JBAM

You Want Me to Do What in This Job?
An Experiential Exercise in Understanding
the Usefulness of Realistic Job Previews for Recruitment and Retention

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A key management function for any organization is recruitment. An organization needs to attract qualified applicants for open positions and retain effective employees. To enhance the recruitment and retention of employees, job applicants should be given Realistic Job Previews (RJP's) which includes both the positive and negative aspects of the position. Research shows that RJP's provides applicants a clearer view of the tasks of a job, which results in reduced turnover and other benefits. This paper summarizes the research on the effectiveness of RJP's, then presents an experiential exercise in which students write RJP's for various jobs, so they can learn how RJP's are created and gain a better understanding of why RJP's are useful to both job seekers and organizations.

A key management function for any organization is recruitment and selection, which Ployhart, et al. (2017), called the "Supreme Problem." An organization needs to attract qualified applicants for open positions and retain effective employees. To attract applicants, the organization must tell potential applicants what the job is and what the organization is like so that they can decide whether to apply. The problem is that there is a strong temptation for organizations to get applicants to apply and accept a job offer by making the job and the organization look desirable, and only give applicants positive information (Cable, et al., 2000). But if the organization gives potential applicants an unrealistic view of the job and what it will be like working at the organization, newly hired employees' expectations may clash with reality, leading to employee dissatisfaction and turnover (Breaugh & Starke, 2000), and resulting in the need to recruit for the position again. The solution is for organizations to give compete information about the job, including both positive and negative aspects. Research has shown that when applicants are given Realistic Job Previews (RJP's), i.e., "all pertinent information without distortion" (Wanous, 1980), including both positive and negative information (Ganzach, et al., 2002), there are benefits to both applicants and to the organization. It helps applicants choose a job that is right for them, and it helps the organization by bringing applicants' expectations in line with what the job will actually be like, with the result that turnover is reduced, and retention is improved.

There are other benefits of giving applicants complete information about the job. RJP's can also increase the degree to which applicants view the recruiting organization and its members as trustworthy, thereby reducing future turnover (Breaugh, 2010; Earnest, et al., 2011). In fact, one of reasons often given as to why RJP's are successful is that they convey an "air of honesty" to applicants (Klotz, da Motta Veiga, Buckley, & Gavin, 2013). A meta-analytic path analysis of 52 studies and a sample size of over 17,000, showed that enhanced perceptions of organizational honesty was the primary mechanism by which RJP's influenced voluntary turnover (Earnest, et al., 2011).

It is important for organizations to provide applicants with RJP's because applicants often have unrealistic expectations about the job. A major source of job dissatisfaction comes from an incongruence between what employees expected the job to be and their actual experience of the job (Adeyemi-Bello & Mulvaney, 1995). These authors list three functions for RJP's:

1) Discourage an employee who will be less likely to survive on the job from accepting a job offer (i.e., self-selection), 2) increase the probability that the new employee will be able to cope with the demands of the new job, and 3) make applicants feel the organization is being honest and up-front, leading to more organizational commitment.

There is abundant research support on the effectiveness of RJP's in improving the recruitment process. By the time of Breaugh's (1992) review of recruitment, research on RJP's had been conducted for over 50 years, and Phillips (1998) noted that RJP's had garnered the greatest level of attention of all recruitment issues. Weitz (1956) conducted a field experiment on applicants to estimate the effects of job expectations on turnover for life insurance agents and found that those agents who said the manager misrepresented the job or job possibilities during the hiring interview were more likely to terminate. In their meta-analysis of 21 RJP experiments, Premack and Wanous (1985) concluded that RJP's tended to lower initial job expectations, while increasing self-selection, organizational commitment, job satisfaction, performance, and job survival. In his meta-analysis of 40 RJP studies (14 un-

published), Phillips (1998) found that RJP's were related to higher performance and to lower attrition from the recruitment process, initial expectations, voluntary turnover, and all turnover.

