

California Career Planning Guide

Second Edition

**...to help people
of all ages
plan their futures**

Produced by the
California Career
Resource Network
(CalCRN)

www.CaliforniaCareers.info



Foreword

We're honored to write the forward for the second edition of the California Career Planning Guide. In many ways, if we had known about this resource when we were in college it may have spared us from a very long, extended roadtrip!

Coming out of college, we found ourselves in a very typical quarter-life crisis situation. We had been relatively good students all through school but nonetheless had no idea what to do with our lives. So one night, sitting around our college apartment, we began to rationalize "How can we really figure what we want to do with our lives when we're only 22 years old and have not been exposed to the world yet? When we don't even know what our options are?"

The big idea hit us at that very moment. "What if, before we got too locked into careers, we took a roadtrip across America to meet with leaders from all walks of life, and learn how they got to where they are today?" We knew how to become lawyers, doctors, and accountants; school had dutifully taught us about those traditional paths, but they didn't line up with our interests that were a bit more abstract – snowboarding, sports, art, etc. What about all the other interesting, creative, independent roads that were out there? How did people really define their own paths in life around things they were passionate about?

So for 3 months and 17,000 miles we took an old, run-down, Green RV all across America to interview inspiring people from all different corners of society. We interviewed cartoonists, snowboard designers, lobstermen, bookstore owners, entrepreneurs, photographers, shoe-designers, brewers, and all sorts of people that greatly expanded our scope of the world.

One insight that stuck with us was from Charlie Trotter, the renowned Chef in Chicago who said, "There's no excuse for anyone in their early 20's not to pursue their dream. If it doesn't work out, and you're 27, then you can always go back to law school or medical school and you would only be a few years behind all the others." That helped us to understand that we had to first step out onto our own individual roads before retreating to the tried, true, and safe routes that may have not aligned with our passions.

Once we got home from our trip and people started to hear about our journey, things started to happen. A few magazines covered our story, which led to a book deal with Random House, which then spawned an annual Roadtrip Nation television series on PBS. Over the last few years, these outlets have ignited a national movement educating and inspiring many other students to get out there and explore the world.

Today, hundreds of RTN students have hit the road all over the globe including Argentina, Brazil, Australia, New Zealand, Poland, Uganda, Chile and many other far off places. And these new students are learning the very lessons that stuck with us on the original roadtrip – that contrary to much of what we learned in academia, rather than picking a box and sticking with that, we really can start with what we were passionate about, and build a fulfilling life that can truly make a difference in the world.

And while the RTN movement has gone international, we are beginning to plant roots on a local level that will be just as strong. This year, new RTN educational programs will propel students out into their local communities to meet with engaging leaders in their own backyard. A range of RTN resources for the classroom, produced in the same grassroots aesthetic that has propelled the international movement, will support these active-learning experiences.

After conducting the Roadtrip Nation movement for the past 7 years, we're more impassioned than ever to help young people venture out to define their own roads in life. It won't happen if you just sit back on the couch and expect everything to land in your lap. But with a little bit of motivation, intention, hard-work, and solid resources like this years California Career Planning Guide, everyone has the chance to pave their own way.

As Michael Jagger, who's firm does much of the design work for Burton Snowboards said to us on our first trip, "When you magnify what it is you believe in, the world will conspire to support you on your path."

Michael Marriner and Brian McAllister
Roadtrip Nation,
"define your own road in life"
<http://www.roadtripnation.com>

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Notes





Introduction to the Career Planning Process

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Purpose of the California Career Planning Guide

The purpose of the California Career Planning Guide is to assist you through the career planning process and, ultimately, to help you prepare your own ***Career Action Plan***. By following the exercises and gathering related materials throughout this process, the Career Action Plan will help you to pursue your life and career goals more effectively.

What is Career Planning? Why Do It?

Career planning is identifying what you're good at; how your skills, talents, and interests translate into work; and where to find that work.

Career planning is a process. "You can either engineer your own career changes — designing, creating, and jumping to new opportunities on

your own schedule — or you can find yourself scrambling to meet someone else's agenda."*
Good career planning ensures that you will find the answers that best meet your needs on ***your*** schedule.

Changes in Career Planning**

Career planning, itself, is changing rapidly in response to today's dynamic world economy.

Career planning is ***career building***, in which the emphasis is ***to assist people in becoming healthy, self-reliant citizens who are able to cope with constant change and maintain balance between work and life roles.***

In the past, career planning focused more on set steps and procedures in helping people find a lifetime career. This concept is no longer relevant because today's worker is more likely to hold as many as 25 jobs during his or her lifetime. Today you must be flexible, open minded, and able to see opportunities for success whether they are planned for or not.

Historically, a career counselor would help a client find his or her "destination" by asking, "What would you like to be when you are out of school?" The nature of this question implies that one specific job or occupation is the goal and will be a lifetime occupation.

Today, a career counselor would encourage a client to follow his or her heart by asking: "Who are you now?" "What are your special talents?" "Who needs what you like to do?"

* Quote is by Margaret Livingstone, president of the Vancouver outplacement firm Margaret J. Livingstone and Associates. From "Canada Prospects 2002-2003" pg 6.

** Ideas are from the presentation "The Economic & Social Impact of Ineffective Career Decision-Making", by Cal Crow, Ph.D. (National Training Support Center-Seattle, America's Career Resource Network) and Phil Jarvis (National Life/Work Center, Ottawa, Ontario); presented at the International Career Development Conference 2002 in Irvine, CA

Changes in Career Planning (continued)

High Five Principles***

The basic tenets of the career building model are the “high five” principles found in The Real Game Series™. The Real Game Series™ consists of a collection of programs designed to help students and adults learn how to plan and manage their careers.

Change Is Constant

We change constantly and so does the world around us — including the world of work. Because a single occupation will no longer take us from the beginning to the end of our working lives, adaptability is an important skill to carry into the future.

Learning Is Ongoing

Graduating from high school or college does not mean that education is complete. Opportunities to learn are everywhere! If we learn to recognize these opportunities, we can make our learning a lifelong experience.

Focus On The Journey

Life is a journey. Identifying our purpose and destinations gives direction. We need to pay attention to the journey with all its pitfalls, sidetracks, and highways to new destinations and opportunities.

Follow Your Heart

Dreaming about our futures can help us understand what we really want in life. Knowing what we want and keeping it in our minds can give the motivation we need to deal with life’s challenges. Never be afraid to dream.

Access Your Allies

The journey of life is not taken alone. Friends, family, teachers, neighbors— any of them can be willing and helpful allies when it comes to judging what steps to take on life’s path.

“Those who follow these high five principles are more likely to prosper and secure fulfilling work and life roles in the knowledge economy.”****

*** From The Real Game Series™, www.realgame.com

**** From “Career Building Paradigm Shift: Success for Citizens, Savings for Society”, Phil Jarvis, Vice-President, Partnership Development National Life/Work Centre, Ottawa, November, 2002.

What Is the Difference Between Job, Occupation, and Career?

Often the terms job, occupation, and career are used interchangeably. In fact, they have very different meanings. For the purposes of this guide we will be using them to mean the following:

A **job** is work for which you receive pay. Example: biologist at XYZ Company.

An **occupation** is a wide category of jobs with similar characteristics. Example: physician, engineer, educator, or scientist.

A **career** is a lifetime journey of building and making good use of your skills, knowledge, and experiences. It is the total of all events and relationships in our lives: family, friends, education, work, and leisure activities.

“Changes in your work life will affect every aspect of your lifestyle — from how you deal with family and friends, to your choice of housing, to the groceries you buy, to the type of leisure activities you can afford. Managing career change well is one of the most important things you can do for yourself and your family.”

The Work Handbook: A Resource Guide to Jump-Start Your Career,
page 1, Canada Career Consortium 1999

Who Should Use the California Career Planning Guide?

Since career planning is a lifelong journey, this guide is designed to be useful for anyone at any age and at any point in their life journey. Examples of those who might find this guide useful include:

- Students
- First-time job seekers
- Unemployed persons
- Job changers
- Persons reentering the workforce
- Persons who foresee changes in their workplace
- Teachers
- School Counselors
- Career Counselors
- Parents
- Others in transition
- Those imagining their future



Transitions

Whether you are at the beginning of a career planning process, changing jobs, or you are facing a job layoff, career transitions are stressful. This guide can help reduce the stress by making your career choices much smoother. There are three things you need to know:

1. You are not alone.
2. You will find an answer.
3. You will grow stronger, more knowledgeable, and more self-aware in this career process.





Comparing Today's Workers with Business Owners

With the volatility of today's labor market, statistics show that workers change jobs every three years. Today's workers need to think and act like business owners. Here's how the two compare:

Business Owner

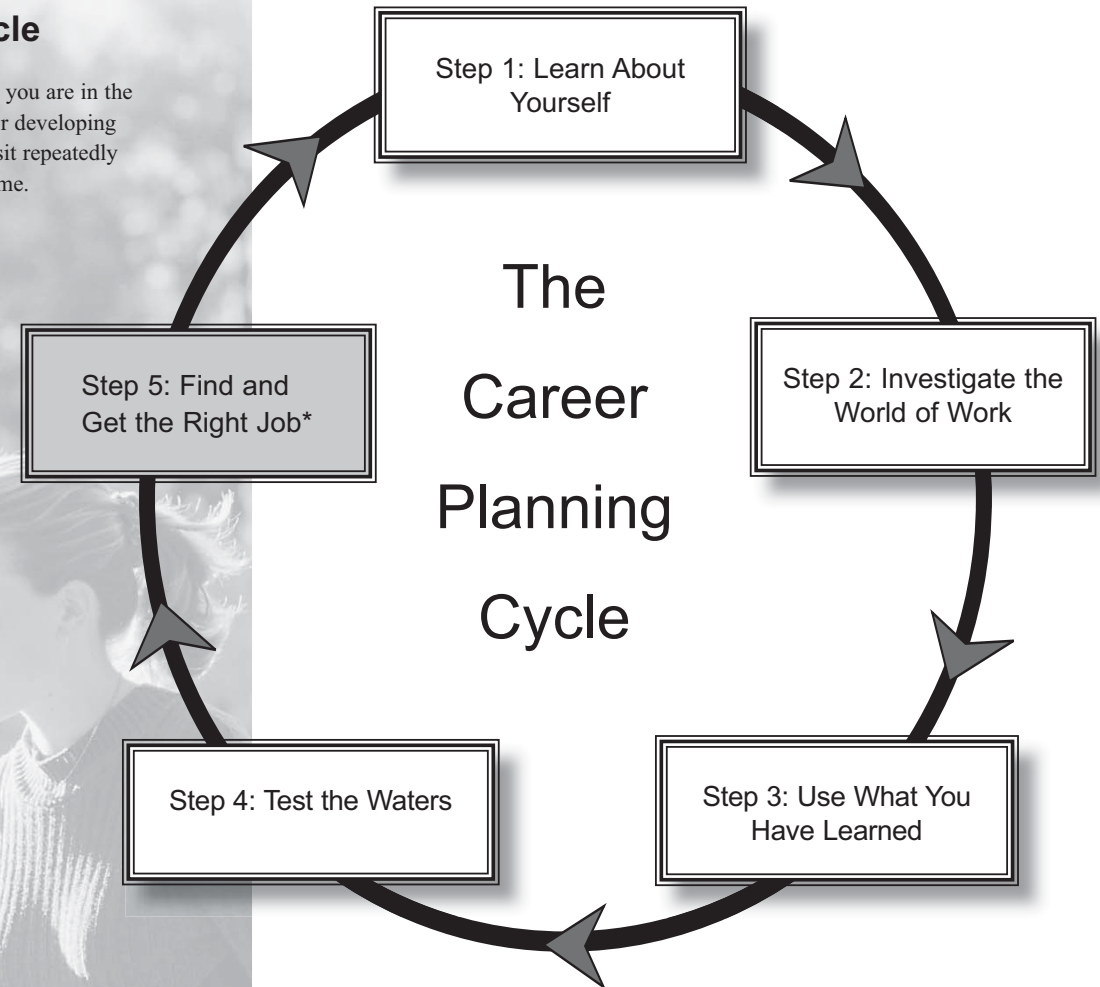
- Realizes there is no "job security." Hard work and continual learning are the only securities to be had.
- Has customers/clients: the public and/or other companies.
- Provides customers with goods and services in exchange for money.
- Keeps customers happy by providing good customer service.
- Regularly improves services to please customers.
- May lose customers through no fault of their own.
- Attracts new customers through marketing campaigns that include ads.

Today's Worker (You!)

- Realizes there is no "job security." Hard work and continual learning are the only securities to be had.
- Has customers/clients: supervisors, coworkers, and others
- Provides employer with skills and knowledge in exchange for pay and benefits.
- Keeps employer/customers happy by providing good customer service.
- Regularly improves skills and knowledge.
- May get laid off through no fault of their own.
- Attracts new employers (jobs) through marketing campaigns that include résumés and interviews.

How to Use The Career Planning Cycle

The Career Planning Cycle provides you with a tool to track where you are in the career planning process and helps you collect useful information for developing your Career Action Plan. It is a cycle that may prove useful to revisit repeatedly throughout your life as circumstances in your world change over time.



* Remember: Landing a job does not mean you've reached some final destination. It's really just another stage of the Career Planning Cycle, which you will travel throughout your life. Step 5 is not focused on in this publication. However, by visiting the resources section of the website: <http://www.CaliforniaCareers.info>, you can find helpful information on how to choose the right job, write effective resumes, apply and interview for a job, and how to keep the job.

Being Open to Change

A word of caution: Life — and the career planning process — probably won't unfold as neatly as this cycle suggests. As mentioned earlier, it is important to be open-minded, flexible, and able to notice when unexpected opportunities come your way. The following exercise might help illustrate the need for flexibility.

Exercise 1: Where Do You Want to Be in Five Years?

In answering this question, consider factors such as your passions, life experiences, employment goals, available opportunities, health, and family.

Using the chart below, choose a career path you're considering and describe what you are doing now, what you would like to be doing in five years, and the steps that will get you there.

Now

1 year from now

2 years from now

3 years from now

4 years from now

5 years from now

Let's add a few realities. For each life scenario below, adjust your chart.

Scenario 1: Tomorrow, you win a \$1,000,000 lottery.

Scenario 2: In Year 1, you are laid off or your company has downsized.

Scenario 3: In Year 2, you marry and buy a house.

Scenario 4: In Year 3, your spouse lands an exceptional job half way around the world.

Scenario 5: In Year 4, you suffer a serious health complication, can't work for six months, and are told you should change both your job and lifestyle.

Adapted from Canada Prospects 2002-2003: Canada's Guide to Career Planning for People of All Ages

Creating a Personal Career Planning Folder

As you move through the Career Planning Cycle, you'll complete various exercises and self-assessments and research jobs, occupations, and potential places of employment. To keep the information at your fingertips, use the Summary Worksheets at the end of each step. You can complete the Summary Worksheets, remove them from this Guide, and keep them in a separate Career Planning Folder. Your Career Planning Folder will be where you accumulate the information you will need in order to eventually create your Career Action Plan.

Helpful Hint: In creating your Career Planning Folder, use the Table of Contents to help you organize the specific information you plan to keep.



Notes





Learn About Yourself (Step 1)

- **Self-Assessment: Learning About Yourself**

- **How to Learn About Yourself**

Exercise 2: Characteristics Inventory

Exercise 3: Multiple Intelligences Checklist

Exercise 4: Skills Assessment

Exercise 5: Interest and Personality Assessment
(The Holland Party Exercise)

Exercise 6: Job Values Inventory

Step 1 Summary Worksheet

Exercise 7: Self-Assessment Wheel

Transition to Step 2

Self-Assessment: Learning About Yourself

Career planning calls for learning about yourself and self-assessment is a good way to do this. Self-assessment is essentially a personal inventory, much like an inventory a business might take. You identify what you've got, what you need, what works, and what doesn't. You're taking an inventory of your skills, abilities, interests, knowledge, needs, and personality characteristics.

The most successful job seekers are those who can help an employer understand precisely how they will fit into the employer's organization. Your self-assessment helps you do that. When you complete Step One, you will have created your personal inventory. You will know *specifically* what talents you have to offer an employer and you will probably gain a better understanding about the type of work that interests you. What you're good at and what interests you often go hand-in-hand and can serve as a guide for locating satisfying jobs. You may also realize what skills, knowledge, and experience you may need to obtain. In addition, by completing this learning process, you'll get a head start on preparing for future job interviews.

How to Learn About Yourself

You can complete a self-assessment, or "personal inventory," using a variety of self-assessment tools and instruments. The following pages offer exercises for identifying your personality characteristics, aptitudes, skills, interests, and job values. You will notice that some of your personal inventory information relates specifically to jobs and work industries. Whereas, the relationship between jobs and other personal information is less clear at this stage in the process. Depending on whether you find the following inventories to be easy or challenging, you might want to seek the assistance of a career or school counselor.

The Summary Worksheets that follow will help you make sense of your personal inventory. As you begin exploring the world of work in Step 2, the relationship between jobs and your personal inventory will become more clear. (Reminder: Place completed Summary Worksheets in your Career Planning Folder.)

For those desiring in-depth assessments or help in interpreting the results of the self-assessments, consider enlisting the help of a professional career counselor. More information on self-assessments can be found by going to <http://www.careerzone.org/flash/resources/index.html> and choosing "Further Self Assessments."



Exercise 2: Characteristics Inventory

Employers want employees with certain positive characteristics. This exercise assesses to what degree you have those qualities. It then becomes a blueprint to help you make yourself more employable.

For each quality, honestly select the degree that the characteristic is representative of you. When you interview for jobs, stress the qualities you marked “often.” Before you interview, improve on those characteristics you marked “rarely!”

Rarely Sometimes Often	Characteristic
☐ ☐ ☐	Able to Follow Do you take direction cheerfully and accurately? Do you support your supervisor or team leader?
☐ ☐ ☐	Able to Lead Do people follow your suggestions? Have you held positions of responsibility?
☐ ☐ ☐	Able to Learn Do you turn mistakes into learning opportunities? Can you understand, remember, and synthesize information?
☐ ☐ ☐	Able to Listen Do you listen closely to others? Do you strive to understand them without rushing to state your opinion or defense?
☐ ☐ ☐	Able to Remember Do you recall names, places, figures, and ideas accurately?
☐ ☐ ☐	Able to Work Alone Do you plan your own work? Can you work without supervision or reminders?
☐ ☐ ☐	Ambitious Do you take on extra assignments? Do you try to reach new levels of achievement?
☐ ☐ ☐	Articulate Can you express ideas easily, both verbally and in writing?
☐ ☐ ☐	Cheerful Are you friendly to customers and coworkers?
☐ ☐ ☐	Competent Do you meet deadlines? Is your work thorough?

