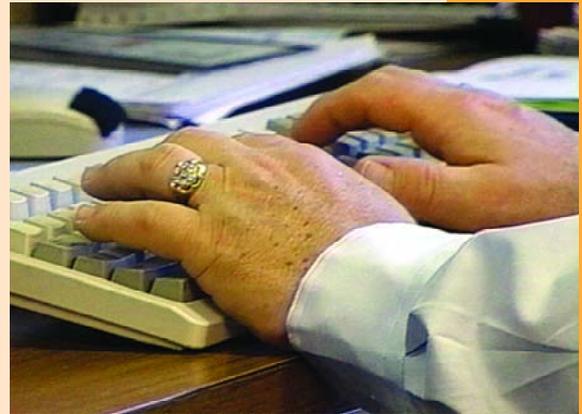


Complete
**Job
Search
System**

**Career
Evaluation**



Introduction

This Instructor's Guide provides information to help you get the most out of *Career Evaluation*. The contents of the guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

Career Evaluation, second in the five-part series *Complete Job Search System*, introduces viewers to the job search process. We spend an estimated average of 12,000 days of our lives working, so job satisfaction is key. By conducting informed job research and learning about careers, industries, salaries, and benefits, job seekers stand a good chance of ending up in a career about which they are excited and passionate. This film reviews how and where to research possible careers, different categories of jobs and their corresponding compensation information, and emphasizes that the job search is a two-way street: not only do companies want to find the best employees, but individuals want to accept a job that is the best match for them personally. After watching this film, viewers will feel ready to start finding and synthesizing the information they need to determine a career and find a well-suited job.

Learning Objectives

After viewing the program, students will be able to:

- Explain the job search process, from self-inventory to researching possible careers in depth
- Describe where to find descriptions of careers and industry outlooks
- Understand the general differences between blue collar and white collar jobs
- Demonstrate knowledge of compensation and benefits
- Acknowledge that the job search process is a two-way street between seekers and potential employers

National Educational Standards

English Language Arts

This program correlates with the Standards for the English Language Arts from the National Council of Teachers of English. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Gathers and uses information for research purposes.
- Uses strategies to adapt writing for different purposes (e.g., to explain, inform, analyze, entertain, reflect, persuade)
- Uses discussions with peers as a way of understanding information.
- Uses listening and speaking strategies for different purposes.

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Life Work

This program correlates with *What Work Requires of Schools* from the Secretary's Commission on Achieving Necessary Skills (SCANS). The content has been aligned with the following educational standards and benchmarks from this organization.

- Interpersonal: Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

- Information: Interprets and Communicates Information: Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods.
- Systems: Understands Systems. Knows how social, organizational, and technological systems work and operates effectively within them.

Educational Standards from What Work Requires of Schools reprinted with permission.

Technology Standards

The activities in this Teacher’s Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

Program Overview

Complete Job Search System: This comprehensive, concise five-part job search series is ideal for introducing job-seekers to information and techniques that will be helpful in selecting a career and getting a job. Designed to be of use to a wide variety of viewers including secondary, vocational, and trade school students, these programs are entertaining and informative.

Career Evaluation: This program illustrates how to connect interests, skills, education, training, values, and lifestyle to specific occupations in particular industries. Assuming that you will succeed working at what you actually enjoy doing, this film demonstrates to viewers how to find an occupation with requirements that match up with their own interests. Nothing predicts high workplace satisfaction like a close match between job responsibilities and the interests and skills of the potential employee!

After viewing this program, students will feel equipped to begin researching jobs and career paths that might be a good match for them. From trade journals and publications at the public library to the *Occupational Outlook Handbook* to job advertisements online and in the newspaper, the information is out there. By connecting this information with personal skills, education, long-term goals, and salary and benefits requirements, job-seekers discover practical employment avenues that resonate with their interests and objectives. When you have in-demand skills, you might receive more than one job offer—so by matching up your skills and abilities with potential careers before applying, you increase your chances of finding a great job!

Fast Facts

- It is estimated that we spend an average of 12,000 days of our lives working. Hopefully, we are spending all of this time on something we enjoy!
- Job satisfaction is a key goal when researching jobs. By taking a self-inventory and researching many career opportunities, your priorities will hopefully align with a job you are ultimately offered.
- Your local public library is a great place to start your job research—in addition to job search books and Internet access, libraries also have trade journals and publications on their shelves.
- Check out the *Occupational Outlook Handbook* online with the U.S. Department of Labor (www.bls.gov/oco).

