

Exploring



BUSINESS EXPLORER POST PROGRAM GUIDE

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WHAT IS BUSINESS EXPLORING?

Exploring is a career education program of Learning for Life for both young men and women who are 14 and graduates of the eighth grade or 15 through 20 years of age. Exploring's purpose is to provide experiences that help young people mature and to prepare them to become responsible and caring adults. Business Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities.

Exploring is based on a unique and dynamic relationship between youth and the organizations in their community. Local community organizations initiate a specific Explorer post by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

Business Exploring focuses on careers through hands-on experiences. Business Explorers might choose to run a mock stock brokerage, organize a business, or learn how to run the latest computer software. The bottom line is that Business Exploring is action oriented.

The Five Areas of Program Emphasis is the basis of well-developed, planned program. **The Five-Step Plan for Explorer Post Program Development** is the method used to organize a post program.

ORGANIZING AN EXPLORER POST

Each year Learning for Life requests support from business, industry, military, professional, service, and other community-based organizations across the country to operate Explorer posts.

The organization interested in Business Exploring is known as the participating organization. These participating organizations provide the program assistance for Explorer post meetings, activities, and trips through caring adult volunteer leaders recruited from the organization.

There is a five-step process to organize a post and develop the post's program. Each participating organization, through its executive officer, agrees to:

- Recruit adult volunteer leaders
- Complete the annual Memorandum of Understanding
- Utilize the Business Career Opportunities Worksheet
- Organize supplementary business program ideas
- Develop a post calendar
- Provide meeting facilities

Learning for Life provides:

- Program development support and resources
- Adult and youth leadership training
- Liability insurance for the organization and adults
- Planned activities
- Ongoing volunteer and staff service



THE FIVE-STEP PLAN FOR DEVELOPING A BUSINESS EXPLORING POST PROGRAM

Organizing a Business Explorer post in your organization is easy! Your Learning for Life representatives will help get the post ready. Just follow these five successful steps:

Step 1 **Organization Makes a Commitment:** Secure a commitment from the chief executive officer or head of the participating organization.

Key Items:

- CEO selects the adult leadership for the post
- CEO sends out the adult resources survey throughout the organization
- CEO sets the date for the career opportunities meeting and firstnighter
- CEO agrees to send out invitation letter to potential Explorers
- CEO signs the Exploring Memorandum of Understanding

Step 2 **Career Opportunities Program Development Meeting:** Meeting of post adult leadership working with a Learning for Life representative.

Key Items:

- Conduct adult leadership training
- Conduct Youth Protection training and review *Safety First*
- Develop a calendar for the post using business career opportunities and career achievement award for Business Exploring
- Plan for the firstnighter

Step 3 **Post Firstnighter:** Conducted by the organization for potential Explorers.

Key Items:

- Personal follow-up on invitational letters sent to prospective Explorers
- Exciting, hands-on program to attract youth to join post
- Sign up youth to join to the post
- Distribute Explorer activity interest survey

Step 4 **Post Activities Program Development Meeting:** Post's program is established by the Explorers' input.

Key Items:

- Prior to the meeting: Results from adult resource survey and Explorer activity interest survey reviewed
- At the meeting:
 - Develop a calendar of post activities
 - Assign youth chairs for activities
- Elect youth officers

Step 5 **Youth Officers' Seminar:** Elected officers are trained.

Key Items:

- Post officers understand their job in operating post program
- Final calendar review: all post activities have a youth chair and adult consultant



THE FIVE AREAS OF PROGRAM EMPHASIS: IDEAS FOR A BUSINESS POST PROGRAM

The program of an Explorer posts matches the interests of young adults with the resources and adult expertise of their participating organization. Your Explorer post adult and youth leaders might use the following ideas when planning a well-balanced program around Exploring's five areas of program emphasis: **Career Opportunities, Leadership Experience, Life Skills, Citizenship and Character Education.**



1. CAREER OPPORTUNITIES: Programs that develop potential contacts that may broaden employment options. Post should have activities that boost a youth's self-confidence and help him or her experience success at school and work.

SUGGESTED TOPICS: Investigate the total scope of business careers in industry, agriculture, military, government, research, and recreation.

Review the variety of career opportunities in systems and data processing, design, engineering, production, sales, installation, service and operation, retail, manufacturing, small business operations, placement services, salaries, benefits, and interviewing. Investigate the opportunities in secretarial and banking operations, which would include trust, investment, advertising, public services, security, and teaching. Take sample placement tests in keyboarding, computer data input, and computer knowledge.

Plan programs that can be used in government, research, the stock market, news media, libraries, employment agencies, branch banks, corporate services, and other related fields. Discuss the education necessary for systems and data careers, banking and secretarial careers, fashion design/manufacturing, and advertising. Investigate the career possibilities in advertising, including artwork, layout, newspapers, magazines, corporations, government agencies, and radio and television markets, as well as major design corporations that could incorporate any other business career-related subjects. Discuss training with local corporations or businesses for apprentice positions or after-school/summer work.

Ask representatives of the phone company, office machine companies, employment agencies, and other specialists to speak to the post. Plan a panel discussion with personnel managers, secretaries, and educators. Learn proper reception, telephone, travel planning, and scheduling techniques.

Plan programs on the use of computers in the home, schools, business, government, research, stock market, news media, libraries, utilities, transportation, military, banks, insurance, credit bureaus, and sports. Visit the training programs offered by schools, colleges, military, and computer centers. Build a computer.

Review the variety of careers in management/sales, service, finance, and related fields. Plan programs on careers in small businesses, corporations, industries, and associations.

