

Module 3: Where Can I Find the Information I Need and How Do I Use It?

Summary

Students research clusters and occupations of choice using CIS resources and complete a worksheet, analyzing the information they glean. Students prepare to present information in subsequent class.

Objectives

Students will . . .

1. Learn and describe the requirements of occupations of interest
2. Identify items that are important in occupational choice.
3. Become familiar with a range of career information resources.
4. Compare and evaluate occupational options.

National Career Development Guidelines Goal(s)

- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

Time Required

~50-70 minutes

Group Size

Individual work

Preparation

Become acquainted with occupational resources:

- CIS <http://oregoncis.uoregon.edu/home/>
- *Occupational Outlook Handbook (OOH)*, printed version or online at <http://www.bls.gov/oco/>
- OLMIS <http://www.qualityinfo.org/olmisj/OlmisZine>
- RCC Career Base Camp Career Exploration links

Make copies of *Occupation and Occupational Cluster Research* worksheet, one/student

Secure computer lab access (PC projector optional, alternatively can print overhead transparencies of PowerPoint presentation)

Materials

PowerPoint presentation (optional)

Chosen occupational resources, assure CIS access codes

Occupation and Occupational Cluster Research worksheet, one per student

Computer Lab

Required

Steps

1. Show Slide 1 and review the class agenda.
2. Handout the *Occupation and Occupational Cluster Research* worksheets.
3. Explain that Students will be learning and describing the requirements of occupations and items that are important to them in occupational choice. They will also become familiar with a range of career information resources, and compare and evaluate occupational options for themselves in this class.
4. Show students how to access CIS using Slide 2 and show how to investigate clusters, as suggested in the worksheet handout.
5. Explain that the goal is to explore then narrow their interests to three clusters and then to research at least one occupation in each cluster and place these on their *Occupation and Occupational Cluster Research* worksheets.
6. Instruct students to look for all factors of information listed on their worksheets as they research these occupations.
7. Instruct students to review the programs of study available at RCC for each of these occupations and to explore the Career Base Camp career exploration tab for additional resources. Use Slide 3 to show how to access OLMIS, the OOH and CIS to extend research capabilities.
8. Most students will not complete this worksheet within one class period. Explain that when class next meets, they will be sharing with others their completed worksheets and thoughts about their own occupational choice. Encourage students to continue exploring CIS and other Internet resources to help them explore careers and become more vocationally decided.

Assessment/Homework

Use any or all of these to evaluate learning:

| | |
|--------|--|
| CM3.K1 | Describe the importance of career information to your career planning. |
| CM3.A1 | Show how career information has been important in your plans and how it can be used in future plans. |

| | |
|--------|--|
| CM3.R1 | Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information. |
| CM3.K2 | Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. |
| CM3.A2 | Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning. |

Occupation and Occupational Cluster Exploration



Researching Your Options

You have *some* idea about what you like. You also probably have some ideas about what several jobs require, what it takes to get these jobs, and what you might like or dislike about these. You even may have made some early plans based on information gleaned from career assessments, family, friends, the media, and RCC.

Now it's time to sharpen the focus on these occupations by gathering detailed information about occupations that interest you. You are going to learn more about occupations by researching clusters of occupations and the occupations themselves

To begin this process, you will select at least three **CLUSTERS** of occupations that interest you, perhaps these resulted from the career assessments you have taken or earlier exploration. Clusters organize the world of work to help you explore and expand options – in the same way suits organize playing cards so you can work with 52 different cards.

Even if you have a very specific career goal in mind, it is useful to expand your horizons for a brief time to learn more about your options. Remember, career goals can be difficult to achieve, so it is important to have alternate career paths in mind and to plan for different possibilities.

After you complete this cluster exploration, you will research all of the occupations you have found that interest you. Below is a list of the 22 CIS Occupation Clusters. Clusters help CIS organize occupational information. They also group occupations by their function (what people do). By using clusters to explore the world of work, you may discover some interesting new possibilities!

Read each cluster title and description on the following pages. Place a check by each cluster that interests you. ***Check at least three.***

CIS OCCUPATION CLUSTERS

○ **ARCHITECTURE AND ENGINEERING**

People in these occupations plan machinery and buildings. They design, develop, and test electronic, mechanical, and physical tools or structures. They also develop methods for producing products. They use scientific knowledge and design skills.

○ **ARTS AND ENTERTAINMENT**

People in these occupations create, entertain, inform, or compete. They use highly developed skills in the arts, design, athletics, or communication.

○ **BUSINESS AND FINANCIAL**

People in these occupations watch over the finances of businesses and organizations. Using accounting skills they set budgets. They help managers make decisions about hiring people and buying new equipment. They also keep tax records.

○ **COMPUTER AND MATH**

People in these occupations use numerical and computer skills. They solve problems, analyze results, and make decisions. They use computers to store, manipulate, and retrieve data.

○ **CONSTRUCTION AND EXTRACTION**

People in these occupations use specialized skills to work with materials and processes. Construction workers build and maintain roads, houses, commercial buildings, and other structures. Extraction workers remove ore, coal, crude oil, natural gas, and water from the earth.

