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Potential useability of an experimental 4-H career education manual

Alice Ann Moore

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To the Graduate Council:

I am submitting herewith a thesis written by Alice Ann Moore entitled "Potential useability of an experimental 4-H career education manual." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Robert S. Dotson, Major Professor

We have read this thesis and recommend its acceptance:

Cecil E. Carter, Marion Mariner

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

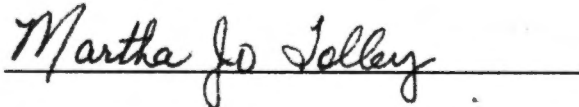
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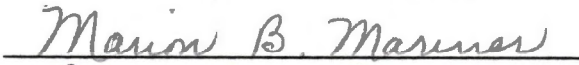
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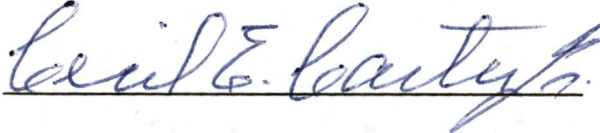
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Date February 22, 1985

POTENTIAL USEABILITY OF AN EXPERIMENTAL
4-H CAREER EDUCATION MANUAL

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Alice Ann Moore

March 1985

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Without the patience and understanding of her husband, Harry, this study could not have been made and the writer wishes to express her gratitude to him.

ABSTRACT

The purpose of this study was to explore the useability of an experimental 4-H Career Education Manual developed for Extension Supervisory District Five Counties in Tennessee.

Specific objectives included the following:

1. To involve High School Counselors in getting their opinions as to whether or not the Experimental Manual might be useable as intended.

2. To involve 4-H Agents in District V counties in getting their opinions as to whether or not the Experimental Manual might be useable as intended.

3. To involve Grainger County Senior 4-H'ers who had participated in the series in getting their opinions as to whether or not the Experimental Manual might be useable as intended.

4. To involve a National Panel of 4-H Professionals in getting their opinions as to whether or not the Experimental Manual might be useable as intended.

Major findings of the study include the following:

1. Eleven High School Counselor responses on 18 of 20 evaluative items indicated they felt the Manual was at least Somewhat Appropriate for its intended use.

2. Counselor responses indicated that 60% or more checked the Manual Very Appropriate on five items.

3. The 36 4-H Agent responses on all 20 evaluative items indicated they felt the Manual was at least Somewhat Appropriate for its intended use.

4. Agent responses also indicated that 60% or more checked the Manual Very Appropriate on three items.

5. Responses from 11 4-H Club members indicated that they felt that the Manual was at least Somewhat Appropriate on all 20 evaluative items.

6. Sixty percent or more of the 4-H'ers checked the Manual Very Appropriate on six items.

7. Responses of four National Panel of 4-H Professionals indicated that they felt the Manual was at least Somewhat Appropriate on all 20 evaluative items.

8. National Panel of 4-H Professional responses further indicated that three-fourths felt the Manual Very Appropriate on nine criteria.

9. Respondents noted the difficulty of finding time to implement the activity. It was suggested that the Manual be used with older 4-H'ers (11th and 12th graders) rather than 9th and 10th graders. Respondents felt that careers in all areas of life should be discussed and more definite ideas given in deciding a career. It also was suggested that the Manual could be adapted for use specifically as a one-time seminar.

It was implied that since the opinions of Counselors, Agents, 4-H members and the National Panel of 4-H Professionals were favorable that therefore they saw the Manual as being useable for the intended purpose.

Recommendations were made for use of the Manual and for its further testing.

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CHAPTER I

INTRODUCTION

The 4-H program in Grainger County began in 1917 through the Tennessee Agricultural Extension Service (4).^{*} Since then, the 4-H program has gone through many changes with various concepts being introduced and different agents using new ideas. Basically, the 4-H program is implemented by one full-time staff equivalent and one part-time staff equivalent. This size staff is prevalent in small Tennessee counties.

Through the years various approaches have been used in order to interest senior high students in 4-H. Traditional methods include local club meetings, demonstrations, contests, trips and social activities. Prior to 1982, career education had not been considered as a tool in Grainger County to stimulate interest in 4-H. During the years 1977-1982 there was little contact between the Rutledge High School staff and 4-H agents. There were no meetings of any kind held at the school.

A. NEED FOR THE STUDY

In 1981, the agent in Adult and Youth Home Economics saw a need in Grainger County for extending 4-H opportunities at the senior high

^{*}Numbers in parentheses are alphabetically listed items in the Bibliography. Those after the colon are page numbers.

level and making senior high students more aware of them. There also were needs for communication between the high school staff and 4-H staff and preparation of the high school students for careers.

The Rutledge High School employed one counselor, the counselor for general career education. She administered proficiency and interest tests, counseled with students who had problems and helped students apply for scholarships and grants. This left little time for consultation with students about what they wanted to do after high school (9). Career education activities were needed to help senior 4-H age students to have more opportunities to learn about possible careers. Such activities were seen to be needed by the high school counselor or the agent and leaders for making planned career exploration opportunities available to students. For these purposes an Agent's manual was desired.

B. GENERAL STATEMENT OF THE PROBLEM

The present study was initially devised to investigate the possibility of bridging the gap between the Grainger County School System and the Grainger County 4-H Program in developing a career class for ninth through twelfth graders (i.e., both 4-H'ers and non-4-H'ers) and to stimulate more interest in general 4-H activities from this age group. Many students were graduating with no idea of what they were going to do after high school graduation and what was expected in job interviews, resumes or general job requirements after they were employed. The high school counselor had wanted to begin a

career class prior to 1981 but, because of scheduling and lack of time, had been unable to initiate it (9). In 1982, the agent developed and planned to teach an experimental series on Career Education and decided to involve the counselor as a resource person. After conducting the preliminary class and consulting with Tennessee 4-H Specialists, it was felt that a Career Education Manual should be developed and tested for use by 4-H agents and leaders in other Tennessee Extension Supervisory District Five Counties. The agents in counties in District Five were contacted and their agreement sought to read and evaluate the proposed Career Education Manual for possible use in their counties.

C. PURPOSES OF THE STUDY

The major purpose of the present study was to investigate the potential useability of an experimental 4-H Career Education Manual developed for use in Extension Supervisory District Five Counties in Tennessee.

More specific objectives of the study included:

1. To involve High School Counselors in examining the useability of the Experimental Manual.
2. To involve 4-H agents in District V counties in examining the useability of the Experimental Manual.
3. To involve Grainger County senior 4-H'ers who had participated in the series in examining the useability of the Experimental Manual.

4. To involve a National Panel of 4-H Professionals in examining the useability of the Experimental Manual.

D. DEFINITION OF TERMS

The following terms are used throughout the remainder of the body of the study to have the meanings presented below.

Career Education. Any information, literature or activity to enable the participants to understand more about the kinds of professions for which they may wish to prepare.

Manual. The experimental guide developed for use by Leaders and/or Agents.

Career. A profession for which one trains and which is undertaken as a permanent calling.

Activity. A group of boys and/or girls who are doing concentrated work on a subject which is not a 4-H project (e.g., music, pollution).

Class. The course of instruction for 4-H'ers and other youth involving career education.

Participants. The 4-H'ers and other youth who are taking part in the Career Education Activity.

Appropriate. Specially suitable and proper; useful for inclusion as part of a Senior 4-H Career Activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

As expressed earlier in this study, the need for a manual for Agents and/or Volunteer Leaders in Career Education was established at the beginning of the study. A review of related literature disclosed that relatively few similar studies to the present had been conducted.

Several guides were reviewed which had information helpful for developing a Tennessee 4-H Career Education Manual.

Illinois Extension 4-H publication #143, entitled Who Are You (3) developed by Extension Advisers from Region IV of the Illinois Cooperative Extension Service, University of Illinois at Urbana-Champaign, provided useful ideas. The publication dealt with the basic theme that "what makes people happy" can help determine what they end up doing for a living. Ideas for the Tennessee Career Education Manual were taken from the section entitled "Looking at Personality" (p. 6). Though intended audience level was not given anywhere in the book, it was obvious that agents/leaders working with 4-H'ers in grades 9 through 12 could obviously use the material most effectively. Cooperation with high school counselors, other school personnel and agents was not addressed anywhere in the Illinois publication.

Basically, the Illinois manual dealt with helping the individual 4-H'er determine "who he/she was" based on their

personality, values and goals and then helping them decide on future careers and goals. There were no activities such as writing resumes, being interviewed, taking tours or researching careers.

The National 4-H Council's document, Economics, Jobs and Careers, Ideas for Strengthening 4-H Projects and Activities (2), prepared by Larry Brown, Program Leader, National 4-H Council and Dr. Hope Daugherty, 4-H Program Leader, Extension Service, USDA was a useful publication containing general information on how to carry out a career education program. The suggestions they had for tours were especially helpful, including those related to professions and occupations and scheduling.

The guide was developed for use with 4-H'ers at all levels and the agent was the primary person intended to put the program into action. Here again, there was no mention of involvement of high school counselors and/or school personnel as resource people.

The Oklahoma State University Cooperative Extension Service developed two publications called Career and Life Planning Program Agents and Leader's Guide (7) and Small Group Activities (3). They were written by Verna Lou Reid.

The first mentioned Oklahoma Manual was helpful for developing a Tennessee Career Education Manual in that it explained the mechanics of the activity for use by leaders or agents. The intended audience was Senior High 4-H'ers.

The Small Group Activities publication also was helpful in supplying ideas for activities useful in the Tennessee experimental manual. It was to be used with 4-H'ers. Each activity was explained

with suggested goals, physical setting, materials required, time required and ideas on how to accomplish the activities.

Marion Mariner, Tennessee Family Life Specialist, developed a Career Exploration Guide as a part of the 4-H Personal Development project. The project guide basically gave information to the 4-H'ers to help in selecting a career. The guide included career interest areas and interviews. The guide was written as a workbook as well as a guide for 4-H'ers in the tenth (10th) grade.

The above guides were mainly concerned with ideas to strengthen economic, job and career emphasis in existing 4-H projects and activities. Again, there were no guidelines for use with high school counselors and/or school personnel as part of the program.

A study similar to the present one was conducted by Peggy Atkins (1). Atkins' study dealt with development and testing of a 4-H experimental learning center unit. The pretest and posttest method of evaluation was used with agents and prospective agents completing the unit. Statistical analyses were made of test scores.

A study done by Morgan (6) offered useful ideas for a rating scale for project literature and included development and use of questionnaires. Also, the Morgan study included basic fact data needed to determine respondent characteristics such as years in Extension or counseling, college major, highest degree and area of work (home economics or agriculture).

CHAPTER III

METHODS OF PROCEDURE

A. DEVELOPMENT OF THE MANUAL

As stated earlier, the development of the experimental career education manual came about as a result of the need for activities for Senior 4-H aged youth in Grainger County. The manual was developed for use by the agents in Grainger and other District Five counties.

The agent developed the class and taught it in an eight (8) week series. The lessons included teaching self-awareness, values, how to develop a resume, interviewing for a job, importance of being responsible, tours to businesses or institutions and research papers on careers. (See Appendix A.) Changes were made in the class and manual as it was taught and after it was taught based on suggestions from 4-H'ers and Tennessee 4-H specialists (Appendix A).

The lessons were designed to be taught either as a series or as a one-time seminar or session. The classes were developed for use in local high schools so 4-H agents could establish better rapport with counselors, teachers and pupils.

B. SURVEYS CONDUCTED, POPULATION AND SAMPLES

All 4-H agents working full-time and part-time in Extension Supervisory District Five, 20 high school counselors selected by the

Rutledge High School Counselor and 4-H'ers who had been involved with the Career Education Class in Grainger County constituted the three populations surveyed for the study. Usable responses were received from 36 Home Economics and Agriculture 4-H Agents, 11 High School Counselors and 11 4-H'ers.

C. DATA COLLECTING DEVICES

Data were collected for this study by use of questionnaires mailed to professional 4-H agents working full-time or part-time in 4-H in District Five (see Appendix B). Four-H'ers in Grainger County (see Appendix C) and High School Counselors in Jefferson, Knox, Claiborne, Sevier, Hancock and Grainger counties (see Appendix D), and a national panel of 4-H professionals were asked to evaluate the manual through the use of the questionnaire. Agents were asked to evaluate the manual in terms of its fulfilling the needs of Senior 4-H aged youth in their counties. Evaluative criteria were developed with the assistance of the graduate committee.

The High School Counselors also were asked to give their name, county, years in counseling, major, highest degree, whether or not they were familiar with 4-H and if they felt a career education activity would be helpful. The 4-H'ers were asked to give their name, number of years in 4-H, grade in high school or year in college, or if they were working and how helpful the 4-H Career Education activity was to them.

D. PRELIMINARY TESTING OF THE MANUAL

Pretests and posttests were collected from 12 4-H'ers who participated in a preliminary experimental testing of the activity to evaluate how much was learned after exposure to the series of lessons. Discussion of pretest/posttest questions inadvertently may have biased extremely favorable results. Significant improvement was shown for the 12 sets of scores available.

Analysis of variance was used with data from preliminary pretests and posttests to determine significance of improvement (see Appendix E). The .05 level of significance was selected. Data regarding opinions of respondents were tabled in forms ranging from simple numbers and percents to group means and confidence levels. Responses regarding strong and weak points of the Manual were dealt with in the text.

E. LIMITATIONS

Original study design was for 4-H agents in four counties to try the experimental unit with Senior 4-H'ers in their counties. A busy District Five schedule cancelled this approach and limited populations to those spelled out above. Samples in all cases finally consisted of those responding to questionnaires by deadline dates and those for whom all materials (e.g., pretest and posttest) were available. The original study purpose to test the Manual was replaced by one more in keeping with Agents, Counselors, 4-H'ers and 4-H Professionals' opinion regarding usefulness of the Manual.

CHAPTER IV

FINDINGS OF THE STUDY

Data in this chapter are related to the study purposes and are organized as follows:

1. Responses of High School Counselors to the Survey Evaluating the Experimental Manual.
2. Responses of 4-H Agents in District V Counties to the Survey Evaluating the Experimental Manual.
3. Responses of Selected Grainger County Senior 4-H'ers to the Survey Evaluating the Experimental Manual.
4. Responses of a National Panel of 4-H Professionals to the Survey Evaluating the Manual.
5. Test Scores of Selected Senior 4-H'ers Before and After the Experience.

A. RESPONSES OF COUNSELORS

Reference to Table I shows how 11 high school counselors in Extension Supervisory District V counties responded to questions evaluating the experimental career education manual for agents, counselors and others. Numbers of counselors responding from the counties were: Claiborne, 2; Grainger, 2; Hancock, 1; Jefferson, 3; Knox, 2; and Sevier, 1.