Discuss interviews, placement services, modeling agencies, benefits, salaries, training, job satisfaction, promotion opportunity, and career requirements for fashion and modeling careers. Plan a career panel discussion with salespeople, buyers, designers, manufacturers, models, and storeowners. Visit large

department stores, fashion centers, small retail stores, and manufacturers to learn about career opportunities. Develop fashion designs and ask experts to critique. Learn about fabrics, dyes, synthetic materials, leathers, and other materials available to designers. Learn proper figure control, clothing, posture, makeup, and walking for modeling. Study retail sales, buying, window dressing, alterations, public speaking, and determining styles and trends.

Use the **Business Exploring Career Opportunities Worksheet** to plan out these types of programs. Review the **Career Achievement Award for Business Exploring**.



2. LEADERSHIP EXPERIENCE: Programs that help youth develop leadership skills to fulfill their responsibilities in society. Activities that provide exposure to different leadership traits are much needed by youth of Exploring age.

SUGGESTED TOPICS: Review the ethics, privacy aspects, and regulations related to banking, advertising, data systems, fashion design, and secretarial. Plan discussion groups that would involve representatives of various banks, newspapers, advertising groups, and secretarial associations for question-and-answer sessions.

Do a comparison study on the roles of secretaries, banking, data-processing fields, and the fashion design industry for corporate, government, and private practices. Discuss the effect of data processing on military, space programs, science, and medicine. Plan programs on engineering, travel, data processing, libraries, banking processes, and space programs using members of local representatives of various small businesses, corporations, and modeling agencies (for proper techniques on how to dress for work in organizations other than sports). Determine styles and trends for commercial industry, private industry, and social activities. Plan programs on labor unions, trade associations, affirmative action, career advancement, and how the fashion industry relates to the economy. Review the raw materials necessary for manufacturing an item of clothing and study the processes necessary to provide it.

Plan a program on the purposes and programs of the American Bankers Association. Study the history and development of banking and how it relates to other countries. Study the effect of private enterprise on the community, state, and nation; review taxation, political involvement, and business regulation. Plan programs on the purposes of local, state, and the national Chamber of Commerce. Learn about federal and local programs to aid small businesses. Read about and study world trade and the national economy. At the **post activities program development meeting**, make sure to elect officers. Schedule **the post officers' seminar** to train the new officers. Get all Explorers involved with leadership by having youth chairs for all meetings and activities.

Use the Learning for Life Leadership Development Series and attend the post Leadership Development Series.



3. LIFE SKILLS: Programs that help youth develop physical and mental fitness. Advisor should strive to incorporate activities that provide youth with opportunities to experience positive social interaction.

SUGGESTED TOPICS: Plan parents' night programs, open houses, and family activities to include tours to participating organizations. Provide systems and data-processing projects to assist elderly, disabled, low-income, and disadvantaged individuals. Develop programs for youth groups, churches, and community organizations to help with family budgets, record keeping, and correspondence.

Plan parent/Explorer activities; hold a fashion show with elementary school children and senior citizens. Have a “year-dated” party for a social activity with a youth group or a senior citizen center.

Provide banking information or training to assist elderly, disabled, low-income, and disadvantaged people.

Invite models, modeling schools, and agencies to provide tours and speakers. Visit designers’ studios, retail stores, manufacturers, and distribution centers. Develop a project and study the apparel industry by designing, making patterns, selecting fabrics, and cutting and assembling a garment.

Make sure to use **the adult resource survey** and **the Explorer activity interest survey** to generate ideas for life skills!



4. CITIZENSHIP: Programs that encourage youth to develop the skill and desire to help others. Strong post program should include activities that provide youth with opportunities to gain a keen respect for the basic rights of others.

SUGGESTED TOPICS: Provide systems and data-processing assistance to charities, churches, youth groups, community organizations, the disadvantaged, the elderly, and the disabled. Coach younger students seeking the Computers merit badge; support community projects planned by professional business organizations; assist public service groups with programming projects. Offer assistance to libraries, schools, churches, and community organizations in data processing, secretarial, and banking projects. Learn to use other types of equipment such as a braille typewriter, and transcribe books or letters for people with sight disabilities.

Participate in a fashion show for a local department store, and help with the organization by advertising, recruiting, and designing staging and music. Volunteer as models for charity benefits. Plan a fashion show of historical costumes, sportswear, uniforms, humorous items, travel wear, or other categories. Provide fashion and/or makeup programs for youth groups, community organizations, or senior citizens.

Serve on the bookkeeping staffs of local and national Explorer events. Assist with local bankers’ community affairs projects. Develop public service programs for community organizations.

Put citizenship and community service activities on the post’s program calendar. Remember that a community service project is one of the options for **the National Exploring Excellence Award!**



5. CHARACTER EDUCATION: Programs that help youth develop skills necessary for making ethical choices. Post should organize activities that provide opportunities for fulfilling one’s responsibility to society.

SUGGESTED TOPICS: Visit a business industry–related trade show. Have a family picnic and do business-related competitions or have a model rocket–launching event. Have an annual post awards banquet. Conduct seminars on developing communications skills. Assist with projects to help retirees, dependents, the elderly, or disadvantaged people. Use the Learning for Life resource *Character Education Activities*. Encourage the development of business and workplace ethics. Service clubs and leaders in the business community are excellent resources for this topic. Also investigate the relationship business has with the local community. This would include topics such as community relations and involvement, public education, civic events to promote community pride, and the effect business practices have on environmental concerns.

Schedule a Character Education Activities forum as a post meeting!



EXPLORING PROGRAM SUPPORT

Resources outlined below are available as noted on either the public Web site at www.learningforlife.org/exploring/business/index.html or from the local Learning for Life office. For local office information, go to www.learningforlife.org, then scroll down and enter your five-digit zip code and click on SEARCH.

ADULT AND YOUTH LEADER TRAINING (see local Learning for Life office)

The local Learning for Life office provides basic and advanced adult leader training sessions along with post leader workshops, quarterly Advisors meetings, and organized activities for all posts.

