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A Counselor's Handbook of Apprenticeable Training Opportunities in Utah

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A COUNSELOR'S HANDBOOK OF APPRENTICEABLE TRAINING

OPPORTUNITIES IN UTAH

by

Katherine Larkin Neilson

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Counseling and Guidance

Plan B

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1970

ACKNOWLEDGMENTS

I would like to express my deep gratitude to Dr. Michael Bertoch for the aid and support he gave to me in completing this report and handbook. It was through him that I decided upon the project and formulated much of the content and format. He was always available when I needed his help. I would also like to thank my other committee members for the support they gave to me.

A portion of the credit for this handbook also goes to R. Russell Whitaker, who made this project possible and gave me added direction, and Grant Tuckett, who aided me in matters of content and directed me to those men from whom I could obtain additional information on each trade. I wish to thank those men I came in contact with from the various trades while gathering information about their apprenticeship training programs. They were all willing to help me in any manner needed and encouraged me in completing this handbook.

A special thanks goes to my husband, Ralph, for the support, love and encouragement he gave to me while I was completing this report and handbook. He would goad me onward when I most needed it and has shown great patience towards me.

Katherine Larkin Neilson

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CHAPTER I
INTRODUCTION

Recent studies have shown the need for additional experience in vocational counseling among students considering their vocational goals and occupations. It would appear that the counselor is often unable to provide the necessary information to those seeking help in making vocational decisions. Shill (1968), in his study of occupational interests, aspirations, and expectations of rural high school seniors in Mississippi states: "Most rural high schools fall short of the desired degree of influence they exert upon students who are engaged in the occupational choice process." Utah is apparently in a similar situation. In a study conducted by Adams (1968) designed to ascertain the degree to which Utah high school students were being oriented to vocational and technical goals he found:

1. There were 27.3 percent of the students who will not visit the counselor.
2. There were 31.6 percent who only visited him once or twice during high school.
3. Less than half had tests interpreted for them.
4. Largest percent stated counselors had little or no influences on their post-high school education. There was little indication that counselors influenced students in the direction of vocational-technical post-high school training.
5. Over 60 percent said the counselor did not help them identify their interests and abilities.

6. The majority said they received little or no occupational information in classes.
7. The majority expressed a need for help in choosing a career.
8. There were 87.5 percent who said this was the counselor's role.

In the recently completed Project VIEW (1968), it was found that:

1. High school students do not use available vocational materials about Utah non-baccalaureate career opportunities. Upper middle class, white collar, value judgments are prominent. Others simply do not know the vast range of possible career opportunities.
2. Counselors are often unable to meet the needs of students because of lack of facilities, too many students, and inability to stay current in all areas of vocational education.

Horner, et. al. (1967) believe that the type of employment an individual obtains is influenced by the motivation and direction provided by occupational aspirations, expectations, and interests of adolescence. Counselors have an important role in helping those interested obtain more information and experience pertaining not only to the above mentioned items, but also to occupational fields, their availability, variables of importance in a particular field and sources of information.

As has been quoted, common middle class values have caused students and parents to focus on college as the next step toward vocational development once the student leaves high school. Yet there are many other occupational fields open to the student that do not require a college education or similar technical training. One of these avenues is that of apprenticeable occupations.

Apprenticeship is a system of training in which a young worker entering industry is given thorough instruction and experience in all of the practical and theoretical aspects of a skilled trade. Practical knowledge is gained through the apprentice's participation in a planned program of on-the-job instruction designed to move him through all phases of the particular trade or craft. Theoretical training is gained by the apprentice's attendance at related instruction classes usually held at the local vocational school. The classes are designed to supplement and enhance the day to day training received on the job, and are usually taught by a local journeyman of the trade.

Many counselors are unable to give interested students information concerning apprenticeable training opportunities due to their own lack of knowledge in their field. Several manuals and bulletins are available for their use, but they, too, are often out-of-date or do not include all the pertinent information needed to inform someone about apprenticeable occupations. These manuals need to be brought up-to-date as well as made more usable in order for the counselor to fully use them in helping these students seeking more information on these vocational opportunities.

