



New Mexico Department of
WORKFORCE SOLUTIONS

Exploring Careers with Career Solutions

Facilitator's Guide



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Introduction to the Facilitator's Guide



How to Use this Guide

The Exploring Careers with Career Solutions Facilitator's Guide describes and illustrates how best to use the New Mexico Career Solutions website. Presented as a series of lessons, the Guide identifies relevant features of the website and includes recommendations engaging students in effective career exploration. We suggest lessons are used in the order presented in this Guide since each lesson in the guide builds upon knowledge acquired in previous activities.

Lessons presented in this guide are not considered exhaustive or all-inclusive of the full range of career exploration tools and activities available to teachers and students. Rather, this guide is one resource, among many, that can be implemented in the classroom to support effective career exploration with students.

The following sections describe the *career exploration* process. Teachers and facilitators are advised to review this material prior to implementing lesson activities in the classroom.

The Process of Career Exploration

Choosing a career was perhaps once a simple decision: There were fewer choices, little if any technology in the workplace, the idea of a global marketplace didn't touch most jobs, and the guidelines were clear on what skills or interests were needed. However, that has all changed. Sweeping changes in technology and a rapid growth in knowledge have transformed entire industries and their workforces. Consider *required worker skill levels*: In 1955, 60% of the American nonprofessional labor force was unskilled and 20% skilled. Today, almost every job requires some level of technical skill. Not only has this shifted the structure of the American workforce dramatically, it has made choosing a career more confusing for some and complex for all students.

Today, effective career exploration is a multifaceted process which involves careful evaluation of both personal and external factors. Helping students navigate this process successfully is beneficial, resulting in robust education and career decisions with the potential for greater job satisfaction and employment security.

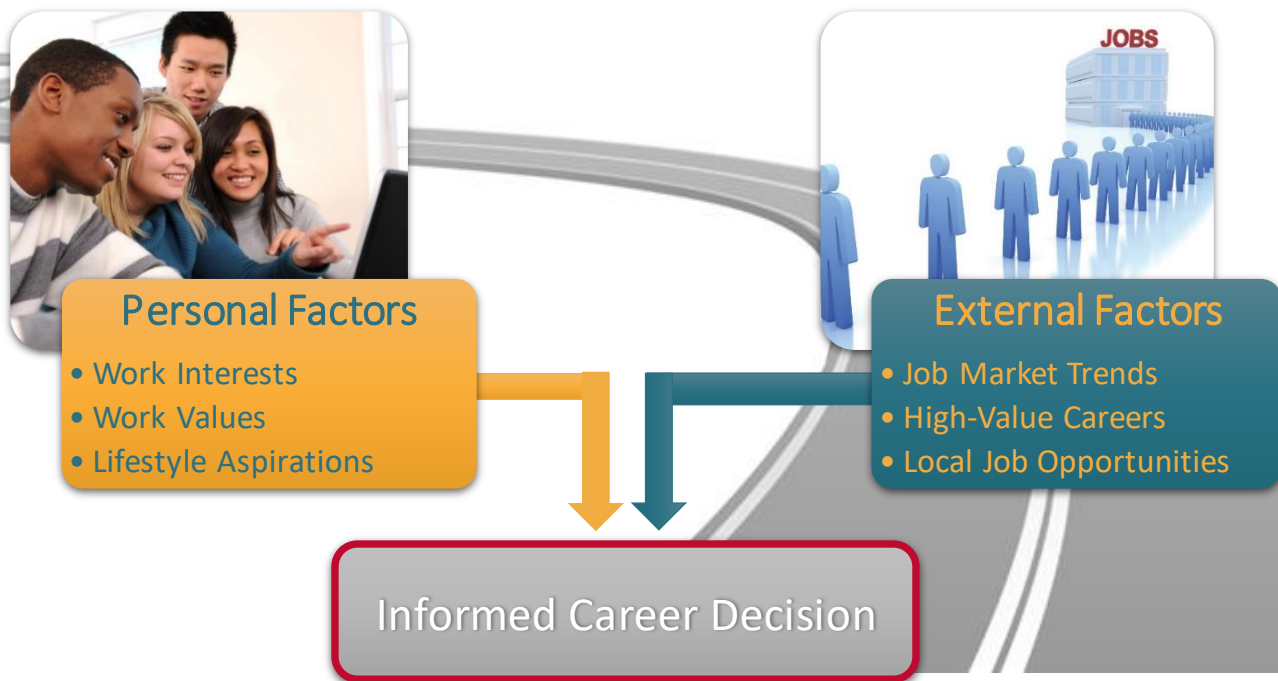
While the details of career exploration vary with each student, each classroom, and each district's regional economy, the process of career exploration always begins with personal factors, e.g., work interests and values. These factors are the first step for students to take in determining if different careers are a good fit for them. Once students get a good idea of where their interests lie, career exploration then needs to look at the important external factors—such as current and projected job demand, and anticipated salary ranges—so they can match their interests with stable and growing careers.

What are these internal and external factors, and what do they look at during career exploration?

PERSONAL FACTORS: Each student has a set of personal work interests and values which align better with some occupations than others. These include personality traits, work needs, beliefs, ideas, and other individual characteristics that can influence job satisfaction. Students who enjoy being around others, for example, will be drawn to jobs involving large amounts of social interaction as opposed to more independent work tasks. In making successful career choices, students must carefully evaluate these personal characteristics to ensure their occupation choices effectively align with individual needs, as well as what is most important and meaningful to them.

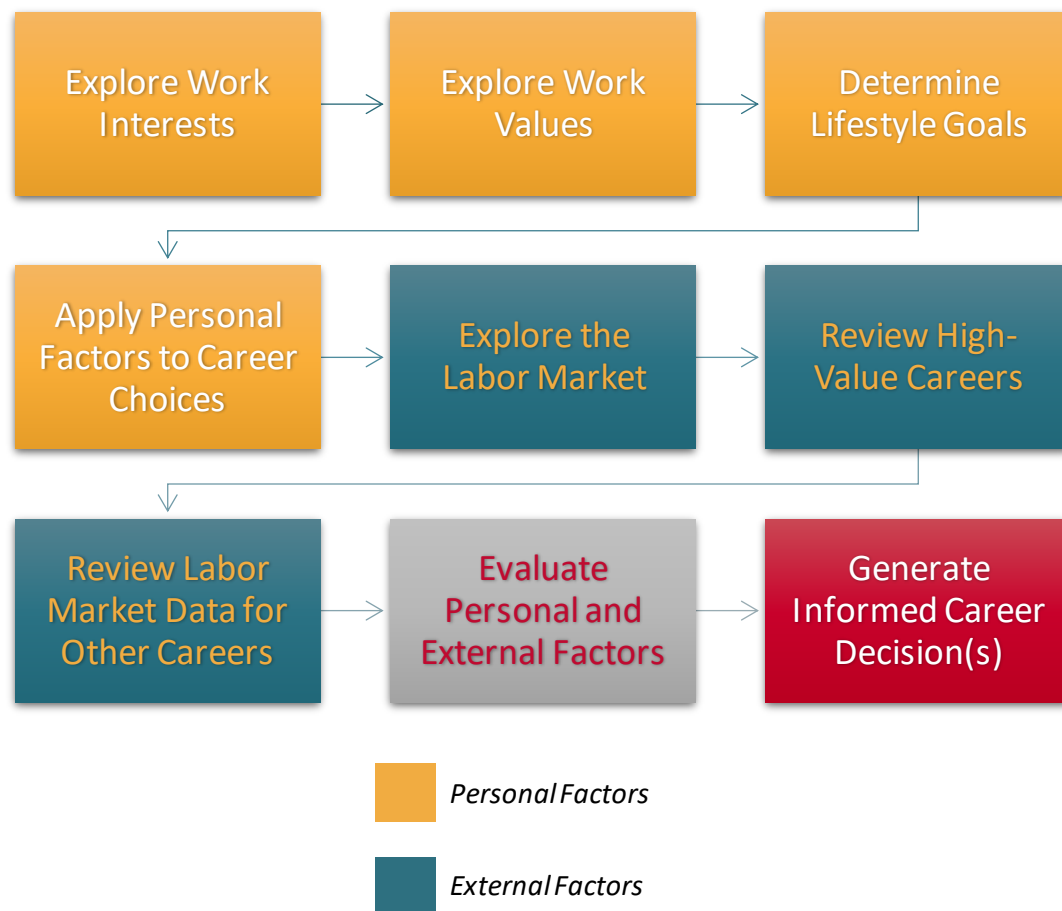
EXTERNAL FACTORS: Personal interests and values, alone, do not always guarantee successful employment. Students must also examine external factors, such as the job market, to determine demand and projected wages for various occupations in their local communities or beyond. Armed with this information, students can make informed decisions that balance their interests with opportunity and the likelihood that anticipated wages will support their lifestyle goals. Students can also use this information to chart educational pathways to prepare for highly competitive fields and the unique challenges careers in these fields may present.

Components of an Informed Career Decision



Exploring Careers Using Personal and External Factors

When personal and external factors are included in the career exploration process, it can be challenging to determine which comes first. The good news is that exact placement of these factors does not significantly alter the exploration process. Regardless of where one begins, similar outcomes will be achieved, assuming both factors are included at some point in the process. It can be helpful for students to begin with the exploration of personal factors to help them maintain a sense of personal connection to the process. For this reason, the organization of the lessons in this Guide begins with the exploration of personal factors, followed by a review of external factors.



Developing an Effective Career Plan – Education and Training

Once an initial career decision has been made, the next step is to develop an effective Career Plan that guides students through the steps needed to achieve employment success. Two important components define a successful Career Plan:

- The Plan clearly outlines the education and training needed to obtain specific credentials, certificates, or degrees for entry into a profession.

- The Plan includes detailed financial plans, job search strategies, support services, and methods for maintaining motivation and drive.

Students who are provided the opportunity to create Career Plans are significantly more likely to succeed in achieving their career goals as they move beyond career exploration and advance to the planning stage of career preparation activities.

Components of an Effective Career Plan



Lesson Outline

Each of the lessons presented in this guide will include the following sections.

- Overview
- How to Use This Tool
- Connecting with Students
- Activity
- Exploring the Results
- Next Steps

The chart on the following page summarizes each lesson in this Guide and the suggested order of presentation.

Lesson Title	Career Solutions Tools	Lesson Topics
Lesson 1: Getting Started	Site Overview, Registration, Career Exploration Worksheet	<ul style="list-style-type: none"> Strategies for helping students get started and navigate basic site features Interpreting results from the Career Exploration Worksheet
Lesson 2: Exploring Work Interests	Work Interests Assessment	<ul style="list-style-type: none"> Helping students connect with personal and external factors in career exploration Methods for guiding students through the Work Interests Assessment
Lesson 3: Exploring Work Values	Work Values Assessment	<ul style="list-style-type: none"> Review of personal factors and their role in career exploration Strategies for exploring and applying results from the Work Values Assessment
Lesson 4: Determining Lifestyle Goals	Why I Work	<ul style="list-style-type: none"> Information related to developing and evaluating lifestyle goals Ideas for exploring careers that align with lifestyle goals
Lesson 5: Using Personal Factors to Identify Careers	Occupation Library, Compare Occupations	<ul style="list-style-type: none"> Methods for using various types of personal factors to make career decisions Strategies for incorporating personal factors into career comparisons
Lesson 6: Incorporating External Factors	Occupation Finder	<ul style="list-style-type: none"> Overview of labor market information Ideas for incorporating labor market information into career exploration
Lesson 7: Making Informed Career Decisions	My Dashboard	<ul style="list-style-type: none"> Techniques for organizing and consolidating career information Methods for applying multiple types of career information to career decisions
Lesson 8: Connecting Careers to Education	Education and Training	<ul style="list-style-type: none"> Overview of effective career plans Strategies for searching for and identifying appropriate education experiences

Lesson 1: Getting Started



Overview

The *Exploring Careers with Career Solutions* online system has been made available by the New Mexico Department of Workforce Solutions to connect students to their interests and career goals. The system is designed with many tools and access points to support student exploration.

Students begin by **registering** and **creating an account** that is uniquely theirs and can be updated as often as needed. This personal account allows students to save occupations and jobs they find, and research education programs aligned with their career interests. Once students have completed the registration process, they can complete the **Career Exploration Worksheet**, a baseline self-assessment tool. While this Worksheet can be completed as an offline project, it is best to have students complete it online following registration.

LESSON 1 contains:

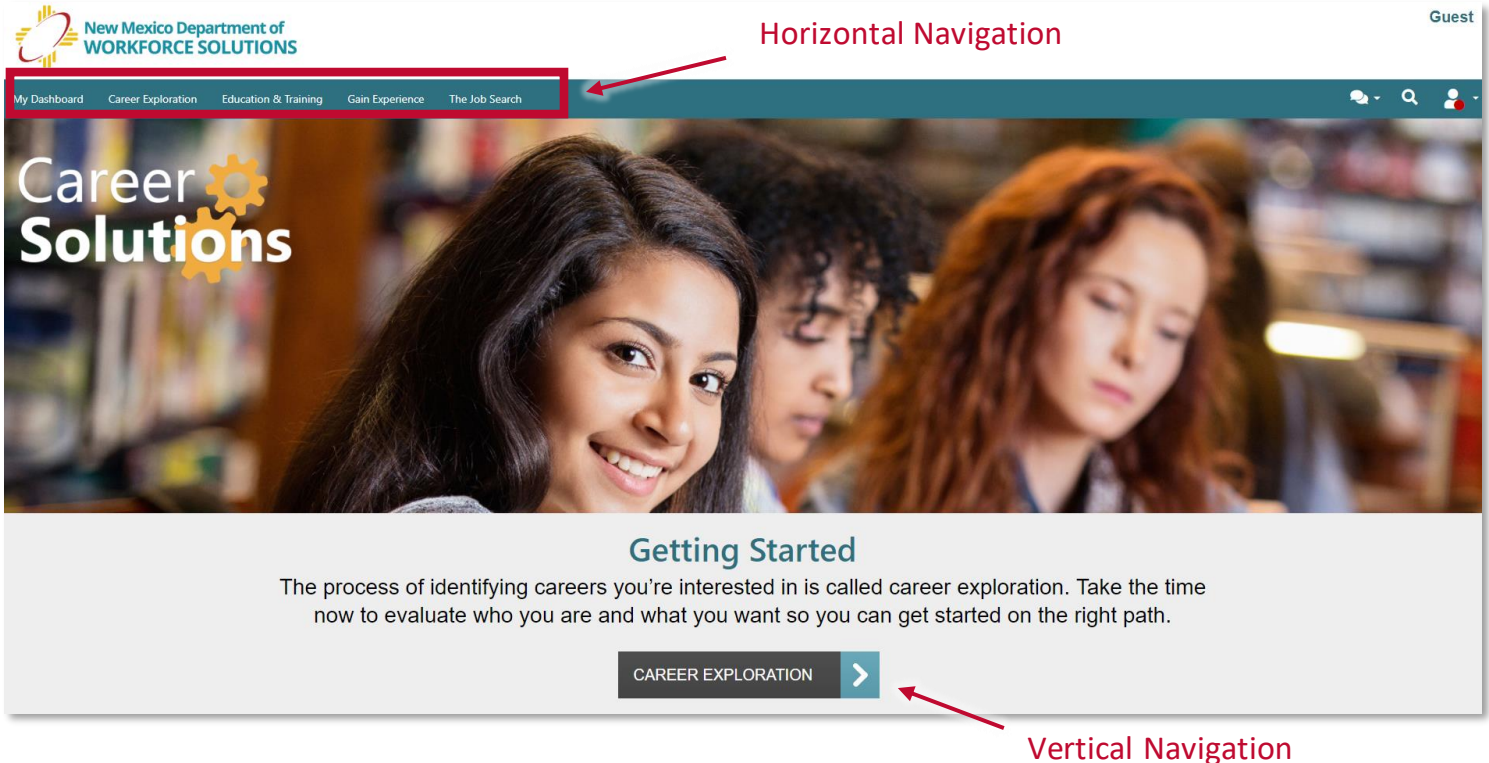
- A brief overview of the Career Solutions website.
- Information on how to register and create student accounts.
- Strategies for helping students get started and navigate basic site features.
- Information on how to interpret results from the Career Exploration Worksheet.
- With insights gained from this lesson, a review of next steps for students (cumulative knowledge).

How to Use This Tool

Basic Overview

The Career Solutions site can be accessed at www.nmcareersolutions.com or through the NS4ed website (<https://www.careerpathways-nm.com/> and click on New Mexico Career Solutions). The homepage should look similar to the image on the next page, with tabs appearing at the top of the page, as well as several links that appear as you scroll down the page.

This opening page on the site provides both horizontal and vertical navigation, meaning that you can explore main features of the site by accessing tabs across the top of the screen (horizontal navigation) or scrolling down and clicking on links as they appear down the page (vertical navigation).



Horizontal Navigation – Tabs across Top of Screen:

My Dashboard

- As students move through the career exploration system, My Dashboard saves information in each student's personalized area of the system established when they register. This Dashboard tool allows students to keep track of which activities they have completed and to examine information they saved related to their interests, career goals, education opportunities, jobs, and more. It is recommended that students review this information frequently to maintain a broad picture of their career exploration progress.

Career Exploration

- Career Exploration is the heart of the system: It walks students through various steps of the career exploration process, beginning with tools to explore their personal interests and values, and ending with tools which guide students through occupations and the job market. Most of the information in this Guide focuses on career exploration activities.

Education and Training

- The Education and Training area connects students with a variety of tools and resources which assist them in making education decisions and developing plans for completing education requirements. The system offers tips and checklists, along with links to information pages and online forms which help simplify education planning. As they move through the system, students are guided along the various steps needed to identify, plan, select, apply, and finance their education journey.

Gain Experience

- In the Gain Experience section of the system, work experience opportunities are displayed including volunteer, shadowing, internship, apprenticeship, and other work-based programs. This section is useful for students seeking to learn more about various occupations and gain job experience which can increase their employability. Because experience is often cited as a requirement for employment across a multiple professions, it is highly recommended that students take advantage of the chance to gain skills and build familiarity with their desired field of work.

The Job Search

- In Job Search area, students are presented with tips and tools related to locating jobs and connecting with employers. Specific activities including helping students to build resumes, write professional letters, engage in effective networking, and prepare for interviews. Students should be encouraged to access this section when they are ready to engage in the job search process.

Vertical Navigation – Moving Down the Page:

Career Exploration

- This link is the same as what is provided in the horizontal navigation tab. As stated above, this section will take students on the career exploration journey beginning with exploring personal interests and values, closely examining different occupations, and moving toward the job market.

Why I Work

- Clicking on this link takes students to a financial tool that helps determine how much money they will need to support future lifestyle needs and goals. This section is similar to building a budget, where students determine what they want and how much it costs for each item. The result of this process is an estimated minimum annual salary students can refer to when narrowing down the careers they want to pursue.

Internships

- This link directs students to a page from the New Mexico Department of Workforce Solutions which connects students with local internships and student work opportunities. Information is provided on the value of internships as well as methods for locating and applying for internships. Students can browse internships in their area and apply online.

Learn More

- This link displays a helpful graphic describing the differences between jobs, occupations, and careers.

For Parents and Educators

- In this section, parents' and educators' come to understand their role in the children's career exploration process. Key features of the site are outlined, and multiple links are provided to additional resources.

Into the Future: Middle School Students

- With this link, career exploration is introduced to middle-school students. Here, they can learn about industries, careers, occupations, and jobs in their region. Completing the career exploration activities in this link helps students begin to think about their high-school course selections and how they might be useful in different careers.

