

Connecticut Career Resource Network UPDATE

Career Development and the Classroom: Achievement, Relevance, and Student Engagement

Too often, career development is separate from academics. This separation is to the detriment of both. Placing academics in a career context provides students with an answer to the question, *"Why is this subject important?"* Providing an academic context to career exploration enables students to think about careers in the light of their academic experiences, their academic strengths, and their academic interests.

In schools that connect career development to the classroom, students can experience internships that use the knowledge provided in the classroom. Students can engage in job shadowing that reveals the context of a job that interests them, in a 'real-world' setting. Within the classroom, students can use computerized career information systems to explore occupations that relate to the subject matter of the classroom. Through these and many other career-related experiences, students can test and refine their career interests and become more confident in their career exploration process.

Connecting academics with careers enlivens the classroom and places academics within a practical context.

A central goal of the career development process is to facilitate an informed and considered career decision, which is characterized by higher levels of educational attainment, higher income, better mental and physical health, and greater job satisfaction. Likewise, informed and considered career decisions are associated with lower levels of unemployment, work-related illnesses, job stress, and employment insecurity.

Teachers can connect their classroom to the career world by infusing career activities, incorporating representatives of business and industry to explain how the subject matter relates to their work, by providing learning exercises adapted from real-world applications, and through work-based learning experiences.

Through their career development experiences, students gain an appreciation of the value of education and the REAL positive consequences that derive from educational attainment.

Current estimates are that as many as 14 million workers need career counseling annually, and that one in six workers will change jobs in any given year. The work world that students will experience will demand new skills in career self-management. Students must prepare to respond effectively to a labor market characterized by volatility, global competition, contingent employment, and the need to continuously improve academic and work-related skills. The kinds of career self-management skills that students will need are developed through intentional career exploration, experiential learning, and reflection—in short, through career development experiences. Without these vital experiences, students have little foundation for managing their work lives.

*For more info on using the National Career Development Guidelines,
go to <http://www.acrna.net>.*

SAVE THE DATE!!

Connecticut Learns and Works Annual Conference

May 18, 2007

Water's Edge Resort and Spa, Westbrook, CT

Check the CL&W website early and often for all the latest
Conference news and registration info:

www.ctlearnsandworks.org

Connecticut Labor Market Information

Connecticut's nonfarm employment in August was 1,672,300, a decrease of 300 jobs from the revised July figures. "While revised figures for June and July showed a combined job gain of 3,700, we experienced a slight dip in employment of 300 in August," said State Labor Economist John Tirinzonie. "However, Connecticut's rate of job loss in this sector over the last two years falls well below most states in the Northeast, with only Vermont having a lower rate of decline. Overall, the State's average employment for the first eight months of this year continues to run nearly 10,000 higher than the same period last year," he added.

Connecticut Labor Market Information is available
online at: www.ctdol.state.ct.us/lmi

Scholarships for student newshounds

*OOO Summer 2006—Hot off the press: You can
win money for college by working for
your high school newspaper.*

Each year, the Quill and Scroll Society, an international honorary society for high school journalists, recognizes exemplary journalistic efforts with its International Writing and Photo contest. Any high school student can enter, and winners receive a Gold Key award. Winning seniors are also eligible to apply for \$500 and \$1,500 Edward J. Nell Memorial Scholarships in Journalism.

To qualify, entries must have been recently published in a school or professional newspaper. The contest consists of 12 divisions, including news stories, in-depth reports, sports coverage, and editorial cartoons. Each school is limited to four entries per division. The fee is \$2 per entry, and applications are due in early February.

For more information, write to the Quill and Scroll Society, University of Iowa, School of Journalism and Mass Communication, 100 Adler Journalism Bldg., Room E346, Iowa City, Iowa 52242; call (319) 335-3457; or visit their website at: www.uiowa.edu/~quill-sc/contests/2001InterWritPhoto.html