Purpose of Study

The purpose of this study was to create a counselor's handbook of apprenticeable training opportunities in Utah for the State Board of Education. Current manuals published by the Utah Apprenticeship Council and State Board of Education were incorporated into the new handbook along with additional materials gathered by the writer of this paper. By creating an up-to-date, usable and complete handbook of apprenticeship training opportunities in Utah for counselors, particularly in the

secondary school system, it was hoped that students, as well as other people interested in apprenticeship training, would receive more direction and aid from those counselors contacted.

CHAPTER II
METHOD OF PROCEDURE

R. Russell Whitaker, Specialist in Occupational and Career Guidance, Division of Special Education Services, Section of Pupil Personnel Services for the Utah State Board of Education, was contacted for information regarding the need for and possibility of compiling a handbook of apprenticeable training opportunities. After giving his consent for the project, he made suggestions and recommendations as to material and content for inclusion in the handbook and suggested that the project be cleared through Grant Tuckett, Director of the Utah Apprenticeship Council as well as obtaining additional information through him. Mr. Tuckett was personally visited and content suggestions and material were gathered from him as well as names of men to contact for information regarding the various apprenticeship training programs.

Letters were sent to each of the fifty United States as well as Puerto Rico requesting copies of their publications on apprenticeship training opportunities (See Appendix). Ideas on design and format were taken from these publications to be used in the Utah handbook. Content materials were also surveyed for hard data to be included in a fact sheet for collection of data on each apprenticeship program.

Each man in charge of the apprenticeship training for the various trades in the state was contacted by telephone and a personal interview was set up between himself and the writer of this study. The names of those contacted were received from Grant Tuckett. The interviews lasted from one to two hours during which time data fact sheets (See

Appendix) were filled out, copies of apprenticeship agreements were obtained and other information pertaining to the apprenticeship training program was collected. The men were most cooperative and expressed approval of the handbook as well as any other project that could be employed to increase awareness of apprenticeship training opportunities in Utah. The only programs handled through correspondence were those of the trade of boilermaker and Kennecott Copper Corporation programs due to the preference of those in charge of these programs.

The fact sheets and other information were then typed up in tentative form on each program. Copies of this material were returned by mail to the person interviewed for his correction and comments. These were all returned to the writer of this paper, but some had left questions unanswered. Each man was again contacted by telephone to clear up any questions concerning the data.

A tentative copy of the handbook was then sent to Grant Tuckett for his approval and comments. This in turn was sent to R. Russell Whitaker for the same purpose.

After receiving approval and suggestions on the handbook, necessary corrections were made and final content to be included as well as format and design were decided upon. The handbook was then re-typed and submitted to the Utah State Board of Education for publication.

CHAPTER III
RESULTS AND DISCUSSION

Copies of the handbook entitled A Counselor's Handbook of Apprenticiable Training Opportunities in Utah (See Appendix) were published by the Utah State Board of Education primarily for use in the secondary school systems, but also for counselor training programs and other interested parties. This handbook was able to up-date and supplement the other current publications in the field counselors might have in their possession.

Some limitations of the study were:

1. It is possible that not all apprenticeship programs in the State were included due to non-registration with the Utah Apprenticeship Council or the independent nature of the program.
2. Data such as requirements and wage rate will change with negotiations between management and labor.
3. Although this information is available to the counselor, it may not be used extensively or at all.

CHAPTER IV
SUMMARY AND CONCLUSIONS

A handbook for counselor's on apprenticeable training opportunities in Utah was compiled for use in the secondary school system, counselor training programs, and for usage by other interested people. The need for this handbook was established by studies showing that high school students don't receive adequate information from counselors on post high school education and training opportunities, particularly in the vocational field, which includes apprenticeship training. Apparently upper middle class, white collar, value judgments are prominent in pointing young people only towards baccalaureate career opportunities. This is often due to student-counselor load, lack of facilities, and inability to stay current in all areas of vocational education.

It was hoped that by furnishing counselors with up-to-date and usable material on apprenticeships and opportunities, additional emphasis might be placed on these programs. Not only could the counselor be educated in their field, but more information could be given to those students who express an interest in these vocational opportunities as well as students being made aware of apprenticeship training opportunities.