Quick Links

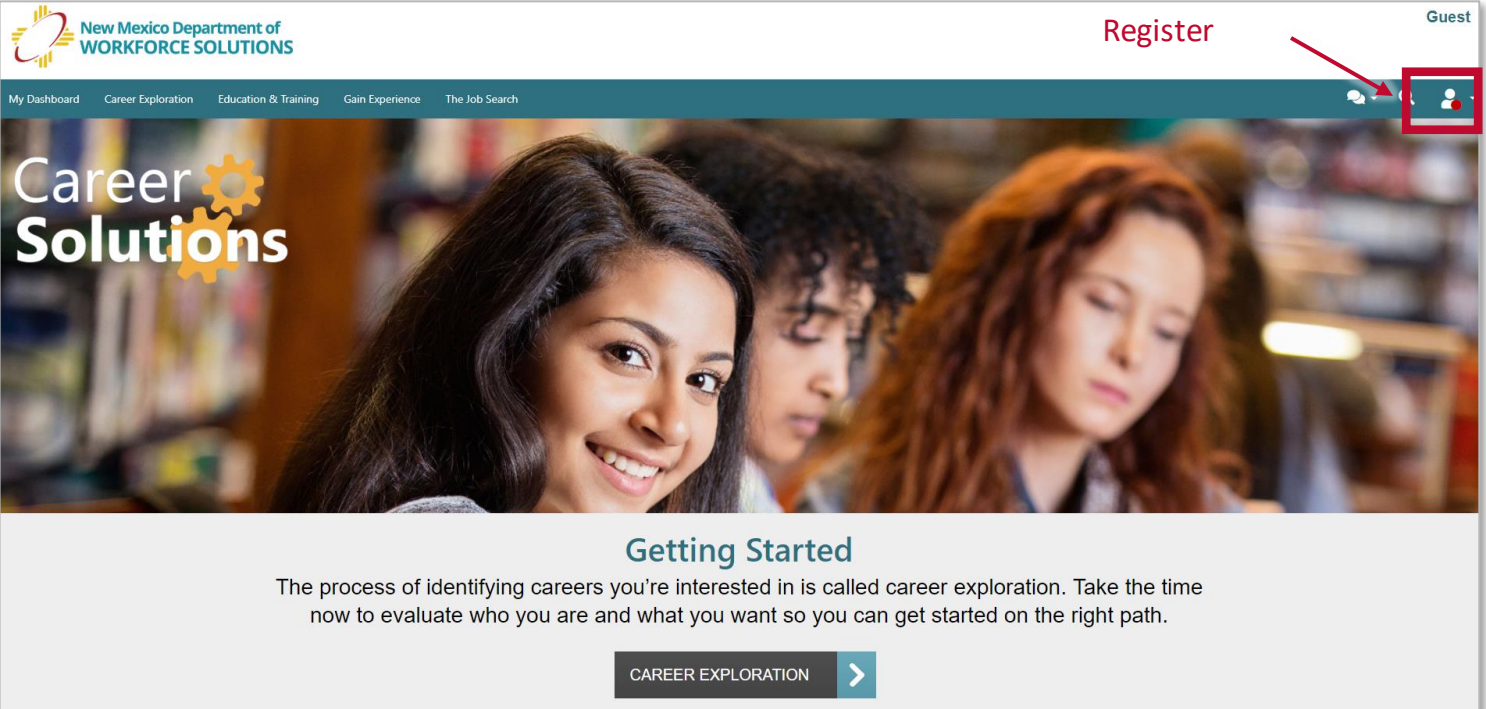
- Quick Links lists additional resources useful in the career exploration process. Examples are the New Mexico Career Guide and the BLS Occupational Outlook Handbook. In addition, information on job fairs and work permits are available.

How to Register

Although students are not required to create an account, there are several advantages to registering as a user on the Career Solutions site. The primary advantage is that student activity and information can be saved, allowing for students to reenter the site at any time and pick up where they left off.

It is important to communicate to students that the information entered on the site is completely private. Their personal information is not shared with or made available to others. Accounts are for students' benefit, allowing them to save progress and revisit information they have gathered during previous sessions.

Click here and select Register



Guest

My Dashboard Career Exploration Education & Training Gain Experience The Job Search


Career Solutions

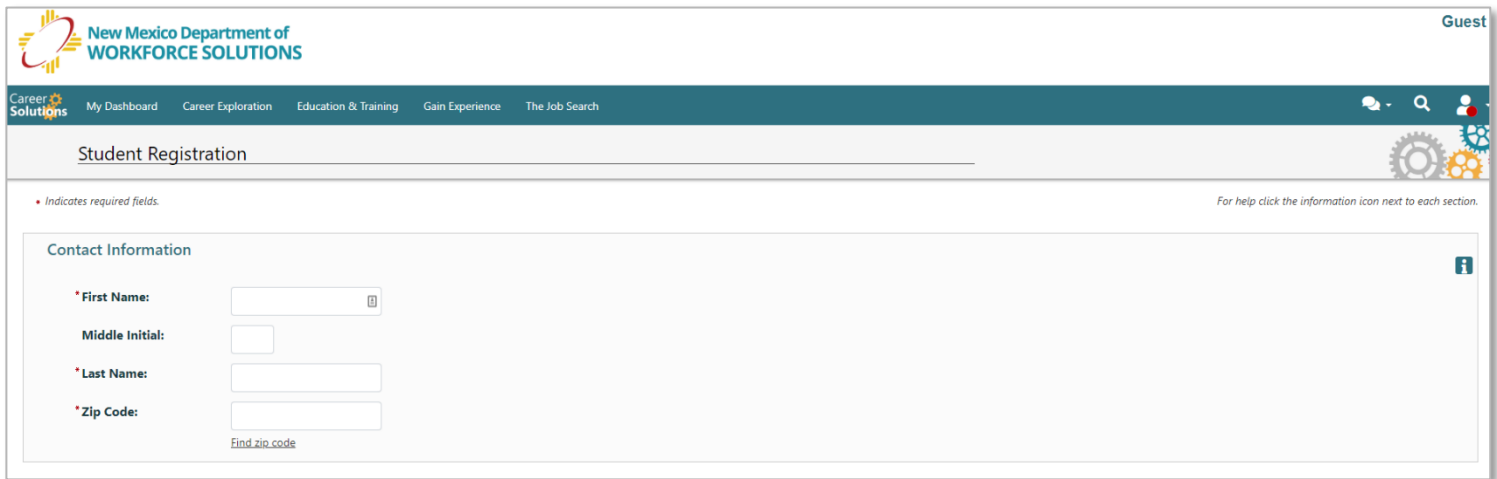
Getting Started

The process of identifying careers you're interested in is called career exploration. Take the time now to evaluate who you are and what you want so you can get started on the right path.

CAREER EXPLORATION >

Follow these steps to register.

- Click on the person icon  in the top right-hand corner of the screen and select “Register.”
- A page similar to the one below will appear.
- Complete the form. Information with a red asterisk (*) is required.
- Select a secure username and password that can be easily remembered. Have students write their usernames and passwords down so they can remember them.



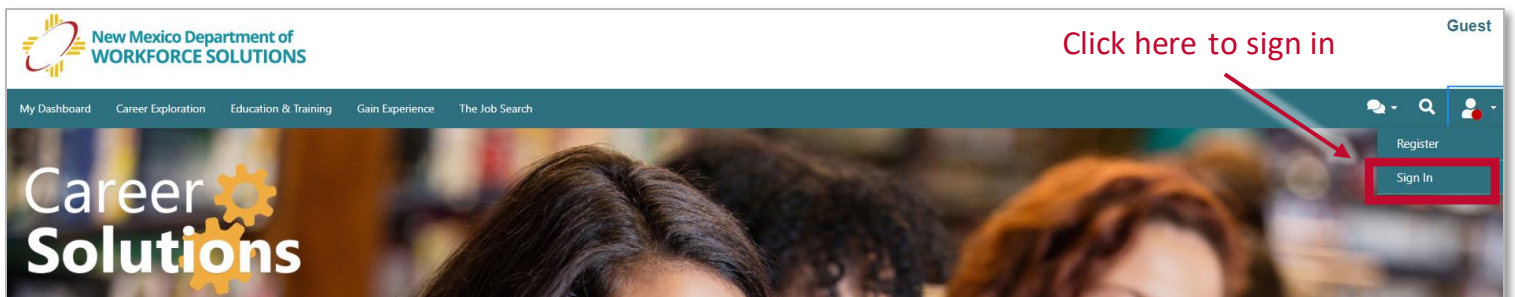
The screenshot shows the 'Student Registration' page. At the top is the 'New Mexico Department of WORKFORCE SOLUTIONS' header. Below it is a navigation bar with links: 'My Dashboard', 'Career Exploration', 'Education & Training', 'Gain Experience', and 'The Job Search'. The main heading is 'Student Registration'. A note says 'Indicates required fields.' and another says 'For help click the information icon next to each section.' The 'Contact Information' section contains the following fields:

- *First Name:
- Middle Initial:
- *Last Name:
- *Zip Code:

Below the Zip Code field is a link that says 'Find zip code'. An information icon (i) is in the top right corner of the form area.

How to Sign In

To sign into the system, click on the person icon and select “Sign In.” From here, students can enter their username and password they created during the registration process.




The screenshot shows the 'Option 1 - Already Registered' sign-in page. It has a title bar with a lock icon and the text 'Option 1 - Already Registered'. The form contains the following fields:

- User Name:
- Password:

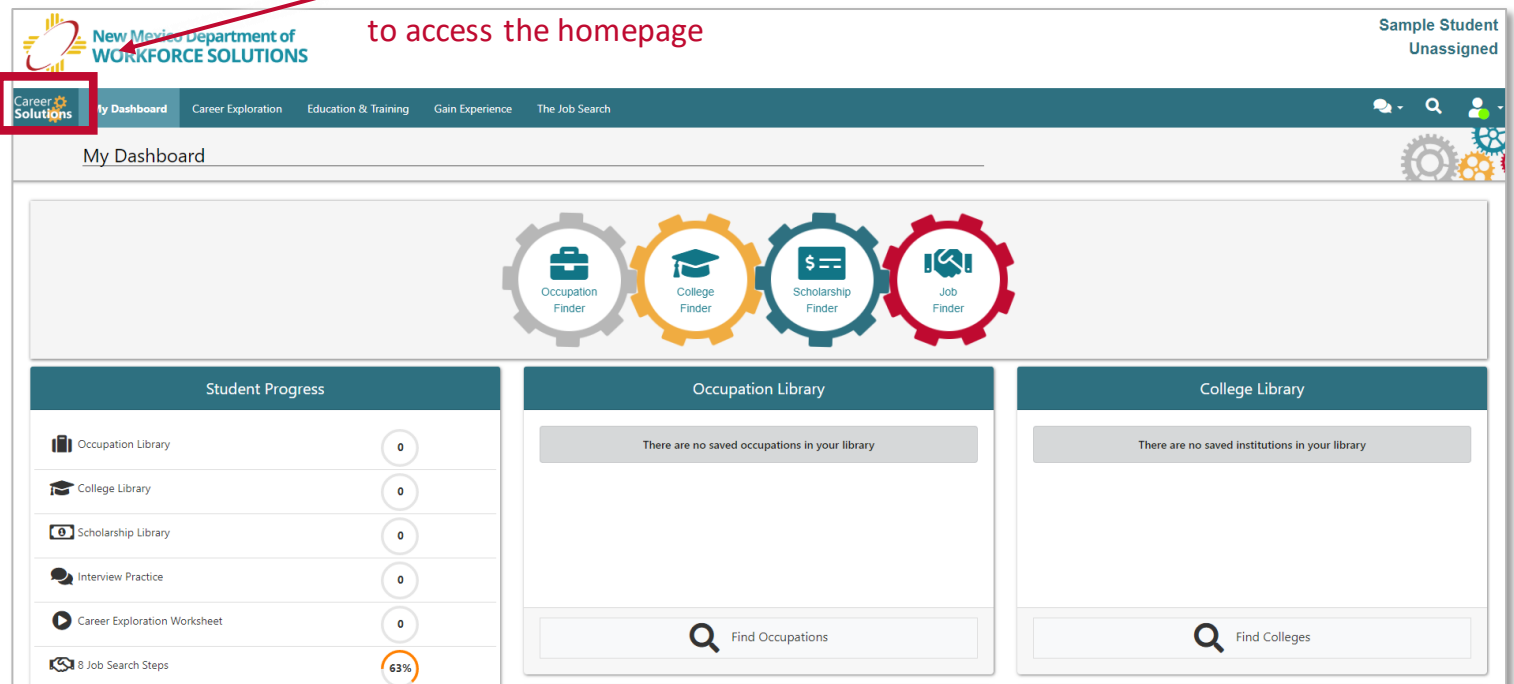
A red box highlights both the User Name and Password fields. A red arrow points from the text 'Enter username and password' to this box. Below the fields is a 'Sign In' button. An information icon (i) is in the top right corner.

After signing in, students are directed to the Dashboard, which provides an overview of their progress and saved information. It is recommended that students take a few minutes to get acquainted with the Dashboard. As the figure below shows, four rotating circles highlight the main search areas of the website, the “Finder” areas—Occupation, College, Scholarship, and Job. Below these are nine areas students will build upon throughout the exploration process:

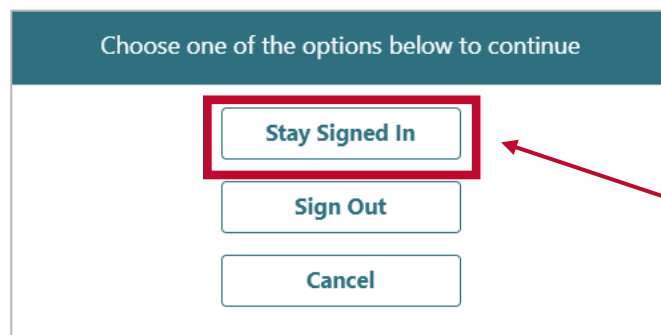
- Student Progress
- Occupation Library
- College Library
- Related Occupations
- Scholarship Library
- Interest Library
- Job Library
- Latest Internship Opportunities
- Labor Market Information

To get back to the homepage, students can simply click on the Career Solutions tab at the top left-hand corner of the screen.

Click on the Career Solutions
to access the homepage



Before returning to the homepage, a box will appear asking if the user wants to Remain Signed In, Sign In, or Cancel. Anytime you want to return to the homepage, select “Stay Signed In” to be sure progress and activities are saved within the profile.



Select Stay Signed In to
ensure progress is saved

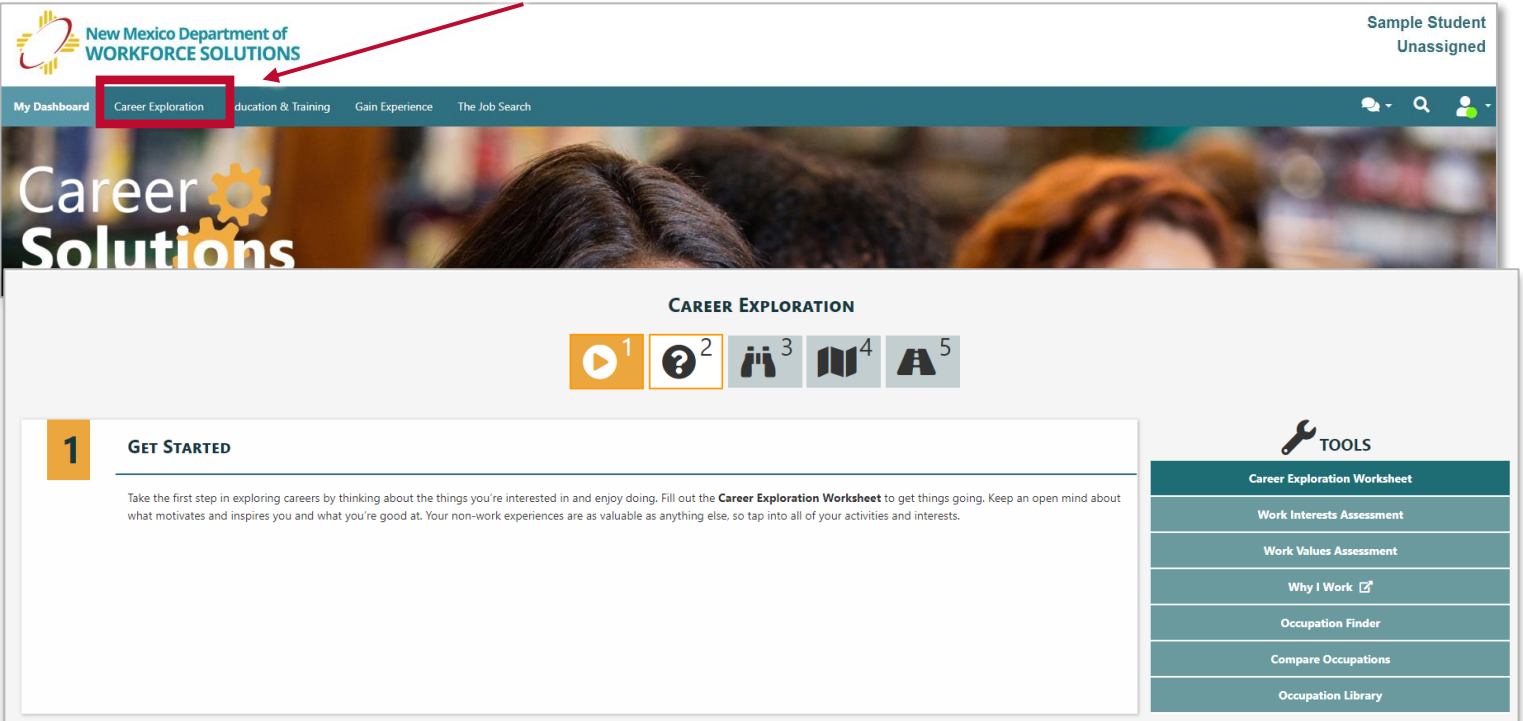
The Career Exploration Tab

The process of identifying careers you're interested in is called Career Exploration. Through this section, you will learn what you like to do so you can get started on a career pathway.

Follow these steps to get to Career Exploration.

- Sign into Career Solutions.
- Click on the vertical tab, "Career Exploration," at the top of the screen.

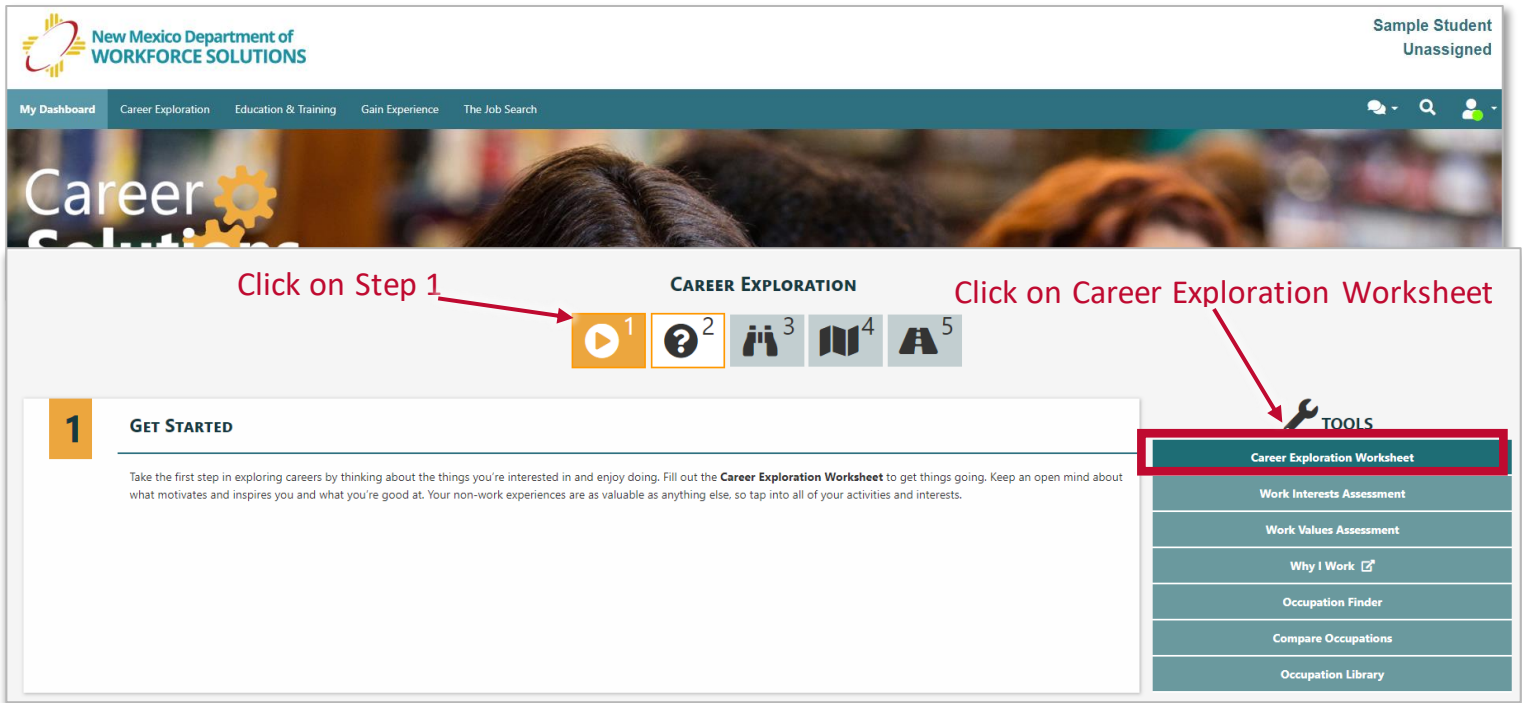
Click on Career Exploration



There are five steps in career exploration, as shown in the numbered boxes. These steps are to *get started* (1), *assess* (2), *explore and inform* (3), *plan* (4), and *act* (5) to discover the right career for you.

