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ABSTRACT

The student workbook is part of the Occupational Choice Strategy (OCS) small group vocational counseling program. OCS incorporates: (1) concise occupational information easily accessed by the participants, (2) assessment methods that clarify a client's self-picture and vocational potential, (3) opportunities to practice decision-making and problem-solving skills, (4) supportive peers and counselors, (5) a cognitive model to organize self-knowledge and occupational information, and (6) activities to enhance participants' abilities to envision themselves in various work roles (based on Glasser's Reality Therapy and Control Theory techniques). The entire program consists of a trainer's guide, a participant's workbook, tape/slide presentations, and an occupational report diskette which transforms aptitude and interest scores into a list of occupations appropriate for that individual. The 26 lessons are grouped into four units: Understanding OCS, Understanding Myself, Knowing the World of Work, and Making a Vocational Choice and Plan. An appendix provides a sample case of the application of the OCS program to a physically disabled young adult. (DB)

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A Small Group Vocational Counseling Program

Kay Fletcher Schriener • Richard T. Roessler

1988

Arkansas Research & Training Center in Vocational Rehabilitation
University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

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Welcome to the Occupational Choice Strategy

You are ready to consider your work future. Just like everyone else, you want to select a job that fits you. You want to be happy in your work and you want your employer to be happy with you as a worker. It is not always easy to find that kind of job. That is why the Occupational Choice Strategy (OCS) was developed.

During OCS you will get to know a group of people who are trying to make a job choice, too. Together you will study and discuss many important topics, for example:

1. What are my job images?
2. What needs should work meet for me?
3. What are my personal strengths and limitations?
4. How do my aptitudes and interests relate to different kinds of jobs?
5. What are some good job choices for me?
6. What type of plan do I need to achieve these choices?

Work hard during OCS. Your efforts now will pay big benefits later. Good luck and happy job finding!



Understanding

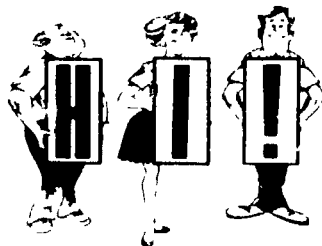
OCS

LESSON 1 What is OCS?

Objective: To learn more about OCS.

LESSON 2 **Breaking the Ice**

Objective: To meet the OCS leader and group members.



LESSON 3 Should I Be Here?

Objective: To take a close look at OCS to decide if I need the training.

Should I Be Here?

I know exactly what kind of work I want to do.



I know what my needs are as they relate to work.



I know what my strengths and limitations are.



I know my most important interests.



I know my abilities and aptitudes.



I know all about the world of work.



I know what I (and others) will gain and lose if I choose a specific occupation.



I know what the obstacles are, and I have decided on ways to overcome them.



I have made a plan to achieve my vocational goal.



NO

I am not exactly sure of the kind of work I want to do.



I can learn more about how my needs relate to work.



I can learn more about my strengths and abilities.



I would like to know more about my interests.



I would like to learn more about my aptitudes.



I can learn more about the work world.



I would like to learn what I (and others) would gain and lose if I chose a specific occupation.



I need a vocational plan to help me achieve my goal.



YES

LESSON 4 **Work Models**

Objective: To understand how I can make better vocational choices and gain more control over my life.



LESSON 5 **Review**

Objective: To review the reasons I am here and to set some personal goals.

When i have finished this vocational exploration training, I will be able to:

and

LESSON 6 Road Map

Objective: To understand the process of making an occupational choice.

Develop general job pictures.

Understand my interests, skills, capabilities, and aptitudes.

Form an initial choice.

Learn about the world of work.

Narrow my choices.

Explore my choices.

Make plans for most specific occupational goals.

Make a commitment.

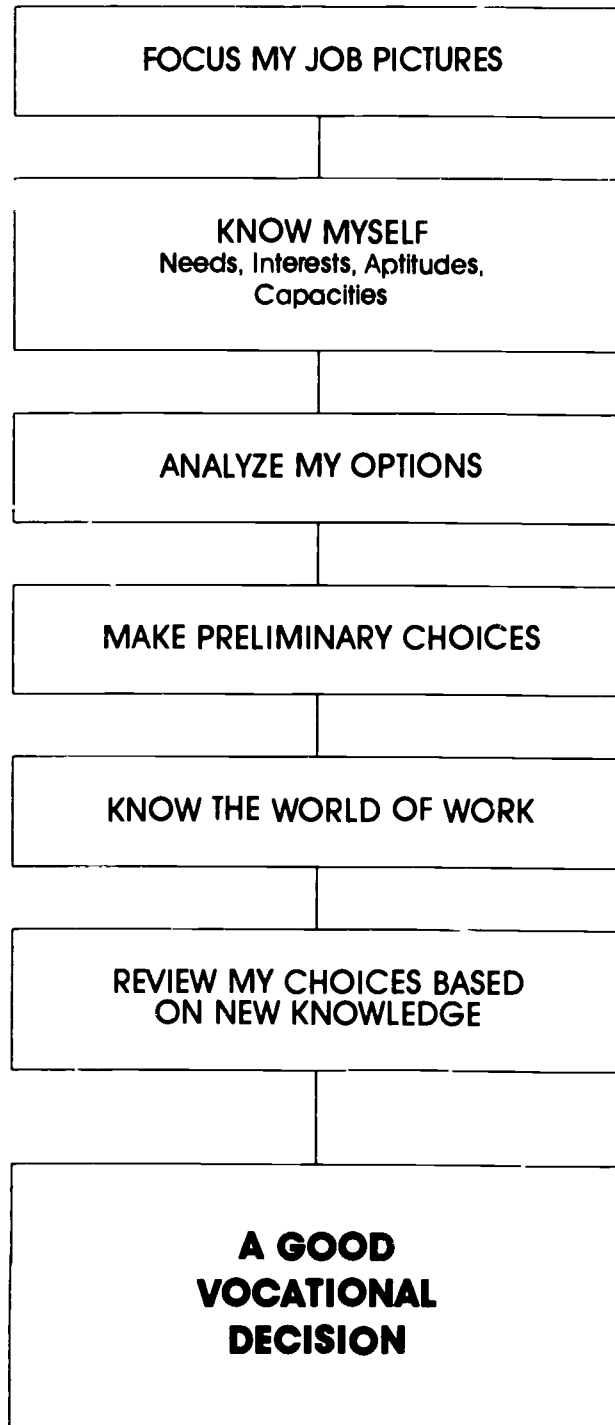
Take action.

