

Chapter 2

Lesson 7 Gathering Information

Theme: Decision Making and Communication Skills

Lesson Objective:

Students will use communication skills to gather information. Students will use information to make decision. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“The trouble with unemployment is that the minute you wake up in the morning, you’re on the job.” -- Slappy White

1. Review: Step 1 Self-talk and stop and think litany. Ask: How do communication skills help us make decisions?
Review: Step 2 Gather Information.
2. Discuss the quotation.
3. Refer to list of communication skills (Lesson 6) used to gather information. Remind: last lesson, observe/remember details. This lesson: Ask questions.

Gather information by asking questions.

Get facts from reliable sources.

1. Tell: Think about Dora’s decision. Let’s say that Dora has discussed her work options with her boss. There’s no change on the job. She’s decided to research changing her job and career. She’s gone to the State Unemployment Office. They gave her some information.
2. Pass out the written information most appropriate for your students (see **Materials** section). Use charts to sort information from the texts. Worksheets, *Four Hot Jobs for the 21st Century and Identifying Employment Trends* are examples of this strategy. Based on this career information, list some more choices Dora may have.
3. Since there’s a wide variety of information to choose from in this lesson, individuals or partners could read information, organize their information on a web or chart and give an oral or written report of their findings.
4. Complete *Career Plan S19*. Refer to *Values Worksheet (Lesson 1)* and *GOALS IN MY LIFETIME (Lesson 3)*.

Materials:

Include these worksheets for Special education students:

Information S1

Important Records and Papers S2

Gathering Information S3

Arizona Department of Education

I.D.E.A (Special Education) and 504: A Comparison S5

After High School S6

Finding Out About a Job S28

What Laws Help Me? S4

Sound Advice S35

Recommended for all students

Occupational Outlook Handbook

How Much Is Attending Class Worth? S7

Skills Today's Employers Expect S9

What Do Employers Want? S10

Skills for Here and To Go S11

Job Training S12

Levels of Education S13

Ways to Work S14

Make Two Lists S15

Arizona High School Graduation Requirements S16

FERPA S17

Career Plan Checkup S18

Career Plan S19

Owning Your Own Business S20

Mind Your Own Business Identify S21

Employment Trends S24

Identifying Employment Trends S25

Careers You Can Have at Home S30

Non Traditional Jobs / The Leading Ten Occupations of Women Workers / Some

Nontraditional Jobs for Women / Some Nontraditional Jobs for Men / / Exploring

Nontraditional Jobs S31

Breaking Barriers S32

Exploring Traditional Jobs S33

Real-Life Advice S34

Recommended for strong readers

Career Rewards S8

Labor Market Information S22

Our Changing Economy S23

Jobs For the 21st Century S26

Hot Jobs for the 21st Century S27

Two Situations S29

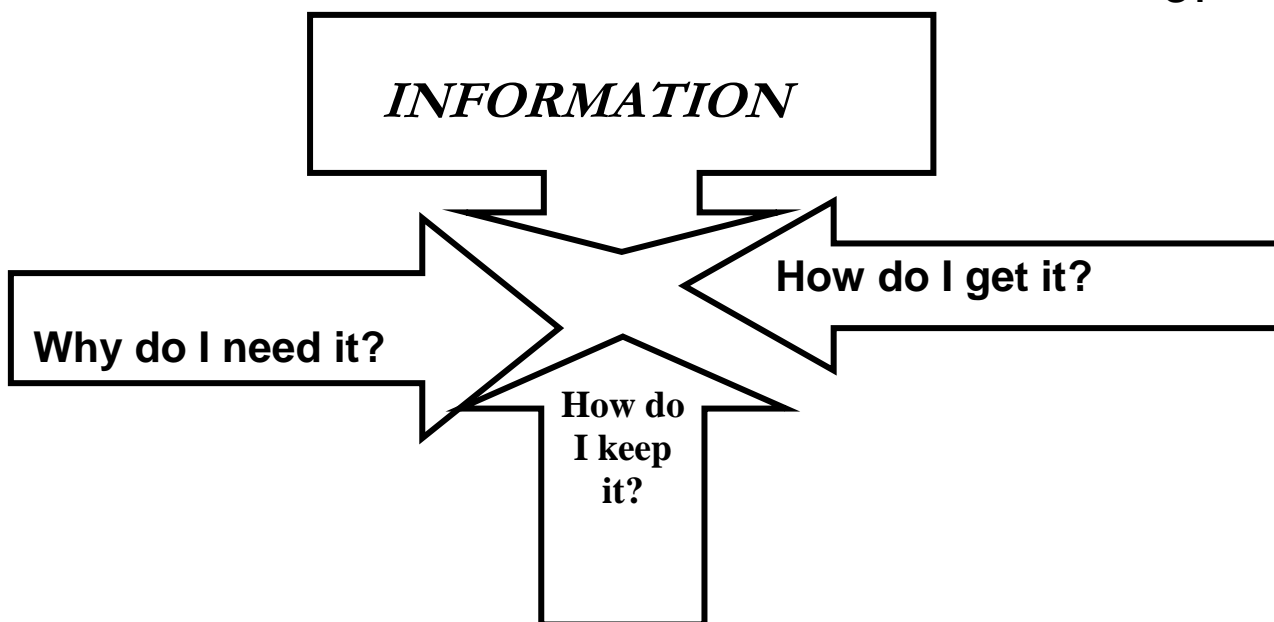
Evaluation:

Rubric

Enrichment:

Goldstein, Arnold. *Skillstreaming the Adolescent*

Social Skills: Asking for Help, Introducing yourself, Introducing other person, Listening



Who has information?

All through your life people have been learning about you.

Your **family** has information; so does the **school**, so do **doctors** and people in **the legal** system.

There may be other people too.

There are tests, letters, evaluations, reports, assessments and IEPs. This information has been used to make choices about the classes you take and the service you receive

Why do I need information?

During your life you will need various types of information. Can you think of times when having your medical, educational or family information will be helpful? Or even necessary?

Gathering and keeping the information listed on the following page will be useful to you in the future.

Important Records and Papers

S2

Keep records together

It's a good idea to use an expanding file with dividers to keep copies of these records

When you talk with someone write down the information you talked about If you get other information, write it down

Date, Time, Person Spoken to and information received

Records you must keep

Personal records including:

- Birth certificate/Baptism record
- Social Security card
- Family information (who to contact in case of emergency)
- Records from agencies who provide services for you
- Court records that tell the conditions of your incarceration, release, parole or probation
- Court records such as a divorce decree, custody agreement, financial obligations
- Income Tax returns
- Bank statements
- Car title

Medical records including:

- Medical insurance card
- Names and addresses of doctors, dentist and therapist
- Immunization records
- Dates and results of any surgeries or medical procedures
- Specialists and therapist reports

Education records including:

- Copies of IEP's
- Educational testing reports
- School report cards and transcripts

Vocational records including:

- Reports from vocational assessments
- Vocational courses taken
- Work record including dates, contact persons and phone numbers
- Letters of reference
- Your resume and Career Plan

Gathering Information

S3

Often you'll need to search and learn what is available in your community. If you have questions, ***call to get the answers.***

Never worry that you may “bother” someone. These organizations are there to serve you and will welcome your call.

If they can't help you, they'll probably be able to direct you to someone who can.

BE SURE TO ASK FOR CORRECT SPELLING OF NAMES AND ADDRESSES

Here are some questions you might want to ask:

What is the name of the organization?

What is your address?

What is your telephone number?

Who am I talking with, please?

Who else should I talk with at the organization?

What services are offered?

Who can use the services?

How much do the services cost?

Are there special ways to qualify for the services?

Do you know of other organizations that offer services that would help me?

What is the telephone number there?

Notes:

What Laws Help Me?

(From Arizona Department of Education, Transition Services) **S4**

FERPA

Important Information about Student's Right to Privacy and Confidentiality

Disability related information and documentation is treated the same as medical information and handled under strict rules of confidentiality. Such information is shared only on a limited basis within the institutional community and then only when there is a compelling reason for the individual seeking the information to have knowledge of a specific aspect of this confidential information.

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, provides faculty with free access to educational information in institutional files regarding students with whom they are working. Disability related records are excluded from free access under FERPA.

Also excluded from free access under FERPA are inquiries external to the institution related to a student's disability or academic progress. This can be a significant adjustment for students who are accustomed to strong parental advocacy and intervention on their behalf. It is important for the student to begin the development of strong self-advocacy skills and to seek the support of the Office of Services to Students with Disabilities when needed. Under FERPA, family members are not automatically provided with access to student information regarding disabilities, accommodations or academic progress.

Special thanks to Mesa Community College (Phoenix, AZ) and Oklahoma Community College (OKC, OK) for sharing information to help develop the above FAQs.

The Americans with Disabilities Act (ADA)

The Law and its Impact of Postsecondary Education

THE ADA AND ITS IMPACT: WHAT IS THE LAW?

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The five Titles of the ADA extend civil rights protections for people with disabilities in the following manner:

- Title I: employment in the public and private sectors
- Title II: publicly funded facilities, services, and programs including transportation and public education
- Title III: any privately owned and operated places of public accommodation
- Title IV: telecommunication relay services, and
- Title V: miscellaneous administrative and exclusionary clauses

What Laws Help Me?

S4

(From Arizona Department of Education, Transition Services)
(Page 2)

WHAT IS THE ADA'S DEFINITION OF A "PERSON WITH A DISABILITY"?

A "person with a disability" is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (Documentation of the disability may be required.) A person is considered to be a person with disability if he/she has a disability, has a record of a disability, or is regarded as having a disability.

HOW DOES THE ADA AFFECT INSTITUTIONS OF HIGHER EDUCATION?

Employment

Employment issues for all institutions are covered under Title I. University and college personnel will be asked to make "reasonable accommodations" with the employment process to insure nondiscrimination on the basis of disability.

