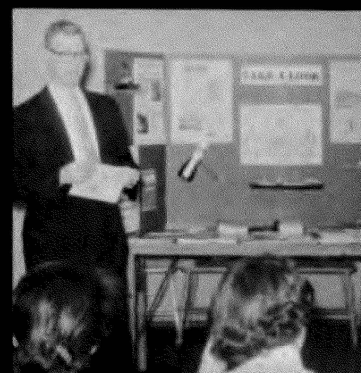
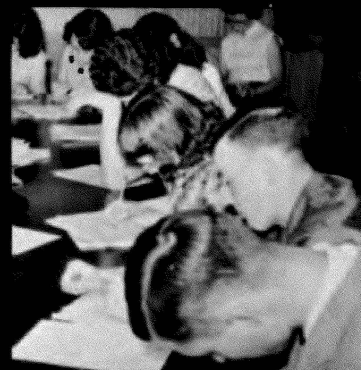
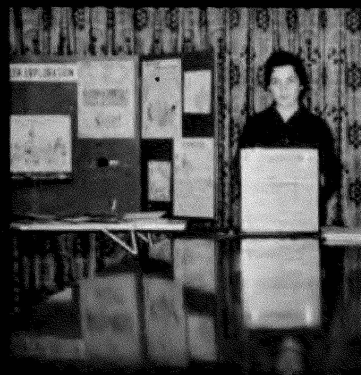


CAREER EXPLORATION *Project Leaders Guide*

Unit 1 Exploring Opportunities

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November 1966



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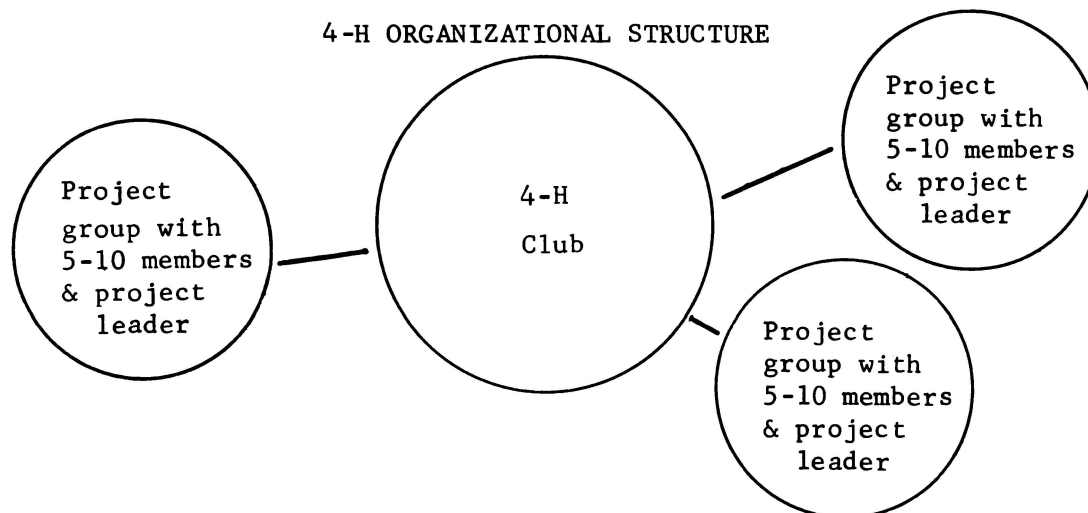
INTRODUCTION TO PROJECT LEADERS GUIDE

Congratulations on being selected to serve as a project leader for the 4-H Career Exploration project. Your selection as a leader was based upon the recognition of interest you have shown in this important area of the teenage world, and in your ability to successfully lead young people.

As a 4-H project leader, you have an important role in the youth educational program of the Cooperative Extension Service. You will find that a copy of the Virginia 4-H Leaders Handbook will answer many questions concerning the philosophy and structure of the 4-H program. Your Extension agents also will help you become better acquainted with the 4-H program and its procedures.

Your understanding of the philosophy and structure of the 4-H program plus your personal knowledge and experience will help you to enjoy many enjoyable and satisfying moments as you assist senior 4-H members in exploring the fascinating field of the working world. Through your guidance, some club members may be able to make definite career decisions or confirm decisions previously made. Other members may just explore career opportunities which will be helpful in making definite career decisions at a later date. All youth will learn how to explore the many available career opportunities and learn a procedure for studying different careers. Lastly, all youth will benefit from this project because you have taken the time to stimulate their thinking toward making their best better.

The information on pages 1 to 10 represents a capsule of knowledge, to better acquaint you with the overall 4-H structure and where you personally fit as a project leader. These pages spell out your specific roles as a project leader and help identify some of the important points to remember when working with youth between 14 and 19 years of age.

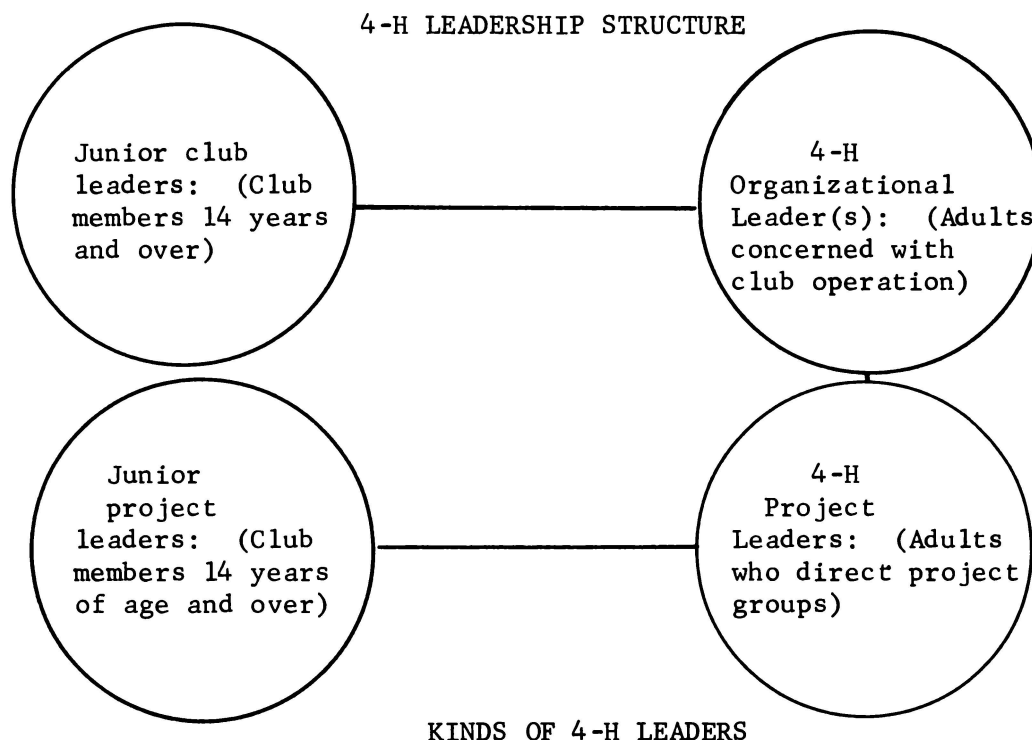


The size of the club and project enrollment will determine the number of adult and junior leaders needed. Every club should have at least one organizational leader. A good rule of thumb is to have a project leader when five or more club members are enrolled in a project.

