

Appendix



Career Development Planning and Developing a Plan of Study

The following development activities may start with eighth-grade students and continue throughout their high school years.

- ✓ Involve students in the career planning process by helping them understand the components necessary for planning.
- ✓ Conduct an interest inventory and interpret the results for students. Help them understand how they can use the information to gain self-insight.
- ✓ Provide student assessment: individual or group
 - Interest inventory
 - *Oklahoma Career Search* interest inventory. Matches occupations with interests, gives students their own profile, and provides list of occupations that match. If a job of interest is not listed, explore why.
- ✓ Combine the results of the interest inventory with academic results, and discuss course and hobby preferences. Assist students in learning how to combine these components into a career plan to find a satisfying career.
- ✓ Teach students how to use career information resources to explore their career cluster and occupational interests.
- ✓ Use the results of assessments to assist in developing a six-year career plan incorporating academic and vocational courses. Students should understand that although interests change, the planning process is important and will be used in the lifelong career development process.
- ✓ Complete a Plan of Study.
 - Explain the format of the Plan of Study to students.
 - Answer any questions they may have about the Plan of Study.
 - Students should note what subjects are important to their clusters.
 - Students should schedule school requirements first and then choose courses that will help them reach their career/educational goals.
- ✓ Students may complete a Plan of Study in various ways.
 - Counselor or teacher advisor schedules 30-minute segments with each eighth-grader (parents are invited).
 - Class time (in a class of eighth-graders) is devoted to completing the Plan of Study.
 - Small groups of students work with counselor or teacher advisors (parents are invited to attend).

- Students and parents make night or Saturday appointments with counselor or teacher advisor.
 - Student, counselor, or teacher advisor, and parents must complete plan during parent conference days.
 - Special sessions are conducted for all eighth-graders with administrator, teacher, and counselor in attendance.
 - Parents, students, and counselor complete plan; student cannot enroll unless parent signs plan.
- ✓ Send a copy of the completed Plan of Study home with the student.
(The original should stay at school.)
- Put completed and signed Plan of Study in student's career folder.
 - Put any relevant career information in the folder.
 - Keep the folder where it is easily accessible to student and educational staff.
 - Keep sample resumé, job applications, career essays, interest inventories, volunteer and paid work experience, and other career information in the career folder.
- ✓ Let students explore various occupations of their choice. Career exploration activities with students can include:
- *Career Search* or other career software
 - Career videos
 - Guest speakers
 - Career games
 - Career fairs/career days
 - Field trips
 - Shadowing
 - Printed materials
- ✓ Teach students early in the year about the connections between classroom performance, credits, high school graduation, job preparation, and college entrance.
- ✓ Provide students with information about the range of options for education (academic courses, vocational courses at the home school, and the vocational options at the area vocational-technical school).
- ✓ Encourage students to gather articles and samples of occupational interest for their career folder.
- ✓ Review the six-year plan annually.
- ✓ Update the career folder annually.

STUDENT NAME _____

SCHOOL _____

Business Cluster

Career Planning Options



School Logo

Business: concerned with the organization, administration, and technology of governments, industry, and business enterprises

Business Cluster

DESCRIPTION: Business occupations are concerned with the organization, administration, and technology of governments, industry, and business enterprises.

LEVELS OF EDUCATION AND TRAINING USUALLY NEEDED FOR LISTED OCCUPATIONS:

(Some of the occupations may be entered at a lower level.)

POTENTIAL CAREER OPTIONS

<i>High School, High School with Vocational Education, GED, On-the-Job Training, or Apprenticeship</i>	<i>Technical Training or Postsecondary Education</i>	
Bank Teller	Administrative Asst.	Market Research Analyst
Cashier	Billing Clerk	Paralegal
Collection Worker	Bookkeeper	Public Relations Specialist
Court Clerk	Buyer	Purchasing Agent
Customer Service Rep.	Clerical Supervisor	Secretary
Payroll Clerk	Computer Programmer	Technical Writer
Receptionist	Counter and Rental Clerk	Underwriter
Stock Clerk	Court Reporter	Four-Year Degree or More
Word Processor	Credit Manager	Account Exec. Advertising
	Executive Secretary	Accountant
	Insurance Claim Representative	Actuary
	Legal Secretary	Advertising Agent
		Advertising Director
		Auditor
		Budget Analyst
		City Manager
		Computer Engineer
		Computer Systems Analyst
		Employment Interviewer
		Financial Manager
		General Manager & Executive Management Analyst
		Manager, Health Club
		Medical Records Technician
		Real Estate Appraiser
		Stockbroker

FOR MORE SOURCES OF INFORMATION:

Public library, school career center, Oklahoma Career Search, Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide for Occupational Exploration, Occupational Outlook Quarterly, or specific sources for business information.

REQUIREMENTS MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:

- | | | | | |
|--|---|---|---|---|
| <p>You should like:</p> <ul style="list-style-type: none"> ■ Working with figures or details. ■ Working with a variety of people. ■ Communicating information. ■ Using a variety of office machines. ■ Routine, organized activities. ■ Activities that involve meeting and helping people. | <p>You should be able to:</p> <ul style="list-style-type: none"> ■ Communicate well. ■ Make change/work with figures. ■ Reason logically. ■ Influence people. ■ Pay attention to detail. ■ Maintain patience and tact. ■ Accept responsibility. ■ Follow instructions. ■ Work under pressure. ■ Handle complaints. | <p>Possible physical abilities:</p> <ul style="list-style-type: none"> ■ Sit at a desk or stand for long periods of time. ■ Work long hours. | <p>Opportunities for experience:</p> <ul style="list-style-type: none"> ■ Military service. ■ Co-op programs. ■ Part-time, temporary, or seasonal employment. ■ Internships or work-study. ■ Volunteer work in charitable or community organizations. ■ Staff member on school newspaper or other publications. ■ Vocational student organizations (i.e., FBLA). ■ Work-based and/or work-site learning. ■ Job shadowing. | <p>Methods of entry:</p> <ul style="list-style-type: none"> ■ Direct application to employers. ■ Consulting newspaper ads. ■ Consulting placement offices. ■ Consulting state employment offices. ■ Professional Certification Tests/Licensing. |
|--|---|---|---|---|

