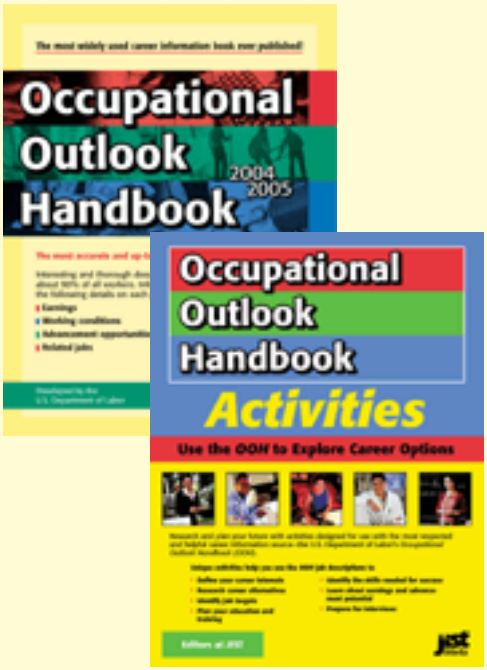
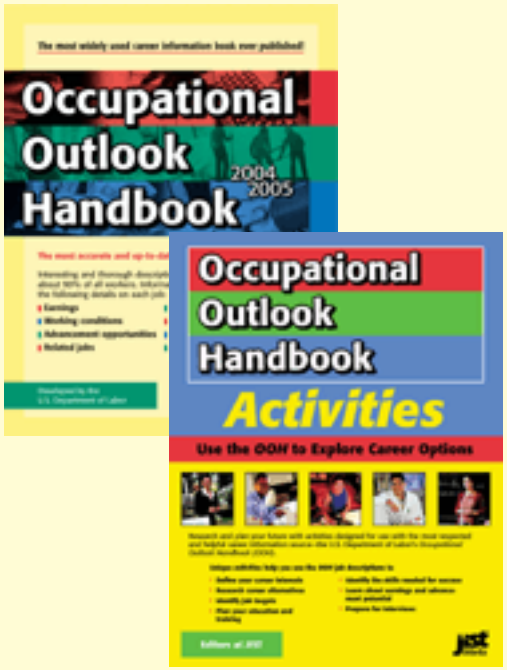
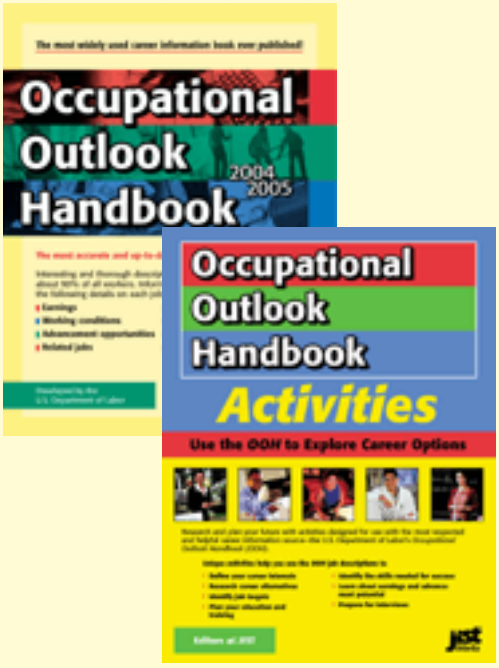
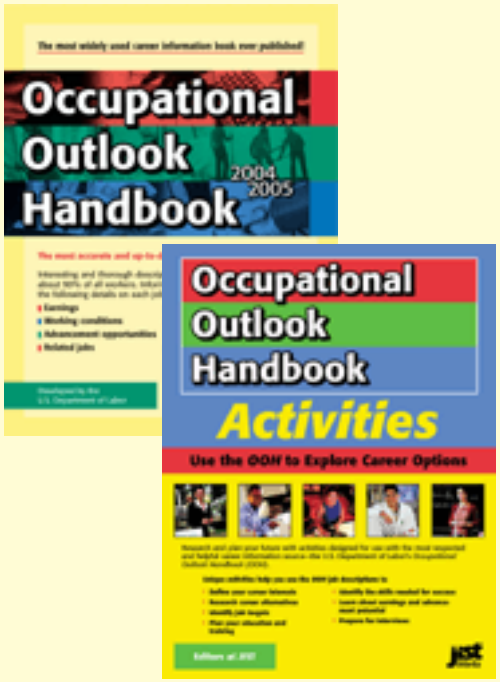




JIST Publishing

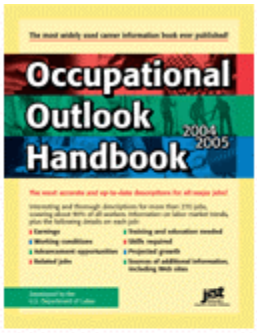
Product Profile





www.teachersmarketplace.com

Occupational Outlook Handbook (OOH), 2004-2005 Edition



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Summary

Features well-written, interesting descriptions for about 270 major jobs in the U.S. economy. THE most widely respected and used career reference book available. Updated every two years—available now!

