



Exploring Careers: Public Service

Lt. Commander Sally de Gozzaldi
Helicopter Pilot, US Navy



Q: Were you always interested in the military?

A: If anyone had told me, when I was a senior in high school, that I would be doing this, I would have said he or she was crazy. I studied geology in college. I didn't know anything about the military, but I always wanted to be a pilot. I heard about the Navy's pilot program from a woman I met at college.

Q: What was the training like?

A: You're trained very carefully, but it's tough. They try to weed out those who are not doing well. I didn't meet anyone who made it through who didn't really want to make it.

Q: Why did you choose helicopters?

A: There were three choices for flight training: the jet program, the multi-engine program, or helicopters. Helicopters was the only program that allowed women to be completely competitive with men. Other programs are open to women now.

Q: What's the most difficult part of your job?

A: I love to fly and I like to be out at sea, because that's when I fly the most and do what I was trained to do, but that's also when I'm away from my husband and baby. The ship is loud, and I usually share a room and a bathroom.

Q: Why did you make the Navy your career?

A: I was pleasantly surprised with the people I met. I realized I was doing what I wanted to do. Why get out when I'm having fun?

Thinking Critically

Would a career in the Navy be appropriate for you? Why or why not?

CAREER FACTS

Nature of the Work:

May include deployments at sea or nonflying onshore assignments.

Training or Education Needed:

Bachelor's degree; 13 weeks at Officer's Candidate School; 1½ years of flight training; 6 months of readiness training.

Aptitudes, Abilities, and Skills:

Responsibility; self-esteem; desire to fly; excellent physical and emotional health.

Salary Range:

Varies with time in the Navy and rank; \$27,400 to \$59,500, plus benefits and bonuses.

Career Path:

Advance through the ranks, depending on abilities; after service in the Navy, work in corporate industry or in medical or rescue positions.

Extending the CASE STUDY

Answer: Mechanical failure; dangerous rescue missions; dangerous flying conditions, such as fog, wind, and rough seas; combat situations.

Further Application: Have students list the mechanical, technical, spatial, or motor skills they might need for their

chosen careers, and how they would use those skills. (For example, an architect would need spatial skills to envision the interior or exterior of buildings, motor skills to draw the plans, and computer skills to run design programs.)

Evaluation

Assign the section re

Reteaching

Have students draw a diagram of the lifestyle of a neighbor, or relative. Have them write a 150-word paper describing how the person's work has influenced or her lifestyle.

Have students describe their career interests and influences that will influence their career decisions, including personal skills, family expectations, and lifestyle.

Extending the Content

Assign the appropriate Chapter 1 activities and the *Student Activity Workbook*.

Have students schedule a meeting with their school's career counselor. Tell them to prepare a list of questions they want to ask in their meeting. For example, they may want to ask about financial aid for college or which colleges offer majors that interest them. They may also want to find out about tests that can help them identify their skills or abilities.

CLOSE

Have students complete the following statement: "The major decision I have made with respect to my future career is . . ."



Exploring Careers: Communications and Media

Carolina Narváez
Public Relations Specialist



Q: What is public relations?

A: My company deals with corporate public relations. We try to build a positive public image of each client's company or corporation. We do that by writing press releases about things going on in the company—new products, staff changes, policy changes, events that promote the company's image. We contact the media; such as television, radio, newspapers, or magazines.

Q: What skills are most useful in your job?

A: The most useful skills are people skills. I work with the client and with others at the company who are on the client's team. I have to be able to communicate clearly. I also have to be detail-oriented, organized, and patient. Writing, editing, and proofreading skills are also necessary.

Q: What background did you have before going into public relations?

A: I majored in communications in college and had some experience in the communications field. I wanted to explore another communications field and thought it would be interesting and a good learning experience to handle multiple tasks and accounts at once. I like the diversity of the work, but I dislike the long hours and the pressure.

CAREER FACTS

Nature of the Work:

- Develop and maintain a favorable public image for a client through media contacts, public events, and publications.

Training or Education Needed:

- English, journalism, or communications degree preferred; experience working in a related field.

Aptitudes, Abilities, and Skills:

- Math, listening, speaking, and interpersonal skills; problem-solving skills; decision-making and reading and writing

skills; ability to allocate time, material, and human resources; ability to work under pressure; skills in persuasion; creativity; self-reliance; attention to detail.

Salary Range:

Start \$15,000 to \$20,000; up to \$50,000 or more.

Career Path:

Start at a newspaper or as a secretary or research assistant at a public relations firm, gradually taking on a wider range of responsibilities; advance within the firm or by moving to other firms.

