Project SHIFT

Career Awareness Presenter’s
Instructional Guide

Grades 9-12

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Definitions and Overview

Classroom Presentation

Classroom presentations are usually 15 to 20 minute talks with additional time for Q&A, and other activities. Classroom presentations might also be in the form of panel discussions with other industry groups. The teachers’ goals for the course might vary depending on the class emphasis and age group.

Be sure to ask if the teacher has a specific focus or emphasis when planning for the presentation. For example, a teacher might be looking for very specific career and industry information as the emphasis, or the emphasis might be on transferable work skills and habits.

Classroom presentations may take place in any of the following:

- General education class which is focusing on careers (for example, a Social Studies or English class doing “careers unit”). Grades 9-12.
- Careers Class, Grades 9-12.
- Specific Elective that is somehow related to the industry, e.g., a manufacturing class.
- Senior Project/Transitions class. 11-12th grades.

School Site Visit – Specific Interest Groups

Rather than speaking to whole classes, you might meet with small groups of students who are specifically interested in your business/industry. This is a great opportunity share information about your company and career pathway specifics. The format can take a dialogue approach, allowing you to ask students questions and explore their interests and strengths as well.

Bringing items such as the employment application your business uses, company information, showing websites can all be used in this context as well.

Potential Activities for students might include:

- Complete an application and get your feedback
- Mock Interview
- Using the Driving Simulator
- Exploring current job openings in transportation listed on the Oregon Employment Department Website
Work Site Visit

Groups of students visit your worksite with the goal of learning about your business. Emphasis is on the specific nature of the business, career options, preparation, typical work, career pathways. Site visits are usually a 1-3 hour experience depending on the size of organization. If the group of students is large, breaking into smaller groups for touring is recommended.

Generally, (and ideally) this would consist of students who are highly interested in career options within your industry. It is okay to ask the organizing teacher or school to careers coordinator if this is the case along with their goals for the experience.

Job Shadow

Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements.

The job shadow can be with more than one person. A student may shadow different people in different areas. A job shadow generally lasts from 3 to 8 hours. An ideal shadow gives a student a real idea of a typical day while allowing him or her to interact with the business and also to feel a sense of connection to the people and culture there. This is often a student’s first step into the adult world of work.

Internship

An Internship is an extraordinary learning experience in which a student spends and extended amount of time gaining real-world knowledge and skills while doing real work. For Clackamas Community College and local high schools, generally the minimum amount of time at a work site is 30 to 40 hours. Credit is awarded for up to 360 internship hours per year. Internships may be either paid or unpaid experiences.

Please refer to the Smart Internship Employer Handbook for more information regarding Internships.
Preparing for a High School Class Presentation

1. **Identify goals for the presentation.**
   Ask if the teacher has a specific goal/objectives in mind or if the students are expected accomplish specific tasks as a result of the presentation.

   For example, will the students have questions they are expected to ask? Do they have any materials they are completing as a result of your presentation? Are there specific kinds of information the teacher wants to make sure you include, such as wage, industry job growth, career pathway, etc.

2. **Create your objectives for the presentation.**
   A simple way to approach planning is the “**Know, Feel, Do**” approach.

   As a result of the presentation:
   - What do I want students to **know**?
   - How do I want students to **feel**?
   - What do I want students to be able to **do**?

   ➢ **Be specific.**
   - This allows you to choose the items, activities, and even tone to include in your presentation.

   ➢ **Keep it simple.**
   - Target one item in each area.
   - Plan for a 15-20 minute presentation.
Sample Objectives

Example 1
Know: There are great career options that do not require a 4-year college degree (of which the transportation industry has many!)
Feel: Encouraged that there are good options/alternatives available if a 4 year degree is not in their immediate plans
Do: Identify next steps for career planning

Example 2
Know: The transportation industry provides essential services for all aspects of our day-to-day living
Feel: Appreciation for those in the industry
Do: Recognize the value of those serving in the industry

Example 3
Know: There are great career opportunities in the transportation field including starting out in warehouse work at 18
Feel: Motivated to check out potential opportunities
Do: Follow-up with a job shadow or site visit in a career area of interest

Example 4
Know: Bias and stereotyping prevent many people from choosing and/or feeling proud of honorable work.
Feel: Free to pursue work that is a good fit
Do: Identify own biases regarding which work is valuable and which is not

Example 5: Practice here with your own ideas
Know:
Feel:
Do:
Identify your topics and activities that support your objectives.