JIST's book is MUCH less expensive than the government edition!

The Occupational Outlook Handbook (OOH) has been published every two years by the U.S. Department of Labor since the 1940s. But JIST's books is much less expensive than the government's version!

More Than Just Job Descriptions

One reason for the OOH's continued popularity is that there is excellent labor market information throughout the book, plus extensive indexes.

For each job, the OOH discusses the nature of the work, working conditions, job outlook, training and education needed, earnings, related occupations, and additional information sources, including Web sites.

The book is packed with practical, current information, and it is invaluable for anyone doing career research, writing resumes, preparing for interviews, or writing job descriptions. Additional features:

- Job descriptions are cross-referenced with the more specialized job titles in the O*NET.
- Includes interesting photos of workers on the job, plus charts and tables.
- Brief overview of trends for major industry and occupational groups.
- Organized by clusters of related jobs for easy research.
- Job opportunities forecast is based on Bureau of Labor Statistics projections through 2012.

Table of Contents

Partial Table of Contents

Sources of Career Information

This section identifies sources of information about career planning, counseling, training, education, and financial aid. *Handbook* statements also include a section on sources of additional information, which lists organizations that can be contacted for more information about particular occupations including, in some cases, the required training and education.

Career Information

Listed below are several places to begin collecting information on careers and job opportunities.

The people close to you—your family and friends—can be extremely helpful in providing career information. They may be able to answer your questions directly or put you in touch with someone else who can. Networking can lead to meeting someone who can answer your questions about a specific career or company and provide inside information and other helpful hints. It is an effective way to learn the type of training they found necessary for a certain position, how they entered the field, their prospects for advancement, and what they like and dislike about the work.

Public libraries, career centers, and guidance offices. These institutions maintain a great deal of up-to-date material. To begin your library search, look at the computer listings under "vocations" or "careers," and then under specific fields. Check the periodicals section, where trade and professional magazines and journals about specific occupations and industries are located. Become familiar with the concerns and activities of potential employers by skimming their annual reports and other public documents. Occupational information on video cassettes and computerized information systems or the Internet can be valuable. Don't forget the librarians; they can be a great source and can save you valuable time by directing you to relevant information.

Check your school's career centers for resources such as individual counseling and testing, guest speakers, field trips, books, career magazines, and career days.

Always assess career guidance materials carefully. The information should be current and objective. Beware of materials that seem to glamorize the occupation, overstate the earnings, or exaggerate the demand for workers.

Counselors. These professionals are trained to help you discover your strengths and weaknesses, evaluate your goals and values, and determine what you would like in a career. Counselors will not tell you what to do. However, they may administer interest inventories and aptitude tests, interpret the results, and help you explore various options. Counselors also may discuss local job markets and the entry requirements and costs of schools, colleges, or training programs. Counselors are found in:

- High school guidance offices
- College career planning and placement offices
- Placement offices in private vocational or technical schools and institutions
- Vocational rehabilitation agencies
- Counseling services offered by community organizations
- Private counseling agencies and private practices
- State employment service offices

Before employing the services of a private counselor or agency, you may want to seek recommendations and check their credentials. The International Association of Counseling Services (IACS) accredits counseling services throughout the country. Most of these accredited services are college and university services restricted to students of those schools. To receive a listing of accredited services for your region, send a self-addressed, stamped, business-size envelope to:

➤ IACS, 101 South Whiting St., Suite 211, Alexandria, VA 22304. Telephone: (703) 823-9840. Internet: **http://www.iacsinc.org**

The *Directory of Counseling Services* an IACS publication providing employment counseling and other assistance, may be available in your library or school career counseling center. A list of certified career counselors—most of whom are private, for-fee counselors—by city or State is available from:

➤ The National Board of Certified Counselors, 3 Terrace Way, Suite D, Greensboro, NC 27403-3660. Phone: (336) 547-0607. Internet: **http://www.nbcc.org**

Internet networks and resources. The growth of online listings has made countless resources instantly available at any time. Most companies, professional societies, academic institutions, and government agencies maintain Internet sites that highlight the organization's latest information and activities.

Listings may include information such as government documents, schedules of events, and job openings. Corporate and government Web sites often provide job application information, including links for submitting resumes. Listings for academic institutions often provide links to career counseling and placement services through career resource centers, as well as information on financing your education. Colleges and universities also offer online guides to campus facilities and admission requirements and procedures.

