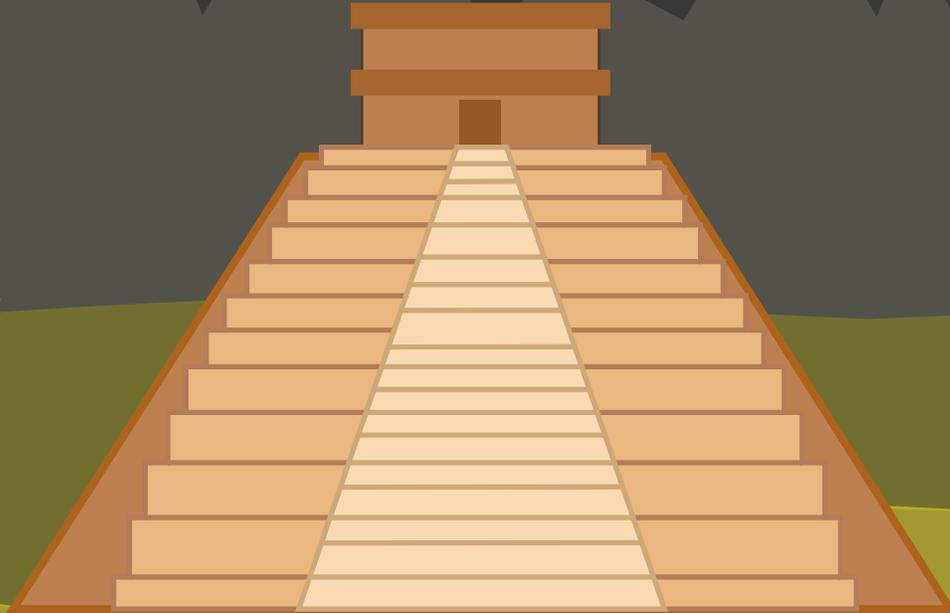
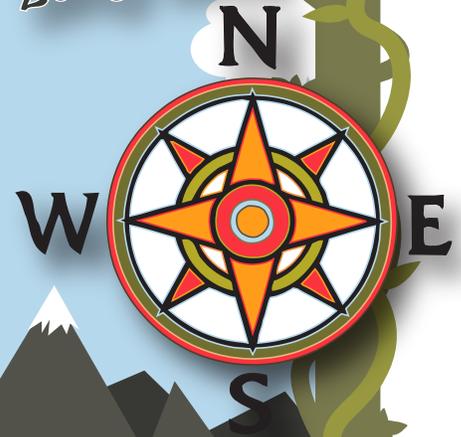


Delaware  
**CAREER COMPASS!**

2013-2014



COVER DESIGN BY JUSTINA MONROE OF DELCASTLE HIGH SCHOOL

**EXPLORE**  
**YOUR CAREER ADVENTURE**

PUBLISHED BY THE DELAWARE DEPARTMENT OF LABOR, OFFICE OF OCCUPATIONAL & LABOR MARKET INFORMATION  
WITH SPONSORSHIP OF THE DELAWARE ADVISORY COUNCIL ON CAREER & TECHNICAL EDUCATION



The Honorable Jack A. Markell  
Governor



STATE OF DELAWARE  
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JACK A. MARKELL  
GOVERNOR

Dear Students:

As Governor, it is my pleasure to present the 2013 edition of the *Delaware Career Compass*. One of our state's continued commitments in 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—"Your Career Adventure"—emphasizes exploration. 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,

A handwritten signature in blue ink that reads "Jack Markell".

Governor Jack Markell



OFFICE OF THE SECRETARY  
4425 NORTH MARKET STREET • WILMINGTON, DELAWARE • 19802 • (302) 761-8000 • FAX (302) 761-6621

John J. McMahon, Jr.  
Secretary

Dear Students,

The *Delaware Career Compass* continues to be a great resource for discovering yourself and then choosing a career path. You will find the latest economic data and planning tools to help you make informed career decisions. The Delaware Department of Labor, Office of Occupational and Labor Market Information (OOLMI), is ready and willing to support and guide you through this extremely important phase of your career planning. Please read the *Delaware Career Compass*, use it to help formulate your plans, and feel free to contact OOLMI with any questions you may have.

This year's *Compass* cover was designed by Delcastle High School student Justina Monroe. Congratulations to her for a job well done!

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

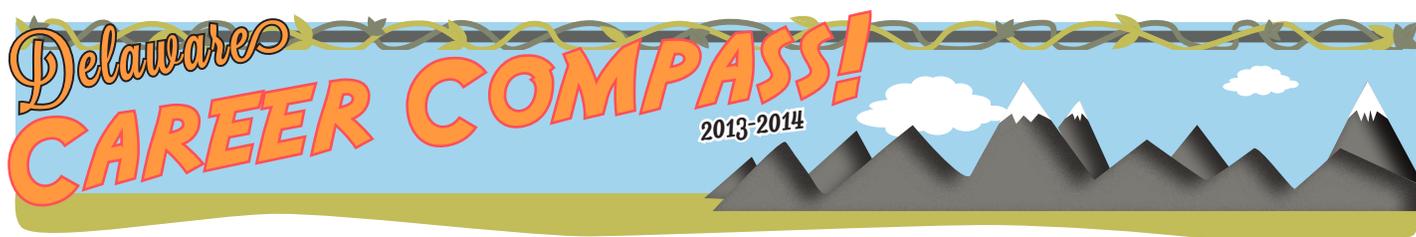
Sincerely,

A handwritten signature in black ink that reads "John J. McMahon, Jr.".

John J. McMahon, Jr.  
Secretary



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



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**THANK YOU**

Rick Rykaczewski, Graphic Arts Instructor at Delcastle Technical HS, and five of his students who accepted the challenge to create this year's *DE Career Compass* cover.

**Delcastle Students:**

Justina Monroe: 2013-2014 *Compass* Cover Winner  
 Carlos Rojas: 2013-2014 *Compass* Cover Runner-Up  
 Rodney Burruss, Daniel Cortes, and Karaan Newsome



Runner-up design: Carlos Rojas

- Manera A. Constantine, Janet Nichols –  
 DE Advisory Council on Career and Technical Education
- Lori Greenhouse, Kevin Calio, Cynthia Fairwell –  
 DE Department of Labor
- Karin Gotcher – DE Higher Education Office
- Dara A. Schumaier – DE Health & Social Services
- Carmen Strollo – Tech Prep
- Lisna Utami, Ed Simon – DEDO
- Lisa Stoner-Torbert, Peggy O. Enslin, Rita Hovermale, Dale  
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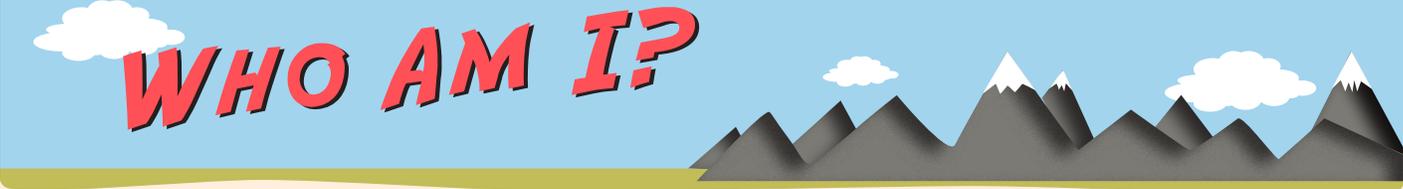
# EXPLORE!

Where will your career adventure take you?  
Follow these four steps to find out.





# WHO AM I?



## **STEP 1:**

What makes you unique? A self-assessment is the important first step toward making a good career match. When you have finished the activities in Step 1, you will have a better understanding of yourself, and a good idea of what kind of work you might enjoy.

## **BEGIN WITH YOUR DREAM**

1. Imagine you are doing your dream job right now. What are the specifics of this job?

- Where are you?
- Are you inside or outside?
- Are you in an office with a view?
- What are you doing?
- What are you wearing?
- Is there anyone else in the picture?
- Are you using tools or equipment?
- Are you using a computer? a phone?
- Are people depending on you?
- Are animals/wildlife depending on you?
- Do you feel important in your work?
- Are you creating something brand new?
- Are you using your physical strength to accomplish your work?
- Are you travelling?
- What talents are you using?
- Are you learning from your co-workers?
- Do you look satisfied? Why?

2. Draw a detailed picture of yourself doing your dream job. Name your occupation and provide a caption for your drawing.



Caption:



My dream occupation is: \_\_\_\_\_

# Learn to Use O\*NET OnLine

Take some time to explore this website. You will be amazed by the depth and breadth of information available!

O\*NET OnLine Home Page: [www.onetonline.org](http://www.onetonline.org)

Type an occupation title or its SOC code in the *Quick Search* box to research wages, education & training, technology, skills, etc.

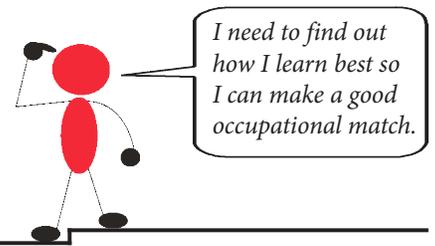
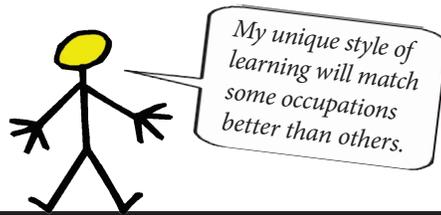
**Find occupations by:**  
 Bright Outlook  
 Career Cluster  
 Green Economy Sector  
 Industry  
 Job Family  
 Job Zone  
 STEM Discipline

**Browse by:**  
 O\*NET Data  
 Abilities  
 Interests (Holland Code)  
 Knowledge  
 Skills  
 Work Activities  
 Work Context  
 Work Values  
 STEM Discipline  
 Skills Search  
 Tools and Technology

**My Next Move:**  
 "I want to be a..."  
*Search careers with keywords.*  
 "I'll know it when I see it."  
*Browse careers by industry.*  
 "I'm not really sure."  
*Tell us what you like to do.*

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

# How Do I Learn Best?



Complete this activity to find out how you learn best.

1. Assign 1, 2, or 3 points to each statement below. 1 pt. = seldom or never; 2 pts. = sometimes; 3 pts. = often

## Column 1

- 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

## Column 2

- 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, though my vision check-up is ok.

\_\_\_\_\_ TOTAL

## Column 3

- 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 score 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.



I am a **VISUAL LEARNER** because **Column 1** is my highest score.

### I learn best by:

- 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

### I might like these jobs:

Graphic Designer	Architect
Navigator	Mechanic
Surgeon	Webmaster



I am an **AUDITORY LEARNER** because **Column 2** is my highest score.

### I learn best by:

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

### I might like these jobs:

Translator	Teacher
Counselor	Salesperson
Musician	Psychologist



I am a **KINESTHETIC LEARNER** because **Column 3** is my highest score.

### I learn best by:

- 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

### I might like these jobs:

Athlete	Firefighter
Dancer	Actor
Sculptor	Construction

My preferred learning style is \_\_\_\_\_



# What Do I Like?



Well, there are lots of things I like but there are also things I really, really dislike! Ugh!



I want to do a job I like!



I need to answer the question, "What Do I Like?" so I can make a good occupational choice.

## Complete this activity to find out what you like most.

### 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 w/ 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.

### 2. Which numbers did you circle in #1?

Circle those 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 it 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.

I like to work with \_\_\_\_\_

4. Look on the next page to find two occupations that match what you like. Use O\*NET OnLine to research them.

Occupation 1 \_\_\_\_\_ Occupation 2 \_\_\_\_\_



## I like to work 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	Occupation Title
39-2011	Animal Trainers
27-1011	Art Directors
49-3023	Auto Service Techs. & Mechanics
49-3021	Automotive Body Repairers
53-5021	Captains/Pilots-Water Vessels
35-1011	Chefs & Head Cooks
29-1011	Chiropractors
17-3022	Civil Engineering Technicians
47-2061	Construction Laborers
29-2021	Dental Hygienists
29-1021	Dentists
27-1013	Fine Artists
19-4092	Forensic Science Technicians
27-1024	Graphic Designers
49-9021	HVAC Mechanics
27-1025	Interior Designers
37-3011	Landscaping Workers
17-3027	Mechanical Engineering Techs.
49-9062	Medical Equipment Repairers
25-4013	Museum Technicians
27-2041	Music Directors/Composers
29-2091	Orthotists & Prosthetists
29-1123	Physical Therapists
47-2211	Sheet Metal Workers
17-1022	Surveyors
27-3042	Technical Writers
53-3032	Heavy Truck Drivers
29-1131	Veterinarians
29-2056	Veterinary Technicians
19-1023	Zoologists

## I like to work 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	Occupation Title
29-9091	Athletic Trainers
39-9011	Child Care Workers
19-3031	Clinical/School Psychologists
33-3012	Correctional Officers & Jailers
43-4051	Customer Service Reps.
29-2041	Emergency Medical Technicians
29-1062	Family & General Practitioners
39-9031	Fitness Trainers/Aerobics Inst.
11-9061	Funeral Service Managers
11-9111	Health Services Managers
31-1011	Home Health Aides
33-1012	First-Line Supvrs. of Police
21-1014	Mental Health Counselors
29-1122	Occupational Therapists
43-4151	Order Clerks
29-1071	Physician Assistants
41-9021	Real Estate Brokers
41-9022	Real Estate Sales Agents
39-9032	Recreation Workers
29-1125	Recreational Therapists
29-1141	Registered Nurses
21-1015	Rehabilitation Counselors
41-9031	Sales Engineers
11-2022	Sales Managers
25-2031	Secondary Teachers
25-3021	Self-Enrichment Ed. Teachers
21-1023	Substance Abuse Social Workers
11-3131	Training/Development Managers
41-3041	Travel Agents
35-3031	Waiters/Waitresses

## I like to work 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	Occupation Title
15-2011	Actuaries
25-9011	A-V Collections Specialists
43-3031	Bookkeeping Clerks
17-2041	Chemical Engineers
11-1011	Chief Executives
13-1031	Claims Adjusters/Examiners
15-1131	Computer Programmers
15-1151	Computer Support Specialists
19-1031	Conservation Scientists
43-4021	Correspondence Clerks
13-1051	Cost Estimators
23-2091	Court Reporters
33-3021	Detectives
19-3011	Economists
27-3041	Editors
33-2021	Fire Inspectors
19-2043	Hydrologists
23-1023	Judges and Magistrates
23-1011	Lawyers
25-4021	Librarians
11-2021	Marketing Managers
29-2071	Medical Records Technicians
31-9094	Medical Transcriptionists
23-2011	Paralegals & Legal Assistants
29-1051	Pharmacists
19-2012	Physicists
43-9081	Proofreaders & Copy Markers
13-2021	Real Estate Appraisers
41-9021	Real Estate Brokers
19-4061	Social Science Research Assts.

Visit O\*NET for job descriptions: [www.onetonline.org](http://www.onetonline.org) 



# What Is My Holland Code?

Dr. John Holland reasoned that people work best in environments that match their preferences. He theorized that both people **and** occupations can be loosely classified into six different groups. Most people are some combination of two or three of these groups. If you choose an occupation that matches your Holland Code, you will be more likely to achieve job satisfaction and success.

## Choose one of these activities

- I. Complete the Holland Code activity on pages 8 & 9.
- II. Play the Party Game on page 10.
- III. Play the Party Game included in the *Career Compass Teacher's Guide*.
- IV. Complete the free O\*NET OnLine Interest Profiler at: [www.onetcenter.org/IP.html](http://www.onetcenter.org/IP.html)



## I. Discover Your Holland Code

1. Read each statement on pages 8 & 9 and put a check in the box to the left of each one that applies to you.

Column 1		Column 2		Column 3	
<b>I am...</b>		<b>I am...</b>		<b>I am...</b>	
practical	stable	inquisitive	analytical	creative	intuitive
athletic	concrete	scientific	observant	imaginative	innovative
frank	reserved	precise	scholarly	unconventional	emotional
mechanical	self-controlled	cautious	curious	independent	expressive
a nature lover	ambitious	self-confident	introspective	nonconforming	impulsive
thrifty	systematic	reserved	broad-minded	sensitive	open
curious	persistent	independent	logical	complicated	idealistic
<b>I can...</b>		<b>I can...</b>		<b>I can...</b>	
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		<b>I like to...</b>	
operate tools & machinery		<b>I like to...</b>		attend concerts, theater, art exhibits	
<b>I like to...</b>		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

\_\_\_\_\_ TOTAL CHECKS

\_\_\_\_\_ TOTAL CHECKS



Column 4		Column 5		Column 6	
<b>I am...</b>		<b>I am...</b>		<b>I am...</b>	
friendly	helpful	self-confident	assertive	well-organized	accurate
idealistic	insightful	sociable	persuasive	methodical	polite
outgoing	understanding	enthusiastic	energetic	conscientious	efficient
cooperative	generous	adventurous	popular	conforming	orderly
responsible	forgiving	impulsive	ambitious	practical	thrifty
patient	empathetic	inquisitive	agreeable	systematic	structured
kind	persuasive	talkative	extroverted	ambitious	obedient
<b>I can...</b>		<b>I can...</b>		<b>I can...</b>	
teach/train others		spontaneous		persistent	
express myself clearly		initiate projects		work well within a system	
lead a group discussion		convince people to do things my way		do a lot of paper work in a short time	
mediate disputes		sell things or promote ideas		keep accurate records	
plan and supervise an activity		give talks or speeches		use a computer	
cooperate well with others		lead a group		write effective business letters	
<b>I like to...</b>		<b>I like to...</b>		<b>I like to...</b>	
work and socialize with others		persuade others		work with numbers	
help people solve problems		make decisions affecting others		type reports or work on computers	
do volunteer work		be elected to office		be responsible for details	
work with young people		work on a sales campaign		collect or organize things	
play team sports		start my own service or business		follow clearly defined procedures	
belong to a club		campaign politically		keep things neat and organized	
work with the elderly		have power or status		work with forms and reports	
cater to needs/wishes of others		use language skills to influence others		follow a budget	
help others with personal needs		be with leaders		follow other people's instructions	

\_\_\_\_\_ **TOTAL CHECKS**

\_\_\_\_\_ **TOTAL CHECKS**

\_\_\_\_\_ **TOTAL CHECKS**

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

3. Using the list at right, fill in the three spaces below with your Holland Code. If Column 1 had the most checks, write R - *Realistic* in space #1. If column 4 had the next most checks, write S - *Social* in space #2, and so on.

