O*net™

discover O*NET:
the language of occupational intelligence

Facilitator's Guide

o*net

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DISCLAIMER:

This Manual has been produced by compiling information and documentation provided by various sources. The examples are provided as illustrative uses of O*NET™ and, as such, this Manual is provided "AS-IS" without expressed or implied warranties.

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Acknowledgements:

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Preface
Preparing to Train Effectively

Overview	The information contained in this Preface will help you prepare yourself and your classroom for a successful training experience. Use the material contained here to guide you in your preparation. Good Luck!
Fundamentals of Learning	When delivering training, it is important to remember that people learn for their own reasons. For most of us, "doing" is a more effective way to learn than being told "how to" do something. For that reason you should use humor, stories of personal experience and group interaction liberally. Encourage group dialogue and individual participants to enhance the classroom experience wherever practical. The powerful visual aids contained in this training program are also designed to increase retention. Keep your classroom setting informal to make the environment comfortable and non-threatening.

Remember these basic fundamentals of learning:

- **Participants learn to meet their own needs.** Be sure to demonstrate how the program will benefit the learner

- **Learning comes from doing.** All effective training must strike an appropriate balance between presentation and "hands-on" activities.

- **Participation and interaction is most effective.** The program provides numerous opportunities to foster group dynamics and individual participation. However, as a Facilitator, you must consciously direct this activity by asking open-ended questions of the group and of individuals when required.

- **Visual aids work.** When learners see something demonstrated or illustrated visually, they are more likely to retain that information.

Training Tips	These guidelines will help you become a more accomplished Facilitator. However, as with your participants, you should expect to get better by "doing." You will get better at these skills by doing them over time.

To be effective, you do not need to be perfect. Nor do you need to be an expert on the topic. You do need to be willing to prepare yourself for the training and to be an empathic Facilitator – showing genuine concern for the needs of your participants.

You need to provide an environment where everyone has the opportunity to learn. However, each individual is ultimately responsible for <u>choosing</u> to learn the material. If the environment you create is comfortable and makes it easy for learners to ask questions about the material, then you have done your job.

Ten Tips for Effective Facilitating

1. Start and end your session on time.
2. Greet participants and introduce yourself as they enter.
3. Learn your participant's name and use it often.
4. Use praise often. Thank people for their questions and comments.
5. Speak clearly and loud enough for all to hear.
6. Be honest, admit your mistakes.
7. Avoid arguments over right and wrong.
8. Use small groups and let them work independently during exercises.
9. Maintain your schedule and control over time.
10. Show your enthusiasm openly!

Facilitator Checklist

Here is a checklist to review in preparing to deliver this course:

Facilitator Checklist

- ❑ **PowerPoint file and laptop computer**
- ❑ **Flip chart and easel**
- ❑ **Lecturn (optional)**
- ❑ **High lumination overhead projector (PC projection unit)**
- ❑ **Markers for use with flip chart**
- ❑ **Facilitator's Guide**
- ❑ **Participant's Guides**
- ❑ **Name tents (optional)**
- ❑ **Participant sign-in sheets**
- ❑ **Seminar Evaluations**

Conclusions

A team of training professionals from the workforce development system has carefully crafted this program.

It has been designed with you in mind and anticipates that many Facilitators may have little or no training experience. The scripted workshop that follows provides detailed instructions for you to follow. You should take some time to familiarize yourself with its contents, and make notes of your thoughts where appropriate.

Remember to follow the simple planning tips in this preface to make your experience both fun and productive.

Finally, we want to thank you for your participation and for your support of O*NET!

Module 1—Training Overview

Purpose of the Facilitator's Guide

The *Discover O*NET™ Facilitator's Guide* has been created to assist you throughout training as you conduct the *Discover O*NET* course. This *Guide* provides lesson plans for each of the modules, including instructional strategies and ideas on what to say. It also cross-references the *Discover O*NET Participant's Guide* and accompanying PowerPoint Presentation. In addition, this *Facilitator's Guide* contains exercises to be used with participants during the *Discover O*NET* classroom session.

NOTE: All materials contained within this course were developed using Microsoft Office 2000. If a lower version of PowerPoint or Word is used to display files, some reformatting may be necessary.

Overall Course Learning Objectives

At the end of this training, participants will be able to:

- Define O*NET and describe its features

- Identify potential users of O*NET and how O*NET benefits each user group

- Identify and describe the 12 One-Stop customer interactions and how O*NET supports them

- Identify O*NET as the common language for workforce development

- Identify and describe the six major domains in the O*NET Content Model

- Navigate through O*NET OnLine to perform occupation and skills searches; obtain summary, detail and custom reports; find related occupations of a specific job; and explore other key features

- Use O*NET to locate resources and information to assist customers in real-world applications

Course Prerequisites

There are no prerequisites to the *Discover O*NET: The Language of Occupational Intelligence* course. It is designed as a "stand-alone" course. It is recommended that the State complete a *Value of O*NET* awareness presentation prior to using the *Discover O*NET: The Language of Occupational Intelligence* course.

Audience and Length of Training

The *Discover O*NET: The Language of Occupational Intelligence* course is intended for all Workforce Investment Act partners and One-Stop Center staff including:

- Career Counselors

- Interviewers

- Welfare-to-Work Staff

- Rehabilitation Counselors

- Veterans' Representatives

- Training Providers

- Others

The *Discover O*NET: The Language of Occupational Intelligence* workshop is approximately 6 hours in length. You need to add time for lunch at the end of Module 3.

Instructional Icons

Throughout this Facilitator's Guide, instructional icons are provided to assist Facilitators in planning for training. The icons represent diverse instructional strategies and activities that will be used throughout the training session. A description of each icon follows:

This icon represents that a training topic includes the use of a **PowerPoint** presentation.

This icon represents that a training topic includes the use of the **Participant's Guide**.

This icon represents that the Facilitator is instrumental in **Teaching** a particular training topic, such as conceptual information or a process.

This icon represents that the Facilitator will lead a **Class Discussion.**

This icon represents that the training topic includes a breakout session into a **Dyad** or **Small Group** to perform an activity such as an exercise or role-play.
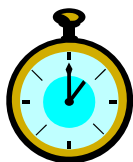
This icon represents that the Facilitator will be giving the participants a **Break** before continuing with training.

This icon represents an additional **Note** for information presented, such as an exception or something to keep in mind.

This icon represents that the training topic includes a paper-based **Exercise** or a **Handout** that should be distributed to participants as supporting material.

This icon represents that participants will be performing a hands-on **Computer** activity.

This icon indicates the **Order** in a **Step-by-Step** process. It also numbers components in a graphic image.
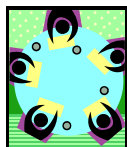
This icon represents that the training topic includes a **Large Group** activity or **Debriefing** activity.

This icon represents that the training topic includes a **Question & Answer Period** to answer participants' questions.

Facilitator's Guide Organization

This *Discover O*NET™ Facilitator's Guide* is organized into the following Modules:

Module 1   **Training Overview**

                        Timeframe: 30 minutes

                        Module Description: This module provides important background information about the training session, such as the purpose of training, course learning objectives, course prerequisites, audience and length of training. Also included in this module is a "Let's Get Acquainted" exercise.

                        You are reading Module 1 now.

Module 2   **O*NET Overview**

                        Timeframe: 1 hour

                        Module Description: This module introduces participants to the unique features of O*NET, O*NET users, and how O*NET is an important tool in assisting the workforce development community in fulfilling the 12 customer interactions in the One-Stop environment. In addition, the module introduces participants to the "common language" of O*NET and presents the Content Model, which is the foundation of the O*NET database.

                        There is a 15-minute break at the end of this module.

Module 3   **Guided Tour of O*NET OnLine**

                        Timeframe: 1½ hours

                        Module Description: This module provides participants with a hands-on opportunity to explore the features and capabilities of O*NET OnLine. Participants will review the existing "job order intake" process by examining a job order for a Computer Programmer and the corresponding DOT information available for the job. The Facilitator will then walk participants through a guided tour of O*NET OnLine, illustrating the depth and breadth of information available for the same position using O*NET compared with DOT. Working in small groups, participants will use the O*NET OnLine database to conduct research and to write an effective job order for a Computer Programmer. At the end of the module, participants will be given "search exercises" to perform to locate specific information in the O*NET OnLine database, and will be provided free time to explore O*NET on their own.

                        There is a lunch break after this module.

Module 4   O*NET Real-World Applications

Timeframe: 2¾ hours

Module Description: This highly interactive module provides hands-on activities to explore real-world applications using O*NET on the job. Working in small groups, participants will be given specific exercises to complete, based on diverse case scenarios geared towards the workforce development community. Participants will search the O*NET database and use different features and capabilities of O*NET to achieve the desired goals. Prior to completing exercises that are tied to real-world O*NET applications, "volunteer" participants will role-play a given scenario to model the optimal use of O*NET for a specific application.

Module 5   Tying It All Together!

Timeframe: 15 minutes

Module Description: In this module, the Facilitator will answer specific questions that participants have and provide a summary of the training session. Participants complete a workshop evaluation.

Lesson Plan
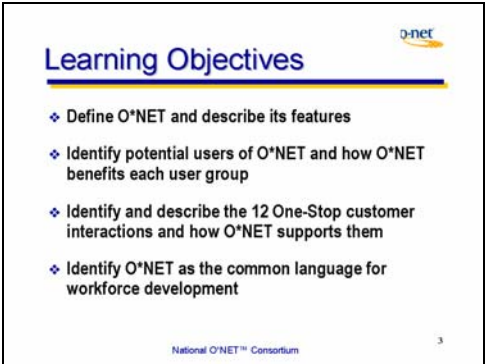
Course   Discover O*NET: The Language of Occupational Intelligence

Module   Module 1—Training Overview

Training Time   30 minutes/classroom

Exercise   Includes a "Getting Acquainted" Exercise

Module Learning Objectives   After completing the "Training Overview" module, participants
                                             will be able to:

- Identify the purpose of training and the Participant's Guide

- Describe the course learning objectives

- Define the course prerequisites

- Define the audience and length of training

- Identify the meaning of the instructional icons

- Describe the content that will be covered in training
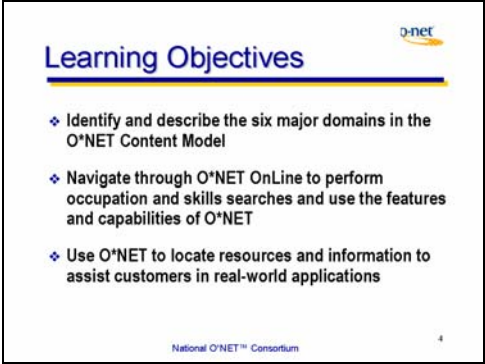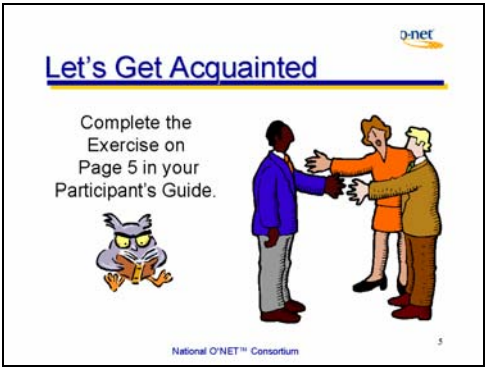
Instructional Strategies and Activities

Module 1:	*Training Overview*
Timeframe:	*30 minutes*
Before you begin the module	• Set browser home page to O*NET Center site. • Cache all graphics by going to each link on training room computers. • Prior to beginning the session, make sure that materials have been distributed to all participants. It is a good idea to welcome participants as they enter the room and let them know your intended start time for the session.
	• In this module, show PPT **slides 1-5** and refer participants to **pages 1-5** in the Participant's Guide.
	• Distribute the Discover O*NET: The Language of Occupational Intelligence Participant's Guide to the class. • Distribute name tents or name tags and instruct participants to complete and display them as they arrive. • Project PPT **slide 1** as participants enter the classroom. • Introduce yourself.
	Slide #1:

Module 1:	Training Overview (continued)
	Say: Good morning, and welcome to the "Discover O*NET" workshop. My name is _____. I'm from Maher & Maher. I'll be working with you today to discover O*NET. Maher & Maher is a specialized management and workforce development firm based in New Jersey, and we're working with CESER (the Center for Employment Security Education and Research) and the National O*NET Consortium to build awareness and train folks like you on how to use O*NET.
	Say: First, let's review the material that I handed out. You should have: - A Participant's Guide that says "Discover O*NET: The Language of Occupational Intelligence" on the cover. - An O*NET folder filled with informational items. Your Participant's Guide is a workbook that we will use throughout the day. It also serves as a reference piece for you to use after this session. **Explain:** Review the structure of the day: start/end time; lunch; breaks. Point out restroom/phone locations. Instruct participants to turn off their beepers and cell phones or to set them to vibrate.
	Show PPT **slide 2**, Today's Agenda.