- The career you choose affects your salary and benefits. Some jobs pay hourly and offer overtime, while others pay an annual salary, an amount that may be negotiable when you receive a job offer.
- Two categories of careers that may affect the manner in which you are paid are blue-collar and white-collar. Blue-collar jobs are typically more hands-on and manual, and often pay an hourly wage. White-collar jobs are considered positions that rely more on education and using spoken and written communication.
- Potential employees with problem-solving abilities are in demand in every line of work. If you have skills that are very valuable to employers, you may receive more than one job offer.
- Always ask about and consider the benefits information when learning more about a job. Benefits include medical and life insurance, vacation days and other time off, and, of course, job satisfaction.
- When considering a job, think about the full package of what it offers: salary, benefits, growth potential, and alignment with your personal priorities (commute-time, mandatory overtime, etc.).
- Always remember that the job search is a two-way street. Employers are looking for the best employees, and you are looking for the position that is the best fit for you.

Vocabulary Terms

annual salary: Flat figure salary amount for a twelve-month period. Often negotiable and usually associated with white-collar (administrative, managerial) careers.

benefits: Employee compensation in addition to salary/wages. May include medical and life insurance or vacation days or other time off.

blue-collar job: Work that is typically more manual and hands-on; often pays hourly wages and overtime.

hourly wages: Compensation that is paid out by the hour and is contingent on the number of hours that you work. When a worker is paid hourly, he or she often receives overtime pay.

job satisfaction: Enjoying one's job and feeling that it corresponds to one's interests, skills, abilities, and priorities.

Occupational Outlook Handbook: Widely recognized compilation of detailed information on hundreds of jobs, careers, and industries.

problem-solving skills: Ability to actively identify and respond to issues or conflicts in any type of work situation.

white-collar job: Typically associated with higher levels of education and connected to thinking, writing, and communicating on the job. Usually pays annual salary wages.

Pre-Program Discussion Questions

1. Why might it be important to like the work that you do?
2. If you received a homework assignment to research five possible careers, what resources would you use?
3. What are your priorities in terms of salary, benefits, work-life balance, and enjoying the work that you do?
4. Do you know anyone who loves his or her job? Why does he or she like it so much? Do you know anyone who strongly dislikes his or her job? Why is this job a poor match for him or her?
5. If you are offered a job, should you take it right away? Why or why not? What types of circumstances might change the situation?

Post-Program Discussion Questions

1. Start thinking about the job research you will conduct. What are four different steps you can take to ensure you are really finding all of the information available to you? Who might you ask if you need help doing so?
2. How do you know if a job, company, or industry is a good fit for you?
3. If you could choose, would you want an annual salary or hourly wages with possible overtime? Explain your answer.
4. If you were running a company, what types of benefits would you offer employees? What types of benefits are typically available in the career you are considering?
5. Imagine you receive two job offers, both for careers that sound interesting to you. What factors would play into your decision? What would you take into consideration when making a choice? What questions might you ask both employers?

Group Activities

Salary and Benefits

As students prepare to pursue particular careers and obtain education and skills in support of various fields, it's important that they are aware of the general salary and benefit information connected to those careers. Ask students to explain and debate why researching and comparing salary and benefit information will help them as they select a career or a job. For instance, if a student is committed to maintaining an extravagant lifestyle, he or she will need to find a job that pays very well. If a student is offered a job and is trying to decide if the salary is enough, it would be useful for him or her to know the typical salaries in the field to compare. And if a student has the opportunity to negotiate a salary, he or she will want to know what might be a reasonable or acceptable figure to request.

Dividing students into small groups, ask each group to use some of the resources discussed in the film to research and compile some general salary and benefit information. You might want to compile a list of ten professions and have all groups research these, or assign a few different careers to each group to review. One website that might be helpful is the National Compensation Survey—Benefits page at www.bls.gov/ebs.

Have all groups report back their findings and their reactions. What did they discover that surprised them? Why are there salary discrepancies between jobs? Why do some jobs offer benefits and others do not, and why are benefits important? Encourage students to feel comfortable researching and understanding different types of compensation.

Skill-Building

When job seekers have in-demand skills that they can objectively demonstrate, employers are eager to interview them and possibly make an offer. The film discusses how problem-solvers are in demand with every employer, no matter what the field. Why do students think this is? What other skills and abilities (along the lines of problem-solving) might employers want to see? How might students obtain, refine, and demonstrate these skills?

Divide students into small groups. Each group should work to identify at least five different skills/attributes that an employer would want a potential employee to have, regardless of the career industry. Students might come up with these skills via research or through their own brainstorming. Encourage students to be both practical and creative.