Column 1: R – Realistic  
 Column 2: I – Investigative  
 Column 3: A – Artistic  
 Column 4: S – Social  
 Column 5: E – Enterprising  
 Column 6: C – Conventional

**My Holland code is:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

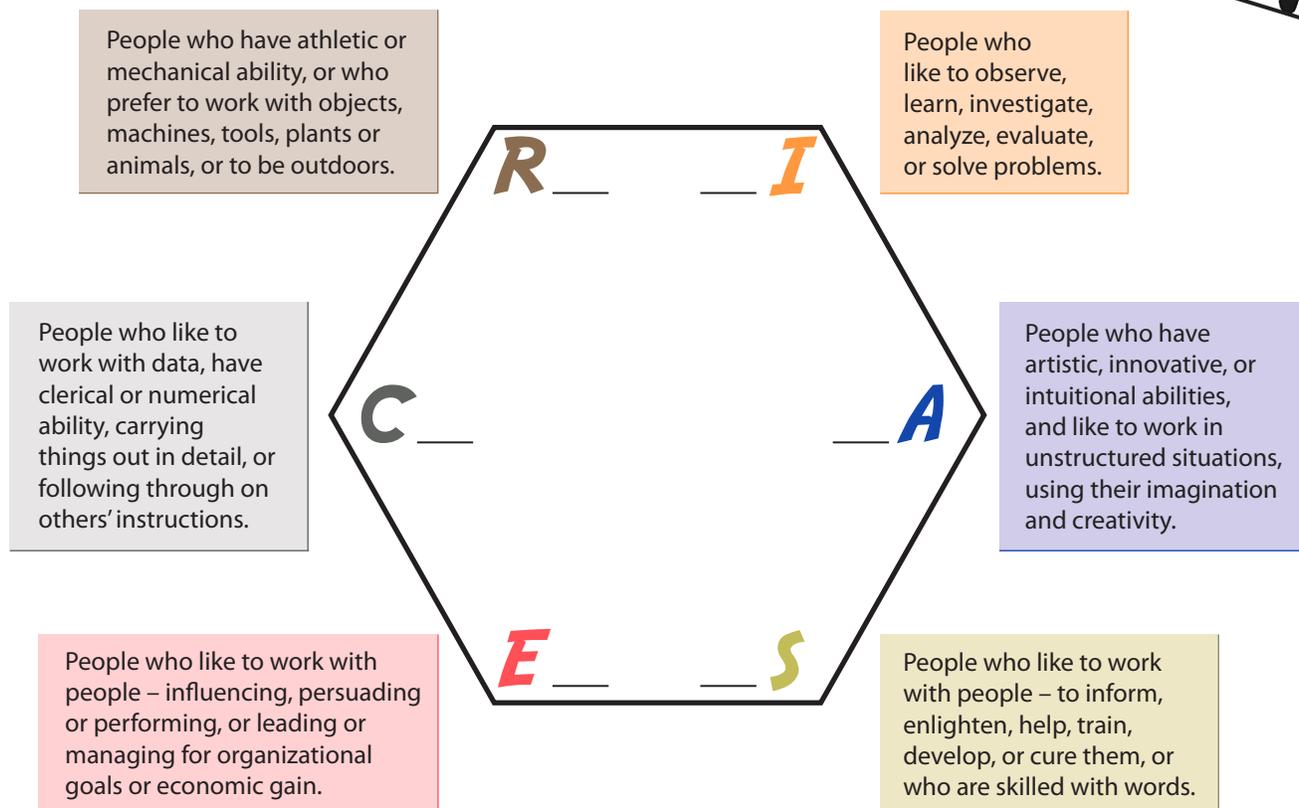
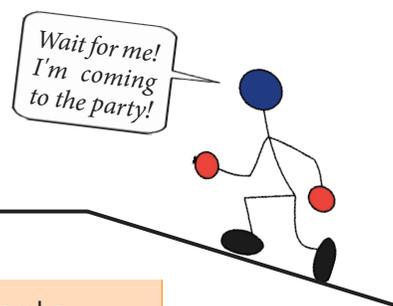
4. Browse the occupations listed on page 11. Choose two that you would like to research.

Occupation 1 \_\_\_\_\_ Occupation 2 \_\_\_\_\_



## II. Play the Party Game

1. Imagine the hexagon below is a room and you are at a party. In the different corners stand groups of people with different abilities and preferences. Read the definitions for each of the groups.



2. Toward which corner of the room would you naturally gravitate? Write the number 1 next to that letter in the hexagon
3. Before long, everyone in the corner you have chosen leaves for another party. Of the corners that remain, which one do you want to join now? Write the number 2 next to that letter.
4. But before long, this group also leaves for another party. (Don't get paranoid, it's not because of your conversation!) Of the remaining corners, which one do you choose now? Write the number 3 next to that letter.
5. Using the list in the box on page 9, fill in the three spaces below with your Holland Code.

**My Holland code is:**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

6. Keeping your Holland (interest) code in mind, choose 2 occupations from the next page to research.

**Occupation 1** \_\_\_\_\_ **Occupation 2** \_\_\_\_\_

\*Adapted from Richard Bolles, *What Color Is Your Parachute: A Practical Manual for Job-Hunters and Career-Changers*



# Match Your Interests to Occupations

Match your Holland code to the appropriate occupations. Your first letter usually carries the most weight. Find many more occupations in O\*NET OnLine: [www.onetonline.org](http://www.onetonline.org)



## **REALISTIC** **DOERS**

Agricultural Technician	RIC
Aircraft Mechanic	RCI
Auto Specialty Tech.	RIC
Brickmason	RCI
Civil Engineer	RIC
Construction Carpenter	RCI
Dental Lab. Technician	RIC
Electrician	RCI
Food Prep. Worker	RCE
Forest Firefighter	RSI
Forester	RIE
Heavy Truck Driver	RCI
Plumber	RCI
Restaurant Cook	REA
Roofer	RCI
Surveyor	RCI

## **INVESTIGATIVE** **THINKERS**

Anthropologist	IAS
Biologist	IRC
Chemical Engineer	IRC
Chemist	IRC
Dentist	IRS
Diagnostic Sonographer	ISR
Dietitian	ISE
Management Analyst	IEC
Network Architect	ICR
Nuclear Engineer	IRC
Police Detective	IEC
Political Scientist	IAS
Software Developer	IRC
Surgeon	IRS
Urban Planner	IEA
Veterinarian	IRS

## **ARTISTIC** **CREATORS**

Actor	AES
Architect	AIE
Choreographer	ASE
Creative Writer	AIE
Dancer	ARS
Fashion Designer	AER
Floral Designer	AER
Graphic Designer	AER
Instrumental Musician	AER
Interior Designer	AER
Landscape Architect	AIR
Model	AER
Music Director	AES
Photographer	ARE
Reporter	AEI
Technical Writer	AIC

## **SOCIAL** **HELPERS**

Arbitrator	SEC
Clergy	SAE
Dental Hygienist	SRC
Elementary Teacher	SAC
EMT	SIR
Massage Therapist	SRI
Nanny	SAC
Park Naturalist	SRA
Recreation Worker	SEA
Registered Nurse	SIC
Rehab. Counselor	SIA
School Counselor	SAE
Speech Pathologist	SIA
Tour Guide	SEA
Training Specialist	SAC
Waiter	SEC

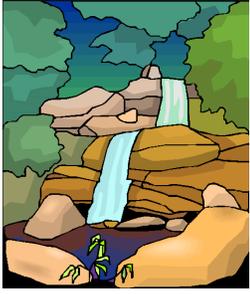
## **ENTERPRIISING** **PERSUADERS**

Chef or Head Cook	ERA
Chief Executive	ECS
Education Administrator	ESC
Engineering Manager	EIR
Financial Advisor	ECS
Flight Attendant	ESC
Funeral Director	ESC
Lawyer	EIA
Logistician	ECS
Optician	ECR
Police Detective	EIC
Real Estate Broker	ECR
Retail Buyer	ECR
Sales Manager	ECS
Ship Captain	ERC
Telemarketer	ECR

## **CONVENTIONAL** **ORGANIZERS**

Accountant	CEI
Ambulance Dispatcher	CRE
Archivist	CIS
Bill Collector	CES
Budget Analyst	CEI
Computer Operator	CRI
Controller	CEI
Financial Analyst	CIE
Judicial Law Clerk	CIE
Librarian	CSE
Mapping Technician	CRI
Proofreader	CAE
Receptionist	CES
Rental Clerk	CES
Statistician	CIR
Teller	CER





# Which Career Clusters Do I Like?

Career clusters are groups of similar occupations and industries designed to help you better organize your career planning. Find out which career clusters most interest you.

1. Put an "X" on the line to the left of the items that describe you best. You may make as many or as few "X"s as you want. Add the number of "X"s and write the total in the corresponding box at right.



<b>GROUP 1</b> Activities that describe what I like to do: <input type="checkbox"/> Learn how things grow and stay alive <input type="checkbox"/> Make the best use of the earth's natural resources <input type="checkbox"/> Hunt and/or fish <input type="checkbox"/> Protect the environment <input type="checkbox"/> Be outdoors in all kinds of weather <input type="checkbox"/> Plan, budget, and keep records <input type="checkbox"/> Operate machines and keep them in good repair	Personal qualities that describe me: <input type="checkbox"/> Self-reliant <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver	School subjects that I like: <input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture	Total "X"s in <b>GROUP 1</b> _____
<b>GROUP 2</b> Activities that describe what I like to do: <input type="checkbox"/> Read & follow blueprints and/or instructions <input type="checkbox"/> Picture in my mind what a finished product looks like <input type="checkbox"/> Work with my hands <input type="checkbox"/> Perform work that requires precise results <input type="checkbox"/> Solve technical problems <input type="checkbox"/> Visit & learn from beautiful, historic, or interesting buildings <input type="checkbox"/> Follow logical, step-by-step procedures	Personal qualities that describe me: <input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Pay attention to detail <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient & persistent	School subjects that I like: <input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades/Heat, Air Conditioning & Refrigeration/ Technology Education	Total "X"s in <b>GROUP 2</b> _____
<b>GROUP 3</b> Activities that describe what I like to do: <input type="checkbox"/> Use my imagination to communicate new information to others <input type="checkbox"/> Perform in front of others <input type="checkbox"/> Read and write <input type="checkbox"/> Play a musical instrument <input type="checkbox"/> Perform creative, artistic activities <input type="checkbox"/> Use video and recording technology <input type="checkbox"/> Design brochures and posters	Personal qualities that describe me: <input type="checkbox"/> Creative & imaginative <input type="checkbox"/> Good communicator/good vocabulary <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others <input type="checkbox"/> Determined/tenacious	School subjects that I like: <input type="checkbox"/> Art/Graphic Design <input type="checkbox"/> Music <input type="checkbox"/> Speech & Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual Technologies	Total "X"s in <b>GROUP 3</b> _____
<b>GROUP 4</b> Activities that describe what I like to do: <input type="checkbox"/> Perform routine, organized activities but can be flexible <input type="checkbox"/> Work with numbers & detailed information <input type="checkbox"/> Be the leader in a group <input type="checkbox"/> Make business contact with people <input type="checkbox"/> Work with computer programs <input type="checkbox"/> Create reports & communicate ideas <input type="checkbox"/> Plan my work & follow instructions without close supervision	Personal qualities that describe me: <input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible	School subjects that I like: <input type="checkbox"/> Computer Applications/Business & Information Technology <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Economics	Total "X"s in <b>GROUP 4</b> _____

<b>GROUP 5</b> Activities that describe what I like to do: <input type="checkbox"/> Communicate with different types of people <input type="checkbox"/> Help others with their homework or to learn new things <input type="checkbox"/> Go to school <input type="checkbox"/> Direct and plan activities for others <input type="checkbox"/> Handle several responsibilities at once <input type="checkbox"/> Acquire new information <input type="checkbox"/> Help people overcome their challenges	Personal qualities that describe me: <input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener	School subjects that I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology	Total "X"s in <b>GROUP 5</b> <hr/>
<b>GROUP 6</b> Activities that describe what I like to do: <input type="checkbox"/> Work with numbers <input type="checkbox"/> Work to meet a deadline <input type="checkbox"/> Make predictions based on existing facts <input type="checkbox"/> Have a framework of rules by which to operate <input type="checkbox"/> Analyze financial information and interpret it to others <input type="checkbox"/> Handle money with accuracy and reliability <input type="checkbox"/> Take pride in the way I dress and look	Personal qualities that describe me: <input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient	School subjects that I like: <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law	Total "X"s in <b>GROUP 6</b> <hr/>
<b>GROUP 7</b> Activities that describe what I like to do: <input type="checkbox"/> Be involved in politics <input type="checkbox"/> Negotiate, defend, and debate ideas and topics <input type="checkbox"/> Plan activities and work cooperatively with others <input type="checkbox"/> Work with details <input type="checkbox"/> Perform a variety of duties that may change often <input type="checkbox"/> Analyze information and interpret it to others <input type="checkbox"/> Travel and see things that are new to me	Personal qualities that describe me: <input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service-minded <input type="checkbox"/> Well-organized <input type="checkbox"/> Problem solver	School subjects that I like: <input type="checkbox"/> Government <input type="checkbox"/> Language Arts <input type="checkbox"/> History <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language	Total "X"s in <b>GROUP 7</b> <hr/>
<b>GROUP 8</b> Activities that describe what I like to do: <input type="checkbox"/> Work under pressure <input type="checkbox"/> Help sick people and animals <input type="checkbox"/> Make decisions based on logic and information <input type="checkbox"/> Participate in health and science class <input type="checkbox"/> Respond quickly and calmly in emergencies <input type="checkbox"/> Work as a member of a team <input type="checkbox"/> Follow guidelines precisely & meet strict standards of accuracy	Personal qualities that describe me: <input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener	School subjects that I like: <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Occupational Health classes <input type="checkbox"/> Language Arts	Total "X"s in <b>GROUP 8</b> <hr/>
<b>GROUP 9</b> Activities that describe what I like to do: <input type="checkbox"/> Investigate new places and activities <input type="checkbox"/> Work with all ages and types of people <input type="checkbox"/> Organize activities in which other people enjoy themselves <input type="checkbox"/> Have a flexible schedule <input type="checkbox"/> Help people make up their minds <input type="checkbox"/> Communicate easily, tactfully, and courteously <input type="checkbox"/> Learn about other cultures	Personal qualities that describe me: <input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger	School subjects that I like: <input type="checkbox"/> Language Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services	Total "X"s in <b>GROUP 9</b> <hr/>