Module 1:	Training Overview (continued)
	Slide #2:
	Say: Let's review what we will cover today. Our topics and activities are broken into five modules: (Read each topic on **slide 2**).
	• Show PPT **slides 3 and 4** and refer participants to the Learning Objectives on **page 1** in the Participant's Guide.
	Slide #3:

Module 1:	Training Overview (continued)
	Slide #4:
	Say: Specifically, by the end of training, you will be able to: (Read each topic on **slides 3 and 4**).
	• Show PPT **slide 5** and refer participants to the Getting Acquainted Exercise on **page 5** in the Participant's Guide.
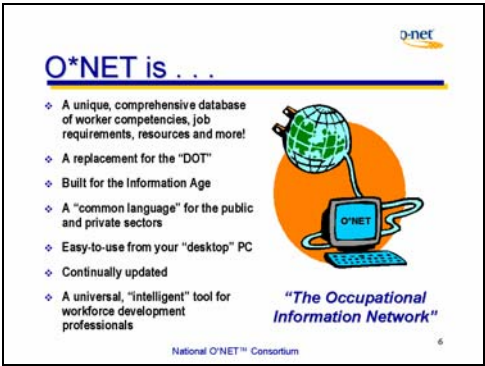
Module 1:	Training Overview (continued)
	Slide #5:
	Say: Before we discover O*NET, let's do an exercise to get to know each other and your level of experience coming into this workshop. Please turn to **page 5** in your Participant's Guide and take a few minutes to answer the questions. Then, we'll go around the room and do introductions. • Name • Position • Length of time in workforce development • How much experience you have with computers • How much experience you have using the Internet • What you know about O*NET • Your expectations of today's training
	After the participants complete the exercise in the Participant's Guide, go around the room and ask participants to introduce themselves and summarize their responses to the questions.
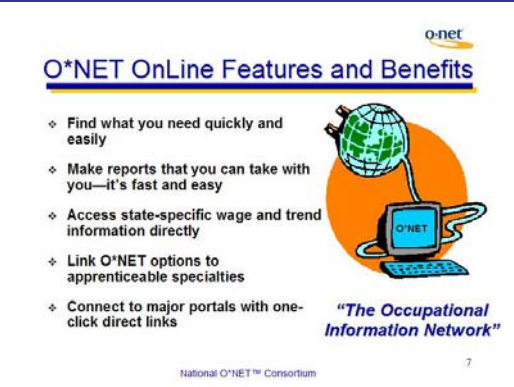
Module 2—O*NET Overview
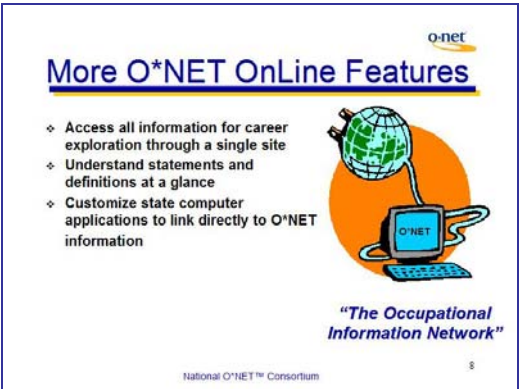
Lesson Plan

Course   Discover O*NET™: The Language of Occupational Intelligence

Module   Module 2—O*NET Overview

Training Time   1 hour/classroom

Exercises   None

Module Learning Objectives   After completing the O*NET Overview module, participants
                                     will be able to:

- Define O*NET and describe its features

- Identify potential users of O*NET and how O*NET
  benefits each user group

- Identify and describe the 12 One-Stop customer
  interactions and how O*NET supports them

- Identify O*NET as the common language for
  workforce development

- Identify and describe the six domains of the O*NET
  Content Model

Instructional Strategies and Activities
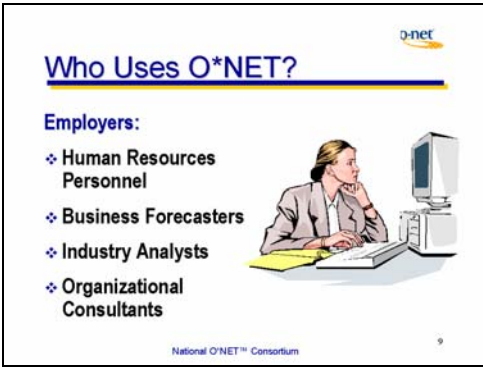
Module 2:	O*NET Overview
Timeframe:	1 hour
	• Show PPT **slides 6-19** and cover Participant's Guide **pages 7-20**.
	• Show PPT **slide 6** and refer participants to **What is O*NET?** on **page 7** in the Participant's Guide.
	Slide #6:
	Say: O*NET, the "Occupational Information Network," is a unique, powerful source for occupational information and labor market research. The National O*NET Consortium is the organization funded by the U.S. Department of Labor, Employment and Training Administration, to further the development, dissemination and improvement of O*NET. The Consortium is led by a Management Partnership composed of: • The North Carolina Employment Security Commission; • The Employment and Training Administration; and • CESER – the Center for Employment Security Education and Research. This information is on the first page of your workbook.

Module 2:	*O*NET Overview (continued)*
	Let's review what O*NET is. Many of you already have mentioned some of these points in your introductions.
	After the first point say: Today we will spend time viewing the O*NET database using O*NET OnLine. Some of you may have experienced O*NET using the CD-ROM, which had the O*NET98 Viewer. O*NET OnLine is the web-based version of viewing the O*NET database.
	• Show PPT **slides 7 and 8** and refer participants to **O*NET OnLine Features and Benefits** on **page 8** in the Participant's Guide.
	Ask the class: Did anyone know that O*NET has recently been updated? Have you seen the new version? **Response:** Show **slides 7 and 8**.
	Slide #7:

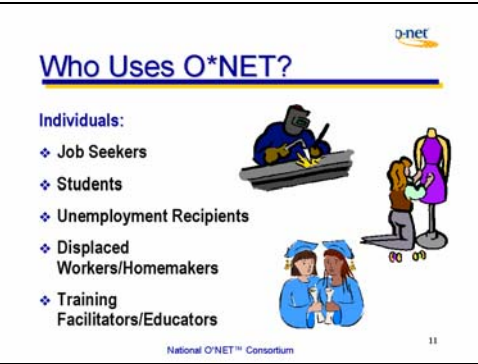| Module 2:	O*NET Overview (continued)
	Say: O*NET OnLine is built for simplicity and ease of use. For example, • Its new structure makes it easier and quicker to find the information you need • The new report options make it easier for you to save the information you generate. • You now have direct access to state-specific wage and trend information! • Job Zone (educational and experience requirements) descriptor now includes apprenticeship specialties associated with the occupation and links to the national and state apprenticeship offices • Registered Apprenticeship Information System (RAIS) crosswalk built into Crosswalk search function • You can connect to major portals with one-click direct links, including O*NET Resource Center, CareerOneStop, and New O*NET Code Connector online coding tool!
	Slide #8: O·net **More O*NET OnLine Features** ❖ Access all information for career exploration through a single site ❖ Understand statements and definitions at a glance ❖ Customize state computer applications to link directly to O*NET information *"The Occupational Information Network"* National O*NET™ Consortium 8

Module 2:	O*NET Overview (continued)
	Say: There's more! • No longer do you have to access different versions! Screen reader compatibility is built in • Ability to adjust font size on-screen without linking to another site (Replaces low vision version) • Bobby approved; 508 compliant • Published multiple application program interfaces (API) now available to connect vendor systems to O*NET OnLine at the occupational and desired report level • Application developers can customize their applications to link directly to O*NET information
	• Show PPT **slide 9** and refer participants to **Who Uses O*NET?** on **pages 9 and 10** in the Participant's Guide.
	Ask the class: Who do you think would be the main users of O*NET? **Response:** Show **slide 9**.
	Slide #9: **Who Uses O*NET?** **One-Stop Partners:** ❖ Career Counselors ❖ Interviewers ❖ Rehabilitation Counselors ❖ Veterans' Representatives ❖ Welfare-to-Work Staff ❖ Training Providers ❖ And Others *Career Services* National O*NET™ Consortium

Module 2:	O*NET Overview (continued)
	Say: O*NET is a universal tool that can be used by virtually millions of people across the nation, in both the public and private sectors. The potential users of O*NET can be grouped as follows: • One-Stop Partners • Employers • Individuals Let's first look at One-Stop partners, such as these people . . . One-Stop Centers are at the forefront in servicing their "customers" (employers and individuals) in finding competent resources to meet the demands of today's changing workplace.
	• Show PPT **slide 10** and refer participants to **Who Uses O*NET?,** starting on **page 9** in the Participant's Guide.
	Slide #10:

Module 2:	*O*NET Overview (continued)*
	Say: The benefits that One-Stop Partners enjoy include: • Being able to develop job orders and résumés • Being able to create skills-match profiles • Being able to explore career options that capitalize on people's knowledge sets, skills, and abilities • Being able to target recruitment efforts for improved job matching • Improving partnerships by using the common language for occupational information
	• Show PPT **slide 11** and refer participants to **Who Uses O*NET?** on **page 10** in the Participant's Guide.
	Slide #11:
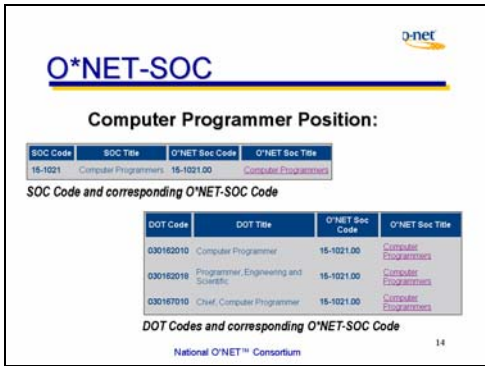
Module 2:	O*NET Overview (continued)
	Say: Employers—corporations and businesses—represent another O*NET user group. Areas where O*NET can help employers include: • Expanding business • Creating new departments • Restructuring operations
	• Show PPT **slide 12** and refer participants to **Who Uses O*NET?** on **page 10** in the Participant's Guide.
	Slide #12:

Module 2:	O*NET Overview (continued)
	Say: O*NET benefits that employers enjoy include: • Being able to expand the pool of qualified candidates for open positions • Being able to develop job descriptions quickly and easily • Being able to define employee and job success factors • Aligning organizational development with workplace needs • Refining their recruitment and training goals • Designing competitive compensation systems
	• Show PPT **slide 13** and refer participants to **Who Uses O*NET?** on **page 10** in the Participant's Guide.
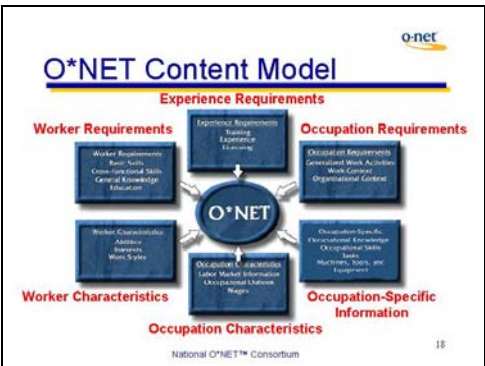
Module 2:	*O*NET Overview (continued)*
	Slide #13:
	Say: The third group of people who use O*NET productively are individuals—people from students and returning-to-the-workforce homemakers to unemployment recipients.
	• Show PPT **slide 14** and refer participants to **Who Uses O*NET?** on **page 10** in the Participant's Guide.
	Slide #14:

Module 2:	O*NET Overview (continued)
	Say: These individuals benefit greatly from using O*NET. Now they can: • Identify exactly which occupations match their interests, skills, and experience. • Explore career growth profiles using the latest labor market data. • Research requirements for their "dream job." • Maximize their earning potential and job satisfaction. • Learn what it takes to be successful in a chosen field and related occupations.
	• Show PPT **slide 15** and refer participants to The 12 Customer Interactions on **pages 11-13** in the Participant's Guide.
	Slide #15:
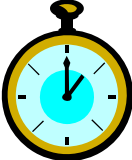
Module 2:	O*NET Overview (continued)
	Ask: Why is O*NET important to **your** job? Who has heard of the 12 Primary Customer Interactions in a One-Stop Delivery system? **Say:** CESER has identified these 12 primary "customer interactions" as the core service in the emerging One-Stop delivery system. Front-line staffs use these key activities to successfully deliver their services to customers. O*NET is one of the tools they use to help meet their challenges. They can use O*NET in several of the 12 customer interactions. On **pages 11-13** in your workbook, you can see the descriptions of the 12 customer interactions. As we explore and navigate through O*NET today, notice how O*NET is a terrific tool to help you serve your customers.

