

use in their performances. They are determined individuals and must be able to accept rejection.

A Day in the Life—Duties and Responsibilities

Actors usually struggle to find steady work, and few achieve recognition as stars. Some work as “extras”—actors who have no lines to deliver but are included in scenes to give a more realistic setting. Some actors do voiceover or narration work for animated features, audiobooks, or other electronic media.

In some stage or film productions, actors sing, dance, or play a musical instrument. For some roles, an actor must learn a new skill, such as horseback riding or stage fighting.

Most actors have long periods of unemployment between roles and often hold other jobs in order to make a living. Some actors teach acting classes as a second job.

Profile

Working Conditions: Both Inside and Outside

Physical Strength: Heavy Work

Education Needs: Varies; Bachelor’s Degree

Licensure/Certification: Usually Not Required

Opportunities for Experience: Classes;
On-the-Job Training; Mentoring

Interest Score: AE

WORK ENVIRONMENT

Immediate Physical Environment

It is often necessary for actors to hold another job in order to make a living, as acting assignments are usually short, ranging from just 1 day to a few months. They are often under the stress of having to find their next job. Some actors in touring companies may be employed for several years.

Actors may perform in unpleasant conditions, such as outdoors in bad weather, under hot stage lights, or while wearing an uncomfortable costume or makeup.

Work hours for actors are extensive and irregular. Early morning, evening, weekend, and holiday work is common. Some actors work part time. Few actors work full time, and many have variable schedules. Those who work in theater may travel with a touring show across the country. Film and television actors may also travel to work on location.



Conversation With...

CHARLES E. MCCARRY

Motion Picture/Television Art Director
30 years in the profession

What was your individual career path in terms of education, entry-level job, or other significant opportunity?

I was always one of the kids who hung around the art room in high school and helped backstage with plays. I selected a college which had a very robust graduate theater program in my hometown of Philadelphia. I received a bachelor's of science degree. In a way I'm glad I didn't simply concentrate in theater. I always advise my college students, don't forget to go to college while you're here! Get as broad an education as possible. You need to know about the world.

By my sophomore year of college it was clear to me that I had an interest in design—creating the environment for theater productions. A faculty member endorsed me for a number of different jobs as scenic designer at small theaters around town. I did that for two years, then, with a nice portfolio of my work, moved to New York. That got me into a number of professional studios as an assistant and I had opportunities to work on quite a number of interesting and fairly sizeable Broadway shows. Some of them won Tony awards for scenic design, and I was part of that.

After a few years I was accepted into Yale School of Drama, concentrating in scenic drama. It was a three-year M.F.A. program. I got into film when I was asked to create the film sequence for the Broadway musical *City of Angels*, which is about Hollywood. I thought, I could do that for real and began looking for opportunities to work in film.

Are there many job opportunities in your profession? In what specific areas?

There are never any job opportunities and there are always lots of job opportunities. In the arts, that's pretty much the way it is. There are absolutely always opportunities for someone who is committed and well rounded and willing to work hard and willing to learn. You need to be completely prepared and then you need to locate yourself in a place where opportunity might knock. If you aspire to be a production designer in film or an art director on a network, you should probably be in New York or Los Angeles. Possibly Chicago, Washington, or Boston.

Union membership is important. I'm a member of United Scenic Artists Local 829.

Their knowhow can be applied to many different industries that rely daily on electronics, including the music industry, which has grown steadily more technological and electronically oriented over the years. Nearly every facet of musical production and performance now relies on an electronic device.

A Day in the Life—Duties and Responsibilities

Modern manufacturing plants and transportation systems use a large amount of electrical and electronics equipment, from assembly line motors to sonar systems. Electrical and electronics installers and repairers fix and maintain these complex pieces of equipment.

Because automated electronic control systems are becoming more complex, repairers use software programs and testing equipment to diagnose malfunctions. Among their diagnostic tools are multimeters—which measure voltage, current, and resistance—and advanced multimeters, which measure the capacitance, inductance, and current gain of transistors.

