

U.S. DEPARTMENT OF LABOR



Career and Credential Exploration (C2E): Vocational Track



PARTICIPANT GUIDE



Visit dol.gov/C2Ematerials to download the workshop materials to include the digital Veterans' Employment and Training Service (VETS) Resource Guide and fillable portable document format (PDF) of this Participant Guide.

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All websites, URLs and screen shots within this guide are active at the date of publication. However, URLs and web content are subject to change without notice, and users of this guide are advised to follow links to confirm information is of the latest version.

Version 4.0



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WELCOME

Welcome to the Department of Labor's Career and Credential Exploration workshop, also known as the TAP Vocational Track.

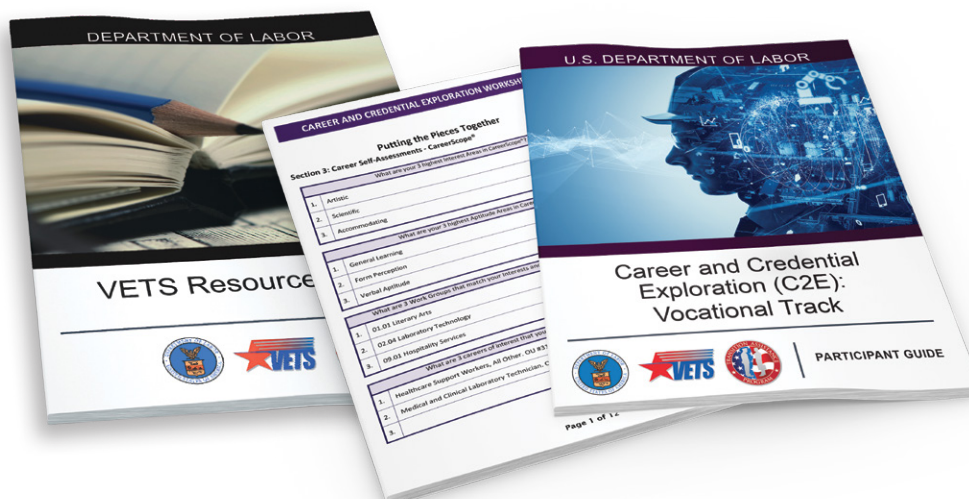
This course is designed to help you identify a suitable career path and determine if it requires a credential. It also provides guidance on how to obtain the necessary credential. It is important to note that certain careers require specialized vocational training, while others necessitate higher education.

Throughout this course, you will engage in various activities designed to help you explore potential career options and their corresponding credentials. To document your progress, please record your findings in this Career and Credential Exploration (C2E) Participant Guide (PG).

You may access this C2E PG as a fillable portable document format (PDF), as well as a separate fillable worksheet for this course, and the digital Veterans' Employment and Training Service (VETS) Resource Guide by scanning the QR code or accessing DOL. dol.gov/C2Ematerials



In order for the fillable features of this PG to function as intended, you must download the file. Then open the document and save it to your desktop with your name or initials at the end of the file name. This will allow you to write in the PG and save your work.





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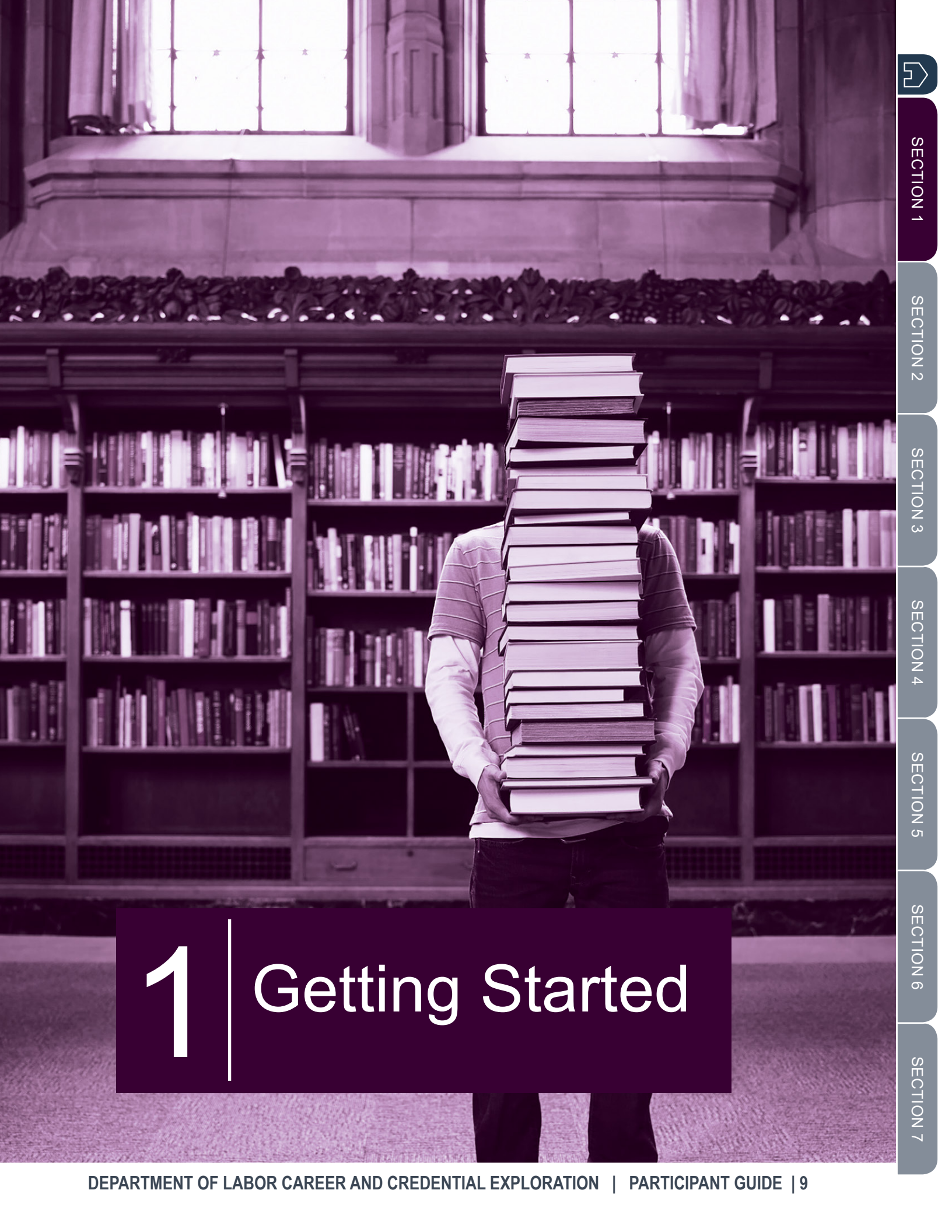
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1 | Getting Started

SECTION 1: GETTING STARTED



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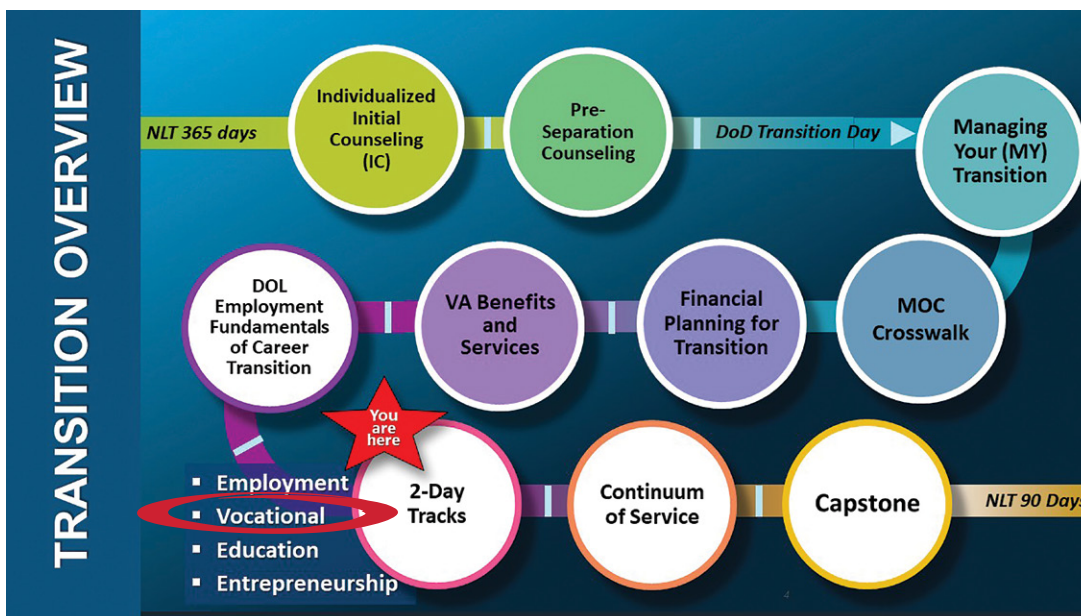
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WHERE ARE YOU IN THE TRANSITION PROCESS?

The Transition Assistance Program (TAP) includes multiple steps, beginning with individualized Initial Counseling (IC) and ending with a Capstone event. The goal is to assist you in meeting the Department of Defense's (DoD) Career Readiness Standards (CRS) which indicate your preparedness to meet your transition goals.

The red star at the 2-Day Tracks stage of the Transition Overview graphic marks your progress along the TAP timeline as you begin this course.



If you have not taken all of the previous TAP courses, would like to repeat some, or attend more tracks, you can find TAP classes near you at TAP events. <https://TAPevents.mil>. Many are offered as self-paced online courses.

Career and technical education (CTE), a term sometimes referred to as vocational training, offers focused instruction aimed at equipping individuals with the knowledge and skills required to pursue their chosen career path. CTE can be pursued by both students seeking employment and employees already in the workforce. The range of training options is vast, covering various professions such as information technology; heating, ventilation, and air conditioning (HVAC); welding; cooking; medical transcription; and auto repair. Moreover, certain training programs offer certifications or licenses to validate students' competence upon successfully completing the program.



Vocational skills

are practical skills that help an individual become proficient in a trade or profession.

COURSE OVERVIEW

This course is divided into seven sections as follows:

1. Getting Started
2. Career Exploration
3. Career Self-Assessments
4. Labor Market Research
5. Exploring Career Credentials and Training Opportunities
6. Preparing Your Resume
7. Taking Your Next Steps

COURSE OBJECTIVES

By the end of this workshop, you will have gained valuable insights into the world of careers and credentials, enabling you to make informed decisions about your future professional endeavors.

You will be able to:

- Identify and explore career opportunities.
- Complete and review self-assessments on aptitudes, interests, and work values to make informed career decisions.
- Define the concept of career and technical education.
- Identify the training requirements and types of credentials and qualifications needed for your occupations of interest.
- Identify the associated costs and potential benefits of various apprenticeships, credentialing, and/or licensing goals.
- Develop a plan of action to accomplish a specific career goal.

COURSE DELIVERABLE

As identified in DoD's Managing Your Transition, the CRS for this course is to complete a comparison of vocational technical training institution options. Your Program Comparison Chart can be found in Section 5 and is also in the Career and Credential Exploration Worksheet.

EARN & LEARN PROGRAM DETAILS	PROGRAM 1 INFORMATION	PROGRAM 2 INFORMATION
Job/ Program Name		
Job Posted Date		
Desired Credential		
Accreditation		

STUDY & LEARN PROGRAM DETAILS	PROGRAM 1 INFORMATION	PROGRAM 2 INFORMATION
School / Program Name		
Desired Credential		
Accreditation		
Length of Program		



During this course, you will have the opportunity to explore the journey of Shondra Baker, a fictional, separating Air Force medic, as she takes her assessments and applies the results to reach her civilian career goal of Registered Nurse.

Additionally, you will gain insight into her decision-making process as she navigates career and technical training and educational options, concluding with her next steps towards reaching a high-quality civilian career.



WHAT IS A HIGH-QUALITY CIVILIAN CAREER?

A high-quality civilian career provides meaningful work, which allows one to use knowledge, skills, and abilities in an occupation that supports their values while earning a substantive wage. Obtaining a high-quality civilian career often requires additional education and training beyond high school or equivalent education level.

CAREER-RELATED EDUCATION AND TRAINING

According to the Department of Labor’s Bureau of Labor Statistics, <https://www.bls.gov/>, education is a worthwhile investment. Data reveals that individuals who have higher levels of education tend to earn higher salaries and experience lower unemployment rates compared to those with less education. These statistics highlight the continuous demand for skilled workers in various fields. Nearly 100 occupations necessitate some form of education beyond a high school diploma but fall short of requiring a bachelor’s degree.

Based on research by the DOL Office of Apprenticeship, <https://www.apprenticeship.gov/>, historically, 90% or more of apprentices retained employment after apprenticeship completion. And over the course of their career, apprenticeship graduates earned more on average in wages and benefits than their peers who did not participate in a Registered Apprenticeship.

Generally, the employment rate and earning potential is greater for those with marketable skills and higher levels of educational attainment. By recognizing the correlation between education and employment prospects, you can make informed decisions about your career paths. Investing in higher education can lead to greater financial stability and increased opportunities in the job market.

Learn more about career-related education and training opportunities and associated earnings in the following activity.



Note:

The Bureau of Labor Statistics data includes a variety of economic conditions, including employment and unemployment, price change, wages, productivity, and more.

Statistics must meet rigorous standards before publication.

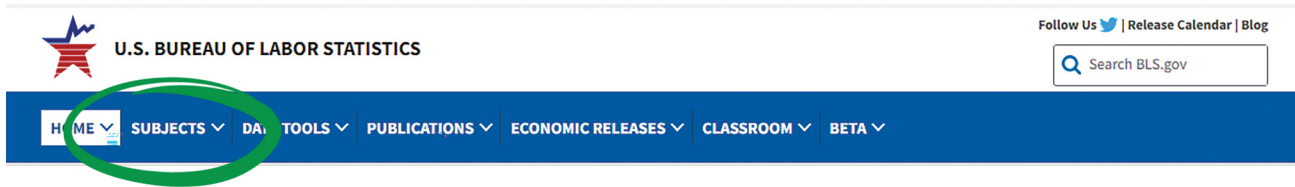


ACTIVITY 1.1: IDENTIFY CURRENT EARNINGS BY EDUCATION AND TRAINING

You will calculate annual earnings for a person having a master’s degree, bachelor’s degree, associate degree, and high school diploma and then compare your findings to the annual earnings of someone completing a DOL Registered Apprenticeship.

STEP 1. Go to U.S. Bureau of Labor Statistics. <https://www.bls.gov/>

Select the **SUBJECTS** tab.



STEP 2. From the dropdown, go to **Employment >> Employment Projections**.

STEP 3. Scroll down to the block labeled **GRAPHICS** to view the **Earnings and unemployment rates by educational attainment** chart. Click the graphic to enlarge the chart. Then, you can review the **Median usual weekly earnings** column.

STEP 4. Enter your median wage findings into the table provided. To calculate the yearly or annual median wage, multiply the weekly earnings by 52, representing the number of weeks in a year. Example: master’s degree is $\$1,574 \times 52 = \$81,848$ annual earnings.

STEP 5. For the final row in the table, go to ApprenticeshipUSA. <https://www.apprenticeship.gov/>



STEP 6. Scroll down and locate the **Did You Know** graphic to view the average starting salary after an apprentice completes an apprenticeship program.

STEP 7. Enter the apprenticeship wage findings into the last row of the table.

CAREER-RELATED EDUCATION AND TRAINING	WEEKLY MEDIAN WAGES	YEARLY MEDIAN WAGES
Master’s Degree*		
Bachelor’s Degree*		
Associate Degree*		
High School Diploma		
DOL Registered Apprenticeship		

* To learn more about higher education and training, complete the Department of Defense (DoD) Education Track: Managing Your (MY) Education go to TAP events. <https://TAPevents.mil/>

SECTION SUMMARY

The Career and Credential Exploration (C2E) workshop is about finding a career to pursue, then finding out if that career requires a credential, and if so, how to get that credential. Some credentials require specialized vocational training, and some credentials require higher education. Vocational training is sometimes referred to as career and technical education (CTE). You can find TAP classes near you at TAP events. <https://TAPevents.mil>

Your Program Comparison Chart assists in conducting a comparison of vocational technical training institution options. All workshop materials are available at DOL. dol.gov/C2Ematerials

A high-quality civilian career provides important work. It allows you to earn a substantive wage while using your knowledge, skills, and abilities in an occupation that supports your values and goals. Acquiring higher education, specific skill training, and/or an apprenticeship can help you secure a high-quality career. CTE training offers individuals focused instruction aimed at equipping them with the knowledge and skills required to pursue their chosen career path.



2 | Career Exploration



MY CURRENT STATUS

Read the four statements. Select the one that most closely describes your status right now.

- I am unsure of what civilian career to select after I leave the military.
- I have some general ideas about my civilian career choice, but I am undecided.
- I know what civilian career I want to do, but I do not have a plan.
- I know what civilian career I want to do, and I have a specific plan to accomplish it.

With so many career choices, where do you start? A good place to start is with self-evaluation of your interests and skills. From there you can consider multiple career options that align with your desires and narrow down your choices.

ACTIVITY 2.1: WHAT ABOUT YOU?

Complete the following sentences. Be prepared to share your answers.

1. What occupation did you want to pursue as a child?

2. What do you do now in the military?

3. What's an occupation that interests you now?

4. If I asked your supervisor/colleague your top three skills, what would they say?

a) _____

b) _____

c) _____

USING MY NEXT MOVE FOR VETERANS TO IDENTIFY OCCUPATIONS



The website My Next Move for Veterans, <https://www.mynextmove.org/vets/> is designed for U.S. veterans who are current job seekers. The interactive tool helps vets learn about their career options. The site has tasks, skills, salary information, job listings, and more for over 900 different careers. Veterans can find careers through keyword searches; by browsing industries that employ different types of workers; or by discovering civilian careers that are similar to their job in the military.

My Next Move for Veterans is sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O*NET® Development.


DEMONSTRATION 2.2: IDENTIFY OCCUPATIONS USING MY NEXT MOVE FOR VETERANS

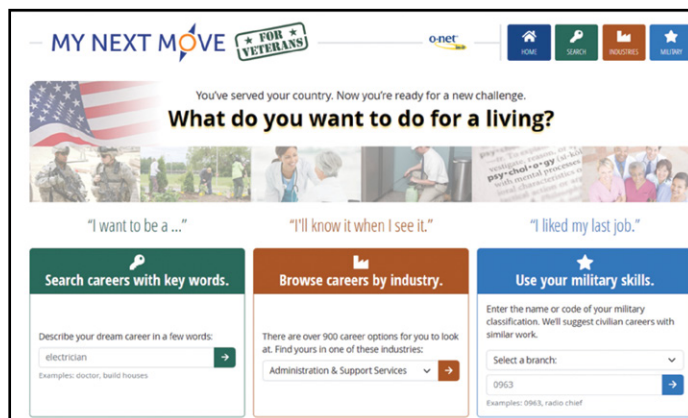
In the following website demonstration, let's learn how Shondra searched for information regarding a Licensed Practical Nursing Assistant (LPN) position using My Next Move for Veterans.

She used My Next Move for Veterans; <https://www.mynextmove.org/vets/>

Shondra chose the first option to search careers using the keyword LPN.

She reviewed the list of occupations.

She selected the star icon  next to the LPN career to learn more about similar military jobs.



She selected Licensed Practical & Licensed Vocational Nurses to find Occupation-Specific Information. On this page, she was able to:

1. Watch a short career video and learn about additional titles.
2. Select a military branch to see military job titles similar to this occupation.
3. View occupation information and associated Knowledge, Skills, and Abilities.
4. Find personality traits, technology, and software associated with this job.
5. Identify usually needed education requirements.
6. View Job Outlook statistics and explore more career opportunities.

At the bottom of the page, Shondra selected the **See more details at O*NET® OnLine** hyperlink to view occupation-specific information which contains additional content such as work values, and training and credentials.



What did Shondra find using the keyword “LPN”...



Job Title: Charge Nurse, Clinic Nurse, Licensed Vocational Nurse (LVN), Pediatric LPN (Pediatric Licensed Practical Nurse)



Education requirements: some college or certificate after high school usually needed.



Job Outlook (Bright Outlook?): No, Average Outlook



Other related occupations: Acute Care Nurses, Clinical Nurse Specialists, Critical Care Nurses, Nurse Practitioners, and Registered Nurses

The screenshot shows the O*NET OnLine job profile for "Licensed Practical & Licensed Vocational Nurses". At the top, there is a banner with the text "biological specimen", "equipment", "customer", "social interests", and "patient". Below the banner, the job title "Licensed Practical & Licensed Vocational Nurses" is displayed, along with "Also called:" and "Sample of titles from the".

What they do: Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

On the job, you would:

- Observe patients, charting and reporting changes in patients' conditions, such as adverse reactions to medication or treatment, and taking any necessary action.
- Measure and record patients' vital signs, such as height, weight, temperature, blood pressure, pulse, or respiration.
- Administer prescribed medications or start intravenous fluids, noting times and amounts on patients' charts.

KNOWLEDGE

- Business:**
 - customer service
 - management
- Arts and Humanities:**
 - English language
- Math and Science:**
 - psychology
 - arithmetic, algebra, geometry, calculus, or statistics
- Health:**
 - medicine and dentistry

SKILLS

- Basic Skills:**
 - keeping track of how well people and/or groups are doing in order to make improvements
 - listening to others, not interrupting, and asking good questions
- Social:**
 - looking for ways to help people
 - changing what is done based on other people's actions
- Problem Solving:**
 - noticing a problem and figuring out the best way to solve it

ABILITIES

- Verbal:**
 - communicate by speaking
 - listen and understand what people say
- Ideas and Logic:**
 - notice when problems happen
 - make general rules or come up with answers from lots of detailed information
- Attention:**
 - do two or more things at the same time
 - pay attention to something without being distracted
- Hand and Finger Use:**
 - hold or move items with your hands

PERSONALITY

People interested in this work like activities that include **helping people, teaching,** and **talking.**

They do well at jobs that need:

- Cooperation
- Concern for Others
- Attention to Detail
- Dependability
- Integrity
- Self Control

TECHNOLOGY

You might use software like this on the job:

- Medical software:**
 - Epic Systems
 - MEDTECH software
- Video conferencing software:**
 - FaceTime
 - Zoom
- Electronic mail software:**
 - Microsoft Exchange
 - Microsoft Outlook

EDUCATION

Get started on your career:

- Find Training
- Find Certifications
- Find Licenses
- Apprenticeship.gov

JOB OUTLOOK

New job opportunities are **likely** in the future.

Average

SALARY: \$54,620

\$40,490 ————— \$72,650

- Check out my state
- Local Salary Info
- Find Jobs

EXPLORE MORE

- Acute Care Nurses
- Clinical Nurse Specialists
- Critical Care Nurses
- Nurse Practitioners
- Registered Nurses

You might like a career in one of these industries:

- Health & Counseling

See more details at O*NET OnLine about licensed practical and licensed vocational nurses.



ACTIVITY 2.3: IDENTIFY OCCUPATIONS USING MY NEXT MOVE FOR VETERANS




Now that you know how to find specific occupations, it's your turn to search for a position that may interest you. As you review the occupations, think about:

- Whether the occupation of choice has a Bright Outlook.
- How much education is needed.
- Are there any other related occupations of interest?

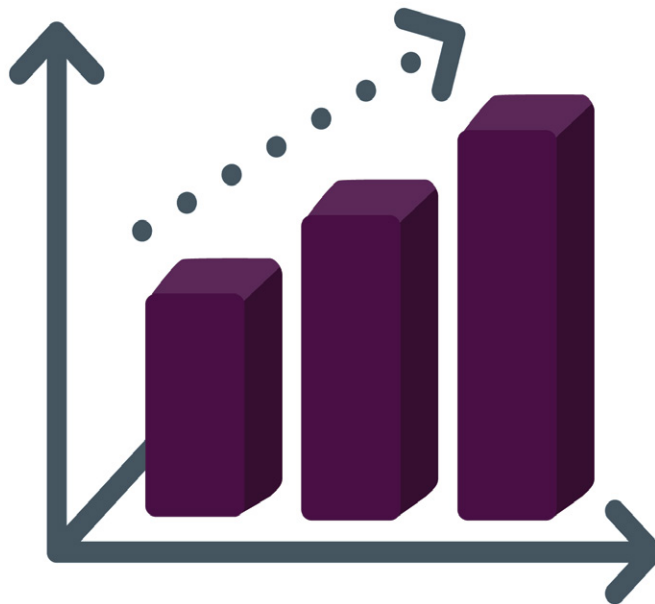
STEP 1. Go to My Next Move for Veterans, <https://www.mynextmove.org/vets/>

STEP 2. Select a search option: 1) Search careers with key words, 2) Browse careers by industry, or 3) Use your military skills.

STEP 3. Review the list of occupations. Click on any associated icons to learn more about the occupation.

1. Click the factory icon  next to a career to learn more about where they work.
For example, selecting the factory icon next to Pest Control Workers explains that 93% of all pest control workers work in administration and support services.
2. Click the star icon  next to a career to learn more about which military jobs are similar.
Note, these careers may require additional training, education, and/or experience.
3. Click the sun icon  next to a career to learn more about new job opportunities likely in the future. These occupations are expected to grow rapidly in the future or will have large numbers of job openings.

STEP 4. Select an occupation to find Occupation-Specific Information.



What Did You Find?

What Job Title did you select? _____

Did the occupation of choice have a Bright Outlook? _____

How much education is needed to perform a job in this occupation? _____

Did you find any other related occupations that were of interest? _____

SECTION SUMMARY

Career exploration begins with evaluation and asking questions such as:

- Do I know what civilian career I want to pursue?
- Do I have a specific plan to accomplish it?

It is important to recognize that military occupations are not always assigned based on an individual's specific skills and abilities, but rather on the needs of the organization. Thinking about childhood dreams and hearing feedback from your supervisor on your uniqueness can spark thoughts about a career direction.

Using online tools specifically designed for veterans such as My Next Move for Veterans, <https://www.mynextmove.org/vets/> is a good starting point to explore career opportunities.



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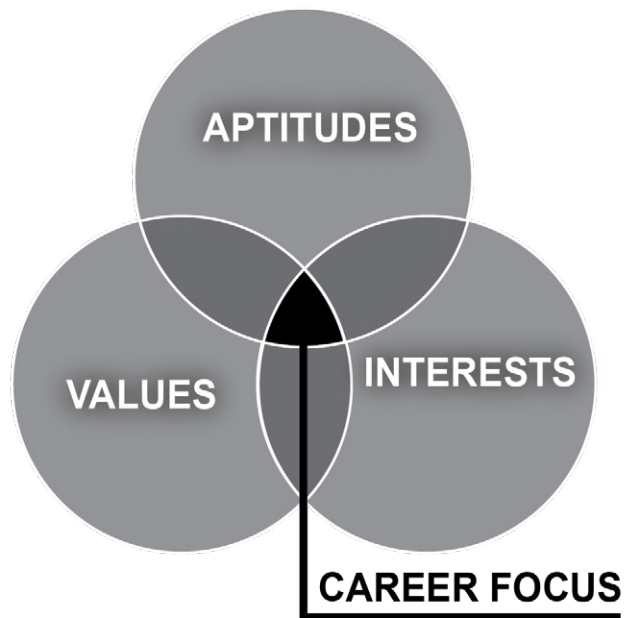
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3 | Career Self-Assessments



THREE CAREER SELF-ASSESSMENTS

In this section, you will complete three separate career self-assessments and explore occupations that match your: aptitudes, interests, and work values.

As you review the career suggestions these tools provide, think about your personal priorities, and search for the **career focus** where your aptitudes, interests, and work values overlap.

Career self-assessment is the process of evaluating how a variety of personal attributes, such as your aptitudes, interests, and work values impact your potential success and satisfaction with different career options and work environments.

It's important to note that assessments are not considered tests since **there are no right or wrong answers**.

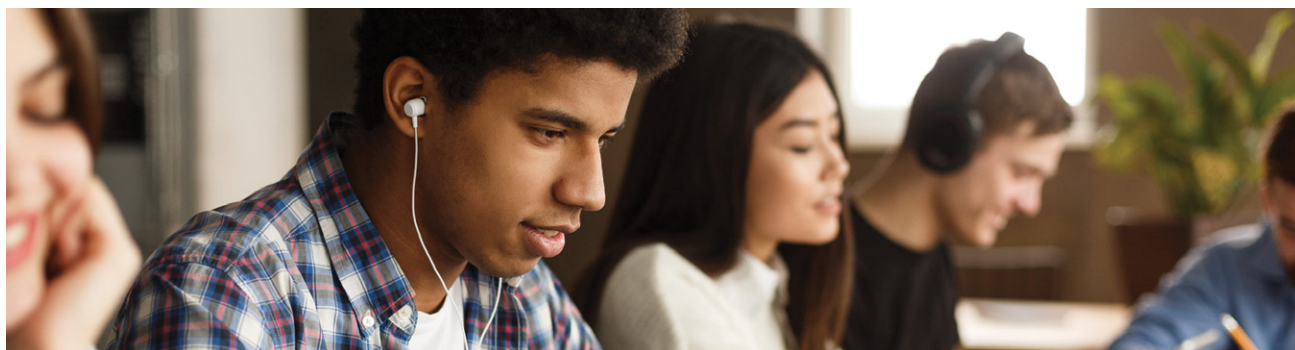
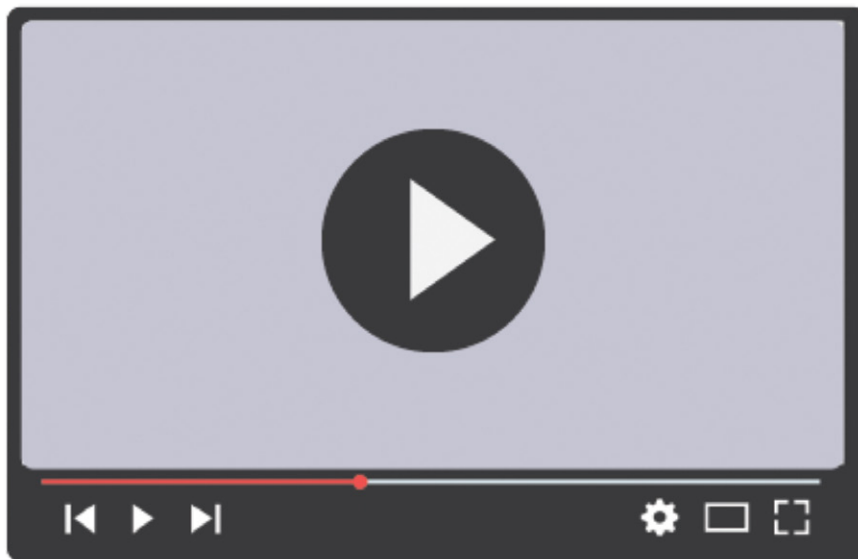
The assessments used in this course consider your answers to questions related to your interests, skills, personality traits, and values. Your personal scores are then matched to suggested career fields. By conducting a career self-assessment, you can gain a better understanding of your strengths and weaknesses, which can help you make informed decisions about your career path.

An assessment can also help identify areas where you may need to improve or develop new skills to achieve your career goals.



Video

Access the workshop materials, dol.gov/C2Ematerials or scan QR code to view the Career Self-Assessments video on your phone.



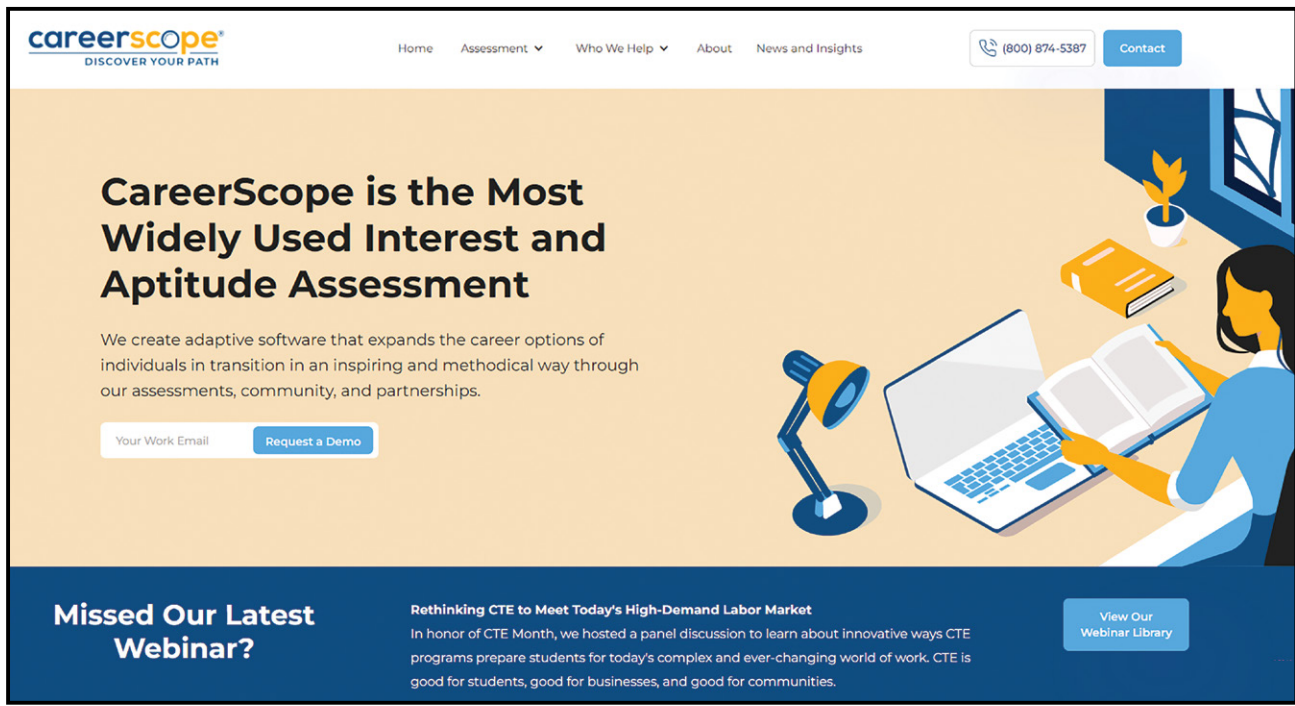
CAREER SELF-ASSESSMENTS – LIMITATIONS

Assessments are great tools to help narrow your career options and can be used to confirm your interests and abilities.

Because of the many factors that influence career success, it is important to use multiple assessments rather than depend on one to make career decisions. Career self-assessments are great tools to help you get started, but they are not the only tools for career decision making.

Also consider that assessments have limitations. Your interests may change over time, which can affect your results. The results are based on your responses at that point in time.

Your aptitudes are the least likely to change over time, so pay special attention to them.



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USING CAREERSCOPE® TO IDENTIFY YOUR APTITUDES

CAREERSCOPE® APTITUDE ASSESSMENT OVERVIEW

When you joined the military, you may recall taking an aptitude test, such as the Armed Services Vocational Aptitude Battery (ASVAB), the Aviation Selection Test Battery (ASTB), or the Air Force Officer Qualification Test (AFOQT). Those tests were designed specifically to assess your natural abilities in different areas and determine your suitability for various military occupations. Now, as you are completing your military service, it is worth using a different aptitude assessment to take a fresh look or gain a new perspective at how your strengths align with a broader array of civilian careers.

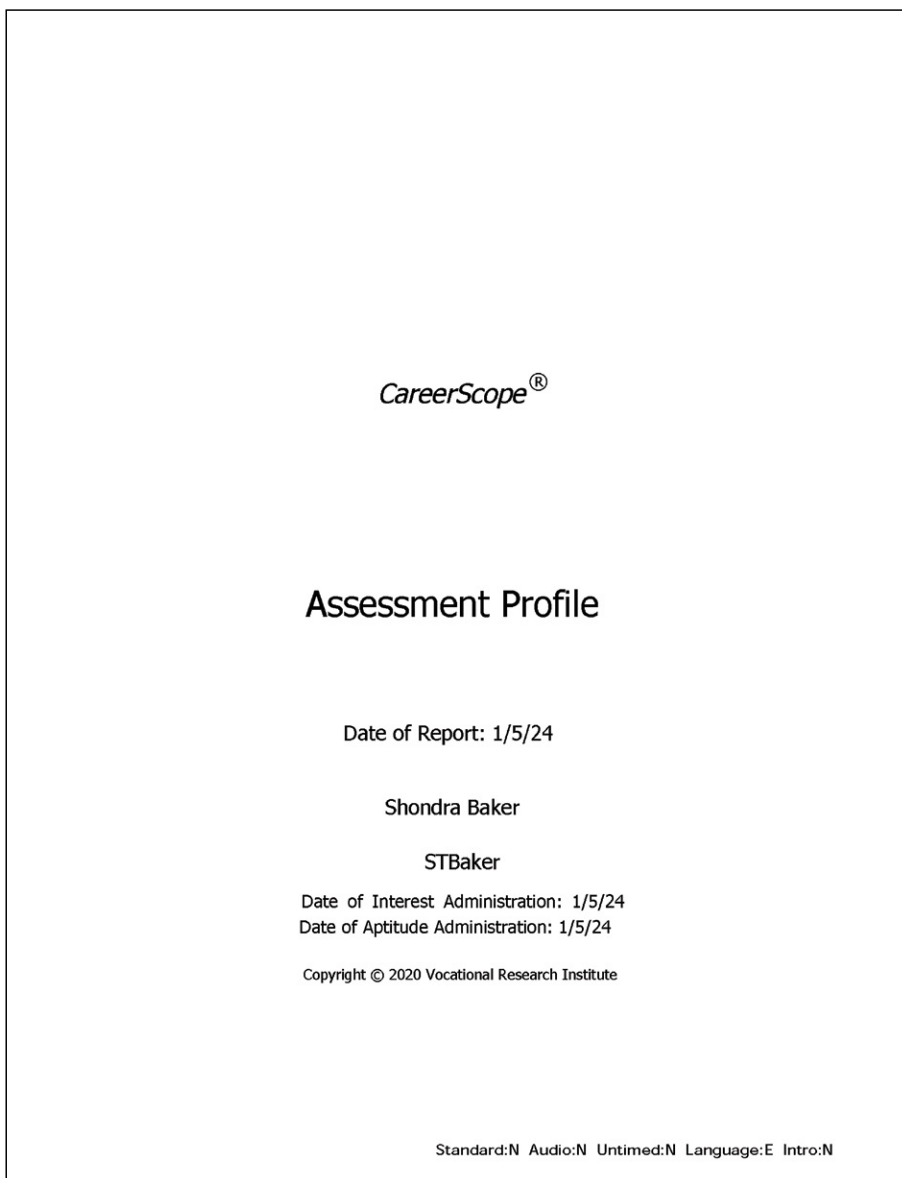
CareerScope® is a career planning tool created by the Vocational Research Institute. Through valid and reliable assessment tasks, it uses a 12-scale interest inventory and a seven-part, timed aptitude battery. This dual measurement feature sets CareerScope® apart from other assessment tools and provides a more accurate picture of your career potential.

Once you have completed the assessment, CareerScope® sorts through a broad range of categories, from artistic to physical performing, to show you the interests and occupations that most closely match the types of tasks you indicated you would enjoy the most. Your results are compiled into a multi-page report. Because your results are highly personalized, your report may be anywhere from 10 to 40 pages long.

ASSESSMENT PROFILE

The first part of the report is your Assessment Profile, which is separated into three sections.

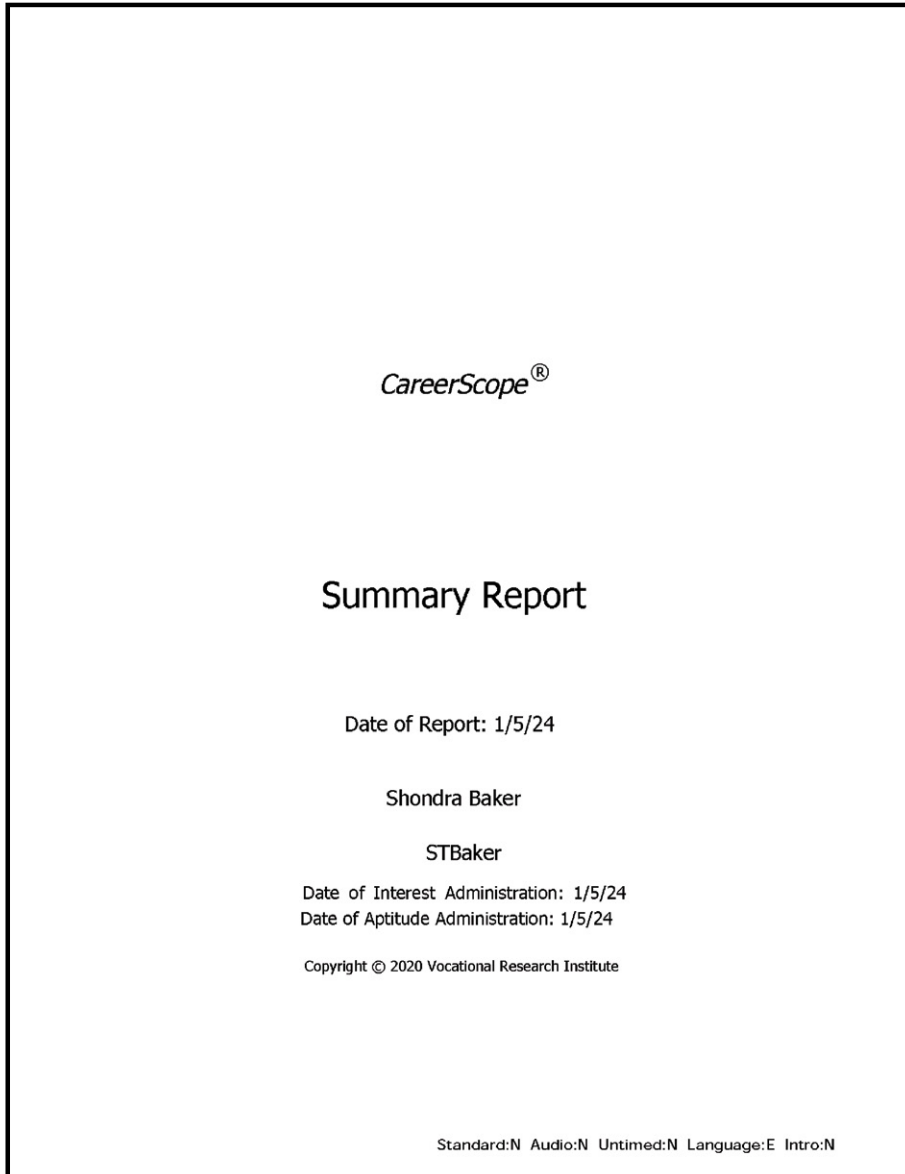
- **INTEREST INVENTORY.** Identifies high interest areas that are most attractive to you.
- **APTITUDE ASSESSMENT.** Measures your natural abilities in relationship to tasks and displays your relative strengths.
- **RECOMMENDATIONS.** Your interests and natural abilities are first compared and cross walked with the Guide for Occupational Exploration (GOE) and the Dictionary of Occupational Titles (DOT) to provide career recommendations based on 59 Work Groups. These recommendations are then followed by O*NET® career recommendations.



SUMMARY REPORT

The Assessment Profile is followed by a 3-page Summary Report.

The last three pages of everyone's document highlights key information extracted from the Assessment Profile and the GOE Recommendations and provides additional definitions and examples.



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CAREERSCOPE® ASSESSMENT PREPARATION

Pay attention to any instructions that are provided on how to take each assessment. Complete all practice tasks prompted by CareerScope®. Try to work both accurately and quickly through each task. There will be an initial section to calibrate the assessment to your responses. Do not be concerned if you are not able to answer all questions in the time allotted.

After the time expires for each of the seven task areas, you will be given the option of immediately moving to the next assessment or resting for 90 seconds. At the end of the 90 seconds, the program will automatically launch the next task.

As you complete the assessment, keep in mind that:

1. Your phone is on silent and set aside.
2. You may NOT use your phone, calculator, or computer for the math sections. Using a calculator can alter your aptitude or natural ability results, which in turn can affect the career recommendations you receive. For instance, relying on a calculator might lead to suggestions like becoming a Math Teacher or pursuing math-related careers.
3. You ARE allowed two sheets of scratch paper provided on pages 31-34 in this PG.
4. It is best if you use a mouse instead of a laptop's touchpad.
5. If you are in an open or public area and do not have headphones, ensure your computer is muted and switched to closed captioning.
6. This may feel like a test, but it is a timed assessment. You may wish to take a break before you get started.
7. The full assessment will take approximately 50-60 minutes to complete.

Complete the series of timed tasks. Each section has a specific time allotted to it.

- If time expires before you complete a section, your assessment continues to the next section.
- If your assessment appears stuck, it may be that you completed the section quicker than the time allowed. Please wait a minute or two and the **NEXT** button may likely appear.
- If your assessment becomes stagnant and the **NEXT** button does not appear after five minutes, log out and close your browser. Then log back in using your User ID and Password. The assessment will resume after the last section you completed. You do not have to start over.

When you are finished, select Preview Reports. Your results consist of a CareerScope® Assessment Profile followed by a short CareerScope® Summary Report. It is important to note that your results are highly personalized and are not better or worse than anyone else's.

Save your results as a PDF document for future access.



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ACTIVITY 3.1: CAREERSCOPE® ASSESSMENT

STEP 1. Go to DOL CareerScope® Assessment Portal, <https://dol-vets.careerscope.net/assessment>

- Select **CLICK HERE TO ENTER THE ASSESSMENT PORTAL.**

STEP 2. CareerScope® Logon.

If you already have a User ID and Password, please enter them in the Sign In area and then click Enter. To see a previous report, click on the Preview Report Button. If you want to re-take the assessment, you will need to create a first-time registration.

- If you are new to CareerScope®, select **NEW EVALUEES REGISTER HERE.**
- Enter a User ID and password. Both are case sensitive. **Password HINT** - no special characters - only letters and numbers.
- Write down your User ID and Password in case you need to return to your assessment.

User ID: _____

Password: _____

STEP 3. Complete Personal Information and watch the CareerScope® Intro video.

- When asked the question on the webpage **Who is your specialist?** from the drop-down, select **Specialist Assessment.**
- **NOTE:** The video starts automatically once registration is completed and **DONE** is selected. If you are in an open or public area and do not have headphones, ensure your computer is muted and switched to closed captioning.

Please wait for guidance from the facilitator so you can be ensured that there are no last-minute questions or interruptions, and everyone can start the assessment together. Ensure you have taken a break and are prepared for the assessment. The assessment is timed and once launched, it cannot be paused.



STEP 4. Review **MESSAGE CENTER** content.

- Complete the practice tasks.
- CareerScope® Assessment begins.