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<thead>
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<th>Time</th>
<th>Activities</th>
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<td>Introduction</td>
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<td>Presentation</td>
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<td>Conclusion</td>
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Telling Your Story

We all like stories. Stories paint a picture and create a connection. When we are describing our work to high school students, we are representing it to two groups of people. There are those listeners who might be interested in becoming a part of the story. They might want to look into this as a possible career option. The other students are those who are unaware of their dependence on the Transportation Industry and its importance and role in our society.

So, in a sense, you are a recruiter and an ambassador. Your mission is to help high school students appreciate the work of those in the transportation industry and quite possibly consider joining the ranks!

Your story is an important part of this process. Your story is unique and an essential part of communicating the reality and desirability of working in the Transportation Industry.

In order to begin preparing your story answer as many of the questions on the following pages as you can. Don’t worry if you don’t have an answer for each or how long your answer is. Just write about the first thing that comes to mind. These are “prompts” to help you begin thinking about what you might like to include in your story presentation.
Instructions:
These are “prompts” to help you begin thinking about what you might like to include in your story presentation.

1. What were some of the things you enjoyed doing when you were in high school?

2. What were you good at?

3. When you were in high school, what did you see yourself doing as a future career?

4. What jobs have you held in the past?

5. How long have you been in the transportation industry?

6. How did you get here?

7. What do you enjoy most about your job?

8. What would you change if you could?

9. What is the funniest thing you’ve ever had happen to you or someone you know on the job?
10. What is one of the most important or meaningful things that have ever happened to you on the job or as a result of your work?

11. What has surprised you about your job?

12. What do you think would surprise other people to know about your job?

13. What has your career allowed you to do or provided for your family?

14. Why do you stay in the transportation industry?

15. Why do you think this is a good career choice for others?

16. What does it take to be really successful in this industry?
Look over the answers to your questions. Is there one that stands out as the most surprising, unique, or funniest? Is there a story within any of your answers that would make a good introduction?

-OR-
Try this sentence completion activity for a start:

When I was 17, I thought that:

- the best job in the world would be....
- the most important thing about a career was....
- I could see myself doing................for the rest of my life.

Or

- I couldn’t see myself doing............for the rest of my life.
- I had to have a college degree to have a good career.

Transition into your story here: But, what I know now is...

Content of Your Story

Who are you? (Roles --parent, husband/wife, etc.)

What are your hobbies/passions?

What do you do as a career?

Do you like it and why?
How did you get here?

Why would you recommend it?

**Conclusion**
Again, go for the memorable here. If you have a most meaningful moment story, or a funny one you haven’t used yet, or how your career enables you to achieve something else really important in your life, this would be a great place to mention it.
Introduction
CRLE

Aim at Something!

EQ: How does one find and gain employment in occupations that pay a living wage and don’t require a 4 year degree.

Adult Contacts:

Product: A Plan

1) What occupation/s are you planning to enter?

2) What will you do between now and June to prepare?

3) What will you be doing one year from now?

4) What steps do you need to take to make that a reality?

What questions do you have, or what help with next steps do you need from:

Your Teacher:

Your Counselor:

Your School to Careers Coordinator:

Employers:

College Personnel:

Other:
Transportation Career Pathway

✧ Insert Transportation Career Pathway Flowchart here:

Trucking Brochure 9-12

✧ Insert Trucking Brochure 9-12 here:
TRUE or FALSE

A Quiz that Counts for Your Future

1. ___ Labor statistics say that on average, people with a 4-year college degree earn $19,000 more a year than someone with a high school diploma only.

2. ___ In order for a job to be considered as paying a “living-wage,” it needs to pay at least $23,671 a year for a single person in Oregon.

3. ___ A person needs a college degree in order to have a good job and make a “living wage.”

4. ___ The beginning salary range for short-haul and light truck drivers is about $25,000 to $35,000 a year.

5. ___ You need to have a college degree in order to get a **really good job** as a driver with a CDL (Commercial Driver’s License) in the transportation industry.

6. ___ Most truck driving jobs require a driver to be gone from home 3 to 5 days at a time.

7. ___ Because of technology, there will be fewer short haul transportation jobs in the future.

8. ___ If you work in the transportation industry, you won’t have much contact with other people in your day to day job.

9. ___ A 16 year old could do something that would prevent him/her from having a driving career in the future.

10. ___ The transportation industry generally does not provide good benefits like health insurance, sick leave or paid vacation.

Overhead Transparencies
20 Great Jobs That Don't Require a College Degree

Though it was once conventional wisdom that you needed to have a four-year college degree to be successful, many employment experts believe that maxim has become myth. While a college education increases a worker's chances of earning more money, it's certainly not the only reliable path to well-paid and rewarding work.