ASSESS

Assessment

Oral

Divide students into groups and assign them to work on panels. Panel 1 is to discuss information related to values and how individual values affect career choices. Panel 2 is to discuss interests and how they lead to career preferences. Panel 3 is to discuss preferences for working conditions, data, people, or things.

Evaluation

Assign the section

Reteaching

To help reinforce general values, have students write each value on a sheet of paper and then draw a picture or clip one from a newspaper or magazine to show what the value means to them.

Extending the Core

Assign the appropriate Chapter 2 activity from the *Student Activity Workbook*.

Have students list two values, interests, and lifestyle goals that might lead to the following careers: dancer, pet store owner, chemistry teacher, journalist, electrician.

CLOSE

Have students draw a picture in the middle of their personal values chart.

Extending the CASE STUDY

Answer: any large corporation; city and state governments; museums, zoos, aquariums, symphonies; universities; environmental organizations; political organizations

Further Application: Have students discuss other fields they might explore in

which they could learn skills to complement their chosen careers. (For example, someone interested in environmental issues might volunteer in a political campaign; someone interested in fashion might work in a fabric store or with a photographer.)

ASSESS (cont'd.)

What are some ways you could you learn about a career other than through informal or formal research? (part-time jobs, cooperative programs, job shadowing, internships, service learning)

Assessment

Assign the section review.

Teaching

Choose a career area and write it on the chalkboard. (For example, high school band director.)

Ask students to tell you resources they would use to find out about that career. List each resource on the chalkboard, categorizing them by type of resource (on-line, books, interviews, etc.). Leave space for category headings and ask students to supply them.

Extending the Content

Assign the appropriate Chapter 3 activities in the *Student Activity Workbook*.

Ask students to choose three methods they will use to conduct career research and describe why they chose each method.

CLOSE

Now that students have learned about the different types of careers available, have them complete this statement, plan to research the following careers"

**CASE STUDY****Exploring Careers: Marine Science**

Dawn Murray
Biologist/Senior Interpreter,
Monterey Bay Aquarium

Q: What is your work like?

A: I work with the interpretive programs in the aquarium's education department. We interpret—or explain—marine science to aquarium visitors. I train 750 volunteers in shifts, three times a day, seven days a week, working with a different group of volunteers each shift. I tell them what's new at the aquarium, or give them information on anything from how birds fly to how a mollusk makes its shell.

Q: How did you get into this field?

A: When I was eight, I went with my family to the Great Barrier Reef in Australia. I'll never forget the manta rays and the turtles. I remember thinking, "This is what I want to do—study marine life." So I studied biology in college and started working as an intern at the aquarium after graduation. The aquarium



kept rehiring me, first part-time, then full-time.

Q: What makes your work important to you?

A: The fact that I can have such an impact. People don't know much about marine biology. We're just now beginning to figure out what it's like out in the ocean. I can take a class at the university, write a lecture about what I've learned, and teach it to the volunteers, who teach it to the public. If I can get my spark into the volunteers, they can get that spark into the public.

Thinking Critically

What are some other kinds of jobs that might use educational interpreters?

CAREER FACTS**Nature of the Work:**

- Enrich visitors' experiences through tours, lectures, classes. Design training and public programs; teach.

Training or Education Needed:

- Bachelor's or master's degree in education or in science; experience working in aquariums, museums, zoos.

Aptitudes, Abilities, and Skills:

- Math, listening, speaking, and interpersonal skills; self-management skills;

problem-solving and decision-making skills; reading and writing skills.

Salary Range:

Start at \$28,000; up to \$65,000; depends on the institution.

Career Path:

Start as a volunteer or an intern; take on more responsibility as an instructor, a resource coordinator, or an education director.

Extending the CASE STUDY

Answer: zoos, museums, libraries; educational or historical theme parks or attractions; historical societies; theme parks such as Disneyland and Epcot Center; historical monuments and buildings

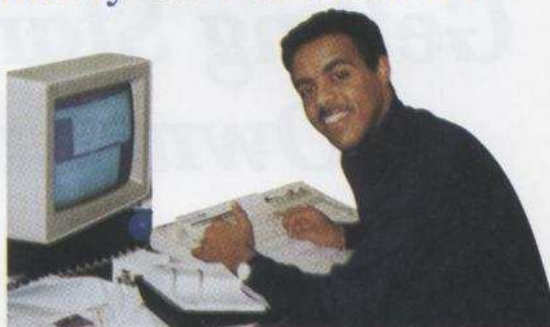
Further Application: Have students discuss why particular careers are

important to them. For example, people in fashion or personal service careers can make clients feel good about themselves; those in health professions can help heal; workers in computer-oriented services can help businesses grow and prosper or can provide timely information for customers.



