

DOCUMENT RESUME

ED 231 973

CE 036 382

TITLE New Hampshire VIEW. Vital Information for Education and Work. 1983 Edition. User Guide.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY California State Dept. of Education, Sacramento. Vocational Education Support Services Section.

PUB DATE 83

NOTE 18p.; For related documents, see CE 036 380-381.

PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adult Education; Career Education; *Career Exploration; *Career Guidance; Demand Occupations; *Employment Opportunities; *Employment Projections; Employment Qualifications; Labor Needs; *Occupational Information; Postsecondary Education; Secondary Education

IDENTIFIERS *Career Information Systems; New Hampshire; *Vital Information for Education and Work

ABSTRACT

This user guide is designed to assist students using the Vital Information for Education and Work (VIEW) manual. An introduction reviews the VIEW program, describes how to start a career exploration process, defines career exploration, and explains the kinds of information contained in the VIEW scripts (two-page job descriptions contained in the VIEW manual). The second section addresses use of the VIEW scripts. A sample user worksheet is provided, and reference is made to the other types of information provided in the appendixes to the VIEW manual. (YLB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED231973

New Hampshire VIEW

Vital Information for Education and Work

1983 Edition

User Guide

Prepared by The National Center
for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Sponsored by The State of New Hampshire
Occupational Information Coordinating Committee
155 Manchester Street
Concord, New Hampshire 03301
1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

M. Chappell

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE 036582

ACKNOWLEDGEMENTS

This *VIEW Manual* has benefited from the contributions of many individuals. The New Hampshire State Occupational Information Coordinating Committee's (SOICC) subcommittee, whose members include Richard Monteith, Donald Lebrun, and Richard Frye, assisted in developing the format and content of the manual, and reviewed the scripts to ensure that appropriate information was included. Information and development meetings with a number of persons were helpful in ensuring that the manual addresses the needs of the various constituencies. Those persons are Denise Roy, Chief of Counseling Services, New Hampshire Department of Employment Security; Deborah Regan, Director, New Hampshire Learning Line; Ronald Rush, Career Education Coordinator, Supervisory Union No. 53; Paul Lacasse, Ex Director, New Hampshire Private Industry Council; Richard Frye, Research Analyst, New Hampshire Department of Employment Security; Edward O'Sullivan, Guidance Counselor, Rundlett Junior High School; Laurence Goss, Senior Planner, New Hampshire Office for State Planning; James Carr, Vocational Guidance Consultant, Division of Vocational Education; Richard Monteith, Exemplary Program Consultant, Division of Vocational Education; and David Keether, Education Specialist, U.S. Army Recruiting Office.

The National Center is particularly grateful for the efforts of Richard Rush in involving high school students in identifying areas where the 1976 *VIEW Manual* could be improved. Montez Briggs, Director of the Montana State *VIEW* system, deserves particular thanks for her review of the materials and helpful suggestions. The manual also benefited from other statewide career information systems and *VIEW* manuals that were shared by the state directors of *VIEW*. The National Center also acknowledges the assistance and direction given the the New Hampshire SOICC Director, Donald Roberge, without whose help the development of the manual would have been considerably more difficult.

A number of National Center staff worked on the *VIEW Manual*. The major developmental work was directed by Carol Minugh, Research Specialist. Harry Drier, Associate Director of the Special Projects Division, provided valuable advice. Two Student Research Assistants, Chris Balbaugh and Alex Atta-Safah, contributed much to the development of the manual, as well. Thanks is given to Cathy Waterson and Marianna Pusecker who contributed to the art work for the *VIEW*, to Constance Gaib, Jan Zimmer and Kathy Kush, who prepared the typewritten drafts, and to Constance Faddis, who provided editing for original materials.

Carol J. Minugh
VIEW Project Director
National Center for Research
in Vocational Education

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION.....	1
What Is the VIEW Program?.....	1
How Do You Start?.....	2
What Is Career Exploration?.....	3
Format of the VIEW Scripts.....	3
USING VIEW.....	10
Using Other Career Information.....	14

What is the VIEW Program?

The New Hampshire VIEW Program is a statewide system by which information on occupations and related training opportunities in New Hampshire is compiled and described. The VIEW program is designed as a guidance tool to assist students in junior high schools, high schools, and postsecondary schools, as well as adults to identify and examine occupations. The VIEW Program can be used directly by students, but also by teachers, librarians, counselors, or parents as they attempt to assist students in formulating educational or work goals and decisions. Occupational and training information is presented that is current, objective, and based on local sources and economic conditions. The information includes job outlooks, job descriptions, national wage scales, and educational requirements for occupations that are known to have employment opportunities in New Hampshire. The VIEW Program also provides information on the educational institutions within the state and the training opportunities they currently offer. In addition, information on military occupations is included in order to assist students in exploring those job and career opportunities.

The purpose of VIEW is to provide the residents of New Hampshire with a current, relevant, and accessible career information system. To fulfill this purpose the information is presented in a manner designed to provide easy access to all users as well as important information and resources for making vital career decisions.

