

South Dakota State University

Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange

SDSU Extension Circulars

SDSU Extension

12-1964

Exploring Careers with Teenagers

Margaret Koenig

Ruth Hoeflin

Follow this and additional works at: https://openprairie.sdstate.edu/extension_circ

Recommended Citation

Koenig, Margaret and Hoeflin, Ruth, "Exploring Careers with Teenagers" (1964). *SDSU Extension Circulars*. 960.

https://openprairie.sdstate.edu/extension_circ/960

This Circular is brought to you for free and open access by the SDSU Extension at Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in SDSU Extension Circulars by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.



For current policies and practices, contact SDSU Extension

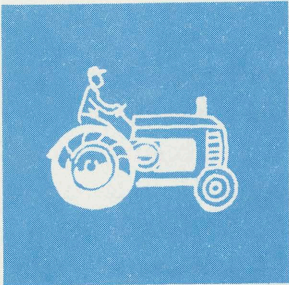
Website: extension.sdstate.edu

Phone: 605-688-4792

Email: sdsu.extension@sdstate.edu

SDSU Extension is an equal opportunity provider and employer in accordance with the nondiscrimination policies of South Dakota State University, the South Dakota Board of Regents and the United States Department of Agriculture.

EXPLORING CAREERS



**WITH
TEEN-
AGERS**

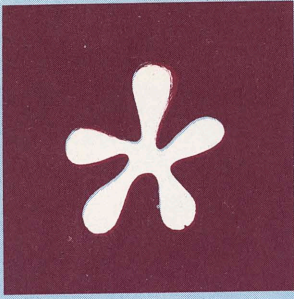


630.732

5087.17

#636

COOPERATIVE EXTENSION SERVICE, SOUTH DAKOTA STATE UNIVERSITY
BROOKINGS, SOUTH DAKOTA



TO ALL ADULTS

37830673

Young people need your leadership. Whoever you are—a parent, a teacher, a counselor or friend—you are an adult who has successfully completed some of your goals. You can help teenagers take an objective look at their own future plans.

The future is filled with promise for young people of today who make plans. Years ago, jobs were determined by one's social station in life. A young man followed in his father's footsteps. Most of the young women were married and remained in the home. Now, each individual is relatively free to make his own choice about a future job.

You may be the one chosen by a young man or woman to consult with on this major decision—"What do I do next?"

You may be a parent, minister, a favorite teacher, a 4-H or Scout leader, a neighbor or a friend, but probably the one trait most of you have in common is the ability to listen with an understanding ear. You do not just hand out advice but you take time to listen and counsel.

You encourage the young person to make his own decision. Do not be shocked by some of his ideas. Be patient and willing to wait for him to reach a conclusion.

TIMES ARE CHANGING

The space age, revolutionary scientific discoveries, and the demand for highly technical personnel all can lead to unusual job opportunities. Today a young person may have to travel far from home to find the best job for his talents and abilities.

New Occupations Each Year

There are 40,000 occupations in the United States today and more professional and technical jobs open up each year. Unusual positions in many unexplored fields will become available as a result of the new scientific discoveries and technological changes.

More jobs also will develop in government, wholesale and retail trade, and service and manufacturing. Only a few of the farm youth will have adequate farm units to operate. These youths need to know about the growing opportunities in agri-business and agri-research. Their farm background and agricultural training are needed.

New Workers in Labor Force

More eighteen year olds will be entering the labor force each year. Eight or nine women out of ten will work out of the home at some time. Are these new workers prepared to do the job they want to do? Whether the training for these jobs involves a short 3 to 6 month training period or an 3 to 10 year period, some type of advanced preparation is necessary.

The future demands that a young person have an understanding of and knowledge about the world in which he lives. Almost every position requires both a broad general education and some type of advanced technical or professional work. A young person has to be ready to face the future well equipped.

Hardest Question to Answer

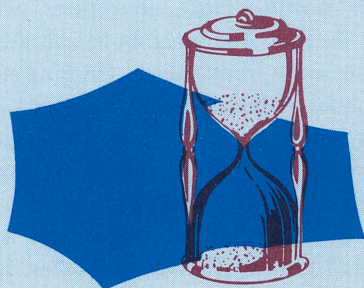
Pressures on young people have increased and decisions must be made. "After High School What Shall I Do?" is one of the hardest questions young people have to answer today. Each one is thinking . . .