The local 4-H Club operating on a 12-month basis is the ideal "vehicle", through which young people have a variety of "depth" learning experiences. The desirable club size is about 25 members, who may be organized

on a community or in-school basis. Several different 4-H project groups of 5 to 10 members each probably come together once or twice a month to share regular 4-H club meeting learning experiences.

In some instances a group of teenagers interested in career exploration might form themselves into a study group with qualified adult leadership and later structure themselves as a formal 4-H club.



Organizational Leader: Every 4-H club needs at least one organizational leader. This is the adult who (1) organizes the club, (2) guides the club members in planning and conducting effective monthly programs and activities, (3) encourages and coordinates efforts of project leaders and junior leaders, (4) assists members with their records, and (5) visits members and parents. (Note: A more detailed description of organizational leader responsibilities will be found in the "Virginia 4-H Club Leaders Handbook," Bulletin 270.)

Project Leader: The role of the adult 4-H project leader is that of guiding members in their project work through a 4-H project group. The project leader should understand the objectives and philosophy of 4-H work and how the project supports these objectives.

Junior Leader: These individuals must be 14 to 19 years old with 3 or more years of 4-H work experience. These members must possess leadership ability, must receive instruction on how to perform as a junior leader, and be enrolled in the 4-H Junior Leadership project. Junior leaders are supervised and directed by the adult 4-H leader(s) and Extension agents. These young people should be encouraged to share leadership responsibilities with adults in the local club, project groups, and county activities.

THE ROLE OF THE 4-H PROJECT LEADER

The following are opportunities and responsibilities of 4-H project leaders in relation to different groups with which they work:

To Members

1. Organize project group(s) of 5 to 10 members. Project leader should work with the organizational leader in planning and organizing this group.
2. Help members develop project group programs based on requirements outlined in the 4-H member's project book and meeting guidelines listed in this Leaders Guide.
3. Teach members the purposes and requirements of this project.
4. Help members develop individual project plans.
5. Help members develop appropriate attitudes, knowledge, and skills through work in this project.
6. Incorporate the "why" as well as the "how" into the project.
7. Provide appropriate recognition for members on the basis of quantity and quality of work done.
8. Help members measure their progress and growth in project work.

To Parents and Others in the Community

1. Visit parents and discuss members' project work.
2. Cooperate with parents in giving and receiving pertinent information regarding members project work.
3. Provide appropriate recognition for parents and others who support 4-H project work.

To Organizational Leaders

1. Work closely with the 4-H organizational leader in all program planning, implementation and evaluation.
2. Attend regular monthly meetings of the local 4-H club when this project group has a planned part in the monthly 4-H club program.
3. Secure 4-H publications and other necessary materials from the 4-H organizational leader.
4. Prepare and present periodic project reports to the organizational leader.

To Extension Agents

1. Attend leader training sessions conducted by Extension personnel.
2. Be receptive to new trends, ideas, and teaching materials.
3. Report results of 4-H members' project work.

SOME IMPORTANT POINTS FOR ADULT 4-H PROJECT LEADERS TO REMEMBER

WHEN WORKING WITH YOUNG PEOPLE, AGES 14 to 19

Characteristics of Age Group

Social needs and desires are high.

Want and need a strong voice in planning own programs.

Want adult leadership.

Are quite interested in coeducational activities.

Areas of interests are more restricted, patterns of interest becoming more definite.

Need vocational guidance.

Developing a community consciousness.

Beginning to think of leaving home for college, employment, marriage, etc.

Many will leave the community for employment and many who go to college will not return to their present community after college graduation.

Are interested in travel and adventure.

Implications to 4-H Programming and Project Work

Put more emphasis on personal development wherever possible (mental and social).

Provide suggestions and several alternatives rather than detailed instructions.

Adult leaders should give guidance and counsel rather than instructions.

Recommend liberal use of discussion method.

Should provide many opportunities for boys and girls to work together.

Project work can be of considerably more depth.

May need to suggest related areas to give members a broader outlook.

Provide references.

Include suggestions and information of a career exploration nature.

Recommend civic projects of a service nature.

Put emphasis on economics (management, budgets, record keeping, credit, etc.)

Emphasize the need for a college education.

Need to introduce members to the urban-industrial complex through tours, trips to state and interstate conferences, and audio-visual materials (slides, films, and TV tapes).

"Trips" rather than medals and ribbons should be provided as incentives.

THE SITUATION AND NEED FOR YOU AS A 4-H CAREER EXPLORATION PROJECT LEADER

1. The next decade will witness an unprecedented rise in the percentage of new workers entering the labor force. By 1970 there will be a 46% increase in the number of workers under 25 years of age.
2. Ninety percent of farm boys will find their best alternative, occupation-wise, in a non-farm vocation. Many states are faced with an outmigration of their youth; others will be faced with immigration problems of the same youth.
3. The biggest increases in job opportunities will occur in those occupations requiring the most education and training. Rural communities will face continuing, serious problems in supporting the range and quality of educational experiences which are needed today.
4. Entry occupation opportunities are becoming very limited. Apprenticeship opportunities in America have dropped one-third in the past ten years.
5. As the society and economy become more complex, it is becoming increasingly difficult for young people to decide on a satisfactory career choice. Research shows that an increasingly high percentage of young people must rely on professional counseling services for guidance in making their career choices.
6. Many times, youth and their parents are unrealistic regarding aspirations for careers. Prestige pressures force some youth to try college education when they are not qualified. In rural areas many youth miss further educational opportunities because of a lack of guidance and encouragement.
7. Counseling for all youth is very limited. Many counselors are seeking up-to-date information about farming, ranching, and related occupations.
8. Rural youngsters do not receive sufficient counsel on matters pertaining to education and occupations. Nearly 35% of youth in America today do not graduate from high school. This figure is considerably higher in rural areas.
9. There are 40,000 different kinds of possible job classifications, but 50 percent of high school students in one study limit their preliminary choices to only 16 occupations.
10. More jobs these days are demanding special education, particularly in the area of post high school, but less than college.
11. Promotions are more restricted. The first step up from worker to foreman is becoming harder each year.
12. Young people tend to choose a company rather than a job. This may be because young people lack information about job opportunities and lack self-understanding. Since companies often have hundreds of different jobs to choose from, the young job seeker may feel that the large company offers a greater chance for advancement, but may not realize there is also greater competition.

13. People tend to choose a job without recognizing the personal characteristics it requires. Up to 90% of persons who are unable to get jobs, who do not advance, or who are job failures are in trouble because of personality or character problems--not from lack of skills, performance, or knowledge.
14. Youth needs to prepare for changes. Our economy is not static--we need to be ready to shift to other occupations as some become obsolete because of technical advances. Workers need broad, flexible training rather than training for a single, highly specialized job.
15. Many young people are unrealistic in their occupational goals. Americans tend to glorify white collar jobs. A Missouri survey showed that one-third of high school seniors intended to enter professions, yet on the average only 20% will go to college. Still fewer will graduate from college, and then they will compete for professional jobs now available for only 7% of the working population.
16. Only about one-half of American workers today entered their jobs by choice--the other half entered by chance or sheer necessity.

WHAT WE KNOW ABOUT THE CAREER CHOICE PROCESS

From the many studies on youth and their search into the occupational world, 5 factors influencing occupational choice have been identified. These include:

- (1) One's own personality.
- (2) The social situation youth find themselves in.
- (3) Changes in occupations.
- (4) The actual occupation decision.
- (5) Other important life decisions.

