

Complete
**Job
Search
System**

The Right
Job for
Your
Personality



Introduction

This Instructor's Guide provides information to help you get the most out of *The Right Job for Your Personality*. 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.

The Right Job for Your Personality, first in the five-part series *Complete Job Search System*, introduces viewers to the process of choosing a satisfying career and finding an interesting position in that field. Students learn that they should ideally match their desires, interests, and skills to a career, and that many varied career possibilities await. In order to find a well-suited job, students should get to know their own personality and preferences, develop and have a realistic sense of their skills, and consider the work style and lifestyle best suited to them. When students know what they want out of a career and what attributes they can specifically bring to that career, the process of finding a great job will be off to a smooth start.

Learning Objectives

After viewing the program, students will be able to:

- Explain the difference between a job and a career
- Understand how to identify possible jobs and careers
- Organize the different types of applicant information for which employers are looking
- Recognize why individuals prefer different and varied careers
- Conduct a self-assessment that will help them gain insight into possible career matches

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.

The Right Job for Your Personality: This program shows students how to select rewarding and satisfying careers by engaging in a thoughtful self-assessment process. This process is designed to help them gain personal insight by looking at different aspects of their lives including interests, skills, education, training, values, lifestyle, and preferred working style. Students learn how to identify and organize a variety of personal information and utilize it in making informed career decisions.

This program takes students into the world of the job fair, where employers and job seekers alike describe jobs, careers, and having a passion for what one does. Students learn that not every job is suited for their personality, needs, wants, or interests—different careers are a better fit for different people. Knowing who you are, what skills and education you have, and what interests and captivates you are key to identifying a possible career path. It is ideal to wake up every morning excited to get to work; by watching this film, students learn how they might reach this desired goal.

Fast Facts

- There is a difference between a job and a career: a job pays the bills, while a career not only meets your practical needs but also engages your passion and interests.
- There are two types of skills as related to jobs: personal (education, leadership qualities) and work-related (connected to a particular job and its duties).
- Being realistic when it comes to identifying jobs and careers is crucial—do you really have the education and skills required by a particular job? If not, how could you gain them?
- Know your skill set when considering jobs and careers—identify 3 or 4 strategic skills sets that match with your employment goals.

- There are hundreds of books and guides about personality types and finding a well-matched career. Utilize these resources as you conduct your self-assessment.
- Check out the Career Interests Game on the University of Missouri’s Web site (<http://career.missouri.edu/students/explore/thecareerinterestsgame.php>).
- You might not realize it, but intangible qualities and attributes—such as leadership ability, drive, and attitude—factor in when employers are making hiring decisions.
- Approximately 85% of available jobs are never advertised—networking and research are key to job hunting success!
- What are your hobbies? What organizations count you as a member? Where do you volunteer? Answer these questions for even more insight on a possible career match.
- When reflecting on possible careers, consider your desires, interests, and skills, as well as your education, experience, lifestyle, and preferred work style. What’s important to you?

Vocabulary Terms

career: Job path about which you have excitement and passion. While a job simply meets your practical needs, such as income to pay your bills, a career engages your skills, education, interests, and aptitudes.

the Career Interests Game: Accessed via the Career Center at the University of Missouri, this tool helps users connect their personality and interests to similar careers.

intangible attributes: Qualities you have that are hard to list on a resume but that employers take into consideration when hiring. Includes attitude, enthusiasm, energy, drive, and leadership ability.

job fair: Formal event facilitating the interaction of employers looking to hire and job seekers looking for a job or more information on a particular career.

self-assessment: Reflective process by which one takes into account skills, preferences, education, aptitude, passions, and interests when considering possible career paths.

skills: Divided into two categories: Personal (education, leadership) and Work-Related (skills specific to a particular job).

