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Career Connection

*Presented by University Extension
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Career Connection: An Overview

To The Teachers:

Career Connections is a career exploration program designed for 7th, 8th and 12th grades. The material will help individuals look at themselves, look at careers and match the two. The result, we hope, is a program that will help lead youth to a rewarding and satisfying career.

Objectives:

1. Introduce students to career exploration and career goal setting through awareness of their interests, talents, aptitudes, values and resources.
2. When considering future careers, students/members evaluate the "constant change" factor due to:
 - a) Population
 - b) Labor force
 - c) Occupational opportunities
 - d) Technology
3. Students focus on the reality of supply and demand in evaluating career possibilities in today's job market.

Materials Needed:

VCR Tape: Part 1, "The Only Thing Certain Is Change"
Student Workbook

Time:

1 Hour

Procedure:

1. Show VCR Tape-Part 1 (7 Minutes), "Preparing For Jobs Of The 1990's: What You Should Know."
2. Guide students/members through Exercise One. Allow for discussion (5-10 minutes).
3. Show VCR Tape-Part 2d (10 minutes), "Job Openings vs. Job Seekers."
4. Discuss questions in Exercise Two.

Unit: 1
Lesson: 1
Exercise: 1

Student Handout

1. Make a list of your own personal career goals, abilities, strengths, interests and values.

2. Rank the following issues in importance to you personally (#1 is most important, #3 is least important):

- _____ Money
- _____ Job security
- _____ Job satisfaction

3. After you have completed your list, discuss the following job related values and how they relate to your personal career goals:

- Self-esteem
- Self-satisfaction/emotional fulfillment
- Financial security
- Advancement/promotion
- Success/leadership
- Geographical location (Where you want to live and work.)
- Family planning

Optional Exercises (if time permits)

1. Brainstorm together and make a list of occupations that are becoming obsolete due to technological change.

2. Discuss as a group, how the following issues affect the job market:

- a) An increase in population
- b) A decrease in population
- c) A change in the labor force
- d) An increase in occupational opportunities
- e) Availability of modern technology to the business world.

3. Will the career opportunities you have in mind be affected by technological change?

Unit: 1
Lesson: 1
Exercise: 2

Student Handout
(Optional)

As a group, do and discuss the following:

1. Make a list of occupations that are "over supplied" with workers, resulting in a decrease in available jobs in these vocations.

2. Why is it important to research job opportunities in publications such as the "Occupational Outlook Handbook?"

Summary

Today, we have started our discussion of career exploration. I hope you feel your future is important. Each of you has abilities that are needed in the world of work. Each of you can pick a job that will be fun, a job that you can learn to do, a job that will bring satisfaction, and a job that will pay you an adequate wage.

You have several years of school to complete. I realize there are days we get tired of school. To be honest with you, there are days I get tired of my job. School is an important job. The more you learn in school, the more choices you will have after school.

As you focus on a career choice, you should consider the "change" factor in job availability. Population, modern technology, and the law of supply and demand all influence future career possibilities. However, a well-planned career exploration program will make it possible for each of us to find a job that fits us as an individual.

Career exploration consists of five major steps. These steps are:

Self Study

This step involves finding out about yourself. What your interests, desires, abilities, etc., are, and what type of job you like and could do well.

School grades and test scores give you a good indication of your ability in doing different kinds of work.

Career Study

It is impossible to learn about all of the different types of jobs. A big point to remember is this: The more job possibilities you know about, the more choices you have. I challenge you to gather information about as many different types of jobs as you can.

Basic Education

About one-fourth of today's young people do not graduate from high school. Dropping out of high school is a sure path to unemployment. It is almost impossible to find a meaningful job without a high school education. It is normal to become discouraged with school. I encourage you to remember school is a time of preparation for the rest of your life.

Career Choice

If we get to know ourselves well and study a variety of jobs, picking a job becomes easy. How well you do in selecting a job depends upon how well you know and understand yourself and the number of jobs you have researched.

Career Training

After you complete high school and select the kind of job you want to do, you are ready to learn to do that job. Basically, you can learn to do a job in one of three ways.

- Start work and learn to do the job as you work;
- Attend a vocational school to learn to do the job;
- Attend college.

Generally speaking, the job you select will determine how you will learn to do the job.

Unit: 1
Lesson: 2

"Who Am I, What Will I Become?"

Objective:

Students will understand themselves better - their ideals, values and future goals in life - through a self-evaluation process that focuses on their physical, emotional and social skills and abilities.

Materials:

Overhead material
Exercises: Pages 4-6 of Student Workbook

Procedure:

I. Discuss, with the students/members, the information on pages 4-6 of the student/member workbook, "Getting To Know Yourself." Focus on the following:

a) Initial step in career exploration process is self-study (discuss height, weight, color of eyes and hair, as well as personal goals, future plans, where student/member wants to live five, ten, or twenty years from now, etc.)

b) Concentrate on the following 23 areas:

1. Interests: Your interests are things that you enjoy doing. For example, some young people enjoy babysitting with small children. On the other hand, there are others who do not like to babysit.

2. Interests At School: How do you determine what your real interests are? One way is to be conscious of your needs. Ask yourself, "Do I enjoy doing this?"

Test your interests at school by asking, "What type of courses do I like? Do I like science class better than math class?" Answers to the following questions indicate your interests: "What type of activities do I like? Do I like sports where I am actively involved outdoors, or do I prefer to spend my leisure time watching TV?"

3. Interests/Part-Time Jobs: Part-time jobs are another way of testing your interests. Other people can be good sources of information about yourself and your interests. You might want to visit with your parents to find out what they think your interests are. Don't be surprised if others think you are interested in different things than you believe you are interested in.

4. Aptitudes: Aptitude might also be called ability or how well you can do certain tasks. There are several things that give you indications of your abilities or aptitudes. One is school grades. What areas of study do you make the best grades in?

5. Tests/the School Counselor: As you go through high school, you will likely have the chance to take some ability or aptitude tests. Take these tests and ask your teacher or counselor to explain the results to you. It isn't wise to take the test results as gospel or fact. They are simply an indicator of what your interests or abilities might be.

6. Part-Time Jobs: Part-time jobs can be indications of your abilities. What kind of tasks can you perform well? What kind of tasks do you have difficulty completing?

7. Skills: Another area of importance is in the skills you have developed. This is a difficult term. At this stage in your life, you have not acquired many technical skills. For example, you probably cannot type today because you haven't had the opportunity to take typing. This certainly doesn't mean, however, you can't learn to type. We are talking about those things you can do now and also those things you could learn to do in the future.

8. Personality: What does the word personality mean? Personality means the total picture you get of me or I get of you. Included in this would be what I wear, how I sit, what I say and how I say it. Appearance is a part of personality. Personality is how I relate to you.

9. You Can Change: Personality is something that you and I can change. In a self-study you should remember that humans are not fixed creatures. We have the power to change our present condition. If you want to change yourself, you must first identify what it is you want to change. Secondly, you must make a strong commitment that you will, in fact, change, and thirdly, you have to stay with it, because change doesn't happen easily.

10. Temperament: Each of us has a temper and each person has a different kind of temperament. How easy is it for other people to get along with us? What kind of self-control or emotions do I have?

11. Self-Control: A person who is self-controlled has a desirable temperament and can take things in stride and control their emotions. The person that doesn't get mad about every little thing that happens, and who has the ability to remain calm and get over his anger will be an enjoyable person to work with.

12. Social Needs: Social needs are those things other than money that you get from the job. For example, some people have a need for authority, this type of a person would likely want to consider a job in law enforcement, a military career, or administrator-type work.

13. Working With Other People: Some people have a strong need to spend their time with other people and would like to work in a place that employs a lot of people. If, for example, you really like being with people, you might like a job that involves contact with people during most of your working hours. A teacher or an instructor would have a job like this.

14. Working By Yourself: A truck driver is likely to spend many hours alone on the road. This type of job would fit the individual who likes to be alone.

15. Health: There are many things about your health and your physical self that need to be considered when searching for a future job.

16. Physical Requirements: Some jobs require

you to be a certain height, certain weight, and to have certain physical conditions. In many jobs, there are minimum physical standards that you will have to meet. When thinking about health, we want to think in terms of any physical limitations that we have.

17. Hobbies: Hobbies are those things we do for personal enjoyment or relaxation. It is helpful to think about hobbies when considering a future job. Let's look at the example of a young man who likes to hunt and fish. Because he has an interest in the out-of-doors, he may want to consider jobs which allow him to work out-of-doors. Hobbies often lead to a career.