The career information available through the Internet provides much of the same information available through libraries, career centers, and guidance offices. However, no single network or resource will contain all desired information, so be prepared to search in a variety of places. As in a library search, look through various lists by field or discipline, or by using keywords.

Career sites can be an excellent place to obtain information about job opportunities. They provide a forum for employers to list job openings and for individuals to post their resumes. Some Internet sites also may provide an opportunity to research a particular industry or company.

A major portion of the U.S. Department of Labor's Labor Market Information System is the CareerOneStop site, which operates as a Federal-State partnership. This site includes America's Job Bank (AJB), America's Career InfoNet, and America's Service Locator. CareerOneStop combines with the National Tollfree Helpline (877-US2-JOBS) and the local One-Stop Career Centers in each State to provide a wide range of workforce assistance and resources. Internet: **http://www.careeronestop.org**

America's Job Bank (AJB), administered by the U.S. Department of Labor, lists more than 1 million job openings on any given day. These job openings are compiled by State employment service offices throughout the Nation. AJB is accessible at: **http://www.ajb.org**

How to Interpret Occupational Information Included in the *Handbook*

The *Occupational Outlook Handbook* is best used as a reference; it is not meant to be read from cover to cover. Instead, start by looking at the table of contents, in which related occupations are grouped in clusters, or look in the alphabetical index for specific occupations that interest you. For any occupation that sounds interesting, use the *Handbook* to learn about the type of work that is performed in the occupation, the working conditions, the education and training requirements, the possibilities for advancement, earnings in the occupation, the job outlook, and related occupations. Each occupational statement, or description, in the *Handbook* follows a standard format, making it easier for you to compare occupations.

Two previous sections—Tomorrow's Jobs and Sources of Career Information—highlight the forces that are likely to determine employment opportunities in industries and occupations through the year 2012 and indicate where to obtain additional information. The current section is an overview of how the occupational statements are developed and organized. It highlights information presented in each section of a *Handbook* statement and the source of the information, gives examples of specific occupations in some cases, and offers some hints on how to interpret the information provided.

Unless otherwise noted, the source of employment and earnings data presented in the *Handbook* is the Bureau of Labor Statistics. Nearly all *Handbook* statements cite employment and earnings data from the Occupational Employment Statistics (OES) survey. Some statements include data from outside sources. OES data may be used to compare earnings among occupations; however, outside data may not be used in this manner, because characteristics of these data vary widely.

About those OOH O*NET codes

The OOH O*NET codes appear in every detailed occupational statement are from the Occupational Information Network (O*NET)—a system used by State employment service offices to classify applicants and job openings, and by some career information centers and libraries to file occupational information.

Occupational Information Network Coverage cross-references O*NET codes to occupations covered in the *Handbook.* O*NET codes are based on the 2000 Standard Occupational Classification (SOC) system.

Significant Points

This section highlights key occupational characteristics discussed in the statement.

Nature of the Work

This section discusses what workers do on the job, what tools and equipment they use, and how closely they are supervised. Individual job duties may vary by industry or employer. For instance, workers in larger firms tend to be more specialized, whereas those in smaller firms often have a wider variety of duties. Most occupations have several levels of skills and responsibilities through which workers may progress. Beginners may start as trainees performing routine tasks under close supervision. Experienced workers usually undertake more difficult tasks and are expected to perform with less supervision.

Some statements mention common alternative job titles or occupational specialties. For example, the statement on accountants and auditors discusses a few specialties, such as public accountants, management accountants, and internal auditors. Some statements—such as that on advertising, marketing, promotions, public relations, and sales managers—discuss titles or specialties that are detailed OES survey occupations. For these occupations, such as sales managers or marketing managers, separate employment projections are developed and their O*NET codes appear at the beginning of the statement.

Information in this section may be updated for several reasons. One is the emergence of occupational specialties. For instance, Webmasters—who are responsible for the technical aspects of operating a Web site—constitute a specialty within computer systems analysts, database administrators, and computer scientists. Information also may be updated due to changing technology that affects the way in which a job is performed. For example, the Internet allows purchasers to acquire supplies with a click of the mouse, saving time and money. Furthermore, job duties may be affected by modifications to business practices, such as organizational restructuring or changes in response to government regulations. An example is paralegals and legal assistants, who are increasingly being utilized by law firms in order to lower costs and increase the efficiency and quality of legal services.

