

# Pennsylvania Resource Guide



2006-2007

# INTRODUCTION

The *2006-07 Resource Guide* is designed as a supplement to the *2006-07 Pennsylvania Career Guide*. It is a tool to be used by counselors and teachers to direct students and jobseekers through the exploration of careers.

The *Resource Guide* is divided into three parts this year, giving it a newer look. The *Information* section, intended for educators, trainers and workforce professionals, outlines the importance of career planning. This section, which includes excerpts from the Project 720 initiative and the Career Education and Work Standards, highlights the skills that employers want in today's workers. Additionally, it provides online resources for assisting students and jobseekers as they assess their interests, weigh postsecondary options or prepare to enter the workforce. New this year is the *Lesson Plans* section. Each lesson includes the purpose, student activities, teacher guidelines and the Career Education and Work Standards addressed by the activities in the lesson. Finally, the *Activities* section is devoted to additional classroom activities that will familiarize individuals with the *Career Guide* and other available career resources - both printed and on the Web. Please note that all Web sites were valid as of the date of release of this publication.

We welcome your comments and invite you to share your ideas for future editions with us. E-mail us at [workforceinfo@state.pa.us](mailto:workforceinfo@state.pa.us); please reference "Resource Guide" on the subject line.

We encourage you to visit us online at [www.state.pa.us](http://www.state.pa.us), PA Keyword: *Labor Market Information* to view other products that you may find useful as career resources.



**CENTER FOR  
WORKFORCE INFORMATION  
AND ANALYSIS**

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[www.state.pa.us](http://www.state.pa.us), PA Keyword: Labor Market Information

# Pennsylvania Resource Guide



## Information and Reference



# Pennsylvania Workforce 2006

## Overview:

**The service industry will continue to grow.** Projections show that by 2014, 85% of employees will work in a service-producing industry.

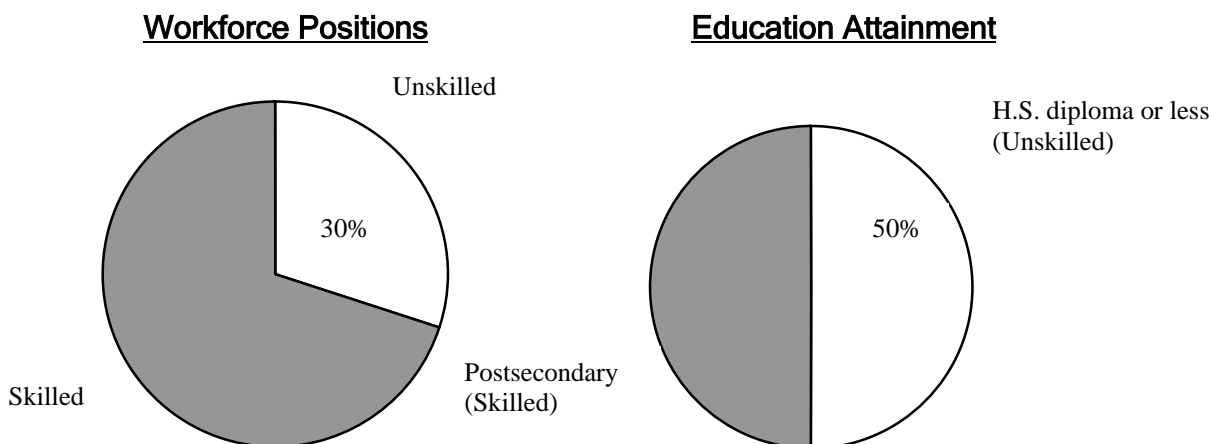
**Pennsylvania's labor force will continue to age.** Over one-third of the workforce comes from the baby-boom generation (born between 1946 and 1964). However, baby-boomers are fast approaching retirement age and the need for skilled replacement workers is apparent.

**The unskilled jobs of yesterday are fast disappearing.** Today only 30% of Pennsylvania's jobs are unskilled.

**Opportunities exist in today's workforce to find optimal employer/employee relationships.** The education and skills that comprise today's workforce allow both the employer and the employee to search for the right fit. On the average, people are changing jobs seven to nine times from age 18 to 36.

## Outlook:

The overriding theme of the current workforce is categorized by the need for skilled workers. Postsecondary or technical education and training is the key to acquiring the necessary skills for today's workplace. However, a mismatch exists between the number of unskilled positions in the workplace (30%) and the number of unskilled workers (50%).



**Today, more than ever, Pennsylvania's workforce needs to focus on education and training.**

Obtaining postsecondary or technical education:

- Makes you more attractive to more employers
- Increases earnings potential
- Decreases chances of being unemployed



# Project 720

*Transforming Pennsylvania's high schools so that  
EVERY student can succeed*

The overall goal of Pennsylvania's Project 720 is to ensure that after 720 days (beginning of ninth grade to graduation) every student is well equipped to enter college and the high-skills workforce. This will be done by implementing challenging curriculum in reading, writing, science, and math; improving the learning environment; improving student-advisory services; and strengthening the pathway from high school to success in postsecondary education.

While the program consists of a comprehensive list of reform strategies to be implemented by participating schools, here are some key components:

**Expanding Dual Enrollment** - All (not just the exceptional) high school students will be encouraged to participate in early college, middle college and gateway-to-college programs.

**Strengthen Career and Technical Education (CTE)** - Rigorous academic programs are based on industry-recognized standards and credentialing. Better partnerships will be created between CTE and colleges to ensure students receive postsecondary credit and certifications.

**High School Coaching Initiative** - One literacy and one math coach will be provided for every 600 students in some of the most-high-need high schools in 10 districts across the commonwealth.

**PreK-16 Alignment** - The commonwealth will explore using the 11<sup>th</sup> grade statewide reading and math assessments as college entrance and placement exams. It will also consider a statewide transfer policy that ensures college credits transfer from one school to another.

*"It is no longer the case that students who are planning to enter the workforce right after high school need less demanding curriculum than their college-bound peers. A key component of Project 720 is to ensure that all students, regardless of their postsecondary plans, are provided with a challenging curriculum that will enable them to meet the demands of our new global economy."*

- Diane Castelbuono, Pennsylvania's Deputy Secretary for Elementary and Secondary Education

[www.project720.org](http://www.project720.org)

Resources also available at [www.pde.state.pa.us](http://www.pde.state.pa.us)

## 13.1. Career Awareness and Preparation

### 13.1.8. GRADE 8

- A. Relate careers to individual interests, abilities, and aptitudes.
- B. Explain how both traditional and nontraditional careers offer or hinder career opportunities.
- C. Explain the relationship of career training programs to employment opportunities.
- D. Analyze the economic factors that impact employment opportunities, such as, not limited to:
  - Competition
  - Geographic location
  - Global influences
  - Job growth
  - Job openings
  - Labor supply
  - Potential advancement
  - Potential earnings
  - Salaries/benefits
  - Unemployment
- E. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.
- F. Create an individualized career plan including, such as, but not limited to:
  - Assessment and continued development of career portfolio
  - Career goals
  - Cluster/pathway opportunities
  - Individual interests and abilities
  - Training/education requirements and financing
- G. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.

### 13.1.11. GRADE 11

- A. Relate careers to individual interests, abilities, and aptitudes.
- B. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- C. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:
  - Career days
  - Career portfolio
  - Community service
  - Cooperative education
  - Graduation/senior project
  - Internship
  - Job shadowing
  - Part-time employment
  - Registered apprenticeship
  - School-based enterprise
- D. Justify the selection of a career.
- E. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:
  - Associate degree
  - Baccalaureate degree
  - Certificate/licensure
  - Entrepreneurship
  - Immediate part/full time employment
  - Industry training
  - Military training
  - Professional degree
  - Registered apprenticeship
  - Tech Prep
  - Vocational Rehabilitation Centers
- F. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.
- G. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

## 13.2. Career Acquisition (Getting a Job)

### 13.2.8. GRADE 8

- A. Identify effective speaking and listening skills used in a job interview.
- B. Evaluate resources available in researching job opportunities, such as, but not limited to:
  - CareerLinks
  - Internet (i.e. O-NET)
  - Networking
  - Newspapers
  - Professional associations
  - Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)
- C. Prepare a draft of career acquisition documents, such as, but not limited to:
  - Job application
  - Letter of appreciation following an interview
  - Letter of introduction
  - Request for letter of recommendation
  - Resume
- D. Develop an individualized career portfolio including components, such as, but not limited to:
  - Achievements
  - Awards/recognitions
  - Career exploration results
  - Career plans
  - Community service involvement/projects
  - Interests/hobbies
  - Personal career goals
  - Selected school work
  - Self inventories
- E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:
  - Commitment
  - Communication
  - Dependability
  - Health/safety
  - Laws and regulations (that is: Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
  - Personal initiative
  - Self-advocacy
  - Scheduling/time management
  - Team building
  - Technical literacy
  - Technology

### 13.2.11. GRADE 11

- A. Apply effective speaking and listening skills used in a job interview.
- B. Apply research skills in searching for a job.
  - CareerLinks
  - Internet (i.e. O-NET)
  - Networking
  - Newspapers
  - Professional associations
  - Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)
- C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:
  - Job application
  - Letter of appreciation following an interview
  - Letter of introduction
  - Postsecondary education/training applications
  - Request for letter of recommendation
  - Resume
- D. Analyze, revise, and apply an individualized career portfolio to chosen career path.
- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
  - Commitment
  - Communication
  - Dependability
  - Health/safety
  - Laws and regulations (that is: Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
  - Personal initiative
  - Self-advocacy
  - Scheduling/time management
  - Team building
  - Technical literacy
  - Technology

## 13.3. Career Retention and Advancement

### 13.3.8. GRADE 8

- A. Determine attitudes and work habits that support career retention and advancement.
- B. Analyze the role of each participant's contribution in a team setting.
- C. Explain and demonstrate conflict resolution skills:
  - Constructive criticism
  - Group dynamics
  - Managing/leadership
  - Mediation
  - Negotiation
  - Problem solving
- D. Analyze budgets and pay statements, such as, but not limited to:
  - Charitable contributions
  - Expenses
  - Gross pay
  - Net pay
  - Other income
  - Savings
  - Taxes
- E. Identify and apply time management strategies as they relate to both personal and work situations.
- F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.
- G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.

### 13.3.11. GRADE 11

- A. Evaluate personal attitudes and work habits that support career retention and advancement.
- B. Evaluate team member roles to describe and illustrate active listening techniques:
  - Clarifying
  - Encouraging
  - Reflecting
  - Restating
  - Summarizing
- C. Evaluate conflict resolution skills as they relate to the workplace:
  - Constructive criticism
  - Group dynamics
  - Managing/leadership
  - Mediation
  - Negotiation
  - Problem solving
- D. Develop a personal budget based on career choice, such as, but not limited to:
  - Charitable contributions
  - Fixed/variable expenses
  - Gross pay
  - Net pay
  - Other income
  - Savings
  - Taxes
- E. Evaluate time management strategies and their application to both personal and work situations.
- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- G. Evaluate the impact of lifelong learning on career retention and advancement.

## 13.4. Entrepreneurship

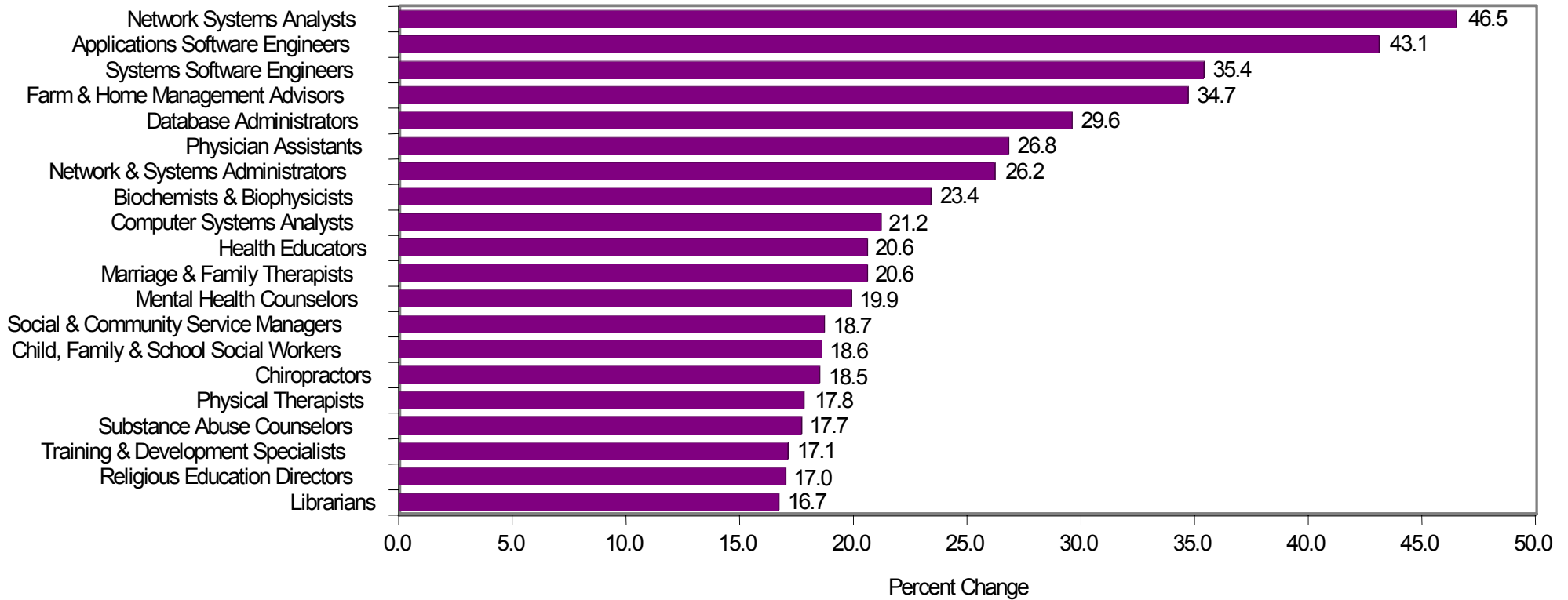
### 13.4.8. GRADE 8

- A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:
  - Benefits
  - Job security
  - Operating costs
  - Wages
- B. Evaluate how entrepreneurial character traits influence career opportunities.
- C. Identify and describe the basic components of a business plan, such as, but not limited to:
  - Business idea
  - Competitive analysis
  - Daily operations
  - Finances/budget
  - Marketing
  - Productive resources (human, capital, natural)
  - Sales forecasting

