



# The DOL Career and Credential Exploration (C2E) Workshop

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2-Day Workshop



January 2021 Edition

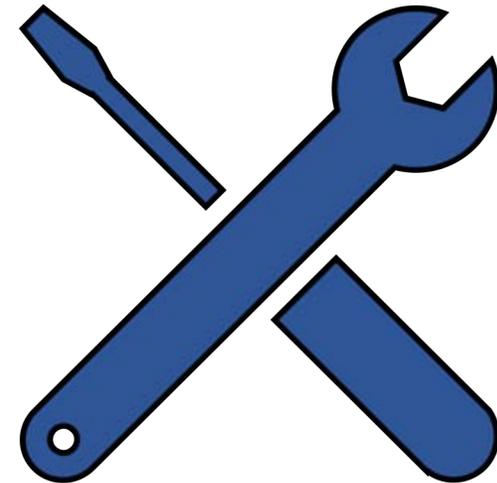


# Section 1 - Getting Started

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Pg. 5

The purpose of this training is to provide you with information, tools, and resources to:

- Evaluate your career options.
- Identify the necessary training or credentials needed to pursue your vocational career goals.





# Objectives

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Pg. 5

- Define the concept of vocational training.
- Complete and review self-assessments on skills, knowledge, and values to make informed career decisions.
- Identify and explore career opportunities in each of the 16 nationally recognized career clusters.





# Objectives (continued)

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- 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 apprenticeship, credentialing, or licensing goals.
- Develop a plan of action by which you will accomplish a specific career goal.





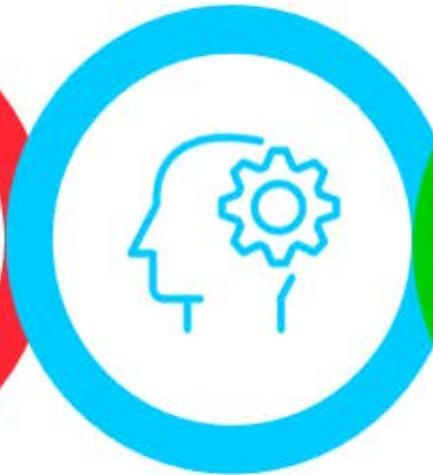
# Course Overview

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Pg. 5



## **Vocational Foundation**

Define the core  
concepts of  
vocational training



## **Self-Assessment**

Complete and review  
self-assessments



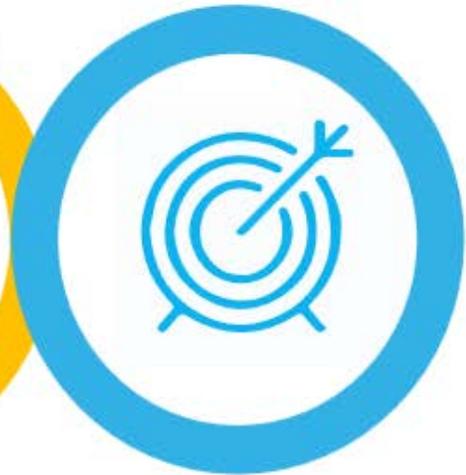
## **Labor Market Research**

Identify and explore  
career opportunities



## **Training Opportunities**

Identify training  
requirements and  
options



## **Design the Path**

Develop an action plan



# High-Quality Civilian Career

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Pg. 6

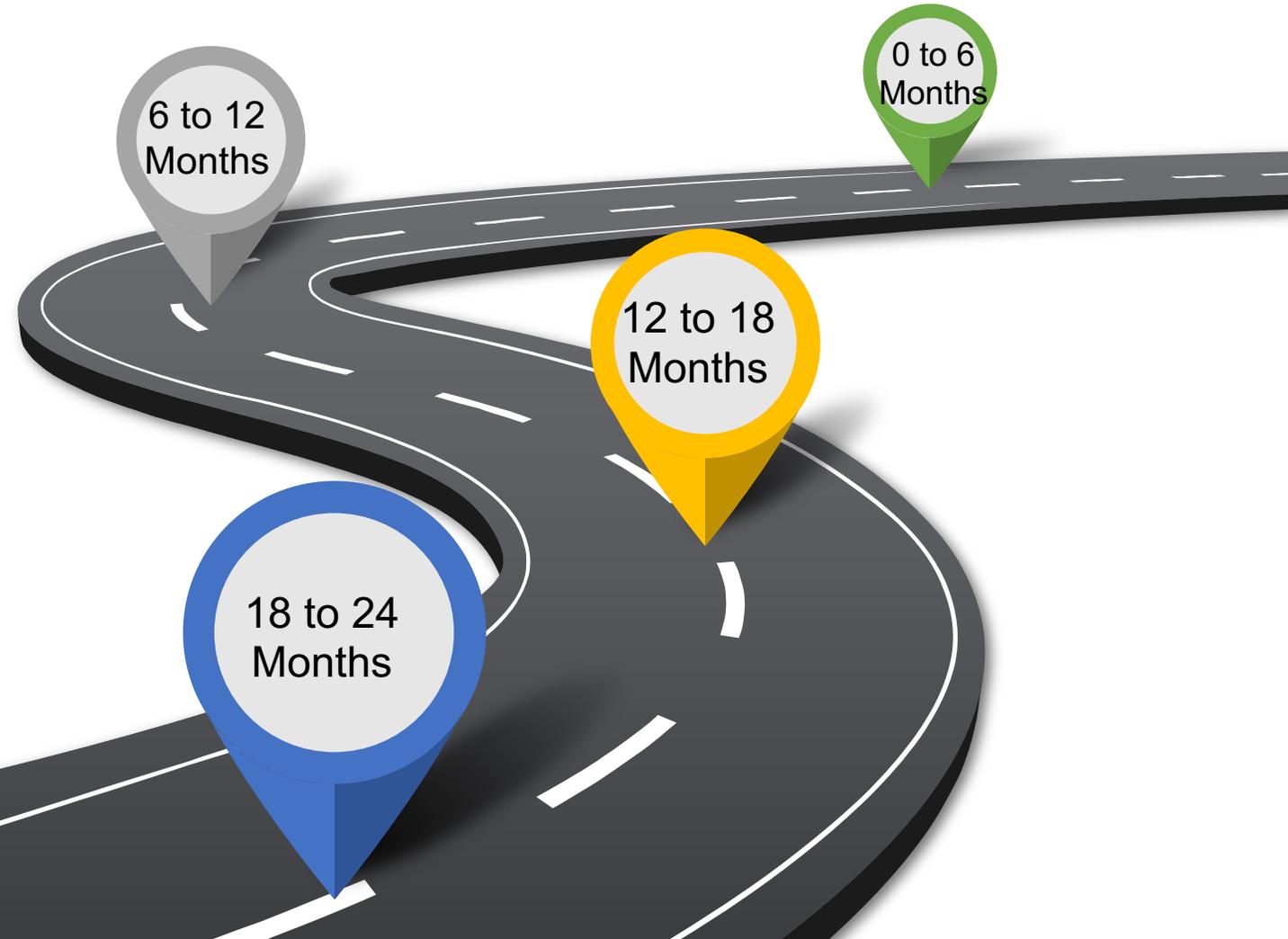
A high-quality civilian career provides meaningful work, which allows one to utilize knowledge, skills, and abilities in an occupation that supports their values while earning a substantive wage.





# Career Transition Timeline

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Pg. 7



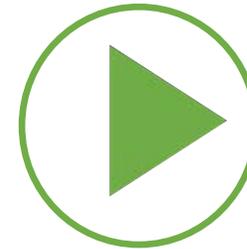


# 1.5 Activity: What I'd Be Doing If I Wasn't Here

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Let's practice





# Section 2 - Vocational Training Foundation

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In this section, you will learn about:

- The foundation of vocational training.
- How vocational training can help you achieve your career goals.





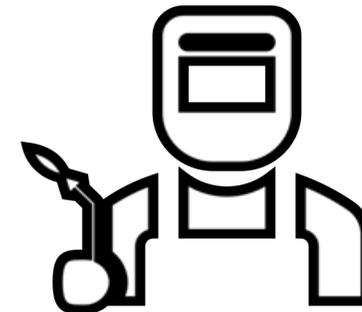
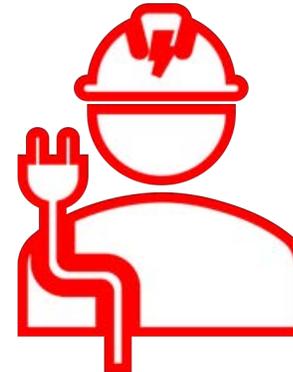
# What is Vocational Training?

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Pg. 10

An educational program that provides students with instruction and training for a field or trade.