New Advisors and adult post committee participants attend an Adult Explorer Leadership Training session conducted at the Step Two Meeting when using the Five-Step Plan for Post Program Development to start up new Explorer posts.

Advisors and adult Explorer leaders of existing posts attend the Adult Explorer Leader Basic Training course conducted as a group training session.

For new adult Explorer leaders unable to attend group basic training, they complete the Self-Study Adult Explorer Leader Basic Training course with an assigned service team member.

BUSINESS EXPLORING WEB PAGE (see public Web site)

Visit the Business Exploring Web site at www.learningforlife.org/exploring/business/index.html for the following:

- Career Achievement Award for Business Explorers
- Endorsements from national organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from national office
- Resources for Exploring leaders (secretary and treasurer books, forms, games, guides, how to)
- Safety First Guide to Learning for Life Activities
- Scholarships for Explorers
- Suggested program ideas
- Youth Protection Training [PowerPoint]

CAREER ACHIEVEMENT AWARD

The Learning for Life Career Achievement Award program allows young people to be recognized for community service and to acquire and be recognized for career proficiency achievement in arts and humanities, aviation, business, communications, engineering, fire and emergency service, health, law and government, law enforcement, science, skilled trades, social services, or all 12 career clusters. It gives Explorers and student participants distinguished credentials for their resume.

CHARACTER EDUCATION ACTIVITIES (see local Learning for Life office)

The local Learning for Life office provides a packet of 25 character dilemmas for posts to use in developing Explorers' critical thinking. Begin with the prepared character education activities and work toward your

post developing its own situations. (For Character Education Activities, request a copy from your local Learning for Life office.)

CHARACTER EDUCATION IN EXPLORING (see local Learning for Life office)

The local Learning for Life office provides this overview flier, which describes the key components of character education in Exploring: learning through experiences, problem-solving skills, character education forum, and reflection. (For the Character Education in Exploring flier, request a copy from your local Learning for Life office.)

CONGRESSIONAL AWARD (see public Web site)

An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award.)

EXPLORING ADULT LEADER GUIDE (see public Web site)

EXPLORING YOUTH LEADER GUIDE (see public Web site)

Contains complete information for the youth and adult leaders of Explorer posts. These online guidebooks contain sections on getting started, post operation, leadership roles, key factors for success, qualities of a good program, post bylaws, and the Exploring activity planner (go to www.learningforlife.org/exploring/business/index.html, then click on Exploring Adult Leader Guide or Exploring Youth Leader Guide under New Resources).

FACTS EVERY TEEN SHOULD KNOW ABOUT SEXUAL ABUSE, No. 99-249 (see local Learning for Life office)

This pamphlet is available from the local Learning for Life office and contains five stories concerned with risky situations of sexual abuse. These stories are meant to spur discussion in the context of an Explorer post meeting. Discussion points are suggested and resources are provided for more information about sexual abuse.

HELPFUL EXPLORING TOOLS (see public Web site)

The Resources for Exploring Leaders can be found along with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* on our Internet site. (Go to www.learningforlife.org/exploring/business/index.html, then click on Resources for Exploring Leaders under New Resources.)

Exploring Secretary's Records

Exploring Treasurer's Records

Exploring Clip Art

Approval of Parents or Guardians

Brainstorming Worksheet

Money-Earning Application

Challenge Initiative Games

Cooperative Games

Problem-Solving Initiative Games

Leadership Skills

Participation Awards Program

Becoming and Being a Leader

Developing a Community of Youth Leaders

Exploring for People With Disabilities
Leadership Checkup
Leadership Reflection
Program Support for Explorer Posts
Problem-Solving Skills for Explorers
Suggested Post Bylaws
How to Brainstorm
How to Conduct a Post Parents' Night
How to Develop Service Projects
How to Earn Money
How to Generate Publicity
How to Introduce a Speaker
How to Lead a Discussion
How to Make a Speech or Presentation
How to Plan Your Superactivity
How to Recruit New Participants
How to Teach a Skill
How to Use Charts and Posters
How to Use Parliamentary Procedure

LEADERSHIP AWARD PROGRAM (see public Web site)

The Leadership Award is given to youth and adults who have given exceptional dedication and leadership to the youth participants in either the Learning for life or Exploring programs. The award includes a certificate and ribbon medallion (go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Leadership Award Program).

LEADERSHIP DEVELOPMENT SERIES (see local LFL office)

The Learning for Life Leadership Development Series can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders.

The Leadership Development Series covers 16 topics: Introduction to Leadership, Analysis and Evaluation, Beliefs and Values, Character of Leadership, Communication, Decision Making, Diverse Culture and Climate, Effective Group Management, Ethics of Leadership, Goal Setting, Managing Through Others, Meeting Management, Motivation, Planning and Sequence of Events, Team Building, and Time Management.

LEARNING FOR LIFE WEB PAGE (see public Web site)

Visit the Learning for Life Web site at www.learningforlife.org. Connect with today's Explorers in such careers as Arts and Humanities, Aviation, Business, Communications, Engineering, Fire/Emergency Services, Health, Law Enforcement, Law and Government, Science, Skill Trades, and Social Services.

LIABILITY INSURANCE FOR PARTICIPATING ORGANIZATIONS (see local Learning for Life office)

The general liability policy issued to Learning for Life provides primary liability insurance coverage for all participating organizations with a Learning for Life group or Explorer post. Automobile liability coverage is provided on a secondary or excess basis. All vehicles used in Learning for Life activities must be covered by automobile liability insurance with limits that meet or exceed the requirements of the state in which the vehicle is licensed. A \$100,000 combined single limit is recommended. Any vehicle designed to carry 10 or more passengers is required to have limits of \$100,000/\$500,000/\$100,000 or \$500,000 combined single limit.