Many sources are consulted in researching changes to the nature of the work section or any other section of a *Handbook* statement. Usual sources include articles in newspapers, magazines, and professional journals. Useful information also appears on the Web sites of professional associations, unions, and trade groups. Information found on the Internet or in periodicals is verified through interviews with individuals employed in the occupation, professional associations, unions, and others with occupational knowledge, such as university professors and counselors in career assistance centers.

Working Conditions

This section identifies the typical hours worked, the workplace environment, physical activities and susceptibility to injury, special equipment, and the extent of travel required. In many occupations, people work regular business hours—40 hours a week, Monday through Friday—but many do not. For example, waiters and waitresses often work evenings and weekends.

The work setting can range from a hospital, to a mall, to an offshore oil rig. Truck drivers might be susceptible to injury, while paramedics have high job-related stress. Semiconductor processors may wear protective clothing or equipment, some construction laborers do physically demanding work, and top executives may travel frequently.

Information on various worker characteristics, such as the average number of hours worked per week, is obtained from the Current Population Survey (CPS)—a survey of households conducted by the U.S. Census Bureau for BLS.

Employment

This section reports the number of jobs that the occupation provided in 2002, the key industries in which those jobs were found, and

Management and Business and Financial Operations Occupations

Management Occupations

Administrative Services Managers

(O*NET 11-3011.00)

Significant Points

- Administrative services managers work in private industry and government and have a wide range of responsibilities, experience, earnings, and education.
- Applicants face keen competition due to the substantial supply of competent, experienced workers seeking managerial jobs.

Nature of the Work

Administrative services managers perform a broad range of duties in virtually every sector of the economy. They coordinate and direct support services to organizations as diverse as insurance companies, computer manufacturers, and government offices. These workers manage the many services that allow organizations to operate efficiently, such as secretarial and reception, administration, payroll, conference planning and travel, information and data processing, mail, materials scheduling and distribution, printing and reproduction, records management, telecommunications management, security, parking, and personal property procurement, supply, and disposal.

Specific duties for these managers vary by degree of responsibility and authority. First-line administrative services managers directly supervise a staff that performs various support services. Mid-level managers, on the other hand, develop departmental plans, set goals and deadlines, implement procedures to improve productivity and customer service, and define the responsibilities of supervisory-level managers. Some mid-level administrative services managers oversee first-line supervisors from various departments, including the clerical staff. Mid-level managers also may be involved in the hiring and dismissal of employees, but they generally have no role in the formulation of personnel policy. Some of these managers advance to upper level positions, such as vice president of administrative services, which are discussed in the *Handbook* statement on top executives.

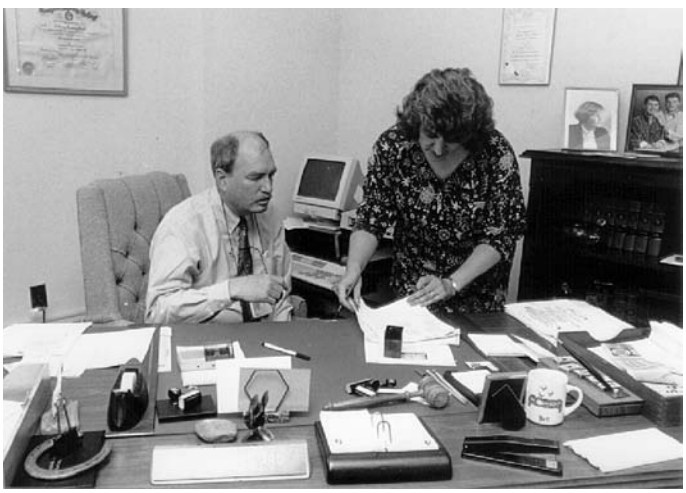
In small organizations, a single administrative services manager may oversee all support services. In larger ones, however, first-line administrative services managers often report to mid-level managers who, in turn, report to owners or top-level managers. As the size of the firm increases, administrative services managers are more likely to specialize in specific support activities. For example, some administrative services managers work primarily as office managers, contract administrators, or unclaimed property officers. In many cases, the duties of these administrative services managers are similar to those of other managers and supervisors, some of which are discussed in other *Handbook* statements.

Because of the range of administrative services required by organizations, the nature of these managerial jobs also varies significantly. Administrative services managers who work as contract administrators, for instance, oversee the preparation, analysis, negotiation, and review of contracts related to the purchase or sale of equipment, materials, supplies, products, or services. In addition, some administrative services managers acquire, distribute, and store supplies, while others dispose of surplus property or oversee the disposal of unclaimed property.