## Examples:

- Dental hygienists
- Mechanical engineering technicians
- Fitness trainers
- Plumbers





# Why Pursue Vocational Training?

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Pg. 10

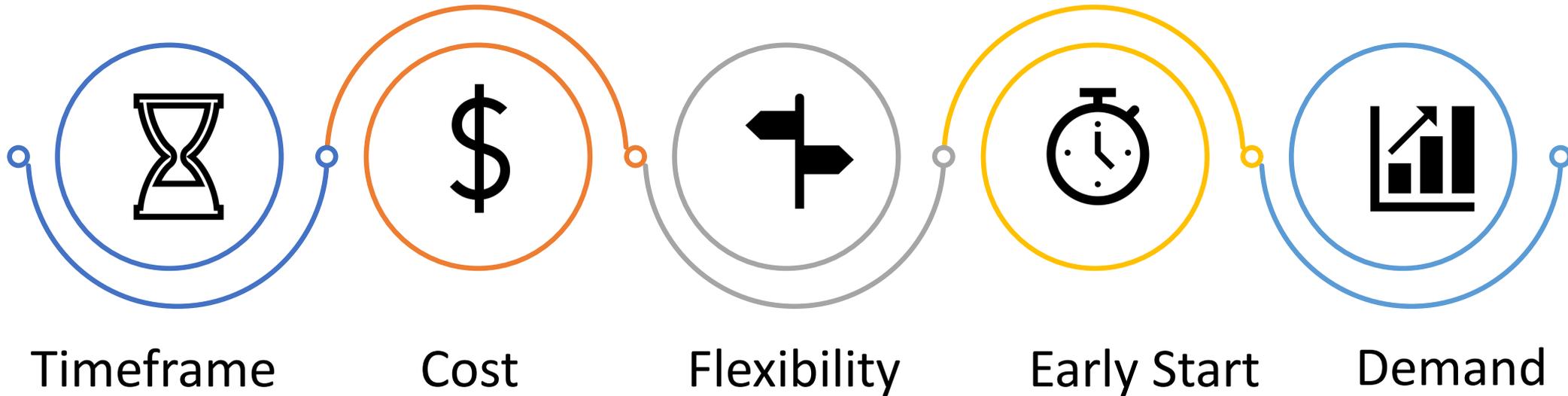


According to the Bureau of Labor Statistics, there are more **openings** in fields requiring vocational training than there are **qualified applicants**.



# Why Pursue Vocational Training?

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# Career Cluster and Their Pathways

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- Careers are grouped and organized in clusters by common knowledge and skills.
- There are 16 Career Clusters with multiple pathways.

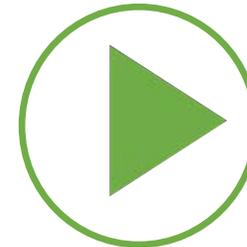


## 2.5 Activity: Identify Occupations Using the Career Cluster on O\*NET

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Pg. 15

Let's practice





## 2.6 Activity: Career Cluster Exercise

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Pg. 16

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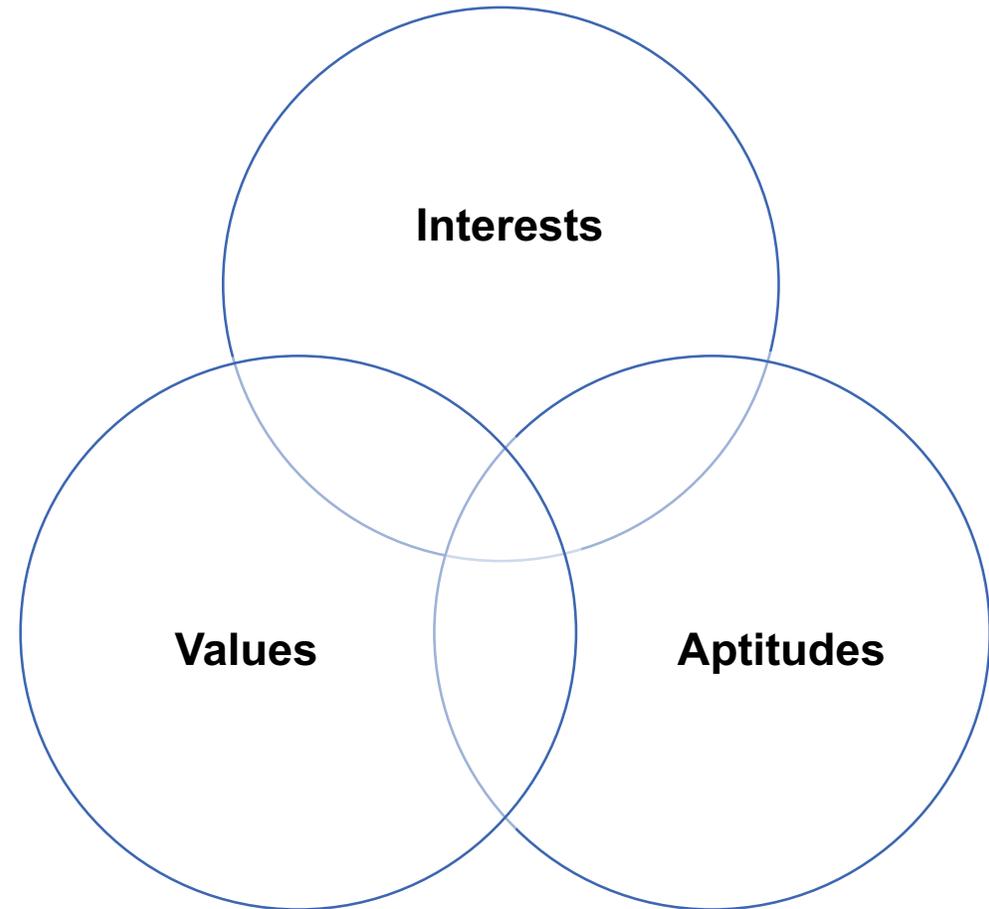




# Section 3 - Self Assessments

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Pg. 19

In this section, you will get the opportunity to take 3 assessments to explore occupations that match your interests, aptitudes, and work values.

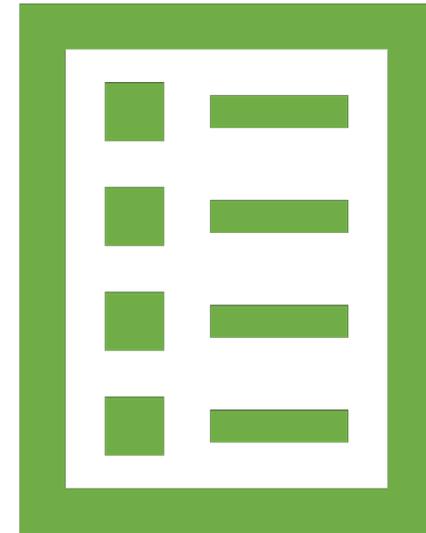




# What is an Assessment?

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Pg. 19

- An instrument that helps to identify interests, values, and aptitudes.
- This is not a test.
- Results can change over time.





# Holland Codes – Personality Types

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**[R] Realistic**  
"Doers"



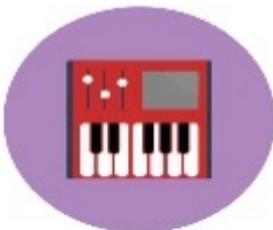
**[S] Social**  
"Helpers"



**[I] Investigative**  
"Thinkers"



**[E] Enterprising**  
"Persuaders"



**[A] Artistic**  
"Creators"



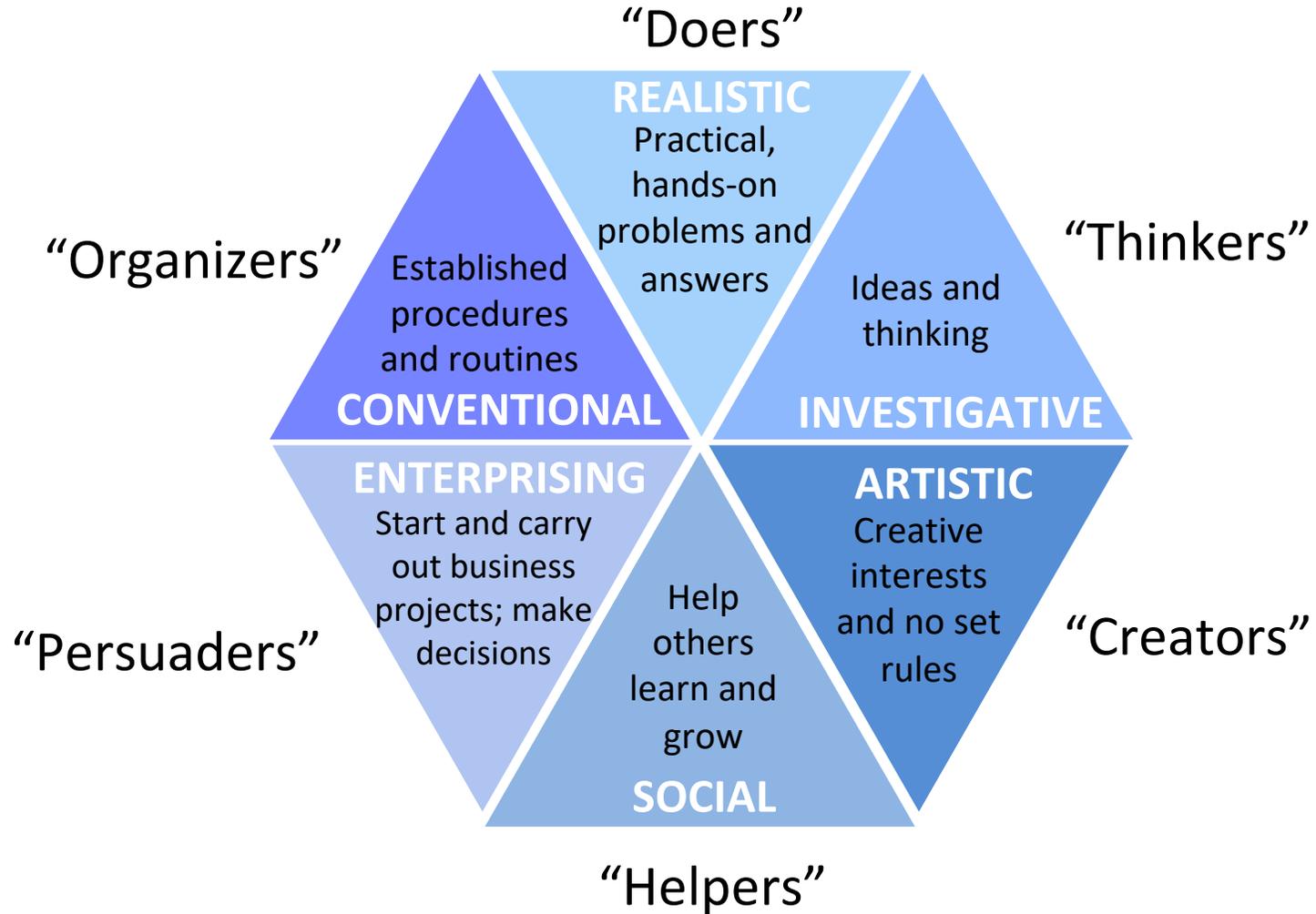
**[C] Conventional**  
"Organizers"



