

BEGINNING THE SEARCH FOR YOUR CAREER PATH



COMPETENCY CATEGORY: Career Development

COMPETENCY NUMBER: A.2

COMPETENCY: Relate interests, aptitudes and abilities to appropriate occupations.

OBJECTIVE: Upon completion of this module, students will be able to relate career interests, aptitudes and abilities to appropriate occupations.



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INTRODUCTION

Note to Specialist: The information and activities from Module A.1 should be covered before introducing this module.

- Make this statement to the class: Once you have identified your career interests, aptitudes and abilities, the next step is to investigate occupations that will “match up” with what you know about yourself. In this module we are going to look at questions that you should ask yourself and career resources that can provide you with specific information about occupations you may be interested in.

ADMINISTER PRE-ASSESSMENT

OUTLINE

- A. Questions that you should ask when considering a career
1. Knowing the answers to the following questions can help you find a satisfying career:
 - a. How much education would you like your career to require?
 - b. Where do you want to work?
 - c. Do you want to work with people, information or things?
 - d. Do you want to work alone or as part of a team?
 - e. Do you want to supervise others, or do you want them to supervise you?
 - f. How much responsibility do you want?
 - g. How do you feel about working with details?
 - h. How do you feel about performing the same task over and over?

B. Job Factors

1. It is important that you can identify your preferences for specific job factors.
2. Your preferences will help you to identify a career that will match your abilities and interests.
3. Job factors include:
 - a. Job environment –
 1. Work primarily outdoors
 2. Work primarily indoors
 3. Private working space
 4. Window or view
 5. Travel frequently
 6. Never travel
 - b. Compensation –
 1. Salary alone
 2. Commission on sales
 3. Bonuses for excellent work
 4. Frequent salary review
 5. Health insurance
 6. Dental insurance
 7. Company car
 8. Tuition reimbursements for further education/ training
 9. Predictable promotions
 10. Chance to advance rapidly
 - c. Time –
 1. Set work schedule
 2. Flexible work schedule
 3. Extensive vacations
 4. Overtime
 5. No overtime
 6. Work to take home

7. Work weekends
8. Night work
9. Regular lunch hours
10. Regular routine
11. Different routine each day/week/month
12. Paid holidays

d. People contact –

1. Work alone
2. Supervise others
3. Work independently
4. Work closely supervised
5. Work in large organization
6. Work in small business

e. Education required –

1. High school graduation/diploma
2. Apprenticeship
3. Technical school
4. Associate degree
5. Bachelors degree
6. Masters degree
7. Doctorate degree

COMPLETE LEARNING ACTIVITY A.2-1 "HIGH-PAYING, FAST-GROWING OCCUPATIONS"

C. Utilizing career reference sources

1. One of the most common mistakes people make in choosing a career is not being aware of the career options that they can choose from.
2. There are a variety of tools that can be used for career investigation purposes.

3. This research should be used along with your career aptitude and interest results to help you decide on an appropriate career pathway to pursue.

D. Dictionary of Occupational Titles (DOT)

1. Lists over 20,000 job titles and describes them by physical demands, working conditions, interests, educational requirements and vocational preparation
2. Each job title contains the following information:
 - a. The first piece of information presented is the occupational code number.
 1. A nine-digit occupational code classifies the job into an occupational category.
 - b. Occupational title
 1. Immediately following the occupational code in every definition is the occupational base title.
 2. The occupational base title is always in upper-case boldface letters.
 3. It is the title by which the occupation is known in the majority of establishments in which it is found.
 - c. Industry designation
 1. Placed in parentheses immediately following the occupational base title
 2. Often differentiates between two or more occupations with identical titles but different duties

3. Often tells one or more things about the occupation such as location of the occupation (hotel, machine shop); types of duties associated with the occupation; products manufactured (optical goods, textile); processes used (electroplating); and raw materials (metal)
- d. List of duties that the worker performs in the job
 - e. Examples from **DOT**:
 1. 332.271-010 COSMETOLOGIST (personal ser.) alternate titles: beautician; beauty culturist; beauty operator; cosmetician. Provides beauty services for customers: Analyzes hair to ascertain condition of hair. Applies bleach, dye or tint, using applicator or brush, to color customer's hair, first applying solution to portion of customer's skin to determine if customer is allergic to solution. Shampoos hair and scalp with water, liquid soap, dry powered or egg, and rinses hair with vinegar, water, lemon or prepared rinses. Massages scalp and gives other hair and scalp-conditioning treatments for hygienic or remedial purposes (SCALP_TREATMENT OPERATOR) personal ser.) 339.371-014). Styles hair by blowing, cutting, trimming and tapering, using clippers, scissors, razors and blow-wave gun. Suggests coiffure according to physical features of patron and current styles, or determines coiffure from instructions of patron. Applies water or waving solutions to hair and winds hair around rollers or pin curls with finger-waves. Hair. Sets hair by blow-dry or natural-set or presses hair with straightening comb. Suggests cosmetics for conditions, such as dry or oily skin. Applies lotions and creams to customer's face and neck to soften skin and lubricate tissues. Performs other beauty services, such as massaging face or neck, shaping and coloring eyebrows or eyelashes, removing unwanted hair, applying solutions that straighten

hair or retain curls or waves in hair and waving or curling hair. Cleans, shapes and polishes fingernails and toenails. (MANICURIST (personal ser.) 331.674-010). May be designated according to beauty service provided as Facial Operator (personal ser.); Marceller (personal ser.); Permanent Waver (personal ser.); Shampooer (personal ser.)