Even though good jobs increasingly require some post-high school training, many still don't require a four-year degree. In fact, according to the U.S. Bureau of Labor Statistics, eight of the top 10 fastest-growing occupations through 2014 do not require a bachelor's degree. And these jobs, which include health technology, plumbing, firefighter and automotive repair, are less vulnerable to outsourcing. After all, if your car breaks down in Indiana, you're not going to fly someone in from another country to help you!

Based on data from the U.S. Department of Labor and the Census Bureau, career planning expert Michael Farr and statistician Laurence Shatkin recently published the second edition of their book 'The 300 Best Jobs That Don't Require a Four-Year Degree.' Among the 25 top-paying occupations are jobs in sales, education, law enforcement, construction, administration and transportation, as well as management and supervisory jobs:

Here are 20 of the top-paying jobs that don't require a degree according to Shatkin's book:
Air Traffic Controller  
**Annual Income:** $102,030

Storage and Distribution Manager  
**Annual Income:** $66,600

Transportation Manager  
**Annual Income:** $66,600

Police and Detectives Supervisor  
**Annual Income:** $64,430

Non-Retail Sales Manager  
**Annual Income:** $59,300

Forest Fire Fighting and Prevention Supervisor  
**Annual Income:** $58,920

Municipal Fire Fighting and Prevention Supervisor  
**Annual Income:** $58,902

Real Estate Broker  
**Annual Income:** $58,720

Elevator Installation and Repair  
**Annual Income:** $58,710

Sales Representative  
**Annual Income:** $58,580

Dental Hygienist  
**Annual Income:** $58,350
Radiation Therapist
Annual Income: $57,700

Nuclear Medicine Technologist
Annual Income: $56,450

Child Support, Missing Persons and Unemployment Insurance Fraud Investigator
Annual Income: $53,900

Criminal Investigators and Special Agent
Annual Income: $53,990

Immigration and Customs Inspector
Annual Income: $53,990

Police Detective
Annual Income: $53,990

Police Identification and Records Officer
Annual Income: $53,990

Commercial Pilot
Annual Income: $53,870

Talent Director
Annual Income: $52,840
Though a college degree is not a requirement for these positions, all require moderate to extensive on-the-job training or apprenticeship. In addition, dental hygienists, radiation therapists, nuclear medicine technologists and commercial pilots require an **associate degree at a vocational or technical school.**
Aim at Nothing and You are Sure to Hit It.
Aim at Nothing and You’ll Be Sure to Hit It.
Career Wise

➢ Confront Stereotypes and Biases.

➢ Know you have Options.

➢ Make a Plan!
Highest-Demand, Competitive-Paying Jobs

Competitive-paying jobs for which there is high demand for workers include:

**Vocational Education Teachers** at the post secondary level, with annual earnings of $40,740 and 216,000 openings each year;

**Registered Nurses**, with annual earnings of $52,330 and 215,000 openings each year;

**Wholesale and Manufacturing Sales Representatives**, with annual earnings of $45,400 and 160,000 openings annually; and

**Tractor Trailer/Truck Drivers**, with annual earnings of $33,520 and 300,000 annual openings.

"The thing to keep in mind is that there are something like 50 million jobs out there that don't require a bachelor's degree and pay upwards of $40,000 a year," says Harlow Unger, author of "But What If I Don't Want to Go to College? A Guide to Success Through Alternative Education.'

Is It a Match?
Working in the Transportation Industry is not for everyone. People in this industry who love their job are people who:

- Love operating vehicles.
- Have great coordination and the ability to respond rapidly.
- Like to be active.
- Are good at interacting with other people.
- Enjoy a job where they work with things that are real rather than just ideas or concepts.
- Enjoy mechanical and/or athletic tasks.
- Are dependable.
- Like independent work.
- Are good at calculating and estimating.
- Are good at repairing and controlling machines.
- Have good strength and stamina.
TRUE or FALSE

A Quiz that Counts for Your Future

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2. ___ In order for a job to be considered as paying a “living-wage,” it needs to pay at least $23,671 a year for a single person in Oregon.

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9. ___ A 16 year old could do something that would prevent him/her from having a driving career in the future.

10. ___ The transportation industry generally does not provide good benefits like health insurance, sick leave or paid vacation.
**Internships:** Insert smart Internships Brochure here:
Project SHIFT Industry Member Interview Questions:

Company: __________________________
Contact Name: ______________________

Project Shift High School Activity Survey

Listed below are Career Related Learning Activities that would be welcomed by High Schools in Oregon. Thinking very specifically about both the transportation industry and your company, please indicate:

1. How effective do you see each activity as being for giving students an accurate understanding of the industry and serving as beneficial recruitment tool?

