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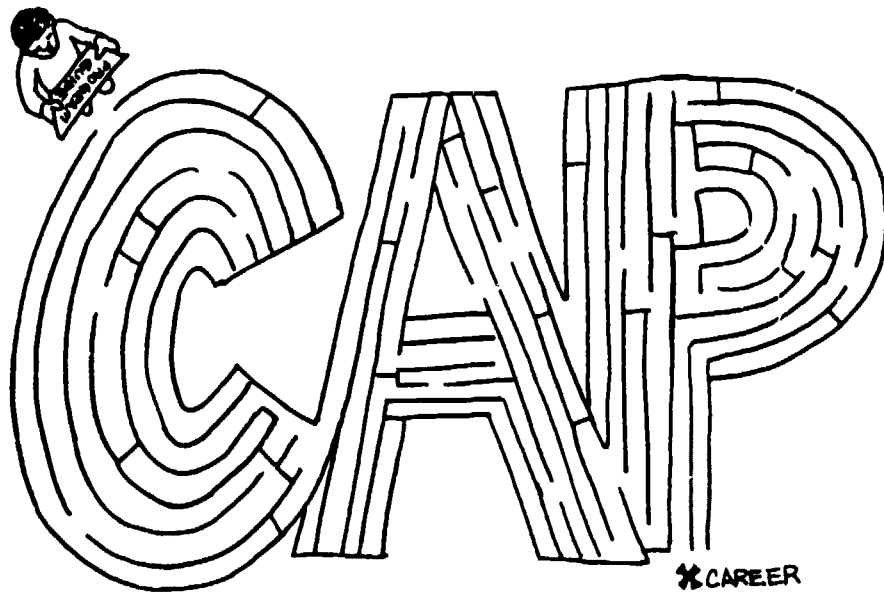
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ABSTRACT

This program guide is one of the 14 components (see note) of the Career Alert Planning (CAP) program, a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interest, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This program guide, designed for use by the participants, contains four sections. The Introduction explains the CAP program and the program materials. It gives the participant explicit instructions on how to begin and proceed through the first phase of the program. Following the Introduction, the Procedure section of the guide gives the participant instructions on how to progress through the program. It tells the participant what to do after he or she has completed work in each occupation. The third section, the Plan, contains information and direction in career decision making and planning. Finally, the fourth section of the guide consists of Reaction Forms which participants use to record their reactions to the tasks or activities they do. They note the things they like and dislike, the things they can and cannot do, and other pertinent information they need for career planning. These Reaction Forms relate to the 10 basic job functions (and 40 occupational titles) explored in the Job Function Booklets (see note). (KC)

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CAP

into books

Program Guide

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
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Career Alert Planning

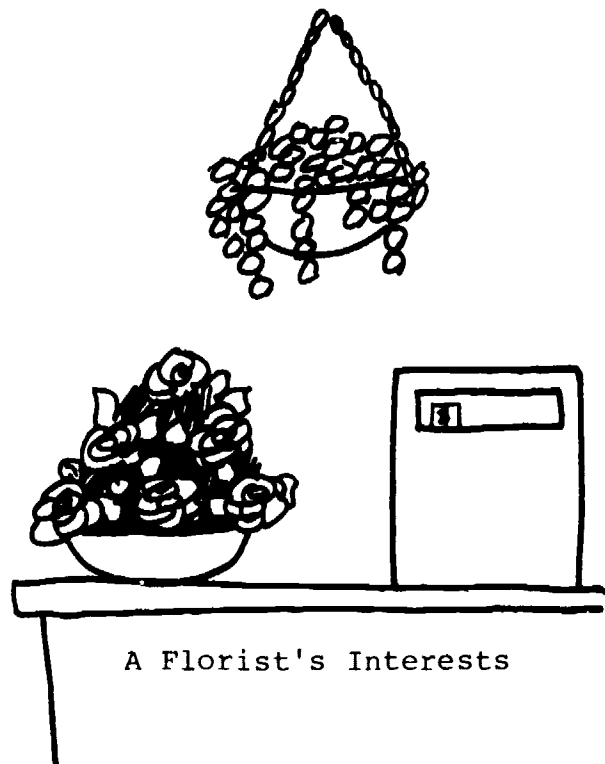
The Career Alert Planning Program will help you . . .

- learn more about yourself and
- learn about the kinds of work you might consider in your career plans.

As you take part in this program, you will learn about your interests and abilities. You will also learn about the interests and abilities of workers in many occupations.



My Interests

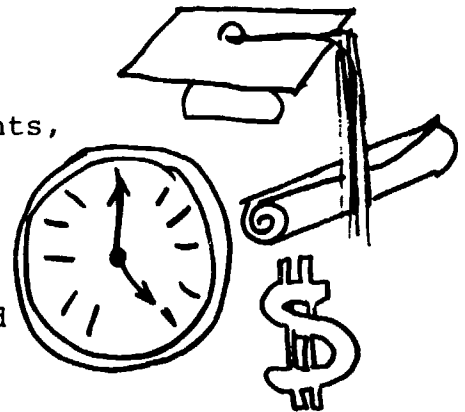


A Florist's Interests

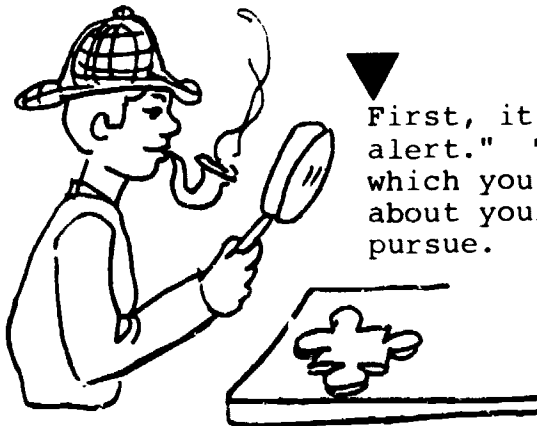
You will be able to try some tasks workers do in their jobs. And you will learn how well suited you are to the work. You will learn about . . .

job responsibilities,
education and training requirements,
salary levels,
work hours, and
the employment outlook.

All this information will help you. It will lead you to make decisions and plans about the kind of work you want to do.

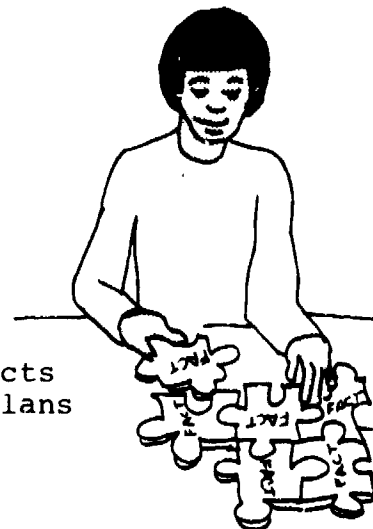


Thus, the Career Alert Planning (CAF) program serves you in two ways:



First, it involves you in a "career alert." That is a period of time in which you receive signals or clues about yourself and the work you might pursue.

Second, it helps you to use the facts you gather to make decisions and plans about your career.



Interests

Your interests are clues to the kind of work you will enjoy. Because . . .

Interests are things
you like to do.

People have many kinds of interests. Some are general interests. That is, they relate to many areas of a person's life. For example,

I like doing things that require physical activity.

General interests lead people to various activities. They help people choose what they will do. For example,

At home

I mow the lawn and scrub the floors.



At recreation time

I play baseball and jog.



At work

I do road construction.



Doing interest-related activities helps people learn their special interests. It helps them decide the things they most enjoy. These experiences help people to know more about their likes and dislikes.

- I like to mow the lawn.
- I do not like to scrub floors.
- I like baseball.
- I do not like to jog.
- I like doing road construction work.



You have many special interests of your own. Have you ever stopped to think what they might be? Try to identify some of them. Do the following exercise.

Exercise:

Read the following general interests.
Check one that you like best.

I like doing things
with other people.

I like doing things alone.



Next, list the activities you do because
of this interest. (Fill in the sentences
below.)

At home

I _____

I _____

I _____

During recreation time

I _____

I _____

I _____

Read what you wrote. Can you choose
three things you like to do best? Place
a check in front of these special
interests.

Now, do you have a better idea of your interests? Do you see how general interests lead you to activities? And do you see how activities help you to find special interests?



Discovering special interests takes a lot of time and thought. The CAP program will help you in this discovery. It will help you to learn about your special interests. It will help you find out how those interests relate to work in various careers. This discovery process is an ongoing thing. It continues from one month or year to another. This is because your interests change. You may have interests tomorrow that you know nothing about today.

Abilities

Abilities are things you are able to do. They are general things like, "I can play sports." They are specific things like, "I can play baseball." But all abilities are discovered through experiences.

I didn't know I could play baseball until I tried it.



The CAP program will help you think about your past experiences. It will also lead you to new experiences. These experiences will help you identify your unique abilities.

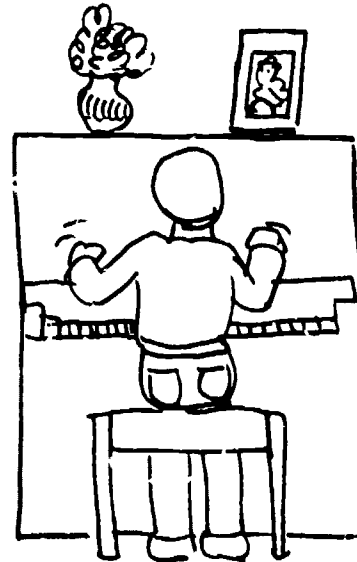
Abilities are important to consider when choosing an occupation. This is because abilities are clues. They suggest the kinds of things you will be able to do well. Things you are able to do well are called skills.

Abilities--things you are able to do.
Skills--things you are able to do well.

People who work in occupations need special skills to do their work. They use their abilities to develop these skills. For example,

Ability

I am able to play the piano.
I can sit at the piano and play a few simple tunes.

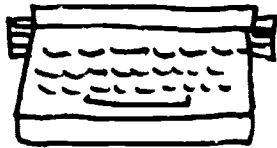


Skill

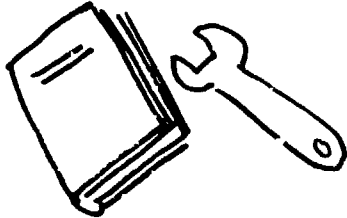
I have studied piano for many years. I practice at least three hours every day. I have played in private recitals. I have played for small and large audiences. I am a skilled pianist.

Thinking about your abilities will help you identify the kinds of things you might be able to do well--the kinds of skills you could learn. This information will be useful to you as you make your career plans.

In the next few weeks you will explore many different occupations.



- ▼
- You will find out about the interests and abilities of various workers. You will learn about the skills they need to do in their jobs.



- ▼
- You will learn how your interests and abilities match those of different workers.



- ▼
- You will learn how you can develop skills.

Step 1. Do a Self-Inventory

The first step in Career Alert Planning is to do a self-inventory . . . an inventory of your interests and abilities. This inventory will direct you toward a variety of occupations that seem most suited to you.

A. Sort

- Get the Self-Inventory Cards.

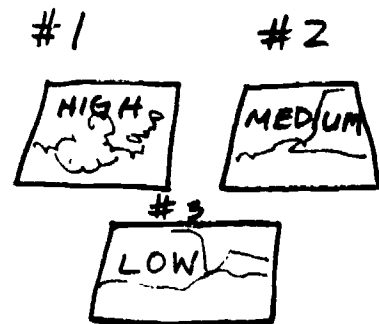


- Read these cards. Place each card in one of three piles:

Pile #1 - cards that reflect a high interest or ability

Pile #2 - cards that reflect medium interest or ability

Pile #3 - cards that reflect low interest or ability

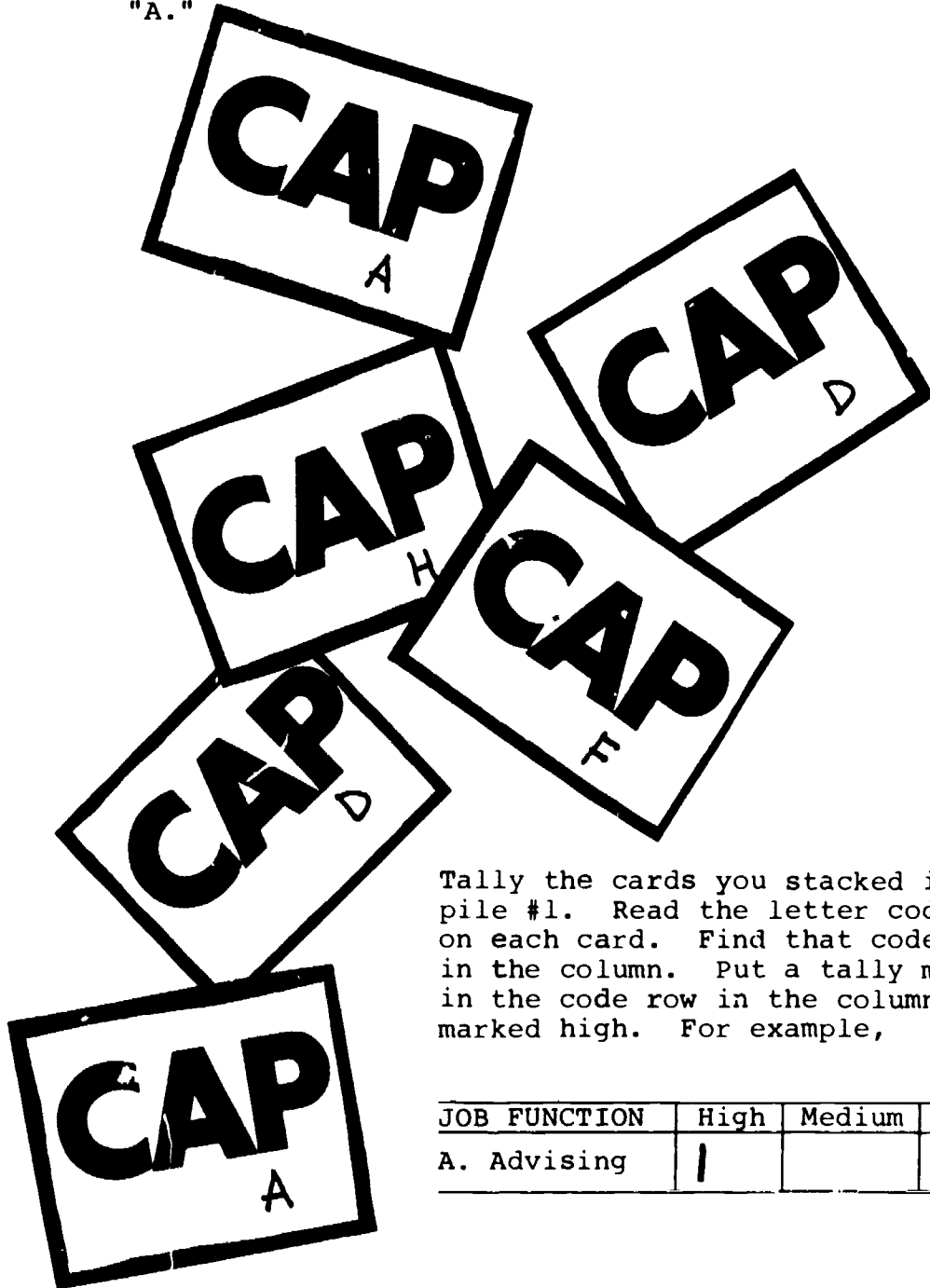


- Turn the cards in pile #1 over. Make sure the letter codes are facing up. Each letter is coded to a job function. A job function is a general function or activity that is performed by workers in certain occupations or jobs. (For example, building and making is a job function.)



B. Tally

- Look at the Self-Inventory Chart on the next page. Read the Job Function column. Now, read each job function and its letter code. For example, the job function of "advising" has the letter code "A."



Tally the cards you stacked in pile #1. Read the letter code on each card. Find that code in the column. Put a tally mark in the code row in the column marked high. For example,

JOB FUNCTION	High	Medium	Low
A. Advising			

- Next, tally the cards in pile #2-- medium interest and ability-- and in pile #3--low interest and ability.



When you put a fifth tally mark under a column in a row, do it this way. Place the fifth mark across the other four marks, like this:



If you record a sixth tally, it should look like this:



This method of recording makes it easy to add the total marks in each row.

Are all your cards tallied in the right columns? Good! Now you are ready to find the job function for which you seem the most suited. Look in the "high" column. Find the job function that has the most tally marks.

Self-Inventory Chart

CARD SORT

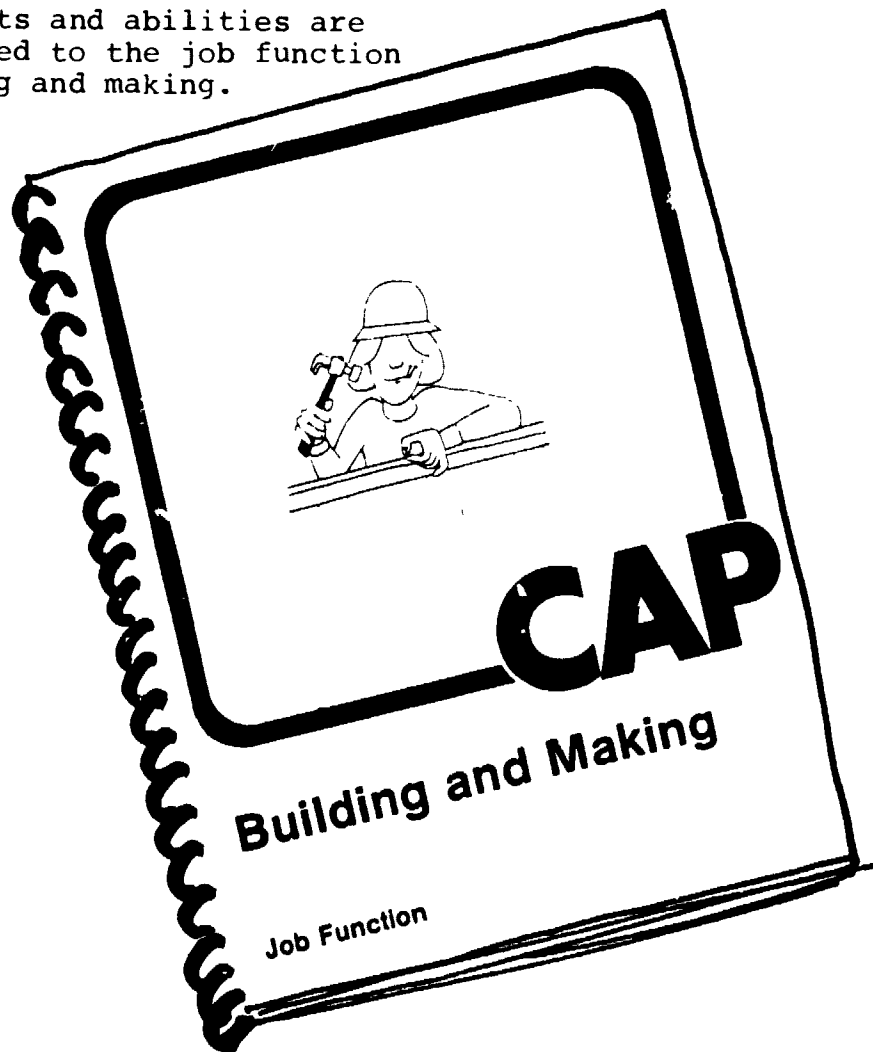
JOB FUNCTION	high	medium	low
A. ADVISING			
B. ARRANGING			
C. BUILDING AND MAKING			
D. DOING CLERICAL WORK			
E. HELPING			
F. MAINTAINING AND REPAIRING			
G. THINKING IN PICTURES			
H. USING ENVIRONMENTAL INFORMATION			
I. WORKING WITH EQUIPMENT			
J. WORKING WITH NUMBERS AND SYMBOLS			

Write the name of this job function here:

This is the job function for which you indicated the most interest and ability. Therefore, the group of occupations in this function are the ones you will explore first.

FOR EXAMPLE,

My interests and abilities are most related to the job function of building and making.

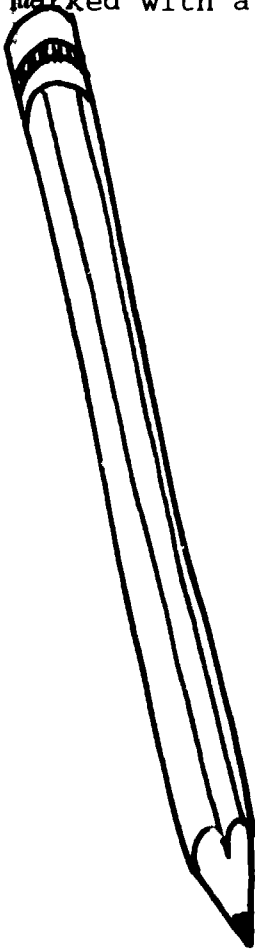


Step 2. Learn about the CAP program materials

The Career Alert Planning program contains the following materials:

Program Guide

One Program Guide is provided for each student. (You are using this guide now.) The guide contains four parts. Each section is introduced with a page marked with a vertical black line.

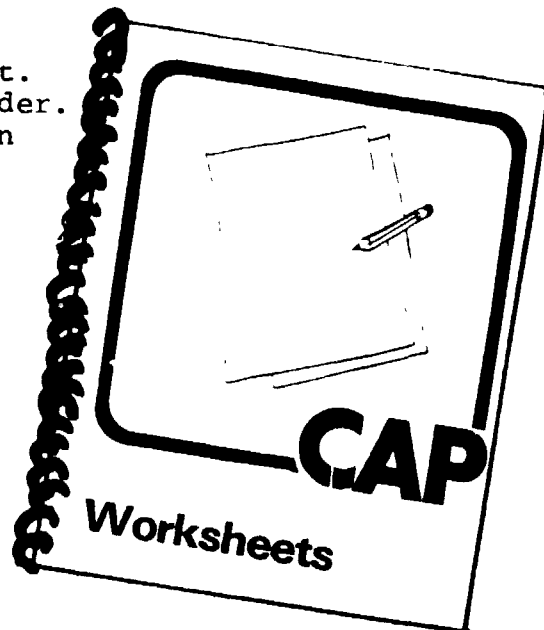


- ▶ Introduction--You are reading the introduction now. It explains the Career Alert Planning program and the program materials.
- ▶ Procedure--This part of the guide gives you directions on use. It tells you what to do after you have completed the work in each occupation.
- ▶ Plan--This section gives information and direction about career planning.
- ▶ Reaction Forms--These are forms you will use to record your reactions to the work you do. You will note what you like and dislike. You will note what you can and cannot do.

The Program Guide is yours to write in. You may use it for future reference.

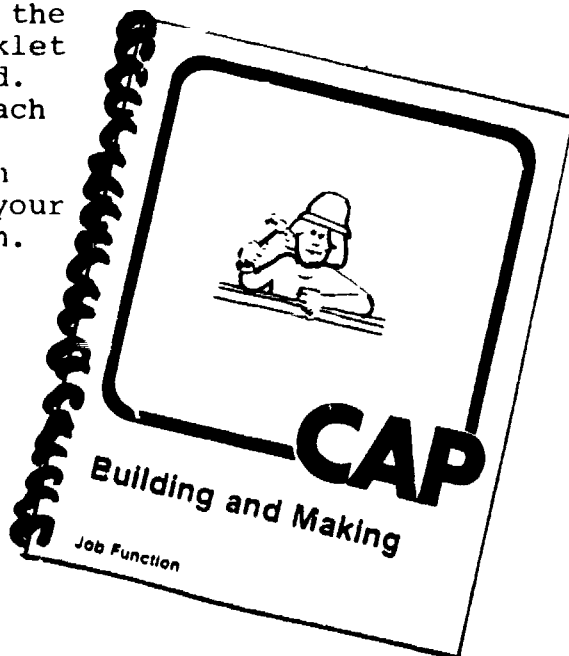
Worksheet Booklet

All worksheets are in this booklet. They are arranged in numerical order. Each worksheet has a number and an occupational title.

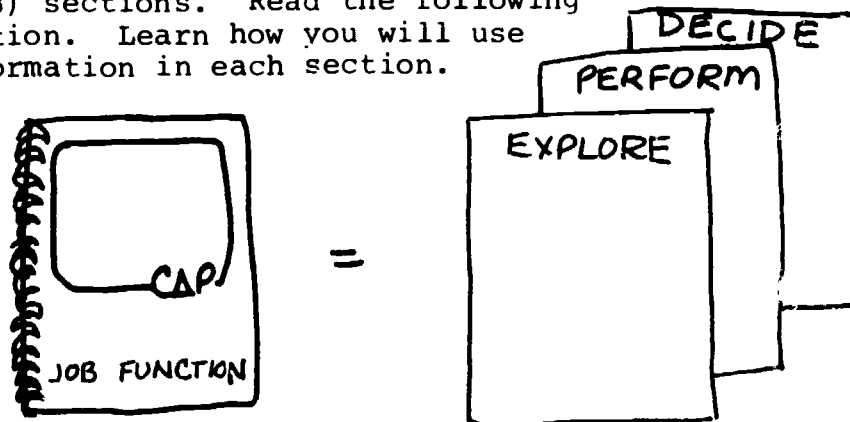


Job Function Booklet

There is one booklet for each of the ten job functions. Find the booklet for the job function you selected. There are several booklets for each job function. Have other people already selected the Job Function booklet you need? Then, choose your next highest-ranking job function. Find the booklet for it.



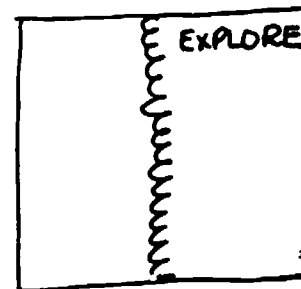
Each Job Function booklet contains three (3) sections. Read the following information. Learn how you will use the information in each section.