A clear analysis and understanding of these career choice processes help youth to reach the right occupational decision. Accordingly, the first 3 of these processes are incorporated in the Career Exploration Project. (A deeper analysis of these 5 processes is found in the Leaders' Packet for the leader's own personal study.)

SPECIFIC OBJECTIVES OF CAREER EXPLORATION

The objectives of the Career Exploration Project are to help senior 4-H Club members to:

- (1) become aware of career opportunities in occupational fields.
- (2) participate in experiences that will aid them in exploring different careers (tours, discussions, panels, etc.).
- (3) obtain resource materials to use in studying occupation characteristics, requirements, compensations, and outlook.
- (4) learn a procedure for studying their abilities, personality characteristics, values, and interests.
- (5) realize the advantages and limitations of planning for a career.

WHO MAY PARTICIPATE IN THE CAREER EXPLORATION PROJECT

A 4-H Club member must be 14 years of age or older, as of January 1 of the current year, to be eligible to participate in this project.

OBLIGATIONS OF PARTICIPATING 4-H MEMBERS

- (1) Attend and take part in scheduled meetings.
- (2) Participate in tours and other events planned by the group.
- (3) Complete 4-H Career Exploration Workbook assignments and turn book in to leader or 4-H Club Agent at the designated time.

THE 4-H CAREER EXPLORATION PROJECT LEADER'S OBJECTIVES

As project leader, your objectives in Career Exploration are:

- (1) To help club members realize the importance and the advantages of early career planning.
- (2) To create in club members an awareness of many career opportunities that exist.
- (3) To create in youth a feeling of confidence, worth, and responsibility which comes from a deeper analysis of oneself.
- (4) To guide and counsel club members on questions arising from their project experiences.
- (5) To help club members set career choice sights in accord with their abilities, thus achieving personal satisfaction and the knowledge that they are contributing to make America a strong and prosperous nation.

THE 4-H CAREER EXPLORATION PROJECT LEADER'S TASKS

To help project leaders carry out their tasks, a Career Exploration manual with 12 worksheets has been prepared. Your primary project tasks are as follows:

1. To develop a clear understanding of the social and economic situation youth find themselves in today.
2. To give guidance in organizing the career exploration group.

3. To become familiar with the Career Exploration Unit I workbook "Exploring Opportunities."
4. To collect as much career data as possible for use by club members, working through and with parents, Cooperative Extension personnel, and others.
5. To help conduct meetings, working through club officers and Extension personnel in obtaining speakers for various phases of the projects.
6. To work individually with club members, parents, and Extension agents, to see that members satisfactorily complete all project worksheets.
7. To aid group members in developing demonstrations and exhibits of various project activities for display at schools, civic meetings, and fairs, and for radio and television presentations.
8. To arrange or help arrange as many interesting activities as possible for the career group to engage in, such as tours, parent-member meetings, and concluding banquet.
9. To submit the project books to the Extension agents at the completion of the project.
10. To see that appropriate recognition is given to each individual member for a project well done.
11. To encourage each member to continue with Career Exploration, Unit II, entitled "Steps Towards the Working World."

HELPING YOUTH WITH THEIR CAREER DEVELOPMENT PROBLEMS

On many occasions club members will seek your advice. Listed below are a few facts to keep in mind in helping them with their problems.

1. Youth can cut down on the trial and error method of choosing a career by planning. Unless they plan, they may drift into work where they'll be less satisfied.
2. Youth should consider many fields before choosing one. They should always have an alternative vocational plan.
3. Young people choose a way of life as well as a job. Different jobs offer different ways of life. The forester, the laboratory technician, or the salesman, all have quite different job settings.
4. The larger the occupational area, the better it is in terms of getting a job.
5. If there is a choice between a steady or temporary job, it is usually best to take the steady one.

6. A job with normal hours is best, if possible.
7. Beginning salaries aren't always the most important consideration.
8. Some jobs can be done in many geographic areas. Some, such as nursing, are in demand everywhere.
9. A battery of vocational tests may uncover special abilities, helping the young person decide on a career.
10. Young people should consider their interests as well as abilities in choosing a career. Engineers, surgeons, pharmacists, and accountants need many of the same abilities, but have different interests.
11. Young people can work in the summer to try out their interests, to learn working conditions, and to grow up as well as earn money.
12. Encourage young people and their parents to take full advantage of vocational guidance services and training opportunities through schools, colleges, employment services and other agencies.

PUBLICIZING 4-H CAREER EXPLORATION ACTIVITIES

1. The project group reporter should record the activities at each meeting and prepare a short account for the local newspaper. The reporter should also keep the local newspaper informed of forthcoming events.
2. Radio talks can be prepared by members on what the project group is doing and future programs can be given individually or as a group.
3. T.V. presentations can be prepared. This would require some pre-planning but local stations will generally find the time to work in such a worthwhile program.
4. Fair exhibits are always interesting and need long-range planning.
5. Talks in school may be developed around Career Exploration by local 4-H Club members. The group may wish to sponsor an outside speaker when 4-H members are in charge of the assembly activity.
6. Posters on Career Exploration can be drawn and exhibited and placed in schools or in local businesses, especially during 4-H Club Week.

A successful
career awaits
you in the
working world

Search for it

Teachers

needed

4-H
Career
Exploration

BE A TEACHER
OF HOME ECONOMICS

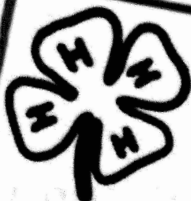
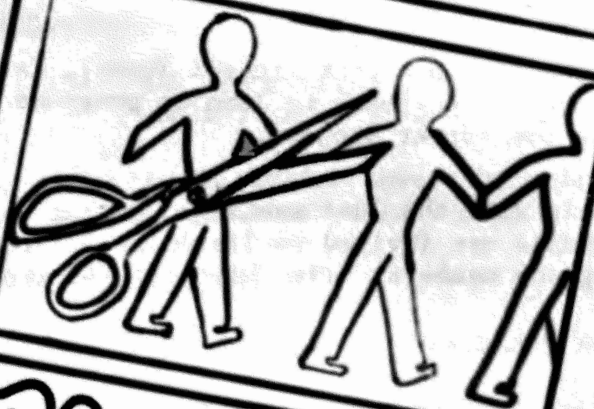
CAREER
EXPLORATION

4-H

HEAD
HEART
HANDS
HEALTH



Through the eyes
of others



What am I
cut out
to be?

How
about
a



TEACHING CAREER?

YOUR FUTURE IS
CHEMISTRY



OUTLINE FOR CARRYING OUT CAREER EXPLORATION PROJECT

UNIT I - EXPLORING OPPORTUNITIES

Meeting I

General Procedure:

- a. Organize the 4-H Career Exploration project group with assistance from the 4-H organizational leader.
- b. Decide with members how many meetings the group will have. The more meetings, the more intensively the 4-H'ers can learn about careers. In the past, some career groups have met from one to 3 times a month over a 4-month period, once or twice over a 9-month period, or once a month for an entire year.
- c. Establish a 4-H member program planning committee. Plan the project program for each meeting, with 4-H member committee, based on project requirements and meetings outlined in this Leaders Guide.
- d. Special member committees you might consider for conducting the project program:
 - (1) Tour committee to plan for group tours of business or industry.
 - (2) Special speaker committee to help select and line up speakers for the group.
 - (3) Special program committee (to work with project leader, Extension Agents, and other appropriate persons) to line up programs not necessarily included in the career project.
 - (4) Banquet committee to help with the last meeting. During this meeting friends and parents are invited to listen to the reports of the career project group members. (See Circular 989 for banquet aids.)

