

Curriculum Ideas for "Expanding Career Opportunities for University Graduates"



Introduction

This booklet is designed to help students learn about careers in high demand which require a college bachelor's degree and to explore trends creating more demand for college-educated workers. The booklet can help students (college-bound or not) use labor market information in their career planning and think about increasing their employment options in the future.

Competency: Use labor market information to help develop career goals.

1. Share the list of occupations with the largest expected numerical increases in employment in the next decade. Ask students to suggest reasons why these jobs are growing, based on the kinds of trends reported in this booklet. Discuss career ladders that might be possible with some of these jobs. [E.g., *janitors and cleaners with technical college training may become supervisors or could start their own business. Systems analysts may move into management positions.*] Which jobs have high turnover due to difficult working conditions and few chances for advancement?
2. Help students use the U.S. Department of Labor's **Occupational Outlook Handbook** (available in paperback or CD-ROM) to find out about careers that interest them. For each career, prepare a brief description of the work performed, qualifications for this work, and

the national job outlook. Share these findings and discuss ways students can prepare for several careers to increase their employment options after graduation.

3. Use the list of SCANS skills (U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills) from the student booklet on "Thinking About the Future: Job Opportunities in the Milwaukee Labor Market" to identify workplace skills needed in various careers. Encourage students to interview workers about which skills are most important in their jobs. [Ask students to identify which SCANS skills they think are most important for the career of "student."]
4. Ask students to identify job titles in this booklet which have traditionally been held by women and which by men. (Or examine U.S. Census data on the percentage of men and women in each occupation.) How do the salaries of jobs traditionally held by women compare to the salaries of jobs traditionally held by men? Discuss steps individuals, government and businesses can/should take to provide a fair playing field for workers.

Jobs with Largest Expected Numerical Increase in U.S. Employment, 1994-2005

<i>Cashiers</i>	+ 562,000
<i>Janitors and cleaners</i>	559,000
<i>Salespersons retail</i>	532,000
<i>Waiters and waitresses</i>	479,000
<i>Registered nurses</i>	473,000
<i>General managers and top executives</i>	466,000
<i>Systems analysts</i>	445,000
<i>Home health aides</i>	428,000
<i>Guards</i>	415,000
<i>Nursing aides, orderlies, attendants</i>	387,000
<i>Teachers, secondary school</i>	386,000
<i>Marketing and sales worker supervisors</i>	380,000
<i>Teacher aides and educational assistants</i>	364,000
<i>Receptionists and information clerks</i>	318,000
<i>Truck drivers</i>	271,000
<i>Secretaries (non-legal, non-medical)</i>	267,000
<i>Clerical supervisors and managers</i>	261,000
<i>Child care workers</i>	248,000
<i>Maintenance repairers, general utility</i>	231,000
<i>Teachers, elementary</i>	220,000

Reading Review Questions

"Thinking About the Future: Expanding Career Opportunities for University Graduates"

1. Find several careers which require a person with talents or interests like you. Do you think you would like these jobs? Why or why not?
2. Examine the personal skills and talents needed for the careers in this booklet. What are frequently mentioned skills? How can you improve these skills while in school?
3. The Wisconsin Department of Workforce Development has developed estimates of annual job openings due to growth (creation of new jobs) or replacements (filling existing jobs for persons who retire, move into another occupation or quit). Chart the jobs in this booklet for their growth and replacement estimates. Which jobs are expanding primarily due to growth? Why? Which job openings are expected to be mainly replacement jobs? Why?
4. How many factors can you identify from the "National Job Outlook" sections that are increasing the number of jobs in high demand fields? Which of these factors are also creating a demand for jobs requiring 1-2 year technical college training (listed in the booklet "Thinking About the Future" High Demand Jobs in Technical Fields Requiring 1-2 Years of College)?
5. Identify a career not featured in this booklet (from the "Other Careers to Consider" or a job that interests you). Use the **Occupational Outlook Handbook** to find a description of the work, education and training required, and the national job outlook for this career.

Competency: Identify resources available to students interested in college education and training.

1. Ask students to identify a career that interests them and requires a four-year college degree. Use the Internet or the school's college catalog collection to find at least 3 colleges that offer this program.
2. Help students use one of the Internet search engines to locate professional organizations for a career. Encourage students to use these Web sites to find information about current research, conferences, student associations, and job openings. (These sites may also help teachers locate local resource persons, speakers and mentors for their students.) If students do not have Internet access, write letters to professional associations (using addresses listed in the **Occupational Outlook Handbook**) requesting career information.
3. At a parent night or career day event help students and their parents access the web site <http://easi.ed.gov> to explore the process of finding a college or university, obtaining financial aid to pay for college tuition and expenses, and developing loan repayment schedules. This excellent U.S. Department of

Education site offers cyberlinks and in-depth information on colleges and universities, financial aid, and career programs in the U.S.

4. Invite college students from your school district back to talk about the kinds of jobs they have taken to help support their college education. What were the advantages and disadvantages of these jobs?

This guide was prepared by the Employment and Training Institute, University of Wisconsin-Milwaukee, 161 W. Wisconsin Avenue, Suite 6000, Milwaukee, WI 53203. For more information, contact Lois Quinn, (414) 227-3388.

*Partners in the Milwaukee Labor Market Project
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Milwaukee Area Technical College
Private Industry Council of Milwaukee County
Employment and Training Institute, University of Wisconsin-Milwaukee*

With funding support from the Milwaukee Community Outreach Partnership Center of the University of Wisconsin-Milwaukee, U.S. Department of Housing and Urban Development, and Helen Bader Foundation.