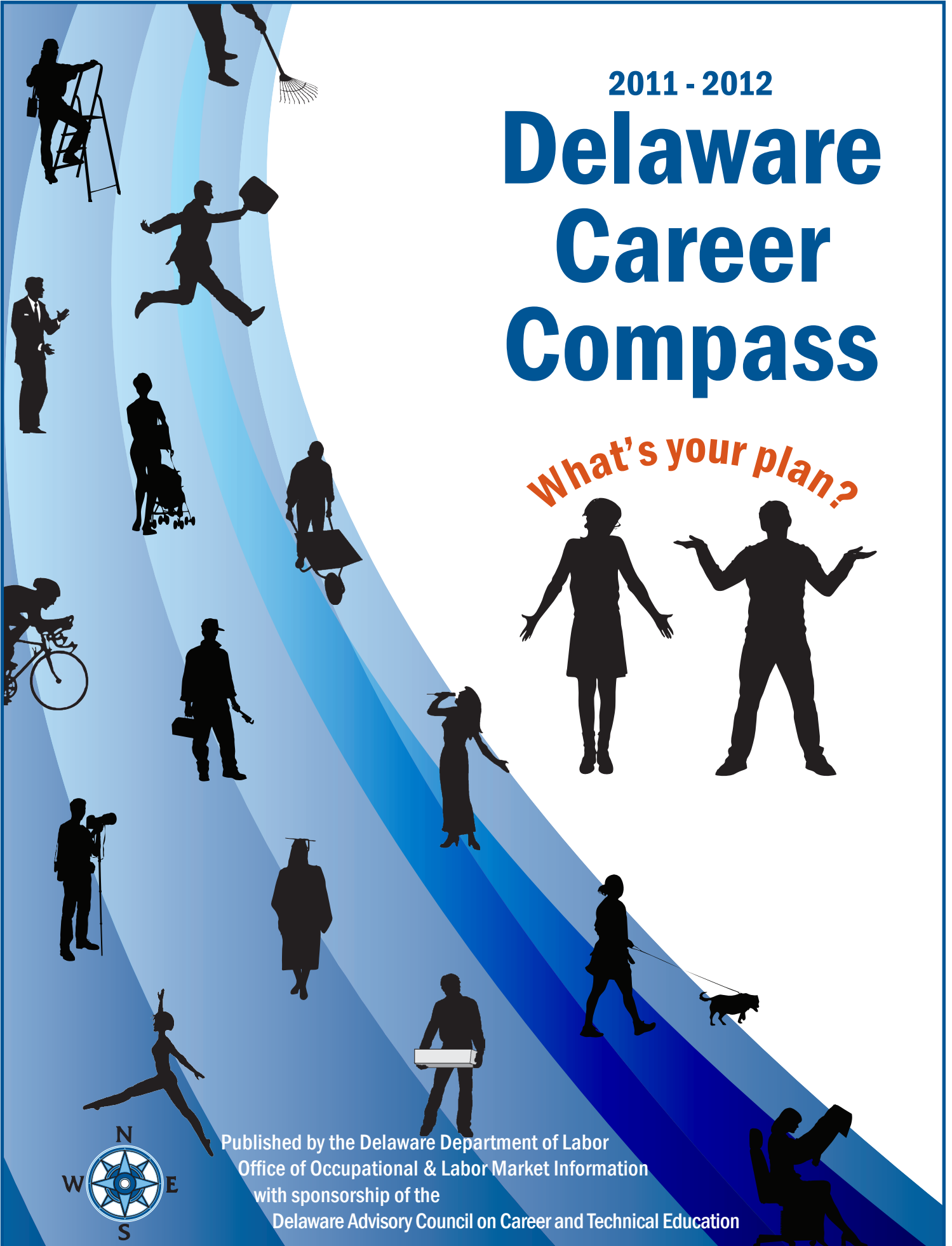


2011 - 2012

Delaware Career Compass

What's your plan?



Published by the Delaware Department of Labor
Office of Occupational & Labor Market Information
with sponsorship of the
Delaware Advisory Council on Career and Technical Education



STATE OF DELAWARE
OFFICE OF THE GOVERNOR
TATNALL BUILDING, SECOND FLOOR
WILLIAM PENN STREET, DOVER, DE 19901

PHONE: 302-744-4101
FAX: 302-739-2775



The Honorable Jack A. Markell
Governor

JACK A. MARKELL
GOVERNOR

Dear Students,

As Governor, it is my pleasure to present the 2011-2012 edition of the *Delaware Career Compass*. One of our state's continued commitments is ensuring that every student and job seeker has the opportunities and resources available to follow their goals and attain their dreams. I hope the *Delaware Career Compass* serves you well in that regard.

This year's theme - "*What's Your Plan?*" - emphasizes the need to develop a plan with specific tasks and timelines to better assist you in reaching your educational and career goals.

Within this publication you will find dozens of opportunities to help you develop the necessary skills to pursue and prosper in your chosen profession. The *Delaware Career Compass* is just one of many resources that are available to you.

I wish you the best as you search for a vocation that will allow you to realize your life goals and prove to everyone that our state's best days truly are ahead of us.

Sincerely,

Jack Markell

Jack A. Markell
Governor



John J. McMahon, Jr.
Secretary

Dear Students,

As each of you is aware, the work environment has changed dramatically with a very heavy emphasis on skills. The jobs of the future and your success in obtaining those positions will be based on your level of education, overall skills and the number of positions available in your chosen field. In Thomas Friedman's book, *The World is Flat*, he clearly demonstrates how small the world has become and that the global economy has a direct impact on our individual successes. Competition for labor knows no borders, and those individuals with education and skills will be in demand.

The *Delaware Career Compass*, in its 19th year, is designed to provide each of you with the necessary information, based on current economic trends that will allow you to make informed choices for your chosen course of study and future career aspirations. You will need to know whether your career area will have positions available upon graduation and thus are considered demand occupations.

The *Delaware Career Compass* has proven to be a great resource to not only help you plan your path toward your chosen career, but also serves as an opportunity for you to establish objectives based on the current and future job needs for that industry. It is often said that education is the currency of the future, and your ability to have real time economic data and planning tools will allow you to make knowledgeable decisions for your future.

The Delaware Department of Labor, Office of Occupational and Labor Market Information (OOLMI), is ready and willing to help, support and guide you through this extremely important phase of your career planning. Please read the *Delaware Career Compass*, use it to help formulate plans, and feel free to contact OOLMI with any questions you may have.

I wish you well in this most important time in your journey to your future, and I am quite sure that the *Compass* will provide you with valuable information to plan your road map to a rewarding career. Good luck!

Sincerely,

John J. McMahon, Jr.

John J. McMahon, Jr.
Secretary



The Honorable John J. McMahon, Jr.
Secretary
Department of Labor

Delaware Career Compass

2011 - 2012

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What's Your Plan?



Special thanks to:

Dr. Manera A. Constantine, Janet Nichols - DACCTE
Lori Greenhouse & Kevin Calio - DE. Department of Labor
Cynthia Kirkpatrick - Delaware Higher Education Office
Lauren Rhoades - Aquila
Carmen Strollo - Tech Prep
Lisna Utami - DEDO

Lyn Anderson, Editor

OOLMI/Fox Valley Annex
19 West Lea Boulevard
Wilmington, DE 19802
phone: 302-761-8064
lyn.anderson@state.de.us

What's Your Plan?

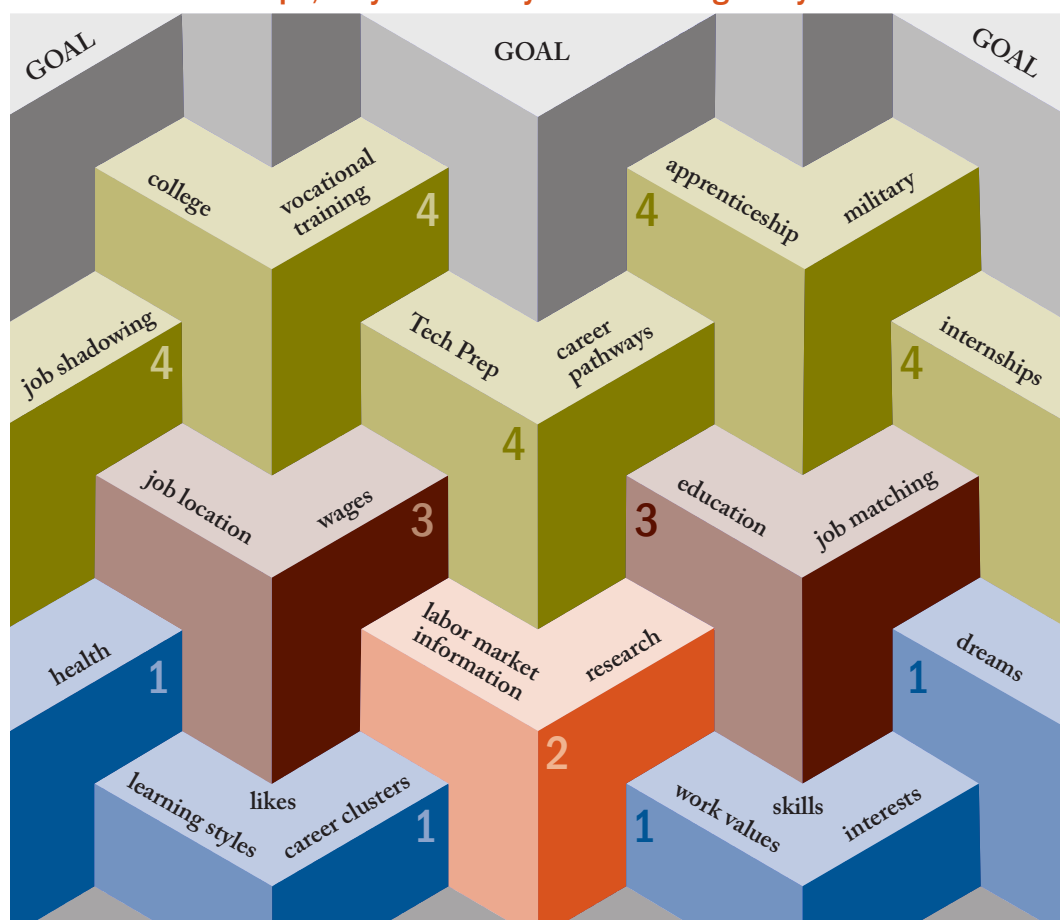
It would be unusual for you to know what you want to do for the rest of your life when you're still in high school. Interests will broaden with life experiences, skills will grow with education and training, and priorities will change with maturity. Sometimes, even if you do know exactly what you want to do, you may need to switch occupations as economies change, businesses close, and occupations come and go.

You will need to make your best career decisions based on the information you have at any particular time. The research you do now will help you develop your career plan and set you on your journey. Everything you learn along that journey will help you refine your vision.

It's also important to remember that this journey is not a straight line to the "finish". Your career journey will most

likely resemble *Chutes and Ladders*. (Do you remember that game from your childhood?) You may climb the steps and achieve your goals only to find yourself sliding down from an unexpected challenge. You will regroup, begin a new climb, and reinvent yourself along the way. Chances are that you will do this more than once throughout the course of your career. But if you follow the four steps below, you will overcome any challenges.

Practice these 4 steps; they will serve you well throughout your career.



1 **Step 1: Who Am I?**
Learn about yourself, your learning styles, your values, your interests, your personality, and your abilities.

2 **Step 2: What's Out There?**
Learn as much as you can about a variety of careers; investigate what's available and the preparation needed. Learn all you can about the labor market - which occupations are growing and which aren't.

4

Step 4: How Do I Do It?

Take advantage of your high school years. Do everything you can to prepare for your future. Investigate options for your education and/or training. Write down your personal and career objectives. Continuously review where you are and where you want to be. Make your plans and meet your goals

3

Step 3: How Do I Decide?

Combine what you know about yourself and what you've learned about the world of work. Explore your education, wage, and job location desires.

Step 1: Who Am I?

Assess Yourself

Next Step: **What's Out There?**

What makes you unique? Is it your math aptitude? Is it the way you play violin? Is it your outgoing personality or perhaps your leadership skills? Whatever it is, your attributes combine to make you the person you are, and that person is suited to some occupations far better than others.

For example, if you love math and have strong math skills, then going into a field in which you can use those skills makes perfect sense. But which field? Would you like to teach high school math? Do you want to be an engineer? How about accounting, operations research, or bioinformatics? To make a good match, you must look beyond your skills and talents to find the specific occupation that suits your personality, interests, and values.

Are you a people-person who has both the physical stamina and the interest in teenagers to be the teacher they deserve? Or are you a people-person who would prefer to work with a team of adult professionals? Perhaps you're not a people-person at all and being around people all day is exhausting for you. You might prefer to work a good part of the day by yourself, solving complicated math problems that will advance your field.

There are no right or wrong answers; there are only good and bad matches. Use this first step to learn about yourself so that you can determine which occupations might be a good match. This is the first step on your journey to create a good career plan.

O*NET OnLine

O*NET OnLine is an interactive occupational database that provides information on more than 820 occupations. It is maintained on behalf of the Department of Labor, Employment and Training Administration. As you learn more about yourself, use O*NET to find occupations that are a good match for you.

Information on O*NET includes:

- occupation descriptions
- tasks associated with an occupation
- tools and technology used
- knowledge, skills, & abilities
- growing (bright outlook) occupations
- education/training needed
- occupations in demand
- work activities
- wages
- green jobs



As you work through all the steps of the *Delaware Career Compass*, make O*NET your go-to occupational website.

O*NET Online home page: <http://www.onetonline.org>

What is a SOC Code?

SOC stands for Standard Occupational Classification system. These codes are used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified according to their occupational definition.

If you know the SOC Code of an occupation that interests you, enter it into the Occupation Search box on the home page of O*NET OnLine to tap into the database of detailed information. You will find that throughout the *Compass*, the SOC Code is listed next to the occupation title.

O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.

What Is My Dream Occupation?

My dream occupation is:

Date:

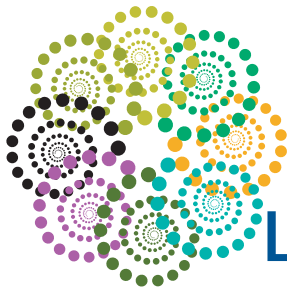
Imagine your future.

- Where do you see yourself working?
- What are you doing?
- What are you wearing?
- What do your surroundings look like? Are you inside/outside?
- Is there anyone else in the picture?
- Are you using tools or equipment?
- Are you sitting at a computer?
- Are you on the phone?
- Do you have a beautiful view from an office window?
- Is your energy level high?
- Are you feeling the job pressure and is it exciting to you?
- Are people depending on you?
- Are you working as part of a team?
- Do you feel important as you are doing your work?
- Are you using your physical strength to accomplish your work?
- Are you creating something brand new?
- Are you making the world a more beautiful place?
- Are you travelling?
- Are you using your talents to their fullest capabilities?
- Are you enjoying your co-workers?
- Are you learning from your co-workers?
- Are you satisfied? Why?

Draw a detailed picture of your dream job and then give it a descriptive caption.

CAPTION:

As you work through Step 1, you will learn about yourself. This information will help you determine whether you and your dream occupation are a good match.



My preferred learning style is:

I plan to research this occupation:

What Is My Learning Style?

People learn in different ways. Your unique style of learning will match some occupations better than others. Use the results of this assessment to help you with your career plans.

1. Assign each statement below a point value. 1 point = seldom or never 2 points = sometimes 3 points = often

- ☐ I remember better if I write it down.
- ☐ Looking at a person helps keep me focused.
- ☐ I need a quiet place to get my work done.
- ☐ When I take a test, I can see the textbook in my head.
- ☐ Music or background noise distracts my attention.
- ☐ I doodle in the margins of my notebook.
- ☐ I have trouble following lectures.
- ☐ I react very strongly to colors.
- ☐ I like to build things.

TOTAL

- ☐ My papers and notebooks always seem messy.
- ☐ I do not follow written directions well.
- ☐ If I hear something, I will remember it.
- ☐ Writing has always been difficult for me.
- ☐ I often misread words from the text.
- ☐ I would rather listen and learn than read and learn.
- ☐ Pages with small print are difficult for me to read.
- ☐ It's hard for me to interpret others' body language.
- ☐ My eyes tire quickly, even though my vision check-up is ok.

TOTAL

- ☐ I start a project before reading the directions.
- ☐ I hate to sit at a desk for long periods of time.
- ☐ I prefer to see something done and then do it myself.
- ☐ I use the trial and error approach to problem solving.
- ☐ I like to read my textbook while riding an exercise bike.
- ☐ I take frequent study breaks.
- ☐ I have a difficult time giving step-by-step directions.
- ☐ I enjoy sports and do well at several types of sports.
- ☐ I am constantly fidgeting.

TOTAL

2. Total each column.

A total of 20 or more indicates a strength in that area. The learning style with the highest score indicates the most efficient method of information intake for you.

If this column is your highest score, you are a:

VISUAL LEARNER



You prefer:

- creating vivid mental images
- working with pictures and colors
- using graphics like films, slides, illustrations, diagrams, and doodles to reinforce learning
- asking for written directions
- visualizing the spelling of words

You may like the following occupations:

Webmaster	Architect
Navigator	Mechanic
Graphic Designer	Surgeon

If this column is your highest score, you are an:

AUDITORY LEARNER



You prefer:

- listening
- using tapes for reading and class lecture notes
- participating in discussions
- having test questions read aloud
- hearing directions

You may like the following occupations:

Translator	Teacher
Counselor	Salesperson
Musician	Psychologist

If this column is your highest score, you are a:

KINESTHETIC/TACTILE LEARNER



You prefer:

- hands-on activities
- using physical activity
- performing a variety of tasks like making models, doing lab work, or role-playing
- using computers to reinforce touch

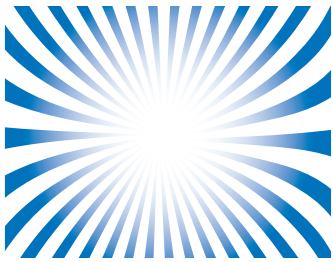
You may like the following occupations:

Athlete	Firefighter
Dancer	Actor
Sculptor	Construction

3. Write your preferred learning style at the top of this page.

Choose one of the occupations under your preferred learning style to research on O*NET. Write that above, as well.

NOTE: Learning is easier when you use study skills that are consistent with your individual learning style. Pay attention to this.



What Do I Like?

Likes and dislikes are extremely important in career planning. Knowing what you like to do (and what you don't) will help you to narrow the field of occupational choices. The statements below will help you answer the question, "What do I like the best?"

1. Circle the number for each phrase that describes you.

1. I'd rather make something than read a book.
2. I enjoy problem-solving games and working at puzzles.
3. I like helping other people when they need it.
4. I enjoy learning about new topics by reading about them.
5. I like working with my hands.
6. I like being the leader in a group of people.
7. I prefer to know all the facts before I tackle a problem.
8. I like to take care of other people.
9. I enjoy designing, inventing, and creating things.
10. I enjoy expressing myself through art, music, or writing.
11. I would like a job where I could deal with people all day.
12. I like working with materials and equipment.
13. I enjoy learning new facts and ideas.
14. I find cooperating with others comes naturally to me.
15. I like finding out how things work by taking them apart.
16. I would choose to work with things rather than with people.
17. I can usually persuade people to do things my way.
18. I enjoy building and repairing things.
19. I enjoy the research part of my projects.
20. I like interacting with people.
21. I enjoy thinking up different ideas and ways to do things.
22. I like hearing other people's opinions.
23. I enjoy learning how to use different tools.
24. I find it easy to follow written instructions.



I like to work with _____

These two occupations might be a good match:

a. _____

b. _____

2. Which numbers did you circle?

Circle the same numbers in the three groups below.

A. 1 5 9 12 15 16 18 23

B. 3 6 8 11 14 17 20 22

C. 2 4 7 10 13 19 21 24

3. What does this mean?

The group (A, B or C) with the most circled numbers indicates your area of strongest interest. The group with the second most circled numbers is an area that you find interesting also, but not as much as the first group. Read the description that corresponds to your area of strongest interest.

A. I like to work with my hands

You enjoy using tools and machines, making objects with your hands, maintaining and fixing equipment, and finding out how things work.

B. I like to work with people

You enjoy caring for and helping others, persuading people, working as part of a team, and leading and supervising others.

C. I like to work with information

You enjoy expressing yourself through writing, music or art, doing experiments or researching, solving puzzles and problems, and studying and reading.

4. After you have determined your strongest area of interest, write it in the space at the top of this page (I like...). Then take a look at the occupations listed under your area of interest on the next page. Find two occupations that you would like to research and write them in the spaces above. Consider the amount of education you are willing to obtain.

I like working with my hands

There are many occupations for those who have a knack for using tools and machines, are curious about how things work, and like to build, operate, and maintain equipment. The occupations below require hands-on skill with things.

SOC On-the-Job Training

- 27-1013 Fine Artists
- 37-3011 Landscaping Workers
- 39-2011 Animal Trainers
- 47-2061 Construction Laborers
- 47-2211 Sheet Metal Workers
- 49-3021 Automotive Body Repairers
- 49-9021 HVAC Mechanics
- 53-3032 Truck Drivers

Work Experience in a Related Occupation

- 35-1011 Chefs & Head Cooks
- 53-5021 Captains/Pilots-Water Vessels

Postsecondary Vocational Training

- 49-9023 Auto Service Techs. & Mechanics

Associate's Degree

- 17-3022 Civil Engineering Technicians
- 17-3027 Mechanical Engineering Techs.
- 19-4092 Forensic Science Technicians
- 27-1025 Interior Designers
- 29-2021 Dental Hygienists
- 29-2056 Veterinary Technicians
- 49-9062 Medical Equipment Repairers

Bachelor's Degree

- 17-1022 Surveyors
- 19-1023 Zoologists
- 27-1024 Graphic Designers
- 27-3042 Technical Writers
- 29-2091 Orthotists & Prosthetists

At Least a Bachelor's + Work Experience

- 27-1011 Art Directors
- 27-2041 Music Directors/Composers

Advanced Degrees

- 25-4013 Museum Technicians
- 29-1011 Chiropractors
- 29-1021 Dentists
- 29-1123 Physical Therapists
- 29-1131 Veterinarians

I like working with people

There are many occupations in the world of work for people like you who enjoy exercising your people skills such as caring, helping, advising, persuading, and cooperating. The occupations below require people skills.

SOC On-the-Job Training

- 31-1011 Home Health Aides
- 33-3012 Correctional Officers & Jailers
- 35-3031 Waiters/Waitresses
- 39-9011 Child Care Workers
- 39-9032 Recreation Workers
- 43-4051 Customer Service Representatives
- 43-4151 Order Clerks

Work Experience in a Related Occupation

- 25-3021 Self-Enrichment Ed. Teachers
- 33-1012 Managers of Police
- 41-9021 Real Estate Brokers

Postsecondary Vocational Training

- 29-2041 Emergency Medical Technicians
- 39-9031 Fitness Trainers/Aerobics Instructor
- 41-3041 Travel Agents
- 41-9022 Real Estate Sales Agents

Associate's Degree

- 11-9061 Funeral Directors
- 29-1111 Registered Nurses

Bachelor's Degree

- 25-2031 Secondary Teachers
- 29-1071 Physician Assistants
- 29-1125 Recreational Therapists
- 29-9091 Athletic Trainers
- 41-9031 Sales Engineers

At Least a Bachelor's + Work Experience

- 11-2022 Sales Managers
- 11-9111 Health Services Managers
- 11-3042 Training/Development Managers

Advanced Degrees

- 19-3031 Clinical/School Psychologists
- 21-1014 Mental Health Counselors
- 21-1015 Rehabilitation Counselors
- 21-1023 Substance Abuse Social Workers
- 29-1062 Family & General Practitioners
- 29-1122 Occupational Therapists

I like working with information

Work today requires people who have the ability to find, classify, organize, and explain information in ways that help others understand it. The occupations below require skill with data and information.

SOC On-the-Job Training

- 13-1031 Claims Adjusters/Examiners
- 25-9011 A-V Collections Specialists
- 43-3031 Bookkeeping Clerks
- 43-4021 Correspondence Clerks
- 43-9081 Proofreaders & Copy Markers

Work Experience in a Related Occupation

- 13-1051 Cost Estimators
- 33-2021 Fire Inspectors
- 33-3021 Detectives
- 41-9021 Real Estate Brokers

Postsecondary Vocational Training

- 13-2021 Real Estate Appraisers
- 23-2091 Court Reporters
- 31-9094 Medical Transcriptionists

Associate's Degree

- 15-1041 Computer Support Specialists
- 19-4061 Social Science Research Assts.
- 23-2011 Paralegals & Legal Assistants
- 29-2071 Medical Records Technicians

Bachelor's Degree

- 17-2041 Chemical Engineers
- 15-1021 Computer Programmers
- 19-1031 Conservation Scientists
- 27-3041 Editors

At Least a Bachelor's + Work Experience

- 11-2021 Marketing Managers
- 11-1011 Chief Executives
- 15-2011 Actuaries
- 23-1023 Judges and Magistrates

Advanced Degrees

- 19-2012 Physicists
- 19-2043 Hydrologists
- 19-3011 Economists
- 23-1011 Lawyers
- 25-4021 Librarians
- 29-1051 Pharmacists

NOTE: Occupations are organized by the education level needed to be fully qualified. See page 27 for education/training descriptions. Visit O*NET for job descriptions: www.onetonline.org





What Is My Holland Code?



My Holland Code Is: _____

These two occupations might be a good match:

a. _____

b. _____

What is a Holland Code? Dr. John Holland theorized that both people and occupations can be loosely classified into six different groups. Most people are some combination of two or three groups. These two or three letters are your Holland Code. Find out if you are Realistic, Investigative, Artistic, Social, Enterprising, or Conventional. Then find out which occupations have the same Code.

1. Read the descriptions on pages 8 & 9. Put a check in the box to the left of each description that applies to you.

I am...	I am...	I am...
practical	inquisitive	creative
stable	analytical	intuitive
athletic	scientific	imaginative
concrete	observant	innovative
frank	precise	unconventional
reserved	scholarly	emotional
mechanical	cautious	independent
self-controlled	curious	expressive
a nature lover	self-confident	nonconforming
ambitious	introspective	impulsive
thrifty	reserved	sensitive
systematic	broad-minded	open
curious	independent	complicated
persistent	logical	idealistic
I can...	I can...	I can...
fix electrical things	think abstractly	sketch, draw, paint
solve electrical problems	solve math problems	play a musical instrument
pitch a tent	understand scientific theories	write stories, poetry, music
play a sport	do complex calculations	sing, act, dance
read a blueprint	use a microscope or computer	design fashions or interiors
plant a garden	interpret formulas	I like to...
operate tools & machinery	I like to...	attend concerts, theater, art exhibits
I like to...	work with scientific equipment	read fiction, plays, and poetry
tinker with machines or vehicles	use computers	paint, sculpt, or do ceramics
work outside w/ plants & animals	work independently	take photographs
be physically active	perform lab experiments	express myself creatively
use my hands to build things	solve math/science questions	deal with ambiguous ideas
tend/train animals	analyze situations & find a solution	read art/music magazines
work on electronic equipment	use a chemistry set	act in a play
work in farming, forestry, fishing	do puzzles	design new fashions
do carpentry work	be in a science fair	study a foreign language

TOTAL CHECKS

↑
Highest total? You are:

R - REALISTIC

Realistic occupations include:

Electrician	Civil Engineer
Auto Technician	Aircraft Mechanic
Truck Driver	Surveyor
Farmer	Roofer
Plumber	Cook

TOTAL CHECKS

↑
Highest total? You are:

I - INVESTIGATIVE

Investigative occupations include:

Nuclear Med. Tech.	Veterinarian
Chemical Engineer	Police Detective
Systems Analyst	Sociologist
Chemist	Biologist
Surgeon	Dietitian

TOTAL CHECKS

↑
Highest total? You are:

A - ARTISTIC

Artistic occupations include:

Fashion Designer	Desktop Publisher
Creative Writer	Musician
Landscape Architect	Dancer
Interior Designer	Actor
Photographer	Reporter

I am...	I am...	I am...
friendly	self-confident	well-organized
idealistic	sociable	accurate
outgoing	persuasive	methodical
cooperative	energetic	polite
responsible	popular	conscientious
patient	adventurous	efficient
kind	ambitious	conforming
	agreeable	orderly
	talkative	practical
	extroverted	thrifty
	spontaneous	systematic
	optimistic	structured
		ambitious
		obedient
		persistent
I can...	I can...	I can...
teach/train others	initiate projects	work well within a system
express myself clearly	convince people to do things my way	do a lot of paper work in a short time
lead a group discussion	sell things or promote ideas	keep accurate records
mediate disputes	give talks or speeches	use a computer
plan and supervise an activity	lead a group	write effective business letters
cooperate well with others	persuade others	
I like to...	I like to...	I like to...
work and socialize with others	make decisions affecting others	work with numbers
help people solve problems	be elected to office	type reports or work on computers
do volunteer work	work on a sales campaign	be responsible for details
work with young people	start my own service or business	collect or organize things
play team sports	campaign politically	follow clearly defined procedures
belong to a club	have power or status	keep things neat and organized
work with the elderly	use language skills to influence others	work with forms and reports
cater to needs/wishes of others	be with leaders	follow a budget
help others with personal needs		follow other people's instructions

TOTAL CHECKS

Highest total? You are:

S – SOCIAL

Social occupations include:

School Counselor
Recreation Worker
Physician Assistant
Teacher
Tour Guide
Registered Nurse
Dental Hygienist
Nanny
Clergy
Waiter

TOTAL CHECKS

Highest total? You are:

E – ENTERPRISING

Enterprising occupations include:

Chief Executive
Police Detective
Engineering Manager
Logistician
Buyer
Financial Advisor
Funeral Director
Ship Captain
Lawyer
Optician

TOTAL CHECKS

Highest total? You are:

C – CONVENTIONAL

Conventional occupations include:

Budget Analyst
Computer Operator
Mapping Technician
Librarian
Dispatcher
Proofreader
Teller
Law Clerk
Accountant
Cashier

2. Count the number of checks in each column and write that total at the bottom.

At the top of page 8, put the letter with the highest score in the first space, the next highest in the second space, and the third highest in the last space.