Pre-Program Discussion Questions

1. When you were 8 years old, what career did you want to have? When you were 12 years old, what career did you want to have? What career would you like now? Are there any connections between your answers?
2. What are your interests and hobbies? What do you like to do after school? What classes do you enjoy? Can you think of how these answers connect to finding a career?
3. What kind of lifestyle do you want to have? What kinds of careers might help you achieve that lifestyle?
4. What careers do your parents or other adults you know have? Do they enjoy them? Do you think that the careers your parents have are a good match for their personalities? Why or why not?

5. If you had to describe your personality in 5 words, what would they be? When you say those 5 words, do any jobs or careers immediately come to mind?

Post-Program Discussion Questions

1. Start thinking about your own self-assessment. What are your skills? Preferences? What education do you have or plan to have? In what areas do you have particular talent or aptitude? Can you think of some of your positive intangible qualities?
2. Think about some careers that interest you. What do you bring to a job in this field? What education, skills, interests, and strengths will help you succeed in this career?
3. Before watching this film, did you think your personality mattered in finding a good career? Why or why not? What do you think now after watching the film?
4. What are your personal skills (e.g, leadership ability? enthusiasm for a project?) How will these skills help you succeed in your chosen career? How might you continue to develop and expand your personal skills? What new or improved personal skills might you have 5 or 10 years from now?
5. Think of your dream job. If you were the hiring manager for this job, why would you hire you? Think of at least 5 reasons, and be specific. Why might you not hire you? Be honest!

Group Activities

Peer Career Counselors

Ask students to spend a few minutes working quietly and independently. Students should jot down at least two answers to each of the following questions:

- What are your hobbies?
- What are some of your strongest personality traits?
- Where do you volunteer or would you like to volunteer?
- What are some characteristics of your ideal job?

Once students have recorded their answers, pair them up. Students should exchange answers with their partner, and then spend some time reflecting on their partners' information. Using any resources you can make available (e.g., Internet access, job search books, career guides, etc), students should recommend 5 possible careers for their partner based on the answers provided by the partner. Students should also record the reasons why they are recommending particular job paths.

Partners should then exchange career recommendations with each other. Invite students to react and respond within the larger group. What did they think of the recommendations? Were any of the recommendations careers they thought they might like to pursue? Were any of the recommendations a surprise to them? What did it feel like to get personalized job recommendations from their classmates? As available, provide students with resources and material to conduct follow-up research on the recommendations they received.

Invite a Career Counselor

Getting advice from peers and family on career recommendations and choices is one thing, but hearing from a professional adds another dimension to the process of self-assessment and finding a career path. You might want to explain to your students what a professional career coach or counselor does, or perhaps research these professions together. In your research, you might want to learn more about the various types of personality assessments available.

Invite a career coach, guidance counselor, staff member from a local college career center, or other professional to your classroom. Before his or her arrival, work with your students to design appropriate and useful questions to ask. These might be more general about the path to finding a satisfying career or more specific around an individual student's concerns.

Encourage the speaker to focus on finding a job that resonates with one's interests, skills, education, and aptitude, and to emphasize the role of a satisfying, successful career in a fulfilled life. The speaker might also want to talk about trying different careers, balancing passion and practicality, and the type of training and education needed for certain lines of work.

After the speaker leaves, continue the discussion and questions with your students. You may also want to have them reflect on their experience in journals or free writing.

Classroom Job Fair

Students saw a depiction of a job fair, with its individual booths, employers, and job seekers, in the film. Explain to students that they are going to create their own job fair in the classroom, and invite other classes to attend (alternatively, you can create the fair within your class and have your students take turns walking around the room and staffing the booths).

In order to successfully set up the job fair, students will have to research various careers and employers, and design appropriate materials to represent them. You may want to choose a particular broad career field (e.g., healthcare) or another category (say, local companies) on which to focus. If you have time, you may want to have students request more information and materials from the companies on which they are focusing or which offer careers about which they would like to know more.

As appropriate, students should set up "booths" in the classroom and station an "employer" at each. Employers should be equipped with general knowledge about their careers and job field, and have some materials to hand out with more information. You may even want to have students conduct mock job interviews at the various booths.