Public Institutions

For all activities, policies, procedures and practices, Title II covers public institutions. Title II of the ADA upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973, for schools receiving federal funding. Therefore, many state funded universities and colleges have well established policies and practices for serving students with disabilities.

Private Institutions

Private institutions are covered under Title III. Because of the public attention given to the passage and implementation of the ADA, and the new provisions for places of public accommodation, renewed attention is being focused on disability access to many private institutions of higher education. This focus includes the whole scope of the institution's activities, including facilities, programs, and employment. Non-discrimination practices and accommodation may be newly initiated at some facilities.

AREAS OF REVIEW FOR ADA EVALUATION

Institutions of higher education are responsible for having clearly established procedures, including a grievance procedure for persons with disabilities who feel their rights have been violated under the ADA. Moreover, each institution is responsible for conducting a self-evaluation of its preparedness, as well as ongoing review of possible barriers in the following areas:

What Laws Help Me?

S4

(From Arizona Department of Education, Transition Services) (Page 3)

- There may be no exclusion on the basis of disability.
- Participation should be in the most integrated setting possible.
- There may be no discrimination through eligibility criteria.
- Reasonable modifications in policies, practices, and procedures must be made as necessary to avoid discrimination on the basis of disability.
- Modifications must be made to allow the presence/use of service animals.
- Surcharges to cover the costs of accommodations may not be imposed solely on persons with disabilities.
- Examinations and courses must be accessible.
- There may be no discrimination because of insurance constraints.
- There may be no harassment or retaliation against individuals who are accessing their rights under the law or against those who assist people with disabilities in accessing their rights.

Of particular importance in making appropriate accommodations for students with disabilities are the mandates for making modifications as needed in policies, practices, and procedures and for assuring accessibility of examinations and courses.

This includes all aspects of

- Academic and nonacademic activities, including admissions and recruitment,
- Admission to programs,
- Academic adjustments,
- Housing,
- Financial assistance,
- Physical education and athletics, and
- Counseling.

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I.D.E.A (Special Education) AND SECTION 504: A Comparison S5

Category	I.D.E.A.	Section 504
General	Funding statute	Civil Rights statute
Coverage: General	Certain students Extracurricular activities Facilities	Certain students, employees and parents Extracurricular activities Facilities access & comparability
Coverage: Students	Specified categories set forth in State and Federal statutes and regulations (e.g., A.R.S § 15-761)	Broad three-pronged definition: 1. Mental or physical impairment 2. Substantial limitation 3. Major life activity
F. A. P. E.	Special education & related services	Regular education & related services
Procedural Safeguards	<ul style="list-style-type: none"> ~ Comprehensive notice ~ MDT with at least one teacher or person knowledgeable of suspected disability ~ Re-evaluation every three years ~ IEP required ~ Due process hearing: SEA responsible ~ No grievance procedure 	<ul style="list-style-type: none"> ~ General and individual notice ~ MDT knowledgeable about child, evaluation, data and placement options ~ Periodic re-evaluation ~ Accommodation plan required ~ Due process hearing: LEA responsible ~ Grievance procedure
Basic Obligation	Meaningful benefit: Cost secondary factor Child-based	Commensurate opportunity: Reasonable accommodation, cost is key factor District-based
Responsibility	Special Education Director	Section 504 Coordinator
Enforcement	OSEP / SEA: Affects I.D.E.A. funds only	OCR: Affects all federal funding
Funding	Partial federal funding	No federal funding
Litigation	Exhaustive requirement	No exhaustive requirement
Damages	Attorney's fees only No compensatory damages No punitive damages	Attorney's fees Compensatory damages Punitive damages

Exploring College and University Options for Students with Disabilities

(From the Arizona Department of Education, Transition Services)

A common characteristic of the following individuals is that they all had a disability, which limited them in some way but did not stop them from continuing their education or their pursuit of a dream:

- Olympic track star, Wilma Rudolph (polio survivor);
- TV writer, producer and actor, Stephen Cannell (dyslexic);
- Major league pitcher, Jim Abbott (one-handed);
- Comedienne, Kathy Buckley (hearing impaired);
- Electrical engineer and developer of alternating current, Charles Steinmetz (dwarf);
- Vice-President of the United States, Nelson Rockefeller (dyslexic);
- Professional football player, Neil Smith (learning disabled);
- Professional baseball player, Jim Eisenreich (Tourette's Syndrome); and
- Academy Award winner, Marlee Matlin (hearing impaired).

Accommodations for students with disabilities who attend college

According to the Rehabilitation Act of 1973, and the Americans with Disabilities Act, 1990, universities and colleges that accept federal funds must provide reasonable accommodations for individuals with disabilities. The key factor in determining whether a person is considered as having a disability is whether the physical or mental impairment results in a substantial limitation of one or more major life activities: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working.

Section 504 of the Rehabilitation Act defines a qualified individual with disabilities, for post-secondary programs, as "...a person with a disability who meets the academic and technical standards requisite for admission to, or participation in, the college's education program or activity." With accommodations, many individuals with disabilities are able to meet the challenges of higher education.

The information below lists some of the accommodations that have been made for college students with disabilities at colleges and universities in Arizona. An institution may require documentation of a student's disability before providing requested academic adjustments or auxiliary aids. The requested documentation may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations.

Adapted college entrance exams

Students with disabilities may request accommodations in testing format or equipment to compensate for their disability. Some of the adaptations that may be requested in the Scholastic Assessment Tests (SAT) and the American College Testing (ACT) are: extended time, audiocassette edition with regular-type copy, and a reader or a person to record answers. Tests are administered several times during the school year. The accommodations or adaptations in the testing procedures or environment must be requested well in advance of the anticipated test date. A Student Eligibility form must be submitted when requesting accommodations.

For additional information, contact a school counselor or visit the web sites listed below. You may also write or call:

American College Testing
Special Testing – 61
P.O. Box 4028
Iowa City, IA 52243-4028
319-337-1332 or 319-337-1701 (TDD)
www.act.org

Scholastic Aptitude Test
SAT Services for Students with Disabilities
P.O. Box 6226
Princeton, NJ 08541-6226
609-771-7137
www.collegeboard.org/

References

HEATH Resource Center. (1999). 1999 College freshmen with disabilities: A biennial statistical profile. Washington, DC: Author

HEATH Resource Center. (2000). Creating options: A resource on financial aid for students with disabilities. Washington, DC: Author

Learning Disabilities Association of America. (1995). Secondary education and beyond: Providing opportunities for students with learning disabilities. Pittsburgh, PA: Author

U.S. Department of Education. The civil rights of students with hidden disabilities under Section 504 of the Rehabilitation Act of 1973. Washington, DC

Resources

Martz, G., Magloire, K. & Silver, T. (1998). Cracking the ACT New York Random House.

Pine, P. (1999). Master the SAT and PSAT. New York: Macmillan

Organizations

American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 212-502-7661 or 800-232-5463, 212-502-7662 (TDD), www.afb.org

American Speech – Language – Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, 301-897-5700 or 800-638-8255, www.asha.org

Brain Injury Association, 105 N. Alfred St., Alexandria, VA 22314, 800-444-6443, www.biausa.org

HEATH Resource Center, National Clearinghouse on Postsecondary Education for Individuals with Disabilities, One Dupont Circle, NW, Ste. 800, Washington, DC 20036-1193, 202-939-9320 or 800-544-3284 (V/TT), www.heath-resource-center.org

InterAct Arizona, Arizona State University West, College of Education - 3151, 4701 W. Thunderbird Road, P.O. Box 37100, Phoenix, AZ 85069-7100, 877-225-1256 (toll free) or 602-543-3258, www.west.asu.edu/transitionaz

Learning Disabilities Association of America, 4156 Library Road, Pittsburgh, PA 15234, 412-341-1515 or 800-300-6710, www.LDAAmerica.org

Muscular Dystrophy Association of Southern Arizona, 2900 N. Swan Rd., #201, Tucson, AZ 85712, 520-795-3434, www.mdausa.org

United Cerebral Palsy Association, 1660 L St., NW, Ste. 700, Washington, D.C. 20036-5616, 202-776-0406 or 800-872-5827, www.ucpsz.org/

The following Arizona colleges and universities may be contacted regarding accommodations needed by students with disabilities. The school may request documentation of a student's disability before providing academic adjustment or auxiliary aids. Most of the colleges and universities offer services to students who have disabilities such as:

- Blindness/visual impairments
- Deafness/hearing impairments
- Learning disabilities
- Orthopedic or mobility impairments
- Other medically related impairments
- Traumatic brain injury

Some of the services, offered on an individualized basis, and which vary from campus to campus, are:

- Academic advisement and planning
- Campus adaptive transportation
- Assistive technology
- Campus orientation
- Career and personal counseling
- Information and referral
- Mobility training
- Needs assessment
- Registration assistance
- Sign-language interpreting
- Test-taking accommodations
- Tutoring
- Volunteer note-taking
- Vocational rehabilitation (RSA) liaison

Arizona Western College, Yuma, Special Needs Coordinator, 520-317-6000,
www.awc.cc.az.us/

Central Arizona College, Coolidge, Disabled Student Services, 520-426-4409,
www.cac.edu/

Cochise College, Douglas, V.I.P., 520-364-7943, 800-966-7943, www.cochise.org/

Coconino College, Flagstaff, 800-350-7122, www.coco.cc.az.us/

Din College, Tsale, 520-283-6321, www.ncc.cc.nm.us/

Eastern Arizona College, Thatcher, Disabled Student Services, 800-367-8939,
www.eac.cc.az.us/

Maricopa County Community College District, Tempe, Disabled Student Resources, 480-731-8000. Includes Chandler/Gilbert, Estrella Mt., Gateway, Glendale, Maricopa Skill Center, Mesa, Paradise Valley, Phoenix College, Rio Salado, Scottsdale, and South Mountain Community Colleges.

