12-1-1981

The effective utilization of career/labor market information within the Atlanta Ceta Summer Youth Program: an analysis and a plan

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THE EFFECTIVE UTILIZATION OF CAREER/LABOR MARKET INFORMATION WITHIN THE ATLANTA CETA SUMMER YOUTH EMPLOYMENT PROGRAM: AN ANALYSIS AND A PLAN

A DEGREE PAPER SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION

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ATLANTA, GEORGIA
DECEMBER 1981
ABSTRACT

PUBLIC ADMINISTRATION

STANCIL, BRENDA LEE  B.B.A., Georgia State University, 1979

The Effective Utilization of Career/Labor Market Information Within the Atlanta CETA Summer Youth Employment Program: An Analysis and A Plan

Advisor: Dr. Keith C. Simmonds

Degree Paper dated December 1981

The primary intent of this degree paper is to analyze the use of career/labor market information in the Atlanta CETA Summer Youth Employment program. In addition, an effort has been made to develop a plan which demonstrates effective use of labor market information within the current framework of the Program.
# TABLE OF CONTENTS

LIST OF TABLES ........................................................................................................ iii

I. INTRODUCTION ...................................................................................................... 1

  Methodology ........................................................................................................... 3
  Purpose and Organization of Study ......................................................................... 4
  Theoretical Framework ............................................................................................. 5
  Managerial Aspects ................................................................................................. 15

II. THE PROBLEM AND ITS SETTING ......................................................................... 17

  Setting ..................................................................................................................... 17
  Statement of the Problem ......................................................................................... 21

III. ANALYSIS ............................................................................................................. 22

  Work Ethics and Values ........................................................................................... 22
  Social and Personal Competences .......................................................................... 24
  Occupational Implications of Educational Choices ................................................ 24
  Job Characteristics and Requirements ..................................................................... 25
  Local Occupational Outlook .................................................................................... 25
  Psychosocial Aspects of Work ................................................................................ 27
    Discussion Period .................................................................................................... 30
    Printed Material ...................................................................................................... 31
    Role Playing .......................................................................................................... 31
    Centralized Distribution Centers ......................................................................... 32
    Biographical Material ............................................................................................. 32

IV. CONCLUDING OBSERVATIONS ............................................................................. 36

  Implications of the Study ......................................................................................... 37

V. THE PLAN ............................................................................................................... 38

  Contents ................................................................................................................... 39
  Sessions ..................................................................................................................... 39
  Responsibilities ......................................................................................................... 40
    Worksite Supervisor ............................................................................................... 40
    Agency ..................................................................................................................... 40
    Definition of Terms ................................................................................................. 60

BIBLIOGRAPHY ........................................................................................................... 61

APPENDIX .................................................................................................................. 63

ii
LIST OF TABLES

1. Percentage of Children Affected by Parental Unemployment by Race, March 1979 ................... 63

2. Percentage of Youths Aged 16-21 Who Are Unemployed by Sex and Race, July 1979 ............... 64
I. INTRODUCTION

Unemployed youths constitute a major and increasing segment of the American population out of work.¹ This is particularly true of inner city youths and minorities. As of July 1979, youth unemployment in the United States was 11.2 percent for white youth and 27.8 percent for black youth.² Unemployment rates higher than 60 percent have been noted in many inner city areas.³ (See Appendix A.)

In an attempt to address the problem of unemployment in general, the Comprehensive Employment and Training Act, commonly known as CETA, was passed in 1973 with Title IV of it devoted specifically to youth. The Summer Youth Employment Program (SYEP) was authorized under this Title for three years, beginning in 1978. The regulations for the Program, including goals and objectives are outlined in Subpart C of the Federal Register, paragraph 680.2.

As a Prime Sponsor, the City of Atlanta has operated a summer program since 1978. The overall goal of the 1980 Summer

¹The Vice President's Task Force on Youth Employment, A Review of Youth Employment Problems, Programs and Policies, vol. 1, p. 22.
³Ibid.
Youth Employment Program as stated in the 1980 Annual Plan was: "... to provide meaningful work experience, career planning, innovative manpower services and leadership skills to the youth of the City of Atlanta." The objectives of the Program are:

1. To provide meaningful work experience coupled with orientation, individual and group counseling, and labor market information.
2. To provide manpower to service agencies in the community assisting them in performing needed youth programs....
3. To provide career enrichment through exposure to various jobs, on site job observation and rotation of various careers.
4. To provide leadership skills and supervisory skills to older and out of school youth.

The subject of this paper is directly related to meeting the first objective of providing ... orientation, individual and group counseling and labor market information to the youth.

Labor Market Information (LMI) generally refers to statistics or data, used in evaluating the work force, for example, the number of people employed by area or industry. The data can be further delineated by race, age, or other status. Coupled with career information, it includes any information which attempts to broaden one's knowledge of that job or career. This can include information directly related to a job, such as, how to work with people, or the characteristics of a particular job. However, it can encompass knowledge indirectly related to the job, for example, information

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4 City of Atlanta, CETA Office, "1980 Annual Plan."
5 Ibid.
on how to find and keep a job. The overall purpose of LMI in this paper is to assist the youth in making vocational choices.

The need for this enlightenment is great. The youth in school need information to effectively decide on careers, training and/or education; potential dropouts need information to point out alternatives to them; and the youth in areas of high unemployment need information to become aware of opportunities available in other localities. Of course, information alone will not guarantee that the youth make choices or the right choices. Nor does it guarantee that the youth will get into the labor force. Nonetheless, having the information necessary to make effective career decisions is certainly a step in the right direction.

Methodology

The methodology utilized in this paper includes participant observation, selected review of the literature and selected interviews.

The participant observation refers to the writer's actual internship experience from which the problem was derived. The review of the literature included a bibliographical survey from such publications as the Human Resources Abstract and the Social Science Index. In addition, government documents provided a large amount of the information. Particular documents include The Monthly Catalogs of U.S. Government


The selected interviews provided insight into the problem outlined in the paper. A selected sample of respondents include, Aaron Turpeau, Mrs. Sadie Gaines, Ms. Harriet Sanford, Mr. C. T. Martin and Ms. Rosa Long, all of whom are members of the executive staff in the Atlanta CETA Program. Larry Hirch, Director of the Labor Market Information Institute shared a wealth of information and knowledge with the writer. Also, two analysts from the National Department of Labor and two analysts from the Georgia Department of Labor were interviewed in reference to national and local data used in the proposed plan.

The questions varied in each case and were of the open-ended type. The interviews provided an overall focus and direction for the paper.

Purpose and Organization of Study

The purpose of this paper is to ascertain and demonstrate how career/labor market information can be used to facilitate the transition of youths from school to work within the framework of the Atlanta CETA Summer Youth Employment Program. To this end, the remainder of this section will lay the foundation for this study by (1) briefly exploring theories in career development, (2) identifying the influences associated with the transition from school to work, and their role in the process, (3) providing grounds to support the contention that
youths do in fact, have a limited knowledge of the world of work, and (4) indicating how the aforementioned contention relates to the CETA Summer Youth Employment Program.

In Part Two the problem as identified by the writer from her internship experience, and the setting in which it occurred will be discussed. Part Three outlines what is available for youths in terms of Career and Labor Market Information. From this we will outline what we can use in the Summer Youth Employment Program (including views of selected practitioners).

In Part Four, we have the concluding observations about the proposed plan. Part Five is the writer's recommended solution to the problem—a plan outlining the specifics of a suggested career information system, and instructions for its use.

Theoretical Framework

There are several theories on how vocational choices are made. Of these, Eli Ginzberg identifies four main elements of occupational choice as follows:

1. Occupational choice is a developmental process which typically takes place over a period of some years.

2. The process is largely irreversible: the experience cannot be undone, for it results in investments of time, of money, and of ego....