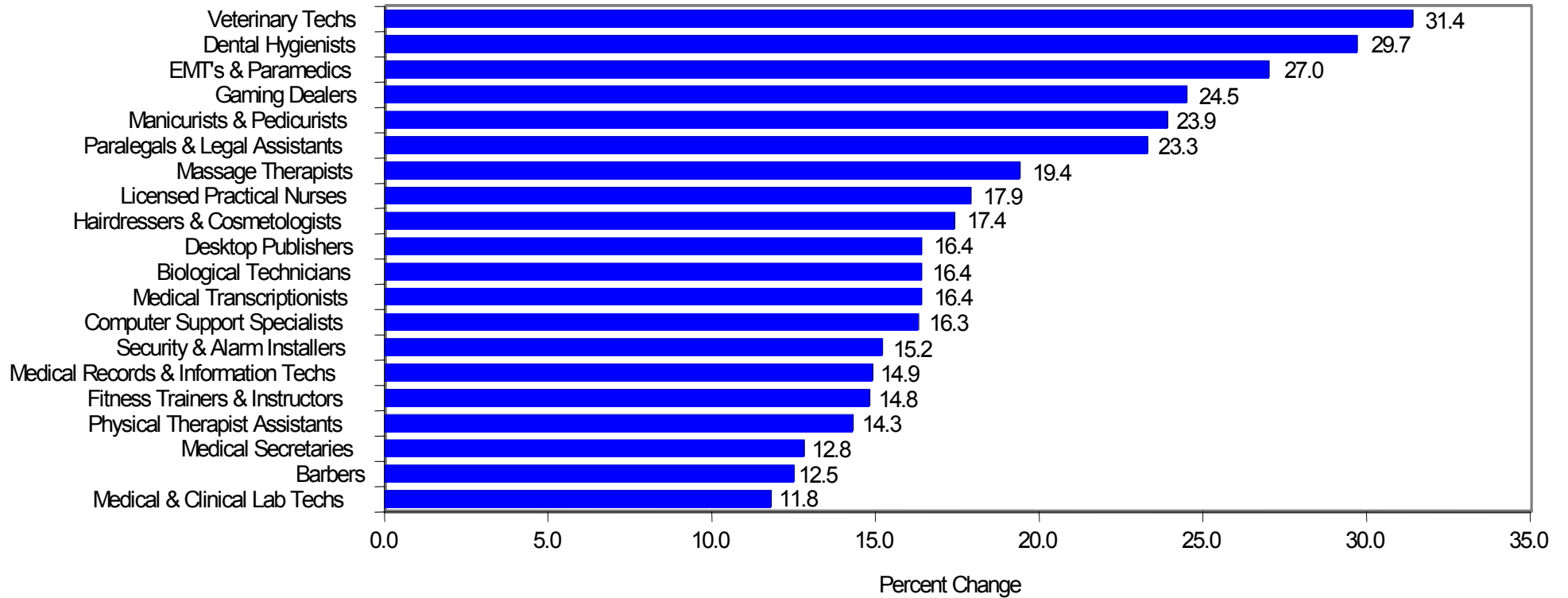
### 13.4.11. GRADE 11

- A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
- B. Analyze entrepreneurship as it relates to personal character traits.
- C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:
  - Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers)
  - Financial institutions
  - School-based career centers
  - Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)
  - Venture capital

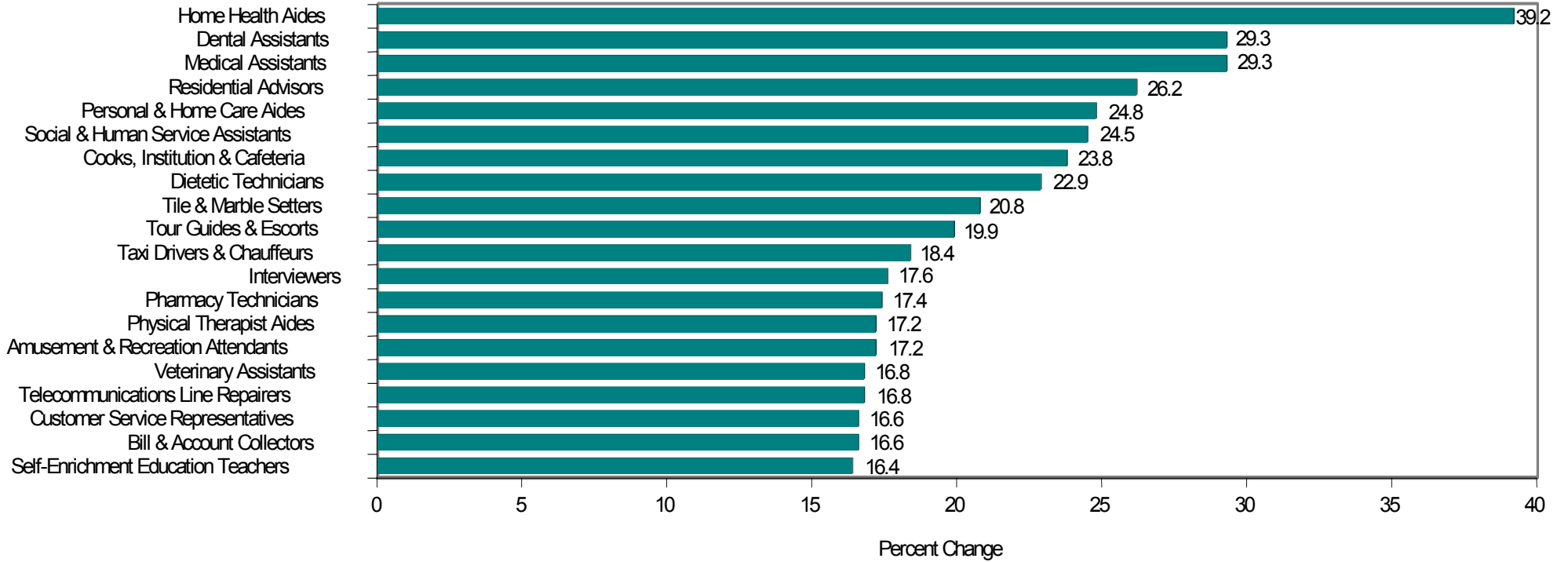
**Occupations With Highest Growth Rates  
(Require College Degree or More)  
2004 - Projected 2014 (Minimum 50 Annual Openings)**



**Occupations With Highest Growth Rates  
(Require Some Postsecondary Training)  
2004 - Projected 2014 (Minimum 50 Annual Openings)**



**Occupations With Highest Growth Rates  
(Require High School Diploma)  
2004 - Projected 2014 (Minimum 50 Annual Openings)**



**Fastest Growing Occupations in Pennsylvania, 2004 - Projected 2014  
(Minimum 1,000 Employment Volume)**

<b>Fastest Growing (%)</b>	<b>Education/Training Level</b>	<b>Fastest Growing (Volume)</b>
Home Health Aides Personal & Home Care Aides Taxi Drivers & Chauffeurs Interviewers Physical Therapist Aides	<b>Short-term OJT (1 month or less)</b>	Retail Salespersons Waiters & Waitresses Janitors & Cleaners Home Health Aides Personal & Home Care Aides
Dental Assistants Medical Assistants Residential Advisors Social & Human Service Assistants Ambulance Drivers & Attendants	<b>Moderate-term OJT (1 to 12 months)</b>	Customer Service Representatives Truck Drivers, Heavy & Tractor-Trailer Executive Secretaries & Administrative Assistants Sales Representatives Medical Assistants
Cooks, Institution & Cafeteria Tile & Marble Setters Athletes & Sports Competitors Telecommunications Line Installers & Repairers Flight Attendants	<b>Long-term OJT (more than 12 months)</b>	Cooks, Institution & Cafeteria Carpenters Cooks, Restaurant Maintenance & Repair Workers, General Plumbers, Pipefitters & Steamfitters
Self-Enrichment Education Teachers Supervisors - Personal Service Workers Food Service Managers Supervisors - Transportation & Vehicle Operators Supervisors - Housekeeping & Janitorial Workers	<b>Work Experience in a Related Occupation</b>	Supervisors - Food Preparation & Serving Workers Supervisors - Office & Administrative Support Workers Food Service Managers Self-Enrichment Education Teachers Supervisors - Personal Service Workers
EMTs & Paramedics Manicurists & Pedicurists Massage Therapists Licensed Practical Nurses Hairdressers, Hairstylists & Cosmetologists	<b>Postsecondary Vocational Training</b>	Licensed Practical Nurses Hairdressers, Hairstylists & Cosmetologists EMT's & Paramedics Automotive Service Technicians & Mechanics Medical Secretaries
Veterinary Technologists & Technicians Dental Hygienists Paralegals & Legal Assistants Biological Technicians Computer Support Specialists	<b>Associate Degree</b>	Registered Nurses Computer Support Specialists Dental Hygienists Paralegals & Legal Assistants Medical & Clinical Laboratory Technicians
Network Systems & Data Communications Analysts Computer Software Engineers, Applications Computer Software Engineers, Systems Software Farm & Home Management Advisors Database Administrators	<b>Bachelor's Degree</b>	Computer Software Engineers, Applications Computer Systems Analysts Accountants & Auditors Secondary School Teachers Child, Family & School Social Workers
Computer & Information Systems Managers Natural Sciences Managers Art Directors Training & Development Managers Education Administrators, Postsecondary	<b>Work Experience Plus Degree</b>	General & Operations Managers Chief Executives Financial Managers Management Analysts Computer & Information Systems Managers
Health Educators Marriage & Family Therapists Mental Health Counselors Physical Therapists Substance Abuse & Behavioral Disorder Counselors	<b>Master's Degree</b>	Mental Health Counselors Physical Therapists Educational, Vocational & School Counselors Clergy Librarians
Biochemists & Biophysicists Health Specialties Teachers, Postsecondary Medical Scientists Engineering Teachers, Postsecondary Physics Teachers, Postsecondary	<b>Doctoral Degree</b>	Medical Scientists Health Specialties Teachers, Postsecondary Biochemists & Biophysicists Engineering Teachers, Postsecondary Business Teachers, Postsecondary
Chiropractors Obstetricians & Gynecologists Veterinarians Pharmacists Surgeons	<b>First Professional Degree</b>	Lawyers Pharmacists Family & General Practitioners Surgeons Chiropractors

# Glossary of Labor Market Information Terms

## Civilian Labor Force (CLF)

Included are all persons over 16 years of age in the civilian noninstitutional population classified as either employed or unemployed.

## Civilian Noninstitutional Population

Included are persons 16 years of age and older residing in the 50 states and the District of Columbia, who are not inmates of institutions (for example, penal and mental facilities, homes for the aged), and who are not on active duty in the Armed Forces.

## Confidentiality

Some information on our Web site is non-releasable due to confidentiality laws and guidelines. These are set in place to protect individual employers. We cannot release statistics on industry groups that have three employers or fewer, or if one of the employers employs 80% or more of the workers in that industry.

Example -

72131	Rooming and Boarding Houses	***	***	***	<a href="#">Compare</a>
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Note: Asterisks indicate non-disclosable data

## Consumer Price Index (CPI)

Measures the average change over time in the prices paid by urban consumers for a representative market basket of consumer goods and services. User fees (such as for water) and sales and excise taxes paid by the consumer are included; however, income taxes and investments (like stocks and life insurance) are not included. The CPI-U includes expenditures by urban wage earners and clerical workers, professional, managerial and technical workers, the self-employed, short-term workers, the unemployed, retirees, and others not in the labor force. The CPI-W includes only expenditures by those in hourly wage-earning or clerical jobs.

## Employed

Employed persons are all persons who, during the week which includes the 12th day of the month, (a) did any work as paid employees, worked in their own business or profession or on their own farm, or worked 15 hours or more as unpaid workers in an enterprise operated by a member of their family, or (b) were not working but who had jobs from which they were temporarily absent. Each employed person is counted only once, even if he or she holds more than one job.

## Establishment

The physical location of a certain economic activity, such as a factory, store, office, or mine. Generally, a single establishment produces a single good or provides a single service.

## Industry

A group of establishments that produce similar products or provide similar services. For example, all establishments that manufacture automobiles are in the same industry. A given industry, or even a particular establishment in that industry, might have employees in dozens of occupations.

## Median Wage

An occupational median wage estimate is the boundary between the highest paid 50 percent and the lowest paid 50 percent of workers in that occupation. Half of the workers in a given occupation earn more than the median wage, and half the workers earn less than the median wage.

## North American Industry Classification System (NAICS)

NAICS uses a six-digit, hierarchical coding system to classify all economic activity into 20 industry sectors. Five sectors are mainly goods-producing sectors and 15 are entirely services-producing sectors. This six-digit, hierarchical structure allows greater coding flexibility than the four-digit structure of the Standard Industry Classification (SIC) system.

## Occupation

A set of activities or tasks that employees receive wages to perform. Employees who perform essentially the same tasks are in the same occupation, whether or not they are in the same

industry. Some occupations are concentrated in a few particular industries, while others are found across a wide range of industries.

### **Seasonal Adjustment**

Seasonal adjustment removes the effects of events that generally follow a regular pattern each year. These adjustments make it easier to observe the cyclical and other nonseasonal movements in a data series. Seasonal adjustment is a statistical technique that eliminates the influences of weather, holidays, the opening and closing of schools, and other recurring seasonal events from economic time series. This permits easier observation and analysis of cyclical, trend, and other nonseasonal movements in the data. By eliminating seasonal fluctuations, the series becomes smoother and it is easier to compare data from month to month.

### **Unemployed**

Unemployed persons includes all persons aged 16 years and older who had no employment during the reference week, were available for work, except for temporary illness and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. Persons who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed.

### **Unemployment Rate**

The ratio of unemployed to the civilian labor force expressed as a percent [i.e., 100 times (unemployment/labor force)].

### **Workforce Investment Area (WIA)**

A labor market area that is usually a group of contiguous counties, where employment, training, and educational services are provided. Established through the Workforce Investment Act to provide services for dislocated workers and other eligible individuals, Pennsylvania's 23 WIAs are based on common geographic and economic factors.

# The Center for Workforce Information & Analysis' Web Site

[www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us)

## Welcome to the Center for Workforce Information & Analysis (CWIA)

Your comprehensive online resource serving Pennsylvania's job seekers, employers, education and training providers, counselors, news media, and workforce professionals.



Look here for data updates, news releases, and new product announcements

### ★ Just Released

- [Pennsylvania's Employment News](#)
- [Career Videos](#)
- [County Labor Force Update](#)
- [Workforce 2012 Demographics](#)

### PA Fast Facts

Seasonally Adjusted Data

	PA Apr. 2006	PA Apr. 2005	US Apr. 2006	US Apr. 2005
Employment	6,319,000*	6,296,000	150,811,000	148,839,000
Unemployment	6,019,000*	5,979,000	143,688,000	141,196,000
Unemployment	299,000*	317,000	7,123,000	7,644,000
Unemployment Rate %	4.7*	5.0	4.7	5.1

\* Preliminary Calculation

The current labor force statistics for Pennsylvania

### Customer Favorites

- [Career Guide](#)
- [County Profiles](#)
- [News Releases](#)
- [Occupational Outlook Handbook \(PAOOH\)](#)
- [Statewide Average Weekly Wage](#)

Frequently requested information

### CWIA Picks

- [Aging Report](#)
- [New Hires](#)
- [Local Employment Dynamics](#)
- [New Hires](#)
- [Top 50 Employers](#)

### PA Work Stats

Use this area to search PA Work Stats, our online database, for detailed statistical information.

- [Industry](#)
- [Income and Wage](#)
- [Occupations](#)
- [Area Profile](#)

Database containing data on occupations, industries, wages, and demographics

### Services for Individuals

Use this area if you are a job seeker, student, educator, counselor, or training provider.

- [Find a Job at PA](#)
- [Education and Training](#)
- [Labor Market Information](#)
- [Career](#)

Useful tools to conduct skill assessment and analysis along with occupation comparisons

### Services for Employers

Use this area if you are an employer, a member of the media, or a workforce professional.

- [Education and Training](#)
- [Recruitment](#)
- [Labor Market Information](#)

Resources valuable to workforce professionals

### Products

Use this area for a complete listing of our products.

All our publications, ready to download and print

### References

Use this area for further understanding and links to other statistical sites.

Glossary of commonly used terms along with links to other sources of data

### Other Important Links





## THE OCCUPATIONAL INFORMATION NETWORK

O\*NET is one of the most comprehensive sources of occupational information available today and includes details on 900+ occupations, including worker attributes and job characteristics.

Students and jobseekers using O\*NET OnLine (<http://online.onetcenter.org/>) can:

- Find occupations to explore;
- Search for occupations that use their skills;
- Look at related occupations;
- View occupational snapshots, including the most important characteristics of the worker and requirements of the work;
- View details of occupations, such as skills, knowledges, interests, and activities; and
- Connect to other on-line career information resources.

