

Statewide
Manufacturing Bridge
Career Awareness
Activities & Resources

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture 	<p>Total number circled in Box 1</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 2	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education 	<p>Total number circled in Box 2</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 3	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies 	<p>Total number circled in Box 3</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible 	School subjects that I like: <ol style="list-style-type: none"> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics 	Total number circled in Box 4 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 5	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology 	Total number circled in Box 5 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 6	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient 	School subjects that I like: <ol style="list-style-type: none"> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law 	Total number circled in Box 6 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 7	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver 	School subjects that I like: <ol style="list-style-type: none"> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language 	Total number circled in Box 7 <input style="width: 50px; height: 30px; margin-top: 10px;" type="text"/>
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BOX 8	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	<p>Total number circled in Box 8</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 9	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	<p>Total number circled in Box 9</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 10	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	<p>Total number circled in Box 10</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 11	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	<p>Total number circled in Box 11</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 12	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	<p>Total number circled in Box 12</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

BOX 13	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated 	School subjects that I like: <ol style="list-style-type: none"> 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts 	Total number circled in Box 13 <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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BOX 14	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications 	Total number circled in Box 14 <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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BOX 15	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education 	Total number circled in Box 15 <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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BOX 16	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	Total number circled in Box 16 <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

<p>1</p> <p><i>Agriculture, Food & Natural Resources</i></p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p>2</p> <p><i>Architecture & Construction</i></p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> <p><i>Arts, A/V Technology & Communications</i></p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> <p><i>Business Management & Administration</i></p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p> <p><i>Education & Training</i></p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> <p><i>Finance</i></p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> <p><i>Government & Public Administration</i></p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p> <p><i>Health Science</i></p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> <p><i>Hospitality & Tourism</i></p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

<p>10</p>  <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p><i>Information Technology</i></p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>12</p>  <p><i>Law, Public Safety, Corrections & Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p><i>Manufacturing</i></p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>14</p>  <p><i>Marketing</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p><i>Science, Technology, Engineering & Mathematics</i></p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>16</p>  <p><i>Transportation, Distribution & Logistics</i></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

Hard Skills vs. Soft Skills: What's the Difference?

By

Alison Doyle

The Balance

<https://www.thebalancemoney.com/hard-skills-vs-soft-skills-2063780>

Updated on July 3, 2024



PHOTO: MELISSA LING / THE BALANCE

During the job application and interview process, employers look for applicants with hard skills and soft skills. Successful candidates will make sure to put both skill sets on display. To do so effectively, it helps to understand the difference between these two types of skills.

Review the differences between hard and soft skills, what employers look for, how to highlight your skills, and examples of each type of skill.

What Are Hard Skills?

Hard skills are teachable abilities or skill sets that are easy to quantify. Typically, you'll learn hard skills in the classroom, through books or other training materials, or on the job.¹ These hard skills are often listed in your cover letter and on your resume and are easy for an employer or recruiter to recognize. Hard skills include:

- Proficiency in a foreign language

- A degree or certificate

- Typing speed

- Machine operation

- Computer programming

What Are Soft Skills?

Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as people skills or interpersonal skills, soft skills relate to the way you relate to and interact with other people.² Soft skills include:

- Communication

- Flexibility

- Leadership

Motivation

Patience

Persuasion

Problem-solving abilities

Teamwork

Time management

Work ethic

Unlike hard skills, it's hard to point to specific evidence that you possess a soft skill. If an employer is looking for someone who knows a programming language, you can share your grade in a class or point to a program you created using the language. But how can you show that you have a work ethic or any other soft skill?

Show, Don't Tell

Make note of your soft skills and point out some concrete instances where you've used them.

Just saying you have the skill isn't very meaningful. Instead, your best bet is to demonstrate that you possess this quality by sharing examples of times when you used it.

Top Skills Employers Look For

While certain hard skills are necessary for any position, employers increasingly look for job applicants with certain soft skills. That's because it's generally easier for an employer to train a new employee in a hard skill (such as how to use a certain computer program) than to train an employee in a soft skill (such as patience).

Get to Know the Top Skills Employers Seek

Analytical skills, communication skills, interpersonal skills, and leadership skills are among the top skills employers look for from prospective employees.

Employers are increasingly looking for candidates with hybrid skills, which are a combination of soft and technical skills. Candidates with this skill set are very competitive in a continually evolving, technologically focused economy.

If you possess the top skills employers seek in candidates for employment, incorporate them into your resume and cover letters and mention them during job interviews.

How to Emphasize Both Hard and Soft Skills

Since they're both important, emphasize both your hard and soft skills during the job application process. This way, even if you lack a hard skill required by the company, you can emphasize a particular soft skill that you know would be valuable in the position.

For example, if the job involves working on several group projects, emphasize your experience and skill as a team player and your ability to communicate with team members.

Skills to List and Avoid

The type of skills to highlight on resumes, cover letters, and during interviews vary depending upon the type of job for which you're applying. If you're seeking an administrative job, for instance, communication skills,

customer service skills, experience crafting business correspondence, and stenography are helpful skills to list.

If the position is managerial related, it's important to demonstrate supervision experience and leadership skills like the ability to delegate and problem-solve. Interpersonal skills such as empathy, patience, and diplomacy are also important traits to possess.

Note

Reading the job description carefully will give you a sense of the type of job-specific skills an employer is looking for in applicants.

What you won't find in that description, however, are the skills not to list, including proficiency with software or technology that is no longer relevant like MS-DOS or Lotus 1-2-3. The same goes for skills that you do not possess or are otherwise unrelated to the job in question. Experience as a graphic designer, for example, wouldn't necessarily be applicable to a position in human resources.

How to Highlight Your Skills

To make sure potential employers are aware of your skills, highlight them on your resume and cover letter. Weave in mentions of your skills during job interviews.

Incorporate skills into your resume. On your resume, include a skills section that lists out relevant skills. You can also point to your skills in the job description. For instance, if you're applying for a job where you need legal knowledge and the ability to communicate with clients successfully, you can include similar experience in job descriptions.

Include relevant skills in your cover letter. Your cover letter is also an opportunity to highlight both sets of skills. When it comes to soft skills, however, rather than saying you have a soft skill, demonstrate that you have it. For instance, rather than saying "I have leadership skills," say, "In my role at Company ABC, I steered the sales team to record numbers, creating a bonus structure that generated strong results."

Share your skills during job interviews. During interviews, the STAR interview response technique can help you show off soft skills. STAR, which stands for situation, task, action, and result, is a way to answer behavioral interview questions ("Describe a time when...") that involves recounting a work-related challenge, what role you played, what you did to affect the outcome, and what the result of the action you took was on the situation.

Key Takeaways

Employers seek candidates who exhibit both hard skills (technical, quantifiable abilities) and soft skills (interpersonal, subjective qualities). Highlight your hard skills by listing certifications, degrees, and specific proficiencies, and demonstrate your soft skills through concrete examples in resumes, cover letters, and interviews.

Emphasizing a blend of hard and soft skills can make you a competitive candidate, especially for positions requiring a hybrid skill set in a technologically evolving job market.

Sources:

GFCGlobal. "Hard Skills vs. Soft Skills."

CareerOneStop. "Skills Assessment."

CAREER PLANNING > SKILLS DEVELOPMENT

Verbal Communication Skills List and Examples

By [Alison Doyle](#) | Updated on September 17, 2020

In This Article

What Are Verbal Communication Skills?

Verbal Communication at Work

Examples of Verbal Communication

Tips to Improve Your Skills



PHOTO: IMAGE BY EMILY ROBERTS Â© THE BALANCE 2019

Almost every job requires workers to use verbal communication skills. That's why verbal skills are highly ranked on the candidate evaluation checklists used by many job interviewers.

The stronger your communication skills, the better your chances of getting hired regardless of the job for which you're applying. You'll do better during the interview, as well as on the job.

What Are Verbal Communication Skills?

Effective verbal communication skills include more than just talking. Verbal communication encompasses both how you deliver

Note

Workers who can convey information clearly and effectively are highly valued by employers.

Employees who can interpret messages and act appropriately on the information that they receive have a better chance of excelling on the job.

Verbal Communication Skills in the Workplace

What constitutes effective verbal communication on the job depends on the relationships between communication partners and the work context:

Verbal communication in a work setting takes place between many different individuals and groups such as co-workers, bosses and subordinates, employees, customers, clients, teachers and students, and speakers and their audiences.

performance appraisals, one-on-one discussions, interviews, disciplinary sessions, sales pitches, and consulting engagements.

Examples of Verbal Communication Skills

Here are some examples of effective workplace verbal communication skills employed in different workplace contexts.

Verbal Communications for Supervisors: The best supervisors don't merely tell their subordinates what to do and expect them to listen. Instead, they employ [active listening skills](#) to understand employee needs and perspectives, engage in verbal negotiation to address and defuse issues, and capitalize upon opportunities to praise individual and team achievement.