Achieve my job goal.

LESSON 7

What Makes A Good Decision?

Objective: To understand what it takes to make a good decision.





***Understanding
Myself***

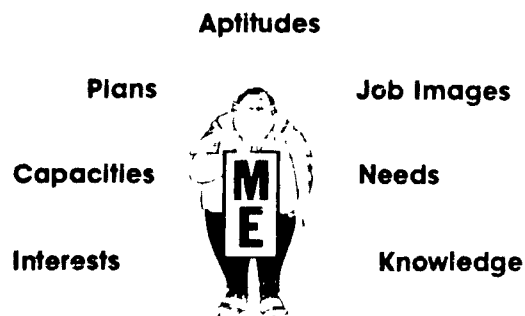
LESSON 8 Getting My Job Pictures in Focus

Objective: To sharpen my job pictures

1. What is the picture or image in my mind of the kind of job I will have?
2. Where would I be? What would I be doing?
3. What do I **want** to be? Imagine the best job I could ever have!
4. How does that image compare to my current vocational self-image?

LESSON 9 **Knowing Myself**

Objective: To recognize that I am made up of many parts.



LESSON 10 Personal Needs Assessment *

Objective: To identify my needs.

Needs	Low	Medium	High
Use Abilities			
Achieve			
Be "Busy All The Time"			
Advance			
Give Orders			
Be Treated Fairly by an Employer			
Be Paid Well			
Have Friendly Co-workers			
Be Creative			
Work Independently			
Do Work Compatible With My Moral Values			
Be Recognized for My Accomplishments			
Have Decision Making Responsibilities			
Have Job Security			
Provide a Social Service			
Achieve Community Status			
Have Supervisor Who Would "Back Me Up"			
Have Something Different To Do Each Day			
Have Good Working Conditions			
Have Supervisors Who Train Me Well			

* From Lofquist, L.H. & Davis, R.V. (1969) *Adjustment to work*. New York: Appleton-Century-Crofts

My Images Of Need Fulfilling Jobs...

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

LESSON 11 Discovering Capacities *

Objective: To determine my personal capacities.

PCQ Item #		3	2	1	0
	COGNITION				
1	Learning ability				
2	Reading and writing				
3	Memory				
4	Perception				
7	Speech				
8	Spoken communication				
5	VISION				
6	HEARING				
	MOTOR FUNCTIONING				
9	Use of arms				
10	Use of hands				
11	Speed				
12	Ability to get around				
	PHYSICAL CONDITION				
13	Ability to do heavy work				
14	Endurance and availability for work				
15	Absence from work				
16	Stability of condition				
	VOCATIONAL QUALIFICATIONS				
17	Work record				
18	Acceptability to employers				
19	Personal attractiveness				
20	Skills				
22	Availability of job opportunities				
23	Special job requirements				
24	Work habits				
21	FINANCES				
	ADAPTIVE BEHAVIOR				
25	Encouragement from family or friends				
26	Awareness of abilities and limitations				
27	Getting along with people				
28	Judgment				
29	Desire to work				
30	Initiative and problem-solving				

*From Crewe, N.M. & Athelstan, G.T. (1981) **Personal Capacities Questionnaire**. Minneapolis, MN: University of Minnesota. Distributed by Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

List any special strength items checked:

My Job Images and Helpful Job Modifications

1. _____

2. _____

3. _____

LESSON 12 A Look At Interests

Objective: To review my personal interests.

	<i>Below Average</i>	<i>Average</i>	<i>Above Average</i>	<i>Rank Order</i>
Artistic: creative expression of feelings or ideas				
Scientific: gathering & analyzing information about the natural world, applying research findings to treat problems				
Plants & Animals: working with plants and animals, usually outdoors				
Protective: using authority to protect people & property				
Mechanical: applying mechanical principles to practical situations by use of machines or hand tools				
Industrial: repetitive, concrete, organized activities done in a factory setting				
Business Detail: organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting				
Selling: bringing others to a particular point of view by personal persuasion				
Accommodating: catering to the wishes and needs of others, usually on a one-to-one basis				
Humanitarian: helping others with their mental, spiritual, social, physical or vocational needs				
Leading/Influencing: leading and influencing others by using high-level verbal or numerical abilities				
Physical Performing: physical activities performed before an audience				

My images of jobs that fit my interests:

1. _____

2. _____

3. _____

LESSON 13

What Are My Aptitudes?

Objective: To review my personal aptitudes

Name:

Occupational Aptitude Profile

	80	90	100	110	120
G General Learning Ability					
V Verbal Aptitude					
N Numerical Aptitude					
S Spatial Aptitude					
P Form Perception					
Q Clerical Perception					
K Motor Coordination					
F Finger Dexterity					
M Manual Dexterity					
	80	90	100	110	120
	Below		Average		Above

Aptitude Definitions

1. **General learning ability:** Ability to "catch on" or understand instructions and underlying principles. The ability to reason and make judgments. Closely related to doing well academically.
2. **Verbal aptitude:** Ability to understand meaning of words and to use them effectively. The ability to comprehend languages, to understand relationships between words and to understand meanings of whole sentences and paragraphs.
3. **Numerical aptitude:** Ability to perform arithmetic operations quickly and accurately.
4. **Spatial aptitude:** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.
5. **Form perception:** Ability to perceive pertinent detail in objects or in pictorial or graphic material. The ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and dimensions of lines.

6. **Clerical perception:** Ability to perceive pertinent detail in verbal or tabular material. The ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed or perception which is required in many industrial jobs even when the job does not have verbal or numerical content.
7. **Motor coordination:** Ability to coordinate eyes & hands, and hands & fingers rapidly and accurately in making precise movements with speed. The ability to make a movement response accurately and swiftly.
8. **Finger dexterity:** Ability to move the fingers and to rapidly and accurately manipulate small objects with the fingers.
9. **Manual dexterity:** Ability to move the hands easily and skillfully. The ability to work with the hands in placing and turning motions.

Current job pictures:

1. _____
2. _____
3. _____

LESSON 14 Review

Objective: To review what I have learned about myself.