Although our general liability coverage has been extended on a primary basis to the participating organizations, the coverage for our volunteers remains on an excess basis. Any insurance coverage that a volunteer has, such as a homeowner policy or coverage on his or her personal automobile, will still protect the volunteer on a primary basis, and Learning for Life's coverage will be over and above the limits that the individual volunteer has purchased. If the volunteer has no personal insurance, then our coverage will extend to cover him or her immediately. There is no coverage for those who commit intentional or criminal acts. Liability insurance is purchased to provide financial protection in the event of accidents or injury that is neither expected nor intended.

NATIONAL EXPLORING EXCELLENCE AWARD (see local Learning for Life office)

The local Learning for Life office provides a packet of materials for each post's annual renewal date. At renewal date the post can qualify for the National Exploring Excellence Award and make a commitment for the next program calendar year.

PROCEDURE FOR ACTIVITIES OR EVENTS INVOLVING OTHER POSTS

On occasion, posts conduct an activity or event that involves other posts. Some of these activities are being held without notification or discussion with the local Learning for Life office. In response to the relationship problems arising from this type of situation, the following procedure should be followed:

- Posts that wish to host events involving other posts must have the approval of the local Learning for Life office.
- This includes events for posts from the same Learning for Life office, the same area, the same region, or other regions.
- The proposed post event must contribute directly or indirectly to the strengthening of the participating Explorer posts' program.

GUIDELINES:

- The proposal, including a written statement of the objectives of the event, must be submitted to the local Learning for Life office for approval.
- If posts within the same area or region will be involved, the local Learning for Life office must forward the proposal to the region for review and approval.
- If posts from other regions will be involved, the proposal must be forwarded to the national office Learning for Life for review and approval.

For local office contact, go to www.learningforlife.org, then scroll down and enter your five-digit zip code and click on SEARCH.

PROMOTIONAL ITEMS (see local Learning for Life office)

Exploring, Discover a Career Through Exploring, three-fold mailer insert, No. 99-265

Exploring, Exploring Program, four-page brochure, No. 99-992

RECOGNITION ITEMS (see public Web site)

The following items are available through your local Learning for Life office (go to www.learningforlife.org, then scroll down and click on Online Resource Catalog):

Advisor Exploring Emblem Patch, No. 04031A

Associate Advisor Exploring Emblem Patch, No. 04033A

Base Wood for Explorer Ornament "E," No. 17583A

Career Achievement Award Certificate, No. 32194

Exploring Appreciation Certificate, No. 33144A

Exploring "E" Emblem Patch, No. 04002A

Lapel Pin, Explorer “E,” No. 04001A
Leadership Award Certificate, Youth and Adult, No. 32195
Leadership Award Medallion, Youth and Adult, No. 04173
Learning for Life Tie, No. 50022
Mug, Exploring “E,” No. 04003A
Ornament, Explorer “E,” No. 04105A
Panel Drape, Exploring, No. 11134A
Paperweight, Explorer, No. 04160A
Paperweight, Thank You Exploring, No. 17695A
Plaque, Exploring Logo on Walnut With Engraving Plate, No. 17685
Post Committee Emblem Patch, No. 04045A
President Explorer Emblem Patch, No. 04035A
Secretary Explorer Emblem Patch, No. 04039A
Treasurer Explorer Emblem Patch, No. 04041A
Vice President Explorer Emblem Patch, No. 04037A

SAFETY FIRST, Learning for Life Guidelines (see public Web site)

Adult Explorer post leader’s guide to keeping youth safe in Learning for Life activities. Topics include adult leadership; aquatics safety; camping; drug, alcohol, and tobacco use and abuse; safety practices and emergency preparedness; first aid; guns and firearms; sports and activities; medical information; transportation; and personal safety (go to www.learningforlife.org/exploring/business/index.html, then click on Safety First Guide to Learning for Life Activities under New Resources).

YOUNG AMERICAN AWARD (see public Web site)

First presented in 1968, the council-level award is given to young adults between the ages of 19 and 25 to highlight publicly the importance of their excellent achievements and service to their community, state, and nation. The council-level Young American Award consists of a plaque to be awarded at an appropriate council ceremony. Each council selects and submits their top nominee for consideration for the five national Young American Awards given annually in May, which include the unrestricted \$5,000 cash award and ribbon medallion (go to www.learningforlife.org, click on the Exploring icon, then scroll down and click on Awards and Scholarships, and then click on Young American Award).

YOUTH PROTECTION TRAINING (go to www.learningforlife.org/exploring/business/index.html, then click on Youth Protection Training [PowerPoint] under New Resources)

As an adult Explorer post leader, you need to have basic knowledge about the potential for abuse of adolescents and the Youth Protection policies of Learning for Life that are designed to prevent it. Because of the coeducational nature of Exploring, youth protection takes on added dimensions.

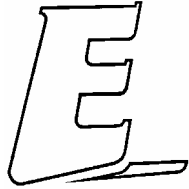
It is important to realize that although child abuse is sometimes thought to be a problem only for young children, it’s not unusual for adolescents to be victims of abuse, whether emotional, physical, or sexual. Therefore, Exploring leaders are obliged to be familiar with the Youth Protection emphasis of Learning for Life.

The Youth Protection Guidelines are available on the Web for viewing. It lists several considerations that the Explorer leader must remember. At least one adult is required to complete the Youth Protection presentation on the Web for any overnight outing. Safety First Guidelines has the requirements for outings and activities.

It is also available on the Web at www.learningforlife.org. Outings permits can be obtained from the local Learning for Life office.

Post Advisor Guidelines for Creating External Barriers:

- There must be two-deep adult leadership on all trips and on all activities.
- There must be no one-on-one contact with Explorers. Other Explorers or Advisors must be present.
- Respect the privacy of your Explorers.
- Provide separate accommodations for Advisors and Explorers and for males and females on overnight trips.
- Ensure proper preparation for activities, especially those with safety risks.
- Secret organizations are not permitted.
- Hazing is not permitted.
- Appropriate standards for attire should be upheld.
- Proper training, supervision, and monitoring of officers is necessary.