Advising others regarding an appropriate course of action

Assertiveness

Conveying feedback in a constructive manner emphasizing specific, changeable behaviors

Disciplining employees in a direct and respectful manner

Giving credit to others

Showing an interest in others, asking about and recognizing their feelings

Speaking calmly even when you're stressed

Terminating staff

Training others to carry out a task or role

Using affirmative sounds and words like "uh-huh," "got you," "I understand," "for sure," "I see," and "yes" to demonstrate understanding

Using self-disclosure to encourage sharing

Verbal Communications for Team Members: Open and constant lines of communication are vital to team success, particularly when completing quality- and deadline-critical projects. One of the most important team-building skills, strong verbal communications help to ensure that issues will be spotted and resolved in formative stages, averting costly escalation.

Conveying messages concisely

Encouraging reluctant group members to share input

Explaining a difficult situation without getting angry

Explaining that you need assistance

Using probing questions to elicit more detail about specific issues

Receiving criticism without defensiveness

Refraining from speaking too often or interrupting others

Requesting feedback

Stating your needs, wants, or feelings without criticizing or blaming

Verbal Communications with Clients: If a large part of your work involves one-on-one communications with customers, it's helpful to have a "gift of gab" – particularly if you are a sales professional. Keep in mind, though, that your conversations need to be focused upon identifying and addressing your clients' needs; using your verbal talents to encourage consultative dialogues will ensure positive client relations.

Anticipating the concerns of others

Asking for clarification

Asking open-ended questions to stimulate dialogue

Calming an agitated customer by recognizing and responding to their complaints

Noticing [non-verbal cues](#) and responding verbally to verify confusion, defuse anger, etc.

Verbal Communications for Presenters: Public speaking is a talent that is honed both through practice and through formal training. Speaking articulately and persuasively to a live audience involves:

Enunciating each word you speak clearly

Introducing the focus of a topic at the beginning of a presentation or interaction

Planning communications prior to delivery

Projecting your voice to fill the room

Providing concrete examples to illustrate points

Restating important points towards the end of a talk

Selecting language appropriate to the audience

Speaking at a moderate pace, not too fast or too slowly

Speaking confidently but with modesty

Summarizing key points made by other speakers

Supporting statements with facts and evidence

Career Outcome 1

Telling stories to capture an audience

Using humor to engage an audience

Tips to Improve Your Verbal Communications

Even if you are a shy introvert who prefers to work independently, there are ways to improve your verbal communication skills so that you can more easily cultivate rapport with others.

Practice makes perfect, and so take the time to actively practice these communications skills for workplace success: active listening, clarity and conciseness, confidence, empathy, friendliness, open-mindedness, giving and soliciting feedback, confidence, respectfulness, and non-verbal (body language, tone of voice, eye contact) communication.

Was this page helpful?



What are 21st Century
Employability Skills?

Applied Knowledge

Effective Relationships

Workplace Skills

What is Personal Success?

Values

Positive Attitudes

Good Work Habits

Instructor Copy Examples

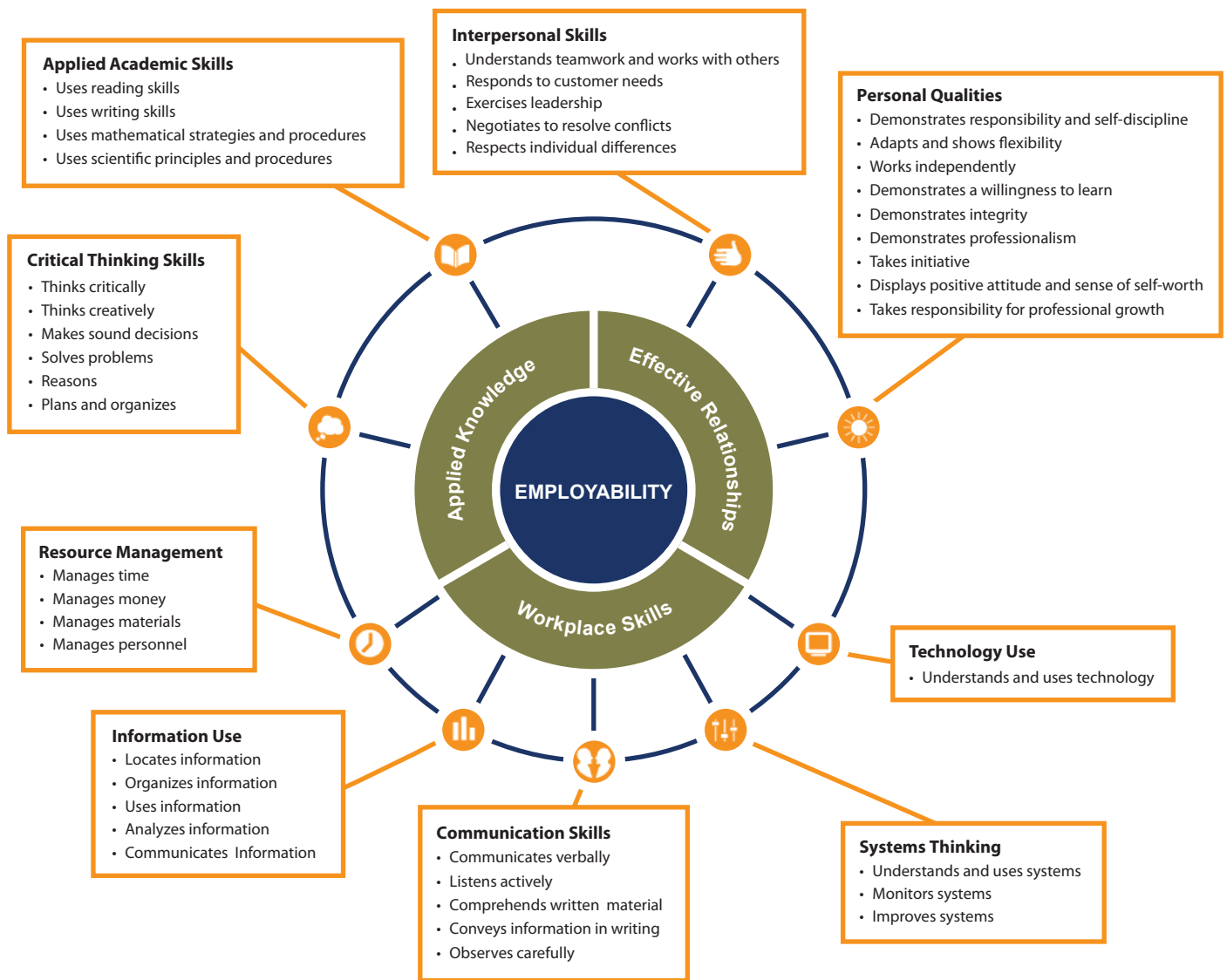
What are 21 st Century Employability Skills?	Applied Knowledge	Effective Relationships	Workplace Skills
<ul style="list-style-type: none">• General skills necessary for success in the workforce• These skills include:<ul style="list-style-type: none">• Applied Knowledge• Effective Relationships• Workplace Skills	<ul style="list-style-type: none">• Applied Academic Skills• Critical Thinking Skills	<ul style="list-style-type: none">• Interpersonal Skills• Personal Qualities	<ul style="list-style-type: none">• Resource Management• Information Use• Communication Skills• Systems Thinking• Technology Use

What is Personal Success?	Values	Positive Attitudes	Good Work Habits
<ul style="list-style-type: none"> • One's belief of what will make them successful 	<ul style="list-style-type: none"> • Principles and beliefs that you consider important • Influence your decisions and actions • Courage • Fairness • Freedom • Honesty • Respect • Responsibility • Trustworthiness 	<ul style="list-style-type: none"> • Friendliness • Self-motivation • Teamwork • Adaptability 	<ul style="list-style-type: none"> • Be on time • Be at work every day • Call your supervisor immediately if you become ill and must miss work • Complete all work in a timely fashion • Keep your work area neat and organized • Be accurate • Report mistakes or problems to your supervisor immediately • Do not make personal calls from work

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills.”



Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

<http://cte.ed.gov/employabilityskills>

EMPLOYABILITY SKILLS

TOP
10

Employability Skills may be described as the transferable abilities that a person needs to make them 'usable.' Along with strong technical knowledge and expertise, companies frequently describe a set of qualities from an employee that they desire. These abilities are what they think will provide the employee the greatest possible opportunity to fulfil their job. Employment relies on your knowledge, skills and attitudes, how you utilise and display these advantages to employers

1

Communication and interpersonal skills

2

Problem solving skills

3

Using your initiative and being self-motivated

4

Working under pressure and to deadlines

5

Organisational skills

6

Team working

7

Ability to learn and adapt

8

Numeracy

9

Valuing diversity and difference

10

Negotiation skills

Source: Science, Technology, Engineering, and Mathematics Network

My Employability Skills Checklist

On a scale from 1 to 5 with 5 being the highest, rate the employability skills you already possess. Add up your scores to see if you have the skills needed to be employable.