Business Cluster

SCHEDULING OPTIONS

MATH	LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	ELECTIVES	CAREER PREP (CP)
<input type="checkbox"/> Applied Math I* <input type="checkbox"/> Applied Math II* <input type="checkbox"/> Algebra I* <input type="checkbox"/> Algebra II* <input type="checkbox"/> Geometry <input type="checkbox"/> Trigonometry <input type="checkbox"/> Calculus Other _____ _____ _____ _____	<input type="checkbox"/> English I* <input type="checkbox"/> English II* <input type="checkbox"/> English III* <input type="checkbox"/> English IV* <input type="checkbox"/> Speech I* <input type="checkbox"/> Speech II* <input type="checkbox"/> Reading <input type="checkbox"/> Eng./Applied Comm.* <input type="checkbox"/> Journalism <input type="checkbox"/> Newspaper <input type="checkbox"/> Debate Other _____ _____ _____ _____	<input type="checkbox"/> Physical Science <input type="checkbox"/> Earth Science <input type="checkbox"/> Biology I <input type="checkbox"/> Biology II <input type="checkbox"/> Chemistry I <input type="checkbox"/> Chemistry II <input type="checkbox"/> Applied Bio./Chemistry I <input type="checkbox"/> Applied Bio./Chemistry II <input type="checkbox"/> Principles of Technology I <input type="checkbox"/> Principles of Technology II <input type="checkbox"/> Physics Other _____ _____ _____ _____	<input type="checkbox"/> Okla. History <input type="checkbox"/> Geography <input type="checkbox"/> U.S. Government <input type="checkbox"/> World History <input type="checkbox"/> Economics* <input type="checkbox"/> American History <input type="checkbox"/> Problems of Democracy <input type="checkbox"/> Non-Western Culture <input type="checkbox"/> Psychology <input type="checkbox"/> Sociology <input type="checkbox"/> Current Issues/Events Other _____ _____ _____ _____	<input type="checkbox"/> Vocational Ed. _____ <input type="checkbox"/> Emp. in Agri-business <input type="checkbox"/> Athletics <input type="checkbox"/> Intro. to Business* <input type="checkbox"/> Band <input type="checkbox"/> Employment Essentials <input type="checkbox"/> Business Law* <input type="checkbox"/> Humanities <input type="checkbox"/> Business English* <input type="checkbox"/> Music <input type="checkbox"/> Foundations for Living Other _____ _____ _____ _____	(Vocational Education) 1-HOUR COURSE OFFERINGS <input type="checkbox"/> Business Technology* <input type="checkbox"/> Computer Technology* <input type="checkbox"/> Desktop Publishing Business Cluster Courses <input type="checkbox"/> Accounting Systems* <input type="checkbox"/> Banking Systems* <input type="checkbox"/> Business Administration* <input type="checkbox"/> Information Management* <input type="checkbox"/> Legal Systems* <input type="checkbox"/> Multimedia Systems* <input type="checkbox"/> Office Systems* Internship <input type="checkbox"/> Bus. & Computer Technology* <input type="checkbox"/> Business & Computer <input type="checkbox"/> Technology Internship* 3-HOUR COURSE OFFERINGS <input type="checkbox"/> Accounting Services* <input type="checkbox"/> Administrative Services* <input type="checkbox"/> Banking Services* <input type="checkbox"/> Business & Computer <input type="checkbox"/> Technology Foundation* <input type="checkbox"/> Health Information Management* <input type="checkbox"/> Info. Management Services* <input type="checkbox"/> Legal Info. Management <input type="checkbox"/> Multimedia Services <input type="checkbox"/> Systems Management Services <input type="checkbox"/> Telecommunications Services. Other _____ _____ _____ _____
<p>* Knowledge of the subject important to approximately 1/2 or more of business occupations. * Knowledge of the subject important to approximately 1/3 or more of business occupations. ✓ Business Technology and Computer Technology are prerequisites to these courses.</p>					
COLLEGE ENTRANCE REQUIREMENTS					
STATE/LOCAL HIGH SCHOOL GRADUATION REQUIREMENTS+	No. of UNITS				
ENGLISH	4 UNITS	ENGLISH (Grammar, Composition, Literature)			
MATH	3 UNITS	MATH (Algebra I/Applied Math I, Geometry/Applied Math II, Algebra II, Trigonometry, Calculus)♦			
SCIENCE	2 UNITS	LAB SCIENCE (Biology, Chemistry, Physics)▲			
SOCIAL STUDIES	2 UNITS	HISTORY (American History)			
LANGUAGES	1 UNIT	CITIZENSHIP (Economics, Geography, Government, Non-Western Culture)			
FINE ARTS	3 UNITS	OTHER (Computer Science*, Foreign Language)			
OTHER		OTHER			
OTHER		OTHER			
<p>▲ Applied Biology/Chemistry or Principles of Technology (Applied Physics) will meet one laboratory science requirement, provided a student also completes a "traditional" lab science course. ♦ Applied Math I and Applied Math II will meet two of the required math courses providing that a student also successfully completes Algebra II. * Computer science includes programming and business computer applications. Keyboarding is NOT accepted. + Requirements may vary. Check the number of requirements needed for your individual career plan.</p>					

Skills Employers Want

A report issued jointly by the American Society for Training and Development and the U.S. Department of Labor identified seven skill groups that employers want their employees to have.

- **Learning to Learn** — Employers are more frequently shifting employees between jobs and responsibilities, “putting a premium on the ability to absorb, process, and apply new information quickly and effectively.” Employers need employees who accept the concept of lifelong learning.
- **Competence in Reading, Writing, and Computation** — “Most employers today cannot compete successfully without a workforce that has sound basic academic skills.” Although schools frequently teach isolated reading, writing, or computational skills, use of these skills on the job will require additional proficiency in summarizing information, monitoring one’s own work, and using analytical and critical thinking skills.
- **Listening and Oral Communication** — Fifty-five percent of the time spent in communicating is spent listening, but schools offer “scant instruction” in oral communication or listening.
- **Adaptability: Creative Thinking and Problem Solving** — An organization’s ability to succeed depends on using creative thinking to solve problems and overcome barriers, thus placing a premium on workers who develop such skills.
- **Group Effectiveness: Interpersonal Skills/Negotiation/Teamwork** — The ability to work cooperatively in teams is increasingly important to workplace success. Employees must be able to lead and negotiate, teach others, and work well with people from culturally diverse backgrounds, as well as serve customers.
- **Personal Management: Self-Esteem, Goal Setting/Motivation, and Personal/Career Development** — Taking pride in work accomplished, setting goals and meeting them, and enhancing job skills to meet new challenges are necessary characteristics of employees. “Unfortunately, the educational system provides little formal training to develop such attributes.”
- **Organizational Effectiveness and Leadership** — Employers want employees to “have some sense of where the organization is headed and what they must do to make a contribution . . . and who can assume responsibility and motivate co-workers.”

Career Clusters

Agriculture:

concerned with the science, production, marketing and/or servicing of agricultural (related to food, fiber, natural resources) products.

Business:

concerned with the organizational, administrative, and technology of government, industry, and business enterprises.

Construction:

concerned with the building and maintenance of various types of structures.

Design, Communication, and Art:

concerned with the creation and/or transfer of ideas or information.

Education:

concerned with helping individuals develop skills and acquire knowledge.

Health:

concerned with the providing of services and/or products relating to the health of people or animals.

Manufacturing:

concerned with the changing of raw materials into useful products.

Personal Service:

concerned with meeting the needs of individuals by providing household, food, cleaning, personal, or protective services.

Repairers and Mechanics:

concerned with the servicing and/or repairing of machines or products.

Sales/Marketing:

concerned with the selling or marketing of products and/or services.

Science and Technical:

concerned with solving problems, developing innovations, or providing scientific or technical services.

Social Science:

concerned with the study of societies and/or the delivery of a variety of social or religious services.

Transportation:

concerned with the movement of people and/or goods.