3. Browse the occupations listed under your highest total.

Choose 2 that you would like to research and write them down at the top of the previous page.

Read complete descriptions of each interest type on O*NET.
Find more occupations that match your Holland Code.

IMPORTANT: Holland Code = Interests on O*NET

<http://www.onetonline.org>

Advanced Search - Browse by O*NET Data

Occupation Search
Find Occupations
Advanced Search
Crosswalks

Browse groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.

Focus on occupations that use a specific tool or software. Explore occupations that need your skills.

Connect to a wealth of O*NET data. Enter a code or title from another classification to find the related O*NET-SOC occupation.

Bright Outlook
Browse by O*NET Data
Apprenticeship

Search by Interests (Holland Code = Interests)

Browse by O*NET Data:
Browse by O*NET Data:
Abilities
Interests
Knowledge
Skills
Work Activities
Work Context
Work Values
Skills Search
Tools & Technology



What Are My Work Values?



My top two work values are:

1. _____
2. _____

These two occupations might be a good match:

- a. _____
- b. _____

What is important to you in a job?

Do you prefer to work with little supervision? Do you get bored if you have to do the same thing everyday or are you comfortable with a routine? How about the need to have a sense of accomplishment? Do you like to have people recognize your accomplishments? What about fairness in the workplace?

This activity will help you clarify the aspects of work that are most important to you.

1. Read each statement in the grid below to complete the sentence:

In my ideal job it is important that ...

I <input type="checkbox"/> ...I could try out my own ideas.	A <input type="checkbox"/> ...I make use of my abilities.	B <input type="checkbox"/> ...I would be treated fairly by the company.	N <input type="checkbox"/> ...the job would provide for steady employment.
R <input type="checkbox"/> ...I could do something different every day.	J <input type="checkbox"/> ...I could work alone.	G <input type="checkbox"/> ...my pay would compare well with that of other workers.	O <input type="checkbox"/> ...I could do things for other people.
C <input type="checkbox"/> ...I could be busy all the time.	K <input type="checkbox"/> ...I would never be pressured to do things that go against my sense of right and wrong.	H <input type="checkbox"/> ...my co-workers would be easy to get along with.	P <input type="checkbox"/> ...I have supervisors who would back up their workers with management.
D <input type="checkbox"/> ...the job would provide an opportunity for advancement.	L <input type="checkbox"/> ...I could receive recognition for the work I do.	Q <input type="checkbox"/> ...I have supervisors who train their workers well.	S <input type="checkbox"/> ...the job would have good working conditions.
E <input type="checkbox"/> ...I could give directions and instructions to others.	M <input type="checkbox"/> ...I could make decisions on my own.	F <input type="checkbox"/> ...the work could give me a feeling of accomplishment.	T <input type="checkbox"/> ...I could plan my work with little supervision.

NOTE: The O*NET Work Importance Locator, Version 3.0, can help you learn more about your work values and help you decide what is important to you in a job. You should use your results for career exploration and career counseling purposes only. Talk to your school counselor or a teacher for more help on how to use this tool.

2. Write one letter from the previous page in each box of the grid at right. Place each letter in the column that best matches how important it is for you to have a job like the one that is described. Put exactly 4 letters in each column.

FOR EXAMPLE:

- If “A” (...I make use of my abilities) describes something that is more important to you than the statements in the other lettered boxes, write an “A” anywhere in Column 5.
- On the other hand, if “A” is less important to you when compared with the other statements, write “A” anywhere in Column 1.
- If statement “A” is neither the most important nor the least important, write it in one of the other columns (4, 3, or 2) that best matches how you feel.

Sort the statements

Sort the statements				
Most Important		Least Important		
Column 5	Column 4	Column 3	Column 2	Column 1

☒ **Tip:** After you place a letter in the grid above, put a check in the corresponding box on the previous page so that you remember you have placed that letter.

3. Calculate your scores.

- a. Your score for each statement is the same as the number of the column you put it in. The letters in Column 5 each get a score of 5, the letters in Column 4 each get a score of 4, and so on.
- b. Assign a score to every letter.

FOR EXAMPLE:

If you put letter “A” in column 3, then put a 3 next to “A” in the Achievement box at right.

ACHIEVEMENT	
Statement	Column Number
A	
F	+
TOTAL	=
Multiply TOTAL by 3	x 3
Achievement Score	=

INDEPENDENCE	
Statement	Column Number
I	
M	+
T	+
TOTAL	=
Multiply TOTAL by 2	x 2
Independence Score	=

RECOGNITION	
Statement	Column Number
D	
E	+
L	+
TOTAL	=
Multiply TOTAL by 2	x 2
Recognition Score	=

4. Add the numbers in each Column.

Write the TOTAL in the space provided.

5. Multiply each TOTAL (except for WORKING CONDITIONS) by the number provided. Write your result next to the “=” sign.

RELATIONSHIPS	
Statement	Column Number
H	
K	+
O	+
TOTAL	=
Multiply TOTAL by 2	x 2
Relationships Score	=

SUPPORT	
Statement	Column Number
B	
P	+
Q	+
TOTAL	=
Multiply TOTAL by 2	x 2
Support Score	=

WORKING CONDITIONS	
Statement	Column Number
C	
G	+
J	+
N	+
R	+
S	+
Working Conditions Score	=

6. Write your scores from the previous page next to the matching work value below.

	ACHIEVEMENT	If Achievement is your highest work value, look for jobs that let you use your best abilities. Look for work where you can see the results of your efforts. Explore jobs where you can get the feeling of accomplishment.
	INDEPENDENCE	If Independence is your highest work value, look for jobs where they let you do things on your own initiative. Explore work where you can make decisions on your own.
	RECOGNITION	If Recognition is your highest work value, explore jobs with good possibilities for advancement. Look for work with prestige or with the potential for leadership.
	RELATIONSHIPS	If Relationships is your highest work value, look for jobs where your co-workers are friendly. Look for work that lets you be of service to others. Explore jobs that do not make you do anything that goes against your sense of right and wrong.
	SUPPORT	If Support is your highest work value, look for jobs where the company stands behind its workers and where the workers are comfortable with management's style of supervision. Explore work in companies with a reputation for competent, considerate, and fair management.
	WORKING CONDITIONS	If Working Conditions is your highest work value, consider pay, job security, and good working conditions when looking at jobs. Look for work that suits your work style. Some people like to be busy all the time, or work alone, or have many different things to do. Explore jobs where you can take best advantage of your particular work style.

7. Your top two scores indicate the values that are the most important to your job happiness.


Read their descriptions and then write down your top two work values on the top of page 10.


8. Now that you know your most important work values and have read their descriptions, find the occupations that are linked with them.


To help you identify occupations that you will likely find satisfying, look at the sample occupations on the next page. Each list shows the occupations that link best with one of the six work values. Are you interested in any of the occupations that fall under your most important work values area? How about your second highest interest area?


 Use O*NET OnLine to search for more occupations that match your work values: <http://www.onetonline.org>

Advanced Search - Browse by O*NET Data:

 **Occupation Search**
 Keyword or O*NET-SOC Code:

 **Find Occupations**
 Browse groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.
 Bright Outlook

 **Advanced Search**
 Focus on occupations that use a specific tool or software. Explore occupations that need your skills.
 Browse by O*NET Data:

 **Crosswalks**
 Connect to a wealth of O*NET data. Enter a code or title from another classification to find the related O*NET-SOC occupation.
 Apprenticeship

Search by Work Values →

Browse by O*NET Data:
 Browse by O*NET Data:
 Abilities
 Interests
 Knowledge
 Skills
 Work Activities
 Work Context
 Work Values
 Skills Search
 Tools & Technology

9. When you find two occupations that interest you, write them in the upper right corner on page 10.

Learn about the details of these and other occupations at: <http://www.onetonline.org> 

Don't forget that searching by SOC Code is a quick way to find the occupation.

SOC	ACHIEVEMENT	SOC	INDEPENDENCE	SOC	RECOGNITION
17-2051	Civil Engineers	17-2021	Agricultural Engineers	11-2022	Sales Managers
19-3021	Market Research Analysts	11-9012	Farmers & Ranchers	11-3031	Financial Managers
19-3031	Educational Psychologists	13-2021	Appraisers, Real Estate	11-9032	Administrators, Elementary
25-1072	Nursing Teachers	15-1051	Computer Systems Analysts	17-2051	Civil Engineers
27-1022	Fashion Designers	15-1061	Database Administrators	27-1011	Art Directors
27-3041	Editors	19-1011	Animal Scientists	27-1027	Set Designers
29-1051	Pharmacists	19-1032	Foresters	27-2012	Talent Directors
29-1067	Surgeons	19-2011	Astronomers	27-2021	Athletes
29-1121	Audiologists	19-3091	Anthropologists	27-2022	Coaches & Scouts
29-1131	Veterinarians	19-3093	Historians	27-2023	Umpires & Referees
33-2011	Forest Fire Fighters	27-2041	Music Composers	27-2032	Choreographers
33-9021	Private Detectives	27-3043	Copy Writers	27-2041	Music Directors
47-2044	Tile & Marble Setters	27-4032	Film & Video Editors	29-1067	Surgeons
47-2111	Electricians	35-1011	Chefs & Head Cooks	41-9012	Models
49-3041	Farm Equipment Mechanics	39-5092	Manicurists	43-5031	Emergency Dispatchers
51-9195	Stone Cutters & Carvers	39-9031	Fitness Trainers	53-2011	Airline Pilots
53-2021	Air Traffic Controllers	53-3032	Truck Drivers, Heavy	53-2021	Air Traffic Controllers
53-3011	Ambulance Drivers	53-5020	Ship & Boat Captains	53-5031	Ship Engineers
SOC	RELATIONSHIPS	SOC	SUPPORT	SOC	WORKING CONDITIONS
25-4021	Librarians	13-2041	Credit Analysts	11-3061	Purchasing Managers
29-1111	Registered Nurses	13-2072	Loan Officers	11-9131	Postmasters
29-1125	Recreational Therapists	23-2093	Title Examiners	13-1051	Cost Estimators
29-1126	Respiratory Therapists	33-3012	Correctional Officers	13-2011	Accountants
29-2021	Dental Hygienists	33-3021	Customs Inspectors	13-2031	Budget Analysts
29-2051	Dietetic Technicians	37-2021	Pest Control Workers	15-2011	Actuaries
29-9091	Athletic Trainers	41-2011	Cashiers	23-2092	Law Clerks
33-9091	Crossing Guards	43-5052	Mail Carriers	41-9041	Telemarketers
33-9092	Lifeguards & Ski Patrol	43-9021	Data Entry Keyers	43-9031	Desktop Publishers
35-2021	Food Preparation Workers	43-9022	Word Processors	43-9111	Statistical Assistants
35-3011	Bartenders	47-2011	Boilermakers	45-2011	Agricultural Inspectors
35-3031	Waiters & Waitresses	47-2061	Construction Laborers	49-9041	Industrial Machine Mechanics
31-1011	Home Health Aides	47-2211	Sheet Metal Workers	49-2021	Radio Mechanics
39-5011	Barbers	49-2095	Electrical Repairers	49-9064	Watch Repairers
39-6021	Tour Guides & Escorts	49-9096	Riggers	49-9094	Locksmiths
39-6031	Flight Attendants	51-4194	Tool Grinders	51-5021	Job Printers
39-9011	Child Care Workers	53-3022	Bus Drivers, School	51-6052	Tailors
53-3041	Taxi Drivers & Chauffeurs	53-7031	Dredge Operators	51-9081	Dental Laboratory Techs.



Which Career Clusters Are a Good Match?



The two career clusters that are the best match are:

1. _____

2. _____

These two occupations might be a good match:

a. _____

b. _____

Career clusters are groups of similar occupations and industries designed to help you better organize your career planning.

1. Circle the items in each box that best describe you.

You may make as many or as few circles as you want. Add the number of circles and write the total in the corresponding box at right.

BOX 1: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 1
1. Learn how things grow and stay alive 2. Make the best use of the earth's natural resources 3. Hunt and/or fish 4. Protect the environment 5. Be outdoors in all kinds of weather 6. Plan, budget, and keep records 7. Operate machines and keep them in good repair	1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	

BOX 2: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 2
1. Read & follow blueprints and/or instructions 2. Picture in my mind what a finished product looks like 3. Work with my hands 4. Perform work that requires precise results 5. Solve technical problems 6. Visit & learn from beautiful, historic, or interesting buildings 7. Follow logical, step-by-step procedures	1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient & persistent	1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning & Refrigeration/Technology Education	

BOX 3: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 3
1. Use my imagination to communicate new information to others 2. Perform in front of others 3. Read and write 4. Play a musical instrument 5. Perform creative, artistic activities 6. Use video and recording technology 7. Design brochures and posters	1. Creative & imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	1. Art/Graphic Design 2. Music 3. Speech & Drama 4. Journalism/Literature 5. Audiovisual Technologies	

BOX 4: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 4
1. Perform routine, organized activities but can be flexible 2. Work with numbers & detailed information 3. Be the leader in a group 4. Make business contact with people 5. Work with computer programs 6. Create reports & communicate ideas 7. Plan my work & follow instructions without close supervision	1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	1. Computer Applications/Business & Information Technology 2. Accounting 3. Math 4. English 5. Economics	

BOX 5: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 5
1. Communicate with different types of people 2. Help others with their homework or to learn new things 3. Go to school 4. Direct and plan activities for others 5. Handle several responsibilities at once 6. Acquire new information 7. Help people overcome their challenges	1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	

BOX 6: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 6
1. Work with numbers 2. Work to meet a deadline 3. Make predictions based on existing facts 4. Have a framework of rules by which to operate 5. Analyze financial information and interpret it to others 6. Handle money with accuracy and reliability 7. Take pride in the way I dress and look	1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	

BOX 7: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 7
1. Be involved in politics 2. Negotiate, defend, and debate ideas and topics 3. Plan activities and work cooperatively with others 4. Work with details 5. Perform a variety of duties that may change often 6. Analyze information and interpret it to others 7. Travel and see things that are new to me	1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	

BOX 8: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 8
1. Work under pressure 2. Help sick people and animals 3. Make decisions based on logic and information 4. Participate in health and science class 5. Respond quickly and calmly in emergencies 6. Work as a member of a team 7. Follow guidelines precisely & meet strict standards of accuracy	1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener	1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts	

BOX 9: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 9
1. Investigate new places and activities 2. Work with all ages and types of people 3. Organize activities in which other people enjoy themselves 4. Have a flexible schedule 5. Help people make up their minds 6. Communicate easily, tactfully, and courteously 7. Learn about other cultures	1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger	1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services	

BOX 10: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 10
1. Care about people, their needs, and their problems 2. Participate in community services and/or volunteering 3. Listen to other people's viewpoints 4. Help people be at their best 5. Work with people from preschool age to old age 6. Think of new ways to do things 7. Make friends with different kinds of people	1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgemental	1. Language Arts 2. Psychology/Sociology 3. Family & Consumer Science 4. Finance 5. Foreign Language	

BOX 11: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 11
1. Work with computers 2. Reason clearly and logically to solve complex problems 3. Use machines, techniques, and processes 4. Read technical materials & diagrams & solve technical problems 5. Adapt to change 6. Play video games and figure out how they work 7. Concentrate for long periods without being distracted	1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate	1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design	

BOX 12: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 12
1. Work under pressure or in the face of danger 2. Make decisions based on my own observations 3. Interact with other people 4. Be in positions of authority 5. Respect rules and regulations 6. Debate and win arguments 7. Observe and analyze people's behavior	1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic	1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder	

BOX 13: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 13
1. Work with my hands and learn that way 2. Put things together 3. Do routine, organized, and accurate work 4. Perform activities that produce tangible results 5. Apply math to work out solutions 6. Use hand & power tools & operate equipment/machinery 7. Visualize objects in three dimensions from flat drawings	1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	1. Math-Geometry 2. Chemistry 3. Trade/Industry courses 4. Physics 5. Language Arts	

BOX 14: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 14
1. Shop and go to the mall 2. Be in charge 3. Make displays and promote ideas 4. Give presentations and enjoy public speaking 5. Persuade people to buy products or to participate in activities 6. Communicate my ideas to other people 7. Take advantage of opportunities to make extra money	1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	

SOURCE: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005).

NOTE: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 15: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 15
1. Interpret formulas	1. Detail-oriented	1. Math	
2. Find the answers to questions	2. Inquisitive	2. Science	
3. Work in a laboratory	3. Objective	3. Drafting/Computer Aided Drafting	
4. Figure out how things work and investigate new things	4. Methodical	4. Electronics/Computer Networking	
5. Explore new technology	5. Mechanically inclined	5. Technical Classes/Technology Education	
6. Experiment to find the best way to do something			
7. Pay attention to details and help things be precise			

BOX 16: Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total circled in BOX 16
1. Travel	1. Realistic	1. Math	
2. See well and have quick reflexes	2. Mechanical	2. Trade & Industry Courses	
3. Solve mechanical problems	3. Coordinated	3. Physical Sciences	
4. Design efficient processes	4. Observant	4. Economics	
5. Anticipate needs and prepare to meet them	5. Planner	5. Foreign Language	
6. Drive or ride			
7. Move things from one place to another			

2. The two boxes with the highest scores are:

Box # _____ and Box # _____

3. Using the list at right, find the titles of the two career clusters that correspond to your highest scores. Write the titles of these two clusters on the top of page 14.


4. Next to each cluster at right is a page number.

Find occupations associated with your two highest scoring clusters by going to the pages specified. Choose two occupations to research further and write them on page 14.

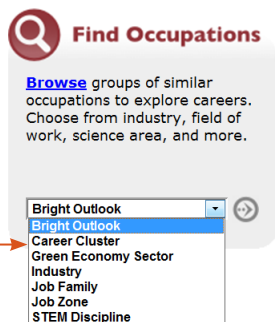
Career Cluster Titles

Box 1. Agriculture, Food Production & Natural Resources.....	29
Box 2. Architecture & Construction.....	30
Box 3. Arts, Audiovisual Technology & Communication	31
Box 4. Business, Management & Administration	32
Box 5. Education & Training	33
Box 6. Finance.....	34
Box 7. Government & Public Administration.....	35
Box 8. Health Science.....	36
Box 9. Hospitality & Tourism.....	37
Box 10. Human Services	38
Box 11. Information Technology.....	39
Box 12. Law & Public Safety.....	40
Box 13. Manufacturing.....	41
Box 14. Marketing, Sales & Service.....	42
Box 15. Science Technology, Engineering & Mathematics	43
Box 16. Transportation, Distribution & Logistics	44

Use O*NET OnLine to search for more occupations that match your preferred career clusters.

 <http://www.onetonline.org>

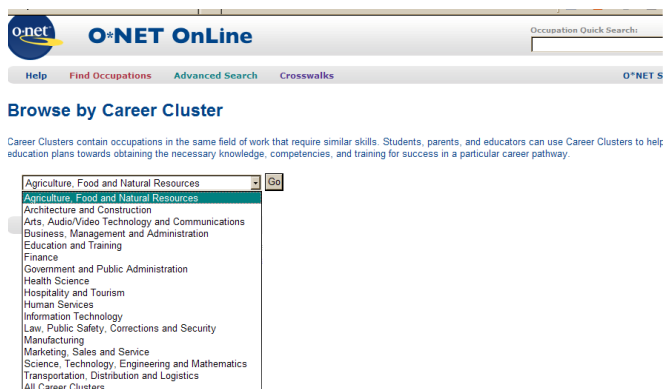
Find Occupations
Career Cluster



Explore the
Career Clusters
that interest
you most.



Look for Bright Outlook occupations. These occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.





What Basic Skills Do I Have?

The skills below can be used in almost every workplace situation. They are often called transferable skills because they are not limited to any one academic discipline or knowledge area but are applicable to many occupations. Use this exercise to identify your areas of strength, as well as those skills that need more development.

1. Check your skill level, Can Do or Needs Work, for each phrase below.

Then make a plan to improve the areas that need work.

Can Do Needs Work

Communication Skills

- _____ I know how to explain my ideas to others.
- _____ I ask appropriate questions.
- _____ I'm a good listener.
- _____ I'm able to interpret written instructions well.

Thinking Skills

- _____ I evaluate situations logically.
- _____ I reason well and make objective judgments.
- _____ I know how to make informed decisions.
- _____ I know how to use technology effectively.

Adaptability Skills

- _____ I have a positive attitude toward change.
- _____ I recognize and respect other people's differences.
- _____ I think of new ways to get the job done.
- _____ I handle transitions easily.

Learning Skills

- _____ I'm interested in learning more about my areas of career interest.
- _____ I know how to find and read information when I need it.
- _____ I want to continue learning throughout my life.



Two skills I have that I'm very proud of are:

1. _____
2. _____

Two skills I will work on are:

1. _____
2. _____

Can Do Needs Work

Organizational Skills

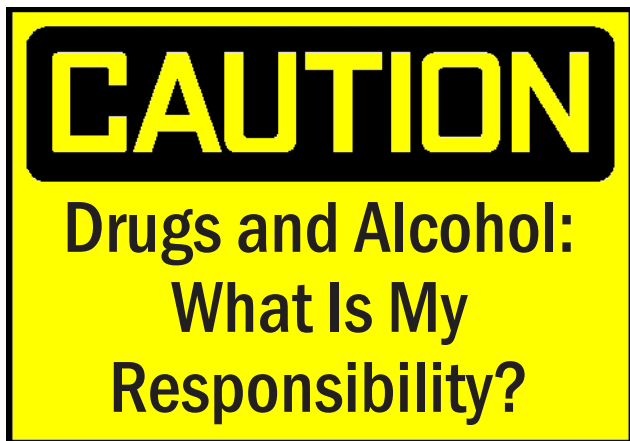
- _____ I have the ability to set goals in my work life as well as my personal life.
- _____ I work neatly and accurately.
- _____ I handle interruptions and changes and still meet goals.
- _____ I plan and manage my time.

Personal Skills

- _____ I'm honest.
- _____ I'm motivated/enthusiastic about what I do.
- _____ I'm reliable and dependable.
- _____ I'm courteous and respectful.

Interpersonal Skills

- _____ I get along with people.
- _____ I respect the ideas of others.
- _____ I support other people's decisions.
- _____ I help others with their problems.
- _____ I accept authority.
- _____ I know how to work on a team.



It's estimated that the cost of employee drug and alcohol abuse is as high as **\$100 billion** each year. In addition to pure monetary loss, negative effects of drug abuse on the workplace include

- lost productivity;
- increased absenteeism;
- increased on-the-job accidents;
- increased medical insurance costs; and
- increased employee theft.

To fight this problem, corporate America has taken a strong stand to provide a drug-free workplace. Applicant and employee drug testing are now standard practice. Many companies have established policies that prohibit the hiring of a person who presents positive test results indicating the use of drugs.

So what does all this mean to you as a job applicant?

As time goes on, chances become greater and greater that you will be asked to take a drug test before you will be hired. Some employers include information about their drug policy on the application form. Others tell applicants in the first interview that drug testing is required. But don't count on getting a warning; some employers make no mention of drug testing in advance.

Drug testing should not be taken lightly.

A positive test result, or answering "yes" to a question about drug use, may eliminate your chances for employment. Different companies have different policies. Some may allow retesting if a test result is positive or be more lenient towards someone who last used drugs over five years ago. But others will reject an applicant on the basis of one positive test.

Employers conduct drug screenings in various ways: by asking applicants about current and past drug use; by giving pencil-and-paper or polygraph (lie detector) tests; or by medical tests of urine, blood, or hair samples. The most commonly used test is a urinalysis, which is laboratory testing of a urine sample. Retention time (the length of time any substance remains in the body and can be detected in the urine) varies with the drug and the individual.

Current military policy is zero tolerance, meaning that all military personnel are subject to immediate discharge if a drug test has a confirmed positive result. Further, a Presidential Executive Order has authorized drug testing of employees throughout the Federal Government.



I have read about drugs and alcohol in the workplace.

Name _____

Class _____

What is my responsibility?

- Do not use drugs!
- If you have a substance abuse problem, GET HELP!
- Ask if there is going to be drug screening and why.
- Be sure that in having a drug test done, your rights to privacy and dignity are not invaded.
- Don't misuse prescription drugs. Report any prescription drugs or medications taken before testing.
- Find out what type of laboratory testing is done to be sure fair and accurate procedures are in place.
- Know the company's policy on retesting.
- Ask for reasons for employment rejection.
- Be aware that not wanting to take a drug test may be interpreted as fear of a positive test result.

NEED HELP?

If you or someone you know has a problem with drugs, alcohol, or gambling, here are some resources:

New Castle County


Al-Anon/Alateen 302-366-8484
Alcoholics Anonymous..... 302-655-5113
Aquila..... 302-999-1106
Brandywine Counseling, Inc..... 302-656-2348
Connections Community Support
Programs, Inc. 866-477-5354
NET Kirkwood Detoxification 302-691-0140


Kent County

Al-Anon/Alateen 302-734-8010
Alcoholics Anonymous 302-736-1567
Connections Community Support
Programs, Inc. 866-477-5354
Kent County Counseling 302-735-7790
Kent/Sussex Detox. (Ellendale) 302-422-8338

Sussex County

Al-Anon/Alateen 302-422-8010
Alcoholics Anonymous 302-856-6452
Aquila..... 302-856-9746
Kent/Sussex Detox. (Ellendale) 302-422-8338
Sussex County Counseling 302-854-0172
Thresholds 302-856-1835

 Gambling Hotline 888-850-8888

 Narcotics Anonymous 800-317-3222

Don't let drugs and alcohol destroy your work life.



What Have I Learned About Myself?



I have learned that the first occupation listed below is my highest priority but the second place occupation also interests me.

SOC Code

Occupation Title

BEST MATCH

2.

My dream occupation is not one of my top 2, but from what I have learned about myself, I still think it might be a good match.

****DREAM**

This occupation was not represented in Step 1, but I want to research it because I think it might be a good match.