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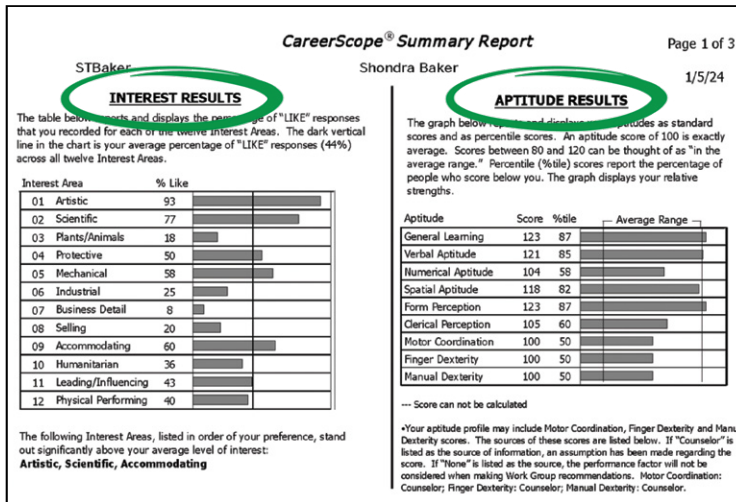
CAREERSCOPE® ASSESSMENT REPORT OVERVIEW

CareerScope® Summary Report

Let's begin the CareerScope® Assessment review.

Your CareerScope® Summary Report is included in the final three pages of your document. Your Summary Report combines the results of all three sections into one page: Interest, Aptitude, and Recommendations.

The top of Page 1 of the Summary Report displays your Interest Results on the left-hand side and your Aptitude Results on the right-hand side.



Quick Tip
 To find YOUR top Interest areas listed in order of preference, locate the bold text below the Interest Results table on the left-hand side of the page.

The bottom of Page 1 lists the 59 career Work Group recommendations summarized in chart form. These personalized recommendations are based upon your interest areas and aptitude scores.

- Numbers in the "I" column appear next to Work Groups based on precedence of your interests.
- Symbols appearing in the "A" column appear where your aptitude scores qualify you for that work group. Solid dots indicate strong confidence in the recommendation, while hollow dots represent less confidence in the recommendation.
- Any Work Group that has both a number (high interest) and a solid dot (high aptitude) is a good place to start your career exploration. If no Work Groups have both, you may decide to look further into those careers that have either a number or a solid dot.

RECOMMENDATIONS

The world of work has been divided into Interest Areas. These scores further divide the Work Groups based upon aptitude requirements. 59 Work Groups are listed in the table below. When a number appears in the "I" column, it means the Work Group falls within one of your significant interest areas (1 = most preferred). When a symbol appears in the "A" column, it means that your aptitude scores qualify you for that Work Group. (You can be even more confident that you qualify for a Work Group when it is marked with a • symbol.)

Work Group	I	A	Work Group	I	A	Work Group	I	A
01.01 Literary Arts	1	•	05.07 Quality Control	4	•	09.01 Hospitality Services	3	•
01.02 Visual Arts	1	•	05.08 Land/Motor Vehicle Operation	4	•	09.02 Barber & Beauty Services	3	•
01.03 Performing Arts: Drama	1	•	05.09 Materials Control	4	•	09.03 Passenger Services	3	•
01.04 Performing Arts: Music	1	•	05.10 Crafts	4	•	09.05 Attendant Services	3	•
01.05 Performing Arts: Dance	1	•	05.11 Equipment Operation	4	•	10.01 Social Services		•
01.06 Craft Arts	1	•	05.12 Elemental Work: Mechanical	4	•	10.02 Nursing, Therapy & Specialized		•
02.01 Physical Sciences	2		06.01 Production Technology		•	10.03 Child & Adult Care		•
02.02 Life Sciences	2		06.02 Production Work		•	11.01 Mathematics & Statistics		•
02.03 Medical Sciences	2		06.03 Quality Control		•	11.02 Educational & Library Svcs		•
02.04 Laboratory Technology	2	•	06.04 Elemental Work: Industrial		•	11.03 Social Research		•
03.01 Mgr Work: Plants/Animals		•	07.01 Administrative Detail		•	11.04 Law		•
03.03 Animal Training & Service		•	07.02 Mathematical Detail		•	11.05 Business Administration		•
03.04 Elem Work: Plants/Animals		•	07.03 Financial Detail		•	11.06 Finance		•
04.01 Safety & Law Enforcement		•	07.04 Oral Communications		•	11.07 Services Administration		•
04.02 Security Services		•	07.05 Records Processing		•	11.08 Communications		•
05.01 Engineering	4	•	07.06 Clerical Machine Operation		•	11.09 Promotion		•
05.02 Mgr Work: Mechanical	4	•	07.07 Clerical Handling		•	11.10 Regulations Enforcement		•
05.03 Engineering Technology	4	•	08.01 Sales Technology		•	11.11 Business Management		•
05.04 Air/Water Vehicle Operation	4	•	08.02 General Sales		•	11.12 Contracts & Claims		•
05.05 Craft Technology	4	•	08.03 Vending		•			

Standard:N Audio:N Untimed:N Language:E Intro:N









CAREERSCOPE® INTEREST RESULTS REVIEW






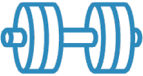
Starting at the top left-hand side, let's begin an in-depth review of the Interest Results.

This table displays your interests in the 12 areas relative to each other. The vertical black line identifies your average percentage of LIKE responses across all areas. You can quickly determine which interest areas stand out as your strongest by locating the bars that extend farthest to the right of the line.

What are your top Interest Area results?

Since the report results are highly individualized, no two reports are alike. However, each report includes all 12 interest areas. The following chart defines the **12 interest areas** measured by CareerScope®. Each area includes a definition along with examples of related occupations.

INTEREST AREA	DEFINITION	OCCUPATIONAL EXAMPLES
 <p>Artistic</p>	An interest in creative expression of feelings or ideas through literary arts, visual arts, performing arts, or crafts.	Writer, Painter, Actor, Editor, Dancer, Singer, Graphic Designer, Set Designer
 <p>Scientific</p>	An interest in discovering, collecting, and analyzing information about the natural world and applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.	Physician, Audiologist, Veterinarian, Biologist, Chemist, Speech Pathologist, Laboratory Technician
 <p>Plants / Animals</p>	An interest in activities involving plants and animals, usually in an outdoor setting.	Gardener, Animal Groomer, Landscaper, Forester, Animal Caretaker
 <p>Protective</p>	An interest in using authority to protect people and property.	Police Officer, Private Investigator, Security Guard, Bodyguard, Park Ranger, Correctional Officer
 <p>Mechanical</p>	An interest in applying mechanical principles to practical situations using machines, hand tools, or techniques to produce, build, or repair things.	Electrical Engineer, Architect, Carpenter, Chef, Mechanic, Ambulance Driver, Project Engineer, Computer Equipment Repairer
 <p>Industrial</p>	An interest in repetitive, concrete, organized activities in a factory setting	Machinist, Dry Cleaner, Baker, Welder, Laborer, Lathe Operator, Hand Packager

INTEREST AREA	DEFINITION	OCCUPATIONAL EXAMPLES
 Business Detail	An interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting.	Bill Collector, Secretary, Receptionist, Customer Service Representative, Health Information Technician
 Selling	An interest in bringing others to a point of view by personal persuasion using sales and promotional techniques.	Sales Representative, Stadium Vendor, Clothing Salesperson, Telephone Solicitor, Financial Planner, Travel Agent
 Accommodating	An interest in catering to the wishes and needs of others, usually on a one-to-one basis, through hospitality and service work.	Manicurist, Restaurant Host, Waiter, Waitress, Personal Shopper, Flight Attendant
 Humanitarian	An interest in helping individuals with their mental, social, spiritual, physical, and vocational concerns through medical or social services, therapy, or nursing.	Home Care Aide, Physical Therapist, Nurse, Medical Assistant, Child Care Worker, Dental Hygienist, Counselor, Probation Officer
 Leading / Influencing	An interest in leading and influencing others by using high-level verbal or numerical abilities in business, education, research, or management positions.	Database Administrator, Paralegal, Teacher, Computer Engineer, Lawyer, Stockbroker, Computer Programmer
 Physical / Performing	An interest in physical activities performed before an audience, such as sports or daring physical feats.	Athlete, Coach, Movie Stunt Performer, Juggler, Sports Instructor

Based on your responses to questions about performing different work activities, CareerScope® sorts through these broad options and helps you identify those that involve the types of tasks you have indicated that you would enjoy the most.

For example, Shondra’s top three Interest Areas are Artistic (93%), Scientific (77%), and Accommodating (60%). Mechanical was a close fourth at 58%.

INTEREST RESULTS

The table below reports and displays the percentage of “LIKE” responses that you recorded for each of the twelve Interest Areas. The dark vertical line in the chart is your average percentage of “LIKE” responses (44%) across all twelve Interest Areas.

Interest Area	% Like	
01 Artistic	93	
02 Scientific	77	
03 Plants/Animals	18	
04 Protective	50	
05 Mechanical	58	
06 Industrial	25	
07 Business Detail	8	
08 Selling	20	
09 Accommodating	60	
10 Humanitarian	36	
11 Leading/Influencing	43	
12 Physical Performing	40	

The following Interest Areas, listed in order of your preference, stand out significantly above your average level of interest:

Artistic, Scientific, Accommodating

Shondra entered her three highest Interest Areas in her worksheet:

What are your 3 highest Interest Areas in CareerScope®?	
1.	Artistic
2.	Scientific
3.	Accommodating



ACTIVITY 3.2: LIST INTERESTS FROM CAREERSCOPE® IN YOUR WORKSHEET

Using your Summary Report, identify **your** top Interest Areas. Enter those in the **Putting the Pieces Together** worksheet section or in the table provided.

What are your 3 highest Interest Areas in CareerScope®?	
1.	
2.	
3.	

Now that we've concluded reviewing your interest results, let's review your aptitude results.

CAREERSCOPE® APTITUDE RESULTS REVIEW

To help tailor career recommendations even further, the CareerScope® assessment aligns six major aptitude areas with the specific job tasks required in different occupations.

When making recommendations, CareerScope® matches your relative strengths with the combination of aptitude areas required for each occupation.



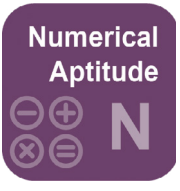



Your performance on tasks is compared to other adults aged 18 and older. The space between the two vertical black lines represents the average range performance for adults. The bars that extend farthest to the right reflect your strongest abilities.



Quick Tip

Your top Aptitude areas in the table can be found by searching for your highest scores in the second column labeled Score.

The following chart defines the six aptitude areas measured by CareerScope®. Each area includes a definition along with examples of related job tasks. CareerScope® helps you identify those that most closely involve the types of tasks you have indicated that you would enjoy the most.

APTITUDE	DEFINITION	SPECIFIC JOB TASK
 <p>General Learning G</p>	<p>The ability to catch on or understand instructions and underlying principles; ability to reason and make judgments. Closely related to doing well in school. Examples: Use logic or scientific facts to define problems and draw conclusions; make decisions and judgments; plan and supervise the work of others.</p>	<p>Diagnose and treat illnesses or injuries; use facts to solve a crime; plan the layout of a computer network; inspect and test engine parts.</p>
 <p>Verbal Aptitude V</p>	<p>The ability to understand the meaning of words and to use them effectively; ability to comprehend language, to understand relationships between words, and to understand the meanings of whole sentences and paragraphs. Examples: Understand oral or written instructions or guidelines; understand and use training materials; use work-related reference materials.</p>	<p>Write a novel; interview guests on a radio talk show; edit newspaper articles for publication; write captions for magazine photos; take notes during class.</p>
 <p>Numerical Aptitude N</p>	<p>The ability to perform arithmetic operations quickly and accurately. Examples: Make accurate numeric measurements; perform currency calculations; lay out geometric patterns</p>	<p>Analyze statistical data; develop budgets for an organization; measure wall openings to fit and install windows; add lists of numbers.</p>
 <p>Spatial Aptitude S</p>	<p>The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects; ability to recognize the relationships resulting from the movement of objects in space. Examples: Lay out or position objects; observe and comprehend the movements of objects. Understand the effects of physical stresses on objects.</p>	<p>Design layouts for new highway systems; create diagrams of wiring systems in buildings; use patterns to make clothing; operate a forklift; use a floor plan to find an office.</p>
 <p>Form Perception P</p>	<p>The ability to perceive detail in objects or in pictorial or graphic material; ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Examples: Inspect objects for flaws or scratches; determine whether patterns are the same; observe color, texture, and size of objects.</p>	<p>Examine and compare cells under a microscope; check temperature gauges on machinery; inspect parts on an assembly line; sort merchandise by size.</p>
 <p>Clerical Perception Q</p>	<p>The ability to perceive pertinent detail in verbal or tabular material; ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. Examples: Check work orders and specifications for errors.</p>	<p>Proofread manuscripts for typographical errors; keep inventory records; sort mail by ZIP code; operate a cash register.</p>

Shondra’s top three aptitudes by Score/Percentile are:

- General Learning (123 score /87%)
- Form Perception (123 score /87%)
- Verbal Aptitude (121 score /85%)

APTITUDE RESULTS

The graph below reports and displays your aptitudes as standard scores and as percentile scores. An aptitude score of 100 is exactly average. Scores between 80 and 120 can be thought of as “in the average range.” Percentile (%tile) scores report the percentage of people who score below you. The graph displays your relative strengths.

Aptitude	Score	%tile	Average Range
General Learning	123	87	
Verbal Aptitude	121	85	
Numerical Aptitude	104	58	
Spatial Aptitude	118	82	
Form Perception	123	87	
Clerical Perception	105	60	
Motor Coordination	100	50	
Finger Dexterity	100	50	
Manual Dexterity	100	50	

--- Score can not be calculated

•Your aptitude profile may include Motor Coordination, Finger Dexterity and Manual Dexterity scores. The sources of these scores are listed below. If “Counselor” is listed as the source of information, an assumption has been made regarding the score. If “None” is listed as the source, the performance factor will not be considered when making Work Group recommendations. Motor Coordination: Counselor; Finger Dexterity: Counselor; Manual Dexterity: Counselor.

Note: By default, manual dexterity tasks are all shown as 50th percentile due to the limitations of measuring this aptitude in an online environment.

Shondra entered her three highest Aptitude Areas in her worksheet:

What are your 3 highest Aptitude Areas in CareerScope®?	
1.	General Learning
2.	Form Perception
3.	Verbal Aptitude



ACTIVITY 3.3: LIST APTITUDES FROM CAREERSCOPE® IN YOUR WORKSHEET

Using your Summary Report, identify **your** top three Aptitudes. Enter those in the **Putting the Pieces Together** worksheet section or in the table provided:

What are your 3 highest Aptitude Areas in CareerScope®?	
1.	
2.	
3.	



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CAREERSCOPE® RECOMMENDATIONS REVIEW

The bottom of the Summary Report displays the Guide for Occupational Exploration (GOE) career-area recommendations summarized in a 3-column chart.

- Column 1: Labeled **Work Group** lists all 59 Work Groups in order from 01 to 11.
- Column 2: Labeled **I**, identifies your interests.
- Column 3: Labeled **A**, identifies your aptitudes.

When a number appears in the column labeled **I**, it means the Work Group falls within one of your significant interest areas (1 = most preferred). When a dot symbol appears in the column labeled **A**, it means that your aptitude scores are higher for that Work Group.

- Hollow dots represent aptitude.
- Solid dots indicate a stronger aptitude.

Any Work Group that has both a number (high interest) and a solid dot (high aptitude) is a good place to start your career exploration. Only the Work Groups in your significant Interest Areas will show in your Recommendations. If no Work Groups have both, you may decide to investigate further into those careers that have either a number or a solid dot.

The world of work has been divided into Interest Areas. These areas are further divided into Work Groups based upon aptitude requirements. 59 Work Groups are listed in the table below. When a number appears in the "I" column, it means the Work Group falls within one of your significant interest areas (1 = most preferred). When a symbol appears in the "A" column, it means that your aptitude scores qualify you for that Work Group. (You can be even more confident that you qualify for a Work Group when it is marked with a • symbol.)

Work Group	I	A	Work Group	I	A	Work Group	I	A
01.01 Literary Arts	1	●	05.07 Quality Control	4	●	09.01 Hospitality Services	3	●
01.02 Visual Arts	1	●	05.08 Land/Motor Vehicle Operation	4	●	09.02 Barber & Beauty Services	3	●
01.03 Performing Arts: Drama	1	●	05.09 Materials Control	4	●	09.03 Passenger Services	3	●
01.04 Performing Arts: Music	1	●	05.10 Crafts	4	●	09.05 Attendant Services	3	●
01.05 Performing Arts: Dance	1	●	05.11 Equipment Operation	4	●	10.01 Social Services		●
01.06 Craft Arts	1	●	05.12 Elemental Work: Mechanical	4	●	10.02 Nursing, Therapy & Specialized		●
02.01 Physical Sciences	2		06.01 Production Technology		●	10.03 Child & Adult Care		●
02.02 Life Sciences	2		06.02 Production Work		●	11.01 Mathematics & Statistics		
02.03 Medical Sciences	2		06.03 Quality Control		●	11.02 Educational & Library Svcs		●
02.04 Laboratory Technology	2	●	06.04 Elemental Work: Industrial		●	11.03 Social Research		○
03.01 Mgr Work: Plants/Animals		●	07.01 Administrative Detail		●	11.04 Law		○
03.03 Animal Training & Service		●	07.02 Mathematical Detail		●	11.05 Business Administration		●
03.04 Elem Work: Plants/Animals		●	07.03 Financial Detail		●	11.06 Finance		○
04.01 Safety & Law Enforcement		●	07.04 Oral Communications		●	11.07 Services Administration		●
						11.08 Communications		●
						11.09 Promotion		●

To find your top Work Group recommendations, search the "I" column for Work Groups identified with your top interest (number 1), then search for those identified with the number 2 representing your second highest interests.

If a solid dot symbol ● also appears in the "A" column, your aptitude aligns with that Work Group.

Shondra’s top Work Groups showing both Aptitude and Interest includes career with an **Artistic** Interest Area, followed by **Scientific**, which are identified with a #2, and **Accommodating**, which are identified with a #3.

Work Group	I	A	Work Group	I	A	Work Group	I	A
01.01 Literary Arts	1	●	05.07 Quality Control	4	●	09.01 Hospitality Services	3	●
01.02 Visual Arts	1	●	05.08 Land/Motor Vehicle Operation	4	●	09.02 Barber & Beauty Services	3	●
01.03 Performing Arts: Drama	1	●	05.09 Materials Control	4	●	09.03 Passenger Services	3	●
01.04 Performing Arts: Music	1	●	05.10 Crafts	4	●	09.05 Attendant Services	3	●
01.05 Performing Arts: Dance	1	●	05.11 Equipment Operation	4	●	10.01 Social Services		●
01.06 Craft Arts	1	●	05.12 Elemental Work: Mechanical	4	●	10.02 Nursing, Therapy & Specialized		●
02.01 Physical Sciences	2	●	06.01 Production Technology		●	10.03 Child & Adult Care		●
02.02 Life Sciences	2	●	06.02 Production Work		●	11.01 Mathematics & Statistics		●
02.03 Medical Sciences	2	●	06.03 Quality Control		●	11.02 Educational & Library Svcs		●
02.04 Laboratory Technology	2	●	06.04 Elemental Work: Industrial		●	11.03 Social Research		○
03.01 Mar Work: Plants/Animals		●	07.01 Administrative Detail		●	11.04 Law		○

CareerScope® identified Work Groups, 01, 02 & 09 as three to consider based on her Interests and Aptitudes, so Shondra noted those on her worksheet.

What are 3 Work Groups that match your Interests and Aptitude Areas in CareerScope®?	
1.	01.01 Literary Arts
2.	02.04 Laboratory Technology
3.	09.01 Hospitality Services

Although CareerScope® recommended that Shondra pursue careers in the Interest Area 01 Artistic and Interest Area 09 Accommodating, she is concerned neither may achieve a meaningful wage.

She considers her second Interest Area 02 Scientific as a route to a high-quality civilian career. Work Group 02.04 Laboratory Technology is identified with a #2 for interest area and a solid dot, which indicates a stronger aptitude. Shondra is also considering Work Group 02.03 Medical Sciences even though she didn’t score high on the aptitude.

What are your top Work Group recommendations?

Enter your top Work Groups in the worksheet.

What are 3 Work Groups that match your Interests and Aptitude Areas in CareerScope®?	
1.	
2.	
3.	



FIND SUGGESTED OCCUPATIONS

So far, we've been using the CareerScope® Summary Report to determine your highest aptitudes, interests, and recommended Work Groups. To find suggested occupations specific to you we'll now examine the other document provided in your CareerScope® result, the Assessment Profile.

CareerScope® Assessment Profile

The Assessment Profile provides career recommendations based upon the overlap of what you enjoy doing with your ability to learn. CareerScope® matches your aptitudes and interest profile with a database of careers and specific job titles to help you discover a best-fit career.

- GOE Recommendations begin on page 4 and focus on careers that intersect with your high-interest areas and high-aptitude areas. Your strongest interest areas are subdivided into work groups that require similar aptitudes that align with your own.
- O*NET® Recommendations are listed after the GOE pages. The recommendation report includes detailed occupations—cluster of related positions or jobs that share similar tasks and work activities—that are related to your interest and aptitude profile. O*NET® Occupation Titles are listed along with O*NET® Occupation Codes.

Guide to Occupational Exploration (GOE) Recommendations

The first set of recommendations uses the Guide to Occupational Exploration (GOE) Work Groups (categories) to tailor suggested careers.

Because the assessment is personalized and based on your aptitude scores, **ONLY** Work Groups which have a dot (•) symbol next to a GOE Work Group under the Summary Report Recommendations will be listed. Each personalized Work Groups lists suggested occupations.

The first column lists Job Titles associated with that work group.

The next column provides an O*NET® Dictionary of Occupational Titles (DOT#) for reference. You can use either the Job Title or the 9-digit code (xxx.yyy-zzz) to conduct an O*NET® DOT crosswalk search, <https://www.onetonline.org/> for occupation-specific information.

• **GOE 02.04 Laboratory Technology**

Workers in this group use special laboratory techniques and equipment to perform tests in the fields of chemistry, biology, and physics. They record information that results from their experiments and tests. They help scientists, medical doctors, researchers and engineers in their work.

Job Title	DOT #	GED Req		SVP Req
		M	L	
Criminalist	029.261-026	5	5	7
Quality Control Technician	012.261-014	5	4	7
Medical Technologist	078.261-038	4	5	7
Metallurgical Technician	011.261-010	4	4	6
Medical-Laboratory Tech.	078.381-014	4	4	5
Pharmacist Assistant	074.381-010	4	3	6
Photo-Optics Technician	029.280-010	4	3	6

Next is information related to the General Education Development (GED) or mathematical and language development skill level needed for that occupation. The last column is the Specific Vocational Preparation (SVP) which provides the level of education or training typically associated with these occupations.

NOTE: GED and SVP are explained in more detail on the final page of the Recommendations Section just before the Summary Report begins.

O*NET® Recommendations



O*NET® Recommendations are listed after the GOE pages.

- The O*NET® recommendations report includes detailed O*NET® occupations related to your interest and aptitude profile.
- Your scores are referenced against the O*NET® database of nearly 1,000 occupations, including their associated work activities, vocational preparation, and skill requirements.
- O*NET® Occupation Titles are listed in numerical order along with O*NET® Occupation Codes (OU Number) and Job Zones.
- The six-digit OU number (xx-yyyy.zz) can be used instead of an Occupation Keyword to search on O*NET®, <https://www.onetonline.org> for extensive information about the occupation.
- The Educational Job Zones correlate to the O*NET® Job Zones.

Occupational Unit Title

When you see a dot [•] symbol next to an Occupational Unit Title it means there is a higher probability that your aptitude profile meets employment and training standards for that group of related occupations.

For example, seven management occupations were identified for Shondra to consider. Chief Executives; Sales Managers; Industrial Production Managers; Transportation Managers; Constructions Managers; and Managers, All Other, all have a symbol before their Occupational Unit Title, but Engineering Managers, does not.

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STBaker Shondra Baker 1/5/2024

11-0000 MANAGEMENT OCCUPATIONS
Individuals plan, determine, direct or coordinate departmental or organizational objectives and operations.

Occupational Unit Title	OU Number	Educational Job Zone
● Chief Executives	11-1011.00	5
● Sales Managers	11-2022.00	4
● Industrial Production Managers	11-3051.00	4
● Transportation Managers	11-3071.01	4
● Construction Managers	11-9021.00	3
● Engineering Managers	11-9041.00	5
● Managers, All Other	11-9199.00	N/A



DEMONSTRATION 3.4: USE O*NET® TO CONDUCT FURTHER CAREER RESEARCH

You can use the GOE Recommendations, the O*NET® Recommendations, or both to search for occupation details. Shondra used both resources to find information.

OPTION 1: GOE Recommendations O*NET® Crosswalk Search.

Using O*NET®, <https://www.onetonline.org/> Shondra scrolled down to the **Crosswalks** section.

She expanded the **DOT** function and entered the 9-digit Dictionary of Occupational Title (DOT) code exactly as it is written (include any punctuation or dashes) or an occupation title.

She selected a job title to review the occupation **Summary**.

OPTION 2: O*NET® recommendations Occupation Keyword Search.

Shondra also used O*NET®, <https://www.onetonline.org/> and located the **Occupation Keyword Search** section.

She then entered the six-digit OU number (xx-yyyy.zz) exactly as it is written or enter the job title.

She could then select a job title to review the occupation **Summary**.



Based on what we have reviewed as Shondra's interest results, these Work Groups with job titles were highly recommended within the Artistic (Interest Area 01) area:

- 01.01 Literary Arts:
Editor, Book; Critic; Lyricist;
Screen Writer; Editorial
Writer; Continuity Writer;
and Copywriter
- 01.02 Visual Arts:
Television Technician;
Teacher, Art;
Industrial Designer;
Furniture Designer;
Creative Director;
Photographer, Still;
Package Designer;
Interior Designer;
Commercial Designer;
and Graphic Designer

INTEREST AREA 01 - ARTISTIC
An interest in the expression of feelings or ideas.

- **GOE 01.01 Literary Arts**
Workers in this group write, edit, or direct the publication of prose or poetry.

Job Title	DOT #	GED Req		SVP Req
		M	L	
Editor, Book	132.067-014	3	6	8
Critic	131.067-018	2	6	8
Lyricist	131.067-034	2	6	7
Screen Writer	131.067-050	2	6	7
Editorial Writer	131.067-022	3	5	8
Continuity Writer	131.087-010	2	5	7
Copywriter	131.067-014	2	5	7

- **GOE 01.02 Visual Arts**
Workers in this group create original works of art or do commercial artwork, using such techniques as drawing, painting, photography, and sculpture to express or interpret ideas or to illustrate various written materials. Some visual artists design products, settings, or graphics (such as advertising or book covers), and oversee the work of other artists or craftsmen who produce or install it. Others teach art, or appraise or restore paintings and other fine art objects.

Job Title	DOT #	GED Req		SVP Req
		M	L	
Television Technician	194.062-010	4	5	7
Teacher, Art	149.021-010	4	5	7
Industrial Designer	142.061-026	4	4	7
Furniture Designer	142.061-022	4	4	7
Creative Director	141.067-010	3	5	8
Photographer, Still	143.062-030	3	4	7
Package Designer	142.081-018	3	4	7
Interior Designer	142.051-014	3	4	7
Commercial Designer	141.061-038	3	4	7
Graphic Designer	141.061-018	3	4	7

Shondra's next highest Interest Area (02 Scientific) provided these results:

- 02.04 Laboratory Technology:
Criminalist;
Quality Control Technician;
Medical Technologist;
Metallurgical Technician;
Medical-Laboratory Tech.;
Pharmacist Assistant;
Photo-Optics Technician;
Immuno-hematologist;
Examiner, Questioned
Documents; and
Biology Specimen Tech.

INTEREST AREA 02 - SCIENTIFIC
An interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research to solve problems in medicine, the life sciences, and the natural sciences.

- **GOE 02.04 Laboratory Technology**
Workers in this group use special laboratory techniques and equipment to perform tests in the fields of chemistry, biology or physics. They record information that results from their experiments and tests. They help scientists, physicians, doctors, researchers and engineers in their

Job Title	DOT #	GED Req		SVP Req
		M	L	
Criminalist	029.261-026	5	5	7
Quality Control Technician	012.261-014	5	4	7
Medical Technologist	078.261-038	4	5	7
Metallurgical Technician	011.261-010	4	4	6
Medical-Laboratory Tech.	078.381-014	4	4	5
Pharmacist Assistant	074.381-010	4	3	6
Photo-Optics Technician	029.280-010	4	3	6
Immuno-hematologist	078.261-046	3	5	8
Examiner, Questioned Documents	199.267-022	2	4	6
Biology Specimen Tech.	041.381-010	3	3	7

As you may recall, Shondra does not want to work as an artist for previously mentioned reasons, so she decides to explore other careers within her scientific areas of interest (GOE Interest Area 02):

- Medical Sciences
- Laboratory Technology

Work Group		I	A
01.01	Literary Arts	1	●
01.02	Visual Arts	1	●
01.03	Performing Arts: Drama	1	●
01.04	Performing Arts: Music	1	●
01.05	Performing Arts: Dance	1	●
01.06	Craft Arts	1	●
02.01	Physical Sciences	2	
02.02	Life Sciences	2	
02.03	Medical Sciences	2	
02.04	Laboratory Technology	2	●

Under O*NET® recommendations, Shondra selects Healthcare Practitioners and Technical Occupations, as well as Healthcare Support Occupations, as areas of interest. She used the OU Number to conduct an Occupation Keyword Search on O*NET® to review the occupation-specific information.

<u>29-0000 HEALTHCARE PRACTITIONERS AND TECHNICAL OCCUPATIONS</u>		
Individuals provide diagnostic, therapeutic, reconstructive or preventive medical services to humans or animals.		
Occupational Unit Title	OU Number	Educational Job Zone
● Medical and Clinical Laboratory Technologists	29-2011.00	4
● Medical and Clinical Laboratory Technicians	29-2012.00	3
● Pharmacy Technicians	29-2013.00	3
● Opticians, Dispensing	29-2081.00	3
<u>31-0000 HEALTHCARE SUPPORT OCCUPATIONS</u>		
Individuals work in a variety of healthcare environments, under the direct supervision of medical personnel, to assist in equipment or patient preparation, provide clinical or personal care or perform administrative and clerical duties.		
Occupational Unit Title	OU Number	Educational Job Zone
● Healthcare Support Workers, All Other	31-9099.00	N/A

Shondra chose the following two careers that interested her based on the occupation description and that aligned with her job zone.

What are 3 careers of interest that you found in your Assessment Profile?	
1.	Healthcare Support Workers, All Other. OU #31-9099.00
2.	Medical and Clinical Laboratory Technicians. OU #29-2012.00
3.	



ACTIVITY 3.5: USE O*NET® TO CONDUCT FURTHER CAREER RESEARCH

What careers match your Interests and Aptitude Areas in CareerScope®?

OPTION 1: GOE Recommendations O*NET® Crosswalk Search.

STEP 1. Go to O*NET®, <https://www.onetonline.org/> and scroll down to the Crosswalks section.

STEP 2. Expand the **DOT** function and enter the 9-digit Dictionary of Occupational Title (DOT) code exactly as it is written (include any punctuation or dashes) or an occupation title.

STEP 3. Select a job title to review the occupation **Summary**.

OPTION 2: O*NET® Recommendations Occupation Keyword Search.

STEP 1. Go to O*NET®, <https://www.onetonline.org/> and locate the **Occupation Keyword Search** section. Enter in the six-digit OU number (xx-yyyy.zz) exactly as it is written or enter the job title.

STEP 2. Select a job title to review the occupation **Summary**.



ACTIVITY 3.6: LIST YOUR TOP 3 CAREERS FROM CAREERSCOPE® IN YOUR WORKSHEET

Identify **your** top three careers that match your interests and aptitudes and that you would like to explore further. Enter those in the **Putting the Pieces Together** worksheet section or in the table provided:

What are 3 careers of interest that you found in your Assessment Profile?	
1.	
2.	
3.	

Aptitudes

Keep in mind that possessing a natural talent for a particular job does not automatically translate into finding fulfillment if you lack genuine interest in it.

So, it is prudent to reassess the idea of venturing into a field where your aptitude is lacking. This decision entails dedicating valuable time and financial resources towards training or education, potentially relying on the support of your GI Bill®. However, there exists a genuine risk that you may eventually realize the work fails to ignite your passion or that you struggle to excel in it.

This unfortunate outcome could potentially force you to return to the drawing board, seeking alternative training or education. Regrettably, the financial means or GI Bill® benefits required to facilitate this pursuit may not be readily available.

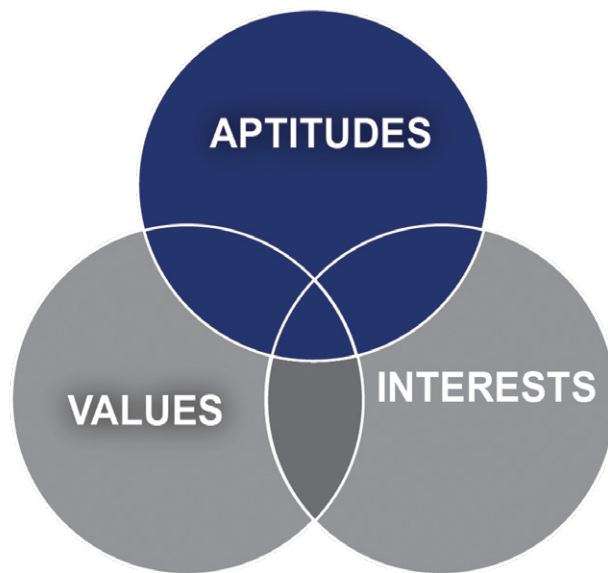
Conversely, if you have high interest but exceptionally low or no aptitude, you could find it a struggle to perform the work. However, if you are working in a field where you have high interest, you may be motivated to learn new skills to do the job.

The key is to find jobs where you enjoy most of the work activities and, as such, some of the less desirable aspects are balanced out.

CareerScope® was used to help you identify both your work interest and aptitude areas. The CareerScope® summary report lists your aptitudes, interests, and career recommendations.

You have now identified potential careers that are based on your aptitudes.

You are one-third of the way toward finding your career focus.



USING O*NET® TO IDENTIFY YOUR INTERESTS

In this section, you will use the O*NET® Interest Profiler, a vocational interest inventory, to recommend careers that align with your preferred type of work.

The Interest Profiler uses the RIASEC theoretical model (Realistic-Investigative-Artistic-Social-Enterprising-Conventional) as the foundation for the Interest Profiler scales. Dr. John Holland, an American psychologist, introduced the RIASEC model (also called the Holland Codes) as a personality type theory. Your RIASEC codes help match your interests to a work environment.

Your interest results are presented as numerical scores, the highest scores indicating your dominant RIASEC code. These scores are used as a reference point to explore over 900 potential occupations.

DEMONSTRATION 3.7: USE O*NET® TO DETERMINE YOUR DOMINANT RIASEC CODE

In the following activity, you will determine your dominant RIASEC codes. Results of the profiler will suggest potential careers based on your interests. We will look at how Shondra learned her work interests.

Shondra started at O*NET® Interest Profiler – My Next Move.

<https://www.mynextmove.org/explore/ip>



She selected **Next** to move through instructions to the assessment. Read the instructions carefully.



Quick Tip

*If you have previously taken the O*NET® Interest Profiler, you can enter your RIASEC interest scores without having to complete the assessment again. This will allow you to easily view and print your score report, select a Job Zone, and explore careers that align with your profile.*

*Please be aware that if you modify a response or if O*NET® introduces subtle measurement updates, retaking the Interest Profile may yield different outcomes.*



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Shondra took the assessment by answering 60 questions about how she feels about different work activities. The Interest Profiler gauges your interest for an activity. The assessment is about discovering what is important to you.

After she finished answering all 60 questions, she clicked **Next** to proceed to the Interest Profiler results.

In the Results Section, you will find numerical rankings across the six RIASEC interests, always starting with the letter **R** and ending with the letter **C**.

You can select any of the six interest areas to read its description. For example, people with Realistic interests like work that includes practical, hands-on problems and answers. Often people with Realistic interests do not like careers that involve paperwork or working closely with others.

Your Dominant RIASEC Code is determined by your three highest scores, ranked from highest to lowest.

Shondra recorded her results in the worksheet section as shown next.



Quick Tip

This is not a test and there are no right or wrong answers.

Do not overthink as you respond to each work activity.

For example, an activity states, “Teach an individual an exercise routine.”

Think about the activity of teaching, not the specific topic, teaching an exercise routine.



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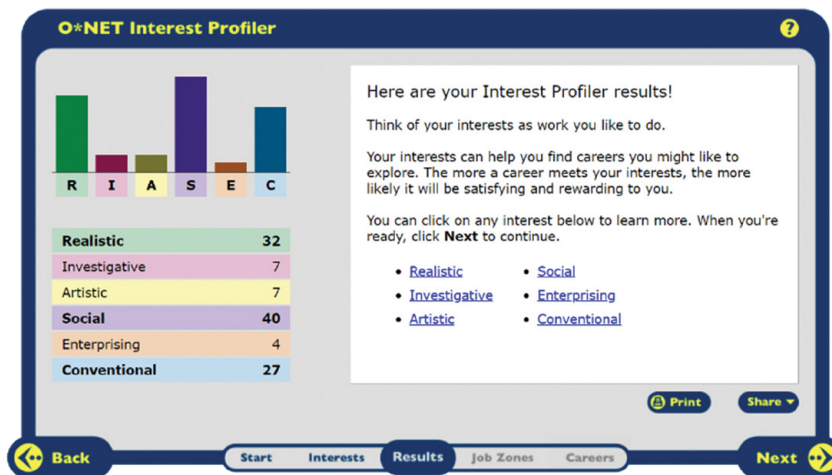
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Shondra’s Interest Profiler results indicate **Social** as having the highest score followed by **Realistic**, and lastly **Conventional**. Her RIASEC code is **SRC**.



Shondra entered the following RIASEC scores on her worksheet:

- **32 for Realistic**
- 7 for Investigative
- 7 for Artistic
- **40 for Social**
- 4 for Enterprising
- **27 for Conventional**

What are your RIASEC Scores?	
Category	Score
Realistic	32
Investigative	7
Artistic	7
Social	40
Enterprising	4
Conventional	27

Shondra’s three strongest Holland codes are Social, Realistic, and Conventional in that order. This yields an SRC RIASEC code. She also identifies strongly with two other RIASEC combinations, S-C-R, and R-C-S. Shondra entered SRC as her dominant RIASEC code on her worksheet.

<p>What are your top three Holland Code Personality Types? This is your dominant RIASEC Code.</p>
<p>SRC</p>



ACTIVITY 3.8: USE O*NET® TO DETERMINE YOUR DOMINANT RIASEC CODE

STEP 1. Go to O*NET® Interest Profiler – My Next Move. <https://www.mynextmove.org/explore/ip>

STEP 2. Select **Next** to move through instructions to the assessment. Read the instructions carefully.

STEP 3. Take the assessment by answering 60 questions about how you feel about different work activities.

STEP 4. Once you finish answering all 60 questions, click **Next** to proceed to your Interest Profiler results.

IMPORTANT: Do not exit O*NET®. In the next activity, we will return to O*NET® to explore the Job Zones.

STEP 5. Record your results in your worksheet. Write down all six of your RIASEC scores. Your three highest scores, in order, makes your dominant RIASEC Code. Record your RIASEC code in the **Putting the Pieces Together** worksheet section or in the table provided:

What are your RIASEC Scores?	
Category	Score
Realistic	
Investigative	
Artistic	
Social	
Enterprising	
Conventional	

What are your top three Holland Code Personality Types? This is your dominant RIASEC Code.

NOTE: Your three strongest interests are shown in bold, rather than being sorted from highest to lowest.



HOLLAND CODES AND THE RIASEC MODEL

An interest assessment can help you identify careers that match your interests. As we have previously discussed, career development pioneer Dr. John L. Holland developed a theory—of vocational personalities and work environments—and created a career development model called **Holland Occupational Themes**.



Let’s explore the six Holland Codes and their corresponding personality traits.

Realistic [R]

- People who have preferences in the Realistic code are the **Doers**.
- **Doers** prefer working with concrete tasks, objects, machines, tools, plants, and/or animals.
- **Doers** like to work on practical, hands-on problems and answers.

Investigative [I]

- People who have preferences in the Investigative code are the **Thinkers**.
- **Thinkers** prefer working with ideas and facts.
- **Thinkers** like to observe, learn, investigate, analyze, and solve problems.

Artistic [A]

- People who have preferences in the Artistic code are the **Creators**.
- **Creators** prefer expressing themselves through various forms including images, materials, music, and movement.
- **Creators** like to create art, ideas, and programs.

Social [S]

- People who have preferences in the Social code are the **Helpers**.
- **Helpers** prefer working with people.
- **Helpers** like to teach, coach, inform, and help others solve problems.

Enterprising [E]

- People who have preferences in the Enterprising code are the **Persuaders**.
- **Persuaders** prefer working with organizations.
- **Persuaders** like to influence, persuade, lead, and direct others.

Conventional [C]

- People who have preferences in the Conventional code are the **Organizers**.
- **Organizers** prefer to work with data and numbers.
- **Organizers** like to enter information, carry out detailed tasks, and have clerical or numerical interests.

The **RIASEC model** arranges the six code categories on a hexagon with the most similar interests adjacent to each other and the least similar interests opposite each other. Most people tend to have preferences within a combination of two or three Holland categories.



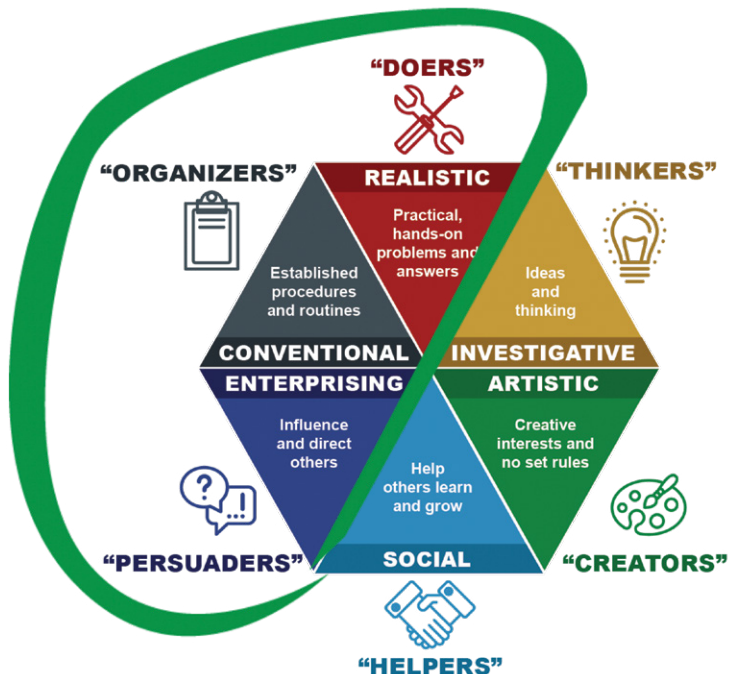
RIASEC Codes

Each RIASEC code is represented by the letters R, I, A, S, E, and C and indicates a person’s top two or three interest categories, in order of precedence.

For example, if your top interest area is **Conventional**, followed by **Realistic**, and then **Enterprising**, you would prefer the activities in that group and use the abbreviation of **CRE** to research careers that utilize those skills.

However, keep in mind that you may strongly prefer activities within other combinations, such as the **CER** and **RCE** groups. A person might only have two primary interests: **CR** or **CE**.

Knowing your dominant RIASEC code can help you identify the type of work you may find the most interesting and rewarding.





HOLLAND CODES AND INDUSTRY RELATIONSHIPS

By recognizing the connections between your RIASEC Codes and various industries, you can effectively narrow down your options and find a career that is an excellent fit for you.

Take a moment to examine the following Holland Codes. Notice how certain industries overlap. Mark the industries that interest you, paying attention to those that align with your dominant RIASEC code.

Holland Code	Associated Industry*
The Realistic [R] code connects with these Industries:	<input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Arts, A/V Technology, and Communications <input type="checkbox"/> Health Science <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections, and Security <input type="checkbox"/> Science, Technology, Engineering, and Mathematics
The Investigative [I] code connects with these Industries:	<input type="checkbox"/> Health Science <input type="checkbox"/> Information Technology <input type="checkbox"/> Law, Public Safety, Corrections, and Security <input type="checkbox"/> Science, Technology, Engineering, and Mathematics
The Artistic [A] code connects with these Industries:	<input type="checkbox"/> Arts, A/V Technology, and Communications <input type="checkbox"/> Education and Training <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Human Services <input type="checkbox"/> Marketing, Sales, and Service
The Social [S] code connects with these Industries:	<input type="checkbox"/> Arts, A/V Technology, and Communications <input type="checkbox"/> Education and Training <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Human Services <input type="checkbox"/> Law, Public Safety, Corrections, and Security <input type="checkbox"/> Marketing, Sales, and Service
The Enterprising [E] code connects with these Industries:	<input type="checkbox"/> Arts, A/V Technology, and Communications <input type="checkbox"/> Business, Management, and Administration <input type="checkbox"/> Finance <input type="checkbox"/> Government and Public Administration <input type="checkbox"/> Hospitality and Tourism <input type="checkbox"/> Law, Public Safety, Corrections, and Security <input type="checkbox"/> Marketing, Sales, and Service
The Conventional [C] code connects with these Career Clusters:	<input type="checkbox"/> Architecture and Construction <input type="checkbox"/> Business, Management, and Administration <input type="checkbox"/> Health Science <input type="checkbox"/> Manufacturing <input type="checkbox"/> Marketing, Sales, and Service <input type="checkbox"/> Transportation, Distribution, and Logistics

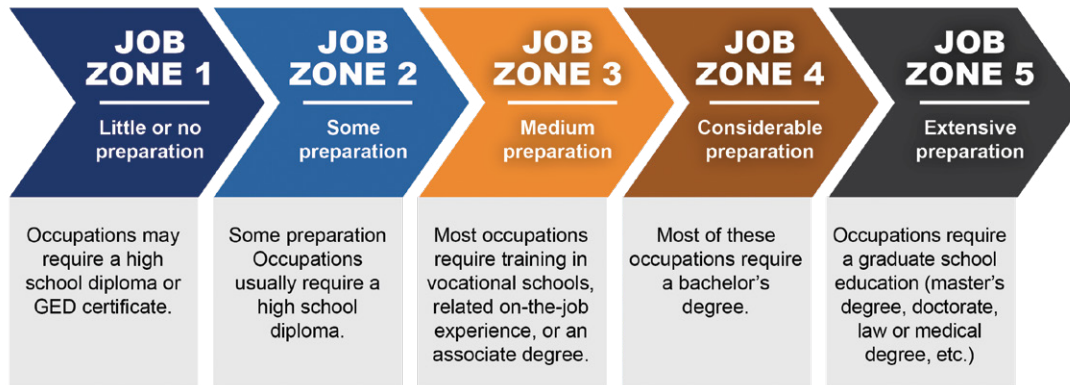
*Please note the list is not all-inclusive.



DEMONSTRATION 3.9: O*NET® INTEREST PROFILER JOB ZONES

The O*NET® database groups occupations into one of five categories based on levels of education, experience, and training necessary to perform the occupation. These are called **Job Zones**.

Now it is time to use the information from the **Interest Profiler** assessment to explore the Job Zones for your careers of interest. Using your selected Job Zone and your interests, the Interest Profiler will help you identify and explore careers that might be right for you. You can search using your current Job Zone, or you can consider other Job Zones for careers you may want to do in the future.