On the right side of the screen are the tools you will use to engage in career exploration. These tools are used in the different steps in career exploration.

Step 1, Get Started, directs you to complete the Career Exploration Worksheet to determine your interests. This worksheet can be accessed by clicking on Step 1, or clicking directly on the Career Exploration Worksheet Tool.




Click on Step 1

Click on Career Exploration Worksheet

1 GET STARTED

Take the first step in exploring careers by thinking about the things you're interested in and enjoy doing. Fill out the **Career Exploration Worksheet** to get things going. Keep an open mind about what motivates and inspires you and what you're good at. Your non-work experiences are as valuable as anything else, so tap into all of your activities and interests.

TOOLS

- Career Exploration Worksheet
- Work Interests Assessment
- Work Values Assessment
- Why I Work 
- Occupation Finder
- Compare Occupations
- Occupation Library

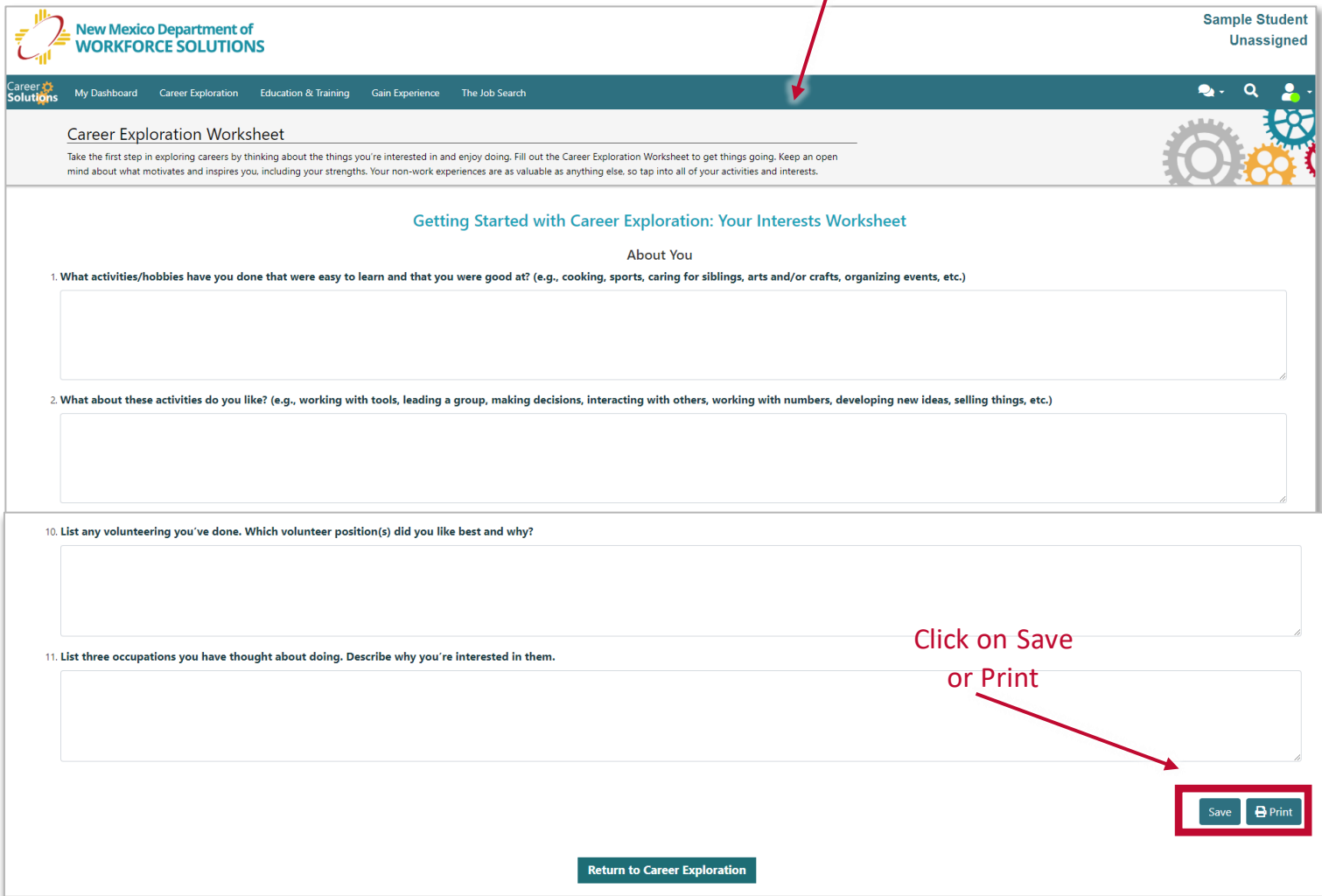
Accessing the Career Exploration Worksheet

The Career Exploration Worksheet is a self-assessment tool designed to get the student thinking through their interests. There are no right or wrong answers. Some students may have a variety of interests, while others may be limited in their understanding of careers. The worksheet can be completed as an online or offline activity. Additional information on how to implement this worksheet in the classroom is provided in the Connecting with Students section below.

Follow these steps to access the Career Exploration Worksheet.

- Sign into Career Solutions.
- Click on “Career Exploration” at the top of the screen.
- Click on the “Career Exploration Worksheet” in the list of tools to the right of the screen.
- A screen will appear with a series of career related questions.
- Provide answers to the questions and click “Save and Print.”

Type answers to the questions in the boxes provided



Career Exploration Worksheet

Take the first step in exploring careers by thinking about the things you're interested in and enjoy doing. Fill out the Career Exploration Worksheet to get things going. Keep an open mind about what motivates and inspires you, including your strengths. Your non-work experiences are as valuable as anything else, so tap into all of your activities and interests.

Getting Started with Career Exploration: Your Interests Worksheet

About You

1. What activities/hobbies have you done that were easy to learn and that you were good at? (e.g., cooking, sports, caring for siblings, arts and/or crafts, organizing events, etc.)

2. What about these activities do you like? (e.g., working with tools, leading a group, making decisions, interacting with others, working with numbers, developing new ideas, selling things, etc.)

10. List any volunteering you've done. Which volunteer position(s) did you like best and why?

11. List three occupations you have thought about doing. Describe why you're interested in them.

Click on Save or Print

Save Print

Return to Career Exploration

Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to:

- Discuss the importance of career exploration.
- Identify the main features of the Career Solutions system.
- Recognize the advantages of registering as a user in the Career Solutions system.
- Complete the Career Exploration Worksheet.

- Evaluate personal abilities, interests, and needs as they apply to the selection of a career.
- Determine next steps in exploring career opportunities and developing a career plan.

Classroom Discussions and Presentations

Introduction

Career exploration can be an exciting, but also stressful, activity for students. To introduce this lesson, take a moment to engage in a brief discussion about the purpose of career exploration. Below are some helpful talking points and questions to share with students.

Talking Points

- Choosing a career is an important decision that can affect job satisfaction and the ability to achieve lifestyle goals. Taking time now to gather information you need to make a career choice can pay off in the long run.
- No matter who you are or what skills you think you do or don't have, you can make a good career choice. Hundreds of good jobs are out there in multiple career fields, and they are looking for well-prepared employees.
- Career exploration is important for everyone, no matter where you plan to go next – two-year colleges, four-year universities, technical training programs for a certification, or directly to the workplace. Ultimately, everyone enters into a career.
- The goal of career exploration is to gain a thorough understanding of personal factors (such as your work interests and values) and external factors (such as the job market and job availability). This understanding will help you make an informed decision on the career(s) that will be right for you.

Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding career exploration.

- What are some benefits of exploring careers options now?
- What do you find exciting about exploring career possibilities?
- Do you believe career exploration is a useful activity for you? Why or why not?
- What are some examples of good jobs that do not require a four-year degree?
- What are some concerns you have about choosing a career?

Exploring the System

After discussing the importance of career exploration and helping students work through both positive and negative perspectives on the process, students can be introduced to the Career Solutions system. The "How to Use this Tool" section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Communicate the purpose of the system as a career exploration site that can help students connect interests to career goals and develop effective career plans.
- Help students locate the site at nmcareersolutions.com.
- Review features available through both vertical and horizontal navigation.
- Review the advantages of registration and help students register as a user.
- Assist students in signing into the system for the first time.
- Direct students to the Career Exploration Worksheet.

Classroom Activity

Career Exploration Worksheet

The Career Exploration Worksheet (available within the Career Solutions system) can help students begin the process of exploring their interests and connecting these interests to careers. As a basic self-assessment tool, the worksheet provides insight into students' likes, dislikes, strengths, needs, education goals, and work interests. Students can use this information to learn more about themselves and determine occupations that may align better with their personal attributes, needs, and wants.

To locate the worksheet, review the "How to Use this Tool" section above.

It is recommended that teachers and instructors...

- Print a copy of the worksheet and/or provide electronic access to the worksheet for each student.
- Introduce the worksheet to students as a self-assessment tool that helps them learn about themselves
- Provide assurances to students that their answers are private and will not be shared with others.
- Encourage students to complete the worksheet in the classroom or at home.
- Assist students in interpreting and using the information in the career exploration process.

Exploring the Results

Because there is no right or wrong way to complete the worksheet, there is also no right or wrong way to interpret the results. Students should be encouraged to reflect on what their responses mean to them and how their answers might relate to their career selection. For each section (About You, Your Education Interests, and Your Work Interests), ask students to think about what their responses say about the types of jobs that would be a good fit for them. It may be helpful for them to review the worksheet and start envisioning what their future job might look like and why. Placing students into small groups to share these visions could be helpful.

Career Exploration Worksheet

Take the first step in exploring careers by thinking about the things you're interested in and enjoy doing. Fill out the Career Exploration Worksheet to get things going. Keep an open mind about what motivates and inspires you, including your strengths. Your non-work experiences are as valuable as anything else, so tap into all of your activities and interests.

Getting Started with Career Exploration: Your Interests Worksheet

About You

1. What activities/hobbies have you done that were easy to learn and that you were good at? (e.g., cooking, sports, caring for siblings, arts and/or crafts, organizing events, etc.)
2. What about these activities do you like? (e.g., working with tools, leading a group, making decisions, interacting with others, working with numbers, developing new ideas, selling things, etc.)
3. What activities do you dislike and why do you dislike them?
4. How much money do you want to earn? How much money do you think you need to earn to live comfortably?
5. Do you want to stay in the same city or town you're living in now, or would you like to live and work somewhere else in the state or country?

Your Education Interests

6. List some school subjects you've done well in. Did you enjoy these subjects? (e.g., geometry, language arts, physics, art, etc.)
7. If you could learn something new right now, what would it be? Why?
8. Are you interested in or considering continuing your education after high school? If so, have you thought about what type of education you'd pursue? (e.g., university, apprenticeship, training)

Your Work Interests

9. List any jobs you've had. Which job(s) did you like the best and why?
10. List any volunteering you've done. Which volunteer position(s) did you like best and why?
11. List three occupations you have thought about doing. Describe why you're interested in them.

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

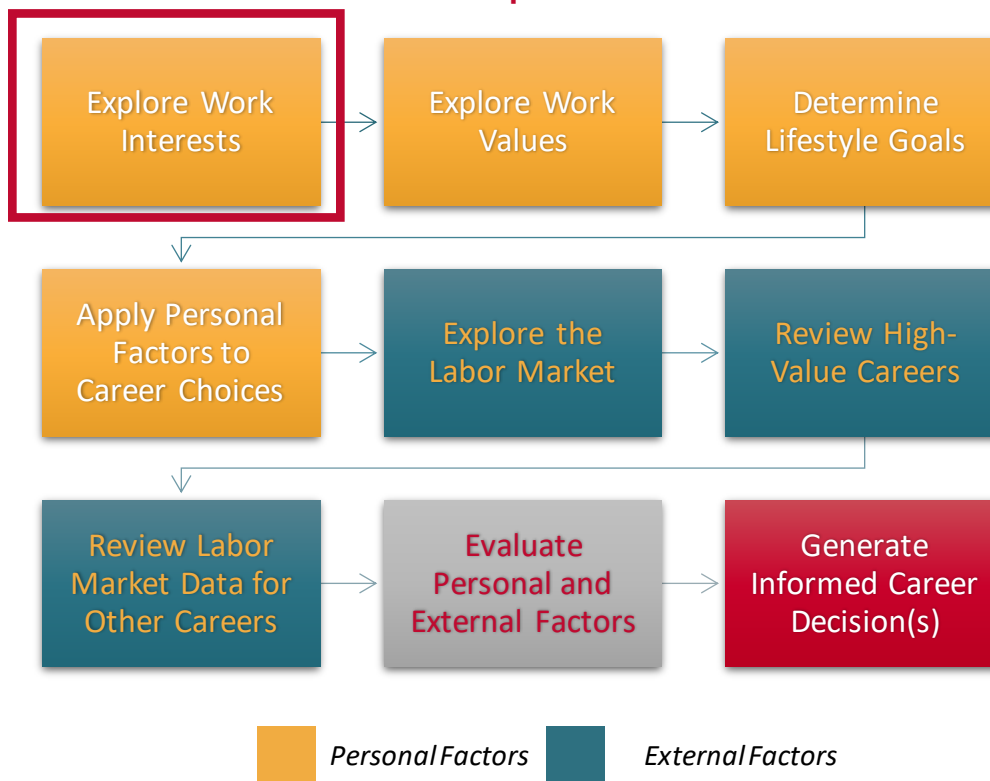
In this lesson, students were provided the opportunity to...

- Discuss the importance of career exploration.
- Identify the main features of the Career Solutions system.
- Recognize the advantages of registering as a user in the Career Solutions system.
- Complete the Career Exploration Worksheet.
- Evaluate personal abilities, interests, and needs as they apply to the selection of a career.

After providing a brief overview, encourage students to...

- Continue the self-reflection process.
- Think about their personal attributes and what they want/need from a career.
- Determine how they might use this information in selecting a career.
- Prepare for future lessons that will involve additional self-discovery activities.

The Career Exploration Process



Helpful Tip: This diagram will be presented at the end of each lesson to identify the next step in the career exploration process.

Lesson 2: Exploring Work Interests



Overview

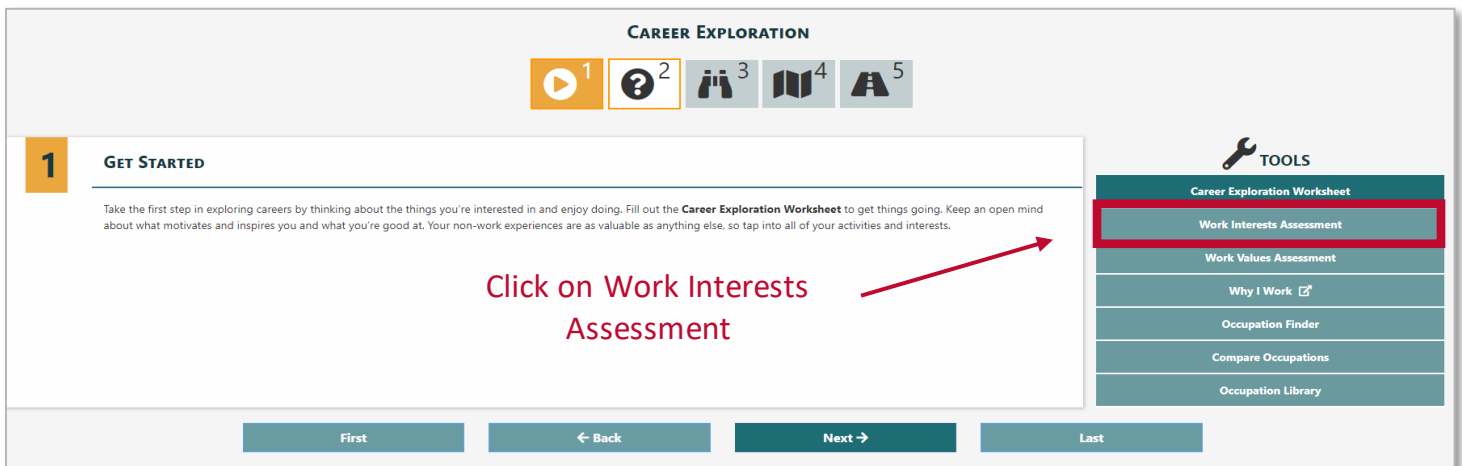
Career assessments give jobseekers a better idea of the types of jobs and activities that are a good fit. The primary purpose of these assessments is to identify personal attributes and provide insight into career fields where these attributes are most likely to be fulfilled. They do not tell individuals what specific career they should choose. Rather, they point individuals to types of careers to explore. The New Mexico Career Solutions system has two assessments that can help individuals narrow their career search and create exposure opportunities. Both assessments are brief, with each taking about fifteen minutes. The first assessment presented to users is the Work Interests Assessment.

This lesson contains....

- A review of how to access the Work Interests Assessment.
- Ideas for helping students connect with personal and external factors in career exploration.
- Strategies for introducing career assessments to students.
- Methods for guiding students through the Work Interests Assessment.
- A review of next steps for students using insights gained from this lesson.

How to Use This Tool

Before beginning, be sure to sign into the system. The Work Interests Assessment is located within the Career Exploration section. Simply click the Work Interests Assessment link in the list of tools to the right.



The screenshot displays the 'CAREER EXPLORATION' interface. At the top, there are five numbered icons: 1 (play button), 2 (question mark), 3 (people icon), 4 (book icon), and 5 (trophy icon). The main content area is divided into two sections. On the left, under the heading '1 GET STARTED', there is a paragraph of text and a red arrow pointing to the 'Work Interests Assessment' link in the tools list. On the right, under the heading 'TOOLS', there is a list of tools: 'Career Exploration Worksheet', 'Work Interests Assessment', 'Work Values Assessment', 'Why I Work', 'Occupation Finder', 'Compare Occupations', and 'Occupation Library'. The 'Work Interests Assessment' link is highlighted with a red box.

The page below will appear. Instructions for completing the assessment are located to the left. These instructions should be reviewed carefully before starting the assessment.

Helpful Tip: The Work Interests Assessment available in this system was developed by O*NET. For additional information on this assessment, as well as print versions of this tool, click [here](https://www.onetcenter.org/IP.html#overview) or go to <https://www.onetcenter.org/IP.html#overview>.

For help click the information icon.

Review instructions carefully

Start the Work Interest Analyzer

This assessment helps you decide what kinds of careers you might want to explore. It has questions about activities that some people do on their jobs. Read each question carefully and decide how you would feel about doing each type of work.

Strongly Dislike Dislike Unsure Like Strongly Like

Try NOT to think about the following:

- If you have enough education or training to do the work
- How much money you would make doing the work

Just think about if you would like or dislike doing the work.

There are no right or wrong answers. Please take your time answering the questions. There is no need to rush. You are learning about your interests so that you can explore work you might like and find rewarding.

The Short Form contains 60 questions and is a web-based vocational interest assessment instrument. The Mini Form contains 30 questions, each describing a work activity. This format is offered to users on a mobile device as well as within other time-constrained settings. The Short Form (60 questions) is recommended when possible.