My Most Important Needs (see Lesson 10) _____

My Capacities and Limitations (see Lesson 11) _____

My Strongest Interests (see Lesson 12) _____

My Strongest Aptitudes (see Lesson 13) _____

My Job Pictures

1. _____

2. _____

3. _____

4. _____

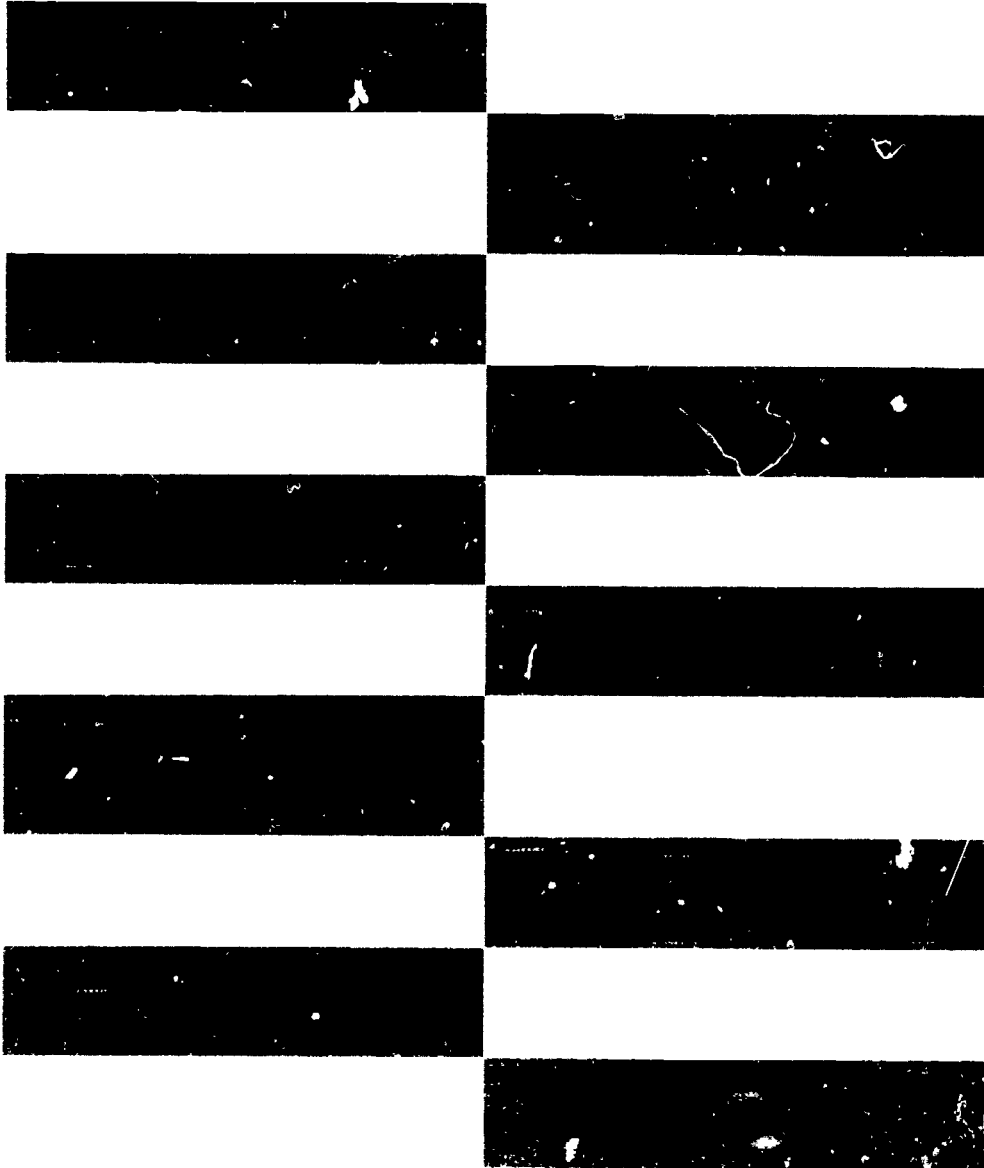


***Knowing the
World of Work***

LESSON 15

Knowing the World of Work

Objective: To understand how knowledge about work is related to the vocational decision making process



LESSON 16 Making Preliminary Vocational Choices

Objective: To make preliminary vocational choices

Occupational Exploration Worksheet

Occupation _____
 GOE # _____
 GOE Page # _____
 DOT # _____

Occupation _____
 GOE # _____
 GOE Page # _____
 DOT # _____

Occupation _____
 GOE # _____
 GOE Page # _____
 DOT # _____

Occupation _____
 GOE # _____
 GOE Page # _____
 DOT # _____

	Interests	Aptitudes	Needs	Personal Capacities	Comments

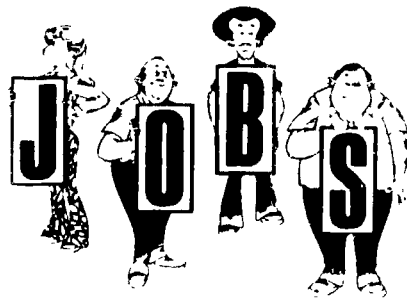
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LESSON 17 Learning About Possible Occupations

Objective: To find out if my preliminary choices are good ones.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.



LESSON 18 **Describing Preliminary Occupational Choices**

Objective: To find descriptions of the occupations I have identified.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.

LESSON 19 Examining My Occupational Outlook

Objective: To expand my knowledge about my preliminary occupational choices.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.





***Making a Vocational
Choice & Plan***

LESSON 20

Making a Vocational Choice and Plan

Objective: To understand the importance of good vocational choice making and planning.



LESSON 21

Occupational Balance Sheet*

Objective: To learn what I (and others) would gain or lose if I chose a specific occupation.

	Alternative 1	Importance Rating	Alternative 2	Importance Rating	Alternative 3	Importance Rating
Gains For Self						
Losses For Self						
Gains For Others						
Losses For Others						
POSITIVES						
MINUS NEGATIVES						

* Adapted from Janis, I.L., & Mann, L. (1977) *Decision making* New York: Free Press

LESSON 22

Identifying How I Feel About My Goals

Objective: To examine my feelings and thoughts about my vocational goals.

Job Pictures	Feelings +/-	Thoughts (Know how/can do)
1		
2		
3		

Possible Steps

1. _____
2. _____
3. _____

LESSON 23 Identifying Obstacles

Objective: To anticipate obstacles I may encounter in reaching my vocational goals.

