



Instructor's Guide

Top Careers in Two Years

HOSPITALITY, HUMAN SERVICES, AND TOURISM

Introduction

This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Hospitality, Human Services, and Tourism*. 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 Hospitality, Human Services, and Tourism.
- 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 Hospitality, Human Services, and Tourism.
- List the duties, functions, and responsibilities of various jobs in Hospitality, Human Services, and Tourism.
- 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 Hospitality, Human Services, and Tourism.

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 Hospitality & Tourism, and Human Services Career Clusters. 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 field of Hospitality & Tourism encompass the management, marketing, and operations of restaurants and other foodservices, lodging, attractions, recreation events, and travel related services. Jobs in the field of Human Services prepare individuals for employment in career pathways that relate to families and human needs.

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 work-world 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; using accurate information during career planning; mastering academic, occupational, and general employability skills to obtain, create, maintain, and / or advance in employment.

Program Overview

The United States has long been a “service nation” because Americans at every stage of life are willing to pay a premium for good service. In this program, members of the hospitality, human services, and tourism groups — a chef and a caterer; a massage therapist and a retirement home manager; and a hotel manager and an event planner — describe what their professions are like.

Main Topics

Topic 1: Introduction

The program opens with some reasons why the description “service nation” is so applicable to the U.S., and why careers in hospitality, human services, and tourism are blossoming as a result.

Topic 2: Top Careers in Hospitality

In this topic, viewers see how “being able to take the heat” takes on new meaning in the hospitality industry as experienced by a chef and a caterer.

Topic 3: Top Careers in Human Services

The program continues with an industry that is experiencing tremendous growth — that of human services. A massage therapist and a retirement home manager provide insight into their careers.

Topic 3: Top Careers in Tourism

To wrap up the program, a hotel manager and an event planner explain their day-to-day responsibilities and reveal how they have prepared for success in the tourism field.

Fast Facts

- Many chefs are late bloomers. Julia Child didn’t start cooking until she was 32 years old. “Up until then,” she famously declared, “I just ate.”
- Nowadays, catered events often involve humor and theatrics. The catering company Mood Food created “walking crudités” for an MTV party. They had a waiter carry a dip bowl and wear a jacket studded with vegetables on short metal skewers.
- In 1951, Hilton became the first hotel chain to install television sets in all guestrooms.
- Careers in human services include such diverse professions as wedding consultant, massage therapist, consumer advocate, preschool teacher, and home care aide.

- Western massage began in 480 B.C.E. when Hippocrates changed the ancient shamanic tradition of rubbing the massaged muscles downwards and outwards to one of rubbing up and toward the stomach and gut. Since then, both styles have been incorporated into what is now known as Swedish massage.
- The U.S. Centers for Disease Control and Prevention projects that the population older than 65 years will double from 2007 through 2030. In some states nearly a quarter of residents will be elderly — hence a growing need for home health aides!
- By 2040, the top outdoor recreation activities on public lands will be biking, swimming, pleasure driving, walking, hiking, sightseeing, observing wildlife, picnicking, family gathering, photography, visiting historic sites, and camping, according to the U.S. Forest Services.
- Shopping is the most popular vacation activity in the United States, and is included in 30 percent of all domestic trips. According to the Travel Industry Association of America, travelers spend an average of \$19,000 a second, or \$1.6 billion a day, while traveling in the United States.
- Ye Olde Trip to Jerusalem is reputed to be one of the oldest existing pubs in the Western hemisphere. Located in Nottingham, England, the pub's painted sign states that it was established in 1189 A.D.
- In 2006, several Finnish party planners organized the largest karaoke party in the world in Helsinki, with over 80,000 people in attendance.

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.

baby boomer: A term used to describe a person who was born during the Post-World War II baby boom between 1946 and 1964.