3. The process of occupational choice ends in a compromise between interests, capacities, values, and opportunities.
4. There are three periods of occupational choice: the period of fantasy choice, governed largely by the wish to be an adult; the period of tentative choices beginning at about age eleven and determined largely by interests, then by capacities, and then by values; and the period of realistic choices, beginning at about age seventeen, in which exploratory, crystallization, and specification phases succeed each other.

One of the major criticisms of Ginzberg's work is the distinction he makes between "choice" and "adjustment." Donald E. Super believes that there is no clear distinction between the two. He states:

... instead they (choice and adjustment) blend in adolescence ... the crux of the problem of occupational choice and adjustment is: the nature of the compromise between self and reality, the degree to which the conditions under which one yields to the other, and the way in which this compromise is effected.

The point here is that support services rendered to youths in the form of career counseling should help the individual deal with this compromise process. For example, a high school dropout from an inner city environment who decides that he or she wants to be a lawyer, has made a choice that necessarily includes an adjustment in terms of the education of the individual. Effective counseling would provide ways for the individual to fill this educational void.

8 Ibid., p. 147
9 Ibid.
Super goes on to state that Ginzberg's work is not comprehensive. For this reason, Super compiled studies of others, a comprehensive list of theories in vocational development. They are summarized in ten propositions, abbreviated as follows:

1. People differ in their abilities, interests and personalities.

2. They are qualified, by virtue of these characteristics, each for a number of occupations.

3. Different types of people can have the same occupations.

4. Self-concepts change making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance and decline.

6. The nature of the career pattern is determined by the individual's parental socioeconomic level, mental ability and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be guided partly by facilitating the process of maturation of abilities and interests and by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept.

9. The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school, clubs, part-time work and entry jobs.

10 Weinrach, Theoretical and Practical Perspectives, p. 148.
10. Work and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality, traits, and values.11

These propositions as they relate to the individual in our example reveal that one of the key areas for counseling would be the person's self-concept. Various techniques could be used to bring the individual's view of him or herself in line with the realities of the situation. It may be that the mental ability, personality, and opportunity exist for the youth in our example to pursue the career of a lawyer. On the other hand, an undeveloped self-concept might prevent the realization of this goal, in spite of the characteristics that exist.

The important concepts to remember here include the idea of occupational choice, particularly tentative and realistic choices; the idea of choice and adjustment; and self-concept. Hopefully, they will enhance our understanding of the problems associated with the transition process.

The concept of "transition from school to work" involves many issues. The point at which the transition process begins is not clearly defined. It could easily be argued that we are in continuous transition. However, for the purpose of this paper we will define it as the period from which the youth leaves school (for whatever reason) through the time he or she finds and maintains full-time employment.

Several factors have been identified that influence

11Weinrach, Theoretical and Practical Perspectives, p. 148.
youths' ability to move through this period. They include: lack of basic skills, employability skills, job skills and experience; government and educational policies; and the availability of jobs. 12

An analysis of these factors reveals that a youth's educational experience is a main factor in preparation for the world of work. In the United States, the responsibility for providing transitional services has been left primarily to the school system. However, the school system has been inadequate in fulfilling this function, particularly for inner city youths. Marion Wright Edelman put it this way:

All too many inner city schools fail to bridge the gap between education and employment. So many inner city youths—even those who stay in school—(writer's emphasis) know very little about how to look for a job or what an employer expects on the job.... Publicly funded vocational education and employment services seldom reach into the inner city. 13

Another author notes:

All too frequently young people from low income homes fail to develop interests, acquire skills or formulate aspirations ... the school, instead of liberating these youngsters from the adverse environment into which they have been born and brought up, operates so that at the end of their educational experience they are even more firmly entrapped. 14

Still another concern is that youths remain in school too long which actually "protects" them from the real world. In spite of the fact that the school system has failed in its efforts

13 Edelman, Inequality, p. 33.
14 Weinrach, Theoretical and Practical Perspectives, p. 131.
with career education, it cannot be held entirely responsible for the problems associated with the move from school to work.

Federal, state and local government programs and policies have played a less significant role in the transition process. Structural problems, particularly concerning the availability of jobs and training for youth, and discrimination in the job market serve as definite barriers for youth trying to break into the world of work. Historically, the federal government has considered several proposals that would involve increasing funding for career education in the public schools. From this, one could infer that they expect the public schools to take a "lead role" in providing transitional services to youths. More recently, the federal government has provided funding for community-based organizations to work with and assist the school systems. At any rate, the fact remains that a national policy for providing transitional services to youths does not exist.

We cannot overlook parenting and the home environment as critical elements in the process. As noted in the theories on career development, the very nature of the career pattern is determined by factors relating to the home environment. Eli Ginzberg states that:

... the home is the first important learning environment for the child .... If parents do not show


16Ibid.
appreciation for and teachers do not demonstrate interest in the accomplishments of the child he will probably not learn much.\textsuperscript{18}

Finally, private industry has played a reluctant role particularly in terms of inner city youths. In a study conducted by John Hutcheson and others from Georgia State University, it was found that the majority of firms in the southeast region would not be willing to set up training programs to meet the needs of urban youths.\textsuperscript{19} Additional evidence of their reluctant role is the many CETA workers who, after training cannot be placed in private industry.

According to David C. MacMichael:

The basic and potentially most fruitful approach to resolution of the youth unemployment problem is economic, and twofold. Primarily, it includes stimulation of the aggregate economy, and secondarily, the elimination of structural obstacles to youth employment not related to education.\textsuperscript{20}

While this may be true, efforts to address structural deficiencies in our economic system are few and far between. Therefore, we will not abandon our incremental approach to solving the problem at hand. In this light, MacMichael suggests that the schools proper, should not deal with career education and that some other alternatives such as proprietary schools or industrial training programs should be developed to address the

\textsuperscript{18} Ibid., p. 55.


\textsuperscript{20} MacMichael, Prognosis for a Policy, p. iv.
transitional problems. Throughout the literature it is suggested that some degree of cooperation and coalition be developed, hence, no one group or organization can be held solely responsible for supplying our youth with career guidance and labor market information.

The underlying assumption so far is that youths do in fact need career and labor market information. There is clear evidence to support this. In a report by the Vice President's Task Force on Youth Employment, it is reported that:

... many young people do not have a very accurate assessment of their own interests and abilities, do not know much about career options, and do not know what is expected of them in the process of getting and holding a job.

Additional support is found in a study done by the Organization for Economic Co-operation and Development (OECD). It concludes that:

... the majority of young people have no fixed occupational goals. Their academic orientation is largely predetermined by factors which are beyond their control or that of their parents. It is therefore not difficult to explain the influence of school values and the consequences of a marking system based on essentially academic criteria, and to recognize that the choice of occupational outlets at secondary level stems from rejection or elimination than from true vocational choice.

In addition to rejection and elimination, many youths make

\[\text{21} \text{Ibid.}\]
\[\text{22} \text{Task Force, Problems, Programs, and Policies, vol. 2, p. 28.}\]
\[\text{23} \text{OECD, "Entry of Young People into Working Life" (OECD, 1977), p. 39.}\]
occupational decisions on impulse. Henry Borow found considerable evidence attesting to the limited "career maturity" of contemporary youths. From his studies he concludes that:

1. The occupational information which students have is sharply limited and of doubtful accuracy.

2. Students often possess stereotyped conceptions of their preferred occupations.

3. Students frequently fail to understand the steps they must take to qualify for their preferred or chosen occupational fields.

4. The educational-vocational planning activities of high school students are often characterized by short term considerations.

