

# Arizona Career and Educational Guide



...a plan for your future



Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction

## Welcome to the 4<sup>th</sup> edition of the *Arizona Career and Educational Guide!*

The *Arizona Career and Educational Guide* was developed to assist students with making informed choices about careers, training, and postsecondary education. Many sources of information were used to produce this working guide. We want to thank the Delaware Career Resource Network for providing the template to develop the first *Arizona Career and Educational Guide* in 2002.

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The *Arizona Career and Educational Guide* can be downloaded from the Arizona Department of Education Counselor web-page: [www.ade.az.gov/cte](http://www.ade.az.gov/cte). You can make reproducible copies of the pages you would like to use with students or clients. Additionally, a teacher's guide is available to enhance this guide with supplemental activities for use in the classroom. It is our desire that you will find these resource materials helpful in guiding Arizona students in making the important decisions in their lives.

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Welcome to the Fourth edition of the *Arizona Career & Educational Guide!* We will take you step by step through your career adventure as you learn about yourself, the world of work, making career decisions, and how to reach your goals.

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## Who Am I?

### Who Am I?

Likes

Work Style

Aptitudes

Personality ?

Dislikes

This section deals with who you are as a person: your likes and dislikes, your work style preference, and your personality type. This self assessment is the important first step and the foundation of your overall career path. When finished, you will have a good idea of the kind of work you might enjoy.

# What are My Career Interests?

Your likes and dislikes are extremely important in your career planning. They will supply you with ideas of what types of work will suit you best. The statements that follow will help you answer the question, "What do I like the best?" Circle the numbers that best describe you.

1. I'd rather make something than read a book.
2. I enjoy problem-solving games and working at puzzles.
3. I like helping other people when they need it.
4. I enjoy learning about new topics by reading about them.
5. I like working with my hands.
6. I like being the leader in a group of people.
7. I prefer to know all the facts before I tackle a problem.
8. I like to take care of other people.
9. I enjoy designing, inventing and creating things.
10. I enjoy expressing myself through art, music, or writing.
11. I would like a job where I could deal with people all day.
12. I like working with materials and equipment.
13. I enjoy learning new facts and ideas.
14. I find cooperating with others comes naturally to me.
15. I like finding out how things work by taking them apart.
16. I would choose working with things rather than working with people.
17. I can usually persuade people to do things my way.
18. I enjoy building and repairing things.
19. I enjoy the research part of my projects.
20. I like interacting with people.
21. I enjoy thinking up different ideas and ways to do things.
22. I like hearing other people's opinions.
23. I enjoy learning how to use different tools.
24. I find it easy to follow written instructions.

## What numbers did you circle?

Circle the same numbers in the three groups below.

1,5,9,12,15,16,18,23

You're a **hands-on person**. You enjoy using tools and machines, making objects with your hands, maintaining and fixing equipment and finding out how things work.

3,6,8,11,14,17,20,22

You're a **people person**. You enjoy caring for and helping others, persuading people, working as part of a team, and leading and supervising others.

2,4,7,10,13,19,21,24

You're an **information person**. You enjoy expressing yourself through writing, music, or art, doing experiments or researching, solving puzzles and problems, and studying and reading.

## How did you do?

The group with the most circled numbers indicates the area of your strongest interests.

The group with the second-most circled numbers is an area that you find interesting, although its attraction for you is not as strong.

## To sum up:

### My area of strongest interest is:

- Hands-On Activities
- Working with People
- Working with Information/Data

### My second area of interest is:

- Hands-On Activities
- Working with People
- Working with Information/Data

Now that you know your areas of interest, you can find a good match between you and the world of work.

## Your Skills

Employers are looking for someone with:

- √ Good communication skills
- √ Positive attitude
- √ Flexibility and adaptability
- √ High standards of performance
- √ Good work ethic
- √ Acceptance of responsibility
- √ Productivity
- √ Honesty and reliability
- √ Willingness to keep learning
- √ Ability to analyze and evaluate
- √ Teamwork

Employers may ask:

- √ Have you received any awards?
- √ Do you participate in sports?
- √ Do you babysit?
- √ Do you volunteer in a library, hospital, or church?
- √ Which classes are your favorites?
- √ Which classes are easy? Hard?
- √ What activities do you enjoy?
- √ Do you like puzzles?
- √ Do you like to organize?
- √ What are your strengths?
- √ What are your weaknesses?

### You and the World of Work

Look at the next pages. Each page provides occupations within a specific area of career interest: ***hands-on activities***, ***working with people***, or ***working with information***.

Within each page, you'll find occupations listed according to ***work styles***. A work style refers to how you prefer to work. For example, maybe you enjoy having to be creative in your work, or perhaps you're a "take charge" person and like to lead projects. You may find more than one work style appealing. That's okay.

Because there are many aspects to your personality, a variety of work styles and occupations will appeal to you.

After investigating circle the occupations that interest you the most.

Throughout our lifetime, we are adding to our "experience" by participating in many activities. When assessing your own personal accomplishments, it's important to look at ***everything*** you've done.

***All*** experience counts.

## Am I a 'Hands-On' Person?

There are many occupations in the world of work for people who have a knack for using tools and machines or are curious about how things work, and like to build, operate, maintain, or repair equipment. Here are many "Hands-On" occupations grouped according to work styles. Check the work styles that suit you best. Circle the occupations that interest you.

### Work Style:

#### Person who likes to take charge and manage projects.

Aircraft inspector  
Biologist  
Central control & process operator  
Chef or specialist chef  
Computer programmer  
Conductor  
Conservator  
Construction trades supervisor  
Farmer and farm manager  
Film editor  
Home builder  
Industrial pharmacist  
Machinist  
Mechanics or repair supervisor  
Patternmaker:  
textile, leather, fur  
Photography director  
Pilot  
Production supervisor  
Software engineer  
Theater designer

### Work Style:

#### Person who is sociable and likes to work with others.

Agricultural specialist  
Audio prosthetist  
Bus or streetcar driver  
Chinese medical practitioner  
Clinical medical specialist  
Delivery driver  
Homeopath  
Landscape architect

Optometrist  
Parts clerk  
Physician and surgeon  
Physiotherapist  
Psychiatric nurse  
Radio operator  
Scalp treatment specialist  
Secretary  
Sports instructor or coach  
Taxi driver  
Telephone operator  
Urban or land use planner

### Work Style:

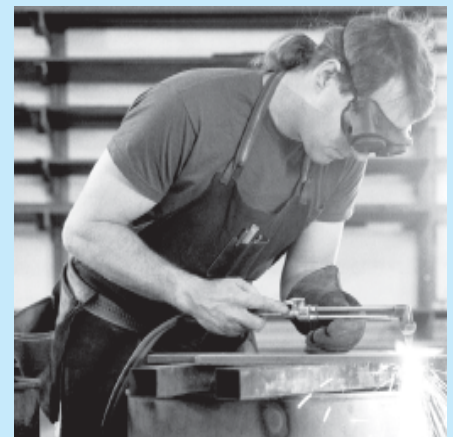
#### Person who enjoys challenges that make you look for different ways to solve problems.

Applied chemical technologist  
Astronomer  
Biolog./agric./food technician  
Boilermaker  
Chemical technologist  
Computer hardware engineer  
Dentist  
Electrical/electronic engineer  
Industrial designer  
Interior designer  
Licensed practical nurse  
Medical assistant  
Painter  
Photographic technician  
Physician and surgeon  
Physicist  
Registered nurse  
Sculptor  
Sheet metal worker  
Veterinarian

### Work Style:

#### Person who is orderly and likes to follow clear rules and guidelines.

Automobile body repairer  
Automobile mechanic  
Bus driver  
Carpenter  
Cook  
Data entry keyer  
EEG technician  
Electrician  
Electronics assembler  
General office clerk  
Heating/AC/refrigeration mechanic  
Heavy-duty equipment mechanic  
Industrial truck driver  
Landscape and grounds-keeper  
Machinist  
Maid and housekeeper  
Painter and paperhanger  
Plumber  
Tool and die maker  
Welder



## Am I a 'People' Person?

There are many occupations in the world of work for people who enjoy being with others and exercising people skills such as caring, helping, advising, persuading, and cooperating. Here are many "People" occupations that are grouped according to work styles. Find the work styles that suit you best, and circle the occupations that interest you.

### Work Style:

**Person who enjoys being responsible and organizing and managing events.**

Clergy  
Elementary school teacher  
Employment counselor  
Food service manager  
Funeral director  
High school teacher  
Human resource manager  
Insurance sales agent  
Judge  
Medicine and health service manager  
Public health nurse  
Recreation worker  
Retail salesperson  
Sales manager  
Secondary school teacher  
Social worker  
Sports coach  
Telemarketer  
Training/labor relations personnel  
Vocational education teacher

### Work Style:

**You like working with your hands and making things.**

Art instructor or teacher  
Audiologist  
Biomedical engineer  
Dental hygienist  
Dentist  
Flying instructor  
Help desk software specialist

Home health aide  
Horticulturist  
Industrial engineer  
Instructor of the disabled  
Mech. engineering technologist  
Metallurgist  
Meteorologist  
Osteopath  
Petroleum engineer  
Prosthetist  
Residential homebuilder/renovator  
Specialist in surgery  
Survey technologist

### Work Style:

**Person who's creative and likes to try new ways to do things.**

Actuary  
Advertising consultant  
Architect  
Archivist  
Artist  
Family counselor  
Forestry professional  
Lawyer  
Guidance counselor  
Medical laboratory technologist  
Microbiologist/molecular biologist  
Naturopath  
Nursing consultant  
Recreational therapist  
Sales manager  
Social worker  
Sports instructor and coach  
Speechwriter  
University professor  
Film, TV, or radio producer

### Work Style:

**Person who's good with details and likes to follow specific instructions.**

Bartender  
Cashier  
Child care worker  
Chiropractor  
Construction estimator  
Counter and rental clerk  
Dental hygienist  
Fast food cook  
Financial manager  
Food preparation worker  
Hairdresser and cosmetologist  
Health care manager  
Human resources specialist  
Insurance manager  
Occupational therapist  
Police patrol officer  
Psychiatric nurse  
Restaurant cook  
Sports scout  
Waiter and waitress





## Am I an 'Information' Person?

There are many occupations in the world of work for people who have the ability to find, classify, organize, and explain information in ways that help others understand it. Here are many "Information" occupations grouped according to work styles. Check the work styles that suit you best, and circle the occupations that interest you.

### Work Style:

#### Like making decisions and leading others.

Administrative service manager  
Clerical supervisor  
Credit manager  
Engineering manager  
Executive housekeeper  
Financial manager  
General manager  
Geographer  
Information systems manager  
Landscaping contractor  
Marketing and public relations mgr  
Production manager  
Registrar  
Retail trade supervisor  
School principal  
Sports program manager

### Work Style:

#### Enjoys fixing things and working with equipment.

Aerial survey technologist  
Cabinet maker  
Cable TV maintenance technician  
Computer operator  
Computer programmer  
Desktop publishing operator  
Electrical/electronics engineer  
Machinist  
Motor vehicle mechanic  
Musician  
Power system electrician  
Sheet metal worker

Systems analyst  
Telecommunication line worker  
Waste plant operator  
Watch repairer

### Work Style:

#### Likes thinking up new ideas.

Anthropologist  
Chemist  
Civil engineer  
Designer  
Electrical mechanic  
Environmental reporter  
Geologist  
Graphic designer  
Historian  
Marketing consultant  
Materials scientist  
Mathematician  
Recreational vehicle repairer  
Social survey researcher  
Soil scientist  
Writer

### Work Style:

#### When you work, you like to take things one step at a time.

Accountant and auditor  
Adjustment clerk  
Baker  
Bookkeeper  
Credit analyst  
Dietary technician

HVAC mechanic  
Lawyer  
Loan officer  
Payroll clerk  
Personnel specialist  
Private investigator  
Purchasing agent  
Real estate manager  
Shipping and receiving clerk  
Statistician  
Toxicologist

### Work Style:

#### Enjoys working with others.

Bookkeeping/accounting clerk  
Business software analyst  
General office clerk  
Graphic designer or illustrator  
Legal secretary  
Librarian  
Loan officer  
Host/hostess  
Medical secretary  
Paralegal  
Personnel officer  
Psychologist  
Public relations manager  
Real estate agent/salesperson  
Receptionist/information clerk  
Speech-language pathologist



## What is My Personality Type?

An additional way to understand yourself is to look at your personality type in relation to your interest areas and work style. Are you Realistic? Enterprising? Investigative? Conventional? Artistic? Social? Dr. John Holland theorizes that people and work environments can be loosely classified into these six different groups.

### REALISTIC

“Doers”

#### ARE YOU...

practical	athletic
frank	mechanical
a nature lover	thrifty
curious	stable
concrete	reserved
self-controlled	ambitious
systematic	persistent

#### CAN YOU...

fix electrical things  
solve electrical problems  
pitch a tent  
play a sport  
read a blueprint  
plant a garden  
operate tools & machinery

#### DO YOU LIKE TO...

tinker with machines/  
vehicles  
work outdoors  
be physically active  
use your hands  
build things  
tend/train animals  
work on electronic equipment

### INVESTIGATIVE

“Thinkers”

#### ARE YOU...

inquisitive	analytical
scientific	observant
precise	scholarly
cautious	curious
self-confident	introspective
reserved	broadminded
independent	logical

#### CAN YOU...

think abstractly  
solve math problems  
understand scientific theories  
do complex calculations  
use a microscope or computer  
interpret formulas

#### DO YOU LIKE TO...

explore a variety of ideas  
use computers  
work independently  
perform lab experiments  
read scientific or technical  
journals  
analyze data  
deal with abstractions  
do research

### ARTISTIC

“Creators”

#### ARE YOU...

creative	intuitive
imaginative	innovative
unconventional	emotional
independent	expressive
original	impulsive
sensitive	open
complicated	idealistic
nonconforming	

#### CAN YOU...

sketch, draw, paint  
play a musical instrument  
write stories, poetry, music  
sing, act, dance  
design fashions or interiors

#### DO YOU LIKE TO...

attend concerts, theaters, art  
exhibits  
read fiction, plays, and poetry  
work on crafts  
take photographs  
express yourself creatively  
deal with ambiguous ideas

Most people are a combination of two or three of the Holland interest areas. These two or three letters become your “Holland Code.” For example, if you resemble the Realistic type most, then the Enterprising type somewhat less, and the Social type even less, your Holland code would be “RES.” In our Arizona Career Matrix, we have indicated a three-letter Holland Code for each of our “best bet” occupations to assist you in choosing occupations to match your career interests.

# S

## SOCIAL

“Helpers”

### ARE YOU . . .

friendly	helpful
idealistic	insightful
outgoing	understanding
cooperative	generous
responsible	forgiving
patient	empathetic
kind	persuasive

### CAN YOU . . .

teach/train others  
 express yourself clearly  
 lead a group discussion  
 mediate disputes  
 plan and supervise an activity  
 cooperate well with others

### DO YOU LIKE TO . . .

work in groups  
 help people with problems  
 participate in meetings  
 do volunteer work  
 work with young people  
 play team sports  
 serve others

# E

## ENTERPRISING

“Persuaders”

### ARE YOU . . .

self-confident	assertive
sociable	persuasive
enthusiastic	energetic
adventurous	popular
impulsive	ambitious
inquisitive	agreeable
talkative	extroverted
spontaneous	optimistic

### CAN YOU . . .

initiate projects  
 convince people to do things your way  
 sell things or promote ideas  
 give talks or speeches  
 lead a group  
 persuade others

### DO YOU LIKE TO . . .

make decisions affecting others  
 be elected to office  
 win a leadership or sales award  
 start your own service or business  
 campaign politically  
 meet important people  
 have power or status

# C

## CONVENTIONAL

“Organizers”

### ARE YOU . . .

well-organized	accurate
methodical	polite
conscientious	efficient
conforming	orderly
practical	thrifty
systematic	structured
ambitious	obedient
persistent	

### CAN YOU . . .

work well within a system  
 do a lot of paper work in a short time  
 keep accurate records  
 use a computer  
 write effective business letters

### DO YOU LIKE TO . . .

work with numbers  
 type  
 be responsible for details  
 collect or organize things  
 follow clearly defined procedures  
 use data processing equipment

## Workplace Characteristics

These skills can be used in almost every workplace situation. They will help you get work, keep work, and progress in your careers. Use this exercise to identify your areas of strength as well as those skills that need more development.