Mohave Community College, Kingman, Success Center, 520-757-0801,
www.mohave.cc.az.us/

Includes the Kingman, Lake Havasu, Mohave Valley, and North Mohave Center campuses.

Northland Pioneer College, Holbrook, Disabled Resources, 520-524-7450,
www.northland.cc.az.us/

Includes Little Colorado, Heber, Kayenta, Keams Canyon, Painted Desert, Silver Creek, Springerville, St. Johns, Whiteriver, and White Mountain campuses.

Pima Community College, Tucson, Disabled Student Resources, 520-206-4500,
www.pcc.cc.az.us/

Includes the Community, Desert Vista, Downtown, East, and West campuses, and the Center for Training and Development.

Yavapai College, Prescott, Learning Center, 520-776-2085, www.yavapai.cc.az.us/
Includes Prescott, Sedona, and Verde Valley campuses.

Four-Year Programs

Arizona State University, Disability Resources for Students, Matthews Center, P.O. Box 873202, Tempe, AZ 85287-3202, 480-965-1234, www.asu.edu/
Includes Main, East and West campuses.

Grand Canyon University, Office of Student Life, 3300 W. Camelback Rd., Phoenix AZ 85017-1097, 602-589-2830, www.grand-canyon.edu/

Northern Arizona University, Disability Support Services, Bldg. 92, P.O. Box 5633, Flagstaff, AZ 86011-5633, 520-523-8773, www.nau.edu/

University of Arizona, 1540 E. Second St., P.O. Box 210064, center for Disability Related Resources (CeDRR), Tucson, AZ 85721-0064, 520-621-3268,
www.arizona.edu/

University of Phoenix, Student Services, 4615 E. Elwood St., Phoenix, AZ 85040, 800-776-4867, 480-557-2107, www.phoenix.edu/
Director of Operations, 5099 E. Grant Rd. Tucson, AZ 85712, 800-228-7240,
www.phoenix.edu

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This brochure, originally developed by Alice Dance and Shirley Hilts-Scott, in January 1996, was revised in August 2000, by Shirley Hilts-Scott, Contract No. F8-0017-003, and Karen Santa Maria,

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The Student's Responsibilities

1. **Identify which office** handles disability related requests
2. To **register with that office** (at least 2 months before school begins).
3. To **provide documentation*** diagnosing your disability.
 - *Evaluation Document must provide:
 - An evaluation by a **Qualified Professional**
 - Must be current (**within the last 3 years**)
 - Must be **comprehensive**
 - Must include **specific diagnosis**
 - Should include **accommodations needed**
 - **May include evaluations, school or medical records or a letter from your doctor**
4. To **request accommodation** in a timely manner
5. To **discuss your needs** with faculty members

The College's Responsibilities

1. To **provide the necessary help (accommodations)** to students who identify themselves and request those accommodations.
2. To **ensure** that the accommodations provided allow the student **equal access** to classes and other activities offered by the school.

How Much Is Attending Class Worth?

S7

Start

Compare the average lifetime earnings for:

8 th grade graduate	\$609,960.00
high school graduate	\$756,130.00
college or technical degree	\$1,560,160.00

Next

Figure the difference between a high school graduate and an 8th grade completer.

H.S. Grad – 8th Grad = _____ extra earnings

Next

Divide by the number of years you attend high school.

$\$146,170 / 4 = \$$ _____

This is what you earn per high school year by getting a high school degree.

Next

Divide by the number of school days per year.

$\$36,542 / 180 = \$$ _____

This is what you earn per day attending high school.

Finally

Divide by the number of classes usually taken.

$\$203.01 /$ _____ (# of classes) = \$ _____

This is what you earn per class hour during your high school career.

Where can you get a job that pays this much while you're still training?

Now

Do the math to compare the 8th grade grad and the college / technical grad.

Enrichment: Find statistics for 2002. Then work the problems.

Career Rewards

S8

The following chart describes typical careers for the rewards listed. Do the careers listed here match the typical careers you have chosen for each reward?

Rewards	Typical Careers
1. High income (over \$60,000/yr)	Many professions, management positions in large businesses and firms, high level sales work, medical doctors, school administrators, successful fast food managers and advanced computer engineers.
2. Middle income (\$20,000-\$50,000/yr)	Most professions and businesses, skilled trade and technical occupations, teachers, public service employees, and high-skilled medical jobs.
3. Moderate or low income (less than \$15,000/yr)	Clerical, some sales positions, single-skilled and unskilled workers, cleaning and service positions.
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industries and jobs in public education.
5. Risk or adventure	Some sales, jobs in advertising, entertainment, professional athletes, jobs abroad, starting a business or working for a new company, some military positions.
6. Interesting and varied responsibility; chance to take initiative and make own decisions	Most professions, business position at the management level, self-employed and outside sales.
7. Short hours	Most factory and routine office jobs, janitorial and other positions that are closely supervised.
8. Vacations	Most full-time jobs (40 hours a week), teaching and government work of all kinds.
9. High standing in community	Jobs requiring high degree of skill and education and jobs dedicated to helping people and society.
10. Early retirement	Police officers, fire fighters, military and dangerous jobs as mining.
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs.
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery and landscape work; tree surgery, orchard and farm work.
13. Pleasant working conditions	Jobs in modern factories, offices, supermarkets, air-cond. stores.
14. Variety of duties every day	Technical and repair work, skilled trades, sales work, installation of machinery or appliances, some office jobs – especially in smaller companies, public relations work.
15. Same duties every day	Routine typing and filing jobs; assembly jobs, cashier, and other single skilled jobs.
16. Chance to be creative	Jobs in creative and commercial art, desktop publishing, tailoring and dressmaking, cabinetmaking and carpentry, advertising, writing and publishing, interior decorating and entertainment.
17. Chance to be alone	Forestry, truck driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work.
18. Chance to be with people	Daycare, sales work, social service work, receptionist, legal, medical and dental work, jobs as waitpersons, educators and military positions.

Career Rewards (Page 2)

S8

Directions: Study the left-hand column and then rate yourself in the next three columns as to how important each reward is to you. In the right-hand column (TYPICAL CAREERS), list a typical career you think applies to each reward.

Rewards	Very Important	Moderately Important	Not Important	Typical Careers
1. High Income (over \$60,000/yr)				
2. Middle Income (\$20,000 - \$50,000/yr)				
3. Moderate or low income (less than \$15,000)				
4. Security				
5. Risk or adventure				
6. Interesting and varied responsibility; chance to take initiative and make own decisions.				
7. Short hours				
8. Vacations				
9. High standing in community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				
13. Pleasant working conditions				
14. Variety of duties every day				
15. Same duties everyday				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

Skills Today's Employers Expect

S9

This list of skills was compiled by the Colorado Department of Education. Four hundred companies were surveyed as to the specific skills they wanted their employees to have.

How many do you have? How can you best learn and practice these skills? Put an **X** if you have the skill, put an **L** if you're learning the skill, put a **W** if you're weak in that skill.

Reading Skills

- Read for details and specific information
- Interpret pictorial information such as graphs, charts, diagrams, and maps
- Use source materials and do research
- Follow intent of written instructions
- Interpret ideas and concept
- Read accurately within a given time

Mathematical Skills

- Handle basic calculations – add, subtract, multiply, divide
- Estimate quantities needed on the job
- Calculate costs
- Use values from charts, diagrams, manuals, and tables
- Construct diagrams, charts, records
- Research and use statistics
- Use formulas – at least Algebra I
- Use 10 key calculator to complete above tasks

Computer Skills

- Become aware of computer functions
- Input data into computers
- Access data from computers
- Perform simple programming
- Perform word processing

Manual/Perceptual Skills

- Construct, assemble materials
- Use job-specific hand tools
- Develop visual presentations
- Use keyboard skills
- Operate job-specific power equipment

Writing Skills

- ___ Write legibly
- ___ Complete forms accurately
- ___ Write sentences in STANDARD ENGLISH
- ___ Organize, select, relate ideas
- ___ Produce reports and summaries
- ___ Identify and correct errors in writing-edit

Communication Skills

- ___ Give clear, oral instructions/directions
- ___ Explain activities and ideas clearly
- ___ Report accurately on what others have said
- ___ Stay on the topic in job-related conversations
- ___ Present information effectively
- ___ Speak clearly
- ___ Use appropriate vocabulary/grammar
- ___ Follow intent of oral instructions

Interpersonal Skills

- ___ Function cooperatively with co-workers
- ___ Function cooperatively with a team member
- ___ Adhere to company policies and regulations
- ___ Cooperate with clients/customers
- ___ Exhibit openness and flexibility
- ___ Seek clarification of instructions
- ___ Exercise patience and tolerance
- ___ Accept constructive supervision
- ___ Exhibit leadership
- ___ Understand supervisory authority and worker responsibility

Problem Solving/Critical Reasoning Skills

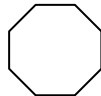
- ___ Determine work activities – what needs to be done and when
- ___ Use appropriate procedures
- ___ Obtain resources
- ___ Conduct work in appropriate sequence
- ___ Recognize the effects of changing the quantity and quality of materials
- ___ Collect and organize information
- ___ Analyze and synthesize information
- ___ Identify alternative approaches – different ways of doing the job\
- ___ Review progress periodically

- ___ Evaluate for accuracy and completeness
- ___ Correct deficiencies and problems
- ___ Summarize and draw reasonable conclusions
- ___ Deliver completed work on time
- ___ Devise new ideas and better work methods

Job Retention and Career Development Skills

- ___ Participate in training
- ___ Pursue education outside the job
- ___ Become aware of company operations
- ___ Learn about employee benefits and responsibilities
- ___ Suggest and/or make work place improvements
- ___ Accept additional responsibilities
- ___ Maintain consistent effort
- ___ Make efficient use of new technology
- ___ Work with a positive attitude towards job and co-workers
- ___ Adapt to different job assignments
- ___ Maintain acceptable appearance
- ___ Keep work area clean and organized
- ___ Exhibit interest in future career development
- ___ Indicate interest in future career development
- ___ Be punctual
- ___ Avoid missing work

Think about it:



Circle five of your strong skills.

