

Hawai`i Career Planning Guide

2007 – 2009

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

Keep your balance,
Gain your focus,
Find your way, and
Enjoy the journey!
Each person's life
journey is unique.



Forward

Planning is what you do before you decide what to do. The motto, “Just do it” (without planning or deciding) might work in sports or in life sometimes; but it isn’t good practice for personal, long-term career development. Furthermore, in today’s rapidly changing world, you must learn to plan AND plan to learn. In fact, you should think of planning as learning.

For one thing, you will need to learn to be as capable of change as your environment. Today’s change is more rapid, more complex, more turbulent, and more unpredictable than ever before. In fact change itself has changed. Change no longer follows trends and the past no longer guides the future. Therefore, in planning your career future today, you will want to employ your “changeability skills” of open-mindedness, flexibility, and tolerance for ambiguity.

Today’s change is more complex because of our increased understanding of the growing interconnectedness of the world around us. This means you will need to learn a new mind-set – a holistic view of everything. In planning your career future today, you do not want to consider your career to be just your job, or occupation, or the work you do. Your new holistic mind-set will help you see your career as being the totality of your life, including the work you do and the workplace, but also including your family life and home, friends and community, other parts of your life and other’s life, etc. Therefore, your career planning must also involve learning to be aware of the many complex, interconnected, and continuously unfolding factors that contribute to your career development. What you do for a living isn’t the only factor determining the quality of your life.

The Hawai’i Career Planning Guide encourages you to be flexible, open-minded, and able to see opportunities whether they are planned for or not. This means to plan to change your plans. The basic tenets of the Planning Guide are the “high five” principles. 1) change is constant; 2) learning is ongoing; 3) focus on the journey; 4) follow your heart; and 5) access your allies. These principles tell the story of your planning process to your future. Expect change—adapt to change and create change; Keep learning — and keep

unlearning; Life is a journey not a destination — don’t miss the experience; Be both open-minded and open-hearted — use all your senses; and Declare your interdependence — life is a do-it-yourself operation but you can’t do it alone.

Throughout your life span, while planning to decide what to do, you will need to learn new attitudes and skills to deal with the uncertainty of rapid, unpredictable change, the complexity of career-life integration, and the need for collaboration. This will require a different approach than the traditional career planning process, which was developed before unconventional paradigm shifts and modern technology completely changed where, when, and how we work, who works, and how we define work. These changes have eliminated all the boundaries between working and living. And the out-dated traditional career planning process was invented before change itself changed.

Even with all the uncertainty and complexity involved in today’s planning, you still need to know yourself, know the world of work, and know the other parts of career/life. But always remember that knowing is the opposite of learning. What you know can sometimes prevent new learning. What you know may need to be unlearned. Using the Hawai’i Career Planning Guide is not a one-time event. Neither is planning your future. Start now and don’t stop. Good luck.

H.B. Gelatt, Ed.D.

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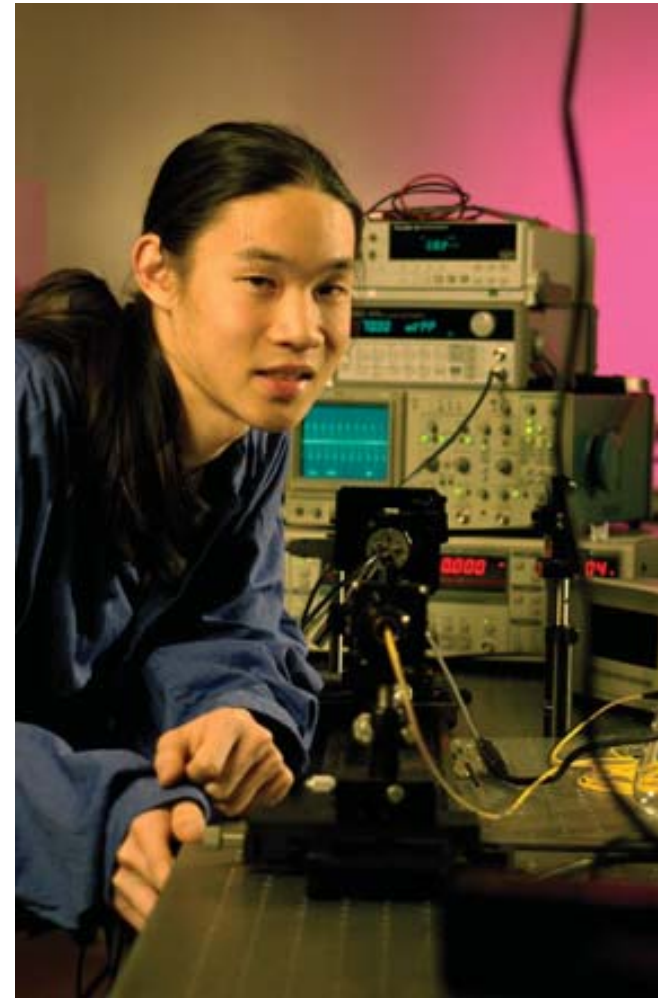
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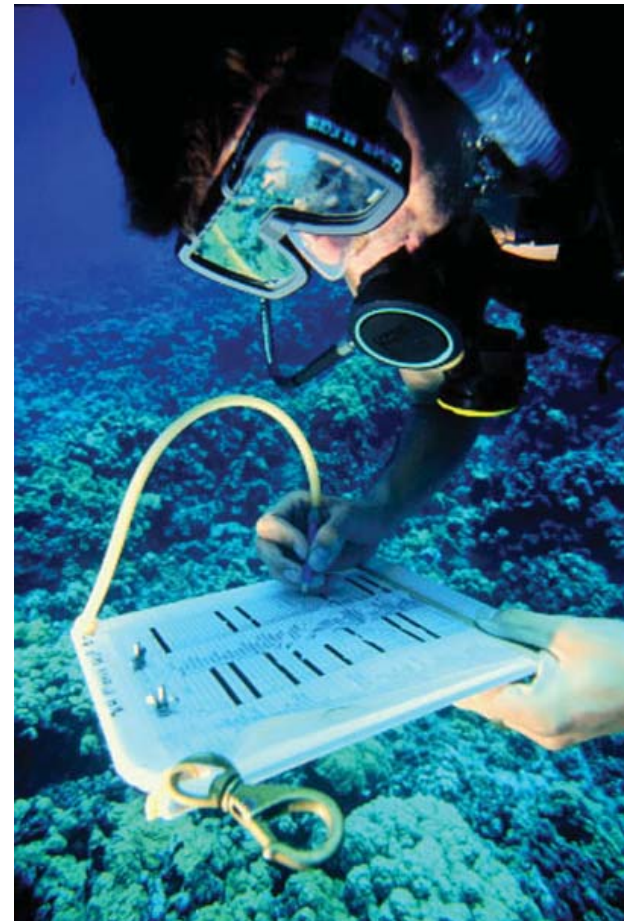
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Introduction to the Career Planning Process

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- **High Five Principles**
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Purpose of the Hawai'i Career Planning Guide 2007 - 2009

The purpose of the Hawai'i Career Planning Guide is to assist you through the career planning process and, ultimately, to help you in preparing your own *Career Action Plan*. By following the exercises and gathering related materials through this process, the Career Action Plan will unfold allowing you to pursue your life and career goals more effectively.

What is Career Planning? Why do It?

Career planning encompasses decision-making, goal setting, reflection about yourself, labor market analysis and more - with a focus on sorting one's career path. It offers a chance to reflect on skills, abilities, and preferred working environments as well as looking into current and future labor market

conditions. Based on the goals set during the career planning process, you can take steps towards gaining the necessary education, training, and securing employment in your chosen path. Career planning then becomes a foundation for later job search or placement.

Changes in Career Planning**

Career planning itself is changing rapidly to

respond to today's dynamic world economy.

Career planning is *career building* in which the emphasis is *to help people become healthy, self-reliant citizens able to cope with constant change in rapidly changing labor markets and maintain balance between work and life roles.*

In the past, career planning focused more on set steps and procedures for helping people find a lifetime career. This career planning approach is now passé. The global work environment has changed and is changing rapidly, resulting in changing contexts for

individual lives. It is estimated that an individual can have as many as five to eight major career changes in one's lifetime. The best career plans reflect flexibility and open-minded to many personal transitions and self re-evaluation.

Historically, a career counselor helping a client find their "destination" might ask, "What will you be when you are out of school?" The nature of the question implies that one specific job or occupation is the goal and will be a final destination.

Today's career counselor needs to encourage their client to follow their heart by asking: "Who are you now?" "What are your special gifts?" "Who needs what you like to do?"

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

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

Changes in Career Planning (continued)

High Five Principles***

The basic tenets of the career building paradigm are the “high five” principles found in The Real Game Series.

Change Is Constant

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

Learning Is Ongoing

Graduating from high school or college doesn’t mean that your education is complete. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

Focus On The Journey

Traveling through life is like traveling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey with all its pitfalls, sidetracks, opportunities, and highways to new destinations.

Follow Your Heart

Dreaming about your future can help you understand what you really want in life. Knowing what you want and keeping it in your mind can give you the motivation you need to deal with life’s challenges. Never be afraid to dream.

Access Your Allies

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

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

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

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

What Is the Difference Between Job, Occupation and Career?

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

A **job** is a work role with a specific organization (paid or unpaid).

Example: biologist at XYZ Company.

An **occupation** is a wide category of jobs with similar characteristics.

Example: physician, engineer, educator, or scientist.

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

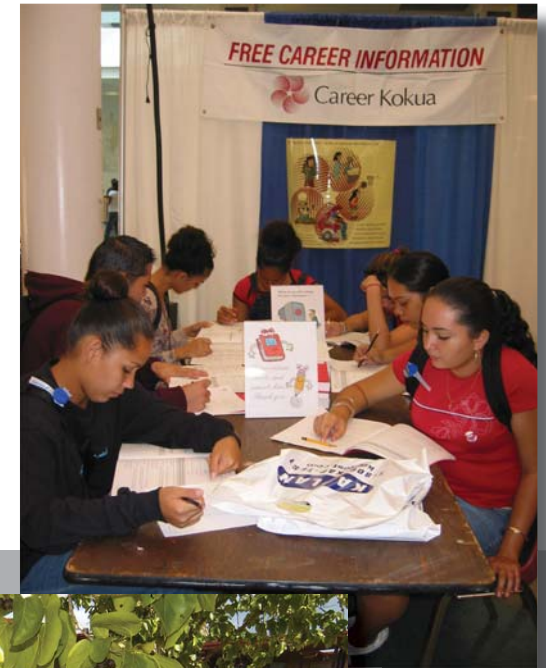
“Changes in your work life will affect every aspect of your lifestyle—from how you deal with family and friends, to your choice of housing, to the groceries you buy, to the type of leisure activities you can afford. Managing career change well is one of the most important things you can do for yourself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

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

Who Should Use the Hawai'i Career Planning Guide?

Since career planning is a lifelong journey, this guide should be useful to virtually anyone at any age and at any point in their life journey. Examples of those who might particularly want to use it are:

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



Transitions

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

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





Comparing Today's Workers with Business Owners

With dramatic changes in today's labor market, workers change jobs and careers many times. Today's workers and learners need to think and act like business owners. Here is how the two compare:

Business Owner

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

Today's Worker (You!)