TABLE I

RESPONSES OF ELEVEN SELECTED DISTRICT V COUNTY HIGH SCHOOL COUNSELORS TO THE SURVEY REGARDING THE EXPERIMENTAL MANUAL

Criterion	Ratings Given (N=11)				No Comment
	Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate	
1. The manual is appropriate for volunteer leaders or agents to use for an eight week class.	64%	36%			
2. The manual is appropriate for a one time seminar or other activities in career education.	54%	28%		18%	
3. The lesson guidelines for implementation are clearly stated.	45%	45%		10%	
4. The instructions for the lesson planning and lessons are detailed and easy to follow.	64%	36%			
5. The manual is appropriate for use with 4-H'ers and other youth in grades 9-12.	82%	18%			
6. This type of class and career manual can help to bridge the gap between your local 4-H activity and the local school systems.	54%	36%			10%

TABLE I (continued)

Criterion	Ratings Given (N=11)				No Comment
	Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate	
7. The manual and activities will interest teenage 4-H'ers.	36%	54%			10%
8. The pretest, posttest is appropriate for use with 4-H'ers.	54%	46%			
9. The games used in the class sessions are appropriate for use with teens in 4-H.	46%	54%			
10. The Resume Activity is appropriate for teens in 4-H.	45%	45%	10%		
11. The Interview Activity is appropriate for teens in 4-H.	54%	36%	10%		
12. The Tour Activity is appropriate for teens in 4-H.	54%	46%			
13. The Responsibility Activity is appropriate for teens in 4-H.	63%	27%	10%		
14. The assignments made such as researching a career and interviewing people in selected careers are appropriate for this type of activity.	54%	36%			10%

TABLE I (continued)

Criterion	Ratings Given (N=11)				Comment
	Very Appropriate	Appropriate	Somewhat Appropriate	No Appropriate	
15. The manual will provide appropriate career education for teens in 4-H.	36%	54%		10%	
16. The manual will help prepare the 4-H'ers and other youth for inter-views, resumes and responsibilities when seeking employment.	73%	27%			
17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.	36%	64%			
18. The manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.	54%	36%	10%		
19. The Career Education Activity will help teens in choosing a career.	36%	54%	10%		
20. This Senior 4-H Career Education Manual is appropriate for use in your county situation.	54%	36%	10%		

With regard to characteristics of the counselors, all but two had completed the Master's degree or beyond—one having a doctorate and another working toward that end. Three-fourths were familiar with 4-H programs.

Concerning actual responses of counselors to the survey, each survey item will be presented and discussed below.

1. The Manual is Appropriate for Volunteer Leaders or Agents to Use for an Eight-Week Class.

As seen in Table I, nearly two-thirds (64%) of the counselors felt the Manual was Very Appropriate, the remaining one-third (36%) indicating Appropriate. Thus, respondents were unanimous in feeling the Manual was at least Appropriate for use in an eight-week class.

2. The Manual is Appropriate for a One-Time Seminar or Other Activities in Career Education.

Over one-half of the respondents felt that the Manual could be Very Appropriately used for a one-time seminar or other activities in career education. One-fourth of the counselors felt that the Manual was Appropriate for such use. The remaining 18% felt that the Manual is Inappropriate for a one-time seminar. Three-fourths of the respondents felt that the Manual was at least Appropriate for use in a one-time seminar or other activities.

3. The Lesson Guidelines for Implementation Are Clearly Stated.

Almost one-half (45%) of the respondents answered Very Appropriate to the lesson guidelines being clearly stated. Another 45% felt that the lesson guidelines were Appropriate. None of

the counselors responded with Somewhat Appropriate and 10% responded Inappropriate. Thus, 90% of the respondents felt that the lesson guidelines for implementation were at least Appropriate in terms of being clearly stated.

4. The Instructions for the Lesson Planning and Lessons Are Detailed and Easy to Follow.

Table I indicates that almost two-thirds of the counselors answered Very Appropriate and the remaining one-third answered Appropriate. Therefore, the respondents unanimously agreed that the instructions for the lesson planning and the lessons were at least Appropriate regarding being detailed enough and easy to follow.

5. The Manual is Appropriate for Use with 4-H'ers and Other Youth in Grades 9-12.

A large majority (82%) of the counselors felt that the Manual was Very Appropriate and the remaining 18% felt that the Manual was Appropriate. Based on this count, the counselors were unanimous in their opinion that the Manual was at least Appropriate for use with 4-H'ers and other youth in grades 9-12.

6. This Type of Class and Career Manual Can Help to Bridge the Gap Between Your Local 4-H Activity and the Local School Systems.

Over one-half (54%) of the respondents answered Very Appropriate to this statement. Approximately one-third of the counselors felt that the Manual was Appropriate for such use. Ten percent made no comment on this statement. However, 90% of the counselors felt that the Career Education Manual could help bridge the gap between local 4-H activities and the local school systems.

7. The Manual and Activities Will Interest Teenage 4-H'ers.

Thirty-six percent of the counselors answered Very Appropriate to Manual activities being of interest to teenage 4-H'ers. Over one-half (54%) answered Appropriate to this statement. Ten percent made no comment. Thus, 90% felt that the Manual and activities would interest teenage 4-H'ers.

8. The Pretest, Posttest is Appropriate for Use With 4-H'ers.

Over one-half (54%) of the respondents felt the pretest, posttest was Very Appropriate for use with 4-H'ers. The remaining 46% felt that the pretest, posttest was Appropriate. The counselors were unanimous in their feelings that the pretest, posttest was at least Appropriate for use with 4-H'ers.

9. The Games Used in the Class Sessions are Appropriate for Use with Teens in 4-H.

According to data from Table I, 46% of the respondents felt that the games used in the class sessions were Very Appropriate and the remaining 54% felt that they were Appropriate for use with teens in 4-H—thus, all feeling the Manual at least Appropriate for this item.

10. The Resume Activity is Appropriate for Teens in 4-H.

Forty-five percent of the counselors felt that this activity was Very Appropriate while 45% felt that the activity was Appropriate, with the remaining 10% answering Somewhat Appropriate. Ninety percent of the counselors felt that the Resume Activity was at least Appropriate for teens in 4-H.

11. The Interview Activity is Appropriate for Teens in 4-H.

Over one-half of the respondents felt that the Interview Activity was Very Appropriate. Thirty-six percent felt that the activity was Appropriate with 10% answering Somewhat Appropriate. Therefore, 90% of the counselors felt that the Interview Activity was at least Appropriate for teens in 4-H.

12. The Tour Activity is Appropriate for Teens in 4-H.

Over one-half (54%) of the respondents felt that the Tour Activity was Very Appropriate, while the remaining 46% felt that the Tour Activity was Appropriate. Thus, the respondents were unanimous in their feeling that the Tour Activity was Appropriate.

13. The Responsibility Activity is Appropriate for Teens in 4-H.

Approximately two-thirds of the counselors felt that this activity was Very Appropriate. Twenty-seven percent of the counselors felt that the Responsibility Activity was Appropriate for teens in 4-H. Ten percent responded Somewhat Appropriate to the Responsibility Activity. Thus, 90% of the counselors felt that the Responsibility Activity was appropriate for teens in 4-H.

14. The Assignments Made Such as Researching a Career and Interviewing People in Selected Careers are Appropriate for This Type of Activity.

According to the data from Table I, over one-half of the counselors felt that the assignments made were Very Appropriate and 36% felt that they were Appropriate. Ten percent had no comment.

Thus, 90% of the counselors felt that the assignments made were at least Appropriate.

15. The Manual Will Provide Appropriate Career Education for Teens in 4-H.

Thirty-six percent of the counselors felt that the Manual was Very Appropriate for providing Career Education for teens in 4-H. Another 54% felt that the Manual was Appropriate. Ten percent had no comment. Based on this count, 90% of the counselors felt that the Manual would provide Appropriate career education for teens in 4-H.

16. The Manual Will Help Prepare the 4-H'ers and Other Youth for Interviews, Resumes and Responsibilities when Seeking Employment.

A large majority (73%) of the counselors felt the Manual was Very Appropriate in doing this. Twenty-seven percent felt that the Manual was Appropriate. Thus, the counselors were unanimous in their feelings that the Manual was Appropriate to help prepare 4-H'ers and other youth for seeking employment.

17. The Information Learned in the Activities Will Help 4-H'ers and Other Youth to be Able to Find a Job While in High School or College.

Thirty-six percent of the counselors felt that the information learned was Very Appropriate for helping 4-H'ers to find employment. Sixty-four percent felt that the information learned was Appropriate. The counselors felt unanimously that the information learned was at least Appropriate for helping 4-H'ers and other youth to be able to find a job.

18. The Manual Will Help Prepare 4-H'ers and Other Youth for the Responsibilities Involved in Handling a Job.

The data showed that over one-half or 54% felt that the Manual was Very Appropriate for helping prepare 4-H'ers and others for job responsibilities, while 36% felt that the Manual was Appropriate. Ten percent felt that the Manual was Somewhat Appropriate. Thus, 90% of the counselors felt that the Manual was Appropriate to help prepare 4-H'ers and other youth for responsibilities in handling a job.

19. The Career Education Activity Will Help Teens in Choosing a Career.

Thirty-six percent felt that the Manual was Very Appropriate to help teens choose a career. Fifty-four percent felt that it was Appropriate with 10% answering that the Manual is Somewhat Appropriate to help teens in choosing a career.

20. This Senior 4-H Career Education Manual is Appropriate for Use in Your County Situation.

Fifty-four percent of the counselors felt that the Manual was Very Appropriate for their county situation. Thirty-six percent felt that it was Appropriate and 10% felt that it was Somewhat Appropriate. Therefore, 90% of the counselors felt that the Manual was at least Appropriate for use in their county situation.

Brief Summary

High School Counselor responses on 18 of 20 evaluative items indicated the Manual was at least Somewhat Appropriate with questions

being raised only regarding items numbered 2 and 3 (i.e., use for a one-time seminar and the clarity of instructions for implementation). Also, responses indicated that 60% or more checked the Manual Very Appropriate on five items, namely:

- Item 1. Use by volunteer leaders or agents for an 8-week class.
- Item 4. Instructions for the lesson planning and lessons are detailed and easy to follow.
- Item 5. Use with 4-H'ers and other youth in grades 9-12.
- Item 13. The Responsibility Activity for teens in 4-H.
- Item 16. To help prepare the 4-H'ers and other youth for interviews, resumes, and responsibilities when seeking employment.

Two items given highest ratings were Numbers 5 and 16. Eighty-two percent of the counselors felt that the Manual was Very Appropriate for use with 4-H'ers and other youth in grades 9-12. In Item number 16, 73% of the counselors felt that the Manual could help prepare the 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.

B. RESPONSES OF AGENTS

Thirty-six Extension Agents in Home Economics and Agriculture in Extension Supervisory District V counties responded to questions evaluating the experimental career education manual for agents, counselors and 4-H'ers. Agents from all 21 counties in the District

responded. The agents' major areas of subject matter emphasis consisted of 50% Home Economics and 50% Agriculture. A breakdown in areas of responsibility showed that 36% were youth agriculture agents, 31% youth home economics agents, 8% youth and adult agriculture and 25% youth and adult home economics agents.

Almost one-fourth of the agents had worked less than 3 years; one-third had worked 3 to 7 years; and one-third had worked 8 to 15 years. Eleven percent had worked 15 years or more with the Extension Service.

Nearly one-third of the agents responding had completed the M.S. degree; approximately one-third had at least some work on their Master's degrees; and a little over one-third had the B.S. degree only.

Eighty-three percent of the agents had never conducted a Career Education Program. Fourteen percent had conducted a Career Education Program and 3% did not respond.

Ninety-seven percent of the agents felt a Career Education Program was needed with 3% not responding.

Reference to Table II provides the information pointed out below.

1. The Manual is Appropriate for Volunteer Leaders or Agents to Use for an Eight Week Class.

More than two-thirds or 69% of the agents surveyed felt that the Manual was Very Appropriate for use in an eight-week class. The remaining 28% of the agents felt the Manual was Appropriate. Three

TABLE II

RESPONSES OF THIRTY-SIX SELECTED DISTRICT V COUNTY 4-H AGENTS TO THE SURVEY REGARDING THE EXPERIMENTAL MANUAL

Criterion	Ratings Given (N=36)			No Comment
	Very Appropriate	Appropriate	Somewhat Inappropriate	
1. The manual is appropriate for volunteer leaders or agents to use for an eight week class.	69%	28%		3%
2. The manual is appropriate for a one time seminar or other activities in career education.	39%	42%	16%	3%
3. The lesson guidelines for implementation are clearly stated.	53%	44%	3%	
4. The instructions for the lesson planning and lessons are detailed and easy to follow.	44%	51%	5%	
5. The manual is appropriate for use with 4-H'ers and other youth in grades 9-12.	61%	36%	3%	
6. This type of class and career manual can help to bridge the gap between your local 4-H activity and the local school systems.	51%	36%	8%	5%

TABLE II (continued)

Criterion	Ratings Given (N=36)				No Comment
	Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate	
7. The manual and activities will interest teenage 4-H'ers.	33%	51%	16%		
8. The pretest, posttest is appropriate for use with 4-H'ers.	33%	56%	11%		
9. The games used in the class sessions are appropriate for use with teens in 4-H.	42%	47%	11%		
10. The Resume Activity is appropriate for teens in 4-H.	50%	44%	3%		3%
11. The Interview Activity is appropriate for teens in 4-H.	64%	33%			3%
12. The Tour Activity is appropriate for teens in 4-H.	53%	44%	3%		
13. The Responsibility Activity is appropriate for teens in 4-H.	50%	42%	8%		
14. The assignments made such as researching a career and interviewing people in selected careers are appropriate for this type of activity.	50%	50%			

TABLE II (continued)

Criterion	Ratings Given (N=36)				No Comment
	Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate	
15. The manual will provide appropriate career education for teens in 4-H.	36%	50%	11%	3%	
16. The manual will help prepare the 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.	56%	44%			
17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.	36%	47%	11%	3%	
18. The manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.	39%	42%	19%		
19. The Career Education Activity will help teens in choosing a career.	44%	31%	25%		
20. This Senior 4-H Career Education manual is appropriate for use in your county situation.	47%	44%	9%		

percent made no response. Thus a vast majority or 97% of the respondents felt that the Manual was at least Appropriate for an eight-week class.

2. The Manual is Appropriate for a One-Time Seminar or Other Activities in Career Education.

Thirty-nine percent of the agents surveyed felt the Manual was Very Appropriate for this purpose, 42% felt that the Manual was Appropriate, 16% of the agents felt that it was Somewhat Appropriate, and 3% made no comment. Thus, over three-fourths, or 81%, of the respondents felt that the Manual was at least Appropriate for a one-time seminar or other activities in career education.

3. The Lesson Guidelines for Implementation Are Clearly Stated.

Over one-half of the respondents felt the Manual guidelines were Very Appropriate with almost one-half responding that the Manual guidelines were Appropriate. Three percent felt that they were Somewhat Appropriate. Thus, 97% of the respondents felt that the guidelines for implementation were clearly stated.

4. The Instructions for the Lesson Planning and Lessons are Detailed and Easy to Follow.

Forty-four percent (almost one-half) of the respondents felt that the instructions were Very Appropriate with 51% feeling that the instructions were Appropriate. Five percent felt that they were Somewhat Appropriate. Therefore, 95% of the agents felt that the Manual instructions were detailed enough and easy to follow.

