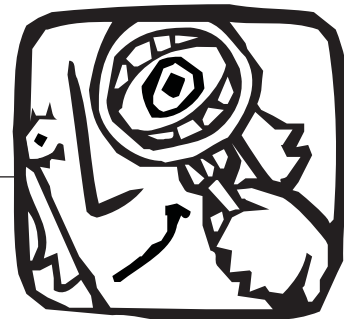




WorkBook 2

The World of Work: Scope It Out



Ever wonder why you have to go to school?

Wouldn't it be nice if at the age of 12 you could just jump from being a kid to being an adult—make your own money, live on your own, be responsible for yourself? You aren't the first to have those thoughts. Believe it or not, your parents thought the same way.

The key to making your own money, living on your own, and being responsible for yourself is success in the workplace. What you are learning in school now prepares you for a career in the future. That's why you need an education.

By exploring the world of work, you can find out what jobs are available and where you fit. This WorkBook will help you learn about jobs, what the workplace is like, and how your choice of career will determine the lifestyle you can afford.

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NAME	TELEPHONE	DATE OF BIRTH
ADDRESS		
SCHOOL	CLASSROOM/CLUB	GRADE

What Do You Need to Know to Get a Job?

Employers around the United States expect workers to have a variety of skills, personal qualities, and abilities.

Employers want workers who can:

read:

- read signs, medical records, instruction manuals;
- read letters, safety warnings, and reports;
- understand diagrams and graphs.

write:

- write a report, a book, a project summary;
- write an advertisement;
- write an e-mail message on the computer or a letter to potential customers;
- fill out an insurance claim form or an accident report.

do arithmetic and math:

- add, subtract, multiply, and divide amounts of products, supplies, money, and time;
- work with weights and measurements;
- keep financial records;
- figure a 30 percent discount on a sale item;
- calculate tax.

speak:

- speak to another worker about a project;
- give a report to a small group during a staff meeting;
- speak to large groups, as in a news conference;
- train a new employee.

listen:

- listen to your team leader or “boss,”
- listen to the instructor during company training sessions,
- answer questions asked by a customer,
- listen to television news about worldwide issues and events.

solve problems:

- recognize a problem and come up with a solution. Example: The company is losing money or a worker is injured on the job. How can the problem be solved or prevented?

reason:

- understand a principle and apply it when solving a problem. Example: An employee files a grievance. What is a reasonable company practice to resolve the situation?

learn:

- learn from books, courses, computer information. Example: The state legislature changed previous laws related to waste disposal; employees must learn about the legislation to be sure the company complies.

think creatively:

- generate new ideas, develop new products, make scientific discoveries.

make decisions:

- list goals, generate options, consider risks, evaluate, and choose the best option. Example: A company wants to locate a store somewhere in the state. A decision on location must be made.

have self esteem:

- believe in their own self worth and maintain a positive view of self. Example: Employee maintains a sense of pride in work even when praise from a supervisor is limited.

have integrity:

- honesty, does what is right. Example: A worker tells the truth when it would seem simpler to lie.

be responsible:

- strive to reach a goal, accept responsibility for own actions rather than blame others. Example: An employee accepts responsibility for an error he or she made.

be sociable:

- friendly, polite, adaptable, understanding of others' feelings. Examples: A salesperson is polite to customers. An employee hears gossip concerning a co-worker and does not pass the information to other people.

manage him\herself:

- set personal goals, exhibit self control, monitor own progress. Example: An employee continues to work on a project when the boss is not watching.

use resources of time, money, materials, space, and staff effectively:

- prepare a schedule,
- prepare a budget,
- keep financial records,
- order supplies,
- evaluate performance of workers.

work with others:

- participate as a team member,
- teach new skills to co-workers,
- serve customers,
- be a leader,
- work toward agreements,
- work with people whose backgrounds are different from one's own.

locate and use information:

- research a topic,
- organize information found,
- understand and explain information to others,
- use computers to process information.

understand systems:

- understand how an organization functions,
- predict impact on a company,
- improve the performance of a system.

work with a variety of technologies:

- choose equipment,
- set up and operate equipment,
- solve and prevent problems with equipment.



