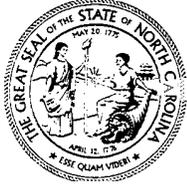


*Career Development Resource Guide  
and  
User's Guide for  
"Career Choices In North Carolina"  
2004-2005*



*Adult Edition*

Additional copies are available for download at  
[www.ncsoicc.org/soicc/products/adult.pdf](http://www.ncsoicc.org/soicc/products/adult.pdf)



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## *State Occupational Information Coordinating Committee*

October 2004

Dear Colleagues,

Welcome to the 2004 *Adult Edition* of the **Career Development Resource Guide and User's Guide for Career Choices in North Carolina**. Although we no longer publish large quantities of the **User's Guide**, complete paper guides will be available at regional **Career Choices** workshops this fall, and electronic copies can be accessed on SOICC's professional website at [www.soicc.state.nc.us/soicc/products/userguide.htm](http://www.soicc.state.nc.us/soicc/products/userguide.htm). Recognizing that many professionals work with people of varying ages, we will also distribute combined *Youth* and *Adult Editions* of the **User's Guide** in CD format.

This year we have added new and updated information to meet the needs of your customers. Knowing that a number of the people you see are parents, we, DPI and SOICC, in a joint effort developed, **The Family Tool Kit**. **The Family Tool Kit** can be downloaded from SOICC's website at [www.soicc.state.nc.us/soicc/products/familytoolkit.pdf](http://www.soicc.state.nc.us/soicc/products/familytoolkit.pdf).

To keep up to date with conference information, useful sites, links to professional associations, as well as practical and thought-provoking career development articles, go to SOICC's home page at [www.ncsoicc.org](http://www.ncsoicc.org) and read the *Monthly News Flash*. From the home page, check out SOICC's workshop schedules, products (including a large number of online publications), services, and NC Careers. Be sure to note this fall's Career Choices workshop schedule and join us for one in your region.

Sincerely,

Judy Woodson Bruhn  
Executive Director

Barbara M. Efird  
Author, **User's Guide**

Barbara S. Wiggins  
Author, **User's Guide**

Community College System  
Department of Labor  
Department of Juvenile Justice and  
Delinquency Prevention

Department of Commerce  
Department of Public Instruction  
Division of Services for the Blind  
Employment and Training  
Vocational Rehabilitation Services

Department of Correction  
Division of Aging  
Employment Security Commission  
University of North Carolina

# **39<sup>th</sup> Annual National Career Development Month November 2004**

National Career Development Week is November 15 – 19, 2004  
National Career Development Day is Friday, November 19, 2004

## **Poster and Poetry Contest**

Theme: My Career: Imagine the Possibilities!

Contest deadlines are as follows:

**November 19<sup>th</sup>** – Building/School Contest winners (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> place) should be sent to the County or District

**December 6<sup>th</sup>** – County or District winners (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> place) should be sent to the State Contest.

Please send entries to:

Judy Woodson Bruhn,  
Executive Director, NC SOICC  
PO Box 25903  
Raleigh, NC 27611

**January 21, 2005** – SOICC sends state winners to NCDA

**April 15, 2005** – National results will be posted on the NCDA website

For further information about eligibility, requirements for poster and poetry please check the SOICC website: [www.ncsoicc.org](http://www.ncsoicc.org).

Sponsors of the North Carolina Poster and Poetry Contest: the North Carolina Career Development Association and the NC SOICC

## The Divisions of NCCA

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### NCACES

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North Carolina Association for Counselor Education and Supervision. NCACES emphasizes the need for quality education and supervision of counselors in all work settings. DIVISION 2... [website](#)

### NCCDA

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North Carolina Career Development Association. NCCDA emphasizes the need for career planning over the life span in educational institutions, community agencies and in private practice. DIVISION 3... [website](#)

### NCAHEAD

---

North Carolina Association of Humanistic Education and Development. NCAHEAD is committed to the implementation of human development practices with emphasis on educating the whole person. DIVISION 4... [website](#)

### NCSCA

---

North Carolina School Counselor Association. NCSCA works to define and advance the role of counselors at all levels: elementary, middle/junior high, secondary and post-secondary. DIVISION 5... [website](#)

### NCAAC

---

North Carolina Association for Assessment in Counseling. NCAAC strives to provide leadership for measurement and evaluation in counseling through professional programs, research and development. DIVISION 7... [website](#)

### NCECA

---

North Carolina Employment Counselor Association. NCECA seeks to advance practice among counselors working in employment agencies. Division 8... [website](#)

### NCAMCD

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North Carolina Association for Multicultural Counseling and Development. NCAMCD seeks to improve ethnic and racial empathy and understanding and to advance education opportunities for non-white minorities. DIVISION 9... [website](#)

### NCASERVIC

---

North Carolina Association for Spiritual, Ethical, Religious and Value Issues in Counseling. NCASERVIC is concerned with the relationship of spirituality, religion, ethics & values to the process of counseling and of fostering human growth and development. DIVISION 10... [website](#)

### NCASGW

---

North Carolina Association for Specialists in Group Work. NCASGW is dedicated to the advancement of group work in all counseling settings. DIVISION 11... [website](#)

### NCAOCA

---

North Carolina Addiction & Offenders Counselor Association. NCAOCA seeks to advance practice among counseling professionals working with clients that must deal with addiction and offender issues. DIVISION 12... [website](#)

### NCMHCA

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North Carolina Mental Health Counselor Association. NCMHCA an interdisciplinary group of counseling professionals whose primary responsibilities involve service delivery in the area of pastoral counseling, private practice, consultation and community mental health counseling. DIVISION 13... [website](#)

## NCCCA

---

North Carolina College Counseling Association. NCCCA are counseling professionals working with all aspects of helping the students and staff within a collegiate setting. DIVISION 14... [website](#)

## AGLBIC of NC

---

Association for Gay, Lesbian, and Bisexual Issues in Counseling of North Carolina. AGLBIC of NC is an interdisciplinary group of counseling professionals dedicated to improving empathy and understanding within all populations about gay, lesbian and bisexual issues and to help their clients dealing with these issues. Division 15... [website](#)

## NCAMFC

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North Carolina Association of Marriage and Family Counselors. NCAMFC utilizes a systemic perspective to assist couples and families with relationship issues and difficulties that arise in daily living. DIVISION 16... [website](#)

## NCAADA

---

North Carolina Association for Adult Development & Aging. NCAADA emphasizes the need to advance practice among counselors assisting clients with adult development and aging issues. DIVISION 17... [website](#)

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P.O. Box 3159, Durham, NC 27715-3159 | 888-308-NCCA(6222) | [NCCA@nccounseling.org](mailto:NCCA@nccounseling.org)  
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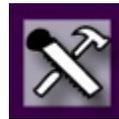


## North Carolina's Career Resource Network



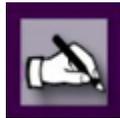
### **Career Information**

Career and Occupational Information



### **Workshops**

Schedule of Career Development workshops and system training



### **Career Planning**

Help with self-assessment, career exploration and job search



### **Online Services**

Visit the Virtual library in CX Online



### **Products**

Our 2004 Products and Services Catalog



### **Links**

Find education, job search, labor market and other useful links

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**Mission**

**Members**

**Staff**

---



**Monthly News Flash:** Timely News Items about events, workshops and site updates. A special news service for career development professionals.

**Printable Forms & Publications:** Using the freely available Abode Reader browser plug-in, users can view and print a variety of forms and publications. Current items include product order forms and workshop schedule with others planned for near future.

**<http://www.ncsoicc.org/>**

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## Introduction

Career Counselors and consultants now have to assist clients of all ages to become career managers. Like all occupations, our occupation is also in need of re-tooling of skills and also re-thinking our basic philosophy of career development in a global economy.

- What are the basic needs of our clients?
- Why are they seeking our help?
- Are you able to assist them?

Every career that is available to us has the potential to change, become obsolete, or create new opportunities. Careers are dynamic and our livelihood is now dependent on how well we can adjust, create, and learn new things.

According to Philip Jarvis with the National Life Work Centre, career counselors and consultants must help people learn the lifelong skills they need to be healthy, self-reliant and resilient citizens, who able to find work and their other life roles.

To manage means to run, handle, or cope. Career management is the worker's ability to run their lives, handle the demands of their work and life, and to cope with a dynamic and changing economy that directly affects their work life and career development. The dialog between the counselor and client needs to be aimed in the following direction:

- Who are you now?
- What are your special assets?
- Who needs what you like to do?
- What work arrangements makes sense for you?
- What skills do you need to *manage* your career?

The career planning process of self-awareness, exploring careers, and job search strategies must now encompass and embrace these concepts. Career management takes the career planning process to a new level as it incorporates these "high five" principles:

- Know yourself, believe in yourself
- Focus on the journey, not the destination. Become a good traveler.
- You are not alone. Access your allies and be a good ally.
- Change is constant, and brings with it new opportunities.
- Learning is life-long. We are inquisitive by nature and most alive when we're learning.

Are you ready for the challenge? *Career Choices' User Guide, Adult Edition*, has been developed for career counselors and consultants who work with today's labor force, the employed, unemployed, and under-employed. It provides career professionals with activities that support the annual publication, *Career Choices in North Carolina*, development.

# NATIONAL CAREER DEVELOPMENT GUIDELINES

Elementary	Middle/Junior High	High School	Adult
<b>Self-Knowledge</b>			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the of importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Awareness of the benefits of educational achievement	*Knowledge of the benefits of educational achievement to career opportunities	*Understanding the relationship between educational achievement and career planning	Skills to enter and participate in work and life-long learning
Awareness of the relationship between work and learning	*Understanding the relationship between work and learning	*Understanding the need for positive attitudes toward work and learning	Skills to locate, evaluate and interpret career information
Skills to understand and use career information	*Skills to locate, understand, and use career information	*Skills to locate, evaluate and interpret career information	*Skills to prepare to seek, obtain, maintain and change jobs
Awareness of the importance of personal responsibility and good work habits	*Knowledge of skills necessary to seek and obtain jobs	*Skills to prepare, seek, obtain, maintain and change jobs	*Understanding how societal needs and functions influence the nature and structure of work
Awareness of how work relates to the needs and functions of society	*Understanding how work relates to the needs and functions of the economy and society	*Understanding how societal needs and functions influence the nature and structure of work	
<b>Career Planning</b>			
Understanding how to make decisions	*Skills to make decisions	*Skills to make decisions	*Skills to make decisions
Awareness of the interrelationship of life roles	*Knowledge of the interrelationship of life roles	*Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	*Knowledge of different occupations and changing male/female roles	*Understanding the continuous changes in male/female roles	*Understanding the continuous changes in male/female roles
Awareness of the career planning process	*Understanding the process of career planning	*Skills in career planning	Skills to make career transition

**I**

**SELF  
ASSESSMENT**

## SELF ASSESSMENT

Self-assessment is the process of “knowing oneself”. It is taking an inventory of someone’s likes, dislikes, skills, abilities, personal characteristics, values, wants and needs. It is the first part of the career planning process. Before clients/students can determine what it is they would like to do in their career, they first need to discover who they are. People change, grow and develop. Therefore it is necessary for everyone to re- assess themselves periodically in relationship to their career goals.

Self-assessment includes evaluating one’s:

- interests
- skills/abilities
- personality
- values
- lifestyle and financial goals

Self assessment evaluation can either be formal or informal. **Informal** assessment is through counseling, activities and worksheets found in career publications, or workshops and seminars. **Formal** assessment is in form of standardized instruments or tests used by qualified counselors that have been researched and tested for reliability and validity.

The following pages discuss Users of Assessments and Holland Theory information and handouts. The latter may be used as an informal activity. The following assessment and assessment – related activities were designed to compliment the career planning and self assessment sections in *Career Choices*.

**Activity 1a The Career Key** is a formal assessment developed by Lawrence K. Jones, Ph.D. Copies may be used for non-profit public use, provided that notice of copyright is affixed to each copy. “The Career Key” is based on the Holland Theory and organized by RIASEC Codes.

**Activity 1b** is a selection of **College Majors** arranged by Holland Code. This informal assessment can assist students to see what categories their interests tend to represent. Often students or perspective students are able to think in terms of majors rather than occupations for short – term goals.

**Activity 1c Functional Skills** is useful to determine transferable skills from previous employment or education to new opportunities. Also organized by Holland Code, the student/client will be able to research occupations by Holland Code, which best match their present skills.

**Activity 1d Self Evaluation of Work Values** is an informal assessment of one’s work values. It can be administered in group or individual sessions and give both the student/client and counselor pertinent information about motivation and job satisfaction and further insight about the student/client.

**Activity 2 Lifestyles and Financial** Considerations provide the student/client a format to assess their present financial situation and projected needs. This is recommended for students/clients as they consider re-training, education or changing occupations.

**Activity 3 Family tree** provides a way for the student/client to think about their family history of jobs/careers and how this might affect their career choices.

## USE OF ASSESSMENT IN CAREER COUNSELING

“The greater the self understanding an individual has, it is assumed the more likely that person is to make realistic, satisfying educational and career choices.”

Assessment provides a vehicle to identify talent and to assist persons with self-understanding. Utilized with the counseling process, a counselor can interpret the results from the assessment along with information gathered from the student/client from previous sessions. The student/client affirms or denies whether the results give an accurate picture of themselves or not.

Assessment is concerned with the **content** of choices to be made as the **readiness** for choices the students/client possess.

### Four major uses of assessments:

1. **Prediction:** used to foretell, estimate or foresee a future performance based on present data. Aptitude tests are used to predict future performance either in an educational setting or in an occupation. It has been stated that aptitude predict school performance and success in training better than they do performance in an occupation. Examples of assessment used for prediction are: DAT, GATB, ASVAB and CAPS.
2. **Discrimination:** used to distinguish among various groups of occupations, which group an individual most likely resembles. Interest measurement is the most common application of discrimination analysis in career guidance. Although it is possible to use interest inventories for prediction, career development experts do not view it as their primary value. Examples of an interest inventory are: Self-Directed Search, Campbell Skill and Interest Inventory, Strong Interest Inventory and COPS.
3. **Monitoring:** used to assess the stage of career development or the career maturity of an individual or group. It can tell us about the individual's readiness for choice rather than content of choice. Monitoring informs us of such work related factors such as work values, job satisfaction, and a wide variety of other measurable variables pertinent to work life. Examples of career maturity assessments are: Career Development Inventory (CDI), Career Maturity Inventory (formerly the Vocational Development Inventory) and the Cognitive Vocational Maturity Test.

Another type of monitoring instrument that is useful is work values. The values that one holds are clearly a determinant of career choice. An objective measure of the hierarchical structure of those values, therefore, provides an individual with important data for career decision-making.

Examples of values monitoring assessments are: Life Values Inventory (LVI), Work Values Inventory (WVI), and the Career Orientation Placement and Evaluation Survey (COPES).

4. **Evaluation:** is a systematic approach in which one looks for a relationship between career guidance processes and behavioral outcomes. Evaluation is a series of activities designed to determine how well goals have been achieved. To evaluate a program, one must formulate broad goals of a program, classify the goals to determine what action can be achieved, define objectives in measurable terms, select appraisal techniques such as questionnaire, standardized tests, etc., then gather and interpret performance data and compare data with the stated behavioral objectives.

Herr, Edwin & Cramer, Stanley, Career Guidance and Counseling Through the Lifespan, Systematic Approaches, Scott, Foresman and Company: Boston.

## THE HOLLAND THEORY

Career development theorists, John Holland, Ph.D., developed a theory of career choice based on the following premises:

1. The six types or themes people and work environments, within which all jobs can be classified.
2. The six themes are Realistic, Investigative, Artistic, Social, Enterprising and Conventional.
3. Career satisfaction depends on the compatibility between one's personality and one's work environment.
4. If personality and the work environment "fit": that is if one's personality is congruent with one's work environment, the person most likely will enjoy their work, develop and grow in this career.

Formal assessments based on the Holland theory include the Strong Interest Inventory, the Self Directed Search and the Career Key (available in this User's Guide). Some informal assessments have also been developed around the Holland theory including, "The Party Game" from Bolles, "What Color Is Your Parachute," and "Let's Make a Deal" from "Real People, Real Jobs" by Montross, Liebowitz and Shinkman.

As a counselor or a career development specialist you can listen to your clients/students describe their interest, personality and skills, and determine which occupational theme or themes sounds the most consistent with their personality. You can utilize the formal assessments, informal assessments and the interview process to begin to organize your clients/students self-assessment and career exploration. It is important to note that everyone fits to some degree in more than one occupational theme. Therefore, it is important to look at which theme is the highest, the second and then the third. These three themes make up what is called the Holland Code. Take the first letter in the highest of the occupational themes (R-Realistic, I-Investigative, and so on), which best describe one's personality, then the second and then the third. In this order, one can derive their three-letter code. It is important to change the order of the three letters to look at all occupational possibilities. The Dictionary of Holland Occupational Codes provides a listing of hundreds of occupations by the Holland Code and would be an excellent reference book for counselors and specialists.

The following pages were designed to provide handouts for counselors/specialists to use with their students/clients. When looking through the lists of careers by Holland Theme, you may or may not find what your client/student wants. However, encourage them to look at what the group of occupations has in common. What is the main focus of the groups, working with people, data, things or ideas? Copy and give the pages which best represent the client/student's personality to them. Encourage them to research, conduct information interviews and explore these and other comparable occupations. You may also take two opposing Holland Themes such as Artistic and Conventional and discuss with your client/student what makes these two themes so different. Which one best describes you? Which one do you not wish to work in? Holland says that workers are not passive victims of their environments but actively seek potential compatible work environments. The Holland Theory can be a useful tool in your career counseling repertoire of skills.

*Real People, Real Jobs.* Montross, Liebowitz and Shinkman; Palo, CA: Davies Black Publishing, 1995

# REALISTIC

## PERSON AND ENVIRONMENT DESCRIPTION

### Realistic Personality

Typically, these people are more orientated to the present than to the past or future, and have structured patterns of thought. They perceive themselves as having mechanical and athletic ability. They tend to be more conventional in attitudes and values because the conventional has been tested and is reliable. They possess a quality of persistence, maturity and simplicity. Realistic types are found in occupations related to engineering, skilled trades, agricultural and technical vocations.

### Realistic Environment

The realistic environment is structured, has clear goals and lines of authority. The environment is “hands-on”, physical, outdoors, and/or mechanical. It relies on tools, equipment or machines. Tends to have casual dress and focused on tangible results.

### Illustrative Occupations

Aircraft Mechanic	Forest and Conservation Worker
Agriculture Inspectors	Forging Machine Operator
Automotive Mechanic	Hazardous Materials Removal Worker
Automotive Service Technician	Heating & Air Conditioning Mechanic
Baker	Insulation Worker
Bindery Workers	Janitor and Cleaner
Brickmason and Blockmason	Laundry Worker
Bus Driver	Landscaping Worker
Bus & Truck Mechanics	Logging Equipment Operator
Carpenter	Machinist
Ceiling Tile Installers	Meat, Poultry, Fish Cutter
Construction Inspector	Mechanical Engineer
Cook	Painter
Desktop Publishers	Plumber, Pipefitter & Steamfitter
Drywall Installers	Pest Control Worker
Electrician	Printing Machine Operator
Electrical Engineering Technician	Roofer
Electrical Power Line Installer	Stock Clerk
Emergency Medical Technician	Sheet Metal Worker
Farm Workers	Telecommunications Line Installer
Firefighter	Truck Driver
Furniture Finisher	Welder, Cutter, Solderer & Brazier

Adapted from:

- 1.Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
- 2.Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing.

# INVESTIGATIVE

## PERSON AND ENVIRONMENT DESCRIPTIONS

### Investigative Personality

Investigative people are analytical, abstract and cope with life and its problems by use of intelligence. They perceive themselves as scholarly, intellectually self-confident, having mathematical and scientific ability. They are likely to possess a high degree of originality, verbal and math skills. Investigative types are found in occupations related to science, math and other technical careers.

### Investigative Environment

The investigative environment is non-structured, research oriented, and/or academic. Its primary task is to discover, collect and analyze data or ideas. The environment is scientific, mathematical, medical or technical in nature.

Architect	Industrial Technician
Biomedical Engineers	Market Research Analyst
Cardiovascular Technologist	Mapping Technician
Chemical Engineer	Medical Laboratory Technician
Chemist	Medical Laboratory Technologist
Civil Engineer	Medical Scientist
Computer Programmer	Network Administrator
Computer Software Engineer	Nuclear Medicine Technologist
Computer Systems Analyst	Oceanographer
Computer Systems Administrator	Operations Research Analyst
Dentist	Optometrist
Database Administrator	Orthodontist
Drafter	Pathologist
Electrical Engineer	Pharmacist
Electrical Technician	Physician Assistant
Electronics Engineer	Physician
Electronic Technologist	Physicist
Environmental Engineer	Psychiatrist
Food Technologist	Psychologist
Forest Technician	Radiologic Technician
Forester	Radiologic Technologist
General Practitioner	Speech Language Pathologist
Geoscientist	Surgical Technologist
Health and Safety Engineer	Veterinarian

Adapted from:

- 1.Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
- 2.Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing.

# ARTISTIC

## PERSON AND ENVIRONMENT DESCRIPTION

### Artistic Personality

Artistic people tend to rely more on feelings and imagination. They perceive themselves as expressive, original, intuitive, nonconforming, introspective, independent, and have artistic and musical ability (acting, writing, and speaking). They value aesthetic qualities. The artistic person is more likely to relate by indirect means through their medium. Artistic types are found in occupations related to music, literature, the dramatic arts, and other creative fields.

### Artistic Environment

The artistic environment is non-structured, creative, flexible, and rewards unconventional and aesthetic values. Its focus is usually on the creation of products, ideas or performance. The environment ranges from arts organizations, film/TV, galleries, and theater to publishing, and/or advertising organizations.

### Illustrative Occupations

Advertising Managers	Interior Designer
Actors	Landscape Architect
Artist	Merchandise Displayer
Animators	Multi Media Artist
Choreographer	Music Director
Composer	Musician
Dancer	News Analyst
Designer	Photographer
Editor	Reporter
Fashion Designer	Singer
Film Editor	Video Editor
Floral Designer	Window Trimmer
Graphic Designer	Writers

Adapted from:

- 1.Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
- 2.Montross, Liebowitz & Shinkman, Real People- Real Jobs, Palo Alto, California: Davies-Black Publishing.

# **SOCIAL**

## **PERSON AND ENVIRONMENT DESCRIPTIONS**

### **Social Personality**

People who have high interest in other people and are sensitive to the needs of others characterize the social personality. They perceive themselves as liking to help others, understanding others, and having teaching abilities. They value social activities, social problems, and interpersonal relationships. They use their verbal and social skills to change other people's behavior. They usually are cheerful, scholarly, and verbally oriented. Social types are found in occupations related to teaching, community awareness positions, and helping vocations.

### **Social Environment**

The social environment is harmonious and congenial. Its primary task is to work on people - related problems/issues. The environment focuses on informing, training, developing, curing, or enlightening others and is team oriented.

### **Illustrative Occupations**

Adult Literacy Teacher	Medical Assistant
Aerobics Instructors	Middle School Teacher
Audiologist	Nursing Aide
Clergy	Occupational Therapy Assistant
Correctional Officer	Orderlies
Coach	Physical Therapist
Dental Assistant	Police Officer
Dental Hygienist	Postal Mail Carrier
Dietetic Technician	Recreation Workers
Education Directors	Registered Nurse
Elementary School Teacher	Religious Activities Director
Fitness Trainers	Remedial Education Teacher
Funeral Attendants	Respiratory Therapist
Home Health Aide	Security Guard
Jailer	School Counselor
Kindergarten Teacher	Secondary School Teacher
Legal Assistant	Social Worker
Librarian	Special Education Teacher
Licensed Practical Nurse	Vocational Counselor

Adapted from:

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# ENTERPRISING

## PERSON AND ENVIRONMENT DESCRIPTIONS

### Enterprising Personality

Enterprising people are adventurous, dominant, and persuasive. They place high value on political and economic matters and are drawn to business and leadership roles. They perceive themselves as popular, self-confident, social, possessing leadership and speaking abilities. Enterprising types are found in occupations related to sales, supervision of others and political and non-political leadership and managerial positions.

### Enterprising Environment

The enterprising environment is results oriented. Its focus is usually on the promotion of services or products. It can be a large or small organization or entrepreneurial in nature.

### Illustrative Occupations

Administrative Services Manager	Dispatcher
Advertising Sales Agent	Flight Attendant
Amusement Attendant	Food Service Manager
Athlete	Hairdresser
Attorney	Lawyer
Bartender	Occupational Therapist
Child Care Worker	Producer
Claims Adjuster	Property Manager
Claims Investigator	Public Relations Manager
Computer Manager	Real Estate Sales Agent
Construction Manager	Rental Clerk
Cosmetologist	Retail Salesperson
Cost Estimator	Recreation Attendant
Counter Clerk	Securities Agent
Criminal Investigator	Telemarketers
Demonstrator	Travel Agents
Detective	Waiters and Waitress

Adapted from:

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# CONVENTIONAL

## PERSON AND ENVIRONMENT DESCRIPTIONS

### Conventional Personality

Conventional people are practical, neat, organized, and work well in structured situations. They feel most comfortable with precise language and situations where accurate accounting is valued. They perceive themselves as conforming, orderly, and having clerical and numerical ability. They make good subordinates and identify with people who are strong leaders. Conventional types are found in occupations related to accounting, business, computational, secretarial and clerical occupations.

### Conventional Environment

The conventional environment is structured, business-like and has clear rules and policies. Its focus is on systematic manipulation of data, information, numbers or monies. Tends to be conservative in nature and focused on bottom-line results.

### Illustrative Occupations

Accountant	Information Clerk
Administrative Assistant	Interviewer
Auditing Clerk	Legal Secretary
Auditor	Library Assistant
Bank Teller	Library Technician
Bill Collector	Maid
Bookkeeping Clerk	Medical Record Technician
Cashier	Medical Transcriptionists
Certified Public Accountant	Medical Secretary
Computer Support Specialist	Office Clerk
Customer Service Representative	Pharmacy Technician
Health Technician	Receptionist
Housecleaner	Respiratory Therapy Technician
Human Resource Assistant	Teacher Assistant

Adapted from:

- 1.Holland, John L. Making Vocational Choices: A Theory of Careers, Englewood Cliffs, New Jersey: Prentice Hall.
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### **Activity 1a.** The Career Key

*The Career Key* is designed to assist students to select possible career choices by matching their needs, values, abilities, skills, interest and aspirations to an occupation's demands and its potential to satisfy their needs. The information the student gathers is organized by the Holland Orientation Theory.

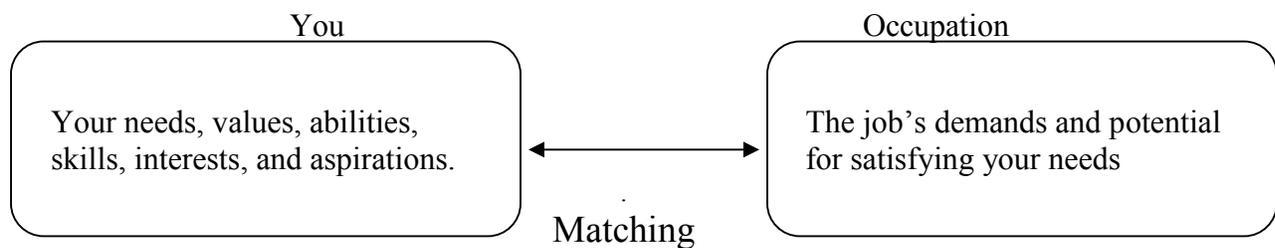
After administering *The Career Key*, explain to the student the six orientations according to the Holland Theory. They can then search in the following pages or in *Career Choices* for additional occupations that match their codes. Also available for students' use is, "Holland Personality Types and Work Environments and College Majors" in the User's Guide. Schools and agencies are allowed to copy *The Career Key*. See the copyright information at the bottom of *The Career Key*.

# The Career Key

5th Edition

By Lawrence K. Jones, Ph.D.

Choosing an occupation or a job is a matching process:



The *Career Key* unlocks the mystery of this matching process. It will show you how to identify the jobs most likely to satisfy you.

Turn the page to begin.

Name \_\_\_\_\_ Date \_\_\_\_\_

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## How You See Yourself

Read each statement below and decide how much it describes you. If the statement is very true of you, write a "2" on the line next to it. If the statement is mostly true of you, write in a "1". If the statement does not describe you, write in a "0".

**R**

- \_\_\_ I like to work with animals, tools, or machines.
- \_\_\_ Compared to others my age, I have good skills in working with tools, mechanical drawings, machines, or animals.
- \_\_\_ I value practical things you can see or touch like plants and animals you can grow, or things you can build or make better.
- \_\_\_ I am practical, mechanical, and realistic.

**I**

- \_\_\_ I like to study and solve math or science problems.
- \_\_\_ I am good at understanding and solving science and math problems, compared to others my age.
- \_\_\_ I value science.
- \_\_\_ I am precise, scientific, and intellectual.

**A**

- \_\_\_ I like to do creative activities like art, drama, crafts, dance, music, or creative writing.
- \_\_\_ Compared to others my age, I have good artistic abilities - in creative writing, drama, crafts, music, or art.
- \_\_\_ I value the creative arts -- like drama, music, art, or the works of creative writers.
- \_\_\_ I am artistic, imaginative, original, and independent.

**S**

- \_\_\_ I like to do things where I can help people: like teaching, first aid, or giving information.
- \_\_\_ Compared to persons my age, I am good at teaching, counseling, nursing, or giving information.
- \_\_\_ I value helping people and solving social problems.
- \_\_\_ I am helpful, friendly, and trustworthy.

**E**

- \_\_\_ I like to lead and persuade people, and to sell things or ideas.
- \_\_\_ Compared to persons my age, I am good at leading people and selling things or ideas.
- \_\_\_ I value success in politics, leadership, or business.
- \_\_\_ I am energetic, ambitious, and sociable.

**C**

- \_\_\_ I like to work with numbers, records, or machines in a set, orderly way.
- \_\_\_ Compared to persons my age, I am good at working with written records and numbers in a systematic, orderly way.
- \_\_\_ I value success in business.
- \_\_\_ I am orderly, and good at following a set plan.

Now, add the number of points you have for the **R** statements. Write that sum on Line 1 on the next page. Then, do the same for the other letters -- **I**, **A**, **S**, **E**, and **C**.

## Appealing Occupations

For the jobs listed below, write a "2" next to those that *definitely interest or attract you in some way*. Write in a "1" for those that *might interest you*. And, write in a "0" for any that you are undecided about, that do not sound interesting, or that you would dislike.

R__ Bus Driver	I__ Biologist	A__ Clothes Designer
S__ Physical Therapist	E__ Lawyer	C__ Insurance Clerk
R__ Fish & Game Warden	I__ Chemist	A__ Dancer
S__ Librarian	E__ Sales Manager	C__ Court Stenographer
R__ Farmer	I__ Astronomer	A__ Musician
S__ Nurse	E__ Radio/TV Announcer	C__ Bank Teller
R__ Truck Mechanic	I__ Laboratory Technician	A__ Novelist
S__ Counselor	E__ Salesperson	C__ Business Teacher
R__ Airplane Pilot	I__ Electrical Engineer	A__ Actor/Actress
S__ Speech Therapist	E__ Restaurant Manager	C__ Bank Examiner
R__ Carpenter	I__ Chemical Technician	A__ Artist
S__ Social Worker	E__ Insurance Sales Agent	C__ Tax Expert
R__ Mechanical Engineer	I__ Research Scientist	A__ Singer
S__ Teacher	E__ Apartment Manager	C__ Bookkeeper

To the left of each job title you see a letter, an **R, I, A, S, E,** or **C**. Carefully add the number of points that you have for the seven **R** jobs, and write that sum in the space below on Line 2.

Do the same for the other letters: **I, A, S, E,** and **C**.

Now, add Line 1 and Line 2 and put your answers on Line 3 to get your total score.

Line 1:

_____	_____	_____	_____	_____	_____
<b>R</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>E</b>	<b>C</b>
+					

Line 2:

_____	_____	_____	_____	_____	_____
<b>R</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>E</b>	<b>C</b>

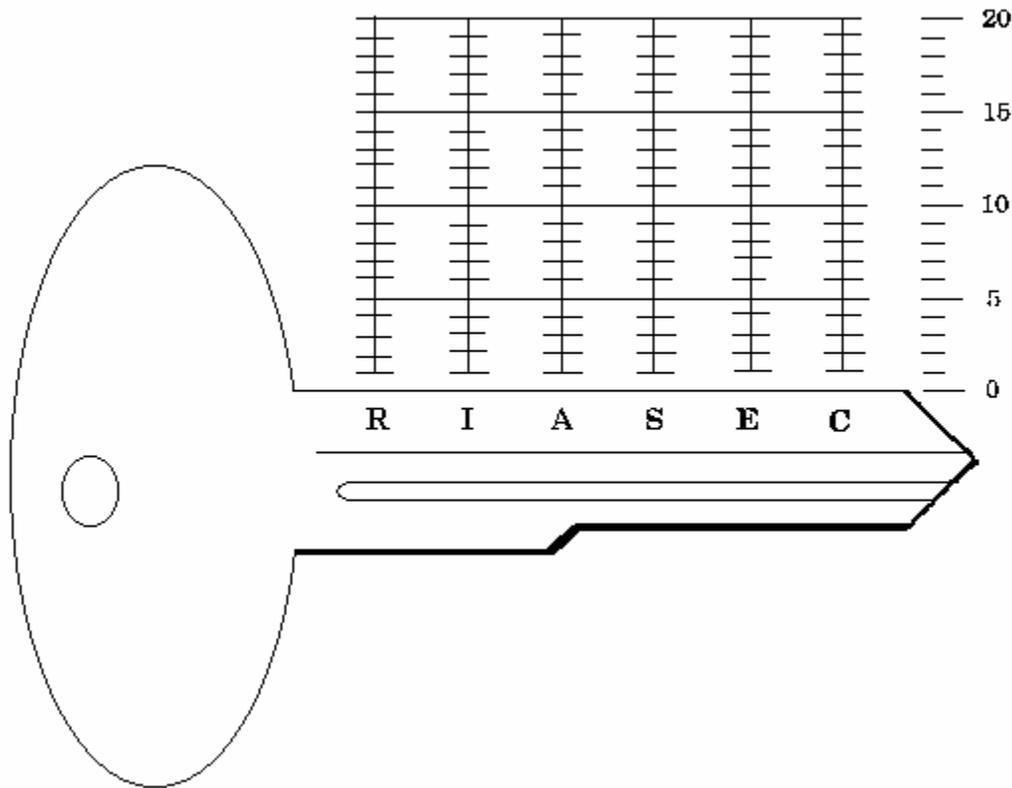
**Total:** Line 3:

_____	_____	_____	_____	_____	_____
<b>R</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>E</b>	<b>C</b>

You will use your total scores on Line 3 to make your Career Key on the next page.

