Dear Students,

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

This year’s theme—“What’s Your Plan?”—emphasizes the need to develop a plan with specific tasks and timelines to better assist you in reaching your educational and career goals.

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

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

Sincerely,

Jack A. Markell
Governor
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What’s Your Plan?

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Carmen Strollo - Tech Prep
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What’s Your Plan?

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

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

It’s also important to remember that this journey is not a straight line to the “finish”. Your career journey will most likely resemble Chutes and Ladders. (Do you remember that game from your childhood?) You may climb the steps and achieve your goals only to find yourself sliding down from an unexpected challenge. You will regroup, begin a new climb, and reinvent yourself along the way. Chances are that you will do this more than once throughout the course of your career. But if you follow the four steps below, you will overcome any challenges.

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

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

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

**Step 3: How Do I Decide?**
Combine what you know about yourself and what you’ve learned about the world of work. Explore your education, wage, and job location desires.

**Step 4: How Do I Do It?**
Take advantage of your high school years. Do everything you can to prepare for your future. Investigate options for your education and/or training. Write down your personal and career objectives. Continuously review where you are and where you want to be. Make your plans and meet your goals.
Step 1: Who Am I?
Assess Yourself

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

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

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

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

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

Information on O*NET includes:
• occupation descriptions
• tasks associated with an occupation
• tools and technology used
• knowledge, skills, & abilities
• growing (bright outlook) occupations
• education/training needed
• occupations in demand
• work activities
• wages
• green jobs

O*NET OnLine home page: http://www.onetonline.org

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

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

O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.
Imagine your future.
• Where do you see yourself working?
• What are you doing?
• What are you wearing?
• What do your surroundings look like? Are you inside/outside?
• Is there anyone else in the picture?
• Are you using tools or equipment?
• Are you sitting at a computer?
• Are you on the phone?
• Do you have a beautiful view from an office window?
• Is your energy level high?
• Are you feeling the job pressure and is it exciting to you?

• Are people depending on you?
• Are you working as part of a team?
• Do you feel important as you are doing your work?
• Are you using your physical strength to accomplish your work?
• Are you creating something brand new?
• Are you making the world a more beautiful place?
• Are you travelling?
• Are you using your talents to their fullest capabilities?
• Are you enjoying your co-workers?
• Are you learning from your co-workers?
• Are you satisfied? Why?

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

**CAPTION:**

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

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

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

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

       TOTAL

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

       TOTAL

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

       TOTAL

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

   ___________ TOTAL

   ___________ TOTAL

   ___________ TOTAL

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

   VISUAL LEARNER

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

You may like the following occupations:

Webmaster Architect
Navigator Mechanic
Graphic Designer Surgeon

AUDITORY LEARNER

You prefer:
• listening
• using tapes for reading and class lecture notes
• participating in discussions
• having test questions read aloud
• hearing directions

You may like the following occupations:

Translator Teacher
Counselor Salesperson
Musician Psychologist

KINESHETIC/TACTILE LEARNER

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

You may like the following occupations:

Athlete Firefighter
Dancer Actor
Sculptor Construction

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

NOTE: Learning is easier when you use study skills that are consistent with your individual learning style. Pay attention to this.
Likes and dislikes are extremely important in career planning. Knowing what you like to do (and what you don’t) will help you to narrow the field of occupational choices. The statements below will help you answer the question, “What do I like the best?”

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

2. Which numbers did you circle?
   Circle the same numbers in the three groups below.
   
   A.  1  5  9  12  15  16  18  23

   B.  3  6  8  11  14  17  20  22

   C.  2  4  7  10  13  19  21  24

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

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

   B. I like to work with people
   You enjoy caring for and helping others, persuading people, working as part of a team, and leading and supervising others.

   C. I like to work with information
   You enjoy expressing yourself through writing, music or art, doing experiments or researching, solving puzzles and problems, and studying and reading.

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

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

<table>
<thead>
<tr>
<th>SOC</th>
<th>On-the-Job Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-1013</td>
<td>Fine Artists</td>
</tr>
<tr>
<td>37-3011</td>
<td>Landscaping Workers</td>
</tr>
<tr>
<td>39-2011</td>
<td>Animal Trainers</td>
</tr>
<tr>
<td>47-2061</td>
<td>Construction Laborers</td>
</tr>
<tr>
<td>47-2211</td>
<td>Sheet Metal Workers</td>
</tr>
<tr>
<td>49-3021</td>
<td>Automotive Body Repairers</td>
</tr>
<tr>
<td>49-9021</td>
<td>HVAC Mechanics</td>
</tr>
<tr>
<td>53-3032</td>
<td>Truck Drivers</td>
</tr>
</tbody>
</table>

Work Experience in a Related Occupation

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

Postsecondary Vocational Training

| 49-3023   | Auto Service Techs. & Mechanics |

Associate’s Degree

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

Bachelor’s Degree

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

At Least a Bachelor’s + Work Experience

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

Advanced Degrees

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

I like working with people

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

<table>
<thead>
<tr>
<th>SOC</th>
<th>On-the-Job Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-1011</td>
<td>Home Health Aides</td>
</tr>
<tr>
<td>33-3012</td>
<td>Correctional Officers &amp; Jailers</td>
</tr>
<tr>
<td>35-3031</td>
<td>Waiters/Waitresses</td>
</tr>
<tr>
<td>39-9011</td>
<td>Child Care Workers</td>
</tr>
<tr>
<td>39-9032</td>
<td>Recreation Workers</td>
</tr>
<tr>
<td>43-4051</td>
<td>Customer Service Representatives</td>
</tr>
<tr>
<td>43-4151</td>
<td>Order Clerks</td>
</tr>
</tbody>
</table>

Work Experience in a Related Occupation

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

Postsecondary Vocational Training

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

Associate’s Degree

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

Bachelor’s Degree

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

At Least a Bachelor’s + Work Experience

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

Advanced Degrees

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

I like working with information

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

<table>
<thead>
<tr>
<th>SOC</th>
<th>On-the-Job Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-1031</td>
<td>Claims Adjusters/Examiners</td>
</tr>
<tr>
<td>25-9011</td>
<td>A-V Collections Specialists</td>
</tr>
<tr>
<td>43-3031</td>
<td>Bookkeeping Clerks</td>
</tr>
<tr>
<td>43-4021</td>
<td>Correspondence Clerks</td>
</tr>
<tr>
<td>43-9081</td>
<td>Proofreaders &amp; Copy Markers</td>
</tr>
</tbody>
</table>

Work Experience in a Related Occupation

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

Postsecondary Vocational Training

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

Associate’s Degree

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

Bachelor’s Degree

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

At Least a Bachelor’s + Work Experience

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

Advanced Degrees

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

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

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

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

<table>
<thead>
<tr>
<th>I am...</th>
<th>I am...</th>
<th>I am...</th>
</tr>
</thead>
<tbody>
<tr>
<td>practical</td>
<td>stable</td>
<td>inquisitive</td>
</tr>
<tr>
<td>athletic</td>
<td>concrete</td>
<td>scientific</td>
</tr>
<tr>
<td>frank</td>
<td>reserved</td>
<td>precise</td>
</tr>
<tr>
<td>mechanical</td>
<td>self-controlled</td>
<td>cautious</td>
</tr>
<tr>
<td>a nature lover</td>
<td>ambitious</td>
<td>self-confident</td>
</tr>
<tr>
<td>thrifty</td>
<td>systematic</td>
<td>reserved</td>
</tr>
<tr>
<td>curious</td>
<td>persistent</td>
<td>independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can...</th>
<th>I can...</th>
<th>I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>fix electrical things</td>
<td>think abstractly</td>
<td>sketch, draw, paint</td>
</tr>
<tr>
<td>solve electrical problems</td>
<td>solve math problems</td>
<td>play a musical instrument</td>
</tr>
<tr>
<td>pitch a tent</td>
<td>understand scientific theories</td>
<td>write stories, poetry, music</td>
</tr>
<tr>
<td>play a sport</td>
<td>do complex calculations</td>
<td>sing, act, dance</td>
</tr>
<tr>
<td>read a blueprint</td>
<td>use a microscope or computer</td>
<td>design fashions or interiors</td>
</tr>
<tr>
<td>plant a garden</td>
<td>interpret formulas</td>
<td></td>
</tr>
<tr>
<td>operate tools &amp; machinery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I like to...</th>
<th>I like to...</th>
<th>I like to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>work with scientific equipment</td>
<td>read fiction, plays, and poetry</td>
<td></td>
</tr>
<tr>
<td>use computers</td>
<td>paint, sculpt, or do ceramics</td>
<td></td>
</tr>
<tr>
<td>work independently</td>
<td>take photographs</td>
<td></td>
</tr>
<tr>
<td>perform lab experiments</td>
<td>express myself creatively</td>
<td></td>
</tr>
<tr>
<td>solve math/science questions</td>
<td>deal with ambiguous ideas</td>
<td></td>
</tr>
<tr>
<td>analyze situations &amp; find a solution</td>
<td>read art/music magazines</td>
<td></td>
</tr>
<tr>
<td>use a chemistry set</td>
<td>act in a play</td>
<td></td>
</tr>
<tr>
<td>do puzzles</td>
<td>design new fashions</td>
<td></td>
</tr>
<tr>
<td>be in a science fair</td>
<td>study a foreign language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL CHECKS</th>
<th>TOTAL CHECKS</th>
<th>TOTAL CHECKS</th>
</tr>
</thead>
</table>

Highest total? You are:

R - REALISTIC

Realistic occupations include:

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

I - INVESTIGATIVE

Investigative occupations include:

- Nuclear Med. Tech.
- Chemical Engineer
- Systems Analyst
- Chemist
- Surgeon
- Forensic Scientist
- Historian
- Librarian
- Meeting Planner

A - ARTISTIC

Artistic occupations include:

- Fashion Designer
- Desktop Publisher
- Creative Writer
- Musician
- Landscape Architect
- Dancer
- Interior Designer
- Actor
- Photographer
- Reporter
<table>
<thead>
<tr>
<th>High Total</th>
<th>Occupation List</th>
<th>High Total</th>
<th>Occupation List</th>
<th>High Total</th>
<th>Occupation List</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - SOCIAL</td>
<td>Social occupations include:</td>
<td>S - SOCIAL</td>
<td>Social occupations include:</td>
<td>S - SOCIAL</td>
<td>Social occupations include:</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Registered Nurse</td>
<td>Recreation Worker</td>
<td>Dental Hygienist</td>
<td>Physician Assistant</td>
<td>Nanny</td>
</tr>
<tr>
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<tr>
<td>teach/train others</td>
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</tr>
<tr>
<td>I like to...</td>
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<tr>
<td>work and socialize with others</td>
<td>persuade others</td>
<td>make decisions affecting others</td>
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<td>express myself clearly</td>
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<td>talkative</td>
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<td></td>
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</tr>
<tr>
<td>2. Count the number of checks in each column and write that total at the bottom. At the top of page 8, put the letter with the highest score in the first space, the next highest in the second space, and the third highest in the last space.</td>
<td>3. Browse the occupations listed under your highest total. Choose 2 that you would like to research and write them down at the top of the previous page.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is important to you in a job?
Do you prefer to work with little supervision? Do you get bored if you have to do the same thing everyday or are you comfortable with a routine? How about the need to have a sense of accomplishment? Do you like to have people recognize your accomplishments? What about fairness in the workplace?

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

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

   In my ideal job it is important that ...

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

NOTE: The O*NET Work Importance Locator, Version 3.0, can help you learn more about your work values and help you decide what is important to you in a job. You should use your results for career exploration and career counseling purposes only. Talk to your school counselor or a teacher for more help on how to use this tool.
2. Write one letter from the previous page in each box of the grid at right. Place each letter in the column that best matches how important it is for you to have a job like the one that is described. Put exactly 4 letters in each column.

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

3. **Calculate your scores.**
   a. Your score for each statement is the same as the number of the column you put it in. The letters in Column 5 each get a score of 5, the letters in Column 4 each get a score of 4, and so on.
   b. Assign a score to every letter. **FOR EXAMPLE:**
   If you put letter “A” in column 3, then put a 3 next to “A” in the Achievement box at right.

4. **Add the numbers in each Column.**
   Write the TOTAL in the space provided.

5. **Multiply each TOTAL (except for Working Conditions) by the number provided.** Write your result next to the “=” sign.
6. Write your scores from the previous page next to the matching work value below.

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

7. Your top two scores indicate the values that are the most important to your job happiness. Read their descriptions and then write down your top two work values on the top of page 10.

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

Use O*NET OnLine to search for more occupations that match your work values: [http://www.onetonline.org](http://www.onetonline.org)
9. When you find two occupations that interest you, write them in the upper right corner on page 10.