# 3.3 Activity: RIASEC Exercise



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Pg. 21





# O\*NET Job Zones

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Pg. 22



**Job Zone 01**

**Job Zone 02**

**Job Zone 03**

**Job Zone 04**

**Job Zone 05**

**Little or no  
preparation**

Occupations may require a high school diploma or GED certificate.

**Some preparation**

Occupations usually require a high school diploma.

**Medium preparation**

Most occupations require training in vocational schools, related on-the-job experience, or an associate degree.

**Considerable  
preparation**

Most of these occupations require a bachelor's degree.

**Extensive  
preparation**

Occupations require a graduate school education (master's degree, doctorate, law or medical degree, etc.).



## 3.4 Activity: O\*NET Interest Profiler

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Let's practice

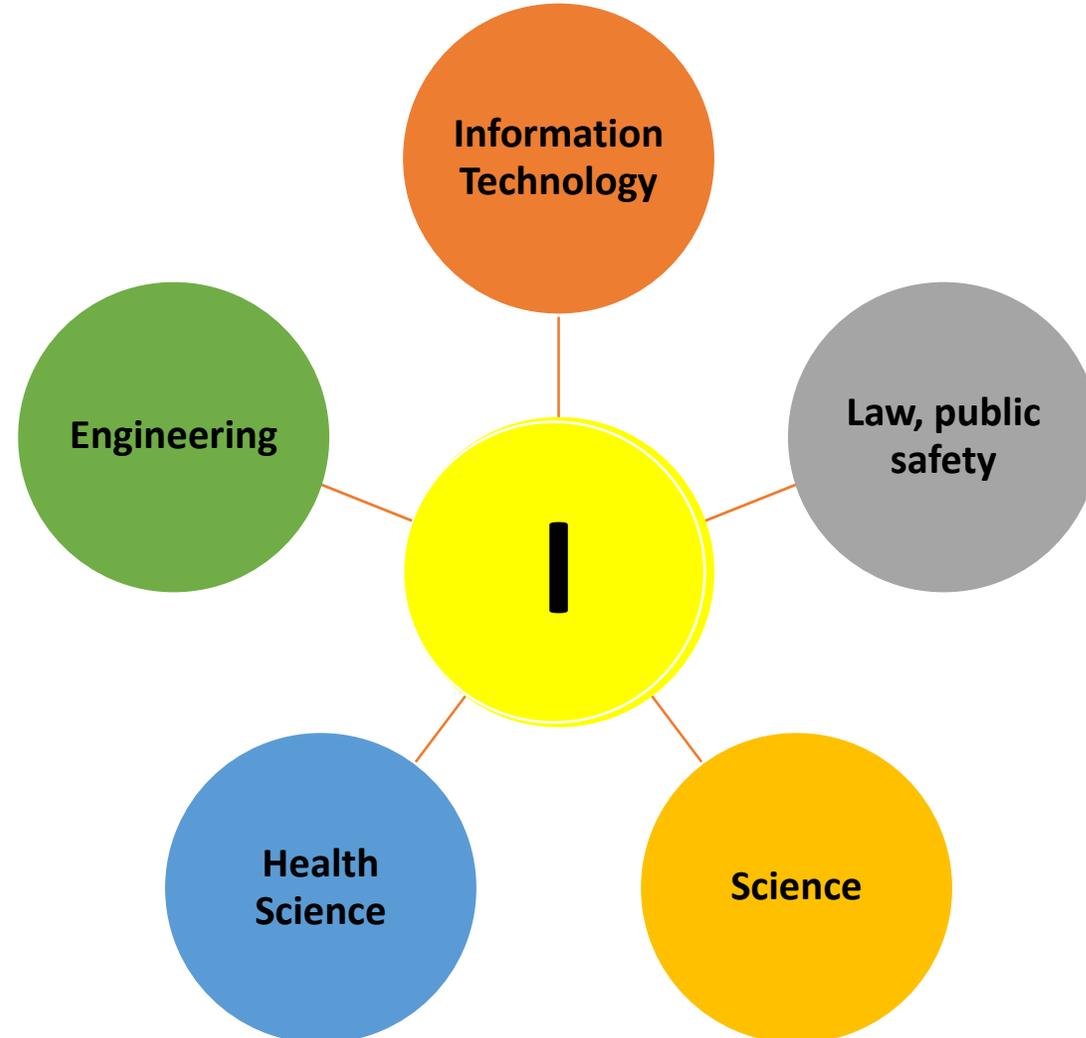




# Career Clusters and the Holland Codes

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Holland Codes refer to six personality types that can be a great resource to help you find a suitable educational pathway.

