

Student name: _____ Date: _____

Investigate career choices and conduct your own career search.

Objectives:

- A. Determine what avenues of career exploration are available locally and via the Internet.
- B. Develop a career path for a career of your choosing.

MODULE 2A: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this section.

Read the following scenarios:

Mary is a 17 year old high school junior, she likes watching construction and particularly construction vehicles. She thinks she'd like working in construction and driving a bulldozer. She doesn't know much about this job and would like to learn more.

Jack is an 18 year old high school senior. He has earned first aid merit badge with the Boy Scouts and would really like to go into the medical profession. He thinks nursing is the best way for him to have hands on interaction with patients. He is concerned that the courses he is taking in high school won't help him get into nursing school.

Bobbie Sue is a 17 year old high school senior who is convinced she is the next Julia Roberts. She'll model and then get into acting. Her parents and counselors have tried telling her that the odds are not in her favor, but she is determined.

Billy Ray is a 16 year old sophomore in high school who doesn't have a clue as to his future. Should he go to college, should he go to the Tech Center, should he take Calculus, should he take accounting or should he just give up, maybe he'll just keep working at Taco Bell forever. He is so confused.

All of the above are scenarios that take place in most high schools in America. Many young people are in need of solid information regarding careers and career pathways. If only they all had access to this module. Let's move on and see what information is available to find out more about careers and career planning.

Sources of Career Information

Sources of career information are many and can be books, websites or personal contact with people in the profession.

Books:

One good book is: "Exploring Careers-A Young Persons Guide to Over 300 Jobs" by JIST Works, Inc. This book is available in most libraries.

Internet sources:

O-Net <http://online.onetcenter.org/> , this website allows you to find information about a career, use your skills and interests to help see what careers might be a good match.

The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. This information can be used to facilitate career exploration, vocational counseling, and a variety of human resources functions, such as developing job orders and position descriptions and aligning training with current workplace needs.

Information in O*NET is available for over 950 occupations. Each occupational title and code is based on the most current version (2000) of the Standard Occupational Classification system.

O*NET is a unique, powerful source for continually updated occupational information and labor market research. By using a contemporary, interactive skills-based database and a common language to describe worker skills and attributes, O*NET transforms mountains of data into precise, focused occupational intelligence that anyone can understand easily and efficiently.

Businesses and human resources professionals use O*NET to:

- Develop effective job descriptions quickly and easily.
- Expand the pool of quality candidates for open positions.
- Define employee and/or job-specific success factors.
- Align organizational development with workplace needs.
- Refine recruitment and training goals.
- Design competitive compensation and promotion systems.

Students and Job Seekers use O*NET to:

- Find out which jobs fit with their interests, skills, and experience.
- Explore growth career profiles using the latest available labor market data.
- Research what it takes to get their dream job.
- Maximize earning potential and job satisfaction.
- Know what it takes to be successful in their field and in related occupations.

O*NET OnLine Features

O*NET OnLine offers users the opportunity to:

- Find occupations to explore.
- Search for occupations that use your skills.
- Look at related occupations.
- View occupation summaries.
- View occupation details.
- Use crosswalks to find corresponding occupations in other classification systems.
- Connect to other on-line career information resources.
- Access comprehensive help information on line.

Bridges CX

Bridges CX is another on-line source-some schools are setup to use this software and you can access it thru the Career Center: <http://cxinfo.bridges.com> You can also try Bridges for a free trial period.

Bridges and O-Net are very similar in their form and function. O-Net is free, while Bridges (after a short trial period) requires a registration fee and is not individually accessible. The registration fee must be done class or school wide.

MODULE 2A: STUDENT ACTIVITIES

TO THE STUDENT: After you have read the information sheet above, complete the following activities.

Activity 1

We are going to go on-line and try out both services. Go to a computer that is Internet accessible. Go on-line and type in the following address:

<http://online.onetcenter.org/>

You can see that this website can be used to research careers by clicking the button that says: [Find Occupations](#). Try that button and look around at some jobs that may interest you. You may print out anything you find of interest. Now go back to the first screen, click on the button that says: [Skills Search](#). This will allow you to search for a career that is compatible with your knowledge, skills, hobbies and interests. Follow the instructions on this page. Jobs will be listed that show some compatibility with the answers you gave. Look at the list of careers, you can find out more information by clicking on [Summary](#) and [Details](#). This will provide a more in depth look at the job.

Now let's look at the other website – CX Bridges

Type in the following web address: <http://cx.bridges.com/>

Click on the button on the right of the screen that says [Pennsylvania](#).

Click [Free Trial](#) and go thru the registration process this will allow you 30 days of free access. If your school is registered with Bridges, you may have a different sign in procedure. Your teacher will tell you for sure, how to do this. When you complete the sign in process you will be directed back to the screen where you first clicked [Free Trial](#). Now click on [Student](#). You are ready to browse thru the website. Click the button that says [start here](#). This will give you a quick tour of all that is offered. The [planning](#) and [career finder](#) buttons are the ones you want to spend your time checking out. Use these links to begin to research a career you are interested in. Perhaps you were compatible with one of the careers you found on O-Net.

You will need to use the information from these websites or the old fashioned way by reading books in the library to fill out the following worksheet. The answer you give as to a career choice will help determine the guest speakers we will have in class. These people will be from your chosen professions and will be able to answer many questions you have.

Activity 2:

Looking at the situations at the beginning of this module, answer the following questions:

1. Which website would you recommend Mary use to find out more about bulldozer operators? _____.

Why? _____

2. What is the career future for the nursing position Jack is considering?

Which website helped you find this answer? _____

3. Which website will better help Billy Ray focus on a career path?

Circle one: O-Net or CX Bridges

4. What career are you interested in: _____

5. What qualities can describe a person in this career? _____

6. What post high school training is needed for this career?

7. What high school courses should you be taking to continue on this career path?

8. What is the starting salary for this career? _____

9. Briefly describe the job outlook for this career. _____

10. On separate sheet of paper, write a 2 page, double spaced, essay describing a typical work day in the profession you chose. (Use 14 pt. Arial font)

Attach your essay to this worksheet and turn in for credit.

MODULE 2A: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work**13.1.11. Career Awareness and Preparation**

- A. Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.

13.2.11. Career Acquisition (Getting a Job)

- B. Apply research skills in searching for a job.
- CareerLinks
 - Internet (i.e. O-NET)
 - Networking
 - Newspapers
 - Professional associations
 - Resource books (i.e. Occupational Outlook Handbook, PA Career Guide)

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

- D. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.8.11 Research

- A. Select and refine a topic for research
- B. Locate information using appropriate sources and strategies.
- Determine valid resources for researching the topic, including primary and secondary sources.
 - Evaluate the importance and quality of the sources.
 - Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
 - Use tables of contents, indices, key words, cross-references and appendices.
 - Use traditional and electronic search tools.