Rarely Sometimes Often	Characteristic
☐ ☐ ☐	Conscientious Do you do a full day's work? Do you double-check your work?
☐ ☐ ☐	Cooperative Do you volunteer to help? Do you do your part on teams?
☐ ☐ ☐	Courageous Do you take on challenges and stand up for your beliefs?
☐ ☐ ☐	Creative Do you come up with new ideas? Do you look for possibilities?
☐ ☐ ☐	Decisive Can you make decisions under pressure?
☐ ☐ ☐	Dependable Do people trust you? Is your attendance good?
☐ ☐ ☐	Diplomatic Can you handle difficult situations with grace and tact?
☐ ☐ ☐	Discreet Can you keep secrets? Do you guard confidentiality? Do you avoid gossip or interfering in others' business?
☐ ☐ ☐	Efficient Do you plan your time well? Do you try to work faster and better?

(more)

Exercise 2: Characteristics Inventory (continued)

Rarely Sometimes Often	Characteristic
☐ ☐ ☐	Emotionally Stable Do you maintain self-control, staying even-tempered and cool?
☐ ☐ ☐	Empathetic Do you understand others' problems? Are you sensitive to others' feelings and circumstances?
☐ ☐ ☐	Enthusiastic Are you interested in and excited by your work?
☐ ☐ ☐	Flexible Do you embrace change? Can you adapt well to new situations or challenges?
☐ ☐ ☐	Focused Do you focus on work despite personal challenges? Do you avoid distractions?
☐ ☐ ☐	Generous Do you share ideas and credit with others? Do you help those who need it? Do you focus on the common good?
☐ ☐ ☐	Honest Do you tell the truth? Do you avoid using company materials for personal use? Do you give credit and accept blame honestly?
☐ ☐ ☐	Industrious Do you work hard and to the best of your ability?
☐ ☐ ☐	Loyal Do you strive to be a good representative of the company? Do you avoid doing or saying things that makes it look bad?
☐ ☐ ☐	Observant Do you look for what needs to be done or could be improved?
☐ ☐ ☐	Organized Are you neat? Do you plan and arrange things logically?
☐ ☐ ☐	Patient Can you hold your temper and stay calm under pressure?
☐ ☐ ☐	Persistent Can you stick with difficult and time-consuming tasks?

(more)



Exercise 2: Characteristics Inventory (continued)

Rarely Sometimes Often	Characteristic
☐ ☐ ☐	Persuasive Can you sell ideas and products?
☐ ☐ ☐	Proactive Do you address issues before they become full-blown conflicts or problems? Do you make plans that avoid potential pitfalls?
☐ ☐ ☐	Resourceful Can you work your way out of difficult situations?
☐ ☐ ☐	Responsible Do you admit mistakes, correct them, and accept the consequences with good grace? Do you treat your job as you would your own business?
☐ ☐ ☐	Sober Do drugs and alcohol affect your work?
☐ ☐ ☐	Thrifty Do you avoid wasting supplies and equipment?
☐ ☐ ☐	Tolerant Are you open-minded? Do you associate with different types of people?

Adapted from Opening Doors: A Practical Guide for Job Hunting by Jane Goodman, Judith Hoppin and Ronald Kent;
<http://www.twc.state.tx.us/news/tjhg/s1exercise1.html>



Exercise 2: Characteristics Inventory Wrap-up/Interpretation

Being aware of your most positive characteristics — the ones you marked “often” — will be a major emphasis throughout your entire career journey. These characteristics will be called upon from the beginning of your self-exploration phase, to getting the correct job, to handling many complex areas of your daily life.

In addition to knowing and highlighting the characteristics you marked “often”, completing this exercise sheds light on other characteristics you may want to strengthen as you continue through your career journey.

Exercise 3: Multiple Intelligences Checklist*

This exercise helps you discover the numerous ways in which you are intelligent. Everyone has natural intelligences (“smarts”) that can be used to find successful and fulfilling career paths. Each of the following intelligences is a sought after talent that is essential in certain types of jobs.

While thinking about the activities you enjoy doing the most, check the sentences that apply to you and then enter the total number of “checks” in each section. Some of these totals will be entered into the Skills Assessment Summary and the Summary Worksheet found later in the Guide.



Linguistic Intelligence:

- ☐ I write well and enjoy putting thoughts on paper (or in the computer).
- ☐ I enjoy telling stories or jokes.
- ☐ I can remember names, places, dates, or trivia.
- ☐ I enjoy word games.
- ☐ I enjoy reading books and magazines.
- ☐ I am a good speller.
- ☐ I enjoy nonsense rhymes, limericks, puns, etc.
- ☐ I enjoy listening to the spoken word.
- ☐ I have a good vocabulary.
- ☐ I enjoy communicating by talking or writing.

- ☐ Total number checked

Logical-Mathematical Intelligence:

- ☐ I ask questions about how things work.
- ☐ I can do arithmetic problems in my head.
- ☐ I enjoy math classes.
- ☐ I enjoy math games, such as, computer math games.
- ☐ I enjoy chess, checkers, or other strategy games.
- ☐ I enjoy logic puzzles or brainteasers.
- ☐ I like to put things in categories or hierarchies.
- ☐ I like to use a variety of thinking skills to figure things out.
- ☐ I am good at thinking on an abstract or conceptual level.
- ☐ I clearly see cause-effect relationships.

- ☐ Total number checked

(more)

* This checklist is adapted from one developed by Thomas Armstrong, which appears in *Multiple Intelligences in the Classroom*, a 1994 publication of the Association for Supervision and Curriculum Development, Alexandria, VA. This exercise was prepared by Cal Crow, Ph. D., (National Training Support Center-Seattle, America's Career Resource Network) Phone 206 870-3783 / FAX 206-870-5915 / E-mail.CCROW@highline.edu; <http://www.learningconnections.org/crow/> • Rev. 7-Feb-02

Exercise 3: Multiple Intelligences Checklist (continued)**Spatial Intelligence:**

- ☐ I can visualize things clearly in my mind.
- ☐ I like maps, charts, and diagrams better than words.
- ☐ I often daydream.
- ☐ I enjoy artistic activities.
- ☐ I am good at drawing things.
- ☐ I like movies, pictures, and other visual presentations.
- ☐ I enjoy mazes, jigsaw puzzles, and Rubik's Cubes.
- ☐ I can manipulate three-dimensional drawings in my head.
- ☐ I frequently doodle or sketch.
- ☐ I enjoy creating designs on paper or by computer.

☐ Total number checked

Bodily-Kinesthetic Intelligence:

- ☐ I am good at sports.
- ☐ I fidget when asked to sit for very long.
- ☐ I am good at mimicking others' gestures.
- ☐ I like taking things apart and putting them back together.
- ☐ I like touching/holding objects and moving them around.
- ☐ I enjoy being on the go: running, jumping, moving, wrestling, etc.
- ☐ I like working with my hands, such as sewing, repairing, and making things.
- ☐ I use many gestures when expressing myself.
- ☐ I experience different physical sensations when thinking or working.
- ☐ I enjoy expressing myself through movement, such as dance.

☐ Total number checked

Musical Intelligence:

- ☐ I can distinguish among different sounds/tones.
- ☐ I remember melodies easily.
- ☐ I can carry a tune.
- ☐ I can play a musical instrument.
- ☐ I often hum or sing to myself.
- ☐ I am sensitive to noises, such as rain or traffic.
- ☐ I like doing things in a rhythmic way.
- ☐ I can hear music in my head.
- ☐ I enjoy reading music.
- ☐ I can keep time to a variety of music.

☐ Total number checked

Interpersonal Intelligence:

- ☐ I enjoy socializing.
- ☐ I am a natural leader.
- ☐ I am a good listener when friends have problems.
- ☐ I make friends easily.
- ☐ I enjoy clubs, committees, and organizations.
- ☐ I like teaching things to others.
- ☐ I have many good friends and close acquaintances.
- ☐ I am good at seeing another person's point of view.
- ☐ I enjoy talking to groups.
- ☐ I enjoy exchanging ideas with others.

☐ Total number checked

(more)

Exercise 3: Multiple Intelligences Checklist (continued)

Intrapersonal Intelligence:

- ☐ I know how to set goals and reach them.
- ☐ I clearly know my strengths and weaknesses.
- ☐ I am comfortable with myself and enjoy my own company.
- ☐ I feel good about who I am and what I stand for.
- ☐ I would be described as someone who has my “act together.”
- ☐ I stand up for what I believe, regardless of what others think.
- ☐ I am continually learning from my successes and failures.
- ☐ I am not much concerned about fads, fashion, or what is “in.”
- ☐ I am always honest and up front about how I am feeling.
- ☐ I almost never feel bored or “down.”

☐ Total number checked

Naturalist Intelligence:

- ☐ I am good at noticing and classifying plants, animals, rock formations, and other natural phenomena.
- ☐ I would describe myself as having a “green thumb.”
- ☐ I enjoy collecting and studying items from nature.
- ☐ I have “a way” with animals.
- ☐ I learn more from “the great outdoors” than I do in a classroom.
- ☐ I can name many different types of plants and animals.
- ☐ I have always been interested in and fascinated by nature.
- ☐ I watch many nature programs on TV.
- ☐ I can detect subtleties in appearance and texture.
- ☐ I view a walk in the woods, or through the neighborhood, as a great learning experience.

☐ Total number checked



Exercise 3: Multiple Intelligences Checklist Wrap-up/Interpretation

Knowing the ways in which you are intelligent can help you cater to your strengths when faced with new situations. If you encounter a career planning issue, for instance, you can use elements from your most favored intelligences to make sure you are operating at your intellectual best. You might read or write about it, state it as a problem to be solved, create a visual representation, write a song, act it out, talk it over with others, call on your own knowledge/experience, or “get in touch with nature” to help you think it through. You might even choose to use a combination of these activities.

Exercise 4: Skills Assessment

This exercise assesses your skills. Skills are aptitudes, or abilities, that you’ve put into practice. There are two types of skills. “Transferable” skills are general abilities that can be used in almost every industry and in a wide variety of jobs. The ability to problem solve, the ability to think in spatial terms, and the ability to get your point across to others—in writing or in person—are examples of transferable skills. “Technical” skills are more specialized and generally relate to a specific subject matter (medicine, climatology, cosmetology, etc.) or to a specific knowledge, such as understanding the properties of metals or knowing which plants thrive best in certain soils.

Identify the skills that others would agree you possess. For those that you would enjoy using regularly, check whether your skill level is high, medium, or low.

Search for the type of work that requires your high-level skills. Consider increasing your transferable skills: they generally give you more job options.



Transferable Skills

High Medium Low	High Medium Low	High Medium Low	High Medium Low
☐ ☐ ☐ fixing	☐ ☐ ☐ creating	☐ ☐ ☐ planning	☐ ☐ ☐ leading
☐ ☐ ☐ observing	☐ ☐ ☐ managing	☐ ☐ ☐ persuading	☐ ☐ ☐ writing
☐ ☐ ☐ teaching	☐ ☐ ☐ mediating	☐ ☐ ☐ interpreting	☐ ☐ ☐ doing math
☐ ☐ ☐ remembering	☐ ☐ ☐ figuring	☐ ☐ ☐ directing	☐ ☐ ☐ predicting
☐ ☐ ☐ lifting	☐ ☐ ☐ inspecting	☐ ☐ ☐ comparing	☐ ☐ ☐ organizing
☐ ☐ ☐ listening	☐ ☐ ☐ typing	☐ ☐ ☐ proofing	☐ ☐ ☐ researching
☐ ☐ ☐ critically thinking	☐ ☐ ☐ taking directions	☐ ☐ ☐ problem-solving	☐ ☐ ☐ communicating
☐ ☐ ☐ public speaking	☐ ☐ ☐ selling	☐ ☐ ☐ decision-making	☐ ☐ ☐ sorting

(more)

Exercise 4: Skills Assessment (continued)



Technical Skills

High
Medium
Low

- ☐ ☐ ☐ painting
- ☐ ☐ ☐ welding
- ☐ ☐ ☐ roofing
- ☐ ☐ ☐ fitting eyeglasses
- ☐ ☐ ☐ cooking
- ☐ ☐ ☐ processing X-rays
- ☐ ☐ ☐ plastering walls

High
Medium
Low

- ☐ ☐ ☐ cutting glass
- ☐ ☐ ☐ helping patients
- ☐ ☐ ☐ installing carpets
- ☐ ☐ ☐ arranging flowers
- ☐ ☐ ☐ driving a backhoe
- ☐ ☐ ☐ recording sounds
- ☐ ☐ ☐ testing water purity

High
Medium
Low

- ☐ ☐ ☐ trimming trees
- ☐ ☐ ☐ caring for a child
- ☐ ☐ ☐ reading blueprints
- ☐ ☐ ☐ driving a truck
- ☐ ☐ ☐ farming
- ☐ ☐ ☐ playing an instrument

Exercise 4: Skills Assessment Wrap-up/Interpretation

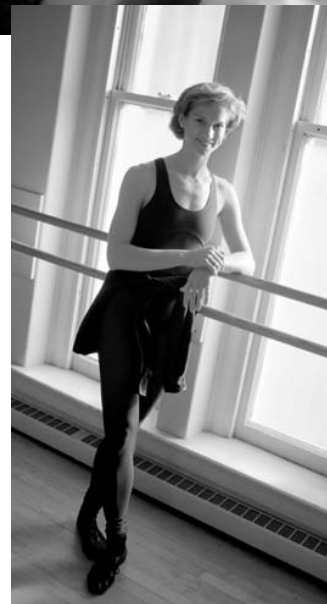
Identifying your highest transferable and technical skills will assist you when looking for a job, during an interview, and in your day-to-day activities.

Today's workforce searches for individuals who possess a strong and wide variety of transferable skills that many industries today call "employability/workability skills." You may also hear them referred to as "functional skills." Having done this exercise, you will be able to clearly state your skills during an interview when asked, "What skills do you have that fit this job?"

Along with identifying "transferable skills" you would like to use regularly, this exercise also allows you to identify your high "technical skills" that are more industry specific. Knowing your highest "technical skills" can assist you in determining areas to explore when looking for a job, identifying areas for further development, and being able to list hobbies.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise)

When your job matches your interests and your personality, you are more likely to be happy and successful in your work. Consider working in one of the occupations listed for that personality type. They just might suit you!



The Holland Party

The following exercise is based on the work of John Holland, a career theorist who looked at the relationship between interests and occupational fit. As you complete the exercise, you will be identifying your top interest categories based on Holland's schema.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise) (continued)

Instructions for the Holland Party Exercise

Imagine you are at a party with six different groups of people gathered around the room.

Read the description of the six Holland Types (Realistic, Artistic, Investigative, Social, Enterprising, Conventional). Imagine yourself joining the group of people that you would most enjoy being with. If several groups appeal to you, pick the one that appeals to you most. Write down the first letter of the name of that group on the following page under “Top Choices.”

Pretend all the members of your group have left the party and you decide to join another group. What would be your second choice? Write down the first letter of your second choice next to your first choice under “Top Choices.” Can you make a third choice? If so, write down the first letter of your third choice, next to the first and second.



Holland Types (Adapted from the Self Directed Search by John L. Holland, Ph.D.)

Realistic (Adventuring/Producing)

Interested in athletics; good with their hands; prefer to work with objects, machines, plants or animals rather than people. Prefer to do the job without a lot of talk or debate, do it right the first time, and get to the point.

Investigative (Analytic)

Like to observe, learn, evaluate, or solve problems. This type is associated with scientific/academic pursuits. Prefer to analyze a problem, evaluate options and data, set a plan of action, and analyze the results.

Artistic (Creative)

Interested in artistic expression. Like to work in unstructured situations using imagination and creativity. Prefer creative approach to problem solving and planning, which relies heavily on intuition and imagination.

Social (Helping)

Like to work with people in some helping capacity — informing, teaching, developing, curing people. Prefer to gather data from all involved parties before generating an action plan. Will try to find solutions equitable for all concerned. Good at networking with people.

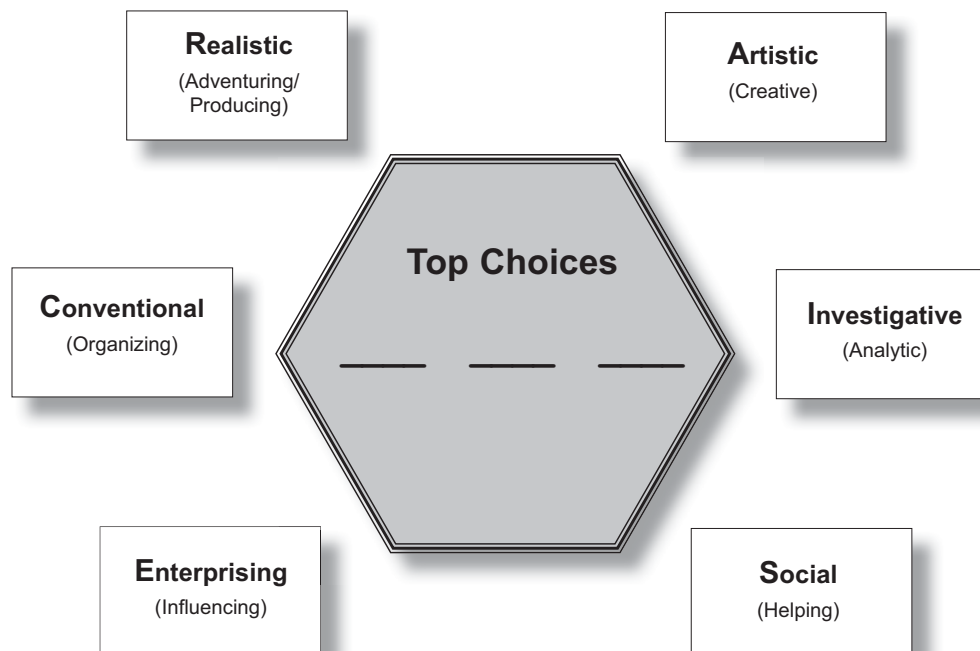
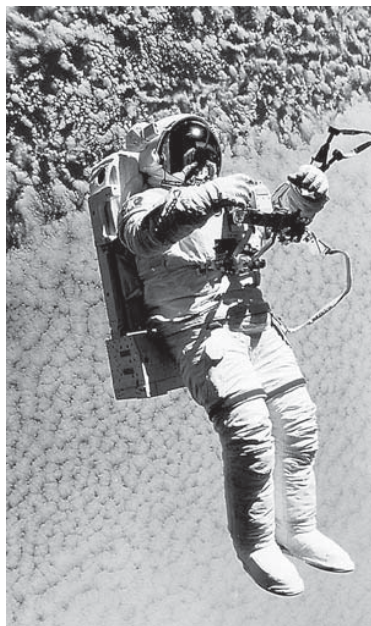
Enterprising (Influencing)

Like to work with people in a leadership capacity — managing, performing, persuading, influencing, often for organizational or political goals or economic gain. Prefer to investigate a direct plan of action to be carried out by others. Focus on achieving the goal, not concerned with minor details. Like to keep big picture in mind.

