

Career Kōkua
COORDINATOR NOTEBOOK
2013 – 2014

Career Kōkua

The Hawai'i Career Information Delivery System

State of Hawai'i

Department of Labor and Industrial Relations

Research and Statistics Office

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Prepared by

Career Kōkua
The Hawai‘i Career Information Delivery System

State of Hawai‘i
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Career Kōkua
2013 - 2014 Initial Training Agenda

<u>Time</u>	<u>Agenda</u>
8:00 - 8:15 a.m.	I. Introduction A. Opening Activity B. Overview of the Career Kōkua System
8:15 - 8:30 a.m.	II. System Instructions
8:30 - 9:15 a.m.	III. Work Importance Locator A. Work Values B. Hands-On C. Score Reports and Interpretation of Results
9:15 - 10:00 a.m.	IV. RIASEC A. The Party Activity B. Hands-On C. Theory of John Holland
10:00 - 10:15 a.m.	B R E A K
10:15 - 11:30 a.m.	V. SKILLS A. The SKILLS Inventory B. Hands-On C. Interpreting SKILLS Printouts
11:30 - 12:00 noon	VI. INTEREST PROFILER A. The INTEREST PROFILER Instrument B. Hands-On C. Interpreting PROFILER Score Reports
12:00 - 12:45 p.m.	L U N C H
12:45 - 1:00 p.m.	VIII. Access Strategies Review

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<u>Time</u>	<u>Agenda</u>
1:00 – 2:00 p.m.	IX. Information Files <ul style="list-style-type: none">A. OccupationsB. Self-employmentC. Military Information<ul style="list-style-type: none">1. Basic Information2. Military CareersD. Hawai‘i Career PathwaysE. US DOE Career ClustersF. Career of the Week ArchivesG. IndustriesH. Career Exploration LinksI. Programs of Study and TrainingJ. Local SchoolsK. Job Search Aids <p style="text-align: right;">L. Job Success</p>
2:00 - 2:15 p.m.	X. Information Files Review
2:15 – 3:00 p.m.	XI. Resources <ul style="list-style-type: none">A. For Coordinators<ul style="list-style-type: none">1. Activities Handbook2. Community Resources Directory3. System Evaluation<ul style="list-style-type: none">a. User Surveyb. Statistical Report4. Administrative Documents<ul style="list-style-type: none">a. Price Scheduleb. Newsletters/Training ScheduleB. For Parents
3:00 - 3:15 p.m.	XII. Site Coordination <ul style="list-style-type: none">A. Selection and Role of Site CoordinatorB. Career Kōkua Standards
3:15 – 4:00 p.m.	XIII. Workshop Evaluation

Program Rationale

Prior to Career Kōkua, if a person in Hawai‘i wished to choose a career based on careful consideration of his/her own skills, aptitudes and training in relation to the available range of occupations, an immense, individual research effort would have been required to provide even a partial amount of the information needed. Such information was available only in the most scattered fashion even to professionals in the field of career guidance.

Meanwhile, rapid and continuous advances in technology began to profoundly alter the nature of available occupations, compounding the difficulty of making informed career decisions. Yet inadequate knowledge of occupations and their requirements meant a workforce less adequately trained and suited to the needs of the labor market.

Recognizing the importance of informed career decision-making both for the individual and the economy, the Hawai‘i State Department of Labor and Industrial Relations (DLIR) undertook the development and administration of a comprehensive career information delivery system which would meet the needs of the people of Hawai‘i.

Program History

A consortium of public and private agencies and individuals in Hawai‘i was brought together by the DLIR to work as a steering committee to develop a comprehensive up-to-date career information delivery system for Hawai‘i. People and programs that use career and occupational information were surveyed and detailed needs were assessed. Types of information files needed were ranked in order of preference. Governor’s Grant funds were committed to get the system implemented. A National Occupational Information Coordinating Committee (NOICC) grant award and matching state funds made it possible to put Hawai‘i’s career information delivery system into operation. This program, known as Career Kōkua, began providing services to two pilot sites in 1979 and rapidly expanded to meet burgeoning requests for service. From July 1981 State funds were authorized for maintenance, further program development, and expansion of user sites. In 1983 the State Legislature passed House Bill 809 which provided Career Kōkua with statutory authorization. With the Governor’s signature on June 6, 1983, Act 193 was established making Career Kōkua a permanent, statutorily authorized state program. Since then Career Kōkua has annually served over 230,000 users at over 200 agencies and educational institutions in Hawai‘i.



Career Kōkua is a comprehensive computerized system of up-to-date occupational and educational information.

Decision-Making
Use self-reported preferences to obtain lists of options for exploration.



WORK
IMPORTANCE LOCATOR
PERSONALITY TYPES
SKILLS
INTEREST PROFILER

Self-Employment
Information on self-employment and entrepreneurship
Essential qualities
Career opportunities
Entrepreneurial Assessment
Deciding to go into business
Resources



Programs of Study and Training
Descriptions of 140 programs of study and training and about 800 degree and certificate programs.
Intent
Coursework
Related occupations
Local schools



Resources for Educators
Activities Handbook - Lesson plans, activity ideas and worksheets
Community Resources - a directory of 200 businesses and organizations willing to provide tours/field trips, career speakers, and career shadowing experiences
System implementation and usage information for counselors and teachers



Career Kōkua has
4 Career Assessments
530 local Occupational descriptions, preparation, outlook, and wage information
Self employment information
140 Military specialties
6 Hawai'i Career Pathways
16 Career Clusters
30 Hawai'i Industries
800 Hawai'i Programs of Study and Training
100 Hawai'i Schools and Training Providers
Job Search Aids
Keeping Your Job information
165 Activities and Lesson Plans
200 Community Career Resources
Parent Guides
Resources for Teachers and Counselors
Career Exploration Links
Training and User Support

Occupations
Information on 530 occupations describing 90% of Hawai'i's labor force.



Overview/At-a-Glance
Specific and Common Work Activities
Skills and Abilities
Working Conditions
Physical Demands
Knowledge
Interests
Wages
Current Employment
Outlook
Helpful High School Courses
Preparation
Related Training Programs
Hiring Practices
Licensing/Certification
Advancement Opportunities
Additional Sources of Information
Career Videos

Military Information
Information on the military world of work
Basic information about the military as an employer
140 military occupational specialties



Local Schools
Information on about 100 licensed and accredited postsecondary schools in Hawai'i.
Introduction and deadlines
Admission requirements
Housing
Costs
Financial aid
Student services



Job Search Aids
Tips on how to look and apply for jobs
Sample application form
Resume writing tips
Interviewing hints



Job Success
Tips on how to deal with coworkers develop good job habits
Good job habits
Supervisors and coworkers
Improving yourself
Know your employer

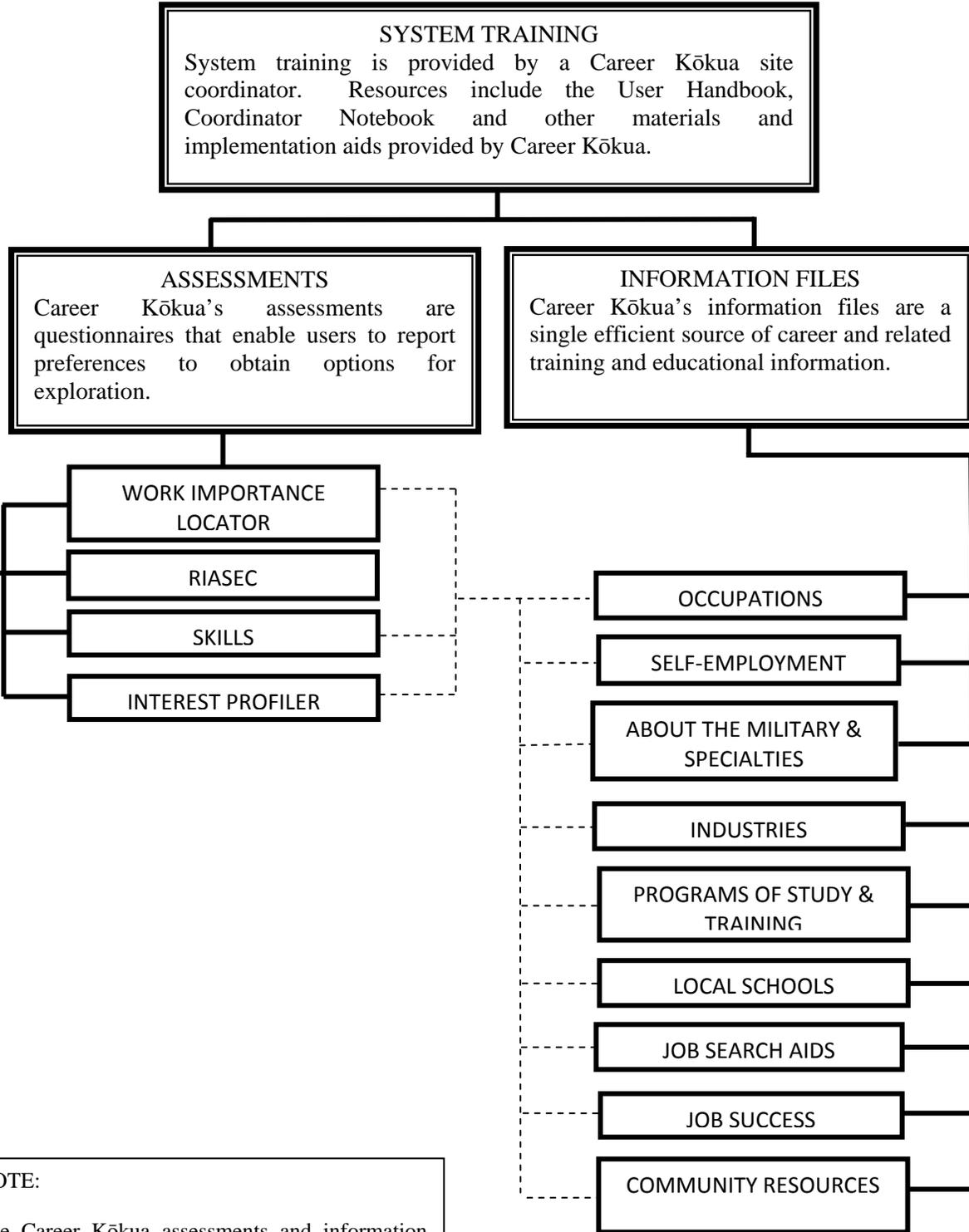
Resources for Parents and Families
Information for parents to help with their children's career development and planning
Career planning guide
Financial aid guide
Parent Involvement guide



Resources for Parents and Families
Information for parents to help with their children's career development and planning
Career planning guide
Financial aid guide
Parent Involvement guide



Career Kōkua System



NOTE:
The Career Kōkua assessments and information files may be used in any sequence. Solid lines lead to the system components which may be selected by users. Dotted lines show the linkages between components.

Understanding the Career Kōkua System

The chart on the previous page represents the general structure and sequence of use of the Career Kōkua System. While the sequence of use of the system components depends on user needs, most first-time users follow the sequence outlined in the chart. This enables them to learn about the program, to specify desired characteristics and then to get related information. The information files are linked to facilitate other sequences of use and to further information exploration.

System Training:

Site Coordinator. Professional staff member designated and trained to implement the Career Kōkua program, including user orientation and system training, at the user site.

Coordinator Notebook. Guide for the Site Coordinator to implementation techniques, ideas, system information, and references for use in serving users and for in-servicing others at their sites.

Activities Handbook. Curriculum guide for the Site Coordinator to activities, lesson plans, and worksheets for use with the Career Kōkua system.

User Handbook. Guide for the user which includes assessments, questionnaires, system instructions, directions for computer access, and information indices.

Assessments:

WORK IMPORTANCE LOCATOR. A 20-item self-assessment career exploration tool of work values that allows users to focus on what is important to them in a job.

RIASEC. An option for the user to link a personality type to Career Kōkua occupations.

SKILLS. A 72-item inventory designed to help the user identify and prioritize skills and find matching occupations.

INTEREST PROFILER. A 180-item inventory designed to help the user identify their work-related interests.

Information Files:

Occupations. Information on 530 local occupations which includes the following:

At A Glance. A summary of the occupation including the characteristics and information that sets the occupation apart from other occupations

Overview. Describes what workers in the occupation do including the workers' main tasks

Specific Work Activities. Lists work activities performed by workers in the occupation

Common Work Activities. Lists activities that are common to work in other occupations

Related Occupations. Lists related occupations, occupational clusters, the related Hawai'i career pathways, occupational interest codes, and the related USDOE occupational areas

Skills and Abilities. Lists the skills workers need to do and the skills that employers look for when hiring for the occupation

Working Conditions. Describes the conditions and settings that workers in the occupation are exposed to. Also included are the characteristics that a worker needs to do well in the occupation

Physical Demands. Describes the physical activities that workers frequently do on the job

Knowledge. Lists the areas of experience and training needed for the occupation

Interests. Lists the values people in the occupation say are important for them and the overall interest areas people in this occupation tend to prefer

Wages. Provides the latest information on how much workers in the occupation in Hawai'i earn, the wage value for workers nationally, and how workers are paid

Current Employment. Provides information on the number of jobs in the occupation for both the national and state levels

Outlook. Provides estimates on how rapidly the occupation is expected to grow in comparison to all other occupations

Helpful High School Courses. Lists the high school courses that help in preparing for work or additional training

Preparation. Describes the education, training, and experience needed to prepare for work in the occupation

Related Educational Programs. Lists related educational programs available locally

Hiring Practices. Describes what employers prefer or require when hiring someone for the occupation including the formal training or licensure required

Licensing/Certification/Designation/Registration. Describes the requirements that applicants must meet such as licensing, certification, or registration. Information on how to acquire the license or certificate is also provided.

Advancement Opportunities. Provides information about where most people in the occupation start and what positions one may advance to with more training or more experience

Additional Sources of Information. Lists free or low-cost publications that have information about careers, reference books found in schools or libraries, and publications available on the Internet

Community Resources. Links to organizations that can provide first-hand information or experiences for the occupation.

Military Careers. Links to the military counterpart, if any, for the occupation.

HireNetHawaii. Links to job listings, if available, for the occupation in Hawai'i

Career Videos. Plays career videos that depict workers on the job

Compare Occupation. Plays career videos that depict workers on the job

Self-Employment. Information about entrepreneurship and being self-employed including setting up a business, keeping records, and financial considerations.

Is Self-Employment Right for You? Describes essential qualities for self-employment, rewards and costs of working for oneself, and provides an entrepreneurial career assessment.

Self-Employment Opportunities. Looks at the types of self-employment opportunities available.

Deciding to Go into Business for Yourself. Includes information on starting a business, brainstorming business ideas, forms of business ownership, and creating a business plan.

Resources. Lists resources for starting your own business, business.

Military Information. Basic information about the military and information on 140 military occupations.

About the Military Information

About the Military

Quick Facts

Branches of Service

Enlisted Personnel

Commissioned Officers

Education

Diversity

Joining the Military

Military Life

Leaving the Military

For Parents

Sources

Military Career Information

Background. Provides information about the military occupation

What they do. Describes the main work activities performed by workers.

Physical demands. Describes physical attributes required for the occupational specialty

Special requirements. Describes requirements, such as courses, helpful for the occupation

Helpful attributes. Lists interests, helpful school subjects and other personal characteristics helpful for training and working in the occupation

Work environment. Describes the typical work settings and conditions

Hiring practices. Describes citizenship and enlistment requirements and standards

Wages. Explains the basis for pay such as rank or grade as well as length of service. Also describes the different types of bonuses and situations that affect pay.

Training provided. Describes the job training provided including classroom and on-the-job training.

Civilian counterparts. Lists civilian occupations that are comparable.

Opportunities. Provides information on the number of personnel working in the occupation, the average annual need for new personnel, and career advancement.

Military occupational specialties. Lists the various occupational specialties for the various service branches.

Industries. Descriptions of 30 local industries which includes the following:

Description. Describes the services and products provided by the businesses in the industry.

Size. Provides the number of establishments and employment in Hawai‘i.

Related Industries. Lists the related Career Kōkua industries.

Work Setting. Provides information on work schedules and other working conditions for the industry.

Earnings. Describes the average earnings for persons employed in the industry.

Benefits. Lists benefits offered to persons employed in the industry.

Current Market. Describes the current economic conditions affecting the industry.

Outlook. Describes events and trends that may affect the industry and its jobs in Hawai‘i.

Occupations. Lists the occupations employed in the industry.

Employers. Lists the Telephone Book Yellow Page headings that can lead to employers in Hawai‘i.

Programs of Study and Training. Descriptions of approximately 140 local training and education programs which includes the following:

Description. Describes the purpose and intent of the program.

Course Work. Summarizes the course work generally included and the length of the program.

Related Occupations. Lists Career Kōkua related occupations.

Cross References. Links to related Career Kōkua information files.

Related Programs. Lists Career Kōkua related programs.

Schools. Lists the schools in Hawai‘i offering certificate and degree programs in this particular field.

Local Schools. Detailed information on about 100 licensed or accredited postsecondary schools and training agencies in Hawai‘i. The information includes the following topics of information:

Contact Information

Introduction and Deadlines

Average Enrollment Per Term

School and Class Schedule

Special Instructional and Alternative Credit Programs

Library Availability

Programs of Study and Training Offered

Bus/Parking

School Visits

New Student Admissions

Transfer Admission

Steps for Applying

Graduate School

Housing

How to Apply for On-Campus Housing

Average Full-Time Costs

Average Part-Time Costs

Refund Policy

Tuition Exemptions

Types of Financial Aid Offered

How to Apply for Financial Aid

Services for All Students

Community Resources. A directory of over 200 employers, professional organizations, and resource persons who are willing to provide first-hand career information and career exploration activities. The information includes the following:

Career shadowing

Tours and field trips

Speakers and participation in career fairs and other career activities

Resource materials

Advisors for career clubs

Interviews with employees and employers

Workplace mentors

Career information and technical assistance for teachers and counselors

Work-study

Internships

Volunteer work experiences

Part-time employment

Scholarships

Job Strategies. Two modules that provide job seeking and job keeping tips.

Job Search Aids (JSA) provides tips and suggestions on how to seek work and apply for jobs.

Where to Look for Jobs. Sources of job leads and agencies providing job referral and placement services. Additional resources which complement the Career Kōkua JSA information are also listed.

How to Fill Out a Job Application Form. Instructions and tips on how to fill out a job application form correctly

Sample Job Application Form. A standard application form which can be used for practice. A completed form is a handy reference.

Cover Letter. A sample cover letter for resumes and job applications. Included are instructions on how to prepare a cover letter.

How to Prepare Your Resume. Outlines the parts of a resume and provides instructions on how to prepare a resume

Sample Resumes. Examples of how job seekers may summarize their skills and qualifications

Things to Take on a Job Hunt. A list of materials applicants may need for job interviews

Things to Do Before the Interview. Tips on how to prepare oneself to make a good impression

Interviewing Hints. Helpful tips for interviews

After the Interview. Information on what to do after an interview and how to keep track of employment contacts

Job Success. Information about dealing with co-workers and supervisors, good job habits, and how to handle problems at work.

Good Job Habits. Information on job habits to keep you employed, attitude and respect, and ways to keep your job performance at a high level

Dealing With Your Supervisor. Tips on how to treat your supervisor and information about their responsibilities including training, oversight, and evaluation of how well you do your job duties. Also includes information about getting a raise.

Dealing With Your Coworkers. Information on how to treat your coworkers with respect and good attitudes such as cooperation, courtesy and teamwork to get your job done well

Improving Yourself. Information on how learning takes place at work and how fellow employees, your supervisor, and trainer, who are all experts in their own fields can help you with your career goals and promotions

Working With Your Employer. Tips that can help you succeed in your current job and in your career goals if you know your employer's industry and organization

If You Have Problems. Information on what to do if your job just doesn't seem to be working out including how to assess your situation, the grievance procedure, and how to deal with harassment

Publications. Resources and publications with information that can help you assess your skills and goals, stay employed or transition to work after high school, college, or the military

System Instructions

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Computer Options	4

GETTING STARTED INSTRUCTIONS

Career Kōkua System

Career Kōkua provides fast and easy access to current information about Hawai‘i occupations, industries, training and education programs, local schools, national schools, financial aid sources, and job strategies. The career assessments match users’ interests, personal preferences, and skills to occupations. College and financial aid searches are also provided. The Career Kōkua web site also has additional options to help students, parents, and other system users with career planning and career decision making.

Step 1. Go to the Career Kōkua web site located at www.careerkokua.org.

You will get the Career Kōkua home page.

Getting Started Instructions (continued)

The Navigation bar consists of the following channel markers:

- Career Assessments
 - Career Exploration
 - Education & Training
 - Financial Aid
 - Job Strategies
 - Resources
-
- The ‘News’ section has announcements and noteworthy items of interest to students, educators, and other users.
 - ‘Career of the Week’ features a different person and their personal story each week.
 - ‘Today’s Occupational Highlights’ features a different occupation each day.
 - ‘Most Viewed Occupations’ lists the occupations most requested by Career Kōkua web site visitors.

Step 2. Log in by using the login information given to you by your teacher or counselor.

Step 3. Click on a channel marker on the Navigation bar. You will get a menu of options.

Once you are in a program module or information file, specific instructions and prompts will be provided to guide you. Instructions for each of the career assessments and information files are provided in this Notebook.

Career Kōkua System OPTIONS

Channels & Options	Description
Career Assessments	
WORK IMPORTANCE LOCATOR	A career exploration tool that allows users to focus on what's important to them in a job and uses those work values to list occupations.
RIASEC	An activity that relates the user's personality type to Career Kōkua occupations
SKILLS	A process for identifying skills, the skills one enjoys using, and the occupations that use those skills
INTEREST PROFILER	An assessment that lets users indicate their interests and then relates those interests to occupations
Assessment Forms	Printable versions of the Work Importance Locator cards and card sorting sheet, the RIASEC "Party" and "Island" activity sheets, the SKILLS Inventory worksheet, and the Interest Profiler Questions.
Career Exploration	
Occupations	Current information on 530 occupations which cover over 90% of the occupations found in Hawai'i
Industries	Information on Hawai'i's 30 industries
Self-Employment	Information about entrepreneurship and being self-employed including setting up a business, keeping records, and financial considerations.
Military Information	Basic information about the military as an employer and information on 140 military occupational specialties.
Career Pathways	Information on the six Hawai'i Career Pathways and links to related occupations and programs of study and training
Career Clusters	Information on the 16 US DOE career clusters and links to related occupations
Career of the Week Archives	A module containing all of the 'Career of the Week' articles
Career Information Links	Related career information resources on the World Wide Web
Education and Training	
Programs of Study & Training	Information on about 140 licensed, accredited, or government-approved training programs in Hawai'i
Local Schools	Information on over 90 licensed and accredited schools offering training programs in Hawai'i
National Schools	A module containing easy-to-use college search strategies and information on colleges and universities in the U.S.
Kumu A'ō, the Hawai'i CRCS	The Hawai'i Consumer Report Card System web site which provides information on local WIA (Workforce Investment Act) eligible training providers and training programs
Testing and Education Reference Center	Links to the Hawai'i State Library System's Learning databases

Channels & Options	Description
Financial Aid	
Scholarship Search FAFSA	A search and database of financial aid resources, scholarships, and grants A link to the web site for Government Sponsored Financial Aid. FAFSA opens the door to the federal aid process so students can learn what to expect from beginning to end and get the documents they need.
Job Strategies	
Job Search Aids Job Success	Tips and ideas on how to look for work and how to apply for jobs Information about dealing with co-workers and supervisors, good job habits, and how to handle problems at work.
Resources	
For Coordinators	
Activities Handbook	A curriculum guide with activities, tips, lesson plans, and worksheets. A master index helps with locating appropriate activities quickly.
Community Resources Directory	A directory of businesses, agencies, and organizations that provide first-hand career information and services
National Career Development Guidelines	
For Parents	
Planning Guide for Middle & High School Students	Provides information for parents and families to help with their children's career development and planning.
Guide to Financial Aid	Provides information on sources of financial aid, where to get financial aid information, and answers to some frequently asked questions about financial aid.
Parent Involvement Guide	Provides parents and families with information and resources to help their children succeed. It also serves career development professionals by showing them how to involve parents in career decision-making and educational planning from the earliest stages of their child's development.
Price Schedule	The Career Kōkua Price Schedule including product descriptions and system requirements.
User Survey	An on-line survey used to gather input from users on the usefulness of the Career Kōkua system

WORK IMPORTANCE LOCATOR (WIL)

WIL Answer Sheet	2
Internet CK Instructions.....	4
Interpreting Your WIL Score Report.....	8
The Theory of Work Adjustment.....	12
Ordering and Downloading Information.....	15



Name: _____

 Work Importance Profiler	IMPORTANCE SCALE				
	MOST IMPORTANT				LEAST IMPORTANT
Work Values to Rate	5	4	3	2	1
<i>On my ideal job it is important that ...</i>					
A/1. ... I make use of my abilities.					
B/2. ... I would be treated fairly by the company.					
C/3. ... I could be busy all the time.					
D/4. ... the job would provide an opportunity for advancement.					
E/5. ... I could give directions and instructions to others.					
F/6. ... the work could give me a feeling of accomplishment.					
G/7. ... my pay would compare well with that of other workers.					
H/8. ... my co-workers would be easy to get along with.					
I/9. ... I could try out my own ideas.					
J/10. ... I could work alone.					
K/11. ... I would never be pressured to do things that go against my sense of right and wrong.					
L/12. ... I could receive recognition for the work I do.					
M/13. ... I could make decisions on my own.					
N/14. ... the job would provide for steady employment.					
O/15. ... I could do things for other people.					
P/16. ... I have supervisors who would back up their workers with management.					
Q/17. ... I have supervisors who train their workers well.					
R/18. ... I could do something different every day.					
S/19. ... the job would have good working conditions.					
T/20. ... I could plan my work with little supervision.					

INTRODUCTION

One of the U.S. Department of Labor's (DOL) **O*NET™ Career Exploration Tools** is the **WORK IMPORTANCE LOCATOR (WIL)**, a new work values assessment instrument. Work values are the aspects or conditions of work that are important to people in a job or career. The WIL helps clients accurately and reliably identify their highest work values. Clients can use this information to learn a valuable piece of self-knowledge and career awareness and directly link to Career Kōkua occupations.

The **WORK IMPORTANCE LOCATOR** was developed using the most up-to-date knowledge of vocational theory and practice. The instrument is based on a previously developed measure of work values, the **Minnesota Importance Questionnaire (MIQ; Rounds, Henly, Dawis, Lofquist, & Weiss, 1981)**. Clients can either use a simple card-sorting format to rank the importance of 20 cards, each describing an aspect of work that satisfies one of six broad work values or sort their values on the Career Kōkua system. The six values are updated versions of the work values defined in Dawis and Lofquist's (1984) **Theory of Work Adjustment: Achievement, Independence, Recognition, Relationships, Support, and Working Conditions**. The **Theory of Work Adjustment (TWA)**, which is grounded in a rich and extensive research history, is a comprehensive model of vocational adjustment based on the concept of correspondence between individual and environment. Importantly, work adjustment has been linked to the satisfaction of workers, as well as how well workers perform on their job.

Getting Started

There are no right or wrong answers. Just answer your WORK IMPORTANCE LOCATOR (WIL) honestly and carefully.

There are 20 statements about different aspects of work. You will need to sort the statements into groups based on how important the statement is to you on your *ideal job*. The term “ideal job” is “the kind of job you would most like to have.” Research has demonstrated that an individual’s results may be inaccurate if they are thinking about their present or last job while completing the WIL, rather than their ideal job.

INSTRUCTIONS

You can first sort the WORK IMPORTANCE LOCATOR statements by marking your answers on a WORK IMPORTANCE LOCATOR Answer Sheet or by using the WIL cards and card sorting sheet.

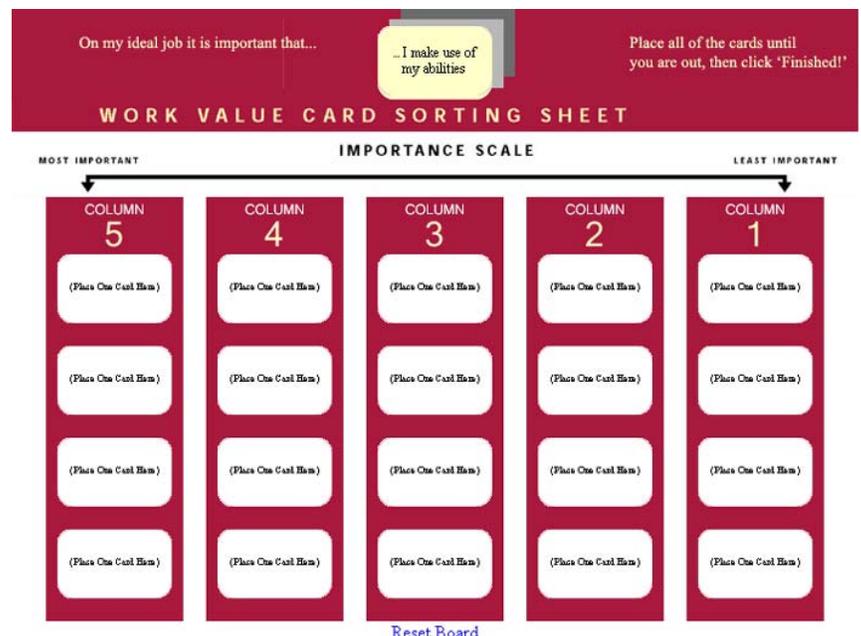
Step 1. Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

Step 2. Click on ‘WORK IMPORTANCE LOCATOR.’

You will get an introduction to the WIL assessment.

Step 3. Click on the ‘Begin Work Importance Locator’ button. You will get the ‘Work Value Card Sorting Sheet.’

The first work value card is displayed on the top center of board



Step 4. Click the appropriate location on the sorting sheet where you want the card to be placed.

The second work value card will now be displayed on the top center of board

Step 5. Repeat Step 4 until all 20 work values have been placed on the sorting sheet.

INSTRUCTIONS (continued)

Step 6. Click on the ‘You’re Finished!’ card.

You will get your ‘Work Values Summary.’

>> [Home](#) :: [Career Assessments](#) :: [Work Importance Locator](#) :: [Results](#) ::

Work Values Summary

Listed below is a summary of where the various work value cards were placed on the Work Importance Locator board.

On my ideal job it is **Most Important** that...

- the job would provide an opportunity for advancement.
- I could give directions and instructions to others.
- my pay would compare well with that of other workers.
- could try out my own ideas.

On my ideal job it is **Very Important** that...

- I make use of my abilities.
- the work could give me a feeling of accomplishment.
- I could receive recognition for the work I do.
- I could make decisions on my own.

On my ideal job it is **Moderately Important** that...

- I would be treated fairly by the company.
- my co-workers would be easy to get along with.
- the job would provide for steady employment.
- I could do something different every day.

On my ideal job it is **Somewhat Important** that...

- I could be busy all the time.
- I have supervisors who train their workers well.
- the job would have good working conditions.
- I could plan my work with little supervision.

On my ideal job it is **Least Important** that...

- I could work alone.
- I would never be pressured to do things that go against my sense of right and wrong.
- I could do things for other people.
- I have supervisors who would back up their workers with management.

Step 7. Click on ‘Work Value Results’

You will get your top two highest work values and the Job Zone options.

INSTRUCTIONS (continued)

>> [Home](#) :: [Career Assessments](#) :: [Work Importance Locator](#) :: [Results](#) ::

Work Values Results

You can think of work values as aspects of work that are important to you. The Work Importance Locator measures the importance to you of six work values. Your two highest work values are **Recognition** and **Achievement**. Definitions of these work values are given below:

Recognition (Your Score: 28)

People for whom recognition is important like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others. They usually prefer jobs in which they are looked up to by others.

Achievement (Your Score: 24)

People for whom achievement is important like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.

Below is a list of occupations that meet both of your top two work values. Depending on what your top work values are, this list may be very small or very large. Don't let the length of the list discourage you. If the list is short, you may want to explore the list of occupations for just one of your top work values. If the list is long, you may want to select just a few occupations that interest you and explore them further.

Job Zones

A Job Zone is a group of occupations that are similar in these ways:

- how most people get into the job,
- how much overall experience people need to do the job,
- how much education people need to do the job, and
- how much on-the-job training people need to do the job.
- In other words, the occupations in a Job Zone require similar amounts of preparation. By picking a Job Zone, you will be able to narrow down your career search.

The five Job Zones are:

- **Job Zone One** - occupations that need **Little or No** preparation
- **Job Zone Two** - occupations that need **Some** preparation
- **Job Zone Three** - occupations that need **Medium** preparation
- **Job Zone Four** - occupations that need **Considerable** preparation
- **Job Zone Five** - occupations that need **Extensive** preparation

Job Zone 1: Little or No Preparation Needed ▼

View Occupations

Step 8. Select a job zone from the drop-down menu at the bottom of the screen and click on the ‘View Occupations’ button.