OTHER

1. Review Step 1 and complete the sentences below.

Page 5 - My preferred learning style is: _____

Page 6 - I like to work with: _____

Page 8 - My Holland (interest) Code is: letters _____

and these 3 letters stand for _____

Page 10 - My two most important work values are: _____ and _____

page 14 - I am most interested in these two Career Clusters:

_____ and _____

Page 18 - My two strongest basic skills are:

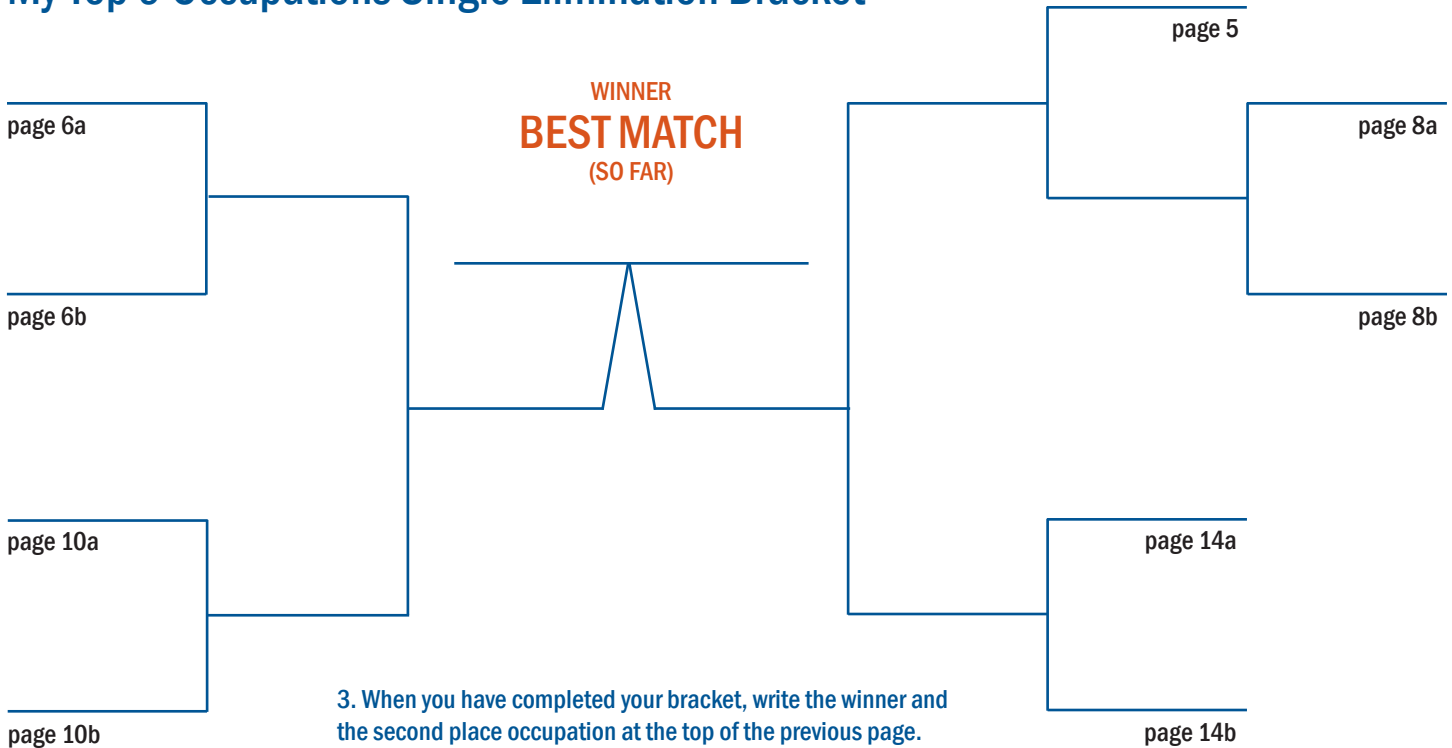
_____ and _____

2. Complete the single elimination bracket on the next page by filling in the occupations you chose in Step 1 on the appropriate line.

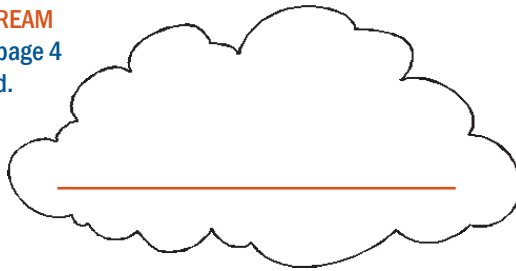
For example, write the occupation title from page 5 on the line above page 5 on your bracket. Once you have filled in each page # with your occupations from Step 1, complete the bracket by comparing the two occupations that are “against” each other. Continue this process until you have chosen your best match. The runner up will be your second best match. You might find that it will be helpful to conduct more research to determine which occupation is the winner of each “game”.

NOTE: Your ****DREAM** occupation will be considered separately from the other occupations you chose in Step 1.

My Top 9 Occupations Single Elimination Bracket



4. Write your ****DREAM** occupation from page 4 in the dream cloud.



5. What about your ****DREAM** occupation?

Now that you have completed Step 1, is the dream occupation that you described on page 4 one of the two occupations that you are still considering? (Winner or second place?)

YES:

You are probably someone who has a pretty clear picture of who you are so you weren't too surprised by the results of the self-assessments. If your dream is a good match, then keep it alive as you move forward with your journey.

Write it on the previous page next to **DREAM** even if it's already listed as the winner or second place occupation.**

NO:

You may have learned something from the self-assessments that helped you to consider other occupations that might be a better match than your dream. By researching other occupations, you are not abandoning your dream but broadening the possibilities. Perhaps your research will reroute you to something even better – a new, more fitting dream.

You may choose to write your original dream occupation on the previous page next to **DREAM** or choose a new dream occupation. Continue to research occupations so you can make informed decisions.**

What do I do with the information I have gathered so far?

Own it. Take your personal discoveries and hang on to them for dear life. It should be clear to you by now that you are suited to some occupations far better than others. Without a doubt, matching your unique personality, values, skills, and interests to the occupation you choose will enable you to reach your goals, find success, and enjoy personal fulfillment.

Have you heard these statements from well-meaning people?

Men *can't* be nurses.

Women *can't* fix cars.

When you join the family business...

Working with your hands *is not done* in our family.

Get a *professional* job.

Of course you'll be a _____. Your father was a _____ and your grandfather was a _____.

You better be a _____ because there are always jobs for _____.

When you receive well-meaning advice, consider the message carefully. Try not to be sidetracked by comments that really don't apply to this day and age, e.g., Men *can't* be nurses. Of course they can, and they are! And if you find yourself being steered in a direction that is not at all suitable for you, you have the tools to calmly and clearly explain why this occupation would not be a good match for you.

Listen to suggestions graciously, consider them objectively, and make your own informed decision.

Step 2:

What's Out There?



In Step 1, you learned about yourself and chose three occupations that might be a good match. In Step 2, you will explore Delaware's labor market. This new information will either confirm that you're on the right track with your occupation choices from Step 1 or it may suggest that you make some adjustments.

Next Step: How Do I Decide?

Exploring the World of Work

The world of work is changing faster than ever. It is unusual for an employee to stay with the same company or even in the same occupation for a lifetime. You should expect to have many different jobs throughout your career.

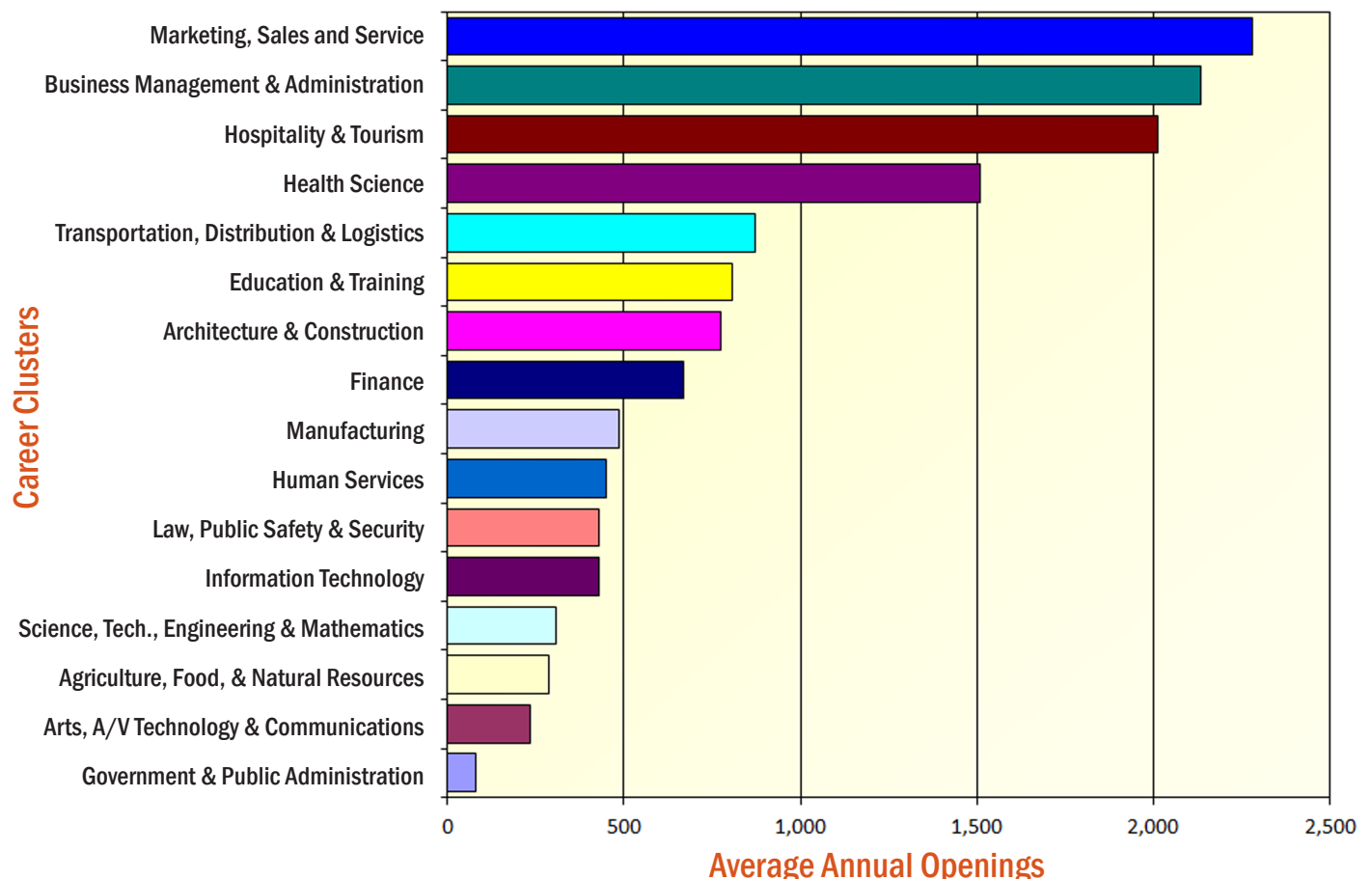
In light of this, it's important for you to learn how to manage your own career; keeping track of the labor market is one very important factor in managing your career.

So, take time now to learn about Delaware's labor market.

- What kinds of occupations are growing?
- Which occupations have a high turnover rate?
- What wages can you expect in a particular job?
- Will that be enough for the lifestyle you hope to have?
- Do you see a company in your neighborhood or in the news that interests you?

Begin your research by looking at the chart below. Which career clusters are projected to have the most average annual job openings from 2008 – 2018?

Average Annual Job Openings by Career Cluster, 2008 – 2018



SOURCE: Delaware Department of Labor in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics

Labor Market Information: How Can I Use It Effectively?

Finding a balance between a job that will pay your bills and a job that you will enjoy can be tricky; there are always trade-offs when you make a career decision. But if you weigh what you know about yourself with what you learn about the labor market, you will have a good start toward making the best possible decision.

What is the labor market?

The labor market is an informal market in which workers compete for jobs and employers compete for workers.

What is labor market information?

Labor market information (LMI) is the data that describe the economic conditions within a geographic area. This information includes:

- employment
- wages
- projections
- education
- unemployment
- demographics
- industry data
- training

How can this information help me?

If you are unsure of a career path, labor market information can help you pick out potential occupations by supplying you with current and projected data including:

- mean (average) entry wages
- the level of education needed
- future expected job openings
- occupation descriptions

If you are interested in excellent job availability and above average wages, use our most recent projections to find occupations that meet both criteria. These occupations range from registered nurses and accountants to elementary school teachers and food service managers. Add the education piece to this information and you will find that six of these occupations require a bachelor's degree, two require an associate's degree, four require experience in a related, lower-level occupation, and one requires long-term on-the-job-training.

For those more interested in vocational education, we have data on 42 different occupations in Delaware, some with high wages, some with low wages, some with excellent job availability, and some whose job prospects are poor. It's better to know the educational demands of the occupation you are considering **before** you start training, rather than after.

Finding labor market information

Now that you know some of the uses of labor market information, you need to know where to find it so you can make informed decisions about your future. Try the following websites:

www.bls.gov

www.dol.gov

www.oohmi.net

www.commerce.gov

If you have trouble finding what you are looking for, please give us a call at:

(302) 761-8060

?

Did you know that...

Accountants who work in New Castle County average **\$33.95/hr?**

Accountants who work in Kent County average **\$26.29/hr?**

Accountants who work in Sussex County average **\$24.54/hr?**

Hmmmm...

...Do I want to live in New Castle County where my chances of making more money are better?

...How does the cost of living compare from county to county?

...Maybe I could commute from down state.

...How much gas would that require and how much does gas cost?

...Where are the companies located that I would like to work for?

...If I plan to have a family, where will I want to raise my children?

...Do the companies in all three counties offer similar benefits?

Food for Thought

Did you know that...

Sales Managers who work in Manufacturing average **\$139,313/yr?**

Sales Managers who work in Retail average **\$116,319/yr?**

Hmmmm...

...Would I like working in one of these industries more than the other?

...How might each of these industries affect what I do each day?

...Which of these industries employs the most *Sales Managers*?

~.

Did you know that...

openings for some occupations are growing rapidly while others are decreasing or becoming obsolete?

Hmmmm...

...Should I study an occupation that is growing so I have a better chance of getting a job?

...Am I confident that, even if job openings are decreasing, my grades and my skills will make me a top candidate?

Don't abandon your interests

What if you don't have the talent to make it as a professional athlete? You might find career satisfaction as a coach, or a trainer, or an agent, or a sportswriter, or a team marketer, or a field maintenance worker – or in many of the other occupations where you can indulge your love of sports and still earn a good living!



Green Jobs



You have certainly heard about green jobs and the green economy by now, unless you're living under a rock – which, by the way, would count as green construction. But what is the green economy, and which jobs are green? Part of the confusion stems from different people applying different meanings to the terms, but a consensus is slowly forming around what it means to be green.

First of all, there really isn't a green economy that is separate and distinct from the 'regular' economy. The green economy should be thought of as a set of activities undertaken by businesses and individuals which produce or promote any of the following:

- Energy Efficiency
- Renewable Energy
- Natural Resource Conservation
- Pollution Reduction
- Greenhouse Gas Reduction
- Recycling and Re-use

Most of these activities are not new; they're just receiving renewed attention. Many companies strive for energy efficiency and minimizing waste as a way of saving money. These would not necessarily be considered green businesses, even though those are green activities. Doing a few green things does not make the whole business green. Green businesses are those which produce a product or service focused on one or more of the above activities. In other words, green is what they do – it is not just a peripheral activity. All of the jobs at such a company would be considered green jobs.

A recent study conducted by the University of Delaware and Delaware Department of Labor found that Delaware has 1,280 green businesses, employing 16,250 workers. While these jobs cover many occupations, there are some which stand out as being more common in green businesses than at non-green businesses. Plumbers, Pipefitters, and Steamfitters, Heating Air Conditioning, and Refrigeration (HVAC) Mechanics and Installers, Civil Engineers, Mechanical Engineers, and Mechanical Drafters are all important occupations at businesses that promote energy efficiency. Landscaping and Groundskeeping Workers, Automotive Service Technicians and Mechanics, and Environmental Scientists and Specialists are important occupations at businesses that assist in pollution reduction and recycling.

Part of the research focused on skills and certifications that green businesses look for. In general terms, green businesses emphasize training in math and science more than other businesses. The particular skills and credentials vary by education level. At the vo-tech level, general construction skills, HVAC, and electrical skills are most demanded. At the Associate's degree level, energy management, environmental technology, and mechanical and civil engineering skills are desired. Engineering degrees are most valued at the Bachelor's degree level, with environmental, mechanical, and civil engineers most in demand. Non-degree certifications most in demand by green businesses are green design, particularly Leadership in Energy and Environmental Design (LEED), geothermal systems, weatherization, and green building auditing. So if your goal is to be green, acquiring one or more of these certifications or degrees will give you a leg up on the competition.

Green New and Emerging Occupations – Solar

The impact of green economy activities and technologies is sufficient to create the need for unique work and worker requirements, which results in the generation of a new occupation relative to the O*NET taxonomy. This new occupation could be entirely novel or "born" from an existing occupation.

- 47-1011.03 Solar Energy Installation Managers
- 17-2199.11 Solar Energy Systems Engineers
- 47-4099.01 Solar Photovoltaic Installers
- 41-4011.07 Solar Sales Representatives and Assessors
- 47-4099.02 Solar Thermal Installers and Technicians



Delaware Occupations with the Most Total Annual Openings

What is a job replacement?

A job replacement is a job opening that was created because someone retired, was promoted, or left the job for another reason such as illness.

What is a new job?

A new job is one that no one has ever held before. All jobs in a brand new business would be considered new. A growing business might need to create jobs in order to meet the increased demand for its services. These jobs are new.

What are total annual openings?

Total annual openings are the sum of job replacements plus new jobs within an occupation.

As you review the total annual openings below, remember that many of the total openings are due to job replacements, not new jobs. But also be aware that no matter what the reason for the opening, it is still a job opportunity for you!

Career Cluster	SOC Code	Occupational Title	Estimated Emp. 2008	Projected Emp. 2018	Total Annual Openings	Average Annual Entry Wage 2008 (\$)	Education or Training see p. 28
14	41-2031	Retail Salespersons	16,709	17,908	586	16,874	STOJT
14	41-2011	Cashiers	11,194	11,812	565	16,362	STOJT
9	35-3031	Waiters and Waitresses	7,483	8,120	477	15,835	STOJT
8	29-1111	Registered Nurses	9,434	12,096	431	54,531	Assoc
4	43-4051	Customer Service Representatives	8,411	9,223	346	23,687	MOJT
9	35-3021	Combined Food Preparation & Serving Workers, Inc. Fast Food	7,473	8,679	279	15,524	STOJT
9	35-3022	Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	3,192	3,447	260	16,724	STOJT
16	53-7062	Laborers and Freight, Stock, and Material Movers, Hand	5,963	5,828	192	18,460	STOJT
8	31-1012	Nursing Aides, Orderlies, and Attendants	5,395	6,744	189	22,181	VocEd
14	43-5081	Stock Clerks and Order Fillers	6,124	6,596	188	16,926	STOJT
4	43-9061	Office Clerks, General	10,352	10,754	181	18,726	STOJT
14	51-3022	Meat, Poultry, and Fish Cutters and Trimmers	4,428	4,704	169	18,814	STOJT
4	37-2011	Janitors & Cleaners, Except Maids and Housekeeping Cleaners	6,875	7,135	156	16,879	STOJT
5	25-2021	Elementary School Teachers, Except Special Education	4,674	5,128	152	31,735	Bach
4	13-2011	Accountants and Auditors	5,239	5,773	142	41,531	Bach
4	43-4171	Receptionists and Information Clerks	3,720	4,133	142	19,015	STOJT
14	41-1011	First-Line Supervisors/Managers of Retail Sales Workers	4,581	4,872	127	26,411	Exp
8	29-2061	Licensed Practical and Licensed Vocational Nurses	2,210	2,778	126	37,172	VocEd
4	11-1021	General and Operations Managers	4,307	4,088	125	65,010	Bach+
4	43-1011	First-Line Sups./Mngrs. of Office & Admin. Support Workers	4,384	4,639	124	33,925	Exp
9	35-2014	Cooks, Restaurant	3,430	3,769	122	19,002	LTOJT
6	43-3031	Bookkeeping, Accounting, and Auditing Clerks	6,642	7,054	121	24,967	MOJT
16	53-3032	Truck Drivers, Heavy and Tractor-Trailer	4,186	4,620	118	27,944	STOJT
12	33-9032	Security Guards	3,509	3,949	116	19,225	STOJT
9	35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	1,392	1,513	109	15,708	STOJT
11	15-1051	Computer Systems Analysts	3,141	3,537	107	46,341	Bach
1	37-3011	Landscaping and Groundskeeping Workers	3,586	4,216	106	18,785	STOJT
13	49-9042	Maintenance and Repair Workers, General	4,053	4,409	98	23,534	MOJT
4	43-6013	Medical Secretaries	2,502	3,124	96	23,698	MOJT
9	35-9021	Dishwashers	1,670	1,917	93	16,420	STOJT
10	39-9011	Child Care Workers	2,365	2,585	91	16,438	STOJT
4	43-6011	Executive Secretaries and Administrative Assistants	5,003	5,235	91	31,332	Exp
4	43-6014	Secretaries, Except Legal, Medical, and Executive	6,629	6,376	89	23,209	MOJT

Delaware's Fastest Growing Occupations

Career Cluster	SOC Code	Occupational Title	Estimated Emp. 2008	Projected Emp. 2018	Ave. Annual Growth Rate*	Average Annual Entry Wage 2008 (\$)	Education or Training see p. 28
8	29-9091	Athletic Trainers	30	46	4.4%	38,207	Bach
10	39-9021	Personal and Home Care Aides	658	979	4.1%	17,695	STOJT
11	15-1081	Network Systems and Data Communications Analysts	886	1,277	3.7%	51,070	Bach
8	29-1071	Physician Assistants	266	366	3.2%	65,638	Mast
8	31-2012	Occupational Therapist Aides	24	33	3.2%	21,779	STOJT
8	31-2011	Occupational Therapist Assistants	117	157	3.0%	39,548	Assoc
8	29-2055	Surgical Technologists	217	286	2.8%	33,227	VocEd
8	31-2021	Physical Therapist Assistants	202	266	2.8%	37,012	Assoc
8	31-2022	Physical Therapist Aides	215	283	2.8%	19,382	STOJT
8	29-2031	Cardiovascular Technologists and Technicians	152	200	2.8%	35,287	Assoc
5	25-3021	Self-Enrichment Education Teachers	470	617	2.8%	29,109	Exp
8	29-9012	Occupational Health and Safety Technicians	16	21	2.8%	28,691	Assoc
8	31-9092	Medical Assistants	1,127	1,479	2.8%	24,466	MOJT
8	29-2052	Pharmacy Technicians	1,432	1,873	2.7%	18,002	MOJT
15	19-1021	Biochemists and Biophysicists	589	767	2.7%	61,913	PhD
8	29-1123	Physical Therapists	551	714	2.6%	57,257	Mast
8	29-1126	Respiratory Therapists	393	508	2.6%	49,216	Assoc
8	29-1122	Occupational Therapists	320	412	2.6%	38,672	Mast
8	29-2021	Dental Hygienists	510	655	2.5%	52,974	Assoc
8	29-1111	Registered Nurses	9,434	12,096	2.5%	54,531	Assoc
8	31-9091	Dental Assistants	775	992	2.5%	25,251	MOJT
3	27-4032	Film and Video Editors	25	32	2.5%	32,461	Bach
6	13-2052	Personal Financial Advisors	1,231	1,575	2.5%	52,725	Bach
15	19-4091	Environmental Science & Protection Technicians, Inc. Health	79	101	2.5%	26,451	Assoc
3	27-4012	Broadcast Technicians	45	57	2.4%	24,490	Assoc
8	29-2061	Licensed Practical and Licensed Vocational Nurses	2,210	2,778	2.3%	37,172	VocEd
8	29-2051	Dietetic Technicians	177	222	2.3%	17,402	VocEd
8	31-1012	Nursing Aides, Orderlies, and Attendants	5,395	6,744	2.3%	22,181	VocEd
15	17-1021	Cartographers and Photogrammetrists	12	15	2.3%	41,228	Bach
4	43-6013	Medical Secretaries	2,502	3,124	2.2%	23,698	MOJT
7	13-1041	Compliance Officers, Exc. Ag., Const., Health & Safety, & Trans.	1,064	1,327	2.2%	34,154	LTOJT
2	49-2095	Electrical & Electronics Repairers, Powerhouse, Substation, & Relay	223	277	2.2%	59,334	VocEd
8	31-9011	Massage Therapists	250	309	2.1%	22,653	VocEd
3	25-4013	Museum Technicians and Conservators	82	101	2.1%	24,375	Bach
10	21-1014	Mental Health Counselors	155	190	2.1%	28,713	Mast
8	29-2034	Radiologic Technologists and Technicians	878	1,074	2.0%	43,174	Assoc
4	43-4111	Interviewers, Except Eligibility and Loan	514	627	2.0%	23,972	STOJT
8	29-2032	Diagnostic Medical Sonographers	199	242	2.0%	43,983	Assoc
8	29-2033	Nuclear Medicine Technologists	79	96	2.0%	58,221	Assoc
1	37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	145	176	2.0%	27,233	MOJT
8	29-1062	Family and General Practitioners	376	456	1.9%	109,125	Prof

*Average Annual Growth Rate is based on rounded numbers.

Delaware Career Matrix

The information within the Delaware Career Matrix is organized by the 16 Career Clusters that you learned about on pp 14-17. When you settle on a career cluster that interests you, consider trying one of the suggested career pathways. Read about career pathways on pages 52 & 53.

✿ If the occupations you want to explore are not in the matrix, remember to use O*NET OnLine at: <http://www.onetonline.org> 

Career Matrix Key

Work Values

Each abbreviation below represents a work value. The matrix includes the work value that links best to each occupation. To remind yourself of your Work Values result, go back to page 10. For work value descriptions, see page 12. (Some occupations have more than one work value.)

Ach	ACHIEVEMENT	Rel	RELATIONSHIPS
Ind	INDEPENDENCE	Sup	SUPPORT
Rec	RECOGNITION	WC	WORKING CONDITIONS

Holland (Interest) Code

Holland Codes (don't forget that they are referred to as Interests in O*NET) represent personality characteristics that are more suited to some occupations than others. To remind yourself of your Holland Code, go back to page 8. Only those interest codes that are rated as matching an occupation by 50% or greater are shown in the matrix.

Standard Occupational Classification (SOC) Code

The 2010 Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, and/or disseminating data. All workers are classified into one of over 820 occupations according to their occupational definition.

Occupation Title

Job titles are from the Occupational Employment Statistics (OES) Program or O*NET Classification System.

Employment

2008 estimated employment from the Delaware Dept. of Labor
2018 projected employment from the Delaware Dept. of Labor

2008 Mean Entry Wage

The estimated mean entry wages are based on Delaware Wages 2008, published by the Delaware Department of Labor in June 2009. Mean entry wages **≥ \$50,000** are shown in **red**.

Education/Training

This suggests the minimum education or training necessary to be fully qualified for the occupation.

Education & Training Codes

Prof	First professional degree: Bachelor's degree plus 3 - 8 more years of school (e.g., law, medicine, dentistry, clergy)
PhD	Doctoral degree: Bachelor's degree plus 4 - 6 more years of school (e.g., Ph.D., Ed.D.)
Mast	Master's degree: Bachelor's degree + 2 more years of school
Bach+	Bachelor's degree or higher, plus work experience: includes management occupations that are usually filled through promotion
Bach	Bachelor's degree: 4 years of full-time study
Assoc	Associate's degree: 2 years of full-time study
VocEd	Postsecondary vocational award: education necessary to meet a hiring or licensure requirement for a variety of occupations. Ranges from 1 to 3 years and can include combinations of coursework that do not result in a degree or formal vocational training that results in a certificate or diploma.
Exp	Work experience in a related occupation
LTOJT	Long-term on-the-job training: training for longer than 12 months - includes formal and informal apprenticeships which can last up to 4 years
MOJT	Moderate-term on-the-job training: training for 1 month to 12 months - includes on-the-job experience and informal classroom activities to achieve the necessary skill levels
STOJT	Short-term on-the-job training: training for less than 1 mo. - usually through observation and asking questions

Basic Worker Skills

The selected basic O*NET skills (U.S. Dept. of Labor's National Occupational Database) show the importance of that skill within each occupation listed. The rated skills (Reading, Listening, Writing, Speaking, Math, Science, Thinking, and Learning) are noted with a "≥" when the importance level is rated at 50 or above on a scale of 100. If the importance of a skill falls below the 50% level, the symbol "<" is shown.

Skill Definitions

Reading Comprehension – Understanding written sentences and paragraphs in work-related documents.

Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Writing – Communicating effectively in writing as appropriate for the needs of the audience.

Speaking – Talking to others to convey information effectively.

Mathematics – Using mathematics to solve problems.

Science – Using scientific rules and methods to solve problems.

Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.

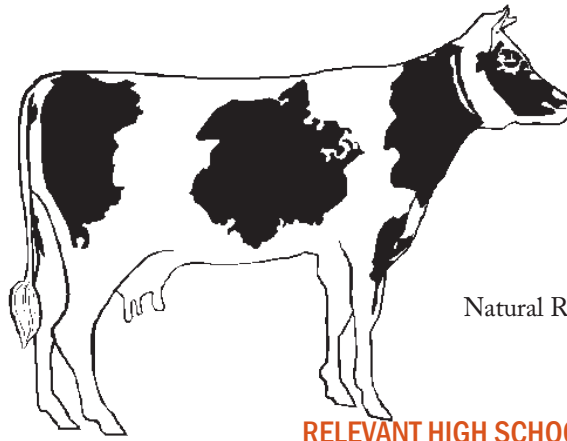
NOTE: Where occupational titles include multiple similar occupations, the **Work Value**, **Interest Code**, and **Skills** are based on the underlined title.