Vocational Goal	Obstacle	Possible Ways to Overcome
# 1		
# 2		
# 3		

LESSON 24 Brainstorming

Objective: To involve the group in identifying possible ways to overcome anticipated obstacles.

Rules for Brainstorming

1. Offer any suggestions you think are good ones.
2. Let others do the same—don't tell someone else you think his or her idea is lousy.
3. Think about all the ideas.
4. Help the group talk about the pros and cons of each idea.
5. Do not criticize other group members. Remember, we are here to help each other.

LESSON 25 Reevaluating

Objective: To select my preferred vocational goal



LESSON 26 Making Plans

Objective: To plan specific action to overcome obstacles.

My job goal: _____

Plan of Action

Action Planned	Beginning Date	What I Will Have Achieved
I will _____ _____ _____	I'll start _____ _____ _____	Action is completed when _____ _____ _____
I will _____ _____ _____	I'll start _____ _____ _____	Action is completed when _____ _____ _____
I will _____ _____ _____	I'll start _____ _____ _____	Action is completed when _____ _____ _____
I will _____ _____ _____	I'll start _____ _____ _____	Action is completed when _____ _____ _____

Who will help?

1. _____
2. _____
3. _____

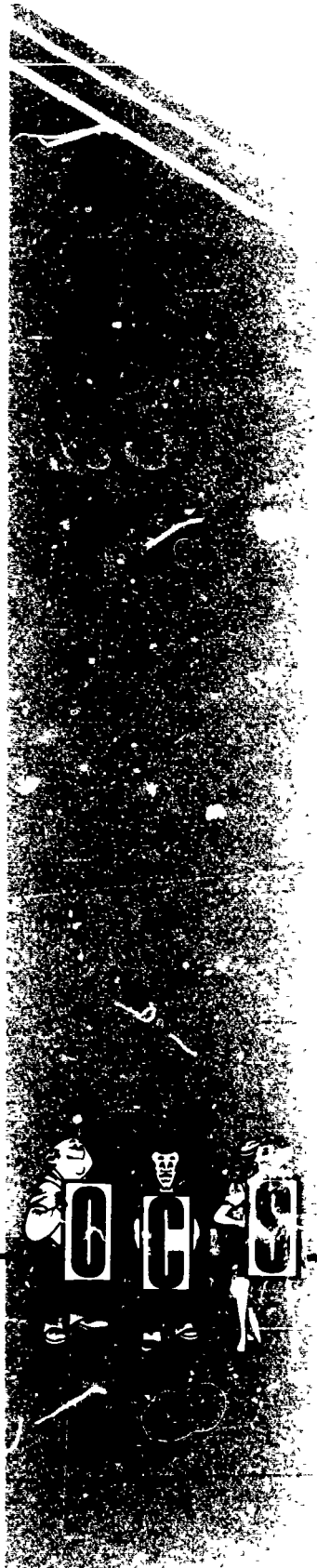
How will they help?

1. _____
2. _____
3. _____

LESSON 27

Committing Myself

Objective: To review my progress during OCS and commit myself to achieving my vocational goal.



Appendix

Appendix A

Case of Melinda Bracken

Background	Key Points
Physical Factors	Rheumatoid arthritis, diabetes. Arthritis in hands (moderate) and feet (severe). Has problems handling small objects, standing, and walking. Diet important as a way to control diabetes.
Educational/Vocational Factors	High school graduate, "B" student. Favorite subjects—home economics, bookkeeping, and typing. Previously licensed as a cosmetologist. Brief but successful work experience.
Psychosocial Factors	Good interpersonal skills and work personality. Worried about effect of arthritis on personal appearance. Marital situation poor. Husband has a drinking problem.
Economic Factors	Has large medical bills. Having financial problems because husband often out of work. Having difficulty supporting two children.
Personal Vocational Choice Considerations	Enjoyed work as a cosmetologist, but open to other vocational possibilities.

LESSON 10 Personal Needs Assessment *

Objective: To identify my needs.

Needs	Low	Medium	High
Use Abilities			x
Achieve		x	
Be "Busy All The Time"	x		
Advance		x	
Give Orders	x		
Be Treated Fairly by an Employer		x	
Be Paid Well		x	
Have Friendly Co-workers		x	
Be Creative			x
Work Independently		x	
Do Work Compatible With My Moral Values		x	
Be Recognized for My Accomplishments		x	
Have Decision Making Responsibilities		x	
Have Job Security		x	
Provide a Social Service			x
Achieve Community Status	x		
Have Supervisor Who Would "Back Me Up"		x	
Have Something Different To Do Each Day		x	
Have Good Working Conditions			x
Have Supervisors Who Train Me Well		x	

My Images Of Need Fulfilling Jobs...

1. *Beautician* _____
2. *Sales Work* _____
3. *Bookkeeping* _____
4. _____

* From Loquist L.H. & Davis R.V. (1969) *Adjustment to work*. New York: Appleton-Century-Crofts

LESSON 11 Discovering Capacities *

Objective: To determine your personal capacities.

PCQ Item #		3	2	1	0
	COGNITION				x
1	Learning ability				x
2	Reading and writing				x
3	Memory				x
4	Perception				x
7	Speech				x
8	Spoken communication				x
5	VISION				x
6	HEARING				x
	MOTOR FUNCTIONING				
9	Use of arms			x	
10	Use of hands		x		
11	Speed		x		
12	Ability to get around			x	
	PHYSICAL CONDITION				
13	Ability to do heavy work		x		
14	Endurance and availability for work			x	
15	Absence from work				x
16	Stability of condition			x	
	VOCATIONAL QUALIFICATIONS				
17	Work record		x		
18	Acceptability to employers				x
19	Personal attractiveness			x	
20	Skills			x	
22	Availability of job opportunities				x
23	Special job requirements			x	
24	Work habits				x
21	FINANCES				x
	ADAPTIVE BEHAVIOR				
25	Encouragement from family or friends				x
26	Awareness of abilities and limitations				x
27	Getting along with people				x
28	Judgment				x
29	Desire to work				x
30	Initiative and problem-solving				x

List here any special strength items you checked:

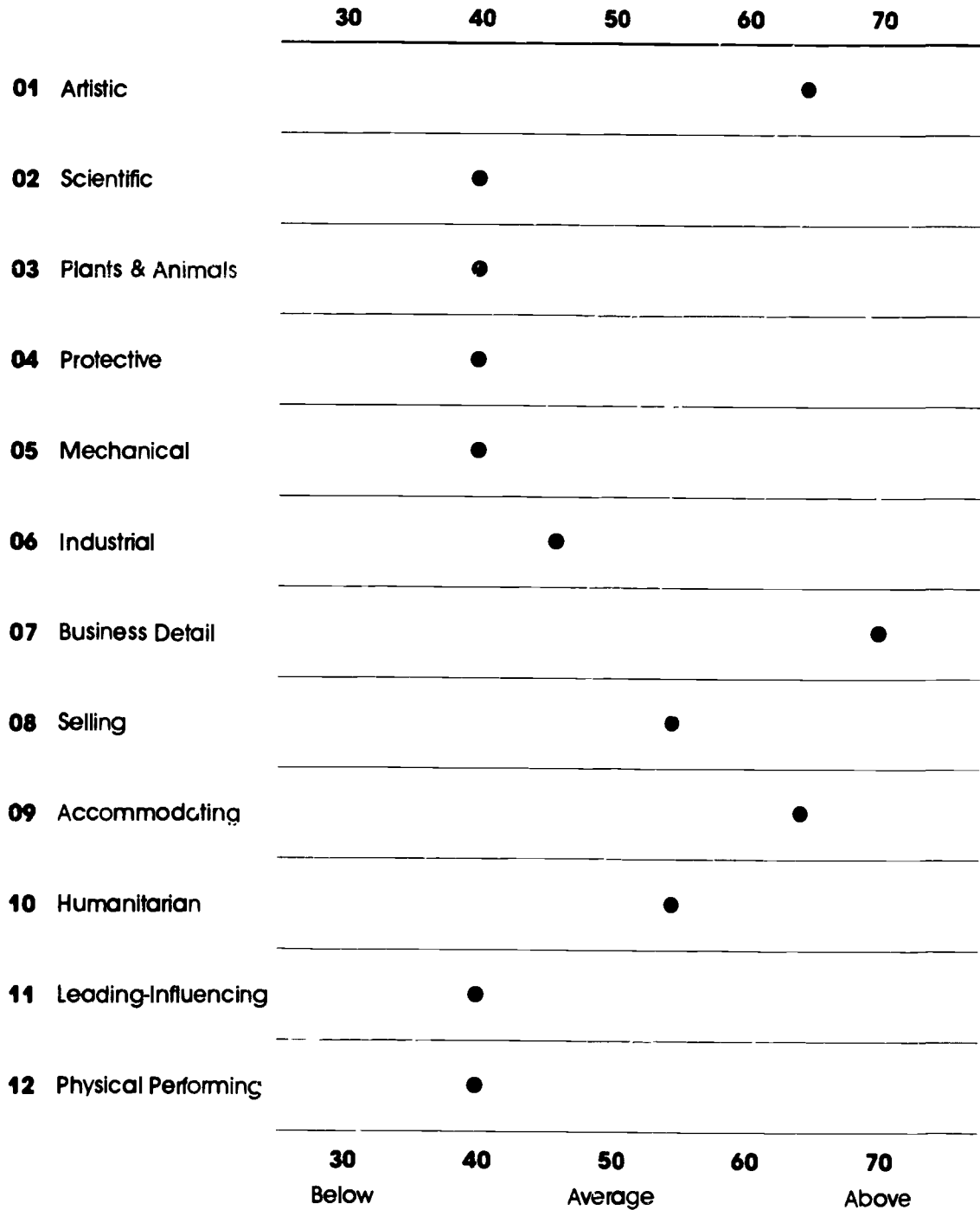
Good with people

Want and need to work

* From Crew, N.M. & Athelstan, G.T. (1981) **Personal Capacities Questionnaire**. Minneapolis, MN University of Minnesota. Distributed by Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751

Name: Melinda Bracken

Occupational Interest Profile



Name: Melinda Bracken

Ranked Interest areas:

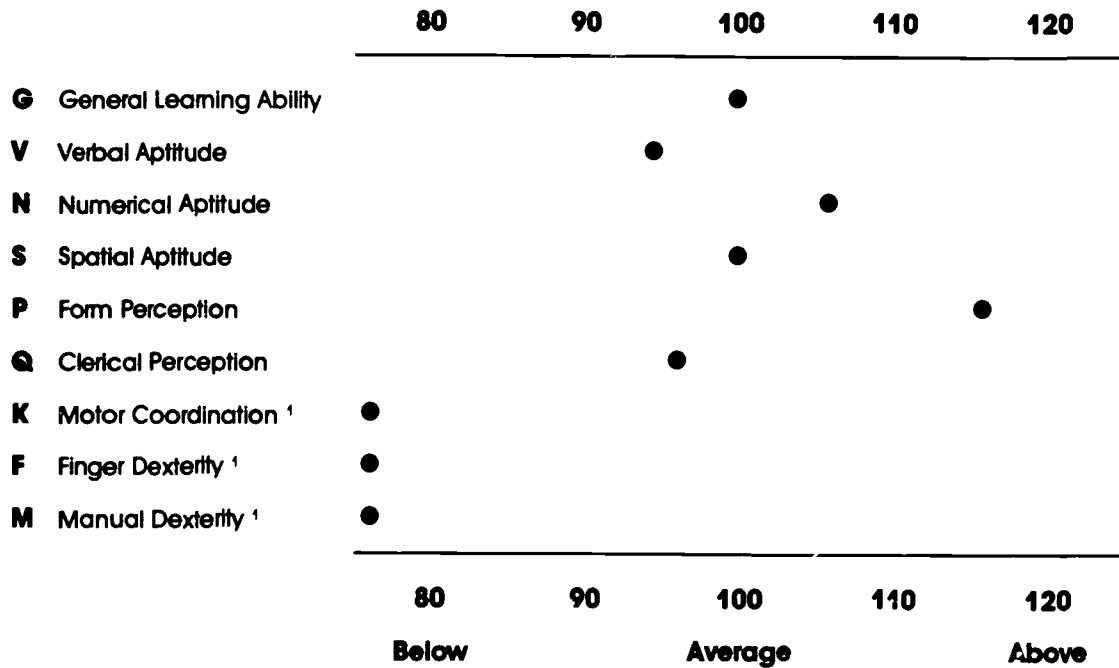
- 07 Business Detail (Score = 68).** Interest in organized, clearly defined activities requiring accuracy and attention to detail.
- 09 Accommodating (Score = 65).** Interest in catering to the wishes of others, usually on a one-to-one basis.
- 01 Artistic (Score = 64).** Interest in creative expression of feelings or ideas.
- 10 Humanitarian (Score = 54).** Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
- 08 Selling (Score = 53).** Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.
- 06 Industrial (Score = 46).** Interest in repetitive, concrete, organized activities in a factory setting.
- 03 Plants and Animals (Score = 39).** Interest in activities involving plants and animals, usually in an outdoor setting.
- 05 Mechanical (Score = 39).** Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.
- 02 Scientific (Score = 39).** Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.
- 04 Protective (Score = 39).** Interest in use of authority to protect people and property.
- 12 Physical Performing (Score = 38).** Interest in physical activities performed before an audience.
- 11 Leading-Influencing (Score = 38).** Interest in leading others through activities involving high-level verbal or numerical abilities.