Note: Clicking on a job zone will get you a definition of that job zone.

You will get the list of the Career Kōkua occupations in that job zone that matches your top two work values.

INSTRUCTIONS (continued)

Step 9. Click on ‘Work Value Scores’ (from the Work Importance Locator Options menu on the left) to view your scores for all six work value areas.

You will get your scores for each of the six work value areas.

Step 10. Click on a work value title to get the list of occupations that match that work value.

Step 11. Select a job zone from the drop-down menu and click on the ‘View Occupations’ button.

Step 12. Use the ‘Printer Friendly Version’ function to print your results and occupational lists.

Step 13. Click on ‘Add to Portfolio’ to save your summaries and results to your Pono Portfolio.

Optional: Click on ‘Change Card Place’ or ‘Start Over’ to go back to the sorting sheet. Do this if you want to re-set the work value cards.

Interpreting the WIL Score Report

The Score Report explains that work values are useful when exploring careers because occupations that meet your work values are more likely to be satisfying and rewarding, as compared to occupations that do not. The report reminds you that, in addition to work values, there is a variety of information about self that is useful when exploring careers. You are introduced to the concept of *whole-person assessment* — that is, the more you know about yourself, the more likely it is that you can find satisfying work.

What Your Work Values Mean

The following are summaries of the six work values. At the very least, you should read the definitions for your two highest work values to get a better understanding of these work values for exploring jobs.

- **Achievement**—If Achievement is your highest work value, look for jobs that let you use your best abilities. Look for work where you can see the results of your efforts. Explore jobs where you can get the feeling of accomplishment.
- **Independence**—If Independence is your highest work value, look for jobs where you can do things on your own initiative. Explore work where you can make decisions on your own.
- **Recognition**—If Recognition is your highest work value, explore jobs with good possibilities for advancement. Look for work with prestige or with potential for leadership.
- **Relationships**—If Relationships is your highest work value, look for jobs where your co-workers are friendly. Look for work that lets you be of service to others. 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, look for jobs where the company stands behind its workers and where the workers are comfortable with management’s style of supervision. Explore work in companies with a reputation for competent, considerate, and fair management.
- **Working Conditions**—If Working Conditions is your highest work value, consider pay, job security, and good working conditions when looking at jobs. Look for work that suits your work style. Some people like to be busy all the time, or work alone, or have many different things to do. Explore jobs where you can take advantage of your particular work style.

Occupations Lists

This is a critical section of the Score Report. It introduces you to the process of linking your work values to occupations. There are six occupational lists, one for each work value. The occupations included in each list are those that will most likely reinforce or satisfy individuals with that particular work value.

Additionally, the concept of Job Zones is introduced. Each of the six occupational lists are further divided into five Job Zones. Each Job Zone contains occupations that require similar levels of education, training, and experience. This information is important for you to consider when exploring careers. It helps you get an accurate picture of how much preparation is required to pursue certain occupations. Thus, when exploring careers, it is not enough just to have an occupation match your work values. You must also consider the amount of education, training, and experience needed to qualify for and be successful in occupations.

Note: Occupations were placed in Job Zones based on Specific Vocational Preparation (SVP) ratings located in the *Dictionary of Occupational Titles* (U.S. Department of Labor, 1991). For a further explanation of this process, see Oswald, Campbell, McCloy, Lewis, and Rivkin (1999).

Interpreting the WIL Score Report (continued)

Note: In the Score Report and in the WIL O*NET Occupations Master List, occupations are sorted under the different work values based on their occupational reinforcer pattern (for a further explanation of the occupational reinforcer patterns, see McCloy et al., 1999a). The majority of occupations are listed based on their Primary Work Value within Job Zones. To provide a variety of occupations to explore (i.e., present 20 occupations per Work Value/Job Zone cell), where feasible, some occupations are included based on their Secondary or Tertiary Work Value. To make the Score Report less cumbersome, a maximum of 20 occupations per Work Value/Job Zone cell are presented. For those cells for which more than 20 occupations were present, a sample of occupations was drawn. If you are interested in the entire listing of occupations, refer to the WIL O*NET Occupations Master List.

Job Zones

Brief definitions of the Job Zones are given and an introduction to the concepts of Current Job Zone and Future Job Zone are provided.

Current Job Zones are comparable to the amount of education, training, and experience you have now. You can consider this amount of preparation when exploring careers, or you can use your Future Job Zone - the amount of education, training, and experience you expect to have in the future, after finishing high school, college, or a vocational training program.

If you have less work experience, use of the Future Job Zone for exploring careers is probably more appropriate. This will give you broader exploration opportunities and will more accurately reflect your career aspirations. However, the Score Report does *not* tell you which Job Zone type you should use to explore careers. The choice is up to you.

By reading each Job Zone definition, you will begin to learn the differences among the five Job Zones. As you move from Job Zone 1 to Job Zone 5, more experience, education, and training are required. For example, many occupations in Job Zone 1 require either a GED or a high school diploma, frequently need very little previous work-related experience, and usually involve simple training that can be delivered by a coworker. Contrastingly, Job Zone 5 includes occupations that need the most overall preparation. These occupations frequently require advanced degrees, such as Ph.D., M.D., or J.D., and at least four years of work-related experience.

This section of the report has several questions to help you focus on a Job Zone. Once again, you should think about whether you want to use your Current Job Zone or Future Job Zone to explore careers.

Exploring Careers Using Your Work Values and Your Job Zone

Now you are ready to use your work values and Job Zone(s) to explore careers. This section of the Score Report provides a step-by-step description for using the information you discovered about yourself to explore occupations. These steps are summarized on the next page.

*Interpreting the WIL Score Report (continued)***1. Look at your highest work value occupations.**

Look through the occupational list with your highest work value. These occupations have the best chance of satisfying your work values.

2. Review the occupations in your Job Zone.

Find the section of your work values list that matches your Job Zone. Remember, a Job Zone will help you find occupations that will make the best use of either your current or future knowledge and skills. You may want to print the list of occupations for further exploration.

3. Find out more about the occupations.

Look in MCK Occupations module to find out information about the occupations you want to explore. Information about occupations that you can learn about includes: work activities, skills, preparation, wages, and employment outlook information.

4. Still want more? Check your Job Zone and your next highest work value.

Like Step 3, this step gives you more options to find other occupations that you might like to explore. Review your Job Zone selection to see if another Job Zone might be more appropriate. You should also explore occupations under your next highest work value. You should also go the MCK Occupations module for more occupations.

Note: This step will expand your career exploration and gives you options for exploring occupations that you might find satisfying and rewarding.

6. Is there a particular occupation you want to explore?

You may have certain occupations that you want to explore which do not appear on your occupational lists because the occupations do not match your work values or Job Zone. You should try to find the list of occupations where the occupation you want to explore is placed. After you find the occupation, you will know which work value it is most likely to satisfy. Now go back and look up your score for that work value. If the score is less than 15, you are less likely to find this particular occupation satisfying.

7. Want to know about a particular occupation not on your list?

Use the MCK Occupation module to learn more about an occupation not on your list.

If you disagree with your results

You may decide that your WIL results do not accurately reflect your work values. The options listed here are designed to help you become more comfortable with your WIL results. The goal of this section is to make sure that you continue to explore careers even if you are not happy with your WIL results. The WIL was developed to encourage, not discourage, your career aspirations.

1. Check your value sorting.

You may want to reread the instructions and verify that you sorted your work value statements correctly. Ask yourself the following questions:

- Are the most important work value statements in the 'Most Important' box?
- Are the next most important work value cards in the 'Very Important' box?
- Are the next most important work value cards in the 'Moderately Important' and 'Somewhat Important' boxes?
- Are the least important work value cards in the 'Least Important' box?

*Interpreting the WIL Score Report (continued)***2. Take another look at the occupations listed for your highest work value.**

Take another look at the occupations listed for your highest work value. By taking a closer look at the occupations on the list, you may find that there are, in fact, some occupations with your highest work value that are worth exploring. You should consider if you are interested in any of the occupations listed. Are you familiar with all of the occupations on the list? You can always go to the Occupations module for additional information.

3. Use your next highest work value to explore careers.

You have the option to use your next highest work value to explore careers. Read the definition of your next highest work value, and think if it describes your values better than your highest work value. You should also look at the occupations that are listed under your next highest work value. Consider whether the occupations appear to be “more in line” with your values, and whether there are any occupations you would want to explore further.

4. Try your work value results out.

You should not to “give up” on your results too soon. Once you use the results of your WIL to explore careers, you may find that your scores make sense. You should:

- Explore some of the occupations linked to your highest work value to determine what the jobs really entail and to see if the occupations have any of the characteristics that you find important in work.
- Talk to some people who work in one of the occupations linked with your highest work value. This can give you a better idea about what is actually involved in performing the occupation.

THE THEORY OF WORK ADJUSTMENT

Overview

The WORK IMPORTANCE LOCATOR is based on Dawis and Lofquist's (1984) Theory of Work Adjustment. The theory, which has evolved over four decades of research, provides a comprehensive model conceptualizing the interaction between individuals and work environments. The interaction is made up of an initial "fit" between individuals and their environment, as well as dynamic elements that characterize ongoing adjustments made by both the individuals and the work environment. In other words, individuals with particular characteristics are best suited for jobs that have work demands that correspond with those characteristics. Individuals depend on the work environment to reinforce their characteristics or "needs," and the work environment depends on individuals to meet the demands or "requirements" of the job. The greater the correspondence between the individual and the work, the greater the likelihood of job satisfaction, performance, and tenure. Once an individual is in a particular job, however, over a period of time the job will affect the characteristics of the worker, and the worker will affect the demands of the job.

While the theory is quite extensive and complex, there are four major concepts that are critical to its understanding. A summary of each concept is listed below:

- The fit between the needs of an individual and the reinforcers provided by the work environment affects how satisfied the individual is with work.
- The fit between the abilities of an individual and the ability requirements of the occupation affects what the theory calls "satisfactoriness." This term refers to how satisfied the work is with the individual. To make the theory a little more user-friendly, "satisfactoriness" can be thought of as how well the individual "performs" on the job.
- Performance influences satisfaction, and satisfaction influences performance.
- How long an individual stays on the job (i.e., tenure) is affected by both satisfaction and performance.

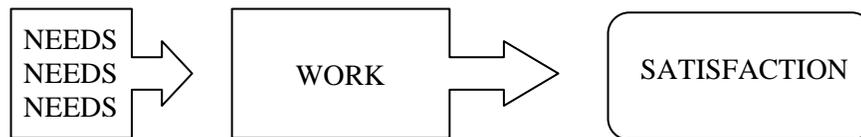
Stated simply, the four concepts above advocate that when exploring careers, individuals are: more likely to be satisfied by jobs that meet their needs, are more likely to perform better if they have the abilities necessary to do the job, will perform better if satisfied, and will be more satisfied the better they perform. Lastly, individuals will stay on the job longer if satisfied and performing well.

How do work values tie into the Theory of Work Adjustment?

Work values have a critical role in the practical application of the theory. Needs, which were referred to above, are specific aspects of work that an individual requires to be satisfied. They are specific work characteristics that are important to individuals. Examples include: security, variety, responsibility, and creativity. However, individuals, especially those exploring careers, may not think about what is important to them in the world of work in such specific terms. Instead, they tend to think about work more globally. They often have general standards of what is important. This is where work values enter into the equation. The vast number of specific needs identified by years of empirical research can be grouped together according to broad themes of importance. These groupings make up what the lay person generally recognizes as work values. Examples of work values include: achievement, recognition, and independence.

The Theory of Work Adjustment (continued)

Therefore, a more practical application of the theory involves replacing the concepts of an individual's needs with work values. For example, it is the fit between the work values of an individual and the reinforcers provided by the work environment that affects how satisfied the individual is with work. If work gives individuals what they value, then they tend to be satisfied with their jobs.



When they are dissatisfied, it is most likely because their important work values are not being met. It is necessary to stress, however, that people differ in what they consider important on their ideal jobs.

Work Values in the WORK IMPORTANCE LOCATOR

The WIL directs individuals to sort 20 statements describing specific needs into five levels of importance. Each of the needs matches up to one of the six work values the instrument was designed to measure: Achievement, Working Conditions, Recognition, Relationships, Support, and Independence. The rank ordering of an individual's needs provides the information necessary to determine the person's most important work values. Listed below are the six work values along with the specific needs that fall under each value (needs are italicized):

- Achievement
 - Ability Utilization*
 - Achievement*
- Independence
 - Creativity*
 - Responsibility*
 - Autonomy*
- Recognition
 - Advancement*
 - Recognition*
 - Authority*
- Relationships
 - Co-Workers*
 - Social Service*
 - Moral Values*
- Support
 - Company Policies and Practices*
 - Supervision, Human Relations*
 - Supervision, Technical*
- Working Conditions
 - Activity*
 - Independence*
 - Variety*
 - Compensation*
 - Security*
 - Working Conditions*

*The Theory of Work Adjustment (continued)***Using an Individual's Work Values to Identify Occupations to Explore**

The purpose of the WIL and the corresponding Career Kōkua occupational lists is to help clients explore occupations that are likely to reinforce their top work values. Each occupation in Career Kōkua and O*NET has been assigned ratings on how much its environment reinforces each work value and need (see *Determining the Occupational Reinforcer Patterns for O*NET Occupational Units* [McCloy, Waugh, Medsker, Wall, Rivkin, & Lewis, 1999a] for a detailed discussion of the development of this information). Providing clients with a listing of those occupations with environments most likely to reinforce their top work values allows clients to increase the likelihood of exploring careers and jobs that they are likely to find satisfying and rewarding.

What is the difference between work values and vocational interests?

Although some people have used the terms work values and vocational interests interchangeably, they do **not** represent the same concepts. Work values emphasize what is *important* or *unimportant* to an individual, whereas interests refer to what an individual *likes* or *dislikes*. Typically, questions used to assess values focus on *ends*, such as goals or standards, whereas questions used to assess interests focus on *means*, such as activities (Dawis, 1991). For example, a person who communicates an interest in doing volunteer work in a nursing home might express a value that it is important to be of service to other people.

Do individuals' abilities also have an important role in the theory?

Yes, in addition to needs/values, abilities serve a critical role in the Theory of Work Adjustment. The fit between an individual's abilities and the ability requirements of a job affects performance. In addition to taking the WORK IMPORTANCE LOCATOR, clients who are exploring careers are encouraged to take other assessments such as SKILLS to help them learn about their abilities. Ask your counselor if you are interested in taking additional assessments.

WORK IMPORTANCE LOCATOR DOWNLOADING AND ORDERING INFORMATION

Work Importance Locator forms and user materials may be downloaded at:

<http://www.onetcenter.org/WIL.html>

Print Shop

Links to download the files below are provided to enable private or public mass printing services to mass produce the O*NET Work Importance Locator Instrument and its associated documents to mirror those available for purchase. They are suitable for generating print film and for reproduction using professional printing equipment.

Download:

- Work Importance Locator Instrument (ZIP - 950 kb)
- Score Report (ZIP - 667 kb)
- User's Guide (ZIP - 510 kb)
- O*NET Occupations Master List (ZIP - 659 kb)
- O*NET Occupations Combined List: Interests and Work Values (ZIP - 1.9 mb)

or Download all materials at once:

- Work Importance Locator Print Shop Materials (ZIP - 4.6 mb)

Ordering Information

To order these items online from the U.S. Government Printing Office (GPO), go to the U.S. Government Online Bookstore at <http://bookstore.gpo.gov/> and search the Sales Product Catalog (SPC) using the stock numbers (the first six digits will return the entire list of O*NET Career Exploration Tools) for the product packages shown below.

Orders may also be placed by telephone (202/512-1800), fax (202/512-2250), at any GPO Bookstore, or by mail at: Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. An order form (PDF) is on page 22 for your convenience. Note that prices include shipping:

1. O*NET Work Importance Locator: **Instrument**
(includes: instrument, card sorting sheet, value cards and envelope)
029-030-00006-5
\$19.80 Package (25 copies per package)

A new self-assessment career exploration tool (work values assessment instrument). This tool helps users clarify what they find most important in jobs. Participants use this instrument to identify occupations that they are likely to find satisfying, based on the similarity between what is important to them in a job and the characteristics of the occupations. The Instrument is needed by each individual participant and is intended for participants to keep for their personal use.

*Downloading and Ordering Information*2. **O*NET Work Importance Locator: Score Report**

029-030-00008-1

\$22.00 Package (5 copies per package)

This report is designed for use with the “O*NET Work Importance Locator: Instrument.” This report helps users understand what their results mean and how to link them to O*NET occupations. O*NET occupations are included in the report. It also explains how to use their results in exploring careers using O*NET OnLine (available at: <http://www.online.onetcenter.org/>). The Score Report is needed by each individual participant and is intended for participants to keep for their personal use.

3. **O*NET Work Importance Locator: User’s Guide**

029-030-00007-3

\$15.20 Package (5 copies per package)

This guide was developed for programs (e.g., schools, employment service offices, career information delivery systems, out-placement programs) that will incorporate the Work Importance Locator (WIL) into their career exploration services. This guide can help users understand how the WIL was developed and how to incorporate the WIL into their programs properly. The User’s Guide is needed by the program office and/or assessment administrator.

4. **O*NET Work Importance Locator: O*NET Occupations Master List**

029-030-00009-0

\$7.60 Package (5 copies per package)

This booklet lists O*NET occupations by Work Value/Job Zone category to help users explore careers. Occupations have been assigned to the groups based on their highest work value. This publication provides an expanded list of O*NET occupations as compared to the WIL Score Report. It can be shared among participants as well as the assessment administrator.

5. **O*NET Occupations Combined List: Interests and Work Values**

029-030-00002-2

\$18.00 Package (5 copies per package)

This booklet is for use with both the Interest Profiler and the Work Importance Locator Instruments. It combines results of both instruments and provides a comprehensive listing of O*NET occupations arranged by Job Zone for each Interest/Work Value category to help users explore careers. It can be shared among participants as well as the assessment administrator.

RIASEC

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Name: _____

The Party

Below is an aerial view of a room in which a party is taking place. At this party, people with the same or similar interests have all gathered in the same corner of the room—as described below.



People who have athletic or mechanical interests and/or ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.



People who like to watch, learn investigate, explore understand, evaluate or solve



People who like to work with data, information, or numbers, and are systematic or organized in carrying out details or following through on others' ideas or



People who have inborn artistic abilities, can think up new ideas or like to work in unstructured situations, using their imagination, inventiveness or creativity.



People who like to work with people—influencing, persuading, or performing, or leading or managing for personal profit, gain, or growth.

People who like to work with people to inform, enlighten, help, train, help them develop skills, or cure them; or people who are skilled with words.



Which corner of the room would you instinctively be drawn to because the people have interests similar to yours? (Leave aside any questions of shyness or whether you would have to talk with them. Write the letter for that corner in this box:

After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain, which corner would you be drawn to the most because the people have interests similar to yours? Write the letter for that corner in this box:

After fifteen minutes, this group also leaves for another party except you. Of the corners which remain now, which one has people with interests similar to yours? Write the letter for that corner in this box:

Adapted from: Richard N. Bolles and the National Career Development Project



The Island Game

This exercise takes some imagination. You are about to be stranded on a desert island. There are six islands. You have your choice as to the island on which you will be stranded. Each island has different types of people on it. Read the descriptions of the people on each of the islands, and write, in the boxes below, the islands you would prefer to be stranded on because the people on them have interests similar to yours.

R



People here prefer to work with objects, things, machines, tools, have mechanical ability; prefer plants, animals, and being outdoors; working with their hands.

I



People here are interested in science, logic; they like to analyze, evaluate, and solve problems; they like learning and understanding the causes of events.

A



People here are artistic; they like change; using imagination and creativity; using their feelings and intuitions; they like working in jobs where they are free to set their own schedules and work creatively.

C



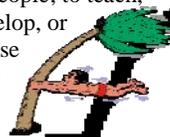
People here like to work with figures, data, numbers; have math ability; like to do things in detail; follow instructions have clerical ability.

E



People here like to manage others; they like to influence, persuade or lead people; they like working on a team toward goals, competition and businesslike activities.

S



People here like to work with other people; to teach, help, develop, or cure people; these people are good with words.

1

Choose the island on which you would prefer to be stranded because the people there have interests similar to yours. Write the letter for that island in this box:

2

Imagine now that the island on which you are stranded is hit by a hurricane. A small boat has been washed ashore so you can move to another island. Pick the next island with people who have interests similar to yours. Write the letter for that island in this box:

3

Imagine now that the second island you chose will be destroyed by the volcano. Pick your next island for the type of people you feel have interests similar to yours. Write the letter for that island in this box:

Adapted from Horizons, CIS Counselors Handbook, 1992 Edition

The Career Kōkua RIASEC program provides an access strategy to the Career Kōkua Occupations file. A unique pattern of interests and preferences is summarized into a RIASEC code which is then used to get a list of occupations for exploration.

1. What is the RIASEC access strategy?

The RIASEC personality types assessment was developed by John Holland. This assessment provides an option to begin the career exploration process or to sort through the Career Kōkua Occupations file. Users can obtain a RIASEC list by using the two or three-letter RIASEC personality codes from any of the following career assessments.

- Self-Directed Search or SDS Form E
- Strong-Campbell Interest Inventory
- Vocational Preference Inventory
- SKILLS Inventory
- Career Interest Inventory
- Differential Aptitude Tests
- Interest Profiler

The “Party” or “Island Game” activities may also be used.

2. What is a RIASEC List?

The RIASEC list is a list of the Career Kōkua occupations that match the user’s RIASEC personality code. See pages 16 and 25 for sample printouts. See “The Theory of John Holland” on pages 5 through 8 for an explanation of the various personality types and how the occupations are coded for the various personality types.

3. What is the purpose of the RIASEC access strategy?

The RIASEC access strategy is part of Career Kōkua because it integrates guidance into the career information delivery system and provides users with an option for attaining lists of occupations for exploration.

SUGGESTED USES:

- Use RIASEC when you want to increase users’ awareness of self and want to link self-awareness to the world of work.
- RIASEC can be used to collect descriptive information about a user.
- Users can verify or compare their RIASEC list with the occupation lists from their other Career Kōkua assessments such as the Work Importance Locator, Interest Profiler, or SKILLS.
- Have users use RIASEC to get a list of occupations for exploration. The RIASEC access strategy may offer options not previously considered because of a lack of information or misinformation.

The Theory of John Holland

I. Underlying Assumptions

- A. The choice of an occupation is an expression of personality. Vocational interests are the expression of personality in work, hobbies, recreational activities, and preferences.
- B. Interest inventories are personality inventories.
- C. Occupational stereotypes have reliable and important psychological meanings.
- D. The members of an occupational group have similar personalities and similar histories of personal development.
- E. Because people in an occupational group have similar personalities, they will respond to many situations and problems in similar ways; thus, they create characteristic interpersonal environments.
- F. Vocational satisfaction, stability, and achievement depend upon the congruency between one's personality and the environment in which one works.

II. Principal Elements

1. Most people can be categorized as one of six personality types labeled Realistic, Investigative, Artistic, Social, Enterprising or Conventional. In the table of personality types, the description of each type is a summary of what we know about people in a given occupational group and a special way of comprehending this information: it is a theoretical or ideal type; i.e., a model against which we can measure the real person.

The six scales of the Self-Directed Search (SDS) estimate a person's resemblance to each of the personality types. By indicating the three types a person resembles most, the three-letter summary code allows for complexity of personality and reduces some of the problems inherent in categorizing a person as a single type.

Cultural and personal forces - parents, social class, culture and the physical environment - shape people in different ways. Out of these experiences, a person learns to prefer some activities over others.

Preferred activities become strong interests, which tend to lead to a special group of competencies. A person's interests and competencies create a particular personal disposition that leads to thinking, perceiving, and acting in special ways. The developmental sequence does not end in young adulthood but continues to evolve, depending on the environments people encounter in their lifetimes.

Source: The Self-Directed Search Professional Manual - 1985 Edition by John L. Holland, Ph.D., Psychological Assessment Resources, Inc.

*Holland's Theory (continued)***The Personality Types Table**

The **Realistic** type likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, electrician. Has mechanical abilities, but may lack social skills. Is described as:

Asocial	Inflexible	Practical
Conforming	Materialistic	Self-effacing
Frank	Natural	Thrifty
Genuine	Normal	Uninsightful
Hardheaded	Persistent	Uninvolved

The **Investigative** type likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, medical technologist. Has mathematical and scientific ability but often lacks leadership ability. Is described as:

Analytical	Independent	Rational
Cautious	Intellectual	Reserved
Critical	Introspective	Retiring
Complex	Pessimistic	Unassuming
Curious	Precise	Unpopular

The **Artistic** type likes artistic jobs such as composer, musician, stage director, writer, interior decorator, actor/actress. Artistic abilities: writing, musical, or artistic, but often lacks clerical skills. Is described as:

Complicated	Imaginative	Intuitive
Disorderly	Impractical	Nonconforming
Emotional	Impulsive	Open
Expressive	Independent	Original
Idealistic	Introspective	Sensitive

The **Social** type likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, speech therapist. Has social skills and talents, but often lacks mechanical and scientific ability. Is described as:

Ascendant	Helpful	Responsible
Cooperative	Idealistic	Sociable
Empathic	Kind	Tactful
Friendly	Patient	Understanding
Generous	Persuasive	Warm

The **Enterprising** type likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, buyer. Has leadership and speaking abilities but often lacks scientific ability. Is described as:

Acquisitive	Energetic	Flirtatious
Adventurous	Excitement-seeking	Optimistic
Agreeable		Self-confident
Ambitious	Exhibitionistic	Sociable
Domineering	Extroverted	Talkative

The **Conventional** type likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, tax expert. Has clerical and arithmetic ability, but often lacks artistic abilities. Is described as:

Careful	Inflexible	Persistent
Conforming	Inhibited	Practical
Conscientious	Methodical	Prudish
Defensive	Obedient	Thrifty
Efficient	Orderly	Unimaginative

- There are six kinds of environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Each environment is dominated by a given type of personality and is typified by physical settings posing special problems. For example, a realistic environment is dominated by realistic types of people - that is, the largest percentage of the population in the realistic environment resembles the realistic type - and it often requires interaction with mechanical objects. A social environment, dominated by social types, often requires interaction with people in helping or teaching.

Holland's Theory (continued)

People tend to surround themselves with others like themselves who share their interests, competencies, and outlook on the world. Thus, where people congregate, they create an environment that reflects the types they are. The environment can be assessed in the same terms as the individuals by counting the number of different types and converting the distribution of types to percentages of the total number of people in the environment. The six percentages are interpreted by the environmental formulations given in Holland (1985a).

3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. Realistic types seek realistic environments, social types seek social environments, and so forth. To a lesser extent, environments also search for people through friendships and recruiting practices. The person's search for environments is carried on in many ways, at different levels of consciousness, and over a long period of time.
4. A person's behavior is determined by an interaction between his or her personality and the characteristics of the environment. Based on an individual's personality pattern and the pattern of the environment, some of the outcomes of such a pairing can, in principle, be forecast by using knowledge of personality types and environmental models. Such outcomes include choices of vocation, job changes, vocational achievement, personal competence, and educational and social behavior.

The SDS, an explicit implementation of these ideas, assesses the outcomes of a person's life history and assigns it a three-letter code. The person uses the summary code to locate occupations - actually, work environments - that will result in satisfaction.

5. The degree of congruence between a person and an occupation (environment) can be estimated by a hexagonal model. The shorter the distance between the personality type and the occupational type, the closer the relationship. For example, an R-person and an R-job are most congruent. An R-person in an S-job is in the most incongruent situation. The hexagonal model can be used to obtain four degrees or levels of person-environment congruency or fit.
6. The degree of consistency within a person or an environment is also defined by using the hexagonal model. Adjacent types on the hexagon are most consistent or have compatible interests, personal dispositions, or job duties. Opposite types on the hexagon are most inconsistent or combine personal characteristics or job functions that are usually unrelated. For example, a person whose two highest SDS scales were Artistic and Conventional would have an inconsistent two-letter code because these codes are opposites in the hexagonal model, and they imply numerous oppositions: preferring unstructured vs. structured activities, possessing originality vs. lacking in originality, having unconventional vs. conventional values, having artistic vs. clerical skills. An intermediate degree of consistency is defined by alternate types on the hexagon: Investigative-Social, Conventional-Social, Realistic-Enterprising, and so on. Consistency of the SDS profile is associated with a more stable work history. Such consistency is also assumed to be conducive to vocational achievement and clarity of personal goals.

Holland's Theory (continued)

7. The degree of differentiation of a person or an environment modifies predictions made from a person's SDS profile, from an occupational code, or from their interaction. Some persons or environments are more clearly defined than others. For instance, a person may closely resemble a single type and show little resemblance to other types; or an environment may be dominated largely by a single type. In contrast, a person who resembles many types or an environment that is characterized by about equal numbers of six types would be labeled undifferentiated or poorly defined.

Well-defined people or work environments are most likely to exhibit the characteristics attributed to their codes, whereas poorly defined types or environments are least likely to exhibit the expected characteristics or influence. On the SDS, the degree of differentiation is defined as the difference between the highest and lowest summary scores.

RIASEC MENU

Users should complete any of the interest inventories or worksheets listed on page 4 prior to using the computer. Or, users may do ‘The Party’ exercise on the computer.

Step 1. Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

Step 2. Click on ‘RIASEC.’

You will get the following options.

- ‘Party’ - provides the ‘Party’ exercise on the computer.
- ‘Search’ - provides a list of the Career Kōkua occupations that match your code.
- ‘Information’ - provides descriptions of the six RIASEC personality types.

Step 3. Click on the option that you want.

RIASEC OPTIONS

<u>Click on:</u>	<u>When You Want To:</u>
RIASEC Information	Get descriptive information about the six different RIASEC personality types
RIASEC Menu	Return to the RIASEC Menu
RIASEC Party	Do the ‘Party’ activity on the computer. Use this option if you do not already have a RIASEC code.
RIASEC Search	Enter your RIASEC codes and get a list of occupations. Use this option if you already know your RIASEC code.
Printer Friendly Version	Print the summary of your selected RIASEC personality types and the list of Career Kōkua occupations that match your RIASEC code
Save Results	Save your RIASEC code and occupations to your Pono Portfolio.
View Results	Get a summary of your selected RIASEC personality types and a list of the Career Kōkua occupations that match your RIASEC code

‘THE PARTY’ INSTRUCTIONS

The ‘Party’ is an activity that users can do on the computer. It provides a quick and easy way to get a RIASEC code if you do not have a RIASEC code.

Step 1. Click on ‘Party’ on the RIASEC menu.

Note: If you are not logged in, you will be prompted to enter your user site’s username and password.

You will be at the following ‘Party’ screen.

Step 2. Move your mouse over the various corners of the hexagon.

Information about the kinds of people gathered in the corners of the room will pop-up in the center of the hexagon.

Step 3. To select your first personality type: Click on the letter for the personality type you want.

The computer will place that letter next to the ‘First Choice:’ heading in the ‘Your Choices’ section on the left.

Step 4. Repeat Step 3 for your second personality type.

Party Instructions (continued)

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Summary ::

RIASEC Summary

Listed below are the RIASEC Personality Codes you selected with their descriptions, occupations that fall under your selected RIASEC Codes and other similar RIASEC Codes with their related occupations. Click on an occupation title to learn more about it. Occupations may appear more than once in your list.

You selected **Investigative (I)** as your first choice.

- You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You selected **Realistic (R)** as your second choice.

- You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

You selected **Conventional (C)** as your third choice.

- You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

9 occupations contain the RIASEC Personality Code, **Investigative (I)**, as the first choice, **Realistic (R)**, as the second choice and **Conventional (C)**, as the third choice.

IRC

[Astronomers](#)
[Chemists](#)
[Computer Engineers](#)
[Computer Programmers](#)
[Computer Security Specialists](#)
[Conservation Scientists](#)
[Engineering Technicians](#)
[Physicists](#)
[Safety Engineers](#)

Step 6. Scroll through your RIASEC Summary and list of occupations.

Step 7. Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** your RIASEC summary and results. A sample printout starts on page 16.
- Click on ‘Save Results’ to **save** your RIASEC code and summary to your Pono Portfolio.

Step 8. Click on an occupation title to get information about the occupation.

SEARCH

Use this option if already know your RIASEC code and would like to know the Career Kōkua occupations that match your code.

Step 1. Click on ‘Search’ on the RIASEC menu. You will be at the following ‘Search’ screen.

Note: If you are not logged in, you will be prompted to enter your user site’s username and password.

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Search ::

RIASEC Search

Search the Career Kōkua Occupations by their RIASEC Personality. You may select one, two or three RIASEC Personality Codes to search upon. The order you select each RIASEC Personality Code will affect your search results.

First Choice

Select One ...

Second Choice

Select a First Choice First ...

Third Choice

Select a First Choice First ...

Step 2. Click on the drop-down list for your ‘First Choice’ and select your first personality type.

Step 3. Click on the drop-down list for your ‘Second Choice’ and select your second personality type.