Applied Academic Skills					
I can already ...	1	2	3	4	5
Use reading skills					
Use writing skills					
Use mathematical strategies and procedures					
Use scientific principles and procedures					
Think critically					
Think creatively					
Make sound decisions					
Solve problems					
Reason					
Plan and organize					
Effective Relationships					
I can already ...	1	2	3	4	5
Understand teamwork and work well with others					
Respond to customer needs					
Exercise leadership					
Negotiate to resolve conflicts					
Respect individual differences					
Demonstrate responsibility and self-discipline					
Adapt and show flexibility					
Work independently					
Demonstrate a willingness to learn					
Demonstrate integrity					

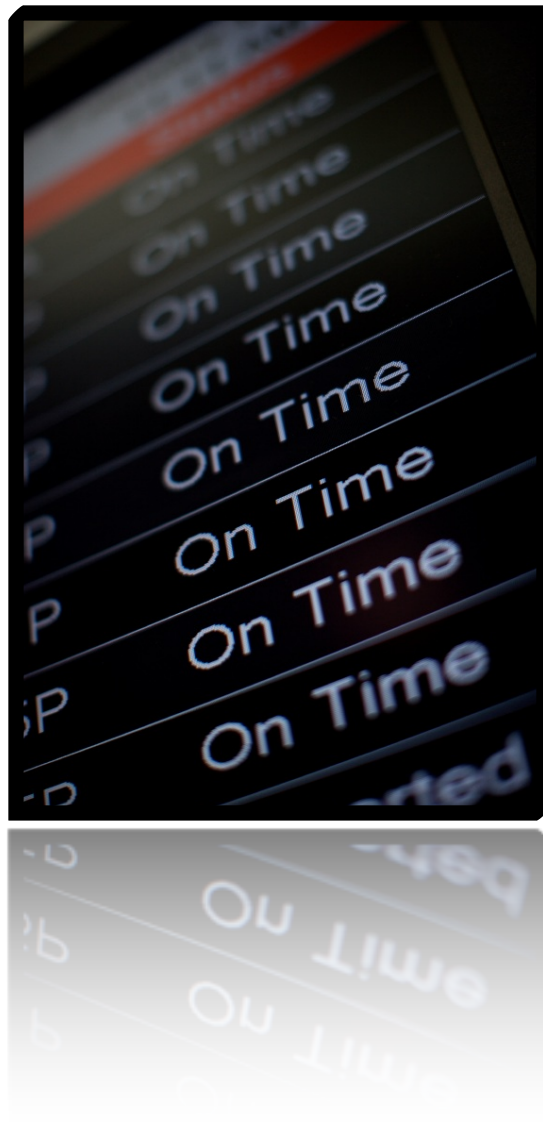
Demonstrate professionalism					
Take initiative					
Display a positive attitude and a sense of self-worth					
Take responsibility for professional growth					
Workplace Skills					
I can already ...	1	2	3	4	5
Manage time					
Manage money					
Manage materials					
Manage personnel					
Locate information					
Organize information					
Use information					
Analyze information					
Communicate information					
Communicate verbally					
Listen actively					
Comprehend written material					
Convey information in writing					
Observe carefully					
Understand and use systems					
Monitor systems					
Improve systems					
Understand and use technology					
Totals					
Grand Total					

190 – 210 Congratulations! You are already employable!

170 – 189 Way to go! You are almost there!

150 – 169 You have time to work on your skills!

TIME MANAGEMENT GRID



Covey's Time Management Grid

We live in a time pressured world where it is common to have multiple overlapping commitments that all require immediate attention now. Urgency is no longer reserved for special occasions, they are an everyday occurrences. Missing deadlines is not the path to advancement or even good job reviews. So how can one manage the flood of responsibilities, do excellent work and maintain a positive frame of mind? The Covey time management grid is an effective method of organizing your priorities. As you can see from the grid below, there are four quadrants organized by urgency and importance.

	URGENT	NOT URGENT
IMPORTANT	<i>Quadrant I:</i> Urgent & Important	<i>Quadrant II:</i> Not Urgent & Important
NOT IMPORTANT	<i>Quadrant III:</i> Urgent & Not Important	<i>Quadrant IV:</i> Not Urgent & Not Important

source: Stephen Covey, *7 Habits of Highly Effective People*

Quadrant I is for the immediate and important deadlines.

Quadrant II is for long-term strategizing and development.

Quadrant III is for time pressured distractions. They are not really important, but someone wants it now.

Covey's Time Management Grid

Quadrant IV is for those activities that yield little or any value. These are activities that are often used for taking a break from time pressured and important activities.

Many people find that most of their activities fall into quadrant I and III. Quadrant II is often under used. Yet, Quadrant II is exceptionally important because one must work both tactically and strategically at the same time. Finding ways to expand Quadrant II activities is a common outcome from using this grid.

Using The Grid

The grid has many applications, two will be suggested here. The first and most obvious use of the grid is take your current 'to-do' list and sort all the activities into the appropriate grid. Then, assess the amount of time you have to accomplish the lists and, if necessary, reallocate activities.

The second approach is a one week assessment strategy. Make six copies of the grid (you will find a working copy on the next page) and use one grid for each day of the week, listing all activities and time spent. At the end of the week, Combine the five individual day data onto one summary grid (number 6) and calculate the percent of time in each grid. Then evaluate how well your time is spent and whether your work load needs to be reorganized.

The Bottom Line: *Do Important things First!*

Covey's Time Management Grid

<i>Quadrant I: Urgent & Important</i>	<i>Quadrant II: Not Urgent & Important</i>
<i>Quadrant III: Urgent & Not Important</i>	<i>Quadrant IV: Not Urgent & Not Important</i>

Exit Ticket – Field Trip Name _____ Date _____

Field Trip Location: _____

1. The field trip provided a valuable component to this course.

Circle one:

Strongly Agree

Agree

Disagree

Strongly Disagree

Explain:

2. What did you notice during the visit that directly links to what you are learning in this class? Explain.

3. Did the field trip experience surprise you? Was there something you saw or learned that was interesting?

Prepared by: D. Karavites-Uhl 2023 Career Outcome 3

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Field Trip Location: _____

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Prepared by: D. Karavites-Uhl 2023 Career Outcome 3

Negotiation Scenario	Flexibility Scenario
<p>You are employed by a welding company that requires all welders to be provided OSHA prescribed safety gear. The gear is stored in an area with labeled boxes, but there is no inventory or sign out sheets for workers to indicate they have taken gear or if gear needs to be replaced. It is a hit or miss situation when you need a specific item.</p> <p>Most workers will take 2-3 pairs of gloves, as they are easily lost or damaged. However, lately there have been no gloves in the storeroom and no indication of when new gloves will be available.</p> <p>How would you negotiate with management to provide an inventory system? Some of your coworkers feel that the current practice of obtaining equipment works well enough, and do not see a need for change.</p>	<p>When you arrive at work you notice that there is posting from management that requires mandatory overtime for all welders for the following Saturday due to the backup of welding orders.</p> <p>Overtime is not really the issue, as many welders like the idea of getting paid time and half for the extra work. However, many welders had been pulled away to work in the shipping department to pull parts and prepare orders for shipping.</p> <p>When several complained to the supervisor, he let them go back to the welding department.</p>

Respect	Listening
<p>Company policy is that you do not have to clock out if you eat lunch in the employee cafeteria. You have thirty minutes for lunch, and you have chosen to bring your lunch to eat at work. It is based on an honor system, and no one watches or checks if you eat lunch at the shop or leave.</p> <p>A coworker, Paul, does not clock out when he leaves the shop for lunch, and is often late when arriving back to the shop. He feels “What the boss does not know does not hurt him. It is only 5 minutes, and they do not pay me enough anyway!”.</p>	<p>A safety topic is covered at the shops’ weekly company meeting. This week, the use of a face shield was discussed.</p> <p>The speaker, a representative of the company that makes the face shields explains the need to wear a face shield when using abrasive grinding equipment. The shop owner has instituted a mandatory policy enforcing wearing a face shield along with safety glasses. The meeting concluded with everyone being issued new face shields and safety glasses.</p> <p>The following week you notice your shop supervisor operating a grinder without a face shield. You offer your face shield, thinking he misplaced or forgot his. The supervisor starts to yell at you to mind your own business and go back to work.</p>

Stress Management	Teamwork
<p>Your supervisor hands you a picture of a framework with the dimensions. He wants you to build a 4” C-channel frame, with those specific dimensions within the hour, as he needs it for a presentation with a client.</p> <p>You go back to your workstation, load up the material, cut the material, and weld the pieces. The supervisor walks by and starts to yell at you, that you did not follow his directions, and you cannot read a blueprint. He tells you to start over again and do it right this time.</p>	<p>You have been assigned to work in a team with your coworker Dave for the new job order that must be finished within a six-month time limit.</p> <p>Each part that is welded must be signed off by the supervisor, who is a Certified Welding Inspector. You and your coworker were chosen for the job because you are qualified and trained welders.</p> <p>Both of you are struggling with the welds and have had the parts rejected several times. Dave gets mad and states he will weld them where he wants and will change the machine settings before the parts are inspected.</p>

Instructions: Your group has been given Workplace Scenario cards with different employability skills. Read a card with your group, discuss what point of view the stakeholders (key people) would have in this situation and the key questions. Record the group's decision in the table below. the answers to the questions. Trade cards with another group member until you have read and answered all six cards. Choose a spokesperson and be prepared to discuss one of the six scenarios with the class.