<b>GROUP 10</b> Activities that describe what I like to do: <input type="checkbox"/> Care about people, their needs, and their problems <input type="checkbox"/> Participate in community services and/or volunteering <input type="checkbox"/> Listen to other people's viewpoints <input type="checkbox"/> Help people be at their best <input type="checkbox"/> Work with people from preschool age to old age <input type="checkbox"/> Think of new ways to do things <input type="checkbox"/> Make friends with different kinds of people	Personal qualities that describe me: <input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Intuitive and logical <input type="checkbox"/> Non-judgemental	School subjects that I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Finance <input type="checkbox"/> Foreign Language	Total "X"s in <b>GROUP 10</b>  <hr/>
<b>GROUP 11</b> Activities that describe what I like to do: <input type="checkbox"/> Work with computers <input type="checkbox"/> Reason clearly and logically to solve complex problems <input type="checkbox"/> Use machines, techniques, and processes <input type="checkbox"/> Read technical materials & diagrams & solve technical problems <input type="checkbox"/> Adapt to change <input type="checkbox"/> Play video games and figure out how they work <input type="checkbox"/> Concentrate for long periods without being distracted	Personal qualities that describe me: <input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> See details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate	School subjects that I like: <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Tech/Applications <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design	Total "X"s in <b>GROUP 11</b>  <hr/>
<b>GROUP 12</b> Activities that describe what I like to do: <input type="checkbox"/> Work under pressure or in the face of danger <input type="checkbox"/> Make decisions based on my own observations <input type="checkbox"/> Interact with other people <input type="checkbox"/> Be in positions of authority <input type="checkbox"/> Respect rules and regulations <input type="checkbox"/> Debate and win arguments <input type="checkbox"/> Observe and analyze people's behavior	Personal qualities that describe me: <input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic	School subjects that I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Government/History <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder	Total "X"s in <b>GROUP 12</b>  <hr/>
<b>GROUP 13</b> Activities that describe what I like to do: <input type="checkbox"/> Work with my hands and learn that way <input type="checkbox"/> Put things together <input type="checkbox"/> Do routine, organized, and accurate work <input type="checkbox"/> Perform activities that produce tangible results <input type="checkbox"/> Apply math to work out solutions <input type="checkbox"/> Use hand & power tools & operate equipment/machinery <input type="checkbox"/> Visualize objects in three dimensions from flat drawings	Personal qualities that describe me: <input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated	School subjects that I like: <input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade/Industry courses <input type="checkbox"/> Physics <input type="checkbox"/> Language Arts	Total "X"s in <b>GROUP 13</b>  <hr/>
<b>GROUP 14</b> Activities that describe what I like to do: <input type="checkbox"/> Shop and go to the mall <input type="checkbox"/> Be in charge <input type="checkbox"/> Make displays and promote ideas <input type="checkbox"/> Give presentations and enjoy public speaking <input type="checkbox"/> Persuade people to buy products or to participate in activities <input type="checkbox"/> Communicate my ideas to other people <input type="checkbox"/> Take advantage of opportunities to make extra money	Personal qualities that describe me: <input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive	School subjects that I like: <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Business Education/Marketing <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications	Total "X"s in <b>GROUP 14</b>  <hr/>

GROUP 15 Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total "X"s in GROUP 15  _____
<input type="checkbox"/> Interpret formulas <input type="checkbox"/> Find the answers to questions <input type="checkbox"/> Work in a laboratory <input type="checkbox"/> Figure out how things work and investigate new things <input type="checkbox"/> Explore new technology <input type="checkbox"/> Experiment to find the best way to do something <input type="checkbox"/> Pay attention to details and help things be precise	<input type="checkbox"/> Detail-oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Drafting/Computer Aided Drafting <input type="checkbox"/> Electronics/Computer Networking <input type="checkbox"/> Technical Classes/Technology Education	
GROUP 16 Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total "X"s in GROUP 16  _____
<input type="checkbox"/> Travel <input type="checkbox"/> See well and have quick reflexes <input type="checkbox"/> Solve mechanical problems <input type="checkbox"/> Design efficient processes <input type="checkbox"/> Anticipate needs and prepare to meet them <input type="checkbox"/> Drive or ride <input type="checkbox"/> Move things from one place to another	<input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner	<input type="checkbox"/> Math <input type="checkbox"/> Trade & Industry Courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language	

2. The two groups with the highest scores are:

Group # \_\_\_\_\_ and Group # \_\_\_\_\_

3. Using the list at right, find the titles of the two career clusters that correspond to your highest scores.

**My 2 favorite career clusters are:**

1. \_\_\_\_\_

2. \_\_\_\_\_

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.

**Two occupations I will research are:**

1. \_\_\_\_\_

2. \_\_\_\_\_

### Career Cluster Titles

Group 1. Agriculture, Food Production & Natural Resources..	25
Group 2. Architecture & Construction.....	26
Group 3. Arts, Audiovisual Technology & Communication ...	27
Group 4. Business, Management & Administration .....	28
Group 5. Education & Training .....	29
Group 6. Finance .....	30
Group 7. Government & Public Administration.....	31
Group 8. Health Science.....	32
Group 9. Hospitality & Tourism .....	33
Group 10. Human Services.....	34
Group 11. Information Technology.....	35
Group 12. Law & Public Safety .....	36
Group 13. Manufacturing .....	37
Group 14. Marketing, Sales & Service.....	38
Group 15. Science, Technology, Engineering & Mathematics... 39	
Group 16. Transportation, Distribution & Logistics.....	40

**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.



# 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.



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 Needs  
Do 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.

Can Needs  
Do 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.

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

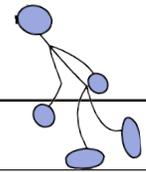
1. \_\_\_\_\_
2. \_\_\_\_\_

Two skills I will work on are:

1. \_\_\_\_\_
2. \_\_\_\_\_



# What I Have Learned About Myself

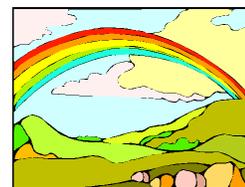


page #	Activity Summary		
3	My dream occupation is:		
5	My preferred learning style is:		
6	I like to work with:		
6	Two occupations I researched that match <i>what I like</i> are:		
9 or 10	My three Holland Code letters are:		
9 or 10	These 3 letters stand for:		
9 or 10	Two occupations I researched that match my <i>Holland Code</i> are:		
15	My two favorite career clusters are:		
15	Two occupations I researched that are in my favorite career clusters are:		
16	My two strongest basic skills are:		
16	Two basic skills I will work on are:		



# What I Have Learned About Myself

## Occupation Summary



Are you still considering your dream occupation?

### YES!

You are probably someone who has a clear picture of who you are, so you weren't at all surprised by the results of the activities in Step 1. If you have found that your dream occupation is still a good match, then prepare for it as you move forward with your career adventure. However, it never hurts to keep an open mind about other occupations. You may find an exciting occupation that you didn't even know existed!

### NO!

You may have learned something from the activities in Step 1 that helped you to realize your dream occupation wasn't as good a match as you thought it was. By researching lots of 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.

### STILL NOT SURE

No worries. You're just getting started on your adventure. Choosing an occupation is difficult for many of us, but if you continue to learn about yourself and the jobs that are out there, you will find a good match.

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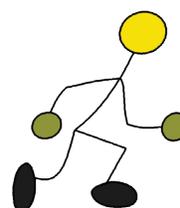
After completing Step 1, I am considering the following occupations:

**My original dream occupation:** \_\_\_\_\_

**A new dream occupation:** \_\_\_\_\_

**Occupation:** \_\_\_\_\_

**Occupation:** \_\_\_\_\_



Now go on to Step 2

# WHAT'S OUT THERE?

## STEP 2:

Learn about Delaware's labor market, including entry wages and education and/or training required. When you are finished with this step, you will have a wealth of occupational information to use in your career decision-making process.

## EXPLORING THE WORLD OF WORK

The world of work is changing faster than ever. It's unlikely that you will stay with one employer for your entire career. In fact, by the age of thirty, you may have already had work experience with a number of different companies.

In these changing times, **YOU** must be the manager of your career. It is important to understand the labor market and to know where you can find the latest information in order to make sound choices throughout your life.

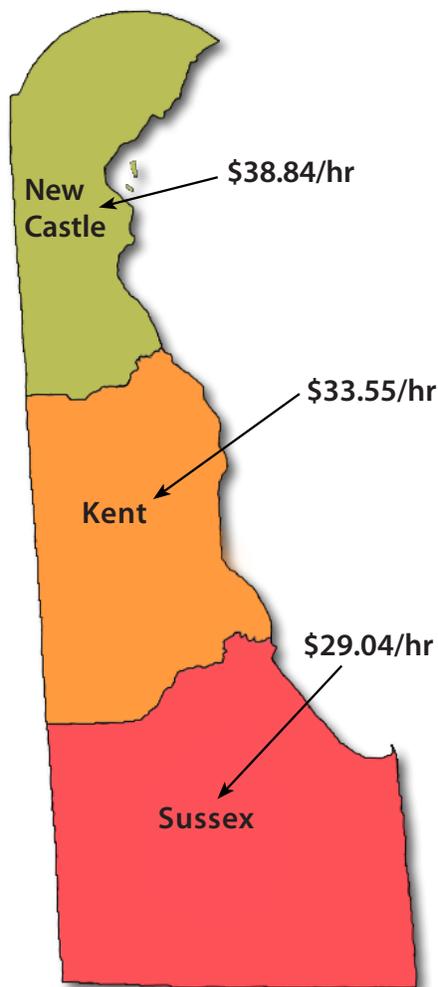
Here are just a few questions that labor market information can answer for you.

- Which occupations are growing?
- What wages can I expect for the jobs that interest me?
- What education or training is needed to be fully qualified for the jobs that interest me?
- What basic skills are needed for the occupations that interest me?
- Does it matter in which industry I choose to work?
- Does it matter where I choose to live?

This step will reveal some current facts about Delaware's labor market, and it will also provide resources and websites that you can use to explore your future employment needs.

### Did you know...

*Computer Programmers* average hourly wages vary from county to county?



### Do the math:

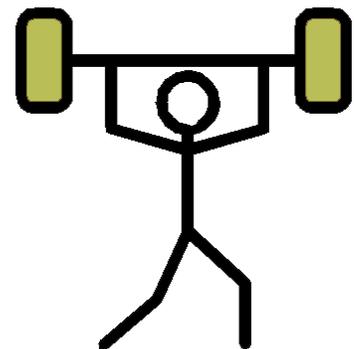
$$\text{NCC: } \$38.84 \times 2,080 = \mathbf{\$80,787/\text{yr}}$$

$$\text{Kent: } \$33.55 \times 2,080 = \mathbf{\$69,784/\text{yr}}$$

$$\text{Sussex: } \$29.04 \times 2,080 = \mathbf{\$60,403/\text{yr}}$$

*\*average hourly wage x 2,080 hours = average annual wage*

This may or may not be important to you, but having this information gives you the power to decide for yourself.



# Labor Market Information (LMI)

## Career Clusters

The US Department of Education developed 16 groups, or clusters, as a way to link school and work, helping you to choose a curriculum which is best suited to your career plans. The graph below shows how many annual job openings each cluster will have from 2010–2020.

Through 2020, the *Marketing, Sales & Service* cluster is expected to generate the most job openings, more than 2,270 annually, while the *Government and Public Administration* cluster is expected to generate the fewest, at just over 90 job openings annually.

*Information Technology* is the highest-paying cluster; its occupations paid an average wage of \$80,562 in 2010. *Hospitality and Tourism* had the lowest average wage; this cluster's occupations paid an average wage of \$23,349 in 2010.



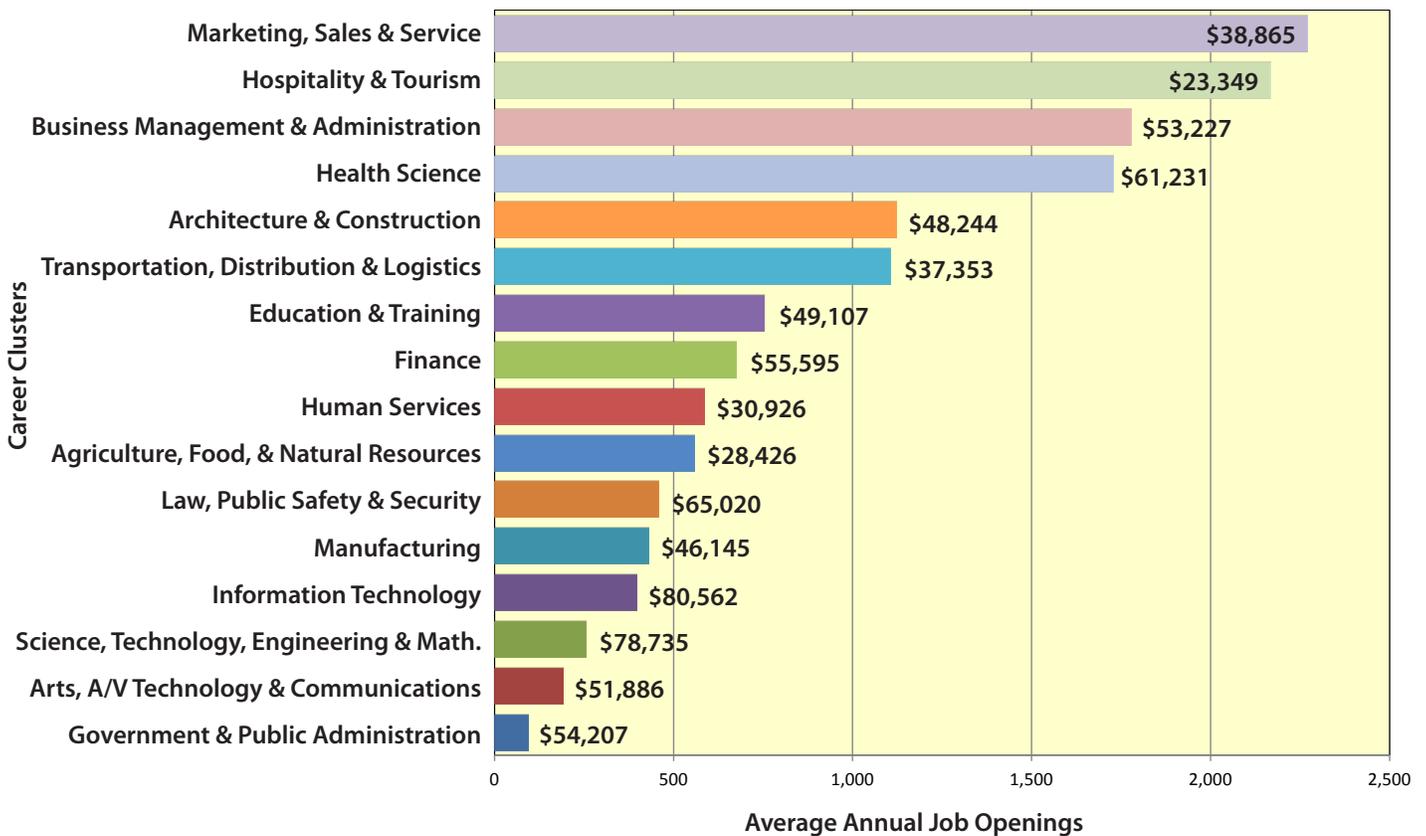
## LMI Resources

[www.delawareworks.com/oolmi](http://www.delawareworks.com/oolmi)  
[www.bls.gov](http://www.bls.gov)  
[www.dol.gov](http://www.dol.gov)  
[www.acinet.org](http://www.acinet.org)

If you have trouble finding the information you need, please give the **Office of Occupational and Labor Market Information** a call: (302) 761-8060

If you would like to order hard-copy LMI publications, please contact Lyn Anderson: (302) 761-8064

Delaware Average Annual Job Openings by Career Cluster, 2010 – 2020  
 Average Annual Wages by Career Cluster, 2010



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

# Delaware Occupations: Most Total Annual Openings

Job Replacements + New Jobs = Total Annual Job Openings

**Job replacements** are openings created because someone retired, was promoted, or left the job for another reason such as illness.

**New jobs** are jobs no one has ever held before. All jobs in a brand new business are new. Growing businesses also create jobs to meet increased demand. These are new jobs.