Administrative services managers who work as facility managers plan, design, and manage buildings and grounds in addition to people. They are responsible for coordinating the physical workplace with the people and work of an organization. This task requires integrating the principles of business administration, architecture, and behavioral and engineering science. Although the specific tasks assigned to facility managers vary substantially depending on the organization, the duties fall into several categories, relating to operations and maintenance, real estate, project planning and management, communication, finance, quality assessment, facility function, technology integration, and management of human and environmental factors. Tasks within these broad categories may include space and workplace planning, budgeting, purchase and sale of real estate, lease management, renovations, or architectural planning and design. Facility managers may suggest and oversee renovation projects for a variety of reasons, ranging from improving efficiency to ensuring that facilities meet government regulations and environmental, health, and security standards. Additionally, facility managers continually monitor the facility to ensure that it remains safe, secure, and well-maintained. Often, the facility manager is responsible for directing staff, including maintenance, grounds, and custodial workers.

Working Conditions

Administrative services managers generally work in comfortable offices. Managers involved in contract administration and personal



Administrative services managers ensure that their organization's building and grounds are properly maintained.

property procurement, use, and disposal may travel between their home office, branch offices, vendors' offices, and property sales sites. Also, facility managers who are responsible for the design of workspaces may spend time at construction sites and may travel between different facilities while monitoring the work of maintenance, grounds, and custodial staffs. However, new technology has increased the number of managers who telecommute from home or other offices, and teleconferencing has reduced the need for travel.

Most administrative services managers work a standard 40-hour week. However, uncompensated overtime frequently is required to resolve problems and meet deadlines. Facility managers often are "on call" to address a variety of problems that can arise in a facility during nonwork hours.

Employment

Administrative services managers held about 321,000 jobs in 2002. About 9 out of 10 worked in service-providing industries, including Federal, State, and local government, health services, financial services, professional, scientific, and technical services, and education. Most of the remaining workers worked in manufacturing industries.

Training, Other Qualifications, and Advancement

Educational requirements for these managers vary widely, depending on the size and complexity of the organization. In small organizations, experience may be the only requirement needed to enter a position as office manager. When an opening in administrative services management occurs, the office manager may be promoted to the position based on past performance. In large organizations, however, administrative services managers normally are hired from outside and each position has formal education and experience requirements. Some administrative services managers have advanced degrees.

Specific requirements vary by job responsibility. For first-line administrative services managers of secretarial, mailroom, and related support activities, many employers prefer an associate degree in business or management, although a high school diploma may suffice when combined with appropriate experience. For managers of audiovisual, graphics, and other technical activities, postsecondary technical school training is preferred. Managers of highly complex services, such as contract administration, generally need at least a bachelor's degree in business, human resources, or finance. Regardless of major, the curriculum should include courses in office technology, accounting, business mathematics, computer applications, human resources, and business law. Most facility managers have an undergraduate or graduate degree in engineering, architecture, construction management, business administration, or facility management. Many have a background in real estate, construction, or interior design, in addition to managerial experience.

Whatever the manager's educational background, it must be accompanied by related work experience reflecting demonstrated ability. For this reason, many administrative services managers have advanced through the ranks of their organization, acquiring work experience in various administrative positions before assuming first-line supervisory duties. All managers who oversee departmental supervisors should be familiar with office procedures and equipment. Managers of personal property acquisition and disposal need experience in purchasing and sales, and knowledge of a variety of supplies, machinery, and equipment. Managers concerned with supply, inventory, and distribution should be experienced in receiving, warehousing, packaging, shipping, transportation, and related operations. Contract administrators may have worked as contract specialists, cost analysts, or procurement specialists. Managers of unclaimed property often have experience in insurance claims analysis and records management.

Persons interested in becoming administrative services managers should have good communication skills and be able to establish effective working relationships with many different people, ranging from managers, supervisors, and professionals, to clerks and blue-collar workers. They should be analytical, detail-oriented, flexible, and decisive. They must also be able to coordinate several activities at once, quickly analyze and resolve specific problems, and cope with deadlines.

Most administrative services managers in small organizations advance by moving to other management positions or to a larger organization. Advancement is easier in large firms that employ several levels of administrative services managers. Attainment of the Certified Administrative Manager (CAM) designation offered by the Institute of Certified Professional Managers, through work experience and successful completion of examinations, can increase a manager's advancement potential. In addition, a master's degree in business administration or related field enhances a first-level manager's opportunities to advance to a mid-level management position, such as director of administrative services, and eventually to a top-level management position, such as executive vice president for administrative services. Those with enough money and experience can establish their own management consulting firm.

Advancement of facility managers is based on the practices and size of individual companies. Some facility managers transfer from other departments within the organization or work their way up from technical positions. Others advance through a progression of facility management positions that offer additional responsibilities. Completion of the competency-based professional certification program offered by the International Facility Management Association can give prospective candidates an advantage. In order to qualify for this Certified Facility Manager (CFM) designation, applicants must meet certain educational and experience requirements.

