

DELAWARE CAREER COMPASS

2015 - 2016 Edition

EXPLORE Your Options



Your Future...Your Way!

Who Am I?

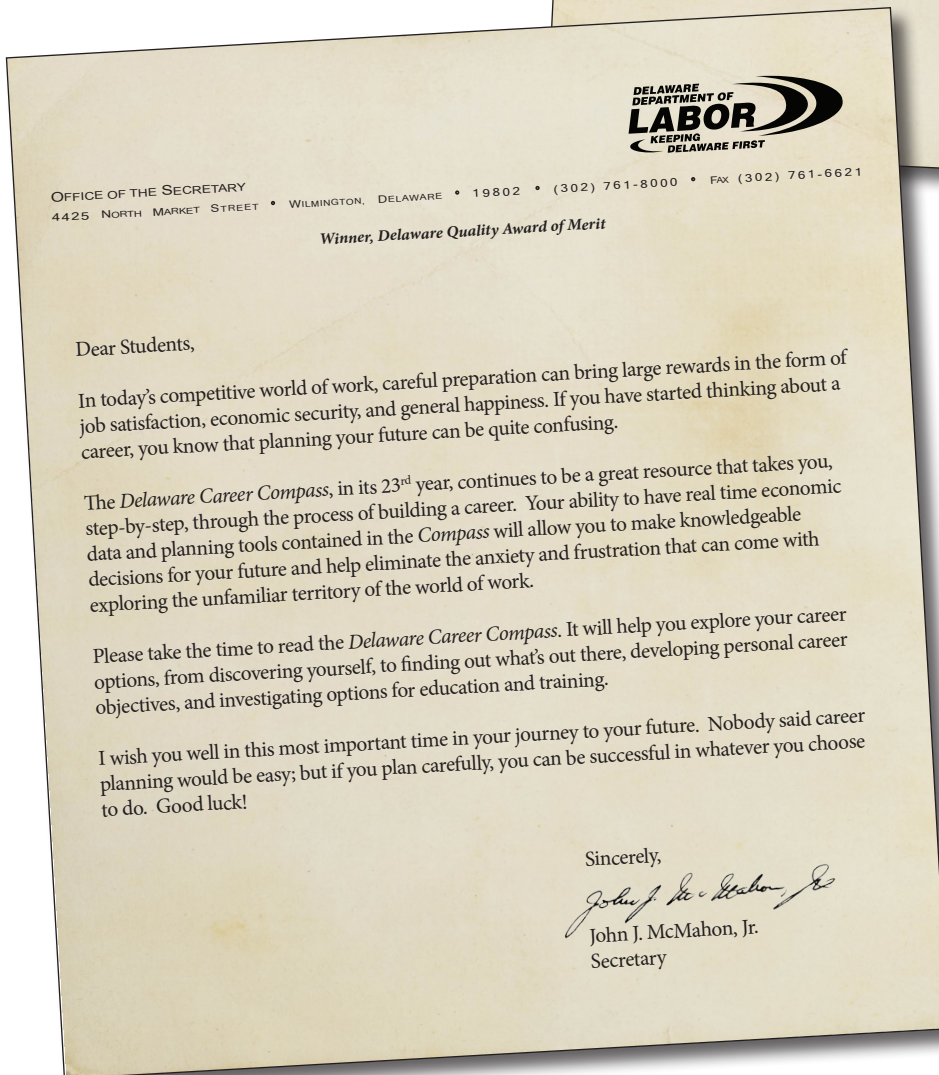
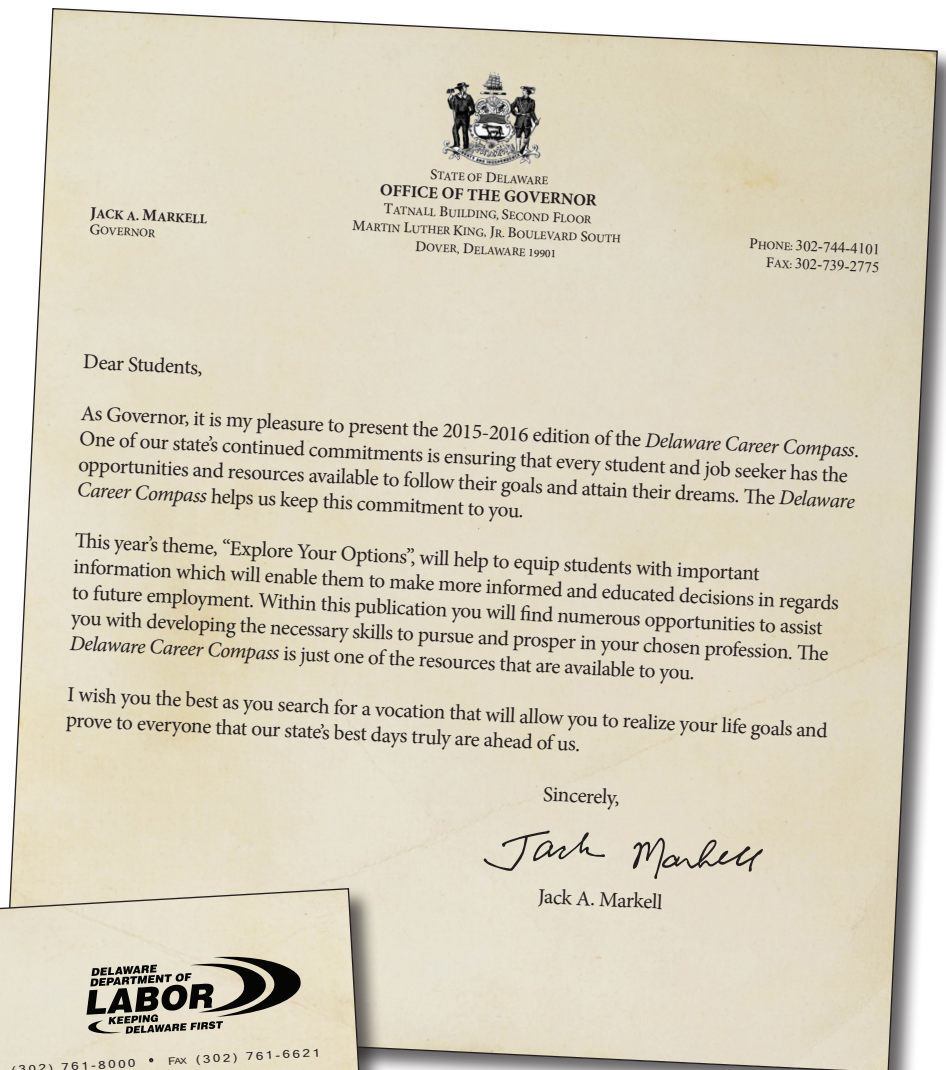
What's Out There?

How Do I Decide?

How Do I Do It?



The Honorable Jack A. Markell
Governor



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

Delaware Career Compass

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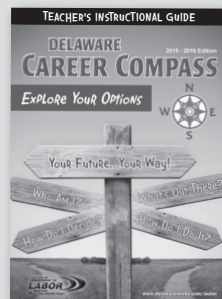
Manera A. Constantine, Janet Nichols - DE Advisory Council on Career and Technical Education
 Pier Bronson, Kevin Calio, Cynthia Fairwell - DE Department of Labor
 Carylin Brinkley - DE Higher Education Office
 Melissa Smith - DE Health & Social Services
 Carmen Strollo - Tech Prep Delaware Beverly Knight - Jobs for Delaware Graduates, Inc.
 Ed Simon - DE Economic Development Office
 Lisa Stoner-Torbert, Peggy Enslen, Rita Hovermale, Mike Fitzgerald, Lisa Wilson, Bart Gill
 DE Department of Education
 Annette Kissel - St. Mary Magdalen Sandy Jenkins - Delcastle Technical High School

Attention Teachers:

The Delaware Career Compass Teacher's Guide serves as a companion to the Career Compass. It includes lesson plans and activities to help you incorporate the Career Compass into your everyday curriculum. Request your copy today!

Delaware Career Compass Contact Information:

Kristie Manley, Editor & Production Coordinator
 OOLMI/Fox Valley Annex: 19 West Lea Blvd., Wilmington, DE 19802
 phone: 302-761-8064 email: kristie.manley@state.de.us



What are the steps to exploring your options?

Career planning is too important to be left to chance. After all, the decisions you make now will affect the rest of your life. If you want the career of your choice, you must prepare. Career development is a series of steps that will help you get to know yourself and the labor market. Career development will also help you make decisions and determine your goals. Let the *Delaware Career Compass* guide you through these steps. But remember that planning for your future is not usually a steady progression up the steps. You will undoubtedly move up and down the steps as your life changes. If you lose your job, you may need to revisit Step 4, “Action Plan”, to investigate your options. Or you might even find yourself looking for a totally different career field in the “Occupational Research” step. These changes are all part of life. Make the best of them!

**STEP
1**

**SELF ASSESSMENT:
WHO AM I?**

Learn about yourself, your learning style, your likes, your interests, and your skills.

**RESEARCH:
WHAT'S OUT
THERE?**

**STEP
2**

Learn as much as you can about a variety of occupations; investigate what's available and the preparation needed.

**STEP
3**

**DECISION MAKING:
HOW DO I
DECIDE?**

Develop personal and career objectives.

**ACTION PLAN:
HOW DO I
DO IT?**

**STEP
4**

Investigate options for education and training. Learn the skills to seek and keep a job. Review where you are and where you want to be.



Student Success Plans (SSP)

Student Success Plans encompass a minimum of six years (8th through 12th grade and one-year beyond high school) and provide students with an opportunity to set career and post-secondary goals based on their academic and career interests. These plans align to rigorous and relevant programs of study which prepare students for continuing education and career success.

The student success plan is reflective of the program of study and represents a fluid, yet sequential plan that is benchmarked to the interests, needs, and education and career goals of the student. The plan goes beyond the school experience by connecting students with the

larger community and is guided by an advisement process that includes school staff, parents or guardians/caregivers, and when available career coaches or mentors. Delaware student success plans are reflective of Delaware's programs of study which build on well-defined career pathways within the career clusters framework. They use a career guidance system for efficiency and portability and help students stay connected and on-track while in high school.

Step 1: Who Am I?

What if you're not sure what kind of job or career you want? What if you have no idea what to do with your life? Rest assured - you're not alone! It takes a lot to develop a career plan and the research begins with YOU.

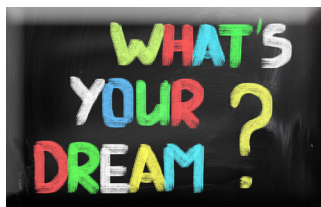
What makes you unique? A self-assessment is the important first step toward making a good career match. When you have finished the activities in **Step 1**, you will have a better understanding of yourself, and a good idea of what kind of work you might enjoy.



Begin With Your Dream

1. Imagine you are doing your dream job right now. Close your eyes and visualize yourself working. What are the specifics of this job? Answer the questions below to help you determine your dream job. After you answer the questions, write your dream job in the space provided.

- 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 traveling? _____
- What talents are you using? _____
- Are you learning from your co-workers? _____
- Do you look satisfied? Why? _____



My dream occupation is:

Learn to use O*NET OnLine

Take some time to explore this website. O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more! You will be amazed by the depth and detail of the information available!

O*NET OnLine Home Page: www.onetonline.org

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

The screenshot shows the O*NET OnLine homepage. At the top left is the O*NET logo and the text "O*NET OnLine" with the tagline "A proud partner of the americanjobcenter network". To the right is a "Quick Search" box with a magnifying glass icon and a red arrow pointing to it from the text above. Below the header is a navigation bar with links: "Help", "Find Occupations", "Advanced Search", "Crosswalks", "Share", and "O*NET Sites". The main content area features a large banner with a construction crane and the text "Build your future with O*NET OnLine." followed by a welcome message and a "What is O*NET?" button. To the right of the banner are three boxes: "What's New?" with a "Learn More" button, "I want to be a..." with a "Find It Now" button, and "ATTN: VETERANS" with a "Get Started" button. Below the banner are three search boxes: "Find Occupations" with a "Bright Outlook" dropdown, "Advanced Search" with a "Browse by O*NET Data:" dropdown, and "Crosswalks" with an "Apprenticeship" dropdown. At the bottom right is a "The Green Economy" box with "Learn More" and "Search" buttons.

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 Styles
- Work Values
- STEM Discipline
- Skills Search
- Tools and Technology

Browse Crosswalks:

- Apprenticeship
- DOT
- Education
- Military
- Occupation Handbook
- SOC

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



Learn to use My Next Move

My Next Move is a web-based interactive tool for new job seekers, students, and other career explorers to learn more about their career options. The site has tasks, skills, salary information, and more for over 900 different careers. Users can find careers through keyword search; by browsing industries that employ different types of workers; or through the O*NET Interest Profiler, a tool that offers personalized career suggestions based on a person's interests and level of work experience.

My Next Move Home Page: www.mynextmove.org



A proud partner of the  network



 HOME  SEARCH  INDUSTRIES  INTERESTS

What do you want to do for a living?



"I want to be a ..."



Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

Search 

"I'll know it when I see it."



Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services 

Browse 

"I'm not really sure."



Tell us what you like to do.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start 

Still not sure? Check out careers in these groups:





Are you a veteran looking for work?
[My Next Move for Veterans](#) helps you find a civilian career similar to your military job.

¿Habla español?

Mi Próximo Paso incluye tareas, aptitudes, información sobre salarios y más de 900 carreras diferentes.



Visite 

Career Exploration Vocabulary

Review the career exploration vocabulary words below to get an understanding of what each word means. You will hear them used frequently throughout the *Compass* and they will directly relate to some of the information you will be reading.



What is my Learning Style?

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 okay.

_____ 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 with people.
17. I can usually persuade people to do things my way.
18. I enjoy building and repairing things.
19. I enjoy the research part of my projects.
20. I like interacting with people.
21. I enjoy thinking up different ideas and ways to do things.
22. I like hearing other people's opinions.
23. I enjoy learning how to use different tools.
24. I find it easy to follow written instructions.

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 below 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.

| <u>SOC</u> | <u>Occupation Title</u> |
|------------|---------------------------------|
| 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.

| <u>SOC</u> | <u>Occupation Title</u> |
|------------|---------------------------------|
| 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.

| <u>SOC</u> | <u>Occupation Title</u> |
|------------|--------------------------------|
| 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 

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.