**Total annual openings** are the sum of job replacements and new jobs.

SOC Code	Occupation Title (Find occupation definitions at: <a href="http://www.onetonline.org">www.onetonline.org</a> )	Estimated Emp. 2010	Projected Emp. 2020	Total Annual Job Openings	Ave. Hourly Entry Wage 2010
41-2011	Cashiers	12,168	13,068	642	\$8.17
41-2031	Retail Salespersons	15,169	16,909	620	\$8.18
29-1141	Registered Nurses	10,426	12,928	439	\$26.82
35-3031	Waiters and Waitresses	7,285	7,959	432	\$8.16
35-3021	Combined Food Preparation and Serving Workers, Inc. Fast Food	9,574	11,022	412	\$7.93
43-4051	Customer Service Representatives	7,623	8,447	299	\$11.97
43-9061	Office Clerks, General	9,558	10,618	275	\$8.71
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	5,479	6,136	241	\$8.33
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	7,912	8,604	218	\$8.18
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	4,879	5,278	182	\$9.46
31-1014	Nursing Assistants	5,533	6,609	179	\$11.14
43-6013	Medical Secretaries	4,267	5,453	176	\$11.54
43-1011	First-Line Supervisors of Office & Administrative Support Workers	4,797	5,213	169	\$16.83
43-4171	Receptionists and Information Clerks	3,265	3,840	157	\$9.11
41-1011	First-Line Supervisors of Retail Sales Workers	5,036	5,362	151	\$14.05
53-3032	Truck Drivers, Heavy and Tractor-Trailer	3,781	4,473	145	\$13.99
13-2011	Accountants and Auditors	4,755	5,156	142	\$19.39
35-2014	Cooks, Restaurant	3,975	4,503	138	\$8.43
37-3011	Landscaping and Groundskeeping Workers	3,212	3,956	132	\$8.94



# Delaware's Fastest Growing Occupations

Job Growth = New Jobs Created

SOC Code	Occupation Title (Find occupation definitions at: <a href="http://www.onetonline.org">www.onetonline.org</a> )	Est. Emp. 2010	Projected Emp. 2020	Average Annual Job Growth Rate	Ave. Hourly Entry Wage 2010
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	144	211	3.89%	\$15.41
47-2022	Stonemasons	27	39	3.75%	\$18.31
47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	134	190	3.55%	\$10.03
29-2032	Diagnostic Medical Sonographers	207	287	3.32%	\$20.79
21-1091	Health Educators	187	256	3.19%	\$18.30
47-3012	Helpers--Carpenters	164	224	3.17%	\$10.22
53-2012	Commercial Pilots	93	126	3.08%	\$25.63
31-2022	Physical Therapist Aides	164	222	3.07%	\$9.01
31-9011	Massage Therapists	185	248	2.97%	\$14.64
47-2072	Pile-Driver Operators	12	16	2.92%	\$12.31
29-1123	Physical Therapists	631	841	2.91%	\$31.17
13-1051	Cost Estimators	720	955	2.86%	\$18.85
43-5032	Dispatchers, Except Police, Fire, and Ambulance	842	1,110	2.80%	\$12.89
51-4021	Extruding & Drawing Mach. Setters, Operators, & Tenders, Metal & Plastic	355	467	2.78%	\$11.34
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,075	1,414	2.78%	\$16.73
33-9011	Animal Control Workers	242	317	2.74%	\$14.13
31-2021	Physical Therapist Assistants	161	210	2.69%	\$19.08
39-5092	Manicurists and Pedicurists	271	353	2.68%	\$8.80
41-3021	Insurance Sales Agents	1,231	1,596	2.63%	\$15.44
51-7021	Furniture Finishers	27	35	2.63%	\$12.44
15-2011	Actuaries	122	158	2.62%	\$32.98
21-1014	Mental Health Counselors	191	247	2.60%	\$14.32
31-1011	Home Health Aides	2,108	2,722	2.59%	\$9.91

# Delaware Career Matrix

The information within the Delaware Career Matrix is organized by the 16 US Department of Education Career Clusters. If the occupations you want to explore are not in the matrix, use O\*NET OnLine to find them: <http://www.onetonline.org>

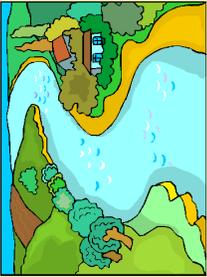
Holland Code (interest code)	SOC Code	2010 Mean Entry Wage (\$)	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.
<p><b>R</b> - Realistic (Doers)  <b>I</b> - Investigative (Thinkers)  <b>A</b> - Artistic (Creators)  <b>S</b> - Social (Helpers)  <b>E</b> - Enterprising (Persuaders)  <b>C</b> - Conventional (Organizers)</p> <p>The Holland Code represents personality characteristics that can be matched to occupational characteristics. To remind yourself of your Holland Code, see p. 9 or 10.</p> <p><b>NOTE:</b> Although it is typical to describe an occupation with a three-letter Holland Code, some occupations have 1, 2, 3, or even 4 letters to describe the work environment. This is because some occupations are heavily weighted toward one characteristic and others are more inclined toward an equal distribution of several types. Do you have one characteristic that is much stronger than the others?</p>	<p>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 definitions.</p> <p>Use the SOC code when looking for occupations at:  <a href="http://www.bls.gov">www.bls.gov</a>                      or  <a href="http://www.onetonline.org">www.onetonline.org</a></p>	<p>The estimated mean entry wage is based on the data collected by the Occupational Employment Statistics program. Wages are published in <i>Delaware Wages 2010</i> by the Delaware Department of Labor, Office of Occupational &amp; Labor Market Information.</p>	<p>Job titles are from the Occupational Employment Statistics (OES) Program or the O*NET Classification System</p>	<p>2010 estimated employment from the Delaware Department of Labor</p>	<p>2020 projected employment from the Delaware Department of Labor</p>
<p>These data are updated and published every two years by the Office of Occupational &amp; Labor Market Information.</p>					

**NOTE:** For more information about occupations, visit:  
 O\*NET OnLine at [www.onetonline.org](http://www.onetonline.org)  
 or the Bureau of Labor Statistics at [www.bls.gov](http://www.bls.gov)



Education	Work experience in a related occupation	Typical on-the-job training needed to attain competency	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<p>= the typical level of education most workers need to enter the occupation</p> <p><b>PhD/Prof</b> Doctoral or professional degree: a doctorate usually requires at least 3 years of full-time academic work beyond a bachelor's degree. A professional degree also usually requires at least 3 years of full-time academic study beyond a bachelor's.</p> <p><b>Mast</b> Master's degree: usually requires 1 or 2 years of full-time academic study beyond a bachelor's.</p> <p><b>Bach</b> Bachelor's degree: generally requires at least 4 yrs, but not more than 5 yrs, of full-time academic study beyond high school.</p> <p><b>Assoc</b> Associate's degree: usually requires at least 2 years but not more than 4 years of full-time academic study beyond high school.</p> <p><b>PS/nd</b> Postsecondary non-degree award: programs lead to a certificate or other award, but not a degree. The certificate is awarded by the educational institution and is the result of completing formal postsecondary schooling.</p> <p><b>SC/nd</b> Some college, no degree</p> <p><b>HS</b> High school diploma or equivalent</p> <p><b>&lt;HS</b> Less than high school</p>	<p>For some occupations, work experience in a related occupation may be a typical method of entry. The majority of occupations in this category are first-line supervisors or managers of service, sales, and production occupations. This metric is meant to capture work experience that is commonly considered necessary by employers, or is a commonly accepted substitute for other, more formal types of training or education.</p> <p>Occupations are assigned one of the following four categories that deal with length of time spent gaining related work experience:</p> <p><b>&gt; (more than) 5 years</b> <b>1 – 5 years</b> <b>&lt; (less than) 1 year</b> <b>None</b></p>	<p>This category encompasses any additional training or preparation that is typically needed, once employed in an occupation, to attain competency in the skills needed in that occupation.</p> <p><b>Int/Res</b> Internship/Residency: training that involves preparation in a field such as medicine or teaching, generally under supervision in a professional setting, such as a hospital or classroom.</p> <p><b>APP</b> Apprenticeship: a formal relationship between a worker and sponsor that consists of a combination of on-the-job training and related occupation-specific technical instruction in which the worker learns the practical and theoretical aspects of an occupation.</p> <p><b>LTOJT</b> Long-term on-the-job training: More than 12 months of on-the-job training or, alternatively, combined work experience and formal classroom instruction.</p> <p><b>MOJT</b> Moderate-term on-the-job training: Skills needed for a worker to attain competency in an occupation that can be acquired during 1 to 12 months of combined on-the-job experience and informal training.</p> <p><b>STOJT</b> Short-term on-the-job training: 1 month or less</p> <p><b>None</b></p>	<p>The most important basic skills for each occupation are shaded green.</p>	<p><b>Skill Definitions</b></p> <p><b>Reading Comprehension</b> Understanding written sentences and paragraphs in work-related documents.</p> <p><b>Active Listening</b> Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, &amp; not interrupting at inappropriate times.</p> <p><b>Writing</b> Communicating effectively in writing as appropriate for the needs of the audience.</p> <p><b>Speaking</b> Talking to others to convey information effectively.</p> <p><b>Mathematics</b> Using mathematics to solve problems.</p> <p><b>Science</b> Using scientific rules and methods to solve problems.</p> <p><b>Critical Thinking</b> Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.</p> <p><b>Active Learning</b> Understanding the implications of new information for both current and future problem-solving and decision-making.</p>						

**NOTE:** Complete definitions for Education and Training classifications can be found at: [www.bls.gov/emp/ep\\_definitions\\_edtrain.pdf](http://www.bls.gov/emp/ep_definitions_edtrain.pdf)



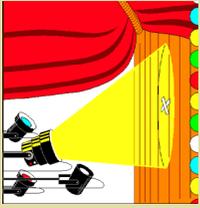
# Agriculture, Food Production & Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.



Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
IR	29-1131	\$112,070	Veterinarians	196	246	PhD/Prof	None	None								
IR	19-1023	\$83,866	Zoologists and Wildlife Biologists	13	12	Bach	None	None								
IRC	17-2081	\$76,606	Environmental Engineers	143	153	Bach	None	None								
IRE	19-1031	\$63,794	Conservation Scientists	29	30	Bach	None	None								
RIC	17-3025	\$53,498	Environmental Engineering Technicians	31	36	Assoc	None	None								
IR	19-1013	\$51,750	Soil and Plant Scientists	74	85	Bach	None	None								
ERC	37-1012	\$51,376	First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	440	538	HS	1-5 yrs	None								
R	39-2011	\$40,269	Animal Trainers	155	168	HS	None	MOJT								
RC	37-3012	\$36,982	Pesticide Handlers, Sprayers, and Applicators, Vegetation	161	173	HS	None	MOJT								
RC	37-2021	\$34,653	Pest Control Workers	180	221	HS	None	MOJT								
RC	53-7081	\$34,632	Refuse and Recyclable Material Collectors	496	614	< HS	None	STOJT								
RCI	49-3041	\$34,570	Farm Equipment Mechanics	76	92	HS	None	LTOJT								
RCE	51-3021	\$33,779	Butchers and Meat Cutters	191	208	< HS	None	LTOJT								
RI	29-2056	\$29,640	Veterinary Technologists and Technicians	257	297	Assoc	None	None								
RC	37-3011	\$24,960	Landscaping and Groundskeeping Workers	3,212	3,956	< HS	None	STOJT								
RC	39-2021	\$23,982	Nonfarm Animal Caretakers	871	965	< HS	None	STOJT								
R	45-2093	\$23,650	Farmworkers, Farm and Ranch Animals	462	483	< HS	None	STOJT								





# Arts, Audiovisual Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.



Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
AE	27-1011	\$83,179	Art Directors	60	65	Bach	1-5 yrs	None								
AE	27-2041	\$81,578	Music Directors and Composers	27	27	Bach	1-5 yrs	None								
AIC	27-3042	\$62,587	Technical Writers	114	135	Bach	1-5 yrs	STOJT								
AER	27-1021	\$62,442	Commercial and Industrial Designers	24	22	Bach	None	None								
AEC	27-3041	\$61,672	Editors	232	250	Bach	1-5 yrs	None								
AE	27-3043	\$59,363	Writers and Authors	234	271	Bach	None	LTOJT								
EAS	27-3031	\$58,968	Public Relations Specialists	946	1,092	Bach	None	MOJT								
RE	49-9052	\$55,494	Telecommunications Line Installers and Repairers	1,361	1,559	HS	None	LTOJT								
CE	23-2091	\$53,040	Court Reporters	76	89	PS/nd	None	STOJT								
RIC	49-2022	\$52,395	Telecommunications Equipment Installers and Repairers, Except Line Installers	451	542	PS/nd	None	MOJT								
EC	25-4012	\$52,166	Curators	51	59	Mast	None	None								
ARE	27-1024	\$48,402	Graphic Designers	506	572	Bach	None	None								
AR	27-1027	\$46,862	Set and Exhibit Designers	13	15	Bach	None	None								
RCI	27-4012	\$46,571	Broadcast Technicians	35	44	Assoc	None	STOJT								
RIC	27-4011	\$44,866	Audio and Video Equipment Technicians	97	113	PS/nd	None	MOJT								
AES	27-3011	\$42,578	Radio and Television Announcers	43	54	Bach	None	None								
AR	27-4021	\$32,843	Photographers	220	237	HS	None	LTOJT								





# Education & Training

Planning, managing and providing education and training services, and related learning support services.



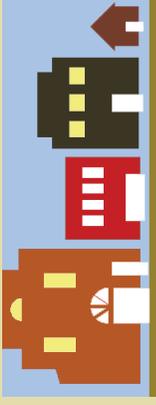
Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
ESC	11-9032	\$102,308	Education Administrators, Elementary and Secondary School	605	638	Mast	1-5 yrs	None								
SIE	25-9031	\$62,005	Instructional Coordinators	421	485	Mast	> 5 yrs	None								
SI	25-2054	\$61,231	Special Education Teachers, Secondary School	220	227	Bach	None	Int/Res								
CSE	25-4021	\$60,778	Librarians	482	509	Mast	None	None								
SE	21-1091	\$59,592	Health Educators	187	256	Bach	None	None								
S	21-1012	\$57,699	Educational, Guidance, School, and Vocational Counselors	919	1,048	Mast	None	None								
SA	25-2053	\$55,672	Special Education Teachers, Middle School	298	344	Bach	None	Int/Res								
SA	25-2031	\$55,483	Secondary School Teachers, Exc. Special & Vocational Ed.	3,025	3,101	Bach	None	Int/Res								
SA	25-2021	\$54,702	Elementary School Teachers, Except Special Education	3,604	4,032	Bach	None	Int/Res								
SA	25-2022	\$54,226	Middle School Teachers, Exc. Special & Vocational Ed.	2,499	2,797	Bach	None	Int/Res								
SA	25-2012	\$52,521	Kindergarten Teachers, Except Special Education	374	422	Bach	None	Int/Res								
SEC	11-9031	\$51,064	Ed. Administrators, Preschool & Child Care Center/Program	296	332	Bach	1-5 yrs	None								
SAE	25-3011	\$50,502	Adult Basic & Secondary Ed. & Literacy Teachers & Instructors	307	338	Bach	None	Int/Res								
SR	25-1194	\$47,757	Vocational Education Teachers, Postsecondary	332	363	Bach	1-5 yrs	None								
SAE	25-3021	\$46,654	Self-Enrichment Education Teachers	456	534	HS	1-5 yrs	None								
CS	25-4031	\$35,714	Library Technicians	265	288	PS/nd	None	None								
SC	25-9041	\$27,920	Teacher Assistants	2,148	2,370	HS	None	STOJT								
SA	25-2011	\$24,690	Preschool Teachers, Except Special Education	1,890	2,117	Assoc	None	None								



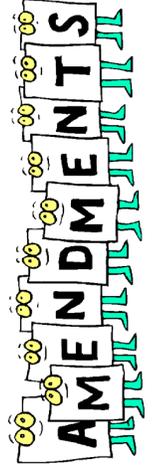
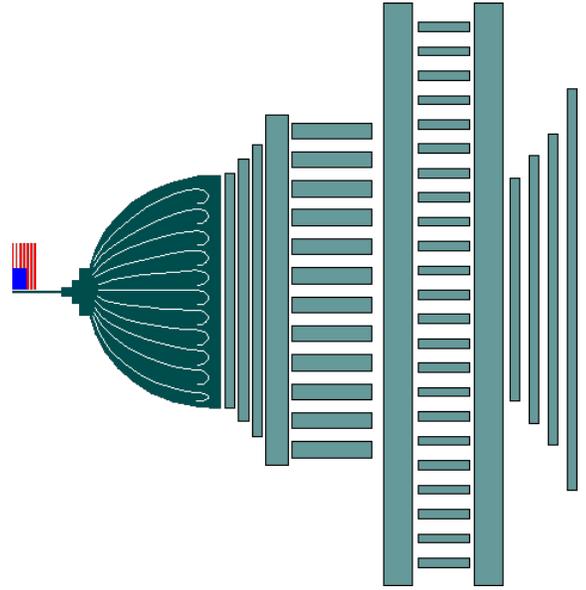


# Government & Public Administration

Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.



Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
EC	13-2061	\$83,283	Financial Examiners	168	180	Bach	None	MOJT								
SE	11-9161	\$63,981	Emergency Management Directors	15	16	Bach	1-5 yrs	LTOJT								
ES	11-9151	\$61,048	Social and Community Service Managers	718	829	Bach	1-5 yrs	None								
IEA	19-3051	\$60,611	Urban and Regional Planners	196	211	Mast	None	None								
CIR	13-1041	\$57,970	Compliance Officers	1,089	1,256	Bach	None	MOJT								
CER	43-4031	\$32,510	Court, Municipal, and License Clerks	705	745	HS	None	MOJT								







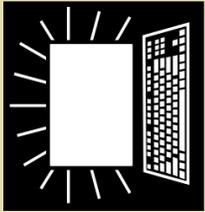
# Hospitality & Tourism

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



Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
ECS	11-9081	\$75,462	Lodging Managers	135	144	HS	1-5 yrs	None								
ECR	11-9051	\$68,016	Food Service Managers	389	463	HS	1-5 yrs	None								
ECS	39-1021	\$37,315	First-Line Supervisors of Personal Service Workers	1,052	1,171	HS	1-5 yrs	None								
ECR	35-1012	\$35,610	First-Line Supervisors of Food Preparation & Serving Workers	2,821	3,108	HS	1-5 yrs	None								
RC	37-2011	\$24,357	Janitors & Cleaners, Ex. Maids and Housekeeping Cleaners	7,912	8,604	< HS	None	STOJT								
ECR	35-3011	\$24,336	Bartenders	1,770	1,925	< HS	None	STOJT								
RE	35-2014	\$23,608	Cooks, Restaurant	3,975	4,503	< HS	< 1 yrs	MOJT								
SEC	35-3031	\$21,403	Waiters and Waitresses	7,285	7,959	< HS	None	STOJT								
CE	43-4081	\$21,237	Hotel, Motel, and Resort Desk Clerks	727	782	HS	None	STOJT								
SRE	35-3041	\$21,174	Food Servers, Nonrestaurant	451	504	< HS	None	STOJT								
RC	35-2021	\$20,717	Food Preparation Workers	1,662	1,866	< HS	None	STOJT								
RC	37-2012	\$19,802	Maids and Housekeeping Cleaners	2,708	2,962	< HS	None	STOJT								
RSE	35-3022	\$19,781	Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	1,530	1,654	< HS	None	STOJT								
ECR	39-3091	\$18,866	Amusement and Recreation Attendants	721	815	< HS	None	STOJT								
RC	35-9021	\$18,782	Dishwashers	1,670	1,783	< HS	None	STOJT								
ES	35-9031	\$18,117	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	1,331	1,392	< HS	None	None								
RCS	35-9011	\$18,013	Dining Room & Cafeteria Attendants & Bartender Helpers	1,005	1,120	< HS	None	STOJT								
CRE	35-3021	\$17,763	Combined Food Prep. and Serving Workers, Incl. Fast Food	9,574	11,022	< HS	None	STOJT								





# Information Technology

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



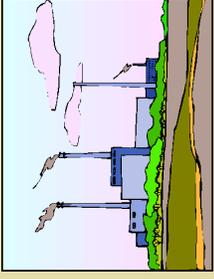
Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
ECI	11-3021	\$130,541	Computer and Information Systems Managers	1,598	1,656	Bach	> 5 yrs	None								
ICR	15-1133	\$98,114	Software Developers, Systems Software	1,260	1,394	Bach	None	None								
IRC	15-1132	\$84,635	Software Developers, Applications	1,867	2,148	Bach	None	None								
CI	15-1141	\$82,014	Database Administrators	575	673	Bach	1-5 yrs	None								
ICR	15-1121	\$80,038	Computer Systems Analysts	2,976	3,315	Bach	None	None								
IC	15-1131	\$78,853	Computer Programmers	1,232	1,263	Bach	None	None								
IRC	15-1142	\$68,640	Network and Computer Systems Administrators	854	1,069	Bach	None	None								
RIC	15-1150	\$51,314	Computer User and Network Support Specialists	2,084	2,329	SC, nd	None	MOJT								
CR	43-9011	\$39,354	Computer Operators	552	517	HS	None	MOJT								
RCI	49-2011	\$31,762	Computer, Automated Teller, and Office Machine Repairers	264	262	PS/nd	None	None								





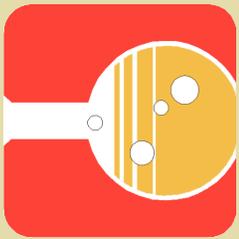
# Manufacturing

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.



Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
EC	11-3051	\$103,064	Industrial Production Managers	379	418	Bach	1-5 yrs	None								
RC	49-2095	\$68,307	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	270	284	PS/nd	None	LTOJT								
CE	13-1023	\$67,454	Purchasing Agents, Exc. Wholesale, Retail, & Farm Products	694	707	HS	None	LTOJT								
ECR	49-1011	\$64,126	First-Line Supervisors of Mechanics, Installers, and Repairers	1,239	1,338	HS	1-5 yrs	None								
RIC	49-2094	\$61,672	Electrical and Electronics Repairers, Commercial and Industrial Equipment	324	355	PS/nd	None	LTOJT								
ERC	51-1011	\$59,155	First-Line Supervisors of Production and Operating Workers	1,417	1,493	PS/nd	1-5 yrs	None								
RIC	49-9041	\$51,813	Industrial Machinery Mechanics	695	784	HS	None	LTOJT								
RI	17-3027	\$50,170	Mechanical Engineering Technicians	156	164	Assoc	None	None								
IRC	17-3026	\$48,755	Industrial Engineering Technicians	120	129	Assoc	None	None								
RCI	51-4041	\$46,800	Machinists	475	542	HS	None	LTOJT								
RC	51-8031	\$42,390	Water and Liquid Waste Treatment Plant & System Operators	324	388	HS	None	LTOJT								
RC	51-4121	\$42,349	Welders, Cutters, Solderers, and Brazers	501	627	HS	< 1 yrs	MOJT								
RCI	51-9023	\$41,080	Mixing and Blending Machine Setters, Operators, & Tenders	144	211	HS	None	MOJT								
CR	51-9061	\$36,566	Inspectors, Testers, Sorters, Samplers, and Weighers	1,129	1,284	HS	None	MOJT								
RC	49-9091	\$36,338	Coin, Vending, and Amusement Machine Servicers and Repairers	174	219	HS	None	STOJT								





# Science, Technology, Engineering & Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.



Holland Code	SOC Code	2010 Mean Entry Wage	Occupation Title	2010 Est. Empl.	2020 Proj. Empl.	Education	Work experience in a related occupation	On-the-job training	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
ERI	11-9041	\$132,434	Architectural and Engineering Managers	437	454	Bach	> 5 yrs	None								
CIE	15-2011	\$102,378	Actuaries	122	158	Bach	None	LTOJT								
IAR	19-1021	\$94,786	Biochemists and Biophysicists	115	141	PhD/Prof	None	None								
IR	19-2032	\$89,003	Materials Scientists	87	94	Bach	None	None								
ICE	17-2112	\$88,046	Industrial Engineers	620	655	Bach	None	None								
IR	17-2071	\$87,027	Electrical Engineers	880	935	Bach	None	None								
IRC	15-1111	\$85,717	Computer and Information Research Scientists	81	95	PhD/Prof	None	None								
ICRE	17-2111	\$81,224	Health & Safety Engs, Exc. Mining Safety Engs & Inspectors	64	79	Bach	None	None								
IRC	17-2141	\$80,579	Mechanical Engineers	569	652	Bach	None	None								
IR	19-2042	\$79,040	Geoscientists, Except Hydrologists and Geographers	40	49	Bach	None	None								
ICE	15-2031	\$68,661	Operations Research Analysts	208	225	Bach	None	None								
IR	19-1022	\$61,672	Microbiologists	107	116	Bach	None	None								
IRC	19-2041	\$59,842	Environmental Scientists and Specialists, Including Health	401	460	Bach	None	None								
IRC	19-4031	\$53,102	Chemical Technicians	617	655	Assoc	None	MOJT								
RC	17-3031	\$41,579	Surveying and Mapping Technicians	127	137	HS	None	MOJT								
IRC	19-4091	\$35,610	Environmental Science & Protection Technicians, Incl. Health	124	144	Assoc	None	MOJT								
CI	19-4061	\$33,238	Social Science Research Assistants	100	112	Assoc	None	None								



# HOW DO I DECIDE?

## STEP 3:

How much education or training do you need or want? What wages do you hope to make? Where do you want to live? Combine all that you have learned in Steps 1 and 2 with what you will learn in Step 3 to refine your occupational choices.

## HOW MUCH EDUCATION DO I NEED OR WANT?

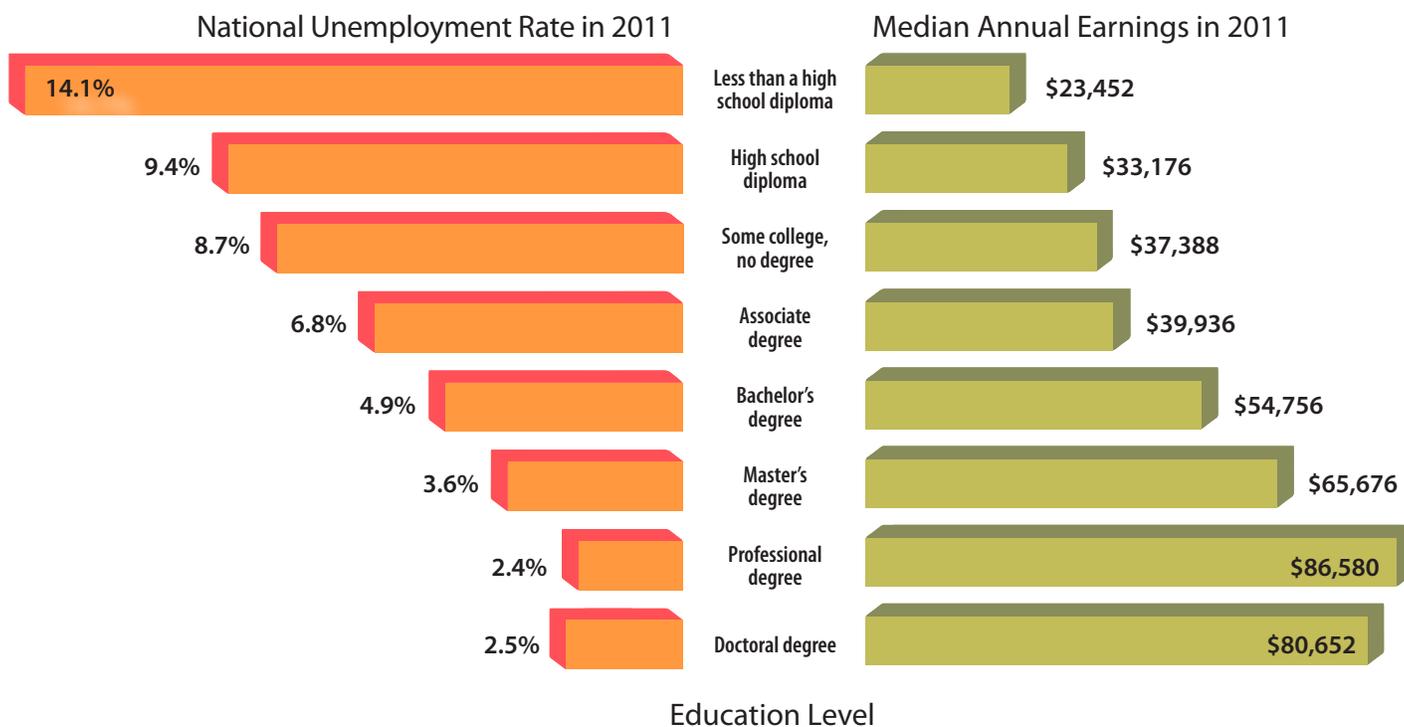
How much education would you like to attain now, or eventually?  
Ask yourself:

- Will an education help me meet my occupational goals?
- Will it be worth it to me financially?
- What kind of education suits my personality and learning style?



Add your desired level of education or training to the *Occupation Comparison Chart* on page 45 – Column 1 (My Profile), Row 4 (Education).

### Education Pays in Higher Earnings and Lower Unemployment Rates



**NOTE:** Data are for persons 25 and over. Earnings are for full-time wage and salary workers, nationally.

**Source:** U.S. Bureau of Labor Statistics, January 28, 2013

# What Wages Do I Hope to Earn?



It's never too early to explore the role that money will play in your life.

- Do you need just enough money to be comfortable?
- How do you define “comfortable”?
- Do you want a big house, an expensive car, and a second home?
- Do you want a large family?
- Will you manage with less because the occupation you want to pursue is low wage?
- Do you want a pet?
- How is your health?
- Do you have expensive hobbies?

**This budget is designed to help you understand your personal financial needs and desires. There are no right or wrong answers.**

## Build a Budget

### 1. My Budget

Look over the worksheet on the next page. This budget is based on a taxable income of \$35,000/yr or \$2,916/month.

#### Deductions

After deducting \$1,408 for taxes, insurance, pension, and savings, the net monthly take-home pay is \$1,508. This is the amount left to pay monthly living expenses and to, hopefully, have a little fun.

#### Expenses

What do you need to include in your expenses? Certainly, you need groceries and a place to live. Will your job require clothes that you don't currently own? How will you get to work? Will you need a car or can you take public transportation? Would you need to spend some of your income on veterinary care and dog food? Do you have a hobby that requires monthly expenditures?

Keep your personal lifestyle and future needs in mind as you complete the budget for two occupations.

### 2. Directions: *My Budget*

#### Row 1

Write down two occupation titles.

#### Row 2

Under each occupation, write its annual entry wages\*.

#### Row 3

Divide by 12 to convert the annual wages to gross monthly wages.

#### Rows 4 – 9

Do the math for each row.

#### Example:

Row 3 (Gross Monthly Wages)

x

Row 4 calculation rate (15% or .15)

=

the amount being taken out of your monthly wages for Federal taxes.

Federal and state tax rates are dependent on your income bracket. See the tables beneath the worksheet to find out in which bracket you fall.

#### Row 10

Total your taxes, deductions & savings for Rows 4 – 9.

#### Row 11

Subtract Row 10 from Row 3 to find out what your net monthly take-home pay will be.

#### Rows 12 – 22

Do your research to estimate your expenses in this section. Look in the classifieds or go online to find out what apartments cost. Or, use the average costs in the *Where Do You Want to Live* table on page 44 as a guide. How far will you have to drive? How much is gas? Can you take public transportation or even walk or bike to work? What is your monthly phone bill? Make your best guess as to what your expenses will be.

#### Row 23

Total all your expenses from Rows 12 – 22 to get your total expenses.

#### Row 24

Subtract your expenses (Row 23) from your Net Take-Home pay (Row 11).

### 3. Budget Review

How does your budget look? Do you have any money left or will you need to cut your expenses? Can you share an apartment? Can you find a cheaper car or a cheaper phone plan? Can you save more? Based on what you have learned, write your desired entry wage on the bottom of page 43.

\*To find wage information, go to: <http://www.onetonline.org>. Enter your occupation into the **Occupation Quick Search** box. Choose your occupation from the generated list. Scroll to the bottom of the **Summary Report** page and under the header, **Wages and Employment Trends**, choose the state in which you are interested. Your first job will most likely fall into the 10% category. This means that 10% of workers earn less and 90% of workers earn more than the estimated wage. You will earn more with experience.

# My Budget

	Monthly Budget Items	Sample Budget (\$)	Sample Calculation Rate (%)	Occupation 1	Occupation 2
1	Occupation Title				
2	Annual Entry Wages	\$35,000			
3	Gross Monthly Wages (row 2÷12 months)	\$2,916			
<b>MONTHLY TAXES, DEDUCTIONS &amp; SAVINGS</b>					
4	Federal	437	15.0%		
5	State	160	5.5%		
6	Social Security	181	6.2%		
7	Health Insurance	140	4.8%		
8	Personal Insurance & Pension	344	11.8%		
9	Savings*	146	5.0%		
10	<b>Total Taxes, Deductions &amp; Savings</b> (add 4 to 9)	<b>\$1,408</b>			
11	<b>Net Monthly Take-Home Pay</b> (row 3 - row 10)	<b>\$1,508</b>			
<b>MONTHLY EXPENSES</b>					
12	Housing (sample budget assumes 3 roommates)	250	your 1/4 share		
13	Grocery Items	200			
14	Utilities	52	your 1/4 share		
15	Transportation	100	gas		
16	Clothing	100			
17	Phone	75	limited texting		
18	Cable TV/Internet	35	your 1/4 share		
19	Entertainment	100			
20	Other	250	car payment		
21	Other	75	car maintenance		
22	Other	no	student loan		
23	<b>Total Monthly Expenses</b> (add rows 12 to 22)	<b>\$1,237</b>			
24	<b>Take Home Pay – Total Expenses</b> (row 11 - row 23)	<b>+\$271</b>			

\*Although this is not a mandatory monthly deduction, try to get into the habit of putting aside savings every month.

2013 Delaware Tax Bracket (Single) Marginal Tax Rate (\$)	2013 Federal Tax Bracket (Single) Marginal Tax Rate (\$)
2,000 – 5,000 .....2.2%	0 – 8,700.....10%
5,000 – 10,000 .....3.9%	8,700 – \$35,350 .....15%
10,000 – 20,000 .....4.8%	35,350 – \$85,650 .....25%
20,000 – 25,000 .....5.2%	85,650 – \$178,650 .....28%
25,000 – 60,000 .....5.5%	178,650 – \$388,350 .....33%
60,000+ .....6.9%	388,350+ .....35%

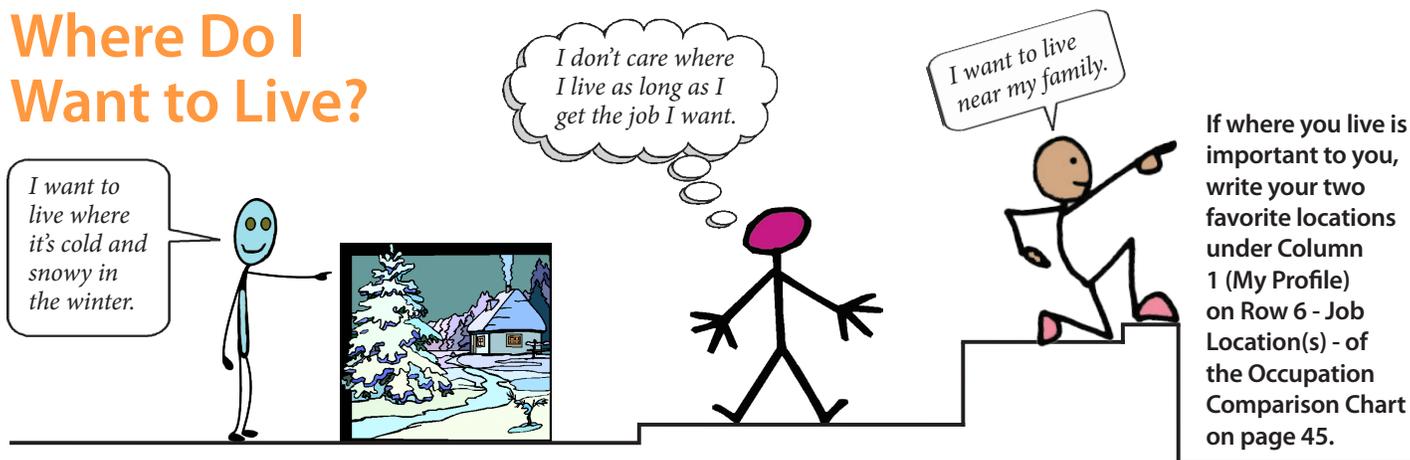


Write your desired wage under Column 1 (My Profile) on Row 5 (Entry Wage) of the Occupation Comparison Chart on page 45.