18. School Achievement: Another area of consideration is that of your school achievements. Let's consider grades as well as other kinds of things that you do around school. An example would be the activities you participate in. What role do you play in these activities? In organizations and groups to which you belong, do you strive to be an officer and leader, or are you happy being a member? Visit with at least one of your teachers. You will find that a teacher can give you a pretty realistic picture of what your interests and abilities are.

19. Work: Another area is your achievements at work. Consider how you get along with different kinds of work. Try to hold part-time jobs. This is an excellent way to find out about your interests in different kinds of jobs.

20. Family Desires: What your family expects of you, we might call this "family desires," is important to understanding. You don't have to plan your life to meet family desires and expectations; you will find it helpful, however, to understand what your parents expect of you when making your future plans.

21. Future Training: This is a question that you need not answer today, but one you need to think about while you're in school. In thinking about further training, we need to think primarily about two things:

- What mental ability do you have to complete further training?

•What education is required for the career that you are considering. Certainly, no one can give you a completely reliable formula for self-study; however, when studying yourself, you must be completely honest.

22. Look In A Mirror: Sometimes the mere fact of looking in the mirror helps you to be a bit more honest and realistic.

23. Self-Study: Self-study is something that starts at a very early age in life and continues all through life. No one completely understands him/herself. The challenge for you is to see how well you can get to know yourself.

II. As a group, do pages 5-6 in the student/member workbook entitled "A Word Picture of Myself." Explain each question, and give the students/members time to write down their answers. Focus on the following:

a. What are my interests?: An interest is anything that you enjoy doing in your spare time. For instance, some of you enjoy certain courses more than others. Some of you like being around people. Some of you may like to read.

b. What temperament am I?: This means what type of a disposition do you have. Some people are happy from the time they get up in the morning until they go to bed at night. Some people's moods change, one minute they are in a good mood and the next they are depressed. Some people are just grouchy all of the time. What type of a disposition or mood is pretty common for you?

c. Do I use common sense and good judgement in solving problems?: If you have a problem to solve do you usually think it through and solve it in a reasonable manner?

d. Do I adjust to everyday problems?: Look at one of your more typical days at school. Did that day go by smoothly or did you have a lot of snags along the way. Maybe things seem to bother you that never seem to bother the person sitting next to you.

e. Can I concentrate and do I stick with a job until it is done?: Once you start something, do you normally finish it? Or, do you have to be constantly reminded to finish a job? If you have a homework assignment tonight, will you finish it, or will you be cramming in the morning as you try to get it done? If your parents ask you to empty the trash for them or do some odd jobs around the house, do you finish the job or do your parents nag at you to finish what you start?

f. Do I like to be with people and can I get along easily with them?: Some people need or want to be in a large group of people all of the time. Some people prefer to be by themselves most of the time.

g. Do I have musical discrimination?: Can you read notes and appreciate music? If I were to hit two different notes on the piano, could you hear the difference between them?

h. Do I have mechanical comprehension, do I like to work with machines?: Some of you have the ability to put things together. If something breaks around the house, does your mother ask you to fix it?

i. Can I work with numbers easily?: Your math grades are a good indication of your abilities with numbers.

j. What are my desires and ambitions?: Everyone has goals set for themselves, certain things that they would like to do tomorrow or maybe this weekend or 10 years from now. Some people set a goal of graduating from high school. Some people would like to travel around the world. All of us have some things we would really like to do.

k. How physically fit am I?: Look at your physical self to see if there is anything that you should consider when studying jobs. List any allergies you may have. If you have asthma, there may be certain parts of the country where you could not work. If you have ever broken any bones, even if they healed properly, go ahead and list this. If, perhaps, you can't hear certain sounds or see certain things -- maybe you wear glasses -- these are all the things you should write down and consider at a future date.

1. How are my achievements at school and work?: What type of an achiever are you? Some people are overachievers and some are underachievers. Maybe a teacher has said, "I know you have the ability to do it, if you would just apply yourself." They are suggesting that you are an underachiever; you are not working up to your full potential.

All of these questions are things to consider when you look at a future career.

III. Explain the chart on pages 7 through 8 in the student/member workbook by using the following information:

a. The column on the left entitled "Interest Areas," lists the major career interest areas (mechanical, etc.).

b. The middle column entitled "What It Means" describes the interest listed on the left.

c. The column on the right entitled "Typical Jobs" lists the jobs a person with these interests would enjoy doing (a person with a mechanical interest would like a job as an auto mechanic, press operator, etc.).

d. Instruct the students/members to compare themselves to each paragraph in the middle column and put a check mark by the interest in the

left column (if the student/member likes to discover new ideas and solve problems, they will put a check mark beside "scientific interests"). Note: Be sure students/members understand there is no set limit on check marks (no maximum or minimum) they can make.

e. After students/members complete the chart, instruct them to go back to the beginning of the chart and underline those jobs that interest them in column three. Note: If students/members do not find a job that interests them, they will not underline any of the choices; however, if all of the jobs interest them, they may underline all choices.

f. Instruct students/members to list, on page 9 of their workbook, those interests and jobs they underlined in the preceding chart. (If students/members need a more room, tell them to use the back of page 9.) Emphasize to the students/members that although they have listed many areas of interest and jobs, they will want to explore additional jobs on their own, trying to match their abilities and interests with a future career choice.

Suggestion :

Teacher/Leader should tell student/member that the preceding exercises are merely an introduction to a career study. They will need to continue on their own.

Unit: 1
Lesson: 3

A Look at the World of Agriculture

Objective:

Students will learn that agriculture, the major employment industry in the United States, employs 25 percent of the total working population and is responsible for all jobs connected with the food and clothing industry.

Materials:

VCR Tape:
Hamburger Trail Posters
Cost of Food Posters

Other Suggested Resources:

Job Reprints

Time:

1 Hour

Procedure:

I. Introduce video tape, by focusing on the following points:

a. Nostalgic images of a "farmer in his field" and a "cowboy on his horse at round-up time" are past.

b. Agricultural science is highly technical with spin-off industries promoting goods and services.

c. Agriculture has become agri-business: the biggest business in the world.

II. Brainstorm with students/members and list ideas that come to mind under the discussion topic: "What does the world of agriculture mean to you?"

III. View video tape.

IV. Discuss the following:

a. What role does science play in food production?

b. Give some examples of industries that support agriculture (chemical, transportation, banking, retail grocery, clothing, etc.).

V. Discuss "Hamburger Trail" Posters ("Hamburger Trail" activity [10 minutes] traces the hamburger from the farm to the table.)

a. Print the following words on pieces of paper or poster board 8.5 x 11 inches (one word per sheet):

*Farmer	*Market
*Processor	*Wholesaler
*Grocery Stores	*Transportation
*Eating Facilities	

b. Using the following information, the leader/teacher should lead a discussion on the steps involved in getting hamburger from the farm to the table (focus on the occupations involved in this process).

Farmer: Raises the cows. Each cow has one calf a year. When the calf is about two years old, it will weigh about 1,000 pounds and is ready to butcher. The farmer sells the calf to a livestock market.

Market: The livestock market buys calves from many farmers and sells the calves to a processor.

Processor: The processor butchers the calf. He removes the digestive tract, hide and parts we don't eat. The butchered calf is called a beef carcass. The processor cuts the carcass into cuts of meat like steak. Part of the carcass is ground into hamburger.

Wholesaler: The wholesaler sells the hamburger to the retailer, which is a grocery store or eating place. Transportation and storage is involved. Meat must be kept cold, or it will spoil.

Retailer Eating Places: Wholesalers also sell hamburger to eating places. The eating place cooks the hamburger and sells it to people to eat.

Transportation: The calf is hauled from the farm to market, from the market to the processor, from the processor to wholesaler, from the wholesaler to the grocery store or eating places. Transportation is an important part of the Hamburger Trail.

VI. Discuss with students/members the following facts:

a. Food in the United States is inexpensive in comparison to other countries.

b. American families spend 16 percent of their income for food, the lowest percentage in the world.

c. To buy a basket of food, workers in different countries work different lengths of time:

U.S. Worker:	63 Minutes
Canadian Worker:	83 Minutes
Mexican Worker:	182 Minutes
Japanese Worker:	403 Minutes

VII. Hand out the "Cost of Food" posters and lead a class discussion concerning food cost comparison ("Cost of Food" posters similar to hamburger helper posters):

- Family spends \$100
- Grocery store and restaurant
- Wholesaler
- Food processor
- Farmer
- Farm supplies

With the six student/members holding the signs facing the class, discuss the following facts:

Family Spends \$100: The average American family spends each \$100 for food as follows: \$70 to grocery store, \$30 to restaurant and other eating places.