## Your Career Key

Now you are ready to construct your Career Key. Begin with the total number points you have for R from Line 3 of the previous page. Make a small "x" on the graph below, above the **R** for that number. Do the same for the remaining letters: **I, A, S, E,** and **C**. Once you have done this, draw a line connecting your "x's" to complete the key. . This is your Career Key.



According to Dr. John Holland, there are six types of people -- Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The highest scores on your Career Key are the personality types that you are most like.

On the next few pages, many jobs are listed. They are grouped in two ways:

1. The jobs are grouped according to the six personality types -- **Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.**
2. Then, under each of the six types, the jobs are grouped into *work groups*. For example, see "**Engineering** [05.01]", on the next page. The workers in these groups of jobs have similar traits -- interests, skills, abilities, and level of training.

Read over the jobs listed for the two or three personality types that are highest on your Career Key. Place a checkmark (✓) next to those that interest you, or those you would like to know more about.

# Occupations

## Realistic Occupations

### **Plants and Animals** [03.01, 03.02, 03.03, 03.04]

- Animal Breeder
- Animal Trainer
- Dog Groomer
- Farmer
- Farm Manager
- Fish Farmer
- Forester
- Greenskeeper
- Horse Trainer
- Landscape Gardener
- Livestock Rancher
- Logger
- Nursery Manager
- Supervisor, Livestock-Yard
- Teacher, Vocational Agricultural
- Tree Surgeon

### **Safety and Law Enforcement** [04.01, 04.02]

- Detective
- Fire Chief
- Fire Fighter
- Fire Inspector
- Fish and Game Warden
- Narcotics Investigator
- Park Ranger
- Police Officer
- Security Guard
- Highway Patrol Officer
- Wildlife Agent

See also Regulations Enforcement, under Conventional Occupations.

### **Engineering** [05.01 ]

- Aeronautical Engineer
- Agricultural Engineer
- Air Analyst
- Architect
- Chemical Engineer
- Civil Engineer
- Electrical Engineer
- Electrical Technician
- Electronics Engineer
- Electronics Technician
- Instrument Technician
- Land Surveyor
- Landscape Architect
- Laser Technician

- Materials Engineer
- Mechanical Engineer
- Mechanical-Engineering
- Nuclear Engineer
- Plant Engineer
- Pollution-Control Engineer
- Safety Engineer
- Sales-Engineer
- Software Technician
- Teacher, Industrial-Arts
- Tool Designer

### **Engineering Technology** [05.03]

- Air Traffic Controller
- Building Inspector
- Commercial Drafter
- Industrial Engineering Technician
- Marine Surveyor
- Pollution-Control Technician
- Radio/TV Transmitter Operator
- Safety Inspector
- Technical Illustrator
- Traffic Technician

### **Managerial Work:**

- Mechanical** [05.02]
  - Manager, Food Processing Plant
  - Manager, Solid-Waste Disposal
  - Radio/TV Technical Director
  - Superintendent, Maintenance
  - Water Control Supervisor

### **Vehicle Operation** [05.04, 05.08, 09.03]

- Air Plane Pilot
- Flying Instructor
- Helicopter Pilot
- Master or Ship Captain
- Ambulance Driver
- Bus Driver
- Locomotive Engineer
- Taxi Driver
- Truck Driver

### **Craft Technology** [05.05]

- Bricklayer
- Carpenter
- Oil-Burner-Servicer and Installer
- Paperhanger
- Plumber

- Tile Setter
- Avionics Technician (aircraft electronics)
- Cable-Television Technician
- TV or Computer Repairer
- Electrician
- Elevator Repairer
- Electric Line Repairer
- Telephone Office Repairer
- Machinist
- Sheet-Metal Worker
- Structural-Steel Worker
- Tool-and-Die Maker
- Welder
- Cabinetmaker
- Aircraft Mechanic
- Automobile Mechanic
- Diesel Mechanic
- Furnace Installer-Repairer
- Locksmith
- Refrigeration Mechanic
- Small-Engine Mechanic
- Camera Repairer
- Dental Laboratory Technician
- Optician
- Orthodontic Technician
- Offset-Press Operator
- Piano Tuner
- Pipe-Organ Installer
- Tailor or Dressmaker
- Furniture Upholsterer
- Shoe Repairer
- Chef
- Dietetic Technician

### **Systems Operation** [05.06]

- Boiler Operator
- Electric Power Plant Operator
- Refrigerating Engineer
- Water-Treatment-Plant Operator

### **Quality Control** [05.07, 06.03]

- Airplane Inspector
- Garment Inspector
- Machine Tester
- Meat Grader
- Telephone Equipment Inspector

Turn the page for more Realistic occupations.

## **Realistic** (continued)

### **Crafts** [05.10]

- Appliance Repairer
- Baker
- Cook
- Diver
- Farm Equipment Mechanic
- Floor Covering Installer
- Glazier (glass installer)
- Meatcutter
- Painter
- Recording Engineer
- Roofer

### **Equipment Operation** [05.11]

- Bulldozer Operator
- Miner
- Power-Shovel Operator
- Tower-Crane Operator

### **Production Technology** [06.01, 06.02]

- Dry Cleaner
- Precision-Lens Grinder
- Quality-Control Inspector
- Supervisor, Engine Assembly

### **Craft Arts** [01.06]

- Graphic Arts Technician
- Jeweler
- Taxidermist

## **Investigative Occupations**

### **Physical Sciences** [02.01]

- Astronomer
- Chemist
- Environmental Analyst
- Geographer
- Geologist
- Hydrologist
- Mathematician
- Metallurgist, Physical
- Meteorologist
- Oceanographer
- Paleontologist
- Physicist
- Teacher, Physical Sciences

### **Life Sciences** [02.02]

- Animal Scientist
- Anthropologist, Physical
- Biochemist
- Biologist

- Botanist
- Biomedical Engineer
- Coroner
- Entomologist
- Food Technologist
- Geneticist
- Horticulturist
- Microbiologist
- Plant Breeder
- Pharmacologist
- Plant Pathologist
- Soil Scientist
- Soil Conservationist
- Teacher, Life Sciences
- Zoologist

### **Medical Sciences** [02.03]

- Anesthesiologist
- Audiologist
- Cardiologist
- Chiropractor
- Dentist
- Dermatologist
- General Practicing Physician
- Gynecologist
- Internist
- Neurologist
- Obstetrician
- Ophthalmologist
- Optometrist
- Pediatrician
- Podiatrist
- Psychiatrist
- Radiologist
- Surgeon
- Speech Pathologist
- Urologist
- Veterinarian

### **Laboratory Technology** .04]

- Biomedical Equipment Technician
- Chemical Technician
- Dental-Laboratory Technician
- Dietetic Technician
- Embalmer
- Laboratory Technician
- Metallurgic Technician
- Orthodontic Technician
- Pharmacist
- Photographic Darkroom Technician
- Physical Therapy Technician
- Seed Analyst
- Ultrasound Medical Technologist

## **Mathematics and Statistics**

### [11.01]

- Actuary
- Computer Programmer
- Financial Analyst
- Mathematical Technician
- Statistician
- Systems Analyst
- Teacher, Mathematics

### **Social Research** [11.03]

- Archeologist
- Anthropologist
- Developmental Psychologist
- Historian
- Industrial Psychologist
- Political Scientist
- Sociologist
- Urban Planner

## **Artistic Occupations**

### **Literary Arts** [01 .01 ]

- Book Editor
- Critic
- Editorial Writer
- Film Editor
- Playwright
- Screen Writer
- Writer

### **Visual Arts** [01.02]

- Architect
  - Art Teacher
  - Cartoonist
  - Clothes Designer
  - Fashion Artist
  - Graphic Designer
  - Illustrator
  - Industrial Designer
  - Interior Designer
  - Landscape Architect
  - Painter
  - Photographer
  - Set Designer
  - Technical Illustrator
- See also Craft Arts, under Realistic Occupations.

### **Drama and Dance** [01.03, 01.05, 01.07, 01.08]

- Actor/Actress
- Comedian
- Dancer
- Dancing Instructor
- Drama Teacher

- \_\_\_ Model
- \_\_\_ Motion Picture Director
- \_\_\_ Radio and Television Announcer
- \_\_\_ Stage Director

**Music [01.04]**

- \_\_\_ Choral Director
- \_\_\_ Composer
- \_\_\_ Music Director
- \_\_\_ Music Teacher
- \_\_\_ Musician
- \_\_\_ Orchestra Conductor
- \_\_\_ Singer

**Social Occupations**

**Social Services [10.01]**

- \_\_\_ Career Counselor
- \_\_\_ Clergy or Religious Workers
- \_\_\_ Clinical Psychologist
- \_\_\_ Counselor
- \_\_\_ Counseling Psychologist
- \_\_\_ Dean of Students
- \_\_\_ Parole Officer
- \_\_\_ School Counselor
- \_\_\_ School Psychologist
- \_\_\_ Social Worker, Psychiatric
- \_\_\_ Social Worker, School
- \_\_\_ Vocational-Rehabilitation Counselor

**Nursing, Therapy &**

**Specialized Teaching [ 10.02]**

- \_\_\_ Athletic Trainer
- \_\_\_ Dental Hygienist
- \_\_\_ Licensed Practical Nurse
- \_\_\_ Nurse
- \_\_\_ Nurse Instructor
- \_\_\_ Occupational Therapist
- \_\_\_ Physical Therapist
- \_\_\_ Physician Assistant
- \_\_\_ Radiologic (X-ray) Technologist
- \_\_\_ Recreation Therapist
- \_\_\_ Respiratory Therapist
- \_\_\_ Teacher, Handicapped Students
- \_\_\_ Teacher, Kindergarten

**Child and Adult Care [ 10.03]**

- \_\_\_ Emergency Medical Technician
- \_\_\_ Hospital Orderly
- \_\_\_ Nurse Aide
- \_\_\_ Practical Nurse

**Educational and Library**

**Services [11.02]**

- \_\_\_ Director, Museum or Zoo
- \_\_\_ Extension Service Specialist
- \_\_\_ Home Economist
- \_\_\_ Librarian
- \_\_\_ Music Librarian
- \_\_\_ School Media Specialist
- \_\_\_ Teacher, College
- \_\_\_ Teacher, Elementary
- \_\_\_ Teacher, High School
- \_\_\_ Teacher, Technology

**Sports [12.01, 12.02]**

- \_\_\_ Head Coach
- \_\_\_ Professional Athlete
- \_\_\_ Scout, Professional
- \_\_\_ Sports Instructor
- \_\_\_ Umpire

**Enterprising Occupations**

**Sales [08.01, 08.02]**

- \_\_\_ Auctioneer
- \_\_\_ Buyer
- \_\_\_ Driver, Sales Route
- \_\_\_ Fund Raiser
- \_\_\_ Pawn Broker
- \_\_\_ Sales Agent, Financial Services
- \_\_\_ Sales Agent, Insurance
- \_\_\_ Sales Agent, Real Estate
- \_\_\_ Salesperson, Automobiles
- \_\_\_ Salesperson, Office Machines
- \_\_\_ Sales Representative, Aircraft
- \_\_\_ Salesperson, Computers
- \_\_\_ Telephone Solicitor
- \_\_\_ Travel Agent
- \_\_\_ Wedding Consultant

**Hospitality, Beauty, and**

**Customer Services [09.01,**

**09.02, 09.04, 09.05]**

- \_\_\_ Automobile Rental Clerk
- \_\_\_ Barber
- \_\_\_ Bartender
- \_\_\_ Cosmetologist
- \_\_\_ Flight Attendant
- \_\_\_ Guide, Hunting and Fishing
- \_\_\_ Hair Stylist
- \_\_\_ Manicurist
- \_\_\_ Masseur/Masseuse
- \_\_\_ Recreation Leader
- \_\_\_ Sales Clerk
- \_\_\_ Waiter/Waitress

**Law [ 11.04]**

- \_\_\_ Arbitrator
- \_\_\_ Customs Broker
- \_\_\_ District Attorney
- \_\_\_ Hearing Officer
- \_\_\_ Judge
- \_\_\_ Lawyer, Corporation
- \_\_\_ Lawyer, Criminal
- \_\_\_ Lawyer, Employment
- \_\_\_ Lawyer, Real Estate
- \_\_\_ Paralegal
- \_\_\_ Patent Agent

**Business Administration [11.05]**

- \_\_\_ Business Manager, College or University
- \_\_\_ Editor, Managing, Newspaper
- \_\_\_ Manager, Branch
- \_\_\_ Manager, City
- \_\_\_ Manager, Department Store
- \_\_\_ Manager, Industrial
- \_\_\_ Manager, Office
- \_\_\_ Manager, Personnel
- \_\_\_ Manager, Sales
- \_\_\_ President, Bank
- \_\_\_ Purchasing Agent

**Finance [ 11.06]**

- \_\_\_ Accountant
- \_\_\_ Appraiser
- \_\_\_ Auditor
- \_\_\_ Controller
- \_\_\_ Credit Analyst
- \_\_\_ Loan Officer
- \_\_\_ Market-Research Analyst
- \_\_\_ Sales Agent, Securities
- \_\_\_ Securities Trader
- \_\_\_ Treasurer
- \_\_\_ Underwriter

See also Mathematical Detail, under Conventional Occupations.

**Administration of Services to the Public [ 11.07]**

- \_\_\_ Administrator, Hospital
- \_\_\_ Curator
- \_\_\_ Director, Commission for the Blind
- \_\_\_ Director, School of Nursing
- \_\_\_ President, College
- \_\_\_ Public Health Educator
- \_\_\_ School Principal
- \_\_\_ Superintendent, Schools
- \_\_\_ Welfare Director

## **Enterprising** (continued)

### **Communications** [11.08]

- \_\_\_ Cryptanalyst
- \_\_\_ Editor, Newspaper
- \_\_\_ Editor, Technical and Scientific Publications
- \_\_\_ Radio/TV News Director
- \_\_\_ Reporter
- \_\_\_ Translator

### **Promotion** [11.09]

- \_\_\_ Director, Fundraising
- \_\_\_ Foreign-Service Officer
- \_\_\_ Lobbyist
- \_\_\_ Manager, Advertising
- \_\_\_ Public-Relations Representative

### **Regulations Enforcement**

[11.10]

- \_\_\_ Chief Bank Examiner
- \_\_\_ Customs Inspector
- \_\_\_ Immigration Inspector
- \_\_\_ Industrial Hygienist
- \_\_\_ Inspector, Fraud
- \_\_\_ Safety Inspector

See also Safety and Law Enforcement, under Realistic Occupations.

### **Business Management** [11.11]

- \_\_\_ Director, Food Services
- \_\_\_ Director, Funeral
- \_\_\_ Manager, Apartment House
- \_\_\_ Manager, Department
- \_\_\_ Manager, Fast Food Services

- \_\_\_ Manager, Health Club
- \_\_\_ Manager, Hotel or Motel
- \_\_\_ Manager, Market
- \_\_\_ Manager, Retail Store
- \_\_\_ Manager, Truck Terminal

### **Contracts and Claims** [11.12]

- \_\_\_ Booking Manager
- \_\_\_ Claim Adjuster
- \_\_\_ Contract Administrator
- \_\_\_ Literary Agent
- \_\_\_ Real Estate Agent

## **Conventional Occupations**

### **Administrative Detail** [07.01]

- \_\_\_ Court Clerk
- \_\_\_ Credit Counselor
- \_\_\_ Driver's License Examiner
- \_\_\_ Eligibility Worker
- \_\_\_ Financial-Aid Counselor
- \_\_\_ Manager, Office
- \_\_\_ Medical Secretary
- \_\_\_ Secretary
- \_\_\_ Title Examiner
- \_\_\_ Town Clerk

### **Mathematical Detail** [07.02]

- \_\_\_ Accountant Analyst
- \_\_\_ Bookkeeper
- \_\_\_ Insurance Claim Examiner
- \_\_\_ Insurance Clerk
- \_\_\_ Payroll Clerk
- \_\_\_ Statistical Clerk
- \_\_\_ Tax Clerk

See also Finance, under Enterprising Occupations

### **Financial Detail** [07.03]

- \_\_\_ Bank Teller
- \_\_\_ Cashier
- \_\_\_ Post Office Clerk
- \_\_\_ Ticket Agent
- \_\_\_ Ticket Seller

### **Oral Communications** [07.04]

- \_\_\_ Communication-Center Operator (aircraft)
- \_\_\_ Customer Service Representative
- \_\_\_ Dispatcher, Maintenance
- \_\_\_ Hotel Clerk
- \_\_\_ Information Clerk
- \_\_\_ Receptionist
- \_\_\_ Reservation Agent, Airline
- \_\_\_ Taxicab Dispatcher
- \_\_\_ Telephone Operator

### **Records Processing** [07.05, 07.06, 07.07]

- \_\_\_ Clerk-Typist
- \_\_\_ Computer Terminal Operator
- \_\_\_ Fingerprint Clerk
- \_\_\_ File Clerk
- \_\_\_ Keyboard Operator
- \_\_\_ Mail Carrier
- \_\_\_ Medical Record Technician
- \_\_\_ Mortgage Loan Processor
- \_\_\_ Proofreader
- \_\_\_ Reservation Clerk
- \_\_\_ Stenographer
- \_\_\_ Title Searcher

## **Further Career Exploration**

Learn more about the jobs you checked. Look in the *Guide for Occupational Exploration* or *Complete Guide for Occupational Exploration*. The four-digit numbers (e. g., [11.10]) will help you get information about these jobs and additional ones like them. The *Occupational Outlook Handbook* is another excellent book. Look at a recent edition in your local library. You can also see it on the Internet at "[www.bls.gov/oco](http://www.bls.gov/oco). Be sure to also visit the Career Key Web site at "[www.careerkey.org/english](http://www.careerkey.org/english)".

Interviewing people in the work you are considering is another good strategy. Do volunteer work or take a part-time job in your area of interest. Talk with a career counselor.

Career exploration pays off. You will develop a clearer view of yourself and the jobs that best fit you.

## Activity 1b. College Majors

The following majors have been arranged by Holland's Occupational Themes; a few have been listed in two places. Check all these that are of interest to you at this time.

### R REALISTIC

#### *Mechanical*

- Aero Maintenance/Operation
- Air Conditioning/Refrigeration/Solar Technology
- Anaplastology
- Automotive Technology
- Biomedical Technology
- Construction Technology
- Electronics Technology
- Engineering (see under ID)
- Fabrication Technology
- Food Service
- Industrial Administration/Engineering
- Laser Technology
- Machine/Tool Technology
- Manufacturing Technology
- Quality Control
- Radiologic Technology Science
- Semiconductor Management
- Technological Drafting/model Building
- Transportation
- Welding Technology

#### *Nature*

- Agriculture
- Animal Health Technology
- Nursery Management
- Park Management Technology
- Wildlife Management Technology

#### *Protective*

- Administration of Justice
- Fire Science
- Safety Engineering

#### *Physical Performing*

- Physical Education/Kinesiology

### I INVESTIGATIVE

#### *Scientific*

- Agricultural Science
- Animal/Avian Science
- Bacteriology
- Biological/Life Science
- Biology
- Botany
- Conservation
- Ecology
- Entomology/Pest Science
- Food Science
- Forest Science
- Genetics
- Kinesiology
- Marine Biology
- Microbiology
- Nutrition
- Soil/Water/Wood
- Toxicology
- Zoology

#### *Engineering*

- Aeronautical/Aerospace
- Agricultural
- Bio Engineering
- Civil
- Computer Science
- Electrical/Electronic
- Environmental
- Material Science
- Naval Architecture
- Nuclear
- Science
- Systems
- Transportation

## **I INVESTIGATIVE (Continued)**

### *Medical*

- Dentistry
- Optometry
- Pharmacy
- Medicine/Surgery
- Veterinary Medicine

### *Physical Sciences*

- Chemistry
- Geology/Earth Science
- Meteorology
- Oceanography
- Physics/Astronomy

### *Social Sciences/Research*

- Anthropology
- Consumer Economics
- Economics
- Ethic Studies
- Geography
- History
- Psychology
- Sociology
- Urban/Rural Studies
- Woman's Studies

## **A ARTISTIC**

### *Applied Arts*

- Architecture
- Commercial Art
- Film/Photography
- Home Economics
- Fashion Design
- Interior Design
- Industrial Design
- Graphics
- Journalism
- Landscape Design
- Ornamental Horticulture
- Media Specialty
- Model Building
- Radio/TV
- Technical Illustrating

## **A ARTISTIC (Continued)**

### *Fine Arts*

- Art/Art History
- Dance
- Drama
- English
- Foreign Language
- Humanities
- Literature
- Music
- Philosophy
- Speech

## **S SOCIAL**

### *Human Services*

- Community Health Worker
- Counseling
- Dental Assistant/Hygiene
- Dietitian
- Health Science
- Inhalation Therapy
- Nursing RN, LPN, Assistant
- Occupational Therapy
- Pediatric Assistant
- Physical Therapy/ also Assistant
- Primary Care Associate
- Psychiatric Technician
- Psychology – Clinical
- Public Health
- Social Service
- Speech Pathology and Audiology

### *Personal Services*

- Cosmetology
- Food Service
- Travel Careers

## **SE SOCIAL/ENTERPRISING**

### *Leading - Influence*

- Advertising
- Business Administration
- Convalescent Hospital Administration
- Education
- Health Care Management

**SE SOCIAL/ENTERPRISING (Continued)**

- Insurance
- Labor Studies
- Law
- Library Science
- Management/Supervision
- Manpower Administration
- Office Administration
- Public Relations
- Recreation
- Social Sciences (See under I)
- Volunteer Administration

**E ENTERPRISING**

*Persuading*

- Business Administration
- Fashion/Retail Merchandising
- International Trade
- Law
- Marketing/Sales
- Political Science

**E ENTERPRISING (Continued)**

- Purchasing
- Real Estate
- Speech

**C CONVENTIONAL**

*Business Detail*

- Accounting
- Administrative
- Attorney Assistant
- Banking
- Clerical
- Court Reporting
- Data Processing
- Insurance
- Legal
- Medical Assistant/Records
- Secretarial
- Unit Clerk
- Word Processing

My highest section at this time is: \_\_\_\_\_.

My next highest section at this time is: \_\_\_\_\_.

**NEXT STEPS:** Explore occupations in your highest categories. Talk to counselors in your school or community for further career information. Talk to people in similar careers.

## Activity 1c. Career Choices Self-Assessment-Skills & Abilities

### FUNCTIONAL SKILLS

Jobs require different skills and abilities. The following three activities will help you assess your transferable, self-management and work content skills. (You may also want to consider more extensive, standardized testing of aptitude, offered at your agency/college.)

**Directions:** Place a check (✓) next to the skills you have now. Then go back and place a check next to the skills you may not have yet, but feel you could learn with little difficulty. Total the check made in each section and fill in the blanks for your highest sections at the end.

#### Realistic: physically active/tangible

- inspecting
- building/constructing
- repairing/fixing
- operating equipment/machines/vehicles/tools
- doing craft work
- cooking
- housekeeping
- having physical coordination and agility
- having manual dexterity
- horticulture/gardening skills
- caring for animals
- farming skills
- athletic skills
- reading blueprints

Total ✓'s \_\_\_\_\_

#### Investigative: intellectual/ideas/theory

- information gathering
- researching/surveying
- studying
- reading skills
- writing/editing skills
- verbal/speaking skills
- organizing/synthesizing data
- developing ideas
- conceptualizing
- using scientific methodology
- analyzing numbers/statistics
- solving math problems
- understanding physical theories
- performing complex calculations

Total ✓'s \_\_\_\_\_

#### Artistic: creative, expressive

- innovating/general creative talent
- musical presenting/performing
- acting/performing
- writing creatively
- designing (visual, spatial)
- visual communicating (charts, graphs, posters)
- color coordinating
- directing (drama, music, dance)
- teaching (art, drama, music, dance)
- music composing
- sketching, drawing, painting
- dancing
- playing musical instruments
- design fashions or interiors

Total ✓'s \_\_\_\_\_

#### Conventional: clerical/precision/detail

- composting letter
- typing; using office machines/computer
- telephone skills
- making arrangements
- giving attention to details/accuracy/precision
- designing procedures/forms
- office administrating/supervising
- accounting/bookkeeping
- classifying
- copying/posting/duplicating
- purchasing
- drafting/mechanical drawing
- computing/math skills
- keeping accurate records

Total ✓'s \_\_\_\_\_

Social: communicating and people-helping skills

- developing rapport
- listening/perceiving
- counseling
- oral communicating  
(expressing oneself clearly)
- interviewing
- teaching/instructing
- designing events  
(meetings, process, educational events)
- directing/leading events
- planning meetings
- group facilitating/leading discussion
- collaborating/cooperating  
(with colleagues/team/spouse)
- consulting
- nursing/caring for children or handicapped
- hosting skills

Total ✓'s \_\_\_\_\_

Enterprising: organizational management

- organizing  
(people, organizations, activities, events)
- coordinating operation/resources/details
- planning/goal setting/making projections
- executing/following through  
(programs, plans)
- managing/organizational leadership
- chairing meetings  
(decision-making or task groups)
- recruiting (leaders, talent, workers)
- negotiating
- persuading/influencing
- selling (commodities, services, programs)
- having public relations skills
- fund raising
- financial analyzing/planning
- giving talks or speeches

Total ✓'s \_\_\_\_\_

My highest section at this time \_\_\_\_\_.

My next highest section at this time \_\_\_\_\_.

**Activity 1d. A Self-Evaluation of Work Values**  
Rating Satisfactions from Work

The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign to each for yourself, using the scale below:

- 1 – if it is unimportant or undesirable
- 2 – if it is reasonably important
- 3 – if it is very important to you in your career/job

\_\_\_ *Physical:* Do work which make physical demands and in which I can use my coordination and physical abilities.

\_\_\_ *Authority:* Have control over others' work activities and be able to partially affect their destinies.

\_\_\_ *Uniqueness:* Feel that the work I do is unique, novel, and different from others in some way.

\_\_\_ *Moral/Spiritual:* Have a sense that my work is important to an in accord with a set of standards in which I believe.

\_\_\_ *Status:* Have a position which carries respect with my friends, family and community.

\_\_\_ *Fun:* Work in a situation in which I am free to be spontaneous, playful, humorous, and exuberant.

\_\_\_ *High Income Possibilities:* Work, which can lead to substantial earnings or profit, enabling me to purchase essential items and the luxuries of life I desire.

\_\_\_ *Intellectual Status:* Be recognized as a person with high intellectual ability; one who is an authority in a given area of knowledge.

\_\_\_ *Time Freedom:* Be free to plan and manage my own time schedule in work; be able to set my own hours.

\_\_\_ *Integration:* Be able to integrate my working life with my personal life, involving my family or close friends.

\_\_\_ *Expertise:* BE respected and sought after for my knowledge and skills in a given area.

\_\_\_ *Responsibility:* Be responsible for the planning and implementation of many tasks and projects as well as for the people involved.

\_\_\_ *Relationships:* Develop close friendships with my co-workers and other people I meet in the course of my work activities.

\_\_\_ *Security:* Be able to depend on keeping my job and making enough money.

\_\_\_ *Decision-Making:* Have the power to decide policies, agendas, courses of action, etc.

\_\_\_ *Be Needed:* Fell that what I do is necessary for the survival or welfare of others.

\_\_\_ *Location:* Live in a place, which is conducive to my life style and in which I can do many of the activities I enjoy.

\_\_\_ *Help Society:* Make a contribution for the betterment of the world in which I live.

\_\_\_ *Contact With People:* Day to day contact with the public.

\_\_\_ *Pressure:* Have job which involves working against time deadlines and/or where others critique the quality of my work.

\_\_\_ *Orderliness of Environment*: Work in a consistently ordered environment, where everything has its place and things are not changed often.

\_\_\_ *Work with others*: Be a member of a working team. Work with others in a group toward common goals.

\_\_\_ *Work Alone*: Work by myself on projects and tasks.

\_\_\_ *Personal Growth and Development*: Engage in work, which offers me opportunity to grow as a person.

\_\_\_ *Creativity*: Create new programs, systems; formulate new ideas; develop original structures and procedures not dependent on following another's format.

\_\_\_ *Variety*: Do a number of different tasks. Have the setting and content of my work responsibilities change frequently.

\_\_\_ *Learning*: Be able to continually learn new skills and acquire new knowledge and understanding.

\_\_\_ *Undemanding*: Have work duties, which demand very little energy or involvement.

\_\_\_ *Influence*: Be able to change and influence others' attitudes or opinions.

\_\_\_ *Supervision*: Be directly responsible for work, which is done and produced by others under my supervision.

\_\_\_ *Beauty*: Have a job, which involves the aesthetic appreciation of the study of things, ideas, or people.

\_\_\_ *Artistic*: Be involved in creative works of art, music, literature, drama, decorating or other art forms.

\_\_\_ *Risk Taking*: Have work which requires me to take risks or challenges frequently.

\_\_\_ *Exercise Competence*: An opportunity to involve myself in those area in which I feel I have talents above the average person.

\_\_\_ *Work on Frontiers of Knowledge*: Be involved in hard science of human research; work in a company that is considered one of the best in the business and strive for advances.

\_\_\_ *Predictability*: have a stable and relatively unchanging work routine and job duties.

\_\_\_ *Productive*: Produce tangibles, things that I can see and touch.

\_\_\_ *Job Tranquility*: To avoid pressure and the "rat race".

\_\_\_ *Competition*: Pit my abilities against those of others in situations which test my competencies and in which there are win or loose outcomes.

\_\_\_ *Physical Work Environment*: Work is a place, which is pleasing to me aesthetically; is beautiful to me.

\_\_\_ *Community*: Work at a job in which I can get involved in community affairs.

\_\_\_ *Independence*: Be able to direct and control the course of my work, determining its nature without a great deal of direction from others.

\_\_\_ *Recognition*: Be visibly and publicly appreciated and given credit for the quality of my work.

\_\_\_ *Advancement*: Opportunity to work hard and move ahead in my organization.

\_\_\_ *Helping Others*: Provide a service to and assist others as individuals or as groups.

\_\_\_ *Affiliation*: Be recognized as being associated with a particular organization.

\_\_\_ *Creative Expression*: Opportunities to express my ideas, reactions and observations about my job and how I might improve it verbally or in writing.

\_\_\_ *Problem Solving*: A position that provides challenging problems to solve and avoids continual routine.

I. List you most important work values in any order:

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

II. Select 5 values that you would not be willing to compromise, beginning with your most valued.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Activity 2.** Career Choices Self-Assessment – Financial Considerations

**FINANCIAL CONSIDERATIONS**

Your finances can have a dramatic impact on your career plans and job search. This chart can assist you in analyzing your monthly expenses and the income you will need to meet those expenses. As you make plans and set goals your budget will help you determine your cash flow and help you determine what salary range is acceptable for you.

Directions: Fill in the following Budget Worksheet according to your actual monthly budget. Set financial goals and determine your “bare bones” and “dream” budget.

## Budget Worksheet Expenses

Topic	Factors	Expenses		
		Actual	Bare Bones	Dream
Housing	Rent or Mortgage Payment 2 <sup>nd</sup> Mortgage or Equity Loan Electricity Telephone Heating Water Upkeep/Repairs Cable TV			
Food	Food Eating Out			
Transportation	Auto Payments Gas and Oil Repairs, Tires, etc. Public Transportation			
Insurance	Health Auto Household Life			
Personal	Barber and Beauty Shop Toiletries Other, e.g. Children's Allowance Household Furnishings			
Medical	Doctor Dentist Pharmacy			
Clothing	New Cleaning and Laundry			
Recreation	Outings			
Education	Tuition, Books Supplies			
Other	e.g. Childcare, Outstanding Credit Payment, Alimony or Support Payments			

Topic	Factors	Expenses		
		Actual	Bare Bones	Dream
Saving	Total Income Taxes, Social Security			
Net Total				
Payroll Deductions Medicare etc.				
Net plus Deductions				

**Hourly range: from \_\_\_\_\_ to \_\_\_\_\_**

**Weekly range: from \_\_\_\_\_ to \_\_\_\_\_**

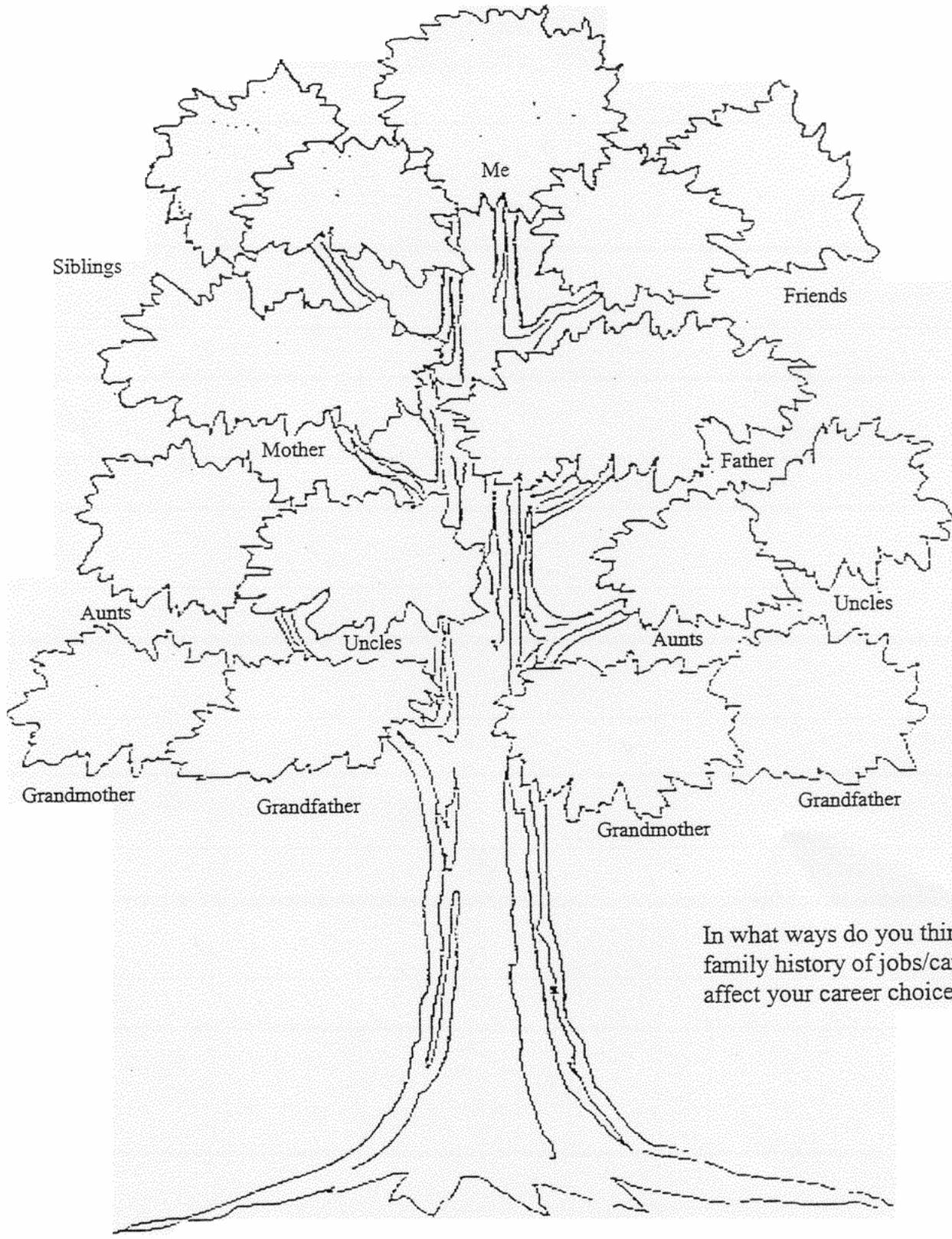
**Monthly range: from \_\_\_\_\_ to \_\_\_\_\_**

**Yearly range: from \_\_\_\_\_ to \_\_\_\_\_**

Adapted from: *Workforce In Transition: A Blueprint for Adult Career Development and Job Search Training*,  
NOICC/CDTI

**Activity 3.** Career Choices Self – Assessment Family Job Tree

**Directions:** Fill in the jobs that your family members hold or have held in the past.



In what ways do you think your family history of jobs/careers might affect your career choices?