Know What Employers Want

Tell which skills you are learning now and give an example of how you will use that skill on the job.

What Type of Work Would *You* Like to Do?

Most people must work in order to have food, clothing, and a safe place to live. Once those needs are met, people work because they want to be with other people or have the personal satisfaction of achievement. For some people, work becomes a driving force or life mission.

To help sort out the thousands of jobs from which there are to choose, careers can be grouped into 14 “career clusters.”

- **Agriculture**—careers related to the production, processing, and distribution of food, fiber, and natural resource systems.
- **Arts and humanities**—careers related to creating, performing, and conducting literary, artistic, entertaining, and sporting activities; study of philosophy, religion, literature, and language.
- **Business and marketing**—careers related to buying, selling, promotion, and distribution of information, ideas, goods, and services; the management, research, and technical support related to these activities.
- **Communications**—careers related to the communication of ideas and information.
- **Construction**—careers related to construction, inspection, and maintenance of structures.
- **Education**—careers related to the theory and practice of learning and teaching; related research, administration, and support services.
- **Health**—careers related to health, prevention of illness, and care of people who are ill.
- **Human services**—careers in which workers meet human needs.
- **Manufacturing**—careers related to the production, maintenance, assembly, and repair of products.
- **Mining**—careers related to locating and extracting mineral and petroleum resources.
- **Public services**—careers related to analyzing, managing, and delivering services, such as police, fire and safety, postal services, and public utilities.
- **Science and mathematics**—careers in which science and math are applied.
- **Social sciences**—careers related to the study of people, culture, and human behavior.
- **Transportation**—careers related to transportation equipment and services.



Pick a Cluster, Any Cluster

Which cluster interests you most?

Research jobs within this career cluster. List five jobs in your community that relate to the cluster you chose. (Use research tools, such as books, computer databases, and interviews with people.)

1. _____

2. _____

3. _____

4. _____

5. _____

Where Would You Like To Work?

Every workplace is different. Find out what the workplace is really like by visiting several during middle school and high school. This will give you a good idea of where you would like to work and the types of work you would like to do. When you visit a workplace, ask the following questions:

At this workplace...

- What kinds of jobs do people do?
- What types of education, skills, and experience are required?
- Do workers sit, stand, or move around?
- Do they work indoors, outdoors, or both?
- Do they work with people, things, or facts and ideas?
- What hours/shifts do employees work? Do they have a choice?
- Do the jobs take lots of physical strength and movement?
- Do the workers handle money—cash or budgets?
- Do the jobs require a lot of reading and/or writing?
- Do employees work individually or in teams?
- Do the jobs require more thinking or doing?
- Do employees work full-time or part-time?
- Are workers paid by the hour, or do they receive salaries?
- What are the work sites like—private offices, desks, work stations?
- Do the jobs include travel? If yes, how much?
- Do employees use their own cars for business?
- Do employees have a lot or little supervision?
- Do workers do different things or the same things every day?
- What kind of public speaking is required—speaking to co-workers, small groups, large groups?
- Are the jobs “union” or “nonunion”?
- Does the employer expect workers to continue their educations while on the job?
- Does the employer provide training?
- Is the atmosphere pleasant or pressured?
- What type of clothing do workers wear?
- How do the jobs affect people and serve the community?



Career Shadowing

Spending time with an adult at work is a good way to find out what work is really like and to explore a specific career. This is often called “career shadowing” because you follow the adult around. You might even get to do some work for the adult. The adult is called your host or “mentor.” Mentor means advisor, trusted friend, or coach.

Discuss the idea of shadowing with your parent/guardian and 4-H leader or teacher. They might be able to help you make arrangements to shadow an adult at work. Talk about the length and time of your shadowing experience. The length may range from one hour to an entire workday.

