



Overview

The *Career & Life Explorer (CLE)* is designed to help young people think about their futures in positive ways. Unlike most career “tests” or interest inventories, the *CLE* does much more than ask questions that only lead to a career cluster or list of jobs. The *CLE* has been carefully designed to fully engage youths in planning their futures by asking them to explore aspects of their lives in a structured way, such as what their values are, what they do well, and what sort of work environment they prefer. It requires them to make decisions about one interest over another. It teaches them to think about their career and life options from multiple perspectives—and always with an eye to building a positive and successful future.

Young people often are uncertain about their career and life goals, so the *CLE* does not require them to make an artificial decision about their long-term career and life plan. Instead, it teaches them to define what they want and can do well and then discover possibilities that would be a good match. The *CLE* teaches young people to explore positive options, to stretch their goals, and to overcome barriers to those goals. It provides a starting place for exploring career and life alternatives, but it does not provide a final answer that can't be changed. It teaches young people how to think about themselves in the context of making good decisions for their career, learning, and life options.

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Which Grade Levels Can Use the *CLE*?

Educators and administrators should decide for themselves whether the *CLE* is appropriate for their students. It was developed primarily for use with middle and high school students, particularly with those in grades 6 through 10 who are exploring career, education, and training options but may not be ready to make firm decisions. It is ideally suited as a component in a career exploration curriculum, and can serve equally well as a career counseling tool for students researching their career and education options and/or planning a high school curriculum in order to meet future goals. In addition to the populations listed above, the *CLE* has been used successfully with adult populations where administration time and/or reading-level requirements are a concern.

Features

Unlike a traditional career inventory, the *CLE* contains features that make it more useful in exploring career alternatives and in teaching career and life-planning concepts:

- **It uses a self-directed approach:** Unlike many career interest inventories, the *CLE* does not rely on experts, trained professionals, or computer programs to score or interpret its results. Instead, the *CLE* is self-guided, self-scored, and self-interpreted. This approach encourages youths to fully understand how their responses lead to various career matches and gives them far more control over the decision-making process.
- **It encourages group participation:** Although most students can complete the *CLE* independently, completing it as a group assignment allows for important discussion that can help each person further contemplate his or her choices and goals. Its interactive elements and question-and-answer format facilitate group learning.
- **It presents sophisticated concepts in an understandable way:** The *CLE* is not watered down. Sophisticated career-counseling concepts are carefully presented in a step-by-step format that makes them easy to understand, even by students with relatively low reading levels. This approach results in a more thorough understanding of career planning that most students will appreciate and, more importantly, will be motivated to act on.
- **It lists well over a hundred job options within related groupings:** The *CLE* encourages students to explore jobs arranged in groups based on interests. This approach teaches them to think in terms of career clusters rather than job titles—an important concept that can be used as their career interests and plans change over time. It also often opens up other career opportunities that students weren't previously aware of.
- **It includes values and other factors to help define their "ideal" job:** In addition to the job titles grouped by interest, the *CLE* presents other important factors for students to consider in their career planning, such as values, earnings, education or training level, and skills.

- **It uses a variety of approaches and appeals to multiple learning styles:** The step-by-step instructions make the *CLE* user-friendly, and it presents information in a variety of ways to capitalize on different learning strategies.
- **It is cross-referenced to standard career information systems:** The *CLE* uses job titles drawn from the Department of Labor's *Occupational Outlook Handbook* and groups them in a way that makes them easy to cross-reference with a wide array of career information print and Internet resources, including O*NET—the Department of Labor's online occupational network.
- **It encourages positive long-term career planning:** The *CLE* encourages youths to set high standards and positive goals for their careers, education and training, and lives. A brief action plan is included to encourage setting goals and taking concrete steps to get the most out of high school and beyond.

The *CLE* is a brief self-assessment and does not cover career planning in a comprehensive way. However, it does provide an appropriate review of important concepts to help young people explore their career and life options so that more-extensive career and life planning programs can later build on this foundation.