Based on this budgeting exercise, I would like to earn an entry wage of: \$ \_\_\_\_\_



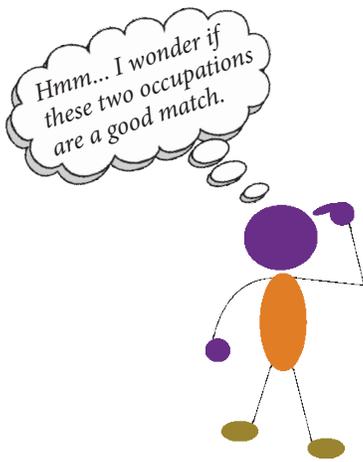
# Where Do I Want to Live?



Consider the cost of living in your decision-making. Look at the table below to see the cost of goods and services in different locations.

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
<b>Delaware</b>												
Dover	903	201.69	3.482	93.67	15.17	10.83	2.72	1.56	3.55	4.05	8.00	1.59
Wilmington	970	214.88	3.628	80.00	15.33	11.50	2.70	1.59	3.40	3.94	8.00	1.54
<b>Northeast</b>												
Boston, MA	1,755	250.49	3.706	149.00	15.29	11.22	2.72	1.61	4.04	5.18	8.60	1.69
Portland, ME	1,248	181.77	3.628	97.50	13.12	9.36	2.41	1.78	3.15	3.67	8.15	1.60
Manhattan, NY	3,902	231.45	3.967	154.75	22.21	13.33	2.34	2.40	4.38	5.08	10.88	2.00
Philadelphia, PA	1,226	208.52	3.622	113.18	16.22	10.39	2.13	1.72	4.13	3.97	9.90	1.73
<b>Southeast</b>												
Blacksburg, VA	757	123.08	3.560	92.00	11.22	10.00	2.47	1.37	3.03	3.74	11.00	1.36
Louisville, KY	776	140.20	3.494	82.28	11.33	9.25	2.00	1.49	3.13	3.18	10.00	1.46
Atlanta, GA	888	155.00	3.495	91.78	14.57	11.04	2.09	1.76	3.94	3.80	8.00	1.73
Orlando, FL	815	184.65	3.576	84.11	12.53	10.06	2.70	1.50	3.24	3.50	10.00	1.57
<b>North Central</b>												
Des Moines, IA	611	131.78	3.342	85.70	12.86	7.72	1.90	1.48	3.35	3.45	9.33	1.30
Chicago, IL	1,277	179.77	4.233	84.46	16.05	10.98	2.51	1.63	3.65	3.39	8.78	1.68
Wichita, KS	658	139.46	3.447	91.60	15.75	9.09	2.14	1.23	3.19	3.45	7.99	1.36
<b>South Central</b>												
Denver, CO	904	136.47	3.537	126.82	14.76	10.37	2.09	1.44	3.23	3.21	9.00	1.36
Dallas, TX	799	210.42	3.442	121.80	16.77	9.48	2.22	1.52	3.35	3.50	9.44	1.61
Tucson, AZ	798	151.47	3.407	117.00	13.45	8.78	1.80	1.50	3.20	3.71	8.00	1.48
<b>West</b>												
Anchorage, AK	1,269	178.22	3.945	157.75	21.00	10.14	2.24	2.03	4.47	4.78	10.00	2.05
San Diego, CA	1,752	144.09	3.891	99.36	17.26	11.50	2.28	1.82	4.24	4.50	8.00	1.66
Bozeman, MT	739	164.07	3.357	116.57	13.00	9.67	2.40	1.64	3.30	4.61	8.00	1.71
Portland, OR	1,603	165.14	3.899	127.25	17.23	10.10	2.10	1.28	3.45	3.95	8.67	1.77
Honolulu, HI	2,646	366.18	4.244	121.02	15.10	10.35	3.28	2.88	4.69	6.58	11.99	1.96

**NOTE:** Data are taken from the ACCRA Cost of Living Index 2012 Annual Average Data, published January, 2013.



# How Do I Match Up?

Complete this chart to evaluate all that you have learned about yourself and the world of work.

### Column 1

Complete this column with information you have discovered about yourself. Use the page numbers and resources provided.

### Columns 2 & 3

Complete these columns for the two occupations you want to compare. 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](http://www.onetonline.org)



## Occupation Comparison Chart

		Column 1	Column 2	Column 3
	Job Attribute	My Profile	Occupation 1	Occupation 2
1	Occupation Title	my name date		
2	Holland Code (RIASEC) (Interest code)	p. 9 or 10		
3	Career Clusters	p. 15		
4	Education	p. 41		
5	Entry Wage	p. 43		
6	Job Location(s)	p. 44		
7	Basic Worker Skills (from the matrix or <a href="http://www.onetonline.org">www.onetonline.org</a> )	p. 16		
8	Job Openings/Growth (from pp. 21 & 22 or <a href="http://www.onetonline.org">www.onetonline.org</a> )	<i>Are you looking for an occupation that is growing? How important is it to you? Keep this in mind.</i>		

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?

## Analysis

### Occupation Comparison Chart

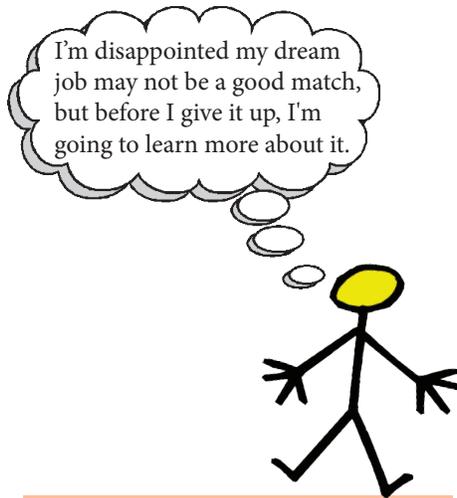
1. On the previous page in Columns 2 & 3, circle each item that matches or is pretty close to matching your personal profile in Column 1.

**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. It might also be a close match if the A and I are switched (IAR), unless your Artistic personality is extremely dominant. Use your judgment.

2. Now determine which of the two occupations from the chart matches your personal profile better. Complete the sentence at the bottom of this page – *This occupation is my best match so far:* – with the name of that occupation.

3. Complete the second sentence – *I am also considering this occupation:* – with another occupation if you also believe it could be a good match.

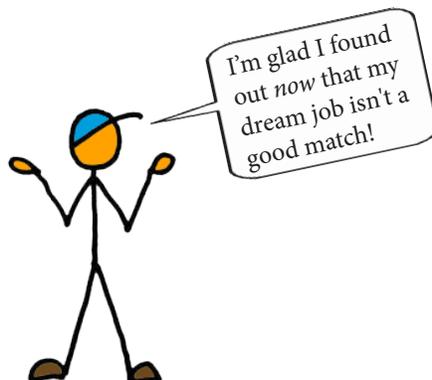
4. If you are not satisfied with your results, fill out the *Occupation Comparison Chart* again. This time, use two different occupations that you identified in Steps 1 – 3 to see how well they match your profile. Or you may want to research different occupations from O\*Net. It's possible that the best match for you is an occupation that, at this time, you don't even know exists.



## Reality Check

### Do you still want to consider your dream occupation from Step 1?

If your dream occupation didn't make it to this page as a good match, but you're not ready to let it go, then it's worth researching in the real world. Written activities are great tools to help you determine patterns and to set a course, but they shouldn't be used alone to drive your decision-making. See if you can interview someone, or volunteer, or intern in your dream job to gain a better understanding of what the occupation really entails. It will be worth it to you in the long run.



### What to do if your dream job is not a good match after all:

#### 1. Enjoy your dream as an avocation.

You may enjoy writing but you don't have the self-discipline required to make a living as a novelist. Find a more suitable occupation for your day job, but don't give up your writing. It may take you a long time, but if you keep working at it, your novel will be finished one day.

#### 2. Find a different occupation in the same field of interest.

What if you don't have the talent to make it as a professional athlete? You might find career satisfaction as a coach, a trainer, an agent, a team marketing specialist, a sports writer, or a field maintenance worker. There are many occupations in which you can indulge your love of sports and still earn a good living.

#### 3. Consider the same occupation in a different environment.

If you have dreamt of becoming a teacher, but you realize you're not cut out to teach in a classroom, consider other teaching environments. Perhaps you could tutor students privately or teach online classes. Determine which kind of environment you do enjoy and research teaching jobs that fulfill that need.

## What Next?

Everything you've done thus far in the *Delaware Career Compass* has been on paper or on the computer. The activities and research have provided you with occupational patterns to get you started on your career adventure, but nothing can take the place of going into the real world to try out jobs firsthand.

This occupation is my best match so far: \_\_\_\_\_

I am also considering this occupation: \_\_\_\_\_



Go on to Step 4

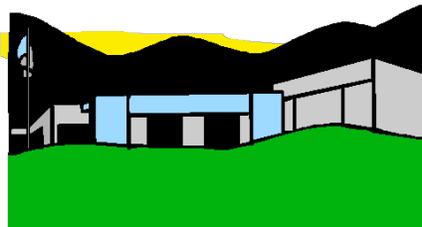
# HOW DO I DO IT?

## STEP 4:

Take your goals and make them a reality. Whether you're looking for additional training or education, looking into the military, or thinking about employment, this step will provide you valuable assistance.

## MAKE THE MOST OF HIGH SCHOOL

1. Take a variety of classes to discover what you're good at and what interests you. Take a chance – try something new.
2. Consider Tech Prep and/or Career & Technical Education (CTE). Join a CTE organization.
3. Appreciate the diversity of your classmates. Learn to work with all types of people. Move out of your comfort zone.
4. Choose a career pathway that matches your interests and skills.
5. Take advantage of extracurricular activities that interest you. Try sports, clubs, music, community theater, scouts, babysitting, lawn care, photography, etc., to learn new skills, build character, and practice responsibility.
6. Build leadership skills. Resist the temptation to sit on the sidelines; show and use all your abilities.
7. Get really, really, really good at something – anything.
8. Explore career options. Conduct informational interviews (ask prepared questions) with people who are in occupations that you may want to pursue.
9. Ask family members what paths they took to reach their current jobs and what they learned from their journeys. Shadow them at their jobs for a day.
10. Be curious. 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.
11. Research the details of occupations on O\*NET OnLine.
12. Volunteer to work in a job that you think might be a good career match. What you perceive about an occupation is very often different from the reality of it.
13. Find a summer job that will provide you with more insight into the world of work and how you fit in.
14. Make mindful decisions. 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.
15. Reflect on everything you try and all that you learn.



### A Word to the Wise

Self-reliance and a positive attitude are your keys to finding opportunities and making career choices that will be right for you and will provide you with rewarding experiences in the world of work.

#### You can't go wrong if you:

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

# 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.

## Graduation Requirement

The career pathway graduation requirement can be fulfilled 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 numbers 1 and 2 – this is called an Integrated Career Pathway (ICP)

These career pathways must:

- incorporate secondary education & 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. Dept. of Education Career Clusters.



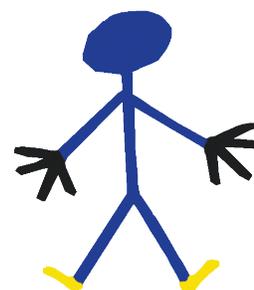
1. **Career and Technical Education (CTE) Pathways** are specific within Career & Technical Education programs. Career and Technical Education (CTE) prepares students for employment and/or postsecondary education in current or emerging professions.
2. **Academically-Focused Career (AFC) Pathways** utilize 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 a Pathway?

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.



I need to learn about my pathway options so I can make a good choice.



# Career & Technical Education Pathways

## Agriscience

**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.

**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.

**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.

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

**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.

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## Family & Consumer Sciences

**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.

**Family and Community Services** – We all need a “little help from our friends.” This pathway focuses on helping families. 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.

**Food Preparation and Production** – 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.

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

## 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.

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## Health Sciences

**Biotechnology Laboratory Technician** – assist biological and medical scientists; conduct laboratory tests and experiments.

**Dental Assisting** – perform many tasks, ranging from patient care to record keeping, in a dental office. Their duties can vary by dentists' offices where they work.

**Emergency Medical Technician** – care for the sick or injured in emergency medical settings. People's lives often depend on their quick reaction and competent care. Respond to emergency calls, performing medical services and transporting patients to medical facilities.

**Medical Assisting** – perform administrative and clinical tasks in the offices of physicians, podiatrists, chiropractors, and other health practitioners. Their duties can vary with the location, specialty, and size of the practice.

**Medical Insurance Coder/Biller** – organizes and manages health information data by ensuring its quality, accuracy, accessibility, and security in both paper and electronic systems. They use various classification systems to code and categorize patient information for reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories.

**Medical Laboratory Technician/Assistant** – collect samples and perform tests to analyze body fluids, tissue, and other substances.

**Nurse Assisting** – help provide basic care for patients in hospitals and residents of long-term care facilities, such as nursing homes.

**Pharmacy Technicians** are responsible for assisting the pharmacist in serving patients, maintaining medications and inventory control systems, and participating in the administration and management of the pharmacy practice. Through this training, students will qualify to take the certification exam administered through the Pharmacy Technician Certification Board (PTCB).

**Physical Therapy Aide** – assist patients who are recovering from injuries, illnesses, and surgeries regain movement and manage pain. PT aides work under the direction of physical therapists.

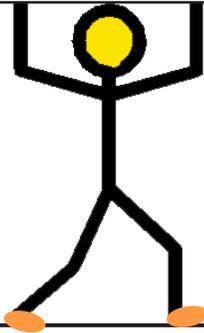


[Read about more pathways](#)



## Career and Technical Education Pathways (continued)

*Based on everything I've learned about myself and the world of work, I think Marketing Communications will be just the right pathway for me.*



### 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.

**Digital Business Communications** careers involve creating, designing and producing interactive multimedia products and services, including development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications and marketing. Businesses of all types and sizes use digital media (the World Wide Web, CD-ROM, DVD) to communicate with existing and potential customers, to track transactions, and to collaborate with colleagues.

### 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

Most of these pathways are offered mainly through the three county career and technical school districts in Delaware. Skilled & 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  
Heating, Ventilation, & Air Conditioning Technologies  
Welding Technologies

### Technology Education

**Audio Radio and Video Engineering** – Students explore, develop, and understand the foundations of audio and video creation, the use of studio equipment, and how to produce and edit audio and video content.

**CAD** – Students learn the skills to produce architectural and mechanical drawings and understand how these skills are applied to create solutions to design problems. Students additionally learn how to understand drafting and CAD conventions to communicate design ideas.

**Communication Technology** – Students apply creativity and technical skills in the area of communication technology. Students gain knowledge of the principles and elements of design, digital image manipulation, and management with a strong emphasis on design layout, text, page composition, and the business aspects of printing, through practical image manipulation and good design principles.

**Construction and Manufacturing** – Students learn the fundamentals of construction and manufacturing technologies, the safe use of tools, equipment, materials, and supplies through the production of construction and manufacturing products.

**Graphic Design & Production** – Students learn the processes of layout and design in various page layout software programs, output devices, and equipment that are used in the graphic design & production industry to produce products.

**Processes of Design and Engineering** – Students learn the foundations of design and engineering to apply strategies for designing, problem-solving, prototyping and solving of engineering design problems.

# Should I Be a Delaware Career & Tech Ed Student?



## Answer these questions:

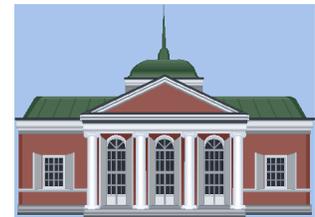
1. Would you like to know more about high-skill, high-wage, and high-demand career opportunities?
2. How does earning college credit while you are still in high school sound to you?
3. Would you like to look for a career where an employer might pick up the tab for some of your college expenses?
4. Do 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 Career & Tech. Ed.

