Dear Students:

When making a career decision, it is important to have as much information as possible, including how fast an occupation is growing, how many jobs are expected to open each year, training requirements, hourly wages, job characteristics, and necessary skills. When exploring the world of work, the best way for you to predict the future is for you to create it. You can create your future by deciding where you want to set the “goal posts,” and then develop a specific plan to get there.

The Delaware Career Compass provides a terrific map to assist you in planning your path forward as you make career decisions to enter the workforce of the 21st Century. Like any road map, the Delaware Career Compass provides a plan that will take you through the maze of important decisions to guarantee your arrival to your desired destination.

I invite you to stop and think about the changes you should consider before you knock on the first office door and apply for that first job. But these are days of so many choices that the selection might appear difficult. To assist you in the selection process, please read the Compass from cover-to-cover, and use it as your official road map to explore the world of work, fill out an application, write a cover letter, and engage in electronic job searches.

The Career Compass and the Department of Labor are available to assist you in achieving your career goals. I wish you the best of luck in your future endeavors.

Sincerely,

Harold E. Stafford
Secretary of Labor
Welcome to the Delaware Career Compass! We’ll take you step by step through your career adventure as you learn about yourself, the world of work, making your career decision, and how you can reach your goals.

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The Delaware Career Compass is created by the Delaware Career Resource Network of the Office of Occupational and Labor Market Information, Delaware Department of Labor.

We gratefully acknowledge the continuing and enthusiastic sponsorship of the Delaware Advisory Council on Career and Vocational Education (DACCVE). DACCVE’s mission is to strengthen and enhance vocational-technical education delivery and to assist the State in providing quality programs and expanded opportunities for all our citizens.

Contributions are also acknowledged from the Delaware Department of Education, the Delaware Higher Education Commission, and the Tech Prep Delaware Program.

We also give a special salute to our Delaware Army National Guard for providing delivery of the Delaware Career Compass to our schools across the State.

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Step #1: Who Am I?

This section deals with who you are as a person: your likes and dislikes, your work style preference, and your personality type. This self assessment is the important first step and the foundation of your overall career path. When finished, you will have a good idea of what kind of work you might enjoy.

Next step: What’s out there?

Work Style?

Aptitudes?

Likes? Dislikes?

Personality?
## What are My Career Interests?

Your likes and dislikes are extremely important in your career planning. They will supply you with ideas of what types of work will suit you best. The statements that follow will help you answer the question, “What do I like the best?” Circle the numbers that describe you best.

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 working with things rather than working 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.

### What numbers did you circle? Circle the same numbers in the three groups below.

**1, 5, 9, 12, 15, 16, 18, 23**

You’re a hands-on person. You enjoy using tools and machines, making objects with your hands, maintaining and fixing equipment and finding out how things work.

**2, 4, 7, 10, 13, 19, 21, 24**

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

**3, 6, 8, 11, 14, 17, 20, 22**

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

### How did you do?
The group with the most circled numbers indicates the areas of your strongest interests. The one with the second-most circled numbers is an area that you find interesting, although its attraction for you is not as strong.

### To sum up:

**My area of strongest and deepest interest is:**

- **Hands-On Activities**
- **Working with People**
- **Working with Information/Data**

**My second area of interest is:**

- **Hands-On Activities**
- **Working with People**
- **Working with Information/Data**

Now that you know your areas of interest, you can find a good match between you and the world of work.
Your Skills

Employers are looking for someone with:

- Good communication skills
- Positive attitude
- Flexibility and adaptability
- High standards of performance
- Good work ethic
- Acceptance of responsibility
- Productivity
- Honesty and reliability
- Willingness to keep learning
- Ability to analyze and evaluate
- What are your strengths?
- Weaknesses?

- Have you received any awards?
- Do you participate in sports?
- Do you babysit?
- Do you volunteer in a library, hospital, or church?
- Which classes are your favorites?
- Which classes are easy? Hard?
- What activities do you enjoy?
- Do you like puzzles?
- Do you like to organize?

Throughout our lifetime, we are adding to our “experience” through our many activities.
When assessing your own personal accomplishments, it’s important to look at everything you’ve done. All experience counts.

You and the World of Work

Look at the next few pages. Each page provides occupations within a specific area of career interest: hands-on activities, working with people, or working with information.

Within each page, you’ll find occupations listed according to work styles. A work style refers to how you prefer to work. For example, maybe you enjoy having to be creative in your work, or perhaps you’re a “take charge” person and like to head projects. You may find more than one work style appealing. That’s okay.

Because you have so many aspects to your personality, a variety of work styles and occupations will appeal to you.

After investigating these pages, circle the occupations that interest you the most.
Am I a ‘Hands-On’ Person?

There are many occupations in the world of work for people like you who have a knack for using tools and machines, are curious about how things work, and like to build, operate, maintain, and repair equipment.

Here are many Hands-On occupations grouped according to work styles. Check the work styles that suit you best. Circle the occupations that interest you.

**Work Style:**
You’re a Hands-On person who likes to take charge and manage projects.
- Aircraft inspector
- Biologist
- Central control & process operator
- Chef or specialist chef
- Computer programmer
- Conductor
- Conservator
- Construction trades supervisor
- Farmer and farm manager
- Film editor
- Home builder
- Industrial pharmacist
- Machinist
- Mechanics or repair supervisor
- Patternmaker: textile, leather, fur
- Photography director
- Pilot
- Production supervisor
- Software engineer
- Theater designer
- Chinese medical practitioner
- Clinical medical specialist
- Delivery driver
- Homeopath
- Landscape architect
- Optometrist
- Parts clerk
- Physician and surgeon
- Physiotherapist
- Psychiatric nurse
- Radio operator
- Scalp treatment specialist
- Secretary
- Sports instructor or coach
- Taxi driver
- Telephone operator
- Urban or land use planner
- Licensed practical nurse
- Medical assistant
- Painter
- Photographic technician
- Physician and surgeon
- Physicist
- Registered nurse
- Sculptor
- Sheet metal worker
- Veterinarian

**Work Style:**
You’re a Hands-On person who is orderly and likes to follow clear rules and guidelines.
- Automobile body repairer
- Automobile mechanic
- Bus driver
- Carpenter
- Cook
- Data entry keyer
- EEG technician
- Electrician
- Electronics assembler
- General office clerk
- Heating/ac/refrigeration mechanic
- Heavy-duty equipment mechanic
- Industrial truck driver
- Landscaper and groundskeeper
- Machinist
- Maid and housekeeper
- Painter and paperhanger
- Plumber
- Tool and die maker
- Welder

**Work Style:**
You’re a Hands-On person who enjoys challenges that make you look for different ways to solve problems.
- Applied chemical technologist
- Astronomer
- Biolog./agric./food techniciann
- Boilermaker
- Chemical technologist
- Computer hardware engineer
- Dentist
- Electrical/electronic engineer
- Industrial designer
- Interior designer

**Work Style:**
You’re a Hands-On person who is sociable and likes to work with others.
- Agricultural specialist
- Audio prosthethist
- Bus or streetcar driver
**Am I a ‘People’ Person?**

There are many occupations in the world of work for people like you who enjoy being with others and exercising people skills such as caring, helping, advising, persuading and cooperating. Here are many “people” occupations that are grouped according to work styles.

**Work Style:**
You’re a People person who enjoys being responsible and organizing and managing events.
- Clergy
- Elementary school teacher
- Employment counselor
- Food service manager
- Funeral director
- High school teacher
- Human resource manager
- Insurance sales agent
- Judge
- Medicine and health service manager
- Public health nurse
- Recreation worker
- Retail salesperson
- Sales manager
- Secondary school teacher
- Social worker
- Sports coach
- Telemarketer
- Training/labor relations personnel
- Vocational education teacher

Dental hygienist
- Dentist
- Flying instructor
- Help desk software specialist
- Home health aide
- Horticulturist
- Industrial engineer
- Instructor of the disabled
- Mech. engineering technologist
- Metallurgist
- Meteorologist
- Osteopath
- Petroleum engineer
- Prosthetist
- Residential homebuilder/renovator
- Specialist in surgery
- Survey technologist

Nursing consultant
- Recreational therapist
- Sales manager
- Social worker
- Sports instructor and coach
- Speechwriter
- University professor
- Film, TV, or radio producer

**Work Style:**
You’re a People person who’s good with details and likes to follow specific instructions.
- Bartender
- Cashier
- Child care worker
- Chiropractor
- Construction estimator
- Counter and rental clerk
- Dental hygienist
- Fast food cook
- Financial manager
- Food preparation worker
- Hairdresser and cosmetologist
- Health care manager
- Human resources specialist
- Insurance manager
- Occupational therapist
- Police patrol officer
- Psychiatric nurse
- Restaurant cook
- Sports scout
- Waiter and waitress

**Work Style:**
You’re a People person and you like working with your hands and making things.
- Art instructor or teacher
- Audiologist
- Biomedical engineer
- **Work Style:**
- You’re a People person who enjoys being responsible and organizing and managing events.
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- Elementary school teacher
- Employment counselor
- Food service manager
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- High school teacher
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- Psychiatric nurse
- Restaurant cook
- Sports scout
- Waiter and waitress

**Work Style:**
You’re a People person and you like working with your hands and making things.
- Art instructor or teacher
- Audiologist
- Biomedical engineer
Am I an ‘Information’ Person?

Computers, the Internet, databases: the world of work today requires people like you who have the ability to find, classify, organize, and explain information in ways that help others understand it. Below you will find many information occupations grouped according to work styles. Check the work styles that suit you best, and circle the occupations that interest you.

**Work Style:**
You’re an Information person and like making decisions and leading others.

Administrative service manager
Clerical supervisor
Credit manager
Engineering manager
Executive housekeeper
Financial manager
General manager
Geographer
Information systems manager
Landscaping contractor
Marketing and public relations manager
Production manager
Registrar
Retail trade supervisor
School principal
Sports program manager

Motor vehicle mechanic
Musician
Power system electrician
Sheet metal worker
Systems analyst
Telecommunication line worker
Waste plant operator
Watch repairer

**Work Style:**
You’re an Information person who likes thinking up new ideas.

Anthropologist
Chemist
Civil engineer
Designer
Electrical mechanic
Environmental reporter
Geologist
Graphic designer
Historian
Marketing consultant
Materials scientist
Mathematician
Recreational vehicle repairer
Social survey researcher
Soil scientist
Writer

**Work Style:**
You’re an Information person who enjoys working with others.

Bookkeeping/accounting clerk
Business software analyst
General office clerk
Graphic designer or illustrator
Legal secretary
Librarian
Loan officer
Host/hostess
Medical secretary
Paralegal
Personnel officer
Psychologist
Public relations manager
Real estate agent/salesperson
Receptionist/information clerk
Speech-language pathologist

Adjustment clerk
Baker
Bookkeeper
Credit analyst
Dietary technician
HVAC mechanic
Lawyer
Loan officer
Payroll clerk
Personnel specialist
Private investigator
Purchasing agent
Real estate manager
Shipping and receiver clerk
Statistician
Toxicologist

Aerial survey technologist
Cabinet maker
Cable tv maintenance technician
Computer operator
Computer programmer
Desktop publishing operator
Electrical/electronics engineer
Machinist

You might like to take things one step at a time.

Accountant and auditor
What is My Personality Type?

An additional way to understand yourself is to look at your personality type in relation to your interest areas and work style. Are you Realistic? Enterprising? Investigative? Conventional? Artistic? Social? Dr. John Holland theorizes that people and work environments can be loosely classified into these six different groups.

**REALISTIC**

**“Doers”**

**ARE YOU. . .**
- practical
- frank
- a nature lover
- curious
- concrete
- self-controlled
- systematic

**CAN YOU. . .**
- fix electrical things
- solve electrical problems
- pitch a tent
- play a sport
- read a blueprint
- plant a garden
- operate tools & machinery

**DO YOU LIKE TO. . .**
- tinker with machines/vehicles
- work outdoors
- be physically active
- use your hands
- build things
- tend/train animals
- work on electronic equipment

**INVESTIGATIVE**

**“Thinkers”**

**ARE YOU. . .**
- inquisitive
- scientific
- precise
- cautious
- self-confident
- reserved
- independent

**CAN YOU. . .**
- think abstractly
- solve math problems
- understand scientific theories
- do complex calculations
- use a microscope or computer interpret formulas

**DO YOU LIKE TO. . .**
- explore a variety of ideas
- use computers
- work independently
- perform lab experiments
- read scientific or technical journals
- analyze data
- deal with abstractions
- do research
- be challenged

**ARTISTIC**

**“Creators”**

**ARE YOU. . .**
- creative
- imaginative
- unconventional
- independent
- sensitive
- original
- complicated
- idealistic
- nonconforming

**CAN YOU. . .**
- sketch, draw, paint
- play a musical instrument
- write stories, poetry, music
- sing, act, dance
- design fashions or interiors

**DO YOU LIKE TO. . .**
- attend concerts, theaters, art exhibits
- read fiction, plays, and poetry
- work on crafts
- take photographs
- express yourself creatively
- deal with ambiguous ideas
Most people are some combination of two or three of the Holland interest areas. These two or three letters become your "Holland Code." For example, if you resemble the Realistic type most, then the Enterprising type somewhat less, and the Social type even less, your Holland code would be "RES." In our Delaware Career Matrix, we have indicated a three-letter Holland Code for each of our "best bet" occupations to assist you in choosing occupations to match your career interests.

**Social**

**Helpers**

- ARE YOU...?
  - friendly
  - idealistic
  - outgoing
  - cooperative
  - responsible
  - patient
  - kind

- CAN YOU...?
  - teach/train others
  - express yourself clearly
  - lead a group discussion
  - mediate disputes
  - plan and supervise an activity

- DO YOU LIKE TO...?
  - work in groups
  - help people with problems
  - participate in meetings
  - do volunteer work
  - work with young people
  - play team sports
  - serve others

**Entreprising**

**Persuaders**

- ARE YOU...?
  - self-confident
  - sociable
  - enthusiastic
  - adventurous
  - impulsive
  - inquisitive
  - talkative
  - spontaneous

- CAN YOU...?
  - initiate projects
  - convince people to do things your way
  - sell things or promote ideas
  - give talks or speeches
  - lead a group
  - persuade others

- DO YOU LIKE TO...?
  - make decisions affecting others
  - be elected to office
  - win a leadership or sales award
  - start your own service or business
  - campaign politically
  - meet important people
  - have power or status

**Conventional**

**Organizers**

- ARE YOU...?
  - well-organized
  - methodical
  - conscientious
  - conforming
  - practical
  - systematic
  - ambitious
  - persistent

- CAN YOU...?
  - work well within a system
  - do a lot of paper work in a short time
  - keep accurate records
  - use a computer
  - write effective business letters

- DO YOU LIKE TO...?
  - work with numbers
  - type
  - be responsible for details
  - collect or organize things
  - follow clearly defined procedures
  - use data processing equipment
Workplace Characteristics

These skills can be used in almost every workplace situation. They will help you get work, keep work, and progress in your careers. Use this exercise to identify your areas of strength as well as those skills that need more development.

<table>
<thead>
<tr>
<th>Can Do</th>
<th>Needs Work</th>
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### Communications Skills

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

- I speak clearly.
- I know how to explain my ideas to others.
- I ask appropriate questions.
- I know how to seek help when I need it.
- I write letters and reports well.
- I'm a good listener.
- I'm able to interpret written instructions well.

### Thinking Skills

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<th>Can Do</th>
<th>Needs Work</th>
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- I think about issues clearly.
- I evaluate situations logically.
- I reason well and make objective judgments.
- I know how to make informed decisions.
- I know how to evaluate risk.
- I understand and solve problems using basic mathematics.
- I know how to use technology effectively.

### Organizational Skills

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

- I have the ability to set goals in my work and personal life.
- I complete work on time.
- I work neatly and accurately.
- I take care of tools/materials/equipment.
- I follow directions.
- I plan/organize activities to meet deadlines.
- I handle interruptions and changes and still meet goals.
- I plan and manage my time.

### Adaptable Skills

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<th>Can Do</th>
<th>Needs Work</th>
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- 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.

### Interpersonal Skills

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<th>Can Do</th>
<th>Needs Work</th>
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<tr>
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- I get along with people.
- I know how to be tactful.
- 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.

### Learning Skills

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<th>Can Do</th>
<th>Needs Work</th>
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- I enjoy learning.
- I’m curious about people and events.
- I’m interested in learning more about my areas of career interest.
- I know how to read and find information when I need it.
- I want to continue learning throughout my life.

### Personal Skills

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

- I’m honest.
- I’m motivated/enthusiastic about what I do.
- I’m reliable and dependable.
- I’m prompt. I don’t miss appointments.
- I take pride in my appearance and dress appropriately.
- I can handle criticism well.
- I’m courteous and respectful.
- I’m creative and like to think up new ideas.

If you find that you have put more checks in the "Needs Work" column than in the "Can Do" column, it may be time for you to look at what you can do to build up those basic skills that can transfer from job to job.
Step #2
What’s Out There?

In Step #1, you looked at yourself and determined the kind of work you enjoy. However, some of the occupations that match your interests and skills may require additional training or education, some may pay more than others, and some may not offer job security over the long run.

Why should I use LMI?

The need for useful labor market information (LMI) has been identified as a critical component in assisting students and adults in career transition to make informed career choices.

LMI enables students and job seekers to:
1) understand their own skills and the value those skills have in today’s labor market;
2) understand changes within the labor market of the state and local area in which they choose to live;
3) understand what the implications are for them in choosing occupations and/or training in their particular labor market;
4) understand that career decisions made without understanding labor market information can lead to missed opportunities and delays in career aspirations; and
5) understand that career planning is a lifelong process.

This section looks at Delaware’s overall labor market and the Delaware occupations that offer the best wages and long-term job opportunities. When finished, you will have a wealth of occupational and labor market information on which to base your career decision.

Next step: How Do I Decide?
Exploring the World of Work

Changes in the world of work require that you become a lifelong learner. Why? Almost all new jobs created in the next 20 years will require advanced education or training, and nearly every job will require some level of skill in information-processing technology. New technology will affect the workplace so dramatically that you will require continuous training.

The amount of new knowledge will develop so rapidly that your technical know-how will be obsolete in less than five years. You will have to upgrade your skills continually to meet constantly changing work requirements.

What do you know about the World of Work?

Below are 10 True or False statements. Mark a T or F beside each statement.

___ 1. There are very few work alternatives other than full time or part time.
___ 2. Having the proper education is probably your best guarantee for finding and keeping employment.
___ 3. Almost two-thirds of the projected job openings over the 1998-2008 period will be in occupations that require on-the-job training.
___ 4. Most adults will change their careers at least five times in their lifetime.
___ 5. Getting into the right business assures a secure future.
___ 6. Services will be the largest and fastest-growing industry group between 1998 and 2008.
___ 7. Employment in Service occupations will have the most rapid job growth from 1998-2008.
___ 8. In the year 2008, over 40% of the work force in America will be over 45 years of age.
___ 9. The best way to obtain a good job is through the Internet.
___ 10. The most important part of the work search process is having a polished resume.

How did you do?

8 to 10 correct: Terrific! You have a good understanding of the trends shaping the workplace.
5 to 7 correct: Great start! You’re “in the know,” but you have more to learn.
0 to 4 correct: Need work! You need to learn more about today’s employment trends.

Want to learn more?

Read the business section of newspapers and magazines.
Watch the business news on television.
Check out the Internet.
Network with people working in different industries.