ACTIVITY: Discover Your Holland Code

Step 1: To complete the Holland Code activity on this page, check each box that applies to you.

| I am... | | | | | |
|------------------------------------------------|-----------------------------------------|-------------------------------------------------|--------------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Practical | <input type="checkbox"/> Scientific | <input type="checkbox"/> Creative | <input type="checkbox"/> Friendly | <input type="checkbox"/> Self-confident | <input type="checkbox"/> Well organized |
| <input type="checkbox"/> Athletic | <input type="checkbox"/> Precise | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Generous | <input type="checkbox"/> Persuasive | <input type="checkbox"/> Efficient |
| <input type="checkbox"/> Mechanically inclined | <input type="checkbox"/> Self-motivated | <input type="checkbox"/> Innovative | <input type="checkbox"/> Helpful | <input type="checkbox"/> Sociable | <input type="checkbox"/> Systematic |
| <input type="checkbox"/> A nature lover | <input type="checkbox"/> Analytical | <input type="checkbox"/> Sensitive or emotional | <input type="checkbox"/> Patient | <input type="checkbox"/> Ambitious | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Shy or modest | <input type="checkbox"/> Observant | <input type="checkbox"/> Independent | <input type="checkbox"/> Cooperative | <input type="checkbox"/> Impulsive | <input type="checkbox"/> Accurate |
| <input type="checkbox"/> Persistent | <input type="checkbox"/> Curious | <input type="checkbox"/> Intuitive | <input type="checkbox"/> Idealistic | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Polite |

| I can... | | | | | |
|------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Fix electronic equipment | <input type="checkbox"/> Think abstractly | <input type="checkbox"/> Sketch, draw, paint | <input type="checkbox"/> Teach others | <input type="checkbox"/> Convince others to do things my way | <input type="checkbox"/> Work well within a system |
| <input type="checkbox"/> Play a sport | <input type="checkbox"/> Solve math problems | <input type="checkbox"/> Play a musical instrument | <input type="checkbox"/> Express myself clearly | <input type="checkbox"/> Sell things or promote ideas | <input type="checkbox"/> Keep accurate records |
| <input type="checkbox"/> Work on cars | <input type="checkbox"/> Analyze data | <input type="checkbox"/> Write stories or poems | <input type="checkbox"/> Lead a group discussion | <input type="checkbox"/> Give talks or speeches | <input type="checkbox"/> Use a computer |
| <input type="checkbox"/> Read a blueprint | <input type="checkbox"/> Use a microscope or computer | <input type="checkbox"/> Sing, act or dance | <input type="checkbox"/> Mediate disputes | <input type="checkbox"/> Lead a group | <input type="checkbox"/> Write effective business letters |
| <input type="checkbox"/> Operate tools and machinery | <input type="checkbox"/> Do complex calculations | <input type="checkbox"/> Design fashions or interiors | <input type="checkbox"/> Plan or supervise an activity | <input type="checkbox"/> Initiate projects | <input type="checkbox"/> Operate office machines |
| <input type="checkbox"/> Pitch a tent | <input type="checkbox"/> Conduct research | <input type="checkbox"/> Work independently | <input type="checkbox"/> Offer others guidance | <input type="checkbox"/> Manage people or products | <input type="checkbox"/> Create charts and graphs |

| I like to... | | | | | |
|---------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Work with my hands | <input type="checkbox"/> Use computers | <input type="checkbox"/> Attend concerts or plays | <input type="checkbox"/> Work and socialize with others | <input type="checkbox"/> Make decisions affecting others | <input type="checkbox"/> Work with numbers |
| <input type="checkbox"/> Be physically active | <input type="checkbox"/> Perform lab experiments | <input type="checkbox"/> Paint, sculpt or do ceramics | <input type="checkbox"/> Help people solve problems | <input type="checkbox"/> Run a political campaign | <input type="checkbox"/> Be responsible for details |
| <input type="checkbox"/> Tend to or train animals | <input type="checkbox"/> Solve math or science questions | <input type="checkbox"/> Read fiction and poetry | <input type="checkbox"/> Do volunteer work | <input type="checkbox"/> Start my own business | <input type="checkbox"/> Collect or organize things |
| <input type="checkbox"/> Work outdoors | <input type="checkbox"/> Analyze situations and find solutions | <input type="checkbox"/> Take photographs | <input type="checkbox"/> Work with children or the elderly | <input type="checkbox"/> Be with leaders | <input type="checkbox"/> Follow a budget |
| <input type="checkbox"/> Hunt or fish | <input type="checkbox"/> Do puzzles | <input type="checkbox"/> Decorate | <input type="checkbox"/> Play team sports | <input type="checkbox"/> Work on a sales campaign | <input type="checkbox"/> Keep things neat and organized |
| <input type="checkbox"/> Build or repair things | <input type="checkbox"/> Work independently | <input type="checkbox"/> Work on crafts | <input type="checkbox"/> Organize parties | <input type="checkbox"/> Win awards | <input type="checkbox"/> Play board games |

| | | | | | | | | | | | |
|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|
| | R | | I | | A | | S | | E | | C |
|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|

Step 2: Count the number of checks in each column above and write that total in the blank space at the bottom of each column. Fill in the gray boxes with your Holland Code letters.

| | | |
|--|--|--|
| | | |
|--|--|--|

Step 3: See page 11 for a description of your Holland Code interests. Browse the occupations listed and choose two that you would like to research. Review the chart on page 12 to see which Career Clusters may interest you.

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

Occupation 1 _____

Occupation 2 _____

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

REALISTIC (DOERS)



Realistic people are often good at mechanical or athletic jobs. They like to work with things, like machines, tools, or plants, and they like to work with their hands. They are often practical and good at solving problems.

Possible occupations include:

| | |
|---------------------------|-----|
| Aircraft Mechanic | RCI |
| Auto Specialty Technician | RIC |
| Brickmason | RCI |
| Civil Engineer | RIC |
| Electrician | RCI |
| Heavy Truck Driver | RCI |
| Plumber | RCI |
| Restaurant Cook | REA |

INVESTIGATIVE (THINKERS)



Investigative people like to watch, learn, analyze and solve problems. They often like to work independently, tend to be good at math and science, and enjoy analyzing data.

Possible occupations include:

| | |
|--------------------|-----|
| Chemical Engineer | IRC |
| Chemist | IRC |
| Dentist | IRS |
| Dietician | ISE |
| Police Detective | IEC |
| Software Developer | IRC |
| Surgeon | IRS |
| Veterinarian | IRS |

ARTISTIC (CREATORS)



Artistic people like to work in unstructured situations where they can use their creativity and come up with new ideas. They enjoy performing (theater or music) and visual arts.

Possible occupations include:

| | |
|-------------------|-----|
| Actor | AES |
| Architect | AIE |
| Choreographer | ASE |
| Creative Writer | AIE |
| Fashion Designer | AER |
| Graphic Designer | AER |
| Interior Designer | AER |
| Photographer | ARE |

SOCIAL (HELPERS)



Social people like to work directly with people rather than things. They enjoy training, instructing, counseling, or curing others. They are often good public speakers with helpful, empathetic personalities.

Possible occupations include:

| | |
|--------------------|-----|
| Arbitrator | SEC |
| Elementary Teacher | SAC |
| EMT | SIR |
| Massage Therapist | SRI |
| Registered Nurse | SIC |
| School Counselor | SAE |
| Tour Guide | SEA |
| Waiter/Waitress | SEC |

ENTERPRISING (PERSUADERS)



Enterprising people like to work with other people. They particularly enjoy influencing, persuading, and performing. They like to lead and tend to be assertive and enthusiastic.

Possible occupations include:

| | |
|--------------------|-----|
| Chef or Head Cook | ERA |
| Chief Executive | ECS |
| Financial Advisor | ECS |
| Funeral Director | ESC |
| Lawyer | EIA |
| Real Estate Broker | ECR |
| Sales Manager | ECS |
| Telemarketer | ECR |

CONVENTIONAL (ORGANIZERS)



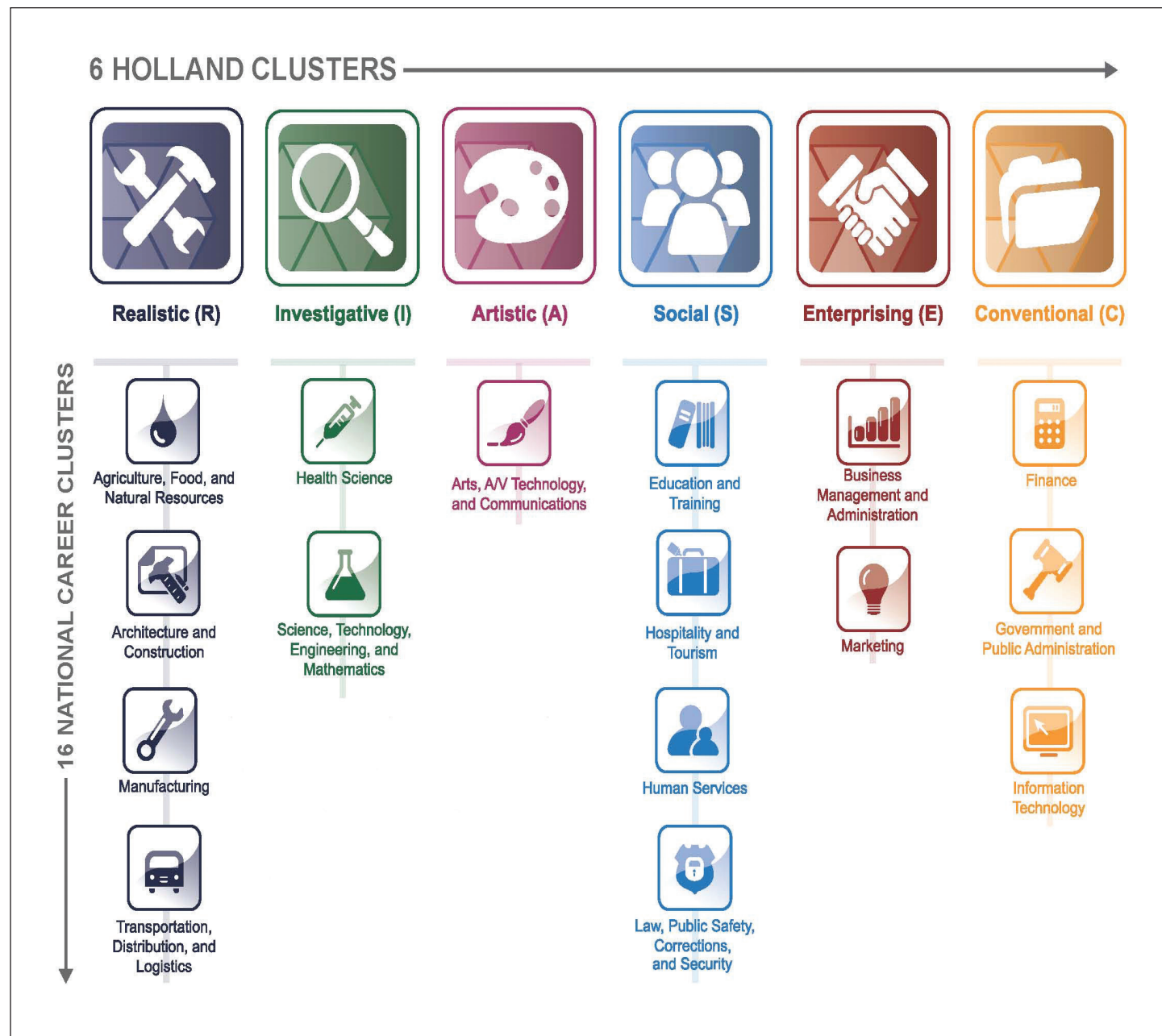
Conventional people are detail-oriented and like to work with data. They have good organizational and numerical abilities and are good at following instructions. They also like working in structured situations.

Possible occupations include:

| | |
|-------------------|-----|
| Accountant | CEI |
| Computer Operator | CRI |
| Controller | CEI |
| Financial Analyst | CIE |
| Librarian | CSE |
| Receptionist | CES |
| Statistician | CIR |
| Bank Teller | CER |

Match Your Interests to Career Clusters

Keep in mind that your first letter usually carries the most weight. Review the chart below to find which Career Clusters may be your best match. Find occupations within these Clusters in O*NET OnLine: www.onetonline.org





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 interest you the most.

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.

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| GROUP 1 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 1 _____ |
| <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"/> Be outdoors in all kinds of weather <input type="checkbox"/> Plan, budget, and keep records | <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 | <input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture | |
| GROUP 2 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 2 _____ |
| <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"/> 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"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient & persistent | <input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades/Heat, Air Conditioning & Refrigeration | |
| GROUP 3 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 3 _____ |
| <input type="checkbox"/> Perform creative, artistic activities <input type="checkbox"/> Perform in front of others <input type="checkbox"/> Read and write <input type="checkbox"/> Play a musical instrument <input type="checkbox"/> Design brochures and posters <input type="checkbox"/> Use video and recording technology | <input type="checkbox"/> Creative & imaginative <input type="checkbox"/> Good communicator <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others | <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 | |
| GROUP 4 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 4 _____ |
| <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"/> Work with computer programs <input type="checkbox"/> Plan my work & follow instructions without close supervision | <input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible | <input type="checkbox"/> Computer Applications/Business & Information Technology <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics | |
| GROUP 5 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 5 _____ |
| <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"/> Help people overcome their challenges | <input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener | <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology | |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| GROUP 6 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 6 _____ |
| <input type="checkbox"/> Work with numbers <input type="checkbox"/> Make predictions based on existing facts <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 | <input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient | <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law | |
| GROUP 7 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 7 _____ |
| <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"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service-minded <input type="checkbox"/> Well-organized <input type="checkbox"/> Problem solver | <input type="checkbox"/> Government <input type="checkbox"/> Language Arts <input type="checkbox"/> History <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language | |
| GROUP 8 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 8 _____ |
| <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"/> Respond quickly and calmly in emergencies <input type="checkbox"/> Work as a member of a team | <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 | <input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Occupational Health classes <input type="checkbox"/> Language Arts | |
| GROUP 9 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 9 _____ |
| <input type="checkbox"/> Communicate easily, tactfully, and courteously <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"/> Learn about other cultures | <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 | <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 | |
| GROUP 10 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 10 _____ |
| <input type="checkbox"/> Care about people, their needs, and their problems <input type="checkbox"/> Make friends with different kinds of people <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"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Intuitive and logical <input type="checkbox"/> Non-judgemental | <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 | |
| GROUP 11 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 11 _____ |
| <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"/> Concentrate for long periods without being distracted | <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 | <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Tech/Applications <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design | |
| GROUP 12 Activities that describe what I like to do: | Personal qualities that describe me: | School subjects that I like: | Total "X"s in GROUP 12 _____ |
| <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"/> Debate and win arguments | <input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic | <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 | |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| GROUP 13 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"/> Use hand & power tools & operate equipment/machinery | 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 GROUP 13 <hr/> |
| GROUP 14 Activities that describe what I like to do: <input type="checkbox"/> Shop and go to the mall <input type="checkbox"/> Take advantage of opportunities to make extra money <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 | 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 GROUP 14 <hr/> |
| GROUP 15 Activities that describe what I like to do: <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"/> Experiment to find the best way to do something <input type="checkbox"/> Pay attention to details and help things be precise | Personal qualities that describe me: <input type="checkbox"/> Detail-oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined | School subjects that I like: <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 | Total "X"s in GROUP 15 <hr/> |
| GROUP 16 Activities that describe what I like to do: <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"/> Drive or ride <input type="checkbox"/> Move things from one place to another | Personal qualities that describe me: <input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner | School subjects that I like: <input type="checkbox"/> Math <input type="checkbox"/> Trade & Industry Courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language | Total "X"s in GROUP 16 <hr/> |

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 two 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 | 26 |
| Group 2. Architecture & Construction..... | 27 |
| Group 3. Arts, Audiovisual Technology & Communication | 28 |
| Group 4. Business, Management & Administration | 29 |
| Group 5. Education & Training..... | 30 |
| Group 6. Finance | 31 |
| Group 7. Government & Public Administration | 32 |
| Group 8. Health Science | 33 |
| Group 9. Hospitality & Tourism | 34 |
| Group 10. Human Services..... | 35 |
| Group 11. Information Technology | 36 |
| Group 12. Law & Public Safety | 37 |
| Group 13. Manufacturing..... | 38 |
| Group 14. Marketing, Sales & Service | 39 |
| Group 15. Science, Technology, Engineering & Mathematics | 40 |
| Group 16. Transportation, Distribution & Logistics | 41 |

Skills that Pay the Bills

Many of the skills employers want are needed in all types of jobs. Read the list below to discover the types of employability and occupational skills that employers are looking for. And remember, it's important to continually assess your skills at all phases of your career.



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

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

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

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Mathematics — Using mathematics to solve problems.

Science — Using scientific rules and methods to solve problems.

Monitoring — Monitoring/assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

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

Speaking — Talking to others to convey information effectively.

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

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Time Management — Managing one's own time and the time of others.

Service Orientation — Actively looking for ways to help people.

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.

Improving your basic skills that need work can make you a valuable employee.



