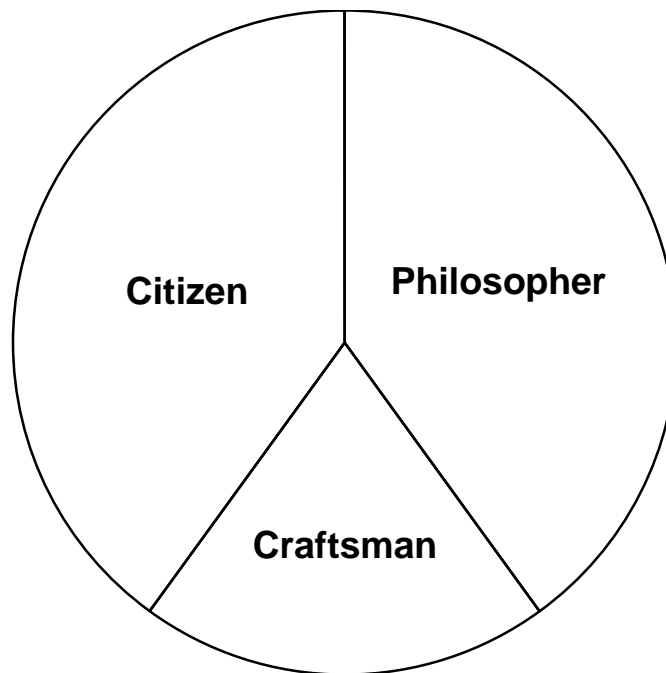


WOULD YOU LIKE TO LEARN A TRADE?

Automotive
Animal care
Business
Carpentry
Computers & Technology
Culinary Arts
Design & Arts
Diving school
Education
Flight

Gardening & Farming
Graphic Design
Health Care
Interior Design
Legal and Criminal Justice
Massage Therapy
Media Arts
Plumber
Real Estate
Translator (living languages)



Definitions

One of the best ways to understand the Apprentice-journeyman-master model is to compare it to the academic model of baccalaureate, master, doctorate.

Apprentice: A person under legal agreement to work a specified length of time for a master craftsman in a craft or trade in return for instruction and support OR a person who is acquiring a trade, craft or skill under specified conditions, usually as a member of a labor union. Some technical schools offer apprenticeship work-study programs.

Example of a U.S. apprenticeship program: Persons interested in learning to become electricians can join one of several apprenticeship programs offered jointly by the International Brotherhood of Electrical Workers and the National Electrical Contractors Association. No background in electrical work is required. A minimum age of 18 is required (no maximum age). Men and women are equally invited to participate. The organization in charge of the program is called the National Joint Apprenticeship and Training Committee.

Journeyman: A worker who has learned his trade. Formerly, a worker who had served his apprenticeship and thus qualified himself to work at his trade.

Associate degree: A college degree awarded after the completion of about 20 classes. It either prepares students for a career following graduation or allows them to transfer into a bachelor's degree program.

Professional certification: Certifications are earned from a professional society and, in general, must be renewed periodically. It is common to require individuals to show evidence of continued learning ("continuing education") within their professional field. If a demonstration of ability or knowledge is required by law before being allowed to perform a task or job, this is referred to as licensure. Certifications are very common in law, language teaching, aviation, construction, technology and other industrial sectors, security as well as health care and finance.

Internships

An intern is one who works in a temporary position with an emphasis on on-the-job training rather than merely employment, making it similar to an apprenticeship. Interns are usually college or university students, but they can also be high school students or post graduate adults seeking skills for a new career. Student internships provide opportunities for students to gain experience in their field, determine if they have an interest in a particular career or create a network of contacts. Internships provide the employers with cheap or free labor for (typically) low-level tasks (stereotypically including fetching coffee for the office), and also the prospect of interns returning to the company after completing their education and requiring little or no training.

An internship may be either paid, unpaid or partially paid (in the form of a stipend). Paid internships are most common in the medical, architecture science, engineering, law, business (especially accounting and finance), technology and advertising fields. Internships in non-profit organization such as charities and think tanks are often unpaid, volunteer positions. Internships may be part-time or full-time; typically they are part-time during the university year and full-time in the summer, and they typically last 6-12 weeks, but can be shorter or longer. The act of job shadowing may also constitute as interning.

Internship positions are available from businesses, government departments, non-profit groups and organizations. Due to strict labor laws, European internships, though mostly unpaid, are popular among non-Europeans to gain international exposure on one's resume and for foreign language improvement.

Learning a Trade

Attending a vocational school allows you to quickly and efficiently learn the necessary job-related skills and background, often in less than two years, and graduate prepared to step into a career.

During this workshop we will utilize the information gathering process to provide a model for St. John's students who are considering learning a trade. While for this workshop we have utilized the process to model the process for learning a trade in New Mexico, this model can also be used to plan most major changes in life, including: preparing for graduate school or travel, getting internships or moving to a new town.

Part of what we would like to emphasize is the importance of using the resources you have at the College: the Career Services office, library, faculty, staff, alumni and other students.

We are basing this process on the *Information Search Process* developed by Carol Kuhlthau. It is a holistic approach to searching for information which includes thoughts, feelings and actions. The process begins with uncertainty and anxiety due to a lack of confidence and evolves into an increase of confidence as one gains knowledge and makes a commitment to a focused perspective.

The information gathering process involves:

Initiation – Beginning the inquiry. “What am I trying to accomplish?”

Investigation - Brainstorming. “What do I find personally interesting?”

Exploration – Exploring information. “What are my options?”

Formulation - Forming a focused perspective. “I’ll try this!”