Scenario 1- Negotiation

Stakeholders	Points Of View to Consider
1. Yourself	1.
2. Coworkers	2.
3. Management	3.
Key Questions	
1. Safety equipment is mandatory and needs to be supplied the company you work for, why do you think there is no inventory or sign out sheets in the storeroom?	

2. How would you approach management to implement a better system for keeping track of who tacks equipment and when more equipment needs to be ordered?

3. Should there be a system to check on employees that do not use their safety equipment?

Scenario 2 – Stress Management

Stakeholders	Points Of View to Consider
1. You	1.
2. Supervisor	2.
3. Client	3.
Key Questions	
<p>1. Was it the responsibility of the supervisor or the employee to initiate a review of the blueprint before cutting and welding began?</p>	

2. Employees and their supervisors often get frustrated when they think the other does not listen carefully to instructions. How should the supervisor manage the situation when he sees the directions not being followed?

3. Are there ethical obligations by the employee to ask for clarification before beginning a job order?

Scenario 3 – Teamwork

Stakeholders	Points Of View to Consider
1. You	1.
2. Dave	2.
3. Client	3.
4. The inspector	4.
Key Questions	
1. Both of you were frustrated with the end results of the weld. As a team member, should you offer help to your coworker?	

2. When Dave changes the machine setting and the inspector does not catch the change, who is liable for the wrong weld?

3. If the wrong weld leads to an injury, how would you feel?

4. What are some ideas on how to collaborate with your coworker when you both have different opinions?

Scenario 4 -Flexibility

Stakeholders	Points Of View to Consider
1. Management	1.
2. Welders	2.
Key Questions	
1. When management moves workers from their original workstations and then requires overtime, are they expecting too much of their employees?	

2. Who else should be considered when requiring mandatory overtime?

3. How would you manage this if you had plans with your family or friends and needed the time off?

4. If you walk away from the job, what are the consequences?

Scenario 5 – Respect

Stakeholders	Points Of View to Consider
1. You	1.
2. Paul	2.
3. Management	3.
Key Questions	
1. Does the time Paul takes really matter? How so?	
2. What might you say to Paul about his not following company policy?	

3. Is this a matter of respect for the company policies or coworkers? Or both?

4. Would you cover for Paul if management came looking for him? Why or why not?

5. Is covering for Paul ethical?

Scenario 6 – Listening

Stakeholders	Points Of View to Consider
1. Management	1.
2. You	2.
3. Your coworkers	3.
Key Questions	
1. Why is it important to attend and listen carefully at employee meetings, especially those that cover safety topics?	
2. What should have said to your supervisor when he told you mind you own business? Was he right in doing so? How else could you have managed this?	
3. Should you report your supervisor to his boss? HR?	

Self Confidence	Time Management
<p>You graduated from a two-year welding school taking every opportunity to train and learn new skills.</p> <p>You are placed on a welding team with Carl who worked his way through the company and did not attend a welding school. He consistently makes remarks about you being privileged and calls you “weld school.” He looks for things you did not learn in welding school and makes fun of you in front of other employees.</p> <p>When you speak to your supervisor about Carl’s remarks, he really does not listen, and tells you to “man-up” and that you are too sensitive.</p>	<p>Work starts at 7:00 AM and you arrive at least 15-20 minutes early each day to make sure you are prepped and ready to start at the beginning of your shift.</p> <p>Your coworker Patrick, arrives at 7:00 AM, and then proceeds to the lunchroom for a cup of coffee, chats with others in the shop and gets to your shared workstation at about 7:30 – 8:00 AM.</p>

Responsibility	Work Ethic
<p>You have noticed that some of your coworkers take home scrap materials from job orders. Some use the scraps for artwork, smokers and grills and sell them at craft fairs and online. Some use scrap materials for personal use, such as repairing their homes or trailers.</p> <p>These coworkers have expressed that they do not make enough money, and the scraps help to supplement their income. You have not heard of any company policy allowing this or prohibiting the taking of scrap materials for personal use.</p> <p>You are interested in doing the same, but feel you should ask, and wonder if this will cause hard feelings if the others get in trouble.</p>	<p>Pete and Mike have known each other since grade school and were class clowns in high school. They were happy when they found out they both got accepted to work at the same company and in the same welding department.</p> <p>However, they have not grown out of their “class clown” days, joking with each other and making the others in the shop smile and sometimes nod their heads in wonder at their antics.</p> <p>The supervisor has noticed the quality of their work has diminished and they are spending more time fooling around than working. Other employees are becoming frustrated when they must redo and fix the mistakes they make.</p>

Problem Solving	Patience
<p>You have just started a new job, and your mentor will be an employee of the company that has worked there for over 20 years.</p> <p>You meet your mentor, Sidney, and the first week flew by, with you learning new techniques and skills. The two of you get along and you are happy to work with such a skilled employee for 6 weeks. You want to impress Sidney and management by working hard and spend time practicing your welding skills during your breaks and lunch. By week three, Sidney tells you not to worry about the welding instructions on the blueprints and just weld so that nothing falls apart. He states those engineers do not know anything about actual welding.</p> <p>Your new supervisor pulls you aside later that week and says, “Learn as much as you can from Sidney, but disregard his instructions on welding, management knows you went to school, and you know the correct way to read a blueprint.”</p>	<p>Larry is working on a project that calls for specific measurements for the 300 parts he needs to make. This was a rush order and there was only two weeks for the project to be completed. Larry has vacation time coming and does not want to work overtime as he is preparing for his trip.</p> <p>Larry’s supervisor came to him and said his measurements were wrong and the parts were over welded. The Quality Control Team has requested they be remade to the correct specifications.</p> <p>Larry knows how to read blueprints and measure correctly.</p>

Instructions: Your group has been given Workplace Scenario cards with different employability skills. Read a card with your group, discuss what point of view the stakeholders (key people) would have in this situation and the key questions. Record the group’s decision in the table below. the answers to the questions. Trade cards with another group member until you have read and answered all six cards. Choose a spokesperson and be prepared to discuss one of the six scenarios with the class.

Scenario 1 – Responsibility

Stakeholders	Points Of View to Consider
1. You	1.
2. Your company	2.
3. Your coworkers	3.
Key Questions	
<p>Responsibility: A duty or task that you are required or expected to do; something that you should do because it is morally right, legally required, etc.</p>	
<p>1. Do you turn a blind eye because it does not really hurt anyone, and the bosses do not look like they are hurting for money?</p>	

2. Is there an ethical issue being presented here?

3. What is the company okay with it and you just do not know? How do you go about finding out the rules of the fringe benefits?

Scenario 2 – Time Management

Stakeholders	Points Of View to Consider
1. You, the employee	1.
2. Your coworker	2.
3. The company	3.
Key Questions	
1. Should you be expected to start working at the beginning of your shift, or just be to work at the beginning of your shift?	

2. Considering the gear associated with the welding industry, should there just be an understanding that it is going to take some time for you to get prepared to be safe for your job?

3. What kind of message does this send to your coworker about being a collaborator?

4. If someone exhibits these habits at the start of the day, what other habits might they exhibit throughout the day?

Scenario 3 – Work Ethic

Stakeholders	Points Of View to Consider
1.Sean	1.
2.Quinton	2.
3.Coworkers	3.
4.Company	4.
5.Shop Supervisor	5.
Key Questions	
1. Discuss the pros and cons of working with one of your good friends.	

2. How would you manage it if you were in this position? Discuss it from the various viewpoints of the coworkers, company, and shop supervisor.

3. How do you think that Sean and Quinton should be dealt with?

4. How do you think this might be affecting shop morale?

Scenario 4 – Self Confidence

Stakeholders	Points Of View to Consider
1. You, the employee	1.
2. Your coworker	2.
3. Your boss	3.
4. The company	4.
Key Questions	
<p>1. Is this just a rite of passage or is this a form of harassment in the workplace?</p>	

2. What responsibilities does your boss have to listen to your concerns?

3. What other options do you have to manage the situation differently?

4. How would these interactions cause you to reconsider your ability and your choices?
What would you do to keep positive and self-confident?

Scenario 5 – Problem-Solving

Stakeholders	Points Of View to Consider
1.You	1.
2.Your boss	2.
3.Gary	3.
Key Questions	
1. How do you manage the next three weeks of training that you will be going through with what the boss just told you?	
2. Should you seek clarification from your boss?	

3. After you move into your own welding area, do you think you will disregard Gary's advice? Will this cause conflict when Gary stops in to check on how you are doing? How might you manage this situation?