5. .... Students either lack commitment to the idea that they should be developing a plan ... or do not know how to begin development of such a plan. They appear not to have learned that it is possible to shape their own career histories to some degree by establishing and implementing rational plans based on sound information and a discriminating use of resources.

6. Students frequently lack a sophisticated understanding of the work ethos and of the rules and expectations, both formal and informal, which govern the work place. .... students need not only to learn about occupations but also about the work place as a social system.

An additional assessment of the career and occupational development of seventeen-year-olds was conducted by the National Assessment of Educational Progress. Their findings reveal

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that youths experiences in school, at home, and on part-time jobs have not provided them with an understanding of the world of work. For example, with regard to career planning they found that: 62 percent had discussed it with their parents, 38 percent with their peers, 35 percent with a school counselor, and only 14 percent with a teacher.\textsuperscript{26} It is worth noting that these were seventeen-year-olds only, which makes one wonder at what level of understanding are the the fourteen, fifteen and sixteen-year-olds.

Based on these findings, we can conclude that youths in general do have a limited knowledge of the world of work. However, why should we emphasize career/labor market information within the CETA Summer Youth Employment Program? In a review of sixty-two Prime Sponsors for fiscal year 1979, it was found that in 27 percent of the cases, inadequacies existed in the design of labor market information and/or procedures used to implement it. Specific notations include:

1. Material too standardized to effectively serve various age groups of participants

2. No labor market information developed

3. If developed, materials not detailed enough to cover job market trends and projections

4. Purpose for out of school youths not addressed.\textsuperscript{27}


In addition to these findings, in the Atlanta case, there were problems with: the youth actually receiving the material; the youth being instructed on how to use the information; and with the individual counseling with participants by the supervisor.28 These findings, combined with the others, leave no doubt that there is an urgent need for the development of an effective career information system within the CETA Summer Youth Employment Program. The next challenge is deciding what should the system consist of and how should it be presented to the youth.

Managerial Aspects

Based on observations of the writer and views of selected practitioners, there may be several administrative problems associated with the implementation of the proposed plan. In spite of the fact that the guidelines for administering the program are outlined specifically in the Federal Register, lack of coordination, insufficient funding and not enough time are issues that need to be addressed.

Coordination.—Within the overall summer program coordination with other CETA programs, public schools, community based organizations, other contractors, and other local/federal government agencies is necessary for successful implementation.

One of the weakest areas is the relationship with the

28 City of Atlanta, CETA Office, Minutes from the contractors review meetings (SYEP: 1980).
federal Department of Labor. Lack of coordination here can and does permeate throughout all other agencies that must report to CETA. This problem can be alleviated to a certain degree if liaison personnel were assigned to deal only with coordination between agencies.

Funding.—The budget process for the summer program is done separately from all other CETA programs, which provides for better control of the monies available. However, it also prevents transfer of unused funds to an area in need of additional funding. This problem needs to be analyzed further before the writer can make a recommendation. Nonetheless, a detailed look into what can be done would serve the overall goal and purpose of the CETA organization.

Time.—The duration of the summer program is fixed by law for nine weeks, as is the amount of time devoted to labor market information within the program to twenty minutes a week. These constraints may require the utilization of more personnel to effectively implement the program.

All three of the problems addressed are interrelated, in that if one is addressed it will necessarily help in the resolution of another, in order to reach the previously stated goals and objectives of the program.
II. THE PROBLEM AND ITS SETTING

Setting

The problem to be analyzed was identified by the writer during an internship with the City of Atlanta CETA Summer Youth Employment Program (SYEP). In order to explain the circumstances which led to the development of the topic of this paper, an overview of the organization and a synopsis of the writer's responsibilities are necessary.

The 1980 SYEP was organized as follows: The CETA director, assisted by a deputy director, followed by the Title IV director (and deputy) with overall responsibility for the Summer Youth Employment Program. Following were two coordinators, who were held accountable for the direct operation and management of the Summer Program. The writer was assigned as an administrative assistant to one of the coordinators, with supervisory responsibility for one administrative intern and three summer interns.

In this position, one of the writer's assignments was the development, dissemination and explication of Labor Market Information for the youth in the program. Within a limited time, the writer produced what seemed to be an effective "Labor Market Information Series" for the program's youth. The "Labor Market Information Series" was the title given to the material which was designed to provide the youth with knowledge of the world of work. The Series consisted of six weeks of planned activities.
based primarily on a group of six handouts. Each week the participants and their respective supervisors were to assemble as a group or individually and discuss the printed material. The areas covered in the handouts included: the job interview, tips on how to find and keep a job, and job titles and characteristics from the *Occupational Outlook Handbook*. These discussion sessions were scheduled for a duration of twenty minutes and on a weekly basis. In retrospect, this plan revealed a problem.

Before dissemination, the "Labor Market Information Series" was circulated to all management level personnel for review and approval. The feedback contained some thought provoking suggestions, such as: (1) "add motivational comments," (2) "could use a cartoon or caricature," (3) "needs more detail in some areas." These suggestions were implemented in the following manner: (1) a list of motivational comments were added to the back page of the Series in a creative fashion, (2) a caricature was created to accompany a short story about a youth who did not receive occupational information in school, (3) detailed questions were developed for the interview; however, a list of specific places to look for a job (as suggested) was not included. Nevertheless, it became clear to writer that more planning, research and development could be done to have a more effective program.

Of equal importance in identifying the problem, was the response from the worksite supervisors and the junior supervisors.
When the Series was presented to these groups for explanation and to facilitate their use of it with the participants, the feedback was mixed. For example, some worksite supervisors felt the material was too demanding for the youth. Others thought there was not enough time during the work day to convey the material, while still others felt there was not enough material.

In addition, the contractors were given the responsibility of getting the material to the worksites and monitoring to see that the amount of time required by the regulations was being utilized effectively. Unfortunately, the monitoring reports conducted by CETA and the report done by the Department of Labor indicate that some worksite supervisors did not receive the Series and that some of those that did receive it, did not use it.

It is the writer's view that an effective program to orient the youth to the world of work and provide them with labor market information can be implemented within the current framework of the CETA organization. It is also the writer's opinion that a shift in priorities is necessary to achieve this objective. The emphasis in the 1980 Summer Youth Employment Program was on providing a meaningful work experience and ensuring that the youth were paid. However, there are several reasons why orientation to the world of work should be given
more consideration, hence, a higher priority. They are:

1. **Social and Economic Status (SES).** The SES of the participants suggests that they would be less likely to have been exposed to career/labor market information. In addition, the fact that the majority of the youth enrolled in the Program are fourteen and fifteen-year-olds makes exposure even less likely because of their age.

2. **Current Socioeconomic Conditions.** In the United States, the current socioeconomic conditions and the resulting tight job market, make a competitive edge in terms of effective career information an important and attractive goal for young people.

3. **Public School Deficiencies.** The lack of adequate career education programs, within the public school system, indicates a void for the youth that could be filled, at least partially through the CETA Program.

4. **Legal Requirement.** The current law provides the financial resources, allocates the time and states that labor market information be made available to youths in the program.

It is only fair to point out that the Summer Youth Employment Program has only been in operation since 1978. Consequently, there were several areas, outside of "Labor Market Information" but within the Program itself, that needed attention. Most of those areas have been addressed by CETA, such as selection and placement, worksite development, planning, and supervisor's training. In spite of this, a look at what the CETA
Summer Youth Employment Program can do to facilitate the transition from school to the world of work is long overdue.

**Statement of the Problem**

The utilization of labor market information in the CETA Summer Youth Employment Program to facilitate youth transition from school to work, has been ineffective. A combination of inadequate information, ineffective ways of communicating that information and the environment in which it is done, suggests the reason for the problem. However, it is not an unsolvable one.