CAREER CLUSTER 1

Agriculture, Food Production & Natural Resources



■ This cluster includes occupations that produce, process, market, distribute, finance, & develop agricultural commodities & resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Workers in this cluster raise animals, grow food, perform landscaping functions, protect our natural resources, and provide utility services. Also included are mining and extraction operations.



Natural Resources
Plant & Soil Sciences
Forestry
Agricultural Structures
Environmental Science
Agribusiness

CAREER PATHWAYS

Animal Science
Biotechnology
Food Science
Floriculture
Structural Systems
Landscaping/Turf
Power & Mechanical Systems
Plant & Horticultural Science
Natural Resources/Environmental Science



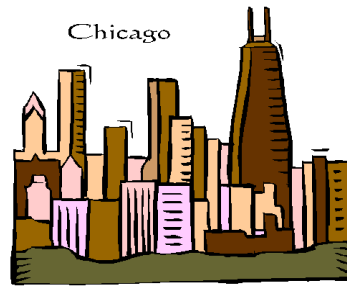
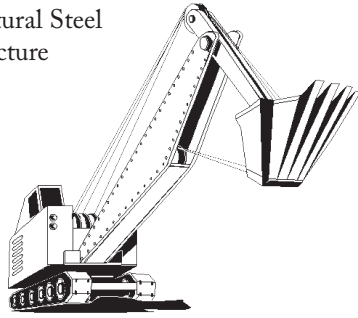
RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Biotechnology Applications
Structural Systems
Floriculture
Aquaculture
Agriscience Mechanics
Equine Science
Power & Mechanical Systems
Landscape/Turf Management
Greenhouse/Horticulture
Landscape Design
Food Science Technology
Animal Science

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel	RC	37-3011	Landscaping and Groundskeeping Workers	3,586	4,216	18,785	STOJT	≥	≥	<	≥	<	<	<	<
Sup	R	45-2092	Farmworkers and Laborers, Crop/ <u>Nursery and Greenhouse Workers</u>	1,734	1,522	18,555	STOJT	≥	≥	≥	≥	≥	<	<	<
Rel	RC	39-2021	Nonfarm Animal Caretakers	695	786	16,554	STOJT	≥	≥	<	≥	<	<	<	<
Ind	ERC	37-1012	First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	500	579	33,286	Exp	≥	≥	≥	≥	≥	<	≥	≥
Sup	R	45-2093	Farmworkers, Farm and Ranch Animals	580	555	19,764	STOJT	<	≥	<	≥	<	<	<	<
Ind	EI	11-9121	Natural Sciences Managers	417	407	98,050	Bach+	≥	≥	≥	≥	≥	≥	≥	≥
Rec Ach WC	IRC	17-2081	Environmental Engineers	256	285	45,246	Bach	≥	≥	≥	≥	≥	<	≥	≥
Sup	RC	51-8013	Power Plant Operators	228	251	56,952	LTOJT	≥	≥	≥	≥	≥	<	≥	≥
Ind	RC	37-2021	Pest Control Workers	174	198	25,422	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Ind	ERC	45-1011	First-Line Supervisors/Managers of Farming, Fishing, and <u>Forestry (Logging) Workers</u>	181	190	32,658	Exp	≥	≥	<	≥	<	<	≥	≥
Ind	R	39-2011	Animal Trainers	153	182	22,133	MOJT	≥	≥	≥	≥	<	<	≥	≥
Sup	R	37-3012	Pesticide Handlers, Sprayers, and Applicators, Vegetation	145	176	27,233	MOJT	≥	≥	≥	≥	≥	≥	≥	≥
Sup	RIC	17-3025	Environmental Engineering Technicians	87	100	29,190	Assoc	≥	≥	≥	≥	≥	≥	≥	≥
Sup	RCI	49-3041	Farm Equipment Mechanics	74	75	28,397	LTOJT	≥	≥	<	≥	≥	<	≥	≥
Ach	IR	19-1013	Soil and Plant Scientists	67	72	39,725	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Sup	RICE	51-8012	Power Distributors and Dispatchers	61	69	59,977	LTOJT	≥	≥	≥	≥	≥	≥	≥	≥

CAREER PATHWAYS

Architectural Drafting/Structural Steel
Drafting & Design - Architecture
Stationary Energy Operator
Carpentry/Carpenter
Electrician
HVAC-R Technician
Mason
Plumbing Technician
Sheet Metal Worker
Welding Technician



Career Cluster 2

Architecture & Construction

This cluster includes occupations that design, plan, manage, build, and maintain physical structures such as industrial, commercial, and residential facilities and buildings, as well as physical structures such as roadways and bridges.

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

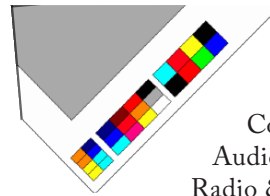
Architectural Drafting
Drafting & Design
Engineering Design
Architectural CAD
Engineering Drawing

Masonry
Carpentry
Welding Technology
Plumbing Technology
Sheet Metal Technology

Electrician
Structures
Technical Writing
H/AC/V/R Maintenance Technology
Stationary Energy Sources Installer

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Sup	R	47-2061	Construction Laborers	4,032	4,608	21,907	MOJT	<	≥	<	≥	≥	<	≥	<
Sup	RC	47-2031	Carpenters (<u>Construction</u>)	3,505	3,692	31,039	LTOJT	≥	≥	<	≥	≥	<	≥	≥
Ind	ERC	47-1011	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	2,480	2,736	44,665	Exp	≥	≥	≥	≥	≥	<	≥	≥
Ind	R	47-2111	Electricians	2,217	2,285	32,142	LTOJT	≥	≥	<	≥	≥	<	≥	≥
WC	ERC	11-9021	Construction Managers	1,728	1,972	57,276	Bach	≥	≥	≥	≥	≥	<	≥	≥
Ind	R	49-9021	Heating, Air Conditioning, and <u>Refrigeration Mechanics and Installers</u>	1,509	1,817	29,602	VocEd	≥	≥	≥	≥	≥	≥	≥	≥
Sup	R	47-2152	Plumbers, <u>Pipefitters, and Steamfitters</u>	1,669	1,808	32,243	LTOJT	≥	≥	<	≥	≥	<	≥	≥
Sup	R	47-2141	Painters, Construction and Maintenance	1,213	1,232	26,193	MOJT	≥	≥	<	≥	≥	<	≥	≥
Ind Rel	CE	13-1051	Cost Estimators	753	884	35,711	Bach	≥	≥	≥	≥	≥	<	≥	≥
Sup	R	47-2211	Sheet Metal Workers	647	627	30,497	LTOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	R	47-2051	Cement Masons and Concrete Finishers	583	608	30,909	MOJT	<	≥	<	≥	≥	<	≥	≥
Rel	RCI	49-9098	Helpers--Installation, Maintenance, and Repair Workers	550	591	20,240	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	RCI	47-4011	Construction and Building Inspectors	433	484	34,277	Exp	≥	≥	≥	≥	<	<	≥	≥
Sup	RCI	47-2021	Brickmasons and Blockmasons	460	482	35,909	LTOJT	≥	≥	<	≥	≥	<	≥	≥
Sup	RCI	47-2132	Insulation Workers, Mechanical	427	477	31,025	MOJT	≥	≥	<	≥	≥	<	≥	≥
Sup	RIC	49-9051	Electrical Power-Line Installers and Repairers	417	458	36,441	LTOJT	≥	≥	<	≥	≥	<	≥	≥
Sup	R	47-3013	Helpers--Electricians	365	422	21,369	STOJT	≥	≥	<	≥	≥	<	≥	≥

Arts, Audiovisual Technology & Communications



CAREER PATHWAYS

Digital Media & Imaging
Drafting and Design - CAD
Graphic Design & Production
Computer Typography Technician
Audio, Radio & Visual Engineering
Radio & TV Broadcasting Technician
Audiovisual Communications Technician
Graphic and Printing Equipment Operator

■ This cluster includes occupations relating to the visual arts, communication, and communication technology. This work includes designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Digital Imaging
CAD
Fine Arts
Band/Vocal Music
Stagecraft
Technical Writing

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

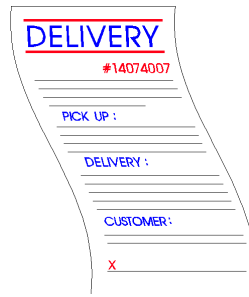
Drawing & Painting
Yearbook
Journalism
Commercial Art
Video Production
Creative Writing

Graphic Design
Theater
Photography
Audiovisual Communications
Broadcasting Technology
Digital Imaging & Media

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Sup	R	49-9052	Telecommunications Line Installers and Repairers	1,302	1,523	42,010	LTOJT	≥	≥	<	≥	<	<	≥	≥
Ach Ind	EAS	27-3031	Public Relations Specialists	931	1,101	38,396	Bach	≥	≥	≥	≥	<	<	≥	≥
Ach	AER	27-1024	Graphic Designers	508	540	29,798	Bach	≥	≥	≥	≥	<	<	≥	≥
Rel	CSE	25-4021	Librarians	496	507	36,533	Mast	≥	≥	≥	≥	<	<	≥	≥
Ach Ind	RC	49-9091	Coin, Vending, and Amusement Machine Servicers and Repairers	420	467	21,784	MOJT	<	≥	<	≥	≥	<	<	≥
Rel	CS	25-4031	Library Technicians	329	356	24,035	VocEd	≥	≥	≥	≥	<	<	≥	≥
Ind	AEC	27-3041	Editors	310	330	42,842	Bach	≥	≥	≥	≥	<	<	≥	≥
Sup	R	51-5023	Printing Machine Operators	327	303	23,833	MOJT	≥	≥	<	<	≥	<	≥	≥
Ind	AR	27-4021	Photographers	274	289	18,035	LTOJT	≥	≥	<	≥	<	<	≥	≥
Ach	AI	27-3043	Writers (Creative) and Authors	228	262	37,443	Bach	≥	≥	≥	≥	<	<	≥	≥
Rel	CSER	39-3031	Ushers, Lobby Attendants, and Ticket Takers	178	206	15,960	STOJT	≥	≥	<	≥	≥	<	<	<
Ind Rel Sup	RIC	27-4011	Audio and Video Equipment Technicians	151	175	27,814	VocEd	≥	≥	≥	≥	<	<	≥	≥
Ind WC	AI	27-3042	Technical Writers	121	130	42,352	Bach	≥	≥	≥	≥	<	<	≥	≥
Ind	AE	27-1011	Art Directors	108	116	53,793	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Ach	AEI	27-3022	Reporters and Correspondents	115	106	24,705	Bach	≥	≥	≥	≥	<	<	≥	≥
Ach Rel	RA	25-4013	Museum Technicians and Conservators	82	101	24,375	Bach	≥	≥	≥	≥	<	<	≥	≥
Sup	RC	51-5022	Prepress Technicians and Workers	114	85	18,636	VocEd	≥	≥	≥	≥	≥	<	≥	≥

CAREER PATHWAYS

Administrative Services
Business Information Technology
Business & Corporate Management



Career Cluster 4

Business, Management & Administration

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Web Page Design	Business Communications	Computer Software Applications
Human Resources	Spreadsheet Management	Principles of Marketing
Business Law	Computerized Accounting	International Business
Business Finance	Applied Business Technology	Business Management
Data Entry	Corporate Management	Administrative Services
E-Commerce	Desktop Publishing	Business Information Technology
Business Ethics	Word Processing	Business Application Programming
Banking Services	Business Ownership	Employment Seminar

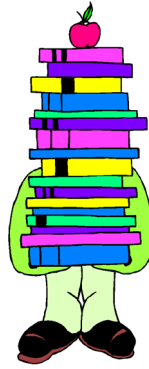
Business, Management and Administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business, Management and Administration career opportunities are available in every sector of the economy.

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel	CE	43-9061	Office Clerks, General	10,352	10,754	18,726	STOJT	≥	≥	≥	≥	<	<	<	<
Rel	ECS	43-4051	Customer Service Representatives	8,411	9,223	23,687	MOJT	≥	≥	≥	≥	<	<	≥	≥
Rel	R	37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,875	7,135	16,879	STOJT	≥	≥	≥	≥	<	<	<	<
Sup	CE	43-6014	Secretaries, Except Legal, Medical, and Executive	6,629	6,376	23,209	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Ach	CE	13-2011	Accountants and Auditors	5,239	5,773	41,531	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	43-6011	Executive Secretaries and Administrative Assistants	5,003	5,235	31,332	Exp	≥	≥	≥	≥	<	<	≥	≥
Sup	ECS	43-1011	First-Line Supervisors/Managers of Office and Administrative Support Workers	4,384	4,639	33,925	Exp	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	43-4171	Receptionists and Information Clerks	3,720	4,133	19,015	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	E	11-1021	General and Operations Managers	4,307	4,088	65,010	Bach+	≥	≥	≥	≥	<	<	≥	≥
Rel	CS	43-6013	Medical Secretaries	2,502	3,124	23,698	MOJT	≥	≥	≥	≥	<	<	≥	<
Rel	IEC	13-1111	Management Analysts	2,516	2,678	50,919	Bach+	≥	≥	≥	≥	≥	≥	≥	≥
Rel	CRE	43-3021	Billing and Posting Clerks and Machine Operators	2,033	2,242	26,552	STOJT	≥	≥	≥	≥	≥	<	<	<
Rel	CR	43-5071	Shipping, Receiving, and Traffic Clerks	1,990	1,871	19,784	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel Sup	CE	43-6012	Legal Secretaries	1,289	1,339	30,534	Assoc	≥	≥	≥	≥	<	<	≥	≥
Rel	SACE	13-1073	Training and Development Specialists	966	1,108	40,190	Bach	≥	≥	≥	≥	<	<	≥	≥
Sup	CR	43-9021	Data Entry Keyers	1,243	1,071	19,809	MOJT	≥	≥	≥	≥	<	<	≥	≥
Rel	EC	11-3011	Administrative Services Managers	807	819	62,862	Bach+	≥	≥	≥	≥	≥	<	≥	≥

Education & Training



■ This cluster includes occupations dealing with planning, managing, and providing education and training services and related learning support services including library and information services.


RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

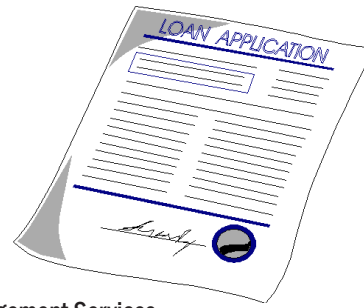
Emergency Medical Treatment
 Exploring Early Childhood
 First Aid
 Sociology
 Marriage & Family Life
 Mentoring

Nutrition, Health & Safety
 Human Development
 Parenting & Child Development
 Family Living
 CPR
 Psychology

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel	SAC	25-2021	Elementary School Teachers, Except Special Education	4,674	5,128	31,735	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Rel	SC	25-9041	Teacher Assistants	2,293	2,432	18,609	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	SRE	39-9031	Fitness Trainers and Aerobics Instructors	1,777	2,135	18,025	VocEd	≥	≥	<	≥	<	≥	≥	≥
Rel	SA	25-2022	Middle School Teachers, Except Special and Vocational Education	1,891	2,066	38,841	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Rel	SA	25-2011	Preschool Teachers, Except Special Education	1,750	2,023	17,700	VocEd	≥	≥	≥	≥	<	<	≥	≥
Rel	SAE	25-2031	Secondary School Teachers, Except Special and Vocational Education	1,702	1,759	41,446	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	SA	25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary School	1,221	1,371	34,507	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	S	21-1012	Educational, Vocational, and School Counselors	994	1,096	32,384	Mast	≥	≥	≥	≥	<	<	≥	≥
Rel	SAE	25-3021	Self-Enrichment Education Teachers	470	617	29,109	Exp	≥	≥	<	≥	<	<	≥	≥
Ind Rel	ESC	11-9032	Education Administrators, Elementary and Secondary School	566	584	83,088	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Rel	SA	25-2042	Special Education Teachers, Middle School	522	584	41,324	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	SA	25-2012	Kindergarten Teachers, Except Special Education	532	582	34,074	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Rel	SIA	25-2043	Special Education Teachers, Secondary School	449	485	41,351	Bach	≥	≥	≥	≥	≥	<	≥	≥
Ind Rel	SIAE	25-9031	Instructional Coordinators	394	471	40,035	Mast	≥	≥	≥	≥	≥	<	≥	≥
Rel	ESC	11-9031	Education Administrators, Preschool and Child Care Center/Program	380	415	29,151	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Ind	ECS	11-9033	Education Administrators, Postsecondary	387	374	52,463	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Ach Ind Rel	SR	25-1194	Vocational Education Teachers, Postsecondary	336	365	33,536	PhD	≥	≥	≥	≥	≥	≥	≥	≥
Rel	CRS	43-4121	Library Assistants, Clerical	317	342	16,399	STOJT	≥	≥	≥	≥	<	<	≥	≥
Rel	SAI	25-1123	English Language and Literature Teachers, Postsecondary	267	291	44,411	PhD	≥	≥	≥	≥	<	<	≥	≥

CAREER PATHWAYS

Accounting
Banking Services
Financial Management Services



Career Cluster 6

Finance

■ This cluster includes occupations that plan, manage, and provide banking, investment, financial planning, and insurance services.

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Banking Services

Business Law

Computerized Accounting

Economics

Business Finance

Personal Finance

Recordkeeping

Accounting

Financial Management Services

Small Business Computerized Finances

Advanced Banking Applications

Mathematics of Finances

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Sup	C	43-3031	Bookkeeping, Accounting, and Auditing Clerks	6,642	7,054	24,967	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	43-3011	Bill and Account Collectors	2,423	2,581	26,152	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Ind WC	EC	11-3031	Financial Managers	2,231	2,286	79,264	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Ach	CIE	13-2051	Financial Analysts	1,931	2,152	48,693	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	13-2041	Credit Analysts	1,743	1,857	34,773	Bach	≥	≥	≥	≥	≥	<	≥	≥
Ind	EC	13-2052	Personal Financial Advisors	1,231	1,575	52,725	Bach	≥	≥	≥	≥	≥	<	≥	≥
WC	EC	41-3031	Securities, Commodities, and <u>Financial Services Sales Agents</u>	1,294	1,360	38,447	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	43-3071	Tellers	1,407	1,351	21,696	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Ind Rel	EC	41-3021	Insurance Sales Agents	1,175	1,349	34,678	VocEd	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	43-4131	Loan Interviewers and Clerks	1,251	1,174	27,663	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	CES	13-2072	Loan Officers	970	975	35,450	MOJT	≥	≥	≥	≥	<	<	≥	≥
Sup	CE	13-1031	Claims Adjusters, Examiners, and Investigators	897	960	38,224	LTOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	CE	43-9041	Insurance Claims and <u>Policy Processing Clerks</u>	811	817	28,377	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Ind Rel Sup	CE	13-2053	Insurance Underwriters	542	529	40,068	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	C	43-3051	Payroll and Timekeeping Clerks	467	424	26,754	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	CES	43-4141	New Accounts Clerks	387	358	28,629	Exp	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	43-4011	Brokerage Clerks	233	232	28,444	MOJT	≥	≥	<	≥	≥	<	≥	≥
Ach Sup	CE	13-2081	Tax Examiners, Collectors, and Revenue Agents	185	206	36,600	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	ESC	13-2071	Loan Counselors	232	203	33,071	Bach	≥	≥	≥	≥	≥	<	≥	≥
WC	CI	15-2011	Actuaries	143	153	62,699	Bach+	≥	≥	≥	≥	≥	<	≥	≥

Government & Public Administration



Occupations in this cluster may execute governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

Accounting
Ethics
Foreign Language
History
Geography

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Leadership
Citizenship
Human Behavior
Economics
Civics

Psychology
Speech - Debate
Government & Politics
Community Organization & Advocacy
Sociology

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Ach	CIR	13-1041	Compliance (<u>Environmental</u>) Officers, Except Agriculture, Construction, Health and Safety, and Transportation	1,064	1,327	34,154	LTOJT	≥	≥	≥	≥	≥	≥	≥	≥
Rel	ES	11-9151	Social and Community Service Managers	832	926	47,153	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	CE	43-4031	Court, <u>Municipal</u> , and License Clerks	222	238	27,209	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	IEA	19-3051	Urban and Regional Planners	196	216	47,919	Mast	≥	≥	≥	≥	≥	<	≥	≥
Ind	SE	13-1061	Emergency Management Specialists	17	20	48,942	Exp	≥	≥	≥	≥	<	<	≥	≥

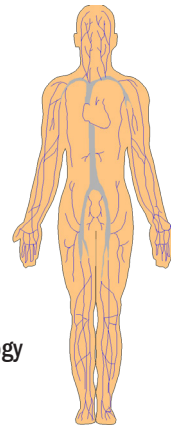
GOOD CITIZENSHIP

CAREER PATHWAYS

Dental Assistant
Dental Laboratory Technician
Licensed Practical Nurse
Medical/Clinical Assistant
Medical Insurance Certified Coder
Certified Nurse Assistant
Home Health Aide
Health Aide
Physical Therapy Health Aide

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Patient Care Assistant Training
Exercise Physiology/Sports Medicine
First Aid & CPR
Food Science
Medical/Clinical Assistant
Medical Assisting
Coaching & Sports Officiating
Health Aides Training
Medical Terminology
Forensic Science
Human Anatomy & Physiology
Dental Assisting/Dental Laboratory Technology
Medical insurance Coding
LP Nurse Training



Career Cluster 8

Health Science

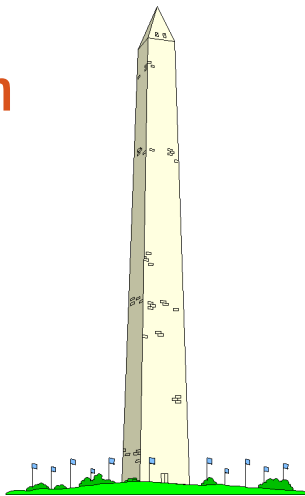
These occupations plan, manage, and provide therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel	SIC	29-1111	Registered Nurses	9,434	12,096	54,531	Assoc	≥	≥	≥	≥	<	<	≥	≥
Rel	SRC	31-1012	Nursing Aides, Orderlies, and Attendants	5,395	6,744	22,181	VocEd	≥	≥	<	≥	<	<	≥	≥
Rel	SR	29-2061	Licensed Practical and Licensed Vocational Nurses	2,210	2,778	37,172	VocEd	≥	≥	≥	≥	<	<	≥	≥
Rel	CR	29-2052	Pharmacy Technicians	1,432	1,873	18,002	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	CSR	31-9092	Medical Assistants	1,127	1,479	24,466	MOJT	≥	≥	≥	≥	<	<	≥	≥
Ind	ECS	11-9111	Medical and Health Services Managers	1,117	1,331	58,730	Bach+	≥	≥	≥	≥	<	<	≥	≥
WC															
Rel	RC	29-2034	Radiologic Technologists and Technicians	878	1,074	43,174	Assoc	≥	≥	≥	≥	≥	≥	≥	≥
Sup															
Rel	CRS	31-9091	Dental Assistants	775	992	25,251	MOJT	≥	≥	≥	≥	<	<	≥	≥
Rec	ICS	29-1051	Pharmacists	789	916	76,439	Prof	≥	≥	≥	≥	≥	≥	≥	≥
Rel	SIRE	29-2041	Emergency Medical Technicians and Paramedics	743	791	25,379	VocEd	≥	≥	≥	≥	<	<	≥	≥
Rel	SIR	29-1123	Physical Therapists	551	714	57,257	Mast	≥	≥	≥	≥	<	<	≥	≥
Rel	SR	29-2021	Dental Hygienists	510	655	52,974	Assoc	≥	≥	≥	≥	<	≥	≥	≥
Rel	SIR	29-1126	Respiratory Therapists	393	508	49,216	Assoc	≥	≥	≥	≥	≥	≥	≥	≥
Rel	C	29-2071	Medical Records and Health Information Technicians	414	502	22,537	Assoc	≥	≥	<	≥	<	<	≥	<
Sup	IRC	29-2011	Medical and Clinical Laboratory Technologists	417	475	44,674	Bach	≥	≥	<	≥	<	≥	≥	≥
Rel	ISR	29-1062	Family and General Practitioners	376	456	109,125	Prof	≥	≥	≥	≥	≥	≥	≥	≥
Ind	IRS	29-1021	Dentists, General	405	454	107,427	Prof	≥	≥	≥	≥	<	≥	≥	≥
Rel	SIA	29-1127	Speech-Language Pathologists	381	454	55,521	Mast	≥	≥	≥	≥	<	<	≥	≥
Rel	ISE	29-1031	Dietitians and Nutritionists	374	421	43,514	Bach	≥	≥	≥	≥	≥	≥	≥	≥

Career Cluster 9

Hospitality & Tourism

Hospitality & Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.



CAREER PATHWAYS

Cooking & Related Culinary

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Baking
Food and Nutrition
Geography
Travel & Tourism
Hotel Management
Business Communications

International Foods
Art History
Food Preparation/Production
Recreation Marketing
Food/Restaurant Marketing
Culinary Professional

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel Sup	CRE	35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	7,473	8,679	15,524	STOJT	<	≥	<	≥	≥	<	<	<
Rel	SECR	35-3031	Waiters and Waitresses	7,483	8,120	15,835	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	RE	35-2014	Cooks, Restaurant	3,430	3,769	19,002	LTOJT	≥	≥	<	≥	<	<	<	≥
Rel	RS	35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,192	3,447	16,724	STOJT	≥	≥	<	≥	<	<	<	<
Rel	RC	37-2012	Maids and Housekeeping Cleaners	2,816	2,879	17,231	STOJT	≥	<	<	<	<	<	<	<
Rel	ECR	35-1012	First-Line Supervisors/Managers of Food Preparation and Serving Workers	2,598	2,816	23,827	Exp	≥	≥	≥	≥	≥	<	≥	≥
Rel	CER	35-3011	Bartenders	1,883	2,100	16,024	STOJT	≥	≥	<	≥	≥	<	≥	≥
Rel	RC	35-2021	Food Preparation Workers	1,859	2,012	16,027	STOJT	≥	≥	<	≥	≥	<	<	<
Rel	RC	35-9021	Dishwashers	1,670	1,917	16,420	STOJT	≥	≥	<	≥	<	<	<	<
Rel	ES	35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	1,392	1,513	15,708	STOJT	≥	≥	<	≥	<	<	<	<
Rel	SEA	39-9032	Recreation Workers	1,316	1,494	18,286	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Rel	RC	35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	1,282	1,419	15,482	STOJT	<	≥	<	≥	<	<	<	<
Ind	ECR	37-1011	First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	1,303	1,305	26,544	Exp	≥	≥	≥	≥	≥	<	≥	≥
Rel Sup	SRE	35-3041	Food Servers, Nonrestaurant	821	926	17,071	STOJT	≥	≥	<	≥	<	<	≥	≥
Rel	ECS	39-1021	First-Line Supervisors/Managers of Personal Service Workers	716	816	22,330	Exp	≥	≥	≥	≥	<	<	≥	≥
Ind	ECRS	11-9051	Food Service Managers	723	784	43,592	Exp	≥	≥	≥	≥	<	<	≥	≥
Rel	RC	35-2011	Cooks, Fast Food	705	775	15,538	STOJT	≥	≥	<	≥	≥	<	≥	<
Ind Sup	ECR	39-3091	Amusement and Recreation Attendants	655	770	15,651	STOJT	≥	≥	≥	≥	<	<	≥	<

CAREER PATHWAYS

Human Services
Early Childhood Education
Apparel & Textiles
Certified Child Care Teacher
Licensed Cosmetologist
Nutrition & Culinary



Career Cluster 10

Human Services

Prepares individuals for employment in career pathways that relate to families and human needs.

