



Instructor's Guide

Top Careers in Two Years

BUSINESS, FINANCE, AND GOVERNMENT ADMINISTRATION

Introduction

This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Business, Finance, and Government Administration*. The contents in this guide will allow you to prepare your students before they use the program, assist them as they navigate through the program, and present follow-up activities to reinforce the program's key learning points.

This program is targeted to students in grades 9-12. Its content is appropriate to such curriculum areas as Career and Technical Education, Trade and Industrial Education, and Career Development and Occupational Studies. In addition, the information presented in the program could also be presented in vocational/technical schools or adult education courses.

Learning Objectives

After watching this video program, students will be able to:

- Understand important concepts and skills related to careers in the fields of business, finance, and government administration.
- Describe the particular personal skills, talents, and interests that are the keys to success in various jobs in this cluster.
- Describe what a typical work week encompasses for the various jobs in the fields of business, finance, and government administration.
- List the duties, functions, and responsibilities of various jobs in business, finance, and government administration.
- Understand how two years or less of appropriate education or experience can aid in job placement and career advancement, and explain what a typical career path is for various jobs in each field.

Educational Standards

This program correlates to all applicable National and State Educational Standards including the NCLB Act. Its content correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee, the National Standards for Life Work, and the National Communication Association's Speaking, Listening, and Media Literacy Standards. The content has also been aligned with the U.S. Department of Business Management & Administration Career Cluster. On the state standards level, the program correlates to, among others, the Texas Essential Knowledge and Skills (TEKS) for Career Orientation Standards, and the North Dakota Career Development Content Standards.

National Career Standards from the National Occupational Information Coordinating Committee

COMPETENCY IV: Understanding the relationship between educational achievement and career planning. The student will be able to demonstrate how to apply academic and vocational skills to achieve personal goals; describe the relationship of academic and vocational skills to personal interests; 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; and describe how learning skills are required in the workplace.

COMPETENCY VI: Skills to locate, evaluate and interpret career information. The student will be able to describe the educational requirements of various occupations; demonstrate use of a range of 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 (e.g. Dictionary of Occupational Titles); 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; and describe the impact of population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs. The student will be able to demonstrate skills to locate, interpret, and use information about job openings and opportunities; demonstrate academic or vocational 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 opportunities for change); describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training; demonstrate an understanding that job opportunities often require relocation; and demonstrate skills necessary to function as a consumer and manager of financial resources.

National Career Development Standards

1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation that is essential to choose from a wide variety of substantial postsecondary options, including college.
3. Students will understand the relationship of academics to the world of work, and to life at home and in the community.
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
5. Students will employ strategies to achieve future career success and satisfaction.
6. Students will understand the relationship between personal qualities, education and training, and the world of work.

National Communication Association's Speaking, Listening, and Media Literacy StandardsFundamentals of Effective Communication

- Effective communicators can demonstrate knowledge and understanding of the relationships among the components of the communication process; the variables influencing the effectiveness of the components of the communication process; the various levels of the meanings of messages; the role of personal knowledge and the knowledge of others in the nature and quality of communication; the influence of the individual, the relationship, and the situation on communication choices; the role of communication in the development and maintenance of personal relationships; the role of communication in creating meaning, influencing thought, and making decisions; the role of communication in the democratic process; and the role of personal responsibility in making ethical communication decisions.
- Effective communicators can demonstrate the ability to identify and use communication strategies by taking into consideration individual differences; identify and use communication strategies to enhance relationships and resolve conflict; evaluate the aesthetic and functional value of all types of communication; and show sensitivity to the ethical issues associated with competent and effective communication in society.

Speaking

- The effective speaker can demonstrate knowledge and understanding of the relationships among the components of the speaking process across a variety of contexts; the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work, and personal settings; the ability to use language that clarifies, persuades, and/or inspires while respecting the listeners' backgrounds, including their culture, gender, and individual differences; and the ability to identify and use methods to manage or overcome communication anxiety and apprehension.