Learn about the details of these and other occupations at: [http://www.onetonline.org](http://www.onetonline.org)

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

<table>
<thead>
<tr>
<th>SOC</th>
<th>ACHIEVEMENT</th>
<th>SOC</th>
<th>INDEPENDENCE</th>
<th>SOC</th>
<th>RECOGNITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-2051</td>
<td>Civil Engineers</td>
<td>17-2021</td>
<td>Agricultural Engineers</td>
<td>11-2022</td>
<td>Sales Managers</td>
</tr>
<tr>
<td>19-3021</td>
<td>Market Research Analysts</td>
<td>11-9012</td>
<td>Farmers &amp; Ranchers</td>
<td>11-3031</td>
<td>Financial Managers</td>
</tr>
<tr>
<td>19-3031</td>
<td>Educational Psychologists</td>
<td>13-2021</td>
<td>Appraisers, Real Estate</td>
<td>11-9032</td>
<td>Administrators, Elementary</td>
</tr>
<tr>
<td>25-1072</td>
<td>Nursing Teachers</td>
<td>15-1051</td>
<td>Computer Systems Analysts</td>
<td>17-2051</td>
<td>Civil Engineers</td>
</tr>
<tr>
<td>27-1022</td>
<td>Fashion Designers</td>
<td>15-1061</td>
<td>Database Administrators</td>
<td>27-1011</td>
<td>Art Directors</td>
</tr>
<tr>
<td>27-3041</td>
<td>Editors</td>
<td>19-1011</td>
<td>Animal Scientists</td>
<td>27-1027</td>
<td>Set Designers</td>
</tr>
<tr>
<td>29-1051</td>
<td>Pharmacists</td>
<td>19-1032</td>
<td>Foresters</td>
<td>27-2012</td>
<td>Talent Directors</td>
</tr>
<tr>
<td>29-1067</td>
<td>Surgeons</td>
<td>19-2011</td>
<td>Astronomers</td>
<td>27-2021</td>
<td>Athletes</td>
</tr>
<tr>
<td>29-1121</td>
<td>Audiologists</td>
<td>19-3091</td>
<td>Anthropologists</td>
<td>27-2022</td>
<td>Coaches &amp; Scouts</td>
</tr>
<tr>
<td>29-1131</td>
<td>Veterinarians</td>
<td>19-3093</td>
<td>Historians</td>
<td>27-2023</td>
<td>Umpires &amp; Referees</td>
</tr>
<tr>
<td>33-2011</td>
<td>Forest Fire Fighters</td>
<td>27-2041</td>
<td>Music Composers</td>
<td>27-2032</td>
<td>Choreographers</td>
</tr>
<tr>
<td>33-9021</td>
<td>Private Detectives</td>
<td>27-3043</td>
<td>Copy Writers</td>
<td>27-2041</td>
<td>Music Directors</td>
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<tr>
<td>47-2044</td>
<td>Tile &amp; Marble Setters</td>
<td>27-4032</td>
<td>Film &amp; Video Editors</td>
<td>29-1067</td>
<td>Surgeons</td>
</tr>
<tr>
<td>47-2111</td>
<td>Electricians</td>
<td>35-1011</td>
<td>Chefs &amp; Head Cooks</td>
<td>41-9012</td>
<td>Models</td>
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<tr>
<td>49-3041</td>
<td>Farm Equipment Mechanics</td>
<td>39-5092</td>
<td>Manicurists</td>
<td>43-5031</td>
<td>Emergency Dispatchers</td>
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<tr>
<td>51-9195</td>
<td>Stone Cutters &amp; Carvers</td>
<td>39-9031</td>
<td>Fitness Trainers</td>
<td>53-2011</td>
<td>Airline Pilots</td>
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<tr>
<td>53-2021</td>
<td>Air Traffic Controllers</td>
<td>53-3032</td>
<td>Truck Drivers, Heavy</td>
<td>53-2021</td>
<td>Air Traffic Controllers</td>
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<tr>
<td>53-3011</td>
<td>Ambulance Drivers</td>
<td>53-5020</td>
<td>Ship &amp; Boat Captains</td>
<td>53-5031</td>
<td>Ship Engineers</td>
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<table>
<thead>
<tr>
<th>SOC</th>
<th>RELATIONSHIPS</th>
<th>SOC</th>
<th>SUPPORT</th>
<th>SOC</th>
<th>WORKING CONDITIONS</th>
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<tbody>
<tr>
<td>25-4021</td>
<td>Librarians</td>
<td>13-2041</td>
<td>Credit Analysts</td>
<td>11-3061</td>
<td>Purchasing Managers</td>
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<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>13-2072</td>
<td>Loan Officers</td>
<td>11-9131</td>
<td>Postmasters</td>
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<td>23-2093</td>
<td>Title Examiners</td>
<td>13-1051</td>
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<tr>
<td>29-1126</td>
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<td>33-3012</td>
<td>Correctional Officers</td>
<td>13-2011</td>
<td>Accountants</td>
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<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>33-3021</td>
<td>Customs Inspectors</td>
<td>13-2031</td>
<td>Budget Analysts</td>
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<td>37-2021</td>
<td>Pest Control Workers</td>
<td>15-2011</td>
<td>Actuaries</td>
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<td>29-9091</td>
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<td>Cashiers</td>
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<td>Law Clerks</td>
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<td>43-5052</td>
<td>Mail Carriers</td>
<td>41-9041</td>
<td>Telemarketers</td>
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<td>47-2011</td>
<td>Boilermakers</td>
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<td>47-2211</td>
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<td>49-9064</td>
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<td>49-9096</td>
<td>Riggers</td>
<td>49-9094</td>
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<tr>
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<td>53-7031</td>
<td>Dredge Operators</td>
<td>51-9081</td>
<td>Dental Laboratory Techs.</td>
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</table>
# Which Career Clusters Are a Good Match?

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

1. **Circle the items in each box that best describe you.**
   
   You may make as many or as few circles as you want. Add the number of circles and write the total in the corresponding box at right.

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

<table>
<thead>
<tr>
<th>BOX 2: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read &amp; follow blueprints and/or instructions</td>
<td>1. Curious</td>
<td>1. Math</td>
<td></td>
</tr>
<tr>
<td>2. Picture in my mind what a finished product looks like</td>
<td>2. Good at following directions</td>
<td>2. Drafting</td>
<td></td>
</tr>
<tr>
<td>3. Work with my hands</td>
<td>3. Pay attention to detail</td>
<td>3. Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>4. Perform work that requires precise results</td>
<td>4. Good at visualizing possibilities</td>
<td>4. Construction Trades</td>
<td></td>
</tr>
<tr>
<td>6. Visit &amp; learn from beautiful, historic, or interesting buildings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Follow logical, step-by-step procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 3: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use my imagination to communicate new information to others</td>
<td>1. Creative &amp; imaginative</td>
<td>1. Art/Graphic Design</td>
<td></td>
</tr>
<tr>
<td>4. Play a musical instrument</td>
<td>4. Relate well to feelings and thoughts of others</td>
<td>4. Journalism/Literature</td>
<td></td>
</tr>
<tr>
<td>5. Perform creative, artistic activities</td>
<td>5. Determined/tenacious</td>
<td>5. Audiovisual Technologies</td>
<td></td>
</tr>
<tr>
<td>6. Use video and recording technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Design brochures and posters</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 4: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform routine, organized activities but can be flexible</td>
<td>1. Organized</td>
<td>1. Computer Applications/Business &amp; Information Technology</td>
<td></td>
</tr>
<tr>
<td>2. Work with numbers &amp; detailed information</td>
<td>2. Practical and logical</td>
<td>2. Accounting</td>
<td></td>
</tr>
<tr>
<td>4. Make business contact with people</td>
<td>4. Tactful</td>
<td>4. English</td>
<td></td>
</tr>
<tr>
<td>5. Work with computer programs</td>
<td>5. Responsible</td>
<td>5. Economics</td>
<td></td>
</tr>
<tr>
<td>6. Create reports &amp; communicate ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Plan my work &amp; follow instructions without close supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOX 5: Activities that describe what I like to do:</td>
<td>Personal qualities that describe me:</td>
<td>School subjects that I like:</td>
<td>Total circled in BOX 5</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1. Communicate with different types of people</td>
<td>1. Friendly</td>
<td>1. Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Help others with their homework or to learn new things</td>
<td>2. Decision maker</td>
<td>2. Social Studies</td>
<td></td>
</tr>
<tr>
<td>5. Handle several responsibilities at once</td>
<td>5. Good listener</td>
<td>5. Psychology</td>
<td></td>
</tr>
<tr>
<td>6. Acquire new information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Help people overcome their challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 6: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work with numbers</td>
<td>1. Trustworthy</td>
<td>1. Accounting</td>
<td></td>
</tr>
<tr>
<td>2. Work to meet a deadline</td>
<td>2. Orderly</td>
<td>2. Math</td>
<td></td>
</tr>
<tr>
<td>4. Have a framework of rules by which to operate</td>
<td>4. Logical</td>
<td>4. Banking/Financial Services</td>
<td></td>
</tr>
<tr>
<td>5. Analyze financial information and interpret it to others</td>
<td>5. Methodical or efficient</td>
<td>5. Business Law</td>
<td></td>
</tr>
<tr>
<td>6. Handle money with accuracy and reliability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Take pride in the way I dress and look</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 7: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Negotiate, defend, and debate ideas and topics</td>
<td>2. Competitive</td>
<td>2. Language Arts</td>
<td></td>
</tr>
<tr>
<td>5. Perform a variety of duties that may change often</td>
<td>5. Problem solver</td>
<td>5. Foreign Language</td>
<td></td>
</tr>
<tr>
<td>6. Analyze information and interpret it to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Travel and see things that are new to me</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 8: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work under pressure</td>
<td>1. Compassionate and caring</td>
<td>1. Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>2. Help sick people and animals</td>
<td>2. Good at following directions</td>
<td>2. Chemistry</td>
<td></td>
</tr>
<tr>
<td>5. Respond quickly and calmly in emergencies</td>
<td>5. Good listener</td>
<td>5. Language Arts</td>
<td></td>
</tr>
<tr>
<td>6. Work as a member of a team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Follow guidelines precisely &amp; meet strict standards of accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 9: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigate new places and activities</td>
<td>1. Tactful</td>
<td>1. Language Arts/Speech</td>
<td></td>
</tr>
<tr>
<td>2. Work with all ages and types of people</td>
<td>2. Self-motivated</td>
<td>2. Foreign Language</td>
<td></td>
</tr>
<tr>
<td>3. Organize activities in which other people enjoy themselves</td>
<td>3. Works well with others</td>
<td>3. Social Sciences</td>
<td></td>
</tr>
<tr>
<td>5. Help people make up their minds</td>
<td>5. Slow to anger</td>
<td>5. Food Services</td>
<td></td>
</tr>
<tr>
<td>6. Communicate easily, tactfully, and courteously</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Learn about other cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOX 10: Activities that describe what I like to do:</td>
<td>Personal qualities that describe me:</td>
<td>School subjects that I like:</td>
<td>Total circled in BOX 10</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1. Care about people, their needs, and their problems</td>
<td>1. Good communicator/good listener</td>
<td>1. Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Participate in community services and/or volunteering</td>
<td>2. Caring</td>
<td>2. Psychology/Sociology</td>
<td></td>
</tr>
<tr>
<td>3. Listen to other people’s viewpoints</td>
<td>3. Non-materialistic</td>
<td>3. Family &amp; Consumer Science</td>
<td></td>
</tr>
<tr>
<td>4. Help people be at their best</td>
<td>4. Intuitive and logical</td>
<td>4. Finance</td>
<td></td>
</tr>
<tr>
<td>5. Work with people from preschool age to old age</td>
<td>5. Non-judgemental</td>
<td>5. Foreign Language</td>
<td></td>
</tr>
<tr>
<td>6. Think of new ways to do things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Make friends with different kinds of people</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>BOX 12: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work under pressure or in the face of danger</td>
<td>1. Adventurous</td>
<td>1. Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Make decisions based on my own observations</td>
<td>2. Dependable</td>
<td>2. Psychology/Sociology</td>
<td></td>
</tr>
<tr>
<td>5. Respect rules and regulations</td>
<td>5. Optimistic</td>
<td>5. First Aid/First Responder</td>
<td></td>
</tr>
<tr>
<td>6. Debate and win arguments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Observe and analyze people’s behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 13: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work with my hands and learn that way</td>
<td>1. Practical</td>
<td>1. Math-Geometry</td>
<td></td>
</tr>
<tr>
<td>3. Do routine, organized, and accurate work</td>
<td>3. Physically active</td>
<td>3. Trade/Industry courses</td>
<td></td>
</tr>
<tr>
<td>5. Apply math to work out solutions</td>
<td>5. Coordinated</td>
<td>5. Language Arts</td>
<td></td>
</tr>
<tr>
<td>6. Use hand &amp; power tools &amp; operate equipment/machinery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Visualize objects in three dimensions from flat drawings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 14: Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total circled in BOX 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shop and go to the mall</td>
<td>1. Enthusiastic</td>
<td>1. Language Arts</td>
<td></td>
</tr>
<tr>
<td>5. Persuade people to buy products or to participate in activities</td>
<td>5. Persuasive</td>
<td>5. Computer Applications</td>
<td></td>
</tr>
<tr>
<td>6. Communicate my ideas to other people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Take advantage of opportunities to make extra money</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**NOTE:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.
### BOX 15: Activities that describe what I like to do:

1. Interpret formulas
2. Find the answers to questions
3. Work in a laboratory
4. Figure out how things work and investigate new things
5. Explore new technology
6. Experiment to find the best way to do something
7. Pay attention to details and help things be precise

### Personal qualities that describe me:

1. Detail-oriented
2. Inquisitive
3. Objective
4. Methodical
5. Mechanically inclined

### School subjects that I like:

1. Math
2. Science
3. Drafting/Computer Aided Drafting
4. Electronics/Computer Networking
5. Technical Classes/Technology Education

### Total circled in BOX 15

---

### BOX 16: Activities that describe what I like to do:

1. Travel
2. See well and have quick relexes
3. Solve mechanical problems
4. Design efficient processes
5. Anticipate needs and prepare to meet them
6. Drive or ride
7. Move things from one place to another

### Personal qualities that describe me:

1. Realistic
2. Mechanical
3. Coordinated
4. Observant
5. Planner

### School subjects that I like:

1. Math
2. Trade & Industry Courses
3. Physical Sciences
4. Economics
5. Foreign Language

### Total circled in BOX 16

---

2. The two boxes with the highest scores are:

   Box # _______ and Box # _______

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

4. Next to each cluster at right is a page number. Find occupations associated with your two highest scoring clusters by going to the pages specified. Choose two occupations to research further and write them on page 14.