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.

community college: A two-year traditional school, offering programs leading to the associate degree and, typically, many noncredit courses in arts, crafts, and vocational fields for community members not seeking a degree. Also called junior college.

culinary school: An institution devoted to education in the art and science of food preparation.

executive chef: Also known as the head chef, this is the person who creates specials, orders food staples, and works as the general manager of the kitchen in a restaurant or food establishment.

Generation X: The generation following the baby boomers (especially Americans and Canadians born in the 1960s and 1970s).

Generation Y: Sometimes referred to as the "Echo Boomers," this refers to the generation of people born between the late 1970s and 1995.

Generation Z: The generation of people (typically, the offspring of Generation X-ers) born in the late 90s and around the turn of the century.

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.

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

multitasking: The simultaneous execution of multiple tasks.

sous chef: The chef underneath the head chef in the chef's hierarchy.

United States Department of Labor (US DOL): A Cabinet department of the U.S. 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.

Pre-Program Discussion Questions

1. What similarities can you list between the fields of hospitality, human services, and tourism? What sets each field apart from the other two?
2. Where do you think the food industry (part of the Hospitality career cluster) ranks on the list of the nation's largest employers?
3. Besides cooking, what other responsibilities do you think a chef has while on the job?
4. Do you believe the fields of hospitality, human services, and tourism will experience growth in the next few years? What determining factors will have the most impact on their success or decline?
5. For which industries (and careers) do you think an internship would be most beneficial?

Post-Program Discussion Questions

1. What preparation would be good to have as a foundation for a career in catering?
2. What can you do to gain experience for a career as a retirement home manager?
3. What kind of education would be typical for an individual interested in pursuing a career as a hotel manager?
4. Which careers do you think have a 9-5 schedule? Which fluctuate more from week to week? Why?
5. For which careers is time management key? For which careers would being a people-person be of the utmost importance?

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.
- You have just been hired as an event planner, and two events must occur on the same day at the same time in your hotel. Outline all the areas of responsibility and activities, and then detail in a paper or presentation how you would coordinate them all to run smoothly and keep everyone happy.
- Think about an experience you have had with someone in one of the three industries. Did you experience a problem? How was it handled? Write a paper that explains what happened, what was handled well by the professional, and what you would have done to improve the outcome if you had been in his or her shoes.

Group Activities

- Divide the class into small groups, asking each group to discuss possible scenarios in which the professional is put "under fire" and s/he must handle the situation appropriately. 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 personality traits are crucial in each situation?

- Where does a chef fit in the hierarchy of the kitchen food chain? Divide the class into small groups, and ask each group to research the topic, and then create a poster that depicts the hierarchy, specifying the roles and responsibilities of each career.
- As a class, create and staff a resort. Divide the class into three groups and assign each group one of the fields of hospitality, human services, or tourism. Ask each group to staff its department and specify roles, duties, and daily activities. Then, as a class, discuss the ways in which the three groups would work together to ensure a 5-star rating from the resort's customers.

Internet Activities

- Research either salary ranges or what the best schools are for five careers in each of the three areas discussed in this program — hospitality, human services, and tourism. Then, create a well-organized spreadsheet of your findings.
- How have the three areas discussed in this program changed over the past century? Gather evidence from the Internet and/or library that provide historical perspective, and then write a paper on the subject. Be sure to add your ideas about how these three fields will change in the immediate and distant future, and detail which factors will cause those changes.
- What effects do Generations X, Y, and Z have on careers in hospitality, human services, and tourism? Create a presentation with photos, media, etc., from the Internet and magazines that serve as relevant examples.