Job Outlook

Employment of administrative services managers is projected to grow about as fast as the average for all occupations through 2012. Like persons seeking other managerial positions, applicants face keen competition because there are more competent, experienced workers seeking jobs than there are positions available. However, demand should be strong for facility managers because businesses increasingly are realizing the importance of maintaining, securing, and efficiently operating their facilities, which are very large investments for most organizations. Administrative services managers employed in management services and management consulting also should be in demand, as public and private organizations continue to streamline and, in some cases, contract out administrative services functions in an effort to cut costs.

At the same time, continuing corporate restructuring and increasing utilization of office technology should result in a flatter organizational structure with fewer levels of management, reducing the need for some middle management positions. This should adversely affect administrative services managers who oversee first-line mangers. Because many administrative services managers have a wide range of responsibilities, however, the effects of these changes on employment should be less severe than for other middle managers who specialize in only certain functions. In addition to new administrative services management jobs created over the 2002-12 projection period, many job openings will stem from the need to replace workers who transfer to other jobs, retire, or stop working for other reasons.

Earnings

Earnings of administrative services managers vary greatly depending on the employer, the specialty, and the geographic area. In gen-

eral, however, median annual earnings of administrative services managers in 2002 were $52,500. The middle 50 percent earned between $36,190 and $74,590. The lowest 10 percent earned less than $26,120, and the highest 10 percent earned more than $99,870. Median annual earnings in the industries employing the largest numbers of these managers in 2002 are shown below:

Management of companies and enterprises	$66,700
Elementary and secondary schools	59,220
Colleges, universities, and professional schools	56,960
State government	55,710
Local government	51,570

In the Federal Government, contract specialists in nonsupervisory, supervisory, and managerial positions earned an average of $66,309 a year in 2003. Corresponding averages were $63,509 for facilities operations, $62,552 for industrial property managers, $58,880 for property disposal specialists, $62,751 for administrative officers, and $52,824 for support services administrators.

Related Occupations

Administrative services managers direct and coordinate support services and oversee the purchase, use, and disposal of personal property. Occupations with similar functions include office and administrative support worker supervisors and managers; cost estimators; property, real estate, and community association managers; purchasing managers, buyers, and purchasing agents; and top executives.

Sources of Additional Information

For information about careers and education and degree programs in facility management, as well as the Certified Facility Manager designation, contact:

➤ International Facility Management Association, 1 East Greenway Plaza, Suite 1100, Houston, TX 77046-0194. Internet: **http://www.ifma.org**

General information regarding facility management and a list of facility management education and degree programs may be obtained from:

➤ Association of Higher Education Facilities Officers, 1643 Prince St., Alexandria, VA 22314-2818. Internet: **http://www.appa.org**

For information about the Certified Manager or Certified Administrative Manager designations, contact:

➤ Institute of Certified Professional Managers, James Madison University, College of Business, Harrisonburg, VA 22807. Internet: **http://cob.jmu.edu/icpm**

Advertising, Marketing, Promotions, Public Relations, and Sales Managers

(O*NET 11-2011.00, 11-2021.00, 11-2022.00, and 11-2031.00)

Significant Points

- Keen competition for jobs is expected.
- College graduates with related experience, a high level of creativity, and strong communication skills should have the best job opportunities.
- High earnings, substantial travel, and long hours, including evenings and weekends, are common.

Nature of the Work

The objective of any firm is to market and sell its products or services profitably. In small firms, the owner or chief executive officer might assume all advertising, promotions, marketing, sales, and public relations responsibilities. In large firms, which may offer numerous products and services nationally or even worldwide, an executive vice president directs overall advertising, promotions, marketing, sales, and public relations policies. (Executive vice presidents are included in the *Handbook* statement on top executives.) Advertising, marketing, promotions, public relations, and sales managers coordinate the market research, marketing strategy, sales, advertising, promotion, pricing, product development, and public relations activities.

Managers oversee advertising and promotion staffs, which usually are small, except in the largest firms. In a small firm, managers may serve as a liaison between the firm and the advertising or promotion agency to which many advertising or promotional functions are contracted out. In larger firms, advertising managers oversee in-house account, creative, and media services departments. The *account executive* manages the account services department, assesses the need for advertising, and, in advertising agencies, maintains the accounts of clients. The creative services department develops the subject matter and presentation of advertising. The *creative director* oversees the copy chief, art director, and associated staff. The *media director* oversees planning groups that select the communication media—for example, radio, television, newspapers, magazines, Internet, or outdoor signs—to disseminate the advertising.