A set of self-directed career exploration/assessment tools to help workers and students investigate options and prepare for their careers more effectively is also now available ([www.onetcenter.org/tools.html](http://www.onetcenter.org/tools.html)). The assessment instruments, which are based on a "whole-person" concept, include:

- O\*NET Ability Profiler,
- O\*NET Interest Profiler,
- O\*NET Computerized Interest Profiler,
- O\*NET Work Importance Locator, and
- O\*NET Work Importance Profiler.

These tools can help individuals identify their work-related interests, what they consider important on the job, and their abilities in order to investigate the occupations that most closely relate to those attributes. Students, counselors, and jobseekers may link to the more than 900 occupations described by the O\*NET database, as well as to occupational information in **CareerOneStop**. This allows individuals to make a seamless transition from assessing their interests, work values, and abilities to matching their job skills with the requirements of occupations in their local labor market.

## PLANNING TO GET FROM HERE TO THERE

**A career is more than just a job.** A career is the combined total of all the events in your life, including education, work, family and friends, leisure activities, and more.

**As you go through life, you have two options.  
You can:**



Drift through life, hoping that opportunities come your way and that luck is on your side.

OR

Manage your career by making informed decisions that will give you greater control over your future.



You can begin mapping your future by developing a career plan. This plan will help you outline the steps you need to take to reach a career goal - be that a specific job you want to do (such as architect or engineer) or a particular field you'd like to enter (such as medicine or education).

**To start:**

✓ **Think about your interests.**

What do you like to do? Make a list of activities you've enjoyed doing over the past several years. What about these activities did you find most satisfying? What about them appealed to you the most?

✓ **Assess your skills.**

Think about and make a list of skills you've gained through classroom and extra-curricular activities or sports, through volunteer work, or part-time and summer jobs. Are you a computer whiz? Do you like speaking in front of a group? Do you have good physical stamina?

✓✓ If you're having difficulty identifying your skills and interests, there are a number of online and written resources that you can consult. You can start with the interest assessment in the Career Guide or check out some of the online sites like [www.onetcenter.org/tools.html](http://www.onetcenter.org/tools.html) for access to a variety of career exploration tools.

✓ **Find occupations that fit your interests and skills.**

It's important to gather as much information as you can about possible careers. Limited information can lead to wrong career choices. Occupational Outlook Handbooks for the nation and the state may be available in your school guidance office, a career center or at your local library. If not, you can check them out online at [www.bls.gov/oco/home.htm](http://www.bls.gov/oco/home.htm) or by clicking on "Products" at the PA Work Stats website at [www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us).

✓ **Set primary and secondary goals.**

While you may have a "dream career" in mind, don't limit yourself to one narrow career goal. Explore alternative pathways as well. Any number of things may sideline you from achieving your ideal job - injury, illness, personal finances, or family obligations. Don't

abandon your dreams, but be realistic. Those who don't make it as professional athletes, for example, can stay involved in the sports field by becoming coaches, recreational therapists, or trainers. Keep your options open.

✓ **Create and follow a plan.**

Now that you've set some career goals, assess what you need to do to prepare for the careers you have in mind. You may find it helpful to actually write out a career plan like the one below that will focus you on reaching your career goal.

## Sample CAREER PLAN

**CAREER GOAL:** To become a landscape architect and design recreational areas like public parks and playgrounds.

**REQUIREMENTS:** *(List the education/training you need as well as the skills someone in this position should demonstrate.)*

- Bachelor's or Master's Degree in landscape architecture
- Internship (preferred by employers)
- Accreditation by the Board of the American Society of Landscape Architects
- Knowledge of design techniques
- Time management
- Good reading comprehension
- Attention to detail
- Good communication skills

**CURRENT SKILLS:** *(List skills you have obtained through jobs, classes, volunteer work, etc.)*

- Knowledge of layout and design techniques acquired through summer job experience with Willow Landscaping Inc.
- Public speaking skills, demonstrated as the senior class school board representative
- Knowledge of research and verification techniques obtained by completing Honors English class research projects
- Senior Project: preparing detailed designs for improvements to elementary school playgrounds

**PLANS TO REACH CAREER GOAL:** *(Outline the things you need to do to reach your goal - for example, additional education, participation in organizations, etc.)*

- Continue summer employment with landscaping firm
- Meet with guidance counselor to make certain that high school courses will meet university requirements for admission to program
- Attend Penn State University
  - Obtain bachelor's degree in landscape architecture
- Explore/secure an internship while attending college
- Join organizations like the American Society of Landscape Architects for support and networking opportunities

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Additional information on making a career plan can be found at [www.mapping-your-future.org](http://www.mapping-your-future.org)

## WHAT QUESTIONS SHOULD I ASK?

Once you have decided that you want to move on to postsecondary education or training, you can start preparing for the next step: a school or campus visit. Below are some questions you and your parents should ask during your visit to become more informed about the prospective school.

### An Admissions Counselor

- What are the admission requirements for this school?
- How do I apply?
- What documents do I need to provide?
- What are the deadlines?

### A Financial Aid Counselor

- What is the cost per year to attend this school?
- What financial aid opportunities are there for me?
- What forms do I need to fill out and what are the deadlines?
- Are there work-study opportunities?

### A Professor or Department Representative from your Program of Interest

- What are the academic requirements for this major?
- What kinds of courses are offered?
- How many students are accepted into this major each year?
- What is the percent of your graduates currently employed?



### A Student in your Prospective Major

- What courses have you liked and disliked?
- What activities do you participate in to prepare you for your career?
- What suggestions do you have to help me get ready for college?

### Additional Questions to Ask

- What's dorm life like?
- Are freshman living on campus allowed to have cars?
- Are students required to purchase a meal plan?
- What is the average cost of books per semester?

## THE PATH TO STATE EMPLOYMENT

State government provides numerous opportunities for employment in a variety of fields, ranging from clerical to scientific. The State Civil Service Commission (SCSC) can be your pathway to a secure and well-paying job with the commonwealth of Pennsylvania. Civil Service is an employment system based on hiring, retaining and promoting employees, based on their qualifications and their ability to do the work. Approximately 70% of the state's 80,000 employees are members of civil service.

Where should you start? Begin by exploring the job opportunities posted on the State Civil Service web site ([www.scsc.state.pa.us](http://www.scsc.state.pa.us)). Fill out applications for those in which you have an interest and for which you are qualified, and then take the required tests. If you pass and meet the minimum requirements, your name will be added to the list of eligible applicants.

### Apply for a Civil Service Job

The first step is to apply to take a test. You can only apply for those that have been announced and are open. To learn what tests are open, visit the Civil Service Web site and click on "Job Opportunities."

Review the test announcements to be sure you meet the minimum requirements. If you do not meet all minimum requirements, your test results will not be counted. Complete a civil service application for each test you wish to take. Online applications are available.

If you apply online for a job that requires a written, oral, or performance examination you will be directed to select a date, time, and location to take your Civil Service test. You will receive a postcard with this information if you sent a paper application.

### Take the Civil Service Test

There are four types of tests used to measure job-related knowledge, skills, and abilities:

Written tests - taken on a computer at a test center. These tests can include multiple-choice, fill in the blank, or essays. On-site instructions guide you through the process.

Performance tests - also computer-based. These measure your ability to perform job tasks, such as typing.

Oral tests - a panel of trained raters asks a series of structured questions and rates your responses on specific factors.

Experience & Training ratings - you are assigned a score based solely on your experience and training, as provided on your application and/or supplement. Providing complete information is very important for this reason.

### Get Hired

SCSC sends you a notification of your test score.

If you have passed the test and met the minimum requirements, your name is added to the list of applicants and ranked according to score.

When agencies decide to fill a vacancy, they may contact SCSC for an official copy of the list. The agency may contact you about your interest and availability for an interview. Generally, agencies schedule interviews of the highest-scoring applicants on the lists for jobs they are trying to fill.

If an agency selects you and you accept, you will serve a civil service probationary period to determine your suitability for regular status. Upon successful completion of the probationary period, you become a permanent Civil Service employee!

If you're confused or have questions, contact the civil service office nearest you. Locations and contact information can be found on the SCSC web site.

Commonwealth of Pennsylvania  
State Civil Service Commission

www.scsc.state.pa.us



## CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Students can enhance their career and technical education experiences by participating in organizations designed to offer real-life experiences, insight into careers, and the opportunity to “make connections” with business professionals. Several of these organizations are listed below. Encourage interested students to check out these and similar organizations that emphasize academic and vocational excellence.



Distributive Education Clubs of America  
[www.deca.org](http://www.deca.org)

The mission of DECA is to enhance the co-curricular education of student with an interest in marketing, management and entrepreneurship.



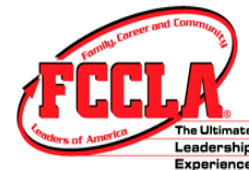
Business Professionals of America (BPA)  
[www.bpa.org](http://www.bpa.org)

The mission of BPA is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic and technological skills.



SkillsUSA (Vocational Industrial Clubs of America)  
[www.skillsusa.org](http://www.skillsusa.org)

SkillsUSA-VICA is a national organization serving a quarter-million high school and college students and professional members who are enrolled in technical, skilled and service occupations, including health occupations.



Family, Career & Community Leader of America (FCCLA)  
[www.fcclainc.org](http://www.fcclainc.org)

FCCLA is a nonprofit national vocational student organization for young men and women in family and consumer sciences education in public and private school through grade 12



Technology Student Association  
[www.tsaweb.org](http://www.tsaweb.org)

TSA is a non-profit national student organization whose mission is to inspire young people to prepare for careers in a technology-driven economy and culture.



The National FFA Organization  
[www.ffa.org](http://www.ffa.org)

The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agricultural education.

## MILITARY RESOURCES

Enlisting in the military is just one post-secondary option highlighted in the *Career Guide*. Below you'll find contact information for each of the branches of the U.S. military. You can use the toll free numbers to find a recruitment office nearest you and the Web sites to find out additional information. Also visit [www.myfuture.com](http://www.myfuture.com) or [www.todaysmilitary.com](http://www.todaysmilitary.com) to learn about additional opportunities that the military has to offer.



**ARMY**  
1-800-USA-ARMY  
[www.goarmy.com](http://www.goarmy.com)



**AIR FORCE**  
1-800-423-USAF  
[www.airforce.com/](http://www.airforce.com/)



**NAVY**  
1-800-USA-NAVY  
[www.navy.com/](http://www.navy.com/)



**MARINE CORPS**  
1-800-MARINES  
[www.marines.com](http://www.marines.com)



**ARMY NATIONAL GUARD**  
1-800-GO-GUARD  
[www.1800goguard.com](http://www.1800goguard.com)



**AIR NATIONAL GUARD**  
1-800-TO-GO-ANG  
[www.ang.af.mil/](http://www.ang.af.mil/)



**COAST GUARD**  
1-800-424-8883  
[www.uscg.mil/](http://www.uscg.mil/)

# Seven Rules



## of the Working World

Changing technology and economic conditions have altered the complexion of workforce expectations....

Whether we are searching for our very first job, changing jobs, seeking to keep the job we have, or trying to earn a promotion, the same set of guidelines apply. The seven rules, listed below, are largely supported by feedback from employers. The rules describe the essential characteristics of valuable employees.

### *Jack/Jill of All Trades*

The most employable worker is the multiskilled, versatile worker. Gaining a general knowledge of other work areas in the business leads to better decision-making and high productivity. It also markets you for a variety of positions and responsibilities, which will advance your career.

### Get an Edge, Keep It Sharp

Identify what you do best and continually strive to improve upon and upgrade your skills, particularly in the area of technology.

### There Is No “I” in Team

Today’s workforce is not a battle of “everyone for himself.” It is a partnership of employees who can interact with each other and apply their individual strengths for the good of all.

### Born to be Wired

There is no substitute for computer and technology skills. Your ability to understand and adjust to changes in technology will be critical in keeping pace with occupational shifts that inevitably occur.

### Watch Your Language!

Communication is a cornerstone of good business and employee relationships. The ability to express oneself clearly and

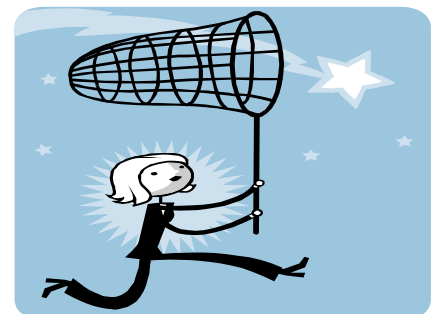
precisely is one of the skills employers value most. The best way to improve this skill is by thinking before you speak.

### May I Help You?

The ability to maintain good customer relations is not only good for business; it is one of the most sought-after skills in any business. This also applies to treatment of co-workers; a kind word or offer of assistance is invaluable.

### Networking Works

You will always benefit from building a rapport with people both inside and outside the workplace. There is no doubt that your connections will be good for business as well as your own career goals.



## TRY SQ3R - A READING/STUDY SYSTEM

### 1. SURVEY - gather the information necessary to focus and formulate goals.

1. Read the title - help your mind prepare to receive the subject at hand.
2. Read the introduction and/or summary - orient yourself as to how this chapter fits the author's purposes, and focus on the author's statement of most important points.
3. Notice each boldface heading and subheading - organize your mind before you begin to read - build a structure for the thoughts and details to come.
4. Notice any graphics - charts, maps, diagrams, etc., are there to make a point - don't miss them.
5. Notice reading aids - italics, boldface print, chapter objective, end-of-chapter questions are all included to help you sort, comprehend, and remember facts.

### 2. QUESTION - help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions, it becomes engaged in learning.

### 3. READ - fill in the information around the mental structures you've been building.

Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to make up some new questions.

### 4. RECITE - retrain your mind to concentrate and learn as it reads.

After each section - stop, recall your questions, and see if you can answer them from memory. If not, look back again (as often as necessary) but don't go on to the next section until you can recite.

### 5. REVIEW - refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

**REMEMBER: THE INFORMATION YOU GAIN FROM READING IS IMPORTANT. IF YOU JUST "DO IT" WITHOUT LEARNING SOMETHING, YOU'RE WASTING A LOT OF TIME. TRAIN YOUR MIND TO LEARN!!!**

**Adapted from: The Cook Counseling Center at Virginia Tech**

# INMATE RESOURCES

The commonwealth of Pennsylvania's goal is to help prison inmates get good paying jobs after they return to their homes. Experience has shown that most inmates do not know how to go about this. The following documents are meant to help CareerLink personnel provide released inmates with assistance that may not be relative to the general population.

## 1. FEDERAL BONDING PROGRAM

### What is the Federal Bonding Program?

It is a unique tool to help a job applicant get and keep a job. The program issues Fidelity Bonds, and is sponsored by the U. S. Department of Labor.

### What is a Fidelity Bond?

It is a business insurance policy that protects the employer in case of any loss of money or property due to employee dishonesty. It is like a "guarantee" to the employer that the person hired will be an honest worker.

### How Does the Bond Help Someone Get a Job?

The bond is given to the employer free-of-charge, and serves as an incentive to the company to hire a job applicant who is an ex-offender or has some other risk factor in their personal background. The employer is then able to get the worker's skills without taking any risk of worker dishonesty on the job.

### What Exactly Does the Bond Insurance Cover?

It insures the employer for any type of stealing by theft, forgery, larceny, or embezzlement. It does not cover liability due to poor workmanship, job injuries, or work accidents. It is not a bail bond or court bond for the legal system.

### How Can You Know If You Qualify for Obtaining Bonding Services?

Anyone who cannot get a job without bonding is eligible for help by the Federal Bonding Program. All persons who have, in the past, committed a fraudulent act, are eligible for bonding services. These persons include ex-offenders and ex-addicts, as well as those who have poor personal credit, poor individuals who lack a work history, and persons who were dishonorably discharged from the military.

### What Restrictions Exist in the Program's Bond Coverage?

The worker must meet the Commonwealth's legal age for working; there are no age limits. The job is usually to be at least 30 hours work per week. Workers must be paid wages with Federal taxes automatically deducted from pay; self-employed persons cannot be covered.