5. The Manual is Appropriate for Use with 4-H'ers and Other Youth in Grades 9-12.

According to Table II, 61% or nearly two-thirds of the agents felt that the Manual was Very Appropriate for use with 9th-12th graders in 4-H. Over one-third (36%) felt that the Manual was Appropriate. Three percent felt that the Manual was Somewhat Appropriate. Thus, 97% of the agents surveyed felt that the Manual was at least Appropriate for use with 4-H'ers in grades 9-12.

6. This Type of Class and Career Manual Can Help to Bridge the Gap Between Your Local 4-H Activity and the Local School System.

Approximately one-half of the respondents felt that the Manual was Very Appropriate to help bridge the gap between 4-H and the local school systems. Thirty-six percent felt that the Manual was Appropriate. Eight percent felt that the Manual was Somewhat Appropriate for this purpose with 5% making no comment. Based on this count 87% of the agents felt that the Manual was Appropriate in helping to bridge the gap between the local 4-H program and school systems.

7. The Manual and Activities Will Interest Teenage 4-H'ers.

One-third of the 4-H agents felt that the Manual was Very Appropriate to interest teenagers. Over one-half felt that it was Appropriate and 16% felt that it was Somewhat Appropriate. Thus, over three-fourths (84%) of the agents felt that the Manual was at least Appropriate to interest teenage 4-H'ers.

8. The Pretest, Posttest is Appropriate for Use with 4-H'ers.

One-third (33%) of the respondents felt that the pretest, posttest was Very Appropriate for use with 4-H'ers while over one-half or 56% felt that it was Appropriate. Only 11% felt that the Manual was Somewhat Appropriate. Thus, 89% of the agents felt that the pretest, posttest was at least Appropriate for use with teenage 4-H'ers.

9. The Games Used in the Class Sessions Are Appropriate for Use with Teens in 4-H.

Forty-two percent of the agents felt that the games were Very Appropriate for use with teens in 4-H and 47% felt that the games were Appropriate. Eleven percent felt that they were Somewhat Appropriate. Eighty-nine percent felt that the games were Appropriate for use with teens in 4-H.

10. The Resume Activity is Appropriate for Teens in 4-H.

Over one-half of the respondents felt the resume activity was Very Appropriate while 44% felt it was Appropriate. Only 3% felt that the activity was Somewhat Appropriate. Thus, 94% of the respondents felt that the resume activity was at least appropriate for teens in 4-H.

11. The Interview Activity is Appropriate for Teens in 4-H.

Approximately two-thirds of the agents responding felt that the interview activity was Very Appropriate for teens in 4-H while one-third felt that it was Appropriate. Three percent made no comment. A total of 97% felt that the interview activity was Appropriate for teens in 4-H.

12. The Tour Activity is Appropriate for Teens in 4-H.

The data show that 53% of the agents felt that the tour activity was Very Appropriate while 44% felt that it was Appropriate. Only 3% felt that it was Somewhat Appropriate. Thus, 97% felt that the tour activity was at least Appropriate for teens in 4-H.

13. The Responsibility Activity is Appropriate for Teens in 4-H.

One-half of the agents answered that they felt the responsibility activity was Very Appropriate while 42% felt that it was Appropriate. Eight percent felt that the responsibility activity was Somewhat Appropriate. Thus, 82% of the agents felt that the responsibility activity was at least Appropriate for teens in 4-H.

14. The Assignments Made Such as Researching a Career and Interviewing People in Selected Careers are Appropriate for This Type of Activity.

One-half of the respondents felt that the assignments made were Very Appropriate while the other half felt that they were Appropriate. Thus, the agents were unanimous in their feelings that the assignments made to research a career and interviewing people in selected careers were at least Appropriate.

15. The Manual Will Provide Appropriate Career Education for Teens in 4-H.

Thirty-six percent felt that the Manual will provide Very Appropriate Career Education information to teens. Fifty percent felt the Manual was Appropriate for this purpose. Eleven percent

felt that the Manual was Somewhat Appropriate. Three percent made no comment. Thus, 86% of the respondents felt that the Manual would provide at least Appropriate career education information to teens.

16. The Manual Will Help Prepare the 4-H'ers and Other Youth for Interviews, Resumes and Responsibilities when Seeking Employment.

Fifty-six percent of the agents felt that the Manual was Very Appropriate in helping to prepare teens for interviews, resumes, and responsibilities in seeking employment. Forty-four percent felt that the Manual was Appropriate for that purpose. Thus, the agents' feelings were unanimous in their feelings that the Manual was Appropriate to prepare 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.

17. The Information Learned in the Activities Will Help 4-H'ers and Other Youth to be Able to Find a Job While in High School or College.

Thirty-six percent felt that the information learned was Very Appropriate to help youth find a job. Forty-seven percent felt that it was Appropriate. Eleven percent answered that the Manual was Somewhat Appropriate. Three percent made no comment. Thus, 83% felt that the Manual contained information that was at least Appropriate to help 4-H'ers and other youth find a job while in high school or college.

18. The Manual Will Help Prepare 4-H'ers and Other Youth for the Responsibilities Involved in Handling a Job.

Thirty-nine percent of the agents felt that the Manual was Very Appropriate to prepare 4-H'ers and others in handling a job. Forty-two percent felt that it was Appropriate and 19% felt that it was Somewhat Appropriate. A total of 81% of the agents felt that the Manual was at least Appropriate to help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.

19. The Career Education Activity Will Help Teens in Choosing a Career.

Table II (p. 23) also show that 44% of the respondents felt that the activities in the Manual were Very Appropriate to help teens in choosing a career. Thirty-one percent felt that they were Appropriate and 25% felt that they were Somewhat Appropriate. Thus, 75% of the agents felt that the Career Education activity was at least Appropriate to help teens in choosing a career.

20. This Senior 4-H Career Education Manual is Appropriate for Use in Your County Situation.

Almost one-half (47%) of the agents felt that the Manual was Very Appropriate for use in their county situation and 44% felt that the Manual was Appropriate. Nine percent felt that the Manual was Somewhat Appropriate. Therefore, 91% of the agents felt that the Manual was at least Appropriate for use in their county situation.

Brief Summary

Responses by the 4-H agents on all 20 evaluative items indicated the Manual was viewed as being at least Somewhat Appropriate. Responses also indicated that 60% or more checked the Manual Very Appropriate on three items, namely:

- Item 1. The Manual is Appropriate for volunteer leaders or agents to use for an eight week class.
- Item 2. The Manual is Appropriate for use with 4-H'ers and other youth in grades 9-12.
- Item 11. The interview activity is Appropriate for teens in 4-H. Further, the agents' responses indicated that no item was Inappropriate.

Two items rated high were 11 and 13. One hundred percent of the agents felt that the Manual was at least Appropriate in the interview activity and that the assignments made, such as researching a career and interviewing people in selected careers, were Appropriate for 4-H'ers and other youth.

C. RESPONSES OF 4-H'ers

Table III shows responses of 11 4-H'ers in Grainger County who not only read the Manual but participated in the eight-week class in Career Education. Regarding the respondents, five had been in 4-H for eight years, three for six years and three for five years. Forty-five percent of the 4-H'ers said the 4-H Career Activity was Very Helpful with the remaining 55% answering that the Career

TABLE III

TABULATION OF RESPONSES TO CAREER EDUCATION MANUAL FOR ELEVEN SELECTED GRAINGER COUNTY 4-H'ers WHO PARTICIPATED IN CAREER CLASS

Criterion	Ratings Given (N=11)		
	Very Appropriate	Somewhat Appropriate	Inappropriate
1. The manual is appropriate for volunteer leaders or agents to use for an eight week class.	54%	46%	
2. The manual is appropriate for a one time seminar or other activities in career education.	28%	64%	28%
3. The lesson guidelines for implementation are clearly stated.	46%	54%	
4. The instructions for the lesson planning and lessons are detailed and easy to follow.	54%	46%	
5. The manual is appropriate for use with 4-H'ers and other youth in grades 9-12.	54%	46%	
6. This type of class and career manual can help to bridge the gap between your local 4-H activity and the local school systems.	28%	54%	18%

TABLE III (continued)

Criterion	Ratings Given (N=11)		
	Very Appropriate	Appropriate	Somewhat Appropriate Inappropriate
7. The manual and activities will interest teenage 4-H'ers.	18%	82%	
8. The pretest, posttest is appropriate for use with 4-H'ers.	63%	27%	10%
9. The games used in the class sessions are appropriate for use with teens in 4-H.	46%	54%	
10. The Resume Activity is appropriate for teens in 4-H.	64%	36%	
11. The Interview Activity is appropriate for teens in 4-H.	64%	36%	
12. The Tour Activity is appropriate for teens in 4-H.	72%	28%	
13. The Responsibility Activity is appropriate for teens in 4-H.	64%	36%	
14. The assignments made such as researching a career and interviewing people in selected careers are appropriate for this type of activity.	46%	54%	

TABLE III (continued)

Criterion	Ratings Given (N=11)	
	Very Appropriate	Somewhat Appropriate / Inappropriate
15. The manual will provide appropriate career education for teens in 4-H.	54%	46%
16. The manual will help prepare the 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.	54%	46%
17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.	46%	54%
18. The manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.	36%	64%
19. The Career Education Activity will help teens in choosing a career.	72%	28%
20. This Senior 4-H Career Education manual is appropriate for use in your county situation.	54%	46%

Education activity was Helpful. All but four of the respondents were still in high school, the four having graduated from high school in 1984.

1. The Manual is Appropriate for Volunteer Leaders or Agents to Use for an Eight-Week Class.

Over one-half (54%) felt that the Manual was Very Appropriate. The rest, 46%, felt that the Manual was Appropriate. Thus, the 4-H'ers were unanimous in feeling the Manual was at least Appropriate for use in an eight-week class.

2. The Manual is Appropriate for a One Time Seminar or Other Activities in Career Education.

Only 28% of the respondents felt that the Manual was Very Appropriate for this purpose. Sixty-four percent, or approximately two-thirds, felt that it was Appropriate. Twenty-eight percent felt that the Manual was Somewhat Appropriate. A total of 92% of the 4-H'ers felt that the Manual was at least Appropriate for a one-time seminar or other activities in Career Education.

3. The Lesson Guidelines for Implementation Are Clearly Stated.

Forty-six percent (almost one-half) of the 4-H'ers felt that the guidelines were Very Appropriately stated. Fifty-six percent felt that the guidelines were clearly stated.

4. The Instructions for the Lesson Planning and Lessons Are Detailed and Easy to Follow.

Data from Table III indicate that 54% answered Very Appropriate and the remaining 46% answered Appropriate. The

respondents unanimously agreed that the Manual had at least appropriate instructions for the lesson planning and the lessons were detailed and easy to follow.

5. The Manual is Appropriate for Use with 4-H'ers and Other Youth in Grades 9-12.

Over one-half of the 4-H'ers felt that the Manual was Very Appropriate and the remaining 46% felt that it was Appropriate. The 4-H'ers were unanimous in their opinion that the Manual was at least Appropriate for use with 4-H'ers and other youth in grades 9-12.

6. This Type of Class and Career Manual Can Help to Bridge the Gap Between Your Local 4-H Activity and the Local School Systems.

Twenty-eight percent of the respondents felt that the Manual was Very Appropriate for this purpose. Over one-half (54%) felt that it was Appropriate. Eighteen percent felt that the Manual was Somewhat Appropriate. Over three-fourths or 82% felt that the Manual was at least Appropriate to bridge the gap between the 4-H program and the local school systems.

7. The Manual and Activities Will Interest Teenage 4-H'ers.

Eighteen percent of the respondents indicated that the Manual was Very Appropriate to interest teenage 4-H'ers. A large majority (82%) indicated that the Manual was Appropriate. Therefore, the 4-H'ers unanimously felt that the Manual was Appropriate to interest teenage 4-H'ers.

8. The Pretest, Posttest was Appropriate for Use with 4-H'ers.

Approximately two-thirds (63%) felt that this activity was Very Appropriate. Twenty-seven percent felt that it was Appropriate, while

10% felt that it was Somewhat Appropriate. Thus, 90% of the 4-H'ers felt that the pretest, posttest was at least Appropriate.

9. The Games Used in the Class Sessions are Appropriate for Use with Teens in 4-H.

Forty-six percent of the 4-H'ers felt that the games were Very Appropriate. The remaining 54% felt that they were Appropriate. Thus, 100% of the 4-H'ers felt that the games were at least Appropriate for use with teens in 4-H.

10. The Resume Activity is Appropriate for Teens in 4-H.

Approximately two-thirds (64%) felt that the resume activity was Very Appropriate for teens in 4-H. The remaining 36% felt that it was Appropriate. Thus, the 4-H'ers were unanimous in their opinion that the resume activity was Appropriate for teens in 4-H.

11. The Interview Activity is Appropriate for Teens in 4-H.

Sixty-four percent of the respondents felt that the interview activity was Very Appropriate for teens in 4-H. Thirty-six percent felt that it was Appropriate. The 4-H'ers were unanimous in their feelings that the interview activity was at least Appropriate for teens in 4-H.

12. The Tour Activity is Appropriate for Teens in 4-H.

A large majority (72%) of the 4-H'ers felt that the tour activity was Very Appropriate for teens. The remaining 28% felt that it was Appropriate. Therefore, 100% of the 4-H'ers felt that the tour activity was at least Appropriate for teens in 4-H.

13. The Responsibility Activity is Appropriate for Teens in 4-H.

Sixty-four percent felt that this activity was Very Appropriate while the remaining 36% answered that they felt that the Manual was Appropriate. Thus, the 4-H'ers were unanimous in their opinion that the responsibility activity was at least Appropriate.

14. The Assignments Made Such as Researching a Career and Interviewing People in Selected Careers Are Appropriate for This Type of Activity.

Forty-six percent of the respondents felt that the assignments made were Very Appropriate. The remaining 54% felt that the assignments were Appropriate. Thus, the 4-H'ers unanimously felt that the assignments made were at least Appropriate.

15. The Manual Will Provide Appropriate Career Education for Teens in 4-H.

Over one-half (54%) of the 4-H'ers felt that the Manual was Very Appropriate for this purpose. Forty-six percent felt that the Manual was Appropriate. Based on this, 100% of the respondents felt that the Manual was at least Appropriate to provide career education to teens in 4-H.

16. The Manual Will Help Prepare the 4-H'ers and Other Youth for Interviews, Resumes and Responsibilities When Seeking Employment.

Fifty-four percent of the respondents felt that the Manual was Very Appropriate to help prepare youth for interviews, resumes and responsibilities when seeking employment. Forty-six percent answered that the Manual was Appropriate for this purpose. Thus, all of the

4-H'ers felt that the Manual was at least Appropriate to help prepare 4-H'ers and other youth when seeking employment.

17. The Information Learned in the Activities Will Help 4-H'ers and Other Youth to be Able to Find a Job While in High School or College.

Forty-six percent felt that the Manual was Very Appropriate for this purpose while the remaining 54% felt that the Manual was Appropriate. Thus, 100% felt that the information learned was at least Appropriate to help 4-H'ers and other youth find a job while in high school or college.