Module 2:	*O*NET Overview (continued)*
	• Show PPT **slide 16** and refer participants to **O*NET-SOC, Computer Programmer Position** on **page 14** in the Participant's Guide.
	Slide #16:
	Say: Another reason O*NET is important to **your** job is the requirement that all federal agencies use the **Standard Occupational Classification (SOC)** for all occupational data reporting. The US Office of Management and Budget (the OMB) has instructed all federal government agencies to use the newly revised SOC as the means of classifying jobs. The National O*NET Consortium has aligned the O*NET database with the SOC. Occupations and accompanying information in the O*NET database now use the new O*NET-SOC coding system, which is a **six-digit code with a two-digit extension**. Look at this example, which shows: • the SOC Code and the O*NET-SOC Code for a Computer Programmer, which are in alignment with each other • three **different** DOT (Dictionary of Occupational Titles), which are cross-walked to the O*NET-SOC for the same position. We will explore crosswalks from the DOT in more detail later today, during the Guided Tour.

Module 2:	O*NET Overview (continued)
	• Show PPT **slide 17** and refer participants to **The Common Language of O*NET** on **page 15** in the Participant's Guide.
	Slide #17:
	Say: Do you see what we mean by the "common language" of O*NET? O*NET gives us a set of words that all of us can understand to have certain meanings! O*NET identifies skills, and knowledge sets, and education benchmarks—*giving each concept one meaning*. We all can express what we want to describe using the same words. O*NET is a language of **skills**. O*NET identifies and defines jobs by skills. We use skills to classify jobs across the country, in both the public and private sectors. With a language in common, we are likely to understand each other when we describe jobs and people. • Show PPT **slide 18** and refer participants to **Domains in the O*NET Content Model** on **page 16** in the Participant's Guide.

Module 2:	O*NET Overview (continued)
	Slide #18:
	Say: Each domain in the O*NET Content Model has these sub-layers or sub-domains. They more finely describe a given domain. For example, the **Worker Characteristics** domain has three sub-domains: • Abilities • Interests • Work values And the sub-domains have elements, too! The amount of information is quite extensive. The Content Model uses an established set of descriptors for skills, abilities, knowledge, experience, training and work content to describe nearly 1000 O*NET-SOC occupations! Because we can apply descriptors across occupations, O*NET provides the framework to consider skill-transferability across occupations and industries. As new occupations are recognized and classified using O*NET, it will be easier to identify individuals having desired or similar skill sets, even if individuals have worked under different occupational titles.
	• Show PPT **slide 19** and refer participants to **O*NET Content Model** on **page 19** in the Participant's Guide.

Module 2:	O*NET Overview (continued)
	Slide #19:
	Say: Look at the O*NET Content Model. It is the framework for the depth of information in the O*NET knowledge base. This Content Model embodies a view that reflects the character of occupations (through job-oriented descriptors), and people (through worker-oriented descriptors). The Content Model also allows occupational information to be applied across jobs, sectors, or industries (cross-occupational descriptors) and within occupations (occupation-specific descriptors).
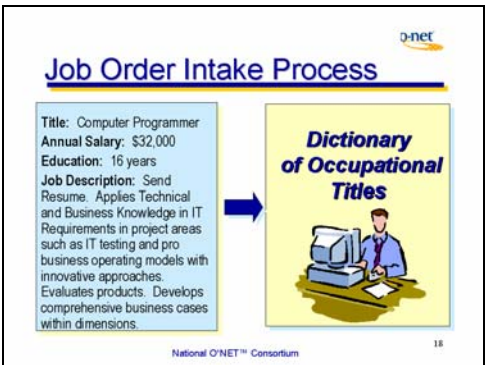
Module 2:	*O*NET Overview (continued)*
	The O*NET Content Model has **six major domains**, as depicted in this slide: • Worker characteristics • Worker requirements • Experience requirements • Occupational requirements • Occupation-specific information • Occupation characteristics Within each domain, you find information . . . *Highlight the entries within each window of the Content Model, as you direct everyone's attention to each domain.* And you can find more in-depth descriptions of these content features on **pages 17 and 18** in your Participant's Guide.
	Say: Now let's take a 15-minute break and return at _____ to begin our guided tour of O*NET.

Module 3—O*NET OnLine Guided Tour
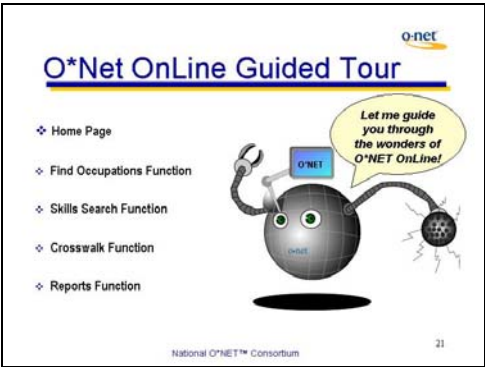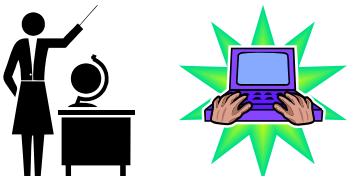
Lesson Plan
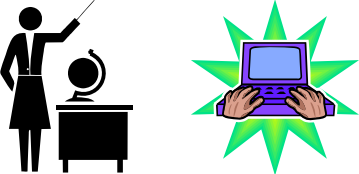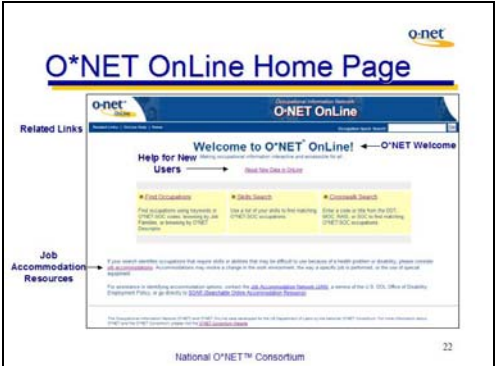
Course	Discover O*NET™: The Language of Occupational Intelligence
Module	Module 3—O*NET OnLine Guided Tour
Training Time	1½ hours/classroom
Exercises	Includes two exercises:

- Writing an Effective Job Order Using O*Net OnLine

- A search Exercise to Explore O*Net OnLine independently

Module Learning Objectives   After completing the O*NET OnLine Guided Tour module, participants will be able to:

- Navigate O*NET OnLine to perform occupation and skills searches; obtain a snapshot; locate details; and find related occupations of a specific job

- Use the features and capabilities of O*NET OnLine
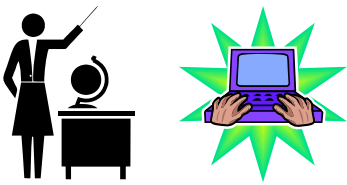
Instructional Strategies and Activities
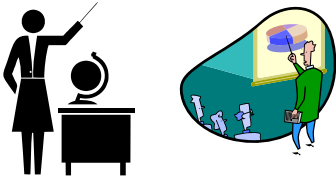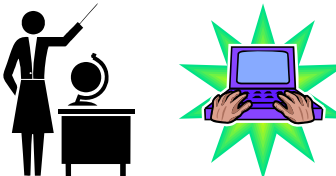
Module 3:	O*NET OnLine Guided Tour
Timeframe:	1½ hours (followed by the time needed for lunch)
	• In this module, show PPT **slides 20-30** and refer participants to **pages 21-46** in the Participant's Guide.
	• Show PPT **slide 20** and refer participants to Job Order Intake Using the DOT on **page 22** in the Participant's Guide.
	Slide #20:

Module 3:	*O*NET OnLine Guided Tour (continued)*
	Say: Let's see how the O*NET tool translates in the real world. First, we'll look at a job order written using current practices, and the Dictionary of Occupational Titles (DOT). Here is the job order for a **Computer Programmer**, written by an employer **without** the benefit of O*NET. Let's imagine the employer has faxed this job order to request help from a One-Stop service provider in filling this position. You can see that this job order is vague, not very descriptive in terms of defining desired skills, tasks, education, training, etc., needed to perform the job. **Say:** In a few minutes you'll learn the tools needed to write an effective job order, using O*NET's information-rich database. After receiving the job order, the service provider would look up the position in the DOT to learn more information about the Computer Programmer job and to identify DOT codes, as you can see on **page 23** in your Participant's Guide. Now, let's see how O*NET has increased the information available to help you write a *much* more descriptive job order! • Show PPT **slide 21**, O*NET OnLine Guided Tour.

Module 3:	O*NET OnLine Guided Tour (continued)
	Slide #21:
	Say: We are exploring O*NET's Home Page and these functions that are available within it: • Find Occupations • Skills Search • Crosswalk
	Say: Turn on your computer monitors and double click the Internet icon. The O*NET Center Home Page should appear. Is everyone there? Here is the URL for accessing O*NET: http://online.onetcenter.org **Write** the URL on the board or flipchart.
	Depending upon how much participants have touched anything on their computers, and upon how knowledgeable they are about what they are doing, you might have to help someone get on track finding the Home Page. If necessary, do this quickly and move on, giving the interruption the least attention that you can.
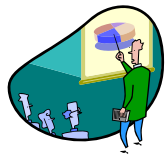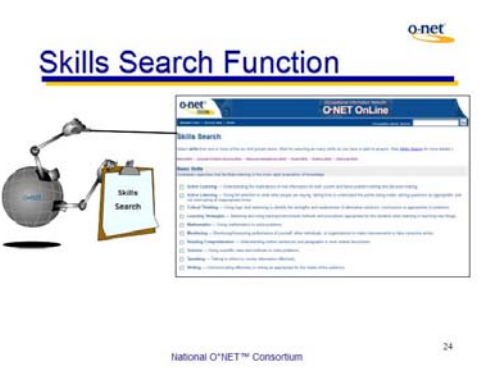
Module 3:	O*NET OnLine Guided Tour (continued)
	Say: The O*NET Center Home Page is a source of information about O*NET, and about the changes that will be happening with the OnLine version and with the database. Remember, I talked about a resource built for the information age. That means that O*NET is continually changing and being updated. If you have questions about O*NET, you probably can find answers here. • Click the O*NET OnLine icon. We need to understand the elements on the Home Page. As we navigate through the Home Page, please stay with me. Don't go off exploring on your own just yet. You *will* have time to "play" with O*NET today. We can get to that point more quickly if we tour "all together" right now.
	• Show PPT **slide 22**. The Home Page also should appear on each desktop computer. This material is covered on **pages 24-26** in the Participant's Guide.
	Slide #22:

Module 3:	O*NET OnLine Guided Tour (continued)
	Say: We will take a quick tour of each feature and function available at the Home Page. • The O*NET logo appears at the top of the Home Page and all other pages in the O*NET OnLine application. The logo serves as a "hot link" to return users to the Home Page. Click it to quickly get back here whenever you want, from anywhere in O*NET. • The hot links in the center of your screen, display the main functions of O*NET. You can access them quickly. • The O*NET welcome, up near the top, links first-time users to information about O*NET OnLine, including an overview of features, the Content Model, technical requirements, and the like. • Related Links provides extensive links to additional resources for O*NET information, O*NET pilot projects, America's Career Kit, U.S. Department of Labor, other related government sites, and other resources, as well as links to information about accommodations, disabilities, and work place issues. • OnLine Help provides "online" help information for using O*NET OnLine, including an Index to locate topics of interest. The entire O*NET OnLine Help document can be downloaded in a PDF file format.
	• Job accommodation resources, below the text hot links, take the user to more information on accommodations for disabilities and workplace issues for the employer community and disabled individuals.
	• Occupation Quick Search
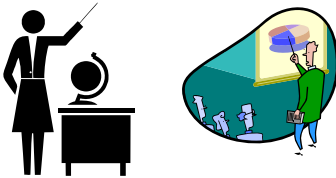
Module 3:	O*NET OnLine Guided Tour (continued)
	Toggle, (press ALT-TAB), between the live O*NET and the PPT presentation.
	• Show PPT **slide 23**, showing the **Find Occupations Function** page. Instruct the group to click to the page from their Home Pages. Also refer participants to **pages 27-28** in the Participant's Guide.
	Slide #23:
	Say: **Find Occupations** enables you to select occupations in the O*NET database for further exploration. It is the central function in the O*NET database. We'll walk through how to find an occupation, step-by-step. Let's continue to use Machinist as the occupation. The step-by-step instructions for **Finding An Occupation** are on **pages 29** in your workbook.

Module 3:	O*NET OnLine Guided Tour: Find Occupations
1	On the O*NET OnLine Home Page, click **Find Occupations** on the "Find Occupations" hot link in the center of the screen. The Find Occupations Search screen will then display, where you will select an occupation by defining search criteria.
2	To select an occupation for further exploration, do one of the following on the Find Occupations Search screen: • Click the **Title or Keyword** button to search by the title or keyword for an occupation. Enter a title or keyword in the Title entry box (e.g., Machinist). Choose to search in **Titles** or in **Titles and Definitions**. Then, click the **Go** button. • Click the **Code** button to search by a specific job code. Enter a complete (or partial) O*NET-SOC or DOT code number (e.g., 15-1021, the SOC Code for a Computer Programmer). Choose to search **O*NET-SOC** or **DOT** codes. Then, click the **Go** button. • Click the **Browse Job Families** button to search by a specific job family. Click the **Down Arrow** to display a drop-down list of job families. Select a **Job Family** (e.g., Computer and Mathematical). Then, click the **Go** button. To improve your search results by title or keyword, use singular words or parts of words or titles.
3	• After you click on the Find Occupations button, a **Search Results** window displays a list of occupations that match the criteria from a Title/Keyword, Code, or Job Family search, as shown in the example below. • To learn more about a specific occupation, click **Summary**, **Details**, or **Custom**.
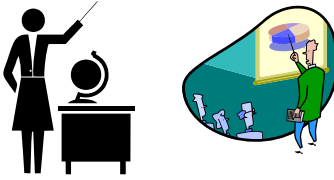
Module 3:	O*NET OnLine Guided Tour: Find Occupations
	You may also use the **Occupation Quick Search** feature in order to find information on an occupation. • Find the **Occupation Quick Search** field in the top right portion of the O*NET Online homepage. • Enter an occupation title in the field and then click the **Go** button. • Search results will be listed according to the relevance of the occupational title, alternative titles, description, tasks, and detailed work activities associated with the keyword you entered.

Module 3:	O*NET OnLine Guided Tour: Skills Search
	4 When you have completed your job exploration, make another selection from the list.
	• Show PPT **slide 24**, showing the **Skills Search Function** page. Instruct the group to click to the page from their Home Pages. Also refer participants to **pages 29-31** in the Participant's Guide.
	Slide #24:
	Say: The **Skills Search** function helps you use a skill set to identify occupations to explore. You select skills from one or more of **six categories** to create a customized skill list. Can you think of ways you can use the skills search function to help your customers? The step-by-step instructions for performing a skills search can be found on **pages 29-31** in your workbook.
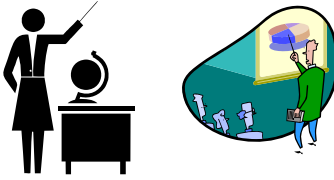
Module 3:	O*NET OnLine Guided Tour: Skills Search
	1 On the O*NET OnLine Home Page, click **Skills Search** on the "Skills Search" hot link in the center of the screen. The Skills Search screen will then display, where you will select a customized skill list from one or more skills categories.
	2 Create a customized skill list from one or more of the **six categories** shown below by selecting (i.e., click in a box) as many skills as desired on the Skills Search screen: • Basic Skills • Social Skills • Complex Problem-Solving Skills • Technical Skills • Systems Skills • Resource Management Skills • Use the scroll bar to view all of the categories or use the "hot links" to take you directly to a specific skills category. When you have finished making your selections, click on the **Go** button at the bottom of the page to continue.
	3 After you click on the Go button, a **Search Results** window displays with a list of occupations that match your selected skills list, from the highest number of matched skills to the lowest. The example below shows those occupations with the highest number of matched skills.
	4 To further explore the Skills Match results, click the occupation you wish to explore (i.e., Machinists).
	5 When you have completed your Skills Search exploration, make another selection from the list.

Module 3:	O*NET OnLine Guided Tour: Crosswalk
	• Show PPT **slide 25**, showing the **Crosswalk** page. Instruct the group to click to the page from their Home Pages. Also refer participants to **pages 32-33** in the Participant's Guide.
	Slide #25:
	Say: The **Crosswalk** function allows you to use occupational titles or codes from other classification systems, the Dictionary of Occupational Titles, for example. This function saves time when you are familiar with occupations in other systems and want to explore *corresponding* occupations in O*NET. **Say:** The step-by-step instructions for performing a **Crosswalk** search are on **pages 32-33** in your workbook.
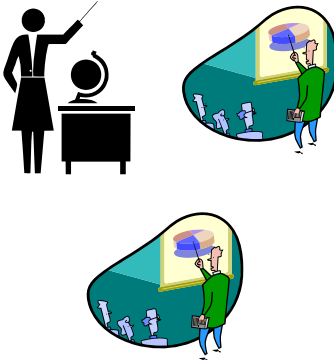
Module 3:	*O*NET OnLine Guided Tour: Crosswalk*
1	On the O*NET OnLine Home Page, click **Crosswalk** on the "Crosswalk" hot link in the center of the screen. The Crosswalk Search screen will display where you will define search criteria, similar to the Find Occupations Search screen, to locate an occupation (e.g., Machinist).
2	To explore a crosswalk for an occupation, do the following on the **Crosswalk Search** screen, as shown in the example: • Type the Code or Title for your search under the desired code type (e.g., DOT). • Click the **Go** button. To improve your search results by title or keyword, use singular words or parts of words or titles.
3	After you click the **Go** button, a **Search Results** window displays with a list of occupations that match the criteria from a Title/Code search (e.g., Computer Programmers).
4	Click Summary, Details, or Custom beside the occupation you wish to explore.
5	When you have completed your Crosswalk exploration, make another selection from the list.

Module 3:	O*NET OnLine Guided Tour: Reports
	• Show PPT **slide 26**, showing the **Summary Report** page. Instruct the group to click to the page from their Crosswalk page. Also refer participants to **pages 34-35** in the Participant's Guide.
	Slide #26:
	Say: With O*NET ONLINE, you can view three types of reports: • Summary • Details • Custom All the reports contain the same basic information, though the Details and Custom reports offer more in-depth information than the Summary report. Let's take a look at what information each type of report provides. The step-by-step instructions for viewing a Summary Report begin on **page 34** in your workbook.
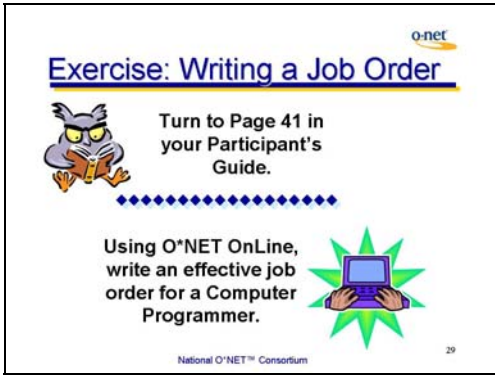
Module 3:	*O*NET OnLine Guided Tour: Reports*
	1 Use any one of the three methods just described (Find an Occupation, Skills Search, or Crosswalk) to complete an occupation search. When the search is complete, you will see that three types of reports are available.
	2 Click **Summary**.
	3 After you click **Summary**, the report displays. You can scroll down the page to see the different categories of information, or click on one of the links (e.g., Tasks, Knowledge, Skills, Abilities, etc.) to jump to the desired report category. Notice that each category of information is defined at a high level. For more detail and quantifiable information, you will want to view a Details Report.
	Note that you can choose to Save a Table by category by clicking on the Save Table link. For example, if you click on Save Table beside Tasks, you can save this data in a file and use it in other applications such as MS Word or Excel.
	4 When you have completed your Summary Report exploration, you may select another type of repport, or select another occupation.

Module 3:	O*NET OnLine Guided Tour: Reports
[illustration]	• Show PPT **slide 27**, showing the **Details Report** page. Instruct the group to click to the page from their Home Pages. Also, refer participants to **pages 36-37** in the Participant's Guide.
[illustration]	**Slide #27:**
[illustration]	**Say:** The Details function gives specific information about all of the variables associated with your selected occupation, based on the six sub-domains in the O*NET Content Model. You can view the complete set of elements for abilities, knowledge sets, skills, work activities, work context tasks interests, and work values. Step-by-step instructions for viewing the details of an occupation begin on **page 36** in your workbook.
[illustration]	**1** Use any one of the three methods just described (Find an Occupation, Skills Search, or Crosswalk) to complete an occupation search. When the search is complete, you will see that three types of reports are available.
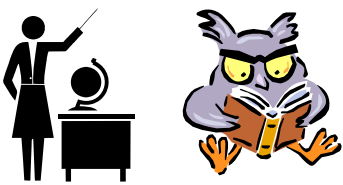
Module 3:	O*NET OnLine Guided Tour: Reports
	2 Click **Details**.
	3 After you click **Details**, the report displays. You can scroll down the page to see the different categories of information, or click on one of the links (e.g., Tasks, Knowledge, Skills, Abilities, etc.) to jump to the desired report category.
	Note that you can choose to Save a Table by category by clicking on the Save Table link. For example, if you click on Save Table beside Tasks, you can save this data in a file and use it in other applications such as MS Word or Excel.
	4 When you have completed your Details Report exploration, you may select another type of report, or select another occupation.
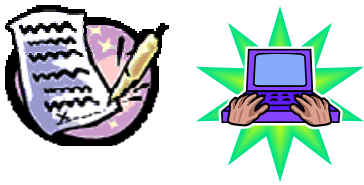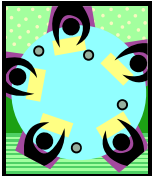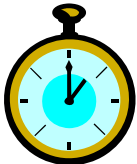
Module 3:	O*NET OnLine Guided Tour: Reports
	• Show PPT **slide 28**, showing the **Custom Report** page. Instruct the group to click to the page from their Home Pages. Also, refer participants to **pages 38-40** in the Participant's Guide.
	Slide #28:
	Say: The **Custom Report** is a useful tool for generating information from specific categories. The information that displays is in detail, not summary form. This report is useful if you want to query certain categories of information quickly. For example, if you want to view information from only the categories of Knowledge, Skills, and Abilities, you can select just those three categories to display. Step-by-step instructions for generating Custom Reports are on **pages 38-40.**
	1 Use any one of the three methods just described (Find an Occupation, Skills Search, or Crosswalk) to complete an occupation search. When the search is complete, you will see that three types of reports are available.