Connecticut's Occupational Forecast: 2004 to 2014

Top Occupations Requiring Postsecondary Education by Growth: 2004-14

Occupational Title	Employment		Change 2004 - 2014		Total Annual Openings	Average Annual Salary	E&T Code*
	2004	2014	Net	%			
Registered Nurses	31,890	36,020	4,130	13.0%	1,081	\$63,303	6
Accountants and Auditors	20,520	23,370	2,850	13.9%	672	\$67,235	5
General and Operations Managers	19,480	21,970	2,490	12.8%	616	\$121,898	4
Computer Software Engineers, Applications	6,850	9,050	2,200	32.2%	288	\$81,949	5
Nursing Aides, Orderlies, and Attendants	24,410	26,560	2,150	8.8%	535	\$27,985	7
Computer Systems Analysts	9,600	11,350	1,750	18.3%	284	\$75,608	5
Securities, Commodities, & Financial Svcs Sales Agents	6,790	8,400	1,610	23.7%	238	\$133,337	5
Preschool Teachers, Except Special Education	6,830	8,420	1,590	23.4%	241	\$28,848	7
Automotive Service Technicians and Mechanics	10,470	11,990	1,520	14.5%	431	\$40,193	7
Hairdressers, Hairstylists, and Cosmetologists	10,750	12,160	1,410	13.1%	348	\$28,829	7
Network Systems and Data Communications Analysts	3,190	4,440	1,250	38.9%	162	\$68,572	5
Management Analysts	10,930	12,160	1,230	11.3%	273	\$80,152	4
Licensed Practical and Licensed Vocational Nurses	7,880	9,100	1,220	15.5%	294	\$50,283	7
Financial Managers	9,930	11,100	1,170	11.7%	259	\$110,701	4
Financial Analysts	5,960	7,050	1,090	18.1%	196	\$89,914	5
Computer Support Specialists	7,360	8,440	1,080	14.7%	199	\$50,661	6
Network and Computer Systems Administrators	4,250	5,310	1,060	25.0%	153	\$68,511	5
Computer Software Engineers, Systems Software	3,800	4,830	1,030	27.0%	140	\$84,972	5
Elementary School Teachers, Except Special Education	18,140	18,990	850	4.7%	486	\$57,165	5
Middle School Teachers, Exc. Special & Vocational Ed.	10,150	10,980	830	8.1%	306	\$57,594	5
Physical Therapists	3,120	3,920	800	25.6%	111	\$71,329	3
Secondary School Teachers, Exc. Special & Vocational Ed.	12,730	13,530	800	6.3%	438	\$58,207	5
Sales Managers	4,450	5,220	770	17.3%	159	\$115,281	4
Medical Secretaries	5,470	6,230	760	13.8%	180	\$33,771	7
Dental Hygienists	3,120	3,850	730	23.6%	100	\$62,772	6
Rehabilitation Counselors	4,080	4,790	710	17.5%	165	\$36,711	3
Paralegals and Legal Assistants	4,620	5,300	680	14.6%	104	\$47,934	6
Fitness Trainers and Aerobics Instructors	3,950	4,620	670	17.1%	158	\$45,430	7
Computer and Information Systems Managers	4,520	5,170	650	14.5%	148	\$109,825	4
Personal Financial Advisors	2,520	3,160	640	25.6%	97	\$88,774	5
Database Administrators	1,870	2,450	580	30.9%	77	\$75,312	5
Employment, Recruitment, and Placement Specialists	2,810	3,380	570	20.4%	100	\$58,928	5
Loan Officers	3,340	3,900	560	16.8%	110	\$80,519	5
Market Research Analysts	3,280	3,840	560	17.0%	141	\$74,321	5
Child, Family, and School Social Workers	5,000	5,560	560	11.1%	141	\$53,673	5
Lawyers	10,780	11,330	550	5.1%	193	\$113,534	1
Mental Health and Substance Abuse Social Workers	2,490	3,010	520	21.1%	95	\$44,983	3
Radiologic Technologists and Technicians	2,910	3,430	520	18.1%	107	\$53,111	6
Social and Community Service Managers	2,640	3,150	510	19.6%	102	\$57,890	5

Source: Connecticut Department of Labor, Office of Research

***Education & Training Codes:**

- 1 - First professional degree
- 2 - Doctoral degree
- 3 - Master's degree

- 4 - Work experience plus bachelor's or higher degree
- 5 - Bachelor's degree
- 6 - Associate degree
- 7 - Postsecondary vocational training

Statewide detailed occupational tables are available online at: www.ctdol.state.ct.us/lmi

Want more information? Check out 'Connecticut's Industries and Occupations: Forecast 2014' online at <http://www.ctdol.state.ct.us/lmi/misc/forecast2014.pdf>