LESSON 13 What Are Your Aptitudes?

Objective: To review your personal aptitudes

Name: Melinda Bracken

Occupational Aptitude Profile



¹ Due to the arthritic condition in her hands, Melinda scored below 80 on motor coordination, finger dexterity, and manual dexterity. These limitations on the use of her hands must be considered in any vocational planning with Melinda.

Name: Melinda Bracken

Aptitudes ordered from highest to lowest:

- P Form Perception (Score = 118).** Ability to perceive pertinent detail in objects or in pictorial or graphic material. The ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and dimensions of lines.
- N Numerical Aptitude (Score = 105).** Ability to perform arithmetic operations quickly and accurately.
- G General Learning Ability (Score = 101).** Ability to catch on or understand instructions and underlying principles. The ability to reason and make judgments. Closely related to doing well academically.
- S Spatial Aptitude (Score = 101).** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.
- Q Clerical Perception (Score = 97).** Ability to perceive pertinent detail in verbal or tabular material. The ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs, even when the job does not have verbal or numerical content.
- V Verbal Aptitude (Score = 94).** Ability to understand meanings of words and to use them effectively. The ability to comprehend language, to understand relationships between words, and to understand relationships between words, and to understand meanings of whole sentences and paragraphs.
- K Motor Coordination (Score = 72).** Ability to coordinate eyes & hands, and hands & fingers rapidly and accurately in making precise movements with speed. The ability to make a movement response accurately and swiftly.
- M Manual Dexterity (Score = 67).** Ability to move the hands easily and skillfully. The ability to work with the hands in placing and tracing motions.
- F Finger Dexterity (Score = 67).** Ability to move the fingers and manipulate small objects with the fingers, rapidly and accurately.

Name: Melinda Brac...n

Occupational Aptitude Patterns

The aptitude profile of the examinee has been compared to the aptitude requirements for 66 groups of occupations that encompass all jobs in the U.S. labor market. Based on these aptitude comparisons, the suitability of the examinee for each of the 66 work groups is designated by one of two categories:

- H** The scores of the individual equal or exceed those of workers judged to be satisfactory in the occupations. If also qualified on the basis of factors other than aptitudes, there is a good probability that he or she will do well on the job.
- M** The scores of the individual are close to those of workers judged to be satisfactory in the occupations, but the chances of doing well on the job are somewhat lower than those of persons in the "H" category.

Name: Melinda Bracken

Work Groups for which the examinee has **suitable aptitudes** for success (**High level**): (Note corresponding Interest area scores.)

Work Group No. 01.02

Work Group Title: Visual Arts

Representative Occupations: Painter; Sculptor; Illustrator; Designer, Fashion Artist; Still Photographer; Art Appraiser; Art Director; Audiovisual Production Specialist

Interest Score: 01 Artistic 64

See GOE page 18 for details

Work Group No. 01.05

Work Group Title: Performing Arts: Dance

Representative Occupations: Dancer, Choreographer, Dancing Instructor; Dance Studio Manager

Interest Score: 01 Artistic 64

See GOE page 26 for details

Work Group No. 03.01

Work Group Title: Managerial Work: Plants and Animals

Representative Occupations: Animal Breeder; Farmer; Landscape Gardener; Tree Surgeon; Forester Aide

Interest Score: 03 Plants and Animals 39

See GOE page 51 for details

Work Group No. 04.01

Work Group Title: Safety and Law Enforcement

Representative Occupations: Park Superintendent; Deputy Sheriff; Detective; Fire Chief; Police Chief; Fish and Game Warden; Special Agent

Interest Score: 04 Protective 39

See GOE page 66 for details

Work Group No. 04.02

Work Group Title: Security Services

Representative Occupations: Fire Inspector; Border Guard; Park Ranger; Fire Ranger; House Officer; Police Officer; Fire Fighter

Interest Score: 04 Protective 39

See GOE page 68 for details

Work Group No. 05.07

Work Group Title: Quality Control

Representative Occupations: Inspector—Carpenter, Tool, Bridge, Electrical; Automobile Tester; Gas Meter Checker

Interest Score: 05 Mechanical 39

See GOE page 104 for details

Work Group No. 05.09

Work Group Title: Material Control

Representative Occupations: Stock Clerk; Material Coordinator; Shipping and Receiving Clerk; Estimator; Recorder; Order Filler

Interest Score: 05 Mechanical 39

See GOE page 110 for details

Work Group No. 06.01

Work Group Title: Production Technology

Representative Occupations: Inspector, Taster; Watch Repairer; Machine Fixer; Machine Setter; Production Supervisor

Interest Score: 06 Industrial 46

See GOE page 138 for details

Work Group No. 07.04

Work Group Title: Oral Communications

Representative Occupations: Correspondence Clerk; Customer Service Representative; Dispatcher; Hotel Clerk; Receptionist; Telephone Operator; Reservation Agent

Interest Score: 07 Business Detail 68

See GOE page 237 for details

Work Group No. 07.05

Work Group Title: Records Processing

Representative Occupations: Reservation Clerk, Travel Guide; Personnel Clerk; Claims Clerk; Proofreader; Stenographer; Mail Clerk; Stenotype Operator

Interest Score: 07 Business Detail 68

See GOE page 241 for details

Work Group No. 08.02

Work Group Title: General Sales

Representative Occupations: Manufacturer Representative; Wholesale Sales Representative; Salesperson—Retail; Wholesale; Real Estate Sales Agent; Travel Agent; Sales Route Driver; Telephone Solicitor; Auctioneer

Interest Score: 08 Selling 53

See GOE page 258 for details

Work Group No. 09.01

Work Group Title: Hospitality Services

Representative Occupations: Host/Hostess; Recreation Leader; Waitress; Steward/Stewardess; Camp Counselor

Interest Score: 09 Accommodating 65

See GOE page 262 for details

Work Group No. 010.03

Work Group Title: Child and Adult Care

Representative Occupations: Dental Assistant; Electrocardiograph Technician, Nurse Aide; Orderly; Psychiatric Aide; Surgical Technician; Child Monitor; Ambulance Attendant

Interest Score: 10 Humanitarian 54

See GOE page 281 for details

Work Group No. 11.02

Work Group Title: Educational and Library Services

Representative Occupations: Teacher Aide; Homemaker; Bibliographer; Career-Guidance Technician; Music Librarian; Classifier

Interest Score: 11 Leading-Influencing 38

See GOE page 287 for details

Name: Melinda Bracken

Work Groups for which the examinee has **minimal aptitudes** for success (**Medium level**):
(Note corresponding interest area score ..)