Next, student groups should develop action plans for how all members of the group might develop or strengthen these skills. Ideas might be reading related books or other publications, taking an applicable class, working on a particular school project, joining a club, or taking a certain after-school job. Invite groups to share action plans with the whole class, and encourage classmates to comment or offer additional ideas.

Finally, have all students work together to brainstorm how they might effectively demonstrate these skills and attributes to potential employers. What would they put on a resume? Write in a cover letter? Say in an interview?

Getting to Know You / Getting to Know You for the Job

Sometimes other people can see things in us that we don't realize are there, or have ideas about careers or other life pursuits that could be exciting for us which we haven't even heard of or considered. While we should always stay true to ourselves and pursue our own personal dreams, we should also listen and explore recommendations that other people make. Who knows—the career you've never thought of but that your best friend thinks would truly be a great match for you may end up becoming your dream job!

As a class, develop a list of interview questions to utilize in this exercise. Students will be paired up and finding out more about each other's skills, aptitudes, interests, and priorities through interviews. The interviewers will then provide feedback on what skills they think their partners have that are most exciting and valuable to potential employers. Interviewers will also comment on how they think their partners can emphasize these particular skills to employers, and possibly even make some career recommendations based on what they hear. All students will take turns interviewing each other, so everyone will both make and receive recommendations.

Interview questions might include "What are you good at?" "What do you enjoy?" "What was the last problem you solved?" "How would you behave in a work environment?" "What do your teachers say are your strengths?" "What do your parents say are your strengths?" "What do you picture your work life to be like?" "How do you think you would find job satisfaction?"

Encourage interviewers to take good notes and make reflective recommendations. After both partners have interviewed and made recommendations to each other, invite all students to share their results with the rest of the class.

Individual Student Projects

Different Jobs for Different People

There are hundreds, perhaps thousands, of different jobs and careers out there. What makes one a good fit for you, while another is the perfect match for the person sitting next to you? Ask students to quietly do some writing or thinking about these questions.

Now that students have learned more about blue- and white-collar jobs, different pay structures, and have done some more intensive job researching, have they had any new revelations about potential careers for them? Has a new career caught their eye or an old area of interest dropped from their consideration? Again, ask students to quietly write or think about these questions.

Invite all students to work on some creative writing that reflects on their experience with job research and review so far. Has it been exciting? Interesting? Confusing? Overwhelming? Full of anticipation? Ask students to capture their reflections and emotions in a short story, poem, or just a creative description of their current experience.

After students have completed this assignment, ask them to quietly reflect on how recognizing and acknowledging their feelings and emotions about the job research and hunt process might help them as they move through the experience.

Profile of the Job for Me and Me for the Job

As discussed in the film, the job search process is a two-way street. While it's exciting to get a job offer and it means that a company or other employer thinks you are the best match for them, you also need to take the time to make sure that a particular job and a certain employer are a good match for you. This means having conducted detailed research on the career path and possible employers, as well as knowing why you might be a good match for a particular industry or employer.

Ask students to complete a one-page individual project. Students should divide their page in half. On one half of the page, students should select one career of high interest and detail as much information about it as possible using the resources described in the film. This information might include typical job responsibilities, job outlook in the future, average salary and benefits, possible specific employers, and career paths within the industry. Ensure that students are including as many specifics as possible that come from actual research, not just assumptions or prior knowledge.

On the second half of the paper, ask students to detail why they would be a good match for the career in question. Students should list their applicable education and training (or planned education/training), their skills and attributes, why the job aligns with their priorities and interests, and why an employer would be excited to hire them and have them contribute to the business. Again, encourage specificity and concrete ideas as much as possible.

As appropriate, have students share with the class.

My Priorities

Part of knowing why one career might make you happy and satisfied and another career might bore you or frustrate you is being aware of how your personal priorities align with what a career offers. For instance, if you value spending quality time during the week with your family or on a certain activity or hobby, you will not want a job that requires long hours or a considerable commute. If you love being outdoors, you will want a job that takes you outside of an office and keeps you outdoors for much of your working time. Failing to match your priorities with possible jobs can prevent you from achieving job satisfaction.

Ask all students to design a poster that reflects both their personal priorities when it comes to work, and also how they envision those specific priorities connecting with particular jobs. For instance, a poster might list priorities such as getting to use a computer for research, wanting to avoid working with statistics or other number crunching, working with other people, and finding a job in a local town and living close to family. The poster might then go on to connect those priorities with some potential employment matches, such as the great library system in the surrounding area that offers research librarian positions. Invite students to really make meaningful connections on their posters between what they want out of work and life, and what employment opportunities or avenues might help them achieve it.