   Please rate on a 1 to 5 scale:
   
   1-Very Effective
   5-Least Effective

2. How interested would your company be in providing this activity?

   Please rate on a 1 to 5 scale:
   1-Very Interested and Feasible
   5-Not Interested and/or not Feasible

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<thead>
<tr>
<th>Activity</th>
<th>Effectiveness</th>
<th>Interest Feasibility</th>
<th>Comments</th>
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<tr>
<td>Classroom Presentations</td>
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<tr>
<td>Meeting with small groups of interested students at school site</td>
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<td>School Career Fairs</td>
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<td>Project Based Learning</td>
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<td>Working with a classroom on a specific project/problem</td>
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<td>Informational Interviews (in person or by phone or e-mail)</td>
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<td>Site tours for students interested in the industry</td>
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<td>Job Shadow</td>
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<tr>
<td>An experience where student “shadows” an employee/employees for part of a day, generally around 3 hours.</td>
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<tr>
<th>Consultant for Senior Projects</th>
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<tr>
<td>Industry member serves as an expert consultant who helps guide students on their project.</td>
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<tr>
<th>Provide Senior Project Opportunities</th>
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<tr>
<td>Students might choose to: Seek a solution to a problem, design or invent something, do something to benefit the community, or conduct an experiment.</td>
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<th>Internships</th>
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Do you have additional ideas for introducing a young person to the industry? (Please feel free to use the back for additional comments. Thank you for your input!)
Project SHIFT School Interview Questions:

School: ___________________________  Contact Name: ___________________________
Contact E-mail: _____________________  Contact Phone: __________________________

Project Shift High School Activity Survey

Listed below are **Career Related Learning Activities** that we are currently developing with the *Transportation* (Trucking and Warehouse) and **Manufacturing Industries**. Both industries offer excellent opportunities for family wage employment with benefits, often requiring a high school diploma or GED with additional training and certification provided while on the job.

Thinking about your school, please indicate those activities that you would like to have made available to your students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Interest? (Yes/No)</th>
<th>Time of Year?</th>
<th>Comments and/or Questions</th>
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<tbody>
<tr>
<td>Classroom Presentations by industry members</td>
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<td><strong>Provide Senior Project Opportunities</strong></td>
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<td>Internships (unpaid, but college credit is potentially available)</td>
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<td>Mock Interviews</td>
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<td>School-Wide Assembly</td>
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Are there other ideas or opportunities that you would like to see made available to your students? (Please feel free to use back.) Thank you for your input!

* The development of this curriculum was funded by a grant awarded under the President's Community-Based Job Training Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration.
Sign In Sheet

Date:
School:

Name

___________________________________________

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Supplemental Information:

Opting Out: Jobs That Don't Require a College Degree

*Not everyone is meant to grace the halls of Harvard, but financial success can still be yours even if you skip the college route.*

By DR. AL LEE. PH.D, DIRECTOR OF QUANTITATIVE ANALYSIS, PAY

Posted: 2007-09-05 10:42:09

Billionaire media mogul David Geffen went from high school graduate to talent agent assistant, talent agent, owner of two record companies (Asylum and Geffen Records), and later, to co-founding DreamWorks movie studio with fellow non-college attendee Jeffrey Katzenberg, and Steven Spielberg, who dropped out of college.

While Geffen, Katzenberg and Spielberg are exceptions, there are options for young people who choose to skip college. One career choice would be working for UPS. If you enjoy driving, sitting and light lifting, UPS drivers' salaries are typically are $27.34 an hour, per the UPS web site at pressroom.ups.com; which also states, "UPS drivers (and part-time employees) receive full health benefits including medical, dental and eye care."

**Landscaper Jobs**

If you would rather spend your days outside, instead of inside a college classroom, landscaping may be an option. Let's take a look at the average salary of a landscaper in South Carolina. A landscaping worker with 5-9 years of experience earns an average hourly wage of $11.75, with a high-end of $13.75. A landscaping supervisor with 5-9 years of experience earns an average hourly wage of $13.50, with the potential of taking home $22.00 per hour or more, as they take on a more management role.

According to npr.org, the average salary of a landscaper can go up quite a bit if you own your business. Landscaping entrepreneur Joe Lamacchia of Holliston, Mass., started by cutting grass with a mower immediately following high school. Today, he owns a landscaping and paving company that earns $2 million per year. Lamacchia says that some skilled workers (electricians or welders) can earn up to $70K a year with overtime.