BUSINESS POST PROGRAM RESOURCES

For more information, see the *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*, both available at www.learningforlife.org. Forms listed can be obtained from your local Learning for Life office.

ADULT RESOURCE SURVEY This inventory should be conducted by the post committee and adult Advisors. List as many adults as possible who are associated with the post. Find out their vocations, skills, interests, and contacts. This form shows the potential of what a post can do.

EXPLORER ACTIVITY INTEREST SURVEY Now, find out what the youth participants want to do. Survey the youth participants at a post meeting and tally the results. The post officers should design this survey.

MATCH RESULTS OF BOTH SURVEYS Match the Explorer activity interest survey results with the adult resource survey. Where a suggested Explorer activity matches a resource from the adult survey, you have a possible program. Use the program match sheet as a tool to help. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

USE THE POST ACTIVITIES DEVELOPMENT MEETING This should be the first meeting after the firstnighter. Engage the youth in active discussion by presenting the result of the match sheet. If necessary, use these other ideas to generate more program options:

BRAINSTORM Brainstorm to bring out ideas that might not be on the survey. Sometimes the most creative activities are suggested this way. The brainstorming should involve all of the youth participants.

FILL IN THE GAPS The post officers may feel that an activity should be included to better balance the post program. These can now be added.

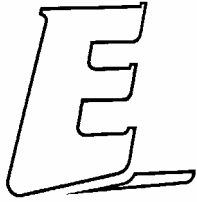
SCHEDULE THE POST ACTIVITIES List each activity on the post's calendar. Watch out for possible conflicts with other dates. Make sure you have all the dates from the local office for Exploring events.

SELECT EXPLORER CHAIRS AND ADULT CONSULTANTS An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the post officers' seminar to complete this process. Give youth leadership the responsibility for the operation of the post.

ACTIVITY PLANNER This is a helpful tool for the youth chair and adult consultant to use. It will keep them on track to operate a successful event.

EXPLORING PROGRAM CALENDAR Use a completed annual calendar for Explorers and adults to know all the events and meetings of your post.

FOLLOW-UP IS VITAL!!! ASSUME NOTHING!!!



SAMPLE AGENDA FOR A POST MEETING

1. Call to order and introduction of guests (2 min.; post president)
2. Announcements (8 min.)
3. Old business (10 min.)
 - A. Secretary reads minutes of previous meeting.
 - B. Treasurer gives status report.
 - C. Other post officers report.
4. New business (15 min.)
 - A. Discuss matters that require post approval.
 - B. Administrative vice president enrolls new youth attending meeting.
 - C. Program vice president promotes upcoming events from post calendar
 1. Post activities reports by youth chair with adult consultant
 2. Council/district activities discussed
 - D. Post Advisor gives update and comments.
5. Conduct post career opportunity (45 min.; Explorer activity chair and adult consultant)
6. Closing (7 min.; post president)
 - A. Announce date, time, place of next meeting.
 - B. Assigned Explorer conducts closing.
 - C. Refreshments served.

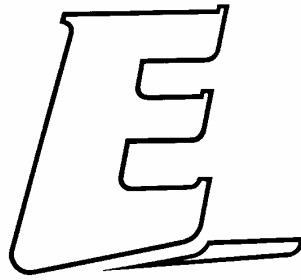
Note: An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the adult resource survey to assist with identifying adults. (*Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*, available at www.learningforlife.org).

Exploring

Business Exploring **Appendix:**

Career Opportunities Worksheet,
Sample Exploring Program Calendars,
Career Achievement Award Information, and
Program Development Forms





Additional Instructions for Steps 2 and 4 **of the Five-Step Plan for**
Business Exploring Program Development

Step 2: Career Opportunities Program Development Meeting

(Use Business Career Opportunities Worksheet)

1. Review **the Business Career Opportunities Worksheet** and select those career activities that your organization has the resources to support by checking the "Yes/No" column, and please add any career activities unique to your organization.
2. Name a person from your organization for each "Yes" activity who could serve as a consultant to help plan and lead the career opportunities activity.
These will become the career focus of your Explorer post for the upcoming program year.
(See sample of the completed Business Exploring Program Calendar.)
3. Determine and list the first and second monthly career opportunities meeting topics
4. Put the career opportunities on the calendar for distribution at the firstnighter

Step 4: Post Activities Program Development Meeting

(First post meeting after open house)

**(Use Business Exploring calendar and the results from the adult resource survey,
Explorer activity interest survey and the program match sheet)**

5. Review the results from **the adult resource survey** and **the Explorer activity interest survey**. Use **the program match sheet** to help determine post activity suggestions.
6. Make sure you have included the local council Exploring events, activities, and training dates on the calendar.
7. At the first post meeting following the open house, present the suggested post activity ideas to the youth leadership.
8. Include other dates:
 - Open house date (fall and spring)
 - Participating organization dates
 - Superactivity dates
 - Check for school and other official holiday dates

BUSINESS CAREERS

Career Opportunities Worksheet

(Please add any additional career opportunities unique to either your organization or available through other organizations in the community.)