SECTION I: EXPLORE

As you explore, you will learn about:

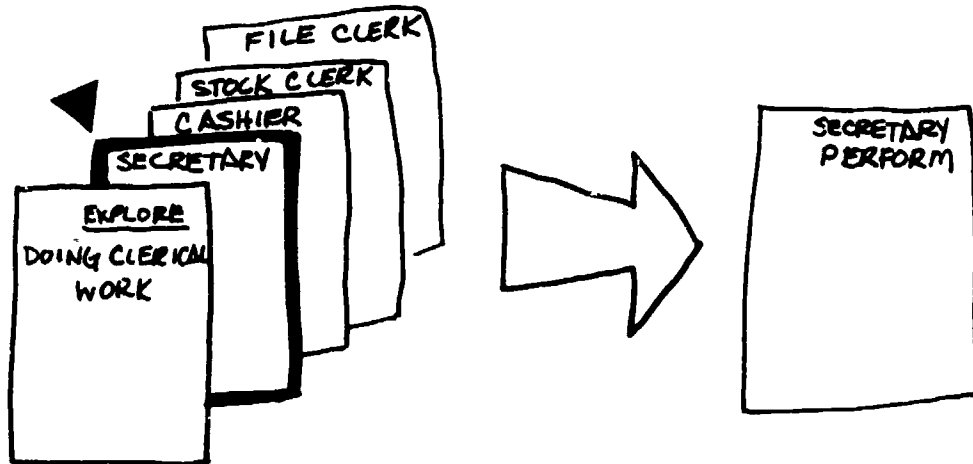
- the primary function of a certain group of workers
- the types of jobs performed by the group of workers
- the work maturity skills required of the workers. These are the behaviors that employers expect of their workers--the behaviors that enable workers to do their jobs well. For example: be on time for work; cooperate with others.
- the interests and abilities of the group of workers
- four occupations in which workers perform the job function



You will complete a reaction form for each job function you explore. You will identify the interests and abilities you share with the group of workers.

Turn to the EXPLORE section of your Job Function booklet. Glance through the section. See how the information is presented. Find the proper reaction form in this guide. (See the index on page 153.) Then turn to the next page.

At the end of the EXPLORE section, you will be asked to select an occupation from the four described. Then you will turn to the PERFORM section of that occupation.

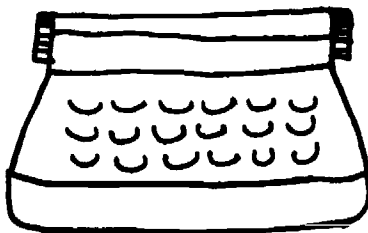
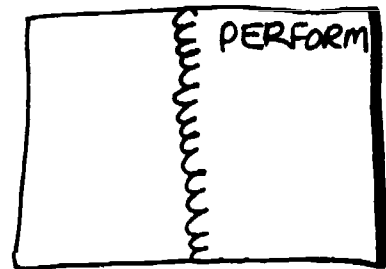


SECTION II: PERFORM

There are four PERFORM sections in each Job Function booklet--one for each occupation. You will find the PERFORM section for the occupation you chose. Each PERFORM section is marked with a vertical black line.

Here you will read about the responsibilities of people who work in the occupation.

Responsibilities are the duties an employer expects a worker to perform. They are the competencies or sets of skills a worker must have.

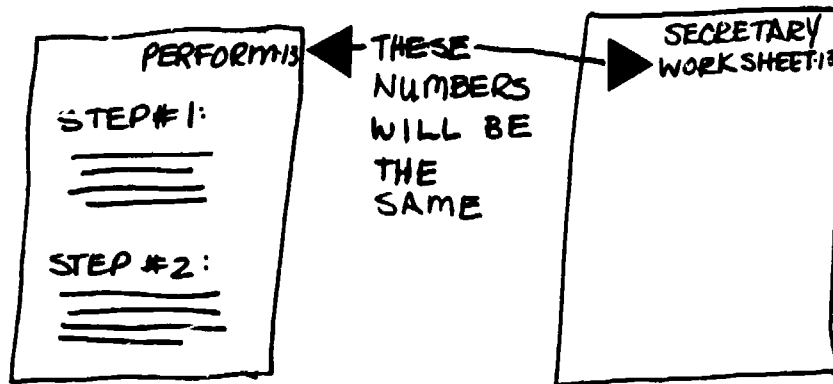


Then, you will perform an activity. The activity is part of one of the worker's responsibilities. It is a task. Example:

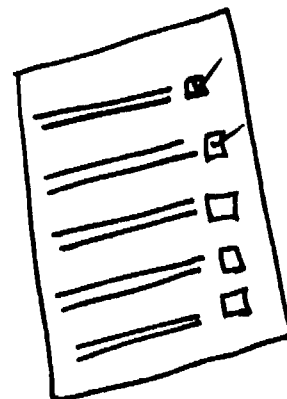
Occupation: Secretary
One competency or responsibility:
Handle Mail
One task or activity: Sort Mail



To do the activity, you should follow the steps outlined in PERFORM. When you need a worksheet, turn to the Worksheet booklet. Remember, the worksheets are listed by number. If necessary, ask your instructor to help you locate the proper sheet(s).



When you have completed an activity, you will ask your instructor to check your work and your worksheet(s). Then, you and your instructor will complete a checklist. The checklist will help you both to determine if you have completed the work correctly.



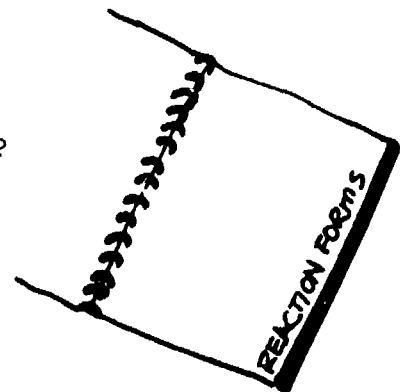
Doing the work-related activities is a valuable experience. It gives you a chance to learn about the work in an occupation. It helps you to learn if that work fits your interests and abilities.

After each activity, you will record your feelings about the work on a reaction form. These forms are located in this Program Guide. The name of the job function is titled in dark letters at the top of the pages. The related occupations are typed in all caps and underlined.

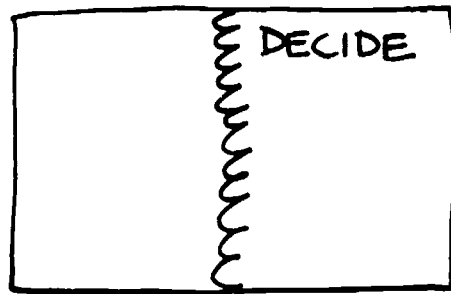


Look through the PERFORM section of your Job Function booklet. Do you see the type of information described above? Good! Now, find the reaction forms in this guide. Also, look through the worksheet booklet.

When you have located the reaction forms and worksheets, return to this page. Continue reading.



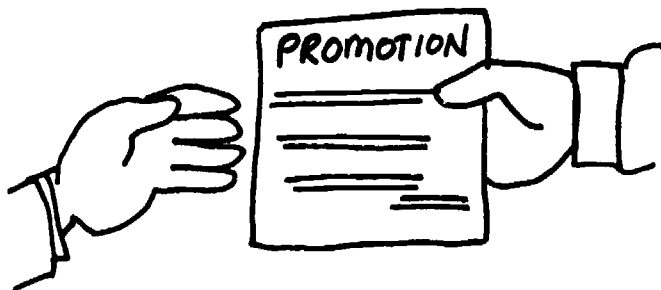
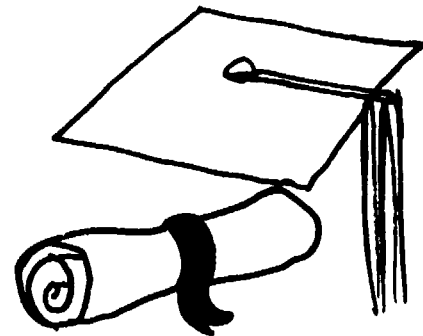
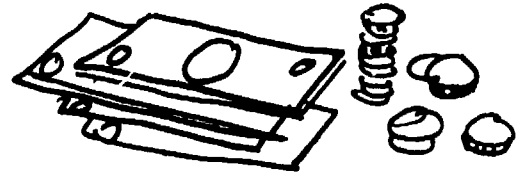
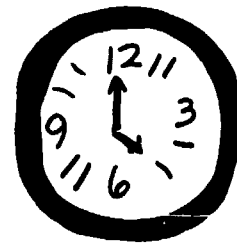
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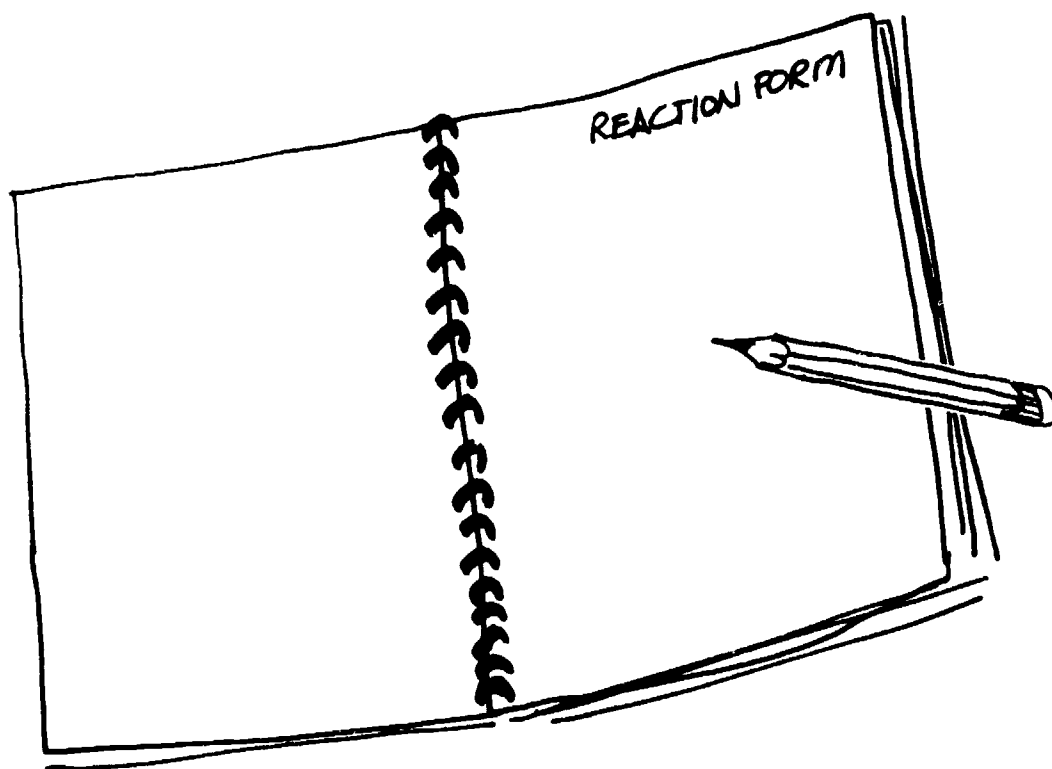
SECTION III: DECIDE

The DECIDE sections of the Job Function booklet contain more facts about work in the occupation. You will use these facts as you decide which occupations you want to pursue. You will learn

- some things that workers in the occupation like and some that they dislike
- the work hours
- how much the workers earn
- skills needed for this and similar-type jobs
- employment outlook
- opportunities for promotion
- education and training requirements



After you have read this section of your Job Function booklet, you will be asked to complete your reaction form. Keep all completed forms bound in your Program Guide. They contain all the information you need to help you make career decisions. They are your personal record for career planning.



Look through the DECIDE section of your Job Function booklet. Then return to this page.

Return here.

New Words

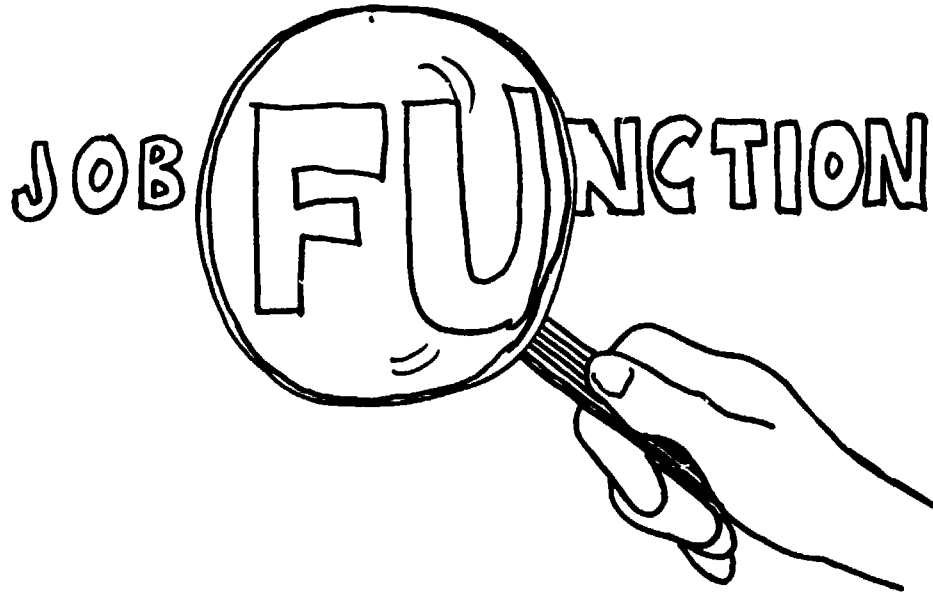
You have just read a lot of information. You have learned a lot of new words. Do you remember what these words mean? Test yourself by completing the matching game below. If you are not sure about a definition, look back through the previous pages of this Introduction to find the word and its meaning. Check your answers with the key below.