Conventional (Organizing)

Like to work with data and numbers, more than people. Like detail, tangible products, and have little tolerance for ambiguity. Like following others and instructions rather than being in charge. Prefer to follow a defined structured plan of action. Attentive to detail. Enjoy putting all the pieces of a plan together.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise) (continued)



Indicate which interest types represent your first, second, and possible, third choices. Your top 2 or 3 choices represent your Holland code (for example: IA, or IAS)

Holland in Perspective

Holland classified occupations into six major groups (using 2- or 3-letter codes). (For more information see: *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*. Holland, John L., 2nd ed., Dewey Library call number HF5381.H5668 1985).

These codes correlate with the interests of people in each occupation. According to this model, if you share a lot of interests with people in an occupation, you would probably prefer that occupation. Holland surmised that people would be most satisfied in work environments related to their interests.

Determining your interests is only one component of making effective career choices. Among many other factors, you could consider your skills and values. Understanding the interrelationship between these factors will help you identify a satisfying career and the larger issue of creating an overall lifestyle. We encourage you to apply what you have learned from the Holland model to the larger context of your life.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise) (continued)

Basic Interest Area Scales

Realistic Theme

Mechanical/Fixing
Electronics
Carpentry
Manual/Skilled Trades
Protective Service
Athletics/Sports
Nature/Outdoors
Animal Service

Investigative Theme

Mathematics
Scientific Research/Development
Medical Science

Artistic Theme

Writing
Creative Arts
Performing/Entertaining

Social Theme

Community Service
Educating
Medical Service
Religious Activities

Enterprising Theme

Public Speaking
Law/Politics
Management/Supervision
Sales

Conventional Theme

Office Practices
Clerical/Clerking
Food Service

Holland's Occupations by Category

Occupational Scales

Realistic Theme

Aircraft Mechanic
Auto Mechanic
Bus Driver
Camera Repair Technician
Carpenter
Conservation Officer
Dental Lab Technician
Drafter
Electrician
Emergency Medical Technician
Farmer/Rancher
Firefighter
Forest Ranger
Hardware Store Manager
Janitor
Machinist
Mail Carrier
Military Enlisted
Military Officer
Musical Instrument Repairer
Orthotist/Prosthetist
Painter
Park Ranger
Pipefitter/Plumber
Police Officer
Printer
Radio/TV Repairer
Security Guard
Sheet-Metal Worker
Telephone Repairer
Tool/Die Maker
Truck Driver

Investigative Theme

Biologist
Chemist
Chiropractor
Computer Programmer
Computer Scientist
Dental Hygienist
Dentist
Dietitian
Economist
Electronic Technician
Engineer
Mathematician
Math/Science Teacher
Medical Lab Technician
Pharmacist
Physical Therapist
Physician
Psychologist
Radiologic Technician
Respiratory Therapy Technician
Surveyor
Veterinarian

Artistic Theme

Advertising Artist/Writer
Advertising Executive
Architect
Author/Writer
Chef
Interior Designer
Legal Assistant
Librarian
Musician
Newspaper Reporter
Photographer
Piano Technician

Social Theme

Athletic Trainer
Child Care Assistant
Cosmetologist
Counselor-Chemical Dependency
Elementary School Teacher
Guidance Counselor
Licensed Practical Nurse
Nurse's Aide
Occupational Therapist
Operating Room Technician
Registered Nurse
Religious Leader

Enterprising Theme

Barber/Hairstylist
Buyer/Merchandiser
Card/Gift Shop Manager
Caterer
Elected Public Official
Florist
Food Service Manager
Hospital Administrator
Hotel/Motel Manager
Insurance Agent
Lawyer
Manufacturing Representative
Personnel Manager
Private Investigator
Purchasing Agent
Real Estate Agent
Reservation Agent
Restaurant Manager
Travel Agent

Conventional Theme

Accountant
Bank Manager
Bank Teller
Bookkeeper
Cafeteria Worker
Court Reporter
Data Input Operator
Dental Assistant
Executive Housekeeper
Medical Assistant
Pharmacy Technician
Secretary
Teacher's Aide
Waiter/Waitress

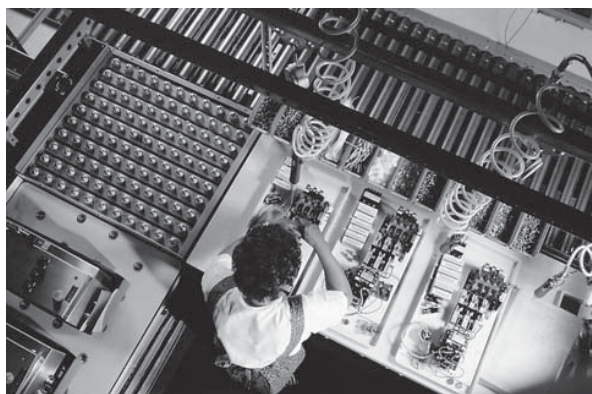


Exercise 5: Interest and Personality Assessment Wrap-up/Interpretation

In the exercise you just completed, you begin to see how your interests, hobbies, and personality are interrelated with each other and the world of work. This exercise gives you a glimpse of how the information derived from self-assessments can assist you with your job search.

As you review your Holland codes, you will want to spend time investigating the various occupations listed under the two or three codes that best describe you according to Holland's theory. You may use a variety of occupational resources in print or on-line to read the occupational descriptions of those you like the most. You will find resources in print at your local library career section, or One-Stop Career Center. For on-line resources you can use the California CareerZone <http://www.CACareerZone.org> or O*NET <http://online.onetcenter.org/>. As you read the occupational descriptions, notice the skills required to do the job. Compare these skills to your skills list. Do you have these skills or would you like to develop these skills?

In Step 3, you will bring together your self-assessments and your world-of-work research to create a tangible picture of possible employment areas and jobs.





Exercise 6: Job Values Inventory

This exercise helps you identify which job qualities you value most.

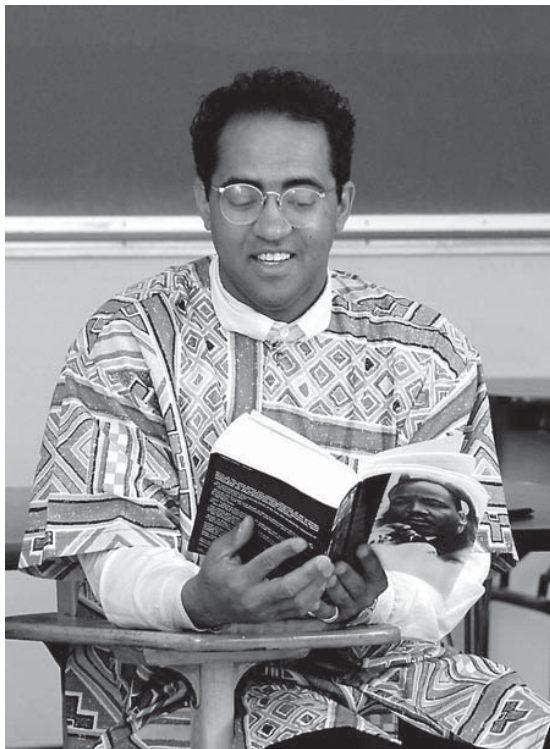
Rank the items below from 1 to 13 with 1 being most important and 13 the least important. Once you begin exploring job possibilities, focus only on jobs that meet your highest ranked values.

- ___ Good salary
- ___ Good benefits (insurance, retirement, etc.)
- ___ Job security
- ___ Work hours that meet your needs
- ___ Satisfactory location
- ___ Compatible coworkers, supervisors, customers
- ___ Opportunity to learn and develop skills
- ___ Challenging and satisfying work
- ___ Good working conditions / environment
- ___ Like / believe in what the organization does
- ___ Chance for promotion / advancement
- ___ Prestige and respect
- ___ Travel

Adapted from Inservice Model for Strengthening Secondary Teachers Skills in Career Counseling, East Texas University

Exercise 6: Job Values Inventory Wrap-up/Interpretation

The importance “job values” can have on your employment happiness cannot be emphasized too much. The top five values you listed can be a starting point when conducting job searches, informational interviews, and when networking. Those values can be a reminder of the type of job you are looking for because they are important and meaningful to you.



Summary Worksheet **Step 1**

This Summary Worksheet for Step 1 should be filled out and placed in your Career Planning Folder. Keep this worksheet, along with the Summary Worksheets for Steps 2 through 4, updated and readily available for continued use throughout your career life journey. In Step 3, you'll learn how to combine information from Steps 1 and 2 and formulate a career plan.



Exercise 2: Characteristics Inventory Summary

List five characteristics you marked “often” that you want to use in a future job.	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	
List five characteristics you marked “rarely” that you might like to use in the future and describe how you will gain experience doing that characteristic.	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Experience Gained 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Summary

Worksheet Step 1 (continued)

Exercise 3: Multiple Intelligences Checklist Summary

List your top three intelligences and explain why.	1. _____ 2. _____ 3. _____	These ranked high because... 1. _____ 2. _____ 3. _____
List your two lowest intelligences and a strategy you can use to strengthen each of them.	1. _____ 2. _____	I can strengthen this intelligence by... 1. _____ 2. _____

Exercise 4: Skills Assessment Summary

List six transferable skills you currently have.	1. _____ 4. _____ 2. _____ 5. _____ 3. _____ 6. _____ Remember, these skills move with you from job to job and remain important before, during, and after getting a job.	
List the technical skills you currently have or want to develop.	1. _____ 3. _____ 2. _____ 4. _____ Remember, those skills that you may use in hobbies can be and are jobs for many people. Perhaps you, too, can turn your hobby into a paying job. (Refer to the section on Entrepreneurship.)	

Summary Worksheet

Step 1 (continued)

Exercise 5: Interest and Personality Assessment Summary

List your two or three "Holland Codes" and at least two occupations within each code you intend on researching for possible jobs.	My Holland Codes are:	

	First code occupations:	1. _____ 2. _____
	Second code occupations:	1. _____ 2. _____
	Third code occupations:	1. _____ 2. _____

Exercise 6: Job Values Inventory Summary

List the top six "job values" you consider very important to have in your job.	Top Six Job Values	
	1. _____	4. _____
	2. _____	5. _____
	3. _____	6. _____
For three of the values listed above, explain why you must have these values represented in the work you choose to do.	I must have these Job Values because	
	1. _____	
	2. _____	
	3. _____	
Your job values may appear in subtle ways within your life, but they may have the most significance in your career. Spending time evaluating their importance can lead to self-understanding and fulfilling work.		

Applying what you now know about yourself to the World of Work!

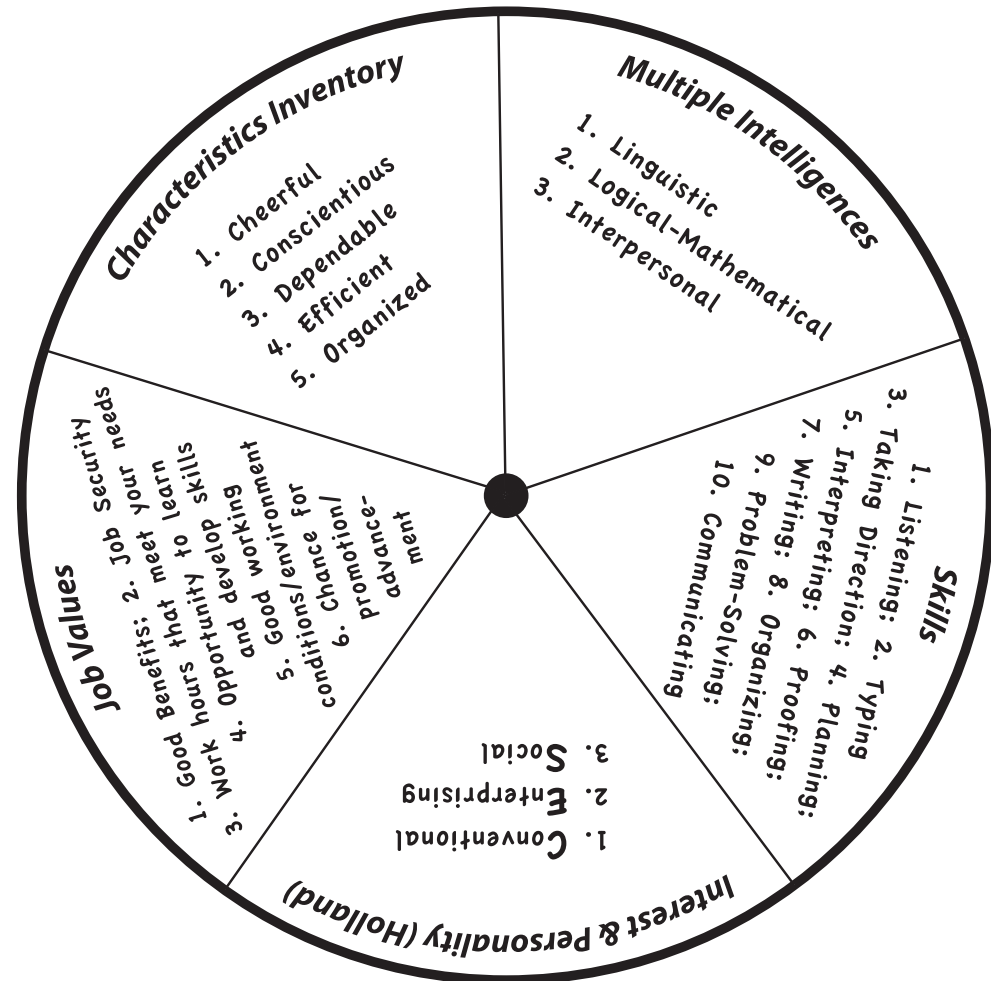
Summary Worksheet

Step 1 (continued)

Sample Self-Assessment Wheel for Administrative Assistant

Exercise 7: Self-Assessment Wheel

The Self-Assessment Wheel can be used to visually summarize how the whole (either the Self, or an occupation) consists of various parts. All these parts work together to create a system that can create a successful match between an occupation and a job seeker. In this sample a job description for an Administrative Assistant job (see next page) is used to fill out a Self-Assessment Wheel putting in the Characteristics Inventory, Multiple Intelligences; Skills; Interests & Personality; and Job Values that an ideal job seeker would possess for this job.



Summary Worksheet

Step 1 (continued)

Exercise 7 (continued)

Sample Job Description

On this page you will find the Administrative Assistant sample job description that was used with the Sample Self-Assessment Wheel on the previous page. The Self-Assessment Wheel details results from the five assessments exercises in this Unit that would create a successful match for the Administrative Assistant job description. Read through the Job Description and the Completed Self-Assessment Wheel. If a job-seeker was considering this position as an administrative assistant, he/she could fill out a blank Self-Assessment Wheel with *their own* assessment results, then compare it to the completed wheel.

TITLE: Administrative Assistant

Hours: Monday –Friday 8:00 am to 5:00 pm; Salary: \$2,050.00 per month; Medical/Dental benefits, Vacation and Sick Pay

MINIMUM QUALIFICATIONS: Requires fundamental written and oral communication skills, excellent English grammar, spelling, and punctuation; an ability to understand office procedures; an ability to operate standard office equipment; an ability to learn office technology systems; an ability to perform basic arithmetic calculations; and typing and keyboard skills. These entry qualifications would normally be obtained through completion of a high school program or its equivalent and some experience in an office environment. May be required to use a variety of office support technology and systems including: one or more word processing and spreadsheet packages; use of a mainframe computer to enter data and generate reports; maintenance of a workstation or PC-based database; and use of electronic and voice mail.

SKILLS AND ABILITIES: Ability to use a PC, electronic typewriter, calculator, copier, fax machine, and scanner.

DUTIES/RESPONSIBILITIES: Under general supervision, this position provides administrative support to the department assigned. The incumbent is responsible for a variety of duties, including arrangement of meetings, typing, duplicating, filing, preparation of routine correspondence, reports and other documents including spreadsheets and tables. The incumbent must provide information and referral services to members of the community in a helpful, efficient and customer-centered manner. The incumbent acts as a back-up receptionist. This position requires the knowledge of, and experience in using PC compatible computer workstations, electronic mail, Microsoft office software such as Access, Excel, PowerPoint, Word, and Outlook.

ESSENTIAL FUNCTIONS:

- Provides clerical support for the department assigned. Acts as a back-up to the receptionist for full front counter coverage.
- Duties include typing, duplicating, filing, preparation of final form of routine correspondence, transmittal letters, reports, and other documents including spreadsheets, tables, and graphs.
- Types memoranda, reports, and publicity flyers; prepares and distributes materials to department personnel.
- Responsible for the development of printed manuals and the ongoing maintenance of written procedures.
- Schedules appointments and meetings for the unit. Transcribe minutes for the bi-monthly managers meeting.
- Order supplies for the unit. Provides secretarial support to the entire unit.
- Acts as a timekeeper for the unit.
- Assists in the preparation of the department course/program schedule for the community, maintains appropriate records, submit for printing in the schedule of classes.
- Represents the department and works as a team for the dissemination of information.
- Answers emails addressed to the Web site and other telephone inquiries.