Short Form
60 Questions
(10 minutes)

Mini Form
30 Questions
(5 minutes)

Taken the Work Interest Analyzer Before?

If you have previously taken this assessment, you can enter your interest scores below. You will be able to view your score report, choose a Job Zone and view careers matching your profile.

Realistic:

Investigative:

Artistic:

Social:

Enterprising:

Conventional:

[View Score Report](#)

Choose a version to get started

After completing the assessment, the results will appear on a page that looks similar to the image below. Interest areas will be listed and some will have higher values than others. Students should be encouraged to review their top interest areas with the highest values, as these are most indicative of their personal interests.

Work Interest Scores

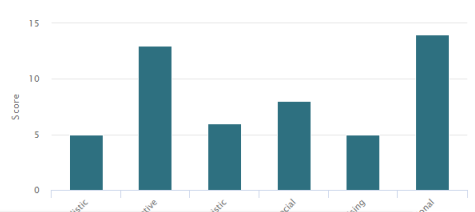
Here are your Work Interest Analyzer results.

Your interests can help you find occupations you might like to explore. The more an occupation meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest to learn more. When you're ready, click **Next** to continue.

Click on an interest area to learn more

Interest Area	Score
Realistic	5
Investigative	13
Artistic	6
Social	8
Enterprising	5
Conventional	14



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[Return to Career Exploration](#)

Conventional

People with Conventional interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas.

They like:

- Working with clear rules
- Following a strong leader

[Close](#)

Helpful Tip: Signing into the system before starting will ensure the results are saved and accessible later.

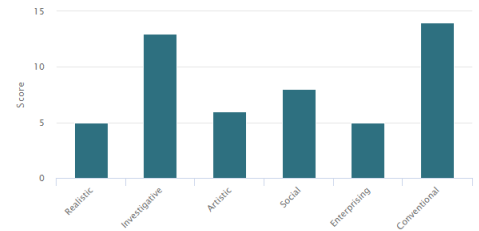
Work Interest Scores

Here are your Work Interest Analyzer results.

Your interests can help you find occupations you might like to explore. The more a occupation meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest to learn more. When you're ready, click *Next* to continue.

Interest Area	Score
Realistic	5
Investigative	13
Artistic	6
Social	8
Enterprising	5
Conventional	14



This site incorporates information from [ONET Web Services](#) by the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA).

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Return to Career Exploration

Click Next to continue

After exploring top interest areas, click *Next* to continue. A page like the one below will appear that lists occupations that match the top work interests identified in the assessment. The occupations with the strongest correlation are presented in alphabetical order.

Some notable features of this page include...

- Sorting occupations by clicking on category headings.
- Symbols next to each occupation to identify Bright Outlook and green occupations.
- Filters at the top left that can help narrow and focus the list of occupations.
- A menu at the top right that allows for different types of data to be displayed.

Occupations that Match Your Work Interests






Area (click to change): [New Mexico](#)

Show Filter Criteria (Showing all records)

Click a column title to sort.

Data to Display : [Work Interests](#)

Symbols next to occupations identify Bright Outlook and green occupations

Fit	Occupation Title	Artistic	Conventional	Enterprising	Investigative	Realistic	Social	Correlation	Job Openings (Jul 14, 2019)
	Actuaries	3.4	25.0	11.7	16.7	5.0	0.0	Strong	Q
	Archivists	3.4	28.4	6.7	21.7	10.0	11.7	Strong	Q
	Biostatisticians	5.0	21.7	0.0	28.4	10.0	3.4	Strong	Q

 BRIGHT OUTLOOK NATIONALLY |  BRIGHT OUTLOOK STATEWIDE |  GREEN OCCUPATIONS

Helpful Tip: Bright Outlook occupations are defined by O*NET as having at least one of the following criteria.

- Projected to grow faster than average (employment increase of 10% or more) over the period 2018-2028
- Projected to have 100,000 or more job openings over the period 2018-2028

Occupations that Match Your Work Interests

Area (click to change): [New Mexico](#)

Show Filter Criteria (Showing all records)

Click a column title to sort.

[BRIGHT OUTLOOK NATIONALLY](#) |
 [BRIGHT OUTLOOK STATEWIDE](#) |
 [GREEN OCCUPATIONS](#)

Click on category title to sort occupations

Data to Display : [Work Interests](#)

Fit	Occupation Title	Artistic	Conventional	Enterprising	Investigative	Realistic	Social	Correlation	Job Openings (Jul 14, 2019)
	Actuaries	3.4	25.0	11.7	16.7	5.0	0.0	Strong	Q
	Archivists	3.4	28.4	6.7	21.7	10.0	11.7	Strong	Q
	Biostatisticians	5.0	21.7	0.0	28.4	10.0	3.4	Strong	Q

Occupations that Match Your Work Interests

Area (click to change): [New Mexico](#)

Show Filter Criteria (Showing all records)

Click a column title to sort.

[BRIGHT OUTLOOK NATIONALLY](#) |
 [BRIGHT OUTLOOK STATEWIDE](#) |
 [GREEN OCCUPATIONS](#)

Narrow and focus the occupation list using filters

Data to Display : [Work Interests](#)

Fit	Occupation Title	Artistic	Conventional	Enterprising	Investigative	Realistic	Social	Correlation	Job Openings (Jul 14, 2019)
	Actuaries	3.4	25.0	11.7	16.7	5.0	0.0	Strong	Q
	Archivists	3.4	28.4	6.7	21.7	10.0	11.7	Strong	Q
	Biostatisticians	5.0	21.7	0.0	28.4	10.0	3.4	Strong	Q

To examine each occupation in more detail, click on the occupation title that appears in the list. The next page that appears will contain a wealth of information about the occupation, including a summary of work activities/duties, labor market information, education requirements, and more.

Occupations that Match Your Work Interests

Area (click to change): [New Mexico](#)

Show Filter Criteria (Showing all records)

Click a column title to sort.

[BRIGHT OUTLOOK NATIONALLY](#) |
 [BRIGHT OUTLOOK STATEWIDE](#) |
 [GREEN OCCUPATIONS](#)

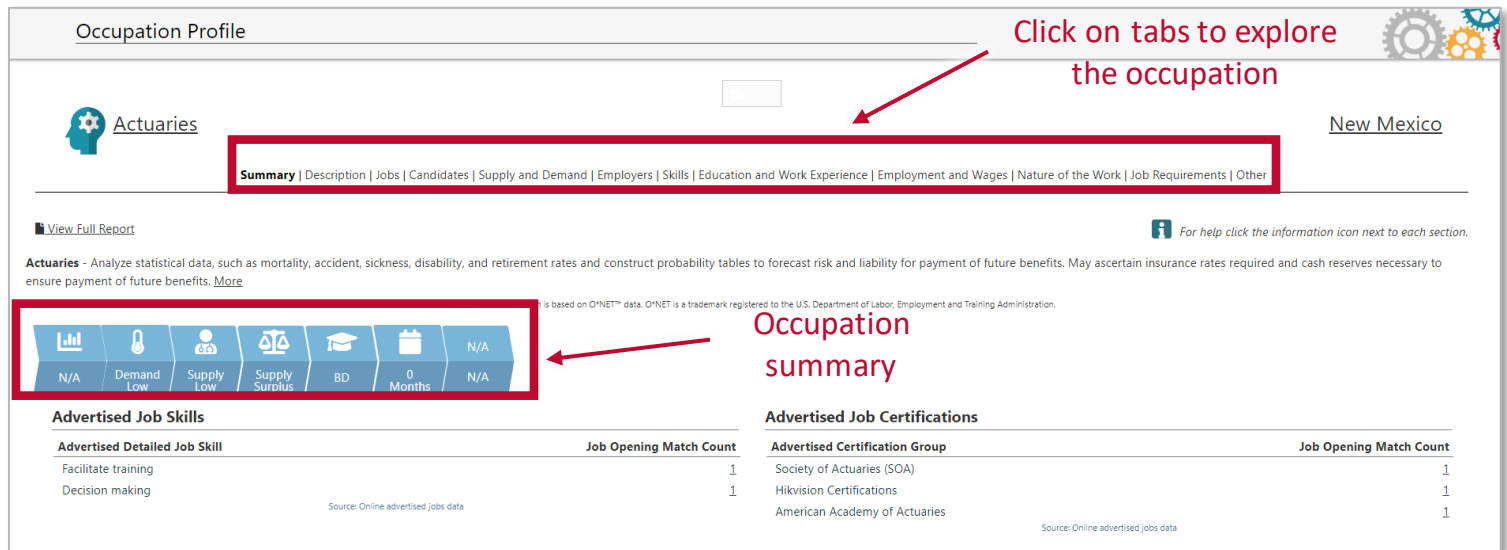
Click on occupation title to reveal detailed information

Data to Display : [Work Interests](#)

Fit	Occupation Title	Artistic	Conventional	Enterprising	Investigative	Realistic	Social	Correlation	Job Openings (Jul 14, 2019)
	Actuaries	3.4	25.0	11.7	16.7	5.0	0.0	Strong	Q
	Archivists	3.4	28.4	6.7	21.7	10.0	11.7	Strong	Q
	Biostatisticians	5.0	21.7	0.0	28.4	10.0	3.4	Strong	Q

To explore the occupation profile, scroll down the page or click on the tabs that appear at the top of the profile. The occupation summary (under the job description) provides a very quick idea of the market for the occupation, as well as the required education and work experience.

Helpful Tip: The information displayed on this page is based on O*NET data. If additional information is needed, it may be helpful to visit the O*NET site at onetonline.org.



Occupation Profile

Actuaries

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

View Full Report

For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. [More](#)

is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.

Occupation summary

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Facilitate training	1
Decision making	1

Source: Online advertised jobs data

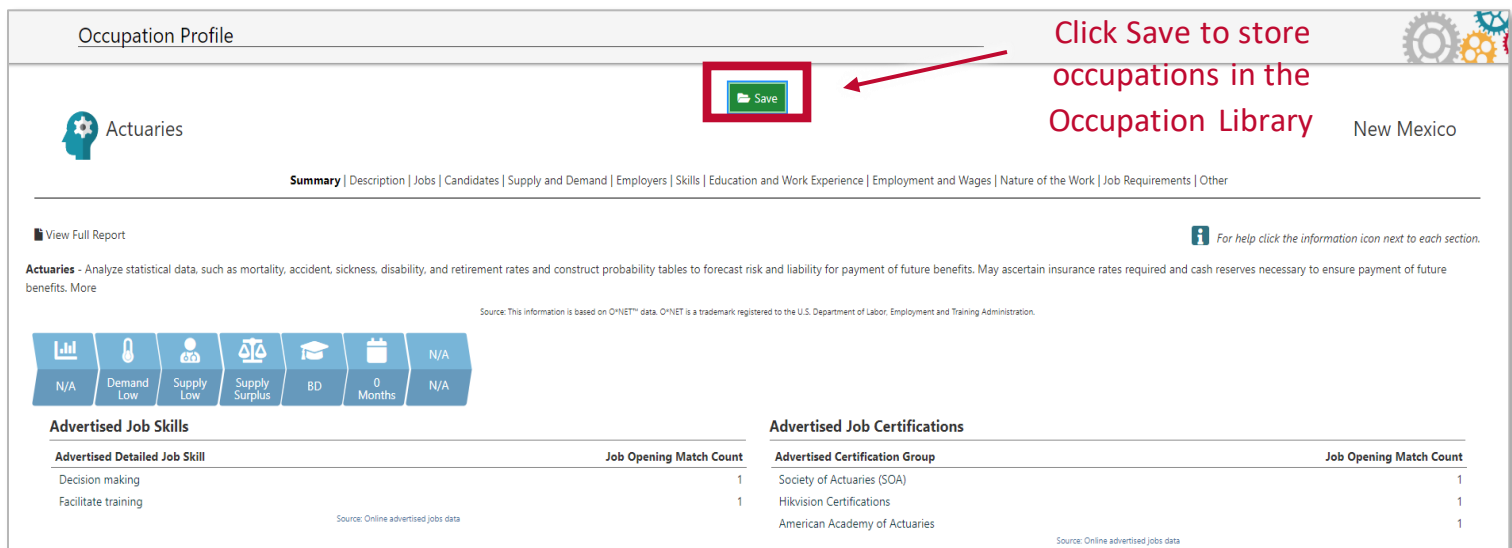
Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
Society of Actuaries (SOA)	1
Hikvision Certifications	1
American Academy of Actuaries	1

Source: Online advertised jobs data

IMPORTANT: As students complete the activities within each lesson, they need to save occupations they believe are a good match. These saved occupations will be referenced in future lessons.

Helpful Tip: If the option to save does not appear, click the white box at the top of the screen. It will turn green. Clicking it again will save the occupation.



Occupation Profile

Actuaries

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

View Full Report

For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. [More](#)

Source: This information is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.

Save

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Decision making	1
Facilitate training	1

Source: Online advertised jobs data

Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
Society of Actuaries (SOA)	1
Hikvision Certifications	1
American Academy of Actuaries	1

Source: Online advertised jobs data

Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to...

- Examine the major components of an informed career decision.
- Review the process of gathering and evaluating career information.
- Discuss how work interests are measured and used.
- Identify their personal work interests.
- Apply their work interests to the career selection process.
- Evaluate careers based on their interests.
- Determine next steps in exploring career opportunities and developing a career plan.

Classroom Discussions and Presentations

Introduction

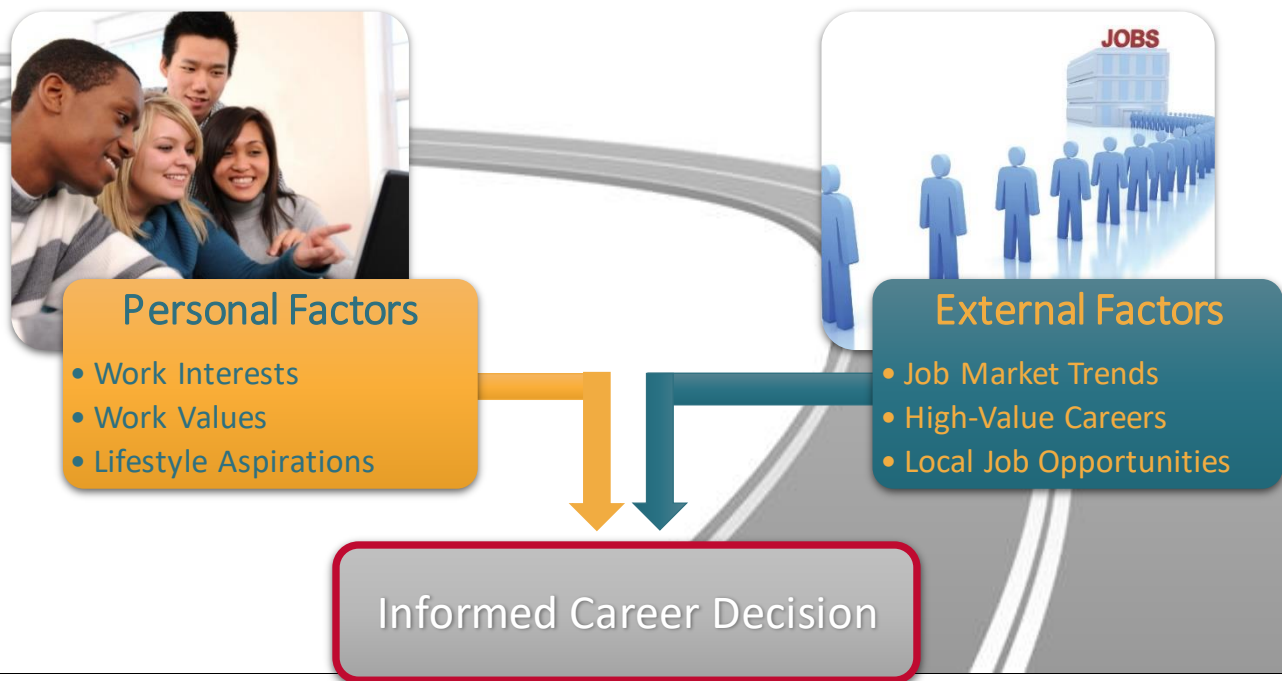
Helping students see the “big picture” can build a foundation for learning that defines where they are going and why. It is recommended that this lesson begin with an introduction to the career exploration process, including a review of the major components of an informed career decision (i.e., personal and external factors). This information will provide a helpful roadmap for future activities. Students can also benefit from an introduction to career assessments and their use in the career exploration process.

Talking Points

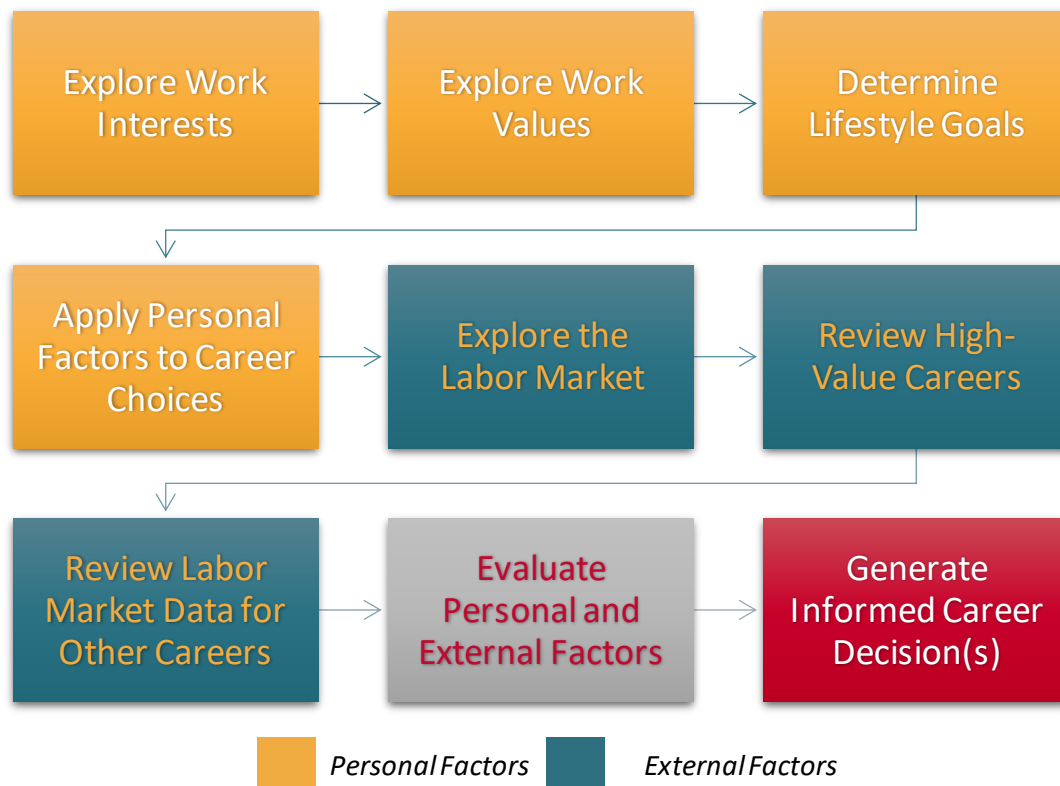
Below are some helpful comments to share with students.

- The ultimate goal of career exploration is to make an informed decision. This often requires a careful review of personal factors and external factors. (**Helpful Tip:** *Print and share the diagram below. Use this to introduce the components of an informed career decision.*)
- The career exploration process involves multiple steps focused on gathering information related to personal and external factors. The final step is to evaluate all information and determine occupations that offer the best fit and greatest opportunity in the job market. (**Helpful Tip:** *Print and share the diagram below. Use this to introduce the career exploration process.*)
- There are many ways to begin the career exploration process and there is no right or wrong path. It is often best to start with the exploration of personal factors to develop a personal connection.
- We’ll be starting with the Work Interests Assessment in Career Solutions. This is a basic survey that helps identify the types of work you may be interested in doing.
- This assessment is a tool that can help guide your career selection process. It is not a comprehensive personality test, nor is it a definitive measure of occupations you should or should not consider. This tool can help identify potential career fields that align with things you like to do.

Components of an Informed Career Decision



The Career Exploration Process



Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding career exploration.