Oklahoma Career Search Occupations

AGRICULTURE

Agricultural Engineer	Farm Worker	Lumber Production Worker
Agricultural Scientist	Farmer/Farm Manager	Microbiologist
Biological Scientist	Fish and Game Warden	Nursery Worker
Blacksmith	Fisher/Hunter/Trapper	Park Ranger
Cooperative Extension Service Professional	Forester and Conservation Scientist	Range Manager
Environmental Analyst	Forestry Worker	Scientist, Soil
Farm Equipment Mechanic	Landscape Architect	Wildlife Biologist
		Zoologist

BUSINESS

Accountant	Court Clerk	Paralegal
Account Executive, Advertising	Court Reporter	Payroll Clerk
Actuary	Credit Clerk and Authorizer	Personnel/Training/ Labor Relations
Administrative Assistant	Credit Manager	Postal Clerk
Advertising Agent	Customer Service Representative	Postmaster/Mail Superintendent
Advertising Director	Data Entry Clerk	Property/Real Estate Manager
Auditor	Employment Interviewer	Public Administrator
Automobile Parts Service Clerk	Executive Secretary	Public Relations Specialist
Bank Teller	File Clerk	Purchasing Agent
Billing, Cost and Rates Clerk	Financial Manager	Real Estate Appraiser
Bookkeeper and Accounting Clerk	General Manager & Top Executive	Receptionist/Information Clerk
Budget Analyst	General Office Clerk	Secretary
Buyer, Wholesale and Retail	Hotel/Motel Manager and Assistant	Shipping and Receiving Clerk
Cashier	Insurance Claim Representative	Statistical Clerk
City Manager	Legal Secretary	Stenographer
Clerical Supervisor	Mail Carrier	Stock Clerk
Collection Worker	Mail Clerk and Messenger	Stockbroker
Computer Engineer	Management Analyst and Consultant	Technical Writer
Computer Operator	Manager, Health Club	Telecommunications Worker
Computer Programmer	Market Research Analyst	Underwriter
Counter and Rental Clerk	Office Machine Operator	Word Processor

COMMUNICATIONS AND ART

Actor	Director, Producer	Motion Picture Projectionist
Architect	Drafter	Musician and Composer
Art Director	Engineer, Sound	Photographer and Camera Operator
Camera Operator	Fashion Coordinator	Prepress Operator
Cinematographer	Floral Designer	Radio/TV Announcer and Newscaster
Clothes Designer	Graphic Designer	Research Worker
Commercial Artist	Illustrator, Medical and Scientific	Sign Painter and Letterer
Compositor and Typesetter	Interpreter and Translator	Technical Writer
Copywriter	Journalist	Writer and Editor
Dancer/Choreographer	Landscape Architect	
Designer	Merchandise Display Worker	
Designer and Decorator, Interior	Model	

NOTE: The source of these occupations is *Oklahoma Career Search*, order number CS9006. See *Career Stuff* catalog.

Oklahoma Career Search Occupations

CONSTRUCTION

Architect	Drafter	Plasterer
Brickmason/Stonemason	Drywall Installer and Lather	Plumber and Pipe Fitter
Building Contractor	Electrician	Roofer
Bulldozer Operator	Elevator Installer/Repairer	Roustabout
Carpenter	Fork Lift Operator	Sheet Metal Worker
Carpet Installer	Glazier	Solar Energy System Installer
Cement Mason	Highway Maintenance Worker	Structural Metal Worker
Civil Engineer	Insulation Worker	Supervisor, General
Construction Laborer	Painters and Paperhangers	Tile Setter
Cost Estimator		

EDUCATION

College Faculty Member	Media Specialist	Teacher Aide
Cooperative Extension Service Professional	Preschool Teacher	Teacher, Elementary School
Counselor	Preschool Worker	Teacher, Secondary School
Educational Administrator	Principal	Teacher, Special Education
Librarian	Professional Athlete	Teacher, Vocational Education
Library Technical Assistant	Science Technician	Vocational Rehab Counselor

HEALTH

Activities Therapist	Exercise Physiologist	Optician
Administrator, Medical Records	Health Administrator	Optometric Assistant
Ambulance Attendant/Driver	Home Health Aide	Optometrist
Anesthesiologist	Illustrator, Medical and Scientific	Orthotist and Prosthetist
Animal Caretaker	Industrial Hygienist	Perfusionist
Art Therapist	Lab Technician, Medical	Pharmacist
Athletic Trainer	Medical Assistant	Pharmacy Technician
Audiologist	Medical Record Technician	Physical Therapist
Biomedical Engineer	Medical Social Worker	Physical Therapy Assistant
Chiropractor	Medical Technologist	Physician
Clinical Laboratory Technologist	Music Therapist	Physician's Assistant
Dental Assistant	Nuclear Medicine Technologist	Podiatrist
Dental Hygienist	Nurse Anesthetist	Psychiatrist
Dental Laboratory Technician	Nurse, LPN	Radiation Therapy Technologist
Dentist	Nurse Midwife	Recreational Therapist
Dialysis Technician	Nurse Practitioner	Respiratory Therapist
Dietitian and Nutritionist	Nurse, Registered	Speech Pathologist
Dispensing Optician	Nursing Aide	Surgeon
Electrocardiograph Technician	Occupational Therapist	Surgical Technologist
Electroencephalographic Technician	Occupational Therapy Assistant	Ultrasound Technologist
Emergency Medical Technician	Optical Technician	Veterinarian
		Veterinary Lab Technician

Oklahoma Career Search Occupations

MANUFACTURING

Apparel Workers	Metal/Plastic Working Machine Operator	Power Plant Operator
Assembler (Precision)	Millwright	Printing Press Operator
Bindery Worker	Mining Engineer	Production Coordinator
Blacksmith	Numerical Control Machine-Tool Operator	Research Worker
Boilermaker	Numerical Control Tool Programmer	Riveter
Chemical Equipment Operator	Oil and Gas Drilling Production Worker	Sheet Metal Worker
Compositor and Typesetter	Packer/Packager	Stationary Engineer
Cost Estimator	Painting/Coating Machine Operator	Supervisor, General
Electromechanical Equipment Assembler	Photo Laboratory Worker	Textile Machinery Operator
Industrial Traffic Manager	Photoengraver and Lithographer	Tool and Die Maker
Inspector, Tester, and Grader Machinist		Welder
		Wood Worker

PERSONAL SERVICE

Animal Caretaker	Flight Attendant	Pest Controller
Barber	Food Service Manager	Police Officer
Bartender	Food and Beverage Service Worker	Postal Clerk
Bellhop/Bell Captain	Funeral Director	Recreation Program Director
Building Manager	Gardener and Groundskeeper	Recreation Worker
Child Care Worker	Guard	Refuse Collector
Chimney Sweep	Home Health Aide	Security Systems Technician
Cook/Chef	Hotel/Motel Manager and Assistant	Service Station Attendant
Corrections Officer	Housekeeper	Shoemaker and Repairer
Cosmetologist	Inspector and Compliance Officer	Sports Instructor/Coach
Custodian	Laundry/Dry Cleaning Machine Operator	Sports Trainer
Customs Inspector	Manager, Health Club	Taxi Driver and Chauffeur
Detective, Private	Meat Cutter	Telephone Operator
Dishwasher	Parking Lot Attendant	Upholsterer
Equipment and Vehicle Cleaner	Parole and Probation Officer	Waiter/Waitress
Firefighter		

REPAIRERS AND MECHANICS

Aircraft Mechanic	Electronic Equipment Repairer	Maintenance Supervisor
Automobile Body Repairer	Elevator Installer/Repairer	Musical Instrument Repairer
Automobile Mechanic	Farm Equipment Mechanic	Office Machine Operator
Biomedical Equipment Technician	General Maintenance Mechanic	Robotics Technician
Communications Equipment Mechanic	Heating and Cooling Mechanic	Small Engine Mechanic
Computer Maintenance Technician	Heavy Equipment Mechanic	Solar Energy System Installer
Diesel Mechanic	Home Appliance/Power Tool Repairer	TV and Radio Repairer
Electrical Power Line Installer	Industrial Machine Repairer	Telephone Installer and Repairer
Electronic Equipment Repairer, Household	Jeweler and Watch Repairer	Vending Machine Mechanic
	Locksmith	

