



Instructor's Guide

Top Careers in Two Years

RETAIL, MARKETING, AND SALES

Introduction

This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Retail, Marketing, and Sales*. 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 retail, marketing, and sales.
- Describe the particular personal skills, talents, and interests that are the keys to success in various retail, marketing, and sales jobs.
- Describe what a typical work week encompasses for the various jobs in the fields of retail, marketing, and sales.
- List the duties, functions, and responsibilities of various jobs in retail, marketing, and sales.
- 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 this 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 Education's Retail / Wholesale Sales and Service 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.

Career Clusters from the U.S. Department of Education

Jobs in the retail/wholesale sales and service career cluster involve planning, managing, and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.

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

The U.S. Department of Labor predicts that the retail industry will be among those with the largest projected job growth over the next ten years. This program presents the top selling points for careers in retail, marketing, and sales. Three professionals detail their management careers in retail, merchandising, and distribution; then, a promotions manager, a marketing manager, and a public relations specialist highlight key points of their individual marketing careers; finally, a real estate agent, an advertising sales agent, and an e-commerce specialist underscore the unique aspects of their day-to-day professions in sales.

Main Topics

Topic 1: Introduction

The program opens with some probing questions that could lead viewers into pursuing careers in retail, marketing, and sales.

Topic 2: Top Careers in Retail

From the importance of customer service to the value of business management courses and internships, three retail managers reveal how they achieved successful careers in two years.

Topic 3: Top Careers in Marketing

A promotions manager, a marketing manager, and a public relations specialist explain how they turned creativity, cleverness, and communication skills into marketing careers.

Topic 4: Top Careers in Sales

The program concludes by highlighting three careers in the fast-paced, high-energy sales industry.

Fast Facts

- Inventory shrinkage—a combination of employee theft, shoplifting, vendor fraud, and administrative error—cost U.S. retailers over \$31 billion in 2007, according to the latest National Retail Security Survey report on retail theft, which analyzed theft incidents from 118 of the largest retail chains.
- Jupiter Island, Florida, was named the most expensive neighborhood in America in 2003, with a median home price of \$5.6 million. Aspen, Colorado, came in second with an average cost of \$2.6 million per home.
- The highest advertising rate for a television series averaged \$2 million for a 30-second spot during the 2004 hour-long final episode of *Friends*.

- The Queen of England knighted former IBM boss Lou Gerstner in 2001 for his services to e-commerce and education.
- Spending ten minutes in every store in the Mall of America would take a shopper more than 85 hours.
- A typical Wal-Mart distribution center spans more than one million square feet, or the equivalent of 10 Wal-Mart retail stores, and is equipped with 250 dock doors to serve the Wal-Mart fleet of trucks.
- Children have become one of the fastest-growing targets of marketing efforts. According to Consumeraffairs.com, the average child today is exposed to an estimated 40,000 television commercials per year, or more than 100 every day.
- In a great PR coup, all three major U.S. television networks (Fox didn't exist back then) carried the opening ceremonies of McDonald's first Moscow restaurant in 1990.
- Some celebrities insure parts of their body because that's what earns them money. Keith Richards, guitarist for the Rolling Stones, insured his hands, and Dolly Parton insured her breasts. The iconic actress and singer Marlene Dietrich insured her voice for \$1 million.

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.

distribution: The system of dispersing goods throughout a community; the delivery or giving out of an item or items to the intended recipients; also, the marketing, transporting, merchandising, and selling of any item.

e-commerce: Commerce that is transacted electronically, as over the Internet.

giveaway: Something that is given away, especially as a gift or premium as part of a sales effort.

incentive: Something that tends to incite to action, as a reward offered for buying a specific retail item.

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.

marketing: The total of activities involved in the transfer of goods from the producer or seller to the consumer or buyer, including advertising, shipping, storing, and selling.

media advisory: A one-page notice to alert local media about an upcoming program or event.

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

press release: A written announcement that seeks to draw media attention to a specific event or product launch.

promotional campaign: A series of advertisement messages that share a single idea and campaign theme, which appear in different media across a specific time frame.

promotion: Advertising; publicity.

public relations: The actions of a corporation, store, government, individual, etc., in promoting goodwill between itself and the public, the community, employees, customers, etc.

retail: The sale of goods to consumers, usually in small quantities (as opposed to wholesale).

turnover: The rate at which items are sold, especially with reference to the depletion of stock and replacement of inventory.

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.

wholesale: The sale of goods in quantity to retailers for resale.

Pre-Program Discussion Questions

1. Is there overlap within the fields of retail, marketing, and sales? How so? What is unique about each field?
2. Name some careers in each area. Which area offers the most diverse range of career possibilities? Why is that so?
3. How important are communication skills and customer service to achieving success in a career in this cluster? Talk about some experiences—both negative and positive—that you have had with professionals in these three areas, and explain how they affected your buying decisions. What did the professionals do right or wrong?
4. How has the advent of the Internet changed the availability of careers in this cluster?
5. Do you think there will be more or fewer opportunities in retail, marketing, and sales in the next five years? What factors impact your opinion?