2. 620.261-010 AUTOMOBILE MECHANIC (automotive ser.) alternate titles; garage mechanic. Repairs and overhauls automobiles, buses, trucks and other automotive vehicles: Examines vehicle and discusses with customer or AUTOMOBILE-REPAIR-SERVICE ESTIMATOR (automotive ser.); AUTOMOBILE TESTER (automotive ser.); or BUS INSPECTOR (automotive ser.) nature and extent of damage or malfunction. Plans work procedure, using charts, technical manuals and experience. Raises vehicle, using hydraulic jack or hoist, to gain access to mechanical units bolted to underside of vehicle. Removes unit, such as engine, transmission or differential, using wrenches and hoist. Disassembles unit and inspects parts for wear, using micrometers, calipers and thickness gauges. Repairs or replaces parts, such as pistons, rods, gears, valves and bearings, using mechanic's handtools. Overhauls or replaces carburetors, blowers, generators, distributors, starters and pumps. Rebuild parts, such as crankshafts and cylinder blocks, using lathes, shapers, drill presses and welding equipment. Rewires ignition system, lights and instrument panel. Relines and adjusts brakes, aligns front end, repairs or replaces shock absorbers and solders leaks in radiator. Mends damaged body and fenders by hammering out or filling in dents and welding broken parts. Replaces and adjusts headlights, and installs and repairs accessories, such as radios, heaters, mirrors and windshield wipers. May be designated according to

specialty as Automobile Mechanic, Motor (automotive ser.); Bus Mechanic (automotive ser.); Differential Repairer (automotive ser.); Engine-Repair Mechanic, Bus (automotive ser.); Foreign-Car Mechanic (automotive ser.); Truck Mechanic (automotive ser.). May be designated: Compressor Mechanic, Bus (automotive ser.); Drive-Shaft –And-Steering-Post Repairer (automotive ser.); Engine-Head Repairer (automotive ser.); Motor Assembler (automotive ser.)

(Source: *Dictionary of Occupational Titles.*)

COMPLETE LEARNING ACTIVITY A.2-2
“MEDICAL ASSISTANT”

E. Occupational Outlook Handbook

1. Describes the employment outlook for 250 occupations
2. A “Tomorrow’s Jobs” section contains the Bureau of Labor Statistics’ projections of industry growth, occupational employment and labor force requirements through the year 2006.
3. The specific information provided for each occupation provides in-depth coverage of an occupation that can help people determine whether they are interested in pursuing this.
 - a. Specific information provided for each occupation includes:
 1. Highlights key occupational characteristics
 2. What workers do, the equipment they use, and how closely they are supervised
 3. How the duties of workers vary by industry, establishment and size of firm

4. How the responsibilities of entry-level workers differ from those of experienced, supervisory or self-employed workers
5. How technological innovations are affecting what workers do and how they do it
6. Emerging specialties
7. Typical hours worked
8. The workplace environment
9. Susceptibility to injury, illness and job-related stress
10. Necessary protective clothing and safety equipment
11. Physical activities required
12. Extent of travel required
13. The number of jobs the occupation provided in 1996
14. Key industries employing workers in the occupation
15. Geographic distribution of jobs
16. The proportion of part-time (fewer than 35 hours a week) and self-employed workers in the occupation
17. Most significant sources of training, typical length of training and training preferred by employers
18. Whether workers acquire skills through previous work experience, informal on-the-job training, formal training (including apprenticeships), the Armed Forces, home study or hobbies and other activities

19. Formal educational requirements-high school, postsecondary vocational or technical training, college or graduate or professional education
20. Desirable skills, aptitudes and personal characteristics
21. Certification, examination or licensing required for entry into the field, advancement or for independent practice
22. Continuing education or skill improvement requirements
23. Advancement opportunities
24. Forces that will result in growth or decline in the number of jobs
25. Relative number of job openings an occupation provides. Occupations which are large and have high turnover rates generally provide the most job openings – reflecting the need to replace workers who transfer to other occupations or stop working.
26. Degree of competition for jobs. Is there a surplus or shortage of jobseekers compared to the number of job openings available? Do opportunities vary by industry, size of firm or geographic location? Even in overcrowded fields, job openings do exist and good students or well-qualified individuals should not be deterred from undertaking training or seeking entry.
27. Susceptibility to layoffs due to imports, slowdowns in economic activity, technological advancements or budget cuts
28. Typical earnings of workers in the occupation

29. If earnings tend to vary with experience, location and tenure
30. Whether workers are compensated through annual salaries, hourly wages, commissions, piece rates, tips or bonuses
31. Earnings of wage and salary workers compared to self-employed persons, who held about 8 percent of all jobs in 1996
32. Benefits, including health insurance, pensions, paid vacation and sick leave, family leave, child care or elder care, employee assistance programs, summers off, sabbaticals, tuition for dependents, discounted airfare or merchandise, stock options, profit sharing plans, savings plans or expense accounts
33. Occupations involving similar aptitudes, interests, education and training
34. Listings of mailing addresses for associations, government agencies, unions and other organizations which provide useful occupational information. In some cases, toll-free phone numbers, Internet homepage addresses, FAX numbers and electronic mail addresses are provided.
35. Free or relatively inexpensive publications offering more information, some of which may be available in libraries, school career centers or guidance offices

(Source: *Occupational Outlook Handbook*.)