CCRN Grab Bag

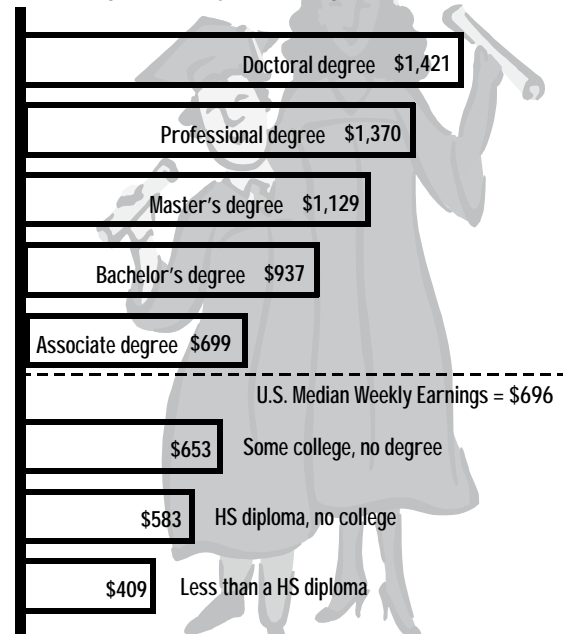
EDUCATION AND INCOME: MORE LEARNING IS KEY TO HIGHER EARNINGS

OOQ Fall 2006—Here's a finding you can bank on: The more education you get, the more money you are likely to earn. And usually, those extra earnings are more than pocket change.

Data from the U.S. Bureau of Labor Statistics show that median earnings increase at every level of education. In 2005, as the chart illustrates, people who finished high school earned almost \$75 more every week compared with those who dropped out. People who completed an associate degree program netted more than \$100 compared with High School graduates.

But diplomas and degrees aren't the only routes to higher paychecks. Apprenticeships and other types of long-term on-the-job training also tend to increase earnings. Many occupations that usually require long-term training—such as machinist and electrician—also have median earnings comparable with those of college graduates.

U.S. Median Weekly Earnings of Full-Time Wage-and-Salary Workers, ages 25 or older, 2005



Source: U.S. Bureau of Labor Statistics, OOQ (Fall 2006)

Career portfolios: Jobseekers show their competencies

OOQ Summer 2006—"Don't tell me—show me," say some employers. Employers want evidence of jobseekers' abilities. And for many jobseekers, the proof is in the portfolio.

A career portfolio highlights a person's major achievements and can include awards, letters of recommendation, and examples of work. Jobseekers present such materials to prospective employers, usually during a job interview. Teachers, writers, and photographers are some of the workers who have long promoted themselves with concrete examples of their products. But according to employment counselors, career portfolios can be useful to almost any jobseeker.

Part of a typical career portfolio includes standard jobseeker documents—such as résumé, transcripts, and letters of recommendation. What makes a portfolio different are work samples, such as reports, plans, photographs, and in-depth descriptions of the jobseeker's skills and experience. Making a portfolio is simply a matter of organizing everything and presenting it in an interesting way; for example, using graphs or headings to focus attention on particular items.

HOT OFF THE PRESS!!

The 2005-2006 edition of the CT Career Paths is now available!

Our friends from the CT Army National Guard are in the process of delivering them to schools and agencies statewide. Any questions, contact Carol Bridges at (860) 263-6258 or carolyn.bridges@ct.gov

Analyzing degree completion

OOQ Summer 2006—When discussing higher education, families and researchers often talk about access to schooling. But the real issue is completion of academic credentials, according to a February 2006 report released by the U.S. Dept. of Education's National Center for Education Statistics.

The report, "The Toolbox Revisited: Paths to Degree Completion from High School Through College," follows students to examine postsecondary attendance patterns. Among the report's findings:

- The longer students wait to enter postsecondary education, the less likely they are to finish a degree.
- Taking high school math classes beyond Algebra II significantly increases the chances of earning a degree, as does taking college-level math before the 3rd year of college.
- Having fewer than 20 credits by the end of the first calendar year of college enrollment is a serious threat to degree completion.
- Formal transfer to a 4-year college or university, either from another 4-year school or a community college, is positively associated with degree completion; wandering from one school to another (a behavior called "swirling") is not.
- Changing majors does not affect degree completion rates.