If possible, you might want to consider taking your students to a local job fair so that they have a feel for the experience.

Individual Student Projects

Connecting Passion to Career

Conduct a brief discussion with your class on how they think passion and a successful career might be connected. Prompt students with questions such as: If you love your job, what amount of energy might you put into it? Would you want to have coworkers who loved their jobs? If you are good at a hobby or pastime, how might that connect to being good at a particular career? What do you value about a career?

Next, invite students to write quietly about how they would describe their own passions and what they love. They don't need to connect these interests and enthusiasms to a career, but just write about what inspires them and makes their life enjoyable. Students should write with energy and enthusiasm and really capture why their passions are special and fulfilling. You may want to play music while students are writing.

After students are finished writing, make job and career literature available to them. After students have read about various careers, ask them to return to what they have written about their passions and re-read it, keeping in mind some of the careers they have just explored. Ask students to now consider how their interests and likes connect to possible jobs and careers. Students might write about these connections, make posters or other visual materials that reflect these ties, or design another type of summary or presentation.

Possibly a Job for Me

There are many careers out there that might be a good fit for each of your students. After watching this program, conducting follow-up conversations and research, and drawing on interests and skills, ask each student to select one career path he or she thinks might be a great fit. Explain to students that they are going to conduct more detailed research on this particular career.

Students should use books, magazines, journals, and the Internet to learn more about the career on which they've chosen to focus. Encourage students to find and record as much information as possible. All students, however, should answer the following questions about the professions:

- Additional education or training needed?
- Typical career path (i.e., what are some different roles you might take in this career as you progress)?
- Typical duties or responsibilities?
- Typical work environment?
- Average salary or other salary and benefits information?
- Local companies or organizations that connect to this career?
- Resources to use for more information?

Students should compile their research into the presentation vehicle of your choice. This presentation should also include the students' explanations of why they are possibly interested in pursuing this particular career. The presentation might be a poster, a written report, an oral presentation, or a video project. As appropriate, ask students to hand in their work or present it to the class.

Personality on Video

As discussed in the film, employers take lots of aspects into account when they interview and hire candidates, including the more intangible aspects of someone's personality.

Ask students to imagine that they have been asked to submit a 5-minute video to their dream employer. The employer has asked that they demonstrate their personality and personal attributes on this film, and encouraged them to be creative. Ask your students to design and produce a video that meets these requirements, and stress that creativity and a positive impression are key! (If video is not possible for your students, they might do in-person presentations to the class instead).

Work with students to design their videos. How will they showcase who they are individuals in a way that will be meaningful and impressive to their employers? Encourage students to think of how they can demonstrate their personality and attributes through color, visuals, speaking, music, etc.

Screen the videos for the class, and invite students to provide feedback. Are any of the videos appropriate to send to a real employer? Why or why not?

Internet Activities

More Information, Please

As students learn more about various careers and get excited about the new possibilities presented to them, they will naturally want to obtain more detailed information. Some of these details might be available in books and on job-search or other Web sites, but other information will require more research.

Explain that each student should select three to five different companies about which they want to learn more in their job search. You may need to work with students to connect career ideas to particular companies (for instance, if a student wants to be a scientist, he or she might look at a hospital, a pharmaceutical company, or a university as possible employers). Once students have a few companies to research, they should utilize the Internet to do so.

Prepare a list of questions that you want students to answer about each company they research online (or, let students find information of interest to them). All students should locate a general information mailing address for at least two of the companies, and send a letter to these companies requesting more information.

Ask students to share their findings, and any responses from the companies contacted.

What Jobs Are Out There?

There are many Web sites that list available jobs (such as monster.com, careerbuilder.com, and hotjobs.com). There are also online classifieds for newspapers, HR Web sites for employers, and job sites dedicated to specific career fields. But what is actually out there in the fields in which your students are interested?

Ask students to select two or three different careers to research. They might also pick a geographic area of interest—either your town, or a place they'd like to move to after high school or college.