Step 4. Click on the drop-down list for your ‘Third Choice’ and select your third personality type.

After you have selected your three personality types, the computer will display your results. The results consist of a summary of the three personality types you selected and the list of Career Kōkua occupations matching that unique three letter combination. It will also display the occupations that match the various combinations of your three letters.

Note: If you selected only one or two letters, you need to click on ‘View Results’ to get your RIASEC Summary.

Search Internet Instructions (continued)

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Summary ::

RIASEC Summary

Listed below are the RIASEC Personality Codes you selected with their descriptions, occupations that fall under your selected RIASEC Codes and other similar RIASEC Codes with their related occupations. Click on a occupation title to learn more about it. Occupations may appear more than once in your list.

You selected **Investigative (I)** as your first choice.

- You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You selected **Realistic (R)** as your second choice.

- You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

You selected **Conventional (C)** as your third choice.

- You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

9 occupations contain the RIASEC Personality Code, **Investigative (I)**, as the first choice, **Realistic (R)**, as the second choice and **Conventional (C)**, as the third choice.

IRC

[Astronomers](#)
[Chemists](#)
[Computer Engineers](#)
[Computer Programmers](#)
[Computer Security Specialists](#)
[Conservation Scientists](#)
[Engineering Technicians](#)
[Physicists](#)
[Safety Engineers](#)

Step 5. Scroll through your RIASEC Summary and list of occupations.

Step 6. Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** our RIASEC summary and results. A sample printout starts on page 16.
- Click on ‘Save Results’ to **save** your RIASEC codes and summary to your Pono Portfolio.

Step 7. Click on an occupation title to get information about the occupation.

INFORMATION

This module provides information about the six RIASEC personality types. Use this module if you would like descriptive information about the RIASEC personality types.

Step 1. Click on ‘Information’ on the RIASEC menu.

Note: If you are not logged in, you will be prompted to enter your user site’s username and password.

You will be at the ‘Information’ screen for the ‘Realistic’ personality type.

Step 2. Click on the drop-down list to select another personality type.

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Information ::

Investigative

You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You like investigative jobs such as biologist, chemist, physicist, anthropologist, geologist and medical technologist. You have mathematical and scientific ability but often lack leadership ability.

You are described as:

- Analytical
- Cautious
- Complex
- Critical
- Independent
- Intellectual
- Introspective
- Pessimistic
- Rational
- Reserved
- Retiring
- Unassuming

Step 3. Click on ‘Printer Friendly Version’ to print the personality type information.

Step 4. Because you are a combination of two or three personality types, you should review the information for each of your personality types.

RIASEC SUMMARY

RIASEC Summary

Listed below are the RIASEC Personality Codes you selected with their descriptions, occupations that fall under your selected RIASEC Codes and other similar RIASEC Codes with their related occupations. Click on a occupation title to learn more about it. Occupations may appear more than once in your list.

You selected **Investigative (I)** as your first choice.

- You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You selected **Conventional (C)** as your second choice.

- You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

You selected **Realistic (R)** as your third choice.

- You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

8 occupations contain the RIASEC Personality Code, **Investigative (I)**, as the first choice, **Conventional (C)**, as the second choice and **Realistic (R)**, as the third choice.

ICR

- [Compliance Officers and Inspectors](#)
- [Computer Support Specialists](#)
- [Computer Systems Analysts](#)
- [Coroners](#)
- [Database Administrators](#)
- [Forensic Science Technicians](#)
- [Operations Research Analysts](#)
- [Pharmacists](#)

[\[Return to top \]](#)

32 occupations have been found with RIASEC Codes that are similar to what you selected.

CRI

- [Cartographers and Photogrammetrists](#)
- [Construction and Building Inspectors](#)
- [Drafters](#)

[\[Return to top \]](#)

IRC

- [Astronomers](#)
-

- Chemists
- Computer Engineers
- Computer Programmers
- Computer Security Specialists
- Conservation Scientists
- Engineering Technicians
- Physicists
- Safety Engineers

[\[Return to top \]](#)

RCI

- Communications Equipment Mechanics
- Computer Equipment Repairers
- Drafters
- Engineering Technicians
- Farm and Ranch Workers
- Quality Control Inspectors
- Radiologic Technologists
- Science Technicians
- Surveying and Mapping Technicians

[\[Return to top \]](#)

RIC

- Agricultural Inspectors
- Aircraft Mechanics
- Communications Equipment Mechanics
- Dental Laboratory Technicians
- Engineering Technicians
- Gas and Oil Plant Operators
- Industrial Electronics Repairers
- Machinists
- Medical Laboratory Technicians
- Science Technicians
- Transportation Inspectors

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SKILLS

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SKILLS Worksheet

This worksheet will help you use the Career Kōkua SKILLS assessment. By identifying the satisfying and enjoyable activities in your work and life, you can begin to understand the skills that are important to you.

Part I. List three activities that you enjoy doing. Try to choose different types of activities. For example, list one activity at home, one at school, and one at work. You might include: cooking dinner, designing a poster, or selling newspapers.

ACTIVITY 1: _____

ACTIVITY 2: _____

ACTIVITY 3: _____

Part II. Read all of the 72 skills definitions and check (✓) the skills that you used in each activity.

		ACTIVITY		
A. PERSONAL SKILLS		1	2	3
01. Dependability	Working in a reliable and responsible manner.			
02. Flexibility	Accepting change and variety in the workplace.			
03. Persistence	Working continuously despite interruption.			
04. Integrity	Avoiding unethical behavior and being honest.			
05. Efficiency	Effectively using resources.			
06. Competitiveness	Striving to be the best.			

		1	2	3
B. SOCIAL SKILLS				
07. Social Perception	Being aware of the needs and feelings of others.			
08. Independent Work	Working with little or no supervision.			
09. Team Work	Working cooperatively with others.			
10. Working with the Public	Representing the organization and communicating with persons outside the organization.			
11. Assisting/Caring	Providing assistance, care, or service to others.			
12. Performing	Interacting with others to entertain or sell.			
13. Instructing	Teaching, guiding, or motivating others.			

		1	2	3
C. MOVEMENT SKILLS				
14. Finger Dexterity	Coordinating movements of the fingers.			
15. Manual Dexterity	Coordinating movements of the hand, arm and hand, or both hands.			
16. Motor Coordination	Coordinating movements of two or more limbs together.			
17. Stamina	Exerting one's self physically over long periods of time.			
18. Strength	Exerting force repeatedly or continuously.			
19. Rapid Response	Moving quickly and correctly between two different activities.			

ACTIVITY 1: _____

ACTIVITY 2: _____

ACTIVITY 3: _____

D. PERCEPTUAL SKILLS		ACTIVITY		
		1	2	3
20. Sound Discrimination	Detecting the difference between sounds, pitch, or loudness.			
21. Shape Discrimination	Detecting the difference between sizes, shapes, and mass.			
22. Color Vision	Detecting the difference between colors, shades, and brightness.			
23. Depth Perception	Detecting the distance between objects.			
24. Visualizing	Forming a mental image of how something will look after it is moved or when its parts are moved.			
25. Creativity	Originating, designing, or creating new ideas, relationships, systems, artworks, or products.			
26. Aesthetic Judgment	Recognizing artistic or natural beauty.			

E. SITUATIONAL SKILLS		1	2	3
		27. Stress Tolerance	Dealing calmly and effectively with tense situations.	
28. Hazards Tolerance	Working in potentially dangerous conditions.			
29. Discomfort Tolerance	Working in unpleasant environmental conditions.			
30. Repetition Tolerance	Continuously performing the same action.			

F. PROCESSING SKILLS		1	2	3
		31. Following Procedures	Correctly following a given set of rules to complete a task.	
32. Categorizing	Identifying items by similarities.			
33. Record Keeping	Entering, transcribing, recording, storing, or maintaining information.			
34. Attention to Detail	Checking each item or task carefully.			
35. Verifying Information	Evaluating information against a set of standards or ensuring that it is correct.			

G. TECHNICAL SKILLS		1	2	3
		36. Installing	Setting up equipment, machines, or structures to meet specifications.	
37. Inspecting	Checking and evaluating equipment, structures, and products.			
38. Repairing	Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment.			
39. Troubleshooting	Determining the cause and solution of an error.			
40. Controlling Machines	Using control mechanisms or direct physical activity to operate machines.			
41. Operating Vehicles	Running, maneuvering, navigating, or driving vehicles or mechanized equipment.			

ACTIVITY 1: _____

ACTIVITY 2: _____

ACTIVITY 3: _____

G. TECHNICAL SKILLS		ACTIVITY		
		1	2	3
42. Using Computers	Working with computers by using programs or entering data.			
43. Programming	Writing computer programs.			
44. Technology Design	Developing or adapting equipment and technology.			

H. MATH AND SCIENCE SKILLS		ACTIVITY		
		1	2	3
45. Calculating	Adding, subtracting, multiplying, and dividing.			
46. Estimating	Approximating distances, quantities, time, costs, resources, or materials.			
47. Budgeting	Allocating financial resources.			
48. Math Reasoning	Using mathematical methods to understand and solve problems.			
49. Science Reasoning	Using scientific methods to understand and solve problems.			

I. COMMUNICATION SKILLS		ACTIVITY		
		1	2	3
50. Reading	Understanding information and ideas presented in writing.			
51. Writing	Communicating information and ideas in writing.			
52. Speaking	Talking to others to convey information.			
53. Listening	Listening to what people are saying and asking questions.			
54. Concentrating	Focusing on a task without interruption.			

J. PROBLEM SOLVING SKILLS		ACTIVITY		
		1	2	3
55. Information Gathering	Locating and identifying information.			
56. Evaluating	Judging the success or progress of an idea, work activity, or project.			
57. Advising	Providing consultation or advice to others.			
58. Synthesizing	Reorganizing information to get a better approach to problems.			
59. Analyzing	Examining information and using logic to solve problems.			
60. Planning	Developing approaches for implementing ideas.			
61. Active Learning	Working with new material or information to understand the implications.			
62. Using Knowledge	Using work-related experience.			

K. MANAGEMENT SKILLS		ACTIVITY		
		1	2	3
63. Safety of Others	Managing the work environment to provide for the health and safety of others.			
64. Persuading	Convincing others to approach things differently.			

ACTIVITY 1: _____

ACTIVITY 2: _____

ACTIVITY 3: _____

K. MANAGEMENT SKILLS		ACTIVITY		
		1	2	3
65. Negotiating	Bringing others together and trying to reconcile differences.			
66. Confronting	Communicating a position opposed by others.			
67. Initiating	Taking on new responsibilities and challenges.			
68. Coordinating	Organizing people and activities to complete tasks.			
69. Directing/Leading	Providing leadership and direction to others.			
70. Decision Making	Understanding information and reaching a conclusion to solve problems.			
71. Managing Resources	Determining the best use of human resources, finances, and material resources.			
72. Impact of Responsibility	Accepting the long-term outcome of decisions.			

Part III. Look over the list of skills. Some skills may have up to three check marks, others may have none. Look at the skills with the most check marks. Think about these skills and the activities in which you used them. Did you enjoy using these skills?

Choose the **5** skills that you most enjoy and list them in the SKILLS Summary below as **Very Satisfying** skills. Then choose **10** more skills and list these as your **Moderately Satisfying** skills. Then list up to **20** more skills as **Somewhat Satisfying**. You can only list each skill once. (Using the SKILLS cards for this part of the process makes prioritizing and selecting your skills easier. Ask your counselor for a deck of the Skills cards.)

SKILLS Summary

5 Very Satisfying Skills										
10 Moderately Satisfying Skills										
20 Somewhat Satisfying Skills										

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Expanded Definitions of Skills**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:****A. PERSONAL SKILLS**

- 01. Dependability**
Working in a reliable and responsible manner
- Showing up for work on time
 - Setting the security system and checking the locks when closing a business for the night
 - Providing daily care for animals in a clinic
- 02. Flexibility**
Accepting change and variety in the workplace
- Working with preschool children at a daycare center
 - Handling the daily activities of a police officer
 - Providing technical assistance for a radio station
- 03. Persistence**
Working continuously despite interruption
- Teaching a science class
 - Dispatching service repairers
 - Auctioneering art works and collectibles
- 04. Integrity**
Avoiding unethical behavior and being honest
- Giving correct change at a grocery store
 - Setting prices and policies at a skating rink
 - Awarding job promotions based on merit
- 05. Efficiency**
Effectively using resources
- Organizing your own daily tasks
 - Preparing a supply list for monthly activities
 - Planning a travel agenda
- 06. Competitiveness**
Striving to be the best
- Selling the most cars in a single day
 - Playing in a baseball game
 - Defending a client in a trial

B. SOCIAL SKILLS

- 07. Social Perception**
Being aware of the needs and feelings of others
- Recommending clothing and make-up for job interviews
 - Counseling employees during a corporate downsizing
 - Understanding how an emergency situation can affect group dynamics
- 08. Independent Work**
Working with little or no supervision
- Working in a fire tower at a national park
 - Directing traffic at a busy intersection
 - Writing a novel
- 09. Team Work**
Working cooperatively with others
- Discussing car repairs with an auto mechanic
 - Working on a committee to develop a new human resource procedure
 - Cooperating with others to resolve contract negotiations

WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:

- 10. Working with the Public**
Representing the organization and communicating with persons outside the organization
- Providing customer service for a utility company
 - Selling computer equipment and software
 - Designing an advertising campaign for a new product
- 11. Assisting/Caring**
Providing assistance, care, or service to others
- Collecting food and blankets for charity organizations
 - Helping a customer select purchases
 - Providing counseling in times of crises
- 12. Performing**
Interacting with others to entertain or sell
- Working as a concierge in a hotel lobby
 - Selling washing machines in a retail store
 - Hosting a game show on TV
- 13. Instructing**
Teaching, guiding, or motivating others
- Training employees how to use a new phone system
 - Teaching students how to drive a car
 - Instructing programmers in the use of new software applications
- C. MOVEMENT SKILLS**
- 14. Finger Dexterity**
Coordinating movements of the fingers
- Pushing a button to start or stop a machine
 - Counting change at a grocery store
 - Assembling cameras and other photographic equipment
- 15. Manual Dexterity**
Coordinating movements of the hand, arm and hand, or both hands
- Using a pen to write a letter
 - Packaging boxes for shipping
 - Playing the drums in an orchestra
- 16. Motor Coordination**
Coordinating movements of two or more limbs together
- Cleaning a hotel room
 - Moving freight using a hand truck
 - Competing in a track and field event
- 17. Stamina**
Exerting one's self physically over long periods of time
- Leading a hike at a state park
 - Waiting tables at a busy restaurant
 - Playing in a professional basketball game
- 18. Strength**
Exerting force repeatedly or continuously
- Lifting a computer and moving it to a new location
 - Pushing a lawn mower across the yard
 - Loading appliances onto a truck for delivery
- 19. Rapid Response**
Moving quickly and correctly between two activities
- Coaching a soccer team during game time
 - Driving a truck in a rain storm
 - Providing medical treatment in an emergency room

WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:**D. PERCEPTUAL SKILLS**

- 20. Sound Discrimination**
Detecting the difference between sounds, pitch, or loudness
- Adjusting the volume of the TV
 - Detecting a machine malfunction based on engine noises
 - Mixing sounds to produce a music video
- 21. Shape Discrimination**
Detecting the difference between sizes, shapes, and mass
- Setting a table in a restaurant
 - Surveying the inventory of a car lot
 - Inspecting electronic components on a production line
- 22. Color Vision**
Detecting the difference between colors, shades, and brightness
- Choosing a matching hair color
 - Creating a decorating scheme for a hotel
 - Restoring an eighteenth century painting
- 23. Depth Perception**
Detecting the distance between objects
- Parking a school bus
 - Using a forklift to relocate stock
 - Determining pressure for scuba tanks
- 24. Visualizing**
Forming a mental image of how something will look after it is moved or when its parts are moved
- Imagining new furniture in a room
 - Laying decorative flooring
 - Designing a threading pattern for a weaving loom
- 25. Creativity**
Originating, designing, or creating new ideas, relationships, systems, artworks, or products
- Choosing the colors of flowers in an arrangement
 - Designing a piece of sculpture
 - Writing a poem to celebrate a special occasion
- 26. Aesthetic Judgment**
Recognizing artistic or natural beauty
- Judging a flower show
 - Arranging an art exhibit
 - Taking nature photographs for a publication

E. SITUATIONAL SKILLS

- 27. Stress Tolerance**
Dealing calmly and effectively with tense situations
- Meeting work-related deadlines
 - Dealing with customers during a holiday sale
 - Managing a government relief program during a crisis
- 28. Hazards Tolerance**
Working in potentially dangerous conditions
- Working on a bridge construction site
 - Working in a health clinic
 - Inspecting the containment of hazardous wastes
- 29. Discomfort Tolerance**
Working in unpleasant environmental conditions
- Stocking the food in the freezer section of a grocery store
 - Cooking in the kitchen of a popular restaurant
 - Building concrete into a road or highway

WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:

- 30. Repetition Tolerance**
Continuously performing the same action

- Preparing a daily timesheet
- Scanning purchases at a department store
- Sewing shirts at an apparel factory

F. PROCESSING SKILLS

- 31. Following Procedures**
Correctly following a given set of rules to complete a task

- Taking a test
- Completing an application for a job
- Flying an airplane

- 32. Categorizing**
Identifying items by similarities

- Sorting medical supplies for inventory
- Organizing archival materials for an exhibit
- Developing a system for encoding data

- 33. Record Keeping**
Entering, transcribing, recording, storing, or maintaining information

- Tracking the number of newspapers sold
- Keeping a play list for a radio station
- Maintaining the personnel records for a business

- 34. Attention to Detail**
Checking each item or task carefully

- Balancing a checkbook
- Re-assembling a motorcycle
- Editing a technical manual

- 35. Verifying Information**
Evaluating information against a set of standards or ensuring that it is correct

- Proofreading the typesetting of a brochure
- Balancing a bank statement
- Evaluating a homeowner's policy to determine liability

G. TECHNICAL SKILLS

- 36. Installing**
Setting up equipment, machines, or structures to meet specifications

- Placing a graphics card in a computer
- Putting a sunroof in a car
- Installing a cooling system for a building

- 37. Inspecting**
Checking and evaluating equipment, structures, and products

- Checking a house for termites
- Testing an aircraft engine for performance
- Examining a production line for quality control

- 38. Repairing**
Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment

- Fixing a toaster
- Servicing a car engine
- Repairing a television transmission system

- 39. Trouble Shooting**
Determining the cause and solution of an error

- Resolving customer complaints
- Evaluating a mechanical failure
- Debugging computer software problems

WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:

- 40. Controlling Machines**
Using control mechanisms or direct physical activity to operate machines
- Using a copy machine
 - Mowing a lawn
 - Operating a printing press
- 41. Operating Vehicles**
Running, maneuvering, navigating, or driving vehicles or mechanized equipment
- Riding a bicycle
 - Driving a car
 - Piloting a helicopter
- 42. Using Computers**
Working with computers by using programs or entering data
- Sending memos using word processing software
 - Maintaining electronic spreadsheets to track spending
 - Managing databases for a bank
- 43. Programming**
Writing computer programs
- Writing a program to search for a text string
 - Writing a program that compares two statistical tables
 - Writing a program that controls an electrical power plant
- 44. Technology Design**
Developing or adapting equipment and technology
- Adjusting the cooling setting on an air conditioning unit
 - Adapting bathrooms for wheelchair use
 - Custom designing computer software for a university
- H. MATH and SCIENCE SKILLS**
- 45. Calculating**
Adding, subtracting, multiplying, and dividing
- Counting the number of books on a shelf
 - Determining the change for a customer
 - Tracking stock market changes
- 46. Estimating**
Approximating distances, quantities, time, costs, resources, or materials
- Determining the travel time for a trip
 - Estimating the materials needed to build a library
 - Determining the cost of a disaster
- 47. Budgeting**
Allocating financial resources
- Allocating funds for shopping
 - Determining pay raises for office staff
 - Handling the resources for a construction project
- 48. Math Reasoning**
Using mathematical methods to understand and solve problems
- Determining which cars get the best gas mileage
 - Deciding how to calculate unemployment rates
 - Determining the budget for a company
- 49. Science Reasoning**
Using scientific methods to understand and solve problems
- Conducting an experiment in a classroom
 - Analyzing crop failures
 - Performing a test on tissue samples

WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:**I. COMMUNICATION SKILLS**

- 50. Reading**
Understanding information and ideas presented in writing
- Reviewing a monthly report to determine personnel activities
 - Reading a technical manual and setting up a computer
 - Editing a medical textbook
- 51. Writing**
Communicating information and ideas in writing
- Completing an expense voucher
 - Preparing a technical brochure outlining the steps for using a camera
 - Writing a policy statement for an organization
- 52. Speaking**
Talking to others to convey information
- Greeting customers and seating them in a restaurant
 - Talking with clients to determine their business needs
 - Debating the issues during an election
- 53. Listening**
Listening to what people are saying and asking questions
- Attending a class to learn about financial planning
 - Listening and reporting on a political debate
 - Interpreting a speech in a foreign language
- 54. Concentrating**
Focusing on a task without interruption
- Giving small group tours in a crowded museum
 - Taking inventory during a storewide sale
 - Monitoring air traffic control during peak travel times
- J. PROBLEM SOLVING SKILLS**
- 55. Information Gathering**
Locating and identifying information
- Downloading information from the web
 - Surveying residents for the census
 - Collecting forensic evidence at a crime scene
- 56. Evaluating**
Judging the success or progress of an idea, work activity, or project
- Judging employees for pay raises
 - Appraising the development of property
 - Analyzing the effect of a new public policy
- 57. Advising**
Providing consultation or advice to others
- Helping customers select a checking account
 - Counseling legal clients about a suitable course of action
 - Reviewing management techniques and recommending change
- 58. Synthesizing**
Reorganizing information to get a better approach to problems
- Outlining a textbook to prepare for an exam
 - Reviewing a work process for efficiency
 - Reorganizing office staff in order to approach tasks differently

WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:

- 59. Analyzing**
Examining information and using logic to solve problems
- Selecting the correct shoes for running a race
 - Determining the reasons for production delays
 - Reviewing a series of events and predicting trends
- 60. Planning**
Developing approaches for implementing ideas
- Planning a menu
 - Organizing an efficient delivery route
 - Arranging the activities of a conference
- 61. Active Learning**
Working with new materials or information to understand the implications
- Using the information learned at a seminar in the workplace
 - Changing a production line to accommodate new technology
 - Using new medicines to effect a cure
- 62. Using Knowledge**
Using work-related experience
- Handling price changes to reflect a storewide sale
 - Advising customers about purchasing a new car
 - Knowing which medicines to prescribe for treatment
- K. MANAGEMENT SKILLS**
- 63. Safety of Others**
Managing the work environment to provide for the health and safety of others
- Driving a school bus
 - Inspecting the production line at a meat packing plant
 - Checking luggage at the airport for explosives
- 64. Persuading**
Convincing others to approach things differently
- Disciplining children at school
 - Creating an advertising campaign to promote public transportation
 - Persuading the public to endorse a political candidate
- 65. Negotiating**
Bringing others together and trying to reconcile differences
- Discussing a pay raise
 - Working to complete the sale of a house
 - Determining the guidelines for a company merger
- 66. Confronting**
Communicating a position opposed by others
- Protesting a bill for services not received
 - Arresting a criminal
 - Announcing an unpopular government policy
- 67. Initiating**
Taking on new responsibilities and challenges
- Beginning a new job
 - Drafting a business plan for a new company
 - Starting the proceedings for contract negotiations

WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:

- 68. Coordinating**
Organizing people and activities to complete tasks
- Sharing information about machine problems during a shift change
 - Arranging for the delivery of food and flowers for a catered event
 - Organizing the activities of subcontractors at a building construction site
- 69. Directing/Leading**
Providing leadership and direction to others
- Telling a shopper where to find a grocery item
 - Working as a youth counselor for a summer camp
 - Managing a research team developing a new product
- 70. Decision Making**
Understanding information and reaching a conclusion to solve problems
- Determining which classes to take in college
 - Deciding which job applicant to hire
 - Analyzing a community problem
- 71. Managing Resources**
Determining the best use of human resources, finances, and material resources.
- Tracking the prices and availability of supplies for a print shop
 - Managing retirement benefits for a business
 - Coordinating the fiscal spending of a government agency
- 72. Impact of Responsibility**
Accepting the long-term outcome of decisions
- Changing the health benefits available for company personnel
 - Relocating a factory
 - Designing a playground

What is SKILLS?

The SKILLS program identifies, matches, and compares users' skills to occupations.

1. What is the SKILLS access strategy?

The SKILLS access strategy is a skills analysis process that helps users identify and prioritize their skills.

2. What is the purpose of the SKILLS access strategy?

The purpose of the SKILLS access strategy is to help users:

- Identify skills used in past experiences
- Evaluate the skills they enjoy using and want to use in future employment situations
- Link their past experiences to relevant occupational choices.

3. What will SKILLS list?

SKILLS will produce the following reports for the user:

- Summary - A summary of the skills the user selected and prioritized
- Holland Personality Types - A summary of the Holland Personality Types which match the skills selected by the user
- Ratings - A listing of the occupations which use the skills selected by the user
- View - A comparison of the user's skills and the skills used in specific occupations

4. How does the SKILLS access strategy aid the counseling process?

The SKILLS access strategy aids the counseling process by helping users clarify feelings about past experiences. SKILLS identifies occupations for users based on reality and past experiences. It also provides a means of self-assessment while identifying a variety of transferable skills. SKILLS, like Career Kōkua's other assessments, can list occupations that the user might not have thought of as possible options. Users can also increase awareness of self and build a vocabulary of skills words. See pages 24-26 for suggestions on how to interpret the SKILLS printout.

SKILLS Instructions

To save time, have users complete the SKILLS Inventory Worksheet prior to using the computer (see page 2).

Step 1. Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

Step 2. Click on ‘SKILLS.’

Note: If you are not logged in, you will be prompted to enter your user site’s username and password.

You will get an introductory screen.

Step 3. Click on the ‘Begin Skills’ button.

You are now in the ‘Skills Select’ module.

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Select ::

Skills to Select			5 Very Satisfying Skills	20 Somewhat Satisfying Skills
01. Dependability	25. Creativity	49. Science Reasoning	Very	Somewhat
02. Flexibility	26. Aesthetic Judgment	50. Reading		
03. Persistence	27. Stress Tolerance	51. Writing		
04. Integrity	28. Hazards Tolerance	52. Speaking		
05. Efficiency	29. Discomfort Tolerance	53. Listening		
06. Competitiveness	30. Repetition Tolerance	54. Concentrating		
07. Social Perception	31. Following Procedures	55. Information Gathering		
08. Independent Work	32. Categorizing	56. Evaluating		
09. Team Work	33. Record Keeping	57. Advising		
10. Working with the Public	34. Attention to Detail	58. Synthesizing		
11. Assisting/Caring	35. Verifying Information	59. Analyzing		
12. Performing	36. Installing	60. Planning		
13. Instructing	37. Inspecting	61. Active Learning		
14. Finger Dexterity	38. Repairing	62. Using Knowledge		
15. Manual Dexterity	39. Troubleshooting	63. Safety of Others		
16. Motor Coordination	40. Controlling Machines	64. Persuading		
17. Stamina	41. Operating Vehicles	65. Negotiating		
18. Strength	42. Using Computers	66. Confronting		
19. Rapid Response	43. Programming	67. Initiating		
20. Sound Discrimination	44. Technology Design	68. Coordinating		
21. Shape Discrimination	45. Calculating	69. Directing/Leading		
22. Color Vision	46. Estimating	70. Decision Making		
23. Depth Perception	47. Budgeting	71. Managing Resources		
24. Visualizing	48. Math Reasoning	72. Impact of Responsibility		
Occ Select	Start Over	Skills Definitions	<<Remove	Rate Skills

SKILLS Instructions (continued)

Step 4. Click on a skill (in any of the three left columns) to highlight it.

Optional: Click on ‘Skill Definitions’ if you want to view the definition of the highlighted skill.

Step 5. Click on the ‘Very,’ ‘Moderately’ or ‘Somewhat’ buttons in the blue columns on the right.

Step 3. Repeat Steps 1 and 2 until you have posted the following:

- 5 Very Satisfying skills
- Up to 10 Moderately Satisfying skills
- Up to 20 Somewhat Satisfying skills

Step 4. Click on the ‘Rate Skills’ button. You will get your ‘Summary of Selected Skills.’

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Summary ::

Summary of Selected Skills

Very Satisfying Skills

44. Technology Design
48. Math Reasoning
49. Science Reasoning
61. Active Learning
72. Impact of Responsibility

Moderately Satisfying Skills

24. Visualizing
42. Using Computers
45. Calculating
46. Estimating
50. Reading
55. Information Gathering
59. Analyzing
60. Planning
62. Using Knowledge
70. Decision Making

Somewhat Satisfying Skills

08. Independent Work
09. Team Work
10. Working with the Public
14. Finger Dexterity
15. Manual Dexterity
31. Following Procedures
33. Record Keeping
34. Attention to Detail
35. Verifying Information
37. Inspecting
39. Troubleshooting
51. Writing
52. Speaking
53. Listening
56. Evaluating
57. Advising
58. Synthesizing
63. Safety of Others
68. Coordinating
71. Managing Resources

SKILLS Instructions (continued)

Step 5. Click on each of the options on the left of your screen to get your SKILLS reports. (See the sample printouts on pages 20-23.)

- ‘Holland Codes’: Scores and descriptions for the various HOLLAND personality types
- ‘Occupational Clusters’: Skills ratings of the Career Kōkua occupational clusters
- ‘Top 30 Occupations’: A list of the 30 occupations which received the highest ratings
- ‘All Occupations’: Skills ratings for all Career Kōkua occupations

Click on ‘Change Skills’ only if you want to change the skills you selected.

Step 6. When you are viewing the ‘Top 30 Occs,’ or ‘All Occs,’ click on the  ‘View’ button next to an occupation title to compare your skills to the skill levels required for the occupation. (See the example on page 23.)

Step 7. Click on the ‘Back’ button on your browser toolbar to select another occupation to view.

OCC SELECT

'Occ Select' will list skills used in a previous occupation. You can use these skills to list occupations that use these same skills.

Step 1. At the 'Select SKILLS' posting screen, click on the 'Occ Select' button. You will get an alphabetical listing of occupations.

Optional: Click on 'View by Occupational Cluster' if you want to list the occupations by cluster.

Step 2. Click on an occupation title.

You will get a message confirming your choice.

Step 3. Click on the 'OK' button.

The Skills Selection screen will display the 'Very,' 'Moderately,' and 'Somewhat Satisfying' skills for the occupation selected.

Step 4. You can now click 'Rate Skills' to get the program reports. See the steps outlined on page 17 for information on what to do next.

SKILLS OPTIONS

<u>Click on:</u>	<u>When You Want To:</u>
All Occupations	See the entire list of Career Kōkua occupations and their skills ratings.
Back	<i>(Available in View)</i> Close the View display and return to your ‘Top 30 Occupations’ or ‘All Occupations’ display.
Cancel	<i>(Available in Occ Select)</i> Stop selecting occupations.
Change Skills	Go back to the ‘Skills to Select’ screen.
Cluster	<i>(Available in Occ Select)</i> List the Career Kōkua occupations in numerical order
Holland Codes	List the scores for the various Holland personality types based on the skills you selected.
10 Moderately Satisfying Skills	Place a skill in the ‘Moderately Satisfying’ column.
Occupational Clusters	See the skills ratings for the occupational clusters.
Occ Select	Get a list of the Very, Moderately, and Somewhat Satisfying skills for a specific occupation.
Rate Skills	See how your skills match to Holland personality types, occupational clusters, and occupations.
<<Remove	Remove a skill from the Very, Moderately, or Somewhat Satisfying columns
Summary	See a summary of your skills.
20 Somewhat Satisfying Skills	Place a skill in the ‘Somewhat Satisfying’ column.
Start Over	Clear everything entered and start the SKILLS Inventory over.
Skill Definitions	Get the definitions of the skills to help you decide on your skill selections.
Title	<i>(Available in Occ Select)</i> List the Career Kōkua occupations in alphabetical order
Top 30 Occupations	List the 30 occupations with the highest skills ratings.
5 Very Satisfying Skills	Place a skill in the ‘Very Satisfying’ column.
 View	View the skills needed for an occupation compared to your skills.

REPORTS

SKILLS produces four reports which include three types of ratings based on your skills. The first report is a summary of the skills you selected. The second report shows how your skills match the six Holland Personality Types. The third report rates each occupational cluster, whether high or low. You can use these ratings to see which types of occupations are best for you. The fourth report lists the 30 highest-rated occupations. These are specific occupations that are well matched to your skills. You also have the option of seeing the entire list of occupations and skills ratings by clicking on 'All Occupations.'