[Answers on page 62]
# Delaware Job Outlook 1998-2008

## Delaware Occupations with the Most Annual Openings

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1998</th>
<th>2008</th>
<th>Total Annual Openings</th>
<th>Avg. Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salespersons, Retail</td>
<td>12799</td>
<td>15200</td>
<td>674</td>
<td>8.81</td>
</tr>
<tr>
<td>Cashiers</td>
<td>9813</td>
<td>12180</td>
<td>665</td>
<td>7.41</td>
</tr>
<tr>
<td>General Managers &amp; Top Executives</td>
<td>13244</td>
<td>15901</td>
<td>498</td>
<td>28.30</td>
</tr>
<tr>
<td>Waiters &amp; Waitresses</td>
<td>6113</td>
<td>7324</td>
<td>458</td>
<td>6.23</td>
</tr>
<tr>
<td>General Office Clerks</td>
<td>11835</td>
<td>12951</td>
<td>440</td>
<td>10.29</td>
</tr>
<tr>
<td>Combined Food Prep. &amp; Service Workers</td>
<td>4805</td>
<td>5658</td>
<td>350</td>
<td>6.68</td>
</tr>
<tr>
<td>Clerical Supervisors</td>
<td>6833</td>
<td>8442</td>
<td>315</td>
<td>16.98</td>
</tr>
<tr>
<td>Adjustment Clerks (Customer Service)</td>
<td>6664</td>
<td>8898</td>
<td>266</td>
<td>11.35</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>6253</td>
<td>7823</td>
<td>260</td>
<td>20.25</td>
</tr>
<tr>
<td>Janitors &amp; Cleaners</td>
<td>7397</td>
<td>8360</td>
<td>257</td>
<td>8.28</td>
</tr>
<tr>
<td>Systems Analysts</td>
<td>2869</td>
<td>5203</td>
<td>251</td>
<td>25.83</td>
</tr>
<tr>
<td>Food Preparation Workers</td>
<td>3414</td>
<td>3938</td>
<td>240</td>
<td>7.37</td>
</tr>
<tr>
<td>Marketing &amp; Sales Supervisors</td>
<td>7103</td>
<td>8349</td>
<td>218</td>
<td>17.07</td>
</tr>
<tr>
<td>Computer Support Specialists</td>
<td>2380</td>
<td>4347</td>
<td>212</td>
<td>21.27</td>
</tr>
<tr>
<td>Reception &amp; Information Clerks</td>
<td>4854</td>
<td>6030</td>
<td>211</td>
<td>9.62</td>
</tr>
<tr>
<td>Bill &amp; Account Collectors</td>
<td>3728</td>
<td>4732</td>
<td>199</td>
<td>10.68</td>
</tr>
<tr>
<td>Salespersons, except Scientific &amp; Retail</td>
<td>5379</td>
<td>5856</td>
<td>179</td>
<td>16.15</td>
</tr>
<tr>
<td>Nursing Aides, Orderlies &amp; Attendants</td>
<td>4165</td>
<td>5365</td>
<td>178</td>
<td>8.40</td>
</tr>
<tr>
<td>Secretaries, except Legal or Medical</td>
<td>10098</td>
<td>9971</td>
<td>165</td>
<td>13.39</td>
</tr>
<tr>
<td>Teachers, Secondary School</td>
<td>3212</td>
<td>3811</td>
<td>162</td>
<td>21.85</td>
</tr>
<tr>
<td>Carpenters</td>
<td>3597</td>
<td>4215</td>
<td>158</td>
<td>14.08</td>
</tr>
<tr>
<td>Teachers, Elementary School</td>
<td>4785</td>
<td>5207</td>
<td>153</td>
<td>22.19</td>
</tr>
<tr>
<td>Truck Drivers, Light</td>
<td>3974</td>
<td>4925</td>
<td>152</td>
<td>11.18</td>
</tr>
<tr>
<td>Guards</td>
<td>3321</td>
<td>3939</td>
<td>145</td>
<td>8.52</td>
</tr>
<tr>
<td>Telemarketers</td>
<td>2015</td>
<td>2908</td>
<td>141</td>
<td>9.51</td>
</tr>
<tr>
<td>Laborers, Landscaping &amp; Groundskeeping</td>
<td>2693</td>
<td>3303</td>
<td>141</td>
<td>8.99</td>
</tr>
<tr>
<td>Social Workers, except Medical &amp; Psychiatric</td>
<td>2054</td>
<td>3106</td>
<td>132</td>
<td>14.66</td>
</tr>
<tr>
<td>Bookkeeping, Accounting &amp; Auditing Clerks</td>
<td>6971</td>
<td>6923</td>
<td>130</td>
<td>11.67</td>
</tr>
<tr>
<td>Truck Drivers, Heavy</td>
<td>3612</td>
<td>4393</td>
<td>130</td>
<td>13.38</td>
</tr>
<tr>
<td>Maintenance Repairers, General Utility</td>
<td>3780</td>
<td>4181</td>
<td>125</td>
<td>13.44</td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>2739</td>
<td>3585</td>
<td>112</td>
<td>6.94</td>
</tr>
<tr>
<td>Police Patrol Officers</td>
<td>1673</td>
<td>2272</td>
<td>105</td>
<td>20.16</td>
</tr>
<tr>
<td>Accountants &amp; Auditors</td>
<td>4159</td>
<td>4559</td>
<td>104</td>
<td>20.46</td>
</tr>
<tr>
<td>Electricians</td>
<td>2791</td>
<td>3264</td>
<td>104</td>
<td>18.21</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>2029</td>
<td>2512</td>
<td>101</td>
<td>8.98</td>
</tr>
<tr>
<td>Meat, Poultry, &amp; Fish Cutters</td>
<td>3423</td>
<td>3625</td>
<td>100</td>
<td>7.43</td>
</tr>
</tbody>
</table>

These 36 occupations represent about 47% of all the job opportunities in Delaware through the year 2008. Keep this in mind: Even though a number of these jobs can be had with minimal education and training, the key to lasting success is education. The simple truth is that with further education, you will earn more. To learn about these opportunities, plus many more promising Delaware occupations, see the Delaware Career Matrix on page 19.
Delaware’s Fastest-Growing Occupations*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1998</th>
<th>2008</th>
<th>%</th>
<th>Avg. Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Support Specialists</td>
<td>2380</td>
<td>4347</td>
<td>82.6</td>
<td>21.27</td>
</tr>
<tr>
<td>Medical Scientists</td>
<td>68</td>
<td>124</td>
<td>82.4</td>
<td>30.58</td>
</tr>
<tr>
<td>Systems Analysts</td>
<td>2869</td>
<td>5203</td>
<td>81.4</td>
<td>25.83</td>
</tr>
<tr>
<td>Paralegals &amp; Legal Assistants</td>
<td>493</td>
<td>845</td>
<td>71.4</td>
<td>15.22</td>
</tr>
<tr>
<td>Human Service Workers</td>
<td>627</td>
<td>1035</td>
<td>65.1</td>
<td>12.05</td>
</tr>
<tr>
<td>Medical Records Technicians</td>
<td>224</td>
<td>362</td>
<td>61.6</td>
<td>11.21</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>410</td>
<td>642</td>
<td>56.6</td>
<td>10.40</td>
</tr>
<tr>
<td>Geologists/Geophysicists/Oceanographers</td>
<td>103</td>
<td>159</td>
<td>54.4</td>
<td>22.63</td>
</tr>
<tr>
<td>Surveying/Mapping Technicians</td>
<td>110</td>
<td>169</td>
<td>53.6</td>
<td>13.02</td>
</tr>
<tr>
<td>Physician Assistants</td>
<td>294</td>
<td>448</td>
<td>52.4</td>
<td>33.59</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>204</td>
<td>309</td>
<td>51.5</td>
<td>18.85</td>
</tr>
<tr>
<td>Dental Assistants</td>
<td>554</td>
<td>838</td>
<td>51.3</td>
<td>11.76</td>
</tr>
<tr>
<td>Social Workers, Except Medical &amp; Psychiatric</td>
<td>2054</td>
<td>3106</td>
<td>51.2</td>
<td>14.66</td>
</tr>
<tr>
<td>Architects, Except Landscape &amp; Marine</td>
<td>71</td>
<td>107</td>
<td>50.7</td>
<td>23.40</td>
</tr>
<tr>
<td>Cardiology Technologists &amp; Technicians</td>
<td>114</td>
<td>170</td>
<td>49.1</td>
<td>18.21</td>
</tr>
<tr>
<td>Residential Counselors</td>
<td>500</td>
<td>745</td>
<td>49.0</td>
<td>9.11</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>400</td>
<td>596</td>
<td>49.0</td>
<td>21.89</td>
</tr>
<tr>
<td>Telephone &amp; Cable TV Installers &amp; Repairers</td>
<td>140</td>
<td>208</td>
<td>48.6</td>
<td>12.04</td>
</tr>
<tr>
<td>Central Office &amp; PBX Installers &amp; Repairers</td>
<td>69</td>
<td>101</td>
<td>46.4</td>
<td>19.04</td>
</tr>
<tr>
<td>Computer Science Teachers, Postsecondary</td>
<td>89</td>
<td>130</td>
<td>46.1</td>
<td>19.64</td>
</tr>
<tr>
<td>Excavating &amp; Loading Machine Operators</td>
<td>381</td>
<td>553</td>
<td>45.1</td>
<td>14.54</td>
</tr>
<tr>
<td>Sheet Metal Duct Installers</td>
<td>324</td>
<td>470</td>
<td>45.1</td>
<td>12.37</td>
</tr>
<tr>
<td>Telemarketers</td>
<td>2015</td>
<td>2908</td>
<td>44.3</td>
<td>9.51</td>
</tr>
<tr>
<td>Social Workers, Medical &amp; Psychiatric</td>
<td>561</td>
<td>807</td>
<td>43.9</td>
<td>15.96</td>
</tr>
<tr>
<td>Physical Therapy Assistants &amp; Aides</td>
<td>208</td>
<td>298</td>
<td>43.3</td>
<td>14.15</td>
</tr>
<tr>
<td>Personal &amp; Home Care Aides</td>
<td>582</td>
<td>831</td>
<td>42.8</td>
<td>6.99</td>
</tr>
<tr>
<td>Designers, Except Interior</td>
<td>905</td>
<td>1291</td>
<td>42.7</td>
<td>23.28</td>
</tr>
<tr>
<td>Directors, Religious Activities</td>
<td>282</td>
<td>402</td>
<td>42.6</td>
<td>13.69</td>
</tr>
<tr>
<td>Correctional Officers</td>
<td>1419</td>
<td>2013</td>
<td>41.9</td>
<td>12.82</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>292</td>
<td>413</td>
<td>41.4</td>
<td>24.69</td>
</tr>
<tr>
<td>Hand Cutters and Trimmers</td>
<td>76</td>
<td>107</td>
<td>40.8</td>
<td>9.78</td>
</tr>
<tr>
<td>Computer Engineers</td>
<td>355</td>
<td>497</td>
<td>40.0</td>
<td>29.86</td>
</tr>
<tr>
<td>Engineering, Science, Computer Info. Systems Mgrs.</td>
<td>1480</td>
<td>2071</td>
<td>39.9</td>
<td>34.68</td>
</tr>
<tr>
<td>Surgical Technologists</td>
<td>146</td>
<td>202</td>
<td>38.4</td>
<td>11.52</td>
</tr>
</tbody>
</table>

*Includes selective jobs projected with 100 or more employment for 2008.
During the period 1998 to 2008, Delaware is projected to have a net increase of about 76,000 new jobs, reflecting the solid, sustainable growth of a stable, well-diversified State. This means that jobs will be plentiful for most of our residents. Many of the new entry-level jobs will require short-term training and provide potential for growth and advancement.

Many of our new jobs will be in the Service industry, which includes such companies as banks, restaurants, food stores, nursing homes and other health care providers, child care providers and many others. In fact nine of the 25 fastest-growing jobs are in health services, which is not surprising, since we will have an older population.

As we continue to move toward a more service-oriented economy, factory jobs will make up a smaller share of our total workforce. Nearly all of our higher paying jobs will require many years of training. But a large portion of our jobs will need just on-the-job training (30 days or less). To obtain and keep these jobs, however, our workers will need good solid basic skills. Employers need persons who can follow instructions, work as a team, dress and act appropriately, and show up for work on time. All jobs, even entry-level, are becoming more technical through use of computers. As technology changes, workers will need to continually update their skills.

Did you notice that, in the first sentence, we spoke of the “net” increase of new jobs? When talking about total job openings, we need to consider the difference between actual job growth (new jobs) and openings due to separations (persons leaving the labor market or changing occupations). Separations account for 57% of the total job openings in the 1998 to 2008 time period. This is due to the natural aging of the workforce, plus early retirement programs offered by some of our large employers.

Total job openings include both new jobs plus those created from separations. Overall, in Delaware there are 65 occupations that are projected to have over 60 openings per year, or 60% of total openings. Some of the jobs are largely entry level with only short-term training required. Examples are sales persons and cashiers. Others require extensive training and pay higher salaries. Examples are registered nurses, accountants, and system analysts.

Professional, Paraprofessional and Technical occupations are expected to
provide the most total annual job opportunities at 4,240 during the 1998 to 2008 span. This group includes jobs like registered nurses, teachers, health technologists, systems analysts, and engineers.

Service occupations in Delaware will generate about 3,200 openings per year. Included in this group are food preparation workers, protective service workers and support workers such as nursing aides, childcare workers, and cleaners.

Administrative Support and Clerical occupations are expected to create approximately 2,570 jobs each year. Openings will be found for these types of occupations: secretaries, general office clerks, bookkeeping and accounting clerks.

The Operators, Fabricators and Laborers group employs semi-and unskilled workers such as truck drivers, welders, and material handlers and will experience a need for nearly 1,870 workers. The Precision, Production, Craft and Repair group includes skilled workers such as carpenters, mechanics, and electricians. This occupational group is expected to have a gain of about 1,600 job openings.

Marketing and Sales is projected to provide a need for nearly 2,420 job openings each year. Executive, Administrative and Managerial positions are expected to average about 1,330 annual job openings.

To get into the workplace, workers will need solid basic skills (including computer literacy) and the desire to learn. Once in the workforce, employees will have the opportunity to advance by acquiring experience and training.

| Delaware Industries by Major Division Employment: 1998-2008 |
|-----------------------------------------------|-----------------------|-----------------------|-----------------------|
| Number | % Of Tot. | Number | % Of Tot. | Number |
| Totals | 428,438 | 100.0 | 504,410 | 100.0 | 75,972 | 17.7 |
| Agriculture, Forestry, Fishing | 9,442 | 2.2 | 9,330 | 1.8 | -112 | 1.2 |
| Mining | 85 | 0.0 | 90 | 0.0 | 5 | 5.9 |
| Construction | 22,487 | 5.2 | 27,308 | 5.4 | 4,821 | 21.4 |
| Manufacturing | 59,718 | 13.9 | 60,897 | 12.1 | 1,179 | 2.0 |
| Transportation, Commun. and Public Utilities | 18,559 | 4.3 | 22,203 | 4.4 | 3,644 | 19.6 |
| Wholesale & Retail Trade | 86,935 | 20.3 | 101,955 | 20.2 | 15,020 | 17.3 |
| Finance, Insurance and Real Estate | 48,248 | 11.3 | 56,227 | 11.1 | 7,979 | 16.5 |
| Services | 157,954 | 36.9 | 197,402 | 39.1 | 39,448 | 25.0 |
| Government | 25,010 | 5.8 | 28,998 | 5.7 | 3,988 | 15.9 |

Note: Services also includes Self Employed and Unpaid Family Workers, State & Local Education, and State Hospitals.
Changes in Delaware Employment: Selected Industries, 1998-2008

Many of the new jobs will be in Eating and Drinking Places. This is a matter of the changing American life-style, reflecting the time pressures of families with two working spouses, as well as increased income.

Delaware’s favorable banking laws will spur continued growth in Commercial Banking, including firms like J.P. Morgan and Wilmington Trust. However, the most new jobs will come from continued growth in the credit card banks, led by MBNA.

Technology will help job growth in many areas, including the obvious sectors like Computer and Data Processing Services. But it may cost jobs in other areas, especially in helping companies become more competitive in the global economy. And nowhere will this be truer than in Manufacturing.

Many companies like to “outsource” some of their jobs or hire temporary workers. This is expected to continue and we will see many jobs created in Personnel Supply Services. By working for one of these companies, workers can gain experience and be exposed to varied jobs and work situations. This can often lead to full-time permanent jobs.

Many of the fastest-growing industries are in Health Care and Eldercare – not surprising since we’re getting older as a state (and a nation). And when that happens we need more medical care assistance.

<table>
<thead>
<tr>
<th>Industries with the most new jobs*</th>
<th>Total # of New Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating &amp; Drinking Places</td>
<td>5303</td>
</tr>
<tr>
<td>Commercial Banks</td>
<td>4590</td>
</tr>
<tr>
<td>Computer and Data Processing Services</td>
<td>3793</td>
</tr>
<tr>
<td>Personnel Supply Services</td>
<td>3179</td>
</tr>
<tr>
<td>Self-employed</td>
<td>3168</td>
</tr>
<tr>
<td>Hospitals</td>
<td>2269</td>
</tr>
<tr>
<td>Elementary &amp; Secondary Schools</td>
<td>2268</td>
</tr>
<tr>
<td>Offices &amp; Clinics of Medical Doctors</td>
<td>1871</td>
</tr>
<tr>
<td>Engineering &amp; Architectural Services</td>
<td>1597</td>
</tr>
<tr>
<td>Drugs (Mfg.)</td>
<td>1577</td>
</tr>
<tr>
<td>Nursing &amp; Personal Care Facilities</td>
<td>1574</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industries with fastest rate of growth*</th>
<th>% Change, '98 to '08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Data Processing Services</td>
<td>84.8%</td>
</tr>
<tr>
<td>Engineering &amp; Architectural Services</td>
<td>58.7%</td>
</tr>
<tr>
<td>Research &amp; Testing Services</td>
<td>58.7%</td>
</tr>
<tr>
<td>Drugs (Mfg.)</td>
<td>51.7%</td>
</tr>
<tr>
<td>Telephone Communications</td>
<td>46.6%</td>
</tr>
<tr>
<td>Individual &amp; Family Social Services</td>
<td>40.8%</td>
</tr>
<tr>
<td>Job Training &amp; Related Services</td>
<td>40.8%</td>
</tr>
<tr>
<td>Residential Care</td>
<td>39.4%</td>
</tr>
<tr>
<td>Offices of Other Health Care Practitioners</td>
<td>37.3%</td>
</tr>
<tr>
<td>Home Health Care Services</td>
<td>37.3%</td>
</tr>
<tr>
<td>Offices &amp; Clinics of Medical Doctors</td>
<td>37.3%</td>
</tr>
<tr>
<td>Nursing and Personal Care Facilities</td>
<td>37.3%</td>
</tr>
<tr>
<td>Offices &amp; Clinics of Dentists</td>
<td>37.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industries with most rapid rate of decline*</th>
<th>% Change, '98 to '08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Production, Crops</td>
<td>-12.4%</td>
</tr>
<tr>
<td>Federal Government, Excluding Postal</td>
<td>-8.8%</td>
</tr>
<tr>
<td>Fabricated Metal Products</td>
<td>-4.9%</td>
</tr>
<tr>
<td>Miscellaneous Converted Paper Products (Mfg.)</td>
<td>-4.8%</td>
</tr>
<tr>
<td>Motor Vehicles &amp; Equipment (Mfg.)</td>
<td>-4.7%</td>
</tr>
<tr>
<td>Industrial Organic Chemicals (Mfg.)</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Plastics Material and Synthetics (Mfg.)</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Industrial Organic Chemicals (Mfg.)</td>
<td>-2.5%</td>
</tr>
<tr>
<td>Agriculture Production, Livestock</td>
<td>-0.7%</td>
</tr>
</tbody>
</table>

*Industries with employment greater than 1000.
What’s the Ideal Job?