18. The Manual Will Help Prepare 4-H'ers and Other Youth for the Responsibilities Involved in Handling a Job.

Thirty-six percent of the respondents felt that the Manual was Very Appropriate for preparing youth for responsibilities in handling a job. The remaining 64% felt that the Manual was Appropriate. Based on these percentages, 100% of the 4-H'ers felt that the Manual was at least Appropriate for this purpose.

19. The Career Education Activity Will Help Teens in Choosing a Career.

A large majority or 72% of the 4-H'ers felt that the career education activity was Very Appropriate to help teens in choosing a career. Only 28% felt that it was Appropriate. Therefore, the 4-H'ers unanimously felt that the career education activity was at least Appropriate to help teens choose a career.

20. This Senior 4-H Career Education Manual is Appropriate for Use in Your County Situation.

Over one-half (54%) of the respondents felt that the Manual was Very Appropriate for use in their county situation. The remaining 46% felt that it was Appropriate. One hundred percent of the 4-H'ers felt that the Manual was at least Appropriate for use in their county situation.

Brief Summary

Four-H Club member responses on the 20 evaluative criteria indicated the Manual was at least Somewhat Appropriate. Responses also indicated that 60% or more checked the Manual Very Appropriate on six items, namely:

Item 10. The Resume Activity is appropriate for teens in 4-H.

Item 11. The Interview Activity is appropriate for teens in 4-H.

Item 12. The Tour Activity is appropriate for teens in 4-H.

Item 13. The Responsibility Activity is appropriate for teens in choosing a career.

Item 19. The Career Education Activity will help teens in choosing a career.

Two items given highest ratings were numbers 12 and 19. Seventy-two percent of the 4-H'ers felt that the tour activity was Very Appropriate for teens in 4-H. In Item 19, 72% of the 4-H'ers felt that the career education activity would help teens in choosing a career.

D. RESPONSES OF NATIONAL PANEL OF 4-H PROFESSIONALS

Four national authorities agreed to serve on a panel to evaluate the Career Education Manual. The four experts were from Kentucky, Tennessee, Georgia, and the National 4-H Council in Washington, D.C. Three of the respondents were state 4-H specialists. The experts were not asked for any specific information about years of service, level of education or whether or not they felt a Career Education Program was needed. Their responses are presented in Table IV. Reference to Table IV provides the following information.

1. The Manual is Appropriate for Volunteer Leaders or Agents to Use for an Eight Week Class.

One hundred percent of the 4-H Professionals felt that the Manual was Very Appropriate for use in an eight-week class. Thus, the expert panel unanimously agreed that the Manual was Very Appropriate for an eight-week class.

2. The Manual is Appropriate for a One-Time Seminar or Other Activities in Career Education.

One-fourth or 25% of the respondents felt the Manual was Very Appropriate for this purpose. The remaining three-fourths or 75% felt that the Manual was appropriate for a one-time seminar. Therefore, all of the experts felt that the Manual was at least Appropriate for a one-time seminar.

3. The Lesson Guidelines for Implementation are Clearly Stated.

Twenty-five percent of the panel of 4-H Professionals felt that the Manual guidelines were Very Appropriate, with 75% responding

TABLE IV

RESPONSES OF FOUR SELECTED MEMBERS OF A NATIONAL PANEL OF 4-H PROFESSIONALS REGARDING EVALUATING THE EXPERIMENTAL MANUAL

Criterion	Ratings Given (N=4)			No Comment
	Very Appropriate	Appropriate	Somewhat Inappropriate	
1. The manual is appropriate for volunteer leaders or agents to use for an eight-week class.	100%			
2. The manual is appropriate for a one-time seminar or other activities in career education.	25%	75%		
3. The lesson guidelines for implementation are clearly stated.	25%	75%		
4. The instructions for the lesson planning and lessons are detailed and easy to follow.	25%	75%		
5. The manual is appropriate for use with 4-H'ers and other youth in grades 9-12.	75%	25%		
6. This type of class and career manual can help to bridge the gap between your local 4-H activity and the local school systems.	75%	25%		

TABLE IV (continued)

Criterion	Ratings Given (N=4)			No Comment
	Very Appropriate	Appropriate	Somewhat Appropriate Inappropriate	
7. The manual and activities will interest teenage 4-H'ers.	75%	25%		
8. The pretest, posttest is appropriate for use with 4-H'ers.	75%	25%		
9. The games used in the class sessions are appropriate for use with teens in 4-H.	25%	75%		
10. The Resume Activity is appropriate for teens in 4-H.	50%	25%	25%	
11. The Interview Activity is appropriate for teens in 4-H.	100%			
12. The Tour Activity is appropriate for teens in 4-H.	75%		25%	
13. The Responsibility Activity is appropriate for teens in 4-H.	50%	50%		
14. The assignments made such as researching a career and interviewing people in selected careers are appropriate for this type of activity.	50%	50%		
15. The manual will provide appropriate career education for teens in 4-H.	50%	25%	25%	

TABLE IV (continued)

Criterion	Ratings Given (N=4)			No Comment
	Very Appropriate	Appropriate	Somewhat Appropriate	
16. The manual will help prepare the 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.	100%			
17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.	75%		25%	
18. The manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.	75%	25%		
19. The Career Education Activity will help teens in choosing a career.	75%		25%	
20. This Senior 4-H Career Education Manual is appropriate for use in your county situation.	75%	25%		

that Manual guidelines were Appropriate. Thus, 100% of the respondents felt that the guidelines for implementation were clearly stated.

4. The Instructions for the Lesson Planning and Lessons are Detailed and Easy to Follow.

Twenty-five percent of the respondents felt that the instructions were Very Appropriate with 75% feeling that instructions were Appropriate. Therefore, 100% of the national panel members felt that the Manual instructions were detailed enough and easy to follow.

5. The Manual is Appropriate for Use with 4-H'ers and Other Youth in Grades 9-12.

According to Table IV, 75% or three-fourths of the 4-H Professionals felt that the Manual was Very Appropriate for use with 9th-12th graders in 4-H. The remaining one-fourth or 25% felt that the Manual was Appropriate. Again, 100% of the respondents felt that the Manual was at least Appropriate for use with 4-H'ers in grades 9-12.

6. This Type of Class and Career Manual Can Help to Bridge the Gap Between Your Local 4-H Activity and the Local School System.

Seventy-five percent of the respondents felt that the Manual was Very Appropriate to help bridge the gap between 4-H and the local school systems. Twenty-five percent felt that the Manual was Appropriate. Based on these figures, 100% of the National Panel of Experts felt that the Manual was Appropriate in helping to bridge the gap between the local 4-H program and school systems.

7. The Manual and Activities Will Interest Teenage 4-H'ers.

Three-fourths of the respondents felt that the Manual was Very Appropriate to interest teenagers. The remaining one-fourth felt that it was Appropriate. Thus, all of the 4-H Professionals felt that the Manual was appropriate to interest teenage 4-H'ers.

8. The Pretest, Posttest is Appropriate for Use with 4-H'ers.

Seventy-five percent of the panel of 4-H Professionals felt that the pretest, posttest was Very Appropriate for use with 4-H'ers while 25% felt that it was Appropriate. Thus, statistics show that all members of the panel of 4-H Professionals felt that the pretest, posttest was Appropriate for use with teenage 4-H'ers.

9. The Games Used in the Class Sessions are Appropriate for Use with Teens in 4-H.

Twenty-five percent of the respondents felt that the games were Very Appropriate for use with teens in 4-H and 75% felt that the games were Appropriate. Thus, 100% felt that the games were Appropriate for use with teens in 4-H.

10. The Resume Activity is Appropriate for Teens in 4-H.

Fifty percent (one-half) of the respondents felt the Resume Activity was Very Appropriate while 25% felt that it was Appropriate and 25% felt that the activity was Somewhat Appropriate. Thus, 75% of the respondents felt that the resume activity was at least Appropriate for teens in 4-H.

11. The Interview Activity is Appropriate for Teens in 4-H.

All of the National Panel of 4-H Professionals responding felt that the interview was Very Appropriate for teens in 4-H.

12. The Tour Activity is Appropriate for Teens in 4-H.

The data show (see Table IV) that 75% of the respondents felt that the Tour Activity was Very Appropriate while 25% felt that it was Somewhat Appropriate. Thus, three-fourths or 75% felt that the Tour Activity was Very Appropriate for teens in 4-H.

13. The Responsibility Activity is Appropriate for Teens in 4-H.

One-half of the 4-H Professionals answered that they felt the Responsibility Activity was Very Appropriate while the other one-half felt that it was Appropriate. Thus, 100% of the National Panel of 4-H Professionals felt that the Responsibility Activity was at least Appropriate for teens in 4-H.

14. The Assignments Made Such as Researching a Career and Interviewing People in Selected Careers are Appropriate for This Type of Activity.

One-half of the respondents felt that the assignments made were Very Appropriate while the other one-half felt that they were Appropriate. Thus, the National Panel of 4-H Professionals were unanimous in their feelings that the assignments made to research a career and interviewing people in selected careers were at least Appropriate.

15. The Manual Will Provide Appropriate Career Education for Teens in 4-H.

Fifty percent felt that the Manual will provide Very Appropriate career education information to teens. Twenty-five

percent felt the Manual was Appropriate for this purpose. Twenty-five percent felt that the Manual was Somewhat Appropriate. Thus, 75% of the respondents felt that the Manual would provide at least Appropriate career education information to teens.

16. The Manual Will Help Prepare the 4-H'ers and Other Youth for Interviews, Resumes and Responsibilities When Seeking Employment.

The National Panel of 4-H Professionals were unanimous in feeling that the Manual was Very Appropriate to prepare 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.

17. The Information Learned in the Activities Will Help 4-H'ers and Other Youth to be Able to Find a Job While in High School or College.

Three-fourths of the 4-H Professionals felt that the information learned was Very Appropriate to help youth find a job. One-fourth felt that it was Somewhat Appropriate. Thus, 75% felt that the Manual contains information that was very Appropriate to help 4-H'ers and other youth find a job while in high school or college.

18. The Manual Will Help Prepare 4-H'ers and Other Youth for the Responsibilities Involved in Handling a Job.

Seventy-five percent of the experts felt that the Manual was Very Appropriate to prepare 4-H'ers and others in handling a job. Twenty-five percent felt that it was Appropriate. All of the National Panel of 4-H Professionals felt that the Manual was at least

Appropriate to help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.

19. The Career Education Activity Will Help Teens in Choosing a Career.

Reference to Table IV shows that 75% of the respondents felt that the activities in the Manual were Very Appropriate to help teens in choosing a career. Twenty-five percent felt that they were Somewhat Appropriate. Thus, 75% of the panel of 4-H Professionals felt that the Career Education Activity was Very Appropriate to help teens in choosing a career.

20. This Senior 4-H Career Education Manual is Appropriate for Use in Your County Situation.

Seventy-five percent (three-fourths) of the panel of 4-H Professionals felt that the Manual was Very Appropriate for use in a county situation and 25% felt that the Manual was Appropriate. Therefore, 100% of the National Panel of 4-H Professionals felt that the Manual was at least Appropriate for use in their county situation.

Brief Summary

Responses by the National Panel of 4-H Professionals on all 20 evaluative items indicated they felt that the Manual was at least Somewhat Appropriate on each one. Also, responses indicated that 75% checked the Manual Very Appropriate on nine items, namely:

- Item 5. The Manual is appropriate for use with 4-H'ers and other youth in grades 9-12.

- Item 6. This type of class and Career Manual can help bridge the gap between your local 4-H activity and the local school systems.
- Item 7. The Manual and activities will interest teenage 4-H'ers.
- Item 8. The pretest, posttest is appropriate for use with 4-H'ers.
- Item 12. The tour activity is appropriate for teens in 4-H.
- Item 17. The information learned in the activities will help 4-H'ers and other youth to be able to find jobs while in high school or college.
- Item 18. The Manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.
- Item 19. The Career Education activity will help teens in choosing a career.
- Item 20. This Senior 4-H Career Education Manual is appropriate for use in your county situation.

The three items given highest ratings were Items 1, 11, and 16. All members of the National Panel of 4-H Professionals felt that the Manual was Very Appropriate for volunteer leaders or agents to use for an eight-week class. The experts also unanimously felt that the interview activity was Appropriate for teens in 4-H. Also, in Item 16, all of the experts felt that the Manual could help prepare the 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.

E. MANUAL STRONG AND WEAK POINTS

SUGGESTED BY ALL RESPONDENTS

The surveys were reviewed and classified into three areas that could be identified as strong points in the Manual. Sixty-six positive responses were made by 8 Counselors, 31 Agents, 10 4-H'ers, and 1 National Panel member. Some gave more than one response.

1. Twenty-four respondents stated that the Manual possessed these strong points: "clarity, versatility, organization, useability, conciseness, and well-defined objectives."

2. Thirty-five respondents identified specific lesson plans and activities as being strong points of the Manual. Lessons cited and numbers mentioned included: Resume, 15; Interview, 10; Tours, 2; Career Exploration, 3; Responsibility, 2; and Personality, 3.

3. Eight respondents felt that the strength of the Career Education Manual was that it got students involved personally in learning about and selecting a career.

The surveys were reviewed for comments containing suggestions and weak points in the Career Education Manual. These suggestions were classified into five areas. A total of 34 responses were stated by 5 Counselors, 24 Agents, 3 4-H'ers, and 2 National Panel members.

1. Twelve respondents stated that finding time to implement the program would be a problem as well as deciding how to get the 4-H'ers involved and interested in such an activity.

2. Five respondents felt that the Career Education Manual was too advanced for 9th and 10th graders and should only be used with 11th and 12th graders.

3. Seven respondents felt that careers in all areas of life, both professional and paraprofessional, should be discussed and definite ideas given to help in deciding a career.

4. Eight respondents identified specific activities and lesson plans as being weaker points of the Manual needing improvement. They included: Add more tours, 1; Deemphasize the research paper required in career exploration, 3; Provide more guidance on interviews, 1; eliminate a pretest, posttest, 1; Provide ideas for posters, 1; Eliminate games, 1.

5. Two respondents felt that the Manual should be developed into a one-time seminar.

CHAPTER V

SUMMARY

Various approaches had been used in Grainger County to interest Senior High students in 4-H. In 1982 Career Education was introduced as a tool to extend opportunities at the Senior High level as well as a tool to communicate better with the school system. The purpose of the present study was to examine the potential useability of an experimental 4-H Career Education Manual developed for use in Grainger County and other Extension Supervisory District Five Counties in Tennessee.

Specific objectives included the following:

1. To involve High School Counselors in getting their opinions regarding potential useability of the Experimental Career Education Manual.
2. To involve 4-H Agents in District V counties in getting their opinions regarding potential useability of the Experimental Career Education Manual.
3. To involve Grainger County Senior 4-H'ers who had participated in the series in getting their opinion regarding potential useability of the Experimental Career Education Manual.
4. To involve a National Panel of 4-H Professionals in getting their opinions regarding potential useability of the Experimental Career Education Manual.

At study time, relatively few similar studies to the present had been conducted. Several leader/member guides were reviewed which had useful information in helping to develop the Tennessee 4-H Career Manual. The guides were mainly concerned with ideas to strengthen economic job and career emphasis in existing 4-H projects and activities. There were no guidelines for use with high school and/or school personnel as part of the program.

