TAKE OUR
daughters
and **sons**
TO WORK®
FOUNDATION

A DAY IN THE LIFE OF A PROFESSIONAL ACTIVITY

(Sample Take Our Daughters And Sons To Work activity at Johnson & Johnson)

1. INTRODUCTION

The purpose of this program is to provide teen-agers (15-18 years old) with the opportunity to see how various professionals perform their jobs during their workday. Each workshop would take place during the Take Our Daughters and Sons to Work Day annual event.

Do you remember the questions you asked in order to chose which college to go to: What do I want to do after high school? What do I want to do with the rest of my life? If I go to college, what courses should I take? What do I want to become? What career do I want to choose?

How would you like your sons and/or daughters to have the opportunity to experience the working world PRIOR to choosing a college, their major in college, or which program to enroll in? Wouldn't it be nice if they could see what a statistical programmer does? Or, how about the possibility of talking to a project physician or medical writer? Perhaps the view from the Database Analyst's perspective would be interesting to them? Are they interested in math or writing? How can they use their interests and skill sets in the working world?

This program is aimed towards giving the teenager the opportunity to see exactly what various people do for a living. How do they earn a paycheck? What do they do every day? What kind of degree does the person need to get a job like theirs? What are the advancement possibilities?

2. DESCRIPTION OF THE PROGRAM

Multiple one-hour workshops for different professions would be scheduled. Lecture presentations would be <u>discouraged</u>. In place of lecture presentations, the professionals would be expected to bring in their laptops, hook them to a screen, and show the participants the type of work (applications, documents, etc.) that they perform on any given day. During this workshop, the professionals would be expected to reveal the following:

   a. Their Education
   b. Their Background (their career path; how did they wind up with this job)
   c. Advancement Opportunities
   d. Their Responsibilities
   e. Their Job Descriptions
   f. Applications Used (eDC tool, I Review, Outlook, SAS programs)
   g. What a typical day consists of (team meetings, training sessions, departmental meetings; WORK)
   h. Examples of their work (i.e. protocols, data listings, database structure, SAS outputs, patient profiles).
   i. Take questions from the participants
   j. Salary range (obtained from HR)

3. *SUGGESTED WORKSHOP LEADERS*

The following is a list of suggested workshop leaders:

- Project Physician
- Medical Writer
- Clinical Database Analyst
- Clinical Data Manager
- Statistical Programmer
- Statistician
- Regulatory Associate
- Global Trial Manager
- Project Planner
- Drug Metabolism
- Toxicologist
- Pathologist
- Scientist
- Formulation Scientist
- Veterinarian
- Analytical Chemist
- Clinical Pathologist
- Drug Metabolism Scientist
- Medical Laboratory Technician

4. LOGISTICS

Each teen-ager would have the opportunity to register for one or more of the workshops (limit 4-6 workshops). Each Workshop would be limited to 10 participants. Multiple one-hour workshops, depending on how many participants are registered for each professional, would be scheduled. However, depending on how many teenagers register for each workshop, only enough workshops would be conducted that would accommodate the teenagers registered. If 10 or fewer teenagers registered for a particular workshop, only one session of the workshop would be scheduled.

Registration would be included in the normal TODSTWD registration website. Each professional would be requested to provide a detailed job description to be posted on the registration website.

Ambassadors would be assigned to escort the participants from conference room to conference room. One ambassador would be assigned to each room. They would be expected to escort the participants to the next conference room at the end of each session. However, not all participants would have the same schedule; therefore, the ambassadors would take the entire group of participants from the first conference room and walk to each of the respective conference rooms listed in the program, dropping off participants along the way.

In addition, in order to make it interesting for the ambassadors, they also would have a schedule of rotating conference rooms. Once they have finished escorting all participants to their respective conference rooms, they would go to the next workshop on their list. All ambassadors would rotate through each conference room, thereby giving the ambassadors exposure to the various careers available in the pharmaceutical industry.

The program is also designed to require very little preparation time needed by the Workshop Leaders, so the impact on the workload of the workshop leaders is kept to a minimum.

5. JOB DESCRIPTION EXAMPLES

Medical Writer: Do you like to write? Do you want to know how to put your writing skills to work for you? Spend an hour with a Medical Writer. Medical Writers at JJPRD are responsible for writing protocols (guidelines to run clinical trials) and reports (the results of the clinical trials). See how they create the protocol with information from various sources (a little like a book report). See how the final report is developed using data from the clinical trial. Your writing skills are very valuable in this type of career.

Analytical Chemist: Do you like to conduct chemistry experiments? Do you like to work in the laboratory? Find what an Analytical Chemist does for a living. See the instruments that the Chemist uses to analyze chemical compounds. Discover what other responsibilities the chemist has to perform during the working day.

Clinical Data Manager: Do you like to solve puzzles? Are you interested in learning a programming language? Clinical Data Managers are responsible for the creation of the forms to collect data during a clinical trial. These forms are similar to the forms that are filled out when you purchase items via the Internet. Clinical Data Managers are also responsible for programming those questions that appear when data entered is incorrect (like when you forget to enter your zip code, a statement will appear asking the purchaser to provide the missing information).
Clinical Data Managers also need to review the data collected to make sure it is complete and accurate (for instance, you shouldn't enter February 29th into the date field).   Find what applications are used to create forms, program questions, and review data for clinical trials.

Medical Laboratory Technician: Did you ever wonder what the person who takes your blood for a blood test does with it? Are you thinking of a career in medicine? Find what a Medical Laboratory Technician does in a research environment. See the laboratory instruments used to analyze the various samples (urine, blood). Talk to a Medical Laboratory Technician about data review, Quality Control, training and continuing education, and knowledge of the various instruments that is needed.

6. CLOSURE

After the participants have finished going to workshops, they should be brought together in groups of 20 to 25 youths to provide oral feedback during a 30 to 40 minute session. They should be allowed to express what they learned about: the world of work in general, various jobs, which job they liked the most/least, if they are thinking about pursuing a different career from when they came to the program in the morning, how they can use the skills they have with different jobs, etc.

7. ACHIEVEMENT

After participating in this program, the participant should have a better sense of what it takes to earn a paycheck - what kind of work is performed by each type of professional and what kind of education is required for each career.

This information should be very useful to the participants when deciding their educational and future career paths.