SKILLS SUMMARY

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Summary ::

Summary of Selected Skills

Very Satisfying Skills

- 44. Technology Design
- 48. Math Reasoning
- 49. Science Reasoning
- 61. Active Learning
- 72. Impact of Responsibility

Moderately Satisfying Skills

- 24. Visualizing
- 42. Using Computers
- 45. Calculating
- 46. Estimating
- 50. Reading
- 55. Information Gathering
- 59. Analyzing
- 60. Planning
- 62. Using Knowledge
- 70. Decision Making

Somewhat Satisfying Skills

- 08. Independent Work
- 09. Team Work
- 10. Working with the Public
- 14. Finger Dexterity
- 15. Manual Dexterity
- 31. Following Procedures
- 33. Record Keeping
- 34. Attention to Detail
- 35. Verifying Information
- 37. Inspecting
- 39. Troubleshooting
- 51. Writing
- 52. Speaking
- 53. Listening
- 56. Evaluating
- 57. Advising
- 58. Synthesizing
- 63. Safety of Others
- 68. Coordinating
- 71. Managing Resources

HOLLAND PERSONALITY TYPES

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Rating :: Holland Codes

Skills Rating: Holland Codes

One way of grouping occupations is to use the Holland Personality Types. The skills you selected have been compared to the six Holland Personality Types. The scores range from 100 to 0. Look for your three highest scores:

- 59 Investigative
- 33 Conventional
- 22 Enterprising
- 19 Artistic
- 17 Social
- 4 Realistic

Realistic: You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical and/or athletic tasks. You like to fix things or put things together.

Investigative: You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

Artistic: You enjoy art, dancing, acting, and music. You like to express yourself freely and you enjoy variety and creativity.

Social: You like to work with people. You enjoy solving problems by talking about them. You like helping, understanding, and teaching others. You are friendly and you care about the feelings of others.

Enterprising: You like to lead others. You enjoy competition and like to be in control. You are willing to be responsible for getting your work done and for supervising others.

Conventional: You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

OCCUPATIONAL CLUSTER RATINGS

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Rating :: Occupational Clusters

Skills Rating: Occupational Clusters

Clusters group occupations with similar duties, preparation, and skills. The cluster ratings show how well your skills match the skills needed in each cluster. The higher your rating, the better the match. Cluster ratings range from +100 to -44.

Rate Occupational Clusters

- 38 Agriculture, Food, and Natural Resources
- 20 Architecture and Construction
- 38 Arts, Audio/Visual Technology, and Communications
- 47 Business, Management, and Administration
- 40 Education and Training
- 47 Finance
- 38 Government and Public Administration
- 41 Health Science
- 20 Hospitality and Tourism
- 29 Human Services
- 72 Information Technology
- 32 Law, Public Safety, and Security
- 14 Manufacturing, Installation, and Repair
- 34 Marketing, Sales, and Services
- 81 Science, Technology, Engineering, and Mathematics
- 18 Transportation, Distribution, and Logistics
- 14 Transportation & Material Moving

TOP 30 OCCUPATIONS

The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your Top 30 list are good matches with your skill preferences

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Rating :: Occupational Clusters

Skills Rating: * Top 30 Occupations

The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your Top 30 list are good matches with your skill preferences.

Click on  next to an occupation to compare your skills to the skills of the occupation.

[Rate !\[\]\(192f21482edbe088069e1d0e4eb937fe_img.jpg\) Top 30 Occupations](#)

Agriculture, Food, and Natural Resources

87   Agricultural Engineers

70   Agricultural Scientists

Business, Management, and Administration

67   Statisticians

Finance

70   Actuaries

67   Economists

Government and Public Administration

67   Urban and Regional Planners

Health Science

67   Medical Scientists

Information Technology

80   Computer Engineers

67   Computer Programmers

67   Computer Systems Administrators

67   Computer Systems Analysts

Manufacturing, Installation, and Repair

83   Chemical Engineers

69   Industrial Production Managers

65   Numerical Control Tool Programmers

Science, Technology, Engineering, and Mathematics

100   Aerospace Engineers

65   Astronomers

70   Biomedical Engineers

81   Civil Engineers

90   Electrical and Electronics Engineers

67   Engineering Managers

72   Environmental Engineers

90   Industrial Engineers

72   Materials Engineers

85   Mechanical Engineers

72   Mining Engineers

85   Nuclear Engineers

72   Petroleum Engineers

69   Physicists

78   Safety Engineers

Transportation, Distribution, and Logistics

65   Traffic Technicians

VIEW

View Skills

Computer Engineers [Rating = 80]

The following list compares your skills to the skills required by the occupation "Computer Engineers." The skills are marked to show your skills and the skill levels needed for the occupation:



B. Social Skills

 09. Team Work

C. Movement Skills

 14. Finger Dexterity

 15. Manual Dexterity

D. Perceptual Skills

 24. Visualizing

 25. Creativity

F. Processing Skills

 31. Following Procedures

 34. Attention to Detail

 35. Verifying Information

G. Technical Skills

 36. Installing

 37. Inspecting

 38. Repairing

 39. Troubleshooting

 42. Using Computers

 43. Programming

 44. Technology Design

H. Math and Science Skills

 45. Calculating

 46. Estimating

 48. Math Reasoning

 49. Science Reasoning

I. Communication Skills

 50. Reading

 51. Writing

 52. Speaking

 53. Listening

J. Problem Solving Skills

 55. Information Gathering

 56. Evaluating

 57. Advising

 58. Synthesizing

 59. Analyzing

 60. Planning

 61. Active Learning

 62. Using Knowledge

K. Management Skills

 67. Initiating

 68. Coordinating

 70. Decision Making

 71. Managing Resources

 72. Impact of Responsibility

HOW to INTERPRET the SKILLS INVENTORY

As you took the SKILLS Inventory, you selected the skills you enjoy using. These skills are as good as money in the job market. You can cash them in on a good job. When you look for a job, employers will want to know that you have these skills. Then they will pay you to use these skills to do the work they need to have done.

SUMMARY

This is a summary of the skills you selected. This list is provided so you can see which skills the computer used to find occupations for you. You may want to use these skills in writing your resume, completing job applications, and in job interviews. Review your skills summary from time to time to see how you may have changed.

Ideally the skills you enjoy most will be the skills you use the most. The computer looks for occupations that use these skills like this:

Very Satisfying Skills

These are the skills you will use constantly in your work. They will be very important in completing your tasks. You must use these skills very well and very often.

Moderately Satisfying Skills

You will use these skills almost every day and spend quite a bit of time using them. You should be good at using these skills and enjoy using them.

Somewhat Satisfying Skills

You will need to use these skills occasionally and your job will be easier if you can do them well. These skills are important for doing the job well, but you won't use them every day.

HOLLAND PERSONALITY TYPES

This part of the program lists your scores for the HOLLAND Personality Types. Look for your top three scores. Combine these three types to get a picture of the type of work you enjoy.

A brief explanation of the personality types is provided here. Detailed information is provided in the HOLLAND section of this Notebook.

Realistic: You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

Investigative: You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

Artistic: You enjoy art, dancing, acting and music. You like to express yourself freely and you enjoy variety and creativity.

How to Interpret the SKILLS Inventory (continued)

Social: You like to work with people. You enjoy solving problems by talking about them. You like helping, understanding and teaching others. You are friendly and you care about others' feelings.

Enterprising: You like to lead others. You enjoy competition and like to be in control. You are willing to be responsible for getting your work done and for supervising others.

Conventional: You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

CLUSTER RATINGS

This section lists scores for every occupational cluster. Both high and low scores are listed so you can quickly see how your skills relate to all occupations.

Each occupational cluster consists of occupations with similar functions which use similar skills. The score for each cluster is an average score for the occupations in that cluster. The negative scores tell you which areas you would not like and the positive scores point to areas you would like. Look for your three highest and three lowest cluster scores.

These cluster scores are very important because they point to types of work which you will find satisfying. Try to think of ways of combining your highest clusters into one very satisfying occupation.

OCCUPATIONAL RATINGS

This section lists the 30 highest-scoring occupations. (The list may be longer than 30 because the occupations which tied for 30th place will be listed.) Some scores are higher than others, but all occupations on this list use the skills you want to use.

You may find some occupations on this list that surprise you. The computer selected these occupations based only on the 72 skills in the Inventory. These skills are general, easily transferable skills. You have many other skills, such as typing or welding, which are not on the Inventory. The computer also did not know any other information about you, such as your educational background (college degrees, etc.). That is why there are so many occupations on the list. You can cross off the occupations you know you don't like and still have many occupations from which to choose. But before you cross off an occupation, think about the skills it uses and why it is on your list. You may also want to go to the Career Kōkua Occupations file and get information about the occupation first.

Find the five occupations with the highest scores. Circle these occupations. The clusters in which these occupations are found should be from the clusters that had the highest cluster scores. Try to think of other occupations that are similar to your highest occupations but that might fit you even better.

How to Interpret the SKILLS Inventory (continued)

You can also get lists of related occupations by checking the Cross References of each occupation printout: Look for these occupations on your list. Or, do a 'VIEW' for these occupations to learn about their ratings as compared to your skills.

The scores on your rated occupations list could range from +100 to -44. A high score for an occupation means you like the skills which are used in that occupation. The more varied your interests, the lower your scores will be. Scores above 62 are very rare because people, unlike robots, usually like many different skills and are not "made" to fit into specific slots exactly.

The average "highest score" is about 48. If your scores are higher than this, it means you are more sure than average about the kinds of work you like. Lower scores mean you like so many different skills that no one occupation is just right for you. If all of your scores are low, you may need a variety of hobbies in addition to your work. Or you may need a very special job which uses a wide variety of skills.

VIEW

VIEW lists the skills needed for the occupation along with the required skill levels. Circle these skills if you really would like to use them more often.

VIEW skill levels are indicated by colored bars. Compare the  open blue bars (your skills) with the  solid blue bars (occupation skills) to learn how your skills compare with the levels needed for the occupation.

Don't be afraid to circle a lot of skills. This is the right time and place to be particular about your future. When you finish reviewing an occupation, look back to see how many skills you have circled. These could be potential problem areas for you in this occupation.

When you have finished "viewing" occupations, you should have some circles for each of them. But you will probably find that some occupations are clearly better matches than others.

Even in the most perfect occupation, we usually find some tasks we would rather not do or uncomfortable situations. Use VIEW to find these potential problem areas. The gauges call your attention to mismatches. But only you can decide if you care about the mismatches.

CONCLUSION

By now you have learned a lot about yourself, your skills, and occupations. You have learned about:

1. Skills you enjoy most and want to use in your work.
2. Personality types that suit you best.
3. Occupations which use the skills you enjoy using.
4. Specific skills which may cause you to be uncomfortable in an occupation you are now considering.

There is a lot to learn!

INTEREST PROFILER

Interest Profiler Assessment	2
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How to Interpret the Score Report.....	13



Career Kōkua

Name _____



Interest Profiler

The INTEREST PROFILER lists work activities that people do at their jobs. Read each statement carefully and decide whether or not you would like to do the activity. Do not think about whether you have enough education or training to perform the activity, or how much money you would make performing the activity. Simply think about whether you would “like” or “dislike” the work activity.

HOW TO MARK YOUR ANSWERS:

1. If you think you would **LIKE** the work activity, fill in the L box next to the statement.
2. If you think you would **DISLIKE** the work activity, fill in the D box.
3. If you are **UNSURE** whether you would like the work activity, fill in the ? box.

POINTS TO REMEMBER:

1. **THIS IS NOT A TEST!** There are no right or wrong answers. The goal is for you to learn more about your personal work-related interests.
2. **THERE IS NO TIME LIMIT** for completing the questions. Take your time.

1. Build kitchen cabinets
2. Guard money in an armored car
3. Study space travel
4. Make a map of the bottom of an ocean
5. Conduct a symphony orchestra
6. Write stories or articles for magazines
7. Teach an individual an exercise routine
8. Perform nursing duties in a hospital
9. Buy and sell stocks and bonds
10. Manage a retail store
11. Develop a spreadsheet using computer software
12. Proofread records or forms
13. Operate a dairy farm
14. Lay brick or tile
15. Study the history of past civilizations

L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D

16.	Study animal behavior	L	?	D
17.	Direct a play	L	?	D
18.	Create dance routines for a show	L	?	D
19.	Give CPR to someone who has stopped breathing	L	?	D
20.	Help people with personal or emotional problems	L	?	D
21.	Sell telephone and other communication equipment	L	?	D
22.	Operate a beauty salon or barber shop	L	?	D
23.	Use a computer program to generate customer bills	L	?	D
24.	Schedule conferences for an organization	L	?	D
25.	Monitor a machine on an assembly line	L	?	D
26.	Repair household appliances	L	?	D
27.	Develop a new medicine	L	?	D
28.	Plan a research study	L	?	D
29.	Write books or plays	L	?	D
30.	Play a musical instrument	L	?	D
31.	Teach children how to read	L	?	D
32.	Work with mentally disabled children	L	?	D
33.	Sell merchandise over the telephone	L	?	D
34.	Run a stand that sells newspapers and magazines	L	?	D
35.	Keep accounts payable/receivable for an office	L	?	D
36.	Load computer software into a large computer network	L	?	D
37.	Drive a taxi cab	L	?	D
38.	Install flooring in houses	L	?	D
39.	Study ways to reduce water pollution	L	?	D
40.	Develop a new medical treatment or procedure	L	?	D
41.	Perform comedy routines in front of an audience	L	?	D
42.	Perform as an extra in movies, plays, or television shows	L	?	D
43.	Teach an elementary school class	L	?	D
44.	Give career guidance to people	L	?	D
45.	Give a presentation about a product you are selling	L	?	D
46.	Buy and sell land	L	?	D
47.	Transfer funds between banks using a computer	L	?	D
48.	Organize and schedule office meetings	L	?	D

49.	Raise fish in a fish hatchery	L	?	D
50.	Build a brick walkway	L	?	D
51.	Determine the infection rate of a new disease	L	?	D
52.	Study rocks and minerals	L	?	D
53.	Write reviews of books or plays	L	?	D
54.	Compose or arrange music	L	?	D
55.	Supervise the activities of children at a camp	L	?	D
56.	Help people with family-related problems	L	?	D
57.	Sell compact disks and tapes at a music store	L	?	D
58.	Run a toy store	L	?	D
59.	Use a word processor to edit and format documents	L	?	D
60.	Operate a calculator	L	?	D
61.	Assemble electronic parts	L	?	D
62.	Drive a truck to deliver packages to offices and homes	L	?	D
63.	Diagnose and treat sick animals	L	?	D
64.	Study the personalities of world leaders	L	?	D
65.	Act in a movie	L	?	D
66.	Dance in a Broadway show	L	?	D
67.	Perform rehabilitation therapy	L	?	D
68.	Do volunteer work at a non-profit organization	L	?	D
69.	Manage the operations of a hotel	L	?	D
70.	Sell houses	L	?	D
71.	Direct or transfer phone calls for a large organization	L	?	D
72.	Perform office filing tasks	L	?	D
73.	Paint houses	L	?	D
74.	Enforce fish and game laws	L	?	D
75.	Conduct chemical experiments	L	?	D
76.	Conduct biological research	L	?	D
77.	Draw pictures	L	?	D
78.	Sing professionally	L	?	D
79.	Help elderly people with their daily activities	L	?	D
80.	Teach children how to play sports	L	?	D
81.	Sell candy and popcorn at sports events	L	?	D

82.	Manage a supermarket	L	?	D
83.	Compute and record statistical and other numerical data	L	?	D
84.	Generate the monthly payroll checks for an office	L	?	D
85.	Operate a grinding machine in a factory	L	?	D
86.	Work on an offshore oil-drilling rig	L	?	D
87.	Study the population growth of a city	L	?	D
88.	Study whales and other types of marine life	L	?	D
89.	Perform stunts for a movie or television show	L	?	D
90.	Create special effects for movies	L	?	D
91.	Help disabled people improve their daily living skills	L	?	D
92.	Teach sign language to people with hearing disabilities	L	?	D
93.	Manage a department within a large company	L	?	D
94.	Sell a soft drink product line to stores and restaurants	L	?	D
95.	Take notes during a meeting	L	?	D
96.	Keep shipping and receiving records	L	?	D
97.	Perform lawn care services	L	?	D
98.	Assemble products in a factory	L	?	D
99.	Investigate crimes	L	?	D
100.	Study the movement of planets	L	?	D
101.	Conduct a musical choir	L	?	D
102.	Act in a play	L	?	D
103.	Help people who have problems with drugs or alcohol	L	?	D
104.	Help conduct a group therapy session	L	?	D
105.	Sell refreshments at a movie theater	L	?	D
106.	Sell hair-care products to stores and salons	L	?	D
107.	Calculate the wages of employees	L	?	D
108.	Assist senior level accountants in performing bookkeeping tasks	L	?	D
109.	Catch fish as a member of a fishing crew	L	?	D
110.	Refinish furniture	L	?	D
111.	Examine blood samples using a microscope	L	?	D
112.	Investigate the cause of a fire	L	?	D
113.	Paint sets for plays	L	?	D
114.	Audition singers and musicians for a musical show	L	?	D

115.	Help families care for ill relatives	L	?	D
116.	Provide massage therapy to people	L	?	D
117.	Start your own business	L	?	D
118.	Negotiate business contracts	L	?	D
119.	Type labels for envelopes and packages	L	?	D
120.	Inventory supplies using a hand-held computer	L	?	D
121.	Fix a broken faucet	L	?	D
122.	Do cleaning or maintenance work	L	?	D
123.	Study the structure of the human body	L	?	D
124.	Develop psychological profiles of criminals	L	?	D
125.	Design sets for plays	L	?	D
126.	Announce a radio show	L	?	D
127.	Plan exercises for disabled patients	L	?	D
128.	Counsel people who have a life-threatening illness	L	?	D
129.	Represent a client in a lawsuit	L	?	D
130.	Negotiate contracts for professional athletes	L	?	D
131.	Develop an office filing system	L	?	D
132.	Keep records of financial transactions for an organization	L	?	D
133.	Maintain the grounds of a park	L	?	D
134.	Operate a machine on a production line	L	?	D
135.	Develop a way to better predict the weather	L	?	D
136.	Work in a biology lab	L	?	D
137.	Write scripts for movies or television shows	L	?	D
138.	Write a song	L	?	D
139.	Teach disabled people work and living skills	L	?	D
140.	Organize activities at a recreational facility	L	?	D
141.	Be responsible for the operation of a company	L	?	D
142.	Market a new line of clothing	L	?	D
143.	Record information from customers applying for charge accounts	L	?	D
144.	Photocopy letters and reports	L	?	D
145.	Spray trees to prevent the spread of harmful insects	L	?	D
146.	Test the quality of parts before shipment	L	?	D
147.	Invent a replacement for sugar	L	?	D

148.	Study genetics	L	?	D
149.	Perform jazz or tap dance	L	?	D
150.	Direct a movie	L	?	D
151.	Take care of children at a day-care center	L	?	D
152.	Organize field trips for disabled people	L	?	D
153.	Sell newspaper advertisements	L	?	D
154.	Sell merchandise at a department store	L	?	D
155.	Record rent payments	L	?	D
156.	Enter information into a database	L	?	D
157.	Operate a motorboat to carry passengers	L	?	D
158.	Repair and install locks	L	?	D
159.	Study the governments of different countries	L	?	D
160.	Do research on plants or animals	L	?	D
161.	Sing in a band	L	?	D
162.	Design artwork for magazines	L	?	D
163.	Assist doctors in treating patients	L	?	D
164.	Work with juveniles on probation	L	?	D
165.	Sell automobiles	L	?	D
166.	Manage a clothing store	L	?	D
167.	Keep inventory records	L	?	D
168.	Maintain employee records	L	?	D
169.	Set up and operate machines to make products	L	?	D
170.	Put out forest fires	L	?	D
171.	Do laboratory tests to identify diseases	L	?	D
172.	Study weather conditions	L	?	D
173.	Edit movies	L	?	D
174.	Pose for a photographer	L	?	D
175.	Provide physical therapy to people recovering from an injury	L	?	D
176.	Teach a high-school class	L	?	D
177.	Sell restaurant franchises to individuals	L	?	D
178.	Sell computer equipment in a store	L	?	D
179.	Stamp, sort, and distribute mail for an organization	L	?	D
180.	Handle customers' bank transactions	L	?	D

What is the INTEREST PROFILER?

The INTEREST PROFILER will help users find out what their interests are and how they relate to the world of work.

1. What is the INTEREST PROFILER access strategy?

The INTEREST PROFILER access strategy is a career counseling, career planning, and career exploration tool developed by the US Department of Labor.

2. What is the purpose of the INTEREST PROFILER access strategy?

The purpose of the INTEREST PROFILER access strategy is to help users:

- Identify what is important to them in the world of work
- Learn what they can do well
- Ascertain what they like to do

3. What will the INTEREST PROFILER list?

Users should use their INTEREST PROFILER results to explore the world of work and identify occupations that can satisfy their particular interests. They will be able to look at the interests satisfied by occupations and compare them to their own interests.

- Interest Areas - The O*NET Interest Profiler measures six types of occupational interests that are compatible with Holland's R-I-A-S-E-C Interest Structure (Holland, 1985). These interest areas have a rich and extensive research history and is widely accepted and used by counselors. The interest areas represent a broad variety of occupations and complexity levels.
- Occupations by Job Zone (current or future) - Six occupational lists, one for each of the six Interest Areas. Each list shows the occupations that link best with that Interest Area. Each of the lists of occupations is divided into five Job Zones. Each Job Zone contains occupations that require about the same amount of education, training, and experience. Knowing your Job Zone can help you focus your career exploration.

4. How does the INTEREST PROFILER access strategy aid the counseling process?

The INTEREST PROFILER scores will help users identify their strongest work-related interests.

Users should talk to a vocational/employment counselor or teacher for more help on how to use their INTEREST PROFILER results.

It is advised that INTEREST PROFILER results should not be used for employment or hiring decisions. Employers, education programs, or other job-related programs should not use results as part of a screening process for jobs or training.

INSTRUCTIONS

Users can complete the paper and pencil version of the Profiler or complete the assessment on the computer.

Step 1. Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

Step 2. Click on ‘INTEREST PROFILER.’
You will get an introduction to the Profiler.

Step 3. Click on the ‘Begin Interest Profiler’ button.
You will get some tips about how to answer the questions and the first page of questions.

Step 4. Answer a question by clicking on the response drop-down list box and selecting your response.

1. Build kitchen cabinets	Select One . . .
2. Guard money in an armored car	Select One . . .
3. Study space travel	Select One . . .
4. Make a map of the bottom of an ocean	Select One . . .
5. Conduct a symphony orchestra	Select One . . .
6. Write stories or articles for magazines	Select One . . .
7. Teach an individual an exercise routine	Select One . . .
8. Perform nursing duties in a hospital	Select One . . .
9. Buy and sell stocks and bonds	Select One . . .
10. Manage a retail store	Select One . . .

Note: You do not have to answer all 180 questions.

Instructions (continued)

Step 5. After you have answered the questions, click on ‘View Results.’

You will get your ‘Question Summary.’

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Question Summary

1. You **like** to build kitchen cabinets.
2. You **do not like** to guard money in an armored car.
3. You **like** to study space travel.
4. You **like** to make a map of the bottom of an ocean.
5. You **like** to conduct a symphony orchestra.
6. You **like** to write stories or articles for magazines.
7. You **like** to teach an individual an exercise routine.
8. You **do not like** to perform nursing duties in a hospital.
9. You **do not like** to buy and sell stocks and bonds.
10. You **like** to manage a retail store.
11. You **like** to develop a spreadsheet using computer software.
12. You **do not like** to proofread records or forms.
13. You **do not like** to operate a dairy farm.
14. You **like** to lay brick or tile.
15. You **like** to study the history of past civilizations.
16. You are **unsure** if you like to study animal behavior.
17. You **like** to direct a play.
18. You **do not like** to create dance routines for a show.
19. You **do not like** to give CPR to someone who has stopped breathing.
20. You **do not like** to help people with personal or emotional problems.
21. You are **unsure** if you like to sell telephone and other communication equipment.
22. You **do not like** to operate a beauty salon or barber shop.
23. You **like** to use a computer program to generate customer bills.
24. You **like** to schedule conferences for an organization.
25. You **do not like** to monitor a machine on an assembly line.
26. You are **unsure** if you like to repair household appliances.
27. You **like** to develop a new medicine.
28. You are **unsure** if you like to plan a research study.
29. You **like** to write books or plays.
30. You **like** to play a musical instrument.

Step 6. Scroll through the display to review your summary and click on the ‘Printer Friendly Version’ button to get a printout of your summary.

Step 7. Click on ‘Add to Portfolio’ to save your summary to your Pono Portfolio.

Step 8. Click on ‘Interest Area Summary.’

You will get the summary of the interest areas that match your responses.

Instructions (continued)

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Interest Area Summary

You can think of occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of the six Interest Areas described below. Read over the definitions of your Primary and Secondary Interest Areas to get a better understanding of your occupational interests.

Your **(A)**rtistic score: 6
Your **(I)**nvestigative score: 5
Your **(R)**ealistic score: 2
Your **(C)**onventional score: 2
Your **(E)**nterprising score: 1
Your **(S)**ocial score: 0

Your Primary Interest Area is **(A)**rtistic.

People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

Your Secondary Interest Area is **(I)**nvestigative.

People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

You may also consider using **(R)**ealistic as your Secondary Interest Area.

People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

Step 9. Click on ‘Job Zones.’ You will get the Job Zone options:

Instructions (continued)

>> [Home](#) :: [Career Assessments](#) :: [O*NET Interest Profiler](#) :: Interest Profiler Summary ::

Job Zones

A Job Zone is a group of occupations that are similar in these ways:

- how most people get into the job,
- how much overall experience people need to do the job,
- how much education people need to do the job, and
- how much on-the-job training people need to do the job.

In other words, the occupations in a Job Zone require similar amounts of preparation. By picking a Job Zone, you will be able to narrow down your career search.

The five Job Zones are:

- [Job Zone One](#) - occupations that need Little or No preparation
- [Job Zone Two](#) - occupations that need Some preparation
- [Job Zone Three](#) - occupations that need Medium preparation
- [Job Zone Four](#) - occupations that need Considerable preparation
- [Job Zone Five](#) - occupations that need Extensive preparation

To help you explore occupations, you can think about Job Zones in two ways:

- your [current](#) Job Zone and
- your [future](#) Job Zone.

Current Job Zone...

Future Job Zone...

Step 10. Select the appropriate Job Zone.

- Select a ‘Current Job Zone’ if you want to explore occupations at your current “level of preparation.” In other words, select the Job Zone that best matches the amount of training, education, and experience you have now.
- Select a ‘Future Job Zone’ if you want to explore occupations based on your future level of preparation. For example, after you finish high school, technical training, or college), choose the Job Zone that best matches the experience, training, and education you expect to have in the future.

Step 11. Click on the ‘View Occupations’ button.

You will get the list of occupations linked to your Primary Interest Area.

Step 12. Click on an occupational title to get the Career Kōkua information about the occupation.

HOW TO INTERPRET YOUR SCORE REPORT

What Your Primary Interest Area Means

You can think of occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of the six Interest Areas described below. Read over the definitions of your Primary and Secondary Interest Areas to get a better understanding of your occupational interests.

R	Realistic:	People with Realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with Realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.
I	Investigative:	People with Investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.
A	Artistic:	People with Artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.
S	Social:	People with Social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.
E	Enterprising:	People with Enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.
C	Conventional:	People with Conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

HOW TO INTERPRET YOUR SCORE REPORT (continued)

What Occupations Are Linked with Your Interests?

After you have read about your Primary and Secondary Interest Areas, you should be ready to find the occupations that are linked with your interests.

To help you identify occupations that can satisfy your interests, your score report will provide six occupational lists, one for each of the six Interest Areas. Each list shows the occupations that best links with that Interest Area.

You will notice that each of the lists of occupations is divided into five Job Zones. Each Job Zone contains occupations that require about the same amount of education, training, and experience. Knowing your Job Zone can help you focus your career exploration.

Read below to find out about the Job Zones and how to pick your Job Zone. To explore occupations on your score report, you will need to know your Job Zone as well as your Primary Interest Area.

What is a Job Zone?

A Job Zone is a group of occupations that are similar in:

- how most people get into the job,
- how much overall experience people need in order to do the job,
- how much education people need in order to do the job, and
- how much on-the-job training people need to do the job.

In other words, the occupations in a Job Zone require similar amounts of preparation. By picking a Job Zone, you will be able to narrow your career search.

The five Job Zones are:

<p>Job Zone 1 — occupations that need Little or No preparation Job Zone 2 — occupations that need Some preparation Job Zone 3 — occupations that need Medium preparation Job Zone 4 — occupations that need Considerable preparation Job Zone 5 — occupations that need Extensive preparation</p>
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To help you explore occupations, you can think about Job Zones in two ways:

- **Current Job Zone** - your current “level of preparation” or the amount of training, education, and experience you have right now.
- **Future Job Zone** - your future level of preparation or the experience, training, and education you expect to have in the future after you finish high school, technical training, or college.

*HOW TO INTERPRET YOUR SCORE REPORT (continued)***Job Zone Definitions****Job Zone 1: Little or No Preparation Needed**

Overall Experience — No previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a general office clerk even if he/she has never worked in an office before.

Education — These occupations may require a high school diploma or GED certificate. Some may require a formal training course to obtain a license.

Job Training — Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

Examples — These occupations involve following instructions and helping others. Examples include bus drivers, forest and conservation workers, general office clerks, home health aides, and waiters/waitresses.

Job Zone 2: Some Preparation Needed

Overall Experience — Some previous work-related skill, knowledge, or experience may be helpful in these occupations, but usually is not needed. For example, a drywall installer might benefit from experience installing drywall, but an inexperienced person could still learn to be an installer with little difficulty.

Education — These occupations usually require a high school diploma and may require some vocational training or job-related course work. In some cases, an associate's or bachelor's degree could be needed.

Job Training — Employees in these occupations need anywhere from a few months to one year of working with experienced employees.

Examples — These occupations often involve using your knowledge and skills to help others. Examples include drywall installers, fire inspectors, flight attendants, pharmacy technicians, retail salespersons, and tellers.

Job Zone 3: Medium Preparation Needed

Overall Experience — Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Education — Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. Some may require a bachelor's degree.

Job Training — Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

Examples — These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include dental assistants, electricians, fish and game wardens, legal secretaries, personnel recruiters, and recreation workers.

*HOW TO INTERPRET YOUR SCORE REPORT (continued)***Job Zone 4: Considerable Preparation Needed**

Overall Experience — A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Education — Most of these occupations require a four-year bachelor's degree, but some do not.

Job Training — Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Examples — Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, chefs and head cooks, computer programmers, historians, and police detectives.

Job Zone 5: Extensive Preparation Needed

Overall Experience — Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Education — A bachelor's degree is the minimum formal education required for these occupations. However, most also require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

Job Training — Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Examples — These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include lawyers, instrumental musicians, physicists, counseling psychologists, and surgeons.

HOW TO INTERPRET YOUR SCORE REPORT (continued)

Which Job Zone Suits You Best?

To help you decide if a Job Zone fits you, you might ask yourself:

- “Do I have the experience, education, and training needed to do the work for occupations in this Job Zone?” (Current Job Zone)
- “Am I willing to get the experience, education, and training needed to do the work for occupations in this Job Zone?” (Future Job Zone)
- “Would I like to work in at least some of the occupations in this Job Zone?”

If you answered “yes” to these questions, then you have found your Job Zone(s).

If you answered “no” to these questions, you may want to look at the other Job Zone definitions to find one better suited to your situation.

Exploring Careers Using Your Interests and Your Job Zone:

Now that you have picked your Job Zone, start exploring occupations in your Primary Interest Area that are included in your Job Zone. The steps listed below can help you find occupations in your Job Zone that link with your interests.

1. Look at your Primary Interest Area occupations.

Find the occupational list for your Primary Interest Area and look over the occupations that are listed there. Based on your answers to the Interest Profiler, these are examples of the occupations with the best chance of satisfying your interests.

2. Review the occupations in your Job Zone.

Review the occupations that are listed in your Job Zone under your Primary Interest Area. By choosing this Job Zone, you have indicated that these occupations would best use your current knowledge and skills or your future knowledge and skills. Do you see any occupations that you would like to find out more about?

3. Find out more about the occupations.

When you have selected occupations to explore, you can use Career Kōkua or O*NET™ OnLine, the Occupational Information Network, to find out such information as:

- the duties or types of activities that are performed in those occupations;
- the skills, abilities, education, training, and experience that are needed for them; and
- the wages and future employment outlook that are predicted for the occupations.

4. Check the Interest Profiler O*NET Occupations Master List.

To see more occupations in your Job Zone that link with your Primary Interest Area, ask your teacher or counselor for a copy of the Interest Profiler O*NET Occupations Master List.