Oklahoma Career Search Occupations

SALES AND MARKETING

Advertising Agent	Manufacturer's Representative	Retail Salesperson
Automobile Salesperson	Market Research Analyst	Sales Engineer
Counter and Rental Clerk	Pharmaceutical Sales Representative	Sales Representative, Technical
Customer Service Representative	Real Estate Sales Agent	Services Sales Representative
Insurance Agent	Retail Sales Manager	Wholesale Trade Sales Worker

SCIENCE AND TECHNOLOGY

Aerospace Engineer	Electronics Technician	Mining Engineer
Agricultural Engineer	Energy Conservation and Use Technician	Nuclear Engineer
Agricultural Scientist	Engineer, Sound	Nuclear Quality Control Inspector
Astronomer	Engineering Technician	Oceanographer
Automobile Service Advisor	Environmental Analyst	Operations Research Analyst
Biological Scientist	Fish and Game Warden	Ophthalmic Lab Technician
Biomedical Engineer	Forester and Conservation Scientist	Petroleum Engineer
Botanist	Geographer	Physicist
Broadcast Technician	Geologist and Geophysicist	Quality Control Inspector
Ceramic Engineer	Hazardous Waste Manager	Research Worker
Chemical Engineer	Industrial Engineer	Robotics Technician
Chemist	Laser Technician	Science Technician
Civil Engineer	Marine Biologist	Scientist, Soil
Clinical Laboratory Technologist	Marine Engineer and Architect	Statistician
Computer Engineer	Mathematician	Surveyor
Computer Programmer	Mechanical Engineer	Telecommunications Worker
Computer Systems Analyst	Meteorologist	Water Treatment Plant Operator
Dental Laboratory Assistant	Microbiologist	Wildlife Biologist
Electrical/Electronics Engineer		Zoologist

SOCIAL SCIENCE

Archivist and Curator	Judge	Religious Worker
Anthropologist	Lawyer	Social Scientist
Counselor	Marriage Counselor	Social Service Aide
Counselor, Rehab	Medical Social Worker	Social Worker
Court Administrator	Priest	Sociologist
Criminologist	Protestant Minister	Substance Abuse Counselor
Economist	Psychologist	Urban and Regional Planner
Human Services Worker	Rabbi	Vocational Rehab Counselor

TRANSPORTATION

Air Traffic Controller	Freight, Stock and Material Mover	Reservation Agent
Aircraft Mechanic	Industrial Traffic Manager	Sailor and Deckhand
Ambulance Attendant/Driver	Longshore Worker/Stevedore	Taxi Driver and Chauffeur
Bus Driver	Pilot, Airplane	Travel Agent
Dispatcher	Rail Transportation Worker	Truck Driver
Flight Attendant	Railroad Engineer	

Internet Sites

The Internet, specifically the World Wide Web (WWW), has become an important resource for many people. It is a huge collection of information on just about any subject. The Internet provides a wealth of information on careers, jobs, and labor markets. It is also a tool for researching colleges, universities, and vocational-technical schools. Financial aid information is also available online.

To use the Internet, a computer, access provider or online service, Web browser software (make sure the computer has enough capacity to handle the software), and a modem (28.8 being the minimum speed, 56K recommended) are needed.

There are several ways to conduct a search on the Internet. First, search through what is known as a "search engine." Some of the more popular search engines, along with their Uniform Resource Locator (URL) address, are listed below:

Yahoo	http://www.yahoo.com/
Infoseek	http://www2.infoseek.com/
WebCrawler	http://webcrawler.com/
Lycos	http://www.lycos.com/
AltaVista	http://www.altavista.digital.com/
Excite	http://www.excite.com/
HotBot	http://www.hotbot.com/

Enter the exact address of the site if known. If the address is unknown, the exact name of the subject can be used for the search. There are several different types of searches — phrase, proper name, and Boolean logic searches are just a few. In a phrase search, use (" ") to note the key phrase or terms within the quotes. A proper name search should give a specific name in quotes (" "). Some search engines are case sensitive. Be sure and capitalize where appropriate. A Boolean logic search uses the words *AND*, *OR*, *AND NOT*, & *NEAR*. This will help narrow the search. It is a good idea to capitalize these words as some search engines require it.

There are many sites where a student can access career/job/labor market information. This information gives better insight into the market, which helps a student make better informed career decisions. These sites are also useful tools for counselors in guiding students. The following is a sample list of sites that may be useful in career exploration:

Career Resource Links

[http://www.adn.uwrf.edu/
httpdocs/ccs/uwrfccs.htm](http://www.adn.uwrf.edu/httpdocs/ccs/uwrfccs.htm)

Jobs Career Building Dbase

[http://www.careerbuilder
.com/](http://www.careerbuilder.com/)

CareerPath

[http://www.careerpath.
com](http://www.careerpath.com)

Employment Span Network
<http://www.espan.com>

CareerNet
<http://www.careernet.com>

Monster Board
<http://www.monster.com>

America's Job Bank
<http://www.ajb.dni.us>

Bureau of Labor Statistics
<http://stats.bls.gov:80/blshome.htm>

JobCenter
<http://www.jobcenter.com>

CareerCity Jobs
<http://www.careercity.com/>

The Help Wanted Page
<http://www.helpwantedpage.com>

Online Career Center
<http://www.occ.com>

Jobtrak
<http://www.jobtrak.com>

Career Mosaic
<http://www.careermosaic.com>

America's Talent Bank
<http://www.atb.org>

Space Jobs
<http://www.spacejobs.com/>

Career WEB
<http://www.cweb.com/>

Help Wanted USA
<http://iccweb.com/>

National Business Employment Weekly
<http://www.nbew.com>

ERISS
<http://www.eriss.com>

Career Magazine
<http://www.careermag.com>

Job Bank USA
<http://www.jobbankusa.com>

Job Net
<http://www.westga.edu/~coop/Index.htm>

NationJob Online
<http://www.nationjob.com>

4WORK
<http://4work.com>

Employment Review
<http://www.bestjobsusa.com>

United States Department of Labor
<http://www.dol.gov>

Oklahoma Sites

SOICC/Labor Market
<http://www.okvotech.org/soicc/index.htm>

Oklahoma Department of Vocational and Technical Education
www.okvotech.org

Oklahoma's JobNet
www.oesc.state.ok.us

Oklahoma State Department of Education
www.sde.state.ok.us

Oklahoma Employment Security Commission
www.oesc.state.ok.us/

Oklahoma Higher Education
www.okhighered.org

Job Readiness

Career Mall
<http://www.Techlinx.org/mall>

Resumania
<http://www.edu/ohr/ecep/resume>

Government Jobs

Federal Jobs Central

<http://www.fedjobs.com/>

FedWorld

<http://www.fedworld.gov>

American Federal Jobs Digest Listings

<http://www.jobsfed.com/>

Job and Career Information Clearinghouses are a collection of many different kinds of information. They may also provide connections to other related Web sites. Several of these clearinghouses are listed below:

The Riley Guide: Employment Opportunities and Job Resources on the Internet

<http://www.dbm.com/jobguide>

The Catapult, the National Association of Colleges and Employers

<http://www.jobweb.org/catapult/catapult.htm>

Career Resources Homepage, Rensselaer Polytechnic Institute

<http://www.rpi.edu/dept/cdc/homepage.html>

International Job Listings

JobWeb Jobs/Career Opportunities

<http://www.jobweb.org/search/jobs>

Educational and financial aid searches can also be conducted over the Internet. Below are some educational search sites:

College-Related Search Sites

American School Counselor Assoc.