Providing youths with an effective orientation to the world of work is not easy in itself, and, within the framework of the CETA Summer Youth Employment Program, orientation is an even more challenging task. However, it is the writer's view that this exposure can be provided with the available resources, and within the time constraints of a nine week summer program.

The objective of the writer is to develop a plan that will demonstrate how career/labor market information can be used effectively. This plan will ensure that every youth enrolled in the Summer Youth Employment Program can leave with specific career goals, which will ease the transfer from school to work.
III. ANALYSIS

As previously indicated, establishing a planned program for introducing career/labor market information to the participants in the Atlanta CETA Summer Youth Employment Program is a complex task. It involves several considerations that we will explore here. Specifically, the areas, methods, emphasis and constraints involved in developing and implementing an effective program will be our subject of discussion. First, we must decide which of the many areas available should be included in such a program. To this end, let us identify the areas, and discuss each in general, and as they relate to the Summer Program. A Composite list from the literature suggests the following areas as important in career/labor market information systems, they are:

1. Work Ethics and Values
2. Social and Personal Competences
3. Occupational Implications of Educational Choices
4. Job Characteristics and Requirements
5. Local Occupational Outlook
6. Psychosocial Aspects of the Work Role

Work Ethics and Values

This refers to the attitudes and views we hold about work. The traditional view is that there exist moral and

29 Labor, From Learning to Earning, p. 16.
material value in hard work and good performance. However, recent evidence suggests an emerging work ethic which demands that work be of greater value to the individual and society. This changing attitude toward work has resulted in various responses from youths. These responses include: (1) many youth "look down" on certain fields of work, (2) students reject occupational information in these fields, (3) young people avoid life career planning. All of the responses are not negative from this changing attitude. Some of the more positive ones are: (1) working means to youths that they are adults; (2) with adult status comes power and self-determination. In fact, young people are demanding more from work.

For the inner city youth, the work ethic may even have less significance due to the large numbers of unemployed adults in his or her environment. Even more important to inner city youths' idea of work, is the impact of the group of "working poor," spoken of so often by the Rev. Jesse Jackson as those who "work hard" every day and still fall below the Office of Management and Budget's Poverty Guidelines. These conditions suggest a need for counseling for the CETA-eligible youth in terms of the work ethic and the value of work. They must believe and feel that work is good and also a needed part of their lives. Without this belief, career planning and labor market information may have little meaning to them.

30 Ibid.
31 Weinrach, Career Counseling, pp. 8-9.
Social and Personal Competences

This area involves giving orientation and information about the personal and social behavior expected when seeking, finding, and keeping a job. This includes such things as how to fill out applications, how to conduct oneself at an interview, how to take entrance tests. Information of this kind is not provided in our school system nor is it generally provided in the home. It is thought that counseling in this area is done more effectively in groups. It is also felt that skill in this area will significantly contribute to the employability of the youth. This point is an asset to the CETA program because of the time allotted for counseling and the number of youth assigned per supervisor. The "group" is the most convenient way to reach the CETA young people.

Occupational Implications of Educational Choices

The need for this information arises from having a restrictive educational system. The current system does not emphasize "recurrent or lifetime education." Most of the emphasis from primary through secondary school in terms of occupations is only for those who plan to go to college. Dropouts and students expecting to complete high school only, rarely

32 Labor, Learning to Earning, p. 17.

33 Maggum and Walsh, Best for Whom? p. 114.

34 Labor, Learning to Earning, p. 18.
receive guidance from their counselor, teachers or parents. This has implications for many CETA youths in that their economic disadvantage makes it imperative that they at least have access to occupational information.

Job Characteristics and Requirements

This area includes information about the stated requirements for entrance into various jobs, including educational preparation, previous experience or training, licensing, legal aspects, and hiring practices. Other relevant information in this area may be obtained from present employees, such as aptitude necessary for the job, interests, abilities, and physical qualities helpful in certain jobs.

The format for dissemination of this information is a critical issue here. It is thought that the needs of the young people should be taken into consideration in making this decision. Some things to consider are: Is it easy to read and understand? Does it call for active or passive participation by the youth? and, Will it hold attention for the time allotted? These questions and others should be answered before developing information in this area.

Local Occupational Outlook

Current job vacancies and future occupational trends typify this area. There is much discussion over the relevance

35 Ibid.
36 Ibid., p. 19.
of national data vs. local data. There is also some question of the reliability of any data, considering the fact that they are mere projections. The debate surrounds whether or not young people should allow forecasts to influence their occupational choice. Some believe this guidance will lead youth into areas according to labor market needs; while others feel that youths should be free to choose.

Looking at the situation from a practical standpoint, it seems unwise to invest in training and/or education in an area that is predicted to be soon obsolete in our rapidly changing, technological society. On the other hand, what harm could there be in exposing the youth to this information? After exposure, are they not still free to make a choice?

One author argues that labor market data not only allows for prediction but also for occupational mobility. Driscoll and Herr conducted a study utilizing 1970 census data "to portray graphically such occupational mobility" for professional and technical workers. Their findings include a one page description of each of 190 different occupations with a one-sentence definition of the job. Also included is a brief account of typical activities on the job and the advantages and disadvantages associated with the job. In addition, a brief statement on "mobility over time for each occupation" is included.

37 Labor, Individual Decision Making, p. 47.
38 Ibid.
39 Ibid., p. 48.
Driscoll and Herr also recognize as useful, labor market data such as the following (preferably at the local level): 40

1. Information on apprenticeships
2. Employer training available in local community
3. Self-employment data
4. Local occupation, industries or companies identified by numbers employed and types of workers
5. Services available for the unemployed.

These areas are representative of the literature on occupational outlook data, and of the views held by practitioners.

Within the framework of CETA, the challenge, again, is the format of the information. One page descriptions as indicated above are fine and probably all the youth are willing to read at one time anyway. However, for impact and reinforcement this kind of information needs to be disseminated in another fashion. Other alternatives include the labor market workshop and the Biographical Sketch Workshop. The idea of the workshop is the significance of having people on location, representing the various industries, educational institutions, organizations, etc., which would provide the necessary reinforcement to the employment data. Then, the "one page descriptions" could also serve as reminders of follow-up information.

Psychosocial Aspects of Work

Some authors feel that there is an over emphasis on the economic factors which leave neglected the psychosocial aspects of work. The latter encompass many items, such as: work

adjustment, the ability to cope with large-scale organizations, the capacity to express values and attitudes, the social prestige of different occupations, the nature of occupational status and roles, realistic work expectations, interactions with others, authority and decision-making, acceptance of supervision, and lifestyle in and out of work. In addition to this, information covering the physical environment of the job, the so-called working conditions, is thought necessary.

These factors are "critical determiners" in the adjustment to work process. While these factors are not conventionally identified as work related or job required, they play an important role in positively or negatively influencing the worker's motivation to work and his potential satisfaction on the job.

Research findings suggest that one way to impart this information is through occupational descriptions. It is thought that the traditional description ignores the psychosocial aspects of a job leaving the youth clients with less than accurate information for making their career decisions. For example, a description of a newscarrier's job should include: (1) the customer's reaction to late or mutilated papers; (2) the impact of "dogs" (customers' and neighbors'); (3) the relationship between the carrier and his boss, including the pressure to constantly increase subscriptions; (4) the school teacher's insensitivity to the carrier's position (he/she might require that the carrier

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41 Labor, From Learning to Earning, p. 20.
43 Ibid.
remain late after school resulting in a disruption of his "business." 44 By contrast, none of these factors are mentioned in the Occupational Outlook Handbook's definition of a newspaper carrier.

Another reason the psychosocial aspects are important is that youths select fields in many instances based on the social status associated with the position. 45 In this case, accurate information about the social aspects of a job would again assist in decision-making.