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

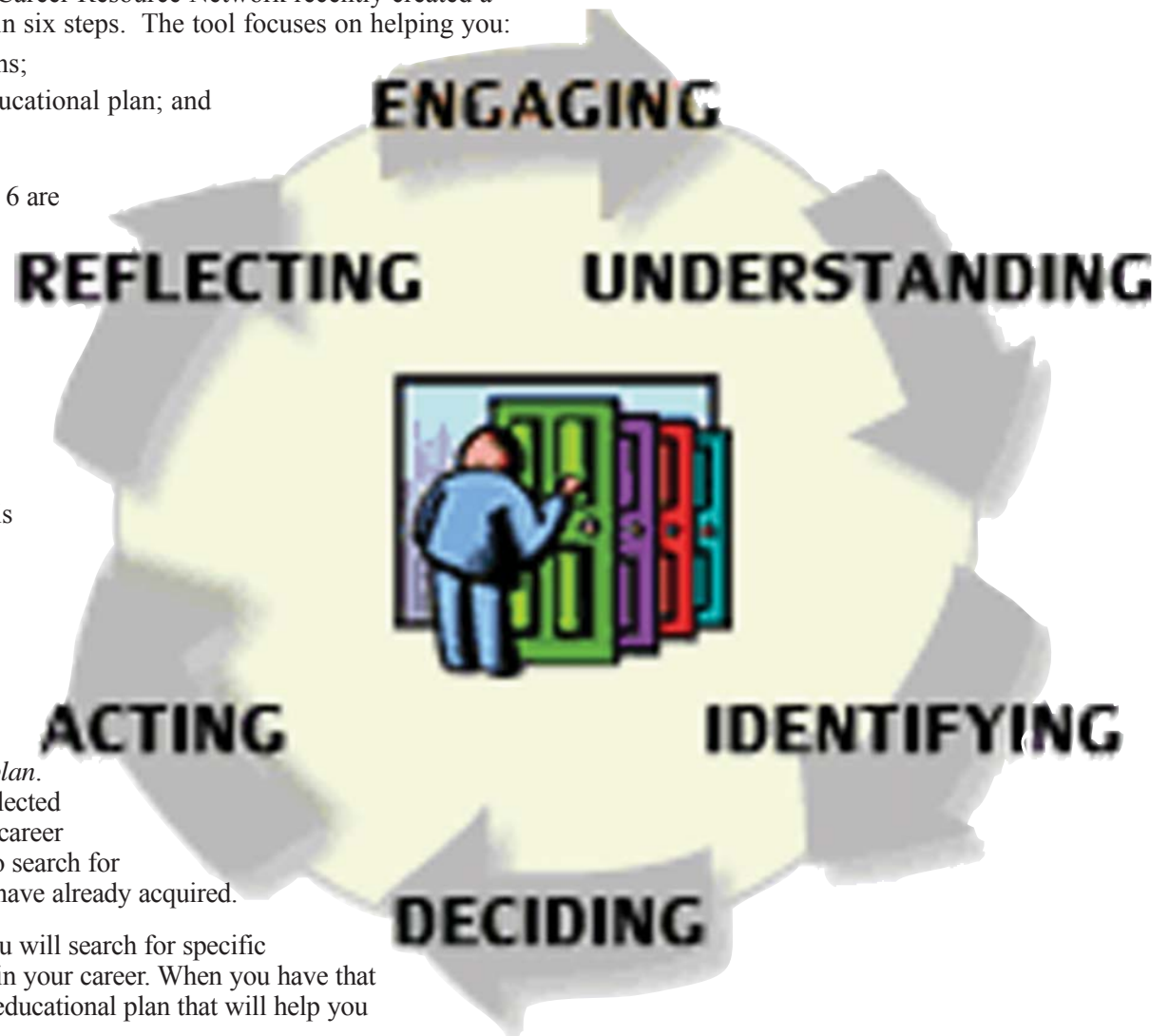
A Career Decision Making Tool

Career planning is characterized as a cycle. America's Career Resource Network recently created a Career Decision-Making Tool that outlines the process in six steps. The tool focuses on helping you:

- learn how to make decisions about career options;
- seek the information you need to develop an educational plan; and
- achieve your chosen career goals.

This career decision-making tool stresses that Steps 1 and 6 are needed as much Steps 2 to 5.:

1. **Engaging**, or *knowing I need to make a choice*. Here, you look at your current situation, including the important people in your life, and consider why it is important to start planning for your future now.
2. **Understanding**, or *understanding myself and my options*. Along with identifying your interests and abilities, this step includes discovering what is important to you.
3. **Identifying**, or *expanding and narrowing my list of options*. In this step, you'll identify the most important pieces of information you've gathered. You will use this information to seek and explore possible career options.
4. **Deciding**, or *choosing an occupation and study plan*. Once you have prioritized the information and selected some career options, you can decide on your top career choice. Making this decision might require you to search for more information or review the information you have already acquired.
5. **Acting**, or *implementing my plan*. In this step, you will search for specific information about what it will take to get started in your career. When you have that information, you will lay the groundwork for an educational plan that will help you achieve your career goal.
6. **Reflecting**, or *knowing I made a good choice*. This is where you consider whether you are satisfied with the choices you've made and review the steps you've taken in the career decision-making process. You can return to any point in the Decision Cycle if necessary.



Source: www.acrnetwork.org

Engaging (Step 1)

In reality, life and career planning won't unfold as neatly as the illustrated cycle. In your lifetime, you will likely enter at any point and repeat over and over until a satisfactory conclusion is reached. As mentioned previously, it is important to be open-minded, flexible and able to allow for unexpected opportunities. The following exercises can help illustrate the need to be engaged and flexible.

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

Only you can answer this question. You'll need to consider factors such as family, health, employment goals, available opportunities, passions and experience.

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

Now

1 year from now

2 years from now

3 years from now

4 years from now

5 years from now

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

Scenario 1: In Year 2, you marry and buy a house

Scenario 2: In Year 1, you are laid off or downsized

Scenario 3: In Year 4, you suffer a serious health complication, can't work for six months and are told you should change both your job and lifestyle

Scenario 4: Tomorrow, you win a \$1,000,000 lottery

Scenario 5: In Year 3, your spouse lands an exceptional job half way around the world

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

Creating a Personal Career Planning Folder

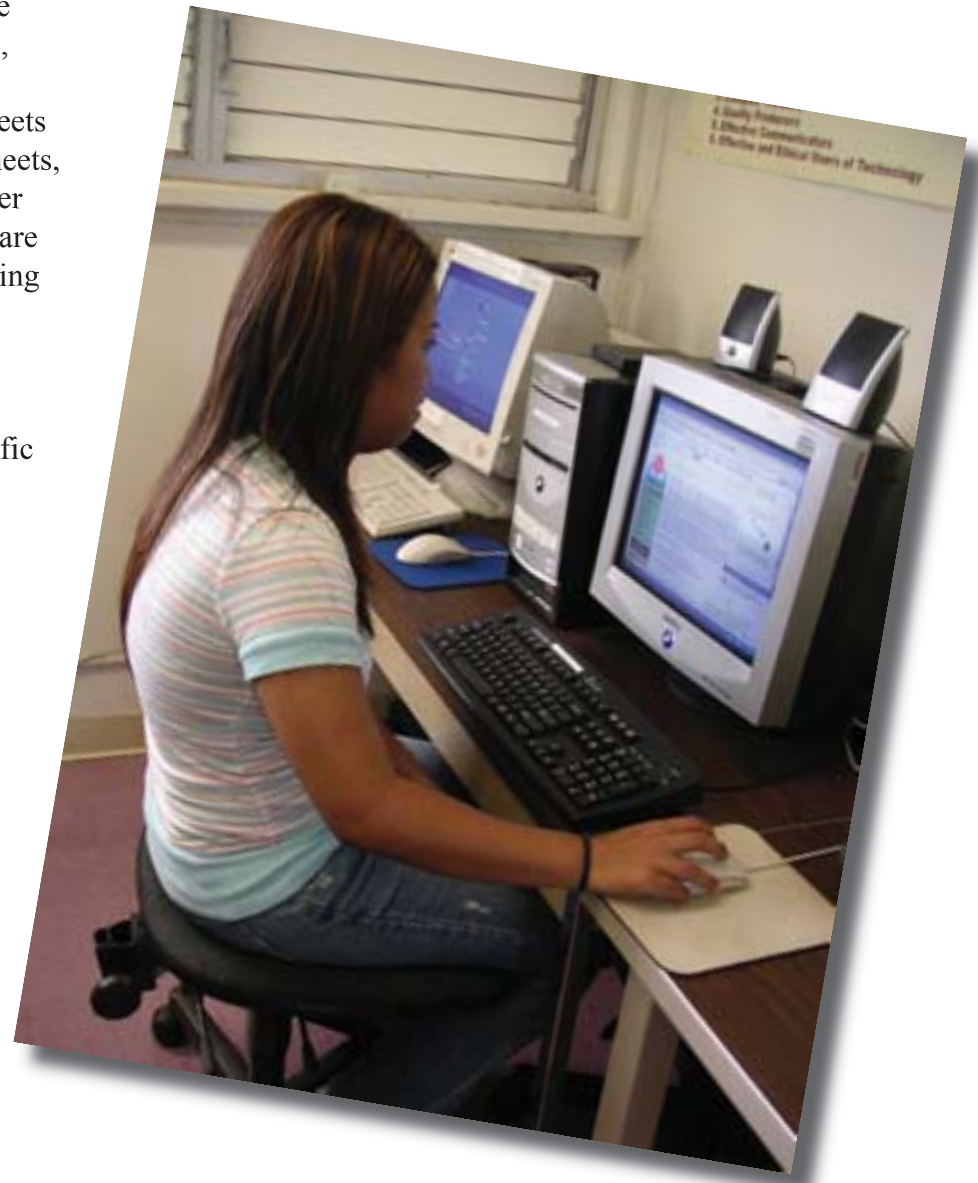
As you move through the career planning cycle, you'll complete various exercises and self-assessments; and you'll research jobs, occupations and potential places of employment. To keep the information at your fingertips, we've created Summary Worksheets at the end of each step. You can complete the Summary Worksheets, remove them from this Guide, and keep them in a separate career planning folder. This career planning folder will be where you are accumulating the information you will need for ultimately creating your Career Action Plan.

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

Personal /Transition Plan in High School

A Personal/Transition Plan will be required for public high school graduation in Hawai'i starting with the Class of 2010. Career planning for this purpose will be a four-year endeavor. Each public high school graduate will create a career portfolio that documents evidence of progress towards the attainment of personal, educational, and career goals. Students will get help from one or a combination of the following modes:

- Advisor/Advisee Activities
- Career Centers
- Advance Guidance Class
- Web-based interactive guidance/career programs.



Notes





Step 2 - Understanding (Learning About Yourself)

- **Self-Assessment: Learning About Yourself**
- **How to Learn About Yourself**
 - Exercise 2: Characteristics Inventory
 - Exercise 3: Multiple Intelligences Checklist
 - Exercise 4: Skills Assessment
 - Exercise 5: Interest and Personality Assessment
(The Holland Party Exercise)
 - Exercise 6: Job Values Inventory
- **For More Assessment Information**

Step 2 Summary Worksheet
Transition to Step 3

Self-Assessment: Learning About Yourself

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

The best job candidates and the most successful job seekers are those who can help an employer understand precisely how they will fit into the employer's

organization. Your self-assessment is essential to help you do that. When you complete Step One, you will have your personal inventory. You'll know *specifically* what talents you have to offer an employer, and you'll probably even have an inkling about the type of work that interests you. What you're good at and what interests you often go hand-in-hand and can offer a guideline to satisfying jobs. You will also realize what skills, knowledge and experience you may need to gain. In addition, by completing this learning process you'll get a head start on preparing for future interviews.

How to Learn About Yourself

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

The Summary Worksheets that follow will help you start to make sense of your personal inventory, and as you begin exploring the world of work in Step 3, that relationship will become more clear. (**Reminder:** Place completed Summary Worksheets in your Career Planning Folder.)

For those desiring in-depth assessments, we also offer links to lengthier, more detailed instruments. Consider enlisting the help of a professional career counselor if you pursue an in-depth assessment, if you have difficulty interpreting information, or establishing a direction for yourself, or simply if you feel you would benefit from expert guidance in the process.