- What are some personal factors that you believe will be most important in selecting a career?
- What kinds of external factors do you think will affect your career decision?
- How much does it matter that you find an occupation that you enjoy? Why?
- Do you think it's possible to find a job that you love? Why or why not?
- How might you determine if a job is something you would enjoy?
- Do you think personal surveys or assessments are helpful? How might these be harmful?

Exploring the System

After discussing the components of an informed career decision and helping students work through their positive and negative perspectives on the career process and career assessments, students can be introduced to the Work Interests Assessment in Career Solutions.

The “How to Use this Tool” section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Encourage students to sign into the site to ensure their data is saved.
- Help students locate the Work Interests Assessment.
- Carefully review the instructions posted with the assessment with students.
- Discuss what results will look like and what students should focus on.
- Review features available in the system to explore the results and matching careers.

Classroom Activity

Work Interests Assessment and Occupation Comparison

The Work Interests Assessment is a common career exploration tool that many jobseekers find helpful in choosing careers. Students should be encouraged to complete this assessment to focus their thoughts and beliefs about the types of careers they might enjoy. This information is most useful when students have the opportunity to review the results and apply their discoveries to the comparison of various careers.

To locate the assessment, review the “How to Use this Tool” section above.

It is recommended that teachers and instructors...

- Introduce the purpose of the Work Interests Assessment as a tool that can help jobseekers identify desired work activities and potential career fields that align with their interests.
- Review the instructions posted with the assessment in Career Solutions.
- Provide an opportunity for students to complete the assessment in the classroom or at home.
- Review the results of the assessment with students.
- Encourage students to complete the Occupation Comparison Sheet (see below).
- **Remind students to save occupations they believe are a good match.**

Occupation Comparison Sheet

Instructions: Complete the Work Interests Assessment in Career Solutions. Identify two occupations for which you have a strong correlation. Answer the questions below for each occupation.

Occupation 1:	Occupation 2:
What are some of the job duties for this occupation?	What are some of the job duties for this occupation?
Describe the work environment for this occupation.	Describe the work environment for this occupation.
Describe some of the requirements for this job, including skills, licensing, knowledge, and abilities.	Describe some of the requirements for this job, including skills, licensing, knowledge, and abilities.
List three jobs that are related to this occupation.	List three jobs that are related to this occupation.
Do you think you would find the daily work of these occupations interesting? Why or why not?	
Which occupation do you think would be the best fit for you? Why?	

Exploring the Results

After completing the Work Interests Assessment, there are typically one or two top interest areas that emerge. These will be areas where the numeric results from the survey are highest. To interpret these results, it is highly recommended that you refer to page 8-11 of the [New Mexico Career Clusters Guide](#). For your convenience, a portion of this guide that provides definitions for each of the interest areas is copied below. Students should be encouraged to learn more about their top interest areas by exploring the definitions in Career Solutions (presented with the results) and the New Mexico Career Clusters Guide.

In the Career Solutions System, occupations that match students' top interests will automatically appear. Occupations with the strongest correlation to their interests will be presented in alphabetical order. Each occupation will vary in the content of the work, but the underlying nature of the work activities should be similar. Thus, students may find it helpful to explore occupations in fields or subject areas they enjoy.

In making career comparisons, the comparison sheet above is a sample of an activity that students should engage in frequently. Creating a side-by-side comparison helps tease apart the finer details of an occupation. This will help them get practice making career choices and identifying what is most important. Their chosen career in this activity is not meant to be their ultimate career choice. It is best viewed as an example of a

career match that is stronger than others and can be evaluated to determine features that make it a more desirable career choice.

Primary Interest Area:

Which Interest Area has your highest score: R, I, A, S, E, or C? Enter the letter below.

Your Primary Interest Area: _____

Secondary Interest Areas:

Which Interest Areas have your second and third highest score? Enter the letters below:

Your Secondary Interest Areas: _____ & _____

What Your Primary Interest Area Means

What occupations are linked with your interests? You will want to explore occupations that are related to your Primary Interest Area. For example, a person with strong Realistic interests would probably be most satisfied with strong Realistic occupations (e.g., electrician, firefighter, surgeon). It is important to note that an individual's interests may not be described by just one of the six interest categories. In fact, John Holland suggests that most people will have interests in several of the areas, but that they probably will have one Interest Area that is stronger than the others. If you have two identical highest scores, you should consider both scores as it indicates that you have two Primary interests. If you are not certain about the occupations linked to your Primary Interest Area, you can use your Secondary Interest Areas to explore a different set of careers.

Read over the definitions of your Primary and Secondary Interest Areas on the following page to get a better understanding of your work-related interests.

² The O*NET Interest Profiler Short Form is a self-scored interest assessment. For information about scoring the paper-and-pencil version of the O*NET Interest Profiler Short Form, please check out O*NET® Interest Profiler Short Form Psychometric Characteristics: Summary 2010 (onetcenter.org/dl_files/IPSF_Psychometric.pdf).

The Interest Profiler measures interests in each of the six Holland RIASEC types.² This section provides definitions for each of the six types. Each definition includes examples of activities that individuals with that interest type like to perform, as well as examples of famous people whose field of work matches the interest type.

Realistic – The “Doers”

People with Realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials like wood, tools, and machinery. They often enjoy outside work. Often people with Realistic interests do not like occupations that mainly involve doing paperwork or working closely with others. Famous realists: NASCAR driver Danica Patrick, TV carpenter Norm Abram, wildlife expert Steve Irwin, and multi-talented athlete Jim Thorpe.

Social – The “Helpers”

People with Social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, give advice, help, or otherwise be of service to people. Famous helpers: educator Booker T. Washington, mental health care reformer Dorothea Dix, TV psychologist Phil McGraw, and civil rights leader Martin Luther King Jr.

Investigative – The “Thinkers”

People with Investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They prefer to search for facts and figure out problems mentally rather than to persuade or lead people. Prominent investigators: astrophysicist Neil deGrasse Tyson, primatologist Jane Goodall, mathematician/computer scientist Grace Murray Hopper, and neuroscientist Ben Carson.

Enterprising – The “Persuaders”

People with Enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They enjoy taking risks for profit. These people prefer action rather than thought. Prominent persuaders: TV mogul Oprah Winfrey, business magnate Donald Trump, U.S. Senator Marco Rubio, and Facebook co-founder Mark Zuckerberg.

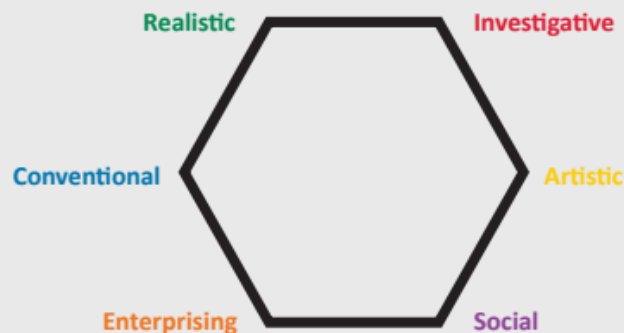
Artistic – The “Creators”

People with Artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules. Well-known artists: painter/sculptor Leonardo da Vinci, actress Halle Berry, writer J.K. Rowling, and singers Lady Gaga and Tony Bennett.

Conventional – The “Organizers”

People with Conventional interests follow procedures and maintain accurate written and numerical business records. They prefer working in structured settings where roles and tasks are clearly defined. Well-known organizers: businessman J.C. Penney, Supreme Court Justice Sandra Day O'Connor, and professional organizer Alejandra Costello.

John Holland suggested that viewing the Interest Areas on a hexagon can help people understand how their interests overlap or how they may be distinctly different. Interests that are most similar touch each other on the hexagon (e.g., Social, Enterprising, and Conventional). On the other hand, interests across the hexagon from each other (e.g., Conventional and Artistic) are least likely to have similarities. Sometimes people's combined interests are opposite from or not adjacent to each other. In this case, people sometimes choose to focus on the most different interest as a hobby or to find a unique work setting that merges their interests.



² The O*NET Interest Profiler is compatible with Holland's (1985a) Theory of Vocational Personality, one of the most widely accepted approaches to vocational choice. Information for Interest Areas is extracted from the O*NET Career Exploration Tools owned by the U.S. Department of Labor, Employment Training Administration (DOL/ETA). All O*NET Assessment/Counseling Tools are copyrighted. O*NET is a trademark of DOL/ETA.

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

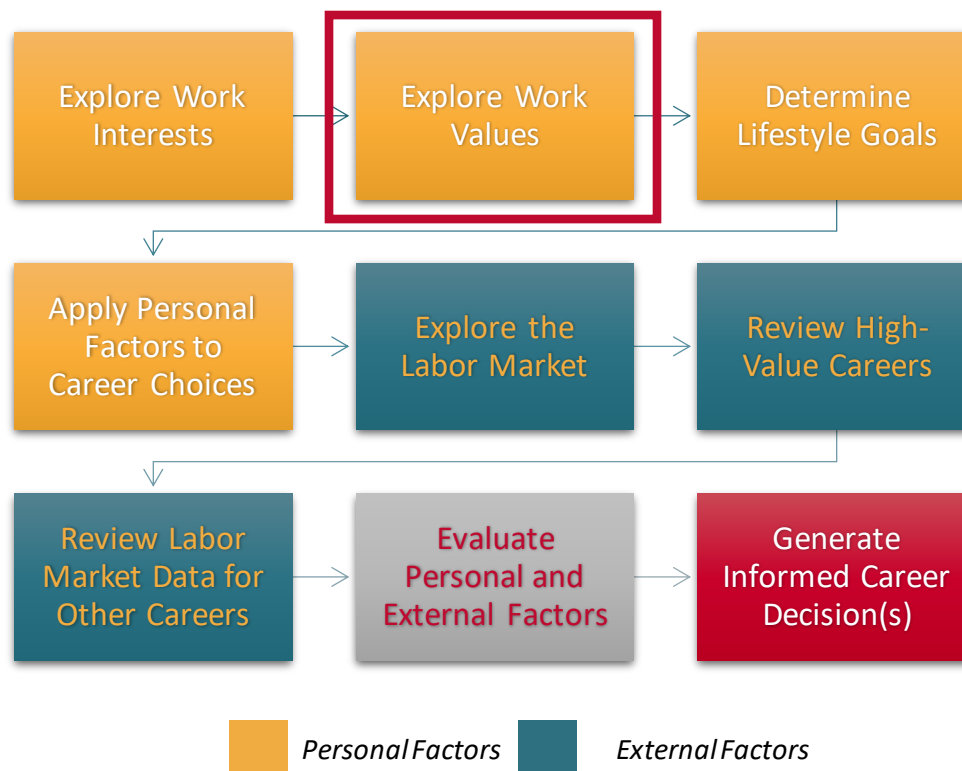
In this lesson, students were provided the opportunity to...

- Examine the major components of an informed career decision.
- Review the process of gathering and evaluating career information.
- Discuss how work interests are measured and used.
- Identify their personal work interests.
- Apply their work interests to the career selection process.
- Evaluate careers based on their interests, as well as the job market.

After providing a brief overview, encourage students to...

- Continue the self-reflection process.
- Think about their work interests and the types of occupations that fit these interests.
- Determine how they might use this information in selecting a career.
- Prepare for future lessons that will involve additional self-discovery activities.

The Career Exploration Process



Helpful Tip:
Reviewing the steps in the career exploration process at the end of each lesson can help students identify where they've been and where they are headed next.

Lesson 3: Exploring Work Values



Overview

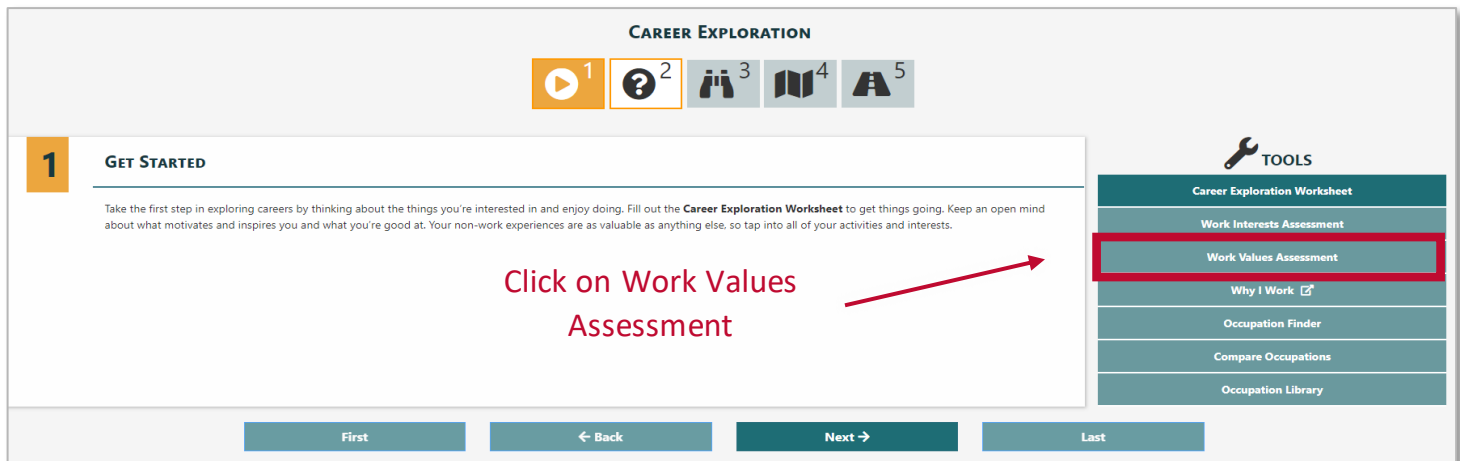
There are several types of career assessments, with each providing insight into unique personal factors that can affect job satisfaction and workplace performance. The Work Values Assessment, available within the Career Solutions system, helps jobseekers learn more about their needs with regard to the type of work they do. In other words, it helps individuals understand what motivates them to work and what they need to feel satisfied in their work environments. The Work Values Assessment is relatively brief survey, taking about fifteen minutes, and can be completed online with instant results. Students can benefit greatly from this assessment in gaining a deeper understanding of what they need from their job.

This lesson contains....

- A summary of how to access and use the Work Values Assessment.
- A review of information to share with students about assessments and personal factors.
- Strategies for using the Work Values Assessment with students.
- Methods for exploring and applying assessment results.
- A review of next steps for students using insights gained from this lesson.

How to Use This Tool

Before beginning, be sure to sign into the system. The Work Values Assessment is located within the Career Exploration section. Simply click the Work Values Assessment link in the list of tools to the right.



The screenshot displays the 'CAREER EXPLORATION' interface. At the top, there are five numbered icons: 1 (play button), 2 (question mark), 3 (person), 4 (book), and 5 (trophy). The main content area is divided into two sections. On the left, under the heading '1 GET STARTED', there is a paragraph of text: 'Take the first step in exploring careers by thinking about the things you're interested in and enjoy doing. Fill out the **Career Exploration Worksheet** to get things going. Keep an open mind about what motivates and inspires you and what you're good at. Your non-work experiences are as valuable as anything else, so tap into all of your activities and interests.' Below this text is a red arrow pointing to the 'Work Values Assessment' link in the 'TOOLS' list on the right. The 'TOOLS' list includes: Career Exploration Worksheet, Work Interests Assessment, Work Values Assessment (highlighted with a red box), Why I Work, Occupation Finder, Compare Occupations, and Occupation Library. At the bottom of the interface are navigation buttons: First, Back, Next, and Last.

The page below will appear. Instructions for completing the assessment are located in the center of the screen. These instructions should be reviewed carefully before starting the assessment.

Helpful Tip: All twenty cards must be read and clicked through before the Begin button will appear. While reading the cards, think about the personal importance of each item in selecting a career.

Helpful Tip: The Work Values Assessment available in this system was developed by O*NET. For additional information on this assessment, as well as print versions of this tool, click [here](https://www.onetcenter.org/WIL.html) or go to <https://www.onetcenter.org/WIL.html>.

Step 1: Start the Work Values Analyzer

The Work Values Analyzer can help you learn more about your work values and help you decide what is important to you in a job. It does this by asking you to rank different aspects of work that represent six important work values. Knowing your work values can help you decide what kinds of jobs and careers you might want to explore.

When you complete the Analyzer, you will get scores for six work values. These scores indicate how important each of the work values is to you. In addition to your scores, you will receive a list of occupations that are linked with your work values. This list can help you explore career options. The more a job agrees with your work values, the more likely you are to be satisfied in that job.

The Work Values Analyzer is different from other surveys you may have taken in the past. Instead of questions, the Work Values Analyzer uses cards with statements about the different aspects of work. You are to sort the cards into groups based on how important the statement on each card is to you on your ideal job -- the kind of job you would most like to have. There are no right or wrong answers to the Analyzer. Different people may feel differently about the statements. You are being asked how you feel. Please answer honestly and carefully.

This is not a test and you may take your time. When you are ready to start click the *Begin the Values Analyzer* button below.

Read each card before you proceed.

Review instructions carefully

Card 20
I could plan my work with little supervision

Begin the Values Analyzer

All 20 cards must be read and clicked through before the Begin button will appear

After starting the assessment, a page will appear with the opportunity to sort all twenty cards into five different columns. The sorting can be done either by clicking the rating scale under each card or by dragging and dropping the cards into the columns.

Helpful Tip: Only four cards can be placed in each column, meaning that difficult decisions may need to be made about some of the items on the cards. If needed, cards can be dragged to other columns at any time.

From the [O*NET Importance Locator manual](#):

Put exactly 4 cards in each column. When you are done, the four most important statements should be in Column 5, the four next most important should be in Column 4, and so on. The four least important statements should be in Column 1. You may have to move the cards around until you have exactly 4 cards in each column.

Step 2: Sort the Cards

Click the appropriate button next to the card or use your mouse to drag each card to the column that best matches how important it is for you to have a job like the one described on the card. You must click and hold to drag the card. Where you place the cards within each column does not matter. Please place the top left corner of the card within the desired square.

On My Ideal Job it is Important That ...

Rate each card using the scale or dragging and dropping the card into the columns below

Only four cards can be placed in each column

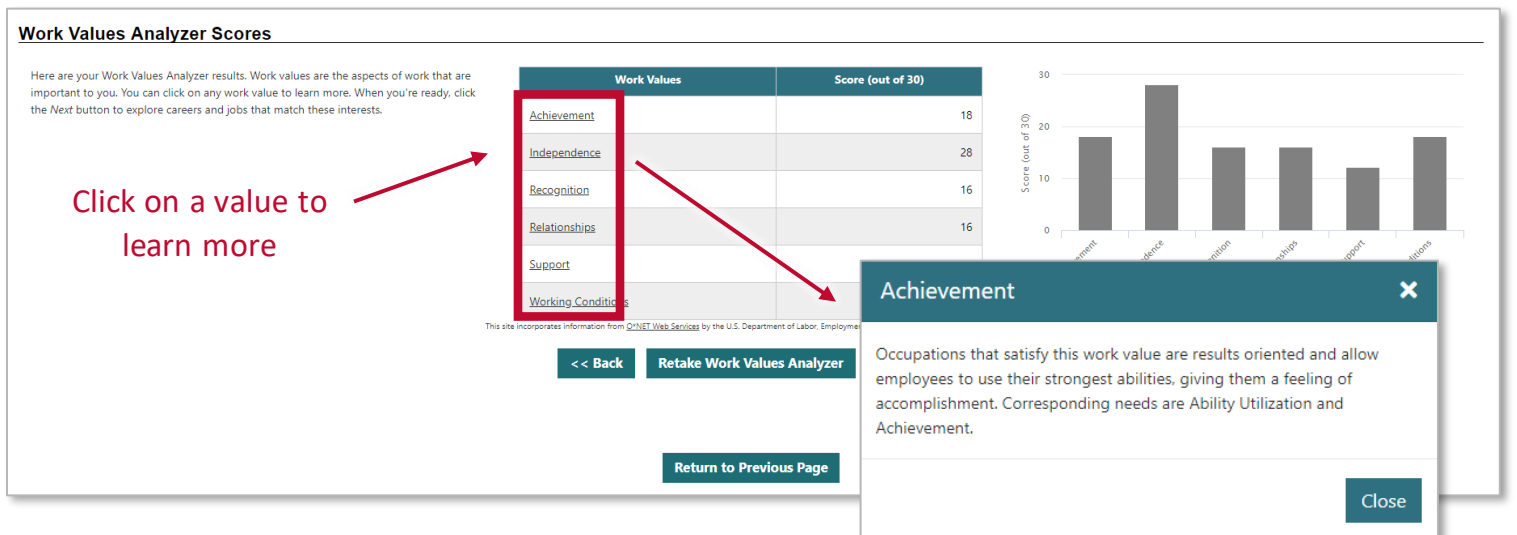
Card 1
I make use of my abilities

5 Most Important 4 Very Important 3 Moderate Important 2 Important 1 Least Important

<< Back

Most Important	Very Important	Moderate Important	Important	Least Important
5	4	3	2	1
Place card here	Place card here	Place card here	Place card here	Place card here

After completing the assessment, the results will appear on a page that looks similar to the image below. Work values will be listed and some will have higher scores than others. Students should be encouraged to review their top values with the highest scores, as these are most indicative of their personal work values.