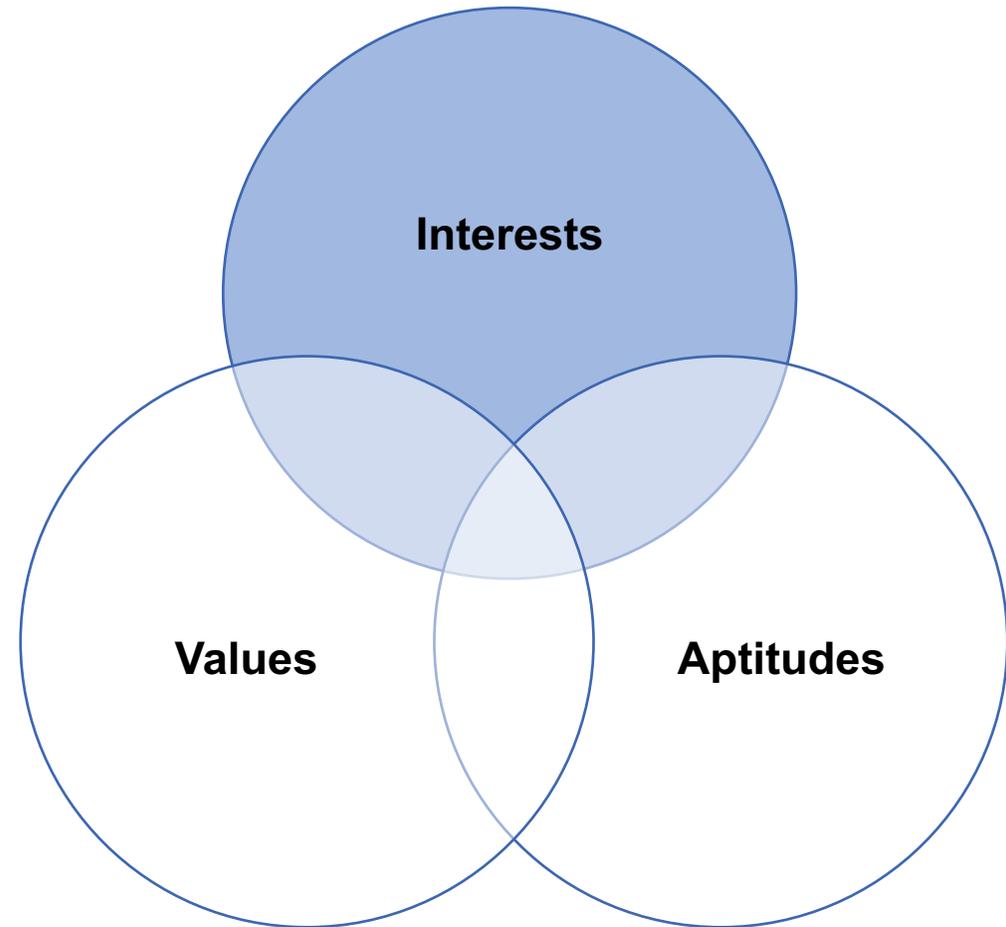




# Interests

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Pg. 26

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





# Aptitude Assessment

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Pg. 27

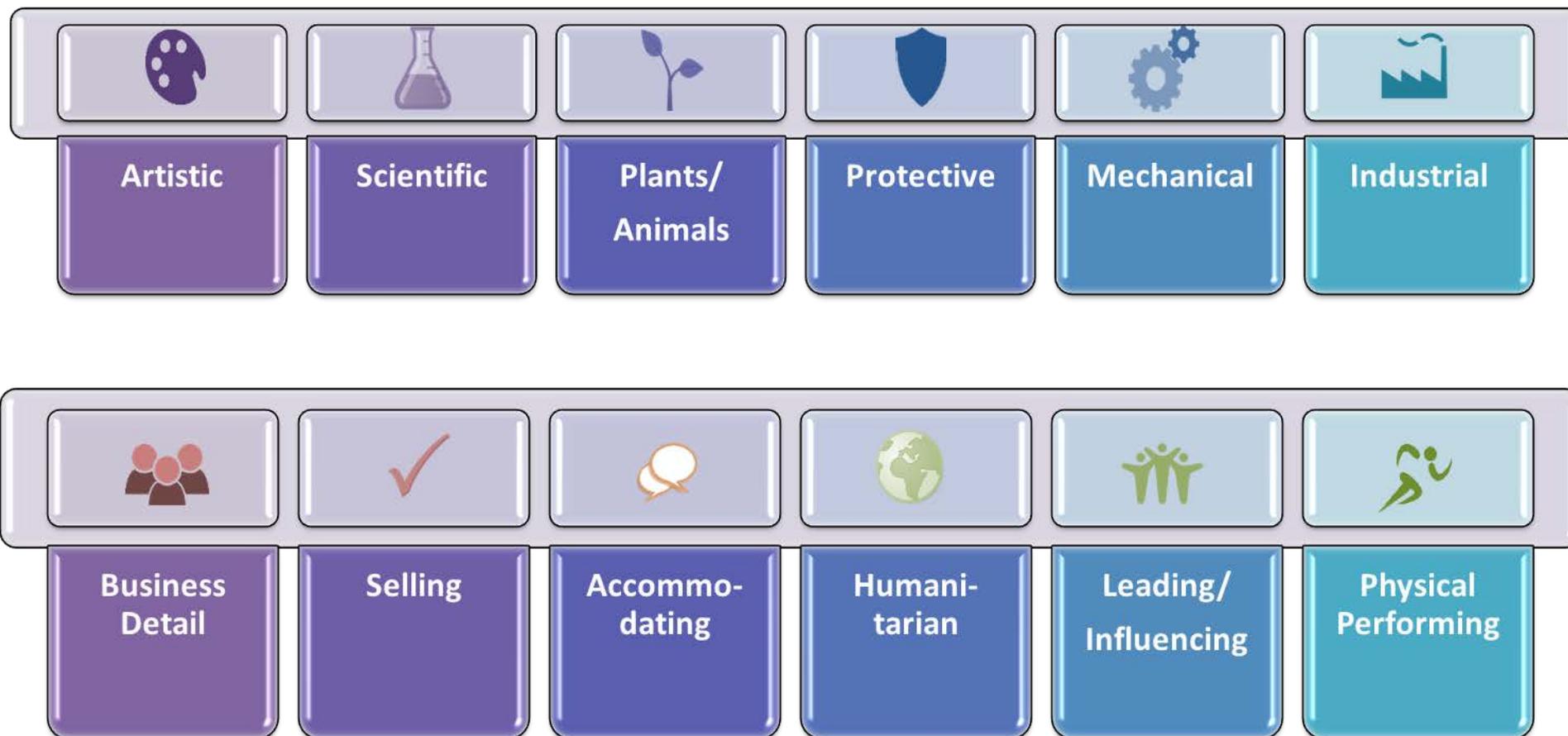
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- Computerized career assessment to measure aptitude and interests
- 12-scale interest inventory
- 7-part aptitude battery
- Standardized and timed



# CareerScope® Work Interest Areas

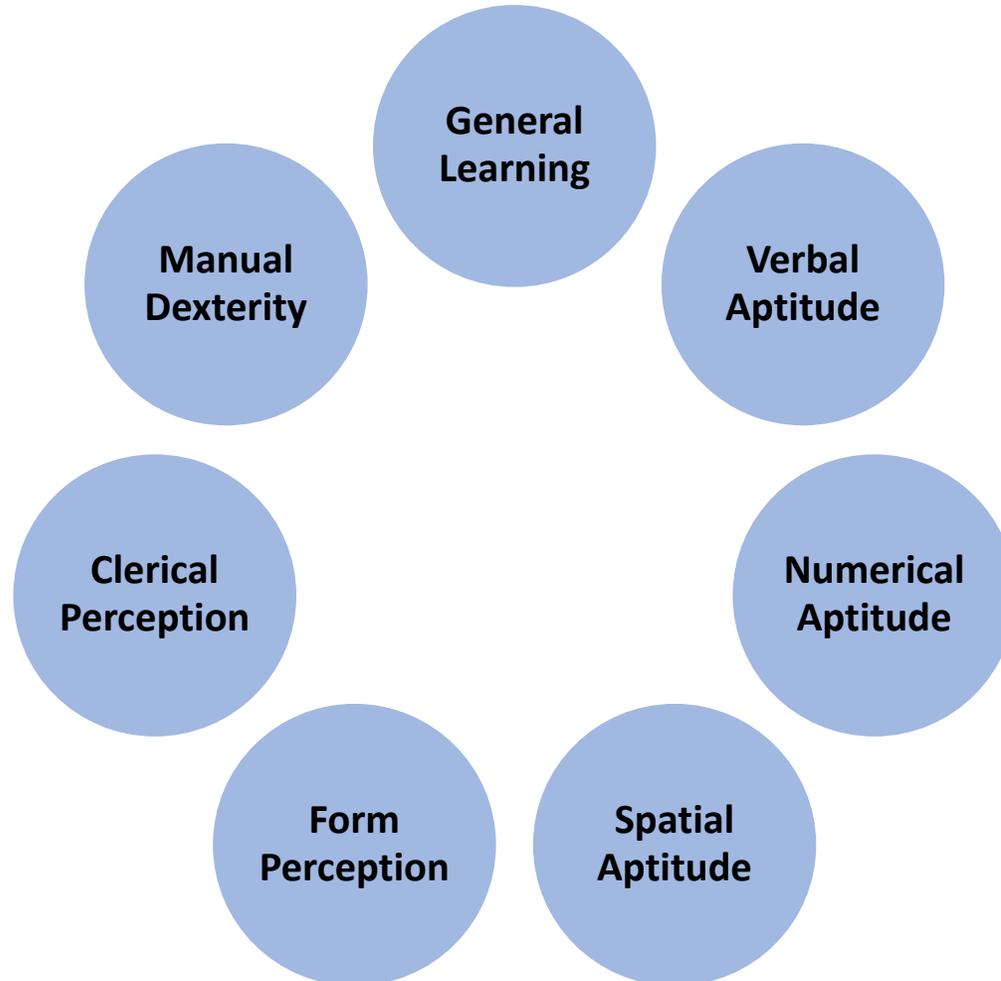
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Guide:  
Pg. 27





# CareerScope® Aptitude Areas

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Pg. 29



**Aptitude:**  
Natural ability to do something

Let's practice 

3.6 Activity: CareerScope® Matching Cards

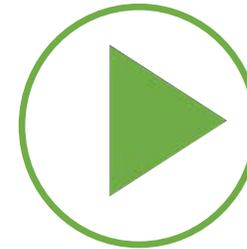


# 3.7 Activity: CareerScope® Assessment

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# CareerScope® Results

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CareerScope® results are in four main sections:

- Interest inventory
- Aptitude assessment
- Recommendations based on the overlap of high-interest and high-ability areas
- Summary report



# Section 1: Interest Inventory

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Pg. 32

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The first section (pages 1-2) of your CareerScope® Assessment Profile shows your interest results in two different formats.

- **Part I Interest Area Scores**: Here you see raw scores from your responses to interest questions.
- **Part II Individual Profile Analysis (IPA)**: This page shows your interests in the twelve areas relative to each other.



# Section 2: Aptitude Assessment

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Pg. 32

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The second section (page 3) of your CareerScope<sup>®</sup> Assessment Profile shows your aptitude results in two different formats.

- **Part I Performance on Tasks**: This shows your raw scores in each of the seven aptitude assessment tasks.
- **Part II Aptitude Profile**: Your performance on tasks is compared to other adults ages 18 and over.



## Section 3: Recommendations

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Pg. 33

The third section (begins on page 4) of your CareerScope® Assessment Profile provides two sets of occupational recommendations based on your interests and aptitudes.

- **GOE/DOT Recommendations**: (found on page 4) focus on careers that intersect with your high-interest areas and high-aptitude areas
  - Each has its own DOT# for reference and is followed by information relating to the General Education Development (GED) and Specific Vocational Preparation (SVP) required for the occupation.
- **O\*NET Recommendations**: are listed after the GOE/DOT pages. The O\*NET recommendation report includes detailed O\*NET occupations that are related to your interest and aptitude profile (drawn from the O\*NET 15.0 database).