5. Still want more? Check your Job Zone and other Interest Areas.

If you don't like the occupations in the Job Zone listed for your Primary Interest Area and you don't want to explore them, you have several choices:

HOW TO INTERPRET YOUR SCORE REPORT (continued)

- You can review the Job Zone definitions to make sure that you have chosen the Job Zone that best matches your current or future situation.
- If you are satisfied with your choice of Job Zone, you can find the occupational listing for your Secondary Interest Area and look at the occupations listed in your Job Zone for that Interest Area. Do any of those occupations appeal to you? If so, you can explore them in Career Kōkua.
- If you aren't happy with any of the occupations in your second highest Interest Area, you can look at the occupations in the Job Zone for your third highest Interest Area.
- You can also look at the Interest Profiler O*NET Occupations Master List for more occupations.

Not Really Sure You Agree with Your Results? *(Skip this section if you agree with your results).*

Perhaps, after reviewing your results, you might think that they don't really describe your interests as you see them. You may think the descriptions of your highest Interest Areas don't really sound like you. Or, you might not have pictured yourself working in the occupations listed with your Interest Areas. Don't worry about it. Here are some things you can do that may give you results you are more comfortable with:

1. Did you answer the questions in the Interest Profiler that are important to you? Did you skip any questions? You might check back just to make sure.
2. Check your answers. Do your answers show your real likes and dislikes? Do you want to change any of your answers?
3. Did you understand the instructions? If you think you may have misunderstood the instructions, it might be a good idea to read over them again.
4. Take another look at the occupations listed for your highest Interest Area.
 - Do any of them interest you?
 - Are you familiar with all of the occupations listed there?
 - Do you need more information about some of them? You can find out more about the occupations on the list by going to the Career Kōkua Occupations information. You may find that some of the occupations listed are not what you thought they were. They may fit your interests very well.
5. Use your other highest Interest Areas to explore careers. If you still disagree with your highest Interest Area or areas, look at your next highest area.
 - Read again the definition of your next highest Interest Area. Does it describe your interests better?
 - Do the occupations listed for your next highest Interest Area appear to be more in line with your interests? Do you see any that you would want to explore further?

HOW TO INTERPRET YOUR SCORE REPORT (continued)

6. If, after going through the steps listed above, you still have not found the Interest Area or areas that best describe you, look at the definitions of the other Interest Areas.
 - Do any of them describe you better?
 - Do the occupations listed under these areas seem interesting to you? You may want to use one or more of these Interest Areas to help you explore careers.
7. Talk to someone about your interest results. Sometimes, talking with other people can help you understand your results better.
 - For instance, a friend, teacher, counselor, or family member may identify things that you like to do that you just forgot about or didn't think were important: things like sports you like to play, or hobbies you used to have, or subjects in school that you did really well in.
 - The different point of view that another person can bring may help you understand why you got the interest results that you did.
8. Try your interest results out. You might find that once you use your Interest Profiler results to explore careers, they really do make sense. Don't give up on your results too soon!
 - Look at some occupations that are linked to your highest Interest Area(s) and see what they are really all about by going to the Career Kōkua Occupations information. You might be surprised to find occupations that interest you very much and that you may want to explore or pursue further!
 - Do you know people who work in any of the occupations listed under your highest Interest Area? If you don't know anyone, ask your teacher or counselor to locate a Community Resource for you. If you talk with them about what they do on their jobs, you may find that the occupations are just what you would like!

Occupations

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CLUSTER INFORMATION

Career Kōkua occupational information is organized into the following 16 clusters. Each cluster contains related occupations.

1. Agriculture, Food & Natural Resource
2. Architecture & Construction
3. Arts, Audio/Visual Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics

FILE FEATURES: A brief description of duties common to the occupations within the cluster. Also listed are the occupations in the cluster, the recommended levels of education or training, and high school courses that are helpful in preparing for the careers within the cluster. (See the example beginning on page 3).

SUGGESTED USES:

- After users have selected occupations to explore, have them look at the cluster listing to find related careers.
- Have users refer to the high school course information prior to course registration to enable them to link careers to course selections.
- Younger users can learn how to group or categorize information by examining common characteristics of careers within a given cluster.
- Jobseekers may want to check through this information to list relevant courses taken on application forms and/or resumes.

>> [Home](#) :: [Career Exploration](#) :: [Occupations](#) :: [Finance](#) ::

Description

In the occupations in the Finance cluster, you would keep track of money. You might provide financial services to a business or individual. Your work could include maintaining records or giving advice to business executives on how to operate their business. You could work in financial planning, banking, or insurance.

Career Kōkua Occupations in This Cluster

You can learn more by looking at the descriptions for these occupations:	Level of Education
Accountants and Auditors	Bachelor's degree
Actuaries	Work experience plus a bachelor's or higher degree
Appraisers and Assessors	Postsecondary vocational training Bachelor's degree
Bank Tellers	Short-term on-the-job training (less than 1 month) Moderate-term on-the-job training (1 to 12 months)
Bill and Account Collectors	Short-term on-the-job training (less than 1 month)
Brokerage Clerks	Moderate-term on-the-job training (1 to 12 months)
Credit Analysts	Bachelor's degree
Credit Checkers and Authorizers	Short-term on-the-job training (less than 1 month)
Economists	Master's degree
Financial Analysts	Bachelor's degree
Financial Counselors	Bachelor's degree
Financial Examiners	Bachelor's degree
Financial Managers	Work experience plus a bachelor's or higher degree
Insurance Adjusters and Examiners	Long-term on-the-job training (over 1 year)
Insurance Agents	Bachelor's degree
Insurance Policy and Claims Clerks	Moderate-term on-the-job training (1 to 12 months)
Insurance Underwriters	Bachelor's degree
Loan Clerks	Short-term on-the-job training (less than 1 month)
Loan Officers	Bachelor's degree
New Accounts Clerks	Work experience in a related occupation
Securities Salespeople	Bachelor's degree
Tax Preparers	Moderate-term on-the-job training (1 to 12 months) Postsecondary vocational training
Title Examiners and Searchers	Moderate-term on-the-job training (1 to 12 months)

The training and education requirements to work in the occupations included in the Finance cluster depend on the specialty and the type of work performed. Some occupations require less than one month of on-the-job training; however, some actuaries need a master's degree.

The information provided in the table above presents the level of education or training required to work in the occupations related to this cluster. Note that some occupations may have more than one required level because the type of work performed may vary in specific jobs.

Check the related programs of study to explore the educational programs that would prepare you to work in this cluster.

High School Courses

High school is the time for you to begin preparing for work. You can take courses that will help you meet the education and training requirements for the occupations in the Finance cluster.

Some occupations require that you get training after high school, others do not. Regardless of the level of training you pursue after high school, be sure to meet your school's graduation requirements now. For Hawaii public school graduation requirements, click here for the [Class of 2014 and 2015](#). Click here for the graduation requirements for the [Class of 2016 and beyond](#). If you attend a private school, check with your school counselor for graduation requirements.

You will be required to take math, English, and other courses to graduate. You also will take electives, which are classes you select based on your interests. Below is a list of electives that will help you prepare to work in this cluster. Consider taking some of these classes during high school.

- Accounting
- Banking and Finance
- Computer Applications
- Consumer Law
- Economics
- Entrepreneurship
- Introduction to Business
- Marketing
- Office Procedures
- Personal Finance
- Principles of Advertising
- Principles of Sales
- Retail Marketing

OCCUPATIONAL INFORMATION

The Career Kōkua Occupations file describes 530 careers which cover over 90% of the occupations in Hawai‘i.

FILE FEATURES: A standard format incorporates the following topics (see the example beginning on page 7):

At A Glance

Provides a summary of the occupation including the occupation’s characteristics, from the average wage to other information that sets the occupation apart

Overview

Describes what workers in the occupation do including a summary of the workers’ main tasks

Specific Work Activities

Lists the tasks and activities performed specifically by workers in the occupation

Common Work Activities

Lists the tasks and activities common to other occupations

Related Occupations

Lists related occupations, occupational clusters, related educational programs, the related Hawai‘i career pathways, occupational interest codes, and the related USDOE career clusters

Skills and Abilities

Depicts the skills workers need to do and the skills that employers look for when hiring someone for the job

Working Conditions

Describes the conditions and settings that workers in the occupation are exposed to and also the characteristics that a worker needs to do well in the occupation

Physical Demands

Describes the physical activities that workers frequently do on the job

Knowledge

Lists the areas of experience and training needed for the occupation

Interests

Lists the values people in the occupation say are important for them and the overall interest areas people in this occupation tend to prefer

Wages

Provides information on how much workers in the occupation in Hawai‘i earn, the wage value for workers nationally, and how workers are paid

Current Employment

Provides information about the number of jobs in the occupation for both the national and state levels

Outlook

Provides an estimate on how rapidly the occupation is expected to grow in comparison to all other occupations

Helpful High School Courses

Lists the high school courses that help in preparing for work or additional training in the occupation

Preparation

Describes the education, training, and experience needed to prepare for work in the occupation.

*Occupational Information (continued)***Related Educational Programs**

Lists related educational programs available in Hawai‘i

Hiring Practices

Lists what employers prefer or require when hiring someone including the formal training or licensure required.

Licensing/Certification/Designation/Registration

Lists the requirements that applicants must meet for the occupation such as licensing, certification, or registration requirements

Advancement Opportunities

Provides information about where most people in the occupation start and what positions one may advance to with more training or more experience

Additional Sources of Information

Lists free or low-cost publications for more information about careers, reference books found in schools or libraries, and publications available on the Internet

Related Information**Community Resources**

Lists the community resources that provide resources or services that relate to the occupation

Military Careers

Lists the military occupational specialties that are related to occupation

HireNet Hawaii

Links to actual job openings posted on the State’s job matching system

Career Videos

Links to the career videos that depict workers on the job

SUGGESTED USES:

- Have users prepare a plan for a selected occupation which addresses skills, licensing, preparation, and career advancement information.
- Users can compare courses in related educational programs in order to choose options according to the desired detail of their career plan.
- Users can interview people in the career field to learn of other ways to prepare for this career.
- Have users use the work activities, skills, abilities, and knowledge sections as a basis for writing functional resumes or completing job application forms.
- Users can compare occupations obtained from various career tests or inventory lists.
- Have users refer to related Career Kōkua careers for further exploration.
- Users can self-assess likes/dislikes, assets/liabilities, and skills related to careers. The Outlook section can be used for career mapping and option planning. The information can confirm, change, or broaden the user’s concept of the career.
- Encourage users to do further career exploration and research by providing lists of easily accessible career reference materials.
- Users can compare occupational information from various information sources.
- Resources may be used for research reports and/or bibliographic structuring.

>> [Home](#) :: [Career Exploration](#) :: [Occupations](#) :: [Computer Security Specialists](#) ::

Overview

Accountants and auditors assemble, analyze, and check the accuracy of financial information.

Accountants often specialize in one of the four major fields of accounting:

- Public
- Management
- Government
- Internal auditing

At a Glance

- •Have good analytical and math skills
- •May work long hours between January and April
- •Have a bachelor's degree
- •Need a license to use the term CPA (certified public accountant)
- •Earn \$63,550 per year (national median)

All accountants and auditors must know the rules and regulations in their area. The rules change frequently. Accountants and auditors must regularly take training to keep their knowledge up to date.

Public accountants

Public accountants have their own businesses or work for accounting firms. Their clients are individuals or businesses. Public accountants provide accounting, auditing, tax, and consulting services. For example, they examine business operations such as revenues and costs. They go over financial records to make sure the information is correct. They may develop accounting systems for clients.

Management accountants

Management accountants work for corporations. These accountants work as part of their company's management team and help make decisions. They give the team advice about how certain financial changes may affect the company. They record and analyze the business's financial information. In addition, they create budgets, and manage costs and assets.

Government accountants

Government accountants maintain and examine the records of government agencies. They must follow special procedures and regulations. Accountants in this area may write reports for government officials. Government auditors check the tax records of businesses and individuals.

Internal auditing

Internal auditors generally work for a company. They check that the company's financial records are correct. They also check for waste or fraud, and help find ways to prevent financial loss.

Specific Work Activities

The following list of occupational tasks is specific to accountants and auditors.

- Determine how much tax is owed and prepare financial and tax statements.
- Analyze business operations, trends, revenues, and costs.
- Analyze financial data and records to be sure they follow legal and financial standards.
- Advise clients about their financial and tax needs.
- Enter financial information into recordkeeping and accounting systems.
- Develop accounting or auditing system for firm or agency.
- Create and maintain budgets based on previous year's financial data.
- Write reports for management about financial conditions and recommended changes.
- Conduct research to learn accounting or auditing needs.
- Advise management about using resources, paying taxes, and budget forecasts.
- Determine and record value of real property and equipment.
- Take training to keep skills up to date.

Common Work Activities

Accountants and auditors perform the following list of tasks, but the tasks are common to many occupations.

- Determine how much tax is owed and prepare financial and tax statements.
- Analyze business operations, trends, revenues, and costs.
- Analyze financial data and records to be sure they follow legal and financial standards.
- Advise clients about their financial and tax needs.
- Enter financial information into recordkeeping and accounting systems.
- Develop accounting or auditing system for firm or agency.
- Create and maintain budgets based on previous year's financial data.
- Write reports for management about financial conditions and recommended changes.
- Conduct research to learn accounting or auditing needs.
- Advise management about using resources, paying taxes, and budget forecasts.
- Determine and record value of real property and equipment.
- Take training to keep skills up to date.

Related Occupations

Related Occupations:

- [Actuaries](#)
- [Bookkeeping and Accounting Clerks](#)
- [Budget Analysts](#)
- [Cost Estimators](#)
- [Credit Analysts](#)
- [Financial Analysts](#)
- [Financial Counselors](#)
- [Financial Managers](#)
- [Loan Officers](#)
- [Purchasing Managers](#)
- [Tax Examiners](#)

Occupational Interest Codes:

- [CE](#)

Hawaii Career Pathways:

- [Business, Management & Technology](#)

USDOE Career Clusters:

- [Business Management and Administration](#)

Occupational Clusters:

- [Finance](#)

Related Industries:

- [Accommodation](#)
- [Air Transportation](#)
- [Arts, Entertainment, and Recreation](#)
- [Business, Legal and Miscellaneous Services](#)
- [Construction](#)
- [Educational Services](#)
- [Finance](#)
- [Food Services and Drinking Places](#)
- [Government](#)
- [Health Services \(including Hospitals\)](#)
- [Insurance](#)
- [Real Estate](#)
- [Retail Trade](#)
- [Social Assistance](#)

- [Transportation Services](#)
- [Utilities and Waste Management & Remediation](#)
- [Wholesale Trade](#)

Related O*NET Specialties:

- [Accountants](#)
- [Auditors](#)

Skills and Abilities

Accountants and auditors need to:

Communicate

- Listen to others, understand, and ask questions.
- Express ideas clearly when speaking or writing
- Read and understand written information.

Reason and Problem Solve

- Notice when something is wrong or is likely to go wrong.
- Analyze ideas and use logic to determine their strengths and weaknesses.
- Combine several pieces of information and draw conclusions.
- Use reasoning to discover answers to problems.
- Judge the costs and benefits of a possible action.
- Make sense of information by studying it.
- Develop rules or follow guidelines for arranging items.
- Determine how a system should work. Study how changes in conditions affect outcomes.
- Identify ways to measure and improve system performance.
- Identify problems and review information. Develop, review, and apply solutions.
- Concentrate and not be distracted while performing a task.

Use Math and Science

- Use math skills and scientific methods to solve problems.
- Add, subtract, multiply, and divide quickly and correctly.

Manage Oneself, People, Time, and Things

- Check how well one is learning or doing something.
- Manage the time of self and others.
- Decide how to spend money to get the work done and keep track of how the money was used.

Work with People

- Be aware of others' reactions and change behavior in relation to them.
- Use several methods to learn or teach others how to do something.
- Persuade others to approach things differently.
- Solve problems by bringing others together to discuss differences.

Work with Things

- Analyze needs and requirements when designing products.
- Determine the causes of technical problems and find solutions for them.

Perceive and Visualize

- Quickly and accurately compare letters, numbers, objects, pictures, or patterns.
- Identify a pattern (a figure, object, word, or sound) that is hidden in distracting material.

Working Conditions

In a typical work setting, accountants and auditors:

Interpersonal Relationships

- Have a medium level of social contact. They work with customers, other accountants and auditors, and office staff. In general, auditors have more contact with customers than accountants do.
- Are somewhat responsible for the work done by others.
- Communicate via e-mail, telephone, and face-to-face discussions on a daily basis. They also write letters and memos.
- Usually work as part of a team.

Physical Work Conditions

- Often work indoors.

Work Performance

- •Must be exact in their work and be sure all details are done. Errors could cause clients to lose money.
- •Repeat the same mental tasks.
- •Plan most of their own tasks, priorities and goals without talking with a supervisor.
- •Make most decisions without talking with a supervisor. These decisions can greatly affect their clients.
- •Work in a moderately competitive environment. Spring (tax season) is very busy.

Hours / Travel

- May work over 50 hours per week, especially if self-employed.
- May work long hours from January to April, if specializing in tax preparation.
- May travel frequently to visit the offices of clients.

Physical Demands

Accountants and auditors frequently:

- Sit or stand for long periods of time.
- Repeat the same movements
- Use hands to handle, control, or feel objects, tools, or controls.

It is important for accountants and auditors to be able to:

- See details of objects that are less than a few feet away.
- Speak clearly so listeners can understand.
- Understand the speech of another person.

It is not as important, but still necessary, for accountants and auditors to be able to:

- Use fingers to grasp, move, or assemble very small objects.
- See details of objects that are more than a few feet away.
- See differences between colors, shades, and brightness.
- Hear sounds and recognize the difference between them.
- Focus on one source of sound and ignore others.

Knowledge

Accountants and auditors need knowledge in the following areas:

- Economics and Accounting: Knowledge of producing, supplying, and using goods and services. Also includes knowledge of the methods for keeping business records.
- English Language: Knowledge of the meaning, spelling, and use of the English language.
- Mathematics: Knowledge of the rules and uses of numbers. Areas of knowledge include arithmetic, algebra, geometry, and statistics.
- Computers and Electronics: Knowledge of computer hardware and software.
- Administration and Management: Knowledge of managing the operations of a business, company, or group.

- Customer and Personal Service: Knowledge of providing special services to customers based on their needs.
- Law, Government, and Jurisprudence: Knowledge of laws, rules, court procedures, and the political process.

Interests

Accountants and auditors are people who tend to:

- Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others. They usually prefer jobs in which they are looked up to by others.
- Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.
- Have enterprising interests. They like work activities that involve starting up and carrying out projects, especially in business. They like to lead and persuade others, make decisions, and take risks for profit.

Wages

Pay varies with the employer's size, location, and type. For accountants, pay can vary by the time of year. Many accountants earn extra money by working overtime during the tax season. Pay also depends on the worker's education, experience, and responsibility. Partners and owners of firms earn more than their employees do.

Accountants and auditors who work full time usually receive benefits. Common benefits include paid vacation, health and dental insurance, and a retirement plan.

Accountants and auditors

Location	Pay Period	25%	Median	75%
Hawaii	Hourly	\$21.51	\$26.60	\$34.34
	Yearly	\$44,750	\$55,320	\$71,440
Honolulu	Hourly	\$21.98	\$27.34	\$35.04
	Yearly	\$45,730	\$56,870	\$72,890
United States	Hourly	\$23.82	\$30.55	\$40.49
	Yearly	\$49,540	\$63,550	\$84,220

Current Employment

This is a large-sized occupation with around 4,500 accountants and auditors employed in Hawaii. Nationally, approximately 39% of accountants and auditors are men.

Nationally, around 1,129,340 accountants and auditors work in this occupation.

Outlook

Average employment growth is expected in Hawaii through the year 2020. Job openings should result from both employment growth and replacement needs. Outlook depends on economic conditions, the number of graduates each year, demand for accounting services, complexity of tax laws, government regulation of financial reporting, technological advances, the number of qualified applicants, and replacement needs. Persons with a good academic background, leadership and communication skills, and related work experience should fare best.

Nationally, the number of jobs for accountants and auditors is expected to grow as fast as the average through the year 2020.

The table below provides information about the number of workers in this occupation in various regions. It also provides information about the expected growth rate and future job openings.

Employment

Most accountants and auditors work in urban areas where accounting firms and central or regional offices of businesses are concentrated.

Major employers:

- Accounting, tax preparation, bookkeeping, and payroll firms
- Finance and insurance
- State and local government agencies

Common titles for accountants are Certified Public Accountant (CPA), Public Accountant (PA), Registered Public Accountant (RPA), or Accounting Practitioner (AP).

Outlook

In the early 2000s there were several accounting scandals. As a result, accounting rules are tighter. Businesses also are monitoring their accounts more closely. In addition, there are a growing number of global businesses. These businesses will need accountants with knowledge in areas such as international trade, mergers, and rules. These factors all will contribute to the need for more accountants and auditors.

One area that will experience less growth is tax preparation. Many individuals and small businesses now use tax software instead of hiring an accountant. Of course many people will still need accountants to do their taxes.

Accountants and auditors are expected to have good job prospects. CPAs will enjoy the widest range of job opportunities.

Accountants and auditors

	Employment		Employment Change	
	2010	2020	Number	Percent
National	1,216,900	1,407,600	190,700	15.7
State	5,040	5,600	620	12.3

Helpful High School Courses

In high school, take classes that prepare you for college. A [college preparatory curriculum](#) may be different from our state's graduation requirements. Click here for public school graduation requirements for the [Class of 2014 and 2015](#). Click here for the graduation requirements for the [Class of 2016 and beyond](#). If you attend a private school, check with your school counselor for graduation requirements.

You should also consider taking some advanced courses in high school. This includes Advanced Placement (AP) and International Baccalaureate (IB) courses if they are available in your school. If you do well in these courses, you may receive college credit for them. Advanced courses can also strengthen your college application.

Helpful electives to take in high school that prepare you for this occupation include:

- Accounting
- Computer Applications
- Economics
- Entrepreneurship
- Introduction to Business
- Keyboarding

The courses listed above are meant to help you create your high school plan. If you have not already done so, talk to a school counselor or parent about the courses you are considering taking.

You should also check with a teacher or counselor to see if work-based learning opportunities are available in your school and community. These might include field trips, job shadowing, internships, and actual work experience. The goal of these activities is to help you connect your school experiences with real-life work.

Join some groups, try some hobbies, or volunteer with an organization that interests you. By participating in activities you can have fun, make new friends, and learn about yourself. Maybe one of them will help direct you to a future career. Click here for [examples of activities and groups](#) that may be available in your high school or community.

Preparation

To work as an accountant or auditor, you typically need to:

- have a high school diploma or GED; and
- have a bachelor's degree in accounting.

To work as a certified public accountant (CPA), you typically need to:

- have a high school diploma or GED;
- complete a five-year, 150-credit hour accounting program (awards a bachelor's or master's degree);
- have public accounting experience; and
- pass the Uniform CPA Examination.

Education after high school

Depending on the type of accounting you want to do, you can study for two to five years. Two-year programs prepare you for bookkeeper jobs. These programs are available at community colleges and private business schools.

A bachelor's degree in accounting prepares you for entry-level accounting or auditing jobs. In your four years of study, you take one year of accounting courses and one year of general business courses. You also take two years of liberal arts courses. These programs are available at many colleges and universities.

If you want to be a CPA, you need to complete an additional 30 hours of study in accounting. The extra courses prepare you to take the Uniform CPA Exam and to work independently as a public accountant.

The table below lists the level of education attained by a subset of workers in this occupation. The workers surveyed were between age 25 and 44.

Education level attained	Percentage of workers in this occupation*
Less than high school diploma	0
High school diploma or equivalent	5
Some college, no degree	9
Associate degree	11
Bachelor's degree	56
Master's degree	17
Doctoral (Ph.D.) or professional degree	2

*National data for accountants and auditors (SOC 13-2011).

Work experience

While in college, you can gain experience through summer or part-time internship programs.

Beginning public accountants generally work for a licensed CPA for at least a year. They do this to gain the experience required for the CPA license.

On-the-job training

After college, you work on routine tasks and are supervised by experienced accountants or auditors. As you gain experience, you are given more difficult tasks and more responsibility. In general, a beginning accountant receives up to twelve months of on-the-job training. An auditor generally receives one to two years of on-the-job training.

Military training

Some branches of the military train people to be finance and accounting managers. Training lasts two to 16 weeks. Further training occurs on the job and through advanced courses. You must have a degree in accounting, finance, or a related field to enter this military occupation.

Related Educational Programs**Related Educational Programs:**

- [Accounting](#)
- [Banking and Finance](#)

Hiring Practices

Most employers require at least a bachelor's degree in accounting or a related field. Some employers prefer applicants who have a master's degree in accounting, or in business administration with an emphasis in accounting. Some employers also require work experience.

Employers prefer applicants who are familiar with computers and their applications in accounting or internal auditing. They also prefer people who can get along with others. Many employers emphasize communication and computer skills. Being a certified public accountant (CPA) is an advantage. Accountants and auditors must be honest because they work with other people's money.

Licensing / Certification / Designation / Registration

Accountants may become certified public accountants (CPAs). To receive a license from the Hawaii board of public accountancy, persons must

- be a United States citizen, a United States national, or an alien authorized to work in the United States
- be at least 18 years old
- have 150 hours of college education that consists of a bachelor's or higher degree from an approved college or university with at least 24 semester hours of upper division or graduate level accounting courses, plus 24 semester hours of upper division or graduate level business-related courses (or meet other education requirements)
- pass the Uniform CPA exam (exam may be waived after meeting specific requirements)
- have 1,500 chargeable hours in performance of audits or 2 years of professional experience
- submit 3 completed "Certificate of Competence" forms.

Initial fees include: \$25 for application, \$70 for 2-year certificate, and \$70 for biennial compliance resolution fund. Renewal every 2 years costs \$40. To practice as a CPA, persons must have a current Hawaii CPA certificate and a permit to practice. A permit to practice costs \$125 for sole practitioners, partners or principals of a corporation and \$55 for staff members. Fees and requirements are subject to change.

Advancement Opportunities

In accounting firms, beginning public accountants usually start by working on a few accounts. They may advance to jobs with more responsibility in one or two years. They may advance to senior positions in another few years. Some become supervisors, managers, and partners. Others open their own firms. Still other accountants may transfer to executive jobs in management accounting or internal auditing in private firms.

Beginning management accountants often start as cost accountants, junior internal auditors, or as trainees for other accounting positions. They may advance to accounting manager or budget director. Other opportunities include chief cost accountant or managers of internal auditing. Some accountants become controllers or chief financial officers. Others become treasurers or corporate presidents.

Additional Sources of Information

Library References

- "Occupational Outlook Handbook" (\$19.95 paper cover to purchase; p. 141)
Bulletin 2700
Publication Date: 2013-2014
Bureau of Labor Statistics
<http://www.bls.gov/ooh/Business-and-Financial/Accountants-and-auditors.htm>
- "Guide for Occupational Exploration" (\$39.95 paper cover/\$49.95 hard cover; pp. 283, 284)
ISBN:9781593571795
Publication Date: Fourth Edition, 2006
JIST Publishing
<http://www.jist.com/>
- "Encyclopedia of Careers and Vocational Guidance" (\$249.95 (\$224.95 for libraries); Vol. 2, p. 1)
ISBN:0816083134
Publication Date: Fifteenth Edition, 2010
J.G. Ferguson Publishing Company
<http://www.fergpubco.com/>

Career Information Available on the Internet

- "Consider a Career in Banking"
American Bankers Association
<http://www.aba.com/ABAEF/Documents/103c0d122b5442a8a8cf76e3f7e2bdcfCIB11x18.pdf>
- "Start Here, Go Places"
American Institute of Certified Public Accountants
<http://www.startheregoplaces.com>
- American Institute of Certified Public Accountants
<http://www.aicpa.org/Pages/Default.aspx>
Hover over "Career" from the top menu, then select "Career Paths". Choose from options on the left.
- American Institute of Certified Public Accountants
<http://www.aicpa.org/Pages/Default.aspx>
Hover over "Become a CPA" from the top menu, then select "FAQs."
- Certification Information
Institute of Management Accountants
<http://www.imanet.org/>
Click on "CMA Certification."
- Certification information
The Institute of Internal Auditors
<http://www.theiia.org/>
From the top menu, select "Certification."
- Careers in Accounting
<http://www.careers-in-accounting.com/>

INSTRUCTIONS

Step 1. Click on the ‘Career Exploration’ channel marker on the CK System navigation bar.

You will get a list of options.

Step 2. Click on ‘Occupations.’

You will get an alphabetical index of occupations.

Note: You can also list the occupations by clusters.

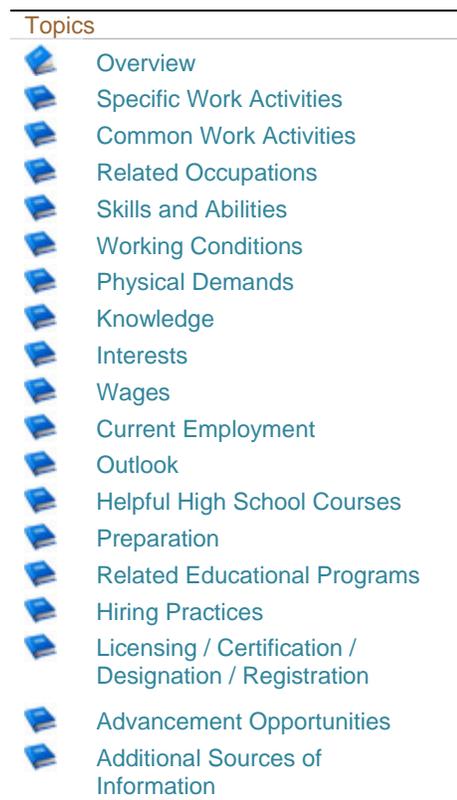
Step 3. Scroll through the listing to locate the occupation that you want.

Note: You can also use the drop-down box to jump to a specific section of the alphabetical listing by clicking on a letter.

Step 4. Click on the occupation title.

The ‘Overview’ and ‘At a Glance’ information for the occupation will be displayed.

Step 5. Use the Topic menu on the left to go to a specific topic of information.



Instructions (continued)

Step 6. Click on any of the options in the ‘Related Information menu (below the Topics menu) for further exploration of related information related to the occupation.



Step 7. Click on ‘Compare Occupations’ to view two occupations you are interested in side by side.

Step 8. Your output options at this point are:

- Click on ‘Printer Friendly Version’ to print the information about the program. Select the topics that you want to print. You can also check ‘All Topics’ for the entire occupational profile.
- Click on ‘Add to Portfolio’ to save the program link to your Pono Portfolio.

Career Pathways

Step 1. Click on the ‘Career Exploration’ channel marker on the CK System navigation bar.

You will get a list of options.

Step 2. Click on ‘Hawai‘i Career Pathways.’

You will get an introduction and information about the six pathways.

Step 3. Click on the pathway that you are interested in.

You will get a brief description of the pathway.

Step 4. Your options at this point are:

- ‘Related High School Courses’ - will provide a listing of related high school courses for the pathway.
- ‘Occupations’ – will provide a listing of related Career Kōkua occupations listed by the amount of training required or recommended
- ‘Programs of Study & Training’ – will provide a listing of Career Kōkua postsecondary training and educational programs

Self-Employment

The Self-Employment module provides information about entrepreneurship and being self-employed including setting up your own business, keeping records, and financial considerations. Self-employment can be a realistic choice for students and others who are changing careers or returning to the work force after time away. Almost eight percent of the workers in the U.S. are self-employed or run their own businesses and the number of self-employed people increases every year.

FILE FEATURES: The following topics of information (see the end of this section for a sample of the Self-Employment information):

1 Is Self-Employment Right for You?

Describes the essential qualities for self-employment and the rewards and costs of working for yourself

2 Entrepreneurial Career Assessment Form

An assessment that can provide insight into the differences between being self-employed and working for an employer. After completing the 20 items, you will receive a score indicating your suitability for self-employment.

3 Self-Employment Opportunities

Looks at the types of self-employment opportunities available and lists Career Kōkua occupations in which at least ten percent are self-employed.

4 Deciding to Go into Business for Yourself

Information on starting your own business, brainstorming business ideas, buying a business or franchise, forms of business ownership, creating a business plan, financial needs, selecting a name, location, and facility, organization and recordkeeping, employees and employment law, and how to develop a marketing strategy

5 Resources

Lists resources for starting your own business, business plans, finances, franchises, home-based businesses, marketing, and where to go for assistance

SUGGESTED USES:

Before starting a business, it is wise to decide whether self-employment is going to work for you. As with any career choice, there are advantages and disadvantages to consider. Use the information in this file to provide a discussion of the rewards and costs of working for yourself. They give an overview of many of the factors to consider when starting a new business. The Entrepreneurial Career Assessment Form can help users understand the personal characteristics that help make a successful entrepreneur.

Entrepreneurial Career Assessment Form*

Entrepreneurs apply their talents in a wide variety of ways, but many seem to have some characteristics in common. The Entrepreneurial Career Assessment Form can help you learn more about entrepreneurs and more about yourself. By taking the assessment, you can gain insight into the differences between being self-employed and working for an employer. When you rate your response to each statement, you may understand why self-employment appeals to you. You may also learn about areas where you need to improve.