Duties and Responsibilities

- Discussing problems and requirements with customers
- Inspecting and testing equipment
- Reproducing, isolating, and diagnosing problems
- Disassembling equipment as necessary to access problematic components
- Cleaning, repairing, and replacing components
- Reassembling and testing equipment after repairs
- Keeping records of repairs, tests, parts, and labor hours

Profile

Working Conditions: Both Inside and Outside

Physical Strength: Heavy Work

Education Needs: Technical Courses

Licensure/Certification: Optional

Opportunities for Experience: Hands-On Training; Apprenticeship

Interest Score: RIC

Repairers also use signal generators, which provide test signals, and oscilloscopes, which display signals graphically. In addition, repairers often use hand tools such as pliers, screwdrivers, and wrenches to replace faulty parts and adjust equipment.

Repairers in this field are also required in the music industry, to diagnose and fix issues with sensitive recording and broadcast equipment, both in-studio and on-stage.

Graphic Designer

Snapshot

Career Cluster(s): Arts, A/V Technology & Communications; Marketing

Interests: Art; Design; Computer Technology

Earnings (Yearly Average): \$53,380

Employment & Outlook: Decline Expected

OVERVIEW

Sphere of Work

Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production design for applications such as advertisements, brochures, magazines, and reports. They may also contribute to the visual aspect of the music industry, namely ads for news releases and the album artwork itself.

Work Environment

Graphic designers normally work in professional studios, giving them access to all the tools and technology they need to do their job.

Occupation Interest

Graphic designers have strong artistic abilities and may even develop their own distinctive style over time. While they may undertake other artistic projects on the side, they have a desire to apply their abilities in career that allows them to design for products and services. While some graphic designers'



Graphic designer at work. Photo via iStock.com/Pekic. [Used under license.]

subjects throughout the day. Teachers may escort students to assemblies, recess, or classes taught by other teachers, such as art or music. While students are away from the classroom, teachers plan lessons, grade assignments, or meet with other teachers and staff.

In some schools, teachers may work on subject specialization teams in which they teach one or two specific subjects, typically either English and social studies or math and science. Generally, students spend half their time with one teacher and half their time with the other.

Middle School Teacher

Middle school typically goes from sixth to eighth grades. However, in some school districts, middle school may begin in fourth grade or extend through ninth grade.

In many schools, middle school teachers are responsible for certain subjects. For example, one teacher may teach math to several different classes of students throughout the day. However, other middle school teachers instruct on every subject to a single class.

Teachers use time during the day when they do not have classes to plan lessons, grade assignments, or meet with other teachers and staff.

Some middle school teachers coach sports teams and advise student clubs and groups, such as music clubs, whose practices and meetings often take place before or after school.

High School Teacher

High school teachers generally teach students from the 9th through 12th grades. They usually specialize in one area. Some teach core subjects, such as math, science, or history. Others specialize in elective courses, such as art, music, or physical education. They may teach several different classes within their subject area. For example, a high school math teacher may teach algebra, calculus, and/or geometry.

Duties and Responsibilities

Middle School Teacher

- Creating lesson plans to teach students a subject
- Assessing students to evaluate their abilities, strengths, and weaknesses
- Teaching lessons they have planned to an entire class or to smaller groups
- Grading students' assignments and exams
- Communicating with parents or guardians about their child's progress
- Working with students individually to help them overcome specific learning challenges
- Preparing students for standardized tests required by the state
- Developing and enforcing classroom rules
- Supervising students outside of the classroom—for example, during lunchtime or detention

Recreational therapists may receive paid vacations, holidays, and sick days; life and health insurance; and retirement benefits. These are usually paid by the employer. Employers may also cover travel expenses.

EMPLOYMENT AND OUTLOOK

Recreational therapists held 19,900 jobs in 2019. Employment is expected to grow much faster than the average for all occupations through the year 2029, at a rate of 8 percent. However, because it is a small occupation, the fast growth will result in only about 1,700 new jobs over the 10-year period.