The VIEW Program is made available by the New Hampshire State Occupational Information Coordinated Committee (SOICC) to all junior high, high school, and postsecondary institutions in the state as well as to such other governmental agencies as the employment services.

The manual offers information on 254 occupations that have been projected by the state's Employment Security Agency as having more than ten job openings in the period of 1979-1990. The information is presented on two-page VIEW Scripts, either in a loose-leaf binder or in microfiche form.

How Do You Start?

To start a career exploration process, you should first become informed about many different aspects of occupations. Occupations have differing physical and educational requirements and occur in differing environmental situations, and you need to understand these differences. For example, most people have preferences in working conditions and could write down the conditions in which they think they would like to work.

For instance, if you did not want jobs requiring lifting, you would sort and discard those occupations that require it. You may exclude such an occupation as automobile repairperson, which may require lifting, even though it meets your other educational capabilities and aspirations. In this way, you can explore occupations and gain better insight into your work-related likes and dislikes. This self-understanding may also encourage you to explore occupations you may have not considered before.

Occupations also may have varying emphases on working with--

- o People --Work with people or, in some instances, animals
- o Data --Work with information
- o Things --Work with tools, machinery, or equipment
- o Combination--Work with at least two of the three areas above

Not all persons will be able to say conclusively that they would work in only one situation (indoors or outdoors), or only with people, data, or things. Some prefer jobs may be performed outdoors in all weather conditions--a crucial bit of job information if you dislike extremely cold or hot weather. Thus it is best for you to explore all aspects of an occupation before making any decisions.

What Is Career Exploration?

Career exploration is an ongoing process of work examination that provides a base of experience and information. With this information, you can make decisions about what you would like for your life's work. The process can extend from reading about many occupations, viewing films of workers performing their jobs, and listening to career speakers, to visiting various work sites to see the daily work tasks, typical work environments, and requirements of the job unfold.

Format of the VIEW Scripts

The VIEW Scripts are in alphabetical order, according to occupation title. The Index to the VIEW Scripts provides a listing of all occupations, according to the occupational cluster listed in the Standard Occupational Classification. The occupations are listed in clusters of like occupations to assist you in identifying occupations that have similar requirements and activities, or environments. The two-page VIEW Scripts provide information to help you make informed career choices. The following pages explain the kinds of information contained in the VIEW Scripts.

New Hampshire **VIEW**

Vital Information for Education and Work

Job Description

Describes briefly the type of task performed by the occupation.

THINGS TO CONSIDER:

Job Outlook in New Hampshire

1979 1990

EMPLOYMENT:	TOTAL		AVE. RATE
LOCATIONS OF JOBS LABOR MARKET AREA	1979 Employ.	Ave. Open	STATE EMPLOYMENT BY INDUSTRY
Labor Market areas in New Hampshire (LMA)	Number of workers hired in this occupation in 1979	Projected job openings each year until 1990	Percentage of projected job openings in each industry

Work Conditions:

Discusses the environment and physical demands of the job.

Advancement Opportunities:

Provides you with an opportunity to identify career advancement opportunities in this occupation.

EDUCATIONAL/TRAINING PROGRAMS:

- **For More Information Contact:**

Tells you where to get additional information on education or training programs (including apprenticeship) to prepare for this occupation.

- **Learning Line Toll Free Number:**

Gives toll free number in New Hampshire that you can call to obtain information about training and education programs, as well as occupational and career opportunities in the state of New Hampshire.

WHERE TO GET FURTHER INFORMATION:

Tells where to obtain additional career-related information on this occupation.

TO PREPARE FOR THE JOB:

- **These School Subjects Can Help You:**

Provides information on the type of classes you should take if you are considering going into this occupation.

SAMPLE PLACES OF WORK:

Lists the work locations that are common to this occupation. This listing provides a realistic picture of where you would be performing the job.

NATIONAL WAGE RANGE:

Tells you what other workers are currently being paid in this occupation. This wage should be carefully checked with the New Hampshire wage range.

RELATED OCCUPATIONS:

Provides a listing of occupations that require similar abilities and skills as well as interests.

MORE ABOUT THE JOB:

Sample Work Activities:

Lists the activities that are common to this occupation. This listing provides a realistic picture of what you would be doing on the job.

HOURS OF WORK:

Describes the usual work hours for the job: day, night, evening, shift work, on call, overtime.

● **Education/Training Needed:**

Recommends how much education or training is required to work in this occupation. Requirements for apprenticeship also included under this classification.

● **Special Requirements:**

Provides information about any licenses, certificates, or examinations necessary in order to be employed in this occupation.

SOC

Provides **Standard Occupational Code** information on a general category of occupations. You will be able to gain a better understanding of a group of related occupations through this code number.

DOT

Provides **Dictionary of Occupational Titles** with specific information on each occupation, including the typical work duties, knowledge, and skills involved in performing the job and the general ability of tolerances required of workers.

Matrix

Provides a Matrix Code for occupational employment information based on state and regional surveys. The information on each occupation is available through state employment security agencies under the Matrix Code numbers.