Shadowing Techniques

Before the day of shadowing:

- Call the person you have chosen and ask permission to shadow him or her at work. Check the list of telephone tactics to help with this step.
- Make a list of 10 questions you would like to ask. Write the questions on the Interview Outline Form on page 13. Leave space to write notes during the interview. Five questions should relate to skills described on page 2. Ask how he or she uses these skills on the job. Five questions should relate to qualifications, responsibilities, etc.
- Practice asking the questions with a parent or friend.
- Make arrangements with your parent for transportation to and from your mentor’s place of work. It is your parent’s responsibility to arrange transportation for you. If you are not sure where your mentor’s place of work is located, ask your parent to make a trial run a few days ahead of time to make sure you know exactly where to go.
- Mail or drop off the Mentor’s Guide form on page 15 at your host’s place of employment. Be sure to write your mentor’s name and your name on the sheet.

- Plan which clothes you will wear on your day of shadowing. Think of the type of clothing the person you will shadow wears to work. Some jobs require dressy clothing, while others allow semicasual or casual clothing. Dressy clothing might include a necktie and jacket for young men and a skirt and jacket or nice dress for young women. Casual clothing might include nice jeans or a skirt and shirt. Semicasual clothing is between dressy and casual.
- Call your mentor one or two days before your day of shadowing. Tell him or her that you are looking forward to shadowing. Confirm the time to arrive, location, and time to leave.
- Review the “Shadowing Etiquette” section on the next page.
- If you shadow during a school day, ask for homework assignments for the time you will be away.

On your day of shadowing:

- Take with you a pencil and the Interview Outline Form you filled out (page 13).
- If your shadowing includes lunchtime, take a sack lunch or money for lunch.
- Write your name on the name tag found on page 8. Pin it to your lapel.

Telephone Tactics

1. Introduce yourself.
2. Be courteous.
3. Explain that you are exploring careers through the 4-H Workbook.
4. Ask whether it is a convenient time to talk or whether you should call back. If you need to call back, ask what time would be best.
5. Explain your interest in the job and that you would like to shadow the mentor at work.
6. Work out a date and length of stay.
7. Ask for the location/address of the work site.
8. Set a time to arrive at work and a time to leave the work site.
9. Ask what type of clothing to wear.

Important note: If for some very important reason you cannot keep your shadowing appointment, call your mentor as soon as possible.



activities

Shadowing Etiquette

Mind your manners!

- Arrive and leave on time.
- Greet your mentor as “Mr.” or “Ms.”
- Be courteous and friendly.
- Wait until your mentor is seated before you sit down.
- Shake hands with each person to whom you are introduced. (Practice your handshake with your parent or a friend. A handshake should be firm, but not painful. Limp or “dead fish” handshakes aren’t pleasant.)
- Say “thank you” several times during the stay (such as when your mentor offers you a drink or takes you to lunch and at the end of the day). Also, send a thank-you letter after your shadowing experience.
- Stay in your seat until your mentor invites you to explore the office. (Don’t wander around, look at papers, or look inside cabinets.)

Looks count!

- Wear clothing that is clean, neat, and appropriate to the job.
- Stand tall and proud. (Slouching makes you look like you’d rather be somewhere else.)
- Look alive and alert.
- Pay attention! This is a sign of respect and interest.
- Remember to show facial expression. Smile!

Practice good conversation skills.

- When asked questions about yourself, carry on a *conversation* with your host. (Very short or yes/no answers make conversation awkward.)
- Be sure to practice turn-taking during conversation. (Don’t “butt in” or talk nonstop.)
- Speak loudly enough to be heard by the person to whom you are talking.
- If your mentor is working with other people, wait until you are invited into the conversation before you speak.

The Shadow Learns

Use the shadowing techniques you have just learned to shadow a person who has a job within the career cluster that interests you most. Try to select a person no one else in your class or club has chosen.

Confidentiality

- There may be times when your mentor must take care of business without you being in the room. Do not be offended; your mentor is not being impolite to you. Confidentiality is part of many jobs.
- If business comes up and your host is unable to spend as much time with you as you would like, that situation is unfortunate but it’s part of the world of work. Appreciate the time you do spend with your mentor.



activities

Sample Thank You Letter

Your address
City, state, zip code
Date

Name of mentor
Job title of this individual
Organization or company name
Street address or post office box number
City, state, zip code

Dear Mr./Ms. _____:

Thank your mentor for the opportunity to shadow him or her at work. State several things you learned. Close with a statement of your appreciation for his or her willingness to spend time with you.