Work Group No. 01.01

Work Group Title: Literary Arts

Representative Occupations: Copy Writer; Playwrite; Writer-Prose, Fiction, Nonfiction;
Editor-Book, Publications, Film, , Biographer; Critic

Interest Score: 01 Artistic 64

See GOE page 16 for details

Work Group No. 01.03

Work Group Title: Performing Arts: Drama

Representative Occupations: Actor; Narrator-Announcer; State Director, Dramatic
Coach; Producer

Interest Score: 01 Artistic 64

See GOE page 21 for details

Work Group No. 02.04

Work Group Title: Laboratory Technology

Representative Occupations: Laboratory Technician; Assayer; Embalmer; Weather
Observer; Medical Technologist; Tester

Interest Score: 02 Scientific 39

See GOE page 46 for details

Work Group No. 05.02

Work Group Title: Managerial Work, Mechanical

Representative Occupations: Maintenance Supervisor; Superintendent—Construction,
Production, Communication; Quality Control Coordinator; Land Surveying Manager

Interest Score: 05 Mechanical 39

See GOE page 77 for details

Work Group No. 05.03

Work Group Title: Engineering Technology

Representative Occupations: Air-Traffic-Control Specialist; Dispatcher; Drafter—
Architectural, Civil, Mechanical, Commercial, Aeronautical; Surveyor—Marine, Mine,
Land; Estimator; Building Inspector, Video Operator

Interest Score: 05 Mechanical 39

See GOE page 81 for details

Work Group No. 05.04

Work Group Title: Air and Water Vehicle Operation

Representative Occupations: Airplane Pilot; Flying Instructor; Test Pilot; Ship Master; Tugboat Captain

Interest Score: 05 Mechanical 39

See GOE page 85 for details

Work Group No. 07.01

Work Group Title: Administrative Detail

Representative Occupations: Interviewing; Office Manager; Teacher Aide; Secretarial Work; Insurance Clerk; Certifying; Investigating; Test Administration

Interest Score: 07 Business Detail 68

See GOE page 229 for details

Work Group No. 07.02

Work Group Title: Mathematical Detail

Representative Occupations: Bookkeeper; Auditor; Account Analyst; Timekeeper; Accounting Clerk; Calculating—Machine Operator; Statistical Clerk; Timekeeper

Interest Score: 07 Business Detail

See GOE page 232 for details

Work Group No. 07.03

Work Group Title: Financial Detail

Representative Occupations: Cashier; Cashier Checker; Ticket Agent; Collector; Teller

Interest Score: 07 Business Detail 68

See GOE page 235 for details

Work Group No. 08.01

Work Group Title: Sales Technology

Representative Occupations: Technical Sales; Intangible Sales; Representative; Pawnbroker; Pharmaceutical Detailer

Interest Score: 08 Selling 53

See GOE page 251 for details

Work Group No. 10.01

Work Group Title: Social Services

Representative Occupations: Clergy Member; Counselor; Caseworker; Psychologist; Social Worker; Parole Officer

Interest Score: 10 Humanitarian 54

See GOE page 276 for details

Work Group No. 10.02

Work Group Title: Nursing, Therapy, and Specialized Teaching Services

Representative Occupations: Nurse, Physician Assistant; Athletic Trainer; Dental Hygienist; Physical Therapist; Teacher, Handicapped Students; Kindergarten Teacher

Interest Score: 10 Humanitarian 54

See GOE page 74 for details

Work Group No. 11.02

Work Group Title: Educational and Library Services

Representative Occupations: Faculty Member—College, University; Teacher—Elementary, Secondary, Adult Education; Instructor; Home Economist; Librarian

Interest Score: 11 Leading-Influencing 38

See GOE page 287 for details

Work Group No. 11.03

Work Group Title: Social Research

Representative Occupations: Research Assistant; Employment Interviewer; Job Analyst; City Planning Aide

Interest Score: 11 Leading-Influencing 38

See GOE page 290 for details

Work Group No. 11.04

Work Group Title: Law

Representative Occupations: Appeals Referee, Legal Investigator; Paralegal Assistant; Conciliator; Abstractor

Interest Score: 11 Leading-Influencing 38

See GOE page 292 for details

Work Group No. 11.05

Work Group Title: Business Administration

Representative Occupations: Manager—Office, Sales, Personnel; Director—Program, Service, Operations, Industrial Relations; Administrative Assistant; Managing Newspaper Editor; Executive Chief; Purchasing Agent; Wholesale

Interest Score: 11 Leading-Influencing 38

See GOE page 294 for details

Work Group No. 11.07

Work Group Title: Services Administration

Representative Occupations: Administrator—Hospital, Social Welfare; Community Organization Worker; Educational Specialist; Curator; Park Naturalist; Director—Institution, Educational Program; Instructional Materials; Principal; Registrar—College University

Interest Score: 11 Leading-Influencing 38

See GOE page 301 for details

Work Group No. 11.08

Work Group Title: Communications

Representative Occupations: Columnist Commentator; News Editor; Reporter; Writer; Director; Interpreter; Translator

Interest Score: 11 Leading-influencing 38

See GOE page 304 for details

Work Group No. 11.09

Work Group Title: Promotion

Representative Occupations: Advertising Manager; Promotion Manager; Fund Raiser; Lobbyist; Public-Relations Representative

Interest Score: 11 Leading-Influencing 38

See GOE page 306 for details

Work Group No. 11.12

Work Group Title: Business Management

Representative Occupations: Manager--Hotel, Recreation, Traffic, Parts, Warehouse, Service Department; Director--Funeral, Camp, Food Services; Purser