To order copies of the report, write to ED Pubs, Education Publication Center, U.S. Dept. of Ed., P.O. Box 1398, Jessup, MD 20794-1398; or visit online, www.ed.gov/pubs/edpubs.html.

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All of us might wish at times that we lived in a more tranquil world, but we don't. And if our times are difficult and perplexing, so are they challenging and filled with opportunity.

- Robert F. Kennedy

You're A What?

Norman Abrahams chants at breakneck speed, familiar words rolling off his lips: "Five dollars, give 10—\$10. Now \$15—now \$20. I've got \$20—now \$25. Give \$30—SOLD for \$30 to number 100, for \$30!"

Norman is an auctioneer ... his fast-paced oratory builds excitement, encourages bids, and lets him sell a large number of items in a short amount of time. How did he learn to speak, and sell, so quickly? Auctioneering school, says Norman, is what taught him the tongue-twisting tricks of the trade. Chanting—the method of speaking auctioneers use—requires clarity, speed, and rhythm. It's something most auctioneers learn through formal training.

A small number of schools throughout the country offer auctioneering programs. These programs typically last a few weeks to a few months. Students learn breathing and voice techniques and perform practice drills to increase their speed and precision. They might also study subjects such as ethics, public speaking, advertising, and auction law.

Apprenticeships are another way for auctioneers to hone their skills. By working with an experienced auctioneer, apprentices learn firsthand how the job is done. Formal education or experience isn't just helpful; in many cases, it's required. In most states, Auctioneers need to be licensed, which usually requires completing a State-approved training program or apprenticeship, having a high school diploma or GED, and passing a written exam and criminal background check. Auctioneers who sell land, houses, or other buildings anywhere in the U.S. must also have a valid real estate license.

After they're qualified for the job, some auctioneers take the title of Colonel. This practice dates back to the Civil War,



when only military colonels were allowed to auction off the spoils of war. Now, as then, almost anything can be sold at auction. Art, machinery and equipment, and livestock are just a few of the items traded this way. Some auctioneers specialize in one or more types of products; Norman's specialty is antiques and consignments.

Norman has been an auctioneer for 20 years, and he's learned a lot in the process. But he didn't always know he wanted auctioneering as a career. "I started off in farming," he says. "I went to local livestock auctions, and I became interested through that."

The U.S. Bureau of Labor Statistics does not collect earnings or employment data specifically on auctioneers. But according to the National Auctioneers Association, auctioneers' earnings vary considerably. Most are paid on commission. For example, they might take home 10 or 15 percent of the total proceeds from an auction. The Association also reports that many auctioneers work part-time. Norman works full-time, although his hours are fewer on days when there isn't an auction. He sometimes works on weekends, and evenings, when necessary.

A lot of what Norman and his colleagues do happens before the auction begins. "In our case," says Norman, "we go to

Auctioneer

people's houses and haul stuff in. We also set up the auction." Auctioneers are versatile in the work that they do. Some, like Norman, help to set-up and pick-up after the auction. Others might appraise or repair items, organize pieces by type or price and put them into 'lots' to be sold together, or create a catalog of what's for sale. Still others might do paperwork or process sales, but Norman says that many auction houses have office staff to perform those clerical tasks.

Advertising and marketing are usually a big part of an auctioneer's job. Identifying and attracting prospective buyers—and sellers—is critical for generating business. During an auction, Norman stands on a podium or raised platform, called an auction block, in front of a crowd of people. He rapidly describes the item or items for sale, and the bidding begins. As the bids come in from the crowd, Norman acknowledges each in turn, chanting all the while. Down bangs the gavel—indicating a winning bid—and up comes the next item for sale. When not on the auction block, Norman acts as a bid-spotter, or ringman. "When we work as ringmen, we're 'catching' the bids," he says. "If someone's interested in buying an item, we watch for them to give a signal." A signal might be a raised paddle or a nod. Then Norman brings the bid to the attention of the auctioneer working as the bid caller on the podium. Norman and a colleague take turns spotting and calling bids during the auction.

"It's a fun job," says Norman, adding that for him, meeting people is the most interesting part. But dealing with so many people also means being able to control a crowd. It's his job to curb excessive noise levels, while at the same time creating a fun and energetic atmosphere that draws people into the bidding. Besides, when Norman's on the block, auction goes need to pay attention. If they don't, what they want may be going, going, ...gone!