Administration

The *CLE* is self-administered, self-scoring, and self-interpreting. It can be completed in one class period, allowing time for some discussion. Teachers, counselors, and administrators using the *CLE* are advised to take it themselves beforehand to become familiar with the steps. The *CLE* can be completed in 20–30 minutes, although additional time may be required depending on how it is used. The following sections describe ways you can incorporate the *CLE* into your classroom.

Using the *CLE* to Structure One or More Class Sessions

The *CLE* is well suited for group administration and for use in a class setting. With some creativity, teachers can use it to help structure a career exploration program lasting several sessions. Because such a program might be organized in many ways, this section offers general tips teachers and administrators can use in developing their own sessions.

Because the inventory was designed to be self-administered, most people can simply read the instructions and get started. If left to quietly work on it, most people can finish the *CLE* easily in one sitting. Additional time researching various occupations is recommended but is not required to complete the *CLE* itself.

The *CLE* was designed to encourage interactive learning, however, and although individuals can complete it individually, more value can come from interacting with the material as part of a group. What follows are suggestions for taking the *CLE* in a shared group setting.

If You Have Only One Session

If you want your group to complete the *CLE* in one class session, students will need to spend most of this time working on it independently. In this context, it is often helpful to provide a brief overview of the *CLE*, cover its steps, and answer any questions before the students begin. Following are some key points to cover:

- Give a brief overview of the purpose of the *CLE*: that it is a tool to help students explore career options based on their interests, values, and preferences.
- Emphasize that this is not a test in a traditional sense and that there are no right or wrong answers. Mention that there is no specific time limit to complete the inventory, so students should take their time to complete it carefully. If they don't complete it during one class session, feel free to assign it as homework.
- Make it clear that there are no good or bad choices of interest areas, career paths, educational plans, or other options. The *CLE* simply provides a way to help students identify interest areas they might want to explore in more detail.
- Explain that the *CLE* provides lots of information but that each student will only be interested in some of it. For example, Step 3 lists many job titles within interest groups. Explain that most students will be interested in only two or three of these groupings.
- If you have a time limit, let students know in advance and indicate any portions of the *CLE* you feel are most important to get through.

Alternatively, if you want to reduce the time required to complete the *CLE* in a group setting, you could begin with Step 2, "Identify Your Interests." Briefly explain the six interest groups and have the students select their top three. Then proceed to Step 3 and have the students identify specific job titles on that chart they would like to explore further. This approach allows more time to be spent in group discussion or spent researching those job titles further. The students can then complete the rest of the *CLE* independently as homework.

If You Have Several Class Sessions

You can use the *CLE* to structure a more thorough career and life planning program lasting several sessions or longer. Because so many formats and schedules are possible, you will need to adapt the tips that follow to your situation.

Begin with an overview: Feel free to cover the *CLE*'s steps in more detail or encourage more group interaction and discussion about the need for career exploration to begin with. Consider using the very first question on the cover, "What do you want to be when you grow up?" as a discussion prompt.

Small group interaction: Splitting a class or large group into groups of three to five people allows them to interact more constructively. When used with other presentation methods, it provides variety that can help keep a group fully engaged. For example, consider structuring a small group discussion around the "Who are

your heroes?" clue in Step 1. Give each member of the group three minutes to answer the questions and then explain their answers. Have each group try to reach a consensus about the kinds of skills and attributes they find admirable. Another example is to do a quick review of Step 2 and have the entire group select their top three interest groups. Then put the students in small groups and ask each person in the group to tell which three interest groups he or she selected and why.

Assign related homework: One or more of the *CLE*'s steps or activities can be completed as homework. In the next day's session, the students' results or experiences can then be shared and discussed. For example, group members might be asked to research one or more job descriptions that interest them and report on what they learned about that job. Alternatively, the class can compile its own book of descriptions for what it considers to be the most interesting or desirable careers.

Action activities: Include out-of-class action activities as part of the learning experience. For example, you might have each person make one or more personal contacts as the basis for learning more about an occupation, training option, educational program, or leisure activity that is related to his or her interests. Have the students select a particular job that interests them and then have them find someone who works in this or a related job. You can help students generate a list of specific questions to ask and have them document what they learned. Another option is to have the students independently research a program or school that provides training or education related to their career interests.