Grocery Stores and Restaurants: Keep \$31 for their costs and profit and pay \$69 to wholesaler.

Wholesaler: Keeps \$9 for costs and profit and pays \$60 to processors.

Processor: Keeps \$27 for costs and profit and pays farmer \$33.

Farmers: Keeps \$3 for profit and pays \$30 for farm supplies.

Farm Supplies: 30 cents of every food dollar goes for the cost of food production.

Suggestion:

Let students/members study the signs and ask questions. It is important that the student/member understands the cost of the various steps in the food chain.

Summary:

As time permits, review any part of today's program and inform students/members about tomorrow's program.

Unit: 1
Lesson: 4

A Guide to Career Study

Objective:

Students/members will learn important facts about careers they are interested in pursuing, where to find answers to their questions, and how to obtain information about prospective jobs.

Materials:

1. "Things to Find Out About Each Job," (p. 10 of student's manual)
2. Interview form (p. 14)

Procedure:

1. Discuss the terms on page 10 entitled "Things to Find Out About Each Job." (Use a specific job for an example.)
2. Have students/members complete the interview form on page 11 of the student's manual. (Plan to discuss the completed assignment in class during the next class session.)

Reference:

1. Nature of work: This means to find out what the worker does eight hours each day. You should try to get the complete picture. It is easy to find out the more desirable things the worker does but you also need to find out the undesirable things the worker does.
2. Places of employment: This means where would you expect to find people working at the jobs being discussed. Important factors are:
 - a. What part of the United States?
 - b. What size community?
 - c. What type of business, industry or agencies hire people to do the job being discussed?

3. Training and other qualifications: Important points are:

- a. Health or physical requirements, examples: height, weight and handicaps;
- b. Educational requirements, example: college degree, vocational school, high school diploma;
- c. Legal requirements, might include required certificate, license, residence.

4. Employment outlook: The question here is: What are the chances of obtaining a job? What is the demand for workers in a certain job? Openings usually exist due to replacement or expansion in the number of workers needed. It is difficult to predict the future need for workers. If a 9th grade student wants to be a teacher, it will take the student eight years to get the minimum education. The outlook can change several times during the eight year period.

5. Earning and working conditions: Important points are:

- a. Wages and promotional opportunity.
- b. Conditions of work like:
 1. Hours;
 2. Indoors or outdoors;
 3. Travel involved;
 4. Probability of transfer that would cause the worker to move;
 5. Benefits offered like: vacations, insurance and retirement programs.

6. Sources of information: Students need help as to where they can get reliable information.

- a. The best single source of information is the "Occupational Handbook," published by the United States Labor Department. Show the students/members a copy.
- b. Other printed material, for example: guidance kits, books, printed literature etc.

- c. Observation of workers on tour. This would involve going to the place a job is being done and watching the worker. This could also include a part time job where the student actually did some of the tasks the worker does.
- d. Talking to people who do the job can be very informative; however, it is sometimes difficult to get the total picture.
- e. High school counselors and teachers are excellent sources of job information. The same type of help can be obtained from representatives of post-secondary educational institutions or employment agencies.
- f. Reading want ad sections of newspapers is a good way to find out the current need for workers and to learn what kind of workers different companies hire.
- g. Civil Service announcements tell you about jobs available with the government. Our government, local, state and federal, is the largest single employer. Civil Service information is available at the post office.

Learning About a Job Through an Interview

Point out to the students/members that one way to learn about a job is to interview a worker. Most people like to be asked about their job. Go over the interview guide on page 14 of the student workbook. Ask the student to interview one per-

son and complete page 14 in their workbook.

Tell the students/members you will ask them to report on their interview tomorrow. You may need to give the students suggestions.

Unit: 1
Lesson: 5

Food and Agricultural Sciences Career Panel

Objective:

Students will receive information concerning Agribusiness careers by listening to a panel of people employed in Agribusiness.

Procedure:

Choose three or four resource people from a cross section of businesses within the community. If possible, tie the careers to the production of a single food product such as hamburger. (Suggested resource people: farmer, banker, trucker, feed dealer, insurance salesperson, grocery store manager, etc.)

Invite a variety of workers who are employed by subsidiaries of the meat industry. (See Hamburger Trail information.) Each person will tell the audience what part he/she plays in processing a hamburger from the farm to the table. (Limit the speakers to 3-5 minutes and use the rest of the time for questions.)

Suggested Questions:

1. What do you see as the difference between a career and a job?
2. How can we prepare ourselves to forecast the future demand for and direction of a particular career (i.e. long term employment)?
3. What skills are most important to an employer when he/she is hiring a new employee?
4. What should I consider a realistic goal for a salary when I'm 30 years old?

Summary

Suggestions for Discussion Leader

This concludes the formal career discussion. It is hoped the student will continue to study themselves and various types of jobs. On the following page you find several special projects you might want to do. They could be used to extend the career discussion.

Special Projects

Following is a list of suggested projects you could use to extend the Career Discussion Program beyond the four school periods.

1. Develop a file of career information. Have students/members write for literature, and as they receive the information, file it for all students/members to use.
2. Develop a career information display. Change it to emphasize a different area of work each week.
3. Invite people from the community to speak on different areas of work.
4. Visit various places of work to observe people doing various jobs.
5. Rent films, slides and video tapes for students/members to view.
6. Have students/members study different areas of work and give class reports.
7. Have students/members develop individual career notebooks.
8. Invite representatives from post secondary institutions (college students, military recruits, vocational students, etc.) to discuss high school preparation for post secondary training.
9. Invite teachers and leaders to discuss careers related to their areas of specialization.
10. Survey the community to learn about various kinds of jobs that are available locally.

Exploring Personality Characteristics for the Right Career

Objective:

Unit two consists of five lessons and is designed for youth ages 14 and over or School Grade 8.

1. Students will complete self-evaluation forms enabling them to relate their interests, abilities, attitudes, and work experiences to a future career in Food and Agricultural Sciences.

2. Compile a detailed study of one or more careers in Food and Agricultural Sciences.

3. Explore education opportunities in high school.

4. Develop a proposed high school curriculum.

Unit: 2
Lesson: 1

Sharpen Your Focus of Self

Objective:

Students/members review their interests and abilities and focus on how personality traits can affect on-the-job communication and personal relationships.

Materials:

Student Worksheets:

1. Personality Rating
2. Personality Indication
3. Assessing Self

Other Resources:

Personality Characteristics

Time:

1 Hour

Procedure:

1. The teacher/leader should explain the lesson for those interested in learning more about careers and how to make future career choices. The teacher/leader should give their personal expectations as well as those outlined in the materials.

2. Looking at personalities, the teacher/leader should explain that personal qualities are those characteristics that make up the student's/member's disposition right now. Have the students/members rate themselves according to the traits that most nearly describe how they feel about themselves. (See personality rating in the student/member workbook.) The personality test, adapted from the Briggs Meyer Personality Test, is not a definite indicator of a person's precise personality. However, the test and list of personality types and ratings will give the student/member an indication of the characteristics and traits they possess. The personality test is a fun activity and will help youth discover their own personal interests and characteristics.

3. Game-Assesing. This game helps students/members to become aware of their strengths and encourage verbal expression. The game promotes a realistic acceptance of their strengths and weaknesses as these personality traits relate to future career goals.

Personality Rating

Rate yourself by putting a mark in the bracket that most nearly describes your rating for each trait. These are merely traits, they are neither good nor bad.

<u>TRAIT</u>	<u>EXCELLENT</u>	<u>FAIR</u>	<u>POOR</u>
Dependability	[]	[]	[]
Attitude	[]	[]	[]
Enthusiasm	[]	[]	[]
Friendly	[]	[]	[]
Communicate Freely	[]	[]	[]
Diplomatic	[]	[]	[]
Neatness	[]	[]	[]
Sense of Humor	[]	[]	[]
Honest	[]	[]	[]
Adapt To Change	[]	[]	[]
Exhibit Self-Control	[]	[]	[]
Loyal	[]	[]	[]
Like Routines	[]	[]	[]
Like To Solve Problems	[]	[]	[]
Sympathetic To Others	[]	[]	[]

Personality Indicator

Complete the following questions. Choose the answer that comes closest to how you usually feel or act. Circle either "A" or "B" to indicate your choice.