The assessment form is not a test and does not predict business success. There is no single set of characteristics that accurately describes all entrepreneurs. You may score low on the assessment and still succeed as an entrepreneur. Use the scale on the right to rate your feelings about each statement. Total the numbers you placed before the statements and enter the total in the space provided. Then refer to the chart on the next page to determine a general assessment of your suitability for self-employment.



- ___ 1. I am willing to work 50 hours or more per week regularly.
- ___ 2. My family will support my going into business.
- ___ 3. I am willing to accept both financial and career risks when necessary.
- ___ 4. I don't need all the fringe benefits provided by conventional employment.
- ___ 5. I would like to take full responsibility for the successes and failures of my business.
- ___ 6. I would experience more financial success by operating my own business.
- ___ 7. I feel a great deal of pride when I complete a project successfully.
- ___ 8. I have a high energy level that can be maintained over a long time.
- ___ 9. I enjoy controlling my own work assignments and making all decisions that affect my work.
- ___ 10. I believe that I am primarily responsible for my own successes and failures.
- ___ 11. I have a strong desire to achieve positive results even when it requires a great deal of additional effort.
- ___ 12. I have a good understanding of how to manage a business.
- ___ 13. I can function in ambiguous situations.
- ___ 14. One or both of my parents were entrepreneurs.
- ___ 15. I believe that my abilities and skills are greater than those of most of my coworkers.
- ___ 16. People trust me and consider me honest and reliable.
- ___ 17. I always try to complete every project I start, regardless of obstacles and difficulties.
- ___ 18. I am willing to do something even when other people laugh or belittle me for doing it.
- ___ 19. I can make decisions quickly.
- ___ 20. I have a good network of friends, professionals, and business acquaintances.
- ___ Total

<u>Score</u>	<u>Assessment</u>
80 - 100	You have outstanding ability to be an entrepreneur.
60 - 79	You have satisfactory ability to be an entrepreneur.
40 - 59	Self-employment may not be an appropriate career for you.
0 - 39	Probably you should avoid an entrepreneur career.

* The "Entrepreneurial Career Assessment Form" is reprinted from Mind Your Own Business, by LaVerne Ludden, Ed.D. and Bonnie Maitlen, Ed.D., with permission of the authors. Copyright 1994 by JIST, Indianapolis, Indiana.

Analysis for the Entrepreneurial Assessment Form

Characteristics of an entrepreneur

The following list describes some common characteristics of an entrepreneur. The number(s) before each characteristic indicates the related statement(s) in the assessment form. This list interprets the form qualitatively. Note that arriving at a conclusive portrait of a typical entrepreneur is very difficult. Therefore, you may score low on the assessment and still succeed as an entrepreneur.

Works hard

This characteristic applies to statements 1 and 8.

Self-employment requires a great deal of time and effort. The entrepreneur must perform a wide variety of time-consuming tasks. Seventy-seven percent of all entrepreneurs report working 50 or more hours per week, and 54% say that they work more than 60 hours per week. Such a time commitment requires that you have a high energy level.

Has family support

This characteristic applies to statement 2.

A successful entrepreneur needs family support. If you are married, your spouse must believe in your business because it will require that both of you sacrifice time and money. The stress may create disruptions in family relationships. If you have children, they will need encouragement in understanding your need to spend so much time away from the family. The more positive support you receive from your family, the more you can concentrate on making the business a success.

Takes risks

This characteristic applies to statement 3.

Entrepreneurs are risk takers. They risk their careers, time, and money in order to make a success of their businesses. A review of the research on this subject finds that most entrepreneurs perceive risks differently than other people. What others see as a risk, the entrepreneur sees as a controllable situation. Entrepreneurs will try to organize a risky situation by identifying resources, ordering them for a purpose, and scheduling their use appropriately. To be successful in self-employment, you should feel comfortable taking reasonable risks.

Sacrifices employment benefits

This characteristic applies to statement 4.

One of the major realities of self-employment is that you won't receive a regular paycheck. You pay for your own fringe benefits. A nice office, secretarial assistance, equipment, and other features of employment you have grown to expect are no longer available unless you provide these for yourself.

Is independent

This characteristic applies to statements 5 and 9.

Entrepreneurs like being independent and in control of situations. Many people who become self-employed consider the opportunity to be their own boss as one of the major benefits of self-employment. Although being independent may not be a major concern for you, it is certainly an aspect of self-employment that you need to feel comfortable with. If you cannot afford to hire other employees when you begin your business, you may at first be lonely as a self-employed person.

Wants financial success

This characteristic applies to statement 6.

A primary reason that most entrepreneurs have for going into business is to achieve financial success. The desire for financial success provides motivational drive for the self-employed person. If you want to be an entrepreneur, you need to establish a reasonable financial goal that you want to achieve through self-employment. This goal will help you measure how well you are doing in fulfilling your personal needs through an entrepreneurial career.

*Analysis for the Entrepreneurial Assessment Form (continued)***Is energetic****This characteristic applies to statements 1 and 8.**

Self-employment requires long work hours. You will frequently be unable to control the number of hours required to fulfill all the necessary tasks. The entrepreneur must have a high energy level to respond to the job's demands. In fact, an entrepreneur will often be energized by the work that is demanded and find an energy loss when "relaxing." You will need stamina that allows you to work 12- to 16-hour days, 6- to 7-day weeks, and 52-week years.

Has an internal "locus of control"**This characteristic applies to statement 10.**

Successful entrepreneurs have an internal locus of control, or inner sense of responsibility for the outcome of a venture. Research evidence shows that an internal locus of control increases creativity and activity. To be an entrepreneur, you should have a strong sense of being a "victor" who is responsible for your actions. If, however, you frequently consider yourself a "victim" and blame other people, bad luck, or difficult circumstances for your failures, entrepreneurship might not be the right career move for you.

Has a need to achieve**This characteristic applies to statements 7 and 11.**

Entrepreneurs have a strong need for achievement. They strive to excel and accomplish objectives that are quite high. If you want to become an entrepreneur, you should be willing to set high goals for yourself and enjoy striving to achieve these goals.

Has business experience**This characteristic applies to statement 12.**

An entrepreneur should have extensive business experience to be successful. General management experience is beneficial because an entrepreneur should know something about all types of management. Formal training and education in management also are helpful.

Has a self-employed parent as a role model**This characteristic applies to statement 14.**

Research has shown that entrepreneurs are more likely to have a parent--especially a father--who is self-employed. A parent's inspiration and knowledge about operating a business can contribute to an entrepreneur's success. If you have a parent who is self-employed, consider this a plus for your own success as an entrepreneur.

Has self-confidence**This characteristic applies to statements 10, 15, and 18.**

An important characteristic of entrepreneurs is self-confidence. This factor is particularly important when you face major challenges and difficulties with your business. You need to believe in yourself. Your belief will help you overcome the problems that inevitably affect all self-employed persons at some point in their careers.

Has integrity**This characteristic applies to statement 16.**

People often cite honesty and integrity as characteristics of entrepreneurs. Customers do not want to deal with business owners who are dishonest and unethical. You should feel positive about your ethical treatment of people and be committed to conducting your business with the utmost integrity.

*Analysis for the Entrepreneurial Assessment Form (continued)***Has determination****This characteristic applies to statement 17.**

One of the most important characteristics of entrepreneurs is determination. This trait is closely related to self-confidence. The more you believe in yourself, the more likely you are to continue to struggle for success when faced with tremendous obstacles. You need determination in order to overcome the problems that beset every new venture.

Adapts to change**This characteristic applies to statements 13 and 19.**

A new business changes rapidly, so an entrepreneur must be able to adapt to change. Two primary skills are required for adaptation to change: the capacity to solve problems, and the ability to make quick decisions. Another skill is the ability to learn from your experiences and to seek formal learning that will help solve your problems. To be a successful entrepreneur, you will need all of these capabilities.

Has a good network of professionals**This characteristic applies to statement 20.**

An entrepreneur has a good network of professionals. This network provides access to those who can be consulted for advice, information, and referrals. You should have an extensive network of professionals to whom you can turn for assistance.

INSTRUCTIONS

- Step 1.** Click on the ‘Career Exploration’ channel marker on the CK System navigation bar. You will get a list of options.
- Step 2.** Click on the ‘Self-Employment’ option. You will get the following overview of the kind of information available in this module and a list of the Self-Employment information topics.

Self-Employment

Self-Employment provides information about entrepreneurship and being self-employed including setting up your own business, keeping records, and financial considerations.

Is Self-Employment Right for You?

Describes essential qualities for self-employment and the rewards and costs of working for yourself.

Entrepreneurial Career Assessment Form

An assessment that can provide insight into the differences between being self-employed and working for an employer. After completing the 20 items, you will receive a score indicating your suitability for self-employment.

Self-Employment Opportunities

Looks at the types of self-employment opportunities available and lists Career Kōkua occupations in which at least ten percent are self-employed.

Deciding to Go into Business for Yourself

Information on starting your own business, brainstorming business ideas, buying a business or franchise, forms of business ownership, creating a business plan, financial needs, selecting a name, location, and facility, organization and recordkeeping, employees and employment law, and how to develop a marketing strategy.

Resources

Lists resources for starting your own business, business plans, finances, franchises, home-based businesses, marketing, and where to go for assistance.

- Step 3.** Click on the topic you want. The information will be displayed.
- Step 4.** Scroll through the information to read it.

Instructions (continued)

Step 5. Your output options at this point are:

- Click on 'Printer Friendly Version' to **print** the information.
- Click on 'Add to Portfolio ' to **save** the Self-Employment link to your Pono Portfolio.

Is Self-Employment Right for You?

Self-employment can be a realistic choice for students and others who are changing careers or returning to the work force after time away. Almost eight percent of the workers in the U.S. are self-employed or run their own businesses. The number of self-employed people is holding steady.

Before starting a business, it is wise to decide whether self-employment is going to work for you. As with any career choice, there are advantages and disadvantages to consider. These files provide a realistic discussion of the rewards and costs of working for yourself. They give an overview of many of the details to consider when starting a new business.

Essential Qualities for Self-Employment

People who become self-employed come from various economic, educational, and ethnic backgrounds. Their individual combinations of skills, interests, and abilities vary widely as well.

Certain qualities are essential for successful self-employment. You may have some of these qualities. You may need some work or assistance in others.

Self-employed people have a lot of drive and energy. They are self-motivated and they have learned how to keep themselves going. Work and play are almost the same to them. They are enthused about their work, so they can work long hours. It may be hard for them to put their energy into activities that are not work-related.

Self-employed people need to be organized. They must build a solid foundation for their businesses with good budgeting and record keeping procedures. They must manage their time and their resources in an orderly manner, especially if they work with or employ others. Good organizing skills help people to be dependable in delivering their products or services.

Being self-employed means being willing to market yourself. Self-employed people must not be hesitant or shy about informing others of their products and services. Self-employed people take pride in their businesses and display enthusiasm that draws customers to them. Most of the time, however, more direct marketing action is required to develop businesses. This may include calling potential clients, conducting seminars, or attending networking socials.

Self-employed people are willing to invest in themselves and in their businesses. They are willing to take some risks and make some mistakes. However, they can determine the size of the risks and use what they learn from their mistakes. Making mistakes is part of the learning process. Self-employed people must be willing to try new things and test new ideas. They must also be willing to grow and learn new skills. This may require taking classes, hiring consultants, or seeking expert advice.

Self-employed people welcome the challenge of being in control. They generally have a strong desire to do things their own way, but they are very adaptable to changes in their situation. They see crises and problems as opportunities.

Like most people, self-employed people have a need for security. However, their security is self-made. They are committed to their ventures and are confident that they can bring about changes. They create their own security by developing businesses that will last.

Rewards and Costs of Working for Yourself

Rewards

People seek many kinds of rewards from their careers. Working for yourself may provide these rewards. Those who work for themselves often say they like the independence, the personal satisfaction, the social recognition, and the income that comes with self-employment.

People who work for themselves have the independence to make their own decisions. They decide what they are going to do and where and how they plan to do it. They decide how many hours they are willing to work and when to take time off. People who work for themselves find that they have more freedom, flexibility, and control over their work schedule and that of their employees.

Personal satisfaction is another common reward of self-employment. Self-employed people get a sense of accomplishment from figuring things out on their own. Personal satisfaction can also come from doing the kind of work they desire, rather than fitting into an established occupation or an established company. Owning a business offers challenges and excitement that working for someone else usually does not. These owners also tend to have more pride in their products or services than other workers.

Some people who work for themselves gain status and get more recognition than people in an organization who do the same kind of work. In part, this is because self-employed people market themselves to gain more business. However, name recognition backed up with strong work performance creates a valuable professional reputation. Self-employed people are completely responsible for their businesses and deserve full credit for big and small successes.

Many self-employed people like to control their own financial future. Owning your business helps you to do that. People who are self-employed are paid out of their business profits. How much you are paid is a direct result of how hard and how well you work.

Costs

Self-employment also has its costs. When considering self-employment, it is important to be aware of them.

Starting a business demands a large amount of personal energy and time. Self-employed people must learn to develop inner trust, good decision-making skills, and strong self-management skills. In addition, almost every business requires the owner to know business management and marketing techniques. Self-employed people may put in long hours. Especially at first, they may work weekends and evenings. This is when they keep the books and do other tasks that they cannot afford to hire someone else to do. Sometimes self-employed people cannot leave their businesses for more than a day or two at a time.

Self-employed people usually invest their personal savings or take out loans to start their businesses. Banks may help, but the self-employed person shares the risks. In addition, it is important to be prepared for income to be irregular, especially in the beginning. Profits are not as dependable as a salary and can vary greatly from month to month. A standard recommendation is to have a minimum of six months of living expenses in the bank before starting self-employment.

Businesses, especially new ones, make demands on personal energy, time, and money. Thus, self-employment can lead to pressures at home unless they are anticipated and planned for. Reducing living expenses and seeking low-cost ways to relax can help reduce pressures. Asking for support and understanding from family and friends can also help self-employed people weather the ups and downs of beginning a business.

Military Information

About the Military3

Military Careers6

The Department of Defense recruits and trains over 200,000 enlisted personnel and officers each year making it one of the largest employers in the U.S. Career Kōkua's Military Information files are provided to help students, parents/families, and educators learn about the many career opportunities available in the military.

FILE FEATURES: The About the Military file describes the unique aspects of the military as a major industry and national employer including enlistment standards, qualifications, pay, and benefits. The Military Careers module introduces the many employment and training opportunities available. It describes 140 enlisted and officer military occupational specialties.

SUGGESTED USES:

- After users have selected occupations to explore, have them look at the military occupational specialties to find related careers.
- Have users review the military training information for options they may want to consider for acquiring the training they need for the occupations they are interested in.
- Use information about yourself – your skills, interests, and values, - to investigate military occupations that may be compatible.
- Have users review the About the Military information and compare to employment information for other industries.

ABOUT THE MILITARY INFORMATION

The Career Kōkua About the Military file describes the unique aspects of the military as a major industry and national employer including enlistment standards, qualifications, pay, and benefits.

FILE FEATURES: The following topics of information (see the example on the following page):

Quick Facts

Branches of Service

- Army
- Navy
- Air Force
- Marine Corps
- Coast Guard

Enlisted Personnel

Commissioned Officers

Education

Job Training

- Before Your Service
- During Your Service
- After Your Service

Diversity

- Minorities
- Women
- Religion
- Non-Citizens
- Don't Ask, Don't Tell

Joining the Military

Things to Consider

Recruitment

Qualifying

The ASVAB

Enlistment

Commission

Military Life

Basic Training

Advanced Training

Military Experiences

Wages

Benefits

Military Justice

Military Spouses

Leaving the Military

Your Service Record

Civilian Transition

Veterans' Benefits

For Parents

Sources

SUGGESTED USES:

- Have users review the About the Military file to learn about military as an employer.
- Have users learn about the enlistment standards, qualifications, and the ASVAB as well as hiring practices for the occupations they are interested in.
- Users can learn about the pay, benefits, and training opportunities available to military personnel.

>> [Home](#) :: [Career Exploration](#) :: [Military Information](#) :: [Military Employment](#) :: [Qualifying](#) ::

To join the military, you must meet certain standards. It is very important that you are honest with your recruiter if you don't meet a certain requirement. Your recruiter may be able to have the requirement waived. If you lie about something that disqualifies you, you could end up in jail or receive a dishonorable discharge.

Each branch of service sets its own enlistment standards for specific jobs. The Department of Defense also sets general standards for all services to follow. These standards apply to both enlisted personnel and officers.

The ASVAB (Armed Services Vocational Aptitude Battery)

You have to take the ASVAB to enlist in the military just like you have to take the SAT or ACT to get into college. Each service sets minimum score requirements, and certain jobs require even higher scores. If you join as an officer, you do not have to take the ASVAB. For more, visit [The ASVAB](#).

Education

Recruits with high school diplomas are preferred by the military. You may be able to enlist with a GED, but the armed forces have been allowing fewer and fewer GED-holders in. To become a commissioned officer, you must have a college degree. The military separates potential recruits into three categories of education:

- Tier 1: high school diploma holders
- Tier 2: GED or equivalent certificate holders
- Tier 3: non-graduates

Each branch is allowed to set its own education standards. Tier 1 recruits are preferred, and very few Tier 2 recruits are allowed to enlist. Some require minimum ASVAB scores of Tier 2 recruits. When enlistments are up, as they often are in a slow economy, even fewer Tier 2 recruits are accepted. There are almost no Tier 3 enlistments. As of 2009, each branch set the following education standards for Tier 2 enlistments:

- Army: no more than 5% of enlistments per year
- Navy: no more than 5% of enlistments per year
- Air Force: no more than 1% of enlistments per year
- Marine Corps: no more than 5% of enlistments per year
- Coast Guard: no more than 25 enlistments per year

To learn more about military's acceptance of GED certificates, visit:

- acenet.edu/Content/NavigationMenu/ged/etp/pros/Military_Acceptance_of_GED_Credential_Nov2009.v2.pdf

Moral Character

The military is a disciplined organization and places a great deal of trust in each of its service members. Recruits must have good moral character. The military checks court records, juvenile delinquency, arrests, and drug use. Certain offenses can be waived, but do not lie about your record. You can be sent to jail and dishonorably discharged for lying about your past, years after you enlist.

Age

You can join at 17 with the consent of a parent or legal guardian. If you are 18 or older, you do not need the consent of a parent or guardian.

Maximum ages:

- Army: 42 years
- Navy: 34 years
- Air Force: 27 years
- Marine Corps: 28 years
- Coast Guard: 27 years

Physical & Medical Exam

You must be healthy and meet minimum vision standards to join the military. While some past medical problems can be waived, physical and mental disabilities cannot. Other conditions that will prevent you from enlisting include diabetes, severe allergies, epilepsy, alcoholism, drug addiction, and other diseases.

There are minimum and maximum weight limits depending on your gender, age, and height. Generally, men must be between 5'0" and 6'8". Women must be between 4'10" and 6'8".

Citizenship

You must be a U.S. citizen or meet certain immigration standards to join. For more information, check out:

- [For Non-Citizens](#)

Family Requirements

You can enlist whether you are single or married. If you are single and have dependents under age 18, you may only be eligible for certain branches of service. If you are single and have more than two dependents under the age of 18, you may not be allowed to enlist.



MILITARY CAREERS

The purpose of the Military Careers information is to introduce the military world-of-work. Students, their parents, teachers and counselors can explore the various occupational specialties.

FILE FEATURES: Descriptions of 140 military careers with the following topics of information (see the example beginning on page 8):

Background. Background information about the military occupation

What they do. Describes the main work activities performed by workers in the occupation

Physical demands. Describes specific physical requirements for the occupational specialty

Special requirements. Lists courses or subject areas helpful for the occupational specialty

Helpful attributes. Includes interests, helpful school subjects and other personal characteristics that may be helpful for training and working in the occupation

Work environment. Describes the typical work settings and conditions for the occupation

Hiring practices. Describes citizenship and enlistment requirements and standards

Wages. Explains the basis for pay such as rank or grade as well as length of service. Also describes the different types of bonuses and situations that affect pay.

Training provided. Describes the job training provided including classroom and on-the-job training. Also includes, when applicable, the services that offer apprenticeship programs certified by the US DOL.

Civilian counterparts. Identifies civilian occupations that are comparable to the military occupation. Also lists the kinds of companies or organizations in which the civilian counterparts may be found.

Opportunities. Provides information on the number of personnel working in the occupation and the average annual need for new personnel. Military career advancement is also summarized in this section.

Military occupational specialties. Lists the various occupational specialties for the various service branches.

*Military Careers (continued)*SUGGESTED USES:

- Have users prepare a plan for a selected military career which addresses skills, preparation, and career advancement information.
- Users can interview people in the military occupational specialty to learn of ways to prepare for this career.
- Users can compare careers obtained from various career tests or inventory lists.
- Users can self-assess likes/dislikes, assets/liabilities, and skills related to careers. The Helpful Attributes section could be compared to results from assessments taken for likelihood of success.
- Users can compare occupational information from various information sources.
- Resources may be used for research reports and/or bibliographic structuring.

>> [Home](#) :: [Career Exploration](#) :: [Military Information](#) :: [Military Careers](#) :: [Flight Operations Specialists](#) ::

Background

The services operate one of the largest fleets of aircraft in the world. Hundreds of transport, passenger, and combat airplanes and helicopters fly missions every day. Accurate flight information keeps operations safe and efficient. Flight operations specialists prepare and provide flight information for air and ground crews.

What they do

Flight operations specialists in the military perform some or all of the following duties:

- Check military flight plans with civilian agencies
 - Coordinate air crew needs, such as ground transportation
 - Help plan flight schedules and air crew assignments
 - Keep air crew flying records and flight operations records
 - Keep flight logs on incoming and outgoing flights
 - Plan aircraft equipment needs for air evacuation and dangerous cargo flights
 - Receive and post weather information and flight plan data, such as air routes and arrival and departure times
-

Physical demands

The ability to speak clearly and distinctly is required.

Helpful attributes

Helpful school subjects include general math and typing. Helpful attributes include:

- Ability to keep accurate records
 - Ability to use typewriters and office machines
 - Interest in work involving computers
 - Interest in work that helps others
-

Work environment

Flight operations specialists work indoors in flight control centers or air terminals. Services offering this occupation: Air Force, Army, and Marine Corps. This position is for enlisted personnel.

Hiring practices

To serve in the military, a person must be at least 17; the maximum age for enlistment varies. To enlist, a person must pass a physical exam and an aptitude test. An enlistee must also meet military standards of discipline and be a U.S. citizen or permanent resident alien.

Wages

Pay depends mainly on rank or grade as well as length of service. Bonuses and the situation in which the person is serving (for example: flight duty, sea duty, hazardous duty) also affect pay.

Training provided

Job training consists of seven to 14 weeks of classroom instruction. Training length varies depending on specialty. Course content typically includes:

- Flight planning and airfield operations
- Introduction to aviation operations
- Preparing flight operations reports and records
- Procedures for scheduling aircraft and assigning air crews

Further training occurs on the job and through advanced courses.

Civilian counterparts

Civilian flight operations specialists work for commercial and private airlines and air transport companies. They perform duties similar to military flight operations specialists.

Opportunities

In peace time the services have about 8,000 flight operations specialists. In times of military action the number may be different, depending on the type of specialties required. Each year the services need new specialists due to changes in personnel and demands of the field. After training, new specialists keep logs and type schedules. With experience, they schedule air crews. In time, they may plan flight operations and supervise others.

Military occupational specialties

The military services use the following military occupation codes (MOCs) to refer to occupational specialties. The number in parentheses following each title is a military code. MOC titles and codes may change because the services update them during the year.

Air Force Specialties:

- Air Operations Manager (1C000)
- Airfield Management Apprentice (1C731)
- Airfield Management Craftsman (1C771)
- Airfield Management Helper (1C711)
- Airfield Management Journeyman (1C751)
- Airfield Management Superintendent (1C791)
- Airfield Manager (1C700)
- Aviation Resource Management Apprentice (1C032)
- Aviation Resource Management Craftsman (1C072)
- Aviation Resource Management Helper (1C012)
- Aviation Resource Management Journeyman (1C052)
- Aviation Resource Management Superintendent (1C092)
- Civil Air Patrol (CAP)-USAF Reserve Assistance NCO (9R000)

Army Specialties:

- Aviation Operations Specialist (15P)

Marine Corps Specialties:

- Aviation Operations Specialist (7041)
- Basic Airfield Services Marine (7000)

INSTRUCTIONS

Step 1. Click on the ‘Career Exploration’ channel marker on the CK System navigation bar.

You will get a list of options.

Step 2. Click on ‘Military Information.’

You will get the following menu:

Military Information

The Department of Defense recruits and trains over 200,000 enlisted personnel and officers each year making it one of the largest employers in the U.S. Career Kōkua's Military Information files are provided to help students, parents/families, and educators learn about the many career opportunities available in the military.

Military Careers

Descriptions of 140 military occupational specialties.

About the Military

The Career Kōkua About the Military file describes the unique aspects of the military as a major industry and national employer including enlistment standards, qualifications, pay, and benefits.

Step 3. Click on ‘About the Military’ to get information about employment and other basic military information.

Click on a topic to view and print the information you want.

Step 4. Click on ‘Military Careers’ to get information about a military occupational specialty.

Step 5. Scroll through the listing to locate the military occupation that you want.

Instructions (continued)

Step 6. Click on the occupation title.

Note: If you are not logged in, you will be prompted to enter your user site's username and password.

The information for the military occupational specialty will be displayed.

Step 7. Scroll through the information display or use the Topic menu on the left to go to a specific topic of information.

Step 8. Your output options at this point are:

- Click on 'Printer Friendly Version' to print the information about the military occupational specialty.
- Click on 'Add to Portfolio' to save the information link to your Pono Portfolio.

Industries

The Industries file describes the services and products that Hawai'i's 30 industries provide. An industry consists of businesses and organizations which have the same major activity. Some industries, such as Agriculture, Manufacturing, and Retail Stores, produce and/or distribute product(s). Other industries, such as Hotels and Air Transportation, provide a service.

FILE FEATURES: Information on employment size, earnings, the occupations employed by the industry, outlook, examination requirements, and benefits (see the end of this section for a sample printout). Have users consider the following when using the Industry information for career decision making or job searches:

Employment Size

Larger industries tend to have more job openings due to replacement needs as well as growth.

Wages

Some industries pay higher wages than others. Employees covered by union contracts often have higher wages than those not covered by a contract.

Occupations

The different types of occupations found within each industry vary greatly. Some occupations, such as clerical occupations, are found in many industries while others, such as construction occupations, are found only in a few industries. More opportunities often exist for occupations that are found in a variety of industries.

Outlook

Some industries have very steady growth, some very little growth, and others a lot of growth in employment during the last few years. Many factors affect how an industry will grow. Encourage users to keep informed of the current economic conditions, the level of government funding, and other events that can affect an industry and its jobs in Hawai'i.

Examinations

In some industries, such as Government, applicants for many positions must take an examination. Persons are hired from a list of eligibles ranked by their test scores. Users who are interested in these types of positions should check what jobs are available and whether they qualify.

Employee Benefits

The kinds of benefits given to employees can vary greatly by industry, salary, and employers. Health insurance and retirement benefits are two types of benefits commonly provided. Some employers cover the whole premium for medical insurance while many contribute partially. Some industries may offer special benefits such as discounts on travel or merchandise to workers. Encourage users to keep in mind the benefits offered when thinking about the salary they are willing to accept.

A checklist of the many different benefits that may be available is provided on page 4 and on the Career Kōkua web site. Provide copies of this list to users to help them compare benefits desired with those offered in their job search.

Employers

Depending on the occupation and industry a user is interested in, he/she may want to consider entry-level positions that do not fit their occupation preferences in order to gain entry into an industry. Some industries have only a few types of entry-level positions and prefer to promote their own employees. In such an industry, it may take several years of experience within a firm before a person can qualify for the occupation they desire, even if they meet minimum educational requirements. Users should keep this in mind when preparing to contact employers. The Employer section of each industry profile provides a list of the Telephone Book Yellow Page headings that can lead to employers in Hawai'i.

SUGGESTED USES: This file provides yet another way to explore careers and jobs.

- Users can learn what services or products Hawai'i's industries provide.
- Have users use the Industries file to learn about employers.
- Users can learn what occupations are employed by various industries, what they pay, and what kinds of benefits are offered.
- Have users use the Industries file to research what industries have steady growth, little growth, etc.

Career Kōkua Employee Benefits Checklist

DESIRED	OFFERED	BENEFITS	DESIRED	OFFERED	BENEFITS
<input type="checkbox"/>	<input type="checkbox"/>	Annual Medical Checkups	<input type="checkbox"/>	<input type="checkbox"/>	Life Insurance
<input type="checkbox"/>	<input type="checkbox"/>	Athletic Leagues	<input type="checkbox"/>	<input type="checkbox"/>	Medical Insurance
<input type="checkbox"/>	<input type="checkbox"/>	Career Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	Mental Health Counseling
<input type="checkbox"/>	<input type="checkbox"/>	Cash Bonuses	<input type="checkbox"/>	<input type="checkbox"/>	Moving Allowances
<input type="checkbox"/>	<input type="checkbox"/>	Club Memberships	<input type="checkbox"/>	<input type="checkbox"/>	Overdraft Privileges/Low-Interest Loans (Bank Employees)
<input type="checkbox"/>	<input type="checkbox"/>	Company Cafeterias	<input type="checkbox"/>	<input type="checkbox"/>	Pension Plans
<input type="checkbox"/>	<input type="checkbox"/>	Company Hospitality Suites	<input type="checkbox"/>	<input type="checkbox"/>	Pre-Paid Legal Services
<input type="checkbox"/>	<input type="checkbox"/>	Company Libraries	<input type="checkbox"/>	<input type="checkbox"/>	Pre-Retirement Counseling
<input type="checkbox"/>	<input type="checkbox"/>	Conference/Convention Expenses Paid	<input type="checkbox"/>	<input type="checkbox"/>	Professional Association Dues Paid
<input type="checkbox"/>	<input type="checkbox"/>	Credit Cards for Business Use	<input type="checkbox"/>	<input type="checkbox"/>	Recreational Facilities
<input type="checkbox"/>	<input type="checkbox"/>	Credit Unions	<input type="checkbox"/>	<input type="checkbox"/>	Profit Sharing
<input type="checkbox"/>	<input type="checkbox"/>	Day Care	<input type="checkbox"/>	<input type="checkbox"/>	Sabbatical or Educational Leave
<input type="checkbox"/>	<input type="checkbox"/>	Dental Insurance	<input type="checkbox"/>	<input type="checkbox"/>	Savings Bond Deductions
<input type="checkbox"/>	<input type="checkbox"/>	Employee Discounts	<input type="checkbox"/>	<input type="checkbox"/>	Scholarship Programs
<input type="checkbox"/>	<input type="checkbox"/>	Employment Agency Fees Paid	<input type="checkbox"/>	<input type="checkbox"/>	Season Tickets for Sports or Cultural Events
<input type="checkbox"/>	<input type="checkbox"/>	Eyeglass or Drug Plans	<input type="checkbox"/>	<input type="checkbox"/>	Settlement or Closing Costs for Homes
<input type="checkbox"/>	<input type="checkbox"/>	Expense Accounts	<input type="checkbox"/>	<input type="checkbox"/>	Severance Pay
<input type="checkbox"/>	<input type="checkbox"/>	Executive Dining Rooms	<input type="checkbox"/>	<input type="checkbox"/>	Stock Purchase Options
<input type="checkbox"/>	<input type="checkbox"/>	Financial Counseling	<input type="checkbox"/>	<input type="checkbox"/>	Training Programs
<input type="checkbox"/>	<input type="checkbox"/>	Flexible Hours/Four-Day Work Week	<input type="checkbox"/>	<input type="checkbox"/>	Transportation on Company Planes or Jets
<input type="checkbox"/>	<input type="checkbox"/>	Free Parking	<input type="checkbox"/>	<input type="checkbox"/>	Travel Discounts
<input type="checkbox"/>	<input type="checkbox"/>	Group Automobile Insurance	<input type="checkbox"/>	<input type="checkbox"/>	Tuition Payments
<input type="checkbox"/>	<input type="checkbox"/>	Health Units and Services	<input type="checkbox"/>	<input type="checkbox"/>	Tuition for Spouses/ Dependents (University Faculty/Staff)
<input type="checkbox"/>	<input type="checkbox"/>	Income Tax Counseling			

INSTRUCTIONS

Step 1. Click on the ‘Career Exploration’ channel marker on the CK System navigation bar.

You will get a list of options.

Step 2. Click on ‘Industries.’

You will get an alphabetical index of industries.

Step 3. Scroll through the listing to locate the industry that you want.

Step 4. Click on the industry title.

Note: If you are not logged in, you will be prompted to enter your user site’s username and password.

The description information for the industry you selected will be displayed.

Step 5. Use the Topic menu (on the left) to go to another topic of information.

Step 6. Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** the information about the industry.
- Click on ‘Save to Portfolio’ to **save** the industry link to your Pono Portfolio.