Module 3:	O*NET OnLine Guided Tour: Reports
	2 Click **Custom**.
	3 You must: • Select from the available categories (e.g., Tasks, Knowledge, Skills, etc.) • Select minimum score for each item to display • Select the Importance OR Level for each O*NET Descriptor. This selection is only available for Knowledge, Skills, Abilities, and Work Activities.
	4 After you click **Go**, the report displays. You can scroll down the page to see the different categories of information, or click on one of the links (e.g., Job Zone, Wages & Employment) to jump to the desired report category.
	Note that you can choose to save a table by category by clicking on the save table link. For example, if you click on Save Table beside Tasks, you can save this data in a file and use it in other applications such as MS Word or Excel.
	5 When you have completed your Custom Report exploration, you may make another selection from the navigation bar.

Module 3:	O*NET OnLine Guided Tour: Exercise
	Show PPT **slide 29** and refer participants to the "Writing an Effective Job Order Using O*NET OnLine" exercise on **pages 41-43** in the Participant's Guide.
	Slide #29:
	Say: Now that we have explored the primary functions of O*NET OnLine, it is your turn to practice using the information to write a job order for a Computer Programmer. Let's read the instructions on **page 41** in your workbook. *Read the instructions aloud. Or, ask a participant to read them aloud.*
	Writing a Job Order Exercise—Ask participants to: • Meet with their team. (Pair the participants to form teams.) • Complete the exercise following the directions just read. • Be prepared to share their answers with the larger group and to discuss their thinking and "paths" to answers.
	Divide the class into small groups of 2-3 people to complete this exercise.

Module 3:	O*NET OnLine Guided Tour: Find Occupations
	Ask the class: (Debriefing) • Ask one question of each small group, in turn, to get responses to the first eight items. • Ask two groups to share their job orders (item #9) with the larger group. • Ask two other groups to share their response to item #10 with the larger group. • Ask everyone to return to the O*NET Home Page.

Module 3:	O*NET OnLine Guided Tour: Exploring O*NET
	Show PPT **slide 30** and refer participants to the "Exploring O*NET OnLine" exercise on **pages 44-46** in the Participant's Guide.
	Slide #30:
	Say: Now that we have explored the major functions of O*NET OnLine, it is your turn to practice using the information to explore this resource on your own. We will do one independent exercise before we have lunch. Let's read the instructions on **page 44** in your workbook. *Read the instructions aloud. Or, ask a participant to read them aloud.*
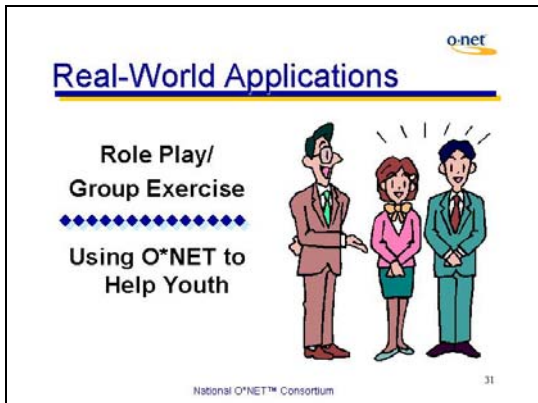
Module 3:	O*NET OnLine Guided Tour: Exercise
	Exploring O*NET OnLine Exercise—Ask participants to: • Use O*NET OnLine, and do the exercise on **pages 44-46** in your workbook. Dream big. • Be prepared to share your fantasy with us in 20 minutes.
	Ask the class: (Debriefing) • Ask two individuals to share their answers to questions #1-#5 with the larger group. • Ask two other individuals to share their responses to questions #2 and #6 with the larger group. • Ask everyone to return to the O*NET Home Page. • Ask everyone if they had fun with this exercise.
	Summarize: We have covered a lot of territory in Module 3: • We reviewed the current "job order intake" process by examining a job order for a Computer Programmer and the corresponding DOT information available for the job. • We took a guided tour of O*NET OnLine, noting the depth and breadth of information available for the same position using O*NET compared with DOT. • Remember, in small groups you used the O*NET OnLine database to conduct research and write an effective job order for a Computer Programmer. • Just now you did two search exercises to gain practice using O*NET.
	Say: That is a lot of work! Let's go for lunch, now. We will resume at _____. This afternoon you can work with O*NET in real-world applications.

Module 4—O*NET Real-World Applications
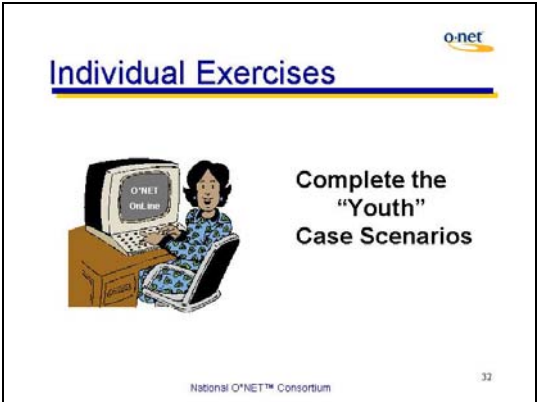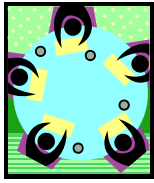
Lesson Plan
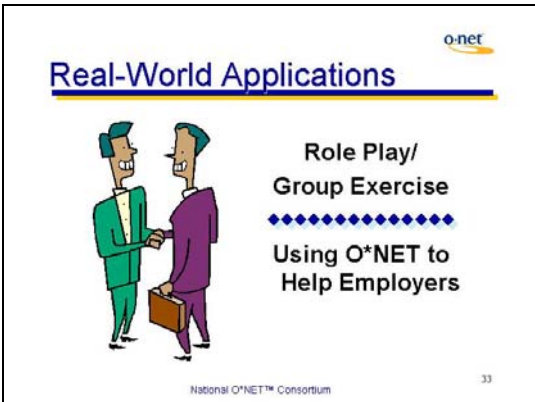
Course	Discovering O*NET™: The Language of Occupational Intelligence
Module	Module 4—O*NET Real-World Applications
Training Time	2¾ hours/classroom
Exercises	Includes three role-play group exercises, each followed by a case scenario that requires using O*NET OnLine in pairs.

These exercises are opportunities to practice helping:

- Youth

- Employers

- Adults

Module Learning Objectives   After completing the O*NET Real-World Applications module, participants will be able to:

- Use O*NET to locate resources and information to benefit customers in real-world situations
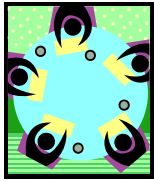
Instructional Strategies and Activities
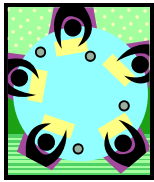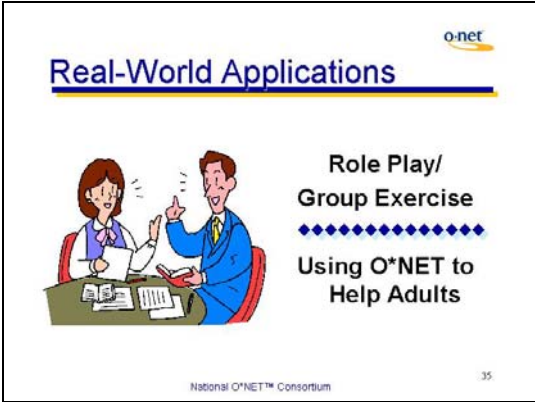
Module 4:	O*NET Real-World Applications
Timeframe:	2¾ hours

	• In this module, show PPT **slides 31-36** and refer participants to pages **47-68** in the Participant's Guide.
	Say: This morning, we learned the features and benefits of O*NET. We learned how to navigate the database and get the most out of this Web tool. Now, you have the chance to get real experience using O*NET. We will spend this afternoon helping youth, employers, and adults in realistic scenarios. For each "market," first we do a role-play as a large group, followed by a case you accomplish in pairs.
	• Show PPT **slide 31** and refer participants to Role Play/Group Exercise: Using O*NET to Help Youth on pages **48-50** in the Participant's Guide.
	Slide #31:
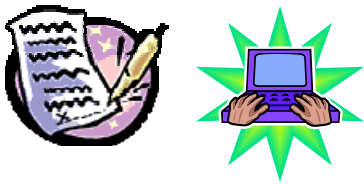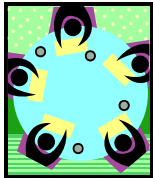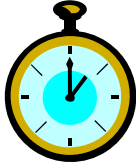
Module 4:	O*NET Real-World Applications (continued)
	Role Play/Group Exercise: Using O*NET to Help Youth—Ask participants to: • Use O*NET OnLine, and do the exercise on **pages 48-50** in their workbooks. **Say:** • Let's have someone volunteer to play John and someone else work with him as a One-Stop Provider. Sit up here and work at the main computer. • Everyone else, complete the questions in the exercise during the interview. Then use the sequence of questions as a model for developing questions in the subsequent scenarios.
	Ask the class: (Debriefing) • Ask the two individuals role-playing John and the Provider to relate how they felt during the process. Did they feel they helped/were helped? How was O*NET beneficial? What would they hope to do differently next time? • Ask the others their reaction to completing the questions. Are they "getting the hang of" using O*NET in real-time? • Ask everyone to give the role players a hand for performing under pressure. • Ask everyone to return to the O*NET Home Page.
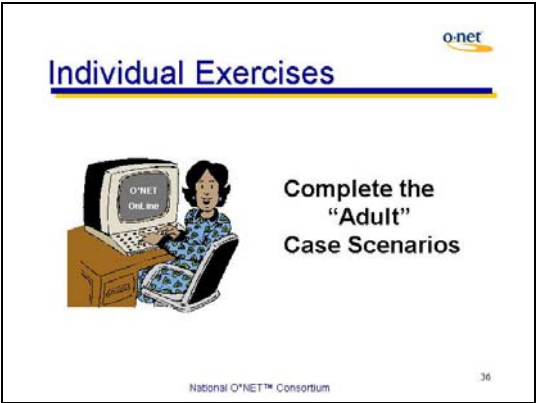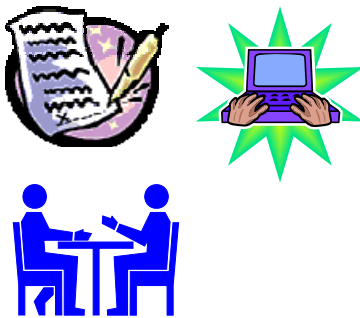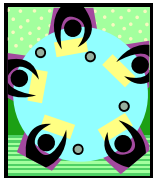
Module 4:	O*NET Real-World Applications: Exercises
	• Show PPT **slide 32** and refer participants to Individual Exercises: Using O*NET to Help Youth on **pages 51-52** in the Participant's Guide.
	Slide #32:
	Individual Exercises: Using O*NET to Help Youth—Ask participants to: • Use O*NET OnLine, and the Youth Case Scenarios #1 and #2 on **pages 51-52** in their workbooks. • Work in pairs. Assign some pairs Scenario #1, some #2. • Tell participants they will have about 20 minutes for the exercise. When five minutes remain, encourage them to complete their activity.
	Ask the class: (Debriefing) • Ask a pair who worked on scenario #1 to share their work. • Ask who else worked on scenario #1. Did they record different information? Were their paths different? • Ask a pair who worked on scenario #2 to share their work. • Ask who else worked on scenario #2. Did they record different information? Were their paths different?

Module 4:	*O*NET Real-World Applications: Exercises*
	• Show PPT **slide 33** and refer participants to Role Play/Group Exercise: Using O*NET to Help Employers on **pages 53-54** in the Participant's Guide.
	Slide #33:
	Role Play/Group Exercise: Using O*NET to Help Employers—Ask participants to: • Use O*NET OnLine to explore the various areas of the Content Model and other resource links to answer the questions on **page 54**. • Volunteer for the roles of Marcia and Larry Peterson and the One-Stop Provider. Have them work at the computer up front. • Complete the questions in the exercise during the interview. Then use the sequence of questions as a model for developing questions in the subsequent scenarios.