1. Following a schedule:
 - a. appeals to me.
 - b. cramps me.
2. When doing something many other people do, it appeals more to me:
 - a. to do it in the accepted way.
 - b. to invent a way of my own.
3. It is harder for me to adapt to:
 - a. routine.
 - b. constant change.
4. New people I meet can tell what I am interested in:
 - a. right away.
 - b. only after they really get to know me.
5. I am at my best:
 - a. when dealing with the unexpected.
 - b. when following a carefully worked-out plan.
6. I am naturally:
 - a. a "good mixer."
 - b. rather quiet and reserved in company.
7. I would rather be considered:
 - a. a practical person.
 - b. an ingenious person.
8. When going somewhere for the day, I would rather:
 - a. plan what I will do and when.
 - b. just go.
9. In a large group, I more often
 - a. introduce others.
 - b. get introduced.
10. The people close to me know how I feel:
 - a. about most things.
 - b. only when I have had some special reason to tell them.

Which word meaning in each pair appeals to you more?

11. a. firm minded b. warmhearted
12. a. compassion b. foresight
13. a. justice b. mercy
14. a. benefits b. blessings

Personality Characteristics

Introverts

Like quiet for concentration.
Tend to be careful with details, dislike sweeping statements.
Have trouble remembering names and faces.
Tend not to mind working on one project for a long time without interruptions.
Are interested in the idea behind the job.
Dislike telephone intrusions and interruptions.
Like to think a lot before they act, sometimes without acting.
Work contentedly alone.
Have some problems communicating.

Feeling Types

Tend to be very aware of other people and their feelings.
Enjoy pleasing people, even in unimportant things.
Like harmony. Efficiency may be badly disturbed by office feuds.
Often let decisions be influenced by their own or other people's personal likes and wishes.
Need occasional praise.
Dislike telling people unpleasant things.
Relate well to most people.
Tend to be sympathetic.

Extroverts

Like variety and action.
Tend to be faster, dislike complicated procedures.
Are often good at greeting people.
Are often impatient with long slow jobs.
Are interested in the results of their job, in getting it done and how other people do it.
Often don't mind the interruption of answering the telephone.
Like to have people around.
Usually communicate freely.

Thinking Types

Are relatively uninterested in people's feelings.
May hurt people's feelings without knowing it.
Like analysis and putting things into logical order. Can get along without harmony.
Tend to decide impersonally, sometimes ignoring people's wishes.
Need to be treated fairly.
Are able to reprimand people or fire them when necessary.
Tend to relate well only to other thinking types.
May seem hard-hearted.

Perceptive Types

Tend to be good at adapting to changing situations.
Don't mind leaving things open for alterations.
May have trouble making decisions.
May start too many projects and have difficulty finishing them.
May postpone unpleasant jobs.
Want to know all about a new job.
Tend to be curious and welcome new light on a thing, situation, or person.

Intuitive Types

Like solving new problems.
Dislike doing the same thing over and over again.
Enjoy learning a new skill more than using it.
Work in bursts of energy powered by enthusiasm, with slack periods in between.
Put two and two together quickly.
Are impatient with routine.
Are patient with complicated situations.
Follow their inspirations, good or bad.
Often get their facts a bit wrong.
Dislike taking time for precision.

Judging Types

Best when they can plan their work and follow the plan.
Like to get things settled and wrapped.
May decide things too quickly.
May dislike to interrupt the project they are on for a more urgent one.
May not notice new things that need to be done.
Want only the essentials needed to get on with it.
Tend to be satisfied once they reach a judgement on a thing, situation, or person.

Sensing Types

Dislike new problems unless there are standard ways to solve them.
Like an established way of doing things.
Enjoy using skills already learned more than learning new ones.
Work more steadily, with realistic idea of how long it will take.
Usually reach a conclusion step by step.
Are patient with routine details.
Are impatient when details get complicated.
Don't often get inspired, and rarely trust the inspiration when they do.
Seldom make errors of fact.
Tend to be good at precise work.

Game

Title:

Assessing Self

Goal:

To help participants become verbally aware of their strengths, and to stimulate them to assess themselves realistically.

Time Required:

Depending upon group size, around 30 minutes.

Physical Setting:

The members should be sitting at desks or tables to write, and should be able to see each other to share what is on the lists.

Process:

1. The group leader/teacher should hand out pencils, paper, or 5 inch x 8 inch cards.
2. The group leader/teacher says, "To know what we value, it is important to know about ourselves. List ten things you like about yourself on this sheet of paper. Share this list with other group members and add to this list regularly. Tell someone else about it, in regular conversation, and continue to add something positive about yourself.
3. At the end of the activity, encourage the group members to put this list on their bulletin board or wall of the room. Some may even want to put this list on their refrigerator at home.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4. This activity may be difficult for some, and you may need to do some encouraging. Remember to do these activities with the group and share with the group.

Unit: 2
Lesson: 2

Selecting a Career Area in Food and Agriculture Sciences

Objective:

Members/students learn about two or more jobs by completing a detailed job study guide.

Material:

Job Study Guide (2 Sets)

Other Resources:

Occupational Outlook Handbook
Copies of Job Reprints

Time:

1 Hour

Procedure:

1. Review with the members/students the information entitled "Things To Find Out About The Job" (approximate time 5-10 minutes)
2. Job Study Guide: This activity is designed to help students learn to gather important facts about a job from literature they read. Using the

job reprint "Veterinarians," have students/members complete the "Job Study Guide" (approximate time: 15 minutes)

3. Divide the class into small groups of three students per group. Give each group a copy of the job profile reprint "Veterinarians." Each group fills out one copy of the "Job Study Guide." (The member/student copy of the "Job Study Guide" has unanswered questions.)

4. Group Discussion: Using the filled-in sample of the "Job Study Guide," lead the group in a discussion. Questions 16 through 19 compare the job to the person. There is no specific answer to any of the questions. This exercise helps the member/student learn to study and research career information and identify important facts relating to a future career choice.

5. Repeat the exercise again, but allow the student/member to choose the job they wish to study when completing the form "Job Study Guide."

6. Discuss with the students/members the following:
 - a. Highlights of the job;
 - b. Requirements of the job;
 - c. Level of education required;
 - d. Salary desired;
 - e. Job satisfaction and how it relates to self-satisfaction.

Job Study Guide

Name of Job Area: (Example: Veterinarians)

Nature of the Work:

1. List or describe the different things the workers do during the eight hours they work:
(provide health care for animals, take animals temperature, decide what is wrong with the animal and give medication to the animal)
-

2. List any different types or levels of this job:
(Example for Veterinarians) Research, teaching, inspection, treat small animals, treat large farm animals
-

Places of Employment:

3. Types of businesses or organizations that have this job:
(For example: government, animal hospitals, meat processing plants)
-

4. Type of community that would have this job:
(Example: rural - urban, or all types of communities)
-

5. What part of the United States would have a need for this job:
(All parts of the United States have veterinarians.)
-

Training and Other Qualifications:

6. List or describe the education you must complete to get this job:
(Example: High School plus 2-4 years of college plus 4 years of veterinarian school)
-

7. Is a license or certificate required to get this job:
(Yes, must have training and a state license.)
-

8. What are the physical and health requirements, if any:
(Good mental and physical health.)

9. What are personality and character requirements:
(Desire to help people keep their animals healthy.)

Employment Outlook:

10. Based on the information you have, does it appear there will be a need for more workers or fewer workers in the future:
(More workers, because of increased number of small pets and horses.)

Earnings and Working Conditions:

11. What is the salary range?
(Starting: \$23,000 ----- Average: \$40,000)

12. Briefly discuss the conditions under which the worker works:
(Hours of work varies - may work in packing house, laboratory animal hospitals, on farms, or teach in a college.)