Scenario 6 – Patience

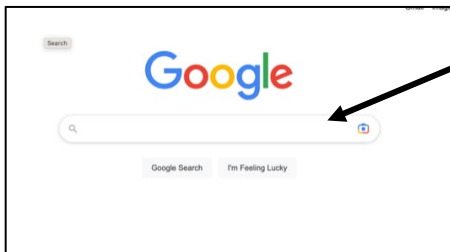
Stakeholders	Points Of View to Consider
1. Mike	1.
2. Mike’s manager	2.
3. Quality Assurance	3.
4. Company	4.
Key Questions	
1. Is it your responsibility as an employee to worry about over-welding?	
2. What other issues can come up if you are not being patient with your welding?	

3. What cost considerations, in the overall picture of things, can being patient and doing a project as instructed?

4. How might the extra weight affect the company's other manufacturing or shipping processes?

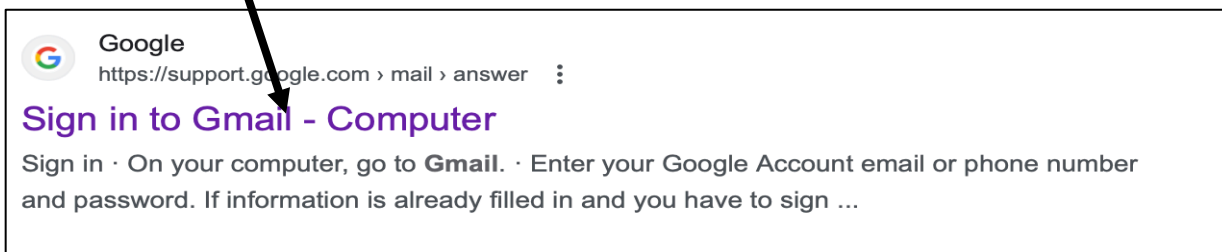
How to Create a Google Doc

1. Log into gmail.com

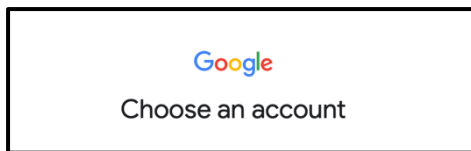


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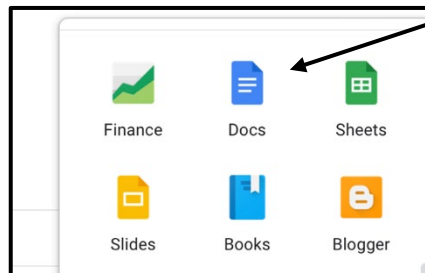
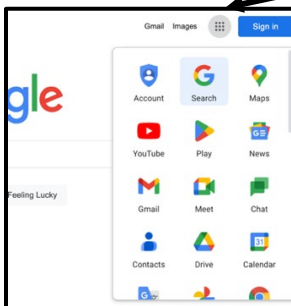
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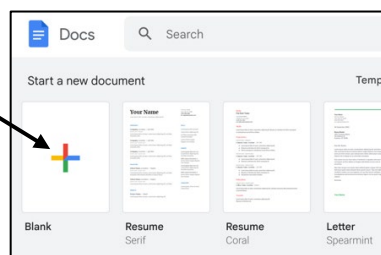
3. If information is filled in, and it is not yours, click on the Use another account tab.



4. Once you are signed in, click on the nine (9) dots on the right side of the screen and scroll to find "DOCS". Click to open.

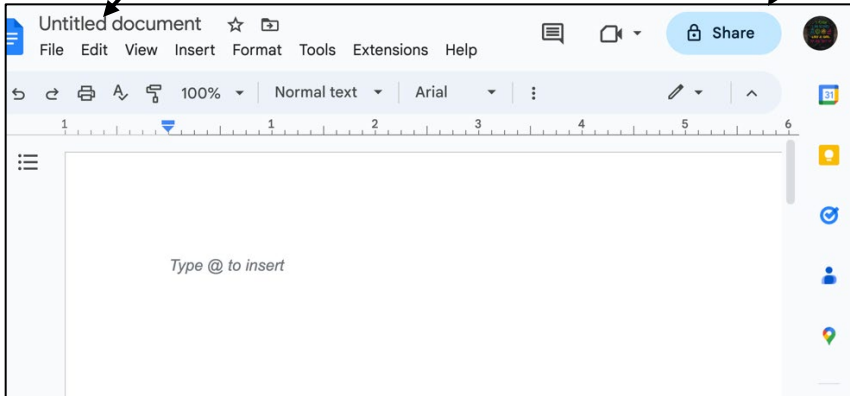


5. Click on "Blank" to start a new document.

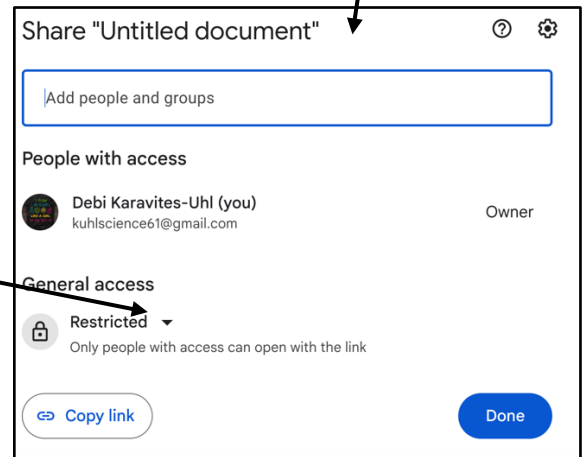


6. Click on "Untitled Document" in the upper left-hand corner. Name your document.

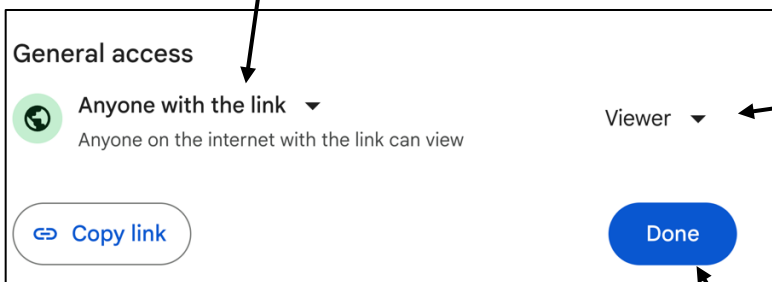
5. When you have titled your document, click the "Share" button on the top right. A screen will appear that asks you – the owner, to add people and groups. Type in the email address of the person/people you want to have access to the document.



6. You are the owner, but your people/groups need access. Click the Restricted tab



7. Choose Anyone with the link



8. Change Viewer to Editor

9. Click Done to send

The Guide to Create an Effective Resume

Resume Worksheet

Writing a resume can be daunting! However, you will use this form to help you gather important information needed for your resume.

Instructions: Fill in the following worksheet as completely as possible. Use this guide as a resource for what information, should be included and what should not be included. You will be transferring this information to a Word Doc as you write your resume.

Personal Information

Full Name	
Current Address	
City, State, Zip	
Telephone Number	
Email	

Social Security #	XXXX – Leave Blank	Date of Birth	XXX - Leave Blank
Emergency Contact		Telephone Number of Emergency Contact	

Do you have a driver's license?	<input type="checkbox"/> YES <input type="checkbox"/> NO
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Educational Background

Hint: Start with the last or current school you attended.

School Name		School Address/City/State	
Dates of Attendance	To: From:	Degree/Diploma/Grade Level Completed	

School Name		School Address/City/State	
Dates of Attendance	To: From:	Degree/Diploma/Grade Level Completed	

School Name		School Address/City/State	
Dates of Attendance	To: From:	Degree/Diploma/Grade Level Completed	

Skills

Hint: List the current skills you have and are confident using in the workplace.

<p>Computer Skills</p> <p><i>(Hardware and software you can use)</i></p>	
<p>Machine Skills</p> <p><i>(Include machines you can use that relate to the job you are applying for)</i></p>	
<p>Specialized Skills</p> <p><i>(The languages you speak, auto repair, etc.)</i></p>	

Work Experience

Hint: List your current job first. List the most important duties and responsibilities for the position.

Employer & Address		Dates Employed	From: To:
Position Held		Contact Person & Title	
Salary	Starting: Ending:	Telephone Number of Contact Person	
Duties & Responsibilities	1. 2. 3.	Reason for Leaving	

Employer & Address		Dates Employed	From: To:
Position Held		Contact Person & Title	
Salary	Starting: Ending:	Telephone Number of Contact Person	
Duties & Responsibilities	1. 2. 3.	Reason for Leaving	

Employer & Address		Dates Employed	From: To:
Position Held		Contact Person & Title	
Salary	Starting: Ending:	Telephone Number of Contact Person	
Duties & Responsibilities	1. 2. 3.	Reason for Leaving	

References

Hint: List at least two references, preferably someone that has given you permission to use their name and know your work history and work ethic.

Name:		Relationship	
Best Contact Phone Number or Email Address		How long has this person known you?	
Has this person given you permission to be used as a reference?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Why can this person recommend you for employment?	

Name:		Relationship	
Best Contact Phone Number or Email Address		How long has this person known you?	
Has this person given you permission to be used as a reference?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Why can this person recommend you for employment?	