Post-Program Discussion Questions

1. In what ways can a two-year degree or program help jumpstart a career in retail, marketing, or sales? What kinds of courses would be good to take?
2. Why are internships vital to obtaining a job in these industries? Explain what a typical internship would entail for each of the three fields.
3. Which careers tend to have regular 9 to 5 hours? More shiftwork? More overtime? Why?
4. What could be vital keys to success in retail? What personality traits do you think are most important, and why?
5. How have the three fields in this cluster changed in the past five years? Ten years? Fifty years? One hundred years? How could they change in the immediate future? In 100 years?

Individual Student Projects

- Consider your strengths, weaknesses, and interests and list them all in a grid. For which specific profession(s) in this career cluster would each characteristic be ideal? Which professions would be a poor match for the characteristic, and why? Be specific with detailed examples of each characteristic, presenting 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. Would obtaining an internship help you land your dream job? Explain the ways in which you think it would help and what you think you would learn while on-the-job as an intern.
- Could you be sold on a career in this cluster? Choose a professional in one of the three industries and shadow him or her for the day to gain insight into his or her job responsibilities. Then interview the person to understand the full picture, including how the person got started in the field (and advanced in it, if applicable), what particular skills or talents were most essential to be effective in the job, what education the individual had or wished s/he had, and any interesting facts or stories about the job itself. Profile the professional in a video interview or multimedia presentation for your class.

Group Activities

- Ask the class to conceive of a company name and product. Then, divide the class into three groups, assigning each group a "department" for one of the three areas in the cluster. Have a kickoff meeting to discuss the project, ask questions, and make suggestions for how the three departments can best work together as a cohesive unit with a mutual end goal. Then, ask each group to create a roadmap to success and develop milestones for its department, presenting the roadmap at the next staff meeting. After tweaking the teams' milestones and timelines to work well with those of the other groups, ask the class to create a master plan and schedule for the company.
- Create a wide variety of predicaments in which students might find themselves while working in retail, marketing, and sales. Take turns coming up with problems and possible scenarios, and acting out how to deal with the issues in the best possible manner. Ensure that situations with customers, contractors, and corporate are all represented. Then, as a class, discuss key points, highlight good approaches, and critique methods that could possibly be improved.
- Choose objects and take turns trying to sell them to the class. Then, as a class, discuss which sales pitches were most effective and why.

Internet Activities

- How does weather or the change of seasons affect the job outlook in each of the three areas in this cluster? Write a paper on your findings, citing specific examples and data found online.
- Does location play a role in obtaining a successful career in retail, marketing, or sales? Does it make more of a difference now than 100 years ago? Why or why not? Support your thesis with specific examples and data from the Internet or library.
- Which companies are doing a great job marketing and selling their products or services over the Internet? Which companies are not so effective, and why? Create a multimedia presentation that includes relevant photos, screenshots, graphics, audio, and/or video to support your opinion, and present it to the class.

Assessment Questions

- Q1.** True or False: According to the U.S. Bureau of Labor Statistics, retail is the second-largest industry.
- Q2.** Which of the following are possible job responsibilities of a retail manager? (Select all that apply.)
- a) Waiting on customers
 - b) Managing people
 - c) Placing orders
 - d) Accepting deliveries
 - e) Keeping track of inventory
- Q3.** True or False: A merchandise manager is responsible for the flow of goods into and out of a building.
- Q4.** According to professionals interviewed in the program, for which of the following careers would an internship be a helpful starting point? (Select all that apply.)
- a) Marketing Manager
 - b) Merchandise Manager
 - c) Promotions Manager
 - d) Public Relations Specialist
- Q5.** True or False: A career as an e-commerce specialist would be considered a “brick and mortar” profession.
- Q6.** Name two classes that are recommended in the program that would help prepare an individual for a career as a retail sales manager.
- Q7.** True or False: A promotions manager typically has a consistent 9 to 5 work schedule.

Q8. Match each characteristic with the career for which it would be terribly *unsuited*. (Select the best answer.)

If I...

- a) am not very organized or detail-oriented
- b) am not technologically savvy
- c) am a terrible writer
- d) am completely annoyed by complainers and tend to snap at them
- e) do not enjoy cold-calling

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

- 1) advertising sales agent.
- 2) distribution manager.
- 3) e-commerce specialist.
- 4) marketing manager.
- 5) retail manager.

Q9. Which of the following would be most responsible for determining where a product would be placed in a store, seasonally?

- a) Marketing manager
- b) Merchandise manager
- c) Promotions manager
- d) Public relations specialist

Q10. A marketing professional who seeks to alert local media about an upcoming program or event, would write which of the following? (Select all that apply.)

- a) Company history
- b) Media advisory
- c) Press release
- d) Stock quote

Assessment Questions Answer Key

Q1. True or False: According to the U.S. Bureau of Labor Statistics, retail is the second-largest industry.

A1. *This statement is true.*

Q2. Which of the following are possible job responsibilities of a retail manager? (Select all that apply.)