The Job Zones are:

- **Job Zone One** requires little or no previous work-related skill, knowledge, or experience. These occupations may require a high school diploma or GED certificate.
- **Job Zone Two** requires some previous work-related skill, knowledge, or experience. These occupations usually require a high school diploma.
- **Job Zone Three** requires medium previous work-related skill, knowledge, or experience. Most occupations require training in vocational schools, related on-the-job experience, or an associate degree.
- **Job Zone Four** requires considerable previous work-related skill, knowledge, or experience. Most of these occupations require a bachelor's degree.
- **Job Zone Five** careers require extensive previous work-related skill, knowledge, or experience. These occupations require a graduate school education (master's degree, doctorate, law, or medical degree, etc.)

Select a Job Zone. After learning about the five Job Zones, Shondra selected a Job Zone to explore what careers O*NET® recommends. Let's look at how Shondra navigated the Interest Profiler results.

Careers Section. She looked at the Careers Section, to explore careers that might interest her and researched several different careers and job zones. Take time to explore what is suggested.

Shondra found multiple careers to consider and wrote them in the table provided in her **Putting the Pieces Together** worksheet.



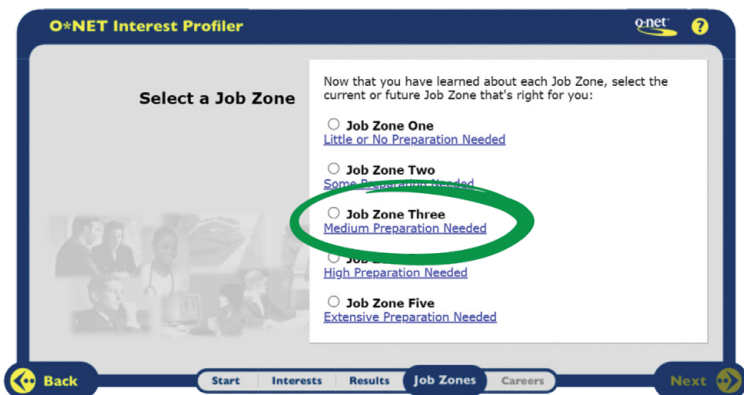
More Information

*The five O*NET® Job Zone definitions can also be accessed outside Interest Profiler by going to*

<https://www.onetonline.org/help/online/zones>



Shondra decides to explore Job Zone Three.



Based on her dominant RIASEC code, SRC, Shondra determined she would like to explore the following careers:

- Licensed Practical & Licensed Vocational Nurses
- Magnetic Resonance Imaging Technologist



Shondra entered her potential careers on her worksheet.

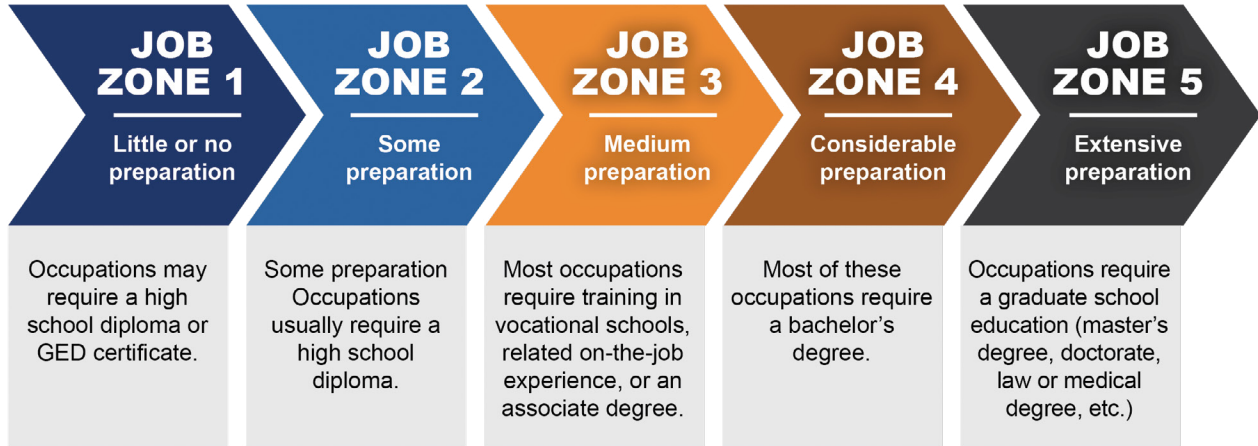
	What 3 careers from O*NET® Interest Profiler match interests you want to explore?
1.	Licensed Practical & Licensed Vocational Nurses
2.	Magnetic Resonance Imaging Technologist
3.	



ACTIVITY 3.10: USE O*NET® INTEREST PROFILER JOB ZONES TO EXPLORE CAREERS

Now it's your turn to use O*NET® Interest Profiler at My Next Move, <https://www.mynextmove.org/explore/ip> to explore careers.

STEP 1. Explore the Job Zones.



STEP 2. Select a Job Zone.

STEP 3. In the **Careers Section**, find careers that might interest you.

STEP 4. Enter three potential careers in the **Putting the Pieces Together** worksheet section or in the table provided.

What 3 careers from O*NET® Interest Profiler match interests you want to explore?	
1.	
2.	
3.	



Did You Know?

*If you've previously taken the O*NET® Interest Profiler, select **Enter Scores on the O*NET® Interest Profiler homepage**, and enter your interest scores. You will be able to view and print your score report, choose a Job Zone, and view and print careers matching your profile.*



What did You Find?

Did the O*NET® Interest Profiler assessment accurately represent you? _____

Do you agree with your dominant RIASEC code? _____

Did any of the industries that interested you, align with your dominant RIASEC code? _____

Were there any surprises in any of your results? _____

Interests Summary

The O*NET® Interest Profiler can be used to determine your dominant Holland RIASEC Code and find potential careers that match your interests for further exploration.

Your interests, combined with your aptitudes and values, can help you find potential occupations that lead to career success and satisfaction.

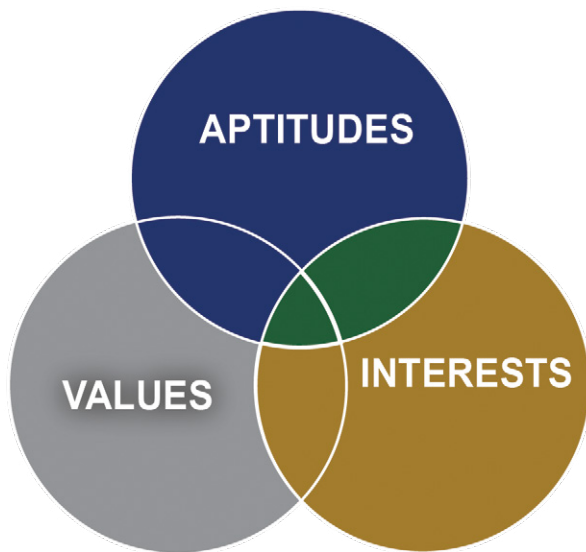
You have now identified potential careers based on your aptitudes and interests.



Quote

“Find something you are passionate about and keep tremendously interested in it.”

– Julia Child (1912-2004), American cooking teacher, author, and television personality.



You are two-thirds of the way toward finding your career focus.



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SECTION 7

USING CAREERONESTOP TO IDENTIFY YOUR WORK VALUES



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While your aptitudes and interests may determine if a job is suitable for you, the extent to which the job is aligned with your work values determines your level of satisfaction in that job. Work values, such as achievement, autonomy, and conditions of work, are important considerations in career planning.

CareerOneStop Work Values

Your ideal profession is one that reflects who you are, and what you value. But what are values?

Values include your beliefs about what is important or desirable. When your values line up with how you live and work, you tend to feel more satisfied and confident. Living or working in ways that contradict your values can lead to dissatisfaction, confusion, and resentment. So, there is good reason to clarify your values and seek to match your work to them.

Every place of work also operates by particular values that create its workplace culture. For example, a company culture might be built around valuing innovation, customer relationships, or speed of service.

In the following demonstration, we will review step-by-step instructions on how Shondra used CareerOneStop to determine her values. Your results will show how your preferences relate to six core work values.



DEMONSTRATION 3.11: DETERMINE WORK VALUES USING CAREERONESTOP

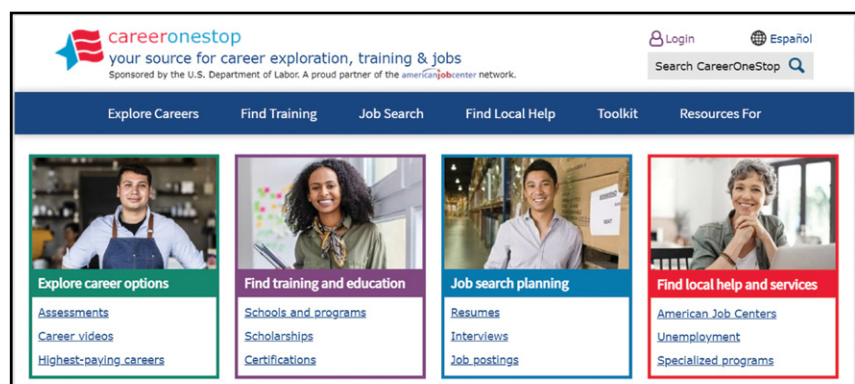
Shondra went to CareerOneStop. <https://www.careeronestop.org/>



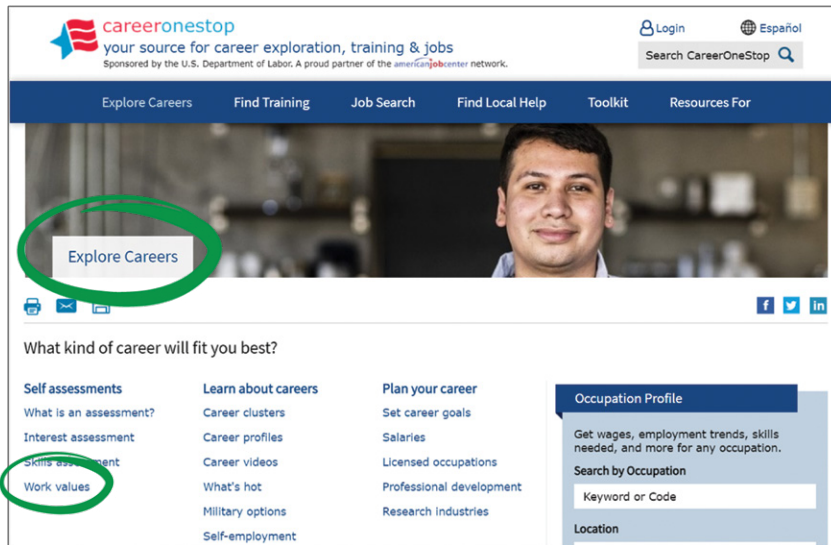
Did You Know?

You DO NOT need an account to access CareerOneStop.

However, creating a CareerOneStop account will allow you to save your information and search results.



Shondra selected the **Explore Careers** tab and then selected Work Values from the options list.



She selected the **Work Values Matcher** hyperlink.

She then selected **Get Started**.

After reading each statement, Shondra thought about how important that quality would be in her ideal job.

She then chose an importance level from most to least, and then repeated for all 20 cards. It does not matter what order the cards are in once in the correct column.

After she finished:

- her four most important statements were in Column 1,
- the next most important were in Column 2, and so on, and
- the least important statements were in Column 5.

Once Shondra was satisfied with her selections, she selected **See My Results**.

You may also download your results as an Excel or Word file. The results also provide tips on interview questions. Under each Work Value is a hyperlink. Scroll down to the bottom of the page for additional content, such as, **Company Values**, which contains questions you might ask during a job interview.

Shondra entered her Work Values Scores on her **Putting the Pieces Together** worksheet section.



Quick Tip

If you cannot access CareerOneStop or the site does not work properly, refer to the Appendix for instructions on how to complete a paper and pencil exercise.



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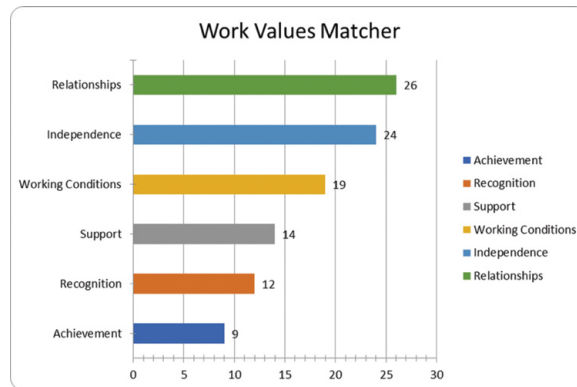
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Shondra’s Work Values Matcher Results scores for the six Work Values, from highest to lowest are:

- Relationships – 26
- Independence – 24
- Working Conditions – 19
- Support – 14
- Recognition – 12
- Achievement – 9



She downloaded her results as a later reference. Note: the bar code colors on the website may not correlate to the colors in the downloaded report.

Shondra’s top two Work Values were:

- Relationships – 26
- Independence – 24

She entered Relationships and Independence as her two highest values on her worksheet.

What are your 2 highest work values?	
1.	Relationships
2.	Independence



ACTIVITY 3.12: DETERMINE WORK VALUES USING CAREERONESTOP

STEP 1. Go to CareerOneStop.

<https://www.careeronestop.org/Toolkit/Careers/work-values-matcher.aspx>

STEP 2. Go to the **Explore Careers** tab and select **Work Values** from the options list.

STEP 3. Select the **Work Values Matcher** hyperlink.

STEP 4. Select **Get Started**.

STEP 5. Read the statement and think about how important that quality would be in your ideal job. Choose an importance level from most to least. Repeat for all 20 cards.

- The four most important statements will be in Column 1,
- The next most important will be in Column 2, and so on, and
- The least important statements will be in Column 5.

STEP 6. View Results (and download if desired).

STEP 7. Enter your Work Values Scores on your **Putting the Pieces Together** worksheet section or in the table provided.

	What are your 2 highest work values?
1.	
2.	



What Your Work Importance Locator Score Means

The Work Importance Locator Score measures the extent to which you perceive the six values to be of importance in a potential career opportunity.



Achievement. If Achievement is your highest work value, search for work that allows you to see the results of your efforts and explore jobs in which you can get the feeling of accomplishment.



Independence. If Independence is your highest work value, search for jobs in which you'll be allowed to use your initiative and explore work that will allow you to make decisions on your own.



Recognition. If Recognition is your highest work value, explore jobs with good possibilities for advancement and seek work with prestige or with the potential for leadership.



Relationships. If Relationships are your highest work value, search for jobs where your co-workers are friendly, that let you be of service to others, and explore jobs that do not make you do anything that goes against your sense of right and wrong.



Support. If Support is your highest work value, search for jobs where the company stands behind its workers and the workers are comfortable with management's style of supervision. Explore work with a reputation for competent, considerate, and fair management.



Working Conditions. If Working Conditions are your highest work value, consider pay, job security, and a work environment that appeals to you when searching for jobs. Some people like to be busy all the time, work alone, or have many different things to do.

O*NET® OCCUPATIONS COMBINED LIST

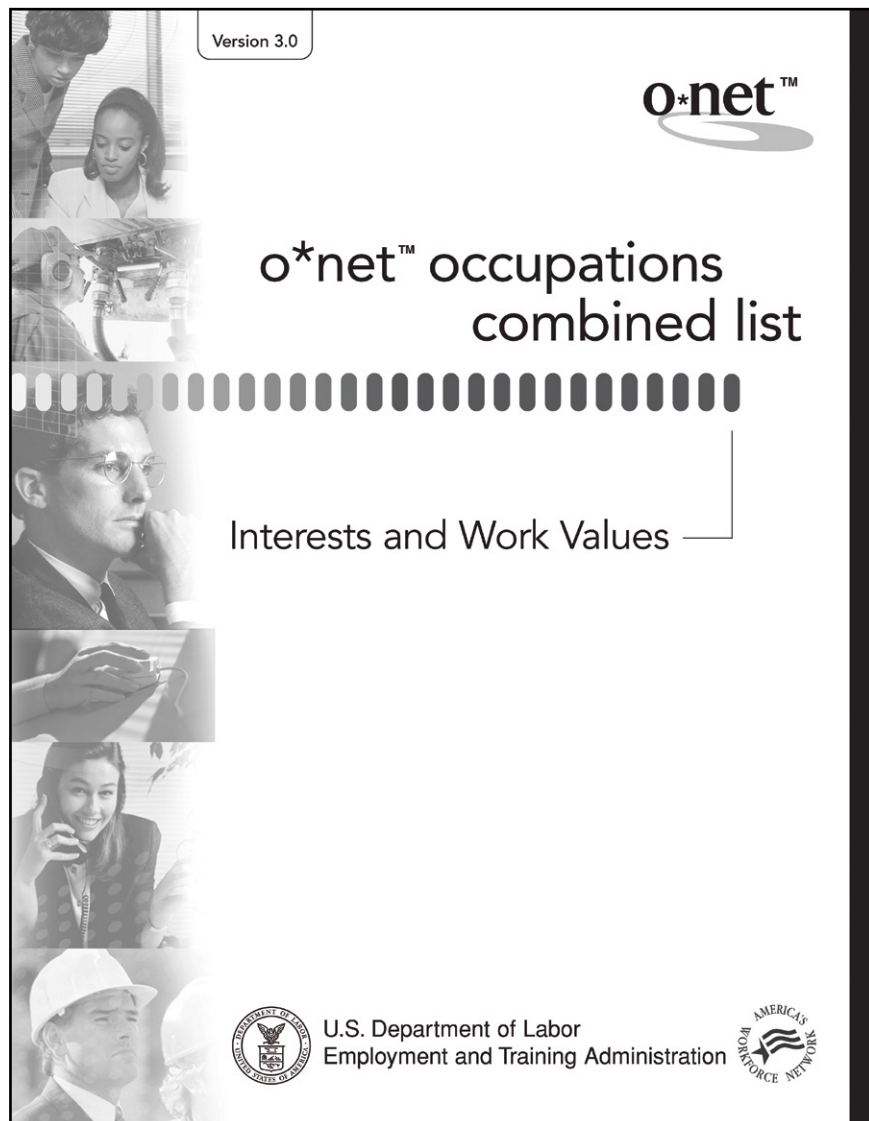
Now that you have identified your highest work values and read the associated descriptions, you are ready to find occupations linked with your work values.

DEMONSTRATION 3.13: IDENTIFY POTENTIAL CAREER OPPORTUNITIES THAT MATCH YOUR VALUES

In the following demonstration, you will use the O*NET® Occupations Combined List to explore various careers which match your work values. This document not only groups careers based on RIASEC codes but also organizes them according to Work Importance Locator (work values) results. Please note that these values were derived from people in those industries who reported the same values.

To provide further clarity, these career groups are then aligned based on Job Zones. Let's start by looking at how Shondra identified possible careers.

She downloaded the O*NET® Occupations Combined List, https://www.onetcenter.org/dl_tools/WIL_zips/CL-deskp.pdf



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Shondra then identified potential careers on the Work Importance Locator O*NET® Occupations Master List.

She used the Table of Contents page to first locate her highest RIASEC Code, then located her highest work value results. Shondra selected Social (RIASEC Code) and then Relationships (Work Value).

**O*NET™ Occupations
Combined List:**

Interests and Work Values, v. 3.0

(For use with your Interest Profiler and Work Importance Locator instruments' results)

Table of Contents

Realistic	1
Realistic/Achievement	1
Realistic/Independence	3
Realistic/Recognition	5
Realistic/Relationships	6
Realistic/Support	8
Realistic/Working Conditions	12
Investigative	14
Investigative/Achievement	14
Investigative/Independence	16
Investigative/Recognition	17
Investigative/Relationships	18
Investigative/Support	19
Investigative/Working Conditions	20
Artistic	21
Artistic/Achievement	21
Artistic/Independence	23
Artistic/Recognition	24
Artistic/Relationships	25
Artistic/Support	26
Artistic/Working Conditions	27
Social	28
Social/Achievement	28
Social/Independence	30
Social/Recognition	31
Social/Relationships	32
Social/Support	34
Social/Working Conditions	35



Quick Tip

If needed, refer to the following activities to assist with this step:

*Activity 3.8: Use O*NET® to Determine Your Dominant RIASEC Code and*

Activity 3.12: Determine Work Values using CareerOneStop.



Quick Tip

If needed, refer to the following activity to assist with this step: Activity 3.10: Use O*NET® Interest Profiler Job Zones to Explore Careers.

Shondra used the Job Zones to identify occupations that require a similar level of education, training, and/or experience.

SOCIAL — RELATIONSHIPS			
JOB ZONE 1 — SOCIAL — RELATIONSHIPS			
O*NET-SOC#	O*NET-SOC Title	O*NET-SOC#	O*NET-SOC Title
53-3011.00	Ambulance Drivers and Attendants, Except Emergency Medical Technicians	31-1011.00	Home Health Aides
35-3011.00	Bartenders***	39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants
39-9011.00	Child Care Workers	39-5092.00	Manicurists and Pedicurists***
35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	39-6021.00	Tour Guides and Escorts
33-9091.00	Crossing Guards	39-6032.00	Transportation Attendants, Except Flight Attendants and Baggage Porters***
35-3041.00	Food Servers, Nonrestaurant	39-3031.00	Ushers, Lobby Attendants, and Ticket Takers
39-4021.00	Funeral Attendants	35-3031.00	Walters and Waitresses
JOB ZONE 2 — SOCIAL — RELATIONSHIPS			
O*NET-SOC#	O*NET-SOC Title	O*NET-SOC#	O*NET-SOC Title
39-6031.00	Flight Attendants***	31-2022.00	Physical Therapist Aides
25-4031.00	Library Technicians***	31-2021.00	Physical Therapist Assistants
33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers***	31-1013.00	Psychiatric Aides
31-1012.00	Nursing Aides, Orderlies, and Attendants	21-1093.00	Social and Human Service Assistants
31-2012.00	Occupational Therapist Aides	41-3041.00	Travel Agents***
31-2011.00	Occupational Therapist Assistants	43-4181.01	Travel Clerks***
39-9021.00	Personal and Home Care Aides	39-6022.00	Travel Guides***
		43-4061.02	Welfare Eligibility Workers and Interviewers
JOB ZONE 3 — SOCIAL — RELATIONSHIPS			
O*NET-SOC#	O*NET-SOC Title	O*NET-SOC#	O*NET-SOC Title
39-5011.00	Barbers***	29-2051.00	Licensed Practical and Licensed Vocational Nurses
31-9091.00	Dental Assistants	31-9092.00	Medical Assistants
29-2021.00	Dental Hygienists	13-2052.00	Personal Financial Advisors
13-1071.01	Employment Interviewers, Private or Public Employment Service	29-2053.00	Psychiatric Technicians
39-5012.00	Hairdressers, Hairstylists, and Cosmetologists***	39-9032.00	Recreation Workers
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop***	39-9041.00	Residential Advisors
		29-2055.00	Surgical Technologists***
		25-9041.00	Teacher Assistants



Quick Tip

Including the O*NET® Standard Occupational Classification (SOC) number can help with later research using the O*NET® OnLine SOC Crosswalks search.

Shondra then repeated the process using her top two RIASEC codes, Social (score of 40). Shondra reviewed the O*NET® Occupations Combined List using her top two RIASEC codes, Social (score of 40) and Realistic (score of 32); her top work value, Relationships (score of 26), and her preferred Job Zone 3 (occupations that need medium preparation).

She identified the following two potential careers in Zone 3, Social, and Relationships:

- Licensed Practical and Licensed Vocational Nurse
- Medical Assistants

JOB ZONE 3 — SOCIAL — RELATIONSHIPS			
O*NET-SOC#	O*NET-SOC Title	O*NET-SOC#	O*NET-SOC Title
39-5011.00	Barbers***	29-2061.00	Licensed Practical and Licensed Vocational Nurses
31-9091.00	Dental Assistants	31-9092.00	Medical Assistants
29-2021.00	Dental Hygienists	13-2050.00	Personal Financial Advisors
13-1071.01	Employment Interviewers, Private or Public Employment Service	29-2053.00	Psychiatric Technicians
39-5012.00	Hairdressers, Hairstylists, and Cosmetologists**	39-9032.00	Recreation Workers
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop***	39-9041.00	Residential Advisors
		29-2055.00	Surgical Technologists***
		25-9041.00	Teacher Assistants

Shondra identified the following potential career under Zone 3, Realistic, and Relationships:

- Surgical Technologist (Zone 3 – Realistic – Relationships)

JOB ZONE 3 — REALISTIC — RELATIONSHIPS			
O*NET-SOC#	O*NET-SOC Title	O*NET-SOC#	O*NET-SOC Title
51-3011.01	Bakers, Bread and Pastry	29-2055.00	Surgical Technologists
39-5011.00	Barbers	47-2053.00	Construction Workers and Finishers
51-3021.00	Butchers and Meat Cutters	31-9096.00	Veterinary Assistants and Laboratory Animal Caretakers
47-2051.00	Cement Masons and Concrete Finishers	29-2031.00	Cardiovascular Technologists and Technicians***
35-2014.00	Cooks, Restaurant	31-9091.00	Dental Assistants***
47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles	29-2061.00	Licensed Practical and Licensed Vocational Nurses***
47-2121.00	Glaziers	29-2053.00	Psychiatric Technicians***
49-9031.01	Home Appliance Installers	29-1126.00	Respiratory Therapists***
47-2152.02	Plumbers		
47-2181.00	Roofers		

Shondra entered these three potential careers with their O*NET® SOC number on her worksheet.

What are 3 careers that match your values that you would like to explore?	
1.	29-2061.00 Licensed Practical and Licensed Vocational Nurses
2.	31-9092.00 Medical Assistants
3.	29-2055.00 Surgical Technologists



ACTIVITY 3.14: IDENTIFY POTENTIAL CAREER OPPORTUNITIES THAT MATCH YOUR VALUES

STEP 1. Go to the Work Importance Locator (WIL) O*NET® Occupations Master List, https://www.onetcenter.org/dl_tools/WIL_zips/WIL-ML-deskp.pdf

STEP 2. Identify potential careers on the Work Importance Locator O*NET® Occupations Master List. Use the Table of Contents page to first locate your highest RIASEC Code, then locate your highest work value results. For example, let's select Social (RIASEC Code) and then Relationships (Work Value).

STEP 3. Next, use the Job Zones to identify occupations that require a similar level of education, training, and/or experience.

STEP 4. Repeat Steps 2-3 using your next highest RIASEC Code. Enter three potential careers on the **Putting the Pieces Together** worksheet section or the table provided.



Quick Tip

*If needed, refer to the previous activities to assist with this step: Activity 3.10: Use O*NET® Interest Profiler Job Zones to Explore Careers.*



Quick Tip

*If needed, refer to the previous activity to assist with this step: Activity 3.10: Use O*NET® Interest Profiler Job Zones to Explore Careers.*



Quick Tip

*Including the O*NET® Standard Occupational Classification (SOC) number can help with later research using the O*NET® OnLine SOC Crosswalks search.*

What are 3 careers that match your values that you would like to explore?	
1.	
2.	
3.	



ACTIVITY 3.15: RECORD YOUR ASSESSMENT FINDINGS

You have now identified your aptitudes, interests, and work values along with potential careers based on all three assessment areas. Enter your potential careers suggested by CareerScope®, O*NET®, and CareerOneStop below.

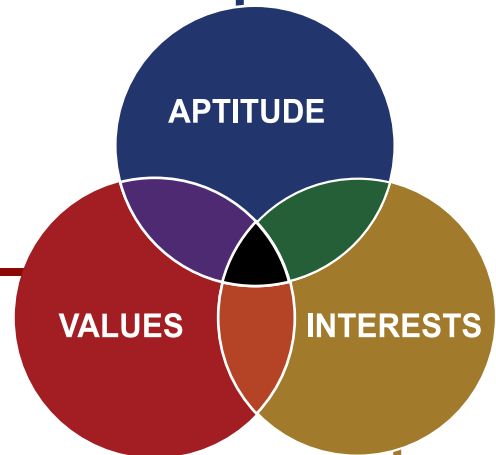
If needed, you can reference the following activities for assessment career results:

- Activity 3.6: List Top 3 Careers from CareerScope® in Your Worksheet, PG page 52.
- Activity 3.14: Identify CareerOneStop Potential Career Opportunities that Match Your Values, PG page 74.
- Activity 3.10: Use O*NET® Interest Profiler Job Zones to Explore Careers, PG page 63.

CareerScope® Potential Careers

CareerOneStop Potential Careers

O*NET® Potential Careers



SECTION SUMMARY

You have completed three career self-assessments to identify aptitudes, interests, and work values and potential career opportunities:

- CareerScope® to Identify Your Aptitudes
- O*NET® to Identify Your Interests
- CareerOneStop to Identify Your Work Values

The combination of your aptitudes, interests, and work values determines how satisfied you will be in a career.



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4 | Labor Market Research

SECTION 4: LABOR MARKET RESEARCH



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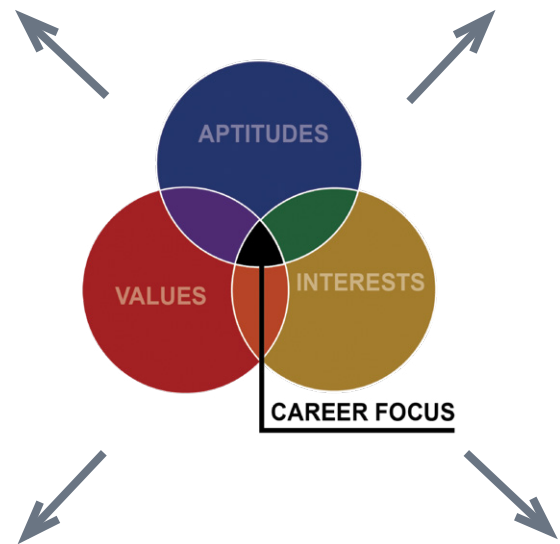
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CAREER FOCUS

So far in this course, your focus has been inward. In the three assessments, you discovered how your current set of aptitudes, interests, and work values align- and the careers fitting this alignment.

Now, it is time to focus outward; to consider external factors in the labor market that may influence your decisions regarding career goals and needs both now, and in the years ahead. In this section, you will explore external factors and conduct research of the labor market including using informational interviews as a research technique.

As you research the labor market, you will determine if the occupations you identified in the assessments support your long-term goals and are worth pursuing. This research combined with the career self-assessments will help you find your **career focus**.



EXTERNAL FACTORS

Labor market research (LMR) involves gathering information on external factors that affect your career selection. External factors can make a difference in planning your career goals. Neglecting to consider the external factors in your career decision-making process can waste money, time, GI Bill benefits eligibility, and energy. External factors include:

- Location
- Industry trends
- Education requirements
- Salary
- Growth potential

Let's consider location as an external factor. For instance, if your career self-assessment has led you towards naval architecture, but you are planning to relocate to Montana, it is unlikely that you will find many marine technology job opportunities. In this case, you need to reassess either your career choice or your desired location. Before making any decision, let's examine some labor market findings for Marine Engineers and Naval Architects from O*NET®.

According to the **Experience Requirements** and **Job Zone** section, many occupations in this field involve coordinating, supervising, managing, or training others. Examples of such occupations include real estate brokers, sales managers, database administrators, graphic designers, conservation scientists, art directors, and cost estimators. By conducting further research, you may discover alternative career options that do not require you to relocate.

CONDUCTING OCCUPATIONAL RESEARCH

Labor Market Information (LMI) can help you decide if the career you select will be a good fit for you. LMI can provide you with detailed information about knowledge, skills, abilities, job outlook, compensation, certification, and education as it relates to your selected occupations. In this section, you will be guided to research three or four occupations.

Conducting Labor Market Research (LMR) will provide you with a better understanding of the nature of the work, its alignment with your goals, and the necessary training required to pursue a career in various fields.

You will likely use multiple resources in addition to O*NET® and the Bureau of Labor Statistics (BLS) to get a full representation of the occupation. Be curious and do not stop at only one resource.



Medical



Construction



Culinary

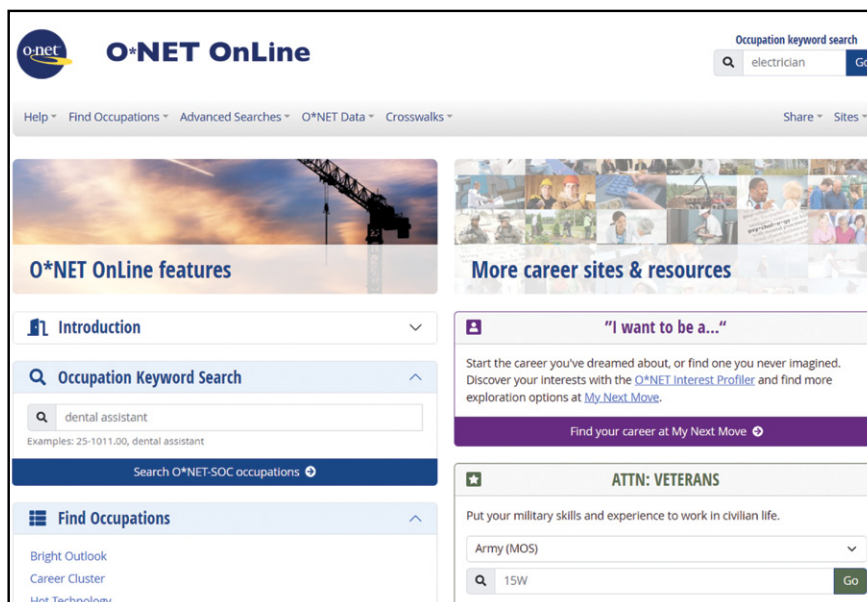


Information Technology

DEMONSTRATION 4.1: CONDUCT LABOR MARKET RESEARCH USING O*NET® ONLINE

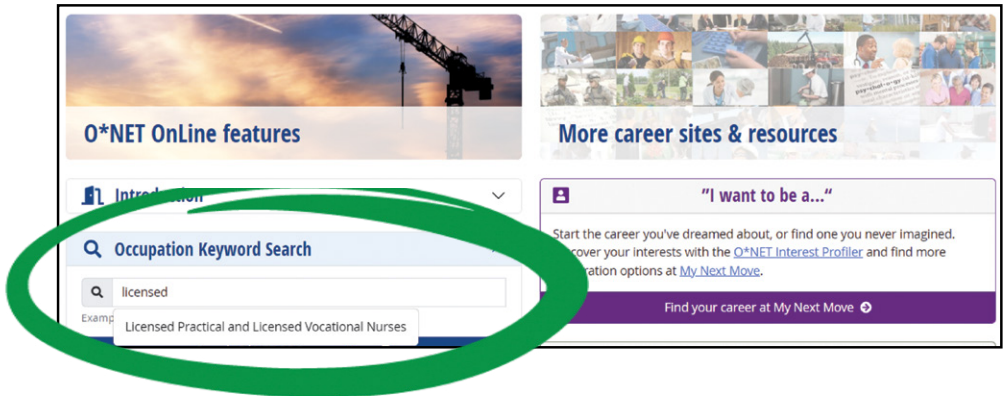
In the previous sections of this workshop, you developed your skills in using O*NET® OnLine to explore various career options. Now, it's time to put those skills to use in labor market research (LMR). In the following website demonstration, let's review how Shondra used O*NET® to conduct LMR.

Shondra started at O*NET® OnLine. <https://www.onetonline.org/>



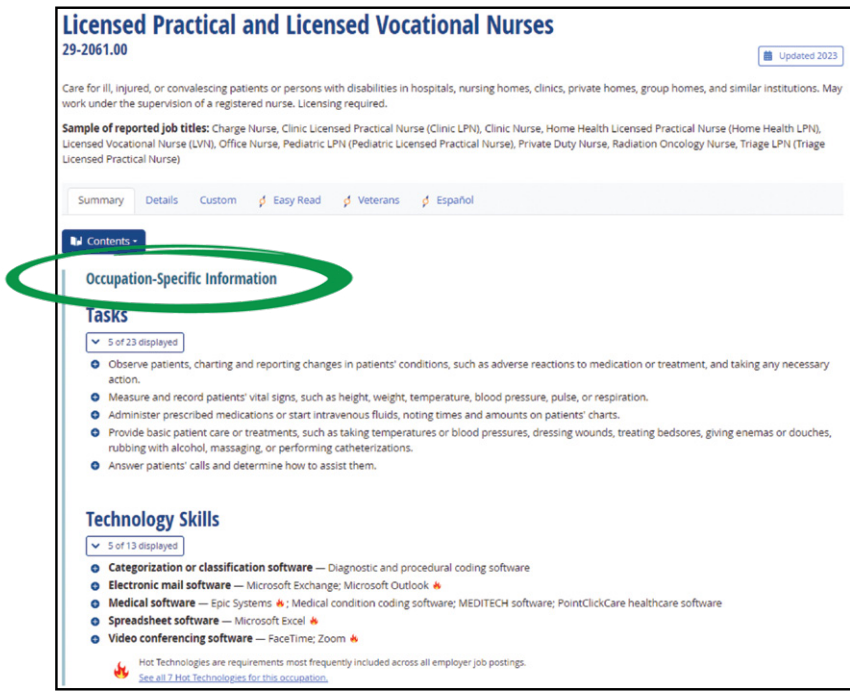
Based on her previous assessment findings, Shondra decided to conduct LMR for the three careers that supported her work values: 1) Licensed Practical and Licensed Vocational Nurses, 2) Medical Assistants, and 3) Surgical Technologists.

She entered the keyword **Licensed** in the **Occupation Keyword Search** box. Shondra selected **Licensed Practical and Licensed Vocational Nurses** from the dropdown options.



She reviewed the **Occupation-Specific Information** summary for Licensed Practical Nurses. On this page, Shondra was able to find specific information on:

- Salary median and range (If you don't have a specific location, you can use the national average.)
- Employment numbers
- Projected job growth and number of openings
- Education to get started in the career
- Interests and work values



She recorded her answers in the **Putting the Pieces Together** worksheet section in the first column. Then, she entered information for her other two potential occupations: Medical Assistants and Surgical Technologists.

Research the labor market for each of your three occupations. Then, select your career goal.			
Job Title	1. Licensed Practical Nurse	2. Medical Assistant	3 Surgical Technologist
Salary Median	\$48,070	\$37,190	\$48,530
Salary Range	\$37,150 to \$63,790	\$29,070 to \$48,170	\$36,930 to \$75,950
Employment	657,200	743,500	110,700
Projected Growth	Average, 4-7%	Faster than Average, 11%	Average, 4-7%
Projected Job Openings	58,800	123,000	8,300
Education to Get Started	Vocational Training / Associate's degree	Post-secondary certificate	Vocational Training / Associate's degree
Interests	Social, Realistic	Social, Realistic Conventional,	Realistic, Social, Conventional
Work Vales	Relationships, Support, Achievement	Relationships, Achievement	Relationships, Support, Achievement
Related Occupations (Bright Outlook)	Registered Nurse Nurse Practitioner	Physical Therapist Aide	Diagnostic Medical Stenographer
Career Goal	Registered Nurse		

What Did Shondra Find?

Shondra selected Licensed Practical Nurse as her post-separation occupation because it:

- Has a median salary of \$48,070 and a high range up to \$63,790.
- Is in a growth field with a projected growth of 4-7% and has many jobs – 657,200.
- May be entered with vocational training or associate degree.
- Fits her interests – Social, Realistic.
- Includes her work value – Relationships.
- Supports her long-term career goal of becoming a Registered Nurse.



ACTIVITY 4.2: CONDUCT LABOR MARKET RESEARCH USING O*NET® ONLINE

Conduct labor market research on the three occupations you entered in your worksheet.

STEP 1. Go to O*NET® OnLine, <https://www.onetonline.org/>

STEP 2. Enter an occupation recommended by one of your assessments into the Occupation Keyword Search box.

STEP 3. Select your desired occupation from the list.

STEP 4. View the Summary for your occupation.

STEP 5. Record your answers in your **Putting the Pieces Together** worksheet section or in the table provided in the first column. Then conduct labor market research for your other two occupations and record your answers.

STEP 6. Review your three career options. Enter the best career for you in the Career Goal.

LABOR MARKET RESEARCH Research the labor market for each of your three occupations. Then select your career goal.			
Job Title	1.	2.	3.
Salary Median			
Salary Range			
Employment			
Projected Growth			
Projected Job Openings			
Education to Get Started			
Interests			
Work Values			
Related Occupations (Bright Outlook)			
Career Goal			





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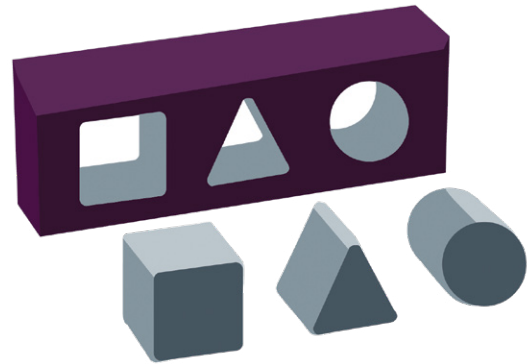
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What did You Find?

- Will the salary range meet your needs?
- Did the occupation have a Bright Outlook?
- What additional education or training is necessary before starting the career?
- Does the career align with your interests and work values?

Is the career a good fit for you?



ADDITIONAL LABOR MARKET RESEARCH

There are numerous online resources available to conduct further labor market research (LMR).

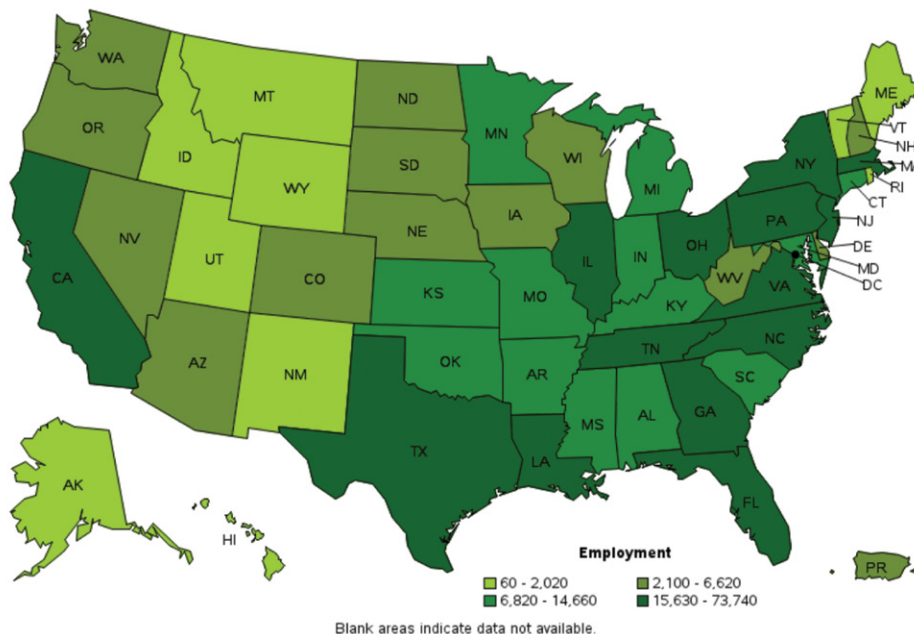


Video

Learn about Wages in Occupations Where You Live and Work – YouTube BLS Videos; <https://www.youtube.com/watch?v=Dk5pLWgWDnM&t=84s>

Shondra used the Bureau of Labor Statistics (BLS), <https://www.bls.gov/oes/> and searched Occupational Employment and Wage Statistics (OEWS) Data Maps. Using the dropdown menu, she selected Healthcare Practitioners and Technical as the Major Occupational Group. She then selected Licensed Practical and Licensed Vocational Nurses as the Occupation and measured by state employment.

Shondra would like to live in the Southwest or West region of the United States. Texas had the highest employment level for LPNs at 62,240 followed by Oklahoma at 12,170. Arizona had the next highest employment level at 6,280 followed by New Mexico at only 1,490.



By using these resources, individuals can gain valuable insights into the current job market, including job growth projections, salary ranges, and required qualifications. This information can be particularly useful for job seekers seeking to enter a specific industry or for employers seeking to stay competitive in their hiring practices.

CAREERONESTOP

CareerOneStop is sponsored by the DOL and is a proud partner of the American Job Center (AJC) network.

The site has easy-to-use, no-cost, online tools to help with career, training, or job searches. Use CareerOneStop not only to conduct labor market research but also to find a local AJC.



ACTIVITY 4.3: INDUSTRY INFORMATION

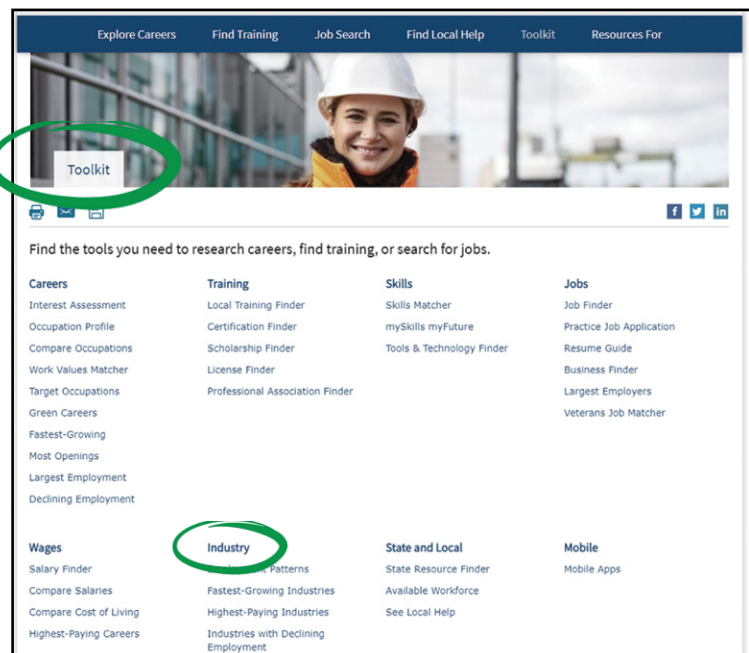
Get the most recent data available on industries in your region or nationwide using CareerOneStop.

STEP 1. From the CareerOneStop homepage, <https://www.careeronestop.org/> select **Toolkit**.

STEP 2. Select the **Industry** hyperlink.

From the **Industry Toolkit** page, you can find industry data on:

- **Fastest Growing.** Find the industries that are projected to grow the fastest.
- **Highest Paying.** Includes details of average weekly wages and average annual wages.
- **Declining Employment.** Includes past and projected industry employment levels and growth rates.
- **Largest Employment.** Includes details about employment and links to more detailed industry information.
- **Employment Patterns.** Provides a snapshot of employment by industry for more than 800 occupations.



Did You Know?

Data in these Industry Reports are from the U.S. Department of Labor's Bureau of Labor Statistics.



American Job Center (AJC)

American Job Centers (formerly called One-Step Centers) are designed to provide job seekers a full range of assistance under one roof. AJCs have no-cost services and staff available to help you obtain work, find training, and answer employment-related questions. AJCs serve everyone, and of those served, over a million are veterans.