- | | |
|----------------------|--|
| ___ Interests | a. activities or events through which we learn about ourselves, our interests, and our abilities |
| ___ Responsibilities | b. things we like to do |
| ___ Job Function | c. the general activity that workers perform in their jobs |
| ___ Experiences | d. things we do well |
| ___ Abilities | e. things that employers expect workers to do |
| ___ Skills | f. Career Alert Planning |
| ___ CAP | g. things we are able to do |

Key	b	Interests
	e	Responsibilities
	c	Job Function
	d	Experiences
	a	Abilities
	f	CAP
	g	Skills

Step 3. Begin

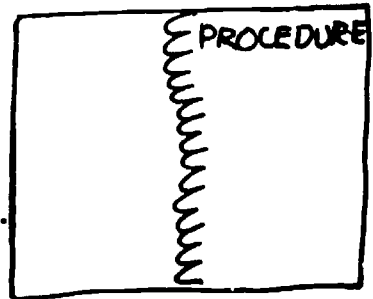
Now is the time for you to investigate a number of job functions and occupations. As you EXPLORE, PERFORM, and DECIDE, you will learn a lot more about yourself and about occupations you might pursue. You will be ready to PLAN.



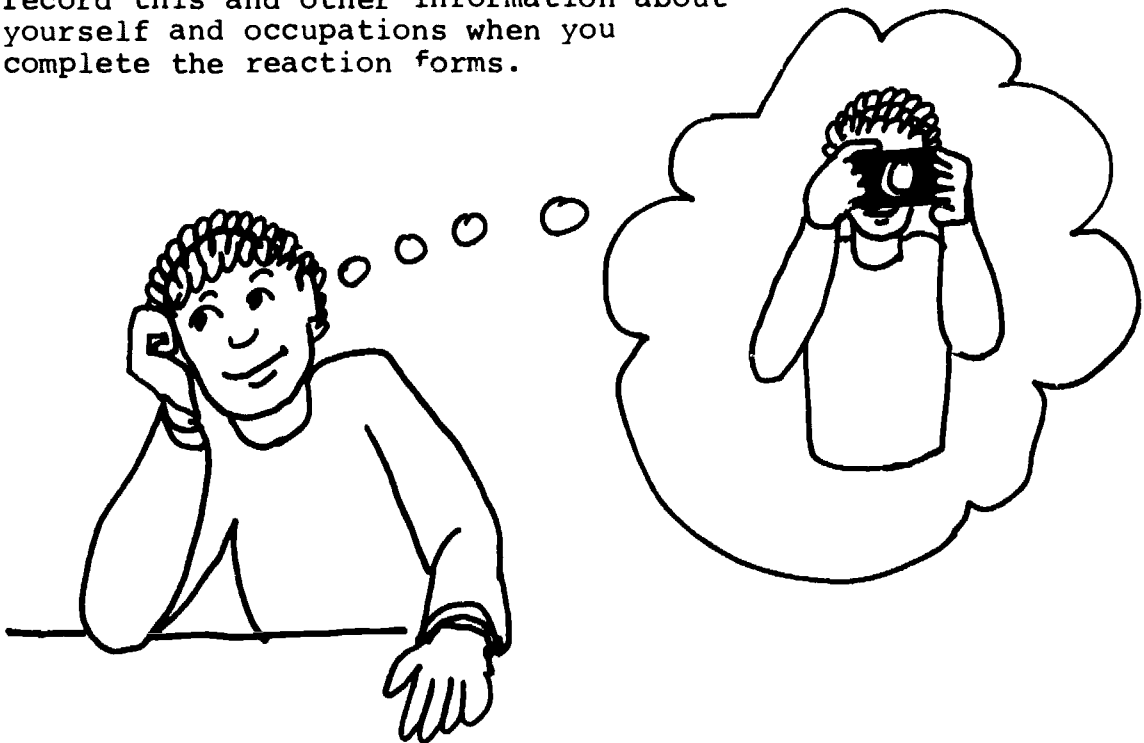
You should investigate the occupations that most appeal to you. For example,

<u>Job Function</u>	<u>Occupations</u>
EXAMPLE	Interior designer
	PERFORM DECIDE
	Hair Stylist
	PERFORM DECIDE
EXPLORE	Architect
	PERFORM DECIDE
	Florist
	PERFORM DECIDE

After you have completed your investigation of one occupation, turn to the Procedure section of this guide. There you will receive directions on how to choose other occupations to investigate.



As you do the work outlined in your Job Function booklets, try to imagine yourself in a real situation. Picture yourself doing the work regularly. Ask yourself if you have anything in common with the workers. You will record this and other information about yourself and occupations when you complete the reaction forms.



You will use all the information you gather during this "Career Alert" in the last phase of the CAP program--**PLANNING.**

Now, open your Job Function booklet and begin to **EXPLORE.**

Begin here:

If you have completed the investigation of ONE occupation

1

You have just had an experience

- "acting" in one occupation
- performing a job function

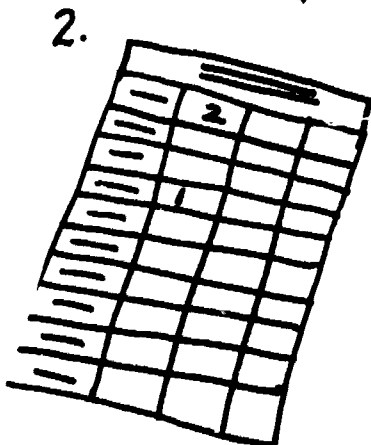
This experience has helped you to find out a little more about yourself. It has helped you to learn about the things you like to do and about things you are able to do. It has helped you to become aware of how you feel about work in one occupation.



To learn even more about yourself, select another occupation to investigate. Every experience you have will give you more information about yourself.

You may select your occupation in one of two ways.

1. Select another occupation from the same job function group, or
2. Select your second highest-ranking job function. Read the EXPLORE section. Then select one of the four occupations listed in that job function.



When you have completed your work in the second occupation, return to this Procedure section of the Program Guide. Read the next set of instructions.

Begin here:

If you have completed the investigation of TWC occupations

2

How is your search coming along? Are you solving some of the mysteries about yourself? Are you learning about your interests? and abilities?

Well, don't give up. There are many more clues to follow as you continue your "Career Alert."

The third occupation you select should be from a job function that you ranked "medium" or "low." It will be interesting to find out if your feelings about a job function are the same before your experience as they are after it.

You are going to learn so much about yourself!

Self Inventory Chart			
JOB FUNCTION	C RD SORT		
	high	medium	low
A. ADVISING			
B. ARRANGING			
C. BUILDING AND MAKING			
D. DOING CLERICAL WORK			
E. HELPING			
F. MAINTAINING AND REPAIRING			
G. THINKING IN PICTURES			
H. USING ENVIRONMENTAL INFORMATION			
I. WORKING WITH EQUIPMENT			
J. WORKING WITH NUMBERS AND SYMBOLS			

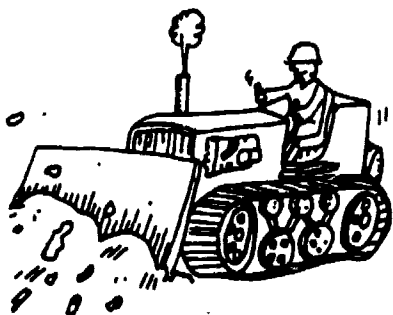
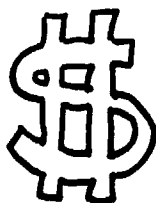
Begin here:

If you have completed
the investigation of
THREE occupations

3

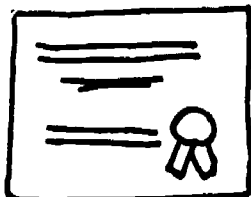
This time you will try something new!
In your last three experiences, you
selected occupations because of the
job function performed in those
occupations. Your interest and ability
in performing the job function was
the most important factor in your
selection.

Priority: interests and abilities



However, interests and abilities are
not the only factors people consider
in choosing an occupation. There are
many other factors that influence a
person's career choice(s). Some of
these are . . .

- salary
- working conditions
- training or educational requirements
- economic outlook--availability of jobs



The weight given to each of these
factors in decision making is different
for each individual.

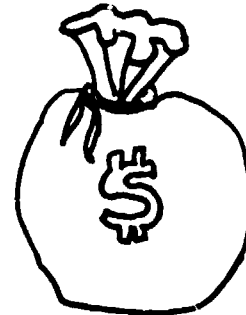
Your experiences in the CAP program
will help you to learn how important
each factor is to you.

(continue reading)

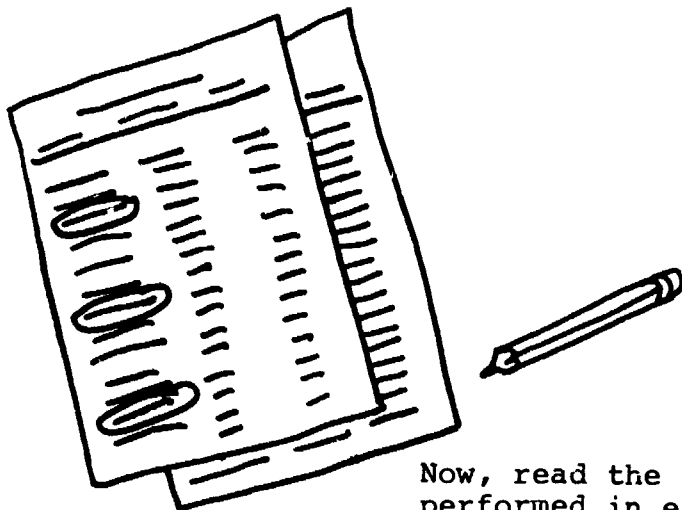
For this experience, select an occupation with salary as your priority.

Priority: Salary

A number of occupations have the same salary level. Therefore, you will have to consider other factors in your selection, such as an occupation's appeal to you. Salary, however, should be the most important factor in your decision about which occupation to investigate.



Turn to the next page and read the Occupations and Salaries Chart. Circle five occupations that appeal to you because of salary level.



Now, read the job function that is performed in each of the five occupations you circled. (See page 37.) Which occupation appeals to you most?

Get the proper Job Function booklet. Read the EXPLORE section. Then select the occupation you circled and continue with PERFORM and DECIDE.

When you have completed the investigation of this occupation, return to this portion of your Program Guide.

OCCUPATIONS AND SALARIES CHART*

Occupation	Beginning Salary	Top Salary
1. Lawyer	\$16,000	\$70,000+
2. Child Care Attendant	\$ 9,000	\$11,500
3. Travel Agent	\$ 9,000	\$16,000+
4. Employment Counselor	\$10,500	\$20,000
5. Interior Designer	\$ 9,000	\$48,000+
6. Hair Stylist	\$ 7,300	\$21,000
7. Architect	\$10,500	\$50,000+
8. Florist	\$ 7,000	\$14,000
9. Carpenter	\$10,500	\$20,000+
10. Painter	\$10,500	\$27,000+
11. Roofer	\$11,000	\$20,000+
12. Drafter	\$ 9,500	\$17,000
13. Secretary	\$ 9,000	\$17,000
14. Cashier	\$ 7,000	\$17,700
15. Stock Clerk	\$ 7,000	\$11,000
16. File Clerk	\$ 7,000	\$10,000
17. Waiter/Waitress	\$ 7,000	\$16,000
18. Properties Manager	\$ 8,000	\$12,000
19. Police Officer	\$11,000	\$18,000+
20. LPN	\$ 9,000	\$13,600
21. Auto Mechanic	\$ 9,400	\$21,000
22. Plumber	\$14,500	\$23,500+
23. Appliance Repairer	\$ 8,000	\$17,000+
24. Sanitation Worker	\$15,500	\$15,500

*Based on 1981 salary rates.