Listening

- The effective listener can demonstrate knowledge and understanding of relationships among the components of the listening process across a variety of contexts; the ability to identify and manage barriers to listening; the ability to identify and use different listening skills appropriate for diverse types and purposes of listening; and the ability to receive, interpret, and respond to messages.

Media Literacy

- The effective media participant can demonstrate the effects of the various types of electronic audio and visual media, including television, radio, the telephone, the Internet, computers, electronic conferencing, and film, on media consumers; and the ability to identify and use skills necessary for competent participation in communication across various types of electronic audio and visual media.

Texas Essential Knowledge and Skills for Career Orientation

Standard 127.12. Analyzes the effect of personal interests and aptitudes upon educational and career planning. Knows how to locate, analyze, and apply career information. Knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. Knows the process used to locate and secure employment. Knows the process of career planning. Knows the importance of productive work habits and attitudes.

North Dakota Career Development Content Standards

1.0 PERSONAL SOCIAL DEVELOPMENT

Acquire the knowledge, attitudes, and interpersonal skills that encourage the understanding and respect of self and others, including: developing understanding of self to build and maintain a positive self concept; developing positive interpersonal skills including respect for diversity; integrating personal growth and change into one's career development; and balancing personal, leisure, community, learner, family, and work roles.

2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, including: attaining educational achievement and performance levels needed to reach personal and career goals; and participating in ongoing, life-long learning experiences to enhance one's ability to function effectively in a diverse and changing economy.

3.0 CAREER MANAGEMENT

Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions, including: creating and managing a plan that focuses on career goals; using a process of decision-making as one component of career development; using accurate, current, and unbiased career information during career planning and management; and mastering academic, occupational, and general employability skills in order to obtain, create, maintain, and / or advance in employment.

Program Overview

For every high-level executive or municipal official, there are an untold number of office workers in key positions that help them keep the wheels of commerce and government turning. In this program, an office manager, an executive assistant, a fitness manager, an accounts payable administrator, an insurance adjuster, a loan officer, and a court reporter describe what their work is like.

Main Topics

Topic 1: Introduction

Does money really make the world go 'round? The program begins with the notion that business makes the economic world go 'round, making it a great place to start for a career search.

Topic 2: Top Careers in Business

In this section, viewers learn about three very different careers in business. An office manager, an executive assistant, and a fitness manager all share insight into their jobs.

Topic 3: Top Careers in Finance

The program continues with those who make money by dealing with money — all in very different ways. Viewers meet three professionals in finance: an accounts payable administrator, an insurance adjuster, and a loan officer.

Topic 4: Top Careers in Government Administration

Before wrapping up, the program touches upon one top career in the business-related field of government administration: that of a court reporter.

Fast Facts

- Almost one-quarter of those who work in the field of Business, Management, and Administration are self-employed.
- Salaries in the field of Business, Management, and Administration are among the highest of all careers.
- Earnings and benefits have only a 2% impact on job satisfaction, while job quality and workplace support have a 70% impact, according to a study by the Families and Work Institute.
- The field of Human Services (part of the Business, Management, and Administration career cluster), had its start in a 1950s trend to take the mentally ill out of large, impersonal institutions and help them live in society.

- Jobs in the insurance industry are part of the Finance career cluster. Types of insurance include life, health, disability, casualty, auto, home, property, liability, and credit.
- The field of Finance is expected to expand due to constantly changing technology, which provides new ways to take advantage of trends toward direct marketing.
- Salaries in the field of Government and Public Administration are tied to the government's payroll budget, which is determined by the congress and president.
- Different presidential administrations may have different public policy priorities, which ultimately means that jobs may be cut, or added, when a new president takes office.
- Growth in the field of Government and Public Administration may partly be due to state and local government taking responsibility for some services previously provided by the federal government.
- Jobs in government administration include such diverse occupations as legislative aide, CIA agent, sailor, urban planner, IRS agent, child support officer, cryptologist, and health inspector.