### **Can Bonding Be Issued to Cover An Already Employed Worker?**

The main purpose of the Federal Bonding Program is to help secure employment for applicants who are having a hard time getting a job due to their questionable backgrounds. However, a bond can be issued to cover a current employee who is NOT BONDABLE under the employer's insurance, and needs the program's bonding in order to secure a promotion to a new job requiring bonding or to prevent being laid off.

### **Who Must Request Issuance of the Fidelity Bond?**

Issuance of the bond for job placement to occur can be requested by either the employer or the job applicant. The request is to be made to the local agency certified by the Federal Bonding Program. Any agency assisting job seekers can acquire bonds. This can be arranged by contacting 1-800-233-2258.

### **What Papers Must the Employer Sign, and What Other Actions Must the Employer Take In Order to Get the Bond?**

NONE. Once the date is set for the applicant to start work, the bond can be issued instantly. The employer signs NO papers, and keeps NO special records, since the bond is self-terminating. The bond is mailed directly to the employer by the agent of the issuing insurance company.

For Further Information Contact 1-800-233-2258 or [www.bonds4jobs.com](http://www.bonds4jobs.com)

## **2. WORK OPPORTUNITY TAX CREDIT**

### **What is the Work Opportunity Tax Credit (WOTC)?**

The Work Opportunity Tax Credit is an incentive that the Congress provides to private-sector employers for hiring economically disadvantaged individuals with significant barriers to employment, who are members of 10 targeted groups including ex-felons and long-term welfare recipients. As employers participate in this credit program, they find out that:

- It is the employer who makes the hiring decision;
- There are no restrictions on the number of qualified new individuals he/she can hire;
- They can claim up to \$8,500 in potential tax credits; and
- The credits are applied to taxes due to the Internal Revenue Service, and unused tax credits may be carried over to the next tax year.

### **How can employers participate in the WOTC?**

To receive certification that a new employee qualifies the employer for this tax credit, the employer must:

1. Complete the one-page IRS Form 8850 by the day the job offer is made.
2. Complete either the one-page ETA Form 9061 or Form 9062.
  - If the new employee has already been conditionally certified as belonging to a WOTC target group, he or she complete the bottom part of ETA Form 9062 that was provided by a State Employment Security Agency or participating agency.

- If the new employee has not been conditionally certified, the employer and/or the new employee must complete ETA Form 9061.
3. Mail the signed IRS and ETA forms to the employer's State Workforce Agency. The IRS form must be mailed within 21 days of the employee's employment-start date.

**Who does not qualify for the tax credit?**

- No tax credit may be claimed for federally subsidized On-the-Job Training (OJT) payments; however, wages paid after OJT expires can qualify for the credit.
- Not-for-profit employers
- Wages paid to relatives
- The federal Welfare-to-Work and WOTC cannot both be claimed for the same individual in the same taxable year. However, a federal and state tax credit can both be claimed on the same individual in the same taxable year.

The legislative authority for the WOTC program expired on December 31, 2003. Even though Congress introduced bills to reauthorize the tax credit, the lack of reauthorization has caused a lapse of continuity or hiatus. A hiatus is not new to the WOTC program. In the past, when the tax credit lapsed and Congress subsequently reauthorized the program, legislative provisions allowed for retroactive certification of eligibility for the period between the expiration date and the reauthorization date. However, to have been eligible for the tax credit during the hiatus period, employers were required to have filed requests for certification in a timely manner, and states needed to receive and log them for subsequent approval or denial after legislative provisions reauthorizing the tax credit took effect. Employers that did not file for WOTC certification during the hiatus were denied the credit.

Throughout this hiatus, Pennsylvania Tax Credit Coordination Services will continue to:

- Accept and fully process WOTC certification requests for employer hires made prior to January 1, 2006
- Accept, date stamp, log, and retain certification requests for employer new hires made after January 1, 2006. However, eligibility determinations will not be issued until the program is reauthorized.
- Accept and fully process Pennsylvania Employment Incentive Payment (EIP) tax credit requests. The state EIP is unaffected by the pending federal tax credit reauthorization, and is currently in effect through December 31, 2009.

If you have any questions, please contact a representative in Tax Credit Coordination Services at 1-800-345-2555.

### **3. APPRENTICESHIPS**

Apprenticeship training connects job seekers looking to learn new skills with employers looking for qualified workers. Employers, employer associations, and joint labor-management organizations, known collectively as apprenticeship sponsors, provide apprentices with instruction that reflects industry needs.

**What are the minimum qualifications to become an apprentice?**

To be eligible to participate in an apprenticeship training program, an individual must be at least 16 years of age and meet the apprenticeship sponsor's specific requirements for employment.

**What rate of pay can an apprentice expect?**

According to the numbers, the average starting wage for Pennsylvania apprentices is \$12.29 per hour and increases progressively upon satisfactory completion of competencies and skill sets. The average wage for an apprentice completer in Pennsylvania is \$23.75 per hour.

**What are the benefits of apprenticeship?**

Apprentices benefit through paid training, up-to-date curricula, and skills portability. Employers benefit through a large number of highly skilled workers, an enhanced competitive edge, and improved worker productivity. Everyone benefits through a skilled workforce, increased competitiveness, and economic growth.

**Where can a prospective apprentice get more information about a specific apprenticeship program?**

Contact the Office of Apprenticeship Training at 717-221-3496, or the Pennsylvania Department of Labor and Industry at 1-800-932-0665. For additional information, visit [www.doleta.gov/atels\\_bat](http://www.doleta.gov/atels_bat) or a One-Stop Employment and Training Center. To locate your nearest One-Stop, call 1-877-US-JOBS or visit [www.servicelocator.org](http://www.servicelocator.org).

**These inmate resources are just part of the Inmate Package that is offered to inmates who are expecting to be released soon. For a complete package, write to: The Center for Workforce Information & Analysis, 220 Labor and Industry Building, 7<sup>th</sup> and Forster Streets, Harrisburg, PA 17121-0001.**

# Pennsylvania Resource Guide



## Lesson Plans

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**Activity Title:** ROLE MODELS

**Purpose:** Understand the influence of a positive self-concept.

**Integration:**  
**Primary** Career Awareness and Preparation  
**Secondary**

**Activity:** Learners will demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

- The teacher asks the learners to define the term “role model.”
- After discussion, the learners are asked to:
  - List 5 people in the media that they feel are positive role models and why.
  - List 5 people in the media that they feel are negative role models and why.
- The class should then compare and discuss the learners’ answers.

**Instructor Role:** The teacher should steer the discussion towards what makes a person a positive role model or a negative role model.

**Recommended Resources:**

- Time, Newsweek, People, or other current events magazines.
- “Celebrities and Their Alma Maters” worksheet, after the discussion.

**Suggested Assessment:** Learners can better understand what makes a positive as opposed to a negative role model.

**State Education Standards:** PA Department of Education Grade 11\*\*  
**Career Education and Work Standards**  
13.1.11A  
13.3.11A

\*\* Refer to [www.pde.state.pa.us](http://www.pde.state.pa.us) for written academic standards and assessment anchors.

## GOAL SETTING

It's important to have future goals. Your goals could be to narrow your career focus, to find a school that will prepare you for the future, or to apply for financial aid. Whatever your goals, the following activity may help you transform your goals into reality by clarifying and ranking them.

First, it is important to know what a goal should be.

### A GOAL MUST BE:

- STATED IN CLEAR TERMS  
For example, *I want to attend Penn State University in University Park, PA.*
- BELIEVABLE  
You must believe you can reach the desired goal.  
For example, *I will earn my high school diploma and then continue on to higher education.*
- ACHIEVABLE  
You must have the interest, skills, abilities, strengths, and resources (time, money, etc.) to make this goal happen.  
For example, *I have a good academic record, participate in extracurricular activities and, with my parents' assistance, will work out a way to pay for college.*
- MEASURABLE  
There must be a way to measure your goal. This can be accomplished by being observed, by being completed within a certain time frame, or by being calculated (if your goal involves a quantity).  
For example, *I will secure letters of recommendation and complete college applications before the deadline.*
- DESIRABLE  
The goal must be something that you truly want to achieve.  
For example, *a degree from Penn State will allow me to work as an engineer and earn a good living.*



**Activity Title:** WHERE WILL YOU BE IN TWENTY YEARS?

**Purpose:** Formulate challenging academic goals and plans to reach them.

**Integration:**  
**Primary** English  
**Secondary** Journalism

**Activity:** Students will formulate goals and plans of action to reach those goals by completing a newspaper article depicting their lives 20 years from now.

- Getting Ready: Teacher will lead a class discussion on future goals, both long- and short-term (list examples of both types). Teacher will discuss plans of action to reach these goals.
- Learners complete the “Twenty Years from Now” Worksheet.
- Learners use information from worksheet to write an essay in the form of a newspaper article on where they envision themselves to be in 20 years.
- Learners share their stories with the class and explain goals met and career choices.
- Learners meet in groups to revise and edit articles.
- Learners compile articles into a newspaper entitled “Goals Met 2006”, or they can make their own title.

**Instructor Role:** Teacher should familiarize the learners with the *PA Career Guide*, especially the careers that will be most in demand in the coming years.

**Recommended Resources:**

- *Pennsylvania Career Guide*
- “Twenty Years From Now” from *Pennsylvania Resource Guide*
- “Goal Setting Tips” from *Pennsylvania Resource Guide*

**Suggested Assessment:** Learners can gain an understanding of the different careers available, what kind of preparation is needed for these careers, and which careers are most likely to have openings in the coming years.

**State Education Standards:** PA Department of Education Grade 11\*\*

Career Education and Work Standards	Reading Assessment Anchors
13.1.11B	R11.A.2.1
13.1.11E	R11.A.2.5
13.1.11H	

\*\* Refer to [www.pde.state.pa.us](http://www.pde.state.pa.us) for written academic standards and assessment anchors.



## TWENTY YEARS FROM NOW

Directions: Answer the questions. Use these answers to write a newspaper article projecting what your life will be like in 20 years.

Where do you want to live? \_\_\_\_\_

\_\_\_\_\_

What will your lifestyle be like? \_\_\_\_\_

\_\_\_\_\_

What will your job be like (position title, duties, work conditions, salary, etc.)? \_\_\_\_\_

\_\_\_\_\_

What will your family be like? \_\_\_\_\_

\_\_\_\_\_

What will be your interests (hobbies, leisure activities, etc.)? \_\_\_\_\_

\_\_\_\_\_

What will be the best thing about your life? \_\_\_\_\_

\_\_\_\_\_

**Activity Title:** INDUSTRY OR OCCUPATION

**Purpose:** By the end of this activity, students will be able to recognize the differences between industry and occupation as defined by the Census Bureau.

**Integration:**  
**Primary** Business and Finance (Secondary School)

**Getting Ready:** Review the descriptions of and contrasts between industry and occupation classifications provided in this guide.

**Activity:** Learners will explore the differences between industries and occupations, then demonstrate their mastery of the concept by completing a word search and placing the words in either the industry or occupation categories.

- Learners complete the “Industry or Occupation” word search provided.
- Learners place the words from the search into the industry or occupation categories.
- Learners discuss their categorizations with the rest of the class or the instructor, who clarifies any incorrect answers

**Instructor Role:** Review the write-up on industries and occupations provided in this *Resource Guide*. Facilitate discussion on the differences between the categorizations during the introduction to the word search activity and when reviewing the assignment.

**Recommended Resources:**

- “Industry or Occupation” write-up in the *Pennsylvania Resource Guide*
- “Industry and Occupation 2000 FAQs,” U.S. Census Bureau, available at <http://www.census.gov/hhes/www/ioindex/faqs.html>

**Suggested Assessment:** Learners demonstrate the ability to define the difference between industries and occupations and correctly and place various industry and occupation names into the proper categories

**State Education Standards:**

PA Department of Education Grade 11\*\*  
**Career Education and**  
**Work Standards**                      **Reading Assessment Anchor**  
13.1.11.B                                      R11.A.2.1.2  
13.1.11.F  
13.2.11.B

\*\* Refer to [www.pde.state.pa.us](http://www.pde.state.pa.us) for written academic standards and assessment anchors.

# INDUSTRY AND OCCUPATION

## General Information

Readers often confuse the terms “industry” and “occupation” when discussing labor force information. The terms frequently get used interchangeably - and therefore incorrectly. The terms “industry” and “occupation” refer to two separate ideas and sets of data.

The difference between the two is quite simple. Industry is the major activity that goes on at a person’s place of work. Occupation is the specific job that a person does for their employer to earn a living. For example, the industry someone works in might be construction, but that person’s occupational classification might be (again, for example) carpenter.

Understanding the terms correctly can make quite a difference when looking for employment information. Learning about industries can garner information about types of manufacturing or production, trade, the sale of goods or services, and industrial management. Looking for information about occupations will give information about the sorts of activities that make up a worker’s day, and possibly the preparation needed for the job, the projected growth patterns within the occupation, and wage information.

In sum, industry is what the employer does and occupation is what the employee does.

## Detailed Information

For those interested in looking up specific information about industries or occupations, the federal government codifies industries according to the North American Industry Classification System (NAICS). NAICS classifies industries according to a numerical code that runs from two to six digits, depending on the level of specificity sought. The Census Bureau uses NAICS classifications for its Quarterly Workforce Indicators data, which track employment and wage data within industry groupings.

See <http://www.census.gov/epcd/www/naics.html> for more information on NAICS coding.

The federal government classifies occupations according to the Standard Occupational Classification (SOC) system. The SOC code is a six-digit, hyphenated code (formatted xx-xxxx) in which the first two digits represent a broad occupational category and the four remaining digits codify the exact job. The Bureau of Labor Statistics (BLS) especially relies on this system to produce occupational data, such as growth/loss projections and average wage data.

See <http://stats.bls.gov/soc/home.htm> for additional information on the SOC coding system.