COMPLETE LEARNING ACTIVITY A.2-3
“TICKET SELLER”

F. Encyclopedia of Careers and Vocational Guidance

1. This career resource covers information on sixty-eight major industries including:
 - a. General information and background history of the industry (how the industry/field has developed and why it is important)
 - b. Statistics on current employment and production for the industry
 - c. Current status of the industry/field
 - d. The structure of the industry (general setup of how that industry works)
 - e. Outline of the career titles and paths that the industry involves
 - f. Employment opportunities (spectrum of work available to a person interested in the industry, from working for the largest employer to owning an independent business)
 - g. Statistics to show the best estimate of future success and performance
 - h. List of organizations that can provide career information on training, education, internships, scholarships and job placement (telephone numbers, e-mail addresses and World Wide Web sites)

(Source: *Encyclopedia of Careers and Vocational Guidance*)

**COMPLETE LEARNING ACTIVITY A.2-4
"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY A.2-5
"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY A.2
"CAREER REUNION"**

**COMPLETE MATH ACTIVITY A.2
"FIGURES FOR THE FUTURE"**

ADMINISTER POST-ASSESSMENT

LEARNING ACTIVITY A.2-1
“HIGH-PAYING, FAST-GROWING OCCUPATIONS”

OBJECTIVE: To research fast growing occupations that would provide high salaries

RESOURCES:

- Work Sheet—Learning Activity A.2-1
- Career reference sources (e.g., **Dictionary of Occupational Titles, Occupational Outlook Handbook, Encyclopedia of Careers and Vocational Guidance**, Internet)

SUGGESTED TIME: 3 hours (several days to a week between the initial assignment and the class reports/discussion)

DIRECTIONS:

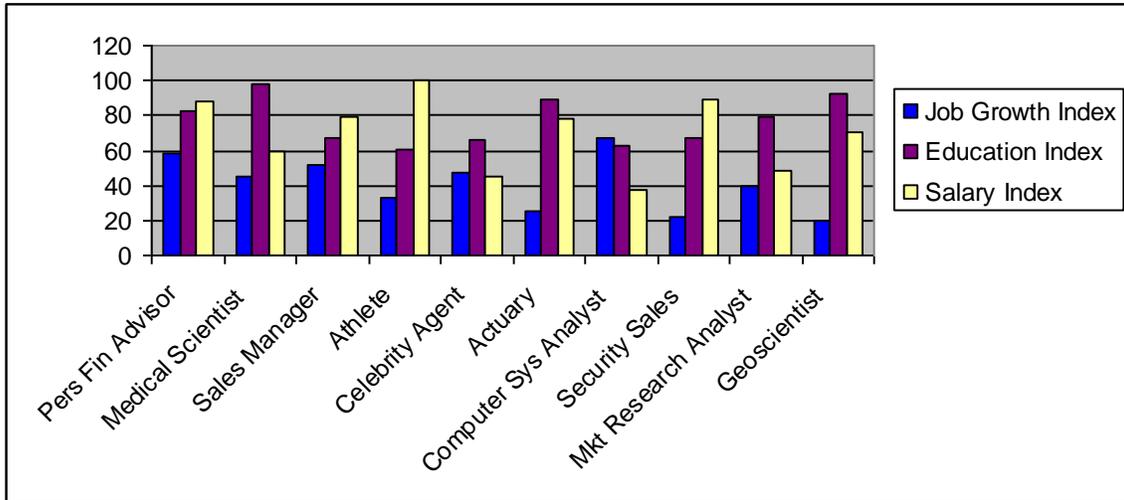
1. Pass out copies of the bar graph (“High-Paying, Fast-Growing Occupations”).
2. Have each student select one occupation from those listed on the list.
3. Each student will research the occupation to determine the major job tasks that a worker would be expected to perform.
4. On the date(s) assigned, each student will share the major job tasks with the class.
5. The job tasks should then be looked at in relationship to the average weekly wages for a full-time worker in this occupation.

DISCUSSION QUESTIONS:

1. How much education/training is necessary for each occupation?

2. Is there a relationship between the level of education/training and salary? Why?

LEARNING ACTIVITY A.2-1
“HIGH-PAYING, FAST-GROWING OCCUPATIONS”
WORK SHEET



2005. Bureau of Labor Statistics

The index on a scale of 1 – 100 is reflected on the graph above showing three dynamics: Job Growth, Education and Salary for the following occupations (left to right on the chart):

1. Personal Financial Advisor
2. Medical Scientist
3. Sales Manager
4. Athlete
5. Celebrity Agent
6. Actuary
7. Computer System Analyst
8. Security Sales (Stock Broker)
9. Market Research Analyst
10. Geoscientist

Occupations randomly selected from the top 25 jobs identified in this process. Identification process was conducted by:

Fast Company
 PO Box 2128
 Harlan, IA. 51593-0317

LEARNING ACTIVITY A.2-2
“MEDICAL ASSISTANT”

OBJECTIVE: To show an example of the career resource
Occupational Outlook Handbook

RESOURCES:

- Work Sheet—Learning Activity A.2-2
- Answer Key—Learning Activity A.2-2

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity A.2-2.
2. Tell students that the profile of a medical assistant comes directly from the **Occupational Outlook Handbook**.
3. Students are to read the information and answer the questions.
4. Discuss the answers in class.