---

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

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

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

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

1. Check your skill level, Can Do or Needs Work, for each phrase below. Then make a plan to improve the areas that need work.

<table>
<thead>
<tr>
<th>Can Do</th>
<th>Needs Work</th>
</tr>
</thead>
</table>

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.

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. ________________________________
Drugs and Alcohol: What Is My Responsibility?

It's estimated that the cost of employee drug and alcohol abuse is as high as $100 billion each year. In addition to pure monetary loss, negative effects of drug abuse on the workplace include:
- lost productivity;
- increased absenteeism;
- increased on-the-job accidents;
- increased medical insurance costs; and
- increased employee theft.

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

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

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

➡️ Drug testing should not be taken lightly.

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

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

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

➡️ What is my responsibility?

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

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

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

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

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

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

Don’t let drugs and alcohol destroy your work life.
I have learned that the first occupation listed below is my highest priority but the second place occupation also interests me.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. __________       ____________________________

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

**DREAM __________       ____________________________

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

OTHER __________       ____________________________

1. Review Step 1 and complete the sentences below.

Page 5 - My preferred learning style is: _________________________________________________________________

Page 6 - I like to work with: __________________________

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

   and these 3 letters stand for _____________________  _____________________  ______________________

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

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

______________________________________________ and _______________________________________________

Page 18 - My two strongest basic skills are:

______________________________________________ and _______________________________________________

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

NOTE: Your **DREAM occupation will be considered separately from the other occupations you chose in Step 1.
Who Am I? 21

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

Have you heard these statements from well-meaning people?
Men can't be nurses.
Women can't fix cars.
When you join the family business...
Working with your hands is not done in our family.
Get a professional job.
Of course you'll be a ______. Your father was a ______ and your grandfather was a ______.
You better be a ______ because there are always jobs for ______.

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

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

My Top 9 Occupations Single Elimination Bracket

3. When you have completed your bracket, write the winner and the second place occupation at the top of the previous page.

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

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

Yes:
You are probably someone who has a pretty clear picture of who you are so you weren't too surprised by the results of the self-assessments. If your dream is a good match, then keep it alive as you move forward with your journey. Write it on the previous page next to **DREAM even if it's already listed as the winner or second place occupation.

No:
You may have learned something from the self-assessments that helped you to consider other occupations that might be a better match than your dream. By researching other occupations, you are not abandoning your dream but broadening the possibilities. Perhaps your research will reroute you to something even better - a new, more fitting dream. You may choose to write your original dream occupation on the previous page next to **DREAM or choose a new dream occupation. Continue to research occupations so you can make informed decisions.
Step 2:
What’s Out There?

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

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

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

So, take time now to learn about Delaware’s labor market.
- What kinds of occupations are growing?
- Which occupations have a high turnover rate?
- What wages can you expect in a particular job?
- Will that be enough for the lifestyle you hope to have?
- Do you see a company in your neighborhood or in the news that interests you?

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

**Average Annual Job Openings by Career Cluster, 2008 – 2018**

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing, Sales and Service</td>
<td>22</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>20</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>18</td>
</tr>
<tr>
<td>Health Science</td>
<td>16</td>
</tr>
<tr>
<td>Transportation, Distribution &amp; Logistics</td>
<td>9</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>8</td>
</tr>
<tr>
<td>Architecture &amp; Construction</td>
<td>6</td>
</tr>
<tr>
<td>Finance</td>
<td>6</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>5</td>
</tr>
<tr>
<td>Human Services</td>
<td>5</td>
</tr>
<tr>
<td>Law, Public Safety &amp; Security</td>
<td>4</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>Science, Tech., Engineering &amp; Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture, Food, &amp; Natural Resources</td>
<td>2</td>
</tr>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>2</td>
</tr>
<tr>
<td>Government &amp; Public Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

**SOURCE:** Delaware Department of Labor in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics
Finding a balance between a job that will pay your bills and a job that you will enjoy can be tricky; there are always trade-offs when you make a career decision. But if you weigh what you know about yourself with what you learn about the labor market, you will have a good start toward making the best possible decision.

**What is the labor market?**
The labor market is an informal market in which workers compete for jobs and employers compete for workers.

**What is labor market information?**
Labor market information (LMI) is the data that describe the economic conditions within a geographic area. This information includes:
- employment
- unemployment
- wages
- demographics
- projections
- industry data
- education
- training

**How can this information help me?**
If you are unsure of a career path, labor market information can help you pick out potential occupations by supplying you with current and projected data including:
- mean (average) entry wages
- the level of education needed
- future expected job openings
- occupation descriptions

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

**Finding labor market information**
Now that you know some of the uses of labor market information, you need to know where to find it so you can make informed decisions about your future. Try the following websites:
- [www.bls.gov](http://www.bls.gov)
- [www.dol.gov](http://www.dol.gov)
- [www.oolmi.net](http://www.oolmi.net)
- [www.commerce.gov](http://www.commerce.gov)

If you have trouble finding what you are looking for, please give us a call at: (302) 761-8060

**Food for Thought**

**Did you know that...**

*Accountants* who work in New Castle County average $33.95/hr?  
*Accountants* who work in Kent County average $26.29/hr?  
*Accountants* who work in Sussex County average $24.54/hr?

**Hmmm...**

...Do I want to live in New Castle County where my chances of making more money are better?  
...How does the cost of living compare from county to county?  
...Maybe I could commute from down state.  
...How much gas would that require and how much does gas cost?  
...Where are the companies located that I would like to work for?  
...If I plan to have a family, where will I want to raise my children?  
...Do the companies in all three counties offer similar benefits?

**Did you know that...**

*Sales Managers* who work in Manufacturing average $139,313/yr?  
*Sales Managers* who work in Retail average $116,319/yr?

**Hmmm...**

...Would I like working in one of these industries more than the other?  
...How might each of these industries affect what I do each day?  
...Which of these industries employs the most *Sales Managers*?

**Did you know that...**

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

...Should I study an occupation that is growing so I have a better chance of getting a job?  
...Am I confident that, even if job openings are decreasing, my grades and my skills will make me a top candidate?

**Don’t abandon your interests**

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

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

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

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

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

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

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

Green New and Emerging Occupations – Solar

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

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

http://www.onetonline.org
## Delaware Occupations with the Most Total Annual Openings

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

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

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

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

### Table: Delaware Occupations with the Most Total Annual Openings

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

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>SOC Code</th>
<th>Occupational Title</th>
<th>Estimated Emp. 2008</th>
<th>Projected Emp. 2018</th>
<th>Ave. Annual Growth Rate*</th>
<th>Average Annual Entry Wage 2008 ($)</th>
<th>Education or Training see p. 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>29-9091</td>
<td>Athletic Trainers</td>
<td>30</td>
<td>46</td>
<td>4.4%</td>
<td>38,207</td>
<td>Bach</td>
</tr>
<tr>
<td>10</td>
<td>39-9021</td>
<td>Personal and Home Care Aides</td>
<td>658</td>
<td>979</td>
<td>4.1%</td>
<td>17,695</td>
<td>STOJT</td>
</tr>
<tr>
<td>11</td>
<td>15-1081</td>
<td>Network Systems and Data Communications Analysts</td>
<td>886</td>
<td>1,277</td>
<td>3.7%</td>
<td>51,070</td>
<td>Bach</td>
</tr>
<tr>
<td>8</td>
<td>29-1071</td>
<td>Physician Assistants</td>
<td>266</td>
<td>366</td>
<td>3.2%</td>
<td>65,638</td>
<td>Mast</td>
</tr>
<tr>
<td>8</td>
<td>31-2012</td>
<td>Occupational Therapist Aides</td>
<td>24</td>
<td>33</td>
<td>3.2%</td>
<td>21,779</td>
<td>STOJT</td>
</tr>
<tr>
<td>8</td>
<td>31-2011</td>
<td>Occupational Therapist Assistants</td>
<td>117</td>
<td>157</td>
<td>3.0%</td>
<td>39,548</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>29-2055</td>
<td>Surgical Technologists</td>
<td>217</td>
<td>286</td>
<td>2.8%</td>
<td>33,227</td>
<td>VocEd</td>
</tr>
<tr>
<td>8</td>
<td>31-2021</td>
<td>Physical Therapist Assistants</td>
<td>202</td>
<td>266</td>
<td>2.8%</td>
<td>37,012</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>31-2022</td>
<td>Physical Therapist Aides</td>
<td>215</td>
<td>283</td>
<td>2.8%</td>
<td>19,382</td>
<td>STOJT</td>
</tr>
<tr>
<td>8</td>
<td>29-2031</td>
<td>Cardiovascular Technologists and Technicians</td>
<td>152</td>
<td>200</td>
<td>2.8%</td>
<td>35,287</td>
<td>Bach</td>
</tr>
<tr>
<td>5</td>
<td>25-3021</td>
<td>Self-Enrichment Education Teachers</td>
<td>470</td>
<td>617</td>
<td>2.6%</td>
<td>29,109</td>
<td>Exp</td>
</tr>
<tr>
<td>8</td>
<td>29-9012</td>
<td>Occupational Health and Safety Technicians</td>
<td>16</td>
<td>21</td>
<td>2.5%</td>
<td>28,691</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>31-9092</td>
<td>Medical Assistants</td>
<td>1,127</td>
<td>1,479</td>
<td>2.5%</td>
<td>44,666</td>
<td>MOJT</td>
</tr>
<tr>
<td>8</td>
<td>29-2052</td>
<td>Pharmacy Technicians</td>
<td>1,432</td>
<td>1,873</td>
<td>2.4%</td>
<td>18,002</td>
<td>MOJT</td>
</tr>
<tr>
<td>15</td>
<td>19-1021</td>
<td>Biochemists and Biophysicists</td>
<td>589</td>
<td>767</td>
<td>2.3%</td>
<td>61,913</td>
<td>PhD</td>
</tr>
<tr>
<td>8</td>
<td>29-1123</td>
<td>Physical Therapists</td>
<td>551</td>
<td>714</td>
<td>2.2%</td>
<td>57,257</td>
<td>Mast</td>
</tr>
<tr>
<td>8</td>
<td>29-1126</td>
<td>Respiratory Therapists</td>
<td>393</td>
<td>508</td>
<td>2.2%</td>
<td>49,216</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>29-1122</td>
<td>Occupational Therapists</td>
<td>320</td>
<td>412</td>
<td>2.2%</td>
<td>38,672</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>510</td>
<td>655</td>
<td>2.2%</td>
<td>52,974</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>9,434</td>
<td>12,096</td>
<td>2.1%</td>
<td>54,531</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>31-9091</td>
<td>Dental Assistants</td>
<td>775</td>
<td>992</td>
<td>2.1%</td>
<td>25,251</td>
<td>MOJT</td>
</tr>
<tr>
<td>3</td>
<td>27-4032</td>
<td>Film and Video Editors</td>
<td>25</td>
<td>32</td>
<td>2.0%</td>
<td>32,461</td>
<td>Assoc</td>
</tr>
<tr>
<td>6</td>
<td>13-2052</td>
<td>Personal Financial Advisors</td>
<td>1,231</td>
<td>1,575</td>
<td>2.0%</td>
<td>57,257</td>
<td>Bach</td>
</tr>
<tr>
<td>15</td>
<td>19-4091</td>
<td>Environmental Science &amp; Protection Technicians, Inc. Health</td>
<td>79</td>
<td>101</td>
<td>2.0%</td>
<td>26,451</td>
<td>Assoc</td>
</tr>
<tr>
<td>3</td>
<td>27-4012</td>
<td>Broadcast Technicians</td>
<td>45</td>
<td>65</td>
<td>2.0%</td>
<td>24,490</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>29-2061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>2,210</td>
<td>2,778</td>
<td>2.0%</td>
<td>37,172</td>
<td>VocEd</td>
</tr>
<tr>
<td>8</td>
<td>29-2051</td>
<td>Dietetic Technicians</td>
<td>177</td>
<td>222</td>
<td>1.9%</td>
<td>17,402</td>
<td>VocEd</td>
</tr>
<tr>
<td>8</td>
<td>31-1012</td>
<td>Nursing Aides, Orderlies, and Attendants</td>
<td>5,395</td>
<td>6,744</td>
<td>1.9%</td>
<td>22,181</td>
<td>VocEd</td>
</tr>
<tr>
<td>15</td>
<td>17-1021</td>
<td>Cartographers and Photogrammetrists</td>
<td>12</td>
<td>15</td>
<td>1.9%</td>
<td>41,228</td>
<td>Bach</td>
</tr>
<tr>
<td>4</td>
<td>43-6013</td>
<td>Medical Secretaries</td>
<td>2,502</td>
<td>3,124</td>
<td>1.8%</td>
<td>23,698</td>
<td>MOJT</td>
</tr>
<tr>
<td>7</td>
<td>13-1041</td>
<td>Compliance Officers, Exc. Ag., Const., Health &amp; Safety, &amp; Trans.</td>
<td>1,064</td>
<td>1,327</td>
<td>1.8%</td>
<td>34,154</td>
<td>Assoc</td>
</tr>
<tr>
<td>2</td>
<td>49-2095</td>
<td>Electrical &amp; Electronics Repairers, Powerhouse, Substation, &amp; Relay</td>
<td>223</td>
<td>277</td>
<td>1.7%</td>
<td>34,154</td>
<td>LTQJT</td>
</tr>
<tr>
<td>8</td>
<td>31-9011</td>
<td>Massage Therapists</td>
<td>250</td>
<td>309</td>
<td>1.7%</td>
<td>22,653</td>
<td>VocEd</td>
</tr>
<tr>
<td>3</td>
<td>25-4013</td>
<td>Museum Technicians and Conservators</td>
<td>82</td>
<td>101</td>
<td>1.6%</td>
<td>24,375</td>
<td>Bach</td>
</tr>
<tr>
<td>10</td>
<td>21-1014</td>
<td>Mental Health Counselors</td>
<td>155</td>
<td>190</td>
<td>1.6%</td>
<td>28,713</td>
<td>Mast</td>
</tr>
<tr>
<td>8</td>
<td>29-2034</td>
<td>Radiologic Technologists and Technicians</td>
<td>878</td>
<td>1,074</td>
<td>1.5%</td>
<td>43,174</td>
<td>Assoc</td>
</tr>
<tr>
<td>4</td>
<td>43-4111</td>
<td>Interviewers, Except Eligibility and Loan</td>
<td>514</td>
<td>627</td>
<td>1.5%</td>
<td>23,972</td>
<td>STOJT</td>
</tr>
<tr>
<td>8</td>
<td>29-2032</td>
<td>Diagnostic Medical Sonographers</td>
<td>199</td>
<td>242</td>
<td>1.5%</td>
<td>43,983</td>
<td>Assoc</td>
</tr>
<tr>
<td>8</td>
<td>29-2033</td>
<td>Nuclear Medicine Technologists</td>
<td>79</td>
<td>96</td>
<td>1.5%</td>
<td>58,221</td>
<td>Assoc</td>
</tr>
<tr>
<td>1</td>
<td>37-3012</td>
<td>Pesticide Handlers, Sprayers, and Applicators, Vegetation</td>
<td>145</td>
<td>176</td>
<td>1.5%</td>
<td>27,233</td>
<td>MOJT</td>
</tr>
<tr>
<td>8</td>
<td>29-1062</td>
<td>Family and General Practitioners</td>
<td>376</td>
<td>456</td>
<td>1.5%</td>
<td>109,125</td>
<td>Prof</td>
</tr>
</tbody>
</table>