Circle five skills you'll improve through practice.

Ask your teacher and check your report card to see if they agree with you.

Look at the ten skills you circled. Even strong skills can be improved. Where and how can you strengthen all ten of these skills?

What Do Employers Want?

S10

Excerpts from, *NY Times*, Aug 4, 2002, "Education Life"

President, Bard College

The primary skills should be analytical skills of interpretation and inquiry...know how to frame a question. How do you evaluate the safety record of an airline? How does one distinguish truth from fiction, demagoguery from serious argument? In this is also the capacity to understand the other side even when you may not share it...have an independent capacity to ask questions and evaluate answers.

Spokesperson, National Association of Colleges and Employers

Employers very consistently cite good communication skills as important, both written and verbal. Honesty and integrity are second, teamwork skills third, interpersonal skills fourth and strong work ethic fifth. Employers are looking for people who can work together, which is one reason communication is the top skill, year in and year out.

Director of Talent Acquisition, General Motors

We do look for ability to learn...They need to show initiative, decision making, even though they may have not made a lot of decisions in their lives....We want to get a sense of, if given a project, how do you get it done? Are you tenacious? Can you overcome barriers? Diversity comes into that: are you able to work in a diverse environment?

Senior Technical Recruiter, Microsoft

We look for students who are strategic thinkers, who can think about the bigger picture, think about long-term challenges.

Executive Director, State Council of Higher Education for Virginia

You have to be pretty portable now. The interest has been basic skills...Basic competencies: be able to write well, have some level of technologic literacy, have the ability to perform qualitative analysis, be scientifically literate, have strong oral communication, as well as strong critical thinking skills.

Skills for Here and to Go

S11

Name: _____ Date: _____

Directions: Individually or in teams provide specific examples of how you might use each skill in school and on the job.

Skills	School	Job
Reading		
Following detailed instructions		
Expressing yourself in writing		
Working on a team		
Working independently		
Completing tasks		
Meeting deadlines		
Expressing yourself verbally		
Listening		
Arriving on time		
Solving math problems		
Organizing		

Job Training

S12

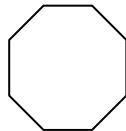
Put the level of education / training required for each job. Use the index in the Occupational Outlook Handbook (OOH) as a reference source.

Some jobs may have more than one level of training.

Add three occupations that interest you.

	Required Level of Education	Required Training
Plumber		
Electrician		
Computer Technician		
Administrative Assistant		
Computer Systems Analyst		
Diesel Mechanic		
Delivery Driver		
Carpenter		
College President		
United States President		

Think About It:



Why might there be different levels of education required for the same job?

How much time are you willing to spend in training?

Why do people keep learning through out their lives? How do people keep learning?

ABE: Adult Basic Education classes help people upgrade their reading, writing and math skills. The classes are for people who have a reading level below eighth grade. These classes help people prepare for the GED test or just brush up on their skills.

GED: General Education Development is a test. Persons who did not finish high school take it. GED is a substitute for a high school diploma. Many employers ask for proof of a high school diploma or a GED.

On the Job Training (OJT) or Apprenticeship: These programs let a person learn skills while they work. There may be some classroom training. Most of the teaching takes place on the job. People in apprenticeships or OJTs are paid while they learn the job.

Vocational Skill Training: This training is at vocational or technical schools. The classes are usually in adult education. The classes can be short term or long term

Licensed Programs: These programs are in vocational schools, colleges, and special training schools. Students take long-term training. Some jobs are licensed by the state. A person must take the training and become licensed to work in those jobs.

Associate Degree: This is a two-year college degree. Students who go full time can get the degree in two years. Many students go part – time. They still get the degree, it just takes longer. Students take courses in their major area of study. They also take general classes like math, English, science, and social studies.

Bachelor’s Degree: Students who attend full time can get this degree in four years. Students take courses in their major area of study. They must also complete general classes.

Master’s Degree: This is a one or two year college graduate program. Students must have a bachelor’s degree before they can enter this training. This is advanced education in a special area.

Doctor of Philosophy: It is called a Ph.D. This is advanced study and research beyond the master’s level. A dissertation, a giant speech paper is required. The length of time to complete this program varies. The time depends on how long it takes the student to write the paper.

Professional Schools: These programs have special schools within the university. Students must complete a bachelor’s degree. Then they apply for admission to professional schools such as medical or law school.

There's flexibility in today's work schedules.

Your ancestors probably worked six days a week, 10 hours a day, and that included children working too. The most recent generation of workers probably worked a forty-hour week, five days per week. Workers didn't have much choice.

Today, a variety of work schedules are available. It's something to consider when you're planning a career or accepting a job.

Flextime: Employees select the hours of the day they most like to work. The employer selects hours that the employee must be at work. They compare and work out a schedule. Usually employers have a core period when all employees must be on the job.

Compressed Work Week: Employers or employees arrange the workweek so people work forty hours in 3 or 4 days. Nurses, for example, may work their "week" from Friday at 3 p.m. to Monday 7 a.m.

Shared Jobs: Two or more people do the work usually done by one.

Part Time Work: These positions are fewer than 40 hours per week.

Temporary Work: These positions are for a short period of time (seasonal work) or a limited time (project requiring extra workers).

Home-Based Work: Some jobs can be done at home such as telephone answering service, writing, word processing, bookkeeping.

Shift Work: A company divides the workday into set time periods. An example of standard shifts is: 7 a.m. to 3 p.m., day; 3 p.m. to 11 p.m., evening; 11 p.m. to 7 a.m., night (sometimes called the "graveyard shift").

Swing Shift: This is when a person alternates shifts. This could mean that they switch from day shift to night shift to evening shift as scheduled.

Split Shift: People who split shifts work part of two different shifts, usually with time off in between. An example would be working 7 a.m. to 10 a.m., going home, and returning to work 6 p.m. to 11 p.m. Waitresses may work like this to make better tips.

Think About It:

What work schedule would best meet your needs now? In 5 years? In 10 years?

Make Two Lists

S15

List #1

Classes I need to take in high school to meet the requirements for the diploma I want

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List #2

Classes I want or need to take in school that will help me have the skills I will need to live and work after I leave school

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Minimum Course of Study for Graduation from High School in Arizona
R7-2-302.04**

20 Credits is the Board Minimum necessary for graduation from high school

*** Requirements:**

4 credits in English

- _____
- _____
- _____
- _____

1.5 credits in Arizona History and U.S. Constitution

1 credit in World History/Geography

2 credits in Math

2 credits in Science

- _____
- _____

1 credit in Fine Arts or Vocational Education

- _____

8.5 credits in additional courses prescribed by the local governing board

Courses I plan to take:

9th grade

10th grade

11th grade

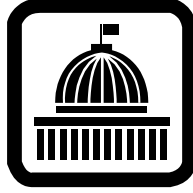
12th grade

Total cumulative credits _____

Total cumulative credits _____

Total cumulative credits _____

Total cumulative credits _____



Family Educational Rights and Privacy Act (FERPA) S17 Family Policy Compliance Office

The family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The law applies to all schools, which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School employees who have a need to know;
 - Other schools to which a student is transferring;
 - Certain government officials in order to carry out lawful functions;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for the school;
 - Accrediting organizations;
 - Individuals who have obtained court orders or subpoenas;
 - Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about director information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202)260-3887 or TDD (202)260-8956 or contact:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605

<http://www.ed.gov/offices/OM/ferpa.html>

Office of Management's Homepage
This page last updated 9/22/97 (pjh)

Career Plan Check Up

S18

Name: _____

Where are you in your career planning process? Use this assessment to check. As always, be honest with yourself.

Decision-Making	I Can	Work On
Use a decision-making process to develop a career plan		
Use personal and career information to choose a career/career pathway		
Know work and personal goals		
Set career goals		

Notes:

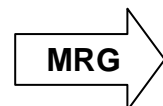
Preparation	I Have	Work On
Match my school courses to my career pathway(s)		
Determine my current total credits toward graduation		
Know graduation requirements		
Gain experience in my career pathway through experiential learning		
Write my career plan		
Review and update my career plan		
Develop post secondary school plans, for example college or training program and/or searching for a job		
List and compare transfer requirements for post-secondary programs I am interested in		
Gather personal information/documentation to work (<i>students' with disabilities</i> ask your teacher for further directions)		

Notes:



Employment Documentation	On File	Need	Date Received/Verified
Photo I.D.			
Social Security card			
Birth certificate			
Driver's license			
Credentials			
High School Diploma/GED			
2 year / 4 year college diploma			
Other			
Occupational certification / license			
Certificates:			
Programs / Classes:			
Resume			
Personal Data Sheet (critical job application information)			
Recommendations / References			
Sample Cover Letter			

Notes:



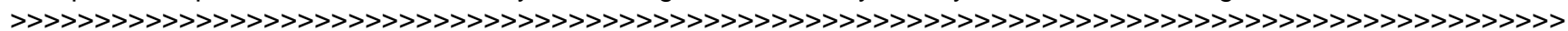
Transition	I Can	Work On
Develop a plan for my job search		
Investigate sources for job openings		
Develop a network to assist me in my job search		
Prepared a resume that has been review and critiqued		
Prepare cover letters that have been reviewed and critiqued		
Develop skills that will assist me in marketing myself in the interviewing process		
Considered types of extra benefits I want in a job		
Develop job-keeping skills		
Develop an understanding of the career development process, including the need for lifelong learning and the changing nature of careers		
Developed sources of information for help in the future		

Notes:



CAREER PLAN **S19**

Directions: Look at your GOALS IN MY LIFETIME worksheets. Any other work you’ve done in Orientation or Chapter 1. Complete this plan with the information you have right now. Later you may want to make changes or add ideas.