Sincerely,

(Your signature in ink)

Your name (typed)

Write a Thank-you Letter

It's critical that you follow up your shadowing experience with a thank-you letter to your host. Use the example on this page to write a thank-you letter to your mentor. You may write the letter in your own handwriting or use a computer and printer.



Name Tag
Cut out and pin to
your lapel on your day
of shadowing.

4-H Career Shadowing



activities

Activity 5

Your Day as a Shadow

Write a report or give an oral report on your shadowing experience:

- Tell about your experience in the workplace.
- Compare your interests to the career choice of the person you shadowed.
- Choose two skills that employers want workers to have and tell how you used each during your shadowing experience.

Indicate option completed:

- Written report. Completion date: _____
- Oral report. Date given: _____

Describe audience: (their age, how many people, why you chose the audience)

Staple written report or rough notes of oral report to Workbook.

Lifestyle... Salary... Career Choice... Education...

Most people must work in order to have food, clothing, and a safe place to live. Have you thought about the lifestyle you would like to have when you are an adult? Do you want to have children? Do you want to drive a sports car, or will you prefer a pick-up truck? Do you want to live in an apartment or own your own home?

activities Activity 6

Fast Forward...You are 25 years old...

Imagine your life on videotape. Insert the tape into the VCR and push "fast forward." Stop the tape on your 25th birthday. What is your life like? Put a check mark by your choices.

At 25 years old...

Personal

I am single I am married.

I have: _____ children.

Their ages are: _____.

Education

I have finished:

- high school
- vocational/technical training
- an associate's degree
- a bachelor's degree
- a professional degree
(like engineering or architecture)
- a doctoral degree

I have the education and experience to work as a:

_____.

Living arrangements

- I own a place to live
- I rent a place to live.

It is a:

- house,
- apartment,
- other : _____.

Transportation

- I own a vehicle
- I lease a vehicle.

Type of vehicle: _____

- new used

or *I use other transportation:*

- bicycle, bus, cab,
- ride with someone else.

activities Activity 7

How Much Money Do You Make?

To find out how much money a person would make in the career you chose in Activity 6, you'll need to do some research. Here are some ideas:

- ... look in the *Occupational Outlook* at the library or on the Internet at <http://stats.bls.gov/ocohome.htm>
- ... look in the *Kentucky Career Guide* in your counselor's office.
- ... ask a librarian or teacher to help you find a source.
- ... ask someone who has a job in the field you are interested in.

Your Career Choice: _____

= Salary: \$ _____ per year



activities

Activity 8

Covering the Costs

Using newspaper ads and information from adults, figure out what your family's expenses would be for one month. You are 25 years old and have the family and lifestyle you described in Activity 6: "Fast Forward."

Will Your Salary Be Enough?

Will the salary of the career you chose be enough to buy the things you need and want? That's a good question! Let's do some checking to see how much things cost in the "real" world.

Your Family's Expenses for One Month

Salary	annual salary _____ divided by 12	= \$ _____
Income Taxes.....	rate _____ x monthly salary =.....	- \$ _____
Savings		- \$ _____
Housing.....	rent/house payment, insurance.....	- \$ _____
Utilities	electricity, gas, water, garbage collection	- \$ _____
Child Care	day care, after school care.....	- \$ _____
Communications	telephone/cellular phone	- \$ _____
	cable or satellite TV.....	- \$ _____
	computer network.....	- \$ _____
Transportation.....	payment, operating expenses.....	- \$ _____
Food	groceries.....	- \$ _____
	cost of food eaten away from home	- \$ _____
Clothing	purchase, care.....	- \$ _____
Medical, Dental	doctor visits, medicine	- \$ _____
Health, Grooming.....	hair cuts, personal care products	- \$ _____
Furniture		- \$ _____
Insurance	health.....	- \$ _____
	life	- \$ _____
	auto	- \$ _____
Entertainment	movies, vacations, sports events	- \$ _____
Contributions.....		- \$ _____
Property Taxes	on home, vehicle	- \$ _____
Balance:	(what's left at the end of the month)	\$ _____

Did You Have Money Left Over?