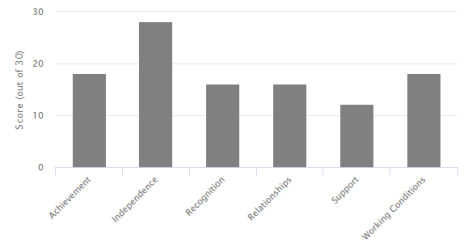
Helpful Tip: Signing into the system before starting will ensure the results are saved and accessible later.

Work Values Analyzer Scores

Here are your Work Values Analyzer results. Work values are the aspects of work that are important to you. You can click on any work value to learn more. When you're ready, click the Next button to explore careers and jobs that match these interests.

Work Values	Score (out of 30)
Achievement	18
Independence	28
Recognition	16
Relationships	16
Support	12
Working Conditions	18

This site incorporates information from ONET Web Services by the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA).



<< Back

Retake Work Values Analyzer

Next >>

Click Next to continue

Return to Previous Page

After exploring top work values, click Next to continue. A page will appear with the option to select the match level for the occupations that align with the work values results. The stronger the match selected, the shorter the list. Likewise, the weaker the match, the longer the list.

Helpful Tip: The strength of the match selected does not change the occupations that appear at the top of the list. Rather, it simply adjusts the length of the list displayed. If a close match is selected, the list will just be shorter than if a loose match was selected.

Match Level

- ☐ Closely match your Work Importance
- ☒ Moderately match your Work Importance
- ☐ Loosely match your Work Importance
- ☐ Show all occupations

Select the match level for occupations list

Continue


Return to Assessments


Once a match level is selected, a page like the one below will appear. The occupations with the strongest correlation to the top work values identified in the assessment are presented in alphabetical order.

Some notable features of this page include...

- Sorting occupations by clicking on category headings.
- Symbols next to each occupation to identify Bright Outlook and green occupations.
- Filters on the top left that can help narrow and focus the list of occupations.
- A menu on the top right that allows for different types of data to be displayed.

Helpful Tip: The features available in the occupation list that appears are similar to those that were presented in Lesson 2. For your convenience, the instructions have been copied below.

Occupations that Match Your Work Values 

• indicates required fields.  For help click the information icon.

Area (click to change): [New Mexico](#)



Show Filter Criteria (Showing all records)




Click a column title to sort.

[LEARNING OUTLOOK NATIONALLY](#) | [LEARNING OUTLOOK STATEWIDE](#) | [LEARNING OUTLOOK STATEWIDE](#)

Symbols next to occupations identify Bright Outlook and green occupations


Data to Display : [Work Importance](#)


Occupation Title	Achievement	Independence	Recognition	Relationships	Support	Working Conditions	Correlation	Job Openings (Jul 17, 2019)
Buyers and Purchasing Agents, Farm Products 	15.0	21.7	13.4	15.0	13.4	15.9	Strong	1
Biomedical Engineers 	21.7	25.0	20.0	20.0	20.0	21.7	Strong	3
Locksmiths and Safe Repairers	11.7	18.4	10.0	11.7	10.0	13.4	Strong	1

 BRIGHT OUTLOOK NATIONALLY |  BRIGHT OUTLOOK STATEWIDE |  GREEN OCCUPATIONS

Helpful Tip: Bright Outlook occupations are defined by O*NET as having at least one of the following criteria.

- Projected to grow faster than average (employment increase of 10% or more) over the period 2018-2028
- Projected to have 100,000 or more job openings over the period 2018-2028

Occupations that Match Your Work Values 

• indicates required fields.  For help click the information icon.

Area (click to change): [New Mexico](#)



Show Filter Criteria (Showing all records)

Click a column title to sort.

[LEARNING OUTLOOK NATIONALLY](#) | [LEARNING OUTLOOK STATEWIDE](#) | [LEARNING OUTLOOK STATEWIDE](#)

Click on category to sort occupations

Data to Display : [Work Importance](#)

Occupation Title	Achievement	Independence	Recognition	Relationships	Support	Working Conditions	Correlation	Job Openings (Jul 17, 2019)
Buyers and Purchasing Agents, Farm Products 	15.0	21.7	13.4	15.0	13.4	15.9	Strong	1
Biomedical Engineers 	21.7	25.0	20.0	20.0	20.0	21.7	Strong	3
Locksmiths and Safe Repairers	11.7	18.4	10.0	11.7	10.0	13.4	Strong	1

Occupations that Match Your Work Values

• indicates required fields. For help click the information icon.

Area (click to change): New Mexico
 Show Filter Criteria (Showing all records)

DATA TO DISPLAY: Work Importance

BRIGHT OUTLOOK NATIONALLY | BRIGHT OUTLOOK STATEWIDE | GREEN OCCUPATIONS

Occupation Title	Achievement	Independence	Recognition	Relationships	Support	Working Conditions	Correlation	Job Openings (Jul 17, 2019)
Buyers and Purchasing Agents, Farm Products	15.0	21.7	13.4	15.0	13.4	15.9	Strong	1
Biomedical Engineers	21.7	25.0	20.0	20.0	20.0	21.7	Strong	3
Locksmiths and Safe Repairers	11.7	18.4	10.0	11.7	10.0	13.4	Strong	1

Narrow and focus the occupation list using filters

To examine each occupation in more detail, click on the occupation title that appears in the list. The next page that appears will contain a wealth of information about the occupation, including a summary of work activities/duties, labor market information, education requirements, and more.

Occupations that Match Your Work Values

• indicates required fields. For help click the information icon.

Area (click to change): New Mexico
 Show Filter Criteria (Showing all records)

DATA TO DISPLAY: Work Importance

BRIGHT OUTLOOK NATIONALLY | BRIGHT OUTLOOK STATEWIDE | GREEN OCCUPATIONS

Occupation Title	Achievement	Independence	Recognition	Relationships	Support	Working Conditions	Correlation	Job Openings (Jul 17, 2019)
Buyers and Purchasing Agents, Farm Products	15.0	21.7	13.4	15.0	13.4	15.9	Strong	1
Biomedical Engineers	21.7	25.0	20.0	20.0	20.0	21.7	Strong	3
Locksmiths and Safe Repairers	11.7	18.4	10.0	11.7	10.0	13.4	Strong	1

Click on occupation title to reveal detailed information

To explore the occupation profile, scroll down the page or click on the tabs that appear at the top of the profile. An occupation summary (under the job description) provides a very quick idea of the market for the occupation, as well as the required education and work experience.

Helpful Tip: The information displayed on this page is based on O*NET data. If additional information is needed, it may be helpful to visit the O*NET site at onetonline.org.

Occupation Profile

Actuaries New Mexico

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

[View Full Report](#) For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. [More](#)

Source: This information is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.

Occupation summary

N/A Demand Low Supply Low Supply Surplus BD 0 Months N/A

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Facilitate training	1
Decision making	1

Source: Online advertised jobs data

Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
Society of Actuaries (SOA)	1
Hikvision Certifications	1
American Academy of Actuaries	1

Source: Online advertised jobs data

IMPORTANT: As students complete the activities within each lesson, they need to save occupations they believe are a good match. These saved occupations will be referenced in future lessons.

Helpful Tip: If the option to save does not appear, click the white box at the top of the screen. It will turn green. Clicking it again will save the occupation.

Occupation Profile

Actuaries New Mexico

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

[View Full Report](#) For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. [More](#)

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Save

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Decision making	1
Facilitate training	1

Source: Online advertised jobs data

Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
Society of Actuaries (SOA)	1
Hikvision Certifications	1
American Academy of Actuaries	1

Source: Online advertised jobs data

Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to...

- Review the components of an informed career decision.
- Discuss the benefits of career assessments in choosing a career.
- Evaluate work values and their connection to work satisfaction.
- Identify personal work values and apply these to the career selection process.
- Assess careers based on their work values.
- Determine next steps in exploring career opportunities and developing a career plan.

Classroom Discussions and Presentations

Introduction

At this point in the career exploration process, it can be helpful to delve a little deeper into career assessments and their use in developing informed career decisions. To encourage the effective use of these tools, students will need to understand why they are useful and how they should be applied to the career exploration process. Importantly, however, students also need to be aware of the limitations of these tools so they can avoid common misuses of the information. Taking time to provide this foundation can help students develop a healthy relationship with self-discovery tools and embrace their use in effective planning.

Talking Points

Below are some helpful comments to share with students.

- Recall that the ultimate goal of career exploration is making an informed career decision. This often involves careful consideration of both personal and external factors.
- While there are many ways to begin the career exploration process, we have chosen to start with the identification of personal factors to help establish a more personal connection early in the process.
- Career assessments are common tools used to uncover personal interests and values that can be important to consider when choosing a career that you will find meaningful and fulfilling.
- These assessments typically involve brief surveys or activities that produce results that can suggest the presence of particular traits, attributes, values, and interests.
- It is important to keep in mind that assessments are not perfect and they can sometimes be wrong. Also, results from assessments can change over time as you accumulate life experiences. Because of these limitations, assessment results should never be considered as the primary or sole factor when determining career pathways that are right for you.
- Assessments are best viewed as hint or a clue to attributes that you may possess. They merely suggest factors that you may want to consider when selecting a career.

- The Work Values Assessment is frequently used in the career exploration process. It helps you identify what is most important to you when engaging in work activities.
- Understanding what you value in a job can help you seek occupations that align with these values. For example, if you value working with others, it would make sense to consider social occupations.
- The Work Values Assessment is useful in identifying your values and applying these to occupations.

Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding career exploration.

- What is your general opinion of surveys or tests designed to measure personal attributes?
- How can you determine if a survey is trustworthy, with the ability to produce valid results?
- How might something like the Work Values Assessment be helpful to you?
- When you engage in work-related activities (at home, school, or elsewhere), what motivates you to complete the task? How might you increase your motivation to finish the task?
- When you engage in work-related activities (at home, school, or elsewhere), what helps make the work more enjoyable? What makes the work less enjoyable?
- How might these motivating and enjoyable elements of work play a role in your career selection?
- What do you hope to learn from using career assessments, like the Work Values Assessment?

Exploring the System

After discussing the advantages and disadvantages of career assessments and helping students work through their positive and negative perspectives on them, students can be introduced to the Work Values Assessment in Career Solutions.

The “How to Use this Tool” section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Encourage students to sign into the site to ensure their data is saved.
- Help students locate the Work Values Assessment.
- Carefully review the instructions posted with the assessment with students.
- Discuss what results will look like and what students should focus on.
- Review features available in the system to explore the results and matching careers.

Classroom Activity

Work Values Assessment and Occupation Comparison

The Work Values Assessment is a common tool that is frequently completed in career exploration activities. Many find this assessment useful in learning about what the need to find satisfaction and fulfillment in the work they do. Students should be encouraged to complete this assessment to gain a deeper understanding

about what motivates them to work and what promotes enjoyment in their work activities. When this information is used to identify potential career matches, students can gain a sense of jobs they may like.

To locate the assessment, review the “How to Use this Tool” section above.

It is recommended that teachers and instructors...

- Introduce the purpose of the Work Values Assessment as a tool that can help jobseekers identify what is most important in achieving satisfaction and fulfillment in their work.
- Review the instructions posted with the assessment in Career Solutions.
- Provide an opportunity for students to complete the assessment in the class room or at home.
- Review the results of the assessment with students.
- Encourage students to complete the Occupation Comparison Sheet (see below).
- **Remind students to save occupations they believe are a good match.**

Exploring the Results

After completing the Work Values Assessment, there are typically one or two values that will emerge that will have higher scores. Students should be encouraged to focus their attention on these top work values and learn more about what these values mean. When interpreting these results from this assessment, the use of the [O*NET Score Report](#) may be helpful. This report provides a summary of the different work values and how to apply the results to the selection of careers. For your convenience, a page from this report that lists definitions of each of the work values is provided below. As a reminder, detailed information on the Work Values Assessment used in the Career Solutions system can be found by clicking [here](#) or visiting <https://www.onetcenter.org/WIL.html#overview>.

Once the top one or two work values have been identified and students have taken time to explore definitions for these values (by clicking on the value titles in the results chart or exploring other sources), the next step is to apply this information to the selection of careers. The Career Solutions system automatically displays careers that have the strongest correlation with the student’s work values. The occupations listed will differ in the content of work, but should be similar in the in the values that are present in the main work activities. Thus, students should be encouraged to explore careers in content areas they find most interesting. For example, they may find a career in the field of agriculture more interesting than one in finance.

In making career comparisons, the comparison sheet below is a sample of an activity that students should engage in frequently. Creating a side-by-side comparison helps tease apart the finer details of an occupation. This will help them get practice making career choices and identifying what is most important. There are no right or wrong answers in these comparison activities. Their chosen career in this activity is not meant to be their ultimate career choice. It is best viewed as an example of a career match that is stronger than others and can be evaluated to determine features that make it a more desirable career choice.

Occupation Comparison Sheet

Instructions: Complete the Work Values Assessment in Career Solutions. Identify two occupations for which you have a strong correlation. Answer the questions below for each occupation.

Occupation 1:	Occupation 2:
What are some of the job duties for this occupation?	What are some of the job duties for this occupation?
Describe the work environment for this occupation.	Describe the work environment for this occupation.
Describe some of the requirements for this job, including skills, licensing, knowledge, and abilities.	Describe some of the requirements for this job, including skills, licensing, knowledge, and abilities.
List three jobs that are related to this occupation.	List three jobs that are related to this occupation.
Do you think you would find the daily work of these occupations enjoyable and fulfilling? Why or why not?	
Which occupation do you think would be the best fit for you? Why?	

What Your Work Values Mean

You can think of work values as aspects of work that are important to you. The Work Importance Locator measures the importance to you of the six work values listed below. At the very least, please read the definitions for your two highest work values to get a better understanding of these work values for exploring jobs.

Achievement

If **Achievement** is your highest work value, look for jobs that let you use your best abilities. Look for work where you can see the results of your efforts. Explore jobs where you can get the feeling of accomplishment.

Independence

If **Independence** is your highest work value, look for jobs where they let you do things on your own initiative. Explore work where you can make decisions on your own.

Recognition

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

Relationships

If **Relationships** is your highest work value, look for jobs where your co-workers are friendly. Look for work that lets you be of service to others. Explore jobs that do not make you do anything that goes against your sense of right and wrong.

Support

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

Working Conditions

If **Working Conditions** is your highest work value, consider pay, job security, and good working conditions when looking at jobs. Look for work that suits your work style. Some people like to be busy all the time, or work alone, or have many different things to do. Explore jobs where you can take best advantage of your particular work style.

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

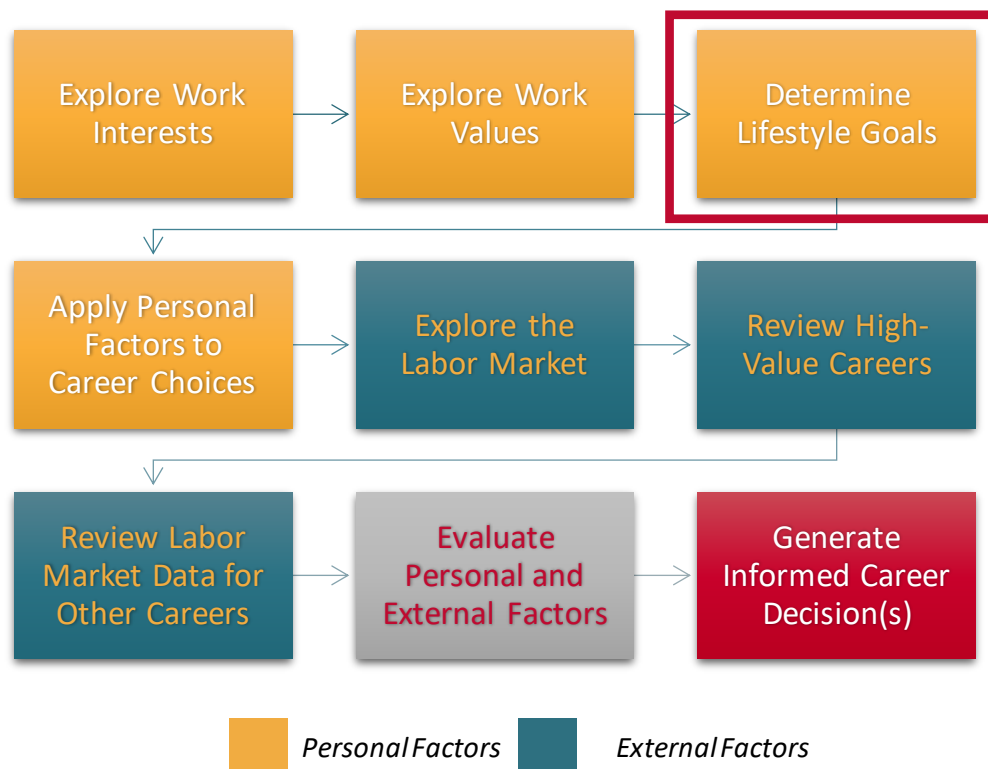
In this lesson, students were provided the opportunity to...

- Review the components of an informed career decision.
- Discuss the benefits of career assessments in choosing a career.
- Evaluate work values and their connection to work satisfaction.
- Identify personal work values and apply these to the career selection process.
- Assess careers based on their work values.

After providing a brief overview, encourage students to...

- Continue the self-reflection process.
- Think about their work values and the types of occupations that fit these values.
- Determine how they might use this information in selecting a career.
- Prepare for future lessons that will involve additional self-discovery activities.

The Career Exploration Process



Lesson 4: Determining Lifestyle Goals



Overview

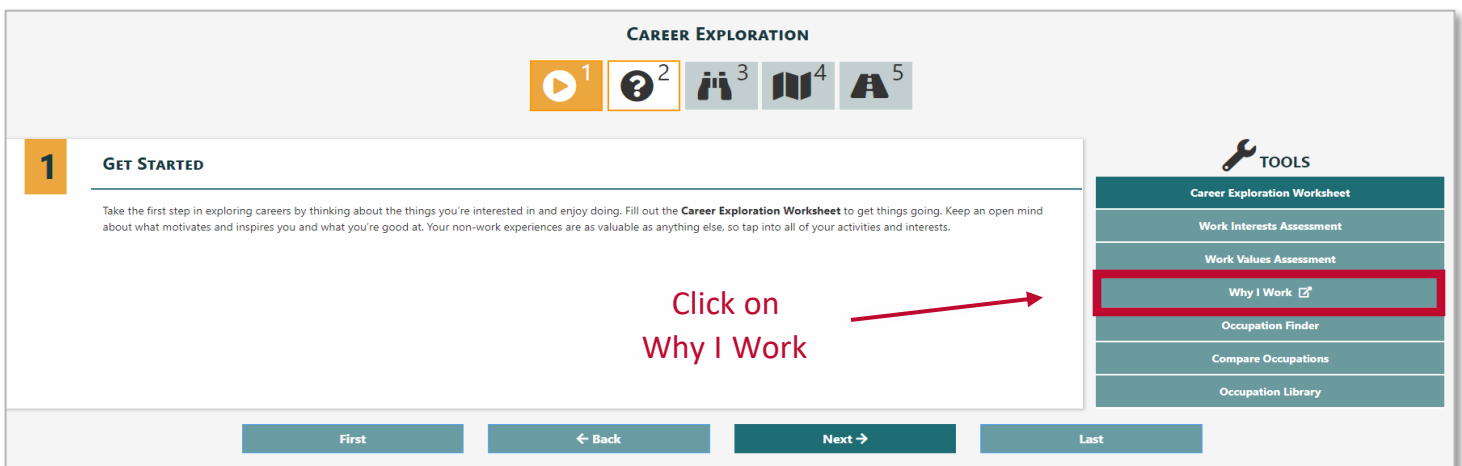
The Why I Work tool is a financial tool that can help students create a budget and map out future expenses, lifestyles, and needs. This basic budget aids students in understanding the long-term value of their financial and lifestyle choices, desires, and needs and the expected benefits, earnings, and educational and training needs of potential professions. This can be a valuable tool in identifying jobs that are beneficial in the long-term and aid students in their attempt to make career choices.