# Section 4: Summary Report

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Pg. 33

- 
- Final three pages of your document
  - Numbers in the “I” column = Interests
  - Symbols appearing in the “A” column = Aptitude
  - Solid dots [ ● ] indicate strong confidence in the recommendation, where hollow dots [ ○ ] represent less confidence in the recommendation, based upon your aptitude scores



# Summary Report

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Guide:  
Pg. 33

Work Group	I	A
01.01 Literary Arts		○
01.02 Visual Arts		○
01.03 Performing Arts: Drama		○
01.04 Performing Arts: Music		
01.05 Performing Arts: Dance		○
01.06 Craft Arts		●
02.01 Physical Sciences		
02.02 Life Sciences		
02.03 Medical Sciences		
02.04 Laboratory Technology		
03.01 Mgr Work: Plants/Animals		
03.03 Animal Training & Service		●
03.04 Elem Work: Plants/Animals		●
04.01 Safety & Law Enforcement	2	○
04.02 Security Services	2	●
05.01 Engineering		
05.02 Mgr Work: Mechanical		
05.03 Engineering Technology		
05.04 Air/Water Vehicle Operation		
05.05 Craft Technology		●

Work Group	I	A
05.07 Quality Control		
05.08 Land/Motor Vehicle Operation		●
05.09 Materials Control		○
05.10 Crafts		●
05.11 Equipment Operation		●
05.12 Elemental Work: Mechanical		●
06.01 Production Technology		○
06.02 Production Work		●
06.03 Quality Control		●
06.04 Elemental Work: Industrial		●
07.01 Administrative Detail	4	
07.02 Mathematical Detail	4	
07.03 Financial Detail	4	
07.04 Oral Communications	4	●
07.05 Records Processing	4	●
07.06 Clerical Machine Operation	4	●
07.07 Clerical Handling	4	●
08.01 Sales Technology	3	
08.02 General Sales	3	
08.03 Vending	3	●

Work Group	I	A
09.01 Hospitality Services		●
09.02 Barber & Beauty Services		●
09.03 Passenger Services		●
09.05 Attendant Services		●
10.01 Social Services	1	
10.02 Nursing, Therapy & Specialized	1	
10.03 Child & Adult Care	1	●
11.01 Mathematics & Statistics	5	
11.02 Educational & Library Svcs	5	
11.03 Social Research	5	
11.04 Law	5	
11.05 Business Administration	5	
11.06 Finance	5	
11.07 Services Administration	5	
11.08 Communications	5	
11.09 Promotion	5	
11.10 Regulations Enforcement	5	
11.11 Business Management	5	
11.12 Contracts & Claims	5	

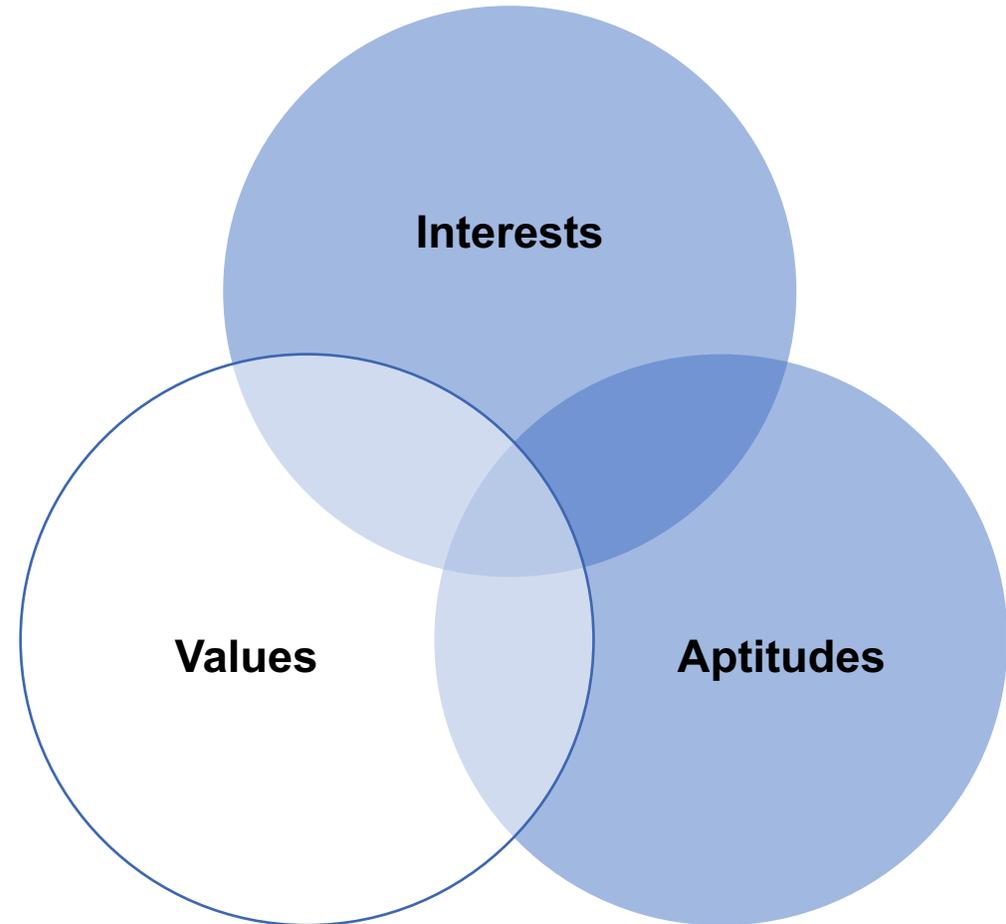
\*Pay attention to where interests and aptitudes intersect



# Aptitudes

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Pg. 34

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





# Values Assessment

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Pg. 35

- Work values emphasize what is important or unimportant to you.
- Work interests refer to what you like or dislike.
- O\*NET Work Importance Locator (WIL) is a self-assessment career exploration tool that allows you to pinpoint areas of importance within a job for you.





## 3.9 Activity: O\*NET Work Importance Locator—Assessment

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Pg. 36

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# O\*NET Work Importance Locator

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Guide:  
Pg. 39

## Calculate Work Value Scores

ACHIEVEMENT	
CARD	SCORE Column number
A	5
F	4
Add scores for Total	+ 9
Multiply Total by 3	x3
Achievement Score	= 27

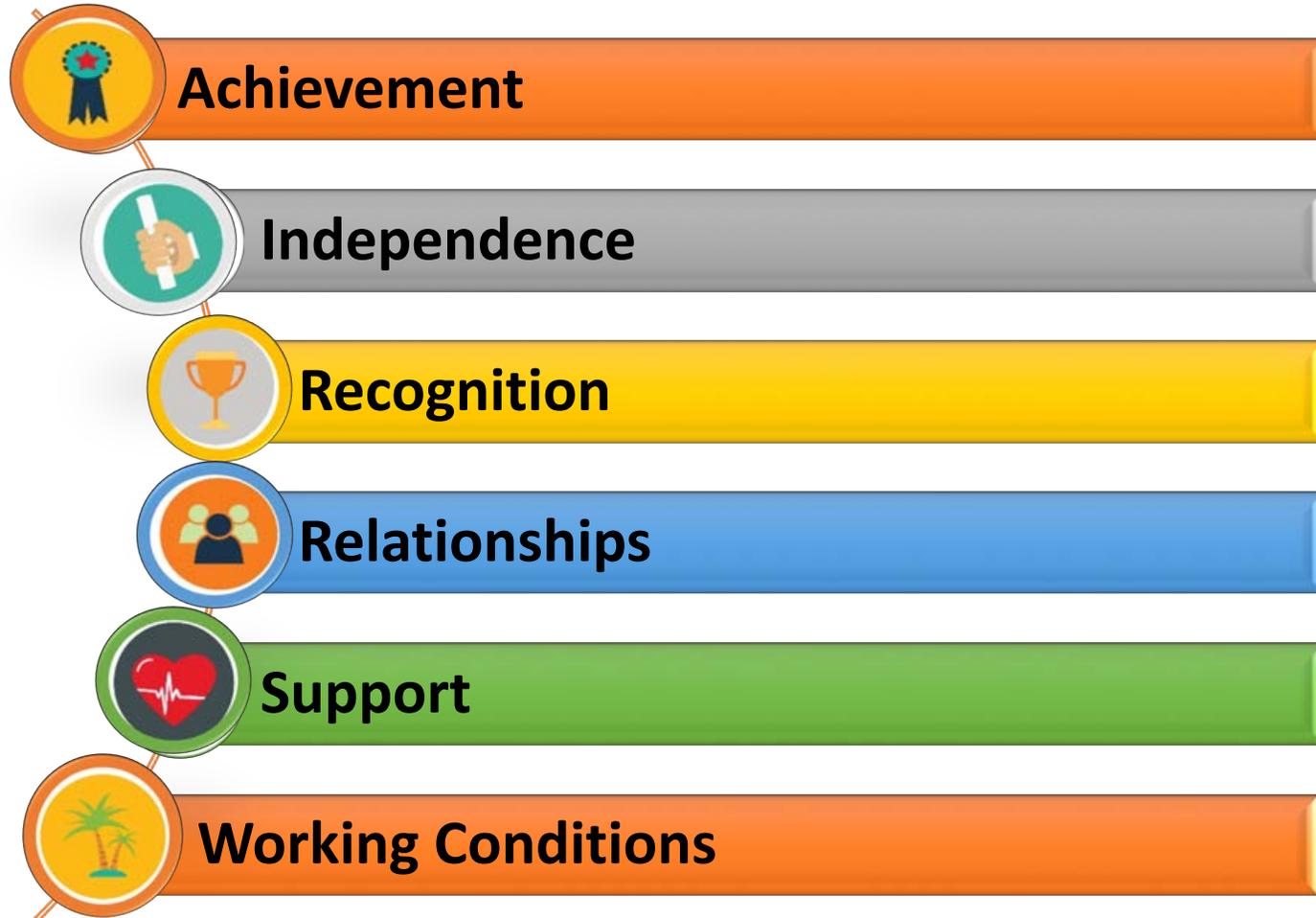
INDEPENDENCE	
CARD	SCORE Column number
I	1
M	2
T	2
Add scores for Total	+ 5
Multiply Total by 2	x2
Independence Score	= 10