## Industry and Occupation Word Search

U V W N E B J D Q A U C K U H R Y Y C H Z B Z H F  
 F G N Q O V N B D Y R O H N L E B N O O T D L I U  
 A V O O O I R E T S A M B E W N A A N K H D X Z Y  
 C J P I I P T D L G G M R C Z I G L S D P E H U N  
 P R E E O T J A K S K O O T C M W J T U R X I R W  
 A Y D A N E A R R O O D P I W U C L R H D U U J P  
 B G J U G P W T Y T B I R U V V J C U F C W C Q M  
 A S S E M B L E R X S T M O P P H V C D B A T E Q  
 N B B M O I I L F O C I I L T A W R T D C N R T V  
 Z T N T S K N A L E P E N U S I L O I T E F N E I  
 T D I M Q P A S L K C S I I W S K M O M X S R C R  
 R L W H C O D E U K J A N E M E Q R N R Q E E E W  
 S E R Q B N V L O R D G G A N D V I N E S I M K M  
 I D H R E O V O C S A E X R R O A O P K D T M S D  
 N A I C I S Y H P G D N E F Y T I C I D R I A K N  
 A X C Q A R M W E H V T C W R T P T I X O L R H P  
 I N A U V E X N J V A W O E A R O T A L S I G E L  
 I D M I N P T G N I R U T C A F U N A M B T O O L  
 A A K E J S S N L I M N U N V G Y H H O R U R J D  
 P R E A L E S T A T E D J A H U E S X B O O P J L  
 U N U Y G L R O T P E F A N W N J N C Z K M F B Q  
 U V R X X A Z W R M V N U I O J Y P T G E J Y N C  
 M L N B D S V A I S D P B F L Q Q T I D R Q L K I  
 P I G E L O C R S T S F M M P V G R Q R T D N L I  
 A O U K Y N X M N O S H Q T W D N F H M S F Y Z J

### Word List

ACTOR  
 ASSEMBLER  
 BROKER  
 CARPENTER  
 COMMODITIES AGENT  
 CONSTRUCTION  
 EDUCATION  
 ELECTRICIAN  
 ENTERTAINMENT  
 FINANCE

HEALTH CARE  
 INFORMATION  
 INSURANCE  
 INSURANCE AGENT  
 LEGISLATOR  
 MANUFACTURING  
 MINER  
 MINING  
 PHYSICIAN  
 PROGRAMMER

PUBLIC ADMINISTRATION  
 PURCHASING AGENTS  
 REAL ESTATE  
 RETAIL TRADE  
 SALESPERSON  
 TEACHER  
 TRANSPORTATION  
 UTILITIES  
 WEBMASTER  
 WHOLESALE TRADE

## Industry and Occupation Word Search KEY

U V W N E B J D Q A U C K U H R Y Y C H Z B Z H F  
F G N Q O V N B D Y R O H N L E B N O O T D L I U  
A V O O O I R E T S A M B E W N A A N K H D X Z Y  
C J P I I P T D L G G M R C Z I G L S D P E H U N  
P R E E O T J A K S K O O T C M W J T U R X I R W  
A Y D A N E A R R O O D P I W U C L R H D U U J P  
B G J U G P W T Y T B I R U V V J C U F C W C Q M  
A S S E M B L E R X S T M O P P H V C D B A T E Q  
N B B M O I I L F O C I I L T A W R T D C N R T V  
Z T N T S K N A L E P E N U S I L O I T E F N E I  
T D I M Q P A S L K C S I I W S K M O M X S R C R  
R L W H C O D E U K J A N E M E Q R N R Q E E E W  
S E R Q B N V L O R D G G A N D V I N E S I M K M  
I D H R E O V O C S A E X R R O A O P K D T M S D  
N A I C I S Y H P G D N E F Y T I C I D R I A K N  
A X C Q A R M W E H V T C W R T P T I X O L R H P  
I N A U V E X N J V A W O E A R O T A L S I G E L  
I D M I N P T G N I R U T C A F U N A M B T O L  
A A K E J S S N L I M N U N V G Y H H O R U R J D  
P R E A L E S T A T E D J A H U E S X B O O P J L  
U N U Y G L R O T P E F A N W N J N C Z K M F B Q  
U V R X X A Z W R M V N U I O J Y P T G E J Y N C  
M L N B D S V A I S D P B F L Q Q T I D R Q L K I  
P I G E L O C R S T S F M M P V G R Q R T D N L I  
A O U K Y N X M N O S H Q T W D N F H M S F Y Z J

### Word List

**ACTOR**  
**ASSEMBLER**  
**BROKER**  
**CARPENTER**  
**COMMODITIES AGENT**  
*CONSTRUCTION*  
*EDUCATION*  
**ELECTRICIAN**  
*ENTERTAINMENT*  
*FINANCE*

*HEALTH CARE*  
*INFORMATION*  
*INSURANCE*  
**INSURANCE AGENT**  
**LEGISLATOR**  
*MANUFACTURING*  
**MINER**  
*MINING*  
**PHYSICIAN**  
**PROGRAMMER**

*PUBLIC ADMINISTRATION*  
**PURCHASING AGENTS**  
*REAL ESTATE*  
*RETAIL TRADE*  
**SALESPERSON**  
**TEACHER**  
*TRANSPORTATION*  
*UTILITIES*  
**WEBMASTER**  
*WHOLESALE TRADE*

**Activity Title:** THE CONNECTION BETWEEN SKILLS AND THE INTERVIEW

**Purpose:** Evaluate learners' individual skills, research a specific employer, and develop questions with appropriate answers to show your match for a particular occupation.

**Integration:**  
**Primary** Speech  
**Secondary** English

**Activity:** Learners research a company to determine occupations and skills needed to be hired. Learners research typical interview questions and then develop specific occupational questions. Learners also answer the questions they develop.

- Learners select a business where they would like to work.
- Learners list the industry and occupations in that industry.
- Learners determine one occupation and use O\*NET to determine skills needed.
- Learners select standard interview questions and discuss relevance
- Learners write interview questions that are relevant to skills for specific occupations in the company selected.
- Learners write optimum answers by determining their own skill sets
- Learners set up mock interviews
- Learners rate interviews

**Instructor Role:** Discuss criteria used for answering questions successfully i.e. examples

**Recommended Resources:**

- *Pennsylvania Career Guide*
- "Skills" from *Pennsylvania Resource Guide*
- 'O\*NET from *Pennsylvania Resource Guide*
- PA Occupation Outlook Handbook website
- Local business website

**Suggested Assessment:** Learners do mock interviews and rate applicants on match of specific skills and examples to questions. Learners can also be rated on interview behavior skills.

**State Education Standards:** PA Department of Education Grade 11\*\*  
**Career Education and Work Standards**  
13.2.11A  
13.2.11B

\*\* Refer to [www.pde.state.pa.us](http://www.pde.state.pa.us) for written academic standards and assessment anchors.

# SKILLS

A skill is something you know how to do. Everyone has dozens of skills that employers look for when hiring new employees. Therefore, identifying your skills is a crucial step toward employment. You need to know what skills you have before successfully completing an application, writing a resume or answering interview questions. When presenting your skills, you need to be prepared to tell where, when, and how you used those skills.

## **Job Content Skills**

These skills are necessary to perform the specific duties of a job. Job skills aren't always learned through employment; you may have developed job skills from education and other life experiences.

- Technology
- Management
- Mechanical
- Communication

## **Self-Management Skills**

These “people” skills are used every day to get along with others. Employers put enormous importance on these skills, and look for them in applicants as evidence of how they will fit into the organization.

- Honesty
- Reliability
- Tactfulness
- Flexibility

## **Transferable Skills**

These are either self-management or job content skills that can transfer from one job to another. Since it is unlikely that you will find a job that is identical to your previous one, you need to evaluate how your skills transfer into other opportunities.

- Applied Mathematics
- Reading for information
- Locating information
- Using basic logic

## **Listing your skills**

Identifying, listing and describing your skills is critical to a successful job search. A helpful tool is the “skills search” feature on the O\*NET Web site

<http://online.onetcenter.org/skills/> or follow these steps.

- List, by title, any jobs you have held.
- Write a detailed description of four or five major duties for each job.
- List all the skills needed to accomplish each duty. Include computer programs used, machines and tools operated, knowledge applied, etc.
- Use this same process for education, volunteer and community work and experiences.

## THE CONNECTION BETWEEN SKILLS AND THE INTERVIEW

Name of Company: \_\_\_\_\_

Company's Industry: \_\_\_\_\_

Company's Occupations: \_\_\_\_\_

\_\_\_\_\_

Selected Occupation: \_\_\_\_\_

Skills from O\*NET: \_\_\_\_\_

\_\_\_\_\_

List your jobs, education, and volunteer work: \_\_\_\_\_

\_\_\_\_\_

Write four major duties for each:

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

List skills needed to accomplish duties, and label by skill-type; *job content*, *self-management*, or *transferable*:

Skill _____	Type _____
Skill _____	Type _____
Skill _____	Type _____
Skill _____	Type _____
Skill _____	Type _____
Skill _____	Type _____

Research and list eight to ten general interview questions.

Write ten interview questions with answers. Use some standard questions that are always asked and a few that relate to the specific occupations in the specific company you choose to research. One question must be why the company should hire you. The answers should demonstrate how an interviewee's skills meet the needs of the employer.

Write two or three questions you would ask the company during your interview.

**Activity Title:** BUYING POWER AND BUDGET

**Purpose:** Evaluate annual salaries by educational attainment and through developing a monthly budget.

**Integration:**  
**Primary** Business and Finance (Secondary Level)  
**Secondary** Mathematics

**Activity:** Learners explore career options by developing a monthly budget based on various average wages. These budgets are then compared to the amount of education required to obtain the job.

Getting Ready: Review or teach how to develop a monthly budget based on percentages of net income. Have all learners complete the self-assessment published in the *Pennsylvania Career Guide*.

- Learners select an assortment of occupations that matches their interest assessment code.
- Learners record the following for each occupation:
  - Openings per year
  - Average Entry Wage
  - PA Average Wage
  - Training Level
  - Career Path Icon
- Learners produce a monthly budget using percentage of net income for various needs (housing, food, etc.)
- Learners evaluate change in budget across different average wages and compare the budget to training level to see how additional education effects standard of living.
- Learners use results to justify selection of career path.

**Instructor Role:** Budget should be realistic for the local area. Do a little research to determine what amount of money could/should be spent on housing/rent, utilities, transportation, etc., in your county.

- Recommended Resources:**
- *Pennsylvania Career Guide*
  - “Monthly Budget” from *Pennsylvania Resource Guide*
  - Relevant Web sites on the local area

**Suggested Assessment:** Learners draw conclusions about their selected occupations and furthering their education, based upon a budget they feel comfortable living on.

**State Education Standards:**

PA Department of Education Grade 11**	
<b>Career Education and Work Standards</b>	<b>Mathematics Assessment Anchor</b>
13.1.11F	M11.A.2.1
13.2.11B	
13.3.11D	

\*\* Refer to [www.pde.state.pa.us](http://www.pde.state.pa.us) for written academic standards and assessment anchors.

## YOUR BUYING POWER

While exploring occupations and comparing average wages, there are two things you need take into consideration: your buying power and the cost of living.

Your buying power refers to the value of the dollar and is contingent upon the effects of inflation. Most likely it will change consistently throughout your lifetime. A job that paid \$30,000 in 1986 would be equivalent to a job that paid \$55,700 in 2006. Or, for another example: if you want to buy a brand new BMW M3 (\$50,000), a similar car would have cost \$26,900 in 1986.

Area	Salary	Monthly Income After Taxes
<b>Pennsylvania</b>		
Harrisburg	\$30,000	\$1,750
Allentown	\$38,182	\$2,227
Erie	\$27,614	\$1,611
Johnstown	\$26,932	\$1,571
Lancaster	\$31,364	\$1,830
Philadelphia	\$36,818	\$2,148
Pittsburgh	\$30,000	\$1,750
Scranton	\$28,295	\$1,651
State College	\$30,341	\$1,770
York	\$30,000	\$1,750
<b>Other U.S. Cities</b>		
Boston, MA	\$49,432	\$2,884
New York, NY	\$60,341	\$3,520
Washington, DC	\$48,409	\$2,824
Atlanta, GA	\$31,364	\$1,830
Chicago, IL	\$39,205	\$2,287
Minneapolis, MN	\$38,864	\$2,267
Denver, CO	\$37,500	\$2,188
Los Angeles, CA	\$52,159	\$3,043
San Francisco, CA	\$70,227	\$4,097
Seattle, WA	\$40,909	\$2,386
Anchorage, AK	\$39,205	\$2,287

The other thing to consider is the cost of living. Depending on where you live, everything from housing to healthcare will cost a different amount dependent upon the area's supply and demand. Areas that have a high cost of living require a higher salary to have the same standard of living than an area with a low cost of living.

The chart on the left is based on someone making \$30,000 a year living in Harrisburg, PA, and compares that standard of living to other areas of the state and country. As you can see, if someone living in Harrisburg making \$30,000 a year wanted to move to New York City, they would have to make \$60,341 a year to maintain the same lifestyle.

If you currently live with your parents and have selected \$30,000 a year as a realistic target salary, take these two points into consideration: if, due to additional schooling, you don't enter the workforce for another five years, make sure you adjust your targeted salary for inflation; also, if you plan on moving out of the area, make sure you adjust for cost of living.

Source: Bureau of Labor Statistics, Inflation Calculator; [www.bls.gov](http://www.bls.gov)

Source: [www.bestplaces.net](http://www.bestplaces.net) \*

The data provided is for estimation purposes only. Any reliance upon it is solely at your risk. Factors other than net monthly income were calculated using national averages for expenditures on cost of living expenses: housing (30%), food (15%), transportation (10%), utilities (6%), health (7%), and miscellaneous (32%).

\*Disclaimer: Bestplaces.net is provided to you free of charge, "as is." We use our best efforts to maintain Bestplaces.net, but we are not responsible for the results of any defects that may be found to exist in Bestplaces.net, or any lost profits or other consequential damages that may result from such defects. You should not assume that Bestplaces.net is error-free or that it will be suitable for the particular purpose that you have in mind when using it.

## Monthly Budget For

\_\_\_\_\_  
(Occupation)

### INCOME

<b>I1. Average Annual Income</b>	\$	
		÷ 12
<b>I2. Gross Monthly Income</b> (divide line I1 by 12)	\$	
		x 0.28
<b>I3. State, Federal, and Local Taxes</b> (multiply line I2 by 0.28)	\$	
<hr/>		
<b>Net Monthly Income</b> (subtract line I3 from line I2)	\$	

### EXPENSE

<b>E1. Personal Savings</b> (5 to 10% of Net Monthly Income)	\$	
<hr/> <b>Fixed Expenses</b> <hr/>		
<b>E2. Housing</b> (mortgage or rent)	\$	
<b>E3. Loans</b> (personal and student)	\$	
<b>E4. Insurance</b> (health, auto, life)	\$	
<hr/> <b>Variable Expenses</b> <hr/>		
<b>E5. Utilities</b>	\$	
Electricity and gas	\$	
Water, sewer, and trash	\$	
Telephone (land line and cell)	\$	
Television and internet	\$	
<b>E6. Transportation</b> (gas, inspection, maintenance, parking)	\$	
<b>E7. Food</b> (groceries, lunch, eating out)	\$	
<b>E8. Health and Medical</b> (doctor, dentist, gym)	\$	
<b>E9. Entertainment</b>	\$	
<b>E10. Clothing</b>	\$	
<b>E11. Miscellaneous</b>	\$	
<hr/>		
<b>Total Expenses</b> (add lines E1 through E11)	\$	

**Activity Title:** RÉSUMÉ WRITING PRACTICUM

**Purpose:** The activity will enhance the learners writing and communication skills through a résumé writing exercise.

**Integration:**  
**Primary** English  
**Secondary** Social Studies  
History

**Activity:** Learners gain experience writing a professional document through the creation of a personalized résumé focusing on an individual discussed in the classroom.

Getting Ready: Review or teach how to develop a professional résumé. Review the résumé section (starts page 64) of the Pennsylvania Career Guide as well as the résumé word list found in this guide.

- Learners select an individual that was discussed in the classroom in which to write a résumé for.
- Learners then research the individual to build the foundation for the résumé.
- Learners will include the following categories and information in their résumé:
  1. Work history
  2. Educational background
  3. Professional affiliations and honors
  4. Special skills
- Learners produce a personalized résumé for the selected individual and share their work with other classmates.

**Instructor Role:** Review with the class the basics of résumé writing and go over the action verbs important to a well-written résumé. Let the student be creative.

**Recommended Resources:**

- *Pennsylvania Career Guide*
- Résumé Word List from the *Pennsylvania Resource Guide*
- Résumé Writing Tips from the *Pennsylvania Resource Guide*

**Suggested Assessment:**

Learners develop an understanding of résumé writing through a practice exercise that they will be able to utilize as a resource in creation of their own personalized résumé.

**State Education Standards:**

PA Department of Education Grade 11\*\*

**Career Education and  
Work Standards**

13.2.11B  
13.2.11C

**Reading Assessment**

**Anchor**  
R11.B.3.3

\*\* Refer to [www.pde.state.pa.us](http://www.pde.state.pa.us) for written academic standards and assessment anchors

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# RÉSUMÉS

A résumé 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
- Your skills and accomplishments
- A list of education and training
- A list of previous work experience

## DO

Be concise, accurate, and positive.  
List your most recent job first.  
Stress skills, accomplishments.  
Use action verbs.  
Make resume attractive to read.  
Have someone proofread before mailing.