- a) Waiting on customers
- b) Managing people
- c) Placing orders
- d) Accepting deliveries
- e) Keeping track of inventory

A2. *All of these are possible job responsibilities of a retail manager.*

Q3. True or False: A merchandise manager is responsible for the flow of goods into and out of a building.

A3. *This statement is false. This is the responsibility of a distribution manager.*

Q4. According to professionals interviewed in the program, for which of the following careers would an internship be a helpful starting point? (Select all that apply.)

- a) Marketing Manager
- b) Merchandise Manager
- c) Promotions Manager
- d) Public Relations Specialist

A4. *All of these are correct answers.*

Q5. True or False: A career as an e-commerce specialist would be considered a "brick and mortar" profession.

A5. *This statement is false.*

Q6. Name two classes that are recommended in the program that would help prepare an individual for a career as a retail sales manager.

A6. *The correct answer is taking courses in Business Management and Retail Management.*

Q7. True or False: A promotions manager typically has a consistent 9 to 5 work schedule.

A7. *This statement is false. Although a promotions manager typically works 9 to 5, he or she usually must also do additional work outside of those hours for events such as promotions or concerts.*

Q8. Match each characteristic with the career for which it would be terribly *unsuited*. (Select the best answer.)

If I...

- a) am not very organized or detail-oriented
- b) am not technologically savvy
- c) am a terrible writer
- d) am completely annoyed by complainers and tend to snap at them
- e) do not enjoy cold-calling

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

- 1) advertising sales agent.
- 2) distribution manager.
- 3) e-commerce specialist.
- 4) marketing manager.
- 5) retail manager.

A8. *The correct answers are: 1e; 2a; 3b; 4c; 5d.*

Q9. Which of the following would be most responsible for determining where a product would be placed in a store, seasonally?

- a) Marketing manager
- b) Merchandise manager
- c) Promotions manager
- d) Public relations specialist

A9. *The correct answer is b.*

Q10. A marketing professional who seeks to alert local media about an upcoming program or event, would write which of the following? (Select all that apply.)

- a) Company history
- b) Media advisory
- c) Press release
- d) Stock quote

A10. *The correct answers are b and c.*

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

Retail Sales Manager

- www.nrf.com/retailcareers: The National Retail Federation
- www.retail-leaders.org: Retail Industry Leaders Association
- www.prsm.com: Professional Retail Store Maintenance Association
- www.retailchoice.com: Retailchoice.com

Real Estate Agent / Broker

- www.irem.org: Institute of Real Estate Management
- www.realtor.org: National Association of Realtors®
- www.realtytimes.org: RealtyTimes® – Real Estate News and Advice

Advertising Sales Agent

- www.aaf.org: American Advertising Federation
- www.naa.org: Newspaper Association of America

E-Commerce Specialist

- www.internet.com: Internet.com®—The Network for Technology Professionals
- www.thestandard.com: The Industry Standard
- www.wecai.org: Women's ECommerce Association, International™
- www.ebusinessassociation.org: eBusiness Association

Merchandise Manager

- www.nagmr.com: National Association General Merchandise Representatives
- www.shop.org: Shop.org—eCommerce Industry Information

Distribution Manager

- www.cscmp.org: Council of Supply Chain Management Professionals
- www.supply-chain.org: Supply-Chain Council
- www.stanford.edu/group/scforum: The Stanford Global Supply Chain Management Forum

Promotions Manager

- www.smei.org: Sales and Marketing Executives International
- www.businessschools.com: Businessschools.com
- www.hsmi.org: Hospitality Sales and Marketing Association International

Marketing Manager

- www.marketingpower.com: American Marketing Association
- www.marketing.org: Business Marketing Association

Public Relations Specialist

- www.prssa.org: Public Relations Student Society of America
- www.iabc.com: The International Association of Business Communicators
- www.prfirms.org: Council of Public Relations Firms

Insurance Agent

- www.iii.org: Insurance Information Institute
- www.rims.org: Risk and Insurance Management Society, Inc.®
- www.propertyandcasualty.com: Property and Casualty.com
- www.naiw.org: The Association of Insurance Professionals

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

Career Options for Women: E-Commerce

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Order #: 37665

This program features profiles of three women who have forged successful careers in e-commerce: Kerry Sizer, a programmer who has helped shape her company's online business model; Sheila Zoghaib, a webmaster who administers multimedia learning websites; and Barbara-Judith Caron, a web consultant tasked with staying on top of trends and tastes in website design. Additional information from co-workers and supervisors supplements each job profile. (24 minutes) © 2006

Spotlight on Careers in Housing and Real Estate

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to all applicable National and State Educational Standards
- Recommended by *Educational Media Reviews Online* and *Booklist*
- Order #: 36916

Before he opened his own construction company, Ted Herz worked in the chemical industry. And Arnold Penner, head of his own multimillion-dollar real estate development/investment business in New York City, started out as a car salesman. In section one of this program, Herz discusses his frustrations in the corporate world, how he turned his home remodeling hobby into a full-fledged career, and the kinds of things that have to be considered when dealing with so many projects and clients. In section two, Penner talks about the appeal of real estate and how hard work has paid off for him as he tours viewers through several of his NYC properties. (18 minutes) © 2007

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