## **II**

# **CAREER EXPLORATION**

## CAREER EXPLORATION

After assessing one's self, the second step in the career planning process is to locate information about careers. Career information is everywhere. You need to know where resources are located and the kind of information they provide. Careers and work requirements are changing rapidly, and career information needs to stay current with these changes.

Listed below are Occupational and Educational Exploration Resources from state and federal government agencies. See the Resource Section (V) for additional free resources. Work-based learning experiences also offer valuable opportunities for career exploration.

### **CAREER EXPLORATION RESOURCES** **Government Publications and Internet Sites**

#### **Career Planning and Exploration:**

The Career Key – a self-assessment instrument and career planning site developed by Dr. Lawrence K. Jones, Professor Emeritus, College of Education, NC State University. [www.careerkey.org/english/](http://www.careerkey.org/english/)  
Also available in NC Careers, and hard copy master in Career Choices User's Guide.

Career Choices in North Carolina and Career Choices User's Guides– annual tabloid with supplemental Resource Guides of classroom and group activities for students and adults. Career Briefs and Resource Guides are also available on the SOICC web site at <http://www.soicc.state.nc.us/soicc/products/usergde.htm>. Other print and on-line Guides include the Elementary School and the Middle School Career Awareness Guides.

NC Careers – state career information and exploration system provides information on 420 NC occupations and 218 educational training sites. The system helps individuals explore careers by relating their personal characteristics to compatible job or career possibilities; find and compare information on specific occupations; locate and learn about NC education and training programs. Free on-line system can be accessed from SOICC web site or at [www.nccareers.org](http://www.nccareers.org)

NC Choices Explorer – comprehensive, on-line career development service for students (k-14) and professionals designed by Bridges.com. NC CX offers a wealth of resources and services to promote career awareness, career exploration and research, career planning and transition. NC CX subscriptions available through the SOICC office at [www.ncsoicc.org](http://www.ncsoicc.org)

## **Occupational Exploration:**

### Career Choices in North Carolina

*See above*

### NC Careers

*See above*

### NC Career Explorer

*See above*

NC Health Careers – occupational and educational information about allied health careers developed and provided by the NC Area Health Education Centers (AHEC). Print copy available from one of nine regional Centers or on-line at [www.nchealthcareers.com](http://www.nchealthcareers.com)

NC Navigator – State and regional labor market data for employers and job seekers developed by the NC Employment Security Commission, Labor Market Information Division. For career exploration, this site includes state and local occupational projections, wages, licensing data, employer listings and more. [www.ncnavigator.org](http://www.ncnavigator.org)

WebSaras (State and Area Research and Analysis System) – comprehensive, interactive state labor market data system developed on-line by NC Employment Security Commission. Available at [www.websaras.org](http://www.websaras.org) Some data is available in publications.

Military Careers – The career information guide on the military world of work. It contains descriptions of 197 enlisted and officer military occupations, qualifications, career paths and training. Available from NC Military Entrance Processing Stations (MEPS) in Raleigh and Charlotte, or on-line at [www.careersinthemilitary.com](http://www.careersinthemilitary.com)

Occupational Information Network (O\*Net) – comprehensive, interactive database (replacing the Dictionary of Occupational Titles) developed by the US DOL to identify and describe important information about occupations, worker characteristics, work skills and training requirements. On-line system available at <http://online.onetcenter.org>

Information about the O\*Net assessments instruments - the Interest Profiler, the Work Importance Locator and Profiler, and the Ability Profiler – available at [www.onetcenter.org/tools.html](http://www.onetcenter.org/tools.html)

Occupational Outlook Handbook – leading guide for national occupational and career information from the US Department of Labor (US DOL). It describes nature of work, earnings, outlook, education and job requirements, and related occupations for approximately 200 occupations. The OOH is available from the US Government Bookstore, or free on-line at [www.bls.gov/oco/](http://www.bls.gov/oco/)

Occupational Outlook Quarterly – a quarterly journal published by US DOL and containing current information about occupations, employment trends, research studies. The OOH subscriptions can be ordered from the Superintendent of Public Documents, or accessed free on-line at [www.bls.gov/pub/ooq/ooqhome.htm](http://www.bls.gov/pub/ooq/ooqhome.htm)

Career Guide to Industries – guide from US DOL which provides information on the nature of the industry and the outlook, employment and earnings, training and advancement experienced in 40 diverse industries. The CGI is available from the US Government Bookstore, or free on-line at [www.bls.gov/oco/cg/home.htm](http://www.bls.gov/oco/cg/home.htm)

America's Career Information Network (ACINet) – a national site developed by the USDOL, Employment and Training Administration, to support job exploration and search, primarily by individuals in or entering the labor force. This site includes wage and outlook information and is part of America's Career One Stop (i.e. America's Job Bank, America's Service Locator and ACINet) at [www.acinet.org](http://www.acinet.org)

### **Post-secondary Education and Training Exploration:**

Post-secondary career, educational and financial planning site – a comprehensive web site for middle and high school students, parents and counselors. This site included comparative information about all North Carolina's two and four year institutions, financial aid, application services, and more. This program is a partnership between the University of North Carolina, General Administration, the College Foundation of NC, and the State Educational Assistance Authority. Available at [www.cfnc.org](http://www.cfnc.org)

NC Community College System's Education Guide Catalogue – available on-line at [www.ncccs.cc.nc.us/students.htm](http://www.ncccs.cc.nc.us/students.htm)

NC Independent Colleges and Universities Handbook – available on-line at [www.ncicu.org](http://www.ncicu.org)

University of North Carolina, Institutional Profiles – available on-line at [www.northcarolina.edu/students/](http://www.northcarolina.edu/students/)

NC Careers – the state career information and exploration system provides institutional profiles and program listings for the post-secondary institutions and for all accredited business, trade and hospital programs in North Carolina. It links to the University's CFNC site, and to national information. [www.nccareers.org](http://www.nccareers.org)

NC Stars is the state listing of short-term training providers. It was developed to assist Workforce Investment Boards in designating eligible training providers under the Workforce Investment Act (WIA). [www.nestars.org](http://www.nestars.org)

#### Activity 4. Career Exploration

**Directions:** Use the career information in Career Choices to answer the following questions about a career of interest to you.

Title of occupation

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1. Description of occupation including main duties and responsibilities.

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---

2. What are the education and training required for the occupation?

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---

3. List other required qualifications such as licensing, certifications, etc.

---

---

4. What are the average wages or salary for this occupation?

---

5. What is the employment outlook for this occupation?

---

6. List the places where people in this occupation may work.

---

---

7. What are the opportunities for advancement?

---

---

8. List other occupations that are similar or related.

---

---

**Activity 4 (Cont.)** Career Research

9. Is this occupation available in your area? List companies, businesses or places of employment in your area in which this occupation is located.

---

---

10. What school subjects or courses would help you prepare for this occupation?

---

---

11. Does this occupation deal mainly with people, data things or ideas?

---

12. Do you think you have the aptitude (potential ability) for this occupation?

---

13. This occupation interest me because:

---

---

---

14. List three (3) resources (books, publications, magazines, computerized information, web sites, etc.) used for this research.

---

---

---

15. List name and title of person(s) that may have helped you locate this information.

---

---

16. List name and title of person(s) you know (or know of) who are in this occupations.

---

## SCANS SKILLS DEFINITIONS

SCANS is an acronym that stands for the Secretary's Commission on Achieving Necessary Skills. SCANS is the study of the skills now needed in the contemporary and future American workplace. The SCANS competencies span the chasm between the worlds of the school and the workplace. Because they are needed in workplaces dedicated to excellence, they are the hallmark of today's expert worker. They lie behind every product and service offered in today's marketplace.

There are 27 SCANS skills divided into two categories:

**Foundation Skills** - skills people bring to a job; and

**Functional Skills** - skills specific to the functions workers perform doing their job

Definitions of the specific skills are listed below.

### FOUNDATION SKILLS

#### I. BASIC SKILLS

1. **Reading** - locates, understands, and interprets written information in prose and documents including manuals, graphs, and schedules to perform tasks; learns from text by determining the main idea or essential message.
2. **Writing** - communicates thoughts, ideas, information and messages in writing; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts with language, style, organization and format appropriate to the subject matter, purpose and audience.
3. **Arithmetic** - performs basic computations, uses basic numerical concepts such as whole numbers and percentages in practical situations, uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
4. **Speaking** - organizes ideas and communicates oral messages appropriate to listeners and situations, participates in conversation, discussion and group presentations, speaks clearly.
5. **Listening** - listens carefully, understands and responds to listener feedback. Receives, interprets and responds to verbal messages and other cues such as body language.

#### II. THINKING SKILLS

6. **Creative thinking** - uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
7. **Decision-making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
8. **Problem-solving** - recognizes that a problem exists; identifies possible reasons for the differences and creates and implements a plan of action to resolve them. Evaluates and monitor progress and revises plan as indicated by findings.

9. **Knowing How to Learn** - can adapt and apply new knowledge and skills to both familiar and changing situations. Is able to use ways of learning such as note taking and organizing information. Becomes aware of false assumptions that may lead to wrong conclusions.

### III. PERSONAL QUALITIES

10. **Responsibility** - exerts effort and perseverance toward goal attainment; works to become excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task and displaying a high level of concentration.
11. **Social skills** - demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately; takes an interest in what others say and do.
12. **Self-management** - assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self control and responds to feedback unemotionally and non-defensively; a "self starter".
13. **Integrity/honesty** - can be trusted; recognizes when faced with making a decision or acting in ways that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes in respect to an organization, self, or others; chooses an ethical course of action.

### FUNCTIONAL SKILLS

#### IV. RESOURCES

14. **Manages time** - selects important, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.
15. **Manages money** - uses or prepare budgets, including making cost and revenue forecasts; keeps detailed records to track budget performance and makes appropriate adjustments.
16. **Manages material and facility resources** - acquires, stores, and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them.
17. **Manages human resources** - assesses peoples' knowledge, skills, abilities, and potential; identifies present and future workload; makes effective matches between individual talents and workload; monitors performance and provides feedback.

#### V. SYSTEMS AND TECHNOLOGY

18. **Understands systems** - knows how social, organizational and technological systems work and operates effectively within them; makes suggestions to modify systems to improve products or services, and develops new or alternative systems maintenance and quality control.
19. **Uses technology** -judges which set of procedures, tools or machines will produce the desired results; understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems; prevents, identifies or solves problems in machines, computers and other technology.

## VI. INFORMATIONAL SKILLS

20. **Acquires and evaluates information** - identifies need for data; obtains it from existing sources or creates it and evaluates its relevance and accuracy.
21. **Organizes and maintains information** - organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion.
22. **Interprets and communicates information** - selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multimedia methods.

## VII. INTERPERSONAL SKILLS

23. **Participates as a member of a team** - works cooperatively with others and contributes to group effort with ideas, suggestions, and effort; resolves differences for the benefit of the team and takes personal responsibility for accomplishing goals.
24. **Teaches others** - helps others learn needed knowledge and skills; identifies training needs and supplies job information to help others see its use and relevance to tasks.
25. **Serves clients, customers** - works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings and identify needs; communicates in a positive manner, especially when handling complaints or conflict.
26. **Exercises leadership** - communicates thoughts, feeling and ideas to justify a position, encourages, persuades, convinces or otherwise motivates an individual or groups, including responsibly challenges existing procedures and policies.
27. **Works with cultural diversity** - works well with men and women and with a variety of ethnic, social or educational background; bases impressions on individual performance not on stereotypes.

## Activity 5. SCANS Skills

**Directions:** \* Use to assess students/clients on SCANS Skills as related to the occupational choices they may be considering. Remember the more SCANS Skills they can master, the more likely they are to remain employed.

	Strengths	Needs Improvement (Barriers)	Strategies (workshops, classes, referral, counseling)
<b>EMPLOYER EXPECTATIONS (SCANS REPORT, 1991 U.S. D.O.L.)</b>			
<b>Basic Skills</b>			
Reading			
Writing			
Speaking			
Listening			
Arithmetic			
Mathematics			
<b>Thinking Skills</b>			
Think Creatively			
Make Decisions			
Solve Problems			
Know how To Learn And Reason			
<b>Interpersonal Skills</b>			
Work on Teams			
Teach Others			
Lead			
Serve Customers			
Negotiate			
Work With Culturally Diverse People			
<b>Personal Qualities Employers Want</b>			
Responsibility			
Self-management			
Integrity			
Honesty			
Sociability			
<b>JOB SEEKING SKILLS COMPETENCIES</b>			
Personal Appearance			
Interviewing Skills			
Ability To Complete Application			
Resume Preparation			
Job Search Methods			
Job Retention Knowledge			

## CAREER INFORMATION INTERVIEWING

Once your clients/students have researched their career options they will have narrowed their focus to the few occupations that really interests them. In order for them to truly understand the characteristics of a job and the work environment, it will be necessary for them to talk with people who are working in the field.

Encourage them to develop a list of people who work in the occupation they are exploring. Let them know that it is OK to call people in the career they are researching. If they are hesitant to make contacts and conduct an interview, talk to them about people who have had successful experiences with interviews. Suggest a practice interview first. Having the client/student talk with someone he/she is comfortable with will lessen the anxiety and afford the opportunity to become comfortable with the process. The only condition for the information interview is that the interviewee must currently be employed.

### Job Shadowing

**... is not just for kids!**

Job shadowing is spending a day in the life of a person in an occupation you have developed an interest. It can be for a day, half a day or just a few hours. Beginning with a nationwide kickoff on **February 2, 2005**, and continuing throughout the school year, students of all ages across America "shadow" workplace mentors as they go through a normal day on the job. The students get to see firsthand how the skills learned in school relate to the workplace. Job Shadowing is led by the National Job Shadow Coalition and is supported through a national sponsorship by Monster.com and co-sponsorship by News Corporation.

If you are not affiliated with a community college or four year college/university that is sponsoring a job-shadowing day, consider virtual job shadowing. Visit the web site [www.jobshadow.org](http://www.jobshadow.org) and click on virtual job shadowing do see how you may participate.

Take the initiative to create you own job shadowing experience. Prepare your informational interviewing questions from the next pages and interview the person in his or her work site. Ask about job shadowing activities at his or her workplace and when would be the best time to observe a worker at their work site.

## **Activity 6a. Career Information Interviews**

Once you have collected enough information about your field of interest, feel knowledgeable and are still interested enough to continue your research, the next step is to talk with people who are working in the occupations you are interested in. This is accomplished through an information interview. The purpose of this type of interview is to obtain information, advice and referrals (additional people who can talk with you about your career choices).

**Directions:** review the following information before making contacts with people to interview. A list of suggested questions is in the next activity.

### **Benefits of information interviews:**

It gives you first hand impression, a realistic view of the field, and an opportunity to hear how others have developed their career paths. You will learn about factors never covered elsewhere. If the interview is carried out at the worksite (the preferred place), you can observe the work environment as well.

It helps build contacts with people who may be helpful in the future. The person being interviewed may give you referrals to others in the field. This will enlarge your network of helpful people.

It is a great opportunity to practice interviewing without the stress associated with the “real thing”. Most people are happy to talk about their jobs, making these interviews easy to set up and conduct.

### **Guideline for Information Interviews:**

1. Keep in mind that you are only seeking information, not a job.
2. Do not limit your contacts to potential employers, anyone working in an occupation that interests you can give you the information you are looking for.
3. Develop names of people to interview, starting with family, friends and acquaintances.
4. Broadcast your career interest and ask for names of people they know. It will give you a whole new level of contacts.
5. Read the business sections of the newspaper and research companies.
6. Make contact or set up an appointment in one of the following ways:
  - Write a letter and follow-up with a telephone call
  - OR
  - Contact by phone only
7. Avoid walking in to someone’s work place unannounced during a busy day.
8. When you do contact the individual, state your purpose and ask for a brief amount of time – fifteen to twenty minutes.
9. Have your list of questions ready before hand.

## Activity 6a (Cont.) Career Information Interview

10. When asking your list of questions, remember:

- Take a real interest in what they are saying – LISTEN!
- Get the full name of the person you talked to.
- Be sure to thank that person for spending time with you.  
(whether it was on the phone or in person).
- Send a thank you note to follow up.
- Make a good impression; the same people you interviewed for career advice may be able to help you with your job search later on.

*If you have to make calls to talk with someone you don't know you may start by saying something like this:*

“Hi, my name is Debbie Brown. I am interested in a career in Medical Technology and would like to speak with one of your technologists on staff about their job. I am looking for some information to help me make my career decision and talking with someone in the field would be very helpful. Could you give me the name of someone I might be able to contact?”

## Activity 6b. Career Information Interview Questions

**Directions:** Select an occupation and find someone in that occupation to interview. Spend at least 20 minutes talking with the individual and gathering information about his/her occupation. Suggested questions are listed below. You may add questions relating to your interests and concerns.

1. How long have you worked in this occupation?
2. What other occupations have you worked in previously?
3. Do you primarily work with people, data, things or ideas?
4. What do you like most about your job?
5. How did you get started in this line of work?
6. What personal qualities do you feel are needed to succeed in this line of work?
7. What type of training is needed for this occupation today?
8. What changes in your occupation have you seen occur?
9. What are the most frequently recurring problems on your job?
10. Do you have any other long-term career goals?
11. Does this job require primarily independent activity or is there a lot of teamwork?
12. Who evaluates your performance? How is it done?
13. Can experience be substituted for formal education credentials?
14. What are the rewards of your position?
15. What hours do individuals in this job usually work? Is there much flexibility?
16. Are there opportunities for growth and advancement in this field?

## Activity 7. Job Outlook

**Directions:** Discuss the following concepts concerning employment projections.

- The labor market is the interaction of people competing for jobs and employers competing for workers.
- Employers hire to either:
  1. Replace a worker, or
  2. Fill a newly created job
- Most openings occur due to the first example - replacing workers as people leave a job, return to school, retire or die.
- When looking at occupational trend data, it is important to distinguish between occupations with most openings vs. fastest growing occupations.
- Which category produces the most actual job openings? It depends on the total number of employees in that particular occupation.
- A small occupation may be growing rapidly but requires only a few new workers each year. A large occupation may be growing slowly or not at all, but may require a large number of workers annually to replace retiring employees.

JOB OUTLOOK -Career Briefs in Career Choices

### Employment Projections for NC 2000-2010 Growth Rate

**If the statement reads...**

**Above Average**

**Average**

**Below Average**

**Employment is projected to ...**

**Increase over 2.1 % per year**

**Increase 1.0% to 2.1% per year**

**Increase less than 1.0% per year**

North Carolina's fastest growing jobs include many "technology oriented" and service occupations. Many of these will be newly created jobs resulting from increased demand for related goods and services. Although experiencing a high RATE of growth the actual number of employees needed in these occupations may be relatively small.

**OCCUPATIONS WITH THE FASTEST ANNUAL GROWTH RATE IN NORTH CAROLINA\*  
2000-2010**

<b>Occupations</b>	<b>Annual Percent Change</b>	<b>Jobs 2010</b>
Computer Support Specialists	6.76	29,660
Network and Computer Systems Administrators	6.35	13,460
Computer Software Engineers, Applications	5.91	16,010
Network Systems and Data Communications Analysts	5.30	7,140
Desktop Publishers	5.11	1,300
Computer Software Engineers, Systems Software	5.05	14,290
Special Education Teachers, Preschool, Kindergarten, and Elementary School	4.91	7,410
Social and Human Service Assistants	4.83	16,290
Computer and Mathematical Occupations	4.66	124,190
Respiratory Therapy Technicians	4.50	870
Gaming Change Persons and Booth Cashiers	4.48	310
Database Administrators	4.45	4,280
Speech-Language Pathologists	4.42	3,360
Respiratory Therapists	4.25	3,320
Personal and Home Care Aides	4.15	21,450
Home Economics Teachers, Postsecondary	4.14	300
Area, Ethnic, and Cultural Studies Teachers, Postsecondary	4.14	180
Computer Systems Analysts	4.08	17,100
Communications Teachers, Postsecondary	4.06	670
Chemistry Teachers, Postsecondary	4.02	860
Criminal Justice and Law Enforcement Teachers, Postsecondary	4.01	1,200
Occupational Therapist Assistants	4.01	800
Medical Records and Health Information Technicians	4.00	6,470
Sociology Teachers, Postsecondary	3.99	710
Postsecondary Teachers, All Other	3.99	1,730
History Teachers, Postsecondary	3.98	1,270
Economics Teachers, Postsecondary	3.97	620
Computer Specialists, All Other	3.97	5,090
Philosophy and Religion Teachers, Postsecondary	3.96	870
Engineering Teachers, Postsecondary	3.96	1,430
English Language and Literature Teachers, Postsecondary	3.96	3,140
Physics Teachers, Postsecondary	3.95	560
Special Education Teachers, Secondary School	3.95	2,460
Computer Science Teachers, Postsecondary	3.95	2,180
Foreign Language and Literature Teachers, Postsecondary	3.95	1,340

\* Based on occupations with 100 or more average openings.

North Carolina's occupations with the most annual openings are also predominantly service occupations. Most are in occupational fields where a large number of workers already exist. Job openings will come primarily from replacement of people leaving their jobs (through death and retirement) rather than from newly created jobs.

**OCCUPATIONS WITH THE MOST ANNUAL OPENINGS IN NORTH CAROLINA\*  
2000-2010**

Occupations	Annual Average Openings	Jobs 2010
Cashiers	7,260	132,600
Retail Salespersons	6,690	133,230
Combined Food Preparation and Serving Workers, Including Fast Food	5,530	76,170
Waiters and Waitresses	5,430	80,630
Laborers and Freight, Stock, and Material Movers, Hand	3,780	90,060
Registered Nurses	3,410	84,490
Stock Clerks and Order Fillers	2,710	64,310
Office Clerks, General	2,700	86,110
General and Operations Managers	2,550	89,440
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	2,230	65,680
Teacher Assistants	2,190	48,600
Elementary School Teachers, Except Special Education	2,180	51,510
Nursing Aides, Orderlies, and Attendants	2,110	59,410
Customer Service Representatives	2,000	65,970
Truck Drivers, Heavy and Tractor-Trailer	1,860	65,970
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,630	47,000
Maids and Housekeeping Cleaners	1,580	39,090
Executive Secretaries and Administrative Assistants	1,530	55,980
Packers and Packers, Hand	1,520	42,750
Computer Support Specialists	1,490	29,660
Food Preparation Workers	1,440	27,820
First-Line Supervisors/Managers of Retail Sales Workers	1,420	48,840
Security Guards	1,370	33,950
Team Assemblers	1,360	57,060
Bookkeeping, Accounting, and Auditing Clerks	1,360	56,060
Landscaping and Groundskeeping Workers	1,340	31,780
Cooks, Restaurant	1,260	26,340
First-Line Supervisors/Managers of Office and Administrative Support Workers	1,140	40,620
Secondary School Teachers, Except Special and Vocational Education	1,130	22,370
Automotive Service Technicians and Mechanics	1,120	27,850
Truck Drivers, Light or Delivery Services	1,070	35,210
Child Care Workers	1,060	19,820
First-Line Supervisors/Managers of Food Preparation and Serving Workers	1,040	26,450
Receptionists and Information Clerks	1,030	28,470
Middle School Teachers, Except Special and Vocational Education	1,020	25,190
Correctional Officers and Jailers	1,020	21,990

\* Occupations with positive growth rate.

## **Non – Traditional Careers**

Definition: Department of Labor defines non-traditional as jobs in which fewer than 25% of the people in these occupations are held by one gender. For example, carpenter, electrician, brickmason, and auto mechanic are **non-traditional** for women.

### **FACTS ABOUT NON-TRADITIONAL CAREERS FOR WOMEN**

- Fastest growing and highest paying areas of future employment for women.
- Often difficult choice for women due to lack of role models, and to traditional family, social, and personal values that deter women from choosing such occupations.
- Available in high school vocational education programs, community colleges, and apprenticeship programs in industry.
- Organizations such as Society for Women Engineers, Women in Construction, Professional Women Accounts, Executive Women International promote women entering non-traditional careers.

### **AGENCY ACCESS TO NON – TRADITIONAL PROGRAMS**

**Department of Commerce** – Division of Employment and Training, Frankie Pickard  
(919) 661-6010

**Community College System** – Coordinator, Federal Vocational Education, Nancy Massey  
(919) 807-7100

**Department of Transportation** – Civil Rights Office has on the job training funds to pay for the training of women to work on highway construction jobs. For Further information contact Marvin Butler (919) 715-8597.

**Activity 8.** Non-Traditional Careers

**Directions:** Discuss the concepts and implications of non-traditional careers.

**Non-Traditional Careers**

FOR WOMEN	FOR MEN
Architect Auto Body Repairer Carpenter Construction Worker Drafter Electronics Technician Engineer Fireman Greenskeeper Mathematician Mechanic Office Equipment Repairer Police Officer Plumber/Pipefitter Scientist Small Appliance Repairer Surveyor Welder	Child Care Worker Cosmetologist Dental Assistant Dietitian Elementary School Teacher Flight Attendant Kindergarten Teacher Licensed Practical Nurse Librarian Registered Nurse Secretary Stenographer Telephone Operator Therapist
 <p data-bbox="331 1581 513 1614">Police Officer</p>	 <p data-bbox="818 1581 1039 1614">Registered Nurse</p>

Reference: Building Blocks for the Future

## Activity 9. Match Your Homemaking Skills

**Directions:** Match your homemaking skills in left column to job possibilities in right column.

### Homemaking Skills

Cooking

Driving

Decorating

Sewing

Gardening – indoor/outdoor

Caring for sick family members

Typing/computer skills

Repair appliances

Planning menus

Purchasing goods/services

Household budgeting

Scheduling family appointments

Writing personal letters, newsletters

Teaching children

Mediating family problems

Telephone campaigning for causes

### Job Possibilities

Chef, private catering

Route delivery, courier, bus or cab driver

Interior design, party planning

Retail fashion sales, tailoring, seamstress

Landscaping, florist sales, garden/nursery shop sales

Home health aid, adult day care, geriatric care

Office & clerical worker, free lance typist

Electrician

Dietitian

Supply clerk, buyer

Bookkeeper, accountant

Receptionist, dispatcher, travel agent

Writer editor

Childcare worker, teacher, teacher assistant

Counselor, crisis intervention

Sales representative, research survey, telemarketing

## Activity 10. Am I An Entrepreneur?

**Directions:** Test your entrepreneurial quotient by circling the letter of the phrase that best describes you.

### 1. Are you a self-starter?

- I do things my own way. Nobody has to tell me to get going.
- If someone gets me started, I keep going all right.
- Easy does it, I don't put myself out until I have to.

### 2. How do you feel about other people?

- I like people. I can get along with just about anybody.
- I have plenty of friends--I don't need anyone else.
- Most people bug me.

### 3. Can you lead others?

- I can give most people to go along when I start something.
- I can give the orders if someone tells me what we should do.
- I let someone else get things moving. Then I go along if I feel like it

### 4. Can you take responsibility?

- I like to take charge of things and see them through.
- I'll take over if I have to, but I'd rather let someone else be responsible.
- There's always some eager beaver around wanting to show how smart he is. I say let him.

### 5. Are you a good organizer?

- I like to have a plan before I start. I'm usually the one to get things lined up when the gang wants to do something.
- I do all right unless things get goofed up. Then I cop out.
- You get all set and then something comes along and blows the whole bag. So just take things as they come.

### 6. Are you a good worker?

- I can keep going as long as I need to. I don't mind working hard for something I want.
- I'll work hard for a while, but when I've had enough, that's it, man!
- I can't see that hard work gets you anywhere.

### 7. Can you make decisions?

- I can make up my mind in a hurry if I have to. It usually turns out okay, too.
- I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
- I don't like to be the one who has to decide things. I'd probably blow it.

### 8. Can people trust what you say?

- You bet they can. I don't say things I don't mean.
- I try to be on the level most of the time, but sometimes I just say what's easiest.
- What's the sweat if the other person doesn't know the difference?

### 9. Can you stick with it?

- If I make up my mind to do something, I don't let anything stop me.
- I usually finish what I start--if it doesn't get fouled up.
- If it doesn't go right to start with, I turn off. Why beat your brains out?

### 10. How good is your health?

- I never run down.
- I have enough energy for most things I do.
- I run out of gas sooner than most of my friends.

Now tally your answers. If you circled mostly "a" responses, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. You'd better find a partner who is strong in your weak areas. If most of your responses were "c," not even a partner will be able to shore you up.

**Activity 11. Self Assessment + Occupational Exploration**

**SELF ASSESSMENT + OCCUPATIONAL EXPLORATION: IS THERE A FIT?**

Putting together the information gathered about yourself and a number of occupations is the next step. This will help you focus on an occupation and analyze it in terms of things that are important to you. It will help point out what kind of training is necessary and whether the occupation fits in with the kind of lifestyle desired. The following activity has 2 parts. (Be sure each part is completed before moving on to goal setting and decision making.

**Directions: A.** Complete the following chart to further help you determine if there is a fit between who you are and what you would like to do. Refer to your self assessment summary for the Self Assessment Information column, and Career Briefs, for the Occupational Information Column.

<b>Self-Assessment Information</b>	<b>Occupational Exploration Information</b>	<b>Is There A Fit?</b>
Interests (e.g. Holland Code)	Occupation Code (Holland)	
Skills: Technical Functional Self-Management	Job Duties, Tasks, Responsibilities	
Personality (Holland Code)		
Aptitude	Job Requirements	
Work Values	Working Conditions, Schedule, etc.	
Physical Capacities or Limitations	Physical Requirements Workplace Adaptations Required	
Education and Training	Educational Requirements	
Past Experience	Experience or Background Required	
Budget/Financial Needs	Salary/Benefits	
Personal Image	Image Required	
Preferred Work Environment	Work Environment	
Lifestyle Considerations	Working Conditions, Environment, Schedule, Location, Salary, etc.	

**Directions: B.** After the chart has been completed discuss the results with your counselor or caseworker. Process the comparison. Ask yourself the following questions before going on to finalize the decision making and goal setting process.

1. Do you have enough information to make a decision?
2. What additional information do you need to collect? (e.g. schools that offer the appropriate training program; costs and sources of financial aid; employers who have a need for this expertise.)
3. What is the next step? (e.g. Upgrade or add new skills. Attend to self-development needs, etc.)
4. What support do you have in place? What type of support do you need to find? (Personal Realities)

## MYTHS ABOUT CAREER DECISION MAKING

**MYTH:** *There is one right job for me.*

On the contrary, you are a multi-potential individual. There are numerous occupations in which your talents can be equally applied and the nature of these possibilities will expand as your work experiences accumulate.

**MYTH:** *You must have experience to find a job.*

Often you are hired primarily for your aptitude or your potential to learn and advance within an organization rather than for your existing work capabilities or experiences.

**MYTH:** *Most people start their career at 21 and proceed in a straight line toward their career goals.*

Not very likely. Maybe a few people have experienced such direction, however, the career paths of most people are filled with zigs and zags and changes in direction.

**MYTH:** *Career planning is an irreversible process.*

Not so. You can change career directions whenever your talents, needs and resources dictate and/or allow.

**MYTH:** *There is a particular set of job responsibilities for every occupation.*

On the contrary, people in positions having the same title are very often performing different tasks. The varying duties are due to the individual's interests and capabilities along with varying needs from employer to employer.

## FACTS ABOUT CAREER DECISION MAKING

- Career decision making is a process.
- Do not expect to make a final decision all at once.
- Career decision making is a skill that can and should be taught to students.
- The goal of career decision making is to help students organize their thinking about topics important in choosing a career.
- It is important to assess one's style of decision making to help overcome obstacles that inhibit the process.

## Activity 12. Making Decisions & Goal Setting

### MAKING DECISIONS & GOAL SETTING

Determining what one hopes to accomplish now or in the future is goal setting. Once you have identified and evaluated possible careers or jobs and explored the alternatives, you must choose the most feasible option. It is essential to consider the long term as well as the short term when deciding on goals. Long term goals are usually big and central to one's life. The steps taken to reach long term goals are short term goals and are usually accomplished in stages.

**Directions:** Review the following guidelines for effective goal setting and discuss.

- Goals should be realistic and attainable.
- Goals are concrete and measurable.
- Goals are expressed in specific and realistic time frames.
- Goals are expressed in quantitative terms.

In addition to the guidelines above, keep in mind the following questions when weighing the positives and negatives of the goals you have set.

1. Is the goal worthwhile? Is the goal consistent with my overall plans?
2. Am I ready to make a specific public commitment to the goal now?
3. Am I willing to commit myself to specific timetable to measure my progress and commitment to this goal?
4. Have I really thought through the consequences of setting this goal? What are some of the barriers I may face? How will I handle the barriers? Am I willing to make certain sacrifices?
5. Does this goal arise out of the values that I have clarified and been willing to act on in the past?
6. Can I visualize this goal clearly and see myself at the endpoint it represents?
7. Does commitment to this goal assume high priority in my life right now? Am I willing to sacrifice other activities or downgrade other priorities in my life?
8. Am I excited and eager to begin work on this goal now?