Vocabulary Terms

associate degree: An academic degree awarded by community colleges, junior colleges, business colleges, and some bachelor's-degree-granting colleges and universities upon completion of a course of study usually lasting two years.

bachelor's degree: An undergraduate academic degree awarded for a course or major that generally lasts for three, four, or in some cases and countries, five or six years.

communication: The conveying of a message or idea from one person to another.

economic globalization: The integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology.

economy: The system or range of economic activity in a country, region, or community.

intern: One who works in a temporary position, usually unpaid, within an organization in order to gain on-the-job training and experience, help determine interest in a particular career, create a network of contacts, and/or gain school credit. Interns are usually college or university students, but they can also be other adults seeking skills for a new career.

MBA: Master of Business Administration; a master's degree in business.

mentor: Someone who guides, counsels, or teaches another, most often in an occupational setting.

mortgage: A special form of secured loan where the purpose of the loan must be specified to the lender, to purchase assets that must be fixed (not movable) property such as a house or piece of farmland.

multitasking: The simultaneous execution of multiple tasks.

natural disaster: The consequence of a natural hazard (e.g., hurricane, tornado, volcanic eruption, earthquake, or landslide) that affects human activities.

payroll: The sum of all financial records of salaries, wages, bonuses, and deductions.

stenography: The practice of transcribing speech (primarily for dictation or testimony), usually using shorthand.

United States Department of Labor (US DOL): A Cabinet department of the United States government responsible for occupational safety, wage and hour standards, unemployment insurance benefits, re-employment services, and some economic statistics. Many U.S. states also have such departments.

upper echelon: The higher level of any group.

verbatim: The exact words, quoted word for word.

vocational: Of, pertaining to, or noting instruction or guidance in an occupation or profession chosen as a career or in the choice of a career or trade.

Pre-Program Discussion Questions

1. How are the fields of business, finance, and government administration similar? What sets them apart from each other?
2. Do you need an MBA to become president of a corporation? What kinds of programs would be beneficial to jumpstarting a career in business? What about in finance? government administration?
3. What effect does the Internet have on careers in the three fields?
4. If you don't envision yourself working all day at a desk job, what career options do you have if you still want to work in business?
5. In which of the three fields do you think an insurance adjuster would work? Why?

Post-Program Discussion Questions

1. What responsibilities and duties does an executive assistant have? What about an office manager? How do the two careers differ? In what ways might they overlap?
2. Which careers presented in this program have more regular, 9-5 hours? Which careers might require working at nights or on weekends?
3. Which types of careers discussed in the program try to motivate or inspire people in their day-to-day activities? How so?
4. Why are good math skills so relevant to the various finance careers discussed in the program?
5. What kind of education would a person need in order to become a court reporter?

Individual Student Projects

- How has technology impacted the fields of business, finance, and government administration over the past century? Interview a professional who has been in the field for many years and find out how technology has changed his or her on-the-job responsibilities throughout his or her career. Then, write a paper that reports not only on the professional specifically, but also on the field itself. How will these three fields change as you look to the immediate and distant future as a result of technological advances?

- List your strengths, weaknesses, and interests in a grid. For which specific profession(s) would each characteristic be ideal? Which professions would be a poor match for the characteristic, and why? Present your opinions in a paper, multimedia presentation, or video. Then, assess which profession stands out as being the best match for your personality and personal characteristics.
- Does gender play a role in achieving success in any of the fields in business, finance, or government administration? Has this always been the case? Write a research paper that details how gender has been a factor in the workplace, citing specific examples. Include how you think being a female or male in a particular role will change in the future and the reasons why the changes will occur.

Group Activities

- Divide the class into small groups, asking each group to discuss possible scenarios where good communication and people skills are key to handling tough situations. Have each group take turns as first, the problematic co-worker, boss, or customer who is causing the problem, and second, the professional who must handle the situation effectively.
- What are some career options in the field of government administration? In small groups, create presentations about the kinds of jobs available and the job outlook for each in the near future.
- Does money — or business! — make the world go 'round? Can finance exist without business, or vice versa? Divide the class in half and deliberate these issues in a lively debate.