Beyond the management benefits for recruitment and retention, organizations should provide applicants with realistic information for ethical reasons (Buckley, Fedor, Carraher, Frink, & Marvin (1997). New employees with inflated expectations may feel misled when they perceive that the organization did not fulfill their expectations, thereby leading to perceived psychological contract breaches (Rousseau, 1995). Psychological contract breaches have been defined by Roehling (1997) as the perceived beliefs an employee has of an exchange agreement regarding what he or she is expected to give to the organization and what the organization is expected to reciprocate in return. Turnley and Feldman (2000) found that the relationships between psychological contract breaches and intentions to quit, neglect of in-role duties, as well as organizational citizenship behaviors, were moderated by unmet expectations.

At the core of RJP's is the belief that employees deserve to enter organizations with their eyes wide open, being aware of not only the details of what their jobs entail (e.g. tasks involved, hours required, and format of compensation), but also possessing clear and accurate expectations so as to prevent disillusionment following entry into the organization (Baur, Buckley, Bagdasarov, & Dharmasiri, 2014). To summarize, giving potential applicants RJP's about jobs and about working at the organization can have a positive effect on turnover and retention, and is the right thing to do—a rare case where practicality and ethics go hand-in-hand.

RJP's have been developed for a wide variety of jobs, especially where applicants are most likely to have unrealistic expectations about the job. Liu, Keeling, and Papamichail (2018) tested RJP's in the retail industry, O'Brien and Hebl (2015) in academia, and Ylimaki, Moyi, Gause, Hardie, and Tran (2020) for teachers from the rural Lowcountry of South Carolina, a region with documented severe teacher shortages (the RJP included rural teaching advantages and challenges). In this experiential exercise, students learn about RJP's by writing one themselves, and seeing the RJP's that have been written by the other students in the class, for a variety of different jobs.

Realistic Job Previews: An Experiential Exercise

Instructions for the Instructor

Preparation

Form the class into teams (or let students form their own teams) and assign a job to each team from the list in Appendix A. For the job assigned to them, the teams should list at least three positive aspects and three negative aspects of the job. The instructor can give teams a form as a handout with the jobs listed on the back or have the teams create a group document that they can share with the class. After the teams have worked generating

their lists for 15-20 minutes, have a spokesperson from each team report out their lists. Once each team has reported out, ask the Discussion Questions (see below), either as a group or ask each group individually. End the exercise with showing the class the Key Points of the Exercise (see below).

To get the students started, the instructor can use a short story to illustrate why both applicants and organizations benefit from RJP's. A restaurant advertises having "vegetarian options," but when diners look at the menu they find only one salad and an entree called "Beet Wellington." The potential diners will be disappointed and feel that the restaurant has not dealt fairly with them, and probably not make a second visit (or maybe leave for another restaurant). Similarly, employers should provide realistic information to applicants about what the job will be like. If employees find that there is a mismatch between what the job is and what they were told the job was when they were an applicant, they will be dissatisfied, maybe quit, and will have learned to distrust other things the organization tells them.

The Content Model – Grounding the Exercise in Theory

Students may benefit from some structure to help them think about the positive aspects and negative aspects of a job. It is a broad and deep question: What might a potential applicant want to know about a job before deciding whether to apply for it? The instructor can help students get started thinking about RJP's by introducing a theory or model that students could use to think about both job activities that an applicant might like or dislike doing, and the fit of the job with an applicant's occupational interests. Students can use O*NET to help them generate their list of positive and negative aspects of the job. The conceptual foundation of O*NET is the O*NET Content Model (Mumford & Peterson, 1999; Peterson et al., 2001). In the Content Model, the Occupation Specific Tasks and Work Activities are listed for each job. Generalized Work Activities are work activities that are common across a very large number of occupations. They are performed in almost all job families and industries. Intermediate Work Activities are work activities that are common across many occupations. They are performed in many job families and industries. Detailed Work Activities are specific work activities that are performed across a small to moderate number of occupations within a job family. Interests are Holland's six Occupational Interests (Holland, 1997), the RIASEC Model (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional).

The occupation of Business Teachers, Postsecondary (O*NET Code: 25-1011.00) includes job tasks that students are likely to generate, such as:

- Prepare and deliver lectures to undergraduate or graduate students on topics such as financial accounting, principles of marketing, and operations management.

- Evaluate and grade students' class work, assignments, and papers.

- Initiate, facilitate, and moderate classroom discussions.
- Prepare course materials, such as syllabi, homework assignments, and handouts.