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:

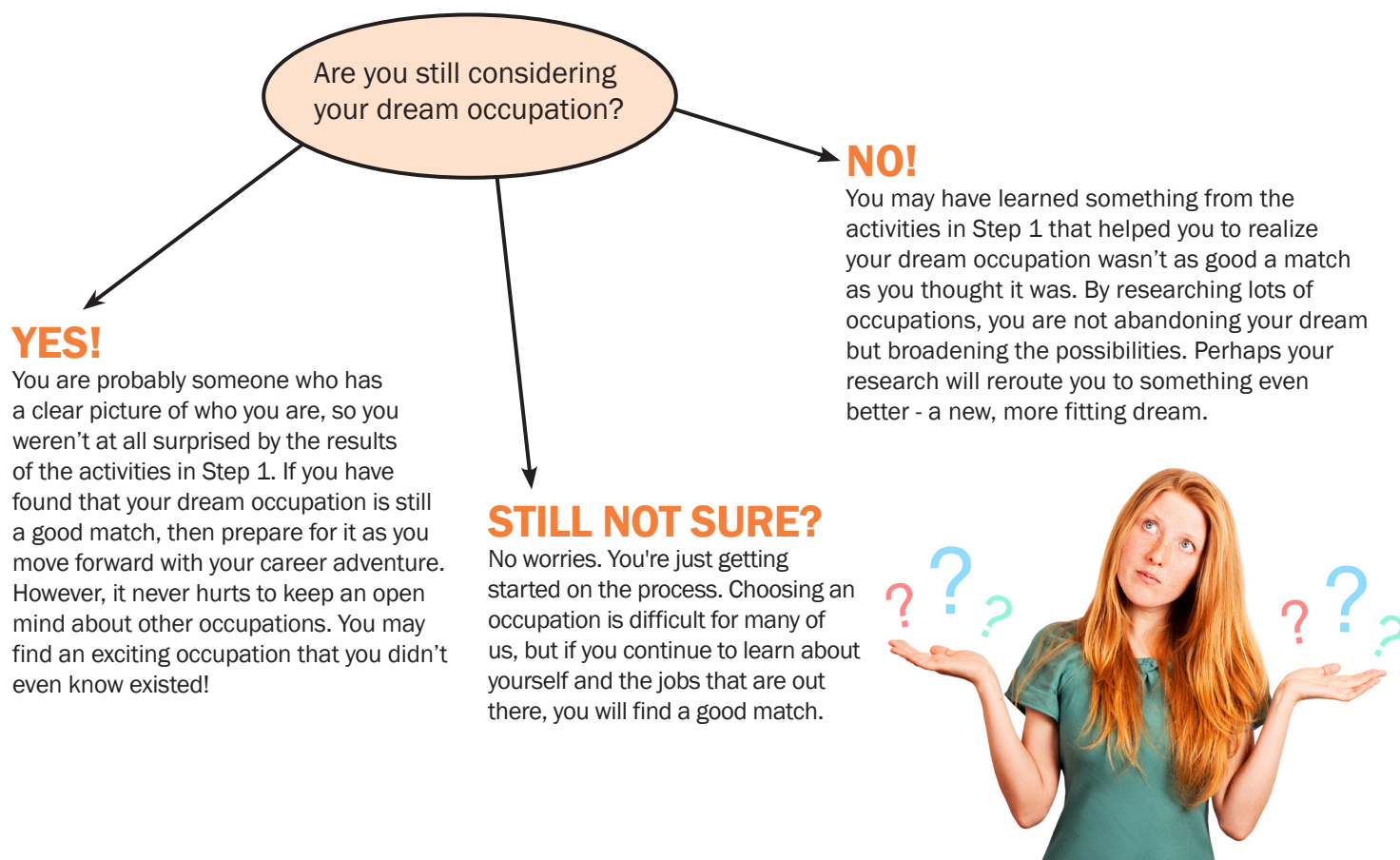
1. _____
2. _____

What I Have Learned About Myself

| page # | Activity Summary | | |
|----------|---------------------------------------------------------------------------|--|--|
| 3 | My dream occupation is: | | |
| 7 | My preferred learning style is: | | |
| 8 | I like to work with: | | |
| 8 | Two occupations I researched that match <i>What I Like</i> are: | | |
| 10 | My three Holland Code letters are: | | |
| 10 or 11 | These 3 letters stand for: | | |
| 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: | | |
| 17 | My two strongest basic skills are: | | |
| 17 | Two basic skills I will work on are: | | |

What I Have Learned About Myself

Occupation Summary



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

Step 2: What's Out There?

In **Step 1**, you learned about yourself and the kind of work you want to pursue. This section explores Delaware's labor market, including entry wages and education and/or training required. It is important to learn as much as you can about the occupations that interest you. 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

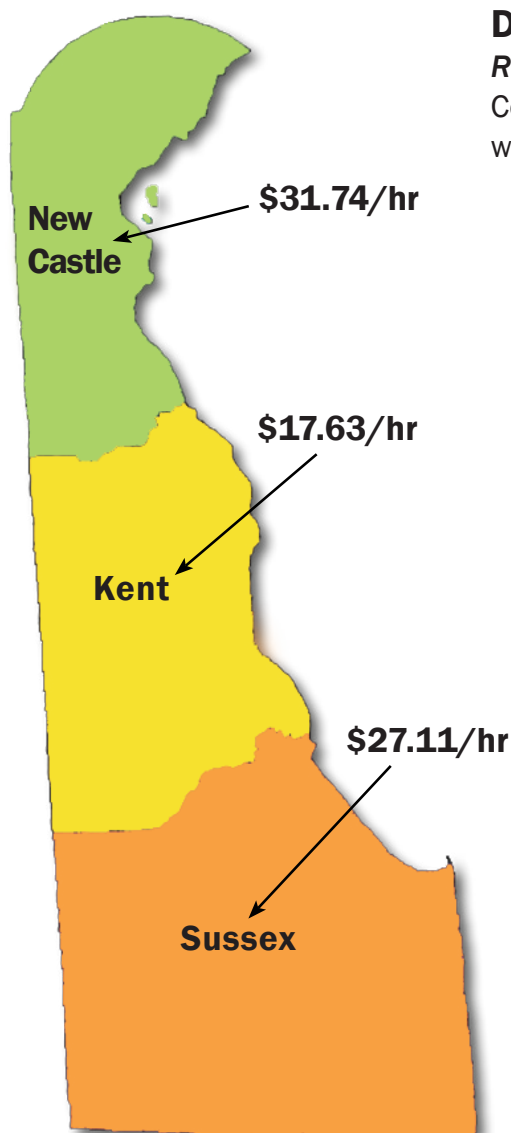
The world of work is changing faster than ever. It's unlikely that you will stay with one employer for your entire career. In fact, by the age of thirty, you may have already had work experience with a number of different companies.

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...

Real Estate Sales Agents (SOC Code 41-9022) average hourly wages vary from county to county?

DO THE MATH:

New Castle County:
 $\$31.74 \times 2,080 = \$66,019/\text{yr}$

Kent County:
 $\$17.63 \times 2,080 = \$36,670/\text{yr}$

Sussex County:
 $\$27.11 \times 2,080 = \$56,389/\text{yr}$

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



This information may or may not be important to you, but having it gives you the power to make an educated decision.

Labor Market Information (LMI)

Career Clusters

The U.S. 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 2012–2022.

Through 2022, the **Hospitality & Tourism** cluster is expected to generate the most job openings, 2,350 annually, while the **Arts, Audio/Video Technology & Communications** cluster

is expected to generate the fewest, at just over 90 job openings annually. **Science Technology, Engineering & Mathematics** is the highest-paying cluster; its occupations paid an average wage of \$90,145 in 2012. **Hospitality and Tourism** had the lowest average wage; this cluster's occupations paid an average wage of \$23,395 in 2012.

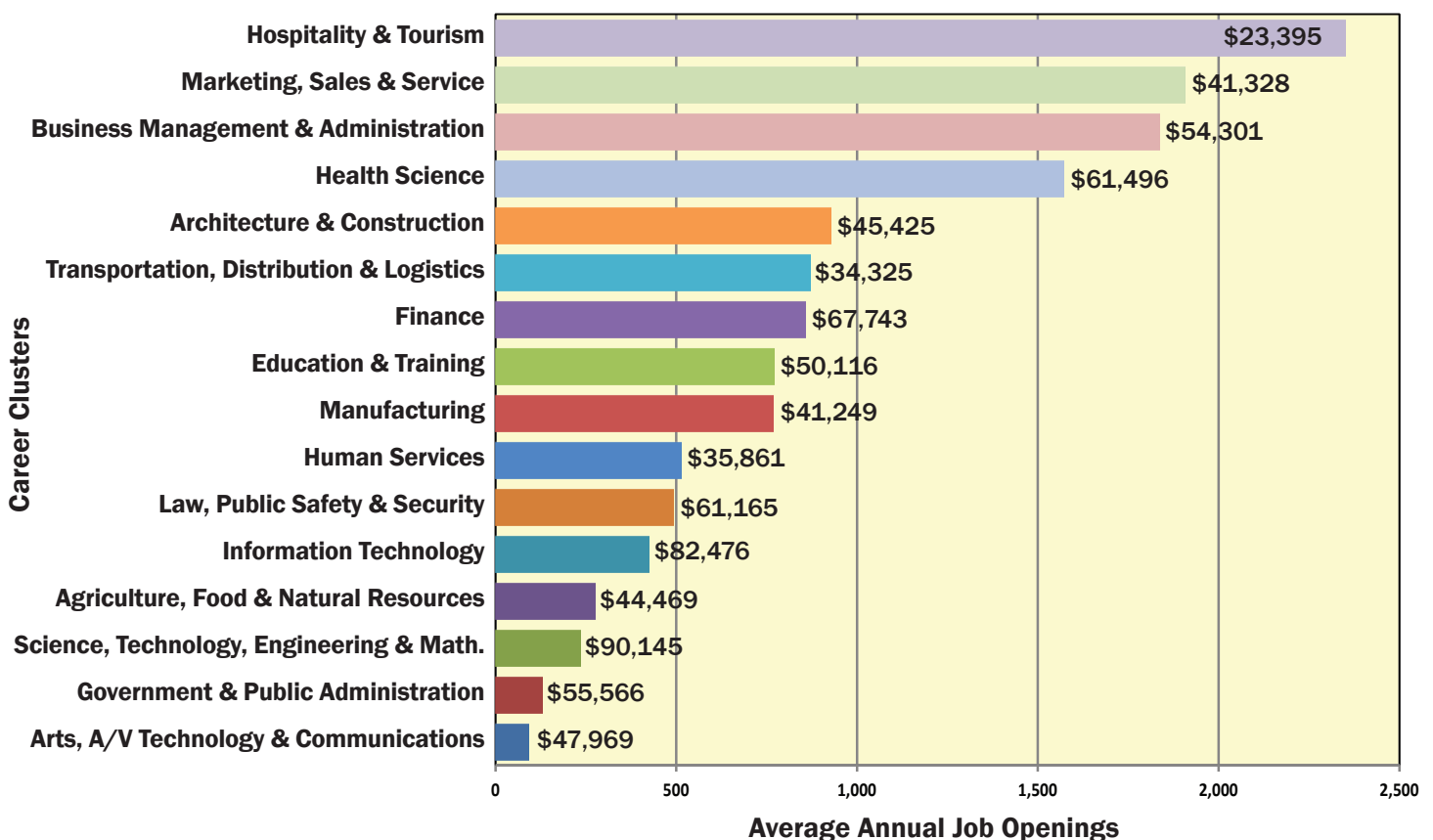
LMI Resources

www.delawareworks.com/oolmi
www.bls.gov
www.dol.gov
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 Kristie Manley: (302) 761-8064

Delaware Average Annual Job Openings by Career Cluster, 2012 – 2022
Average Annual Wages by Career Cluster, 2012



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.

Total annual openings

are the sum of job replacements and new jobs.

| SOC Code | Occupation Title (Find occupation definitions at: www.onetonline.org) | Estimated Emp. 2012 | Projected Emp. 2022 | Total Annual Job Openings | Avg. Hourly Entry Wage 2014 |
|----------|-------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------------|-----------------------------|
| 41-2031 | Retail Salespersons | 15,930 | 17,179 | 670 | \$8.23 |
| 35-3021 | Combined Food Prep. and Serving Workers, Including Fast Food | 11,280 | 12,777 | 581 | \$8.16 |
| 41-2011 | Cashiers | 11,184 | 11,409 | 506 | \$8.22 |
| 35-3031 | Waiters and Waitresses | 7,566 | 7,951 | 402 | \$8.14 |
| 29-1141 | Registered Nurses | 10,098 | 11,684 | 355 | \$26.80 |
| 43-4051 | Customer Service Representatives | 6,440 | 7,156 | 247 | \$11.58 |
| 53-7062 | Laborers and Freight, Stock, and Material Movers, Hand | 6,138 | 6,657 | 242 | \$9.40 |
| 37-2011 | Janitors and Cleaners, Except Maids and Housekeeping Cleaners | 7,052 | 7,600 | 188 | \$8.32 |
| 31-1014 | Nursing Assistants | 5,454 | 6,259 | 184 | \$11.24 |
| 13-2011 | Accountants and Auditors | 4,673 | 5,125 | 183 | \$23.03 |
| 43-9061 | Office Clerks, General | 7,276 | 7,459 | 171 | \$8.95 |
| 43-1011 | First-Line Supervisors of Office and Administrative Support Workers | 4,995 | 5,522 | 171 | \$18.52 |
| 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | 4,685 | 5,219 | 169 | \$9.40 |
| 43-5081 | Stock Clerks and Order Fillers | 5,113 | 4,955 | 154 | \$8.25 |
| 43-6013 | Medical Secretaries | 4,447 | 5,420 | 151 | \$12.13 |
| 43-6014 | Secretaries and Admin. Assistants, Except Legal, Medical, and Executive | 6,602 | 7,129 | 133 | \$13.02 |
| 41-1011 | First-Line Supervisors of Retail Sales Workers | 4,927 | 5,174 | 132 | \$14.49 |
| 47-2031 | Carpenters | 2,624 | 3,596 | 129 | \$15.36 |
| 35-9031 | Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop | 1,605 | 1,679 | 128 | \$8.12 |

Delaware's Fastest Growing Occupations*

Job Growth = New Jobs Created

| SOC Code | Occupation Title (Find occupation definitions at: www.onetonline.org) | Est. Emp. 2012 | Projected Emp. 2022 | Average Annual Job Growth Rate | Avg. Hourly Entry Wage 2014 |
|----------|-------------------------------------------------------------------------------------------------------------------|----------------|---------------------|--------------------------------|-----------------------------|
| 47-2132 | Insulation Workers, Mechanical | 274 | 396 | 3.8% | \$15.75 |
| 39-9021 | Personal Care Aides | 838 | 1169 | 3.4% | \$10.35 |
| 47-2021 | Brickmasons and Blockmasons | 244 | 337 | 3.3% | \$19.64 |
| 29-2032 | Diagnostic Medical Sonographers | 123 | 169 | 3.2% | \$28.44 |
| 47-2031 | Carpenters | 2624 | 3596 | 3.2% | \$15.36 |
| 13-1121 | Meeting, Convention, and Event Planners | 242 | 325 | 3.0% | \$16.12 |
| 47-3013 | Helpers--Electricians | 114 | 153 | 3.0% | \$9.12 |
| 31-1011 | Home Health Aides | 2350 | 3130 | 2.9% | \$10.09 |
| 47-3012 | Helpers--Carpenters | 155 | 206 | 2.9% | \$10.35 |
| 25-1072 | Nursing Instructors and Teachers, Postsecondary | 230 | 304 | 2.8% | \$29.69 |
| 51-9195 | Molders, Shapers, and Casters, Except Metal and Plastic | 104 | 137 | 2.8% | \$9.91 |
| 15-2031 | Operations Research Analysts | 412 | 528 | 2.5% | \$25.72 |
| 31-2022 | Physical Therapist Aides | 281 | 360 | 2.5% | \$9.41 |
| 53-7032 | Excavating and Loading Machine and Dragline Operators | 150 | 191 | 2.5% | \$16.98 |
| 29-2031 | Cardiovascular Technologists and Technicians | 279 | 353 | 2.4% | \$17.05 |
| 29-2055 | Surgical Technologists | 280 | 354 | 2.4% | \$16.30 |
| 31-2021 | Physical Therapist Assistants | 163 | 206 | 2.4% | \$20.82 |
| 13-1051 | Cost Estimators | 987 | 1246 | 2.4% | \$21.37 |
| 47-2051 | Cement Masons and Concrete Finishers | 413 | 521 | 2.4% | \$15.40 |
| 13-1161 | Market Research Analysts and Marketing Specialists | 1883 | 2370 | 2.3% | \$24.30 |
| 15-1122 | Information Security Analysts | 474 | 596 | 2.3% | \$33.98 |
| 47-1011 | First-Line Supervisors of Construction Trades and Extraction Workers | 1431 | 1792 | 2.3% | \$23.23 |
| 47-2061 | Construction Laborers | 2516 | 3148 | 2.3% | \$11.58 |

* Data in this table reflect occupations with at least 100 estimated employees in 2012.