TABE <i>Present</i> Level of Performance	Career Aspirations	Education or Training need	Where and how I’ll get the training
Elementary	1.	1.	1.
Middle	2.	2.	2.
High school	3.	3.	3.
	4.	4.	4.
	5.	5.	5.



“ I don’t want to sell anything, buy anything or process anything as a career. I don’t want to sell anything bought or processed; or buy anything sold or processed; or process anything sold, bought or processed; or repair anything sold, bought or processed. My father’s in the army. He wanted me to join, but I can’t work for that corporation. So what I’ve been doing lately is kick-boxing.”

John Cusack in SAY ANYTHING

People who own their own businesses are called entrepreneurs. They are small business owners and they are growing in numbers. Ninety percent of new jobs are created by small businesses.

Most successful small business owners started businesses in areas where they already had experience and skills. Your last job or your next job might be your training program for your own business.

People can become self-employed with just a small investment. Many self-employed people operate their businesses out of their homes. Childcare providers, bookkeepers, janitorial services are all examples of small businesses people have started in their homes.

Researchers have tried to find out what characteristics small business owners have.

Take *The Own Your Own Business Quiz* and see what you have in common with business owners.

The Own Your Own Business Quiz

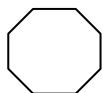
Directions: Next to the number write, **N for mostly No**, and **Y for mostly Yes**.

1. Do you worry about what others think of you?
2. Do you read books?
3. Do you take risks for the thrill of it?
4. Do you find it easy to get others to do something for you?
5. Has someone in your family shared with you the experience of starting a business?
6. Do you believe in organizing your tasks before getting started?
7. Do you get sick often?
8. Do you enjoy doing something just to prove you can?
9. Have you ever been fired from a job?

10. Do you find yourself constantly thinking up new ideas?
11. Do you prefer to let a friend decide your social activities?
12. Did you like school?
13. Were you a very good student?
14. Did you run with a group in high school?
15. Did you participate in school activities or sports?
16. Do you like to take care of details?
17. Do you believe there should be security in a job?
18. Will you deliberately seek a direct confrontation to get needed results?
19. Were you the firstborn child?
20. Was your father present during your early life at home?
21. Were you expected to do odd jobs at home before 10 years of age?
22. Do you get bored easily?
23. Are you sometimes arrogant about your accomplishments?
24. Can you concentrate for extended periods of time on one subject?
25. On occasion, do you need pep talks from others to keep you going?
26. Do you find unexpected energy as you tackle jobs you like?
27. Does personal satisfaction mean more to you than having money to spend on yourself?
28. Do you enjoy socializing regularly?
29. Have you ever deliberately exceeded your authority at work?
30. Do you try to find the benefits of bad situations?
31. Do you blame others when something goes wrong?
32. Do you enjoy tackling a task without knowing the potential problems?

- 33. Do you persist when others tell you it can't be done?
- 34. Do you take rejection personally?
- 35. Do you believe that you generally have a lot of good luck that explains your successes?
- 36. Are you likely to work long hours to accomplish a goal?
- 37. Do you enjoy being able to make your own decisions on the job?
- 38. Do you wake up happy most of your life?
- 39. Can you accept failure without admitting defeat?
- 40. Do you have a savings account and other personal investments?
- 41. Do you believe that business owners take a huge risk?
- 42. Do you feel that successful business owners must have advanced college degrees?
- 43. Do you strive to use past mistakes as a learning process?
- 44. Are you more people oriented than goal oriented?
- 45. Do you find that answers to problems come to you out of nowhere?
- 46. Do you enjoy finding an answer to a frustrating problem?
- 47. Do you prefer to be a loner in your final decision?
- 48. Do your conversations discuss people more than events or ideas?
- 49. Do you feel good about yourself in spite of criticism of others?
- 50. Do you sleep as little as possible?

Think About It:



List at least 5 advantages and disadvantages to owning your own business.

Advantages

Disadvantages

Owning Your Own Business (Page 4)

S20

Analyze your answers

Here are the answers recommended for the perfect entrepreneur. Judge for yourself whether you're ready to be your own boss.

Directions: Circle your "yes" answers that match this list. There are a total of 34 correct yes answers. How many did you have?

List of yes answers: 2, 3, 4, 5, 6, 8, 10, 12, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 33, 36, 37, 38, 39, 40, 43, 45, 46, 47, 49, 50.

Mind Your Own Business

S21

Divide into small groups. You are the owners of your new company. Complete the following information sheet about your business.

Type of product or service

Name of business _____

Your business goal or mission statement

Location _____

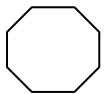
Characteristics (demographics) of customers

Total yearly gross sales _____

Number of employees (besides your group members) _____

Hours business is open _____

Personal skills used



Use a *Make a Decision* sheet to analyze each situation. Make sure you include your values.

What would you do if the following occurred?

1. Another business similar to yours opens in the community.
2. You're selling 25% faster than you can produce.
3. Your best employees want a 10% raise.
4. You have too much inventory.
5. Your rent increased by 10%.

Your yearly gross sales are double your projections.

Background

Why is up-to-date labor market information critical to successful career planning?

- Although you may be very interested in a particular career, its future outlook could be poor.
- Employment in some careers may require you to relocate in another part of the country. Other may require years of intensive training.

Therefore, you need to be acquainted with the labor market information that is readily available for your career planning and the places where you can find it.

What is labor market information?

Put in its simplest terms, labor market information is information about the places where labor occurs-where workplace skills are exchanged for wages. The key elements in the labor market are workers (labor resources) and jobs (employment opportunities).

Labor market information may be descriptive (qualitative), such as occupational descriptions, or it may be statistical (quantitative), such as employment trends and outlook. Look at a page in the *OOH*. What information is qualitative? What information is quantitative?

For some occupations, the information may be tied to a specific geographical area, or it may describe labor supply and demand at state or national levels. For these reason, labor market information often varies according to where people work.

Categories of Labor Market Information

1. Occupational descriptions
2. Wages, hours, and fringe benefits
 - Local
 - State
 - National
3. Employment trends and outlook
 - Local
 - State
 - National

Directions:

1. Make a vocabulary list of the italicized words in this article.
2. As you read, find and write the definition of each word.
3. When you're finished reading the article, use the vocabulary words in sentences – make sure your sentences show you know the word's meaning. OR draw pictures for each of these words: labor force, capitalism, technology, goods and services, production, distribution, consumer.

What's a nation's *economy*?

A nation's *economy* organizes its *land, labor, capital* and *technology* for the *production, distribution, and consumption* of *goods and services*. These two functions, making goods and doing services, are often referred to as *sectors* – or important divisions – of an economy.

Countries have different systems, but the goal of every economic system is to produce and deliver goods and services.

A country's system can change over time as nations develop politically, socially, and economically.

What about the United States' economy?

We have developed a *mixed economic system in the United States*. Our mixed economy combines *free-enterprise capitalism* with some *socialism*. *Capital* is any material or monetary asset or advantage. *Capitalism* is an economic system based on private ownership of the means of production without government interference. *Socialism* is an economic system in which the government owns the means of production and provides social welfare programs.

Do some research in your classroom. See if you can find a picture of how goods and services are produced, distributed and consumed. Can you draw one yourself, using the information in the article?

Look at the things around you: Your clothes, the desk and chair, the paint on the walls. These and the shampoo you used to wash your hair and the food you ate last night, are all called goods. Goods are tangible items handmade, manufactured, or grown for our use. Many occupations produce goods. Workers build homes, grow corn, make blue jeans, and create a whole host of other products.

Some workers provide necessary human services to people, such as education, transportation, and health care. Your teacher is providing you with a service. Many occupations are associated with this increasingly important service function of our economy.

The *labor force* is a collection of people who produce goods and services. Many people are employed in occupations that produce goods while others work in occupations that provide services; some occupations do both.

How do the goods and services get to the *consumer*? We depend on *distribution systems*, trains, planes, automobiles, stores, hospitals, government agencies, for example, to bring us these goods and services. Our labor force delivers goods and services

We use, or consume, the goods and services that are produced by our economy according to our ability to pay for them. Sometimes the government provides citizens with goods and services, for example, health and welfare services.

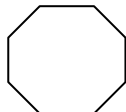
Do you think that the production of goods sector or the doing of service sector is growing? In recent years, the goods production, or manufacturing sector, of our economy has declined, while the service sector has grown. How do you think this change has affected the occupational opportunities in those sectors?

Although many new jobs have been created in the *service sector* of our economy, many of them are low paying, which creates problems for workers entering or re-entering the workforce. These trends are expected to continue.

The U.S. Bureau of Labor Statistics' *Outlook 2005* predicts that service workers will comprise more than one third of the workforce by the year 2005. Some examples of rapidly growing service occupations include hotel and restaurant workers, sales clerks, office assistants, home health aides, childcare providers, and flight attendants.

Our economy is currently changing more rapidly than at any other time in history. Along with economic changes, our society is undergoing rapid technological and *demographic changes*. The workers of tomorrow need intellectual, interpersonal, and technical skills to cope with these changes as our society creates new economic structures for the future. Workers will be continuously challenged to update their skills and to adapt to new conditions as our economy changes.

Think About It:



Write a paragraph that explains why “workers of tomorrow need skills to with changes.”
Include a topic sentence, details and examples.

Employment Trends

S24

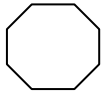
The labor market is constantly changing. This means that the kinds of jobs available will also change. These changes make up employment trends. Many factors influence employment. Make a quick list of the things you think affect employment and job growth or decline.

People in the United States are very mobile. In the past, once you got a job with a company, you were likely to stay with that company until you retire. Now people change jobs and move from place to place more frequently. So many people have moved from the northern to the southern and western states. As the population has moved, so have the industries. This is a business trend.

If you have access to the Internet, the U.S. Department of Labor has a website that describes additional business trends. What other business trends do you think you'd find? You can also find job trends in the *Occupation Outlook Handbook*.