"Which shall it be—a career, military service, marriage, travel or a combination?"

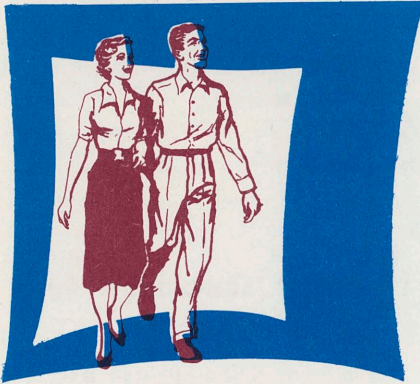
"Is the end result worth years of preparation?"

"My parents want me to do this; my teacher suggests this. My girl friend hopes to get married; my pals say their solution is the only answer. What shall I do?"

They want answers about salaries, opportunities for promotion, the kind of work involved, their own abilities, and the training needed.



PARENTS



As mature parents, you encourage your children to become increasingly independent. You eagerly watch them develop through the various stages of growth into adulthood.

When they are ready to leave home permanently, you encourage them in their chosen field of work, in their choice of a marriage partner, or in their goal of working toward a college degree. You do not expect your son to become an engineer or a football hero just because you never had the opportunity. Nor do you expect your daughter to be a concert singer to make up for your hidden ambitions.

Center of Universe Changes

Parents are the center of a young child's universe during the first few years of life. Next, adventures occurring in the close neighborhood attract Junior away from home. Once he starts to school, children his own age, his peer group, have a strong influence on him.

Proof of this strong influence is found in the way children imitate the behavior traits of their companions, want to wear the same kinds of clothes, hats, lapel pins, or dirty canvas shoes—whatever the current fad.

They often even learn to speak a “secret” language or form a gang. At certain stages what that gang says goes. What members say may be more important than the words of an adult. Yet with guidance from you, young people also learn—whether they admit it or not.

What opportunities can be provided to let your children see what kinds of work people do?

Have they watched a topnotch mechanic work on the car?

Have they ever visited a factory to see the variety of jobs under one roof?

When they were little, they probably watched a policeman or fireman in action, but do they know all that those jobs entail?

Have they visited a hospital to watch a nurse's aid, a nurse or dietician?

Do they like the outdoors?

Have they met a forest ranger, a farmer, a telephone linesman, or a postman?

Are they clever with math—could they be public accountants, bookkeepers, or teachers?

Do they have the ability for a college education, for a professional career?

Are they interested in secretarial or business work?

HIGH SCHOOL COUNSELOR

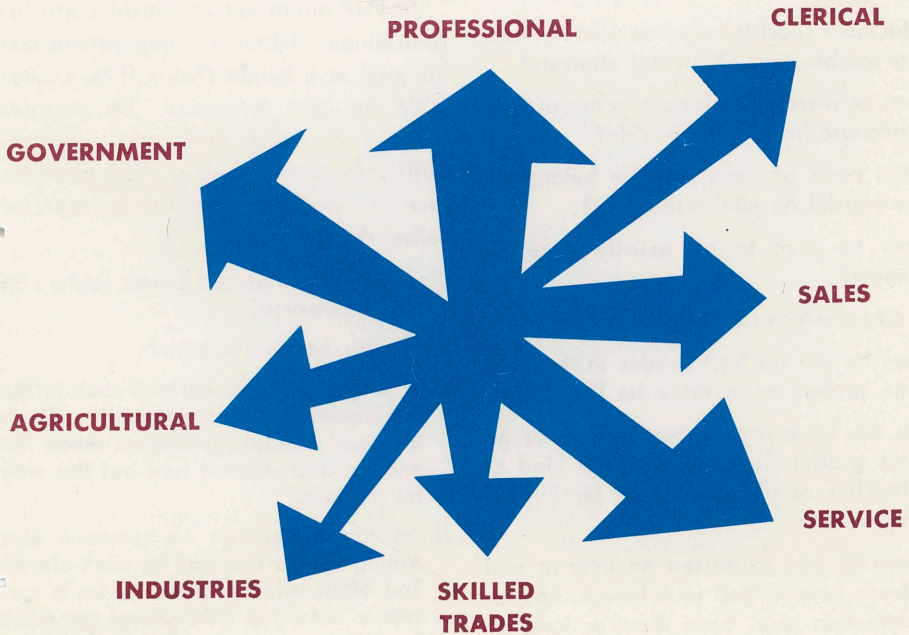
You can help young people understand the role of the high school counselor in helping them decide on their future. Through testing, the counselor learns the range of abilities and the capacity at which the student has worked during high school. He has some ideas of his potential for the future.