Source: Career Transitions Manual: N. Heller, D. Haber, Britt Grant Assoc., 1995

### **Activity 13. The Seven Steps to Decision Making**

1. **IDENTIFY THE DECISION TO BE MADE** - (What shall I wear today?)
2. **GATHER THE INFORMATION** - (What is the weather going to be like? What will I be doing? What is cleaned and pressed?)
3. **IDENTIFY THE ALTERNATIVES** - (Either my blue suit, gray pants or blue jeans and a t-shirt)
4. **WEIGH THE EVIDENCE** - (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a T-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, must find a matching shirt.)
5. **CHOOSE AMONG THE ALTERNATIVES** - (gray pants and white shirt)
6. **TAKE ACTION** - (press clothes and get dressed)
7. **REVIEW AND EVALUATE THE DECISION** - (look in the mirror, decide it looks OK, but need to change shoes)

### **APPLY THE DECISION MAKING STEPS TO CAREER PLANNING**

1. **IDENTIFY THE DECISION TO BE MADE** - (college, 2 year, 4 year, where; what major, military, and/or work)
2. **GATHER INFORMATION** - (facts about myself - interests, abilities, values; facts about career options -salary, work setting, amount of education/training required; where can I get further information)
3. **IDENTIFY ALTERNATIVES** - (what career options suit me best)
4. **WEIGH THE EVIDENCE** - (consider the pros and cons; what are the short and long term outcomes; recognize obstacles; what resources are available to me to meet my goals)
5. **CHOOSE AMONG THE ALTERNATIVES** - (from the above information generate a list of possible career/college choices)
6. **TAKE ACTION** - (make a plan of action - visit the work environment, visit schools, and talk to college representatives)
7. **REVIEW AND EVALUATE THE DECISION** - (Did I consider all the important factors? Are there new alternatives I need to consider?)

**Activity 14.** Decision Making Worksheet

**Directions:** Using the seven steps to decision-making, fill in the spaces with responses that apply to your situation.

<p>1. IDENTIFY A DECISION WHICH IS IN THE MAKING FOR YOU NOW:</p> <hr/> <hr/>		
<p>2. GATHER INFORMATION</p> <p>Think about your interests, abilities, values, and facts about your career options - salary, working conditions, amount of education and training. List your responses below.</p> <hr/> <hr/> <hr/> <hr/>	<p>3. IDENTIFY ALTERNATIVES</p> <p>List all the options you feel suit you at this time.</p> <hr/> <hr/> <hr/> <hr/>	<p>4. WEIGH THE EVIDENCE</p> <p>List all the pros and cons to the options listed at left. What makes these options attractive at this time?</p> <hr/> <hr/> <hr/> <hr/>
<p>5. CHOOSE AMONG ALTERNATIVES</p> <p>After careful consideration of the pros and cons, which options at this time appear to be the most possible?</p> <hr/> <hr/> <hr/> <hr/>	<p>6. TAKE ACTION</p> <p>What are you going to do about it? List what you can do to prepare yourself for the alternatives selected.</p> <hr/> <hr/> <hr/> <hr/>	<p>7. REVIEW AND EVALUATE</p> <p>Did you consider all the important factors? What is your alternate plan?</p> <hr/> <hr/> <hr/> <hr/>

## DEVELOPING AN ACTION PLAN

(For counselors, social workers, and facilitators)

The goals set in the previous sections are the basis for developing an action plan. Goals could be to:

- Further explore a career possibility.
- Look into a program for training or further education.
- Explore ways to attain a high school diploma or GED.
- Enter school or training program.
- Look for a job.

Regardless of the kind of goal the client or student has established, assisting them in developing an action plan (what needs to be done to reach the goal) often will make the difference between forward momentum and inactivity. After reviewing the following guidelines and sample Time Table, help the clients/students to complete their Action Plan, and fill in the Time Table.

### GUIDELINES

**Develop action steps to reach the goal.** The action steps should be small, short-term activities the client/student can achieve. They should be placed within a time frame with dates for completion.

**Build in support and accountability.** Clients/students need encouragement and support as they work towards goals and complete their action steps. Supporting clients as they achieve the small steps and assisting them to find other sources of support in their lives will help them to keep up the momentum of moving toward their goals. Contracting with others (accountability) will also help. If a client/student can tell others involved in a job search or the career development process about a step that will be accomplished by a certain time, he or she will be more likely to complete that step. Progress unnoticed often turns into stagnation.

**Build in rewards.** Goal attainment is more likely to be successful if some sorts of rewards are built in for the steps that are accomplished and for completed action plans. People lose motivation without ongoing and long-term rewards. Rewards are unique and therefore should be identified by the individual. One person's reward might be another person's punishment.

**Activity 15. Developing An Action Plan**

**CAREER PLANNING/CAREER RESEARCH ACTION PLAN**

**Directions (A):** After setting your goals, (whether more exploration, training or job search), you will want to develop a plan for taking action. Evaluate all the items. What things have you already accomplished? Which do you need to do?

	<b>Plan To</b>	<b>Done</b>
1. Take an interest inventory	_____	_____
2. Take an aptitude or abilities test	_____	_____
3. Arrange to develop skills in:	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
4. Visit a library or career center to check out or use books on careers I am interested in.	_____	_____
5. Make a list of people I can talk with who know about or work in the careers I am interested in.	_____	_____
6. Find an opportunity to shadow someone in my career area of interest.	_____	_____
7. Arrange informational interview with people working in my career areas of interest.	_____	_____
8. Check on places that can train me for the occupations I have chosen.	_____	_____
9. Discuss my career/training plans with family/counselor/caseworker.	_____	_____
10. Make a list of companies or organizations I'd like to research	_____	_____

**Activity 15. (Cont.)** Develop An Action Plan

**Directions (B):** Review the Sampling Time Table. Then complete yours below.

## TIME TABLE

### ACTIVITIES FOR ACCOMPLISHMENT

GOALS	1 - 3 MONTHS	3 - 6 MONTHS	6 MOS. – 1 YEAR	3 YEARS	5 YEARS	10 YEARS

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# SAMPLE TIME TABLE

## ACTIVITIES FOR ACCOMPLISHMENT

GOALS	1 - 3 MONTHS	3 - 6 MONTHS	6 MOS. – 1 YEAR	3 YEARS	5 YEARS	10 YEARS
Example: Gather information on medical technology careers	X					
Complete 2 courses Each year to obtain MT certification		X				
Complete certification				X		

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# **III**

## **EDUCATION & TRAINING**

## ASSESSING YOUR DESIRE FOR FURTHER EDUCATION

Education is life long. Employers are looking for updated skills and a work force that can quickly adjust to new technology, new management styles and a new way of doing business. There are various ways you can increase your skills including:

- company sponsored training or workshops,
- taking additional courses at a community college, trade school or university,
- on-line courses from schools or trade association

What is your main reason for going back to school?

- Wanting to make a career change?
- Wanting to move into higher-salaried jobs or careers?
- Wanting to earn a degree, certificate, and license?
- Wanting to explore an area of interest?
- Needing retraining for future employment opportunities?
- Needing to update skills for a new workplace?
- Other? \_\_\_\_\_

Whatever is your main reason, know it and own it. Be proud of your new venture. Revisit your list of reasons often to motivate yourself through times of self-doubt. Going back to school, especially if you are working full time, part time or raising a family requires you balance all your roles. **YOU** are the key to making this balancing act work. Develop a sense of well being through good habits, good health, a positive self-image, and a feeling of control. Know what you have control of and realize many things are out of your control. Take care of yourself – you cannot afford it any other way.

- **Be realistic** – Perfection is neither attainable nor required for success. Strive for excellence instead.
- **Don't expect too much of yourself** – You do not have to be the best in every aspect of your life.
- **Set short-term goals** – They are less overwhelming than long-term goals.
- **Don't compare yourself with others** – You and your life is unique. No one has identical set of circumstances in their life as you do.
- **Expect to have an adjustment period** – It is normal.
- **Pay attention to signs that you are wearing down** – Act on them quickly. When you are feeling overwhelmed, take time out to reevaluate, regroup, and reenergize. Then get back in the game.
- **Ask for and accept help and support** – You need not travel this road alone.
- **Keep your sense of humor** – Laughter is therapeutic and energizing.
- **Don't push too hard** – Burnout, illness and losing interest may be the result.
- **Don't apologize over what you don't get done** – Praise yourself for your accomplishments – one at a time.
- **BELIEVE IN YOURSELF** – You can do it!

Adapted from: *Exploring Learning Options*, NOICC and “*Balancing Education, Job and Family*” by Mary D. Lawrence in *Job Choices*, 1997.

## **EDUCATION AND TRAINING CHOICES AFTER HIGH SCHOOL**

### **ON-THE JOB**

Go to work for a company or business that will train you as you work on the job. Ask about their programs for on-going employee training.

### **APPRENTICESHIP**

A 3-4 year training program that combines on-the-job training with related technical and education instruction for skilled occupations. Supervision by a master in the craft, trade, or relevant occupational area.

The many occupations in North Carolina offering apprenticeships are registered with the North Carolina Department of Labor Apprenticeship and Training Bureau.

([www.nclabor.com/services\\_app.htm](http://www.nclabor.com/services_app.htm))

### **PRIVATE BUSINESS OR TRADE SCHOOL**

Short-term training (1 month – 1 year) for some occupations ranging from cosmetology to truck driving. Usually there are no special entrance requirements. Check on costs and length of program. The purchase of special tools may be extra.

### **COMMUNITY COLLEGE**

Considering possible technical programs? The North Carolina Community College System offers a variety of vocational and technical programs (one semester to two years) which lead to certificates, diplomas or associate degrees.

They also offer two-year transfer programs and specialized training for industry. There are open admissions, with remedial and pre-tech courses available. Entrance requirements depend on the program. ([www.ncccs.cc.nc.us](http://www.ncccs.cc.nc.us))

### **4 YEAR COLLEGE**

There are many public and private colleges and universities in North Carolina. Your local library, school counseling office or career center will have college information for you.

You can also write directly to the college you are considering. Entrance requirements are based primarily on high school grades and college test scores. ([www.northcarolina.edu](http://www.northcarolina.edu))

### **MILITARY**

Work for Uncle Sam and get training, pay, room and board and benefits. Ask your military recruiter about the type of training available, qualifications for training, length of time commitment required, pay, and benefits. High School graduation is required. ([www.careersinthemilitary.com](http://www.careersinthemilitary.com))

### **AGENCY REFERRAL AND SUPPORT**

Many of the state agencies have job preparation, training and retraining programs. These agencies listed in Career Choices, work with clients with special needs and qualification for training programs. Contact the nearest office to your location of the various agencies or call the number listed.

## Activity 16. Choosing a College

### I. Survey the Possibilities

BEGIN your search with a survey of colleges located in the geographic area of your choice – Home, State, West Coast, New England, etc.

Resources which may help you are:

1. The College Handbook
2. Lovejoy's College Guide
3. Barron's Profiles of American Colleges
4. Barron's Guide to Two-Year Colleges
5. Peterson's Guide to Four-Year Colleges
6. Patterson's Schools Classified
7. A Comparative Guide to Colleges
8. The NC Community College System Guide
9. Computerized Career Information System
10. Barron's Guide to the Most Prestigious Colleges
11. College Foundation of NC (www.cfnc.com)

Other Resources:

College Guides and Maps  
 College Catalogs  
 College Websites  
 Financial Aid Forms  
 Armed Forces Brochures  
 Career Descriptions  
 Trade School Directories  
 Occupational Outlook Handbooks  
 Encyclopedia of Careers  
 Summer Educational Programs  
 Current Job Openings  
 Admissions Test Applications

### II. Weigh the Differences

MAKE a comparison-study of the colleges in terms of:

1. Location and setting  
 \_\_\_ distance from home; city, small-town, or country setting
2. Type and size of college  
 \_\_\_ co-ed, men's, women's university, liberal arts, technical, junior, church-related, state-supported; enrollment, facilities
3. Comprehensive cost  
 \_\_\_ tuition, room and board, extra fees, books, travel expenses, spending money, special clothing
4. Financial Aid  
 \_\_\_ honor scholarships, grants-in-aid, loans, alternative work/ study programs, campus jobs
5. Special Curricula  
 \_\_\_ engineering, political science, computers, music, education, marine biology, business, etc.
6. Admission requirements  
 \_\_\_ required subjects, test scores, grade point average, class rank, residency, special talents
7. Kind of students who attend  
 \_\_\_ habits, interests, goals, ethnic and religious background
8. Campus life  
 \_\_\_ cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings
9. Time  
 \_\_\_ length of time to complete curricula. Is part-time possible?

College	Location/ Setting	Type & Size	Cost Fin. Aid	Special Curricula	Tests/GPA Required	Subjects Required	(-) () (+) Environment

## Activity 16 (Cont.) Choosing a College

### III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, you should answer some basic questions about yourself.

WHAT AM I ABLE TO DO?

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WHAT DO I WANT OUT OF LIFE?

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WHAT DO I NEED IN THE WAY OF TRAINING?

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**NARROW** your choices to 10-15 colleges and write for catalogs. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

**LISTEN** for announcements regarding visits of college representatives to your school and arrange to tally with a few. Attend the annual post-secondary education - opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

**VISIT** colleges (with your parents) during the summer months or preferably in the Fall of your senior year to gather first-hand information. Call for appointments ahead of time.

**EVALUATE** the institution as a place where you might eat, sleep and study for the next four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

(Adapted from "College Planning: Making the Right Moves", Wake County Public School System)

### SAMPLE LETTER TO COLLEGES

*(your street address)*  
*(your city, state, zip code.)*  
*(the date)*

Director of Admissions  
*(name of college)*  
*(address of college)*

Dear Sir/Madam:

I am a junior (or senior) at \_\_\_\_ High School in Raleigh, North Carolina, and will be graduating in *(month and year)*.

Please send me an application, a catalog, and other descriptive material that might help me in planning my past-high school education. *(mention your career interest if you have one)*

I would appreciate receiving information and appropriate forms for scholarships and other types of financial aid. *(use this sentence if you need help with college expenses)*

Sincerely yours,

### CHECKLIST FOR MAKING PLANS

- Think about preliminary criteria and your priorities.
- Make a college list that includes "safeties", "possibilities", and "reaches"
- Star colleges where interviews are required or - recommended
- Map out your itinerary.
- Check that the colleges are in session.
- Plan how and with whom you'll go.
- Keep college visits and school demands in balance.
- Arrange for high school absence and plan to make up missed work.
- Pack appropriate clothes for the interview.
- Write names and phone numbers of the college administrators you plan to see.
- Bring questions and be sure you have a pen and notebook with which to write important information.
- Take money for meals and any other expenses.
- Bring transcript in case admissions counselor requests it.

## College Information 2003-04

County Code	College Name	Location	In-State Tuition & Fees <sup>1</sup>	Room & Board	Average Combined SAT	% in Top 40%	Total Student Enrollment
<b>Public 4-Year Colleges</b>							
20	Appalachian State University	Boone	2,927.00	4,710.00	1115	79	14,343
81	East Carolina University	Greenville	3,131.00	6,440.00	1048	72	21,756
98	Elizabeth City State University	Elizabeth City	2,176.00	4,892.00	848	46	2,308
56	Fayetteville State University	Fayetteville	2,237.00	3,820.00	867	39	5,329
43	North Carolina Agricultural & Tech State University	Greensboro	2,722.00	4,968.00	889	40	10,030
60	North Carolina Central University	Durham	2,802.00	4,311.00	834	32	7,191
40	North Carolina School of the Arts	Winston-Salem	3,665.00	5,530.00	1153	70	792
59	North Carolina State University	Raleigh	3,970.00 ^^	4440.00	1195	96	29,854
10	University of North Carolina-Asheville	Asheville	3,031.00 ^^	4978.00	1166	87	3,446
61	University of North Carolina-Chapel Hill	Chapel Hill	4,072.00	6,290.00	1282	98	26,359
25	University of North Carolina-Charlotte	Charlotte	3,105.00 ^^	5,076.00	1069	78	19,605
43	University of North Carolina-Greensboro	Greensboro	3,124.00 ^^	5,010.00	1045	71	14,870
53	University of North Carolina-Pembroke	Pembroke	2,565.00	4,364.00	950	49	4,722
70	University of North Carolina-Wilmington	Wilmington	3,362.00	5,578.00	1104	89	11,079
06	Western Carolina University	Cullowhee	2,806.00	4,406.00	1023	51	7,561
40	Winston-Salem State University	Winston-Salem	2,394.00	4,892.00	867	36	4,102
<b>Private 4-Year Colleges</b>							
35	Barber-Scotia College	Concord	9,448.00	4,452.00	DNP	0	742
75	Barton College	Wilson	14,278.00	5,036.00	959	59	1,188
24	Belmont Abbey College	Belmont	14,880.00	7,640.00	994	40	847
43	Bennett College	Greensboro	10,978.00	5,072.00	794	DNA	428
08	Brevard College	Brevard	14,320.00	5,510.00	978	DNA	604
35	Cabarrus College	Concord	6,150.00	NA	870	37	242
57	Campbell University	Buies Creek	13,480.00	4,756.00	1090	86	6,841
34	Catawba College	Salisbury	16,400.00	5,600.00	1130	69	1,471
80	Chowan College	Murfreesboro	13,400.00	5,700.00	DNP	DNA	772
25	Davidson College	Davidson	25,903.00	7,371.00	1349	100	1,712
60	Duke University	Durham	29,345.00	8,210.00	DNP	98	12,398
48	Elon University	Elon College	16,570.00 ^^	5,760.00	1159	82	4,584
17	Gardner-Webb University	Boiling Springs	14,310.00	5,140.00	1029	66	3,864
43	Greensboro College	Greensboro	15,720.00	6,030.00	976	38	1,217
43	Guilford College	Greensboro	19,186.00 ^^	5,940.00	1143	64	2,101
43	High Point University	High Point	14,710.00	6,610.00	1023	54	2,918
25	Johnson C. Smith University	Charlotte	13,062.00	5,046.00	898	DNA	1,474
19	Lees-McRae College	Banner Elk	14,599.00	5,480.00	990	38	928
22	Lenoir-Rhyne College	Hickory	16,450.00 ^^	5815.00	1022	66	1,550
34	Livingston College	Salisbury	12,298.00	**5803.00	DNP	DNA	1,005
09	Mars Hill College	Mars Hill	15,458.00 ^	5,500.00	962	47	1,305
59	Meredith College	Raleigh	18,065.00	5,000.00	1047	73	2,152
56	Methodist College	Fayetteville	15,810.00	5,940.00	989	56	2,255
10	Montreat College	Montreat	14,120.00	4,442.00	1049	61	1,035
73	Mount Olive College***	Mount Olive	10,560.00	4,450.00	950	49	2,289
76	North Carolina Wesleyan College	Rocky Mount	12,443.00	6,555.00	DNP	DNA	1,695
00	Peace College	Raleigh	15,925.00	5,933.00	965	44	699
38	Pfeiffer University	Misenheimer	13,550.00	5,430.00	994	48	2,027
25	Queens College	Charlotte	15,700.00	6,190.00	DNP	69	1,964
52	Saint Andrews College	Laurinburg	15,115.00	5,410.00	986	DNA	693
59	Saint Augustine's College	Raleigh	9,648.00	4,960.00	789	55	1,635
40	Salem College	Winston-Salem	15,715.00	8,870.00	1118	79	1,091
59	Shaw University	Raleigh	9,178.00	5,654.00	780	18	2,616
40	Wake Forest University	Winston-Salem	26,490.00	6,660.00	1309	96	6,444
10	Warren Wilson College	Swannanoa	16,674.00	5,120.00	1168	59	844
36	Wingate University	Wingate	15,200.00	6000.00	1041	64	1,495

County Code	College Name	Location	In-State Tuition & Fees <sup>1</sup>	Total Student Enrollment
<b>Community Colleges</b>				
48	Alamance Community College	Haw River	1,166.00	4,536
10	Asheville-Buncombe Tech. Comm. College	Asheville	1,163.00	5,947
89	Beaufort County Community College	Washington	1,164.00	1,600
55	Bladen Community College	Dublin	1,194.00	1,400
11	Blue Ridge Community College	Flat Rock	1,206.00	2,081
69	Brunswick Community College	Supply	1,209.00	1,018
21	Caldwell Community College & Tech. Institute	Hudson	1,168.00	3,609
70	Cape Fear Community College	Wilmington	1,206.00	6,795
91	Carteret Community College	Morehead City	1,183.00	1,719
22	Catawba Valley Community College	Hickory	1,160.00	4,639
58	Central Carolina Community College	Sanford	1,172.00	3,195
25	Central Piedmont Community College	Charlotte	1,206.00	15,865
17	Cleveland Community College	Shelby	1,174.00	2,742
71	Coastal Carolina Community College	Jacksonville	1,166.00	4,133
98	College of the Albemarle	Elizabeth City	1,206.00	2,379
82	Craven Community College	New Bern	1,206.00	2,996
39	Davidson County Community College	Lexington	1,177.00	2,900
60	Durham Technical Community College	Durham	1,178.00	5,502
74	Edgecombe Community College	Tarboro	1,160.00	2,503
56	Fayetteville Technical Community College	Fayetteville	1,155.00	9,930
40	Forsyth Technical Community College	Winston-Salem	1,194.00	7,198
24	Gaston College	Dallas	1,218.00	5,062
43	Guilford Technical Community College	Jamestown	1,223.00	4,926
77	Halifax Community College	Weldon	1,196.00	1,724
07	Haywood Community College	Clyde	1,164.00	1,952
15	Isothermal Community College	Spindale	1,164.00	1,938
72	James Sprunt Community College	Kenansville	1,174.00	1,353
66	Johnston Community College	Smithfield	1,206.00	3,548
84	Lenoir Community College	Kinston	1,211.00	2,475
88	Martin Community College	Williamston	1,174.00	874
14	Mayland Community College	Spruce Pine	1,164.00	1,355
13	McDowell Technical Community College	Marion	1,186.00	1,210
26	Mitchell Community College	Statesville	1,198.00	2,223
45	Montgomery Community College	Troy	1,193.00	888
76	Nash Community College	Rocky Mount	1,168.00	2,543
90	Pamlico Community College	Grantsboro	1,151.00	379
62	Piedmont Community College	Roxboro	1,169.00	2,234
81	Pitt Community College	Greenville	1,212.00	5,733
44	Randolph Community College	Asheboro	1,200.00	2,287
46	Richmond Community College	Hamlet	1,164.00	1,696
80	Roanoke-Chowan Community College	Ahoskie	1,205.00	980
53	Robeson Community College	Lumberton	1,196.00	2,347
42	Rockingham Community College	Wentworth	1,225.00	2,011
34	Rowan-Cabarrus Community College	Salisbury	1,200.00	5,150
67	Sampson Community College	Clinton	1,205.00	1,552
50	Sandhills Community College	Pinehurst	1,196.00	3,612
07	South Piedmont Community College	Polkton	1,191.00	1,698
54	Southeastern Community College	Whiteville	1,199.00	1,956
06	Southwestern Community College	Sylva	1,168.00	1,889
38	Stanly Community College	Albemarle	1,194.00	1,906
31	Surry Community College	Dobson	1,200.00	3,381
01	Tri-County Community College	Murphy	1,195.00	1,104
64	Vance-Granville Community College	Henderson	1,174.00	4,256
59	Wake Technical Community College	Raleigh	1,152.00	11,286

73	Wayne Community College	Goldsboro	1,168.00	2,085
18	Western Piedmont Community College	Morganton	1,163.00	2,820
28	Wilkes Community College	Wilkesboro	1,181.00	2,596
75	Wilson Technical Community College	Wilson	1,160.00	2,050

County Code	College Name	Location	In-State Tuition & Fees <sup>1</sup>	Room & Board	Average Combined SAT	% in Top 40%	Total Student Enrollment
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**Private 2-Year Colleges**

65	Louisburg College	Louisburg	10,820.00	6,190.00	803	10	502
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**Bible Colleges and Theological Seminaries**

57	Heritage Bible College	Dunn	4,600.00	^^2400.00	DNP	DNA	109
43	John Wesley College	High Point	3,889.00	**1990.00	DNP	DNA	142
40	Piedmont College	Winston-Salem	8,380.00	4,520.00	DNP	DNA	263
98	Roanoke Bible College	Elizabeth City	7,394.00	4,400.00	920	58	187
59	Southeastern Baptist Theological Seminary	Wake Forest	4,930.00	**2076.00	DNP	NA	1,967
40	Winston-Salem Bible College	Winston-Salem	2,400.00	**1000.00	DNP	DNA	est. 60

2003-04 In-State Tuition & Fees<sup>1</sup>=tuition and required fees(two semesters); \*\*\* = Extension program students were not included; NA = not applicable; DNA= Data not available; DNP= Data not provided. Most room and board costs include double occupancy with 19-21 meals per week except: Cabarrus College, Southeastern Seminary, John Wesley and Winston Salem Bible which list only board or room (\*\*); ^^=board includes 14, 15, 17 or 18 meals per week, or an extra charge to be used as a declining balance meal plan, or debt card, with any number of meals; ~~= Residential fee; Est=Estimated based upon web site; &=Combined room and board.

Source: Taken from Tables 4, 6, 48, 49, 55, 56, 57, 58, of the Statistical Abstract of Higher Education in North Carolina, 2003-04 Published annually by the UNC-GA Program Assessment and Public Service Division.

## Facts Sheet for Financial Aid Post-Secondary Education

### FEDERAL

Program	Eligibility	Provides
Army and Air Force Reserve Officers' Training Corps Scholarship (ROTC) (AFROTC)  Marine, Coast Guard  (Grant)	High school graduates, and college students enrolled in institutions with officer training programs  Competitive based	Four years or less scholarships Provides tuition & fee costs and a book & subsistence allowance
Robert C. Byrd Honors Scholarship (formerly Federal Merit Scholarship)  (Scholarship)	NC high school graduates accepted for college/university enrollment  Competitive and merit based  May attend any accredited U.S. institution	Four year award, renewable  \$1,500/year  Equal number from each congressional district
Federal Work-Study (FWS)	US citizen, enrolled part-time or more, at an approved post-secondary institution (undergraduate or graduate)  Need based	Provides on and off campus jobs  Minimum wages/8-15 hours/week
Federal Pell Grants  (Grant)	Enrolled at least part-time at an approved post-secondary institution  (undergraduate only)  Need based	Annual award  \$4,050/year maximum in 2004-2005
Federal Perkins Loan  (Loan)	US citizen, enrolled in undergraduate & graduate institutions  Need based	A low interest loan  \$20,000 total undergraduate study or \$40,000 for undergraduate and graduate study combined
Federal Supplemental Education Opportunity Grant (FSEOG)  (Grant)	US citizen, enrolled in undergraduate institution  Need based (exceptional)	Annual award  Range \$100-\$4,000/year
Ford Federal Direct Student Loan (FDSL)  (Loan)	US citizen, NC resident enrolled in eligible in/out-of-state participating institution	Annual award Low interest loan  Variable rate not to exceed 8.25 percent

**STATE**

<b>Program</b>	<b>Eligibility</b>	<b>Provides</b>
NC Community College Grant Program  (Scholarship)	NC resident enrolled for at least 6 credit hours at a NC community college  Need based	Annual award  Varies with recipient need
NC Legislation Tuition Grant (NCLTG)  (Grant)	NC resident enrolled full time at private NC institution  Not need based	Annual award Maximum \$900/semester or \$1,800/year 2004-2005
NC Student Loan Program for Health, Science, and Mathematics (HSM)  (Loan)	NC resident enrolled full time in institution offering accredited eligible programs  Competitive and need based	Annual loan, renewable  Maximum Range \$3,000-\$8,500/year/degree level  Repay in service or cash
NC Teaching Fellows Scholarship  (Scholarship/Loan)	NC resident enrolled at eligible NC institution  Competitive based/recommendation	Annual loan, renewable for 3 additional years  \$6,500/year  400 awarded annually. Repay in service or cash
Nurse Education Scholarship Loan (NESLP)  (Scholarship/Loan)	NC resident enrolled at eligible NC institution offering LPN or RN program  Competitive and need based	Annual scholarship loan  Range \$400-\$5,000 bachelor's level Range \$400-\$3,000 at LPN and ADN level Repay in service or cash
Nurse Scholars Program (NSP)  (Scholarship/Loan)	NC resident enrolled in NC institution offering eligible nursing programs (undergraduate and master's) Competitive and merit based	\$3,000 diploma/associate level \$3,000-\$5,000 bachelor's level \$6,000 for full-time master's study 450 annual awards Repay in service or cash
Prospective Teachers Scholarship Loans (PTSL)  (Scholarship/Loan)	NC high school graduate enrolled in approved education program at post - secondary institution  Competitive	Annual award, renewable for 3 additional years  \$2,500 annually  Repay in service or cash
Rehabilitation Assistance for Visually Handicapped  (Scholarship)	NC resident, enrolled full time at NC postsecondary institution  Legally blind with employment handicap and expectation for a job  Need based	Covers tuition, fees, books, supplies, and reader services

State Contractual Scholarship (SCSF)  (Scholarship)	NC resident enrolled at least part-time at eligible NC private college or university	Monies given to private schools to be divided among full & part-time needy students  Amount varies
NC Student Incentive Grant (NCSIG)  (Grant)	NC resident enrolled full time at NC institution (as undergraduate)  Substantial need based/ Pell Grant eligible	Annual award \$700
Vocational Rehabilitation Program  (Grant)	NC resident, post-secondary applicants  Mental or physical disability creating an employment handicap and expectation for gainful employment  Need based	Varies based upon need and program type  Individually designed program

## **North Carolina's National College Savings Program**

In 1996, the North Carolina General Assembly authorized the North Carolina State Education Assistance Authority to create and operate a parental savings trust fund and the first investments were accepted into the College Vision Fund 1998. In 2000 the Authority was authorized to offer an expanded program for families to choose their preferred investment or savings vehicle from an array of options. Now known as North Carolina's National College Savings Program, the program offers families the opportunity to accumulate funds to pay for education at any accredited public or private institution anywhere in the country. Earnings on savings are both state and federally tax-free. For more information about this program, contact College Foundation Inc. at 1-800-600-3453 or visit the College Foundation of North Carolina Web site at [www.cfnc.org/savings](http://www.cfnc.org/savings).

Source: NC State Education Assistance Authority. Look for publication, "Student Financial Aid for North Carolina, on web site at [www.cfnc.org](http://www.cfnc.org).

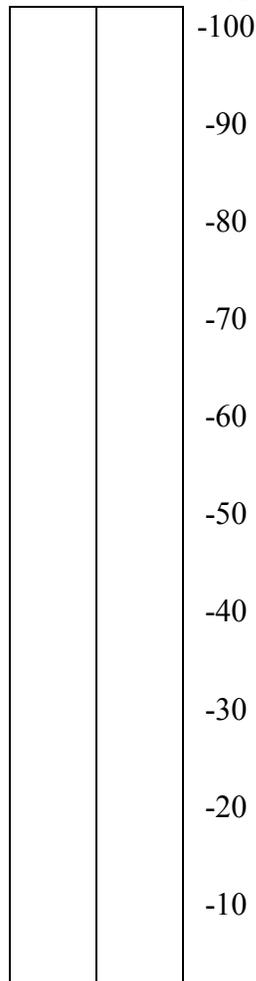
**Activity 16A.** Education and Work Timeline

**Directions:** The timeline below will help you forecast the time you may spend in school and the workplace. Identify the following events on your timeline. Draw a line to mark age of each event and write the event on left side of timeline.

1. At what age did you begin school?
2. At what age do you think you will finish high school?
3. Will you be going on for additional training/education? If/when will you begin training/education after high school? How long will you be there?
4. Are you working? When will you begin working to be self-supporting?
5. When do you think you will no longer work? Will you take time off for child-rearing or schooling during your career?
6. Using a red marker, fill in your education years.
7. Using a blue marker, fill in your working years.
8. How many years of schooling will you have? \_\_\_\_\_
9. How many years will you work? \_\_\_\_\_
10. How does this compare with your classmates?

**LIFE EVENTS**

**AGE**



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**IV**

**JOB  
SEARCH**

## An Effective Job Search Campaign

A job search campaign includes the following:

- ❖ Assessing- your career goals, skills and abilities;
- ❖ Networking- to find information and the hidden job markets;
- ❖ Researching- employers who are seeking potential employees;
- ❖ Writing- resumes, cover letters, follow-up and thank you correspondence;
- ❖ Interviewing- informational interviewing, behavioral interviewing, job related interviews;
- ❖ Negotiating- the entire package of compensation which includes salary, benefits, annual leave;
- ❖ Accepting/declining the offer

Job Search methods includes the following:

- ❖ Networking- finding a position through someone you know;
- ❖ Job postings within organizations or agencies;
- ❖ Employment agencies, public or private;
- ❖ Classified ads in newspapers or magazines;
- ❖ Postings on company web sites;
- ❖ Postings on career related internet sites;
- ❖ Direct contact with companies by application

Using a combination of job search is essential for a successful job search campaign. Develop a strategy the works best for the occupations you are seeking. To find what the best methods are for you, you should consult with people in the field of interest to you or with a career counselor in your school or community. How did other graduates or clients in the same or similar field find their job? Was it through networking, head hunter, advertised in the newspaper or on a web site, job postings with a government agency or at a job fair hosted in your area or at your school or college? It was probably more than one of the methods listed. One size does NOT fit all so develop a job search campaign that targets your specific career goals.

The Department of Labor reported people presently employed used the following strategies to find their current employment:

- 48% through friends or relatives (i.e. networking);
- 24% through direct contact with employers;\*
- 13% used a combination of the networking and
- 6% school placement offices or career centers;
- 5% through the classified ads in publications
- 4% private employment agencies

\*direct contact with employers here means- applying directly with the company's personnel office when information has been received that this particular company is hiring. It does not reflect sending resume to companies unsolicited or without previous contact with them.

## JOB MARKET RESEARCH

After you have determined what you want to do you must find out where you want to work and what organizations or companies hire in your chosen field. Assessing the job market to find out where job opportunities exist is an integral part of the job search process. Below are a list of commonly asked questions about the job market and a list of resources where the answers can be found.

- What companies are hiring?
- What is the average salary for someone with similar skills and background in the field?
- What are the growth industries in the geographic area of choice?
- Which industries most need people with the client's/student's skills and experience?
- What are the major companies and the fastest growing companies in the area?

### Resources:

**Networking** - Tell every one you know you're looking for a job. Ask about openings where your friends and relatives work (see section on networking).

**Classified Ads** - Reviewing the classifieds, you can determine which companies are hiring salary ranges, and the types of jobs that are in highest demand.

**Local Newspaper** - Read the business section on a regular basis for articles describing expansions, new product announcements, and companies relocating into the area

**Chamber of Commerce** - The local Chamber publishes lists of the area's major companies, their addresses, telephone numbers, number of employees and products or services.

**Employment/Temporary Agencies** - Working as a "temp" will get you into different companies to see what they are like. Often people are offered permanent positions after a brief (or even lengthy) temporary assignment. In addition to for profit employment agencies, the **Employment Security Commission** has a job service with on-line listings of job openings.

**Job Hotlines and Electronic Bulletin Boards** - Many companies and government agencies have job hotlines. The number of on-line listings is increasing daily, (see the section on *Job Hunting on the Internet*, for more detailed information).

**Professional and Trade Associations** - The yellow pages and professional directories lists names and numbers of professional associations. Many hold regular meetings, list employment openings, and serve as excellent networking sources.

**Business Publications and Directories** - These resources can tell you a great deal about companies, industries, and the job market. You can find many of these resources in your local library, generally in the reference or business section. The reference or business reference librarian can provide you with assistance.