	<u>Career Opportunities</u> <u>Topics</u>	<u>Organization</u> <u>Has</u> <u>Resources</u> YES/NO	<u>Organization Consultant</u> <i><u>Who can teach this skill?</u></i>
1	Understand a business plan		
2	Working with a budget: Income		
3	Working with a budget: Expenses		
4	Buying and selling stocks & investing		
5	Human resources: hiring and firing		
6	Computers for business: networks		
7	Computers for business: Web sites		
8	Computers for business: doing business over the Web		
9	Computers for business: word processors, databases, and spreadsheets		
10	Accounting principles for business		
11	Ordering and inventory control		
12	Local, state, and federal taxes		
13	Research and development of a product		
14	Product distribution		
15	Servicing products		
16	Warehouse operations		
17	Transportation		
18	Manufacturing of a product		
19	Sales		
20	Marketing a product: advertising		
21	Insurance for business		
22	Business community involvement		
23	Working with financial institutions		
24	Real estate		
25	Government and business relations		
26	Legal issues for businesses		
27	Public relations departments		
28	Types of business loans		
29	Retail operations		
30	Travel industry		
31	Service industries: hospitality		
32	Training a workforce		
33	Unemployment rates and plans		
34	Federal Reserve System		

35	Raising capital dollars		
36	Venture capital		
37	Being an entrepreneur		
38	Management issues		
39	Colleges and universities for business majors		
40	How a board of directors works		
41	Reading the stock market		
42	Employee benefit plans		
43	Imports and exports		
44	Overseas operations/multinational corporations		
45	Manufacturing products		
46	Consumer issues		
47	Labor relations		
48	Annual reports and audits		

Sample of a 12-month Complete Business Careers Exploring Program Calendar

	1st Mtg. Date	1st Meeting Career Opportunities Topic	1st Meeting Adult Consultant/ Youth Chair	2nd Mtg. Date	2nd Meeting Career Opportunities Topic	2nd Meeting Adult Consultant/ Youth Chair	Monthly Activity Planning Meeting Date	Monthly Post Activity	Post Activity Adult Consultant/ Youth Chair	Council Activity Programs
SEPT	1st Wed.	Fall open house	Hal Mark	2nd Wed.	Elect officers and plan post activity program	Bill Martha	3rd Wed.	Visit local computer facility.	Martha Bill	
OCT	1st Wed.	Understand a business plan	James Sean	2nd Wed.	Human resources: hiring/ firing	Cliff Cheryl	3rd Wed.	Visit-retail merchant.	Cheryl John	Exploring weekend event
NOV	1st Wed.	Computers for business: Web sites	Frank Tom	2nd Wed.	Accounting principles for business	Peggy Jimmy	3rd Wed.	Assist local salesmanship club project	Jimmy Peggy	Attend quarterly Exploring life conference
DEC	1st Wed.	Product distribution	Cosby Judy	2nd Wed.	Marketing a product: advertising	Marty Mariann	3rd Wed.	Assist special-needs students	Mariann Marty	
JAN	1st Wed.	Insurance for business	Laun Mike	2nd Wed.	Retail operations	Jim Natalie	3rd Wed.	Tour large insurance company	Natalie Jim	LFL Leadership Development Series
FEB	1st Wed.	Service industries: hospitality	Matthew Danny	2nd Wed.	Federal Reserve System	John Cindy	3rd Wed.	Put on a special tax seminar.	Cindy John	
MAR	1st Wed.	Venture capital	Tom Katy	2nd Wed.	Being an entrepreneur	Carey Ann	3rd Wed.	Assist local jr. chamber of commerce project	Ann Carey	Community service project
APR	1st Wed.	How a board works	Cliff Maya	2nd Wed.	Reading the stock market	Debbie Murray	3rd Wed.	Spring window washing project	Murray Debbie	
MAY	1st Wed.	Imports and exports	Ashley Amy	2nd Wed.	Consumer issues	Rayna David	3rd Wed.	Trip-Visit business college	David Rayna	Our Town at Night Event
JUN/ JULY	1st Wed.	Business majors	Matthew Monica	2nd Wed.	Business colleges	Faye Hazel	3rd Wed.	Trip-Visit business college	Hazel Faye	
AUG	1st Wed.	Consumer issues	Paul Denise	2nd Wed.	Labor relations	David Stephanie	3rd Wed.	Trip-Visit business college	Stephanie David	

Program Match Sheet:

	Results of Youth Activity Interest Survey	Results of Adult Resource Survey	Tentative Date of Activity	Possible Locations	Potential Youth Chair and Adult Consultant	Additional Notes
Bowling						
Camping						
Career Clinic						
College Planning						
Community Cleanup						
Computers						
Conservation Project						
Cycling						
Dance						
Field Sports						
First Aid						
Fishing						
Horseback Riding						
Ice Skating						
Movies/Video/Music						

Program Match Sheet

	Results of Youth Activity Interest Survey	Results of Adult Resource Survey	Tentative Date of Activity	Possible Locations	Additional Notes
Photography					
River/White-water					
Rock Climbing					
Roller-skating					
Sailing/Canoeing					
Snorkeling/Scuba					
Snow Skiing					
Swimming					
Tour of City (Area)					
Visit to TV or Radio Station					
Waterskiing					
Other Sports: _____					
Other Hobbies: _____					
Other Ideas: _____					

Instructions for Using Program Match Sheet:

1. Complete the youth activity interest survey and put results in the correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
2. Review the adult resource survey and put results in correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
3. Add other results, those written in and especially from brainstorming with youth at firstnighter/open house.
4. Look for matches between first two columns, youth activity interest and adult resource survey.
5. Decide on activities that post will organize.
 - Decision could be by vote or consensus of youth leadership.
6. Select suggested dates for each activity.
 - Put on post calendar for distribution to Explorers.
7. Recruit and assign youth activity chair and adults consultant for each activity that will be on calendar.
8. Post vice president for program follows up with youth activity chair and reports at post monthly planning meeting.

Business Career Achievement Award

Learning for Life programs involve active learning and include lots of fun-filled, hands-on activities. Learning for Life promotes the conditions necessary for the growth and development of adolescents. The following are the key components of the Learning for Life Career Achievement Award programs, which allow young people to acquire and be recognized for career proficiency achievement and community service.