Instructional Tasks for the Meeting:

- a. Introduction to Career Exploration. (U-1 Manual), page 1.
- b. Career Exploration and the 4-H Club Program (U-1 Manual), page 1.
- c. History of Career Exploration in Virginia. (Leader project material.)
- d. Specific Objectives of the Project (U-1 Manual), Foreword A.
- e. What Participating Members Must Do For Project Credit (U-1 Manual), Foreword A.
- f. Career Exploration Defined (U-1 Manual), page 1.

- g. The When of Career Exploration (U-1 Manual), page 2.
- h. The Why of Career Exploration (U-1 Manual), page 3.
- i. The Importance of Early Career Exploration.
 - (1) Leader's own comments.
 - (2) "Facts about Employment" (Circular 902).
(Leader may want to distribute circular to group.)
 - (3) What questions youth are asking. (Leader's Manual.)
- j. General discussion of material covered.

Suggested timing for project group:

- a. Opening program and business meeting -- 10-15 minutes.
- b. Career Exploration program -- 50-60 minutes.
- c. Recreation -- 15-20 minutes.

If group has night meetings they should start about 7:30 P.M. and conclude at 9:00 P.M. Members should do most of their school work prior to the meeting, thus enabling them a study-free night when they return home. If the group meets at school, programs will have to be sharply limited to 35 to 45 minute programs.

Assignments:

- a. Ask 4-H members to begin thinking about two careers they would like to study.
- b. Ask Extension Agents to order film "Dynamic Careers in Agriculture" from V.P.I.

Aids for Meeting:

- a. Circular 902. "Virginia's Youth Face the Future." (Leader's packet.)
- b. "Identified Five Factors Influencing Occupational Choice." (Leader's packet.)
- c. "Man Power--A Challenge to Virginia in 1960." (Extension Agent's office.)
- d. "Profile of Boys and Girls Planning to Attend College." (Leader's packet.)
- e. "The Challenge of the Jobless Youth." (Extension Agent's office.)
- f. "Career Exploration - A Guide for Extension Workers." (Extension Agent's office.)
- g. Circular 989. "Meeting Agenda and Check Sheet." (Leader's packet.)
- h. "Questions Virginia's Youth Are Asking About the Future." (Leader's packet.)

Meeting II

General Procedure:

Open program with regular 4-H procedures under guidance of project leader.

Instructional Tasks for the Meeting:

- a. Show film "Dynamic Careers in Agriculture". (30 minutes).
- b. Discuss opportunities offered at land grant colleges in the field of agriculture.
- c. Discuss professional opportunities in agriculture. (U-1 Manual), page 3.
- d. Have farm youth tell of their most interesting farming experience.
- e. Have non-farm youth relate satisfactions of their work experiences.

Assignments:

- a. Have members read over job hazards, (U-1 Manual), pages 4-9.
- b. Ask Extension Agent to order film "Virginia's Youth Face the Future," from the Visual Aids Department, V.P.I. for the third meeting.
- c. Check to see if members have decided upon the two careers they would like to explore.

Aids for Meeting:

- a. Ask Extension Agent to lend you the file copy of the Land Grant publication entitled "I've Found My Future in Agriculture."
- b. "Helping Rural Youth Choose Careers." (Extension Agent's office).
- c. "A Future in the Cooperative Extension Service." (Extension Agent's office).
- d. "Your Future is What You Make of It." (Extension Agent's office.)
- e. Bulletin 568. "Vocational and Educational Goals of Rural Youth in Virginia." (Extension Agent's office.)

Meeting III

General Procedure:

- a. Open program with regular 4-H procedure under guidance of project leader.
- b. Have special committees report on appropriate activities.

Instructional Tasks for the Meeting:

- a. Show film "Virginia's Youth Face the Future." (30 Minutes.) (Film emphasizes what was taken up at first meeting).
- b. Go over the job hazards (U-1 Manual), pages 4 to 9; add others as you think of them. If possible, draw hazards on cardboard and display them while you talk. (See examples on page 15).
- c. Discuss job hazards with group asking whether they have experienced any of the suggested hazards discussed or others not discussed.

Assignments:

- a. Ask 4-H members to fill in worksheets #1 and 2 and to read over the "Opportunities to Learn of Oneself," pages 9-13 of the U-1 Manual.
- b. Assign members worksheets #9 (two worksheets), #10, and #11 for report at meeting 10.
- c. Ask members to read over the section on "The Opportunity to Explore Demands and Outlook" and "Job Duties", page 16 to top of page 25 of the U-1 Manual and to study the chart "Where To Find Out About Careers" on page 24.
- d. Order Personality Trait Slides from V.P.I. through Extension Agent.

Aids for Meeting:

- a. See U-1 Manual.
- b. Pictures of hazards shown in leader's manual to be made into posters.