Using data from the U.S. Department of Labor, trade groups, and telephone surveys, Jobs Rated Almanac ranks 250 jobs according to six criteria: income, stress, physical demands, potential growth, job security and work environment. What may surprise you is that the jobs many aspire to—movie star and athletic star—aren’t the best jobs. They have little job security and a high level of stress. The job of Financial Planner, with less stress, high income and plenty of time off, is at the top of the list, while the worst ranked were many labor jobs in traditionally troubled fields such as lumberjacks, oil field roustabouts and fishermen. It’s interesting to note that the top 10 ranked jobs the last two years were all in math or computer-related fields.

Best Overall Job:
- Financial planner
- Web site manager
- Computer systems analyst
- Actuary
- Computer programmer

Worst Overall Job:
- Ironworker
- Cowboy
- Lumberjack
- Oil field roustabout
- Fisherman

Best Working Environment:
- Statistician
- Mathematician
- Computer systems analyst
- Hospital administrator
- Historian

Worst Working Environment:
- Taxi driver
- NFL football player
- Race car driver
- Firefighter
- President of the United States

Most Secure:
- Web developer
- Web site manager
- Computer consultant
- Software engineer
- Computer systems analyst

Least Secure:
- Football player
- Fisherman
- Bricklayer
- Drywall applicator/finisher
- Garbage collector

Least Stress:
- Medical records technician
- Janitor
- Forklift operator
- Musical instrument repairer
- Florist

Most Stress:
- Surgeon
- Race car driver
- Senior corporate executive
- Firefighter
- President of the United States

Best Income:
- NBA basketball player: $2,587,264
- Major league baseball player: $1,668,257
- NFL football player: $1,120,478
- Race car driver: $489,844
- President of the U.S.: $400,000

Worst Income:
- Cashier: $16,069
- Dressmaker: $16,069
- Bartender: $15,067
- Dishwasher: $14,058
- Waiter/Waitress: $14,042
## Delaware Career Matrix

When making a career decision, it is important to have as much information as possible, including how fast an occupation is growing, how many jobs are expected to be open each year, training requirements, hourly wages, job characteristics and necessary skills.

The Delaware Career Matrix brings this information to you. If the career area you are interested in is not in the Matrix, don't worry. Good opportunities are expected in many areas. Just remember to do some research—not only for careers with good employment potential, but especially for those that match your interests and abilities. The more information you gather, the easier and better your career decisions will be!

<table>
<thead>
<tr>
<th>Job Title &amp; Description:</th>
<th>Training Code:</th>
<th>Job Characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job descriptions are from the Occupational Employment Statistics (OES) Classification System.</td>
<td>Suggests the minimum education or training necessary to enter the occupation:</td>
<td>Job characteristics defining your workplace interests and aptitudes:</td>
</tr>
<tr>
<td><strong>Average Annual Openings and Growth Rate:</strong></td>
<td>01 First Professional Degree</td>
<td>1. Occupations requiring physical activity.</td>
</tr>
<tr>
<td>Occupations with the most growth potential in Delaware to the year 2008, which have 20 or more annual job openings.</td>
<td>02 Doctor’s Degree</td>
<td>2. Working with machines and equipment.</td>
</tr>
<tr>
<td>The growth rate shows the projected change in jobs from 1998-2008</td>
<td>03 Master’s Degree</td>
<td>3. Dealing with people in a business setting.</td>
</tr>
<tr>
<td><strong>Employment:</strong></td>
<td>04 Work Experience plus Degree</td>
<td>4. Making decisions.</td>
</tr>
<tr>
<td>1998 estimated employment from the Delaware Department of Labor.</td>
<td>05 Bachelor’s Degree</td>
<td>5. Helping and/or caring for people.</td>
</tr>
<tr>
<td><strong>1998 Hourly Wages:</strong></td>
<td>06 Associate Degree</td>
<td>6. Working with detail in words &amp; numbers.</td>
</tr>
<tr>
<td>The estimated hourly wages are based on Delaware Wages 1998, published by the Delaware Department of Labor, June 2000.</td>
<td>07 Postsecondary Vocational Training</td>
<td>7. Being creative.</td>
</tr>
<tr>
<td><strong>Holland Code:</strong></td>
<td>08 Work Experience in Related Occupation</td>
<td>8. Following an organized routine.</td>
</tr>
<tr>
<td>The two or three letters that correspond to your career interests. See page 10 for further explanation.</td>
<td>09 Long-term On-The-Job Training</td>
<td>9. Working skillfully with your fingers.</td>
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<tr>
<td></td>
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<td>12. Literary/visual arts &amp; crafts.</td>
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<td></td>
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<td>15. Detailed tasks.</td>
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<td>16. Safety of others; law enforcement.</td>
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<td></td>
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<td>17. Dealing with scientific/technical ideas.</td>
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<td></td>
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<td>18. Selling things to people.</td>
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<td></td>
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<td>19. Understanding words and communicating.</td>
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<td></td>
<td></td>
<td>20. Applying mechanical principles to practical situations.</td>
</tr>
</tbody>
</table>

### 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. The rated skills (Reading, Listening, Writing, Speaking, Math, Science, Thinking and Learning) are checked when the importance level is 2.5 or greater on a scale of 5 or when level is rated at 50 or above on a scale of 100.
<table>
<thead>
<tr>
<th>Job Title &amp; Description</th>
<th>Ann Opng</th>
<th>% Growth</th>
<th>Employm</th>
<th>Tm Code</th>
<th>Holland Code</th>
<th>Job Char</th>
<th>Reading</th>
<th>Listening</th>
<th>Writing</th>
<th>Speaking</th>
<th>Math</th>
<th>Science</th>
<th>Thinking</th>
<th>Learning</th>
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<td><strong>MANAGERIAL &amp; ADMINISTRATIVE</strong></td>
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<td><strong>ADMINISTRATIVE SERVICES MANAGERS:</strong></td>
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<td>Plan, organize, direct, control, or coordinate the supportive services department of a business, agency, or organization. Managers spending less than 80 percent of their time in administrative services should be classified in another appropriate category.</td>
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<tr>
<td>Plan, organize, direct, control, or coordinate the educational activities of colleges and universities; elementary, secondary and postsecondary schools; vocational and technical schools training and instructional organizations in private business or other agencies.</td>
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<td><strong>ENGINEERING, COMPUTER, INFORMATION SYSTEMS, AND NATURAL SCIENCES MANAGERS:</strong></td>
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<td>Plan, organize, direct, control, or coordinate activities in such fields as architecture, electronic data processing, engineering, life sciences, physical sciences, statistics, and systems analysis.</td>
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<td><strong>FINANCIAL MANAGERS:</strong></td>
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<tr>
<td>Plan, organize, direct, control, or coordinate the financial activities of an organization. Include managers who negotiate general policy with financial or other institutions or managers in banks, or similar financial institutions, who advise on credit and investment policy.</td>
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<td><strong>FOOD SERVICE AND LODGING MANAGERS:</strong></td>
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<tr>
<td>Plan, organize, direct, control, or coordinate activities of an organization or department that serves food and beverages and/or provides lodging and other accommodations.</td>
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<td><strong>GENERAL MANAGERS AND TOP EXECUTIVES:</strong></td>
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<td>Top and middle managers whose duties and responsibilities are too diverse and general in nature to be classified in any functional or line area of management and administration.</td>
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<tr>
<td><strong>MARKETING, ADVERTISING, AND PUBLIC RELATIONS MANAGERS:</strong></td>
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<td>Formulate marketing policies, direct sales activities, and plan, organize, and direct advertising and public relations activities for a department, an entire organization, or on an account basis.</td>
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<td>04</td>
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<td>32.32</td>
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<td><strong>MEDICINE AND HEALTH SERVICES MANAGERS:</strong></td>
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<tr>
<td>Plan, organize, direct, control, or coordinate medicine and health services in establishments such as hospitals, clinics, or similar organizations.</td>
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</table>
**Job Title & Description**

**PROFESSIONAL & TECHNICAL**

**ACCOUNTANTS AND AUDITORS:**
Examine, analyze, and interpret accounting records for the purpose of giving advice or preparing statements. Install or advise on systems of recording costs or other financial and budgetary data.

<table>
<thead>
<tr>
<th>Ann Opng</th>
<th>% Growth</th>
<th>Employment</th>
<th>Hrly Wage</th>
<th>Ann Code</th>
<th>Job Char</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
<td>05</td>
<td>CES</td>
<td>4.159</td>
<td>3, 4, 6, 8,</td>
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<td></td>
<td></td>
<td></td>
<td>20.46</td>
<td>10, 15</td>
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</table>

**ARTISTS & RELATED WORKERS:**
Design and execute artwork to illustrate subject matter, promote public consumption of materials, products, or services; or to influence others in their opinions of individuals or organizations.

<table>
<thead>
<tr>
<th>Ann Opng</th>
<th>% Growth</th>
<th>Employment</th>
<th>Hrly Wage</th>
<th>Ann Code</th>
<th>Job Char</th>
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<tbody>
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<td>04</td>
<td>AES</td>
<td>524</td>
<td>7, 9, 11,</td>
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<td>14.71</td>
<td>12, 18</td>
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</table>

**CLERGY:**
Conduct religious worship and perform other spiritual functions associated with beliefs and practices of religious faith or denomination as delegated by ordinance, license, or other authorization. Provide spiritual and moral guidance and assistance to members.

<table>
<thead>
<tr>
<th>Ann Opng</th>
<th>% Growth</th>
<th>Employment</th>
<th>Hrly Wage</th>
<th>Ann Code</th>
<th>Job Char</th>
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<td>SAI</td>
<td>887</td>
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<td>16.46</td>
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**COMPLIANCE OFFICERS & ENFORCEMENT INSPECTORS, EXCEPT CONSTRUCTION:**
Enforce adherence to policies, procedures, or regulations and advise on standards. May inspect and enforce regulation on such matters as health, safety, food, immigration, licensing, or interstate commerce.

<table>
<thead>
<tr>
<th>Ann Opng</th>
<th>% Growth</th>
<th>Employment</th>
<th>Hrly Wage</th>
<th>Ann Code</th>
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<tbody>
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<td>16.98</td>
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**COMPUTER PROGRAMMERS:**
Convert project specifications and statements of problems and procedures to detailed logical flow charts for coding into computer language. Develop and write computer programs to store, locate, and retrieve specific documents, data, and information.

<table>
<thead>
<tr>
<th>Ann Opng</th>
<th>% Growth</th>
<th>Employment</th>
<th>Hrly Wage</th>
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**COMPUTER SUPPORT SPECIALISTS:**
Provide technical assistance and training to computer system users; investigate and resolve computer software and hardware problems.

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<th>Ann Opng</th>
<th>% Growth</th>
<th>Employment</th>
<th>Hrly Wage</th>
<th>Ann Code</th>
<th>Job Char</th>
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<td>17, 19</td>
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**CREDIT ANALYSTS:**
Analyze current credit data and financial statements of individuals or firms to determine the degree of risk involved in extending credit or lending money. Prepare reports with this credit information for use in decision-making.

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<tr>
<th>Ann Opng</th>
<th>% Growth</th>
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<th>Hrly Wage</th>
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<tr>
<td><strong>DESIGNERS, EXCEPT INTERIOR DESIGNERS:</strong> Design or arrange objects and materials to achieve artistic or decorative affects for apparel or other commercial items. May also create, mark out, or draw designs for items such as furniture and machinery (product design).</td>
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<tr>
<td><strong>HUMAN SERVICES WORKERS:</strong> Assist Social Group Workers and Caseworkers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse and human relationships. Aid families and clients in obtaining information on the use of social and community services.</td>
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<td><strong>INSTRUCTORS AND COACHES, SPORTS AND PHYSICAL TRAINING:</strong> Instruct or coach groups or individuals in the fundamentals of sports. Demonstrate techniques and methods of participation. Observe and inform participants of corrective measures necessary to improve their skills.</td>
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<td><strong>LAWYERS:</strong> Conduct criminal and civil lawsuits, draw up legal documents, advise clients as to legal rights, and practice other phases of law. May represent client in court or before quasi-judicial or administrative agencies of government.</td>
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<tr>
<td><strong>LOAN OFFICERS &amp; COUNSELORS:</strong> Evaluate, authorize, or recommend approval of commercial, real estate, or credit loans. Advise borrowers on financial status and methods of payments.</td>
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<td><strong>PARALEGAL PERSONNEL:</strong> Assist lawyers by researching law, investigating facts, and preparing legal documents. May gather research data for use as evidence to formulate defense or to initiate legal action.</td>
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<td><strong>PERSONNEL, TRAINING, AND LABOR RELATIONS SPECIALISTS:</strong> Conduct programs of recruitment, selection, training, promotion, welfare, safety, compensation, or separation of employees. May specialize in specific areas such as labor-management relations, counseling, job analysis, position classification, training, or compensation.</td>
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<td><strong>RECREATION WORKERS:</strong> Conduct recreation activities with groups in public, private, or volunteer agencies or recreation facilities. Organize and promote activities such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies, taking into account the needs and interests of participants.</td>
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<td>Job Title &amp; Description</td>
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<td>Coordinate activities for residents of care and treatment institutions, boarding schools, college fraternities or sororities, children’s homes, or similar establishments. Counsel residents in identifying and resolving social or other problems.</td>
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<td>SEC</td>
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<tr>
<td>Counsel and aid individuals and families requiring social service assistance.</td>
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<td><strong>SOCIAL WORKERS, MEDICAL &amp; PSYCHIATRIC:</strong></td>
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<td>SEC</td>
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<tr>
<td>Counsel and aid individuals and families with problems that may arise during or following the recovery from physical or mental illness by providing supportive services designed to help the persons understand, accept, and follow medical recommendations.</td>
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<td><strong>SYSTEMS ANALYSTS, ELECTRONIC DATA PROCESSING:</strong></td>
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<tr>
<td>Analyze business, scientific, and technical problems for application to electronic data processing systems. Exclude persons working primarily as Engineers, Mathematicians, or Scientists.</td>
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<td><strong>TEACHERS AND INSTRUCTORS, VOCATIONAL EDUCATION AND TRAINING:</strong></td>
<td>21</td>
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<td>Teach or instruct vocational and/or occupational subjects at the postsecondary level (but at less than the baccalaureate) to students who have graduated or left high school. Subjects include business, secretarial science, data processing, trades, and practical nursing.</td>
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<td><strong>TEACHERS, ELEMENTARY SCHOOL:</strong></td>
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<tr>
<td>Teach elementary pupils in public or private schools, basic academic, social, and other formulative skills. Exclude special education teachers of students with disabilities.</td>
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<td><strong>MEDICINE &amp; HEALTH</strong></td>
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<td>DENTAL ASSISTANTS:</td>
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<td>10</td>
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<td>SAI</td>
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<tr>
<td>Assist dentist at chair, set up patient and equipment, keep records, and perform related duties as required.</td>
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<td>SAI</td>
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<tr>
<td>Perform dental prophylactic treatments and instruct groups and individuals in the care of the teeth and mouth.</td>
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<td>Care for elderly, convalescent, or handicapped person in home of patient. Perform duties for patient such as changing bed linen; preparing meals; assisting in and out of bed; bathing, dressing, and grooming; and administering oral medications under doctors' orders or direction of nurse.</td>
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<td>LICENSED PRACTICAL NURSES:</td>
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<td>07</td>
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<tr>
<td>Care for ill, injured, convalescent, and handicapped persons in hospitals, clinics, private homes, sanitariums, and similar institutions.</td>
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<tr>
<td>Perform various duties under the direction of physician in examination and treatment of patients. Prepare treatment room, inventory supplies and instruments, and set up patient for attention of physician. Hand instruments and materials to physician as directed. Schedule appointments, keep medical records, and perform secretarial duties.</td>
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<td>NURSING AIDES, ORDERLIES, AND ATTENDANTS:</td>
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<tr>
<td>Work under the direction of nursing or medical staff to provide auxiliary services in the care of patients. Perform duties such as answering patient's call bell, serving and collecting food trays, and feeding patients. Orderlies are primarily concerned with setting up equipment and relieving nurses of heavier work.</td>
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<td>PHYSICIANS AND SURGEONS:</td>
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<td>Doctors of medicine who diagnose and treat mental or physical disorders. May specialize in one field such as surgery, obstetrics, or psychiatry.</td>
<td>26</td>
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<td>Administer nursing care to ill or injured persons. Licensing or registration required. Include administrative, public health, industrial, private duty, and surgical nurses.</td>
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### Job Title & Description

#### SALES & RELATED

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<tr>
<th>Job Title &amp; Description</th>
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<th>% Growth</th>
<th>Employment</th>
<th>Hrly Wage</th>
<th>Holland Code</th>
<th>Trn Code</th>
<th>Job Char</th>
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<th>Listening</th>
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<th>Speaking</th>
<th>Math</th>
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<td>Receive and disburse money in establishments other than financial institutions. Usually involves use of adding machines, cash registers, or change makers. May also include processing credit card transactions.</td>
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<td>Receive orders for services, such as rentals, repairs, dry-cleaning, and storage. May compute cost and accept payment.</td>
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<td><strong>FIRST-LINE SUPERVISORS &amp; MANAGERS/SUPERVISORS—SALES AND RELATED WORKERS:</strong></td>
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<td>Directly supervise and coordinate activities of marketing, and related workers. May perform management functions, such as sales, budgeting, accounting, marketing, and personnel work in addition to their supervisory duties.</td>
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<td>Buy and sell securities in investment and trading firms, or call upon businesses and individuals to sell financial services. Provide financial services, such as loan, tax, and securities counseling. May advise securities customers about such things as stocks, bonds, and market conditions.</td>
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<td><strong>SALES REPRESENTATIVES, EXCEPT RETAIL &amp; SCIENTIFIC AND RELATED PRODUCTS &amp; SERVICES:</strong></td>
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<td>5,379</td>
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<td>Sell goods or services for wholesalers or manufacturers to businesses or groups of individuals. Solicit orders from established clients or secure new customers. Work requires substantial knowledge of items sold.</td>
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<td>Sell spare and replaceable parts and equipment from behind counter in agency, repair shop, or parts store. Determine make, year, and type of part needed by observing damaged part or listening to a description of malfunction.</td>
<td>28</td>
<td>10</td>
<td>5</td>
<td>836</td>
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<td>Sell to the public any of a wide variety of merchandise, such as furniture, motor vehicles, appliances, or apparel.</td>
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<tr>
<td>Receive, store, and issue sales floor merchandise. Stock shelves, racks, cases, bins, and tables with merchandise and arrange merchandise displays to attract customers. May periodically take physical count of stock or check and mark merchandise.</td>
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<tr>
<td>TELEMARKETERS, DOOR-TO-DOOR SALES WORKERS, NEWS AND STREET VENDORS, AND OTHER RELATED WORKERS:</td>
<td>141</td>
<td>10</td>
<td>ESC</td>
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<td>Solicit orders for goods or services over the telephone; sell goods or services door-to-door or on the street.</td>
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<td>CLERICAL/ADMINISTRATIVE SUPPORT</td>
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<tr>
<td>Investigate and resolve customers’ inquiries concerning merchandise, service, billing, or credit rating. Examine pertinent information to determine accuracy of customers’ complaints and responsibility for error. Notify customers and appropriate personnel of findings and adjustments.</td>
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<td>BILL AND ACCOUNT COLLECTORS:</td>
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<td>11</td>
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<td>Locate and notify customers of delinquent accounts by mail, telephone, or personal visit to solicit payment. Duties include receiving payment and posting amount to customers’ account; preparing statements to credit department if customer fails to respond; initiating repossession proceedings or service disconnection; keeping records of collection and status of accounts.</td>
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<td>BILLING, COST, AND RATE CLERKS:</td>
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<td>11</td>
<td>CRS</td>
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<td>Compile data, compute fees and charges, and prepare invoices for billing purposes.</td>
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<td>BOOKKEEPING, ACCOUNTING, &amp; AUDITING CLERKS:</td>
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<td>Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records.</td>
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<td>FILE CLERKS:</td>
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<td>File correspondence, cards, invoices, receipts and other records in alphabetical or numerical order or according to the filing system used. Locate and remove material from file when requested. May be required to classify and file new material.</td>
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## Job Title & Description