Assign student presentations: Individuals or small groups can be assigned to make a presentation to the entire group on a topic of your or their choice. For example, groups might present what they learned about a specific career area, community education resource, results of visits to local training programs, available financial aid, reviews of occupational information resources, or any other related topic.

Arrange field visits and invite guest presenters: Arrange to take your group to a school or public library and have the librarian explain career resources, including Internet or computerized career information resources. Students can then use these resources to explore the job titles they are most interested in and revise their action plans accordingly. Alternatively, invite a vocational counselor or employer to visit the class and explain what they do and how they can help with the career exploration process.

Regardless of the approach you take or the timeframe you have to work with, it is a good idea to have career exploration resources on hand for students to learn about the jobs that interest them. Recommended titles include the *Occupational Outlook Handbook*, the *Young Person's Occupational Outlook Handbook*, the *O*NET Dictionary of Occupational Titles*, the *New Guide for Occupational Exploration*, and access to any school-approved career exploration Internet resources.

In addition, the *Career Exploration Worksheet*, found at the back of this *Administrator’s Guide*, can help students research those careers that interest them. Feel free to reproduce the worksheet as many times as necessary.

The *CLE* and Career Exploration Standards

The *Career & Life Explorer* is designed to fit directly into any career exploration curriculum. Used in conjunction with reference materials that provide job descriptions—such as the *Occupational Outlook Handbook*—the *CLE* contributes to many of the standards required in Career Education and Consumer and Family Sciences programs. Some of the more common state standards that are best served by the *CLE* include the following:

- Students will explore career options and relate their skills, abilities, aptitudes, and values to future career decisions.
- Students will be knowledgeable about the world of work.
- Students will analyze personal interests, abilities, and skills through self assessments.
- Students will compare possible career choices based on personal strengths, goals, and interests.
- Students will analyze factors that can impact an individual’s career.
- Students can identify the requirements for a career; they can determine the academic and career skills necessary for various careers.
- Students can outline the steps in a career planning process.
- Students can apply research skills to career exploration.
- Students will develop an individual career plan.

In addition, the RIASEC coding system that helps students match their interests to career paths in the *CLE* easily cross-references with the Department of Education’s 16 career clusters (see Table 1). Once test takers have chosen their top interest areas, administrators can use this table to identify the career clusters those students might be more interested in to help them focus their career research in those areas.

Table 1. RIASEC Codes Compared to the 16 Department of Education Career Clusters		
Career Cluster	RIASEC Vocational Personality Type	
Agriculture and Natural Resources	RI	Realistic, Investigative
Architecture and Construction	R	Realistic

Arts and Communication	A	Artistic
Business and Administration	CE	Conventional, Enterprising
Education and Training	SI	Social, Investigative
Finance and Insurance	CE	Conventional, Enterprising
Government and Public Administration	CR	Conventional, Realistic
Health Science	SI	Social, Investigative
Hospitality, Tourism, and Recreation	ER	Enterprising, Realistic
Human Services	S	Social
Information Technology	I	Investigative
Law and Public Safety	E	Enterprising
Manufacturing	R	Realistic
Retail and Wholesale Sales and Services	E	Enterprising
Scientific Research, Engineering, and Math	I	Investigative
Transportation, Distribution, and Logistics	R	Realistic

Conceptual Framework, Validity, and Philosophy

The *CLE* is not a formal psychological instrument and is not intended to be used as a formal personality or interest inventory; nor should results from the *CLE* be interpreted as such. It was designed and intended as a career exploration and learning tool. Its framework, however, is based on a variety of well-established career counseling and information concepts and sources. Some of them have been thoroughly researched and are quite sophisticated, although their use in the *CLE* was simplified for ease of use.