Module 4:	O*NET Real-World Applications: Exercises
	Ask the class: (Debriefing) • Ask the individuals role-playing Marcia, Larry, and the Provider to relate how they felt during the process. Did they feel they helped/were helped? How was O*NET beneficial? What would they do differently next time? • Ask the others their reaction to completing the questions. Are they confident about using O*NET to write a job order? • Ask everyone to give the role players a hand for performing under pressure. Ask everyone to return to the O*NET Home Page.
	• Show PPT **slide 34** and refer participants to Individual Exercises: Using O*NET to Help Employers on **pages 55-57** in the Participant's Guide.
	Slide #34: o·net **Individual Exercises** Complete the "Employer" Case Scenarios National O*NET™ Consortium 34

Module 4:	O*NET Real-World Applications: Exercises
	Individual Exercises: Using O*NET to Help Employers—Ask participants to: • Use O*NET OnLine, and the Employer Case Scenarios #1, #2, and #3 on **pages 55-57** in their workbooks. • Work as pairs. Assign some people Scenario #1, some #2, and others #3. • Tell participants they will have about 20 minutes for the exercise. When five minutes remain, encourage them to complete their activities quickly.
	Ask the class: (Debriefing) • Ask someone who chose scenario #1 to volunteer to explain how s/he was able to answer questions #1 and #2. • Ask the other participants who chose scenario #1 how their experience differed. • Ask about scenario #2 in the same way. • Ask about scenario #3 in the same way.
	• Show PPT **slide 35** and refer participants to Role Play/Group Exercise: Using O*NET to Help Adults on **pages 58-60** in the Participant's Guide.
	Slide #35:

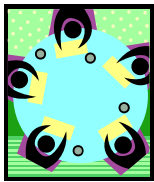| Module 4:	O*NET Real-World Applications: Exercises
	Role Play/Group Exercise: Using O*NET to Help Adults—Ask participants to: • Use O*NET OnLine to explore the various areas of the Content Model and other resource links to answer the questions on **pages 59 and 60.** • Volunteer for the roles of Bob and the One-Stop Provider. Have them work at the computer up front. This role-play calls for the sixth and seventh players. Guard against having anyone take a role more than once, unless there are fewer than seven people in your group. • Complete the questions in the exercise during the interview. Then use the sequence of questions as a model for completing subsequent scenarios.
	Ask the class: (Debriefing) • Ask the individuals role-playing Bob and the Provider to relate how they felt during the process. Did they feel they helped/were helped? How was O*NET beneficial? What would they plan to do differently next time? • Ask the others their reaction to completing the questions. Do they think that they can work with individuals using O*NET? • Ask everyone to give the role players a hand for performing under pressure. • Ask everyone to return to the O*NET Home Page.
	Give the participants a 10-minute break about this time.
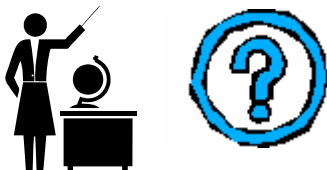
Module 4:	O*NET Real-World Applications: Exercises
	• Show PPT **slide 36** and refer participants to Individual Exercises: Using O*NET to Help Adults on **pages 61-68** in the Participant's Guide.
	Slide #36:
	Individual Exercises: Using O*NET to Help Adults—Ask participants to: • Note that this exercise has a wide variety of adults to help. Encourage participants to select two scenarios that are similar to customers they might encounter in their work. Tell them that they can change the customers' names if appropriate. • Work in pairs. Call out scenarios #1-#8 in turn and try to have at least one pair working on each case. • Tell participants they will have about 20 minutes for the exercise. They should be gaining speed at accomplishing these cases. When five minutes remain, encourage them to complete their activities quickly.
	Ask the class: (Debriefing) • Ask a pair who chose scenario #1 to volunteer to explain how they answered questions #1-#3. • Ask the other participants who chose scenario #1 how their answers to #2 and #3 differed. What does the large group think about the differences? • Ask about scenarios #3-#8 in the same way.
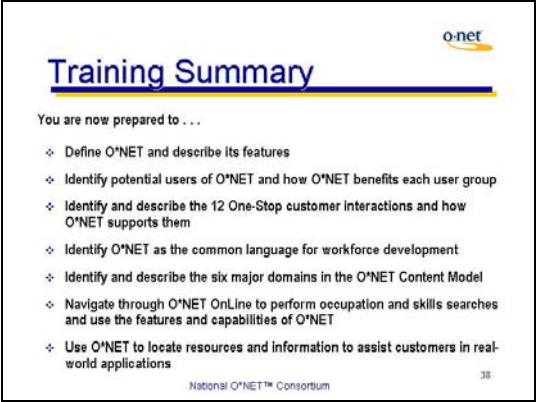
Module 5—Tying It All Together!
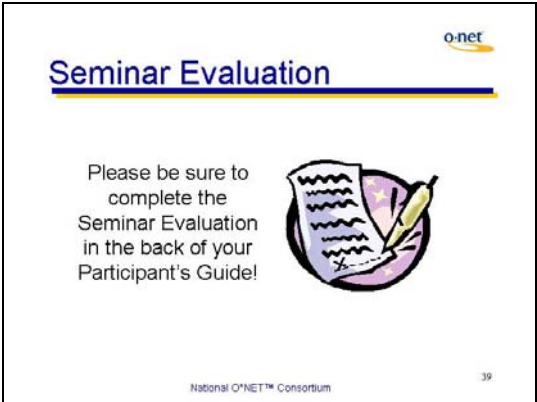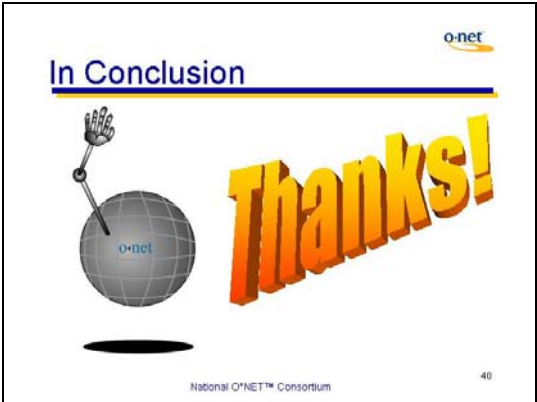
Lesson Plan

Course	Discovering O*NET™: The Language of Occupational Intelligence
Module	Module 5: Tying It All Together!
Training Time	15 minutes/classroom
Exercises	None
Course Learning Objectives	After completing Discover O*NET, participants will be able to:

- Define O*NET and describe its features

- Identify potential users of O*NET and how O*NET benefits each user group

- Identify and describe the 12 One-Stop customer interactions and how O*NET supports them

- Identify O*NET as the common language for workforce development

- Identify and describe the six major domains of the O*NET Content Model

- Navigate through O*NET OnLine to perform occupation and skills searches; obtain summary, details, and custom reports; find related occupations for specific jobs; and explore other key O*NET features

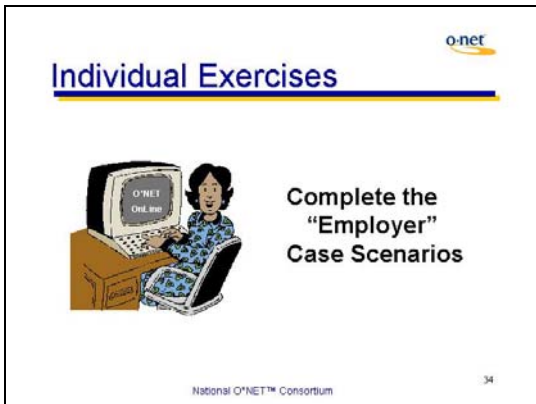- Use O*NET to locate resources and information to assist customers in real-world applications

Instructional Strategies and Activities

Module 5:	*Tying It All Together!*
Timeframe:	**15 minutes**
	• In this module, show PPT **slides 37-40** and refer participants to **pages 69-74** in the Participant's Guide.
	• Show PPT **slide 37** and refer participants to the Q/A Period on **page 70** in the Participant's Guide.
	Slide #37:
	Ask: What are your questions about: O*NET OnLine, other Internet resources, O*NET-SOC, and job accommodation?
	• Show PPT **slide 38** and refer participants to **page 71** in the Participant's Guide.

Module 5:	Tying It All Together! (continued)
	Slide #38:
	Say: Now that you have completed Discover O*NET, you should have a good understanding of O*NET's features and benefits for its target customer groups. You know its domains and sub-domains. You know how to navigate the system to perform occupation and skills searches and how to write job orders. You can use O*NET to locate resources and information that will help real customers in real-world applications. When you need to review what we have covered today, you can use your Participant's Guide as a handy on-the-job reference.
	• Show PPT **slide 39** and refer participants to **pages 73-74** in the Participant's Guide.

Module 5:	Tying It All Together! (continued)
	Slide #39:
	Say: Please help us make future Discover O*NET workshops better by completing the evaluation on **pages 73-74**. You can leave your evaluation _____ as you depart.
	• Show PPT **slide 40**.
	Slide #40:
	I've enjoyed discovering O*NET with you today. I wish you success in working with O*NET to help people in workforce development.

Supporting Materials

The following pages contain the Exercises found in the Participant's Guide in the order in which they appear.

These supporting materials are provided for your reference as you prepare to teach and conduct Discover O*NET training.

Facilitator's Guide

Participant's Guide Exercises
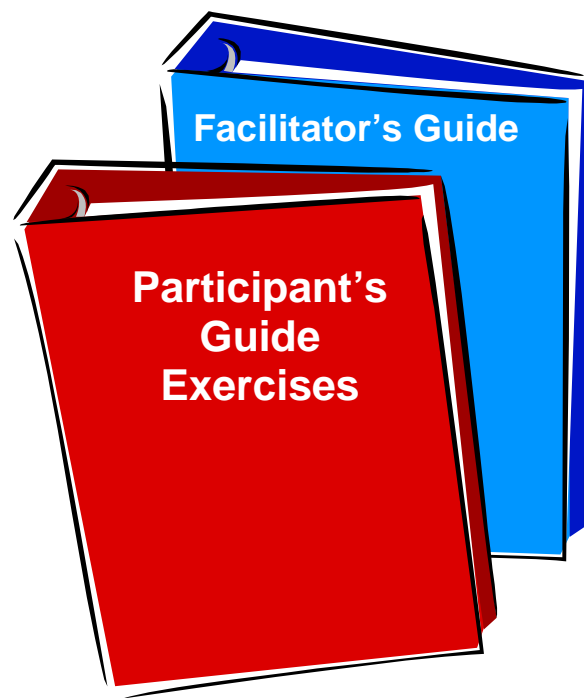
Exercise: Let's Get Acquainted

Take a moment to answer the questions below. Your responses will be shared with the group to get to know each other and determine your level of experience.

1.   **Name**

     _____

2.   **Position**

     _____

3.   **Length of time in workforce development**

     _____

4.   **How much experience do you have with computers?**

     _____

5.   **How much experience do you have using the Internet?**

     _____

6.   **What do you know about "O*NET"?**

     _____

7.   **What are your expectations of today's training?**

     _____

Exercise: Writing an Effective Job Order Using O*NET OnLine

Instructions: This is a hands-on computer exercise. You will have 20 minutes to work with your team members to search the O*NET OnLine database, extract information, and write an effective **Job Order for a Computer Programmer**. To complete the exercise, be sure to respond to each of the items below. Refer to pages 23-45 in your workbook for assistance in using O*NET OnLine, as needed. Be prepared to discuss your "new and improved" job order with the class!

1.   Job Title and O*NET-SOC Code:

2.   Determine Median Annual Salary for this Occupation in your state (Hint: Click America's Career InfoNET, Wages and Trends, Keyword Search: "computer programmer," and then select your state.