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<th>Math</th>
<th>Science</th>
<th>Thinking</th>
<th>Learning</th>
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<td><strong>FIRST-LINE SUPERVISORS &amp; MANAGERS/SUPERVISORS-CLERICAL &amp; ADMINISTRATIVE SUPPORT WORKERS:</strong></td>
<td>315</td>
<td>08</td>
<td>24</td>
<td>CSE</td>
<td>3.4,8</td>
<td>11,19</td>
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<td>Directly supervise and coordinate activities of clerical and administrative support workers. Managers/Supervisors are generally found in smaller establishments where they perform both supervisory and management functions, such as marketing, accounting, and personnel work, and may also engage in the same clerical work as the workers they supervise.</td>
<td>6,833</td>
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<td><strong>GENERAL OFFICE CLERKS:</strong></td>
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<td>Perform duties too varied and diverse to be classified in any specific office clerical occupation. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of bookkeeping, typing, stenography, office machine operation, and filing.</td>
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<td><strong>LEGAL SECRETARIES:</strong></td>
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<td>15,19</td>
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<td>Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas. May review law journals and other legal publications to identify court decisions pertinent to pending cases and submit articles to company officials. Must be familiar with legal terminology, procedures, and documents, as well as legal research.</td>
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<td><strong>LOAN AND CREDIT CLERKS:</strong></td>
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<td>Assemble documents, prepare papers, process applications, and complete transactions of individuals applying for loans and credit.</td>
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<td><strong>RECEPTIONISTS AND INFORMATION CLERKS:</strong></td>
<td>211</td>
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<td>Answer inquiries and obtain information for general public. Provide information regarding activities conducted at establishment; location of departments, offices, and employees within organization or services in a hotel.</td>
<td>4,854</td>
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<td><strong>SECRETARIES, EXCEPT LEGAL AND MEDICAL:</strong></td>
<td>165</td>
<td>07</td>
<td>-1</td>
<td>CSE</td>
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<td>Relieve officials of clerical work and minor administrative and business details by scheduling appointments, giving information to callers, taking dictation, composing and typing routine correspondence, reading and routing incoming mail, filing correspondence and records.</td>
<td>10,098</td>
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<td>13.39</td>
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<td><strong>SHIPPING, RECEIVING, AND TRAFFIC CLERKS:</strong></td>
<td>59</td>
<td>11</td>
<td>5</td>
<td>REI</td>
<td>1,2,6,14</td>
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<td>Verify and keep records on incoming and outgoing shipments. Prepare items for shipment. Duties include assembling, addressing, stamping, and shipping merchandise or material; receiving, unpacking, verifying, and recording incoming of merchandise material; and arranging for the transportation of products.</td>
<td>2,719</td>
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### Job Title & Description

#### STOCK CLERKS - STOCKROOM, WAREHOUSE OR STORAGE YARD:
Receive, store, and issue materials, equipment, and other items from stockroom, warehouse, or storage yard. Keep records and compile stock reports.

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#### TELLERS:
Receive and pay out money. Keep records of money and negotiable instruments involved in a financial institutions' various transactions.

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### SERVICES

#### BARTENDERS:
Mix and serve to patrons alcoholic and nonalcoholic drinks following standard recipes.

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#### CHILD CARE WORKERS:
Attend to children at schools, businesses, and institutions. Perform variety of tasks such as dressing, feeding, bathing, and overseeing play. Exclude Preschool Teachers and Teacher Aides.

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#### COMBINED FOOD PREP. & SERVICE WORKERS:
Perform duties which combine both food preparation and food service. Workers who spend more than 80 percent of their time in one job should be reported in that occupation.

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#### COOKS, RESTAURANT:
Prepare, season, and cook soups, meats, vegetables, desserts, and other foodstuffs in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.

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#### COOKS, SPECIALTY FAST FOOD:
Prepare and cook food in a fast food restaurant with a limited menu. Duties of the cook are limited to one or two basic items and normally involve operating single-purpose cooking equipment.

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#### CORRECTION OFFICERS AND JAILERS:
Guard inmates in penal or rehabilitative institution in accordance with established regulations and procedures. May guard prisoners in transit between jail, courtroom, prison or other point.

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<td><strong>COUNTER ATTENDANTS - LUNCHROOM, COFFEE SHOP, OR CAFETERIA:</strong> Serve food to diners at counter or from a steam table. Exclude Counter Attendants who also wait tables.</td>
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<td>11</td>
<td>9</td>
<td>CES</td>
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<td><strong>DINING ROOM AND CAFETERIA ATTENDANTS AND BARTENDER HELPERS:</strong> Carry dirty dishes from dining room to kitchen; replace soiled table linens; set tables with silverware and glassware; supply service bar with food, and serve ice water, butter, and coffee to patrons. May wash tables.</td>
<td>61</td>
<td>11</td>
<td>7</td>
<td>CRS</td>
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<td><strong>FOOD PREPARATION WORKERS:</strong> Perform a variety of food preparation duties, such as preparing cold foods and maintaining and cleaning work areas, kitchen equipment, and utensils.</td>
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<td>11</td>
<td>15</td>
<td>REC</td>
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<td>7.37</td>
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<td><strong>GUARDS AND WATCH GUARDS:</strong> Stand guard at entrance gate or walk about premises of business or industrial establishment to prevent theft, violence, or infractions of rules. Guard property against fire, theft, vandalism, and illegal entry.</td>
<td>145</td>
<td>11</td>
<td>19</td>
<td>ESC</td>
<td>1,2,5,14,</td>
<td>3,5,8,14,16</td>
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<td><strong>HAIRDRESSERS, HAIRSTYLISTS, AND COSMETOLOGISTS:</strong> Provide beauty services, such as suggesting hair styles, cutting and treating hair and scalp, applying make-up, dressing wigs, and electrolysis to customers.</td>
<td>95</td>
<td>07</td>
<td>19</td>
<td>ESR</td>
<td>1,2,7,9,14,</td>
<td>8.51</td>
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<td><strong>JANITORS AND CLEANERS, EXCEPT MAIDS AND HOUSE-KEEPING CLEANERS:</strong> Keep buildings in clean and orderly condition. Perform heavy cleaning duties, such as operating motor-driven cleaning equipment, mopping floors, washing walls and glass, and removing rubbish.</td>
<td>257</td>
<td>11</td>
<td>13</td>
<td>REC</td>
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<td>1,2,15,20</td>
<td>8.28</td>
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<td><strong>LABORERS, LANDSCAPING &amp; GROUNDSKEEPING:</strong> Landscape and/or maintain grounds of public or private property using hand/power tools or equipment. May work in nursery facility or at customer location.</td>
<td>141</td>
<td>11</td>
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<td>RIS</td>
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<td><strong>MAIDS AND HOUSEKEEPING CLEANERS:</strong> Perform any combination of tasks to maintain private households or commercial establishments, such as hotels, restaurants and hospitals, in a clean and orderly manner.</td>
<td>99</td>
<td>11</td>
<td>21</td>
<td>CRE</td>
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<td><strong>POLICE PATROL OFFICERS:</strong> Maintain order, enforce laws and ordinances, and protect</td>
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<td>life and property in an assigned patrol district. Perform combination of following duties:</td>
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<td>Patrol a specific area on foot or in a vehicle; direct traffic; issue traffic summonses;</td>
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<td>investigate accidents; apprehend, arrest, and process prisoners; and give evidence in court.</td>
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<td><strong>WAITERS AND WAITRESSES:</strong> Serve food and/or beverages to patrons at tables. Usually</td>
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<td>take order from patron and make out check. May set table with linen and silverware and</td>
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<td>take payment from patron. May serve customers at counter as well as table.</td>
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<td><strong>CONSTRUCTION, PRODUCTION &amp; REPAIR</strong></td>
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<td><strong>ASSEMBLERS &amp; FABRICATORS, EXCEPT MACHINE, ELECTRICAL, ELECTRONIC, &amp; PRECISION:</strong></td>
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<td>Assemble or fit together parts to form complete units or subassemblies at a bench,</td>
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<td>conveyor line, or on the floor. Work may involve the use of hand tools and power tools</td>
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<td>for fitting and assembly operations.</td>
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<td><strong>AUTOMOTIVE BODY AND RELATED REPAIRERS:</strong> Repair, repaint, and refinish automotive</td>
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<td>vehicle bodies; straighten vehicle frames; and replace damaged vehicle glass.</td>
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<td><strong>AUTOMOTIVE MECHANICS:</strong> Adjust, repair, and overhaul automotive vehicles. May be</td>
<td>91</td>
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<td>designated according to specialties, such as Brake Repairers, Transmission Mechanics, or</td>
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<td>Front-end Mechanics.</td>
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<td><strong>BRICKMASONS:</strong> Lay building materials such as brick, structural tile, concrete,</td>
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<td>cinder, glass, gypsum, and terra cotta block (except stone) to construct or repair walls,</td>
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<td>RSE</td>
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<td>partitions, arches, sewers, and other structures.</td>
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<td><strong>BUS &amp; TRUCK MECHANICS &amp; DIESEL ENGINE SPECIALISTS:</strong> Repair and maintain the</td>
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<td>operating condition of trucks, buses, and all types of diesel engines.</td>
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<td><strong>CARPENTERS:</strong> Construct, erect, install and repair structures, fixtures, and</td>
<td>158</td>
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<td>equipment of wood, plywood, and wallboard, using carpentry tools and woodworking</td>
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<td>machines.</td>
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## Job Title & Description

### ELECTRICIANS:
Install, maintain, and repair electrical wiring, equipment, and fixtures. Insure that work is in accordance with relevant codes. May read blueprints.

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<td>09</td>
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### FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS-CONSTRUCTION TRADES AND EXTRACTIVE WORKERS:
Directly supervise and coordinate activities of construction or extractive workers.

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</tbody>
</table>

### FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS-MECHANICS-INSTALLERS, AND REPAIRERS:
Directly supervise and coordinate activities of mechanics, repairers, and installers and their helpers.

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<td></td>
<td>58</td>
<td>08</td>
<td>RES</td>
<td>1.383</td>
<td>1.2,9,11,</td>
<td>✓</td>
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<td></td>
<td>12</td>
<td>RES</td>
<td></td>
<td>22.23</td>
<td>15,17,</td>
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</tbody>
</table>

### FIRST-LINE SUPERVISORS & MANAGERS/SUPERVISORS-PRODUCTION AND OPERATING WORKERS:
Directly supervise and coordinate activities of production and operating workers such as testers, precision workers, machine setters and operators, assemblers, fabricators, or plant and system operators.

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<td>66</td>
<td>08</td>
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<td>2.082</td>
<td>1.2,9,11,</td>
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<td>4</td>
<td>RES</td>
<td></td>
<td>21.20</td>
<td>15,17,</td>
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</table>

### HAND PACKERS AND PACKAGERS:
Pack or package by hand a wide variety of products and materials. Exclude workers whose jobs require more than minimum training.

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<tr>
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<td></td>
<td></td>
<td>86</td>
<td>11</td>
<td>RES</td>
<td>1.835</td>
<td>1.20</td>
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<td>22</td>
<td>RES</td>
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<td>7.10</td>
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</table>

### HEATING, AIR CONDITIONING, AND REFRIGERATION MECHANICS AND INSTALLERS:
Install and repair heating, air conditioning, and refrigerating systems. Installation and repair of oil burners, hot-air furnaces, heating stoves, and similar equipment in homes and commercial establishments.

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<td></td>
<td></td>
<td>46</td>
<td>09</td>
<td>REC</td>
<td>977</td>
<td>1.2,9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>28</td>
<td>REC</td>
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### HELPERS, CARPENTERS AND RELATED WORKERS:
Help carpenters or carpentry-related craft workers by performing duties of lesser skill. Duties include supplying or holding materials or tools, and cleaning work area and equipment.

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<td>39</td>
<td>11</td>
<td>REI</td>
<td>545</td>
<td>1.2,9,15,</td>
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<td></td>
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<td>21</td>
<td>REI</td>
<td></td>
<td>8.47</td>
<td>1.20</td>
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</table>

### MAINTENANCE REPAIRERS, GENERAL UTILITY:
Perform work involving two or more maintenance skills to keep machines, mechanical equipment, or structure of an establishment in repair. Duties may involve pipefitting, boilermaking, insulating, welding, machining, machine and equipment repairing, carpentry, and electrical work.

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<td>125</td>
<td>11</td>
<td>RES</td>
<td>3,780</td>
<td>1.2,20</td>
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<td>11</td>
<td>RES</td>
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<td>13.44</td>
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</tbody>
</table>
## Job Title & Description

<table>
<thead>
<tr>
<th>Job Title &amp; Description</th>
<th>Ann Opng % Growth Employment</th>
<th>Trm Code</th>
<th>Holland Code</th>
<th>Job Char</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Math</th>
<th>Science</th>
<th>Thinking</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEAT, POULTRY, AND FISH CUTTERS AND TRIMMERS, HAND:</strong> Use hand tools to perform a wide variety of food cutting and trimming tasks that require skills less than that of the precision level.</td>
<td>100</td>
<td>11</td>
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<tr>
<td><strong>OPERATING ENGINEERS:</strong> Operate several types of power construction equipment, such as compressors, pumps, hoists, derricks, cranes, shovels, tractors, scrapers, or motor graders to excavate, move and grade earth, erect structures, or pour concrete or other hard surface pavement.</td>
<td>27</td>
<td>10</td>
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</tr>
<tr>
<td><strong>PACKAGING AND FILLING MACHINE OPERATORS AND TENDERS:</strong> Operate or tend machines, such as filling machines, casing-running machines, ham rolling machines, preservative filling machines, baling machines, wrapping machines, and stuffing machines, to prepare industrial or consumer products.</td>
<td>34</td>
<td>10</td>
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</tr>
<tr>
<td><strong>PAINTERS AND PAPERHANGERS, CONSTRUCTION &amp; MAINTENANCE:</strong></td>
<td>53</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>PAINTERS:</strong> Paint walls, equipment, buildings, bridges, and other structural surfaces, using brushes, rollers, and spray guns. May mix colors or oils to obtain desired color or consistency. <strong>PAPERHANGERS:</strong> Cover interior walls and ceilings of rooms with decorative wallpaper or fabric or attach advertising posters on surfaces such as walls and billboards.</td>
<td>1,139</td>
<td>1,7,9</td>
<td></td>
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</tr>
<tr>
<td><strong>PLUMBERS, PIPEFITTERS, AND STEAMFITTERS:</strong> Assemble, install, alter, and repair pipe systems (metal, plastic, ceramic, composition, etc.) that carry water, steam, air, or other liquids or gases.</td>
<td>47</td>
<td>09</td>
<td></td>
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</table>

## TRANSPORTATION

<table>
<thead>
<tr>
<th>Job Title &amp; Description</th>
<th>Ann Opng % Growth Employment</th>
<th>Trm Code</th>
<th>Holland Code</th>
<th>Job Char</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Math</th>
<th>Science</th>
<th>Thinking</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUS DRIVERS:</strong> Drive bus, transporting passengers over specified routes to local or distant points according to a time schedule. Assist passengers with baggage. Collect tickets or cash fares.</td>
<td>22</td>
<td>10</td>
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<tr>
<td><strong>INDUSTRIAL TRUCK AND TRACTOR OPERATORS:</strong> Operate gasoline or electric-powered industrial trucks equipped with fork lift, elevated platform, or trailer hitch to move materials around a warehouse, storage yard, factory, or construction site.</td>
<td>33</td>
<td>11</td>
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</tbody>
</table>

### Delaware Career Compass

2002-2003
Job Title & Description

TRUCK DRIVERS, HEAVY OR TRACTOR-TRAILER:
Drive a tractor-trailer combination or a truck with a capacity of at least 3 tons, to transport and deliver goods, livestock, or materials in liquid, loose or packaged form. May be required to unload truck.

TRUCK DRIVERS, LIGHT, INCLUDE DELIVERY AND ROUTE WORKERS:
Drive a truck, van, or automobile with a capacity under three tons. May drive light truck to deliver or pick up merchandise. May load and unload truck.

Delaware’s Largest Employers (Private Sector)

<table>
<thead>
<tr>
<th>Name</th>
<th>Nature</th>
<th>No. of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANUFACTURING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.I. duPont de Nemours &amp; Co, Inc.</td>
<td>Chemicals/Energy; corporate headquarters</td>
<td>11,600</td>
</tr>
<tr>
<td>DaimlerChrysler Corporation</td>
<td>Automotive Assembly</td>
<td>2,300</td>
</tr>
<tr>
<td>AstraZeneca</td>
<td>Pharmaceuticals/Specialty Chemicals</td>
<td>2,200</td>
</tr>
<tr>
<td>General Motors Corporation</td>
<td>Automotive Assembly</td>
<td>2,200</td>
</tr>
<tr>
<td>DuPont Pharmaceuticals</td>
<td>Pharmaceuticals</td>
<td>1,900</td>
</tr>
<tr>
<td><strong>BANKING AND SECURITIES/FINANCIAL SERVICES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBNA America Bank</td>
<td>Commercial Banking</td>
<td>11,400</td>
</tr>
<tr>
<td>First USA Bank</td>
<td>Commercial Banking</td>
<td>3,200</td>
</tr>
<tr>
<td>Wilmington Trust Company</td>
<td>Commercial Banking</td>
<td>2,300</td>
</tr>
<tr>
<td>Chase Manhattan Bank (USA)</td>
<td>Commercial Banking</td>
<td>2,000</td>
</tr>
<tr>
<td>Greenwood Trust (Discover Card)</td>
<td>Commercial Banking</td>
<td>1,700</td>
</tr>
<tr>
<td>PFPC Inc.</td>
<td>Financial Services</td>
<td>1,300</td>
</tr>
<tr>
<td><strong>HOSPITALS AND HEALTH SERVICES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christiana Care Health Services</td>
<td>Hospital Complex/Home Healthcare Subsidiary</td>
<td>5,900</td>
</tr>
<tr>
<td>Alfred I. duPont Institute</td>
<td>Children’s Health Care Facility</td>
<td>2,300</td>
</tr>
<tr>
<td>Bay Health Medical Center</td>
<td>Hospital Complex</td>
<td>2,200</td>
</tr>
<tr>
<td>Beebe Hospital</td>
<td>Hospital Complex</td>
<td>1,600</td>
</tr>
<tr>
<td><strong>AGRIBUSINESS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountaire Farms of Delmarva, Inc.</td>
<td>Food Processor</td>
<td>3,300</td>
</tr>
<tr>
<td>Perdue Farms, Inc.</td>
<td>Broilers, Feed and Grains</td>
<td>2,600</td>
</tr>
<tr>
<td><strong>RETAIL</strong></td>
<td></td>
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</tr>
<tr>
<td>Wal-Mart, Inc.</td>
<td>Retail chain</td>
<td>2,200</td>
</tr>
<tr>
<td>Happy Harry’s</td>
<td>Retail Chain</td>
<td>1,900</td>
</tr>
<tr>
<td>Acme Markets</td>
<td>Retail Groceries</td>
<td>1,600</td>
</tr>
<tr>
<td>Sears, Roebuck &amp; Company</td>
<td>Retail Chain</td>
<td>1,300</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
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</tr>
<tr>
<td>Computer Science Corp</td>
<td>Computer Consulting</td>
<td>1,600</td>
</tr>
<tr>
<td>Delaware Park</td>
<td>Slots/Racetrack</td>
<td>1,400</td>
</tr>
<tr>
<td>YMCA of Delaware</td>
<td>Membership Organization</td>
<td>1,200</td>
</tr>
</tbody>
</table>

Source: Delaware Department of Labor
Your Money

What happens when you leave home, get your own place, and start paying all of the bills your parents used to take care of, like rent, food, phone and electric bills? Reality sets in! If you’re not careful, you’ll find it tough to pay all of those bills and still go out on dates and buy stylish clothes. Developing a budget, however, can help.