There are two types of American Job Centers:

1. **Comprehensive American Job Centers:** These centers provide a full array of employment and training-related services for veterans, workers, youth, and businesses.
2. **Affiliate American Job Centers:** These centers provide limited employment and training-related services for veterans, workers, youth, and businesses.

The Workforce Innovation and Opportunity Act (WIOA), <https://www.dol.gov/agencies/eta/wioa/> helps job seekers and workers succeed in the labor market and match employers with the skilled workforce they need to compete in the global economy. As part of WIOA, AJCs provide customer service to job seekers and employers and focus on continuous improvement. Service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex-Military members (UCX), generally qualify as dislocated workers. Dislocated worker funds under WIOA Title I can help separating service members enter or re-enter the civilian labor force.



Did You Know?

At all DOL-funded training programs and AJCs, veterans receive priority of service. Be sure to identify yourself as a veteran when using those services

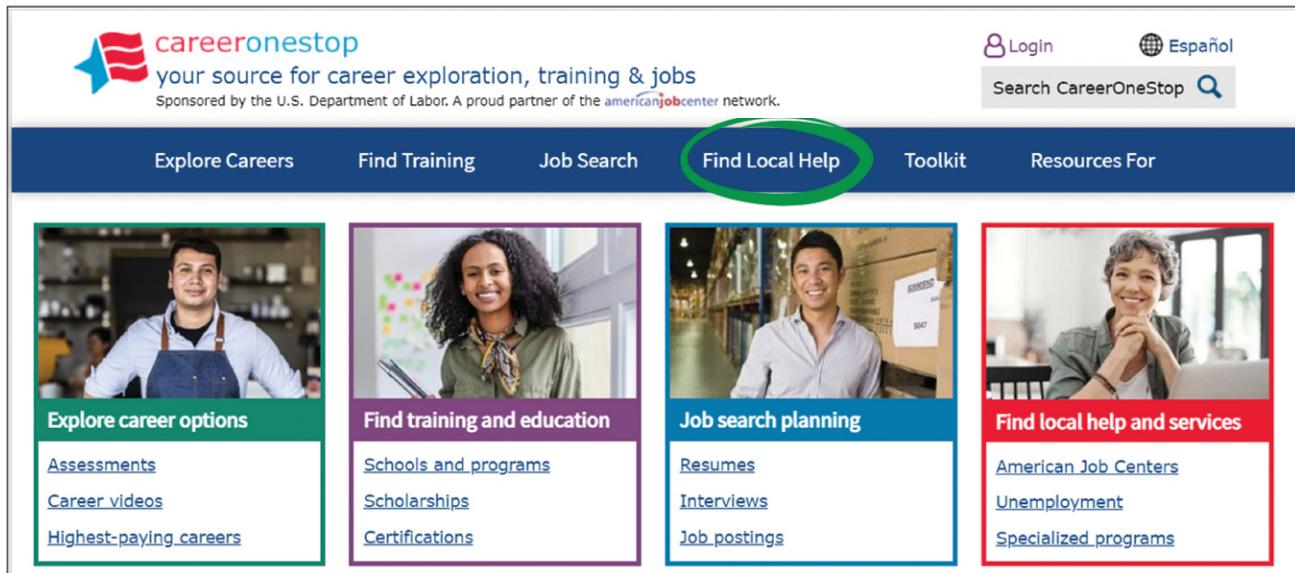
Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, including WIOA programs. This means that a veteran or an eligible spouse either receives access to a service earlier in time than a non-covered person or, if the resource is limited, the veteran or eligible spouse receives access to the service instead of the non-covered person.

Connect with your local AJC or one in your desired work area to receive direct access to local employers and local labor market information, as well as access to no-cost technology courses and local, state, and federal programs that may help you.



ACTIVITY 4.4: AMERICAN JOB CENTER (AJC)

STEP 1. Go to CareerOneStop, <https://www.careeronestop.org/> and select **Find Local Help**.



STEP 2. Find an AJC near you. Stay on the **Find Local Help** screen and enter a city, state, or zip code to search for locations closest to your desired location. On the results page, review a list of AJCs closest to you including information such as their hours, location, and contact information. Also, check which services are offered.

Download the center’s information or conduct another search.

AJC Information

Hours: _____ Location: _____

Contact Information: _____

You can gather a lot of information on websites, but there is no substitute for connecting in-person with industry leaders, employers, fellow job seekers, and local labor market experts.

Veterans receive priority services at any AJC. Check with your local AJC to find out if there is a veteran liaison trained specifically to work with the veteran population. AJCs are required to conduct triage to determine veteran eligibility for specialized services. Not all veterans accessing an AJC may be able to work with a “vet rep.”



Quick Tip

Please be aware that AJC locations do change.

To ensure you have the most current information, consider calling ahead.

Virtual services and appointments are much more common now.



INFORMATIONAL INTERVIEWS

Now that you have identified your aptitudes, interests, values, and conducted labor market research, you may find that you still have questions about a career path, an industry, or a company.

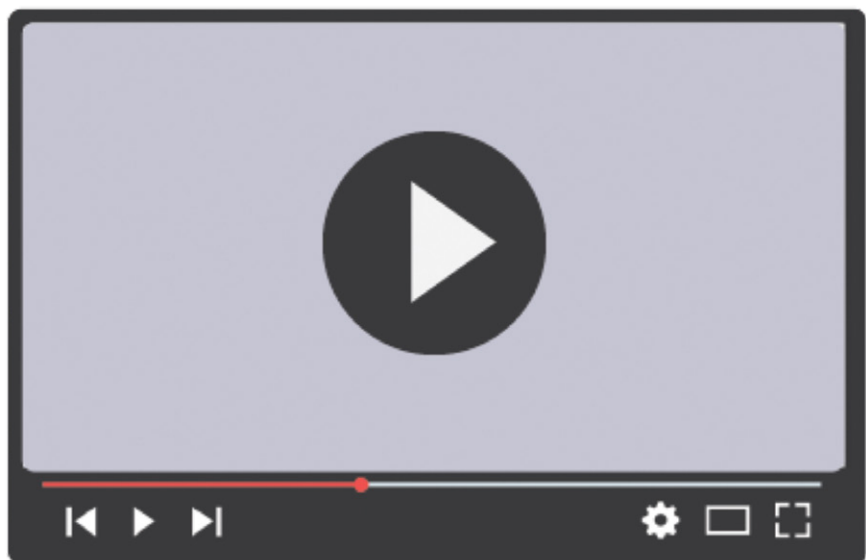
Conducting an informational interview is an excellent way to continue your research and connect with people from companies and industries you are interested in. The goal is to gain insights into the company or occupation. Think of it as more of a conversational meeting. It could be a meeting where you interview someone already doing the job or someone who hires for that position. It could also be a meeting with someone you met on social media or at a career fair who already works for that specific company.

The added value that comes with informational interviews is that whomever you speak with becomes part of your network, a professional connection. Further value is that you may discover internship, apprenticeship, or even employment opportunities.



Video

Access the workshop materials, dol.gov/C2Ematerials or scan QR code to view the Career Self-Assessments video on your phone.



Prepare your professional introduction. Keep your introduction short and concise, highlighting who you are and what you hope to achieve. It is an opportunity to showcase your personality, passion, and enthusiasm for the industry. If you have taken the Employment Fundamentals of Career Transition (EFCT) Workshop, you developed your professional introduction, and now it's time to put it into practice.

Request an informational interview. To request a meeting with a leader or manager in a target company, choose someone that is in your network, if possible, to introduce you. If you must message an unknown hiring manager, it is recommended to send an email of fewer than 200 words. Include essential information such as how you discovered the company, a brief introduction of yourself, the expected duration of the meeting (e.g., 15-20 minutes), and the purpose of the meeting. Additionally, it is helpful to suggest suitable dates and times for the meeting, as well as the preferred meeting format, whether in-person or virtual.

Example Email for an Informational Interview Request

Subject Line: Request for Informational Interview Meeting

Hello Mrs. Anderson,

We have a shared contact with Dr. Susan Smith, CEO of Biomedical. She suggested that I contact you for additional information regarding your career pathway in the biomedical industry.

I recently finished my service with the Navy as a Biomedical Equipment Specialist. I would like the opportunity to meet or speak with you to discuss your insight on the range of careers to pursue within the biomedical field, especially with my skills and experience. I understand that you are busy and would appreciate any time that you could spare to meet with me in person or by phone. May I have 15-20 minutes of your time one day during the next few weeks to ask you a few questions?

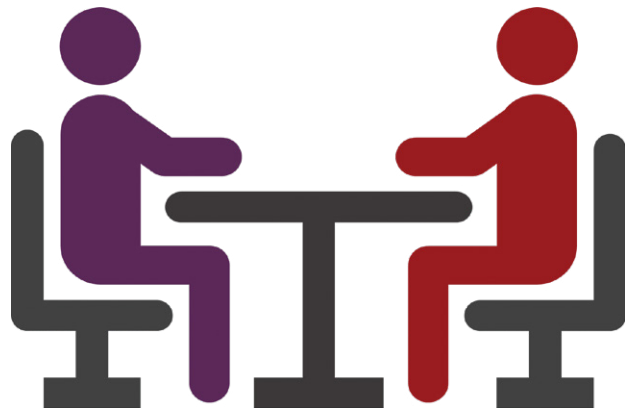
Any suggestions you could offer would be appreciated. Thank you for your time.

Sincerely,

Kevin Hunt

Ask Questions. Before your interview, prepare a list of questions. During the interview, ask questions about the type of work, the industry, or their career path. Find out how your contact became interested in the industry or got started in this career field. There is a list of possible questions on the following page.

Be prepared to answer questions if any are asked of you. You may ask them to critique your resume, but don't turn the meeting into an informal job interview. Remember, this is an interview for you to gain information and not the other way around.



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EIGHT QUESTIONS TO ASK

Informational Interview Questions to Ask	Your Goal of Each Question
1. “Could you tell me about your background and how you came to hold your current position?”	Gives insight into their education, skills, and experience, as well as the steps in their career path.
2. “What general skills are required in this line of work?”	Gives you an idea of the general transferable skills this career requires and what skills you possess to highlight on your resume.
3. “What specific or technical skills have you acquired in your work?”	Gives you an idea of the technical skills required.
4. “What do you like most about your work (or the field)?”	Gives insight into this person’s passion and the intrinsic rewards of the work. Links to the interests a successful person in that field may have.
5. “Have you occupied a similar position in a previous company?”	Gives insight into this person’s work history and which skills can translate across industries.
6. “What is the outlook for entry-level professionals in the field?”	Gives an insight how you can start working in the field.
7. “Are there others in this field with whom you would suggest I talk?” Follow this with, “May I say you referred me?”	Gives an opportunity to expand your network and gain more insight.
8. “I am interested in this line of work—what are some final pieces of advice you’d give me regarding a career in this field?” Follow this with, “What do you recommend for my next step?”	This question should be used toward the closure of the interview. The question allows the person to comment freely, which is where you can learn their mishaps and gain confidence in your next steps.

SHONDRA'S QUESTIONS

Shondra recently created a LinkedIn account to expand her professional networking capacity. She connected with numerous individuals in the medical field. Shondra requested an informational interview meeting with three Registered Nurses. Ms. Craft has agreed to meet with her virtually for a 20-minute informational interview.

Ms. Craft's LinkedIn profile provided the following information:

- Experience: 10 years as an Emergency Department Registered Nurse
- Location: Oklahoma City, Oklahoma
- Education: Bachelor of Science in Nursing (BSN)

To get ready for the online meeting, Shondra wrote three questions that centered on relationships, something she really values in her work.

1. In a busy and often stressful environment like the Emergency Room, effective teamwork is crucial. Could you share an example of a challenging teamwork situation you've faced and how you navigated it to ensure the best patient care?
2. Could you describe the opportunities for teamwork in your position?
3. My research shows that the hospital engages in five public service projects. In your position, do you have an opportunity to participate in these projects?





ACTIVITY 4.5: PRACTICE CONDUCTING AN INFORMATIONAL INTERVIEW

To strengthen your interviewing competency, let's engage in a short informational interview session with another participant.

You will have a few minutes to ask your partner any of the eight questions on the previous page. After your short discussion, you will “switch” places with that person, and they will ask you questions.

You will be answering questions about your current occupation. Remember, practice helps you to become proficient in a new skill or behavior.



STEP 1. Turn to your neighbor or your assigned partner. Determine who will go first. The first person will begin by asking a question from the chart, **Eight Questions to Ask**. Then, they will ask as many of the eight questions as possible. It is okay if you only get to ask two or three questions.

SWITCH - After a few minutes, you will switch roles.

STEP 2. The second person now gets a chance to ask the questions – starting back at Question 1.



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ACTIVITY 4.6: WHO WOULD YOU CALL AND WHAT QUESTIONS WOULD YOU ASK?

In the following activity, you will list three possible informational interview contacts along with questions that you would like to ask.

Who would you call? List three possible contacts and what that person’s role is. For example, are they currently in the career you are researching or do they hire for the job you are considering? If you don’t have a name, then list the industry or occupation. Think of people who can give you useful information on your career of interest such as:

- Family
- Friends
- Groups & Associations
- Classmates & Instructors
- Others

1. _____

2. _____

3. _____

What questions would you ask? Use the **Eight Questions to Ask** as a reference. List the number of which question you would like to ask. You may also write down a new question.

1. Could you tell me about your background and how you came to hold your current position?
2. What general skills are required in this line of work?
3. What specific or technical skills have you acquired in your work?
4. What do you like most about your work (or the field)?
5. Have you occupied a similar position in a previous company?
6. What is the outlook for entry-level professionals in the field?
7. Are there others in this field with whom you would suggest I talk? May I say you referred me?
8. I am interested in this line of work—what are some final pieces of advice you’d give me regarding a career in this field? What do you recommend for my next step?

1. _____

2. _____

3. _____





Information Interview Final Tips

- **Ask for guidance.** As you conclude your discussion, ask for guidance on the next steps to take and what skills are most valuable in the industry. You can also ask if there are any resources they recommend to make yourself a more marketable candidate.
- **Don't overstay your agreed upon timing.** It is important to respect the agreed-upon timing of your meeting. Your contact has generously given their time to you. **DO NOT** exceed this time limit. Overstaying your welcome and turning a short meeting into a 45-minute conversation is not only disrespectful but also shows a lack of consideration for their valuable time. Remember, if you treat their time as if it is not important, they may be less willing to assist you in the future.
- **Say thank you.** Don't forget to express your gratitude by sending a thank-you email or letter within 24 hours of the interview. Follow up within two weeks with updates on your job search and other details your contact might be interested in knowing.

Remember, building relationships is key to advancing your career. The added value that comes with informational interviews is that whomever you speak with becomes part of your network, a professional connection. Further value is that you may discover new opportunities such as internships, apprenticeships, or entry-level jobs.

PROFESSIONAL ASSOCIATIONS

Once you have identified a career, you may want to seek out professional organizations connected to that field.

Professional associations bring together individuals in a specific industry or field to encourage collaboration, share knowledge, and further the interests of professionals. They offer networking opportunities, professional development, and advocacy support. Through conferences, workshops, and seminars, professionals can improve their skills, stay updated on industry trends, and expand their knowledge.

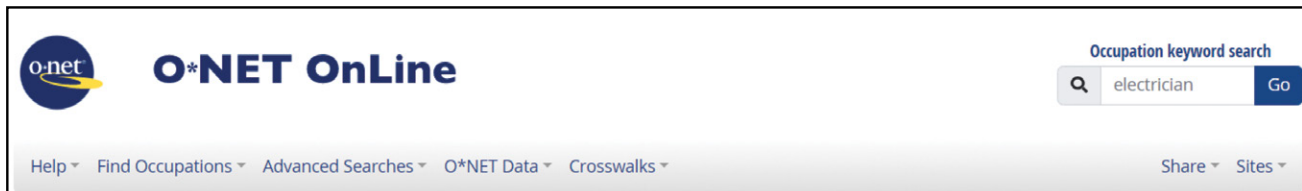
These associations also establish strict accreditation standards to ensure high-quality services and ethical behavior among members. Joining a professional association provides access to resources such as research papers, journals, job listings, mentorship programs, and leadership development opportunities. Overall, professional associations create an environment where professionals can thrive by offering support systems and avenues for career growth.



DEMONSTRATION 4.7: IDENTIFY PROFESSIONAL ASSOCIATIONS USING O*NET®

In the following website demonstration, let's learn how to search for professional associations using O*NET® by following what Shondra found in her search.

She visited O*NET® OnLine. <https://www.onetonline.org/>



Shondra scrolled down to Advanced Searches and select Professional Associations.

She entered the title of an occupation. From the results list, click on an occupation to discover related associations. Expand the Related Occupations tab to discover other associated occupations and review occupation-specific information. Link to the association's homepage to find detailed information.

Shondra entered LPN. She selected Licensed Practical and Licensed Vocational Nurses.

She found six associations:

1. American Health Information Management Association
2. American Nurses Association
3. National Association for Practical Nurse Education and Service
4. National Association of Licensed Practical Nurses
5. National Council of State Boards of Nursing
6. National League for Nursing

Professional Associations Search
29-2061.00 — [Licensed Practical and Licensed Vocational Nurses](#)

Related Associations Save Table: [XLSX](#) [CSV](#)

6 associations shown Note: links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

Related Occupations	Association
10	American Health Information Management Association
15	American Nurses Association
	National Association for Practical Nurse Education and Service
	National Association of Licensed Practical Nurses
10	National Council of State Boards of Nursing
12	National League for Nursing

She visited each association’s website. She found that the American Nurses Association had educational resources and professional development tools such as publications, webinars, and on-demand courses.

ANA ENTERPRISE ANA ANCC FOUNDATION RESOURCES

Practice & Advocacy Certification Advanced Practice Membership Magnet | Pathway | Accreditation Education & Events Get Involved

ANA Education & Resources offers peer-reviewed materials for all levels of nurse education

Learn more about the products you need to take the next step in your career.

[LEARN MORE TODAY](#)

Resources to support your career growth | APRN Resources & Support | Advocacy to Activism - Podcast Bundle | APRN Pharmacology CNE Contact Hours



ACTIVITY 4.8: IDENTIFY PROFESSIONAL ASSOCIATIONS USING O*NET®

Using the following steps, list two to four professional associations of interest.

STEP 1. Go to O*NET® OnLine. <https://www.onetonline.org/>

STEP 2. Scroll down to **Advanced Searches**. Enter the title of an occupation.

STEP 3. From results list, click on an occupation to discover related associations. Record your findings.

1. _____

2. _____

3. _____

4. _____



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SECTION SUMMARY

Occupational research is a crucial step in determining whether the career path you have chosen is the right fit for you. It provides you with a wealth of information about the knowledge, skills, abilities, job outlook, compensation, certification, and education required for your selected occupation.

O*NET® OnLine, <https://www.onetonline.org/> is one of the most valuable tools for conducting labor market research. This resource offers detailed information about various career options, including up-to-date data on job requirements, skills, salaries, job outlook, and growth potential. By utilizing this resource, you can gain a better understanding of the labor market and make informed decisions about your career goals.

Your research will provide you with a clearer picture of the nature of the work you are considering, how it aligns with your goals, and what kind of training you may need to pursue as you transition from the military. By conducting thorough research, you can increase your chances of finding a career that will bring you job satisfaction and fulfillment in the future.

Name two occupations you researched:

1. _____.

2. _____.

Name one thing you discovered after researching occupations suggested by your career self-assessments:

1. _____.

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5

Exploring Career Credentials and Training Opportunities

SECTION 5: EXPLORING CAREER CREDENTIALS AND TRAINING OPPORTUNITIES



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CAREER AND CREDENTIAL EXPLORATION

What is career and credential exploration? While you may have a general idea of your goals and the necessary steps to take, you might still be unsure of the wide range of career and training opportunities available. Understanding current employment trends is helpful as it can inform where, when, and how you search for a job or career.

In this section, we will review the foundation of career and credential exploration and how it can help you achieve your career goals. You can apply your research on various methods to gain credentials while evaluating different learning options. Topics are separated into seven broad parts or lessons.

1. Credentials Overview
2. Methods to Gain Credentials
3. Earn and Learn Programs
4. Study and Learn Program Factors
5. Funding Your Training and Education
6. Comparing Training Programs
7. Additional Training Resources





The information you will learn will enable you to evaluate which careers and job opportunities may be best for you and your individual situation and help assist you in planning for your success.

TRADITIONAL EDUCATION AND TRAINING PROGRAMS

Traditional degree-granting colleges and universities offer programs that are intended to provide students with a solid foundation of skills and knowledge related to a broad area of study. Traditional degree-granting colleges prepare students for various careers in fields such as business, science, or engineering.

Career and Technical Education (CTE) programs offer specialized training in various fields or trades, equipping individuals with the necessary skill set to work in the global economy. These programs aim to quicken students' entry into the job market while providing them with the technical expertise required for successful competition.

Why Pursue Career and Technical Education (CTE) Programs?

Many skilled laborers are retiring, and there are not enough people entering the skilled labor workforce to replenish the numbers leaving these industries. According to the Bureau of Labor Statistics, there are now more job openings than there are skilled workers, making it challenging for employers to find qualified candidates to fill open positions. Truck driving, construction, information technology, health sciences, and electrical work are some of industries currently hardest hit by this labor gap.

Transitioning service members planning to enter higher education often overlook skilled job openings and career opportunities. However, you may want to consider jobs in these industries because you can be hired quickly into a higher paying position. Employers also want to capitalize on hiring talent that might have some skills gaps but are ready to work and interested in obtaining the necessary skills to meet their needs.





ADVANTAGES OF PURSUING CTE

Let's discover some of the advantages of pursuing CTE.



Timeframe. CTE programs are shorter than the typical four-year degree programs, which makes it much quicker and easier to transition into a new career.



Cost. All education programs carry a cost. According to the National Center for Education Statistics, the average cost of a four-year university program leading to a degree can be around \$100,000, while the average cost for CTE is much lower. Many employers, specifically those who have Registered Apprenticeship (RA) programs, may pay for the classroom instruction portion of these programs.



Flexibility. There are numerous career opportunities, such as apprenticeship programs and on-the-job training, which are available to students who are interested in learning a skilled trade or occupation. Students may start working in the field while they continue their education.



Early Start. Students can complete their career training in less time than those completing conventional four-year degree programs. Having two additional years in a career can mean students are able to set aside a portion of their income for savings, start repaying any student loans that were acquired during school, and start living the life they want far sooner than their university counterparts.



Demand. Skilled jobs have experienced an increased demand in recent years due to high projected job growth and a lack of skilled workers.

CREDENTIALS OVERVIEW

Now that you have gained more information about CTE programs, it is time to take a closer look at the training opportunities available to you.

There are distinct types of civilian credentials and opportunities to improve your skills, prepare for civilian jobs, and enhance your career outlook. Consider these options when you look at the learning environment, length of program, and costs. Finally, you will learn about the programs that are available to help you achieve your credentialing goals.

What are Credentials?

The term **credential** refers to verification of an individual’s qualifications or competence by a recognized third-party authority. Many credentials are offered or awarded by diverse types of organizations, such as an industry-recognized association, accredited educational institution, or government agency.

COMMON TYPES OF CREDENTIALS

Credentials include:



Occupational Licenses




Professional Certifications



Educational Degrees



Certificates

 An **occupational license** is a requirement for many professions and is often mandatory in addition to other credentials. It is typically granted by a federal, state, or local government agency, and it sets professional standards while ensuring safety and quality of work. The Secretary of State of each state has the authority to approve business registration and licensing, as well as occupational licensing. In some states, it may fall under the jurisdiction of the Department of Revenue (taxation).

Obtaining an occupational license is a step for professionals to demonstrate their expertise and commitment to their field. It serves as a mark of credibility and trustworthiness for clients and employers alike. Additionally, it ensures that professionals are held to a high standard of quality and safety in their work, protecting both themselves and the public. Higher-education degrees, such as post 4-year college degrees, are most commonly associated with licensure such as a doctor or attorney. However, several states require licenses for skilled trades such as electricians or plumbers. For information regarding state occupational license requirements for non-degree occupations, visit The National Occupational Licensing Database.

<https://www.ncsl.org/labor-and-employment/the-national-occupational-licensing-database>



While the process of obtaining an occupational license may vary depending on the profession and location, it typically involves meeting certain education and experience requirements, passing an exam, and paying a fee.



A **professional certification** can be voluntary or mandatory and is issued by a certifying body, such as an association, private sector company, or independent non-profit. It validates that an individual has passed a written, oral, and/or performance-based examination of the required knowledge, skills, and abilities to perform the job. Certification is a time-limited credential and may be renewed through a recertification process, requiring professional development courses, experience, exams, and/or fees. Some state licensure boards and employers may require one or more certifications for a career field. Earning additional certifications may make you more competitive and increase your salary.



An **educational diploma or degree** are the terms used most often for education credentials and are awarded for academic program completion. There exists a wide range of academic programs of variable formats, lengths, and qualities.

A diploma is a great option if you're looking to enter the workforce quicker. It typically takes less time to complete and focuses on specific skills for a particular job. On the other hand, if you're looking to broaden your horizons and dive deeper into a field, a degree might be the path for you. A degree requires more time and effort but allows you to build a strong foundation in your chosen field. It opens up doors for higher-level positions and often comes with greater earning potential.

Degrees, which are granted by institutions of higher learning, include:

- Associate degree (two-year)
- Bachelor's degree (four-year, undergraduate)
- Graduate and professional degrees that require education beyond the undergraduate level.



More Information

To identify the occupational license board, points of contact, and specific licensing requirements in the state where you intend to work, visit the CareerOneStop License Finder. <https://www.careeronestop.org/Toolkit/Training/find-licenses.aspx>





A **certificate** can be earned for attending a class or completing a program of study. A certificate is different from certification and may be awarded for course attendance, not knowledge or competence.

However, a certificate may be helpful in documenting professional development for a license or certification renewal. Certificates are awarded by trade associations, non-profit certification organizations, and higher education institutions when the requirements for the certificate are met.

Security Clearance

A security clearance is a distinct category of authorization granted by the federal government, and it differs from professional certifications, educational degrees, and other credentials. A security clearance serves as official permission for an individual to access classified or sensitive security information, which is essential in roles involving national security, defense, and government intelligence. Security clearances are typically tied to specific positions or roles, remaining in effect for as long as an individual holds that particular job. However, they require periodic reviews to ensure that the holder still meets the necessary criteria for access to sensitive information. These reviews help maintain the integrity and security of classified data, making security clearances a critical aspect of government and defense-related careers.

NOTE: A security clearance IS NOT a professional certification.



More Information

To learn more on security clearances, such as the *Background Investigation Process*, *Interim Determination*, *FAQs*, and more go to

1) U.S. Department of State. <https://www.state.gov/security-clearances> or

2) Defense Counterintelligence and Security Agency (DCSA) <https://www.dcsa.mil/Personnel-Security/Background-Investigations-for-Applicants/Investigations-Clearance-Process/>



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WHY ARE CREDENTIALS IMPORTANT?

Credentials are important because they let everyone know that you have the knowledge and skills to perform your job.

The Value of Credentials

The value of credentials to employers, employees, and society at large cannot be overstated.

- **Employers.** For employers, credentials demonstrate and document skill. Recruiting employees with credentials increases the organization's ability to meet resource and skill requirements.
- **Employees.** For employees, credentials provide marketable skills which can lead to higher earnings, greater mobility, and enhanced job security.
- **Society.** For the public, credentials give the community peace of mind. Areas with many credentialed employees can attract more businesses which in turn may create more job opportunities for local workers.

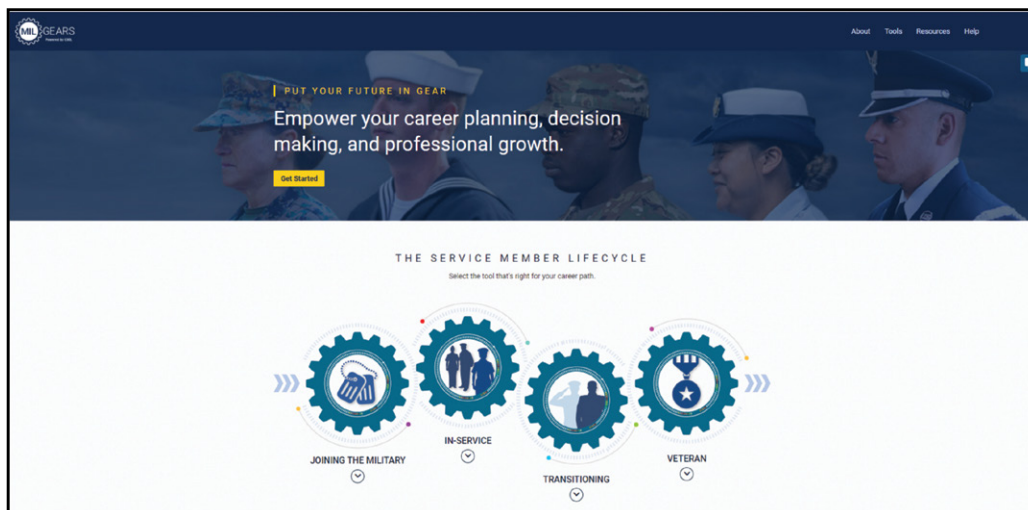
Other reasons why credentials are important:

- They may be required by law or by an employer for entry into employment.
- They ensure a shared, mutual understanding of the best practices for their industry.
- They demonstrate that the training and skills achieved in the military are on par with those gained through traditional civilian pathways.
- They can lead to higher pay or promotion.

IDENTIFYING REQUIRED CREDENTIALS

In this workshop, you have identified and evaluated potential career options through career self-assessments and LMR. Both CareerOneStop and O*NET® websites provided occupation details such as education, certifications, licenses, and apprenticeships.

If you have attended the MOC Crosswalk, you may have researched potential careers using MilGears, <https://milgears.osd.mil/>



MilGears is designed to support professional development by allowing military service members to explore different career paths, assess how their current experience lines up with job requirements, and connect with workforce and educational opportunities.

Transitioning service members can select from four options:

1. Engage My Career (EMC): Get customized career and credentialing recommendations.
2. Quick Explorer: Explore credentials related to military, civilian, and federal occupations.
3. Military-2-Mariner: Identify Merchant Mariner Credential requirements.
4. Cyber IT/CSWF: Evaluate Defense Cyber Workforce Framework (DCWF) work role requirements.

In this lesson, we will review three other websites you can use to find the qualifications and requirements for a desired career. These websites are:

- National Labor Exchange (NLx)
- Credentialing Opportunities Online (COOL)
- CareerOneStop

Each website will be briefly demonstrated. Then you will have the opportunity to conduct a search using one of these websites to identify the qualifications and requirements for an actual job of your choice.

National Labor Exchange (NLx)

The National Labor Exchange (NLx) partnership is responsible for running the only nonprofit national online labor exchange system in the United States. This public-private partnership is formed between employers and state workforce agencies. The NLx’s main function is to gather and share job openings that are exclusively posted on corporate career websites, state job banks, and federal government job sites.

DEMONSTRATION 5.1: IDENTIFY TRAINING AND CREDENTIALS CAREER REQUIREMENTS SEARCH

In the following demonstration, the National Labor Exchange (NLx) will be used to find qualifications and requirements for a Licensed Practical Nurse.

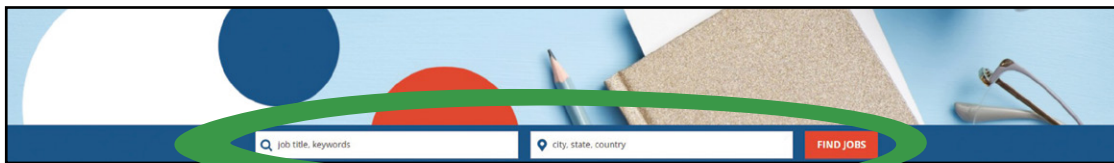
STEP 1. Go to the National Labor Exchange (NLx). <https://usnlx.com>



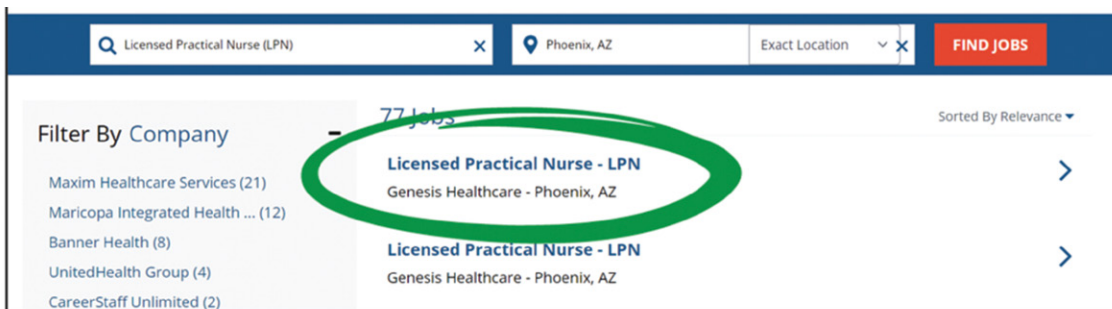
STEP 2. Search for a job and location.

- Enter job title or keywords.
- Enter the location.

For example, let’s enter LPN and Phoenix, AZ.

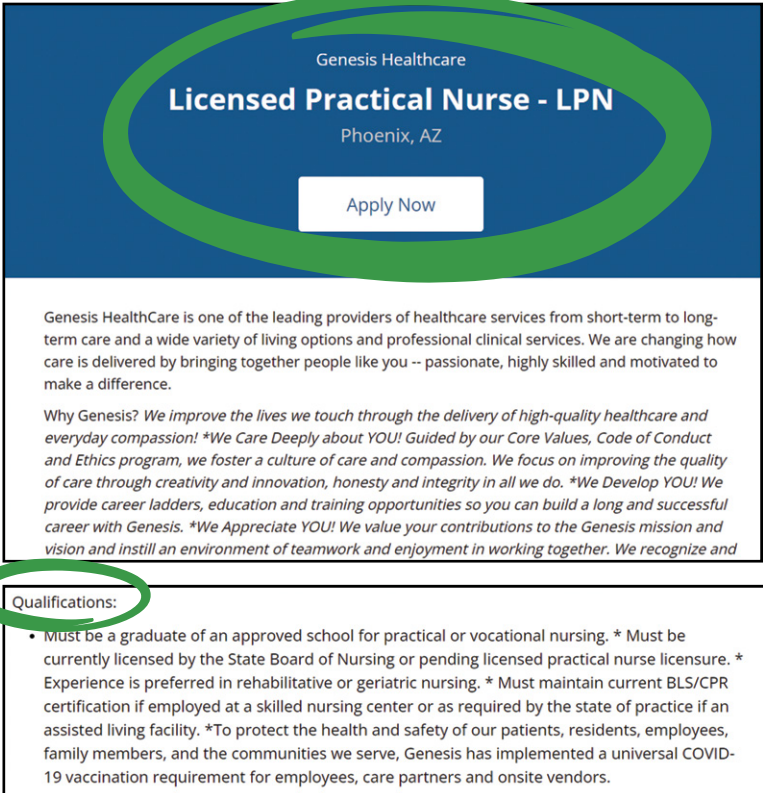


STEP 3. Select a position. You may already qualify for the position, or you may want to be able to qualify for the position.



STEP 4. Find the job description.

Review the description of the position to determine if it interests you.



Genesis Healthcare
Licensed Practical Nurse - LPN
Phoenix, AZ
Apply Now

Genesis HealthCare is one of the leading providers of healthcare services from short-term to long-term care and a wide variety of living options and professional clinical services. We are changing how care is delivered by bringing together people like you -- passionate, highly skilled and motivated to make a difference.

*Why Genesis? We improve the lives we touch through the delivery of high-quality healthcare and everyday compassion! *We Care Deeply about YOU! Guided by our Core Values, Code of Conduct and Ethics program, we foster a culture of care and compassion. We focus on improving the quality of care through creativity and innovation, honesty and integrity in all we do. *We Develop YOU! We provide career ladders, education and training opportunities so you can build a long and successful career with Genesis. *We Appreciate YOU! We value your contributions to the Genesis mission and vision and instill an environment of teamwork and enjoyment in working together. We recognize and*

Qualifications:

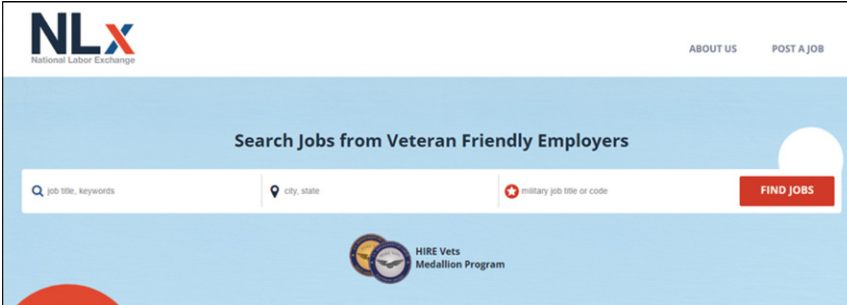
- Must be a graduate of an approved school for practical or vocational nursing. * Must be currently licensed by the State Board of Nursing or pending licensed practical nurse licensure. * Experience is preferred in rehabilitative or geriatric nursing. * Must maintain current BLS/CPR certification if employed at a skilled nursing center or as required by the state of practice if an assisted living facility. *To protect the health and safety of our patients, residents, employees, family members, and the communities we serve, Genesis has implemented a universal COVID-19 vaccination requirement for employees, care partners and onsite vendors.

STEP 5. Find qualifications and requirements.

Review the qualifications for the position to determine if it is a job you are qualified to do. Use the posting to **identify** required training and credentials.

For example, Genesis Healthcare requires that the individual **MUST**:

- Be a graduate of an approved school for practical or vocational nursing.
- Be currently licensed by the State Board of Nursing or pending licensed practical nurse licensure.
- Maintain current BLS/CPR certification if employed as a skilled nursing center or as required by the state of practice if an assisted living facility.



NLX
National Labor Exchange

ABOUT US POST A JOB

Search Jobs from Veteran Friendly Employers

job title, keywords city, state military job title or code FIND JOBS

HIRE Vets Medallion Program



Did You Know?

The National Labor Exchange has a designated site for veterans.

The National Labor Exchange has a designated site for veterans. <https://veterans.usnlx.com/jobs/>

Search Jobs from Veteran Friendly Employers.

Options include sorting jobs by relevance and using additional filters such as Military Titles or HIRE Vets Medallion Program (HVMP) Recipients.

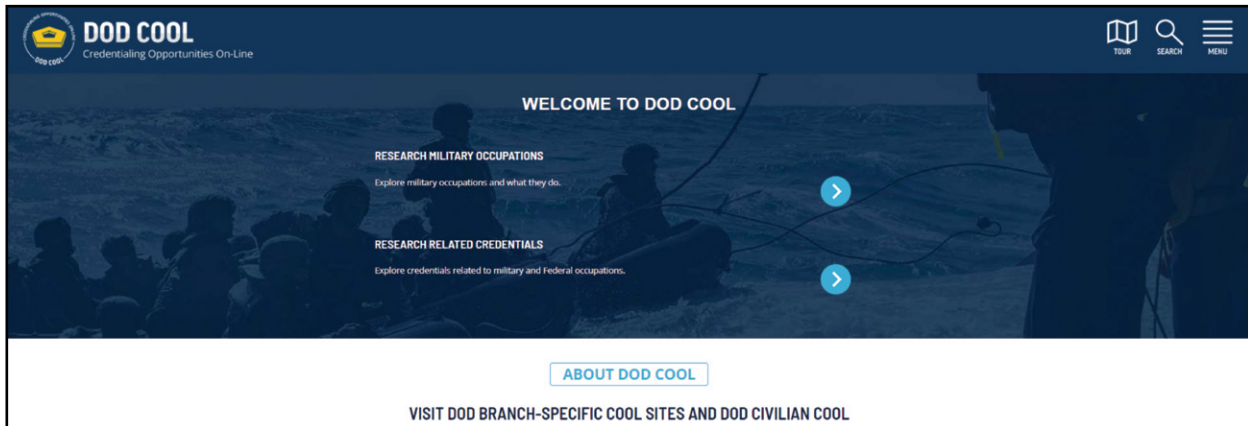


CREDENTIALING OPPORTUNITIES ON-LINE (COOL)

Credentialing Opportunities On-Line (COOL) helps service members find information on certifications and licenses related to their military occupation. COOL can provide background information on civilian credentials related to a military occupation. It can also identify any potential gaps between military experience and the training or experience required to earn a civilian credential. COOL can also identify potential resources to help service members fill the identified gaps.

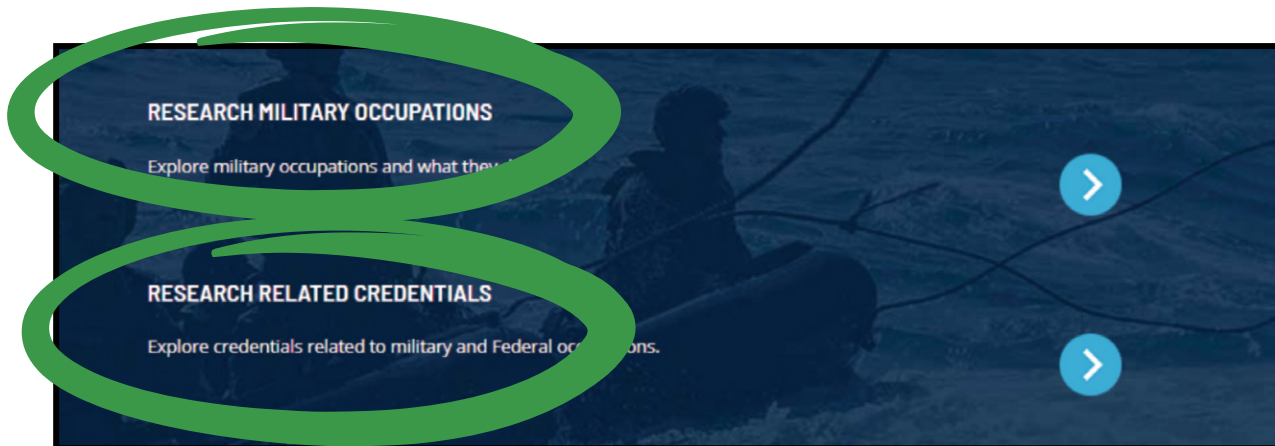
COOL Main Menu

Let's look at the Main Menu. <https://www.cool.osd.mil/>

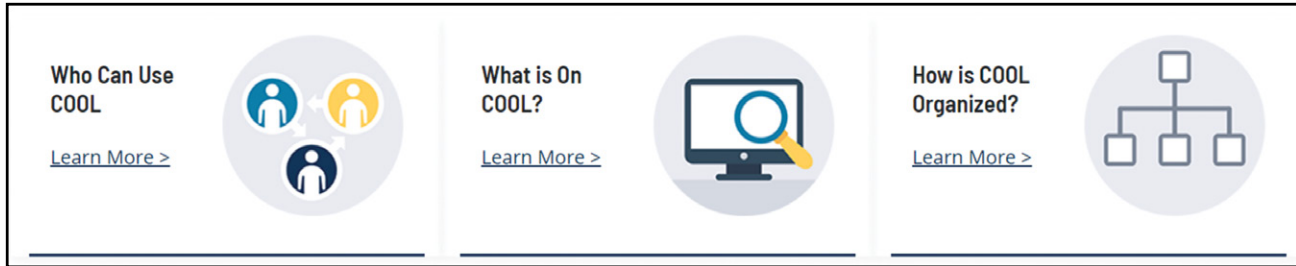


Main Menu Options

The Main Menu has two sets of options: Research Military Occupations and Research Related Credentials.



The following paragraphs are a summary of the **About COOL** pages. The section gives an overview of the COOL program.



COOL is designed for credentialing organizations, employers, military recruiters or counselors, academic institutions, government organizations, and other interested stakeholders.

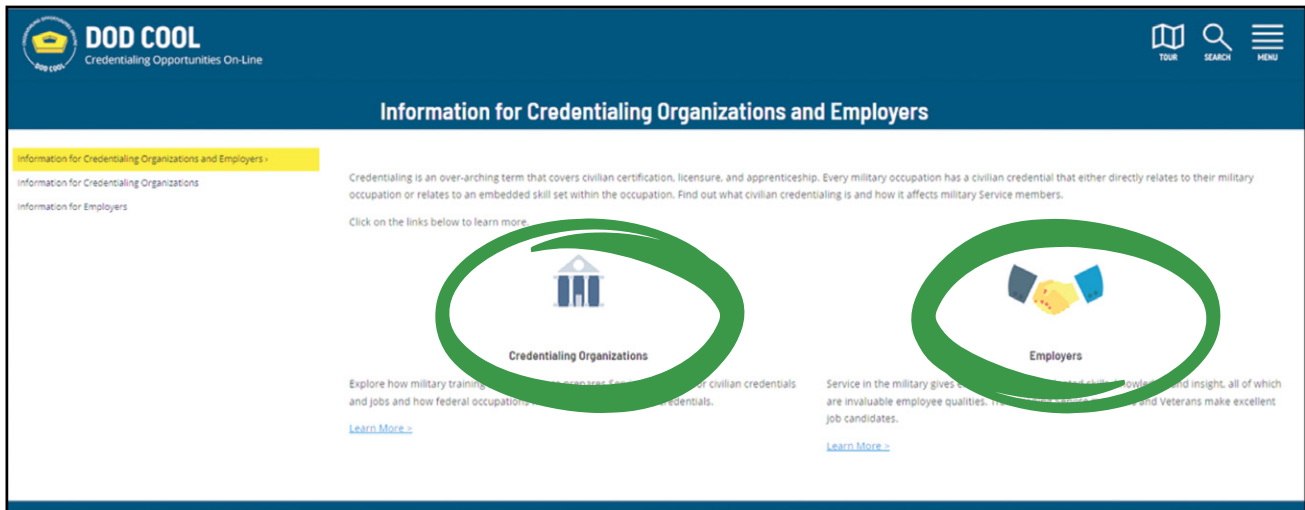
The military branches and DoD civilians have their own individual COOL websites for their specific needs. There is no specific website for veterans. However, the site can provide research information.

COOL is a workforce tool for active duty, reserve, and civilian personnel. COOL is also an information resource for service members and civilian personnel. COOL provides links to credentials, credentialing agencies, training, and other resources that service members or civilian personnel can use to obtain credentials.

The Air Force (AF) COOL program provides opportunities only for enlisted members of the Air Force and Space Force. Officers are not eligible.

COOL is made up of seven related sites with the DoD COOL as the umbrella site serving as a gateway to the service-specific COOL websites. The military branch COOL sites provide credentialing information for active-duty service members. DoD Civilian COOL is for civilian federal employees and provides general and occupation-specific information about credentialing opportunities.

Credentialing Organizations and Employers



Credentialing covers civilian certification, licensure, and apprenticeship. Every military occupation listed has a civilian credential that relates to its military occupation or relates to a skill set within the occupation.

Information for Credentialing Organizations

Information for Credentialing Organizations provides a wide-ranging set of frequently asked questions and answers related to military credentialing. Learn more about what the military means by credentialing, the types of credentials for military occupations, and how military training aligns with credentials in civilian jobs.

Information for Employers

COOL provides answers to the three primary employer questions.

1. What do I need to know about transitioning service members and veterans?
2. How can COOL help employers assess the transferability of military skills and training?
3. How can I find veterans looking for jobs?