Promotions managers supervise staffs of promotion specialists. They direct promotion programs that combine advertising with purchase incentives to increase sales. In an effort to establish closer contact with purchasers—dealers, distributors, or consumers—promotion programs may involve direct mail, telemarketing, television or radio advertising, catalogs, exhibits, inserts in newspapers, Internet advertisements or Web sites, instore displays or product endorsements, and special events. Purchase incentives may include discounts, samples, gifts, rebates, coupons, sweepstakes, and contests.

Marketing managers develop the firm's detailed marketing strategy. With the help of subordinates, including *product development managers* and *market research managers*, they determine the demand for products and services offered by the firm and its competitors. In addition, they identify potential markets—for example, business firms, wholesalers, retailers, government, or the general public. Marketing managers develop pricing strategy with an eye towards maximizing the firm's share of the market and its profits while ensuring that the firm's customers are satisfied. In collaboration with sales, product development, and other managers, they monitor trends that indicate the need for new products and services and oversee product development. Marketing managers work with advertising and promotion managers to promote the firm's products and services and to attract potential users.

Public relations managers supervise public relations specialists. (See the *Handbook* statement on public relations specialists.) These managers direct publicity programs to a targeted public. They often specialize in a specific area, such as crisis management—or in a specific industry, such as healthcare. They use every available communication medium in their effort to maintain the support of the specific group upon whom their organization's success depends, such as consumers, stockholders, or the general public. For example, public relations managers may clarify or justify the firm's point of view on health or environmental issues to community or special interest groups.

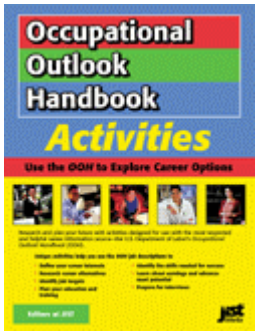
Occupational Information Network Coverage

The Occupational Information Network (O*NET), which replaced the *Dictionary of Occupational Titles,* is used by public employment service offices to classify and place jobseekers. The O*NET was developed by job analysts. Future information on job duties, knowledge and skills, education and training, and other occupational characteristics will come directly from workers and employers. Information on O*NET is available from O*NET Project, U.S. Department of Labor/ETA, 200 Constitution Ave. NW., Room N-5637, Washington, DC 20210-0001. Telephone (202) 693-3660. Internet: **http://www.doleta.gov/programs/onet/**

The O*NET reflects the 2000 Standard Occupational Classification (SOC) system. With 822 detailed occupations, the SOC represents the Federal Government's most recent effort to analyze the occupational structure in the United States and to provide a universal occupational classification system. All Federal agencies that collect occupational data adhere to the SOC. Information on the SOC, including its occupational structure, is available on the Internet: **http://www.bls.gov/soc/**

Occupational statements in this 2004-05 edition of the *Handbook* list the O*NET codes that relate to or match the definitions used in the Bureau's Occupational Employment Statistics (OES) survey—the principal source of occupational employment data in the *Handbook.* All numbers listed also appear in the table below. The table is arranged by O*NET code, followed by the O*NET title and the page on which the corresponding *Handbook* statement or chapter can be found.

Occupational Outlook Handbook Activities (OOH Activities)



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Summary

Get maximum benefits from the OOH with this new, low-cost workbook!

Use with any edition of the OOH!

This new workbook from JIST familiarizes people with the OOH and can be used by individuals or in a class setting—a FREE instructor's guide comes with each package. Meets National Career Development

Guidelines.

Section One: Find Your Career Focus. Finding a job that you are good at and enjoy is key to your future happiness. Activities here help you use the OOH to connect your interests, dreams, needs, and background to possible jobs.

Section Two: Spotlight Your Skills. Employers want to know about your key skills and whether you can do the job. Section Two helps you use

the OOH to identify skills you've developed in past jobs and skills needed for possible future jobs.

Section Three: Set Education and Career Goals. Begin planning your future and setting goals with the activities in this section. Create an action plan for the next 30 days, the next 90 days, and the next year.

Section Four: Get Ready for Your Job Search. These activities help you use the OOH to prepare for a successful job search. You'll start a job search network, prepare for interviews, and gain interview confidence.

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Introduction

Your career choice is one of the most important decisions you will make in life. The activities in this workbook will help you explore and identify career options by using the job descriptions in the *Occupational Outlook Handbook,* a reference book available separately from JIST Publishing.

About the *OOH*

The *Occupational Outlook Handbook,* also known as the *OOH,* is the most widely used and respected career reference book. It gives interesting, detailed descriptions for more than 260 major jobs that together employ about 90 percent of the American workforce.