Your Monthly Budget

<table>
<thead>
<tr>
<th></th>
<th>Sample</th>
<th>Yours</th>
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</thead>
<tbody>
<tr>
<td><strong>I. Gross Monthly Pay</strong></td>
<td>$1,423</td>
<td>$_____</td>
</tr>
<tr>
<td><strong>II. Taxes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>11.00%</td>
<td>$157</td>
</tr>
<tr>
<td>State</td>
<td>4.25%</td>
<td>60</td>
</tr>
<tr>
<td>Social Security</td>
<td>7.7%</td>
<td>110</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>7.0%</td>
<td>100</td>
</tr>
<tr>
<td>Pension</td>
<td>2.0%</td>
<td>28</td>
</tr>
<tr>
<td><strong>TOTAL TAXES:</strong></td>
<td>$455</td>
<td>$_____</td>
</tr>
<tr>
<td><strong>III. Monthly Take-Home Pay (Net)</strong></td>
<td>$968</td>
<td>$_____</td>
</tr>
<tr>
<td><strong>IV. Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>25.0%</td>
<td>$242</td>
</tr>
<tr>
<td>Housing</td>
<td>30.0%</td>
<td>290</td>
</tr>
<tr>
<td>Clothing</td>
<td>10.0%</td>
<td>97</td>
</tr>
<tr>
<td>Transportation</td>
<td>20.0%</td>
<td>194</td>
</tr>
<tr>
<td>Savings</td>
<td>5.0%</td>
<td>48</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>10.0%</td>
<td>97</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES:</strong></td>
<td>$968</td>
<td>$_____</td>
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</table>

Most of us measure job compensation by the dollar amount of our paycheck, but there’s more to it than that. Fringe benefits go hand in hand with wages to boost a job’s paying power.

For example, you’ve just graduated from high school and you have a job paying $1,423 per month ($17,076 per year). To someone just graduating from high school, that may seem like a lot of money. But, break these numbers down and apply them to what it costs to live on your own. You’ll quickly find that a dollar doesn’t go as far as you think it does.

Developing a budget can help you manage your money more wisely, yet also force you to make tough decisions about what you can and cannot buy. The sample budget shown here has categories with suggested percentages that are practical. Take the time to do your own projected budget in the spaces provided.

It’s important for you to consider what benefits your new employer offers in comparison with other companies. A benefit package might include paid holidays, sick leave, vacation, health insurance, pension or retirement plans, and education assistance.
# Your Dollars Across America...

Where You Work or Go to School Determines Your Cost of Living

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<tbody>
<tr>
<td><strong>Delaware</strong></td>
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<tr>
<td>Dover</td>
<td>599</td>
<td>15.74</td>
<td>134.48</td>
<td>10.79</td>
<td>31.99</td>
<td>7.00</td>
<td>1.29</td>
<td>2.18</td>
<td>2.79</td>
<td>.99</td>
<td>7.55</td>
<td>.84</td>
<td>1.68</td>
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<tr>
<td>Wilmington</td>
<td>654</td>
<td>16.16</td>
<td>141.21</td>
<td>10.79</td>
<td>31.99</td>
<td>7.00</td>
<td>1.27</td>
<td>2.16</td>
<td>2.79</td>
<td>1.05</td>
<td>9.50</td>
<td>.96</td>
<td>1.83</td>
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<tr>
<td><strong>Northeast</strong></td>
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</tr>
<tr>
<td>Boston, MA</td>
<td>1,288</td>
<td>22.77</td>
<td>137.83</td>
<td>8.99</td>
<td>35.19</td>
<td>7.90</td>
<td>1.33</td>
<td>2.38</td>
<td>2.88</td>
<td>1.09</td>
<td>11.80</td>
<td>1.13</td>
<td>1.30</td>
</tr>
<tr>
<td>Burlington, VT</td>
<td>698</td>
<td>25.53</td>
<td>134.07</td>
<td>9.25</td>
<td>30.99</td>
<td>7.75</td>
<td>1.33</td>
<td>2.29</td>
<td>2.69</td>
<td>.92</td>
<td>9.70</td>
<td>.92</td>
<td>1.35</td>
</tr>
<tr>
<td>New York, NY</td>
<td>3,550</td>
<td>24.29</td>
<td>181.71</td>
<td>9.66</td>
<td>41.99</td>
<td>9.50</td>
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Source: ACCRA, Fourth Quarter 1999, Vol. 32, No. 4,
Planning your career is truly a “life-long process.” Over time, your needs, skills, abilities, interests and life role will change. As you develop your career planning skills, not only will you pay close attention to possible occupational choices, but also to your leisure activities and educational goals, and how they relate to your interests. Your career choice is only one aspect of your life. Yet your work impacts other parts of your life including the amount of financial resources you will have, where you live and the how much leisure time you will have.

Remember:
- You are probably suited for a variety of jobs, not just one.
- It is most likely that you will be changing jobs 6 to 8 times in your life.
- Learn “how” to find a career, seek the necessary assistance along the way, and you’ll surely chart the right course!

With change so constant and rapid, employers and clients need workers with a great mix of personal characteristics and skills. It isn’t enough to know how to do one thing. Even though you spend most of your time working on a keyboard, you may also have to deal with customers, work with a team at your office, and manage both your time and budget. The best-trained computer technician might not get the job if he or she doesn’t demonstrate good people and good communications skills, the ability to work with others, and a willingness to learn new skills.
What Have I Found Out?

My Career Interests

My strongest areas of career interests (pages 5-7) are:
(Put a #1 in your strongest area, a #2 in your next strongest, and a #3 in the last area of interest)

___ Hands-On activities
___ Working with People
___ Working with Information

My Work Styles

I have made some decisions about the way(s) I prefer to work (pages 5-7). Work styles that appeal to me are:


My Personality Style

I have determined that my Personality Style (pages 8-9) is:


Occupations that interest me:

1. ____________________________
   ____________________________
2. ____________________________
   ____________________________
3. ____________________________
   ____________________________
4. ____________________________
   ____________________________
5. ____________________________
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6. ____________________________
   ____________________________
7. ____________________________
   ____________________________
8. ____________________________
   ____________________________
9. ____________________________
   ____________________________
10. ____________________________
    __________________________

Take stock!

Now that you have matched occupations with required training/education:

Ask yourself:

Are the skill areas I’ve listed beside my chosen occupations ones that I’m able to take today or planning to take in the near future? Do I have the required high school diploma and financial means to enroll in college?

Yes?

You’re on the right track! Today, most occupations require a lifelong commitment to additional training or education. And companies often want employees to upgrade their knowledge and skills with more education.

Your best career match will be an occupation that allows you to continue to learn in the areas you prefer.

No?

You’d better chart a new course! If you like certain occupations, but don’t plan to take the necessary courses, the occupations may not be a good fit. You might want to go back and redo your self assessment, check additional occupations, or talk with a career counselor in a community college or job service office who can help you.
Self and Job Match Worksheet

On the previous page, we tied together your self assessment with certain occupations and then looked at the skills you would need to work in those occupations. And then we asked you about any additional education or training you might require. In this worksheet, we are asking that you compare your self assessment with actual occupational job profiles. The Occupational Outlook Handbook, O*Net Data Dictionary, Guide for Occupational Exploration, and the Delaware Career Compass can help you to supply the information requested.

<table>
<thead>
<tr>
<th>Self profile</th>
<th>Job profile</th>
<th>Match? Comments</th>
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<tr>
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<td>Occupation (SOC code)</td>
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<tr>
<td>Skills (technical; transferable)</td>
<td>Job Duties/Tasks</td>
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<tr>
<td>Traits (personal style)</td>
<td>Job Requirements (personality)</td>
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<tr>
<td>Aptitudes (e.g., GATB, etc.)</td>
<td>GOE Codes. Write out.</td>
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<tr>
<td>Work Values</td>
<td>Working Conditions</td>
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<tr>
<td>Physical Condition</td>
<td>Physical Requirements</td>
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<tr>
<td>Education Obtained</td>
<td>Education Required</td>
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<tr>
<td>Past Experience</td>
<td>Experience Required</td>
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</tr>
<tr>
<td>Budget/Financial Needs</td>
<td>Salary/Benefits</td>
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</tr>
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</table>
My Career Choice

You’ve now reached the decision time in your career search. You have matched yourself with one or more occupations. It’s time to ask yourself some very serious questions:

Did I carefully match my aptitudes with the occupations I’ve chosen?
- Don’t choose veterinarian if you don’t like working with animals or are allergic to cat hair.
- Don’t choose nursing if sick people make you sick.
- Don’t choose engineering if you have poor study habits or can’t handle math.
- Do I have enough information to make a decision? What additional information do I need to collect?

Occupational Outlook
- Will there be openings for this type of work when I finish my training/college?
- Will my earnings be enough to support the lifestyle that I want?
- How many years of training are required?
- Will I need special certification or licensing?
- Will I have to relocate to another city?
- Can I meet the physical demands of this job?

Along with choosing an occupation as your career choice, you will also face other decisions. Whether you decide to further your education or to enter the work force, you may have to consider these problems:

How tough is the competition in the occupation(s) I’m considering?
- Am I being realistic when I evaluate my abilities and those of the competition?
- How well do I stack up?
- Do I have the grades and test scores required by college programs?

What is the next step?
- Do I need to upgrade or add new skills? Work on my self-development needs?
- What support do I have in place? What type of support do I need to find?

Transportation?
If your job is not close to your home, you may have a long commute to work. Breakdowns and bad weather may sometimes cause you to be late to work.

Unpleasant Working Conditions:
If you find it hard to get along with a co-worker, a boss, or customers, your job will be more stressful. When this occurs, you might be tempted to stay home.

If working, discuss your concerns about possible problems with your boss. If a job situation becomes too stressful to manage, the only solution may be to change jobs. But don’t quit your job until you have another one lined up or you know that you can pay your bills while you are looking!

My Choice is...

On the basis of what I have learned, I am interested in learning more about the following occupation(s):

---

“`No trumpets sound when the important decisions of our life are made. Destiny is made known silently.”`
- Agnes de Mille
Setting My Goals

It is never too soon to start thinking about what you want to do in your lifetime and the type of lifestyle you want. Let’s just take this goal-setting one step at a time. Make three copies of the Goal sheet shown below. Label each of the sheets for your **1-Year Goals**, **5-Year Goals**, and **Lifetime Goals**.

It’s very important to make yourself actually write down your goals at each level, not just think about them.

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<th>Date: ____________</th>
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<td>Education?</td>
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<tr>
<td>Salary?</td>
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<td>Family?</td>
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<tr>
<td>Where will I be living?</td>
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<td>Housing?</td>
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<td>Transportation?</td>
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<td>Travel?</td>
<td></td>
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<tr>
<td>New Experiences?</td>
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</table>

Constantly Reassess!

Remember that career planning is a *journey*, not a *destination*. You will need to periodically reassess where you are and where you want to go by asking yourself:

- Have I set unrealistic goals?
- Have I either under- or over-estimated my abilities?
- Have I developed new interests or skills?
- Have my priorities changed?
- Do I have new information which needs to be considered?

Constantly Reassess!
Step #4

How Do I Do It?

In Step #1, you looked at your interests, aptitudes and workplace preferences.

In Step #2, you looked at Delaware’s overall labor market and the Delaware occupations that offer the best wages and long-term job opportunities.

In Step #3, you chose the occupation(s) most suited to your self assessment.

In Step #4, you will take your goals and turn them into reality. Whether you’re looking for additional training/education, looking into the military, or entering the workplace, this section will provide valuable assistance.

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

You can’t go wrong if you:

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

You have made your career choice. To successfully realize your career goal, which way are you headed? To the military? To college? To an Apprenticeship program? To a Tech Prep high school program? Enroll in Career and Technical Education program? Or perhaps you already have the necessary skills to enter directly into the workforce.

Your choices at this point in your career development preparation are many and very important!

People often choose a job or college major because a parent or friend suggests that there are lots of jobs in that field and that you can make a good living. However, it is important for you to learn as much as you can about different occupations, not just the job title, but what people actually do in the job. When you think about the time and financial investment you are making, it’s important to make absolutely sure that this choice is the best one for you.

One good way to do this is by participating in an Intern or Co-op program at your high school. Check with your counselor to see what is available.

Volunteer work is another way to gain this type of specific knowledge. Volunteer at a hospital, nursing home, or a friend’s business.

Many jobs are spread across many industries. For instance, if you enjoy writing, you might work as a newspaper columnist or write technical manuals for a chemical company. Even though both jobs involve writing, each one may require a tailored educational background, or you may find you prefer one work environment more than the other.

Although our chart shows that earnings rise rapidly as you progress through the education levels, it does not reflect earnings available for those who have continued their education outside the college environment. According to Tom Bowden, Managing Editor of Tech Directions, August 2000, “When you compare the earnings of skilled tradespeople against the earnings of bachelor’s degree holders, the difference in income is negligible.”

This section will assist you in exploring your options, whichever way you are headed.

Apprenticeship Programs

An apprenticeship program is one path you might consider. If you’re already a career and technical education student, you’re well on your way to develop skills that will help in an apprenticeship. In fact, if you are a graduate of one of the five vocational 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. Whether that skill is carpentry, welding, or another trade, the apprentice receives two to four years of on-the-job training while also receiving related classroom instruction.

Generally, an apprentice’s pay begins at about half that of an experienced worker (probably $20,000-$22,000 the first year), and increases periodically throughout the apprenticeship. Once training is complete, the apprentice becomes a journey-person, and, depending on the trade learned, will earn, on average, in excess of $30,000 per year. If a journey-person is employed by one of the larger Delaware employers, he or she can expect to make $40,000 within five years of receiving his or her “journey papers.” The journey-person certificate is a nationally recognized standard of accomplishment in a given trade.

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

In 2001 Delaware has approximately 1,650 active apprentices, with over 400 sponsors of apprenticeships statewide, including trade unions and employers from the largest to the smallest.

Some examples of available apprenticeships include:

<table>
<thead>
<tr>
<th>Construction</th>
<th>Manufacturing</th>
<th>Service</th>
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<tbody>
<tr>
<td>Iron Worker</td>
<td>Tool &amp; Die Maker</td>
<td>Auto Mechanic</td>
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<td>Plumber</td>
<td>Instrument</td>
<td>Meat Cutter</td>
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<tr>
<td>Carpenter</td>
<td>TV Repairman</td>
<td>Barber</td>
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<td>Electrician</td>
<td>Drafter</td>
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<td>Bricklayer</td>
<td>Tool &amp; Die Maker</td>
<td>Dental Lab Tech.</td>
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<td>Painter/Steamfitter</td>
<td>Designer</td>
<td>Computer Prog.</td>
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<td>Decorator</td>
<td>Maint. Mechanic</td>
<td>Truck Mechanic</td>
</tr>
<tr>
<td>Sheet Metal Worker</td>
<td>Machine Repair</td>
<td>Chef</td>
</tr>
</tbody>
</table>

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

For information on how to obtain an apprenticeship, contact Apprenticeship and Training, Delaware Department of Labor, 4425 North Market Street, Wilmington, DE 19802. (302) 761-8121.
Stay in School...

The advice to “stay in school” has been familiar to you since you were small. The fact is: The more education you have, the more money you can earn.

Not every person who holds an advanced degree reports a high income, and many people who have left school early have high earnings today. But, overall, there is a clear relationship between the amount of schooling and subsequent earnings.

Something else to be considered. The average unemployment rate for college graduates was 1.5% in 2000, compared with 3.8% for high school graduates and 7.9% for high school dropouts.
Career and Technical Education in Delaware

As you’ve probably figured out by now, determining which career is best for you isn’t that simple. However, once you’ve narrowed down your choices, you must then determine the best way to get the education and experience needed to successfully pursue your career goals.

Career and Technical Education might be just what you need. It includes a wide variety of programs that are designed to equip you with work and life skills. As a career and technical education student, you can explore career options, gain insight into a number of fields, prepare for a wide range of occupations, retrain for new jobs, and learn how to improve home and family life.

In Delaware, career and technical education programs offer concentrated training that prepares you for such diverse careers as agriculture, electronics and computers, retailing, finance, insurance, construction, manufacturing, and small business management. Students who successfully complete these programs are able to find jobs and keep them, advance in careers, and contribute as citizens to their community.

Today’s workplace is changing like never before. Employers demand that workers have solid skills as well as the ability to adapt to new technology. You’re in a position where you’ll experience employment challenges your parents never imagined. Advances in information processing, communications, biotechnology, electronics, and more have changed and will continue to change working environments and lifestyles. Ask yourself this question: Do you have the necessary job skills to keep pace with today’s rapidly changing technology? If your answer is no, consider the advantages of career and technical education.

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. About 61% of career and technical education graduates enroll in college or choose other postsecondary training.

All local comprehensive high schools as well as the vocational-technical centers in each county offer a wide variety of programs.

These programs fall into seven major areas of study:
- **Agriscience**, including horticulture, production agriculture, environmental science, food science technology, agricultural mechanics, agri-business, biotechnology and landscaping.
- **Business Education**, including accounting, office occupations and business management programs.
- **Health Occupations**, such as practical nursing, nursing assistant, dental assistant, medical assistant, and radiologic technician.
- **Family and Consumer Sciences** includes food and nutrition services, early education services, community leadership, services to families, and consumer services.
- **Marketing Education**, including general merchandising, apparel and accessories, real estate, financial services, business and personal services marketing.
- **Technical Education** furnishes specific preparation for a variety of jobs in such fields as, but not limited to, architectural design, computer-aided drafting and design, communications, information technology, electronics and control systems, bio-related technology, mechanical and computer control, material processing, manufacturing and transportation. Promoted by systematic technological problem-solving abilities, critical thinking and listening, responsible decision-making, communication and teamwork, creating, inventing and innovating, engineering and building, as well as appropriate risk taking.
- **Trade and Industrial Education**, which includes a wide range of trades such as auto mechanics, culinary arts, electrical trades, welding and cosmetology.