RECOGNITION	
CARD	SCORE Column number
D	2
E	4
L	3
Add scores for Total	+ 9
Multiply Total by 2	x2
Recognition Score	= 18



# What Your Work Values Mean

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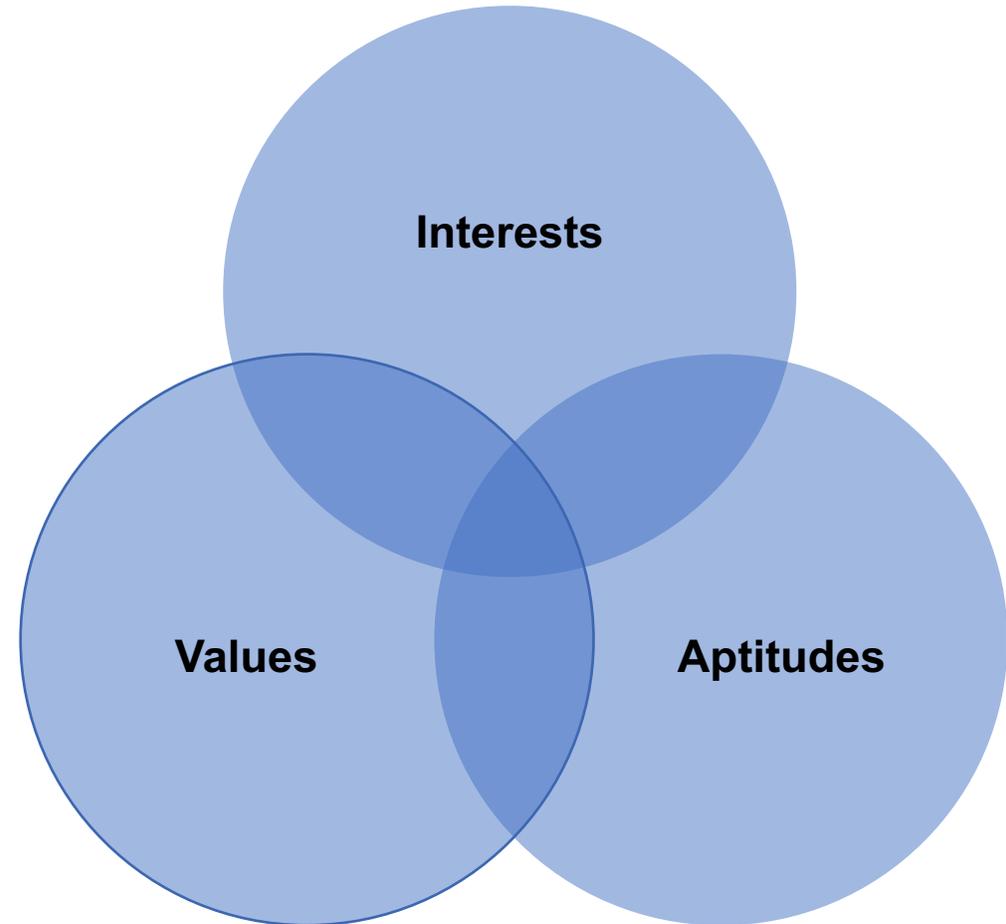




# Values

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- You have now identified potential careers based on all three areas under consideration.

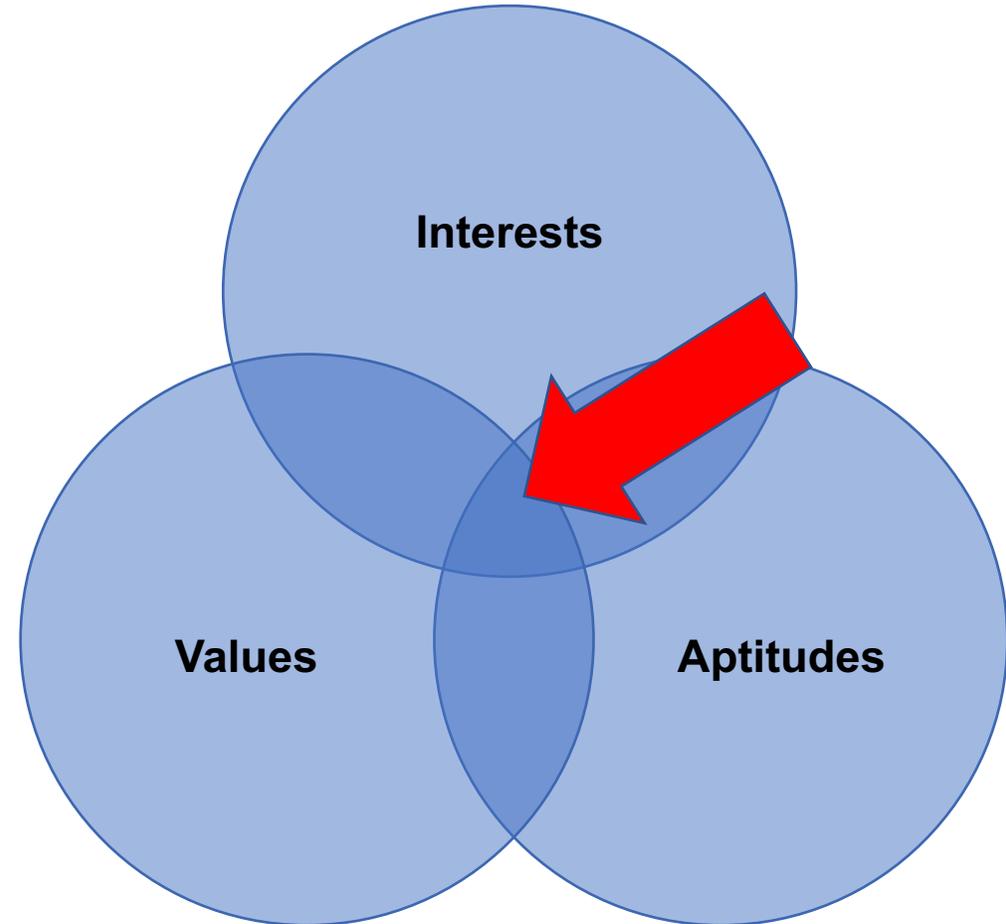




# Self Assessments

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- With this information you can identify your “sweet spot.”





# Status Check

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Pg. 42

- Are there certain careers that appear on all assessment recommendations?
- Do you find yourself gravitating towards careers in one particular job zone more than the others?

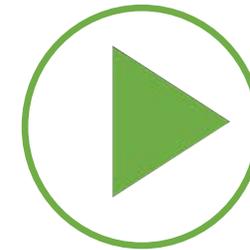




# 3.11 Activity: Putting the Pieces Together

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# Section 4 - Labor Market Research

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In this section, you will learn:

- How to research the labor market to determine if your selected occupation is a reasonable choice.





# External Factors

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Pg. 45



Location



Industry



Education



Salary



Growth Potential



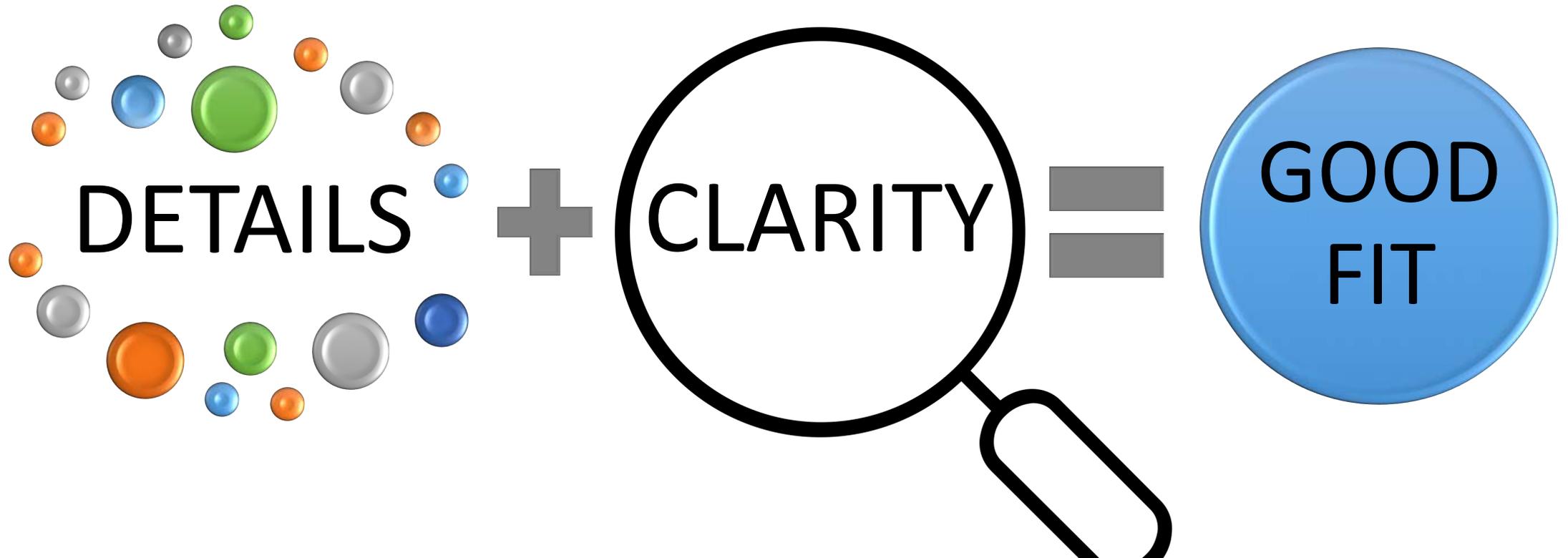
Assessments



# Occupational Research

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Occupational research provides information on:



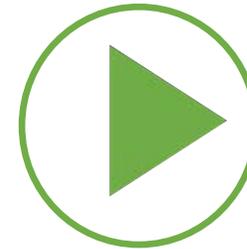


## 4.3 Activity: O\*NET Summary Report

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Let's practice





# Getting Help at the American Job Center (AJC)

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Pg. 48

- American Job Centers (AJC) serve nearly one million Veterans each year.
- There are more than 2,400 AJC locations nationwide.
- You should connect with the AJC in your local area for valuable employment resources.



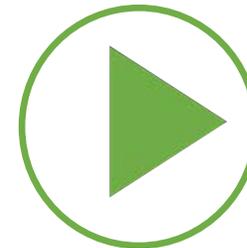


# 4.5 Activity: Access the AJC Online

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Americanjobcenter



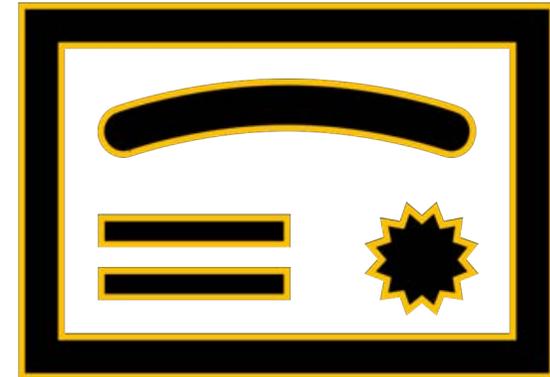
# Section 5 - Exploring Training Opportunities

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Pg. 51

To obtain the occupation you desire, additional training and development may be required.

In this section, you will learn about:

- The different types of civilian credentials.
- How to select the training experience that is right for you.





# Activity 5.1

## Why are Credentials Important?

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- May be required by law or employer for entry into employment.
- Demonstrate that training and skills meet the standard level.
- Credentialed employees share a common understanding of the best practices for their industry.
- Can lead to higher pay or promotion.



# Common Types of Credentials

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- Occupational Licenses
- Professional Certifications
- Educational Degrees
- Certificates



# Occupational License

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Pg. 52

- **Mandatory** process granted by government agency.
- Time-limited permission to practice occupation.
- Predetermined and standardized criteria.  
Minimum level of education and competency (frequently an exam).
- Some occupations require license to attain employment.
- State licenses may or may not be recognized by other states.





# Professional Certification

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Pg. 52

- Voluntary or mandatory credentials issued by non-governmental agencies (trade associations, private companies).
- May be required licensure for employment.
- Can increase a worker's competitiveness and may increase salary.





# Educational Degree

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Pg. 52

- Awarded for academic program completion.
- Usually requires multiple years of study for completion (even longer if not attending full time).
- Undergraduate, graduate, and professional degrees available.
- Wide range of programs of variable format, length, and quality.





# Certificate

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Pg. 53

- Can get certificate for attending a class or completing a program of study.
- Awarded for course attendance, not knowledge or competence.
- Certificates are not the same as **certification**.
- May be helpful in documenting professional development for license or certification renewal.





## 5.3 Activity: Identify Qualifications and Requirements

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Pg. 53

Let's practice





# Ways to Gain Credentials

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## EARN AND LEARN

- Registered Apprenticeship
- On-The-Job Training

## STUDY AND LEARN

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

**Activity 5.4 How Do You Like to Learn?**



# Earn and Learn: Registered Apprenticeship Program

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Pg. 56

- Immediate job with incremental wage increases.
- Occupation-focused, hands-on, and immediately applicable.
- Industry-recognized national credential that is portable.



**APPRENTICESHIP.GOV**

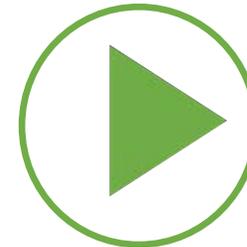


## 5.5 Activity: Apprenticeship.gov

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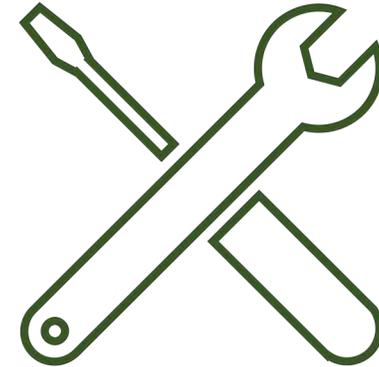
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# Earn and Learn: On-the-Job Training

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- Learn duties and expectations from an experienced employee.
- Mix of hands-on practical training and formal training.
- Often one-on-one or small group.
- Quality depends on training materials and mentor's communication skills.

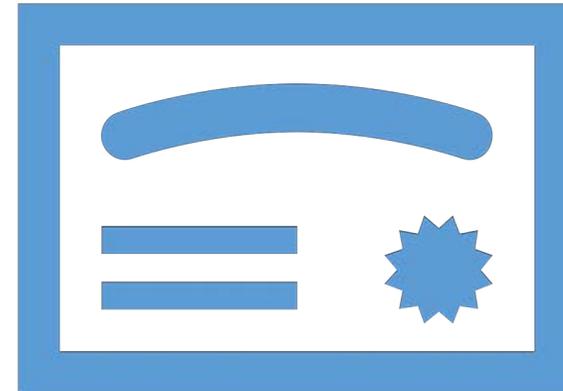




# Study and Learn: Community and Technical Colleges

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- Generally, all students are accepted.
- Lower tuition, does not include books and supplies.
- Flexible class schedules.
- Programs may lead directly into a career or transfer to a higher-level college or university program.

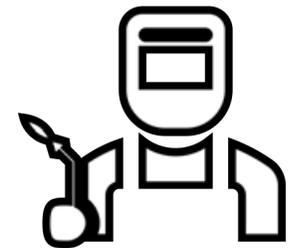
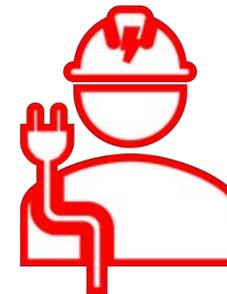




# Study and Learn: Career Technical Schools

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Pg. 60

- Flexible, year-round, and start frequently for rapid entry into the workforce.
- Programs prepare students for certifications in specific trade or industry.
- Tuition may be more expensive but includes fees and supplies.
- Highly skilled instructors with professional experience.
- Credits are typically not transferable to other programs.





# Study and Learn: Four-year Colleges and Universities

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- Admission requirements may be rigorous.
- Tuition may cost more.
- Schedules and courses vary widely depending on degree.
- Degrees may or may not lead directly to a job.
- May accept transfer credits.
- Significant investment of time and money often leads to higher paying jobs.





## 5.6 Activity: Identify Training and Credentials Opportunity

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Let's practice



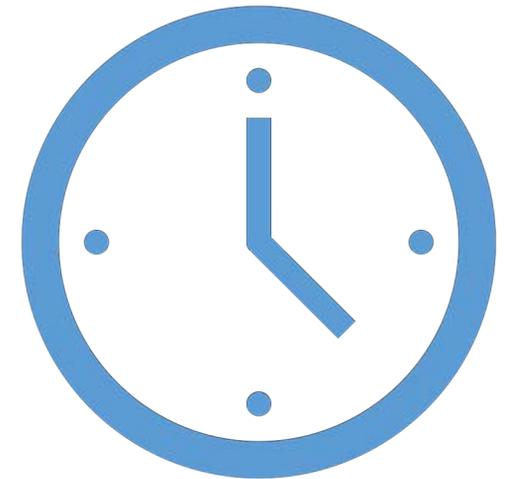


# Gaining More Skills Before Transition

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Pg. 63

There are a number of other 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 in active-duty military service to achieve these goals.





# United Services Military Apprenticeship Program (USMAP)

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Pg. 63

<https://usmap.netc.navy.mil/usmapss/static/index.htm>

- Formal program to complete civilian apprenticeship requirements.
- No extra time commitment besides documenting hours you have already worked.
- Nationally recognized “Certificate of Completion” from the DOL.