*Average Annual Growth Rate is based on rounded numbers.

http://www.onetonline.org
Delaware Career Matrix

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

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

Career Matrix Key

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

<table>
<thead>
<tr>
<th>Ach</th>
<th>Achievement</th>
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</thead>
<tbody>
<tr>
<td>Ind</td>
<td>Independence</td>
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<tr>
<td>Rec</td>
<td>Recognition</td>
</tr>
<tr>
<td>Rel</td>
<td>Relationships</td>
</tr>
<tr>
<td>Sup</td>
<td>Support</td>
</tr>
<tr>
<td>WC</td>
<td>Working Conditions</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Education & Training Codes

| Prof | First professional degree: Bachelor’s degree plus 3 – 8 more years of school (e.g., law, medicine, dentistry, clergy) |
| PhD | Doctoral degree: Bachelor’s degree plus 4 – 6 more years of school (e.g., Ph.D., Ed.D.) |
| Mast | Master’s degree: Bachelor’s degree + 2 more years of school |
| Bach+ | Bachelor’s degree or higher, plus work experience: includes management occupations that are usually filled through promotion |

Bach | Bachelor’s degree: 4 years of full-time study |
Assoc | Associate’s degree: 2 years of full-time study |
VocEd | Postsecondary vocational award: education necessary to meet a hiring or licensure requirement for a variety of occupations. Ranges from 1 to 3 years and can include combinations of coursework that do not result in a degree or formal vocational training that results in a certificate or diploma. |
Exp | Work experience in a related occupation |
LTOJT | Long-term on-the-job training: training for longer than 12 months – includes formal and informal apprenticeships which can last up to 4 years |
MOJT | Moderate-term on-the-job training: training for 1 month to 12 months – includes on-the-job experience and informal classroom activities to achieve the necessary skill levels |
STOJT | Short-term on-the-job training: training for less than 1 mo. – usually through observation and asking questions |

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

Skill Definitions

Reading Comprehension – Understanding written sentences and paragraphs in work-related documents.
Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Writing – Communicating effectively in writing as appropriate for the needs of the audience.
Speaking – Talking to others to convey information effectively.
Mathematics – Using mathematics to solve problems.
Science – Using scientific rules and methods to solve problems.
Critical Thinking – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
Active Learning – Understanding the implications of new information for both current and future problem-solving and decision-making.

NOTE: Where occupational titles include multiple similar occupations, the Work Value, Interest Code, and Skills are based on the underlined title.
**CAREER CLUSTER 1**

**Agriculture, Food Production & Natural Resources**

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

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

### Biotechnology Applications
- Structural Systems
- Floriculture
- Aquaculture
- Agriscience Mechanics
- Equine Science

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

- Natural Resources Biotechnology Applications
- Power & Mechanical Systems
- Plant & Horticultural Science
- Landscape/Turf Management
- Natural Resources/Environmental Science

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

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</tr>
</thead>
<tbody>
<tr>
<td>Rel</td>
<td>RC</td>
<td>37-3011</td>
<td>Landscaping and Groundskeeping Workers</td>
<td>3,586</td>
<td>4,216</td>
<td>18,785</td>
<td>STOJT</td>
<td>≥</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Sup</td>
<td>R</td>
<td>45-2092</td>
<td>Farmworkers and Laborers, Crop/ Nursery and Groundservice Workers</td>
<td>1,734</td>
<td>1,522</td>
<td>18,555</td>
<td>STOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Rel</td>
<td>RC</td>
<td>39-2021</td>
<td>Nonfarm Animal Caretakers</td>
<td>695</td>
<td>786</td>
<td>16,554</td>
<td>STOJT</td>
<td>≥</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Ind</td>
<td>ERC</td>
<td>37-1012</td>
<td>First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers</td>
<td>500</td>
<td>579</td>
<td>33,286</td>
<td>Exp</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Sup</td>
<td>R</td>
<td>45-2093</td>
<td>Farmworkers, Farm and Ranch Animals</td>
<td>580</td>
<td>555</td>
<td>19,764</td>
<td>STOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Ind</td>
<td>EI</td>
<td>11-9121</td>
<td>Natural Sciences Managers</td>
<td>417</td>
<td>407</td>
<td>98,050</td>
<td>Bach+</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
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</tr>
<tr>
<td>Rec</td>
<td>IRC</td>
<td>17-2081</td>
<td>Environmental Engineers</td>
<td>256</td>
<td>285</td>
<td>45,246</td>
<td>Bach</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Sup</td>
<td>RC</td>
<td>51-8013</td>
<td>Power Plant Operators</td>
<td>228</td>
<td>251</td>
<td>56,952</td>
<td>LTOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Ind</td>
<td>RC</td>
<td>37-2021</td>
<td>Pest Control Workers</td>
<td>174</td>
<td>198</td>
<td>25,422</td>
<td>MOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
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</tr>
<tr>
<td>Ind</td>
<td>ERC</td>
<td>45-1011</td>
<td>First-Line Supervisors/Managers of Farming, Fishing, and Forestry (Logging) Workers</td>
<td>181</td>
<td>190</td>
<td>32,658</td>
<td>Exp</td>
<td>≥</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Ind</td>
<td>R</td>
<td>39-2011</td>
<td>Animal Trainers</td>
<td>153</td>
<td>182</td>
<td>22,133</td>
<td>MOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Sup</td>
<td>R</td>
<td>37-3012</td>
<td>Pesticide Handlers, Sprayers, and Applicators, Vegetation</td>
<td>145</td>
<td>176</td>
<td>27,233</td>
<td>MOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
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</tr>
<tr>
<td>Sup</td>
<td>RIC</td>
<td>17-3025</td>
<td>Environmental Engineering Technicians</td>
<td>87</td>
<td>100</td>
<td>29,190</td>
<td>Assoc</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Sup</td>
<td>RCI</td>
<td>49-3041</td>
<td>Farm Equipment Mechanics</td>
<td>74</td>
<td>75</td>
<td>28,397</td>
<td>LTOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
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</tr>
<tr>
<td>Ach</td>
<td>IR</td>
<td>19-1013</td>
<td>Soil and Plant Scientists</td>
<td>67</td>
<td>72</td>
<td>39,725</td>
<td>Bach</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
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<td>&lt;</td>
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</tr>
<tr>
<td>Sup</td>
<td>RICE</td>
<td>51-8012</td>
<td>Power Distributors and Dispatchers</td>
<td>61</td>
<td>69</td>
<td>59,977</td>
<td>LTOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
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</tr>
</tbody>
</table>
CAREER PATHWAYS
Architectural Drafting/Structural Steel
Drafting & Design - Architecture
Stationary Energy Operator
Carpentry/Carpenter
Electrician
HVAC-R Technician
Mason
Plumbing Technician
Sheet Metal Worker
Welding Technician

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES
Architectural Drafting
Drafting & Design
Engineering Design
Architectural CAD
Engineering Drawing
Masonry
Carpentry
Welding Technology
Plumbing Technology
Sheet Metal Technology
Electrician
Structures
Technical Writing
H/AC/V/R Maintenance Technology
Stationary Energy Sources Installer

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<tbody>
<tr>
<td>Sup</td>
<td>R</td>
<td>47-2061</td>
<td>Construction Laborers</td>
<td>4,032</td>
<td>4,608</td>
<td>21,907</td>
<td>MOJT</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&lt;</td>
</tr>
<tr>
<td>Sup</td>
<td>RC</td>
<td>47-2031</td>
<td>Carpenters (Construction)</td>
<td>3,505</td>
<td>3,692</td>
<td>31,039</td>
<td>LTOJT</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>Ind</td>
<td>ERC</td>
<td>47-1011</td>
<td>First-Line Supervisors/Managers of Construction Trades and Extraction Workers</td>
<td>2,480</td>
<td>2,736</td>
<td>44,665</td>
<td>Exp</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>Ind</td>
<td>R</td>
<td>47-2111</td>
<td>Electricians</td>
<td>2,217</td>
<td>2,285</td>
<td>32,142</td>
<td>LTOJT</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>WC</td>
<td>ERC</td>
<td>11-9021</td>
<td>Construction Managers</td>
<td>1,728</td>
<td>1,972</td>
<td>57,276</td>
<td>Bach</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&lt;</td>
<td>&lt;</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>Ind</td>
<td>R</td>
<td>49-9021</td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers</td>
<td>1,509</td>
<td>1,817</td>
<td>29,602</td>
<td>VocEd</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
<td>&gt;</td>
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<td>Sup</td>
<td>R</td>
<td>47-2152</td>
<td>Plumbers, Pipefitters, and Steamfitters</td>
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<td>32,243</td>
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<td>884</td>
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<td>Sup</td>
<td>R</td>
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<td>47-2051</td>
<td>Cement Masons and Concrete Finishers</td>
<td>583</td>
<td>608</td>
<td>30,909</td>
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<td>Rel</td>
<td>RCI</td>
<td>49-9098</td>
<td>Helpers--Installation, Maintenance, and Repair Workers</td>
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<td>591</td>
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<td>RCI</td>
<td>47-4011</td>
<td>Construction and Building Inspectors</td>
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<td>484</td>
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<td>Sup</td>
<td>RCI</td>
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<td>RIC</td>
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<td>458</td>
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This cluster includes occupations that design, plan, manage, build, and maintain physical structures such as industrial, commercial, and residential facilities and buildings, as well as physical structures such as roadways and bridges.
## Career Cluster 3