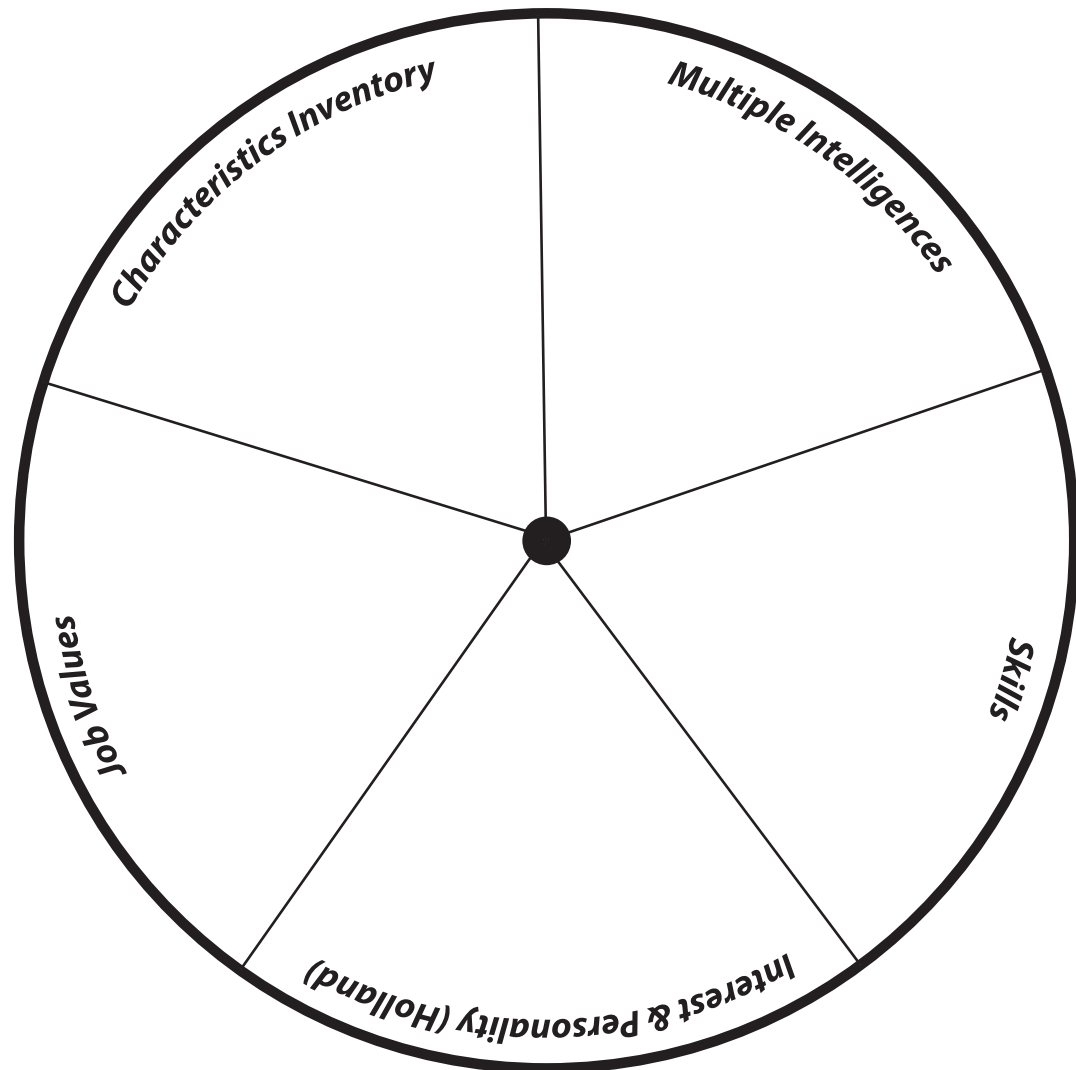
Exercise 7 (continued)**Self-Assessment Wheel**

Now it is your turn to apply what you know about yourself to the World of Work!

- Make multiple copies of the blank Self-Assessment Wheel on this page, or create one of your own on a separate piece of paper.
- Fill out the corresponding self-assessment sections with your assessment results from the five exercises in this Unit.
- During your job search fill out a separate Self-Assessment Wheel with information you can gather from each job description you are considering applying for. Compare the results between the wheel for each job description and your own wheel. Which job descriptions are the best fit for your own wheel? Which ones don't fit?
- When creating your resume and cover letter, you can use the key words from your self-assessment descriptions to help you describe what makes you a good candidate for the positions.

Summary Worksheet

Step 1 (continued)



Transition to Step 2

Now that you've completed six self-assessments, the second step in the Career Planning Process lets you get familiar with the world of work.

Being aware of the issues within the world of work, combined with what you learned about yourself in Step 1, will allow you to see where you fit within the world of work.



Notes



Notes



Investigate the World of Work (Step 2)

- **Why Investigate the World of Work?**

- **How to Explore the World of Work**

- Informational Interviews

- Job Shadowing

- Connecting

- Frequently Asked Questions About Connecting

- **Where to Explore the World of Work**

- California One-Stop Career Centers

- California Community Colleges

- Public Libraries

- Professional Career Counselor Services

- School Career Centers

- Work Experience Programs

- Exploring Online

- **Labor Market Realities**

- What Do Employers Want from Employees

- Education and Training Tends to Pay

Step 2 Summary Worksheet

Transition to Step 3



Why Investigate the World of Work?

You need to investigate the world of work for a number of reasons. The most important is to determine what occupations and jobs best match your skills, interests, values, and personality. You could just comb through the “want ads” in the newspaper, but that’s letting the world randomly match you with a job. To ensure that you find a job in which you will excel and find enjoyment, you must take a proactive role in finding the job that is a good fit.

By investigating the world of work, you’ll learn about the hiring process from the perspective of the employer. You may be surprised when you find their concerns to be quite different from your own. Understanding the employer’s concerns will make you a more competitive job candidate. In the interview, for example, you will be able to verbalize specifically how you can help address the employer’s various concerns.

There are several other important reasons to investigate the world of work:

- You’ll obtain realistic and accurate information about different occupations.
- You’ll have an idea of what educational classes and training to pursue.
- You’ll gain confidence by becoming familiar with the language and concerns of the world of work — an important quality in any job search.
- You’ll hear about the “hidden” job market — jobs that are available but have not been advertised.
- You’ll learn how and where to apply for jobs.
- You’ll make numerous contacts and when you’re ready to look for work, you’ll know who to call.
- You’ll identify work industries that interest you and can use your skills.
- You’ll learn about recent job trends, the fastest-growing jobs, and other information that can affect your career planning.



How to Explore the World of Work

Beginning to explore the opportunities in the vast world of work can be done in a variety of ways. The following pages will provide some detailed examples on how you can complete this task. You'll be glad to learn there is not one "correct" way to do it. How you begin depends on what you know or don't know.

Start your exploration of the world of work by looking back at Exercise 5 in this Guide. Using the Holland two or three code assessment tool, look at the list of jobs that you feel best suits you. Pick a few of the jobs that sound most interesting as a starting point.

Now that you know what job or work industry you are going to investigate, you can complete various tasks, and explore many resources available to you.

- Informational interviews
- Job shadowing
- Connecting/networking
- Library/online research
- School career center
- Newspaper business section
- Business journals

You may want to invest more time in exploring and experiencing work industries by taking advantage of one of the following:

- Internships
- Volunteer work
- Part-time or temporary work

Regardless of where you begin, as you explore, always keep in mind YOUR skills, interests, hobbies, values, and personality preferences.

Helpful Hint: Are the jobs you're investigating a match for your talents and interests? Get feedback, especially from people working in those jobs, and from people who know you well and who can help you evaluate potential matches objectively.



Informational Interviews

Informational interviews can be a great job-hunting resource. They are like job interviews except you ask all the questions about an occupation, not a specific job. You have two goals during the interview. First, learn about the occupation to see if it might suit you. Second, establish a connection with the person you're interviewing. If handled properly, informational interviews can lead to job search suggestions or contacts—even offers!

Benefits

Informational interviews provide many benefits to help you.

- Make a contact — a connection with someone.
- Learn more about the company, industry and job.
- Gain confidence as you practice your interviewing skills.
- Possibly learn about "hidden" (unadvertised) jobs or internships.

Who to Ask

Interviews take time, so target only individuals who have occupations you really want to pursue. You might ask:

- Friends, family, neighbors, supervisors, coworkers, and anyone they know.
- People listed in the yellow pages or association directories.

Guidelines

Here are some general guidelines for the interview:

- Interview three people for each occupation of interest.
- When you call, say how you got that person's name.
- Explain that you're seeking information and guidance.
- Ask to meet for 20 minutes and stick to it (wear a watch).
- Bring paper and pen with you and take notes.
- Research the occupations and organization beforehand as you would for a job interview.
- Dress and act as you would at a job interview.
- DON'T ask the person for a job in any way.

Questions to Ask

Since you probably don't have much time, pick only a few important questions to ask. Here are some ideas:

- How did you get into this type of work? This job?
- What type of preparation/education/training did you have? What is required?
- What do you enjoy the most? The least?
- What three skills do you use most often?
- Describe a typical day or week.
- What motivates you?
- Describe difficulties you regularly face on the job.
- What are the advancement opportunities and limits?
- How does a person usually progress in this field?
- What must a person know to stay competitive?
- What's the economic outlook for this career?
- How does your job affect your home life?
- What are typical entry-level job titles and duties?
- How do you suggest I learn more about this field?
- Here are my strengths. How do they fit in this field?

Afterwards

When your scheduled time is almost up, end the interview with these suggested hints.

- Before you leave, thank the person.
- Ask for referrals to others who might be available for an informational interview.
- Get his or her business card.
- Immediately send a thank you note.
- Evaluate how well you conducted the interview.
- Decide how to weigh what the interviewee said. Take what you heard with a grain of salt and trust your own judgment.
- Review the notes you took and decide on your next step.
- When you eventually do get a job, tell your interviewees about it—they'll want to know how your search ended!

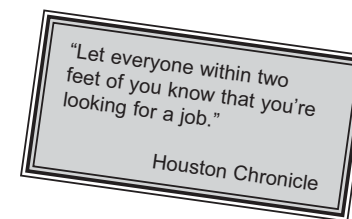
Job Shadowing

Job Shadowing is another great way to learn about a job. It involves spending time with someone who's actually doing the work (or volunteering to help out in the workplace). Again, check out the programs available through your current or future school. The website www.jobshadow.org has information on job shadowing for young students.



Connecting

Most people get jobs because they have “connections.” This isn’t “cheating.” It’s the best way to find work. Connecting is the process of giving and receiving in all your relationships. Connecting means knowing people, helping them, and letting them help you. And it goes on before, during, and after your job search. Job hunting simply makes the process more deliberate. Question: With whom should you connect? Answer: Everyone you know and meet.



Who: Connect with everyone you know and meet, including:

- Friends
- Family
- Teachers
- Your neighbors, hairdresser, grocery store manager, and community leaders
- Your children’s teachers and friends’ parents
- Everyone those people know

Focus especially on people who work in the fields or organizations where you want to work.

How: During the job search, connect with a purpose.

- Tell everyone you know and meet about your job search and where you’re applying.
- Ask if they know anyone who might have information about openings.
- Meet as many new people as possible. Accept all invitations to social gatherings and be open-minded.
- Do volunteer work; it’s a great way to make contacts.
- Join professional organizations in your field.
- Schedule informational interviews.
- Promptly return every phone call you receive.
- Keep track of every person you meet. Write notes to remind you of opportunities, shared interests, and any follow-up you need to do.
- Be honest, respectful, and responsible with each person you meet—don’t use anyone.
- Be genuine!

- Ask for help: Be specific about what you need (such as, information or a referral) and ask for only one thing at a time.
- Set and keep goals, such as “I will make three contacts today.”
- Put others’ opinions in perspective (their experience may not paint the whole picture).
- Put others’ needs first—meet where and when they want.
- Be appreciative. For example, do a favor for someone who really helps you or pay for his or her lunch.
- Send thank you notes and follow-up letters after meeting with someone.
- When you refer someone to a friend, notify your friend and thank him in advance.
- Update the people who have helped you on your progress.
- Keep making and maintaining connections once you’re employed; it makes the next job hunt easier.
- Stay in contact with e-mails, calls, and holiday greetings.
- Mentoring — Find someone to guide you in your school and career directions. Check out the programs available through your current or future school, as well as this site: <http://www.peer.ca/mentor.html>
- Interning — A great way to test your career plan is through an internship. Paid or voluntary, you get to work in the job or occupation that you’re interested in while you’re in school and, occasionally, right after you graduate.

Connecting (continued)

Ask Yourself: Who Do I Know?

Inner Circle
Family, friends, and neighbors



School
Teachers, counselors, office staff, students' parents, fellow students, maintenance staff, and administrators



Services
Hairstylist, postal carrier, dry cleaner, butcher, mechanic, accountant, and travel agent



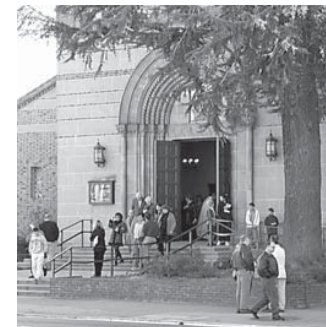
Work
Former supervisors, co-workers, and professional association members



Recreation
Coaches, gym staff, team members, and hobby partners



Community
Volunteer organization members, self-help group members, and religious community staff and members



Yourself

Frequently Asked Questions About Connecting

Here are answers to some questions you may have about connecting:

What if I don't know many people?

You probably know more than you realize. Use the graphic on the preceding page to jog your memory.

How do I use connecting for job hunting?

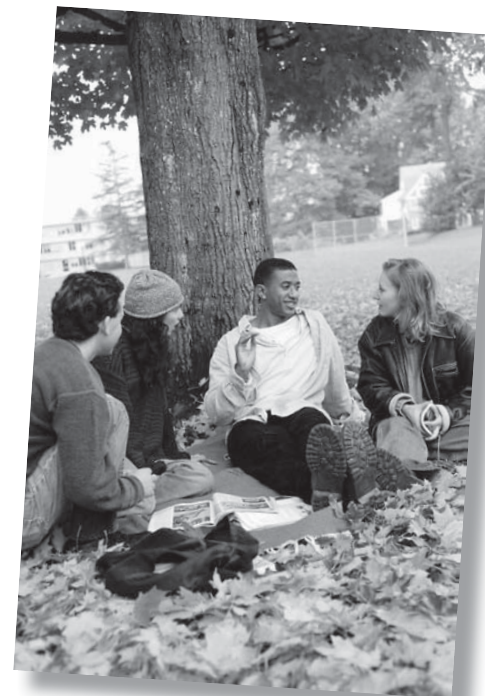
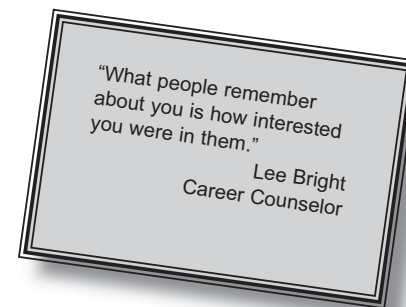
Here is a simple plan:

1. List 25 people with whom you could talk about your search and your abilities. Use the graphic on the preceding page to make your list. Include people from different backgrounds and different lines of work.
2. Start with the people who have changed jobs in the past three years; they can best relate to your situation.
3. Talk to all 25 people about the type of job you want. Ask if they have any information that could help you or if they know someone who does.
4. Thank each person, follow-up on the information, let them know how it turned out, and offer to help them when they need it.
5. Return the favor: Help them when they need it!

How do I combine connecting with other methods?

Connecting and prospecting, for instance, go hand-in-hand.

1. If you know where you want to work, you can start there and try to connect with people in that organization. For example, if you want to work at Southwest Airlines, you might ask everyone you know if they have a friend or relative who works there.
2. If you get the name of someone who works where you want to work, contact that person and ask about possible positions. Ask to meet him or her. Send a thank you note for that person's time, even if it doesn't seem to lead anywhere. Ask them to refer you to someone else who might have more information about openings. Eventually, you'll find the information you need.



Where to Explore the World of Work

The following section offers a variety of places where you can go to get help with your world of work exploration.

California One-Stop Career Centers

California One-Stop Career Centers are located in virtually every community in California. At these centers job and career seekers can find:

- job search resources
- career development information
- labor market information
- education and training program information
- unemployment benefits (in some cases)
- seminars on topics such as interview preparation, résumé writing, skills analysis for career transition, networking, “hot jobs,” and local labor market trends
- the space for you to work independently or with staff assistance

Some California One-Stop Career Centers’ resource rooms are equipped with fax machines and computers that provide access to software programs, links to Internet resources, career development materials, information about training programs, training providers, and job listings. Your community may even have access to a mobile One-Stop.

The One-Stop Career Center staff is dedicated to helping you overcome any barriers to employment that you may have. Best of all, their services are usually free.

To find your closest California One-Stop Career Center, visit California WorkNet-One-Stop Career Center System: www.edd.ca.gov/one-stop/pic.htm. The website also has plenty of helpful information for career seekers and includes links to resources that can make your job search a success.

California Community Colleges

Your local community college provides counselors who are professionally trained to assist students in educational planning, career decisions, and personal development. In addition, most community colleges have computerized guidance systems, occupational information, job search assistance, and career planning courses available to all students. While using these services, students can develop the skills necessary for future career investigation and decision-making. These services are designed to inform and assist students in making appropriate and satisfying career choices.

To find a listing of community colleges located throughout California, visit <http://www.cccco.edu/tabid/832/Default.aspx>.



Where to Explore the World of Work (continued)

Public Libraries

Your local public library has a wealth of career-related information, including job-hunting books, publications about specific companies, and staff trained to help you conduct research on any topic.

To locate California Public Libraries near you, visit <http://www.publiclibraries.com/california.htm>

Professional Career Counselor Services

Career development can sometimes seem like a lonely business but the truth is that you're not alone. Beyond your support network, there are plenty of professionals whose business it is to assist you in your career development. Use them! Their expertise and support will help bring you out of isolation and motivate you on your search. You can find professional career counselors in your area listed in the yellow pages. You can also find career counselors listed on the Internet website for The California Registry of Professional Counselors and Paraprofessionals at <http://www.california-registry.org>.

School Career Centers

Ask your school counselor about resources that are available to you on your campus. You may find resources in the counselor's office or in a career guidance center to help you prepare for your future education and training.

Work Experience Programs

The high school and community college Work Experience Education program can help you choose a career path wisely, prepare you for full-time employment, and learn how to work in ways that are successful and rewarding to you. Students who participate in the Work Experience Education program link their academic studies to the world of work, and develop skills, habits, and attitudes conducive to job success and personal growth.



Where to Explore the World of Work (continued)

Exploring Online

There are many online resources that will help with career, job, and occupational searches. They include labor market information (e.g., wages, job growth, and decline), training and education providers, increasing employability skills, and so on.