GOE

Provides information from the **Guide for Occupational Exploration (GOE)** to help people see themselves realistically in regard to their ability to meet job requirements. The GOE provides information about interests, aptitudes, adaptabilities, and other requirements for occupational groups. The GOE makes it possible for people to compare occupational requirements with their knowledge about themselves.

CIP

Provides information from the **Classification of Instructions Program (CIP)** to assist in determining the instructional programs (college/technical school) that will prepare them for specific occupations.

**Army (MOS)
Navy (ECCS)
Coast Guard (EQCS)**

**Air Force (AFSC)
Marines (MOS)**

Lists the occupational opportunities in each of the armed forces. Users can refer to the specific military recruitment or education office to gain more information on these related occupations and careers available in each of the armed forces.

USING VIEW

The best way to use the VIEW Scripts is by first identifying a function in which you are interested (social work, administration, teaching, health, operating machines, and so forth). Then find the related area in the Index and locate the specific occupation under that group.

The Index provides the Standard Occupational Classification (SOC) code according to functional area. You will be able to identify other occupations that have similar work requirements under each major group.

You may also wish to look at one specific occupation. You should go through the Scripts, which are arranged in alphabetical order, and find the one in which you are interested in order to review the information on that occupation.

You are encouraged to write down information on occupations they find interesting. This will make it easier for counselors or teachers to assist in your explorations. In order to do this, it is important for you to think about whatever information is available about yourself. If you have taken interest tests or aptitude tests, those results will help you identify the occupations you should consider. After examining the available information about yourself, you should identify the occupations that seem to meet your needs. The following sample form should help show you how to record and organize information about occupations and yourself while examining the VIEW Scripts. Your counselor will provide a similar form for your use.

sample

1. What occupations do you want to consider?

- A. Stenographer
- B. Teacher, Elementary
- C. Respiratory Therapist
- D. Collector

2. While you are exploring the occupational information, write down your comments on--

Occupation A

I like this occupation because It requires taking dictation and typing.

I do not like this occupation because It tends to involve routine, repetitive, and uninvolved tasks.

- Consider
- Do Not Consider

Occupation B

I like this occupation because It involves working with children. Also, an elementary teacher receives much vacation time, which can be spent with his/her own children.

I do not like this occupation because In addition, to working with children, it involves relating to their parents. Also, it can be both physically and mentally demanding.

- Consider
- Do Not Consider

sample

Occupation C

I like this occupation because It involves helping people. Also, I'm interested in work of scientific or technical nature.

I do not like this occupation because It involves working under pressure in emergency situations.

- Consider
 Do not Consider

Occupation D

I like this occupation because It involves meeting the public and working in an office.

I do not like this occupation because It may involve dealing with hostile customers.

- Consider
 Do not Consider

You may not find any one occupation that you totally like or dislike. There will be things you like and dislike about almost every occupation. Meanwhile, you are learning some important things about yourself and the type of work you want to do.

3. After completing this section on each of the occupations, develop a profile of the characteristics of occupations that you particularly like:

Hours of work I would like working only 10 months out of the year.

Working conditions Both inside and outside work.

School conditions I like math, science, social studies, and history.

Activities I would like to prepare outlines for courses of study.

Places to work An elementary teacher can work in private or public grade schools and middle schools.

Training and educational requirements I would like to attend a 4-year college.

Job outlook Expected to increase in late 1980's so outlook is favorable.

Other characteristics I could advance to principal.

4. Write down some characteristics of the job that you don't like:

Hours of work I don't like working overtime.

Working conditions I don't like routine repetitive and involved tasks.

School subjects _____

Activities I don't like dictation.

Places to work I would not like working in banks.

sample

training and educational requirements I prefer not to attend a vocational-technical college.

Job outlook _____

Other characteristics The wage range is not attractive, only \$12,819⁰⁰ - \$16,872 per year

5. After completing these exercises, you may find that you would like to have more information on a particular occupation for career planning purposes. Obtain further information by writing to the association or agency listed on the VIEW Script.
6. After using the VIEW Script, you should discuss your findings with a counselor, parent, or teacher. The information on the occupations that were identified will be very helpful in these discussions. A counselor can direct you in further exploration or can assist you in designing a realistic and complete career plan.

Using Other Career Information

The New Hampshire VIEW is only one tool you can use in your career exploration activities. There is a great deal more information you need about occupations and about yourself before you decide on a specific occupation or career. After you identify an occupation on a VIEW Script, you can go to appendices A, B, and C in the VIEW Manual and find which educational institutions provide training and/or education in this field. You can also find information there on the length and type of such occupational training.

You may also want to see what the military has in the way of opportunities for occupations and training. Each VIEW Script provides a military code for a related occupation (if there is one) in each of the five services (U.S. Army, Air Force, Coast Guard, Navy, and Marines). Each of the military forces has its own coding system for occupational opportunities within that service. Appendix D in the VIEW Manual provides information on the appropriate military publications that you should examine. Schools or public libraries should have these publications available. They also are available at your local recruiting office for each of the services.

Other sources of information are available through school and agency counseling offices. Some of these sources are listed in appendix F of the VIEW Manual.

You may want to return to the User Guide again to review the job and educational opportunities in New Hampshire.