### Can Needs Do Work

#### Communications Skills

- |       |       |  |
|-------|-------|--|
| _____ | _____ | I speak clearly.                                 |
| _____ | _____ | I know how to explain my ideas to others.        |
| _____ | _____ | I ask appropriate questions.                     |
| _____ | _____ | I know how to seek help when I need it.          |
| _____ | _____ | I write letters and reports well.                |
| _____ | _____ | I'm a good listener.                             |
| _____ | _____ | I'm able to interpret written instructions well. |

#### Thinking Skills

- |       |       |  |
|-------|-------|--|
| _____ | _____ | I think about issues clearly.                            |
| _____ | _____ | I evaluate situations logically.                         |
| _____ | _____ | I reason well and make objective judgments.              |
| _____ | _____ | I know how to make informed decisions.                   |
| _____ | _____ | I know how to evaluate risk.                             |
| _____ | _____ | I understand and solve problems using basic mathematics. |
| _____ | _____ | I know how to use technology effectively.                |

#### Organizational Skills

- |       |       |   |
|-------|-------|---|
| _____ | _____ | I have the ability to set goals in my work and personal life. |
| _____ | _____ | I complete work on time.                                      |
| _____ | _____ | I work neatly and accurately.                                 |
| _____ | _____ | I take care of tools/materials/equipment.                     |
| _____ | _____ | I follow directions.  |
| _____ | _____ | I plan/organize activities to meet deadlines.                 |
| _____ | _____ | I handle interruptions and changes and still meet goals.      |
| _____ | _____ | I plan and manage my time.                                    |

### Can Needs Do Work

#### Adaptability Skills

- |       |       |   |
|-------|-------|---|
| _____ | _____ | I have a positive attitude toward change.           |
| _____ | _____ | I recognize and respect other people's differences. |
| _____ | _____ | I think of new ways to get the job done.            |
| _____ | _____ | I handle transitions easily.                        |

#### Interpersonal Skills

- |       |       |                                     |
|-------|-------|-------------------------------------|
| _____ | _____ | I get along with people.            |
| _____ | _____ | I know how to be tactful.           |
| _____ | _____ | I respect the ideas of others.      |
| _____ | _____ | I support other people's decisions. |
| _____ | _____ | I help others with their problems.  |
| _____ | _____ | I accept authority.                 |
| _____ | _____ | I know how to work on a team.       |

#### Learning Skills

- |       |       |  |
|-------|-------|--|
| _____ | _____ | I enjoy learning.  |
| _____ | _____ | I'm curious about people and events.                               |
| _____ | _____ | I'm interested in learning more about my areas of career interest. |
| _____ | _____ | I know how to read and find information when I need it.            |
| _____ | _____ | I want to continue learning throughout my life.                    |

#### Personal Skills

- |       |       |  |
|-------|-------|--|
| _____ | _____ | I'm honest.  |
| _____ | _____ | I'm motivated/enthusiastic about what I do.            |
| _____ | _____ | I'm reliable and dependable.                           |
| _____ | _____ | I'm prompt. I don't miss appointments.                 |
| _____ | _____ | I take pride in my appearance and dress appropriately. |
| _____ | _____ | I can handle criticism well.                           |
| _____ | _____ | I'm courteous and respectful.                          |
| _____ | _____ | I'm creative and like to think up new ideas            |

*If you find that you have put more checks in the "Needs Work" column than in the "Can do" column, it may be time for you to look at what you can do.*

## Exploring the World of Work

Changes in the world of work require that you become a lifelong learner. Why? Almost all new jobs created in the next 20 years will require advanced education or training, and nearly every job will require some level of skill in information-processing technology. New technology will affect the workplace so dramatically that you will require continuous training. The amount of new knowledge will develop so rapidly that your technical know-how will be obsolete in less than five years. You will have to upgrade your skills continually to meet constantly changing work requirements.

### What do you know about the World of Work in the U.S.?

Below are 10 True or False statements. Mark a T or F beside each statement.

- \_\_\_ 1. There are very few work alternatives other than full time or part time.
- \_\_\_ 2. Having the proper education is probably your best guarantee for finding and keeping employment.
- \_\_\_ 3. Almost two-thirds of the projected job openings over the 2005-2015 period will be in occupations that require on-the-job training.
- \_\_\_ 4. Most adults will change their careers at least seven times in their lifetime.
- \_\_\_ 5. Getting into the right business assures a secure future.
- \_\_\_ 6. Services will be the largest and fastest-growing *industry* group between 2005 and 2015.
- \_\_\_ 7. The best way to obtain a good job is through the Internet.
- \_\_\_ 8. The most important part of the work search process is having a polished resume.

(See Answers below)

### How did you do?

**7 to 8 correct:** Terrific! You have a good understanding of the trends shaping the workplace.

**4 to 6 correct:** Great start! You're "in the know," but you have more to learn.

**0 to 4 correct:** Need work! You need to learn more about today's employment trends.

### Answers

1. **False.** While full and part time jobs are currently the way most people work, there are other options, including: telecommuting, freelancing, contracting, work sharing, talent pooling, consulting, and self employment.
2. **True.** Your knowledge is, and will be, key to your success in the workplace. Statistics show that those with more education have a better chance of finding and keeping a job.
3. **True.** However, many of them will offer low pay and benefits; this is particularly true of jobs requiring only short-term on-the-job training.
4. **True.** People in school today will likely change careers seven or more times.
5. **False.** There is no economic sector that is immune from failure.
6. **True.** Services is the largest and fastest-growing major industry group.
7. **False.** While the internet is a good reference source, your personal contacts, family, friends, and acquaintances offer one of the most effective ways to find a job. Other resources are outlined in the section on Finding a Job.
8. **False.** Your resume is only one part of a job search. The way you look for work, your cover letter, your interview and your follow-up are just as critical to finding and gaining employment.

## What's Out There?

# JOBS

Graphic Artist

Teacher

*What's Out There*

Nurse

Marketing

Construction

In “Who Am I”, you looked at yourself and determined the kind of work you enjoy. However, some of the occupations that match your interests and skills may require additional training or education, some may pay more than others, and some may not offer job security over the long run.

This section reviews Arizona’s overall labor market and the Arizona occupations that offer the best wages and long-term job opportunities. When finished, you will have a wealth of occupational and labor market information on which to base your career decision.

## High Growth Occupations in Arizona 2005-2015

Arizona continues to be a state in high demand, as shown by high growth in both job creation and population increase. Recent state rankings place Arizona in the top two for percentage growth in both population and job creation. Growth can be measured as a percentage, or numerically. Measured numerically, Arizona job and population growth regularly places in the top five among states.

For those interested in the Arizona job market, it is helpful to know how all the growth in Arizona is distributed among different occupations. Which occupations are in high demand? High demand is often measured by percentage growth, but numerical growth should also be considered. Because some individual occupations have a much larger employment base to start with, they will have a larger number of openings despite a slower growth rate percentage. For example, Pharmacy Technicians (49% growth) are projected to grow much faster than Customer Service Representatives (31% growth). However, during the same time period (2005-2015), Customer Service Representatives are projected to have over six times as many new jobs (approximately 19,500) compared to Pharmacy Technicians (approximately 2,900).

On the pages following this narrative are lists of high growth occupations based on occupational data produced by the Arizona Department of Economic Security (DES) Research Administration, in cooperation with the U.S. Bureau of Labor Statistics. The lists display the estimated employment of 2005, projected employment for 2015, the numerical growth, the percentage growth, average annual wage, and general education requirements for each occupation. It is important to note that the numbers presented should be viewed as indicators of relative magnitude and probable direction rather than absolute measures. The following two pages list occupations ranked by percentage growth.

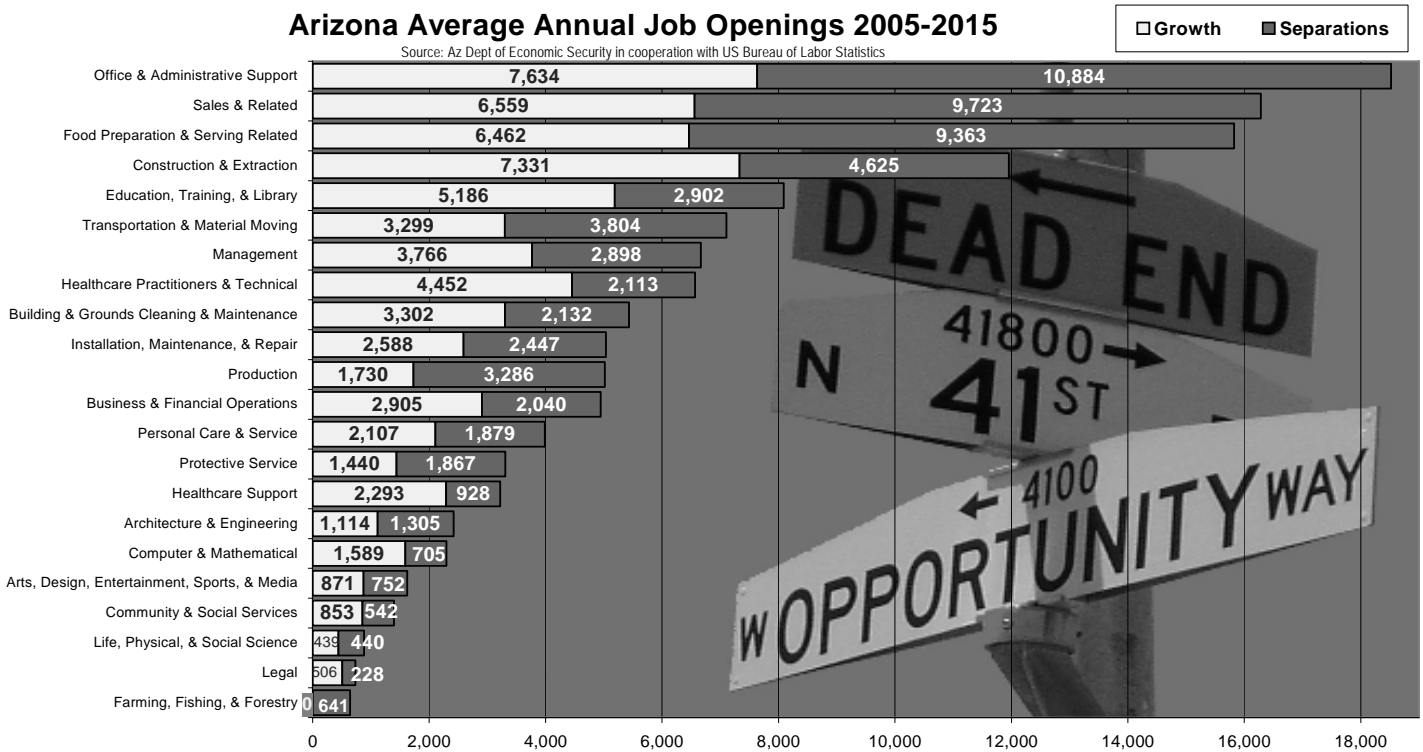
The list of high percentage growth occupations has many health care and education (Teachers) occupations, along with some computer related occupations. However, this list represents only a sample of the occupational data that is available for Arizona. For more data on occupational forecasts, wages, and training requirements, visit [www.workforce.az.gov](http://www.workforce.az.gov). On the left menu bar select “economy” and then “occupations”.

Another factor to consider when analyzing occupations is the ratio of separations (workers leaving an occupation) compared to base employment and growth. When occupations have an unusually high number of openings from separations, it can indicate high turnover and/or that many workers use this occupation as a “stepping stone”, “stop-gap”, or “survival job”, until they can move on to something else. The occupational projections data provided by the Arizona Department of Economic Security (DES) Research Administration on the above mentioned website itemizes the projected number of openings from separations as well as the openings from growth for each occupation.



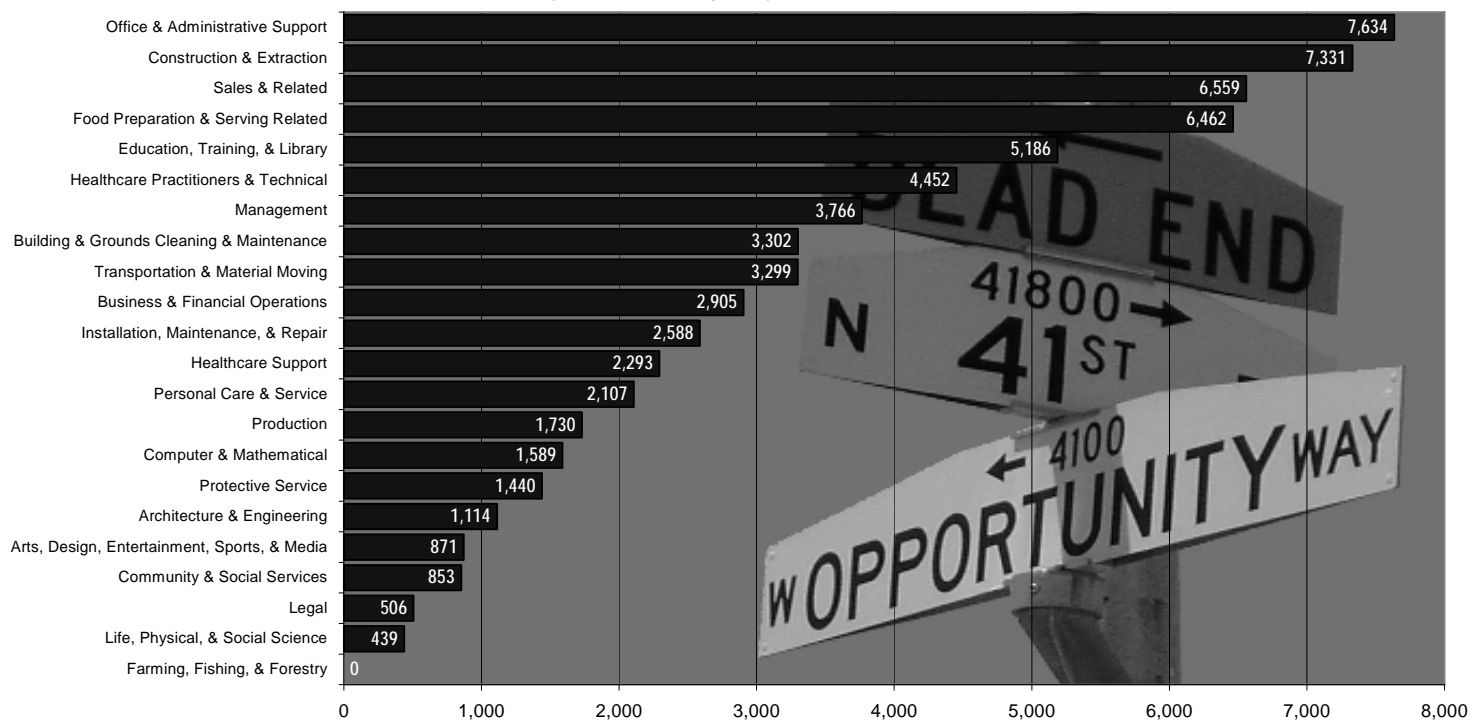
### Arizona Average Annual Job Openings 2005-2015

Source: Az Dept of Economic Security in cooperation with US Bureau of Labor Statistics



### Average Annual Projected Job Growth by Major Occupational Groups 2005-2015

Source: Arizona Dept of Economic Security in cooperation with US Bureau of Labor Statistics





## Arizona High Percentage Growth Occupations 2005-2015

Standard Occupational Classification (SOC)		Employment		10-year change		2005	Training Requirements
Code	Occupation Title	2005 Estimated	2015 Projected	Numerical Change	Percent Change	Average Annual \$	
15-1081	Network Systems & Data Communications Analysts	3,876	5,967	2,091	53.9%	\$57,797	Bachelor's degree
25-2041	Special Education Teachers, Preschool, Kindergarten, & Elementary School	2,277	3,484	1,207	53.0%	\$36,802	Bachelor's degree
29-2032	Diagnostic Medical Sonographers	671	1,023	352	52.5%	\$61,728	Associate degree
29-1071	Physician Assistants	1,494	2,277	783	52.4%	\$64,534	Bachelor's degree
31-9092	Medical Assistants	8,292	12,618	4,326	52.2%	\$26,660	Moderate-term on-the-job training
19-1042	Medical Scientists, Except Epidemiologists	464	692	228	49.1%	\$60,174	Doctoral degree
29-2052	Pharmacy Technicians	5,884	8,771	2,887	49.1%	\$26,561	Moderate-term on-the-job training
25-2042	Special Education Teachers, Middle School	792	1,179	387	48.9%	\$37,074	Bachelor's degree
31-2021	Physical Therapist Assistants	991	1,473	482	48.6%	\$33,826	Associate degree
29-1126	Respiratory Therapists	2,413	3,585	1,172	48.6%	\$41,281	Associate degree
29-1111	Registered Nurses	33,936	50,300	16,364	48.2%	\$56,277	Associate degree
25-1064	Geography Teachers, Postsecondary	88	130	42	47.7%	\$52,552	Doctoral degree
29-2021	Dental Hygienists	2,636	3,889	1,253	47.5%	\$71,453	Associate degree
29-2031	Cardiovascular Technologists & Technicians	1,008	1,484	476	47.2%	\$39,925	Associate degree
29-2055	Surgical Technologists	1,128	1,660	532	47.2%	\$39,664	Postsecondary vocational training
31-9091	Dental Assistants	5,608	8,219	2,611	46.6%	\$31,496	Moderate-term on-the-job training
47-2044	Tile & Marble Setters	2,905	4,252	1,347	46.4%	\$32,420	Long-term on-the-job training
17-2031	Biomedical Engineers	147	215	68	46.3%	\$57,361	Bachelor's degree
25-1062	Area, Ethnic, & Cultural Studies Teachers, Postsecondary	103	150	47	45.6%	\$45,057	Doctoral degree
25-1192	Home Economics Teachers, Postsecondary	66	96	30	45.5%	\$33,049	Master's degree
27-2032	Choreographers	482	700	218	45.2%	\$40,105	Work experience in a related occupation
29-1051	Pharmacists	4,368	6,331	1,963	44.9%	\$87,936	First professional degree
21-1099	Community & Social Service Specialists, All Other	839	1,216	377	44.9%	\$41,368	Bachelor's degree
25-1124	Foreign Language & Literature Teachers, Postsecondary	294	426	132	44.9%	\$47,807	Master's degree
29-9091	Athletic Trainers	174	252	78	44.8%	\$36,306	Bachelor's degree
25-1021	Computer Science Teachers, Postsecondary	1,757	2,543	786	44.7%	\$52,131	Master's degree
25-1111	Criminal Justice & Law Enforcement Teachers, Postsecondary	222	321	99	44.6%	\$47,827	Doctoral degree
25-1122	Communications Teachers, Postsecondary	321	464	143	44.5%	\$44,060	Doctoral degree
25-1125	History Teachers, Postsecondary	209	302	93	44.5%	\$43,001	Doctoral degree
25-1194	Vocational Education Teachers, Postsecondary	2,241	3,237	996	44.4%	\$47,544	Bachelor's or higher degree, plus work experience
25-1123	English Language & Literature Teachers, Postsecondary	1,373	1,983	610	44.4%	\$39,804	Master's degree
25-1065	Political Science Teachers, Postsecondary	151	218	67	44.4%	\$42,040	Doctoral degree
25-1022	Mathematical Science Teachers, Postsecondary	1,107	1,598	491	44.4%	\$40,006	Master's degree
19-4092	Forensic Science Technicians	648	935	287	44.3%	\$47,706	Associate degree
25-1042	Biological Science Teachers, Postsecondary	624	900	276	44.2%	\$53,025	Doctoral degree
25-1081	Education Teachers, Postsecondary	344	496	152	44.2%	\$43,582	Doctoral degree
25-1199	Postsecondary Teachers, All Other	3,827	5,517	1,690	44.2%	\$48,555	Doctoral degree
25-1011	Business Teachers, Postsecondary	1,853	2,670	817	44.1%	\$49,671	Master's degree
25-1066	Psychology Teachers, Postsecondary	321	462	141	43.9%	\$49,182	Doctoral degree
29-1122	Occupational Therapists	1,191	1,714	523	43.9%	\$49,573	Master's degree
25-1126	Philosophy & Religion Teachers, Postsecondary	164	236	72	43.9%	\$40,157	Doctoral degree
29-2011	Medical & Clinical Laboratory Technologists	2,006	2,883	877	43.7%	\$49,851	Bachelor's degree