However, O*NET also includes other tasks that students might not immediately think of as part of the job of college teacher, which could be positive aspects or negative aspects, such as:

- Conduct research in a particular field of knowledge and publish findings in professional journals, books, or electronic media.
- Serve on academic or administrative committees that deal with institutional policies, departmental matters, and academic issues.
- Mentor new faculty.
- Write grant proposals to procure external research funding.

O*NET also lists the Interests for Business Teachers, Postsecondary as Social (Work involves helping, teaching, advising, assisting, or providing service to others), Enterprising (work involves managing, negotiating, marketing, or selling, typically in a business setting, or leading or advising people in political and legal situations), and Investigative (work involves studying and researching non-living objects, living organisms, disease or other forms of impairment, or human behavior).

When students are generating their list of positive and negative aspects of a job, team members may identify aspects of the job but disagree about whether it is a positive or a negative aspect. The basis of the disagreement is that different applicants will see aspects of the job as variously positive or negative because "different people are different." Not all applicants want the same things in a job, because "different applicants are different." Students learn the value of an RJP to applicants by writing one themselves.

What to Expect

To give instructors an idea of what to expect in student-generated RJP's, this exercise was run in an Introduction to Human Resources Management class, and the students' RJP's recorded. Examples of positive aspects and negative aspects for four jobs are shown in Appendix B. For the job of Desk Clerk, Bowling Floor, students listed "If someone is misusing the equipment, having to tell them they cannot do that and tell them to follow the rules." This can be a challenging (and unexpected) part of the job; the employee is expected to enforce rules using only persuasion, having no real power over unruly customers. An applicant for Fish and Game Warden may have unrealistic expectations about the job, thinking that it is mostly "Enjoy the outdoors by utilizing various forms of transportation, for example by boat or four-wheeler, across the land," but find out, more realistically, that the job is also "In the event of a law violation, procedures must be followed to seize equipment, make arrests, and prepare for evidence for court actions."

To go beyond having students learn about RJP's and recruitment, the instructor may wish to categorize the kinds of job tasks that students have listed as positive or negative aspects, to look for commonalities or themes across different jobs. This may be helpful for the next RJP they write or when evaluating an RJP written by someone else for a job in their organization. Students will learn about their own job preferences, by seeing which aspects they have labeled positive or negative. For example, some students in the class may identify a broad category of tasks related to communicating with customers (such as "dealing with difficult customers" or "selling directly to customers") as negative aspects, while other students see these as positive aspects of a job, which helps students to learn that every job task can be positive or negative.

Variations on the Exercise

Depending upon the instructor's learning objectives, the exercise can be grounded in other theories or models. Students could also use McClelland's Three Needs Theory of Motivation (McClelland, 1988) to help them think of job tasks that might meet (or not meet) a worker's need for Achievement, (to do something better, to solve problems, to master complex tasks), or need for Affiliation (to establish and maintain friendly and warm relationships with others), or need for Power (to control others and influence their behavior). Alternatively, the instructor could ask students to think of job tasks that would make the job Intrinsically Motivating (Pink, 2011), by thinking of job tasks which give (or do not give) the worker Autonomy (control over the task, time, team, technique), or Mastery (becoming better at something that matters to them, or Purpose (making a contribution, and being a part of something bigger than themselves).

Another model that students may find helpful is Beaugh's (2009) Employee Recruitment Process Model, which has four stages:

Stage1: Establishing Recruitment Objectives (Number of open positions to be filled, Number of applications desired, etc.).

Stage 2: Develop a Recruitment Strategy (What type of individuals should be targeted? Where can these people be found? How can the targeted individuals best be reached?, etc.).

Stage 3: Carry Out Recruitment Activities (Recruitment Methods, Timing of Recruitment Actions, Recruitment Message, etc.).

Stage 4: Evaluate Recruitment Results (Time-to-hire, Cost of filling the position, New employee retention rate, etc.).