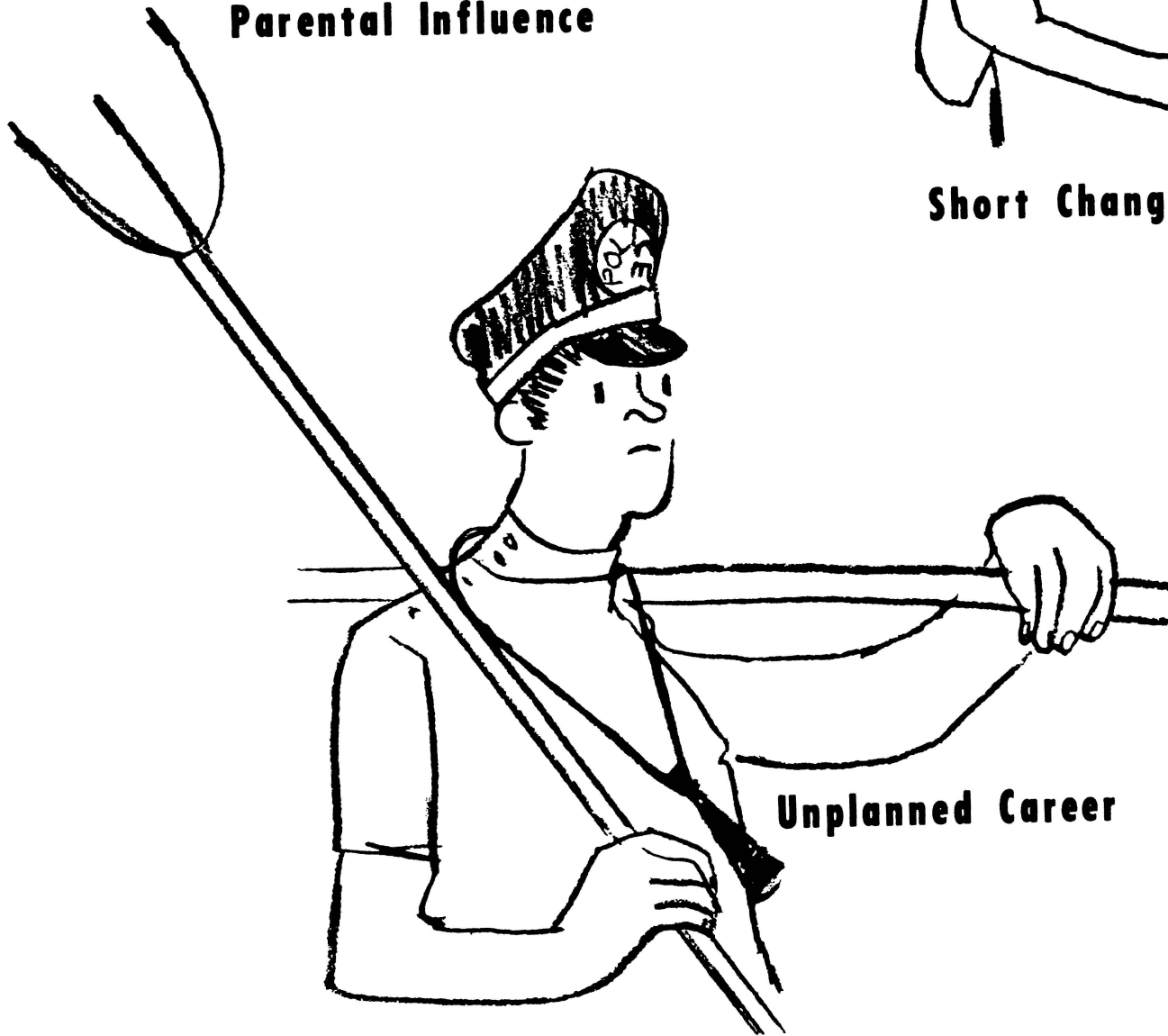
HAZARDS ILLUSTRATED



Parental Influence



Short Changing Oneself

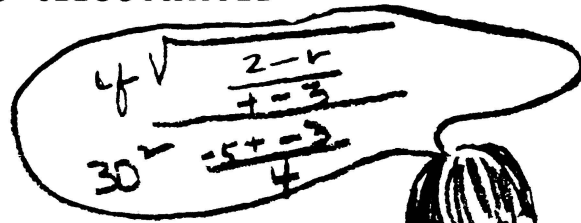


Unplanned Career

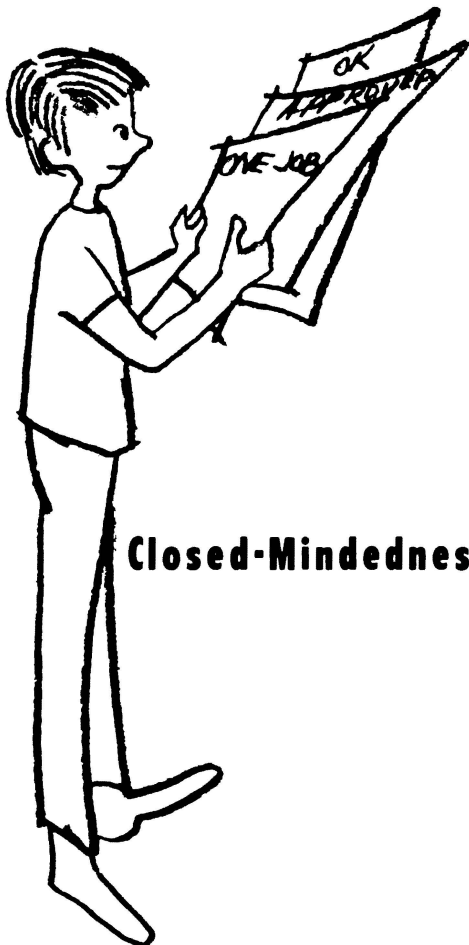
HAZARDS ILLUSTRATED



Career Dislike



Selling Oneself Short



Closed-Mindedness



Influence of Friends

Meeting IV

General Procedure:

- a. Open program with regular 4-H procedure under guidance of project leader.
- b. Have special committee report on appropriate activities.

Instructional Tasks for the Meeting:

- a. Review briefly the circle of self study (U-1 Manual, p. 15).
Materials for comments can be taken from text on pages 9 to 14.
- b. Make some comments on personality from your own experiences, such as: how important it is to develop a pleasing personality to get along with others.
- c. Discuss traits (U-1 Manual, p. 11 to 12) members think they have, both acceptable and objectional ones.
- d. Have members report on their self analysis worksheet #1, p. 29 U-1 Manual, allowing each to answer questions. How this is handled will depend on the size of the career group.
- e. Discuss the relationship between school grades (worksheet #2) and members' real interests, bringing out that good grades may indicate real interests which could be guided into any number of career choices. For example, high marks in English and mathematics indicate a good chance of doing well in college. Low marks in these subjects but high marks in vocational subjects indicate good possibilities at trade and industrial schools. Work with figures and good finger dexterity may lead towards a business career. The important thing is to use one's interests to excell in something.

Assignment:

Have members list as many things as they can think of on left side of worksheet #3 for next meeting. See worksheet on page 23 for illustration.

Aids for Meeting:

Leader may want to illustrate the circle of self-study by making some posters.

Slides on "Personality" ordered by Extension office.

CAREER EXPLORATION WORKSHEET #1

Self Analysis

(1) What I think some of my strong personality points are:

1. agreeable
2. cooperative
3. dependable
4. energetic
5. honest
6. kind
7. practical
8. realistic
9. sociable
10. understanding

TAKEN FROM
LISTS ON
PAGE 11 AND 12
OF MANUAL

(2) What I think my weak personality points are:

1. boastful (sometimes)
2. a little critical
3. changeable
4. too domineering
5. not as logical as I could be

(3) What four of my friends said they like most about me:

1. always willing to help
2. loyal
3. kind
4. very understanding

(4) What four of my friends dislike most about me:

1. talk too much
2. not as tactful as I could be
3. way I walk
4. not too practical

(5) How I rate my own temperament.

good to fair (could improve and will
give it a try.)

(6) My health as related to the working world in general.

General Conditions

excellent

Limitations

(example - eyesight)

20/20 vision

- (7) What desires my mother and father have for me.

Mother's Desires

Would like for me to be a nurse, but she is willing to allow me to enter a career I like

Father's Desires

Anything I want to do as long as I am able to do what I select, that my abilities match my career.

FROM
TALKS
WITH
PARENTS

- (8) The hobbies I have as they are related to my general career interests.

reading

general interest in science

- (9) Plans I have now or plans I will follow which will financially aid me in any further training I might wish to make in light of my career interests.

*My Christmas money goes into Savings Bonds.
Keep my grades up to apply for a scholarship.*

- (10) Listing of the things I most want in life.

To go to college.

To travel.

To be a success in my career.

To get married and have a family.

To later return to my career.

CAREER EXPLORATION WORKSHEET #2

Possible Keys to My Career Interests

My school subjects over the past 3 years.

<u>Present Semester Subjects</u>	<u>Grade</u>
<u>Science</u>	<u>B</u>
<u>English</u>	<u>B+</u>
<u>Math</u>	<u>B</u>
<u>History</u>	<u>B</u>
<u>Physical Education</u>	<u>B</u>
_____	_____

<u>Last Year First Semester Subjects</u>	<u>Grade</u>
<u>Reading</u>	<u>B</u>
<u>Spelling</u>	<u>D+</u>
<u>Language</u>	<u>B</u>
<u>Social Studies</u>	<u>B</u>
<u>Math</u>	<u>B</u>
<u>Health</u>	<u>B</u>

<u>Preceding Year First Semester Subjects</u>	<u>Grade</u>
<u>Reading</u>	<u>B</u>
<u>Spelling</u>	<u>C</u>
<u>Language</u>	<u>B</u>
<u>Social Studies</u>	<u>B</u>
<u>Math</u>	<u>B</u>
<u>Health</u>	<u>B</u>
<u>Art</u>	<u>A</u>

The Grade I Received.