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DEMONSTRATION 5.2: RESEARCH RELATED CREDENTIALS ON COOL

The COOL search functions offer multiple options to research civilian credentials.

In the following demonstration we will review one way to use the DoD COOL site to research credentials for a military occupation.

STEP 1. Go to DoD COOL, <https://cool.osd.mil/> and select **RESEARCH RELATED CREDENTIALS**.

STEP 2. Enter a keyword or job. For example, a job title like **nurse** or an industry such as **automotive**. Click on the **Search** button.

The keyword search may be refined by narrowing the results using the dropdowns for one of four options: 1) credential agency, or 2) industry, or 3) job family, or 4) occupation.

STEP 3. Numerous results may be returned. Find the military credential for your current occupation.

Results will be displayed in a grid with sortable columns. Sort options include the credential title and agency, in demand status, GI Bill eligibility, and any accreditations. The far-right column titled **Related Services** provides links to a service or DoD Civilian COOL website for additional details on the credential and the related military or civil service occupations.

Locate the certification title. Select your branch of service. Review the summary, minimum requirements, eligibility, exam and exam preparation, and other additional information.

In this example, **mechanic** is used as the keyword. Collision Repair and Refinish - Mechanical and Electrical Components (B5)/Coast Guard is selected.

Showing 1 to 10 of 32 entries for Related Civilian Credentials

Show 10 entries | Search: []




Certification Title	Agency	In Demand	GI Bill
Aviation Mechanical Assembly	Certifying Technical Employee Competence (CertTEC)		
CMC Residential and Commercial California Mechanical Inspector (CMI)	International Association of Plumbing and Mechanical Officials (IAPMO)		
Collision Repair and Refinish - Mechanical and Electrical Components (B5)	National Institute for Automotive Service Excellence (ASE)		
Commercial Mechanical Inspector - M2	International Code Council (ICC)		

Accreditation	Credential Type	Related Services
	Certification	Army Navy Coast Guard DoD Civilian
	Certification	Army Navy Air Force Coast Guard Marine Corps DoD Civilian
	Certification	Army Navy Air Force Coast Guard Marine Corps DoD Civilian
	Certification	Army Navy Air Force Coast Guard DoD Civilian

STEP 4. Find the **DoD Civilian** equivalent credential for your current occupation.

Scroll down the page to review the summary, minimum requirements, eligibility, exam preparation, and other related content. Select any hyperlinks to view external information.

Summary

Certification: [Collision Repair and Refinish - Mechanical and Electrical Components \(B5\)](#)   

Certifying Agency: [National Institute for Automotive Service Excellence \(ASE\)](#)

Credential Type: National Certification

Renewal Period: 5 years

The National Institute for Automotive Service Excellence (ASE), Collision Repair and Refinish - Mechanical and Electrical Components and Refinishers who possess knowledge of the skills necessary to properly analyze and repair automotive collision damage and experience requirements and pass a written exam.

More information can be found on the [certifying agency's website](#).

STEP 5. Examine the DoD Civilian equivalent credential to confirm if you meet the minimum eligibility requirements for the civilian occupation.

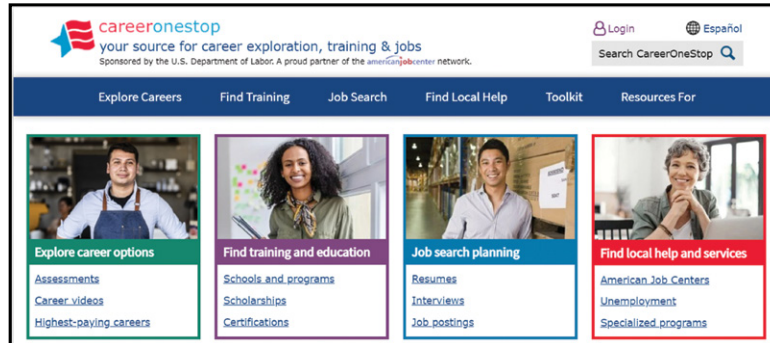


DEMONSTRATION 5.3: IDENTIFY JOB TRAINING AND CREDENTIALS USING CAREERONESTOP

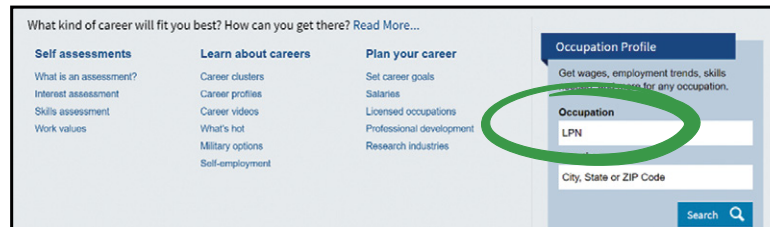
Let's use CareerOneStop to identify the required training and credentials for a career.

STEP 1. Go to CareerOneStop. <https://www.careeronestop.org/>

Select the **Explore Careers** drop-down menu.



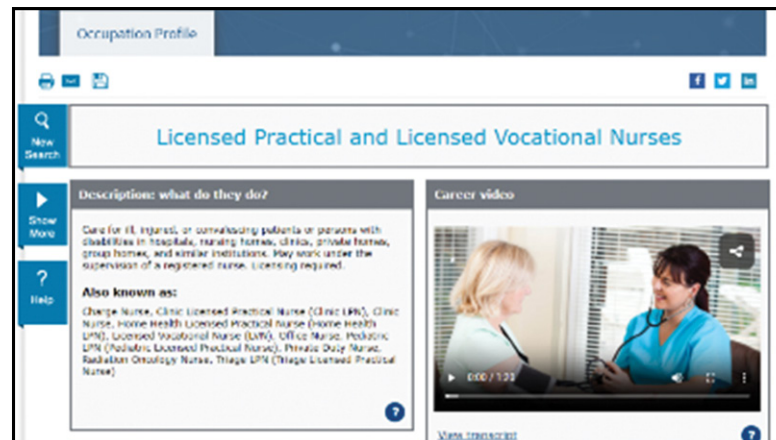
STEP 2. Enter the occupation and location to search for Occupation Profiles. In this example, LPN was used for the occupation. A location was not entered.



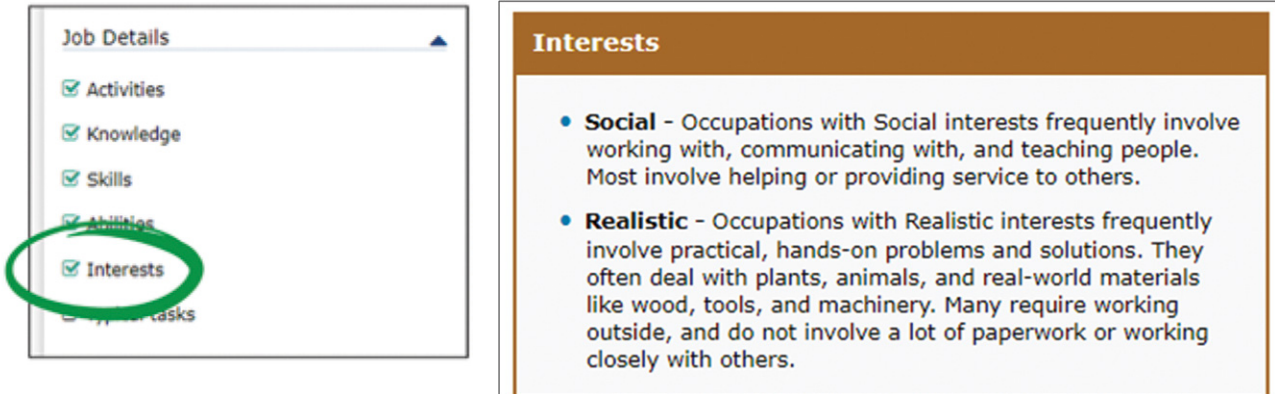
STEP 3. Select the specific occupation to view its profile page.



The top of the profile page for the Licensed Practical Nurse occupation begins with a description of the career and a career video with transcript.

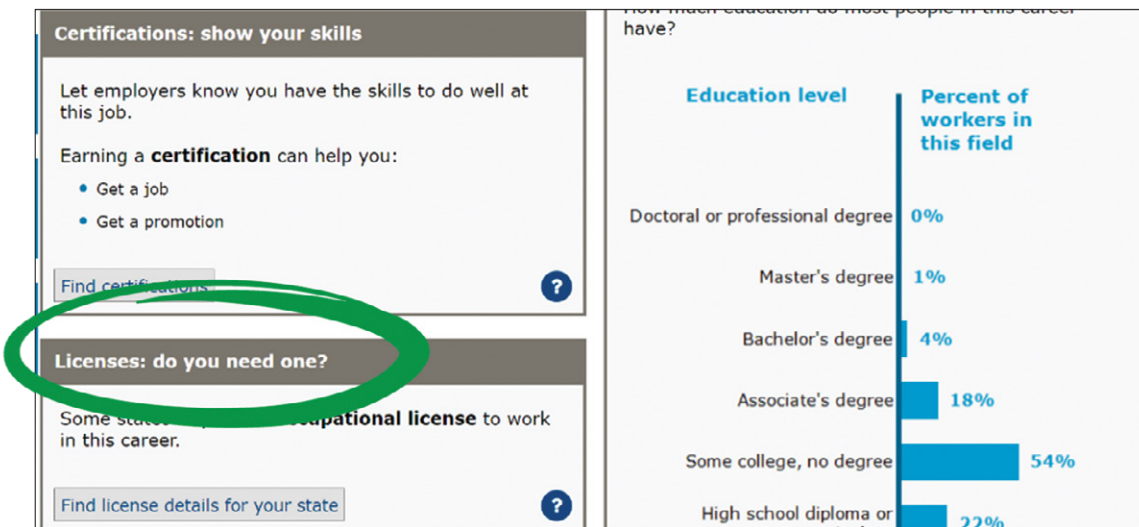


Under the **Show More** option, scroll down to **Job Details**. Select **Interests** to view the associated RIASEC codes.



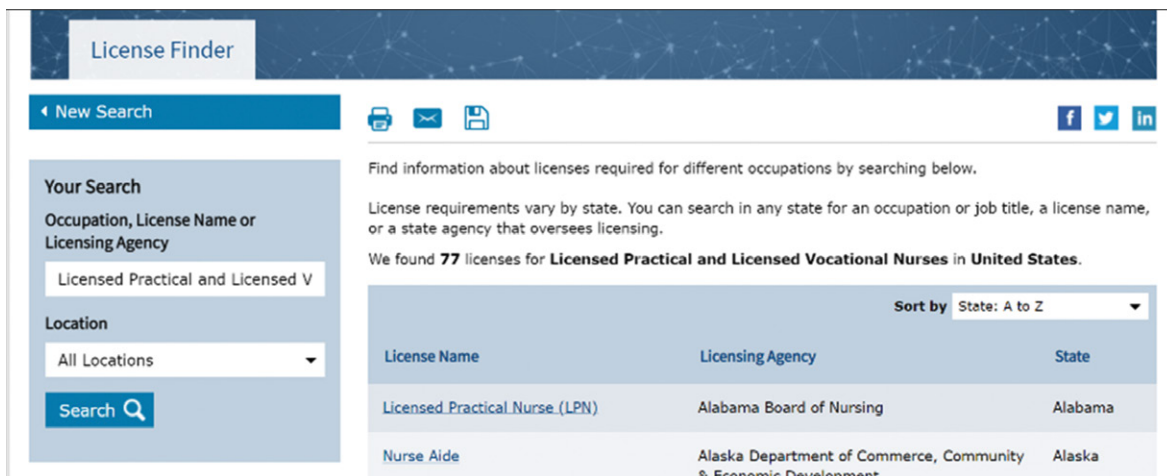
STEP 4. Scroll down the page. In the middle of the profile page are the gray boxes relevant to this course: Certifications, Licenses, and Apprenticeships.

Select the button titled **Find license details for your state**.



STEP 5. Scroll through the list on the far right-hand side to find your state. You may choose to sort alphabetically.

You may also select the state from the **Location** drop-down menu on the left-hand side of the screen.



STEP 6. Select the link from your chosen state and review the results.

RN/LPN: Licensure by Examination

License Description

RN/LPN licensure by Examination means that you have graduated from an approved nursing program, need to take the NCLEX exam and obtain an original RN/LPN license in Arizona. Questions About the Application Process Many questions about the application process can be answered by visiting the RN / LPN Licensure by Examination FAQs. Application Instructions for RN / LPN Licensure by Examination Please read this flyer for detailed instructions. To check the status of your application please log into your nurse portal and check the message center for updates. Please allow up to 30 days for your application to show up in the license verification system before contacting the Board. Arizona is a Compact State Arizona is part of the Enhanced Nurse Licensure Compact (eNLC) and no longer part of the Original Nurse Licensure Compact (NLC). A list of states participating in the Enhanced Nurse Licensure Compact is available at <https://www.ncsbn.org/enhanced-nlc-implementation.htm>. An applicant for licensure as a Registered Nurse or

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Shondra searched CareerOneStop using the job title **LPN** and recorded the following findings for Genesis Healthcare on her worksheet.

Position:	Genesis Healthcare Licensed Practical Nurse - LPN
Certification(s):	BLS/CPR
License(s):	Current or pending LPN
Degree(s):	Approved LPN program graduate
Certificate(s):	Advanced Cardiac Life Support
Status Check: Am I ready to apply for the job?	No
Status Check: Do I still require training or experience before applying for the job?	Yes, LPN



ACTIVITY 5.4: IDENTIFY TRAINING AND CREDENTIALS CAREER REQUIREMENTS SEARCH

In this activity, you will choose one occupation from your worksheet. Then, complete the four steps to identify the qualifications and requirements for an actual job in that occupation.

STEP 1. Select a website from the following four options:

1. **MilGears**, <https://milgears.osd.mil/>
2. **National Labor Exchange (NLx)**, <https://usnlx.com>
3. **COOL**, <https://www.cool.osd.mil/>
4. **CareerOneStop**, <https://www.careeronestop.org/>

STEP 2. Search for Job and Location.

STEP 3. Select a position for which you currently qualify for or think you may qualify. Review the description, qualifications, and requirements.

STEP 4. Record your findings on the **Qualifications and Requirements for Credentials** worksheet section or in the table provided. Be sure to answer the status check questions.

Position:	
Certification(s):	
License(s):	
Degree(s):	
Certificate(s):	
Status Check: Am I ready to apply for the job?	
Status Check: Do I still require training or experience before applying for the job?	



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CREDENTIALS OVERVIEW LESSON SUMMARY

Credentials are important because they let you, your employer, and society know that you have the knowledge and skills to do the job. Many different types of credentials are offered or awarded by various types of organizations (such as an industry-recognized association, accredited educational institution, or a government agency.)

- You may need a credential to obtain your desired civilian career.
- Common credentials include occupational licenses, professional certifications, educational degrees, and certificates.
- Conducting a job search is the easiest way to discover which credential is required for your chosen civilian career.



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METHODS TO GAIN CREDENTIALS

There are many ways to earn credentials. It is important to find training opportunities that fit with your lifestyle, learning preferences, and goals. There are two primary ways to gain credentials.



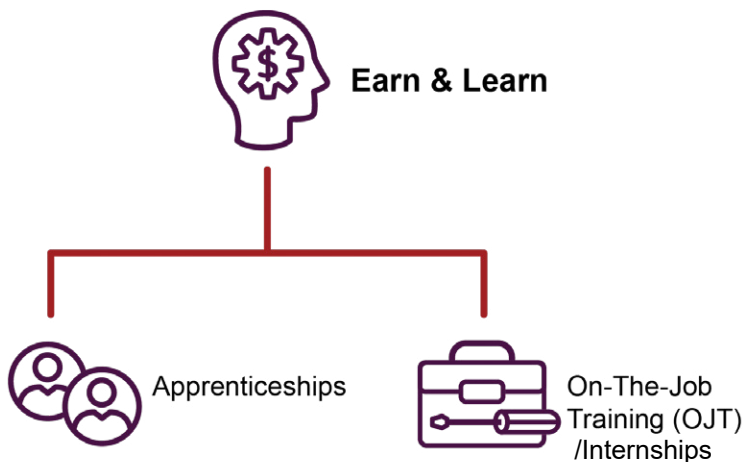
Earn and Learn



Study and Learn

EARN AND LEARN METHODS

Earn and Learn training is incorporated into the normal paid work activities, such as apprenticeships, on-the-job training (OJT), and internships.



Apprenticeships

An apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce. Individuals can obtain paid work experience, classroom instruction, and a portable, nationally recognized credential. Apprenticeship programs are not only for the skilled trades. Employers in industries such as IT, cybersecurity, healthcare, advanced manufacturing, transportation, and others have developed successful apprenticeship programs to attract, train, and retain a skilled workforce. An apprenticeship is an immediate job.



Did You Know?

The DOL Office of Apprenticeship (OA) has developed a new Registered Apprenticeship Academy. This Academy provides information, training, webinars, and other great resources for Registered Apprenticeship stakeholders to include current apprentices, apprenticeship sponsors, DOL apprenticeship investment partners, State Apprenticeship Agencies, and OA staff.

<https://www.apprenticeship.gov/registered-apprenticeship-academy>



Registered Apprenticeship (RA) Programs are high-quality apprenticeship programs that have been industry-vetted, approved, and validated by the U.S. Department of Labor or a State Apprenticeship Agency, <https://www.apprenticeship.gov/sites/default/files/dol-industry-factsheet-apprenticeship101-v10.pdf>



Factors to Consider

1. Registered apprentices start working from day one, and there are incremental wage increases as skill levels improve. The average salary for those who have successfully completed a Registered Apprenticeship is \$80K per year, with 90% of apprentices retaining employment after program completion.
2. Get the skills you need to be fully competent in an occupation without accumulating college debt.
3. Learn a new skill that is outside one's military occupation or further develop skills learned during military service in pursuit of a civilian career.
4. Work in a structured environment with clear expectations and outcomes.
5. Engage with a mentor who will help ease the transition into a civilian career.
6. Registered Apprenticeships range from one to six years, but the majority are one to three years in length.
7. Training is occupation-focused, hands-on, and immediately applicable.
8. Eligible veterans participating in Registered Apprenticeship programs can use their GI Bill benefit and receive a monthly housing allowance in addition to their apprenticeship wages.
9. Agreements between certain apprenticeship training programs and two- and four-year colleges create opportunities for college credit and future degrees.
10. Upon completion of a Registered Apprenticeship, participants receive an industry-recognized, nationally issued credential from the U.S. Department of Labor. The credential certifies occupational proficiency and is transferrable or portable giving it labor market value locally, nationally, and possibly internationally.

Registered Apprenticeship – Resources

- To learn more about Registered Apprenticeships, use the Department of Labor's Apprenticeship website. <https://www.apprenticeship.gov/>
- Find open apprenticeship jobs using the Apprenticeship Job Finder. <https://www.apprenticeship.gov/apprenticeship-job-finder>
- Locate apprenticeship programs by occupation, name, or location with the Apprenticeship Partner Finder. <https://www.apprenticeship.gov/partner-finder>
- To explore the additional benefits of becoming an apprentice, use the Apprenticeship.gov Service Members and Veterans page. <https://www.apprenticeship.gov/career-seekers/service-members-and-veterans>



On-The-Job Training (OJT)

On-the-job training (OJT) is a method of gaining skills that emphasizes learning while working. This type of training typically involves a combination of oral and written instruction; demonstration and observation; and hands-on practice. An internship is a professional learning experience that offers practical work related to a student's field of study and an opportunity for career exploration. In the business world, OJT is often referred to as an internship.

During OJT workers develop both general and specific skills. General skills are those that can be applied across a variety of jobs and industries, while specific skills are unique to a particular job or field.

OJT is particularly beneficial for individuals who are looking to enter a new field or industry as it allows them to gain practical experience and develop the skills necessary to succeed.



OJT Provides Hands-On Experience

In OJT programs, employers often provide structured hands-on experience, and peer or supervisor mentoring, and training before the trainee assumes the responsibilities of the job.

OJT programs may take as little as one day of informal training or span several weeks or months of formal training. Employer-mandated testing may be required for program completion.



Factors to consider in OJT programs:

1. OJT may provide you with a paid job while you learn your role and the employer's expectations. However, they are often unpaid and may not lead to a full-time job.
2. Common OJT programs include a combination of hands-on practical and formal training.
3. OJT is performed in the work area, so training focuses on real job tasks that you can use immediately in your position.
4. The quality of the OJT is dependent on how developed the training materials are and the extent of the mentor's communication and training skills.
5. OJT is often the most practical training method that is used to train one or a small number of employees. It allows more opportunities for individual questions.
6. If OJT is a portion of an internship, it can often lead to full-time employment with the company.

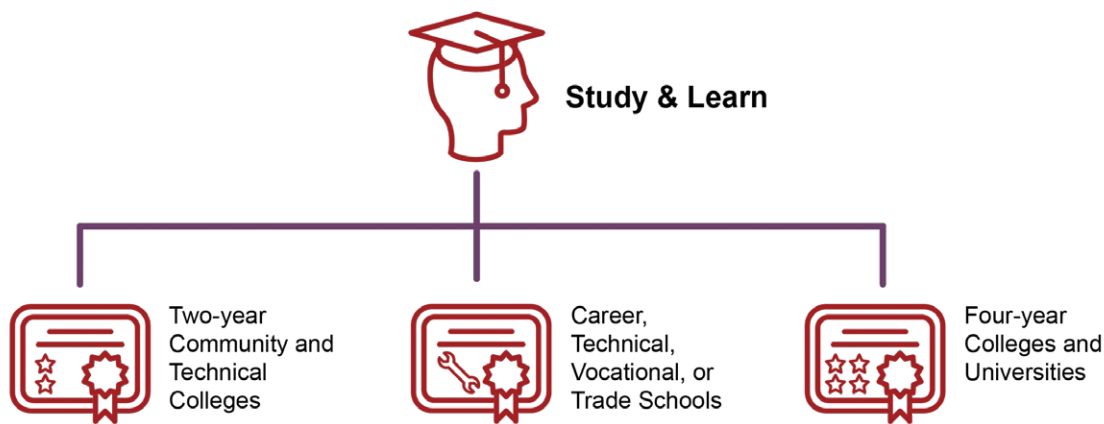
Comparison of Apprenticeship and OJT/Internship



Registered Apprenticeship	OJT/Internship
Paid while you work.	May be unpaid and may not lead to a full-time job.
Range from one to three years.	Usually short term; one to three months.
Focus on mastering specific skills for an occupation and receive related classroom instruction.	Not all internships are structured. Training focuses on real job tasks. Some may focus on entry-level general work experience.
Program may create opportunity for college credit.	Program quality depends on training materials and mentor's skills.
Completion of program results in industry-recognized, nationally issued credential.	Skills may transfer to another job, but a credential is not issued.
Eligibility may require some or no work experience in the occupation, an interview or evaluation of current skills, credential documentation, and/or completing an application.	Eligibility may require some minimum duration of work experience (sometimes any type), usually requires completing a job application and completing an interview for acceptance.

STUDY AND LEARN METHODS

Higher education institutions offer Study and Learn training. We will examine the three primary Study and Learn venues: Two-year Community and Technical Colleges; Career, Technical, Vocational, or Trade Schools; and Four-year Colleges and Universities.



Two-year Community and Technical Colleges

Community colleges are publicly funded institutions focused on the local community and committed to responding to its changing workforce needs. Today's community colleges are both principal providers of academic instruction and major providers of vocational education training programs.

- **Traditional Programs.** Community colleges have long granted associate degrees that typically take two years of full-time study to complete. These programs offer students the traditional college-level courses that lead to an associate degree and prepare students for further study toward a bachelor's degree. They also offer technical or vocationally oriented associate degrees that directly prepare students for careers.
- **Career and Technical Education (CTE) Programs.** Community colleges provide another option: short-term career training through vocationally oriented programs, commonly called Career and Technical Education, which lead to a certificate in less than two years. This expanded service has increased the extent to which community colleges can serve the needs of local businesses, workers, and communities. Students of any age participate in these relatively inexpensive, convenient, and flexible workforce training courses to advance their careers. Community colleges partner with local businesses and workforce development agencies to ensure programs meet local labor market needs.

Community Colleges - Factors to Consider

1. Most students are accepted regardless of past academic performance.
2. Tuition is often lower at publicly funded community colleges than career schools or other private educational institutions, although it may not include books and other required supplies.
3. Community colleges typically operate on traditional semester or quarter schedules like other higher education institutions.

4. Class schedules are often flexible to fit the lifestyles of working students and students with families.
5. Courses may be lecture-based, hands-on, online, or delivered via a hybrid of these formats.
6. There are many programs to choose from that can either lead you directly into a career or help you transfer to a higher-level college or university program. Individual institutions can accept transfer credit at their discretion. A Joint Services Transcript (JST) will be required.

Community Colleges - Resources

Use any of these three resources to find more information about two-year community and technical colleges:

- CareerOneStop has a guide to college degrees. You can use the links to find local college programs, learn how to prepare for college, and assess school affordability and value using the College Scorecard.
<http://www.careeronestop.org/FindTraining/Types/college.aspx>
- The National Center for Educational Statistics College Navigator tool allows you to search and access detailed information from more than 7,000 post-secondary institutions.
<http://www.nces.ed.gov/collegenavigator/>
- The U.S. Department of Veterans Affairs provides links to search for GI Bill approved schools, compare benefits, and get advice.
<https://www.va.gov/education/choosing-a-school/>





Career and Technical Schools

Career and technical schools offer focused education and specialized preparation for employment through courses and programs that teach the specific knowledge and skills associated with particular jobs. These programs are also under the Career and Technical Education umbrella.

The first technical colleges offered degrees and certificates in subjects such as computer hardware maintenance and electronics, construction trades, nursing, and criminal justice. Now, they include a wider array of fields including culinary arts, bartending, travel, real estate, healthcare, and graphic design.

Program time frames vary from a few months to two years, depending on the program type and course load. Learning is hands-on; students immediately use what they learn. Students receive a certificate upon completion of the required coursework and training. Attending a career and technical school can be an option if you have already identified your ideal career and want to get started quickly.

Career and Technical Schools – Factors to Consider

Many Registered Apprenticeship programs partner with Career and Technical Schools to provide the classroom portion of these programs. They enable participants to get paid while learning new skills, without accumulating college debt.

1. Most technical school programs are flexible, offer classes year-round, and have frequent session start dates to allow rapid entry into the workforce.
2. The specialized programs prepare students for employment in a specific trade or industry; some programs lead to an industry certification.
3. Tuition may be more expensive than other options but may include everything a student will need throughout the length of the program—books, miscellaneous fees, laboratory tools, and other necessary supplies.
4. Most instructors have professional experience and are highly skilled in what they teach.
5. Learning is hands-on and often includes job shadowing and other real-world experiences.
6. Credits are typically not transferable to other technical, community, or four-year colleges.

Career and Technical Schools - Resources

Use either of these two resources to find more information about career and technical schools:

- The Federal Trade Commission Consumer Information offers advice on choosing a vocational school. <http://www.consumer.ftc.gov/articles/0241-choosing-vocational-school>
- The Department of Veterans Affairs helps find GI Bill approved schools or certificate programs. <https://www.va.gov/education/choosing-a-school/>





Colleges and Universities

Institutions of higher learning (degree-granting colleges and universities) offer longer, more in-depth programs of study lasting four years or more. Programs vary from undergraduate- to graduate-level study and may be classroom-based, online, or a hybrid of the two. Because these programs are longer, there is often time for exploration and general liberal arts foundational learning before students focus on a particular area of study.

A four-year university is one avenue that is worth exploring depending on your aspirations. This can be a great option for those who know they want or need to pursue a degree to achieve their career goals.

Colleges and Universities – Factors to Consider

Four-year colleges and universities:

1. Offer many academic degree programs.
2. Have programs that vary widely by length and complexity.
3. May have rigorous admission requirements and include components such as transcripts, minimum test scores, writing samples, and personal references.
4. May have higher tuition rates and usually do not include books and supplies. Publicly funded colleges and universities (or state schools) often have lower tuition fees than private institutions.
5. Have schedules and courses that vary widely, depending on degree.
6. Offer degrees that may or may not lead directly to a job.
7. May accept transfer credits.
8. May require a significant investment of time and money.

Colleges and Universities – TAP Guidance

For more guidance on exploring four-year colleges and universities and choosing a program that is right for you, contact your military installation's TAP team to find out how to enroll in the Education Track training called Managing Your (MY) Education.

This course is also available virtually. Visit the Department of Defense Transition Assistance Program, <https://TAPevents.mil/> and select Online Courses > TAP Courses > Transition Tracks.

Additionally, if available, you may contact your Education Center staff on your local military installation.



METHODS TO GAIN CREDENTIALS LESSON SUMMARY

There are two main ways to earn a credential:

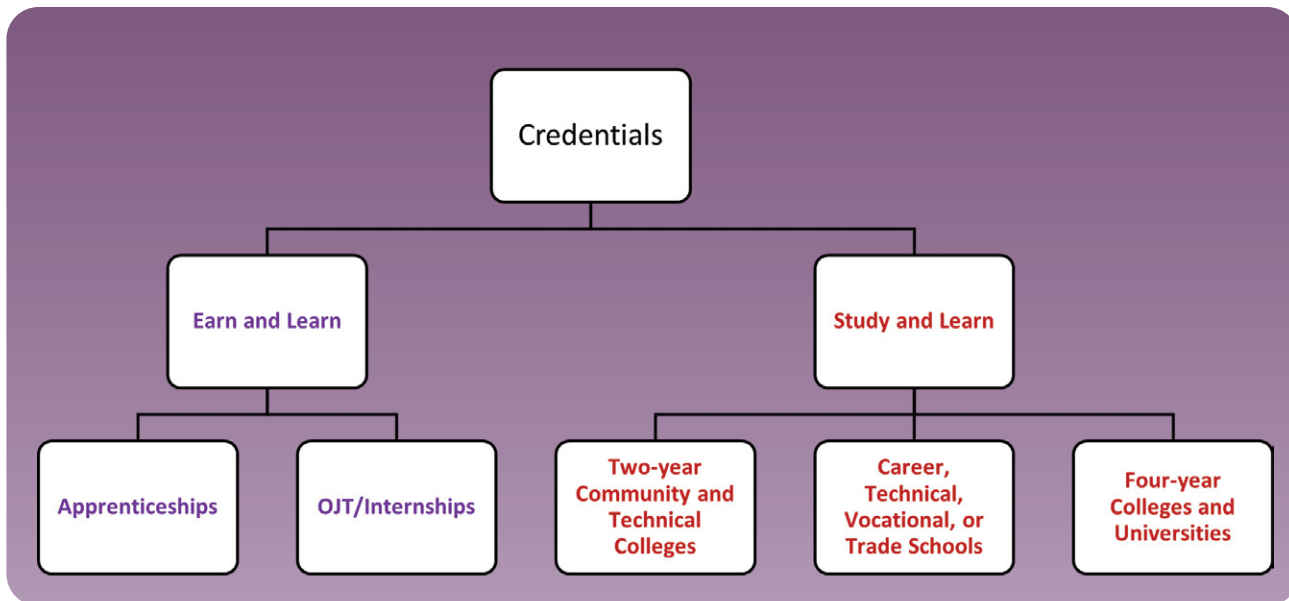
1. Earn and Learn
2. Study and Learn

Earn and Learn training is incorporated into the normal work activities in:

- Apprenticeships
- On-The-Job Training (OJT)/Internships

Study and Learn training is obtained through institutions of higher education, such as:

- Two-year Community and Technical Colleges
- Career, Technical, Vocational, or Trade Schools
- Four-year Colleges and Universities



EARN AND LEARN SPECIFIC PROGRAMS

As presented in the previous lesson, apprenticeships are industry-driven, high-quality career pathways where individuals can obtain paid work experience, classroom instruction, and a portable, nationally recognized credential. Contrary to popular belief, apprenticeship programs are not limited to skilled trades. Employers in various industries, including IT, cybersecurity, and healthcare have implemented successful apprenticeship programs to attract, train, and retain a highly skilled workforce.

We will now look more closely at the types of Earn and Learn Programs, and how to find them.

Types of Earn and Learn Programs

The Department of Labor oversees and promotes Registered Apprenticeship opportunities for workers seeking higher-skilled, higher-paying jobs and engages employers seeking to build a qualified, diverse, and inclusive workforce.

There are also Earn and Learn programs for active-duty service members, such as the United Services Military Apprenticeship Program (USMAP) and DoD SkillBridge.

What is a Registered Apprenticeship (RA)?

Apprenticeship.gov defines a RA as a proven model of apprenticeship that has been validated by the DOL or a DOL-recognized State Apprenticeship Agency. Registered Apprenticeship's Offer:

1. **Industry Led** – Programs are industry-vetted and approved to ensure alignment with industry standards and that apprentices are trained for highly-skilled, high-demand occupations.
2. **Paid Job** – Registered Apprenticeships are jobs! Apprentices earn progressive wage as their skills and productivity increase.
3. **Structured On-the-Job Learning/Mentorship** – Programs provide structured on-the-job training to prepare for a successful career, which includes instruction from an experienced mentor.
4. **Supplemental Education** – Apprentices are provided supplemental classroom education based on the employers unique training needs to ensure quality and success.
5. **Diversity** – Programs are designed to reflect the communities in which they operate through strong non-discrimination, anti-harassment, and recruitment practices to ensure access, equity, and inclusion.
6. **Quality & Safety** – Apprentices are afforded worker protections while receiving rigorous training to equip them with the skills they need to succeed and the proper training and supervision they need to be safe.
7. **Credentials** – Apprentices earn a portable, nationally-recognized credential within their industry.

More information on the comparison of RAs can be found on [Apprenticeship.gov](https://www.apprenticeship.gov)



Did You Know?

DOL's Office of Apprenticeship (OA) counted almost 600,000 active apprentices in nearly 27,000 registered apprenticeship programs in 2022.



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Benefits of a RA

A RA represents the ideal opportunity both for workers who are seeking high-skilled jobs that pay well and employers who are looking to build a qualified workforce. In this way, apprenticeships effectively meet the needs of both employers and workers. Benefits to you in a RA include:

1. Immediate job with paid salary and incremental wage increases. VA benefits may be available to offset lower wages when beginning an apprenticeship.
2. Offers practical training, occupation-focused, hands-on, and immediately applicable.
3. Industry-recognized national credential that is portable.
4. Highly active in traditional industries, such as construction and manufacturing. Also available in over 1,000 occupations, including chef, elevator installer, dental assistant, law enforcement agent, and information technology.
5. Differ in length but usually last from one to four years.

RA and Credentials

An employer, association, committee, or organization can develop and sponsor a Registered Apprenticeship (RA) program. Sponsors design and execute apprenticeship programs, provide jobs to apprentices, oversee training development, and provide hands-on learning and technical instruction for apprentices.

Where to Find an Apprenticeship

Apprenticeship.gov is DOL's one-stop platform to find an apprenticeship. The website is full of helpful information about apprenticeship programs and resources that can help you obtain an apprenticeship. The website has an Apprenticeship Job Finder Tool, <https://www.apprenticeship.gov/apprenticeship-job-finder> that enables the user to find open apprenticeship opportunities.



DEMONSTRATION 5.5: HOW TO SEARCH ON APPRENTICESHIP.GOV

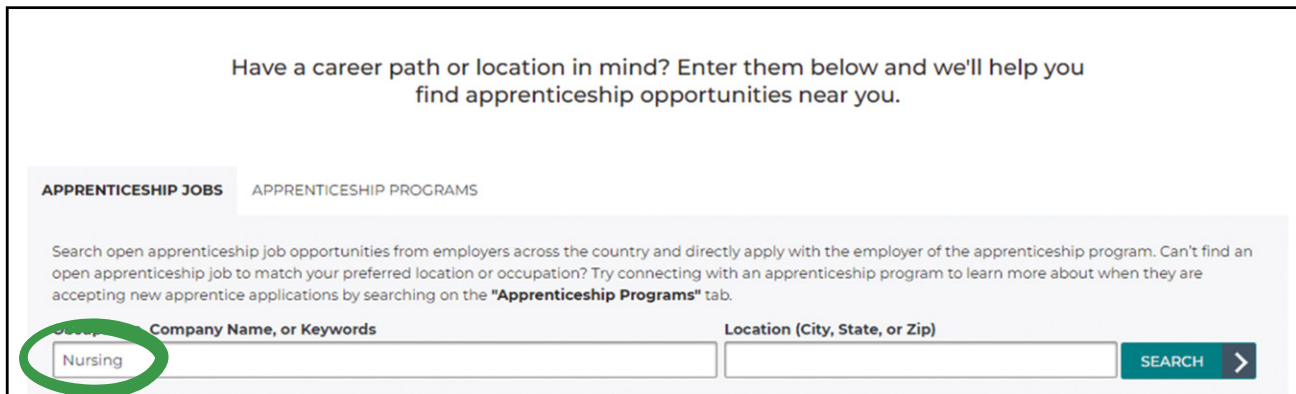
In the following demonstration, we will review step-by-step instructions to search for an open apprenticeship opportunity.

STEP 1. Go to Apprenticeship.gov, <https://www.apprenticeship.gov/> and select the **Career Seekers** tab.



STEP 2. Under Tools, select the **Apprenticeship Job Finder** option.

STEP 3. Using the **Apprenticeship Jobs** tab, enter the **Occupation**, **Company Name**, or **Keywords**, and select **Search**. You may also enter a location. This will return available apprenticeships based on the search criteria. In the example, **Nursing** was entered as the occupation.



STEP 4. **Sort by Relevance** is the default option. You can select the other options which include **Nearest to you**, **A-Z**, and **Z-A**.

STEP 5. **Location** is the default for results. You can also use the other filters: **Program Type** (Registered Apprenticeships), **Skills**, and **Date Posted**.



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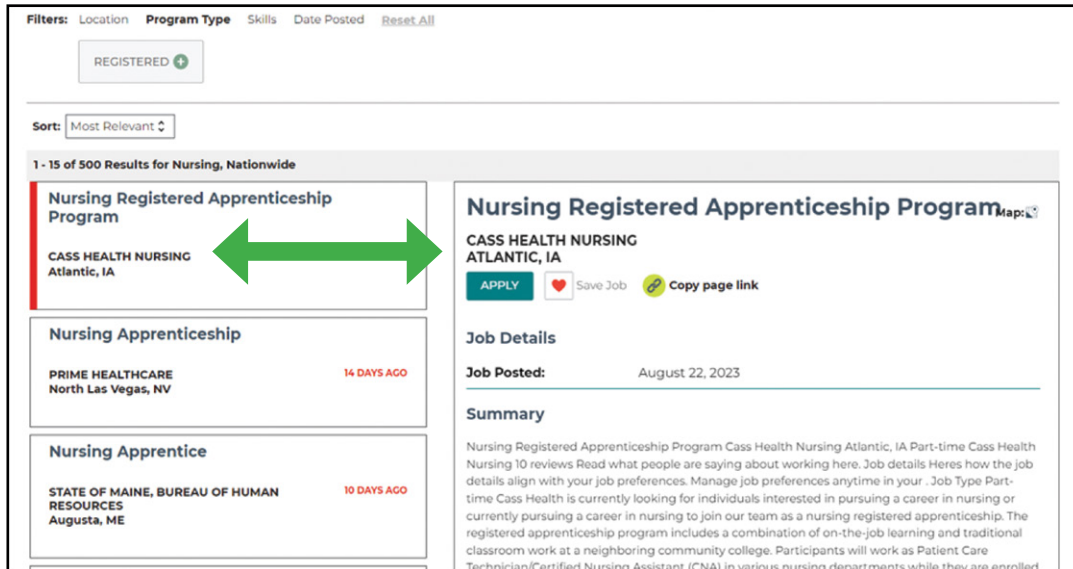
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STEP 6. Review open jobs.

The Job Posting displayed on the right-hand side of the screen is for the position identified with a red bar on the left-hand side of the screen. To view any job posting, select another job title to change the display.



STEP 7. Review the Job Details to determine if you want to apply.



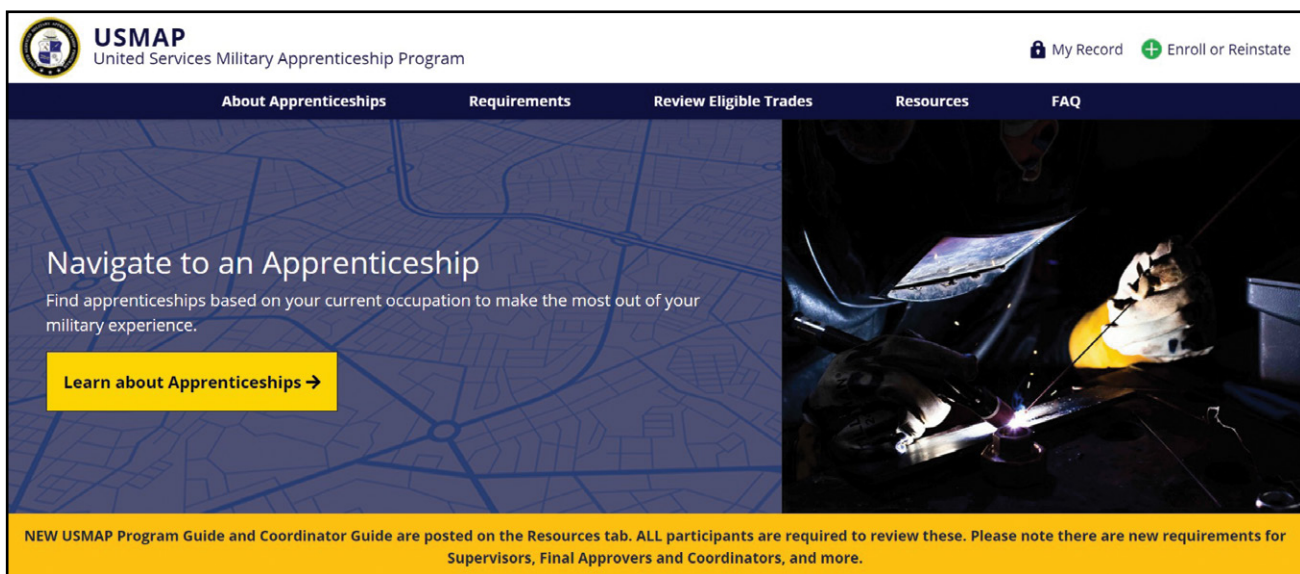
GAINING ADDITIONAL SKILLS WHILE ON ACTIVE DUTY

There are several ways to gain experience that may help you develop your skills and either qualify you for a job or help you to earn a credential. You may also be able to leverage your experiences on active-duty military service to achieve these goals. Here are two ways to gain additional skills:

1. United Services Military Apprenticeship Program (USMAP)
2. DoD SkillBridge Program

UNITED SERVICES MILITARY APPRENTICESHIP PROGRAM

The United Services Military Apprenticeship Program (USMAP), <https://usmap.osd.mil/index.htm> is a formal military training program that provides active-duty Coast Guard, Marine Corps, Navy, and Army service members with the opportunity to improve job skills and complete civilian apprenticeship requirements while on active duty.



If you complete a USMAP while on active duty and select an apprenticeship program post separation, you may be able to shorten the length of time in the apprenticeship because an employer may credit you for this prior learning and experience.

USMAP Eligibility

These are the general requirements to participate in USMAP:

- Active duty enlisted: You must be an active-duty enlisted service member, including members of the Reserve, Guard, or Air National Guard performing in the capacity of your Uniformed Service duties.
- 12 months remaining: You must have a minimum of 12 months remaining on active duty.
- Work in trade full time: You must be assigned and working full time under supervision in your requested trade (not a collateral or extra duty).
- Report hours worked in a trade.
- Adhere to USMAP/DOL standards.

USMAP Saves Time and Money

If you haven't enrolled in USMAP, you may be missing recognition and certification of hours trained and worked. By completing an apprenticeship program through USMAP, you can save time and money in the long term. If you have not participated in USMAP, you can select an apprenticeship through USMAP according to your military occupation and current assignment. Based on the apprenticeship selected, you must complete a defined number of work hours in the subcategories specific to that apprenticeship.

Reasons to Enroll in USMAP

It is important to realize that these apprenticeships do not require any extra time besides documenting the hours you are already working. You can save time and money by completing an apprenticeship program through USMAP prior to separating from the military. Participating in USMAP will help you as you separate from service and are searching for employment opportunities. Employers understand the value of Registered Apprenticeship programs and are searching for individuals with specialized skillsets.

USMAP Program Documentation

In addition to improving professional expertise, USMAP ensures correct documentation of training and skills attained while on active duty. For example, an electronics technician can choose the electronics mechanic apprenticeship and record the hours they are already working to track progress toward that certificate. The certificates provide documented verification of completed work, which can be beneficial both while still serving and in the civilian sector.

USMAP Completers Certificates and Employment Information

Those who complete USMAP will receive a U.S. Department of Labor Apprenticeship Certificate and Journeyman Card.

These documents provide industry recognition, documented work experience, and increase employability.

Be sure to include that you have completed the USMAP DOL Registered Apprenticeship on your resume.



If you are interested in USMAP and meet the general requirements, visit <https://usmap.osd.mil/index.htm> and select the button **Learn About Apprenticeships** to get started.

DOD SKILLBRIDGE PROGRAM

The DoD SkillBridge, <https://skillbridge.osd.mil/> provides an opportunity for service members to gain valuable civilian work experience through specific industry training, apprenticeships, or internships.

DoD SkillBridge connects eligible transitioning service members with industry partners for real-world job experiences. The DoD SkillBridge program serves as a bridge between transitioning service members and industry partners, offering them a high probability of securing employment opportunities.

During SkillBridge participation, you continue to receive military compensation and you are covered by your military benefits.

DoD SkillBridge is not an apprenticeship program. However, approved SkillBridge Partners can offer pre-apprenticeship opportunities to TSMs that lead to employment in a Registered Apprenticeship, after they separate from service.

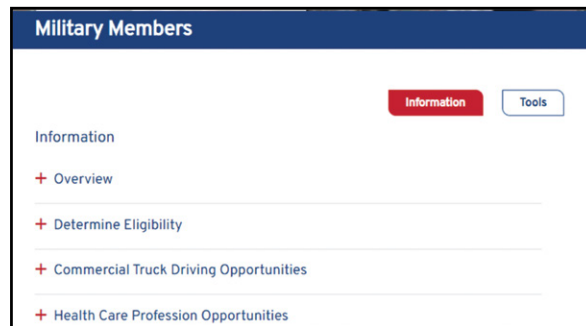
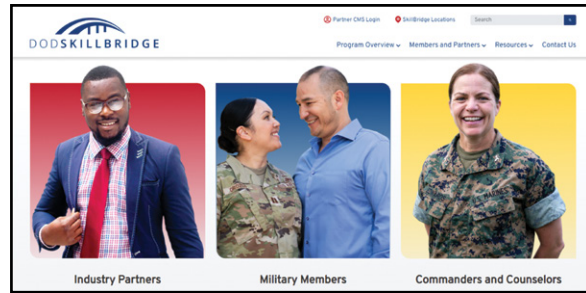
SkillBridge Eligibility

These are the general requirements to participate in SkillBridge:

- Have at least 180 total continuous days of active service and 180 days of service or fewer remaining prior to your date of separation.
- Obtain approval from your unit commander.
- Understand that participation in SkillBridge can be terminated at any time by the service branch based on mission requirements.