Exercise 2: Characteristics Inventory

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

For each quality, honestly indicate whether you are that way rarely, sometimes or often. When you interview for jobs, stress the qualities you marked “often.” Before you interview, improve on those you marked “rarely!”

Rarely	Sometimes	Often	Characteristic	Rarely	Sometimes	Often	Characteristic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to Follow Do you take direction cheerfully and accurately? Do you support your supervisor or team leader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cheerful Are you friendly to customers and coworkers?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to Lead Do people follow your suggestions? Have you held positions of responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Competent Do you meet deadlines? Is your work thorough?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to Learn Do you turn mistakes into learning opportunities? Can you understand, remember and synthesize information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conscientious Do you do a full day’s work? Do you double-check your work?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to Listen Do you listen closely to others? Do you strive to understand them without rushing to state your opinion or defense?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cooperative Do you volunteer to help? Do you do your part on teams?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to Remember Do you recall names, places, figures and ideas accurately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Courageous Do you take on challenges and stand up for your beliefs?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to Work Alone Do you plan your own work? Can you work without supervision or reminders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creative Do you come up with new ideas? Do you look for possibilities?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ambitious Do you take on extra assignments? Do you try to reach new levels of achievement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Decisive Can you make decisions under pressure?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Articulate Can you express ideas easily, both verbally and in writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dependable Do people trust you? Is your attendance good?
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Diplomatic Can you handle difficult situations with grace and tact?

(more)

Exercise 2: Characteristics Inventory (continued)

Rarely	Sometimes	Often	Characteristic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Discreet</p> <p>Can you keep secrets? Do you guard confidentiality? Do you avoid gossip or interfering in others' business?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Efficient</p> <p>Do you plan your time well? Do you try to work faster and better?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Emotionally Stable</p> <p>Do you maintain self-control, staying even-tempered and cool?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Empathetic</p> <p>Do you understand others' problems? Are you sensitive to others' feelings and circumstances?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Enthusiastic</p> <p>Are you interested in and excited by your work?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Flexible</p> <p>Do you embrace change? Can you adapt well to new situations or challenges?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Focused</p> <p>Do you focus on work despite personal challenges? Do you avoid distractions?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Generous</p> <p>Do you share ideas and credit with others? Do you help those who need it? Do you focus on the common good?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Honest</p> <p>Do you tell the truth? Do you avoid using company materials for personal use? Do you give credit and accept blame honestly?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Industrious</p> <p>Do you work hard and to the best of your ability?</p>



Rarely	Sometimes	Often	Characteristic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Loyal</p> <p>Do you strive to be a good representative of the company? Do you avoid doing or saying things that makes it look bad?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Observant</p> <p>Do you look for what needs to be done or could be improved?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Organized</p> <p>Are you neat? Do you plan and arrange things logically?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Patient</p> <p>Can you keep your temper and stay calm under pressure?</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Persistent</p> <p>Can you stick with difficult and time-consuming tasks?</p>

(more)

Exercise 2: Characteristics Inventory (continued)

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

Adapted from *Opening Doors: A Practical Guide for Job Hunting* by Jane Goodman, Judith Hoppin and Ronald Kent



Exercise 2: Characteristics Inventory Wrap-up/ Interpretation

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

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

Exercise 3: Multiple Intelligences Checklist*

This exercise helps you discover ways in which you are intelligent. Check the ones that apply to you and total each section. For every sentence you have checked, underline or circle strengths, skills and talents that can help you plan a career or find a job. Revisit these when you complete the Skills Assessment Summary found later in the Guide, and include them in the Summary Worksheet.



Linguistic Intelligence:

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

- Total

Logical-Mathematical Intelligence:

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

- Total

(more)

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

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

_____ Total

Bodily-Kinesthetic Intelligence:

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

_____ Total

Musical Intelligence:

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

_____ Total

Interpersonal Intelligence:

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

_____ Total

(more)

Exercise 3: Multiple Intelligences Checklist (continued)

Intrapersonal Intelligence:

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

Total

Naturalist Intelligence:

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

Total



Exercise 3: Multiple Intelligences Checklist Wrap-up/Interpretation

Knowing the ways in which you are intelligent can help you play to your strengths when faced with new situations. For example, if you encounter a career planning issue, you can use elements from your highest intelligences to make sure you are operating at your intellectual best. You could: read or write about it, state it as a problem to be solved, create a visual representation, write a song, act it out, talk it over with others, call on your own knowledge experience, or “get in touch with nature” to help you think it through. (Most people would use some combination of these activities.)

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

Exercise 4: Skills Assessment

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

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

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



Transferable Skills

High Medium Low	High Medium Low	High Medium Low	High Medium Low
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fixing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> creating	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> planning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> leading
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> observing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> managing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> persuading	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> writing
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> mediating	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> interpreting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> doing math
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> remembering	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> figuring	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> directing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> predicting
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> lifting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> inspecting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> comparing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> organizing
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> listening	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> typing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> proofing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> researching
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> critically thinking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> taking directions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> problem-solving	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> communicating
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> public speaking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> selling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> decision-making	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> sorting (more)

Exercise 4: Skills Assessment (continued)



Technical Skills

High
Medium
Low

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

High
Medium
Low

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

High
Medium
Low

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

Exercise 4: Skills Assessment Wrap-up/Interpretation

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

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

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

Exercise 5: Interest and Personality Assessment (The Holland Island Game)

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



The Holland Island Game

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

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

Instructions for the Holland Island Game

This exercise takes some imagination. You are about to be stranded on a desert island. There are six islands. You have your choice as to the island on which you will be stranded. Each island has different types of people on it.

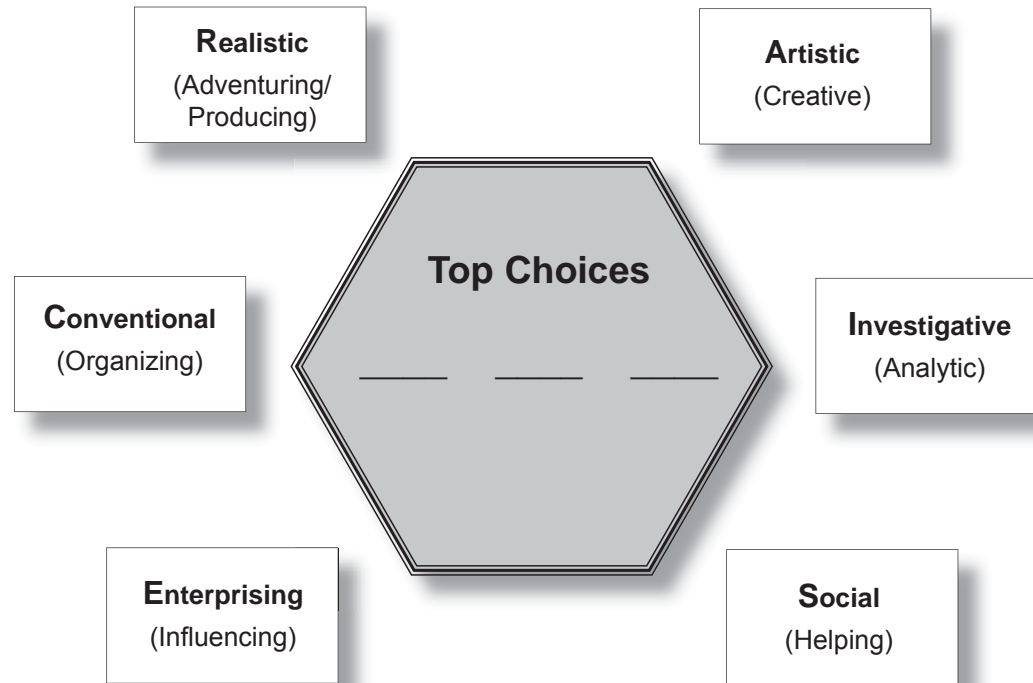
Read the description of the six Holland Types about the people on each of the islands, (Realistic, Artistic, Investigative, Social, Enterprising, Conventional), and write, in the boxes the islands you would prefer to be stranded on because the people on them have interests similar to yours.



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

<p>Realistic (Adventuring/Producing)</p> <p>Interested in athletics, good with their hands, prefer to work with objects, machines, plants or animals rather than people. Prefer to do the job without a lot of talk or argument, do it right the first time, get to the point.</p>	<p>Investigative (Analytic)</p> <p>Like to observe, learn, evaluate, or solve problems. This type is associated with scientific/academic pursuits. Prefer to analyze a problem, evaluate options and data, set a plan of action, and analyze the results.</p>
<p>Artistic (Creative)</p> <p>Interested in artistic expression. Like to work in unstructured situations using imagination and creativity. Prefer creative approach to problem-solving and planning which relies heavily on intuition and imagination.</p>	<p>Social (Helping)</p> <p>Like to work with people in some helping capacity — informing, teaching, developing, curing people. Prefer to gather data from all involved parties before generating an action plan. Will try to find solutions equitable for all concerned. Adept at networking with people.</p>
<p>Enterprising (Influencing)</p> <p>Like to work with people in a leadership capacity — managing, performing, persuading, influencing, often for organizational or political goals or economic gain. Prefer to investigate a direct plan of action to be carried out by others. Focus on achieving the goal, not concerned with minor details. Like to keep big picture in mind.</p>	<p>Conventional (Organizing)</p> <p>Like to work with data, numbers, more than people. Like detail, tangible products, and have little tolerance for ambiguity. Like following others; instructions rather than being in charge. Prefer to follow a defined structured plan of action. Attentive to detail. Enjoy putting all the pieces of a plan together.</p>

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



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

Holland in Perspective

Holland classified occupations into six major groups (using 2- or 3-letter codes). (For more information see: *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*. Holland, John L., 2nd ed., Dewey Library call number HF5381.H5668 1985). These codes correlate with the interests of people in each occupation. According to this model, if you share a lot of interests with people in an occupation, you would probably prefer that occupation. Holland

surmised that people would be most satisfied in work environments related to their interests. Determining your interests is only one component of making effective career choices. Among many other factors you could consider, are your values, skills, and personality. We encourage you see beyond the Holland model and apply what you've learned to the larger context of your life.

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

Holland's Occupations by Category

Basic Interest Area Scales

Realistic Theme

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

Investigative Theme

- Mathematics
- Scientific Research/Development
- Medical Science

Artistic Theme

- Writing
- Creative Arts
- Performing/Entertaining

Social Theme

- Community Service
- Educating
- Medical Service
- Religious Activities

Enterprising Theme

- Public Speaking
- Law/Politics
- Management/Supervision
- Sales

Conventional Theme

- Office Practices
- Clerical/Clerking
- Food Service

Occupational Scales

Realistic Theme

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

Investigative Theme

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

Artistic Theme

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

Social Theme

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

Enterprising Theme

- Barber/Hairstylist
- Buyer/Merchandiser
- Card/Gift Shop Manager
- Caterer
- Elected Public Official
- Florist
- Food Service Manager
- Hospital Administrator
- Hotel/Motel Manager
- Insurance Agent
- Lawyer

- Manufacturing Representative
- Personnel Manager
- Private Investigator
- Purchasing Agent
- Real Estate Agent
- Reservation Agent
- Restaurant Manager
- Travel Agent

Conventional Theme

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



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

In the exercise you just completed, you begin to see how your interests, hobbies and your personality interrelate and how they relate to the world of work. This exercise gives you a glimpse of how the information you derive from assessments of yourself assist your job search.

Reviewing your Holland codes, you will want to spend time investigating the various occupations listed under the two or three codes that best describe you according to Holland's theory. You might find ideas for occupations or fields of study that spark your interest in the Rainbow State Career Videos available online (www.careerkokua.org) or on CD through Career Kōkua.