Sources of Additional Information:

13. List names and addresses of two places you might write to get additional information:

A. College of Veterinarian Medicine
University of Missouri
Columbia, Missouri 65211

B. American Veterinarian Association
930 North Mechan Road
Schaumburg, Illinois 60196

14. List people you could visit to learn more about this job:
(Veterinarian in your community.)

15. List places you might visit to watch this job being done:
(Animal Hospital)

Comparison of Job to Yourself:

16. What would you like about this job?
(List those things you would like about being a veterinarian.)

17. What would you not like about this job?
(List those things you would not like about being a veterinarian.)

18. Discuss your abilities to do this job:
(List the abilities you have to become a veterinarian.)

19. What additional training would you need to get this job?
(Complete high school plus 2-4 years of college plus 4 years of veterinarian school.)

Job Study Continued

Suggestions to Discussion Leader

At this point, your class should be divided into groups of three students each. Tell the students the jobs for which you have reprints. Have each group select one of the jobs to study. With the job reprint each group selects, have the group complete the following two pages.

Job Study Guide

Student Handout

Name of job area _____

Nature of the Work:

1. List or describe the different things the workers do during the eight hours they work:

2. List any different types or levels of this job:

Places of Employment:

3. Types of businesses or organizations that have this job.

4. Type of community that would have this job:

5. What parts of the United States would have a need for this job

Training and Other Qualifications:

6. List or describe the education you must complete to get this job.

7. Is a license or certificate required to get this job:

8. What are the physical and health requirements, if any:

9. What are the personality and character requirements:

Employment Outlooks:

10. Based on the information you have, does it appear there will be a need for more workers or fewer workers in the future:

Earnings and Working Conditions:

11. What is the salary range:

12. Briefly discuss the work conditions:

Sources of Additional Information:

13. List names and addresses of two places you might write to get additional information:

_____	_____
_____	_____
_____	_____

14. List people you could visit to learn more about this job:

15. List places you might visit to watch this job being done:

Comparison of Job to Yourself:

16. What would you like about this job:

17. What would you not like about this job:

18. Discuss your abilities to do this job:

19. What additional training would you need to get this job:

Unit: 2
Lesson: 3

Explore Educational Opportunities of High School

Objective:

Students/members learn high school graduation requirements, vocational education tract versus college bound tract and opportunities in high school.

Material:

Other Resources:

High School Guidance Counselor
High School Principal
High School Student

Time:

1 Hour

Procedure:

1. Review the "Job Study Guides" as they

relate to education requirements. Talk about the importance of high school as it relates to future careers.

2. Before an on-site visit to a high school, invite a panel of high school students and counselors to talk with the group.

3. Each panel member should talk about high school from a careers perspective (what curriculum requirements must be met before graduation, what about vocational classes, what role does subject matter play in high school). What leadership opportunities may be found in high school, and how do high school classes differ from junior high classes?

4. Ask students/members to complete the "High School Information Sheet" to be discussed the day following the tour.

Suggestion:

An informational panel could include a high school principal, guidance counselor, and one or more students.

High School Information Sheet

1. Name: _____

2. Answer each of the following questions. Use the back of this sheet to write additional information.

A. Name of the high school: _____

B. Number of students in each class:

C. Which classes are the largest?

D. How many units are required for graduation from high school?

E. What role do you see the guidance counselor playing in high school?

Unit: 2
Lesson: 4

A Visit to the High School

Objective:

Students/members attend high school for a one hour period or at an evening "school night" where they attend classes, view physical facilities, and meet with students and teachers.

Materials:

A student/member information form to be filled out after the in-school visitation.

Time:

1-2 Hours (During school time)
1-2 Hours (Evening session if held after school)

Procedure:

1. Transport group to the high school. Plan an orientation session for the group in the auditorium, cafeteria, or other appropriate location.
2. Take a brief tour of the facilities, stopping at one or more classes.

Suggestion:

Ask a high school student to act as a mentor and guide in order to acquaint in-coming students with upper classmen.

Unit: 2
Lesson: 5

Writing My Course Plan for High School

Objective:

Each student/member completes a high school course plan that meets graduation requirements.

Material:

Course planning form
Course listing or catalog
Listing of high school graduation requirements

Time:

1 Hour

Procedure:

1. Discuss and evaluate student's/member's reaction to the high school tour.
2. Distribute the high school course listing and graduation requirements to all students/members. Discuss with the group, the difference between a vocationally based course of study and a college bound course of study.

3. Using the high school course listing, have each student/member complete a 3-year high school plan. They should list the course of study as a sample enrollment for the high school years.

Suggestion:

The high school guidance counselor would be a valuable resource in this discussion.

Summary: Career Connection Study

In this unit, we have taken an important step toward a successful career for you. We have looked at you as a unique individual. You have thought about your interests, personality, and aptitude. We have looked at one or more careers in depth. By continuing to use this model, you can examine many job fields. The last step comes as a result of a careful study of your interest, jobs, and careers. The step is to match the two so as to have a satisfying career. Plan now for tomorrow!

Unit: 3
Lesson: 1

Transition from High School to College

Unit #3 consists of 5 lessons and is designed for juniors or seniors in high school.

Objectives:

1. A panel made up of individuals with varying careers will discuss their training and career paths with students/members.
2. Students/members explore in detail their own career choices. Different levels of educational requirements needed in various career clusters will be noted by students/members.

Materials:

1. A comfortable, well ventilated room with good lighting and free of distractions.
2. Samples of college catalogues, leaflets, or promotional materials.

Time:

1 Hour

Procedure:

1. Have students/members develop a set of informative questions to ask the members of the panel:
 - Questions about training.
 - Why the job is important?
 - What are the job duties?
 - What are some hobbies related to the career?

2. "What's My Line?" After investigating/discussing various careers, invite members from those careers to be on panel. Have panel discuss what it is that they do and have students/members guess the occupation of the panel members. If possible, have panel members bring some typical work equipment.

3. Select members of the group to give reports on various careers. This group serves as a "mock career panel" and responds to other group members' questions concerning discussed careers.

4. Have students/members write a page on the various careers discussed by the panel using information presented by the panel discussion. Have students/members chose a career from panel discussions for developing a more investigative report.

5. Have panel and students/members discuss the type of life-style that various careers present in the work environment:

- Kind of work environment
- Location of work setting
- Hobbies and leisure activities
- Kinds of people associated with
- Ordinary or unique daily life
- Educational training

6. Follow with a discussion of students'/members' life-style and how it relates to the kind of occupation they should pursue.

Unit: 3
Lesson: 2

Financing a College Education

Objectives:

1. Students/members examine their financial needs for college.
2. Students/members compare the cost of a college education at various institutions (community college, regional and state university).

Materials:

Financial aid forms
Financial needs assessment forms
Student loan and work study applications
VCR tape: "Financing A College Education"

Time:

1 Hour

Procedure:

1. Have representatives from various educational institutions (community college, regional university, state university) visit the group to discuss financing a college education at their institution.
2. Discuss with the group the cost and ways of financing a college education. Have the group compare the cost of college on-campus versus off-campus living.
3. Have the group complete all applications for scholarships, financial aid and student work-study programs.
4. In discussing financial aid, be sure to have the students/members explore scholarship sources from churches, community organizations and parents' workplace.

Unit: 3
Lesson: 3

On-Site Study of 1862/1890 Institution

Objectives:

1. Expose students/members to the various educational programs available at their state land-grant university.
2. Conduct an on-site visit at the land-grant university so that the group can view physical surroundings, and acquire an appreciation for campus life.

Materials:

1. Campus catalog
2. Health and admission applications (from both the university and college to which application is to be made)

Time:

1 Day or 1 Weekend

Procedure:

1. Have group complete application forms, financial aid packages, and scholarship applications before arriving on campus.
2. Review all materials received from the university prior to visiting the campus.
3. Have the group write the university requesting necessary information for making application.
4. When requesting permission to visit, note that the group would like to see dormitories, academic departments, library, bookstore, and meet other college students.

Suggestion:

When writing the university for information, request copies of all recruitment materials used by the university.

My Personal Resume and Job Application

Objectives:

1. The student/member becomes acquainted with all aspects of job seeking skills.
2. The student/member completes form relating to applying for a job.

Materials:

1. Sample application forms
2. Sample resumes

Time:

1 Hour plus home assignment

Procedure:

1. Ask students/members to look over a sample resume form.
2. Discuss the groups observation of the resume.
3. Discuss steps in writing a resume with the group (see later material). Ask the group to practice, on a blank sheet of paper, prior to writing on

their own resume blanks.