Collection – Collecting information. “Now what do I need to know?”

Presentation – Preparing to present. Applications, interviews, arrangements.

Assessment – Assessing the process. Think about where you are now as opposed to where you were when you started the process.

As you are gathering information, please always keep in mind the importance of evaluating the information and its sources – who is the author, what is the bias, is the information verifiable and what is the timeliness of the information?



I. Initiation - **The problem is introduced.** This is the beginning of the inquiry.

Think about what you know and what you want to know.

I know I want to investigate learning a trade. I'm interested in becoming a chef.

“What are my options? How do I set up an apprenticeship? Do I need to go to school? How much money and how long will it take?”

(Feelings: apprehension and uncertainty)

A. Do a survey of your skills and interests.

- a. What do you like to do?
- b. What are you good at?
- c. What have you done in the past and enjoyed?

II. Investigation – **Identification of general areas for investigation.**

Brainstorm. Try on different ideas. Don't hold back. Imagine anything is possible. Editing comes later.

“I wonder what it would be like to apprentice with a chef in Santa Fe or go to a local cooking school (or take classes at the community college)?”

(Feelings: confusion, sometimes anxiety, brief elation after selection, anticipation)

A. Assessment – Questions

1. **Why** do you want to have a trade?
2. **What** does the work look like in the trade you're interested in?
3. **What** and who are you interested in working with?

III. Exploration – **Surface/superficial research.**

This is the time to explore, read and reflect to form a personal perspective or focus. It is the most difficult stage. You may encounter inconsistent information and begin to doubt the appropriateness of your inquiry, the adequacy of your information sources and your ability to complete the process. Remember you are exploring to find a focus, not to support a thesis at this point.

“What are my options?”

A substantial number of people want to give up after their initial search for information. A dip in confidence accompanying this stage is natural in this process. Trust that you will get through the difficulties and come through with a sense of focus. You'll be locating information and evaluating relevance, reading to become informed, and reflecting on new information.

(Feelings: confusion, uncertainty, doubt, sometimes threat)

A. Skimming research – listing ideas

Be organized. Keep a record of all the places you have visited, with whom you have spoken, and the responses and impressions you have received.

Get a simple definition and background from a source such as Wikipedia, then move on to the Occupational Outlook Handbook (<http://www.bls.gov/oco>) for a more formal description of the work description, training requirements and job outlook/prospects.

1. **Career Services office** can help you get started with local resources:
 - a. Ask for the **names** of those who have done something similar – faculty, staff & alumni. Ask them for some good **books** to read on the topic. (i.e. biographies of chefs)
 - b. Local **education opportunities** – trade programs at local schools, state universities or community colleges.

- c. Summer **jobs** – start at the bottom and work your way up. Observe the flow. (i.e. once you know which chef you would like to work with, start by washing dishes in his/her kitchen).
- d. Internships/ **Apprenticeships** – the Ariel program or others (paid or unpaid)
- e. Investigate **online degree** programs offered from various community colleges and universities.
- f. Read articles describing vocations from **library databases** (i.e. http://find.galegroup.com/itx/start.do?prodId=SPJ.SP09&userGroupName=nm_a_sjcoll_ege Infotrac’s “Vocation, Careers and Technical Education database”).

Transition

- i. Make a survey of your notes.
- ii. List possible options.
- iii. Choose a particular focus while discarding others or combine several themes to form one focus.
- iv. Remember: no matter what you start, you can stop when it doesn’t seem right for you anymore.

IV. Formulation – This is the most important part of the process.

Resources + Time + Possibilities = Plan

“I would like to take a few cooking classes at the community college to see if it’s the sort of thing I would like to pursue. Then possibly find a local chef to apprentice with and work toward becoming a master chef.”

(Feelings: optimism, confidence in ability to complete task)

A. Get started now & prepare for the summer

Resources – Now that you know your options, consider the following:

- 1. Experience/qualifications – What do you have to offer?
- 2. Do you need to be making money or can you volunteer?
- 3. Do you know anyone with connections who might be able to help you get in somewhere?

Time – What options best fit your schedule?

Possibilities – What’s available in your region? Or online if nothing is nearby?

V. Collection - Gather information that defines and supports your focus.

Your focus is further clarified as connections and extensions are made from the information you gather. Your narrative takes shape.

(Feelings: realization of extensive work to be done, increased interest)

A. Establish contact

- 1. Using the names from the Career Services and Alumni offices, contact alumni in Santa Fe to set up an appointment to visit them in their kitchens.

B. Begin applications

- 1. For the community college: <http://www.sfccnm.edu/programs/culinaryarts>

C. Prepare your resume

- 1. Career Services will help you with this
- 2. Testing & Education Reference Center can also help:
<http://www.stjohnscollege.edu/admin/SF/library/online.shtml>

VI. Presentation & Assessment

Complete the narrative and present.

As you try each new thing, keep a journal of your reactions to it. Pay attention to what works for you and what doesn't. Talk with other people about your experiences. This will help when you're ready to leave St. John's and are considering whether you want to pursue any of the sorts of paths you tried while you were a student.

Assessment

Think about where you are now as opposed to where you were when you started.

Remember – all of the information you get from these experiences can be useful. You're using this time to figure out if this is a career you wish to pursue. Finding out now that it's not what you want to do is just as useful as learning that you would love to cook.

(Feelings: sense of relief, sometimes satisfaction & accomplishment, sometimes disappointment)

Source:

Kuhlthau, Carol Collier (Fall 1989). Information Search Process: A Summary of Research and Implications for School Library Media Programs. *SLMQ*, 18 (1)