Internet Activities

- Why are the fields of business, finance, and government administration so important to the success of our nation? Of what are they indicative? What changes do you think you will see in each field in your lifetime, and will the changes be for the better? Gather information from the Internet and / or the library that provides historical perspective, and create a presentation of your findings and theories.
- How has technology impacted the fields of business, finance, and government administration over the past century? Use the Internet for your research. Then, write a paper that reports on how the fields have changed, and include a timeline of important events in history. Be sure to include your ideas about how these three fields may change in the immediate and distant future as a result of technological advances.
- Use the Internet to investigate up and down markets and economies and their effects on the job outlook for professionals in business, finance, and government administration. Which careers do you believe can handle financial downturns better than others? What recommendations would you have for how to weather the storm? Support your ideas with relevant examples from the Internet.

Assessment Questions

- Q1.** True or false: An executive assistant supports a senior administrator.
- Q2.** According to the program, which of the following is an important characteristic for someone interested in a career as an executive assistant? (Select all that apply.)
- Communication skills
 - Organizational skills
 - Math skills
 - Patience
- Q3.** Match each possible characteristic with the career for which it would be terribly unsuited. (Select the best answer.)
- If I...*
- have poor math skills...
 - hate working out and love being a couch potato...
 - have a bad temper and think everyone's a scammer...
 - have Attention Deficit Disorder and get bored easily...
- ...then I should NOT apply to be a(n):*
- accounts payable administrator
 - court reporter
 - fitness manager
 - insurance adjuster
- Q4.** Which of the following is important to understand in order to be a good accounts payable administrator? (Select all that apply.)
- Balancing a checkbook
 - Basic Accounting
 - Credits
 - Debits
 - How to write a check
- Q5.** True or false: The typical hours for an insurance adjuster are normally 9 to 5.

- Q6.** For which of the following careers might attending stenography school be helpful to jumpstarting the career? (Select all that apply.)
- a) Court reporter
 - b) Executive assistant
 - c) Fitness manager
 - d) Loan officer
- Q7.** According to the program, what three places could a loan officer typically work?
- Q8.** True or false: A loan officer needs to advance in order to increase his salary.
- Q9.** According to the program, a court reporter is considered to be the _____ in the courtroom.
- Q10.** In a courtroom, if a witness says, "That's where he was standing," which of the following is acceptable for the court reporter to record on his or her stenotype machine? (Select all that apply.)
- a) That is where he was standing.
 - b) That's where he was standing.
 - c) That's where the guy was standing.
 - d) (Any of the above.)

Assessment Questions Answer Key

Q1. True or false: An executive assistant supports a senior administrator.

A1. *This statement is true.*

Q2. According to the program, which of the following is an important characteristic for someone interested in a career as an executive assistant? (Select all that apply.)

- a) Communication skills
- b) Organizational skills
- c) Math skills
- d) Patience

A2. *The correct answers are a, b, and d. Although math skills are important, they are not essential to being an executive assistant.*

Q3. Match each possible characteristic with the career for which it would be terribly unsuited. (Select the best answer.)

If I...

- a) have poor math skills...
- b) hate working out and love being a couch potato...
- c) have a bad temper and think everyone's a scammer...
- d) have Attention Deficit Disorder and get bored easily...

...then I should NOT apply to be a(n):

- 1) accounts payable administrator
- 2) court reporter
- 3) fitness manager
- 4) insurance adjuster

A3. *The correct answers are: a1; d2; b3; c4.*

Q4. Which of the following is important to understand in order to be a good accounts payable administrator? (Select all that apply.)

- a) Balancing a checkbook
- b) Basic Accounting
- c) Credits
- d) Debits
- e) How to write a check

A4. *These are all correct answers.*

Q5. True or false: The typical hours for an insurance adjuster are normally 9 to 5.

A5. *This statement is false.*

Q6. For which of the following careers might attending stenography school be helpful to jumpstarting the career? (Select all that apply.)

- a) Court reporter
- b) Executive assistant
- c) Fitness manager
- d) Loan officer

A6. *The correct answers are a and b.*

Q7. According to the program, what three places could a loan officer typically work?

