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Maine Occupational Information Coordinating Committee Newsletter, April 1990

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FACING CHALLENGES OF THE 90S

A Sneak Preview

MONDAY, JUNE 25

Keynote: Dr. Robert Wegmann
EDUCATION AND WORK IN THE NEW ECONOMY: WHERE WILL THE 90S TAKE US?

P.M. SESSIONS

HOW DO YOU GET TO THE RIGHT PLACE AT THE RIGHT TIME: LEARNING ABOUT YOUR NEW ECONOMY
Dr. Wegmann will focus on the search for information that is the essence of a job hunt—where the jobs are, who is hiring, etc.

DON’T JUDGE A BOOK BY ITS COVER: A NEW LOOK AT LABOR MARKET INFORMATION
Jon Persavich, Computer Productivity Inc., representatives from the MOICC and the Division of Economic Analysis and Research, DOL will take a look at what’s new in Maine labor market information. A great follow-up for recent ICDM (Improved Career Decision Making) workshop participants.

SCHOOLS OF THE FUTURE
Dr. Phyllis Deringis, Director-Division of Curriculum, Department of Educational and Cultural Services, will facilitate a discussion with a panel of Maine educators who are working on innovations in education, right now!

LIVING AND WORKING IN A TECHNOLOGICAL AGE
Robert Ware, Director of the Vermont SOICC, is putting together a variety of new workplace technologies for your amazement and edification. Come see what’s new!

TUESDAY, JUNE 26

Keynote: Dr. H. Jayne Vogan
WHO TAKES CARE OF THE CARETAKERS?

P.M. SESSIONS

A MATURE, HEALTHY PERSONALITY: THE SEQUEL
Dr. Vogan will discuss how individuals can integrate a personal definition of “mature, healthy personality” into their lifestyle and how to manage stresses that occur when we aren’t living as well as we might.

MATCHMAKING: PERSONALITY TYPE AND CAREER CHOICE
Carol Andreae of Connections: The Career Center and Kathleen Dexter of UMA will explore the relationship between Myers-Briggs type and career choice/satisfaction. A knowledge of the MBTI is important for this session.

I'M GREAT, YOU'RE GREAT: DEVELOPING SELF ESTEEM
Dr. William Preble, Director of the University of Maine Aspirations Project, will help us strengthen our ability to nurture self-esteem for ourselves and others.

ACHIEVING BALANCE THROUGH LIFE WORK IMAGING
Dr. Kenneth Hamilton, H.O.P.E, Dr. Michael Shannon, College of Saint Rose, and Stephen Thompson, MOICC will introduce life work imaging, incorporating linear and intuitive activities, guided imagery and visualization.

For more information on the conference, call the MOICC at 289-2331.
DENIS FORTIER of the MOICC will be mailing out the annual GIS users renewal survey and agreement forms for 1990-1991. Because many of Maine’s GIS users have swapped from Rainbow and Apple to IBM or Tandy computers this year, the survey will be crucial to ensuring a smooth file update in the fall. The survey will ask each site to report the type of computer used for accessing GIS, the diskette size (5 1/4 or 3 1/2), and the site’s decision on the use of the CDM module.

In order to avoid delays in payments to the vendor, MOICC plans to bill each GIS renewal site in July. At this time, MOICC anticipates that costs for GIS will remain unchanged from the current costs: GIS alone $1,275 and GIS with CDM $1,675.

The January 1991 release of GIS will also contain new Maine labor market information reflecting occupational projections to the year 2000.

The MOICC staff thanks you in advance for your cooperation in returning your surveys and renewal forms promptly.

RESOURCES! RESOURCES! RESOURCES!

The Vocational Curriculum Resource Center of Maine (VCRCOM) has lots of resources available to loan to YOU!

Subject areas include:

- Agriculture
- Assessment
- Business
- Career Education
- Child Care
- Computers
- Counseling
- Guidance
- Entrepreneurship
- Equity
- Food Service
- Special Needs
- Teaching
- Trade and Industry
- Women

The VCRCOM is also part of the National Network for Vocational Technical Education Curriculum Coordination Centers so we can do national searches for materials in vocational education.

Call Sue Donar, Director of the VCRCOM at 453-9762 ext 170, or contact her on the MEVOCNET BBS 453-7669, or FAX her at 453-7732 today!!

PRINTING AND PUBLISHING

The 1990 edition of Catch the Wind: An analysis of Maine’s growth industries—PRINTING AND PUBLISHING is available from the Division of Economic Analysis and Research of the Maine Department of Labor. This second in the series will provide information on industry characteristics, current trends, national trends and employment outlook. Upcoming issues will include Legal Services and Health Services. Business Services is the first in the series. For more information, please contact the Division of Economic Analysis and Research, 20 Union St., Augusta, ME 04330-6826 (phone 289-2271).