Resume Tips & Suggestions

- ✓ The above information will be used to create a **ONE PAGE** summary of your skills, education, and experience. On average, employers typically look at a resume for less than 30 seconds – so lengthy, wordy resumes are out – concise, to the point information are in!
- ✓ There is no one best resume format. The importance of your resume is in the **consistency** and **organization** of the most important facts about you.
- ✓ Since you will probably have little work experience after finishing your training, you will want to **emphasize** your accomplishments in and out of the classroom. Your clinical experience, volunteer activities, student organizations, and duties at home can help define who you are and should be highlighted.
- ✓ **Words** make a difference. You need to sound positive and confident about your accomplishments. Choose a verb to start each of your descriptions.
- ✓ Be **truthful** in all things – little white lies come out easily during interviews.
- ✓ Complete sentences are not necessary; **action phrases** work best. See list of Action verbs to use in *The Guide to Create the Effective Resume*.
- ✓ **Organizational Format** or **Functional Format**? Organizational resume formats follow your work history backward, from your current job. Functional resume format is created without employment dates or company names. Its focus is on your skills and responsibilities and a format to use after you have developed your career skills.
- ✓ **Avoid** using color paper, ink, or fancy graphics on your resume. Use white or off-white professional weight paper and black ink. Resumes should be printed with a quality printer, using a print shop to make several, quality copies of your resume could be worth the time and cost.
- ✓ **Use** 12-point font, one-inch margins on all sides, avoid use of italics, bold and underlining. Your resume should be one page and easy to read.
- ✓ Have your final resume **proofread** by friends and family. It only takes one error in spelling, punctuation, or grammar to stop a potential employer from reading.

Elements of a resume

Heading	This is your personal information: Formal name (not nickname) should be at the top of the page and stand out above all other headings. Address, phone number and email should be listed right under your name.
Objective	This is the “career objective” and the most important part of the resume. One sentence to describe what type of job you are seeking. Be specific. If there is not one specific job listing, state your area of interest (working in the pharmacy, lab or with patients).
Education	As a student, this is your next section. Just include the college or training institution you are attending. It is assumed you graduated from high school. Include your major, date of graduation (or expected graduation), and certificate/degree earned.
Experience	Include previous employers, location, and dates of employment. List your duties and responsibilities and use action verbs to start the description. Do not use “I” in descriptions. Do not assume that your job title describes your duties and responsibilities.
Activities	Employers like to see if you have been involved in school or community activities, especially if they relate to your degree/certification.
Summary of Skills	Special skills or talents? Languages you speak/write/read, word processing, software you are familiar with, especially if it will be useful for the job you are seeking.
References	References are not necessarily important on a resume. However, you should have a list of references to take with you for the interview. These should be individuals that have observed your work habits (teachers, past employers). A typed list of references, 2-3 people, listing names, how to contact them (make sure to ask your references for permission and the best way to contact them).

Action Verbs to Strengthen Your Resume

Decision Making	Management	Changes	Personnel
Accept	Adjudicate	Activate	Appraise
Activate	Analyze	Compare	Discharge
Approve	Anticipate	Create	Employ
Authorize	Direct	Design	Handle
Decide	Establish	Establish	Interview
Render	Evaluate	Improve	Promote
Required	Execute	Make	Recruit
Solve	Manage	Modify	Screen
Terminate	Meet	Stimulate	Seek
Test	Organize	Upgrade	Train
	Plan		Transfer
Helping	Communication	Planning & Control	Research
Arrange	Contact	Acquire	Analyze
Assist	Critique	Allocate	Compile
Contribute	Declare	Assume	Define
Counsel	Display	Control	Determine
Give	Inform	Extend	Develop
Guide	Interpret	Forecast	Evaluate
Initiate	Issue	Formulate	Identify
Serve	Speak	Measure	Investigate
Solve	Testify	Monitor	Prepare
	Write	Plan	Propose
		Progress	Recommend
		Schedule	Research
			Review
			Submit
Supervision	Administration	Communication	External Activities
Adhere	Administer	Contact	Cooperate
Assess	Engage	Critique	Coordinate
Assign	Furnish	Declare	Negotiate
Counsel	Insure	Display	Publicize
Define	Justify	Inform	Represent
Delegate	Process	Interpret	Strengthen
Demonstrate	Procure	Issue	
Develop	Purchase	Speak	
Encourage	Receive	Testify	
Exercise	Reclaim	Write	
Foster	Reject		
Manage	Requisition		
Meet	Secure		
Participate	Ship		
Report	Store		
Request	Supply		
Supervise			

Resume Template

1. Make a copy of the following template, then write your resume in a Word Doc, using the information from your resume worksheet.
2. Share resumes with your partner, proofread, and make suggestions to each other.

Full Name

Address

City, State, Zip code

Phone number

Email

Career Objective	
Education	
Experience	
Skills	
Activities	

Interview Video Notes

<https://youtu.be/HVK-xbdddhA>

NAME	Appropriate	Inappropriate
1. Anthony		
2. Marissa		
3. Christa		
4. Todd		
5. Kaitlynn		
6. Steven		
Who would you hire?		
Why?		

<https://youtu.be/HVK-xbdddhA>

NAME	Appropriate	Inappropriate
1. Anthony	NO	Late to interview. Gives interviewer his folder and fixes his tie. Asked about salary and vacation days before the interview started
2. Marissa	NO	Interrupts the interviewer. No updated resume. "Wants to talk about her experience"
3. Christa	NO	Jewelry is a distraction. Does not introduce herself. Says "yep". No eye contact with interviewer. Looking around and not paying attention.
4. Todd	YES – wear suit – professional attire, has eye contact, active listening	
5. Kaitlynn	NO	Too relaxed of an outfit. Talking on phone to mom right outside the door. Puts her bag on the table with her coffee. Drinks her coffee and is too relaxed.
6. Steven	NO	Pokes head around the door. Dressed too casually. Slouching and arms crossed. Starts shaking leg.
Who would you hire?		
Todd		
Why? - Answers will vary but should reflect the above observations.		

Standard Interview Questions

by ResumeEdge.com - The Net's Premier Resume Writing and Editing Service

1. Tell me about yourself.
2. What did you most enjoy about your last job?
3. How would your colleagues or supervisor describe you?
4. What can you offer us that other people cannot?
5. What about this job attracts you? What is unattractive?
6. How long do you see yourself with us?
7. How would you describe an ideal working environment?

Standard interview questions might not seem difficult, but your answer to each should be polished and sharp. Craft responses and practice them before your interview so that they roll off your tongue when you face the interviewer. Effective responses answer questions honestly, positively, and briefly, highlighting important qualities and accomplishments that are relevant to the position at hand. Give examples to illustrate and corroborate your statements when possible. Your responses should work together, making connections between what you have previously done, the available position, and your goals.

Example: Mark is preparing for an important interview. He is a recent graduate from law school who wishes to become a financial planner at a mid-sized firm that deals with families who have a minimum account of twenty-five million dollars. Before he went to law school, he was a financial analyst for three years and passed two levels of testing toward a CFA certification. He decided not to complete the CFA training.

His company promoted him twice during his time there, once into a management position that suited him only fairly well. He did not get the kind of training from his company that he felt he needed in order to manage people effectively. Still, he likes to help people make good decisions and he effectively led his team to create a clearer strategy for approaching new accounts. Mark seems to have a sixth sense for how to compound wealth. He knows how to spot trends and retreat from them just as they crest in profitability. He thinks he might one day become an estate planning attorney in a financial planning firm. Of course, he does not know what life will bring him. Mark does not want to constrict his options unnecessarily, and he certainly is not ready to settle down into a firm for the next ten years.

Consider how Mark might answer standard questions effectively and ineffectively.

Tell me about yourself.

Ineffective: I am a hard worker who is good with numbers. After I worked as a financial analyst for a few years, I decided to go to law school. I just finished and now am looking for a new challenge.

Effective: I began developing skills relevant to financial planning when I worked as a financial analyst for three years. In that role, I succeeded in multiplying the wealth of my clients by carefully analyzing the market for trends. The return on the portfolios I managed

was generally 2% more than most of the portfolios managed by my company. My initiative, planning, and analytic skills were rewarded by two promotions. As the manager of a team, I successfully led them to develop a more efficient and profitable strategy for dealing with new accounts. My subsequent training in the law, including tax law and estate law, gives me an informed view of what types of investments and charitable gifts would be most advantageous for your clients.

What did you most enjoy about your last job?

Ineffective: I liked lots of things--the people, the challenge, the rewards. Sometimes we had to work long hours, but it always seemed to pay off.

Effective: Of the many things that I enjoyed, I would say that the strategic aspects of my job most energized me. I liked setting concrete performance goals for myself and finding ways to meet them. I similarly enjoyed analyzing markets for trends and identifying when would be the most beneficial time to enter or withdraw from certain funds. When I was a manager, my team and I developed a new approach to accounts that became a standard for the company. Strategizing gave my work a sense of tangible direction and accomplishment.

How would your colleagues or supervisor describe you?

Ineffective: I guess they would say that I am a hard worker who is successful.