The *OOH* is published by the U.S. Department of Labor and revised every two years. Try to find the most recent edition so you are working with the latest information. The activities in this workbook, however, can be used with any edition of the *OOH.*

Each job description in the *OOH* follows the same format:

- Nature of the Work
- Working Conditions
- Employment
- Training, Other Qualifications, and Advancement
- Job Outlook
- Earnings
- Related Occupations
- Sources of Additional Information

Use These Activities and the *OOH* to Research Careers

The activities in this workbook will help you "mine" the *OOH* job descriptions to

- Define your career interests and match them to jobs
- Research your career options
- Describe your ideal job
- Review your skills and experiences from paid and unpaid work that might help you in a future job
- Identify the skills you have and need for jobs
- Plan your education and training
- Learn about earnings and advancement potential
- Write your job objective
- Create an action plan
- Prepare for your job search
- Prepare for interviews

Getting Started Is Easy

Before starting the activities in this workbook, get to know the *OOH* by looking over the job titles in its Contents. The job titles in the *OOH* are arranged into groups of related jobs. Most of the activities in this workbook require or suggest that you use the *OOH* for your answers.

Meets National Career Development Guidelines

These activities meet the National Career Development Guidelines, a major nationwide effort to foster career development at all age levels. Specifically, they fulfill many high school and adult competencies related to self-knowledge, educational and occupational exploration, and career planning.

These Activities Can Be Used with Other Resources

The activities in this workbook can be used with two other reference books, the *Enhanced Occupational Outlook Handbook* and *America's Top 300 Jobs.* These books contain the same text as the *OOH,* in addition to other helpful information. The *OOH,* the *Enhanced Occupational Outlook Handbook,* and *America's Top 300 Jobs* are available from JIST Publishing at 1-800-648-JIST or www.jist.com.

The *OOH* job descriptions can also be found online at www.careeroink.com, which provides detailed information on 14,000 job titles. The U.S. Department of Labor has the *OOH* job descriptions on the Web at www.bls.gov/oco/.

Activity 10: Identify and Classify Skills

Directions: One study of employers found that most people who interviewed for jobs did not present the skills they had to do the work. This activity will help you learn to identify and categorize skills, which is important for writing resumes and interviewing.

One way to classify skills is into the following three categories: adaptive skills, transferable skills, and job-related skills. Using the definitions below, identify each listed skill as adaptive (A), transferable (T), or job-related (J).

DEFINITIONS

Adaptive skill: A personality trait or characteristic that you use every day to get along with people and succeed. These skills define who you are. They are also known as *good-worker traits.* Examples of adaptive skills include honesty, punctuality, and listening well.

Transferable skill: Abilities that you can use in different jobs; skills not confined to one field. For example, transferable skills include organization, speaking in front of people, and meeting deadlines.

Job-related skill: These skills are particular to a specific job. For instance, repairing brakes, using accounting software, and designing a building are all job-related skills.

SKILLS

1. Sensitivity ___

2. Money management ___

3. Problem solving ___

4. Tuning a piano ___

5. Enthusiasm ___

6. Communication ___

7. Diagnosing an illness ___

8. Programming a computer ___

9. Being on time ___

10. Planning ahead ___

11. Teamwork ___

12. Following instructions ___

13. Building an engine ___

14. Staying calm ___

15. Handling several things at once ___

16. Good attendance ___

17. Good writing skills ___

18. Using your hands ___

19. Patience ___

20. Using the Internet ___

Activity 11: Skill Search

Directions: Write three job titles of interest from the *Occupational Outlook Handbook,* a separate reference book. Review the job descriptions, especially the sections on Nature of the Work; Working Conditions; Training, Other Qualifications, and Advancement; and Job Outlook. Determine one adaptive skill, one transferable skill, and one job-related skill for each job. Refer to Activity 10 for definitions of these skills. Checkmark the specific skills you have or would like to have.

Job Title	Adaptive Skill	I Have	I Want	Transferable Skill	I Have	I Want	Job-Related Skill	I Have	I Want
1.									
2.									
3.									

Activity 12: Write a Help-Wanted Ad

Directions: Imagine that you are an employer. Write your own advertisement for a job opening. Choose a job that interests you. Use the *Occupational Outlook Handbook,* a separate reference book, to identify the skills and training needed. Include at least two adaptive, two transferable, and two job-related skills. Refer to Activity 10 for definitions of these skills. An example job description is provided.

Help Wanted

Seeking experienced jeweler to design and repair pieces of jewelry. Must have graduate jeweler diploma and 3 years' experience. Attention to detail, precision, and excellent customer service required. Must be punctual, honest, and patient. Will operate cash register, take special orders, and order supplies. Desire experience in stonesetting, casting, and mold-making.

Help Wanted

Job Title _____

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