The Career Education Manual was developed for use with 4-H'ers in an eight (8) week series. Changes were made in the class as it was taught and after it was taught based on suggestions from 4-H'ers and Tennessee 4-H Specialists. The experimental classes were taught in the local high school so 4-H agents could establish better rapport with counselors, teachers and pupils.

Data for the present study were collected by use of questionnaires mailed to District Five professional 4-H agents working full-time or part-time in 4-H (i.e., 36 responding), 4-H'ers in Grainger County (i.e., 11 responding), and high school counselors in Jefferson, Knox, Claiborne, Sevier, Hancock and Grainger counties (i.e., 11 responding). A national panel of four Professionals in 4-H also were asked to evaluate the Manual through a mail questionnaire.

In a preliminary study, pretests and posttests were collected from 12 4-H'ers exposed to the Experimental Manual and were noted to have shown higher posttest than pretest scores.

A. SUMMARY OF FINDINGS

Summary of Counselors' Responses

1. High School Counselor responses on 18 of 20 evaluative items indicated that the Manual was at least Somewhat Appropriate with questions being raised regarding Items 2 and 3 (i.e., use for a one-time seminar and clarity of instructions for implementation).

2. Responses indicated that 60% or more assessed the Manual Very Appropriate on five items, namely:

- Item 1. For use by volunteer leaders or agents for an eight-week class.
- Item 4. Instructions for the lesson planning and lessons are detailed and easy to follow.
- Item 5. For use with 4-H'ers and other youth in grades 9-12.
- Item 13. The Responsibility Activity (i.e., simulated learning experiences) for teens in 4-H.
- Item 16. To help prepare the 4-H'ers and other youth for interviews, resumes, and responsibilities when seeking employment.

3. The High School Counselors gave the Manual very high ratings on Item 5 with 82% feeling that it was Very Appropriate for use with 4-H'ers and other youth in grades 9-12.

4. Seventy-three percent of the counselors agreed with Item 16 that the Manual could prepare the 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.

Summary of Agents' Responses

1. The 4-H Agents' responses on all evaluative items indicated that the Manual was at least Somewhat Appropriate.

2. The Agents' responses also indicated that 60% or more had checked the Manual Very Appropriate on three items, namely:

Item 1. The Manual is Appropriate for Volunteer Leaders or Agents to use for an eight-week class.

Item 2. The Manual is Appropriate for use with 4-H'ers and other youth in grades 9-12.

Item 11. The interview activity is Appropriate for teens in 4-H.

3. The Agents' responses indicated that no item was Inappropriate.

4. Items 11 and 13 rated highest with 100% of the Agents feeling that the Manual was at least Appropriate in the interview activity and that the assignments made such as researching a career and interviewing people were Appropriate for 4-H'ers and other youth.

Summary of 4-H'ers' Responses

1. Four-H Club members' responses indicated that on all 20 evaluative items the Manual was at least Somewhat Appropriate.

2. Responses indicated that 60% or more of the 4-H'ers checked the Manual Very Appropriate on six items, namely:

Item 10. The Resume Activity is appropriate for teens in 4-H.

Item 11. The Interview Activity is Appropriate for Teens in 4-H.

- Item 12. The Tour Activity is Appropriate for teens in 4-H.
- Item 13. The Responsibility Activity is Appropriate for teens in choosing a career.
- Item 19. The Career Education Activity will help teens in choosing a career.

3. A total of 72% of the 4-H'ers gave highest rankings to Item 12, the Tour Activity. They felt that it was Very Appropriate for teens in 4-H.

4. The 4-H'ers also gave highest rankings to Item 19 with 72% feeling that the Career Education Activity would help teens in choosing a career.

Summary of the Responses of Four National Panel of 4-H Professionals

1. The National Panel of 4-H Professionals' responses indicated that on all 20 evaluative items they felt the Manual was at least Somewhat Appropriate.

2. Responses also indicated that 75% checked the Manual Very Appropriate on nine items, namely:

Item 5. The Manual is Appropriate for use with 4-H'ers and other youth in grades 9-12.

Item 6. This type of class and career manual can help bridge the gap between your local 4-H activity and local school systems.

Item 7. The manual and activities will interest teenage 4-H'ers.

Item 8. The pretest, posttest is Appropriate for use with 4-H'ers.

- Item 12. The Tour Activity is Appropriate for teens in 4-H.
- Item 17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.
- Item 18. The Manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.
- Item 19. The Career Education Activity will help teens in choosing a career.
- Item 20. This Senior 4-H Career Education Manual is Appropriate for use in your county situation.

3. The National Panel of 4-H Professionals gave highest ratings to Items 1, 11, and 16. All of the members (100%) felt that the Manual was Very Appropriate for volunteer leaders or agents to use in an eight-week class. They also unanimously felt that the Interview Activity was Appropriate for teens in 4-H and that the Manual could help prepare the 4-H'ers and other youth for interviews, resumes, and responsibilities when seeking employment.

Summary of Experimental Manual Strong and Weak Points

A total of 66 positive responses were made by Counselors, Agents, 4-H'ers and National Panel of 4-H Professionals.

Strong points were identified as clarity, versatility, organization, useability, conciseness, and well-defined objectives. Specific lesson plans were also cited as strong points. Those included: resume, interview, tours, career exploration, responsibility and personality. Respondents also felt that a strength in the Manual was that it got students involved personally in learning about and selecting a career.

A total of 34 responses for suggestions and weak points were noted by Counselors, Agents, 4-H'ers, and National Panel of 4-H Professionals. It was suggested that the Manual be used with older 4-H'ers (11th and 12th graders) rather than 9th and 10th graders. Respondents felt that careers in all areas of life should be discussed and more definite ideas given in deciding a career. It also was suggested that the Manual could be adopted for use specifically as a one-time seminar.

B. IMPLICATIONS

Since the Counselors, Agents, 4-H Members, and National Panel of 4-H Professionals' opinions of the Manual were all favorable, it is implied that the Manual deserves further testing and consideration for use in Tennessee.

C. RECOMMENDATIONS

Recommendations for Further Study

1. Further research should include actual testing of the Manual.
2. Similar project manuals could be developed for use in other projects such as leadership, technology (i.e., microcomputers) and citizenship.
3. The Manual could be adjusted to meet needs of special audiences. Examples of these are the handicapped, urban 4-H'ers and low-income.

4. The Manual could be adjusted to be used as a one-time seminar.

Recommendations for Use of Findings

Based on the further favorable study, the Manual should be considered for use and refinement as a 4-H project unit in Tennessee.

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APPENDICES

APPENDIX A

**A CAREER GUIDE FOR EXTENSION STAFF, 4-H VOLUNTEER LEADERS
AND OTHER YOUTH WORKERS**



**A CAREER GUIDE FOR EXTENSION STAFF,
4-H VOLUNTEER LEADERS & OTHER YOUTH WORKERS**

FOREWARD TO AGENTS OR TRAINEES

This Career Education Program has been developed for Senior 4-H'ers to be used by agents and/or volunteer leaders.

The classes can be conducted in eight (8) 1½ to 2 hour sessions depending on size of the class, time allotted to speakers and the individual technique of the volunteer leader or agent.

Guidelines for implementation are given, but the agent should feel free to change them to fit the situation.

Some agents may want to use only parts of the career program for a one time seminar or others may want to conduct the classes monthly in local Honor Club meetings. The implementation methods may vary for each county situation.

The high school counselor may be asked to look over the material and to refer students to the class who he/she feels needs some motivation and help in choosing a career. He/she also makes an effective guest speaker. Your high school guidance counselor is an excellent resource person.

A local high school is an excellent place to have the classes. Posters and announcements should be made in advance in order to insure 15-20 interested people.

The agent or leader should read the material through once, two or three weeks before the classes begin so that preparation such as answering questions on the pre-test, making arrangements for a meeting place, finding guest speakers and setting up a tour may be done well in advance. Some of the games, tests, etc., may need to be duplicated.

Most of the exercises or lesson plans are self-explanatory with all the information needed to conduct the class included. Best wishes for a successful career exploration series!

Yours truly,

Alice Ann Moore
Assistant Extension Agent
Grainger County, Tennessee

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SENIOR HIGH 4-H CAREER EDUCATION PROGRAM**Purpose:**

This career education program has been developed for Senior High 4-H'ers (grades 10-12) to be used by agents and/or volunteer leaders.

Objectives:

1. To stimulate more interest in general 4-H activities from the Senior High group.
2. To provide career education for Senior High 4-H'ers and other youth to make them aware of career opportunities.
3. To help prepare 4-H'ers and other youth (grades 10-12) for employment such as interviews, resumes and work habits.
4. To bridge the gap between 4-H and school systems in Senior High 4-H.

Resource People:

High School Counselor
Guest Speakers

GUIDELINES FOR IMPLEMENTATION

Length of Sessions: Approximately 8 weeks
 Meet every week or every other week
 1½ - 2 hours per week

Class Size: 15-20 people

Prior Planning:

1. The agent/volunteer leader will need to arrange for a place to meet (e.g., at one of the local high schools).
2. The agent/volunteer leader will need to arrange for tours and guest speakers.
3. The pre-tests, post-tests, suggestions for interviews, resumes and other measuring devices are included with the lesson plans.
4. Read all of the career education program before beginning.

Suggestions:

1. Since the session may last 1½ - 2 hours, you may want to take a short break.
2. The high school counselor can be a valuable resource. He/she may want to give results of interest inventories, etc.
3. Talk to the counselor - show him/her the class outline. Ask for suggestions.

Suggestions for Guest Speakers:

Professionals or para-professionals from -

Nursing	Physical Education
Agriculture	Law
Home Economics	Cosmetology
Journalist	Social Work
Secretarial	Music
Scientist	Guidance Counselor

and others

LESSON I

Preparation:

Be sure questions on pre-test are answered.
Read instructions for the game, "My Own Life Plaque".

Procedure:

- A. Introduction. Explain that the program is for anyone interested in learning more about careers and to help in the choice of a career. Give your personal expectations as well as those outlined in cover sheet. Discuss the tours, guest speakers and some of the things you will be doing. Have everyone sign a list. Give name and what their career interest is.
- B. Complete the activity, "MY OWN LIFE PLAQUE" (see pp. 6 and 7). This activity is to help group participants choose what is most meaningful to them. This activity will help the youth to recognize that in choosing events and activities in their lives that they have considerable control over their lives.
- C. Administer pre-test (see pp. 8 and 9). The participants should answer questions on the pre-test.
Part I is objective. Answers are included in your packet.
Part II is subjective and is designed to help the youth think about goals for career education and development.
- D. Class Sharing. Ask each participant to share one (1) reason why he/she is in the class and one (1) career they are interested in. Each person should tell anything they know about that career. For example, how much education one needs, the kind of training needed, requirements for employment, salary, etc.
- E. Give brief preview of next session. Inform participants of where and when to meet.
Assignment: If possible, have participants interview someone employed in the career that they are interested in. See page 10 for interview form.

MY OWN LIFE PLAQUE

Goal: To help group participants declare what is most meaningful to them. The choosing of some of the events in their lives can encourage them to realize they have some control over their lives.

Time Required: Approximately forty minutes.

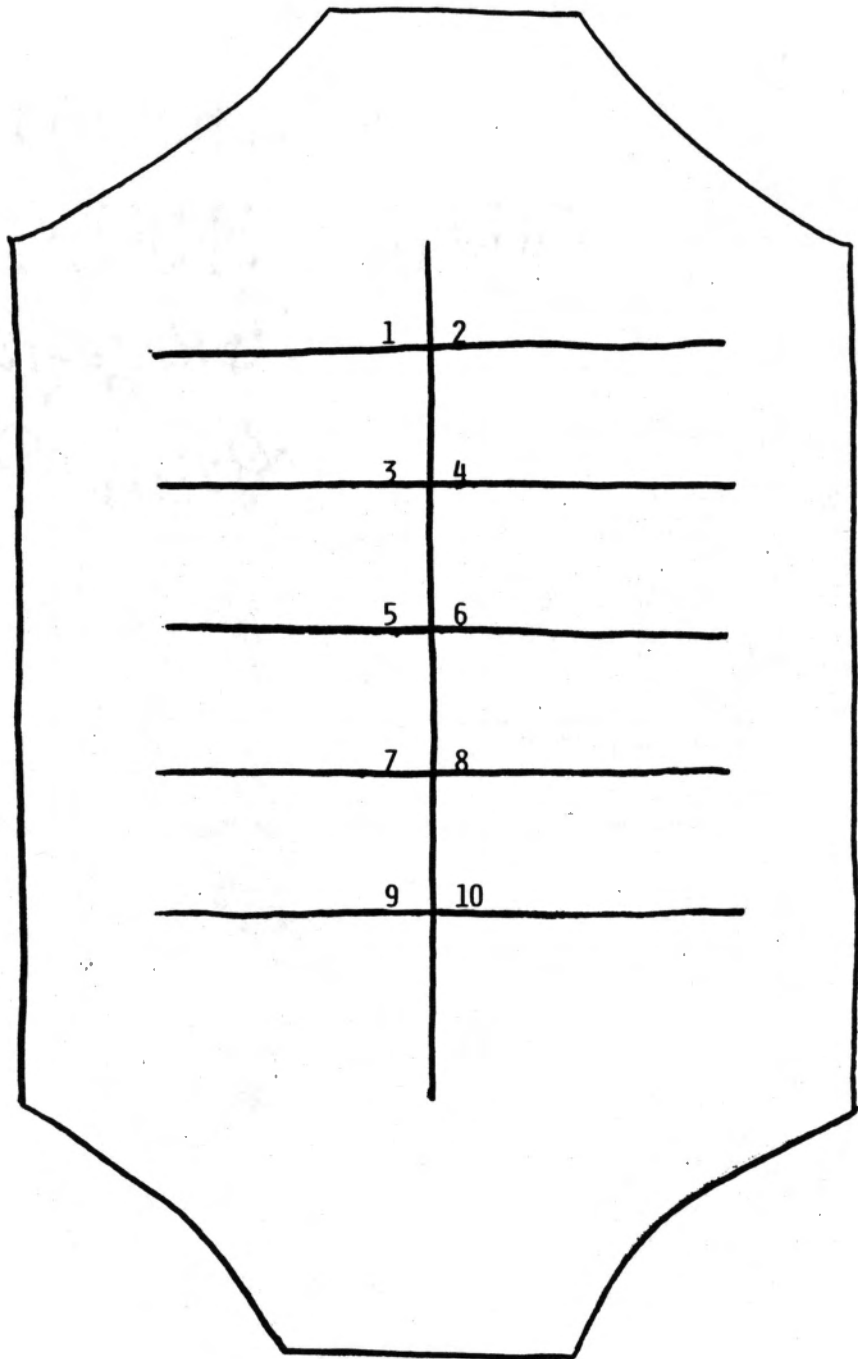
Process:

1. Each group member is to have a copy of "My Own Life Plaque".
2. Each person is to answer the questions by placing the answer in the appropriate place.
3. Choose from the following questions or make up your own.
4. In the top and bottom part of the plaque, have participant draw a symbol that describes the person they are now (at the top) and the person they would like to be (at the bottom). These two symbols may be the same. For example, it may be a question mark or exclamation point. Encourage them to draw something. It does not have to be elaborate.