A7. *A loan officer could work in a bank, for a mortgage company, or for oneself.*

Q8. True or false: A loan officer needs to advance in order to increase his salary.

A8. *This statement is false. As most positions work on straight commission, it is possible to increase your salary by working hard; you don't have to wait for your supervisor to give you a new job title, moare responsibilities, and a raise.*

Q9. According to the program, a court reporter is considered to be the _____ in the courtroom.

A9. *According to the program, a court reporter is the "guardian of the record."*

Q10. In a courtroom, if a witness says, "That's where he was standing," which of the following is acceptable for the court reporter to record on his or her stenotype machine? (Select all that apply.)

- a) That is where he was standing.
- b) That's where he was standing.
- c) That's where the guy was standing.
- d) (Any of the above.)

Q10. *The correct answer is b.*

Web Sites

General

- www.bls.gov: U.S. Department of Labor, Bureau of Labor Statistics
- www.careeroverview.com: Career Overview and Research Guide
- www.dol.gov: U.S. Department of Labor
- www.salary.com: Salary.com
- www.nationalbusiness.org: National Business Association
- www.talentzoo.com: Talent Zoo

Office Manager

- www.aponline.org: The Association of Professional Office Managers
- www.iaap-hq.org: The International Association of Administrative Professionals
- www.pahcom.com: The Professional Association of Health Care Office Management

Accounts Payable Administrator

- www.iappnet.org: International Accounts Payable Professionals
- www.theapnetwork.com: The AP Network

Insurance Adjuster

- www.naiia.com: The National Association of Independent Insurance Adjusters
- www.adjustersinternational.com: Adjusters International
- www.iada.org: The Independent Automotive Damage Appraisers Association

Human Resources Assistant

- www.shrm.org: Society for Human Resource Management
- www.worldatwork.org: World at Work
- www.ihrim.org: The International Association for Human Resources Information Mgm't

Loan Officer

- www.nacm.org: The National Association of Credit Management
- www.icba.org: The Independent Community Bankers of America

Court Reporter

- www.stenograph.com: For information on transcription equipment
- www.ncraonline.org: National Court Reporters Association

Brokerage Assistant

- www.finra.org: Financial Industry Regulatory Authority
- www.NASAA.org: North American Securities Administrators Association
- www.sifma.org: Securities Industry and Financial Markets Association

Social Services Assistant

- www.nohse.org: National Organization for Human Services
- www.nassembly.org: National Human Services Assembly
- www.alliance1.org: Alliance for Children and Families

Executive Assistant or Executive Secretary

- www.nafe.com: The National Association for Female Executives
- www.theaeap.com: The Association of Executive and Administrative Professionals
- www.iaap-hq.org: The International Association of Administrative Professionals

Sports and Fitness Manager

- www.aahperd.org: American Alliance for Health, Physical Education, Recreation and Dance
- www.ncppa.org: National Coalition for Promoting Physical Activity
- www.fitness.gov: The President's Council on Physical Fitness and Sports

Additional Resources from www.films.com**A Second Look at Careers**

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Preview clip online at www.filmsmediagroup.com
- Order #: 24604

We've taken 40 occupations from the *Children's Dictionary of Occupations* and brought them to life using real people at work. Students learn about the tools of the trade and the tasks performed on the job. They hear from workers who will tell them how to prepare for each job, including the education and training needed. Best of all, this fast-paced video set encourages students to begin thinking about the future world of work and is an excellent introduction to career days, job fairs, or classroom units on careers. *Careers include* • Aircraft Mechanic • Accountant • Broadcast Technician • Butcher • Carpenter • Chemist • Chiropractor • Dancer • Dentist • EMT • Economist • Farmer • Flight Attendant • Glazier • Home Appliance Repairer • Home Health Aide • Industrial Designer • Information Clerk • Janitor • Judge • Kitchen Worker • Landscape Architect • Lawyer • Mail Carrier • Manicurist • Musician • Nuclear Medicine Technologist • Optometrist • Physical Therapist • Quality Assurance Inspector • Real Estate Agent • Respiratory Therapist • Secretary • Telephone Line Installer • Urban Planner • Vehicle Washer/ Equipment Cleaner • Writer • X-Ray Technologist • Yeoman (Armed Services) • Zoologist. (Two videos, 33 minutes total) © 2000