3.   The recommended Education and Training for this occupation is:

4.   The top seven Job Tasks for this occupation are:

Exercise: Writing an Effective Job Order Using O*NET OnLine (continued)

5.   The top four Most Important Skills for this occupation are:

6.   The top four Work Values (i.e., Employee Needs) that this Occupation satisfies are:

7.   The #1 "Interest" for this occupation is:

8.   Four Related Occupations with similar characteristics (e.g., skills, abilities, knowledge, experience, work environment) to this occupation are:

Search Exercise: Exploring O*NET OnLine

Instructions: This is a hands-on computer exercise. Based on a scenario, you will have 20 minutes to work independently to explore the various features, functions, and capabilities of O*NET OnLine. To complete the exercise, be sure to respond to each of the items below. Be prepared to discuss your findings with the class. Above all, have fun!

> **Scenario:** This is your lucky day! An anonymous benefactor is sponsoring you to pursue the "dream job" of your life! This includes receiving any additional education and training required of this job (e.g., BA, MA, PhD, MD), if needed. And while you're pursuing your dream, your generous benefactor will pay all of your bills, loans, and any other financial responsibilities you may have in order to support yourself and/or your family!
>
> So, what in your "heart of hearts" have you always wanted to do? Is it to be the next Steven Spielberg, Bill Gates, Mia Hamm, Michael Jordan, Albert Einstein, Oprah Winfrey, Jonas Salk, Maya Angelou, or Martin Luther King Jr.? The sky's the limit!
>
> Your task is to explore O*NET OnLine to discover what your dream job is all about, including the necessary education and training, work experience, and skills. Be sure to choose a career that is compatible with your work values and interests and, of course, your financial aspirations.

1.   Start by performing a "Skills Search" in O*NET OnLine to identify the skills you currently possess or plan to acquire in pursuit of your dream job. What skills have you selected from the 6 categories?

2.   What is your "dream job" title and its O*NET-SOC Code?

Search Exercise: Exploring O*NET OnLine (continued)

3.   Median Annual Salary for your dream job in your State (see America's Career Infonet site, accessed through Occupation Characteristics):

4.   What is the "Education and Training" required for your dream job? Identify the education and training you currently possess and what additional education and training you'll need to fulfill this job.

5.   What are the "Most Important Skills" of your dream job?

6.   What are the "Tasks" of your dream job?

7.   What is the "Occupation-Specific" Information of your dream job?

Search Exercise: Exploring O*NET OnLine (continued)

8. What are the top three "Work Values," "Work Interests," "Work Activities," and "Work Contexts" in each of these categories of your dream job? Are these values compatible with your personal preferences?

    Work Values:

    Work Interests:

    Work Activities:

    Work Context:

9. How did you like exploring your dream job using O*NET OnLine?

Role-Play/Group Exercise: Using O*NET to Help Youth

Instructions: Two volunteers will perform the following case scenario to demonstrate how to use O*NET OnLine to help customers in a One-Stop Center. One volunteer will play the role of the customer and the other will play the role of the One-Stop Provider. The One-Stop Provider will answer the questions posed in the scenario by navigating through O*NET OnLine.

Case Scenario — High School Dropout

John is 19 years old and currently working full-time at a gas station. He dropped out of school after the 11th grade because he was bored and wanted to work to make money. Since leaving school, John has worked at minimum wage jobs that are labor-intensive. He spent some time at a lumberyard as a helper and also helped his uncle with his landscaping business last summer. He took the full-time job at the gas station because they advertised that they would reimburse tuition for him to go back to school. John knows that to make more money he needs more education. He enjoys using computers and has helped his friend design Web sites for community service organizations.

His friend recently found a job using the One-Stop Center in his town. John decides to make an appointment to explore what his options are.

Your Challenge:

You are the interviewer assigned to John's case.

Working together with John, you develop the list of following questions to be answered. Using O*NET OnLine, explore the various areas of the Content Model and other resource links to answer these questions.

Note: All participants should answer the following questions, based on the customer's responses during the interview and the information found in O*NET OnLine. You will use this as a model for completing subsequent scenarios.

Role-Play/Group Exercise: Using O*NET to Help Youth (continued)

1.   What skills does John currently have?

2.   What occupations match his current skills sets?

3.   What occupations would he like to pursue?

4.   What are the skills sets needed for those occupations?

5.   What are the educational requirements for those occupations?

Role-Play/Group Exercise: Using O*NET to Help Youth (continued)

6.   What is the gap between John's current skills and the ones required for the occupations that interest John?

7.   What is the job growth potential for those occupations?

8.   What is the salary level for those occupations?

9.   Do the occupations match the type of work environment that John likes?

10.   What other information might be helpful in working with John?

Individual Exercises: Using O*NET to Help Youth

Instructions: Now that you've seen how O*NET OnLine assisted a customer in a real-world scenario, you will have the opportunity to explore O*NET OnLine to gather information and execute whatever action is most appropriate for this customer. Just as in the role-play, you want to write down the questions you need to ask and decide what areas of O*NET OnLine will help you to answer them. Refer to the role-play exercise to select appropriate questions to explore.

Youth Case Scenario #1— In-School Youth

Sarah is in her senior year of high school and is feeling the pressure from her peers to decide what she's going to do after graduation. Many of her friends are going off to college, and she wants to go to college too, but also needs to work. She is a member of the National Honor Society.

Sarah is interested in art and music. She also plays piano and volunteers with her church group. She worked on the set designs for school plays. Sarah likes working with computers and uses software that allows her to design her own greeting cards.

Her guidance counselor set up an appointment to meet with Sarah in the library to explore career opportunities using O*NET OnLine.

Working with Sarah, you develop a list of questions to be answered.

Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Youth Case Scenario #2 — GED Recipient

Rose had to drop out of high school during her senior year due to her mother's illness. She needed to provide full-time care for her mother as well as care for a younger brother. After her mother's recovery, Rose earned her G.E.D. While Rose was in school, she enjoyed her classes and received good grades. She participated in the Drama Club and school newspaper. She has some computer skills and knows e-mail, Internet, and word processing.

Rose has been working as a receptionist in a beauty salon. She uses the computer for scheduling and payments. She wants a career that will allow her some independence, likes working with people, and enjoys helping the hair stylists at the salon.

Rose contacted a beauty school for information about attending. She is having trouble coming up with the required tuition and the school suggested she talk to someone at the One-Stop Center for assistance.

You are assigned to Rose's case.

Working with Rose, you develop a list of questions to be answered. Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Role-Play/Group Exercise: Using O*NET to Help Employers

Instructions: Two volunteers will perform the following case scenario to demonstrate how to use O*NET OnLine to help customers in a One-Stop Center. One volunteer will play the role of the customer, and the other will play the role of the One-Stop Provider. The One-Stop Provider will answer the questions posed in the scenario by navigating through O*NET OnLine.

Case Scenario — Filling a Job Opening

Marcia and Larry Peterson own a small consulting company that provides software and training to businesses using a proprietary credit collection system that they developed. Until now, they have been very successful using their current customers to provide personal referrals for new business. Both Marcia and Larry are experienced in the technical aspects of computer software development, but know little about sales and marketing. They are looking to expand their product line as well as increase their customer base.

Marcia and Larry want to make a good business decision when adding personnel. In the latest version of their business plan, they see the need to create a new position. They know this position would be responsible for sales to existing customers and developing new customers, as well as some customer service. They don't know where to begin to develop a job description or how to determine the right skills needed for the job.

They have used the One-Stop Center in the past to fill a telemarketing position. Marcia and Larry decide to call their representative for assistance.

Your challenge:

You are meeting with Marcia and Larry. After getting some basic demographic information, you work together to develop a list of questions that will assist the Petersons in understanding the skills needed so that they can complete the job order and develop a job description. Using O*NET OnLine, explore the various areas of the Content Model and other resource links to answer these questions.

Note: All participants should complete the following questions, based on the customer's responses during the interview and the information found in O*NET OnLine. You will use this as a model for completing subsequent scenarios.

Role-Play/Group Exercise: Using O*NET to Help Employers (continued)

1.   What is the O*NET-SOC title (or titles) that best matches the position being created?

2.   What are the skills that match the occupation?

3.   What additional information is available to the Petersons to help them prepare a job order that reflects their needs? Can they take any of the information with them?

4.   Write the job order.
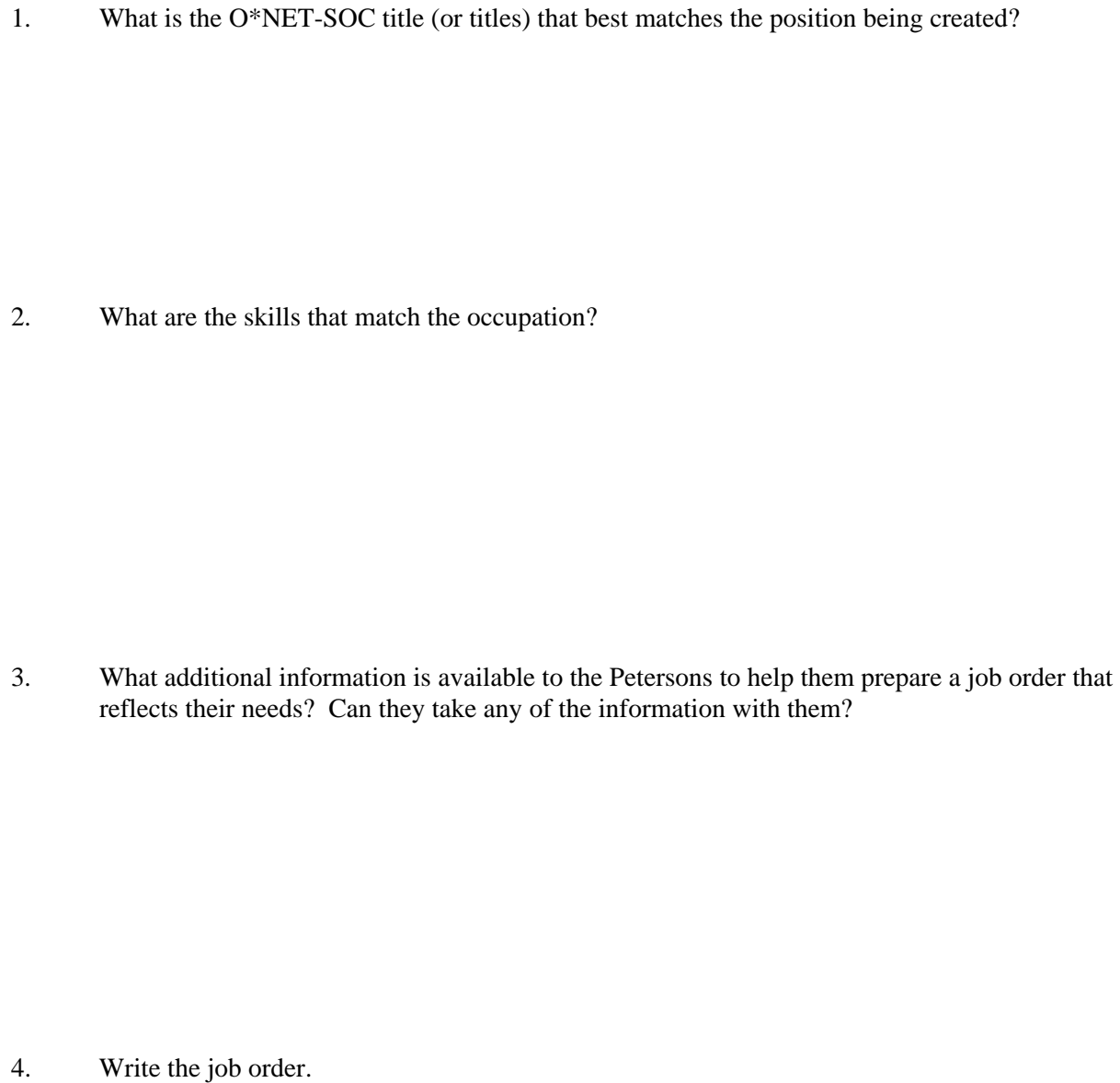
Role-Play/Group Exercise: Using O*NET to Help Employers

Instructions: Now that you've seen how O*NET OnLine assisted in a real-world scenario, you have the opportunity to explore O*NET OnLine to gather information and execute whatever action is most appropriate for this customer. Just as in the role-play, you want to write down the questions you need to ask and decide which areas of O*NET OnLine will help you to answer them.