## Arizona High Percentage Growth Occupations 2005-2015

Standard Occupational Classification (SOC)		Employment		10-year change		2005	Training Requirements
Code	Occupation Title	2005 Estimated	2015 Projected	Numerical Change	Percent Change	Average Annual \$	
25-1193	Recreation & Fitness Studies Teachers, Postsecondary	198	284	86	43.4%	\$35,142	Master's degree
25-1067	Sociology Teachers, Postsecondary	83	119	36	43.4%	\$48,579	Doctoral degree
25-1121	Art, Drama, & Music Teachers, Postsecondary	632	906	274	43.4%	\$43,883	Master's degree
29-2034	Radiologic Technologists & Technicians	3,964	5,668	1,704	43.0%	\$45,256	Associate degree
25-2012	Kindergarten Teachers, Except Special	2,783	3,979	1,196	43.0%	\$36,724	Bachelor's degree
31-1011	Home Health Aides	9,348	13,347	3,999	42.8%	\$18,843	Short-term on-the-job training
25-1051	Atmospheric, Earth, Marine, & Space Sciences Teachers, Postsecondary	150	214	64	42.7%	\$42,013	Doctoral degree
25-2043	Special Education Teachers, Secondary School	1,105	1,574	469	42.4%	\$41,404	Bachelor's degree
25-1061	Anthropology & Archeology Teachers, Postsecondary	59	84	25	42.4%	\$47,920	Doctoral degree
15-1061	Database Administrators	2,142	3,047	905	42.3%	\$58,532	Bachelor's degree
15-1071	Network & Computer Systems Administrators	4,079	5,790	1,711	41.9%	\$58,723	Bachelor's degree
29-2053	Psychiatric Technicians	1,453	2,061	608	41.8%	\$29,870	Moderate-term on-the-job training
31-9093	Medical Equipment Preparers	554	784	230	41.5%	\$23,885	Short-term on-the-job training
29-1123	Physical Therapists	2,813	3,978	1,165	41.4%	\$62,791	Master's degree
29-2033	Nuclear Medicine Technologists	376	530	154	41.0%	\$57,988	Associate degree
31-2011	Occupational Therapist Assistants	179	252	73	40.8%	\$34,451	Associate degree
39-3019	Gaming Service Workers, All Other	861	1,211	350	40.7%	\$21,605	Moderate-term on-the-job training
31-2022	Physical Therapist Aides	1,341	1,882	541	40.3%	\$21,477	Short-term on-the-job training
23-2011	Paralegals & Legal Assistants	3,312	4,635	1,323	39.9%	\$44,610	Associate degree
25-2021	Elementary School Teachers, Except Special Education	36,154	50,540	14,386	39.8%	\$34,516	Bachelor's degree
43-4111	Interviewers, Except Eligibility & Loan	3,855	5,386	1,531	39.7%	\$24,161	Short-term on-the-job training
29-2071	Medical Records & Health Information	3,825	5,338	1,513	39.6%	\$27,324	Associate degree
31-1013	Psychiatric Aides	837	1,166	329	39.3%	\$21,533	Short-term on-the-job training
15-1031	Computer Software Engineers, Applications	7,778	10,835	3,057	39.3%	\$71,431	Bachelor's degree
29-2012	Medical & Clinical Laboratory Technicians	2,368	3,296	928	39.2%	\$28,345	Associate degree
27-2023	Umpires, Referees, & Other Sports Officials	1,091	1,518	427	39.1%	\$27,036	Long-term on-the-job training
25-9031	Instructional Coordinators	3,257	4,522	1,265	38.8%	\$38,860	Master's degree
29-9099	Healthcare Practitioners & Technical Workers, All Other	1,010	1,402	392	38.8%	\$38,833	Postsecondary vocational training

Prepared by Arizona Dept of Economic Security, Research Administration in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics. More information: [www.workforce.az.gov](http://www.workforce.az.gov)

## Getting Ready For The Real World?



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Job Opportunities, Training & Educational Resources

# Arizona Career Matrix

When making a career decision, it is important to have as much information as possible, including how fast an occupation is growing, how many jobs are expected to be open each year, training requirements, hourly wages, job characteristics and necessary skills. The information within the *Arizona Career Matrix* is arranged by the sixteen career clusters.

If the career area you are interested in is not in the Matrix, don't worry. Good opportunities are expected in many areas. Just remember to do some research—not only for careers with good employment potential, but especially for those that match your interests and abilities. The more information you gather, the easier your career decisions will be!

### Job Title & Description:

The occupation descriptions in this matrix are only a brief synopsis. For more detailed occupation descriptions, see the O\*NET online at: <http://online.onetcenter.org>

### Employment:

2005 estimated employment from the Arizona Department of Economic Security.

### Average Annual Openings and Growth Rate:

Occupations with the most growth potential in Arizona to the year 2015. The growth rate shows the projected change in jobs from 2005-2015.

### Hourly Wages:

The estimated hourly wages are based on *Arizona Wages 2005*, published by the Arizona Department of Economic Security, July 2006.

### Holland Code:

The two or three letters that correspond to your career interests. See page 8 for further explanation.

### Training Code:

Suggests the minimum education or training necessary to enter the occupation:

- 01 First Professional Degree
- 02 Doctor's Degree
- 03 Master's Degree
- 04 Work Experience plus Degree
- 05 Bachelor's Degree

06 Associate Degree

07 Postsecondary Vocational Training

08 Work Experience in Related Occupation

09 Long-term On-The-Job Training

10 Moderate-term On-The Job Training

11 Short-term On-The-Job Training

### Worker Skills:

The selected basic O\*NET skills (U.S. Dept. of Labor's national occupational database) show the importance of that skill within each occupation. The rated skills (Reading, Listening, Writing, Speaking, Math, Science, Thinking, and Learning) are marked with greater than equal to sign,  $\geq$  when it is rated at 50 or above on a scale of 100. If skills fall below the 50% level, the symbol  $<$  is shown.

### Job Characteristics:

Job characteristics defining your workplace interests and aptitudes.

1. Occupations requiring physical activity.
2. Working with machines and equipment.
3. Dealing with people in a business setting.
4. Making decisions.
5. Helping and/or caring for people.
6. Working with detail in words & numbers.
7. Being creative.

8. Following an organized routine.

9. Working skillfully with your fingers.

10. Using numbers.

11. Leading & influencing people.

12. Literary/visual arts & crafts.

13. Physical & life sciences.

14. Helping visitors, travelers, customers.

15. Detailed tasks.

16. Safety of others; law enforcement

17. Dealing with scientific/technical ideas.

18. Selling things to people.

19. Understanding words and communicating.

20. Applying mechanical principles to practical situations.

Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>AGRICULTURE/NATURAL RESOURCES.</b> Planning and managing agriculture, food, fiber, and natural resources systems. Production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services.													
<b>LANDSCAPING &amp; GROUNDSKEEPING WORKERS</b> Landscape and/or maintain grounds of public or private property using hand/power tools or equipment. May work in nursery facility or at customer location.	35,042	18,920	32.2%	\$9.60	11 RIS 1,2,7,17	<	<	<	<	<	<	<	<
<b>ARCHITECTURE AND CONSTRUCTION.</b> Designing, planning, managing, building, and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and buildings.													
<b>BRICKMASONS &amp; BLOCKMASONS</b> Lay building materials such as brick, structural tile, concrete, cinder, glass, gypsum, and terra cotta block (except stone) to construct or repair walls, partitions, arches, sewers, and other structures.	6,240	2,719	28.7%	\$17.25	09 RSE 1,2,7 9,10	<	<	<	<	≥	<	<	<
<b>CARPENTERS</b> Construct, erect, install and repair structures, fixtures, and equipment of wood, plywood, and wallboard, using carpentry tools and woodworking machines	50,457	25,319	33.9%	\$16.21	09 REI 1,2,6,7,9, 10,15,20	≥	≥	<	≥	≥	<	≥	<
<b>CONSTRUCTION LABORERS</b> Perform a variety of tasks in support of construction trade workers, such as cleaning, demolition, and equipment tending.	32,659	11,308	21.3%	\$12.62	10 RES 1,2	<	<	<	<	<	<	<	<
<b>ELECTRICIANS</b> Install, maintain, and repair electrical wiring, equipment, and fixtures. Insure that work is in accordance with relevant codes. May read blueprints.	Not Available	Not Available	Not Available	\$17.50	09 RES 2,9,10, 15,17,20	≥	≥	≥	≥	≥	≥	≥	≥
<b>FIRST-LINE SUPERVISORS &amp; MANAGERS/SUPERVISORS-CONSTRUCTION TRADES AND EXTRACTION WORKERS</b> Directly supervise and coordinate activities of construction or extractive workers.	15,213	7,230	30.5%	\$25.59	08 RES 1,2,9,11, 15,17, 19,20	≥	≥	≥	≥	≥	≥	≥	≥
<b>HELPERS, CARPENTERS &amp; RELATED WORKERS</b> Help carpenters or carpentry-related craft workers by performing duties of lesser skill. Duties include supplying or holding materials or tools, and cleaning work area and equipment.	3,852	2,952	35.1%	\$10.73	11 REI 1,2,9, 15,20	<	<	<	<	<	<	<	<
<b>OPERATING ENGINEERS</b> Operate several types of power construction equipment, such as compressors, pumps, hoists, derricks, cranes, shovels, tractors, scrapers, or motor graders to excavate, move and grade earth, erect structures, or pour concrete or other hard surface pavement.	10,940	6,178	30.8%	\$17.68	10 RIS 1,2,4, 20	<	<	<	<	<	<	<	<
<b>PAINTERS, CONSTRUCTION &amp; MAINTENANCE PAINTERS</b> Paint walls, equipment, buildings, bridges and other structural surfaces, using brushes, rollers and spray guns.	14,835	7,489	35.2%	\$13.63	10 RES 1,7,9	≥	<	<	<	≥	<	<	<
<b>PLUMBERS, PIPE FITTERS &amp; STEAM FITTERS</b> Assemble, install, alter, and repair pipe systems (metal, plastic, ceramic, composition) that carry water, steam, air, or other liquids or gases.	9,906	5,668	34.2%	\$16.97	09 REI 1,2,6,7,9, 10,15,20	≥	≥	≥	≥	<	<	≥	<

Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>ARTS, A/V TECHNOLOGY &amp; COMMUNICATION.</b> Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.													
<b>GRAPHIC DESIGNERS</b> Design and execute artwork to illustrate subject matter, promote public consumption of materials, products, or services.	5,919	1,961	19.8%	\$18.48	04 AES 7,9,11, 12,18	≥	≥	≥	≥	<	<	<	≥
<b>BUSINESS AND ADMINISTRATION.</b> Planning, managing, and providing administrative support, information processing, accounting, and human resource and related management support services.													
<b>ACCOUNTANTS AND AUDITORS</b> Examine, analyze and interpret accounting records for the purpose of giving advice or preparing statements. Install or advise on systems of recording costs or other financial and budgetary data.	25,243	11,829	28.0%	\$24.50	05 CES 3,4,6, 8,10,15	≥	≥	≥	≥	≥	≥	≥	<
<b>CUSTOMER SERVICE REPRESENTATIVE</b> Investigate and resolve customers' inquiries concerning merchandise, service, billing, or credit rating.	62,960	28,863	31.0%	\$13.59	11 ESC 3,4,5,6, 10,11,14, 15,19	≥	≥	≥	≥	≥	≥	≥	<
<b>ADMINISTRATIVE SERVICES MANAGERS</b> Plan, organize, direct, control, or coordinate the supportive services department of a business, agency, or organization.	4,942	2,316	27.4%	\$25.85	04 ESR 1,3,4, 5,11	≥	≥	≥	≥	≥	<	≥	≥
<b>BILLING &amp; POSTING CLERKS &amp; MACHINE OPERATORS</b> Compile data, compute fees and charges, and prepare invoices for billing purposes.	9,254	2,446	9.5%	\$13.86	11 CRS 4,6,8, 9,10,15	≥	≥	≥	<	≥	<	<	<
<b>DATA ENTRY KEYERS</b> Operate keyboard or other data entry devices to prepare data processing input on cards, disk, or tape.	7,134	1,680	-2.0%	\$12.37	07 CSR 6,9	<	≥	≥	<	<	<	<	<
<b>EXECUTIVE SECRETARIES AND ADMINISTRATIVE ASSISTANTS</b> Aid executive by coordinating office services, such as personnel, budget preparation and control, housekeeping, records control and special management studies.	32,865	12,999	20.4%	\$16.07	05 ESR 3,4,5, 8,19	≥	≥	≥	≥	<	<	≥	≥
<b>FILE CLERKS</b> File correspondence, cards, invoices, receipts and other records in alphabetical or numerical order or according to the filing system used.	5,602	1,660	-33.1%	\$10.30	11 CSR 5,15	≥	≥	≥	<	<	<	<	<
<b>FIRST-LINE SUPERVISORS &amp; MANAGERS/SUPERVISORS-CLERICAL &amp; ADMINISTRATIVE SUPPORT WORKERS</b> Directly supervise and coordinate activities of clerical and administrative support workers.	27,633	10,501	16.5%	\$21.73	08 CSE 3,4,8 11,19	≥	≥	≥	≥	≥	<	≥	≥
<b>GENERAL MANAGERS AND OPERATIONS MANAGERS</b> Top and middle managers whose duties and responsibilities are too diverse and general in nature to be classified in any functional or line area of management and administration.	29,340	13,485	27.1%	\$41.05	04 ESR 3,4,6, 11,19	≥	≥	≥	≥	≥	<	≥	≥
<b>FIRST-LINE SUPERVISORS &amp; SUPERVISORS/MANAGERS, HOUSEKEEPING AND JANITORIAL WORKERS</b> Supervise work activities of cleaning personnel in hotels, hospitals, offices, and other establishments.	4,513	2,445	30.5%	\$13.08	08 SER 1,2,11, 11,19	<	≥	≥	≥	≥	<	≥	≥

Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>GENERAL OFFICE CLERKS</b> Perform duties too varied and diverse to be classified in any specific office clerical occupation. Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of bookkeeping, typing, stenography, office machine operation, and filing.	59,838	24,321	18.5%	\$12.12	11 CSE 3,5,6,8	≥	≥	≥	≥	≥	<	<	<
<b>INSURANCE CLAIMS AND POLICY PROCESSING CLERKS</b> <b>Insurance Claims Clerks:</b> Obtain information from insured or designated persons for purpose of settling claim with insurance carrier. <b>Insurance Policy Processing Clerks:</b> Process applications for, changes to, reinstatement of, and cancellation of insurance policies.	3,034	827	11.1%	\$14.20	11 CSE 3,5,6, 14,15,19	≥	<	≥	≥	<	<	≥	<
<b>JANITORS AND CLEANERS, EXCEPT MAIDS AND HOUSEKEEPING CLEANERS</b> Keep buildings in clean and orderly condition. Perform heavy cleaning duties such as operating motor-driven cleaning equipment, mopping floors, washing walls and glass and removing rubbish.	38,065	19,737	32.9%	\$8.79	11 REC 1,2, 15,20	<	<	<	<	<	<	<	<
<b>LEGAL SECRETARIES</b> Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas.	4,236	1,974	27.5%	\$17.99	07 CSE 3,4,6,8, 9,15,19	≥	≥	≥	≥	<	<	≥	≥
<b>RECEPTIONISTS AND INFORMATION CLERKS</b> Answer inquiries and obtain information for general public. Provide information regarding activities conducted at establishment; location of departments, offices, and employees within organization; or services in a hotel.	22,373	11,437	26.5%	\$10.78	11 CSE 2,3,4,5,6, 7,8,9,14, 15,19	≥	≥	≥	≥	≥	<	<	<
<b>SECRETARIES, EXCEPT LEGAL &amp; MEDICAL</b> Relieve officials of clerical work and minor administrative and business details by scheduling appointments, giving information to callers, taking dictation, composing and typing routine correspondence, reading and routing incoming mail, filing correspondence and records.	28,290	7,225	6.4%	\$12.35	07 CSE 2,3,4,5,6, 7,8,9,14, 15,19	≥	≥	≥	≥	<	<	<	<
<b>SHIPPING, RECEIVING AND TRAFFIC CLERKS</b> Verify and keep records on incoming and outgoing shipments. Prepare items for shipment.	21,883	9,806	24.3%	\$10.57	11 REI 1,2,6,14	≥	≥	≥	≥	≥	<	≥	≥
<b>TRAINING AND DEVELOPMENT SPECIALISTS</b> Plan, direct, and coordinate the training activities of an organization.	6,167	2,719	28.7%	\$20.88	04 ESR 3,5,11, 17,18,19	≥	≥	≥	≥	<	<	≥	≥
<b>EDUCATION AND TRAINING.</b> Planning, managing and providing education and training services, and related learning support services including assessment and library and information services.													
<b>TEACHER'S ASSISTANTS</b> Perform duties that are instructional in nature, or deliver direct services to students and/or parents.	19,879	11,098	36.5%	\$9.49	11 SAE 5,6,7, 11,12,15	≥	≥	≥	≥	<	<	≥	≥

Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>TEACHERS, ELEMENTARY SCHOOL EXC. SPECIAL ED. &amp; VOC. ED.</b> Teach elementary pupils in public or private schools, basic academic, social and other formulative skills. Excludes special education teachers of students with disabilities.	36,154	22,366	39.8%	\$34,516 Annual	05 SEC 4,5,7, 11,19	≥	≥	≥	≥	≥	≥	≥	≥
<b>TEACHERS, MIDDLE SCHOOL, EXC. SPECIAL ED &amp; VOC ED</b> Instruct students in public or private schools in one or more subjects, such as English, mathematics, or social studies.	6,587	3,655	33.5%	\$38,819 Annual	05 SAE 4,5,7 11,19	≥	≥	≥	≥	≥	≥	≥	≥
<b>TEACHERS, SECONDARY SCHOOL EXC. SPECIAL ED. &amp; VOC. ED.</b> Instruct students in public or private schools in one or more subjects, such as English, mathematics, or social studies.	18,290	11,906	36.9%	\$38,370 Annual	05 SAE 4,5,7, 11,19	≥	≥	≥	≥	≥	≥	≥	≥
<b>TEACHERS, SPECIAL EDUCATION, PRE-SCHOOL, KINDERGARTEN, ELEMENTARY, MIDDLE SCHOOL, SECONDARY</b> Teach basic academic and living skills to students with emotional or mental impairments or learning disabilities.	2,277	1,747	53.0%	\$36,802 Annual	05 SAE 4,5,7, 11,12,18	≥	≥	≥	≥	≥	≥	≥	≥
<i>FINANCE. Planning, managing and providing banking, investment, financial planning, and insurance services.</i>													
<b>BILL &amp; ACCOUNT COLLECTORS</b> Locate and notify customers of delinquent accounts by mail, telephone or personal visit to solicit payment.	10,745	5,782	34.9%	\$13.39	11 ESC 3,4,6,8, 10,19	≥	≥	≥	≥	≥	<	<	<
<b>BOOKKEEPING, ACCOUNTING &amp; AUDITING CLERKS</b> Compute, classify and record numerical data to keep financial records complete.	34,562	11,513	14.6%	\$14.23	10 CSR 2,3,4,6,8, 9,10,15, 17,19,20	≥	≥	≥	<	≥	<	<	<
<b>CREDIT ANALYSTS</b> Analyze current credit data and financial statements of individuals or firms to determine the degree of risk involved in extending credit or lending money.	2,408	751	15.4%	\$22.81	05 ESR 3,5,6,10, 14,15,19	≥	≥	≥	≥	≥	≥	≥	<
<b>FINANCIAL MANAGERS</b> Plan, organize, direct, control or coordinate the financial activities of an organization.	10,018	3,904	24.6%	\$39.77	04 ESR 3,4,6,8, 10,11,19	≥	≥	≥	≥	≥	<	≥	≥
<b>LOAN INTERVIEWERS &amp; CLERKS</b> Assemble documents, prepare papers, process applications and complete transactions of individuals applying for loans and credit.	8,649	1,934	8.6%	\$13.88	11 CES 3,4,5,6, 10,15,19	≥	≥	≥	≥	≥	<	<	<
<b>LOAN OFFICERS</b> Evaluate, authorize or recommend approval of commercial, real estate, or credit loans.	7,780	2,543	16.6%	\$31.39	05 ESA 3,5,6,10, 14,15,19	≥	≥	≥	≥	≥	<	≥	≥
<b>SALES AGENTS, SECURITIES, COMMODITIES &amp; FINANCIAL SERVICES</b> Buy and sell securities in investment and trading firms or call upon businesses and individuals to sell financial services.	5,785	1,726	18.4%	\$34.40	05 ESA 3,5,8, 10,14, 18,19	≥	≥	≥	≥	≥	≥	≥	<
<b>TELLERS</b> Receive and pay out money. Keep records of money and negotiable instruments involved in a financial institutions' various transactions.	10,095	7,346	23.5%	\$10.88	11 CSE 2,3,6,8,9, 10,15,19	≥	≥	≥	≥	≥	<	<	<

Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>GOVERNMENT &amp; PUBLIC ADMINISTRATION.</b> Planning, managing and providing government legislative and administrative and regulatory services and related general purpose government services at the federal, state and local levels.													
<b>COMPLIANCE OFFICERS &amp; ENFORCEMENT INSPECTORS, EXCEPT CONSTRUCTION</b> Enforce adherence to policies, procedures, or regulations and advise on standards.	2,518	1,075	19.3%	\$23.54	08 ESR 3,4,16, 17,19	≥	≥	≥	≥	≥	≥	≥	<
<b>HEALTH SCIENCE.</b> Planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care.													
<b>DENTAL ASSISTANTS</b> Assist dentist at chair, set up patient and equipment, keep records, and perform related duties as required.	5,608	4,181	46.6%	\$15.14	10 SAI 1,2,5,8, 9,15	≥	≥	≥	≥	≥	<	<	<
<b>DENTAL HYGIENISTS</b> Perform dental prophylactic treatments and instruct groups and individuals in the care of the teeth and mouth.	2,636	1,483	47.5%	\$34.35	06 SAE 1,2,5,9, 17,20	≥	≥	≥	≥	≥	≥	≥	≥
<b>HOME HEALTH AIDES</b> Care for elderly, convalescent, or handicapped person in home of patient.	9,348	5,229	42.8%	\$9.06	11 SER 1,4,5	≥	≥	≥	≥	<	<	≥	<
<b>LICENSED PRACTICAL NURSES</b> Care for ill, injured, convalescent, and handicapped persons in hospitals, clinics, private homes, sanitariums, and similar institutions.	9,297	4,627	27.9%	\$18.56	07 SEA 1,2,4,5,6, 8,9,10,13, 15,17	≥	≥	≥	≥	≥	≥	≥	≥
<b>MEDICAL ASSISTANTS</b> Perform various duties under direction of physicians in examination and treatment of patients.	8,292	5,856	52.2%	\$12.82	10 SRC 5,13,15	≥	≥	≥	≥	≥	≥	≥	<
<b>MEDICAL &amp; HEALTH SERVICES MANAGERS</b> Plan, organize, direct, control, or coordinate medicine and health services in establishments such as hospitals, clinics, or similar organizations.	5,457	2,960	34.8%	\$31.76	04 SEC 3,4,5,6, 11,13,19	≥	≥	≥	≥	≥	<	≥	≥
<b>NURSING AIDES, ORDERLIES &amp; ATTENDANTS</b> Work under direction of nursing or medical staff to provide auxiliary services in the care of patients.	20,189	10,370	38.2%	\$10.59	11 SER 5,8, 13,19	≥	≥	≥	≥	<	<	<	<
<b>REGISTERED NURSES</b> Administer nursing care to ill or injured persons. Licensing or registration required.	33,936	23,464	48.2%	\$27.06	06 SIE 2,4,5,6,8, 10,13,14, 15,17,19	≥	≥	≥	≥	≥	≥	≥	<
<b>HOSPITALITY &amp; TOURISM.</b> Planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support such as travel-related services.													
<b>BARTENDERS</b> Mix and serve to patrons alcoholic and nonalcoholic drinks following standard recipes.	8,779	5,646	24.8%	\$8.36	11 SEC 1,5,14, 18,19	≥	<	≥	≥	<	<	<	<
<b>COMBINED FOOD PREP. &amp; SERVICE WORKERS; FAST FOOD</b> Perform duties which combine both food preparation and food service.	47,199	35,338	31.5%	\$7.33	11 REC 1,2,19	<	≥	≥	≥	≥	<	<	<
<b>COOKS, RESTAURANT</b> Prepare, season and cook soups, meats, vegetables, desserts and other foodstuffs in restaurants.	17,298	9,926	26.4%	\$9.59	09 RES 1,2,4,6, 7,8,10	≥	<	<	≥	<	<	<	≥



Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>COUNTER ATTENDANTS, LUNCHROOM, COFFEE SHOP, OR CAFETERIA</b> Serve food to diners at counter or from a steam table. Excludes counter attendants who also wait tables.	10,779	10,025	27.7%	\$7.30	11 CES 1,2,5, 14,18	<	>	>	>	>	<	<	<
<b>DINING ROOM &amp; CAFETERIA ATTENDANTS &amp; BARTENDER HELPERS</b> Carry dirty dishes from dining room to kitchen, replace soiled tables linens, set tables with silverware and glassware, supply service bar with food, and serve ice water, butter, and coffee to patrons. May wash tables.	10,817	6,233	24.2%	\$6.62	11 CRS 1,2,5, 14,19	<	<	<	<	<	<	<	<
<b>DISHWASHERS</b> Cleans dishes, kitchen, food preparation equipment or utensils.	13,838	8,289	26.2%	\$6.97	11 CRS 1,2	<	<	<	<	<	<	<	<
<b>FIRST-LINE SUPERVISORS &amp; MANAGERS/SUPERVISORS, FOOD PREPARATION WORKERS</b> Supervise workers engaged in serving and preparing food. Observes and evaluates workers and work procedures to ensure quality standards and service.	16,471	8,525	28.0%	\$13.59	08 SER 3,4,5, 7,11, 18,19	<	<	<	<	<	<	<	<
<b>FOOD PREPARATION WORKERS</b> Perform a variety of food preparation duties such as preparing cold foods and maintaining and cleaning work areas, kitchen equipment and utensils.	23,888	16,176	32.3%	\$9.46	11 CRE 1,2, 5,9,	<	>	<	>	<	<	<	<
<b>HOSTS &amp; HOSTESSES, RESTAURANT, LOUNGE &amp; COFFEE SHOP</b> Welcome patrons, seat them at tables or in lounge, and ensure quality of facilities and service.	11,426	6,256	23.0%	\$7.51	11 ESR 1,3,4,5, 11,14, 18,19	<	<	<	<	<	<	<	<
<b>MAIDS &amp; HOUSEKEEPING CLEANERS</b> Perform a combination of tasks to maintain private households or commercial establishments such as hotels, restaurants and hospitals in a clean and orderly manner.	20,903	9,716	25.5%	\$7.86	11 CRE 1,8	<	<	<	<	<	<	<	<
<b>RECREATION WORKERS</b> Conduct recreation activities with groups in public, private or volunteer agencies or recreation facilities.	6,586	2,992	22.5%	\$12.01	05 SEI 1,2,5, 7,9,19	>	>	>	>	<	<	>	<
<b>WAITERS &amp; WAITRESSES</b> Serve food and/or beverages to patrons at tables. Usually take order from patron and make out check. May set table with linen and silverware and take payment from patron. May serve customers at counter as well as table.	46,824	36,234	25.9%	\$7.42	11 CES 1,5, 14,18	<	>	>	>	>	<	<	<
<b>HUMAN SERVICE.</b> Planning, managing, and providing human services including social and related community services.													
<b>CHILD CARE WORKERS</b> Attend to children at schools, businesses and institutions. Perform variety of tasks such as dressing, feeding, bathing, and overseeing play. Exclude Preschool Teachers and Teacher Aides.	10,985	6,089	28.2%	\$7.76	11 ESR 1,5,7,8 11,19,20	>	<	>	>	>	<	<	<
<b>SOCIAL &amp; HUMAN SERVICES ASSISTANTS</b> Assist Social Group Workers and Caseworkers with developing, organizing and conducting programs to prevent and resolve problems relevant to substance abuse and human relationships.	4,454	2,429	37.0%	\$13.85	10 SEC 5,11, 14,19	>	>	>	>	>	<	>	>

Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>CHILD, FAMILY &amp; SCHOOL SOCIAL WORKERS</b> Counsel and aid individuals and families requiring social service assistance.	3,621	1,726	30.5%	\$15.72	05 SEC 3,4,5, 11,13,19	≥	≥	≥	≥	≥	≤	≥	≥
<b>MENTAL HEALTH &amp; SUBSTANCE ABUSE SOCIAL WORKERS</b> Counsel and aid individuals and families with problems that may arise during or following the recovery from physical or mental illness by providing supportive services designed to help the persons understand, accept and follow medical recommendations.	1,769	895	33.6%	\$16.55	03 SEC 3,4,5, 11,13,19	≥	≥	≥	≥	≥	≤	≥	≥
<b>INFORMATION TECHNOLOGY.</b> Designing, developing, managing and operating communication and information technology networks and related hardware and software including both telecommunications and computing services.													
<b>COMPUTER PROGRAMMERS</b> Convert project specifications and statements of problems and procedures to detailed logical flow charts for coding into computer language. Develop and write computer programs to store, locate and retrieve specific documents, data and information.	6,917	1,771	2.0%	\$28.77	05 CIR 2,4,6,7, 10,15, 17,20	≥	≥	≥	≥	≥	≥	≥	≤
<b>COMPUTER SUPPORT SPECIALISTS</b> Provide technical assistance and training to computer system users, investigate and resolve computer software and hardware problems.	12,196	4,736	26.5%	\$21.04	05 IRE 6,7,15, 17,19	≥	≥	≥	≥	≥	≥	≥	≥
<b>COMPUTER SYSTEMS ANALYSTS</b> Analyze business, scientific and technical problems for application to electronic data processing systems.	7,022	2,938	30.4%	\$31.14	05 IER 2,4,6,7,8, 9,20,11, 15,17, 19,20	≥	≥	≥	≥	≥	≥	≥	≥
<b>LAW &amp; PUBLIC SAFETY.</b> Law and Public Safety Cluster Planning, managing and providing judicial, legal, and public safety including professional and technical support services in the fire protection and criminal justice systems.													
<b>CORRECTIONAL OFFICERS AND JAILERS</b> Guard inmates in penal or rehabilitative institution in accordance with established regulations and procedures.	8,319	2,978	15.0%	\$15.08	09 SER 1,4,5, 8,16	≥	≥	≥	≥	≤	≤	≤	≤
<b>SECURITY GUARDS</b> Stand guard at entrance gate or walk about premises of business or industrial establishment to prevent theft, violence or infractions of rules.	21,654	9,074	20.2%	\$10.19	11 ESC 5,8, 14,16	≥	≥	≥	≥	≤	≤	≥	≤
<b>LAWYERS</b> Conduct criminal and civil lawsuits, draw up legal documents, advise clients as to legal rights, and practice other phases of law.	11,279	4,472	26.8%	\$45.70	01 ESA 3,4,5,6, 14,15,19	≥	≥	≥	≥	≤	≤	≥	≥
<b>PARALEGALS &amp; LEGAL ASSISTANTS</b> Assist lawyers by researching law, investigating facts, and preparing legal documents.	3,312	1,593	39.9%	\$21.45	06 SEC 4,15,19	≥	≥	≥	≥	≥	≤	≥	≥
<b>POLICE &amp; SHERIFF'S PATROL OFFICERS</b> Maintain order, enforce laws and ordinances and protect life and property in an assigned patrol district.	12,782	6,291	23.3%	\$22.77	09 SER 1,4,5,6, 8,11,14, 16,19	≥	≥	≥	≥	≤	≤	≥	≥
<b>MANUFACTURING.</b> Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering													

Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrlly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>FIRST-LINE SUPERVISORS &amp; MANAGERS/SUPERVISORS-MECHANICS-INSTALLERS AND REPAIRERS</b> Directly supervise and coordinate activities of mechanics, repairers and installers and their helpers.	7,545	3,748	24.6%	\$26.77	08 RES 1,2,9,11, 15,17, 19,20	≥	≥	≥	≥	≥	<	≥	≥
<b>FIRST-LINE SUPERVISORS &amp; MANAGERS/SUPERVISORS-PRODUCTION &amp; OPERATING WORKERS</b> Directly supervise and coordinate activities of production and operating workers such as testers, precision workers, machine setters and operators, assemblers, fabricators, or plant and system operators.	8,948	3,377	16.7%	\$22.35	08 RES 1,2,9,11, 15,17, 19,20	≥	≥	≥	≥	≥	<	≥	≥
<b>HEATING, AIR CONDITIONING, AND REFRIGERATION MECHANICS &amp; INSTALLERS</b> Install and repair heating, air-conditioning and refrigerating systems. Installation and repair of oil burners, hot-air furnaces, heating stoves, and similar equipment in homes and commercial establishments.	7,637	3,936	38.3%	\$17.44	09 REC 1,2,9	≥	≥	≥	≥	≥	≥	<	<
<b>INDUSTRIAL MACHINERY MECHANICS</b> Adjust and make minor repairs to maintain operation of machines and equipment to determine cause of malfunction or defect, and repair or replace worn, damaged, or defective part.	2,063	744	15.7%	\$20.45	09 RIE 1,2,9, 10,17,20	≥	≥	<	≥	<	≥	≥	<
<b>PRODUCTION INSPECTORS, TESTERS, SORTERS, SAMPLERS AND WEIGHERS</b> Inspect, test, grade, sort, sample, or weigh nonagricultural raw materials or processed, machined, fabricated, or assembled parts or products.	7,558	2,712	13.1%	\$14.22	08 REC 6,8, 10,15	≥	<	≥	<	≥	<	≥	≥
<b>MAINTENANCE AND REPAIR WORKERS, GENERAL</b> Perform work involving two or more maintenance skills to keep machines, mechanical equipment, or structure of an establishment in repair.	25,081	11,663	27.3%	\$14.46	11 RES 1,2,20	<	<	<	<	<	<	<	<
<b>PACKAGING &amp; FILLING MACHINE OPERATORS &amp; TENDERS</b> Operate or tend machines such as filling machines, casing-running machines, ham-rolling machines, preservative filling machines, baling machines, wrapping machines and stuffing machines to prepare industrial or consumer products.	3,622	1,167	12.3%	\$11.12	10 RCE 1,2	<	<	<	<	≥	<	<	<
<b>PACKERS AND PACKAGERS, HAND</b> Pack or package by hand a wide variety of products and materials. Exclude workers whose jobs require more than minimum training.	16,118	5,530	15.6%	\$7.79	11 RES 1,20	≥	<	≥	<	<	<	<	<
<b>RETAIL &amp; WHOLESALE, SALES &amp; SERVICE.</b> Planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion.													
<b>CASHIERS</b> Receive and disburse money in establishments other than financial institutions. Usually involves use of adding machines, cash registers or change makers. May also include processing credit card transactions.	67,813	44,831	17.5%	\$8.96	11 CSE 2,3,10, 14,18	≥	≥	≥	≥	≥	<	<	<
<b>COUNTER &amp; RENTAL CLERKS</b> Receive orders for services, such as rentals, repairs, dry-cleaning and storage. May compute cost and accept payment.	8,551	5,975	31.5%	\$10.46	11 ERS 3,5, 14,18	≥	≥	≥	≥	≥	<	<	<