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Marriage and Family Life
Family & Community Services
Fashion Design & Merchandising
Human Services Professional
Exploring Early Childhood

Psychology
Health Science
Human Development
Wardrobe Planning

Sociology
Cosmetology
Child Development
Apparel & Textiles

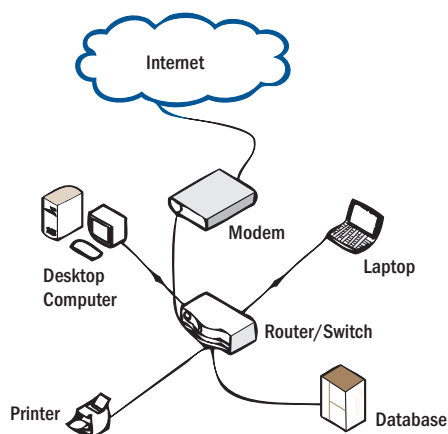
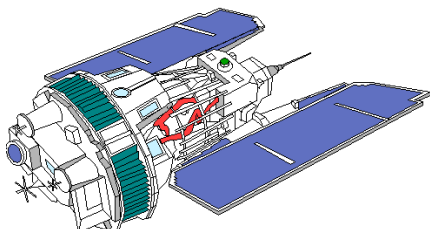


Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel	SA	39-9011	Child Care Workers	2,365	2,585	16,438	STOJT	≥	≥	≥	≥	<	<	≥	≥
Rel	AESR	39-5012	Hairdressers, Hairstylists, and Cosmetologists	2,205	2,544	17,872	VocEd	≥	≥	≥	≥	<	<	≥	≥
Rel	SE	21-1021	Child, Family, and School Social Workers	2,023	2,213	31,167	Bach	≥	≥	≥	≥	<	<	≥	≥
Rel	CSE	21-1093	Social and Human Service Assistants	853	1,007	21,483	MOJT	≥	≥	≥	≥	<	<	≥	≥
Rel	SRC	39-9021	Personal and Home Care Aides	658	979	17,695	STOJT	≥	≥	≥	≥	<	<	≥	≥
Ach Rel	SIA	21-1023	Mental Health and Substance Abuse Social Workers	758	900	31,693	Mast	≥	≥	≥	≥	<	<	≥	≥
Rel	SI	21-1015	Rehabilitation Counselors	697	816	25,238	Mast	≥	≥	≥	≥	<	<	≥	≥
Rel	RCE	39-5011	Barbers	505	563	18,878	VocEd	<	≥	<	≥	<	<	<	≥
Rel	RCE	39-5093	Shampooers	417	454	15,402	STOJT	<	≥	<	≥	<	<	≥	≥
Rel	IS	19-3031	Clinical, Counseling, and <u>School Psychologists</u>	390	424	44,810	PhD	≥	≥	≥	≥	≥	<	≥	≥
Rel	SI	21-1022	Medical and Public Health Social Workers	337	394	37,871	Bach	≥	≥	≥	≥	<	<	≥	≥
Rel	SEC	39-9041	Residential Advisors	356	375	22,076	STOJT	≥	≥	≥	≥	<	<	≥	≥
Rel	SAI	21-1011	Substance Abuse and Behavioral Disorder Counselors	201	237	24,839	Bach	≥	≥	≥	≥	<	<	≥	≥
Rel	RECS	39-5092	Manicurists and Pedicurists	172	196	18,282	VocEd	≥	≥	<	≥	<	<	<	≥
Rel	SIA	21-1014	Mental Health Counselors	155	190	28,713	Mast	≥	≥	≥	≥	<	<	≥	≥

Career Cluster 11

Information Technology

Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.



CAREER PATHWAYS
 Information Technology
 Database Management
 Computer Applications
 Computer Technologies
 Microsoft Engineering
 Communication Technology
 Computer Engineering Technician

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Computer Science
 Computer Software Applications
 Programming in C++
 Graphic Design
 Visual Basic Programming
 Microsoft Engineering
 CISCO

Technical Writing
 Web Design
 Adobe Photoshop & Illustrator
 Multimedia Presentation
 Computer Engineering Technology
 Network Administrator
 Communication Technology

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
WC	CIR	15-1051	Computer Systems Analysts	3,141	3,537	46,341	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rel	RCIS	15-1041	Computer Support Specialists	2,004	2,013	38,891	Assoc	≥	≥	≥	≥	<	<	≥	≥
Ach	IC	15-1021	Computer Programmers	1,978	1,798	50,480	Bach	≥	≥	<	≥	≥	<	≥	≥
WC	IRC	15-1031	Computer Software Engineers, Applications	1,283	1,549	65,860	Bach	≥	≥	≥	≥	≥	<	≥	≥
WC	IRCE	15-1071	Network and Computer Systems Administrators	1,314	1,522	43,486	Bach	≥	≥	≥	≥	<	<	≥	≥
WC	ECIR	11-3021	Computer and Information Systems Managers	1,325	1,422	89,134	Bach+	≥	≥	≥	≥	<	<	≥	≥
Sup	ICR	15-1081	Network Systems and Data Communications Analysts	886	1,277	51,070	Bach	≥	≥	≥	≥	<	<	≥	≥
Ach	ICR	15-1032	Computer Software Engineers, Systems Software	793	919	68,216	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Sup WC	CI	15-1061	Database Administrators	621	678	51,278	Bach	≥	≥	≥	≥	<	<	≥	≥
Sup	RIC	49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	445	523	27,371	VocEd	≥	≥	≥	≥	<	<	≥	≥
Sup	CR	43-9011	Computer Operators	542	378	29,263	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	RCI	49-2011	Computer, Automated Teller, and Office Machine Repairers	291	246	22,808	VocEd	≥	≥	<	≥	<	<	≥	≥

CAREER PATHWAYS

Criminal Justice/Police Science
Legal Administrative Assistant



RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Legal Process	Civics
Law Enforcement	Psychology
Criminal Law	Contemporary Political Issues
Criminal Justice	Police Science
Speech - Debate	Sociology
Business Law	Emergency Medical Technician
Multicultural Studies	Forensics
Economics	Legal Administrative Assistant



Career Cluster 12

Law, Public Safety, Corrections & Security

Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Sup	RCE	33-9032	Security Guards	3,509	3,949	19,225	STOJT	<	≥	<	≥	<	<	≥	<
Rec	EIA	23-1011	Lawyers	2,903	3,003	80,054	Prof	≥	≥	≥	≥	<	<	≥	≥
Rel	CIE	23-2011	Paralegals and Legal Assistants	1,193	1,342	35,462	Assoc	≥	≥	≥	≥	<	<	≥	≥
Rel	RS	33-9092	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	740	825	17,200	STOJT	<	≥	<	≥	<	<	≥	<
Sup	CI	23-2092	Law Clerks	772	772	28,138	Bach	≥	≥	≥	≥	<	<	≥	≥
Sup	RS	33-2011	Fire Fighters (Municipal)	388	453	34,270	LTOJT	≥	≥	≥	≥	≥	≥	≥	≥
Rel	SER	33-9091	Crossing Guards	400	437	24,267	STOJT	<	<	<	<	<	<	<	<
Ind	EI	33-3021	Detectives and Criminal Investigators	235	262	64,135	Exp	≥	≥	≥	≥	<	<	≥	≥
Rel Sup	CRE	43-5031	Police, Fire, and Ambulance Dispatchers	223	256	28,162	MOJT	≥	≥	≥	≥	<	<	≥	≥
Ind	ESC	33-1012	First-Line Supervisors/Managers of Police and Detectives	180	191	63,502	Exp	≥	≥	≥	≥	<	<	≥	≥
Ind Rel	RCS	33-9011	Animal Control Workers	120	129	27,799	MOJT	≥	≥	≥	≥	<	<	≥	≥
Ind	ESC	23-1023	Judges, Magistrate Judges, and Magistrates	126	121	70,444	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Ach Ind Sup	CR	33-2021	Fire Inspectors and Investigators	82	88	34,726	Exp	≥	≥	≥	≥	≥	≥	≥	≥

Manufacturing

Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.



CAREER PATHWAYS

Manufacturing Technician
Industrial Mechanics/Millwright
Construction & Manufacturing



Drafting and Design
Power Machinery
Welding & Fabrication
Textiles
Technological Systems

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Baking
Small Engine Technology
Fabric Uses & Construction
Machine Shop Technology
Manufacturing Systems

Carpentry
Small Engine Repair
Power Technology
Electricity/Electronics
Construction Systems

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Sup	RC	49-9042	Maintenance and Repair Workers, General	4,053	4,409	23,534	MOJT	≥	≥	<	≥	<	<	≥	≥
Ind	ECR	49-1011	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	1,393	1,456	42,765	Exp	≥	≥	≥	≥	≥	<	≥	≥
Ind	ERC	51-1011	First-Line Supervisors/Managers of Production and Operating Workers	1,527	1,361	37,039	Exp	≥	≥	≥	≥	≥	<	≥	≥
Sup	RC	51-9198	Helpers--Production Workers	960	993	16,437	STOJT	≥	≥	<	≥	<	<	<	<
WC	CE	13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	891	939	40,378	LTOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	RCE	51-2092	Team Assemblers	816	770	20,696	MOJT	≥	≥	<	≥	<	<	≥	≥
Rel Sup	RI	17-3023	Electrical and <u>Electronic Engineering</u> Technicians	692	765	22,083	Assoc	≥	≥	≥	≥	<	<	≥	<
Sup	RC	51-9111	Packaging and Filling Machine Operators and Tenders	789	759	18,854	STOJT	≥	≥	<	<	<	<	<	<
Sup	RIC	49-9041	Industrial Machinery Mechanics	740	716	39,593	LTOJT	≥	≥	<	≥	≥	<	≥	≥
Sup	CR	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	765	667	23,136	MOJT	≥	≥	≥	≥	≥	<	<	≥
Sup	RCI	51-4041	Machinists	533	518	32,678	LTOJT	<	≥	<	≥	<	<	≥	<
Sup	R	51-4121	Welders, Cutters, <u>Solderers</u> , and <u>Brazers</u>	530	509	29,351	VocEd	≥	≥	<	<	<	<	≥	≥
Sup	R	51-9011	Chemical Equipment Operators and Tenders	672	479	37,132	MOJT	≥	≥	≥	≥	≥	≥	≥	≥
Sup	RCI	17-3022	Civil Engineering Technicians	410	441	31,683	Assoc	≥	≥	≥	≥	≥	<	≥	≥
Ind	EC	11-3051	Industrial Production Managers	449	381	63,295	Exp	≥	≥	≥	≥	≥	<	≥	≥
Sup	RIC	51-9081	Dental Laboratory Technicians	423	348	17,967	MOJT	≥	≥	<	≥	<	<	≥	≥
Ach	RC	51-3011	Bakers	351	344	17,454	LTOJT	≥	≥	<	≥	≥	<	≥	≥

CAREER PATHWAYS

Marketing Management
Marketing Communications
Retail Operations Technician



Career Cluster 14

Marketing, Sales & Service

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Marketing Communications
Business Law
Software Applications
Marketing Management
Database Management

Sales & Sales Promotion
Business Ethics
Business Economics
Sports Marketing
Fashion Merchandising

Retail Operations
Accounting
Business Finance

Planning, managing, and performing marketing activities to reach organizational objectives.

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel	EC	41-2031	Retail Salespersons	16,709	17,908	16,874	STOJT	≥	≥	≥	≥	≥	<	≥	<
Rel	CE	41-2011	Cashiers	11,194	11,812	16,362	STOJT	<	≥	<	≥	≥	<	≥	<
Rel Sup	CR	43-5081	Stock Clerks and Order Fillers	6,124	6,596	16,926	STOJT	≥	≥	<	<	≥	<	<	<
Ind	ECS	41-1011	First-Line Supervisors/Managers of Retail Sales Workers	4,581	4,872	26,411	Exp	≥	≥	≥	≥	≥	<	≥	≥
Sup	R	51-3022	Meat, Poultry, and Fish Cutters and Trimmers	4,428	4,704	18,814	STOJT	<	≥	<	<	<	<	<	<
Rel	CE	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,838	2,936	35,643	Exp	≥	≥	≥	≥	≥	<	≥	≥
Ach Ind Rel	EC	41-9022	Real Estate Sales Agents	1,849	2,095	30,126	VocEd	≥	≥	≥	≥	≥	<	≥	≥
Ach	IEC	19-3021	Market Research Analysts	1,920	2,077	47,469	Bach	≥	≥	≥	≥	<	<	≥	≥
Rel	CE	41-2021	Counter and Rental Clerks	1,615	1,578	15,898	STOJT	≥	≥	<	≥	≥	<	<	<
Sup	RE	53-3031	Driver/Sales Workers	1,363	1,441	15,413	STOJT	≥	≥	<	≥	≥	<	≥	≥
Ind	EC	41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,330	1,428	56,094	Exp	≥	≥	≥	≥	≥	≥	≥	≥
Ind	ECS	41-1012	First-Line Supervisors/Managers of Non-Retail Sales Workers	987	1,001	47,528	Exp	≥	≥	≥	≥	≥	<	≥	≥
Ind	EC	11-2022	Sales Managers	913	978	68,302	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Rel Sup	EC	41-9041	Telemarketers	1,156	962	22,645	STOJT	≥	≥	<	≥	<	<	≥	≥
WC	EC	11-2021	Marketing Managers	964	958	83,989	Bach+	≥	≥	≥	≥	<	<	≥	≥
Rel	R	51-6011	Laundry and Dry-Cleaning Workers	829	820	15,955	MOJT	≥	≥	<	≥	<	<	≥	<
Ind	EC	11-9141	Property, Real Estate, and Community Association Managers	456	485	38,789	Bach	≥	≥	≥	≥	≥	<	≥	<

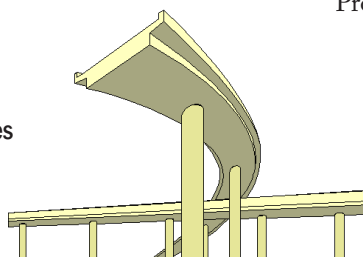
Career Cluster 15

Science, Technology, Engineering & Mathematics

Planning, managing, and providing scientific research and professional and technical services including laboratory and testing services and research and development services.

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Structural Engineering
Fundamentals of Structures
Robotics
Design/Analysis of Structures
Foundations of Technology
Applied Technology
Technological Systems
Transfer of Technology
Forensic Science
Engineering - CAD
Process of Design/Engineering
Materials Science
Biotechnology Systems Design
Chemical Technology
Calculus
Biology Technician
Biotechnology Environmental Systems



CAREER PATHWAYS

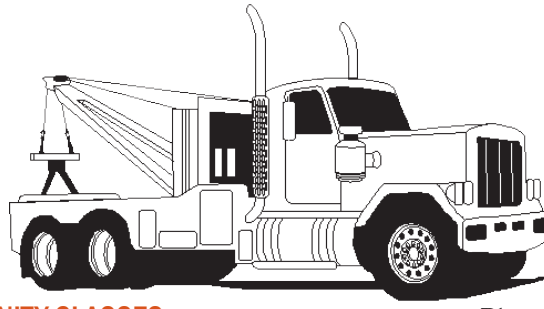
Processes of Design & Engineering
Fundamentals of Structures
Foundations of Technology
Bio-Related Technology
Technological Systems
Electricity & Electronics
System Control Technology
Materials Science Processing
Construction & Manufacturing
Chemical Laboratory Technician
Audio, Radio & Video Engineering
Drafting & Design - Engineering
Biotechnology Laboratory Technician
Electronic & Communication Eng. Tech.



Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Sup	IRC	19-4031	Chemical Technicians	1,355	1,298	41,820	Assoc	≥	≥	≥	≥	≥	≥	≥	≥
Ind	RIC	17-2051	Civil Engineers	981	1,112	58,713	Bach	≥	≥	≥	≥	≥	<	≥	≥
Ach	IR	19-2031	Chemists	1,060	984	50,144	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Rec	IAR	19-1021	Biochemists and Biophysicists	589	767	61,913	PhD	≥	≥	≥	≥	≥	≥	≥	≥
Ach	RIC	19-4021	Biological Technicians	691	729	34,237	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Ach	IR	17-2071	Electrical Engineers	734	706	60,112	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Ind Rec	ICER	17-2112	Industrial Engineers	669	647	53,302	Bach	≥	≥	≥	≥	≥	<	≥	≥
Rec	IR	17-2041	Chemical Engineers	544	502	72,417	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Rec WC	IRA	17-2072	Electronics Engineers, Except Computer	454	458	60,909	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Rec	IRC	17-2141	Mechanical Engineers	443	422	53,803	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Ach Ind WC	EIRC	11-9041	Engineering Managers	358	358	92,706	Bach+	≥	≥	≥	≥	≥	<	≥	≥
Ach Ind Rec	IRC	19-2041	Environmental Scientists and Specialists, Including Health	313	358	44,329	Mast	≥	≥	≥	≥	≥	≥	≥	≥
Ind	CI	19-4061	Social Science Research Assistants	318	347	29,109	Assoc	≥	≥	≥	≥	≥	≥	≥	≥
Sup	CR	17-3031	Surveying and Mapping Technicians	161	174	26,594	MOJT	≥	≥	≥	≥	≥	<	≥	<
Rec	IR	19-1022	Microbiologists	156	152	42,824	PhD	≥	≥	≥	≥	≥	≥	≥	≥
Sup	IRC	17-2111	Health and Safety Engineers (Product), Except Mining Safety Engineers and Inspectors	116	126	64,130	Bach	≥	≥	≥	≥	≥	≥	≥	≥
Rel	CR	43-5111	Weighers, Measurers, Checkers, and Samplers, Recordkeeping	121	107	23,439	STOJT	≥	≥	≥	≥	≥	<	≥	≥

CAREER PATHWAYS

Automobile Technician
Auto Body Technician
Small Engine Mechanic
Automotive Technology
Aircraft Powerplant Technician
Aeronautics/Aviation Technician



Career Cluster 16

Transportation, Distribution & Logistics

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

Automotive Technology
Know Your Car
Small Engine Technology
Collision & Repair Technology
Aeronautics/Aviation Science

Aviation Mechanics
Diesel Technology
Small Engine Repair
Aircraft Powerplant Technology

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Work Values	Holland Code	SOC Code	Occupation Title	2008 Est. Empl.	2018 Proj. Empl.	2008 Mean Entry Wage (\$)	Education/ Training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
Rel Sup	R	53-7062	Laborers and Freight, Stock, and Material Movers, Hand	5,963	5,828	18,460	STOJT	≥	≥	<	<	<	<	<	<
Sup	RC	53-3032	Truck Drivers, Heavy and Tractor-Trailer	4,186	4,620	27,944	STOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	RC	53-3033	Truck Drivers, Light or Delivery Services	3,035	3,154	20,188	STOJT	≥	≥	<	≥	<	<	<	<
Rel	R	53-7064	Packers and Packagers, Hand	2,968	2,992	18,738	STOJT	≥	≥	<	≥	<	<	<	<
Ind	R	49-3023	Automotive Service Technicians and <u>Mechanics</u>	2,663	2,852	23,361	VocEd	≥	≥	≥	≥	≥	<	≥	≥
Rel	RC	53-3022	Bus Drivers, School	1,465	1,636	18,607	MOJT	≥	≥	<	≥	<	<	≥	<
Rel Sup	RC	53-7051	Industrial Truck and Tractor Operators	1,309	1,355	22,855	STOJT	<	<	<	<	<	<	<	<
Sup	CR	43-5052	Postal Service Mail Carriers	1,079	1,121	38,822	STOJT	≥	≥	<	<	<	<	<	<
Rel Sup	R	53-7061	Cleaners of Vehicles and Equipment	957	968	16,719	STOJT	<	≥	<	<	<	<	<	<
Ind Sup	CER	43-5032	Dispatchers, Except Police, Fire, and Ambulance	687	710	25,539	MOJT	≥	≥	<	≥	<	<	≥	≥
Ind	CE	43-5061	Production, Planning, and Expediting Clerks	715	707	26,764	MOJT	≥	≥	≥	≥	≥	<	≥	≥
Ind	RE	53-3041	Taxi Drivers and Chauffeurs	596	694	17,376	STOJT	<	≥	<	<	≥	<	≥	≥
Sup	ECR	53-1031	First-Line Supervisors/Managers of Transportation & Material-Moving Machine and Vehicle Operators	670	643	38,466	Exp	≥	≥	≥	≥	≥	<	≥	≥
Sup	R	49-3042	Mobile Heavy Equipment Mechanics, Except Engines	498	516	32,670	LTOJT	≥	≥	≥	≥	≥	<	≥	≥
Sup	R	49-3021	Automotive Body and Related Repairers	510	512	25,464	LTOJT	≥	<	<	<	<	<	<	<
Sup	R	53-7081	Refuse and Recyclable Material Collectors	441	488	22,245	STOJT	≥	≥	<	≥	<	<	≥	<
Ind	EC	13-1081	Logisticians	458	472	49,425	Bach	≥	≥	≥	≥	<	<	≥	≥
Sup	R	49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	461	471	31,587	VocEd	≥	≥	≥	≥	<	<	<	≥
Sup	RC	49-3011	Aircraft Mechanics and Service Technicians	443	462	41,033	VocEd	≥	≥	≥	≥	<	<	≥	≥

Step 3:

How Do I Decide?



Next Step: **How Do I Do It?**

☀ LET'S TALK CARS

Have you ever thought about the car you want to buy someday? How will you make a decision from all the choices available to you? Do you have a dream car? Let's consider the process.

Step 1: What kind of car will fit your personality? Can you see yourself in a sports car, a truck, a four-door sedan? What features interest you? You will likely want your favorite interior and exterior colors, a kicking sound system, and a USB connection. What about your skills? Do you know how to drive a manual transmission? Can you handle driving and parking a truck? And which kind of vehicle would match your values? An American-built car? A hybrid? A pre-owned car? Knowing yourself - your likes, dislikes, values and skills - is a good place to begin.

Step 2: Once you have narrowed down your list based on your personality, interests, skills and values, you will probably do a lot of research to gather the facts. What's out there? What are the safety features? What is the gas mileage? How big is the engine? Is it easy to repair? Is it reliable? Does it have good resale value?

Step 3: And then there are the practicalities to consider. Can you get the training you need to drive a stick shift? How much do you have to spend? Can you afford a monthly payment? Will you have to forgo something else in order to pay the car insurance? Will you have to work while going to school to afford the car? Is that a good idea? In which areas could you compromise if you can't afford everything you want? Maybe all you can afford is a car that is safe and reliable no matter how it looks or what features it has. Maybe you should hang onto your bike!

Step 4: Once you have matched the answers to your research questions with your findings from Step 1, you will certainly want to give your final list of cars a test drive. How do you feel in each car? Are you comfortable? Which car can you see yourself driving until you're ready to move on to the next one?

Do **Steps 1 & 2** sound familiar? They should. The steps you will follow to choose a car are the same steps you need to follow when choosing an occupation. Unfortunately, most people put more effort into choosing a car than they do a career.

Let's review the steps you've completed and then see what else needs to be considered to find your best match and make a plan.

Spend as much time making an occupational decision as you would making a car decision.
Most people don't!

By practicing and internalizing the steps in the *Career Compass*, you are learning decision-making skills for a lifetime. Let's review the steps you have completed so far and prepare for the next one.

☀ REVIEW

In Step 1, I found that these occupations are a good match:

☀ **Choose three of these four occupations to write on Line 1 of the Occupation Chart on p. 48 (columns 2, 3, & 4).**

In Step 2, I learned about the Delaware labor market:

- The same occupation often pays different wages in different geographical locations.
- The same occupation often pays different wages in different industries.
- Some occupations are growing and some are declining.
- Total annual openings = job replacements + new jobs.
- Some career clusters have far more job openings than others.
- Basic worker skills can be identified for each occupation.
- Each occupation is associated with a work value and a Holland (interest) code.
- Each occupation has a mean entry wage.
- Each occupation has a level of education or training required to be fully qualified.

In Step 3, I will make three occupation-related decisions:

1. Education/Training

How many years of education/training do I want? Will the years of education and/or training be a good investment?

2. Wages

How much money do I want to make when I enter the labor market? Will my earnings be enough to support the lifestyle I want - either now or in the future?

3. Job Location

Where do I want to live? Will I have to relocate to another city or state to find the job I want? Do I want to relocate to another city? Can I make that happen? How?



How Much Education or Training Do I Want?



After high school, I want...

- _____ to work and receive on-the-job training
- _____ to learn a trade through vocational training
- _____ to go to a two-year college and earn an Associate's degree
- _____ to go to a 4-year college and earn a Bachelor's degree
- _____ to earn a Bachelor's degree and then a Master's degree
- _____ to earn a Bachelor's degree and then a Doctoral degree
- _____ to earn a Bachelor's degree and then a Professional degree
- _____ other?

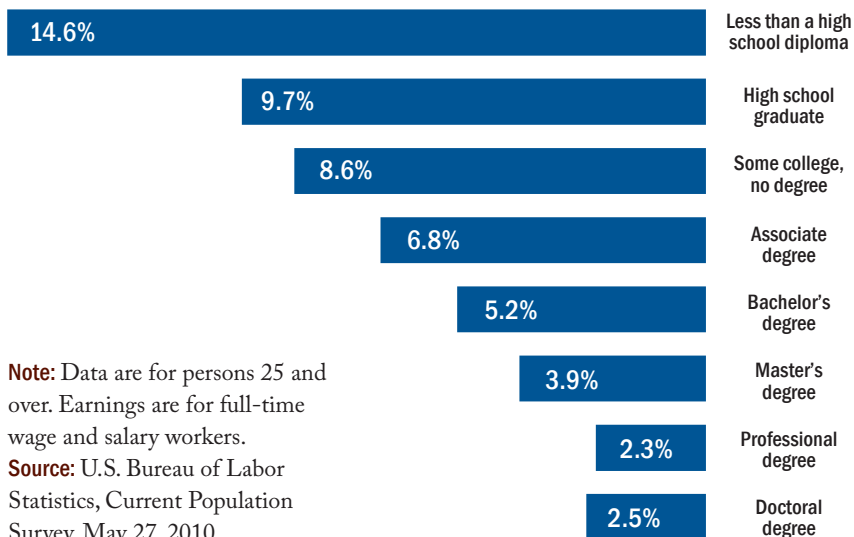
How much education would you like to have eventually? If you choose to go into the military or volunteer for AmeriCorps, how much education do you want after you've completed your service? Will your education be worth it? Will it help you meet your occupational goals? What kind of education suits your personality and learning style? Learn more about your options by talking to your family, your counselor, and teachers.

Why?

✱ Write the amount of education/training you want to receive in Column 1 (My Profile) on Line 5 (Education) of the Occupation Chart on page 48.

Education Pays in Higher Earnings and Lower Unemployment Rates

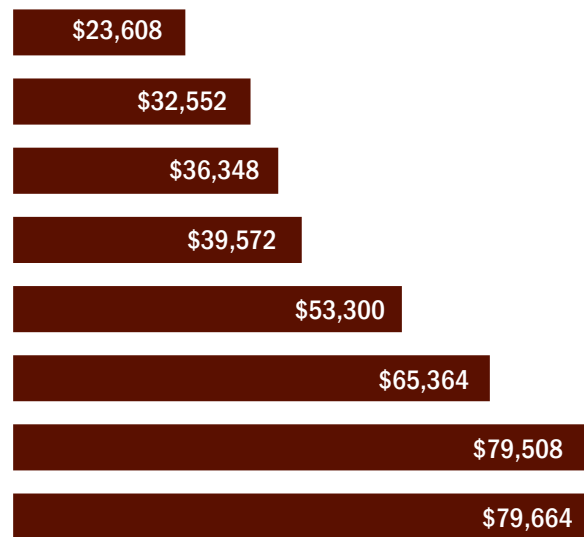
National unemployment rate in 2009



Note: Data are for persons 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey, May 27, 2010

Median annual earnings in 2009



Education Level

Levels of Training and Education - Bureau of Labor Statistics - www.bls.gov

On-the-job training - short-term (< 1 month) - long-term (>12 mos.)

Vocational education - time based on the occupation

Associate degree - 2 years study beyond high school

Bachelor's degree - 4 years study beyond high school

Master's degree - Bachelor's degree plus 2 more years of school

Professional degree (e.g., law, medicine, dentistry, clergy) - Bachelor's degree plus 3-8 more yrs. of school

Doctoral degree (e.g., Ph.D., Ed.D.) - Bachelor's degree plus 4-6 more years of school

NOTE: Try Florida State U.'s website for matching college majors to occupations. www.career.fsu.edu/occupations/matchmajor



What Entry Wages Do I Want to Earn?



I want to earn an annual entry wage of \$ _____

⚙ Write your desired annual entry wage under Column 1 (My Profile) on Line 6 (Entry Wages) of the Occupation Chart on page 48.

It's never too early to explore the role that money will play in your life. How important is money to you? Do you want just enough to be comfortable? What does comfortable mean to you? Do you want a big house and lots of "toys"? Are you a person who would do with less in order to have an occupation that pays

less but helps others? There are no right or wrong answers. As with all the activities in Step 1, it's simply a matter of knowing who you are. Try following a budget to help you learn about yourself. Can you stick to it? Can you cut costs to save for something you want but can't afford now? Try it.

Use the budget below to reveal your future wage needs/desires.

⚙ MONTHLY BUDGET

SAMPLE (\$)

YOUR BUDGET

I. Gross Monthly Pay

2,799
(33,588/yr)

\$ _____

II. Taxes

(%)

Federal	12.60	353
State	5.55	155
Social Security	6.20	174
Health Insurance	4.80	134
Personal Insurance & Pension	11.80	330

Total Taxes

1,146

\$ _____
\$ _____
\$ _____
\$ _____
\$ _____

III. Monthly Take-Home Pay (Net)

1,653

\$ _____

IV. Expenses

(%)

Food	13.7	226
Housing	33.7	557
Clothing	4.8	79
Transportation	17.1	283
Savings	5.0	83
Miscellaneous	14.2	234

Total Expenses

1,462

\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____

V. Take Home Pay – Total Expenses

191

\$ _____

1. Look over the sample budget.

This budget is based on a salary of \$33,588/yr or \$2,799/month. After paying taxes, the monthly take-home pay is \$1,653. After paying expenses, the balance is \$191. Could you live comfortably on a salary of \$33,588?