Did you have money left after you paid all your expenses? Things cost...maybe even more than you expected. There is a relationship between the career you choose, the amount of money you may earn, the lifestyle you would like to have, and the education required to do the job.

If you want to have several children, own a home, and drive a nice car, you'll need to make the most of your education now. The career decisions you make now will affect your lifestyle when you are older.



How Many Schools Can You List?

Research: go to your counselor's office and look at the *Kentucky Career Guide*, to the library, or ask other people to help you make a list of schools that people attend after high school. Look at the Council on Post Secondary Education Website on the Internet at <http://www.cpe.state.ky.us/pubs/persdir2/persdir2.htm>

How Much Is an Education Worth?

Remember the answer to why you have to go to school? Part of the reason is to make money in the future. Although salaries change, this example gives you an idea of the differences in income for varying levels of education.

When a high-school dropout makes \$6.00 an hour...

- a high-school graduate will likely make \$9 an hour
- a worker with some college, but no degree will make \$9.50 per hour
- an employee with vocational/technical training or an associate's degree will make \$11.50+ per hour
- a college graduate with a bachelor's degree will make \$15.50+ per hour
- a college graduate with a master's degree will make \$19.50 per hour
- a college graduate with a professional degree will make \$36+ per hour
- a college graduate with a doctoral degree will make \$26.50 per hour

There are exceptions, but more often than not, level of education does make a difference in earning potential. You should consider the level of education you will need to meet your personal, career, and financial goals. (Money is not the only consideration.)

Kentucky is home to many post-secondary (after high school) schools. Each is probably unique so you will need to check out those of most interest to you. Consider:

- fields of study available,
- tuition costs,
- scholarships available,
- housing costs,
- distance from home,
- size of school, and
- potential for part-time work while going to school.

List at least four schools that offer career training in fields such as business, electronics, health care, culinary arts, or hair design.

List at least four schools that offer vocational/technical training.

List at least four colleges that offer an associate's degree. (These are often called "community colleges.")

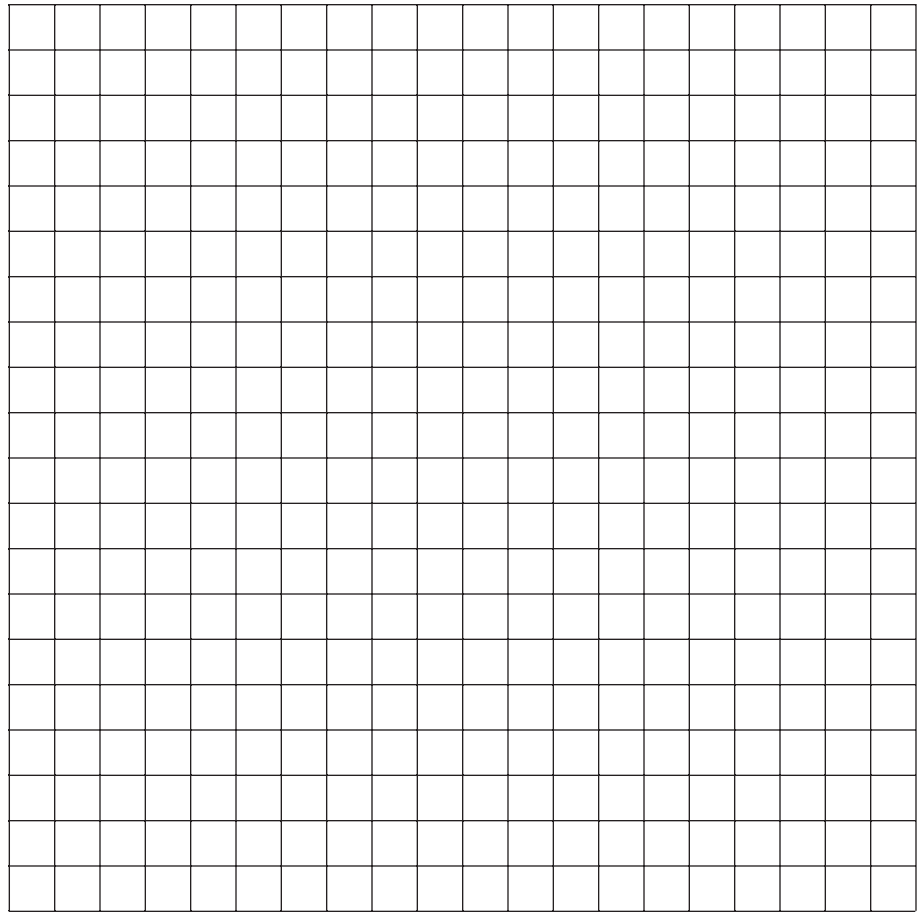
List at least four colleges, universities, or seminaries that offer a bachelor's degree or higher.