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 you 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, health, medical technologies, and transportation technologies. 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 four facts:

1. High School Career and Technical Education programs can offer free Tech Prep college credits.
2. Career and Technical Education-based jobs can provide career direction as well as valuable experience for college graduates.
3. Career and Technical Education graduates who work their way through college can minimize or eliminate their college loan burden.
4. 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.



# Should I Join a CTE Student Organization?



If you're looking for ways to enhance your career and technical education experience, participate in a student organization. Currently, there are seven 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 a counselor or career and technical education teacher to join.

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## Business Professionals of America (BPA)

*Business Professionals of America* is the leading Career Technical Student Organization for students pursuing careers in business management, office administration, information technology, and other related career fields. The Workplace Skills Assessment

Program prepares students to succeed and assesses real-world business skills and problem solving abilities in finance, management, IT, and computer applications. Students are able to demonstrate their career skills at regional, state, and national conferences.



**National website:** [www.bpa.org](http://www.bpa.org)

**Delaware website:** <http://delawarebpa.org>

**National Facebook:** [www.facebook.com/businessprofessionalsofamerica](http://www.facebook.com/businessprofessionalsofamerica)

**Delaware Facebook:** [www.facebook.com/groups/133702644401](http://www.facebook.com/groups/133702644401)

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## DECA

*DECA* prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. DECA conferences are targeted, highly-focused learning experiences for students. DECA conferences bring members into the

larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage students in learning industry-related trends and content.



**National website:** [www.deca.org](http://www.deca.org)

**Delaware website:** <http://delawaredeca.org>

**National Facebook:** [www.facebook.com/decainc](http://www.facebook.com/decainc)

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## Family, Career & Community Leaders of America, Inc. (FCCLA)

*Family, Career and Community Leaders of America* is a national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private schools through grade 12. 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 -- necessary in the home and workplace.



**National website:** [www.fcclainc.org](http://www.fcclainc.org)

**National Facebook:** [www.facebook.com/pages/Family-Career-and-Community-Leaders-of-America/43490772828](http://www.facebook.com/pages/Family-Career-and-Community-Leaders-of-America/43490772828)

**Delaware website:** <http://delawarefccla.org>

## Health Occupations Students of America (HOSA)

*Health Occupations Students of America*, a student-led organization of future health professionals, provides opportunities for students to develop, practice, and refine their technical, leadership, and teamwork skills to

achieve a seamless transition from education to a career. Its competitive events program, aligned with the National Healthcare Skill Standards, helps students graduate and be career and college ready.



**National website:** [www.hosa.org](http://www.hosa.org)

**Delaware website:** <http://delawarehosa.org>

**National Facebook:** [www.facebook.com/NationalHOSA](http://www.facebook.com/NationalHOSA)

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## National FFA Organization (Future Farmers of America)

The *National FFA Organization* envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their education, career, and personal future.

Delaware FFA members are preparing for careers in agricultural marketing, processing, education, horticulture, production, forestry, natural resources, biotechnology, agribusiness, and other diverse agricultural fields.



**National website:** [www.ffa.org](http://www.ffa.org)

**Delaware website:** [www.delawareffa.org](http://www.delawareffa.org)

**Delaware Facebook:** <https://www.facebook.com/pages/Delaware-FFA-Association/89471399577>

**National Facebook:** [www.facebook.com/nationalffa](http://www.facebook.com/nationalffa)

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## SkillsUSA

*SkillsUSA's* mission is to help its members become world-class workers, leaders, and responsible American citizens. It builds and reinforces self-confidence, work attitudes, and communications skills. It emphasizes total quality at

work, including high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.



**National website:** [www.skillsusa.org](http://www.skillsusa.org)

**Delaware website:** <http://delawareskillsusa.org>

**National Facebook:** [www.facebook.com/SkillsUSA](http://www.facebook.com/SkillsUSA)

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## Technology Student Association (TSA)

The *Technology Student Association* fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering, and mathematics

(STEM) concepts through co-curricular activities, state and national competitions, community service projects, and group organizational activities. The TSA motto is *Learning to Live in a Technical World*.



**National website:** [www.tsaweb.org](http://www.tsaweb.org)

**Delaware website:** <http://detsa.org>

**Nat'l FB:** [www.facebook.com/pages/Technology-Student-Association-TSA/97803621795](http://www.facebook.com/pages/Technology-Student-Association-TSA/97803621795)



[www.techprepdelaware.org](http://www.techprepdelaware.org)



**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**

Delaware Career Compass-2012

# JDG... Your KEY to job success!



Leadership Development



Our **Mission** is to enable students to achieve academic, career, personal, and social success.



Career Development



Civic Awareness



Social Skills

**Jobs for Delaware Graduates (JDG)** students learn job and life skills in public high school classrooms. Each student becomes a member of the Delaware Career Association (DCA). JDG is an elective that can fulfill the Career Pathway requirement.

**Talk to your school's guidance counselor or JDG Specialist for information or to be scheduled for the class.**

### ***DCA MOTTO: "From Classrooms to Careers"***

Achieve personal and academic goals by participating in activities that promote leadership and community service. Develop and strengthen skills for daily living and success on the job.

The Annual DCA Career Development Conference showcases the employability skills acquired by DCA members statewide. Accomplishments are recognized at the Annual Awards Luncheon.

***"Preparing Today for a Career Tomorrow"***

### **Jobs for Delaware Graduates, Inc.**

381 W. North Street, Dover, DE 19904 (302) 734-9341  
www.jobsdegrads.org



JDG Inc. is partially funded by the Delaware Workforce Investment Board. Equal opportunity employer/program. Auxiliary aids/services are available upon request to individuals with disabilities. JDG is a 501(3)(c) charitable organization. Donations to JDG may be tax deductible.

# Am I Eligible to Work?

Call

(302) 451-3423 for more information on work eligibility.

Delaware developed 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. 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 DE Department of Labor Offices:

- 4425 N. Market St., 3rd floor, Wilmington
- 225 Corporate Blvd., Ste 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.

## Must I 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 hours (Some employers may only allow 3 hours of work due to federal law.)
- On a non-school day: 8 hours
- Any 5-day school week: 18 hours
- During vacation weeks: 40 hours
- 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:** Contact the DE Department of Labor for a complete list.

## Are there jobs that 14- and 15-year-old students can't perform that 16- and 17-year-olds 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, a golf caddy, and delivering newspapers, if you buy the papers and offer them for resale. Also, if your parent or legal guardian owns a business, 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/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/hour as long as you get enough tips to bring your earnings up to \$7.25/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.

# Should I Apprentice?

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 2012, Delaware had approximately 1,000 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.

## Registered Apprenticeships Service:

- Auto Mechanic
- Truck Mechanic

## Manufacturing:

- Machinist
- Electrician
- Instrument Technician
- Machine Repair
- Maintenance Mechanic
- Millwright

## Construction:

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

**Apprenticeship and Training:** <http://dia.delawareworks.com/labor-law/apprenticeship-and-training.php>

# Is the Military for Me?

**Military:** [www.todaymilitary.com](http://www.todaymilitary.com) & [www.careersinthemilitary.com](http://www.careersinthemilitary.com)

## About the Military

The U.S. Military consists of five active-duty Services and their respective Guard and Reserve units. All branches are equal parts of the United States Uniformed Services, headed by the president as Commander in Chief. The Army, Marine Corps, Navy and Air Force fall under the jurisdiction of the Department of Defense (DoD). The Coast Guard reports to the Department of Homeland Security during peacetime and to the DoD (by way of the Navy) during wartime. Reserve and National Guard units perform as active-duty servicemembers on a part-time basis. These troops train close to home, deploying when needed to aid in international conflict or domestic disaster relief.

## Reasons to Join

- Compensation
- Education Support
- Professional Training
- Insurance & Retirement Benefits
- World Travel
- Discounts & Perks

## Entering the Military

Before serving in the Military, there are a few things a young adult can do to prepare. The ASVAB Career Exploration Program ([www.military.com/ASVAB](http://www.military.com/ASVAB)) can help young adults discover suitable jobs. Likewise, they must meet certain requirements to serve, including age, educational and physical prerequisites.



Once committed to service, training begins in the form of boot camp. College students interested in entering the Service as officers may elect to enroll in their school's Reserve Officer Training Corps (ROTC) program or other service-oriented commissioning programs. Military academies and colleges provide another route to a college degree and officer status.

Joining the Military is a big decision. Gather as much information as you can and be sure to discuss your desire to serve with your family.



# What If I Have a Disability?



**N**OW, 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

**Milford:** 302-430-7720

### SUSSEX COUNTY:

**Georgetown:** 302-856-5730



**WEBSITE:** <http://dvr.delawareworks.com>

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

# How Do I Prepare for College?

## SOPHOMORES

### October:

As a tenth grader, you may want to take the Preliminary Scholastic Aptitude Test (PSAT), which is a shorter version of the SAT, the standardized test for reading, writing, and math used by many colleges as part of their admissions decision-making process. You may also want to take the PLAN®, a practice version of the ACT entrance exam that will help you assess your skills, interests, plans, and goals. In Delaware, most students take the SAT rather than the ACT, but most colleges accept either. Don't feel obligated to take either 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. Talk to your school counselor about when to take these tests and check out these websites for more information:

[www.act.org/plan](http://www.act.org/plan)

[www.collegeboard.com](http://www.collegeboard.com)

[www.doe.k12.de.us/YJC/index.shtml](http://www.doe.k12.de.us/YJC/index.shtml)



## 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](http://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](http://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](http://www.collegeboard.com/student/testing/ap/cal.html).

### May:

Take advanced placement tests.

### June:

Most colleges publish their catalogs online. Begin to refine your list to 10 or fewer schools.

### 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*, published by the Delaware Higher Education Office, 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/dtheo](http://www.doe.k12.de.us/dtheo) - click on Publications. 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.



# What About Financial Aid?



## 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](http://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 Dec. 15 through Dec. 31. You can apply for federal financial aid after January 1 online at [www.fafsa.ed.gov](http://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: Jan. 1, Jan. 15, Feb. 1, Feb. 15, or Mar. 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 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, and many applications can be completed online.

## What Types Are There?

### Grants:

Usually awarded based on financial need and do not have to be repaid (e.g., Federal Pell Grant\*).

### Federal Loans:

Typically repaid after you leave school at much lower interest rates than regular bank loans (e.g., Stafford Loan\*).

### Work Study:

Money you earn. Jobs are usually on campus and are sometimes related to career goals or fields of study (e.g., 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 (e.g., National Merit Scholarships) [www.finaid.com/scholarships](http://www.finaid.com/scholarships)

### Aid for Military Personnel:

Financial aid opportunities that come with joining the military (e.g., Montgomery G.I. Bill). See how you can qualify at: [www.todaymilitary.com](http://www.todaymilitary.com) or [www.gibill.va.gov/benefits/index.html](http://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 high school, colleges you are interested in, your public library, and on the Internet.

Information about federal student aid is available online at: [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov) or call: 1-800-433-3243

For information about state-sponsored aid, contact the Delaware Higher Education Office: [www.doe.k12.de.us/dheo](http://www.doe.k12.de.us/dheo) 302-735-4120 or 800-292-7935

# 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 are Delaware residents and will enroll in the fall immediately after high school graduation in an associate's degree program at:

Delaware Technical & Community College -

<https://www.dtcc.edu/admissions-financial-aid/financial-aid-scholarships/types-aid/seed>

University Of Delaware, Associate in Arts program -

[www.cas.udel.edu/associateinarts/Pages/default.aspx](http://www.cas.udel.edu/associateinarts/Pages/default.aspx)



## 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 be a Delaware resident and submit the FAFSA by March 15. For complete eligibility requirements, see: [www.desu.edu/admissions/inspire-scholarship](http://www.desu.edu/admissions/inspire-scholarship)



## 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/infosuites/students\\_family/dheo/how\\_to\\_apply/financial\\_aid/EA\\_webpages/govworking.shtml](http://www.doe.k12.de.us/infosuites/students_family/dheo/how_to_apply/financial_aid/EA_webpages/govworking.shtml)

This program is dependent upon state funding each year.



## 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/pub/irs-pdf/p970.pdf](http://www.irs.gov/pub/irs-pdf/p970.pdf)

## The Academic Common Market

This is a tuition-savings agreement between 15 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 degree programs. To search for eligible programs and participating colleges, visit:

[www.doe.k12.de.us/dheo](http://www.doe.k12.de.us/dheo)

or call the Delaware Higher Education Office at:

302-735-4120 or 1-800-292-7935



## TEACH Grant

The Teacher Education Assistance for College and Higher Education (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/types/grants-scholarships/teach>



## 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](http://www.americorps.gov)



## 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/types/grants-scholarships/iraq-afghanistan-service>



# 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. Ask your school counselor about college nights scheduled in your area.
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 most state aid and a number of other programs.
4. Estimate the cost of attending each of the schools you have chosen. The FinAid website at [www.finaid.org](http://www.finaid.org) has dozens of tools for calculating college costs, loan payments, savings, and the expected family contribution (EFC).
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](http://www.fafsa.ed.gov). Check with your school counselor if you and your parents need help completing the FAFSA.

## 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](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 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/dtheo](http://www.doe.k12.de.us/dtheo). Find out if you need to reapply for any other sources of financial aid you receive.



- Work hard – keep up your grades
- Take advantage of Tech Prep apprenticeships: [www.techprepdelaware.org](http://www.techprepdelaware.org)
- Explore Career & Technical Education
- Take advantage of Dual Enrollment - [www.desu.edu/dtcc-dual-admission-program](http://www.desu.edu/dtcc-dual-admission-program) and/or [www.pcs.udel.edu/udonline/highschools](http://www.pcs.udel.edu/udonline/highschools)
- Take Advanced Placement (AP) courses and the accompanying exams: [www.collegeboard.com/student/testing/ap/about.html](http://www.collegeboard.com/student/testing/ap/about.html)
- Develop your talents (arts, athletics, leadership...)
- Volunteer in your community [www.volunteerdelaware.org](http://www.volunteerdelaware.org)
- Join a club and be a leader
- Make an informed career plan
- Job shadow and intern
- Participate in school-based enterprises
- Use your summers to build employability skills & develop interests
- Consider taking online classes

# Delaware Colleges & Universities



College or University	Website	Admissions Office	Financial Aid Office	Degrees	Campus Locations Main Campus
<b>Public Colleges and Universities</b>					
Delaware State University	<a href="http://www.desu.edu">www.desu.edu</a>	857-6351 800-845-2544	857-6250	C,B,M,D	<b>Dover</b> , Georgetown, Wilmington
Delaware Technical Community College	<a href="http://www.dtcc.edu">www.dtcc.edu</a>	571-5343	434-5552	Dip,C,A	Wilmington
		454-3954	453-3706	Dip,C,A	Stanton - Newark
		857-1020	857-1040	Dip,C,A	Terry - Dover
		855-1619	855-1693	Dip,C,A	Owens - Georgetown
University of Delaware	<a href="http://www.udel.edu">www.udel.edu</a>	831-8123	831-2126	C,A,B,M,D	Newark, Dover, Georgetown, Lewes, Wilmington
<b>Private Colleges and Universities</b>					
Delaware College of Art & Design	<a href="http://www.dcad.edu">www.dcad.edu</a>	622-8867 #2	622-8867 #3	C,AFA	Wilmington
Goldey Beacom	<a href="http://www.gbc.edu">www.gbc.edu</a>	225-6248	225-6265	C,A,B,M	Pike Creek
Wesley College	<a href="http://www.wesley.edu">www.wesley.edu</a>	736-2400	736-2494	C,A,B,M	<b>Dover</b> , Dover AFB
Wilmington University	<a href="http://www.wilmu.edu">www.wilmu.edu</a>	356-6744	356-6951	C,A,B,M,D	<b>New Castle</b> , No. Wilmington, Middletown, Dover & Dover AFB, Georgetown, & Rehoboth
<b>Out-of-State Institutions Operating in Delaware</b>					
Springfield College*	<a href="http://www.springfieldcollege.edu/shswilmington">www.springfieldcollege.edu/shswilmington</a>	658-5720 x221	658-5720 x212	B,M	Wilmington
Strayer University	<a href="http://www.strayer.edu/campus/christiana">www.strayer.edu/campus/christiana</a>	292-6126	292-6126	Dip,C,A,B,M	Newark
Widener University Law School	<a href="http://law.widener.edu">http://law.widener.edu</a>	477-2703	477-2272	C,MJ,DL,LLM,JD,SJD	Wilmington
Widener University Law Center, Legal Education Institute	<a href="http://law.widener.edu/ParalegalLNC.aspx">http://law.widener.edu/ParalegalLNC.aspx</a>	477-2205	477-2272	A,B,C	Wilmington

\*Focus is on adult learners

## Degree Abbreviations

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 the Right 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! Market all the skills and abilities you have to help an 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.