A key part of Stage 3 is attracting the attention of people the organization wants to attract, by generating interest in a job opening. According to this model, the accuracy of an applicant's position expectations is critical:

In order to generate a large applicant pool and ultimately increase the likelihood that job offers are accepted, some organizations make job openings appear as attractive as possible. But this recruitment approach can result in problems. For

example, as they become better informed as the recruitment process unfolds, recruits who were initially interested may withdraw after your organization has expended considerable time and money. Alternatively, some recruits with unrealistically positive job expectations may not become aware of what things really are like until they are hired and begin working—and these individuals are more likely to quit their jobs than new hires with realistic job expectations. Instead of inflating job expectations, you should increase their accuracy. (Breaugh, 2009, p.7)

Another tool that can help students put themselves in someone else's shoes is the Japanese concept of Ikigai (García & Miralles, 2017). According to this idea, everyone (i.e., every applicant, every worker) has a reason for being, which means that there are things that a person loves to do, things that a person is good at, things that the world needs, and things a person can get paid for. Therefore, when writing their RJP, students should give potential applicants accurate information about the job so they can decide whether the job tasks are things that they are good at (or not so good) or things they love to do (or dislike doing), which can lead to applicants taking a job that not just a profession or vocation, but a job that gives them a mission and passion.

Debriefing

The instructor should have each team report to the class what they have listed for the positive and negative aspects of the job they have been assigned. The teams often have an easier time listing the positive aspects than the negative aspects, so the instructor may need to prod the team to think more about the job, using the models or theories described above. The instructor may want to encourage students to use other resources, such the web page of the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, or job postings on company career pages, or even a call or text someone they know who has had the job.

Sometimes teams have the same aspect listed twice, once as a positive and once as a negative aspect of the job. This is because what is a negative aspect for one applicant may be a positive aspect for another applicant, and you cannot know when you are writing the RJP whether an applicant will consider a given aspect to be negative or positive. For example, for the job of Smoke Jumper, the team may list as a negative aspect the danger of parachuting into an active forest fire, but for some applicants this is a positive aspect, they would not like a safe desk job. The organization should tell applicants about the dangers of being a Smoke Jumper, because the dangers may be what attracts some applicants to the job (and will make a better person-job fit).

Discussion Questions

- What types of applicants are more likely to have unrealistic expectations about a job?

- What aspects of jobs are applicants most likely to have unrealistic expectations about?

- What aspects about your current job (or a past job) did you have unrealistic expectations about?

- When you applied for your current job, were you given an RJP?

Key Points of the Exercise

1. Every job has positive and negative aspects. Telling applicants both the good and the bad about the job will give them a better idea of what the job will be like so they can make a better decision about accepting the job offer.

2. If applicants are given an RJP there is no clash between what they were told and reality. The positive organizational outcomes are increased job satisfaction, less turnover, and longer retention.

3. Giving applicants an RJP is fundamental to treating applicants fairly. All applicants should be told what the job will be like.

Instructions for Students

A key management function for organizations is recruitment and selection. The problem for organizations is attracting applicants to apply for open positions and retain effective employees. To get applicants to apply, recruiters sometimes only give applicants positive information about the job. After an applicant starts the job and finds out what the job is really like, conflict between their expectations and reality can make them dissatisfied in their jobs and likely to quit. The solution is to give applicants accurate and realistic information about the job, so that they can make better decisions about applying for the job, and once in the job, their expectations will better align with what the job actually is like. Research has shown that giving applicants Realistic Job Previews (RJP's) helps to bring applicants' expectations in line with what the job will actually be like, and turnover is reduced and retention is increased.

In this experiential exercise, you will be asked to develop a list of both the positive aspects and the negative aspects of a job with the goal of gaining a better understanding of how to write RJP's and the importance of setting realistic expectations in the recruitment process, the first contact applicants have with the organization. Specific details of the exercise will be provided by your instructor.

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Appendix A

List of Jobs and Job Descriptions – Dictionary of Occupational Titles

340.367-101 Desk Clerk, Bowling Floor

Assigns bowling alleys to patrons and collects fees: Reserves alleys for bowling league or individuals. Issue scoresheets and alley numbers to patrons. Inspects alleys to ensure that bowling equipment is available. Observes players to determine misuse of alleys

and other equipment. Records number of games played and receipts collected. Rents bowling shoes to patrons.