[>> Home](#) :: [Career Exploration](#) :: [Industries](#) :: [Accommodation](#) ::

Description

The accommodation industry includes hotels, motels, inns, resorts, camp grounds, and boarding and rooming houses. These establishments provide lodging for a fee. Some also provide meals and recreational facilities. There are three types of accommodation. Traveler accommodation includes hotels, motels, and inns. Recreational accommodation includes campsites, recreational vehicle parks, and outdoor adventure retreats. Rooming and boarding houses provide accommodation which may serve as a principal residence for the period of use and may also provide meals.

Size (2011 estimates)

- Number of Reporting Units - 410
- Employment – 35,630

Related Industries

Standard Industrial Classification:

- Hotels and Other Lodging Places.

North American Industry Classification System:

- [Accommodation \(721\)](#)

Career Kōkua Related Industries:

- [Air Transportation \(4810\)](#)
- [Construction \(2300\)](#)
- [Food Services and Drinking Places \(7220\)](#)
- [Transportation Services \(4880\)](#)

Work Setting

Hotels are found on all major islands of Hawaii. They are major employers in resort areas including Waikiki. Many hourly employees in hotels are unionized. Hotel employees frequently work on shifts. Workers must use care to avoid injuries when lifting heavy items or working near hot equipment.

Earnings

In Hawaii, average earnings in 2011 were around \$40,520/yr. In some occupations, workers may also receive tips.

Benefits

May vary according to employer and occupation. Benefits may include paid vacation, holidays, sick leave, health insurance, and retirement and pension plans. Employers may offer benefits such as reduced rates on accommodations, restaurants, and other services offered at the company.

Training

See the Preparation information of the Career Kōkua Occupations file.

Hiring Practices

See the Hiring Practices information of the Career Kōkua Occupations file.

Current Market

Hawaii's hotel industry generated \$2.45 billion through the first nine months of 2012, up almost 15 percent for the same period in 2011. Overall, statewide occupancy averaged 77 percent in 2012. Oahu had the state's highest occupancy at 85 percent followed by Maui with an occupancy rate of close to 73 percent. Kauai had an occupancy rate of almost 69 percent while the Big Island had an occupancy rate of 62 percent. The statewide average daily room rates also rose which in turn boosted revenue per available room which is a key industry measure of profitability. The increase in direct flights and branding the Neighbor Islands have been effective in attracting more visitors. However, hotels on the Neighbor Islands are still working on ways to attract more visitors. Working with local visitor bureaus and agencies and with airlines to better align interisland schedules with international flights and using more Neighbor Island resort images in marketing and sales are some of the things Neighbor Island hotels are doing to attract more visitors to their islands.

Outlook

Factors affecting outlook include economic conditions, political conditions worldwide, air fares, room rates, the value of the U.S. dollar, unemployment rates, size of families, income, new technology, government restrictions regarding foreign travel, the supply of qualified workers, and Hawaii's ability to attract visitors.

In Hawaii, average employment growth is expected through the year 2020. Many hotels plan to continue marketing to stay ahead of the competition and attract people who still have discretionary dollars to travel.

Nationally, average employment growth is forecast through 2020. Job growth is expected from new hotel construction and business and international travel. Travel and tourism are expected to grow and many new hotels are expected in growing suburbs. Over the next 10 years, most of the hotels built are expected to be limited service hotels that do not provide food service. However, job openings should be greatest in full service hotels because they employ the most workers. Job opportunities should be best in large sized occupations such as hotel desk clerks and cleaning workers that are found in most types of hotels.

Occupations

Career Kōkua occupations that may be found in this industry are:

- [Accountants and Auditors](#)
- [Baggage Porters and Bellhops](#)
- [Bakers](#)
- [Bartenders](#)
- [Billing Clerks](#)
- [Bookkeeping and Accounting Clerks](#)
- [Building Maintenance Workers](#)
- [Business Executives](#)
- [Buspersons](#)
- [Cashiers](#)
- [Chefs and Dinner Cooks](#)
- [Computer Systems Analysts](#)
- [Counter Attendants](#)
- [Customer Service Representatives](#)
- [Executive Secretaries](#)
- [Food Preparation Workers](#)
- [Food Service Worker Supervisors](#)
- [Freight Handlers](#)
- [General and Operations Managers](#)
- [General Office Clerks](#)

-
- Hotel and Motel Managers
 - Hotel Desk Clerks
 - Human Resources Assistants
 - Human Resources Managers
 - Janitor and Housekeeper Supervisors
 - Janitors
 - Kitchen Helpers
 - Landscapers and Groundskeepers
 - Laundry and Dry Cleaning Workers
 - Maids and Housekeepers
 - Massage Therapists
 - Office Managers
 - Parking Lot Attendants
 - Receptionists
 - Recreation Attendants
 - Recreation Workers
 - Reservation and Ticket Agents
 - Restaurant Hosts
 - Restaurant Managers
 - Retail Salespeople
 - Sales Managers
 - Secretaries
 - Security Guards
 - Shipping and Receiving Clerks
 - Short-Order Cooks
 - Stock Clerks
 - Taxi Drivers and Chauffeurs
 - Telephone Operators
 - Travel Agents
 - Waiters and Waitresses

Employers

To find employers in this industry, look in the telephone book yellow pages™ under these categories:

- Bed and Breakfast Accommodations
- Camps
- Fraternal Organizations
- Hostels
- Hotels
- Hotels and Motels-Out of Town Reservations
- Hotels-Apartments
- Motel and Hotel Management
- Motels
- Real Estate Rental Service
- Resorts
- Rooming Houses
- Student Housing
- Veterans and Military Organizations

Additional Sources of Information

- American Hotel and Lodging Association
1201 New York Avenue, NW, #600
Washington, DC 20005-3931
<http://www.ahla.com>

- American Hotel and Lodging-Educational Institute
800 N. Magnolia Avenue, Suite 300
Orlando, FL 32803
<http://www.ei-ahla.org>
- International Council on Hotel, Restaurant and Institutional Education
2810 North Parham Road, Suite 230
Richmond, VA 23294
<http://www.chrie.org>
- International Executive Housekeepers Association, Inc.
1001 Eastwind Drive, Suite 301
Westerville, OH 43081-3361
<http://www.ieha.org>

Programs of Study and Training

Over 800 programs of study and training are offered in Hawai‘i by a wide range of licensed, accredited or government-approved schools and training agencies. Career Kōkua provides this information in 140 general categories of educational and training programs. Some of these programs are intended to help prepare persons for employment, others are not. Some are conducted in schools while others are conducted on the job.

FILE FEATURES: Information on over 140 general types of programs of study and training and 800 specific programs offered at postsecondary schools and training institutions in Hawai‘i. Each program narrative consists of five sections. A sample printout starts on page 4.

Description

Describes the purpose and intent of the program.

Coursework

Describes the course work generally included.

Related Career Kōkua Occupations

Lists related Career Kōkua occupations so users can learn where this training may possibly lead.

Related Career Kōkua Programs

Lists the related Career Kōkua programs.

Schools

Lists the local schools by island offering certificate and degree programs in this particular field. Each school’s program description includes the location of classes, program length, certificates or degrees awarded, and special requirements for entrance. The 5-digit number preceding the school name is the Career Kōkua local school code.

SUGGESTED USES:

- Users can learn what is involved for successful completion of a specific program of study.
- Users can learn where a course of study will lead (careers, skills, etc.).
- Users can confirm their interests and skills to those needed by program areas of interest.

INSTRUCTIONS

Step 1. Click on the ‘Education and Training’ channel marker on the CK System navigation bar.

You will get a list of options.

Step 2. Click on ‘Programs of Study & Training.’

You will get an alphabetical index of programs.

Step 3. Scroll through the listing to locate the program that you want.

Step 4. Click on the program title.

Note: If you are not logged in, you will be prompted to enter your user site’s username and password.

The description of the training program will be displayed.

Step 5. Use the Topics menu on the left to go to a specific topic of information.

Step 6. Your output options at this point are:

Click on ‘Printer Friendly Version’ to **print** the information about the program.

Click on ‘Save to Portfolio ’ to **save** the program link to your Pono Portfolio.

>> [Home](#) :: [Education and Training](#) :: [Programs of Study and Training](#) :: [Chemistry](#) ::

Description

Chemistry programs intend to provide an understanding of the physical properties of matter and the theories and laws that describe chemical events. Bachelor's, master's, and doctoral degree programs are offered at several schools in Hawaii. Most community colleges offer the first one to two years of degree requirements, which may be transferred to a 4-year college for degree completion. Students also take courses for preparation in many positions that require chemistry, such as, engineering and the health sciences (medical, dental, and pharmacy). Students may also take courses to prepare them for teaching positions at the secondary or postsecondary levels.

Course Work

Programs vary but most include some or all of the following:

- Analytical Chemistry
- Biochemistry
- General Chemistry
- Inorganic Chemistry
- Instrumental Analysis
- Mathematics
- Organic Chemistry
- Physical Chemistry
- Physics

Instruction generally consists of lectures, technical and scientific reading, laboratory work, and technical report writing of lab findings.

Related Career Kōkua Occupations

- [Biologists](#) 
- [Chemists](#) 
- [Elementary School Teachers](#)
- [High School Teachers](#)
- [Medical Laboratory Technologists](#)
- [Middle School Teachers](#)
- [Preschool and Kindergarten Teachers](#)
- [Regulatory Affairs Managers](#)
- [Regulatory Affairs Specialists](#)
- [Special Education Teachers](#)
- [University and College Teachers](#)
- [Zoologists](#)

Cross References

Hawaii Career Pathways:

- [Health Services](#)
- [Natural Resources](#)

Related Career Kōkua Programs

- [Dentistry \(357\)](#)
- [Engineering \(251\)](#)
- [Mathematics \(481\)](#)

- [Medicine \(363\)](#)
- [Oceanography \(528\)](#)
- [Physical Science, General \(521\)](#)
- [Physics \(523\)](#)
- [Secondary Education and Teaching \(236\)](#)

Schools

1 BIG ISLAND SCHOOL

[University of Hawaii at Hilo \(13327\)](#)

LOCATION: HILO

"CHEMISTRY": 4-year bachelor of arts degree program. Emphasizes either the physical or biological aspects of chemistry. A health sciences concentration is an option for students who complete 16 hours of biology courses. See UH-Hilo catalog for details.

4 OAHU SCHOOLS

[Brigham Young University - Hawaii \(13113\)](#)

LOCATION: LAIE

"CHEMISTRY EDUCATION": Bachelor of science degree program. Designed to prepare students to teach chemistry in middle and high schools. This is a cooperative program administered by the School of Education at BYU.

"BIOCHEMISTRY": Bachelor of science degree program. Students develop a strong foundation in the principles of chemistry and apply those principles to the study of living organisms. Graduates may find employment in various clinical and industrial labs or continue on to graduate programs in a variety of biochemistry-related fields.

[Hawaii Pacific University \(13121\)](#)

LOCATION: HONOLULU/KANEOHE

"BIOCHEMISTRY": 124-credit bachelor of science degree program. Graduates of this program will have a deeper understanding of the molecular basis of life that has resulted in the rise of biotechnology companies, the advent of cloning techniques, DNA synthesis and amplification, new drug production, DNA fingerprinting, and a molecular understanding of many diseases.

[University of Hawaii - Manoa Campus \(13129\)*](#)

LOCATION: HONOLULU

"CHEMISTRY": 4-year bachelor of arts (BA) and bachelor of science (BS) degree programs. The BA program requires 27 semester hours of chemistry beyond the introductory level. The BS program, requires additional, in-depth coursework, including at least one additional laboratory course and at least one elective. Opportunities for undergraduate research are available. There are also BA and BS degrees in biochemistry that are currently pending approval. All degrees require related work in math and physics, which should be completed within the first two years. Contact the Chemistry Department for details.

"CHEMISTRY": Master of science (MS) and doctor of philosophy (PhD) degree programs in chemistry. Graduate research opportunities in the sub disciplines of organic, inorganic, physical, and biological chemistry are available. Contact the Chemistry Department or visit the website at www.manoa.hawaii.edu/chem/ for detailed information.

* Changes may be made during each academic year. For more current information, please call the department chair of each unit.

Local Schools

Career Kōkua describes over 90 schools and training agencies offering training programs in Hawai‘i. This includes public and private four-year colleges and universities, two-year colleges, private vocational schools, and job training agencies. This does not include correspondence schools, employers’ training programs for their employees, and schools that are not approved, licensed, certified, or accredited.

FILE FEATURES: Information on over 90 postsecondary educational institutions in Hawai‘i. The following information is provided. (A sample school printout starts on page 4.)

Introduction and Deadlines
Average Enrollment Per Term
School and Class Schedule
Special Instructional and Alternative Credit Programs
Library Availability
Programs of Study and Training
Bus/Parking
School Visits
New Student Admissions
Transfer Admission
Steps for Applying
Graduate School
Housing
How to Apply for On-Campus Housing
Average Full-Time Costs
Average Part-Time Costs
Refund Policy
Tuition Exemptions
Types of Financial Aid Offered
How to Apply for Financial Aid
Services for All Students

SUGGESTED USES:

- Users can learn about schools in Hawai‘i that meet their personal preferences and career interests.
- Users can compare, rank, and/or prioritize the schools that meet their needs and offer the options they want.
- Have users write and/or visit schools for more information.

INSTRUCTIONS

Step 1. Click on the ‘Education and Training’ channel marker on the CK System navigation bar.

You will get a list of options.

Step 2. Click on ‘Local Schools.’

You will get an alphabetical listing of schools.

Note: Additional ways to list schools, such as Numerical (by cluster) and by island, are also available.

Step 3. Scroll through the listing to locate the school that you want.

Step 4. Click on the school name.

Note: If you are not logged in, you will be prompted to enter your user site’s username and password.

The contact information for the school will be displayed.

Step 5. Use the topic menu on the left to get the information you want about the school.

Step 6. Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** the information about the school.
- Click on ‘Add to Portfolio’ to **save** a bookmark to this school to your Pono Portfolio.



Topics

- [Contact Information](#)
- [Introduction and Deadlines](#)
- [Average Enrollment Per Term](#)
- [School and Class Schedule](#)
- [Special Instructional and Alternative Credit Programs](#)
- [Library Availability](#)
- [Programs of Study Offered](#)
- [Bus / Parking](#)
- [School Visits](#)
- [New Student Admissions](#)
- [Transfer Admission \(In-State\)](#)
- [Steps for Applying \(Except Summer School of 2-and 4-Year Colleges\)](#)
- [Graduate School](#)
- [Housing](#)
- [How to Apply for On-Campus Housing](#)
- [Average Full-Time Costs](#)
- [Average Part-Time Costs](#)
- [Refund Policy](#)
- [Tuition Exemptions](#)
- [Types of Financial Aid Offered](#)
- [How to Apply for Financial Aid](#)
- [Services for all Students](#)

Contact Information

Leeward Community College
 96-045 Ala Ike
 Pearl City, HI 96782

[Locate this School or Agency on a map. Maps provided by Yahoo! Maps.](#)

Contact: Candace Hochstein
 Tel: 455-0246
 Email: candyhochstein@aol.com
 Web site: <http://www.lcc.hawaii.edu>

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Introduction and Deadlines

Type of School: 2-year public community college

Deadlines for 2013-2014

Admission to School
 Fall & Spring
 See School Catalog

Financial Aid
 Fall & Spring
 See School Catalog

Tuition (subject to change)
 Full time and part-time student
 Resident: \$106 per credit hour
 Nonresident: \$304 per credit hour

Accreditation/Licensing/Approving Agency
 Western Association of Schools and Colleges
 Office of the State Approving Agency for Veteran Training

Types of Degrees/Certificates/Diplomas
 Community college certificate of competence (less than 1 year)
 Community college certificate of completion (less than 1 year)
 Community college certificate of achievement (1 year or more)
 Associate degree (2-year degree)

Accessibility to Buildings for Persons with Disabilities: Yes, 100%

Campus Map with Accessibility Features Available: Yes

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Average Enrollment Per Term

Information Not Available

[[Return to top](#)]

School and Class Schedule

When Classes Offered

Mostly day with some night classes
Some weekend classes available
Some online classes available

Type and Length of Term

2 semesters per academic year (17 week semesters)
Two 6 week summer sessions

Summer Session: Undergraduate courses offered

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Special Instructional and Alternative Credit Programs

Programs Offered

Honors Program
Study Abroad
Cooperative Education Programs
Distance Education, i.e., HITS, www, or TV courses
English as a Second Language (ESL)
Marine Option Program (MOP)
Phi Theta Kappa (PTK)
Phi Beta Lambda (PBL)

Alternative Credit Accepted

For Noncollege Sponsored Training
For College Level Examination Program (CLEP) Test
For Independent Study
For Advanced Placement (AP)Test

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Library Availability

Yes, on campus

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Programs of Study Offered

- [Accounting \(157\)](#)
- [Agriculture Production Operations, General \(062\)](#)
- [Anthropology \(582\)](#)
- [Area Studies \(111\)](#)
- [Automobile/Diesel Maintenance Repair Technologies \(278\)](#)
- [Business Management and Administration \(145\)](#)
- [Business Operations Support and Assistant Services \(158\)](#)

- Cinematography and Film/Video Production (317)
- Computer and Information Sciences (211)
- Computer Support Specialist (213)
- Continuing Education (634)
- Counseling (238)
- Digital Arts (312)
- Elementary Education and Teaching (234)
- English Language and Literature, General (451)
- Food Services/Culinary Arts (412)
- Graphic Design (318)
- Hospital and Health Care Facilities Administration/Management (377)
- Hotel/Motel Administration/Management (161)
- Liberal Arts and General Studies (611)
- Marketing and Sales (146)
- Medical Insurance Coding Specialist/Coder (160)
- Music (314)
- Oceanography (528)
- Physical Science, General (521)
- Plant and Soil Sciences (067)
- Secondary Education and Teaching (236)
- Special Education and Teaching (237)
- Tourism and Travel Services Management (162)

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Bus / Parking

Accessible on bus route

TheBus University Bus Pass Program or U-PASS is a reduced rate bus pass available to Hawaii's college students. Currently enrolled students with a valid LCC identification card may purchase this pass. Students must have registered and paid for the current semester.

Parking available

Easy to get

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School Visits

By appointment

Contact: Sheryl Higa, Recruitment Office
96 045 Ala Ike
Pearl City
Tel: 455-0553

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New Student Admissions

Admission Requirements

U.S. high school diploma or equivalent (GED) or 18 years of age or older

Alternate Admission Routes: None

Preference for Admitting Hawaii Residents: No

Early Admit

Contact: High school counselor first

Running Start

Contact: High school counselor

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Transfer Admission (In-State)

- Admission is open to transfer students
- Must be at least 18 yrs. of age or have a high school diploma or equivalent
- Transfer of credits requires a minimum D grade from within or outside the UH system. Students should request evaluation of previous college work
- Fill out Transfer Credit evaluation form
- Have official transcripts sent directly to Admissions and Records Office

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Steps for Applying (Except Summer School of 2-and 4-Year Colleges)

Items to Submit

Application Form: UH system application

Transcript: Recommended

Application Fee: \$25 nonresidents

Can Fee Be Waived? No

Personal Recommendations: No

TB/Medical Clearance: TB/Mumps Measles Rubella

Deadline: See topic 01 Introduction and Deadlines

For More Information

Contact: Admissions and Records

Tel: 455-0642

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Graduate School

None

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Housing

Off Campus Referral Office Available

Contact: Student Activities Office

Tel: 455-0208

On Campus Housing: None

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How to Apply for On-Campus Housing

Not applicable

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Average Full-Time Costs

(Subject to change)

Tuition

Resident: \$1,272 per semester/\$2,544 per year (12 credits per semester)

Nonresident: \$3,552 per semester/\$7,104 per year (12 credits per semester)

Fees

Books/Supplies

Resident and nonresident: \$488

Total Costs

Resident: \$1,300

Nonresident: \$3,676

Estimated Annual % Increase: Resident and nonresident: 5%

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Average Part-Time Costs

(Subject to change)

Tuition and Fees

Resident: \$106 per credit hour

Nonresident: \$304 per credit hour

Books/Supplies

Resident and nonresident: \$366 per 3 course (estimate)

Estimated Annual % Increase: Resident and nonresident: 5%

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Refund Policy

See current catalog or contact cashiers office at 455-0308

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Tuition Exemptions

- Active military and dependents living in Hawaii pay resident tuition rates
- Bona fide Hawaii residents participating as enlisted or commissioned personnel in the National Guard or Reserves enrolled in regular degree or certificate programs at a UH campus; must apply with their unit and be placed on their award list
- Some members of faculty and staff

Resident Tuition Rates to Persons of Hawaiian Ancestry, Regardless of Place of Residence: Yes

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Types of Financial Aid Offered

Scholarships

- State of Hawaii B Plus Scholarship
- Ruth E. Black Scholarship
- LCC Achievement Scholarship
- LCC Centennial Scholarship
- LCC International Scholarship
- LCC Pacific Islander Scholarship
- LCC High School Scholarship
- LCC Opportunity Scholarship
- Charles R. Hemmenway Scholarship
- Hawaii Veterans Memorial Fund
- Boeing Scholarship
- Second Century Scholarship

Grants

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Hawaii Student Incentive Grant (tuition waiver)
- Federal Academic Competitiveness Grant

Loans

- Federal Perkins Loan
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan

Employment

- College Work-Study
- On-Campus employment

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How to Apply for Financial Aid

Required Forms

- Free Application for Federal Student Aid (FAFSA)
- School Code Number: 004549
- Preferred Date: 04/1 for fall (for priority consideration)
- Final Deadline: Not reported

For More Information

Contact: Financial Aid Office
Tel: 455-0606

Note: Selective Service Registration is required of males ages 18-25 to receive Federal and State Student Financial Aid.

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Services for all Students

Orientation for:

New students

Transfer students

Tel: 455-0525

Email: leenso@hawaii.edu

Academic Advising

Contact: Office of Student Services, AD-208

Tel: 455-0233

Admissions & Records

Contact: Admission and Records Office, AD 220

Tel: 455-0642

Career Counseling

Career Development Center

Contact: Jonathan Wong

Tel: 455-0289

Students with Disabilities

Contact: Kris Hernandez

Tel: 455-0421 or 455-0532 (TTY/TDD)

Financial Aid

Contact: Financial Aid Office, AD-210

Tel: 455-0606

Job Placement

Contact: AD-222

Tel: 455-0240

Student Employment Service

Contact: Personnel Office, AD-121

Tel: 455-0277

Learning Center and Related Service

Contact: Beth Kupper-Herr, L-101

Tel: 455-0412

Health Care

Contact: AD-122

Tel: 455-0515

Child Care

Contact: Steve Bobolin, DA Bldg.

Tel: 455-0488

Services for Displaced Homemakers

Contact: Ann Dorado, GT 111

Tel: 455-0652

International Admissions

Contact: Becky George, BE 109

Tel: 455-0570

Services for Women
Contact: Ann Dorado, GT 111
Tel: 455-0652

Services for Veterans
Contact: Admissions and Records Office
Tel: 455-0644

English or Second Language Coordinator
Contact: Mike Sagliano, LA-220
Tel: 455-0429

Services for Students with Disabilities
Priority registration
Auxiliary aids/assistive technology
Interpreters for the deaf/hard of hearing
Tutorial service
Testing accommodations
Contact: Kris Hernandez
Tel: 455-0421 or 455-0532 (TTY/TDD)
Or: Text telephone relay service 643-8833

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Job Search Aids

Job Search Aids (JSA) provides tips and suggestions on how to seek work and apply for jobs.

FILE FEATURES: The following ten topics of information (see the end of this section for a sample JSA printout):

01 Where to Look for Jobs

Sources of job leads and agencies providing job referral and placement services. Additional resources which complement the Career Kōkua JSA information are also listed.

02 How to Fill Out a Job Application Form

Instructions and tips on how to fill out a job application form correctly

03 Sample Job Application Form

A standard application form which can be used for practice. A completed form is a handy reference.

04 Cover Letter

A sample cover letter for resumes and job applications. Included are instructions on how to prepare a cover letter.

05 How to Prepare Your Resume

Outlines the parts of a resume and provides instructions on how to prepare a resume

06 Sample Resumes

Examples of how job seekers may summarize their skills and qualifications

07 Things to Take on a Job Hunt

A list of materials applicants may need for job interviews

08 Things to Do Before the Interview

Tips on how to prepare oneself to make a good impression

09 Interviewing Hints

Helpful tips for interviews

10 After the Interview

Information on what to do after an interview and how to keep track of employment contacts

SUGGESTED USES:

Have users practice and use the techniques and tips presented in Job Search Aids through role-playing activities and/or simulated job hunting experiences.

INSTRUCTIONS

Step 1. Click on the ‘Job Strategies’ channel marker on the CK System navigation bar. You will get a menu of Job Strategies information files

>> [Home](#) :: Job Strategies ::

[Job Strategies](#)

Job Strategies provides job seeking and job keeping tips and information.

[Job Search Aids](#)

Provides tips and suggestions on how to look for and apply for jobs. The information includes job search resources, how to fill out an application form, how to write a resume and cover letter, and interviewing hints.

[Job Success](#)

Provides information about dealing with co-workers and supervisors, good job habits, how to improve yourself to reach career goals, and how to handle problems at work.

Step 2. Click on the ‘Job Search Aids’ option.

You will get a list of ten topics.

Step 3. Click on the topic you want.

The job search information will be displayed.

Step 4. Scroll through the information to read it.

Step 5. Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** the information about the job search aid.
- Click on ‘Add to Portfolio’ to **save** the JSA link to your Pono Portfolio.

>> [Home](#) :: [Job Strategies](#) :: [Job Search Aids](#) :: [Interviewing Hints](#) ::

 [Printer Friendly Version](#)

Interviewing Hints

Your interview greatly affects your chances of being hired. It is a chance to convince the interviewer that you can make a significant contribution to their organization. Given equal qualifications, the difference between a successful candidate and an unsuccessful one is the ability to interview skillfully. Some employers may initially screen applicants with telephone interviews.

An interview is an opportunity to exchange useful information. It is a chance for the employer to determine if you have the skills, background, motivation, and personal attributes to be successful in the job. Interviews also help employers know if you are motivated to do the job and if they will like working with you.

Prepare yourself to make a good impression. You may not get a second chance with that potential employer. A successful interview requires a professional and well groomed appearance and that you are pleasant, attentive, enthusiastic, and self-confident. Make sure your clothes are neat and clean and your shoes are polished and in good condition before the day of the interview. Your appearance, like your employment application, communicates your attitude about yourself and work. Always dress appropriately for the job for which you are applying. Avoid displaying anything that could take attention away from your qualifications, such as body piercing and tattoos, unless employees, managers, and clients dress in that style. In most cases, it is a good idea to dress conservatively for an interview.

Job interviews may last around 20 to 35 minutes or more. Here are some interviewing hints to help you create a favorable impression.

Before the interview:

- Get a good night's sleep to ensure your alertness and self-confidence.
- Arrive at the interview alone.
- Know the time and location of the interview and the name of the person you will be meeting.
 - Be sure to ask about parking. Have coins for metered parking, if necessary.
 - Be sure to have good quality copies of your updated resume, current names, addresses, and phone numbers of former employers, list of references, sample of your work, questions for the interview, a pen, and a notebook.
 - Be prepared to fill out a job application form if you have not already completed one.
 - Arrive for the interview five to 10 minutes early for any kind of touch ups (including breath freshener).
 - Let the receptionist know who you are, why you are there, and your appointment time. Being late and rescheduling appointments can create an unfavorable first impression.
- Put your "best foot forward" to everyone. They may be asked for an opinion of you. Initial and overall impressions based on what you do or say are important.
- Be sure you know the correct spelling and pronunciation of the interviewer's name.

During the interview:

- Greet the interviewer(s) by introducing yourself with a friendly smile, offering your hand for a handshake.
 - Be pleasant and enthusiastic and maintain eye contact to convey self-confidence, courtesy, and poise.
 - Show respect for interviewer(s) when you address them. Wait for the interviewer to offer you a seat.
- Be on guard about any nervous mannerisms.
 - Relax, be yourself, be pleasant, and maintain self-control.
 - Sit comfortably, without slouching, with legs together. Keep good posture while sitting and standing.
- Do not chew gum, eat, drink, smoke, or use heavy cologne or perfume.
 - Turn off cellular phones.

- Let the interviewer control the interview, but do participate actively.
 - Show enthusiasm and positive and serious interest in the job.
 - Listen carefully to the questions before answering. Request clarification of questions if needed.
 - Answer questions clearly, concisely, and promptly.
 - Avoid interrupting and using pidgin or slang expressions.
 - Avoid crossing arms or looking around the room.
- Do not react outwardly to questions that may offend you. After difficult questions, remain composed under pressure and use brief moments of silence to your advantage. It gives you time to think.
 - If asked about negative events of the past, stress what you learned and how you can now do a better job.
- Be responsive, businesslike, positive, and honest in your comments.
 - Never make excuses, criticize former employers and coworkers, or underestimate or overestimate your skills and experiences or mention personal problems.
- Be prepared to discuss your ability to manage time well, ability to work with others and independently, reliability, initiative, and emotional maturity. Relate your experience to the requirements of the position and the organization's needs.
- Expect many questions and possible tests for skills and aptitudes.
 - Be prepared to ask questions at the end. Ask pertinent questions to help you learn about the job. Avoid asking too many questions about salary and benefits during your first interview or questions that may put the interviewer on the spot. Leave the interviewer with a positive impression of you.
- If the interviewer does not offer you the job or say when they will call you, ask when a decision will be made.
 - Thank the employer for considering you. If you are interested in the job, let the interviewer know.
 - Be as confident in leaving as you were in arriving.

Review the following points that an interviewer should know about you after an interview. Make sure you are prepared to cover these points:

- Your abilities, interests, talents, creativity, leadership, education, and work experience
- Your past job performance
- Your career goals and reasons for making a job or career change
- Your ability to work well with others in providing customer service or as part of a team or independently (depending on job)
- Your level of self-esteem/self-image and motivation
- Your ability to follow instructions and to complete a job well and on time
- How you react to situations and your ability to adjust to changes in the work environment, work under pressure, and solve problems.

Job Success

Job Success provides information about dealing with co-workers and supervisors, good job habits, and how to handle problems at work.

FILE FEATURES: The following seven topics of information (see the end of this section for a sample printout):

21 Good Job Habits

Information on job habits to keep you employed, attitude and respect, and ways to keep your job performance at a high level

22 Dealing With Your Supervisor

Tips on how to treat your supervisor and information about their responsibilities including training, oversight, and evaluation of how well you do your job duties. Also includes information about getting a raise.

23 Dealing With Your Coworkers

Information on how to treat your coworkers with respect and good attitudes such as cooperation, courtesy and teamwork to get your job done well

24 Improving Yourself

Information on how learning takes place at work and how fellow employees, your supervisor, and trainer, who are all experts in their own fields can help you with your career goals and promotions

25 Working With Your Employer

Tips that can help you succeed in your current job and in your career goals if you know your employer's industry and organization

26 If You Have Problems

Information on what to do if your job just doesn't seem to be working out including how to assess your situation, the grievance procedure, and how to deal with harassment

27 Resources

Resources and publications with information that can help you assess your skills and goals, stay employed or transition to work after high school, college, or the military

SUGGESTED USES:

Have users practice and use the techniques and tips presented in Job Success through role-playing activities and/or simulated work experience situations.

INSTRUCTIONS

- Step 1.** Click on the ‘Job Strategies’ channel marker on the CK System navigation bar. You will get a menu of Job Strategies information files

>> [Home](#) :: Job Strategies ::

[Job Strategies](#)

Job Strategies provides job seeking and job keeping tips and information.

[Job Search Aids](#)

Provides tips and suggestions on how to look for and apply for jobs. The information includes job search resources, how to fill out an application form, how to write a resume and cover letter, and interviewing hints.

[Job Success](#)

Provides information about dealing with co-workers and supervisors, good job habits, how to improve yourself to reach career goals, and how to handle problems at work.

- Step 2.** Click on the ‘Job Success’ option. You will get the following list of topics:

>> [Home](#) :: [Job Strategies](#) :: Job Success ::

[Job Success](#)

Job Success provides information about dealing with co-workers and supervisors, good job habits, and how to handle problems at work.

[Good Job Habits](#)

Lists job habits that will keep you employed and provides information on attitude and why it is important to respect customers, coworkers, and supervisors.

[Dealing With Your Supervisor](#)

How to deal with supervisor, your responsibilities including how to assess yourself and ask for a raise.

[Dealing With Your Coworkers](#)

How to deal with your coworkers and tips for working as a team member.

[Improving Yourself](#)

Why assessing yourself, your career goals, and learning new skills are important.

[Working With Your Employer](#)

Why information about your employer's industry can help you succeed in your current job and in your career goals.

[If You Have Problems](#)

What to do if your job doesn't seem to be working out, how to resolve problems and resources for assistance.

[Resources](#)

Publications that provide information on job retention, military and school transitions, assessment, and getting along with co-workers.