This suggests an idea for a research project. If all of the jobs or even the groupings of jobs in the Handbook could be described including the psychosocial aspects of the position, it would make the descriptions more realistic and useful, particularly for young people just entering the world of work. However, until the research work is done, these aspects of the world of work could be imparted through discussion. Workshops, group and individual counseling could provide the environment for these discussions, particularly within the framework of the CETA Summer Program.

All of the suggested areas have been included in the proposed plan in some form. For example, the occupational implications of educational choices are exemplified in the Biographical Workshop. Here, as the guest speakers share their backgrounds and experiences, including educational, the

44 Labor, Individual Decision Making, p. 10.
45 Ibid., p. 11.
participants can discern the relationship between their education and their current positions. Another example is the local occupational outlook data. The "Real World of Work" workshop in conjunction with group discussion sessions provide the forum for inclusion of information from this area. As indicated earlier, if possible, the youth should be exposed to as many areas as are available and in a variety of forms. An effort has been made to achieve this goal.

This brings us to the second consideration in designing an effective program for youths: the type and method of presentation. Again, a review of the literature reveals numerous ways to communicate the information. They include:

1. Discussion periods
2. Audio visuals
3. Role playing
4. Printed materials
5. Talks by teachers and invited guests
6. Centralized distribution centers
7. Direct exposure to work situations
8. Occupational description portrayed through a short story or novel.
9. Biographical materials, depicting a real life account of a person
10. Posters
11. Computers
12. Films/filmstrips.

The discussion period, printed material, role playing, centralized distribution center and biographical material are the major methods employed in our plan.

Discussion Period. This method of presentation involves

46 See, for example, Labor, Experimental and Demonstration, p. 7, or Labor, Systems, p. 11, or Labor, From Learning to Earning, p. 25.
assemblying as a group or on a one-to-one basis to talk about a particular subject matter. In this case, it is important to have active rather than passive participation in order to increase their retention and motivation levels. Within the framework of the Program this method is inexpensive and simple. These sessions can be held in the office, or outside, if the weather permits. Wherever it is held, it is important—critical—that the youth feel that they are necessary and involved in what is going on. An effort was made to include (in the Plan) exercises within these sessions that would require the youth to do a large part of the discussion.

**Printed Material** - Having printed material in the Plan serves several purposes. It provides a means of documentation for the legal requirement. It also provides the youth with ready reference copies for immediate and future needs. This material can range from books, to one page descriptions of the subject matter. For our purpose one page descriptions are better suited because they are cost efficient and requires less time to read and review. This is not to suggest that the least amount of time spent is better, but it is to say that within the framework of the program adjustments must be made accordingly.

**Role Playing** - This method will probably prove to be one of the most appreciated. Role playing occurs when the participants actually become involved by doing. For example, if the subject for the day is the job interview, the youth may be asked to
play the roles of interviewer and interviewee, utilizing questions from the printed material or the discussions. Role playing is not a substitute for the actual experience, but it does not hurt in preparation.

Centralized Distribution Centers - For our purpose the center is the Real World of Work Workshop, included in the plan. The advantage of this method is that it relieves the worksite supervisors of much of the responsibility and provides a focus for much of the printed material. The workshop is designed to include representatives from the major industries and occupations in the local area as listed in the plan. The printed material will serve as reinforcement and allow the youth to be better prepared at the workshop.

Biographical Material - This method involves conveying the real life account of a person's experiences and pathway to their career. In our Plan this will be achieved through representatives from the community with varied backgrounds and motivations, presenting their story to the participants. An effort should be made to have people the youth can identify with, people from their own community or those they may come in contact with. For example, television and radio personalities, local mailman, policemen, etc.

In terms of methods, it seems clear that one's imagination is the limit in terms of type and format that can be used to present the subject matter. Sadie Gaines, Coordinator for Agency Liaison and Community Affairs at CETA feels strongly
that caricatures, cartoons, and short stories impact favorably on the CETA participants.47

The third consideration is the degree to which each of these areas and methods should be emphasized in a program. The amount of emphasis varies from one author to another. Some contend that local employment data should be top priority.48 Others maintain that the psychosocial aspects of the world of work should take precedence.49 While still others argue for vocational and apprenticeship information as the forerunner.50 Some writers feel that a truly effective system would include all of the potential choices.51

Other practitioners also have their opinions as to what should be included in an effective program. Aaron Turpeau, City of Atlanta CETA director, believes the key ingredient to any program is motivation. He argues that the particular situation of CETA participants calls for heavy doses of motivational activity.52 Another practitioner, Harriet Sanford, Title IV deputy director, maintains that the youth involved need more than anything else, local labor market information, presented and explained in a way that is easy to understand.53

47 Mrs. Sadie Gaines, interview held in Atlanta, May 1980.
48 Labor, Improved Decision-Making, p. 3.
49 Ibid.
50 Ibid., p. 44.
52 Mr. Aaron Turpeau, interview held in Atlanta, May 1980.
53 Ms. Harriet Sanford, interview held in Atlanta, May 1980.
It is the writer's opinion that, at some point in each of the youths' lives, they should experience all of the methods and be exposed to information from all the areas to assist them in their career decisions. The reason for this is that the interests and abilities of young people vary so widely that one area or one format could hardly satisfy all youths.54

In addition, within the framework of the summer program, activities or information from any of the areas could serve the greater goal of sparking interest and motivation in youths. Increased interest and motivation can go a long way in allowing the youth to explore on their own once the program is over.

The final consideration is the fact that we are operating within the framework of the Atlanta, CETA Summer Youth Employment Program. This means that:

1. The program must be implemented within nine weeks, which suggests a short length of time to cover a lot of material. This puts a strain on the youth and the supervisors. An effort has been made to account for this in the plan by providing some slack time. (See Role Playing Sessions.)

2. The legal requirement allows only twenty minutes a week per session with the youth. This will mean that sometimes the sessions will need to be condensed or held over. However, depending on the attitude of the worksite supervisor, there may or may not be a problem.

3. Worksites supervisors are responsible for communicating

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54 Labor, Systems of Career Information, p. 12.
the information directly to the youth, but the problems here are: (a) they are not trained as guidance counselors, and (b) some of them are reluctant to serve in this role. A tighter selection process will help alleviate this.

4. Summer budget constraints may prevent or limit some activities. For example, transportation to and from the workshops would be appropriate, but may not be possible.
IV. CONCLUDING OBSERVATIONS

A critique of the Plan reveals its strengths and weaknesses. First, the strengths the writer identified are:

1. It emphasizes all of the areas suggested by the literature and persons in the field as necessary for an effective program.

2. It utilizes a variety of the methods suggested, with variation in form.

3. Allows for active rather than passive participation by the youth.

4. Places some of the responsibility on the CETA office rather than the contractors and worksite supervisors having total responsibility. This in turn allows for better control.

5. It is probably more than can be accomplished within the nine weeks, but this also means those youths that want to, can pursue the information on their own.

In terms of weaknesses, they are two, primarily: (1) limited resources would not allow a trial run of the Plan; and (2) limited resources would not allow testing of the instruments. Ideally the plan could be tested by implementing it in the CETA Summer Youth Employment Program, using a sample group and a control group. The control group would not receive any Career/Labor Market Information and the sample group would use the proposed plan. Afterwards, the results could be compared and analyzed. This would provide a basis for change in the Plan and serve as a method of measuring its effectiveness.
In spite of these problems, the proposed plan still offers what it was initially intended to provide: information which will assist CETA participants in deciding on a career path which will ultimately facilitate their transition from school to work.

Implications of Study

This study serves as a point of departure for further study of institutional changes that may be necessary to successfully implement an effective program, including labor market information.