Effective: My supervisor and colleagues have described me as a dependable worker. My supervisor has appreciated that I prioritize tasks and manage my responsibilities so that she can rely on me. My bosses tell me I have a sixth sense for markets and I learn new information and procedures quickly. These skills account for my two promotions in three years. My boss was also impressed by how I was able to lead my team.

What can you offer us that other people cannot?

Ineffective: I have a unique combination of skills. I also really want the job.

Effective: I have a track record of multiplying wealth through investments and developing strategies with teams. Since I have a JD, I also know what legal parameters and loopholes affect families and individuals planning their finances. My CFA training not only shows that I will succeed in the CFP courses, but also gives me a broader view of why financial plans work as they do. Since I am organized and self-motivated, I will add value to the company without requiring much tending and supervision.

What about this job attracts you? What is unattractive?

Ineffective: I like that it is in the field I am targeting. I don't like the commute that it will require.

Effective: As I evaluate my skills and goals, this job maximizes both. I will be able to merge my knowledge of law and markets while strategizing for the sound financial future

of clients. Since this is a small company, I imagine that there will be opportunity for increased responsibilities and challenges. I share the values of the company. I am not eager to do much data processing, but the position is very attractive.

How long do you see yourself with us?

Ineffective: I don't want to make any hasty commitments, and I like to keep my options open. Maybe I will be here for one year, maybe for five. It depends.

Effective: I see myself here as long as we both think that I am contributing to the vitality of the company while still growing, through challenges.

How would you describe an ideal working environment?

Ineffective: A laptop and cell phone on a beach sound ideal to me. Short of that, I would like an environment in which I am able to work as I please, without much supervision.

Effective: It is important to me that my company has clear objectives and strives for success. Similarly, I like having colleagues whom I admire for their skills and perspectives. When communication is clear between colleagues, our energy becomes synergy. In addition, I find that I flourish when given discretion after having gained the trust of my supervisor.

Difficult Interview Questions

by ResumeEdge.com - The Net's Premier Resume Writing and Editing Service

1. What are your weaknesses?
2. Why did you leave your last job?
3. How do you deal with criticism?
4. Where do you see yourself in ten years?
5. How do you deal with authority?
6. What do you think of your previous manager?
7. What is the riskiest thing you have ever done?

You think the interview is going well. You knew the meeting location ahead of time, and you arrived ten minutes early. You are dressed sharp and your teeth are clean. You came prepared in every way--you have three copies of your resume, a few business cards, two pens and a note pad. You turned off your cell phone. You managed to find out before the interview that your interviewer held the position for which you are now applying and that you both were in choir at the same college. You know the company's mission statement and have a sense of their structure. Your interviewer nodded and smiled when you spoke about your previous accomplishments and your management style. You seem to have connected with the company culture.

Your reflection, research, and practice have served you so well that you wonder whether you should become a professional interviewee rather than a Financial Planner. Then the

interviewer lifts her head from her notes and, pen in hand, asks: what are your weaknesses?

You have two options: you can squirm and stammer through a response you develop on the fly, or you can look your interviewer in the eye and provide a thoughtful response that still helps you present yourself strongly. When asked difficult questions, you feel instinctively that they are probing and that you are under great scrutiny. As you prepare responses before the interview, consider what information the questions seek: are there ways in which you would be a liability to the company? If the company invests in you, what kinds of things would it need to overcome? Are you the kind of person who can deal with things when they get rough, or are you pure gloss?

In answering sensitive questions, make sure that your answers are honest, but reassuring. Use tact and choose your words carefully so that you show respect for other people in your responses. You should usually use understatement in your reply to sensitive questions. When people hear something bad, they tend to focus on it in a way that is out of proportion to its significance in everyday life. If you say that you are not always organized, the interviewer could imagine your desk with papers strewn everywhere and deadlines missed. But in reality your conception of disorganization might look a lot like the interviewer's conception of organization. In addition, most of the interviewer's questions could be answered honestly in a variety of ways. You want to choose the version of the truth that is most appealing and sensitive--the version that helps support your main message.

Examples:

What are your weaknesses?

Overemphasized: I am not a good manager.

Avoidant: I always get my work done on time. When other people drop the ball, sometimes I get frustrated with them.

Effective: I prioritize continual growth and improvement. An area on which I would like to focus is managing others who have different expectations from me. What needs to be done in order to complete responsibilities is intuitive for me, so I am learning how to give better direction to others who are not self-motivated.

Why did you leave your last job?

Vague and negative: Law always interested me, and I was looking for a new challenge. I thought it would be a good time to go to law school. Besides, I had gotten frustrated with the lack of support I felt at work.

Dangerous: In the end, my manager and I could not get along. He was driving me crazy and I needed to leave.

Effective: As I succeeded in financial analysis, I became increasingly interested in broader issues of managing money. I wanted to understand how legal regulations and individuals' goals affect decisions about how to manage money. When I gained entrance to my top

choice in law school, I seized the opportunity to infuse my financial training with legal knowledge.

How do you deal with criticism?

Disrespectful: When I remember the source, I usually realize that the other person is in no position to criticize me.

Unbelievable: Criticism does not bother me at all.

Effective: Criticism is vital to my continued growth, and I welcome constructive criticism that helps a team operate better together or produce better results. It is important to me to understand where my critic is coming from so that I know how to apply the feedback.

Where do you see yourself in ten years?

Dismissive: Living in a boat off the coast of Bermuda.

Exploitative: I hope to have gained enough skills here to start my own company.

Scattered: In ten years, I imagine that I will want a change of scene. One of my long-term interests has been ecological protection, and I can see myself working as a spokesman for a lobbyist organization. First, though, I need to make some money and I want to contribute to your company.

Effective: In ten years, I endeavor to have refined my strategic and client relations skills. I intend to be a leading expert in estate planning. After having proven myself as a senior manager, I hope to help shape the strategic direction of estate planning services. I could do this in any number of official roles. The important thing is that I will continue contributing my abilities in a challenging and rewarding environment.

How do you deal with authority?

Concerning: I think it is important to question authority from time to time.

Frightening: In my last job, there was a time when my boss made a financial decision that I knew would be abysmal. I went directly to his superior to explain the problem. His superior agreed that I was right, and my boss had to alter his plan.

Effective: Respect is very important to me. As an employee, I try to respect my boss not only by following her guidance, but also by seeking her guidance. When a trusting relationship is formed, I have often found that my bosses have appreciated concerns or options that I raised to them. They know that I support them, and I know that they respect me.

What do you think of your previous manager?

Evasive: She did her job fine. She was a pretty nice person.

Disrespectful: She knew her stuff, but she did not give my colleagues or me any real guidance. It was like we were fending for ourselves. She rarely stood up for us either. I do not really think she should be a manager.

Effective: My previous manager had excellent technical skills and was very agreeable as a colleague. I would have liked more support from her at times, but her hands-off style meant that I had to become resourceful in problem-solving and negotiating with colleagues.

What is the riskiest thing you have ever done?

Too much information: My wife and I conceived our first child in front of the police department.

Dangerous judgment: I play chicken with trains.

Effective: The greatest calculated risk that I have taken was to launch my own internet company. My idea was solid, but I knew the market was volatile. Even though the venture ended, my investment of time and money paid off in terms of the skills, perspectives, and contacts that I made through the process. I feel like I matured--rather than aged--ten years during that time.

Illegal Interview Questions

Employers should not ask about any of the following since it is discriminatory to not hire a candidate because of any one of them:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status

Your Options

Answer the question.

Answer the "intent" of the question. For example, if you are asked whether you are a United States citizen (not legal to ask), reply that you are authorized to work in the U.S., which is a question the employer can ask you and which is appropriate to answer.

Try to change the topic of conversation and avoid the question.

Refuse to answer the question if you are very uncomfortable with the question (but this might cost you the job). However, consider whether you really want to work in an environment where you are asked questions that are not appropriate.

Before You File a Claim

Before you file a claim for discrimination, you might want to consider that most discrimination is not deliberate. In many cases, the interviewer may simply be ignorant of the law. Even though the interviewer may have asked an illegal question it doesn't necessarily mean that the intent was to discriminate or that a crime has been committed.

Filing a Claim

If you believe you have been discriminated against by an employer, labor union or employment agency when applying for a job or while on the job because of your race, color, sex, religion, national origin, age, or disability, or believe that you have been discriminated against because of opposing a prohibited practice or participating in an equal employment opportunity matter, you may file a charge of discrimination with the U.S. Equal Employment Opportunity Commission (EEOC).

Adapted from:

<http://jobsearch.about.com/od/interviewsnetworking/a/illegalinterv.htm>

Job interview checklist

You've secured the interview, now it's time to ace it! Use the following checklist to ensure you're completely prepared to wow potential new employers.