This lesson contains....

- A summary of how to access and use the Why I Work tool.
- Information to share with students about developing lifestyle goals.
- Strategies for helping students evaluate goals and methods to achieve them.
- Ideas for helping students explore careers that align with their goals.
- A review of next steps for students using insights gained from this lesson.

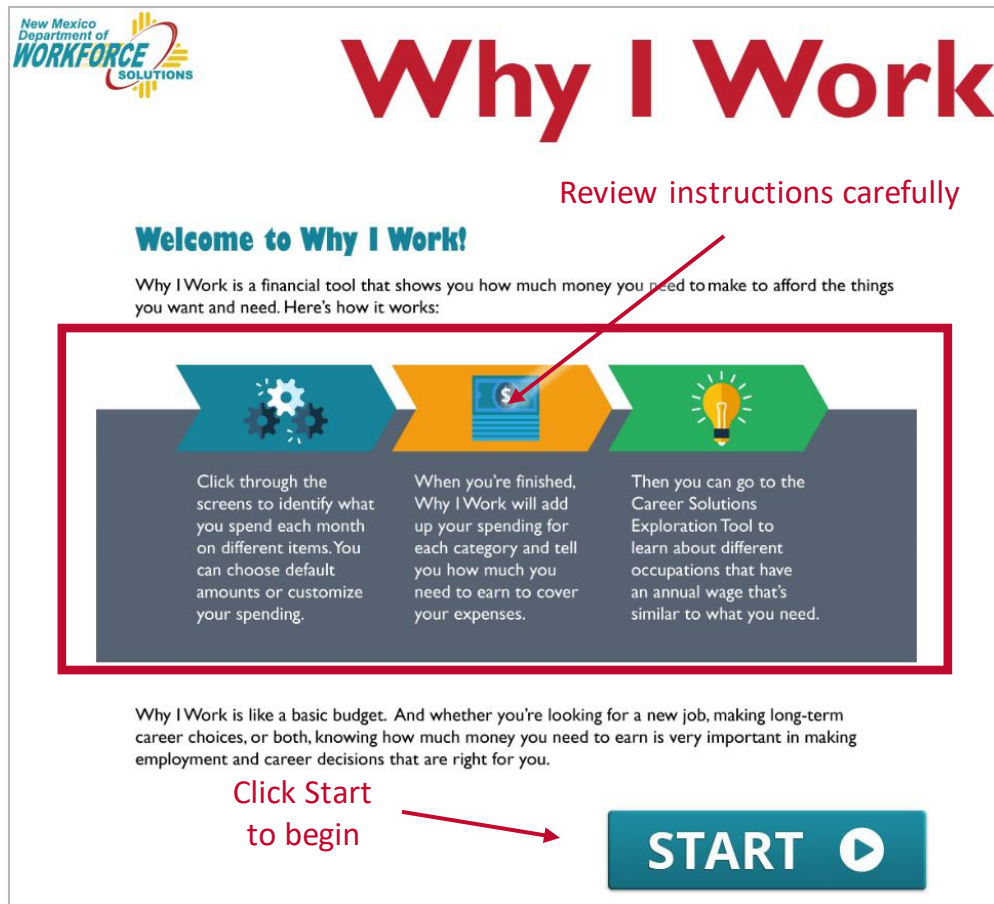
How to Use This Tool

Before beginning, be sure to sign into the system. The Why I Work tool is located within the Career Exploration section. Simply click the Why I Work link in the list of tools to the right.



The screenshot displays the 'CAREER EXPLORATION' interface. At the top, there are five numbered icons: 1 (play button), 2 (question mark), 3 (person), 4 (book), and 5 (trophy). Below this, the '1 GET STARTED' section is active, containing instructions to fill out the 'Career Exploration Worksheet'. To the right, a 'TOOLS' menu lists several options: 'Career Exploration Worksheet', 'Work Interests Assessment', 'Work Values Assessment', 'Why I Work' (highlighted with a red box), 'Occupation Finder', 'Compare Occupations', and 'Occupation Library'. A red arrow points from the text 'Click on Why I Work' to the 'Why I Work' link in the menu. At the bottom, there are navigation buttons: 'First', '← Back', 'Next →', and 'Last'.

The page below will appear. Instructions for using the tool are located in the center of the screen. These instructions should be reviewed carefully before using the tool. When ready, click Start to begin.



Why I Work

Welcome to Why I Work!

Why I Work is a financial tool that shows you how much money you need to make to afford the things you want and need. Here's how it works:

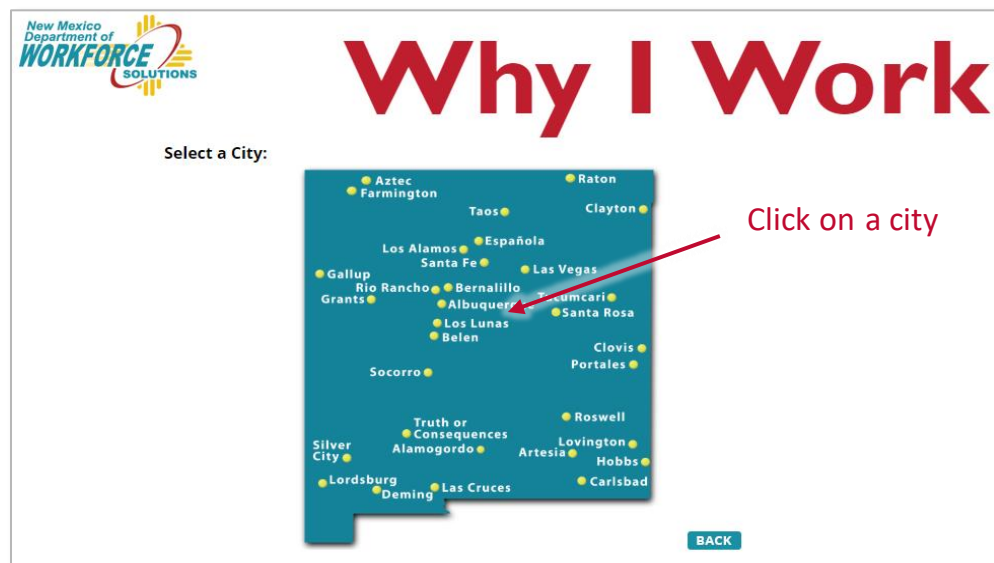
- Click through the screens to identify what you spend each month on different items. You can choose default amounts or customize your spending.
- When you're finished, Why I Work will add up your spending for each category and tell you how much you need to earn to cover your expenses.
- Then you can go to the Career Solutions Exploration Tool to learn about different occupations that have an annual wage that's similar to what you need.

Why I Work is like a basic budget. And whether you're looking for a new job, making long-term career choices, or both, knowing how much money you need to earn is very important in making employment and career decisions that are right for you.

Click Start to begin

START

On the next page, the opportunity to select a city will be presented. Students should be encouraged to click on the city that is closest to their desired work location.



Why I Work

Select a City:

Click on a city

BACK

The next few pages will present various different lifestyle choices related to housing, basic needs, hobbies and interests. When items are selected, they are automatically incorporated in the monthly budget to the right of the screen. Click Next or select a budget category to the right to move through each of the pages.

Read the category instructions and make a selection

Why I Work

Housing

Choose only one or enter your own amount.



House

\$ 1,294



2 Bedroom

\$ 827



1 Bedroom

\$ 661



Efficiency

\$ 528



Live At Home

\$ 0



My Place

Custom Amount

\$ 0

Click Next or select a category from the budget list

Total Expenses
Here's the monthly cost of items you've chosen. Once complete, you can find careers that pay the salary you'll need for your budget.

Monthly Expenses	Albuquerque
Housing	\$0
Utilities	\$0
Food	\$0
Transportation	\$0
Clothing	\$0
Health Care	\$0
Personal	\$0
Entertainment	\$0
Miscellaneous	\$0
Education	\$0
Savings	\$0
Total Monthly Expenses	\$0
Annual Expenses	\$0
Taxes (25% of expenses)	\$0
Annual Salary Needed	\$0

BACK ← → **NEXT** **RESTART**

After selections have been made in all categories, the page below will appear with a summary of the anticipated monthly budget and annual salary. The next step is to explore occupations that offer an annual wage that will support the lifestyle needs and wants outlined in the budget. The option to see expenses in other cities is also available.

Why I Work

Congratulations!

You've finished your monthly expenses. Here's a summary of your results and the annual salary you need to cover your expenses. Next, click on the Explore Occupations link to see which occupations in New Mexico pay a similar annual salary so you can start planning for your future. You can also see the salary you'll need in another part of New Mexico, or you can print your results.

Your Monthly Expenses	Albuquerque
Housing	\$1,294
Utilities	\$370
Food	\$300
Transportation	\$447
Clothing	\$120
Health Care	\$135
Personal	\$200
Entertainment	\$30
Miscellaneous	\$75
Education	\$103
Savings	\$215
Monthly Total	\$3,289
Annual Expenses	\$39,468
Taxes (25% of expenses)	\$9,867
Annual Salary Needed	\$49,335

BACK **PRINT** **RESTART** Sources

See Expenses in Another City

Explore Occupations & Wages

Click to see expenses in another city

Click to explore occupations

Helpful Tip: The data presented in the Why I Work tools was collected from multiple government sources. A complete list of these sources can be viewed by clicking Sources at the bottom of the screen.



Why I Work

Congratulations!

You've finished your monthly expenses. Here's a summary of your results and the annual salary you need to cover your expenses. Next, click on the Explore Occupations link to see which occupations in New Mexico pay a similar annual salary so you can start planning for your future. You can also see the salary you'll need in another part of New Mexico, or you can print your results.

Your Monthly Expenses Silver City

Housing	\$990
Utilities	\$376
Food	\$300
Transportation	\$447
Clothing	\$120
Health Care	\$94
Personal	\$200
Entertainment	\$30
Miscellaneous	\$125
Education	\$103
Savings	\$215
Monthly Total	\$3,000
Annual Expenses	\$36,000
Taxes (25% of expenses)	\$9,000
Annual Salary Needed	\$45,000

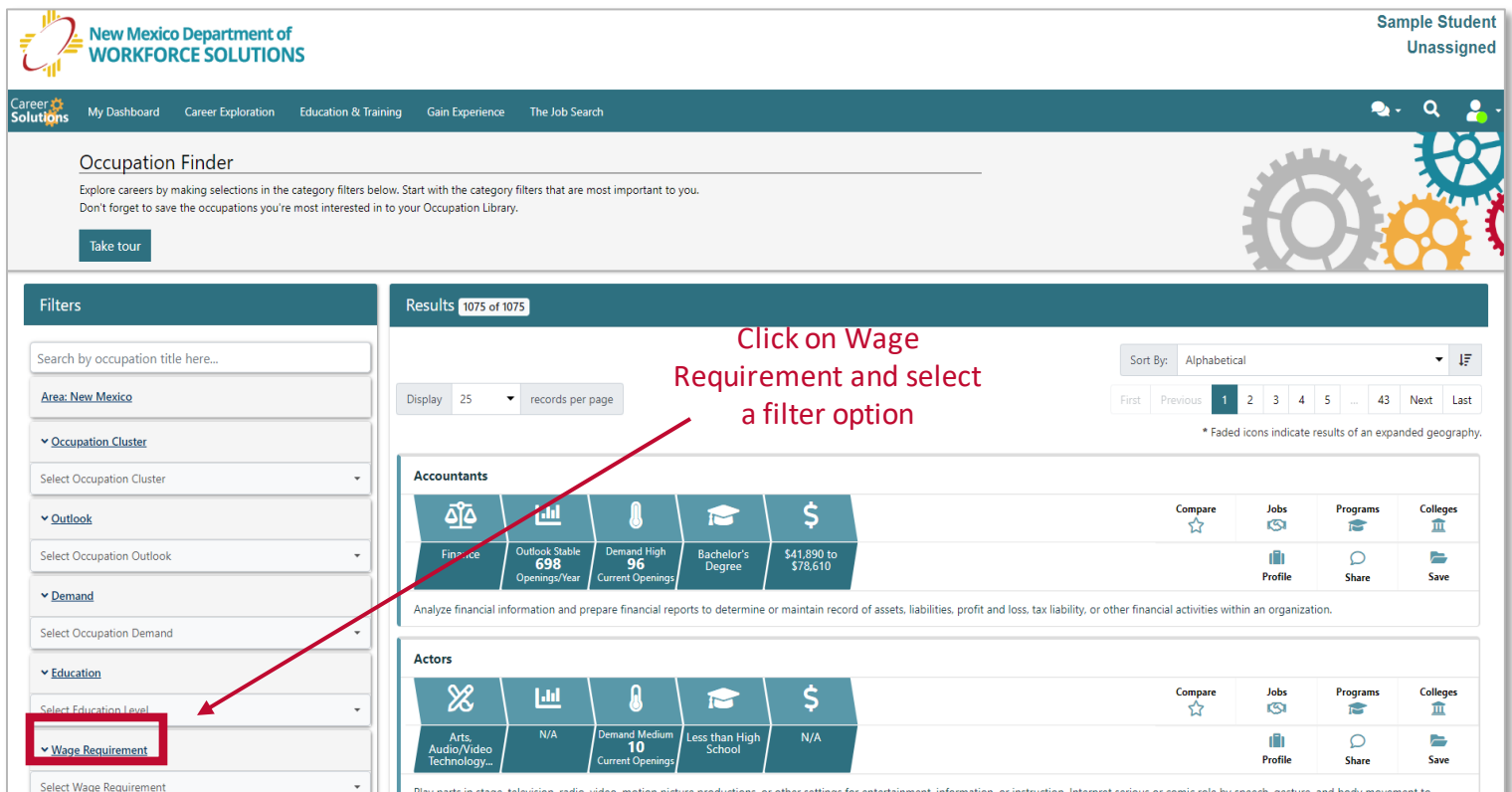
See Expenses in Another City

Explore Occupations & Wages

BACK **PRINT** **RESTART** **Sources**

Data sources used within this tool can be viewed by clicking on Sources

When the option to explore occupations is selected, users are directed to the Occupation Finder within the Career Solutions system. Initially, all occupations will be displayed. To filter occupations by wage, click on Wage Requirement to the left of the screen and select an option.



New Mexico Department of WORKFORCE SOLUTIONS

Sample Student Unassigned

Occupation Finder

Explore careers by making selections in the category filters below. Start with the category filters that are most important to you. Don't forget to save the occupations you're most interested in to your Occupation Library.

Filters

Search by occupation title here...

Area: New Mexico

Occupation Cluster

Select Occupation Cluster

Outlook

Select Occupation Outlook

Demand

Select Occupation Demand

Education

Select Education Level

Wage Requirement

Select Wage Requirement

Results 1075 of 1075

Display 25 records per page

Sort By: Alphabetical

First Previous 1 2 3 4 5 ... 43 Next Last

* Faded icons indicate results of an expanded geography.

Accountants

Finance	Outlook Stable 698 Openings/Year	Demand High 96 Current Openings	Bachelor's Degree	\$41,890 to \$78,610
---------	--	---------------------------------------	-------------------	----------------------

Analyze financial information and prepare financial reports to determine or maintain record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organization.

Actors

Arts, Audio/Video Technology...	N/A	Demand Medium 10 Current Openings	Less than High School	N/A
---------------------------------	-----	---	-----------------------	-----

Play parts in stage, television, radio, video, motion picture productions, or other settings for entertainment, information, or instruction. Interpret serious or comic role by speech, gesture, and body movement to...

Click on Wage Requirement and select a filter option

▼ **Wage Requirement**

\$24.00 hourly (Approx. \$50,000 annually) or more ▼

Any

\$2.50 hourly (Approx. \$5,000 annually) or more

\$4.75 hourly (Approx. \$10,000 annually) or more

\$7.25 hourly (Approx. \$15,000 annually) or more

\$9.50 hourly (Approx. \$20,000 annually) or more

\$12.00 hourly (Approx. \$25,000 annually) or more

\$14.50 hourly (Approx. \$30,000 annually) or more

\$16.75 hourly (Approx. \$35,000 annually) or more

\$19.25 hourly (Approx. \$40,000 annually) or more

\$21.75 hourly (Approx. \$45,000 annually) or more

\$24.00 hourly (Approx. \$50,000 annually) or more ✓

\$26.50 hourly (Approx. \$55,000 annually) or more

\$28.75 hourly (Approx. \$60,000 annually) or more

\$31.25 hourly (Approx. \$65,000 annually) or more

\$33.75 hourly (Approx. \$70,000 annually) or more

Select an annual income that aligns with the results from the Why I Work tool

Once a wage filter is selected, the list of occupations will automatically adjust to eliminate occupations that do not meet the filter criteria. Initially, the list will be sorted alphabetically. It may be most useful to sort the list by Future Job Outlook, which would put jobs with the most projected annual openings at the top of the list. Students can scroll through the list and explore high-demand occupations that meet their wage requirements.

Sort the filtered list by Future Job Outlook to place jobs with the most projected annual openings at the top of the list

Display 25 records per page

Sort By: Future Job Outlook ▼

Alphabetical

Future Job Outlook

Job Demand

Typical Education

Entry Level Wage

Experienced Wage

Clinical Nurse Specialists

Health Science	Outlook Growing 1,179 Openings/Year	Demand Low 4 Current Openings	Master's Degree	\$55,140 to \$80,030	Compare	Jobs	Programs	Colleges
					☆	🔗	🎓	🏫
					Profile	Share	Save	

Plan, direct, or coordinate the daily patient care activities in a clinical practice. Ensure adherence to established clinical policies, protocols, regulations, and standards.

Registered Nurses


Health Science	Outlook Growing 1,179 Openings/Year	Demand High 3,000 Current Openings	Associate's Degree	\$55,140 to \$80,030	Compare	Jobs	Programs	Colleges
					☆	🔗	🎓	🏫
					Profile	Share	Save	

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.

IMPORTANT: As students complete the activities within each lesson, they need to save occupations they believe are a good match. These saved occupations will be referenced in future lessons.

Helpful Tip: If the option to save does not appear, click the white box at the top of the screen. It will turn green. Clicking it again will save the occupation.

Occupation Profile



Actuaries

Save

Click Save to store occupations in the Occupation Library

New Mexico

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

View Full Report

For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. More

Source: This information is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.

N/A	Demand Low	Supply Low	Supply Surplus	BD	0 Months	N/A

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Decision making	1
Facilitate training	1

Source: Online advertised jobs data

Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
Society of Actuaries (SOA)	1
Hikvision Certifications	1
American Academy of Actuaries	1

Source: Online advertised jobs data

Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to...

- Discuss the importance of exploring lifestyle needs and goals.
- Identify how lifestyle choices align with career selection.
- Reflect on their personal needs, hobbies, and interests.
- Explore the financial aspects of their lifestyle needs and goals.
- Apply annual income estimates to the career exploration process.
- Determine next steps in exploring career opportunities and developing a career plan.

Classroom Discussions and Presentations

Introduction

Students often have specific lifestyle aspirations that need to be considered when engaging in the career exploration process. These aspirations are an important part of each student's vision for the future. While these goals and dreams are helpful and encouraged, many students lack awareness of what is needed to support them. Having adequate financial resources is a critical part of the equation. When students are able to afford essential needs and wants, their overall satisfaction with their life circumstances can reach their desired level. To help students plan and prepare for the future, it is important for them to get a sense of how much their future lifestyle will cost and the jobs that are available that can support their vision for the future.