LEARNING ACTIVITY A.2-2
“MEDICAL ASSISTANT”
WORK SHEET

MEDICAL ASSISTANTS:

(D.O.T. 078, 361-038; 079.362-010, 364-010 and –014 and .374-018; and 355.667-010)

SIGNIFICANT POINTS:

- “Medical Assistant” is expected to be one of the 10 fastest growing occupations through the year 2006.
- Job prospects should be best for medical assistants with formal training or experience.

NATURE OF THE WORK:

Medical assistants perform routine administrative and clinical tasks to keep the offices and clinics of physicians, podiatrists, chiropractors and optometrists running smoothly. Medical assistants should not be confused with physician assistants who examine, diagnose and treat patients, under the direct supervision of a physician. (Physician assistants are discussed elsewhere in the *Handbook*.)

The duties of medical assistants vary from office to office, depending on office location, size and specialty. In small practices, medical assistants are usually “generalists”, handling both administrative and clinical duties and reporting directly to an office manager, physician or other health practitioner. Those in large practices tend to specialize in a particular area under the supervision of department administrators.

Medical assistants perform many administrative duties. They answer telephones, greet patients, update and file patient medical records, fill out insurance forms, handle correspondence, schedule appointments, arrange for hospital admission and laboratory services, and handle billing and bookkeeping.

Clinical duties vary according to State law and include taking medical histories and recording vital signs, explaining treatment procedures to patients, preparing patients for examination and assisting the physician during the examination. Medical assistants collect and prepare laboratory specimens or perform basic laboratory tests on the premises, dispose of contaminated supplies and sterilize medical instruments. They instruct patients about medication and special diets, prepare and administer medications as directed by a physician, authorize drug refills as directed, telephone prescription to a pharmacy, draw blood, prepare patients for x rays, take electrocardiograms, remove sutures and change dressings.

Medical assistants may also arrange examining room instruments and equipment, purchase and maintain supplies and equipment and keep waiting and examining rooms neat and clean.

WORKING CONDITIONS:

Medical assistants work in well-lighted, clean environments. They constantly interact with other people and may have to handle several responsibilities at once.

Most full-time medical assistants work a regular 40-hour week. Some work part-time, evenings or weekends.

EMPLOYMENT:

Medical assistants held about 225,000 jobs in 1996. Seven in 10 jobs were in physician's offices, and over 1 in 10 was in offices of other health practitioners such as chiropractors, optometrists, and podiatrists. The rest were in hospitals, nursing homes and other health care facilities.

TRAINING, OTHER QUALIFICATIONS AND ADVANCEMENT:

Most employers prefer to hire graduates of formal programs in medical assisting. Formal programs in medical assisting are offered in vocational-technical high schools, postsecondary vocational schools, community and junior colleges and in colleges and universities. Postsecondary programs usually last either 1 year, resulting in a certificate or diploma or 2 years, resulting in an associate degree. Courses cover anatomy, physiology and medical terminology as well as typing, transcription, recordkeeping,

accounting and insurance processing. Students learn laboratory techniques, clinical and diagnostic procedures, pharmaceutical principles, medication administration and first aid. They study office practices, patient relations, medical law and ethics. Accredited programs include an internship that provides practical experience in physicians' offices, hospitals or other health care facilities.

Although formal training in medical assisting is available, such training – while generally preferred – is not always required. Some medical assistants are trained on the job, although this is less common than in the past. Applicants usually need a high school diploma or the equivalent. Recommended high school courses include mathematics, health, biology, typing, bookkeeping, computers and office skills. Volunteer experience in the health care field is also helpful.

Because medical assistants deal with the public, they must be neat and well-groomed and have a courteous, pleasant manner. Medical assistants must be able to put patients at ease and explain physicians' instructions. They must respect the confidential nature of medical information. Clinical duties require a reasonable level of manual dexterity and visual acuity.

Medical assistants may be able to advance to office manager. They may qualify for a wide variety of administrative support occupations or may teach medical assisting. Some, with additional education, enter other health occupations such as nursing and medical technology.

JOB OUTLOOK:

Employment of medical assistants is expected to grow much faster than the average for all occupations through the year 2006 as the health services industry expands due to technological advances in medicine and a growing and aging population. It is one of the fastest growing occupations.

Employment growth will be driven by the increase in the number of group practices, clinics and other health care facilities that need a high proportion of support personnel, particularly the flexible medical assistant who can handle both administrative and clinical duties. Medical assistants primarily work in outpatient settings, where much faster than average growth is expected.

In view of the preference of many health care employers for trained personnel, job prospects should be best for medical assistants with formal training or experience, particularly those with certification.

EARNINGS:

The earnings of medical assistants vary widely, depending on experience, skill level and location. According to the *1997 Staff Salary Survey* published by the Health Care Group, average hourly wages for medical assistants with less than 2 years of experience ranged from \$8.07 to \$10.90 in 1996. Average hourly wages for medical assistants with more than 5 years of experience ranged from \$10.38 to \$13.46. Wages were higher in the Northeast and West and lower in the Midwest and South.