<http://www.edge.net/asca/links.html>

Net Tips

<http://www.collegeboard.org/gp/hartman/html/intro.html>

Peterson's Education/Career Center

<http://www.petersons.com/ugrad/>

The College Board

<http://www.collegeboard.org>

U.S. News College/Careers Center

<http://www.usnews.com>

CollegeEdge

<http://www.collegeedge.com>

CollegeNet

<http://www.collegenet.com>

CollegeView

<http://www.collegeview.com>

CollegeZine

<http://www.kaplan.com>

The Princeton Review

<http://www.princetonreview.com>

Financial Aid**FAFSA on the Web**

<http://www.fafsa.ed.gov>

FastWEB

<http://www.fastweb.com>

Financial Aid Information Page

<http://www.finaid.org>

Many schools today have their own home page on the WWW; thus, in conducting a proper name search, typing in the name of the school in quotes or its URL address, should access that home page.

In searching on the Internet, sites for specific careers can be located by conducting a word or phrase search by typing in the subject or a specific college major, for example, nursing, education, or engineering. A few of these specific sites for specific areas are listed below as examples.

Fire Science/Emergency Services**The Fire Station**

<http://www.flash.net/~jturner/>

Law Enforcement/Legal**Law Enforcement Center**

<http://www.lawjobs.com/>

Law Enforcement:Employment

<http://www.yahoo.com/Society-and-culture/Crime/Law-Enforcement/Employment/>

Education**Education Jobs**

<http://www.yahoo.com/Education/Employment/Jobs/>

Health/Nursing**Medical Jobs**

<http://www.MEDJOB.com/>

MedSearch America

<http://www/medsearch.com>

Social Services**National Association of Social Workers**

<http://www.naswnm.org/>

Engineering**Engineering Jobs.com**

<http://www.EngineeringJobs.com/>

Office Technology**Office Team**

<http://www.officeteam.com/>

Kelly Services

<http://www.kellyservices.com/>

Technical**Virtual Job Fair**

<http://www.careerexpo.com>

It is important that the URL addresses be entered exactly as they appear in this publication. However, the Internet changes often and many of the noted addresses, while functional at the time of publication, may not necessarily be so when read. If the address changes, a forwarding address is usually noted. New sites are regularly added, and old sites are updated or removed. Be aware that while much of the information on the Internet is free, there are some sites for job-related services that charge for access to their site or services. Please read carefully about a site before registering or asking for assistance from its organization. It is very important that students are aware of this.

Applying for Jobs Through the Internet

Today, more and more companies are posting their employment opportunities on the Internet. Resumés and applications can often be sent directly to the company via the Internet. Individual companies have different requirements. The company will often give detailed instructions on what and where to send any application materials.

Professional Associations Online***American Counseling Association(ACA)***

National Career Development Association(NCDA)

<http://www.ncda.org/>

National Employment Counseling Association(NECA)

<http://www.geocities.com/Athens/Acropolis/6491/neca.html>

American Psychological Association

Career Resources

<http://www.apa.org/students/careers/>

High School Teacher Affiliate

<http://www.apa.org/members>

Key Educational Practices

Using Key Educational Practices unlocks essential elements in the development of long-term, systemic change in our educational system. These practices provide a solid foundation for education, at all levels and settings, to meet the needs of all students. Using these “Keys” establishes a common dialogue among all School-to-Work partners and opens doors for student opportunities within career pathways.

These Key Educational Practices are:

- ① Set higher expectations and get all students to meet them.
- ② Provide challenging vocational and technical studies, utilizing rigorous mathematics, science, language arts, and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.
- ③ Provide rigorous academics that teach essential concepts through functional and applied strategies which enable students to see the relationship between course content and future roles that they may envision for themselves.
- ④ Have all students complete a challenging program of study with a rigorous academic core and a career pathway.
- ⑤ Provide a structured system of school-based and work-based learning, collaboratively planned by educators, employers, and workers, the results of which advance students within career pathways.
- ⑥ Have an organizational structure and schedule that enable academic and vocational teachers to plan and provide integrated curriculum aimed at rigorous academic and technical content.
- ⑦ Have all students actively engaged in the learning process.
- ⑧ Have all students in a career guidance and individualized advising system aimed at ensuring the completion of a challenging program of study that includes rigorous academic content and a career pathway.
- ⑨ Provide a structured system of extra help which enables all students to successfully complete a challenging program of study.
- ⑩ Use student and system performance data to continuously improve curriculum, instruction, school climate, organization, and management to advance student learning.

National Career Development Guidelines

MIDDLE/JUNIOR HIGH SCHOOL LEVEL

SELF-KNOWLEDGE

Competency I: Knowledge of the Influence of a Positive Self-Concept

Indicators:

Describe personal likes and dislikes.

Describe individual skills required to fulfill different life roles.

Describe how one's behavior influences the feelings and actions of others.

Identify environmental influences on attitudes, behaviors, and aptitudes.

Competency II: Skills to Interact Positively With Others

Indicators:

Demonstrate respect for the feelings and beliefs of others.

Demonstrate an appreciation for the similarities and differences among people.

Demonstrate tolerance and flexibility in interpersonal and group situations.

Demonstrate effective skills in responding to criticism.

Demonstrate effective group membership skills.

Demonstrate effective social skills.

Demonstrate understanding of different cultures, life-styles, attitudes, and abilities.

Competency III: Knowledge of the Importance of Growth and Change

Indicators:

Identify feelings associated with significant experiences.

Identify internal and external sources of stress.

Demonstrate ways of responding to others when under stress.

Describe changes that occur in the physical, psychological, social, and emotional development of an individual.

Describe physiological and psychological factors as they relate to career development.

Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency IV: Knowledge of the Benefits of Educational Achievement to Career Opportunities

Indicators:

Describe the importance of academic and occupational skills in the work world.

Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.

Describe individual strengths and weaknesses in school subjects.

Describe a plan of action for increasing basic educational skills.

Describe the skills needed to adjust to changing occupational requirements.

Describe how continued learning enhances the ability to achieve goals.

Describe how skills relate to the selection of high school courses of study.

Describe how aptitudes and abilities relate to broad occupational groups.

- Competency V: Understanding the Relationship Between Work and Learning**
 Indicators: Demonstrate effective learning habits and skills.
 Demonstrate an understanding of the importance of personal skills and attitudes to job success.
 Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.
- Competency VI: Skills to Locate, Understand, and Use Career Information**
 Indicators: Identify various ways that occupations can be classified.
 Identify a number of occupational groups for exploration.
 Demonstrate skills in using school, community, and technological resources to learn about occupational groups.
 Identify sources to obtain information about occupational groups, including self-employment.
 Identify skills that are transferable from one occupation to another.
 Identify sources of employment in the community.
- Competency VII: Knowledge of Skills Necessary to Seek and Obtain Jobs**
 Indicators: Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
 Describe terms and concepts used in describing employment opportunities and conditions.
 Demonstrate skills to complete a job application.
 Demonstrate skills and attitudes essential for a job interview.
- Competency VIII: Understanding How Work Relates to the Needs and Functions of the Economy and Society**
 Indicators: Describe the importance of work to society.
 Describe the relationship between work and economic and societal needs.
 Describe the economic contributions workers make to society.
 Describe the effects that societal, economic, and technological change have on occupations.

CAREER PLANNING

- Competency IX: Skills to Make Decisions**
 Indicators: Describe personal beliefs and attitudes.
 Describe how career development is a continuous process with a series of choices.
 Identify possible outcomes of decisions.
 Describe school courses related to personal, educational, and occupational interests.
 Describe how the expectations of others affect career planning.
 Identify ways in which decisions about education and work relate to other major life decisions.

Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.

Competency X: Knowledge of the Interrelationship of Life Roles

Indicators:

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
Identify how work roles at home satisfy needs of the family.
Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
Describe advantages and disadvantages of various life role options.
Describe the interrelationships among family, work, and leisure decisions.

Competency XI: Knowledge of Different Occupations and Changing Male/Female Roles

Indicators:

Describe advantages and problems of entering nontraditional occupations.
Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

Competency XII: Understanding the Process of Career Planning

Indicators:

Demonstrate knowledge of exploratory processes and programs.
Identify school courses that meet tentative career goals.
Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.
Describe skills needed in a variety of occupations, including self-employment.
Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

HIGH SCHOOL LEVEL SELF-KNOWLEDGE

- Competency I: Understanding the Influence of a Positive Self-Concept**
Indicators: Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences on one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.
- Competency II: Skills to Interact Positively With Others**
Indicators: Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.
- Competency III: Understanding the Impact of Growth and Development**
Indicators: Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

- Competency IV: Understanding the Relationship Between Educational Achievement and Career Planning**
Indicators: Demonstrate how to apply academic and occupational skills to achieve personal goals.
Describe the relationship of academic and occupational skills to personal interests.
Describe how skills developed in academic and occupational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.
- Competency V: Understanding the Need for Positive Attitudes Toward Work and Learning**
Indicators: Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.

Competency VI: Skills to Locate, Evaluate, and Interpret Career Information

Indicators:

Describe the educational requirements of various occupations.

Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).

Demonstrate knowledge of various classification systems that categorize occupations and industries.

Describe the concept of career ladders.

Describe the advantages and disadvantages of self-employment as a career option.

Identify individuals in selected occupations as possible information resources, role models, or mentors.

Describe the influence of change in supply and demand for workers in different occupations.

Identify how employment trends relate to education and training.

Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Competency VII: Skills to Prepare to Seek, Obtain, Maintain, and Change Jobs

Indicators:

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

Demonstrate academic or occupational skills required for a full- or part-time job.

Demonstrate skills and behaviors necessary for a successful job interview.

Demonstrate skills in preparing a resume and completing job applications.

Identify specific job openings.

Demonstrate employability skills necessary to obtain and maintain jobs.

Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and change).

Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.

Demonstrate an understanding that job opportunities often require relocation.

Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency VIII: Understanding How Societal Needs and Functions Influence the Nature and Structure of Work

Indicators:

Describe the effect of work on lifestyles.

Describe how society's needs and functions affect the supply of goods and services.

Describe how occupational and industrial trends relate to training and employment.

Demonstrate an understanding of the global economy and how it affects each individual.

CAREER PLANNING**Competency IX:****Skills to Make Decisions**

Indicators:

Demonstrate responsibility for making tentative educational and occupational choices.

Identify alternatives in given decision-making situations.

Describe skills/aptitudes needed to qualify for desired postsecondary education/training.

Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.

Identify steps to apply for and secure financial assistance for postsecondary education and training.

Competency X:**Understanding the Interrelationship of Life Roles**

Indicators:

Demonstrate knowledge of life stages.

Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).

Describe ways in which occupational choices may affect lifestyle.

Describe the contribution of work to a balanced and productive life.

Describe ways in which work, family, and leisure roles are interrelated.

Describe different career patterns and their potential effect on family patterns and lifestyle.

Describe the importance of leisure activities.

Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Competency XI:**Understanding the Continuous Changes in Male/Female Roles**

Indicators:

Identify factors that have influenced the changing career patterns of women and men.

Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

Identify courses appropriate to tentative occupational choices.

Describe the advantages and problems of nontraditional occupations.

Competency XII: Skills in Career Planning

Indicators:

Describe career plans that reflect the importance of lifelong learning.

Demonstrate knowledge of postsecondary occupational and academic programs.

Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

Describe school and community resources to explore educational and occupational choices.

Describe the costs and benefits of self-employment.

Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.

Demonstrate skills necessary to compare education and job opportunities.

Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

Selected Career/Educational Exploration Resources

Career/Educational Publications

- Anderson, Byron, Ed. *Library Services for Career Planning, Job Searching, & Employment Opportunities*. Binghamton: The Haworth Press, Inc., 1992.
- Bolles, Richard Nelson. *What Color Is Your Parachute?* Berkeley, CA: Ten Speed Press, 1998.
- Cambridge. *The Road to College*. Videocassette. Charleston, WV: Cambridge Career Products, 1995.
- Career Development Center Staff. *Choices & Challenges: Foundations for Career Planning*. Maxi Duplicating, 1996.
- The College Board. *The College Board Guide to 150 Popular College Majors*. College Board Publications, 1992.
- The College Board. *College Costs and Financial Aid Handbook 1998*. 18th ed. New York: College Board Publications, 1997.
- The College Board. *The College Handbook 1998*. 25th ed. New York: College Board Publications, 1997.
- The College Board. *Index of Majors and Graduate Degrees 1998*. 12th ed. New York: College Board Publications, 1997.
- Cosgrove, Hollie R., Ed. *Exploring Tech Careers*, 2 vols. Chicago, Ill: Ferguson Publishing Company, 1995.
- Dilts, Susan W. *Peterson's Guide to Two-Year Colleges 1998*. 20th ed. New Jersey: Peterson's Guides, Inc., 1998.
- Eichmeier, Steven H. *Help! I Need a Career: A Developmental Approach to Career and Life Planning*. 3rd ed. Dubuque, IA: Kendall / Hunt Publishing Company, 1995.
- Ferguson. *Big Book of Opportunities for the Disabled*. Chicago, Ill: Ferguson Publishing Company, 1998.
- Ferguson. *The Career Skills Library*. 8 vols. Chicago, Ill: Ferguson Publishing Company, 1998.

- Ferguson. *The Encyclopedia of Careers and Vocational Guidance*. Bound, CD-ROM. 10th Ed. 4 vols. Chicago, Ill: Ferguson Publishing Company, 1997.
- Ferguson. *Exploring Healthcare Careers*. 2 vols. Chicago, IL: Ferguson Publishing Company, 1998.
- Fireside, Bryna. *Choices for the High School Graduate: A Survival Guide for the Information Age*. Chicago, IL: Ferguson Publishing Company, 1997.
- Geimer, Allan. *It's Your Future; Plan for Success*. Manitowoe: Ideas Un/Limited, 1994.
- Harrington, Thomas F. *Handbook of Career Planning for Students with Special Needs*. 2nd ed. Austin: PRO-ED, 1997.
- JIST. *America's Top Military Careers*. Rev. ed. Indianapolis, IN: JIST Works, Inc., 1997.
- JIST. *Career Exploration - A Job Seeker's Guide to Major Career References*. Indianapolis, IN: JIST Works, Inc., 1992.
- JIST. *The Enhanced Occupational Outlook Handbook*. Indianapolis, IN: JIST Works, Inc, 1997.
- Mahoney, James R. *AACJC 1997 Directory of Community, Technical, and Junior Colleges*. Washington, D.C. American Association of Community and Junior Colleges, 1997.
- Masters. *Career Planning & Development*. Cincinnati: South-Western Publishing Company, 1992.
- Maze, Marilyn and Donald Mayall. *The Enhanced Guide for Occupational Exploration*. 2nd ed. Indianapolis, IN: JIST Works, Inc., 1995.
- Mitchell, Joyce S. *College Board Guide to Jobs and Career Planning*. New York: College Board Publications, 1994.
- Oakes, Elizabeth H., Ed. *Free and Inexpensive Career Materials: A Resource Directory*. Garrett Park, MD: Garrett Park Press, 1998.
- Otaguro, Deborah and Otaguro, Harry K. *Technical, Trade & Business School Data Handbook 1994-96*. Massachusetts: Orchard House, Inc., 1994.
- Peterson's. *Peterson's Colleges with Programs for Students with Learning Disabilities*. 5th ed. Princeton, NJ: Peterson's, 1998.