Go to skillbridge.osd.mil to find opportunities. Scroll down to **Military Members** to get started.

For details about the specific programs and positions that are available at your installation, contact your local service branch Transition Services office.



Shondra found the following Registered Apprenticeship opportunity at Apprenticeship.gov.

WELLBEING HEALTH SYSTEM

LOCATIONS OF PROSPECTIVE JOBS BY STATE: AZ, CA, FL, TX

DELIVERY METHOD: Online

OTHER ELIGIBILITY FACTORS: Up to date vaccination record, copy of current license/certifications, pass a background check and drug screening.

OTHER

JOBS DESCRIPTION: Positions include licensed provider, physician assistant, and RN internships, as well as health care administrative support, medical assistants, patient care technicians, certified nursing assistants, and other specific specialties upon inquiries.

SUMMARY DESCRIPTION: Wellbeing is proud to offer a wide array of clinical and non-clinical internship positions that will last up to 180 days for licensed and unlicensed personnel seeking a career in healthcare. If you have experience/certification in a specific specialty, for example, respiratory therapy, and want to inquire about more opportunities, please email our program point of contact for further details.

JOB FAMILY: Healthcare Practitioners and Technical; Healthcare Support; Office and Administrative Support.



ACTIVITY 5.6: SEARCHING FOR AN EARN AND LEARN PROGRAM

Now that you've been introduced to three Earn and Learn programs, it's your turn to search for one that may interest you.

STEP 1. Select one Earn and Learn program:

- Apprenticeship.gov. <https://www.apprenticeship.gov/>
- USMAP. <https://usmap.osd.mil/index.htm>
- DoD SkillBridge. <https://skillbridge.osd.mil/>

STEP 2. Search for an opportunity.

STEP 3. Review the job details to determine if you want to apply. List potential prospects to research later:

1. _____
2. _____
3. _____



EARN AND LEARN PROGRAMS LESSON SUMMARY

Two Earn and Learn programs for active-duty service members are the United Services Military Apprenticeship Program (USMAP), <https://usmap.osd.mil/index.htm> and DoD SkillBridge. <https://skillbridge.osd.mil/>

USMAP provides active-duty Coast Guard, Marine Corps, Navy, and Army service members the opportunity to improve job skills and complete civilian apprenticeship requirements while on active duty.

The DoD SkillBridge provides an opportunity for service members to gain valuable civilian work experience through specific industry training, apprenticeships, or internships.

Apprenticeship is an **Earn and Learn** training model where apprentices receive paid work experience, classroom instruction, mentorship, and a nationally-recognized credential. It provides an opportunity to become fully competent in an occupation without accumulating college debt. Veterans in approved apprenticeship programs can use their GI Bill to receive a monthly housing allowance, which is in addition to their apprentice wages.

Apprenticeships share several factors including:

- They range from one to six years.
- Post-apprenticeship average salary is \$80K.

Registered Apprenticeship (RA) program core components:

1. Industry Led
2. Paid Job
3. Structured On-The-Job Learning/Mentorship
4. Supplemental Education
5. Diversity
6. Quality & Safety
7. Credentials

Remember that apprenticeship programs are offered through employers or program sponsors, so they may not be hiring at the time of your search. Contact the program sponsors directly to find out the application requirements.

STUDY AND LEARN TRAINING PROGRAM FACTORS

As you consider a vocational training program, you must perform due diligence for four factors:

- Accreditation
- Admission and completion rates
- Admission requirements
- Tuition and fees

Due diligence is the process of evaluating a prospective financial decision by getting as much information about it as possible. The process involves careful examination, such as reading the fine print and interviewing students, staff, and leaders. The goal is to make sure there are no hidden drawbacks or traps associated with an option you are considering.

Selecting the right school and program requires exercising due diligence before sharing too much information or making any financial commitments.

Accreditation

An important way to evaluate institutions or programs is to look for accreditation. Accreditation validates that the training or education offered by an institution meets acceptable quality levels.

Accrediting agencies are independent private educational or professional associations of regional or national scope. They develop standardized evaluation criteria and conduct peer evaluations to assess whether those criteria are met.

IMPORTANT: For professional licensure, it is required that students graduate from an accredited program.

Vocational schools are typically accredited by an organization which has been approved by the Department of Education as an accrediting agency.

To ensure the program has the proper accreditation, thoroughly research the accreditation of the school you want to attend. Lack of proper accreditation can lead to the inability to take the exam needed for licensure.

To access the Database of Accredited Postsecondary Institutions and Programs (DAPIP), contact the U.S. Department of Education. <https://ope.ed.gov/dapip/#/home>

You can perform a basic search for schools and sites to view accreditation records or an advanced search for a specific institution or site.

To search accredited colleges, universities, and programs, contact the Council for Higher Education Accreditation (CHEA). <https://www.chea.org/>



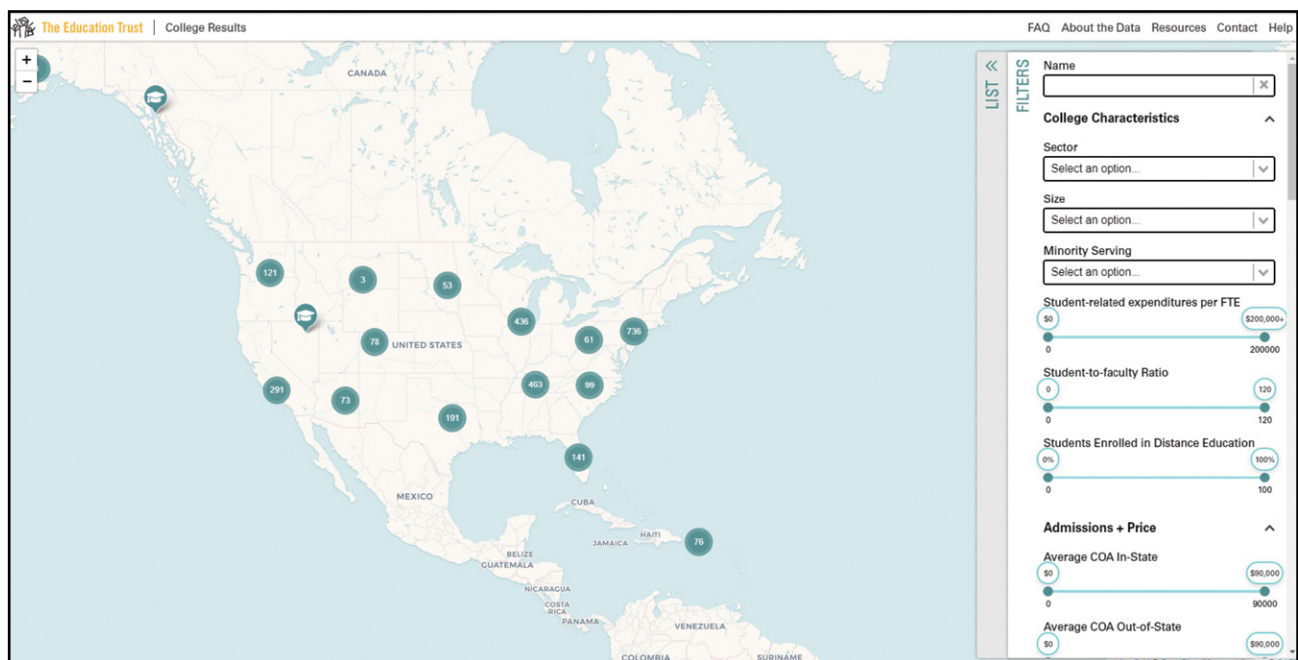
Admission and Completion Rates

It is important to check the school’s level of success by researching the school’s admission and completion rates. Low admission rates indicate that the program is selective, while high graduation rates indicate the success of their programs.

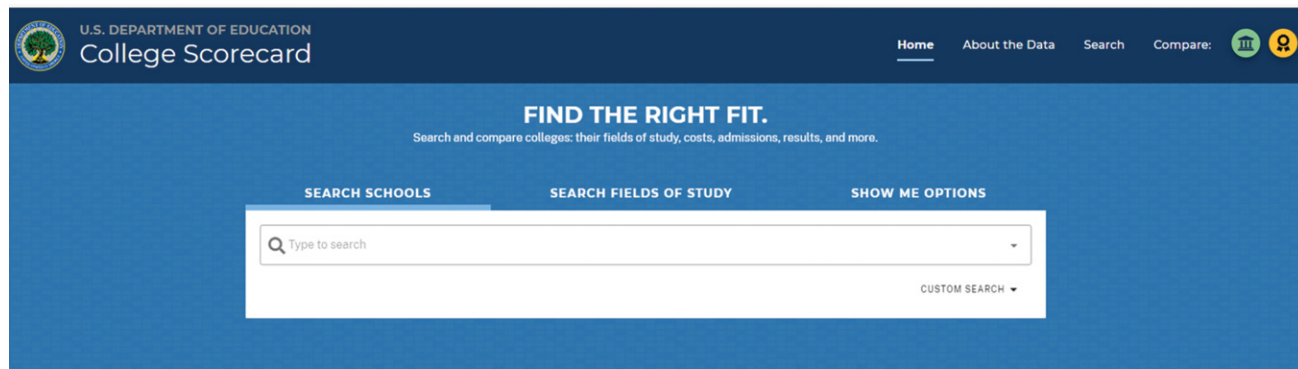
You can go to the Accredited Schools Online, <https://www.accreditedschoolsonline.org/> website to search for vocational school admission and completion rates.

The Education Trust | College Results (CR), <https://collegeresults.org/> is also an interactive, user-friendly web tool designed to provide policymakers, counselors, parents, students, and others with information for nearly every four-year university in the country.

College Results is updated periodically and includes admission rates, graduation rates, student demographics, and other critical student data.



College Scorecard, <https://collegescorecard.ed.gov/> is also an interactive site which allows you to search and compare colleges using fields of study, costs, admission, results, and more.



Admission Requirements

The admissions process is different for every program and school. Research the various requirements of a given school before applying to determine if there are any specific prerequisites in terms of work experience, education, or standardized test scores. These admission requirements may delay the start date or lengthen the training program.

Tuition and Fees

Not taking the necessary precautions when it comes to tuition and fees could result in unintended financial obligations. Be diligent. Inquire not only about the tuition and fees, but also additional costs for technology resources, software, and equipment requirements.

Be aware that in-state and out-of-state tuition rates can differ greatly. Many schools offer veterans in-state tuition rates. Be sure to ask the school's veteran representative.

It can also be helpful to find out about different payment plans or options available and when tuition and fees are due. Be sure to review the school's website. If the tuition and fees are not easily found, this may be a red flag for the school.



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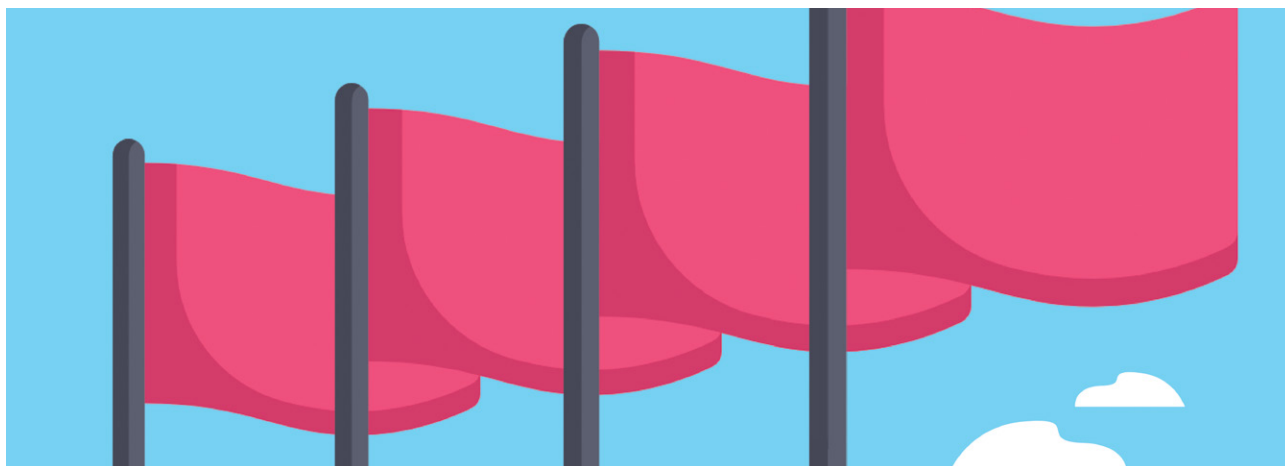
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RED FLAGS

When you research a school or training program look for red flags to avoid.



Advertise High Job Placement Rate. Be careful of vocational programs that sell the success of their former students, publicize high job placement rates, and list the salary potential for graduates of each program. Review this information carefully and confirm each point independently. In some cases, former students may obtain jobs outside their fields or may even have inflated their salary on surveys. Ask the college if you may reach out to the former students to gain their perspective on the program.



Few Qualified Instructors. Instructors and faculty play a principal factor in the success of the training program. You should inquire about the program's instructors and faculty to verify that they have academic and professional experience in the area of study. Check to see if they hold licenses and certifications. If possible, visit a class to get a feel for the quality of instruction.



High Program Complaints. Before applying, check for complaints that have been filed against the school. For complaints, check your state's Attorney General's (AG) office or search online for your state's Department of Education Office of Inspector General. The specific issues your state AG's office deals with depend on your state's consumer protection laws. Check the Better Business Bureau and the Consumer Financial Protection Bureau to research complaints that have been filed against the institution or school. Additionally, the VA lists school complaint numbers from veterans and the nature of the complaint on the GI Bill Comparison Tool.

Attorney General's (AG) office. <https://www.usa.gov/state-attorney-general>

Better Business Bureau. <https://www.bbb.org/>

Consumer Financial Protection Bureau. <https://www.consumerfinance.gov/>



Diploma Mills. A diploma mill is a fake university that sells college diplomas and transcripts instead of real education. Diploma mills hand out fake diplomas to anyone who pays the tuition. For information about diploma mills, contact the U.S. Department of Education. <https://www.ed.gov/>



Predatory Institutions. There are predatory institutions and commercial sites that will attempt to recruit you rather than provide impartial information. Sometimes their goal is to gain personal information so they can continue to pursue you or collect your GI Bill benefits without providing a legitimate service. Until you have fully verified the credentials of a school, do not share your Social Security number, date of birth, information about your spouse/partner or parents, phone number, or address with any institution.

Additional Education Resources

Here are additional resources to help you research vocational training programs. You want to make sure the program you choose is reputable, trustworthy, and worth the time and money you're about to invest.

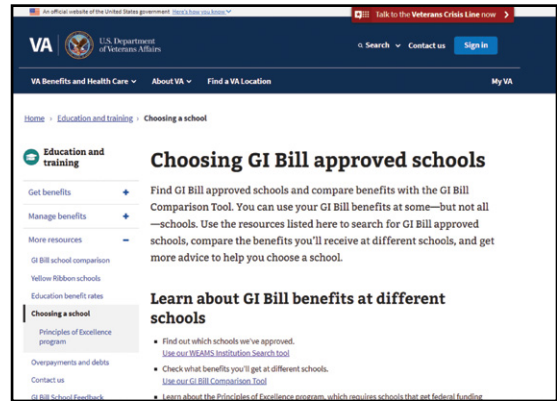
Federal Trade Commission Consumer Advice.
<https://consumer.ftc.gov/>

Enter a search item using words such as scams or colleges.

Veterans Affairs.

<https://www.va.gov/education/choosing-a-school/>

Search for information on schools that are approved to accept VA benefits.



Before You Enroll

The Federal Trade Commission, <https://consumer.ftc.gov/>

recommends that you do some homework before you commit to a program.



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STUDY AND LEARN PROGRAM FACTORS LESSON SUMMARY

Due Diligence

Due diligence involves gathering as much information as you can to evaluate the financial elements for a training program. When you look at a training program you need to look at its:

- Accreditation
- Admission and completion rates
- Admission requirements
- Tuition and fees



Red Flags

As you perform your due diligence for a training program, you need to look for red flags. These include:

- High job placement rates.
- A lack of qualified instructors.
- Multiple complaints about the institution and the program.
- Whether the institution offering the program is a diploma mill.



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FUNDING YOUR TRAINING AND EDUCATION

Whether you choose an **earn and learn** option that pays you a wage from day one, a **study and learn** path where you may or may not be employed while attending school, or a short-term certification or testing process, recognize the many funding options available to you.

Funding Options

Two main funding options available are:

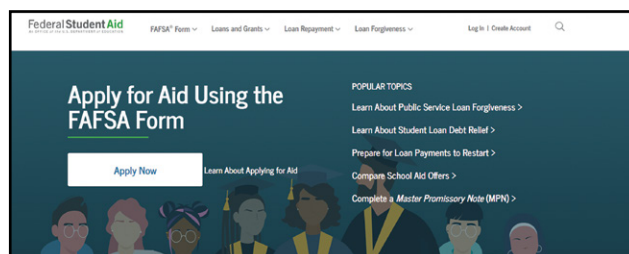
1. The U.S. Department of Education's Federal Student Aid program
2. Veteran-Specific Funding Sources



FEDERAL STUDENT AID

The Free Application for Federal Student Aid (FAFSA®), <https://studentaid.gov/> is administered by the U.S. Department of Education. Most higher education institutions use the FAFSA® as the source of information to determine eligibility for Financial Aid programs.

- Learn about the Free Application for Federal Student Aid (FAFSA®) Form.
- Find information on loans and grants to include loan repayment and loan forgiveness.



If you are considering school:

1. Get a checklist for academic and financial preparation.
2. Choose a school.
3. Learn about grants, work-study, loans, and scholarships.
4. Determine FAFSA® deadlines.

If you are in school:

1. Renew your FAFSA® Form.
2. Apply for a PLUS loan for graduate school.
3. Complete a loan agreement.
4. Complete loan entrance counseling.
5. Complete the annual student loan acknowledgement.
6. Use the Loan Simulator.
7. Complete the Teacher Education Assistance for College and Higher Education (TEACH) grant counseling and agreement.

On the page Tips for Success, <https://studentaid.gov/articles/category/tips-for-success/> access short reads such as: *9 Things First-time College Students Need to Know*.

Scholarships and Grants

In addition to US Department of Education funding, some states have specific no-cost tuition or reduced tuition for veterans. There are also other organizations which offer scholarships and grants. Most higher education institutions offer locally sponsored tuition assistance scholarships and sometimes grants. Check with the Financial Aid Office at the school. Other sources for scholarships and grants include community service organizations (service clubs such as Lions, Rotary), professional organizations (Armed Forces Communications & Electronics Association International), non-profit organizations (Navy-Marine Relief Society) and local businesses (e.g., credit unions and banks).

VETERAN-SPECIFIC FUNDING SOURCES

Sources of funding for veterans include these government funded programs: GI Bill, Veteran Readiness and Employment (Chapter 31), Yellow Ribbon, and Tuition Assistance. The U.S. Department of Veteran Affairs offers training about these VA Benefits. Military Tuition Assistance programs are offered by all the service branches.

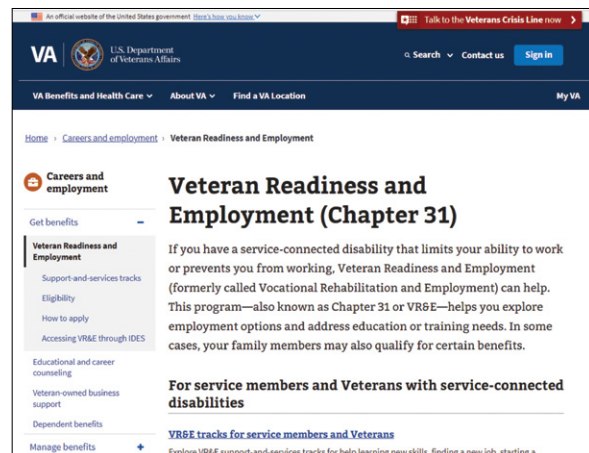
In addition to FAFSA® and veteran-specific funding, there are scholarships and grants specifically for veterans. These may be funded by non-profit organizations, trade associations, or for-profit businesses.

Veteran Readiness and Employment (VR&E)

For some service members, another path to training may involve using the U.S. Department of Veterans Affairs Veteran Readiness and Employment (VR&E).

VR&E provides no-cost assistance to eligible service members and veterans with service-connected disabilities.

VR&E includes many resources, such as education, retraining, tools, and career counseling to prepare you to obtain and maintain suitable employment or achieve independence in daily living.



If you have questions about VR&E, please consult with your VA Benefits Advisor or visit <https://www.va.gov/careers-employment/vocational-rehabilitation/>



Yellow Ribbon Program

You may be interested in attending private colleges or universities that leverage tuition and fees that exceed the maximum amount of the Post-9/11 GI Bill benefit. These institutions may participate in the Yellow Ribbon Program, which could significantly offset any or all out-of-pocket expenses you encounter as you earn your degree.

To find out more about the Yellow Ribbon Program, including links to see which schools participate and current payment rates, please go to the VA website.

www.va.gov/education/about-gi-bill-benefits/post-9-11/yellow-ribbon-program/

Military Tuition Assistance Program

The Military Tuition Assistance (TA) program is a Department of Defense initiative that offers financial support to service members who wish to pursue voluntary off-duty education programs to achieve their professional and personal development goals while on active duty. This program is authorized by Congress, which has granted each service the ability to cover up to 100% of tuition expenses for its members.

The TA program is available to active duty, National Guard, and Reserve Component service members. Each military branch has its own application form and procedures for TA. While the amount of tuition assistance available is roughly the same across branches, the decision to approve an application for a TA program and the amount of assistance you receive is ultimately up to your command.

The Army, Air Force/Space Force, and Marine Corps have education centers on their installations. These centers provide a range of educational resources and support to service members seeking to further their education and career prospects. The Navy operates a consolidated virtual education center for all naval installations in the continental United States. Information on the Coast Guard tuition assistance program is also available online.

- **Army:** MyArmyBenefits.
[https://myarmybenefits.us.army.mil/Benefit-Library/Federal-Benefits/Tuition-Assistance-\(TA\)](https://myarmybenefits.us.army.mil/Benefit-Library/Federal-Benefits/Tuition-Assistance-(TA))
- **Navy:** Tuition Assistance (TA) and Navy College Program for Afloat College Education (NCPACE). <https://www.navycollege.navy.mil/sailors/tuition-assistance>
- **Marine Corps:** Tuition Assistance (TA).
<https://usmc-mccs.org/articles/how-do-i-apply-for-tuition-assistance/>
- **Air Force and Space Force:** Tuition Assistance Program.
<https://www.afpc.af.mil/Career-Management/Military-Tuition-Assistance-Program/>
- **U.S. Coast Guard:** Tuition Assistance.
<https://www.forcecom.uscg.mil/Our-Organization/forcecom-units/etqc/voluntary-education/Tuition-Assistance/>












VA GI Bill

Another key source of funding is your VA Education Benefits which are covered by VA and DoD Curriculum. If you have not attended the briefing or wish to review topics, access the Transition Assistance Program, <https://TAPevents.mil/> to find a VA Benefits and Services class near you or register for the self-paced online course.

You will be using the **GI Bill Comparison Tool**, <https://www.va.gov/education/gi-bill-comparison-tool/> later in this section to compare the cost of education and training in various institutions.

Contact the U.S. Department of Veterans Affairs, <https://www.va.gov/> for the most current education and training information.

Explore VA benefits and health care

<p> Health care</p> <p>Apply for VA health care, find out how to access services, and manage your health and benefits online.</p>	<p> Disability</p> <p>File a claim for disability compensation for conditions related to your military service, and manage your benefits over time.</p>	<p> Education and training</p> <p>Apply for and manage your GI Bill and other education benefits to help pay for college and training programs.</p>
<p> Careers and employment</p> <p>Apply for vocational rehabilitation services, get support for your Veteran-owned small business, and access other career resources.</p>	<p> Pension</p> <p>Apply for monthly payments for wartime Veterans and survivors with limited or no income who meet certain age and disability requirements.</p>	<p> Housing assistance</p> <p>Find out if you're eligible for a VA-backed home loan. If you have a service-connected disability, see if you qualify for a housing grant to help you live more independently.</p>
<p> Life insurance</p> <p>Explore VA life insurance options for Veterans, service members, and families. Manage your policy online, file claims for benefits, and access helpful resources.</p>	<p> Burials and memorials</p> <p>Get help planning a burial in a VA national cemetery, order a headstone or other memorial item to honor a Veteran's service, and apply for survivor and dependent benefits.</p>	<p> Records</p> <p>Apply for a printed Veteran ID card, get your VA benefit letters and medical records, and learn how to apply for a discharge upgrade.</p>
<p> Service member benefits</p> <p>Find out what benefits you may be eligible for during service and which time-sensitive benefits to consider when separating or retiring.</p>	<p> Family member benefits</p> <p>Learn about the benefits you may qualify for as a spouse, dependent, or survivor. And find out what you're eligible for as a family member caring for a Veteran with disabilities.</p>	<p> VA department information</p> <p>Learn more about the VA departments that manage our benefit and health care programs.</p>

FUNDING YOUR TRAINING AND EDUCATION LESSON SUMMARY

Funding Options

To fund your training or education for your civilian career, most veterans have two main options:

1. Veteran-Specific Funding Sources
2. The U.S. Department of Education's Federal Student Aid program

Veteran-Specific Funding Sources

GI Bill.

<https://www.va.gov/education/about-gi-bill-benefits/how-to-use-benefits/on-the-job-training-apprenticeships/>

Or use the GI Bill Hotline: 888-GIBILL-1 (888-442-4551)

U.S. Department of Veterans Affairs Veteran Readiness and Employment (VR&E).

<https://www.va.gov/careers-employment/vocational-rehabilitation/>

Federal Student Aid Program

Department of Education (DoED) Federal Student Aid program.

<https://studentaid.gov/h/apply-for-aid/fafsa>



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COMPARING TRAINING PROGRAMS

You may have already identified a desirable occupation and researched the credentials needed to qualify for a specific position. To assist you in choosing a good program, we will identify and compare two apprenticeship programs or schools that support specific goals.

Depending on your career goals, you can complete the Study and Learn Program or the Earn and Learn Program Comparison Chart section or both sections. Each chart has three general sections:

1. Program Details

2. Estimated Funding and Estimated Expenses

- a. Estimated Funding is the amount of funding you will receive.
 - i. GI Bill
 - ii. Housing allowance
 - iii. Books and supplies (This could include either the stipend or the reimbursement amount)
- b. Estimated Expenses are expenses you are responsible to pay while you attend the school and complete the program.
 - i. There may be a difference between your funding and your expenses based on the program.
 - ii. To avoid a shortfall, compare programs so you can attend the program that best fits your training goals and your budget.

3. Contact Information

- a. Enter a point of contact along with associated phone number, email address, website URL, and additional information.



Quick Tip

Consider the difference in housing allowance if you plan to enroll only in online classes.

Also, if you begin with in-classroom classes and switch to online classes, this may affect your funding.



DEMONSTRATION 5.7: PROGRAM COMPARISON CHART

In the following demonstration, we will review how Shondra incorporated research and program comparison information into the **Program Comparison Chart** worksheet section or in the table provided.

She compared two Study and Learn programs and two Earn and Learn programs. The completed charts will provide you with an understanding of the strengths and weaknesses of each program, allowing you to make informed decisions based on the data presented.



Study and Learn Program Details

First, Shondra compared two Study and Learn programs. She entered the following content under **Program Details** for Eagle Gate College and Emily Griffith Technical College.

Study and Learn Program Details	Program 1 Information	Program 2 Information
School/Program Name	Eagle Gate College/ Practical Nursing	Emily Griffith Technical (EGT) College/Practical Nursing
Desired Credential	NCLEX-PN/Practical Nursing Diploma	NCLEX-PN/Practical Nursing Certificate
Accreditation	ABHES	ABHES
Length of Program	12 Months	12 Months
Location	Phoenix, AZ	Denver, CO
Program Format	Onsite, in person	Onsite, in person
Application Requirements or Prerequisites	Fill out online form to request admissions assistance	Fill out online form to request admissions assistance
Application Deadline	TBD	TBD
Anticipated Program Start Date and End Date	TBD	TBD
Registration Date	TBD	TBD
Transfer Credit Policy, If Applicable	Veteran/LPN Bridge	N/A
Immunization/Vaccine Requirements	Refer to Eagle Gate College Catalog	Refer to EGT College Catalog
Required Documentation	Refer to Eagle Gate College Catalog	Refer to EGT College Catalog
VA Approved	Yes	Yes



Quick Tip

Many trade schools recognize the value of military experience and may offer shortened programs as a result. Research if the college has a Bridge program, which acknowledges military experience.



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DEMONSTRATION 5.8: DETERMINE YOUR GI BILL EDUCATION/ TRAINING AND HOUSING BENEFITS

According to VA and DoD Curriculum, you can follow these steps to determine your VA education/ training and housing benefits through the GI Bill.

Shondra started with the GI Bill Comparison Tool.

<https://www.va.gov/education/gi-bill-comparison-tool/>

She decided whether her search was based on the school's name or location.

Shondra searched by location. Clicked on **Filter your results** and checked or unchecked boxes according to her interests, then clicked **Update** results

She selected a school of interest and reviewed results about the school.

She answered questions in the four sections under **Calculate Your Benefits** to estimate benefits.

Shondra was able to estimate her tuition and housing benefits. This could include either the stipend or the reimbursement amount. She entered the information in the **Program Comparison Chart** worksheet section.

Let's review what Shondra found using the GI Bill. First, she entered information for **Estimated Funding**.

Study and Learn Program Details	Program 1 Information	Program 2 Information
Estimated Funding: • GI Bill	\$14,900 tuition	\$14,970 tuition
• Monthly Housing Allowance	\$1,797/month	\$2,373/month
• Books/Supplies	Up to \$1,000/annual	Up to \$1,000/annual
• Wages/OJT	\$2,050/month	\$2,050/month

*Not all details are relevant to all programs.

She entered the following information for **Estimated Expenses**.

Study and Learn Program Details	Program 1 Information	Program 2 Information
Estimated Expenses: • Tuition	\$16,010	\$13,076
• Housing	\$1,800/month	\$1,525/month
• Books/Supplies	\$1,490	\$1,750

*Not all details are relevant to all programs.



Earn and Learn Program Details

Next, Shondra compared two Apprenticeship programs. She entered the following content under **Program Details** for CNA Wellbeing Health Systems and Essentials Health Careers.

Earn and Learn Program Details	Program 1 Information	Program 2 Information
Job/Program Name	CNA Wellbeing Health Systems (Registered Apprenticeship)	Essentials Health Careers/ PCA to CNA
Job Posted Date	15 November 20XX	13 May 20XX
Desired Credential	National Nurse Aide Assessment Program (NNAAP) https://www.ncsbn.org/index.page	National Nurse Aide Assessment Program (NNAAP) https://www.ncsbn.org/index.page
DOL Registered Apprenticeship (RA) Program Y/N?	Yes	Yes
Length of Program/ Training	3 months	3 months
Location	Multiple, AZ, CA	Multiple, AZ, CA
Onsite, Remote, or Hybrid	Hybrid	Full-time Remote
Requirements or Qualifications	Contact POC	Contact POC
Application Deadline	TBD	TBD
Job Start Date	TBD	TBD
Number of Positions Available	Multiple	40
Does Advanced Standing for Military Experience Apply to this Apprenticeship?	N/A	Yes
Security Clearance/ Background Check/ Drug Test	Background check & drug testing	Background check & drug testing
Required Documentation	ID only	TB skin test Valid ID SSN
Job Summary	Contact POC for full description	Contact POC for full description
Job Responsibilities	Contact POC for full description	Contact POC for full description
VA Approved	Yes	Yes



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Then, Shondra entered information for **Estimated Funding and Expenses**. Be aware that VA funding may have restrictions or may not be applicable for some Earn and Learn programs. Check with the VA prior to submitting an application.

Earn and Learn Program Details	Program 1 Information	Program 2 Information
Estimated Funding:	\$1550/month	\$1400/month
• GI Bill Monthly Housing Allowance		
• GI Bill Books/Supplies	Up to \$1000/annual	Up to \$1000/annual
• Wages/OJT	Negotiable	\$8.00-18.00/hr.
• Housing	Off campus	N/A Remote only

*Not all details are relevant to all programs.

Lastly, she entered **Contact Information**.

Earn and Learn Program Details	Program 1 Information	Program 2 Information
Point of Contact (POC):	Jane Smith	Terry Horn
• Phone:	(123) 456-7890	(456) 789-0123
• Email:	janes@wellbeinghealthsys.com	enroll@essentialhealth.com
• Website:	Wellbeinghealthsys.com	Essentialhealth.com
Notes:	https://www.wgu.edu/blog/what-cna-job-description-career-guide2008.html#close https://news.va.gov/115284/take-first-step-health-career-nursing-assistant/	

*Not all details are relevant to all programs.



ACTIVITY 5.9: PROGRAM COMPARISON CHART

Now it's your turn to incorporate research and program comparison information into the **Program Comparison Chart**.

STEP 1. Identify programs and/or schools that support your training goals.

STEP 2. Complete the **Program Comparison Chart** worksheet section or in the table provided to conduct a side-by-side analysis of each option including using the GI Bill Comparison Tool. <https://www.va.gov/education/gi-bill-comparison-tool/>

STEP 3. Add any notes that are relevant to your specific situation.

STEP 4. Use any of the following resources to conduct your research. Be sure to use the individual school or program websites for specific details.

Earn and Learn Resources

- Apprenticeship.gov. <https://www.apprenticeship.gov/>
- USMAP. <https://usmap.osd.mil/index.htm>
- DoD SkillBridge. <https://skillbridge.osd.mil/>

Study and Learn Resources

- CareerOneStop, <https://www.careeronestop.org/Toolkit/Training/find-local-training.aspx>
- The College Navigator, <https://nces.ed.gov/collegenavigator/>
- Veterans Affairs, www.va.gov/education/choosing-a-school/
- College Results (CR), <https://collegeresults.org/>



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Study and Learn Program Comparison Chart

Study And Learn Program Details*	Program 1 Information	Program 2 Information
School/Program Name		
Desired Credential		
Accreditation		
Length of Program		
Location		
Program Format		
Application Requirements or Prerequisites		
Application Deadline		
Anticipated Program Start Date and End Date		
Registration Date		
Transfer Credit Policy, If Applicable		
Immunization/Vaccine Requirements		
Required Documentation		

*Not all details are relevant to all programs



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Study and Learn Program Comparison Chart (continued)

Study And Learn Program Details*	Program 1 Information	Program 2 Information
VA Approved		
Estimated Funding: <ul style="list-style-type: none"> • GI Bill Monthly Housing Allowance 		
<ul style="list-style-type: none"> • GI Bill Books/Supplies Allowance 		
<ul style="list-style-type: none"> • Wages/OJT 		
Estimated Expenses: <ul style="list-style-type: none"> • Tuition 		
<ul style="list-style-type: none"> • Housing 		
<ul style="list-style-type: none"> • Books/Supplies 		
Point of Contact (POC):		
<ul style="list-style-type: none"> • Phone: 		
<ul style="list-style-type: none"> • Email: 		
<ul style="list-style-type: none"> • Website: 		
Notes:		

*Not all details are relevant to all programs

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Earn and Learn Program Comparison Chart

Earn And Learn Program Details*	Program 1 Information	Program 2 Information
Job/Program Name		
Job Posted Date		
Desired Credential		
DOL Registered Apprenticeship (RA) Program Y/N?		
Length of Program/ Training		
Location		
Onsite, Remote, or Hybrid		
Requirements or Qualifications		
Application Deadline		
Job Start Date		
Number of Positions Available		
Advanced Standing for Military Experience Apply to this Apprenticeship?		

*Not all details are relevant to all programs



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Earn and Learn Program Comparison Chart (continued)

Earn And Learn Program Details*	Program 1 Information	Program 2 Information
Security Clearance/ Background Check Drug Test		
Required Documentation		
Job Summary		
Job Responsibilities		
VA Approved		
Estimated Funding: <ul style="list-style-type: none"> • GI Bill Monthly Housing Allowance 		
<ul style="list-style-type: none"> • GI Bill Books/ Supplies Allowance 		
<ul style="list-style-type: none"> • Wages/OJT 		
<ul style="list-style-type: none"> • Housing 		
Point of Contact (POC):		
<ul style="list-style-type: none"> • Phone: 		
<ul style="list-style-type: none"> • Email: 		
<ul style="list-style-type: none"> • Website: 		
Notes:		

*Not all details are relevant to all programs



COMPARING TRAINING PROGRAMS LESSON SUMMARY

Personal Considerations

As you assess training programs, you need to consider what things are important to you.

- Do you prefer a certain program?
- Do you have time restrictions?
- Do you have personal limitations?
- Do you have financial constraints?

Remember, it is important to consider the potential impact of financial aid. By exploring your options, you may discover that you qualify for a Pell Grant or other forms of funding that can greatly assist with your expenses. To take advantage of these opportunities, it is crucial to complete the Free Application for Federal Student Aid (FAFSA®), <https://studentaid.gov/>

Research

You also need to consider your results from the self-assessments and labor market research when determining which program best meets your needs.

In order to make a well-informed decision, thoroughly research and compare various programs or schools. Use the Program Comparison Chart which will assist you in finding the program that best aligns with your specific needs.



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ADDITIONAL TRAINING RESOURCES

It is highly likely that you will continue to refine your career path throughout the transition process and even well into your future.

There are additional resources that may prove to be helpful as you pursue your career goals. Consider how you can incorporate these into your plan.

No- or Low-Cost Learning Opportunities

In recent years, many public agencies, private sector businesses, and non-profit organizations have made significant investments and public commitments to support our nation's veterans in their transition from military service to civilian careers. These organizations understand that veterans bring unique value to the workplace but face challenges competing for civilian positions without civilian-recognized credentials or experience. To diminish this divide, many organizations offer no- or low-cost, or accelerated learning opportunities for veterans.

The wide range of offerings may include accelerated wind turbine technician programs, expedited routes to a commercial driver's license, project management certification courses, and no-cost online cybersecurity classes at beginner and advanced levels.

Local Services

Program availability is determined by local, regional, or national partners and vary widely by geographic location and local labor market conditions.

Please contact the transition services office at your local military installation to find out about the partners and opportunities that are currently available in your area.

Connect with an American Job Center (AJC) to access valuable local employer information and stay updated on the local labor market. Gain insights into job opportunities and stay ahead in your career search.



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DoD Voluntary Education Programs

Department of Defense Voluntary Education (DoD VolEd) Programs, <https://www.dantes.mil/> is a DoD organization that can help you pursue your educational goals and earn a degree or certification.

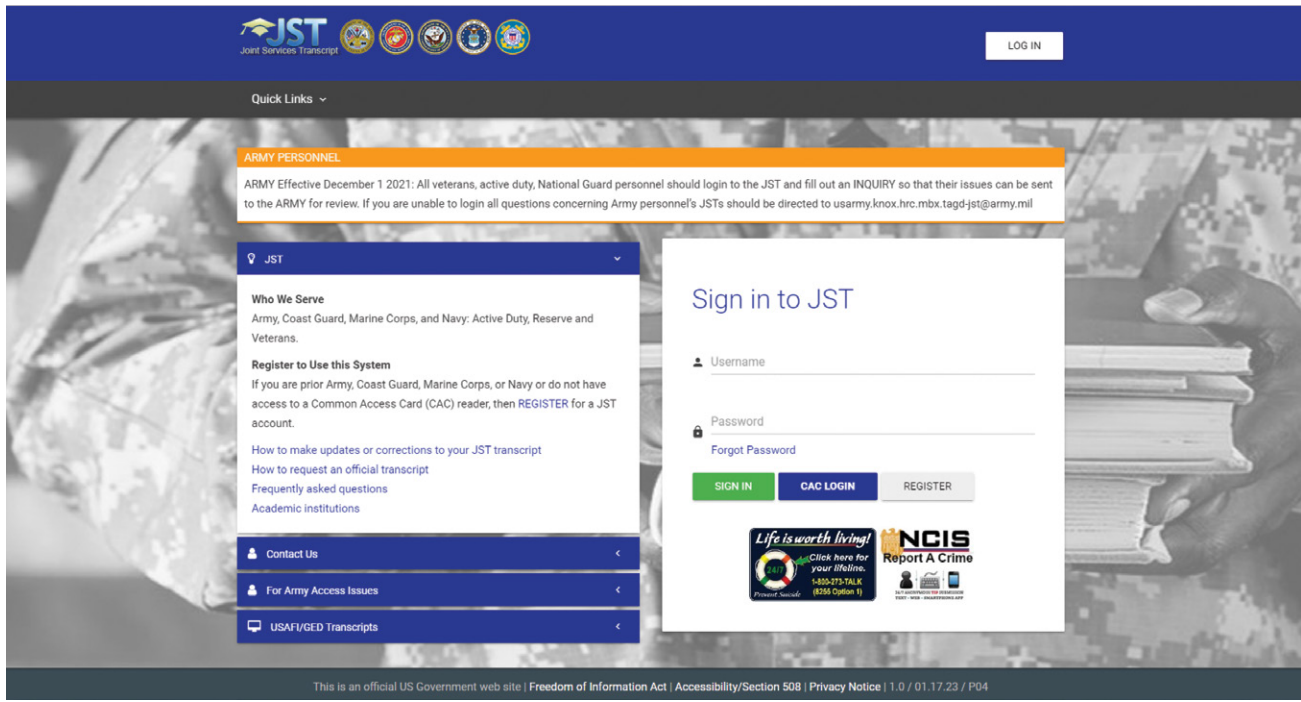
Through various programs, your local education services office or online education portal has tools and resources available to help you attain your educational goals.

The DoD VolEd, <https://www.dantes.mil/>, has useful information on:

- education programs,
- financial assistance, and
- counselors and school representatives.



- **VolEd Education Programs**
 - o Select the **Education Programs** tab, <https://www.dantes.mil/Education-Programs/> to find information on college entrance or placement testing, application procedures, and Troops to Teachers (TTT).
- **VolEd Counselor Tools and School Representatives**
 - o Select the **Counselor Tools** tab, <https://www.dantes.mil/Counselor-Tools/> to find information on people who can help you with other education-related planning.
- **VolEd Financial Assistance**
 - o Select the **Financial Assistance** tab <https://www.dantes.mil/Financial-Assistance/> to find information on exam reimbursement requests, tuition assistance and financial aid, and other resources.



Joint Services Transcript (JST)

The Joint Services Transcript (JST), <https://jst.doded.mil/jst/> is a valuable resource for military personnel seeking to translate their military experience into civilian language. This document has replaced several previous transcripts, including the Coast Guard Institute Transcript, the Army/American Council on Education Registry Transcript System (AARTS), and the Sailor/Marine American Council on Education Registry Transcript (SMART).

The JST is an academically accepted document approved by the American Council on Education (ACE) that validates a service member's military occupational experience and training along with corresponding ACE college credit recommendations. This transcript serves as a tool for academic and career counselors who advise service members and veterans. It could save you time and money if your desired program accepts transfer credits and the credits you have earned are applicable to your program of study.

It is important to note that JST receives its data from Army, Coast Guard, Marine Corps, and Navy personnel systems. All enlisted, officers and warrant officers are eligible for a JST. Active duty, Reserve, Veterans or National Guard personnel can use JST.

However, Air Force/Space Force personnel should contact the Community College of the Air Force (CCAF), <https://www.airuniversity.af.edu/Barnes/CCAF/>, to receive their transcript.

It is recommended that individuals consult with each educational institution for transfer credit policies. By utilizing the JST, military personnel can better understand and describe their skills and experience, making them more competitive in the civilian job market and in pursuing higher education opportunities.



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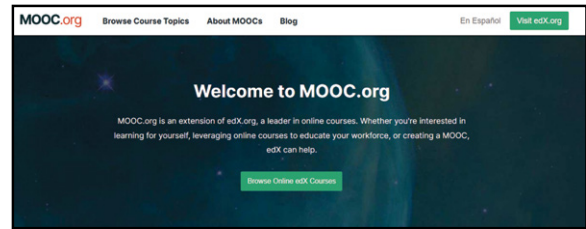
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Massive Open Online Courses (MOOCs)

Massive Open Online Courses (MOOCs), <https://www.mooc.org/>, are no-cost online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career, and deliver quality educational experiences.



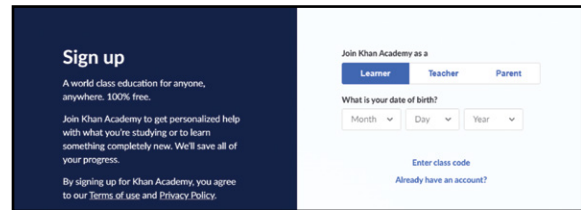
Though MOOCs can be no cost, Coursera and edX offer paid **verified certificates** for successful completion. Students must pass assessments and prove their identities. Employers can confirm certificates online.

Go to MOOC-List, <https://www.mooc-list.com/> to find other MOOCs.

- Coursera builds skills with courses, certificates, and degrees online from world-class universities and companies.
- edX is an open-source platform that provides no-cost online classes.

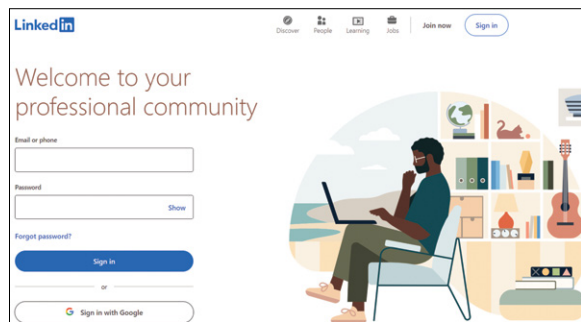
Khan Academy

Khan Academy, <https://www.khanacademy.org/> is a 501(c)(3) nonprofit organization that offers no-cost learning resources for all ages to include test preparation for the Scholastic Aptitude Test (SAT), Praxis test/exam, and the Law School Admission Test (LSAT).



LinkedIn, <https://linkedin.com> or LinkedIn for military and veterans, www.linkedin.com/military

LinkedIn is the world’s largest professional online network and is an effective way to reach people both inside and outside your existing networking circles, background, and industry. According to LinkedIn data, 70% of jobseekers were hired at a company where they had a connection, which means you are four times more likely to get hired at a company where you know someone.



A basic LinkedIn account is no cost.

The Premium Career subscription includes one year of access to LinkedIn Learning, which is an online educational platform that helps you discover and develop business, technology-related, and creative skills through more than 5,000 expert-led courses. You can also choose to add these courses and related skills to your LinkedIn profile once you complete them.

LinkedIn also offers a one-year complimentary Premium Career upgrade, www.linkedin.com/military for veterans and service members. Use this no-cost offer wisely. Consider signing up for LinkedIn Premium between six months to one year from separation to build your network and make civilian employment connections. Military spouses receive the same offer with every move they make along side their military spouse.