Because these resources and their Internet addresses change fairly frequently, please visit the resources section of the California Career Resource Network website (<http://www.californiacareers.info/resource.html>), or the California CareerZone (<http://www.cacareerzone.com/flash/resources/index.html>). At these sites, you will find a comprehensive listing of online resources in an array of related subjects, including:

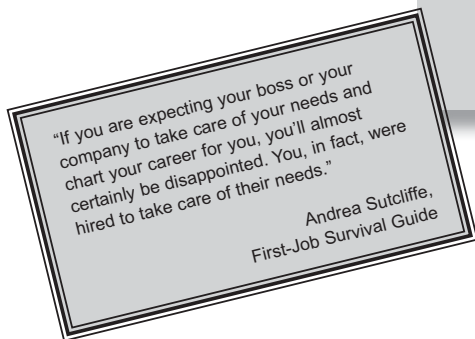
- Budgeting and Economics
- CA Job/Occupation Educators and Trainers
- Career Counseling
- Career Development Resources
- Career Related Associations
- CDE Career/Work-Related Initiatives
- Educational Sites
- Self Assessment
- Job Listings
- Job Search Preparation
- Labor Market Information
- Life Long Learning
- Special Needs
- Workforce Development



Proprietary Career Information & Planning Online Options

A school, college, university, or community agency near you may have licensed proprietary software that delivers career assessment and guidance tools that you might be able to use.

Examples of such commercial career information delivery systems are: EUREKA, CIS, Bridges, Career Explorer, and Coin.



Labor Market Realities

Keep the following trends in mind as you search for your next job and consider your career development journey. They will give you perspective and help you make realistic decisions about your future. They can also help with your SWOT analysis described in the next section of this Guide.

Lifelong employability — Strive to be employable—to have the skills that employers value—so you can find work easily even if you get laid off. Don't expect to have lifelong employment, especially with one company.

Diversity — Appreciate and work with cultural differences. Employers value this skill because the labor market has more women, older people and people of different races and ethnic groups than ever before.

Computer skills — Develop strong computer skills and update them regularly. Every industry prefers workers who have these skills.

Math, Science, and English — Develop strong math, science, and communication skills. Employers always need people with these skills.

Customer service — Always demonstrate a positive, helpful attitude toward customers, supervisors, and coworkers. Employers value good customer service skills because gaining and maintaining customers is crucial, especially in a weak economy.

Economic awareness — Pay attention to the local, national, and global market. Jobs are created and destroyed because of technological advances, the economy, and corporate restructuring. Prepare for it.

Post high school education — Obtain an education beyond a high school diploma. It's the number one way to achieve and maintain a middle class lifestyle or, in many cases, to be self-supporting. With an advanced education you will remain employable.

Continuous learning — Constantly upgrade your skills. Employers want to know what you've learned recently, not what degree you earned ten years ago.

Education costs — Find employers who will train you. Since the price of college and technical education will continue to rise faster than inflation, academic help is valuable.

(more)

Labor Market Realities (continued)

Flattened wages — Be aware that many organizations are willing to replace long-term employees with younger, less-expensive workers. This practice has kept wages flat.

Doing what you love — Focus on work that fulfills and interests you when you begin long-term employment planning. Since job security doesn't exist, you might as well enjoy what you do while you can do it!

Not just 9-5 — Be aware of the pressure to work long hours. Flex-time, telecommuting, and cell phones have blurred the lines between work and home. Americans work more hours than people in any other industrialized country.

Employer as client — Embrace the new relationship employees have with employers, such as the one that resembles a professional athlete's free agency. For instance, "I'll provide my knowledge, skills, and abilities in exchange for wages and benefits as long as it suits both of us. The relationship ends when one of us wants out or the contract expires."

High turnover — Expect to have many jobs and to work in several different occupational areas over a lifetime of work. The old career ladders no longer apply in most occupations, which means you have to make your own decisions about what sort of career path (and therefore training) you need.

Contingency workforce — Realize that you may become part of the temporary or contract workforce, now the norm at many companies. That means you'll have lots of flexibility but few benefits and absolutely no security.

Global competition — Prepare yourself to compete with people worldwide for certain jobs. With the Internet, companies can hire people overseas to do the work for them but remain in their homelands. It's a small, small world!

What Do Employers Want from Employees?

Analytical Thinking — The ability to generate and weigh a number of alternative solutions and to make a sound decision regarding a plan of action.

Researching — The ability to search for needed data and to use references to obtain appropriate information.

Organizing — The ability to arrange systems and routines to maintain order.

Speaking — The ability to express oneself fluently and intelligently.

Writing — The ability to use proper spelling and grammar to express ideas.

Human Relations and Interpersonal Skills — The ability to relate well to persons from varied backgrounds.

Quantitative and Scientific Reasoning — An understanding of the basic concepts and principles of mathematical and scientific processes.

Ethical Applications — The ability to apply moral standards and appreciate values in the work setting.

Technology Competency — The ability to apply basic principles of technology, including keyboarding and data manipulation.

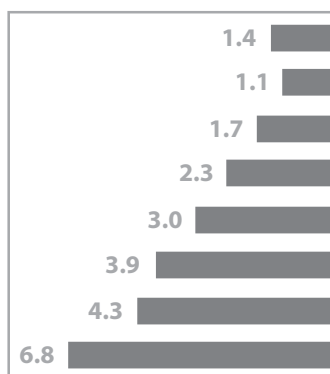
Career Planning — The cultivation of a personal sense of direction and desire for improvement, including a willingness to learn.

Source: Virginia Labor Commission

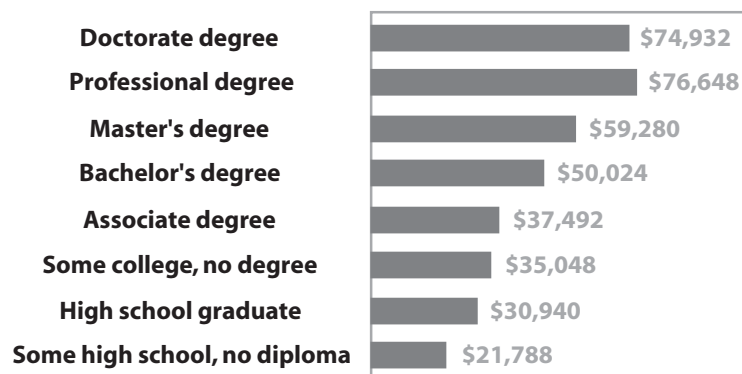
Labor Market Realities (continued)

Education and Training Tends to Pay More and Provide Greater Employment Stability

Unemployment Rate 2006



Median Earnings 2006



Note: Data are 2006 annual averages for persons age 25 and over. Earnings are for full-time wage and salaried workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey

For more information on education and training requirements, and on earnings for occupations in California, visit <http://www.CACareerZone.org>. To get an idea about the lifestyle these earnings will support in California, visit <http://www.CaliforniaRealityCheck.com>.

"The shortest route to the good life involves building the confidence that you can live happily within your means while doing work you truly love."

Po Bronson, "What Should I do With My Life? The True Story of People Who Answered the Ultimate Question." Random House, January 2003.

Summary Worksheet

Step 2

The Summary Worksheet for Step 2 provides a snapshot of areas for you to explore and gain information about the work industry(s) you may enjoy. As you explore the various ways of investigating the world of work, you may need to create several Summary Worksheets for this step, and refer back to the information often.

How will you go about investigating the world of work?

- Explore the job and labor market?
- Connect by networking with people?
- Conduct informational interviews?
- Volunteer in your spare time?

These are a few of the ways you can gain knowledge, and experience about, the work industry(s) you are interested in and keep this information in your Career Planning Folder for future reference.

Websites I will use to explore the work industry I am interested in are: 1. _____ 2. _____ 3. _____ 4. _____	Names of friends/family who work in, or know others in, the work field I am interested in are: 1. _____ 2. _____ 3. _____ 4. _____
People and companies I will do informational interviews with are: 1. _____ 2. _____ 3. _____ 4. _____	Places I could volunteer are: 1. _____ 2. _____ 3. _____ 4. _____

Transition to Step 3

Do you have more information than you know what to do with? Don't worry! In Step 3, you'll put together what you know from Steps 1 and 2 and begin to develop your actual career plan.

Notes





Use What You Have Learned (Step 3)

- **Why and How to Use the Information**
- **The Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis**
- **Education and Training Needs**
 - Adult Schools
 - California Community Colleges
 - California Career Technical Education
 - California One-Stop Career Centers
 - California High School Proficiency Examination (CHSPE)
 - College Outreach Programs
 - Community Service Learning Opportunities
 - General Educational Development (GED) Tests
 - Private Career and Technical Schools
 - Regional Occupational Centers and Programs (ROCP)
 - Tech Prep (Technical Preparation Education)
 - Work Experience Education Programs
- **Financial Assistance with Schooling**
- **Living Within Your Means**
 - Exercise 8: Financial Needs Assessment

Step 3 Summary Worksheet

Transition to Step 4

Why and How to Use the Information

You now have reams of information: your skills, interests, values, personality characteristics, and information about jobs and/or job industries that interest you. If this information seems unrelated, it's not!

In Step 2, you started—at least in your mind—to consider how information about yourself and the world of work fit together. Step 3 will formalize the process of “matching”, or synthesizing the information you’ve gathered. This comparison will enable you to evaluate which jobs are the best fit and hold the most potential for you. In addition, Step 3 will identify any education and training gaps you have that would keep you from pursuing the occupations you investigated in Step 2.



Chances are the matching process will produce more than one possibility for you. Other factors, such as the amount of education necessary and whether you need to earn a living right away, will help you determine your choice among the possibilities. Once you select an area, you can chart your employment path. Do you need more education or training? Are you qualified to do that type of work now? If so, a job search is your next step.

Complete the activity on the following page to synthesize your information. Select a job or work industry and create an action plan to get you moving along your chosen path. A **Career Action Plan** assists you in creating a step-by-step process of completing various tasks to help you reach your goals. Some of your goals may be getting into the school of your choice, getting an internship, or attaining employment. A **Career Action Plan** can be thought of as a “Check List In Progress.”



The Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

The SWOT Analysis addresses every area of your career situation. As the box on the next page reveals, SWOT stands for Strengths, Weaknesses, Opportunities and Threats, and it helps you see if the job you seek is a good match and a good idea. If it's not, you may want to pick another!

Doing a SWOT Analysis requires you to analyze all you've learned. Your experience with completing assessments, compiling information for your Career Planning Folder, and investigating the world of work should have given you an idea of what type of job to seek. The SWOT Analysis and Gap Analysis will help you decide if this is the work for you.

In addition to the information gathered from Steps 1 and 2, the SWOT Analysis and Gap Analysis will be used in creating your **Career Action Plan**. Creating a **Career Action Plan** will be explained further in Step 4.



Do a SWOT Analysis

First, compare your personal strengths and weaknesses with the job requirements. You don't have to be an exact match but you need to be fairly close.

Helpful Hint: You can use the occupations listed within your 2 or 3 Holland Codes discussed in Step 1.

Next, identify challenges and opportunities in your career area. For example, will this occupation soon disappear as technological advances render it obsolete? If so, choose another job type! You can get information about occupational challenges and opportunities from the Occupational Information Handbook, California Occupational Guides, and Occupational Outlook Reports. If the job type seems promising, do a Gap Analysis.

Fill in the Gaps

Use what you learned in the SWOT Analysis to focus on the part you have control over: personal weaknesses, especially those that education and training can improve. If, for instance, the job you want is viable but you lack certain skills that it requires, develop an action plan to help you attain them. If you lack personal characteristics, such as honesty, begin working TODAY to improve yourself. Use the Gap Analysis and Action Plan as your guide.

Be realistic. If the gap between your strengths and the job requirements is great, focus on other work in the short term. You can train for that other job down the road.

SWOT Analysis (continued)

SWOT ANALYSIS		
INTERNAL you can control	Strengths you have • skills, knowledge, abilities • work experience • positive characteristics • network of connections	Weaknesses you have • lack of certain skills, etc. • lack of certain experience • negative characteristics • lack of goals and/or education
	Opportunities in your career field • likelihood of job growth • chances to increase skills • chances for advancement	Threats in your career field • likelihood of downsizing • amount of competition for jobs • dead-end type of work

Use the SWOT Analysis to make sure you're in the right direction and the Gap Analysis to guide you to your goal.

GAP ANALYSIS and CAREER ACTION PLAN					
Employer Needs (job requirements)	I have (skills, knowledge)	Gaps (difference)	Action Needed (steps to bridge gap)	Who Can Help? (people I know)	Timeframe (start/finish)
Spreadsheet software knowledge	Know only word processing software	Software knowledge	Enroll and complete short spreadsheet training class at community college	Sylvia will baby-sit while I'm at class; I can borrow Sam's laptop to practice.	June 5 - July 8

Examples

The result is:

The type of job I'm looking for is: _____

Education and Training Needs

Completing Steps 1 and 2 assisted you in self-exploration, and investigating the world of work. Step 3 provides information on where you can go to acquire additional education and/or training experience. In addition, you will find an Exercise 7 titled: “Financial Needs Assessment,” which identifies the amount of money you will need to live comfortably.

Numerous educational and training opportunities are available to young people. Programs range in length, location, cost, size, eligibility requirements, and career focus. Interested students should be resourceful and creative in discovering information. Search the Internet, skim the Yellow Pages, visit career centers, network with family and friends, and seek assistance of school counselors, career counselors, mentors, and teachers.

Much of the following learning information is adapted from the “Getting Ready for Life After High School” guide published by the Los Angeles County Office of Education (<http://www.schoolguides.org>). It will give you many options available in California to pursue more education.

Adult Schools <http://www.cde.ca.gov/sp/ae/ds/>

Many school districts across California operate adult schools offering high quality education in a user-friendly environment. Programs include vocational training, adult high school diploma, GED test preparation and English as a Second Language. The variety of vocational courses differ from district to district.

High School students can enroll to make up credits towards graduation or to enrich their high school program. They must have a written release from their high school counselor and be enrolled in a full six-period day at their home high school. To be eligible, a meeting with the student's high school counselor and their parents is mandatory.

Adult schools offer flexible schedules. Many classes are “open entry” and students can enroll at any time during the school year. The high school diploma program meets all California requirements as well as those of the local district. Included in the program of adult schools is a wide range of “courses for older adults.” Any adult 18 years of age or older can take high interest courses such as upholstery, ceramics, estate planning and may more.

Some examples of popular classes are:

- Medical Assistant
- Optometric Assistant
- Office Technology
- Automotive
- Banking Technology
- Home Construction





California Community Colleges

<http://www.cccco.edu>

Community colleges are publicly supported and locally oriented colleges that offer programs for transfer to a four-year college, career education programs, remedial or “catch-up” programs for students who lack a strong educational background, and continuing education for cultural growth, life enrichment, and skills improvement. Any high school graduate is eligible for admission to a community college. However, you do not have to have a high school diploma as long as you are over eighteen years of age and can benefit from instruction. Also, high school students may be permitted to enroll for “advanced placement” courses, provided they have the consent of their school principal and their college president and meet grade-point requirements. The website for the Chancellor’s Office contains information about all of the community colleges in California. The Taxonomy of Programs database provides details about all the programs offered in the community colleges in the State.

Community College Concurrent Enrollment

High school students seeking college enrichment courses not available in high school or a technical career preparation program, may enroll in community college. Tuition is free, but students pay for books and supplies. Students must have the approval of parents, counselors, and high school principals to enroll. For more information, check with your school counselor.

Early College High Schools and Middle College High Schools

<http://www.earlycolleges.org>

<http://www.middlecollegefoundation.org/mc.htm>

Many California school districts have established either Early or Middle College High Schools. These high schools are located on or near college campuses (primarily community colleges) and they enable students to take both high school and college courses. This enables a student to obtain a high school diploma and either an Associate of Arts degree or the completion of a significant number of courses that qualify for transfer to a four-year college program.

Education and Training Needs (continued)

California Career Technical Education

Career Technical Education (CTE) is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

California high schools have developed CTE programs, some may include only a few CTE courses, while others may include Career pathways and/or Academies. Career Pathways typically are organized around broad industry areas such as health, media, or science and engineering. They combine rigorous academics with real world applications so that learning is more relevant to everyday life and future careers. Academic classes are combined with classes that focus on occupational skill development. Programs emphasize learning in the community and the workplace through work-based learning internships, job shadow experiences, meeting with career mentors, etc.

Counseling and guidance focuses on identifying interests, skills and abilities. Students can set and meet their long-term educational and career goals. From these experiences, students are able to determine which postsecondary option is best for them: university, community college, apprenticeship programs, military, trade schools, etc.

The CTE system may include ROCP classes and Technical Preparation programs (listed below). If you are not already part of an Academy or Career Pathway, talk to your school counselor or teachers about CTE opportunities at your school.

Career Technical Education Framework for Public Schools

<http://www.cde.ca.gov/re/pn/fd/documents/cteframework.pdf>

The Framework was developed with teachers in mind but has information that will be of interest to students. Part II contains information about all 58 California CTE pathways, including information about the occupations students may be able to enter after completing a CTE program. Most occupations will require some training and education after high school.

California Career Technical Student Organizations

Information regarding Distributive Education Clubs of America (DECA), FHA-Hero, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and Skills USA.

DECA: An Association of Marketing Students

<http://www.cadeca.org/>

California DECA is a student organization whose program of leadership and personal development is designed specifically for students interested in marketing, management, and entrepreneurship.

FHA-HERO

<http://www.hect.org/fhahero>

FHA-HERO is the pro-professional organization for Home Economics Careers and Technology education students in grades 6-12.

Education and Training Needs (continued)

California Career Technical Education *(Continued)*

Future Business Leaders of America (FBLA)

<http://www.cafbla.org>

FBLA is a student organization for student leaders preparing for careers in business.

Future Farmers of America (FFA)

<http://www.calaged.org/>

FFA is a national student organization for agriculture education students in grades 9-12.

Health Occupations Students of America (HOSA)

<http://www.cal-hosa.org>

A student organization whose mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people.

SkillsUSA

<http://www.casusa.org/>

SkillsUSA is a national student organization for industrial and technical education programs.

California One-Stop Career Centers

<http://www.edd.ca.gov/one-stop/pic.htm>

California One-Stop Career Centers can link you with the education and training providers in your community. Whether in an office building, mobile van, or kiosk, information is available to assist you in identifying education and training opportunities in your community and throughout the State. One-Stop Career Centers are the nation's publically-funded resource for jobseekers and businesses. Find jobs — from entry level to technical to professional to CEO. Locate public workforce services in your area. Explore alternative career paths, compare salary data for different occupations, learn which careers are hot, get resume writing tips, job interview strategies, and much more!



California High School Proficiency Examination (CHSPE)

<http://www.chspe.net>

The California High School Proficiency Examination (CHSPE) is a program established by California law (Education Code Section 48412). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language arts section and a mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by State law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school).