375.267-014 Detective, Narcotics and Vice

Investigates and apprehends persons suspected of illegal sale or use of narcotics, or violating anti-vice laws: Examines prescriptions in pharmacies and physicians' records to ascertain legality of sale and distribution of narcotics, and determines amount of such drugs in stock. Investigates persons suspected of illegal sale or purchase of narcotics and arrests offenders. Investigates establishments and persons suspected of violating anti-vice laws, working as a member of squad, and conducts or participates in raids of such establishments.

279.357-042 Salesperson, Burial Needs

Sells burial needs, such as cemetery plots and crypts, grave coverings, markers, and mausoleums: Contacts prospects at their homes in response to telephone inquiries, referrals from funeral homes, and leads from obituary notices. May sell monuments and similar materials, either in employ of cemetery or monument firm.

452.364-014 Smoke Jumper

Parachutes from airplane into forest inaccessible by ground to suppress forest fires: Jumps form airplane near scene of fire, pulls rip cord when clear of plane, and pulls shroud lines to guide direction of fall toward clear landing area. Orients self in relation to fire, using compass and map, and collects supplies and equipment dropped by parachute. Ascertains best method for attacking fire and communicates plan to airplane or base camp with two-way radio. Fells trees, digs trenches, and extinguishes flames and embers to suppress fire, using ax, chainsaw, shovel, and hand or engine-driven water or chemical pumps.

962.684-014 Grip

Erects sets and moves scenery on stage for theatrical productions on stage and television studio, using handtools and power tools and equipment: Ties sets upright with lash lines. Hooks stage brace onto set and adjusts brace to straighten and support set. Connects lines to overhead steel work to support hanging units, using handtools and power tools. Fits and hangs painted backdrops and curtains. Inserts weights as specified to counter-balance hanging units. Changes scenery between acts or scenes according to script.

730.361-010 Piano Tuner

Tunes pianos in private and public establishments, using tuning fork and tuning hammer: Removes board from front of piano to expose strings. Places strips of felt or rubber between strings nearest to string to be tested to mute them. Strikes middle C and compares pitch with that of standard tuning fork. Turns string pin with tuning hammer to adjust tension on string until pitch of string and tuning fork correspond. Tunes remaining notes (strings) by comparing them with middle C and each other.

379.167-010 Fish and Game Warden

Patrols assigned area to prevent game law violations, investigate reports of damage to crops and property by wildlife, and compile biological data: Travels through area by car, boat, airplane, horse, and on foot to observe persons engaged in taking fish and game, to ensure method and equipment used are lawful, and to apprehend violators. Investigates reports of fish and game law violations and issues warnings or citations. Serves warrants, makes arrests, and prepares and presents evidence in court actions. Seizes equipment used in fish and game law violations and arranges for disposition of fish and game illegally taken or possessed. Investigates hunting accidents and files reports of findings.

525.361-010 Slaughterer, Religious Ritual

Slaughters cattle, calves, and sheep as prescribed by religious law, and examines parts of carcasses to determine whether carcasses meet standards established by specific religion: Sharpens knife on whetstone or sharpening steel and washes knife. Cuts throat of animal, using single stroke. Inspects carcass and internal organs to verify absence of diseases. May offer ritual prayers while slaughtering animal.

159.347-018: Thrill Performer

Entertains audience at fairs, carnivals, and circuses by performing daredevil feats, such as diving from high diving board into tank of water, parachuting from airplane, or being shot from cannon onto net. May be designated according to specialty as Comedy Diver (amuse. & rec.); Human Projectile (amuse. & rec.); Parachutist (amuse. & rec.).

153.244-010 Jockey

Rides racehorse at racetrack: Confers with training personnel to plan strategy for race, based on ability and peculiarities of own and other horses in competition. Mounts horse in paddock after weighing-in, and rides horse to specified numbered stall of starting gate. Races from starting gate to finish line. Talks to training personnel after race to analyze horse's performance.

184.387-010: Wharfinger (water trans.)

Compiles reports, such as dockage, demurrage, wharfage, and storage, to ensure that shipping companies are assessed specified harbor fees: Compares information on statements, records, and reports with ship's manifest to determine that weight, measurement, and classification of commodities are in accordance with tariff. Calculates tariff assessment from ship's manifest to ensure that charges are correct. Prepares and submits reports. Inspects sheds and wharves to determine need for repair. Arranges for temporary connection of water and electrical services from wharves. Reads service meters to determine charges to be made.