## DON'T

Lie or exaggerate.  
Include salary history.  
Use pronouns or abbreviations.  
Use excessive bold and italics.  
Use small type or overcrowd margins.  
Include references.

## TIPS

- References are usually left off résumés unless you are instructed to include them for a job fair.
- Have references available on an additional typed sheet of paper for the interview - at least three people, no relatives, who have recognized your skills, accomplishments, or personal qualities.
- "References furnished upon request" is no longer necessary on the bottom of résumés. It may be eliminated, especially if space is needed for pertinent information.
- There are different résumé formats. Not one résumé format or style is appropriate for all job seekers. Select the style and format that best markets and sells your skills and qualifications to the most employers.
- Always include a cover letter with a résumé.

# RÉSUMÉ WORD LIST

## ACTION VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

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

## SKILL VERBS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

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

## 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

(Adapted from North Carolina's Career Resource Network- NC State University Placement Manual, 2003)

## COVER LETTERS

*The following activity can be used with the Résumé Writing Lesson Plan.*

A **cover letter** should accompany every résumé you send. You want to capture an employer's attention, so make certain that the impression you make is a good one. A poor cover letter may send the message your résumé isn't even worth the few minutes that it would take to look at it.

In order to get your foot in the door, follow these suggestions to make sure your cover letter isn't tossed after a cursory look:

- **Proofread carefully - no mistakes allowed!** No misspellings, no incorrect dates, no grammatical errors. Not a single one. ONE mistake indicates carelessness to the employer and may disqualify you before you've even had a chance. If spelling and grammar aren't your strong points, ask for help.
- **Write individual letters** - tailor each to the organization and the person to whom you are writing. Generic letters may tell recruiters that they and their company weren't worth your time and effort. They may think that you aren't worth theirs.
- **Invest in nice stationery** - appearance counts! Choose a typeface that's clear and easy to read, such as Times New Roman or Courier. Always use a quality printer. Send originals, never photocopies or corrected versions.
- **Forget about photos.** Unless you're an aspiring actor or model, don't enclose a photo. It gives the screener an arbitrary reason not to call you for the interview.
- **Write in the active voice.** Let the prospective employer think of you as someone who can take action, not someone who is waiting to be led by the hand.
- **Use simple, clear sentences.** Choose every word carefully. Constantly ask yourself, "Is there any way that I can say this more clearly or concisely?"
- **Let your personality and enthusiasm shine through!** While you need to follow the rules about grammar and spelling to ensure that your cover letter looks professional, don't forget to let the readers see you as a unique individual. Let the prospective employers see the person you are and what they'd gain by having you as a part of their team.



After you have developed a résumé, select a company to which you might send it. Practice writing a cover letter to inquire about any vacancies they might have or to apply for a vacancy you have learned about or seen advertised.

The outline for a cover letter in modified block format is on the next page. Follow the suggestions about what to highlight in the opening, middle, and final paragraphs.

**Sample Cover Letter  
Modified Block Format**

Your Name  
Your Address  
Your City, State, Zip Code  
Your Phone Number  
Your Email

Date

Name  
Title  
Organization  
Address  
City, State, Zip Code

Dear Mr./Ms. Last Name:

**First Paragraph:** Why You Are Writing. Remember to include the name of a mutual contact, if you have one. Be clear and concise regarding your request.

**Middle Paragraphs:** What You Have to Offer. Convince the readers that they should grant the interview or appointment you requested in the first paragraph. Make connections between your abilities and their needs or your need for information and their ability to provide it. Remember, you are interpreting your resume. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs rather than one large block of text.

**Final Paragraph:** How You Will Follow Up. Remember, it is your responsibility to follow-up; this relates to your job search. State that you will do so and provide the professional courtesy of indicating when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or e-mail it.

Sincerely,

Your Signature

Your Typed Name

# Sample Job Application

*The following activity can be used with the Résumé Writing Lesson Plan. Fill out this sample application using your personal information. Include all applicable information and addresses.*

PLEASE NOTE: Complete all parts of the application. If your application is incomplete, or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address	
Name (First, MI, Last)	Social Security Number
Mailing Address	
City, State, and Zip Code	
Home Phone	Message Phone
E-mail Address	May we use e-mail to contact you? Yes <input type="checkbox"/> No <input type="checkbox"/>

Additional Information	
Have you been an employee of this organization in the past? Yes <input type="checkbox"/> No <input type="checkbox"/>	
I certify that I am in compliance with the provisions of the Selective Service Act (Draft Registration). ** Yes <input type="checkbox"/> No <input type="checkbox"/>	
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States. ** Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony? ** Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please explain:	
** These questions must be answered in order to be considered for employment	

Education (Schools attended or special training received)			
School	From	To	Did you graduate?
Location		Type of degree or diploma	
School	From	To	Did you graduate?
Location		Type of degree or diploma	

### Work History

Job Title	From	To	Hrs/Week	Employer
Address	Phone	Supervisor		May we contact this employer? Yes <input type="checkbox"/> No <input type="checkbox"/>
Reason for leaving?				

Job Title	From	To	Hrs/Week	Employer
Address	Phone	Supervisor		May we contact this employer? Yes <input type="checkbox"/> No <input type="checkbox"/>
Reason for leaving?				

Job Title	From	To	Hrs/Week	Employer
Address	Phone	Supervisor		May we contact this employer? Yes <input type="checkbox"/> No <input type="checkbox"/>
Reason for leaving?				

### How did you find out about this position?

Current Employee <input type="checkbox"/>	Career Fair <input type="checkbox"/>	State website <input type="checkbox"/>	Company Newsletter <input type="checkbox"/>	Job Service <input type="checkbox"/>
Monster.com <input type="checkbox"/>	Newspaper Ad <input type="checkbox"/>	Other Internet Source <input type="checkbox"/>	Prof. Organization website <input type="checkbox"/>	Radio/TV Ad <input type="checkbox"/>
	Recruiter <input type="checkbox"/>	University/College <input type="checkbox"/>	None of the above <input type="checkbox"/>	

### Job Type/Shift

Full Time <input type="checkbox"/>	Part Time <input type="checkbox"/>	Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>	6 Month <input type="checkbox"/>
9 Month <input type="checkbox"/>	Seasonal <input type="checkbox"/>	Limited Service <input type="checkbox"/>	Shift <input type="checkbox"/>	Night <input type="checkbox"/>

Signature	Date
-----------	------

I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that should an investigation disclose untruthful or misleading answers, my application may be rejected, my name removed from consideration, or my employment with this company terminated.

**Activity Title:** CREATE A BUSINESS PLAN

**Purpose:** This activity will enhance the learner’s business writing and communication skills and at the same time foster entrepreneurial creativity through the creation of a business plan.

**Integration:**  
**Primary** Business  
**Secondary** English  
Mathematics

**Getting Ready:** Review or teach how to develop a business plan.

**Activity:** Learners gain experience as businessmen and businesswomen in a practical exercise designed to encourage creativity and teamwork.

Working in teams, the learners will come up with a fundraising campaign idea and then create a business plan for the campaign.

- Learners engage in research intent on finding a legitimate fundraising campaign idea. Community car wash or bake sales are common fundraising ideas.
- Learners then choose a fundraising idea to be used for the exercise.
- Learners complete the Business Plan Worksheet included in the *Pennsylvania Resource Guide*.
- Learners construct a business plan for their fundraiser. Areas to be covered in the business plan include but are not limited to:
  - Organizational Plan
  - Marketing Plan
  - Financial Plan
- Learners produce a business plan and present their work to the rest of the class.

**Instructor Role:** Fundraising campaign idea for development of a business plan should be realistic. Assist students in coming up with practical ideas that they will enjoy working with. Review basic business plan principals and go over the Business Plan Worksheet prior to starting the project.

**Recommended Resources:**

- Business Plan Worksheet from the *PA Resource Guide*
- *Pennsylvania Career Guide*

**Suggested Assessment:** Learners develop business skills through a practical exercise designed to enhance communication, creativity, and commitment.

**State Education Standards:** PA Department of Education Grade 8\*\*

<b>Career Education and Work Standards</b> 13.4.8C	<b>Math Assessment Anchor</b> M8.A.3.1
---	---

\*\* Refer to [www.pde.state.pa.us](http://www.pde.state.pa.us) for written academic standards and assessment anchors.

## Lesson Plan Worksheet

*This worksheet is designed to assist you in creating a lesson plan for your fundraising activity. The topics covered outline the key components of a lesson plan.*

---

### **Organizational plan**

*This section of your business plan covers the setup and description of your business.*

What is the product or service that you are selling? \_\_\_\_\_

---

How many workers will volunteer for the fundraising activity? \_\_\_\_\_

---

What jobs will the volunteers perform? \_\_\_\_\_

---

Where will this fundraising campaign take place? \_\_\_\_\_

---

When will the fundraiser take place? \_\_\_\_\_

---

### **Marketing Plan**

*This section of the business plan defines how you will satisfy customers.*

What customers will make up your target market? \_\_\_\_\_

---

How will you advertise your fundraising campaign? \_\_\_\_\_

---

What is your pricing policy? \_\_\_\_\_

---

How will you distinguish yourself from the competition? \_\_\_\_\_

---

### **Financial plan**

*This section of your business plan provides you with the numbers to look at your business in terms of profitability.*

What is the initial cost to start your fundraiser (include materials, marketing, etc)? \_\_\_\_\_

---

What are your revenue goals for your fundraising effort? \_\_\_\_\_

---

How many products/services will you have to sell to break even (costs match revenue)? \_\_\_\_\_

---

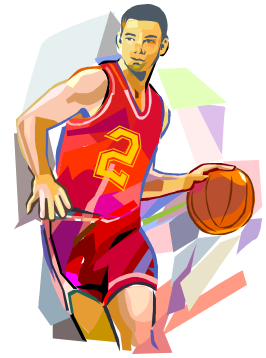
# Pennsylvania Resource Guide



## Classroom Activities

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## CELEBRITIES AND THEIR ALMA MATERS



The celebrities listed below have “made it big,” yet all of them can lay claim to a degree and can call some college or university their alma mater.

Match these famous politicians, sports stars, writers, and movie and TV personalities to their appropriate school.

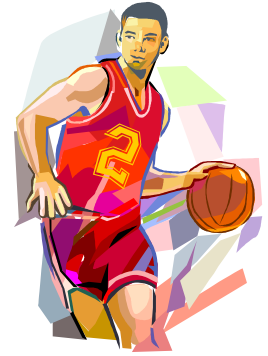
- |   |       |
|---|-------|
| 1. Mia Hamm                                 | _____ |
| 2. Shaquille O’Neal*                        | _____ |
| 3. Jodie Foster                             | _____ |
| 4. Brian Westbrook (Philadelphia Eagles)    | _____ |
| 5. Condoleezza Rice                         | _____ |
| 6. Ben Roethlisberger (Pittsburgh Steelers) | _____ |
| 7. Stephen King (Author)                    | _____ |
| 8. Jay Leno                                 | _____ |
| 9. Tiki Barber (NY Giants)                  | _____ |
| 10. Gloria Estefan                          | _____ |

\*Went back for his degree eight years after he dropped out to join the NBA.



- A. University of Miami, Florida
- B. Yale University
- C. Miami University of Ohio
- D. University of Virginia
- E. University of Denver
- F. Emerson College
- G. Villanova University
- H. University of North Carolina
- I. LSU
- J. University of Maine

## CELEBRITIES AND THEIR ALMA MATERS



The celebrities listed below have “made it big,” yet all of them can lay claim to a degree and can call some college or university their alma mater.

Match these famous politicians, sports stars, writers, and movie and TV personalities to their appropriate school.

- |   |                  |
|---|------------------|
| 1. Mia Hamm                                 | <u>    H    </u> |
| 2. Shaquille O’Neal*                        | <u>    I    </u> |
| 3. Jodie Foster                             | <u>    B    </u> |
| 4. Brian Westbrook (Philadelphia Eagles)    | <u>    G    </u> |
| 5. Condoleezza Rice                         | <u>    E    </u> |
| 6. Ben Roethlisberger (Pittsburgh Steelers) | <u>    C    </u> |
| 7. Stephen King (Author)                    | <u>    J    </u> |
| 8. Jay Leno                                 | <u>    F    </u> |
| 9. Tiki Barber (NY Giants)                  | <u>    D    </u> |
| 10. Gloria Estefan                          | <u>    A    </u> |

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- A. University of Miami, Florida
- B. Yale University
- C. Miami University of Ohio
- D. University of Virginia
- E. University of Denver
- F. Emerson College
- G. Villanova University
- H. University of North Carolina
- I. LSU
- J. University of Maine

## FOCUS ON EDUCATION

Using the “Focus on Education” Section (pp. 13-16) in the “Your Detailed Career Roadmap” section and pages 32-34 of the *Career Guide*, answer the following questions:

1. Which four occupational titles in the Education Cluster are projected to have the most job openings per year until the year 2012?

---

---

2. Nearly 1 in \_\_\_\_ Pennsylvanians is employed in the in the education field in some capacity.

3. What does an Education Administrator do? What skills are required?

---

---

4. Are there any occupations in the Education Cluster that do not need a college degree? If so, name three.

---

5. What does a Self-Enrichment Teacher do?

---

---

6. Name four non-teaching occupations in the Education Cluster:

---

---

## FOCUS ON EDUCATION

Using the “Focus on Education” Section (pp. 13-16) in the “Your Detailed Career Roadmap” section and pages 32-34 of the *Career Guide*, answer the following questions:

1. Which four occupational titles in the Education Cluster are projected to have the most job openings per year until the year 2012?