Following are some of the major career counseling concepts and information sources used in constructing the *CLE*:

The U.S. Department of Labor’s (DOL) career assessments: The U.S. Department of Labor has developed several career assessment instruments for adults that have been used as source material in the *CLE*. The content used in the *CLE*’s Step 1 “Clue 3: What are your top work values?” activity is based on research,

items, and clusters presented in the DOL's *O*NET Work Importance Locator*. The basic concept and structure of *CLE*'s Step 2, "Identify Your Interests," are based in part on the DOL's *O*NET Interest Profiler*. While the text, scoring, and content from these DOL instruments has been adapted and simplified to the *CLE*'s intended audience, the basic theoretical framework behind these instruments remains intact. You can find additional information on the original DOL instruments, their development, and their validity at www.onetcenter.org.

Occupational Outlook Handbook: The *OOH* is the most widely used career information source available. Published by the U.S. Department of Labor, it covers nearly 90 percent of all jobs and provides brief and easy-to-understand job descriptions packed with information. The job titles listed in Step 3 of the *CLE* are drawn from the *OOH*. You can find copies of the *OOH* in almost any school or public library and on many career information software programs and Internet sites. Simplified versions, such as the *Young Person's Occupational Outlook Handbook* and the *EZ Occupational Outlook Handbook*, published by JIST, are ideally suited for use with the *CLE*.

Holland Typology: The six "interest groups" in Step 2 of the *CLE* are based on the six "personality types" developed and popularized by psychologist John Holland. These types—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional—provide the basis for the best-selling and well researched career assessment, the *Self-Directed Search (SDS)*. The U.S. Department of Labor also employs these six groupings in its *O*NET Interest Profiler*. Holland's original language and descriptions have been adapted and simplified for the interest areas in the *CLE* to make this system easier for youths to understand.

Crystal's Career Planning: One of the post-World War II founders of modern career counseling and coauthor of *Where Do I Go from Here with the Rest of My Life?*, John Crystal created concepts that have been used as a starting point for many career counseling authors, including Richard Bolles (author of *What Color Is Your Parachute?*). Some of Crystal's concepts are used in the Step 1 activities that later show up in Step 4.

Instrument Validity

The *CLE*'s use of and reference to the previously mentioned sources provide its theoretical validity and should give administrators confidence in the *CLE*'s content. The Holland interest profiles and their relationships to career interest areas and working conditions are well researched and documented, as is the material adapted from the Department of Labor. These well-respected sources should make educators and administrators more comfortable using the *CLE*. As a nontraditional interest assessment, the *CLE* makes no pretense of hiding its conceptual framework—the information is gathered from the individual directly, who knows exactly what is being asked and how those questions contribute to their career exploration. Overall the *CLE* has high face validity.

While no formal claims can be made on the predictive validity of the *CLE*, it is difficult for any career exploration instrument for youths to show meaningful predictive validity. Because of their limited career experience and the vast array of options that seem available to them, statistically predicting long-term career outcomes for young people is difficult. But unlike most other career inventories, the *CLE* is better designed to teach young people to explore career and life options in a meaningful way by being more informative, comprehensive, and interactive.

Philosophy Behind the *CLE*

Young people are often uncertain about what they want to do and need to learn more about themselves before they can decide. Even those who seem sure of their life direction are likely to end up doing something different. For that reason, it is important to use career exploration materials that help young people understand themselves, explore options, and dream about what might be—materials that challenge and inform them, that make them think.

The ultimate goal of the *Career & Life Explorer* is not only to help reveal the options available to students, but to help them set positive goals and pursue their dreams. It is designed to help empower them to become self-directed in their search for a rewarding and satisfying career—in other words, to learn to help themselves, to be open to change and opportunity, to set worthy goals, and to work to achieve them. These are ultimately more important than finding a job title that matches one's responses to a test. Whether an instrument helps young people understand themselves better and gives them tools to make good decisions is a more important test of validity than means and standard deviations.