- Peterson's. *Peterson's Vocational and Technical Schools and Programs*. West. 2nd ed. Princeton, NJ: Peterson's, 1996.
- Peterson's. *Peterson's Four-Year Colleges 1998*. 28th ed. Princeton, NJ: Peterson's, 1998.
- Peterson's. *Peterson's Two-Year Colleges 1998*. 28th ed. Princeton, NJ: Peterson's, 1998.
- Phifer, Paul. *College Majors and Careers: A Resource Guide for Effective Life Planning*. Rev. ed. Garrett Park, MD: Garrett Park Press, 1997.
- Powell, Randell. *Career Planning Today*. Dubuque, IA: Kendall / Hunt Publishing Company, 1994.
- Rowe, Fred A. *Career Connection for College Education: A Guide to College Education & Related Career Opportunities*. 2nd ed. Indianapolis, IN: JIST, Works, Inc., 1994.
- Rowe, Fred A. *Career Connection for Technical Education: A Guide to Technical Training & Related Career Opportunities*. 2nd ed. Indianapolis, IN: JIST, Works Inc., 1994.
- Schmidt, George P. *Personal and Career Exploration*. Dubuque: Kendall / Hunt Publishing Company, 1997.
- Schwartz, Lester and Brechner, Irv. *The Career Finder*. New York, NY: Ballantine Books, 1990.
- Simonsen, Peggy and Shirley Benos, *What Can I Do and Who Will Hire Me to Do it?*, 1983.
- Straughn, Charles T. and Barbarasue L. Straughn. *Lovejoy's College Guide*. 24th ed. New York, NY: MacMillan Reference USA, 1997.
- US Department of Defense. *Military Career Guide*. Chicago, IL: USMEPCOM, 1997.
- US Department of Labor. *1998-1999 Occupational Outlook Handbook*. 1998 rev. ed. Indianapolis, IN: JIST Works, Inc., 1998.
- US Department of Labor. *Dictionary of Occupational Titles (DOT)*. Bound, CD-ROM. 4th rev. ed. Indianapolis, IN: JIST Works, Inc., 1991.
- Wolfinger, Anne. *The JIST Quick Internet Guide to Career and College Information*. Indianapolis IN: JIST Works, Inc., 1997.

Job Exploration Publications

- Farr, J. Michael. *America's Fastest-Growing Jobs*. 4th ed. Indianapolis, IN: JIST Works, Inc. 1997.
- Farr, J. Michael. *America's Top Jobs for People Without College Degrees*. 3rd ed. Indianapolis, IN: JIST Works, Inc., 1997.
- Farr, J. Michael. *America's Top Medical and Human Service Jobs*. 3rd ed. Indianapolis, IN: JIST Works, Inc., 1997.
- Farr, J. Michael. *America's Top Office, Management, and Sales Jobs*. 3rd ed. Indianapolis, IN: JIST Works, Inc., 1997.
- Farr, J. Michael. *How to Get a Job Now! 6 Key Steps*. Rev. ed. Indianapolis, IN: JIST Works, Inc., 1997.
- Farr, J. Michael and Susan Christopherson. *The Living Skills Series*. 4 vols. Indianapolis, IN: JIST Works, Inc., 1990.
- Farr, J. Michael. *The Quick Resumé & Cover Letter Book*. Indianapolis, IN: JIST Works, Inc., 1995.
- Fry, Ron. *Your First Interview*. 2nd ed. Hawthorne, N.J.: Career Press, 1993.
- Fry, Ron. *Your First Resumé. The essential, comprehensive guide for anyone entering or reentering the job market.*, 3rd ed. Hawthorne, NJ: Career Press, 1992.
- Jandt, Fred E. and Mary Nemnich. *Using the Internet and the World Wide Web in Your Job Search*. Indianapolis, IN: JIST Works, Inc., 1992.
- JIST. *America's Federal Jobs*. Indianapolis IN: JIST Works, Inc., 1995.
- Lock, Robert D. *Job Search: Career Planning Guide. Book II*. Pacific Grove: Brooks/Cole Publishing Company, 1996.
- Ludden, Marsha. *Effective Communication Skills*. Indianapolis, IN: JIST Works, Inc., 1992.

Career Exploration Videos

JIST. *The JIST Video Guide for Occupational Exploration*. 15 video set. Indianapolis, IN: JIST Works, Inc., 1995.

Job Exploration Videos

Featherstone, Debbie and Russell Schwarz. *The Skills Search*. Videocassette. Indianapolis, IN: JIST Works, Inc., 1992.

JIST. *The Complete Job Application — Filling in the Blanks*. Videocassette. Indianapolis, IN: JIST Works, Inc., 1994.

JIST. *Computer Skills- Revolution on the Job*. Videocassette. Indianapolis, IN: JIST Works, Inc., 1997.

JIST. *First Time Out*. Videocassette. Indianapolis, IN: JIST Works, Inc., 1989.

JIST. *Looking Sharp: Dressing for Success*. Videocassette. Indianapolis, IN: JIST Works, Inc., 1997.

JIST. *The Miracle Resumé*. Videocassette. Indianapolis, IN: JIST Works, Inc., 1990.

JIST. *You're Hired: Employers Give Tips for Successful Interviewing*. Videocassette. Indianapolis, IN: JIST Works, Inc., 1997.

Software

Adams. *Adams Job Interview Pro*. CD-ROM. Holbrook, MA: Adams Media Corporation, 1996.

Oklahoma Department of Vocational and Technical Education. *Oklahoma Career Search*. CD-ROM, Diskette. Toledo, OH: COIN, 1999.

Ferguson. *The Encyclopedia of Careers and Vocational Guidance*. Bound, CD-ROM. 10th ed. 4 vols. Chicago, Ill: Ferguson Publishing Company, 1997.

JIST. *America's Top Jobs on CD-ROM*. Indianapolis, IN: JIST Works, Inc., 1996.

JIST. *JIST's Electronic Enhanced Dictionary of Occupational Titles*. CD-ROM. 2nd ed. Indianapolis, IN: JIST Works, Inc., 1996.

JIST. *JIST'S Multimedia Occupational Outlook Handbook*. CD-ROM, Disk. Indianapolis, IN: JIST Works, Inc., 1997.

US Department of Labor. *Dictionary of Occupational Titles (DOT)*. Bound, CD-ROM. 4th ed. Indianapolis, IN: JIST Works, Inc., 1991.

Testing Guides

Lawrence, Marcia and Charles Piemonte. *Aceing the New SAT — Breakthrough Strategies for the Highest Scores*. New York, NY: Penguin Books, 1994.

Levy Joan U. and Norman Levy. *ACT: American College Testing Program (Arco - Academic Test Preparation Series)*. 13th ed. New York: ARCO, 1992.

Peterson's. *Peterson's ACT Success 1998*. Princeton, NJ: Peterson's Guides, 1998.

Peterson's. *Peterson's CLEP Success 1998*. Princeton, NJ: Peterson's Guides, 1998.