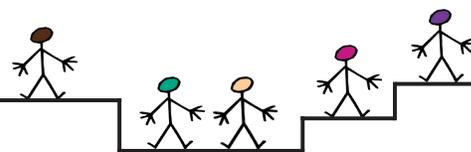
Volunteering may expose you to very different people and circumstances. You will learn respect and kindness through working with the homeless, serving the elderly, or helping disabled children. You may find that a non-profit is exactly where you want to start your career.  
[www.volunteerdelaaware.org](http://www.volunteerdelaaware.org)  
[www.serve.gov](http://www.serve.gov)

### Try the job out

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, when you put your best foot forward, you might just end up with a job offer.

Visit: [www.internships.com](http://www.internships.com)

## Build a Network



### What is networking?

Networking is the cultivation of productive relationships for employment and business. It 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 your 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 you 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 you 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 her about her work. You will not only learn about the occupation, but you will broaden your network and develop a relationship with

You can expect Delaware employers to 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, which is a good measure of your reliability and commitment.

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. 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 or simply introduce yourself. If she asks you about yourself, do you know what you would say? Think about the question and then practice answering it in private. Before long, it will be natural for you to talk about yourself. 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, document each contact. Start a notebook or 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.

## Use Your Resources

### Join a job club

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

### Use your school career center

Explore your high school career facility 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 an 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 for future jobs. 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

### Research Occupations

[www.onetonline.org](http://www.onetonline.org)  
[www.acinet.org](http://www.acinet.org)  
[www.bls.gov/oco](http://www.bls.gov/oco)  
[www.bls.gov/k12](http://www.bls.gov/k12)

### Find Job Openings

<https://joblink.delaware.gov>  
[www.jobbankusa.com](http://www.jobbankusa.com)  
<http://delawarestatejobs.com>  
[www.americasjobexchange.com](http://www.americasjobexchange.com)  
[www.careerbuilder.com](http://www.careerbuilder.com)  
[www.flipdog.com](http://www.flipdog.com)  
[www.hiremenow.com](http://www.hiremenow.com)  
<http://jobsearch.monster.com>  
[www.careermag.com](http://www.careermag.com)  
[www.indeed.com](http://www.indeed.com)

## Informational Interviews

### What is an informational interview?

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

### How can they benefit me?

1. You will learn firsthand about occupations from the people who are actually doing the work.
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 I 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 and stick to it.
- 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.

## Company Research

### Internet

*the actual company website*  
[www.Bizjournals.com](http://www.Bizjournals.com)  
[www.hoovers.com](http://www.hoovers.com)  
[www.LinkedIn.com/companies](http://www.LinkedIn.com/companies)  
[www.Bloomberg.com](http://www.Bloomberg.com)  
Call the human resources office  
Watch the news  
Contact your personal network

### What questions might I 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 in your job?
- Describe a typical day or week.
- What motivates you at work?
- Describe difficulties you regularly face on the job.
- What are the advancement opportunities and limits?
- How does a person usually progress in this field?
- How does a person stay competitive in this field?
- How do you suggest I learn more about this occupation?

### How should I follow up?

- Thank the person.
- Ask for referrals to other people doing the same occupation who might be available to speak with you.
- Ask for his or her business card.
- Immediately send a thank you note.
- Evaluate how well you conducted the interview. How will you improve your interviewing skills next time?
- Review your notes and decide on your next steps. 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?



# Resumes, Cover Letters, & Applications

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. 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. 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 your skills and abilities.

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 the Facts

Gather and document your personal information. Use the *Personal Fact Checklist* on page 68 as a guide for the formal collection process. To add to your formal information, 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! Be sure the outgoing message on your answering machine or cell phone is professional. Include a separate, professional email address and check it regularly. If you are a member of LinkedIn, you may add that to your contact information if the content will support your job search.

### Profile

Customize each resume with a profile statement that matches the job listing. Mention only those skills and qualifications that relate to the specific job. Explain what you have done in the past as a way of showing the hiring manager what you will do in the future to meet their needs. But, keep it concise. Try not to go over four brief sentences.

### 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, not 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/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. These skills reflect the interesting and accomplished person you are.

### Awards/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

Create your own reference sheet to mail or fax to an employer and to take with you 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 69. 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 *Resume Action Verbs* list on page 68 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 format organizes your experience around the dates of the jobs you have held. Three to five results or 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 and dates. 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, e.g., a name and address printed in letterhead style. Large graphics are distracting.

Maintain the same style throughout. If your education heading is bold and centered, then every heading should be bold and centered. Use no more than two typefaces, e.g., Arial & Times.

### Length

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

## Proofread

### Make your resume a "0" error zone.

Proof for typos, grammatical errors, spelling errors, punctuation errors, and 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.

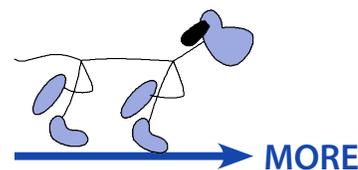
Finally, consider how your resume will look when it arrives on a reviewer's desk. Hastily stuffed, illegibly addressed, and sloppily sealed envelopes do nothing to enhance your image as a neat, would-be professional. If you are faxing your resume, set the fax machine in fine printing mode and always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

## Going 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 should be quite different if you hope to be successful.

Two types of digital resumes are:

1. **plain text** – can be emailed to employers or posted to databases
2. **scannable** – can be read by computer optics.



## Personal Fact Checklist

### 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.

### 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 Resume Resources

[www.quintcareers.com/e-resumes.html](http://www.quintcareers.com/e-resumes.html)  
[www.eresumes.com](http://www.eresumes.com)

### 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](http://www.reslady.com/ASCII-ABCs.html#create)



## 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

### Contact Information

\_\_\_ Full legal name  
 \_\_\_ Permanent address  
 \_\_\_ Phone number  
 \_\_\_ E-mail address/linkedin/website

### Profile

\_\_\_ Skill highlights apropos to job

### Education

\_\_\_ Schools attended  
 \_\_\_ City/state  
 \_\_\_ Dates attended  
 \_\_\_ Field of study  
 \_\_\_ Diploma/degree/certificate  
 \_\_\_ GPA if higher than 3.0  
 \_\_\_ Honors/awards

### Experience

(include relevant volunteer activities, internships, and school projects if you have little paid experience)

\_\_\_ Names of employers/groups/orgs.  
 \_\_\_ City/state  
 \_\_\_ Dates worked  
 \_\_\_ Job title  
 \_\_\_ Promotions/awards  
 \_\_\_ Increased responsibilities  
 \_\_\_ Results you achieved  
 \_\_\_ Performance measures

### Activities/Associations

\_\_\_ Professional affiliations  
 \_\_\_ School clubs  
 \_\_\_ Community service  
 \_\_\_ Student government  
 \_\_\_ Other \_\_\_\_\_

### Special Skills

\_\_\_ Computer  
 \_\_\_ Language  
 \_\_\_ Other \_\_\_\_\_

### Awards/Honors \_\_\_\_\_

### Relevant Personal Information \_\_\_\_\_

### References

\_\_\_ Names  
 \_\_\_ Company/Organization  
 \_\_\_ Title  
 \_\_\_ Contact information

# Sample Functional Resume\*

## Janet Hightower

2006 Main Street Downtown, Delaware 19802

Home: 302-555-1212 • Cell: 302-123-4567 • JHightower@comcast.net • JHightower@LinkedIn.com

### 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 basketball analysis, youth development, and time management. Expertise in desktop publishing, digital photography, and customer service.

### Skills

Customer Service	Demonstrated strong communication skills by filling customer orders quickly and accurately Exceeded sales targets by using an enthusiastic and cheerful demeanor Instructed new employees in methods of greeting customers
Leadership	Coached summer camp youth basketball team Used strong counseling skills to guide campers to a successful summer Directed all desktop publishing activities which resulted in weekly newsletters to parents Prepared and delivered speeches as a representative of the Student Government
Computer	Proficient in Microsoft® Office Suite Proficient in Adobe® Creative Suite Knowledge of XML

### Work Experience

Cashier	Fast Food, Downtown, DE <i>www.fastfood.com</i>	2011 - present
Youth Counselor	Beach Sports and Technology Camp, Beach, DE <i>www.BSTC.org</i>	2011, 2012, 2013

### Extracurricular Activities

Captain	Downtown High School Varsity Basketball Team	2014
Yearbook Photographer	Downtown High School	2013 and 2014
Student Government	Downtown High School	2012 – 2014

### Awards and Honors

Employee-of-the-Month Award	Outstanding customer service at Fast Food, Downtown	July, 2013
All-State Basketball Point Guard	Outstanding varsity player at Downtown High School	March, 2013

### Education

Downtown High School	Expected Graduation	June, 2014
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\*Refer to the *Delaware Career Compass Teacher's Guide* for chronological and combination resume templates.



# 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 name and 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 for which job you are applying 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. BUT, most applications are now online.

### Read the whole application before you start to complete it.

Follow all directions carefully.

### Be neat.

### Spell correctly and use good grammar.

Take the time to check!

### Don't leave any blanks.

Put "not applicable" or NA 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.

### Never lie on a job application.

# Sample Cover Letter

2006 Main Street  
Downtown, Delaware 19802  
March 25, 2014

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 basketball 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 basketball, 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 [JHightower@comcast.net](mailto:JHightower@comcast.net). Thank you for considering me for this position. I look forward to hearing from you soon.

Sincerely,

*Janet Hightower*

Janet Hightower

enclosures



# Sample Employment Application Form

Please print all information requested except signature

## APPLICATION FOR EMPLOYMENT APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS

PLEASE COMPLETE BOTH PAGES

Date \_\_\_\_\_

### PERSONAL

Name \_\_\_\_\_  
Last First Middle Maiden

Present Address \_\_\_\_\_  
Number (PO Box) Street City State Zip

Social Security Number XXX - XX - \_\_\_\_\_

Phone Home ( ) - \_\_\_\_\_ - \_\_\_\_\_ Cell ( ) - \_\_\_\_\_ - \_\_\_\_\_

Email \_\_\_\_\_

Are you eligible to work in the United States? Yes \_\_\_\_\_ No \_\_\_\_\_

If under age 18, please list age \_\_\_\_\_ Do you have a valid work permit? Yes \_\_\_\_\_ No \_\_\_\_\_

Have you ever been convicted or pleaded no contest to a felony within the last five years? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please explain \_\_\_\_\_

### POSITION WANTED

Position title \_\_\_\_\_

Salary desired \_\_\_\_\_ When are you available to begin work? \_\_\_\_\_

Employment desired \_\_\_\_\_ Full-time only \_\_\_\_\_ Part-time only \_\_\_\_\_ Full- or part-time  
\_\_\_\_\_ Temporary \_\_\_\_\_ Day shift \_\_\_\_\_ Night shift

### EDUCATION

School Name \_\_\_\_\_ Graduation Date \_\_\_\_\_

Address \_\_\_\_\_ Major/Degree/Cert \_\_\_\_\_

School Name \_\_\_\_\_ Graduation Date \_\_\_\_\_

Address \_\_\_\_\_ Major/Degree/Cert \_\_\_\_\_



**WORK EXPERIENCE** Please list your work experience for the past five years beginning with your most recent job held. Attach additional sheets, if necessary.

2

Name of Employer \_\_\_\_\_

Address \_\_\_\_\_  
Number (PO Box) Street City State Zip

Phone number ( ) - - Name of supervisor \_\_\_\_\_

Dates employed from \_\_\_\_\_ to \_\_\_\_\_ Salary \_\_\_\_\_

Your last job title \_\_\_\_\_

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements/promotions while you worked at this company.

**REFERENCES** Please list two references other than relatives or previous employers.

Name \_\_\_\_\_ Contact info. \_\_\_\_\_

Position \_\_\_\_\_

Company Name \_\_\_\_\_

Address \_\_\_\_\_  
Number (PO Box) Street City State Zip

Name \_\_\_\_\_ Contact info. \_\_\_\_\_

Position \_\_\_\_\_

Company Name \_\_\_\_\_

Address \_\_\_\_\_  
Number (PO Box) Street City State Zip

An application form sometimes makes it difficult for an individual to adequately summarize a complete background. Please attach an additional sheet to summarize any additional information necessary to describe your full qualifications for the specific position for which you are applying.

I certify that the information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Interviews

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. Prepare thoroughly. It will give you an 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 your 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/Certificate
- 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 fresh?

**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, 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 other 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, 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 Note

The day after the interview, write a thank-you note 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, you may realize that you have further questions. 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 the 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 & 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 benefit package?
- How financially secure is the retirement system?

### Some Reasons You Weren't Chosen

- Lack of clear career goals, 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
- Arriving late for the interview
- Another candidate was a better fit

## Keep Your New Job

### Do Good Work

- Learn your job and do it well.
- 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 to 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, & 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 new 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.



# Thank-You Notes

It is essential to write a thank-you note within 24 hours of your interview. Whether you want the job or not, write the note; you never know when another job that's more suited to you will become available and it would be a shame to have burned your bridges.

The letter may be typed or neatly handwritten on personal stationery. It may be emailed if the decision is going to be made immediately or if you have been told that this is the employer's preferred means of communication.



Personalize the note to meet the specifics of the position for which you are applying. Use the names of the interviewer(s) and anyone else who was involved in the process.

You also have the opportunity to restate why you want the job and how you could make significant contributions to the company. And if there was anything of importance that your interviewer neglected to ask or that you neglected to answer as thoroughly, or as well as you would have liked, this would be a good opportunity to mention it. But keep it short; do not restate everything that was already covered.

## 7 reasons to send a thank-you note

1. Sending a thank-you note demonstrates that you are polite.
2. It helps interviewers remember you after the interview.
3. It may just increase your chances of being hired. You will stand out. Not everyone takes the time to write a note.
4. It shows you are serious about your career efforts.
5. It demonstrates you are organized and pay attention to details.
6. It demonstrates you went out of your way to show interest in the company and/or position.
7. Even if the company hires someone else for this position, you will be remembered when the next opportunity comes along.

### Thank-you note template

Your Street Address  
Your City, State, Zip Code  
Your Phone Number  
Your Email Address  
Date

Mr./Ms. Full Name  
Title  
Organization  
Street Address  
City, State, Zip Code

Dear Mr./Ms. Last Name:

Thank the interviewer for his time and the opportunity to speak with him. Thank him for telling you about the company and the position. Mention your enthusiasm for the job and why you believe you are a good fit for it.

Include any impressions of the organization or position that you found especially interesting. Add any information you didn't share during the interview that you believe would increase your chance of getting the position.

Conclude by showing that you have a strong and sincere interest in the job and you look forward to hearing from him.

Sincerely,

*signature*

Your printed name



# Getting Ready to Work? You Need to Know This!

The **National Institutes of Health** has reported that alcohol and drug abuse cost our US economy (companies who hire YOU!) \$246 billion annually. Here are some negative effects of drug abuse in the workplace:

- workers don't work as hard or as efficiently;
- workers miss more work days;
- workers get hurt;
- companies must pay increased medical insurance costs due to on-the-job accidents; and
- workers steal from their jobs more often.

American employers have taken a strong stand to provide a drug-free workplace to save money and protect their workers who don't abuse alcohol and/or drugs. Most companies now do regular drug testing of job applicants and random testing of their employees. 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 when YOU look for a job?

Your chance is now greater than ever 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.

## 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.

## Take drug testing and application questions about drug use seriously.

A positive test result, or answering "yes" to a question about drug use, may lock you out of a job. Different companies have different policies. Some may allow retesting if a test result is positive and some may 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.

## Current military policy is zero tolerance.

This means that all military personnel are subject to immediate discharge if a drug test has a confirmed positive result. The Defense Department is continuing its anti-drug efforts with a new policy that involves more frequent random testing of active duty military, reservists, and civilian employees.

## What is your responsibility?

- Do not use drugs!
- If you have a substance use 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. Don't take any drugs not personally prescribed to you by your own doctor. 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 agreeing to take a drug test may be interpreted as fear of a positive test result.

## Do You Need Help?

Many times, the use of alcohol or substances is an attempt to self-medicate an underlying mental health problem. If you have concerns about yourself or a loved one's mental health, call the **Mental Health Hotline at: 800-969-4357**.

### New Castle County

Al-Anon/Alateen .....	866-460-4070
Alcoholics Anonymous .....	302-655-5113
Aquila .....	302-999-1106
Brandywine Counseling, Inc.....	302-656-2348
Connections Community Support Programs, Inc. ....	866-477-5345
NET Kirkwood Detoxification .....	302-691-0140

### Kent County

Al-Anon/Alateen .....	866-460-4070
Alcoholics Anonymous .....	302-736-1567
Connections Community Support Programs, Inc. ....	866-477-5345
Dover Behavioral Health System.....	302-741-0140
Kent County Counseling .....	302-735-7790

### Sussex County

Al-Anon/Alateen .....	866-460-4070
Alcoholics Anonymous .....	302-856-6452
Aquila .....	302-856-9746
Sussex County Counseling .....	302-854-0172
Thresholds .....	302-856-1835

### Other

Gambling Hotline .....	888-850-8888
Narcotics Anonymous .....	800-317-3222

More about workplace drug testing:

[www.dol.gov/elaws/asp/drugfree/drugs/dt.asp](http://www.dol.gov/elaws/asp/drugfree/drugs/dt.asp)

# ***DELAWARE CAREER COMPASS***