POSTSECONDARY TEACHERS    SECONDARY SCHOOL TEACHERS

ELEMENTARY SCHOOL TEACHERS    TEACHER ASSISTANTS

2. Nearly 1 in  Pennsylvanians is employed in the in the education field in some capacity.

3. What does an Education Administrator do? What skills are required?

DIRECT, PLAN, AND EVALUATE THE ACTIVITIES OF TEACHERS,

COUNSELORS, AND SUPPORT STAFF AT EDUCATIONAL INSTITUTIONS

4. Are there any occupations in the Education Cluster that do not need a college degree? If so, name three.

CHILD CARE WORKER, TEACHER ASSISTANT, SELF-ENRICHMENT

TEACHER, LIBRARY TECHNICIAN

5. What does a Self-Enrichment Teacher do?

TEACH COURSES THAT DO NOT LEAD TO AN OCCUPATIONAL

OBJECTIVE OR A DEGREE

6. Name four non-teaching occupations in the Education Cluster:

ADMINISTRATORS, TEACHING ASSISTANTS, STUDENT COUNSELORS,

LIBRARIANS

## FOCUS ON THE EDUCATION CLUSTER

There are numerous challenging careers available in the education field at all experience levels. Take a few minutes and complete the following word search, populated with words related to education careers:

C	S	L	S	C	A	R	T	N	O	C	H	R	G	R	A	N	T	S	M
O	R	V	A	D	M	I	N	I	S	T	R	A	T	O	R	S	B	O	Z
S	A	S	L	N	G	D	O	A	Y	F	V	E	R	E	R	L	G	A	L
T	A	R	E	N	I	W	B	A	L	U	D	E	H	B	O	G	U	Y	Q
N	A	O	S	C	U	R	R	I	C	U	L	U	M	O	T	Y	E	O	M
E	X	M	N	S	U	X	S	E	Z	I	W	C	S	C	I	E	N	C	E
D	N	O	P	H	Y	R	K	C	R	A	N	N	R	N	R	M	N	F	E
U	T	O	M	T	X	A	I	W	E	M	A	E	O	L	O	H	Y	I	R
T	E	R	L	M	U	L	N	T	O	I	T	E	G	U	C	R	D	O	R
S	L	S	R	K	S	E	D	D	R	E	C	C	L	R	T	E	L	E	O
N	L	S	S	H	D	L	E	A	K	T	N	M	A	N	A	E	E	R	S
H	E	A	D	S	T	A	R	T	F	E	E	E	N	R	S	A	U	R	A
H	R	L	U	C	T	B	G	E	I	G	S	N	G	N	P	A	F	I	E
P	S	C	I	A	I	M	A	E	N	E	E	C	U	A	R	U	S	N	D
A	H	V	D	L	E	I	R	A	R	T	R	O	A	R	U	D	D	E	U
T	E	A	U	L	S	U	T	N	N	V	C	G	G	P	E	I	I	H	C
I	S	R	E	T	T	P	E	O	C	I	O	M	E	I	V	T	P	W	A
E	D	T	R	C	P	E	N	I	I	A	S	S	A	T	O	O	L	B	T
N	E	Y	E	R	T	I	D	I	L	A	N	O	I	T	A	C	O	V	I
C	G	L	L	O	I	D	A	R	L	I	S	T	M	L	H	S	M	I	O
E	X	A	M	S	Y	L	P	X	A	M	O	W	P	C	I	J	A	K	N

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LANGUAGE

COUNSELOR

DIPLOMA

EDUCATION

GYM

TENURE

## FOCUS ON THE EDUCATION CLUSTER

There are numerous challenging careers available in the education field at all experience levels. Take a few minutes and complete the following word search, populated with words related to education careers:

C	S	L	S	C	A	R	T	N	O	C	H	R	<u>G</u>	<u>R</u>	<u>A</u>	<u>N</u>	<u>T</u>	<u>S</u>	M
O	R	V	<u>A</u>	<u>D</u>	<u>M</u>	<u>I</u>	<u>N</u>	<u>I</u>	<u>S</u>	<u>T</u>	<u>R</u>	<u>A</u>	<u>T</u>	<u>O</u>	<u>R</u>	<u>S</u>	B	O	Z
<u>S</u>	A	S	L	N	G	D	O	A	Y	F	V	E	R	E	R	L	<u>G</u>	A	L
<u>T</u>	A	R	E	N	I	W	B	A	L	U	D	E	H	B	O	G	U	<u>Y</u>	Q
<u>N</u>	A	O	S	<u>C</u>	<u>U</u>	<u>R</u>	<u>R</u>	<u>I</u>	<u>C</u>	<u>U</u>	<u>L</u>	<u>U</u>	<u>M</u>	O	T	Y	E	O	<u>M</u>
<u>E</u>	X	<u>M</u>	N	S	U	X	S	E	Z	I	W	C	<u>S</u>	<u>C</u>	<u>I</u>	<u>E</u>	<u>N</u>	<u>C</u>	<u>E</u>
<u>D</u>	N	<u>O</u>	P	H	Y	R	<u>K</u>	C	R	A	N	<u>N</u>	R	N	R	M	N	F	E
<u>U</u>	T	<u>O</u>	M	T	X	A	<u>I</u>	W	E	M	<u>A</u>	E	O	L	O	<u>H</u>	<u>Y</u>	<u>I</u>	<u>R</u>
<u>T</u>	E	<u>R</u>	L	M	U	L	<u>N</u>	T	O	<u>I</u>	T	E	G	U	<u>C</u>	R	D	<u>O</u>	R
<u>S</u>	L	<u>S</u>	R	K	S	E	<u>D</u>	<u>D</u>	<u>R</u>	E	C	C	<u>L</u>	<u>R</u>	T	E	<u>L</u>	E	O
N	L	<u>S</u>	S	H	D	L	<u>E</u>	<u>A</u>	<u>K</u>	<u>T</u>	N	M	<u>A</u>	N	A	<u>E</u>	E	R	S
<u>H</u>	<u>E</u>	<u>A</u>	<u>D</u>	<u>S</u>	<u>T</u>	<u>A</u>	<u>R</u>	<u>T</u>	F	E	<u>E</u>	<u>E</u>	<u>N</u>	R	<u>S</u>	A	U	R	A
H	R	<u>L</u>	U	C	T	<u>B</u>	<u>G</u>	E	I	G	<u>S</u>	<u>N</u>	<u>G</u>	<u>N</u>	P	A	F	I	<u>E</u>
<u>P</u>	S	<u>C</u>	I	A	<u>I</u>	M	<u>A</u>	<u>E</u>	<u>N</u>	<u>E</u>	E	C	<u>U</u>	A	R	U	S	N	<u>D</u>
<u>A</u>	H	V	D	<u>L</u>	E	I	<u>R</u>	<u>A</u>	<u>R</u>	<u>T</u>	<u>R</u>	<u>O</u>	<u>A</u>	<u>R</u>	U	D	<u>D</u>	E	<u>U</u>
<u>T</u>	E	A	U	L	S	<u>U</u>	<u>T</u>	R	N	V	<u>C</u>	G	<u>G</u>	P	<u>E</u>	<u>I</u>	<u>I</u>	H	<u>C</u>
<u>I</u>	S	R	E	T	<u>T</u>	P	<u>E</u>	O	C	I	O	<u>M</u>	<u>E</u>	I	V	T	<u>P</u>	W	<u>A</u>
<u>E</u>	D	T	R	<u>C</u>	P	E	<u>N</u>	I	I	A	S	S	<u>A</u>	T	O	O	<u>L</u>	B	<u>T</u>
<u>N</u>	E	Y	<u>E</u>	R	T	I	D	I	<u>L</u>	<u>A</u>	<u>N</u>	<u>O</u>	<u>I</u>	<u>T</u>	<u>A</u>	<u>C</u>	<u>O</u>	<u>V</u>	<u>I</u>
<u>C</u>	G	<u>L</u>	L	O	I	D	A	R	L	I	S	T	M	L	<u>H</u>	S	<u>M</u>	I	<u>O</u>
<u>E</u>	<u>X</u>	<u>A</u>	<u>M</u>	<u>S</u>	Y	L	P	X	A	M	O	W	P	C	I	J	<u>A</u>	<u>K</u>	<u>N</u>

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## ASSESS YOUR INTERESTS

Looking for that perfect career? Assessing your interests can get you started on the right path. Read each statement below. If you agree with it, place a check mark in the box beside it. **Remember: there are no wrong answers!** Then, count up your marks to determine the three highest totals. Read about the different interest types and continue with the Matching Occupations to Your Interests activity that follows.

Are You:		Can You:		Like To:	
<input type="checkbox"/>	Practical	<input type="checkbox"/>	Fix electrical things	<input type="checkbox"/>	Tinker with mechanics
<input type="checkbox"/>	Athletic	<input type="checkbox"/>	Solve mechanical problems	<input type="checkbox"/>	Work outdoors
<input type="checkbox"/>	Straight forward	<input type="checkbox"/>	Pitch a tent	<input type="checkbox"/>	Be physically active
<input type="checkbox"/>	Mechanically inclined	<input type="checkbox"/>	Play a sport	<input type="checkbox"/>	Use your hands
<input type="checkbox"/>	A nature lover	<input type="checkbox"/>	Read a blueprint	<input type="checkbox"/>	Build things
<input type="checkbox"/>	Operate tools and machinery	<input type="checkbox"/>	Work on cars	<input type="checkbox"/>	
					<b>R Total =</b>

Are You:		Can You:		Like To:	
<input type="checkbox"/>	Inquisitive	<input type="checkbox"/>	Think abstractly	<input type="checkbox"/>	Explore ideas
<input type="checkbox"/>	Analytical	<input type="checkbox"/>	Solve math problems	<input type="checkbox"/>	Use computers
<input type="checkbox"/>	Scientific	<input type="checkbox"/>	Understand physical theories	<input type="checkbox"/>	Work independently
<input type="checkbox"/>	Observant	<input type="checkbox"/>	Do complex calculations	<input type="checkbox"/>	Perform lab experiments
<input type="checkbox"/>	Precise	<input type="checkbox"/>	Use a microscope	<input type="checkbox"/>	Read scientific or technical magazines
<input type="checkbox"/>	Operate tools and machinery	<input type="checkbox"/>	Work on cars	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	Analyze data	<input type="checkbox"/>	
					<b>I Total =</b>

Are You:		Can You:		Like To:	
<input type="checkbox"/>	Creative	<input type="checkbox"/>	Sketch, draw, paint	<input type="checkbox"/>	Attend concerts, theaters, art exhibits
<input type="checkbox"/>	Intuitive	<input type="checkbox"/>	Play a musical instrument	<input type="checkbox"/>	Read fiction, plays, poetry
<input type="checkbox"/>	Imaginative	<input type="checkbox"/>	Write stories, poetry, music, sing, act, dance	<input type="checkbox"/>	Work on crafts
<input type="checkbox"/>	Innovative	<input type="checkbox"/>	Design fashions or interiors	<input type="checkbox"/>	Take photographs
<input type="checkbox"/>	An individualist	<input type="checkbox"/>		<input type="checkbox"/>	Express yourself creatively
					<b>A Total =</b>

Are You:		Can You:		Like To:	
	Friendly		Teach/train others		Work in groups
	Helpful		Express yourself clearly		Help people with problems
	Idealistic		Lead a group discussion		Participate in meetings
	Insightful		Mediate disputes		Do volunteer service
	Outgoing		Plan and supervise an activity		Work with young people
	Understanding		Cooperate well with others		Play team sports
					<b>S Total =</b>

Are You:		Can You:		Like To:	
	Self-confident		Initiate projects		Make decisions affecting others
	Assertive		Convince people to do things your way		Be elected to office
	Sociable		Sell things or promote ideas		Win a leadership or sales award
	Persuasive		Give talks or speeches		Start your own political campaign
	Enthusiastic		Organize activities and events		Meet important people
	Energetic		Lead a group		
					<b>E Total =</b>

Are You:		Can You:		Like To:	
	Well groomed		Work well within a system		Follow clearly defined procedures
	Accurate		Do a lot of paper work in a short time		Use data processing equipment
	Numerically inclined		Keep accurate records		Work with numbers
	Methodical		Use a computer terminal		Type or take shorthand
	Conscientious		Write effective business letters		Be responsible for details
	Efficient				
					<b>C Total =</b>

What three letters have the highest scores? Record them under “My Interest Code”

## My Interest Code

\_\_\_\_\_

The following descriptions explain each of the six interest codes. For further information about the careers that fall into each category, refer to page 8 in the Career Guide. Then, pair the interest codes with the occupations in the “Occupational Data Bank” section beginning on page 18 to explore careers that are often selected by people who share your interests.

- R= Realistic:** Realistic people are often good at mechanical or athletic jobs. They like to work with things, like machines, tools or plants, and they like to work with their hands. They are often practical and good at solving problems.
- I= Investigative:** Investigative people like to watch, learn, analyze and solve problems. They often like to work independently, tend to be good at math and science, and enjoy analyzing data.
- A= Artistic:** Artistic people like to work in unstructured situations where they can use their creativity and come up with new ideas. They enjoy performing (theater or music) and visual arts.
- S= Social:** Social people like to work directly with people rather than things. They enjoy training, instructing, counseling, or curing others. They are often good public speakers with helpful, empathetic personalities.
- E= Enterprising:** Enterprising people like to work with other people; they particularly enjoy influencing, persuading, and performing. They like to lead and tend to be assertive and enthusiastic.
- C= Conventional:** Conventional people are very detail-oriented and like to work with data. They have good organizational and numerical abilities and are good at following instructions. Conventional people also like working in structured situations.

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## MATCHING OCCUPATIONS TO YOUR INTERESTS

Using your scores from the assessment test, you can find occupations that match your interests. You will have to refer to the Occupational Data Bank (ODB) section of the *Career Guide* to answer some of these questions.

1. Record your interest profile from the assessment test:

\_\_\_\_\_

2. Record two key words from the descriptions of each of the three letters of your interest profile.

Interest Profile	Description (key words)

3. Do you believe that your interest profile matches your true interests? Why do you agree or disagree? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. True or False: You should explore and choose a career solely based on the scores you receive from your interest assessments. Argue your position.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Fill in the three letters of your interest profile in the chart below. Using these as a starting point, look through the occupations listed in the ODB section of the *Career Guide*. (This section begins on page 18.) Select three occupations that match these letters. Based on these occupations, complete the grid below.

Interest Code	Targeted Industry Cluster	Specific Occupation	Training Level	Openings per Year	Average Wage	Related Industry Clusters
	1					
	2					
	3					
	1					
	2					
	3					
	1					
	2					
	3					

6. Are you interested in the occupations linked to your interest profile? If *yes*, which occupations? If *no*, look up other occupations that you are willing to learn more about.

---



---



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7. Do further research about some of your chosen occupations to find out if they're a good fit. This can be accomplished by using the *National* or *Pennsylvania Occupational Outlook Handbooks*. If printed copies are not available, these publications can be viewed online at [www.bls.gov/oco/home.htm](http://www.bls.gov/oco/home.htm) (national) and by clicking on "Products" at [www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us) (state). Fill out the chart to aid your search.

Occupation	Nature of the Work	Working Conditions	Related Occupations

## TRI-FOLD BROCHURE



Now that you've done some career exploration, it's time to share what you've learned. Create a tri-fold brochure that will offer information about an occupation in which you are interested - a description of the work tasks and responsibilities, the education/training requirements, salary range, job outlook, major employers, interest codes, etc. You may want to include pictures to enhance the brochure's overall appearance. Before beginning, fold a plain piece of paper into thirds and sketch out what you'd like to include in each of the six columns with which you have to work. Be creative and have fun!

To set up the brochure in Microsoft Word:

- Choose **Format** from the tool bar, then **Columns**.
- Click on **Three** under Presets and then **OK**.
- Now choose **File** on the tool bar, then **Page Setup**.
- On the **Paper Size** tab, choose **Landscape**.
- On the **Margins** tabs, type in **0.5"** for Top, Bottom, Left & Right. Click **OK**.
- Again choose **Format** on the tool bar, then **Tabs**.
- Change the **Default** tab stops to **0.2"**, and click **OK**.
- Begin typing on Page 1 in Column 1. Be creative in your use of fonts, italics, bullets, etc.
- You may wish to insert pictures from Clip Art, but make certain that if you're doing this in school, you follow any policies regarding the use of pictures from their files or ones that are online.
  - Make certain your cursor is approximately at the spot where you want the picture.
  - Choose **Insert** from the tool bar, then **Picture**.
  - Select the picture and insert.
  - You may need to right click on the picture and choose **Format Picture**. Go to **Layout** and click on **Tight** in order to be able to resize and move the picture to the location you want it.

Possible layout of information in brochure:

### Side A

Description of the occupation (Nature of work/ Working conditions)	Education and training requirements  Licensing or apprenticeship information	Salary information Employment outlook
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### Side B

Major employers Professional organizations	Related Occupations	Occupation Title  Your name & class
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## FINDING THE MONEY

Higher education refers to any education you pursue after high school. It may mean going to a community college; attending a business, trade or technical school; or enrolling in a four-year degree program. All of these cost money and finding the money to pay for these programs is a concern for most people.

Answer the following questions to familiarize yourself with the different types of financial aid available and some of the various institutions in Pennsylvania that you could attend. Refer to the “Getting There” section of the *Career Guide* for help.

1. What is the name of the agency in Pennsylvania that can help you with questions about financial aid? How can you contact their office?

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2. What is the difference between a loan, a scholarship, and a grant?

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3. What is work-study? About how many hours/weeks do students work during the school year? Is there an annual award limit? (Hint: Use the answer to Question #1 for help.)

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4. Go to [www.educationplanner.com](http://www.educationplanner.com) to select three schools that you would be interested in finding out more about. Fill in the chart to the extent possible.

	School Choice #1	School Choice #2	School Choice #3
List three of your school choices:			
Check the types of aid the school offers:	Grants Scholarships Loans Work Study	Grants Scholarships Loans Work Study	Grants Scholarships Loans Work Study
Whom do you contact for financial aid information?”?			