Peterson's. *Peterson's SAT Success 1998*. Princeton, NJ: Peterson's Guides, 1998.

Counseling/Guidance

Brown, Duane, Brooks, Linda & Associates. *Career Choice and Development*. 2nd ed. San Francisco, CA: Josey-Bass, Inc., Publishers, 1990.

Brown, Duane & Brooks, Linda. *Career Counseling Techniques*. Boston: Allyn and Bacon, 1991.

Lyman, Howard B. *Test Scores and What They Mean*. 5th ed. Englewood Cliffs, NJ: Prentice Hall, 1991.

Zunker, Vernon G. *Career Counseling: Applied Concepts of Life Planning*. Pacific Grove, CA: Brooks / Cole Publishing Co., 1990.

Associations

American Association for Counseling and Development
(A Division of the American Counseling Association)
5999 Stevenson Avenue
Alexandria, VA 22304
Ph: (703) 823-9800
website: <http://www.counseling.org>
e-mail: aca@counseling.org

National Career Development Association
(A Division of the American Association for Counseling and Development)
5999 Stevenson Avenue
Alexandria, VA 22304
website: <http://www.ncda.org>

High School Teacher Affiliate
website: <http://www.apa.org/members>

American Psychological Association
Career Resources
website: <http://www.apa.org/students/careers>

Newsletters/Other Publications

Career Opportunities News
Garrett Park Press
Garrett Park, MD 20896

Cam Report — Career Movement and Management Facts
Priam Publications, Inc.
Box 1862
E. Lansing, Michigan 48826-1862
USPS 407-750

Spotlight
National Association of Colleges and Employers
62 Highland Avenue
Bethlehem, PA 18017

The JIST of It
JIST 720 North Park Avenue
Indianapolis, IN 46202-3490

Planning Job Choices
NACE
62 Highland Avenue
Bethlehem, PA 18017-9085
Ph: 1-800-544-5272

The Job Hunting Handbook: Job Outlook to 2005
Dahlstron & Company, Inc.
155 Wilson Street
Holliston, MA 01746-1433
Ph: 1-800-222-0009
Fax: (508) 429-3368

Selected Ordering Sources

The following companies offer a comprehensive array of career-related resources, including books, videos, software, and assessments. Some recommended resources from these companies were noted in the previous section. JIST is an example of one of these companies that offers a wide variety of resources. JIST offers information for exploring careers, searching for jobs, building a resumé, interviewing and effectively communicating job skills, and being successful on the job. A list of companies and contact information follows. Catalogs are usually available free of charge, and many of the companies have made information available over the Internet:

JIST
720 North Park Avenue
Indianapolis, IN 46202-3490
Ph: 1-800-648-5478
Fax: 1-800-547-8329
website: <http://www.jist.com>

Peterson's
P.O. Box 2123
Princeton, NJ 08543-2123
Ph: 1-800-338-3282
Fax: (609) 243-9150
E-mail: custsvc@pgi.petersons.com
Website: <http://www.petersons.com>

Ferguson Publishing Company
200 West Madison Street
Chicago, IL 60606
Ph: 1-800-306-9941
Fax: 1-800-306-9942

The New Careers Center
1515 23rd Street/P.O. Box 339-GD
Boulder, CO 80306
Ph: 1-800-634-9024
Fax: (303) 447-8684

The School Company
Department: CD527
P.O. Box 5409
Vancouver, WA 98668
Ph: 1-800-543-0998
Fax: 1-800-518-2514
E-mail: info@schoolco.com

Cambridge Career Products
P.O. Box 2153, Dept. CC16
Charleston, WV 25328-2153
Ph: 1-800-468-4227
Fax: 1-800-329-6687
website:
www.cambridgeol.com/cambridge/

Impact Publications
9104-N Manassas Drive
Manassas Park, VA 20111-2366
Ph: 1-800-361-1055
Fax: (703) 335-9486
website:
<http://www.impactpublications.com>

VGM Career Books, a division of
NTC Publishing Group
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
Ph: 1-800-323-4900
Fax: (847) 679-2494
E-mail: NTCPUB2@AOL.COM

Meridian Education Corporation
Dept. CG-97
236 E. Front Street
Bloomington, IL 61701
Ph: 1-800-727-5507
Fax: (309) 829-8621
E-mail: meridian@dave-world.net

Communication Skills, Inc.
49 Richmondville Ave.
Westport, CT 06880
Ph: 1-800-824-2398
Fax: (203) 226-8820
E-mail: tmatt@futuris.net

The College Board
 Southwestern Regional Office
 98 San Jacinto Blvd.
 Suite 1050
 Austin, TX 78701-4039
 Ph: (512) 472-0231
 Fax: (512) 472-1401
 Website: <http://www.collegeboard.org>
 E-mail: SWRO@collegeboard.org

Career Choices
 Academic Innovations
 3463 State Street, Suite 219A
 Santa Barbara, CA 93105
 Ph: (805) 967-8015
 Fax: (805) 967-4357

Oklahoma Department of
 Vocational and Technical Education
 1500 West Seventh Avenue
 Stillwater, OK 74074-4364
 Ph: 1-800-654-4502
 Fax: 1-405-743-5154

Assessment/Testing

Consulting Psychologists Press, Inc.(CPP)
 3803 East Bayshore Road
 Palo Alto, CA 94303
 Ph: 1-800-624-1765/415-969-8901
 Fax: (415) 969-8608
 website: <http://www.cpp-db.com>

Psychological Assessment
 Resources, Inc.(PAR)
 P.O. Box 998
 Odessa, FL 33556
 Ph: 1-800-331-8378
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 Ph: 1-800-274-8515
 Fax: 1-419-536-7056

The Lost Generation (Video)

If you want to convince parents or staff members of the need for career education, we suggest that you show them a video of the NBC news special, "The Lost Generation." Hosted by Tom Brokaw, it dramatically illustrates how the jobs now available to young people with just a high school education do not support the lifestyle their parents could afford with a similar education. It demonstrates, too, how this situation often leads not only to poverty but also to frustration, despair, crime, and alienation from society. The final segment of this exceptional video presents hope because it shows how high schools can make their programs more relevant for those students who are not going on to a four-year college. Copies are available for \$32.95, plus shipping. Call (800) 777-TEXT. We recommend that you show this at staff meetings and parent meetings during the coming year.

Integration by Subject

English

1. Have students interview people, such as grandparents, about the skills they use at work. What changes in their jobs have they experienced? Discuss the new technologies.
2. Have students interview workers in various work settings (e.g., at city hall, at school, at the hospital). Discuss the talents or skills needed to perform their work.
3. Have students examine words and abbreviations found in want ads. Ask students to write a want ad for their dream job.
4. Have students survey their parents, teachers, and other workers to find the pros and cons of their work.
5. Teach students interviewing techniques, and then have them practice by interviewing each other.
6. Pretend you are the keynote speaker for a large convention. Write a paragraph introducing yourself to the audience.
7. Have students write their autobiographies, emphasizing both their strengths and areas for personal growth/development.
8. Have students list occupations they see portrayed on television. List what makes each job appear desirable (e.g., exciting, interesting, status, income). Discuss whether occupations seen on TV are realistic portrayals of that occupation.
9. Write a composition on "My Future Career."
10. Make a business card for your ideal job.
11. Compare the effects of teamwork and individual work in the classroom. For example, assign one-half the class a small group report and the other half individual reports. Grade the team reports on a team basis and the others individually. Discuss the relative merits of each method, the feelings generated, and the amount of competition and cooperation.