<u>Occupation</u>	<u>Beginning Salary</u>	<u>Top Salary</u>
25. Photographer	\$ 7,000	\$ 9,000
26. Cartoonist	\$ 7,000	\$30,000
27. Display Artist	\$ 9,000	\$15,000
28. Commercial Artist	\$ 7,000	\$16,000
29. Landscape Gardener	\$ 8,000	\$12,000+
30. Fish and Game Warden	\$ 9,700	\$26,000
31. Farmer	\$ 7,000	\$50,000+
32. Meteorologist	\$10,000	\$50,000+
33. Computer Service Tech.	\$11,500	\$20,000
34. Telephone Operator	\$ 8,000	\$13,500+
35. Cook	\$ 9,000	\$13,000
36. Machinist	\$10,700	\$24,000
37. Med. Lab. Assistant	\$ 8,000	\$10,000
38. Computer Programmer	\$11,500	\$24,000+
39. Bank Teller	\$ 7,600	\$11,000
40. Library Assistant	\$ 9,500	\$12,000

Job Functions and Occupations Chart

A. Advising

1. Lawyer
2. Child Care Attendant
3. Travel Agent
4. Employment Counselor

B. Arranging

5. Interior Designer
6. Hair Stylist
7. Architect
8. Florist

C. Building and Making

9. Carpenter
10. Painter
11. Roofer
12. Drafter

D. Doing Clerical Work

13. Secretary
14. Cashier
15. Stock Clerk
16. File Clerk

E. Helping

17. Waiter
18. Properties Manager
19. Police Officer
20. Licensed Practical Nurse

F. Maintaining and Repairing

21. Auto Mechanic
22. Plumber
23. Appliance Repairer
24. Sanitation Worker

G. Thinking in Pictures

25. Photographer
26. Cartoonist
27. Display Artist
28. Commercial Artist

H. Using Information About the Environment

29. Landscape Gardener
30. Game Warden
31. Farmer
32. Meteorologist

I. Working with Equipment

33. Computer Service Technician
34. Telephone Operator
35. Cook
36. Machinist

J. Working with Numbers and Symbols

37. Medical Lab Assistant
38. Computer Programmer
39. Bank Teller
40. Library Assistant

Begin here:

If you have completed
the investigation of
FOUR occupations

4

Turn to page 30 and review the occupations you circled in the Occupations and Salaries Chart.

Select another occupation from this list. Choose one you have not yet investigated. Get the appropriate Job Function booklet. Proceed as before.

Return to this portion of the guide when you are finished.

OCCUPATIONS AND SALARIES CHART

Occupation	Beginning Salary	Top Salary
1 Lawyer	\$16,000	\$70,000+
2 Child Care Attendant	\$ 9,000	\$11,500
3 Travel Agent	\$ 9,000	\$16,000+
4 Employment Counselor	\$10,500	\$20,000
5 Interior Designer	\$ 9,000	\$48,000+
6 Hair Stylist	\$10,500	\$21,000
7 Architect	\$ 7,000	\$50,000+
8 Florist	\$10,500	\$14,000
9 Carpenter	\$10,500	\$20,000+
10 Painter	\$11,000	\$20,000+
11 Roofer	\$ 9,500	\$20,000+
12 Drafter	\$ 7,000	\$20,000+
13 Secretary	\$ 7,000	\$20,000+
14 Cashier	\$ 7,000	\$20,000+
15 Stock Clerk	\$ 7,000	\$20,000+
16 File Clerk	\$ 7,000	\$20,000+
17 Waiter/Waitress	\$ 8,000	\$17,000
18 Professional Manager	\$11,000	\$17,000
19 Police Officer	\$ 9,000	\$17,000
20 RN	\$ 9,000	\$21,000
21 Auto Mechanic	\$14,500	\$21,000
22 Plumber	\$ 9,000	\$21,000
23 Appliance Repairer	\$14,500	\$17,000+
24 Installation Worker	\$15,500	\$15,500

Begin here:

If you have completed the investigation of FIVE occupations

5

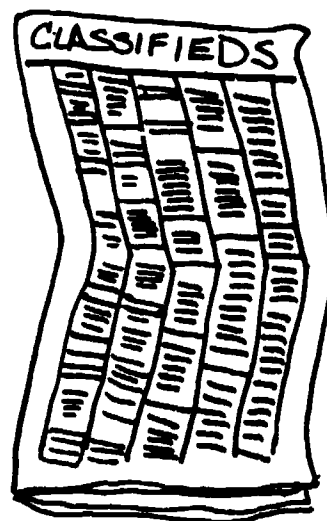
You are becoming a great detective! You are using all the clues in this "Career Alert" to find out more about yourself and work in various occupations.

At this point, you have made selections of occupations in two ways.

1. Priority: Interests and Ability
2. Priority: Salary

This time you are to select an occupation based on the employment outlook for the occupation.

Priority: Employment Outlook

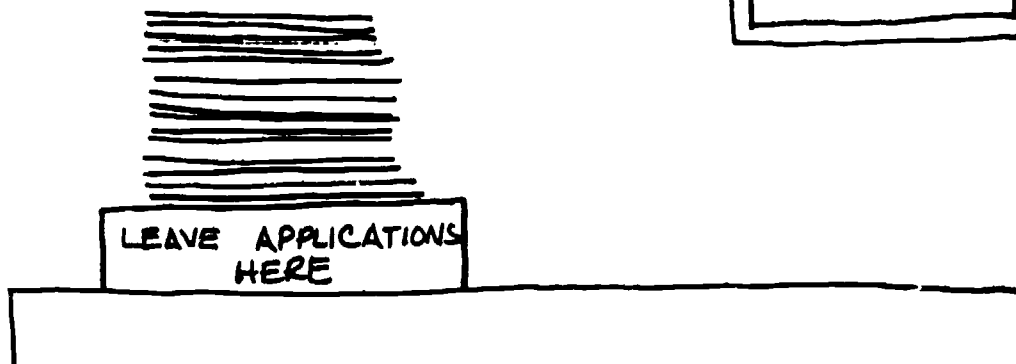
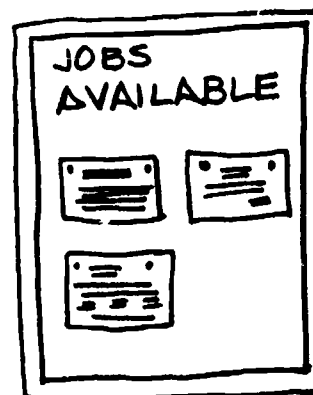


People can work only when there are jobs available for them. When you select an occupation and prepare for work in that occupation, you should know what your chances are for being employed.

It is hard to provide exact information about employment. This is because the number of jobs available in each occupation is different for each city, town, and state. And, the numbers are continually changing. The information given on page 41 is based on national data. That is, generally--across the nation--these figures are correct. correct.

The employment outlook is a factor you must consider when you make a career choice. If many jobs are available, you will have a greater chance of finding work. However, if you really want a job for which there are a limited number of openings, you will have to compete with others for the job. That is, you may have to become better qualified and skilled than other applicants before you will be hired for work.

You must learn if there are jobs in your community. If not, learn if there are jobs in other communities. You may have to move in order to find the work you desire.



How important to you is "employment outlook?" Is it something you will think about a lot or a little when you select the occupation for you? To help you answer these questions, investigate one or two more occupations.

Turn to the next page. Read the Employment Outlook Chart. Find the occupations for which there is high employment. Select one that you would like to investigate.

Get the Job Function booklet for that occupation. Read the EXPLORE section. Then, follow your chosen occupation as you PERFORM and DECIDE.

Return to this portion of the guide when you are finished.

EMPLOYMENT OUTLOOK CHART

Occupation	Employment Outlook	Occupation	Employment Outlook
1. Lawyer	Good	21. Auto Mechanic	Excellent
2. Child Care Attendant	Good	22. Plumber	Good
3. Travel Agent	Good	23. Appliance Repairer	Excellent
4. Employment Counselor	Average	24. Sanitation Worker	Good
5. Interior Designer	Average	25. Photographer	Excellent
6. Hair Stylist	Average	26. Cartoonist	Poor
7. Architect	Good	27. Display Artist	Good
8. Florist	Good	28. Commercial Artist	Good
9. Carpenter	Average	29. Landscape Gardener	Good
10. Painter	Average	30. Fish and Game Warden	Good
11. Roofer	Average	31. Farmer	Poor
12. Drafter	Good	32. Meteorologist	Excellent
13. Secretary	Excellent	33. Computer Service Technician	Excellent
14. Cashier	Excellent	34. Telephone Operator	Average
15. Stock Clerk	Average	35. Cook	Excellent
16. File Clerk	Average	36. Machinist	Good
17. Waiter/Waitress	Excellent	37. Med. Lab. Asst.	Good
18. Properties Manager	Poor	38. Computer Programmer	Excellent
19. Police Officer	Excellent	39. Bank Teller	Good
20. LPN	Excellent	40. Library Asst.	Good

Begin here:

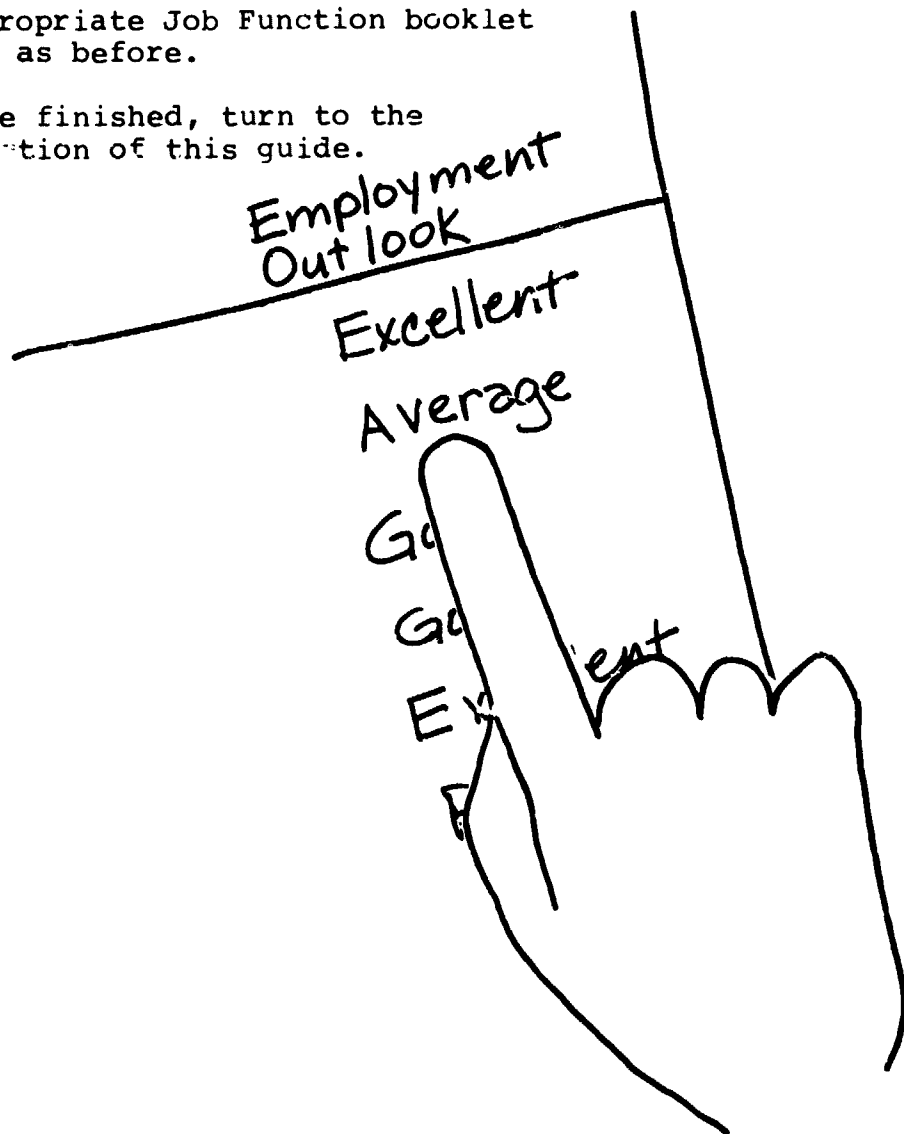
If you have completed
the investigation of
SIX occupations

6

This is the last occupation you will investigate. Turn to the Employment Outlook Chart on page 41. This time, select an occupation for which the employment outlook is average.

Get the appropriate Job Function booklet and proceed as before.

When you are finished, turn to the PLANNING section of this guide.



Planning

You have been a great detective! You have followed a number of clues. These clues have helped you to discover some important things about yourself and about the kind of work you might pursue.

Now it is time to make your plans-- your plans for becoming employed. To PLAN, you must . . .

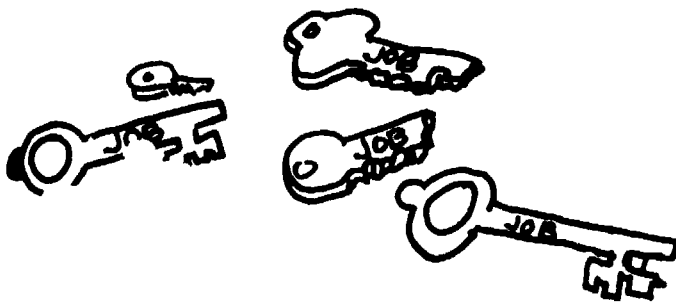
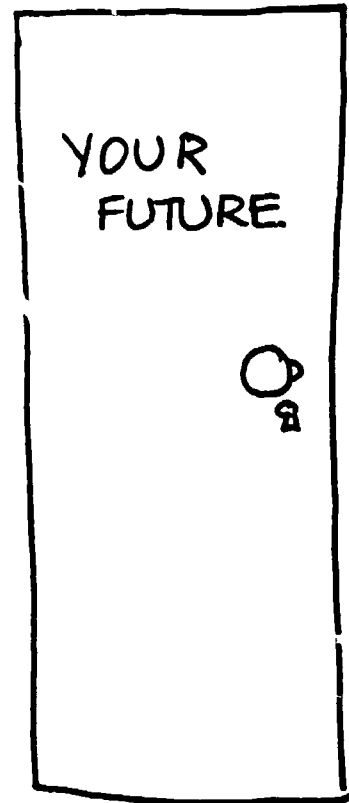
- decide on an occupation to pursue
- find out what you must do to enter the occupation of your choice



Decision Making

You have already made some decisions. In the **DECIDE** sections of your Job Function booklets, you made decisions about things that you liked and disliked about each occupation. You recorded this information on reaction forms.