**Local Phone Book** - Check for listings of companies in your field, or any related organizations offering a product or service to those companies.

**Private Employers** - Contact employers directly to market your job talents. Talk to the person who would supervise you even if there are no jobs currently open (*see section on networking*).

**Federal, State and Local Government** - Look for personnel office lists of job opportunities. Check the government listings in your phone book.

**Apprenticeship Programs** - Ask for information on job opportunities. Contact the state apprenticeship division directly.

**Government Sponsored Training Programs** - Gain direct placement or short-term training and placement if you qualify. Check the yellow pages under Job Training Programs or Government Services.

**Community Colleges and Trade Schools** - Placement counselors have information about the demand for certain occupations and local job postings.

**Visit Your Local Public Libraries** - Check for directories of company listings and job announcements.

**Take a Drive** - Whether you are relocating or remaining in the same geographic area, simply taking a short drive through nearby industrial parks, shopping centers and office complexes may yield useful information. Take note of company names and contact suitable companies at a later date.

## Frequently Asked Questions to Research the Job Market

Questions	Sources to Use to Find Answers
What companies are nearby?	State Industrial Directories; Regional Economic Development Agencies, Chamber of Commerce
What are high growth industries in your area?	Local newspapers; Chamber of Commerce
What are the salary levels for particular jobs or industries?	Newspaper classified ads; <i>American Almanac of Jobs and Salaries</i> ; <a href="http://www.salary.com">www.salary.com</a>
What industries use specific types of workers?	<i>Encyclopedia of Associations</i> ; <i>Directory of US Labor Organizations</i>
How do I find out how a company is doing and its future plans?	Company's annual report; Business pages of local newspapers; Business periodicals and journals; <i>Wall Street Journal</i>
How can I find the names of suitable employment agencies?	Ask for referrals; ask other job seekers; ask human resource professionals in area for agencies they use
How do I find out about state government opportunities?	Ask your local Job Service Office of ESC; Look up state government Internet site: <a href="http://www.osp.state.nc.us/jobs">http://www.osp.state.nc.us/jobs</a>
How do I find out about federal government employment opportunities?	Contact the US Office of Personnel Management closest to you or by Internet site: <a href="http://www.usajobs.opm.gov">http://www.usajobs.opm.gov</a>
How do I find out if a particular company is a good employer?	<i>The One Hundred Best Companies to Work for in America</i> , by Robert Levering
If I am considering retraining for a new career, whom do I contact for information on training programs, college courses and financial assistance?	Contact a community college, public or private college or university in your area; Contact the Financial Aid office for financial assistance information.
What careers need a license and how do I get it?	<i>Encyclopedia of Associations</i> ; <i>Directory of Occupational Licensing in the US</i>

## Networking

Networking is asking for time, information, advice and referrals - not employment. It is the most effective job search method but it will require time, effort and organizational skills to obtain the maximum benefit.

### Networking objectives:

- ❖ Let people know you are seeking employment;
- ❖ Discover the hidden job market – those jobs that are not advertised;
- ❖ Increase your knowledge of the industry, companies and/or occupation;
- ❖ Increase your knowledge about a new or related career field

### Networking strategy:

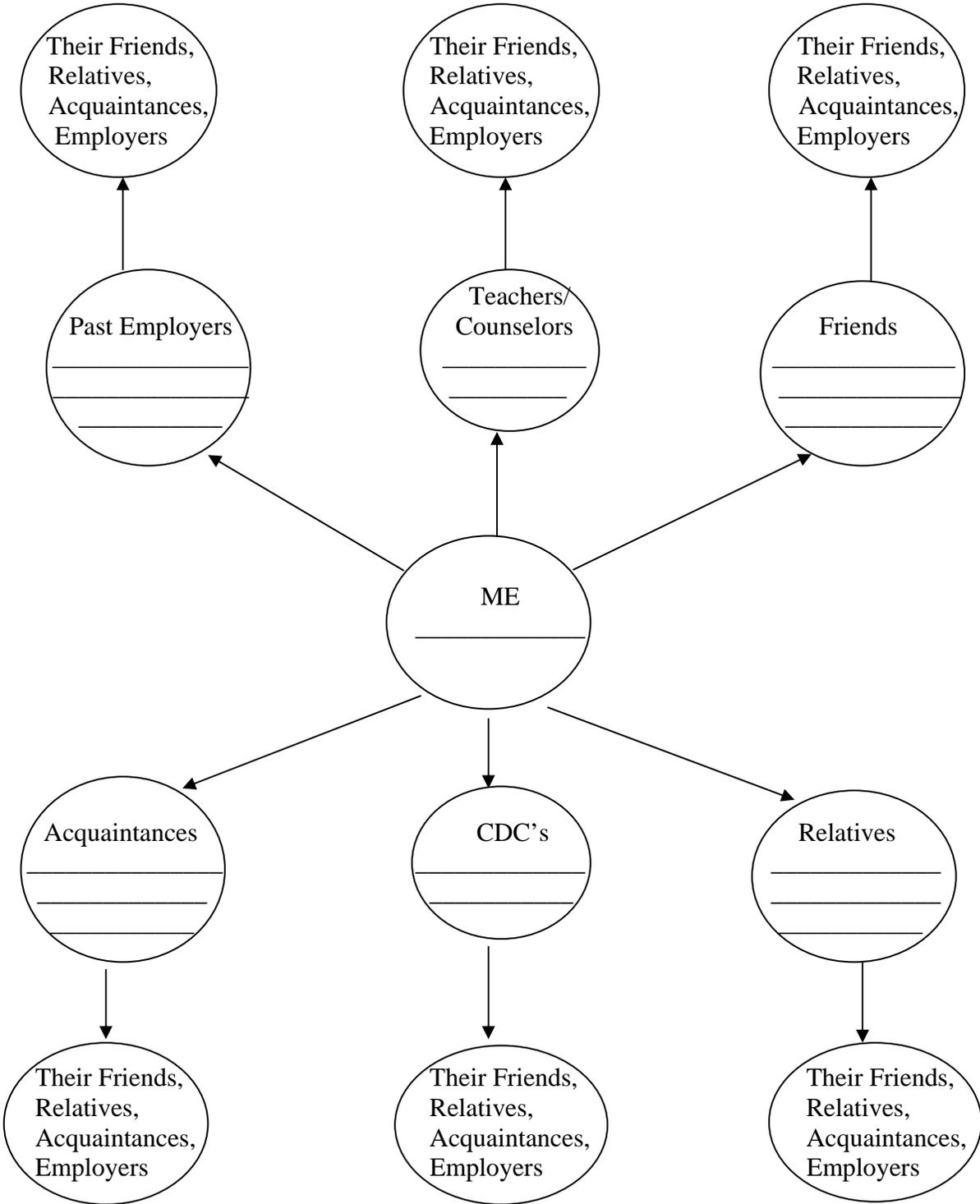
1. **Identify your network.** Use the networking map on the following page to list as many people you can. Don't forget neighbors, former employers, co-workers, classmates, former teachers, or church members.
2. **Select the most promising contacts.** These are people who know others in a field of interest to you.
3. **Prepare your script.** State the goal of your call immediately to defuse the contact that you are asking him or her for employment. Remember you are requesting time, information, advice and/or referrals (see a sample script in this section to help you prepare.) A face – to – face interview is always the best. If this is not possible a telephone or e-mail interview is also effective. When doing e-mail networking, be sure to ask only a few questions at a time. You may also request an appointment via e-mail. In person, by phone or by e-mail ask your contacts for:
  - Information about companies that employ people with your skills;
  - Leads to any openings they know about in the industry;
  - Other people to contact
4. **Follow-up.** Keep accurate records of all your contacts and referrals. Always end a thank you note acknowledge them for their time and information. Keep in touch with them periodically to inform them of your progress.
5. **Expand your network.** Continue to generate a list of people you can contact. Use meetings, conferences, and social gatherings to add people to our network. Remember you can contact people you do not know or have a referral by collecting names from the newspaper, professional journals, company web pages and brochures. Let them know how you found their name and continue the informational interview.

### Benefits obtained from your networking contacts:

- ❖ they can introduce you to others in their network;
- ❖ they can refer you to others for further information;
- ❖ they can make suggestions of other places that may be of interest to you;
- ❖ they can give you feedback on your job search strategy, resume and correspondence;
- ❖ they can help you stay motivated by their encouragement and support

**Activity 17. Networking Map**

**Directions:** Fill in the circles with names of friends, acquaintances and past employers in appropriate places. Start in the center with "ME".



## **Activity 18.** Telephone Script for Networking Contact.

**Directions:** Prepare a script for a networking call using the steps below.

It is very important to prepare for each telephone networking call. Prepare a script and practice it a few times prior to your actual phone call. This will ease your anxiety and increase your comfort level in talking to a variety of people. Some suggestions follow.

**STEP 1.** Make the phone call. Stand up - your voice will carry stronger. Let the person know immediately who referred you to him/her. Use all positive words, such as "I hope this is a good time", Not "is this a bad time, are you too busy".

**STEP 2.** Prepare a 1minute commercial about yourself. It should contain the following highlights:

- Your name - who you are
- Your career goal - occupational area you are interested in pursuing
- Your current situation - seeking employment, recent graduate in (state the program or certification)
- Your strengths, qualifications, special skills - I am very good with details, customer service, etc.

**Example:** Mr. Turner, my name is \_\_\_\_\_, Jim Johnson with Federal Bank & Trust suggested that I call you. I hope I am reaching you at a **good** time. I have recently finished training and updating my skill through the community college programs in data entry, accounting software, and various other computer programs. I am looking for a full time job and could use some **ADVICE** in my job search.

**STEP 3.** Ask for an appointment. More will be gained if you can get a face to face networking interview.

Example: May I have about 20 minutes of your time later this week at your convenience? I would really appreciate it.

**STEP 4.** At the interview be sure you have prepared questions for the person. Be able to state your skills and abilities and ask for names of people or companies that could use a person like you. Ask if he/she knows of any new industry, or an existing industry that is expanding and needing additional workers. Show the person your resume and ask his/her advice on the resume.

**STEP 5.** Thank the person at the end of the interview and also send a written thank-you note. Keep the person informed about any new possibilities and prospects in your job search.

Contacting a person without a referral from someone else may go something like this:

Hello, Mr. Rudolph, my name is Ed Smith. I noticed your promotion to regional manager for technical services mentioned in last week's paper, congratulations. I thought you would be an excellent person to give me some advice. I just recently graduated with an Associated Degree in Electronic Engineering and I'm in the process of doing some research regarding the type of work I'd like to do. Would it be possible to have 15 minutes of your time so that I could ask you a few questions?

*These interviews are similar to those discussed in the section on Career Information Interviews. They can be arranged at your contact's place of work, during lunch, morning coffee or after work. If your contact seems hesitant to meet face to face, ask if they could spend a few minutes of time talking with you on the phone.*

## **PEOPLE SKILLS NECESSARY FOR NETWORKING**

**Assertiveness** – Take responsibility for getting what you want and not apologizing for asking for help. Remember, networking is a two way street of people sharing what they have to meet mutual goals.

**Excellent Listening Skills** – Most of your networking will require listening for information and answers. Good listeners have good connections.

**Asking Good Questions** – Good questions indicate good listening skills. They give people a clear understanding of what you want from them and demonstrate good thinking skills.

**Presenting Yourself Attractively** – Communicate confidence and self-assurance.

## Questions for Information Interviews and Networking Appointments

Always go to an information interview with prepared questions. This will demonstrate your organization skills and proper business etiquette. Below is a list of generic questions that you may decide to ask. Also add questions you have that pertain to your particular situation or research needs.

### **Personal Background**

Tell me how you got started in this field?  
How long have you held this kind of job?  
How long have you worked for this organization?

### **Nature of Work**

What are your major responsibilities?  
What are the rewards of your position?  
What are the most frequently recurring problems or challenges?

### **Working Conditions**

What hours do individuals in this job usually work?  
Does this job allow for flexible work hours/work days?  
Does this job require primarily independent activities or team – work?  
Who evaluates your performance? How is it done?

### **Preparation Required**

What kind of academic background is required?  
Can experience be substituted for formal education credentials?  
What skills are utilized the most?  
Are there any specific courses of training that are particularly valuable?  
What kind of on-the-job training is provided?

### **Salary and Benefits**

What is a typical entry level in this field?  
What potential earning can someone in this field of work anticipate?  
What are benefits derived from this occupation?

### **Entry in the Field**

What is the current job market outlook for this job?  
Do you anticipate any change for the better or worse during the next few years?  
How does one get his/her first job? How are these jobs advertised and candidates selected?  
Would previous experience as an intern or volunteer make a candidate more marketable?  
What kinds of skills should a job seeker highlight in resumes, cover letters and interviews?  
What kinds of organizations have positions like yours to fill?

### **Opportunity for Advancement**

What is a typical career path for individuals in your position?  
To what position in your organization could you realistically aspire?  
Are there lateral moves that can be made within your organization?

*Remember to: ask for additional names of people to contact in this field or related fields and be sure to write and send a thank you note soon after your meeting.*

## ANSWERING HELP WANTED ADS

In responding to ads, consider the following;

Consistently check the Sunday classified section. But remember there are a number of other sources:

**daily newspapers**

**school/university job listings**

**government publications**

**professional or trade publications**

**community bulletin boards**

**business papers in your area**

Choose the right ad. Even if you are missing one qualification in an ad that interests you, apply anyway. You may possess the most critical qualification. But be close, it is a waste of time and money to apply for jobs you are not qualified for.

Follow-up. Whenever possible, follow-up with a phone call within a week. This follow-up reminds the hiring authority who you are and strengthens your interest.

## THE DIRECT APPROACH

This method is not to be confused with mass mailings. Instead you will be contacting companies that you have targeted as having a need for your qualifications.

1. Make a list of targeted companies. You will generate this list based on your job market research, companies you know about, and/or companies you have learned about through your network. Your targeted list should have 10-15 company names at all times.
2. Send a cover letter to the company. Address the letter to the department where your job target is located. Try to obtain the name of the person who makes hiring decisions.

In this strategy, you may be told there are no current openings. All is not lost, an opening may develop in the future. Keep in touch periodically. You should also ask if they know of any other companies that might be in need of your qualifications.

## Activity 19. Reading the Classified (Want) Ads in a Newspaper

**Directions:** Match the following abbreviations with the correct word it represents.

### ABBREVIATION

1. appt.
2. w/
3. p/t or PT
4. avail
5. nego
6. temp
7. med
8. ben or bene
9. wpm
10. hs grad
11. ass't
12. sal
13. req
14. pref
15. EOE
16. co
17. exp
18. hrs.
19. mfg
20. exc
21. pos
22. mom/aft/eve
23. ofc
24. ref

### WORD

- \_\_\_ a. words per minute
- \_\_\_ b. temporary
- \_\_\_ c. required
- \_\_\_ d. preferred
- \_\_\_ e. part-time
- \_\_\_ f. negotiable
- \_\_\_ g. manufacturing
- \_\_\_ h. high school graduate
- \_\_\_ i. experience
- \_\_\_ j. Equal Opportunity Employer
- \_\_\_ k. benefits
- \_\_\_ l. assistant
- \_\_\_ m. appointment
- \_\_\_ n. company
- \_\_\_ o. excellent
- \_\_\_ p. hours
- \_\_\_ q. medical
- \_\_\_ r. morning/afternoon/evening
- \_\_\_ s. office
- \_\_\_ t. position
- \_\_\_ u. available
- \_\_\_ v. salary
- \_\_\_ w. with
- \_\_\_ x. references

## READING CLASSIFIED ADS

A careful reading of classified ads will help you focus on the jobs you want as well as the jobs for which you have the best chance to be hired. Below are two classified ads. Read the ads and then answer the questions about them.

#1. Word Processor (5) Immediate work. Needed 6 weeks for project near downtown area, 45 wpm, Exc hourly wages. Call Don 372-0010

#2. Reception-typing law firm, Pleasant bright person, must enjoy public contact. Excellent telephone skills and good eye for detail. Exp. preferred. Call 275-0400

1. Which ad is looking for more than one person? \_\_\_\_\_
2. If you were looking for a long term position, which job would you not apply for? \_\_\_\_\_
3. Which job requires experience? \_\_\_\_\_
4. Which job specifies typing requirement? \_\_\_\_\_
5. Which job is more suited for an outgoing extroverted type of person? \_\_\_\_\_

## Activity 20. Sample Employment Application

**Directions:** Read the application tips in Career Choices. Fill out the application below according to the tips given in the article.

<b>APPLICATION FOR EMPLOYMENT</b>					Social Security Number ____ - ____ - ____	
Name:					Phone Number: ( )	
Address						
(Referred By:)						
<b>Employment Desired</b>						
Position			Date You Can Start		Salary Desired	
<b>Education</b>	Name and Location of School		Circle Years Completed	Did You Graduate?	Degree (s) Major/Subject	Date
High School			1 2 3 4	<input type="checkbox"/> YES <input type="checkbox"/> NO		
College or Business School			1 2 3 4	<input type="checkbox"/> YES <input type="checkbox"/> NO		
Special skills or courses taken:						
<b>Previous Employers</b> (starting with the most recent employment)						
Current or Last Employer:				Supervisor		
Address				Phone No. ( )		
From (Month, Year)		To (Month, Year)		Ending Salary \$		
Job Duties:						
Employer:				Supervisor		
Address				Phone No. ( )		
From (Month, Year)		To (Month, Year)		Ending Salary \$		
Job Duties:						
Employer:				Supervisor		
Address				Phone No. ( )		
From (Month, Year)		To (Month, Year)		Ending Salary \$		
Job Duties:						
<b>References</b>						
Name	Address			Phone No.	Years Known	

The states above are true to the best of my knowledge. I understand false information on this form could be cause for dismissal.

Date \_\_\_\_\_ Signature \_\_\_\_\_

## Activity 21. Company/Employer Research

You hear about a great place to work. What do they do? What type of positions do they have? Are they hiring? How do you find out more? **Research, Research, Research.**

Before you interview with an organization be sure you have **researched** it thoroughly. Most companies have a web site and can easily be accessed by an Internet search engine. You can also call the company and ask them for their web site address. It is often listed in business journals, the yellow pages, and on company brochures. If you do not have access to the Internet, You can research employers at the school's career centers, public libraries and by asking your network of contacts.

**Directions:** Record below information about a company or business you are interested. Add additional questions that are specific to your job search. You may need to collect this information from several sources.

1. Company name:
2. What does the firm do?
3. How did the organization get started, where and when?
4. How many employees does the company have?
5. What are its products and services?
6. What types of occupations are employed?
7. What are their hiring practices? How do they find their employees?
8. Do they hire entry-level positions (or the position level which best suits you) from a specific source?
9. What are some of the industry trends that effect this organization?
10. What are some of the organizations greatest challenges?

# USING THE INTERNET IN YOUR JOB SEARCH

## WHY?

- There are hundred of jobs "out there" that may or may not be listed elsewhere.
- Increases your "network" of people willing to give you leads and advise in your job search.
- Ability to send your resume electronically - saves time, postage, etc.
- Ability to research potential employers and companies to be better prepared for interviews.

## HOW?

Besides the obvious computer, modem and telephone line, you will need to invest in a communications software package. Your communications software must provide terminal emulation, which permits your home computer to act as a terminal on the computer system you are connected to. The most commonly used terminal emulation is known as VT-100, the standard for computer-to-computer communications.

## WHAT'S NEXT?

Now you must get connected to the Internet. There are several ways: commercial on-line services, freenets and bulletin boards.

**Commercial on-line services** - charge a monthly fee and can provide you with a wealth of information, including news and financial data, bulletin boards, electronic mail and job vacancy announcements. Some will give you access to subscribers on other networks and on the Internet. Some popular commercial on-line services include: MSN, America Online, Road Runner.

**Freenets** - are funded and operated by individuals and volunteers. As members of the National Public Telecomputing Network (NPTN), an organization working to make computer network services as freely available as libraries.

**Bulletin Board Systems** - most BBSs are small operation that provides a low cost alternative to the national on-line services. There are an estimated 50,000 to 100,000 public dial up bulletin board systems in North America today. Some BBSs are free; some suggest donations and others charge a fee.

Like all new technology, job search through the Internet offers more accessibility, and an increased speed of information. The Internet can be an advantage to the computer literate job seeker. However, the same job search process of assessing your strengths, researching your targeted market and proper interview techniques apply whether you are conversing over the Internet or in person. The Internet can be a useful tool in getting to career information and job listings quickly.

from: Using the Internet in Your Job Search, F. Jandt & M. Nennich, JIST, 1995

## **JOB SEARCH ON THE INTERNET**

Below are a few popular web sites for job search information. For a more extensive list of job search web sites, see the “Additional Resources”, Section V.

### **Job Search Clearinghouses:**

The Riley Guide [www.rileyguide.com](http://www.rileyguide.com)  
Directory of employment and career information sources and services on the Internet.

Job Hunters Bible [www.jobhuntersbible.com](http://www.jobhuntersbible.com)  
Career and job information clearinghouse developed by Richard Bolles, author of “What Color Is Your Parachute”.

### **Job Search Sites:**

NC Job Bank [www.ncesc.com](http://www.ncesc.com)  
Job listings for jobs throughout North Carolina and the NC State Job Application is here for downloading to your computer.

NC Office of State Personnel [www.osp.state.nc.us](http://www.osp.state.nc.us)  
Job listings for jobs in state government by location or by agency.

America’s Job and Talent Bank [www.ajb.org](http://www.ajb.org)  
Job listings, resume postings and a computerized network that includes state Employment Service offices job listings.

Career Builder [www.careerbuilder.com](http://www.careerbuilder.com)  
Job listings from major newspapers including: *The Boston Globe*, *Chicago Tribune*, *Los Angeles Times*, *Washington Post* and many more.

Career Magazine [www.careermag.com](http://www.careermag.com)  
Job listings, employer profiles, news articles, and discussion groups.

Career Resource Center [www.careers.org](http://www.careers.org)  
Job information with more than 1,300 career related web sites.

Monster Board [www.monster.com](http://www.monster.com)  
Job listings of over 48,000 jobs in all fields, accepts resume and applications.

# RESUMES

A resume is one of the most important tools in your job search. Its purpose is to entice the employer to know more about you and call you for an interview. It is usually the first impression you will make on that person. Make it a good one!

## A GOOD RESUME PRESENTS:

- who you are
- what kind of position you want
- **SKILLS** you have and accomplishments you have made
- listing of education and training
- listing of previous work experience

## GENERAL DO'S AND DON'TS

### DO

Be concise, accurate, positive  
List your most recent job first  
Stress skills & accomplishments  
Research & use keywords related to the job  
Make resume attractive to read  
Have someone proofread before mailing

### DON'T

Lie or exaggerate  
Include salary history  
Use pronouns, abbreviations  
Overdo use of bold & italics  
Use small type or overcrowd margins  
Include references

References are usually left off resumes unless you are instructed to include them for a job fair.

Have references available on another typed sheet of paper for the interview- at least three people, not relatives, that have recognized your skills, accomplishments or personal qualities.

"References furnished upon request" is no longer necessary on the bottom of resumes. It may be eliminated especially if space is needed for pertinent information.

There are different resume formats. Not one resume format or style is appropriate for all job seekers. Select the style and format, which best markets and sells your skills and qualifications to the most employers.

Include your e-mail address on resume, if you check your e-mail regularly.

Always include a cover letter (see the following pages) with a resume.

## **DEVELOPING A CAREER OBJECTIVE**

"A resume without an objective is like a book without a title", states Jay L. Stahl, managing director of Right Associates in Raleigh, NC.

By trying to keep many career options open and not using an objective, clients/students may give the message to employers that they are not focused, do not have any goals and diminish the possibility of being called for an interview.

Seniors attending job fairs or looking for full time employment need to design a resume, including a career objective, that is flexible to entice the varied employers who attend, while giving a statement of the strengths he/she has to offer. This can be done as follows:

### **A CAREER OBJECTIVE HAS THREE KEY PARTS:**

1. Level of position for which one is applying.  
For high school students this primarily will be "entry level positions".  
Example: CAREER OBJECTIVE: Obtain an entry-level position...
2. Type of business, industry or career area sought.  
Keep this generic, such as manufacturing, construction, health or human services, sales, etc.  
Example: CAREER OBJECTIVE: Obtain an entry-level position in the hospitality industry....
3. State the major strengths you have to offer this employer.

Be sure there are examples of these strengths in the resume either as a volunteer, club activity, or work experience. The career objective is the first part of the resume the interviewer will see. It can start the interview process with a focus.

### **EXAMPLES OF CAREER OBJECTIVES FOR STUDENTS:**

- Obtain an entry-level position in a business or industry using my strengths in clerical procedures and customer contacts.
- Obtain an entry-level position in an industrial or manufacturing environment using my strengths in mechanical abilities and warehouse duties.
- Obtain an entry-level position in a health or human services facility using my strengths with individual care and personal attention to needs of others.

## SUMMARY STATEMENTS

One very good way of getting an employer's attention when reviewing your resume is to include a summary statement. Summary statements follow the career objective and can be used with any resume format. It is an overview of what you have to offer. Like the objective it is optional, but strongly recommended. Summary statements contain the following.

Years of experience (could include education/training experience)

Type of environment worked in

Area of specialty (education or training can be substituted for lack of experience)

Brief description of your most relevant business characteristic (self-management skills)

Here are some sample summary statements:

Two years experience in clerical support and data entry, with customer service division of a midsize employer. Dependable and conscience with the ability to get the job done with minimal supervision. Committed to cooperative teamwork. Experience working with the public.

*A different format would be to simply list your qualifications:*

Enjoy detailed work and exhibit initiative, creativity and resourcefulness.

Able to utilize organizational and problem solving skills.

Reliable, efficient and capable of completing a variety of tasks.

Good team player, work well with all kinds of people.

**Note:** *Be sure to back up your statements with facts about your job responsibilities and accomplishments in the body of your resume.*

# THE CHRONOLOGICAL RESUME

The chronological resume emphasizes work experience. It is the preferred style of resumes by employer because it enables them to quickly match your previous work experience to their immediate needs. Recent graduates can use it to show their part-time, co-op, and summer employment as relevant work experience.

Writing a Chronological Resume:

- Use a career objective to market your strengths and skills without limiting your options. See the preceding pages for more information on career objectives.
- Use a summary statement, 3-4 statements about who you are, your experience and credentials.
- Start with your most recent position and work backward. Give the name of the company, city, state; job title, major duties and accomplishments.
- Keep your job objective in mind and emphasize the duties and accomplishments that publicizes your strengths and for which the employer is looking.
- Use action verbs to start each phrase or sentence.
- Use lists preceded with bullets for easier reading.
- If you have completed a relevant course or received a diploma/degree in the last five years, it should go at the top of the resume; otherwise education should be listed at the bottom. Keep the length of your resume to one page, two at the maximum. If you use a second page, be sure to type your name on the top of page 2.

## CHRONOLOGICAL FORMAT

**NAME** - State full name, type in bold and use a large type

**E-MAIL ADDRESS**

**STREET ADDRESS**

**CITY, STATE, ZIP CODE**

**(AREA CODE) TELEPHONE NUMBER**

**OBJECTIVE** - indicate the position or general type of job you are seeking.

**SUMMARY STATEMENT** - (optional)

**EDUCATION** – if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses (may be a separate section). GPA may be appropriate.

**WORK EXPERIENCE** - list each job separately starting with your present job or most recent job first, state your position, major responsibilities, duties and accomplishments.

**SKILLS** – list relevant skills. Skills include the machines you can operate, computer hardware, software in which you are competent. Examples: operate a cash register, copier, fax machines, IBM computer, Macintosh computer, Word Perfect.

**ACTIVITIES** - extracurricular activities, community activities are all appropriate if space permits and if relevant to your job objective.

See sample Chronological Resume.

## THE FUNCTIONAL RESUME

The functional resume organizes your experience by areas of skills, avoiding a strict reliance on chronology. Functional titles or skill clusters are used to organize your skills from various places of employment, volunteer or educational experiences. The functional resume is an excellent tool for career changers, job seekers re-entering the job market after a period of not working and for students finishing a degree or program area, which qualifies them for work differing from their previous employment.

Writing a Functional Resume:

- Determine the functional titles that best describe your skill area and are most closely related to your job target.
- Include summary statement.
- Within each functional area stress your accomplishments, results or abilities.
- Include all relevant accomplishments without identifying the place of employment or voluntary situation in which it took place.
- List your education, relevant courses or degree at the top of the resume if it was completed with in the last five years.
- List work experience at the bottom, giving dates, company name and title.
- Keep length of resume to one page, two maximum. If using a second page, type your name only on upper corner of second page.

## FUNCTIONAL FORMAT

**NAME** - type full name in large type

**E-MAIL ADDRESS**

**STREET ADDRESS**

**CITY, STATE, ZIP CODE**

**(AREA CODE) TELEPHONE NUMBER**

**OBJECTIVE** - although optional, either career highlights or objective gives reader the messages of your career goals and your focus.

**SUMMARY STATEMENT** - (optional)

**EDUCATION** - if you are a recent graduate, place your education here, list your diploma, degree, certificate, name of school and location, relevant courses and GPA (optional).

**FUNCTIONAL TITLE (S)** - Select two or three skill areas in which you are interested.

Examples: Customer Service, Sales & Marketing, Office Technology, Graphics & Design, Medical Services, Food Service, Hospitality, Horticulture, etc. List them in order of your interest and skill level. State accomplishments or qualifications you have under each title.

**WORK EXPERIENCE**

date job title company name, city, state

date job title company name, city, state

date job title company name, city, state

See sample Functional Resume.

## THE ELECTRONIC RESUME

The electronic resume will be read (scanned) by a computer and placed in a database. The format may be chronological or functional. It must contain keywords and a keyword summary. Keywords are nouns that state your job title, duties and accomplishments. The keyword summary should contain the targeted job title and alternative labels, as well as previous job titles, skills, software programs, and language known to the particular industry, profession or occupation. It is important to note the resume will be read by a computer first, and a human second. If it does not contain the "keywords" the employer has requested the computer to search, a hiring professional will not see it. See the following pages for sample keywords.

### Writing an Electronic Resume:

- Choose the most likely keywords and arrange them in an appropriate order.
- Use the typeface most easily read by a computer: Helvetica, Times Courier and a font size between 10-14 point (name should be 14).
- Avoid italics, script, underlining, graphics, shading, boxing, vertical and horizontal lines, columns the computer has difficulty reading these. Bold type and solid bullets are OK.
- Use smooth white paper (8 1/2 x 11), black ink with laser quality print.
- Use abbreviations carefully.
- Avoid stapling or folding the resume and cover letter. Words in the fold may not be scanned correctly. Provide sufficient white space.

## ELECTRONIC FORMAT

**NAME** -Large print, bold without any fancy layouts

**E-MAIL ADDRESS**

**STREET ADDRESS**

**CITY, STATE, ZIP CODE**

**AREA CODE TELEPHONE NUMBER** -To ensure separation of words and categories, leave plenty of white space instead of parentheses. Example: 919 772-5555.

**OBJECTIVE** - optional, unless applying for specific job title employer is seeking.

**KEYWORD SUMMARY** - approximately 25 words that best sell you stated in nouns. Include job title, duties, skills, and interpersonal traits.

**EDUCATION** - if you are a recent graduate, place your education here; list your diploma, degree, certificate, name of school and location, relevant courses. GPA is optional.

**SKILLS** - relevant to job objective not previously stated in Keyword Summary. May include transferable, technical and computer skills. Bulleted single column list scans the best.

**WORK EXPERIENCE** - list each job separately starting with your present job or most recent job first, state your position, major responsibility, duties and accomplishments.

**ACTIVITIES, HONORS, AWARDS** - extra curricular activities, community activities, sports, etc. are appropriate if space permits and is relevant to your job objective.

See sample Electronic Resume.

from: Electronic Resume Revolution by Joyce Lain Kennedy and Thomas Morrow, John Wiley & Sons, 1994

**Activity 22. Resume Worksheet**

**Directions:** Before writing your resume, fill out this worksheet and use this information to write your own resume.

Name \_\_\_\_\_

E-mail \_\_\_\_\_

Address  
\_\_\_\_\_

City, State, Zip Code \_\_\_\_\_

Telephone Number (xxx) xxx-xxxx \_\_\_\_\_

Objective \_\_\_\_\_

Summary Statement \_\_\_\_\_

Education  
\_\_\_\_\_  
\_\_\_\_\_

Vocational/Relevant Courses  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skills  
\_\_\_\_\_  
\_\_\_\_\_

Work Experience (2 or 3)  
Date: \_\_\_\_\_ Company Name: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_  
Job Title: \_\_\_\_\_ Duties: \_\_\_\_\_

**Accomplishments/Special Awards**  
\_\_\_\_\_

**References: (2 or 3)**  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone no. \_\_\_\_\_ E-mail: \_\_\_\_\_

References should be put on separate sheet

# CHRONOLOGICAL RESUME SAMPLE

## ANITA CARTER

anitac@dotmail.com

5820 Harrison Ave.

Yourtown, North Carolina 21011

(919) 230-5555

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### OBJECTIVE

Hotel or restaurant management trainee

**SUMMARY STATEMENT** Two years experience in all aspects of the restaurant business. Proven customer service and organizational skills. Dependable, conscientious and able to handle a variety of tasks simultaneously.

### WORK EXPERIENCE

Perry's Restaurant, Smalltown, NC

2002 - present

#### Restaurant Hostess

- Greeted customer quickly and assigned them to appropriate section.
- Handled customers' questions, complaints and inquires to assure customers satisfaction.
- Assisted wait staff with necessary duties to increase table accessibility and turnover
- Handled cashier's duties of processing charges, direct billings and cash sales.
- Reconciled cash register at closing of restaurant.
- Audited supply report and customer's record for accuracy.

#### Wait staff

2000 - 2002

- Greeted assigned customers with enthusiasm and communicated daily specials, house requests to over 75 individuals daily.
- Handled banquet room including set up of food and beverage tables. Waited on customers as detailed in instructions and provided hospitality as requested.
- Performed kitchen duties including assisted with specialty chefs, dishwasher and bus crew as needed.

Regional Grocery Store, Anothertown, NC

1998 - 2000

#### Cashier

- Checked and processed grocery orders.
- Reconciled cash drawer daily.

### EDUCATION

Taylor Community College, Taylor, NC

1995 - 1998

Continuing Education Courses: Hospitality, Business Management, Supervision

# FUNCTIONAL RESUME SAMPLE

## DOUGLAS R. JONES

425 Murphy Road  
Goldstown, North Carolina 23211  
(706) 234-5555

### OBJECTIVE

Position in a business office utilizing my strengths in customer service, computer knowledge and accounting.