○ **EDUCATION AND TRAINING**

People in these occupations help others learn new knowledge and skills. They educate and instruct in many settings, most often in schools.

○ **FARMING, FISHING, AND FORESTRY**

People in these occupations plan, inspect, or harvest products from farms, gardens, forests, streams, and oceans.

○ **FOOD PREPARATION AND SERVICE**

People in these occupations make and distribute food and drinks to customers. They work in restaurants, cafeterias, and other eating and drinking places.

○ **HEALTHCARE PRACTITIONER**

People in these occupations use medical knowledge and skills. They assess the health of patients and correct problems through surgery, treatment, or therapy.

○ **HEALTHCARE SUPPORT**

People in these occupations assist healthcare practitioners. They carry out treatments, therapies, and tests approved by the healthcare practitioners. They also do record keeping and other support activities.

○ **INSTALLATION, MAINTENANCE, AND REPAIR**

People in these occupations install, adjust, maintain, and repair. They work on mechanical, electrical, electronic, and hydraulic systems, equipment, and devices. They also clean, maintain, and repair buildings and grounds.

○ **LEGAL SERVICES**

People in these occupations use legal knowledge and skills. They help people and organizations work within the legal system. They may research, write, and record legal opinions and proceedings.

○ **LIFE AND PHYSICAL SCIENCE**

People in these occupations use an understanding of life and physical sciences. They research, manage natural resources, and solve problems.

○ **MANAGEMENT**

People in these occupations plan, make decisions, and coordinate activities. They supervise people working to produce goods or provide services.

○ **OFFICE AND ADMINISTRATIVE SUPPORT**

People in these occupations aid communication and the flow of business within and between organizations. They keep records, greet customers, and help managers.

○ **PERSONAL CARE AND SERVICE**

People in these occupations provide services to meet personal needs. They may help improve comfort, personal appearance, hygiene, and self-image.

○ **PRODUCTION**

People in these occupations plan, assemble, and process products. They may operate or monitor production machinery or use various hand or stationary tools. They work at equipment that makes or distributes electricity, chemicals, gases, or petroleum. They shape, cut, or form materials into products. They print and assemble items such as books, newspapers, and posters.

○ **PROTECTIVE SERVICES**

People in these occupations guard all types of property. They ensure the safety of people as established by public laws.

○ **SALES**

People in these occupations identify customer needs. They help customers choose products or services. Some sales workers accept payment and package products.

○ **SOCIAL AND COMMUNITY SERVICES**

People in these occupations help people by providing counseling or education. They also work in recreation and corrections.

○ **SOCIAL SCIENCE**

People in these occupations identify and study social structures, problems, and events. They may also plan and write about ways to correct, cure, or improve social problems. They address community concerns.

○ **TRANSPORTATION AND MATERIALS MOVING**

People in these occupations move passengers or freight from one place to another. They also operate transportation equipment and keep things on schedule.



Occupation and Occupational Cluster Exploration

Now, research the clusters you checked on the previous pages. To find out more about clusters of occupations, you have three choices:

1. Go to **OCCUPATIONS** in CIS. Click the *Cluster Titles* tab to organize the list by these 22 cluster titles.
2. Alternatively, you may use the **Occupational Outlook Handbook (OOH)**, to search for less current but more general national occupational information. The **OOH** is available at: <http://www.bls.gov/OCO/>. The **Occupational Outlook Handbook** organizes career information into 13 clusters including management, business and finance, sales, service, production, farming, Armed Services, office and administrative support and construction. Follow the instructions provided to search clusters and associated occupational information.
3. Or you can use OLMIS, Oregon's Employment Department's Labor Information System at: <http://www.qualityinfo.org/olmisj/OlmisZine>. OLMIS organizes information into 23 categories, somewhat similar to CIS', and is more targeted to the delivery of data than information, for planners and other data users. You can start with either the cluster or occupational title in OLMIS.

You might choose to review the OOH and OLMIS and their associated career information to augment what you learn in CIS and also to help you complete the following worksheet.

If you are using CIS, click on the title of the cluster that interests you. The list of occupations in that cluster will display below. Right **above** this occupation list you will see a link titled **Information about (and the cluster name)**. Click this link, and view programs of study associated with the cluster and a list of occupations associated with the cluster by level of education required for entry.

Select occupations that interest you in each cluster from those you checked on the Occupational Cluster pages. Identify at least one occupation in each cluster that you checked above that interests you. Look at the CIS information about that occupation, in particular the overview, knowledge, skills and abilities, wages, outlook and preparation topics. Summarize your research on the following page.

In the first column, list the occupation cluster and title. In the second column, write a brief description, from the overview. In the Factor Ratings vertical columns 3-9 note key findings and provide a numerical rating, your personal "score" so to speak, for this factor. For example, how well does it use your skill preferences, on a scale of 1-5, 5 = high. Column 10 provides a place for you to total that score. Since we know that your best decision also includes your heart not just your head, provide a "suitability" score, your personal assessment that integrates what your heart feels about this occupation. Under the final column, write any evaluative comments, such as what you like best and least about this occupation.

This should help you analyze the information you review. Your next step will be to meet with people working in occupations of interest!