In Step 4, you will synthesize your self-assessments and your world-of-work research to create a tangible picture of possible employment areas and jobs.





Exercise 6: Job Values Inventory

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

Think of the values below in terms of their importance to you. Rate if the value is very important to you=VI, important=I, or less important=LI. In exploring possibilities, focus on occupations that meet the values you rated as very important. [Note: If you rated all or most as very important, rank from 1 onward. Then focus on the ones you ranked the highest.]

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

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

Exercise 6: Job Values Inventory Wrap-up/Interpretation

Realizing the importance “job values” can have on your employment happiness is greatly appreciated when you have taken the time to identify what those values are. The top five values you listed can be a starting point when conducting job searches, informational interviews, and when networking. Those values can be a guiding reminder of the type of job you are looking for that has the characteristics you want, because they are important and meaningful to you.



For More Assessment Information

Some of the following assessments can be taken as a *self*-assessment, but we encourage individuals to see a career counselor for a complete and thorough interpretation of the results. Listed here are only a few of what's available on the Internet. Be sure to check if there are any fees.

<p>Career Kōkua www.careerkokua.org</p>	<p>Career Kōkua provides career assessments which will help you find occupations that match the criteria you feel are important to you. These assessments also provide practice in decision-making by demonstrating the consequences of your choices and decisions in the world of work. You can always change your answers to get new lists of occupations and career options to explore.</p> <p>Career Kōkua's career assessments are:</p> <ul style="list-style-type: none"> • Career Navigator • Work Importance Locator • Interest Profiler • HOLLAND (personality types) • Skills
<p>O*NET www.onetcenter.org/tools.html</p>	<p>O*NET™ has a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They also are designed for use by students who are exploring the school-to-work transition. The assessment instruments include:</p> <ul style="list-style-type: none"> • O*NET Interest Profiler • O*NET Work Importance Profiler • O*NET Ability Profiler
<p>Myers-Briggs Type Indicator (MBTI) http://www.myersbriggs.org/my-mbti-personality-type/</p>	<p>This inventory measures individual preferences by personality types: extroversion or introversion; sensing or intuition; thinking or feeling; and judging or perceiving. This inventory provides direct references to occupational considerations based on one's personality type.</p>



For More Assessment Information (continued)

<p>Strong Interest Inventory[®] (SII)</p> <p>www.cpp-db.com (Consulting Psychologists Press, Inc.)</p>	<p>The Strong measures your interests in a broad range of occupations, work activities, leisure activities, and school subjects. The Strong is an essential resource for:</p> <ul style="list-style-type: none"> • People considering a career change • Employees seeking more satisfying work within an organization • Students exploring career options • Organizations looking to retain star performers and key staff • Midlife and older adults planning their retirement
<p>SkillScan Professional Pack</p> <p>www.career-lifeskills.com/index.htm (Career/Life Skills Resources Inc.)</p>	<p>There are 64 cards used in this instrument, and each describes one of seven types of skills: 1) communication, 2) humanitarian, 3) leadership/management, 4) mental analytical, 5) mental creative, 6) creative expression, and 7) physical. Each user ranks skills according to self-assessment of abilities and records them on a skills profile sheet.</p>



Summary Worksheet **Step 2**

This Summary Worksheet for Step 2 should be filled out and placed in your Career Planning Folder. Keep this worksheet along with the Summary Worksheets for Steps 3 through 5 updated for easy retrieval and use as you continue your career journey of life. In Step 4, you'll learn how to combine information from Steps 2 and 3 and learn how the information in those steps will help you formulate a career plan.

Exercise 2: Characteristics Inventory Summary

<p>List five characteristics you marked “often” that you want to use in a future job.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	
<p>List five characteristics you marked “rarely” that you might like to use in the future, and describe how you will gain experience doing that characteristic.</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p style="text-align: center;">Experience Gained How</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>

Summary Worksheet Step 2 (continued)

Exercise 3: Multiple Intelligences Checklist Summary

<p>List your top three intelligences and tell why.</p>	<p>1. _____ 2. _____ 3. _____</p>	<p>These ranked high because...</p> <p>1. _____ 2. _____ 3. _____</p>
<p>List your two lowest intelligences, and a strategy for strengthening each of them.</p>	<p>1. _____ 2. _____</p>	<p>I can strengthen this intelligence by...</p> <p>1. _____ 2. _____</p>

Exercise 4: Skills Assessment Summary

<p>List six “transferable skills” you enjoy doing.</p>	<p>1. _____ 4. _____ 2. _____ 5. _____ 3. _____ 6. _____</p> <p>Remember these skills move with you from job to job, and are of great importance before, during, and after getting a job.</p>	
<p>Which “technical skills” make you stop and go “hmm”?</p>	<p>1. _____ 3. _____ 2. _____ 4. _____</p> <p>Remember many of these skills that appear to be hobbies can and are jobs for many people... one of them maybe you.</p>	

Summary Worksheet **Step 2 (continued)**

Exercise 5: Interest and Personality Assessment Summary

<p>List your two or three “Holland Codes”, and at least two occupations within each code you intend on researching for possible jobs?</p>	<p>My Holland Codes are: _____</p>	
	<p>First code occupations</p>	
	<p>1. _____</p>	<p>2. _____</p>
	<p>Second code occupations</p>	
	<p>1. _____</p>	<p>2. _____</p>
<p>Third code occupations</p>		
	<p>1. _____</p>	<p>2. _____</p>

Exercise 6: Job Values Inventory Summary

<p>List your top six “job values” you consider very important to have in your job.</p>	<p>Top Six Job Values</p>	
	<p>1. _____</p>	<p>4. _____</p>
	<p>2. _____</p>	<p>5. _____</p>
	<p>3. _____</p>	<p>6. _____</p>
<p>Out of the six “job values” listed above, explain for at least three why you feel you cannot manage without them.</p>	<p>I cannot be without these Job Values because</p>	
	<p>1. _____</p>	
	<p>2. _____</p>	
	<p>3. _____</p>	
<p>Your “job values” may appear in the subtlest ways within your life, but have the most significance in your career. Spending time evaluating their importance can lead to self-understanding and fulfilling work.</p>		

Transition to Step 3

Now that you've completed six self-assessments, the second step in the career planning process lets you get familiar with the world of work.

Being aware of the issues within the world of work combined with what you learned about your self in Step 2, will allow you to see where within the world of work you best fit.





Step 3 - Identifying (Investigating the World of Work)

- **Why Investigate the World of Work?**
- **How to Explore the World of Work**
 - Informational Interviews
 - Job Shadowing
 - Resources for Persons with Disabilities
 - Networking
 - Frequently Asked Questions About Networking
- **Where to Explore the World of Work**
 - Hawai'i One-Stop Centers
 - University/Community Colleges Career Services
 - Public Libraries
 - High School Career Centers
 - Community-Based Organizations and Networks
 - Professional Career Counselor Services
 - Exploring Online
- **Labor Market Realities**
 - Education and Training Pays

Step 3 Summary Worksheet

Transition to Step 4



Why Investigate the World of Work?

You need to investigate the world of work for a number of reasons. The most important is to determine what occupations and jobs best match your skills, interests, values and personality. You could just comb through the “want ads” in the newspaper, but that’s letting the world randomly match you up with a career instead of you taking charge of the situation, and pursuing the job in which you will excel and enjoy yourself because it fits you.

By investigating the world of work, you’ll learn about hiring from the perspective of the employers, and you may find their concerns to be quite different from yours. Understanding their concerns will make you a more competitive job candidate because you will be able to verbalize to a potential employer specifically how you can help him or her address their concerns.

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

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



How to Explore the World of Work

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

Start your exploration of the world of work by looking back at Exercise 5 in this Guide. Look at the list of jobs suggested for Holland's two or three codes that best describe you. Pick a few of the jobs that sound most interesting as a starting point.

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

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

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

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

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

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



Informational Interviews

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

Benefits

Informational interviews provide many benefits. You:

- make a contact—a connection with someone.
- learn more about the company, industry and job.
- gain confidence as you practice your interviewing skills.
- possibly learn about “hidden” (unadvertised) jobs.

Who to Ask

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

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

Guidelines

Here are some general guidelines for the interview:

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

Questions to Ask

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

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

Afterwards

When your scheduled time is almost up, end the interview.

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

Job Shadowing

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

Resources for Persons With Disabilities

Decisions can be made by exploring supporting resources and information. For example, Real Choices is an online resource that is a gateway to information and resources if you are a person with disability. Check its education and employment links in www.realchoices.org. This is hosted by the University of Hawai'i Center for Disability Studies

The Department of Human Services Vocational Rehabilitation and Services for the Blind Division (VRSBD) administers three programs that have separate but related functions to provide for the rehabilitation needs of persons with disabilities to secure employment and to lead full and productive lives. The website www.hawaii.gov/dhs/self-sufficiency/vr/ provides contact offices in the various islands.

Hawai'i's One Stop Center Navigator program assists the career seeker with disability to access and navigate the complex provisions of various programs that impact their ability to gain, return to, or retain employment.



"I hear, I forget;

I see, I remember;

I do, I understand.

*-a saying found in many cultures
around the world*

Networking

Most people get jobs because they “have connections”. This isn’t “cheating”. Connection is the best way to find work. Connecting means knowing people, helping them, and letting them help you. This is also what they mean by networking. Networking or connecting goes on before, during, and after you need a job. Job-hunting simply makes the process more deliberate.

“Let everyone within two feet of you know that you’re looking for a job.”

Houston Chronicle

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

- friends
- family
- teachers
- your neighbors, hairdresser, grocery store manager
- your children’s teacher’s and friends’ parents
- everyone those people know

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

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

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

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

Networking (continued)

Ask Yourself: Who Do I Know?

Inner Circle

Family, friends, neighbors



School

Teachers, students' parents, fellow students, maintenance staff, administrators



Recreation

Coaches, gym staff, team members, hobby partners



Work

Former supervisors, co-workers, professional association members



Services

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



Community

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



Frequently Asked Questions About Networking

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

What if I don't know many people?

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

How do I use networking for job hunting?

Here is a simple plan:

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

How do I combine networking with other methods?

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

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

"What people remember about you is how interested you were in them."

Lee Bright
Career Counselor



Where to Explore the World of Work

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

Hawai`i One-Stop Centers

Hawai`i has One-Stop Centers in all four counties. Each county or local area has their own delivery systems, better known as O`ahu WorkLinks, WorkWise! Kaua`i, WorkSource Maui, and Big Island Workplace Connection. At these centers job and career seekers can find:

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

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

To find your closest Hawai`i One-Stop Center, visit the HireNet Hawai`i at www.hirenethawaii.com. The website also has plenty of helpful information for job seekers and includes links to resources that can make your job search a success.*

*Note: O`ahu also operates a One-Stop Youth Center for disadvantaged, out-of-school youth.

University and Community Colleges Career Services

Most four-year universities and community colleges provide counselors who are professionally trained to assist students. They are usually housed in career centers or under career guidance service programs. The programs and centers are:

- University of Hawai`i Mānoa Center for Career Development and Student Employment
- UH West O`ahu Career Services
- UH Hilo Career Center
- Brigham Young University Hawai`i Career Services
- Chaminade University Career Services Center
- Hawai`i Pacific University Career Services Center
- UH Community Colleges Employment Training Center
- Kapi`olani Community College Maida Kamber Center
- Leeward Career Development Center
- Honolulu Career Readiness and Job Placement Center
- Maui Career and Employment Resource Center
- Kaua`i Career Guidance Services
- Hawai`i Career Services Center

There are also field-specific career centers and programs. For example there is UH Mānoa Shidler College of Business Office of Internships and Career Development.

