hand experience as a volunteer.

#### **Procedure:**

1. Discuss requirements of volunteer log records.
2. Develop a list of characteristics desirable for an employee or volunteer (punctuality, neatness, positive attitude, dependability).
3. Discussion: Volunteering can help one investigate an occupation of interest. Discuss members' conclusions.
4. Leader: Contact possible volunteer sites. Once candidate sites have been found, have member submit application and resume, and go in for an interview.

#### **Lesson 3: Would you hire you?**

- A person's goal when applying for a job is to get hired. There is a sense of accomplishment and pride that comes from knowing an employer has chosen you among a pool of applicants, and that your skills, behaviors, and attitudes will enhance a work place.
- Put yourself in the employer's shoes: Would you hire you? Positive and negative attitudes and actions have far reaching effects on employers, employees, and consumers. A lack of awareness on your part can create negative feelings. Knowing what behaviors are expected and what skills a job requires can help you present a positive, responsible image when you are applying and interviewing.

#### **Rehearsing for a job hunt**

- To identify the key factors in job search:
  - self knowledge
  - job applications
  - resumes
  - cover letters
  - interviews
  - and thank you letters

#### **Procedure:**

1. Outline the six lessons and expectations for a volunteer experience for each member.
2. Definitions to review:
  - salary**: fixed payment for work.
  - fee**: a payment charged for professional services.
  - hourly wage**: money paid for each hour of work done.
  - piece work**: work paid for on basis of the number of completed pieces. Quantity produced determines pay.
  - commission**: money earned through selling an item - usually a percentage of the sale price.
  - Also review terms in project book on page 2.
3. Self assessment in project book: Assist members in completing pages 2 and 3 in project book prior to working with the Virginia VIEW Interactive VIEW computer program to generate an occupational list from which to determine the site for the volunteer experience.

#### **Lesson 4: Interviewing Techniques**

- To develop guidelines and practice techniques for successful interviewing.

#### **Procedure:**

- The interview is an important part of the hiring process. Review the Do's and Don'ts with members, then separate into groups of two or three and Practice. Video tape the practice sessions if possible, or audio tape them. No matter how often you remind someone to sit up straight or to speak up, they may not realize that they are maintaining poor habits. A video tape is strong evidence and is very effective in such practice sessions.

## Do's and Don'ts for Interviews

### Do's for Interviews:

- Dress conservatively, be neat and well groomed.
- Review personal data information and make mental notes of how you could respond to questions about your experience, etc.
- Shake hands firmly when introduced.
- Learn all you can about the company before the interview—this will show that you are truly interested.
- Take pen, pencil, resume, reference list, and a calendar.
- Maintain a good eye contact with interviewer.
- Answer questions directly.
- Smile and be courteous!

- Have two or three questions ready to ask about the job.
- Express yourself positively—be enthusiastic! You are selling yourself as a good employee!
- Be on time.
- Write a follow-up thank you letter after the interview.

### Don'ts for interviews:

- Take a friend along.
- Chew gum or smoke.
- Bring a book bag or large purse.
- Bite your nails or swing your legs.
- Look at the floor or ceiling when answering questions.

### Frequently asked interview questions

- Tell me about yourself.
- Why do you want to work here?
- What are your future career plans? Where do you see yourself five years from now?
- Do you have any questions about this job/company?
- What salary do you expect?
- Tell me about the jobs you have held before.
- Why did you leave them?
- What school activities do you participate in?
- Which ones do you enjoy the most?
- What do you know about our company?
- What is your major weakness?
- What qualifications do you have that make you feel you would be an asset here?
- Do you have reliable transportation?
- What restrictions do you have on times that you would be able to work?

### Other Practice Questions

- What kind of supervision do you prefer?
- How long do you expect to work here?
- What serious illnesses or injuries have you had?
- What do you see as your own special abilities?
- If you were me, why would you hire you?
- What kinds of people annoy you?
- Can you take criticism without getting upset?

## TODAY'S YOUTH



**TOMORROW'S LEADERS  
TOMORROW'S WORKERS**



## Lesson 5: Labor Market Opportunities

The charts below show the fastest growing occupations and the occupations having the most

job growth. Note that a fast growing occupation may not offer many job opportunities. Have members discuss these charts in terms of their occupational options.