The types of jobs are changing. There will be entry-level jobs, but fewer promotions. Service industries and, of course, technology will account for nearly all-new jobs. Name at least three jobs that are in the "service industry". The medical and teaching fields also will need talented workers.

The typical workplace will be smaller. Most new jobs will be in small businesses, businesses that employ fewer than 75 people. The number of self-employed workers will increase. Temporary work is increasing. It now accounts for 1 in 13 new jobs.



Why is it wise to notice and study business trends? List at least 3 reasons.

List 3 reasons why watching business trends (the global economy) in other countries is wise.

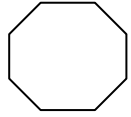
Identifying Employment Trends

S25

The left column lists changes that have happened in this country. Discuss the changes with a partner. List in the right hand column the employment trends you think will result from the change. Part of the first Economic Trends is started for you.

Changes	Employment Trends
U.S. economy is becoming information and service based.	U.S. factories closing. More service and information industries like: fast food, airfreight, cable TV, and hotel management.
New technology, computers, video games, VCR, DVD	
Population is changing: more elderly, fewer young workers, early retirement	
People busy working in and outside the home. Stressful lifestyle.	
Women make up more than ½ the labor force. More women working outside the home.	
Increase in minimum wage	

Think About It:



Look at the employment trends. Look at the career areas that interest you. Will there be jobs in these areas? List at least 3 career areas.

What jobs in these career pathways may be available to you?

Jobs For the 21st Century

S26

According to the Bureau of Labor Statistics' Outlook 2005, 11 of the 30 fastest growing occupations are in the health care field – home health aides, personal and home care aides, physical therapists and assistants, medical assistants, radiologic technologists and technicians, medical records technicians, occupational therapists, speech-language pathologists, respiratory therapists, and psychologists.

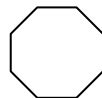
Analysts attribute the expansion in health care jobs to the aging of the “baby boomer” generation. By 2005, nearly 38% of the U.S. population will be more than 45 years old. Older people use more health care services. Also, advances in technology have led to the use of more diagnostic tests in the medical field, and this means more workers are required to administer and interpret these tests.

Also among the fastest growing jobs are those related to computers. Powering the growth is the expanding need to discover and implement new uses for computer technology. Jobs for computer engineers, scientists, and systems analysts will more than double in the next 10 years.

Occupation	% Increase	Jobs by 2005
Home health aides	138	827,000
Human services workers	136	445,000
Personal and home care aides	130	293,000
Computer engineers and scientists	112	447,000
Systems analysts	110	956,000
Physical therapy assistants	93	118,000
Physical therapists	88	170,000
Special Education teachers	86	176,000
Medical assistants	74	625,000
Detectives	70	308,000
Correction officers	70	100,000
Radiologic technicians and technologists	63	264,000
Medical records technicians	61	123,000
Operations research analyst	61	72,000
Manicurist	54	55,000
Producers, directors, actors, entertainers	54	198,000
Guards	51	1,211,000
Insurance adjusters	49	220,000
Respiratory therapist	48	109,000
Paving equipment operator	48	107,000

Think About It:

According to the chart:



1. Who'll have a better chance of finding a job, a medical assistant or a manicurist?
2. A computer engineer or an actor?

Hot Jobs for the 21st Century

S27

Directions:

Look at the *OOH* and Jobs for the 21st Century. Select at least 3 occupations that are “hot” (growing above 35%) that you’d like to know more about.

Hot Job #1 _____

Your best guess why the job is growing	Job duties	Training / Education needed	Salary Range

Hot Job #2 _____

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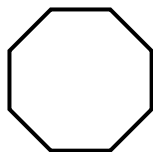
Hot Job #3 _____

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Finding Out About a Job ASK QUESTIONS

S28

Gather information: Stop and Think



Elvin wanted to become an electrician. He'd heard he would earn enough money to support his family. He also wanted a job where he could work indoors. He had many questions and wanted to talk to an electrician. By chance, his neighbor was having her kitchen remodeled. Elvin asked her if he could leave a message for the electrician. He included his name and phone number.

Two days later, Elvin got a call from Jose Lopez, the electrician. Jose told Elvin to come over to the job at lunchtime.

Ask questions: OF RELIABLE SOURCES

Elvin wrote down six questions (so he wouldn't forget them) that he wanted to ask Jose. Here's how Elvin got the information he wanted.

"Jose, is the work steady? And the pay good?"

"Oh yeah, more work than I can do, but it's hard finding other good workers to help out. The pay is great, but you have to watch out about taking jobs where you're fixing work that other people have already messed up, like they had some bad worker do a bad job, or they tried to do it themselves and then fouled it up and then called me to fix it – that can take a lot of time – you can't have bad electrical – it can be dangerous for everybody. Starting a job new is the best way, if you want to make good money at it."

"Most of the time you work inside?"

"No, I work outside a lot – but I don't take outside jobs in the heat during the summer in Arizona. I go where it's cooler, like where they're building condos in Prescott or something. My uncle is an electrician in Pinetop, so sometimes I go help him. There's always work for an electrician."

"Is that how you got interested in being an electrician? You're uncle?"

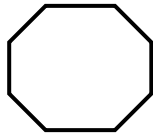
"Yeah, sort of, I knew he made money, could set his own schedule and I used to help him out when I was a kid, and I was good at the job. You need tools to be an electrician, and he had them – I didn't have to buy anything, just show up and take orders!" "Now I have a couple of other guys who work for me off and on. Right now I have a pretty talented eager kid who's taking technical courses at the community college even though he's still in high school. He works with me on the weekends. He'll be an apprentice to me next year and he's looking into becoming a certified electrician."

“What do you have to do to get certified, how much does it cost, Jose?”

“I don’t know, Elvin, probably things are different now than when I got mine.”

Elvin thanked Jose for his time. He went home and thought about what he had learned. He had not known that electricians had to buy their own tools. He also had not known that he had to go through an apprenticeship and get a license and insurance. He was not sure he wanted to be an electrician. He needed to learn more.

Think About It:



1. How did Elvin find a person to talk with about becoming an electrician?
2. One of Elvin’s work values is to find steady work. According the Jose, is electrical work steady?
3. Elvin hopes to find work that is indoors. Does Jose work indoors most of the time?
4. After the conversation, was Elvin sure that he wanted to become an electrician?
5. What do you think Elvin should do next?

Ask questions: USE RESOURCES TO FIND OUT MORE

After talking with Jose, Elvin wanted to find out more about becoming an electrician. He had no money to buy any books or information.

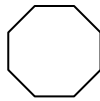
He went to his public library. He asked a librarian to help him find job information about becoming an electrician.

Elvin found “Electrician” in the *Occupational Outlook Handbook*. He read about the job. He did not like some of the tasks and working conditions. Sometimes electricians work outdoors. Usually they belong to a Union. (They may require 144 hours of class and 8,000 hours of on-the-job training.)

Ask questions: THE MORE I KNOW, THE MORE I NEED TO KNOW

Elvin didn’t know much about Unions so he decided to ask Jose. Jose told Elvin to call Hans Olsen, a union steward. He gave Elvin the phone number. Elvin asked Jose to tell Mr. Olsen that Elvin would be calling. Jose said he’d be glad to.

Think About It:



1. Where did Elvin go to learn more about electricians?
2. What resource did Elvin use?
3. Did Elvin think he might like to be an electrician?
4. What do you think Elvin should do next?

Ask questions: OF OTHER RELIABLE SOURCES

Elvin called Hans Olsen. He explained that he was interested in learning more about unions and being an electrician. Hans seemed happy to meet with Elvin. He set up a time when they could meet.

Elvin went two days later to meet with Hans. Elvin wrote notes (so he wouldn’t forget) as he and Hans talked.

1. Unions have dues, you must pay to join.
2. The Union sticks together so you get group support. But if the Union takes a vote and the majority agrees to do something, you have to do it.

- 3. Some places in certain jobs you have to join, but that’s not the case in Arizona.
- 4. The Union has information about apprenticeship programs where you can work, see if you like the job and get paid. You can do this before you invest a lot of time and money and then decide you don’t like the work.
- 5. The work is steady and you can go to other places, as long as there’s new building or old remodeling (like in cities) then there’s work for electricians.
- 6. The work can be dangerous, but not if you’re careful and trained. No drugs, no drinking on the job. It’s dangerous for you and others – other good electricians and construction people won’t work with you.

After talking with Hans, Elvin had to do a lot of thinking. He was very interested. But it takes time and money. He knows he has to find out more. He needed more information to decide if this was the right job for him. He also wanted to know more about jobs that were related to electrical work.

Ask questions: GET ANSWERS

People often have ideas about a job, but later they find out that the job is not what they expected. Talking with people working in the career and trying out the job yourself are two good ways to gather information. Using books or the Internet are helpful sources of information.

Below are important questions to answer about any job that interests you. Use the **Occupational Outlook Handbook** to help you find the answers. You may add your own questions as well.

Write your job interest here:

- 1. What skills and training are needed to get this job?

Skills are the job skills and everyday skills needed in the job

Training refers to special skills that must be learned

- 2. What work experience is needed for this job?

Work experience is the number of years doing a certain kind of job, or types of work done that relate to a certain job.

3. What tasks are done most often each day?

Tasks are the things that are done every day on the job.

4. What are the working conditions for this job?

Working conditions are where and how you work. Outdoors? In a factory? In an office? Standing? Sitting?

5. What is the usual pay range for this job?

Pay range refers to the starting pay and how much the pay will go up.

6. What are the usual benefits for this job?

Benefits can include health, dental, and eye care; life and disability insurance; and retirement, or pension, plans.

7. How many job openings are there in this field each year? How many will there be in five years?

Job openings means the number of positions waiting to be filled in this job, this year or in the future.

8. What jobs can you advance to?

Advance means to move up or be promoted in the job.