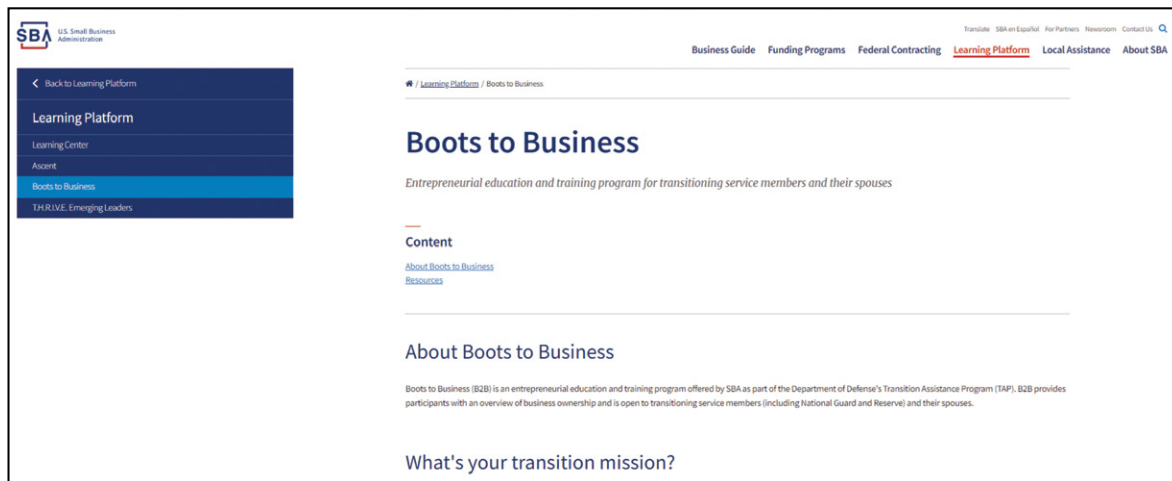
TAP RESOURCES

All TAP courses are also available in self-paced online offerings at <https://TAPevents.mil/>

1. DOL Career and Credential Exploration (C2E)
2. DOL Employment Fundamentals of Career Transition (EFCT)
3. DOL Employment Workshop (DOLEW)
4. DOL Wounded Warrior and Caregiver Employment Workshop (WWCEW)
5. Financial Planning for Transition
6. Managing Your (MY) Education
7. Managing Your (MY) Transition
8. Military Occupational Code (MOC) Crosswalk
9. SBA Boots to Business (B2B)
10. VA Benefits and Services

Managing Your (MY) Education

Managing Your (MY) Education is a TAP track for those service members who are interested in pursuing higher education. This course is designed for anyone pursuing an undergraduate or graduate degree and includes information on choosing a field of study, selecting an institution, gaining admission, and funding your education.



SBA Boots to Business (B2B)

The Small Business Administration (SBA) website has resources for veterans who want to start their own businesses. The SBA offers the Boots to Business (B2B) program, which includes a two-day Introduction to Entrepreneurship course.

You will receive information related to the benefits and challenges of entrepreneurship and the steps required for business ownership. After completing the “Introduction to Entrepreneurship” course, participants can elect to further their study through optional online courses, such as B2B: Revenue Readiness and the SBA Learning Center.



DOL Transition Assistance Resources

The DOL Veterans' Employment and Training Service (VETS) offers a variety of no-cost resources through their Transition Assistance Program (TAP) office.

Transition Employment Assistance for Military Spouses and Caregivers (TEAMS) workshops assist military spouses in their career endeavors with training on employment essentials tailored to their unique circumstances, <https://www.dol.gov/agencies/vets/veterans/military-spouses/training-support> and <https://www.dol.gov/teamsworkshops>

The Off-Base Transition Training (OBTT) pilot program is an opportunity earned through service for veterans, veterans currently serving in the National Guard and Reserve, and their spouses to take control of their career through workshops to help meet their employment goals. These workshops do not replace TAP requirements but are an extension of TAP. The one- and two-hour workshops are offered in-person in select states and via instructor-led, virtual options. More information is available at www.dol.gov/OBTTworkshops

The VETS Resource Guide (VRG) is a quick reference collection of employment related resources, organized alphabetically within major topic headings, to help you quickly find and access the resources discussed in our workshops as well as other important resources available to assist you in reaching your full potential in the workplace.

More information can be found on their <https://www.dol.gov/agencies/vets/programs/tap> website.

On-Campus Veterans' Support Services

Many campuses have Veterans' Services Offices or Veteran Centers that can help connect student veterans with the resources they need to successfully transition from combat to classroom to career. Services include help navigating the admissions process, applying for financial aid, using VA education benefits, getting academic assistance, and preparing to enter (or re-enter) the workforce. The Veterans' Service Office:

1. Gives you referrals to relevant campus or community resources.
2. Provides information on VA benefits.
3. Helps you navigate the campus and its administrative policies.
4. Invites you to attend workshops and social events throughout the year.
5. Connects you with other student veterans on campus.

More information can be found at the Department of Veterans Affairs **VetSuccess on Campus** (VSOC). <https://www.benefits.va.gov/vocrehab/vsoc.asp>

The **School Certifying Official (SCO)** is the representative at a training institution who serves as a liaison between that school and the VA. This individual validates your program enrollment status, which is necessary for the VA to process education benefit payments. Check with each individual school about how to reach the SCO.



Did You Know?

The SCO is not a VA employee. In all VA matters, any final decision should come from the VA, not the school representative.

ADDITIONAL TRAINING RESOURCES LESSON SUMMARY

As you transition and develop your civilian career, don't forget that these additional training resources are available to you.

1. CareerOneStop can assist you in finding an American Job Center (AJC).
2. Department of Defense Voluntary Education (DoD VolEd) Programs can help you find training to earn a degree or certification.
3. The Joint Services Transcript (JST) translates descriptions of your military schooling and work history into civilian language.
4. Massive Open Online Courses (MOOCs) are partnerships between colleges and providers that provide no-cost online courses to help you learn additional skills and move your career forward.
5. Managing Your (MY) Education is a TAP track for those service members who are interested in pursuing higher education.
6. The Small Business Administration (SBA) website has resources for veterans who want to start their own businesses. The SBA offers the TAP Boots to Business (B2B) program, which includes an Introduction to Entrepreneurship workshop.
7. On-campus veterans' support services, if available, provide student veterans resources to successfully transition through school to civilian careers.
8. The school certifying official (SCO) is the link between the school and the VA.



Quick Tip

If you completed a USMAP DOL Registered Apprenticeship while in service, make sure that it is included in your JST.



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SECTION SUMMARY

Career and credential exploration are essential for achieving your career goals. These credentials encompass various qualifications, including occupational licenses, professional certifications, educational degrees, and certificates.

To enhance your skills and knowledge, Earn and Learn training is incorporated into Apprenticeships and On-The-Job Training (OJT)/Internships. Active-duty service members can benefit from United Services Military Apprenticeship Program (USMAP) and DoD SkillBridge. For those seeking apprenticeships, Apprenticeship.gov serves as a comprehensive platform to discover suitable opportunities.

Alternatively, Study and Learn training can be pursued through higher education institutions, such as two-year Community and Technical Colleges, Career, Technical, Vocational, or Trade Schools, and four-year Colleges and Universities.

When researching educational training programs, look out for red flags like inflated job placement rates and a lack of qualified instructors.

Remember to leverage Veteran-Specific Funding Sources, such as the GI Bill and the U.S. Department of Veterans Affairs Veteran Readiness and Employment (VR&E), to support your educational journey.

To aid in your decision-making process, utilize the Program Comparison Chart, which will help you identify the program that aligns best with your specific needs.

Additionally, explore additional training resources, such as your local American Job Center (AJC). If you aspire to start your own business, the Small Business Administration (SBA) website offers valuable resources tailored to veterans. If you opt for a Study and Learn program, consider utilizing on-campus veterans' support services, if available, to access additional resources specifically designed for student veterans.



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6 | Preparing Your Resume

SECTION 6: PREPARING YOUR RESUME



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CRAFTING A TARGETED RESUME

If your labor market research has led you to consider an apprenticeship or a career and technical education program, the next thing you need to do is apply. Through this section, we will explore the elements of a job application or resume. You will be able to apply the techniques from the EFCT course when you created your targeted resume for a specific position or program.



The application process may differ depending on the program, but it generally involves a combination of the following elements.

Earn and Learn Program

1. Application
2. Cover letter
3. Transcripts
4. Personal documents which confirm eligibility or verify your identity, such as a driver's license or photo id.
5. Letters of recommendation/References
6. Targeted resume
7. Job interview
8. Work sample portfolio, such as newsletters, pictures, or video recordings of your work

Study and Learn Program

1. Application
2. Application letter/ Statement of purpose
3. Transcripts
4. Personal documents which confirm eligibility or verify your identity, such as a driver's license, photo id, proof of vaccination.
5. Letters of recommendation
6. Essay
7. Admission interview (at the discretion of the institution)
8. Work sample portfolio, such as newsletters, pictures, or video recordings of your work
9. Short-answer questions
10. Entrance exam



Your targeted resume will introduce you, so be sure to present your brand well and make an excellent first impression. Misspellings, inconsistent font and type size, and misaligned margins can all be indicative of a lack of attention to detail. A poorly crafted resume can be seen as a reflection of your work performance.

Make sure that your resume is polished and professional. Do not include a photograph or any information that could be potentially discriminatory, such as age, religious affiliation, family composition, etc.

Although, there is not enough time to fully develop a resume during this workshop, you will have the tools and knowledge to start the process immediately. Remember, as you acquire new skills and experiences, continue to add this information to your master resume. For resume-writing assistance, find TAP classes near you at <https://TAPevents.mil/> or contact your installation transition office which helps in finding classes in person and online.

Resume writing assistance is also available through your local American Job Center at no cost. You may use the center's computers or meet with trained staff who can help translate military language into civilian terminology.

RESUME OVERVIEW

This section gives practical guidance on crafting a targeted resume for an apprenticeship as we continue to follow Shondra's journey. Before we examine her resume, let's review some resume basics.

The top priority of a resume is to grab the attention of the hiring manager and secure an interview invitation. Use your resume to summarize and highlight your qualifications to include hard, soft, and transferable skills.

Create a targeted resume by customizing the content. Focus on achievements instead of responsibilities. A well-crafted resume is an essential component of any application package, serving as the initial step towards securing an apprenticeship or internship. As presented in the EFCT, there are three styles you can use to organize the information on your targeted resume: chronological, functional, and combination.

Resume Style	Resume Style Characteristics
Chronological: Time-based	<ul style="list-style-type: none"> • Most preferred as it lists the jobs you have held, starting with your most recent position, and then proceeding in reverse chronological order. • Describes your experiences and accomplishments in each position.
Functional: Skills-based	<ul style="list-style-type: none"> • Sometimes not preferred due to lack of information about specific employers and dates. • Highlights skills. Typically used by those who are changing careers, as it allows them to focus more on transferable skills rather than company names and job titles. • Allows you to group your skills and accomplishments into one or more categories.
Combination: Has elements of both time and skills	<ul style="list-style-type: none"> • Good compromise between chronological and functional formats. • Shows your skills and work history. • Allows you to highlight your skills from non-work or volunteer experience. • Good choice if changing careers or large gaps in work history.

Resume Format

Keep your resume formatting professional and simple using the following guidelines:

1. Length: One to two pages (if two pages, add your name to the top of the second page)
2. Alignment: Left-aligned
3. White space: Clear margins, one inch all around is recommended.
4. Styles: Use bold, italics, and underlines sparingly.
5. Font: Arial, Calibri, Cambria, Franklin Gothic, Garamond, Helvetica, Times New Roman, or Verdana
6. Font size: Optimal size is 10 to 12-point font. Section titles and headers can be 14 to 16-point.
7. Review: Proofread and spell check.



Did You Know?

Data shows that recruiters are 2.9 times more likely to pick a candidate with a two-page resume for managerial roles and 1.4 times more likely for entry-level positions. What's more, 77% of employers say seasoned workers should NOT use a single-page resume.

Resume Statistics 2022 (Analysis of 133,000 Documents) (zety.com); <https://zety.com/blog/resume-statistics>

RESUME CONTENT – SECTIONS

There are many resume formats and templates. This guide presents a standard American resume style.

The common sections of a resume are:

- Contact Information
- Headline or Title (Optional)
- Summary of Qualifications
- Work Experience/Accomplishments
- Education/Training



Quick Tip

Potential employers may reach out by phone. Ensure your voicemail greeting is professional and appropriate.



Contact Information

Prominently display your contact information at the top of your resume. Ensure that the email address you list is professional and include the web address to your LinkedIn profile and/or any other professional websites, as applicable. For privacy reasons, your physical address is no longer necessary.

To illustrate, here are two examples of how contact information can be presented differently.

- **EXAMPLE 1**, Franklin Gothic Book 12-point font, without location information:
Taylor Lee
(302) 555-1111 - Taylor.Lee@email.com
- **EXAMPLE 2**, Times New Roman 12-point font, with LinkedIn URL information:
Taylor Lee
(302) 555-1111 – Taylor.Lee@email.com – www.linkedin.com/in/taylor-lee

Headline or Title (Optional)

A headline or resume title is an opportunity to use an important keyword and communicate your brand as discussed in EFCT. To create your headline, look for keywords in the job posting or use the exact job title from the job posting. Place it directly above your summary of qualifications beneath your contact information. Here are three examples:

SECURITY ANALYST – CYBER SECURITY – SOFTWARE DEVELOPMENT
 EDUCATOR | TRAINING MANAGER
 BUDGET ANALYST • PROJECT MANAGEMENT • WORKFLOW OPTIMIZATION



Summary of Qualifications

Since you want to catch the reader’s attention **in the first seven seconds of reviewing the resume**, the best way to do this is to provide a summary of skills and experience that match the qualifications and skills needed for the position.

To ensure that your resume is targeted to the reader, it is important to research the preferred and required qualifications for the job. Ensure your summary of qualifications is a concise introduction that showcases your talent and relevant skills. You can write this as a short introductory paragraph, a brief list of skills, or a combination of the two. By emphasizing transferable and marketable skills, you can create a resume that is sure to stand out and make an impression.

The following examples demonstrate three ways you can write your summary of qualifications.

Summary of Qualifications for a Law Enforcement Professional Role:

EXAMPLE 1, BULLETED LIST

- Law enforcement professional with over 15 years of experience in providing protective services for assets valued at over \$10 million during state, federal, and global security operations.
- Patrolled and monitored over 200 facilities; ensured safety, security, and prevented theft.
- Conducted investigations and interviews with over 450 witnesses, victims, and suspects.
- Performed daily prisoner and vehicle searches. Conducted thorough searches of cells for contraband such as weapons or drugs.
- Provided testimonies and presented evidence as a witness in over 450 traffic and criminal cases.

EXAMPLE 2, PARAGRAPH

Law enforcement professional with over 15 years of experience in providing protective services for assets valued at over \$10 million during state, federal, and global security operations. Patrolled and monitored over 200 facilities; ensured safety, security, and prevented theft. Conducted investigations and interviews with over 450 witnesses, victims, and suspects. Performed daily prisoner and vehicle searches. Conducted thorough searches of cells for contraband such as weapons or drugs. Testified in court to present evidence or be a witness in traffic and criminal cases.

EXAMPLE 3, COMBINATION

Law enforcement professional with over 15 years of experience in providing protective services for assets valued at over \$10 million during state, federal, and global security operations.

KEY SKILLS

- | | |
|-------------------------|--------------------|
| Maintain Accountability | Review Facts |
| Patrol and Monitor | Monitor Situations |
| Conduct Investigations | Testify in Court |

Experience and Achievements

The work experience section provides the details of your professional skills and past employment. Include company information and keywords that **relate directly to the apprenticeship and/or company**.

List your employment history (organization names, job titles, and start and end dates of the positions). Use the word **Present** or **Current** as the end date if you are currently still working in that position. List your achievements and/or results from each job you have held that relate to the position or occupation you are targeting. Show progress in your most current employment history; do this by making your promotions stand out. If you do not have professional experience in the targeted field, consider side jobs, volunteer work, hobbies, that you can list to show your qualifications.



Quick Tip

Some applications may require additional content to include salary and mm/dd/yyyy for employment dates. It is important to store this additional information in your master resume for easy access if needed.



The STAR Method is a four-step technique that will help you illustrate how you used your skills to achieve your goals. It uses brief examples that give a fuller picture of your competencies and how you previously used them.

Situation – Think of a specific time or circumstance when you used a particular skill; define the general context of that situation.

Task – Name the key objective you were responsible for in that situation or the challenges/obstacles you had to overcome.

Action – Describe what you did to complete the assigned task; emphasize the skills and resources involved.

Result – Summarize the outcome and how you specifically contributed; describe the improvements and/or benefits.

You can draw on your performance reviews, additional duties, internships, awards, volunteer activities, and training records to identify and explain when and where you applied each skill and how it can contribute to the success of their organization or institution.

FORMAT FOR LISTING YOUR WORK HISTORY

Job Title Month/Year Start Date – Month/Year End Date

Company, City, State

- List your job skills and achievements for this position. Use STAR statements.
- List your job skills and achievements for this position. Use STAR statements.
- List your job skills and achievements for this position. Use STAR statements.

Work History Example:

Systems Administrator January 20XX – Present

USAA, Dallas, TX

- Resolve Service Desk tickets for more than 3,000 users across 21 states and abroad, maintaining a 24-hour resolution time.
- Maintain three domains to include updating, troubleshooting, and repairing of network connectivity to achieve goal of 95% continuous connectivity.
- Serve as Information Assurance (IA) Manager; annually train over 150 staff on IA protocols to ensure standards are maintained.



Quick Tip

Remember, if you are listing a current job, the verbs will be in present tense, and prior jobs in past tense.



As you describe your experience and achievements:

1. Select the skills related to the position or apprenticeship you are targeting.
2. Write achievement statements using the STAR (Situation, Task, Action, Result) method as discussed in EFCT.
3. Use civilian terms and avoid acronyms.
4. Avoid using the phrase “**responsible for**”, as it is too vague.
5. Start with a strong action verb to illustrate your accomplishments and achievements.
6. Write in past tense for all previous jobs.
7. Avoid the use of personal pronouns such as I, me, and my. Everything on the resume is about you and your qualifications, therefore, these personal pronouns are not needed.

The goal of your work experience section is to tell the reader how well you performed your duties rather than just listing your duties.

You can do this by using achievement statements, to include results and relevant keywords as you describe your work experience. Include time, numbers, financial savings, percentages, statistics, and examples to illustrate your achievements using the STAR method. Crafting statements that clearly demonstrate the impact of your work can help you stand out and make an impression.

Achievement Statement Examples:

Personnel/Human Resources

- Directly supervised the activities and performance of 17 equipment technicians and 4 equipment managers in 3 separate maintenance facilities.
- Coordinated and organized effective instructional programs with various organizations, resulting in recognition by senior management for obtaining a 100% training proficiency rating in all evaluated areas.

Engineer

- Conducted job analysis and provided suggestions for improvement, saving the company 520 labor-hours and \$300K over a two-year period.
- Directed daily operations for engineering department, including supervision of 4 administrative personnel.

Maintenance

- Supervised and trained a team of 35 mechanics in the safe operation of an engine, power train and fuel/electric rebuild shop.
- Maneuvered trucks weighing over 70,000 pounds into loading and unloading positions ensuring proper placement and securement of load.

Medical

- Administered over 1,000 inoculations for protection against diseases to include: Anthrax, Polio, Yellow Fever, and COVID-19.
- Received recognition for converting a cargo vehicle into a field ambulance capable of safely carrying two litters saving the government more than \$60,000.

Management

- Supervised the activities and performance of a 72-person workforce, directly managing 3 senior instructors and 18 equipment managers.
- Assigned work to 4 senior personnel based on priorities, difficulty, requirements of assignments, and the capabilities of the employees. Set and adjusted short-term goals, prepared schedules for completion of work, and evaluated work performance.

***NOTE:** Remember to analyze the job posting to mirror the verbiage the employer uses when creating your achievement statements. For example, drivetrain can also be spelled as drive train or drive-train. Also, the capital letter K can be substituted for a thousand. For example, instead of writing \$60,000 in full, you can write it as \$60K.



Education and Training

Formal education and specialized training belong on your resume. Determine which information is most pertinent to the reader and best showcases you as the ideal candidate. Use the following guidelines to list your education and training history:

1. List your most recent education and training first.
2. Include relevant degrees achieved beyond high school, highest to lowest.
3. List the locations of colleges and universities, but it is not necessary to include dates attended. Note: You may encounter prejudice or discrimination if your degree date is too far back.
4. List special honors you achieved, such as graduating Cum Laude, with honors, or having a grade point average (GPA) at or above a 3.5.
5. If you have not graduated yet, indicate the number of credit hours completed, and major/minor/concentration, and/or provide an expected graduation date.
6. Provide certification or renewal year for any certifications or training you have.
 - Discard irrelevant certifications (e.g., Do not list CPR unless it is used in the job.)
 - If you have completed a USMAP DOL Registered Apprenticeship program, be sure to include it with your training.
7. Include licenses, course work, and schools relevant to the job or apprenticeship opportunity.

Example if you are still working on your degree:

There are diverse ways to list degrees in progress:

- Master of Arts in Educational Leadership, University of Arizona, Tucson, AZ, 25/30 semester hours completed.
- Bachelor of Arts, Political Science, Emory University, Atlanta, GA, Expected in 20XX.
- Associate of Science in Human Resources Management, Georgia State University, Atlanta, GA, in progress—16 credit hours completed.

Example if you have completed your degree or certification:

Type of degree, major, university name, city, state, and date (optional), honors or GPA (optional)

- Master of Arts in Educational Leadership, University of Arizona, Tucson, AZ, Summa Cum Laude
- Bachelor of Arts, Political Science, Emory University, Atlanta, GA
- Associate of Science in Human Resources Management, Georgia State University, Atlanta, GA, May 2022

Example if you are including a certification or license:

Type of certification, certifying organization, date completed/expires:

- Senior Professional of Human Resources (SPHR), HR Certification Institute, December 20XX/Expires: December 20XX



Other Additions

Volunteer Service

Volunteer experience is valuable because it illustrates important skills you possess and explains how you are involved in your community.

If you have relevant volunteer experience, it is highly recommended that you add it. List this information in the experience section as if it is a paid position. Use the STAR method to create your skill statements.

- Designed website for the Lifehealth Foundation, increasing traffic to website by 25%.
- Developed a front-end WordPress site and blog with 341+ pages.
- Customized a web app to schedule donations pickup to facilitate on-site processes, which resulted in being recognized by CSS Design Awards (CSSDA), an international web design and development award platform.

Awards

Awards are valuable because they demonstrate how you performed so well in a specific position that your efforts were recognized. Be selective. Use the following guidelines to list your awards:

- Provide the name of the award and a brief statement explaining why you received the award.
- It is no longer customary to have a separate awards section. Including the award as a bulleted point under a specific job position is better.



Quick Tip

Be selective in including your awards. Add only those that speak directly to your accomplishments (not unit or group awards, unless YOU led the group).

Awards Examples:

- Developed the organization’s operational strategy resulting in a 10% increase in recruiting production for FY 22 and 15% for FY 23, culminating in the Top Battalion Award for FY 22 and FY 23.
- Led a team of 18 highly skilled personnel who achieved an impressive 98.5% operational readiness rate, earning our unit the prestigious Draper Armor Leadership Award for four consecutive years, the highest honor bestowed upon organizations of comparable size within our Division.



KEYWORD IDENTIFICATION

To write a targeted resume, you must know what position, career field, or company you are targeting. Begin by analyzing the job posting. Conduct a keyword search. Ask questions such as:

- What knowledge and skills do I have?
- Do my knowledge, skills, and qualifications align with the company's key skills and keywords?

Use your results to begin developing your targeted resume. By incorporating these keywords into your content, you increase the likelihood of attracting your target audience and ensuring that your message reaches those who are actively searching for related information.

Using keywords in your resume that align with the job posting, significantly increases your chances of getting through the Applicant Tracking System and obtaining an interview.

Applicant Tracking System (ATS)

Many employers use a streamlined hiring software called the ATS. One feature of this software can track, collect, sort, and pinpoint resumes that meet required qualifications. An ATS can use different algorithms and even varying degrees of artificial intelligence (AI) to sort large numbers of applications and speed the hiring process. ATS scans may eliminate people who are qualified but who have not included the keywords on their resume that an ATS has been programmed to identify. The best way to increase your chances of being selected to move forward in the hiring process is to ensure you are analyzing and using the job posting to target your resume.

Use both the long-form and acronym version of keywords e.g., Master of Business Administration (MBA) or Search Engine Optimization (SEO) for maximum searchability.





ACTIVITY 6.1: IDENTIFY KEYWORDS IN A JOB POSTING

Let's use Shondra's Wellbeing Certified Nursing Assistant apprenticeship job posting to practice identifying keywords. Remember to think like an employer.

STEP 1: Thoroughly read the job posting, paying close attention to the position requirements, qualifications, and responsibilities. Ask questions such as:

- What are the key skills or keywords that this company cares about?
- Are there industry-specific words or terms?
- Are there preferred or required requirements or qualifications?
- Are the education and training requirements for this job preferred or required?
- Can experience be used in place of education requirements?

STEP 2: Review the job posting for keywords and phrases that provide insight into the company's mission, values, and organizational culture. Highlight or underline the keywords.

- Put yourself in the employer's role as you consider what keywords or phrases are important.

STEP 3: On the following page, highlight the keywords and job requirements from the job posting or use the space below to document the information.



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Certified Nursing Assistant

Wellbeing Health Systems is calling all self-motivated go-getters to apply to our **Certified Nursing Assistant (CNA)/Caregiver Apprenticeship Program**.

We are an established healthcare provider that truly values the time, skills, and opinions of our team. We pay our CNAs a starting competitive wage of \$20-\$25 including Health Insurance, Dental, Vision, and PTO. We also make it easy to apply with our initial quick mobile-optimized application.

Job Responsibilities:

- Provides for activities of daily living by assisting with serving meals, feeding patients as necessary; and ambulating, turning, and positioning patients.
- Provides adjunct care by administering non-sterile dressings, surgical preps, ice packs, heat treatments, sitz and therapeutic baths; and applying restraints.
- Maintains patient stability by checking vital signs and weight; testing urine; and recording intake and output information.
- Provides patient comfort by utilizing resources and materials; answering patients' requests; and reporting observations of the patient to nursing supervisor.
- Documents actions by completing forms, reports, logs, and records.
- Maintains work operations by following policies and procedures.
- Protects organization's value by keeping patient information confidential.
- Serves and protects the hospital community by adhering to professional standards, hospital policies and procedures; and federal, state, and local requirements.

CNA Skills and Qualifications:

- Basic knowledge of anatomy, physiology, and medical terminology.
- Knowledge of relevant nursing care.
- Friendly and professional bedside manner.
- Maintains current CPR certification.
- Effective oral, written, and reading communication skills.
- Understands legal implications of patient care.

Education and Experience Requirements:

- Certification with accredited training course through the State of California and current certification through American Heart Association in Basic Life.
- 2 years of nursing assistant experience.
- CNA license/certification or similar certification desired.

Just click the **APPLY** button below to get started with an apprentice position at Wellbeing Health Systems.

Did you identify the following key skills and keywords? Keywords can be subjective, and everyone may not select the same words. What other keywords do you think could be important?



Certified Nursing Assistant

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- Understands legal implications of patient care.

Education and Experience Requirements:

- Certification with accredited training course through the State of California and current certification through American Heart Association in Basic Life.
- 2 years of nursing assistant experience.
- CNA license/certification or similar certification desired.

Just click the **APPLY** button below to get started with an apprentice position at Wellbeing Health Systems.

Let's review Shondra's targeted resume. Do you think she would be accepted for the apprenticeship?

Shondra Baker

(555) 789-6543 • Shondra.Baker@somedomain.com • [linkedin.com/in/shondrajbaker](https://www.linkedin.com/in/shondrajbaker)

EMERGENCY MEDICAL TECHNICIAN

- Seven years of experience as an emergency medical technician.
- Two years' experience as Lead Technician supervising a six-person medical team.
- Assisted physicians in the Emergency Department with trauma patients.
- Maintained National EMT, BLS, ACLS, and PALS.
- Mentored EMT students with clinical and classwork.
- Managed \$85K medical supply account with 100% accountability.
- Proficiency in Microsoft Office (Word, Excel, Power Point, Access, and Outlook).

WORK EXPERIENCE

U.S. Air Force **June 20XX - Present**
Lead Emergency Medical Technician **February 20XX - Present**

David Grant Medical Center, Travis AFB, CA

- Administer basic- and restricted-advanced life support (ALS) to patients on scene, in-route to hospital and in-hospital settings in accordance with federal, state, and local laws and standards.
- Perform triage to assess the nature and extent of injury or illness to establish and prioritize medical procedures.
- Rescue and extricate victims of accidents, sudden illness, or entrapment using proper rescue and medical techniques.

Emergency Medical Technician **July 20XX - January 20XX**
Deployment Site, Undisclosed

- Led 8-person response team, 4.8K clinical visits, 12 Aero-medical evacuations, and over 350 ER runs; ensured life-saving techniques were executed.
- Operated and maintained care of six emergency vehicles to include supply maintenance and infection control for 100% availability.
- Thoroughly documented assessments, physical findings and treatment rendered in pre- hospital setting on patient care reports within 24 hours of dispatch.

Emergency Medical Technician **June 20XX - February 20XX**
Keesler Medical Center, Biloxi, MS

- Participated in hospital performance improvement activities; improved safety and patient outcomes by 20%.
- Performed procedures such as injections, immunizations, management of infections, and EKGs.
- Provided patient care across 200-bed facility and assisted patients with daily activities.
- Performed phlebotomy with precision on all age groups from newborn to geriatric.

EDUCATION AND TRAINING

- Associate of Applied Science in Allied Health Sciences, Community College of the Air Force
- Nationally Registered Emergency Medical Technician EMT-B, 20XX
- ACLS and PALS certification, 20XX
- Emergency Vehicles Operations Course (EVOC), 20XX

Did you identify the following key skills and keywords in Shondra’s resume?

EMERGENCY MEDICAL TECHNICIAN

- Seven years of experience as an emergency medical technician.
- Two years’ experience as Lead Technician supervising a six-person medical team.
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EDUCATION AND TRAINING

- Associate of Applied Science in Allied Health Sciences, Community College of the Air Force
- Nationally Registered Emergency Medical Technician EMT-B, 20XX
- ACLS and PALS certification, 20XX
- Emergency Vehicles Operations Course (EVOC), 20XX



FINALIZING YOUR RESUME

As a review, the following list outlines the flow from creating a master resume to applying to a job.

Master resume

- Begin with your work history outline.
- Use Chronological (date sequential) format.
- Add all past jobs & volunteer work.
- Use STAR experience statements.
- Can be multiple pages.
- Not given to the employer.

Job posting or apprenticeship announcement

- Analyze for key words and phrases.
- Review for qualifications and skills.

Targeted resume

- Length is 2 pages or less.
- Targeted summary written to job posting.
- Tailored to key skills, words, phrases from job posting.
- Use Chronological or Combination format.

Review

- For grammar & spelling errors.
- For Applicant Tracking System (ATS) compliance.
- Job posting match.

Apply to Earn and Learn or Study and Learn program

- Use targeted resume.
- Apply as instructed in job posting or college application.



Quick Tip

When you finish writing your resume, put it aside for a day before you start making revisions.





Follow these tips to create a polished final version of your resume.

1. Take time to review your draft carefully and give your resume your full concentration.
2. Verify all dates, names, and phone numbers are accurate.
3. Check for consistent verb tenses and parallel structure in bulleted lists.
4. Review more than once, each time looking for a type of error. For example, read one time for organization of content, another time for formatting, and another time for spelling and accuracy.
5. Read it backwards. This tip forces you to slow down and look at each word. Do not trust spell check to catch your errors; words can be spelled correctly but still be incorrect in the context. For example, manger and manager are both spelled correctly. The first is an object, while the latter is a person.
6. Ask a trusted friend or colleague to read your resume after you have reviewed and revised. Explain to them that you are looking for feedback and accept their input graciously.



Helpful Applications

To electronically review for keywords, use no-cost online tools such as:

- JobScan, www.jobscan.co
- ResyMatch, resymatch.io
- SkillSyncer, skillsyncer.com

An online tool will instantly analyze your resume against a particular job description. Once on the site, you can either paste in the text of your resume or upload a Word or PDF file, then paste the text of the job posting you're interested in. The application reviews your resume against the job posting similarly to an ATS scan.

Grammarly, <https://www.grammarly.com/> uses AI-enabled communication assistance. Use Grammarly tools to pinpoint errors, refine complicated sentences, and to review for accurate spelling, punctuation, and grammar. Additionally, consider downloading their no-cost writing assistant desktop Windows app to ensure that your writing is professional, interesting, and easily understandable.

As invaluable as these tools are, they will not detect every mistake. You will need to conduct a thorough review yourself. When you are ready to review, bear in mind that you are not just searching for spelling mistakes. Read your resume from the perspective of an employer or educator. Make sure all information is presented logically and displays your abilities and qualifications effectively.

Targeted resumes highlight how you can and will meet the goals as an apprentice, employee, or student. Enhance your targeted resume with the keywords from that job posting or college program.

By taking a step back and viewing your work from a fresh perspective, you can more easily identify errors or other issues. Utilize the editor tool in your word processing software to detect spelling and grammar mistakes. You can also use sites specifically designed to assist with content review.



SECTION SUMMARY

Some of the most common supporting documents that may be required by an educational institution or employer include resumes, cover letters, transcripts, letters of recommendation, and personal statements or essays. Each of these documents should be tailored to the specific requirements of the program or position you are applying for. Highlighting your strengths and achievements in a clear and concise manner, and including keywords.

Choose a resume style that aligns with your professional goals and highlights your skills and experiences in the best possible manner. Your targeted resume will introduce you, so be sure to present your brand well and make an excellent first impression. Most employers prefer a reverse chronological resume. Functional, skill-based resumes can be advantageous in showcasing skills as they can focus more on transferable skills rather than company names and job titles. A combination resume offers the best of both worlds, allowing you to demonstrate your abilities and experience across-the-board and in an organized manner.



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7 | Taking Your Next Steps

SECTION 7: TAKING YOUR NEXT STEPS



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PLANNING FOR SUCCESS

Planning is crucial for your future success to reach your career goal.

In the final section, several aspects of planning will be introduced allowing you to create your own career plan based on research conducted in this workshop.

Make strategic moves along the way by developing a **Career Action Plan**. A career action plan is like having a compass – it keeps you focused and motivated on your path to success.

1. First, identify your career of choice or your career goal.
2. Next, break your single goal down into separate achievable goals. Clarify your career objectives by creating short-range, medium-range, and long-range goals.
3. Then, figure out what skills and experiences you need to acquire to reach those goals. This might mean seeking out specific training or education, or even just looking for opportunities within your current job to gain relevant experience. Identify funding sources and expenses associated with this training or education.
4. Lastly, don't forget to consider networking and building relationships with people who can support and guide you in your journey.

Career Action Plan	
Section 7: Taking Your Next Steps – Action Plan	
CAREER OF CHOICE:	
GOALS	
Short-range Goal (<1 year)	
Medium-range Goal (1-5 years)	
Long-range Goal (>5 years)	
SKILLS AND CREDENTIALS	
Current	
Desired/Required	
TRAINING PROGRAM	
Training Program	
(Length/Dates)	
COST AND FUNDING	
Estimated Program Costs	
Potential Funding	
Other Notes	
ACTION ITEMS	
Whom do I need to call, write, or visit?	



SMART GOALS

In the EFCT, you were introduced to SMART goals for career planning. SMART is an acronym for Specific, Measurable, Achievable, Realistic, and Timely. These standards are widely used in goal-setting practices as they provide a clear framework for defining objectives and ensuring their successful attainment.

Let's break it down. Being specific means clearly defining what exactly you want to accomplish. Measurable means setting clear criteria to track your progress and determine when the goal has been achieved. Achievable refers to setting realistic targets that are within your reach. Relevant means ensuring that your goal aligns with your overall objectives and values. Finally, timely means setting deadlines or establishing a timeline to create a sense of urgency and keep yourself accountable.

When making career choice goals, you want your goals to meet as many of the SMART characteristics as possible.

Use the following guidelines to help you with creating a SMART goal.



Specific: Break into smaller steps. Ask yourself questions such as:

- o Are there enough details to make this actionable?
- o Does this provide a specific direction?



Measurable: Verify your progress by asking questions such as:

- o How much?
- o How many?



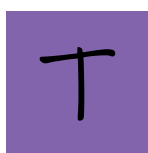
Achievable: Determine any preliminary steps. Ask yourself questions such as:

- o What steps should I take?
- o How do I plan to reach my goal? Is the goal realistic based on where I am now?



Realistic or Relevant: Commit to your goal. Ask yourself questions such as:

- o Am I willing to commit to this goal? Is it worth the energy? Is this the right time?
- o Does my career goal fit into my life goals and future plans?
- o Is there anything needed to reach my goal that I don't currently have?



Timely: Create a timeline. Ask yourself questions such as:

- o Do I have enough time to achieve it, or do I have room to procrastinate?
- o When should I complete each step?

By following these guidelines, SMART goals provide a framework for success by guiding your focus and motivating you to act.



DEMONSTRATION 7.1: CREATE A SMART GOAL

Throughout this course, you have been narrowing down your career choices to achieve a specific goal.

Having a goal such as, “Get a job as a Software Developer” is **Not a SMART goal**. Why? Because it is too broad. In the following demonstration, we will review how a transitioning service member seeking a position as a Software Developer created a short-range (<1 year) SMART goal by getting more detailed.

Specific: Break down the goal of becoming a Software Developer into smaller steps.

- What IT firm am I targeting? “I’m aiming to land a job at a large IT firm, specifically at XYZ IT Solutions.”
- What else do I need to do? skill enhancement, networking, resume building, etc. “I will update and tailor my resume to showcase my knowledge, skills, and abilities (KSAs) within the next two months.”

Measurable: Verify the progress by adding metrics. How much? How many?

- Set a clear target. For example, secure a job as a [specific role] at [company name]. “My target is to secure a Software Developer position at XYZ IT Solutions.” “I will note the number of relevant skills I gain, the number of networking events I attend, the tailored job applications I submit, and the interviews I manage to secure.”

Achievable: Assess the current skill set and identify gaps.

- Develop a plan to acquire necessary skills through online courses, workshops, or certifications. “I plan to complete two online courses within the next six months.”
- Build a professional network in the IT industry through online platforms and industry events. “I will connect with IT industry professionals by attending at least five industry events.”

Realistic/Relevant: Assess career goals.:

- Align my career goal with my life goals and future plans. “My career goal fits well with my life goals and future plans.”

Timely: Create a timeline.

- Create specific deadlines for each step. “Over the next four months, I will complete online courses to enhance my coding skills.”
- Set a target date for submitting my first application. “Within the next six months, I will apply to 10 job openings.”

Put it all together and the SMART goal is: “By the end of the next 12 months, I will target and apply to openings for a Software Developer with XYZ IT Solutions. To achieve this, I will update and tailor my resume; complete two online coding skills courses; attend five IT industry events; and submit 10 applications.”





SHONDRA'S SMART GOAL

Shondra created a SMART goal for her long-range goal (>5 years) to become a Registered Nurse (RN).

1. Specific:

- Research various nursing programs and their admission requirements to identify the best fit for my situation. Also research possible apprenticeships in the area. "I will complete an LPN program at Eagle Gate College in Phoenix, AZ."

2. Measurable:

- Identify how many nursing programs have I researched and applied to. "I will apply to four programs within two months of separation."

3. Achievable:

- Research educational institutions that offer nursing programs tailored to veterans and chose a credential to obtain within two years. "I will have an LPN certificate."

4. Realistic/Relevant:

- Evaluate whether this goal aligns with my life goals, future plans, and family commitments. "With an LPN certificate, I will be able to begin as a certified nurse and pursue my long-term goal of RN while maintaining my current way of life."

5. Timely:

- Develop a clear schedule for acquiring the necessary qualifications and skills based on program admission requirements. "I will complete an LPN program at Eagle Gate College within two years of separation."

Put it all together and Shondra's SMART goal is: "Become an LPN within two years by first completing an apprenticeship, followed by attending Eagle Gate College in Phoenix, AZ."



ACTIVITY 7.2: CREATE A SMART GOAL

Now it's your turn.

Specific: Break it into smaller steps. Ask yourself questions such as: Are there enough details to make this actionable? Does this provide a specific direction?

Measurable: Verify your progress by asking questions such as: How much? How many?

Achievable: Determine any preliminary steps. Ask yourself questions such as: How do I plan to reach my goal? What steps should I take? Is the goal realistic based on where I am now?



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Realistic or Relevant: Commit to your goal. Ask yourself questions such as: Am I willing to commit to this goal? Is it worth the energy? Is this the right time? Does my career goal fit into my life goals and future plans? Is there anything needed to reach my goal that I don't currently have?

Timely: Create a timeline. Ask yourself questions such as: Do I have enough time to achieve it, or do I have room to procrastinate? When should I complete each step?

Put it all together and **your SMART Goal** is:

CREATING YOUR CAREER ACTION PLAN

Many people struggle to achieve their goals because they fail to put their ideas into writing. By creating a written plan, you can clarify your objectives and develop strategies for achieving them. Whether your career requires weeks or years of education, training, or apprenticeship, planning is essential for moving in a productive direction.

The work you have done in this workshop will be even more valuable if you organize it into a formal plan with tangible goals. Include in your career action plan:

1. Career goal or career of choice
2. Short-, medium-, and long-range career goals
3. Current skills and credentials
4. Desired or required skills and credentials for your new career
5. Training program, including the starting date and program length
6. Estimation of the cost of the program and potential funding
7. Action items to successfully complete your plan

In the following example, let's review how Shondra created her plan to reach her career of choice as a Registered Nurse.

Career Goals. Shondra's goals are to complete an apprenticeship program, then the Licensed Practical Nurse program, and become established in the field. She will then pursue becoming a Registered Nurse by completing her bachelor's degree. She entered the following information into her plan:

GOALS	
Short-range Goal (<1 year)	<ul style="list-style-type: none"> • Register for VA education benefits. • Apply for Certified Nursing Assistant apprenticeship with Wellbeing Health Systems.
Medium-range Goal (1-5 years)	<ul style="list-style-type: none"> • Acquire LPN • Pursue admittance to a BSN program
Long-range Goal (>5 years)	<ul style="list-style-type: none"> • Acquire Registered Nurse RN certification and become established as a RN.
SKILLS AND CREDENTIALS	
Current	<ul style="list-style-type: none"> • Associate of Applied Science in Allied Health Sciences, some relevant military training may transfer (see Joint Services Transcript)
Desired/Required	<ul style="list-style-type: none"> • Practical Nurse Career Certificate • NCLEX-PN Certification • Nursing bachelor's degree and Registered Nurse Certification



TRAINING PROGRAM	
Training Program	<ul style="list-style-type: none"> Eagle Gate College/Practical Nursing
Length/Dates	<ul style="list-style-type: none"> 12 months, possible shorter with transfer credit from Joint Services Transcript.
COST AND FUNDING	
CTE Estimated Program Costs	<ul style="list-style-type: none"> Resident Tuition and Curriculum Fees: \$2,942/total cost for veterans.
Potential Funding	<ul style="list-style-type: none"> GI Bill pays: <ul style="list-style-type: none"> Tuition: \$14,900/annually Housing: \$1,797/monthly Books: \$1,000/annually Grants, student loans, veteran, and scholarships. Rural programs that will pay student loans.
Other Notes	<ul style="list-style-type: none"> Confirm benefits entitlement and amounts with VA. Confirm health insurance benefits/costs with program. Confirm in-state status for veterans.
ACTION ITEMS	
Whom do I need to call, write, or visit?	<ul style="list-style-type: none"> I need to set up an appointment with the VA counselor to confirm my benefits entitlement.
What do I need more information about? What am I unclear about?	<ul style="list-style-type: none"> Can I earn my Practical Nurse degree and remaining prerequisites while still serving?
What specific questions do I need to ask to get clarifications?	<ul style="list-style-type: none"> How difficult is it to get into a rural health-care provider program that will pay my student loans for me?
What things must I do next?	<ul style="list-style-type: none"> Find one person in the field to request informational interview to gain knowledge about the pros and cons of being an LPN and RN.
Other	<ul style="list-style-type: none"> Need to contact the installation education center for education benefits information.



ACTIVITY 7.3: COMPLETE YOUR CAREER ACTION PLAN

Use the following steps to create an action plan for your career of choice. Refer to the **Career Action Plan** worksheet section or into the table provided.

STEP 1. Enter **Career Goal** or **Career of Choice**. Please reference Activity 4.2: Conduct Labor Market Research Using O*NET® OnLine, PG page 82.

CAREER OF CHOICE:	
--------------------------	--

STEP 2. Enter your Goals in Your Worksheet. Please reference Activity 7.2: Create a SMART Goal, PG page 199.

- In the first block, enter your short-range (less than one year) goals.
- In the second block, enter your medium-range (one to five years) goals.
- In the next block, enter your long-range (more than five years) goals.

	GOALS
Short-range Goal (<1 year)	
Medium-range Goal (1-5 years)	
Long-range Goal (>5 years)	



STEP 3. Enter your Skills and Credentials.

- In the first block, enter your current skills and credentials. Please reference other documents, e.g., Gap Analysis from TAP DoD MY Transition course, master resume, etc. for this content.
- In the second block, enter your desired or required skills and credentials. These are the skills and credentials for your new career. Please reference Activity 5.4: Identify Training and Credentials Career Requirements, PG page 121.

SKILLS AND CREDENTIALS	
Current	
Desired/Required	

STEP 4. Your goal might require a training program. If this is the case, enter preferred training program information. Please reference Activity 5.9: Program Comparison Chart, PG page 157.

- In the first block, enter the name of the training program.
- In the second block, enter the length and dates of the training program.

TRAINING PROGRAM	
Training Program	
Length/Dates	

STEP 5. Enter Cost and Funding for the Program.

Please reference Activity 5.9: Program Comparison Chart, PG page 157.

- In the first block, enter the estimated program costs. Enter all potential funding sources you have found. This block is important because estimated costs may be higher than you have anticipated.
- In the next block, enter any notes about the cost of the program and all your sources of funding.

COST AND FUNDING	
Estimated Program Costs	
Other Notes	

STEP 6. List Action Items.

- In the last section, list action items to achieve your plan.
- These include gathering information, gaining assistance, and getting answers to questions about your training program.

	ACTION ITEMS
Whom do I need to call, write, or visit?	
What do I need more information about? What am I unclear about?	
What specific questions do I need to ask to get clarifications?	
What things must I do next?	
Other	



EVALUATE YOUR CAREER ACTION PLAN

Planning your career is important and can help you achieve your future goals.

Your **Career Action Plan** is a dynamic tool that requires regular evaluation and adjustments. Reviewing your plan periodically can assist you with staying focused and motivated.

Take a moment to review the plan you just created.

Ask yourself:

1. Do I have a specific career goal?
2. Did I identify short-, medium-, and long-range career goals?
3. Did I list my current skills and credentials?
4. Did I list any desired or required skills and credentials for my new career?
5. Did I list apprenticeship or CTE program information?
6. Did I list estimations of the cost of the program and potential funding?
7. Did I add dates for each item to ensure they are time-bound?
8. Did I enter action items with specific contact information?



MY UPDATED STATUS

Then, review the following statements and select the one that most closely describes your status at the end of this workshop. You may remember being asked to identify with one of these statements at the beginning of the workshop.