A discussion of these changes is outside of the scope of this paper, however, it is hoped that the opportunity will present itself, to address the implications of this study.
V. THE PLAN

A PROPOSED CAREER/LABOR MARKET INFORMATION PLAN

DEVELOPED FOR CETA-SYEP
Contents

Following is the proposed plan for implementation in CETA Summer Youth Employment Program. The plan consists of nine organized sessions designed to provide the youth with an introduction and orientation to the real world of work. The project is the writer's solution to the previously stated problem.

Sessions

The plan is designed to be systematically utilized as follows: Each week during the program a different subject is covered through group or individual counseling sessions. The subjects are:

Week One .................. "Orientation to Work"
                          "What is Work?"

Week Two .................. "Biographical Sketch Workshop"

Week Three ................ "The Job Interview"

Week Four .................. "Role Playing-Interviews"

Week Five .................. "Role Playing - Job Problems"

Week Six .................. "Matching Personal and Job Characteristics"

Week Seven ................ "Local Employment Data/Apprenticeships"

Week Eight .................. "Real World of Work Workshop"

Week Nine .................. "Evaluation Questionnaire"
Responsibilities

Worksite Supervisor

The worksite supervisor is responsible for conveying the subject matter to the participants. They take on not only the role of supervisor, but also teacher, guidance counselor and hopefully, friend. While a personal interest in each and every youth is desirable, it may not be possible. However, a genuine concern and sensitivity to the needs of the participant would go a long way in accomplishing our goal.

Agency

CETA has overall responsibility for providing career/labor market information to the youth. To this end, it employs worksite supervisors to work directly with the participants. In addition, CETA will provide: training to the supervisors; any materials necessary, for example, the Occupational Outlook Handbook; and coordination for the planned activities (Career Workshop and Biographical Sketches).
WEEK ONE: ORIENTATION TO WORK, NO. 1.

As a new employee it is important for you to know your responsibilities to the employer, and the employer's responsibility to you. Following is a list for you to review and discuss with your supervisor. Can you think of anything to add to the list?

YOUR RESPONSIBILITIES ARE TO:

1. Do tasks as assigned and in a timely manner.
2. Accept full responsibility for your work by:
   a. showing interest in your work
   b. performing to the best of your ability
   c. asking questions if you do not understand
3. Be at work on time and everyday.
4. Be honest in your dealings.
5. Be able to get along with others in a courteous and cooperative way.
6. Be willing to accept constructive criticism.
7. Maintain an acceptable dress code.

YOUR EMPLOYER'S RESPONSIBILITY IS TO:

1. Let you know what is expected of you on the job.
2. Give you proper instructions, training and guidance necessary for the job.
3. Inform you of work rules and procedures, including penalties and rewards.
4. Compensating you for your work.
5. Maintain safe work conditions.
6. Establish a line of communication
In order to help you answer the question, "What is work?", check those statements listed below which define work for you. If you have any to add, do so at the bottom of the list. Remember to THINK POSITIVE!

<table>
<thead>
<tr>
<th>WORK IS:</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun.</td>
<td></td>
</tr>
<tr>
<td>What you do to earn money.</td>
<td></td>
</tr>
<tr>
<td>A way to spend eight hours of a day.</td>
<td></td>
</tr>
<tr>
<td>A way to be with other people.</td>
<td></td>
</tr>
<tr>
<td>The same as labor.</td>
<td></td>
</tr>
<tr>
<td>A way to contribute to society.</td>
<td></td>
</tr>
<tr>
<td>A necessity.</td>
<td></td>
</tr>
<tr>
<td>What your parents say you'll have to do.</td>
<td></td>
</tr>
<tr>
<td>A duty of a good citizen.</td>
<td></td>
</tr>
<tr>
<td>Creative and challenging.</td>
<td></td>
</tr>
<tr>
<td>A contribution to the community.</td>
<td></td>
</tr>
<tr>
<td>Meaningful activity.</td>
<td></td>
</tr>
<tr>
<td>Feeling useful.</td>
<td></td>
</tr>
<tr>
<td>Something to do.</td>
<td></td>
</tr>
<tr>
<td>Producing for self-satisfaction.</td>
<td></td>
</tr>
<tr>
<td>Hard.</td>
<td></td>
</tr>
</tbody>
</table>
WEEK TWO

"Biographical Sketches"

Several people from the "real world" will share their personal successes or failures with the youth. An attempt will be made to have representatives from a variety of backgrounds and occupations. In preparation, the youth should prepare questions for the speakers.
WEEK THREE: THE JOB INTERVIEW, NO. 3

The most important asset you have in a job interview is your **SELF-CONFIDENCE**. Following is a list of ways to enhance your self-confidence for an interview. Review this list carefully with your supervisor. However, there is no substitute for the real thing. The more interviews you experience the better you will feel about them. So, **GET READY AND GO!**

**PREPARING FOR THE JOB INTERVIEW**

Learn all you can about the company or organization.
Know what you have to offer.
Know what kind of job you want.
Learn the area salary scale for the type of job you are seeking.
Never take anyone with you to the interview.
Be on time (five-ten minutes early).
Allow sufficient uninterrupted time for the interview.
Dress conservatively (as you would on a normal work day).
Prepare specific questions to ask the interviewer.
Practice responding to "expected" questions. (For example, tell me about yourself? or Why do you want to work for this company?)

**AT THE INTERVIEW**

Greet the employer with a smile, eye contact and a firm handshake.
Keep your answers to the point. Do not ramble.
Avoid criticizing former employees or fellow workers.
If the employer does not definitely offer you a job, ask when you may call to learn of the decision.

If the employer asks you to call or return for another interview, make a written note of the time, date, place, and contact person.

Can you think of more points to remember at the interview?

**AFTER THE INTERVIEW**

Evaluate your strong and weak points.

Ask yourself, how you can improve on your next interview.

Then, GET READY AND GO AGAIN!!!
WEEK FOUR

Role Playing the Job Interview

Utilizing the information acquired in week three, the youth are to act out roles as interviewer and interviewee. During the situations, the participants should ask and respond to questions based on their new knowledge in the area of job interviewing. An effort should be made to make the sessions as true to life as possible.
WEEK FIVE

Role Playing Job Problems

This session will involve the participants in simulated job situations that can be challenging. The problems should be derived from the youths knowledge of the world of work gained in weeks one and two. The youth will be allowed to create their own situations and resolutions.
To begin this exercise say aloud (or to yourself): I AM WHAT I THINK I AM, I CAN BE WHATEVER I WANT TO BE! (repeat this until you believe it). Using your imagination, think of what you want to "grow up" to be. Share these thoughts with your peers and your supervisor. Now, check the following characteristics which apply to you. Match the ones you have checked with the occupations as listed in the Occupational Outlook Handbook (your supervisor has the book).

**LISTING AND DEFINITIONS OF CHARACTERISTICS**

1. High school: high school diploma generally required.

2. Technical school or apprenticeship training: (T) denotes vocational or technical training required, (A) denotes availability of official apprenticeship training programs.


4. College: requires at least a bachelor's degree.

5. Problem solving ability: ability to identify a problem and take appropriate action is an integral part of the job function (auto mechanics).

6. Uses tools or machinery: requires manual dexterity to use tools and run equipment skillfully, and knowledge of how the machine works.

7. Instructs others: helps others learn how to do or understand something.

8. Repetitious: work in which the same duties are performed continuously.

9. Hazardous: workers use dangerous equipment or material or work in dangerous surroundings.

10. Outdoors: work in which a major portion of time is spent outdoors, frequently without regard to weather conditions.

11. Physical stamina: must be able to lift heavy weights, walk long distances, stand for long periods, or stoop frequently.

12. Generally confined: work where one must remain in a specific place for the major portion of the work day.
13. Precision: work that involves high standards of accuracy.