2. Build your own budget using the annual entry wage for an occupation in which you're interested. (Divide by 12 to convert an annual salary to monthly wages.)

3. Once you've completed your budget, decide whether you could live on these wages. Do your occupational wages match your lifestyle? Based on what you have learned, write your desired entry wage above.

4. List 3 occupations you find interesting that offer your desired entry wage. Are any of these occupations the same as your choices in Steps 1 & 2?

NOTE: Remember that you are budgeting an average entry wage. We generally start at the low end of the pay spectrum when we begin working. This doesn't mean that you won't eventually meet your income goals. It just means that you will have to budget more carefully in your early work years until you gain experience, build up savings, and earn your raises.

RESOURCE: To learn about the range of wages for occupations that interest you, go to: www.oohmi.net. Click on Publications and scroll to Delaware Wages 2010. This publication provides mean, entry, experienced, and median wages. Knowing these figures will give you a more complete picture of the wage possibilities for Delaware occupations.



Where Do I Want to Live?



My top two choices for job location are:

1. _____
2. _____

✱ Write your job locations under Column 1 (My Profile) on Line 7 (Job Location) of the Occupation Chart on page 48.

Do you want to live near family? How about a big city with lots of culture? Or are you someone who is able to adapt to any location as long as you can have the occupation you want? If where you live is a high priority, then make it a high priority in your career decision-making process. Clearly, there would be no jobs for ski patrols in Delaware but it may not be so obvious for other occupations. Do not assume that the job you want will be in the location in which you've always dreamed of living. Do your research.*

Another geographic consideration is the cost of living.

Look at the table below to see the cost of goods and services in different locations. Will this make a difference in your decisions?

City and State	2 BR Apt Rent /mo.	Total/mo Home Energy	Gas /gal regular	Doctor, Office Visit	Men's Haircut, No Styling	First-run, Evening Movie	Half Gal Whole Milk	24 oz White Bread	64 oz Orange Juice	18 oz. Corn Flakes	12" Cheese Pizza	2 Liter Soft Drink
DELAWARE												
Dover	842	204.68	3.038	100.00	13.50	10.50	2.56	1.88	3.09	3.12	8.00	1.23
Wilmington	987	219.84	3.033	101.67	12.33	11.00	2.52	1.58	2.83	3.06	8.00	1.17
NORTHEAST												
Boston, MA	1,550	249.30	3.168	149.00	16.20	11.00	2.34	1.64	3.49	4.59	9.59	1.77
Portland, ME	1,467	184.40	3.174	117.50	10.50	9.00	2.14	1.66	3.12	2.83	10.00	1.42
NY, NY (Manhattan)	2,783	312.23	3.577	142.86	15.50	12.86	2.23	2.08	4.51	4.85	14.99	2.29
Philadelphia, PA	1,280	211.86	3.202	117.92	17.60	10.00	1.98	1.69	3.94	4.21	9.00	1.71
SOUTHEAST												
Blacksburg, VA	750	133.11	2.780	93.33	13.00	10.00	2.21	1.21	3.10	3.35	7.00	1.10
Louisville, KY	773	158.11	3.068	81.15	11.20	9.25	1.71	1.27	2.79	2.81	10.00	1.39
Atlanta, GA	814	145.84	2.951	90.63	13.75	10.15	2.17	1.53	3.27	3.87	8.49	1.83
Orlando, FL	800	178.97	3.088	78.75	12.29	9.95	2.47	1.36	3.13	3.14	10.00	1.60
NORTH CENTRAL												
Des Moines, IA	588	142.46	2.956	84.33	13.14	7.61	2.02	1.37	3.09	3.49	10.00	1.39
Chicago, IL	1,329	151.97	3.528	86.00	15.71	10.21	2.54	1.55	3.49	3.79	8.86	1.71
Wichita, KS	673	134.69	2.957	84.30	15.20	9.10	2.13	1.12	2.92	3.41	8.00	1.45
SOUTH CENTRAL												
Denver, CO	853	141.73	2.867	104.50	13.46	10.33	1.65	1.57	2.72	3.68	10.00	1.33
Dallas, TX	711	187.67	2.983	95.50	16.30	9.33	1.94	1.12	3.13	3.26	9.04	1.75
Tucson, AZ	803	140.65	2.837	80.00	13.33	9.50	1.50	1.28	3.13	3.87	8.00	1.64
WEST												
Anchorage, AK	1,268	179.66	3,424	157.60	18.00	10.25	1.95	2.16	4.85	4.69	15.00	2.67
San Diego, CA	1,626	189.30	3.420	98.80	16.98	11.25	1.97	1.42	3.50	3.73	8.00	1.72
Bozeman, MT	780	164.77	2.919	108.58	11.50	9.25	2.16	1.54	3.14	4.30	8.00	1.74
Portland, OR	1,159	152.10	3.334	121.00	18.60	9.20	1.61	1.24	2.96	3.82	8.00	1.81
Honolulu, HI	2,780	314.10	3.601	127.54	13.52	10.30	3.71	3.33	4.71	6.59	12.00	2.19


*From any occupation page on O*NET OnLine, scroll to the bottom for state information. Select a State - Go.



NOTE: ACCRA index and average prices are based on data gathered from the First Quarter 2011.

How Do I Match Up?

Job Attribute	Column 1	Column 2	Column 3	Column 4
	My Profile	Occupation 1	Occupation 2	Occupation 3
1 Occupation Title	your name			
2 Holland Code (RIASEC)				
3 Work Values (ach, ind, rec, rel, sup, WC)				
4 Career Cluster (1 - 16)				
5 Education				
6 Entry Wages				
7 Job Location(s)				
8 Basic Worker Skills (from matrix or O*Net)				
9 Job Openings (from matrix or O*Net)	Are you looking for growth?			

 You have lots of information to consider in order to make your occupational decision.

Complete this Occupation Chart to evaluate all that you've learned about yourself and the world of work.

1. Column 1

Complete this column with information you have discovered about yourself. Use pp. 20, 45, 46, and 47.

2. Columns 2, 3, and 4

Complete these columns for the three occupations that you wrote on Line 1. Fill in each cell using the information you have found through your research. If you are missing any information, you know where to find it!

 www.onetonline.org

Notes:

NOTE: O*NET does not classify occupations by likes (hands, people, information) or learning styles (visual, auditory, kinesthetic/tactile), but you can probably guess where most occupations fall. Keep those preferences in mind, as well.



What Is My Best Match?



My best match at this time is:

I am also still considering these occupations:

Analyze the results of your Occupation Chart

1. On the previous page under Columns 2, 3, & 4 circle each item that matches or is pretty close to matching your personal profile (Column 1).

NOTE: If your Profile Holland Code is AIR and the Code for one of your occupations is AIS, that's still a very close match. If your work value is Achievement and the job's work values are Achievement and Independence, that's still a good match. Use your judgment.

2. Which of the three occupations from the chart matches your personal profile the best?

Complete the sentence above - My best match at this time is: - with the name of that occupation.

3. Complete the second sentence - I am also still considering these occupations: - with two more occupations if you also believe they could be a good match.

4. If you are not satisfied with your results, fill out the Occupation Chart again.

This time, use three different occupations that you identified in Steps 1 - 3 to see how well they match. Or you may want to research different occupations on O*Net. It's possible that the best match for you is an occupation that, at this time, you don't even know exists.

The date is: _____

Don't stop now! Go on to the next step.

Nothing can take the place of discovering firsthand what people do in their jobs. You have done all the preliminary research, now go into the field to find out what occupations are really all about.

Reality Check

Everything you've done thus far in the *Delaware Career Compass* has been on paper or on the computer. The assessments and research have provided you with occupational patterns to get you started on your career journey. BUT, nothing can take the place of going into the field and trying out a job firsthand.

Are you still considering your dream occupation?

If your dream occupation from Step 1 didn't make it to this page but you're not ready to let it go, it's worth researching that occupation in the real world of work. Remember that assessments are great tools for determining patterns and setting a course but they shouldn't be the only information that drives your decision-making.

If you have learned that your dream occupation is unrealistic or is simply not a good match, then:

- enjoy it as an avocation instead of a vocation - e.g., many people enjoy writing stories or personal journals but would never have the self-discipline to make a living as a novelist. Find a more suitable occupation but don't give up your writing!
- consider a different job in the same field. If you dreamt of being a teacher but you know you can't possibly survive in a classroom of 35 students all day, consider a one-on-one teaching environment - e.g., tutoring privately, teaching English to a non-native speaker, or teaching reading to an adult. If you decide that a different occupation is the best way to go, fulfill your teaching dreams by volunteering at your local library, becoming a mentor, or coaching a little league team.

Step 4:

How Do I Do It?



In Step 1, you looked at yourself.
In Step 2, you looked at the labor market.
In Step 3, you combined all you learned from the first two steps in order to narrow your occupational choices.
Now comes the exciting part! It's time to take a look at options and map out a strategy to pursue the occupations you're considering from Step 3. Whether you are looking for additional training or education, considering the military, or thinking about entering the workplace, now's the time to *make your plan* to achieve your goals.

One day Alice came to a fork in the road and saw a Cheshire cat in a tree.
"Which road do I take?" she asked. "Where do you want to go?" was his response.
"I don't know," Alice answered. "Then," said the cat, "it doesn't matter."

~Lewis Carroll

No matter what you decide, you won't go wrong if you:

- Think about life as an adventure filled with exciting unknowns. Have fun!
- Look for the positive in every situation. What's the plus? Where's the opportunity?
- Know what you want in life and don't go for the quick fix. Stay true to your values.
- Know your strengths and think about them every day.
- Identify your weaknesses and know that they are limitations, not flaws.
- Build on your strengths and find ways to reduce your limitations.
- Learn from your mistakes. Think what you will do differently the next time.
- Learn to speak up for yourself and verbalize what you want.

⚙️ Begin in High School

- Take a variety of classes to discover what you're good at and what interests you. Take a chance and try something new.
- Consider Tech Prep.
- Consider Career & Technical Education & CTE organizations.
- Appreciate the diversity of your classmates and learn to work with all types of people. Move out of your comfort zone.
- Choose a pathway that matches your interests and skills.
- Take advantage of extracurricular activities that interest you. Try sports, clubs, music, community theater, scouts, babysitting, lawn care, photography, etc. to learn new skills, find interests, build character, and practice responsibility.
- Build your leadership skills. Resist the temptation to sit on the sidelines; show and use all that you have to offer.
- Get really, really good at something - anything.
- Explore career options. Conduct informational interviews (ask prepared questions) with people who are in occupations that you think you may want to pursue.
- Ask family members what paths they took to reach their current jobs and what they learned from their journeys.
- Be assertive. Initiate a conversation with someone you're standing next to in line or sitting with in a waiting room. You may learn about a job you didn't even know existed.
- Find out more about occupations on O*NET OnLine.
- Volunteer to work in a job that you think might be a good career match. What you perceive about an occupation is often very different from the reality of it.
- Find a summer job that will provide you with more insight into the world of work and how you fit in.
- Think about the person you want to become and the place you want to fill in this world because you are shaping that person right now. Make mindful decisions.
- Reflect on everything you try and all that you learn.

⚙️ Blogs, Websites, & Social Networks

Sure, it can be fun and educational to build a website or write a blog. And it's no secret that social networking sites are becoming more popular everyday as they offer us a way to keep in touch with family, friends, and the world at large. But if we become too comfortable using these tools and throw good judgment to the wind, we may find ourselves out of a job or unable to get one. Employers are researching you so proceed with caution.

ASSUME THAT NOTHING IS PRIVATE!

Post only that which is appropriate for an employer (or your mother!) to read.

Blogs: Consider starting a blog that is related to your future. For example, if you are interested in computer mapping, start a blog about GIS, Delaware locations, occupational trends, professional organizations, and the latest technology. Invite conversation about the field from others with similar interests. Keep it professional and use it to your job-search advantage.

Websites: When you begin looking for your first job, consider building a job-related website that includes your resume, writing samples, and certifications. Include only professional and academic information. Link it to your professional blog.

Social networks: Set your profile to private. Think before you post! Filter your content, language, and photos. Never post about your former or current employers. And remember that even if you are careful about what you post, it's possible for a friend or acquaintance to post an unbecoming photo of you from the last party you attended or to quote something you may or may not have said. Everything posted about you - true or not - will be viewed as a reflection of *your* character. Be very careful.

Am I Eligible to Work?

Delaware developed a series of laws many years ago to protect anyone under 18 from harmful employment practices by an employer. These laws are designed to prevent you from using dangerous equipment and to limit the number of hours you can work. If you're thinking of getting a part-time job while in high school, or if you already have one, you should know your eligibility requirements and be aware of what you can and cannot do on the job.

How old do I have to be to work in Delaware?

You must be at least 14 years old.

Do I need a permit?

Yes. All public middle schools, high schools, and school district offices have Child Labor Work Permit forms. After you have filled out the center part of the form and the employer has filled out the upper part, a designated issuing officer will issue the permit. You may also pick up a work permit from Delaware Department of Labor Offices:

- 4425 N. Market St., 3rd floor, Wilmington
- 225 Corporate Blvd., Suite 104, Pencader Corp. Ctr. Newark
- 1114 S. DuPont Hwy., Dover
- 24 N.W. Front St., Suite 100, Milford
- 600 Dupont Hwy., Georgetown

Do I have to appear in person to get my work permit signed by an issuing officer?

You must be present in order to have the work permit validated except at the Department of Labor/Office of Labor Law Enforcement in Wilmington, Newark, or Milford. All other locations require your presence.

In addition to the completed form, what do I have to bring with me to get a work permit?

If you are getting your permit at your school, the issuing officer can use your school records to verify your birth date. Anywhere else, you must bring a valid driver's license, birth certificate (original or certified, not a copy), baptismal certificate, passport, or other official government document to prove your age.

Do I need my parents' permission to get a work permit?

If you are 14 or 15 years old, your parent or legal guardian must sign your work permit. This is not required for 16- and 17-year-olds.

Do I have to carry my permit with me whenever I'm at work?

No. You will give one permit copy to your employer to keep on file. Another copy will be kept on file at the Department of Labor in Newark until you reach age 18. A third copy should be kept for your own records. You must obtain a work permit each time you change jobs until age 18.

What hours can a 14- or 15-year-old work?

You may work between the hours of 7:00 a.m. and 7:00 p.m. from the day after Labor Day until May 31st. From June 1st through Labor Day, you may work between the hours of 7:00 a.m. and 9:00 p.m. You are also limited to the following:

- On school days: 4 hrs.
(Some employers may only allow 3 hrs. of work due to federal law.)
- On a non-school day: 8 hrs.
- Any 5-day school week: 18 hrs.
- During vacation weeks: 40 hrs.
- No more than 6 days in any week.

What hours can a 16- or 17-year-old work?

You are limited to 12 hours a day in a combination of your school and work hours. And, you must have 8 consecutive hours of non-work, non-school time in each 24-hour period.

What kind of work is NOT allowed for teenagers under the age of 18 years?

Using or cleaning slicing machines, dough-mixing machines, and many metal-forming, punching, or shearing machines is prohibited. The erection and/or repair of electrical wires is also prohibited. NOTE: Please contact the Department of Labor/Office of Labor Law Enforcement in Newark for a complete list of prohibited occupations.

Are there jobs that 14- and 15-year-old students can't perform that 16- and 17-year-old students are allowed to do?

Yes. Some examples are using deep fat fryers, baking, construction work, any job using ladders or scaffolds, loading and unloading trucks, and jobs in warehouses (except office and clerical work).

Is there any kind of work I can do without getting a work permit or while I'm younger than 14 years old?

Babysitting, domestic work, or chores in private homes. You may deliver newspapers without a work permit, if you buy the papers and offer them for resale. Or, you could be a golf caddy. In addition, if your parent or legal guardian owns a business, he or she can give you non-hazardous work.

What is the minimum amount of money I can be paid?

The minimum wage in Delaware is \$7.25 per hour before any deductions are made for taxes or benefits. However, if you have a job where the customers regularly give you tips, your employer may pay you as little as \$2.23 per hour as long as you get enough tips to bring your earnings up to \$7.25 per hour.

Do I get a break at work?

You are entitled to a 30 consecutive minute non-work period if you work more than 5 hours continuously. The employer is required by law to give you this break.

What is a Career Pathway?

Every student entering a public high school in Delaware must identify and complete a career pathway to fulfill the requirements for graduation. The career pathway is not a part of a required core academic program. It is an additional requirement of a planned, sequential series of at least three related courses. These courses will provide you with effective technical and academic preparation for entry into high-skill, high-wage, and high-demand occupations while also preparing you for postsecondary learning.

The career pathway graduation requirement can be filled by completing one of the following:

1. a Career and Technical Education (CTE) Pathway
2. an Academically-Focused Career (AFC) Pathway
3. a combination of the two - Integrated Career Pathway (ICP)

These career pathways must:

- incorporate secondary education and postsecondary elements;
- not otherwise be taken to fulfill graduation requirements;
- include academic and career and technical content in a coordinated, non-duplicative progression of courses;
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree; and
- fall under one of the 16 U.S. Department of Education Career Clusters.

1. Career and Technical Education (CTE) Pathways are specific within Career & Technical Education programs. Career and Technical Education (CTE) prepares students for employment and/or postsecondary education in current or emerging professions.

2. Academically-Focused Career (AFC) Pathways utilize academic content in a way that builds knowledge and skills to help students prepare for a chosen career. AFC Pathways may look very different in high schools across the state because they must be comprised of three academic courses above and beyond those required for graduation. This means that the electives may vary considerably from school to school in a variety of content areas, such as Social Studies, English Language Arts, and World Languages.

3. An Integrated Career Pathway (ICP) is a three credit pathway that consists of courses from multiple CTE pathways or a blend of academic and CTE courses that are a planned and sequential program of study. For example, an ICP may consist of Science, Technology, Engineering, and Math (STEM) courses. You may have the opportunity to combine AFC and CTE courses to craft a pathway. For example, biotechnology is the integration of biology and technology to solve diverse societal problems in areas such as genetics, crop growth and production, food animal growth and production, and biofuels.

How Do I Choose One?

Base your pathway decision on everything you've learned about yourself from using the *Career Compass* and from your online assessments in *Career Cruising*. What do you like? What skills do you have? What career clusters interest you? What occupations are expected to have openings? Make an informed career pathway choice to prepare yourself for an interesting and fulfilling future.



Plant Science and Horticultural Science includes courses related to plant life cultivation, maintenance, production, and distribution. Areas such as floriculture, forestry, and turf production are also included in this pathway.

Animal Science addresses a wide variety of practices and information necessary to ensure healthy animal production and successful maintenance of agricultural and small animals. Animal husbandry, aquaculture, equine studies, and vet tech are a few components of this pathway.

Biotechnology pathways address the agriscience application of biotechnology. Topics include the impact of biotechnology on agricultural practices, genetic transfer, as well as the consumer and ethical considerations.

Natural Resources and Environmental Science pathways provide insight into topics such as wildlife conservation, environmental preservation, and renewable resource management.

Agriscience Power, Structural and Technical Systems enables students to develop hands-on and conceptual understanding of electromechanical systems and design, construction, management, and operation of structures that are used in many agriculture-based applications.

Food Science provides an opportunity for students to explore the industry involved in the safe production, processing, storage, preparation, and distribution of food for consumption by living things.

Family & Consumer Sciences

Nutrition and Culinary Arts - An insatiable interest in food, nutrition, and wellness-related issues has developed at a phenomenal rate in our country. In addition to food preparation and safe food handling, students will gain the knowledge and skills to enter careers in nutrition, culinary arts, and other fields that involve work with food.

Early Childhood Education - Children are our future. It is imperative that we provide experiences that will positively shape a child's future. Early childhood professionals are responsible for the safety of children and the quality of their experiences to support their growth and development.

Textiles and Apparel - Everyone wears clothing. This pathway examines the growing fashion industry and how textiles, construction, and design affect us everyday. Students will review marketing strategies for apparel and textiles products.

Human Services - We all need a "little help from our friends." Careers in Human Services focus on helping others. Individuals and families are both unique and continually changing. Students will be prepared to assist others to find the resources needed to address those changes.

Health Services - When you think of health careers do you think only of doctors and nurses? Those occupations are just the tip of the iceberg. This pathway focuses on building a foundation that will allow students to move into the vast health services field.



Finance

Accounting prepares students for occupations that record, classify, summarize, analyze, and communicate a business's financial information and business transactions for use in management decision-making.

Banking Services prepares students for occupations that accept deposits, lend funds, and extend credit to businesses and individuals.



Management and Administration

Administrative Services prepares students for careers that facilitate business operations through a variety of administrative and clerical duties including information and communication management, data processing and collection, and project tracking.

Business and Corporate Management explores careers that focus on planning, organizing, directing, and evaluating all or part of a business organization through the allocation and use of financial, human, and material resources.

Business Information Technology focuses on careers that provide a bridge between business processes or initiatives and information technology (IT). It also assists in aligning business and IT goals and explores the design, development, support, and management of hardware, software, and systems integration services.



Marketing

Marketing Communications prepares students for career opportunities that inform, remind, and persuade a target market of ideas, experiences, goods, services, and images.

Marketing Management explores careers that require broad, cross-functional knowledge of marketing and management to support strategic decision-making.



Skilled and Technical Sciences

Although most of these pathways are offered mainly through the three county career and technical school districts in Delaware, many of the Health Sciences pathways are also offered by regular high schools. Skilled and Technical Science pathways include extra pathway courses that enable students to focus on a specific career within a career area.

Examples of career areas include:

Automobile Mechanics
Aviation Technologies
Construction Trades
Cosmetology Arts
Culinary Arts
Electronics & Computer Technologies
Health Technologies & Certified Nursing Assistant (CNA)
Heating, Ventilation, & Air Conditioning Technologies
Welding Technologies

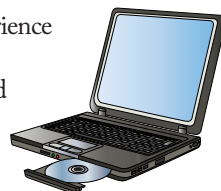


Technology Education

Information Technology provides students experience with various methods used to communicate technologically. Included are computer aided design, animation, desktop publishing, and graphic communications.

Materials Technology focuses on the world of materials, their physical and chemical properties, and how they are processed and machined in industry. Study and experiences with all materials, including polymers, metals, ceramics and composites, and chemicals are included in this pathway.

Energy and Control Technology represents an evolution of older courses in alternative energy, electronics, mechanics, robotics, etc. Due to technological advancements, these areas have merged to form complex systems which often interface with microprocessors, thus the focus of this pathway is systems control.



Should I Be a Delaware Career & Technical Education Student?

Answer the following questions:

1. Would you like to know more about high-skill, high-wage, and high-demand career opportunities?
2. How does earning college credit while you are still in high school sound to you?
3. Would you like to look for a career where an employer might pick up the tab for some of your college expenses?
4. Do you think that learning how to solve career-based math and science problems might make math and science more interesting?
5. Are you interested in finding a higher-skill, higher-wage job during the summers that could provide you with valuable career experience?
6. Do you think learning the basic skills that employers highly value would help your future career?
7. Would you like to join with other students in the fun and excitement of a career and technical student organization?
8. Does working on project teams seem interesting to you?
9. Would you like to learn technical career skills that can be used immediately after high school graduation but can also connect directly with post-high school educational opportunities?

If you answered “yes” to one or more of these questions, you should ask your counselor for more information about the career and technical programs available to you.

About Delaware Career & Technical Education

You may have realized that discovering which career is best for you isn't all that simple. Career and Technical Education could help by providing valuable information and realistic experiences. It includes a wide variety of programs that are designed to equip you with career and life skills. As a career and technical education student, you can explore career options, gain close insight into a number of fields, prepare for a wide range of occupations, and generally improve your life. Career and Technical Education programs prepare students for careers in both global and local economies.

Delaware Career and Technical Education programs offer concentrated education that can prepare you for diverse careers in areas such as agriculture, business systems, computer applications, construction trades, cosmetology, culinary arts, electronics, finance, medical technologies, and transportation technologies. (See pages 52 & 53 for more information.) Students who successfully complete these programs can apply for jobs that form the foundation for high-skill, high-wage, and high-demand careers.

Thinking About College? Great! Consider these facts:

- High School Career and Technical Education programs can offer free Tech Prep college credits.
- Career and Technical Education-based jobs can provide career direction as well as valuable experience for college graduates.
- Career and Technical Education graduates who work their way through college can minimize or eliminate their college loan burden.
- Unemployed and under-employed 4-year college graduates often enroll in post-secondary Career and Technical Education programs to gain access to high-skill, high-wage, and high-demand technical jobs.

Most career and technical education programs combine classroom instruction, laboratory work, on-the-job cooperative work experiences, and participation in student organizations. This combination makes this type of education an exciting prospect as you consider ways to achieve your career goals.



☀ Remember, career and technical education doesn't stop once you get your high school diploma. Many students continue their education beyond high school in colleges, trade schools, and apprenticeship training programs.

Should I Join a Career & Technical Student Organization?

If you're looking for ways to enhance your career and technical education experience, participate in a student organization. Currently, there are six active organizations available to students enrolled in career and technical education programs. These student organizations can have a very positive impact on career development because they offer "real-life" experiences, insight into careers, and the chance to make valuable contacts with business professionals. Contact your career guidance counselor or career and technical education teacher to join.



Business Professionals of America (BPA)
www.bpa.org

BPA is designed to meet the needs of high school and postsecondary students enrolled in business and management, finance, and information technology programs. This group contributes to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills through its Workplace Skills Assessment competitive events, as well as Torch and Special Recognition Award Programs.



National FFA Organization
www.ffa.org

Future Farmers of America is a national organization of students preparing for careers in agriculture through agricultural education courses in public schools. This group uses activities, scholarships, and award programs to give students practical experience in the application of agricultural skills and knowledge. Currently, FFA consists of over 506,000 active members in 7,429 chapters in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands.



Distributive Education Clubs of America (DECA)
www.deca.org

DECA is an organization designed to enhance occupational competencies needed for careers in marketing, management, and entrepreneurship. DECA also helps students develop leadership abilities, social and business etiquette, understanding of civic responsibility, ethical behavior in personal and business relationships, and an understanding of the role of the free enterprise system in a global economy. DECA uses a series of competitive events and activities to emphasize academic and vocational excellence.



Skills USA
www.skillsusa.org

Skills is an organization for trade, industrial, technical, and health occupations students. In an effort to better prepare students for the labor market, Skills emphasizes respect for the dignity of work, high standards in trade ethics, workmanship, scholarship, and safety as well as a partnership with businesses. Skills is made up of more than 300,000 members nationwide, including 17,000 local chapters in high schools, area vocational centers, postsecondary schools, and junior and community colleges.



Family, Career & Community Leaders of America, Inc. (FCCLA)
www.fcclainc.org

FCCLA is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through family and consumer sciences education. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life planning, goal setting, problem solving, decision making, and interpersonal communication that are necessary for success in the home, workplace, and community.



Technology Student Association (TSA)
www.tsaweb.org

The TSA is designed to prepare students for the challenges of our dynamic world that is dominated by technology. TSA promotes technological literacy, leadership, and problem solving resulting in personal growth and opportunities for its members. As a global leadership organization, TSA provides students with unique opportunities. State and national competitions, community service projects, achievement awards, and group organizational activities are all a part of TSA.

LEARN HOW TO GET

FREE COLLEGE CREDIT!

FOR DELAWARE PUBLIC HIGH SCHOOL STUDENTS WHO SIGN UP TODAY!

Tech Prep is a FREE program that offers students the opportunity to earn college credits while still in high school, leading to many of the fastest growing careers today! Different career pathways are available at each of the Delaware high schools. Talk to your school's guidance office or your Career and Tech Ed teachers to get a jump start on your college career now!