1. I am unsure of what civilian career to select after I leave the military.
2. I have some general ideas about my civilian career choice, but I am undecided.
3. I know what civilian career I want to do, but I do not have a plan.
4. I know what civilian career I want to do, and I have a specific plan to accomplish it.

It's okay not to have a plan or to have a plan now but decide to change it later as you continue to evaluate your action plan. By attending this class, you have taken the first step to identifying what you want to do and creating a specific plan to accomplish it.

ADDITIONAL RESOURCES

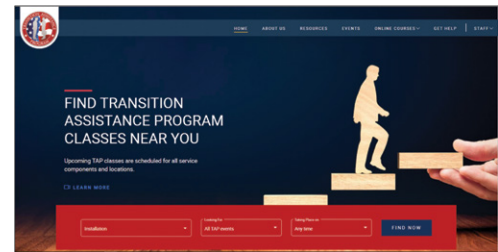
If you need or want more information on civilian careers or resume writing, remember you have resources available to you including these four:

- 1) Contact your installation transition staff for available TAP classes such as the DOL Employment Workshop which focuses on civilian employment and resume writing. Ask to schedule individual resume-assistance appointments.



- 2) Complete the DOL Employment Workshop online. Go to Transition Assistance Program, <https://TAPevents.mil/>

Select the **ONLINE COURSES** tab. Then select **TAP COURSES** from the drop-down menu in the upper right-hand corner. From the drop-down menu, select **Transition Tracks**. View the complete description of any class by selecting **More**. Select **Get Started** to enroll.

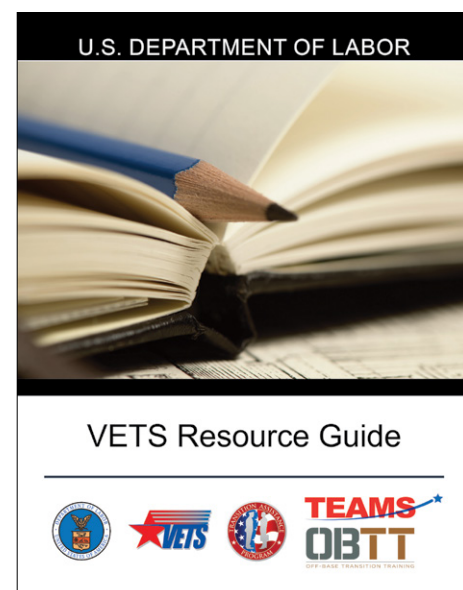


- 3) Connect with your local AJC. Go to CareerOneStop, <https://www.careeronestop.org/> and select **Find Local Help**. Select the American Job Centers hyperlink. Enter a city, state, or zip code to search for locations closest to your desired location.



- 4) The VETS Resource Guide, <https://www.dol.gov/agencies/vets/programs/tap> supports the TAP workshops presented by the DOL. It is a digital collection of links to the resources discussed in the C2E as well as other important resources available to service members. Topics include certification, credentialing, and licensing information; job boards; and overseas employment resources. Additional topics cover apprenticeship information and opportunities such as:

- a. CyberUp, <https://wecyberup.org/>
- b. Helmets to Hardhats, <https://helmetstohardhats.org/>
- c. Transition Overwatch, <https://transitionoverwatch.com/>



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WORKSHOP SUMMARY

During this course, you explored the journey of Shondra Baker, a separating service member. As she determined her civilian career goals, you gained insight into her decision-making process, concluding with her next steps and how she prepared a targeted resume.

You first looked inward and completed self-assessments to identify your aptitudes, interests, and work values all designed to assist with making career decisions.

Then, you turned your focus outward. First, by gaining an understanding of vocational training, then by conducting labor market research to explore training requirements and types of credentials and qualifications needed for your occupations of interest. And lastly, by identifying the associated costs and potential benefits of various apprenticeships, credentialing, or licensing goals.

You initiated your Career Action Plan and identified your next steps.



Congratulations

on taking this step towards reaching your post-transition goals!



THANK YOU

Thank you for your participation and your service. The DOL stands ready to provide you with the information and support you need to move forward with your transition. We recognize your devotion, commitment, and the sacrifices that you and your family members make each day to protect and defend our freedom. We are dedicated to supporting you in your transition and beyond.



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Appendices

APPENDIX A: CAREER AND CREDENTIAL EXPLORATION WORKSHEET

The following worksheet is the combination of three worksheets completed in the C2E course. They include:

- Putting the Pieces Together
- Program Comparison Charts
- Career Action Plan

If you choose to use this worksheet at a later time, each area contains a reference to the page number for the original information.

Putting the Pieces Together, Section 3: Career Self-Assessments - CareerScope®

	What are your 3 highest Interest Areas in CareerScope®?
1.	
2.	
3.	

(Refer to your answers on PG page 39.)

	What are your 3 highest Aptitude Areas in CareerScope®?
1.	
2.	
3.	

(Refer to your answers on PG page 42.)

	What are 3 Work Groups that match your Interests and Aptitude Areas in CareerScope®?
1.	
2.	
3.	

(Refer to your answers on PG page 45.)

	What are 3 careers of interest that you found in your Assessment Profile?
1.	
2.	
3.	

(Refer to your answers on PG page 52.)

Putting the Pieces Together, Section 3: Career Self-Assessments – O*NET® Interest Profiler

What are your RIASEC Scores?	
Category	Score
Realistic	
Investigative	
Artistic	
Social	
Enterprising	
Conventional	

<p>What are your top three Holland Code Personality Types? This is your dominant RIASEC Code.</p>

(Refer to answers on PG page 57.)

What 3 careers from O*NET® Interest Profiler match interests you want to explore?	
1.	
2.	
3.	

(Refer to answers on PG page 63.)

Putting the Pieces Together, Section 3: Career Self-Assessments – CareerOneStop Work Values

What are your 2 highest work values?	
1.	
2.	

(Refer to answers on PG page 68.)

What are 3 careers that match your values that you would like to explore?	
1.	
2.	
3.	

(Refer to answers on PG page 74.)

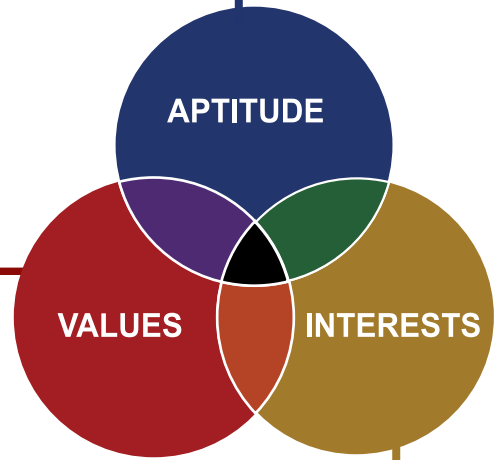
Putting the Pieces Together, Section 3: Career Self-Assessments – Combination of your aptitudes, interests, and work values and potential careers

CareerScope® Potential Careers (Page 52)

CareerOneStop Potential Careers (Page 74)

O*NET® Potential Careers (Page 63)

(Refer to answers on PG page 75.)



LABOR MARKET RESEARCH Research the labor market for each of your three occupations. Then select your career goal.			
Job Title	1.	2.	3.
Salary Median			
Salary Range			
Employment			
Projected Growth			
Projected Job Openings			
Education to Get Started			
Interests			
Work Values			
Related Occupations (Bright Outlook)			
Career Goal			

(Refer to answers on PG page 82.)

Putting the Pieces Together, Section 4: Labor Market Research – American Job Center (AJC) Information

Hours of Operation: _____

Location: _____

Contact Information: _____

(Refer to answers on PG page 87.)

Putting the Pieces Together, Section 4: Labor Market Research – Informational Interviews

Who would you call? List three possible contacts or if you don't have a name, then list the industry or occupation.

1. _____

2. _____

3. _____

What questions would you ask? Refer to the Eight Questions to Ask table and list the number of which question you would like to ask or write down a new question.

1. _____

2. _____

3. _____

(Refer to answers on PG page 94.)



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**Putting the Pieces Together, Section 5: Exploring Career Credentials and Training Opportunities—
Qualifications and Requirements for Credentials**

Position:	
Certification(s):	
License(s):	
Degree(s):	
Certificate(s):	
Status Check: Am I ready to apply for the job?	
Status Check: Do I still require training or experience before applying for the job?	

(Refer to answers on PG page 121.)

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Program Comparison Chart, Section 5: Exploring Career Credentials and Training Opportunities – Study and Learn Program Comparison

Study and Learn Program Details*	Program 1 Information	Program 2 Information
School/Program Name		
Desired Credential		
Accreditation		
Length of Program		
Location		
Program Format		
Application Requirements or Prerequisites		
Application Deadline		
Anticipated Program Start Date and End Date		
Registration Date		
Transfer Credit Policy, If Applicable		
Immunization/Vaccine Requirements		
Required Documentation		

*Not all details are relevant to all programs.
(Refer to answers on PG pages 157-161.)



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Program Comparison Chart, Section 5: Exploring Career Credentials and Training Opportunities – Study and Learn Program Comparison Continued

Study And Learn Program Details*	Program 1 Information	Program 2 Information
VA Approved		
Estimated Funding: <ul style="list-style-type: none"> • GI Bill Monthly Housing Allowance 		
<ul style="list-style-type: none"> • GI Bill Books/Supplies Allowance 		
<ul style="list-style-type: none"> • Wages/OJT 		
Estimated Expenses: <ul style="list-style-type: none"> • Tuition 		
<ul style="list-style-type: none"> • Housing 		
<ul style="list-style-type: none"> • Books/Supplies 		
Point of Contact (POC):		
<ul style="list-style-type: none"> • Phone: 		
<ul style="list-style-type: none"> • Email: 		
<ul style="list-style-type: none"> • Website: 		
Notes:		

*Not all details are relevant to all programs.
(Refer to answers on PG pages 157-161.)

Program Comparison Chart, Section 5: Exploring Career Credentials and Training Opportunities – Earn and Learn Program Comparison

Earn And Learn Program Details*	Program 1 Information	Program 2 Information
Job/Program Name		
Job Posted Date		
Desired Credential		
DOL Registered Apprenticeship (RA) Program Y/N?		
Length of Program/ Training		
Location		
Onsite, Remote, or Hybrid		
Requirements or Qualifications		
Application Deadline		
Job Start Date		
Number of Positions Available		
Advanced Standing for Military Experience Apply to this Apprenticeship?		

*Not all details are relevant to all programs.
(Refer to answers on PG pages 157-161.)

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Program Comparison Chart, Section 5: Exploring Career Credentials and Training Opportunities – Earn and Learn Program Comparison Continued

Earn And Learn Program Details*	Program 1 Information	Program 2 Information
Security Clearance/ Background Check/ Drug Test		
Required Documentation		
Job Summary		
Job Responsibilities		
VA Approved		
Estimated Funding:		
<ul style="list-style-type: none"> • GI Bill Monthly Housing Allowance 		
<ul style="list-style-type: none"> • GI Bill Books/ Supplies Allowance 		
<ul style="list-style-type: none"> • Wages/OJT 		
<ul style="list-style-type: none"> • Housing 		
Point of Contact (POC):		
<ul style="list-style-type: none"> • Phone: 		
<ul style="list-style-type: none"> • Email: 		
<ul style="list-style-type: none"> • Website: 		
Notes:		

*Not all details are relevant to all programs.
(Refer to answers on PG pages 157-161.)



Career Action Plan

CAREER OF CHOICE:	
GOALS	
Short-range Goal (<1 year)	
Medium-range Goal (1-5 years)	
Long-range Goal (>5 years)	
SKILLS AND CREDENTIALS	
Current	
Desired/Required	
TRAINING PROGRAM	
Training Program	
Length/Dates	
COST AND FUNDING	
Estimated Program Costs	
Potential Funding	
Other Notes	
ACTION ITEMS	
Whom do I need to call, write, or visit?	
What do I need more information about? What am I unclear about?	
What specific questions do I need to ask to get clarifications?	
What things must I do next?	
Other	

(Refer to answers on PG pages 199, 202-205.)



APPENDIX B: O*NET® WORK IMPORTANCE LOCATOR-ASSESSMENT ALTERNATIVE PAPER-BASED ACTIVITY

If you are unable to complete Activity 3.8 Determine Work Values Demonstration using CareerOneStop, this is a paper and pencil substitute exercise. You will rank statements about various aspects of work in order of importance to you in your ideal job. There are no right or wrong answers, so take your time to carefully consider what you imagine your optimal work environment would look like.

To complete the Work Importance Locator assessment, <https://www.onetcenter.org/WIL.html#paper-pencil> you will use:

- Pencil and paper.
- 20 Work Value cards located on PG page 225. You may remove the page and cut each card in order to place on the sorting sheet.
- Work Value Cards Sorting Sheet.
- Work Values Worksheet.

STEP 1. Review the Work Value Cards

1. Find the 20 Work Value Card statements in your participant's guide. Notice that each statement card has a letter on it for easy reference.
2. Read all 20 statements before you move on.
3. Think about how important it would be for you to have a job like the one described on each card. Some may choose to cut out the Sorting Cards in order to lay them on the Sorting Sheet.

STEP 2. Sort the Cards

1. Find the Work Value Cards Sorting Sheet in your participant's guide and use it to sort the cards in order of importance.
2. Notice the five columns printed under the importance scale at the top of the sheet. Each column contains a number that ranges from 1 (least important) to 5 (most important).
3. Put each card into the column that best matches how important it is for you to have a job like the one described on the card.
 - If **Card A** describes something that is more important to you than what is on the other cards, put **Card A** in **Column 5**.
 - On the other hand, if **Card A** is less important to you when compared with the other cards, put **Card A** in **COLUMN 1**.
 - If **Card A** is neither the most important nor the least important, put it in one of the other columns (4, 3, or 2) that best matches how you feel.
 - Put each card in the column that best matches how important it is for you to have a job like the one described on the card. NOTE: The order of the cards in each column is not important, e.g., the top card is not more important than the bottom card; what column the card is placed in is what is important.
4. Put exactly four cards in each column.
5. When you are finished, the four most important statements should be in **COLUMN 5**, the four next most important statements should be in **COLUMN 4**, and so on.





6. The four least important statements should be in **COLUMN 1**. You may have to move the cards around until you have exactly four cards in each column.
7. If individual cards are not available, you may record the letter associated with each statement in the appropriate space on the sorting sheet.
8. NOTE:
 - You can use the cards and sorting sheet in the [O*NET® Work Importance Locator™](#)
 - You can review the cards and use a pencil and paper to create the table. Write down where you want to place the cards.
 - You may choose to cut out the Work Value Cards in order to lay them on the Work Value Card Sorting Sheet.

STEP 3. Calculate Your Six Work Value Scores using the Work Value Worksheet

1. Review your **Work Values Card Sorting Sheet**. Your score for each card equates to the number of the column in which you placed it. The cards in **COLUMN 5** each score 5, the cards in **COLUMN 4** each score 4, and so on.
2. Use the **Work Value Worksheet** on the following page. In the **ACHIEVEMENT** box on the **Work Value Worksheet**, note that **CARD A** is listed first. On your **Work Values Card Sorting Sheet**, find the column in which you placed **CARD A**. Write the number of that column in the scoring space beside **CARD A** in the **ACHIEVEMENT** box. Do the same thing for all the other cards.
3. For each box on your **Work Value Worksheet**, add up the numbers in the **SCORE** column and write the **TOTAL** in the space provided.
4. Multiply each **TOTAL** score by the number shown below that box and write your score next to the equal (=) sign in the box provided.

STEP 4. Determine Work Values

1. Return to Activity 3.12 Step 7 on PG page 68 in your Participant Guide.
2. Follow the same steps to note your two Highest Work Values.
3. Continue to the O*NET® Occupations Combined List to explore related careers.

Work Value Worksheet

ACHIEVEMENT	
CARD	SCORE Column number
A	
F	
Add scores for total	+
Multiply total by 3	x3
Achievement Score	=

INDEPENDENCE	
CARD	SCORE Column number
I	
M	
T	
Add scores for total	+
Multiply total by 2	x2
Independence Score	=

RECOGNITION	
CARD	SCORE Column number
D	
E	
L	
Add scores for total	+
Multiply total by 2	x2
Recognition Score	=

RELATIONSHIPS	
CARD	SCORE Column number
H	
K	
O	
Add scores for total	+
Multiply total by 2	x2
Relationships Score	=

SUPPORT	
CARD	SCORE Column number
B	
P	
Q	
Add scores for total	+
Multiply total by 2	x2
Support Score	=

WORKING CONDITIONS	
CARD	SCORE Column number
C	
G	
J	
N	
R	
S	
Add scores for total	
*Working Conditions Score	=

*Note: The score for the value Working Conditions does not need to be multiplied



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Work Value Cards Sorting Sheet



COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5

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Work Value Cards

<p>A</p> <p>On my ideal job it is important...</p> <p>...I make use of my talents and abilities.</p>	<p>I</p> <p>On my ideal job it is important...</p> <p>...I can try out my own ideas.</p>	<p>B</p> <p>On my ideal job it is important...</p> <p>...I am treated fairly by my employer.</p>	<p>N</p> <p>On my ideal job it is important...</p> <p>...the job provides steady employment.</p>	<p>F</p> <p>On my ideal job it is important...</p> <p>...I can get a feeling of accomplishment.</p>
<p>J</p> <p>On my ideal job it is important...</p> <p>...I can work alone.</p>	<p>G</p> <p>On my ideal job it is important...</p> <p>...my pay compares well with other workers' pay.</p>	<p>O</p> <p>On my ideal job it is important...</p> <p>...I can do work that benefits other people.</p>	<p>C</p> <p>On my ideal job it is important...</p> <p>...I can stay busy all the time.</p>	<p>K</p> <p>On my ideal job it is important...</p> <p>...I am not pressured to act against my ethics.</p>
<p>H</p> <p>On my ideal job it is important...</p> <p>...my co-workers are easy to get along with.</p>	<p>P</p> <p>On my ideal job it is important...</p> <p>...supervisors back up workers with management.</p>	<p>D</p> <p>On my ideal job it is important...</p> <p>...I have opportunities to advance in my job.</p>	<p>L</p> <p>On my ideal job it is important...</p> <p>...I can receive recognition for the work I do.</p>	<p>Q</p> <p>On my ideal job it is important...</p> <p>I have supervisors who train their workers well.</p>
<p>S</p> <p>On my ideal job it is important...</p> <p>The job has safe working conditions.</p>	<p>E</p> <p>On my ideal job it is important...</p> <p>...I can give directions or instructions to others.</p>	<p>M</p> <p>On my ideal job it is important...</p> <p>...I can make decisions on my own.</p>	<p>R</p> <p>On my ideal job it is important...</p> <p>...I can do something different every day.</p>	<p>T</p> <p>On my ideal job it is important...</p> <p>...I can plan my own work with little supervision.</p>



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APPENDIX C: SHONDRA BAKER'S TRANSITION DOCUMENTS

Master Resume Example: Shondra Baker

The Master Resume is your reference document and is not provided to the employer.

SHONDRA BAKER

PHONE: (555) 789-6543

EMAIL: Shondra.Baker@somedomain.com

LINKEDIN URL: linkedin.com/in/shondrajbaker

WORK HISTORY:

- 1. Employer Name & Location:** U.S. Air Force. Keesler Medical Center, Biloxi, MS. Job Title: Emergency Medical Technician. Dates: February 20XX – June 20XX
 - Participated in hospital performance improvement activities; improved safety and patient outcomes by 20%.
 - Performed procedures such as injections, immunizations, management of infections, and EKGs.
 - Provided patient care across 200-bed facility and assisted patients with daily activities.
 - Performed phlebotomy with precision on all age groups from newborn to geriatric.
- 2. Employer Name & Location:** U.S. Air Force. Deployment Site. Job Title: Emergency Medical Technician. Dates: July 20XX - January 20XX
 - Led 8-person response team, 4.8K clinical visits, 12 Aero-medical evacuations, and over 350 Emergency Room (ER) runs; ensured life-saving techniques were executed.
 - Operated and maintained care of emergency vehicles to include supply maintenance and infection control.
 - Thoroughly documented assessments, physical findings and treatment rendered in pre-hospital setting on patient care reports within 24 hours of dispatch.
- 3. Employer Name & Location:** U.S. Air Force. David Grant Medical Center, Travis AFB, CA. Job Title: Emergency Medical Technician. Dates: June 20XX - Present
 - Administer basic and restricted, advanced life support (ALS) to patients on scene, in-route to hospital and in-hospital settings in accordance with federal, state, and local laws and standards.
 - Perform triage to assess the nature and extent of injury or illness to establish and prioritize medical procedures.
 - Rescue and extricate victims of accidents, sudden illness, or entrapment using proper rescue and medical techniques.



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**SKILLS**

- 7 years of experience as an emergency medical technician.
- 2 years' experience as Lead Technician supervising a six-person medical team.
- Assisted physicians in the Emergency Department with trauma patients.
- Maintained National EMT, BLS, ACLS, and PALS certifications.
- Mentored over 45 EMT students with clinical and classwork.
- Managed \$85,000 medical supply account with 100% accountability.
- Proficiency in Microsoft Office (Word, Excel, Power Point, Access, and Outlook).

EDUCATION AND TRAINING

- Associate of Applied Science in Allied Health Sciences, CCAF
- Nationally Registered Emergency Medical Technician EMT-B, 20XX
- ACLS and PALS certification, 20XX
- Emergency Vehicles Operations Course (EVOC), 20XX

REFERENCES

1. Command Chief Master Sergeant Branden Gand, U.S. Air Force, 222-333-4444. branden.gand@us.af.mil
2. Captain Chandra Miller, U.S. Air Force, 222-444-5555. chandra.miller.1@us.af.mil
3. Amy Johnson, U.S. Air Force Personnel Accountability, 222-777-8888. amy.johnson@us.af.mil
4. Mary Smith, Neighbor, 222-555-6666. No email



Wellbeing Health System

CLOSEST INSTALLATION

LOCATIONS OF PROSPECTIVE JOBS BY STATE AZ, CA, FL, TX

DELIVERY METHOD Online

TARGET MOCs All

OTHER ELIGIBILITY FACTORS Two prior military evaluations, good military standing/honorable discharge, up to date vaccination record, copy of current license/certifications, pass a background check and drug screening.

OTHER

JOBS DESCRIPTION Positions include licensed provider, physician assistant, and RN internships, as well as health care administrative support, medical assistants, patient care technicians, certified nursing assistants, and other specific specialties upon inquiries.

SUMMARY DESCRIPTION Wellbeing is proud to offer a wide array of clinical and non-clinical internship positions that will last up to 180 days for licensed and unlicensed personnel seeking a career in healthcare. If you have experience/certification in a specific specialty, for example, respiratory therapy, and want to inquire about more opportunities, please email our program point of contact for further details.

JOB FAMILY Healthcare Practitioners and Technical; Healthcare Support; Office and Administrative Support.

MOU ORGANIZATION Sacramento CA



SHONDRA BAKER

(555) 789-6543 • Shondra.Baker@somedomain.com • [linkedin.com/in/shondrajbaker](https://www.linkedin.com/in/shondrajbaker)

EMERGENCY MEDICAL TECHNICIAN

- Seven years' experience as an Emergency Medical Technician (EMT).
- Two years' experience as Lead Technician supervising a six-person medical team.
- Assisted physicians in the Emergency Department with trauma patients.
- Maintained National EMT, BLS, ACLS, and PALS certifications.
- Mentored over 45 EMT students with clinical and classwork.
- Managed \$85K medical supply account with 100% accountability.
- Proficiency in Microsoft Office (Word, Excel, Power Point, Access, and Outlook).

WORK EXPERIENCE

U.S. Air Force

June 20XX – Present

Lead Emergency Medical Technician

February 20XX – Present

David Grant Medical Center, Travis AFB, CA

- Administer basic and restricted, advanced life support (ALS) to patients on scene, in-route to hospital and in-hospital settings in accordance with federal, state, and local laws and standards.
- Perform precise triage to assess the nature and extent of injury or illness to establish and prioritize medical procedures.
- Rescue and extricate victims of accidents, sudden illness, or entrapment using proper rescue and medical techniques.

Emergency Medical Technician

July 20XX - January 20XX

Deployment Site, Undisclosed

- Led 8-person response team, 4.8K clinical visits, 12 Aero-medical evacuations, and over 350 Emergency Room (ER) runs; ensured life-saving techniques were executed.
- Operated and maintained care of emergency vehicles to include supply maintenance and infection control.
- Thoroughly documented assessments, physical findings and treatment rendered in pre-hospital settings on patient care reports within 24 hours of dispatch.

Emergency Medical Technician

June 20XX - February 20XX

Keesler Medical Center, Biloxi, MS

- Participated in hospital performance improvement activities; improved safety and patient outcomes by 20%.
- Performed procedures such as injections, immunizations, management of infections, and EKGs.
- Provided patient care across 200-bed facility and assisted patients with daily activities.
- Performed phlebotomy with precision on all age groups from newborn to geriatric.

EDUCATION AND TRAINING

- Associate of Applied Science in Allied Health Sciences, Community College of the Air Force
- Nationally Registered Emergency Medical Technician EMT-B, 20XX
- ACLS and PALS certification, 20XX
- Emergency Vehicles Operations Course (EVOC), 20XX

APPENDIX D: RESUME SAMPLE ELECTRICIAN, 1 PAGE



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Aden Hunt

AEH@anymail.com | 222-355-6677 | LinkedIn | Location

PROFESSIONAL SUMMARY

Journeyman electrician and U.S. Navy veteran with 6 years of experience in electrical wiring and circuitry. Extensive knowledge of electrical safety procedures and systems troubleshooting. Experience managing small teams and projects. Consistently recognized for precision and attention to detail.

SKILLS

Secret security clearance	Equipment repair	Handheld tool operation
Electrical wiring	Preventative maintenance	OSHA safety compliance
Troubleshooting	Inspecting equipment	Mandarin Chinese

EDUCATION

Bachelor of Science (B.S.) in Cybersecurity

University Of Maryland Global Campus, Adelphi, MD – anticipated May 20XX

Associate of Arts (A.A.) in General Studies

University Of Maryland Global Campus, Adelphi, MD. – December 20XX

PROFESSIONAL EXPERIENCE

UNITED STATES NAVY – Norfolk, VA

April 20XX - present

Electricians Mate

- Serve as a journeyman electrician team lead for a team of 4 apprentice electricians, responsible for day-to-day electrical project work.
- Planned and delegated tasks to apprentice electricians, while meeting deadlines for the project.
- Install, service, troubleshoot, and repair wiring, conduits, controls, power distribution, and other electrical devices and systems in all types of settings using test equipment such as a multimeter.
- Modify, maintain, and repair shipboard electronic equipment and systems to ensure that they function properly.
- Provide accurate and complete time, materials and equipment estimates required for assigned project work.

CERTIFICATIONS

CompTIA A+ (anticipated Dec. 20XX)

Security + (20XX)

TECHNICAL SKILLS

Software: Microsoft Office

Programming: Java; HTML

Operating Systems: Mac/Microsoft Windows

Sylvia Martin

(xxx) xxx-xxx | @gmail.com | www.linkedin.com/in

FACILITIES DIRECTOR | PROJECT MANAGER

Facilities Director and Navy Civil Engineer Corps veteran with a Secret Security Clearance and over 15 years of proven experience in facilities and construction management, project management, and executive leadership. Possesses a comprehensive background in contracting, military operating services, emergency management, planning, programming, and budgeting. Successfully led and managed complex and diverse teams of 2,000 personnel, executing programs ranging in value up to \$1.5B while continuously meeting current and future mission requirements. Adept at solving complex, ambiguous problems and making decisions in fast-paced changing environments.

Extensive knowledge of program, project, construction, and facilities management of installation infrastructure encompassing buildings, warehouses, transportation maintenance, airfields, piers/wharves, roads, utility systems, and other support infrastructure essential for the Navy’s mission. Career supported by a Master of Strategic Studies (MSS), Master of Science (MS) in Engineering Management, Certified Energy Manager (CEM), Professional Engineer (PE) certifications, and pursuit of a Project Management Professional (PMP) certification.

- | | |
|-----------------------|------------------------------|
| Operations Management | Real Property Management |
| Regulatory Compliance | Facilities Management |
| Personnel Management | Budgeting Execution |
| Project Management | Federal NFPA JCAHO Codes |

KEY HIGHLIGHTS

Energy Management: Awarded a \$350M Energy Savings Performance Contract for a remote overseas installation, successfully concluding 2 years of negotiations, to provide over 30MW of power and improving energy resiliency, reliability, and efficiency; saving over \$25M annually.

Programming and Budgeting: Developed and budgeted programs at various levels of organization, such as a \$1B utilities program budget for 72 Navy installations in alignment with executive orders and policies, saving the Navy \$70M and executing 100% of the overall program requirements on time.

Operations | Maintenance: Oversaw daily operation and maintenance of 255 miles of electrical high voltage distribution, 7 substations, and a 30MW power plant with an availability rate of 99%. Spearheaded operations and maintenance of a desalinization plant producing 1,000 gallons of water daily that met strict overseas drinking water standards.

PROFESSIONAL EXPERIENCE

United States Navy | Civil Engineering Corps | Various Locations

2000 – Present

VP of Facilities Management | Regional Facilities Director

Provided Navy Region Southeast support to the fleet, war fighter, and family through continuous improvement of installation management processes and optimum allocation of taxpayer resources.

- Led team to provide resources and guidance to Installation Public Works Departments executing regional priorities for facilities management functions in support of internal and external stakeholders.
- Executed \$1B program providing facilities services, construction, repair, maintenance, and utilities for a large portfolio of assets including airfields, ports, piers, offices, berthing, training, fitness centers, and medical facilities at 17 Navy installations.
- Orchestrated operations for over 16,000 facilities with a plant replacement value more than \$26B, 54M square feet of buildings, and 172,000 acres of property, spread over 12 states and the Caribbean.

Chief Operating Officer

Led a team of over 2,000 personnel executing over \$700M annually to maintain, construct, and repair a broad spectrum of facilities ranging from classrooms, barracks, runways, and piers valued at over \$2.4B.

- Facilitated environmental oversight, regulatory compliance, and management; awarded service contracts for custodial, grounds maintenance, waste management, utility operations, etc. for supported commands.
- Analyzed execution data for over \$500M in projects within the Pacific Region; provided transparency to senior leadership and ensured overall achievement of execution goals were established each fiscal year.
- Decreased the Days Away, Restricted or Transferred (DART) rate for both government and contractor employees by 15% in the first year.
- Fostered a collaborative safety environment to improve safety culture, resulting in a 158% increase in reporting of “Good Catches” in FY23.

Chief Executive Officer

City Manager of a Navy base providing facility services, utilities, transportation, recreational services, fire, police, emergency response, and daycare/youth programs for a community of 30,000.

- Provided guidance, oversight, management, and leadership to 800+ military, civilian, and contractor personnel to deliver support and services to multiple tenant commands and over 10,000 personnel daily.
- Implemented a zone inspection program for the installation engaging tenant commands, fire, safety, environmental, and public works facility managers to conduct assessments of all facilities.



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- Properly identified facility deficiencies/issues, submitted proper work requests, and tracked all requests to completion.
- Led the planning, preparation, and execution of a successful Fleet Forces Operational Readiness Assessment and 2 complex integrated force protection exercises critical to mission readiness.

Public Works Chief

Led a team of 70+ military, civilian, and contractor personnel in the daily operations of Naval Station Guantanamo Bay; executed an annual operating budget of \$120M+ for construction operations, facility services, repair, maintenance, and utilities generation.

- Executed every facet of facilities and utilities management including capital improvements, master planning, engineering, construction, preventive maintenance, transportation, real estate, custodial and grounds maintenance services, and environmental compliance.
- Spearheaded facilities, infrastructure sustainment, and recapitalization for a diverse portfolio valued at over \$1.8B in Plant Replacement Value (PRV).
- Developed budget, operating plans, project scopes, and objectives; ensured all projects were delivered on – time, within scope and budget.

EDUCATION | CERTIFICATIONS

Master of Strategic Studies (MSS) | U.S. Army War College

Master of Science (MS) Engineering Management | Florida Institute of Technology

Bachelor of Engineering (BEng) Mechanical Engineering | Stevens Institute of Technology

Project Management Professional (PMP) Certification (in pursuit) | Syracuse University

Professional Engineer (PE) – Mechanical Engineering

Certified Energy Manager (CEM)

Specialized Military Training:

Defense Acquisition Workforce Improvement Act (DAWIA) Level III, Acquisition

DAWIA Level II, Facilities Engineering | Public Works Professional Certification, Level III

TECHNICAL COMPETENCIES

Software: Microsoft Office Suite 365

Operating Systems: Mac/Microsoft Windows



Aden Hunt

AEH@anymail.com | 222-355-6677 | LinkedIn | Location

PROFESSIONAL SUMMARY

Computer and information systems manager and U.S. Marine Corps Veteran with a Top-Secret Security Clearance and over 10 years of experience leading network communications control centers. Expertise in managing multiple concurrent projects in a fast-paced environment. Ability to concisely frame problems, design simple solutions, and make decisions based on data and metrics. Extensive knowledge of the management of physical security technologies and systems. Ability to change plans, goals, actions, and priorities in response to an evolving business environment. Experience driving standardized programs. Recipient of multiple awards for outstanding performance and professionalism.

TS/SCI clearance	Data analysis	Leadership coaching
Security technologies	Process improvement	Microsoft Office products for business
Network architecture	Project management	Systems analysis
Training and development	Policy development	

PROFESSIONAL EXPERIENCE

UNITED STATES MARINE CORPS | Various Locations **20XX – present**

Deputy Director of Plans (J5) **Jan. 20XX- present**

- Plan, develop, and coordinate critical infrastructure projects involving 100 nations to achieve national stabilization, growth, and success in Mali, Africa.
- Conduct executive level presentations to ensure cross-functional communication remains open and consistent and to deliver summaries of over 200 key performance indicators.
- Provide consultation services to 13 multi-national United Nations military advisory teams.
- Leverage the advantage of multi-national feedback to create a transformational training program that serve the needs of a wide variety of stakeholders and participants.
- Lead and coordinate collection, processing, production, and dissemination of business intelligence and integrated this intelligence into the division’s operational planning and execution.

Global Operations Program Manager **Jan. 20XX – Dec. 20XX**

- Engaged with international training groups to design and deliver valuable partner learning experiences, driving meaningful capability impact for stakeholders.
- Planed and delivered technical and non-technical skilling capacity and capability scale through 38 remote and in-person events and learning modules.
- Established trusted relationships with key local partners and internal field representatives leading to a high-level of community trust and buy-in.
- Delivered real-time constraint updates to organization leaders and key decision makers.

Network Operations Center Manager (S3)

Jan. 20XX – Jan. 20XX

- Managed a network communications control center for the stability, outages, and maintenance of the organization’s network infrastructure which supported over 15,000 users.
- Assessed network performance to identify system bottlenecks and improve workloads.
- Implemented communication mechanism to enable technicians to quickly report network issues.
- Improved network operations by recommending and implementing proactive hardware, software, and policy updates.
- Determined future maintenance and repair needs by analyzing equipment performance records.
- Trained and coached junior level supervisors in how to properly resolve emergency issues.

Internal Communication Training Manager (military title) | Jan. 20XX – Dec. 20XX**Talent Acquisition Manager** (military title) | Jan. 20XX – Dec. 20XX**Network Planner** (military title) | Jan. 20XX – Jan. 20XX**EDUCATION****Master of Science (M.S.) in Organizational Leadership** | Dec. 20XX

National University, La Jolla, CA

Bachelor of Arts (B.A.) in East Asian Languages and Culture, Japanese | Jun. 20XX

University Of Kansas, Lawrence, KS

CERTIFICATIONS

- CompTIA
- Security+
- Cisco Certified Network Associate (CCNA)



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APPENDIX G: APPRENTICESHIP APPLICATION LETTER EXAMPLE, IT APPRENTICESHIP – NO PRIOR EXPERIENCE



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James “Jack” Donaldson
Linkedin.com/in.jack-donaldson; JDonaldson@email.com
222-987-6543

July 10, 20XX
Personnel Manager
Networking Communications
222 Business Boulevard
Anytown, TN 38383

Dear Personnel Manager,

REF: Application for Cybersecurity Solutions Engineer Apprentice

When I read Networking Communications’ comment that said, “we strive to provide our clients the peace of mind that comes from trusting,” I was immediately drawn to read more. I too, believe trust is a foundation of an organization’s ability to complete tasks and missions. It is the foundation for creating and cultivating respect within the department and between other organizations. Networking Communications’ commitment to providing critical insights to its customers aligns perfectly with my own convictions.

I have spent the past seven years working with people around the globe. I can quickly and accurately understand organizational needs, and I have a proven record of meeting those needs. Last year I supervised and trained 15 technicians and operators to react as one entity positioning equipment to maximize efficiency. As a result, productivity increased 8% overall while maintaining a 100% accident-free safety record. As a veteran of the armed forces, I want to continue serving and protecting.

I am confident that I will be a valuable addition to Networking Communications. I look forward to hearing from you soon. Thank you for your time and consideration. Please review the enclosed documents for a more in-depth assessment of my suitability.

Sincerely,

Jack Donaldson

Enclosures (3):

- Resume
- Application Form
- Recommendation Letter

APPENDIX H: COLLEGE APPLICATION LETTER EXAMPLE, NURSING PROGRAM



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Charly Sanders
Linkedin.com/in.charly-sanders; CS@email.com
555-123-4567

July 10, 20XX

Dr. Margaret Cook
Admissions Coordinator
Wellness Community and Technical College
777 College Street Road
Anytown, AZ 85858

Dear Dr. Cook,

REF: Application for Admission to the Nursing Program

Wellness Community and Technical College's mission statement, "Nursing is part science and part art," immediately drew me in to read more. I too, believe the taking care of people not only involves an understanding of a discipline, but also includes those soft skills of communication and empathy.

Wellness's commitment to its students and culture of excellence aligns perfectly with my own convictions and values. I have spent the past five years working with people around the globe. I can quickly and accurately understand organizational needs, and I have a proven record of meeting those needs.

Last year I led an initiative to implement a new process for identifying compliance issues and improving accuracy in reporting. As a result, productivity increased 12% overall and client satisfaction significantly improved. I am confident that I will be a valuable addition to the school and to the community. As a veteran of the armed forces, I want to continue serving.

I look forward to hearing from you soon. Thank you for your time and consideration. Please review the enclosed documents for a more in-depth assessment of my suitability.

Respectfully,

Ms. Charly Sanders

Enclosures (3):

1. Resume
2. Application Form
3. Recommendation Letter

APPENDIX I: LETTER OF RECOMMENDATION TO AN EMPLOYER OR APPRENTICESHIP EXAMPLE



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January XX, 20XX
DOW Chemical
Midland, MI 12345

Dear Hiring Committee:

I am writing to recommend Alexander Jones for admission into your Cybersecurity Analysis Apprenticeship program. I have known Alexander for five years and had the opportunity to directly supervise his work for the past two years. As one of the team leads in the Information Technology Customer Support division, Alexander continually proved himself to be client-focused, thorough, and took the initiative to mentor others. His work ethic is extraordinary, and he sustained a 99% satisfaction rating with our clients.

Additionally, Alexander has pursued continued education in cybersecurity, analytics, and networking fundamentals. His problem-solving skills, excellent judgment and detailed troubleshooting abilities combine to make him a valuable professional.

Alexander has become our resident expert at written operating procedures for the division and his planning and evaluating skills outshine his peers. The results speak for themselves, as he consistently received the highest scores during a recent review process; ranked number one out of 10.

Alexander has excelled by using his leadership, influencing, and negotiating skills. He has developed strong relationships with internal and external partners. Through Alexander's expert guidance, our division successfully completed a rigorous assessment, where we received the highest grade admissible.

I highly recommend Alexander Jones for admission into your Cybersecurity Analysis Apprenticeship program.

If I can provide any additional information, please contact me at 123-456-7890.

Sincerely,

J. Sweeny
Commanding Officer

APPENDIX J: LETTER OF RECOMMENDATION TO AN INSTITUTION OF HIGHER EDUCATION EXAMPLE



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January XX, 20XX

Arizona State University

Tempe, AZ 12345

Dear Admissions Coordinator:

It is a distinct pleasure to provide this recommendation for Taylor Brown to your institution as she pursues a BS in Integrative Health. I've known Taylor for over six years. For the past 3 years, I've had the privilege of supervising Taylor while she was assigned as one of my team leads with the responsibility of supervising a six-person medical team.

During that time, she participated in hospital performance improvement activities and improved safety and patient outcomes by 20%. Taylor is an extremely competent and enormously valuable team member, ready to step up to the next level. She has a love of science and service. I've witnessed her skills to adeptly navigate a variety of complex and multifaceted situations to beneficial outcomes, with sparse guidance, no matter the difficulty.

Taylor has proven to be extremely knowledgeable and dependable. She has excelled by using her leadership, influencing, and negotiating skills. She has developed strong relationships with physicians in the Emergency Department. Through Taylor's expert guidance, 200 EMTs in our division successfully completed Emergency Medical Technician refresher courses, where we received the highest grade admissible.

I highly recommend Taylor Brown for the Integrative Health program. She is extremely capable and committed. More than that, Taylor has the professional skills to expand her career now and into the future in the field of health and wellness.

If I can provide any additional information to validate that Taylor would be the perfect student, please contact me at 123-456-7890.

Sincerely,

J. Sweeny

Commanding Officer

APPENDIX K: COVER LETTER OR COLLEGE APPLICATION LETTER TEMPLATE



Your Name
Your website, LinkedIn Profile URL, Email
Phone
Physical address/Home address
Date of Letter

Name and title if known
Industry or School/University Name
Street Address
City, State, Zip Code

Dear Hiring Manager (if applying for a job or apprenticeship) or Admissions Coordinator (if applying to a college) or use their name if known. Avoid using To Whom it May Concern:

SUBJECT LINE [Optional]:

INTRODUCTORY PARAGRAPH (WHY and WHO): Tell the reader why you are writing. Tell the reader why you are interested in the position or academic program. Briefly provide your background. Explain why hiring you would benefit the company or admitting you into the program would benefit the school and/or community. Mention why you have selected them. This paragraph answers the questions of who you are and why you are writing.

BODY (WHAT): If you have any related experience, hobbies, personal interests, or education summarize it here so the reader can look for it in your application or resume. Build a connection between your background and the program. You can mention abilities and experience or hobbies or personal interests as related. If a mentor has influenced your apprenticeship program or degree program, mention this. Name someone you know employed at the company or school (ensure they have agreed to be a reference for you). You can also mention the company or school's philosophy or citing something you have read about them. This paragraph answers the questions of what interested you and what value you will bring to the school (or what value you can provide to the community with your career or degree).

CONCLUSION: Reiterate your interest in the program. State that you look forward to being accepted as an apprentice or being able to attend the school. Recap how you are willing to discuss your interest in an interview. Thank the reader for his/her time and consideration. If applicable, suggest the reader review any enclosed documents. This paragraph restates your interest, shows your appreciation of the reader's time, and identifies next steps.

Sincerely,

Your name (If mailing a hard copy, then sign below your printed name)

Enclosures (if applicable): List any applicable documents such as transcripts, certifications, resume, or letters of recommendation.

DEPARTMENT OF LABOR EMPLOYMENT COURSES FOR TRANSITIONING SERVICE MEMBERS, SPOUSES, VETERANS AND CAREGIVERS



SECTION 1

SECTION 2

SECTION 3

SECTION 4

SECTION 5

SECTION 6

SECTION 7



TRANSITION ASSISTANCE PROGRAM (TAP)

Classroom and Virtual – TAP courses, part of a DoD program, are congressionally mandated for all transitioning, separating, and retiring military service members to provide instruction and resources on benefits and seeking employment after military service. More information is available at your local military installation or at www.dol.gov/agencies/vets/programs/tap



TRANSITION ONLINE LEARNING (TOL)

For online TAP courses, visit Transition Online Learning (TOL) at www.TAPevents.mil, click on the ONLINE COURSES drop down menu in the top navigation. Open the TAP Curriculum drop-down menu, select All Courses, select desired course, and follow instructions for registering.



WOUNDED WARRIOR AND CAREGIVER EMPLOYMENT WORKSHOP (WWCEW)

WWCEW offers wounded, ill, or injured transitioning service members, and those in the Integrated Disability Evaluation System (IDES) process, an alternative to fulfill their DOL one-day Employment Fundamentals of Career Transition (EFCT) requirement. It is self-paced, blended eLearning, and fully accessible. Caregivers and spouses can also benefit from taking this course. An added feature of this online curriculum is the opportunity to meet live with a Department of Labor TAP facilitator in a virtual Discussion and Activity Sessions (DAS) to ask questions, discuss activities, and receive clarification on the course content. Live captioning is available for DAS, and participants can schedule a DAS at the completion of each module or any time during the course. WWCEW is available at www.TAPevents.mil/courses



TRANSITION EMPLOYMENT ASSISTANCE FOR MILITARY SPOUSES AND CAREGIVERS (TEAMS)

TEAMS workshops are instructor-led, virtual and in-person training sessions conducted by DOL VETS as an extension of TAP. TEAMS curriculum consists of several highly focused employment workshops to assist military spouses and caregivers with identifying and addressing common employment barriers, learning about specialized programs, and exploring available resources. Go to www.dol.gov/TEAMSworkshops for more information and course descriptions.



OFF-BASE TRANSITION TRAINING (OBTT)

The OBTT pilot program is an opportunity earned through service for veterans, veterans currently serving in the National Guard and Reserve, and their spouses to take control of their career through workshops to help meet their employment goals. These workshops do not replace TAP requirements but are an extension of TAP. The one- and two-hour workshops are offered in-person in select states and via instructor-led, virtual options. More information is available at www.dol.gov/OBTTworkshops

YOUR FEEDBACK IS IMPORTANT

TELL US WHAT YOU THINK



The Transition Assistance Program (TAP) Participant Assessment is located at:

<https://www.dodsurveys.mil/tap>

The TAP Participant Assessment is a critical evaluation tool used to gain feedback on TAP, facilities, facilitators, curriculum, and materials. Feedback is reviewed quarterly and used to make improvements to TAP. Participant feedback is essential to ensure a quality program.

Assessments are available for the following:

CORE CURRICULUM

- Managing Your Transition
- MOC Crosswalk
- Financial Planning for Transition
- VA Benefits and Services
- Employment Fundamentals of Career Transition

2-DAY TRACKS

- Employment: DOL Employment Workshop
- Education: DoD Managing Your Education
- Vocational: DOL Career and Credential Exploration
- Entrepreneurship: SBA Boots to Business

Examples of curriculum updates made based on Service member feedback include:

- Provided a list of website resources for each module.
- Removed unnecessary or obsolete information.
- Added information related to finding purpose, healthcare, and life insurance after transition.
- Added more hands-on activities and enhanced content on American Job Center resources, social media, and resume examples.

SCAN THE QR CODE BELOW WITH THE CAMERA ON YOUR PERSONAL DEVICE TO BEGIN THE ASSESSMENT



PLEASE NOTE:

- Each assessment should be completed at the end of each module.
- Participation in the assessment is anonymous. You will be asked to re-enter your background information for each assessment (such as component and time until separation).