Where to Explore the World of Work *(continued)*

Public Libraries

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

To locate Hawai'i Public Libraries near you, visit: www.librarieshawaii.org

Professional Career Counselor Services

Career development can sometimes seem like a lonely business but the truth is that you're not alone. Beyond your support network, there are plenty of professionals whose business it is to assist. Use them! Their expertise and the fellowship you find in the company of others will bring you out of isolation and jump-start your search. You can find professional career counselors in your area listed in the yellow pages. You can also find career counselors listed on the internet website: www.NCDA.org.

High School College and Career Centers

Career counselors are available in many high school campuses through college and career centers. They are staffed by counselors and other educators. They have resources to help prepare for future education and training. They can help guide or coordinate work-based learning experiences. These centers may be called School-To-Work Centers, Career Guidance Centers, and others.

Community-Based Organizations and Networks

There are community-based, non-profit organizations that assist targeted populations. Some of these are listed in Career Kōkua's Job Search Aids module and with the Aloha United Way's 211 programs (www.auw.org). Two examples are: Women in Technology (WIT) which helps young women and girls explore careers in Science and Technology (www.womenintech.com) and ALU LIKE Inc. which helps Native Hawaiians (www.alulike.org) with employment and training.



Where to Explore the World of Work (continued)

Exploring Online

The following website links will provide you with a wealth of information for exploring the world of work:

NAME OF RESOURCE	WEBSITE	DESCRIPTION OF INFORMATION
Hawai'i Specific Resources:		
<u>Career Kokua, The Hawai'i Career Information System</u>	www.careerkokua.org	The Career Kokua web site is funded by the State Department of Labor & Industrial Relations (DLIR) and sponsored by the Hawai'i Career Resource Network (HCRN). Whether you are a student, career seeker, counselor, teacher, parent, career development professional, or simply interested in careers, you will find many important links, information, and training to explore from this site.
• Career Assessments	www.careerkokua.org	Career Kokua provides access strategies or career assessments which are structured search processes. Using any of Career Kokua's assessments will help you find occupations that match the criteria you feel are important to you. Career Kokua's access strategies also provide practice in decision-making by demonstrating the consequences of your choices and decisions in the world of work. You can always change your answers to get new lists of occupations and career options to explore.
• Hawai'i Occupations	www.careerkokua.org	Information on 445 local occupations that include job descriptions, skills, knowledge, preparation, working conditions, employment outlook, wages, benefits, hiring practices, training and more.
• Hawai'i Programs of Study & Training and Local Postsecondary Schools	www.careerkokua.org	The most comprehensive databases of licensed and accredited postsecondary schools and degree and certificate programs in Hawai'i. These are your best guides to local training information.
<u>Kumu A`o, The Hawai'i Consumer Report Card System</u>	www.hawaiiicrs.org	The state's list of Workforce Investment Act (WIA) eligible training providers. You and your counselor simply match yourself to training programs and training providers which meet your training interests or needs.
<u>HireNet Hawai'i</u>	www.hawaii.gov/labor	This site is a powerful online job seeker/employer/workforce services system designed for job seekers, students, case managers, employers, training providers, workforce professionals, and others seeking benefits and services. The system provides fast access to a complete set of employment tools in one web site.

(more)

Where to Explore the World of Work (continued)

Exploring Online (continued)

<u>Hawaii Workforce Informer</u>	www.hiwi.org	Comprehensive labor market information (LMI) to assist economic developers; educators and schools; employers; job seekers, workers, researchers, and more.
• Wages	www.hiwi.org	State and local wages for occupations in the state.
• Statewide Short-Term Forecasts • Statewide Long-Term Projections • Top 20 Jobs in Hawai'i • Jobs with the Most Openings • Jobs in Decline	www.hiwi.org	State, regional and local estimates forecast whether an occupation will be growing or declining in the future.
• Hawai'i Licensed Occupations	www.acinet.org/acinet/licensedoccupations/	Questions on job-related licenses, certifications, fees and more can be answered using the "Licensed Occupations" list provided in American Career InfoNet (www.acinet.org) Career Tools section.
• Career Access	http://careeraccess.hawaii.edu/tutorials/en-us/homepage/index.php?reqPage=references	A website primarily for University of Hawaii students. It is a new and more career exploration materials are emerging.

Proprietary Career Information & Planning Online Options

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

Examples of such commercial career information delivery systems are: ECOS, KUDER, DISCOVER, CHOICES, BRIDGES, and COIN.



Where to Explore the World of Work (continued)

Exploring Online (continued)

National Resources		
Career Voyages	www.careervoyages.gov	This website was established in 2003 by the US Department of Labor and focuses on customizing pages for various industries for various audiences.
O*NET	www.onetcenter.org	The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database is continually updated. The distinguishing characteristics of an occupation are described along a content model and over 270 descriptors. Description starts with six domains starting with day-to-day aspects of the job, qualifications and interests of a typical worker.
Occupational Outlook Handbook Career Guides to Industries	www.bls.gov/oco www.bls.gov/oco/cg	This supplements the O*NET and aside from career guides to industries, this resource provides information about the job market in each State.
America's Job Bank or AJB	This will be replaced by JobCentral National Labor Exchange by July 2007. www.jobcentral.com	AJB's replacement, JobCentral promises to provide a wide range of employment services to participating state workforce agencies, from job listing distribution to and from state employment web sites to participation in the national labor exchange with other states. The service will also be available to federal agencies for fast response to recruiting needs after disasters such as hurricanes or earthquakes.
Various States Career Information Delivery Systems	www.acrnetwork.org/cdmt/state.aspx	This website link may change by September 2007 but this lists each State and US Territory and a link (if available) to that State's respective Career Information System (CIS) or Career Information Delivery System (CIDS). These systems provide updated localized career information.
The Riley Guide	www.rileyguide.com	Employment opportunities and job resources online.
Job Hunter's Bible	www.jobhuntersbible.com	This site is designed as a supplement to Dick Bolles' book, The 2003 edition of <u>What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers</u> , published by and available from Ten Speed Press. This site will be particularly helpful if used along with that book.

Labor Market Realities

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

“If you are expecting your boss or your company to take care of your needs and chart your career for you, you’ll almost certainly be disappointed. You, in fact, were hired to take care of their needs.”
Andrea Sutcliffe,
First-Job Survival Guide



Lifelong employability

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

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

Computer skills — Develop strong computer skills and update them regularly. Every industry requires workers who do.

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

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

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

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

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

(more)

Labor Market Realities (continued)

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

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

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

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

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

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

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

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

Creativity and innovation — Whether you are young or old expect increasing value placed on ability to anticipate or respond to global developments.

What Do Employers Want from Employees?

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

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

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

Speaking. The ability to express oneself fluently and intelligently.

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

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

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

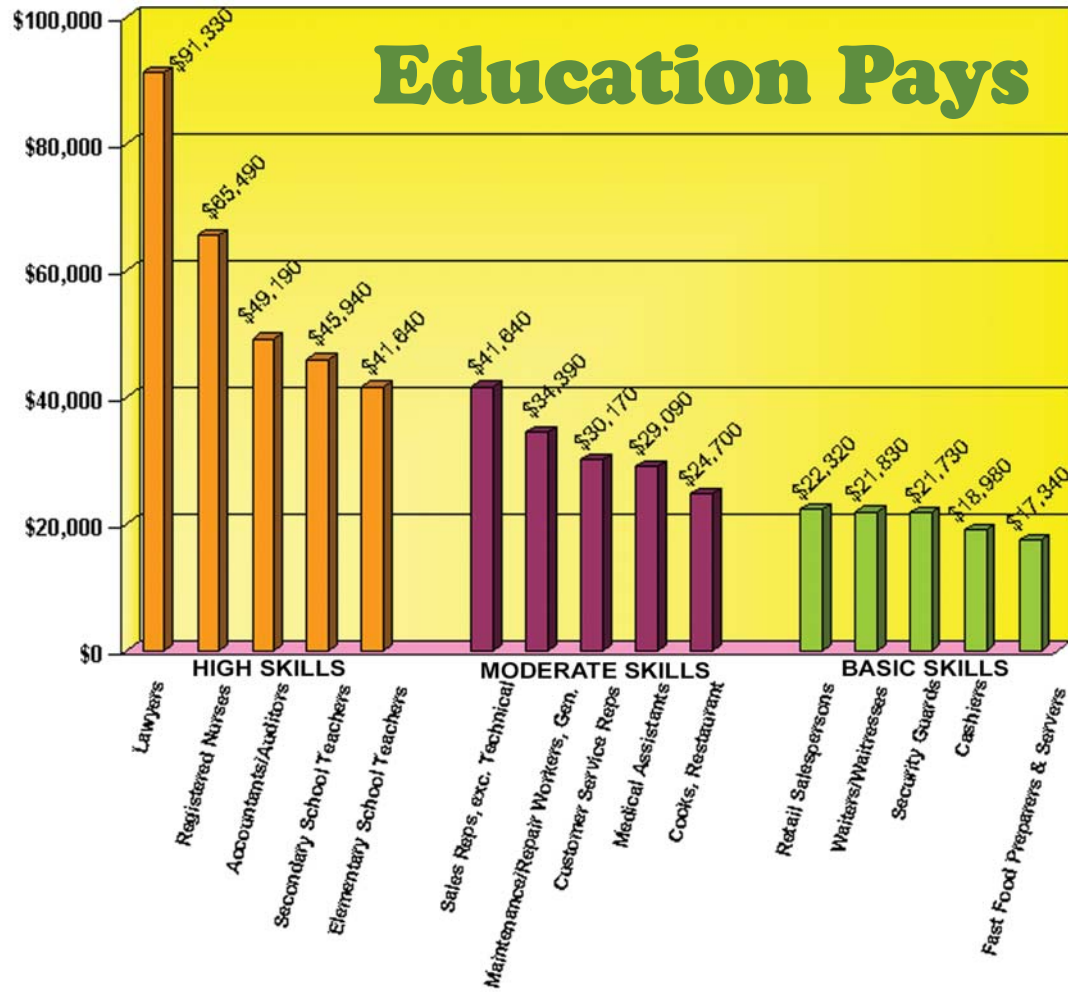
Ethical Applications. The ability to apply moral standards and appreciate values in the work setting.

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

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

Source: Virginia Labor Commission

Labor Market Realities (continued)



Source: Research & Statistics Office, Department of Labor & Industrial Relations, May 2005 BLS Wages

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

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

*Summary
Worksheet*
Step 3

The Summary Worksheet for Step 3 should be a snapshot of areas for you to explore and gain information and knowledge about the work industry(s) of your liking. As you explore the various ways of investigating the world of work, you may need to create several Summary Worksheets for this step, and refer back to the information often.

How will you go about investigating the world of work?

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

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

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

Transition to Step 4

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



Step 4 - Deciding (Synthesizing What You Have Learned)

- **Why and How to Synthesize the Information**
- **SWOT Analysis**
- **Education and Training Needs**

Career Pathways

Career Academies

Work-Based Learning Experiences

Private and Technical Schools

Community School for Adults

General Educational Development Tests

University Outreach College

College Outreach Programs

Other Training and Learning Opportunities

- **Financial Assistance with Schooling**

- **Living Within Your Means**

Exercise 7: Financial Needs Assessment

Step 4 Summary Worksheet

Transition to Step 5

Why and How to Synthesize the Information

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

In Step 3, you started—at least in your mind—to consider how information about yourself and the world of work fit together. Step 4 will formalize the process of “matching,” or synthesizing the information you’ve gathered. This comparison will enable you to evaluate which jobs are the best fit, and hold the most potential for you. In addition, Step 4 will identify any gaps (such as education) in your ability to pursue work industry(s) you investigated from Step 3.



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

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



SWOT Analysis

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

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

The information from the SWOT and Gap Analysis will be used in creating your **Career Action Plan**, in addition to the information gathered from Steps 2 and 3. Creating a **Career Action Plan** will be explained further in Step 5.