If appropriate, you may want to hang posters around the room for inspiration, or invite classmates to comment on further career-life connections they observe when reviewing each other's posters.

Internet Activities

Searching the *Occupational Outlook Handbook*

The *Handbook* is a wealth of important information! Spend some time reviewing the site with your students (accessed at www.bls.gov/oco). What types of information are available? How is the site organized? How do students think they might use the site when conducting job research? In addition to providing details such as training and education needed for a particular career, typical salary for that career, the prospects of getting a job in that field, the actual job responsibilities, and the on-the-job working conditions in that career, the *Handbook* has job search information, specific job information for each state, and a look at what career fields will be in demand over the next ten years.

In addition to reviewing the site with your students, develop some questions or topics they should search on their own or in small groups. You may want to create a list of questions for students to research and provide answers for, or you might want to select some general topics (such as researching two or three particular careers, or looking at job information for a few different states) and ask students to report back. You should work with students to ensure they are comfortable navigating the site and getting information from it.

If each student researches his or her desired career in the *Handbook*, what does he or she find? Invite students to find the answers (being as specific as possible) and to report back to the class.

State Departments of Labor

What kind of information is available on the Web sites for various state departments of labor? For instance, access the New Jersey State Department of Labor at www.state.nj.us/labor. What resources are available here (or on your own state's site)? How would students utilize the state department of labor Web sites when researching jobs? Encourage students to think about how these Web sites might come into play if they were considering moving and taking a job in another area of the country. Potentially compare the information on two different state Web sites (for instance, New Jersey and then Oregon [www.oregon.gov/BOLI]). What are the similarities? What are the differences?

What do students think is missing from state department of labor Web sites? What information are they looking for on these sites and not finding, or what information is unclear? Are the sites user-friendly and easy to navigate?

If students had to add additional information to these sites, what might it be? Would they suggest any redesign or change to navigation options? Encourage students to take action on these ideas. They might design their own "state department of labor" Web sites, including links to information they find relevant. Or they might contact the site in question, recommending changes or updates.

As students become more familiar with researching jobs online, what do they think is missing? What would they like to be out there for job-seekers such as themselves? Are your students in any position to contribute anything new to the job search and career Web sites out there?

Tracking Student Progress

As students navigate more of the Internet devoted to the job search process, it would be ideal to track their progress and also record the information they find, noting sites they've found helpful and those that are not. Start discussing with students how they might track their progress and findings, and convey their findings to others.

Start brainstorming with students about how they might track and share using a Web-based method. Could the class build a Web site that is updated with their progress and findings? Contribute to a class blog that tracks this information? Find and link in with another site online or another class with these goals and work together? Send out regular email updates to a listserv with new updates and interesting info?

Based on the resources available to you, pursue one of these ideas or another of your choosing. Encourage students to track their work and findings in a method that is clear to others and useful to them when they look back over their progress. Also invite them to communicate their hard work and recommendations to others, perhaps becoming an important resource for other young adults embarking on career research.

Assessment Questions

Q1: What is job satisfaction?

Q2: What is the first step in the job search process?

- a) Accepting an offer
- b) Asking about benefits and salary
- c) Getting a particular degree or training
- d) Figuring out what you actually might want to do

Q3: When you start researching careers, what are three places/resources you might use to locate information?

Q4: What is an example of a benefit?

- a) Medical insurance
- b) Vacation days
- c) Retirement plan
- d) All of the above

Q5: Define a blue-collar job, and give an example.

Q6: The skill that is valuable and in-demand across all careers is being a _____.

Q7: What is the *Occupational Outlook Handbook*? Where can you find it?

Q8: At what type of job do you typically earn an annual salary? At what type of job do you typically earn an hourly rate?

Q9: Write a short essay on why job satisfaction is important, and what job satisfaction means to you personally.

Q10: A job search is a _____, meaning that employers are looking for good people and people are looking for the best employer for them.

Assessment Questions Answer Key

Q1: What is job satisfaction?

A: Enjoying your job and feeling like it is a valuable, challenging, interesting part of your life.

Feedback: Job satisfaction occurs when a job aligns with your interests, passions, skills, and priorities.