The counselor does not give exact advice as to a specific career. Rather, he provides leaflets and information on a variety of job opportunities. He plans career days in the high school in which resource people from many different

occupations talk to the students and answer questions.

Most high school counselors have a more than heavy work load since they sometimes teach as well as administer and score tests. Time for individual counseling may be limited, but most counselors will help in any way they can. Young people are their first concern. A counselor is glad to talk with parents about possible directions in which to guide young people.

Are a counselor's services available in your community? If so, are they being used properly?



A PERSONAL INVENTORY

A young person often lacks help in analyzing his own strengths and weaknesses. He may not have considered the working hours, the type of work, the preparation necessary, or the personal characteristics required for a special job.

In your discussions with young people, encourage them to take a look at themselves and to help them make the all-important decision of what their future shall be. Consider these questions as you talk with each boy or girl.

What are his genuine interests, not just passing fancies?

Does he prefer working with things, with people or with facts and ideas?

Do his hobbies give a hint—does he collect some objects, use his hands to create or his mind to solve problems?

Is he more sports-minded or does he have a combination of several interests?

Does he merely participate in this activity because his best friends do?

What kinds of clubs does he belong to, what did he join in the past?

Does he stick to an activity once he starts?

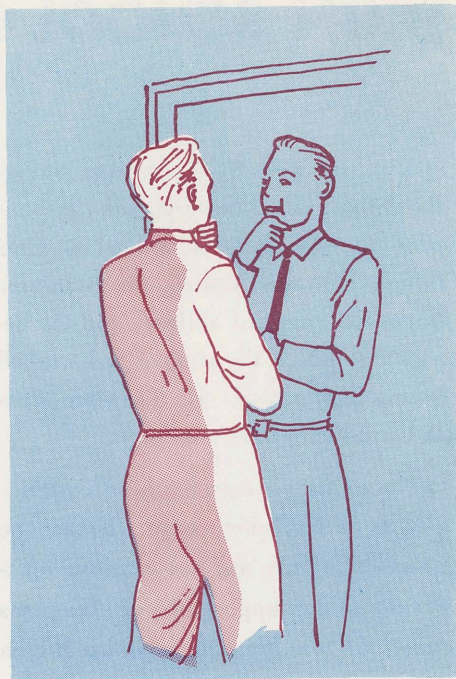
In school which studies does he prefer?

Does he get his best grades in the ones he prefers or in those he likes least?

Has this been a consistent pattern or do his grades fluctuate with the kind of teacher or the amount of his outside activities?

When he has expressed an interest and been encouraged to follow it, has his attention span been short or long?

Is he dependable?



Does he keep a promise?

Does he assume responsibilities or find alibis and excuses?

Just as important to consider are his limitations. Often a young person sets his goal at a height that will be impossible for him to reach. He requires help in realizing that his intellectual ability is average rather than brilliant, that his mechanical ability is superior rather than average.

Do his grades indicate a true picture of his intelligence?

How does he meet a crisis?

Can he make a decision and stick to the consequence of his behavior? Or is he good at making excuses when the end product doesn't turn out the way he planned?

Is he too dependent on someone else setting the pace or can he work alone? Too often adult pressure to be a success in some top field proves too much for a young person. He may believe he will be a failure in all lines of work.

Next he should make a list of jobs that appeal to him and that seem to be within his range of abilities. These questions will help him make a decision.

Can you meet the educational requirements?

Will you like it for a long period of time or is it just a passing fancy?

What are the opportunities for advancement?