Interest Score: 11 Leading-Influencing 38

See GOE page 310 for details

Work Group No. 11.12

Work Group Title: Contracts and Claims

Representative Occupations: General Claims Agent; Claim Adjuster; Appraiser; Real Estate Agent; Booking Manager; Contract Specialist; Construction Contractor

Interest Score: 11 Leading-Influencing 38

See GOE page 314 for details

LESSON 16 Make Preliminary Vocational Choices

Objective: To make preliminary vocational choices

Occupational Exploration Worksheet

Occupation Beautician
 GOE # _____
 GOE Page # _____
 DOT # _____

Occupation Receptionist (in beauty salon)
 GOE # 07.04.01
 GOE Page # 237
 DOT # 237 367-038

Occupation New Accounts Clerk (in bank)
 GOE # 07.04.01
 GOE Page # 237
 DOT # 205.362-026

Occupation _____
 GOE # _____
 GOE Page # _____
 DOT # _____

Interests	Aptitudes	Needs	Personal Capacities	Comments	
		<i>Chance to be creative and use my abilities</i>	<i>Limited manual dexterity, can't stand for too long</i>	<i>Just not a good choice for me any more, can't make the money I need</i>	
	<i>Above average on business detail and accommodating</i>	<i>Have high levels of necessary aptitudes</i>	<i>Friendly co-workers, pretty good working conditions</i>	<i>May need some accommodation for telephone</i>	<i>Would need financial aid during training period Work available in community. Transportation okay.</i>
	<i>Above average on business detail and accommodating</i>	<i>Have high levels of necessary aptitudes</i>	<i>Good working conditions, use my abilities, good job security</i>	<i>May need to arrange some sharing of clerical duties with another bank employee</i>	<i>Might not need any training Could get OJT Work available in community Transportation okay Good fringe benefits</i>
				61	

LESSON 21

Occupational Balance Sheet*

Objective: To learn what I (and others) would gain or lose if I chose a specific occupation.

Alternative 1	Importance Rating	Alternative 2	Importance Rating	Alternative 3	Importance Rating
<i>Beautician</i>		<i>New Accounts Clerk in Bank</i>		<i>Receptionist/Reservation Clerk in Beauty Salon</i>	
<i>Not dependent on husband</i>	4	<i>Not dependent on husband</i>	4	<i>Better for health</i>	4
<i>Get to work sooner</i>	3	<i>Not too physicaly demanding</i>	4	<i>Not dependent on husband</i>	4
<i>Proud that I have a job</i>	5	<i>Proud that I have a job</i>	5	<i>Proud that I have a job</i>	5
<i>Arthritis might get worse</i>	-5	<i>Child care costs</i>	-2	<i>Child care costs</i>	-2
<i>Child care costs</i>	-2	<i>Not as interesting as cosmetology</i>	-4	<i>Not as interesting as cosmetology</i>	-3
<i>Earn less because slow worker</i>	5				
<i>Regular money for family</i>	4	<i>Regular money for family</i>	5	<i>Regular money for family</i>	5
		<i>Kids proud that I work in a bank</i>	4		
<i>Be away from kids all day</i>	-3	<i>Be away from kids all day</i>	-3	<i>Be away from kids all day</i>	3
	16		22		18
	15		-9		8
	1		13		10

LESSON 22 Identifying How We Feel About Our Goals

Objective: To examine our feelings and thoughts about our vocational goals.

Job Pictures	Feelings +/-	Thoughts (Know how/can do)
<p>1 <i>Beautician</i></p>	-	<p><i>I really like this kind of work, but I just can't do it anymore because of my hands and feet</i></p>
<p>2 <i>New Accounts Clerk</i></p>	+	<p><i>I'd like to work with the public to help people handle their money, and I think I'd be good at the job I could handle the record keeping</i></p>
<p>3 <i>Receptionist/Reservation Clerk</i></p>	+	<p><i>This job would let me work in a beauty salon—I would like that I'm good with people</i></p>

Possible Steps

1. Take some refresher business courses
2. Identify job leads
3. Get some on-the-job training

LESSON 23 Identifying Obstacles

Objective: To anticipate obstacles you may encounter in reaching your vocational goals.

Vocational Goal	Obstacle	Possible Ways to Overcome
# 1 <i>New Accounts Clerk</i>	<i>Physical Stamina</i>	<i>Watch diet & rest, keep up therapy</i>
	<i>Marriage</i>	<i>Try to work it out</i>
	<i>Child Care</i>	<i>Work out with sisters temporarily</i>
# 2 <i>Receptionist/ Reservation Clerk</i>	<i>Physical Stamina</i>	<i>Watch diet & rest, keep up therapy</i>
	<i>Marriage</i>	<i>Try to work it out</i>
	<i>Child Care</i>	<i>Work out with sisters temporarily</i>
	<i>Training</i>	<i>Would need vocational training</i>
# 3		

LESSON 26 Making Plans

Objective: To plan specific action to overcome obstacles.

My job goal: New Accounts Clerk

Plan of Action

Action Planned	Beginning Date	What I Will Have Achieved
I will <u>increase my physical endurance</u> _____ _____	I'll start <u>today, December 17</u> _____ _____	Action is completed when _____ <u>I can work an 8-hour day</u> _____
I will <u>settle my marital situation</u> _____ _____	I'll start <u>today, December 17</u> _____ _____	Action is completed when _____ <u>we've decided either to stay married</u> <u>or get divorced</u> _____
I will <u>take some refresher business courses</u> _____ _____	I'll start <u>in January in the Spring semester</u> _____ _____	Action is completed when _____ <u>I've received a certificate and passing grade</u> _____
I will <u>find child care</u> _____ _____	I'll start <u>December 22</u> _____ _____	Action is completed when _____ <u>I find child care for at least 6 months</u> _____

Who will help?

1. Sisters
2. Voc Rehab Counselor
3. Pastor

How will they help?

1. Take care of kids anytime, give me rides if I need them
2. Provide job leads
3. Counsel my husband and me

ADDITIONAL COPIES

Occupational Choice Strategy **A Small Group Vocational Counseling Program**

48-1476	OCS Trainer's Guide	\$10.00
48-1477	OCS Participant's Workbook	7.50
48-1479	OCS Tape/Slide Show	30.00
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