Q2: What is the first step in the job search process?

a) **Accepting an offer**

b) **Asking about benefits and salary**

c) **Getting a particular degree or training**

d) **Figuring out what you actually might want to do**

A: d) Figuring out what you actually might want to do

Feedback: The job search process starts with your hard work—research, asking questions, and finding resources will help you uncover some possible career matches.

Q3: When you start researching careers, what are three places/resources you might use to locate information?

A: Possible answers include: public library, trade publications, online job postings, *Occupational Outlook Handbook*, Web sites for state departments of labor.

Feedback: There are many, many places to find career information—all it takes is some effort on your part to find them!

Q4: What is an example of a benefit?

a) **Medical insurance**

b) **Vacation days**

c) **Retirement plan**

d) **All of the above**

A: d) All of the above

Feedback: Benefits go beyond compensation, and are an important part of what a job offers you. Always find out what type of benefits a job offers before accepting it.

Q5: Define a blue-collar job, and give an example.

A: A job that is typically hands-on and manual. An example might be a trade such as plumbing or construction.

Feedback: Blue-collar jobs often pay an hourly rate. Find out about paid overtime if considering a blue-collar job.

Q6: The skill that is valuable and in-demand across all careers is being a _____.

A: problem-solver

Feedback: People who can develop and implement practical and effective solutions are in demand in every field. What can you do to strengthen your problem-solving skills?

Q7: What is the *Occupational Outlook Handbook*? Where can you find it?

A: Widely recognized compilation of detailed information on hundreds of jobs, careers, and industries, accessed at www.bls.gov/oco.

Feedback: This handbook is an invaluable source of a great deal of detailed career information.

Q8: At what type of job do you typically earn an annual salary? At what type of job do you typically earn an hourly rate?

A: Annual salaries are usually paid at white-collar jobs (such as managerial or administrative positions). Hourly rates are often paid at blue-collar jobs (such as jobs in the trades).

Feedback: Always ask about the salary and how it is paid. If you are receiving an annual salary, there may be some room to negotiate.

Q9: Write a short essay on why job satisfaction is important, and what job satisfaction means to you personally.

A: Will vary by student, but should focus on work being such a large part of daily life and wanting to make that work meaningful and rewarding.

Feedback: Job satisfaction means different things to different people. Define what job satisfaction means for you, and don't let other people's ideas sway what you think.

Q10: A job search is a _____, meaning that employers are looking for good people and people are looking for the best employer for them.

A: two-way street

Feedback: Always take the time to carefully consider any job offer you receive. You want to think about the long-term, not just the immediate payoffs.

Additional Resources

A-Z List of Careers

www.bls.gov/k12/azlist.htm

National Compensation Survey—Benefits

www.bls.gov/ebs

A Fork in the Road: A Career Planning Guide for Young Adults

by Susan Maltz and Barbara Grahn, Impact Publications, 2003. ISBN: 1570231974

The 7 Habits Of Highly Effective Teens

by Sean Covey, Fireside, 1998. ISBN: 0684856093

The Ultimate Guide to Getting the Career You Want (And What to Do Once You Have It)

by Karen Dowd, McGraw-Hill Companies, 2003. ISBN: 0071402934

Additional Resources at www.films.com

Available from Films Media Group • www.films.com • 1-800-257-5126

Careers in the Sciences

- 3-part series
- VHS/DVD/Digital On-Demand
- Preview clip online at www.films.com (Search on 35997)
- Closed captioned
- Correlates to National Science Education Standards
- Order # 35997

America's classrooms are filled with aspiring actors, hip-hop moguls, and fashion models. Getting young people interested in science is another story—even though a scientific career can be more exciting than working in Hollywood. This three-part series helps students appreciate the vast horizons that science offers, highlighting the personal and financial benefits of many scientific professions and the opportunity to do work that will transform the human experience. Recommended for grades 6-12. A Cambridge Educational Production. The series includes *Careers in the Physical Sciences*; *Careers in the Life Sciences*; *Careers in the Earth Sciences*. (26 minutes each) © 2007.

Meridian Allied Health Series

- 3-part series
- VHS/DVD/Digital On-Demand
- Preview clip online at www.films.com (Search on 36108)
- Closed captioned
- Correlates to national and state board certification standards
- Includes viewable/printable instructor's guide
- Order # 36108

Healthcare is among the fastest-growing areas of employment in America—and while the opportunities are great, there is also plenty of job competition. This three-part series provides much-needed information for high school and vocational college students who are interested in assistant-level medical careers. It features an overview of the healthcare field as well as detailed guidance concerning three specific jobs—Medical Assistant, Health Information Management Technician, and Physical Therapy Assistant. Each episode covers what a particular job requires, who it would likely appeal to, and what it offers in terms of salary, long-term career prospects, and personal rewards. Viewable/printable instructor's guides containing additional material—including student activities, discussion questions, vocabulary terms, and fast facts—are available online. A Meridian Production. The series includes *Medical Assistant*; *Health Information Management Technician*; *Physical Therapy Assistant and Aide*. (20-24 minutes each) © 2007.