Instructions (continued)

Step 3. Click on the topic you want.

The job keeping strategy information will be displayed.

Step 4. Scroll through the information to read it.

Step 5. Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** the information about the job search aid.
- Click on ‘Add to Portfolio ’ to **save** the job strategy link to your Pono Portfolio.

>> [Home](#) :: [Job Strategies](#) :: [Job Success](#) :: Good Job Habits ::

Good Job Habits

JOB HABITS TO KEEP YOU EMPLOYED

ATTITUDE AND RESPECT

Just like you, customers, coworkers, and supervisors all like to be treated well and with respect. Part of how you are treated depends on how you treat others.

Attitude

The way you approach your work and your coworkers can affect how you feel about your work and yourself. A positive attitude can make your work more enjoyable. Pleasant people generally make other people feel good. Think about a good experience you had at the bank, the movies, or the Post Office. If the server approached you with a positive attitude, you felt that you would receive good service. The server listened to you and you had a successful transaction. When you walked away, you felt satisfied. Now think about a bad experience you had. If the customer representative was rude or ignored you, you felt defensive and angry. The server could feel your hostility and got angrier himself or herself. If you had any kind of problem to resolve, the server probably exhibited hostility towards you, even though he or she "started" it. When you walked away, even if you got the result you desired, you probably were still angry.

Just as you feel anger and hostility from other people, they can feel it from you. If you feel that someone is approaching you with anger or hostility, you feel defensive. Your relations with your customers, coworkers, and supervisors will be easier if you approach them positively. You do not have to paste on a false smile to get your job done. Just be satisfied with yourself and with your job performance and that attitude will be what people feel and reflect back to you.

Respect

Treat other people just like you want them to treat you. This respect for others and their feelings will reflect back to you. Remember that you have to earn respect from others. It is not automatically given. When you are working, make sure that good ideas are credited to the people who created them. If you make a mistake, admit it. Use that mistake as a learning experience and your job skills will improve. When you are at work, you should use language that would be accepted by your mother, by your clergy, and by your favorite teacher. Make sure you observe other people's personal space and ask before you use any of their things. Unless issued as a tool to carry out your job duties, weapons are never welcomed at legitimate workplaces.

Online Postings

We live in a digital world, where photos and other content are published online for the world to see. What you might find acceptable might not be acceptable to your employer. If you think your digital photos and writings are for your eyes only, think again. Many employers access applicants' Facebook page and other social media as part of the hiring process. Some continue to check your page once you are hired. Your online postings say a lot about your judgment. It sends a bad signal to your employer if you think it is okay to post inappropriate content. These types of postings could prevent you from moving up in your company. Depending on what you post, you could even be fired. Your actions represent the organization you work for. So think twice about what you post online.

Tips for Working with Others

Here are some ideas for getting along with your fellow employees and making your work a bit easier.

- **Do a Good Job**
You will feel positive. Others will respect you.
- **Make a Good First Impression**
First impressions last for a long time in people's minds. If you make a good impression, people will think positively about you and want to work with you.
- **Respect Others**
People will respond by respecting you. You will feel good about yourself.
- **Keep a Positive Attitude**
Time will pass more pleasantly. People will be more positive towards you.

- **Admit Your Mistakes**
You will learn more and be better at your job. Others will respect you.
- **Let People Know Whose Idea It Was**
If you give credit where it is due, others will do the same for you and your good ideas.
- **Use Appropriate Language**
People will use appropriate language around you. You will feel better about yourself and your coworkers.

JOB HABITS TO KEEP YOU EMPLOYED

Working for someone else implies a contract between you and your employer. You provide skills and abilities and your employer provides pay. This is called a labor exchange. Remember that you got this job by promoting yourself as a productive worker. You have agreed to use your skills, your ability to learn, and your willingness to help your current employer succeed. You will be evaluated as an employee while you are working. The following information can help you stay gainfully employed.

- **Be Prepared for Work**
You were hired because the employer felt you had the skills and abilities needed to get the job done. You will now need to prove to your employer that he or she made the right choice in hiring you. It is important to start a new job with a good attitude and thorough preparation. One way to prepare for a new job is to list any issues or problems you have that may affect your employment. Then, list a solution to the issue or problem. Use the Problem Identification form for listing this information. Review the form and follow the steps you listed in order to be best prepared for your new job.
- **Develop Good Work Habits**
The first things that employers will look at are your job habits. Before they can assess your actual job skills, they will see how you fit into the organization. Here are some key habits to keep in mind:
 - **Be on Time**
The first thing that an employer sees about you is when you arrive at work. It is important to arrive at work when the employer has scheduled you to begin the workday. Your coworkers also rely on you to show up to work on time, whenever you are scheduled.
 - **Keep Your Employer Informed**
If you will be late or miss work, call your employer. Every workplace has people just like you. Employers will understand if you are sick or need to arrange emergency care for any child or adult in your care. They will not be as understanding if you fail to let them know why you did not show up for work or if you do not tell the truth about your absence.
 - **Work Diligently**
Make sure you provide a fair day's work for a fair day's pay. Conduct your personal business on your breaks and outside of work. Do not use work phones or computers for personal reasons.
 - **Wear the Proper Clothing**
Find out what kinds of clothes are acceptable at your work. Most employers want your clothing to be appropriate for the job and to be clean. What you wear should not impair your ability to carry out your job or interfere with your safety. Some workplaces require formal office wear (e.g., suits, ties, dresses). Some employers will provide uniforms. Some employers will be more informal. Before you wear jeans and t-shirts to work, observe what people wear during your first week of work. (This could be a good question to ask potential employers at your interview.)
 - **Work Safely**
Keep safety in mind when you are working. Develop habits on the job that will avoid accidents for you and for fellow workers.
 - **Schedule Time Off**
Arrange time off with your employer if it will be necessary to be away from work for appointments or vacation days. Employers appreciate advanced knowledge, because they can schedule someone else to cover your duties. Employers will not be happy to find out that you knew before your absence that you had to be away from work. Find out what your employer's policies are about time away from work.
 - **Don't Abuse Your Breaks**
Your employer offers break and lunch times for you and your coworkers. Find out how many breaks are offered, how long they are, and when you should be back at your work area.

- **Ask Questions**
If you do not understand something, ask for a better explanation. Employers expect new employees to ask for instructions and demonstrations. Employers would rather spend a little more time to train you than to spend a lot of time to correct errors.
 - **Find out About Workplace Rules**
Many employers have formal employment rules. These rules are often presented in employee handbooks, written policies, and procedural manuals. Get copies when you first start working and learn the rules.
 - **Leave Weapons at Home**
Most employers assume weapons at work will be used offensively against coworkers. Some employers may fire people for carrying weapons. Just the fact that you carry weapons can be used against you.
 - **Do Not Use Drugs and Alcohol at Work**
You can focus on your job duties and do them well. Your health will be better. You will not have to worry about getting caught and having a criminal record. A criminal record can eliminate you for consideration in many jobs. In addition, your employer's good name will be protected and your employer will not be legally liable for your disregard of the law.
 - **Stay Away from Problem Employees**
Some people tend to be negative about their jobs. Others may do things against the rules, waste time, or in other ways are not good workers. Spending time with these people will affect your performance. Your coworkers and supervisors may begin to see you as a problem. Be friendly, but do not socialize with people like this more than is necessary.
 - **Manage Children and Other Family Members**
Although children or other family members may be the most important part of your life, they are not the concern of an employer. Make sure that childcare arrangements are in place prior to accepting a job. If your children are in school, arrange childcare so that you do not miss work when they are ill.
 - **Be Yourself**
Be natural, friendly, and show respect to your coworkers and supervisors. Show confidence in the way you present yourself, and don't forget to smile.
 - **Be Willing to Take on Additional Responsibilities**
Try your best to do something extra when you are asked. Volunteer for tasks that allow you to learn something new.
-
- **Dealing with Your Supervisor**
All employers want their employees to succeed. Your boss or supervisor is one of the most important people at your work site. This person will help you learn your job duties and evaluate how well you do them. In general, supervisors want you to do well. Keep a positive attitude towards your supervisor. Think of your supervisor as the direct link to your employer and as your coach. This person is a resource for you. Treat them well and they should treat you well.
 - **Dealing with Your Coworkers**
Very few people work entirely alone. No matter what kind of work you do, you generally have to interact with other people, whether they are coworkers or customers. Remember to treat these people with the respect and good attitudes you would like people to show to you. Cooperation and courtesy are very good ways to get your job done well.
 - **Improving Yourself**
Your output at work depends on your skills and abilities. Like many things in life, your job will depend on what you put into it. Generally, your satisfaction (and that of your supervisor!) depends on the quality of the work you do. Keep your job interesting by improving your current skills and by learning new skills. Keep your career goals in mind. Find out the skills needed for other jobs at your place of business. You may have those skills and can apply for those jobs. If you do not currently hold those skills, pursue any opportunities that can help you develop them. This includes training provided either at school or at work.

WORKING SMART

There are many ways to keep your job performance at a high level. Think about the whole task. Break that task into separate activities. Decide which activity needs to be done first, which needs to be done second, and so on. Keep the ultimate goal of completing the whole task in mind when you are doing each individual activity.

Pay Attention

Listen to what your supervisor asks of you. If you do not understand what is requested, ask for clearer instructions. While your supervisor may be managing the job as a whole, you are responsible for your own performance. Make sure you know what is required of you before you leap into action.

Use Resources Wisely

Think about all the tasks that you have to get done and assign priorities based on the resources and abilities of your employer, your supervisor, your coworkers, and yourself. Resources include other workers, time, equipment, supplies, and energy. Sometimes working with other people can help you get your task done faster and with less effort. Sometimes you can finish the task more quickly by yourself. Learn to know the difference and be able to ask for help when it is needed.

Know Yourself

Assess your strengths and weaknesses. What can you do easily and correctly? What takes more time? Determine if training can help. Training can be formal, offered by a school or the employer's training department; or it can be informal, when you learn from your supervisor or fellow worker. Let your supervisor know if a task requires activities that you need more time to learn. This way, the time schedule can be adjusted or training can be arranged.

Community Resources

Community Resources

The Community Resources program promotes career exploration and development through a partnership of schools, agencies, businesses, and professional organizations. Through this program users are able to gain first-hand career information and experiences.

FILE FEATURES: Descriptions of organizations and businesses willing to provide career exploration and work-based learning opportunities such as:

- Career shadowing experiences
- Tours and field trips
- Speakers and participation in career fairs and other career activities
- Resource materials
- Advisors for career clubs
- Interviews with employees and employers
- Workplace mentors
- Career information and technical assistance for teachers and counselors
- Work-study, internships, and opportunities for volunteer work experiences or part-time employment
- Scholarships

The Coordinator's Section provides examples of permission forms and forms for users to evaluate their experiences, instructions on the use of the directory, tips for developing local resources, and information about career shadowing.

SUGGESTED USES:

- Use the directory to locate career speakers.
- Use these resources to plan tours and field trips for developing users' career awareness.
- Use these resources to help users locate potential mentorships.
- Have users interview the resources for first-hand information about careers.
- Have users apply for career shadowing experiences related to their career choices.
- Have users attend meetings of professional organizations related to their selected careers.

ACCESS:

Internet CK. The Community Resources Directory is located in the 'For Coordinators' section under the Resources channel of the Career Kōkua web site.

The resources are listed alphabetically. Use the List Options on the left system bar to list resources by island, by career pathway or by Career Kōkua occupational cluster.

Instructions

Step 1. Click on the ‘Resources’ channel marker on the Navigation bar. You will get a list of options.

Step 2. Click on ‘For Coordinators.’ You will get a list of options.

Step 3. Click on ‘Community Resources.’

You will get an alphabetical listing of all resources statewide. There is also a ‘List Options’ menu on the left system bar.

The screenshot shows the Career Kōkua website interface. At the top, there is a navigation bar with links for Home, Career Assessment, Career Exploration, Education and Training, Financial Aid, Job Strategies, and Resources. Below the navigation bar, there is a welcome message for the 'Career Koku Coordinator' and a user survey link. The main content area shows a list of community resources, including '291 Combat Communications Squadron-Hawaii Air National Guard, Department of Defense, State of Hawaii' under the '#0-9' category, and 'Accounting Management LLC', 'Agency on Elderly Affairs, Office of Community Assistance, County of Kauai', 'ALTRES Staffing', 'American Society of Mechanical Engineers (ASME)', 'Association of Information Technology Professionals (AITP)', and 'AT&T Wireless' under the 'A' category. The 'B' category is also visible with resources like 'Bay Clinic, Inc., The', 'Board of Water Supply, Communications Office, City and County of Honolulu', 'Bowers & Kubota Consulting', and 'Building Division, Department of Public Works, County of Hawaii'.

Step 4. Scroll through the list of resources.

Step 5. Click on the Resource name to get information about the resource.

Note: If you are not logged in, you will be prompted to enter a username and password.

The information about the resource will be displayed.

Step 6. Scroll through the information display or use the Topic menu (on the left) to go to a specific topic of information.

>> [Home](#) :: [Resources](#) :: [For Coordinators](#) :: [Community Resources](#) :: Komohana Research and Extension Center
::

 [Printer Friendly Version](#)

Contact Information

Komohana Research and Extension Center

College of Tropical Agriculture & Human Resources
University of Hawaii at Manoa
State of Hawaii
875 Komohana St.
Hilo, HI 96720

Map It

Locate this business / agency on a map. Maps provided by [Yahoo! Maps](#).

Contact: Russell T. Nagata, County Administrator
Tel: 981-5211

Description

Conduct research on agricultural including crops and livestock

Tours / Field Trips

When?

Monday - Friday
9:00 a.m. - 11:00 a.m.
12:00 p.m. – 2:30 p.m.

Time needed?

1 hour

How many per group?

12 persons maximum

What age or grade level?

Kindergarten or higher

Any restrictions?

Not responsible for liability risk

Advanced notice required?

Yes, 7 days

Guided tours provided?

Yes

Accessible to persons with disabilities?

Yes, accessible by automobile

What can be observed?

Facilities, orchards, greenhouses and livestock

Career Shadowing

Yes, apply through counselor/ teacher only one month in advance.

What occupations?

- [Agricultural Scientists](#)
- [Agricultural Technicians](#)
- [Educational Program Specialists](#)
- [Extension Agents](#)
- [Research Scientists](#)

Support Services

May provide:

Guest speakers
Extension service and subject matter handouts

Interested in:

Participating in career awareness events

One month advance notice required

Work-Based Learning

Work study experiences:

Summer science programs may be available. Types of positions available are clerical, agriculture extension and research, and HRD extension positions.

Volunteer work experiences:

May be available; contact faculty or farm managers

Part-time jobs:

Positions may be available depending on funding

Other Occupations at This Business / Agency

- [Business, Management and Administration](#)
- [Human Services](#)

[[Return to top](#)]

Activities

The Career Kōkua Activities Handbook provides activities developed by Career Kōkua, Career Information Systems, site coordinators, and other user site personnel for the implementation and integration of career information into on-going curriculum and services. Reproductive rights are granted for all activities in the Handbook for distribution to users. User sites are encouraged to adapt the activities for their particular needs.

FILE FEATURES:

- Activities
- Lesson Plans
- Worksheets
- Tips, ideas, and suggestions for Career Kōkua program implementation and integration into ongoing curriculum and career services

The activities are grouped by the three domains of the National Career Development Guidelines (NCDG) which are

- Personal Social Development (PS),
- Educational Achievement and Lifelong Learning (ED), and
- Career Management (CM).

The NCDG is a framework for thinking about the knowledge and skills young people and adults need to manage their careers effectively, from decisions about school to that first job and beyond.

To support the framework, the Career Kōkua provides career development activities and resources for youth and adults that are linked to the NCDG goals, stages, and indicators. One additional section contains activities adapted from the Waipahu Community School Career Counseling Program for Adults.

See page 4 for a sample activity and lesson plan.

SUGGESTED USES:

- Select an activity for the career development concept or phase you want to address or accomplish for your users.
- Select an activity to prepare students or users prior to their use of Career Kōkua.
- Select an activity as a follow-up or supplement for students or clients after using Career Kōkua.

ACCESS: The activities are provided in the Activities Handbook binder and in the ‘For Coordinators’ section under the Resources channel of the Career Kōkua web site.

A Master Index identifies each activity, the time required for the activity, group or individualized use, grade/age level, and related subject areas.

The Handbook is provided in a loose leaf format so that activities can be conveniently removed for duplication and so that new activities can be added.

INSTRUCTIONS

Step 1. Click on the ‘Resources’ channel marker on the Navigation bar. You will get a list of options.

Step 2. Click on ‘For Coordinators.’

Step 3. Click on ‘Activities Handbook.’

You will get an alphabetical listing of the activities. There is also a ‘List Options’ menu on the left if you would like to list the activities by the National Career Development Guidelines domain.

Step 4. Scroll through the list of activities.

Step 5. Click on an Activity title to get the lesson plan and worksheets, if any, for the activity.

The activity script and lesson plan will be displayed.

Step 6. Scroll through the activity information.

Step 7. Click on ‘Printer Friendly Version’ to print the activity lesson plan.

Step 8. Click on and print on the worksheets listed under ‘Props/Equipment.’



ACTIVITY SPOTLIGHT

NO. CM-55

TITLE: WRITING A SKILL-RELATED RESUME

PLAYWRIGHT: Violet Cooper
Linn-Benton Community College Oregon

THEME: To acquaint the user with the skills required for an occupation and to have the user state the extent to which he or she possesses these skills.

AUDIENCE: Grade 7 and above

TIME: 2-3 hours

PROPS/EQUIPMENT:

- Internet Career Kōkua

SCRIPT:

1. Each user should choose an occupation from the Career Kōkua Occupations file.
2. From the occupational duties have the user list all of the verbs and/or verb phrases that serve to describe what a person does in that occupation. For example, architects prepare reports that include materials, equipment, estimated costs, environmental impact, energy efficiency, and construction time, discuss with clients the needs and budgets for buildings, create designs that meet safety and environmental regulations, use new design rules to decrease the environmental impact of new buildings, calculate energy use of building designs, design systems for buildings to use less water and energy, work with engineers, drafters, and others to prepare final detailed construction drawings and models.; etc.
3. For each verb selected, the user will write a paragraph on his or her ability to perform those tasks. For example, "I have skill in drafting and artistic ability, enabling me to produce sketches which are technically correct and aesthetically pleasing."
4. Have the user write a resume or a statement to go with a job application in which the user includes the paragraphs on his or her skills.

Site Coordination

Career Kōkua Standards.....	2
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User Survey	5
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Kōkua Report.....	8

Career Kōkua Standards

- A. Career Kōkua should be incorporated into ongoing courses and counseling services for optimum utilization of the system. While appropriate professional or paraprofessional assistance should be made available to clients who are initially accessing the system, independent access can occur after clients become familiar with the system. Career Kōkua staff can assist with the planning and implementation of this integration.
- B. In-service of staff is a prerequisite to the use of Career Kōkua. Effective use requires an understanding of system components, information sources and uses, mechanics of system use, and system applications within the particular setting. Staff who use or are responsible for the use of Career Kōkua shall attend an orientation training program which has been approved by Career Kōkua.

The Career Kōkua staff will make available initial training for the coordinator and any necessary follow-up training and services to facilitate efficient system use at the site. This training shall include system materials in a Notebook for the coordinator, assistance with interpretation of evaluation, and assistance with the development of plans to integrate Career Kōkua into existing programs. Follow-up shall be conducted on a regular basis as practicable for the site. The Coordinator Notebook and Activities Handbook serve as tools to incorporate Career Kōkua into ongoing curriculum and counseling services.

- C. Current local career information is the heart of Career Kōkua. Providing inaccurate or outdated information is a serious misuse of the system and a disservice to users.
- D. Delivery modes continue to be modified and new applications may be tested. Experimentation is thus encouraged if it is conducted with appropriate evaluation and approval of Career Kōkua. These standards have proven to be essential for optimal and effective use of systems like Career Kōkua. Therefore, unless other arrangements are made in advance with Career Kōkua for deviations from these standards, user sites shall follow them in their implementation of Career Kōkua.
- E. Hawai‘i State Agency Subscribers have priority for state-funded system resources. Other Government and Non-Profit Agencies in Hawai‘i have second priority. Third priority is given to Private-for-Profit agencies in Hawai‘i and to other Pacific Island schools and agencies.

SELECTION and ROLE of SITE COORDINATOR

Very important in the implementation of any program or system is the selection of a key person to handle the necessary coordination tasks. Career Kōkua requires coordination by someone in the school or agency whose interests and training complement career guidance. Most often, this person is one of the school's or agency's counseling staff that has the assigned responsibilities of career planning information and services.

Although the degree of responsibility may vary with each of the following activities, each is important to the Career Kōkua System's proper start and successful continuation. The role of the local site coordinator includes the following:

1. Notify Career Kōkua of the site's intent to lease the program and assist with the necessary budgetary and invoicing procedures to financially support site use of Career Kōkua.
2. Develop and implement a plan whereby the system can be made available most effectively to serve the guidance and career information needs of all students or clients for whom it is intended and to ensure worthwhile career exploration opportunities for all users.
3. Provide professional and/or paraprofessional assistance to users accessing Career Kōkua, including interpretive services for non-English speaking users and accommodations for users with disabilities.
4. Serve as the liaison between Career Kōkua and the user site. This link is essential for Career Kōkua to provide effective support services to the site.
5. Develop a thorough familiarity with the Career Kōkua System.
6. Designate an accessible adequate area for the use of Career Kōkua at the site; obtain and maintain adequate equipment and supplies.
7. Allow time to schedule and attend initial and provide follow-up in-service trainings for all staff assisting in the implementation of Career Kōkua at the site.
8. Protect the integrity of the Internet Career Kōkua username and passwords for the user site by allowing access to authorized staff, students, and clientele only. The site coordinator username and password is for authorized staff only for access to user and student reports.
9. Be responsible for monitoring and evaluating system use at the user site, including maintaining adequate and timely evaluation records of Career Kōkua use; retrieval of computer Statistical Reports; the distribution and collection of user surveys and their return to Career Kōkua.
10. Acquire an understanding of how the Career Kōkua components work together as a system and how they should be used in various combinations for various purposes.
11. Inform Career Kōkua of problems encountered in the use of the System and suggest improvements.
12. Provide manual users with copies of the information requested. Career Kōkua materials may not be duplicated for other purposes without prior written request and approval from Career Kōkua.

SYSTEM EVALUATION

Evaluation of a program's effectiveness, desirability, services, and materials are necessary for the program to refine itself to meet changing user needs and to validate the need for the continuation of services to users. An evaluation system provides a channel for input from users and should be implemented on a continuing basis. User Surveys provide a mechanism to assess user satisfaction and system effectiveness. The Kōkua Report provides a mechanism for site coordinators and other site personnel to suggest improvements and report system "bugs." Computer Statistical Reports provide a means for assessing sites' computer usage. Site Coordinator Surveys are conducted on a regular basis to provide Career Kōkua staff with input from user site personnel.

User Survey

Provides feedback from the end user on the usefulness of the Career Kōkua information, the ease of use of the system, and assistance to the user with career decision making. There are two options for the completion of a User Survey - paper or on the computer.

Statistical Report

Provides information on the usage of the Career Kōkua program including usage of the assessments and accesses to the various program modules and information files.

Kōkua Report

Provides feedback from the site coordinator and other user site personnel on any problems, "bugs," or suggestions for improvement.

Site Coordinator Survey

Provides information on the usefulness and importance of the various information files, delivery modes, and software programs. (A sample survey is not included in this Notebook as modifications are made to the survey questions each year.)



School/Agency: _____

2013 - 2014 Career Kōkua User Survey

Career Kōkua provides information about occupations and related educational programs for career decision-making. Please check the responses that most closely match how you feel and provide your comments.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. I liked using Career Kōkua. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Career Kōkua provided the information I wanted. <i>If <u>not</u>, what kind of information did you want?</i> _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Career Kōkua is easy to use. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I learned something about myself while using Career Kōkua. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Career Kōkua provided me with possible career options. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. After using Career Kōkua I became more interested in career activities. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. What I've learned from Career Kōkua will help me make career decisions. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Career Kōkua is a worthwhile program. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comments: _____

MAHALO!

On-Line User Survey

The On-Line User Survey provides instantaneous feedback from the user on the usefulness of the career information and the ease of use of the system. The User Survey on Internet CK is the same User Survey distributed to users after using the computer. Completing the on-line Survey provides reliable feedback about Career Kōkua because the user has just experienced using the Career Kōkua program. And, it only takes a couple of minutes!

ON-LINE USER SURVEY INSTRUCTIONS

Step 1. Click on ‘User Survey’ button on the User Options Bar below the Navigation Bar.

You will get the User Survey questions.

Step 2. Go to Question 1 and click on the ‘Select One’ drop down menu.

Step 3. Click on the response that best matches how you feel about the statement.

Step 4. To type a comment about that particular Survey question, go to the ‘Comments’ text box and type in your comments.

Step 5. Repeat Steps 2 through 4 for survey questions 2 through 8.

User Survey Instructions (continued)

Step 6. For general comments about the Career Kōkua program, go to the ‘General Comments’ text box and type in your comments

Step 7. Click on the ‘Submit’ button to process your User Survey responses.

Kōkua Report

DATE:	NAME/SITE:	REC'D AT CK BY:
<p>DESCRIPTION OF PROBLEM(S) AND/OR SUGGESTION(S): (Please be specific and identify the file or program, duration of problem, etc.)</p>		

2013-2014

Parent Resources

Parent resources provide information for parents to help with their children's career development and planning. Parent involvement can increase success in career decision making. With a little preparation and encouragement parents can make the difference between hit and miss career choices and informed choices that reflect their children's skills and interests. The information in this module provides planning tips for parents and students.

FILE FEATURES:

- ▶ **Parent's Guide to Career Planning for Middle and High School Students**
Provides information to parents to help with their children's career development and planning by grade level.
- ▶ **Parent's Guide to Financial Aid**
Provides information on sources of financial aid, where to get financial aid information, and answers to some frequently asked questions about financial aid.
- ▶ **Parent Involvement Guide**
Provides parents with information and resources to help their children succeed. It also serves career development professionals by showing them how to involve parents in career decision-making and educational planning from the earliest stages of their child's development. Professionals such as school administrators, teachers and counselors who work with children and their parents can use this Guide to strengthen ties between school and home. (see page 4)

SUGGESTED USES:

- Parents can use the Guide to Career Planning for Middle and High School Students to learn about their children's career development and what kinds of planning should take place by grade level.
- Parents can get information on sources of financial aid, where to get financial aid information, and answers to some frequently asked questions about financial aid from the Guide to Financial Aid
- The Parent Involvement Guide can be used for the following:
 - The 'Starting Young' information to help young children learn, develop skills and see the connections between school and adult life.
 - The 'School Success' information to find out what they can do to help their children succeed at school.
 - The 'Career Exploration' information to work with their children to translate their natural talents and interests into possible careers.
 - The 'Beyond High School' information to help their older children prepare for additional education or training after high school that leads to interesting, well-paying careers.
 - Parents of 'Children with Special Needs' can use this topic of information to make sure their children get the quality education to which they are entitled by law.

ACCESS: The Parent Resources are located in the 'For Parents' module under the Resources channel of the Career Kōkua web site.

INSTRUCTIONS

- Step 1.** Click on the ‘Resources’ channel marker on the Navigation bar. You will get a list of options.
- Step 2.** Click on ‘For Parents.’
- Step 3.** Click on the section of information that you want.
You will either get the information requested or more topics of information to select.
- Step 4.** Scroll through the list of topics.
- Step 5.** Click on a topic to get the information.

>> [Home](#) :: [Resources](#) :: [For Parents](#) :: [Parent Involvement Guide](#) ::

Parent Involvement Guide

Help your children do well in school, make the most of their talents and interests, and get the education and skills they need for college and work.

Parent Involvement Guide

The information in this Parent Involvement Guide is being provided to parents who want to help their children with career development. The information is grouped under five topic areas:

- [Starting Young](#)
- [School Success](#)
- [Career Exploration](#)
- [Beyond High School](#)
- [Children with Special Needs](#)



All resources in this Parent Involvement Guide support *No Child Left Behind* (NCLB), the education reform legislation signed into law by President Bush in 2002.

Starting Young

Help young children learn, develop skills and see the connections between school and adult life.

- [Help Your Child Discover the World of Work](#)
Your child can start to see the connections between school and work even when he or she is very young.
- [Helping Your Child Succeed in School: A Parent's Guide to Elementary School Success](#)
There are many things parents can do to help their young children do well in elementary school.
- [Is Your Child Ready for Elementary School?](#)
Help your young child explore learning and develop skills that will prepare him or her for elementary school.

School Success

Find out what you can do to help your children succeed at school.

- [Discovering Your Child's Preferred Learning Style](#)
You can help your child learn by working with his or her preferred learning style.
- [Parent Involvement = Student Success](#)
Research shows that students get better grades, behave better, and have a better chance of graduating from high school when their parents are involved in their schooling.
- [Homework Tips and Study Skills](#)
Homework helps your child focus on classroom learning and develop lifelong study and concentration skills.
- [Is Your Child Ready For Middle School?](#)
Help your child rise to the challenges and opportunities of middle school.
- [Is Your Child Ready for High School?](#)
With some advance planning, you can make sure your child is fully prepared for high school.
- [What Classes Should My Child Take in Middle and High School?](#)
Your child's class schedule in middle and high school can greatly influence his or her success in college and the workplace.

Career Exploration

Work with your children to translate their natural talents and interests into possible careers.

- [Help Your Child Identify Interests](#)
Parents can help their children identify and pursue interests as the first step in career exploration.
- [Help Your Child Make Career Decisions](#)
Parents can help their children make sound career decisions based on solid information about what it takes to pursue a particular career path.

- [Why Should My Child Explore Careers?](#)
Parents can help their children gain the advantages of advance planning through career exploration activities.
- [Work Experience Options for High School Students](#)
Find out how students can explore work and careers through hands-on work experiences while still in high school.

Beyond High School

Help older children prepare for additional education or training after high school that leads to an interesting, well-paying career.

- [What Should My Child Do after High School](#)
Your child has a better chance of succeeding in education or training after high school if she or he has a plan. [PDF]
- [Financial Aid Resources for Post-High School Education](#)
Create a sound plan for financing education after high school with scholarships, grants, loans and work-study. [PDF]
- [Finding the Right College](#)
Help your child identify needs, obtain information, explore options and ask plenty of questions before choosing a college.

Children with Special Needs

You can make sure your children with special needs get the quality education to which they are entitled by law.

- [Individualized Education Programs \(IEPs\) and Academic Success](#)
Federal law guarantees your special needs child an Individual Education Plan to help him or her achieve in school.
- [Communicating with Your Child's School and IEP Team](#)
Communication is key to ensuring that your child gets the most from his or her IEP.
- [Transition Services: Moving from High School to Further Education and Work](#)
You and your child can plan for the transition to adult life with the help of your child's IEP team.
- [Financial Aid for Post High School Options](#)
Financial aid and other services are available to help your special needs child attend college and do well once there.

Links

- [Career Voyages](#)
- [Center for Parent Leadership](#)
- [Great Schools.net](#)
- [National Coalition for Parent Involvement in Education \(NCPIE\)](#)



School/Agency: _____

2013 - 2014 Career Kōkua User Survey

Career Kōkua provides information about occupations and related educational programs for career decision-making. Please check the responses that most closely match how you feel and provide your comments.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I liked using Career Kōkua. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Career Kōkua provided the information I wanted. <i>If not, what kind of information did you want?</i> _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Career Kōkua is easy to use. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I learned something about myself while using Career Kōkua. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Career Kōkua provided me with possible career options. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. After using Career Kōkua I became more interested in career activities. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. What I've learned from Career Kōkua will help me make career decisions. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Career Kōkua is a worthwhile program. Comments: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comments: _____

MAHALO!

 **Career Kōkua TRAINING EVALUATION**

School/Agency: _____ Date: _____

1. Please rate the following:	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>NA</u>
a. Overall the training was . . .	<input type="checkbox"/>				
b. Trainer(s)	<input type="checkbox"/>				
c. Workshop objectives were met.	<input type="checkbox"/>				
d. Career Assessments	<input type="checkbox"/>				
e. Information Files	<input type="checkbox"/>				
f. Resources/Site Coordination	<input type="checkbox"/>				

2. What was the **strongest** feature of the training? _____

3. What was the **weakest** feature of the training? _____

4. What types of follow-up or training would you like? (√ all that apply)
- a. Further training on Access Strategies(please specify) _____

 - b. Further training on Information Files (please specify) _____

 - c. Logistics of implementation
 - d. Various user activities (please specify) _____

 - e. Further training on Career Kōkua
 - f. Other training (please specify) _____

5. To help us plan future training, please answer the following:
- a. How often will you access Career Kōkua? _____
 - b. How will you use Career Kōkua with your students/clients? one-on-one assistance provided
 in a classroom/group setting student/client self-service (no assistance provided)

6. Comments and Suggestions: _____