Tech Prep Delaware
371-A West North Street
Dover, DE 19904
Phone: 1 (302) 739-6163
Fax: 1 (302) 739-6171

TECH

DELA

www.techprepdelaware.org

STLE COUNTY LAWARE

OUR POST-SECONDARY COLLEGE PARTNERS

**DELAWARE
TECH**

www.dtcc.edu/stanton-wilmington



www.k12.de.us/adulted/ate.html

**UNIVERSITY OF
DELAWARE**
www.udel.edu

**Delaware State
University**
Making our mark on the world
www.desu.edu



<http://goldey.gbc.edu/>

**WILMINGTON
UNIVERSITY**
www.wilmu.edu

**DELAWARE
TECH**

www.dtcc.edu/terry

**Delaware State
University**
Making our mark on the world
www.desu.edu



www.polytechworks.com

**WILMINGTON
UNIVERSITY**
www.wilmu.edu

OUT OF STATE

**JOHNSON & WALES
UNIVERSITY**
America's Career University®

www.jwu.edu

**Ai The Art Institute
of Philadelphia®**

<http://www.artinstitutes.edu/philadelphia/>

**Ai The Art Institute
of Pittsburgh®**

<http://www.artinstitutes.edu/pittsburgh/>

SUSSEX COUNTY DELAWARE

**DELAWARE
TECH**

www.dtcc.edu/owens

**WILMINGTON
UNIVERSITY**
www.wilmu.edu



www.sussextechtraining.net/apprenticeship/apprenticeshipindex.html

KENT COUNTY DELAWARE

PREP WARE

www.techprepdelaware.org

What If I Have a Disability?



NOW, MORE THAN EVER, FULL EMPLOYMENT OPPORTUNITIES ARE AVAILABLE TO INDIVIDUALS WITH DISABILITIES WHO WANT TO WORK! There are a variety of organizations and a number of resources available to assist with the planning that getting and keeping a job involves.

A GOOD STARTING PLACE IS WITH YOUR LOCAL DVR OFFICE. As part of the Delaware Department of Labor's Division of Vocational Rehabilitation (DVR), you and your counselor will work one-on-one. The goal is to identify the resources needed to accomplish a meaningful employment goal so that you can go to work.

DVR SERVICES INCLUDE:

- Vocational evaluation and assessment
- Employment planning
- Guidance and counseling
- Job development and job placement
- Follow along

HOW DO I CONNECT WITH VOCATIONAL REHABILITATION:

The Division of Vocational Rehabilitation offers employment assistance statewide. Call the office in your area and let DVR provide you the help you need to go to work.

NEW CASTLE COUNTY:

Wilmington: 302-761-8275

Newark: 302-368-6980

Middletown: 302-378-5779

KENT COUNTY:

Dover: 302-739-5478

SUSSEX COUNTY:

Georgetown: 302-856-5730



WEBSITE: www.delawareworks.com/dvr/welcome.shtml

~Division of Vocational Rehabilitation - Helping people with disabilities to go to work~

Should I Apprentice?

For more information, call: (302) 451-3423

If you're already a career and technical education student, you're well on your way to developing skills that will help in an apprenticeship. In fact, if you are a graduate of one of the six technical high schools in Delaware, you are eligible to apply for an exemption of year one of the apprenticeship program.

An apprentice is a paid employee with benefits provided. You sign a contract with an employer to learn a skilled occupation. You will receive two to four years of on-the-job training while also receiving related classroom instruction. Basically, you are being paid while learning an occupation.

Generally, an apprentice's pay begins at about half that of an experienced worker (probably \$20,000-\$22,000 the first year), and increases periodically throughout the apprenticeship. Once training is complete, the apprentice becomes a journeyman, and, depending on the trade learned, will earn, on average, in excess of \$30,000 per year. If a journeyman is employed by one of the larger Delaware employers, he or she can expect to make \$40,000 or more within

five years of receiving his or her "journey papers." The journeyman certificate is a nationally recognized standard of accomplishment in a given trade.

Most employers require applicants to have at least a high school diploma. Requirements vary from trade to trade, program to program, and plan to plan. Courses in shop, mathematics, drafting, physics, chemistry, and others related to the technical and mechanical trades are highly recommended.

In 2010, Delaware had approximately 1,100 active apprentices, with just under 300 sponsors of apprenticeships statewide, including trade unions and employers from the largest to the smallest.

With state funding, the Department of Education administers funds for registered apprentices enrolled in programs recognized by the State of Delaware. This program is largely free of charge for any registered apprentice enrolled through the Adult Education program at one of the five participating Delaware career and technical high schools.

Service

Auto Mechanic
Truck Mechanic

Manufacturing

Machinist
Electrician
Mechanic
Instrument Technician
Machine Repair
Maintenance Mechanic
Millwright

Construction

Sheet Metal Worker
Bricklayer
Elevator Construction
Heavy Equipment Operator
Carpenter
Iron Worker
Painter/Decorator
HVAC
Plumber
Sprinkler Fitter
Pipefitter
Electrician



Apprenticeships: www.delawareworks.com/industrialaffairs/services/LaborLawEnforcementInfo.shtml#apprenticeship

Is the Military for Me?

About the Military

The military is one of the largest employers in the United States, employing over 2.4 million men and women. About 184,000 personnel must be recruited each year to replace those who complete their commitment or retire.

Reasons to Join

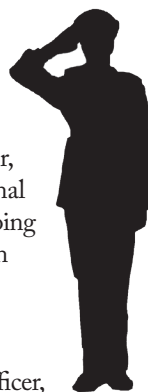
- It gives you the chance to earn money toward college tuition while also gaining valuable work experience.
- It offers a wide variety of tuition assistance programs.
- It provides training and solid work experience in a number of fields from medicine, to navigation, to missile system operations.

- If you are 17 years or older, you can participate in National Guard activities while also going to high school, college, or even while working full-time.

Entering the Military

To enter the military as an officer, you must have a four-year college degree. To enlist, you must have a high school diploma. You could still become an officer eventually by meeting certain qualifications.

When you enter the reserves, you serve on active duty for the first couple of months of your enlistment. Then you return to civilian life, but you are still required to work one or two days a



month, usually on weekends. Reserve training is offered in the Army, Navy, Air Force, Marines, Coast Guard, Army National Guard, and Air National Guard.

Making a Career Decision

If you are considering the military, the Armed Services Vocational Aptitude Battery (ASVAB - www.military.com/ASVAB) is an evaluation that will help you determine a career field. Once you complete the evaluation, an accompanying workbook matches your interests to various career fields.

Before you make any decisions, think carefully about whether a career in the service is right for you. Gather as much information as possible about the branch you're interested in before you enlist. Make sure to check into salary, benefits, training, and the terms of your tenure.

Today's Military: www.todaysmilitary.com Careers in the Military: www.careersinthemilitary.com

CAREER PLAN

1. MY OCCUPATIONAL GOAL _____

2. MY POST-SECONDARY GOALS (What will I do after I graduate high school to prepare for my occupational goal?)

☀ Check all the goals that apply to you and then list the tasks you must accomplish in order to meet your occupational goal.

<input type="checkbox"/> Goal: I will need more formal education.	What degree(s) or certificate(s) will I need to pursue? How many years will this take? Which schools offer this degree? How will I pay for it?
T A S K S	
<input type="checkbox"/> Goal: I will need vocational or on-the-job training.	What training do I actually need? How long will it take? Where can I get this training? Can I apprentice? Is there financial aid available? Be specific.
T A S K S	
<input type="checkbox"/> Goal: I will go straight to work.	Where do I want to work? What's the application process? Who do I know who could help me?
T A S K S	
<input type="checkbox"/> Goal: I will enter the military.	Which branch? What do I need to do to enlist? How long will I be in the service? Should I enter a military academy? What's the plan?
T A S K S	
<input type="checkbox"/> Goal: I will build more skills and experiences during school.	I could volunteer, work part-time, take an internship, and/or travel. How, exactly, will you build your skills and experiences?
T A S K S	
<input type="checkbox"/> Goal: I will continue to build character and maintain my health.	I could join professional or student organizations, be a leader, adhere to my values, and exercise regularly. What exactly do I plan to do? And when?
T A S K S	
<input type="checkbox"/> Goal: I will expand my personal & professional network.	I could add people from my work, from my future profession, and from my personal support network. How and when will I make these additions?
T A S K S	

3. MY HIGH SCHOOL GOALS (What do I need to do in high school to prepare for my post-secondary goals?)

⚙️List the career-related tasks you will need to accomplish each year in order to meet these Six Goals & be prepared for the next step.

Goal 1: Choose an appropriate career pathway and other career-relevant classes.

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TASKS				

Goal 2: Learn more about my occupational goal. (Volunteer, job shadow, intern, work part-time, interview workers in your chosen occupation...)

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TASKS				

Goal 3: Build character and maintain health. (Join student organizations, take leadership roles, define your values, exercise regularly, play sports...)

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TASKS				

Goal 4: Prepare for and take appropriate entrance exams. (SAT, ACT, ASVAB...)

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TASKS				

Goal 5: Learn about application processes and financing for future education, training, and/or jobs.

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TASKS				

Goal 6: Build a personal and professional network. (Add people who work in your chosen field & who are supportive in your personal life.)

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
TASKS				

How Do I Prepare for College?

❁❁❁❁❁ SOPHOMORES ❁❁❁❁❁

October: As a tenth grader, you may want to take the PLAN® to give you an assessment of your academic skills. The PLAN® is in part a practice version of the ACT entrance exam that you may take in your junior or senior year and includes a questionnaire meant to provide you with guidance on study habits and career choices. At this point, you can also take the Preliminary Scholastic Aptitude Test (PSAT), which is a shorter version of the SAT, the other big college admissions exam. In Delaware, most students take the SAT rather than the ACT, but most colleges accept either. Don't feel obligated to take either "P" (Preliminary) test; however, if you do take one, don't fret over the results as they are not passed on to colleges. They do serve to familiarize you with sample questions. Check out these websites for more information:

www.act.org www.collegeboard.com
www.yesyoucande.com/index.php/home

❁❁❁❁❁ JUNIORS ❁❁❁❁❁

September: Register for the PSAT, given in October, even if you took it in your sophomore year. Again, the results won't be sent to colleges, but juniors who are among the top scorers in each state may be considered for National Merit Scholarships of up to \$2,500 – www.nationalmerit.org/nmsp.php. Ask if any financial aid or college nights have been scheduled for your area. If you want to begin exploring your financial aid options and get an early start on the financial aid process, go to www.FAFSA4caster.ed.gov. By using FAFSA4caster, you and your family will receive an early estimate of eligibility for federal student aid. This website will also provide you with an opportunity to learn about the financial aid process. It will familiarize you with the various types of federal student aid that are available and will help you to investigate other sources of aid, such as grants and scholarships. When you're ready to apply for aid, you can easily transition from FAFSA4caster to FAFSA on the web. Much of the information that you enter in the FAFSA4caster will populate your FAFSA on the web application, making the experience of applying for federal student aid a lot easier.

December: This is when you will receive your PSAT scores. Make an appointment with your guidance counselor to discuss the type of school you might want to attend. Check the schedules to determine when you will take the ACTs or SATs and the achievement tests, which measure knowledge in specific areas. These are given at regular intervals during the school year; you must register about six weeks before the exam date. Results will be sent to the colleges you designate.

January to March: Begin to develop your preliminary list of 15 to 20 colleges that seem interesting to you by consulting with your guidance counselor, college catalogs, websites, reference books, and other materials in your high school career center. Make informal visits to a few nearby schools to get a feel for the differences between large and small, rural and urban campuses. Ask your guidance counselor about advanced placement tests which award college credits to high scorers. Visit www.collegeboard.com/student/testing/ap/cal.html.

Even if you are not sure yet whether college is for you, follow these steps so that you will still have the option to apply when you become a senior. Life may surprise you.

May: Take advanced placement tests.

June: Request college viewbooks, catalogs, and application forms. Examine the materials and refine your list to 10 or fewer schools. College websites are also a great source of information.

Summer Vacation: Begin to schedule interviews and campus visits for August, September, and October. Start thinking about your application essay.

❁❁❁❁❁ SENIORS ❁❁❁❁❁

September: Ask your guidance counselor for a copy of the *Delaware Scholarship Compendium*, which lists almost 200 private and state scholarships and provides information about planning and paying for college. The *Compendium* is available online at www.doe.k12.de.us/dheo. Working with your guidance counselor, narrow your list to five to eight final selections. Ask if any financial aid or college nights have been scheduled for your area. Find out what forms your colleges require for financial aid and be sure to meet each deadline. Ask teachers to write the recommendations that accompany your applications. Work on your essay so you can show it to parents and teachers in time to make revisions. If you are applying under any Early Decision, Early Action, or Single-Choice Early Action plans, make sure your transcript is correct and ready to go out.

October: Start sending applications to schools with rolling admissions. Finish up your Early Decision, Early Action, or Single-Choice Early Action applications, which are usually due between Nov. 1 and Dec. 1; some schools require early financial aid forms with those applications. Many colleges provide online applications or you may be able to use the Common Application at www.commonapp.org to apply to more than one college at a time.

December: Many high schools require that you submit regular deadline college applications for processing early this month. Brace yourself! Early Decision, Early Action, or Single-Choice Early Action responses will arrive from about December 15 through December 31. You can apply for federal financial aid after January 1 online at www.fafsa.ed.gov or ask your guidance counselor for a paper copy of the FAFSA form, but applying online makes the application process faster and easier.

January: Final deadline season begins. Almost all schools require regular admissions applications by one of these dates: January 1, January 15, February 1, February 15, or March 1. File financial aid forms. Have your high school records office send transcripts of your first-semester grades to the colleges to which you have already applied.

March & April: You've done all you can do so try to take your mind off waiting for the "answer." Go to the movies, walk in the woods, or take a long bike ride. Once your responses arrive, take a deep breath, open the envelopes, and read the decisions.

What About Financial Aid?

⚙️ What Is Financial Aid?

Financial aid is money to help you meet after-high-school education costs. The money for financial aid comes from federal and state governments, the schools themselves, scholarships, and as a last resort, private loans from banks.

You must apply for financial aid to get it. You apply for aid separately from admission to the school. You will not be eligible for a financial aid program if you miss the application deadline. The amount and kind of aid you get is based on your financial need, your academic record, and on the kinds of aid available at the school you attend.

Most students who receive aid get a combination of grants, loans, scholarships, and/or work-study funds. These sources of financial aid are put together in a “financial aid package” by the financial aid office at the school or college you have chosen. Financial aid applications are available from most high school counseling offices and college financial aid offices.

⚙️ What Types Are There?

Grants: Usually awarded based on financial need and do not have to be repaid (example: Federal Pell Grant*).

Loans: Typically repaid after you leave school at much lower interest rates than regular bank loans (example: Stafford Loan*).

Work Study: Money you earn. Jobs are usually on campus and are sometimes related to career goals or fields of study (example: Federal Work Study*).

Private Scholarships: These are not repaid. They are awarded by organizations and individuals using a wide range of criteria, including academic excellence, artistic ability, athletics, ethnicity, and field of study (example: National Merit Scholarship Program).

www.finaid.com/scholarships

Aid for Military Personnel: Financial aid opportunities that come with joining the military (example: Montgomery G.I. Bill). See how you can qualify at: www.todaysmilitary.com or www.gibill.va.gov/benefits/index.html

*Research all federal grants, loans, and work study programs at: <http://studentaid.ed.gov>

⚙️ Financial Aid Resources

There are many sources of financial aid information available. Look for information at your school, your public library, on the Internet, or at a career counseling office.

Information about federal student aid is available online at:

www.federalstudentaid.ed.gov or call: 1-800-433-3243

For info. about state-sponsored aid, contact the Delaware Higher Education Office:

www.doe.k12.de.us/dheo

302-577-5240 (local) or 800-292-7935 (outside New Castle County)

⚙️ Financial Aid Opportunities

Delaware SEED (Student Excellence Equals Degree)

Maintain a 2.5 grade-point average and stay out of trouble and you could earn a SEED Scholarship. SEED provides tuition for eligible full-time students who will enroll in the fall immediately after high school graduation in an associate’s degree program at Delaware Technical & Community College (www.dtcc.edu/seed) or the Associate in Arts program at the University Of Delaware (www.udel.edu/associateinarts).

Inspire Scholarship

Students with a 2.75 grade-point average who enroll at Delaware State University immediately following graduation from a Delaware high school can be considered for the Inspire Scholarship. Applicants must submit the FAFSA by March 15. For complete eligibility requirements, see www.desu.edu/inspire.

The Governor’s Education Grant for Working Adults

This is a state-sponsored tuition assistance program for Delaware residents taking classes part-time and who meet employment, enrollment, and income requirements. Application and eligibility requirements are available online at: www.doe.k12.de.us/dheo

The Academic Common Market

This is a tuition-savings agreement between the 16 states that are members of the Southern Regional Education Board (SREB). If your major is not offered at the University of Delaware or Delaware State University, you may be eligible to pay the in-state tuition of participating public colleges for selected programs of study. For a list of eligible programs and participating colleges, visit: www.doe.k12.de.us/dheo or call the Delaware Higher Education Office at 302-577-5240.

Academic Competitiveness Grant

This is a federal grant available to eligible students in their first and second years of college and who qualify for the Pell Grant. You must have completed a rigorous high school program. The Academic Competitiveness Grant does not need to be repaid. To learn more, visit:

studentaid.ed.gov/PORTALWebApp/students/english/NewPrograms.jsp

Federal Tax Credits

Depending on your income and enrollment status, you may be eligible for either the American Opportunity Credit (up to \$2,500/year) or the Lifetime Learning Credit (up to \$2,000/year). For more information, see IRS Publication 970, Tax Benefits for Education, which is available online at: www.irs.gov/publications/p970/index.html

The National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)

This federal grant is available to eligible students in their third and fourth years of college and who qualify for the Pell Grant. You must be majoring in physical, life or computer sciences, mathematics, technology or engineering, or in a foreign language determined critical to national security. To learn more, visit:

<http://studentaid.ed.gov/PORTALWebApp/students/english/NewPrograms.jsp>

Teacher Education Assistance for College and Higher Education (TEACH) Grant

The TEACH Grant is a federal program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. To learn more, visit:

<http://studentaid.ed.gov/PORTALWebApp/students/english/TEACH.jsp>.

Iraq and Afghanistan Service Grant

This federal grant assists students who are not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001.

To learn more, visit: <http://studentaid.ed.gov/PORTALWebApp/students/english/IraqAfghanServiceGrant.jsp?tab=funding>

AmeriCorps

AmeriCorps is a network of national programs throughout the U.S. and is made up of three programs: AmeriCorps State and National, AmeriCorps/Vista, and AmeriCorps/National Civilian Community Corps. AmeriCorps volunteers receive education awards for specified terms of service, which can be used to pay for college or pay back student loans. To learn more, call: 1-800-942-2677 or visit:

www.americorps.gov

Things to do in high school that may save you time and/or money later:

- Work hard to keep up your grades
- Take advantage of Tech Prep Programs, including apprenticeships
www.techprepdelaaware.org
- Explore Career and Technical Education
- Take advantage of Dual Enrollment
www.desu.edu/dtcc-dual-admission-program
www.pcs.udel.edu/udonline/highschools
- Take Advanced Placement (AP) courses and the accompanying exams:
www.collegeboard.com/student/testing/ap/about.html
- Develop your talents (arts, athletics, etc.)
- Volunteer in your community
www.volunteerdelaware.org
- Join a club and be a leader
- Develop an informed career plan
- Job shadow
- Apply for internships
- Participate in school-based enterprises
- Use your summers wisely; build employability skills & develop interests
- Consider a distance learning class

12 Steps to Financial Aid

In the fall before you enter your first year of higher education:

1. Select schools that will fulfill your educational and occupational goals.
2. Write, call, or email the admissions office at each of these schools. Ask about financial aid possibilities and application procedures. You may be able to apply online.
3. Obtain the correct financial aid applications you will need from high school guidance counselors, college financial aid offices, or private scholarship donors. You can apply online for federal and state aid and a number of other programs.
4. Estimate the cost of attending each of the schools you have chosen.
5. Ask your high school counseling office if they sponsor a free financial aid night. Students and parents can learn about financial aid sources and procedures at these workshops.
6. Begin compiling the family financial information needed to fill out your financial aid applications: last year's tax return, figures on non-taxable income, and information on assets.

Soon after January 1:

7. Submit your Free Application for Federal Student Aid (FAFSA) by mail or online at: www.fafsa.ed.gov. If you and your parents need help completing the FAFSA, visit www.collegegoalsundayusa.org to receive assistance.

In the spring:

8. Some schools may request additional information from you. Learn what each school requires and provide the information by the deadlines.
9. The schools you choose will notify you whether they will give you financial aid. They also will explain how much grant, loan, work-study, and/or scholarship money they can offer you. Compare college costs and financial aid packages using College Board's comparison tool at: http://apps.collegeboard.com/fincalc/compare_aid.jsp
10. Tell each school in writing if you will accept or decline their financial aid package.

Those who choose to attend the summer term:

11. Aid awarded for the academic year must be used during that period. Aid may, however, be available during the summer term. Ask your aid officer well in advance of summer enrollment if summer aid is available at your school. Some schools may have a separate summer application process, so be sure to check with your financial aid office.

Each January, if you are planning to be in school the next year:

12. You must reapply for federal aid each year. If your FAFSA is received by the federal processor by April 15th each year, you will also be considered for the state's need-based grant, the Scholarship Incentive Program: www.doe.k12.de.us/dheo. Find out if you need to reapply for any other sources of financial aid you receive.



Which School is a Good Match?



I would like to study: _____
at this school in Delaware: _____
or at this school: _____
in this state or country: _____

Delaware Colleges & Universities

College or University	Website	Admissions Office	Financial Aid Office	Tuition Only*	Degrees	Campus Locations
DE College of Art & Design	www.dcad.edu	622-8867 x123	622-8867 x122	\$9,500.00	C,AFA	Wilmington
DE State University	www.desu.edu	857-6351	857-6250	\$3,365.50	C,B,M,D	Dover, Georgetown, Wilmington
DE Tech & Comm. College	www.dicc.edu	571-5343	434-5552	\$1,299.00	Dip,C,A	Wilmington
		454-3954	453-3706	\$1,299.00	Dip,C,A	Stanton - Newark
		857-1020	857-1040	\$1,299.00	Dip,C,A	Terry - Dover
		855-1619	855-1693	\$1,299.00	Dip,C,A	Owens - Georgetown
Goldey Beacom	http://goldey.gbc.edu	225-6248	225-6265	\$652/cr	C,A,B,M	Pike Creek
University of Delaware	www.udel.edu	831-8123	831-2126	\$4,520.00	C,A,B,M,D	Newark, Dover, Georgetown, Wilmington
Wesley College	www.wesley.edu	736-2400	736-2494	\$10,342.50	A,B,M	Dover, Dover AFB, New Castle
Widener University, University College	www.widener.edu	477-2216	610-499-4174	\$512/cr	C,A,B	Wilmington
Widener University Law School	http://law.widener.edu	477-2703	477-2272	\$915 - \$1,212/cr degree dependent	MJ/DL/LLM/ JD/SJD	Wilmington
Widener University Law Center, Legal Education Institute	http://law.widener.edu/ Paralegal/LNC	477-2205	477-2272	\$425/cr	A,B,C	Wilmington
Wilmington University	www.wilmu.edu	356-6744	356-4636	\$259-\$314/cr campus dependent	C,A,B,M,D	New Castle, No. Wilmington, Middletown, Dover & Dover AFB, Georgetown, & Rehoboth

* Tuition is based on the in-state, undergraduate cost/credit hour or cost/one semester. Widener reflects its fees by degree being earned. **Tuition in red indicates the 2011-2012 school year rates.** Tuition in black reflects the 2010-2011 school year rates. These rates do NOT include fees or room and board. Please contact your school of interest for the most complete and up-to-date information.

AFA ... Associate of Fine Arts
Dip ... Diploma
C..... Certificate
A..... Associate
B..... Bachelors
M..... Masters
D Doctorate
MJ Master of Jurisprudence
LLM.. Master of Laws
JD Juris Doctor
DL..... Doctor of Laws
SJD Doctor of Juridical Science

How Do I Find a Job?

Finding the right job takes planning and preparation. It takes good organization, a lot of time and energy, and a positive outlook. Keep in mind that you're promoting a productive worker – you! You must market your skills and abilities that will help the employer succeed.

Maintaining a positive outlook throughout your job search can be difficult. But if you follow proven guidelines to help you organize your job search, you will improve your chances of success, even in a difficult job market.

⚙️ Test the Waters

Volunteer

Volunteering will provide you with valuable personal and work experience which can be an important resume builder. It will also provide you with unique experiences that can help you solidify your career goals, develop teamwork and leadership abilities, and learn new skills.

Volunteering may expose you to very different people and circumstances. You will learn respect and kindness through working with the homeless, serving the elderly, or helping disabled children. You may find that the non-profit work world is a place you want to start a career.

www.volunteerdelaaware.org
www.serve.gov

Do the job

Why not try out some jobs before you make a long-term commitment? See if you can find an internship or you might job-shadow someone. You might also try a temporary or part-time job in an area that interests you. Any of these choices will provide you with valuable information about the real world of work and you never know, if you put your best foot forward, you just might end up with a job offer.

www.internships.com

⚙️ Build a Network

What is networking?

BusinessDictionary.com describes networking as creating a group of acquaintances and associates and keeping the group active through regular communication for mutual benefit. Networking is most certainly a two-way street, and it is a skill worth perfecting because it will benefit you throughout your life.

Who should be in my network?

Start with family, friends, teachers, and neighbors. After you feel comfortable with those closest to you, broaden your network to those in your community who have similar career interests and who are currently doing jobs in which you are interested.

When should I begin to network?

NOW! Don't assume that networking has little to do with you because you are in high school. This is the perfect time to practice valuable networking skills. Who will nominate you and support you if you run for an elected office? Who will be your references for college or a job? Who will provide you information about the world of work? Your network, of course.

How do I network?

Involve yourself with groups that interest you and that pertain to your future career. Be a leader in these groups. Use your high school years to connect with your community and the greater world as much as possible. Do projects that will require conversations and research with business leaders, government officials, and community activists. Learn from them. Invite them to be your friends and your mentors.

A more formal way to network and learn about the world of work is to conduct informational interviews. Call someone in a field that interests you and make an appointment to interview him/her about the work she does. You will not only learn about the occupation, but you will be broadening your network and developing

A WORD TO THE WISE

Most, if not all, Delaware employers now check your high school transcript to help determine whether or not to hire you. They're not only looking at your grades, but also at your attendance records (punctuality? absences?). These are a good measure of your reliability and commitment and will be taken into consideration.

a relationship with someone who might hire you someday. (Read more about informational interviews on the next page.)

Assert yourself. Approach someone and simply ask about his/her job. Next to doing the job, it's a great way to learn about an occupation that interests you. You never know, you may have just begun a relationship with the person who's going to connect you with your first job.

Introduce yourself.

Make sure everyone you meet knows who you are. Always look the person in the eye, shake hands, and give him/her your card. If they ask you about yourself, do you know what you would say? Think about that question and then practice answering it in private. Before long it will be natural for you to talk about yourself. And don't forget that networking is a two-way street; think about what you may have to offer a person in your network.

Document your contacts.

As you build your network, it's important to document each contact. Start a notebook or use an electronic spreadsheet to record the information. Include names, phone numbers, addresses, emails, how you know them, and what they do. Jot down any notes that will help you remember how you met them, who connected you, what skills they have, and how you might be valuable to them. Communicate with your network regularly.

☼ Take Advantage of Resources

Join A Job Club

Job clubs for graduating students often provide the opportunity to participate in mock interviews and resume workshops.

Use Your School Career Center

Explore your high school career facility. Take advantage of its resources and see how you can benefit from the services it offers.

Use Your Public Library

Explore the resources in your local library's career center. Ask for assistance from the librarian.

Use the Internet, but Not Exclusively

Online postings are a viable and effective way to conduct a job search, but in today's market, don't forget that face-to-face networking and "pounding the pavement" are still critical.

Go to Job Fairs

Job fairs can be a place to find a job, but they're also a place to network. Even if you're not yet looking for work, you will learn a lot about the world of work by attending a job fair. Bring your questions!

Internet Resources

Occupations

<http://www.onetonline.org>

www.acinet.org

www.bls.gov/oco

www.bls.gov/k12

Job Search

www.jobbankusa.com

<https://joblink.delaware.gov>

<http://delawarestatejobs.com>

www.americasjobexchange.com

www.careerbuilder.com

www.flipdog.com

www.hiremenow.com

<http://jobsearch.monster.com>

www.careermag.com

www.indeed.com

☼ Conduct Informational Interviews

What is an informational interview?

An informational interview is similar to a face-to-face job interview except that you are gathering information about occupations by asking the questions instead of answering them.

What are the benefits?

1. You will learn more about occupations from people who are actually doing the jobs that interest you.
2. You will build your network with people who are in your field.
3. You will improve your interviewing skills.
4. You might learn about hidden (unadvertised) jobs.

What guidelines should you follow?

- Interview people from your occupations of interest.
- When you call, say how you got the person's name.
- Explain that you're seeking information and guidance.
- Ask to meet for 20 minutes (wear a watch).
- Bring paper and pen with you and take notes.
- Thoroughly research the occupation and organization prior to the interview.
- Dress and act as you would at a job interview.
- DON'T ask the person for a job.