Students should utilize online job postings in a variety of locations to find at least ten related jobs in their field and location of interest. For each job found, students should record basic information—job duties, qualifications needed, and salary and benefit information. Students might also want to note how applicants would submit their application materials or follow up with questions.

Ask students to reflect on the process. Was it easy to find jobs in their field and preferred locale? Where there many exciting possibilities, or were interesting positions few and far between? Could they do their dream job in any location, or is it only found in some cities/states? How else might they find out about open positions?

Finding Personality Online

Get your students excited about thinking about and illustrating their unique personalities! Emphasize that they should embrace their passions, what gets them excited, and what sets them apart. When they are aware of who they are and proud to demonstrate their individuality, they will more naturally gravitate towards careers that are a good fit, and their natural passion and interest will come across to employers hiring for these jobs.

Invite your students to use the Internet to create a Web page or collage that represents their unique and interesting personality and passions. Students might find and use images, music, links, text, graphics, products, definitions, or videos. Remind students to correctly cite material and use source material appropriately!

Ask students to compile their findings and communicate them to the rest of the class, either by publishing their Web site, emailing out the collage document, or making a presentation in class.

Assessment Questions

Q1: What is the difference between a job and a career?

Q2: What might happen at a job fair?

- a) Job-seekers talk to potential employers
- b) Employer representatives meet with possible new employees
- c) People learn more about specific careers and jobs
- d) All of the above

Q3: If you enjoy working by yourself in a quiet environment, what are two careers that might be a good match for you? What are two careers that are potentially a poor match for you?

Q4: When you carefully consider your qualifications to see if they match well with a career in which you are interested, you are being _____ about your job opportunities.

- a) too safe
- b) realistic
- c) impractical
- d) negative

Q5: What is an intangible attribute? What are some of your intangible qualities?

Q6: Where might you find career and job resources, particularly those that help match personality types to potential careers?

Q7: What does it mean to be passionate about a career?

Q8: Define personal skills. Define work-related skills.

Q9: List the following:

- Two of your hobbies
- Two of your school-related interests
- Two of your extracurricular activity interests
- Any volunteering activities

Q10: When you take an honest, thoughtful look at your skills, job preferences, education, and aptitude, and see how these might match up to potential careers, you are conducting a _____.

Assessment Questions Answer Key

Q1: What is the difference between a job and a career?

A: A job is employment you take to meet practical needs; you may or may not have a particular interest in it. A career is employment about which you feel excited and passionate, and that matches with your interests, goals, and skills.

Feedback: Encourage students to recognize that a significant portion of their adult lives is spent at work, and if they feel motivated to go and work hard, they may feel happier and more satisfied. Choosing a well-suited career is an important part of this satisfaction.

Q2: What might happen at a job fair?

- a) Job-seekers talk to potential employers
- b) Employer representatives meet with possible new employees
- c) People learn more about specific careers and jobs
- d) All of the above

A: d) All of the above

Feedback: Job fairs are a great opportunity to explore many different careers and employers, or focus in on a particular area of career interest.

Q3: If you enjoy working by yourself in a quiet environment, what are two careers that might be a good match for you? What are two careers that are potentially a poor match for you?

A: Answers may vary. Two well-matched careers might be a research position or a writer/editor. Two less-suited careers might be a receptionist in a busy office or an elementary school teacher.

Feedback: It's not just about a career being a good one—it's about a career being a good match for you. It's sometimes hard to go against the grain of what people are recommending or speaking highly of, but if you know a suggested career clashes with your personality, it most likely won't make you happy or satisfied to work in that field.

Q4: When you carefully consider your qualifications to see if they match well with a career in which you are interested, you are being _____ about your job opportunities.

- a) too safe
- b) realistic
- c) impractical
- d) negative

A: b) realistic

Feedback: It's smart and practical to be honest about where your skills and education fit in with possible careers. Doing so will help you be successful when job-hunting and, even more importantly, once you start a job.

Q5: What is an intangible attribute? What are some of your intangible qualities?