9. What is the education needed for this job?

Finding Out About a Job (Page 6)

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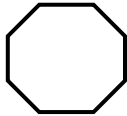
A job may require a high school diploma, GED, or special certification.

10. Is this job generally full-time or part-time?

11. What work schedule is usually found in this job?

Days? Nights? Swing shift? Weekends?

12. Try to find someone who has this job. Is there anything about this job that the person does not like?



What do you think about the information you found out?

Kim's Work

Kim is a self-employed marketing consultant promoting her services to local businesses and individuals. She lives in a small rural town on the outskirts of a large city. For \$5,000, Kim set up her office in a spare room in her house. Her schedule is flexible because she sets her own appointments. She uses her own car for transportation to and from her work sites. She usually dresses "casually stylish," unless she's going to a formal business meeting.

Kim carries a liability insurance "umbrella" to protect her, just in case. Liability insurance costs Kim \$50 a month. She bills her clients by the hour and currently grosses about \$75,000 a year.

Kim pays both state and federal income tax on her earnings. The state where she lives assess a 6% tax (a rate which varies from state to state) while the federal government takes approximately 20% (Federal income tax is graduated; the tax rate is determined by the income level). Fortunately for Kim, self-employed people can deduct some business expenses from their taxable income. She pays her accountant \$700 to help her figure this. Kim is also required to contribute to her federal Social Security account. And because she is self-employed, she must contribute 15-30% of her total wages. Health insurance costs Kim \$210 a month. She has no life insurance. Kim also pays for income protection insurance (to provide her with some income in the event she's unable to work), which costs her \$200 yearly. To save for her future, Kim contributes \$200 a month to her Individual Retirement Account (IRA). Kim is 27 years old and lives with her husband and two young children.

Roberto's Work

Roberto lives in the same state as Kim. He works as a sales executive for a manufacturing firm, Snap-off Tool Company. His current base salary is \$20,000 a year. In addition to his base salary, he's paid a 5% commission on his total sales, which were \$710,000 last year. Out of his total salary, Roberto pays state (5%) and federal (roughly 20%) income taxes based on his total income. He is also required to contribute 6-65% of his total income to his Social Security account. As his employer, Snap-off contributes an additional percent.

Roberto sells to small businesses in four different states and is out of town about 15 days per month. His company provides him with a car and pays his gas, food and lodging expenses when he is traveling on business. Since he is often in contact with clients, he's expected to wear a sport jacket, a dress shirt and a necktie at all times. When he works in the Snap-off Corporate office, he's required to wear a business suit. He's usually at his desk from 8am-5pm each day and takes no more than an hour for lunch.

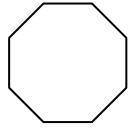
Roberto enjoys the benefits of working for Snap-off. The company gives him two weeks paid vacation during the month of August, ten paid holidays and seven paid sick leave days each year. In addition, the company pays 75% of his health insurance, which runs \$190 per month. The company provides him with a \$25,000 group life insurance policy. The company also pays 60% of an income protection plan for Roberto, the total cost of which is \$80 per year. Snap-off has a pension plan for its employees into which the company pays an amount equal to 8% of Roberto’s gross salary (base plus commissions) each year. Roberto is 35 and lives with his wife and two school-aged children.

COMPARE AND CONTRAST

Directions:

In small groups, discuss the advantages and disadvantages of Kim’s work as a self-employed consultant and Roberto’s job with Snap-off. As you discuss the two job situations, complete the following table. Where figures are missing (e.g. for transportation and clothing), make estimates of the costs.

		Kim	Roberto
A.	Gross salary and commission	\$.	\$.
B.	Taxes to be paid out of salary Federal		
C.	State		
D.	Social Security		
E.	Costs of job Transportation (est.)		
F.	Clothing (est.)		
G.	Office supplies (est.)		
H.	Insurance costs Health		
I.	Life		
J.	Income protection		
K.	Liability		
L.	Pension/retirement plan		
M.	Total deductions Total lines B through L		
N.	Net income Subtract line M from line A	\$.	\$.



Think About It:

And discuss:

1. The values/importance of sick leave and vacation time. (Try to place a dollar value on both benefits for Kim and Roberto.)
2. Try to identify other benefits that could be thought of as “virtual income.” Recalculate net incomes if you think these factors are significant enough.
3. Other less measurable factors such as job security, working environment, opportunities for advancement, personal autonomy, the economic future of big versus small companies, lifestyle factors

Don't automatically treat net income as “the bottom line.”

In your groups decide which working situation you prefer. List the reasons for your choice.

Who starts a home-based business? Usually, a person who's had enough experience on a regular job to learn a business and make contacts.

To be in business for yourself, you need to be energetic, motivated, and able to take disappointments. People who start their own businesses often want independence, control, and more time with family. In exchange, they give up the security of a regular company paycheck. The following people all started their own businesses. Here's what they have to say about what it's like to be self-employed.

Art as Business

People who love art often go into business as graphic designers, calligraphers, illustrators, or textile designers. Larry is a painter who's been running a design business out of his home for 12 years. He graduated from college with a B.F.A. in Painting. He has worked in a frame shop, an art gallery and a large city art museum. Larry was teaching an art class at the city recreation department, when one of his students hired him for a free-lance design job. That's how Larry's business began.

"Today, I still work for that first client!" says Larry. Larry's work now ranges from designing ads to creating TV props. He's taking courses at a community college in web page design. "I am constantly up-dating myself on technology. How can it help me organize my business's accounts and how can it add to the services I offer clients?"

Annual gross income "before expenses and taxes are deducted) for designers can range from \$18,000 for a beginner up to \$100,000 for very successful designers. The average is \$40,000.

Food for Thought

People who love to cook often start home-based cooking businesses. This is a situation that sounds simple, but is quite complicated.

Some people make cookies or muffins, or full meals that customers just heat and eat. Also, a cook can cater anything from a child's party to a formal dinner, and to begin, all you need is cooking equipment, the right ingredients, and a kitchen. But unless you have big money backing, it's best to begin moonlighting while holding another job. Also, be careful. Health codes vary, and your city or state may not allow cooking for profit in your own home.

"Cooking school is helpful," advises Barry Goldman, a restaurant pastry chef, but on-the-job experience is more important."

The amount of income a catering business can make depends on the cook's talent, efficient and reliable customer service and most importantly, the location of the business.

Hard Work

Carolyn, a massage therapist, runs a successful home-based business. "I love it, but it's hard work! You have to have high physical energy."

To become a licensed message therapist in Carolyn's home state, you need to take a tough, one-year course at an accredited school, where you learn anatomy, CPR, first aid, physiology, and chemistry, as well as massage. You must then pass a licensing test; the license must be renewed periodically.

It took Carolyn one year to establish her business while she worked three days a week at a health club. Some massage therapists go to their client's homes. Overhead and set-up are low. You need a massage table, sheets, and towels. Cleanliness and a safe, accessible neighborhood are important for a successful business

However, Carolyn decided that she wanted to work in a medical office. It took her a while to find just the right setting for her. Now she works in an office with a chiropractor, an occupational therapist and three medical doctors who specialize in sports medicine.

A home-based massage therapist may earn \$50,000 a year.

The Write Stuff

Many writers have offices in their homes. A writer's office is equipped with a computer and work processing program, phone, reference books, and possibly a modem, fax and photocopy machine.

Few writers make a living writing fiction. Most write magazine or newspaper articles, promotional literature, or corporate communications. It helps to specialize, as Ted Bosworth, a medical writer, notes.

After Ted got his B.A. in English, he landed a position as a medical writer for a small company. Two years later, Ted started his own business as a medical writer. After 12 years, he still enjoys it. "I've been very lucky," he says. "But you have to like working alone. And the faster you can write, the more money you can make."

Writers' gross incomes vary dramatically: from \$15,000 to over \$100,000. The average is around\$40,000. Some fields, like medical writing, pay better than others.

A job is considered to be a non-traditional job when 75% of the people in that job are of one opposite sex.



Certain jobs *are not* for men only

Certain jobs *are not* for women only

Women *do not lack* the temperament for men's work

Women on the work site *do not* cause disruptive sexual relationships

Women *do not* cause employers additional expense

Women *are not* absent more often than men

There *is not* something wrong with a man who takes a "woman's" job

There *is not* something wrong with a woman who works in a "man's" career area

The Leading Ten Occupations of Women Workers

1870	1930	1970
1. Domestic Servants	Domestic & other personal service	Secretaries
2. Agricultural Laborers	Teachers	Sales clerks
3. Seamstresses	Stenographers	Bookkeepers
4. Dressmakers	Other clerks, not store clerks	Elementary teachers
5. Teachers	Saleswomen	Typists
6. Cotton – mill workers	Farm Laborers (unpaid)	Waitresses
7. Laundresses	Bookkeepers and cashiers	Sewers & stitchers
8. Woolen mill workers	Laundress not in laundry	Registered nurses
9. Farmers & planters	Trained nurses	Cashiers
10. Nurses	Other cooks	Private house cleaners

Think About It:

What do you think the top ten jobs for women will be in the year 2006?

List at least 3 advantages and disadvantages of choosing a non-traditional job.

Advantages

Disadvantages

Why are there traditional men’s jobs and traditional women’s jobs?