### EDUCATION

Williams High School, Williamston, NC

Diploma, 1995

Continuing education courses through area technical centers in: Visual Basic, Windows, Word, Excel and Access

### CUSTOMER SERVICE

- Handled retail and food service customers for four years with speed and accuracy
- Awarded employee of the month for outstanding service and excellent attendance

### OFFICE TECHNOLOGY

- Demonstrated skills and competency in clerical procedures through work and training including:

Typing	Billing	Record keeping
Filing	Fax	Shipping materials

- Handled variety of office duties including receptionist, data entry, multi telephone lines

### ACCOUNTING

- Ordered, stocked and distributed office supplies for entire company
- Assisted controller in general ledger, payroll, accounts receivable/payable
- Distributed accounting reports to all department managers on time

### EMPLOYMENT HISTORY

1999 - 2002	Counter sales	R & B retailers
1998 - 1999	Office assistant	Goodsons Rental Properties
1995 - 1998	Cashier, wait staff	Crossroads Restaurant & Grill

## COMBINATION RESUME SAMPLE

### **WILLIAM SMITH\***

1710 Miller Road  
Langton, MI 48880  
(615) 555-6789

### **CAREER OBJECTIVE**

Electronics Technician

### **EDUCATION**

Associate Degree, Applied Science, Electronic Technology with Digital Emphasis. Lansing Community College, Lansing, Michigan. June 2003

### **SKILLS AND ACCOMPLISHMENTS**

ANALYZED AND REPAIRED circuit boards and electrical machines in 200 hours of laboratory time. Hands-on experience required the application of classroom theory.

DESIGNED AND CONSTRUCTED complete working model of conveyor supply line. System worked with 100 percent accuracy. Received one of the highest grades given for this project

OPERATED TEST EQUIPMENT set-up and used oscilloscopes, multimeters, ohmmeters, voltmeters, and automatic testing machines.

TECHNICAL REPORT WRITING skills developed in class on co-op experience. Able to express complex subject matter in understandable terms.

MATH AND ANALYTICAL skills learned through analytic geometry and calculus.

### **EXPERIENCE**

ELECTRONICS TECHNICIAN, ABC Electronics, Langton, Michigan (1997 - 2000). Employed through student cooperative education program for three terms. Received grade of A from employer each term.

RADIO REPAIRMAN, Jones Radio Repair, Langton, Michigan (2000 - 2004). Reached through student cooperative education program for three terms. Received pay raises based on performance.

### **OTHER**

Excellent set of working hand tools. Good hand-eye coordination; able to manipulate small objects effectively.

### **REFERENCES**

Available upon request

\*adapted from *Accept the Challenge: Job Search Guide*. Lansing, MI: Employment Placement Services, Lansing Community College, 1985, p. 25. Used with permission.

# ELECTRONIC RESUME SAMPLE

**Kathy S. Reston**  
ksreston@rr.com  
2457 Lakemont Drive  
Raleigh, NC 27810  
(919)733-6456

**OBJECTIVE:** Drafter

## **KEYWORDS**

Blueprint. Process Flow Diagrams. Drafting, Instrumentation Diagrams. Auto CAD 14.0. Harvard Graphics 4.0. Lotus Suite. Excel. Document Control files. Structural. Engineering. Electrical. Civil.

## **DRAFTING SKILLS**

Process Flow Diagrams  
Piping and Instrumental on Auto CAD 14.0  
Charts and graphics using Harvard Graphics 4.0 and PowerPoint 97 software  
Charts on Lotus Suite and Excel  
Maintain Document Control files and documentation  
Maintain bills of material using Excel

## **WORK HISTORY**

Drafter  
Raleigh Blueprint & Design.  
Raleigh, NC  
1999-2003

Drafter  
Edwards Engineering  
Greenville, NC  
1995-99

## **EDUCATION**

Wake Technical Community College, Raleigh, NC  
Associate of Applied Science Degree, 2002  
Major: Mechanical Engineering Technology

## RESUME WORD LIST

### ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Acted	Calculated	Decided	Evaluated	Governed	Investigated	Modeled
Adapted	Chartered	Defined	Examined	Guided	Judged	Monitored
Addressed	Checked	Delegated	Expanded	Handled	Kept	Multiplied
Administered	Classified	Delivered	Experimented	Headed	Learned	Negotiated
Advised	Coached	Designed	Extracted	Helped	Lectured	Officiated
Allocated	Collected	Detected	Facilitated	Identified	Led	Offered
Analyzed	Communicated	Directed	Filed	Illustrated	Lifted	Operated
Approved	Compared	Documented	Financed	Imagined	Listened	Overhauled
Arranged	Completed	Drove	Fixed	Implemented	Logged	Performed
Ascertained	Computed	Dug	Followed	Improved	Made	Reviewed
Assisted	Conceived	Edited	Formulated	Improvised	Maintained	Trained
Attained	Coordinated	Eliminated	Founded	Increased	Managed	Updated
Audited	Copied	Empathized	Gathered	Indexed	Manipulated	Validated
Brought	Counseled	Enforced	Gave	Initiated	Mediated	Valued
Budgeted	Created	Established	Generated	Inspected	Memorized	Visualized
Built	Dealt	Estimated	Got	Interpreted	Mobilized	Wrote

### SKILL VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Achieve	Deliver	File	Make	Produce	Repair	Take Instruction
Act	Draw	Finance	Manage	Promote	Research	Talk
Administered	Edit	Imagine	Manipulate	Publicize	Schedule	Teach/Train
Analyze	Elicit	Implement	Motivate	Purchase	Select	Tell
Assemble	Eliminate	Improve	Negotiate	Question	Sell	Troubleshoot
Build	Emphasize	Improvise	Observe	Raise	Sense	Tutor
Calculate	Enforce	Increase	Organize	Read	Separate	Type
Communicate	Establish	Influence	Originate	Realize	Serve	Umpire
Compose	Estimate	Interview	Paint	Reason	Service	Understand
Consult	Evaluate	Invent	Perceive	Receive	Set	Unify
Control	Examine	Judge	Perform	Recommend	Sew	Upgrade
Coordinate	Expand	Keep	Persevere	Reconcile	Shape	Use
Copy	Experiment	Lead	Persuade	Record	Speak	Utilize
Count	Explain	Learn	Photograph	Recruit	Study	Verbalize
Create	Express	Lecture	Pilot	Reduce	Summarize	Weigh
Debate	Extract	Listen	Plan	Refer	Supervise	Work
Define	Figure	Maintain	Problem	Remember	Supply	Write
			Solve			

### ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS

Active	Creative	Efficient	Firm	Mature	Pleasant	Sense of Humor
Adaptable	Dependable	Energetic	Honest	Methodical	Positive	Sensitive
Adept	Determined	Enterprising	Innovative	Objective	Productive	Sincere
Broad-minded	Diplomatic	Experienced	Instrumental	Outgoing	Reliable	Successful
Competent	Disciplined	Fair	Logical	Participate	Resourceful	Tactful
Conscientious	Discreet	Forceful	Loyal	Personable	Self-reliant	Versatile

Source: North Carolina State University Placement Manual, 2003

## Resume Development Checklist

Category	Can Be improved By	Good
<b>Overall appearance</b> <ul style="list-style-type: none"> <li>• Resume is neatly and accurately typed with no errors in grammar, spelling.</li> <li>• Adequate white space and margins are used.</li> <li>• Points are graphically highlighted.</li> <li>• Most important "selling" points are at after the job objective.</li> <li>• Resume is brief and relevant.</li> <li>• Resume is printed on quality paper.</li> <li>• Resume looks professional.</li> </ul>		
<b>Objective</b> <ul style="list-style-type: none"> <li>• Clear, short statement geared to the employer's needs.</li> <li>• Includes job title and your special skills.</li> </ul>		
<b>Education</b> <ul style="list-style-type: none"> <li>• All relevant honors, awards, training, education, and special skills are included.</li> <li>• Schools are listed in reverse chronological order.</li> </ul>		
<b>Experience and skills</b> <ul style="list-style-type: none"> <li>• Work history is listed in reverse chronological order with dates included.</li> <li>• Company name, city, state, job title are included.</li> <li>• Skills and accomplishments are clustered.</li> <li>• Skills and accomplishments are written in short, clear phrases.</li> <li>• Accomplishments from paid and volunteer work are included.</li> </ul>		
<b>References</b> <ul style="list-style-type: none"> <li>• You have prepared a reference list of names, phone numbers, and other pertinent information.</li> <li>• You have asked permission from the references to use their name.</li> </ul>		
<b>Summary</b> <ul style="list-style-type: none"> <li>• The resume sells the writer.</li> <li>• The resume has a cover letter.</li> </ul>		



## HOW TO WRITE A COVER LETTER

A cover letter can sometimes be even more important than the resume. It will actually “sell” the reader on the idea of reading your resume. Cover letters should always accompany a resume and should always be individualized to the employer you are sending it to.

### **An effective cover letter:**

- Is tailored to a specific position in a specific organization (matches your qualifications with the requirements of the job).
- Show why the employer should read your resume.
- Demonstrate your knowledge of the hiring organization and the job.
- States how you heard about the opening, through a person, job listing, ad, etc.
- Is straightforward, businesslike, and positive.
- Is type neatly, error free and on good quality paper.
- Is no longer than one page.
- Is addressed to a specific person. Avoid using "Dear Sir" or "To Whom It May Concern." If you are unsure to whom is it addressed to use- “Dear Hiring Manager , Dear Manager, Dear Human Resources Manager, or Dear Recruiter.”

See the sample on the next page.

## SAMPLE COVER LETTER

Your Address

Date

Mr. Ben Stewart  
Regional Manager, First In Food, Inc.  
222 Peabody Industrial Park  
Raleigh, North Carolina 26702

Dear Mr. Stewart,

I was excited to learn that your company plans to open ten new restaurants in this area by the end of next year. Your restaurants have always been a favorite of mine. A mutual acquaintance, Mary Walters told me you are interested in hiring managers with proven organizational abilities, a willingness to learn and a high level of commitment to the company's goals. I have these qualifications and enclosed my resume for your review.

With two years experience working in food restaurant management and a recent Associates Degree in Business Administration, I have obtained the skills, knowledge and dedicate to succeed at First In Food, Inc. In my previous position, I led our team in winning "Restaurant of the Year" for two consecutive years. We also maintained the lowest employee turn over rate and increased sales by 25%.

I look forward to meeting you, learning more about your expansion in this area, and discussing my qualifications with you at your earliest convenience. I can be reached at 555-3456.

Sincerely

Mitch Stevens

Encl.

**SAMPLE COVER LETTER**  
**MATCHING REQUIREMENTS FORMAT**

September 20, 2004

MBE, Inc.  
Box 2394  
Hometown, North Carolina 27512

Dear Manager:

I am interested in the general office clerk position you advertised in Sunday's Times and Record. My resume is enclosed for your review. The following list matches my qualifications to your requirements.

Your Requirements

One year office experience

Knowledgeable of computers

Previous related experience

My Qualifications

Worked part time for three years in two different office settings

Successfully completed training in Microsoft Office 2000

Excellent communications skills - verbal and written. Cashier and retail sales experience.

Thank you for your time and consideration. I look forward to discussing my qualifications with you at your earliest convenience.

Sincerely,

Mary Fox

Enclosure

## WHAT EMPLOYERS ARE LOOKING FOR IN AN INTERVIEW

Some questions are asked in almost every typical interview. They include:

- tell me about yourself
- why do you want to work here
- what are your goals

Even when we prepare for these questions, sometime we wonder "Why did they ask that question?" or "What were they really looking for during the interview?" Also note many interviews are now performed as a team. Two or more people will be asking questions. This can cause further difficulty in positioning, eye contact and feeling overwhelmed by the questioning. It may help to focus on the person who is asking the question and not glancing at the other people. Trying to pick up on the reactions of others in the room may distract you from answering the questions with clarity and enthusiasm.

### QUESTIONS TO EXPECT AND WHAT THE EMPLOYER EXPECTS

- 1. Tell me about yourself.** Interviewer is breaking the ice and you are setting the tone for the interview. Mention a few personal, job related or education related skills or accomplishments. Samples: " I am a recent graduate of ... school where I played tennis and was a member of the ... club. In school I enjoyed my English and computer classes ...I worked in the summer as a lifeguard and assisted the swim team coach." It is not necessary to give too much detail or go back to childhood activities.
- 2. Why do you want to work here?** The interviewer(s) want to know how much you know about their company, including its products and services. This is where the prior research on the company is crucial.
- 3. What are your career goals?** Most of the time, employers are looking for someone to stay in the job for awhile. Therefore, career goals of returning to school, starting your own business or moving to a different location will not be appropriate. They are checking to see if you are really interested in the job or just waiting for the next opportunity. If your career goals fit with the direction the company is moving, then your chances for getting hired have increased. "A career goal is to be the top sales person in xxx amount of time; my immediate goal is to gain more experience in this field and then long term be able to grow as the company grows."
- 4. Give me an example of . . .** This can be one of the most difficult questions to prepare for since you have no idea what will be asked. Go to the interview prepared with specific examples of when you used your skills, especially skills in: leadership, stress management, team building, persistence, and problem solving.

### **Activity 23.** Interview Practice Questions

**Directions:** Write a complete sentence to answer the following questions frequently asked during an interview.

1. What jobs, including summer and part-time, have interested you the most? Why?
2. How have your education and/or employment experiences prepared you for this job?
3. What are your career goals?
4. Where do you see yourself in five years?
5. Can you tell me about yourself and your background?
6. What do you consider your best qualities or strengths?
7. What do you consider your weaknesses?
8. What interests you about this job?
9. Why do you want to work for this company?
10. What did you like and dislike about your last job?
11. Which course(s) did you like best in school?
12. Last month, how many days of work or school did you miss?
13. Why should I hire you for this job?
14. How would your last supervisor or teacher describe you?
15. How would a friend describe you?
16. What motivates you to put forth your greatest effort?

**Activity 24a.** A Job Interview Checklist

**Directions:** Use this checklist to prepare for your interview. If you can answer "yes" to all the questions you are ready. Refer to this list before every job interview.

**YES NO**

- \_\_\_ \_\_\_ 1. I can list five things about myself that makes me a good candidate for this job.
- \_\_\_ \_\_\_ 2. I can discuss in detail each item on my resume or job application.
- \_\_\_ \_\_\_ 3. I can list the skills or experience that qualifies me for this job.
- \_\_\_ \_\_\_ 4. I have the training or education that qualifies me for this job.
- \_\_\_ \_\_\_ 5. I have hobbies or activities that might help me qualify for this job.
- \_\_\_ \_\_\_ 6. I can write down my employment history with accurate names, addresses, and date for each job (if applicable).
- \_\_\_ \_\_\_ 7. If I am asked for personal references, I have the names and telephone numbers of three individuals who have agreed to be my references.
- \_\_\_ \_\_\_ 8. I have documents needed for the interview, such as social security card or driver's license.
- \_\_\_ \_\_\_ 9. I am dressed properly for the job I am applying for.
- \_\_\_ \_\_\_ 10. I have directions and have made transportation arrangements so I can get to the interview on time.
- \_\_\_ \_\_\_ 11. I have prepared some questions to ask the interviewer.

*Source: The Jobseeker, Helping NY Work*

**Activity 24b.** Evaluation forms

**PRACTICE INTERVIEW EVALUATION**

<b>Did the applicant..</b>	<b>Needs to improve</b>	<b>Good</b>	<b>GREAT!</b>
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
<b>OVER ALL COMMENTS:</b>			
<hr/>			
<b>Did the applicant</b>	<b>Needs to improve</b>	<b>Good</b>	<b>GREAT!</b>
-smile?			
-introduce self?			
-shake hands?			
-use employer's name?			
-have good eye contact?			
-appear neat and clean?			
-respond well to questions?			
-exhibit enthusiasm about working?			
-appear to have a positive attitude?			
<b>OVER ALL COMMENTS:</b>			

# Behavioral Interviewing

## What is Behavior Based Interviewing?

Behavior based interviewing focuses on experiences, behaviors, knowledge, skills and abilities that are job related. It is based on the belief that past behavior and performance predicts future behavior and performance. You may use work experience, activities, hobbies, volunteer work, school projects, family life - anything really - as examples of your past behavior. There is a strong trend towards this type of interviewing. Always prepare for a behavioral interview.

## How Are Behavioral Questions Different from Other Types of Interviewing Questions?

There are 3 types of questions typically found in interviews:

1. Theoretical questions - Questions that place you in a hypothetical situation. These questions are more likely to test your skill at answering questions rather than in doing a good job. *Example:* How would you organize your friends to help you move into a new apartment?
2. Leading questions - Questions that hint at the answer the interviewer is seeking by the way they are asked. *Example:* Working on your own doesn't bother you does it?
3. Behavioral questions - Questions that seek demonstrated examples of behavior from your past experience and concentrate on job related functions. They may include:
  - **Open-ended questions** - these require more than a yes or no response. They often begin with "Tell me..." , "Describe..." , "When..." .  
*Example:* Describe a time you had to be flexible in planning a work load.
  - **Close-ended questions** - Used mostly to verify or confirm information.  
*Example:* You have a degree in psychology, is that correct?
  - **Why questions** - Used to reveal rationale for decisions you have made or to determine your level of motivation.  
*Example:* Why did you decide to major in Psychology ( or what ever your major is)

## How Can I Best Answer Behavior - Based Questions?

Think of "PAR for the Course". A complete answer to a behavior-based question must explain the task or problem for which you were responsible, the specific action you took, and the results of your actions. Your answer must contain **all of these components to be a PAR answer**. Tell the interviewer a "story" (**with a beginning, a middle, and an end**) about how you used a practical skill.

**Problem (P)** - Think of a problem you had to solve at work, home or in school. Example: a deadline was approaching on a team project and one team member was not finished with her portion.

**Action (A)** - What action did you take ....I called the rest of the team members and asked for their input. We collectively decided to extend her deadline by 1/2 a day and to be prepared for an extended time for our last meeting. One person was assigned to this person to continue to coach her to complete the assignment on time.

**Result (R)** - What happened... A more collaborative *effort was* needed to finish the presentation and team members had to adjust their time management skills. The presentation went well and the project was finished on time. We learned about time management, flexibility, confronting team members and leadership styles in the process.

## Be Prepared for the following:

- A. Who do you admire the most and why.
- B. Tell me about a time you had to juggle a number of work priorities. What did you do?
- C. You can work weekends occasionally can't you?
- D. What is your idea of the perfect job?
- E. How do you handle stress?
- F. What do you prefer- to be a leader or a follower? Why?
- G. Give me an example of your leadership style?

## Activity 25. Thank You/Follow Up Letter

Making another contact with the employer can often increase your chances of employment. A telephone call or a thank-you letter can do this. The thank-you letter is often the most common follow up method.

### **FOLLOW UP LETTER: "Out of Sight - Out of Mind"**

A thank-you letter may be typed **OR** neatly handwritten on personal stationery. It may also be e-mailed.

The letter should be written soon after the company or job fair interview, the next day is best!

The letter should state your continued interest in the job and your appreciation of their time spent with you during the interview.

**Directions:** Write a thank-you note to an employer similar to the sample below.

#### **AFTER COMPANY INTERVIEW**

6200 Waverly Street  
Burlington, NC 27215

September 30, 2004

Mr. Mark J. Raynard  
General Manager  
Johnson Electronics, Inc.  
230 Washington Avenue  
Greensboro, NC 27408

Dear Mr. Raynard

Thank you for considering me for the position of electronics technician with your company. I am very impressed with your company and the enthusiasm that your employees have about their jobs.

If you need additional information, please contact me. Thank you again for your time and interest in me. I look forward to hearing from you.

Sincerely,

Mark Anderson

## **KEEPING A JOB**

The first step to remaining successfully employed is to understand what employers want from their employees.

### **What Do Employers Want?**

- Commitment to Life Long Learning
  - Realizing its importance
  - Taking advantage of on the job training
  - Seeking additional education or training of the job
- Reading, Writing and Computational Skills
  - Critical to the ability to learn
- Listening Skills & Communication Skills
  - Ability to understand instructions
  - Ability to communicate with co-workers, supervisors and customers
- Adaptability
  - Ability to adapt to changes in technology, the marketplace and the job
  - Being a creative problem solver (using critical thinking skills)
- Personal Management Skills
  - Ability to set goals and motivate self
  - Taking charge of own personal and career management
  - Building one's self-esteem
- Group Effectiveness
  - Demonstrate effective team - work skills
  - Working and negotiating with others
- Influence
  - Understanding the organizational structure and informal networks (politics)
  - Establishing a sphere of influence in which to contribute ideas (discovering where you will be heard and have the most influence)

The next step in keeping a job is to build a positive reputation. Below are the basics for success in the workplace.

### **BASIC ELEMENTS OF JOB SUCCESS:**

- Dependability and Reliability
  - Frequent absences create problems for employers and coworkers and are a cause for dismissal.
  - Reliability means following through on tasks without constant supervision.
- Punctuality
  - Being consistently late causes problems by delaying the work of others. Employers depend on employees to be on time to work, to meetings and from returning to work after breaks and lunch.

- **Quality of Work**  
Producing quality is critical to business survival. Employees must take care to produce the highest quality products and services possible.
- **Quantity of Work**  
Productivity is essential to success on the job. An effective employee produces enough work to justify the wages they earn.
- **Being a Valued Team Member**  
Today's workplace values team work. Important to being a successful team member includes: taking an interest in people personally and in the job they do; appreciating others' contributions by saying thank you and sharing the credit; dealing with conflict directly without complaining to others and staying out of others' battles; appreciating the different values and skills that others bring to the workplace, and developing tolerance for diverse ethnic and cultural backgrounds as well as ages and gender.
- **Creating and Maintaining a Positive Relationship with Supervisors and Managers**  
Supervisors and managers are allies and mentors, not the enemy. They expect honesty, flexibility and initiative. Reporting on work results will help supervisors stay informed of performance and assist them at appraisal time. Knowing when to ask for help with problems and when problems can be solved alone is key to a successful employee/supervisor relationship.

# NEGOTIATION SKILLS

The workplace of today is streamlined. Less people are producing more goods and services than before. Also, input from all employees regardless of their position is considered part of a company's decision-making process. This calls for increased attention to an individual employee's problem solving, interpersonal, communication and negotiating skills. You may not always get your way, but good negotiations bring the best results for the company. Be part of a "win - win" organization.

Your negotiation skills may have already been in use during the offer and acceptance part of getting your new job. You may have negotiated your employment start date, your working hours, or a menu of benefit plans. Negotiating is used in various places in and out of the workplace.

The following situations are often negotiable:

- Purchase price of a car
- Where to have lunch, dinner
- Selecting a Realtor to assist in finding a place to live
- Employee transfer date
- Project deadlines
- Vacation time including when vacations can be taken

LIST OTHER NEGOTIATING SITUATIONS IN WHICH YOU FIND YOURSELF AT THIS TIME:

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Following is a brief summary of the six steps common to each negotiation. Keep these in mind before you start your next negotiation.

1. Plan to know the people involved in the situation. Keep the interaction friendly, relaxed and businesslike.
2. Share goals and objectives with the other party. Listen to their goals and objective. Have no hidden agendas.
3. Study all issues before the negotiations begin. Anticipate issues of concern for the other party and have prepared anticipated answers.
4. Identify immediate areas of disagreement or conflict.
5. Reassess position to determine level of compromise.
6. Affirm agreement goals to leave no room for misunderstanding. Mutual agreement is the ultimate objective.

## CAREER MANAGEMENT

To manage your career is to be in charge of your career decisions, your next move, and keeping your skills up to date. Career management does not encourage an individual to become a "job hopper." By adhering to the following points, you will be in a good position if a planned or unplanned career move is in your future.

1. Establish positive work relationships with co-workers. A positive attitude is catchy. Find positive people to associate with.
2. Know your organization's goals and purposes, so you can help to achieve them.
3. Build a relationship with your supervisor that is genuine and based on mutual interests, abilities and goals.
4. Establish a reputation for being reliable by completing work and assignments on time.
5. Work honestly. An employee that can be trusted and makes decisions based on strong personal values is an asset to an organization.
6. Turn problems into solutions. Be a problem-solver.
7. Learn new skills each year. It will be to your personal and professional advantage. Keep up with the new technology in your field.
8. Work collaboratively on a team. Recognize the contributions of all team members.
9. Continue to build and maintain your career network.
10. Grow by setting measurable and attainable goals.

# CAREER TRANSITIONS

Life is marked with a variety of transitions. Personal transitions include changes in where we live, changes in relationships, and number of family members in a particular household. Work transitions include leaving our current job, either voluntarily or involuntarily, retirement or career change. Financial changes include an increase or decrease in your income or assuming additional financial commitments.

Everyone experiences life transitions. How we adapt to these changes and handle the transitions set us apart. Throughout transitional periods there are a number of things that can make the transition easier:

- a support system- family, friends, church, job search clubs
- permission to feel the effects of the transitions
- understanding transition time are temporary
- become goal directed

## Job Loss

The reactions you have to a job loss are similar to the reactions people face when they deal with other losses and trauma in their life such as a death, divorce, etc. It is normal to feel depressed, angry, fearful, relieved and excited and sometimes feeling several of these emotions at the same time. It takes a period of time to sort through these feelings.

Dr. Elizabeth Kubler-Ross explains grief and loss in stages or cycles. Job loss also requires a period of time to grieve. Dr. Kubler-Ross' stages of the "grief cycle" are very applicable.

The five stages of the Grief Cycle are;

1. **Denial/shock** - individual wants to put off job search; may also put off saying good-bye to co-workers or telling friends or relatives of the layoff.
2. **Anger** - individual becomes bitter and many are unable to express their anger; anger can be energizing, once expressed it can be channeled into positive directions like job search strategies.
3. **Bargaining** - attention is drawn to others and not the needs of the individual; job search is limited and often directed only in the direction of the previous employer. An individual looking for one more chance to prove him/herself at the same workplace.
4. **Depression** - characterized by low energy levels, altered patterns of eating and sleeping; feeling hurt and like a failure; ego hurt and feels shameful of letting significant others down.
5. **Acceptance** - final acceptance of the job loss without bitterness; individual sees the positive outcomes the trial has brought to their lives including closer family bonds, personal growth and new and more positive career directions.

*Recovery does not usually progress in a straight line. It's more like a roller coaster.*

## STRESS MANAGEMENT...

### During the job seeking process

Losing a job is rated as one of the most stressful transitions individuals may face in their life time. Coping and stress reduction exercises may help to smooth the transition time for you and family members.

- 1. Watch your weight, diet and exercise at this time.** Often these items become low on one's priority list; however, a good exercise routine and improved diet can help to alleviate the stress. It may not be a good time to start a new plan, but routine walks, jogs and a balanced diet may help you feel better physically and emotionally.
- 2. Set realistic goals.** Do not expect to accomplish everything at once. Set time frames for when your resume will be completed, number of networking appointments to make per week, number of follow up calls to do per day. A balanced yet flexible schedule will be more productive than a full force effort for xxx amount of days to accomplishing nothing for xxx amount of time.
- 3. Join a job club or a job support group in your community.** Many communities and churches have offered job support groups to help people in transitions both cope with the job loss and actively pursue job leads in their community.
- 4. Seek counseling if needed.** Do not try to go through this process alone or with antiquated techniques.
- 5. Read recently published job search books** from the library or bookstore to learn the latest ways to find employment. Take time now to become updated with the latest job search strategies and techniques, especially if it has been a long time since you've been through a job search.

**Activity 26.** Stress Reducers - What am I doing wrong?

Looking for work after a job loss or change can be stressful. A certain amount of stress makes life interesting and challenging. When there is too much or a person isn't managing stress well, illness can result. Below is a list of stress reducers.

**Directions:** Check the items below that describe you.

1.  I sleep seven to eight hours at least four nights a week.
  2.  I have at least one relative or friend nearby on whom I can rely.
  3.  I drink fewer than five alcoholic beverages per week.
  4.  I give and receive affection regularly.
  5.  I exercise at least three times per week.
  6.  My income is adequate to meet my basic expenses.
  7.  I have a network of friends and acquaintances.
  8.  I am in good health (including eyesight, hearing, teeth).
  9.  I am able to speak about my feeling when angry or worried.
  10.  I have regular conversations with the people I live with about domestic problems, (chores, money, and daily living issues.)
  11.  I regularly participate in social or other activities.
  12.  I do something for fun at least once a week.
  13.  I am able to manage my time well.
  14.  I eat a well balance diet including adequate amounts of protein, fruits and vegetables
  15.  I am close to the appropriate weight for my height.
  16.  I get strength from my beliefs.
  17.  I drink less than four caffeinated beverages per day.
  18.  I get an adequate amount of quiet time for myself during the day.
  19.  I have one or more people to confide in about personal matters.
  20.  I have a plan to better manage the stress in my life.
- Total number of checks.

Add up the number of checks above. If there are seven or less, you may not be doing all you can to reduce or manage stress in your life. Review the items above and identify one or two that you can do. For example, taking a long, vigorous walk three times a week could improve your health at stressful time in your life.

From: Work Force In Transition, NOICC/CDTI

**V**

**ADDITIONAL RESOURCES:  
INTERNET AND PUBLISHERS**

## Career and Job Information Sources on the Internet (free)

### Sources of Information

### Internet Address

### Description

#### Job Search Sites

America's Job and Talent Bank	<a href="http://www.ajb.org">http://www.ajb.org</a>	A product of the Public Employment Service
Big Book	<a href="http://www.bigbook.com">http://www.bigbook.com</a>	Information on millions of businesses by name/category
Career Builder	<a href="http://www.careerbuilder.com">http://www.careerbuilder.com</a>	Search a listing of jobs from newspapers and web sites
Career Magazine	<a href="http://www.careermag.com">http://www.careermag.com</a>	Career magazine with internet site connections
Career Net Resource Center	<a href="http://www.careers.org">http://www.careers.org</a>	Online career resource center
Career-nSite	<a href="http://www.career-nsite.com">http://www.career-nsite.com</a>	Connections to 10 "jobs available" databases
Edgar Stern @ NYU	<a href="http://edgar-online.com">http://edgar-online.com</a>	Research businesses
ERISS (San Diego based)	<a href="http://www.eriss.com">http://www.eriss.com</a>	Detailed information on surveyed occupations
Hot Jobs	<a href="http://www.hotjobs.com">http://www.hotjobs.com</a>	The Web's most popular jobs and career sites
Hoover's Company Capsules	<a href="http://www.hoovers.com">http://www.hoovers.com</a>	Information on 11,000+ of largest companies
JobBank USA	<a href="http://www.jobbankusa.com">http://www.jobbankusa.com</a>	Provides employment and resume information
Job Options	<a href="http://www.joboptions.com">http://www.joboptions.com</a>	Locate the right job
Monster Trak	<a href="http://www.monstertrak.com">http://www.monstertrak.com</a>	Partnership with 750 college career centers
Monster Board	<a href="http://www.monster.com">http://www.monster.com</a>	Provides job search tools
My Future	<a href="http://www.myfuture.com">http://www.myfuture.com</a>	High school career assistance
NC Job Bank	<a href="http://www.ncesc.com">http://www.ncesc.com</a>	North Carolina job listings State Employment Security Commission
NC Office of Personnel	<a href="http://www.osp.state.nc.us">http://www.osp.state.nc.us</a>	North Carolina government jobs
One Source	<a href="http://www.onesource.com">http://www.onesource.com</a>	Technology spotlight on future employment
Summer Jobs	<a href="http://www.summerjobs.com">http://www.summerjobs.com</a>	World-wide listing of summer jobs
Yahoo Classifieds	<a href="http://classifieds.yahoo.com">http://classifieds.yahoo.com</a>	Search classifieds locally or nationally

#### Job Search Clearinghouses

Career Paradise	<a href="http://www.emory.edu/CAREER">http://www.emory.edu/CAREER</a>	Imaginative and colorful Web site
Creative Job Search	<a href="http://www.mnworkforcecenter.org/cjs">http://www.mnworkforcecenter.org/cjs</a>	Emphasizes job application skills
International Career Development Library	<a href="http://www.eric.ed.gov">http://www.eric.ed.gov</a>	Collection of full-text resources and practitioner corner
Job Hunt	<a href="http://www.job-hunt.org">http://www.job-hunt.org</a>	Meta-list of online job search resources
Job Hunter's Bible	<a href="http://www.jobhuntersbible.com">http://www.jobhuntersbible.com</a>	Richard Bolles' best-seller
Job Star	<a href="http://www.jobstar.org">http://www.jobstar.org</a>	Job search tips and leads
JobWeb	<a href="http://www.jobweb.org">http://www.jobweb.org</a>	Database of job postings and employer profiles
The Riley Guide	<a href="http://www.rileyguide.com">http://www.rileyguide.com</a>	Comprehensive career and job search clearinghouse

## Career and Job Information Sources on the Internet (free)

<u>Sources of Information</u>	<u>Internet Address</u>	<u>Description</u>
<b>Resumes</b>		
Resume Broadcaster	<a href="http://www.resumebroadcaster.com">http://www.resumebroadcaster.com</a>	Created by JobBank USA
Internet Career Connection	<a href="http://www.iccweb.com/">http://www.iccweb.com/</a>	Online employment matching
Canadian Career Site	<a href="http://www.careerclick.com">http://www.careerclick.com</a>	Employment service in Canada
<b>State Government Career and Education Resources</b>		
NC Careers	<a href="http://www.nccareers.org">http://www.nccareers.org</a>	State career information system
NC Community College System	<a href="http://www.ncccs.cc.nc.us">http://www.ncccs.cc.nc.us</a>	Provides access to system information
NC Department of Commerce	<a href="http://www.nccommerce.com">http://www.nccommerce.com</a>	Workforce and economic development
NC College Foundation	<a href="http://www.cfnc.org">http://www.cfnc.org</a>	Comprehensive NC educational and financial aid information (includes UNC PATHWAYS Program)
NC Department of Public Instruction	<a href="http://www.dpi.state.nc.us">http://www.dpi.state.nc.us</a>	Public school information
NC Employment Security Commission	<a href="http://www.ncesc.com">http://www.ncesc.com</a>	Provides job listings and applications
NC Independent Colleges & Universities	<a href="http://www.ncicu.org">http://www.ncicu.org</a>	Provides access to private colleges and information
NC Job Link (One-Stop Centers)	<a href="http://www.joblink.state.nc.us">http://www.joblink.state.nc.us</a>	Access to job link sites
NC SOICC	<a href="http://www.ncsoicc.org">http://www.ncsoicc.org</a>	North Carolina's Career Resource Network
NC School-to-Career (Job Ready)	<a href="http://www.jobready.state.nc.us">http://www.jobready.state.nc.us</a>	School-to-Work System Workforce Outreach
University of North Carolina	<a href="http://www.northcarolina.edu">http://www.northcarolina.edu</a>	Provides information and access to each university
<b>Federal Resources &amp; Initiatives</b>		
America's Career Info Net	<a href="http://www.acinet.org">http://www.acinet.org</a>	Occupational and labor market information
Bureau of Labor Statistics	<a href="http://www.bls.gov">http://www.bls.gov</a>	Information and access to OOH
Military Careers	<a href="http://www.militarycareers.com">http://www.militarycareers.com</a>	Military careers
National Skills Standards Board	<a href="http://www.nssb.org">http://www.nssb.org</a>	Work/report on/by industry standards
National Center for Education Statistics	<a href="http://nces.ed.gov">http://nces.ed.gov</a>	Educational research and statistics
National Research and Dissemination Center	<a href="http://www.nccte.com">http://www.nccte.com</a>	National Center for Career and Technical Education
Office of Vocational and Adult Education	<a href="http://www.ed.gov">http://www.ed.gov</a>	Reports and policies
Training Technology Resource Center	<a href="http://www.doleta.gov">http://www.doleta.gov</a>	Public employment and training system
US Department of Education	<a href="http://www.ed.gov">http://www.ed.gov</a>	Education reports
US Department of Labor	<a href="http://www.dol.gov">http://www.dol.gov</a>	Labor reports

## Career and Job Information Sources on the Internet (free)

### Sources of Information

### Internet Address

### Description

#### **Associations and Resources for Counselors**

American Counseling Association	<a href="http://www.counseling.org">http://www.counseling.org</a>	Up to date counseling information
ACTE	<a href="http://www.acteonline.org">http://www.acteonline.org</a>	Association for Career and Technical Education
American Psychological Association	<a href="http://www.apa.org">http://www.apa.org</a>	Professional organization information
American Society of Association Executives	<a href="http://www.asaenet.org">http://www.asaenet.org</a>	Professional organization information
CACREP	<a href="http://www.counseling.org/cacrep">http://www.counseling.org/cacrep</a>	Accreditation information
Career Key	<a href="http://www.careerkey.org/english/">http://www.careerkey.org/english/</a>	Self assessment instrument and career planning tips
Center for Occupational R&D	<a href="http://www.cord.org">http://www.cord.org</a>	Features curriculum development
Chronicle of Higher Education	<a href="http://www.chronicle.com">http://www.chronicle.com</a>	News and information for higher education
College View	<a href="http://www.collegeview.com">http://www.collegeview.com</a>	College information and virtual tours
4 Work	<a href="http://www.4work.com">http://www.4work.com</a>	Center for career exploration
FAFSA	<a href="http://www.fafsa.ed.gov">http://www.fafsa.ed.gov</a>	Free Application for Federal Student Aid
Financial Aid	<a href="http://studentaid.ed.gov">http://studentaid.ed.gov</a>	Financial aid assistance
ICESA	<a href="http://www.icesa.org">http://www.icesa.org</a>	Interstate Conference of ESC
National Assoc. of School Psych	<a href="http://www.nasponline.org">http://www.nasponline.org</a>	NASP information
National Career Dev Assoc	<a href="http://www.ncda.org">http://www.ncda.org</a>	Professional organization information
NC Counseling Association	<a href="http://www.nccounseling.org">http://www.nccounseling.org</a>	State Association news
Occupational Outlook Handbook	<a href="http://www.bls.gov/oco">http://www.bls.gov/oco</a>	National resource for information about occupations
Peterson's Education Center	<a href="http://www.petersons.com">http://www.petersons.com</a>	College and career information
The Library in the Sky	<a href="http://www.nwrel.org/sky/index.asp">http://www.nwrel.org/sky/index.asp</a>	Counselor information

#### **Career Development Services**

NC Choices Explorer (NC CX)	<a href="http://www.bridges.com/usa/product/index.htm">http://www.bridges.com/usa/product/index.htm</a>	Tour free trail of comprehensive Career development library and services
Career Parent Magazine	<a href="http://careerparent.com">http://careerparent.com</a>	Weekly articles provides insights & activities for parents

## ADDITIONAL RESOURCES – Publications

*100 Best Careers for the 21<sup>st</sup> Century* by Shelly Field: A comprehensive guide to 100 of the fastest growing occupations for the 21<sup>st</sup> century. An expert's list of all the best choices. (1996, Arco)

*(The) American Almanac of Jobs and Salaries*. John Wright (Avon). 1996. Known for its focus on salaries, benefits, and future career prospects for each career field.