activities

Making a Game of It

Create a game related to post-secondary schools. Include a minimum of five schools. Learn facts about each school and include the information as "clues" in your game. Examples include a crossword puzzle, a take-off on a television game show, or a board game. Or use your own creative idea. You may work with a team of friends or do this activity by yourself. Be sure to include instructions for players. Here is a grid that might be of help to those who create a crossword puzzle. (Staple a copy of all written information related to your game to this Workbook.)



activities

Putting It All Together

What have you learned from this Workbook?



Interview Outline Form

Name of the person being interviewed: _____

Name or type of business: _____

Business address: _____

Begin interview here: (after each question, take notes as your mentor answers the questions.)

List five questions that ask your mentor how he or she uses skills in the workplace.

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Interview Outline Form (continued)

List five questions that relate to the mentor's qualifications, responsibilities, etc.

Question 6: _____

Question 7: _____

Question 8: _____

Question 9: _____

Question 10: _____

Observations. (Describe activities, behaviors, etc. you observed during your shadowing experience.)

Mentor's Guide

To: _____

Career Shadowing Mentor

From: _____

Student

Telephone: _____

I am looking forward to my career shadowing experience with you. Below is an introduction to the program and a checklist for mentors assisting young people during this shadowing experience.

Shadows come from differing backgrounds and experiences. Some will easily fit into the workplace. For others, the work environment may be unfamiliar. You will serve as a role model of a productive citizen in the workplace and help the young person have a general understanding of your chosen career. During the day of hosting:

- Introduce yourself and help the young person feel at ease.
- Tell about your business in general—what service it provides, how it affects/contributes to the community.
- Allow time for the shadow to interview you. He or she has a list of questions pertaining to your career, educational requirements, etc. He or she will take notes to be able to report back to the club or classroom. This will take 15 to 30 minutes.
- As you go about your daily tasks, the young person should “shadow” or tag along with you. As appropriate, briefly explain what you are doing and remind the shadow to observe you at work, especially when you are not talking directly to him or her.
- Talk about your employer’s expectations of you. Stress the importance of work, fulfilling responsibilities, positive attitude toward work, honesty, personal appearance, and professional etiquette.
- When possible, involve the shadow in actual hands-on activities related to your job or those of other employees.
- Introduce your shadow to co-workers as you come in contact with them throughout the day. You may allow your shadow to spend time with co-workers.
- When you need to take care of confidential matters, explain this to your shadow and suggest an alternative activity for him or her. (This might be shadowing a co-worker or sitting in a hallway with instructions to observe what is happening and be ready to tell you about five things he or she observed.)
- If your shadowing experience includes the lunch hour, take your shadow along with you. (The shadow should have brought a sack lunch or money to purchase lunch.) If you and your shadow will attend a formal lunch, remind him or her to practice good table manners.

Questions? Contact your county Extension office.



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4-H is the youth development phase of the Kentucky Cooperative Extension Service. The Extension service *extends* the University of Kentucky and Kentucky State University to citizens throughout the commonwealth. 4-H involves youth through individual self-study at home, organized clubs in communities and schools, special interest groups, camp, television, after school child care programs, or as part of the school curriculum. Contact your county Extension office for more information.