Occupation Title	2005 Estimated Employment	2005-2015 Total Openings	Percent Change	2005 Avg Hrlly Wage	Trng Code Holland Code Job Char.	Reading	Listening	Writing	Speaking	Math	Science	Thinking	Learning
<b>CHEMICAL TECHNICIANS</b> Conduct chemical and physical laboratory tests to assist scientists in making qualitative and quantitative analyses of solids, liquids, and gaseous materials.	625	316	25.0%	\$17.70	07 RE 2,6,8, 13,15, 16,17,19	≥	≥	≥	≥	≥	≥	≥	≥
<b>TRANSPORTATION, DISTRIBUTION &amp; LOGISTICS.</b> Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.													
<b>AUTOMOTIVE BODY &amp; RELATED REPAIRERS</b> Repair, repaint and refinish automotive vehicle bodies, straighten vehicle frames, and replace damaged vehicle glass.	3,968	1,302	12.4%	\$18.86	09 REI 1,2,8, 9,15,20	≥	≥	≥	≥	≥	≥	≥	≥
<b>AUTOMOTIVE SERVICE TECHNICIANS</b> Adjust, repair and overhaul automotive vehicles.	17,011	8,714	24.6%	\$18.29	07 RES 1,2,4,8, 9,15,20	≥	≥	<	<	<	<	≥	<
<b>BUS &amp; TRUCK MECHANICS &amp; DIESEL ENGINE SPECIALISTS</b> Repair and maintain the operating condition of trucks, buses, and all types of diesel engines.	4,206	2,137	25.1%	\$16.91	09 REI 1,2,9, 10,15,20	≥	≥	<	<	<	<	≥	<
<b>BUS DRIVERS</b> Drive bus, transporting passengers over specified routes to local or distant points according to a time schedule. Assist passengers with baggage. Collect tickets or cash fares.	2,981	1,349	23.4%	\$12.64	10 RES 1,2,3,5, 8,14	≥	<	<	≥	≥	<	<	<
<b>INDUSTRIAL TRUCK &amp; TRACTOR OPERATORS</b> Operate gasoline or electric-powered industrial trucks equipped with fork lift, elevated platform or trailer hitch to move materials around a warehouse, storage yard, factory or construction site.	6,721	2,497	18.3%	\$12.42	11 RSE 1,2,19	<	<	≥	<	<	<	<	<
<b>SCHOOL BUS DRIVERS</b> Transport students between pick-up points and school. Maintain order during trip and adhere to safety rules when loading and unloading pupils.	5,949	3,390	35.1%	\$10.47	11 RES 1,2, 5,8,16	≥	<	<	≥	≥	<	<	<
<b>TRUCK DRIVERS, HEAVY, &amp; TRACTOR-TRAILER</b> Drive a tractor-trailer combination or a truck with a capacity of at least 3 tons, to transport and deliver goods, livestock or materials in liquid, loose or packaged form. May be required to unload truck.	26,825	10,237	21.8%	\$17.54	11 RCE 1,2,15	≥	<	≥	≥	<	<	<	<
<b>TRUCK DRIVERS, LIGHT, INCLUDES DELIVERY &amp; ROUTE WORKERS</b> Drive a truck, van or automobile with a capacity under three tons. May drive light truck to deliver or pick up merchandise. May load and unload truck.	18,715	6,732	26.8%	\$13.06	11 REI 1,2	≥	<	≥	≥	≥	<	<	<

Occupational wage and employment data provided by the Arizona Dept of Economic Security Research Administration in cooperation with the U.S Dept. of Labor, Bureau of Labor Statistics.

For wage and employment data on more occupations and industries in Arizona, visit [www.workforce.az.gov](http://www.workforce.az.gov)

## Arizona Major Employers

### Major Employers-Greater Phoenix

<i>Company Name</i>	<i>Arizona Employment</i>
State of Arizona	49,305
Wal-Mart Stores Inc.	28,800
Banner Health Systems	16,400
City of Phoenix	14,166
Maricopa County	13,274
Arizona State University	11,533
Wells Fargo and Company	11,800
Fry's Food and Drug Stores	11,780
U.S. Postal Service	11,700
Honeywell Aerospace	10,700
Intel Corp.	10,100
Bashas' Inc.	9,902
U.S. Airways	9,625
Safeway Inc.	9,286
Mesa Public Schools	8,910
JP Morgan Chase & Co.	8,900
Target Corp.	8,162
Apollo Group Inc.	8,905
Walgreen Co.	7,600
American Express Co.	7,000
Catholic Healthcare West	6,700
Luke Air Force Base	6,500
Pinnacle West Capital (Arizona Public Service)	6,400
Phelps Dodge Corp.	5,780
Qwest Communications Inc.	5,200

Source: The Business Journal Book of Lists 2007



## Your Money

What happens when you leave home, get your own place, and start paying all of the bills like rent, food, phone and electric bills your parents used to take care of; like rent, food, phone and electric bills? Reality sets in! If you're not careful, you'll find it tough to pay all of those bills and still go out on dates and buy stylish clothes. Developing a budget, however, can help.

### Your Monthly Budget

		<u>Sample</u>	<u>Yours</u>
<b>I. Gross Monthly Pay</b>		\$1,423	\$_____
<b>II. Taxes</b>			
Federal	11.00%	\$157	\$_____
State	4.25%	60	\$_____
Social Security	7.7%	110	\$_____
Health Insurance	7.0%	100	\$_____
Pension	2.0%	28	\$_____
<b>TOTAL TAXES:</b>		<b>\$455</b>	<b>\$_____</b>
<b>III. Monthly Take-Home Pay (Net)</b>		<b>\$968</b>	<b>\$_____</b>
<b>IV. Expenses</b>			
Food	25.0%	\$242	\$_____
Housing	30.0%	290	\$_____
Clothing	10.0%	97	\$_____
Transportation	20.0%	194	\$_____
Savings	5.0%	48	\$_____
Miscellaneous	10.0%	97	\$_____
<b>TOTAL EXPENSES:</b>		<b>\$968</b>	<b>\$_____</b>

For example, you've just graduated from high school and you have a job paying \$1,423 per month (\$17,076 per year). To someone just graduating from high school, that may seem like a lot of money. But, break these numbers down and apply them to what it costs to live on your own. You'll quickly find that a dollar doesn't go as far as you think it does.

Developing a budget can help you manage your money more wisely, yet also force you to make tough decisions about what you can and cannot buy. The sample budget shown here has categories with suggested percentages that are practical. Take the time to do your own projected budget in the spaces provided.



Most of us measure job compensation by the dollar amount of our paycheck, but there's more to it than that. Fringe benefits go hand in hand with wages to boost a job's paying power.

It's important for you to consider what benefits your new employer offers in comparison with other companies. A benefit package might include paid holidays, sick leave, vacation, health insurance, pension or retirement plans, and education assistance.

# Your Dollars Across America...

Where You Work or Go to School Determines Your Cost of Living

URBAN AREA AND STATE	100% Composite Index	13% Grocery Items	30% Housing	9% Utilities	9% Trans- portation	4% Health Care	35% Misc. Goods & Services
<b><u>Arizona Cities</u></b>							
Phoenix Metro Area	97.8	99.7	88.3	91.7	109.7	110.4	102.2
Flagstaff	107.7	106.0	119.1	99.1	109.7	113.2	99.6
Lake Havasu City	101.7	112.8	97.9	104.9	92.1	102.3	102.4
Prescott/Prescott Valley	104.7	120.4	94.5	97.9	100.9	116.4	108.9
Tucson	95.4	112.8	80.9	97.6	109.4	99.9	96.8
Sierra Vista	96.5	112.7	82.1	108.9	111.7	95.3	96.0
Yuma	100.2	109.4	90.5	119.9	125.0	110.8	92.3
<b><u>Western U.S. Cities</u></b>							
Los Angeles, CA	149.4	118.4	229.4	135.2	116.4	102.0	109.9
San Diego, CA	139.2	120.3	203.1	91.0	126.2	115.5	109.9
San Francisco, CA	177.0	130.6	309.7	110.1	128.3	114.8	117.5
Colorado Springs, CO	98.5	105.7	99.5	80.3	102.5	111.8	97.2
Denver, CO	105.3	107.6	110.7	93.1	105.2	117.2	101.5
Albuquerque, NM	104.1	99.6	109.2	114.3	104.9	108.4	98.2
Las Cruces, NM	95.9	100.5	94.2	105.5	89.4	96.6	94.8
Santa Fe, NM	118.5	107.8	147.8	104.3	103.2	128.2	103.9
Dallas, TX	97.5	93.9	90.1	101.8	102.2	102.4	102.4
El Paso, TX	92.6	103.4	81.4	100.2	95.4	108.6	93.5
Houston, TX	91.1	84.8	78.9	102.0	103.4	105.1	96.2
San Antonio, TX	94.2	80.6	94.6	87.4	86.1	100.5	102.0
Boise, ID	97.7	89.1	93.8	96.7	105.5	110.7	100.9
Portland, OR	112.7	114.2	113.1	106.6	112.0	133.4	111.1
Las Vegas, NV	105.5	111.9	103.0	89.3	111.2	125.9	105.7
Salt Lake City, UT	101.4	102.3	97.6	94.3	105.3	101.0	105.3
Spokane, WA	102.1	109.3	95.7	85.7	104.6	125.5	105.9
Tacoma, WA	102.5	111.1	95.1	100.5	110.5	141.0	99.8
Cheyenne, WY	105.9	114.5	109.1	115.2	95.2	101.9	100.8
<b><u>Other U.S. Cities</u></b>							
Washington, DC	138.7	111.0	200.8	107.5	120.2	123.1	110.5
Tampa, FL	96.5	94.2	97.5	94.4	97.9	100.9	96.1
Atlanta, GA	97.3	97.6	92.6	91.1	101.8	106.2	100.6
Boston, MA	136.1	116.1	179.6	148.5	112.1	110.7	112.2
New York (Manhattan), NY	218.5	137.1	408.8	145.1	126.1	145.6	136.5

Source: ACCRA Cost of Living Index, February 2005 Quarterly Report

## HOW TO USE THE ACCRA COST OF LIVING INDEX

Assume that City A has a composite index of 98.3 and City B has a composite index of 128.5. If you live in City A and are contemplating a job offer in City B, how much of an increase in your after-tax income is needed to maintain your present lifestyle?

$$100 * [(City B - City A) / City A] = 100 * (.3072) = 30.72\% \text{ Increase}$$

Conversely, if you are considering a move from City B to City A, how much of a cut in after-tax income can you sustain without reducing your mid-management lifestyle?

$$100 * [(City A - City B) / City B] = 100 * (-.2350) = 23.5\% \text{ Decrease}$$



## How Do I Decide?

In “Who Am I,” you looked at your interests, aptitudes and workplace preferences.

In “What’s Out There,” you looked at Arizona’s overall labor market and the Arizona occupations that offer the best wages and long-term job opportunities.

We are now going to ask you to match your self assessment results with the occupations that interest you and to match chosen occupations to job characteristics. We will also ask you to set some specific goals for yourself.



## How Do I Make It Happen?

Planning your career is truly a “life-long process.” Over time, your needs, skills, abilities, interests and life role will change. As you develop your career planning skills, not only will you pay close attention to possible occupational choices, but also to your leisure activities and educational goals, and how they relate to your interests. Your career choice is only one aspect of your life. Yet your work impacts other parts of your life including the amount of financial resources you will have, where you live and the how much leisure time you will have.

### Remember:

- You are probably suited for a variety of jobs, not just one.

- It is most likely that you will be changing jobs 6 to 8 times in your life.
- Learn “how” to find a career, seek the necessary assistance along the way, and you’ll surely chart the right course!

With change so constant and rapid, employers and clients need workers with a great mix of personal characteristics and skills. It isn’t enough to know how to do one thing. Even though you spend most of your time working on a keyboard, you may also have to deal with customers, work with a team at your office, and manage both your time and budget. The best-trained computer technician might not get the job if he or she doesn’t demonstrate good people and good communications skills, the ability to work with others, and a willingness to learn new skills.

## What Have I Found Out?

### My Career Interests

My strongest areas of career interests (page 3) are:

(Put a #1 in your strongest area, a #2 in your next strongest, and a #3 in the last area of interest)

- Hands-On activities  
 Working with **People**  
 Working with **Information**

### My Work Styles

I have made some decisions about the way(s) I prefer to work. Work styles that appeal to me are:

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### My Personality Style

I have determined that my Personality Style is:

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### Occupations that interest me:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

For each occupation you have listed, write down the skill areas and list below what you will need to work in that occupation.

<i>Art</i>	<i>Family Studies</i>
<i>Geography</i>	<i>Business</i>
<i>History</i>	<i>Computers</i>
<i>Language</i>	<i>Dramas</i>
<i>Music</i>	<i>Economics</i>
<i>Phys.ed.</i>	<i>English</i>
<i>Science</i>	

### Take stock!

Now that you have matched occupations with required training/education:

#### Ask yourself:

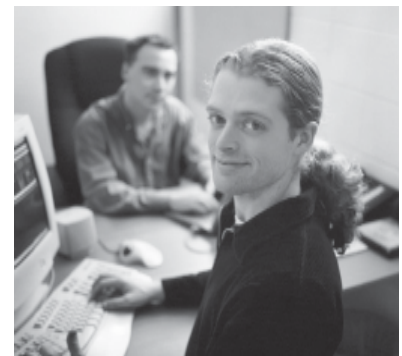
Are the skill areas/courses I've listed beside my chosen occupations ones that I'm able to take today or planning to take in the near future? Do I have the required high school diploma and financial means to enroll in college?

#### Yes?

You're on the right track! Today, most occupations require a lifelong commitment to additional training or education. And companies often want employees to upgrade their knowledge and skills with more education. Your best career match will be an occupation that allows you to continue to learn in the areas you prefer.

#### No?

You'd better chart a new course! If you like certain occupations, but don't plan to take the necessary courses, the occupations may not be a good fit. You may want to redo your self assessment, check additional occupations, or talk with a career counselor at your school.



## Self and Job Match Worksheet

On the previous page, we tied together your self assessment with certain occupations and then looked at the skills you would need to work in those occupations. Then we asked you about additional education or training you might require. On this worksheet, we are asking that you compare your self assessment with actual occupational job profiles.

<u>Self profile</u>	<u>Job profile</u>	<u>Match? Comments</u>
Interests (Holland Code, etc.)	Occupation (SOC code)	
Skills (technical; transferable)	Job Duties/Tasks	
Traits (personal style)	Job Requirements (personality)	
Aptitudes (e.g., ASVAB, O*NET Ability Profiler, etc.)	GOE Codes. Write out.	
Work Values	Working Conditions	
Physical Condition	Physical Requirements	
Education Obtained	Education Required	
Past Experience	Experience Required	
Budget/Financial Needs	Salary/Benefits	

## My Career Choice

**You've now reached the decision time in your career search. You have matched yourself with one or more occupations. It's time to ask yourself some very serious questions:**

***Did I carefully match my aptitudes with the occupation(s) I've chosen?***

- ***Don't*** choose veterinarian if you don't like working with animals or are allergic to cat hair.
- ***Don't*** choose nursing if sick people make you sick.
- ***Don't*** choose engineering if you have poor study habits or can't handle math.
- ***Do*** I have enough information to make a decision? What additional information do I need to collect?

***Occupational Outlook***

- Will there be openings for this type of work when I finish my training/college?
- Will my earnings be enough to support the lifestyle that I want?
- How many years of training are required?
- Will I need special certification or licensing?

- Will I have to relocate to another city?
- Can I meet the physical demands of this job?

***Along with choosing an occupation as your career choice, you will also face other decisions.***

**Whether you decide to further your education, enter the work force, or do both, you may have to consider these problems:**

***How tough is the competition in the occupation(s) I'm considering?***

- Am I being realistic when I evaluate my abilities and those of the competition?
- How well do I stack up?
- Do I have the grades and test scores required by college programs?
- Do I have the skills to be successful?

***What is the next step?***

- Do I need to upgrade or add new skills? Work on my self-development needs?
- What support do I have in place? What type of support do I need to find?

***Transportation?***

If your job is not close to your home, you may have a long commute to work.

Breakdowns and bad weather may sometimes cause you to be late to work.

***Unpleasant Working Conditions:***

If you find it hard to get along with a co-worker, a boss, or customers, your job will be more stressful. When this occurs, you might be tempted to stay home.

If working, discuss your concerns about possible problems with your boss. If a job situation becomes too stressful to manage, the only solution may be to change jobs. But don't quit your job until you have another one lined up or you know that you can pay your bills while you are looking!



**My Choice is...**



**On the basis of what I have learned, I am interested in learning more about the following occupation(s):**

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“No trumpets sound when the important decisions of our life are made. Destiny is made known silently.”

-Agnes de Mille

# What are the Arizona Career Pathways?

**Arizona has six Career Pathways** that schools have used for many years to organize programs of study for students interested in careers.

**Arts/Humanities/Communication:** The Arts and Communications career path includes programs related to the humanities and to the performing, visual, literary, and media arts. These include architecture, creative writing, film and cinema studies, fine arts, graphic design and production, journalism, foreign languages, radio and television broadcasting, advertising, and public relations. Occupations in this field of study may include; Photographer, art directors, graphic designers, and radio/TV announcers.

**Business & Management:** The Business and Management career path includes programs related to the business environment. These may include entrepreneurship, sales, marketing, hospitality and tourism, computer/information systems, finance, accounting, personnel, economics, and management. Training and education in this field can lead to computer operators, accountants, financial analysts and business managers.

**Engineering/Industrial Systems:** The Industrial and Engineering career path includes programs related to the technologies necessary to design, develop, install, or maintain physical systems. These may include engineering and related technologies, mechanics and repair, manufacturing technology, precision production, electronics, and construction. Some occupations may include: welders, construction workers, mechanics, machine operators and electricians.

**Health & Community Services:** The Health Services career path includes programs related to the promotion of health as well as the treatment of injuries, conditions, and disease. These may include medicine, dentistry, nursing, therapy and rehabilitation, nutrition, fitness, and hygiene. Occupations in this field may include; emergency medical technician, nurse, pharmacy technician, athletic trainer, laboratory assistant. Community Services include cosmetology, fire science and law & public safety.

**Social and Human Services:** The Human Resources career path includes programs related to economic, political, and social systems. These may include education, law and legal studies, law enforcement, public administration, child and family services, religion, and social services. Occupations related to this field of study include; child care workers, fire fighters, teachers, counselors, forensic science technicians, and police officers.