Purpose

The purpose of the Business Career Achievement Award program is to:

- Provide direction to Explorers and student participants in individual career proficiency.
- Motivate Explorers and student participants to discover and take on business career opportunities.
- Recognize Explorers and student participants for significant community service.
- Give Explorers distinguished credentials for their résumés.

Requirements

Explorers can earn the Business Career Achievement Award. To earn the Business Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The post Advisor certifies that each Explorer has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

Recognition

The Learning for Life Career Achievement Award Certificate (No. 32194) has space for the signatures of both the adult leader and organization head. Certificates are available through the local Learning for Life office as well as through the Supply Division (toll-free phone, 800-323-0732). Adult leaders may purchase a quantity of the certificates and present them as merited.

Business Career Achievement Award Requirements

Do nine of the following:

1.
 - a. Learn how the stock market works and what makes stocks go up and down.
 - b. Invest \$100,000 of fictitious money in five to 10 real stocks. Check prices on the stock page of a local newspaper once a week for 12 weeks. Determine economic events, such as interest rates dropping or increase in earnings, etc., that caused increases or decreases in your chosen stocks.
 - c. After you have tracked your stock for at least 12 weeks, make a presentation to your post, another post, class, or another community group on your experiment, highlighting what your gross dollar and percentage investment gain or loss was.
2. Pick a product that can be sold to people your age. Find out how much money it costs to purchase this product wholesale. Calculate the cost of creating an organization to sell the product. Include the cost of buying, transporting, storing, and advertising the product, and paying the sales force. Set a price for the product that will allow the organization to pay operating costs and make a profit. Is the product's price competitive with other organizations selling a similar product? How much of the product must be sold to make a profit?
3. Find out whether your post or group can legally be made into a corporation. Contact an attorney or your state's secretary of state for the necessary legal documents.
4. Contact the Equal Employment Opportunity Commission and get a copy of the rules related to hiring. Collect applications from local businesses and see whether any of the questions on the applications violate EEOC guidelines.
5.
 - a. Choose a product that you could sell to other people your age. Design an advertising campaign for the product. Use television, radio, print, and point-of-purchase advertising as part of your plan.
 - b. Make a tabletop display of or presentation on your advertising campaign for your post or group.
6.
 - a. Put together a sales presentation for an automobile. Decide who the target buying group will be. Decide how you will highlight the car's features and how you might overcome the objections of the potential customer. Do not forget to allow for servicing the car after the customer buys it.
 - b. Make your sales presentation to another individual. Ask him or her to critique how you did.
7. Tour the computer facility of a local business. See whether they have a mainframe or local area network system. Determine whether the business uses commercial software or custom software designed for the business. Does it have document-processing, spreadsheet, and database capability? Ask what information the business keeps in its database, and have the manager demonstrate as much of the system as possible.
8. Set up a computer information system for your post. Put your financial records on a spreadsheet. Create a database for your youth participant records, and store all correspondence, meeting minutes, etc. in a word-processing system
9.
 - a. Learn the requirements for importing automobiles and/or motorcycles for sales in the United States.
 - b. Learn the requirements for selling in Mexico a product made in the United States.
 - c. Share your findings with your post, another post, or a community group.

10. With the help of an accountant, learn to review the annual reports of several companies. Identify and explain the two major financial statements—the income statement and balance sheet.
11. Lead a game of Monopoly for your post, another post, group, home, class, or another community group. Then lead a discussion of the game and have each player discuss whether their technique produced a net income or loss and the amount of assets (land, houses, and cash) they accumulated.
12.
 - a. Learn how to balance a checkbook or savings book.
 - b. Open a savings or checking account.
 - c. Over 90 days, keep your account balanced.
13. Manage the funds for a post or other group activity. Collect and disburse funds, give and receive receipts, keep an accurate accounting balance sheet, and then report to the group on how you and they did.
14.
 - a. Read and explain the annual report of a company.
 - b. Write a business plan for a new company.
 - c. Explain the use of the Internet as a business component.

Resources

Exploring Youth Leader Guide and *Exploring Adult Leader Guide* and Resources for Exploring Leaders can be found on the Learning for Life Web site (www.learningforlife.org).

Qualifying Achievements

Because of the design and flexible nature of the program, Advisors and adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Business Career
Achievement Award Application

Part 1: Candidate Personal Data

Post/No.: _____ Participating Organization: _____
Name: _____ Nickname: _____
Address: _____
City: _____ State: _____
Zip: _____
Home Phone: (____) _____ Birth Date: _____
School/College: _____ Grade Level: _____

Part 2: Adult Leader Certification of Candidate

I certify that the above-named candidate has fulfilled nine required achievements and 50 hours of community service for the Learning for Life Career Achievement Award and has my approval for recognition of this significant accomplishment.

Adult Leader: _____
Date: _____

Part 3: Learning for Life Office Authorization

This candidate is a currently enrolled Explorer. Having been certified by the adult leader for completing the required nine achievements and 50 hours of community service, the Explorer post is authorized to purchase and present the Learning for Life Career Achievement Award certificate.

Learning for Life Office Signature: _____
Date: _____

Name: _____

Description of Activity

Total Hours

Supervisor Signature and Phone No.

Business Career Achievement Award Worksheet

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1a. Learn how the stock market works and what makes stocks go up and down.

1b. Invest \$100,000 of fictitious money in five to 10 real stocks. Check prices on the stock page of a local newspaper once a week for 12 weeks. Determine economic events, such as interest rates dropping or increase in earnings, etc., that caused increases or decreases in your chosen stocks.

1c. After you have tracked your stock for at least 12 weeks, make a presentation to your post, another post, class, or another community group on your experiment, highlighting what your gross dollar and percentage investment gain or loss was.