**Arts, Audiovisual Technology & Communications**

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

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

- Digital Imaging
- CAD
- Fine Arts
- Band/Vocal Music
- Stagecraft
- Technical Writing
- Drawing & Painting
- Yearbook
- Journalism
- Commercial Art
- Video Production
- Creative Writing
- Graphic Design
- Theater
- Photography
- Audiovisual Communications
- Broadcasting Technology
- Digital Imaging & Media

### CAREER PATHWAYS

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

### WORK VALUES

#### Holland Code
- Sup
- Ach
- Ind
- Rel
- RC
- CS
- Ind
- AEC
- Sup
- Ind
- WC
- Ind
- AE
- Sup
- Rel
- RA
- Sup

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<td>1,523</td>
<td>42,010</td>
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<td>Public Relations Specialists</td>
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<td>38,396</td>
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<td>540</td>
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<td>Librarians</td>
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<td>507</td>
<td>36,533</td>
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<td>467</td>
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<td>310</td>
<td>330</td>
<td>42,842</td>
<td>Bach</td>
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<td>Printing Machine Operators</td>
<td>327</td>
<td>303</td>
<td>23,833</td>
<td>MOJT</td>
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<td>Photographers</td>
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<td>289</td>
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<td>v</td>
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<td>v</td>
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<td>Writers (Creative) and Authors</td>
<td>228</td>
<td>262</td>
<td>37,443</td>
<td>Bach</td>
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<td>v</td>
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<tr>
<td>Ushers, Lobby Attendants, and Ticket Takers</td>
<td>178</td>
<td>206</td>
<td>15,960</td>
<td>STOJT</td>
<td>v</td>
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<tr>
<td>Audio and Video Equipment Technicians</td>
<td>151</td>
<td>175</td>
<td>27,814</td>
<td>VocEd</td>
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<td>v</td>
<td>v</td>
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<tr>
<td>Technical Writers</td>
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<td>Bach</td>
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<td>v</td>
<td>v</td>
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<td>Art Directors</td>
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<td>116</td>
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<td>Bach+</td>
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<td>v</td>
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<td>Reporters and Correspondents</td>
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<td>106</td>
<td>24,705</td>
<td>Bach</td>
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<td>Museum Technicians and Conservators</td>
<td>82</td>
<td>101</td>
<td>24,375</td>
<td>Bach</td>
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<td>Prepress Technicians and Workers</td>
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<td>85</td>
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</table>
Business, Management and Administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business, Management and Administration career opportunities are available in every sector of the economy.

**RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES**

- Web Page Design
- Business Communications
- Computer Software Applications
- Principles of Marketing
- International Business
- Business Management
- Administrative Services
- Business Information Technology
- Business Application Programming
- Employment Seminar

**WORK VALUES**

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<td>Rel CE 43-9061</td>
<td>Office Clerks, General</td>
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<td>10,754</td>
<td>18,726</td>
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<td>v</td>
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<td>9,223</td>
<td>23,687</td>
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<td>Rel R 37-2011</td>
<td>Janitors and Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>6,875</td>
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<td>16,879</td>
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<tr>
<td>Sup CE 43-6014</td>
<td>Secretaries, Except Legal, Medical, and Executive</td>
<td>6,629</td>
<td>6,376</td>
<td>23,209</td>
<td>MOJT</td>
<td>v</td>
<td>v</td>
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<tr>
<td>Ach CE 13-2011</td>
<td>Accountants and Auditors</td>
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<td>5,773</td>
<td>41,531</td>
<td>Bach</td>
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<td>Rel CE 43-6011</td>
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<td>5,003</td>
<td>5,235</td>
<td>31,332</td>
<td>Exp</td>
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<td>v</td>
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<td>Sup ECS 43-1011</td>
<td>First-Line Supervisors/Managers of Office and Administrative Support Workers</td>
<td>4,384</td>
<td>4,639</td>
<td>33,925</td>
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<td>v</td>
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<td>General and Operations Managers</td>
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<td>4,088</td>
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<td>Medical Secretaries</td>
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<td>3,124</td>
<td>23,698</td>
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<td>Management Analysts</td>
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<td>2,678</td>
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<td>Billing and Posting Clerks and Machine Operators</td>
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<td>26,552</td>
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<td>Shipping, Receiving, and Traffic Clerks</td>
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<td>30,534</td>
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<td>Training and Development Specialists</td>
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<td>40,190</td>
<td>Bach</td>
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<td>Data Entry Keyers</td>
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<td>Administrative Services Managers</td>
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<td>62,862</td>
<td>Bach+</td>
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What's Out There? 31
## Career Cluster 5
### Education & Training

![Back-to-School Apple]

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

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

- Emergency Medical Treatment
- Exploring Early Childhood
- First Aid
- Sociology
- Marriage & Family Life
- Mentoring
- Nutrition, Health & Safety
- Parenting & Child Development
- Family Living
- CPR
- Psychology

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<td>Elementary School Teachers, Except Special Education</td>
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<td>Teacher Assistants</td>
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http://www.onetonline.org
What's Out There? 33

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

## RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

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<th>Financial Management Services</th>
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## CAREER PATHWAYS

**Accounting**

**Banking Services**

**Financial Management Services**

### Career Cluster 6

**Finance**

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CAREER PATHWAYS
Community Organization & Advocacy

Career Cluster 7
Government & Public Administration

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

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**RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES**
- Accounting
- Ethics
- Foreign Language
- History
- Geography
- Leadership
- Citizenship
- Human Behavior
- Economics
- Civics
- Psychology
- Speech - Debate
- Government & Politics
- Community Organization & Advocacy
- Sociology

**GOOD CITIZENSHIP**
### CAREER PATHWAYS
- Dental Assistant
- Dental Laboratory Technician
- Licensed Practical Nurse
- Medical/Clinical Assistant
- Medical Insurance Certified Coder
- Certified Nurse Assistant
- Home Health Aide
- Health Aide
- Physical Therapy Health Aide

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES
- Patient Care Assistant Training
- Exercise Physiology/Sports Medicine
- First Aid & CPR
- Food Science
- Medical/Clinical Assistant
- Medical Assisting
- Coaching & Sports Officiating
- Health Aides Training
- Medical Terminology
- Forensic Science
- Human Anatomy & Physiology
- Dental Assisting/Dental Laboratory Technology
- Medical Assisting/Coding
- LP Nurse Training

### CAREER CLUSTER 8: Health Science
- These occupations plan, manage, and provide therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

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<td>Registered Nurses</td>
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<td>12,096</td>
<td>54,531</td>
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<td>31-1012</td>
<td>Nursing Aides, Orderlies, and Attendants</td>
<td>5,395</td>
<td>6,744</td>
<td>22,181</td>
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<td>Licensed Practical and Licensed Vocational Nurses</td>
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<td>Sup</td>
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<td>775</td>
<td>992</td>
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<td>714</td>
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</table>

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*What's Out There? 35*
Hospitality & Tourism encompasses the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

- Baking
- Food and Nutrition
- Geography
- Travel & Tourism
- Hotel Management
- Business Communications
- International Foods
- Art History
- Food Preparation/Production
- Recreation Marketing
- Food/Restaurant Marketing
- Culinary Professional

### CAREER PATHWAYS

#### Career Cluster 9

**Hospitality & Tourism**

#### Work Values

- Holland Code
- SOC Code
- Occupation Title
- 2008 Est. Empl.
- 2008 Mean Entry Wage ($)
- Education/Training
- Reading
- Listening
- Writing
- Speaking
- Math
- Science
- Thinking
- Learning

- **Combined Food Preparation and Serving Workers, Including Fast Food**
  - 36-3021
  - 7,473
  - 8,679
  - 15,524
  - STOJT
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **Waiters and Waitresses**
  - 36-3031
  - 7,483
  - 8,120
  - 15,835
  - STOJT
  - >
  - >
  - >
  - >
  - >
  - >
  - >
  - >
  - >

- **Cooks, Restaurant**
  - 35-2014
  - 3,430
  - 3,769
  - 19,002
  - LTOJT
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **Counter Attendants, Cafeteria, Food Concession, and Coffee Shop**
  - 35-3022
  - 3,192
  - 3,447
  - 16,724
  - STOJT
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **Maids and Housekeeping Cleaners**
  - 37-2012
  - 2,816
  - 2,879
  - 17,231
  - STOJT
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **First-Line Supervisors/Managers of Food Preparation and Serving Workers**
  - 35-3011
  - 1,883
  - 2,100
  - 16,024
  - STOJT
  - >
  - >
  - >
  - >
  - >
  - <
  - <
  - <
  - <

- **Food Preparation Workers**
  - 35-9021
  - 1,859
  - 2,012
  - 16,027
  - STOJT
  - >
  - >
  - >
  - >
  - >
  - <
  - <
  - <
  - <

- **Dishwashers**
  - 35-9011
  - 1,670
  - 1,917
  - 16,420
  - STOJT
  - >
  - >
  - >
  - >
  - >
  - <
  - <
  - <
  - <

- **Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop**
  - 35-9031
  - 1,392
  - 1,513
  - 15,708
  - STOJT
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **Recreation Workers**
  - 39-9032
  - 1,316
  - 1,494
  - 18,286
  - STOJT
  - >
  - >
  - >
  - >
  - >
  - <
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  - <
  - <

- **Dining Room and Cafeteria Attendants and Bartender Helpers**
  - 35-9011
  - 1,282
  - 1,419
  - 15,482
  - STOJT
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **First-Line Supervisors/Managers of Housekeeping and Janitorial Workers**
  - 37-1011
  - 1,282
  - 1,419
  - 15,482
  - STOJT
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **Food Servers, Nonrestaurant**
  - 35-3041
  - 821
  - 926
  - 17,071
  - STOJT
  - >
  - >
  - >
  - >
  - >
  - <
  - <
  - <
  - <

- **First-Line Supervisors/Managers of Personal Service Workers**
  - 39-1021
  - 716
  - 816
  - 22,330
  - Exp
  - <
  - <
  - <
  - <
  - <
  - <
  - <
  - <

- **Food Service Managers**
  - 11-9051
  - 723
  - 784
  - 43,592
  - Exp
  - >
  - >
  - >
  - >
  - >
  - <
  - <
  - <
  - <

- **Cooks, Fast Food**
  - 35-2011
  - 705
  - 775
  - 15,538
  - STOJT
  - >
  - >
  - >
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  - >
  - <
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  - <
  - <

- **Amusement and Recreation Attendants**
  - 39-3091
  - 655
  - 770
  - 15,651
  - STOJT
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## CAREER PATHWAYS
- Human Services
- Early Childhood Education
- Apparel & Textiles
- Certified Child Care Teacher
- Licensed Cosmetologist
- Nutrition & Culinary

## RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES
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<th>Sociology</th>
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<td>Family &amp; Community Services</td>
<td>Health Science</td>
<td>Cosmetology</td>
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<td>Human Development</td>
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<tr>
<td>Exploring Early Childhood</td>
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## CAREER CLUSTERS
### Career Cluster 10

**Human Services**
- Prepares individuals for employment in career pathways that relate to families and human needs.

### Work Values

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<td>190</td>
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Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

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

CAREER PATHWAYS

Information Technology
- Database Management
- Computer Applications
- Computer Technologies
- Microsoft Engineering
- Communication Technology
- Computer Engineering Technician

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<td>3,141</td>
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<td>15-1021</td>
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<td>Telecommunications Equipment Installers and Repairers, Except Line Installers</td>
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<td>CR</td>
<td>43-9011</td>
<td>Computer Operators</td>
<td>542</td>
<td>378</td>
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<td>49-2011</td>
<td>Computer, Automated Teller, and Office Machine Repairers</td>
<td>291</td>
<td>246</td>
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## Career Pathways

Criminal Justice/Police Science

Legal Administrative Assistant

### Relevant High School or Community Classes

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<th>Legal Process</th>
<th>Civic Society</th>
<th>Sociology</th>
<th>Criminal Law</th>
<th>Contemporary Political Issues</th>
<th>Speech - Debate</th>
<th>Business Law</th>
<th>Multicultural Studies</th>
<th>Economics</th>
<th>Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.</th>
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<td>Lawyers</td>
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<td>1,193</td>
<td>Paralegals and Legal Assistants</td>
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<td>740</td>
<td>Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers</td>
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<td>17,200</td>
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<td>Law Clerks</td>
<td>772</td>
<td>28,138</td>
<td>Bach</td>
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<td>Sup RS</td>
<td>33-2011</td>
<td>388</td>
<td>Fire Fighters (Municipal)</td>
<td>453</td>
<td>34,270</td>
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<td>33-9091</td>
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<td>24,267</td>
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<td>235</td>
<td>Detectives and Criminal Investigators</td>
<td>262</td>
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<td>Exp</td>
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<td>43-5031</td>
<td>223</td>
<td>Police, Fire, and Ambulance Dispatchers</td>
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<td>28,162</td>
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<td>180</td>
<td>First-Line Supervisors/Managers of Police and Detectives</td>
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<td>63,502</td>
<td>Exp</td>
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<td>Ind RCS</td>
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<td>Animal Control Workers</td>
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<td>126</td>
<td>Judges, Magistrate Judges, and Magistrates</td>
<td>121</td>
<td>70,444</td>
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<td>82</td>
<td>Fire Inspectors and Investigators</td>
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<td>34,726</td>
<td>Exp</td>
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</table>
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.