Assessment Questions

- Q1.** True or False? There is not much fluctuation in work schedules when working as a caterer.
- Q2.** According to the program, which of the following is something the catering manager recommends to prepare an individual to become a caterer? (Select all that apply.)
- a) Attend a culinary school
 - b) Become an intern
 - c) Do yoga to handle stress
 - d) Go to a community college that offers a culinary program
 - e) Go to a community college that offers a hospitality program
 - f) Go to restaurants
- Q3.** According to the program, which of the following is something a massage therapist does on the job? (Select all that apply.)
- a) Understand the patient's medical history
 - b) Assess a patient's needs
 - c) Understand what areas need attention
 - d) Understand what areas should be avoided
 - e) Make the patient feel at ease
- Q4.** What are typical settings in which a massage therapist might work? (Select all that apply.)
- a) In one's own home
 - b) At a client's home
 - c) At a chiropractic office
 - d) In a music hall
 - e) In a spa
 - f) In a gym
- Q5.** True or False? In the program, the massage therapist advises getting a lot of massages.
- Q6.** Name five of the eight responsibilities the retirement home manager in the program mentions are part of a typical week.

- Q7.** According to the program, what field should a person be interested in pursuing to land a job as a retirement home manager? (Select all that apply.)
- a) Behavioral sciences
 - b) Culinary field
 - c) Medical field
 - d) Social services
 - e) Psychiatric Care
 - f) Psychology
- Q8.** According to the program, it is the job of the hotel manager to concentrate on which of the following? (Select all that apply.)
- a) Associate satisfaction
 - b) Guest satisfaction
 - c) Profit and sales
- Q9.** According to the program, about what percentage of hotel managers come from the ranks of hourly employees?
- a) 10%
 - b) 30%
 - c) 50%
- Q10.** According to the program, which of the following is something an event planner does on the job? (Select all that apply.)
- a) Book a location
 - b) Manage multiple events
 - c) Plan the food and/or drink menu
 - d) Plan audio-visual elements
 - e) Schedule parking
 - f) Write proposals

Assessment Questions Answer Key

Q1. True or False? There is not much fluctuation in work schedules when working as a caterer.

A1. *This statement is false.*

Q2. According to the program, which of the following is something the catering manager recommends to prepare an individual to become a caterer? (Select all that apply.)

- a) Attend a culinary school
- b) Become an intern
- c) Do yoga to handle stress
- d) Go to a community college that offers a culinary program
- e) Go to a community college that offers a hospitality program
- f) Go to restaurants

A2. *The correct answers are: a, b, d, e, and f.*

Q3. According to the program, which of the following is something a massage therapist does on the job? (Select all that apply.)

- a) Understand the patient's medical history
- b) Assess a patient's needs
- c) Understand what areas need attention
- d) Understand what areas should be avoided
- e) Make the patient feel at ease

A3. *All of these are correct answers.*

Q4. What are typical settings in which a massage therapist might work? (Select all that apply.)

- a) In one's own home
- b) At a client's home
- c) At a chiropractic office
- d) In a music hall
- e) In a spa
- f) In a gym

A4. *The correct answers are: a, b, c, e, and f.*

Q5. True or False? In the program, the massage therapist advises getting a lot of massages.

A5. *This statement is true. The therapist recommends receiving massages to ensure one focuses on self-care, to keep one's body in good shape, and to help keep in touch with the value it has and any new techniques that could be adopted.*

- Q6.** Name five of the eight responsibilities the retirement home manager in the program mentions are part of a typical week.
- A6.** *The eight responsibilities mentioned are: managing the budget, managing individual accounts, creating staff schedules, developing rec programs, developing menus, arranging daily activities, scheduling medical appointments, and scheduling transportation.*
- Q7.** According to the program, what field should a person be interested in pursuing to land a job as a retirement home manager? (Select all that apply.)
- a) Behavioral sciences
 - b) Culinary field
 - c) Medical field
 - d) Social services
 - e) Psychiatric Care
 - f) Psychology
- A7.** *The correct answers are: a, c, d, e, and f.*
- Q8.** According to the program, it is the job of the hotel manager to concentrate on which of the following? (Select all that apply.)
- a) Associate satisfaction
 - b) Guest satisfaction
 - c) Profit and sales
- A8.** *The correct answers are: a, b, and c.*
- Q9.** According to the program, about what percentage of hotel managers come from the ranks of hourly employees?
- a) 10%
 - b) 30%
 - c) 50%
- A9.** *The correct answer is c.*
- Q10.** According to the program, which of the following is something an event planner does on the job? (Select all that apply.)
- a) Book a location
 - b) Manage multiple events
 - c) Plan the food and/or drink menu
 - d) Plan audio-visual elements
 - e) Schedule parking
 - f) Write proposals
- A10.** *All of these are correct answers.*