All persons and institutions subject to California law that require a high school diploma for any purpose must accept the certificate as satisfying the requirement. Although federal government agencies are not bound by State laws, the U.S. Office of Personnel Management has ruled that the Certificate of Proficiency shall be accepted in applications for federal civilian employment. Military service policies vary. Check with your recruiter for details. If you are planning to attend a university or college, contact the individual institutions to verify entrance requirements.

Passing the CHSPE does **not**, by itself, exempt minors from attending school. Minors who have a Certificate of Proficiency **must also** have verified parent/guardian permission to stop attending school. Many students who pass the CHSPE continue to attend school. State law provides that, if you leave school after passing the CHSPE and are no more than 18 years old, you may enroll in the district in which you were registered with no adverse consequences. If you do re-enroll you may be required to meet new or additional requirements established since you were previously enrolled. If you re-enroll and then leave school again, you may be denied re-admittance until the beginning of the following semester. Contact your guidance counselor or school administrator for further information and details about leaving school after passing the CHSPE.



Education and Training Needs (continued)

College Outreach Programs

College Outreach Programs are designed to increase the number of high school graduates with the motivation and academic preparation to enter colleges and universities. Each program provides a variety of services to assist students in preparing for and gaining admission to a college or university.

California Community Colleges

EOPS (Extended Opportunity Programs and Services) serves educationally and economically disadvantaged students. Services include admission and registration assistance, financial aid, counseling, tutoring, and assistance in transferring to a four-year college.

University of California

<http://www.eaop.org/>

EAOP (Early Academic Outreach Program) offers this program to increase the number of low income and educationally disadvantaged students (grades 8-12) eligible for UC admission. EAOP helps California's educationally disadvantaged students turn dreams into reality. It provides academic advising, role models, financial aid information, college and/or career opportunities, parent meetings, campus tours and academic enrichment programs.

UC American Indian Counselors and Recruiters Association promotes academic preparation and a strong community foundation for Native American Indians in California. Counselors educate students and parents about UC opportunities and facilitate a smooth transition into the UC system. College Motivation Programs are held annually. Contact the admissions office.

UC and CSU Campuses

EOP (Educational Opportunity Program) encourages the enrollment of low income and educationally disadvantaged students by assisting them with admissions and by providing support services — academic counseling, tutoring, career guidance and, at some campuses, an EOP grant.

California State University

<http://www.calstate.edu/SAS/>

SAS (Student Academic Support) provides comprehensive outreach services to inform students and parents about admissions, financial aid and educational opportunities available at CSU campuses. Activities include presentations at school sites, parent nights and outreach events with admissions and financial aid staff.

University Students Providing Academic Assistance helps low-income and educationally disadvantaged K-12 students by strengthening their English and math skills. CSU students advise students regarding admissions, career opportunities, financial aid as well as academic programs.

California Student Opportunity and Access Program (Cal-SOAP) Outreach <http://www.csac.ca.gov/doc.asp?id=205>

Located across the State, these projects share two goals: to provide college information and to raise the achievement levels of elementary and secondary school students with low eligibility attend a California higher education institution. Many of the projects assist students with preparation for admission tests, development of academic skills, and career planning.

Puente Project <http://www.puente.net/>

Puente programs serve students in 38 community colleges and 32 high schools throughout California. The Project's mission is to increase the number of educationally under-served students to enroll in four-year universities, earn college degrees and return to the community as mentors and leaders. Puente provides teaching, counseling and mentoring for its students.

(more)

Education and Training Needs (continued)

College Outreach Programs — California State University (Continued)

MESA (Mathematics, Engineering, Science Achievement) <http://www.mesa.ucop.edu/home.html>; Statewide office (510) 987-9337

MESA is an academic enrichment program that serves educationally disadvantaged students with an emphasis on students from groups with low rates of college eligibility so they excel in math and science and attain math-based degrees from four-year institutions. MESA helps students from elementary through university levels to excel in math and science and attain degrees in math-based fields. MESA offers academic enrichment, financial counseling, group study techniques, career opportunities and family involvement. Centers are located on public and private campuses as well as at American Indian education sites.

ABC (A Better Chance, Inc.) <http://www.abetterchance.org/> Northern California Chapter (510) 763-0333

The goal of this program is to substantially increase the number of well-educated minority youth capable of assuming positions of responsibility and leadership in American society. Students can be recommended or they may apply directly.

AVID (Advancement Via Individual Determination) <http://www.avidonline.org/>

AVID assists middle and high school students to enter and succeed in four-year colleges and universities. Many students with the potential to succeed in college need extra encouragement and academic assistance. AVID provides academic preparation for entrance into college, study-skills for college-level work, awareness of career possibilities and encouragement to follow their dreams.

Office of Postsecondary Education-Programs (TRIO) <http://www.ed.gov/about/offices/list/ope/trio/index.html>

Talent Search identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program helps students prepare college applications, provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice.

Upward Bound serves high school students from low-income families, high school students from families in which neither parent holds a bachelors degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education. Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits.



Education and Training Needs (continued)

Community Service Learning Opportunities

CCC (California Conservation Corps) <http://www.ccc.ca.gov/>
800-952-JOBS (5627)

California residents between the ages of 18 and 23 can be part of the CCC. In the Corps, you can protect and enhance California's environment and communities while having a wide variety of work, public service, learning, cultural and personal growth experiences. CCC has a dual mission: 1) the employment and development of youth and 2) the protection and enhancement of the State's natural resources.

AmeriCorps <http://www.americorps.org/>

This national service program provides the opportunity to spend a year serving in California communities. In return, AmeriCorps members receive an education award to help pay for college or pay back student loans.

Serving Communities and Country

http://www.nationalservice.gov/home/site_map/index.asp

This program provides schools, colleges, and community organizations with grants for service-learning that helps make it possible for California students from kindergarten through college to meet community needs while improving their civic and academic skills and learning the habits of good citizenship.

U.S. Job Corps <http://jobcorps.dol.gov/> (800) 733-5627

Educational and vocational training for men and women (ages 16-24). Training centers are located in California, Arizona, Nevada, Oregon, Utah and Washington. Job Corps services are available to individuals with disabilities.

General Educational Development (GED) Tests — <http://www.cde.ca.gov/ta/tg/gd/> or 916-445-9438

General Educational Development (GED) offers a high school equivalency diploma to students who pass a series of five tests that take 7.5 hours to complete. They are:

1. Language Arts, Writing (parts 1 and 2)
2. Social Studies
3. Science
4. Language Arts, Reading
5. Mathematics (parts 1 and 2)

Employers and colleges accept the GED Tests as the equivalent of a high school diploma. The tests are available in multiple sites throughout California, mostly in adult schools.

The questions in each of the tests require general knowledge and critical thinking skills. About one-third of graduating high school seniors do not pass the test.

Individuals who are 18 years of age or within 60 days of their 18th birthday may test regardless of school enrollment status. Persons who are 17 years of age may test under special circumstances.

Many adult schools and community college programs offer test preparation services. Contact your local high school counseling office or adult school for details.

Education and Training Needs (continued)

Private Career and Technical Schools

(Postsecondary Students)

Private and technical schools offer a variety of training programs to meet industry needs. Courses vary in length and in cost. Some examples are construction, automotive mechanics, drafting, cosmetology, business, computer science, engineering technology, communication technology, health, nursing and environmental technology.

Public or Private?

For some students, a private school may be more appropriate than a public institution. Private conservatories of music permit a student to specialize more narrowly in the study of music than do public institutions. Private schools may save time; for example, private beauty schools offer cosmetology as a course which can be completed in about ten months, whereas the program at community colleges may require two years to complete. Costs can range from \$300 to \$25,000; the length of a course can vary from a few weeks to two years. Since similar training may be available at a Regional Occupational Program or a community college, compare costs, time and reputations of school programs before making a decision.

California Training Providers and Programs

<http://www.labormarketinfo.edd.ca.gov/article.asp?ArticleId=50&SubId=&PageId=&Visited=true>

The California Employment Development Department maintains two lists of training providers for California:

California Training Information System (CTIS) (<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/traprovidersselection.asp?menuchoice=traproviders>) is a general list of training providers and the programs they offer. CTIS is used by individuals seeking a general list of where they can find training for career advancement or job development. You can search for training providers by name, occupation, county, school type, or programs offered.

State of California Eligible Training Provider List (ETPL) (<http://etpl.edd.ca.gov/wiaetplind.htm>) was established in compliance with the Workforce Investment Act (WIA) of 1998. Training providers who are eligible to receive Individual Training Accounts (ITAs) through WIA Title I-B funds are listed on the ETPL. The purpose of the ETPL is to provide customer-focused employment training for adults and dislocated workers. Individuals interested in training services should contact their local One-Stop Center.

Additional Internet sources for training and education provider information are:

- California Career Resource Network (CalCRN)
<http://www.californiacareers.info>
- California Community Colleges Chancellor's Office
<http://www.cccco.edu>
- California Postsecondary Education Commission
<http://www.cpec.ca.gov/>
- California State University System
<http://www.calstate.edu/>
- University of California
<http://www.ucop.edu>
- The U.S. Department of Education's College Navigator
<http://nces.ed.gov/collegenavigator>
- The U.S. Department of Education
<http://www.ed.gov/students/prep/college/consumerinfo/choosing.html>
- The Federal Trade Commission
<http://www.ftc.gov/bcp/edu/pubs/consumer/products/pro13.shtm>

Education and Training Needs (continued)

Private Career and Technical Schools (Continued)

Checking Out a School

Numerous private schools exist; many are excellent. However, some are better at advertising than they are at teaching. Students must carefully evaluate schools to obtain the best training.

Steps in Evaluating a School

- Read materials available at your school.
- Find out if a school's courses are current, accredited and appropriate for you.
- Find out how long the training will take and how much it will cost (tuition, fees, supplies, books).
- Calculate the cost of living near the school.
- Find out about the school's equipment. Is it current? How much "hands-on" use?
- Ask employers if they hire graduates of the school and what they think about it.
- Find out how long the school has been in operation, how large it is, what its placement rate and services are, and when it was last accredited.
- Compare schools in terms of all of the above.
- Discuss your findings with your counselor and parents before you decide.



Education and Training Needs (continued)

Regional Occupational Centers and Programs (ROCP)

(High School & Postsecondary Students)

<http://www.cde.ca.gov/ci/ct/rp> <http://www.carocp.org/>

What's an ROCP?

In partnership with local high school districts and the business community, ROCP classes prepare students for work by providing them with marketable skills and work ethics to build and keep a career. ROCP courses are the key components of many high school career technical education programs including Career Pathways and California Partnership Academies, providing students with strong academic and technical knowledge, work-based learning opportunities, entry-level skills and a plan for building a successful career.

ROCP offers flexible class schedules and instruction designed to meet the individual needs of students and employers. Most classes are given in two-hour blocks during the school day. Some classes are also offered evenings and Saturdays. More than 460,000 students participate in ROCP classes Statewide.

Why Take an ROCP Class?

ROCP courses are a great way to explore careers, get focused before you start college, learn more about different career fields, and learn the skills necessary to enter the job and career you wish to pursue. If you are in a Career Pathway at your high school, ROCP classes can provide the work-based learning piece of your Pathway. ROCP courses give youth (and adults) the hands-on experience and technical skills needed to get and keep a job.

Career ... College ... or Both? For students who plan to get a full-time job after high school, ROCP teaches marketable skills which qualify students for higher paying jobs. College-bound students use academic knowledge

and practical skills gained in the ROCP courses to overcome a barrier to success in college: the high cost of tuition, books and living expenses. What better way to offset college expenses than a well-paying, part-time job? ROP classes may also relate to a college major.

High School and College Credits?

Yes! All classes offer high school credits. High school students take ROCP classes in place of, or in addition to, other electives.

You can also jump start a college career with ROCP. Students can earn college credits towards a certificate or degree program at the community colleges through many ROCP programs. College credits for ROCP courses vary depending on length of time in ROCP class and units of work completed. Many ROCP classes meet University of California certified "a-g" course requirements which leads to advanced college placement.

What Is the Cost?

Free for high school students, low cost for adults.

Who Can Attend?

ROCP classes are open to **high school students** (16 years of age and older) **and adults**. Students under age 16 must have counselor, school administrator, or parent approval. ROCP brochures and registration forms are available in counseling offices and career centers on your high school campus. Ask your high school counselor for more information.

Education and Training Needs (continued)

Tech Prep (Technical Preparation) Program

(High School & Postsecondary Students)

www.cde.ca.gov/ci/ct/tp

Tech Prep education is a significant innovation in the education reform movement in the United States.

Tech Prep education is a 4+2, 3+2 or a 2+2 planned sequence of study in a technical field beginning as early as the ninth year of school. The sequence extends through two years of postsecondary occupational education or an apprenticeship program of at least two years following secondary instruction, and culminates in an Associate of Arts degree or certificate.

Tech Prep is an important transition strategy helping all students make the connection between school and employment.

Elements of a Tech Prep Program include:

- an articulation agreement between secondary and postsecondary consortium participants;
- a 2+2, 3+2 or a 4+2 design with a common core of proficiency in math, science, communication, and technology;
- a specifically developed Tech Prep curriculum;
- joint in-service training of secondary and postsecondary teachers to implement the Tech Prep curriculum effectively;
- training of counselors to recruit students and to ensure program completion and appropriate employment;
- equal access of special populations to the full range of Tech Prep programs; and
- preparatory services such as recruitment career and personal counseling, and occupational assessment.



Education and Training Needs (continued)

Work Experience Education Programs *(High School & Postsecondary Students)*

Work Experience Education Programs link the academic curriculum to the world of work. These programs use the community's business and industrial complex as a career training laboratory. Students can learn or enhance skills, assess their capabilities while employed, or explore careers by observing an occupation in actual work settings.

A student who wishes to enroll in a Work Experience Education Program should see his or her counselor or work experience coordinator. Work Experience Education Programs include:

General Work Experience is an instructional course whose focus is the application of basic skills of reading, writing and computation. Students acquire general and specific occupational skills through a combination of supervised paid employment and related classroom instruction.

Vocational Work Experience reinforces and extends vocational learning opportunities for students through a combination of related classroom instruction and supervised paid employment in the occupation for which their course of study prepares them.

Exploratory Work Experience helps students gauge their interest and suitability for occupations by giving them opportunities to observe and sample a variety of occupations. It is nonpaid. Exploratory Work Experience Education includes a combination of job observations and related classroom instruction. While exploring an occupation, a student may be required to perform nonpaid work on a limited and sampling basis. An employer or supervisor may teach production or other skills to the student. The length of an assignment varies according to the aptitude of the student, the occupation being explored, the facilities of the work station, and the job classification. A student may not be a part of Exploratory Work Experience if pay is received for like work at the same work station or at a similar job when not assigned as an Exploratory Work Experience student. Nor shall the student replace a paid employee. The school district shall provide Workers' Compensation Insurance. A student in Exploratory Work Experience Education may be less than 16 years of age.

Permits to Work

Except in limited circumstances, all minors under 18 years of age must have a Permit to Work issued by his/her high school. Minors work with the permission of the local school district. School officials may impose restrictions on Work Permits at their discretion. Minors under 18 years of age who have passed the California High School Proficiency Exam or graduated are not required to obtain a work permit.



Financial Assistance with Schooling

Deciding to continue on with school, or return back to an educational institution after being away for a while can be a frightening and costly experience. But conducting the necessary research for the appropriate school to attend can alleviate much of the worry, and knowing where to go to acquire financial assistance can make the transition to school more pleasurable and worry free.

California Student Aid Commission

<http://www.csac.ca.gov/default.asp>

Free Application for Federal Student Aid

<http://www.fafsa.ed.gov>

U.S. Department of Education Student Aid on the Web

<http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>

FinAid!

<http://www.finaid.org>

International Education Financial Aid

<http://www.iefaf.org/>

California Colleges Web Site

<http://www.californiacolleges.edu/finance/finance.asp>

Financial Aid Advisor — Career One Stop

<http://www.careeronestop.org/FINANCIAL/FinancialAidHome.asp>

I Can Afford College *

<http://www.icanaffordcollege.com>

* The "I Can Afford College" program was created after the California Community College enrollment fee was raised significantly in 2003 and 2004. Because of the increases, many Californians were concerned that students from lower-income households would be discouraged from enrolling in a community college because it would seem unaffordable. So the Legislature and Governor set aside money from within the community college budget to increase awareness about financial aid opportunities and to hire additional staff to provide students with free one-on-one help identifying those opportunities and applying for them. This effort is aimed at low-income high school students, currently enrolled community college students, and other low-income Californians. More than 800,000 people have visited the I Can Afford College Web site since the campaign began and the number of community college students receiving some type of financial aid has increased by 20 percent.

The following websites provide detailed information on where, when, and how to apply for State, Federal, and private funding that can assist with schooling and training for life-long career development.



Living Within Your Means

“Living within our means” is a goal we all should strive to achieve. It is absolutely vital when you’re between jobs and don’t have much savings to tide you over. It means spending only what you have to and saving up to buy items you can’t currently afford. It means relying on loans only to pay large-ticket items, such as a house or car. It

means paying credit card bills in full each month. If you haven’t been living this way, now’s the time to start. When you’re job hunting, you curb your spending!



Helpful Hint: Don't forget to consider taxes when you're deciding how much your next job needs to pay.

What to Avoid

Do not go on a spending spree! During tough times, some people think “I’m going to have financial troubles anyway; I might as well buy that DVD player I’ve been wanting!”

Don’t do that! When you’re in a hole, look for a way out. Don’t dig yourself in deeper!

How to Live Responsibly

Here are some suggestions to help you responsibly live within your means when you don’t have (or may soon lose) your main source of income:

- Do identify your financial needs using Exercise 8 (next page).
- Don’t waste your time pursuing occupations that can’t meet your bottom-line financial needs.
- Do cut down on non-essential expenses such as entertainment.
- Do continue to set aside a little money for fun.
- Do postpone expenses whenever possible, especially major purchases such as new furniture.
- Do take care of all critical needs, such as medical care and vehicle repair.
- Don’t buy gifts; give your time and talents instead.
- Don’t use your credit card or take out a loan unless you have the money to pay it off immediately.



Exercise 8: Financial Needs Assessment

This exercise identifies your current financial needs. Seek only jobs that cover your financial needs AND the taxes you'll need to pay.