Exploring Careers: Hospitality and Recreation

Ben Abebe Travel Agent



Q: Why did you become a travel agent?

A: First of all, I love to travel. Travel is always exciting. As a travel agent, I send people to places they've been waiting to visit for a long time. It always makes me happy to see my customers happy.

Q: What training did you have?

A: I had a year of training as a ticket reservationist at Ethiopian Airlines, where I worked before coming to this country. That helped me in this business because the basic principles are the same.

Q: What skills are important for a travel agent?

A: I think you need to know the specific areas your clients are going to. For example, I book people who want to go to Africa, especially Ethiopia. I know the area and what airlines are going there. Knowing your own product really helps you promote yourself.

Q: What is the future like for travel agents?

A: Many airlines have cut the commissions they pay travel agents. Most people book their own travel with their personal computers. Electronic ticketing is crippling for travel agents. However, the business will probably continue to be good for experienced agents.

Thinking Critically

People are traveling more than ever before. Can you name ways that a travel agent might go into the business despite the restrictions mentioned above?

CAREER FACTS

Nature of the Work:

Help clients plan trips; make reservations; write tickets.

Training or Education Needed:

Training in a travel school or experience in a related travel field.

Aptitudes, Abilities, and Skills:

Math, listening, speaking, and interpersonal skills; problem-solving skills; reading and writing skills; interest in travel, world cultures, and geography; sales ability;

detail-oriented; decision-making skills; office skills; foreign language skills.

Salary Range:

Salary, commission, or a combination. Start at \$13,000; average \$20,000 with 5 years of experience; up to \$65,000 or more with 10 years of experience.

Career Path:

Start in a related travel field or a travel agency office. Because of shrinking demand, work may be scarce.

Extending the CASE STUDY

Answer: Work for a large corporation making travel arrangements for employees; specialize in package tours, where you put together itineraries, make reservations, plan sight-seeing side trips, and take care of special needs; specialize in exotic tours to rarely visited places; offer your outstanding Internet surfing skills to book trips.

Further Application: Have students discuss the future of their chosen fields. What changes can they see that may eliminate or reduce their jobs in the next 10 years? How will they change and grow to stay in their chosen careers?

ASSESS

Assessment Performance

Assign student teams. Have each team use one method of business owner analysis. Assign a three-minute presentation to each team, describing the method, advantages and disadvantages, and the risk the business faces when choosing that method.

Evaluation

Assign the section.

Reteaching

Have students create a bulletin board display of different methods for starting a business. The display should include the name of each method and its advantages and disadvantages, along with the names of 10 businesses in each category.

Extending the Case Study

Assign the application activity from Chapter 4 as part of the *Student Activity*. Obtain from a business owner personal information for business loan application. Reproduce the forms and have students imagine themselves as entrepreneurs of a small business and fill out the forms. Have them discuss each other's completed forms in class.

CLOSE

Have students write a paragraph on this statement: "Major factor in the success or failure of a business is . . ."

Evaluation

Assign the section review.

Teaching

Have students write a definition of the term "job lead" then draw a graphic representation of the different types of job leads available in their area.

Extending the Content

Assign the appropriate Chapter 6 activities in the Student Activity Workbook. Have students make appointments with the school counselor or career counselor with a teacher they know and ask him or her to help generate a list of five part-time jobs for which they could apply. Then have students select three family members or friends who can help them identify three potential employment opportunities in their career interest areas. Finally, have students cut out newspaper ads for jobs in their career areas. Have them develop a plan for responding to the ads and applying for a

LOSE

Have students think of four part-time jobs, even casual ones such as mowing lawns or babysitting, and write a short paragraph about the leads they would use to find that job.



CASE STUDY

Exploring Careers: Construction

Bill Jagger
Building Contractor



Q: What's an average day like for a contractor?

A: I'm up at 6:00 or 6:30 A.M. and start working about 7:00 A.M. Once the crew is rolling, I take inventory to be sure we have enough supplies for the next few days. I answer questions and coordinate the work of subcontractors. If people don't show up for work, quite often I'll fill in. In the evenings or on weekends, I do the paperwork: pay bills, send bills, type contracts. Ten-hour days are not uncommon.

Q: How did you acquire your skills?