NEW RESOURCE FOR YOUNG WOMEN

New York State has recently published a 37-page booklet, "PROMOTING SELF-ESTEEM IN YOUNG WOMEN." This is an excellent resource for classroom activities on self-esteem for both boys and girls. The booklet covers such questions as "Why focus on self-esteem for young women?", "What is self-esteem?", "Where do schools fit in this picture?", "How can a teacher help?"

The activities encompass elementary through high school grades and there is a section for resources and reference materials.

The publication is FREE from the New York State Education Department, Division of Civil Rights & Intercultural Relations, Albany, NY 12234.
Technology. Is it a friend or a foe? Many futurists have predicted massive unemployment as robots of a future age make workers obsolete. Freed from work, life might be great, except that without income, the bills can't get paid. This picture of the impact of technology makes many of us unsure if we like changes that seem to be taking place daily. For many, the workplace is where the future and technology come together. What are some of the adjustments in the workplace that new technologies are likely to bring?

The good news is that technology actually creates more jobs than it eliminates. The fear of a world without workers is inconsistent with the fact that over time there has been great job growth along with technological change. New products and new consumer needs mean more workers. Indeed, we are more likely to face a world of labor shortages than surpluses.

The problem is that workers who lose their jobs due to technological change often do not have the job skills required to occupy the newly created jobs. The most likely outcome of changing technology in the world of work is an increasing need for education and job training. What kind of training and skills will be needed?

New technologies and increased world competition are forcing employers to change the way work is done. Expanding the work rules, broadening job descriptions, reducing the importance of seniority, creating new pay incentives, and increasing the decision making duties of employees are all ways businesses are reorganizing work.

The hi-tech workplace calls for a multi-skilled worker. This worker must be responsible for scheduling, organizing and carrying out their work as a team member. They must be self-motivated and use judgment in decision making. The price many will pay for these changes includes higher levels of stress. The benefits, hopefully, will include a more self-fulfilling worklife where we can better use our creative talents.

New technologies also increase the likelihood that workers will have to change occupations more often. Occupational change is more difficult than just changing jobs within the same field. Each occupation has its own set of job skills that must be learned. Today almost one in five workers changes occupations each year. The average worker changes occupations approximately six times during their worklives.

As the economy adjusts to changing technologies, new occupational opportunities arise. The present demand for computer technicians, for instance was unimaginable just a few years ago. To take advantage of these new job opportunities, however, requires workers to increase their technical and basic skills. Studies have found that workers with low basic skills and without a high school diploma are unlikely to change occupations except if laid off.

Computer technology is not only creating new products and services. It is also changing the basic production process. One of these changes is the increase in "symbolic" rather than what might be called "hands-on" production. In the past, workers in an assembly line could learn the job by doing it "hands-on," even in many highly skilled jobs. Computer production largely eliminates the hands-on process and substitutes the use of commands. Now the only hands-on part of the process may be using the computer keyboard!

Requiring high levels of reading, math, and computer skills increase worker training time and employer costs. Nearly half of the cost of computer technology is worker training. It is much more difficult to become a hi-tech worker than a "hands-on" production worker. Even a college degree does not totally solve the problems of learning the computerized world of work. The workplace of the future will likely be as much a learning center as a production center.

The power of the computer is the power of shared information. Information technologies link production systems to improve performance on entire networks. Inter-company computer networks link plants with subcontractors, suppliers and customers. The resulting systems of production offer "just-in-time" and batch production that is more efficient and flexible than mass production.

This technology increases the need for workers to have good communication and people skills. In fact, workers are more likely to lose jobs due to their inability to communicate and get along with others than for a lack of specific technical skills. This may be surprising given the emphasis now being placed on the need to learn new technology. However, studies have shown that workers' ability to communicate and work as team members is the key to increased productivity. Technology has, as strange as it may seem, increased the importance of human relations at work.

Changing technology is doing more than changing the tools workers use. The worker and the work environment are being transformed. No one knows what new innovations there will be in future years, but workers will likely face additional shock waves of change. For those of us who are working, seeking work, or plan to seek work in the future, the forty years of worklife will mean constant adjustment to new technologies.

David Allen, Oregon Employment Division
From OREGON CAREERS 1990
10 HINTS FOR SUCCESSFUL TIME MANAGEMENT

1. Clarify and list your objectives. Set priorities. Make better time management a habit.

2. Focus on your objectives, not on activities. Your most important activities are those that help accomplish your objectives.

3. Analyze everything you do in terms of your objectives. Find out what you do, when you do it, why you do it. Ask yourself what would happen if you didn’t do it. If the answer is nothing, then stop doing it.

4. Make a "to-do list" every day, but be sure it includes your daily objectives, priorities, and time estimates, not just random activities.

5. Make sure that the first hour of your work day is a productive hour.

6. Take time to do it right the first time. You won’t have to waste time doing it over.

7. Implement a "quiet hour" to find large blocks of uninterrupted time for your most important tasks.

8. Develop the habit of finishing what you start. Don’t jump from one thing to another, leaving a string of unfinished tasks behind you.