4. Each participant should choose a format and arrange information on the "resume blank" to fit the format.

5. Ask the group to read their "resume blanks."

6. Discuss the following:

- a. Does the resume serve as a positive reflection of the person?
- b. Is the resume easy for a busy person to read and understand?
- c. Does the resume advertise the person's skills, capabilities and qualifications?
- d. Does the resume encourage you to find out more about the person in an interview?
- e. Is the resume "different" and does it attract attention?

7. Job Applications:

- a. Review several application blanks. Discuss the differences between them and what are the most important parts.
- b. Review important considerations in job applications (spelling, printing, completeness, honesty, etc.)
- c. Have each participant complete a sample application blank.

Observations on Resumes

1. Your resume can be a valuable tool. "So what's a resume?" you may ask. "Just some kind of fancy thing that really isn't any better than an application, right?" WRONG!! A resume (pronounced reh-zoo-may) is a lot more than that. It's the key you need to unlock an employer's door and walk right in for a personal interview. In other words, it's one more tool you can use to shift the employment odds in your favor. After all, which of the following are you?

A Loser: Someone who calls up employers out of the blue and never gets past the receptionists -- or who puts the same dull stuff down on every application and waits forever to get notified.

A Winner: Someone who can take good clear proof of her/his ability and present it to employers in a form that really impresses them.

2. Your resume style should reflect who you are as a person and as a worker. You can use a personal letter style, a magazine advertisement style, a traditional resume, a business card format, or even a photographic or artistic portfolio. The important point is that your resume is a reflection of you. Use the style and format that you feel the most comfortable with.

3. Resumes are read by extremely busy people who really hate reading resumes. The people who will be reading your resume do not have a great deal of time. You need to attract their attention and make it easy for them to read the most important information about you. Make sure that the information you want employers to have can be quickly and easily read in your resume.

4. Resumes are advertisements. They advertise your skills, capabilities and qualifications to an employer. Look at advertisements in newspapers and magazines. Notice the things that attract

your attention and interest such as large print to highlight certain words, use of color, use of illustrations, and open or empty space around key information. Use some of these techniques in designing your own resume.

5. The primary purpose of a resume is to get you an interview with an employer. This means you do not have to include every little bit of information about yourself in the resume. Just include enough information to make the employer interested in you. When you are called in for the interview, then you can let the employer know more about your skills and capabilities.

6. Resumes that are different get noticed. Because many people will be sending resumes to employers, you will want your resume to "stand out." You can do this in a variety of ways:

- Use heavier stock paper.
- Use graphics and artwork.
- Fold your resume in a nonstandard way.
- Sign your name with a blue felt-tip pen, so that your name stands out on the page.
- Use other creative techniques to help make your resume noticeable.

7. Make sure your resume includes information employers look for. Read the list of the "Top 20 Positive Characteristics Employers Look For." If you have any of these characteristics, include that information in your resume. For example, employers look for people who have the ability to get things done. If you have this ability, write it down in your resume. Then give an example of a project or activity you completed successfully. If you have initiative, write that in your resume and give an example of how you took initiative to solve a problem or to help out someone else. Do this with five or more of the characteristics that employers look for.

Steps of Resume Writing

1. Telling Who You Are

Your Goal: To present yourself in the best possible way on your resume.

The first thing you need to do is let employers know who you are and how they can reach you. All of this information goes in the top right-hand corner of your resume sheet. Leave at least an inch of white space at the top and side. Your name goes at the top -- full first and last names, no nicknames, no Mr., Miss, Mrs. or Ms. Next comes your street address and apartment number if necessary. Then your city, state and zip code and, finally, your telephone area code and number.

Here's how it might look:

John Jones
11 Tremont Ave., Apt. 8
Lansing, MI 48904
(517) 355-9089

2. Telling What You Want

Your Goal: To identify your exact job goal so that the employer knows what kind of work you want.

Employers can't hire you if they don't know what you want. Another simple one, right? But here again, a lot of people seem to mess up when it comes to informing the employers of exactly what kind of job they want. Don't be like the poor guy who put down "Construction" for a job goal. The employer couldn't tell whether he wanted to dig ditches or do carpentry or drive heavy equipment and ended up tossing the resume in the wastebasket!

Be exact, but don't limit your possibilities. In general, the more you pin down the exact job, the better, so employers will know exactly what job you really want. Caution though -- don't limit your possibilities by being too specialized. Here are some examples:

<u>Poor Job Goals</u>	<u>Good Job Goals</u>
Construction	Heavy Equip. Operator
Store Work	Salesclerk
Beauty Shop Work	Cosmotologist
Technician	Medical Technician
Mechanic	Auto Mechanic

3. Putting Your Best Out Front

Your Goal: To identify your greatest single strength so you can get employers interested enough to keep reading.

Your greatest strength is what qualifies you most for the job. Go back over your fact sheets.

When selecting a particular set of facts or a particular statement, make sure you've picked something that will really impress employers. Don't be fooled by big numbers or fancy titles. Go for the one thing that shows your greatest skill and strength. Use a brief but impressive fact. Note: Avoid starting your statements with "I" as often as possible.

Less Impressive
"I was President of the Math Club for the last four years."

Most Impressive:
"In my junior and senior years, I studied Cost and Tax Accounting and had a B+ average."

4. Your Most Important Experience: The Big Picture

Your Goal: To follow-up your single greatest strength with a general description of your most important job-related experience.

Now it's time to give a prospective employer a longer look at your skills. Remember, an employer is looking for experience that will prove you can do the job, will be dependable and can get along with others.

Your single greatest strength (step C) is the strongest part of your most important overall experience (this step). For example, if your single greatest strength is your having had 1,200 hours of training in auto repair courses, you would describe your most important experience in terms of what you got out of that training (i.e., a diploma) and what skills you learned:

"This year, I graduated from Tirechanger Technical High School where I completed 1,200 hours of training in all areas of auto repair. I am able to troubleshoot and fix both electrical and mechanical problems, do major and minor tune-ups and take care of routine jobs like lubrication and wheel alignment."

See what this does? By describing your most important experience, you're showing employers just what your single, greatest strength (step C) really means.

Practice writing out a three or four sentence description of your most important experience. Use pencil so you can erase and rewrite. Remember, don't start your paragraph with "I."

5. Backing up Your Most Important Experience:

Your Goal: To give employers proof of the skills you learned and the positive things you did during your most important experience.

Here's where your strengths on your Fact Sheets come in handy. Right now you want to make several convincing one-sentence statements that directly relate to your most important experience -- statements that verify you can do the job, are dependable and get along with other people. You can take these statements right off your Fact Sheets.

"In auto repair classes I had a B average and was in the top 30 percent of all auto repair students."

"I was never late for an auto repair class nor was I ever late in completing an assignment or project."

"My relationship with the students in my auto repair classes was the main reason the class was so meaningful."

The above sample involves only three statements -- one for ability to do the job, one for dependability, and one for getting along with others. You may have five or six or even more statements like these. Practice by writing out one such statement from your fact sheets. Make sure you know if it proves skill level, dependability or getting along.

6. Describe Your Next-Most-Important Experience:

Your Goal: To give employers a description of your next-most- important experience.

Check over your Fact Sheets again. What is your next-most- important experience that qualifies you for this kind of work? Here's how our sample Auto Repair student handled this:

"As a student-mechanic at Tirechanger Technical High School, I helped to organize and run the Car Clinic, a work-project that serviced teachers' and students' cars."

Not quite as impressive as this graduate's 1,200 hours of training, but still plenty strong! How about you? If you really work with your Fact Sheets, you will have several possibilities for your next-most-important experience. Practice choosing the best one by filling in the blanks below and then deciding which of the experiences really comes after the most important one.

"My next-most-important experience might have been _____

Or maybe it was my work in/as _____

Or it might have been _____

Now, which one really was next-most-important?

Again, once you've finished this exercise you should turn to Section F and write out a one- to three-sentence description of your next-most-important experience on your resume next to letter F. Remember, avoid sentences beginning with "I."

7. Backing up Your Next-Most-Important Experience:

Your Goal: To give employers proof of your skills, dependability and getting-along capacity in terms of your next-most-important experience.

Back to the good old Fact Sheets (handy rascals, aren't they?). You're looking for convincing one-sentence statements that will prove your

skills, your dependability and your ability to get along with others in terms of your next-most-important experience. Here's how our Tirechanger Tech graduate handled things:

"I started a customer recruiting team that increased business at the Car Clinic 500 % in the year I worked there."

"In the Car Clinic, I was at every assigned work session."