<b>Occupations with the largest job growth, 1988-2000 (Numbers in thousands)</b>				
<b>Occupation</b>	<b>Employment</b>		<b>Change in employment 1988-2000</b>	
	<b>1988</b>	<b>Projected 2000</b>	<b>Number</b>	<b>Percent</b>
<b>Salespersons, retail</b>	3,834	4,564	730	19.0
<b>Registered nurses</b>	1,577	2,190	613	38.8
<b>Janitors and cleaners, including maids and housekeeping cleaners</b>	2,895	3,450	556	19.2
<b>Waiters and waitresses</b>	1,786	2,337	551	30.9
<b>General managers and top executives</b>	3,030	3,509	479	5.8
<b>General office clerks</b>	2,519	2,974	455	18.1
<b>Secretaries, except legal and medical</b>	2,903	3,288	385	13.2
<b>Nursing aides, orderlies, and attendants</b>	1,184	1,562	378	31.9
<b>Truck drivers, light and heavy</b>	2,399	2,768	369	15.4
<b>Receptionists and information clerks</b>	833	1,164	331	39.8
<b>Cashiers</b>	2,310	2,614	304	13.2
<b>Guards</b>	795	1,050	256	32.2
<b>Computer programmers</b>	519	769	250	48.1
<b>Food counter, fountain and related workers</b>	1,626	1,866	240	14.7
<b>Food preparation workers</b>	1,027	1,260	234	22.8
<b>Licensed practical nurses</b>	626	855	229	36.6
<b>Teachers, secondary school</b>	1,164	1,388	224	19.5
<b>Computer systems analysts</b>	403	617	214	53.3
<b>Accountants and auditors</b>	963	1,174	211	22.0
<b>Teachers, kindergarten and elementary</b>	1,359	1,567	208	15.3

<b>The fastest growing occupations, 1988-2000 (Numbers in thousands)</b>				
<b>Occupation</b>	<b>Employment</b>		<b>Change in employment 1988-2000</b>	
	<b>1988</b>	<b>Projected 2000</b>	<b>Number</b>	<b>Percent</b>
<b>Paralegal</b>	83	145	62	75.3
<b>Medical assistants</b>	149	253	104	70.0
<b>Home health aides</b>	236	397	160	67.9
<b>Radiologic technologists and technicians</b>	132	218	87	66.0
<b>Data processing equipment repairers</b>	71	115	44	61.2
<b>Medical record technicians</b>	47	75	28	59.9
<b>Medical secretaries</b>	207	327	120	58.0
<b>Physical therapists</b>	68	107	39	57.0
<b>Surgical technologists</b>	35	55	20	56.4
<b>Operations research analysts</b>	55	85	30	55.4
<b>Securities and financial services sales workers</b>	200	309	109	54.8
<b>Travel agents</b>	142	219	77	54.1
<b>Computer systems analysts</b>	403	617	214	53.3
<b>Physical and corrective therapy assistants</b>	39	60	21	52.5
<b>Social welfare service aides</b>	91	138	47	51.5
<b>Occupational therapists</b>	33	48	16	48.8
<b>Computer programmers</b>	519	769	250	48.1
<b>Human services workers</b>	118	171	53	44.9
<b>Respiratory therapists</b>	56	79	23	41.3
<b>Correction officers and jailers</b>	186	262	76	40.8

## Lesson 6: Working Toward Goals

Using the chart on this page, have the group seriously consider two goals:

- Short term personal goal: something you would like to achieve within one month.
- Long term goal: one year from now! What steps can you take this next year that will allow you to make progress toward achieving your preferred career and lifestyle.

Prior to planning the steps for this activity, analyze the occupation using the questions from your occupational analysis. Do this on a separate sheet of paper and write in complete sentences. Use Virginia VIEW materials as well as others in the library, or personal interviews to gather this background information. Remember,

you may revise goals or steps along the way to achievement.

**Short term career goal** (What can I do in the next month to make progress toward getting what I want in my occupation and leisure activities?):

**Occupation** \_\_\_\_\_

**Leisure Activity** \_\_\_\_\_

**Long Term Career Goal** (What can I do in the next year to make progress toward getting what I want in my occupation and leisure activities?):

**Occupation** \_\_\_\_\_

**Leisure Activity** \_\_\_\_\_

	Steps I must take to achieve this goal	Difficulties I may face in trying to achieve this goal	Strategies to overcome these difficulties or sacrifices I might have to make to achieve this goal	People who could advise me and/or help me achieve this goal
<b>Short Term Goal:</b> _____ _____ _____ _____ _____ _____ _____ <b>Target Date:</b> _____				
<b>Long Term Goal:</b> _____ _____ _____ _____ _____ _____ _____ <b>Target Date:</b> _____				

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