**Renewable Natural Resources:** The Renewable Natural Resources career path includes programs related to the environment and natural resources. These may include agriculture, earth sciences, environmental sciences, fisheries management, forestry, horticulture, and wildlife management. If you are interested in the following occupations, this may be the field of study for you: Agricultural engineer, farmer, nursery worker, veterinarian, zoologists, and water treatment plant operators.

For a more comprehensive list of occupations related to the Career Pathways, go to [www.azcis.intocareers.org](http://www.azcis.intocareers.org) and logon with your school username and password.

## What is the 16 Career Clusters initiative?

Career Clusters provide a way for schools to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. Sixteen Clusters website can be found at: [www.careerclusters.org](http://www.careerclusters.org).

- 1) Agriculture, Food & Renewable Natural Resources:** production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, renewable natural resources, Horticulture, and other plant and animal products/resources.
- 2) Architecture & Construction:** designing, planning, managing, building and maintaining the built environment.
- 3) Arts, A/V Technology & Communications:** designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
- 4) Business, Management & Administration:** encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations, which are in every sector of the economy.
- 5) Education and Training:** planning, managing and providing education and training services, and related learning support services.
- 6) Finance:** planning, services for financial and investment planning, banking, insurance, and business financial management.
- 7) Government and Public Administration:** executing governmental functions to include Governance; National Security; Foreign Service; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
- 8) Health Science:** planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
- 9) Hospitality & Tourism:** encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
- 10) Human Services:** preparing individuals for employment in careers related to family and human needs.
- 11) Information Technology:** building IT Frameworks for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
- 12) Law, Public Safety, Corrections & Security:** planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
- 13) Manufacturing:** planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
- 14) Marketing, Sales & Service:** planning, managing, and performing marketing activities to reach organizational objectives.
- 15) Science, Technology, Engineering & Mathematics:** planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
- 16) Transportation, Distribution & Logistics:** planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

To see the occupations go to [www.azcis.intocareers.org](http://www.azcis.intocareers.org) and logon with your school username and password. You will find the “*Clusters Index*” at the top of the “*Occupations*” page.

## Constantly Reassess!

Remember that career planning is a *journey*, not a *destination*.

You will need to periodically reassess where you are and where you want to go by asking yourself:

- Have I set realistic goals?
- Have I either under - or over-estimated my abilities?
- Have I developed new interests or skills?
- Have my priorities changed?
- Do I have new information which needs to be considered?

## Setting My Goals

It is never too soon to start thinking about what you want to do in your lifetime and the type of lifestyle you want. Let's just take this goal-setting one step at a time. Make **three** copies of the Goal sheet shown below. Label each of the sheets for your **1-Year** Goals, **5-Year** Goals, and **Lifetime** Goals. It's very important to make yourself actually **write down** your goals at each level, not just think about them.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### MY \_\_\_\_\_ GOAL SHEET

Employment Advancement? \_\_\_\_\_

Education? \_\_\_\_\_

Family? \_\_\_\_\_

Where will I be living? \_\_\_\_\_

Housing? \_\_\_\_\_

Transportation? \_\_\_\_\_

Friends? \_\_\_\_\_

Health? \_\_\_\_\_

Hobbies? \_\_\_\_\_

Travel? \_\_\_\_\_

New Experiences? \_\_\_\_\_

## How Do I Do It?

### **In Step #1**

You looked at your interests, aptitudes and workplace preferences.

### **In Step #2**

You looked at Arizona's overall labor market and the Arizona occupations that offer the best wages and long-term job opportunities.



### **In Step #3**

You choose the occupation(s) most suited to your self assessment.

### **In Step #4**

You will take your goals and turn them into reality. Whether you're looking for additional training/education, looking into the military, or entering the workplace, this section will provide valuable assistance.

## **Which Way Are You Headed?**

**You have made your career choice. To successfully realize your career goal, which way are you headed? To the military? To college? To an Apprenticeship program? To a Tech Prep high school program? Enroll in a Career and Technical Education program? Or perhaps you already have the necessary skills to enter directly into the workforce. Your choices at this point in your career development preparation are very important!**



# Stay in School...

**2005 U.S. Average Annual Total Earnings by Educational Attainment**

Source: U. S. Census Bureau, Current Population Survey, Ages 25 and over

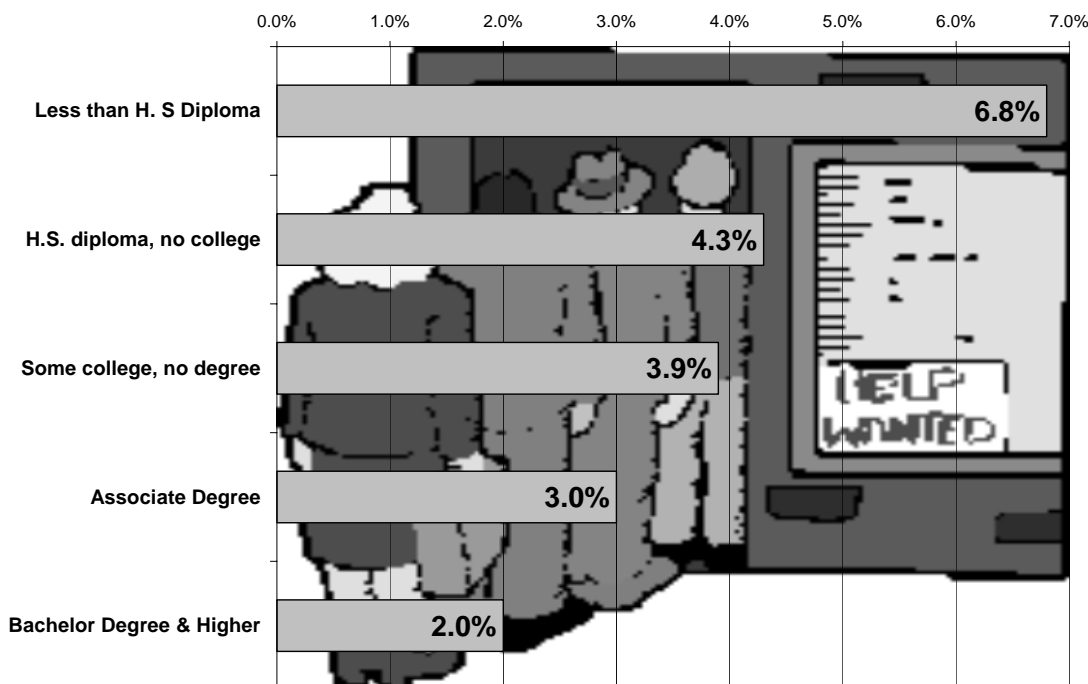


The advice to “stay in school” has been familiar to you since you were small. The fact is: The more education you have, the more money you can earn.

Not every person who holds an advanced degree reports a high income, and many people who have left school early have high earnings today. But, overall, there is a clear relationship between the amount of schooling and subsequent earnings.

**2006 Unemployment Rate by Educational Attainment (U.S.)**

Source: U.S. Dept of Labor, Bureau of Labor Statistics



Something else to be considered. The average U.S. unemployment rate for college graduates was 2.0% in 2006, compared with 4.35% for high school graduates with no college and 6.8% for high school dropouts.

## Your College Countdown

**Meeting deadlines is the first college entrance requirement! Failure to file the right form at the right time could hurt your chances of attending your favorite school or getting financial aid. These are dates you dare not miss**

### Sophomore Year

**October:** As a tenth grader, you can take the PLAN at your high school to assess your academic skills. The PLAN provides you the opportunity to practice for the ACT entrance exam that you should take in your junior or senior year if you plan to attend college. PLAN includes a questionnaire to provide you with guidance on your educational plans after high school and career exploration. You can also take the Preliminary Scholastic Aptitude Test (PSAT), which is a shorter version of the SAT, the other big college admissions exam. Don't feel obligated to take either "P" (Preliminary) test; however, if you do take one, don't fret over the results as they are not passed on to colleges. They do serve to familiarize you with sample questions. Students that take the PLAN or PSAT can begin receiving information from colleges.

### Junior Year

**September:** Register for the PSAT, given in October, even if you took it in your sophomore year. Again, the results won't be sent to colleges, but juniors who are among the top scorers in each state may be considered for National Merit Scholarships of up to \$2,000.

**December:** This is when you will receive your PSAT scores. Make an appointment with your guidance counselor and discuss the type of school you might want to attend. Check the schedules to determine when you will take the ACTs or SATs and the achievement tests, which measure knowledge in specific areas. These are

given at regular intervals during the school year; you must register about six weeks before the exam date. Results will be sent to the colleges you designate.

**January to March:** Begin to develop your preliminary list of about 20 colleges that seem interesting to you by consulting with your guidance counselor, college catalogs, reference books, and other materials in your high school career center. Make informal visits to a few nearby schools to get a feel for the differences between large and small, rural and urban campuses. Spring of your junior year is the best time to take your college admission tests, so that you will have the opportunity to retake tests if necessary.

**May:** Advanced placement tests, which award college credits to high scorers, are given.

**June:** Request college viewbooks, catalogs and application forms. Examine the material and refine your list to 10 or fewer schools.

**Summer Vacation:** Begin to schedule interviews and campus visits for August, September and October.

Start thinking about your application essay.

### Senior Year

**September:** Working with your guidance counselor, narrow your list to five to eight final selections. Ask teachers to write the recommendations that accompany your applications. Work on your essay so you can show it to parents and teachers in time to make revisions. If you are applying under any Early Decision or Early Action plans, make sure your transcript is correct and ready to go out. Register for and retake ACT, if

necessary.

**October:** Start sending applications to schools with rolling admissions. Finish up your Early Decision or Early Action applications, which are due between Nov. 1 and Dec. 1; some schools require early financial aid forms with those applications.

**December:** Many high schools require that you submit regular-deadline college applications for processing early this month. Pick up financial aid or application forms from your guidance office. Brace yourself: Early Action and Early Decision responses will arrive about December 15 - 31.

**January:** Final deadline season begins. Almost all schools require regular admissions applications by one of these dates: January 1, January 15, February 1, February 15, or March 1. File financial aid forms. Have your high school records office send transcripts of your first-semester grades to the colleges to which you have already applied.

**March and April:** Do things to try to take your mind off waiting for the "answer." Go to the movies. Walk in the woods. Casually check the mail. Once your responses arrive, take a deep breath, open the envelopes, and read the decision letters.

**Good  
Luck!**

## How Do I Apply? Where?

If you have decided that you need additional education or training to reach your career goals, how do you start? How do you contact the correct people? How much does it cost to apply? Do you need pretesting? Take the ACT or SAT? Where? How much will it cost? Is there scholarship money available? Could you get training costs covered through a government agency? What is the training length? Program requirements?

Consider these options: Distance learning Programs, including video and Internet courses, help students who need to study on their own schedule. Certificate programs, usually lasting one year or less, teach skills that enable graduates to advance in their jobs or start over in a new field. Internships allow students to work and learn at the same time. Continuing Education Programs help students either work toward a two- or four-year degree or receive credentials in a specific field.

### CONTACT THE COLLEGES/UNIVERSITIES BELOW FOR INFORMATION:

School	Phone Number	Web Address
Arizona State University	(480) 965-9011	<a href="http://www.asu.edu">www.asu.edu</a>
Arizona Western College	(888) 293-0392	<a href="http://www.azwestern.edu">www.azwestern.edu</a>
Central Arizona College	(520) 494-5444	<a href="http://www.centralaz.edu">www.centralaz.edu</a>
Chandler-Gilbert Community College	(480) 732-7000	<a href="http://www.cgc.maricopa.edu">www.cgc.maricopa.edu</a>
Cochise College	(520) 515-0500	<a href="http://www.cochise.edu">www.cochise.edu</a>
Coconino Community College	(928) 226-4299	<a href="http://www.coconino.edu">www.coconino.edu</a>
Dine College	(928) 724-6611	<a href="http://www.dinecollege.edu">www.dinecollege.edu</a>
Eastern Arizona College	(800) 678-3808	<a href="http://www.easternarizona.com">www.easternarizona.com</a>
Embry-Riddle Aeronautical University	(800) 888-3728	<a href="http://www.erau.edu">www.erau.edu</a>
Estrella Mountain Community College	(623) 935-8000	<a href="http://www.emc.maricopa.edu">www.emc.maricopa.edu</a>
Gateway Community College	(602) 286-8000	<a href="http://www.gatewaycc.edu">www.gatewaycc.edu</a>
Glendale Community College	(623) 845-3000	<a href="http://www.gc.maricopa.edu">www.gc.maricopa.edu</a>
Grand Canyon University	(800) 486-7089	<a href="http://www.gcu.edu">www.gcu.edu</a>
Mesa Community College	(480) 461-7000	<a href="http://www.mc.maricopa.edu">www.mc.maricopa.edu</a>
Mohave Community College	(866) 664-2832	<a href="http://www.mohave.edu">www.mohave.edu</a>
Northern Arizona University	(888) MORE NAU	<a href="http://www.nau.edu">www.nau.edu</a>
Northland Pioneer Community College	(800) 266-7845	<a href="http://www.northland.cc.az.us">www.northland.cc.az.us</a>
Ottawa University	(602) 371-1188	<a href="http://www.ottawa.edu">www.ottawa.edu</a>
Paradise Valley Community College	(602) 787-6500	<a href="http://www.pvc.maricopa.edu">www.pvc.maricopa.edu</a>
Phoenix College	(602) 285-7500	<a href="http://www.pc.maricopa.edu">www.pc.maricopa.edu</a>
Pima Community College	(520) 206-4500	<a href="http://www.pima.edu">www.pima.edu</a>
Rio Salado College	(480) 517-8000	<a href="http://www.rio.maricopa.edu">www.rio.maricopa.edu</a>
Scottsdale Community College	(480) 423-6000	<a href="http://www.scottsdalecc.edu">www.scottsdalecc.edu</a>
South Mountain Community College	(602) 243-8000	<a href="http://www.southmountaincc.edu">www.southmountaincc.edu</a>
The University of Arizona	(520) 621-2211	<a href="http://www.arizona.edu">www.arizona.edu</a>
University of Advancing Technology	(602) 383-8228	<a href="http://www.uat.edu">www.uat.edu</a>
University of Phoenix	(866) 766-0766	<a href="http://www.universityofphoenix.com">www.universityofphoenix.com</a>
Yavapai College	(928) 445-7300	<a href="http://www2.yc.edu">www2.yc.edu</a>
Western International University	(602) 943-2311	<a href="http://www.wintu.edu">www.wintu.edu</a>

# Financial Aid

## What is Financial Aid?

Financial aid is money to help you meet after-high-school education costs. The money for financial aid comes from federal and state governments, banks, the schools themselves, and private donors.

You must apply for financial aid to get it. (You apply for aid separately from admission to the school.) The amount and kind of aid you get is based on your financial need, your academic record, and on the kinds of aid available at the school you attend.

Most students who receive aid get a combination of grants, loans, and work-study funds. These sources of financial aid are put together in a “financial aid package” by the financial aid office at the school or college you have chosen. Financial aid applications are available from most high school counseling offices and college financial aid offices.

## Types of Financial Aid

**Academic Scholarships:** Money awarded to pay for post-secondary education based on need/or merit. Scholarships do not have to be repaid.

**Grants:** Do not require repayment (example: Pell Grant).

**Loans:** Typically repaid after you leave school at much lower interest rates than regular bank loans (example: Arizona Student Loan).

**Work Study:** Money you earn. Jobs are usually on campus and sometimes related to career goals or fields of study (example: working in a computer lab).

**Private Aid Programs:** Aid offered by private organizations or individuals (example: National Merit Scholarship Program).

**Special Aid:** Aid for special groups of students (example: National Federation for the Blind scholarships).

**Aid for Military Personnel:** Financial aid opportunities that come with joining the military (example: Veterans’ Educational Assistance Program).

There are many sources of financial information available, some of which can be found in your school or public library, the internet, or at a career counseling office.

For information about scholarships, or grants, contact the Financial Aid Office at the Postsecondary Education where you plan to attend or visit the online financial aid section of the Arizona Commission for Postsecondary Education’s web site: [www.azhighered.org](http://www.azhighered.org). One of the following web sites may also be helpful:

**Student Guide to Financial Aid from the U.S.**

**Department of Education:** [www.studentaid.ed.gov/students/publications/student\\_guide/index.html](http://www.studentaid.ed.gov/students/publications/student_guide/index.html)

**Arizona Student Loan Guarantor - USA Funds:** [www.usafunds.org/borrowers/tudents\\_and\\_parents.html](http://www.usafunds.org/borrowers/tudents_and_parents.html)

## 12 Steps in Getting Financial Aid

### The Fall before you will enter school:

1. Select schools that will fulfill your educational and occupational goals.
2. Write or call the admissions office at each school you are interested in. Ask about financial aid possibilities and application procedures.
3. Obtain the correct financial aid applications you will need. Forms are available from your high school counselor or from a college financial aid office.
4. Estimate the cost of attending each of the schools you have chosen.
5. Ask your high school counseling office if they sponsor a free financial aid night. Students and parents can learn about financial aid sources and procedures at these workshops.
6. Begin compiling the family financial information needed to fill out your financial aid applications: last year’s tax return, figures on non-taxable income, and information on assets.

### Soon after January 1:

7. Send the financial aid need analysis form for processing. (Your application will not be accepted before January 1, so do not send it before this date.)

### In the Spring:

8. Some schools may request additional information from you such as copies of federal tax returns. Learn what each school requires and provide the information by the deadlines.
9. The schools you choose will notify you whether they will give you financial aid. They also will explain how much grant, loan, or work-study money they can offer you.
10. Tell each school your plans in writing – whether you accept their financial aid packages or not.

### Those who choose to attend the Summer term:

11. Aid awarded for the academic year must be used during that period. Aid may, however, be available during the summer term. Ask your aid officer well in advance of summer enrollment if summer aid is available at your school. Some schools may have a separate summer application process, so be sure to check with your financial aid office.

### Each January, if you are planning to be in school the next year:

12. Apply for financial aid again. You **MUST** reapply each year.

## Is the Military for You?

Do the words “One Army-An Army Of One” ring a bell? If so, the first thing that probably comes to your mind is the military.