If you’re interested in learning more about vocational education programs, see your school counselor today.

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**Should I Be a Career and Technical Education Student?**

1. Are you seriously thinking about trying to find a job as soon as you leave high school?
2. Do you prefer learning through activities and acquiring general skills that will help you no matter what occupations you work in?
3. Would you be able to learn reading and math skills more easily if you could see how people use those skills in their work?
4. Are you interested in project-based learning rather than book-based learning?
5. Is it important that you get some kind of work experience so that you know how to apply what you are learning in school?
6. Are you interested in participating in a student organization that develops leadership skills?
7. Do you need skills that will help you find a part-time job while you continue your education after finishing high school? If you answered “yes” to most of these questions, ask your guidance counselor for more information about the career and technical programs available.
Career & Technical Student Organizations

If you’re looking for ways to enhance your career and technical education experience, participation in a student organization might be the answer. Currently there are six active organizations available to students enrolled in career and technical education programs. Career and Technical 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 and placement counselor or career and technical education teacher for sign-up information.

**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.

**Future Farmers of America (FFA)**

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, scholarship and award programs to give students practical experience in the application of agricultural skills and knowledge. Currently, FFA consists of over 447,000 active members in 7,500 chapters in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands.

**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.

**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.

**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 - necessary for success in the home, workplace, and community.

**Vocational Industrial Clubs of America (VICA)**

VICA is an organization for trade, industrial, technical, and health occupations students. In an effort to better prepare students for the labor market, VICA emphasizes respect for the dignity of work, high standards in trade ethics, workmanship, scholarship and safety as well as a partnership with businesses. VICA is made up of 300,000 members nationwide, including 13,000 local chapters in high schools, area vocational centers, postsecondary schools, and junior and community colleges.
**Katy’s Story** — “My Path to a Very...”

<table>
<thead>
<tr>
<th>7th &amp; 8th Grade</th>
<th>9th Grade</th>
<th>10th thru 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choices</strong></td>
<td><strong>Decisions</strong></td>
<td><strong>Pathways</strong></td>
</tr>
<tr>
<td>My parents and I selected a high school and course of studies that would best prepare me for college</td>
<td>Smyrna High had great programs in business and agriscience. Although I was in an academic pathway, the agriscience pathway seemed very interesting and lots of fun.</td>
<td>I enrolled in agriscience classes which prepared me to later enter the University of Delaware’s college of Agriculture and Natural Resources.</td>
</tr>
</tbody>
</table>

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**Tech Prep Activities at Each Level to Help You Prepare**

<table>
<thead>
<tr>
<th>7th &amp; 8th Grade</th>
<th>9th Grade</th>
<th>10th thru 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College</strong></td>
<td><strong>Careers</strong></td>
<td></td>
</tr>
<tr>
<td>Read the <em>Delaware Career Compass</em>, Tech Prep Newsletters and visit College Night for 8th and 9th Graders.</td>
<td>Talk with your Guidance Counselor and Technical Teacher about Tech Prep pathways in Grades 10, 11 and 12.</td>
<td>Continue in your chosen pathway and earn college credit in high school.</td>
</tr>
<tr>
<td>Tech Prep earned advanced technical credits provide a head start and saves money.</td>
<td>Acquired knowledge and skills prepare you for careers in a dynamic technical workplace.</td>
<td></td>
</tr>
</tbody>
</table>

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**Tech Prep**

1-800-464-4357  
www.doe.state.de.us/techprep
**REWARDING TECHNICAL CAREER**

<table>
<thead>
<tr>
<th>College Majors</th>
<th>Careers Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>My major in Agriculture Education and minor in Wildlife Conservation increased my knowledge of wildlife and environmental science.</td>
<td>While in college I set a personal goal to one day work somewhere that would allow me to share my love of the outdoors with others. I now work at the Delaware National Estuarine Research Reserve, where I coordinate environmental education programs.</td>
</tr>
</tbody>
</table>

Katy Dulin explains the importance of wildlife conservation with a friend.

---

**Tech Prep Partners**

[Logos of various educational institutions and organizations]
Delaware’s Career Pathways

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 which provide an in-depth experience in a career area of interest to the student. By completing a career pathway, students gain insight and understanding about a career area of their interest. The career pathway options shown below may be available at your school. For additional information, contact your guidance counselor.

Business Education Career Pathways focus upon any of the following four areas of study: 1) Accounting, Banking and Finance Applications exposes students to basic through advanced principles of accounting and record keeping practices, along with the latest procedures in the banking industry. 2) Marketing and Entrepreneurship Applications focus upon advertising and promotion as strategies related to service and retail businesses. Food and hospitality industry functions and management, product merchandising and human resources control are included in a variety of pathways under this heading. 3) Business Technology Applications provides experience with computer based applications used in the world of business and gives students exposure to many software programs and information processing practices. 4) Management and Behavioral Science Applications investigates the practical, administrative, and legal components of administration and management. Career Pathways include courses such as business law, principles of business administration and management, business economics and operations management.

Trade and Industry Career Pathways is offered mainly through the three vocational school districts in Delaware. T&I pathways are focused upon a specific career rather than a career area. Examples of T&I programs include areas such as Construction Trades, Cosmetology, Automobile Mechanics, Electrician, Welding, Nursing, Heating, Ventilation and Air Conditioning. These are only a few of the many programs available.

Technology Education Career Pathways are generally organized under one of four main areas of study, with multiple pathways for each area. 1) Information Technology provides students experience using various methods that humans use to communicate technologically. Included is Computer Aided Design, Animation, Desktop Publishing, and Graphic Communications. 2) Materials Technology focuses upon 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. 3) Biotechnology represents the fastest growing area of employment growth for the future. From understanding bio-processes to engineering environmental systems, there is extensive growth in biotechnology careers. 4) 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 interfere with microprocessors, thus the focus of this pathway is systems control. 5) Family and Consumer Sciences provides some experience in all of the areas of FCS: 2) Foods and Nutrition explores the role of food in a healthy lifestyle; 3) Hospitality, Tourism, and Recreation develops the skills of serving others in restaurants, hotels, institutions, and other recreational and entertainment sites; 4) Family and Human Services provides an understanding of individuals and families for better meeting their needs; 5) Child Development and Early Education prepares students to effectively help young children develop; 6) Consumer Services provides opportunities to develop financial management skills for meeting the needs of individuals and families; and 7) Community Leadership develops skills of working with groups to address community issues.

Agriscience Career Pathways options are organized in six different categories: 1) Plant Science which 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. 2) Animal Science addresses a wide variety of practices and information necessary to insure 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. 3) Agribusiness addresses the range of operations and management practices related to agriculture. Courses in this pathway investigate the dynamics of production workers and managers and successful management principles for enterprises such as greenhouses, landscaping, food production, retail operations and more. 4) Natural Resources pathways provide insight into topics such as wildlife conservation, environmental preservation, and renewable resource management. 5) Agriscience, Power Systems Technology enables students to develop hands-on and conceptual understanding of electromechanical systems that are used in many agriculture-based applications. 6) Food Science provides an opportunity for students to explore the industry involved in the production, processing, storage, preparation and distribution of food for consumption by living things.
Your College Countdown

Meeting deadlines is the first college entrance requirement! Failure to file the right form at the right time could hurt your chances of attending your favorite school or getting financial aid. These are dates you dare not miss...

### Sophomore Year

**October:** As a tenth grader, you may want to take the P-ACT+ to give you an assessment of your academic skills. The P-ACT+ 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, which is a shorter version of the SAT, the other big college admissions exam. 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.

### Junior Year

**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 $2,000.

**December:** This is when you will receive your PSAT scores. Make an appointment with your guidance counselor and 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.

### Senior Year

**September:** Working with your guidance counselor, narrow your list to five to eight final selections. 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 or 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 or Early Action applications, which are due between Nov. 1 and Dec. 1; some schools require early financial aid forms with those applications.

**December:** Many high schools require that you submit regular-deadline college applications for processing early this month. Pick up financial aid or application forms from your guidance office. Brace yourself: Early Action and Early Decision responses will arrive from about December 15 through December 31.

**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 and April:** Do things to try to take your mind off waiting for the “answer.” Go to the movies. Walk in the woods. Casually check the mail. Once your responses arrive, take a deep breath, open the envelopes, and read the decision letters.

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**Good Luck!**
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, banks, the schools themselves, and private donors.

You must apply for financial aid to get it. (You apply for aid separately from admission to the school.) 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, and 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.

Types of Financial Aid

Grants: Do not require repayment (example: Pell Grant).

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

Work Study: Money you earn. Jobs are usually on campus and sometimes related to career goals or fields of study (example: working in a computer lab).

Private Aid Programs: Aid offered by private organizations or individuals (example: National Merit Scholarship Program).

Special Aid: Aid for special groups of students (example: National Federation for the Blind scholarships).

Aid for Military Personnel: Financial aid opportunities that come with joining the military (example: Veterans’ Educational Assistance Program).

There are many sources of financial information available, some of which can be found in your school or public library, the internet, or at a career counseling office.

For complete information about scholarships, loans, or grants, contact the Delaware Higher Education Commission online at www.state.de.us/high-ed or by calling 302-577-3240 or 800-292-7935 (toll-free).

12 Steps in Getting Financial Aid

The Fall before you will enter school:
1. Select schools that will fulfill your educational and occupational goals.
2. Write or call the admissions office at each school you are interested in. Ask about financial aid possibilities and application procedures.
3. Obtain the correct financial aid applications you will need. Forms are available from your high school counselor or from a college financial aid office.
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. Send the financial aid need analysis form for processing. (Your application will not be accepted before January 1, so do not send it before this date.)

In the Spring:
8. Some schools may request additional information from you such as copies of federal tax returns. 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, or work-study money they can offer you.
10. Tell each school your plans in writing – whether you accept their financial aid packages or not.

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. Apply for financial aid again. You MUST reapply each year.
How Do I Apply? Where?

If you have decided that you need additional education or training to reach your career goals, how do you start? How do you contact the correct people? How much does it cost to apply? Do you need pretesting? Take the SAT? Where? How much will it cost? Is there scholarship money available? Could you get training costs covered through a government agency? What is the training length? Program requirements?

Consider these options: Distance Learning Programs, including video and Internet courses, help students who need to study on their own schedule. Certificate Programs, usually lasting one year or less, teach skills that enable graduates to advance in their jobs or start over in a new field. Internships allow students to work and learn at the same time. Continuing Education Programs help students either work toward a two- or four-year degree or receive credentials in a specific field. Lifelong Learning Credit, for students taking classes part time to improve or upgrade their job skills, provides a 20% tax credit for the first $5,000 of net tuition and fees paid after June 30, 1998.

Contact the colleges/universities below for information:

<table>
<thead>
<tr>
<th>Delaware College/University</th>
<th>Address</th>
<th>Admissions</th>
<th>Financial Aid</th>
<th>Degrees</th>
<th>Tuition</th>
<th>Room and Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware College of Art &amp; Design</td>
<td>800 N. Market St. Wilmington, DE 19801</td>
<td>822-8000</td>
<td>822-8000</td>
<td>A</td>
<td>9,000</td>
<td>Call</td>
</tr>
<tr>
<td>Delaware State U.</td>
<td>1200 N. duPont Hwy Dover, DE 19901</td>
<td>739-4917</td>
<td>739-4908</td>
<td>B,M</td>
<td>2,810</td>
<td>4,522</td>
</tr>
<tr>
<td>DE Technical &amp; Community College</td>
<td>Stanton Campus 400 Stanton-Christiana Rd. Newark, DE 19701</td>
<td>454-3854</td>
<td>454-3825</td>
<td>C,A</td>
<td>1,380</td>
<td>N/A</td>
</tr>
<tr>
<td>DE Technical &amp; Community College</td>
<td>Terry Campus 1822 duPont Parkway Dover, DE 19901</td>
<td>741-3753</td>
<td>741-2732</td>
<td>C,A</td>
<td>1,380</td>
<td>N/A</td>
</tr>
<tr>
<td>DE Technical &amp; Community College</td>
<td>Owens Campus P.O. Box 810 Georgetown, DE 19908</td>
<td>85505499x346</td>
<td>855-8814x274</td>
<td>C,A</td>
<td>1,380</td>
<td>N/A</td>
</tr>
<tr>
<td>Goldey Beacom College</td>
<td>4701 Limestone Road Wilmington, DE 19801</td>
<td>996-8814x266</td>
<td>887-9814x274</td>
<td>A,B,M</td>
<td>7,200</td>
<td>3,290</td>
</tr>
<tr>
<td>U. of Delaware</td>
<td>Hullihen Hall Newark, DE 19718</td>
<td>831-8123</td>
<td>831-8761</td>
<td>A,B,M,D</td>
<td>4,574</td>
<td>4,770</td>
</tr>
<tr>
<td>Wesley College</td>
<td>120 N. State St.</td>
<td>736-2400</td>
<td>736-2338</td>
<td>A,B,M,D</td>
<td>11,314</td>
<td>6,017</td>
</tr>
<tr>
<td>Widener University</td>
<td>University College P.O. Box 7139 Wilmington, DE 19803</td>
<td>477-2216</td>
<td>477-2216</td>
<td>C,A,B</td>
<td>9,354</td>
<td>N/A</td>
</tr>
<tr>
<td>Widener University</td>
<td>School of Law</td>
<td>477-2182</td>
<td>477-2722</td>
<td>JD,LLM</td>
<td>17,700</td>
<td>3,600</td>
</tr>
<tr>
<td>Wilmington College</td>
<td>320 DuPont Highway New Castle, DE 19720</td>
<td>328-8407</td>
<td>328-8437</td>
<td>A,B,M,D</td>
<td>5,930</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*C=Certificate, A=Associates, B=Bachelors, M=Masters, D=Doctorate, JD=Juris Doctor, LLM-Master of Law

**Full-time, in-state, undergraduate tuition (except graduate tuition for Widener University School of Law)
Do the words “Be all that you can be” ring a bell? If so, the first thing that probably comes to your mind is the military.

There are many positive reasons for joining the military. If you’re interested in pursuing college sometime in the future, the service gives you the chance to earn money toward tuition while also gaining valuable work experience. If college isn’t your game, and you’re looking for a solid work experience directly out of high school, the military provides training in a number of fields from medicine to navigation to missile system operations.

The Army or Air National Guard provides up-to-date training, qualifying you for many highly-skilled jobs. If you are 17 years or older, you can participate in National Guard activities while also going to high school, college, or working full-time. If you choose to continue your education, they also offer a wide variety of tuition assistance programs. Contact the nearest National Guard branch office or your career guidance and placement counselor for more information.

Currently the military is one of the largest employers in the United States, employing 1.8 million men and women. Each year over 300,000 young people enlist. You may enlist in one of the five branches of the military: Army, Navy, Air Force, Marines, or Coast Guard. When thinking about a stint in the service, keep one thing in mind: “Do you want to be an officer or an enlisted member?” This is important because the qualifications for each are different. If you want to enlist, you must have a high school diploma. If you’re interested in becoming an officer, you must have a four-year college degree. But, should you choose the enlisted route, you could eventually become an officer by meeting certain qualifications.

If the military interests you, the Armed Services Vocational Aptitude Battery (ASVAB) is an interests evaluation that helps you figure out what career fields you might be interested in. Once you complete the evaluation, you’re given a workbook which matches your interests with various career fields.

If you’re not quite sure about serving full-time in the Armed Services, but still want to experience life in the military, you might want to try the Reserves. Reservists normally enlist for eight years. As a reservist, you would serve on active duty for the first couple of months of your enlistment and then return to civilian life where you’d be required to work one or two days a month, usually on the weekends. The balance of your duty is made up of training sessions and work related to your job specialty. The advantage of enlisting in the Reserves is that it allows you to pursue other endeavors such as going to school or working. Reserve training is offered in the Army, Navy, Air Force, Marines, Coast Guard, Army National Guard and Air National Guard.

As you can see, the military offers quite a few options. Before you make any decisions, think carefully about whether a career in the service is right for you. If so, make sure you gather as much information as possible about the branch you’re interested in before you enlist. Among the many things you should check into: salary, benefits, training, and, most especially, the terms of your tenure.

| **For more information about the Armed Services, contact the recruiting office nearest you:** |
| **New Castle** | **Kent** | **Sussex** |
| Army | 731-8186 | 629-5527 | 856-7758 |
| Air Force | 655-1044 | 674-4348 | 674-4348 |
| Marines | 652-2665 | 674-4191 | 674-4191 |
| Navy | 998-8767 | 734-7319 | 856-9075 |
| Coast Guard | 736-0176 | 736-0176 | 736-0176 |
| Air National Guard | 1-800-742-6713 | 1-800-742-6713 | 1-800-742-6713 |
| Army National Guard | 1-800-Go-Guard | 1-800-Go-Guard | 1-800-Go-Guard |

| **For information on the Reserves contact the following offices:** |
| **New Castle** | **Kent** | **Sussex** |
| Army | 651-0344 | 736-6937 | 736-6937 |
| Marines | 652-2665 | 674-4191 | 674-4191 |
| Navy | 998-3328 | 628-0872 | 856-9075 |
| Coast Guard | 736-0176 | 736-0176 | 736-0176 |
| Air National Guard | 1-800-742-6713 | 1-800-742-6713 | 1-800-742-6713 |
| Army National Guard | 1-800-Go-Guard | 1-800-Go-Guard | 1-800-Go-Guard |
Who is paying for your college?

If you need help paying for your college, don’t overlook the Delaware Army National Guard!

We offer the following programs to help pay up to 100% for your tuition:

- Tuition Reimbursement Program
- Montgomery G.I. Bill, over $9,000
- G.I. Bill Kicker, up to $200 per month
- Up to $8,000 Enlistment Bonus
- Monthly Paycheck

All for working part-time in the Delaware Army National Guard!

For more information, contact:
- Newark: 737-2000
- Dover: 736-1600
- Toll Free: 1-800-GO-GUARD
- www.1800goguard.com

Our thanks to the Delaware Army National Guard for not only serving their state and country, but also our Delaware high school students by distributing the Delaware Career Compass.
Am I Eligible to Work?

Here in Delaware, a series of laws were developed many years ago protecting anyone under 18 from harmful employment practices by an employer. These laws are designed to prevent you from using equipment that might be too dangerous and limit the number of hours you can work so that you can spend enough time on your school work or other interests. If you're thinking of getting a part-time job while in high school, or you already have one, it's important to know what you can and cannot do on the job as well as work eligibility requirements.

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

Do I need a permit to work in Delaware?
All public high schools, middle schools and school district offices have Child Labor Work Permit forms and designated issuing officers who will issue the permit, after you and your employer have filled out the upper part of the form. You may also pick up a work permit from the Delaware Department of Labor Office on the 3rd floor at Lea Boulevard and North Market Streets in Wilmington. There are Department of Labor offices on Route 113 in Georgetown, Carroll’s Corner in Dover, and at 24 Northwest Front St. in Milford.

Do I have to appear in person to get my work permit signed by an issuing officer? Couldn’t my parents get the papers for me?
Anyone can pick up and return the form for you, but the form must be completed and the person returning it must have proof of your age to have the permit issued.

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, not a photocopy), 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 it to your employer to keep on file. The other copy will be kept on file at the Department of Labor in Wilmington until you reach age 18. You must obtain a work permit each time you change jobs until you reach age 18.