Expense	Cost / Month
Rent or mortgage	\$ _____
Electricity	\$ _____
Home gas and water	\$ _____
Telephone/cell phone	\$ _____
Home insurance	\$ _____
Cable/satellite	\$ _____
Car payment	\$ _____
Car insurance	\$ _____
Gasoline	\$ _____
Car maintenance	\$ _____
Food (restaurants, etc.)	\$ _____
Food (at home)	\$ _____
Household supplies	\$ _____
Clothing and footwear	\$ _____
Self-care (haircuts, makeup)	\$ _____
Entertainment	\$ _____
Laundry/dry cleaning	\$ _____
Medical (doctor visits, medications, etc.)	\$ _____
Medical/life insurance	\$ _____
Debt and loan payments	\$ _____
Child support/alimony, etc.	\$ _____
Savings	\$ _____
Miscellaneous	\$ _____
Total Expenses	\$ _____
THIS IS THE MINIMUM TAKE-HOME PAY YOU NEED.	
Taxes (Total Expenses X 1.175)	\$ _____
THIS IS THE MINIMUM MONTHLY WAGE YOU NEED.	
<i>(This formula works if you are in the 15% tax bracket. For other brackets or an explanation of this formula, select Texas Job Hunter's Guide at www.cdr.state.tx.us/shared/Hunters.asp.)</i>	

Summary

Worksheet Step 3

Making a decision about your future and deciding on a certain employment field or industry may call for you to analyze many areas of your life.

What are some of the areas and issues that affect your choice of work?

Family? ☐ Yes ☐ No

Why? _____

Friends? ☐ Yes ☐ No

Why? _____

Past work or volunteer experience? ☐ Yes ☐ No

Why? _____

If additional education or training experience is needed for your next job, where have you decided to attend?

Adult Education? _____ Community College? _____ State/UC University? _____

Other? _____

What are the names of schools or training programs you will investigate further?

1. _____

2. _____

3. _____

Transition to Step 4

With Steps 1 through 3 completed, you are now ready to decide if further exploration is needed to find out about a particular job or work industry, maybe by way of an apprenticeship program. This is also a great time to consider if starting your own business or the military is for you.



Notes



Notes





Test the Waters (Step 4)

- **Non-traditional Work**

- Temp Work

- Volunteering

- Free Agency/Self-Employment

- Résumé Considerations

- **Entrepreneurial Work**

- **Green Careers**

- **The U.S. Military**

- **Apprenticeships**

- **Problem Work History**

Step 4 Summary Worksheet

Non-traditional Work

Approximately 33% of the American workforce is “non-traditional,” meaning they work part-time, have temporary jobs are self-employed, or work in a field that historically has not employed their gender and/or ethnic group. Volunteering is also non-traditional work. You

don’t get paid but you gain other benefits, such as experience and contacts. While non-traditional work is a way of life for some, for others it’s a temporary measure and a great job-hunting tool.

“Besides everything else, temping is also the most lucrative job search program in the world.”
Brian Hassett
The Temp Survival Guide



Temp Work

“Temping” means that you work in a position temporarily—from one day to one year. You actually are employed by an agency that sends you to other companies to work. These days, some companies only hire employees who begin as temp workers.

Benefits — Temping offers many benefits:

- Variety of job types and activities.
- Opportunity and challenge of learning in new settings.
- Flexible schedule/choice about whether to work.
- Wages while job hunting.
- Opportunities to make more connections.
- The “inside line” on obtaining a full-time job.

Downside — For many people, temp work has several disadvantages:

- Inadequate, if any, benefits (such as health insurance).
- No security—temps are the first to be let go, often with little warning.
- Little real flexibility since turning down assignments may limit the work you’re offered.
- Potentially boring assignments.

Non-traditional Work (continued)

Volunteering

Like temping, volunteering is a way to try out a job or type of work before you commit yourself to it “permanently.” It also provides a way to make connections outside the employment arena.

To maximize the benefits, devote at least 100 hours to each volunteer position to show that you are committed.

Free Agency/Self-Employment

Free agents are temp workers who skip the “middle man.” Instead of going through a temp agency, you approach a company directly and offer to work on a temporary basis.



Benefits — As a free agent, you are self-employed, which means you:

- Get to be in control
- May earn more than you would with a temp agency

Downside — Free agency does create some disadvantages. You have to:

- File as self-employed, withholding your own taxes
- Be very motivated: if you don't make yourself work, you won't get paid

Résumé Considerations

Describing your temping, volunteering and free agency work on your résumé when you try to find full-time “permanent” employment can present some challenges.

- If you are a temp worker, you can present yourself as employed by one company: the temp agency. Or you can group similar jobs together. Or, if you worked at one assignment a long time, list that as the employer but do indicate that you worked there through a temp agency.
- If you are a free agent, you can simply write “self-employed” and treat it as you would any other job.
- If you did volunteer work, list the skills and accomplishments you gained in the EXPERIENCE section of résumé rather than the VOLUNTEER WORK section. The latter is really optional and designed to show that you are well-rounded.

Entrepreneurial Work*

Having the responsibility of designing, developing, and overseeing the daily activities of your own business can be exciting, challenging, and a completely satisfying work environment for many people. If you are thinking of starting your own business, you may want to review the following statements.

Do These Statements Apply to You?

- * I want my work to be more meaningful.
- * I want work that is new, exciting, and challenging.
- * I need a change. I want a new start.
- * I am not interested in my career the way I used to be.
- * I am out of work and I want something more than just another job.
- * I often think about starting my own business.

If these statements describe you, you may be changing — inside. Perhaps the things that used to be important to you don't matter as much. Maybe you are beginning to define success differently than you once did. You may have taken on new priorities, values and interests. Or perhaps you need to change because of other circumstances. Your career may have been going smoothly when you were suddenly laid off. Your job loss may have been because of company downsizing, corporate restructuring, plant closure, or the introduction of new technology. Or maybe you have just graduated and have been unsuccessful in finding a good job.

Whatever changes are occurring in your life, you feel it's time to make a career change, and you are wondering about starting your own business.



* This section is adapted from "Minding Your Own Business" (pp 1-2 of "Thinking of starting your own business"; and pp 1-5 "Could you succeed in small business"), http://www.hrdc-drhc.gc.ca/redirect_hr.html. Source of the information is the Human Resources Development Canada. Reproduced with the permission of the Minister of Public Works and the Government Services, Canada, 2003.

Entrepreneurial Work (continued)

Could You Succeed In Small Business?

You may have many reasons for wanting to start a business. They might include wanting to make money, having personal independence and self-fulfilment, or escaping the frustrations of employment — and unemployment. Your reasons may be good ones, but your decision must be based on more than simply a desire to change your situation. A new venture is risky. It may make heavy demands, financially and time-wise, on you and on those close to you. It might not provide you with security such as a regular pay check, medical and dental benefits, and a pension plan.

One of the first steps you should take in making the decision to start a small business is to determine if you have the right skills and temperament. You have to be as honest with yourself as possible.

A Reality Check for Small Business Owners

The following checklist will suggest what to look for in yourself to improve your chances for success. The more “yes” answers, the better suited you may be to being an entrepreneur.

1. Do I have a burning desire to be “on my own?” Yes ___ No ___

Most entrepreneurs have a strong inner drive to strike out on their own. They like the idea of being their own boss and not having to report to anyone.

2. Am I confident that I can succeed? Yes ___ No ___

Successful entrepreneurs believe in themselves. They are optimistic about projects they undertake, and are good at motivating others and sharing their enthusiasm when pursuing goals. They are likely to say, “When I set my mind to it, I usually do well” or “I won’t let a setback stop me.”

3. Am I willing to take calculated and moderate risks? Yes ___ No ___

Going into business involves taking a chance. You may have to push yourself beyond what is comfortable for you and try new things. Successful business people are willing to take risks, but they are also realistic. They gather as much information and support as possible before making a move. In this way, they build a safety net for themselves and decrease the amount of risk involved.

(more)



Entrepreneurial Work (continued)

4. Am I a self-starter? Yes ____ No ____

Successful entrepreneurs believe what happens in life usually depends on themselves. They are often described as “internal” — people who choose to do something based on their own interests and views. Because they believe that they control their own destiny, they refuse to be at the mercy of others or of events. As a result, they take the initiative in starting projects and getting ideas off the ground.

5. Am I able to set long-term goals? Can I stick with them? Even if I’m faced with a difficult problem or situation? Yes ____ No ____

Successful business people are patient and determined. They have the ability to work toward a goal, delaying rewards until a future time, and persist even in difficult times. They understand that it takes time to build success — sometimes years.

6. Do I believe that money is the best measure of success? Yes ____ No ____

If your only reason for going into business is to make money, it may not be enough to make you a success. The desire for money is not a prime motivation for most successful business people. Rather, they want personal fulfillment and enjoy doing their best. While money is important to them, it is a means to do more and not simply a way to gain wealth and prestige.

7. Am I creative? Am I always looking for new approaches and ideas? Am I innovative? Yes ____ No ____

Entrepreneurs often have many ideas and a great capacity to dream up and carry out projects. They are highly motivated by their desire to innovate or to bring their own approach to doing things. Never satisfied or content, they believe there is always a better way to get a job done.

8. Am I good at making decisions? Are my decisions generally sound? Yes ____ No ____

Successful business people tend to be comfortable making their own decisions. They say, “When I decide to do something, I carry it through to the end, overcome any obstacles and face all the issues.”

9. Am I willing to market my product or service? Yes ____ No ____

Successful business people do not believe the old saying: “Build a better mousetrap and the world will beat a path to your door.” They know that proper marketing is critical to business performance. They advise: “You must sell, sell, sell.”

10. Am I a good organizer? Do I pay attention to details? Yes ____ No ____

Conducting a successful business requires organizational skills and competence. As a small business owner, you are your own boss. Since there is no one looking over your shoulder to make sure you are doing your job well, you will need self-discipline. Your ability to pay attention to details can make the difference between success or failure.

11. Am I flexible? Do I adapt to change? Can I handle surprises? Yes ____ No ____

Change is a fact of life. To succeed in business, you must accept this fact and use it to your advantage. Successful business people monitor social trends, adopt new technologies, compare themselves to the competition, and listen and watch with an open mind.

Entrepreneurial Work (continued)

Do You Have What It Takes?

By now, you will be able to put together a good picture of the qualities and skills required to succeed in your own business. You are likely to be happy and successful in your own business if you:

- * Possess an inner drive to be independent
- * Are able to set and achieve goals
- * Are flexible and adaptable
- * Are willing to work hard
- * Have confidence in your ability to succeed
- * Possess self-discipline, leadership abilities and organizational skills
- * Have the confidence to make decisions and take calculated risks

If you don't have all these qualities, you might need to develop some additional skills, or perhaps you might require an associate, partner, or employee whose strong qualities can counterbalance your weaknesses.

If you don't have at least some of these qualities, you will have to decide if a small business is the right career option for you. If it isn't, and you are already employed, you might be better off staying in your current job and creating new possibilities there. If that doesn't work, you might consider other jobs that could interest you either with your current employer or with a new one. If you do not have a job, perhaps you should look for new employment in your area of expertise.

If you are still having difficulty deciding if starting a business is the best career option for you, go through the reality check again with a friend or someone you trust to be honest with you. Ask them for their opinion. Compare notes. The exercise can be very revealing — and worthwhile.



Green Careers

Events in the past decade, both socially and politically, have reinvigorated a movement that first came into the public eye in the early 1960's. The Green Movement has brought attention to the need to implement and incorporate values into the workplace that aim to reduce the impact our lifestyles have on the environment. At the same time, this movement has brought about an increase in the creation and availability of Green Careers, or jobs that focus on reducing the cumulative and harmful effects on the environment through various actions including: conservation, invention, public awareness, and research.

As a career self-manager, incorporating green values into your job search can range from finding traditional and new environmental jobs, to using one's green knowledge and passion in a non-environmental job. A job seeker whose work values include incorporating green values may be surprised to find that traditional occupations already include green aspects or are very open to incorporating them into the job description. What is important is the job seeker's ability to be creative, open, and persuasive without being pushy.

Jan's story is an example of how to incorporate green values at work:

Jan started a new job with a warehouse in an industrial area. After getting to know her new co-workers she realized that many of them live within five miles of the warehouse and they all drive in separate cars to work. After talking to the manager at the warehouse, Jan was able to start a program that rewards employees for carpooling, taking public transit, or riding their bikes to work. Not only did this substantially relieve the parking issue in the industrial area, Jan and her co-workers were saving lots of money on transportation and feeling healthier.

What changes can you identify in your current or future career field that can be addressed using your green values?

Issue

Change

If this field appeals to you, review your Holland Codes from Exercise 5. Using the list below, you may be able to find ideas for green careers that are related to your basic interest areas.

Holland Codes and Green Occupations

Realistic

Soil and Plant Scientist
Chemist
Organic Farmer
Tree Trimmer and Pruner
Forest and Conservation Worker

Investigative

Forester
Geographer
Zoologist and Wildlife Biologist
Environmental Scientist
Range Manager

Artistic

Editor for a Green publication
Eco-Interior Designer
Eco-Fashion Designer
Film and Video Editor for Green Documentaries

Social

Science Teacher
Health Educator
Training and Development Manager
Park Naturalist
Financial Advisor for Green Funds

Enterprising

Environmental Lawyer
Green Construction Manager
Nursery and Greenhouse Manager
Wholesale/Retail Buyer for Green Products
Organic Chef

Conventional

Environmental Compliance Inspector
Fire Inspector
Aquacultural Manager
Real Estate Agent for Green Properties
Environmental Law Paralegal

Internet Resources:

<http://www.greenbiz.com>

This website offers updated information and resources on sustainable business practices and events.

<http://solarliving.org/default.asp>

The Solar Living Institute provides a wealth of information and workshops on sustainability and green careers.

<http://www.cassio.com/FreeResourceGuides.htm>

Jim Cassio has created a resource that compiles up to 80 occupations within the Green Career Movement. His free publication, [Green Careers Resource Guide](#), can be downloaded from this website.

The U.S. Military

How about getting an education from Uncle Sam? Did you know that the US military offers job training, continuing education, financial aid, and a host of other benefits to qualifying candidates? No? Better take another look at what the various branches offer.

Air Force

Take advantage of over 150 different jobs. The job fields include technical, managerial, and in-flight. Once you identify your first job choice, the Air Force tries hard to put you there. The Air Force website (<http://www.airforce.com>) tells how you can gain work experience and advance your education. The Air Force will work to help you discover where you fit in and how you'll leave your mark. Whether you're in high school ready to join the enlisted ranks and continue your education, or in college looking for a career as an officer, they have a variety of career paths. Interest peaked? Log on and learn more.

Army

From high technology to satellites, digital communication to construction equipment repair, health and medical services to food services, the US Army can provide you with the job skills you need for your future. Check out <http://www.goarmy.com>. Chat on line with their cyber recruiters or visit their job bank for answers to questions.

The Army College Fund offers up to \$26,500 towards your college education. They also provide five new cash enlistment bonuses up to \$20,000 that you can apply to college costs, or spend as you choose.

Coast Guard

The US Coast Guard (USCG) is the country's oldest continuous seagoing service. You choose your career path based on aptitude, physical abilities, security clearance, motivation and determination. All specialties are open to both men and women, and include communications, small boat operations, electronics, maintenance, aviation mechanics, and more.

The USCG values continuing education highly and you may be helped to defray the cost of college-accredited courses through the Montgomery GI Bill. Call 1-800-424-8883, or access the USCG website at <http://www.uscg.mil/jobs>.



The U.S. Military (continued)

Marine Corps

The US Marine Corps website is an interactive tool which challenges you to plan your military career while you're still in high school or college. Once you log on to their website (<http://www.marines.com>) you can select your current educational status (high school student, college student, university graduate, etc.) and view the various jobs and benefits available to you at that educational level. If you enlist and learn as you serve, any one of 25 occupational specialties are available, including public affairs, legal services, audio-visual specialties, intelligence, logistics, engineering, operational communications, data and communications maintenance, and more.

After enlisting, you can be eligible for a variety of educational benefits. The Tuition Assistance Program, the Montgomery GI Bill, and several other tuition and financial aid programs allow you to pursue your educational goals while on active duty.

Navy

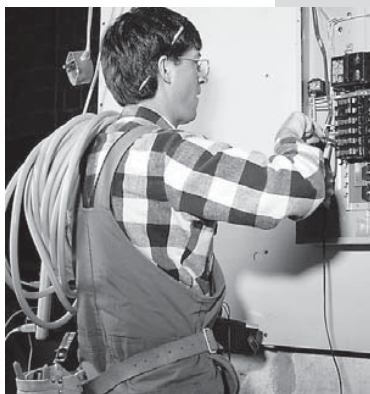
If you enlist in the US Navy, you can be trained in one of 50,000 jobs in over 60 job fields, including electronics, engineering, computer technology, nuclear propulsion, aviation, health care, and more. Job choices are based on qualifying requirements at the time of selection.

The Navy encourages continuing education, and will pay all or most of the tuition for active duty people stationed ashore who schedule courses during their off-duty time at accredited schools. They also have three financial aid programs offering money to help pay for other college expenses. Learn more by visiting their website at <http://www.navyjobs.com>.



I believe its the best thing I've done in my life.
Going to school while you work is like adding
another tool to your tool belt. The guys respect you
more because you've gone to school for your trade.
Combining the book with field learning turns you
into a professional

— Samuel Apodaca, ironworker apprentice



Apprenticeships

A State of California-approved apprenticeship program is an “earn and learn” work-based education program. They range in length from one to five years depending on the complexity of the knowledge and skills to be learned.

The “State registered apprentice” experience starts with an employer hiring you to be a State registered apprentice. The occupation in which you are an apprentice is one of more than 250 State approved apprenticed occupations in California. Nationally there are more than 800 apprenticed occupational titles approved by the federal government. The occupations include psychiatric technician in a State mental hospital, fire fighter, carpenter, electrician, heavy construction equipment operator/driver, and many more job titles. As a State registered apprentice you:

- 1) Immediately begin working, learning, and earning a paycheck from an employer who has a state approved apprenticeship program.
- 2) Have medical benefits.
- 3) Work under the supervision of male or female “journeymen” who have already completed their apprenticeship program and are experienced in their occupation.
- 4) Tuition is free for those courses that are part of the approved “related and supplemental instruction” (RSI) portion of the State registered apprentice’s educational studies at an adult school, Regional Occupational Centers and Programs (ROCPs) schools, or community college. Some community college apprenticeship programs offer certificates and/or degrees.
- 5) Take the first steps that can lead to many career options in the future.

Apprenticeships (continued)

More about the “State Approved Apprenticeship Program” and What Being a “State Registered Apprentice” Entails

A “State approved apprenticeship program” is a work-based learning program for which an employer or group of employers have applied for and received approval from the California Division of Apprenticeship Standards (DAS) which is a division within the California Department of Industrial Relations. An approved apprenticeship meets certain standards that help assure that apprentices will have a thorough and well-organized learning experience with pay increases and other benefits such as medical insurance.