14. Works with detail: works with detailed technical data, numbers, or written materials.

15. Frequent public contact: work that involves day to day contact with people who need information or service.

16. Part-time: many workers are employed for less than thirty-five hours a week.

17. Able to see results: work that produces an actual product or an obvious reward.

18. Creativity: work that involves the development of new ideas, programs, designs, or products.

19. Influences others: must be able to stimulate others to think or act in a certain way.

20. Competition on the job: competes with other people for recognition or advancement.

21. Works as part of a team: interacts with fellow employees in order to get the job done.

22. Jobs widely scattered: jobs are located in most areas of the United States.

23. Initiative: ability to determine what needs to be done and the motivation to complete the job without close supervision.
WEEK SEVEN:

This is a list of job titles available for apprenticeship training within the Atlanta area. After your supervisor has discussed them with you, identify any that you are interested in, so that you will be better prepared to ask questions of the representatives at the REAL WORLD OF WORK WORKSHOP.

<table>
<thead>
<tr>
<th>OCCUPATIONAL TITLE</th>
<th>ACTIVE 1-1-79</th>
<th>REGISTERED</th>
<th>COMPLETED</th>
<th>CANCELLED</th>
</tr>
</thead>
<tbody>
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<td>-</td>
<td>-</td>
<td>1</td>
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<tr>
<td>Pipe Fitter</td>
<td>393</td>
<td>71</td>
<td>18</td>
<td>16</td>
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<tr>
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<td>16</td>
<td>15</td>
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<td>1</td>
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<td>Sheet Metal Worker</td>
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<td>71</td>
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<tr>
<td>Structural Steel Worker</td>
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<td>1</td>
<td>-</td>
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<tr>
<td>Maintenance Mechanic</td>
<td>28</td>
<td>7</td>
<td>5</td>
<td>12</td>
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<tr>
<td>Tool and Die Maker</td>
<td>30</td>
<td>23</td>
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<td>3</td>
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<td>Electrician</td>
<td>229</td>
<td>214</td>
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<td>62</td>
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<td>Cook</td>
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<td>10</td>
<td>3</td>
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<tr>
<td>Operating Engineer</td>
<td>27</td>
<td>-</td>
<td>9</td>
<td>4</td>
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<td>Plumber</td>
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<td>Millwright</td>
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<td>Construction Worker I</td>
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<td>3</td>
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<td>Plasterer</td>
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<tr>
<td>Stone Mason</td>
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<td>-</td>
<td>-</td>
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<td>1</td>
<td>-</td>
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<tr>
<td>Plate Press Operator</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Cylinder Dye Machine Operator</td>
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<td>-</td>
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<td>Mailer</td>
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<td>-</td>
<td>2</td>
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<td>Bookbinder I</td>
<td>6</td>
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<td>-</td>
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<td>Auto Body Repairer</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Greenskeeper</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Baker</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Analysis of Occupational Supply and Demand, Atlanta. Department of Labor, Occupational Information Unit, Atlanta, Georgia 30303.
RANKING OF NON-AGRICULTURAL EMPLOYMENT BY INDUSTRY FOR ATLANTA SMSA FROM HIGHEST TO LOWEST

WEEK SEVEN:

After the discussion with your supervisor, identify the area you are interested in. Analyze, with your supervisor, the significance of your decision and be prepared to ask questions at the workshop of representatives in your area of interest.

<table>
<thead>
<tr>
<th>RANK</th>
<th>INDUSTRY</th>
<th>EMPLOYMENT 1982 PROJECTION</th>
<th>PERCENT OF TOTAL</th>
<th>PERCENT CHANGE 1976-1982</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>WHOLESALE AND RETAIL TRADE</td>
<td>262,250</td>
<td>28.7</td>
<td>21.0</td>
</tr>
<tr>
<td>2.</td>
<td>SERVICES</td>
<td>234,030</td>
<td>25.6</td>
<td>17.4</td>
</tr>
<tr>
<td>3.</td>
<td>MANUFACTURING</td>
<td>149,820</td>
<td>16.4</td>
<td>20.2</td>
</tr>
<tr>
<td>4.</td>
<td>TRANSPORTATION AND COMMUNICATION</td>
<td>82,830</td>
<td>9.1</td>
<td>20.6</td>
</tr>
<tr>
<td>5.</td>
<td>GOVERNMENT</td>
<td>71,940</td>
<td>7.9</td>
<td>7.7</td>
</tr>
<tr>
<td>6.</td>
<td>FINANCE, INSURANCE AND REAL ESTATE</td>
<td>68,000</td>
<td>7.4</td>
<td>20.8</td>
</tr>
</tbody>
</table>

Source: Analysis of Occupational Supply and Demand, Atlanta. Georgia Department of Labor, Occupational Information Unit, Atlanta, Georgia 30303.
WEEK SEVEN (continued)

This is a list of occupational titles that are in the highest demand in the Atlanta area. Review and discuss with your supervisor in preparation for the career workshop.

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total</th>
<th>Openings Due to Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Clerks</td>
<td>1945</td>
<td>970</td>
</tr>
<tr>
<td>General Clerks, Office</td>
<td>1445</td>
<td>685</td>
</tr>
<tr>
<td>Secretaries</td>
<td>1440</td>
<td>740</td>
</tr>
<tr>
<td>Waiters/Waitresses</td>
<td>1010</td>
<td>600</td>
</tr>
<tr>
<td>Truck Drivers</td>
<td>940</td>
<td>600</td>
</tr>
<tr>
<td>Cashiers</td>
<td>935</td>
<td>450</td>
</tr>
<tr>
<td>Guards and Doorkeepers</td>
<td>755</td>
<td>195</td>
</tr>
<tr>
<td>Food Prep. and Service</td>
<td>700</td>
<td>370</td>
</tr>
<tr>
<td>Workers, Fast Food Rest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assemblers, Hand</td>
<td>635</td>
<td>455</td>
</tr>
<tr>
<td>Bookkeepers, Hand</td>
<td>600</td>
<td>295</td>
</tr>
<tr>
<td>Elementary School Teachers</td>
<td>555</td>
<td>95</td>
</tr>
<tr>
<td>Typists</td>
<td>550</td>
<td>235</td>
</tr>
<tr>
<td>Managers, Store</td>
<td>545</td>
<td>255</td>
</tr>
<tr>
<td>Helpers, Trades</td>
<td>525</td>
<td>360</td>
</tr>
<tr>
<td>Nurses Aides, Orderlies</td>
<td>520</td>
<td>215</td>
</tr>
<tr>
<td>Office Machine Operators</td>
<td>520</td>
<td>270</td>
</tr>
<tr>
<td>Delivery and Route Workers</td>
<td>500</td>
<td>305</td>
</tr>
<tr>
<td>Stock Clerk, Stockroom, Warehouses, etc.</td>
<td>405</td>
<td>235</td>
</tr>
<tr>
<td>Receptionists/ Switchboard Opers.</td>
<td>390</td>
<td>180</td>
</tr>
<tr>
<td>Accounting Clerks</td>
<td>385</td>
<td>175</td>
</tr>
<tr>
<td>Nurses, Professional</td>
<td>385</td>
<td>135</td>
</tr>
<tr>
<td>Maintenance Repairers, General Utilities</td>
<td>375</td>
<td>245</td>
</tr>
<tr>
<td>Carpenters</td>
<td>370</td>
<td>215</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>350</td>
<td>225</td>
</tr>
<tr>
<td>Production Packagers</td>
<td>345</td>
<td>190</td>
</tr>
<tr>
<td>Gardeners, Groundskeeper</td>
<td>330</td>
<td>110</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>320</td>
<td>160</td>
</tr>
<tr>
<td>Flight Attendants</td>
<td>315</td>
<td>170</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>310</td>
<td>175</td>
</tr>
<tr>
<td>Secondary School Teachers</td>
<td>305</td>
<td>70</td>
</tr>
</tbody>
</table>
### WEEK SEVEN (continued)