What hours can a 14- or 15-year-old work?
During the school year, you can’t work past 7 p.m. During the summer you can work until 9 p.m. You can’t work before 7 a.m. or when you are supposed to be in school. You are also limited to the following:

- On a school day: 4 hours
- On a non-school day: 8 hours
- During vacation weeks: 40 hours
- No more than 6 days in any week.

What kind of work is NOT allowed for teenagers under the age of 18 years?
Using or cleaning any of the following: slicing machines for meat, vegetables or cheese; circular or bandsaws (unless they have automatic feed and ejection); dough mixing machines; and many metal forming, punching, or shearing machines. Also prohibited is the erection and/or repair of electrical wires.

Are there jobs that 14- and 15-year-olds can’t perform that 16- and 17-year-olds are allowed to do?
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 working papers, 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 $6.15 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 $6.15 per hour.

Where can I get more information and help?
Call the Office of Labor Law Enforcement, Delaware Department of Labor, at (302)761-8200 or (302)422-1134 in Milford.
What About Drugs?

It’s estimated that the cost of employee drug and alcohol abuse is as high as $100 billion each year. To fight this alcohol and drug problem, corporate America is taking a strong stand to provide a drug-free workplace. Applicant and employee drug testing, for example, are now standard practice. Many companies have established policies not to hire 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 an 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 throughout the Federal Government.

Alcohol and drugs can destroy your work life. Substance abuse can lead to job loss and make it difficult to maintain a job. All drugs cause disorientation. The side effects of marijuana are memory loss and inability to concentrate. Cocaine users become anxious and paranoid. Alcohol causes irritability and depression, and reduces the ability to express oneself. Addicts often believe that alcohol or drugs make them feel more confident. But that feeling doesn’t last. Addiction can lead to serious health problems or death if left untreated.

What can I do?

- 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.
- 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 or alcohol, here are some resources:

For assessment of a substance abuse problem, outpatient treatment, and referral to other levels of care contact:

**New Castle:**
North East Treatment Center 657-8104
Open Door 798-9555

**Kent:**
Kent County Counseling Services 697-4494

**Sussex:**
Sussex County Counseling Services 854-6981

For related information contact:

Bureau of Alcoholism and Drug Abuse - 577-4483
YMCA Resource Center
New Castle 571-6975
Kent 739-3698
Sussex 856-4105

Alcoholics Anonymous 655-5113
Narcotics Anonymous 429-8175
Gambling Hotline 888-850-8888
New Rules for Finding a Job

Job seekers often rely on family, friends, and teachers for advice on how to find a job. The problem is, the job market has changed dramatically in the past decade, and much “common wisdom” is now dangerously out of date. Many of the old rules about finding and keeping a job no longer apply in today’s New Economy.

Finding the right job takes planning and preparation. It takes good organization, a lot of time and energy, a positive outlook, and making the right decisions. Keep in mind that you’re promoting a productive worker—you! You have abilities that an employer can use. You are marketing your skills, your ability to learn, and your willingness to help an employer succeed. Maintaining a positive outlook throughout your job search takes energy. Whether you are a first-time job seeker, employed, or re-entering the job market, there are certain guidelines to follow that will help you organize your job search and improve your chances, even in a difficult job market.

<table>
<thead>
<tr>
<th>Old Rule:</th>
<th>New Rule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers look for evidence of loyalty, obedience, and the ability to carry out commands carefully.</td>
<td>Employers look for internal entrepreneurs with creativity, perseverance and commitment, not rule-followers.</td>
</tr>
<tr>
<td>Past job titles determine your career path.</td>
<td>Employers look for a set of skills, not past titles. A job may now require marketing and accounting and engineering skills.</td>
</tr>
<tr>
<td>A resume should summarize your entire work history.</td>
<td>A resume should serve as a visual aid during the interview process, and needs to be customized for each job.</td>
</tr>
<tr>
<td>A resume must list every job you ever had, including all the “bad stuff.”</td>
<td>A resume is an advertisement: there’s no need to broadcast your shortcomings.</td>
</tr>
<tr>
<td>All the good jobs go to insiders.</td>
<td>These days, employers need the best talent to stay competitive—no matter where it comes from.</td>
</tr>
<tr>
<td>You must go through the Personnel Department if you want to get hired.</td>
<td>Personnel Departments rarely make the actual hiring decision. Contact the person who would be your prospective boss directly, and copy the Personnel Department.</td>
</tr>
<tr>
<td>Employers are turned off by phone calls.</td>
<td>With the proper techniques, phone calls can be a powerful job search tool.</td>
</tr>
<tr>
<td>If there’s no opening, there’s no opening.</td>
<td>Part-time work, internships and contract work are all valid ways to gain experience with—and access to—an employer.</td>
</tr>
<tr>
<td>Once you land a good job, you can stop worrying about your career.</td>
<td>Regular career audits to determine how your skills match the needs of your company and your industry are a necessity.</td>
</tr>
</tbody>
</table>

What’s on the Web?

Despite the Internet’s wealth of career and job information, don’t view it as the only tool you’ll need to land a new job. NEVER neglect tried-and-true methods of job searching, resume writing, cover letters, networking, and interview techniques which have helped millions of people find jobs over the years.

You can find an incredible amount of employment-related information on the Internet:

• Information on employers, industries, careers, and cities where you may want to live and work.
• Assessment tools that let you review interview questions, learn resume and cover letter techniques, and even interact with a career counselor on-line.
• Information on colleges and universities you may want to attend.
• Job listings. Review different sites and decide which career centers best meet your needs.
• Places to post your resume. Although many sites will let you post your resume on-line, for maximum exposure, create your own homepage and link it to your resume.
• Government resources to help you find a suitable job.

Some Web sites offer personal search agents. A web site’s “personal search agent” is an interactive feature that lets you key in job criteria such as location, title, and salary, then E-mails you when a matching position is posted in the database.

With thousands of career-related sites on the Internet, finding a promising opening can be time consuming and inefficient. Personal search agents can reduce the need for repeated visits to the databases.


Working with a personal search agent “on line” means having another set of eyes looking out for you.

Plugged-in job hunters can also tap professional associations for a similar service. The Society for Human Resource Management in Alexandria, Va., for example, sends out weekly E-mails about openings across the country.

Even those who aren’t actively hunting for jobs may find the sites with search agents worthwhile to keep tabs on the demand for their line of work or gather information on compensation to be ready for a raise request.

The table on page 58 features some of the public and commercial Web sites that provide career, labor market information and/or job search assistance. Some of the sites contain large job databases and allow interested applicants to upload resumes. Job search advice and references to other related Web resources are also available.

The sites have been arranged by their information content and by the “type” of site.

Search sites are interactive sites and have the capability to do personal searches based on the information you specify.

Gateway sites are valuable Web resources as they not only display the many kinds of information and services available, but also provide links to other useful related Web sites. Some have job listings as well as more general information.

The sites here are simply classified as job, career, or labor market information sites, depending on the major type of information supplied.

Advantages of an Electronic Job Search

• Open 24 hours a day
• Private. No one is watching
• Low cost or free
• Worldwide reach
• Fast results
• Millions can see your resume instantly

Additional Resources

• Understanding Yourself by Michael Farr and Susan Christophersen, JIST Works, Inc., 720 North Park, Indianapolis, IN 46202-3431. Helps identify interests, skills, values, and life-style preferences.
• Sweaty Palms, The Neglected Art of Being Interviewed by H. Anthony Medley, Ten Speed Press, Berkeley, CA 94707, 1992. Covers all important issues in preparing for and conducting a successful interview.

(continued on next page)
Job/Career/LMI Web Sites

Delaware Department of Labor
http://www.delawareworks.com

Delaware One-Stop Career Information System
http://www.ucnet.net

Delaware Labor Market Information System
http://www.dolmi.net

State of Delaware
http://www.state.de.us

Career Resource Center
http://www.careers.org

Career Mosaic
http://www.careermosaic.com

The Riley Guide
http://www.dbm.com/jobguide

Career Path.com
http://careerpath.com

Career Magazine
http://www.careremag.com

Catapult
http://www.jobweb.org/captapult

Career Shop
http://www.careershopping.com

Go Careers
http://info seeker. go. com/Center/ Careers

Additional Resources, continued

- A Teen’s Guide to Career Exploration, Alice N. Cubreath and Saundra K. Neal, Resource Media Group, Inc., P.O. Box 450297, Miami, FL 33245-029997. Over 1200 career exploration activities to help high school students discover “what to be when they grow up.”

Additional web sites for resume writing include:

- JobSmart: Resumes and Cover Letters http://www.jobsmart.org/tools/resume
- Rebecca Smith’s Electronic Resumes http://www.eresumes.com
- Putting Your Resume On-Line http://titan.iwu.edu/~center/resume
- The Quintessential Guide to Career Resources http://www.quintcareers.com

Commercial resume writing services are also available, some of which offer student rates. The Professional Association of Resume Writers can be contacted at:
3637 4th St., Suite 330
St. Petersburg, FL 33704
or visit their website at
http://www.paw.com
You have skills that employers want, but those skills won’t get you a job if no one knows you have them! Good resumes, applications, and cover letters tell employers how your qualifications match a job’s responsibilities. If these are constructed well, you have a better chance of landing interviews, and, eventually, a job. (Much of this section is adapted from an article by Oliva Crosby in the Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, Summer 1999.)

The availability of personal computers and laser printers has raised employers’ expectations of the quality of resumes and cover letters. Also, electronic mail, Internet postings, and software that “reads” resumes help some employers sort and track hundreds of resumes at a time.

Resumes should be error free, no typos or spelling mistakes, but beyond that, use any format that conveys the information well. Ads for a single job opening can generate dozens, even hundreds of responses. Busy reviewers often spend as little as 30 seconds deciding whether a resume deserves consideration. And, in some companies, if a resume is not formatted for computer scanning, it may never reach a human reviewer.

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.

The next section discusses the four parts of a cover letter: salutation, opening, body, and closing.

A final section offers advice on completing job application forms.

Resumes: Marketing Your Skills

A resume is a brief summary of your experience, education, and skills. It is a marketing piece, usually one or two pages long, designed to make an employer want to interview you. Good resumes match the jobseeker’s abilities to the job’s requirements. The best resumes highlight an applicant’s strengths and accomplishments.

There are four main steps to creating a resume: Compiling information about yourself and the occupations that interest you; choosing a resume format; adding style; and proofreading the final document. You may also want to prepare your resume for computer scanning, e-mailing, and Internet posting, especially if you are pursuing a computer-intensive field.

1. Gathering and Organizing the Facts

Start working on your resume by collecting and reviewing information about yourself. Previous positions, job duties, volunteer work, skills, accomplishments, education, and activities. These are the raw materials you will work with.

Then review your personal assessment results and career goal to make sure that your qualifications fit the requirements of the job you’re applying for. Remember: Even if you do not have many specialized and technical skills, most occupations also require abilities like reliability, teamwork, and communication. These are particularly important for entry-level workers.

Now organize the personal information you have assembled with the following components:

Contact Information: Include your name; permanent address; phone number; and e-mail address, if you have one. Place your full legal name at the top of your resume and your contact information underneath it. This information should be easy to see; reviewers who can’t find your phone number can’t call you for an interview! (Also, make sure the outgoing message on your answering machine sounds professional.) If you list an e-mail address, remember to check your inbox regularly.

Objective Statement: These statements are optional and are most often used by recent graduates and job changers. 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 an objective statement, make sure it fits the job you are applying for.

Qualifications Summary. This, also, is optional. It can be particularly effective for applicants with extensive or varied experience and should quickly answer the employer’s question, “Why should I hire you?” Most resume writers choose either an objective or a summary, but some use both.

Education. List all relevant training, certifications, and education on your resume. Start with the most recent and work backward. For each school you have
attended, list the school's name and location; diploma, certificate, or degree earned, along with year of completion; field of study; and honors received. 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.** You should include your job history—the name and location of the organizations you have worked for, years you worked there, title of your job, a few of the duties you performed, and results you achieved. Also describe relevant volunteer activities, internships, and school projects, especially if you have little paid experience.

When describing your job duties, emphasize results instead of responsibilities and performance rather than qualities. It is not enough, for example, to claim you are organized; you must use your experience to prove it.

Job descriptions often specify the scope of a position's duties, such as the number of phone lines answered, forms processed, or people supervised. If you worked on a project with other people, tell the reviewer your accomplishments came from a team effort. Also mention any promotions or increases in responsibility you received.

Use specific accomplishments to give your experience impact: time or money you saved; problems you solved. Were you always on time or available for overtime? Did you save time by reorganizing a filing system? Did you start a new program? Mention quantifiable results you accomplished, such as a 10% increase in sales, a 90% accuracy rate, a 25% increase in student participation, or an A grade.

**Activities and Associations.** Since many students in high school or college don't have much concrete work experience, they should list their involvement in school or extracurricular activities. Employers look for those kind of things because they show initiative. Activities might include participation in organizations, associations, student government, clubs, or community activities. Use those that demonstrate hard work and leadership skills.

**Special Skills.** Highlight your specific computer, foreign language, typing, or other technical skills in their own category—even if they don't relate directly to the occupation you're pursuing.

**Award and Honors.** Include formal recognition you have received. Do not omit professional or academic awards. These are often listed with an applicant's experience or education, but some list them at the end of their resume.

**References.** Usually, resumes do not include names of references, but some reviewers suggest breaking this rule if the names are recognizable in the occupation or industry. Most resumes end with the statement, "References available upon request." Others assume reference availability is understood and use that space for more important information.

Whether or not you mention it on the resume, you will need to create a separate reference sheet to provide when requested and to carry with you to interviews. A reference sheet lists the name, title, office address, and phone number of three to five people who know your abilities. Before offering them as references, of course, make sure these people have agreed to recommend you. At the top of the sheet, type your name and contact information, repeating the format you used in your resume.

**Other Personal Information.** You should include any other information that is important to the occupation you're applying for, such as a completed portfolio or a willingness to travel. Do not disclose your health, disability, marital status, age, or ethnicity. This information is illegal for most employers to request.

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**Choosing a Format**

There are three main resume formats: **chronological**, **functional**, and **combination**. Each is defined by the way it organizes your experience. Choose the one that shows your experience to its best advantage.

**Chronological.** This type is the most common, organizing your experience around the jobs you have held. This format is an excellent choice for people with steady work histories or previous jobs that relate closely to their career objective.

List each position you have held, starting with the most recent and working backward. Give the title of your job, name of the organization you worked for, and years you worked there. Next, describe the duties and accomplishments of that job. Use action statements, not sentences. Instead of writing "I managed a fundraising campaign," write, "Managed a fundraising campaign." Use strong verbs to begin each statement. Three to five statements are usually sufficient for each job. No job should have more than four consecutive lines of information under it.

Because the chronological format emphasizes dates and job titles, it is often a poor format for career changers, people with inconsistent work histories, or new entrants to the work force. For these applicants, a functional resume is a better choice.

**Functional.** This resume organizes your experience around skills rather than job titles. This is recommended for students who have not had positions that relate directly to the job they want. By organizing their experiences around skills, they can connect less relevant jobs to the career qualifications they need. For instance, a job waiting tables can be combined with other examples to show organizational or customer service skills.

To create a functional resume, identify three or four skills required for your target job. For each skill, identify three to five concrete examples to demonstrate that ability.
Use action phrases, not complete sentences, when writing your list. Arrange your 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 seem.

The last part of the functional resume is a brief work history. Write only job titles, company names, and employment years. If you have gaps in your work history, use the cover letter to explain them, or you could fill them in by adding volunteer work, community activities, or family responsibilities to your job list.

**Combination.** This format combines the best of the chronological format with the best of the functional format. Combination resumes are as varied as the histories they summarize. One variation begins with a chronological format, but then subdivides each job description into skill categories. Another variation uses a functional format, but for each example of a skill, identifies the organization where you performed it.

### 3. Adding Style

Create a good impression with an attractive, easy-to-read resume. An inviting style draws attention to your qualifications.

To make it easier to read and copy, print it on white or lightly-colored paper. Loud, garish colors may attract attention, but they risk creating an unprofessional impression. Use a laser printer and keep the font size at 10 point or above.

**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. Every section should have the same design elements. If your education heading is bold and centered, then every heading should be bold and centered. Choose one typeface, such as Arial or Times Roman, and use it throughout.

**Length.** In general, most students and recent graduates use a one-page resume. Only very experienced workers use two or three pages. If you are over this limit, your resume probably contains unnecessary words or irrelevant information. Eliminate anything that does not help prove you’re qualified for the job.

### 4. Proofreading

Take time to prepare the very best resume you can. Check for simple typographical and spelling errors. Remember that computer spell checkers do not catch correctly spelled words used incorrectly: “of” for “on” or “their” for “there.” Avoid mistakes by having several people proofread for you.

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. Your resume may have to withstand several trips through a copy machine, so you want it to transmit as clearly as possible.

**Going Digital**

Resumes can be formatted for e-mailing, posting to Internet sites, or scanning. These digital resumes include the same information other resumes do, and they come in the same varieties—chronological, functional, or combination. But digital resumes use simpler, technologically friendly formatting, and they emphasize keywords.

This section describes two type of digital resumes: **Plain text** resumes that can be e-mailed to employers or posted to databases and **scannable** paper resumes that can be read by computer optics. To learn how to turn your resume into a Web page, visit Internet sites.

**Plain Text (Scannable) Resumes.**

These must be written using ASCII, or plain text. Plain text uses no special formatting codes, so every computer can understand it. To create a plain text resume, open your existing resume document with a word processing program, and save it as a text or ASCII file. This will eliminate formatting codes. You can use the computer’s built-in text editor application, such as Notepad for Windows or Simple-text for Macintosh, to edit the resume.

The success of this type of resume depends, in part, on the number of keywords it contains—the number of times its words match the words requested by a manager. You can add keywords to your resume by studying job announcements and, where appropriate, copying their exact words when describing your skills. Fill your resume with important nouns the computer will recognize, such as professional organizations and industry jargon. List every keyword that applies to you. For example, don’t simply write “word processing.” Instead, write “word processing: Microsoft Office, WordPerfect, Microsoft Word, Excel, and PowerPoint.”

Rules about length are relaxed for digital resumes. Some career counselors even suggest adding a keyword paragraph to the top of your resume.

Do not use any characters or formatting not found on a standard keyboard, such as boldface, italics, and underlining. Also, do not use bullets, tabs, and multiple font sizes. You can use other attention-getting devices such as asterisks and plus signs, rows of dashes, and all capital letters.

Also word wrap functions are not present when writing in ASCII. Words will not automatically move from one line to the next. Instead you must hit the enter key at the end.
of every line. Do not go over 65 characters per line. Use a standard-width typeface, such as Courier.

Before e-mailing your resume to an employer, e-mail 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. Many large companies, and a growing number of small ones, 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’re looking for in a candidate. The computer then searches its database for resumes that match those keywords.

This new technology is good news for jobseekers. When these companies put your resume on file, your qualifications are ready to be electronically retrieved, not languishing in someone’s desk drawer. Before you submit your resume to a company, call them to find out if they scan. If they do, you will need to make sure your resume’s design is computer friendly.

Resumes to be scanned should avoid any graphics or formatting that a computer might misinterpret. To increase a scanner’s ability to read your resume:

• Use nontextured white or off-white paper with black letters;
• Choose a well-known font such as Helvetica, Arial, or Courier;
• Pick a font size of 10 to 14 points and do not condense spacing between letters;
• Do not underline or italicize text and do not use asterisks or parentheses;
• Avoid boxes, graphics, columns, and horizontal or vertical lines;
• Put your name on its own line at the top of each page. Also give telephone numbers their own lines;
• Do not staple or fold your resume.