A: I worked for a friend's father in high school—pounding nails, cleaning up job sites. I ended up going to technical college and earning an associate degree in building construction. I've worked for many contractors over the years. Being a contractor is an acquired trade. The more you do, the better you are. I've worked at it about 20 years.

Q: What are some of the difficulties?

A: We sometimes have problems with labor. Sometimes lumber doesn't show up, or the order is wrong. There's a lot of risk. You're dealing with large sums of money. People don't forget if something goes wrong. But it's gratifying to stand back and look at a house you've built and say you've had a part in it.

Thinking Critically

What are the many ways that contractors use math skills on a daily basis?

CAREER FACTS

Nature of the Work:

- Order supplies for construction jobs; coordinate work crews and subcontractors; work on the job; bill clients; pay invoices.

Training or Education Needed:

- Experience on construction sites; work with other contractors; business skills.

Aptitudes, Abilities, and Skills:

- Math and interpersonal skills; problem-solving and decision-making skills; ability to read blueprints and diagrams; ability to

work with tools and equipment; ability to work intuitively; reading and writing skills; ability to allocate resources.

Salary Range:

Average starting salary—\$30,000; average top salary—\$60,000.

Career Path:

Start on the job; develop skills in one or more trades; learn business of contracting; act as subcontractor; start own business or work for a large contracting firm.

Extending the CASE STUDY

Answer: billing clients for work provided; paying subcontractors and suppliers; measuring lumber, and figuring amounts of cement needed for foundations; reading blueprints and determining that all measurements are correct; figuring the time necessary to finish a job; figuring out costs for supplies, labor, and equipment; figuring payroll taxes

Further Application: Have students discuss the ways they will acquire the skills they will need for their future careers. Are they learning any of those skills now? How long will it take them to acquire those skills? Do any of them have long-range (10 years or more) estimates of the time it will take them to become proficient in their careers?



CASE STUDY

Exploring Careers: Personal Service

Helen Choi
Hairstylist



Q: How did you get interested in hairstyling?

A: My profession in Korea was painting. It was hard to use my painting skills here, in the United States. I had a friend who was in beauty school. I used to take her to school and pick her up. As I waited for her, I thought, "I could do this. I could go to beauty school."

Q: Was beauty school your only training?

A: Most of my classmates got out of beauty school, got their licenses, and went to work, but I wanted to learn more. I decided to be a hairstylist's assistant and to learn from more experienced people. I was lucky. I had the best teachers. I spent about a year as an assistant. I started out sweeping the floor. It was hard work but good experience. Eventually, the boss said I could begin cutting customers' hair. When I didn't have customers, I watched the other hairstylists. I came in early and stayed late. The customers

appreciated that. You build a business relationship and clientele that way.

Q: What do you like about your work?

A: It's exciting, challenging, and stimulating. It's creative. It's nonstop studying. Hairstyles change when the fashion changes.

Thinking Critically

What kinds of personal services do you think might grow in demand in the future?

CAREER FACTS

Nature of the Work:

Counsel clients about hairstyles; keep up on styles; cut hair; schedule appointments; maintain customer relations.

Training or Education Needed:

Approximately one year of beauty school; licensing may be required.

Aptitudes, Abilities, and Skills:

Listening, speaking, and interpersonal skills; problem-solving and decision-making

skills; self-management skills; ability to work with your hands; an interest in trends and fashion; an enjoyment working with people; detail-oriented; ability to stand for hours.

Salary Range:

Average starting salary—\$15,000; average salary after 5 to 10 years—\$30,000-\$50,000.

Career Path:

Work as an assistant to a hairdresser; rent space in a salon; start own salon.

Evaluation

Assign the sec

Reteaching

Tell students mates, teachers, administrative staff at questions about pare for an interview. Have students view. Have students answers, then write at least ten responses. the results in class

Extending the

Assign the Chapter 7 the *Student Activi*

Have students own personal pronouncing their personal traits, and knowledge, experience.

CLOSE

Have students this statement: " difference in how sees me during a, by . . ." (Students highlighting the demonstrating a tude, and being a

Extending the CASE STUDY

Answer: Some examples are the beauty fields, child care, massage therapy, personal shopping, interior decorating, personal training, small party catering, tutoring, private lessons of all types, pet care, and gardening and home care.

Further Application: Have students discuss why they might pursue self-imposed

apprenticeships in their chosen careers after they complete their initial training. Assisting well-known professionals in their fields might give them insight into the field, give them techniques to help them earn more, and give them recognition for their initiative.