**Electrician Jobs**

Taking Joe Lamacchia's advice, a young person in Florida working as an electrician with 5-9 years of experience, will earn an average hourly wage of $17.50 per hour, with a potential of $21.75. If we go north and take a look at electrician jobs in Maine, we find that an electrician with 5-9 years under his belt earns an average hourly wage of $21.50, with a high-end of $26.25.

Of course, Joe is from Massachusetts, a state with a high cost of living to factor in; a higher cost of living typically equates to a higher salary range for a job. For an electrician with 5-9 years of experience in Massachusetts, the average hourly wage is $23.50, but one could earn up to $30.00
per hour, which would mean an electrician salary in the $60,000/year range, assuming fulltime work and no overtime.

If that electrician had 10-19 years of experience, the average hourly wage is $27.00, up to $36.25 per hour, which would mean an electrician salary in the $70K per year range. Keep in mind, that's the high-end, and not the average.

**Welder Jobs**

Another job that Joe Lamacchia mentioned was welding. If we take a look at Wyoming welder jobs, what are the hourly wage rates or salaries? A welder in Wyoming with 1-4 years of experience earns an average hourly wage of $16.00, with a potential of $18.00. An acetylene welder in Wyoming with same amount of experience does a little better, with an average hourly wage of $16.75 and a high-end of $18.50.

Let's go back to Massachusetts, Joe's turf, and see how a welder fares there. With 1-4 years of experience, a welder in Mass. earns an average hourly wage of $16.50, with a high-end of $19.25. A welder with 10-19 years of experience in Massachusetts does much better, earning an hourly wage of $22.25 with the potential of $27.00. If you're willing to put in the years, and learn your trade well, pay does go up.

Matching your skills, interests, and salary desires is a solid bet to discovering the best-suited job path when earning a college degree isn't part of the plan.

*Dr. Al Lee, also known as Dr. Salary, is the Director of Quantitative Analysis at PayScale, Inc. He has over 20 years of experience in statistical analysis and holds a PhD in Physics from Yale University.*

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Overview

Light truck drivers drive small trucks to transport people, goods, or materials.

Not too long ago, people didn't go to the grocery store to buy milk. Instead, milk was delivered in glass bottles and placed on your doorstep. Nowadays, this practice is quite rare. Instead, many light truck drivers deliver milk to the grocery store. Now, the driver at your door is likely to be delivering the items you ordered off the Internet.

Light truck drivers help load their trucks with goods or materials. They check shipping papers to make sure they have the correct cargo. They then drive their trucks to customers and help unload shipments. Truck drivers have two-way radios in their vehicles. They use these to contact their dispatcher or supervisor and update them on their progress.

Light truck drivers are also responsible for performing basic maintenance on their trucks. They refill their trucks with gasoline, check the oil, and examine the tires to be sure trucks can be driven safely. If trucks break down, drivers may perform some basic repairs so they can be driven to garages. They must also report any problems.

Drivers keep several types of records and fill out forms. Some forms are used to prove that goods were picked up or delivered. Drivers have customers sign these forms when they receive deliveries. Drivers also keep logs of when items were delivered and when maintenance was done.

Light truck drivers do many of the same tasks as heavy truck drivers. However, light truck drivers have more contact with customers than heavy truck drivers do. This is because light truck drivers are more likely to deliver goods in or near their home city and can reach customers more quickly. Heavy truck drivers are more likely to drive across the country to deliver shipments.

Specific Work Activities

The following list of occupational tasks is specific to light truck drivers.

- Drive truck, van, or automobile to transport goods, materials, or people.
- Obey traffic laws and procedures when driving. Read maps to determine route.
- Load and unload vehicle.
- Present bills, receipts, and any money collected from deliveries.
- Inspect and maintain vehicle.
- Report any mechanical problems.
- Check cargo against shipping papers to make sure it is correct.
- Keep vehicle log, invoices, cargo lists, and other records.
- Talk to dispatchers and other drivers over telephone or radio.
- Perform emergency roadside repairs.
Common Work Activities

Light truck drivers perform the following tasks. These tasks are common to many occupations.

- Operate vehicles or mechanized equipment.
- Get information needed to do the job.
- Handle and move objects.
- Work with the public.
- Perform activities that use the whole body.
- Communicate with supervisors, peers, or subordinates.
- Inspect equipment, structures, or materials.
- Identify objects, actions, and events.
- Control machines and processes.
- Process information.
- Monitor events, materials, and surroundings.
- Communicate with people from outside the organization.