If an employer who has a State approved apprenticeship program hires you, then the employer will have you complete the necessary forms to become a State registered apprentice. You will also be granted free tuition at an Adult School, ROCP or community college to take the apprenticeship “related and supplemental instruction” (RSI). Typically, 144 hours of RSI is required per year. The RSI classes provide you with supplemental knowledge and skills that your employer has specified for you to learn as part of your preparation for the specific occupation.

Many people believe that “apprenticeship” equals “construction trades.” Actually, these trades only represent 50 of the 800 apprenticed occupations. Others include barber, correctional officer, vocational nurse, electrician, firefighter, machinist and automobile technician. Currently, over 60,000 apprentices work in California.

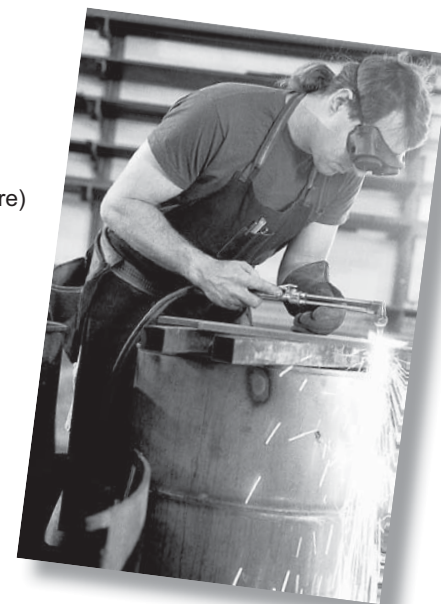
The beginning wage for a new apprentice is about half of the wage paid to a “journeyman.” The apprentice receives a wage increase every six months if the apprentice is

making satisfactory progress on the job and in completing the RSI. Upon completion of the program, the apprentice receives journeyman compensation that in some occupations can range up to \$50 or more per hour plus benefits.

Each program operates under training standards agreed to by the apprenticeship program sponsor in accordance with State and federal laws. The local Apprenticeship Committee (AC) determines the standards of its occupation, including the length of training and compensation.

School-to-Career apprenticeship programs are available for some high school juniors and seniors in California. The students are hired as part-time employees and take the RSI courses. They may work part-time during the school year and then work full-time during the summer. The students are “State registered apprentices” and the employers have “State approved apprenticeship programs.” After completing high school the apprentice goes to work full-time as an apprentice and takes the remaining RSI courses.

(more)



Apprenticeships (continued)

General Qualifications for Apprenticeships

Each apprenticeship has its own criteria. Some general guidelines are:

- Education: High School Diploma, General Education Development (GED) test or High School Proficiency Certificate.
- Age: Minimum age is 16, but usually it is at 18
- Qualifying test for the specific apprenticeship

For some apprenticeships that are of a higher skill and knowledge level there is a need for more than a fundamental knowledge of arithmetic. It is also important to note that the ability to read, write and speak well is more important in some apprenticeships. Some apprenticeships prefer students who have taken shop courses and have some knowledge of mechanical drawing, blueprint reading, drafting, higher mathematics, chemistry, and electrical and/or welding. Physical fitness, a good sense of balance, eye-hand coordination, color sense, strength, agility, ability to work at heights, and mechanical aptitude are desirable qualifications in many occupations. Ability to work with others, good personality, and neat appearance are necessary in all programs.

Steps for Apprenticeship Applicant

- 1) Select an occupation for which you have an aptitude, interest and physical ability.
- 2) Find out about the minimum qualifications and working conditions of the occupation.
- 3) Decide whether you can work under these conditions, some of which may be hazardous or uncomfortable.
- 4) Find out how to apply for the program by contacting:
 - The California Division of Apprenticeship Standards (DAS) via the Internet at <http://www.dir.ca.gov/das/das.html>. Select "Find an Apprenticeship Program" to search by county and occupation.
 - You may also search the Internet for specific crafts or trades. Look for "Apprenticeship" programs.
 - The employer's Apprenticeship Committee (AC)
 - If the AC has a waiting list of applicants, get on the waiting list and seek employment.
 - You may also enter an apprenticeship after experience in the military or industry.
- 5) Complete the required application and take any required aptitude tests.

Regional Apprenticeship Offices

Fresno	(559) 445-5431
Los Angeles	(213) 576-7750
Oakland	(510) 622-3259
Sacramento	(916) 263-2877
San Jose	(408) 277-1273
Santa Ana	(213) 576-7750
San Diego	(619) 767-2045

Websites with Information

California's Union Apprenticeships
<http://www.calapprenticeship.org>

Division of Apprenticeship Standards
<http://www.dir.ca.gov/DAS/das.html>

Orientation to Apprenticeship Resource Guide
[http://www.dir.ca.gov/DAS/
ApprenticeshipResourceGuide.pdf](http://www.dir.ca.gov/DAS/ApprenticeshipResourceGuide.pdf)

Problem Work History

When you communicate with employers, the key words are: honesty, openness and employer-focus (not self-focus). Never put anything negative in your résumé and/or application form but don't lie, either. The application, for example, is a legal contract. However, you can put a positive spin on your past and any problems in your work history.

If you approach your potential problems directly and honestly, taking responsibility where appropriate, you may find that your former challenges become your most valuable assets. They demonstrate how you continue to grow, change, and strive to better yourself as an employee and as a person.

Potential Barriers	Possible Solutions
Poor Grades (for students)	Focus on extracurricular activities or how you addressed your academic problem.
Not Enough Experience	Emphasize adaptable skills (for example, being a fast learner) and non-work experience.
Job Hopping	- Group similar jobs on your résumé. - Don't include every single job you've ever held. - Use your cover letter to stress that you want a long-term position.
Long Time with One Employer	- List promotions as different positions to show forward progression. - Have a Professional Development section to highlight your ongoing education.
Recent Employment Gaps (of months or years)	Show work that you did while unemployed, including volunteer and community work projects, family activities and education.
Been Fired	During the interview, take responsibility for your actions and/or put the situation in positive light, depending on the circumstances.
Been Laid Off	Focus on the present to show that you're moving on.
Temp, Free Agent, Contract Work	See "Non-traditional Work" for ways to describe this type of work on your résumé.
"Overqualified"	- Don't include information on résumé you may think raise red flags. - Emphasize your eagerness to work at the job in question; show that you'll stay.
No College Degree	- If you have some college credits, list the college without a graduation date. - Emphasize recent training, including workshops. - Skip the Education section entirely (unless you're a young person).
Criminal History	- Remember that only convictions matter. - Avoid occupations related to any felony you might have (such as, if you stole, don't try to work with money).
Disability	Address the issue directly and openly state that you have the ability to overcome any challenges your condition may pose.

Adapted in part from Kim Isaacs and J. Michael Farr (monster.com) and Maureen Crawford Hentz (quintcareers.com)

Problem Work History (Continued)

Ex-Offenders

Approaching a job search or career change can be intimidating under usual circumstances, but attempting to get back into the workforce after serving time in jail or prison can be even more challenging. The obstacles faced may include dealing with the stigma about your past, filling out the 'conviction question' on the job application, and facing the background check that so many employers use today. It would be easy to get discouraged under these circumstances, but there are resources and information centers where job seekers with a criminal background can obtain assistance and become better informed about their rights. The tips and resources list below are designed to help you make a smooth transition back into the workforce.

Be Positive

At all points in the job search there will be times when you may feel attacked or judged because of your recent past. The important thing is to not get defensive or cause your potential employer to feel defensive when asking you about your past or choosing not to hire you. It is essential that you remain future focused. This means making statements about what you can and will offer your new employer should they hire you.

Be Prepared

Employers will ask you about your record, both on the application and in person. Ahead of time, prepare various honest answers to these questions. Acknowledge your past, and emphasize how you have changed your view and approach to difficult situations. On the application, you might consider answering the question by requesting to speak about it in person. If the application or employer insists on having your response in writing, take your time and get assistance in writing a full page about the incident, your experience, and how you have changed. Do not blame someone else in your description, take responsibility for your actions.

Access Resources

There are many organizations and agencies whose specific purpose is to help ex-offenders re-enter the workforce. Many of these resources offer assistance ranging from free legal help to preparing a resume and practicing for an interview. Not tapping into these resources could prevent you from exercising your rights, being a well-informed worker, and landing that much needed job!

Resources:

<http://www.centerforce.org> Center Force is a support link for ex-offenders transitioning back into the community. They provide support, education, and advocacy for people with criminal backgrounds.

<http://www.edd.ca.gov> The California Employment Development Department has a directory of One-Stop Centers throughout the state. The One-Stop Centers offer free career counseling, job search assistance, resume help, and other job related services.

<http://www.courtinfo.ca.gov/selfhelp/other/crimlawclean.htm> The California Courts Self Help Center offers information about cleaning up a criminal record. It offers various recommendations based on several situations regarding misdemeanor and felony convictions.

<http://www.norcalerviceleague.org/index.htm> The Northern California Service League provides resources and assistance to ex-offenders. A major event sponsored is the Annual Job Fair and Conference for Ex Offenders.

Summary Worksheet **Step 4**

This **Summary Worksheet for Step 4** provides an opportunity for you to address other areas and places that may be of assistance during your decision-making phase.

Non-Traditional/Entrepreneurial Work

Is working for yourself something you would like to do? ☐ Yes ☐ No

If yes, what type of service would your business provide? _____

U.S. Military

Have you considered a life in the U.S. Military?

☐ Yes ☐ No

If so, which branch of the military interests you most?

____ Army ____ Marines ____ Air Force
____ Navy ____ Other

Contact your school or local branch to make an appointment with a representative and discuss the options available to you. Phone number _____.



Summary Worksheet

Step 4 (continued)

Apprenticeships

Apprenticeships can be fun while you gain the necessary experience in a particular field. List two employment locations or work industries where you could see yourself doing an apprenticeship. If you have previous experience, list the places where you have completed an apprenticeship program.

Possible Future Apprenticeship	1.
	2.
Completed Apprenticeships	1.
	2.

Remember apprenticeships can and do lead to future permanent employment. In addition, the skills learned go with you and are transferred to other jobs.

Problem Work History

Are there any issues you need to address related to problems in your work history?

☐ Yes ☐ No

If the answer is yes, you are encouraged to take some time and review the “Problem Work History” page. Being prepared to address such issues before entering an interview can help you stay relaxed and focused.



Notes

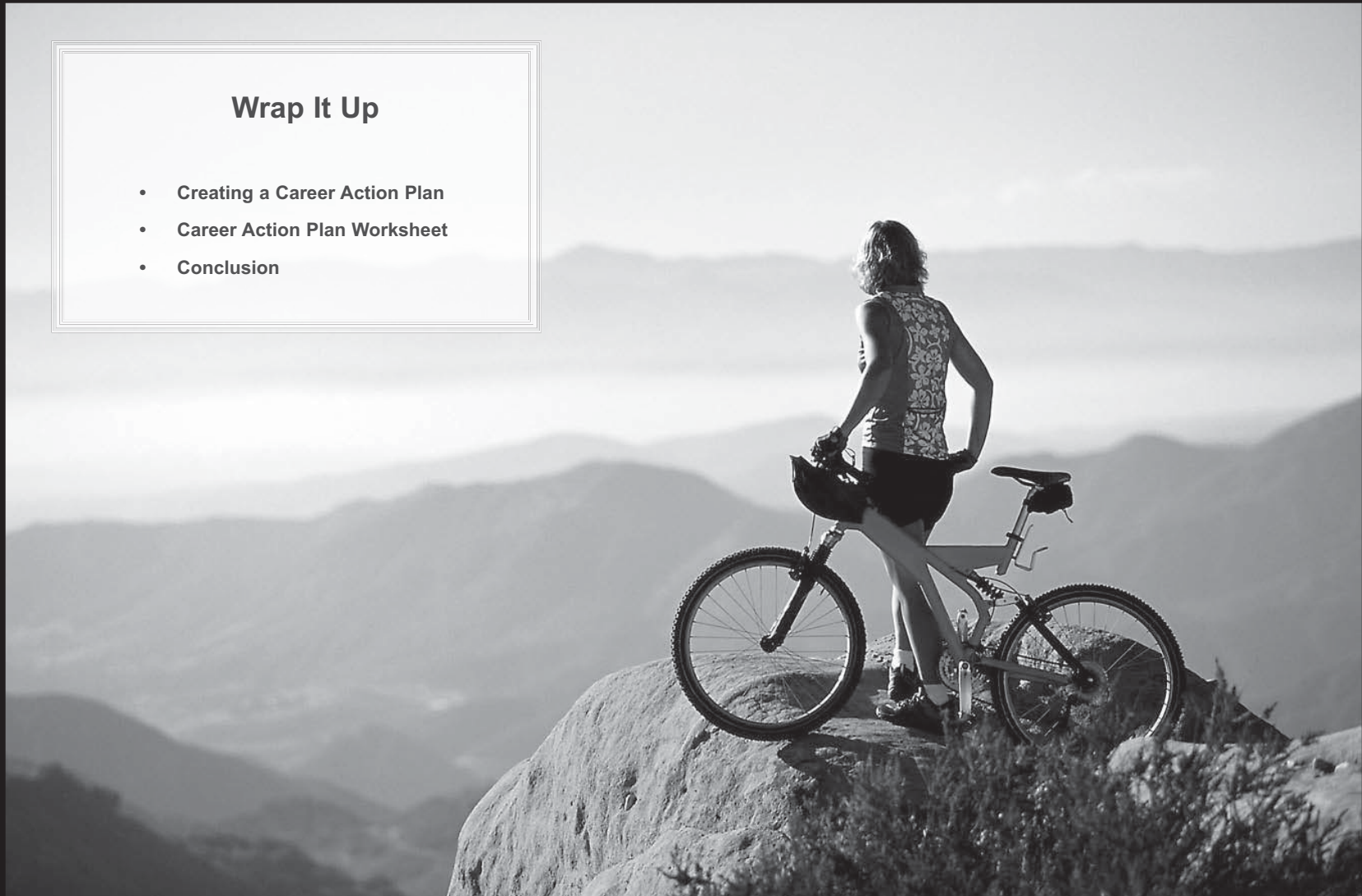


Notes



Wrap It Up

- Creating a Career Action Plan
- Career Action Plan Worksheet
- Conclusion





Creating a Career Action Plan

A **Career Action Plan** allows you to list your goals and the necessary steps it will take to achieve those goals. It is particularly useful because it helps you define your career choice and reminds you to be flexible when you experience challenges and transitions.

In order to create your personalized **Career Action Plan**, you want to use the information you have collected and placed in your **Career Planning Folder**. The collection of self-assessments, your research from the world or work, your completed Summary Worksheets from Steps 1-4, and any other information you have gathered along the way can all be used to help you make decisions for your future.

Helpful Hint: This could be a good time to seek the assistance of a Professional Career Counselor or your School Guidance Counselor to help you lay out the details of your action plan.

The question is: “What goal(s) do I want to achieve?” Possible answers could be: I want to further my education, get a part-time or full-time job, get additional experience from volunteer, internship, or apprenticeship work, or I want to start my own business. These examples are just a few of the areas your **Career Action Plan** can cover.

When completing a **Career Action Plan**, you will find it useful to have short and long-term goals. When selecting your short and long-term goals, it’s recommended your goals be:

- Conceivable: you can put them into words
- Achievable: you have the skills, energy,

and time to accomplish them

- Believable: you believe in them
- Attainable: you can state how long it will take to reach them
- Flexible: you are willing to modify them as necessary.

Helpful Hint: Short-term goals can be reached in one to three years. Long-term goals can take about three to five years. Use these time frames to clarify your goals; this will make it easier to follow your plan.

For many people, defining and selecting goals is easier and more fulfilling when they can create a visual representation of their future. If this appeals to you, take the time to draw, color, or design what your future goals look like. Once you have completed this task, you can review your designed goals by listing the potential steps necessary to achieve them. Doing this second task will allow you to clarify your short and long-term goals that reflect your visually drawn future.

Your listed short and long-term goals will give you the starting point from which to move next.

Examples: you may need to enroll in school, apply for internships, take entrance exams, apply for employment, or start a trade program in your area of interest. Whatever your next step may be, a well-thought-out **Career Action Plan** will prove to be a very useful tool to complete, revisit, and revise as necessary.

Career Action Plan Worksheet

Check your Goal or Goals below	What do I have to support my Goal(s)?	What do I need to reach my Goal(s)?	How am I going to get what I need to reach my Goal(s)?	Short-Term or Long-Term Goal(s)?
EDUCATION				
☐ GED Preparation				
☐ High School Completion				
☐ Post-Secondary Education and Training				
☐ Military				
☐ Other				
	What do I have to support my Goal(s)?	What do I need to reach my Goal(s)?	How am I going to get what I need to reach my Goal(s)?	Short-Term or Long-Term Goal(s)?
WORK				
☐ Full-time				
☐ Part-time				
☐ Self-employment/ Entrepreneurship				
☐ Military				
☐ Other				

Conclusion

We hope the California Career Planning Guide (Second Edition) has assisted you in drafting a plan of action for your life. Remembering to stay flexible — allowing the doors of creativity, positive energy, and continuous motivation to stay open. This will help you along your way.





About the California Career Resource Network (CalCRN)

The California Career Resource Network (CalCRN) develops and distributes high quality career information resources that reach hundreds of thousands of students, job-seekers, educators, and career practitioners in California each year.

CalCRN is housed in the California Department of Education (CDE) building in Sacramento, California, but is a separate state entity. Beginning in 2006-07 CalCRN is funded by state general funds with a match from CDE's federal Carl Perkins Administrative Funds, and from an additional allocation of Perkins Leadership Funds. For the previous eight years CalCRN was funded through the Carl Perkins Vocational and Technology Education Act, Section 118. Prior to that it was funded under the Job Training Partnership Act. CalCRN participating state agencies are:

- Bureau for Private Postsecondary and Vocational Education*
- California Department of Education
- California Technology, Trade and Commerce Agency
- California Workforce Investment Board
- Chancellor's Office of the California Community Colleges
- Department of Corrections and Rehabilitation**
- Department of Developmental Services
- Department of Rehabilitation
- Department of Social Services
- Employment Development Department

For more copies of the **California Career Planning Guide (Second Edition)** and other CalCRN products, visit <http://www.CaliforniaCareers.info>

California Career Resource Network (CalCRN); 1430 N Street, Suite 4503; Sacramento, CA 95814
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* In 2007 The Bureau for Private Postsecondary and Vocational Education sunsetted and ** the Departments of the California Youth Authority and Corrections were merged into one department.

California Career Planning Guide (Second Edition)

State of California

Arnold Schwarzenegger, Governor



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