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total</th>
<th>Openings Due to Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shipping and Receiving Clerks</td>
<td>280</td>
<td>175</td>
</tr>
<tr>
<td>Sewing Machine Operators</td>
<td>200</td>
<td>115</td>
</tr>
<tr>
<td>Order Fillers</td>
<td>265</td>
<td>170</td>
</tr>
<tr>
<td>Reservation Agents</td>
<td>265</td>
<td>180</td>
</tr>
<tr>
<td>Aircraft Mechanics</td>
<td>260</td>
<td>190</td>
</tr>
<tr>
<td>Fuel Pump Attendants, Lubricators</td>
<td>250</td>
<td>125</td>
</tr>
<tr>
<td>Clergy</td>
<td>250</td>
<td>75</td>
</tr>
</tbody>
</table>

Source: Analysis of Occupational Supply and Demand, Atlanta. Georgia Department of Labor, Occupational Information Unit, Atlanta, Georgia 30303.
WEEK EIGHT

"Real World of Work"

Representatives from private industry, public organizations and colleges and universities will be available with displays, applications and other information for youths. The youth should come prepared with questions and knowledge of the areas they wish to pursue. The participants will be free to select and visit booths based on their individual interests.
EVALUATION QUESTIONNAIRE NO. 8

WEEK NINE:

Please help us evaluate this year's career/labor market information by answering the following questions:

1. Did you receive career/labor market information? _______

2. How would you rate the quality?
   ____ excellent   ____ very good   ____ good   ____ poor

                                            ________________________________
                                            ________________________________

                                            ________________________________
                                            ________________________________

5. If you did not receive it, do you know why? _______
                                            ________________________________
                                            ________________________________
                                            ________________________________

6. Additional comments. _______________________________________
                                            ________________________________
                                            ________________________________
                                            ________________________________
TO THE WORKSITE SUPERVISOR

Welcome to the CETA, Summer Youth Employment Program. This summer, part of your responsibility will be to provide your CETA workers with Career/Labor Market Information. The CETA office will provide you with a Career/Labor Market Package for each participant. Specific instructions for use of the Package follow. Any additional questions that you may have or any materials you need will be answered/provided at the worksite supervisor's training sessions.

In addition to the handouts, the youth will be required to attend two employment workshops before the end of the summer. The nature of the workshops will be explained with the other instructions.

INSTRUCTIONS FOR USE OF THE CAREER/LABOR MARKET INFORMATION SERIES

WEEK ONE - NO. 1. Orientation to Work and No. 2 What is Work? Before giving the youth handout No. 1, ask them what they think their responsibilities are and what they think the employer's responsibilities are. Use a large flip chart (or blackboard if available) to list their responses. Then let them compare the prepared list with the one they developed. Discuss the responses within the framework of their current job, stressing the importance of understanding and fulfilling these responsibilities throughout their careers.

The second part of the session should be spent with Series No. 2. This part of the series attempts to define work and clarify some of the myths and realities the youth may have about work. After the participant has checked the list, have him or her give other definitions of work. Let the young people express their views as much as possible and allow yourself to serve as a "leader-member" of the
group. After the discussion, explain to the group why each answer is "right" or "wrong," in your opinion. A question and answer session should follow.

WEEK TWO - "Biographical Sketches." Several people from the "real world" will share their personal successes or failures with the youths. An attempt will be made to have representatives from a variety of backgrounds and occupations. In preparation, have the youth prepare questions for the representatives.

WEEK THREE - The Job Interview. No. 3. Ask the group for tips in preparing for an interview; write these down on a flip chart. Handout Series No. 3 for reference. As a group, prepare specific questions to ask during an interview. Have them write them down on the back of the handout. If time permits, begin role playing situations, letting the participants serve as interviewer, and interviewee.

WEEK FOUR - Continue role playing using interviewing tips.

WEEK FIVE - Role playing using situations from problems on the job. Let the youth create their own situations, if they can.

WEEK SIX - No. 4. Matching Personal and Job Characteristics. Spend this section assisting the participants in matching their personal characteristics with the job characteristics as indicated in the Occupational Outlook Handbook. This will be demonstrated at the supervisor's training session.

WEEK SEVEN - No. 5-7. Local Employment Data/Apprenticeships. Analyze the charts with the youth. Explain their significance to them. These charts may also be used with the Occupational Outlook Handbook. (This will also be demonstrated at the training session.)

WEEK EIGHT - "REAL WORLD OF WORK WORKSHOP" Representatives from private industry, public organizations and colleges and universities will be available with displays, applications and other information for youths. Youth should come prepared with questions and knowledge of which area(s) they want to pursue. Students will be free to select and visit booths based on their individual interests.
WEEK NINE - "Evaluation Questionnaire" No. 8
Have each youth fill out questionnaire and turn them in to you. Also this session can be used to summarize and answer any additional questions the participants may have.
DEFINITION OF TERMS

CETA - Comprehensive Employment and Training Act.

SYEP - Summer Youth Employment Program.

Youth - Young people aged fourteen to twenty-one, except in reference to Department of Labor statistics. In that case, it is sixteen to twenty-four years.

LMI - Labor Market Information. Generally refers to statistics or data used in evaluating the work force. Coupled with Career information, it includes any information related to a job or career that would assist in broadening one's knowledge of that job or career.

Participant - Youth who have met all the CETA eligibility requirements and have been hired in the summer program.

Worksite Supervisors - Those people officially selected and designated by contractors to supervise participants.

Contractors - Those organizations or individuals bound by contract by the Prime Sponsor, to provide a service to the youth.

Prime Sponsor - A state, unit of local government, or consortium of units, who obtain funds under the Act, in order to carry out programs as designated in the Act.


City of Atlanta, CETA Office. "1980 Annual Plan for the Summer Youth Employment Program."


APPENDIX

Table 1: Percentage of Children Affected by Parental Unemployment by Race, March 1979

Table 2: Percentage of Youths aged 16-21 Who Are Unemployed by Sex and Race, July 1979
Table 1

Percentage of Children Affected by Parental Unemployment by Race, March 1979

<table>
<thead>
<tr>
<th>Unemployment status of parents(^a)</th>
<th>White</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one parent currently employed(^b)</td>
<td>90.4</td>
<td>69.5</td>
<td>88.4</td>
</tr>
<tr>
<td>At least one parent currently unemployed(^b)</td>
<td>5.7</td>
<td>10.1</td>
<td>6.3</td>
</tr>
<tr>
<td>At least one parent currently unemployed and none employed</td>
<td>2.4</td>
<td>6.2</td>
<td>2.9</td>
</tr>
<tr>
<td>No parent in the labor force(^c)</td>
<td>6.1</td>
<td>24.3</td>
<td>8.6</td>
</tr>
</tbody>
</table>


\(^a\)Parents in the armed forces are counted as employed.

\(^b\)A child with two parents, one employed and one unemployed, would be counted twice, once in each of these two categories.

\(^c\)A parent who is neither currently employed nor currently seeking work is counted as not in the labor force. Most such parents are female heads of young or large families.
Table 2

Percentage of Youths Aged 16-21 Who Are Unemployed by Sex and Race, July 1979*

<table>
<thead>
<tr>
<th>Sex</th>
<th>White</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10.7</td>
<td>26.7</td>
<td>12.6</td>
</tr>
<tr>
<td>Female</td>
<td>11.7</td>
<td>29.0</td>
<td>13.9</td>
</tr>
<tr>
<td>Total</td>
<td>11.2</td>
<td>27.8</td>
<td>13.2</td>
</tr>
</tbody>
</table>


*Excludes students currently enrolled in school.