*Barron's 300 Best Buys for a College Education*. New York, NY: Simon and Schuster, latest edition. Provides information to assist in the selection of a college based on value for your money.

*Barron's Profiles of American Colleges*. Hauppauge, NY: Barron's Educational Series. In-depth descriptions of more than 1650 schools, including facts you need to know, such as admission requirements, test scores, application deadlines and more. A comprehensive index of college majors is included.

*Building a Quality Workforce* (US Government Printing Office, 1991). Suggests that business and schools need to work together to help entry level workers to be better prepared for employment. Gives examples of community partnership that have been successful.

*Cambridge Job Search Guide* (Piney Mountain Press, 1992). This book is divided into three sections: Developing a Plan of Action, Investigating Where Jobs Are, and Succeeding in the Interview. It offers proven techniques, identifies marketable skills, using networking, etc. Appendices include Interest/Skill Self-Assessment, Resume and Letter Samples, Performance Phrase Checklist and Work Sheet, Job Search Contact Sheets, and a Job Search Planning Guide.

*Career Choices* (Lakeshore Learning Materials). Who Am I? What do I want? How do I get it? The 3-step Career Development Process helps students answer all three steps so they can define and work toward their career goals. Thought provoking text combined with exercises that foster self-awareness, identify strengths, skills and interests. Student books with Teacher Edition and workbooks.

*Career Choices: A Guide for Teens and Young Adults -Who Am I? What do I Want? How do I Get it?* Mindy Bingham & Sandy Stryker. (Academic Innovations). 1990. Teens and young adults discover their unique abilities and ambitions in relation to successful careers and lives.

*Career Discovery Encyclopedia*. Chicago, IL: J.G. Ferguson, latest edition. Provides information about careers in an easy ready format.

*Career Guide to Industries* (US Government Printing Office, 1994). Developed as a companion book to the OOH, it discusses careers from an industry prospective for each of the 40 diverse industries. It provides information on working conditions, training, outlook, wages and other facets of industrial employment. (Also available on-line.)

*Careersmarts. Jobs with a Future* by Martin Yate; A wealth of practical, fact-based guidance on the most stable and rewarding jobs available in the years ahead.

*Career World Magazine. Delran, NJ.- Weekly Reader Corporation.* The magazines introduce students to career and vocational opportunities giving them information on which fields are considered hot for the next century and explaining what type of training may be needed to for success.

Catalyst, Inc. *What to Do With Your Life.* New York, NY: Simon and Schuster, 1992. Includes information to help in the selection of a career.

*Children's Dictionary of Occupations (CDOT),* 2nd Edition. William Hopke and Barbara Parramore (CFKR, American Guidance Services, JIST Works) 1992, 1996 -CD ROM version. This 130-page book with color illustrations introduces elementary school children to the world of work and a variety (300) of occupations. Special sections highlights beginning jobs often held by teenagers (e.g. babysitter, camp counselor, etc.).

*Children's Occupational Outlook Handbook* Linda Schwartz and Toni Wolfgang (CFKR, American Guidance Services). 1996. Soft cover and software includes information on 200 occupations and sections on "places to observe", "getting ready" and fun activities for elementary school students.

*(The) College Major Handbook* (CFKR Career Materials, Inc.) The College Major Handbook is a resource book that contains essential information needed for college major decision-making. The Major-Minor-Finder is a survey taken by students to pull together their career and college decision-making plans.

*Do What You are: Discover the Perfect Career for You Through the Secrets of Personality Type.* Paul and Barbara Tieger. (Little, Brown) 1995. Readers determine their true personality type through a self-analysis. It offers specific career strategies on the strength of each type.

*Electronic Resume Revolution: Creating a Winning Resume for the New World of Job Seeking* by Joyce Lain Kennedy and Thomas Morrow (2nd ed., 1995). This reference provides hints for effective electronic resumes as well as lists of keywords scanners will look for in selecting resumes for review.

*Encyclopedia of Careers and Vocational Guidance. 8th Edition,* 2,200 pages and 1,000 illustrations in four volumes (Orchard House, Inc). One of the most complete and compact sets of up-to-date occupational information organized for easy access with indexing and cross-referencing. Outlined like the Occupational Outlook Handbook.

*Exploring Careers A Young Person's Guide to over 300 Jobs.* (Compiled by the US Department of Labor). This 1994 JIST edition includes all 20,000 plus titles in the new Dictionary of Occupational Titles and the information is organized and designed with job seekers in mind. This book is more extensive than the enhanced GOE (EGOE).

*(The Enhanced) Guide for Occupational Exploration.* (JIST: The Job Search People, 1991). The EGOE organizes job titles into major interest groups, work groups, and subgroups and includes the descriptions of basic duties and responsibilities for the 2,500 most important jobs that represent "access points" into the labor market.

*(The) Gorman Report-Undergraduate: A Rating of Undergraduate Programs in American and International Universities.* Ninth Edition. (National Education Standards). 1996. Reports the top undergraduate programs in more than 150 separate fields.

*Helping Your Child Choose a Career.* Luther B. Otto (JIST) 1996. Written for parents and their children, this book can help young people learn about careers through up-to-date information and advice on tomorrow's careers, technology, the global economy, labor force trends and selecting a paying for the corresponding education or training.

*Hidden Job Market 1997: 2,000 Fast Growing High-Technology Companies That are Hiring Now.* Sixth Edition. (Peterson's). 1996. Profiles 2,000 companies that added the most new employees to their payrolls in the past year.

*High Impact Resumes and Letters.* 3rd Edition (Impact Publications, 1993). Thirteen well conceived chapters debunk resume myths and include necessary forms for producing and evaluating each resume section. The book promotes the larger career planning process of skills, objectives, research, networking, interviews, and negotiations, 363 pages.

*Hook up, Get Hired!* Joyce Laine Kennedy. (1995). Complete job-search book that advises the reader- whether a computer novice or and expert-on how to find current job posting on-line; how to post a resume, how to electronically research a company and how to network with others who share you interest.

*Index of Majors and Graduate Degrees.* New York, NY: Guidance Publishing, The College Board. Find out where you can study the major you want, at the degree level you need.

*(The) Janus Employability Skills Program.* (Fearon/Janus Education, 1993). Consists of seven books especially designed for students with special needs. Teacher Guide and Resource book also available.

*Jobs Related Almanac:* Third Edition. Les Krantz. (Wiley). 1995. Ranks 250 jobs by more than a dozen vital factors, including salary, stress, benefits, and more.

*Job Search 101: Getting Started on Your Career Path* by Marcia Fox, Ph.D., et al. This book is filled with information and advise designed to give first time job searchers the edge for high school through adult audiences.

*Job Skills for the 21" Century - A Guide for Students.* Lawrence K. Jones (ORYX) 1996. An imaginative book with great appeal and benefit to students, parents and teachers. *Job Skills* is personal, direct and highly relevant to the needs and interests of adolescents.

*Knock `Em Dead 1998: The Ultimate Job Seeker's Handbook* by Martin Yate. Features sections on where the jobs are now and where they will be tomorrow, includes great answers to tough interview questions and advice on handling sticky situations.

*Lovejoy's Career and Vocational School Guide.* New York, NY: Simon and Schuster. A resource to guide students through the selection of appropriate career or vocational schools.

*Lovejoy's Four-Year College Guide.* New York, NY: Simon and Schuster. Provides information related to four-year colleges, including admission information.

*Lovejoy's Two-Year College Guide.* New York, NY: Simon and Schuster. Includes information about two-year colleges and the majors available.

*Major Decisions: A Guide to College Majors.* New Orleans, LA: Wintergreen/Orchard House. Determining a college major is serious business. Use of this resource will provide needed information.

*Network Your Way to Jobs and Career Success.* Ronald L. Kramnish, Ph.D., Caryle Rae Kramnish, Ph.D. (Impact Publications). Two leading employment experts provide practical guidance on how to organize effective job networks that lead to job interview and offers.

*Occupational Outlook Handbook.* (Superintendent of Documents, US Government Printing Office, 2002-03). The primary source for reliable occupational information since 1940. This handbook is updated every two years with a new edition. Orders to Government Printing Office must include payment. *Occupational Outlook Handbook* can be ordered (for a little less) from Careers, Largo, FL; and JIST Works on a regular school purchase order. Also available on the internet at [www.bls.gov/oco](http://www.bls.gov/oco)

*Peterson's Four-Year Colleges.* Princeton, NJ: Peterson's Guides. Three books in one: (1) QuickFind college search indexes (2) informative profiles of 2,000 colleges and universities (3) Detailed coverage of academic programs, campus life, athletics and more.

*Peterson's Two-Year Colleges.* Princeton, NJ: Peterson's Guides. Full-time, part-time, evening, weekend and co-op associate degrees, including specialty program for more than 1,500 community and junior colleges.

*Ready for School - Ready for Work Series.* National TeleLearning Network, Inc. 1996. Introduces career concepts into the general school curriculum through activities using skills and information appropriate to core subjects; art and music, health and PE, language arts, math, science, and social studies.

*Realizing the Dream - Career Planning for the 21st Century.* American College Testing Program and National Career Development Association. 1994. Provides background and information to assist in career planning for students, including a parent handbook.

*Real People, Real Jobs: Reflecting Your Interests in the World of Work,* by David Montross, *et al.*; Contains separate chapters that introduce job possibilities within John Holland's six major career categories and shows how to match such interests to specific careers.

*Resume Builder & Career Counselor.* Anna Murray. New York, NY: Kaplan Books. 1997. Advice from the real world - what hiring professionals love and hate to see on resumes. Includes CD-Rom featuring job descriptions, earning potential and training requirements for more than 12,700 jobs.

*Resumes That Mean Business.* David R. Eyler. Provides information for up-to-date resume preparation.

*Succeeding in the World of Work.* 5th Edition. (Glenco/Macmillan/McGrawHill, 1994). A well written textbook that provides classroom instruction with real-life applications presented in conversational style that helps students anticipate, understand and succeed in the world of work, 442 pages. Teacher edition text, students activity book, teacher resource binder, and test maker available.

*Technical Education That Works for America.* (National Association of Trade and Technical Schools, 1995). Reference source of determining accreditation of trade and technical schools in every state. Any schooling beyond high school costs quite a bit these days. Accreditation is your assurance that a private career school has met national standards of educational performance, which have been established by an impartial, non-government agency.

*Technical, Trade & Business School Data Handbook*. New Orleans, LA: Wintergreen/Orchard House. Provides information for locating the right school for technical, trade and business writing.

*Young Person's Occupational Outlook Handbook: Descriptions for America's Top 250 Jobs*. (JIST Works). 1996. Covers the same 250 jobs as the adult version of the OOH, but written for grades 5-9.

*What Color is Your Parachute?* (JIST- The Job Search People, 2003). The 2003 edition of Richard Bolles all-time best selling career-changing book. Revised annually, latest book is shorter and more readable.

### **State Publications**

*Career Choices in North Carolina*. NC State Occupational Information Coordinating Committee, annual. Career Briefs available on NC SOICC website ([www.soicc.state.nc.us/soicc/info/briefs.htm](http://www.soicc.state.nc.us/soicc/info/briefs.htm)).

*Career Choices User's/Resource Guide – Adult and Youth Editions*. NC State Occupational Information Coordinating Committee, annual. Also available on NC SOICC website ([www.soicc.state.nc.us/soicc/products/usergde.htm](http://www.soicc.state.nc.us/soicc/products/usergde.htm))

*Elementary School Career Awareness Guide*. NC Department of Public Instruction, NC Job Ready, NC State Occupational Information Coordinating Committee, 1999. Also available on NC SOICC website ([www.soicc.state.nc.us/soicc/products/elem\\_pub.htm](http://www.soicc.state.nc.us/soicc/products/elem_pub.htm)).

*Family Tool Kit*. NC Job Ready, 1999. Also available on NC SOICC website ([www.soicc.state.nc.us/soicc/products/parentkite.pdf](http://www.soicc.state.nc.us/soicc/products/parentkite.pdf)).

*Middle School Career Awareness Guide*. NC Department of Public Instruction, NC Job Ready, NC State Occupational Information Coordinating Committee, 2001. Also available on NC SOICC website ([www.soicc.state.nc.us/soicc/products/mid\\_pub.htm](http://www.soicc.state.nc.us/soicc/products/mid_pub.htm)).

## ADDITIONAL RESOURCES – PUBLISHERS

ACT Career Planning Services  
Educational Services Division  
Post Office Box 168  
Iowa City, IA 52243

<http://www.act.org/>  
319-337-1566  
404-231-1952

American Guidance Services  
4201 Woodland Road  
Circle Pines, MN 55014

<http://www.ags.com/>  
800-328-2560  
651-287-7220  
651-287-7223 FAX

American Vocational Association  
Department 93 C  
1410 King St.  
Alexandria, VA 22314

<http://www.aavim.com/>  
800-286-9972 ext. 317

Barron's Educational Series, Inc.  
250 Wireless Boulevard  
Hauppauge, NY 11788

<http://www.barrons.edu.com>  
800-468-4227  
631-434-3311

Cambridge Job Search  
Post Office Box 2153, Department JO1  
Charleston, WV 25328-2153

800-669-7795

Career Communications, Inc.  
6701 West 64th Street  
Overland Park, Kansas 66202

<http://www.carcom.com/>  
800-669-7795  
631-434-3311  
FAX 913-362-4864

Center on Education and Work  
University of Wisconsin, Madison  
964 Educational Sciences Building  
1025 West Johnson Street  
Madison, WI 53706

<http://www.cew.wisc.edu/>  
800-446-0399  
608-263-3696 FAX

C-F-K-R Career Materials  
11860 Kemper Road, Unit 7  
Auburn, CA 95603

<http://www.cfkr.com/>  
800-525-5626  
800-770-0433 FAX

Chronicle Guidance Publications  
66 Aurora Street  
Moravia, NY 13118

<http://www.chronicleguidance.com/>  
800-899-0454  
315-497-3359

COIN Education Products  
3361 Executive Parkway, Suite 302  
Toledo, OH 43606

<http://www.coin3.com/>  
800-274-8515  
415-536-7056 FAX

Consulting Psychologists Press, Inc.

<http://www.cpp.com/>

P. O. Box 10096  
Palo Alto, CA 94303

Creative Educational Video  
P. O. Box 66265  
Lubbock, TX 79464

<http://www.cev-inc.com/>  
800-922-9965  
800-243-6398 FAX

Drake Beam/Morin, Inc.  
100 Park Avenue  
New York, NY 10017

<http://www.dbm.com/>  
212-692-7700  
212-297-0426

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1620 Central Street  
Evanston, IL 60201

800-577-2271  
847-866-9637

EDITS  
Post Office Box 7234  
San Diego, CA 92167

<http://www.edits.com/>  
619-488-1666  
619-222-1666  
800-416-1666

Fearon/Janus Education  
500 Harbor Boulevard  
Belmont, CA 94002

800-877-4283  
415-592-7810

Ferguson Publishing Company  
200 West Jackson Blvd., Suite 700  
Chicago, IL 60606

<http://www.fergpubco.com/>  
800-306-9941  
800-306-9942 FAX

Glencoe/MacMillan/McGraw-Hill  
Regional Office -Southeast USA  
6510 Jimmy Carter Boulevard  
Norcross, GA 30071

<http://www.glencoe.com/>  
800-983-3992  
404-446-7493  
770-446-2356

Impact Publications  
Careers Department  
9204-N Manassas Drive  
Manassas Park, VA 20111

<http://www.impactpublications.com/>  
800-361-1055  
703-361-7300  
703-335-9486 FAX

JIST -The Job Search People  
8902 Otis Ave  
Indianapolis, IN 46216

800-648-5478

Kaplan Books  
1230 Avenue of the Americas  
New York, NY 10020

1-800-KAP-ITEM

Lakeshore Learning Materials 2695 East Dominquez Street Carson, CA 90810	<a href="http://www.lakeshorelearning.com/">http://www.lakeshorelearning.com/</a> 800-421-5354 310-537-5403 FAX
MacMillian New Media 124 Mount Auburn Street Cambridge, MA 02138	800-328-8830 617-661-2955 607-868-7738 FAX
National TeleLearning Network, Inc, Product Development Department 5801 River Road New Orleans, LA 70123-5106	800-432-3286 504-733-2232 FAX
NATTY National Association of Trade And Technical Schools 2251 Wisconsin Avenue, NW Washington, DC 20006	202-333-1021
NC State Occupational Information Coordinating Committee (NC SOICC) Post Office Box 25903 Raleigh, NC 27611	<a href="http://www.ncsoicc.org/">http://www.ncsoicc.org/</a> 919-733-6700 919-733-8662 FAX
Opportunities for Learning, Inc. P. O. Box 8103 941 Hickory Lane, Dept. XG467 Mansfield, OH 44091-8103	800-243-7116 419-589-1522
ORYX 4041 North Central Avenue, Suite 700 Phoenix, Arizona 85012-3397	800-279-6799 800-279-4663 FAX 602-265-6250 FAX
Peterson's Guides Post Office Box 2123 Princeton, NJ 08543-2123	<a href="http://www.peterson.com/">http://www.peterson.com/</a> 800-EDU-DATA 609-924-5338
Piney Mountain Press, Inc. Post Office Box 86 Cleveland, GA 30528	<a href="http://www.pineymountain.com/">http://www.pineymountain.com/</a> 800-255-3127 800-905-3127 FAX
Psychological Assessment Resources, Inc. 16204 N. Florida Ace Lutz, FL 33549	<a href="http://www.parinc.com/">http://www.parinc.com/</a> 800-331-TEST (8378)
Rick Trow Productions, Inc. 6134 Mechncsvle Rd New Hope, PA 18950	215-297-9770
Simon & Schuster	212-698-7000

1230 Avenue of the Americas  
New York, NY 10020

212-698-7099

Smylie Educational Enterprises  
2600 Newland Rd.  
Charlotte, NC 28216

704-392-7075

Southwestern Publishing Company  
5191 Natorp Blvd.  
Mason, OH 45040

800-543-0487  
513-229-1020 FAX

Sunburst Communications, Inc.  
Post Office Box 40  
Pleasantville, NY 10570

<http://www.sunburst.com/>  
800-431-7511  
888-800-3028  
914-747-4109 FAX

Superintendent of Documents US Government  
Bookstore First Union Plaza, Suite 120 999  
Peachtree Street, NE Atlanta, GA 30309-3964  
**Note: Free Catalogue Payment required with orders.**

404-347-1900  
404-347-1897 FAX

VGM Career Horizons  
4255 West Touhy Avenue  
Lincolnwood, IL 60646-1975

800-323-4900  
708-679-5500  
708-679-2494 FAX

Walch J. Weston Publisher  
321 Valley Street  
Portland, Maine 04104-0658

<http://www.walch.com/>  
800-341-6094  
207-772-3105 FAX

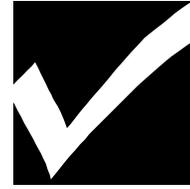
Weekly Reader Corporation  
3001 Cindel Drive  
PO Box 8007  
Delran, NY 08075-9979

<http://www.weeklyreader.com/>  
800-446-3355  
609-786-3360 FAX

**VI**

**SPECIAL NEEDS**

**LESSON PLAN:** Career Planning with Adults Who Have Special Needs



**ARTICLES:** All

**NATIONAL CAREER DEVELOPMENT GUIDELINES COMPETENCIES:**

Skills in career planning

**1. FOCUS AND REVIEW**

- Review Career Development Checklist

**2. STATEMENT OF OBJECTIVES**

- Students will complete assessment questions to determine appropriate career development phase(s)
- Students will outline a Career Plan of Action

**3. TEACHER INPUT**

- Using Career Choices, review the Career Planning Process
- Discuss pictures in the Career Briefs and Profiles to begin dialogue about career development

**4. GUIDED PRACTICE**

- Discuss phases of career development using Figure 2-2, Career Development Checklist
- Review the following Activity, Special Programs Career Plan of Action

**5. INDEPENDENT PRACTICE**

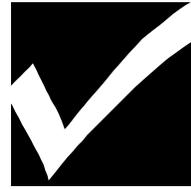
- Students answer appropriate phase questions from Figure 2-3, Relevant Assessment Questions for Career Development
- Complete the following Activity, Special Programs Career Plan of Action

**6. CLOSURE**

- Review Career Choices to identify useful pieces of information and summarize work plans

**Technology Connection:** NC Careers offers video clips of people in work situations.

**Activity 27:** Special Programs Career Plan of Action



**Directions:** Refer to Figure 2-3, Relevant Assessment Questions for Career Development and answer the following questions.

1. Which phase are you working on?  
Circle the best answer:
  - a. Awareness phase
  - b. Exploration phase
  - c. Preparation phase
  - d. Assimilation phase
  
2. Identify the answers to 3 questions from the phase you are working on that need to be addressed.

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

3. Identify a plan of work for each question. Include the time frame and who will assist in accomplishing these goals.

Question 1:

Question 2:

Question 3:

## **Career Development Checklist**

### **Career Awareness**

- Can identify parents' and other family members' jobs.
- Can describe what parents and others do on their jobs.
- Can name and describe at least 10 different occupations.
- Can describe how people get jobs.
- Can describe at least three jobs to investigate.
- Can discuss what happens if adults cannot or do not work.
- Can identify why people have to get along with each other to work.

### **Career Exploration**

- Can discern the difference between a job and a career.
- Can identify three ways to find out about different occupations.
- Can state at least three things they want in a job.
- Can identify the steps in finding a job.
- Can identify at least three careers they want to explore.
- Can state preferences for indoor vs. outdoor work, solitary work versus working with others, and working with their hands and tools/machines versus working strictly with their minds.
- Can identify how to get applications and how to complete them.
- Can discuss why interviews are important.
- Can identify their strengths, abilities, skills, learning styles, and special needs regarding work or specific jobs.

### **Career Preparation**

- Can identify career/vocational courses they want to take in school.
- Can describe the educational and work requirements of specific career and jobs.
- Can identify where educations and training can be obtained.
- Can explain steps in acquiring the skills necessary to enter a chosen field or job.
- Can describe entry level skills, course or job requirements, and exit level competencies to succeed in courses.
- Can identify community and educational options and alternatives to gaining education and employment in a chosen field.
- Can identify the worker characteristics and skills in working with others that are required in a chosen field or job.

### **Career Assimilation**

- Can identify steps to take if they want to advance in their place of employment.
- Can identify educational benefits and ways of gaining additional training through their employment.
- Can explain fields that are related to their current work in which they could transfer.
- Can identify ways to change jobs without losing benefits or salary.
- Can describe appropriate ways of leaving or changing jobs and companies.
- Can relate their skills to other occupations or avocations.
- Can explain retirement benefits.
- Can identify and participate in leisure activities that they can pursue after they retire.

Note. From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Stilington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.

# Relevant Assessment Questions for Career Development

## Awareness Phase

- What is work?
- What is a job?
- What are some jobs you know about?
- What kind of work do people do on these jobs?
- What have you dreamed of doing when you finish school?
- What kind of job do you want?
- Where do you want to live, and with whom, when you are grown up?
- Why do people work? Why do you want to work?
- What do you enjoy doing when you are not in school?
- What jobs do your mother, father, and other family members have?
- What types of things do they do on their jobs?
- What is college? Why do people go to college? What is vocational training?
- What is public transportation? How would you get where you want to go if your parents did not drive you?
- What is voting?

## Exploration Phase

- What jobs are you interested in visiting?
- What exploratory courses would you like to take in school?
- What hobbies do you have?
- What activities do you do in your spare time?
- What volunteer or community service work do you do?
- Did you enjoy your summer job? What parts did you like best?
- Do you like being inside or outside better?
- Do you prefer being with other people, or do you enjoy being by yourself?
- Do you enjoy working with your hands and with tools, or do you prefer to solve problems in your head?
- Did you get along well with your classmates? If so, why did you? If not, why didn't you?
- What skills do you have that you can use in these or other courses?

## Preparation Phase

- What courses do you need to achieve your career goals?
- What skills will you need to gain entry into those courses?
- How will you prepare to live on your own?
- Will you need to take courses during high school and after?
- Will these courses lead to college courses? Does the school have a tech prep program?
- Do you and your family plan for you to attend college?
- Will you gain the skills needed to succeed in college?
- Will you be able to get a job based on you high school and/or college coursework?
- Does the educational program provide job placement and support?
- Can you gain entry into an approved apprenticeship program?

## Assimilation Phase

- Can you continue your training and education after you begin employment?
- Does the employer provide educational benefits?
- How can you advance within the company?
- Can you transfer between departments in the company?
- Does the employer offer a good retirement and benefits package?
- Do you have alternatives to pursue if your employer has to downsize or lay off workers?
- Do you have options for continuing education, even for leisure interests?
- Can you transfer your job skills and vocational skills to other employment?

Note. From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Stilington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page

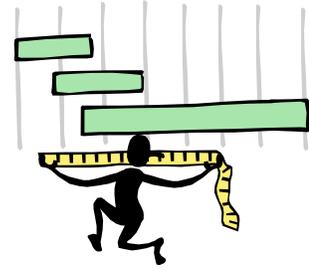
## LESSON PLAN: Special Programs Transition Planning Timeline

ARTICLES: All

### NATIONAL CAREER DEVELOPMENT GUIDELINES

#### COMPETENCIES:

Understanding the impact of growth and development  
Skills in career planning



#### 1. FOCUS AND REVIEW

- Developing transitions plans for students in special programs includes the involvement of parents and students. Refer to the DPI Transitions Manual for additional information.

#### 2. STATEMENT OF OBJECTIVES

- Participants will complete assessment questions related to transition planning
- Participants will complete a transition planning timeline

#### 3. TEACHER INPUT

- Review the following Activity, Transition Planning Timeline
- Review the following Activity, Questions Parents Can Ask During the Transition Planning Process
- Discuss Career Briefs tabloid to encourage dialogue about career development

#### 4. GUIDED PRACTICE

- Students and parents complete Assessment for Parents
- Complete Transition Planning Timeline, identifying ages of action for student
- Model example of Activity 16A, Education and Work Timeline

#### 5. INDEPENDENT PRACTICE

- Complete Activity 16A, Education and Work Timeline

#### 6. CLOSURE

- Discuss Education and Work Timelines and review Career Choices to identify useful pieces of information and summarize work plans

**Technology Connection:** Refer students and parents to [www.dpi.state.nc.us](http://www.dpi.state.nc.us) for more information about transition services.

## TRANSITION PLANNING TIMELINE

Following is a sample timeline of generic tasks related to transitions and suggested age ranges for when these tasks should be accomplished. Of course, each student's needs during the transition process are different and this timeline is only meant to serve as a guide. All tasks will not apply to all students and some students will need highly individualized services not included in this planning tool. The list is not meant to be totally inclusive of all the transition associated tasks.

Action	Age Range
___ Provide Career Education and if appropriate, functional academics.	5-21
___ Provide parents with information about how they can prepare their child for adult life.	5-21
___ Administer initial vocational assessment.	12
___ Ensure that the following areas (when needed) are included in the development of IEPs: Academics, social, language/communication, occupational, vocational. Self-help skills, self-advocacy skills.	12-15
___ Develop and implement strategies to increase responsibilities and independence at home and in the community.	12-21
___ Complete periodic vocational evaluations based on student needs and interests.	12-21
___ Introduce and discuss transition services with parents and students. Provide written information and training.	14
___ Assure that copies of work related documents are available: <ul style="list-style-type: none"> <li>• Social Security Card</li> <li>• Birth Certificate</li> <li>• Work Permit</li> </ul>	14-15
___ Complete proper paperwork concerning vocational training experiences: <ul style="list-style-type: none"> <li>• Parental Permissions</li> <li>• Student Contracts</li> <li>• Student Insurance</li> <li>• Timesheets</li> <li>• Emergency Medical Permissions</li> <li>• Release of Information Forms</li> </ul>	14
___ Develop transition component of the IEP and update annually thereafter.	14 (when needed) but no later than 16
___ Include other adult service providers in the transition planning process and provide students and parents information about available services.	14-21
___ Consider summer employment and volunteer work outside of school hours.	15-21

## TRANSITION PLANNING TIMELINE (Cont.)

Action	Age Range
___ Explore community leisure activities.	14-21
___ Consider the need for residential opportunities.	15-21
___ Obtain personal ID card.	16-18
___ Obtain driver's training and license.	15-18
___ Develop transportation/mobility strategies such as independent travel skills training and public transportation.	16-21
___ Investigate SSDI/SSI/Medicaid programs.	16-18
___ Consider guardianship.	16-18
___ Develop and update employment lists.	16-21
___ Make appropriate employment related referrals.	14-18
___ Present the student at Single Portal.	14-20
___ Research possible adult living arrangements.	16-20
___ Seek legal guardianship (when appropriate).	18
___ Investigate post-school educational opportunities and make appropriate applications.	16-21
___ Investigate post-school vocational training opportunities and make appropriate applications.	16-21
___ Male students should register for the draft.	18
___ Register to vote.	18
___ Review health insurance coverage. Investigate continued eligibility after graduation from school. Investigate Medicaid.	18
___ Complete transition to adult life (residential, employment, education, recreation). Affirm that plans are in place for services in the following areas: <ul style="list-style-type: none"> <li>• Post-secondary/Continued Education</li> <li>• Employment</li> <li>• Legal/Advocacy</li> <li>• Recreation/Leisure</li> <li>• Medical/Health</li> <li>• Counseling</li> <li>• Financial/Income</li> <li>• Transportation/Independent Travel Skills</li> </ul>	18-21

Modified and Adapted from the Transition Services: A Planning and Implementation Guide, The New York State Education Department – Office of Special Education Services and the Office of Vocational and Educational Services for Individuals with Disabilities, 1994.

# **QUESTIONS PARENTS CAN ASK DURING THE TRANSITION PLANNING PROCESS**

## **QUESTIONS FOR SECONDARY SCHOOL PERSONNEL:**

- What are the career and vocational objectives on my child's Individualized Education Program (IEP)?
- Will my child participate in job training, if appropriate?
- On what social skills does the IEP Team think my child needs to work?
- I would like my child included in more vocational classes. What classes do you suggest?
- What types of vocational assessments are administered to determine my child's area of interests and strengths?
- Will my child be taught functional math and reading?
- What will my child's IEP Transition Plan include?
- Is there an objective or recreation activities and how does it tie into my child's Transition Plan?
- What functional activities contribute to independence?

## **QUESTIONS FOR POST-SECONDARY/VOCATIONAL TRAINING OR EDUCATION PROGRAMS:**

- What training programs are offered?
- What is the length and cost of the programs?
- What are the entry requirements for these programs?
- If my child signs up today, how long will it be before he/she can start the program?
- What support services are available for him/her?
- How and where can financial assistance be obtained?
- What is the name of the contact person for each program?
- What is the application procedure?
- What kinds of specific vocational training is the school going to pay for?
- Do you provide assistance in locating a job when my child finishes your program?

## **QUESTIONS FOR ADULT SERVICES AGENCIES:**

- What programs and services are offered by your agency?
- What type of disabilities do you serve?
- How do you determine eligibility?
- What services would you provide my child? What is the cost? Can financial assistance be obtained and, if so, whom do I contact?
- For what vocational program is my child qualified?
- Is there a waiting list for your program? If so, how long?
- Who is the contact person?
- How old does my child have to be to receive your services?
- What is the duration of the service?
- What is my role and level of involvement?
- Do you offer individual and family counseling?