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: www.onetonline.org

| Holland Code (interest code) | SOC Code | 2014 Mean Wage (\$) | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|
| R - Realistic (Doers) I - Investigative (Thinkers) A - Artistic (Creators) S - Social (Helpers) E - Enterprising (Persuaders) C - Conventional (Organizers) | <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:</p> <p>www.bls.gov or www.onetonline.org</p> | <p>The mean (average) wage per occupation is based on the data collected by the Occupational Employment Statistics program. Wages are published in Delaware Wages 2014 by the Delaware Department of Labor, Office of Occupational & Labor Market Information.</p> | <p>Job titles are from the Occupational Employment Statistics (OES) Program or the O*NET Classification System</p> | <p>2012 estimated employment from the Delaware Department of Labor</p> | <p>2022 projected employment from the Delaware Department of Labor</p> |
| <p>The Holland Code represents personality characteristics that can be matched to occupational characteristics. To remind yourself of your Holland Code, see page 10.</p> <p>NOTE: 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 style="text-align: center;">These data are updated and published every two years by the Office of Occupational & Labor Market Information.</p> | | | | | |

NOTE: For more information about occupations, visit: O*NET OnLine at www.onetonline.org or the Bureau of Labor Statistics at www.bls.gov



| Education | Work experience in a related occupation | Typical on-the-job training needed to attain competency |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The abbreviations in this column represent the typical level of education most workers need to enter the occupation.</p> <p>PhD/Prof 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>Mast Master's degree: usually requires 1 or 2 years of full-time academic study beyond a bachelor's.</p> <p>Bach 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>Assoc 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>PS/nd 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>SC/nd Some college, no degree</p> <p>HS High school diploma or equivalent</p> <p><HS 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>> (more than) 5 years 1 – 5 years < (less than) 1 year None</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>Int/Res 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>APP 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>LTOJT 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>MOJT 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>STOJT Short-term on-the-job training: 1 month or less</p> <p>None</p> |

NOTE: Complete definitions for Education and Training classifications can be found at: 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 | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| EI | 11-9121 | \$183,830 | Natural Sciences Managers | 589 | 546 | Bach | > 5 yrs | None |
| IRC | 17-2081 | \$80,829 | Environmental Engineers | 166 | 183 | Bach | None | None |
| IR | 19-1013 | \$58,531 | Soil and Plant Scientists | 72 | 83 | Bach | None | None |
| ERC | 45-1011 | \$54,101 | First-Line Supervisors of Farming, Fishing, and Forestry Workers | 224 | 219 | HS | 1-5 yrs | None |
| RIC | 17-3025 | \$48,422 | Environmental Engineering Technicians | 36 | 42 | Assoc | None | None |
| R | 51-8031 | \$42,578 | Water and Wastewater Treatment Plant and System Operators | 235 | 255 | HS | None | LTOJT |
| R | 37-3013 | \$41,725 | Tree Trimmers and Pruners | 18 | 18 | HS | None | STOJT |
| RIC | 19-4021 | \$40,685 | Biological Technicians | 289 | 315 | Bach | None | None |
| R | 47-4041 | \$40,518 | Hazardous Materials Removal Workers | 103 | 108 | HS | None | MOJT |
| R | 53-7081 | \$38,210 | Refuse and Recyclable Material Collectors | 475 | 548 | < HS | None | STOJT |
| RCI | 49-3041 | \$37,315 | Farm Equipment Mechanics and Service Technicians | 104 | 115 | HS | None | LTOJT |
| RC | 37-2021 | \$36,733 | Pest Control Workers | 183 | 203 | HS | None | MOJT |
| IR | 19-4091 | \$35,693 | Environmental Science and Protection Technicians, Including Health | 186 | 218 | Assoc | None | None |
| R | 45-2091 | \$30,139 | Agricultural Equipment Operators | 272 | 268 | < HS | None | STOJT |
| R | 45-2092 | \$26,978 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse | 2348 | 2139 | < HS | None | STOJT |
| R | 45-2093 | \$24,731 | Farmworkers, Farm, Ranch, and Aquacultural Animals | 571 | 559 | < HS | None | STOJT |
| RC | 39-2021 | \$21,819 | Nonfarm Animal Caretakers | 1039 | 1211 | < HS | None | STOJT |



Architecture & Construction

Careers in designing, planning, managing, building, and maintaining the built environment.

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|-----------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| ERC | 11-9021 | \$110,531 | Construction Managers | 863 | 1,061 | Bach | None | MOJT |
| AIER | 17-1011 | \$89,690 | Architects, Except Landscape and Naval | 136 | 158 | Bach | None | Int/Res |
| RIC | 49-9051 | \$69,680 | Electrical Power-Line Installers and Repairers | 302 | 308 | HS | None | LTOJT |
| CE | 13-1051 | \$68,349 | Cost Estimators | 987 | 1,246 | Bach | None | None |
| RCI | 17-1022 | \$66,040 | Surveyors | 119 | 121 | Bach | 1-5 yrs | None |
| ARIC | 17-3011 | \$55,390 | Architectural and Civil Drafters | 256 | 247 | Assoc | None | None |
| R | 47-2111 | \$52,957 | Electricians | 1,727 | 2,046 | HS | None | APP |
| RCI | 49-9021 | \$51,397 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 1,290 | 1,513 | PS/nd | None | LTOJT |
| R | 47-2211 | \$50,856 | Sheet Metal Workers | 504 | 585 | HS | None | APP |
| R | 53-7032 | \$47,382 | Excavating and Loading Machine and Dragline Operators | 150 | 191 | HS | 1-5 yrs | MOJT |
| RC | 47-2031 | \$45,053 | Carpenters | 2,624 | 3,596 | HS | None | APP |
| RC | 53-7021 | \$43,035 | Crane and Tower Operators | 156 | 141 | HS | 1-5 yrs | MOJT |
| R | 47-2041 | \$39,374 | Carpet Installers | 177 | 199 | < HS | None | STOJT |
| R | 47-2141 | \$37,918 | Painters, Construction and Maintenance | 897 | 1,115 | < HS | None | MOJT |
| R | 47-2181 | \$36,629 | Roofers | 211 | 234 | < HS | None | MOJT |
| R | 47-2061 | \$33,176 | Construction Laborers | 2,516 | 3,148 | < HS | None | STOJT |
| RC | 37-3011 | \$26,603 | Landscaping and Groundskeeping Workers | 3,546 | 3,883 | < 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 | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| AE | 27-1011 | \$75,733 | Art Directors | 72 | 78 | Bach | > 5 yrs | None |
| AER | 27-1021 | \$75,462 | Commercial and Industrial Designers | 30 | 29 | Bach | None | None |
| R | 49-9052 | \$63,918 | Telecommunications Line Installers and Repairers | 457 | 481 | HS | None | LTOJT |
| EA | 27-3043 | \$61,797 | Writers and Authors | 117 | 132 | Bach | None | MOJT |
| AEC | 27-3041 | \$60,403 | Editors | 212 | 217 | Bach | 1-5 yrs | None |
| AER | 27-1024 | \$50,752 | Graphic Designers | 416 | 443 | Bach | None | None |
| AR | 27-4021 | \$45,074 | Photographers | 266 | 278 | HS | None | LTOJT |
| RIC | 27-4011 | \$45,053 | Audio and Video Equipment Technicians | 111 | 128 | PS/nd | None | STOJT |
| RC | 51-5112 | \$41,538 | Printing Press Operators | 325 | 310 | HS | None | MOJT |
| AI | 43-9031 | \$36,275 | Desktop Publishers | 32 | 32 | Assoc | None | STOJT |
| RC | 51-5113 | \$29,390 | Print Binding and Finishing Workers | 109 | 95 | HS | None | STOJT |
| AER | 27-1023 | \$27,955 | Floral Designers | 205 | 196 | HS | None | MOJT |
| RCI | 27-4012 | \$22,360 | Broadcast Technicians | 15 | 17 | Assoc | None | STOJT |



Business, Management & Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|---------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| EC | 11-1011 | \$203,029 | Chief Executives | 535 | 552 | Bach | > 5 yrs | None |
| E | 11-1021 | \$142,106 | General and Operations Managers | 4,127 | 4,484 | Bach | 1-5 yrs | None |
| ESC | 11-3121 | \$136,261 | Human Resources Managers | 297 | 315 | Bach | > 5 yrs | None |
| EC | 11-3011 | \$104,021 | Administrative Services Managers | 594 | 642 | Bach | 1-5 yrs | None |
| IEC | 13-1111 | \$84,531 | Management Analysts | 2,461 | 2,758 | Bach | 1-5 yrs | None |
| ICE | 15-2031 | \$82,472 | Operations Research Analysts | 412 | 528 | Bach | None | None |
| SAC | 13-1151 | \$68,994 | Training and Development Specialists | 921 | 1,069 | Bach | 1-5 yrs | None |
| CE | 43-6011 | \$57,450 | Executive Secretaries and Executive Administrative Assistants | 1,464 | 1,386 | HS | 1-5 yrs | None |
| ECS | 43-1011 | \$56,576 | First-Line Supervisors of Office and Administrative Support Workers | 4,995 | 5,522 | HS | 1-5 yrs | None |
| C | 43-3051 | \$43,326 | Payroll and Timekeeping Clerks | 491 | 549 | HS | None | MOJT |
| ECS | 43-4051 | \$35,922 | Customer Service Representatives | 6,440 | 7,156 | HS | None | STOJT |
| CE | 43-4161 | \$35,776 | Human Resources Assistants, Except Payroll and Timekeeping | 368 | 360 | HS | None | STOJT |
| CES | 43-4111 | \$35,214 | Interviewers, Except Eligibility and Loan | 558 | 575 | HS | None | STOJT |
| CR | 43-5071 | \$31,990 | Shipping, Receiving, and Traffic Clerks | 2,020 | 2,138 | HS | None | STOJT |
| CE | 43-9061 | \$27,955 | Office Clerks, General | 7,276 | 7,459 | HS | None | STOJT |
| CR | 43-9021 | \$27,560 | Data Entry Keyers | 824 | 604 | HS | None | MOJT |
| CE | 43-4171 | \$25,376 | Receptionists and Information Clerks | 2,432 | 2,496 | HS | None | STOJT |



Education & Training

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

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| ESC | 11-9032 | \$109,447 | Education Administrators, Elementary and Secondary School | 701 | 720 | Mast | > 5 yrs | None |
| SR | 25-2059 | \$70,365 | Special Education Teachers, All Other | 73 | 83 | Bach | None | Int/Res |
| SIAE | 25-9031 | \$67,018 | Instructional Coordinators | 578 | 634 | Mast | > 5 yrs | None |
| CSE | 25-4021 | \$66,394 | Librarians | 483 | 509 | Mast | None | None |
| S | 21-1012 | \$60,362 | Educational, Guidance, School, and Vocational Counselors | 909 | 995 | Mast | None | None |
| SAE | 25-2031 | \$58,925 | Secondary School Teachers, Except Special and Career/Technical Education | 2,886 | 2,972 | Bach | None | Int/Res |
| SAC | 25-2021 | \$58,675 | Elementary School Teachers, Except Special Education | 4,635 | 5,064 | Bach | None | Int/Res |
| SA | 25-2012 | \$58,512 | Kindergarten Teachers, Except Special Education | 461 | 500 | Bach | None | Int/Res |
| SA | 25-2022 | \$58,191 | Middle School Teachers, Except Special and Career/Technical Education | 1,998 | 2,180 | Bach | None | Int/Res |
| SR | 25-1194 | \$55,952 | Vocational Education Teachers, Postsecondary | 263 | 282 | Bach | 1-5 yrs | None |
| SAE | 25-3021 | \$50,794 | Self-Enrichment Education Teachers | 588 | 662 | HS | 1-5 yrs | None |
| ESC | 11-9031 | \$49,067 | Education Administrators, Preschool and Childcare Center/Program | 210 | 231 | Bach | 1-5 yrs | None |
| AS | 27-3091 | \$46,259 | Interpreters and Translators | 21 | 27 | Bach | None | STOJT |
| CS | 25-4031 | \$38,792 | Library Technicians | 221 | 241 | PS/nd | None | None |
| SER | 27-2022 | \$33,117 | Coaches and Scouts | 748 | 837 | Bach | None | None |
| SC | 25-9041 | \$26,386 | Teacher Assistants | 3,240 | 3,400 | SC/nd | None | None |
| SA | 25-2011 | \$24,482 | Preschool Teachers, Except Special Education | 2,310 | 2,540 | Assoc | None | None |



Finance

Planning services for financial and investment planning, banking, insurance, and business financial management.

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| EC | 11-3031 | \$156,645 | Financial Managers | 2,285 | 2,443 | Bach | > 5 yrs | None |
| EC | 13-2052 | \$98,238 | Personal Financial Advisors | 1,207 | 1,501 | Bach | None | None |
| EC | 41-3031 | \$96,782 | Securities, Commodities, and Financial Services Sales Agents | 1,323 | 1,445 | Bach | None | MOJT |
| CIE | 13-2051 | \$84,074 | Financial Analysts | 2,370 | 2,702 | Bach | None | None |
| CE | 13-2011 | \$74,277 | Accountants and Auditors | 4,673 | 5,125 | Bach | None | None |
| CEI | 13-2031 | \$70,699 | Budget Analysts | 162 | 182 | Bach | None | None |
| CE | 13-2041 | \$66,498 | Credit Analysts | 927 | 1,078 | Bach | None | None |
| CES | 13-2072 | \$65,749 | Loan Officers | 945 | 1,062 | Bach | None | MOJT |
| CE | 13-1031 | \$65,478 | Claims Adjusters, Examiners, and Investigators | 742 | 807 | HS | None | LTOJT |
| EC | 41-3021 | \$65,250 | Insurance Sales Agents | 1,300 | 1,526 | HS | None | MOJT |
| CE | 13-2053 | \$63,107 | Insurance Underwriters | 322 | 312 | Bach | None | MOJT |
| CE | 43-4011 | \$50,398 | Brokerage Clerks | 99 | 96 | HS | None | MOJT |
| CE | 43-9041 | \$42,702 | Insurance Claims and Policy Processing Clerks | 1,042 | 1,163 | HS | None | MOJT |
| CE | 43-4041 | \$37,898 | Credit Authorizers, Checkers, and Clerks | 1,156 | 1,144 | HS | None | STOJT |
| CE | 43-4131 | \$35,110 | Loan Interviewers and Clerks | 1,207 | 1,375 | HS | None | STOJT |
| CE | 13-2082 | \$29,266 | Tax Preparers | 175 | 189 | HS | None | MOJT |
| CE | 43-3071 | \$27,373 | Tellers | 2,188 | 2,316 | HS | None | STOJT |



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 | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| CIR | 13-1041 | \$78,728 | Compliance Officers | 1,143 | 1,210 | Bach | None | MOJT |
| EC | 13-2061 | \$76,627 | Financial Examiners | 216 | 241 | Bach | None | MOJT |
| ECS | 11-9131 | \$75,005 | Postmasters and Mail Superintendents | 48 | 46 | HS | 1-5 yrs | MOJT |
| ICRS | 29-9011 | \$71,198 | Occupational Health and Safety Specialists | 401 | 434 | Bach | None | STOJT |
| IEA | 19-3051 | \$67,288 | Urban and Regional Planners | 199 | 214 | Mast | None | None |
| CE | 13-2081 | \$62,754 | Tax Examiners and Collectors, and Revenue Agents | 127 | 133 | Bach | None | MOJT |
| RCI | 47-4011 | \$59,467 | Construction and Building Inspectors | 439 | 498 | HS | > 5 yrs | MOJT |
| CRI | 29-9012 | \$51,563 | Occupational Health and Safety Technicians | 14 | 17 | HS | None | MOJT |
| EC | 13-2021 | \$47,757 | Appraisers and Assessors of Real Estate | 176 | 189 | Bach | None | LTOJT |
| RCI | 45-2011 | \$44,221 | Agricultural Inspectors | 151 | 159 | Bach | None | MOJT |
| RCI | 53-6051 | \$38,979 | Transportation Inspectors | 217 | 249 | HS | None | MOJT |
| SCE | 43-4061 | \$36,338 | Eligibility Interviewers, Government Programs | 110 | 127 | HS | None | MOJT |
| CE | 43-4031 | \$33,966 | Court, Municipal, and License Clerks | 853 | 947 | HS | None | MOJT |



Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|-----------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| ISR | 29-1064 | \$236,600 | Obstetricians and Gynecologists | 110 | 115 | PhD/Prof | None | Int/Res |
| IRS | 29-1021 | \$224,827 | Dentists, General | 326 | 333 | PhD/Prof | None | None |
| IS | 29-1065 | \$158,850 | Pediatricians, General | 263 | 272 | PhD/Prof | None | Int/Res |
| ISR | 29-1062 | \$156,978 | Family and General Practitioners | 610 | 619 | PhD/Prof | None | Int/Res |
| IR | 29-1131 | \$128,731 | Veterinarians | 302 | 332 | PhD/Prof | None | None |
| ICS | 29-1051 | \$113,922 | Pharmacists | 646 | 743 | PhD/Prof | None | None |
| ECS | 11-9111 | \$112,091 | Medical and Health Services Managers | 772 | 907 | Bach | None | None |
| ISR | 29-1071 | \$105,206 | Physician Assistants | 340 | 424 | Mast | None | None |
| SIR | 29-1011 | \$101,754 | Chiropractors | 129 | 129 | PhD/Prof | None | None |
| SIR | 29-1123 | \$81,203 | Physical Therapists | 578 | 719 | PhD/Prof | None | None |
| SI | 29-1122 | \$79,040 | Occupational Therapists | 262 | 314 | Mast | None | None |
| SR | 29-2021 | \$70,658 | Dental Hygienists | 625 | 711 | Assoc | None | None |
| SIC | 29-1141 | \$70,158 | Registered Nurses | 10,098 | 11,684 | Assoc | None | None |
| IRC | 29-2011 | \$63,482 | Medical and Clinical Laboratory Technologists | 435 | 475 | Bach | None | None |
| CRS | 31-9091 | \$37,752 | Dental Assistants | 843 | 900 | PS/nd | None | None |
| CSR | 31-9092 | \$32,011 | Medical Assistants | 1,825 | 2,063 | PS/nd | None | None |
| CR | 29-2052 | \$30,347 | Pharmacy Technicians | 840 | 1,004 | HS | None | MOJT |
| SR | 31-1011 | \$26,333 | Home Health Aides | 2,350 | 3,130 | < HS | None | STOJT |



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 | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|----------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| ECS | 11-9081 | \$79,414 | Lodging Managers | 83 | 86 | HS | 1-5 yrs | None |
| ECRS | 11-9051 | \$63,336 | Food Service Managers | 417 | 432 | HS | 1-5 yrs | None |
| ERA | 35-1011 | \$53,414 | Chefs and Head Cooks | 281 | 298 | HS | > 5 yrs | None |
| EC | 41-3041 | \$41,974 | Travel Agents | 158 | 126 | HS | None | MOJT |
| ECR | 35-1012 | \$37,336 | First-Line Supervisors of Food Preparation and Serving Workers | 3,095 | 3,480 | HS | 1-5 yrs | None |
| ERC | 27-2023 | \$31,775 | Umpires, Referees, and Other Sports Officials | 217 | 242 | HS | None | MOJT |
| RC | 51-3011 | \$26,624 | Bakers | 314 | 337 | < HS | None | LTOJT |
| R | 37-2011 | \$25,522 | Janitors and Cleaners, Except Maids and Housekeeping Cleaners | 7,052 | 7,600 | < HS | None | STOJT |
| RE | 35-2014 | \$24,149 | Cooks, Restaurant | 3,783 | 4,316 | < HS | 1-5 yrs | MOJT |
| SE | 39-7011 | \$23,691 | Tour Guides and Escorts | 438 | 470 | HS | None | MOJT |
| CES | 43-4081 | \$23,296 | Hotel, Motel, and Resort Desk Clerks | 649 | 718 | HS | None | STOJT |
| RC | 37-2012 | \$21,403 | Maids and Housekeeping Cleaners | 2,913 | 3,249 | < HS | None | STOJT |
| SECR | 35-3031 | \$21,029 | Waiters and Waitresses | 7,566 | 7,951 | < HS | None | STOJT |
| CER | 35-3011 | \$20,738 | Bartenders | 2,019 | 2,262 | < HS | None | STOJT |
| RC | 35-2021 | \$20,717 | Food Preparation Workers | 1,640 | 1,717 | < HS | None | STOJT |
| RC | 35-9021 | \$19,323 | Dishwashers | 1,839 | 1,924 | < HS | None | STOJT |
| ES | 35-9031 | \$18,325 | Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop | 1,605 | 1,679 | < HS | None | None |



Human Services

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|----------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| ECS | 11-9061 | \$103,272 | Funeral Service Managers | 12 | 14 | Assoc | 1-5 yrs | None |
| ISA | 19-3031 | \$81,016 | Clinical, Counseling, and School Psychologists | 464 | 496 | PhD/Prof | None | Int/Res |
| ESC | 39-4031 | \$70,970 | Morticians, Undertakers, and Funeral Directors | 95 | 106 | Assoc | None | LTOJT |
| SR | 31-9011 | \$53,789 | Massage Therapists | 82 | 108 | PS/nd | None | None |
| SAI | 21-1013 | \$50,835 | Marriage and Family Therapists | 230 | 251 | Mast | None | Int/Res |
| SIA | 21-1023 | \$50,128 | Mental Health and Substance Abuse Social Workers | 412 | 467 | Bach | None | None |
| SI | 21-1022 | \$48,818 | Healthcare Social Workers | 529 | 614 | Mast | None | None |
| SAI | 21-1011 | \$41,974 | Substance Abuse and Behavioral Disorder Counselors | 330 | 411 | HS | None | MOJT |
| SIA | 21-1014 | \$40,456 | Mental Health Counselors | 509 | 611 | Mast | None | Int/Res |
| SE | 21-1021 | \$39,478 | Child, Family, and School Social Workers | 908 | 989 | Bach | None | None |
| ERS | 39-5094 | \$39,416 | Skincare Specialists | 26 | 39 | PS/nd | None | None |
| SI | 21-1015 | \$35,838 | Rehabilitation Counselors | 530 | 600 | Mast | None | None |
| AESR | 39-5012 | \$35,630 | Hairdressers, Hairstylists, and Cosmetologists | 2,357 | 2,755 | PS/nd | None | None |
| SRE | 39-9031 | \$32,739 | Fitness Trainers and Aerobics Instructors | 1,743 | 1,927 | HS | None | STOJT |
| RA | 51-6052 | \$32,178 | Tailors, Dressmakers, and Custom Sewers | 189 | 181 | < HS | None | MOJT |
| SRC | 39-9021 | \$26,104 | Personal Care Aides | 838 | 1,169 | < HS | None | STOJT |
| R | 51-6011 | \$22,963 | Laundry and Dry-Cleaning Workers | 566 | 622 | < HS | None | STOJT |
| RECS | 39-5092 | \$22,360 | Manicurists and Pedicurists | 318 | 385 | PS/nd | None | None |



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 | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|---------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| CIER | 15-1143 | \$107,682 | Computer Network Architects | 512 | 565 | Bach | > 5 yrs | None |
| ICR | 15-1133 | \$107,224 | Software Developers, Systems Software | 1,189 | 1,339 | Bach | None | None |
| CIR | 15-1122 | \$99,195 | Information Security Analysts | 474 | 596 | Bach | 1-5 yrs | None |
| IRC | 15-1132 | \$97,531 | Software Developers, Applications | 2,396 | 2,827 | Bach | None | None |
| CIR | 15-1121 | \$89,419 | Computer Systems Analysts | 2,824 | 3,453 | Bach | None | None |
| CI | 15-1141 | \$88,213 | Database Administrators | 449 | 489 | Bach | 1-5 yrs | None |
| IC | 15-1131 | \$86,549 | Computer Programmers | 1,584 | 1,653 | Bach | None | None |
| CIRA | 15-1134 | \$81,432 | Web Developers | 351 | 415 | Assoc | None | None |
| ICR | 15-1199 | \$77,126 | Computer Occupations, All Other | 221 | 242 | Bach | None | None |
| IRCE | 15-1142 | \$71,947 | Network and Computer Systems Administrators | 999 | 1,100 | Bach | None | None |
| RE | 15-1152 | \$62,608 | Computer Network Support Specialists | 571 | 641 | Assoc | None | None |
| RCIS | 15-1151 | \$54,246 | Computer User Support Specialists | 1,808 | 2,131 | SC/nd | None | MTOJT |



Law, Public Safety, Corrections & Security

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

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|---------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| EIA | 23-1011 | \$145,933 | Lawyers | 3,403 | 3,697 | PhD/Prof | None | None |
| ESC | 23-1023 | \$138,445 | Judges, Magistrate Judges, and Magistrates | 128 | 137 | PhD/Prof | > 5 yrs | STOJT |
| EIS | 23-1021 | \$63,835 | Administrative Law Judges, Adjudicators, and Hearing Officers | 72 | 75 | PhD/Prof | 1-5 yrs | STOJT |
| CIE | 23-2011 | \$55,682 | Paralegals and Legal Assistants | 1,381 | 1,539 | Assoc | None | None |
| EC | 33-9021 | \$52,915 | Private Detectives and Investigators | 37 | 40 | HS | 1-5 yrs | MOJT |
| C | 23-2091 | \$51,688 | Court Reporters | 52 | 56 | PS/nd | None | STOJT |
| IRC | 19-4092 | \$51,293 | Forensic Science Technicians | 25 | 27 | Bach | None | MOJT |
| CE | 43-6012 | \$50,357 | Legal Secretaries | 1,219 | 1,120 | HS | None | MOJT |
| RS | 33-2011 | \$46,093 | Firefighters | 326 | 351 | PS/nd | None | LTOJT |
| CEI | 33-1099 | \$43,784 | First-Line Supervisors of Protective Service Workers, All Other | 383 | 411 | HS | < 5 yrs | None |
| CRE | 43-5031 | \$40,997 | Police, Fire, and Ambulance Dispatchers | 219 | 229 | HS | None | MOJT |
| SIRE | 29-2041 | \$36,962 | Emergency Medical Technicians and Paramedics | 1,211 | 1,334 | PS/nd | None | None |
| SER | 33-9091 | \$33,446 | Crossing Guards | 343 | 369 | HS | None | STOJT |
| RCS | 33-9011 | \$32,115 | Animal Control Workers | 118 | 138 | HS | None | MOJT |
| RCE | 33-9031 | \$31,054 | Gaming Surveillance Officers and Gaming Investigators | 86 | 89 | HS | None | STOJT |
| RCE | 33-9032 | \$24,794 | Security Guards | 3,469 | 3,680 | HS | None | STOJT |
| RS | 33-9092 | \$22,256 | Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers | 639 | 699 | HS | None | STOJT |



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 | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|---------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| RICE | 51-8012 | \$79,747 | Power Distributors and Dispatchers | 105 | 103 | HS | None | LTOJT |
| R | 49-2095 | \$71,240 | Electrical and Electronics Repairers, Powerhouse, Substation, and Relay | 282 | 279 | PS/nd | None | LTOJT |
| ECR | 49-1011 | \$69,493 | First-Line Supervisors of Mechanics, Installers, and Repairers | 1,318 | 1,400 | HS | 1-5 yrs | None |
| CE | 13-1023 | \$66,539 | Purchasing Agents, Except Wholesale, Retail, and Farm Products | 722 | 735 | HS | None | LTOJT |
| RIC | 49-2094 | \$62,816 | Electrical and Electronics Repairers, Commercial and Industrial Equipment | 217 | 237 | PS/nd | None | LTOJT |
| ERC | 51-1011 | \$62,379 | First-Line Supervisors of Production and Operating Workers | 1,369 | 1,386 | PS/nd | 1-5 yrs | None |
| IRC | 19-4031 | \$62,275 | Chemical Technicians | 830 | 948 | Assoc | None | MOJT |
| ICR | 17-3026 | \$61,443 | Industrial Engineering Technicians | 221 | 246 | Assoc | None | None |
| RCI | 51-4041 | \$52,437 | Machinists | 672 | 783 | HS | None | LTOJT |
| RIC | 49-9041 | \$51,230 | Industrial Machinery Mechanics | 878 | 987 | HS | None | LTOJT |
| R | 49-2098 | \$50,378 | Security and Fire Alarm Systems Installers | 172 | 199 | HS | None | MOJT |
| R | 51-4121 | \$47,819 | Welders, Cutters, Solderers, and Brazers | 492 | 550 | HS | None | MOJT |
| R | 51-7011 | \$41,038 | Cabinetmakers and Bench Carpenters | 177 | 175 | HS | None | MOJT |
| R | 49-9094 | \$36,504 | Locksmiths and Safe Repairers | 54 | 57 | HS | None | LTOJT |
| RC | 49-9091 | \$36,296 | Coin, Vending, and Amusement Machine Servicers and Repairers | 97 | 84 | HS | None | STOJT |



Marketing, Sales & Service

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

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|----------------------------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| EC | 11-2022 | \$162,989 | Sales Managers | 771 | 787 | Bach | 1-5 yrs | None |
| EC | 11-2021 | \$146,827 | Marketing Managers | 813 | 802 | Bach | > 5 yrs | None |
| EAC | 11-2011 | \$146,037 | Advertising and Promotions Managers | 74 | 59 | Bach | 1-5 yrs | None |
| EA | 11-2031 | \$140,046 | Public Relations and Fundraising Managers | 202 | 208 | Bach | > 5 yrs | None |
| IEC | 13-1161 | \$77,626 | Market Research Analysts and Marketing Specialists | 1,883 | 2,370 | Bach | None | None |
| EC | 11-9141 | \$66,498 | Property, Real Estate, and Community Association Managers | 854 | 1,003 | HS | 1-5 yrs | None |
| EAS | 27-3031 | \$65,187 | Public Relations Specialists | 708 | 777 | Bach | None | None |
| CE | 41-4012 | \$62,733 | Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | 3,630 | 4,010 | HS | None | MOJT |
| EC | 41-9022 | \$60,590 | Real Estate Sales Agents | 1,234 | 1,523 | HS | None | LTOJT |
| EC | 13-1022 | \$56,805 | Wholesale and Retail Buyers, Except Farm Products | 243 | 274 | HS | None | LTOJT |
| ECA | 41-3011 | \$48,963 | Advertising Sales Agents | 298 | 296 | HS | None | MOJT |
| ECS | 41-1011 | \$47,965 | First-Line Supervisors of Retail Sales Workers | 4,927 | 5,174 | HS | 1-5 yrs | None |
| CE | 41-2021 | \$32,906 | Counter and Rental Clerks | 1,147 | 1,206 | < HS | None | STOJT |
| EC | 41-9041 | \$28,018 | Telemarketers | 304 | 330 | < HS | None | STOJT |
| AER | 27-1026 | \$28,018 | Merchandise Displayers and Window Trimmers | 305 | 327 | HS | None | MOJT |
| EC | 41-2031 | \$25,709 | Retail Salespersons | 15,930 | 17,179 | < HS | None | STOJT |
| CE | 41-2011 | \$20,342 | Cashiers | 11,184 | 11,409 | < 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 | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|----------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| EIRC | 11-9041 | \$145,974 | Architectural and Engineering Managers | 396 | 413 | Bach | > 5 yrs | None |
| ICR | 17-2111 | \$104,853 | Health and Safety Engineers, Except Mining Safety Engineers and Inspectors | 41 | 46 | Bach | None | None |
| RI | 17-2199 | \$100,256 | Engineers, All Other | 44 | 46 | Bach | None | None |
| IRC | 17-2141 | \$96,678 | Mechanical Engineers | 741 | 804 | Bach | None | None |
| CI | 15-2041 | \$94,994 | Statisticians | 95 | 114 | Mast | None | None |
| IR | 19-2031 | \$94,162 | Chemists | 3,265 | 3,518 | Bach | None | None |
| IAR | 19-1021 | \$92,248 | Biochemists and Biophysicists | 242 | 284 | PhD/Prof | None | None |
| ICER | 17-2112 | \$90,646 | Industrial Engineers | 587 | 636 | Bach | None | None |
| IR | 19-2042 | \$88,816 | Geoscientists, Except Hydrologists and Geographers | 71 | 83 | Bach | None | None |
| IRAC | 15-1111 | \$83,242 | Computer and Information Research Scientists | 97 | 108 | PhD/Prof | None | None |
| ICR | 19-1029 | \$82,534 | Biological Scientists, All Other | 21 | 22 | Bach | None | None |
| IR | 19-2043 | \$81,349 | Hydrologists | 24 | 27 | Mast | None | None |
| IR | 19-2032 | \$67,579 | Materials Scientists | 104 | 115 | Bach | None | None |
| IR | 19-1022 | \$60,840 | Microbiologists | 167 | 180 | Bach | None | None |
| RCI | 17-1021 | \$56,659 | Cartographers and Photogrammetrists | 15 | 19 | Bach | None | None |
| EIR | 19-1031 | \$56,534 | Conservation Scientists | 62 | 65 | Bach | None | None |