Completed _____

2. Pick a product that can be sold to people your age. Find out how much money it costs to purchase this product wholesale. Calculate the cost of creating an organization to sell the product. Include the cost of buying, transporting, storing, and advertising the product, and paying the sales force. Set a price for the product that will allow the organization to pay operating costs and make a profit. Is the product's price competitive with other organizations selling a similar product? How much of the product must be sold to make a profit?

Completed _____

3. Find out whether your post or group can legally be made into a corporation. Contact an attorney or your state's secretary of state for the necessary legal documents.

Completed _____

4. Contact the Equal Employment Opportunity Commission and get a copy of the rules related to hiring. Collect applications from local businesses and see whether any of the questions on the applications violate EEOC guidelines.

Completed _____

5a. Choose a product that you could sell to other people your age. Design an advertising campaign for the product. Use television, radio, print, and point-of-purchase advertising as part of your plan.

5b. Make a tabletop display of or presentation on your advertising campaign for your post or group.

Completed _____

6a. Put together a sales presentation for an automobile. Decide who the target buying group will be. Decide how you will highlight the car's features and how you might overcome the objections of the potential customer. Do not forget to allow for servicing the car after the customer buys it.

6b. Make your sales presentation to another individual. Ask him or her to critique how you did.

Completed _____

7. Tour the computer facility of a local business. See whether they have a mainframe or local area network system. Determine whether the business uses commercial software or custom software designed for the business. Does it have document-processing, spreadsheet, and database capability? Ask what information the business keeps in its database, and have the manager demonstrate as much of the system as possible.

Completed _____

8. Set up a computer information system for your post. Put your financial records on a spreadsheet. Create a database for your youth participant records, and store all correspondence, meeting minutes, etc. in a word-processing system.

Completed _____

9a. Learn the requirements for importing automobiles and/or motorcycles for sales in the United States.

9b. Learn the requirements for selling in Mexico a product made in the United States.

9c. Share your findings with your post, another post, or a community group.

Completed _____

10. With the help of an accountant, learn to review the annual reports of several companies. Identify and explain the two major financial statements—the income statement and balance sheet.

Completed _____

11. Lead a game of Monopoly for your post, another post, group, home, class, or another community group. Then lead a discussion of the game and have each player discuss whether their technique produced a net income or loss and the amount of assets (land, houses, and cash) they accumulated.

Completed _____

12a. Learn how to balance a checkbook or savings book.

12b. Open a savings or checking account.

12c. Over 90 days, keep your account balanced.

Completed _____

13. Manage the funds for a post or other group activity. Collect and disburse funds, give and receive receipts, keep an accurate accounting balance sheet, and then report to the group on how you and they did.

Completed _____

14a. Read and explain the annual report of a company.

14b. Write a business plan for a new company.

14c. Explain the use of the Internet as a business component.

Completed _____

Resources

Exploring Youth Leader Guide and *Exploring Adult Leader Guide* and Resources for Exploring Leaders can be found on the Learning for Life Web site (www.learningforlife.org).

Qualifying Achievements

Because of the design and flexible nature of the program, Advisors and adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers can earn any Career Achievement Award in one or all of the 12 career clusters. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The Explorer post Advisor certifies that each Explorer has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

Exploring

Youth Activity Interest Survey

Look at the list and place a check mark on the line in front of three (3) items you would like the post to plan as part of its program for this year. Use the lines on the last three items to write in suggestions that are not on this list.

Name: _____

Bowling

Photography

Camping

River/white-water rafting

Career clinic

Rock climbing/
rappelling

College planning

Roller-skating

Community cleanup
project

Sailing/canoeing

Computers

Snorkeling/scuba diving

Conservation project

Snow skiing

Cycling

Swimming

Dance

Tour of city (area)

First aid training

Visit to TV or radio
station

Fishing

Waterskiing

Horseback riding

Ice skating

Movies

Music

Sports activities:

Hobby/interest:

Other ideas:

Return to: _____

Exploring

Adult Resource Survey

Each year our Explorers, young men and women aged 14 to 20, work with our adult leadership of the post to create a new program. To help them, we are attempting to discover the talents and resources in our organization. Please complete the form by telling us if you have a skill or resource in any of the following areas.

Name: _____ Occupation: _____

Phone Number: (Work) _____ (Home) _____

	<u>Have Skill</u>	<u>Have Resources</u>
Bowling		
Camping		
Career Clinic		
College Planning		
Community Cleanup		
Computers		
Conservation Project		
Cycling		
Dance		
Field Sports		
First Aid		
Fishing		
Horseback Riding		
Ice Skating		

	<u>Have Skill</u>	<u>Have Resources</u>
Movies/Video		
Music		
Photography		
River/White-water Rafting		
Rock Climbing		
Roller-skating		
Sailing/Canoeing		
Snorkeling/Scuba Diving		
Snow Skiing		
Swimming		
Tour of City (Area)		
Visit to TV or Radio Station		
Waterskiing		

I have a vehicle and am willing to help with transportation. I would be interested in working with youth chair on events.

Other Sports/Recreation Activities: _____

Other Hobbies: _____

Other Ideas: _____

Activity Planner

Youth Activity Chairperson _____ Adult Consultant _____

Youth Phone # _____ Adult Phone # _____

Other Information _____

Name of the Activity: _____

Date: _____ **Location:** _____

Resources Needed: _____

Alternatives

What is the alternate plan in case of bad weather or other factors?

Personnel: *Delegate responsibilities!*

Job to Be Done	Assigned to

Follow-up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

Carry Out the Plan/Conduct the Activity

Just before the activity, double-check all arrangements.

Notes: _____

After the activity, thank everyone involved, and leave things clean and in good order.

After-Action Evaluation

Use a separate sheet to explain your reasons for how you answered.

Should the post do this activity again? _____ Yes _____ No

Number participating: _____ Explorers _____ friends _____ adults