What are some questions you might ask?

- How did you get into this type of work? this particular job?
- What type of preparation/education/training do you have? What is required?
- What do you enjoy the most? the least?
- What three skills do you use most often?
- Describe a typical day or week.
- What motivates you?
- Describe difficulties you regularly face on the job.
- What are the advancement opportunities and limits?
- How does a person usually progress in this field?
- What must a person know to stay competitive?
- How do you suggest I learn more about this field?

How should you follow up?

- Thank the person.
- Ask for referrals to others in the same occupation who might be available for an informational interview.
- Ask for his or her business card.
- Immediately send a thank you note.
- Evaluate how well you conducted the interview. How will you do better the next time?
- Review your notes and decide on your next step. Did you like what you heard about the occupation? Did you like the environment of this particular workplace? Could you see yourself working there or someplace similar? If not, why not?



Beware of job-board fraud. Never, ever provide social security number, credit card information, marital status, or other personal information on a job board or anywhere else on the Internet.

Resumes, Cover Letters, & Applications (oh, my!)



These very important job-search tools don't have to be scary. You will master them just as you have mastered math or reading or soccer; it just takes practice and determination. The good news is that you have skills that employers want and need. Good resumes, applications, and cover letters simply tell your story. If the tools are constructed well, you will land interviews and eventually, a job.

The first section on resumes, describes what information they should contain, how to highlight your skills for the job you want, types of resumes, and formatting resumes for easy reading and computer scanning. There's also a brief look at using online resume services. The next section discusses the four parts of a cover letter: salutation, opening, body, and closing. And the final section offers advice on completing job application forms.

🔧 Win the Interview!

A resume is a marketing piece designed for one specific purpose: to win the interview. A good resume will focus on the employer's needs, not yours. It will say to the employer – if you hire me, you will get these direct benefits. It is your job to sell yourself.

There are four main steps to help you create your resume: compile the appropriate information about yourself; choose a format; add style; and proofread the final document. You will also want to prepare your resume for computer scanning, emailing, and Internet posting.

🔧 Gather & Organize the Facts

Gather and document your personal information. Use the Personal Fact Checklist on the next page as a guide for the formal information collection process. To add to the formal information you are collecting, think about those things that make you unique: difficulties you've overcome, qualities that make you outstanding, problems you have solved, things you have created, etc. Update your file as you gain new experience, learn new skills, win awards, etc.

Contact Information: Place your name at the top of your resume and your contact information beneath it. Make it easy to see; reviewers who can't find your phone number can't call you for an interview! Make sure the outgoing message on your answering machine or cell phone is professional. If you list an email address, remember to check your in-box regularly.

Objective Statement: These statements are optional and are most often used by recent graduates and those changing jobs. Writing a job objective can be tricky; a vague statement such as "Seeking a position that uses my skills and experience" is meaningless. And an overly specific objective can backfire, eliminating you from jobs you want that are slightly different from your objective. If you decide to include one, customize it to match the position for which you're applying. Convey the following three things: you want the job that is available; you are a superior candidate because you have the qualities necessary for the job; and most

importantly, you want to contribute to the company. If you prefer, you may use a Profile Statement in its place to highlight your skills without specifying a particular position.

Education: If you have not yet completed one of your degrees, use the word expected before your graduation date. If you do not know when you will graduate, add in progress after the name of the unfinished degree.

Experience: Emphasize results, instead of responsibilities, and performance, not just qualities. Results might include the actual amount of time and/or money you saved or the percentage increase in a club's membership because of your leadership. Performance might include the number of phone lines answered, the number of forms processed, or the number of people supervised. Any team successes should be noted as such. Build your list using strong action verbs.

Activities and Associations: If you don't have much concrete work experience, list your involvement in school or extracurricular activities. Employers look for people who demonstrate initiative, hard work, and leadership.

Special Skills: Highlight your impressive skills even if they don't relate directly to the occupation you're pursuing. These skills reflect the interesting and accomplished person you are.

Awards and Honors: Note formal recognition you have received including work or academic awards. These are often listed in the experience or education section but may be listed separately.

Other Personal Information: You should include information that is important to the job for which you are applying. This might include a portfolio or a willingness to travel. Do not include a link on your resume to any site that isn't appropriate for a business audience. Do not disclose information on health, disability, marital status, age, or ethnicity. This information is illegal for most employers to request.



References: “References available upon request” is sometimes centered at the bottom of a resume, but it is not necessary anymore. Before offering anyone as a reference, be sure he/she has agreed to recommend you.

Create your own reference sheet to mail or fax to an employer and to take to interviews. Include three to five people who know your abilities and will speak highly of you. At the top of the sheet, type your name and contact information, repeating the format you used in your resume.

☀ Choose a Format

Now that you’ve gathered your information, determine how to best present it to a specific employer for a specific job. Two traditional resume formats are chronological and functional. Each of these is briefly described, and a sample of a functional resume is provided on page 71. The functional resume is generally the preferred format for high school students who have little work experience, but you should choose the format that will highlight your qualifications while best meeting the needs of the employer. Regardless of the style you choose, remember to use strong action verbs to begin each statement. Use the action verbs list provided to help you.

If you have a work history with gaps, use the cover letter to explain them. Or you could fill the gaps with your volunteer work, community activities, or family responsibilities during those times.

Chronological Resume: This type is the most common. It organizes your experience around the dates of the jobs you have held. Three to five results/performance items for each job are usually sufficient. This format is an excellent choice for people with steady work histories or previous jobs that relate closely to their career objective.

Functional Resume: This format organizes your information around your job skills rather than job titles. It is recommended

for those with little job history or a history of positions that do not directly relate to the job being sought.

Identify three or four skills required for your target job. For each skill, identify three to five concrete examples that clearly demonstrate your ability to perform that skill. Arrange the skill headings in order of importance. The closer the match between your skill headings and the reviewer’s expectations for the job vacancy, the more qualified you will seem.

Finally, include a brief work history. Include the company name, its location, your job title, and years worked.

☀ Add Style

Create a good impression with an attractive and easy-to-read resume. An inviting style draws attention to your qualifications. Print it on white or lightly-colored paper. Use a laser printer and keep the font size at 10 point or higher.

Design: Boldface, large type, capital letters, centering, or horizontal lines can be used to make headings stand out on the page. Bullets or italics can draw attention to key accomplishments. One-inch margins around the page and blank lines between sections will make all the information easier to see. Small design elements are nice – a border or a name and address printed in letterhead style. Large graphics are distracting.

Maintain the same style from beginning to end. If your education heading is bold and centered, then every heading should be bold and centered. Use no more than two typefaces, such as Arial and Times Roman.

Length: In general, students and recent graduates use a one-page resume. If you are over this limit, your resume probably contains unnecessary words or irrelevant information. Eliminate anything that does not help prove that you are the perfect candidate for the job.

Personal Fact Checklist

Contact Information

- ___ Full legal name
- ___ Permanent address
- ___ Phone number
- ___ E-mail address

Objective/Profile Statement

- ___ Career goals/skill highlights

Education

- ___ Schools attended
- ___ City/state
- ___ Dates attended
- ___ Field of study
- ___ Diploma/degree/certificate
- ___ GPA if higher than 3.4
- ___ Honors/awards

Experience

- (include relevant volunteer activities, internships, and school projects if you have little paid experience)
- ___ Names of employers/groups/organizations
- ___ City/state
- ___ Dates worked
- ___ Job title
- ___ Promotions/awards
- ___ Increased responsibilities
- ___ Results you achieved
- ___ Performance measures

Activities and Associations

- ___ Professional affiliations
- ___ School clubs
- ___ Community activities
- ___ Student government
- ___ Other _____

Special Skills

- ___ Computer
- ___ Language
- ___ Other _____

Awards and Honors

Other Relevant Personal Information

References

- ___ Names
- ___ Company/Organization
- ___ Title
- ___ Contact information

☀️ Proofread

Your resume is a “0” error zone.

Make sure there are no typos, no grammatical errors, no spelling errors, no punctuation errors, and no content errors. Computer spell checkers do not catch correctly spelled words used incorrectly, e.g., “of” for “on” or “their” for “there.” Use your spell check but also have several people proofread your resume.

Finally, consider how your resume will look when it arrives on a reviewer’s desk. Hastily stuffed, illegibly addressed, and sloppily sealed envelopes do nothing to enhance your image as a neat, would-be professional. If you are faxing your resume, set the fax machine in fine printing mode and always fax an original.

Resume Action Verbs

Accomplished	Led
Achieved	Maintained
Adapted	Managed
Administered	Mastered
Analyzed	Motivated
Assisted	Negotiated
Completed	Operated
Conceived	Organized
Conducted	Participated
Coordinated	Performed
Created	Planned
Delegated	Prepared
Demonstrated	Programmed
Designed	Proposed
Developed	Provided
Directed	Recommended
Established	Reduced
Evaluated	Revised
Expanded	Scheduled
Expedited	Simplified
Facilitated	Solved
Generated	Streamlined
Implemented	Structured
Improved	Supervised
Increased	Taught
Influenced	Trained
Initiated	Translated
Instructed	Utilized
Launched	Won
Lectured	Wrote

☀️ Go Digital

A traditional hard copy, paper resume is designed to catch the eye of the human reader. An electronic or digital resume is designed to catch the “eye” of a computer. The content of your resume will be the same but the format will be quite different if you hope to be successful.

Two types of digital resumes are plain text that can be emailed to employers or posted to databases and scannable that can be read by computer optics.

Plain Text Resumes: These must be written using ASCII, or plain text. Plain text uses no special formatting codes, so every computer can understand it. The success of this type of resume depends, in part, on the number of keywords it contains – those nouns and phrases in your resume that match the skills an employer is seeking. Use this type of resume to apply online and to email to prospective employers.

Before emailing your resume to an employer, email it to yourself and a friend to see how it transmits. Always send your cover letter and resume as text in a single message. Do not send it as an attached word-processed document.



The ABCs of ASCII/Plain Text Resumes

Step-by-step instructions to:

- create a text resume for email
- create a text resume for pasting into eforms
- email a text resume

www.reslady.com/ASCII-ABCs.html#create



Scannable Resumes: Companies sometimes use computers to sort the hundreds of resumes they receive. They scan paper resumes into a computer database. When managers need to fill a position, they program the computer with keywords that describe the qualifications they seek. The computer then searches its database for resumes that match those keywords. Just as in the plain text resume, the success of this type of resume depends, in part, on the keywords and phrases you choose.

Before you submit your resume to a company, call them to find out if they scan. If they do, make sure your resume is computer friendly.

Build Your Resume Online: Online forms can be a good way to begin what can be a very daunting process, especially if you’ve never written a resume before. However, the result will rarely be as perfect and professional as one you create yourself. If you choose to build your resume online, it is recommended that, upon completion, you copy and paste it into a word processor for editing. This will allow you to make changes to both content and formatting.



Online Resumes

www.quintcareers.com/e-resumes.html
www.eresumes.com

Sample Functional Resume



NOTE: Refer to the *Delaware Career Compass Teacher's Guide* for chronological and combination resume templates. Go to: www.ooldmi.net and click on **Publications**.

Theresa Young

2006 Main Street • Downtown, Delaware 19802 • Home: 302-555-1212 • Cell: 302-123-4567 • TYoung@comcast.net

Profile

An honor roll-student athlete with work experience in the fast food industry and youth summer camp. Demonstrates outstanding leadership, public speaking, and technical skills. Major strengths include softball analysis, youth development, and time management. Expertise in desktop publishing, digital photography, and customer service.

Skills

Customer Service	Demonstrate strong communication skills by filling customer orders quickly and accurately Exceed sales targets by using an enthusiastic and cheerful demeanor Instruct new employees in methods of greeting customers
Leadership	Coach summer camp youth softball team Use strong counseling skills to guide five campers through a successful summer Direct all desktop publishing activities which result in weekly newsletters to parents Prepare and deliver speeches as a representative of the Principal's Advisory Committee
Computer	Proficient in Microsoft® Office Suite Proficient in Adobe® Creative Suite Experience with Macromedia Dreamweaver® Knowledge of HTML

Work Experience

Cashier	McDonald's, Downtown, DE	2009 - present
Youth Counselor	Beach Sports and Technology Camp, Beach, DE	2009, 2010, 2011

Extracurricular Activities

Captain	Downtown High School Varsity Softball Team	2012
Yearbook Photographer	Downtown High School	2011 and 2012
Principal's Advisory Committee	Downtown High School	2010 - 2012

Awards and Honors

Employee-of-the-Month Award for outstanding customer service at McDonald's
All-State First Baseman: outstanding varsity player and overall sportsmanship

Education

Downtown High School
Expected Graduation, June 2012

Cover Letters: Introduce Yourself

Every resume you send, fax, or e-mail needs its own cover letter. Sending a resume without a cover letter is like starting an interview without shaking hands. The best cover letters spark an employer's interest and create an impression of competence.

Writing a strong cover letter and then calling to follow up shows the employer you have drive and interest. Although you should feel free to consult references and models, use your own words when writing; don't mimic another person's writing style. Cover letters are an opportunity to convey your focus and energy.

Write your cover letter in standard business format. Put your address and the reviewer's address at the top and your signature above your typed name at the bottom. All letters should be single-spaced, flush left, with each paragraph followed by a blank line. Most are two or three paragraphs long.

Parts of a Cover Letter

Every cover letter should fit on one page and contain the following four parts: salutation, opening, body, and closing.

Salutation

Whenever possible, send your letter to a specific person rather than to an office. If you do not know to whom you should write, call the company and ask who is hiring for the position. Check that the name you use is spelled correctly and the title is accurate. Pay close attention to the Mr. or Ms. before gender-neutral names. Finally, use a colon after the name, not a comma.

Opening

The first few sentences of your cover letter should tell the reviewer which job you are applying for and the connection you have to the company. If someone the reviewer knows suggested you apply, mention that recommendation. If you are responding to an advertisement, refer to it and the source that published it.

Your knowledge of the company will give you another opportunity to connect yourself to the job. Briefly describe your experience with its products, refer to a recent company success, or refer to an article written about the company. But don't go overboard; save specifics for the interview.

Body

This portion will contain a brief explanation of your qualifications. Don't repeat your resume. Summarize your most relevant qualifications or provide additional details about a noteworthy accomplishment. Address the employer's requirements directly and don't be afraid to use special formatting to your advantage.

You can also use the body of the cover letter to address gaps in your work history. Do not volunteer negative information unless you must. Always maintain a positive, confident tone.

Closing

In your final paragraph, thank the reviewer, request an interview, and repeat your home phone number. The closing is your chance to show commitment to the job. If you tell the reviewer that you plan to call, then make sure you do it. You must be assertive and continue to keep your name in the interviewer's mind.

Job Applications

Request two copies of the form.

If only one is provided, copy it before you write on it. You'll need a copy to prepare your rough draft.

Read the whole form before you start to complete it.

Follow all directions carefully.

Be neat.

Print in ink or type the requested information. Carry a pen with an ink eraser or some correction fluid just in case you happen to make a mistake.

Spell correctly and use good grammar.

Take the time to check!

Leave no blanks.

Put "not applicable" when the information requested does not apply to you.

Give reliable references.

Be sure to request permission of each reference source in advance.

Sign and date the application.

Be sure to have a reference sheet with you when you apply.

Sample Cover Letter

2006 Main Street
Downtown, Delaware 19802
March 25, 2012

Mr. Thomas Jeffers
Human Resources Manager
Downtown Green Hornets
1000 South Main Street
Downtown, Delaware 19801

Dear Mr. Jeffers:

I was referred to you by Mr. James Smith, Assistant Coach for the Green Hornets, who informed me that you are actively seeking to hire an Administrative Intern for the summer. This position appeals to me because of my strong interest in softball and my desire to use and improve the computer and organizational skills I have developed through my classes and extracurricular activities at Downtown High.

My strengths include strong communication and time management skills, as well as great energy and dependability. I am proficient in both Microsoft® Office Suite and Adobe® Creative Suite. I enjoy taking digital pictures, many of which have been used in the Downtown High Yearbook. I am confident that the combination of my practical skills, my interest in softball, and my ability to apply my knowledge to whatever tasks are given me will make me a valuable asset to the Green Hornets organization.

I am enclosing a current copy of my resume. If you have any questions, please call me at 302-555-1212. I may also be reached by email at TYoung@comcast.net. Thank you for considering me for this position. I look forward to hearing from you soon.

Sincerely,

Theresa Young

Theresa Young

enclosures

Sample Job Application

PERSONAL INFORMATION:

First Name _____ Middle Name _____ Last Name _____

Street Address _____ City _____ State _____ Zip _____

Phone Number () _____ Are you eligible to work in the United States? Yes _____ No _____

If you are under age 18, do you have an employment/age certificate? Yes _____ No _____

Have you been convicted of or pleaded no contest to a felony within the last five years? Yes _____ No _____

If yes, please explain: _____

POSITION WANTED:

Position Title _____ Date available _____ Salary Desired _____

Check any that apply: Full time _____ Part time _____ Temporary _____ Day shift _____ Night Shift _____

EDUCATION:

Name and Address Of School - Degree/Diploma - Graduation Date

Skills and Qualifications: Licenses, Skills, Training, Awards

EMPLOYMENT HISTORY:

Present Or Last Position:

Employer: _____ Address: _____

Supervisor: _____ Phone: _____

Position Title: _____ From: _____ To: _____

Responsibilities: _____

Salary: _____ Reason for Leaving: _____

May We Contact Your Present Employer? Yes _____ No _____

References: Name/Title Address Phone: _____

I certify by my signature below, that the information contained in this application is true and complete and that any false or omitted important facts in my answers, may be cause for dismissal.

Signature _____ Date _____

What Do I Do ...Before ...During & ...After the Interview?

Although an interview can be a stressful experience, consider it a form of recognition and an opportunity to gain something valuable without risking anything but your time. Leave nothing to chance. It will give you an important advantage.

🔧 Before Your Interview

Make a Job Search File

Collect anything you may need to be prepared for your job search and upcoming interviews. This is where a personal portfolio will come in very handy.

Include the following:

- Birth certificate
- Social security card
- Work permit (if applicable)
- Copy of driver's license
- Diploma
- Personal data sheet with previous employment information
- Several copies of your resume
- A neat and complete copy of your job application
- A copy of your references
- Letter of introduction
- Letters of recommendation
- Samples of your work, if appropriate
- A black pen to complete any forms or tests, and paper to take notes

Prepare Yourself

Attitude: Am I thinking positively and like a winner?

Outfit: Is my dress appropriate, pressed, and clean?

Neatness: Do I have a comb, brush, and cosmetics to touch-up?

Body Scent: Do I have a clean, fresh scent? Have I bathed and used an appropriate amount of deodorant and/or perfume?

Hair: Is my hair clean and combed?

Breath: Is my breath okay?

Language: Use appropriate language.

Know Yourself

- How do your education, training, knowledge, skills, and abilities relate to the specific job for which you are interviewing?
- What makes you different and more qualified than other people?



- What are your goals and objectives, including what you're looking for in a job and/or career?
- What is your previous work experience?
- What are the names of previous employers, addresses, kinds of businesses, and telephone numbers?
- What are your dates of employment?
- Who can give information about your performance?
- What are the reasons you gave up or lost your previous positions?
- What were the elements of your jobs that you liked best/least? Why?
- Are there any similarities between any postsecondary and/or work experience and the potential job?

Know the Company

- What are the products and services the company offers?
- Who are the company's major competitors?
- What is the company's philosophy?
- What is the company's size, its annual sales, and its share of the market?
- What jobs are available in this company?
- What are their hiring practices and procedures?
- What are the duties, responsibilities, and promotion potential for the job they are filling?

Prepare to Answer Questions

- Tell me about yourself.
- What are your long-range career objectives?
- What do you consider your greatest strengths and weaknesses?
- Why should I hire you?



- In what ways do you think you can make a contribution to our organization?
- How has your education prepared you for your career?
- What interests you about this job?
- What are the most important factors that you require in a job?
- Do you prefer working with others or by yourself?
- Why did you choose this field of work?
- How do you handle pressure?
- What did you like most in the jobs you have held? Least?
- Do you ever work overtime?
- What kind of relationship did you have with your last two supervisors?
- How many days did you miss on your last job?
- What do you feel was your greatest accomplishment on your last job?
- In one word, how do you describe yourself?

Prepare to Ask Questions

- What three words would you use to describe this company?
- What is the company's attitude toward professional and educational advancement?
- Does the company have a code of ethics?
- Please describe the managerial style in this office.
- Is there anything else you need to know about me in order for me to be fully considered for the job?
- When will a decision be made?

⚙️ During Your Interview

- Go alone.
- Arrive at least five minutes early.
- Act naturally.
- Do not smoke or chew gum.
- Shake hands firmly.
- Know the name of the person interviewing you.
- Answer clearly and honestly.
- Maintain eye contact with the interviewer.
- Give good reasons for hiring you.
- Don't discuss your personal, domestic, or financial problems
- Do not criticize former employers.
- Be positive and enthusiastic; show your interest.
- Thank your interviewer before leaving.

⚙️ After Your Interview

Write a Thank-You Letter

The day after the interview, write a thank-you letter expressing appreciation to the interviewer for taking the time to see you. Make sure to proofread it!

Reflect on the Interview

How did you do? What did you learn about yourself? What did you learn about the company? Do you think the job would be a good match? What can you improve upon for your next interview? Jot down some notes and use them to make each interview stronger.

If you don't hear from the interviewer within two weeks, it is appropriate to call or write to politely remind him/her that you are still interested in the job. Ask when a hiring decision will be made.

Select the Right Job

If you are offered the job, there is some information you may want to check before accepting it. Do not hesitate to ask for any information you need to make an informed decision.

Organization:

- Are the goals of the business or agency compatible with your work values?
- Are the immediate future prospects of the business relatively secure and stable, or is bankruptcy or a merger possible?
- Does the business fluctuate with the growth and decline in the economy?

Work:

- Where is the job located?
- What are my hours?
- How does it fit into the overall operation of the organization?
- Does it fully utilize your abilities and interests?
- Is travel involved? If so, how much?
- How much turnover of personnel is there in the organization?

Opportunities:

- What are the training opportunities?
- What are the opportunities for challenge and expansion of job duties?

Salary and Benefits:

- What is the starting salary?
- How often and under what circumstances can a raise be expected?
- What is the complete package of benefits?
- How financially secure is the retirement system?

Some Reasons You Weren't Chosen

- Lack of clear career goals and purposes or maybe you have chosen the wrong goal – your goal doesn't match your skills or the job market
- Inability to express information clearly
- Lack of interest or enthusiasm—merely shopping around
- Failure to look interviewer in the eye; no confidence or poise
- Poor personal appearance
- Interested only in the best dollar offer
- Asking uninformed questions about the job or the company
- Unwilling to start at the bottom
- Sloppy application form
- Arriving late for the interview
- Body piercings or tattoos that are inappropriate for the job



You probably had a terrific interview but someone else was simply a better fit for the job. Don't let this discourage you. It may take many interviews to find the right match, but you will.

⚙️ Keep Your New Job

Do Good Work

- Learn your job and do it well, every day.
- Make yourself invaluable.
- Learn a skill that few people in your workplace know.

Be Dependable

- Be on time. If you say you'll be somewhere, be there. If you say you'll do something, do it.
- If you must take a day off for family or personal reasons, arrange it ahead of time with your supervisor.
- If you're too ill to work, call your supervisor and explain as soon as you know you can't come in.

Keep a Good Attitude

- Don't wait to be told what to do. Look around, see what needs to be done, and do it. Be willing to do more than you are asked to do.
- Be polite and respectful to your coworkers, supervisors, and customers.

Be Helpful

- If a supervisor needs you to help a co-worker on a project, don't hesitate. Not only is it great to be known as a helpful person, but you'll learn a few things and become an even more valuable employee along the way!

Be a Team Player

- Support your coworkers, encourage others to succeed, and use your strengths in the workplace.

Dress for Success

- Pay attention to how you look and dress. Keep your hair and general appearance neat and well-groomed.
- Wear clean and pressed clothing that is appropriate for your job.

Treat Everyone with Respect

- Be honest. Stay positive. Your coworkers are your teammates. Mutual respect is the key to a healthy working environment.

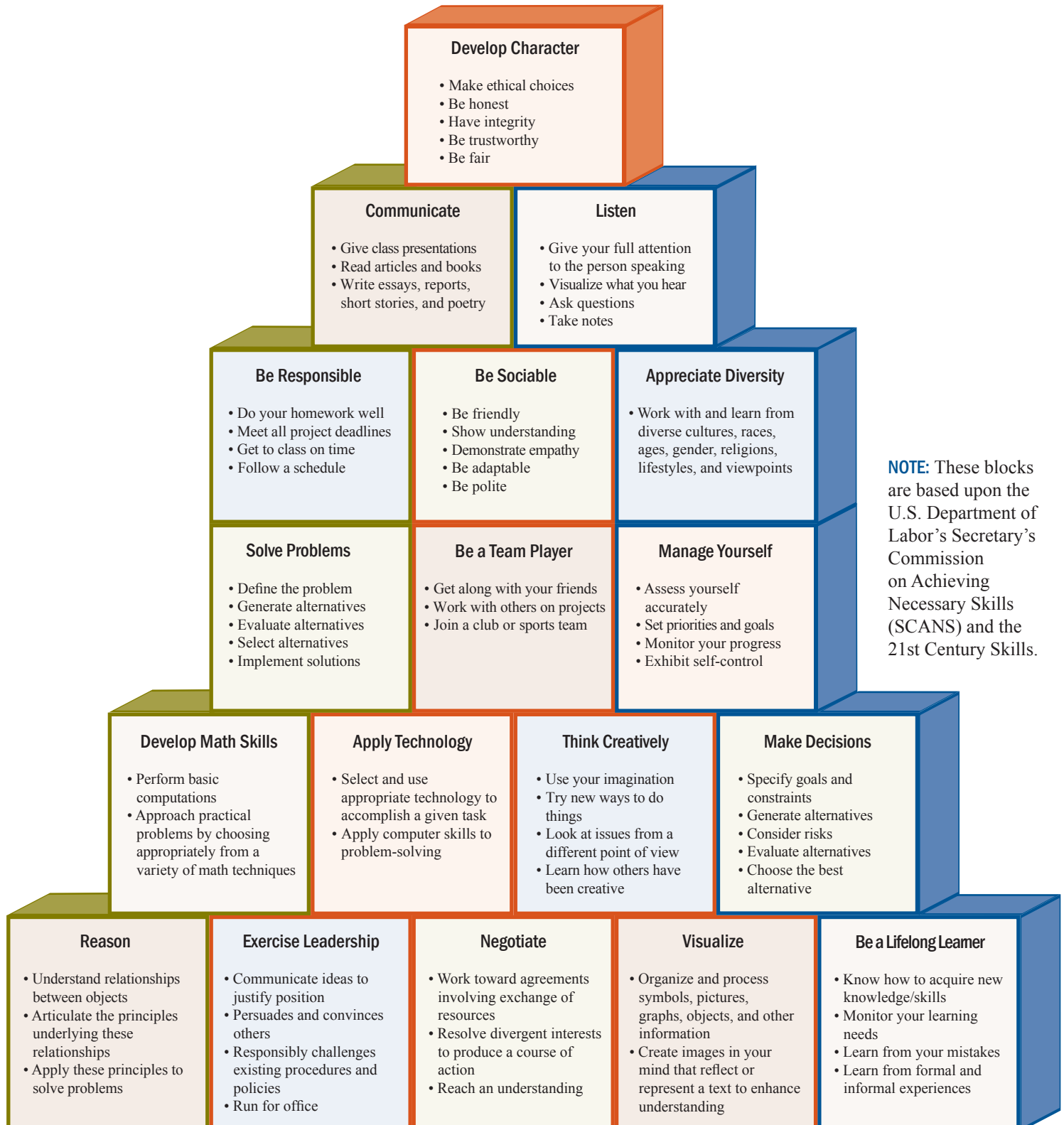
It is our choices that show what we truly are, far more than our abilities.

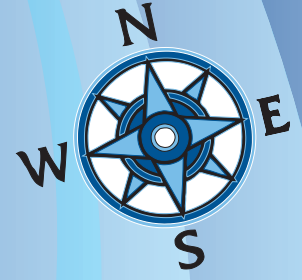
~ Albus Dumbledore, J.K. Rowling

Build Your Work Foundation in School

Employers seek people who possess a variety of positive personality traits and personal skills. These traits and skills are the building blocks of your work foundation. The blocks below contain these traits and skills along with some of the many ways that school helps you build them.

All classes and school activities help you build your work foundation, including: English, languages, history, social studies, science, math, physical education, art, music, drama, computer studies, business, trades and technology, student council, school newspaper, clubs, sports teams, and chorus/band/orchestra.





Delaware Career Compass