Now you will make a decision about which occupation to look into. To do this, you must match yourself to an occupation.



Here's How:

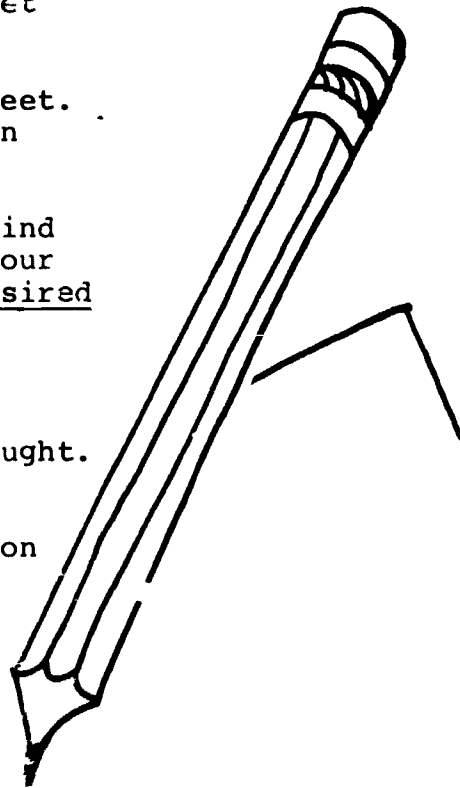
1. Turn to your completed reaction forms in this Program Guide.
2. Read the comments you wrote on each form. Do you have an interest in any of the occupations you investigated? If so, proceed to STEP 3 on page 47. If not, return to your Self-Inventory Chart. Explore several other job functions and occupations until you locate two that are interesting to you. It would be pointless to pursue an occupation in which you had no interest.

3. Now turn to the Planning Worksheet on page 49.
4. Fill in the blanks on the worksheet. (Refer to your completed reaction forms as needed.)

This exercise will help you to find out the occupations that match your interests, abilities, skills, desired salary, and accepted employment outlook.

Spend some time completing this worksheet. Give it a lot of thought. Be honest with yourself.

You may select the same occupation as many times as you wish.



Planning Worksheet

5. Look at the occupations you listed on the worksheet. Have you listed any occupations more than once? more than twice? more than three times?!!! Write the name of the occupation that appears most often in the space below.

If you do not have a match, go over the worksheet again. Could you honestly make any changes that would show a match? Ask your instructor for help if necessary.

6. Now, analyze your choices. See if the occupation you chose is somewhat agreeable for each of the five areas listed on the worksheet.

For example, look at the Sample Worksheet on page 50.

Tom White has two matches.
Travel Agent
Florist

Travel Agent matches Tom's interests, abilities, and desired salary. Florist matches Tom's interests, desired salary, and employment outlook.

Each occupation has three matches. So, Tom must analyze each choice.

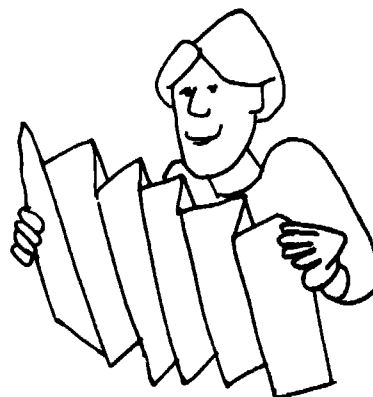
After careful thought, Tom decides that he might look into a job as travel agent. He thinks he could develop the skills required. He thinks that he will be able to find work--the employment outlook is acceptable to Tom.

When analyzing the florist occupation, Tom decides he has few abilities that relate to florist work. He believes he will never be able to learn to do the work well enough to succeed at the job.

Therefore, after careful analysis, Tom decides to look into the occupation of
Travel Agent



OR



Analyze your worksheet in the same way Tom did. Ask your instructor or counselor for help. This is an important decision for you to make. Give it time and effort.

When you have made a decision, write the name of the occupation in the space below.

My occupation: _____

Now, find out what you must do to prepare for that occupation.

Planning Worksheet

Name _____

List 2 occupations that you liked the most. (Interests) 1. _____

2. _____

List 2 occupations in which you were able to do the activities. (Abilities) 1. _____

2. _____

List 2 occupations in which you believe you could learn to do the work well. (Skills) 1. _____

2. _____

List 2 occupations that receive a salary you would prefer. 1. _____

2. _____

List 2 occupations for which the employment outlook is agreeable. 1. _____

2. _____

Sample Worksheet

Name: Tom White

Reaction Forms

1. Landscape Gardener
2. Florist
3. Telephone Operator
4. Stock Clerk
5. Travel Agent
6. Secretary

Interests

1. Florist
2. Travel Agent

Abilities

1. Travel Agent
2. Secretary

Skills

1. Stock Clerk
2. Telephone Operator

Salary

1. Travel Agent
2. Florist

Employment Outlook

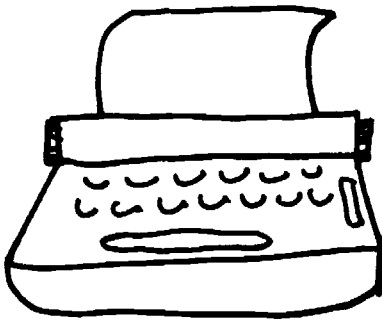
1. Landscape Gardener
2. Florist

Preparation

You must prepare for any occupation you select. In some cases, the preparation might require you to do as little as review information. Or you may have to practice a skill you already have. In other cases, however, the preparation might be more involved. It might require you to take a training course. Or you may have to return to school.



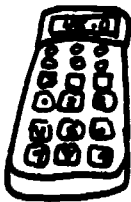
Before you can make any plans, you must know what preparation is needed for the job.



To find out:

Learn what skills are required

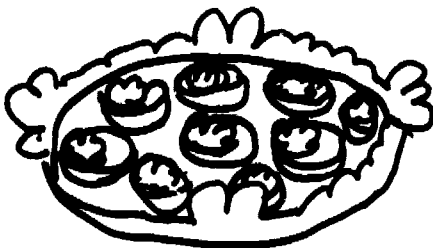
1. Get the Job Function booklet that includes the occupation you selected. Turn to the EXPLORE section.
2. Find out what job skills are required.



Job skills are skills that relate to a specific task or work you must do in a job. Examples of such skills follow.



<u>Occupation</u>	<u>Job Skill</u>
Secretary	Typing letters
Drafter	Using a calculator
Photographer	Taking pictures
Cook	Preparing food



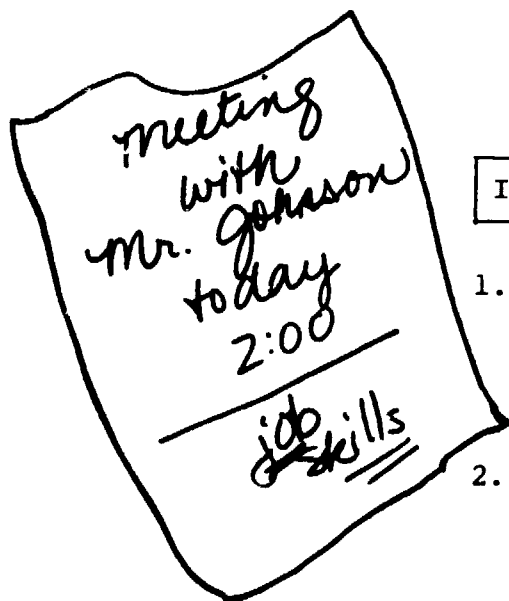
Read in EXPLORE about the jobs performed by people who work in the job function. These are some of the job skills those workers will need. Then, turn to DECIDE to find other necessary job skills. Ask your instructor or people who work in the occupation for other suggestions.

- List the job skills you will need in the occupation you selected. Turn to the Preparation Worksheet on page 55 and record your list on Part A of the worksheet.
- Find out what work maturity skills are required.

Work maturity skills are skills that relate to a worker's behavior on the job. All workers must develop work maturity skills in order to succeed in a job.

Examples of work maturity skills that are required of workers are listed in Part B of the Preparation Worksheet.

Talk with your instructor, with someone who works in the occupation, and with someone who hires such workers. Ask them to identify the work maturity skills they believe are important to the job. Place a check in front of these skills.

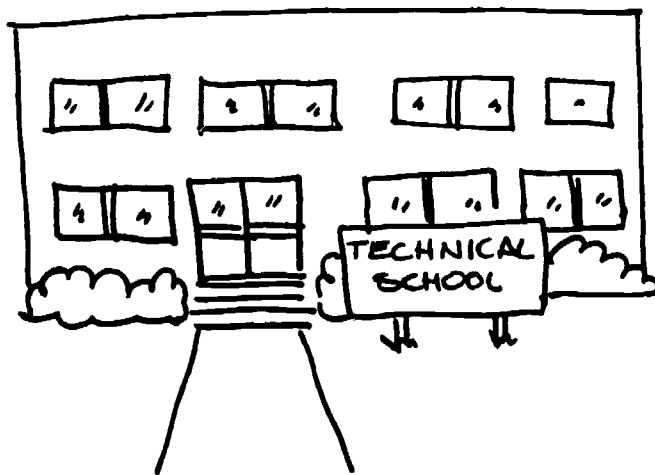


Identify the skills you already have

- Meet with your instructor. Discuss your past work experiences (if any), your high school work, and any school activities or volunteer work you have done.
- Make a list of the skills you have. List those you need to develop. Write this list in Part C of the Preparation Worksheet.

Find out where you can learn the skills you do not already have

1. Find out what things you can do in high school, vocational school, or college. Learn what kinds of courses you can take. Learn what activities you could pursue. Find out what part-time work you could seek.
2. Find out what is available in your community. What kind of preparation can you get? Turn to the chart on the next page. Find out the answers to the five questions listed on the chart.



4-H
CLUB



Preparing for the Occupation of _____

1. What courses can I take? Where?

2. How can I learn more about the occupation?

3. Where can I get experience doing the work?

4. Where can I find a job doing this type of work?

5. Where can I enroll in a training program that will help me develop the skills I need to work in this occupation?

Preparation Worksheet

Part A.

List below the job skills you will need to work in your chosen occupation.

Part B

Place a check in front of the work maturity skills you must have to succeed in your work.

- | | |
|--|---|
| <input type="checkbox"/> Present a clean and well-groomed appearance. | <input type="checkbox"/> Be able to work under pressure and meet deadlines. |
| <input type="checkbox"/> Practice good health habits. | <input type="checkbox"/> Complete tasks neatly, accurately, and attractively. |
| <input type="checkbox"/> Wear clothing that is appropriate for work. | <input type="checkbox"/> Be conscientious. |
| <input type="checkbox"/> Wear clothing that is clean, pressed, and in good repair. | <input type="checkbox"/> Speak and write clearly. |
| <input type="checkbox"/> Be confident in yourself. | <input type="checkbox"/> Use good grammar. |
| <input type="checkbox"/> Be friendly, polite, courteous, and pleasant. | <input type="checkbox"/> Practice safe use of tools and equipment. |
| <input type="checkbox"/> Be helpful, kind, considerate, and even-tempered. | <input type="checkbox"/> Follow company rules. |
| <input type="checkbox"/> Be interested in others. | <input type="checkbox"/> Express thoughts, feelings, and attitudes effectively. |
| <input type="checkbox"/> Be creative. | <input type="checkbox"/> Correctly relate information and messages. |
| <input type="checkbox"/> Be willing to learn. | <input type="checkbox"/> Listen to and respect the opinions of others. |
| <input type="checkbox"/> Accept new ideas and ways of doing things. | <input type="checkbox"/> Follow instructions. |
| <input type="checkbox"/> Take pride in your work. | <input type="checkbox"/> Work independently to complete tasks. |
| <input type="checkbox"/> Be honest. | <input type="checkbox"/> Solve problems. |
| <input type="checkbox"/> Be loyal. | <input type="checkbox"/> Follow directions. |
| <input type="checkbox"/> Keep information confidential. | <input type="checkbox"/> Cooperate with others. |
| <input type="checkbox"/> Respect property. | <input type="checkbox"/> Work well under supervision. |
| <input type="checkbox"/> Be punctual. | <input type="checkbox"/> Work well as a member of a team. |
| <input type="checkbox"/> Be dependable. | <input type="checkbox"/> Get along with others. |
| <input type="checkbox"/> Complete tasks willingly and on time. | <input type="checkbox"/> Use good verbal skills. |
| | <input type="checkbox"/> Use positive nonverbal communication. |

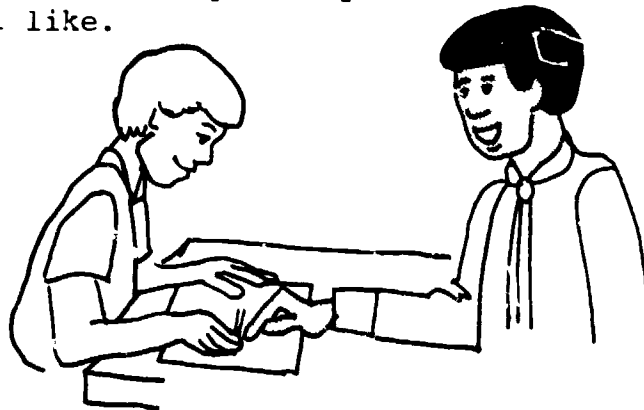
Part C

List below the skills you have.