Do a SWOT Analysis

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

Helpful Hint: *You can use the occupations listed within your 2 or 3 Holland Codes discussed in Step 2. Next, identify challenges and opportunities in your career area. For example, will this occupation soon disappear as technological advances render it obsolete? If so, choose another job type! You can get information about occupational challenges and opportunities from the Occupational Outlook Handbook, Career Kōkua Occupations, and others. If the job type seems promising, do a Gap Analysis.*

Fill in the Gaps

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

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



SWOT Analysis (continued)

SWOT ANALYSIS		
INTERNAL you can control	Strengths you have <ul style="list-style-type: none"> • skills, knowledge, abilities • work experience • positive characteristics • network of connections 	Weaknesses you have <ul style="list-style-type: none"> • lack of certain skills, etc. • lack of certain experience • negative characteristics • lack of goals and/or education
EXTERNAL you cannot control	Opportunities in your career field <ul style="list-style-type: none"> • likelihood of job growth • chances to increase skills • chances for advancement 	Threats in your career field <ul style="list-style-type: none"> • likelihood of downsizing • amount of competition for jobs • dead-end type of work

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

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

Examples

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

Education and Training Needs

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

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

Hawai‘i’s Career Pathways *(Secondary & Post-secondary Students)*

www.hawaii.edu/cte

The State of Hawai‘i established a six Career Pathways System as an organizing tool for exploring options among high school students. As explained on the CTE web site, “Career Pathways are broad groupings of career specialties/occupations that have common skills and knowledge. Career Pathways provides a context for exploring career options at all levels of education and a framework for linking learning to the skills and knowledge needed for future success. Career Pathways provides a manageable organizing tool at all educational levels - kindergarten through college - to guide career exploration and planning activities, to focus teaching and learning, and to link education with relevant real-world experiential activities.”

Hawaii’s six Career Pathways are:

- Arts & Communication
- Business
- Health Services
- Natural Resources
- Industrial & Engineering Technology
- Public & Human Services

Each Career Pathway moves from a core area that includes business/industry standards common to the occupations within the Career Pathway to more focused clusters of work-related functions or specific occupations. See also <http://www.careerkokua.org/ce/hcp/>.



Career Academies

(Secondary Students)

www.ncacinc.org

Career Academies have helped students in Hawai'i explore and prepare for careers.

The Academy Model was created in 1969 by Charles Bowser, Executive Director of the Philadelphia Urban Coalition, in collaboration with Philadelphia Electric Company (PECO) and Bell of Pennsylvania (Bell), in response to the inner city riots of 1968.

Career academies differ from traditional education because they prepare high school students for both post-secondary education and work. They weave the themes into academic curricula that qualify students for admission to four-year colleges or universities. Several leading organizations of career academies have agreed on a common standard for academies, and use the following parameters when describing a career academy:

- a small learning community, comprised of a group of students within the larger high school, who take classes together for at least two years, and are taught by a team of teachers from different disciplines;
- a college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects, and their application to a broad field of work; and
- partnerships with employers, the community, and local colleges, bring resources from outside the high school to improve student motivation and achievement.
- Among the oldest career academies in Hawai'i are those in health, banking and finance, and tourism/visitor industries. New academies have and are being established in response to labor market demand. For example, more career academies are being established in construction, environment and natural resources, science and technology, and others.



Education and Training Needs (continued)

Work-Based Learning Experiences or Programs

(Secondary & Post Secondary Students)

Work-based learning programs for students link the academic curriculum to the world of work. They deliberately use a community's businesses and industrial complexes as career training laboratories. You can learn or polish skills, assess capabilities, or explore careers by observing or experiencing an occupation or set of occupations in actual work settings or exposure to career or industry mentors. Quality work experience education programs:

- Have planned program of job training and work experience for a learner;
- Promote or develop good employability skills and positive work attitudes in a learner;
- Expose learner to the multiple aspects of an industry;
- Integrate academic and vocational curricula;
- Assist learner with career decisions.

Work-based learning experience opportunities vary in target learners, structure, intensity, time and cost. They can be paid or unpaid experiences. Programs can come in the form of:

1. Industry tours and job shadowing
2. School-based enterprises and other school-based projects like mini-credit unions in a school, Kahuku.org, or Chaminade University's Hogan Entrepreneurship Program.
3. After school programs including weekend, spring, summer, or winter break programs – e.g., FIRST Robotics Program, Waianae School Searider Productions, Engineers Without Borders programs
4. Second Chance programs like YouthBuild, Youth Job Corps
5. Service Learning Programs like AmeriCorps, Youth Conservation Corps

6. Internships like HITechQuest Project-Based Learning Program, UH PIPES Internship Programs, Cooperative Internship Education, Internship Abroad
7. Summer or Semester Abroad programs that may include service learning or work components
8. Apprenticeships

Many of the organizations and businesses that provide work-based learning experiences in Hawai'i are listed in the Career Kōkua Community Resources directory.

Many schools have career counselors who can provide more information about:

1. Work Permits - Hawai'i requires special permits for minors, 17 years and under, to work.
2. Application Requirements - Competitive internships and other work-based learning experiences require application and recommendation letters to be submitted.
3. Reasonable Accommodation - Some workplaces or employers are better at providing reasonable accommodation for learners with disabilities.
4. Support Services - Some programs help low-income or disadvantaged learners with their barriers to work-based learning experience opportunities.

If you are an out-of-school youth, you may also try to ask for information from a Hawai'i One-Stop Center.

Sometimes, work-based learning experiences can be right under your nose. For example, learning from a family business, completing projects for your church, programs offered to children of your parents' employers. If you are already employed, there may also be cross-training programs or temporary assignment opportunities offered by your employer.

Private Career and Technical Schools

(Post Secondary Students)

Career Kōkua lists over 140 general types of programs and about 800 specific programs offered at LOCAL post-secondary schools and training institutes in Hawai'i. These are offered by over 90 licensed schools including private and technical schools.

Public or Private?

For some, a private school may be more appropriate than a public institution. For example, healing-related institutes provide opportunities for a learner to focus study on acupuncture, shiatsu, or specific healing approaches rather than a two-year public institution. Private schools might also save time for those who are working or in active military service. A private institution may offer a program or schedule that is more convenient.

Checking Out a School

Numerous private schools exist and many are excellent. However, some are better at advertising than they are at teaching. You must carefully evaluate schools to obtain quality education, training, or preparation.

1. One can start with Career Kōkua. Career Kōkua updates its list of schools annually and provides information that can help you evaluate a school. The information is grouped into six categories - general information, admission requirements, housing information, cost information, financial aid information, and student services information.
2. Each school or training agency listed is licensed, approved, certified, or accredited. Licensed, approved, and certified have different meaning and implications.
3. Understand the distinguishing feature of accreditation by an agency recognized by the US Department of Education (US DOE). It is important to understand that not all so-called accrediting agencies enjoy the recognition from the US DOE. Accreditation standards are established by accredited agencies

recognized by the US DOE. Accreditation status also affects the availability of public financial aid. For more information on accredited programs, go to www.ed.gov/admins/finaid/accred/index.html. Accredited Programs including online universities are listed at www.rwm.org

4. Read and heed consumer advice that is explained on two websites:

www.ftc.gov/bcp/online/pubs/services/votech.htm

www.ed.gov/students/prep/college/consumerinfo/index.html

- Consider whether you need additional training or education or whether your needs can be met by “on-the-job” training options
 - Investigate training alternatives like community colleges. The tuition may be less than at private schools. Also, some businesses offer education programs through apprenticeships or on-the-job training.
 - Compare programs. Study the information from various schools to learn requirements, transferability of credits, quality of certificate to be received.
 - Find out as much as you can about the school’s facilities and equipment. Visit if you can.
 - Ask about the instructors’ qualifications and the size of classes. Sit in on a class if you can.
 - Get some idea of the program’s success rate.
 - Find out how much the program is going to cost. If you need financial assistance, find out whether the school provides it.
 - Learn whether the school is up-to-date on its license and accreditation
 - Check with the Attorney General’s office and the Better Business Bureau for ratings or unscrupulous practices.
5. Discuss findings with counselors, family members, or other parties you trust before you decide.

Education and Training Needs (continued)

Community Schools for Adults

The State of Hawai'i Department of Education (DOE) operates eleven Community Schools for Adults or Adult Education Schools across the State. The eleven schools provide access and opportunities to adults through integrated programs and services in the areas of basic education, high school diplomas, family literacy, citizenship, workforce readiness, and life enhancement.

A high school diploma can be earned through one of the following methods- credits earned, testing, and competency-based program.

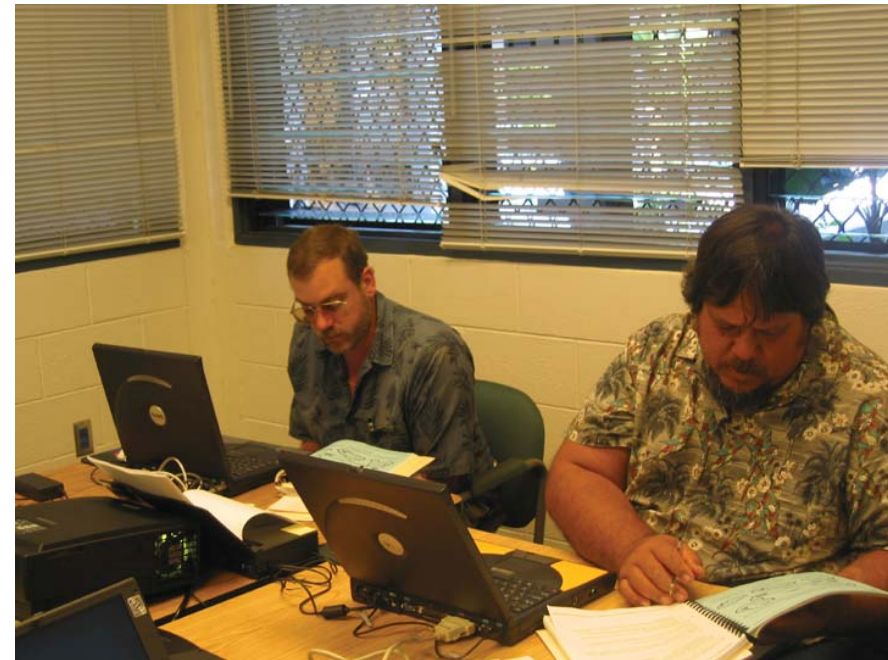
Community Schools for Adults have an open enrollment policy for all adults 18 years or older. Students younger than 18 years who want to enroll for high school credits or enrichment must have written permission from their home high school. To be eligible a meeting with the student's high school counselor and parents is mandatory.

Tuition free academic courses include adult basic education, English as a Second Language, Citizenship Training, Language Arts and Mathematics Review, and High School Diploma Programs. Interest and Non Credit courses usually require a fee for tuition and/or supplies. These courses are in computer literacy, financial literacy, health and fitness, communication, arts, and leisure.

Examples of industry specific programs are:

- START for Hospitality and Lodging Industry National Certification
- Substitute Teacher Training Course (available online)
- Construction Pre-Apprenticeship Test Review Program

For more information, visit <http://doe.k12.hi.us/> and check under Programs After School.



Education and Training Needs (continued)**General Educational Development (GED) Tests**

(<http://doe.k12.hi.us/communityschools/diplomaged.htm>)

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

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

Employers, the military, and colleges accept the GED Tests as the equivalent of a high school diploma. The tests are available in multiple sites throughout Hawai'i, mostly in adult schools. The questions in each of the tests require general knowledge and critical thinking skills. About one-third of graduating high school seniors do not pass the test.