<u>Second Semester Subjects</u>	<u>Grade</u>
<u>Science</u>	<u>B</u>
<u>English</u>	<u>B+</u>
<u>Math</u>	<u>B+</u>
<u>History</u>	<u>B+</u>
<u>Physical Education</u>	<u>B</u>
_____	_____

<u>Last Year Second Semester Subjects</u>	<u>Grade</u>
<u>Reading</u>	<u>B</u>
<u>Spelling</u>	<u>C</u>
<u>Language</u>	<u>B</u>
<u>Social Studies</u>	<u>B</u>
<u>Math</u>	<u>B</u>
<u>Science</u>	<u>B</u>

<u>Preceding Year Second Semester Subjects</u>	<u>Grade</u>
<u>Reading</u>	<u>A</u>
<u>Spelling</u>	<u>C</u>
<u>Language</u>	<u>B</u>
<u>Social Studies</u>	<u>B</u>
<u>Math</u>	<u>B</u>
<u>Science</u>	<u>A</u>
<u>Art</u>	<u>A</u>

Meeting V

General Procedure:

- a. Open program with regular 4-H procedure under guidance of project leader.
- b. Have special committee report on appropriate activities.

Instructional Tasks for the Meeting:

- a. See that 4-Hers have filled in as much of the left side of worksheet #3 as possible.
- b. Explain to them the right side of the worksheet, indicating that these represent the major interest fields.
- c. At this time it may be well to explain this point by the aid "b" which points out various careers as they are related to interests. Otherwise, for illustrative purposes, specific occupational type careers are given in the manual for leader guidance.
- d. Allow career group to draw lines from the things they like to do to the major interest fields.
- e. Proceed then to worksheet #4, having the career group list the major fields of interests and the number of times the things they liked to do matched the interest.
- f. Try to have group list the interest areas in rank order from the interest receiving the most marks to the ones receiving the least number (as illustrated.)
- g. Have group answer question #2 in worksheet 4, and discuss their answers with them.
- h. Finally, help club members list as many careers as possible which might fit their major interest areas.
- i. Have those who can't think of too many career choices work on it at home.
- j. Discuss these career possibilities as ones which might be studied in detail later on.

Assignments:

- a. Have members fill in question #3 of worksheet 4 if they failed to do so at the meeting.

Meeting V - continued

- b. Assign worksheet #5 and #6, pages 34 and 35.
- c. Encourage each member to visit the school counselor to secure information in worksheet #6. Depending on school policy, some counselors will give out test information, while others may not. Encourage the club members to do what they can on worksheet #6.
- d. Distribute Virginia Cooperative Extension Circular 880, "Which College For Me?", to help members fill out worksheet #5. Those wishing to attend out-of-state colleges will have to get the information from their school library or the county library, while waiting for a school catalogue. (Optional). -- Ask members who plan to attend college to write a short paragraph on the subject, "Why I Want to Go to College."
- e. Have speaker committee get someone in the community give a talk on the "Advantages of a College Education."

Aids for Meeting:

- a. Example of what to do is illustrated in Leaders Manual.
- b. Interests related to specific careers. (Leaders Packet.) (3)
- c. Circular 880. "Which College for Me?", (Leader's Packet.)
- d. Circular 978. "Financing Your College Education," (Leader's Packet.)

CAREER EXPLORATION WORKSHEET #3

Things I Like To Do As Related To The Major Fields of Interest

1. <u>Study Chemistry</u>	Science 5
2. <u>Study Biology</u>	
3. <u>Mix Chemicals</u>	
4. <u>work in school laboratory</u>	
5. <u>visit museums</u>	Social Service 5
6. <u>be nurse's helper at camp</u>	
7. <u>be part of research team</u>	
8. <u>work with Cancer Association</u>	
9. <u>work with Heart Association</u>	Language
10. <u>work with Red Cross</u>	
11. <u>Hike</u>	People 2
12. <u>Travel</u>	
13. <u>Junior Leader 4-H</u>	
14. <u>swim</u>	
15. <u>work with people</u>	Business
16. _____	
17. _____	
18. _____	
19. _____	Mechanical
20. _____	
21. _____	
22. _____	
23. _____	Computational 1
24. _____	
25. <u>work with figures</u>	
26. _____	
27. _____	Clerical 1
28. _____	
29. <u>Type</u>	
30. _____	
31. _____	Persuasive 1
32. _____	
33. <u>Sell things</u>	
34. _____	
35. <u>Sing</u>	Musical 2
36. <u>listen to records</u>	
37. <u>dance</u>	
38. <u>Paint</u>	
39. <u>knit</u>	Artistic 5
40. <u>Play Piano</u>	
41. <u>Attend plays</u>	
42. _____	
43. _____	Literary 2
44. <u>write for school paper</u>	
45. <u>read Poetry</u>	
46. _____	
47. _____	
48. _____	
49. _____	
50. _____	

DRAW
LINES
TO
MAJOR
FIELDS

CAREER EXPLORATION WORKSHEET #4

Summary of Interest Findings

- (1) Make a list of the major fields of interest and the number of times your "likes" matched them.

Science	5	TOTAL NUMBER OF LINES	People	2
Artistic	5		Persuasive	1
Social Service	5		Computational	1
Literary	2		Clerical	1
Musical	2			

- (2) What do you think these findings mean in light of your career interests?

It shows that the things I enjoy doing are in the area of Science and social services and working with people. I don't believe I would like to work in the field of business or with mechanical machines. I have artistic interests but they are not strong enough to interest me as a future career possibility.

- (3) List 10 careers you think would match those of your stated likes and overall interests.

Biologist
 Hospital nurse
 Public Health Nurse
 Nurse in Navy or Army
 Chemist
 Teacher of Biology
 Teacher of Chemistry
 Social Worker
 Medical Technologist
 Bio-Chemist
 Pharmacist

Meeting VI

General Procedure:

- a. Open program with regular 4-H procedure under guidance of project leader.
- b. Have special committee report on appropriate activities.

Instructional Tasks for the Meeting:

- a. Devote entire instructional period to discussing the advantages of a college education.
- b. If speaker is present for meeting have one of the career group members make the introduction.
- c. Follow up talk with questions and by reading to the entire group their reasons "Why I Want to Attend College."
- d. Allow members to discuss worksheet #5, paying close attention to the sections on requirements needed before graduation as related to the entrance requirements of college.

Assignments:

- a. Encourage group to work on workbook exercises #9, 10, and 11 which were assigned earlier.
- b. Contact someone who knows counselling to give talk at next meeting.
- c. Possible Speaker Sources:
 - 1. High School Counselor
 - 2. Area Counselor Supervisor
 - 3. College Professors at local colleges.
 - 4. Counseling personnel at large stores.
 - 5. Personnel at local employment office.
- d. Work through Cooperative Extension personnel in securing speakers if necessary.
- e. Plan to have parents attend the meeting. Issue invitations by card through club members and through Extension Agent's office.