Changes to the Third Edition

The third edition of the *Career & Life Explorer* contains the same theoretical framework and the same basic philosophy as the first. Much of the content remains intact but has been streamlined to better serve the needs of educators and administrators with limited time and resources. Changes from the second edition include the following:

- A total reduction in pages from 8 to 6 to make it more accessible to students and easier to use.
- Updated job titles drawn from the latest version of the *Occupational Outlook Handbook*.
- An updated information resource list that references the most current and respected career resource materials.
- A revised values assessment that asks students to order their preferences.

In making the *CLE* easier to take and more accessible to students, the number of job titles listed for each of the six interest areas has been reduced. Care was taken to choose occupations that would not only appeal to students' interests, but also cover a broad range of industries and fields within each interest category. Students and

administrators who would like a more comprehensive listing of occupations by interest type can find one at the end of this guide.

About the Author

Mike Farr has been teaching, writing, and developing career planning and job search techniques for more than 25 years. His practical, results-oriented approach has been used by millions of people to find better jobs in less time. His techniques and more than 20 top-selling books are widely used in employment programs and schools throughout North America. He has trained more than 6,000 instructors and trainers in numerous workshops and presentations across the U.S. and Canada, and his job search and career planning books have sold more than three million copies.

Career Planning Worksheet

Use the chart below to help you research and compare careers of interest.

Job Title	Education and Training	Earnings	Outlook	Skills and Abilities	Next Step

A Guide to the Career Planning Worksheet

- **Job Title:** Start with the job titles you picked from the *Career & Life Explorer*. Feel free to research any others that look interesting to you.
- **Education and Training:** Does the job require a college degree or just on-the-job training? Do you need a two-year or four-year degree? Is graduate or professional school necessary? Do you need some kind of certification?
- **Earnings:** How much would you make on average?
- **Outlook:** Will there be lots of jobs available? Is this a career that is growing or is the number of openings decreasing?
- **Skills and Abilities:** What skills and abilities do you have or can you get that will help you on this job?
- **Next Step:** What high school courses can you take to help you get a job in this field? What college majors might be good matches for this career? Are there any internships, work opportunities, or extracurricular activities you can get involved in that will give you some experience with this job or field?

Occupations by Interests

Step 3 of the *Career & Life Explorer* provides a sampling of jobs from the *Occupational Outlook Handbook*. Following is a more complete list of occupations drawn directly from the *OOH* and organized by their primary interest area.

Realistic

Agricultural Inspectors
Agricultural Workers, Other
Aircraft and Avionics Equipment Mechanics and Service Technicians
Aircraft Pilots and Flight Engineers
Animal Care and Service Workers
Assemblers and Fabricators
Athletes, Coaches, Umpires, and Related Workers
Automotive Body and Related Repairers
Automotive Service Technicians and Mechanics
Barbers, Cosmetologists, and Other Personal Appearance Workers
Boilermakers
Bookbinders and Bindery Workers
Brickmasons, Blockmasons, and Stonemasons
Broadcast and Sound Engineering Technicians and Radio Operators
Building Cleaning Workers
Bus Drivers
Camera and Photographic Equipment Repairers
Carpenters
Carpet, Floor, and Tile Installers and Finishers
Cement Masons, Concrete Finishers, Segmental Pavers, and Terrazzo Workers
Coin, Vending, and Amusement Machine Servicers and Repairers
Computer, Automated Teller, and Office Machine Repairers
Computer Control Programmers and Operators
Computer Support Specialists
Conservation Scientists and Foresters
Construction and Building Inspectors
Construction Equipment Operators
Construction Laborers
Cooks and Food Preparation Workers
Correctional Officers