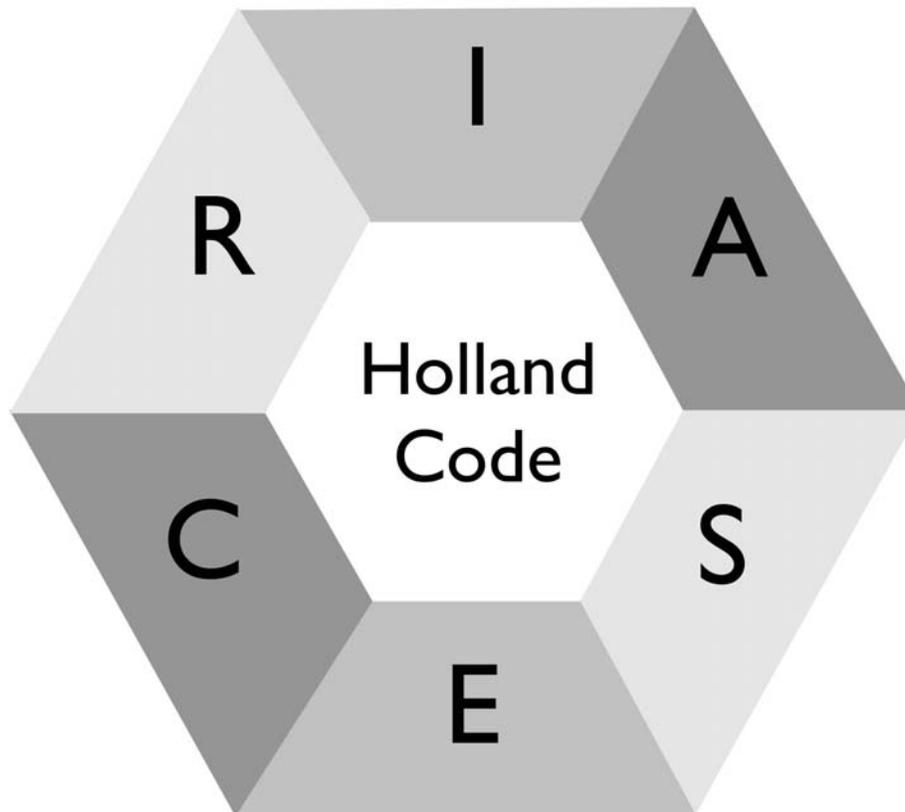
As the U.S. population ages, more people will need recreational therapists to help treat age-related injuries and illnesses. Older people are more likely to experience a stroke, Alzheimer's disease, and mobility-related injuries that may benefit from recreational therapy. Therapists will also be needed to help healthy seniors remain social and active in their communities. Recreational therapy services can help the aging population to maintain their independence later in life. For example, recreational therapists can help older people prevent falls by teaching them modified yoga exercises that improve balance and strength.

In addition, the number of people with chronic conditions, such as diabetes and obesity, is growing. Recreational therapists will be needed to help patients maintain their mobility, to teach patients about managing their conditions, and to help patients adjust recreational activities to accommodate any physical limitations. Therapists will be needed also to plan and lead programs designed to maintain overall wellness through participation in activities such as camps, day trips, and sports.

Recreational therapists will increasingly be utilized in helping veterans manage service-related conditions such as post-traumatic stress disorder (PTSD) or injuries such as the loss of a limb. Recreational therapists can lead activities that help veterans to reintegrate into their communities and help them to adjust to any physical, social, or cognitive limitations.

Job prospects will be best for recreational therapists with both a bachelor's degree and certification. Therapists who specialize in working with older adults may have particularly good job opportunities. In addition, demand may be greater in highly populated areas, so recreational therapists who are willing to relocate may have favorable job prospects.

What Are Your Career Interests?



This is based on Dr. John Holland's theory that people and work environments can be loosely classified into six different groups. Each of the letters above corresponds to one of the six groups described in the following pages.

Different people's personalities may find different environments more to their liking. While you may have some interests in and similarities to several of the six groups, you may be attracted primarily to two or three of the areas. These two or three letters are your "Holland Code." For example, with a code of "RES" you would most resemble the Realistic type, somewhat less resemble the Enterprising type, and resemble the Social type even less. The types that are not in your code are the types

you resemble least of all.

Most people, and most jobs, are best represented by some combination of two or three of the Holland interest areas. In addition, most people are most satisfied if there is some degree of fit between their personality and their work environment.

The rest of the pages in this booklet further explain each type and provide some examples of career possibilities, areas of study at MU, and co-curricular activities for each code. To take a more in-depth look at your Holland Code, take a self-assessment such as the SDS, Discover, or a card sort at the MU Career Center with a Career Specialist.

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