Transportation, Distribution & Logistics

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

| Holland Code | SOC Code | 2014 Mean Wage | Occupation Title | 2012 Est. Empl. | 2022 Proj. Empl. | Education | Work experience in a related occupation | On-the-job training |
|--------------|----------|----------------|--------------------------------------------------------------------------------------------|-----------------|------------------|-----------|-----------------------------------------|---------------------|
| EC | 11-3071 | \$116,106 | Transportation, Storage, and Distribution Managers | 317 | 322 | HS | > 5 yrs | None |
| ER | 53-5021 | \$74,755 | Captains, Mates, and Pilots of Water Vessels | 35 | 30 | Bach | None | None |
| ECR | 53-1031 | \$58,698 | First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators | 592 | 642 | HS | 1-5 yrs | None |
| RC | 49-3011 | \$56,534 | Aircraft Mechanics and Service Technicians | 327 | 357 | PS/nd | None | None |
| R | 49-3031 | \$48,610 | Bus and Truck Mechanics and Diesel Engine Specialists | 428 | 459 | HS | None | LTOJT |
| R | 49-3042 | \$47,382 | Mobile Heavy Equipment Mechanics, Except Engines | 324 | 357 | HS | None | LTOJT |
| RC | 53-3032 | \$42,682 | Heavy and Tractor-Trailer Truck Drivers | 3,340 | 3,741 | PS/nd | None | STOJT |
| R | 49-3023 | \$40,747 | Automotive Service Technicians and Mechanics | 1,975 | 2,011 | HS | None | LTOJT |
| RIC | 49-2096 | \$33,634 | Electronic Equipment Installers and Repairers, Motor Vehicles | 90 | 87 | PS/nd | None | STOJT |
| RC | 53-3022 | \$31,450 | Bus Drivers, School or Special Client | 2,048 | 2,217 | HS | None | STOJT |
| RC | 53-3033 | \$30,909 | Light Truck or Delivery Services Drivers | 2,596 | 2,762 | HS | None | STOJT |
| R | 53-7062 | \$27,186 | Laborers and Freight, Stock, and Material Movers, Hand | 6,138 | 6,657 | < HS | None | STOJT |
| RE | 53-3041 | \$26,853 | Taxi Drivers and Chauffeurs | 684 | 742 | < HS | None | STOJT |
| RS | 53-3011 | \$26,749 | Ambulance Drivers and Attendants, Except Emergency Medical Technicians | 92 | 106 | HS | None | MOJT |
| R | 43-5021 | \$26,021 | Couriers and Messengers | 289 | 251 | HS | None | STOJT |
| RC | 53-6021 | \$20,946 | Parking Lot Attendants | 438 | 475 | < HS | None | STOJT |

Step 3: How Do I Decide?

In **Step 1**, you looked at your interests, skills, and work values. In **Step 2**, you looked at Delaware's overall labor market. Now it's time to ask yourself some more questions. 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?

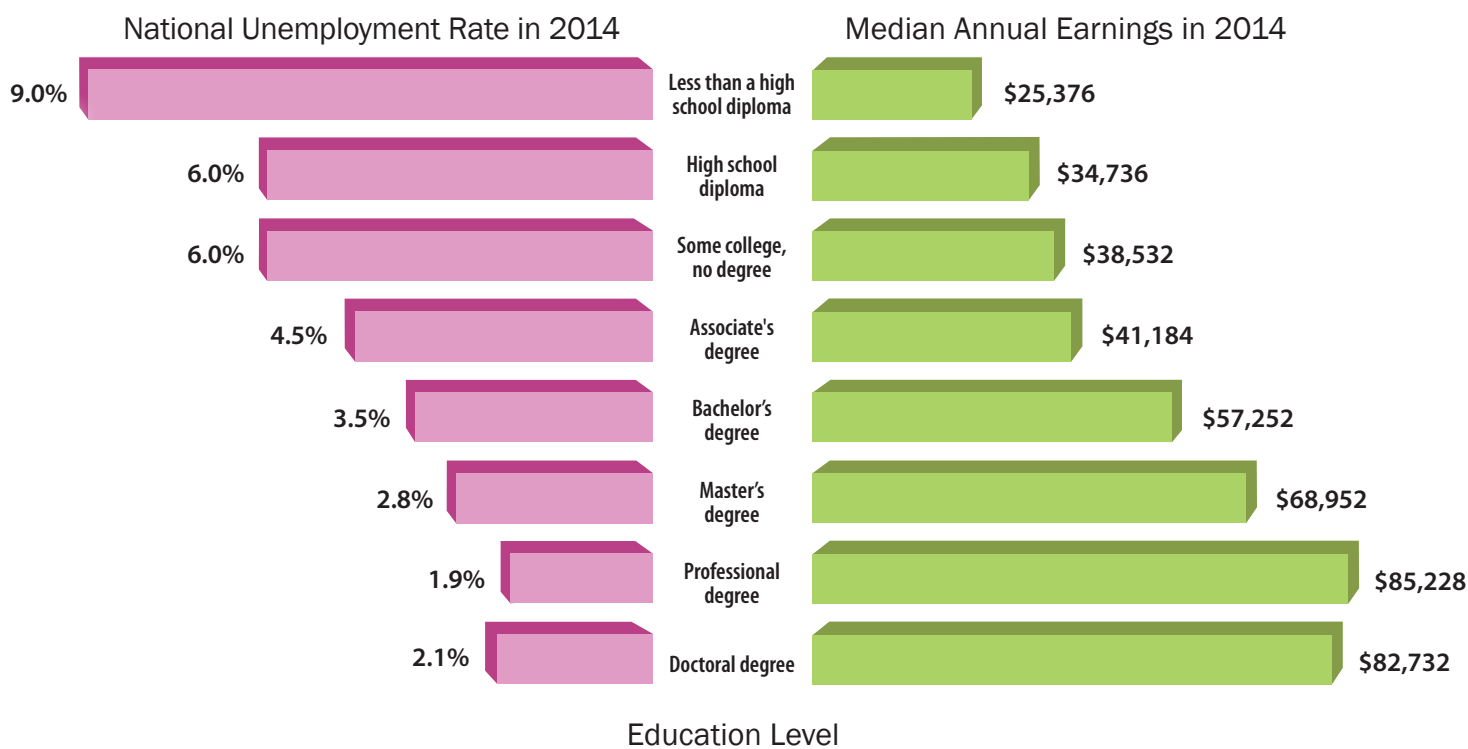
Ask yourself:

- 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 48 – 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

Education Pays!

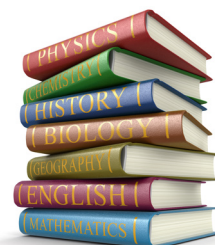
One major benefit of a college degree is having more higher-paying jobs to choose from. The table below shows you just some of the possibilities available to high school students and college graduates. As you browse, take note that some of the occupations require additional training or preparation, once employed in an occupation, to attain competency in the skills needed in that occupation. For some occupations, work experience in a related occupation may be a typical method of entry. These are abbreviated next to the occupation; see the key at the bottom of this page for definitions. You can also refer to page 25 for detailed descriptions of each abbreviation.

| HIGH SCHOOL DIPLOMA AVERAGE SALARY \$41,600 | TWO-YEAR COLLEGE AVERAGE SALARY \$59,200 | FOUR-YEAR COLLEGE AVERAGE SALARY \$82,600 | MORE THAN FOUR YEARS AVERAGE SALARY \$146,000 |
|-------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------|
| Auto Mechanic (LTOJT) | Chemical Technician (MOJT) | Accountant | Chiropractor |
| Bank Teller (STOJT) | Dental Hygienist | Art Director (>5 yrs) | Dentist |
| Bus Driver (STOJT) | Funeral Service Manager (1-5 yrs) | Athletic Trainer | Judge (>5 yrs) |
| Carpenter (APP) | Paralegal | Chemist | Lawyer |
| Chef (>5 yrs) | Preschool Teacher | Coach | Librarian |
| Electrician (APP) | Registered Nurse | Environmental Engineer | Pediatrician (Int/Res) |
| Fitness Trainer (STOJT) | Web Developer | Computer Programmer | Pharmacist |
| Mail Carrier (STOJT) | | Graphic Designer | Physical Therapist |
| Photographer (LTOJT) | | Human Resources Manager (>5 yrs) | Physician's Assistant |
| Private Detective (1-5 yrs and MOJT) | | Interior Designer | Surgeon (Int/Res) |
| Real Estate Agent (LTOJT) | | Kindergarten/Middle School Teacher (Int/Res) | Veterinarian |
| Receptionist (STOJT) | | Loan Officer (MOJT) | |
| Travel Agent (MOJT) | | Marketing Manager (>5 yrs) | |
| Welder (MOJT) | | Sales Manager (1-5 yrs) | |

SOURCE: Data are taken from the Delaware 2022 Occupation & Industry Projections, published July 2014, and the Delaware Wages 2014, published June 2015.



Int/Res - Internship/Residency
APP - Apprenticeship
LTOJT - Long-term on-the-job training
MOJT - Moderate-term on-the-job training
STOJT - Short-term on-the-job training
> 5 years - more than 5 years spent gaining work related experience
1-5 years - between 1 and 5 years spent gaining work related experience



Reality Check

Review the four sample lifestyles below and think about which one may fit you best. These samples are average monthly expenditures for households in different income levels and do not include putting any money aside for savings.

LIFESTYLE #1:

Residence:

Small Apartment Rent - \$750
Utilities/Phone/Internet/etc. - \$190

Transportation:

Used Car Payment - \$120
Maintenance, Fuel & Insurance - \$180

Other Costs:

Household Items, Haircuts, etc. - \$50
Clothing - \$60
Entertainment - \$80
Food - \$300

**Average Monthly
Cost of Living for
Lifestyle #1:
\$1,730**



LIFESTYLE #2:

Residence:

Starter Home Payment/Rent - \$1,000
Utilities/Phone/Internet/etc. - \$250

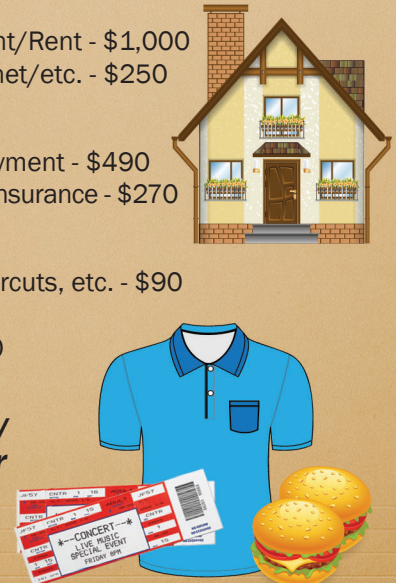
Transportation:

Compact Car/Van Payment - \$490
Maintenance, Fuel & Insurance - \$270

Other Costs:

Household Items, Haircuts, etc. - \$90
Clothing - \$90
Entertainment - \$120
Food - \$400

**Average Monthly
Cost of Living for
Lifestyle #2:
\$2,710**



LIFESTYLE #3:

Residence:

Moderately-Priced Home
Payment - \$1,240
Utilities/Phone/
Internet/etc. - \$300

Transportation:

Car/SUV Payment - \$680
Maintenance, Fuel & Insurance - \$430

Other Costs:

Household Items, Haircuts, etc. - \$110
Clothing - \$110
Entertainment - \$170
Food - \$480

**Average Monthly
Cost of Living for
Lifestyle #3:
\$3,520**



LIFESTYLE #4:

Residence:

High-End Luxury Home
Payment - \$2,580
Utilities/Phone/
Internet/etc. - \$460

Transportation:

Luxury Auto Payment - \$1,400
Maintenance, Fuel & Insurance - \$590

Other Costs:

Household Items, Haircuts, etc. - \$250
Clothing - \$260
Entertainment - \$430
Food - \$930

**Average Monthly
Cost of Living for
Lifestyle #4:
\$6,900**



Source: Consumer Expenditure Survey 2013, U.S. Bureau of Labor Statistics. More information can be found at www.bls.gov/ce/

Build a Budget

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

1. My Budget

Look over the worksheet on page 46. 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 pet 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 thru 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 thru 22 - Do your research to estimate your expenses in this section. Look in the classifieds or go online to find out what apartments cost. 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 put more into savings? Based on what you have learned, write your desired entry wage on the bottom of page 46.



*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 | | | |
| MONTHLY TAXES, DEDUCTIONS & SAVINGS | | | | | |
| 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 | Total Taxes, Deductions & Savings (add 4 to 9) | \$1,408 | | | |
| 11 | Net Monthly Take-Home Pay (row 3 - row 10) | \$1,508 | | | |
| MONTHLY EXPENSES | | | | | |
| 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 | Total Monthly Expenses (add rows 12 to 22) | \$1,237 | | | |
| 24 | Take Home Pay – Total Expenses (row 11 - row 23) | +\$271 | | | |

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

2015 Delaware Tax Bracket (Single) Marginal Tax Rate (\$)

| | |
|---------------------|------|
| \$2,000 – \$5,000 | 2.2% |
| \$5,000 – \$10,000 | 3.9% |
| \$10,000 – \$20,000 | 4.8% |
| \$20,000 – \$25,000 | 5.2% |
| \$25,000 – \$60,000 | 5.5% |
| \$60,000+ | 6.6% |

2015 Federal Tax Bracket (Single) Marginal Tax Rate (\$)

| | |
|-----------------------|-----|
| \$0 – \$9,075 | 10% |
| \$9,075 – \$36,900 | 15% |
| \$36,900 – \$89,350 | 25% |
| \$89,350 – \$186,350 | 28% |
| \$186,350 – \$405,100 | 33% |
| \$405,100+ | 35% |



Write your desired wage under **Column 1 (My Profile)** on **Row 5 (Entry Wage)** of the **Occupation Comparison Chart** on page 48.

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

Where Do I Want to Live?

Once you figure out your budget, you will need to think about where you want to live. Ask yourself some basic questions to help you decide:

- Do I want to live near my family?
- Do I want to live somewhere where it is cold and snowy in the winter?
- Do I want to live near the beach?
- Is getting the job I want more important than where I live?



If where you live is important to you, write your two favorite locations under Column 1 (My Profile) on Row 6 - Job Location(s) - of the Occupation Comparison Chart on page 48.