There are many positive reasons for joining the military. If you’re interested in pursuing college sometime in the future, the service gives you the chance to earn money toward tuition while also gaining valuable work experience. If college isn’t your game, and you’re looking for a solid work experience directly out of high school, the military provides training in a number of fields from medicine, to navigation, to missile system operations.

The Army or Air National Guard provides up-to-date training, qualifying you for many highly-skilled jobs. If you are 17 years or older, you can participate in National Guard activities while also going to high school, college, or working full-time. If you choose to continue your education, they also offer a wide variety of tuition assistance programs. Contact the nearest National Guard branch office or your career guidance and placement counselor for more information.

The Army is offering a free self-paced standardized test preparation course to help young men and women to improve their performance on standardized tests. For more information go to [www.march2success.com](http://www.march2success.com).

Currently the military is one of the largest employers in the United States, employing 1.8 million men and women. Each year over 300,000 young people enlist. You may enlist in one of the five branches of the military: Army, Navy, Air Force, Marines, or Coast Guard. When thinking about a stint in the service, keep one thing in mind: “Do you want to be an officer or an enlisted member?” This is important because the qualifications for each are different. If you want to enlist, you must have a high school diploma. If you’re interested in becoming an officer, you must have a four-year college degree. But, should you choose the enlisted route, you could eventually become an officer by meeting certain qualifications.

If the military interests you, the Armed Services Vocational Aptitude Battery (ASVAB) is an evaluation that helps you figure out what career fields you might be interested in. Once you complete the evaluation, you’re given a workbook which matches your interests with various career fields.

If you’re not quite sure about serving full-time in the Armed Services, but still want to experience life in the military, you might want to try the Reserves. Reservists normally enlist for eight years. As a reservist, you would serve on active duty for the first couple of months of your enlistment and then return to civilian life where you’d be required to work one or two days a month, usually on the weekends. The balance of your duty is made up of training sessions and work related to your job specialty. The advantage of enlisting in the Reserves is that it allows you to pursue other endeavors such as going to school or working. Reserve training is offered in the Army, Navy, Air Force, Marines, Coast Guard, Army National Guard and Air National Guard.

As you can see, the military offers quite a few options. Before you make any decisions, think carefully about whether a career in the service is right for you. If so, make sure you gather as much information as possible about the branch you’re interested in before you enlist. Among the many things you should check into: salary, benefits, training, and, most especially, the terms of your tenure. For example, The Army Programs:

Up to \$20,000 Enlistment  
Up to \$65,000 Student Loan  
Up to \$70,000 Montgomery  
G.I. Bill - College Fund  
Tuition Assistance  
Medical, Dental, Retirement,  
ETC....

### For more information about the Armed Services, contact the recruiting office nearest you:

Army	1-800-USA-ARMY
Air Force	1-210-652-5774
Marines	1-703-640-3942/43
Navy	1-520-621-1281
Coast Guard	1-877-NOW-USCG
Air National Guard	1-800-742-6713
Army National Guard	1-800-Go-Guard
Army Reserves	1-800-USA-ARMY

**Our thanks to the U.S. Army for not only serving their state and country, but also our Arizona high school students by distributing the Arizona Career & Educational Guide.**

## ***Should I Consider Enrolling in a Career & Technical Education Program?***

1. Are you seriously thinking about trying to find a job as soon as you leave high school?
2. Do you prefer learning through activities and acquiring general skills that will help you no matter what occupation you work in?
3. Would you be able to learn reading and math skills more easily if you could see how people use those skills in their work or within the real world?
4. Are you interested in work-based learning rather than book-based learning?
5. Are you interested in participating in a student organization that develops leadership skills?
6. Do you plan to go to college and would like to earn college credit while in high school?

***If you answered yes to most of these questions, ask your guidance counselor for more information about the Career and Technical Education programs that are available at your school.***

### ***What is Career and Technical Education and what can it do for me?***

Career and Technical Education (CTE) includes a wide variety of programs that are designed to equip you with work and life skills. As a career and technical education student, you can explore career options, gain insight into a number of fields, prepare for a wide range of occupations, retrain for new jobs, and learn how to improve home and family life.

Today's workplace is changing like never before. Employers demand that workers have solid skills as well as the ability to adapt to new technology. You're in a position where you'll experience employment challenges your parents never imagined. Advances in information processing, communications, electronics, and more have changed and will continue to change working environments and lifestyles.

Most career and technical education programs combine classroom instruction, laboratory work, work-based learning experiences, and participation in student organizations. This combination makes this type of education an exciting prospect as you consider ways to achieve your career goals. Remember, career and technical education doesn't stop once you get your high school diploma. Many students continue their education beyond high school and enroll in college or choose other postsecondary training. Students who successfully complete these programs are able to find jobs, advance in careers, and contribute as citizens to their community. The following list provides you with Career and Technical Education Programs that may be offered at your school.

### **2007/2008 Arizona's Career and Technical Education programs**

Accounting & Related Services  
 Agricultural Business Management - Agriscience  
 Agriscience  
 Allied Health Services  
 Audiovisual Technology  
 Automotive Technologies  
 Biomedical Health Technologies  
 Business Management & Administrative Services  
 Carpentry Technologies  
 Construction Technologies  
 Cosmetology  
 Culinary Arts  
 Dental Assisting  
 Design & Merchandising  
 Diagnostic & Intervention Technologies  
 Drafting & Design Technology  
 Education & Training: Early Childhood Education  
 Education & Training: Education Professions  
 Electrical & Power Transmission Technology

Electronic Technology  
 Engineering Sciences  
 Financial Services  
 Fire Science  
 Graphic Communications  
 Heating/Air Conditioning Maintenance  
 Heavy Equipment Operation  
 Hospitality Management  
 Industrial Manufacturing  
 Information Technology  
 Law, Public Safety & Security  
 Marketing, Management & Entrepreneurship  
 Mental & Social Health Services  
 Nursing Services  
 Performing Arts  
 Plumbing Services  
 Telecommunications Maintenance & Installers  
 Therapeutic Massage  
 Welding Technology



www.aztechprep.org

### What is Arizona Tech Prep All About?




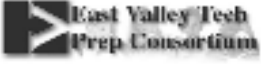













Tech Prep is a National educational initiative that involves restructuring traditional curricula and introducing new teaching approaches at the secondary and post-secondary levels. Viewed as one of the most innovative and effective educational reform efforts in American history, Tech Prep connects learning to career pathways and provides students with the knowledge, skills and behaviors they need to compete successfully in the technologically advanced workplace of tomorrow.

Community colleges and high schools around the state have partnered to jointly design and implement coordinated sequences of instruction to link high school and post-secondary Career and Technical Education (CTE) programs. The state is divided into 12 consortia which are overseen by individual leadership teams and a local tech prep director.

### What does Tech Prep do for students?

Tech Prep provides each student with:

- A career pathway with an identified sequence of courses which leads to employment.
- Employability and technological skills.
- Advanced occupational training identified in partnership with business and industry.
- Articulated programs leading to certification and/or a degree.
- A curriculum integrating academic and occupational learning and application.

 	<b>Cochise Tech Prep Consortium</b> 
 	<b>ARIZONA TECH PREP</b> <small>Arizona Association of Tech Prep Consortiums          "Connecting High Schools and Community Colleges"</small> 
<b>Mohave Tech Prep Consortium</b> 	<b>Northeast Arizona Consortium</b> <b>TECH PREP</b> 
<b>Pima &amp; Santa Cruz Consortium</b> 	<b>Pinal Tech Prep Consortium</b> 
<b>Western Maricopa Tech Prep Consortium</b> 	 
<b>Yuma/La Paz Tech Prep Consortium</b>  	 

## Career & Technical Student Organizations

If you're looking for ways to enhance your career and technical education experience, participation in a student organization might be the answer. Currently there are seven active organizations available to students enrolled in career and technical education programs. Career and Technical Student Organizations can have a very positive impact on career development because they offer “real-life” experiences, insight into careers, and the chance to make valuable contacts with business professionals.

Contact your career guidance counselor, career and technical education teacher or ADE State Advisor (Career and Technical Student Organization (CTSO)) for sign-up information.



### Future Farmers of America (FFA)

Future Farmers of America is a national organization of students preparing for careers in agriculture through agricultural education courses in public schools. This group uses activities, scholarship and award programs to give students practical experience in the application of agricultural skills and knowledge. Currently, FFA consists of over 467,555 active members in 7,500 chapters in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands.

**FFA State Advisor: Tyler Grandil,**  
(602) 542-5564, [www.azffa.org](http://www.azffa.org)



### Future Business Leaders of America (FBLA)

FBLA is a dynamic national organization of young people preparing for success as leaders in business, government, and the community. The goals of FBLA are to promote competent, aggressive business leadership, understand the American business enterprise system, establish career goals and encourage scholarship. Members get the “leading edge” as they gain the experience and knowledge to build business and leadership skills as well as develop confidence through working with local business, community leaders, and the public in “real-world” experiences.

**FBLA State Advisor: Ryan Hamilton,**  
(602) 542-5350, [www.azfbla.org](http://www.azfbla.org)



### An Association of Marketing Students (DECA)

DECA is an organization designed to enhance occupational competencies needed for careers in marketing, management and entrepreneurship. DECA also helps students develop leadership abilities, social and business etiquette; understanding of civic responsibility; ethical behavior in personal and business relationships; and an understanding of the role of the free enterprise system in a global economy. DECA uses a series of competitive events and activities to emphasize academic and leadership excellence.

**DECA State Advisor: Oleg Shvets,**  
(602) 542-5354, [www.azdeca.org](http://www.azdeca.org)



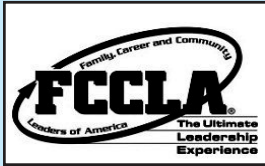
### Health Occupations Students of America (HOSA)

HOSA is a national student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE (HSTE). HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for students enrolled in HSTE programs. HOSA is 100% health care!

**HOSA State Advisor: Jane Shovlin**  
[azhosa@aol.com](mailto:azhosa@aol.com) or [www.hosa.com](http://www.hosa.com)



## Career & Technical Student Organizations



### Family, Career & Community Leaders of America, Inc. (FCCLA)

FCCLA is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life-planning, goal setting, problem solving, decision making and interpersonal communication that are necessary for success in the home, workplace, and community.

**FCCLA State Advisor: Sheri Cone,**  
(602) 542-3040, [www.azfccla.org](http://www.azfccla.org)



### SkillsUSA

SkillsUSA is a national organization serving 265,000 high school and college students and professional members who are enrolled in technical, skilled, service and health occupations. By providing quality educational experiences for students in leadership, teamwork, citizenship and character development SkillsUSA prepares America's high performance workers. It builds and reinforces self-confidence, work attitudes and communications skills and emphasizes total quality at work, high ethical standards and pride in the dignity of work.

**SkillsUSA State Advisor: Scott Soldat,**  
(602) 542-5565, [www.azskillsusa.org](http://www.azskillsusa.org)



### Future Educators of Arizona

The FEA provides high school students with opportunities to explore teaching as a career option.

It helps students gain a realistic understanding of the nature of education and the role of the teacher.

The state and international organizations office coordinates information about teaching as a profession, employment opportunities, financial assistance options, and such educational issues as professional mobility, diversity, job security, and other matters.

**FEA State Director: Gerry Corcoran**  
(602) 542-5315

[WWW.ADE.AZ.GOV/CTE/FEA/DEFAULT.ASP](http://WWW.ADE.AZ.GOV/CTE/FEA/DEFAULT.ASP)



**For more information on Career Pathways:**

**Arizona Department of Education**  
**Career & Technical Education**  
1535 W. Jefferson St., Bin 42  
Phoenix, AZ 85007  
(602) 542-5282

## How Do I Find a Job?

Finding the right job takes planning and preparation. It takes good organization, a lot of time and energy, a positive outlook, and making the right decisions. Keep in mind that you're promoting a productive worker—you! You have abilities that an employer can use. You are marketing your skills, your ability to learn, and your willingness to help an employer succeed. Maintaining a positive outlook throughout your job search takes energy. Whether you are a first time job seeker, employed, or re-entering the job market, there are certain guidelines to follow that will help you organize your job search and improve your chances, even in a difficult job market.

### My Personal Network

#### Relatives:

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#### Friends & Neighbors:

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#### Church:

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#### People I Do Business With:

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#### People I Know Who Work:

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### What is the Underground Network?

The best way to look for a job, job networking, takes more effort than reading the classified ads or going through an employment agency, but it will let you tap into the *underground job market*—a vast pool of unadvertised jobs that make up more than 75% of the entire range of jobs available at any one time.

To use this network, you are going to have to develop personal and professional contacts. These can be anyone from the person who lives next door to someone you've heard about on the news.

- **Write down the names of everyone you know who has a job and contact them.**

Tell them that you're looking for a job in a particular field and ask them if they know anyone who does that kind of work. Then call these contacts and ask if there are any job openings where they work.

- **Make professional contacts.**

These will be more difficult because you will have to talk to strangers. To start, you should call a couple of personnel managers at firms you are interested in working for. Ask them to tell you how they see their long-term openings shaping up and what kinds of people they are expecting to hire in the next year or so. You might also ask what kinds of skills they need the most.

- **Check national associations.**

Almost every occupation has a national association. The *Encyclopedia of Associations*, available at your public library, lists

every trade association in the country. A quick call to the national office could result in a contact at the local chapter.

- **Trade publications are valuable sources of information.**

Most public libraries carry them in various fields and will have an index available. Trade publications love to publish trend predictions on their occupations, which can help you find out what kinds of jobs have the best growth potential. Put in a couple of hours of research and you will probably find quite a few contacts.

- **Start simple.**

To get used to the idea of talking to people about their jobs, contact some of the students who were ahead of you at school and ask how they found their jobs and how they like their work.

The next step is the hardest. You are going to have to get on the telephone, talk to each one of your contacts and ask each of them for an information interview — not a job interview, an *information interview*. Make a list of questions that cover all the things you want to know about the profession. When you return home, type a friendly thank-you note thanking the person for his or her ideas, encouragement, and time.

While these interviews may or may not result in a job offer, they will get you into the network. Sooner or later, as you go from one person to the next, someone will know about a job—and it may be the perfect job for you.

## Am I Eligible to Work?

In Arizona, a series of laws were developed many years ago protecting anyone under 18 from harmful employment practices by an employer. These laws are designed to prevent you from using equipment that might be too dangerous and limit the number of hours you can work so that you can spend enough time on your school work or other interests. If you're thinking of getting a part-time job while in high school, or you already have one, it's important to know what you can and cannot do on the job as well as work eligibility requirements.

### **How old do you have to be to work in Arizona?**

You must be at least 14 years old.

### **Do I need a permit to work in Arizona?**

No you do not. Child labor (Constitution of State of AZ, Article XVIII) Section 2, states that no child under the age of 14 shall be employed in any gainful occupation at any time during the hours in which the public schools of the district in which the child resides are in session; nor shall any child under 16 years of age be employed underground in mines, or in any occupation injurious to health or morals or hazardous to life or limb; nor for more than 8 hours a day. For more information contact The Industrial Commission of AZ, State Labor Department, P.O. Box 19070, Phoenix, AZ 85005-9070 at (602) 542-4515.

### **What hours can a person under the age of 16 work?**

Employment of persons under the age of 16 shall be confined to:

- Not more than forty hours in any one week when the person is not enrolled in a session of school or when school is not in session.
- Not more than 18 hours in any one week when the person is enrolled in any session of school when school is in session.
- Not more than 8 hours in any one day when the person is not enrolled in a session of school or on a day when school is not in session.
- Not more than three hours in any one day when the person is enrolled in any session of school on a day when school is in session.
- A person shall not employ persons under the age of 16 at night nor shall they be employed in solicitation sales or deliveries on a door-to-door basis between 7:00 p.m. and 9:30 p.m. on days preceding

a day when school is in session and between 7:00 p.m. and 11:00 p.m. on days preceding a day when school is not in session.

### **What kind of work is NOT allowed for teenagers under the age of 18 years?**

Unless a variance is granted pursuant to section 23-241, a person shall not employ or allow a person under the age of 18 years to work in, about or in connection with:

- An establishment manufacturing or storing explosives, except a retail establishment if the employment does not include any handling of explosives other than prepackaged small arms ammunition.
- Occupations as a motor vehicle driver or outside helper, except for driving incidental to employment if the person has a valid license for operation of the vehicle and either:
  - (a) Total driving time does not exceed 2 hours per day or 25% of the work period per day.
  - (b) Total mileage driven is fewer than 50 miles per day.
- Mine or quarry occupations.
- Logging Occupations.
- Wrecking Demolition
- Occupations involving: **Power-driven woodworking machine:** operation, setup, repair, adjustment, oiling or cleaning. **Power-driven hoist** operation or assistance capacity exceeding one ton or an elevator, except operation of an automatic elevator incidental to employment **Power-driven metal working:** forming, punching or shearing machine. **Power-driven meat processing machine:** operation, set setup, repair, adjustment, oiling or cleaning, meat packing processing or rendering of meat. **Power-Driven:** saw, food slicer, bakery machine, paper products machine.
- Occupations involving roofing operations or equipment attached to or placed on roofs.
- Occupations in excavation or tunnel operations, except manual excavation, back-

filling or working in trenches or other penetrations of the ground surface that do not exceed 2 feet in depth at any point.

### **What kind of work is NOT allowed for teenagers under the age of 16 years?**

A person shall not employ or allow a person under the age of sixteen (16) to work in, about or in connection with:

- Occupations involving manufacturing: food processing; commercial laundries; warehousing; construction; boiler/furnace rooms; working on a structure over 5 feet in height; maintenance or repair of machinery; cooking or baking; operating or riding on tractors and farm machinery; working in a pen involving horses, bulls or boars maintained for breeding purposes or with sows or cows with newborns; working in fruit storage areas, grain storage areas or silos; handling hazardous agricultural chemicals, anhydrous ammonia or explosives.

**Exemptions** (Section 23 & 35, Youth Employment Laws) The provisions stated above shall not apply to persons:

- Involved in career education
- Involved in career or technical training school programs pursuant to title 15, chapter 7, article 5.

### **What is the minimum amount of money I can be paid?**

The minimum Federal wage in Arizona is \$6.75 per hour before any deductions are made for taxes or benefits. However, if you have a job where the customers regularly give you tips, your employer may pay you a wage up to \$3.00 per hour as long as you get enough tips to bring your earnings up to \$6.75 per hour.