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

- Drafting and Design
- Power Machinery
- Welding & Fabrication
- Textiles
- Technological Systems

### CAREER PATHWAYS

- **Manufacturing Technician**
- **Industrial Mechanics/Millwright**
- **Construction & Manufacturing**

### Work Values

- **Holland Code**
- **SOC Code**
- **Occupation Title**
- **2008 Est. Empl.**
- **2018 Proj. Empl.**
- **2008 Mean Entry Wage ($)**
- **Education/Training**
- **Reading**
- **Writing**
- **Math**
- **Science**
- **Thinking**
- **Learning**

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<td>Maintenance and Repair Workers, General</td>
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<tr>
<td>Ind</td>
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<td>49-1011</td>
<td>First-Line Supervisors/Managers of Mechanics, Installers, and Repairers</td>
<td>1,393</td>
<td>1,456</td>
<td>42,765</td>
<td>Exp</td>
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<td>First-Line Supervisors/Managers of Production and Operating Workers</td>
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<td>1,361</td>
<td>37,039</td>
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Planning, managing, and performing marketing activities to reach organizational objectives.

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

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<th>Marketing Communications</th>
<th>Sales &amp; Sales Promotion</th>
<th>Retail Operations</th>
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<td>Business Ethics</td>
<td>Accounting</td>
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<td>Software Applications</td>
<td>Business Economics</td>
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<td>Sports Marketing</td>
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<td>Database Management</td>
<td>Fashion Merchandising</td>
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<td>2,936</td>
<td>35,643</td>
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### Career Pathways

- **Science, Technology, Engineering & Mathematics**
  - Planning, managing, and providing scientific research and professional and technical services including laboratory and testing services and research and development services.

#### Relevant High School or Community Classes

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

### Career Cluster 15: Science, Technology, Engineering & Mathematics

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<td>121</td>
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<td>STOJT</td>
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</table>

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**Education/Training:**
- **Assoc:** Associate’s degree
- **Bach:** Bachelor’s degree
- **Mast:** Master’s degree
- **PhD:** Doctoral degree
- **MOJT:** Master of Occupational and Laboratory Technology
- **STOJT:** Specialist in Occupational and Laboratory Technology

**Reading, Writing, Speaking, Math, Science, Thinking, Learning:**
- **ν:** Not useful
- **ν:** Useful
- **ν:** Very useful
- **ν:** Critical

---

**CAREER PATHWAYS**

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

---

**Work Values:**
- **Sup:** Supervision
- **Ind:** Independence
- **Ach:** Achievement
- **Rec:** Realistic
- **WC:** Conventional

**Holland Code:**
- **EIRC:** Enterprising
- **IR:** Investigative
- **RIC:** Realistic
- **IAR:** Artistic
- **IRC:** Conventional
- **CI:** Creative
- **CR:** Social
- **IRC:** Enterprising
- **IC:** Investigative
- **IR** Realistic
- **IAR** Artistic
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**Occupation Titles:**

- Chemical Technicians
- Civil Engineers
- Chemists
- Biochemists and Biophysicists
- Biological Technicians
- Electrical Engineers
- Industrial Engineers
- Chemical Engineers
- Electronics Engineers, Except Computer
- Mechanical Engineers
- Engineering Managers
- Environmental Scientists and Specialists, Including Health
- Social Science Research Assistants
- Surveying and Mapping Technicians
- Microbiologists
- Health and Safety Engineers (Product), Except Mining Safety Engineers and Inspectors
- Weighers, Measurers, Checkers, and Samplers, Recordkeeping

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**Occupation Titles:**

- **Chemical Technicians:**
- **Civil Engineers:**
- **Chemists:**
- **Biochemists and Biophysicists:**
- **Biological Technicians:**
- **Electrical Engineers:**
- **Industrial Engineers:**
- **Chemical Engineers:**
- **Electronics Engineers, Except Computer:**
- **Mechanical Engineers:**
- **Engineering Managers:**
- **Environmental Scientists and Specialists, Including Health:**
- **Social Science Research Assistants:**
- **Surveying and Mapping Technicians:**
- **Microbiologists:**
- **Health and Safety Engineers (Product), Except Mining Safety Engineers and Inspectors:**
- **Weighers, Measurers, Checkers, and Samplers, Recordkeeping:**

---

**Sup:** Supervision

**Ind:** Independence

**Ach:** Achievement

**Rec:** Realistic

**WC:** Conventional

**Holland Code:**

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- **IAR** Artistic
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**Occupation Titles:**

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- Surveying and Mapping Technicians
- Microbiologists
- Health and Safety Engineers (Product), Except Mining Safety Engineers and Inspectors
- Weighers, Measurers, Checkers, and Samplers, Recordkeeping

---

**Education/Training:**

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- **ν:** Not useful
- **ν:** Useful
- **ν:** Very useful
- **ν:** Critical

---

**Occupation Titles:**

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- Civil Engineers
- Chemists
- Biochemists and Biophysicists
- Biological Technicians
- Electrical Engineers
- Industrial Engineers
- Chemical Engineers
- Electronics Engineers, Except Computer
- Mechanical Engineers
- Engineering Managers
- Environmental Scientists and Specialists, Including Health
- Social Science Research Assistants
- Surveying and Mapping Technicians
- Microbiologists
- Health and Safety Engineers (Product), Except Mining Safety Engineers and Inspectors
- Weighers, Measurers, Checkers, and Samplers, Recordkeeping
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.

### RELEVANT HIGH SCHOOL OR COMMUNITY CLASSES

- Automotive Technology
- Aviation Mechanics
- Know Your Car
- Diesel Technology
- Small Engine Technology
- Small Engine Repair
- Collision & Repair Technology
- Aircraft Powerplant Technology
- Aeronautics/Aviation Science

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<tr>
<td>Rel Sup</td>
<td>RC 53-7051</td>
<td></td>
<td>Industrial Truck and Tractor Operators</td>
<td>1,309</td>
<td>1,355</td>
<td>22,855</td>
<td>STOJT</td>
<td></td>
<td></td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>&lt;</td>
</tr>
<tr>
<td>Sup CR</td>
<td>43-5052</td>
<td></td>
<td>Postal Service Mail Carriers</td>
<td>1,079</td>
<td>1,121</td>
<td>38,822</td>
<td>STOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Ind Sup</td>
<td>R 53-7061</td>
<td></td>
<td>Cleaners of Vehicles and Equipment</td>
<td>957</td>
<td>968</td>
<td>16,719</td>
<td>STOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Sup CER</td>
<td>43-5032</td>
<td></td>
<td>Dispatchers, Except Police, Fire, and Ambulance</td>
<td>687</td>
<td>710</td>
<td>25,539</td>
<td>MOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Ind CE</td>
<td>43-5061</td>
<td></td>
<td>Production, Planning, and Expediting Clerks</td>
<td>715</td>
<td>707</td>
<td>26,764</td>
<td>MOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Ind RE</td>
<td>53-3041</td>
<td></td>
<td>Taxi Drivers and Chauffeurs</td>
<td>596</td>
<td>694</td>
<td>17,376</td>
<td>MOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Sup ECR</td>
<td>53-1031</td>
<td></td>
<td>First-Line Supervisors/Managers of Transportation &amp; Material-Moving Machine and Vehicle Operators</td>
<td>670</td>
<td>643</td>
<td>38,466</td>
<td>Exp</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>&lt;</td>
<td>≥</td>
</tr>
<tr>
<td>Sup R 49-3042</td>
<td></td>
<td></td>
<td>Mobile Heavy Equipment Mechanics, Except Engines</td>
<td>498</td>
<td>516</td>
<td>32,670</td>
<td>LTOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Sup R 49-3021</td>
<td></td>
<td></td>
<td>Automotive Body and Related Repairers</td>
<td>510</td>
<td>512</td>
<td>25,464</td>
<td>LTOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Sup R 53-7081</td>
<td></td>
<td></td>
<td>Refuse and Recyclable Material Collectors</td>
<td>441</td>
<td>488</td>
<td>22,245</td>
<td>STOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Ind EC 13-1081</td>
<td></td>
<td></td>
<td>Logisticians</td>
<td>458</td>
<td>472</td>
<td>49,425</td>
<td>Bach</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
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<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Sup R 49-3031</td>
<td></td>
<td></td>
<td>Bus and Truck Mechanics and Diesel Engine Specialists</td>
<td>461</td>
<td>471</td>
<td>31,587</td>
<td>VocEd</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
<tr>
<td>Sup RC 49-3011</td>
<td></td>
<td></td>
<td>Aircraft Mechanics and Service Technicians</td>
<td>443</td>
<td>462</td>
<td>41,033</td>
<td>VocEd</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sup R 49-3042</td>
<td></td>
<td></td>
<td>Mobile Heavy Equipment Mechanics, Except Engines</td>
<td>498</td>
<td>516</td>
<td>32,670</td>
<td>LTOJT</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>≥</td>
<td>&lt;</td>
<td>≥</td>
<td>≥</td>
</tr>
</tbody>
</table>
Step 3:
How Do I Decide?

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

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

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

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

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

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

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

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

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

___________________________________________
___________________________________________
___________________________________________
___________________________________________

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

In Step 2, I learned about the Delaware labor market:
- The same occupation often pays different wages in different geographical locations.
- The same occupation often pays different wages in different industries.
- Some occupations are growing and some are declining.
- Total annual openings = job replacements + new jobs.
- Some career clusters have far more job openings than others.
- Basic worker skills can be identified for each occupation.
- Each occupation is associated with a work value and a Holland (interest) code.
- Each occupation has a mean entry wage.
- Each occupation has a level of education or training required to be fully qualified.

In Step 3, I will make three occupation-related decisions:
1. **Education/Training**
   - How many years of education/training do I want? Will the years of education and/or training be a good investment?
2. **Wages**
   - How much money do I want to make when I enter the labor market? Will my earnings be enough to support the lifestyle I want - either now or in the future?
3. **Job Location**
   - Where do I want to live? Will I have to relocate to another city or state to find the job I want? Do I want to relocate to another city? Can I make that happen? How?
How Much Education or Training Do I Want?

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

After high school, I want...

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

Why?

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

Education Pays in Higher Earnings and Lower Unemployment Rates

<table>
<thead>
<tr>
<th>National unemployment rate in 2009</th>
<th>Median annual earnings in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.6%</td>
<td>Less than a high school diploma $23,608</td>
</tr>
<tr>
<td>9.7%</td>
<td>High school graduate $32,552</td>
</tr>
<tr>
<td>8.6%</td>
<td>Some college, no degree $36,348</td>
</tr>
<tr>
<td>6.8%</td>
<td>Associate degree $39,572</td>
</tr>
<tr>
<td>5.2%</td>
<td>Bachelor’s degree $53,300</td>
</tr>
<tr>
<td>3.9%</td>
<td>Master’s degree $65,364</td>
</tr>
<tr>
<td>2.3%</td>
<td>Professional degree $79,508</td>
</tr>
<tr>
<td>2.5%</td>
<td>Doctoral degree $79,664</td>
</tr>
</tbody>
</table>

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

Education Level

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-job training - short-term (&lt; 1 month) - long-term (&gt;12 mos.)</td>
<td></td>
</tr>
<tr>
<td>Vocational education - time based on the occupation</td>
<td></td>
</tr>
<tr>
<td>Associate degree - 2 years study beyond high school</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree - 4 years study beyond high school</td>
<td></td>
</tr>
<tr>
<td>Master’s degree - Bachelor’s degree plus 2 more years of school</td>
<td></td>
</tr>
<tr>
<td>Professional degree (e.g., law, medicine, dentistry, clergy) - Bachelor’s degree plus 3-8 more yrs. of school</td>
<td></td>
</tr>
<tr>
<td>Doctoral degree (e.g., Ph.D., Ed.D.) - Bachelor’s degree plus 4-6 more years of school</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Try Florida State U.’s website for matching college majors to occupations. www.career.fsu.edu/occupations/matchmajor
It’s never too early to explore the role that money will play in your life. How important is money to you? Do you want just enough to be comfortable? What does comfortable mean to you? Do you want a big house and lots of “toys”? Are you a person who would do with less in order to have an occupation that pays less but helps others? There are no right or wrong answers. As with all the activities in Step 1, it’s simply a matter of knowing who you are. Try following a budget to help you learn about yourself. Can you stick to it? Can you cut costs to save for something you want but can’t afford now? Try it.