Aids for Meeting:

"Your College Decision" -(Bank of Virginia. Extension Agent's office.)

CAREER EXPLORATION WORKSHEET #5

Colleges I Would Like To Attend

<u>Names of College</u>	<u>Entrance Units Required of College</u>	<u>My High School Requirements To Date</u>	<u>The Unit Requirements Needed Before Graduation</u>
-------------------------	---	--	---

<u>William & Mary</u>	English 4	3	1
	Language 3-4	2	1
	Science 2	1 1/2	1/2
	Social Science 2	3	0
	Math 3	2	1
	Electives 3-4		

TAKEN
FROM
CIRCULAR
880

<u>Mary Washington</u>	English 4	3	1
	Language 2	2	0
	Science 1	1 1/2	1/2
	Social Science 1	3	0
	Math 3	2	1
	Electives 4		

<u>Madison</u>	English 4	3	1
	Language 0	2	0
	Science 2	1 1/2	1/2
	Social Science 2	3	0
	Math 2	2	0
	Electives 8		

<u>Whitmanston</u>	English 4	3	1
	Language 4	2	2
	Science 1	1 1/2	0
	Social Science 1	3	0
	Math 3	2	1
	Electives 2 1/2		

<u>Radford</u>	English 4	3	1
	Language 0	2	0
	Science 1	1 1/2	0
	Social Science 2	3	0
	Math 2	2	0
	Electives 7		

NOTE
DIFFERENCES IN
THE REQUIREMENTS
OF A HIGH SCHOOL
SENIOR

Meeting VII

General Procedure:

- a. Have a short opening program to allow full time for the speaker.

Instructional Tasks for the Meeting:

- a. Have speaker talk on the subject of counseling and testing and what tests mean as related to careers. Once again a 4-H member can introduce the speaker.
- b. Allow 4-H members and parents plenty of time for questions.
- c. Career group may want to ask about the type of test on page 16 of the manual.
- d. Thank parents for attending the meeting and showing an interest in the project.
- e. Discuss briefly the act of interviewing found on page 36 of the manual.

Assignments:

- a. Have career group members go over the material on interviewing.
- b. Ask members to interview some working member of their family from the questions on worksheet #7 on page 39.
- c. Have members also fill in one worksheet #8 found on page 51.
- d. Help with the special committee to contact two working persons for the group to interview at the next meeting.

CAREER EXPLORATION WORKSHEET #6

Talk With High School Counselor or Guidance Teacher

- (1) Tests taken: STEP Junior year
SCAT Junior year
CEEB Junior year

- (2) Results of each test (paragraph about each and the meaning of the scores).

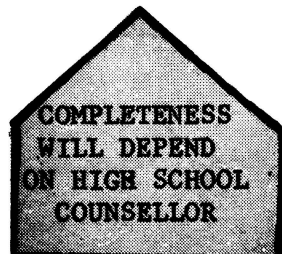
The STEP test was one we were allowed to work on ourselves in homeroom class. I plotted my scores in the area of mathematics, science, social studies, reading, listening, and writing, and I was able to see my own standing in these areas as compared with the National average.

The SCAT test score, my counsellor said, was high enough for me to continue with my desire to go to college.

My score of 558 on the verbal and 477 on the math scholastic aptitude tests of the CEEB indicate that my total of 1035 is about the average Percentile for me to enter some colleges. I do plan to take this test again during my senior year to try to improve my grade score.

- (3) Evaluation of the tests scores as they are related to my career interests.

My guidance counselor feels I have the necessary ability to be successful in a professional career such as nursing.



CAREER EXPLORATION WORKSHEET #7

On The Job Interview Number 2

Club Member's Name Nancy Morrison Date February 14, 1964

Person Interviewed Mrs. Atwell Occupation Registered Nurse

Time Interview Started 7:55 P.M. Classification Professional

Time Interview Ended 8:30 P.M.

Educational Training: Grade School _____ High School _____ High School Diploma _____
of Interviewee Some College _____ College Graduate ☒ Graduate School _____

(1) What is your present position? Registered nurse

(2) How long have you held your position? Years 17 years

(3) What are the duties of your career?

- (1) Operate machines such as oxygen tent, etc.
- (2) Help patients from pre-operation time to time for them to leave hospital.
- (3) Care for the sick, other than surgery patients.

(4) How much education is required for this career? High school; college; (must pass state test before becoming a Registered nurse.)

(5) What special training is needed for your career?
For a registered nurse, a college degree.
For a practical nurse, no college but 2-3 years hospital training.
Must pass State Board Examination for registration and license.

(6) What is the average annual income for persons in your career? \$5300

What is the top income expected for your career? \$7200 +

(7) What will be the need for a person in this career 25 years from now?

1. Many more needed in the future.
2. More hospital care will open more jobs for more people.
3. More people will require more care.
4. Have a shortage of nurses right now.

(8) What do you like most about your career?

1. *Serve others.*
2. *Meeting all different types of people; sick, poor, etc.*

(9) What aspect do you like the least about your career?

1. *Right hours.*
2. *Heavy work load at times due to shortage.*
3. *Sometimes have to change personal plans.*
4. *Hard on my own family at times.*

(10) What are some of the most satisfying aspects of your career?

Feel like that in this career I can really say that my life was well spent in helping others.

Meeting VIII

General Procedure:

- a. Open program with regular 4-H procedure under guidance of project leader.
- b. Have special committee report on appropriate activities.
- c. Refreshment committee may want to serve refreshments at the conclusion of meeting.

Instructional Tasks for the Meeting:

- a. This is the interview meeting with two special guests.
- b. Have members introduce both guests and tell what is expected of the members.
- c. Allow group to interview first guest taking questions from worksheet #7. Each 4-H'er may ask a question in turn.
- d. Follow same procedure with second guest.
- e. After interviews have been completed, group may want to ask both guests other questions--in open discussion.
- f. Check on progress of worksheets #9 through 11.

Assignments:

- a. Assign members the remaining three worksheets, #7 and 8.
- b. Have members complete the two worksheets #8 from meeting with speakers.
- c. Try to have members get interviews from as many different career groups as possible, taking them from professional, clerical and sales, craftsmen and kindred workers, service workers, agricultural workers and protective service, rather than all from one group--such as the professional group, as listed in the U-1 Manual.

CAREER EXPLORATION WORKSHEET #8

Interview Evaluation

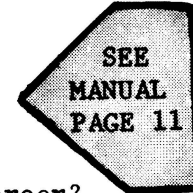
Club Member Nancy Morrison

Person Interviewed Mrs. Atwell

Occupation Registered Nurse

- (1) What personal traits and interests did you notice were required for this career?

<i>Accurate</i>	<i>Patient</i>	<i>Efficient</i>
<i>Able</i>	<i>Understanding</i>	<i>Energetic</i>
<i>Charming</i>	<i>Faithful</i>	<i>Thoughtful</i>
<i>Dependable</i>	<i>Cheerful</i>	<i>Responsible</i>



- (2) What skills if any did you note were required for this career?

Must have a degree.
Develop other skills while in training like giving shots, etc.

- (3) Give your impression of physical demands and overall conditions under which this person worked.

There will not be too much physical demands other than a lot of walking and constantly on the go. If I keep in good shape I can do it and not get tired.

- (4) What three observations impressed you most about this career?

The responsibility one has.
The help that I can give to others.
The need for people in this field.

- (5) What three observations did you dislike the most about this career?