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

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

Community College Dual Enrollment

High school students seeking college courses or enrichment courses that are not available in high school or other career preparation program can enroll at the University of Hawai'i. A public high school student can attend via the Running Start program and private and home-schooled students can explore the Early Admit route. Enrollment is open to qualified high school junior or senior students only. The number of courses that a student can take is limited to six credits per semester. College tuition is charged but there are scholarships available. If you are interested, you are encouraged to visit your school counselor for further advice. (see www.hawaii.edu/runningstart)

University Outreach College

Throughout the year, the University of Hawai'i Outreach College offers a diverse array of noncredit classes designed to help participants pursue professional development and personal growth. Ongoing programs include the Institute for Business and Professional Development, Pacific New Media, International Programs (English as a second language), and various certificate programs. (see www.outreach.hawaii.edu/noncredit/)

Education and Training Needs (continued)

College Outreach Programs

College Outreach Programs are designed to increase the number of high school graduates with the motivation and academic preparation to enter college and universities. Each program provides a variety of services to assist students in preparing for and gaining admission to a college or university. Several of the programs are designed to provide support to disadvantaged and/or minority youth or adults:

GEAR UP

(Gaining Early Awareness and Readiness
for Undergraduate Programs)
www.gearup.hawaii.edu

This federally-funded program's mission is to help Hawai'i's youth, particularly those in low-income communities, to have high expectations, stay in school, study hard, and take courses that will enable them to have the choice to go to college. The program supports the specific schools, parents and students through conferences, workshops, brochures, mini-grants, and scholarships.

TRIO

www.ed.gov/about/offices/list/ope/trio/index.html

TRIO is another federally funded program that includes six outreach and support programs. These programs are designed to assist first generation, low-income students or students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate degrees. TRIO programs have been available at several community colleges as well as at Chaminade University (graduate level). Two TRIO programs are:

- **Talent Search** identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program helps students prepare college applications, provides academic, career, and financial counseling and encourages them to graduate from high school and continue on to the postsecondary school of their choice.
- **Upward Bound** serves high school students from low-income families, families in which neither parent holds a bachelors' degree, and first generation military veterans who are preparing to enter postsecondary education.

SEED

(Student Excellence, Equity and Diversity)
www.hawaii.edu/diversity/

SEED provides programs for the recruitment and success of students from underrepresented groups such as Native Hawaiians and other ethnic groups, students transitioning from welfare to work, students with disabilities, academically gifted students, and promotes diversity in the University of Hawai'i system.

- **College Opportunity Program (COP)** recruits disadvantaged Hawaiians, Filipinos, Samoans, and other underrepresented ethnic groups who are denied regular admission at the University of Hawai'i at Manoa. It provides a six week live-in summer program to increase possible access for fall enrollment and academic social skills necessary for successful first year at UH Manoa.
- **Office of Multicultural Student Services** reaches out to immigrant children and other under-represented groups to motivate them towards higher education. Services include enrichment classes for K-12 students, teaching as a career workshop/internship, transfer student mentoring and others.
- **Senior Citizen Visitors Program** allows senior citizens to "visit" courses at the University free of charge. There are no credits and no permanent records are kept.
- **Kuana Student Services** strives to increase college success among students of Hawaiian ancestry. The program provides advising, tutorials, financial aid assistance and other services.

BRIDGE TO HOPE

<http://www.hawaii.edu/bridgetohope/index.htm>

This is an education option for welfare recipients who want to attend college as a means of achieving lifelong self-sufficiency. The program assists with a menu of services to help these working students to succeed with their educational goals.

Education and Training Needs (continued)

Other Training and Learning Opportunities

- **Hawai`i One-Stop Centers:** Hawai`i One-Stop Career Centers can link you with the education and training providers in your community and throughout the state.
- **Hawai`i Community Colleges:** Community colleges are publicly supported and locally oriented colleges that offer programs for transfer to a four-year college, career education programs, developmental and “catch-up” programs for students who lack a strong educational background, and continuing education for cultural growth, life enrichment, and skills improvement. Any high school graduate is eligible for admission to a community college. However, you do not have to have a high school diploma as long as you are over eighteen years of age and can benefit from instruction. Also, high school students may be permitted to enroll for “advanced placement” courses provided they have the consent of their school principal and meet grade-point requirements. There are seven community colleges in Hawai`i. You may find a complete listing of all of the Hawai`i community colleges and training programs at www.hawaii.edu.
- **Hawai`i Training and Education Providers:** Career Kōkua, the Hawai`i Career Information Delivery System which is located at www.careerkokua.org, provides information on training and education providers. Its databases on training programs and local schools are the most comprehensive sources of information on training providers in Hawai`i. It is your best guide to local training information. You simply match yourself to private or public schools or colleges and universities, which meet your training interests or needs. Kumu A'o, the Hawai`i Consumer Report Card System, located at www.hawaiicrcs.org, identifies training and education providers who are eligible to receive Workforce Investment Act (WIA) funding.

“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”
-Peter F. Drucker

Financial Assistance with Schooling

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

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

Financial Aid Resources for Post-High School Education

Career Kōkua Financial Aid module provides links to Scholarships and Best College Deals
www.careerkokua.org/fa

America's Career Resource Network
www.acrnetwork.org/parents/finaid.htm#4

GEAR UP program focuses on high school students in lower income communities
www.gearup.hawaii.edu/familites/documents/financialaid.pdf

Financial Aid Resources for eligible jobseekers or those already on the job
www.hirenethawaii.com Look for Hawai'i One-Stop Centers

Financial Aid Resources for international education
www.iefa.org

Hawai'i Community Foundation Programs for scholarship seekers
www.hawaiicommunityfoundation.org



Living Within Your Means

“Living within our means” is a goal we all should strive to achieve. It’s absolutely vital when you’re between jobs and don’t have much savings to tide you over. It means spending only what you have and saving up to buy items that you can’t currently afford.



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

It means relying on loans only to pay large-ticket items, such as a house or car. It means paying credit card bills in full each month. If you haven’t been living this way, now’s the time to start. When you’re job hunting, you curb your spending!

What to Avoid

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

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

How to Live Responsibly

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

- Do identify your financial needs using Exercise 7.
- Don’t waste your time pursuing occupations that can’t meet your bottom-line financial needs.
- Do cut down on non-essential expenses such as entertainment.
- Do continue to set aside a little money for fun.
- Do postpone expenses whenever possible, especially major purchases such as new furniture.
- Do take care of all critical needs, such as illness and car repair.
- Don’t buy gifts; give of your time and talents instead.
- Don’t use your credit card or take out a loan unless you have the money to pay it off immediately.

Exercise 7: Financial Needs Assessment

This exercise identifies your financial needs or spending. Seek jobs that support your financial needs. Remember financial “needs” include obligations like taxes.



Expenses:	Amount	Plus or Minus
Savings	_____	_____
Housing	_____	_____
Food-at home	_____	_____
Food-away	_____	_____
Transportation	_____	_____
Utilities	_____	_____
Health/Medical	_____	_____
Clothing/Laundry	_____	_____
Education	_____	_____
Fun and Entertainment	_____	_____
Gifts and Donations	_____	_____
Child Care/Elder Care	_____	_____
Others	_____	_____
TOTAL*	_____	_____

*This is an estimate of minimum take-home pay needed
The minimum monthly wage needed has to factor in taxes and similar obligations.

Source: The exercise is adapted from a spending plan form provided by the University of Hawai'i College of Tropical Agriculture and Human Resources College Extension Services.

More in:

- [www.ctahr.hawaii.edu/tcyour\\$/](http://www.ctahr.hawaii.edu/tcyour$/) for money education
- www.hirenethawaii.com/financial/financial.asp for budget planning including training, transition
- www.livingwage.geog.psu.edu/ for ideas of living wage levels needed for different household sizes
- www.tfhawaii.org for an idea of taxes to be paid
- www.okcareertech.org/GUIDANCE/CareerInfo/caf2005/2005CAF.html for Oklahoma's Resource Linking Career Development and Financial Literacy

Summary Worksheet Step 4

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

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

Family? Yes/No: _____?

Why? _____

Friends? Yes/No: _____?

Why? _____

Past work or volunteer experience? Yes/No: _____?

Why? _____

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

Adult Education? _____ Community College? _____ State/UH University? _____ Other? _____

What are the names of schools or training programs you will look into gaining additional information on?

1. _____
2. _____
3. _____

Transition to Step 5

With Steps 1-4 completed, you are now ready to decide if further exploring is needed to find out about a particular job or work industry, maybe by way of an apprenticeship program. This is also a great time to consider if entrepreneurship or the military is for you.



Step 5 - Acting (Testing the Waters)

- **Non-traditional Work**
 - Temp Work
 - Volunteering
 - Self-Employment
 - Résumé Considerations
- **The U.S. Military**
- **Entrepreneurial Work**
- **Apprenticeships**
- **Problem Work History**

Step 5 Summary Worksheet



Non-traditional Work

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

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

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

Temp Work

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

Benefits — Temping offers many benefits:

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

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

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



Non-traditional Work (continued)

Volunteering

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

To maximize the benefits, devote at least 100 hours to each volunteer position to show that you are committed and not just dabbling.

Free Agency/Self-Employment

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

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

- get to be in control
- may earn more than you would with a temp agency

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

- file as self-employed, withholding your own taxes
- be very motivated: if you don’t make yourself work, you won’t get paid



Résumé Considerations

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

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

The U.S. Military

Military service provides education and work experience in hundreds of occupations that are needed to maintain national defense. Some men and women serve for a relatively brief period in the armed forces - three to six years of active duty. Others begin a career and serve for 20 years and more. Most if not all, acquire transferable work and life skills and knowledge. Career paths in the military are based on aptitudes, physical abilities, security clearance, motivation, and determination. The U.S. military includes the Army, Marine Corps, Navy, Air Force, and Coast Guard including their respective Reserve and National Guard formations. Education benefits and access to education on military bases make lifelong learning possible for many military personnel and their families.

Publications on military options are available at most high schools, colleges, public libraries, and one stop centers. More information is also available at the following:

ARMY www.goarmy.com

ARMY RESERVES www.goarmy.com/reserve/nps//

ARMY NATIONAL GUARD www.goarmy.com/reserve/nps//

MARINE CORPS www.marines.com

MARINE CORP RESERVES www.marines.com

NAVY www.navy.com

US NAVY RESERVES www.navyreserve.com

AIR FORCE www.airforce.com

AIR FORCE RESERVES www.afreserve.com

AIR FORCE NATIONAL GUARD www.goang.com

COAST GUARD www.gocoastguard.com

COAST GUARD RESERVE www.gocoastguard.com

Hawai'i's military bases have centers and programs supportive of career development:

Schofield Barracks Army Family Employment Readiness Program mwrarmyhawaii.com/

Kaneohe Marine Corps Base Joint Education Center and Lifelong Learning Program www.mccshawaii.com/personal.htm

Pearl Harbor Fleet and Family Support Center www.greatlifehawaii.com

Hickam Air Force Base Education Services www.hickamservices.com/education.asp

Tripler Medical Center Education Services www.tamc.amedd.army.mil/services/educationcenter.htm



Entrepreneurial Work*

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

Do These Statements Apply to You?

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

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

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



* This section is adapted from "Minding Your Own Business" (pp 1-2 of "Thinking of starting your own business"; and pp 1-5 "Could you succeed in small business"), <http://www.hrdc-drhc.gc.ca/hrib/hrp-prh/pi-ip/career-carriere/english/products/minding/mind-eng/index.shtml>. Source of the information is the Human Resources Development Canada. Reproduced with the permission of the Minister of Public Works and the Government Services, Canada, 2003.

Entrepreneurial Work (continued)

Could You Succeed In Small Business?

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

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

A Reality Check for Small Business Owners

The following checklist will suggest what to look for in yourself to improve your chances for success.

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

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

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

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

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

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



Entrepreneurial Work (continued)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Entrepreneurial Work (continued)

Do You Have What It Takes?