RELATED OCCUPATIONS:

Workers in other medical support occupations include medical secretaries, hospital admitting clerks, pharmacy helpers, medical record clerks, dental assistants, occupational therapy aides and physical therapy aides.

(Source: *Occupational Outlook Handbook*.)

MEDICAL ASSISTANTS

1. What are the working conditions for a medical assistant?

2. What types of places do medical assistants work?

3. Is formal training always required to be a medical assistant?

4. How much do medical assistants earn?

5. What are some related occupations?

6. Where can medical assistants advance to on the job?

7. What administrative duties does a medical assistant perform?

8. What clinical duties does a medical assistant perform?

LEARNING ACTIVITY A.2-3
“TICKET SELLER”

OBJECTIVE: To show an example of the career resource
Dictionary of Occupational Titles

RESOURCES:

- Work Sheet—Learning Activity A.2-3
- Writing board or flipchart and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of work sheets for Learning Activity A.2-3.
2. Explain to students that the description of the ticket seller is taken directly from the **Dictionary of Occupational Titles**.
3. Put students in groups of two to three.
4. Have each group elect a recorder.
5. Each group will read the tasks for the ticket seller and identify what specific skills a person would have to develop in order to be successful on the job.
6. Have groups share their lists in class.
7. Use the writing board or flipchart to record responses.

LEARNING ACTIVITY A.2-3
“TICKET SELLER”
WORK SHEET

211.467-030 TICKET SELLER (clerical) alternate titles: cashier, ticket selling

Sells tickets for travel on ferryboats, street railroads, buses and for admission to places of entertainment, such as skating rinks, baseball parks, stadiums and amusement parks: Depresses key on ticket-dispensing machine that automatically ejects number of tickets requested by patron or tears tickets from roll and hands ticket to patron. Accepts payment and makes change. Answers questions concerning fares, routes, schedules and reservations, and gives information concerning coming attractions. Keeps daily balance sheet of cash received and tickets sold. May fill reservations for seats by telephone or mail. May sell tickets from box office and be designated Cashier, Box Office (amuse. & rec.). May collect fares from repeat riders at amusement park and be designated Second-Ride-Fare Collector (amuse.& rec.). May collect fares from railroad passengers at station and sell commuter tickets and be designated Station Agent (r.r.trans.) II.

LEARNING ACTIVITY A.2-3
“TICKET SELLER SKILLS”
WORK SHEET

Technical Skills	Reading Skills	Math Skills	Communication Skills	Other Skills

LEARNING ACTIVITY A.2-4
"JOURNAL WRITING"

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY A.2-4
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY A.2-5
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity A.2-5

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative And Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry and labor organizations are good sources of field trips, guest speakers, job opportunities and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY A.2
“CAREER REUNION”

OBJECTIVE: To demonstrate recall and retention

RESOURCES: Reading Activity A.2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity A.2 and distribute to each student.
2. Prepare the “Predictions” forms for the class by writing the name of a different student on each form (two forms per page). Use all students in the class.
3. Have students read “Career Reunion, Scene One.”
4. Have students complete “After Career Day” and share their responses.
5. Have students read “Career Reunion, Scene Two.”
6. Have students complete “Reunion Memories,” and check their answers for accuracy.
7. Distribute “Predictions” to the students, stressing the requirement of keeping comments positive and making sure that no student gets his/her own name.
8. After the students turn in their work, check the “predictions” activity for appropriateness of content and positive comments.
9. Post the “Predictions” comments around the room.

"CAREER REUNION"

SCENE ONE:

The minute hand hit the top of the hour, the bell rang and another career day at Central High School was over. Students crowded into the halls packed together like a department store the day before Christmas. Three senior students managed to squeeze their way out of the mob and onto the sidewalk in front of the school. Desmond, Hugo and Deva had been friends through all four years at Central, and now graduation seemed too close to be real.

"You know," said Hugo, "for as long as we have known each other, I don't think we've ever talked about what any of us wanted to do for a job... I mean like for a serious job."

"You mean for a *career*?" shot back Deva.

"Yeah, that's what I mean" Hugo said smiling.

"That's easy for Deva," Desmond jumped in, "she'll be a veterinarian."

"That's right," agreed Hugo, "You've got all those pictures of dogs and horses and other animals you collect. That's not the usual 'girl' stuff."

"Well, maybe," agreed Deva pensively. "I do love animals and get pretty good grades in science. "You know, that sounds pretty good. What about you, Desmond?"

"Anything that makes a lot of money! All I want to know is what makes the most cash," said Desmond, as if he needed to make his point clear.

"Oh, that's easy," Hugo jumped in, "The guy making the career presentation in my class said sales makes the most money. You'll be a salesman."

Desmond was quiet for a moment and a little disappointed. Finally, he shook his head slightly and said "No, no, no... I don't like selling. I want to do something... anything else... not selling."

“Yeah, but you’ll be rich,” insisted Hugo, as if Desmond didn’t have a choice.

Desmond started to laugh, “Not the way / sell! I’ll starve to death.”

“Before that happens, let’s stop for something to eat,” suggested Deva. “My treat.” They had been walking for about a block now and were in front of Burgers Plus, one of their favorite hangouts.