## FINDING THE MONEY

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*PA Higher Education Assistance Agency (PHEAA) [www.pheaa.org](http://www.pheaa.org) or 800-692-7292*

2. What is the difference between a loan, a scholarship, and a grant?

*Loans are available from private lending institutions (banks, credit unions, etc.) or from the federal government. You must repay any money borrowed and there are need eligibility requirements for government loans. Scholarships are gift aid and don't have to be repaid. They may be awarded for academic merit, athletics, community service, religious affiliation, etc. and are available from private and public institutions. Grants don't have to be repaid, are available from the state and federal governments and are based on financial need.*

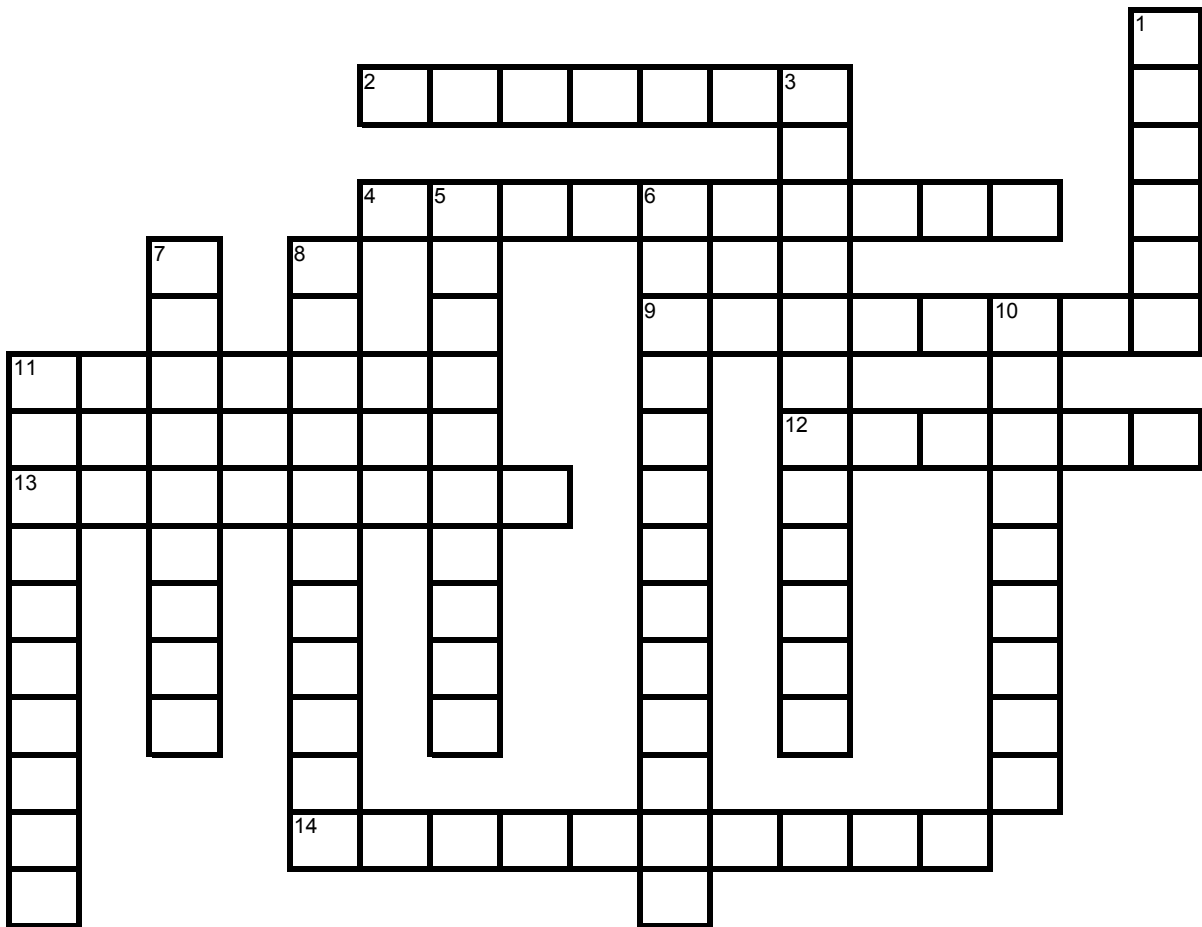
3. What is work-study? About how many hours/weeks do students work during the school year? Is there an annual award limit? (Hint: Use the answer to Question #1 for help.)

*Work-study programs provide employment for students while attending school to help them meet the costs of higher education. Students generally work 10-15 hours/week during the academic year. There is no annual maximum.*

4. Go to [www.educationplanner.com](http://www.educationplanner.com) to select three schools that you would be interested in finding out more about. Fill in the chart to the extent possible. **Answers will vary.**

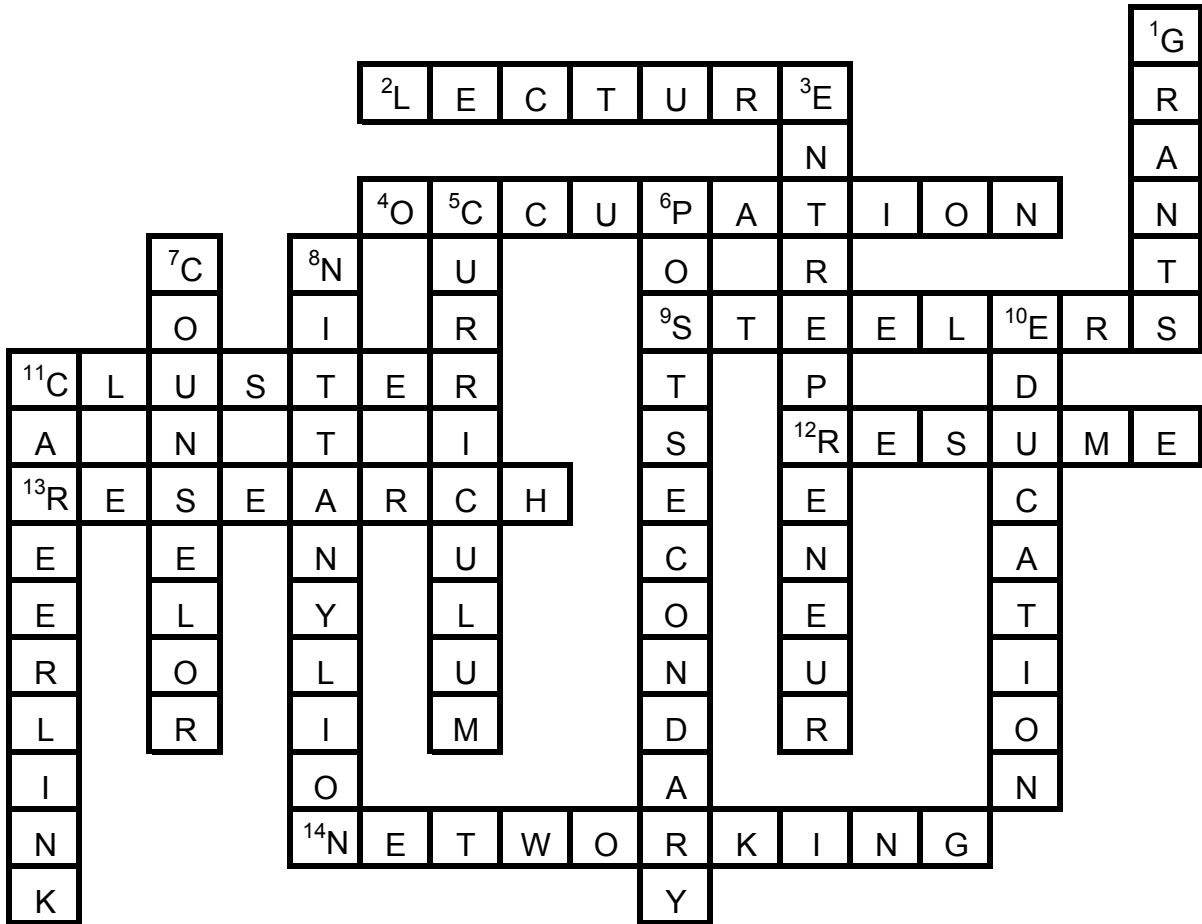
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## CAREER CROSSWORD



ACROSS	DOWN
2. A discourse given before an audience.	1. Money awarded for higher education that does not have to be paid back.
4. What you do at your place of work.	3. One who starts a business.
9. 2006 NFL Champions.	5. Courses offered by educational institutions.
11. Group of related industries.	6. Undergraduate and graduate students.
12. Summary of your skills, work experience, and education	7. Provider of educational and vocational guidance services,
13. The collecting of information about a certain subject.	8. Penn State mascot
14. Meeting and talking to people who can help you learn about job openings.	10. The field of study that deals mainly with methods of teaching and learning in schools.
	11. PA's One-Stop for jobseeker services.

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## SCAVENGER HUNT

The answers to all of the following questions can be found somewhere in the *Career Guide*. Your task? Find them!

1. True or False: Three out of four workers stay in the same field for most of their lives?
2. The 2004 annual average wage in Pennsylvania for a Special Education Teacher is \_\_\_\_\_.
3. Which of these jobs are considered “hot” jobs, and which are in decline?  
a. Data Entry Keyers; b. Welders; c. Home Health Aides; d. Team Assemblers; e. Registered Nurses; f. Cashiers; g. Auditing Clerks.
4. What is job shadowing?  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the purpose of a cover letter? \_\_\_\_\_  
\_\_\_\_\_
6. During which high school year should you take your PSATs, ACTs and/or SATs? \_\_\_\_\_
7. \_\_\_\_\_% of all jobs are found through direct contact with employers and leads from people you know. \_\_\_\_\_% of jobs found are from the classified ads. \_\_\_\_\_% of jobs are found through employment agencies.
8. Explain the difference between an “industry” and an “occupation”.  
\_\_\_\_\_
9. Name five components of most resumes: \_\_\_\_\_  
\_\_\_\_\_.
10. An estimated \_\_\_\_\_ percent of jobs require the knowledge of applied mathematics, reading for information, and locating information.

## SCAVENGER HUNT - KEY

The answers to all of the following questions can be found somewhere in the *Career Guide*. Your task? Find them!

1. True or False: Three out of four workers stay in the same field for most of their lives? **False (Two out of Three)**
2. The 2004 annual average wage in Pennsylvania for a Special Education Teacher is **\$50,630**.
3. Which of these jobs are considered “hot” jobs, and which are in decline?  
a. Data Entry Keyers; b. Welders; c. Home Health Aides; d. Team Assemblers; e. Registered Nurses; f. Cashiers; g. Auditing Clerks.  
**Hot: b, c, e, f. Decline: a, d, g.**
4. What is job shadowing?  
**Allows you to directly watch someone at work. Gives you a good chance to ask questions and how to prepare for it.**
5. What is the purpose of a cover letter?  
**To capture the employer’s attention so that they will read your resume and grant you an interview.**
6. During which high school year should you take your PSATs, ACTs and/or SATs? **PSAT - Junior Year; ACT and SAT - Senior Year.**
7. **63.3%** of all jobs are found through direct contact with employers and leads from people you know. **13.9%** of jobs found are from the classified ads. **12.2%** of jobs are found through employment agencies.
8. Explain the difference between an “industry” and an “occupation.”  
**An Industry is where you work. An Occupation is what you do at your place of work.**
9. Name five components of most resumes: **Personal Data; Education; Skills and Qualifications; Work Experience; Activities.**
10. An estimated **85** percent of jobs require the knowledge of applied mathematics, reading for information, and locating information.

## EXPLORING APPRENTICESHIPS

A good alternative to a four-year college degree, especially if you're uncertain about whether you want to make a long-term educational commitment, is an apprenticeship program. Apprenticeship programs offer a paid work experience and technical instruction that allow you to learn a skilled profession. Most formal apprenticeships are registered with the U.S. Department of Labor. This means that the program meets government standards of fairness, safety and training. Graduates of these programs are called "journey workers" and receive certificates of completion that are accepted by employers nationwide.

Below is an activity to help you learn more about apprenticeships. You will need to use the information on page 51 of the *Career Guide* and the Internet to find the answers to these questions. Before beginning, you may wish to take a few minutes and view the video on apprenticeships, available through Career InfoNet at [www.acinet.org](http://www.acinet.org). Click on "Career Resource Library" under Career Tools. Select "Occupational Information", and in the "Keyword Search" type "Apprenticeship Video" and click "go". Select "Work Option Videos" and then "Apprenticeship." Another resource is the Department of Labor & Industry website [www.dli.state.pa.us](http://www.dli.state.pa.us). Select "Prevailing Wage/Apprenticeship" under the "Quick Links" and then click on "Apprenticeship and Training Program Overview."

1. Approximately how many hours of classroom and on the job training are required to complete an apprenticeship program? \_\_\_\_\_

2. List three occupations for which an apprenticeship might be available. You can find information on apprenticeable occupations in the Summer 2002 edition of the *Occupational Outlook Quarterly*, available at [www.bls.gov/opub/ooq/2002/summer/art01.htm](http://www.bls.gov/opub/ooq/2002/summer/art01.htm).

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3. How old do you have to be to enter a registered apprenticeship program? What other requirements might have to be met?

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4. What are some of the benefits of an apprenticeship?

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5. Name two places you can contact to find out about apprenticeship programs.

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6. Select one of the occupations you listed in question #2. Using the *Career Guide* and/or the *Pennsylvania Occupational Outlook Handbook* (both available under “Products” at [www.paworkstats.state.pa.us](http://www.paworkstats.state.pa.us), enter a short description of the occupation, the wages paid, and the outlook for employment. If your occupation is not among the occupations listed, check out the national edition of the handbook at [www.bls.gov/oco/home.htm](http://www.bls.gov/oco/home.htm).

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7. Now list another occupation in which you are interested. Compare this occupation with the one you listed above. How do they compare? (For example: What are the wages? What’s the job outlook? What education/training is needed?) Would you consider an occupation requiring apprenticeship training after high school? Why or why not?

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8. What have you learned about apprenticeships that you did not know before?

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9. If you were explaining the benefits of apprenticeship training to another classmate, what would you describe as the **most important** benefit to students?

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A good alternative to a four-year college degree, especially if you're uncertain about whether you want to make a long-term educational commitment, is an apprenticeship program. Apprenticeship programs offer a paid work experience and technical instruction that allow you to learn a skilled profession. Most formal apprenticeships are registered with the U.S. Department of Labor. This means that the program meets government standards of fairness, safety and training. Graduates of these programs are called "journey workers" and receive certificates of completion that are accepted by employers nationwide.

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1. Approximately how many hours of classroom and on the job training are required to complete an apprenticeship program? *Minimum of 144 hours of classroom training for every 2,000 hours of on-the-job training. Programs vary from 2-6 years in length.*
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*Answers will vary. Complete list of occupations is available on pages 16-21 of the Summer 2002 OQ.*

3. How old do you have to be to enter a registered apprenticeship program? What other requirements might have to be met?

*You must be at least 16 years old; however, some apprenticeships in hazardous occupations require that individuals be at least 18. Other qualifications/credentials include education, physical ability, aptitude test results, interviews, school grades, and previous work experience.*

4. What are some of the benefits of an apprenticeship?

*You learn the skills needed for a particular occupation while getting paid. By apprenticing, you also gain qualifications that are recognized in the world of work.*

5. Name two places you can contact to find out about apprenticeship programs.

*Possible answers: PA CareerLink Offices, US Dept. of Labor's Bureau of Apprenticeship & Training Office, trade associations, and unions.*

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*Answers will vary.*

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**CENTER FOR  
WORKFORCE INFORMATION  
AND ANALYSIS**

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[www.state.pa.us](http://www.state.pa.us), PA Keyword: Labor Market Information