Couriers and Messengers
Diesel Service Technicians and Mechanics
Drafters
Drywall and Ceiling Tile Installers, Tapers, Plasterers, and Stucco Masons
Electrical and Electronics Installers and Repairers
Electricians
Electronic Home Entertainment Equipment Installers and Repairers
Elevator Installers and Repairers
Engineering Technicians
Fire Fighters
Fire Inspectors and Investigators
Fishers and Fishing Vessel Operators
Food and Beverage Serving and Related Workers
Food Processing Occupations
Forest and Conservation Workers
Glaziers
Graders and Sorters, Agricultural Products
Grounds Maintenance Workers
Hazardous Materials Removal Workers
Heating, Air-Conditioning, and Refrigeration Mechanics and Installers
Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics
Home Appliance Repairers
Industrial Machinery Mechanics and Millwrights
Insulation Workers
Jewelers and Precious Stone and Metal Workers
Line Installers and Repairers
Logging Workers
Machine Setters, Operators, and Tenders—Metal and Plastic
Machinists
Maintenance and Repair Workers, General
Material Moving Occupations
Medical, Dental, and Ophthalmic Laboratory Technicians
Medical Equipment Repairers
Musical Instrument Repairers and Tuners
Painters and Paperhangers
Painting and Coating Workers, Except Construction and Maintenance

Pest Control Workers

Photographic Process Workers and Processing Machine Operators

Plumbers, Pipelayers, Pipefitters, and Steamfitters

Police and Detectives

Power Plant Operators, Distributors, and Dispatchers

Prepress Technicians and Workers

Printing Machine Operators

Radio and Telecommunications Equipment Installers and Repairers

Radiologic Technologists and Technicians

Rail Transportation Occupations

Roofers

Science Technicians

Security Guards and Gaming Surveillance Officers

Semiconductor Processors

Sheet Metal Workers

Small Engine Mechanics

Stationary Engineers and Boiler Operators

Structural and Reinforcing Iron and Metal Workers

Surgical Technologists

Taxi Drivers and Chauffeurs

Textile, Apparel, and Furnishings Occupations

Tool and Die Makers

Truck Drivers and Driver/Sales Workers

Veterinary Technologists and Technicians

Water and Liquid Waste Treatment Plant and System Operators

Water Transportation Occupations

Welding, Soldering, and Brazing Workers

Woodworkers

Investigative

Agricultural and Food Scientists

Atmospheric Scientists

Audiologists

Biological Scientists

Cardiovascular Technologists and Technicians

Chemists and Materials Scientists
Clinical Laboratory Technologists and Technicians
Computer Network, Systems, and Database Administrators
Computer Scientists
Computer Software Engineers and Computer Programmers
Computer Systems Analysts
Dentists
Diagnostic Medical Sonographers
Dietitians and Nutritionists
Economists
Engineers
Environmental Scientists and Specialists
Epidemiologists
Geoscientists and Hydrologists
Management Analysts
Market and Survey Researchers
Mathematicians
Medical Scientists
Nuclear Medicine Technologists
Occupational Health and Safety Specialists
Operations Research Analysts
Optometrists
Pharmacists
Physicians and Surgeons
Physicists and Astronomers
Podiatrists
Psychologists
Social Scientists, Other
Sociologists and Political Scientists
Urban and Regional Planners
Veterinarians

Artistic

Architects, Except Landscape and Naval
Artists and Related Workers

Authors, Writers, and Editors
Commercial and Industrial Designers
Dancers and Choreographers
Fashion Designers
Floral Designers
Gaming Services Occupations
Graphic Designers
Interior Designers
Interpreters and Translators
Landscape Architects
Makeup Artists, Theatrical and Performance
Models
Musicians, Singers, and Related Workers
News Analysts, Reporters, and Correspondents
Photographers
Technical Writers
Television, Video, and Motion Picture Camera Operators and Editors

Social

Athletic Trainers
Child Care Workers
Chiropractors
Counselors
Customer Service Representatives
Dental Hygienists
Eligibility Interviewers, Government Programs
Emergency Medical Technicians and Paramedics
Fitness Workers
Health Educators
Home Health Aides and Personal and Home Care Aides
Instructional Coordinators
Licensed Practical and Licensed Vocational Nurses
Massage Therapists
Nursing and Psychiatric Aides
Occupational Therapist Assistants and Aides