"While in the Car Clinic, I was selected by the other students to go to the state competition for auto mechanic students."

As before, our sample only gives three statements. You may have more than these. Get some practice here by writing out one statement of proof related to your next-most-important experience. Make sure you know exactly what your statement proves (skill, dependability or getting along with others).

8. Giving Personal Information:

Your Goal: To give employers some basic facts about yourself that they'll want to know.

There are four basic facts employers will want to know: your age, your level of education, your level of health and your family situation. (You need to be aware of what employers may legally ask you and what you may want to volunteer.)

The simplest way to give your age is just to tell how old you are, not give your date of birth and make employers figure it out. Level of education means just that: high school graduate, community college graduate with AA degree or whatever. If you have some health problem that will keep you from being an effective worker, you should probably not be applying for this job, otherwise, show health as excellent or good. Finally, your family situation just means whether you're married or single and whether you have any dependent children or not. Here's how a sample entry looks:

Age: 18
Education: High School Graduate
Health: Excellent

Family Situation: Single
(You legally do not have to give family information to an employer.)

9. Listing References:

Your Goal: To give employers the names and addresses of people who will tell them how great you are.

Last but definitely not least, you may want to give employers the names and addresses (and titles and telephone numbers) of people who will talk on your behalf. But before you do this, you've got to get permission from these people to use their names!

There are two kinds of references: personal and professional. Personal references talk about you as a person, but not about you as a skilled worker. Professional references talk about you as a skilled worker. For a resume, professional references are usually the best kind. Good people to use for this type of reference are teachers or past employers or others who can talk about how well you would do at the various companies where you're looking for work.

Think a few minutes. Then put down the names of five people who might be willing to serve as references for you.

1. _____
2. _____
3. _____
4. _____
5. _____

Once you have three people who have given you clear permission to use them as references, insert their names, titles, addresses (including zip codes), and phone numbers on your resume in Section I. Here's the form:

Name
Title
Address
Phone

Your Resume Blank

A: Who are you?

Name:

Address:

Phone:

B: Goal:

What job do you want?

C: What is your greatest single strength?

D: Experience:

What is your most important general job-related experience?

E: What are the positive things you did or achieved during this experience?

F: What was your next most important experience?

G: What are the positive things you did or achieved during this experience?

H: Personal Information:

What are some basic facts about yourself?

I: References:

Who can tell the employer about you. List three references.

Top 20 Positive Characteristics Employers Look For Worksheet

1. Ability To Get Things Done
2. Initiative
3. Honesty and Integrity
4. Dependability
5. Common Sense
6. Oral Communication Skills
7. Interpersonal Skills
8. Motivation To Achieve
9. Reliability
10. Judgment Skills
11. Adaptability
12. Academic Major
13. Decision-Making Skills
14. Intelligence
15. Attitude Toward Work Ethic
16. Personality
17. Developed Work Habits
18. Career and Work Aspirations
19. Innovative ideas
20. Written Communication Skills

My Top 10 Characteristics

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(If you have some of these characteristics, be sure your resume includes mention of them.)

The Personal Interview

Objectives

1. The students/members learn skills needed during a job interview.
2. The students/members learn the appropriate method of dress for interviewing.
3. Students/members take part in role playing or simulations.

Materials

VCR tape: "The Job Interview"

Procedure

1. Introduce the topic of the job or personal interview.
2. Play the VCR tape depicting three sample interviews.

3. Discuss each interview and the good and poor interview habits.

4. Review sample interview questions.

5. Role-play an interview and videotape when possible.

6. Ask students to complete an interview rating sheet or role-play interviews.

7. Review with the section entitled "Preparing for the Interview."

8. Discuss individual rights and questions that are appropriate for employers to ask.

Suggestion

Career day.

Sample Interview Questions

Review these lists before each interview so you will have your answers and pertinent questions for the employer freshly in mind when you go. In addition, you should anticipate numerous questions from employers regarding specific aspects of your experience.

Questions From the Employer

Openers

1. May I see your resume?
2. What can I do for you?
3. Why are you interested in joining our company?
4. Why do you feel qualified for this job?
5. What do you think you can do for us?
6. What attracts you to us?
7. Tell me about your experience.
8. What pay do you have in mind? (Try tactfully to avoid answering this one early in the interview.)

Regarding Motivation

1. What caused you to enter your job field?
2. What would you like to be doing five years from now? When do you plan to retire?
3. What is the ideal job for you?
4. If you had complete freedom of choice to be a great success in any job field, which would you choose? Why?

Regarding Education

1. Describe your education for me.
2. Why did you pick your major?
3. What was your class standing?
4. What were your activities?
5. What honors did you earn?
6. What were your average grades?
7. Did your grades adequately reflect your full capability? Why not?
8. What courses did you like best/least and why?

9. Have you had any special training for this job?

Regarding Experience

1. Why should I hire you?
2. How do you fit the requirements for this job?
3. What would you do to improve our operations?
4. Who has exercised the greatest influence over you? How?
5. What duties performed in the past have you liked best/least and why?
6. What are your three greatest strengths/limitations for this job?
7. What are the strongest limitations you have found in past supervisors?
8. Which supervisor did you like best and why?
9. What kinds of people appeal most/least to you as work associates?
10. How many people have you supervised? What types?
11. What are your greatest accomplishments to date?
12. What equipment can you work with?
13. What were you doing during the period not covered in your resume?
14. Why did you leave your previous jobs?
15. Do you have any particular weakness on or off the job that I should know about?
16. Could I see samples of your work?

Objections

1. We prefer younger people/college graduates/more experience/people willing to start at lower pay/people with shorter hair/people who own property in the community/people who have lived in the area more than a year., etc. (Anticipate those most likely to come up in your case.)

Regarding Pay

1. What do you require?
2. What is the minimum pay you will accept?
3. What is your pay record for the last five years?
4. Why do you believe you are qualified for so much more?
5. We can't pay the salary you should have. Would you be willing to start lower and work up to that figure?
6. What do you expect to be earning five years from now?

Other Questions

1. What public figures do you most admire and why?
2. What books have you read in the past three months?
3. What periodicals do you subscribe to?
4. What are your primary outside activities?
5. Do you belong to any organizations?
6. Have you ever been arrested?
7. Would you have any concern about a full background investigation?
8. Describe your health for me.
9. What is your wife's/husband's attitude toward your work?
10. Do you own your own home, car?
11. Will you be able to put in overtime hours or travel extensively on the job?
12. Whom may we check as references?

Questions for the Employee

Openers

1. (After the usual cordialities:) Have you had a chance to review my resume?
2. Did it raise any questions about my qualifications that I can answer?
3. Did (the previous interviewer) give you the full story on my experience?

Regarding Job Content

1. Would you mind describing the duties of the job for me, please?

2. Could you show me where it fits in the organization?
3. What characteristics do you most like to find in people on this assignment?
4. Is this a new position?
5. What do you consider ideal experience for this job?
6. Was the person who held this job previously promoted?
7. Could you tell me about the people who would be reporting to me?
8. How does the pay in your company compare with that in other sections/companies?
9. Are you happy with the performance of your staff?
10. Have there been any outstanding cases of dissatisfaction among other employees?
11. What is the largest single problem facing your staff now?
12. Is there anything unusually demanding about the job I should know about?
13. What have been some of the best results produced by people in this job?
14. Could you tell me about the primary people I would be dealing with?
15. What are their strengths and limitations as you see them?
16. What are the primary results you would like to see me produce?
17. May I talk with the person who last had this job?/Other members of the staff?

Regarding the Employer's Problems

(And reflecting your ideas)

1. Is there any problem on this job with waste/quality/accuracy/public acceptance/meeting quotas/inventory, etc.?
2. Have you considered...(some equipment or technique to improve operations)?
3. I have often wondered why....
4. Do any factors prevent action along this line...?
5. Have any recent steps been taken regarding the problem of...?
6. How is the current marketing program going?
7. Is there any untapped market for your service in?
8. Would this approach produce good results...?

Regarding Your Bid for the Job, Pay, and Other Closing Questions

1. Is there anything else I can tell you about my qualifications?
2. From what I've told you, don't you think I could do an excellent job for you?
3. I can be ready to go to work in ____ days. Should I plan on that?
4. Based on my qualifications, don't you think \$____ a year would be appropriate for me in this job?
5. Would you mind telling me the pay range the company has in mind for this job?
6. Do you think more could be justified in light of my particular experience?
7. I greatly appreciate your offer. How soon do you need a decision?
8. Will it be all right if I let you know by (date)?