- Is the field overcrowded or is there a growing demand for more trained workers?
- Is this a field that will continue to expand or is it already becoming a little out of date?
- Can you get ahead as a young person or will you have to wait until all the present workers retire before you can be promoted?

Can you take pride in being connected with this type of work?

Where will you have to live for this type of position?

- Will it be a large city or small, a rural or urban area?
- What kind of climate do you prefer?
- Do you like mountains or flat prairies?

What are the enjoyment factors?

What are the health, security, retirement and vacation benefits?

Would you want to meet your future husband or wife or raise a family in the prevailing social conditions?

If you are a girl who plans on marriage before long, will you be able to do the type of work you choose wherever your husband moves?

To be realistic, no one job is going to have all advantages and no bad points. Each individual has several dreams and aspirations that are of top importance to him. He should select the career in which he will find personal satisfaction as well as monetary rewards.

A person's first choice may not be his final one, but it should be a step in the right direction based on what he has learned about himself and various jobs. There is no such thing as the one job. He may have to choose between security or a high salary, independence or guaranteed advancement, service to mankind or easy and attractive working conditions.

Once he is ready to select a definite goal he can interview someone with a similar job to see what he likes about it and what he dislikes. He can read books and pamphlets concerning this type of position. Perhaps he can find a summer or after-school job in this field or develop a hobby interest along this line.

You and this young person can sit down and together tally the answers to some of these questions and problems. A list of assets and talents, a summary of likes and dislikes, a critical look at the areas where there seems to be no ability or interest—all these give a picture of the kind of person he is. Now he can begin to see what the future holds for him.



A FINANCIAL INVENTORY

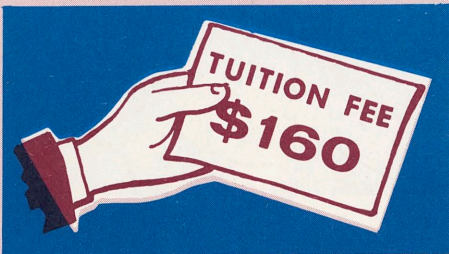
What about financing the needed training, buying necessary equipment to start a business, or money for transportation or other costs connected with a job? It is essential to find out what the costs will be. Then the student can determine how much of it can come from the family budget and how much must come from another source.

Certain factors affect the cost of training beyond the high school level and should be considered.

- spending habits formed at home
- choice of school
- pressure of customs at the school
- whether living at home
- family income

Scholarships or part-time jobs are often available to help with expenses. However, students cannot depend on these sources to pay their expenses. During the past ten years. . . .

- 8 percent of the college expenses incurred by students were paid by scholarships.
- 61 percent were paid by families because mothers took jobs outside the home, families reduced their living expenses, or parents borrowed money.



- 23 percent of the expenses were paid because students worked to provide money for their education.
- 8 percent of the expenses came from other sources, such as gifts and loans.

School costs vary at each institution, so it is important to contact the schools for information about expenses.

There are other factors for a student to consider before deciding on a school. He should. . . .

- collect information about the training offered in his field of interest.
- find out how many teachers and students there are.
- see what the school offers in courses or activities other than his major interest.
- investigate possibilities for scholarships, loans, and work.
- talk with people who received their training at this school.
- visit the school.

Is further education a profitable investment?

Recent figures show that over a lifetime financial returns are more for a college graduate than a high school graduate, and more for a high school graduate than a grade school graduate. Unemployment is much higher among those with the least education.

Remember that jobs provide many returns that are challenging and give personal satisfaction in addition to the monetary returns.

EDUCATION DURING A LIFETIME



You have one other important job. Help young people to see the importance of education all their lives. Encourage them to complete high school. Dropout rates are still too high. Too often a young girl decides to marry early; a boy wants to begin earning money. Each of these individuals requires help in realizing that without a high school diploma his chances to make good will be drastically limited. The first ques-

tion most employers ask is, "When did you graduate from high school?"

Encourage young people to make the most of the educational opportunities available to them. Good marks do count. Participation in extra curricular activities is considered an asset by most employers. A student's record of achievement or failure, or enthusiastic participation or indifference follows him all through his life.