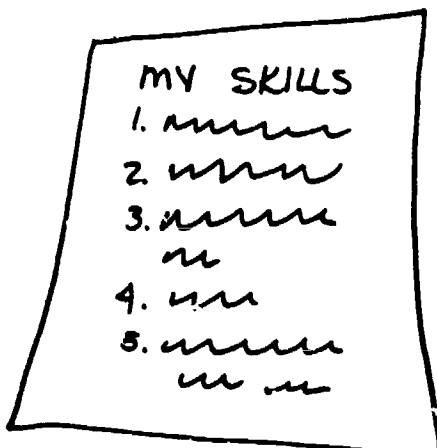
List the skills you must develop.

Have you completed the chart? Good!
Now you have all the information you
need to make your plans.

Talk with your counselor or instructor.
Plan the first step in seeking your
career. Remember, you are never locked
into any one occupation. You are
merely looking into an occupation you
believe you will like.



Many of the skills you will learn are transferable. That is, they are skills you will be able to use in any number of other jobs. Both work maturity skills and job skills can be transferable skills. The following chart gives you some examples of transferable skills. It also shows you just a few of the occupations to which certain job skills and work maturity skills can be carried or transferred.



So, keep a record of skills as you acquire them. If you change your mind and want to work in another occupation, you will be able to recognize the skills you have that are transferable. You will be able to list those skills for an employer.

Keep in mind that all you can learn about yourself and about occupations is valuable information. The knowledge and skills you acquire will help you to be an employable person--a person who can find and keep a job.

Example: Transferable Skills

SKILLS	OCCUPATIONS				
	roofer	chimney builder	bank teller	painter	stock clerk
<u>Job skills</u>					
Making math computations	x	x	x	x	x
Using building tools, such as hammers, nails, etc.	x	x			
Working with tile, metal, asphalt	x	x			
Climbing ladders and working outdoors	x	x		x	
<u>Work maturity</u>					
Listening to and following directions	x	x	x	x	x
Cooperating with others	x	x	x	x	x
Accepting supervision	x	x	x	x	x

Reaction Form

Job Function: Advising

EXPLORE

Place a check in front of the interests and abilities you share with people who advise.

Interests

- helping people
- talking to people you don't know well
- solving puzzles and problems
- being the leader in clubs or groups
- working on many different projects
- making decisions

Abilities

- thinking through problems to find the best solutions
- sharing knowledge with other people
- locating important facts
- gaining the trust and confidence of other people
- being well organized
- learning and remembering a lot of information about a subject

Reaction Form

Advising

PERFORM

Occupation:

Lawyer

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a lawyer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Prepare for the interview? | <input type="checkbox"/> |
| <input type="checkbox"/> | Listen carefully to learn important details about the case and write down these details? | <input type="checkbox"/> |
| <input type="checkbox"/> | Make sure the information is correct? | <input type="checkbox"/> |
| <input type="checkbox"/> | Use good judgment in deciding how to advise your client? | <input type="checkbox"/> |
| <input type="checkbox"/> | Give advice to your client and explain your reasons for the advice you give? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in advising. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Advising

PERFORM

Occupation:

Child Care Attendant

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a child care attendant performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

Find out each child's behavior problem?

Identify one reason for each child's behavior?

Identify one way to help each of the children to get along with others?

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in advising. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Advising

PERFORM

Occupation:
Travel Agent

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a travel agent performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Record the client information on the Client Statement? | <input type="checkbox"/> |
| <input type="checkbox"/> | Figure out and record the hotel costs:
1. The total hotel rate?
2. The amount of tax?
3. The total hotel cost? | <input type="checkbox"/> |
| <input type="checkbox"/> | Record the flight information on the Client Statement? | <input type="checkbox"/> |
| <input type="checkbox"/> | Figure the airline costs:
1. the total airline rate?
2. the total airline tax?
3. the total airline cost? | <input type="checkbox"/> |
| <input type="checkbox"/> | Figure the total amount of the bill? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in advising. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Advising

PERFORM

Occupation:

Employment Counselor

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity an employment counselor performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Identify some facts about your client? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find out about jobs that are available? | <input type="checkbox"/> |
| <input type="checkbox"/> | Decide if your client has the proper job skills, education, and experience required for each of seven jobs? | <input type="checkbox"/> |
| <input type="checkbox"/> | Correctly advise client of the suitable jobs? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in advising. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Arranging

EXPLORE

Place a check in front of the interests and abilities you share with people who arrange.

Interests

- working with other people
- looking at things that are attractive and pleasing to the eye
- finding new ways to do things
- drawing pictures of ideas
- changing things to make them look better
- combining colors and styles to create an effect

Abilities

- remembering small details
- imagining how the final product will look
- dealing with customers with tact and courtesy
- hurrying to finish a project without getting upset
- adjusting plans to suit the customer's wishes
- making decisions based on personal judgments

Reaction Form

Arranging

PERFORM

Occupation:

Interior Designer

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity an interior designer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Lay out Floor Plan 1? | <input type="checkbox"/> |
| <input type="checkbox"/> | Lay out Floor Plan 2? | <input type="checkbox"/> |
| <input type="checkbox"/> | Paste up the final two floor plans and show them to your customer? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in arranging. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Arranging

PERFORM

Occupation:
Hair Stylist

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a hair stylist performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Circle on the Styling Hints chart the physical features that match your own? | <input type="checkbox"/> |
| <input type="checkbox"/> | Describe the styling hints that are good for your features? | <input type="checkbox"/> |
| <input type="checkbox"/> | Create a hair style for yourself? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in arranging. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Arranging

PERFORM

Occupation:

Architect

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity an architect performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor

- | | | |
|--------------------------|---------------------------------------|--------------------------|
| <input type="checkbox"/> | Find the room sizes? | <input type="checkbox"/> |
| <input type="checkbox"/> | Plan the room arrangements? | <input type="checkbox"/> |
| <input type="checkbox"/> | Discuss the plan with your client? | <input type="checkbox"/> |
| <input type="checkbox"/> | Make changes to suit client's wishes? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in arranging. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Arranging

PERFORM

Occupation:

Florist

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a florist performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Gather the flowers you have in your shop? | <input type="checkbox"/> |
| <input type="checkbox"/> | Select a shape to use for each arrangement? | <input type="checkbox"/> |
| <input type="checkbox"/> | Select the colors of flowers to use in each room? | <input type="checkbox"/> |
| <input type="checkbox"/> | Choose flowers of appropriate size? | <input type="checkbox"/> |
| <input type="checkbox"/> | Choose leaves that complement the flowers? | <input type="checkbox"/> |
| <input type="checkbox"/> | Make the two arrangements so that they are attractive in the rooms described? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in arranging. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Building and Making

EXPLORE

Place a check in front of the interests and abilities you share with people who build and make things.

Interests

- working with tools
- helping people put things together
- painting
- studying different materials and learning what each is used for
- working outdoors
- seeing things that are well made

Abilities

- making something by following an example of what someone else has made
- figuring out how to put things together
- choosing the right tools for a project
- matching colors of things like paint
- measuring the length, width, and depth of things
- climbing ladders and lifting heavy items

Reaction Form

Building and Making

PERFORM

Occupation:

Carpenter

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a carpenter performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Identify the building materials you will need? | <input type="checkbox"/> |
| <input type="checkbox"/> | State how each building material is used? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find out the size of room that is to be built? | <input type="checkbox"/> |
| <input type="checkbox"/> | List the number of wall studs you will need? | <input type="checkbox"/> |
| <input type="checkbox"/> | List the number of panels you will need? | <input type="checkbox"/> |
| <input type="checkbox"/> | List the pounds of common nails you will need? | <input type="checkbox"/> |
| <input type="checkbox"/> | List the pounds of finishing nails you will need? | <input type="checkbox"/> |
| <input type="checkbox"/> | Check your work to make sure it is correct? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in building and making. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

PERFORM

Occupation:

Painter

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a painter performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Find the size of the house to be painted? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the area of the rectangle-shaped outside walls? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the area of the rectangle shapes on the outside walls that are <u>not</u> to be painted? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the area of the triangle-shaped parts of the house? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the total area to be painted? | <input type="checkbox"/> |
| <input type="checkbox"/> | Figure out how much paint you need to cover the area to be painted? | <input type="checkbox"/> |
| <input type="checkbox"/> | Check your work? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in building and making. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

PERFORM

Occupation:

Roofer

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a roofer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Identify roofing materials you will use? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find out the size of the roof? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the total area of the roof? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the area you will cover with shingles? | <input type="checkbox"/> |
| <input type="checkbox"/> | Figure out the number of materials you will need? | <input type="checkbox"/> |
| | shingles? | |
| | nails? | |
| | pounds of nails? | |
| <input type="checkbox"/> | Check your work? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in building and making. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

PERFORM

Occupation:

Drafter

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a drafter performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Identify the materials shown in the sketch? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find out the measurements you will use to draw the materials on the graph paper? | <input type="checkbox"/> |
| <input type="checkbox"/> | Make the exact drawing of the corner on the graph paper? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in building and making. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Doing Clerical Work

EXPLORE

Place a check in front of the interests and abilities you share with clerical workers.

Interests

- doing the same basic duties every day
- being neat
- greeting people
- working with machines such as cash registers, typewriters, etc.
- working indoors
- putting things in order

Abilities

- following directions
- doing accurate and careful work
- finishing each job you start
- being neat and well organized
- concentrating on work even when other people are around
- moving from one task to another without becoming confused

Reaction Form

Doing Clerical Work

PERFORM

Occupation

Secretary

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a secretary performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Compose a letter for your boss asking for the information he/she requested? | <input type="checkbox"/> |
| <input type="checkbox"/> | Use complete sentences? | <input type="checkbox"/> |
| <input type="checkbox"/> | Use correct grammar? | <input type="checkbox"/> |
| <input type="checkbox"/> | Put the parts of the letter in the proper format? | <input type="checkbox"/> |
| <input type="checkbox"/> | Copy or type the letter correctly? | <input type="checkbox"/> |
| <input type="checkbox"/> | Correct any mistakes? | <input type="checkbox"/> |
| <input type="checkbox"/> | Get your boss's signature? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an 'X' to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in doing clerical work. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Doing Clerical Work

PERFORM

Occupation:

Cashier

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a cashier performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Figure the correct amount of change for each of 10 customers? | <input type="checkbox"/> |
| <input type="checkbox"/> | Choose the correct kinds of bills and coins to give in change? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why or why not?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in doing clerical work. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

PERFORM

Occupation:

Stock Clerk

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a stock clerk performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Check off the items that were delivered on each of six orders? | <input type="checkbox"/> |
| <input type="checkbox"/> | Place the items in the correct storage bins? | <input type="checkbox"/> |
| <input type="checkbox"/> | Arrange the items in the storage bins as instructed? | <input type="checkbox"/> |
| <input type="checkbox"/> | Label the items in the bins? | <input type="checkbox"/> |
| <input type="checkbox"/> | Count the correct numbers of items on hand when doing the inventory? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why or why not?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in doing clerical work. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Doing Clerical Work

PERFORM

Occupation:

File Clerk

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a file clerk performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Identify one way to file information? | <input type="checkbox"/> |
| <input type="checkbox"/> | Place the new customer cards in alphabetical order? | <input type="checkbox"/> |
| <input type="checkbox"/> | Insert the new cards alphabetically into the existing file? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in doing clerical work. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Helping

REACTION FORM

Job Function:
Helping

EXPLORE

Place a check in front of the interests and abilities you share with people who work in helping jobs.

Interests

- meeting new people
- doing things for friends
- making decisions
- changing from one duty to another frequently
- standing or walking rather than sitting
- being around many different kinds of people

Abilities

- doing your share of the work
- being sensitive to the needs of others
- following instructions exactly
- being calm when faced with a problem
- using common sense
- working fast in an emergency

Reaction Form

Helping

PERFORM

Occupation:

Waiter/Waitress

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a waiter or waitress performs. Read the list below. Place a check in front of the things you were able to do.

Did you.