A: A trait or part of your personality that doesn't go on a resume or in a cover letter as a skill, but that employers look for and hope to have in their employees. Examples include energy, commitment, ambition, and good communication and interpersonal skills.

Feedback: When you meet employers, they look at the entire package you present to them—your education and work-related skills as well as your personality and unique traits.

Q6: Where might you find career and job resources, particularly those that help match personality types to potential careers?

A: Answers may vary, but could include the Internet, library, bookstores, and career or guidance offices.

Feedback: Try to access a wide variety of resources from diverse sources. The more you read, research, and understand the connection between your individual personality and potential careers, the more successful you'll potentially be when applying and interviewing for jobs.

Q7: What does it mean to be passionate about a career?

A: To have energy and excitement for your work, to be enthusiastic about going into work every day, to approach your career with drive and commitment.

Feedback: When you are passionate about a career, you are often successful in that career and inspiring to others. Try to find work that will motivate you to work harder and get better.

Q8: Define personal skills. Define work-related skills.

A: Personal skills include education, leadership ability, time management, prioritization, conflict management, communication, etc. Work-related skills include skills that specifically relate to the immediate job at hand. If you work in an office, one of these skills might be typing. If you work as a contractor, one of these skills might be reading blueprints.

Feedback: Both personal and work-related skills contribute to your success on the job. Continue to strengthen both.

Q9: List the following:

- **Two of your hobbies**
- **Two of your school-related interests**
- **Two of your extracurricular activity interests**
- **Any volunteering activities**

A: Will vary by student

Feedback: Encourage students to realize that, by drawing on their personal interests and skills to build a pool of potential careers, they are working to create employment opportunities that inspire and engage them. Students should bring what they love about their lives to the job search.

Q10: When you take an honest, thoughtful look at your skills, job preferences, education, and aptitude, and see how these might match up to potential careers, you are conducting a _____.

A: self-assessment

Feedback: Careful reflection at the start of a career search can help students get started down a satisfying path right away. Though most people change careers several times throughout their lives, students should always try to find work that is meaningful and exciting to them. By reflecting on who they are and what they love, they have already taken important steps towards this goal.

Additional Resources

Monster® Career Advice

<http://content.monster.com/home.aspx>

The WorkSource: Career/Personality Match

www.theworksource.org

Click on "Jobs & Careers" and then on "Career/Personality Match"

50 Best Jobs For Your Personality

by J. Michael Farr and Laurence Shatkin. Jist Works, 2005. ISBN: 1593571771

Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type—Revised and Updated Edition Featuring E-careers for the 21st Century

by Paul D. Tieger and Barbara Barron-Tieger. Little, Brown and Company, 2001. ISBN: 0316880655

What Color Is Your Parachute? 2007: A Practical Manual for Job-Hunters and Career-Changers,

by Richard Nelson Bolles. Ten Speed Press, 2006. ISBN: 1580087949

Creating the Work You Love: Courage, Commitment, and Career

by Rick Jarow. Destiny Books, 1995. ISBN: 978-0892815425

Guide to Your Career, 6th Edition

The Princeton Review, 2006. ISBN: 978-0375765612

Additional Resources at www.films.com

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

Career and Educational Exploration: What's Out There for Me?

- 17-part series
- VHS/DVD-R/Digital On-Demand
- Preview clip online at www.films.com (Search on 34500)
- Closed captioned
- Designed according to National Occupational Information Coordinating Committee (NOICC) Guidelines.
- Recommended by the National Employment Counseling Association (NECA).
- Order # 34500

Section two (episodes 8 through 17) of the *Career Advantage* series guides students through the process of finding and evaluating career options, with detailed information on the rapidly changing global economy, issues in hiring and corporate culture, and a wide range of educational choices. (28 minutes each) © 2004.

The series includes *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.*

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.



Cambridge
Educational

2572 Brunswick Pike, Lawrenceville, NJ 08648

www.films.com

Call Toll Free: 800-468-4227