Once inside and in a booth with a basket of fries and drinks, Desmond asked Hugo, “What about you, man? Gonna stay with the old family business?” Hugo’s family owned Martinez Music. The business was doing pretty good and Hugo worked there on weekends.

“Yeah, I guess so,” said Hugo without much thought, “I’d really like to do something playing music in a band... you know, a little night club work, do a couple tours, become a rock star... that kind of thing.” Desmond and Deva laughed. They had heard Hugo play.

“Hey, Hugo, what’d you do with that money your mother gave you?” asked Desmond with a grin.

“That’s an old joke, man!” answered Hugo, laughing.

“Well,” Deva said, “Nobody knows what the future will bring. It’s like a mystery. I guess time will tell.”

Directions: Before reading Scene Two, complete reading activity “After Career Day.”

“AFTER CAREER DAY”

DIRECTIONS: In the blanks below, list what occupation the story indicates Desmond, Hugo and Deva will enter. Then, write an occupation that you might pick for each of the three characters if you were writing the story.

Write down your reasons for your choices and share them with the class. When you are finished with this exercise, read Scene Two and see how closely your selection matches that of the author.

<u>Character</u>	<u>Story Occupation</u>	<u>Occupation you pick</u>
Desmond	_____	_____
Hugo	_____	_____
Deva	_____	_____

REASONS:

Desmond:

Hugo:

Deva:

"CAREER REUNION"

SCENE TWO:

Desmond, Hugo and Deva graduated in May of that year. Each went to pursue what life had to offer. They quickly lost contact with each other and ten years have come and gone. It was the end of summer and Central High was hosting its ten-year reunion. Most everyone had been contacted and a large crowd was expected.

All three made their plans to go. And, for some reason, Desmond, Hugo and Deva were all reminded of that conversation they had at Burgers Plus on Career Day. Each one wondered about what had happened for the other two. It was almost magical the way Hugo and Deva saw each other instantly once inside the reunion. They hugged. Hugo introduced his wife, Deva introduced her husband, and they found a table.

"Well," started Hugo, "I'm dying to find out what everyone is doing now. I haven't heard from Desmond and have no idea what he's into."

Deva looked up, "Oh, I can tell you exactly what he's doing," she said.

"Has he written you?" Hugo asked.

"No," Deva said smiling, "but he's right behind you."

Hugo turned his chair to see Desmond walking up from behind in full dress uniform as an officer in the U.S. Marines. Desmond smiled from ear to ear and stuck out his hand. "None of that stuff!" declared Hugo as he jumped up and hugged the Marine major. After everyone was seated again, Hugo asked, "Hey, what about all that stuff about the money... you had to make a lot of money... the Marines pay that good?"

"They pay all right," chuckled Desmond, "but, you know that day in high school after the career day? That was the day I discovered that there *really* were things in life more important to me than money. I get to see the world and do a lot of things; but mostly, I feel like I'm doing something important... that I'm making a difference." The other two just stared at Desmond in disbelief. "But hey," Desmond interrupted himself, "enough

about me. What are you two doing? Did you become a veterinarian, Deva?”

Deva’s eyes looked up at the ceiling and she let out a long quiet, “We-e-e-I, not exactly. As it turns out, I didn’t like animals as much as I liked pictures of animals. On film, they just communicate so much beauty and grace... they say so much. Anyway, I’m a photographer for *Today’s Nature* magazine and I just love it.” Deva paused and said, “OK, what about you Hugo? You were going to stay with the ‘old family business.’ What happened?”

“That’s what I did,” Hugo responded with wide eyes, surprised that Deva had remembered. “I finished a degree in business management and just stayed with the business. We’ve got five stores now and I oversee the operation. I guess no surprises here.”

“The future sure is like a mystery though,” said Desmond, remembering their conversation ten years ago. “There’s no guarantees. We’re pretty happy in the careers we’ve ended up in. I just wonder... is it what we’re supposed to be?”

“Yeah it is,” answered Deva, “We’re supposed to be ourselves.”

REUNION MEMORIES

DIRECTIONS: Answer the following questions from the Career Reunion story.

1. In what year of high school were Desmond, Hugo and Deva?

2. What was the name of the music store that Hugo's family owned?

3. Why did Desmond believe that Deva would become a veterinarian?

4. According to Hugo's career day speaker, what career made the most money?

5. What was the name of restaurant the three would hang out in?

6. What was the reason the others did not believe Hugo would become a rock star?

7. How many years had passed between graduation and the reunion?

8. What was Desmond's rank in the Marines?

9. What is the name of the magazine for which Deva works?

10. In what did Hugo get a degree?

PREDICTIONS

DIRECTIONS: Complete this form for the person that is identified on this form. Be certain that all of your comments are positive. Relate your comments to interests, aptitudes and experiences that you may have observed about that student. Do not sign the form or identify yourself.

I BELIEVE THAT _____ WILL BECOME A(N):

BECAUSE HE/SHE:

PREDICTIONS

DIRECTIONS: Complete this form for the person that is identified on this form. Be certain that all of your comments are positive. Relate your comments to interests, aptitudes and experiences that you may have observed about that student. Do not sign the form or identify yourself.