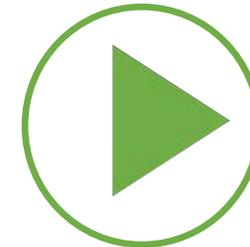




# 5.8 Activity: United Services Military Apprenticeship Program (USMAP)

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Pg. 64

Let's practice





# DoD SkillBridge

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Guide:  
Pg. 64

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<https://dodskillbridge.usalearning.gov/>

May include:

- Internships
- Accelerated training programs
- Professional certifications
- Corporate fellowships
- Licensing opportunities
- Networking opportunities





# Credentialing Opportunities On-Line (COOL)

Participant  
Guide:  
Pg. 65

Helps Army, Navy, Marine Corps, Air Force, and Coast Guard Service Members find information on certifications and licenses related to their jobs.





## 5.9 Activity: Using COOL

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Participant  
Guide:  
Pg. 65

Let's practice





# Funding Your Training and Education

Participant  
Guide:  
Pg. 66

<https://studentaid.ed.gov/sa/>

**Federal Student Aid**  
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of  
the AMERICAN MIND®

Search StudentAid.gov >

Prepare for College ▾ Types of Aid ▾ Who Gets Aid ▾ FAFSA®: Applying for Aid ▾ How to Repay Your Loans ▾

Minds can achieve anything. We make sure they get to college.  
At Federal Student Aid, we make it easier to get money for higher education.



**HOW DO I PREPARE FOR COLLEGE?**

Learn about exploring careers, choosing and applying to schools, and taking required tests. Use checklists to help get ready.



**WHAT TYPES OF AID CAN I GET?**

Read about the types of financial aid available from the government and other sources: grants, scholarships, loans, and work-study.



**DO I QUALIFY FOR AID?**

Most people are eligible for financial aid. Find out who gets aid, how to stay eligible, and how to get eligibility back if you've lost it.



**HOW DO I APPLY FOR AID?**

Learn how to submit your *Free Application for Federal Student Aid* (FAFSA®), how aid is calculated, and how you'll get your aid.



**HOW DO I MANAGE MY LOANS?**

Choose a repayment plan, pay on time, avoid default, and get help with problems.

ANNOUNCEMENTS | [IRS DATA RETRIEVAL TOOL STATUS](#)



# GI Bill Overview

Participant  
Guide:  
Pg. 66

GI Bill programs can be used for many types of training:

- Apprenticeships
- Vocational/technical training (non-college degree programs)
- Institutions of higher learning (undergraduate and graduate degrees)





# GI Bill Overview

Participant  
Guide:  
Pg. 66

GI Bill programs can be used for many types of training:

- Licensing and certification reimbursement
- National testing reimbursement
- On-the-job training
- Independent and distance learning
- Entrepreneurship training





# 5.11 Activity: GI Bill Comparison Tool

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Participant  
Guide:  
Pg. 69

Let's practice





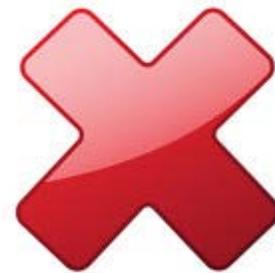
# Factors to Consider When Seeking Vocational Training

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Participant  
Guide:  
Pg. 71

## Do Your Due Diligence

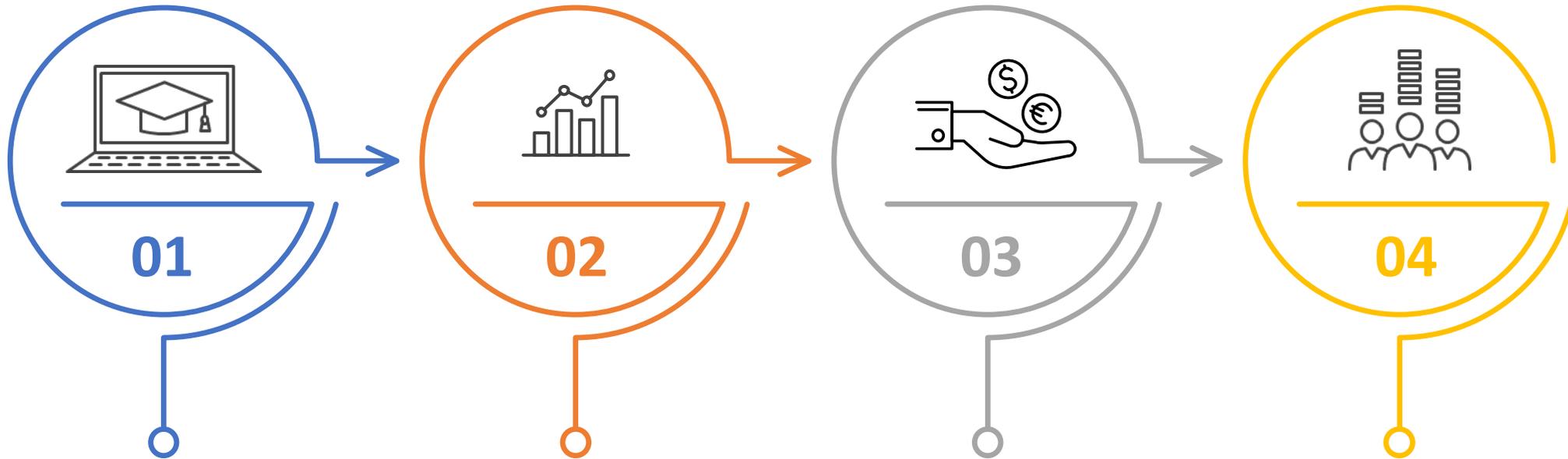
Due Diligence is the process of evaluating a decision by getting as much information about it as possible. Try to avoid scams and predatory practices.





# Factors to Consider When Seeking Vocational Training

Participant  
Guide:  
Pg. 71



Accreditation

Admission &  
Completion Rates

Tuition & Fees

Admission  
Requirements



# Evaluate Institutions

Participant  
Guide:  
Pg. 71

- Accreditation-check to see the training or education meets acceptable quality. Lack of proper accreditation can lead to the inability to take the exam needed for licensure.
- Admission and Completion Rate-check the school's level of success.





# Evaluate Institutions

Participant  
Guide:  
Pg. 72

- Tuition and Fees-check to see if there are any additional costs beside tuition and fee.
- Admission Requirements-check to see if there are any specific requirements in term of work experience, education or standardized test score. These requirements may delay starting or lengthen the training program.



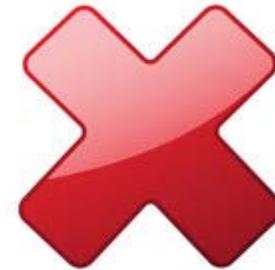


# Red Flags to Avoid When Seeking Vocational Training

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Participant  
Guide:  
Pg. 72

- High Job Placement Rate
- Lack of Qualified Instructors
- High Program Complaints



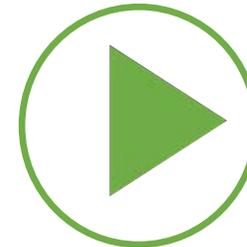


# 5.15 Activity: Compare Programs

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Participant  
Guide:  
Pg. 74

Let's practice





# Additional Resources

Participant  
Guide:  
Pg. 78

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- [www.careeronestop.org/FindTraining/find-training.aspx](http://www.careeronestop.org/FindTraining/find-training.aspx)
  - [www.apprenticeship.gov](http://www.apprenticeship.gov)
  - [nces.ed.gov/collegenavigator/](http://nces.ed.gov/collegenavigator/)
  - [www.benefits.va.gov/gibill/school\\_locator.asp](http://www.benefits.va.gov/gibill/school_locator.asp)
  - [www.vets.gov/gi-bill-comparison-tool](http://www.vets.gov/gi-bill-comparison-tool)
  - [www.benefits.va.gov/gibill/post911\\_gibill.asp](http://www.benefits.va.gov/gibill/post911_gibill.asp)



# Section 6 - Designing the Path

Participant  
Guide:  
Pg. 82

Whether your career of choice entails several weeks or several years of education, training, or apprenticeship, planning can make a huge difference in moving you forward in a productive direction.





## 6.2 Activity: Create an Action Plan

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Participant  
Guide:  
Pg. 82

Let's practice





# Summing It Up

Participant  
Guide:  
Pg. 86

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- You have learned the foundation of vocational training and its Career Clusters and Pathways.
- You have used your results from self-assessments to validate your career choices or point you toward new occupations.
- You have prepared yourself by deciding which learning opportunities are best suited to help you achieve your career goals.
- You have written a plan of action.



# Complete Course Evaluation

<https://www.dodsurveys.mil/tgpsp/>



Transition Assistance Curriculum  
Participant Assessment



- You have reached the redirect page for the Department of Defense Transition Assistance Curriculum Participant Assessment. You will be redirected to a secure, commercial website to participate in the survey.
- **NOTICES:** If you reached this page by using a QR code, use the controls within the app to open this page in a secure, trusted browser before proceeding to the assessment.
- You may be prompted by a security alert. If so, follow the instructions and proceed to the secure assessment website.
- Server maintenance and software updates are conducted periodic Saturdays, 9 pm - Midnight Pacific time. Access to the assessment may be interrupted during this time.

[Click Here to Take The Assessment](#)

Authorities: [10 USC 1782](#)

Sponsor: [Office of the Under Secretary of Defense for Personnel and Readiness](#)

Results: (CAC Only: Please Use EMail or PIV certificate for authentication) <https://dhra.deps.mil/sites/OPA/opa-survey/SitePages/Home.aspx>

[Accessibility Section 508](#)



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