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

**MONTHLY BUDGET**

<table>
<thead>
<tr>
<th></th>
<th>SAMPLE ($)</th>
<th>YOUR BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Gross Monthly Pay</td>
<td>2,799</td>
<td>$___________</td>
</tr>
<tr>
<td></td>
<td>(33,588/yr)</td>
<td>$___________</td>
</tr>
<tr>
<td>II. Taxes (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>12.60</td>
<td>$___________</td>
</tr>
<tr>
<td>State</td>
<td>5.55</td>
<td>$___________</td>
</tr>
<tr>
<td>Social Security</td>
<td>6.20</td>
<td>$___________</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>4.80</td>
<td>$___________</td>
</tr>
<tr>
<td>Personal Insurance &amp; Pension</td>
<td>11.80</td>
<td>$___________</td>
</tr>
<tr>
<td>Total Taxes</td>
<td>1,146</td>
<td>$___________</td>
</tr>
<tr>
<td>III. Monthly Take-Home Pay (Net)</td>
<td>1,653</td>
<td>$___________</td>
</tr>
<tr>
<td>IV. Expenses (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>13.7</td>
<td>$___________</td>
</tr>
<tr>
<td>Housing</td>
<td>33.7</td>
<td>$___________</td>
</tr>
<tr>
<td>Clothing</td>
<td>4.8</td>
<td>$___________</td>
</tr>
<tr>
<td>Transportation</td>
<td>17.1</td>
<td>$___________</td>
</tr>
<tr>
<td>Savings</td>
<td>5.0</td>
<td>$___________</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>14.2</td>
<td>$___________</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>1,462</td>
<td>$___________</td>
</tr>
<tr>
<td>V. Take Home Pay – Total Expenses</td>
<td>191</td>
<td>$___________</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

Another geographic consideration is the cost of living.

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

<table>
<thead>
<tr>
<th>City and State</th>
<th>2 BR Apt Rent /mo.</th>
<th>Total/mo Home Energy</th>
<th>Gas/gal regular</th>
<th>Doctor, Office Visit</th>
<th>Men's Haircut, No Styling</th>
<th>First-run, Evening Movie</th>
<th>Half Gal Whole Milk</th>
<th>24 oz White Bread</th>
<th>64 oz Orange Juice</th>
<th>18 oz Corn Flakes</th>
<th>12“ Cheese Pizza</th>
<th>2 Liter Soft Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELAWARE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dover</td>
<td>842</td>
<td>204.68</td>
<td>3.038</td>
<td>100.00</td>
<td>13.50</td>
<td>10.50</td>
<td>2.56</td>
<td>1.88</td>
<td>3.09</td>
<td>3.12</td>
<td>8.00</td>
<td>1.23</td>
</tr>
<tr>
<td>Wilmington</td>
<td>987</td>
<td>219.84</td>
<td>3.033</td>
<td>101.67</td>
<td>12.33</td>
<td>11.00</td>
<td>2.52</td>
<td>1.58</td>
<td>2.83</td>
<td>3.06</td>
<td>8.00</td>
<td>1.17</td>
</tr>
<tr>
<td>NORTHEAST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston, MA</td>
<td>1,550</td>
<td>249.30</td>
<td>3.168</td>
<td>149.00</td>
<td>16.20</td>
<td>11.00</td>
<td>2.34</td>
<td>1.64</td>
<td>3.49</td>
<td>4.59</td>
<td>9.59</td>
<td>1.77</td>
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<td>Portland, ME</td>
<td>1,467</td>
<td>184.40</td>
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<td>117.50</td>
<td>10.50</td>
<td>9.00</td>
<td>2.14</td>
<td>1.66</td>
<td>3.12</td>
<td>2.83</td>
<td>10.00</td>
<td>1.42</td>
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<tr>
<td>NY, NY (Manhattan)</td>
<td>2,783</td>
<td>312.23</td>
<td>3.577</td>
<td>142.86</td>
<td>15.50</td>
<td>12.86</td>
<td>2.23</td>
<td>2.08</td>
<td>4.51</td>
<td>4.85</td>
<td>14.99</td>
<td>2.29</td>
</tr>
<tr>
<td>Philadelphia, PA</td>
<td>1,280</td>
<td>211.86</td>
<td>3.202</td>
<td>117.92</td>
<td>17.60</td>
<td>10.00</td>
<td>1.98</td>
<td>1.69</td>
<td>3.94</td>
<td>4.21</td>
<td>9.00</td>
<td>1.71</td>
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<tr>
<td>SOUTHEAST</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Blacksburg, VA</td>
<td>750</td>
<td>133.11</td>
<td>2.780</td>
<td>93.33</td>
<td>13.00</td>
<td>10.00</td>
<td>2.21</td>
<td>1.21</td>
<td>3.10</td>
<td>3.35</td>
<td>7.00</td>
<td>1.10</td>
</tr>
<tr>
<td>Louisville, KY</td>
<td>773</td>
<td>158.11</td>
<td>3.068</td>
<td>81.15</td>
<td>11.20</td>
<td>9.25</td>
<td>1.71</td>
<td>1.27</td>
<td>2.79</td>
<td>2.81</td>
<td>10.00</td>
<td>1.39</td>
</tr>
<tr>
<td>Atlanta, GA</td>
<td>814</td>
<td>145.84</td>
<td>2.951</td>
<td>90.63</td>
<td>13.75</td>
<td>10.15</td>
<td>2.17</td>
<td>1.53</td>
<td>3.27</td>
<td>3.87</td>
<td>8.49</td>
<td>1.83</td>
</tr>
<tr>
<td>Orlando, FL</td>
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<td>178.97</td>
<td>3.088</td>
<td>78.75</td>
<td>12.29</td>
<td>9.95</td>
<td>2.47</td>
<td>1.36</td>
<td>3.13</td>
<td>3.14</td>
<td>10.00</td>
<td>1.60</td>
</tr>
<tr>
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*From any occupation page on O*NET OnLine, scroll to the bottom for state information. Select a State - Go.

NOTE: ACCRA index and average prices are based on data gathered from the First Quarter 2011.
How Do I Match Up?

1. Column 1
   Complete this column with information you have discovered about yourself. Use pp. 20, 45, 46, and 47.

2. Columns 2, 3, and 4
   Complete these columns for the three occupations that you wrote on Line 1. Fill in each cell using the information you have found through your research. If you are missing any information, you know where to find it!

### Notes:

<table>
<thead>
<tr>
<th>Job Attribute</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
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<td>Job Openings (from matrix or O*NET)</td>
<td>Job Location(s)</td>
<td>Entry Wages</td>
<td>Education</td>
<td>Career Cluster (1 - 16)</td>
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<td>Basic Worker Skills</td>
<td>Job Attitude</td>
<td>Occupation 1</td>
<td>Occupation 2</td>
<td>Occupation 3</td>
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**Notes:**

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

 coloremanonline.org

You know where to find all the missing information. If you discovered something new, 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!

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

Are you looking for growth?

You have lots of information to consider in order to make your occupational decision. Complete this Occupation Chart to evaluate all that you've learned about yourself and the world of work.

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

Analyze the results of your Occupation Chart

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

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

2. Which of the three occupations from the chart matches your personal profile the best?
   Complete the sentence above - My best match at this time is: - with the name of that occupation.

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

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

Don't stop now!
Go on to the next step.
Nothing can take the place of discovering firsthand what people do in their jobs. You have done all the preliminary research, now go into the field to find out what occupations are really all about.

Reality Check

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

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

If you have learned that your dream occupation is unrealistic or is simply not a good match, then:
• enjoy it as an avocation instead of a vocation - e.g., many people enjoy writing stories or personal journals but would never have the self-discipline to make a living as a novelist.
• consider a different job in the same field. If you dreamt of being a teacher but you know you can’t possibly survive in a classroom of 35 students all day, consider a one-on-one teaching environment - e.g., tutoring privately, teaching English to a non-native speaker, or teaching reading to an adult. If you decide that a different occupation is the best way to go, fulfill your teaching dreams by volunteering at your local library, becoming a mentor, or coaching a little league team.
Step 4: How Do I Do It?

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

Begin in High School

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

Blogs, Websites, & Social Networks

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

ASSUME THAT NOTHING IS PRIVATE!

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

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

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

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

No matter what you decide, you won’t go wrong if you:
• Think about life as an adventure filled with exciting unknowns. Have fun!
• Look for the positive in every situation. What’s the plus? Where’s the opportunity?
• Know what you want in life and don’t go for the quick fix. Stay true to your values.
• Know your strengths and think about them every day.
• Identify your weaknesses and know that they are limitations, not flaws.
• Build on your strengths and find ways to reduce your limitations.
• Learn from your mistakes. Think what you will do differently the next time.
• Learn to speak up for yourself and verbalize what you want.
Am I Eligible to Work?

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

How old do I have to be to work in Delaware?
You must be at least 14 years old.

Do I need a permit?
Yes. All public middle schools, high schools, and school district offices have Child Labor Work Permit forms. After you have filled out the center part of the form and the employer has filled out the upper part, a designated issuing officer will issue the permit. You may also pick up a work permit from Delaware Department of Labor Offices:
• 4425 N. Market St., 3rd floor, Wilmington
• 225 Corporate Blvd., Suite 104, Pencader Corp. Ctr. Newark
• 1114 S. DuPont Hwy., Dover
• 24 N.W. Front St., Suite 100, Milford
• 600 Dupont Hwy., Georgetown

Do I have to appear in person to get my work permit signed by an issuing officer?
You must be present in order to have the work permit validated except at the Department of Labor/Office of Labor Law Enforcement in Wilmington, Newark, or Milford. All other locations require your presence.

In addition to the completed form, what do I have to bring with me to get a work permit?
If you are getting your permit at your school, the issuing officer can use your school records to verify your birth date. Anywhere else, you must bring a valid driver’s license, birth certificate (original or certified, not a copy), baptismal certificate, passport, or other official government document to prove your age.

Do I need my parents’ permission to get a work permit?
If you are 14 or 15 years old, your parent or legal guardian must sign your work permit. This is not required for 16- and 17-year-olds.

Do I have to carry my permit with me whenever I’m at work?
No. You will give one permit copy to your employer to keep on file. Another copy will be kept on file at the Department of Labor in Newark until you reach age 18. A third copy should be kept for your own records. You must obtain a work permit each time you change jobs until age 18.

What hours can a 14- or 15-year-old work?
You may work between the hours of 7:00 a.m. and 7:00 p.m. from the day after Labor Day until May 31st. From June 1st through Labor Day, you may work between the hours of 7:00 a.m. and 9:00 p.m. You are also limited to the following:
• On school days: 4 hrs.
  (Some employers may only allow 3 hrs. of work due to federal law.)
• On a non-school day: 8 hrs.
• Any 5-day school week: 18 hrs.
• During vacation weeks: 40 hrs.
• No more than 6 days in any week.

What hours can a 16- or 17-year-old work?
You are limited to 12 hours a day in a combination of your school and work hours. And, you must have 8 consecutive hours of non-work, non-school time in each 24-hour period.

What kind of work is NOT allowed for teenagers under the age of 18 years?
Using or cleaning slicing machines, dough-mixing machines, and many metal-forming, punching, or shearing machines is prohibited. The erection and/or repair of electrical wires is also prohibited. NOTE: Please contact the Department of Labor/Office of Labor Law Enforcement in Newark for a complete list of prohibited occupations.

Are there jobs that 14- and 15-year-old students can’t perform that 16- and 17-year-old students are allowed to do?
Yes. Some examples are using deep fat fryers, baking, construction work, any job using ladders or scaffolds, loading and unloading trucks, and jobs in warehouses (except office and clerical work).

Is there any kind of work I can do without getting a work permit or while I’m younger than 14 years old?
Babysitting, domestic work, or chores in private homes. You may deliver newspapers without a work permit, if you buy the papers and offer them for resale. Or, you could be a golf caddy. In addition, if your parent or legal guardian owns a business, he or she can give you non-hazardous work.

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

Do I get a break at work?
You are entitled to a 30 consecutive minute non-work period if you work more than 5 hours continuously. The employer is required by law to give you this break.
What is a Career Pathway?

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

The career pathway graduation requirement can be filled by completing one of the following:
1. a Career and Technical Education (CTE) Pathway
2. an Academically-Focused Career (AFC) Pathway
3. a combination of the two - Integrated Career Pathway (ICP)

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

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

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

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

How Do I Choose One?

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

Career and Technical Education Pathways

Agriscience

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

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

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

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

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

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

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

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

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

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

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

Finance

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

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

Management and Administration

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

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

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

Marketing

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

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

Skilled and Technical Sciences

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

Examples of career areas include:

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

Technology Education

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

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

Energy and Control Technology represents an evolution of older courses in alternative energy, electronics, mechanics, robotics, etc. Due to technological advancements, these areas have merged to form complex systems which often interface with microprocessors, thus the focus of this pathway is systems control.
Should I Be a Delaware Career & Technical Education Student?

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

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

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

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

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

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

※ Remember, career and technical education doesn’t stop once you get your high school diploma. Many students continue their education beyond high school in colleges, trade schools, and apprenticeship training programs.
Should I Join a Career & Technical Student Organization?

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

**Business Professionals of America (BPA)**

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

**National FFA Organization**

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

**Distributive Education Clubs of America (DECA)**

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

**Skills USA**

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

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

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

**Technology Student Association (TSA)**

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

FOR DELAWARE PUBLIC HIGH SCHOOL STUDENTS WHO SIGN UP TODAY!

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

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

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

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

DVR SERVICES INCLUDE:
- Vocational evaluation and assessment
- Employment planning
- Guidance and counseling
- Job development and job placement
- Follow along

HOW DO I CONNECT WITH VOCATIONAL REHABILITATION:
The Division of Vocational Rehabilitation offers employment assistance statewide. Call the office in your area and let DVR provide you the help you need to go to work.