Landing a Job in the Trades

- VHS/DVD/Digital On-Demand
- Preview clip online at www.films.com (Search on 35546)
- VHS is Closed captioned; DVD is subtitled
- Correlates to Secretary's Commission on Achieving Necessary Skills (SCANS) Standards for Life Work: Interpersonal, Information, and Systems.
- Includes viewable/printable instructor's guide
- Order # 35546

Getting hired as a carpenter, electrician, manicurist, or any other tradesperson requires the same professional attitude that all job candidates must show. This video explores essential self-marketing practices that transform job-seekers into wage-earners, focusing on the best ways to display valuable skills and personality characteristics. With straightforward explanations, helpful graphics, and interviews with job-search experts and

real-world employers, the program illustrates how to structure a resume based on skills and background, how to compose a cover letter, how to behave and communicate during an interview, and how to follow up with a winning thank-you letter. Special emphasis is placed on building an upwardly-mobile approach, encouraging applicants to display enthusiasm, leadership potential, and a willingness to learn. This is a realistic and reliable demonstration of the steps that lead to "You're hired." A Shopware Production. (16 minutes) © 2006.

The Complete Career Clusters

- **16-part series**
- **VHS/DVD/Digital On-Demand**
- **Preview clip online at www.films.com (Search on 36947)**
- **Closed captioned**
- **Correlates to national science education standards**
- **Order # 36947**

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. A Cambridge Educational Production. The series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance.* (16-24 minutes each) © 2002-2007.

Career Advantage: Strategies for Success

- **26-part series**
- **VHS/DVD-R/Digital On-Demand #34491**
- **Preview clip online at www.films.com (Search on 34491)**
- **Closed captioned**
- **Designed according to National Occupational Information Coordinating Committee (NOICC) Guidelines.**
- **Recommended by the National Employment Counseling Association (NECA).**
- **Silver Apple award, National Educational Media Network**
- **International TV Association Gold Level award for Broadcast/Cable, Informative**
- **ITVA Gold level award for Best of Show**
- **128-page faculty guide available with the complete series**
- **Order # 34491**

This 26-part series guides students through the three phases of career development—Self-Knowledge and Exploration, Career and Educational Exploration, and Career Planning and Implementation. As students create a step-by-step work search strategy based on personal background, life goals, and current and potential skills, they will also observe a variety of people in the work force who describe their experiences, decisions, and ambitions. Commentary from *What Color is Your Parachute* author Richard Bolles and other experts, as well as an information-packed 128-page faculty guide available with the complete series, top off this powerful set of tools for navigating a challenging future. (28 minutes each) © 2004.

The series includes *Introduction to Career Advantage; Where Are You Now?; Self-Knowledge and Beliefs; Career and Life Values; Personality and Interests; Knowledge, Skills, and Abilities; Keeping Track of Self-Knowledge and Exploration; Introduction to Career and Educational Exploration; The Changing Workplace: Technology and Globalization; What Employers Want: Skills and Attitudes; What's Out There: How the World of Work is Organized; Generating Career Options; Researching Career Options: New Technologies and Current Techniques; Informational*

Interviewing and Networking; Evaluating Career Options; Overcoming Barriers to Employment; Lifelong Learning; Introduction to Career Planning and Implementation; Decision-Making Strategies; Goal-Setting and Action-Planning; Finding Opportunities: New Technologies and Current Techniques; Staying on Track in Your Work Search; Resume Preparation; Interviewing Strategies; Interview Follow-up; Career Advantage: Series Conclusion.

Cambridge Career Center

- **CD-ROM**
- **Preview clip online at www.films.com (Search on 32736)**
- **Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.**
- **PC platform: Windows 95, 98, NT4, Me, 2000, XP**
- **Macintosh platform: OS 8.x, 9.x, Classic**
- **Order # 32736**

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored *Dictionary of Occupational Titles*)—America's primary source of career information. Includes the fastest-growing careers highlighted in 80 video clips and an overview of 23 job categories. A Cambridge Educational Production. (200 minutes of video, with 20 minutes of audio narration) © 2004.



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