581.685-070: Whizzer (hat & cap)

Tends machine that spins felt hat bodies to remove excess water: Pulls bodies over hat-shaped holder of machine or places bodies in basket. Presses button or depresses pedal to start holder or basket spinning, removing excess water from bodies. Releases pedal to stop machine and feels hat bodies to ascertain dryness. May soak hat bodies in waterproofing solution.

441.684-014: Fisher, pot (fishing & hunt.)

Fishes for marine life, including crab, eel, or lobster, using pots (cages with funnel-shaped net openings): Ties marker float to line, attaches line to pot, fastens bait inside pot, and lowers pot into water. Hooks marker float with pole and pulls up pot. Reaches through hinged door of pot to remove catch or dumps catch on deck. Measures catch with fixed gauge to ensure compliance with legal size. Places legal catch in container and tosses illegal catch overboard. Places peg in hinge of claws to prevent lobsters, in container, from killing each other. May rig and lower dredge (rake scoop with bag net attached), drag dredge behind boat to gather marine life from water bottom, and hoist it to deck by hand or using block and tackle. May be designated according to type of marine life fished for as Fisher, Crab (fishing & hunt.); Fisher, Eel (fishing & hunt.); Fisher, Lobster (fishing & hunt.). May work alone or as member of crew.

317.684-010: Coffee Maker (hotel & rest.)

Brews coffee, tea, and chocolate, using coffee urns, drip or vacuum coffee makers, teapots, drink mixers, and other kitchen equipment. Performs various duties to assist in filling customers' orders, such as cooking hot cakes and waffles, boiling eggs, and making toast. Cleans and polishes utensils and equipment used in food and beverage preparation. May serve coffee. May prepare

and issue iced beverages, such as coffee, tea, and fountain or bottled drinks.

092.227-010: Teacher, elementary school

Teaches elementary school students academic, social, and motor skills in public or private schools: Prepares course objectives and outline for course of study following curriculum guidelines or requirements of state and school. Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class. Prepares, administers, and corrects tests, and records results. Assigns lessons, corrects papers, and hears oral presentations. Teaches rules of conduct. Maintains order in classroom and on playground. Counsels pupils when adjustment and academic problems arise. Discusses pupils' academic and behavioral attitudes and achievements with parents. Keeps attendance and grade records as required by school. May coordinate class field trips. May teach combined grade classes. May specialize by subject taught, such as math, science, or social studies. May be required to hold state certification.

730.381-014: Bell Maker (musical inst.)

Lays out pattern and shapes sheet metal into brass-wind instrument bells and bell necks, using templates, machine tools, handtools, and blueprints: Traces pattern of bell onto metal, using scribe and template or blueprint. Cuts out bell blank, using hand or power shears. Hammers blank over bell-shaped mandrel, and butts seam, using notching tool. Brazes seam, using torch. Smooths seam, using hammer or file. Operates draw bench or arbor press equipped with expandable lead plug to shape and smooth bell and bell neck over mandrel. Operates spinning lathe to spin bell head and to form bead at tip of bell head [BELL SPINNER (musical inst.)]. Anneals previously shaped bell necks, using hand torch to soften metal for further bending. Removes scratches from bell, using abrasive-coated cloth.

582.482-018: Tanning-Drum Operator (leather mfg.)

Operates rotary drum containing tanning solution to convert hides and skins into leather, according to specifications: Weighs tanning agents, such as metal salts and sodium formate, following tanning formula. Loads agents and hides or skins into drum. Turns valve to fill drum with water, turns steam valve to heat water to specified temperature. Verifies temperature, using thermometer. Locks drum door and moves lever to rotate drum for specified period of time. Removes drum door, replaces door with grating, and rotates drum to drain tanning solution through grating. May boil sample of tanned hide or skin in water to determine thoroughness of tanning.