Regarding Benefits

(Raised only after it looks like you will be offered the job, or separately with the personnel department.)

1. Could you tell me briefly about your benefits program? (Vacations, insurance, retirement, profit sharing, bonuses, hospitalization, etc.)

If the Employer is Undecided

1. May I check back with you on (day of the week)?

If the Employer Finally Says "No"

1. Do you know of others in the organization or elsewhere who would be interested in my experience?
2. I very much like what you are doing. Could you keep my resume on hand for other openings in your office or for referral to others?
3. If the situation changes, please let me know.

Interview Rating Sheet

Name _____

Part A: Meeting and Greeting

1. Walk right up to the interviewer with a smile. _____
2. Look him/her in the eye. _____
3. Shake hands firmly. _____
4. Introduce yourself using his/her name and then your name. _____
5. Indicate reason you are there. _____

Part B: Handling Yourself Physically

1. Lean slightly forward in your seat. _____
2. Make frequent eye contact. _____
3. Face interviewer squarely. _____
4. Get rid of nervous habits: smoking, clock watching, looking around room, playing with your hair, chewing gum, etc. _____

Part C: Answering Questions

(No mumbling or settling for Yes/No answers, no slang, speak clearly, distinctly and to the point.)

1. Number of questions answered. _____

Part D: Asking Questions

(No mumbling or slang, speak clearly, distinctly and to the point.)

1. Asked correctly (excellent). _____
2. Asked medium-to-good. _____
3. Asked poorly. _____

Part E: Using "the Hook"

1. Excellent usage of Hook. _____
2. Good usage of Hook. _____
3. Fair-Medium usage of Hook. _____
4. Poor usage of Hook. _____
5. Failure to use Hook. _____

Part F: Closing the Interview

1. Shake hands. _____
2. Thank him/her by name. _____
3. Restate your greatest job strengths. _____

Part G: Observing the Do's and Don't's

1. Don't take anyone with you to interview.

2. Don't chew gum, smoke, etc. at interview.

3. Don't mumble or settle for yes/no answers.

4. Don't use slang expressions. _____
5. Don't lounge around as if you were at home.

6. Do make sure you're polite and attentive in talking and acting. _____

7. Do sit forward in your chair, leaning slightly to show the interviewer you're paying attention. _____
8. Do make frequent eye contact. _____
9. Do speak clearly/distinctly and to-the-point. _____
10. Do be alert for every chance to point up your own skills, strengths, and value to the company. _____

Part H: Interview Results

- _____ You get the job!
- _____ You may get it, but I will see other candidates.
- _____ No job, you blew it.

Why do you want to know how to handle the interview? You will want to handle the interview so that you convince employers of your job skills and get hired.

Preparing for the Interview

Completing an application form is only a first step in getting a job. The next important step is the job interview -- the personal conversation between you and the person who may offer you a job. The interview is the time for you to talk about your qualifications and the job opening. You will have the chance to give the details about your training, skills and job experience. The job interview is also a time for you to find out more about the job and what will be expected of you on the job.

The job interview may be scheduled right after you have completed the job application form. Sometimes, you will be given the application form to take home and complete. In this case, your job interview may be scheduled a few days after you have filled out the form.

Getting ready for a job interview really begins the night before the meeting and sometimes even earlier. Get a good night's sleep so that you can be alert and look your best. Know what clothes you are going to wear and have them ready. Be sure that you have your personal information ready to take with you.

Before you start, you must think about what you are going to do. Up to this time, you have thought of your qualifications and training in terms of "what can they do for me." You must now start to think in terms of your value to your prospective employer. Remember, an employer does not hire you because you need a job. You are hired because someone is needed to provide a service; therefore, it is up to you to show the employer that the company needs you as much as you need the job.

Before you go to the interview, here are some tips that will help you make a good impression and be effective in the job interview:

1. Be on time or a few minutes early. If you are late for the interview, the employer will wonder whether you will be on time for work if hired. Arrive at least 5 or 10 minutes early. If you have a few extra minutes, it will help you take care of any unexpected emergency. It will also make a good impression on your interviewer. Few people get a job if they are late for the job interview.
2. Companies will rate you on personal appearance. What is important is the right selection of clothes that fit your personality, the season, the kind of job you are applying for, and the way you wear your clothes. Not only are the clothes you wear important, but your grooming and state of health are essential for a good appearance. The employer will notice your hair, teeth, hands, fingernails, clothes and shoes.... so make sure they are all clean and that you look presentable for an interview. If you are uncertain about the type of clothes to wear seek the advice of a counselor, teacher or placement personnel.
3. Take your resume and any other important papers with you. You may have copied everything onto the application form, but you should always have information ready if the interviewer asks for it.
4. Be ready to talk about yourself and to tell the interviewer the kinds of work you have done or can do well. Say why you think you can do the job you are applying for. Mention your school record, hobbies, special activities or other information that will make you a good employee.
5. Know something about the firm or plant where you are applying for work. Learn how to pronounce the name correctly. Try to find out something about the work they do or the product they make or sell. The fact that you have taken time to get this information will impress the interviewer.
6. Make a list of the questions you want to ask the interviewer about the job you are applying for. These could include working hours or shifts, supervision, special skills required, employee benefits and chances for advancement. It is possible that all of these items will be covered by the interviewer. But, if you have a checklist, you won't forget something and wish later you had asked about it. However, be sure that you don't ask too many questions. Ask only those questions that are really essential. Don't ask questions that can't be asked later or on the job.

7. Take a pen and writing pad with you to the interview. Do not try to take a lot of notes, but you might want to write down the name of a company or a telephone number during the interview. You may also want to write down the time and place you will report to work, if you are hired.

8. Plan to go alone to the interview. Don't invite a friend to go with you. If you do, the interviewer might think you are not ready to handle a job by yourself. Or the interviewer may give the job to your friend instead of you. If you must go with someone to the interview, leave that person in the car or outside of the building.

9. The time you spend in the waiting room before you see the interviewer will be a test of your patience and good manners. Try not to show your nervousness by fidgeting around, chain smoking, or talking loudly with others around you. When you arrive, tell the receptionist your name. She will call you when it is your turn to be interviewed. Don't ever try to crowd ahead of another person.

10. Do not smoke or chew gum at the interview.

11. Do not slouch or lean. The employer will notice your posture. Poor posture creates a negative impression. Stand and sit straight at all times without being stiff.

12. Speak in a clear and pleasant manner. A pleasant personality will please the employer. Smile during the introductions and at times during the interview.

13. Look at the employer when talking and listening. Eye contact is very important, so be sure to look directly at the employer during the interview.

14. Do not sit down until you are asked. Do not worry about this. The interviewer won't make you stand; but if you move quickly to your chair and sit down, you will appear forward.

15. Do not show your nervousness by drumming your fingers, swinging your leg or cracking your knuckles.

16. Do not listen in on any phone calls the interviewer may receive while you are in the interviewer's office. Do your best to "tune out." After such a phone call, don't comment on something that was said or ask a question about the conversation.

17. Do not be a jokester. Wisecracks and laughter can come later. Be pleasant, but remember that the interviewing process is formal and serious. An overly light-hearted approach will cause the interviewer to question the seriousness of your purpose.

18. Do not give one- and two-word answers. The interviewer is trying to get to know you. Talk to the person interviewing you. If you go into a shell, you probably won't be hired.

19. Do not try to overpower the interviewer with bragging or overstatement. The interviewer won't respond well and is probably skilled in recognizing distortions of background and experience.

20. Do not ask, "Will I get the job?" or "May I have the job?" These questions tend to box the interviewer in. Rather say, "I hope you will consider me as a candidate for this job," or "I'm really interested in this job."

21. Do scout the place of employment before you interview if you can. If you plan on applying at a bank, walk through the public areas a day or two before your interview. You can get an excellent idea about dress codes and the working atmosphere by observing for a few minutes.

Acknowledgements

Like the pieces of a puzzle form to make a picture, so do the pieces of life's puzzle form to make a career. *Career Connection* is presented to help match the individual's interests with jobs in order to obtain satisfying, life-long employment.

In this manual, we define career education as teaching youth the skills and knowledge they need to explore, understand and perform their life roles while learning, working and living.

Career Connection is not designed as a course; instead, it is a process in which youth learn to make sound choices regarding their life roles as members of their personal community.

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