## Resumes, Cover Letters & Applications

You may have skills that employers want, but those skills won't get you a job if no one knows you have them! Good resumes, applications, and cover letters tell employers how your qualifications match to a job. If these are constructed well, you have a better chance of landing interviews, and, eventually, a job.

The availability of personal computers and laser printers has raised employers' expectations of the quality of resumes and cover letters. Also, electronic mail, Internet postings, and software that "reads" resumes help some employers sort and track hundreds of resumes at a time.

Resumes should be error free, no typos or spelling mistakes, but beyond that, use any format that conveys the information well. Ads for a single job opening can generate dozens, even hundreds of responses. Busy reviewers often spend as little as 30 seconds deciding whether a resume deserves

consideration.

The first section, on resumes, describes what information they should contain, how to highlight your skills for the job you want, types of resumes, and formatting resumes for easy reading and computer scanning.

### Resumes: Marketing Skills

A resume is a brief summary of your experience, education, and skills. It is a marketing piece, usually one or two pages long, designed to make an employer want to interview you. Good resumes match your abilities to the job's requirements. Good resumes highlight your strengths and accomplishments.

#### Parts of a Resume

**Contact Information:** Include your name; permanent address; phone number; and e-mail address, if you have one. Place your full legal name at the top of your resume and your contact information underneath it. This information should be easy to see; reviewers who can't find your phone number can't call you for an interview! If you list an e-mail address, remember to check your inbox regularly.

**Objective Statement:** These statements are optional and are most often used by recent graduates and job changers. Writing a job objective can be tricky; a vague statement such as "Seeking a position that uses my skills and experience," is meaningless. And an overly specific objective can

backfire, eliminating you from jobs you want that are slightly different from your objective. If you decide to include an objective statement, make sure it fits the job you are applying for.

**Education:** List all relevant training, certifications, and education on your resume. Start with the most recent and work backward. For each school you have attended, list the school's name and location; diploma, certificate, or degree earned, along with year of completion; field of study; and honors received. If you have not yet completed one of your degrees, use the word *expected* before your graduation date. If you do not know when you will graduate, add *in progress* after the name of the unfinished degree.

**Experience:** You should include your job history, the name and location of the organizations you have worked for, years you worked there, title of your job, a few of the duties you performed, and results you achieved. Also describe relevant volunteer activities, internships, and school projects, especially if you have little paid experience.

When describing your job

duties, emphasize results instead of responsibilities and performance rather than qualities. It is not enough, for example, to claim you are organized; you must use your experience to prove it.

Job descriptions often specify the scope of a position's duties, such as the number of phone lines answered, forms processed, or people supervised. If you worked on a project with other people, tell the reviewer your accomplishments came from a team effort. Also mention any promotions or increases in responsibility you received.

Use specific accomplishments to give your experience impact: time or money you saved; problems you solved. Were you always on time or available for overtime? Did you save time by reorganizing a filing system? Did you start a new program? Mention quantifiable results you accomplished, such as a 10% increase in sales, a 90% accuracy rate, a 25% increase in student participation, or an A grade.

**Activities and Associations:** Since many students in high school or college don't have much concrete work experience, they should list their involvement in

school or extra-curricular activities. Employers look for those kind of things because they show initiative. Activities might include participation in organizations, associations, student government, clubs, or community activities. Use those that demonstrate hard work and leadership skills.

**Special Skills:** Highlight your specific computer, foreign language, typing, or other technical skills in their own category, even if they don't relate directly to the occupation you're pursuing.

**Award and Honors:** Include formal recognition you have

received. Do not omit professional or academic awards. These are often listed with an applicant's experience or education, but some list them at the end of their resume.

**References:** Usually, resumes do not include names of references, but some reviewers suggest breaking this rule if the names are recognizable in the occupation or industry. Most resumes end with the statement, "References available upon request." Others assume reference availability is understood and use that space for more important information.

Whether or not you mention it on the resume, you will need to create a separate reference sheet to

provide when requested. A reference sheet lists the name, title, office address, and phone number of three to five people who know your abilities. Before offering them as references, make sure these people have agreed to recommend you. At the top of the sheet, type your name and contact information, repeating the format you used in your resume.

**Other Personal Information:** You should include any other information that is important to the occupation you're applying for, such as a completed portfolio or a willingness to travel. Do not disclose your health, disability, marital status, age, or ethnicity. This information is illegal for most employers to request.

#### RESUME ACTION VERBS

Accomplished	Instructed
Achieved	Led
Adapted	Maintained
Administered	Managed
Analyzed	Mastered
Assisted	Motivated
Completed	Operated
Conceived	Organized
Coordinated	Participated
Created	Planned
Delegated	Programmed
Demonstrated	Provided
Designed	Recommended
Developed	Reduced
Directed	Revised
Established	Scheduled
Evaluated	Simplified
Expanded	Solved
Facilitated	Streamlined
Implemented	Supervised
Improved	Taught
Increased	Trained
Influenced	Utilized
Initiated	Won



## Cover Letters: Introducing Yourself

Every resume you send, fax, or e-mail needs its own cover letter. Sending a resume without a cover letter is like starting an interview without shaking hands. The best cover letters spark an employer's interest and create an impression of competence. Cover letters are an opportunity to convey your focus and energy.

Writing a strong cover letter and then calling to follow up shows the employer you have drive and interest. Although you should feel free to consult references and models, use your own words when writing; don't mimic another person's writing style.

Cover letters are an opportunity to convey your focus and energy.

Write your cover letter in standard business format with your and the reviewer's addresses at the top and your signature above your typed name at the bottom. (E-mailed cover letters do not include mailing addresses.) All letters should be single-spaced, flush left, with each paragraph followed by a blank line. Most are two or three paragraphs long.

### Parts of a Cover Letter

Every cover letter should fit on one page and contain the following four parts: Salutation, Opening, Body, and Conclusion.

**Salutation.** Whenever possible,

send your letter to a specific person rather than to an office. If you do not know whom to write, call the company and ask who is hiring for the position. Check that the name you use is spelled correctly and the title is accurate. Pay close attention to the Mr. or Ms. before gender-neutral names. Finally, use a colon after the name, not a comma.

**Opening.** The first few sentences of your cover letter should tell the reviewer which job you are applying for and the connection you have to the company. Mention the person who recommended you, if the person is known to the company. If you are responding to an ad, refer to it and the source that published it.

Your knowledge of the company will give you another opportunity to connect yourself to the job. Briefly describe your experience with its products, refer to a recent company success, or refer to an article written about the company. But don't go overboard; save

specifics for the interview.

**Body.** This portion will contain a brief explanation of your qualifications. Don't simply repeat your resume. Summarize your most relevant qualifications or provide additional details about a noteworthy accomplishment. Directly address the employer's requirements and don't be afraid to use special formatting to your advantage.

You can also use the body of the cover letter to address gaps in your work history. Do not volunteer negative information unless you must. Always maintain a positive, confident tone.

**Closing.** In your final paragraph, thank the reviewer, request an interview, and repeat your home phone number. The closing is your chance to show commitment to the job. If you tell the reviewer that you plan to call, then make sure you do it. You must be assertive and continue to keep your name in the interviewer's mind.

The image shows a tilted sample application form. The title is "Sample Application for Employment". It contains several sections:
 

- PERSONAL INFORMATION:** Fields for Name (Last, First, Middle), Address (Street, City, State, ZIP), and Telephone (Home, Office, Cell).
- EDUCATION:** Fields for School Name, Degree, Major, and Dates Attended.
- EMPLOYMENT HISTORY:** A table with columns for Employer Name, Address, City, State, ZIP, Dates Employed, and Position Held.
- REFERENCES:** Fields for Name, Address, City, State, ZIP, and Telephone.
- ADDITIONAL INFORMATION:** Fields for Reason for Leaving, Reason for Seeking, and Other Information.
- DECLARATION:** A section where the applicant checks boxes for truthfulness and agreement to terms.
- SIGNATURE:** Fields for Applicant's Signature and Date.

## Job Applications

- **Request two copies** of the form. If only one is provided, copy it before you write on it. You'll need a copy to prepare your rough draft.
- **Carefully read the whole form** before you start to complete it. Follow all directions.
- **Be neat** on the form. Print in ink or type the requested information. Carry a pen with an ink eraser in case you happen to make a mistake.
- **Spell properly and use good grammar.** Take the time to check!
- **Leave no blanks.** Put "not applicable" when the information requested does not apply to you.
- **Give reliable references.** Be sure to request permission of each reference source.
- **Sign and date** the application.
- **Be sure to have a reference sheet** with you when you apply.

## What Do I Do in a Job Interview?

Although an interview is a stressful experience, consider it a form of recognition and an opportunity to gain something valuable without risking anything but your time. Leaving nothing to chance will give you an important advantage!

### BEFORE...

**Make a job folder with copies of things you may need. This is where a personal portfolio can come in handy!**

- Birth certificate
- Social security card
- Work Permit (if applicable)
- Driver's license
- Diploma
- Personal data sheet with employment information
- Resume (have several copies in a folder)
- Job application (Is it neat and complete?)
- Copy of your references
- Letter of introduction - Cover Letter
- Awards Accomplishment
- Samples of your work, if appropriate

### Know the Company:

- What are the products and services the company offers?
- What are the company's major competitors?
- What is the company's philosophy?
- What is the company's size, annual sales, share of the market?
- What jobs are available in this company?
- What are the company's hiring practices and procedures?
- What are the duties, responsibilities and promotion potential for the job in which you are interested?

### Know yourself:

- How does your education, training, knowledge, skills, and abilities relate to the specific job you're interviewing for?

- What makes you different and better than other people?
- What are your goals and objectives, including what you're looking for in a job and/or career?
- What is your previous work experience?
- What are the names of previous employers, addresses, kinds of businesses and telephone numbers?
- What are your dates of employment?
- Who can give information about your performance?
- What are the reasons you gave up or lost your previous positions?
- What were the elements of your jobs you liked best/least and why?
- Are there any relationships between any postsecondary and/or work experience and the potential job?
- Shake hands firmly.
- Know the name of the person interviewing you.
- Answer clearly and honestly.
- Maintain eye contact with the interviewer.
- Give a good reason for hiring you.
- Don't discuss your personal, domestic, or financial problems.
- Don't criticize former employers.
- Be positive and enthusiastic and show interest.
- Thank your interviewer before leaving.

### What kind of questions will be asked?

### INTERVIEW...

- Attitude: Am I thinking positively like a winner?
- Outfit: Dressed appropriately, clean and neat?
- Body Scent: Do I have a clean, fresh scent? Have I bathed and used an appropriate amount of deodorant?
- Hair: Is my hair clean and combed?
- Breath: Is my breath okay?
- Be well rested.
- Go alone.
- Arrive at least five minutes early.
- Act naturally (do not smoke or chew gum).
- Shake hands firmly.
- Know the name of the person interviewing you.
- Shake hands firmly.
- Know the name of the person interviewing you.
- Shake hands firmly.
- Know the name of the person interviewing you.
- What are your long-range career objectives?
- What do you consider your greatest strengths and weaknesses?
- What two or three things are most important to you in a job?
- In what ways do you think you can make a contribution to our organization?
- Why should I hire you?
- What courses did you like best in school?
- What interests you about this job?
- What are the most important factors that you require in a job?
- Do you prefer working with others or by yourself?
- Why did you choose this field of work?
- How do you handle pressure?
- What did you like *most* in the jobs you have held? *Least*?
- Do you ever work overtime?
- What kind of relationship did you have with your last two supervisors?
- How many days did you miss on your last job?



## Resource Web Sites

### Arizona Career Resource Network

<http://www.ade.az.gov/cte/azcrn>

### Arizona Department of Commerce

<http://www.commerce.state.az.us>

### Arizona One-Stop Career Information System

<http://www.de.state.az.us/oscc/default.asp>

### JOB

America's Job Bank  
[www.ajb.dni.us](http://www.ajb.dni.us)

Best Jobs USA  
<http://www.bestjobsusa.com>

Hispanic Job Site  
<http://www.latpro.com>

College Central  
<http://collegcentral.com>

The Monster Board  
<http://www.monster.com>

4Work.com  
<http://www.recruitmentresources.com/4work.html>

CareerSite.com  
<http://www.careersite.com>

Federal Jobs Digest  
<http://www.jobsfed.com>

Yahoo! Employment  
<http://careers.yahoo.com>

Career Builder  
<http://www.careerbuilder.com>

### CAREER

Career Resource Center  
<http://www.careers.org>

The Riley Guide  
<http://www.rileyguide.com>

Career Magazine  
<http://www.careermag.com>

Career Shop  
<http://www.careershop.com>

The Princeton Review  
<http://www.review.com/career>

Careers Journal  
<http://www.careers.wsj.com>

CareerOneStop  
<http://www.careeronestop.org>

### RESUME & COVER LETTER

<http://www.jobsmart.org/tools/resume>  
*Rebecca Smith's Electronic Resumes*  
<http://www.eresumes.com>  
*The Quintessential Guide to Career Resources*  
<http://www.quintcareers.com>

Professional Association of Resume Writers  
<http://www.parw.com>

### LABOR MARKET INFORMATION

Arizona Labor Market Information System  
<http://www.workforce.az.gov/cgi/databrowsing/?pageid=4>

Greater Phoenix Job/Labor Market Information  
<http://phoenix.gov/PHXWIN/index.html>

Bureau of Labor Statistics  
<http://www.bls.gov>

U.S. Department of Labor  
<http://www.dol.gov>  
Occupational Outlook Handbook  
<http://stats.bls.gov/oco>

National Center for Education Statistics  
<http://www.nces.ed.gov>

FedStats  
<http://www.fedstats.gov>



# The Arizona College and Career Guide

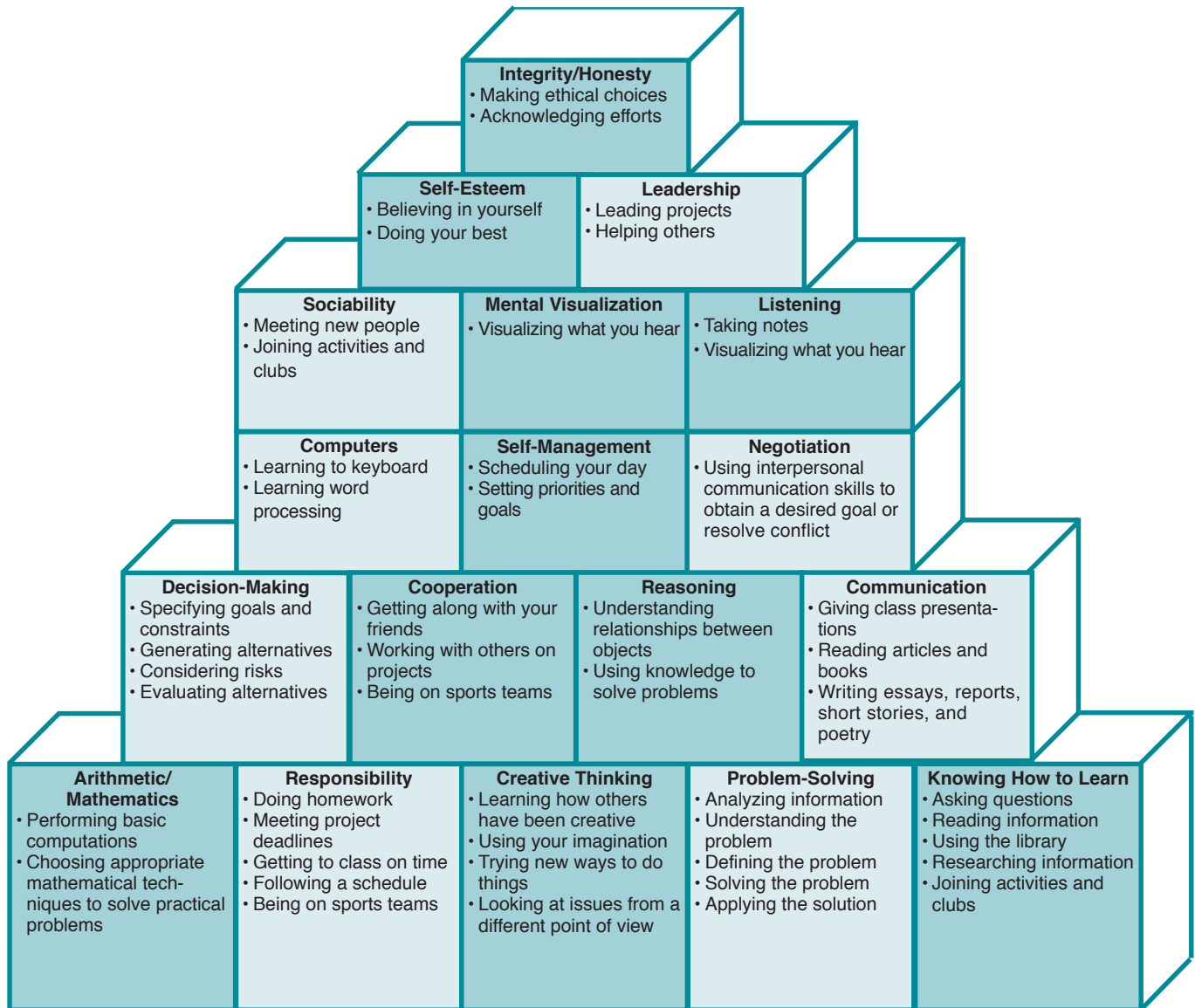
On-Line Information - [www.azhighered.org](http://www.azhighered.org)

or call (602) 258-2435



# Build Your Work Foundation in School

Employers seek people who possess a variety of positive personality traits and personal skills. These traits and skills are the building blocks of your work foundation. The blocks below contain these traits and skills along with some of the many ways that school helps you build them.



All classes and school activities help you build your work foundation, including: English, Languages, History, Social Studies, Science, Math, Physical Education, Art, Music, Drama, Computer Studies, Business, Trades and Technology, Student Council, School Newspaper, Clubs, Sports Teams, and Chorus/Band/Orchestra.

[Note: The blocks are equally important and are in no particular order. They are based primarily upon the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS). The Top Ten Work Skills list from the 1996/97 Canada Prospects also was used.]



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