I BELIEVE THAT _____ WILL BECOME A(N):

BECAUSE HE/SHE:

MATH ACTIVITY A.2
“INTERESTS, APTITUDES AND ABILITIES”

OBJECTIVE: To demonstrate the ability to solve basic algebraic equations

RESOURCES: Work Sheet—Math Activity A.2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet “Interests, Aptitudes and Abilities.”
2. Direct the students to use basic algebraic principles and arithmetic to solve for “x” in each of the problems.
3. Check the results, being careful to have students explain their answers.
4. Have students present several formulas to the bonus question.

Note to Specialist: For several (or all) of the problems, have a student present their answers by going to the board and working through the problem.

MATH ACTIVITY A.2
“INTERESTS, APTITUDES AND ABILITIES”
WORK SHEET

DIRECTIONS: Using basic principles of algebra and arithmetic to solve the following problems.

1. A well-known company in Dallas offers a 15% bonus added to every monthly paycheck to any employee that is bilingual. If “x” equals the size of the bonus, solve the following problems:

- a. The total monthly pay is \$4,140. What is the bonus?

$$x = \$4,140 - \left(\$4,140 / 1.15 \right)$$

- b. The monthly salary before the bonus is \$2800. What is the bonus?

$$\begin{array}{r} x \\ -1.5 = \$2800 \end{array}$$

- c. The bonus is \$300. What is the salary before the bonus?

$$\begin{array}{r} x \\ - .15 = \text{Salary} \end{array}$$

- d. The bonus is \$450. What is the salary after the bonus?

$$\frac{x}{.15} + x = \text{Salary after bonus}$$

2. Many people enter occupations that involve hobbies they have enjoyed for years. However, in most cases, formal training is still needed. The money spent on training is almost always an investment with great return. Answer the following questions by solving for “x:”

- a. The cost of diesel mechanics training is \$16,000. If the training results in an increase of \$500 per month, how many years will it take for a person to earn back this investment in training? x= # of years.

$$(\$500)(12)x = \$16,000$$

- b. An interest/aptitude test identifies occupations with high interest scores *and* high aptitude scores. If it takes two interest points to have the same influence as one aptitude point **and** if the first 15 points don't have any effect, how many interest points would be needed to equally match an aptitude score of 175?

$$\frac{x - 15}{2} = 175$$

- c. The average worker spends 45 years employed full time. Most people will change careers three times in their life. If an employee spends 15 years in his/her first career, and if the second career is twice as long as the third career, how many years does that person spend in their third career?

$$2x + x + 15 = 45$$

- d. Elisa is an excellent salesperson. She enjoys her job because she likes to spend time both in her office and calling on clients. However, Elisa prefers to spend three times as much time calling on clients as she does in her office. She works eight hours per day, five days per week. How many hours does Elisa spend in her office during a “perfect” week?

$$\frac{x + 3x}{5}$$

BONUS!

If a student spends two years in high school and three years in tech school preparing for related careers totaling 45 years, how many years of work does that worker enjoy for each year of training? Create your own formula and share your answers.

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
Some questions will have more than one answer.

1. What kinds of questions should you answer before deciding on an occupation that might be right for you?

2. What job factors should you look at before identifying a specific occupation that might be right for you?

3. What is one of the most common mistakes people make in choosing a career?

4. What information does the **Dictionary of Occupational Titles** provide for each job listed?

5. Name eight (8) pieces of information provided for each occupation in the **Occupational Outlook Handbook**.

6. What specific information does the **Encyclopedia of Careers and Vocational Guidance** provide for each of the industries included in the volume?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What kinds of questions should you answer before deciding on an occupation that might be right for you?
 - How much education would you like your career to require?
 - Where do you want to work?
 - Do you want to work with people, information or things?
 - Do you want to work alone or as part of a team?
 - Do you want to supervise others or do you want them to supervise you?
 - How much responsibility do you want?
 - How do you feel about working with details?
 - How do you feel about performing the same task over and over?

2. What job factors should you look at before identifying a specific occupation that might be right for you?
 - Job environment - primarily outdoors, primarily indoors, etc.
 - Compensation - Salary, commission, bonuses, etc.
 - Time - Set work schedule, flexible work schedule, overtime, etc.
 - People contact - Work alone, supervise others, work independently, etc.
 - Education required - High school graduation/diploma, apprenticeship, technical school, etc.

3. What is one of the most common mistakes people make in choosing a career?
 - One of the most common mistakes people make in choosing a career is not being aware of the career options that they can choose from.
 - There are a variety of tools that can be used for career investigation purposes.
 - This research should be used along with your career aptitude and interest results to help you decide on an appropriate career pathway to pursue.