Working Conditions

In a typical work setting, light truck drivers:

Interpersonal Relationships

- Have a high level of social contact. They work with freight handlers and dispatchers, as well as customers on sales routes.
- Communicate with others by telephone and in-person on a daily basis. They also write letters and memos, but much less frequently.
- Are responsible for the health and safety of other people using the roads.
- Often work as part of a group or team.
- Are occasionally placed in conflict situations where people might be rude or angry.
- Are responsible for the work done by others.

Physical Work Conditions

- Drive an enclosed truck on a daily basis.
- Work outdoors while loading and unloading goods. Work indoors while driving or filling out paperwork. Indoor temperatures may not be controlled.
- Are often exposed to contaminants, such as diesel fuel or exhaust.
- Wear protective or safety attire on a weekly basis.
- Sometimes are exposed to very hot or very cold temperatures while working outside.
- May have to get into cramped positions to reach work spaces, such as the back of a truck.
- Are sometimes exposed to hazardous situations that might produce minor cuts or scrapes.
- Are occasionally exposed to bright or dim lighting conditions.
- Are occasionally exposed to whole body vibration when driving a truck.
- Sometimes deal with sounds or noise levels that are distracting or uncomfortable.
- Work close to others, especially when unloading trucks.
Work Performance

- Work in a competitive atmosphere where daily deadlines must be met.
- Must be exact in their work and be sure all details are done. Errors could cause accidents on the road that could injure themselves or others.
- Must work at the pace set by their vehicle and traffic.
- Make decisions that affect customers on a monthly basis. They often consult a supervisor before deciding a course of action.
- Usually set their daily tasks and goals in conjunction with a supervisor.
- Repeat the same physical and mental tasks.

Hours/Travel

- Usually work at least 40 hours per week.
- May work more than eight hours a day to meet deadlines.
- May work days, evenings, or weekends.

Physical Demands

Light truck drivers frequently:

- Use their hands to operate controls.
- Repeat the same movements.
- Bend or twist their body.
- Sit in trucks for long periods of time.
- Stand while loading and unloading goods.

It is important for light truck drivers to be able to:

- Move two or more limbs together (for example, two arms, two legs, or one leg and one arm) while remaining in place.
- See details of objects whether they are nearby or far away.
- Use muscles to lift, push, pull, or carry heavy objects.
- Make quick, precise adjustments to machine controls.
- Use one or two hands to grasp, move, or assemble objects.
- React quickly using hands, fingers, or feet.
- Speak clearly so listeners can understand.
- Understand the speech of another person.
- Determine the distance between objects.
- Choose quickly and correctly among various movements when responding to different signals.
- Hold the arm and hand in one position or hold the hand steady while moving the arm.
- Bend, stretch, twist, or reach out.
- Be physically active for long periods without getting tired or out of breath.

It is not as important, but still necessary, for light truck drivers to be able to:

- See differences between colors, shades, and brightness.
- See objects in very bright or low light.
- Adjust body movements or equipment controls to keep pace with speed changes of moving objects.
- Use stomach and lower back muscles to support the body for long periods without getting tired.
- Coordinate movement of several parts of the body, such as arms and legs, while the body is moving.
- Use fingers to grasp, move, or assemble very small objects.
- Use muscles for extended periods without getting tired.
- Hear sounds and recognize the difference between them.
- While looking forward, see objects or movements that are off to the side.
- Move arms and legs quickly.
- Focus on one source of sound and ignore others.
- Determine from which direction a sound came.
- Keep or regain the body's balance or stay upright when in an unstable position.
- Make fast, repeated movements of fingers, hands, and wrists.

**Skills and Abilities**

**Light truck drivers need to:**

**Communicate**

- Listen to others, understand, and ask questions.
- Read and understand work-related materials.
- Express ideas clearly when speaking.

**Reason and Problem Solve**

- Notice when something is wrong or is likely to go wrong.
- Concentrate and not be distracted while performing a task.
- Follow guidelines to arrange objects or actions in a certain order.

**Manage Oneself, People, Time, and Things**

- Manage the time of self and others.
- Go back and forth between two or more activities or sources of information without becoming confused.

**Work with People**

- Be aware of others' reactions and change behavior in relation to them.
- Use several methods to learn or teach new things.
- Look for ways to help people.

**Work with Things**

- Maintain equipment on a routine basis. Determine when and what kind of maintenance is needed.
- Operate and control equipment.

**Perceive and Visualize**

- Know one's location in a physical setting and recognize where other objects are located in relation to oneself.