### Answers to page 12:

1. **False.** While full and part time jobs are currently the way most people work, there are other options, including: telecommuting, freelancing, contracting, work sharing, talent pooling, consulting, and self employment.
2. **True.** Your knowledge is, and will be, key to your success in the workplace. Statistics show that those with more education have a better chance of finding and keeping work.
3. **True.** However, many of them will offer low pay and benefits; this is particularly true of jobs requiring only short-term on-the-job training, which, for the period 1998 to 2008, account for 24 million job openings, far more than any other occupational group.
4. **True.** And people in school today will likely change careers seven or more times.
5. **False.** There is no economic sector that is immune from failure.
6. **True.** The largest and fastest-growing major industry group, Services, is expected to add 11.8 million new jobs by 2008.
7. **False.** Professional Specialty occupations comprise the fastest-growing group with a 27% increase from 1998 to 2008. Employment in Service occupations is projected to increase by 3.9 million, or 17%, by 2008.
8. **True.** Workers 45 and older, are projected to increase from 33 to 40% of the labor force between 1998 and 2008 due to the aging baby-boom generation.
9. **False.** While the internet is a good reference source, your personal contacts—family, friends, and acquaintances—offer one of the most effective ways to find a job. Other resources are outlined in the Compass section on Finding a Job.
10. **False.** Your resume is only one part of a job search. The way you look for work, your cover letter, your interview and your follow-up are just as critical to finding and gaining employment.
# Sample chronological résumé

Elizabeth Smith

**Current Address**
1016 Campus Drive, room 312
College Town, LS 41112
453-555-5555
Smith@LS.edu

**Permanent Address**
1510 Park Street
Hamlet, LS 41112
454-555-5555
Smith@somewhere.com

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**Objective**
To obtain a position in public relations using my communication and promotional skills

---

**Education**

<table>
<thead>
<tr>
<th>University of Large State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts, English, expected 2000</td>
</tr>
<tr>
<td>Minor: Business</td>
</tr>
<tr>
<td>G.P.A.: 3.5/4.0, English Honors Society</td>
</tr>
</tbody>
</table>

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**Related Courses**

<table>
<thead>
<tr>
<th>Public Relations</th>
<th>The Language of Advertising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Writing for Mass Media</td>
</tr>
<tr>
<td>Consumer Behavior</td>
<td>Writing for Business</td>
</tr>
</tbody>
</table>

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**Experience**

**Program Coordinator**
Campus Activities Council, Large State University
- Initiated and organized the Campus Run for Charity
- Promoted event with fliers, e-mail, newspaper ads, and campus radio station announcements
- 1,000 students participated

**Campus Tour Guide**
Office of Recruiting, Large State University
- Led weekly tours for prospective students and parents
- Answered questions and addressed concerns
- Wrote information sheet explaining campus-housing policy
- Selected to train new guides

**Administrative Assistant**
ABC Business, Harristown, Large State
- Drafted correspondence
- Used Microsoft Word and Excel to type and edit reports
- Complimented for accuracy and attention to detail

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**Foreign Language Skills**
Fluent in Spanish

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References available on request

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Functional Resume

Sample functional résumé

Sarah Jones
1310 Rock Ledge Street
Hamlet, Large State  41112
454-555-5555

OBJECTIVE
Objective statement should address the position applied for
Receptionist position using my customer service, administrative, and communication skills

EDUCATION
Bold capital letters emphasize major headings
Large State Community College
A.A. in Liberal Arts, expected May 2000
G.P.A.: 3.6/4.0
Hamlet High School
Diploma, May 1997
G.P.A.: 3.3/4.0

EXPERIENCE
Customer Service
Selected for the express lane while working as a cashier
Directed customers to product locations
Served restaurant patrons and responded quickly to requests
Handled food substitutions and special requests efficiently

Administration
Recorded meeting notes and maintained membership roster for College Outdoors Club
Calculated restaurant customers’ bills accurately
Type 60 words per minute

Communication
Explained menu items to customers
Relayed special requests to chef
Received A’s in speech and composition classes

Computer Applications
WordPerfect, Word, Windows 98

WORK HISTORY
Brief work history goes at the end
Table Server, Good Food Restaurant, Hamlet, Large State, 1999
Cashier, Blue Skies Chain Store, Hamlet, Large State, 1997-1998

References available upon request
**Sample plain text résumé**

**CHRISTINE TECHIE**

---

**Put your name at the top on its own line**

1078 Campus Drive
College Town, LS 41112
454-555-5555
Techie@somewhere.com

---

**Put your phone number on its own line**

Use a standard-width typeface like Courier

---

**KEYWORD SUMMARY**

BS Computer Science, 1999, C++, Visual Basic, Assembly, FORTRAN, TUTOR, HTML, CAD, PATRAN, Oracle, MS Office, IBM 630/670, Windows NT, UNIX, Programmer

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**Capital letters emphasize headings**

**EDUCATION**

Bachelor of Science, Computer Science, 1999
Large State University, College Town, Large State
Minor: Mathematics
G.P.A.: 3.0/4.0

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**Related Courses**

Database Design, Compiler Design, Systems Architecture, Operating Systems, Data Structures

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**COMPUTER SKILLS**

Languages: C/C++, Visual Basic, Assembly, FORTRAN, TUTOR, HTML

Software: CAD, PATRAN, Oracle, MS Office

Systems: IBM 360/370, Windows NT, UNIX

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**EXPERIENCE**

Support Desk, Large State University, 97-99
* Maintained computer systems in campus lab
  * Installed applications and performed troubleshooting
  * Instructed students on applications and systems

Programmer (Intern), Generic Company, 96-97
* Wrote instructional programs using TUTOR language
  * Corrected errors in pre-written programs using C++
  * Altered existing programs to fit user needs

Data Entry Clerk, ABC Sales, summers 96, 97
* Updated inventory and sales data

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**COMMUNICATION SKILLS**

Served as Vice President of Computer Science Society
Received A's in technical writing and speech classes

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**REFERENCES**

Available upon request

++ Willing to relocate ++

---

**E-mail or database résumés are written in plain text without columns, bullets, or bold or italic styles**

---

**Keywords make your résumé easier to find in a database**

---

**End each line by hitting the enter key**

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No line exceeds 65 characters

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Never e-mail an attachment
Cover Letters: Introducing 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. Cover letters are an opportunity to convey your focus and energy.

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 with your and the reviewer’s addresses at the top and your signature above your typed name at the bottom. (E-mailed cover letters do not include mailing addresses.) 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 Conclusion. Salutation. Whenever possible, send your letter to a specific person rather than to an office. If you do not know whom to 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 ad, 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. Do not simply 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 aggressive 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.
- Carefully read the whole form before you start to complete it. Follow all directions carefully.
- Be neat on the form. 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 properly 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.
- Sign and date the application.
- Be sure to have a reference sheet with you when you apply.
Cover Letter

Sample cover letter

John Ryan
15 Spring Road
Hamlet, LS 41112
545-555-5555

December 5, 2001

Mr. Brian Carson
Hiring Manager
Rest Easy Hotel
Hamlet, LS 41112

Dear Mr. Carson:

The management trainee position you advertised in today’s Hamlet Gazette greatly interests me. The Rest Easy Hotels have always served as landmarks for me when I travel, and I would like to contribute to their continued growth. I have enclosed my résumé for your review.

In May, I will be graduating from Large State University with a degree in business. While in school, I developed strong organizational and customer service skills. As a dormitory assistant, I organized events, led meetings, and assisted students. As treasurer of the Business Society, I maintained the budget and presented budget reports. My summer jobs also required extensive interaction with the public. I believe these experiences have prepared me for your management trainee position.

I would appreciate the opportunity to discuss my qualifications more fully in an interview. I can be reached at 545-555-5555. Thank you for your consideration.

Sincerely,

John Ryan

Enclosure
Sample Application for Employment

Date _____________________________

PERSONAL INFORMATION:
Name _____________________________
Last ____________ First ____________ Middle ____________
Address ____________________________
Street ____________________________ City ____________ State ____________ Zip ____________
Telephone Number ( ) __________________________ Are you over 17 years of age? □ Yes □ No

POSITION WANTED:
Job Title ____________________________ Date Available __________________________ Salary Desired __________________________
Check any that apply: □ Full Time □ Part Time □ Day Shift □ Night Shift

EDUCATION:
Begin with high school; include any military school you may have attended:
NAME OF SCHOOL __________________________
LOCATION OF SCHOOL __________________________ DEGREE OR COURSE OF STUDY __________________________

List any Academic Honors or Professional Associations:

WORK EXPERIENCE:
List last three employers. Start with the current or most recent.

Name and Address of Employer __________________________
Dates Worked __________________________ Pay __________________________ Reason for leaving __________________________
Job Title __________________________ Job Description __________________________

Name and Address of Employer __________________________
Dates Worked __________________________ Pay __________________________ Reason for leaving __________________________
Job Title __________________________ Job Description __________________________

Name and Address of Employer __________________________
Dates Worked __________________________ Pay __________________________ Reason for leaving __________________________
Job Title __________________________ Job Description __________________________

Computer Skills (describe) __________________________ Typing Speed __________________________ wpm

(If applicable) (If applicable)

Do you have any physical condition or handicap that may limit your ability to perform the job applied for? □ Yes □ No
If yes, what can be done to accommodate your limitation?
Have you ever been convicted of a felony? □ Yes □ No If yes, give kind and date. A conviction will not necessarily disqualify you from employment.
Are you legally entitled to work in the U.S.? □ Yes □ No Can you provide proof of citizenship after employment? □ Yes □ No
Are you a Veteran? □ Yes □ No If yes, give dates: Vietnam Era Veteran? □ Yes □ No

List the name of three references whom we may contact who have knowledge of your skills, talents or technical knowledge:

(1) __________________________
(2) __________________________
(3) __________________________

Name and Relationship __________________________
(Supervisor, Teacher, etc.) __________________________
Address __________________________
Telephone Number with Area Code __________________________

I certify, by my signature below, that any false or omitted important facts in my answers on this application may be cause for dismissal.

Applicant’s Signature __________________________ Date __________________________
What Do I Do in a Job Interview?

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

BEFORE...

Make an Job Search Kit. Collect a folder of things you may need. This is where a personal portfolio could come in very handy!
- Birth certificate
- Social security card
- Work Permit (if applicable)
- Driver’s license
- Diploma
- Personal data sheet with previous employment information
- A copy of your resume (have several copies in a folder)
- A copy of your job application (is it neat and complete?)
- A copy of your references
- Letter of introduction
- Letters of recommendations
- Samples of your work, if appropriate
- A black pen to complete any forms or tests, and paper to take notes

Personal:
- **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?

Know the Company:
- What are the products and services the company offers?
- What are the company’s major competitors?
- What is the company’s philosophy?
- What is the company’s size, annual sales, share of the market?
- What jobs are available in this company?
- What are the company’s hiring practices and procedures?
- What are the duties, responsibilities and promotion potential for the job you are interested in?

Know yourself:
How do your education, training, knowledge, skills, and abilities relate to the specific job you’re interviewing for?
- What makes you different and better 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 you liked best/least and why?
- Are there any relationships between any postsecondary and/or work experience and the potential job?

DURING...

- Be well rested.
- 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 a good reason for hiring you.
- Don’t discuss your personal, domestic, or financial problems or criticize former employers.
- Be positive and enthusiastic; show your interest.
- Thank your interviewer before leaving.

What kind of questions will I be asked?
- What are your long-range career objectives?
- What do you consider your greatest strengths and weaknesses?
- What two or three things are most important to you in a job?
- In what ways do you think you can make a contribution to our organization?
- Why should I hire you?
- What courses did you like best in school?
- What is your previous work experience?
- What are your long-range career objectives?
- What were 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?

Some typical questions and ways you might answer them:

What can I do for you? What kind of work are you looking for?
These two questions should never come up if you walk right in, shake hands, introduce yourself, and tell something about the position you are looking for.
Please tell me something about yourself.
Take a little time and think up a brief “me” commercial that includes your positive points and work history. You should talk about your skills, abilities, your experience, your background, goals that you have accomplished, anything that qualifies you for the job opening. Don’t discuss your family, hobbies, or anything that is not directly related to the job.

What about transportation?
Simply answer that you have reliable transportation.

I see you have been out of work a long time. Why?
You should be sure to fill out your application with “self-employed” whenever possible. If not, think about positive options for the gaps in employment. Raising a family, doing volunteer work, doing temporary assignments, getting training, and attending school are all good answers. Again, you should give all positive responses.

Do you smoke?
You might answer that you tolerate smoking, but that you appreciate a smoke-free environment.

Can you provide good references?
Be sure to call your references to be sure that they will give you a very positive reference and also suggest some strengths that they could emphasize to the employer.

What do you know about our company?
Be sure you know about the company and the position you are applying for.

What do you want to be doing five years from now?
Answer that you’d like to be working for their company in a position of responsibility.

Why did you leave your last job?
You should always answer this question as positive as you can. Never say anything bad about your last employer. If you quit your job, why did you quit? Was it because of downsizing, trying something different, or a career change? You may have to be a little creative if there was a personality conflict. Be careful in replying, because employers are hesitant to hire someone who cannot get along with others. A point to remember: some employers feel that someone who can discuss their former employer positively, even though they may have been fired, is worth hiring.

What would your last employer say about you?
List all your transferable skills that apply to the position you’re applying for.

What are some of your strengths?
You should have your strengths in mind and provide some positive examples.

What is your biggest weakness?
Never admit a weakness; turn a potential perceived weakness into a strength factor whenever possible.

What can you do for this company?
You should ask yourself this question before applying for any job. Before the interview, think of at least five skills or accomplishments you have that could benefit the employer. Then ask yourself how you can help the company achieve their goals, make more money, or save money.

Why should I hire you when I’ve interviewed people with much more experience than you have?
You should answer that you can’t speak for the other people interviewed, but emphasize your strengths and that you really want to work for the company.

What are you looking for in a starting salary?
You should ask what they pay for someone with your experience or what they pay someone in this position.

What questions should I ask?
• What are you looking for in the person you hire for the position?
• What are the possibilities of advancement in this organization?
• What are the job duties and responsibilities?
• Is there anything else you need to know about me in order for me to be fully considered for the job?
• When is a decision to be made?

AFTER...

What About 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. Type neatly on your personal stationery.
If you don’t hear from the interviewer within two weeks, call or write to politely remind him/her that you are still interested in the job. Ask when a hiring decision will be made.
Other Questions You May Have

How Do I Decide on a Job Offer?

If you are among the fortunate to be offered a job, there is some information you may want to check before accepting it. Do not hesitate to ask for information to help make an intelligent decision as to whether to accept the job.

Organization:
- Are the goals of the business or agency compatible with your beliefs?
- 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?

How Do I Deal with Rejection?

Shucks! Someone else got that job you really wanted. This is disappointing, but remember that most people receive many more “no”s than “yes”s when seeking a job. What is important is that you stay with your job search. You may feel discouraged, but don’t quit until you succeed. And succeed you will!

Reasons for rejection:
- 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.

Congratulations!
You did it! You now have a job. It may not be the perfect job, but you will be able to develop the skills and experience that lead to a better one. Keeping a job takes just as much, if not more, effort than getting one.

How Do I Keep My 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 boss.
- If you’re too ill to work, call your boss 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.
- 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 right for your job.
- Don’t waste time or resources
- Limit your personal phone calls and conversations with coworkers.
- Take your breaks at the scheduled times.
- Act responsibly; treat equipment and supplies as if you had bought them yourself.

Keep your emotions under control
- Out-of-control anger or over-the-top dramatics are not professional and could cost you your job.

Be a diplomat
- Use tact when discussing problems with others and choose your timing when everyone is calm.

Treat everyone with respect
- Be honest. Stay positive. Your coworkers are your teammates. Mutual respect is the key to a healthy working environment.
A Message to Parents

With the right education and role-models, today’s teenagers have unlimited career opportunities. The job market is robust and technology has created whole new careers and changed existing ones.

Set aside time to discuss your child's future

New opportunities have created numerous choices and lots of pressure on young people to succeed in a competitive marketplace. Whether your child chooses to attend a career and technical program and/or attend college, it’s your job to help your child make the right choices. You need to help your child take his or her first steps on a lifelong journey of career planning.

Help your child with self-analysis

Work with your child to help him or her figure out who he or she is and where his or her strengths and weaknesses lie.

Is your child a conformist or an independent thinker? Will your son or daughter be happy to wear business dress every day and work in an office, or will he or she be happier being his or her own boss? Is money a driving force in his or her life? Will he or she thrive in a job that’s mentally, physically or emotionally demanding?

Help your child arrange career experiences.

Whenever possible, encourage your child to seek career experience related to his or her interests. Job shadowing, mentoring, cooperative education, internships and apprenticeships are some of the possibilities. On-the-job experience can be the ultimate reality check.

Also encourage your child to talk to college-age students and to people in careers in which your child is interested. Your son or daughter should ask such questions as: What is it really like as an apprentice or a student at a community college or university? How did you choose your major? How much does it cost to continue your education? What do you like about your chosen career?

Help your child thoroughly study various careers.

Even if you’re the third generation in your family to be a mechanic or a lawyer, try to set aside your own successes and disappointments and allow your child to be his or her own person. However, if you’re a computer technician, and your child really and truly is a chip off the old block, then perhaps a career in technology might be worth encouraging.

Understanding career pathways is the first step toward your child understanding what’s out there. If your child doesn’t know what a harbor pilot or an actuary or a materials scientist does, they’re automatically limiting their options.

Ensure that your child meets with a guidance counselor or other career specialist to choose a curriculum that reflects your child’s career interests.

We spend most of our lives making a living. That’s why it’s important to help your child make the best possible career choices. A lot of time, money and frustration can be avoided by thinking things through from the very beginning. That means right now!

You and High School

Career Planning begins with Educational Planning

Every Spring, thousands of students make very important career choices when they register for the next year’s classes. Many times these choices are made without much thought for the future. Poor educational planning can be compared to a stream of water flowing down a hill, following the path of least resistance. If you only follow this path, taking the minimum number of classes, you may be shutting many doors to a successful future. Like the little stream “floating” downhill, “floating” through high school can be disastrous.

High school must be viewed as a critical phase that determines your career future. You must pick classes as if your livelihood depends upon it—because it does. Each time you select a high school subject, you open the door to a career opportunity. Each time you do not take a subject, you close a door to a career opportunity. Your high school courses provide the educational foundation upon which you build your occupational choices.

Do some serious planning. Prepare your career goals and select the high school courses that will enable you to reach these goals.

When choosing your high school courses, keep the following in mind:

• Take as many classes as possible. The more educational experiences you have, the more opportunities you’ll be aware of.
• Have a career goal in mind so that you can plan what classes you need and when you need to take them.
• Join clubs, organizations, and youth groups. This is where students learn leadership skills necessary for their working world success.
• Try your best in all classes. Effort is as important as grades for success.
Build Your Work Foundation in School

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

All classes and school activities help you build your work foundation, including: English, Languages, History, Social Studies, Science, Math, Physical Education, Art, Music, Drama, Computer Studies, Business, Trades and Technology, Student Council, School Newspaper, Clubs, Sports Teams, and Chorus/Band/Orchestra.

[Note: The blocks are equally important and are in no particular order. They are based primarily upon the U.S. Department of Labor’s Secretary’s Commission on Achieving Necessary Skills (SCANS). The Top Ten Work Skills list from the 1996/97 Canada Prospects also was used.]