4. What information does the **Dictionary of Occupational Titles** provide for each job listed?
- Lists over 20,000 job titles and describes them by physical demands, working conditions, interests, educational requirements and vocational preparation
5. Name eight (8) pieces of information provided for each occupation in the **Occupational Outlook Handbook**.
- Highlights key occupational characteristics
 - What workers do, the equipment they use and how closely they are supervised
 - How the duties of workers vary by industry, establishment and size of firm
 - How the responsibilities of entry-level workers differed from those of experienced, supervisory or self-employed workers
 - How technological innovations are affecting what workers do and how they do it
 - Emerging specialties
 - Typical hours worked
 - The workplace environment
 - Susceptibility to injury, illness and job-related stress
 - Necessary protective clothing and safety equipment
 - Physical activities required
 - Extent of travel required
 - The number of jobs the occupation provided in 1996
 - Key industries employing workers in the occupation
 - Geographic distribution of jobs
 - The proportion of part-time (fewer than 35 hours a week) and self-employed workers in the occupation
 - Most significant sources of training, typical length of training and training preferred by employers
 - Whether workers acquire skills through previous work experience, informal on-the-job training, formal training (including apprenticeships), the Armed Forces, home study or hobbies and other activities

- Formal educational requirements-high school, postsecondary vocational or technical training, college or graduate or professional education
- Desirable skills, aptitudes and personal characteristics
- Certification, examination or licensing required for entry into the field, advancement or for independent practice
- Continuing education or skill improvement requirements
- Advancement opportunities
- Forces that will result in growth or decline in the number of jobs
- Relative number of job openings an occupation provides
- Occupations which are large and have high turnover rates generally provide the most job openings – reflecting the need to replace workers who transfer to other occupations or stop working
- Degree of competition for jobs. Is there a surplus or shortage of jobseekers compared to the number of job openings available
- Do opportunities vary by industry, size of firm or geographic location? Even in overcrowded fields, job openings do exist, and good students or well-qualified individuals should not be deterred from undertaking training or seeking entry
- Susceptibility to layoffs due to imports, slowdowns in economic activity, technological advancements or budget cuts
- Typical earnings of workers in the occupation
- If earnings tend to vary with experience, location and tenure
- Whether workers are compensated through annual salaries, hourly wages, commissions, piece rates, tips or bonuses
- Earnings of wage and salary workers compared to self-employed persons
- Benefits, including health insurance, pensions, paid vacation and sick leave, family leave, child care or elder care, employee assistance programs, summers off, sabbaticals, tuition for dependents, discounted airfare or merchandise, stock options, profit sharing plans, savings plans or expense accounts
- Occupations involving similar aptitudes, interests, education and training
- Listings of mailing addresses for associations, government agencies, unions and other organizations which provide useful occupational information. In some cases, toll-free phone

numbers, Internet homepage addresses, FAX numbers and electronic mail addresses are provided

- Free or relatively inexpensive publications offering more information, some of which may be available in libraries, school career centers or guidance offices

6. What specific information does the **Encyclopedia of Careers and Vocational Guidance** provide for each of the industries included in the volume?

- General information and background history of the industry (how the industry/field has developed and why it is important)
- Statistics on current employment and production for the industry
- Current status of the industry/field
- The structure of the industry (general setup of how that industry works)
- Outline of the career titles and paths that the industry involves
- Employment opportunities (spectrum of work available to a person interested in the industry, from working for the largest employer to owning an independent business)
- Statistics to show the best estimate of future success and performance
- List of organizations that can provide career information on training, education, internships, scholarships and job placement (telephone numbers, e-mail addresses and World Wide Web sites)

ANSWER KEY
LEARNING ACTIVITY A.2-2

1. What are the working conditions for a medical assistant?
 - Well-lighted, clean environments
 - Constantly interact with people
 - Have to handle several responsibilities at once
 - Regular 40-hour weeks or part-time evenings or weekends

2. What types of places do medical assistants work?
 - Offices
 - Clinics
 - Out-patient settings

3. Is formal training always required to be a medical assistant?
 - No, although job prospects should be best for medical assistants with formal training or experience, particularly those with certification

4. How much do medical assistants earn?
 - Average hourly wages with less than 2 years of experience from \$8.07 to \$10.90
 - Average hourly wages with more than 5 years of experience from \$10.38 to \$13.46

5. What are some related occupations?
 - Medical secretaries
 - Hospital admitting clerks
 - Pharmacy helpers
 - Medical record clerks
 - Dental assistants
 - Occupational therapy aides
 - Physical therapy aides

6. Where can medical assistants advance to on the job?
 - Office manager
 - Administrative support occupations
 - Teach medical assisting
 - Enter other health occupations (nursing, medical technology) with additional education

7. What administrative duties does a medical assistant perform?
 - Answer phones
 - Greet patients
 - Update and file patient medical records
 - Fill out insurance forms
 - Handle correspondence
 - Schedule appointments
 - Arrange for hospital admission and laboratory services
 - Handle billing and bookkeeping

8. What clinical duties does a medical assistant perform?
 - Taking medical histories
 - Recording vital signs
 - Explaining treatment procedures to patients
 - Preparing patients for examination
 - Assisting the physician during the examination

ANSWER KEY
READING ACTIVITY

1. Seniors or 12th grade
2. Martinez Music
3. She collected pictures of animals
4. Sales
5. Burgers Plus
6. Not enough talent
7. 10 years
8. Major
9. Today's Nature
10. Business management

PREDICTIONS:

- Answers will vary

ANSWER KEY
MATH ACTIVITY

1a. $X = \$540$

1b. $X = \$4200$

1c. $\$2000$

1d. $\$3450$

2a. $2 \frac{2}{3}$ years

2b. 365 interest points

2c. 10 years

2d. 10 hours

BONUS – FORMULAS VARY, ONE POSSIBLE FORMULA IS:
 $(2\text{YRS}+3\text{YRS})X=45\text{YRS},X=9\text{YRS}$