Questions:

1. What is your greatest personal achievement to date?
2. If you could spend a day with anyone in the world, who would it be?
3. What are three things you do well?
4. How do you make yourself happy?
5. What are two things you like to do with other people?
6. What is the hardest thing you have ever decided on?
7. What is your greatest personal failure to date?
8. What are two words that describe you?
9. What are the two qualities you have to have in friends?
10. What is the best thing that has ever happened to you?

Simon, Howe, Kirschenbaum, Values Clarification, c1972, pp. 279.
Adapted by permission of Hart Publishing Company, New York.



MY OWN LIFE PLAQUE

Name _____

Grade _____

Age _____

PRE-TEST - POST-TEST FOR HIGH SCHOOL CAREER CLASS**Part I**

1. Define the word career. _____

2. Name three steps in choosing a career. _____

3. Who in your school should you talk with if you have grade or school problems or if you need help in deciding what you want to do after high school? _____

4. Name one career in the "science field". _____
5. Name one career in the "education field". _____
6. Name one career in the "business field". _____
7. In college what does the word major and minor mean? _____

8. What is the current jobless or unemployment rate in your county? _____ In the State _____
 In the Nation? _____
9. How long does it take for the average person to graduate from college with an undergraduate degree? _____
10. What does undergraduate degree mean? _____
 Graduate degree? _____
 Post graduate? _____
11. Give the name of a test a high school student may take that often determines whether you are accepted into college: _____
12. Give the definition of the word professional? _____

 Para-professional? _____

Part II

Circle the number(s) in front of the statements(s) that apply to you.

1. I have visited a college campus or vocational school that I may attend some day. (Example--on a high school day or on your own).
2. I have read college catalogs or literature about possible career choices.
3. I have met with the high school counselor to talk about possible jobs, colleges or vocational training after high school.
4. I have taken aptitude tests to determine the area of my abilities.
5. I have taken a vocational interest test to see what my career interests are.
6. I have set goals for myself for the near future as well as further in the future.
Example: To graduate from high school
 to pass the next English test
 to get married
 to go to college
7. I feel that my grades in high school are what they should be.
8. My parents and teachers do not feel that I am reaching my potential in my grades.
9. I have talked to my parents about what I want to do when I graduate.
10. I have made career choices based on careful study of what I like to do and what tests and grades show my abilities are.

CAREERS

1. What are the requirements for the job? i.e. high school, college, business school, special training.

2. Name some of the duties that you are expected to perform? (What do you do?)

3. Why did you decide to get into this kind of work? _____

4. Name some positive things about your job? _____

5. Name some negative things about your job? _____

6. What is a general range for salary especially a starting wage? (Ask this if you feel comfortable).

7. Name some personality characteristics that you think would describe the person in this kind of job.

LESSON II

Preparation:

Read materials
Prepare for Game - "Assessing Self"

Procedure:

1. Define introverts and extroverts.
Discuss introverts and extroverts.
2. Looking at Personalities. Personality is those personal qualities that make up the person you are. Have the 4-H'ers rate themselves according to the traits that most nearly describe how they feel about themselves. See Personality Rating pp.. The 4-H'ers should then answer the questions from the "Personality Indicator." The personality tests are by no means a definite indication of the precise personality of the 4-H'er. The tests have been adapted from the Briggs-Myers Personality Tests and other sources. The 4-H'ers should discuss the rating and indicator. The test and other list of personality types and rating will give the 4-H'er an indication of characteristics and traits that he/she possess. The personality test and list of personality characteristics can be a lot of fun for the 4-H'ers as they discover characteristics.
3. Game - "Assessing Self". (See instructions pp. 16). The objective of this game is to help 4-H'ers become aware of their strengths and to be able to express these verbally. The game is also used to help stimulate 4-H'ers to assess themselves realistically.

PERSONALITY RATING

Rate yourself by putting a mark in the circle that most nearly describes your rating for each trait. These are merely traits - they are neither good nor bad.

<u>TRAIT</u>	<u>EXCELLENT</u>	<u>FAIR</u>	<u>POOR</u>
Dependability	()	()	()
Attitude	()	()	()
Enthusiasm	()	()	()
Friendliness	()	()	()
Communicate Freely	()	()	()
Diplomatic	()	()	()
Neatness	()	()	()
Sense of Humor	()	()	()
Honesty	()	()	()
Adapts to Change	()	()	()
Exhibits Self Control	()	()	()
Loyal	()	()	()
Likes Routine	()	()	()
Likes to Solve Problems	()	()	()
Sympathetic to Others	()	()	()

PERSONALITY INDICATOR

Answer the following questions--choose the answer which comes closest to how you usually feel or act. Circle either "A" or "B" to indicate your choice.

1. Does following a schedule
 - a. appeal to you
 - b. cramp you
2. In doing something which many other people do, does it appeal more to you
 - a. To do it in the accepted way
 - b. To invent a way of your own
3. Is it harder for you to adapt to
 - a. Routine
 - b. Constant change
4. Can the new people you meet tell what you are interested in
 - a. Right away
 - b. Only after they really get to know you
5. Are you at your best
 - a. When dealing with the unexpected
 - b. When following a carefully worked-out plan
6. Are you naturally
 - a. A "good mixer"
 - b. Rather quiet and reserved in company
7. Would you rather be considered
 - a. A practical person
 - b. An ingenious person
8. When you go somewhere for the day, would you rather
 - a. Plan what you will do and when
 - b. Just go
9. In a large group, do you more often
 - a. Introduce others
 - b. Get introduced
10. Do you think the people close to you know how you feel
 - a. About most things
 - b. Only when you have had some special reason to tell them

Which word meaning in each pair appeals to you more?

- | | |
|--------------------|----------------|
| 11. A. firm minded | B. warmhearted |
| 12. A. compassion | B. foresight |
| 13. A. justice | B. mercy |
| 14. A. benefits | B. blessings |

PERSONALITY CHARACTERISTICS

INTROVERTS

Like quiet for concentration

Tend to be careful with details, dislike sweeping statements.

Have trouble remembering names and faces.

Tend not to mind working on one project for a long time uninterruptedly.

Are interested in the idea behind their job.

Dislike telephone intrusions and interruptions.

Like to think a lot before they act, sometimes without acting.

Work contentedly alone.

Have some problems communicating.

FEELING TYPES

Tend to be very aware of other people and their feelings.

Enjoy pleasing people, even in unimportant things.

Like harmony. Efficiency may be badly disturbed by office feuds.

Often let decisions be influenced by their own or other people's personal likes and wishes.

Need occasional praise.

Dislike telling people unpleasant things.

Relate well to most people.

Tend to be sympathetic.

EXTROVERTS

Like variety and action

Tend to be faster, dislike complicated procedures.

Are often good at greeting people.

Are often impatient with long slow jobs.

Are interested in the results of their job, in getting it done and how other people do it.

Often don't mind the interruption of answering the telephone.

Often act quickly, sometimes without thinking.

Like to have people around.

Usually communicate freely.

THINKING TYPES

Are relatively unemotional and uninterested in people's feelings.

May hurt people's feelings without knowing it.

Like analysis and putting things into logical order. Can get along without harmony.

Tend to decide impersonally, sometimes ignoring people's wishes.

Need to be treated fairly.

Are able to reprimand people or fire them when necessary.

Tend to relate well only to other thinking types.

May seem hard-hearted.

INTUITIVE TYPES

Like solving new problems.

Dislike doing the same thing over and over again.

Enjoy learning a new skill more than using it.

Work in bursts of energy powered by enthusiasm, with slack periods in between.

Put two and two together quickly.

Are impatient with routine

Are patient with complicated situations.

Follow their inspirations, good or bad.

Often get their facts a bit wrong.

Dislike taking time for precision.

PERCEPTIVE TYPES

Tend to be good at adapting to changing situations.

Don't mind leaving things open for alterations.

May have trouble making decisions.

May start too many projects and have difficulty in finishing them.

May postpone unpleasant jobs.

Want to know all about a new job.

Tend to be curious and welcome new light on a thing, situation or person.

SENSING TYPES

Dislike new problems unless there are standard ways to solve them.

Like an established way of doing things.

Enjoy using skills already learned more than learning new ones.

Work more steadily, with realistic idea of how long it will take.

Usually reach a conclusion step by step.

Are patient with routine details.

Are impatient when the details get complicated.

Don't often get inspired, and rarely trust the inspiration when they do.

Seldom make errors of fact.

Tend to be good at precise work.

JUDGING TYPES

Best when they can plan their work and follow the plan.

Like to get things settled and wrapped.

May decide things too quickly.

May dislike to interrupt the project they are on for a more urgent one.

May not notice new things that need to be done.

Want only the essentials needed to get on with it.

Tend to be satisfied once they reach a judgement on a thing, situation or person.

Game: "ASSESSING SELF"

Goal: To help participants to become verbally aware of their strengths and to stimulate them to assess themselves realistically.

Time Required: Depending upon group size, around thirty minutes.

Physical setting: The members should be sitting at desks or tables to write but should be able to see each other to share what is on the lists.

Process:

1. The group leader should hand out pencils, paper or 5" x 8" cards.
2. The group leader says, "To know what we value, it is important to know about ourselves. List ten things you like about yourself on this sheet of paper. Share this list with other group members and add to this list regularly. Tell someone else about it, in regular conversation, and continue to add something positive about yourself.
3. At the end of the activity, encourage the group members to put this list on their bulletin board or wall of the room. Some may even want to put this list on their refrigerator at home.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4. This activity may be difficult for some and you may need to do some encouraging. Remember to do these activities with the group and share with the group.

LESSON III

Preparation:

Read materials on Resume.
Be prepared to discuss and help students write a resume.

Procedure:**A. How to write a Resume.**

Use guidelines suggested on pp. 19-20. These are suggested by University of Tennessee Placement Office.
Explain the guidelines in writing a resume.
An example of a good resume for those who have never had any experience can be found on page 21.

B. Each student should complete a resume during this time. Instructor should read the resumes, make comments, etc., or the participants may critique each other. They may either complete a college resume or a resume that they can use for a part-time or summer job. Divide into three or four people each. Each person may read their resume or share parts of their resume with the group. Discussion should follow. Does the resume give information concerning:

1. Personal facts such as name, address, age, parents name, health.
2. Education preparation, classes that might help with the job and grade point average.
3. Honors or awards.
4. Job or work experience (including volunteer work).
5. Activities such as academic activities, clubs, sports, and church.
6. Interests or hobbies.
7. References.

C. Suggestions for next session:

Contact guest speaker.
Remind 4-H'ers to dress as they would for an interview.

I. Suggestions for contacting the guest speakers.

1. Call well in advance -- approximately two weeks.
2. If it is a large company or organization, try to talk directly with the person who will be talking to the 4-H'ers.
3. When talking to the speaker, explain first of all about 4-H (if they are not familiar with 4-H) then the career program and that it is to give the 4-H'ers an opportunity to study about different careers and to help them in deciding what they may do after high school.
4. Give the speaker an idea of how much time they should speak - 20 minutes and a brief outline of your expectations such as a brief description of duties, salaries, routine, education required and how to apply for the job.

II. Suggestions for dressing and preparing for an interview.

1. Dress neatly - a Sunday dress or suit is appropriate. Do not underdress or overdress. You should never wear jeans, shorts or very casual clothing. A suit and tie or simple dress, skirt and sweater, dress pants, tie and sweater are all appropriate.
2. Be prompt for the interview.
3. Be friendly and willing to talk about yourself.

CAREER PLANNING AND RESOURCE CENTER
CAREER PLANNING AND PLACEMENT SERVICE
UNIVERSITY OF TENNESSEE - KNOXVILLE

Resume: Your Interview Ticket

Note: For more detailed information, attend a one hour resume writing workshop. Dates and times are posted in the Career Resource Center (CRC), Room 105, Alumni Hall.

Purpose of a Resume. A resume is not a detailed autobiography; it is a brief statement that tells an employer: **WHO YOU ARE; WHAT YOU HAVE LEARNED; WHAT YOU HAVE DONE; and WHAT YOUR CAREER INTERESTS ARE.** Its purpose is to provide information about your abilities and experiences so that a prospective employer can assess your potential for future success with his/her company. If you represent yourself well on paper, you will enhance your chances for an interview, at which time you can sell yourself in more detail.

Planning Your Resume. Begin by making lists of all of your past experiences. Make separate lists of your academic background and specialized training, work experience (paid or volunteer), and extracurricular activities. Try to recall specific personal accomplishments and responsibilities related to each activity. Keep in mind that the skills you developed during each experience can be applied to more than one kind of job.

Organizing Your Resume. Every resume should be as different and unique as the individual who prepares it. There are many styles and formats available for you to choose from or to modify according to your specific experiences and qualifications. For instance, you may decide that a functional resume would display your skills better than a chronological resume.

TYPES OF RESUMES

Chronological. This type of resume is a presentation of work and educational experiences in reverse chronological order. The most recent work or educational experiences are listed first, usually with dates, and the rest of your experiences follow in historical order. You should not go back further than five years unless the experience is job-related. Although this approach is easiest to follow, it can result in a simple fact sheet with your uniqueness missing.

Functional/Analytical. This approach ignores historical sequence and stresses skills and abilities regardless of where they were developed and demonstrated. Your career objective will be the key for selecting and emphasizing the skills which qualify you for the job you are seeking. A function/analytical resume is particularly useful for applicants with relevant skills but little significant work experience; unrelated educational background; or considerable experience in a previous career field.

Vita. Format is available in the CRC.

Using Your Resume. For on-campus interviews, the Placement Service form, called the data card, is appropriate to use because it allows recruiters to compare applicants on a standard basis. However, you can give the interviewer a resume in addition to the data card, as it can enhance the impression that you make. Don't confuse the data card with the resume; the resume is a more polished, informative and complete statement about yourself. **REMEMBER:** The resume, along with the cover letter, is used primarily to get interviews with employers who are not visiting the UTK campus.

Polishing The Resume Draft. Try to confine the resume to one page, if possible. Be consistent in the format. Balance the material so that it is neat, orderly, uncluttered and readable. Use short phrases rather than complete sentences. Avoid the use of the word "I". Use present tense in referring to activities in which you are presently engaged; past tense for past experiences. Use a dictionary to check your spelling. Have more than one person proofread the resume. Do not abbreviate, except when completely understood. Have the resume professionally duplicated. Use white or off-white paper and purchase additional blank stock to use for the cover letter.