Interview prep

- Critique your resume. If it's not had an overhaul for a while, consider getting a professional to give it the magic touch.
 - Review the job description. Make a list of the attributes and skills the company is looking for.
 - Determine how your particular skill set makes you the ideal candidate.
 - Carry out company research. Check their website, employee reviews, and articles in industry-specific publications.
 - Practice with a mock interview. Family and friends will be happy to help.
 - Work out travel logistics. How long will it take you to get there? How will you travel?
 - Consider your interview outfit. Make sure it's job specific.
 - Prepare a list of references with contact details.
 - Create an up-to-date portfolio of job skills and development.
 - Prepare a list of company specific questions that show you're interested in and have researched the organization.
-

The day before

- Ensure your interview outfit is clean and pressed.
 - Pack an emergency kit, including wipes, tissues, comb or brush, umbrella, lint brush, and breath mints.
 - Double-check your route. Do a dry run if necessary.
 - Get all your credentials together, including your portfolio, certifications, industry memberships, driver's license, social security card, and multiple copies of your resume.
 - Get a good night's sleep.
-

The day of

- Leave home in plenty of time. Arrive at the interview location 10-15 minutes early.
 - Turn off your cell phone ringer.
 - Do not chew gum, eat, or drink during the interview.
 - Be polite and friendly to reception staff or whoever meets you before the interview.
 - Greet the interviewer by name, shake his or her hand, and introduce yourself.
 - Listen and interact with your interviewers. Smile and be aware of your body language.
 - Answer all questions honestly.
 - Ask your prepared questions that are job and company specific.
 - Avoid talking about salary, benefits, or vacations. This can be done after an offer has been made.
 - Finish the interview by expressing your desire for the job, asking what the next steps will be, and when they plan to make a decision.
 - Ask for business cards from the interviewers to ensure you have contact information.
-

Post interview

- Write down key points of the interview as soon as possible.
- Follow up if you've not heard anything within the time frame discussed.

How To Dress for a Job Interview (And What Not to Wear)

Amy Heine

Updated March 7, 2023

Amy Heine is a human resource professional with experience aligning business and people strategies, developing innovative HR programs and practices and improving organizational culture.

When preparing for a job interview, wearing the right outfit can help you feel comfortable and confident. While a hiring manager may interview you based on your credentials and the information in your application documents, dressing appropriately can also help you make a strong first impression. Understanding how to dress can help you demonstrate your professionalism and preparedness.

In this article, we describe how to dress for a job interview, explore how to match your outfit to your prospective work environment and provide examples of what not to wear.

How to dress for a job interview

The right interview outfit can help you feel confident and professional. Here are some specific tips on how to dress for your next job interview:

- **Researching the company's dress code.** When you're preparing for your interview, consider researching the company's dress code to learn more about their expectations. Even if their dress code is casual, it may benefit you to look more professional than the employer requires than showing up underdressed.
- **Choose clothing that matches the climate and season.** To ensure you're comfortable during your interview, try to choose clothes that align with the climate and season. For example, you may not want to wear sandals if it's snowing outside or wear a wool coat in the summer heat.
- **Check for pet hair or any noticeable defects.** Another way to ensure you look professional for your interview is to check your clothing for any pet hair, holes or stains. You may not want to wear clothing items with these details since it can prevent the interviewer from focusing on your professionalism and credentials.
- **Ensure clothing is pressed and wrinkle-free.** Regardless of what you decide to wear to your interview, it's a good idea to press, steam or iron your clothes before meeting with a prospective employer. This can help you show that you took time to prepare for the interview and care about your appearance in the workplace.
- **Lay out or hang up your outfit to save time.** The night before your interview, consider laying out or hanging up the outfit you plan to wear. This can help you

save time and allow you to review all the clothing items together to make sure they match and suit the role for which you're applying.

- **Be yourself.** You can use an interview as an opportunity to display your personality and show a hiring manager more about yourself than what's listed on your application documents. For example, if you like bold colors, then you may choose to wear a bright-colored top with neutral pants.

How to match your outfit to the workplace

Because you've already researched the company, you should have a sense of the workplace and what level of formality is appropriate. Look at photos on their social media sites to get a sense of what people wear at the office. When you're unsure, it's a good idea to wear something clean and professional. Here are some types of workplaces you may encounter, and what to wear during an interview:

Casual workplace

For more casual workplaces, professional-looking casual job interview attire is appropriate. The following is a suggested guide to a casual workplace interview outfit:

- Dark jeans or pants
- A blouse, button-down shirt or polo, either with patterns or bold colors
- A knee-length skirt
- A knee-length dress
- A cardigan
- Flats or heels, closed-toe shoes that are neat and clean
- Jewelry that complements the outfit, although you may want to avoid jewelry if you typically fidget with it since this can be distracting

Business casual workplace

You may want to dress up a bit more for a business casual environment, especially if you're applying for a client-facing role. The following is a suggested guide to a business casual workplace interview outfit:

- Black or navy dress pants
- Black or navy dress knee-length dress or pencil skirt
- Button-down shirt or blouse
- Cardigan or jacket (blazer is optional)
- Flats, heels, oxfords or loafers
- Belts and ties are optional
- Jewelry that complements the outfit but isn't too bold

Business formal workplace

For a formal workplace, you might dress up even more. The following is a suggested guide for a formal workplace interview outfit:

- A dark-colored suit
- A tailored dress with a matching jacket
- A knee-length skirt with a matching jacket
- Suit pants, button-down shirt or blouse and jacket
- A tie
- Closed-toed shoes, flats or heels, oxfords
- Classic jewelry that complements the outfit but isn't bold

Tips for dressing for an interview

Here are some tips to help you ensure you wear the right outfit during your job interview:

Be prepared

As part of the preparation for an interview make sure to have a nice bag to keep your resumes in along with a notebook and pen. Research how long it takes to get to the interview location and arrive 15 minutes early. Silence your cell phone to avoid distractions during the interview.

Wear appropriate make-up

Keep makeup professional and don't go too bold. You can still display your personality, but keep makeup appropriate for the workplace. Keep hair simple and if possible a hairstyle that you can keep out of your face so you are not constantly touching your hair/face.

Research the employer's tattoo policy

Many employers consider it acceptable to display tattoos in the workplace. If you have any inappropriate tattoos, you may consider covering them up. Depending on the industry you may want to research if tattoos are acceptable.

Avoid strong cologne or perfume

Consider your hygiene and try to shower and groom yourself before your interview. If you wear perfume or cologne be mindful of how much you put on so as not to have too overpowering of a scent. Too strong of a cologne or perfume can distract the hiring manager, and affect their ability to focus on your credentials and candidacy.

What not to wear to a job interview:

Here's a list of things you may not want to wear during a job interview to ensure you appear professional and prepared for the meeting:

- Any item of clothing with a stain, snag or hole.
- Any item of clothing that doesn't fit properly.
- Any item of clothing that makes you feel self-conscious or needs to be readjusted as you move.
- Any item of clothing that's uncomfortable.
- Any item of clothing or accessories that may be distracting or draw too much attention, like a dress that's very revealing or a shirt with a large logo or message.

Career Research Worksheet**NAME** _____

Use this worksheet to record your career/occupation research. List the careers from today that interested you and research them online using the following sites:

Occupational Outlook Handbook <https://www.bls.gov/ooh/>O*NET <https://www.onetonline.org/>

	Career #1	Career #2	Career #3
Brief Description of the Job			
Work Tasks and Activities List at least five specific responsibilities for this occupation.	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)

	Career #1	Career #2	Career #3
Work Environment and Conditions A. How many hours on average per week? B. Is shift work involved? C. Is travel involved?	A. Avg hrs./wk. _____ B. Yes _____ No _____ C. Yes _____ No _____	A. Avg hrs./wk. _____ B. Yes _____ No _____ C. Yes _____ No _____	A. Avg hrs./wk. _____ B. Yes _____ No _____ C. Yes _____ No _____
Education & Training Needed A. Length of time for education or training? Circle one B. Licenses or Certifications required? Circle one	A. _____ Weeks Months Years B. License Certificate	A. _____ Weeks Months Years B. License Certificate	A. _____ Weeks Months Years B. License Certificate
Job Outlook Refer to www.bls.gov/emp	Employment Growth is: <input type="checkbox"/> Much faster than average <input type="checkbox"/> Faster than average <input type="checkbox"/> Average <input type="checkbox"/> Slower than Average <input type="checkbox"/> Expected to decline	Employment Growth is: <input type="checkbox"/> Much faster than average <input type="checkbox"/> Faster than average <input type="checkbox"/> Average <input type="checkbox"/> Slower than Average <input type="checkbox"/> Expected to decline	Employment Growth is: <input type="checkbox"/> Much faster than average <input type="checkbox"/> Faster than average <input type="checkbox"/> Average <input type="checkbox"/> Slower than Average <input type="checkbox"/> Expected to decline
Earnings A. Typical Salary entering this job?	A. _____	A. _____	A. _____

	Career #1	Career #2	Career #3
B. Opportunity to progress from the entry level position. Be specific.	B.	B.	B.
Related Occupations List two occupations that are similar.	1) 2)	1) 2)	1) 2)
Positive Features List 2 positive aspects of this occupation	1) 2)	1) 2)	1) 2)
Negative Features List 2 negative aspects of this occupation	1) 2)	1) 2)	1) 2)

	Career #1	Career #2	Career #3
Is this career a good fit for me? Why or why not?			

Prepared by: D. Karavites-Uhl 2023