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

Chef

- www.nraef.org: National Restaurant Association Educational Foundation
- www.starchefs.com: StarChefs
- www.cookingschools.com: Directory of cooking and culinary schools

Caterer

- www.catersource.com: Catersource
- www.icacater.org: International Caterers Association
- www.itcanet.com: International Travel Catering Association

Hotel Manager

- www.ahla.com: American Hotel & Lodging Association
- www.ahlef.org: American Hotel & Lodging Educational Foundation
- www.hcareers.com: Hospitality Career Opportunities

Massage Therapist

- www.amtamassage.org: American Massage Therapy Association
- www.comta.org: Commission on Massage Therapy Accreditation

Recreation Worker

- www.nps.gov: National Park Service
- www.funoutdoors.com: American Recreation Coalition
- www.nrpa.org: National Recreational and Park Association

Travel Agent

- www.astanet.com: American Society of Travel Agents Education Department
- www.tia.org: U.S. Travel Association

Food and Beverage Manager

- www.foodservice.com: Food Service
- www.ei-ahla.org: American Hotel and Lodging Educational Institute
- www.chrie.org: The International Council on Hotel, Restaurant, and Institutional Education

Retirement Home Manager

- www.aghe.org: Association for Gerontology in Higher Education
- www.nahcacaes.org: National Association of Health Care Assistants
- www.socialworkers.org: National Association of Social Workers

Event Planner

- www.conventionindustry.org: Convention Industry Council
- www.hsmi.org: Hospitality Sales and Marketing Association International
- www.mpiweb.org: Meeting Professionals International

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

Behind the Scenes — Hospitality/Hotels

- DVD/VHS
- Preview clip online
- Order #: 17683

What happens behind the scenes at a major hotel, from the moment you enter the lobby until check-out time? This video takes an up-close look at the variety of people it takes to make a person's stay away from home comfortable and pleasant in every way. Beginning with the doorman and bellhop, moving on to the check-in desk, peeking into the storage closets where all the linens are stored, and even getting inside the business offices, we will see that there are lots of job possibilities in the fast-growing hospitality business. (21 minutes) © 2001

Restaurant Orientation

- DVD/VHS
- Closed captioned
- Preview clip online
- Order #: 36504

Filmed onsite at a variety of popular Philadelphia eating places, this program does an excellent job of giving viewers an overall sense of what it's like to work in the restaurant industry. Composed of a kaleidoscope of fast-paced, highly informative sound bites, Restaurant Orientation communicates the restaurant experience through the people who know it best: waiters, bartenders, managers, owners, hosts, busboys, dishwashers, and cooks and chefs of every type. Comments run the gamut: pay, hours, employee skill sets, career paths, motivations for working in the business — the upside and the downside, as viewed from the inside. A Meridian Education Production. (14 minutes) © 2006

Spotlight on Careers in Travel and Hospitality

- DVD/VHS
- Closed captioned
- Preview clip online
- Order #: 36913

One of Fortune's Most Admired Companies, jetBlue is dedicated to bringing humanity back to air travel. And HK Hotels, family-owned and -operated accommodations infused with charm and Old World service, has been featured in Condé Nast Traveler and Travel + Leisure. In section one of this program, Eric Brinker tells how he overcame severe dyslexia to become jetBlue's Director of Brand Management and Customer Experience, while in section two, Henry Kallan, President and owner of HK Hotels in New York City, recalls how he emigrated from the former Czechoslovakia at the age of 21 and got his humble start in the hotel industry as a busboy. A Meridian Education Production. (20 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