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

| City and State | 2 BR Apt Rent /month | Home Energy /month | Gas regular /gallon | Doctor Office Visit | Men's Haircut, No Styling | Dry Cleaning, 2 pc Suit | Whole Milk half gal. | White Bread 24 oz. | Eggs dozen | Corn Flakes 18 oz. | Bananas /per lb. | Cheese Pizza 12" |
|----------------------|----------------------------|--------------------------|---------------------------|---------------------------|---------------------------------|-------------------------------|----------------------------|--------------------------|---------------|--------------------------|---------------------|------------------------|
| Delaware | | | | | | | | | | | | |
| Dover | 863 | 200.25 | 3.38 | 91.11 | 14.67 | 12.83 | 2.71 | 1.52 | 2.65 | 3.82 | .65 | 9.33 |
| Wilmington | 1,016 | 220.49 | 3.42 | 82.50 | 14.33 | 10.67 | 2.71 | 1.53 | 2.65 | 3.68 | .67 | 9.33 |
| Northeast | | | | | | | | | | | | |
| Boston, MA | 1,940 | 228.71 | 3.60 | 149.67 | 17.60 | 13.94 | 2.79 | 1.60 | 2.72 | 5.02 | .67 | 9.06 |
| Washington, DC | 1,973 | 163.63 | 3.57 | 87.41 | 16.65 | 9.27 | 2.67 | 1.42 | 2.13 | 4.01 | .66 | 8.00 |
| Manhattan, NY | 3,851 | 239.32 | 3.72 | 108.70 | 22.24 | 14.26 | 2.13 | 2.38 | 2.83 | 5.32 | .60 | 11.53 |
| Philadelphia, PA | 1,283 | 187.64 | 3.60 | 118.19 | 16.38 | 12.63 | 2.24 | 1.52 | 2.47 | 3.70 | .65 | 10.00 |
| Southeast | | | | | | | | | | | | |
| Lynchburg, VA | 803 | 173.51 | 3.13 | 87.10 | 11.00 | 10.17 | 2.46 | 1.33 | 1.93 | 3.24 | .58 | 8.00 |
| Louisville, KY | 808 | 123.98 | 3.69 | 87.77 | 12.37 | 11.20 | 2.24 | 1.50 | 1.69 | 3.29 | .56 | 10.00 |
| Atlanta, GA | 948 | 155.31 | 3.44 | 97.13 | 15.43 | 8.87 | 2.45 | 1.64 | 1.80 | 3.49 | .61 | 8.00 |
| Orlando, FL | 889 | 190.28 | 3.41 | 84.90 | 14.33 | 10.34 | 2.69 | 1.90 | 1.92 | 3.91 | .60 | 9.18 |
| North Central | | | | | | | | | | | | |
| Des Moines, IA | 638 | 148.16 | 3.32 | 115.93 | 13.80 | 11.91 | 2.24 | 1.53 | 1.88 | 3.20 | .57 | 8.08 |
| Chicago, IL | 1,149 | 166.09 | 4.16 | 94.00 | 17.22 | 13.89 | 1.93 | 1.49 | 1.87 | 3.19 | .48 | 10.78 |
| Wichita, KS | 678 | 162.09 | 3.28 | 95.75 | 13.68 | 12.69 | 2.24 | 1.50 | 1.69 | 3.29 | .56 | 8.27 |
| South Central | | | | | | | | | | | | |
| Denver, CO | 1,158 | 164.63 | 3.46 | 120.48 | 16.37 | 13.43 | 2.05 | 1.49 | 2.10 | 3.47 | .56 | 8.33 |
| Dallas, TX | 825 | 177.04 | 3.36 | 100.80 | 18.21 | 9.42 | 2.34 | 1.43 | 1.81 | 3.75 | .51 | 8.97 |
| Phoenix, AZ | 827 | 188.27 | 3.42 | 105.67 | 13.00 | 11.31 | 1.83 | 1.70 | 2.06 | 3.24 | .58 | 10.14 |
| West | | | | | | | | | | | | |
| Anchorage, AK | 1,280 | 168.03 | 3.76 | 167.20 | 18.47 | 14.14 | 2.53 | 1.98 | 2.29 | 4.50 | .87 | 10.66 |
| San Diego, CA | 1,754 | 179.47 | 4.08 | 106.91 | 18.35 | 12.86 | 2.58 | 1.42 | 2.67 | 4.18 | .69 | 8.00 |
| Boise, ID | 730 | 149.58 | 3.48 | 123.82 | 12.84 | 12.21 | 1.72 | 1.43 | 1.35 | 3.38 | .54 | 8.38 |
| Portland, OR | 2,196 | 155.81 | 3.84 | 131.34 | 23.27 | 13.36 | 1.98 | 1.62 | 2.09 | 3.92 | .82 | 9.67 |
| Honolulu, HI | 2,975 | 497.94 | 4.21 | 110.28 | 14.90 | 15.23 | 3.62 | 3.16 | 3.58 | 6.02 | 1.19 | 11.96 |

NOTE: Data are taken from the C2ER Cost of Living Index 2014 Annual Average Data, published January, 2015.

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

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. 10 | | |
| 3 | Career Clusters | p. 15 | | |
| 4 | Education | p. 42 | | |
| 5 | Entry Wage | p. 46 | | |
| 6 | Job Location(s) | p. 47 | | |
| 7 | Basic Worker Skills (from the matrix or www.onetonline.org) | p. 17 | | |
| 8 | Job Openings/Growth (from pp. 22 & 23 or www.onetonline.org) | Are you looking for an occupation that is growing? How important is it to you? Keep this in mind. | | |

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 believe it could also 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: _____

NEXT STEP

Go on to Step 4

Step 4: How Do I Do It?

In **Step 1**, you looked at your interests, skills, and work values. In **Step 2**, you looked at Delaware's overall labor market. In **Step 3**, you chose the occupation most suited to your self-assessment. **Now comes the fun part!** It's time to take your goals and turn them into 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:

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

How do I know if Career & Technical Education (CTE) is right for me?

ACTIVITY: Answer the questions below to help you find out if Career & Technical Education might be right for you.

1. Would you like to know more about high-skill, high-wage, high-demand career opportunities? ☐ Yes ☐ No

2. Would you like to earn college credit while you are still in high school? ☐ Yes ☐ No

3. Would you like to look for a career where an employer might pick up the tab for some of your college expenses? ☐ Yes ☐ No

4. Do you think that learning how to solve career-based math and science problems might make math and science more interesting? ☐ Yes ☐ No

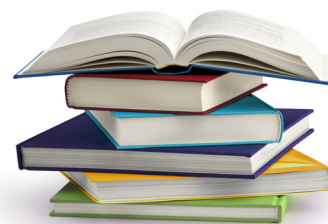
5. Are you interested in finding a higher-skill, higher-wage job during the summers that could provide you with valuable career experience? ☐ Yes ☐ No

6. Do you think learning the basic skills that employers highly value would help your future career? ☐ Yes ☐ No

7. Would you like to join with other students in the fun and excitement of a career and technical student organization? ☐ Yes ☐ No

8. Does working on project teams seem interesting to you? ☐ Yes ☐ No

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? ☐ Yes ☐ No



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

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, high-demand occupations while also preparing you for postsecondary learning.

About Career & Technical Education

Career & Technical Education (CTE) pathways will help you discover which career is best for you by providing valuable information and realistic experiences. CTE includes a wide variety of programs that are designed to equip you with career and life skills. As a CTE student, you can explore career options, gain close insight into a number of fields, prepare for a wide range of occupations, and earn college credit while you're still in high school.

Delaware CTE programs prepare you for diverse careers in areas such as agriculture, business systems, computer science, 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 continuing education and entering high-skill, high-wage, high-demand careers.

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. 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.

Graduation Requirement

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

1. a Career and Technical Education (CTE) Pathway. These pathways are specific within CTE programs. CTE prepares students for employment and postsecondary education in current or emerging professions.
2. an Academically-Focused Career (AFC) Pathway. These 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.

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; and
- lead to an industry-recognized credential or certificate at the postsecondary level, an associate's degree, or a bachelor's degree.



Career & Technical Education Pathways (CTE)

Agriculture, Food Production & Natural Resources

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

Animal Systems 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 assistant are a few components of this agricultural STEM pathway.

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

Food Products and Processing Systems provides an opportunity for students to explore this STEM industry involved in the chemistry, safe production, processing, storage, preparation, and distribution of food for consumption by living things.

Natural Resources and Environmental Systems pathways provide insight into topics such as wildlife conservation, water quality and availability, environmental preservation, and renewable resource management, providing students an opportunity to use STEM practices to solve environmental challenges our world faces.

Plant Systems provides students an opportunity to study STEM related topics in plant pathology, soil science, plant life cultivation, maintenance, production, and distribution. Areas such as floriculture, forestry, and turf production are also included in this pathway.

Architecture & Construction

Drafting & Design allows students to learn the skills needed to produce architectural and mechanical drawings and to 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.

Construction and Manufacturing teaches students the fundamentals of construction and manufacturing technologies, the safe use of tools, equipment, materials, and supplies through the production of construction and manufacturing products.

Heating, Ventilation, & Air Conditioning Technologies program covers training on the installation of refrigerant piping, electrical power wiring, temperature control and monitoring devices, as well as the interpretation of blueprints, design specifications, and electrical schematics, and the interpretation of E.P.A. refrigerant laws.

Welding Technologies program teaches students Design, fabricate, and repair ferrous and non-ferrous metals using various welding processes.

Construction Trades program instructs students on basic carpentry and woodworking skills. Emphasis is on hands-on learning with related instruction in measurement, safety, and use of hand and power equipment.

Arts, Audiovisual Technology & Communications

Audio, Radio and Video Engineering lets 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.

Communication Technology allows students to 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.

Graphic Design & Production teaches students 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.

Business Management & 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.

Education & Training

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

Finance

Academy of Finance engages secondary students with the world of financial services, and offers coursework that covers banking and credit, financial planning, accounting, international finance, securities, insurance, economics, and entrepreneurship.

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.

Health Science

Dental Assistants provide patient care, take dental x-ray, prepare patients and equipment for dental procedures, and discharge office administrative functions under the supervision of dentists and dental hygienists. Students learn about medical record-keeping, general office duties, reception and patient intake, scheduling, equipment maintenance and sterilization, pre- and post-operative patient care and instruction, chairside assisting, and taking tooth and mouth impressions.

Medical Assistants 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/Billers 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/Assistants prepares individuals, under the supervision of physicians or laboratory scientists or technologists, to perform testing procedures, phlebotomy, and other duties in support of laboratory teams. Students learn about clinical procedures, various laboratory tests, laboratory mathematics, computer technology, equipment operation and maintenance, sterilization and safety, communications skills, and interpersonal skills.

Nurse Assistants 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 Aides assist patients who are recovering from injuries, illnesses, and surgeries regain movement and manage pain. PT aides work under the direction of physical therapists.

Surgical Technicians work under the supervision of physicians and surgical nurses, to maintain, monitor, and enforce the sterile field and adherence to aseptic technique by preoperative, surgical team, and postoperative personnel. Students learn about surgical instruments and equipment sterilization and handling, surgical supplies management, wound exposure and closure, surgical computer and robot operation and monitoring, maintenance of hemostasis, and patient and team scrubbing.

Hospitality & Tourism

Culinary & Hospitality Management teaches students about preparation and safe food handling procedures, and students will also gain the knowledge and skills to enter careers in nutrition, culinary arts, and other fields that involve work with food.

Human Services

Cosmetology Arts teaches students the art and science of beautifying hair, skin, and nails. Cosmetologists perform such tasks as shampoos, facials, manicures, hair coloring, permanent waving, thermal styling, chemical relaxing, and hair cutting.

Family and Community Services 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. We all need a "little help from our friends."

Information Technology

Computer Science introduces students to topics such as interface design, limits of computers, and societal and ethical issues. The program prepares students for further education and careers in information technology and computer science.

Electronics & Computer Technologies will provide students with the knowledge and training to prepare them for entry-level employment opportunities in the Information Technology (IT) industry. Students in this program will gain hands-on experience in the realm of computer hardware and operating systems, networking, software applications, and an introduction to web and video game design technologies.

Law, Public Safety, Corrections & Security

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

Manufacturing

Production prepares students for further education and careers in manufacturing and logistics.

Logistics is an instructional program that engages students in open-ended problem solving where they learn and apply manufacturing processes and use modern, industry-leading technology and software.



Marketing, Sales & Service

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

Science, Technology, Engineering & Mathematics (STEM)

Biomedical Sciences engages students in open-ended problem solving where students study the concepts of human medicine, physiology, genetics, microbiology, and public health.



Transportation, Distribution & Logistics

Aviation Technologies pathway teaches students how to inspect, repair, service, and overhaul airplanes. Attention is given to scheduled maintenance following a timetable based upon the number of hours flown and to specialization in repair work. The program is based upon the Federal Aviation Administration (FAA) requirements for the aviation mechanic license.

Thinking about college?

1. High School Career and Technical Education programs offer free options for earning articulated credit.
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, high-demand technical jobs.

Most career and technical education programs combine classroom instruction, laboratory work, on-the-job work-based learning experiences, opportunities to earn early college credit and industry credentials, 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 eight 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.



Educators Rising

Educators Rising is an organization that helps make sure teachers have the experience and skills they need to be ready for the classroom. Starting with high school students, we provide passionate young people with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. The result is a pipeline of accomplished teachers who are positioned to make a lasting difference – not only in the lives of their students, but also in the field of teaching more broadly.

National website:
www.educatorsrising.org



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

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

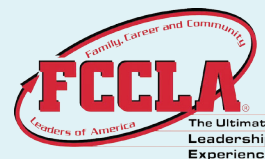


DECA

DECA, an association of Marketing students, 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

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



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

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



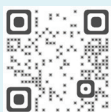


Future Health Professionals (HOSA)

HOSA is an organization for students enrolled in health science programs, and who are planning to pursue a health career. The activities of HOSA provide opportunities to develop, practice, and refine technical, leadership, and teamwork skills to achieve a seamless transition from education to a career. Its competitive events program, aligned with the National Health Science Standards, helps students graduate and be career and college ready.

National website:
www.hosa.org

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



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

Delaware website:
www.delawareffa.org



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

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



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

Delaware website:
<http://detsa.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!

TECHPREP
DELAWARE



... Your **KEY** to job success!



Leadership Development

The four goals of the
DCA in action!



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



Civic Awareness



Career Development



Social Skills

Jobs for Delaware Graduates (JDG) students learn job seeking, job retention and life survival 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 everyday living and success on the job.

"Preparing Today for a Career Tomorrow"

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

Jobs for Delaware Graduates, Inc.

www.jobsdegrads.org

Administrative Office, 381 W. North Street, Dover, DE 19904
Community Services Building, 100 W. 10th Street, Ste.106, Wilmington, DE 19801
302-734-9341

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 and they are also available on our website at <http://dia.delawareworks.com/labor-law>. 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 Street, 1st floor, security desk, Wilmington
- 225 Corporate Blvd., Suite 104, Pencader Corp. Ctr., Newark
- 655 S. Bay Road, Suite 6A, Blue Hen Corp. Ctr., Dover
- 24 N.W. Front Street, Suite 100, Milford
- 600 DuPont Highway, Suite 207, 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 offices.

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, you are allowed to perform any work assignment providing it is non-hazardous.

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

The minimum wage in Delaware is \$8.25/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 \$8.25/hour.

Do I get a break at work?

You are not permitted to work more than 5 hours continuously without a nonworking period (break) of at least one half hour. 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 journey person, and, depending on the trade learned, will earn, on average, in excess of \$30,000 per year. If a journey person 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 journey person 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 2014, 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:

Electrician
Instrument Technician
Machine Repair
Machinist
Maintenance Mechanic
Millwright

Construction:

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

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

Is the Military for Me?

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
- World Travel
- Personal Improvement
- Insurance & Retirement Benefits

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) 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.

Military: www.todaysmilitary.com & www.careersinthemilitary.com

Looking for a job and have a disability? DVR has the resources to help you succeed.



NOW, MORE THAN EVER, EMPLOYMENT OPPORTUNITIES ARE AVAILABLE TO INDIVIDUALS WITH DISABILITIES WHO WANT TO WORK. There are a variety of resources and organizations available for today's job seekers that make finding, obtaining, and maintaining a job easier.

YOUR LOCAL DVR IS A GREAT PLACE TO START. The Division of Vocational Rehabilitation (DVR), an agency of the Delaware Department of Labor, has the dedicated staff, information, and resources to help people with disabilities succeed in job hunting. We partner with our job seekers, help them develop a career pathway and find meaningful employment. DVR is a federally funded program with eligibility requirements.

DVR SERVICES INCLUDES:

- Individualized services and employment plan
- Vocational evaluation and assessment
- Job development and job placement
- Guidance and counseling

How Do I Connect with DVR?

Call the office in your area and begin your employment journey today.

NEW CASTLE COUNTY:

Wilmington: 302-761-8275

Newark: 302-368-6980

Middletown: 302-696-3180

KENT COUNTY:

Dover: 302-739-5478

Milford: 302-430-7721

SUSSEX COUNTY:

Georgetown: 302-856-5730



ONLINE: dvr.delawareworks.com



~Division of Vocational Rehabilitation - Helping people with disabilities find 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

www.collegeboard.com



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) Ask if any financial aid or college nights have been scheduled for your area. If you want to begin exploring your financial aid options and get an early

start on the financial aid process, go to www.FAFSA4caster.ed.gov. By using FAFSA4caster, you and your family will receive an early estimate of eligibility for federal student aid. This website will also provide you with an opportunity to learn about the financial aid process. It will familiarize you with the various types of federal student aid that are available and will help you to investigate other sources of aid, such as grants and scholarships. When you're ready to apply for aid, you can easily transition from FAFSA4caster to FAFSA on the web. Much of the information that you enter in the FAFSA4caster will populate your FAFSA on the web application, making the experience of applying for federal student aid a lot easier.

December:

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

January to March:

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

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: <http://www.delawaregoestocollege.org/scholarship-compendium> - scroll down to the bottom of the page and click on the PDF file. 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.

MORE →

**October:**

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

December:

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

January:

Final deadline season begins. Almost all schools require regular admissions applications by one of these dates: 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 About Financial Aid?

What Is Financial Aid?