RESUME FOR MARY ANN JONES

PERSONAL DATA

Name: Mary Ann Jones
 Address: Route 4, Box 15
 Clinton, Tennessee

Parents Name: Mr. and Mrs. William Jones
 Address: Same
 Phone Number: (615) 647-3212
 Age: 17 Birthdate: February 6, 1966
 Height: 5' 4"
 Weight: 105
 Health: Excellent
 Work Requested: Part-time 4-6 hours per day and weekends
 Full-time summer employment

EDUCATION

1979 - Present Clinton Senior High School - Presently Senior in High School
 Major: Math, Science
 Minor: History, French
 Grade Point Average: 3.53

AWARD AND HONORS

Who's Who Among High Schools; 4-H Vol State Award 1983; Math Award, 1983;
 Girls State

JOB EXPERIENCE

Volunteer: Ridgeview Nursing Home
 Clinton, Tennessee
 Volunteer: Candy Stripper, Clinton Hospital
 Summer 1981-83

ACTIVITIES

Beta Club, 4-H Club, FHA, Pep Club, Band (5 years), Sunday School Teacher -
 Clinton Baptist Church, Basketball (1 year), have served as an officer in Beta
 Club, 4-H and FHA.

INTERESTS AND HOBBIES

Reading, horseback riding, swimming, sports, music

REFERENCES

Mrs. Jan Thomas, Math Teacher
 Route 2
 Clinton, Tennessee

Mrs. Ann Miles
 Asst. Extension Agent
 Post Office Box 34
 Clinton, Tennessee

Mr. Todd Parker
Asst. Extension Agent
Post Office Box 34
Clinton, Tennessee

Mrs. Virginia Jones
Activity Coordinator
Ridgeview Nursing Home
Clinton, Tennessee

Reverend James Jenkins
Minister - Clinton Baptist Church
Clinton, Tennessee

John Smith
 1203 Laurel Avenue, #4
 Knoxville, TN 37916
 (615) 577-0001

Date Available:
 June 19 __

CAREER OBJECTIVE: To obtain an entry-level position in retail sales with a large national department store.

EDUCATION

June 19 __ B. S. in Business Administration, University of Tennessee
 Knoxville.
 Major: Marketing GPA 3.15/4.00

HONORS AND AWARDS

Phi Kappa Phi Honor Society
 Awarded Johnson Foods 4-year scholarship
 Eagle Scout

EXPERIENCE:

September 19 __ Sales Clerk, Jay's Clothing Store, Knoxville, Tennessee.
 Sell men's clothing. Arrange displays of merchandise.
 Conduct inventory. Close out cash register.

September 19 __ Waiter, Hyatt Regency Hotel, Knoxville, Tennessee.
 March 19 __ Served public in exclusive dining room. Anticipated
 customer's needs. Coordinated serving of large groups.
 Trained busboys.

Summers 19 __ & Laborer, Booker Construction Co., Jacksonville, Florida.
 19 __ Assisted in construction of private homes.

Financed 80% of college education through employment
 and loans.

ACTIVITIES:

Vice-President of American Marketing Association, The
 University of Tennessee Collegiate Chapter 19 __ - 19 __
 Student member, American Marketing Association
 Member of University of Tennessee Equestrian Club, 4 years

INTERESTS:

Horseback riding, camping, photography, sports, swimming

REFERENCES:

Available upon request from:

Career Planning and Placement Service
 Alumni Hall
 University of Tennessee
 Knoxville, TN 37996-0160
 (615) 974-5453

MARY J. JONES**PRESENT ADDRESS:**

P. O. Box 1000
University Station
Knoxville, TN 37916
(615) 974-8111

PERMANENT ADDRESS:

2500 Lake Avenue
Jacksonville, FL 30000
(904) 893-0162

CAREER OBJECTIVE

To pursue a sales career in marketing with a large retail company.

SKILLS**Selling:**

Demonstrated ability to sell retail goods in a men's clothing store during the past two years. Promoted from sales clerk to Assistant Manager.

Public Relations:

Met and dealt with the public through sales and restaurant work; handled customer complaints and improved customer relations; awarded a certificate of merit for a complimentary letter from a customer.

Organization and Leadership:

Coordinated activities and events for student club and promoted membership drive for campus organization. Conducted bi-monthly meetings, made decisions about expenditures and collection of dues, and developed public speaking abilities.

EDUCATIONAL BACKGROUND

Bachelor of Science in Business Administration, University of Tennessee, Knoxville.
June 19 __. Major: Marketing - GPA 3.15/4.00.

EXPERIENCE

Jay's Clothing Store, Knoxville Tennessee. Assistant Manager/Sales Clerk. September 19 __ to present.

Hyatt Regency Hotel, Knoxville, Tennessee. Waitress. September 19 __ to March 19 __.

Booker Construction Company, Jacksonville, Florida. Receptionist. Summers - 19 __ and 19 __.

ACTIVITIES

Vice-President of American Marketing Association, The University of Tennessee Collegiate Chapter 19 __ - 19 __; Student Member, American Marketing Association; Member of University of Tennessee Equestrian Club, 4 years.

PERSONAL DATA

Enjoy horseback riding, camping, and photography. Have travelled extensively throughout the United States and Europe. Fluent in Spanish.

REFERENCES

References available upon request.

THE COVER LETTER

The letter of application or cover letter is necessary to introduce your resume to a prospective employer and entice him or her to read it. Employers receive hundreds of letters and resumes for each position vacancy that they advertise so your letter will have to be good if it is to get a response.

Unlike your resume which can be duplicated to save time and energy, each letter of application must be individually written and typed single-spaced on a good quality bond paper. White or off-white paper is acceptable, but it should match the paper used for your resume. Anything that remotely resembles a form letter will probably receive a negative reaction if not a toss into the trash can. To avoid this, research every company to which you apply in order to give knowledgeable and specific reasons why you are interested in that particular firm, and how you can meet their needs (qualifications, experiences, personal qualities, etc.) however, the cover letter should not reiterate the data contained in your resume; it should complement it by stressing relevant details in a personalized fashion.

The cover letter should be only one page and addressed to a specific individual, not to Personnel. Use simple, direct language and correct grammar. There should be no spelling or typing errors. A general outline for the cover letter is given below:

First paragraph: Should attract attention. Cite reason for writing by indicating position for which you are applying, how you heard of the opening, or how the employer's name was obtained.

Second paragraph: State concrete reasons for wanting to work for a particular employer; avoid time-word expressions and phrases pointing to "growth," "challenge," or "advancement". Document (and give evidence to document) your belief that you possess the necessary qualifications for achieving success.

Third paragraph: Should refer the reader to the enclosed resume and emphasize relevant personal qualities not mentioned elsewhere.

Closing paragraph: End the letter with a statement requesting the response desired. Ask for a meeting.

BIBLIOGRAPHY

Main Reference

- HF Angel, J. L.
5383 Why and How To Prepare an
.A57 Effective Job Resume
1967
- HF Bostwick, Burdette
5383 Resume Writing: A Comprehensive
.B57 How-To-Do Guide
1976
- HF Dickhut, Harold W.
5383 Professional Resume/Job Search
.D5 Guide
1973

Undergraduate Library Reference

- HF Angel, Juvenal Londono
5383 Specialized Resumes For
.A57 Executives and Professionals
1967

123 Main Street
Knoxville, TN 37916
May 16, 19__

Mr. Fred Isenhower
Vice-President, National Sales
Drexel Heritage Furnishings
Drexel, NC 28619

Dear Mr. Isenhower:

The furnishing of a home with attractive, quality merchandise has always been of great interest to me and led me, therefore, to my choice of major in my college studies. Now that I have graduated from the University of Tennessee, I am interested in becoming employed with a company of quality home furnishings where my ability in sales and marketing can be of value. Mr. Bob Jones of Baker's Furniture Company in Martinsville, Virginia, suggested that I contact you about employment opportunities with Drexel Heritage Furnishings.

Your company has a reputation for being soundly established and progressive, while producing quality merchandise. My experience with the Varsity Company has given me the ability, through direct sales, to successfully work with all types of people. I am sure that this type of experience has been essential to the success of your company. In my three summers with the Varsity Company, I was able to wholesale over \$8,000 through my own personal efforts.

Enclosed you will find a brief resume of my experience and educational qualifications. I feel confident that they can be put to profitable use at Drexel. I welcome the opportunity to discuss the possibilities of joining your organization. During the week of June 6-10, I will be in your area and would like to arrange for a meeting during this period. I will call you on the morning of May 30 to confirm a date and time.

Sincerely,

Jane H. Smith

Enclosure

JAMES W. SMITH

A-12 3700 Sutherland Ave.
 Knoxville, TN 37919
 Telephone: (615) 584-9997

Date Available
 January 1980

CAREER OBJECTIVE

To obtain an entry level position in sales with the opportunity to advance to sales management with increasing responsibilities, sales force direction, control, and implementation.

ACADEMIC PREPARATION

Candidate for MBA, Concentration in Marketing, December 1979, University of Tennessee-Knoxville. Current Grade Point Average—3.42/4.00.

B. A. Religious Studies, June 1977, University of Tennessee-Knoxville. Grade Point Average 3.38/4.00.

EXPERIENCEAdministrative

- Academic Council Chairperson, 1976-77, Coordinated and directed activities of the Academic Council, one of the three branches of the UTK student government.
- Committees served on as Academic Council Chairperson; Faculty Senate Executive Committee; Educational Policies Committee; Educational Facilities Committee; University Council.
- Other University Committees served on: Student Affairs Council, 1977-78; Committee on Minority Scholarships 1976-77; Academic Council Representative, 1975-76; Undergraduate Council Committee on Admissions, 1975-76.

Creative

- Originator and Co-chairperson of the Academic Council Exposition on Futuristics, 1976-77—a two day exposition looking at the future from a scholarly perspective.
- Originator and Co-chairperson at the Dean's/Students Meetings, 1976-77, an inter-college deliberative body which discusses matters of academic importance.

EXPERIENCE (cont.)

- Activities within Residence Halls: Special Events Coordinator, Greve Hall, 1975-76; Homecoming Committee Chairperson for Greve, Dunford and Massey Halls, Fall 1975; Originator, Director, and Co-host of the first annual Greve/Dunford/Massey Dating Game, 1976; Member Reese/Humes All Sing Group, 1975.

AWARDS AND HONORS

- University of Tennessee "Torchbearer," highest award given to any UT student. Awarded annually to approximately eight seniors for outstanding contributions to the university.
- Omicron Delta Kappa, national honor fraternity commending proven leadership academic success.
- Mortar Board Senior Citation, local chapter award for outstanding seniors.
- Gamma Beta Phi, general honor and service organization.
- Twelve quarters Dean's List with honors; nine quarters with high honors, undergraduate school.

WORK EXPERIENCE

- Consumer Research Interviewer, 1978 - present, help marketing department conduct surveys of consumer behavior.
- General Sales, Sears and Roebuck, Knoxville, Tennessee, September 1978-present.
- Academic Advisor, College of Liberal Arts, University of Tennessee-Knoxville, 1976-77 and summer 1978. Selected to counsel and advise students on personal and academic matters.
- Resident Assistant, Greve Hall, University of Tennessee-Knoxville, 1975-76, Reese Hall, Summer 1976. Counseled, programmed, and directed a floor in a all-male residence hall.

INTERESTS AND HOBBIES

Bike riding, reading, club & community activities.

PERSONAL REFERENCES

Available upon request.

LESSON IV

Preparation:

Read materials in packet
Arrange for the guest speaker

Procedure:

- A. Role Playing - see pp. 30-31
The students should be divided in pairs - given 15 minutes to prepare and then select one or two to go through the role playing exercise. The exercise includes role-playing activities for employment for those still in high school or for those just graduating from college. Suggestion: The leader or 4-H'ers may want to write their own role-playing activity. Examples would be working in sales stores, gift shops, etc.

Discuss what was learned about interviews. Examples:

1. How to interview.
 2. Questions to ask.
 3. How the interviewee felt.
 4. How the interviewer felt.
- B. Assign each student to research a career (1-2 pages). These will be discussed approximately two weeks from this date for Lesson VI (see page 34).

Guidelines for paper:

Nature of Work
Education Needed
Employment Outlook
Earnings and Working Conditions

- C. Guest Speaker

ROLE PLAYING

Job Interview

Interviewer

You are the day-shift manager for the local fast food restaurant. Your responsibilities are to make sure the restaurant runs smoothly during the day and to supervise approximately eight employees (mostly teenaged or college aged). You are responsible for hiring and firing. The beginning wage is minimum wage. You need to know:

1. If this person works well with others.
2. Can handle the pressure of a fast food restaurant.
3. Can handle a cash register (counting change, etc.)
4. Is he/she dependable?
5. Is a consistent and fast worker.

The employee will work with approximately 7 to 8 other high school and college students. You will need him/her only about 4 hours 4 afternoons during the week and every other Saturday and Sunday for 6 hours. The hours are from 2:00 p.m. - 6:00 p.m. However, there are times when an employee is sick or requests time off and you want someone who will be willing to "help out" during these times.

Interviewee

You are a high school senior (17 years old) who is looking for part-time work for "extra money". You also feel that this will be good experience. Your parents are supportive and will either provide transportation or let you use the second car.

You have worked out your class schedule so that you have morning classes and are finished by 12:30. You have been very active in school activities such as 4-H, scouts, band (not this year), FFA or FFA, Beta Club, pep club and others. You have served and are serving as an officer in at least one of the clubs.

You are fairly active socially, but you do not date anyone regularly. You know that you will have to give up some of your "free time" if you get a job. Your parents also said that you must keep your "B+" average and keep up with chores assigned at home. You are planning to go to college but you aren't sure just what you want to major in. You have considered the vocational school or local community college also.

Your teachers think highly of you. You were teachers aid in your junior year.

You have taught Sunday school in the past. You do volunteer work at the local nursing home every other week. You read to the patients and do "extras" for them that the staff doesn't have time to do.

You will accept minimum wage. You need to know:

1. What will be expected of you.
2. What kind of work you will be doing.
3. How many hours per week you will work.
4. What the pay will be.

ROLE PLAYING**Job Interview****Interviewer**

You are the personnel director for a Federal or State Agency. A job opening in the communications department where public relations, newsletters within the agency and communication work is done. The job includes activities such as holding workshops and seminars for other employees in the field of communications and public relations with other companies and writing newsletter. The beginning salary is \$14,400.

You need to know:

1. If this person works well with people.
2. How much job experiences he/she has had.
3. Language skills.
4. What his/her goals and objectives are in seeking employment.
5. Past experience.
6. If he/she can speak before small and large groups of people.

The employee will work in a group office with eight (8) others trained in communications and public relations and two secretaries.

Although the beginning salary is \$14,400, there are opportunities to increase the salary approximately \$1500 per year.

The person to be interviewed doesn't have much experience according to the resume. However, he/she was involved in many college and community activities and seems to like people. He/she also had a variety of summer and/or part-time jobs.

Interviewee

You are a recent college graduate with a major in communications with a specialization in public relations. This is your first permanent job. You have had experience as a life guard at a summer camp and you worked part-time in school at the bookstore. You have had other part-time employment such as working in a gift shop.

You worked on the college paper writing articles, etc. You were involved in many college and community activities and you get along well with people. You also have had many public speaking experiences.

You live in Knoxville and want to stay here. You need a job that will pay your rent \$220/month and a car payment of \$155/month. You are trying to impress the interviewer. He/she seems very nice and easy to talk with.

You need to know:

1. What will be expected of you.
2. What kind of work you will be doing.
3. If this is the job you want.
4. The salary--if it is something you can live with.

LESSON V**Procedure:**

- A. This activity should help the students become aware that they are responsible for their decisions and that one's decisions may cause a chain reaction.
- B. Who is responsible?