Materials for this handbook were gathered directly from those people in charge of the various apprenticeship training programs. It was approved by the Utah Apprenticeship Council and Utah State Board of Education before publication in order to help assure it's completeness and accuracy.

Recommendations

1. This handbook should be distributed to all concerned with enthusiasm for its content and usage.
2. Follow-up materials should be sent to counselors to further acquaint them with the material and programs. It might also be helpful to prepare some bulletins, posters or programs that could be used by the counselors to emphasize apprenticeship training opportunities.
3. It is imperative that the handbook be kept up-to-date.
 - a. An employee should be placed in charge of finding out about other programs throughout the state that could be included as well as keeping aware of changes in the programs that are currently included.
 - b. The handbook could be bound in a ring-type binder so that new pages could be easily inserted with old ones being taken out for up-dating purposes.
 - c. Changes should be sent out yearly to all counselors so that they might keep their handbooks current and accurate.
4. This handbook should be emphasized during the 1971 Vocational Guidance Workshop with instructions being given on the usage and up-dating of it. Examples of displays or programs could be provided to instill enthusiasm for the handbook.
5. Above all, counselors should be encouraged as often as possible through the State to use this handbook and any other available information or material in helping students become more aware of apprenticeship training programs.

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- Smith, Earl Jay. 1968. Project VIEW: A study of the effectiveness and efficiency of a needlesort-aperture-card system to disseminate occupational information. Dissertation. U.S. Department of HEW, University of Utah, Salt Lake City, Utah.

APPENDIX

Department of Psychology
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Dear

I am conducting a research project for the Utah State Department of Education with regard to apprenticeship occupations. We are planning to develop a counselor handbook of apprenticeship training opportunities for the state of Utah. A copy of a similar publication for your state (if available) would be helpful to us as we design our handbook.

As we are hoping to design the manual on the budget for this year, your immediate help would be appreciated. Thank you.

Sincerely,

Michael R. Bertoch, Ed. D.
Acting Coordinator
Counseling Psychology Programs

MRB:je

APPRENTICESHIP FACT SHEET

TITLE: _____

NATURE OF WORK/JOB DESCRIPTION:

ENTRANCE REQUIREMENTS:

Age:

Citizenship:

Health:

Education:

Entrance Exams:

References:

Personal Interview:

Character:

Documents Needed:

TERM OF APPRENTICESHIP:

WAGES:

WORKING CONDITIONS:

POTENTIAL ADVANCEMENTS:

SPECIAL CHARACTERISTICS:

Abilities and Knowledge:

Interests:

Temperaments:

Physical Capacities:

Tools Used:

EMPLOYMENT OUTLOOK:

SUGGESTED HIGH SCHOOL COURSES:

HOW TO ENTER:

COMPLETION PROCEDURES:

MISCELLANEOUS INFORMATION:

PROGRAM LOCATIONS AND SPONSORS:

A Copy of
A COUNSELOR'S HANDBOOK OF APPRENTICEABLE TRAINING
OPPORTUNITIES IN UTAH

A copy of the above named handbook could not be included directly in the appendix due to the format and spacing of margins that were adopted. Anyone desiring to examine a copy of this handbook can obtain one through the Utah State University Library or through the Utah State Board of Education.

VITA

Katherine Larkin Neilson

Candidate for the Degree of

Master of Education

Report: A Counselor's Handbook of Apprenticiable Training
Opportunities in Utah

Major Field: Counseling and Guidance

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Reid Neilson on February 1, 1969; one child--Karianne.

Education: Attended elementary school in St. George, Utah;
graduated from Dixie High School in 1964; received an
Associate of Science degree from Dixie College in 1966;
attended Merrill-Palmer Institute in Detroit, Michigan
in 1967; received the Bachelor of Science degree from
Brigham Young University, with a major in Child Develop-
ment and Family Relations in 1968; completed requirements
for the Master of Education degree, specializing in
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Publications: "A Counselor's Handbook of Apprenticiable Training
Opportunities in Utah," by Utah State Board of Education,
1971.