Non-Traditional Jobs (Page 3) Women

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Professional Occupations

Engineering	Geography
Law	Anthropology
Medicine	Foreign Service
Science	Journalism
Mathematics	Psychology
Geology	Educational Research
Administration Education	Accounting
Protective Services (fire and police)	

Marketing Occupations

Commission Sales	Freight Forwarding
Graphics	Shipping (domestic / international)
Advertising	Transportation (air / trucking)

Technical Occupations

Airplane Pilot	Chemical Technician
Air Traffic Controller	Medical Technician
Computer Technician	Surveyor
Computer Programmer	Photographer
Electronics	Engineering Technician
Radio – TV	Mathematical
Drafting	

Skilled Crafts / Trades

Telephone Repairer	Tilesetter
Office Equipment Repairer	Air Conditioning Mechanic
Glazier	Meatcutter
Plasterer	Printer
Ironworker	Carpet Layer
Painter	Welder

Training Programs

Auto Mechanic	Replacement Parts Management
Diesel Mechanic	Welding
TV and Radio Repairer	Surveying
Auto Body Repairer	Mechanical Engineering Technician
Electronics	Forestry Technician
Machinist	Chemical Technician

Non-Traditional Jobs (Page 4) Women

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Other Jobs

Sales: Commission
Auto
Insurance
Furniture
Appliance

Driving:

Local	City Bus
Long Hall	Taxi
Ambulance	Commercial
Furniture Mover	Heavy Equipment

Greenskeeper	Auto Mechanics
Small Appliance Repairer	Diesel Machines
Tool and Die Maker	Masonry
Computer Repairer	Carpet Layer
Shipfitting	Farmer / Rancher
Construction	Laboratory Technician
Plumbing	Dental Lab Technician
Electrical	

Apprenticeships

Drywall Finisher	Appliance Repairer
Meter Reader	Laborer, Road
Utility / Telephone Installer	Laborer, Construction
Sewage Treatment Operator	Production / Millwright
Water Treatment Operator	Flag Person
Chemical Plant Operator	Security Guard
Gas Station Attendant	Warehouse Worker
Tire Changer	Lumber Yard Attendant
Parts Runner	Roofer
Shipping and Receiving Clerk	Cabinetmaker
Mail Deliverer	Upholsterer
Office Equipment Repairer	

Apprenticeships

Store Detective	Plumber / Pipefitter
Custodian	Bricklayer
Lather	Cement Mason
Carpenter	Fire Fighter
Electrician	Fire Watcher

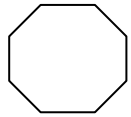
Non-Traditional Jobs (Page 5)
Women

S31

Metal Fabricator
Millwright

Tree Planter
Park Aide

Think About It:



Circle the non-traditional jobs that you have done. Include paid and unpaid jobs. You may have helped someone else to these jobs.

List at least 3 things you liked and did not like about these jobs.

Liked

Disliked

Place a check in front of the non-traditional jobs you would be interested in having as your career. Make sure they're realistic in light of your legal record.

**Non-Traditional Jobs (Page 6)
Men**

S31

Apprenticeship / Training Programs

Cosmetologist
Flight Attendant

Clerical Occupations

Bookkeeper	Stenographer/Transcriptionist
Mail Clerk	Telephone Operator
Administrative Assistant	Typist

Professional Occupations

Dietician	Elementary School Teacher
Librarian	Registered Nurse
Kindergarten Teacher	Therapist

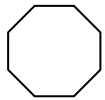
Sales Occupations

Cashier
Sales Clerk

Services Occupations

Nurse Aide	Cleaner
Dental Assistant	

Think About It:



Circle the non-traditional jobs that you have done. Include paid and unpaid jobs. You may have helped someone else do these jobs.

List at least 3 things you liked and did not like about these jobs.

Liked

Disliked

Place a check in front of the non-traditional jobs you would be interested in having as your career. Make sure they're realistic in light of your legal history.

Non-Traditional Jobs (Page 7)

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Make a list of three non-traditional jobs that you will explore. Use the *OOH* to find the information for this form below. Write what you like and don't like about the job based on the information you've found so far.

JOB _____

SALARY _____ EDUCATION _____

SKILLS/Training _____

Working Conditions _____

Likes/Dislikes _____

JOB _____

SALARY _____ EDUCATION _____

SKILLS/Training _____

Working Conditions _____

Likes/Dislikes _____

JOB _____

SALARY _____ EDUCATION _____

SKILLS/Training _____

Working Conditions _____

Likes/Dislikes _____

Meet three young adults who have crossed gender barriers to pursue careers they love.

Dancer

When I was really young, I didn't go to dance or music performances. My family wasn't into them and we didn't have much money. Drawing has always been easy for me, and I love it. A teacher helped me get a scholarship so I went to a performing-arts high school in New York City to study art. I took a dance class and liked it and decided this is what I wanted to do. I was 14.

My mom and stepfather said that if I was happy, I should do it. Most of my friends weren't as supportive. They said cruel things and said it wasn't masculine. Since I was pretty strong, they said I should be into sports, but I wasn't. Most boys want to be professional baseball players, but I wanted to be a professional dancer.

When I saw the Dance Theater of Harlem perform, I asked the recruiter if I could take a class with them. I honestly thought I was good enough to get in, and I guess I was right. I guess I was born with a talent.

There are people who think a black guy can't do ballet because it's so uncommon. Ballet dancers all look alike – they're all white. It makes me a little angry that a stereotype exists, but I'm a secure kind of guy. I figure people can think what they want. That's their problem.

Firefighter, National Forest Service

I'm a member of a forest firefighter crew. We fly around in helicopters and then we're put down in the middle of a fire. My base is in Oregon, so my crew and I go to fires all over the western United States.

I had to go through intensive training and pass physical tests. You must be able to lift 40 to 60 pound items, and the women are expected to do pretty much everything a man can do – and for the most part, they do. When we are working, we may not shower for days, eat only "chuck wagon" food and go for days without a good night's sleep.

At one fire early in my career the men came over and said, "What are you doing here?" Once I had just carried 100 pounds of hose and brass fittings up a hill and a man stopped me and said, "You can't do that." I said, "Well, I just did."

It can be hard walking around fire camps without being propositioned. But I've never been in a situation that felt like it was going to get out of control. I've talked to women who have, though. My friends and family help me keep perspective. One of my best friends is an EMT, so we talk about how to keep professional at work.

My job can be very dangerous. It's critical that we "have each other's backs." When you're working, the men pull through for you. That's when the sexist barriers come down.

Nurse

The day I decided to go into nursing was during my second year of college. I was watching the movie *Gross Anatomy*, which is about medical school, and for some reason I knew I wanted nursing. I knew some people have prejudiced perceptions of male nurses, but I wasn't going to let that stop me from pursuing a career I enjoy.

When I told some of my "macho" friends that I was going into nursing, they weren't fazed by it. They don't judge me by my job. They judge me by who I am. And the nurses I work with fully accept me. As long as they know I'm doing a good job, there's no problem. More men are becoming nurses. Since there are so many job openings and so few nurses, I have my pick of jobs.

Sometimes I feel pressure to put on an act, to act a little more macho to prove that you can be masculine and be a nurse. I might talk about sports, which I love. But I put on this charade only if I feel it's necessary to make a patient feel more comfortable.

This job is challenging and important. After all, people's lives can depend on me.

Exploring Traditional Jobs

S33

Make a list of three, so called, “traditional” jobs that you will explore. Use the *OOH*. Find out the salary, education required, and skills needed. Write what you like and don’t like about the job, based on the information you’ve found so far.

JOB _____

SALARY _____ EDUCATION _____

SKILLS/Training _____

Working Conditions _____

Likes/Dislikes _____

JOB _____

SALARY _____ EDUCATION _____

SKILLS/Training _____

Working Conditions _____

Likes/Dislikes _____

JOB _____

SALARY _____ EDUCATION _____

SKILLS/Training _____

Working Conditions _____

Likes/Dislikes _____

Office Assistant

Marquez’s job consists of filing, copying, faxing, and speaking on the phone, and since working in an office is a lot different from being at school, she had a lot to learn.

Her advice: “Look, listen and be ready to learn new things. Use the right words when you answer the phone, be ready with paper and pencil for meeting and don’t gossip about other people, especially other people in the office. Hang in there and try your hardest. Listen and watch when you’re shown or told how to do something. If you’re lucky, you’ll work with people who will help you learn.”

Vendor

Bart spends most of the day outside carrying heavy trays of food and drinks, but it’s not all-backbreaking work. Because the other vendors are also in their teens, he makes a lot of friends.

His advice: “Get to work on time, don’t mess around. Vendors have to carry around lots of money so you have to show that you’re responsible and trustworthy. Vendors have to be honest with their bosses. It’s also really important to have a good attitude toward the job.”

Camp Counselor

This was Sam’s first summer as a counselor. He decided to give it a try because he loves being around kids. He was in charge of five kids ranging in age from 11 to 13. He was with them 24 hours a day.

His advice: “I’ve had other jobs too. On every job, you have to have a lot of patience. Keep your cool – especially when you’re dealing with lots of different types of people, be polite and really nice to them. Don’t be afraid to ask questions and listen for the answer.”

Swimming Teacher and Lifeguard

Jobs can be fun, but they also require a lot of work. In Michelle’s lifeguard job – well, she guards people’s lives, if you really get down to it. Kids’ safety was so important. Some of her students were only three years old, and they count on her to keep them safe. Michelle has a sharp eye to keep track of them –an also she has to be a disciplinarian.

My advice: “Know how to conduct yourself- how to relate to the parents (who can be difficult sometimes) and to the people you work with. Be organized, prioritize what you’re doing – that’s the only way you can get your job done.”

If you could tell high school students with disabilities one thing about college, what would it be?

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“If you have a disability, assess your problem and learn how to ask for help from campus resources. Be willing to work twice as hard as everyone else. Stay focused.”  
~~Scott, University of Arizona

“Seek out the college/university’s resource center for students with disabilities. You will find peers who you can relate to and faculty to help you. Don’t be shy to ask for help from this community – it will make the transition a lot smoother and it will prevent you from getting lost in the numbers.” ~~April, University of Arizona

“If you put the time and effort into college, it can be your greatest experience. There are high points and low points, but mostly high points. Get involved in a club, group or organization. You are not alone. You will meet lots of other students with learning disabilities.” ~~Nicole, University of Arizona

“College is a lot of work and you need to be dedicated, but it’s fun. The work can be hard, but tutors can help a lot. You make a lot of friends in college.” ~~Christina, Pima Community College

“Never deny who you are” ~~anonymous, Arizona State University