Instructor:

- | | | |
|--------------------------|---------------------------------|--------------------------|
| <input type="checkbox"/> | Get the menu? | <input type="checkbox"/> |
| <input type="checkbox"/> | Greet your customers? | <input type="checkbox"/> |
| <input type="checkbox"/> | Take the order? | <input type="checkbox"/> |
| <input type="checkbox"/> | Figure the bill? | <input type="checkbox"/> |
| <input type="checkbox"/> | Give the bill to your customer? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in helping. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Helping

PERFORM

occupation:
Properties Manager

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a properties manager performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- Find out about the scenes in the play?
- Identify the properties you need for Scenes #1, #2, #3, #4, and #5?

-
-

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in helping. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Helping

PERFORM

Occupation:
Police Officer

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a police officer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Find out about the accident? | <input type="checkbox"/> |
| <input type="checkbox"/> | Fill out the top part of the Traffic Accident Report? | <input type="checkbox"/> |
| <input type="checkbox"/> | Fill out the information about Car #1? | <input type="checkbox"/> |
| <input type="checkbox"/> | Fill out the information about Car #2? | <input type="checkbox"/> |
| <input type="checkbox"/> | Fill out the information about the police investigation? | <input type="checkbox"/> |
| <input type="checkbox"/> | Decide if someone is guilty of a traffic violation? | <input type="checkbox"/> |
| <input type="checkbox"/> | Write a ticket? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in helping. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Helping

PERFORM

Occupation:

Licensed Practical Nurse

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity an LPN performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Identify medical terms? | <input type="checkbox"/> |
| <input type="checkbox"/> | Take the patient's pulse when he or she is sitting? | <input type="checkbox"/> |
| <input type="checkbox"/> | Take the patient's pulse after he or she has just been walking? | <input type="checkbox"/> |
| <input type="checkbox"/> | Take the patient's pulse after he or she has just been running? | <input type="checkbox"/> |
| <input type="checkbox"/> | Take the patient's pulse after he or she is sitting again after exercising? | <input type="checkbox"/> |
| <input type="checkbox"/> | Make a graph to show the changes in your patient's pulse rate at different stages of exercise? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in helping. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Maintaining and Repairing

EXPLORE

Place a check in front of the interests and abilities you share with people who maintain and repair things.

Interests

- fixing broken clocks, toys, and other things
- hobbies like building model cars or ship models
- finding out how machines work
- doing things that require physical activity
- working alone on a project
- using mechanical gadgets

Abilities

- working with tools and machines
- working carefully when doing dangerous jobs
- moving and lifting heavy objects
- doing the same task over and over without getting careless
- working to precise measurements
- following blueprints or diagrams

Reaction Form

Maintaining and Repairing

PERFORM

Occupation:
Auto Mechanic

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity an auto mechanic performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Find out the facts about the work that was done? | <input type="checkbox"/> |
| <input type="checkbox"/> | Fill in the information about the customer and his car? | <input type="checkbox"/> |
| <input type="checkbox"/> | Record the parts and labor? | <input type="checkbox"/> |
| <input type="checkbox"/> | List the costs of parts, including tax? | <input type="checkbox"/> |
| <input type="checkbox"/> | List the cost of labor? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the total cost of parts and labor? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in maintaining and repairing. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Maintaining and Repairing

PERFORM

Occupation:

Plumber

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a plumber performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Identify the symbols used for pipe and pipe fittings? | <input type="checkbox"/> |
| <input type="checkbox"/> | Record the project number on the order form? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the total length of pipe needed? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the number of 22' lengths of pipe? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the number of tees needed? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the number of elbows needed? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the number of valves needed? | <input type="checkbox"/> |
| <input type="checkbox"/> | Sign the order form? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in maintaining and repairing. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Maintaining and Repairing

PERFORM

Occupation:
Appliance Repairer

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity an appliance repairer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Find out what is wrong with each machine? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find out the cause of the problem? | <input type="checkbox"/> |
| <input type="checkbox"/> | Identify the way to fix each machine? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in maintaining and repairing. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Maintaining and Repairing

PERFORM

Occupation:

Sanitation Worker

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a sanitation worker performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Find out the city trash collection laws? | <input type="checkbox"/> |
| <input type="checkbox"/> | Identify the trash items you can collect? | <input type="checkbox"/> |
| <input type="checkbox"/> | Identify the trash you can collect at each stop of your route? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in maintaining and repairing. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Thinking in Pictures

EXPLORE

Place a check in front of the interests and abilities you share with people who think in pictures.

Interests

- sharing ideas with other people
- drawing, painting, and sketching
- telling stories with pictures
- looking at something rather than reading about it
- seeing colorful, attractive, and humorous things
- choosing different ways to express ideas

Abilities

- drawing pictures of ideas
- working with paint brushes, pens, charcoal, and other art tools
- picturing what something will look like
- working quickly when necessary to meet deadlines
- forgetting about everything but work when there is a lot to do
- creating things that people will look at

Reaction Form

Thinking in Pictures

PERFORM

Occupation:

Photographer

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a photographer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Decide the first picture that will look better if it is cropped? | <input type="checkbox"/> |
| <input type="checkbox"/> | Align the cropping frame? | <input type="checkbox"/> |
| <input type="checkbox"/> | Draw the cropping line? | <input type="checkbox"/> |
| <input type="checkbox"/> | Cut out the picture? | <input type="checkbox"/> |
| <input type="checkbox"/> | Crop the remaining pictures in the same way? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in thinking in pictures. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Thinking in Pictures

PERFORM

Occupation:
Cartoonist

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a cartoonist performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Think of some ideas about how to present the topic? | <input type="checkbox"/> |
| <input type="checkbox"/> | Sketch your ideas? | <input type="checkbox"/> |
| <input type="checkbox"/> | Sequence pictures to tell the message? | <input type="checkbox"/> |
| <input type="checkbox"/> | Make the final drawings? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in thinking in pictures. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Thinking in Pictures

PERFORM

Occupation:
Display Artist

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a display artist performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Draw a number of items you might put in the first display? | <input type="checkbox"/> |
| <input type="checkbox"/> | Choose the items you want to use in the display? | <input type="checkbox"/> |
| <input type="checkbox"/> | Arrange the display items? | <input type="checkbox"/> |
| <input type="checkbox"/> | Do a second plan for the window display? | <input type="checkbox"/> |
| <input type="checkbox"/> | Select the plan you will use? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in thinking in pictures. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Thinking in Pictures

PERFORM

Occupation:

Commercial Artist

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a commercial artist performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Design the symbol for the logo? | <input type="checkbox"/> |
| <input type="checkbox"/> | Prepare lettering of the store name? | <input type="checkbox"/> |
| <input type="checkbox"/> | Arrange the symbol and name to form the logo? | <input type="checkbox"/> |
| <input type="checkbox"/> | Position the logo on the bag? | <input type="checkbox"/> |
| <input type="checkbox"/> | Prepare the finished design for the first bag? | <input type="checkbox"/> |
| <input type="checkbox"/> | Design a second bag in the same way you did the first bag? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in thinking in pictures. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

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Reaction Form

Job Function: Using Environmental Information

EXPLORE

Place a check in front of the interests and abilities you share with people who use information about the environment.

Interests

- working in fields, or near trees or water
- enjoying nature
- finding out why things happen
- being responsible for your own work
- learning about the earth
- doing physical activity

Abilities

- studying information and using it to make decisions
- noticing things that happen around you
- using logic to solve problems
- planning when and how to do certain tasks
- doing tasks that require physical strength and endurance
- explaining things to other people

Reaction Form

Using Environmental Information

PERFORM

Occupation:

Landscape Gardener

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a landscape gardener performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Look at the land? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find out how the land is supposed to look? | <input type="checkbox"/> |
| <input type="checkbox"/> | Identify the problem areas? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

135

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in using information about the environment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

122

Reaction Form

Using Environmental Information

PERFORM

Occupation:
Fish and Game Warden

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a fish and game warden performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Demonstrate knowledge of fishing rules? | <input type="checkbox"/> |
| <input type="checkbox"/> | Observe the people who are fishing in Laker? | <input type="checkbox"/> |
| <input type="checkbox"/> | Decide if each person is following the fishing laws? | <input type="checkbox"/> |
| <input type="checkbox"/> | Decide how much the violators should be fined? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in using information about the environment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Using Environmental Information

PERFORM

Occupation:

Farmer

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a farmer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

Find out how much money you will earn from the wheat crop?

Find out your total expenses for the year?

Find out if you will have a profit or loss?

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need?

Also, list some activities you might try to gain experience in using information about the environment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Using Environmental Information

PERFORM

Occupation:
Meteorologist

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a meteorologist performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Identify symbols used for various weather terms? | <input type="checkbox"/> |
| <input type="checkbox"/> | Identify where each type of information on a weather report symbol is found? | <input type="checkbox"/> |
| <input type="checkbox"/> | List current weather information? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in using information about the environment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Working with Equipment

EXPLORE

Place a check in front of the interests and abilities you share with people who work with equipment.

Interests

- planning your work
- operating various kinds of equipment
- working with your hands
- finding problems and trying to solve them
- taking things apart and putting them back together
- using better and quicker ways to complete tasks

Abilities

- keeping arms and hands steady when working
- having a good sense of balance
- watching things move and adjusting a control at the same time
- working on one job for a long time
- handling very small things without dropping them
- following specific procedures for doing things

Reaction Form

Working with Equipment

PERFORM

Occupation:

Computer Service Technician

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a computer service technician performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Find the computer checkpoints? | <input type="checkbox"/> |
| <input type="checkbox"/> | Look at the wiring at each checkpoint? | <input type="checkbox"/> |
| <input type="checkbox"/> | Identify the points at which there are problems? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with equipment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Working with Equipment

PERFORM

Occupation:

Telephone Operator

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a telephone operator performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Identify the kind of information listed in the yellow and white pages of telephone books? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find the telephone numbers requested by customers? | <input type="checkbox"/> |
| <input type="checkbox"/> | Work quickly? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with equipment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Working with Equipment

PERFORM

Occupation:

Cook

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a cook performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

Choose the foods you will prepare?

Figure out how much of each food you must prepare?

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with equipment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Working with Equipment

PERFORM

Occupation:

Machinist

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a machinist performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

Identify the functions of five machines?

Identify the machines you must use to make various parts?

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with equipment. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Job Function: Working with Numbers and Symbols

EXPLORE

Place a check in front of the interests and abilities you share with people who work with numbers and symbols.

Interests

- working math problems
- working with paper and pencil
- putting puzzles together
- sorting things into categories
- paying attention to details
- learning the meanings of certain symbols

Abilities

- recognizing differences in similar items
- adding, subtracting, multiplying, and dividing
- counting items correctly
- doing things in the same order each time
- working on one problem for a long time, if necessary
- explaining ideas clearly so others can understand

Reaction Form

Working with Numbers and Symbols

PERFORM

Occupation:

Medical Laboratory Assistant

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a medical laboratory assistant performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Identify the kinds of cells found in a blood sample? | <input type="checkbox"/> |
| <input type="checkbox"/> | Count the correct number of red blood cells? | <input type="checkbox"/> |
| <input type="checkbox"/> | Count the correct number of white blood cells? | <input type="checkbox"/> |
| <input type="checkbox"/> | Count the correct number of platelets? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with numbers and symbols. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Working with Numbers and Symbols

PERFORM

Occupation:

Computer Programmer

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a computer programmer performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Identify PL/1 Programming Language terms by accurately completing Worksheet 38a? | <input type="checkbox"/> |
| <input type="checkbox"/> | Correctly write math problems in PL/1 Programming Language? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with numbers and symbols. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Working with Numbers and Symbols

PERFORM

Occupation:
Bank Teller

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a bank teller performs.
Read the list below. Place a check in front of the things you
were able to do.

Did you:

Instructor:

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Identify banking terms? | <input type="checkbox"/> |
| <input type="checkbox"/> | Find out each customer's needs? | <input type="checkbox"/> |
| <input type="checkbox"/> | Identify how you could help each customer? | <input type="checkbox"/> |
| <input type="checkbox"/> | Handle each transaction correctly? | <input type="checkbox"/> |

Have your instructor check your work. Ask him or her to place
an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with numbers and symbols. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.

Reaction Form

Working with Numbers and Symbols

PERFORM

Occupation:

Library Assistant

Interest Survey

Did you like this activity? (Circle one answer.)

yes no somewhat

What did you like or dislike?

Abilities

You have just completed one activity a library assistant performs. Read the list below. Place a check in front of the things you were able to do.

Did you:

- Record the title page information?
 Record the copyright date?

Instructor:

Have your instructor check your work. Ask him or her to place an "X" to indicate the things you completed correctly.

DECIDE

Do you think that you might like to do the kind of work described in DECIDE? (Circle one answer.)

yes maybe no

Why (or why not)?

If you said yes or maybe, make a list of the education you will need.

Also, list some activities you might try to gain experience in working with numbers and symbols. (Use your own ideas as well as those given at the end of DECIDE.)

Now turn to the Procedure section of your Program Guide. Find the directions that apply to you.