Employer Case Scenario #1 — Developing Performance Appraisals

You are a sales manager and need to develop a performance appraisal instrument for the three employees in your department. Your boss has stated that this year's reviews need to have solid data behind all recommendations for raises and requests for professional development training.

You have a secretary and two salespeople. You need information that can be used as a starting point to benchmark their current performance levels, so that you can work with them to develop a performance plan.

Your husband works at the One-Stop Center and suggests that you use O*NET OnLine to help find the information you need.

Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What specific O*NET functions and resources did you explore?

2.   As a result of using O*NET OnLine, what information did you find regarding benchmarking current performance levels?

Employer Case Scenario #2 — Training/Curriculum Development

The Human Resources office has distributed a memo stating that additional revenue has been added to the professional development line item in the budget. As a department head, you have an opportunity to provide training to your team. You need to make a decision as to the type of training to request.

Your department consists of the following employees:

- 1 Administrative Assistant

- 1 Project Manager

- 3 Telemarketing Representatives

- 1 Customer Service Supervisor

The memo also provides the Internet site called O*NET OnLine as a resource for information.

Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   Use O*NET to identify the skills needed by each member of the department to be effective working together as a group. Be sure to identify skills that all positions have in common, if applicable, as well as the skills that are unique to a given position.

2.   Determine the level of importance for these skills in each position, as importance may differ slightly for each.

3.   Recommend additional training and education needed by each member of the team, indicating those that team members have in common as well as those that are unique.

Employer Case Scenario #3 — Career Track Development

Joan is currently working for a cable television company as a customer service representative. She has been employed at this job for three years and is ready for a change. The company is always ready to promote from within, so Joan believes there is opportunity for advancement.

Joan received her Associates Degree in Business and worked for a short time at a advertising agency, assisting in the copywriting department before taking this position. She is interested in pursuing a position in the marketing department and knows that there may be a position open in the next six months for a marketing coordinator. Joan would like to apply for the position but is unsure as to whether she has the qualifications and skills necessary for the job. She would like more information so that she can feel secure in making this move.

A co-worker was recently hired after using the One-Stop Center for assistance. He suggests that Joan talk to someone at the Center for assistance.

How can O*NET OnLine help Joan better prepare for this career move?

Explore the resources available through O*NET OnLine to help answer these questions. Remember, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in the scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   Based on your exploration of O*NET OnLine, does this customer currently possess the necessary qualifications for the desired job? If not, what additional education and training are needed?

Role-Play/Group Exercise: Using O*NET to Help Adults

Instructions: Two volunteers will perform the following case scenario to demonstrate how to use O*NET OnLine to help customers in a One-Stop Center. One volunteer will play the role of the customer and the other will play the role of the One-Stop Provider. The One-Stop Provider will answer the questions posed in the scenario by navigating through O*NET OnLine.

Case Scenario — Dislocated Worker

Bob has worked as a typesetter in a print shop for 20 years. The company is shutting down and he is being laid off.

Bob is 40 years old, has a high-school education and some on-the-job training. He has never considered doing anything else for a living.

Bob would be interested in training in another field, but he is unsure of how his current skills will translate to other areas. He is concerned about the amount of training required, since it has been so long since he has had any formal education. He also has a family to support and can't be out of work for too long. He wants to work in an area that will afford him security until he reaches retirement.

The Rapid Response Team has been notified of the company closing and representatives are on location to meet with the employees.

Bob schedules a meeting to talk with a counselor.

Your challenge:
You are meeting with Bob. After getting some basic demographic information, you work together to answer this list of questions that will assist Bob in making a decision on the direction in which he want to move. Using O*NET OnLine, explore the various areas of the Content Model and other resource links to answer these questions.

Note: All participants should complete the following questions, based on the customer's responses during the interview and the information found in O*NET OnLine. You will use this as a model for completing subsequent scenarios.

Role-Play/Group Exercise: Using O*NET to Help Adults (continued)

1.   What are the skills required in Bob's current job?

2.   What education does Bob possess?

3.   What related occupations require a similar skills set?

4.   What are the educational requirements of the related occupations?

Role-Play/Group Exercise: Using O*NET to Help Adults (continued)

5.   Which of the related occupations provides a similar structure with regard to job security?

6.   Which of the occupations have job potential in the next 10 years?

7.   Based on your exploration of O*NET OnLine, what recommendations would you make to this customer?

Individual Exercise: Using O*NET to Help Adults

Instructions: Now that you've seen how O*NET OnLine assisted in a real-world scenario, you have the opportunity to explore O*NET OnLine to gather information and execute whatever action is most appropriate for this customer. Just as in the role-play, you want to write down the questions you need to ask and decide which areas of O*NET OnLine will help you to answer them.

Adult Case Scenario #1 — Welfare Recipient

Mary is a single parent and has been receiving welfare assistance for the past 11 years. She has two children, ages 11 and nine, and lives with her mother. Mary has no car and is limited to using public transportation. She received her G.E.D., but has very little work experience. She currently works as a kitchen helper at a local nursing home. She likes working with the elderly. In a recent review, her supervisor noted that Mary is very caring, compassionate, and patient with the residents.

Mary knows that, in order to get off of public assistance and provide a better life for her children, she needs to set some goals for herself. She has observed the nurses and assistants at work at the nursing home and believes that she would enjoy this as an occupation.

You are assigned to Mary's case. Working together with Mary, you develop a list of questions to be answered.

Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine in order to report back to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as applicable to this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   Based on your exploration of O*NET OnLine, what recommendations did you make to this customer?

Adult Case Scenario #2 — Veteran

Ron is 34 years old and married. He has an eight-year-old son. Ron enlisted in the U.S. Army after graduating from high school and served in Desert Storm. He did not re-enlist when his tour was up after four years.

While in the Army, Ron was a maintenance mechanic, working mostly on maintaining equipment and vehicles.

Ron has had a sporadic work history since leaving the Army. He has worked at several auto parts stores. Ron regularly attends AA meetings and is confident that he can do better for himself and his family. His wife works full-time as a receptionist at a real estate office to help make ends meet.

Ron has expressed an interest in working on cars and has taken car repair classes in vocational school. A friend recommended that he make an appointment at the One-Stop Center to see if they can help him.

You are assigned to Ron's case.

Working together with Ron, you develop a list of questions to be answered.

Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Adult Case Scenario #3 — Disabled

Susan is 23 years old and is living at home. During her senior year at college, she had a seizure that left her paralyzed on the right side of her body. She now uses a wheelchair. Speech therapy has improved her ability to speak without assistance. She has had intensive physical therapy for the past year. However, she is becoming increasingly depressed. She feels she once had her whole life ahead of her and now doesn't know where to begin.

Susan was in a degree program for physical education before the seizure. She had already applied for three jobs as a physical education teacher. She was very athletic and was a member of the college soccer team. She also was an avid tennis player and enjoyed swimming.

She is not sure what possibilities are available now that she has a disability. Her therapist at the clinic suggested talking to someone at the One-Stop Center.

You are assigned to Susan's case.

Working together with Susan, you develop a list of questions to be answered.

Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Adult Case Scenario #4 — Underemployed

Denise is 36 years old, married, and has three children, ages eight, 10, and 13.

She works for a small insurance company and is responsible for data-entry and receptionist duties. Twelve people work at the company, and there is no opportunity for advancement. She began working part-time three years ago when her children were little. She has worked full-time for the past two years, now that her children are in school.

Denise received her Associates Degree in Accounting 16 years ago, but married and started having children right away. She stayed at home to raise the children. This is her first job, but she wants to use her degree to help advance her position in another job.

You are assigned to Denise's case.

Working together with Denise, you develop a list of questions to be answered. Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Adult Case Scenario #5 — Displaced Homemaker

Jane is 30 years old, has been divorced for one year, and has custody of her two children, ages nine and 11. She has always been an at-home mom because her husband's job allowed them to live comfortably on his income. She receives alimony and support payments, but this is not enough money to provide for her family. Jane also wants to be a positive example for her children and show them that you need to work to get what you want and need in life.

Jane received her high school diploma and has taken some professional development classes at the local community college. She has always been very involved in her children's activities and school. She has been the president of the PTA and leader of her daughter's Brownie Troop. Whenever other parents need something done, they turn to Jane. She received an outstanding service award from the PTA.

The school librarian mentioned she could find career assistance at the One-Stop Center. Jane made an appointment right away.

You are assigned to Jane's case.

Working together with Jane, you develop a list of questions to be answered. Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Adult Case Scenario #6 — Career Change

Matt has worked as a delivery driver for a local bakery for 10 years. He has started having back problems and finds it difficult to carry out the duties of his job. He loves working with people and enjoys telling his customers about the company's special promotions and the quality of its product.

Matt knows that he will not be able to continue doing this type of work much longer. He wants to continue to work with people and has even expressed an interest in sales. There are no jobs available with his current employer, so he wants to broaden his opportunities. He makes a very good salary and has great benefits due to his membership in the union. He is not sure what jobs will allow him to keep this level of income and benefits. He is willing to explore occupations in growing industries that offer him the long-term benefit of new challenges.

Matt's son participates in summer youth programs, so he knows there are resources available to help him.

You are assigned to Matt's case.

Working together with Matt, you develop a list of questions to be answered. Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified that are important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Adult Case Scenario #7— College Graduate

Dennis will be graduating from college next month with a bachelor's degree in music and a minor in photography. He loves playing his guitar and writing songs, and plays at the college coffeehouse. He thought that music would be a good major, but now realizes that this is not a great way to make money and pay the rent. He talked to the college placement office, and they suggested he do some career exploration.

Dennis returns home after graduation and does not have a job. His father wants him to use his degree, so he suggests talking to someone at the local employment office. Dennis makes an appointment at the One-Stop Center right away.

You are assigned to Dennis' case.

Working together with Dennis, you develop a list of questions to be answered. Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Adult Case Scenario #8 — Paroled Prisoner

Sam has just been released from jail after serving three years for burglary. He is a high school graduate and fell in with the wrong crowd after graduation. He worked as a construction laborer for a short time after high school, but soon found himself addicted to drugs. He started burglarizing houses and selling the stolen items for money for drugs.

He is clean now and has faithfully attended Narcotics Anonymous meetings. He needs a job right away, but also wants to get on a track that will provide him with some opportunity for advancement in a career.

He likes to cook and worked in the kitchen at the corrections facility. He also took some correspondence courses in the areas of writing and literature.

His parole officer recommended that Sam talk to a counselor at the One-Stop Center for assistance in finding a job.

You are assigned to Sam's case.

Working together with Sam, you develop a list of questions to be answered. Explore the resources available through O*NET OnLine to help answer these questions. **Remember**, record the path you used in O*NET OnLine so you can report to the larger group. Use as much detail as possible to explain to others.

1.   What questions have you and your customer identified as important in this scenario?

2.   What specific O*NET functions and resources did you explore to assist this customer?

3.   As a result of using O*NET OnLine, what recommendations did you make to this customer?

Seminar Evaluation

Please take a moment to fill out this evaluation form. Your input is valuable to the program and will be used to modify future sessions.

Your Name: _____   *Instructor:* _____

*Your Telephone number and extension*_____

Date: _____   *Company/Location:* _____

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1. What is the most significant learning you have gained from this workshop?

_____

_____

2. How will you use the knowledge you've gained in this training?

_____

_____

3. What do you wish there had been more time for?

_____

_____

4. How would you rate your Facilitator? (CIRCLE ONE)

POOR				*SATISFACTORY*				*SUPERIOR*	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*

Why?

_____

_____

5. *How would you rate your workshop materials?*

POOR					*SATISFACTORY*				*SUPERIOR*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*

Why?

_____

_____

6. *What other comments can you make about this program?*

_____

_____

7. *What further assistance would you like?* *(Please check the boxes that apply.)*

❏Personal follow-up　　　　　　　　　　❏Training for others in my company/division

❏Additional training for me　　　　　　　❏Other _____

　　　　　　　　　　　　　　　　　　　　_____

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