Definition of Responsibility:

Each student should give their definition of responsibility.
Examples are:

- 1. Being prompt for work.
 - 2. Being consistent in their work.
 - 3. Should not take long breaks.
 - 4. Loyalty to the company.
 - 5. Should not distract other employees--by talking, etc.
- C. 1. Divide the class into groups of 3 or 4 in each group. The group should read the stories on page 33 and then decide who was the most responsible to the least responsible.
 - 2. The group should reach group consensus on the rank order of responsibility.
 - 3. The group can retell or "rewrite" the story to show how one person's decision could change the story.
 - 4. Point out how the values that the people held in the story helped make their decisions and explain about how values differ with people.
 - 5. Have the group discuss incidents in their lives where they made decisions based on their values that lead them to act irresponsibly.
 - 6. Have each student give some examples of responsibility of an employee to an employer. Examples are:
 - 1. Being prompt for work.
 - 2. Being consistent in their work.
 - 3. Loyalty to the company or agency.
 - 4. Should not take long breaks.
 - 5. Should not distract other employees by talking.

REMINDEACH 4-H'ER ABOUT THE RESEARCH PAPER ON A CHOSEN CAREER!

STORY 1

Casey has planned long and hard for the fair. She read every available book on how to raise sheep and didn't take shortcuts. It was one week before the fair when after school, David (the man to be seen with) asked her to help him on a term paper for history. Casey doesn't remember all the details for she was in a daze but she stumbled through a "yes" and agreed upon the meeting time.

It wasn't long before she realized David's definition of "help" was different from hers, so she spent all her evenings doing David's paper. Casey's parents remarked that the lambs were being ignored but Casey quickly made promises and left.

When Mrs. Sanders, the English teacher, assigned a test for Friday, Casey groaned. How could she get it all completed? In desperation, Casey agreed to pay her younger brother to care and prepare her prize lamb. Unfortunately, little brother was long on promises but short on performance and Casey's lamb was not adequately prepared.

Who was responsible for Casey's lamb not being ready?

little brother
Mrs. Sanders
David
her parents
David's history teacher
Casey

STORY 2

Jenny had just gotten a summer job in a local gift shop. Her parents thought this excellent training for Jenny who is 17. The owner of the shop is a friend of the family and trusts Jenny with handling money and other valuable items. Jenny was left in the shop while Mrs. Jenkins (the owner) ran errands. She assured Jenny she would be back in 30-40 minutes. While Mrs. Jenkins was gone, one of Jenny's friends, Mary, came by just to talk. She convinced Jenny to step out for just a couple of minutes for a Coke at the restaurant next door. She said Mrs. Jenkins would never know because she wouldn't be back for at least 30 minutes.

Mrs. Jenkins came back early and discovered the door locked.

Who was responsible?

Mrs. Jenkins (because she came back early)
Jenny's parents for encouraging her to take the job
Mary
Jenny

LESSON VI**Procedure:**

- A. Each student should read his/her research paper in class. Discussion about each paper should also be included.
- B. Guest speaker.
- C. Tour plans. Tell the students where you will be going, what to expect, how to dress and arrange for transportation (see page 35).

LESSON VII

SUGGESTIONS FOR CAREER TOUR

- A.
1. Call one - two weeks in advance of the tour. When you call the company or organization, if all you have is a phone number ask for someone who will be able to help you in arranging a tour.
 2. Explain to the person in the organization or company--first who you are, what 4-H is and then explain about the career program and tell them you are trying to give the 4-H'ers opportunities to see people at work in different careers.
 3. Set up the day, time, and suggest that the person who is to give the tour meet them in a specific location (ie. at the front door of the main building). Be courteous and flexible (they are giving their time).
 4. Familiarize the group with the company or organization. You may want to ask the person you talk with about the tour to send you information concerning their organization or company.
 5. Have 4-H'ers prepare a set of questions to ask company representative.
 6. Prepare 4-H'ers of career opportunities that might be unique to the company.
 7. Discuss the relationship of the company or organization to the community. Responsibilities of the company may also be discussed.
 8. Establish rules of conduct and behavior, such as attentiveness, dress, time and place for group to assemble, wandering within the company and time limitations of the company.
 9. Agent/volunteer leader may want to ask another one or two adults to accompany group on tour.
 10. Call the company or organization the day before you are to go on the tour.

B. Tour Suggestions:

Architect Firm	Department of Human Services
Engineering Firm	State Office Building
Banks	Hospital (if possible)
Newspaper Office	Courthouse
Local College	

C. Follow-up

1. Offer opportunities for 4-H'ers to report to other 4-H'ers and other groups about the organization or company visited.
2. Have 4-H'ers describe the company or organizations support to the community.
3. Have 4-H'ers describe career opportunities with the company or organization.

LESSON VII**Procedure:**

- A. Topic: Sharing - What Next?**
Have each student tell about what they learned, ideas about career choices.
Suggestion: May have the students write -then share.
- B. Administer Post-test. (Same as Pre-test)**
- C. Guest Speaker. Suggestions:**
Career Counselor
Guidance Counselor
College Counselor
- D. Present 4-H'ers who have completed all the session a Career Education Program Certificate. See Page 37.**

THIS IS TO CERTIFY

that _____

has completed the

TENNESSEE 4-H CAREER EDUCATION PROGRAM

Date _____

High School Counselor

Extension Agent

4-H Volunteer Leader

Center for Application of Psychological Type, Inc. Briggs-Myers Personality Test. Gainesville, Florida.

Illinois Cooperative Extension Service Who Are You. Urbana - Champaign, Illinois.

National 4-H Council. Economics, Jobs and Careers, Ideas For Strengthening 4-H Projects and Activities. Washington, D. C.; U. S. Department of Agriculture, 1981.

Oklahoma State University Cooperative Extension Service. Career and Life Planning Program - Small Group Activities. Stillwater, Oklahoma.

University of Tennessee, Career Planning and Resource Center. Career Planning and Placement Service, Knoxville, Tennessee.

The Agricultural Extension Service offers its programs
to all eligible persons regardless of race, color, national origin,
sex or handicap and is an Equal Opportunity Employer.

E12-2015-00-012-84

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

The University of Tennessee Institute of Agriculture, U.S. Department of
Agriculture, and state governments cooperating in furtherance
of Acts of May 8 and June 30, 1914.

Agricultural Extension Service
M. Lloyd Downen, Dean

APPENDIX B

4-H CAREER EDUCATION SURVEY (AGENT'S SURVEY) AND QUESTIONNAIRE

Name _____

4-H CAREER EDUCATION SURVEY
(Agent's Survey)

Please complete appropriate blanks.

1. County _____
2. Years with Extension _____
3. College Major _____ 4. Highest Degree _____
5. Major area of responsibility (check one)
6. County youth home economics _____
7. County youth agriculture _____
8. County adult and youth home economics _____
9. County adult and youth agriculture _____
10. Have you ever conducted a Career Education activity? _____yes
_____no (if no, proceed to question 12).
11. If yes to question 10:
 - a. When?
 - b. Would you consider it to be successful? _____yes _____no
 - c. Why?
12. Do you feel there is a need for a 4-H Career Education activity?
_____yes _____no. Please explain why or why not.

CAREER EDUCATION QUESTIONNAIRE

SCALE VERY SOMEWHAT INAPPROPRIATE
APPROPRIATE APPROPRIATE APPROPRIATE INAPPROPRIATE

1. The manual is appropriate for volunteer leaders or agents to use for an eight week class.
2. The manual is appropriate for a one-time seminar or other activities in career education.
3. The lesson guidelines for implementation are clearly stated.
4. The instructions for the lesson planning and lessons are detailed and easy to follow.
5. The manual is appropriate for use with 4-H'ers and other youth in grades 9-12.
6. This type of class and career manual can help to bridge the gap between your local 4-H activity and the local school systems.
7. The manual and activities will interest teenage 4-H'ers.
8. The pretest, posttest is appropriate for use with 4-H'ers.

Career Education Questionnaire (continued)

SCALE VERY SOMEWHAT
APPROPRIATE APPROPRIATE INAPPROPRIATE

9. The games used in the class sessions are appropriate for use with teens in 4-H.
10. The Resume Activity is appropriate for teens in 4-H.
11. The Interview Activity is appropriate for teens in 4-H.
12. The Tour Activity is appropriate for teens in 4-H.
13. The Responsibility Activity is appropriate for teens in 4-H.
14. The assignments made such as researching a career and interviewing people in selected careers are appropriate for this type of activity.
15. The manual will provide appropriate career education for teens in 4-H.
16. The manual will help prepare the 4-H'ers and other youth for interviews, resumes and responsibilities when seeking employment.

Career Education Questionnaire (continued)

<u>SCALE</u>	<u>VERY</u>	<u>SOMEWHAT</u>
	<u>APPROPRIATE</u>	<u>APPROPRIATE</u>
	<u>APPROPRIATE</u>	<u>INAPPROPRIATE</u>

- 17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.
- 18. The manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.
- 19. The Career Education Activity will help teens in choosing a career.
- 20. This Senior 4-H Career Education Manual is appropriate for use in your county situation.

What do you think are the strong points in this manual?

What do you think are the weak points in this manual?

Career Education Questionnaire (continued)

How do you think this manual can be improved?

Suggestions and/or comments:

Please return to:

**Alice Ann Moore
Assistant Extension Agent
Post Office Box 68
Rutledge, TN 37861**

by March 5, 1984. Thanks!

APPENDIX C

4-H CAREER EDUCATION SURVEY (4-H MEMBERS) AND QUESTIONNAIRE

4-H CAREER EDUCATION SURVEY
(4-H Members)

Please complete appropriate blanks.

Name _____ County _____

1. Number years in 4-H _____
2. Year you were in 4-H Career Education Program _____
3. Are you
in high school (grade) _____ College (year) _____
working (where) _____
4. How helpful did you feel the 4-H Career Education activity was?
Please check:
_____ a. very helpful
_____ b. helpful
_____ c. not very helpful
_____ d. not helpful

CAREER EDUCATION QUESTIONNAIRE

SCALE VERY APPROPRIATE APPROPRIATE INAPPROPRIATE

1. The manual is appropriate for volunteer leaders or agents to use for an eight week class.
2. The manual is appropriate for a one-time seminar or other activities in career education.
3. The lesson guidelines for implementation are clearly stated.
4. The instructions for the lesson planning and lessons are detailed and easy to follow.
5. The manual is appropriate for use with 4-H'ers and other youth in grades 9-12.
6. This type of class and career manual can help to bridge the gap between your local 4-H activity and the local school systems.
7. The manual and activities will interest teenage 4-H'ers.
8. The pretest, posttest is appropriate for use with 4-H'ers.

Career Education Questionnaire (continued)

SCALE

VERY
APPROPRIATE APPROPRIATE APPROPRIATE INAPPROPRIATE

17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.
18. The manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.
19. The Career Education Activity will help teens in choosing a career.
20. This Senior 4-H Career Education Manual is appropriate for use in your county situation.

What do you think are the strong points in this manual?

What do you think are the weak points in this manual?

Career Education Questionnaire (continued)

How do you think this manual can be improved?

Suggestions and/or comments:

Please return to:

**Alice Ann Moore
Assistant Extension Agent
Post Office Box 68
Rutledge, TN 37861**

by March 5, 1984. Thanks!

APPENDIX D

4-H CAREER EDUCATION SURVEY (HIGH SCHOOL COUNSELORS)

AND QUESTIONNAIRE

Name _____

4-H CAREER EDUCATION SURVEY
(High School Counselors)

Please complete appropriate blanks

County _____

1. Years in School Counseling _____
2. College Major _____ 3. Highest Degree _____
4. Are you familiar with the 4-H program in your county?
Yes _____ No _____
5. Do you feel a Senior 4-H Career Education activity would be helpful? _____ Yes _____ No
6. Please explain your answer on question #5.

7. What do you feel should be included in a 4-H Career Education manual?

CAREER EDUCATION QUESTIONNAIRE

SCALE

VERY APPROPRIATE APPROPRIATE SOMEWHAT APPROPRIATE INAPPROPRIATE

1. The manual is appropriate for volunteer leaders or agents to use for an eight week class.
2. The manual is appropriate for a one-time seminar or other activities in career education.
3. The lesson guidelines for implementation are clearly stated.
4. The instructions for the lesson planning and lessons are detailed and easy to follow.
5. The manual is appropriate for use with 4-H'ers and other youth in grades 9-12.
6. This type of class and career manual can help to bridge the gap between your local 4-H activity and the local school systems.
7. The manual and activities will interest teenage 4-H'ers.
8. The pretest, posttest is appropriate for use with 4-H'ers.

Career Education Questionnaire (continued)

<u>SCALE</u>	<u>VERY</u>	<u>SOMEWHAT</u>
	<u>APPROPRIATE</u>	<u>APPROPRIATE</u>
		<u>INAPPROPRIATE</u>

- 17. The information learned in the activities will help 4-H'ers and other youth to be able to find a job while in high school or college.
- 18. The manual will help prepare 4-H'ers and other youth for the responsibilities involved in handling a job.
- 19. The Career Education Activity will help teens in choosing a career.
- 20. This Senior 4-H Career Education Manual is appropriate for use in your county situation.

What do you think are the strong points in this manual?

What do you think are the weak points in this manual?

Career Education Questionnaire (continued)

How do you think this manual can be improved?

Suggestions and/or comments:

Please return to:

Alice Ann Moore
Assistant Extension Agent
Post Office Box 68
Rutledge, TN 37861

by March 5, 1984. Thanks!

APPENDIX E

PRETEST, POSTTEST SCORES FOR GRAINGER COUNTY 4-H'ERS WHO
PARTICIPATED IN THE CAREER EDUCATION ACTIVITY

	Part I		Part II	
	Pretest	Posttest	Pretest	Posttest
1.	64	85	60	70
2.	57	93	70	90
3.	88	94	80	80
4.	87	95	60	70
5.	86	90	10	40
6.	73	84	50	70
7.	76	89	50	70
8.	84	92	30	80
9.	84	94	90	90
10.	62	90	100	100
11.	75	90	90	90
12.	60	80	70	80
	Mean = 74.67	Mean = 89.67	Mean = 63.33	Mean = 77.5

Difference Part I: $T = 5.41$ $P = .0002$

Difference Part II: $T = 3.26$ $P = .0076$

VITA

Alice Ann Richardson Moore, daughter of Mr. and Mrs. Paul Richardson, was born September 15, 1949, in Alamo, Tennessee. She received her elementary and secondary education at Alamo Elementary and High School. She received her Bachelor of Science degree from The University of Tennessee, Knoxville, with a major in Home Economics, Child Development and Family Relations in 1971. Her graduate major is in Agricultural Extension.

Mrs. Moore is married to Harry Leander Moore III of Knoxville, Tennessee.

Mrs. Moore was employed by the Agricultural Extension Service beginning in 1977 as an Assistant Extension Agent in Grainger County and was employed in that position during the time of her graduate study.

Membership is held in NAE4-HA, NAEHE, Epsilon Sigma Phi. Honor societies include Gamma Sigma Delta and Phi Delta Kappa.