9. Conquer procrastination. Learn to do it now.

10. Take time for yourself--time to dream, time to relax, time to live.

Source: An office bulletin board, somewhere in Maine.

Answers to Quiz

1. High achieving girls; 2. Four times as many; 3. All of the above; 4. Eight to nine days; 5. $11,000.

Source: Adapted from information from the Northwest Regional Education Laboratory, Portland, Oregon.

CONSISTENT SUCCESS TAKES HARD WORK

Dr. Denis Waitley, an outstanding authority on top achievement, gives these tips for achieving success consistently:

* Create your own success--don’t wait for others to do it, or expect it to be handed to you.

* Seek the help of others, whenever possible. Benefit from their input. Never attempt to achieve success by yourself. It happens rarely, if ever.

* Don’t rest on your laurels or you’ll soon be back at the bottom. Once you achieve one set of goals, it’s time to move on to higher ones.

* To really benefit from your contacts, be selective in the people you surround yourself with. Look for those with integrity, desire, and fresh ideas.

* Don’t let arrogance, greed, selfishness, or delusions of grandeur become your undoing.

* Be honest with yourself in recognizing that your success was aided by friends, family, and associates. You’re smart to remain loyal to them.

* Since we all encounter setbacks and roadblocks, learn to expect them and see them as opportunities. Never drown yourself in self-pity.

* Commit yourself to achieving your dreams. And recognize that you, like all humans, are vulnerable. Your greatest strengths often mask your greatest weaknesses.

From "From Nine To Five" November 20, 1989
NOTES ON EDUCATION AND WORK

Workers spend less time with an employer today. The average job tenure is now 8.8 years down from 12 years in 1981.

A Labor Department study estimates that current jobs require an average of 12.8 years of education, up from 12.5 in 1975. But, jobs to be created by the year 2000 will require 13.5.

In the last 10 years, the cost of college has almost doubled. That’s an increase of almost 10 percent per year compared to 6 percent in the cost of living.

The percentage of high school students who hold paid jobs while attending high school is now 36 for females and 34 for males. Before the growth of the fast food chains (1953) comparable figures were 17 and 27 percent.

Friday is not only the warm-up for the week end but is also the day that most firings are announced. Three times as many get the bad news of Fridays as the rest of the week combined.

It takes the average unemployed midlevel executive five months to find a new job.

After many years of low salaries, starting rates for bachelor’s journalism graduates rose to around $17,000--up from $14,000 where it remained for several years.

Out of every ten jobs in the army, women are eligible to fill five. However, today only one soldier in ten is a woman.

From CAREER OPPORTUNITIES NEWS

RELATIVE SPENDING

Thirteen industrial nations spend more on K-12 education in relation to the size of their economies than the U.S. does. Statistics released by the Washington, D.C.-based Economic Policy Institute counter Bush Administration claims that the U.S. spends more on education than other countries. In fact, nations spending more include Japan, Sweden, Austria, Switzerland, Canada, West Germany, the United Kingdom, and Italy.

FORGET THE FRILLS

Just for the essentials, it’ll cost parents more than $150,000 to raise a child born in 1988 to age 18. According to a new study by Zero Population Growth, families can add $160,000 for four years of private college, $77,000 if students want to attend an in-state public institution.

Source: NEA Today, March 1990

WHY GIRLS DROP OUT OF MATH AND SCIENCE

Take the following quiz to find out the reasons why girls do not pursue math and science—and some of the reasons why they should:

1. Which of the following groups of students receive the LEAST amount of teacher attention in our classrooms?
   - high achieving boys
   - low achieving girls
   - low achieving boys
   - minority boys
   - high achieving girls
   - minority girls

2. No matter what the sex of the teacher, boys receive more opportunities to respond in math classrooms than girls. On average boys receive:
   - twice as many
   - five times as many
   - four times as many
   - ten times as many

3. Fewer females than males are found in higher level math classes because:
   - society does not expect girls to do well in math
   - girls are taught that they will not need math as much as boys will in the future
   - girls are "helped" to do their math while boys are expected to "work it out for themselves"
   - girls are allowed to drop out of math when it gets difficult, while boys are encouraged to stay with it
   - traditional preschool games for boys (blocks, construction sets, cars) contribute to math readiness while those for girls (dolls, household miniatures, dress-up) usually do not
   - all of the above

4. How many days does the average woman have to work to earn as much money as the average man earns in five days?
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10

5. How much more per year is the starting salary for a college graduate in science than for one in the humanities?
   - $3,000
   - $7,000
   - $9,000
   - $11,000

Answers on page 4
SUMMER CONFERENCE
JUNE 25-26, 1990
REGISTRATION BROCHURES WILL BE MAILED AFTER SPRING VACATION
REGISTER EARLY AND SAVE!!!