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

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

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

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.todaysmilitary.com or
www.gibill.va.gov/benefits/index.html

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

Financial Aid Resources

There are many sources of financial aid information available. Look for information at your high school, the 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 or call: 1-800-433-3243

For information about state-sponsored aid, contact the Delaware Higher Education Office:
www.DelawareGoesToCollege.org/State-Aid
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



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

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: <http://dedoe.schoolwires.net/Page/1986>. 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

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.DelawareGoesToCollege.org/State-Aid 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

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 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. 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 will also explain how much grant, loan, work-study, and/or scholarship money they can offer you. Compare college costs and financial aid packages using College Board's comparison tool at:
http://apps.collegeboard.com/fincalc/compare_aid.jsp
10. Tell each school in writing if you will accept or decline their financial aid package.

Those who choose to attend the summer term:

11. Aid awarded for the academic year must be used during that period. Aid may, however, be available during the summer term. Ask 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: <http://www.doe.k12.de.us/Page/996>. 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
- Explore Career & Technical Education
- Take advantage of Dual Enrollment - www.desu.edu/dtcc-dual-admission-program and/or www.pcs.udel.edu/udonline/highschools
- Take Advanced Placement (AP) courses and the accompanying exams: www.collegeboard.com/student/testing/ap/about.html
- Develop your talents (arts, athletics, leadership...)
- Volunteer in your community: 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 and develop interests
- Consider taking online classes

Delaware Colleges & Universities



| College or University | Website | Admissions Office | Financial Aid Office | Degrees | Campus Locations Main Campus |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|--------------------|---------------------------------------------------------------------------------------------|
| Public Colleges and Universities | | | | | |
| Delaware State University | www.desu.edu | 857-6351 800-845-2544 | 857-6250 | B,M,D | Dover , Georgetown, Wilmington |
| Delaware Technical Community College | www.dtcc.edu | 571-5343 | 434-5552 | Dip,C,A | Wilmington |
| | | 454-3954 | 453-3706 | Dip,C,A | Stanton - Newark |
| | | 857-1020 | 857-1040 | Dip,C,A | Dover - Terry |
| | | 259-6053 | 259-6080 | Dip,C,A | Georgetown - Owens |
| University of Delaware | www.udel.edu | 831-8123 | 831-2126 | C,A,B,M,D | Newark , Dover, Georgetown, Lewes, Wilmington |
| Private Colleges and Universities | | | | | |
| Delaware College of Art & Design | www.dcad.edu | 622-8867 x123 | 622-8867 x122 | C,AFA | Wilmington |
| Goldey Beacom | www.gbc.edu | 225-6248 | 225-6265 | C,A,B,M | Pike Creek |
| Wesley College | www.wesley.edu | 736-2400 | 736-2494 | C,A,B,M | Dover , Dover AFB |
| Wilmington University | www.wilmu.edu | 877-967-5464 | 877-967-5464 | C,A,B,M,D | New Castle , North Wilmington, Middletown, Dover & Dover AFB, Georgetown, & Rehoboth |
| Out-of-State Institutions Operating in Delaware | | | | | |
| Springfield College* | www.springfieldcollege.edu/shswilmington | 658-5720 x221 | 658-5720 x212 | B,M | Wilmington |
| Strayer University | www.strayer.edu/delaware/christiana | 292-6100 | 292-6100 | C,A,B,M | Newark |
| Widener University Delaware Law School | delawarelaw.widener.edu | 477-2703 | 477-2272 | C,MJ,DL,LLM,JD,SJD | Wilmington |
| Widener University Legal Education Institute | http://delawarelaw.widener.edu/prospective-students/paralegal-legal-nurse-consultant/about-the-legal-education-institute/ | 477-2205 | 477-2272 | A,B,C | Wilmington |

*Focus is on adult learners

Degree Abbreviations

AFAAssociate of Fine Arts
DipDiploma
CCertificate
AAssociate

BBachelors
MMasters
DDoctorate
MJMaster of Jurisprudence

LLMMaster of Laws
JDJuris Doctor
DLDoctor of Laws
SJDDoctor 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. You may find that a non-profit is exactly where you want to start your career.

www.volunteerdelaaware.org

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

Social Media

If a potential employer looked at your Facebook or Twitter account today, would they find information that doesn't represent you in a positive or professional way? What you post to the world on social media about yourself,

and about others, can influence what employers think about you professionally. Be careful what you post!

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

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 in a field that interests you and make an appointment to interview him/her about their work. You will not only learn about the occupation, but you will broaden your network and develop a relationship with someone who might hire you someday. (Read more about informational interviews on the next page.)

Assert yourself. Approach someone and simply ask about his/her job. Next to doing the job, it's a great way to learn about an occupation. 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.

Use social media

Social media is opening more doors for jobseekers by increasing visibility with potential employers and providing an easy way for getting more information on a particular interviewer or company.

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
www.acinet.org
www.bls.gov/ooh
www.bls.gov/k12

Find Job Openings

<https://joblink.delaware.gov>
www.Wilmington.TweetMyJobs.com
www.jobbankusa.com
<http://delawarestatejobs.com>
www.americasjobexchange.com
www.careerbuilder.com
<http://jobsearch.monster.com>
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
www.hoovers.com
www.LinkedIn.com/companies
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?



Resume Writing

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.

TIPS & SUGGESTIONS

Gather the Facts

Gather and document your personal information. Think about the things that make you unique. Update your file as you gain new experience, learn new skills or win awards.

Contact Information

Place your name at the top of your resume and your contact information beneath it. Be sure the outgoing message on your answering machine or cell phone is professional. Include an 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. 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; see the list on page 71 for examples.

Activities/Associations

If you don't have much solid 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 it 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. See samples of these on page 72. 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 71 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.

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.
- ~ Bullets or italics can draw attention to key accomplishments.
- ~ One-inch margins around the page and blank lines between sections will make all of the information easier to see.
- ~ Maintain the same style throughout. If your first heading is

bold and centered, then every heading should be bold and centered. Use no more than two typefaces.

~ It is preferable to limit your resume to one page. If you are over this, remove anything that does not help prove that you are the perfect candidate for the job.

Proofread

Make sure your resume has no errors. Proof for typos, grammatical errors, spelling errors, punctuation errors, and content errors. Use your spell check but also have several people proofread your resume. Put your best foot forward!

Delaware JobLink Smart Resume Builder

The Delaware Department of Labor's Division of Employment & Training has developed a tool that allows jobseekers to build multiple resumes based on different occupations or themes that are relevant to employer's needs. Every occupation consists of a mix of Skills, Knowledge, and Abilities and is performed using a variety of Talents, Tools & Technologies, and Work Activities. With Delaware's new intelligent Resume Builder, jobseekers have the ability to select a variety of these descriptors to construct relevant high quality resumes that match their work experiences.

Benefits of using the resume builder include:

- Higher-quality, more descriptive resumes
- Web based, user-friendly self-service resource
- Instructional videos and step-by-step guidance
- Easy to read, professional resume format
- Accurate candidate/job order match

You can access the smart resume builder by going to their website at <https://joblink.delaware.gov> and updating or creating your job seeker account. With a job seeker account, you can:

- Perform advanced job searches
- Create and post resumes
- Save your job searches
- Receive job alerts by email or text

Other benefits associated with creating a jobseeker account include the following:

- Orientation video
- Career planning services
- Training opportunities
- Job search resources
- Labor market resources
- Career lattices

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 |

The screenshot displays the Delaware JobLink Smart Resume Builder interface. At the top, there's a navigation bar with links for 'CONTACT US', 'Hi Richard', and 'LOG OUT'. Below this, a sidebar on the left contains links for 'My Home Page', 'Job Search', 'My Saved Searches', 'My Resumes', 'My Saved Jobs', 'My Activity Log', 'My Profile', and 'Log Out'. The main content area is titled 'Resumes for Richard Sample' and includes a brief explanation of how to use the builder. Below this, there's a 'Resume Builder' section with an instructional video link. The core of the interface is a table listing the user's resumes:

| Resume Title | Last Update | Selections | Status | Search | Views | Delete |
|------------------------|-------------|------------|-------------------------|--------|-------|--------|
| Electronics Technician | 2015-01-20 | Selections | Active until 2015-04-25 | Search | 0 | Delete |
| Social Worker | 2015-01-20 | Selections | Active until 2015-04-25 | Search | 0 | Delete |
| Construction Sample | 2015-01-20 | Selections | Active until 2015-04-25 | Search | 0 | Delete |

At the bottom of the table, there's a 'Create a Resume' button. The footer of the page contains links for 'EOE', 'Veterans' Priority', 'Privacy', 'Browser Help', 'Protect Yourself', 'Employer Use Policy', 'About Us', and 'Build r19882'. There's also a 'Select Language' dropdown and a 'Powered by Google Translate' notice.

Sample Resume Formats

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.

| Full Name Address • City, State Zip code phone number • appropriate email address | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------|
| Profile: Tailor each profile to the job for which you are applying. Do not hesitate to use keywords from the job description. Explain how your skills can benefit the potential employer. Highlight the best of what you have to offer. | | |
| Work Experience | | |
| Most Recent Job Title Company, City, State Provide an overview of your responsibilities and duties. Follow that with statements that quantify, qualify, and measure (numbers, percentages, dollars) your achievements. Begin with your biggest achievement. Demonstrate that you have solved problems. Make sure to focus on the skills that match the job for which you are applying. | | month/year – present |
| Next Most Recent Job Title Company, City, State Provide details | | month/year – month/year |
| Next Most Recent Job Title Company, City, State Provide details | | month/year – month/year |
| Volunteer Experience | | |
| Volunteer Title Organization, City, State Include a description of your volunteer job duties only if they support the skills that match the job for which you are applying. | | month/year – month/year |
| Education and Training | | |
| Degree - Major/Course of Study Most Recent School/College/Institution, City, State GPA, if above 3.5 • High Honors/summa cum laude | | year received |
| Degree - Major/Course of Study Next Most Recent School/College/Institution, City, State GPA, if above 3.5 • High Honors/magna cum laude | | year received |
| Tools and Technology | | |
| Tools: Include your ability to use tools that are relevant to the job for which you are applying. These might include construction machinery, medical devices, mechanical pilot hoists, robots, compasses, etc. | | |
| Technology: Include a list of all relevant software and operating systems. The software might include CAD, accounting, project management, graphics, database, geographic, etc. | | |
| Professional Associations | | |
| Member/Office Organization, City, State Items in this section should only be included if relevant to your current job search. | | Year – Year |

| Janet Hightower 2006 Main Street • Downton, 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, Downton, DE www.fastfood.com | 2011 - present |
| Youth Counselor | Beach Sports and Technology Camp, Beach, DE www.BSTC.org | 2011, 2012, 2013 |
| Extracurricular Activities | | |
| Captain | Downton High School Varsity Basketball Team | 2014 |
| Yearbook Photographer | Downton High School | 2013 and 2014 |
| Student Government | Downton High School | 2012 – 2014 |
| Awards and Honors | | |
| Employee-of-the-Month Award | Outstanding customer service at Fast Food, Downton | July, 2013 |
| All-State Basketball Point Guard | Outstanding varsity player at Downton High School | March, 2013 |
| Education | | |
| Downton High School | Expected Graduation | June, 2014 |

Cover Letters

Every resume you mail, 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. 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. Every cover letter should fit on one page and contain the following four parts:

Salutation

Whenever possible, send your letter to a specific person rather than to an office. 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. 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.

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. Thank you for considering me for this position. I look forward to hearing from you soon.

Sincerely,

Janet Hightower

Janet Hightower

enclosures

Sample Cover Letter

Job Applications

Request two copies of the form.

If only one is provided, copy it before you write on it. 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 APPLICATION FOR EMPLOYMENT

1**APPLICANTS MAY BE TESTED FOR ILLEGAL DRUGS****PLEASE COMPLETE BOTH PAGES**

Date _____

PERSONALName _____
Last First Middle MaidenPresent 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 _____

| Address | | | | |
|-----------------|--------|------|-------|-----|
| Number (PO Box) | Street | City | State | Zip |

Dates employed from _____ to _____ **Salary** _____

Reason for leaving (be specific)

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

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: _____

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

Prepare Yourself (checklist)

- ☐ Thinking positively and like a winner
- ☐ Dress appropriately
- ☐ Be sure your hair is clean and combed
- ☐ Be sure you have fresh breath
- ☐ Bring a comb/brush/cosmetics for touch-ups
- ☐ Use appropriate language
- ☐ Have a clean, fresh scent; use an appropriate amount of deodorant and/or perfume

Know Yourself

- How do your education, training, knowledge, and skills relate to the 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 are the reasons you gave up or lost your previous positions?

Know the Company

- What are the products and services the company offers?
- What is the company's philosophy?
- What are their hiring practices and procedures?
- What are the duties/responsibilities/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?
- What interests you about this job?
- How do you handle pressure?
- What do you feel was your greatest accomplishment on your last job?

Prepare to Ask Questions

- What three words would you use to describe this company?
- 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 THE INTERVIEW

Things to keep in mind during the interview include:

- Go alone
- Maintain eye contact with the interviewer
- 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
- Do not criticize former employers
- Be positive and enthusiastic; show your interest
- Thank your interviewer before leaving



After the Interview

Write a Thank-You Note

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.

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.

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.

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,

Your Signature

Your printed name

Sample Thank You Note



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?
- Does the business fluctuate with the growth and decline in the economy?

Work:

- What are the hours? Where is the job located?
- 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 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

Congratulations on securing your new job! You have been selected over the other job applicants because of all the wonderful factors that made you the best fit. There are many tips for keeping your new job and maintaining a professional image – here are just a few:

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.

Work Hard

- Focus on your job and give your employer the time you're getting paid for. When it comes to making lay-off decisions, and the company has to choose, the most productive employees will get to keep the job.

Keep a Good Attitude

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

Be Helpful

- If a supervisor needs you to help a co-worker on a project, don't hesitate. Not only is it great to be known as a helpful person, but you'll learn 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.



Getting Ready to Work? You Need to Know This!

The **National Institute on Drug Abuse** has reported that alcohol and drug abuse cost our US economy (companies who hire YOU!) \$346 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
Mobile Crisis Intervention Services.....800-652-2929
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
Mobile Crisis Intervention Services.....800-345-6785

Sussex County

Al-Anon/Alateen 866-460-4070
Alcoholics Anonymous 302-856-6452
Aquila 302-856-9746
Mobile Crisis Intervention Services.....800-345-6785
Sussex County Counseling 302-854-0172
Thresholds 302-856-1835

Other

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

Need Help Now?

www.helpisherede.com

More about workplace drug testing:

www.dol.gov/elaws/asp/drugfree/drugs/dt.asp

Congratulations

Just by reading the *Delaware Career Compass*, you've already taken a huge step towards planning your future and getting the career you've always wanted; or in some cases, the one you never even knew existed! Keep this book handy as you continue on your journey because there may come a time when you need to revisit some of your answers or find yourself re-reading certain sections. As you begin your new career, keep the following career tips in mind:

1. Choose Your Occupation Wisely
2. Don't Let Anyone Tell You What Choice Is Best For You
3. Don't Be Afraid To Ask For Help
4. Always Acknowledge People Who Help You
5. Own Your Mistakes
6. Be Your Own Cheerleader
7. Never Feel Like You Are Stuck
8. Measure Your Own Successes
9. Listen More Than You Speak

Good luck on your journey! If you want to receive future career related information, you can join our e-newsletter mailing list at

<http://dcrn.delawareworks.com/full/contact.php>



The City of Wilmington, DE

Employment Opportunity Platform



Mayor
Dennis P. Williams
@DennisPWilliams



Councilman
Darius J. Brown
@DariusJBrown



A platform to help us serve our job-seekers and businesses.

By giving our local businesses and job-seekers fast, secure and FREE access to this powerful cutting-edge technology, we are:

Helping local businesses:

- Access the same social recruiting tools that the Fortune 500 use
- Reduce recruiting time and costs
- Gain a competitive advantage when it comes to recruiting talent for their open positions
- Target key demographics such as veterans, youth and hourly job-seekers
- Access analytics and other best-in-class reporting tools



Helping job-seekers:

- Learn about job openings fast—on their phone, by email, through their social networks or online
- Receive job matches that better meet their preferences and desired locations
- Use their social connections to get hired faster by local companies
- Access extensive job seeking resources and career assessment tools

Beyond yesterday's job board! Today, social is the key to finding jobs fast.

Seekers are invited to connect with the TweetMyJobs Facebook referral network so they can get alerted if any of their Facebook friends can help introduce them to a hiring company. Job-seekers can also take advantage of more than 10,000 custom job channels on Twitter to get notified of new jobs in real time.



www.Wilmington.TweetMyJobs.com

DELAWARE CAREER COMPASS