Occupational Therapists
Physical Therapist Assistants and Aides
Physical Therapists
Physician Assistants
Probation Officers and Correctional Treatment Specialists
Radiation Therapists
Recreation Workers
Recreational Therapists
Registered Nurses
Respiratory Therapists
Respiratory Therapy Technicians
Social Workers
Speech-Language Pathologists
Teacher Assistants
Teachers—Adult Literacy and Remedial Education
Teachers—Kindergarten, Elementary, Middle, and Secondary
Teachers—Postsecondary
Teachers—Preschool, Except Special Education
Teachers—Self-Enrichment Education
Teachers—Special Education
Teachers—Vocational

Enterprising

Actors, Producers, and Directors
Administrative Services Managers
Advertising Sales Agents
Advertising, Marketing, Promotions, Public Relations, and Sales Managers
Air Traffic Controllers
Announcers
Chefs, Head Cooks, and Food Preparation and Serving Supervisors
Computer and Information Systems Managers
Construction Managers
Demonstrators and Product Promoters
Education Administrators
Engineering and Natural Sciences Managers

Farmers, Ranchers, and Agricultural Managers
Financial Managers
Flight Attendants
Food Service Managers
Funeral Directors
Human Resources Assistants, Except Payroll and Timekeeping
Human Resources, Training, and Labor Relations Managers and Specialists
Industrial Production Managers
Insurance Sales Agents
Judges, Magistrates, and Other Judicial Workers
Lawyers
Lodging Managers
Medical and Health Services Managers
Meeting and Convention Planners
Office and Administrative Support Supervisors and Managers
Opticians, Dispensing
Personal Financial Advisors
Private Detectives and Investigators
Property, Real Estate, and Community Association Managers
Public Relations Specialists
Purchasing Managers, Buyers, and Purchasing Agents
Real Estate Brokers and Sales Agents
Retail Salespersons
Sales Engineers
Sales Representatives, Wholesale and Manufacturing
Sales Worker Supervisors
Securities, Commodities, and Financial Services Sales Agents
Travel Agents

Conventional

Accountants and Auditors
Actuaries
Appraisers and Assessors of Real Estate
Archivists, Curators, and Museum Technicians
Bill and Account Collectors

Career & Life Explorer Administrator's Guide

Billing and Posting Clerks and Machine Operators
Bookkeeping, Accounting, and Auditing Clerks
Brokerage Clerks
Budget Analysts
Cargo and Freight Agents
Cashiers
Claims Adjusters, Appraisers, Examiners, and Investigators
Communications Equipment Operators
Computer Operators
Cost Estimators
Counter and Rental Clerks
Court Reporters
Credit Authorizers, Checkers, and Clerks
Data Entry and Information Processing Workers
Dental Assistants
Desktop Publishers
Dispatchers, Except Police, Fire, and Ambulance
File Clerks
Financial Analysts
Gaming Cage Workers
Hotel, Motel, and Resort Desk Clerks
Inspectors, Testers, Sorters, Samplers, and Weighers
Insurance Underwriters
Interviewers, Except Eligibility and Loan
Librarians
Library Technicians and Library Assistants
Loan Interviewers and Clerks
Loan Officers
Medical Assistants
Medical Records and Health Information Technicians
Medical Transcriptionists
Meter Readers, Utilities
Occupational Health and Safety Technicians
Office Clerks, General
Order Clerks
Paralegals and Legal Assistants

Career & Life Explorer Administrator's Guide

Payroll and Timekeeping Clerks
Pharmacy Technicians and Aides
Police, Fire, and Ambulance Dispatchers
Postal Service Clerks
Postal Service Mail Carriers
Postal Service Mail Sorters, Processors, and Processing Machine Operators
Procurement Clerks
Production, Planning, and Expediting Clerks
Receptionists and Information Clerks
Reservation and Transportation Ticket Agents and Travel Clerks
Secretaries and Administrative Assistants
Shipping, Receiving, and Traffic Clerks
Social and Human Service Assistants
Statisticians
Stock Clerks and Order Fillers
Surveyors, Cartographers, Photogrammetrists, and Surveying and Mapping Technicians
Tax Examiners, Collectors, and Revenue Agents
Tellers
Weighers, Measurers, Checkers, and Samplers, Recordkeeping