## ASSESSMENT FOR PARENTS

Dear Parents,

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Assessment. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

### **Employment:**

I think my son/daughter could work in:

- Full time regular job (competitive employment)
- Part time regular job (competitive employment)
- A job that has support and is supervised, full or part time (supported employment)
- Military Service
- Volunteer Work
- Other: \_\_\_\_\_

My son's/daughter's strengths in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that:

To work, my son/daughter needs to develop skills in:

### **Education:**

Future education for my son/daughter will include (check all that apply):

- College or University
- Community College
- Vocational Training
- On-the-Job Training

- Adult Basic Education classes
- Compensatory Education classes
- Life Skills classes
- Other: \_\_\_\_\_

My son's/daughter's educational strengths are:

To attend post-secondary training, my son/daughter will need to develop skills in:

Residential/Living:

After graduation my son/daughter will live:

- On his/her own in a house or apartment
- With a roommate
- In a supervised living situation (group home, supervised apartment)
- With parents
- With other family members
- Other: \_\_\_\_\_

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that:

To live as independently as possible, my son or daughter needs to develop skills in:

**Recreation and Leisure:**

When my son/daughter graduates, I hope he/she is involved in (check all that apply):

- Independent recreational activities
- Activities with friends
- Organized recreational activities (club, team sports)
- Classes (to develop hobbies, and explore areas of interest)
- Supported and supervised recreational activities
- Other: \_\_\_\_\_

During free time my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that :

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

**Transportation:**

When my son/daughter graduates, he/she will (check all that apply):

- Have a driver's license and a car
- Walk, or ride a bike
- Use transportation independently (bus, taxi, train)
- Use other supported transportation (family, service groups, car pool, special program)
- Other: \_\_\_\_\_

My son's/daughter's strength(s) in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Review items in the following three areas. Please identify area in which your son or daughter need information/support.

**Social/Interpersonal:**

- Making friends
- Setting goals
- Family relationships
- Handling legal responsibilities
- Handling anger
- Communicating needs/wants
- Relationships with opposite sex
- Counseling
- Other: \_\_\_\_\_

**Personal Management**

- Hygiene
- Safety
- Mobility/transportation
- Domestic skills
- Money management/budgeting
- Time/time management
- Personal care
- Other: \_\_\_\_\_

**Health:**

- Ongoing care for a serious medical condition
- Sex education
- AIDS awareness
- Information on drug/chemical abuse
- Other: \_\_\_\_\_

## Special Needs Sites – State

### **NC Department of Public Instruction, Division of Exceptional Children**

Information about programs, services and contacts.

[www.ncpublicschools.org/ec/](http://www.ncpublicschools.org/ec/)

### **NC Division of Services for the Blind**

Programs, services and contacts

[www.dhhs.state.nc.us/dsb/](http://www.dhhs.state.nc.us/dsb/)

### **NC Division of Vocational Rehabilitation Services**

Programs, services and contacts

<http://dvr.dhhs.state.nc.us>

### **NC Assistive Technology Program**

Information about assistive technology services for all ages and abilities

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

## Special Needs Sites – Other

### **Disability Careers Online**

Resources and information on careers for the disabled

<http://ds.umn.edu>

### **Goodwill Industries**

Providers of employment and training services for people with disabilities and other barriers to employment

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

### **Heath Resource Center**

A clearing house on post-secondary education for individuals with disabilities

<http://www.heath.gwu.edu>

### **Individuals with Disabilities in Specific Career Fields**

A list of discussion groups about disabled people and jobs

<http://www.washington.edu/doi>

### **JAN**

An international toll-free consulting service that provides information about job accommodations and the employability of people with functional limitations.

<http://www.jan.wvu.edu>

### **LD Online: The Interactive Guide to Learning Disabilities**

The site bills itself as the interactive guide to learning disabilities for parents, teachers and children. Features include the ABCs of learning disabilities, audio clips from experts, artwork and essays by children with learning differences, resource guides and much, much more.

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

### **President's Committee on Employment of People with Disabilities**

Information on government resources and Internet sites

[www.dol.gov/odep/welcome.html](http://www.dol.gov/odep/welcome.html)

## North Carolina Assistive Technology Program

**Address:** 1110 Navaho Drive, Suite 101  
Raleigh, NC 27609-7322

**Phone:** (919) 850-2787 (Voice/TTY)  
(919) 850-2792 (Fax)

**Website:** <http://www.ncatp.org>

**Email:** rhiatt@ncatp.org



### What is the North Carolina Assistive Technology Program (NCATP)?

- A state and federally funded program that provides statewide assistive technology services to people of all ages and abilities.

### What does NCATP do?

- Promotes awareness about various types of assistive technology
- Educates and empowers people about their rights and available resources to obtain assistive technology
- Helps people understand how assistive technology can improve people's quality of life and independence across all area of life

### What is Assistive Technology (AT)?

- Adaptive equipment that a person with a disability uses at home, work leisure, or school to make everyday living easier.
- Assistive Technology includes both low tech and high tech devises.

### How is AT used?

- To increase independence in the various activities that are a part of daily life:
  - School
  - Transportation
  - Safety
  - Home
  - Communication
  - Play
  - Mobility
  - Computer use
  - Leisure
  - Work
  - Self-care

### Who does NCATP serve?

- People with disabilities and their families
- People of all ages and all disabilities
- Professional who serve people with disabilities

### What types of services does NCATP provide?

- Opportunity to try out various types of equipment
- Training and awareness activities on assistive technology topics
- Equipment demonstration
- Equipment loan (short-term)
- Funding resource information
- Regional staff for consultation to people of all ages and disabilities
- Information and referral
- Advocacy for individuals and their families
- Two staff statewide for consultation to people who are deaf, hard of hearing, or deaf-blind
- Special program (AAACT)\* for adults with speech impairments resulting from degenerative neurological conditions in northwestern NC
- Formal written computer access evaluation which organizations can purchase
- Assistance to agencies in developing assistive technology services

## Where are the North Carolina Assistive Technology Program Centers located?

### South Central Region

1110 Navaho Drive, Suite 101  
Raleigh, NC 27609  
(919) 850-2787 (Voice/TTY)  
(919) 850-2792 (Fax)  
Consultant: rsitton@ncatp.org

**Also, call this office for statewide funding information**

### North Central Region

Whitaker Rehabilitation Center  
3333 Silas Creek Parkway  
Winston-Salem, NC 27103  
(336) 718-1660 (Voice/TTY)  
(336) 718-9752 (Fax)  
Consultants: hforbis@ncatp.org

### Mountain Region

Harris Regional Hospital  
68 Hospital Road  
Sylva, NC 28779  
(828) 586-7415 (Voice/TTY)  
(828) 586-7701 (Fax)  
Consultants: svanhorn@ncatp.org  
mkdulin@ncatp.org

### Eastern Region

2313-A Executive Park Circle  
Greenville, NC 27834  
(252) 830-8575 (Voice/TDD)  
(252) 830-8576 (Fax)  
Consultant: svaughnt@ncatp.org

### Western Region

Region Building  
1200 Blythe Boulevard  
Charlotte, NC 28203  
(704) 355-2703 (Voice/TTY)  
(704) 355-7224 (Fax)  
Consultant: mshannon@ncatp.org

### AAACT\* Program

Whitaker Rehabilitation Center  
3333 Silas Creek Parkway  
Winston-Salem, NC 27103  
(336) 718-1612 (Voice)  
(336) 718-9752 (Fax)  
Consultant: tanthony@ncatp.org

Please feel free to contact the site nearest you for more information.

\*AAACT = Adults Accessing Augmentative Communication Technology

## Assistive Technology Specialists for the Deaf, Hard of Hearing, and Deaf-Blind

### Eastern NC

Wilson Regional Resource Center  
2303 Wellington Dr., Suite F  
Wilson, NC 27893  
(800) 999-6828 or (252) 243-3104 (Voice)  
(800) 205-9925 or (252) 243-1951 (TTY)  
Consultant: lroberson@ncatp.org

### Western NC

Asheville Regional Resource Center  
31 College Place, Building A., Suite 109  
Asheville, NC 28801  
(800) 681-7998 or (828) 251-6190 (Voice)  
(800) 681-8035 or (828) 251-6323 (TTY)

## Other Services Available

- If you are interested in buying or selling any used equipment, please go to the **Exchange Post** on the **Partnership in Assistive Technology** website: [www.pat.org](http://www.pat.org) for more information.
- If you have a disability and have questions about your rights, please contact the **Governor's Advocacy Council for Persons with Disabilities** at 1-800-821-6922 (voice/TTY).
- If you are interested in borrowing equipment on a short-term basis, contact **Check-It-Out**, a statewide network of AT equipment loan programs, at [www.check-it-out.org](http://www.check-it-out.org) or call the closest NCATP center.



State of North Carolina Michael F. Easley, Governor  
Department of Health and Human Services Carmen Hooker Buell, Secretary  
Division of Vocational Rehabilitation Services  
The NCDHHS is an equal opportunity provider and employer



**VII**

**FAMILY AND COMMUNITY  
AS PARTNERS**

## USING CAREER CHOICES WITH PARENTS

Who most influenced you in your career decisions? Most people answer, "my parents." Second response is usually a teacher, professor, or counselor at the secondary or post secondary level. Career Choices in North Carolina and the User's Guide can provide pertinent information for parents through schools or agencies. Information presented can be formatted into:

- A workshop
- Newsletter
- Article in a PTA Newsletter
- Open House- Career Center or Guidance Center displays

In order to help their children with career decision-making, the following parent needs must be met:

1. Parents need to learn the career planning process.
2. Parents need to understand the NEW world of work.
3. Parents need to know where and how to find current, accurate occupational information.
4. Parents need to know the various education and training options available for their children.

All this information is available in *Career Choices* and the *User's Guide*. Feel free to duplicate, cut & paste, or re-format the information in the best way to reach the parents at your school. Parents are your partners in career planning.

Parents have a significant influence in their children's career decision making. This is due to their constant watch over their children's developing years. They can see their school achievements and their extra curricular activities in school, church and community. Over the twelve years a child is in school, the parents can reinforce the career development program that is in place in the school system. The following questions may assist parents as they assess their child's career development need and goals. Feel free to add to the list for your particular school or school system.

### Questions for Parents:

1. Does your child's school have a career portfolio or career development plan for your child?
2. Is your child following a sequential course of study?
3. Do you know the requirements for admission in the colleges or universities your child is considering?
4. Have you visited college campuses, viewed college videos with your child?
5. Is your child's career goal realistic in terms of his/her aptitudes, interests and personality?

6. Does the family have the financial resources necessary for the training/education required meeting the child's career and education goals?
7. What career assessments has your child taken? What careers do the results suggest? From what you know about your child's interests, abilities, and personality, are you in agreement with the results?
8. Have you visited the school's library, career center or public library to get information about careers?
9. Do you know where scholarship information is published at your child's school and how you or your child can access the information?
10. Have you taken your child to work or exposed her/him to various careers through other community programs?

### **Suggestions for Parents:**

- Help build a positive self-concept
- Become aware of their interests, abilities, and personality
- Remember your child will probably change jobs six to eight times in their life time
- Explore various occupations with your child
- Get involved with your child's education
- Encourage experiential learning (internship, co-op) at the appropriate time
- Discuss your occupation and other occupations with your child
- Find additional resources
- Attempt to eliminate sex bias from your child's perceptions of careers
- Take time to TALK and LISTEN to each other.

ALWAYS REMEMBER: It is their decision. Parents are a valuable resource on their road to a happy and productive career!

### **Additional resources for parents:**

Helping Your Child Choose a Career: A Book for Parents, Teachers, Counselors and (Even) Students by Luther Otto, PhD. 1996, Jist Works

The Parent's Crash Course in Career Planning: Helping Your College Students Succeed by Marcia Harris & Sharon Jones. 1996 VGM, Career Horizons

Career Parent Magazine – a free subscription service with articles, activities and resources to interest your children in career awareness, exploration and planning from Bridges.com available at <http://careerparent.com>

The Family Tool Kit – information about career development and tips on planning with your children from the SOICC website (<http://www.soicc.state.nc.us/soicc/products/toolkit.pdf>).

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**DEVELOPMENT  
TRAITS**

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**CAREER  
NEEDS****PARENT  
INVOLVEMENT**

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**Prekindergarten-3rd Grade:**

- Needs and seeks attention and praise.
- Has boundless energy.
- Considers fantasy as reality.
- Needs confidence building.
- Shows a variety of tension releasing behaviors.

- Distinguish between work and play.
- Identify different types of work.
- Experience different types of work activities.
- Describe how decisions are made.
- Demonstrate a positive attitude.
- Identify personal feelings.

- Listen and encourage.
- Encourage involvement in a variety of sports/hobbies.
- Positively reinforce child for completing chores.
- Praise efforts toward work as well as accomplishments.
- Show an interest and stress importance of school.
- Give toys that promote role playing.
- Make decisions with not for your children.

**4th Grade-6th Grade:**

- Is more independent
- Feels that belonging to a group and friends are important.
- Can assume more responsibility.
- Has a surprising scope of interests. Can think on own, but is influenced by others.

- Identify personal interests, abilities, strengths, and weaknesses.
- Describe how to work at home and/or school relates to jobs in community.
- Describe how work is important and attainable to all people.
- Describe how personal beliefs and values effect decision making.

- Encourage good work habits at home.
- Gradually add responsibilities. Effort/ experience are more important than quality.
- Avoid assigning jobs at home by sex to avoid stereotyping.
- Show various workers in your community.
- Participate in the school's career education program
- Listen as your child makes decisions.
- Keep in mind peer pressure.

**7th Grade - 8th Grade:**

- Is undergoing dramatic physical changes.
- Is sensitive and has a need for approval.
- Tries to build a unique identity apart from parent's influence.
- Wants more independence.
- Is curious but not ready for planning. Expresses feelings more openly.

- Demonstrate effective skills in working with others.
- Show an appreciation for the similarities and differences among people.
- Identify strategies for managing personal finances.
- Describe skills needed in a variety of occupations.
- Demonstrate skills needed to obtain and keep a job.

- Discuss your child's skills, interests, abilities, and goals to help plan for the future.
- Encourage participation in service oriented activities in the community.
- Help children meet a variety of workers by arranging job observations, field trips, or personal interviews.
- Use guided money management and allow your child to make economic choices.
- Allow children to work part-time outside the home.

**High School:**

- Develops a sense of self-identity. Begins a more prominent and realistic work/career search.
- Develops a concern about social issues.
- Matures sexually with physical and emotional changes.
- Increases independence.

- Understand how individual personality, abilities, and interests relate to career goals.
- Understand how education relates to college majors, further training and/or entry into the job market
- Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements.
- Be able to use a wide variety of career information resources.
- Show responsible decision making.

- Help your child make independent decisions.
- Encourage exploration of all kinds of post secondary education opportunities.
- Involve yourself in your child's future planning.
- Give certain economic responsibilities.
- Encourage job awareness.
- Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

Source: American School Counselor Association

## Parent Survey for Career Development and Work-Based Learning

We hope you can assist us in helping our students learn about the world of work. They especially appreciate their parents' involvement in our various work-based learning activities. Please let us know which of the following activities will be possible for you.



Name \_\_\_\_\_

Place of Employment \_\_\_\_\_

Job Title \_\_\_\_\_

Work Address \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Fax \_\_\_\_\_ E-Mail \_\_\_\_\_

I would be willing to:

Be a guest speaker?

Participate in job shadowing?

Set up a field trip for students to visit my place of employment?

Participate in career fairs?  one day,  half day

Talk with students about skills and expectations at my place of employment?

Talk with students about interviewing and job seeking skills?

Be a mentor?

I cannot help at this time \_\_\_\_\_ you may contact me in the future.

Thank you for completing the survey!

# Fliers for Parents

Parent fliers on the following pages have been developed for your use. These "masters" can be duplicated, front and back, and distributed to parents if/as appropriate.

Only the first flier addresses career development. The others, from DPI, relate to those important skills, which all students need for success in school and work.

# Your Child's Career Plan

## Career Options

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What is the work description?  
What is the salary range?  
What are the educational requirements?

Courses to take in high school should be determined through careful review of the school's course selection guide and your child's career goals. Consult your child's guidance counselor and teachers for recommendations.

What are your child's educational plans after high school? Apprenticeship? Military? Vocational/Technical Training? Community College? Four or more years of College/University?

What could your child do this year?

- Career research
- Complete/update career assessments
- Observe or job shadow a worker
- Take a field trip related to career interests
- Attend a college and/or career fair
- Serve as a volunteer
- Participate as an intern
- Take part in extra-curricular activities
- Part-time work

In 1995, two out of three American workers held "traditional" jobs, with regular hours, benefits and retirement. The rest had what we call "new century" jobs, meaning that they created their own work, either by starting their own business or by piecing together several positions.

By the year 2010, this balance will have shifted. By then, it is forecast that nearly half of Americans will be in new century jobs.

## Employment Trends

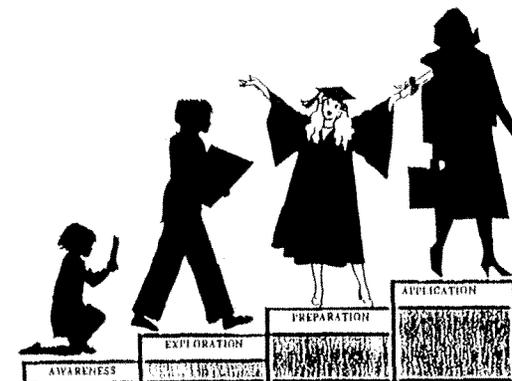
- Fewer permanent full-time. Jobs now exist - *but a new business is created in The U. S. every eight seconds.*
- Some 40 hour-a-week jobs are being replaced by temporary, contract or consultant positions - *so working as a temporary employee may be the best route to a full-time job.*
- Activities once done by employees or departments within a company are more and more being done by specialized workers, outsiders, or by machines - *creating lots of opportunities for business and services in specialty fields.*
- Specialists are in demand - *so good computer and technical skills are very valuable.*
- Traditional government social service agencies are becoming smaller - *resulting in employment opportunities in the new private nonprofit social sector.*

## Thinking Differently

Perhaps the most important survival skill for the world of work is a new mental outlook. People can no longer think about simply "finding a job." Instead, we must learn to "create a livelihood."

For more information visit our home page:  
<http://www.ncsoicc.org/>

# Parents as Partners in Career Planning



Published by the  
North Carolina State Occupational  
Information Coordinating Committee

## Planning Partners



What is your child planning to be when he/she grows up? How was the decision made? Who influenced this career choice? How many career options have been explored? Are you comfortable with his/her choice? Decision-making should be an important part of the career planning process. Career planning is simply a four-step process:

- Step #1: Identify interests and strengths
- Step #2: Gather information
- Step #3: Evaluate, narrow choices
- Step #4: Make plans, take action

In career planning, the first step includes assessment of your child's interests, skills, values and personality. Has he/she taken career assessments at school? What has your child learned through the assessments? Ask your child to consider the answers to these questions, "What am I good at?", "What talents, abilities or skills do I have?", "What would I like to accomplish someday?", "What do I like to do?". Do your child's answers match what you know about your child? The second step includes gathering information from a variety of sources. Encourage your child to participate in career fairs, visit your workplace, or talk with someone who is in the career of interest. Encourage career research through the library, career center or internet. Now evaluate the information gathered. Set goals with your child and take action to assist your child in making informed decisions about career choices.

## Preparation Partners



Career awareness during childhood and elementary school includes:

- \*building a positive self esteem
- \*building a sense of personal responsibility and good health and work habits
- \*establishing a high value on education

During the middle school years, involve your child in career exploration:

- \*help them recognize their skills, talents and accomplishments
- \*talk with your child about your occupation and others; take your child to work

- \*encourage good study habits and interest in school
- \*help your child learn decision-making, planning and evaluation skills
- \*encourage your child to participate in community service and volunteer work

During high school, in addition to the above, encourage your child to participate in activities such as:

- \*reviewing a yearly career plan
- \*preparing for education beyond high school
- \*choosing electives that support their career interests
- \*job shadowing, part-time jobs, internships, and other work-based activities

## Education Partners

It is well documented that parents have the greatest influence over their children's career choices. There are many ways you can show an interest in your child's work. Beginning at the moment children enter preschool or kindergarten, their school work becomes important. Do you discuss the activities they are involved with at school around the dinner table? Do you share the types of activities you are involved in at work and how they might relate to what your child is learning at school? Do you discuss the continual learning process you are involved in at work? Do you play games with your child to encourage their development of appropriate competitiveness?

Consider supporting some of the following school activities to help educate your child about careers:

- \*Visit your child's class at least once a year.
- \*Offer to be a career speaker, chaperone for a field trip or help with a career project.
- \*Participate in a career fair at the school.
- \*Offer to set up a field trip for the class at your place of business.
- \*Volunteer as a career mentor.

**For more information,  
talk with your child's  
school counselors and  
teachers.**

## More ideas to Help Your Child in Reading

Set aside time to talk about what your child's been reading at school and for pleasure. Help him or her feel confident about opinions on what's read. Help your child understand that reading requires choices and judgments, and his/her choices and judgments are appropriate.

Here are some specific questions you can ask your child to about what he or she is reading. These areas reflect what your child should be studying in school:

- Is there one particular author you like? Can you pick out that author's style from other authors based on a variety of things the author has written?
- Can you tell me, in your own words, what the story's about? (This technique is called paraphrasing.)
- What are some new vocabulary words you learned from the story?
- What point of view was the story written in? Were other points of view shared?
- How was the story organized? How did it unfold? What happened first, next and then after that? Did it unfold logically?
- Did you know certain things about the topic before you read the story that helped you understand it better?
- Why do you think the author wrote the piece - what was its purpose? Can you describe the tone or mood of the piece?
- What was the story's setting? The basic plot? What were the characters like?

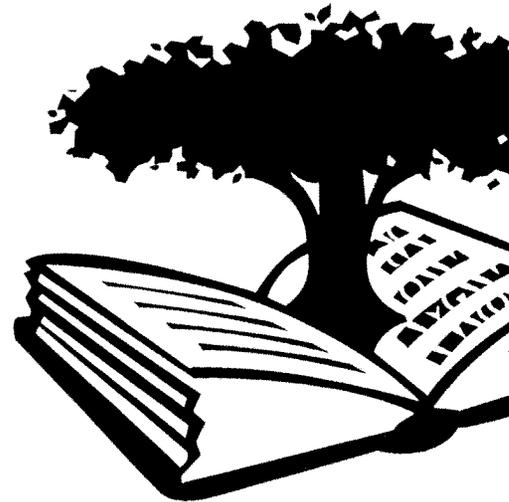
One of the best things you can do to help your child be a good reader is serve as a good example and provide what's needed. Here are some ways:

- Read a variety of materials yourself. Let your child see you as a reader.
- Have newspapers, magazines and books in the house.
- Provide your child with his or her own special reading material either from the library or as an occasional purchase. Go along and assist in selecting things for your child to read. This way, you'll start to understand his or her likes/dislikes, and can suggest certain topics or types of books your child hasn't discovered and may like.

**Want to know more?** Nothing works better than going to the expert: Contact your child's teacher. Make an appointment to visit before or after school or talk by phone. The teacher can give you additional ideas on how to help your child become a better reader based on your child's progress in class.

### A Parent's Guide

# Helping Your Middle School Student in Reading



This guide is intended to help you, as a parent, understand what your child needs to know and be able to do in reading in the middle grades. It includes an explanation of achievement levels, which you may find helpful in understanding your child's performance in this area, and in discussing your child's progress with his or her teacher(s).

Public Schools of North Carolina

Department of Public Instruction • State Board of Education



## Introduction

This guide is intended to help you; as a parent, understand what your young person needs to know and be able to do in reading in the sixth grade. It is consistent with the North Carolina curriculum and the end-of-grade (EOG) reading test your child will take in the spring.

Good readers need to develop good habits including approaches to reading that help them understand what they've read. This guide gives you some information on how to help your young reader accomplish that.

Also included is an explanation of achievement levels, which you may find helpful in discussing your child's reading progress with his or her teacher. In addition, these same levels, Level I, Level II, Level III and Level IV, are used in reporting your child's reading test scores at the end of the school year.

Teachers use a guide similar to this one, called a Reading Matrix, to figure out in which reading areas your child is strong and where your child needs more help. With that information, you, your child's teacher and your child can work together to help your child reach his or her full potential as a reader.

## Achievement Levels

The goal is to have your child reading at Level III or Level IV, which means he or she is at or above grade level. Here's what the achievement levels mean:

**Level IV** - Your child regularly shows confidence and initiative with difficult reading tasks. He or she routinely goes beyond the basics, demonstrating creatively he or she understands what's read, and in his or her approaches to reading and in showing good reading habits.

**Level III** - Most of the time your child shows confidence and initiative with grade-level reading tasks. He or she often goes beyond the basics, demonstrating independence in approaches to reading, understanding what's read and developing good reading habits.

**Level II** - Your child is inconsistent in these areas and often needs some help. Sometimes he or she shows initiative with grade-level reading tasks.

**Level I** - Your child rarely demonstrates the ability to understand what's read, and often only with a lot of help or frequent help. He or she rarely shows confidence in general reading tasks.

## How You Can Help Your Middle School Student in Reading

Talk about the different purposes of reading, such as:

- **Reading for information.** Here, for instance, you can discuss how you might scan a newspaper story for the highlights of what it's about.
- **Reading for entertainment.** Discuss different types of books and the specifics of why your child likes one over another. For instance, does she or he like make-believe action or adventure stories better than real-life or biographies, and why?

Help your child determine that there are different "parts" to printed works, such as an introduction and conclusion, or topics/key points. Have your child point out physical differences on the printed page, such as bold print or different styles of print.

Practice summarizing with your child. Have him/her silently read a short story, a news item or a brief article and then tell you the main points from it. Have him/her also talk about related ideas in the piece.

Introduce or reinforce the use of reference materials, such as dictionaries; encyclopedia and thesaurus. Have your child explain how a chart or map works. Use of reference materials is a particularly good way to introduce or reinforce use of technology with your child. If you don't have a computer and/or access to the Internet at home, try your local public library. Many do offer these services.

Help your child learn to find the meaning of an unknown word based on the rest of the sentence, known as using "context." Afterward, have your son or daughter look the word up in the dictionary and see how close she or he came to figuring out the correct meaning based on how it was used in its context.

As you work at home, run errands or spend time together in other activities, be aware of spoken word all around you - both what you say and hear: Use examples from this everyday talk to explain figurative language to your child. (Example: When you say his messy room looks like "a tornado blew through it," you're using figurative speech since a tornado really didn't touch down in the room.) Cite examples of alliteration and onomatopoeia from everyday talk, too. (Alliteration is the repeating of the same initial sounds of words: The stark sky suddenly sizzled with rain. Onomatopoeia is the word and its sound being the same: A bee's buzz. The word buzz actually sounds like a buzzing noise.)

- Consider how you should adjust your reading speed and strategy to the writer's purpose and to the devices he/she uses. For example, if a chart or graph is used to give information, scan the chart looking for the main idea or big picture.
- Ask yourself what type of text you are reading and where you would find related types of text. Where, for example, would you find this genre in your school's media center? Where would you find related information if you wanted to research the topic further?
- Consider the author's purpose in writing this passage. Was he or she trying to entertain, to inform, to persuade? How did you draw a conclusion about the author's purpose?
- Use context clues to help you figure out the meaning of unfamiliar words. You can think about the meaning of the sentence to make an educated guess about the meaning of the word, read on to gather more information, look at the part of speech, or break the word down into prefix, suffix, and root word. For example, a 6th grade test let entitled *George Bellows* asks students to define the word "self-imposed" as it is used in this passage, "Now he (George Bellows) set to work to make the team. After five years of self-imposed training-playing basketball at the local

YMCA during the winters, and spending hours on the baseball diamond spring and summer, watching closely every play, grabbing every chance to throw and catch-he made it. And he was very good." The student may look at the part of speech: it is used as a modifier so it probably describes the training. He may break the word down: "self" reminds the student of pronouns like "myself" and "himself." He may think about similar words: "self-discipline" means "disciplining one's self." Finally, he may make an educated guess about the meaning of the word : George Bellows was not in formal training so "self-imposed" may mean "doing it on his own."

#### **Instructional Tips:**

Remind students of these strategies; post examples on the board or give students a handout for quick reference.

Pause periodically in classroom instruction to discuss appropriate strategies for the activity the class is engaged in. Share the strategies you would use with your students and let them share their strategies with you and with each other.

Be sure that students understand and review the strategies for monitoring comprehension before they take the End-of-Grade or Competency Test.

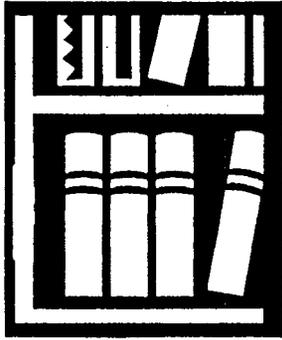
# How to Help Students



# Monitor Their Thinking



# Helping Students



Students should continually monitor their own thinking, focusing on how to take charge of their reasoning and considering both the process and the product of their thinking.

For example, a student who is monitoring his/her thinking while listening to a classroom discussion may ask himself/herself questions like these:

- What evidence do we have to support that idea?
- Can I think of an example? A counter example?
- Is there another reasonable explanation?
- How would my answer agree or disagree with the answer I am hearing from another student?
- How does this idea tie in with what we have previously learned?
- What is really important about this idea? What is its significance?
- What would be the implication of this idea?

While a student will not necessarily ask these exact questions, nor this number of questions, all the time, every student should be engaged in this kind of reflective and insightful thinking.

Monitoring one's thinking involves thinking like a problem-solver; and problem-solving occurs in all disciplines, not just in math, in writing a response to a short answer question, in researching and preparing a report, in answering an oral question in class, students are asked to problem solve. Some good questions students may ask themselves include:

- What is familiar about this problem? Have I solved one like it before? What strategies were successful?
- Can I identify the following: information given, information needed, possible steps in solving the problem?
- Are there sub-goals in this process? When should I stop and check my thinking?
- Are there other strategies I can use or other steps I can take?
- What is the goal/purpose in solving this problem?
- Where would I be most likely to make mistakes?

Another good strategy to improve problem-solving is to keep an "error analysis" log or journal. After students have feedback on the accurate way to solve the problem, they should record how or why they were confused, mistakes they may have made, and ways to avoid those mistakes in the future.

In order to improve scores on the End-of-Grade and Competency Tests, students need to become efficient readers who monitor their comprehension as they read, suggest to students that they use the following strategies as they read, whether they are engaged in reading for pleasure or taking a test:

- Adjust the way you read, depending upon the purpose for reading and upon the genre. For example, in reading expository text, you may scan for information to answer a specific question. Other genres such as poetry may require slow and careful reading, even rereading, for meaning.
- Consider how the author calls the reader's attention to certain parts of the text. Look at the title, subtitles, pictures, charts, graphs, maps, bold or italicized words, and any text in quotation marks. What was the author's purpose in using these devices?

## Monitor Their Thinking

## Support Reading and Mathematics at Home

Reading at home outside of class work is one of the most important things your child can do. Data from the End-of-Grade Test has indicated that children who read more outside of school score higher on the test.

It is important that your child sees you reading -what you are reading is not as important as that your child sees you as a role model. Recipes, books, newspapers, magazines, etc., are all appropriate. Read to your child and provide materials for your child to read at home. Try to visit the library together and have book talks about the interesting books you and your child have read.

You can also help your child become more proficient in mathematics by "doing math" with your child. As problem-solving partners, you can explore many different areas of mathematics and help foster a positive attitude about mathematics at home.

Mathematics is everywhere: newspapers include graphs and charts, sporting events provide data and statistics, the grocery store affords an opportunity for practicing measurement and estimation, recipes can be modified, the changing seasons give an opportunity to examine temperature, road trips encourage map reading, distance, time and gasoline mileage problems. Make a list of all the ways your family uses mathematics at home. By "doing math" together, you will demonstrate that learning mathematics is fun!

## Work with the School

Visit your child's school regularly to discuss your child's progress with his/her teacher.

Discuss schoolwork with your child and check to see that homework assignments are complete.

Find out from your child's teacher how you can help support what is going on in class at home.

The North Carolina End-of-Grade Test will be administered on:

*On the day of the test, please make sure your child:*

- Eats a good breakfast.
- Wears comfortable clothing.
- Arrives at school on time.
- Brings two, sharpened #2 pencils to school.

# End-of-Grade Testing:



**Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Instructional Services  
English Language Arts Section**

# End-of-Grade Testing:

## *Information for Parents*

**Background:** The purpose of this brochure is to help you understand the North Carolina End-of-Grade Tests given in grades 3-8. These grade level multiple-choice tests of reading and mathematics are designed to assess growth each year. In accordance with the ABC Plan, there should be a year's worth of growth for a year's worth of school. Just like height in inches, on average, student scores in reading and mathematics are expected to go up every year. Also, like height, the rate of growth may vary year to year.

The test includes opportunities for your child to read a variety of passages and to solve different mathematics problems and then select the appropriate answer.

After tests have been scored, you will receive a Parent/Teacher Report which includes individual and state scores.

**Expectations:** In the report that you receive, student achievement is reported as a level *I, II, III, or IV Under the ABC Plan, level III is considered to be grade level mastery.*

In both reading and mathematics, it is expected that at level III, students have mastered current grade level content and are prepared to move to the next grade.

**Level IV** scores indicate that students consistently perform in a manner that is clearly beyond grade level requirements and expectations.

**Level III** scores indicate that students are able to work independently and successfully with grade level subject matter. Students at this level consistently demonstrate mastery of grade level concepts and skills. These students require minimal assistance and they show confidence and initiative with grade level tasks.

**Level II** scores indicate that students demonstrate inconsistent mastery of concepts, knowledge, and skills. There may be uneven performance of on-grade level tasks.

**Level I** scores indicate that students at this level frequently need a great deal of individual attention and guidance to be successful in academic tasks. Students at this level do not exhibit sufficient mastery of grade level knowledge and skills.

## Parents Can Help:

With increased reliance on tests as measures of progress, the pressure on students to do well also has increased. There is much you can do to relieve your child's anxiety about testing and to help your child perform up to his/her potential on the North Carolina End-of-Grade Test.

### Before the test

Avoid causing anxiety for your child over the test. Make it clear that you want your child to do as well as possible. Do not make it seem, however, that the whole world is riding on your child's performance. A more relaxed attitude may pay off in better performance and a healthier attitude about the test.

With your child, devise a strategy for what to do if he/she does not know an answer to an item or becomes panic stricken. For example, encourage your child to read all of the choices before answering the question and to "flag" questions about which he/she is unsure and continue. If your child becomes panicked, it may be helpful for him/her to take several slow, controlled, deep breaths.

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