A Young Man— and the Future

A young man needs to be aware of what the future holds for him, not just to plan for the next year or so. A man usually has a full-time job all through his life. He needs to be educated for the job when he begins it.

He must be aware, however, of the changing world and the importance of keeping up to date. With more automation it will become more necessary for the wage earner to *retool* in order to continue his present occupation.

Most men change jobs five or six times during a lifetime. Each new position may be related to the old one or may be entirely different.

A man may be required to return to school or take night courses in order to be eligible for a new position or to meet competition. He has to be able to adjust to changes in personnel, different working conditions, or the amount of responsibility.

He has to keep his eyes on the future by anticipating some of the changes before they occur. His continued education is important.

A Young Woman— and the Future

A young woman needs to think about the future, too. She knows that for a year or two after graduation from high school or college, a girl works, perhaps at a temporary job. After she marries she may work for a time. Then she is busy with her young family for six to ten years.

What happens when the children are all in school? Suddenly she has time on her hands, her family needs and wants more material things, or she must work because of some family crisis. She may find herself looking for a job with little or no preparation for one.

What if she doesn't marry? Will the education she is planning prepare her for a job that will meet her expectations and make full use of her abilities and potentials?

Sometimes an adult will say, "Why waste an education on a girl; she's just going to be married." Yet, she will be a mother educating her children and managing a home. A woman who has a college education, secretarial training, or work experience will find it easier to return to the labor market if she needs or wants to do this: Without training she will find only temporary, stop-gap jobs. Her education is important.

Transition Periods

A husband plays an important part during these periods of his wife's transition in and out of the labor force.

If the wife works to add to the family income, the husband should be willing to help with the care of the children or some of the household tasks or budget part of the second income for employing outside help in the home. The home may have to be run on a reduced schedule. Some of the "extras" may have to be sacrificed.

At the same time, a husband who is holding down two jobs may need help with some of the traditional "husband tasks," such as painting the house, mowing the lawn or making household repairs.

Sometimes a husband expects his wife to continue work even after the children arrive without realizing the heavy load she has. Later he may not be aware that his wife would like to take a job after their last child enters school. Marriage is a partnership; each individual must be aware of the needs and concerns of the other.

It is difficult to convince starry-eyed seventeen or eighteen year olds that they need to prepare for their middle years. They will be much happier later if you can show them why they need to get ready *now* for the future.



Young People Need Your Assistance

Help them to know and understand about their . . .

- family, counselors and teachers, friends
- the world around them
- personality characteristics
- measured intelligence
- work experiences
- financial resources
- school experiences

. . . for these are the factors related to career choice.

To Find Further Information

Young people should . . .

Read and study publications from . . .

- the technical or trade school, college or university of their choice
Write to: "Office of Admissions" at the school for materials on specific careers
- their local public employment office
- their school counselor
- professional groups
- other organizations that provide career materials

Write to:

New York Life Insurance
Company
51 Madison Avenue
New York 10, New York

or

National Association of
Manufacturing
2 East 48th Street
New York 17, New York

- school or public libraries

Visit places of work and schools.

Interview people who are employed in jobs that interest them.

Talk over their interests and plans with:

- parents
- friends
- other relatives
- school counselor

Remember to make it their business to take advantage of the available services. They will be helpful.

FORMULA
for
SUITABLE CAREER CHOICE

TAKE

a boy or girl planning a future

ADD

+

a knowledge of personal aptitudes
and interests and financial resources

MULTIPLY

X

by a knowledge of many jobs

SUBTRACT

-

the jobs that do not meet expecta-
tions

EQUALS

=

an individual who is on the way to
personal happiness in a career that
meets expectations and uses abilities

Margaret Koenig, Acting State Leader, Extension Home Economics

Ruth Hoeflin, Associate Dean, College of Home Economics

Printed for South Dakota through the courtesy of the Extension Service,
Kansas State University, Manhattan, Kansas.

COOPERATIVE EXTENSION SERVICE, SOUTH DAKOTA STATE UNIVERSITY
C-636 BROOKINGS, SOUTH DAKOTA December 1964

Published and distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914, by the Co-
operative Extension Service of South Dakota State University, Brookings, John T. Stone, Director, and the
United States Department of Agriculture Cooperating. 12-64-10M