Cambridge Career Center

- CD-ROM (Windows and Macintosh)
- Preview clip online at www.filmsmediagroup.com
- Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.
- Order #: 32736

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored Dictionary of Occupational Titles) — America's primary source of career information. © 2004

The Complete Career Clusters

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to all applicable standards
- Order #: 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. Correlates to all applicable standards. A Cambridge Educational Production. The 16-part series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance.* (16-24 minutes each) © 2007

Career Clusters Poster Set

- Sixteen 17" x 22" posters
- Correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee
- Order #: 36989

Set includes: Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business, Management & Administration; Architecture & Construction; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Government & Public Administration; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. © 2003

Finance

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Viewable/printable instructor's guide online
- Recommended by *Educational Media Reviews Online* and *School Library Journal*
- Order #: 34901

Money, they say, makes the world go around. But who keeps all those daily transactions moving, and how do they do it? Let a group of finance pros do the explaining with this program on the Finance Career Cluster! As your students watch, they'll discover that wealth management specialists, accountants, bank managers, and stockbrokers are all linked by one common thread: the management of assets. Lifelong learning is stressed as these finance professionals share their knowledge about their areas of expertise. A Cambridge Educational Production. (19 minutes) © 2007

Career Options for Women: Finance and Investment

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Order #: 37679

Students can profit from the insight of women who have succeeded in the financial industry. This program profiles Charlotte Faulkner, a stockbroker who works closely with investment clients; Karen McMeekin, a market supervisor for the Montreal Exchange; and Josee St. Hilaire, a micro-finance advisor who helps provide capital to tiny start-up companies in developing countries. Interviews with co-workers and supervisors help to create well-rounded descriptions of each job. (24 minutes) © 2006

Government & Public Administration

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Viewable/printable instructor's guide online
- Recommended by *Educational Media Reviews Online* and *School Library Journal*
- Order #: 34899

In this program, a city manager, a community relations manager, a police officer, and a park ranger/director of parks, recreation, and forestry answer a barrage of questions designed to help your students understand the ins and outs of these occupations as they learn what it's like to live "a day in the life." A Cambridge Educational Production. (23 minutes) © 2007

Spotlight on Careers in Entrepreneurship

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Viewable/printable instructor's guide online
- Recommended by *Educational Media Reviews Online* and *Booklist*
- Order #: 36918

Since its founding, Paul Orfalea's Kinko's empire has grown to more than 1,500 stores and 23,000 employees worldwide. And Pleasant Rowland's American Girl dolls, second only to Barbie in U.S. sales, made her \$700 million when she sold her company to Mattel. How did these incredible entrepreneurs do it? Section one of this program profiles Orfalea, who talks about overcoming dyslexia while growing up and his business philosophy, which is based on his freethinking, creative style. In section two, Rowland describes her motivation in creating the American Girls and how her special approach to marketing and distribution has helped make them so popular. (20 minutes) © 2007

Spotlight on Careers in Fitness and Sports

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Viewable/printable instructor's guide online
- Recommended by *Educational Media Reviews Online* and *Booklist*
- Order #: 36920

Cindy Sites was a ballet dancer; Ray Anderson played football and baseball in college. Section one of this program focuses on Sites' success as owner of Go Figure Fitness, a small chain of studios where she and her staff teach her Figure Method — a combination of Pilates, yoga, and classical ballet technique. Section two tracks the career of Anderson from Stanford University and Harvard Law School, to sports agent to the likes of the Colts' Tony Dungy and the Cardinals' Dennis Green, to Executive Vice President of the Atlanta Falcons, to Vice President of NFL Operations. (17 minutes) © 2007