**Knowledge**

**Light truck drivers need knowledge in the following areas:**

- Transportation: Knowledge of ways to move people, goods, or materials. This may be by air, rail, sea, or road.
Interests

Light truck drivers are people who tend to:

- Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.

Preparation

To work as a light truck driver, you must:

- complete a high school diploma or GED;
- be at least 18 years old (for in-state driving) or 21 years old (for driving across state borders);
- be in good health; and
- have a valid driver's or commercial driver's license (CDL).

Education after High School

Some light truck drivers learn their skills through formal programs. Many private and public vocational schools offer driver training programs. These programs typically award a certificate or diploma and last less than one year. Completion of such a program should help you get a job as a trainee. However, you should check the school's reputation with area employers before enrolling.

Some states require you to complete a basic truck-driving training program if you have not attended a formal training program. This often is a requirement for a commercial driver's license. These programs usually take a few months to complete.

Some people working in this occupation have not completed this level of education. One reason is they may have entered the field when requirements were different. The table below lists the level of education attained by a group of workers in this occupation. The workers surveyed were between age 25 and 44.

<table>
<thead>
<tr>
<th>Education level attained</th>
<th>Percentage of workers in this occupation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree or higher</td>
<td>5</td>
</tr>
<tr>
<td>Some college (includes associate degree)</td>
<td>23</td>
</tr>
<tr>
<td>High school, GED, or apprenticeship</td>
<td>72</td>
</tr>
</tbody>
</table>

* National data for driver/sales workers and truck drivers (SOC 53-3030).

Work Experience

Experience operating equipment or driving safely is good background for this occupation. Some
drivers begin as assistants. They drive part of the time and help the driver load and unload cargo.

**On-the-Job Training**
As a new driver, you usually work with an experienced driver for a short time, usually about a month. You may ride along and observe for a period of time before getting your own assignments. You may also receive training in special cargo, such as hazardous materials.

**Military Training**
Some branches of the military train people to be vehicle drivers. Training lasts seven to eight weeks, depending on your specialty. Further training occurs on the job.

**Helpful High School Courses**
You should take a general high school curriculum that meets the state's graduation requirements. You will be required to take both math and science classes to graduate.

Helpful electives to take in high school that prepare you for this occupation include:

- Diesel Mechanics and Repair
- Driver Education
- Geography
- Physical Education

The courses listed above are meant to help you create your high school plan. If you have not already done so, talk to a school counselor or parent about the courses you are considering taking.

You should also check with a teacher or counselor to see if work-based learning opportunities are available in your school and community. These might include field trips, job shadowing, internships, and actual work experience. The goal of these activities is to help you connect your school experiences with real-life work.

Join some groups, try some hobbies, or volunteer with an organization that interests you. By participating in activities you can have fun, make new friends, and learn about yourself. Maybe one of them will help direct you to a future career. Examples of activities and groups that may be available in your high school or community are here.

**Hiring Practices**
Many employers require applicants to be at least 25 years of age and have a commercial driver's license. Employers prefer applicants who have at least a high school diploma or GED. They also prefer applicants who have a good driving record.

Many jobs require physical strength and stamina. Some employers may require applicants to show they can lift 50 pounds. Employers may also require applicants to pass a drug test.

Employers prefer people who can work without much supervision. Many employers also prefer
applicants who have experience driving light trucks.

Employers may take a criminal record into account in the hiring process. For most jobs, employers look at criminal records on a case-by-case basis. If you have a criminal record, contact the licensing board to discuss the details before pursuing this occupation. For more information, see the Licensing topic.

**Licensing, Certification, Registration**

In Oregon, light truck drivers must have a commercial driver's license (CDL). Applicants for a commercial driver's license must:

- be at least 18 years old (at least 21 years old for driving commercial vehicles interstate);
- have proof of name, age, and identity;
- pass the written, vision, and driving tests for a regular driver's license;
- have at least one year of driving experience with a non-commercial vehicle;
- provide a medical certificate;
- pass an additional written test; and
- pass a driving test in a vehicle of the class they will be driving.

For fee and other information, contact the local office of the Driver and Motor Vehicle Services or:

DMV-Driver and Motor Vehicle Services  
1905 Lana Avenue NE  
Salem, OR 97314  
Phone: 503.945.5000  
E-mail: oregondmv@odot.state.or.us  

Licensing requirements vary from state to state. People wanting to work in another state should find out what that state's requirements are.