389.687-014: Cleaner, Window (alternate titles: window washer)

Cleans windows, glass partitions, mirrors, and other glass surfaces of building interior or exterior, using pail of soapy water or other cleaner, sponge, and squeegee. Crawls through window from inside and hooks safety belt to brackets for support, sets and climbs ladder to reach second or third story, or uses bosun's chair, swing stage, or other scaffolding lowered from roof to reach outside windows, or stands to reach first floor or inside windows.

801.361-014: Structural-Steel Worker (construction)

Performs any combination of following duties to raise, place, and unite girders, columns, and other structural-steel members to form completed structures or structure frameworks, working as member of crew: Sets up hoisting equipment for raising and placing structural-steel members. Fastens steel members to cable of hoist, using chain, cable, or rope. Signals worker operating hoisting equipment to lift and place steel member. Guides member, using tab line (rope) or rides on member in order to guide it into position. Pulls, pushes, or pries steel members into approximate position while member is supported by hoisting device. Forces members into final position, using turnbuckles, crowbars, jacks, and handtools. Aligns rivet holes in member with corresponding holes in previously placed member by driving drift pins or handle of wrench through holes. Verifies vertical and horizontal alignment of members, using plumb bob and level. Bolts aligned members to keep them in position until they can be permanently riveted, bolted, or welded in place.

737.684-018: Fireworks Maker

Makes bombs, fountains, colored lights, and set pieces for use as fireworks, following blueprints or pictures: Weighs, mixes, and sifts powder ingredients, according to formula, to produce various color and noise effects. Ignites portion of mixed ingredients to determine whether color meets specifications. Rams and pounds powder into casings or tubes, using wooden rods and mallet. Inspects fireworks for faulty wrapping or other defects and tests for sound by firing samples. Assembles and fastens together fireworks to form figures and scenes, using wire, cardboard, and handtools. May use previously prepared chemicals.

Appendix B

Realistic Job Preview – Sample Student Responses

Job: Desk Clerk, Bowling Floor

Positive Aspects   *Negative Aspects*

- The job doesn't seem too hard, especially on days that aren't busy.
- Keeping track of the games played and the receipts to see how much money was made from people bowling.
- Reserving the lanes for leagues or individual people so they can see what the day is going to be like, if it's busy or not.

- If someone is misusing the equipment, having to tell them they cannot do that and tell them to follow the rules.
- Having to thoroughly inspect the alleys to ensure they are working correctly and that there is all of the equipment that is necessary, it could take a lot of time to do that.
- On busy days, it may seem like a lot of work doing all of the necessary parts of the job.
- Handling bowling shoe rentals.

Job: *Detective, Narcotics and Vice*

Positive Aspects   *Negative Aspects*

- Catching suspects in violation of anti-vice laws.
- Job security and prevailing wage.
- Satisfaction of public service.
- Excitement and danger dealing with criminals.
- Quality benefits.
- Opportunities for advancement.
- Free optional additional training.

- Not being able to catch all persons suspected of the use, purchase, or sale of illegal narcotics.
- Working in dangerous settings that can ultimately cause injury or death.
- Having to witness death and suffering.
- Possibly working long hours and missing family time.
- Being held to a strict and sometimes unfair standard by the public you serve.

Job: Smoke Jumper

Positive Aspects   *Negative Aspects*

- Quick and efficient in keeping fires small and contained.
- Saving lives and property, and forests.
- Projected growth in hiring from (2020-2030), bright outlook.
- Hazard pay.

- Physical health impact from jumping out of planes and smoke damage.
- Outside environments.
- Lots of drilling and practice.
- Seasonal work, might have to get another job.
- Don't know how long the job will take, don't know when you be getting back to base.

Job: Fish and Game Warden

Positive Aspects   *Negative Aspects*

- Enjoy the outdoors by utilizing various forms of transportation, for example by boat or four-wheeler, across the land.
- High activity necessary to ensure fish and game laws aren't violated.
- The warden is an advocate for the land and its protection of ecosystems, native wildlife, and plants.

- Must be adaptive for most weather conditions during the fish and game season.
- Search and rescue operations may require them to operate in extreme heat or biting cold, pelted by rain, sleet, or snow.
- In the event of a law violation, procedures must be followed to seize equipment, make arrests, and prepare for evidence for court actions.
- Some of these jobs are seasonal which can make having year-round employment difficult.

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