NEW CASTLE COUNTY:
Wilmington: 302-761-8275
Newark: 302-368-6980
Middletown: 302-378-5779

KENT COUNTY:
Dover: 302-739-5478

SUSSEX COUNTY:
Georgetown: 302-856-5730

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

~Division of Vocational Rehabilitation - Helping people with disabilities to go to work~
Should I Apprentice?

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 journeyperson, and, depending on the trade learned, will earn, on average, in excess of $30,000 per year. If a journeyperson 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 journeyperson certificate is a nationally recognized standard of accomplishment in a given trade.

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

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

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

Is the Military for Me?

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

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

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

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

When you enter the reserves, you serve on active duty for the first couple of months of your enlistment. Then you return to civilian life, but you are still required to work one or two days a month, usually on weekends. Reserve training is offered in the Army, Navy, Air Force, Marines, Coast Guard, Army National Guard, and Air National Guard.

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

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

1. **MY OCCUPATIONAL GOAL**

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

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

<table>
<thead>
<tr>
<th>Goal: I will need more formal education.</th>
<th>What degree(s) or certificate(s) will I need to pursue? How many years will this take? Which schools offer this degree? How will I pay for it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: I will need vocational or on-the-job training.</td>
<td>What training do I actually need? How long will it take? Where can I get this training? Can I apprentice? Is there financial aid available? Be specific.</td>
</tr>
<tr>
<td>Goal: I will go straight to work.</td>
<td>Where do I want to work? What’s the application process? Who do I know who could help me?</td>
</tr>
<tr>
<td>Goal: I will enter the military.</td>
<td>Which branch? What do I need to do to enlist? How long will I be in the service? Should I enter a military academy? What's the plan?</td>
</tr>
<tr>
<td>Goal: I will build more skills and experiences during school.</td>
<td>I could volunteer, work part-time, take an internship, and/or travel. How, exactly, will you build your skills and experiences?</td>
</tr>
<tr>
<td>Goal: I will continue to build character and maintain my health.</td>
<td>I could join professional or student organizations, be a leader, adhere to my values, and exercise regularly. What exactly do I plan to do? And when?</td>
</tr>
<tr>
<td>Goal: I will expand my personal &amp; professional network.</td>
<td>I could add people from my work, from my future profession, and from my personal support network. How and when will I make these additions?</td>
</tr>
</tbody>
</table>
3. MY HIGH SCHOOL GOALS  (What do I need to do in high school to prepare for my post-secondary goals?)

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

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

<table>
<thead>
<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
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</table>

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

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

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<tr>
<th>FRESHMAN</th>
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<th>JUNIOR</th>
<th>SENIOR</th>
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Goal 4: Prepare for and take appropriate entrance exams.  (SAT, ACT, ASVAB...)

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<th>FRESHMAN</th>
<th>SOPHOMORE</th>
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Goal 5: Learn about application processes and financing for future education, training, and/or jobs.

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

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<tr>
<th>FRESHMAN</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
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</table>
How Do I Prepare for College?

***** SOPHOMORES *****

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

***** JUNIORS *****

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

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

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

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

May: Take advanced placement tests.

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

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

***** SENIORS *****

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

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

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

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

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

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

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

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

What Types Are There?

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

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

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

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

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Financial Aid Resources

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

Information about federal student aid is available online at: www.federalstudentaid.ed.gov or call: 1-800-433-3243

For info. about state-sponsored aid, contact the Delaware Higher Education Office: www.doc.k12.de.us/dbeo

Financial Aid Opportunities

Delaware SEED (Student Excellence Equals Degree)

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

Inspire Scholarship

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

The Governor’s Education Grant for Working Adults

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

The Academic Common Market

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

Academic Competitiveness Grant

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

Federal Tax Credits

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

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

How Do I Do It? 63
The National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)
This federal grant is available to eligible students in their third and fourth years of college and who qualify for the Pell Grant. You must be majoring in physical, life or computer sciences, mathematics, technology or engineering, or in a foreign language determined critical to national security. To learn more, visit: http://studentaid.ed.gov/PORTALSWebApp/students/english/NewPrograms.jsp

Teacher Education Assistance for College and Higher Education (TEACH) Grant
The TEACH Grant is a federal program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. To learn more, visit: http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp.

Iraq and Afghanistan Service Grant
This federal grant assists students who are not eligible for a Pell Grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001. To learn more, visit: http://studentaid.ed.gov/PORTALSWebApp/students/english/IraqAfghanServiceGrant.jsp?tab=funding

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

12 Steps to Financial Aid

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

Soon after January 1:
7. Submit your Free Application for Federal Student Aid (FAFSA) by mail or online at: www.fafsa.ed.gov. If you and your parents need help completing the FAFSA, visit www.collegegoalsundayusa.org to receive assistance.

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

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

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

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

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

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

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

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

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

**Test the Waters**

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

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

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

www.internships.com

**Build a Network**

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

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

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

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

A more formal way to network and learn about the world of work is to conduct informational interviews. Call someone in a field that interests you and make an appointment to interview him/her about the work she does. You will not only learn about the occupation, but you will be broadening your network and developing a relationship with someone who might hire you someday. (Read more about informational interviews on the next page.)

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

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

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

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

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

Use Your Public Library
Explore the resources in your local library’s career center. Ask for assistance from the librarian.

Use the Internet, but Not Exclusively
Online postings are a viable and effective way to conduct a job search, but in today’s market, don’t forget that face-to-face networking and “pounding the pavement” are still critical.

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

Conduct Informational Interviews

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

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

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

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

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

Internet Resources

Occupations
http://www.onetonline.org
www.acinet.org
www.bls.gov/oco
www.bls.gov/k12

Job Search
www.jobbankusa.com
https://joblink.delaware.gov
http://delawarestatejobs.com
www.americasjobexchange.com
www.careerbuilder.com
www.flipdog.com
www.hiremenow.com
http://jobsearch.monster.com
www.careermag.com
www.indeed.com

Beware of job-board fraud. Never, ever provide social security number, credit card information, marital status, or other personal information on a job board or anywhere else on the Internet.
Resumes, Cover Letters, & Applications (oh, my!)

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

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

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

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

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

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

Objective Statement: These statements are optional and are most often used by recent graduates and those changing jobs. Writing a job objective can be tricky; a vague statement such as “Seeking a position that uses my skills and experience” is meaningless. And an overly specific objective can backfire, eliminating you from jobs you want that are slightly different from your objective. If you decide to include one, customize it to match the position for which you're applying. Convey the following three things: you want the job that is available; you are a superior candidate because you have the qualities necessary for the job; and most importantly, you want to contribute to the company. If you prefer, you may use a Profile Statement in its place to highlight your skills without specifying a particular position.

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

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

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

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

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

Other Personal Information: You should include information that is important to the job for which you are applying. This might include a portfolio or a willingness to travel. Do not include a link on your resume to any site that isn't appropriate for a business audience. Do not disclose information on health, disability, marital status, age, or ethnicity. This information is illegal for most employers to request.
References: “References available upon request” is sometimes centered at the bottom of a resume, but it is not necessary anymore. Before offering anyone as a reference, be sure he/she has agreed to recommend you.

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

*Choose a Format*

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

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

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

**Functional Resume:** This format organizes your information around your job skills rather than job titles. It is recommended for those with little job history or a history of positions that do not directly relate to the job being sought.

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

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

*Add Style*

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

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

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

**Length:** In general, students and recent graduates use a one-page resume. If you are over this limit, your resume probably contains unnecessary words or irrelevant information. Eliminate anything that does not help prove that you are the perfect candidate for the job.
Proofread
Your resume is a "0" error zone.
Make sure there are no typos, no grammatical errors, no spelling errors, no punctuation errors, and no content errors. Computer spell checkers do not catch correctly spelled words used incorrectly, e.g., “of” for “on” or “their” for “there.” Use your spell check but also have several people proofread your resume.

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

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

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

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

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

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

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

The ABCs of ASCII/Plain Text Resumes
Step-by-step instructions to:
• create a text resume for email
• create a text resume for pasting into eforms
• email a text resume
www.reslady.com/ASCII-ABCs.html#create

Resume Action Verbs

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

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• email a text resume
www.reslady.com/ASCII-ABCs.html#create
Sample Functional Resume

Theresa Young

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

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

Skills
Customer Service
Demonstrate strong communication skills by filling customer orders quickly and accurately
Exceed sales targets by using an enthusiastic and cheerful demeanor
Instruct new employees in methods of greeting customers

Leadership
Coach summer camp youth softball team
Use strong counseling skills to guide five campers through a successful summer
Direct all desktop publishing activities which result in weekly newsletters to parents
Prepare and deliver speeches as a representative of the Principal’s Advisory Committee

Computer
Proficient in Microsoft® Office Suite
Proficient in Adobe® Creative Suite
Experience with Macromedia Dreamweaver®
Knowledge of HTML

Work Experience
Cashier
McDonald’s, Downtown, DE
2009 - present

Youth Counselor
Beach Sports and Technology Camp, Beach, DE

Extracurricular Activities
Captain
Downtown High School Varsity Softball Team
2012

Yearbook Photographer
Downtown High School
2011 and 2012

Principal’s Advisory Committee
Downtown High School
2010 – 2012

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

Education
Downtown High School
Expected Graduation, June 2012

NOTE: Refer to the Delaware Career Compass Teacher’s Guide for chronological and combination resume templates. Go to www.oolmi.net and click on Publications.
Cover Letters: Introduce Yourself

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

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

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

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

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

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

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

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

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

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

Job Applications
Request two copies of the form. If only one is provided, copy it before you write on it. You’ll need a copy to prepare your rough draft.

Read the whole form before you start to complete it.
Follow all directions carefully.

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

Spell correctly and use good grammar.
Take the time to check!

Leave no blanks.
Put “not applicable” when the information requested does not apply to you.

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

Sign and date the application.
Be sure to have a reference sheet with you when you apply.
2006 Main Street
Downtown, Delaware 19802
March 25, 2012

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

Dear Mr. Jeffers:

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

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

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

Sincerely,

Theresa Young

Theresa Young

enclosures
Sample Job Application

PERSONAL INFORMATION:
First Name ________________________ Middle Name ________________________ Last Name ________________________
Street Address __________________________________________________________ City _______________ State ____ Zip ___________
Phone Number (       )________________                       Are you eligible to work in the United States?     Yes _______ No _______
If you are under age 18, do you have an employment/age certificate? Yes ___ No ___
Have you been convicted of or pleaded no contest to a felony within the last five years? Yes _____ No _____
If yes, please explain: _____________________________________________________________________________________

POSITION WANTED:
Position Title ________________________ Date available ___________ Salary Desired __________
Check any that apply:     Full time ____  Part time ____   Temporary ____  Day shift ____  Night Shift _____

EDUCATION:
Name and Address Of School - Degree/Diploma - Graduation Date
_________________________________________________________________    _______________________   ___________
_________________________________________________________________    _______________________   ___________
Skills and Qualifications: Licenses, Skills, Training, Awards
______________________________________________________________________________________________________

EMPLOYMENT HISTORY:
Present Or Last Position:
Employer: __________________________________   Address:___________________________________________________
Supervisor: _________________________________   Phone: _______________________________
Position Title: _________________________                  From: ______________ To: ______________
Responsibilities: _________________________________________________________________________________________
Salary: _______________   Reason for Leaving: ____________________________________________
May We Contact Your Present Employer?      Yes _____ No _____
References:  Name/Title Address Phone:   ___________________________________________________________
___________________________________________________________
___________________________________________________________

I certify by my signature below, that the information contained in this application is true and complete and that any false or omitted important facts in my answers, may be cause for dismissal.
Signature_________________________________________   Date__________________________________
What Do I Do ...Before
...During &
...After the Interview?

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

Before Your Interview

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

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

Prepare Yourself

Attitude: Am I thinking positively and like a winner?
Outfit: Is my dress appropriate, pressed, and clean?
Neatness: Do I have a comb, brush, and cosmetics to touch-up?
Body Scent: Do I have a clean, fresh scent? Have I bathed and used an appropriate amount of deodorant and/or perfume?
Hair: Is my hair clean and combed?
Breath: Is my breath okay?
Language: Use appropriate language.

Know Yourself
• How do your education, training, knowledge, skills, and abilities relate to the specific job for which you are interviewing?
• What makes you different and more qualified than other people?
• What are your goals and objectives, including what you’re looking for in a job and/or career?
• What is your previous work experience?
• What are the names of previous employers, addresses, kinds of businesses, and telephone numbers?
• What are your dates of employment?
• Who can give information about your performance?
• What are the reasons you gave up or lost your previous positions?
• What were the elements of your jobs that you liked best/least? Why?
• Are there any similarities between any postsecondary and/or work experience and the potential job?

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

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

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

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

After Your Interview

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

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

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

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

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

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

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

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

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

Keep Your New Job

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

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

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

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

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

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

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

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

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

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

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

NOTE: These blocks are based upon the U.S. Department of Labor’s Secretary’s Commission on Achieving Necessary Skills (SCANS) and the 21st Century Skills.