**Wages**

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>Entry</th>
<th>Median</th>
<th>Top</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon</td>
<td>Hourly</td>
<td>$10.30</td>
<td>$12.79</td>
<td>$16.17</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td>$1,785</td>
<td>$2,217</td>
<td>$2,802</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$21,420</td>
<td>$26,600</td>
<td>$33,636</td>
</tr>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$9.31</td>
<td>$12.17</td>
<td>$16.16</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td>$1,613</td>
<td>$2,109</td>
<td>$2,801</td>
</tr>
<tr>
<td></td>
<td>Yearly</td>
<td>$19,370</td>
<td>$25,300</td>
<td>$33,620</td>
</tr>
</tbody>
</table>

Truck drivers who transport goods locally usually receive an hourly wage and extra pay for working more than 40 hours a week. Wages vary by the driver's experience and the size of truck driven.
Light truck drivers who work full time often receive benefits. Typical benefits include sick leave, paid vacation, and health insurance.

**Employment and Outlook**

The table below provides information about the number of workers in this occupation in various regions. It also provides information about the expected growth rate and future job openings.

<table>
<thead>
<tr>
<th>Location</th>
<th>2004 Employment</th>
<th>Growth Rate through 2014</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employment</td>
<td>This occupation</td>
<td>All occupations</td>
</tr>
<tr>
<td>Oregon</td>
<td>8,737</td>
<td>17.3%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Central Oregon and Columbia Gorge</td>
<td>541</td>
<td>Very large</td>
<td></td>
</tr>
<tr>
<td>Eastern Oregon</td>
<td>340</td>
<td>Very large</td>
<td></td>
</tr>
<tr>
<td>North and South Coast</td>
<td>387</td>
<td>Very large</td>
<td></td>
</tr>
<tr>
<td>Portland Metro</td>
<td>4,641</td>
<td>Very large</td>
<td></td>
</tr>
<tr>
<td>Southern Oregon</td>
<td>775</td>
<td>Very large</td>
<td></td>
</tr>
<tr>
<td>Willamette Valley</td>
<td>1,672</td>
<td>Very large</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>1,042,097</td>
<td>15.7%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

**Employment**

In Oregon, 8,737 light truck drivers work in this very large occupation. Nationally, 1,042,097 light truck drivers work in this very large occupation.

Major employers:

- Courier companies
- Trucking companies
- Auto parts delivery companies

**Outlook**

In Oregon, the number of jobs for light truck drivers is expected to grow about as fast as the average for all occupations through the year 2014. Excellent job opportunities are expected. Nationally, the number of jobs for light truck drivers is expected to grow as fast as average through the year 2014.

The growth of the economy and the amount of freight that needs to be transported will create a continuing demand for drivers. Many additional openings will occur as experienced drivers move to other occupations or retire. However, competition for the jobs with the best wages and working conditions is likely to be high.
Advancement

Advancement opportunities are limited for light truck drivers. Advancement often takes the form of driving specific routes and cargos that provide increased earnings. Drivers may also be able to advance to their preferred schedules. Some light truck drivers learn to drive heavy trucks. Others purchase a truck and go into business for themselves. A few may advance to dispatcher or manager positions.

Occupations

An occupational cluster includes occupations that perform similar functions in the labor market. If you are interested in one occupation in a cluster, you may be interested in others in that cluster. The related occupations listed below may be in the same cluster or have similar tasks or skill requirements. Click on the title to link to additional information.

Occupational Cluster

- Transportation and Material Moving

Occupations

- Bus Drivers
- Couriers and Messengers
- Deckhands
- Dispatchers
- Forklift Operators
- Freight Handlers
- Heavy Truck Drivers
- Meter Readers
- Railroad Brake, Signal, and Switch Operators
- Route Salespeople
- School Bus Drivers
- Taxi Drivers and Chauffeurs

Programs of Study and Training

The educational programs listed below will help you prepare for the occupation or occupational cluster you are exploring. Click on the title to learn more about the program.

Programs of Study Directly Related to this Occupation

- Truck and Bus Driving

Programs of Study to Consider

- Heavy Equipment Operations

Industries

An industry is made up of companies that produce similar products or services. Industry information helps you understand the relationships among various occupations in an industry and between the occupation's and the industry's outlook. You can also explore possible career ladders. The industries listed below employ people in the occupation you are exploring.
Career Learning Areas

Career learning areas are broad groupings of related career areas. They are used by many Oregon schools to help students select courses relating to their career goals. (Career learning areas may be called career pathways, focused areas of study, majors, or career constellations.) This occupation or cluster is related to the career learning areas listed below.

- Industrial and Engineering Systems