Long hours and work on Sundays and holidays.
The sorrow that you have to face when a patient of yours dies.
Times that my own personal plans may have to change to fit my job.

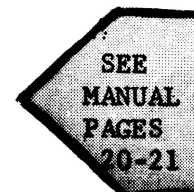
- (6) Would you select this career for your own career choice?

Yes X No _____ Why?

Because I feel it is something I have the interest and ability to make into a rewarding and successful career.

- (7) How does this career rate in terms of a prestige position?

Since these ratings are for men I don't know where it would fit. However, I guess it would be in and around a score between 80 and 85.



Meeting IX

General Procedure:

- a. Open program with regular 4-H procedure under guidance of project leader.
- b. Have special committees report on appropriate activities.

Instructional Tasks for the Meeting:

- a. This meeting is one where members report and evaluate the findings on two careers which appeal most to them at this time in their lives.
- b. Due to the time limit each member will probably have time to report only on worksheet #11.
- c. After each member has done this, have an open discussion on careers, if time permits.

Assignments:

- a. Assign worksheet #12, page 63, which is a short report on one of the two careers the members studied.
- b. Make preparations for final meeting. If possible, a supper meeting where parents and friends are invited.
- c. Check with Extension Office on banquet plans.

Aids for Meeting:

- a. One completed worksheet #9.
- b. Completed career compara worksheet #10.
- c. Completed career compara evaluation worksheet #11.
- d. "From School to Work." (P.A. 602, F.E.S. Extension Agent's office.)
- e. "How to Get and Hold the Right Job." (Extension Agent's office.)

CAREER EXPLORATION WORKSHEET #9

Information On A Career That Interests Me

- (1) My career interest Nursing
- (2) Physical requirements of the career. Must be in good health.
- (3) Educational requirements necessary: Grade School Some College Work
Some High School College Graduate ✓
High School Graduate Graduate School
- Special Schooling (what) Depends on schooling - Can get a B.S. degree in nursing from a number of schools. Must Pass State test.
- (4) The location of the places I could find employment.
At most hospitals - especially in larger cities.
- (5) The amount of money or capital necessary to get started in the career (including cost of college education if required). \$4000 - \$6000, can work.
- (6) The average number of days of office work per month 20 field work per month -. Generally 8 hours a day, but will probably have to work at nights.
- (7) Personal equipment necessary for the career such as car, typewriter, etc.
Car would be helpful.
- (8) The income per month expected. Average starting income \$5300. Average retirement income \$7000+. Will depend on whether I work as a hospital nurse in private or Federal hospital.... Will increase with years of service.
- (9) Personal adjustments I would have to make to become a success in this career. Since I want to get married I will have to work out a home, family, and career.
- (10) The chances for advancement and requirements.
Will depend a lot on the place I work.
- (11) Health and other hazards found in this career.
There is some risk involved, but if you take care of yourself it is probably no more than in other careers.
- (12) The need for me in this career 25 years from now.
Will be great, since there is a shortage at the present time. We will need 400,000 more nurses by 1975.

- (13) The health plan and retirement benefits I could look forward to in this career.

Most hospitals have health and medical coverages. In governmental hospitals there is Federal retirement for me as a government-hired nurse. Other hospitals would take out for Social Security.

- (14) The duties expected of me in this career.

This would depend on my specialization as a nurse. However, I would in general take care of the sick and carry out the instructions of the doctors. I would have to learn to operate various machines.

- (15) Ten aspects about this career that appeal to me.

- 1. Responsibility I would have.*
- 2. The need for me in the career.*
- 3. The worth of nursing as a career.*
- 4. The help I can give those who are sick.*
- 5. The respectability of the career.*
- 6. Being able to work just about whenever I want.*
- 7. The professional people I would be working with.*
- 8. The satisfaction I would get.*
- 9. The always newness of ways and means of helping people associate with the medical world.*
- 10. The way I will be able to plan both my career and life.*

CAREER EXPLORATION WORKSHEET #10

Career Compara

Based upon your career interest research findings, rate the following 18 items according to Excellent (E), Good (G), Average (A), Fair (F) and Poor (P). All Excellent answered items are given a 5 point rating, all Good 4 points; Average 3 points; Fair 2 points; and Poor 1 point. Add all the ratings and record the score in the total column.

COMPARA ITEMS	Career Interests		
	(1)	(2)	(3)
1) Future outlook in the career 25 years from now.	E	E	
2) Relationship of career to total life goals.	E	G	
3) Ways and means available to obtain the necessary finances for career preparation. <i>at this time</i>	A	A	
4) Chances for employment.	E	E	
5) Responsibility offered by the career.	E	E	
6) General working conditions.	G	F	
7) General career status ranking. <i>(guessed at)</i>	G	G	
8) Location of career as related to the place I would like to work.	E	E	
9) Working hours I would have to keep.	G	G	
10) My health conditions as related to the career requirements.	E	E	
11) Chances to improve oneself while on the job.	E	P	
12) General occupational safety rating.	G	G	
13) Starting salary expected.	G	A	
14) Retirement, vacation and other work benefits offered.	G	G	
15) Retiring salary expected.	G	G	
16) Chances for advancement in this career.	E	G	
17) Amount of non-working hours to call my own.	G	F	
18) Working associates as friends.	E	E	
Total Compara Score	80	69	

COMPARISON
OF
TWO CAREERS

BASED ON
ABOVE
VALUES

Meeting X

General Procedure:

- a. It is advisable to have as many people as possible in attendance at this meeting.
- b. Order of business should be planned by special banquet committee and followed at this meeting.
- c. Extension personnel or project leader(s) may want to explain to parents the objectives of the Career Exploration project as outlined in Unit 1 Manual.
- d. Have members report to those assembled on the careers they like most at this time in their lives, worksheet #12.
- e. The project leader may want to re-emphasize that career exploration is not the final decision but only what these youth think they would like to do at this time of their lives. It might be explained that the average youth will change his mind on the average of 3 times before a final decision is made. Also, some jobs these 4-Hers will work in have not been thought of as yet.
- f. Leader should again inform the parents that the Career Exploration project gives 4-H'ers the procedure one should go through before making a career decision. With the work the group has done members have learned something about 15 different careers and specific information about 8.
- g. The group is now ready for the second unit of Career Exploration--entitled "Steps Toward the Working World."

CAREER EXPLORATION WORKSHEET #11

Career Comparison Evaluation

- (1) Explain what you think the career comparison scores show.

From the materials I have collected on the two career fields of nursing and teaching, I find I have higher scores in the area of nursing than in teaching, which is my second career choice. This confirms my interest in nursing as a career.

- (2) Which of the careers do you think best suits your present interests?

As far as my interests go I believe I am more interested in nursing at this time than teaching, as indicated by the differences in the scores, although both are important career fields and scored alike on many items.

- (3) What are your reasons for thinking this career suits you better than the others studied?

- 1. Nursing matches my interests at this time more than teaching.*
- 2. As a way of life I believe nursing would fit better into my total life goals.*
- 3. I believe I like working with all ages of people better than with just young children.*
- 4. I believe I could continue to improve myself easier in nursing than in teaching.*

CAREER EXPLORATION WORKSHEET #12

A Report Given to the Career Exploration Group on the Career I Like the Most

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture. W. E. Skelton, Director of Extension Service, Virginia Polytechnic Institute, Blacksburg, Virginia 24061.