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

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

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

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

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



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

— Samuel Apodaca, ironworker apprentice



Apprenticeships

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

The “state registered apprentice” experience starts with an employer hiring you to be a “state registered apprentice”. The occupation in which you are an apprentice is one of more than 107 state approved apprenticeable occupations in Hawai`i. Nationally there are more than 800 apprenticeable occupational titles approved by the federal government. The occupations include psychiatric technician in a state mental hospital, fire fighter, carpenter, electrician, heavy construction equipment operator/driver, and many more job titles. As a state registered apprentice you:

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

Apprenticeships (continued)

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

A “state approved apprenticeship program” is a work-based learning program for which an employer or group of employers have applied for and received approval from the Hawai‘i Apprenticeship Council. An approved apprenticeship meets certain standards that help assure that apprentices will have a thorough and well-organized learning experience with pay increases and other benefits such as medical insurance.

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

Many people believe that “apprenticeship” equals “construction trades.” Actually these trades are only 50 of the 800 apprenticeable occupations. Others include barber, correctional officer, vocational nurse, electrician, machinist and automobile technician.

The beginning wage for a new apprentice is about half of the wage paid to a “journeyman”. The apprentice receives a wage increase every six months if the apprentice is making satisfactory progress on the job and in completing the RSI. Upon completion of the program, the apprentice receives journeyman compensation that in some occupations can range up to \$50 or more per hour plus benefits.

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

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



Apprenticeships (continued)

General Qualifications for Apprenticeships

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

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

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

Steps for Apprenticeship Applicant

- 1) Select an occupation for which you have an aptitude, interest and physical ability.
- 2) Find out about the minimum qualifications and working conditions of the occupation.
- 3) Decide whether you can work under these conditions, some of which may be hazardous or uncomfortable.
- 4) Find out how to apply for the program by contacting:
 - You can search available apprenticeship programs by visiting www.careerkokua.org
 - You may also surf the web by specific crafts or trades. Look for “Apprenticeship” programs.
 - The employer’s Apprenticeship Committee (AC),
 - If the AC has a waiting list of applicants, get on the waiting list and seek employment.
 - You may also enter an apprenticeship after experience in the military or industry.
- 5) Complete the required application and take any required aptitude test.

Hawai`i Apprenticeship & Training Office

**Office of Apprenticeship Training
Employer and Labor Services
Bureau of Apprenticeship
& Training**

**300 Ala Moana Blvd. Room 117
Honolulu, HI 96850
(808) 541-2519**

Workforce Development Division Department of Labor & Industrial Relations

**830 Punchbowl Street, Room 329
Honolulu, HI 96813
(808) 586-8877**

Problem Work History

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

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

Potential Barriers	Possible Solutions
Poor Grades (for students)	<ul style="list-style-type: none"> focus on extracurricular activities or how you addressed your academic problem
Not Enough Experience	<ul style="list-style-type: none"> emphasize adaptable skills (for example, being a fast learner) and non-work experience
Job Hopping	<ul style="list-style-type: none"> group similar jobs on your résumé don't include every single job you've ever held use your cover letter to stress that you want a long-term position
Long Time with One Employer	<ul style="list-style-type: none"> list promotions as different positions to show forward progression have a Professional Development section to highlight your ongoing education
Recent Employment Gaps (of months or years)	<ul style="list-style-type: none"> show work that you did while unemployed, including volunteer and community work projects, family activities and education
Been Fired	<ul style="list-style-type: none"> during the interview, take responsibility for your actions and/or put the situation in positive light, depending on the circumstances
Been Laid Off	<ul style="list-style-type: none"> focus on the present to show that you're moving on
Temp, Free Agent, Contract Work	<ul style="list-style-type: none"> see "Non-traditional Work" for ways to describe this type of work on your résumé
"Overqualified"	<ul style="list-style-type: none"> don't include information on résumé you may think raise red flags emphasize your eagerness to work at the job in question; show that you'll stay
No College Degree	<ul style="list-style-type: none"> if you have some college credits, list the college without a graduation date emphasize recent training, including workshops skip the Education section entirely (unless you're a young person)
Criminal History	<ul style="list-style-type: none"> remember that only convictions matter avoid occupations related to any felony you might have (such as, if you stole, don't try to work with money)
Disability	<ul style="list-style-type: none"> address the issue head on and openly state that you have the ability to overcome any challenges your condition may pose
Immigrant	<ul style="list-style-type: none"> show how work abroad is comparable emphasize adaptable skills and eagerness to work in new work setting

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

Summary Worksheet Step 5

This **Summary Worksheet for Step 5** provides an opportunity for you to address other areas and places that maybe of assistance during your decision-making phase.

Non-Traditional/Entrepreneurial Work

Is working for yourself something you would like to do? Yes/No_____.

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

U.S. Military

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

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

_____ Army _____ Marines _____ Air Force

_____ Navy _____ Other

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

Apprenticeships

Apprenticeships can be fun while you gain the necessary experience in a particular field. List two employment locations, or work industries you could see yourself doing an apprenticeship for, or list the places you have done apprenticeships in the past.

Possible Future Apprenticeship

1.

2.

Completed Apprenticeships

1.

2.

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

Problem Work History

Are there any issues you need to address from a past “problem work history”? Yes/No_____.

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

Notes

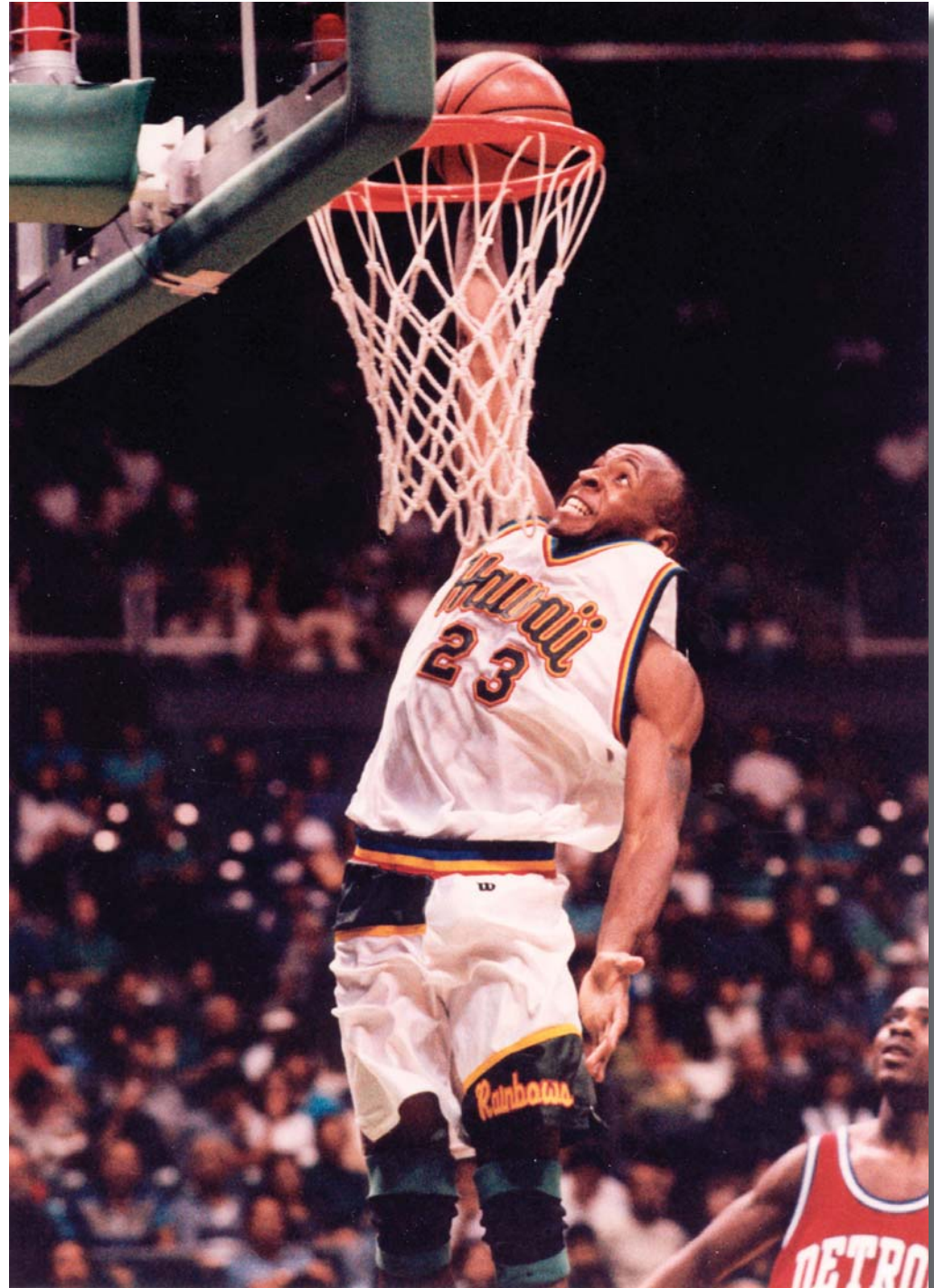


Notes



Step 6 - Reflecting (Wrapping It Up)

- Creating a Career Action Plan
- Conclusion





Creating a Career Action Plan

A **Career Action Plan** also called an *Individual Career Plan* or *Individualized Career Development Plan*, allows you to list your goals and necessary steps it will take to achieve them, while remembering to be flexible to life's changes along your journey.

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

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

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

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

- **Conceivable:** you can put it into words,
- **Achievable:** you have the skills, energy, and time to accomplish it,
- **Believable:** you believe in it,
- **Attainable:** you can state how long it will take to reach it, and
- **Flexible:** you are willing to modify it as necessary.

Helpful Hint: *Short-term goals can be reached in one to three years. Long-term goals can take about three to five years. Using these time frames to clarify your goals will make following your plan easier.*

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

Your listed short and long term goals will give you the starting point on where to move next. **Examples:** you may need to enroll in school, apply for internships, take entrance exams, apply for employment, or start a trade program in your area of interest. Whatever your next step is, a well-thought-out **Career Action Plan** will prove to be a very useful tool to complete, revisit, and revise as necessary.

Career Action Plan Worksheet

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

Conclusion

We hope the Hawai'i Career Planning Guide 2007-2009 has assisted you in drafting a plan of action. Remember to stay flexible-allowing the doors of creativity, positive energy, and continuous motivation to stay open.

Take time to reflect on your choices. Revisit any step in any order to improve your choice/s anytime.



Notes



Notes





About the Hawai'i Career Resource Network (HCRN)

The Hawai'i Career Resource Network project is part of America's Career Resource Network Program, a program of the US Department of Education's Office of Vocational and Adult Education. It was authorized and funded through Carl Perkins Act 1998 Section 118 - Career and Occupational Information. Its mission is improved career decision making by all. In Hawai'i, the project was administered by the Hawai'i Workforce Development Council, an entity that is administratively attached to the State Department of Labor and Industrial Relations. For current HCRN status, please visit <http://www.hawaii.gov/labor/wdc/hcrn.shtml>.

Its specific niche is career resources and information materials. In Hawai'i, it supported the Internet version of Career Kōkua, Trainers and Facilitator's Training for The Real Games Series of Career Development Curricula, and professional development of educators and counselors in career education. It also supported the production and distribution of parents, educator, counselors and student materials that raise awareness, knowledge or skills in using quality career development resources.

For copies of the Hawai'i Career Planning Guide or other materials, contact Career Kōkua at 808-587-5515, email dli.rs.hcids@hawaii.gov, or visit www.careerkokua.org.

Disclaimer: Contents of this Guide do not reflect endorsement of contents by U.S. DOE or the entities that editors represent.

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Career Kōkua

The Hawai'i Career Information Delivery System
830 Punchbowl Street, Room 415
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Hawai'i Career Planning Guide 2007-2009

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Hawaii Career Resource Network**

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