Talking Points

Below are some helpful comments to share with students.

- Recall that the consideration of personal factors, such as interests and values, is an important part of making an informed career decision.
- Included among these personal factors is your vision for the future. What type of lifestyle do you hope to achieve? What are some needs and wants you see as you progress into your future?
- Understanding your lifestyle aspirations can help you develop a plan for achieving these goals.
- Knowing how much it will cost to achieve your lifestyle goals is an important part of the planning process. This information can help you make career decisions that align with your financial needs.
- Whether you aspire to live a simple life with only the basic necessities or you want a more extravagant lifestyle, you will need an idea of how much your needs and wants will cost.
- Establishing your budget and securing adequate income is the first and most critical step toward making your vision for the future a reality.
- The Why I Work tool, available in the Career Solutions system, can help you develop a budget and identify occupations that align with your needs.

Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding lifestyle goals and career exploration.

- Take a moment and envision your desired future. Where do you live? What type of home do you have? What interests and hobbies do you engage in?
- Is your desired future something you think you can attain? Why or why not?
- What will it take to achieve your desired future? Which of these steps do you think will be most challenging? Which do you think will be the easiest?
- Do you think it is important to consider how much a job pays? Why or why not?
- What do you think your annual income needs to be to support your desired future? How did you come up with this number?
- How do you think this needed income might affect your career choices?

Exploring the System

After discussing the advantages and disadvantages of exploring lifestyle aspirations and helping students work through their positive and negative perspectives on assessing their financial needs, students can be introduced to the Why I Work tool in Career Solutions.

The “How to Use this Tool” section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Encourage students to sign into the site to ensure their data is saved.
- Help students locate the Why I Work tool.
- Carefully review the instructions posted with the tool with students.
- Discuss what results will look like and what students should focus on.
- Review features available in the system to explore the results and matching careers.

Classroom Activity

Evaluating Lifestyle and Career Choices

Planning for the future requires careful consideration of numerous details and a thorough understanding of what it will take to achieve specific goals. Many students have a general sense of what they would like to achieve, but few have a firm grasp of the finer details, such as dining preferences, medical needs, technology requirements, and more. In addition, there is often minimal awareness of how much specific lifestyle choices cost. Providing an opportunity for students to reflect on their future and develop a more concrete sense of their financial needs can encourage more effective planning. Knowing where they are going and what it will take to get there are the two most critical components of the planning process.

To locate the Why I Work tool, review the “How to Use this Tool” section above.

It is recommended that teachers and instructors...

- Introduce the purpose of the Why I Work tool as a budgeting instrument that can help estimate the cost of various lifestyle choices.
- Review the instructions posted with the tool in Career Solutions.
- Provide an opportunity for students to explore the tool in the classroom or at home.
- Review the results of the tool with students.
- Encourage students to complete the Evaluating Lifestyle and Career Choices sheet (see below).
- **Remind students to save occupations they believe are a good match.**

Exploring the Results

Students may find it useful to know that the budget numbers generated in the Why I Work tool are based off of government statistics gathered from multiple sources. Sharing the data sources document (click [here](#) or see “How to Use this Tool” above) can help students develop more confidence in the information that is displayed.

The final budget that appears should be treated as a rough estimate of various lifestyle choices. Students should be reminded that their financial needs may increase or decrease as additional elements are added or subtracted from their future lifestyle. Also, various economic, geographic, and environmental factors can affect the cost of living, which can cause numbers to fluctuate. In general, the budget provides a rough sense of an income target for students. It is not intended to be an exact measure of financial needs.

As students explore careers that align with their budget, they will encounter several occupations that do not appeal to them. At this point, it can be helpful to encourage students to keep an open mind and explore as many occupations as possible. While a title may not appeal to them, taking time to delve deeper into an occupation may reveal tasks and duties that are more intriguing than expected. Reminding students to use their work interests and values as additional guiding factors during their search can help them connect with occupations at a deeper level.

The Evaluating Lifestyle and Career Choices sheet is an open activity with no right or wrong answers. Students should be encouraged to reflect on their answers and the significance of this information in the career exploration process. The last two questions may be most useful for students to reflect upon. These questions get at the importance of financial aspects of their career, as well as their motivation to work toward these financial goals. The degree to which they value financial flexibility can play a significant role in the occupations they are willing to pursue. Likewise, if they believe they are able to meet challenges of well-paying occupations, they will be more open to a broad range of possibilities. Those who struggle to see how they can meet particular challenges will need encouragement and direction toward resources that can offer assistance.

Evaluating Lifestyle and Career Choices

Instructions: Determine your lifestyle budget using the Why I Work Tool in Career Solutions. Explore several occupations that fit within your budget needs. Answer the questions below.

Question	Answer
Of the lifestyle choices you considered, which are most important? Why?	
Which lifestyle choices did you adjust as you were building your budget? Why?	
How much will you need to support your desired lifestyle?	
List three occupations that fit your budget needs that you might consider pursuing.	
Of these three, which occupation do you find most appealing? Why?	
Would you consider an occupation that pays less than what your budget requires? Why?	
What challenges might you face as you pursue occupations that fit your budget? How can you meet these challenges?	

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

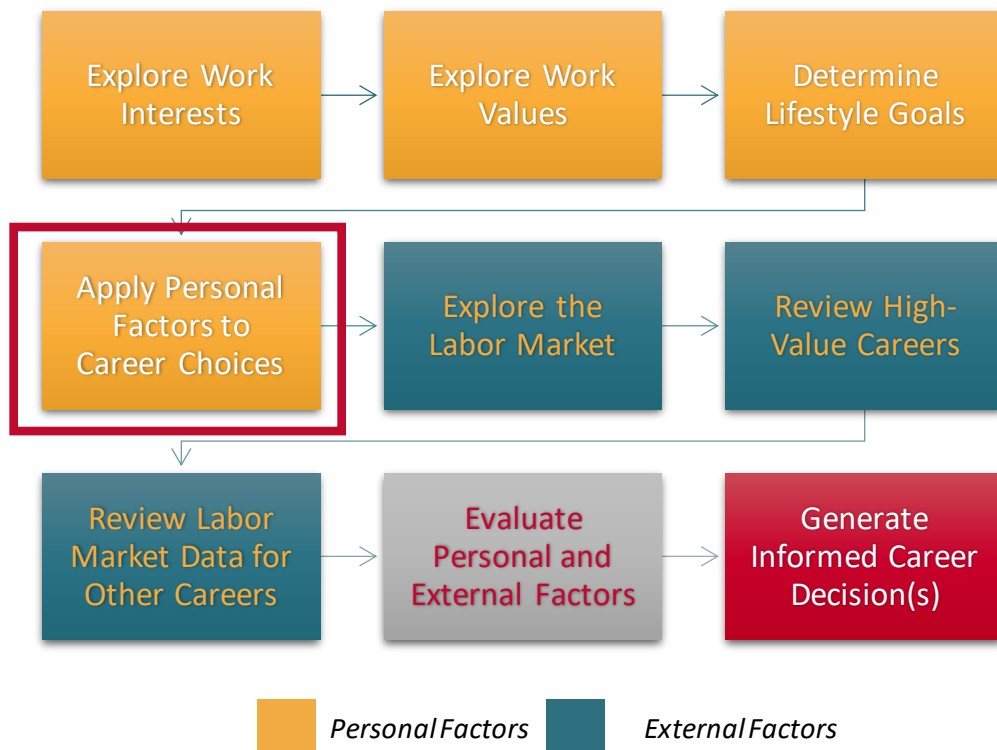
In this lesson, students were provided the opportunity to...

- Discuss the importance of exploring lifestyle needs and goals.
- Identify how lifestyle choices align with career selection.
- Reflect on their personal needs, hobbies, and interests.
- Explore the financial aspects of their lifestyle needs and goals.
- Apply annual income estimates to the career exploration process.

After providing a brief overview, encourage students to...

- Continue the self-reflection process.
- Think about lifestyle choices and the types of occupations that fit their financial needs.
- Determine how they might use this information in selecting a career.
- Prepare for future lessons that will involve additional self-discovery activities.

The Career Exploration Process



Lesson 5: Using Personal Factors to Identify Careers



Overview

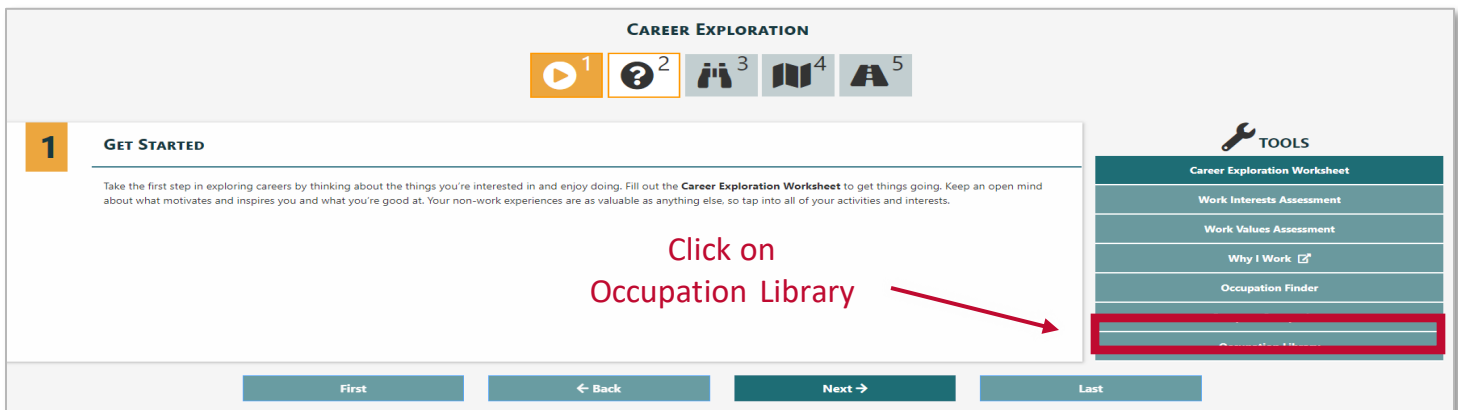
As students gain insight into various personal factors, the next challenge to arise is how to consolidate and find meaning in what they have learned. To maximize the knowledge gained from their self-discovery activities, they need strategies for organizing and applying this information to the career exploration process. This involves a review of where they have been and opportunities to see connections among their personal interests, values, and goals. Once they see the bigger picture, this can be used as a lens to evaluate career opportunities. Students will need practice comparing careers and evaluating them through their personal lens. Within the Career Solutions system, the two primary tools that can assist with career comparisons is the Occupation Library and the Compare Occupations feature.

This lesson contains....

- A summary of how to use the Occupation Library and Compare Occupations features.
- Information to share with students on how to consolidate and review personal factors.
- Methods for using various types of personal factors to make career choices.
- Strategies for incorporating personal factors into career comparisons.
- Ideas for helping students make career decisions that align with personal needs.
- A review of next steps for students using insights gained from this lesson.

How to Use This Tool

Before beginning, be sure to sign into the system. The Occupation Library is located within the Career Exploration section. Simply click the Occupation Library link in the list of tools to the right.



The screenshot displays the 'CAREER EXPLORATION' interface. At the top, there are five numbered icons: 1 (play button), 2 (question mark), 3 (person), 4 (book), and 5 (trophy). The main content area is titled '1 GET STARTED' and contains instructions for using the 'Career Exploration Worksheet'. To the right, a 'TOOLS' sidebar lists several options: 'Career Exploration Worksheet', 'Work Interests Assessment', 'Work Values Assessment', 'Why I Work', 'Occupation Finder', and 'Occupation Library'. The 'Occupation Library' link is highlighted with a red box and a red arrow pointing to it from the text 'Click on Occupation Library'.

A page similar to the one below will appear. All occupations that were saved from previous activities are displayed on this list. Initially, they will appear in the order in which they were saved. To reorder occupations, simply drag and drop them within the list or use the arrows next to each occupation.

My Libraries

Review and manage your favorites.

Occupation Library College Library Scholarship Library Job Library Related Occupations

Search occupation by title e.g. Computer programmers

Display 5 records per page

↑ ↓

★ Software Developers, Systems Software

Information Technology	Outlook Stable 137 Openings/Year	Demand Medium 50 Current Openings	Bachelor's Degree	\$61,280 to \$111,400	Jobs Profile	Programs Share	Colleges Remove
------------------------	-------------------------------------	--------------------------------------	-------------------	-----------------------	-----------------	-------------------	--------------------

Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis.

To reorder occupations, drag and drop within the list or use the arrows next to each occupation

For each occupation a brief overview is presented that identifies the career cluster for the occupation, as well as market demand, education requirements, and other useful pieces of information. These summaries can provide a quick sense of opportunity within an occupation and job requirements.

My Libraries

Review and manage your favorites.

Occupation Library College Library Scholarship Library Job Library Related Occupations

Search occupation by title e.g. Computer programmers

Display 5 records per page

★ Software Developers, Systems Software

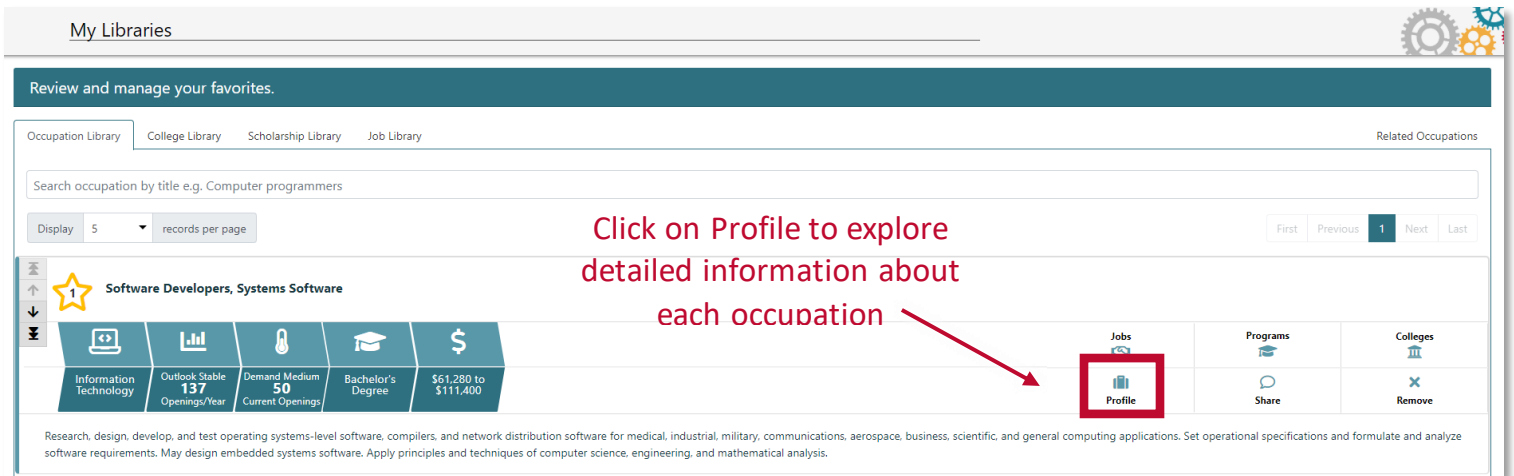
Information Technology	Outlook Stable 137 Openings/Year	Demand Medium 50 Current Openings	Bachelor's Degree	\$61,280 to \$111,400	Jobs Profile	Programs Share	Colleges Remove
------------------------	-------------------------------------	--------------------------------------	-------------------	-----------------------	-----------------	-------------------	--------------------

Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis.

The overview identifies the career cluster, market demand, education requirements and more

Several links are displayed with each occupation that provide a wealth of information about jobs, programs, colleges, and more. To simplify the exploration process at this stage, it is recommended that focus be directed primarily to the Profile section. This section helps familiarize students with basic job descriptions and requirements for each occupation.

Other sections, such as the Programs and Colleges sections, are useful, but should be explored at a later point to avoid confusion. It is best, for now, to place emphasis on gathering basic occupation information.



My Libraries

Review and manage your favorites.

Occupation Library College Library Scholarship Library Job Library

Search occupation by title e.g. Computer programmers

Display 5 records per page

Click on Profile to explore detailed information about each occupation

Software Developers, Systems Software

Information Technology Outlook Stable 137 Openings/Year Demand Medium 50 Current Openings Bachelor's Degree \$61,280 to \$111,400







Jobs Programs Colleges

Profile Share Remove

Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis.

Students may venture into the Jobs section. If questions arise, here are a few tips that may help.

- The jobs listed on the page are for the entire state of New Mexico.
- The area can be limited by clicking "Change job search criteria" at the bottom of the page.
- Job information is not guaranteed (see disclaimer at bottom of the Jobs page in Career Solutions).
- There is no direct method for applying for jobs within the system.
- To gain more information about the jobs, students can visit the employer websites directly.
- The job listings are pulled from various sources. These are displayed at the bottom of the Jobs page.
- The Jobs section is best used to gain a sense of what employers are looking for in certain occupations.

Jobs 	Programs 	Colleges 
 Profile	 Share	 Remove

To explore occupations that are similar to those saved in the library, click on Related Occupations at the top right of the occupation list. For each occupation, five related occupations will be provided.

My Libraries

Review and manage your favorites.

Occupation Library College Library Scholarship Library Job Library

Search occupation by title e.g. Computer programmers

Display 5 records per page

Click on Related Occupations to see similar occupations

Related Occupations

Software Developers, Systems Software

Information Technology	Outlook Stable 137 Openings/Year	Demand Medium 50 Current Openings	Bachelor's Degree	\$61,280 to \$111,400	Jobs	Programs	Colleges
Profile	Share	Remove					

Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis.

When exploring Related Occupations, a page similar to the one below will appear. Clicking on the occupation title will produce a box with additional information.

My Libraries

Review and manage your favorites.

Occupation Library College Library Scholarship Library Job Library

Related Occupations

Actuaries 30

Accountants

Assessors

Auditors

Biostatisticians

Budget Analysts

Clinical Data Managers 23

Environmental Economists 17

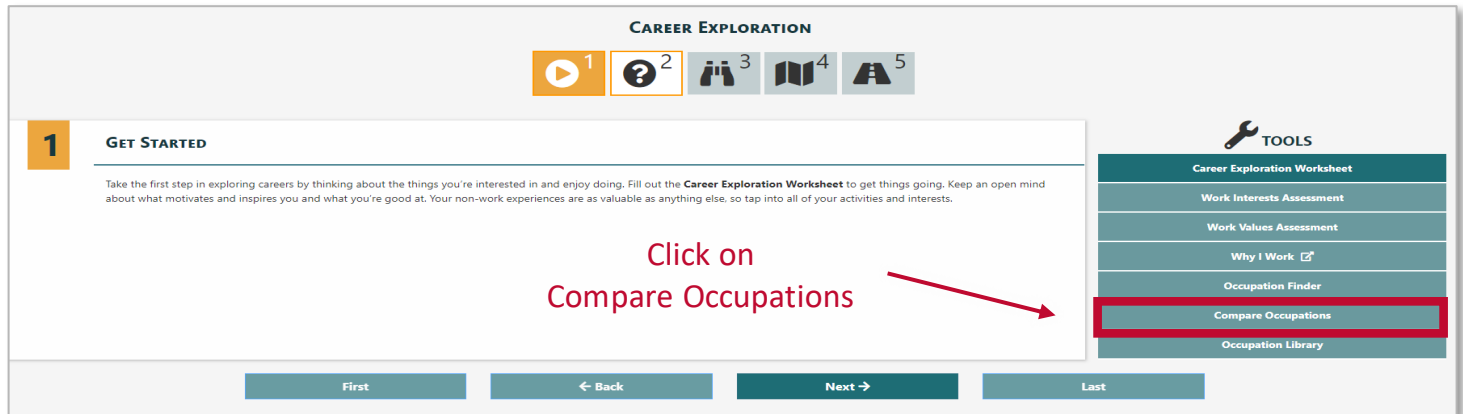
Click on occupation title to see more information

Accountants

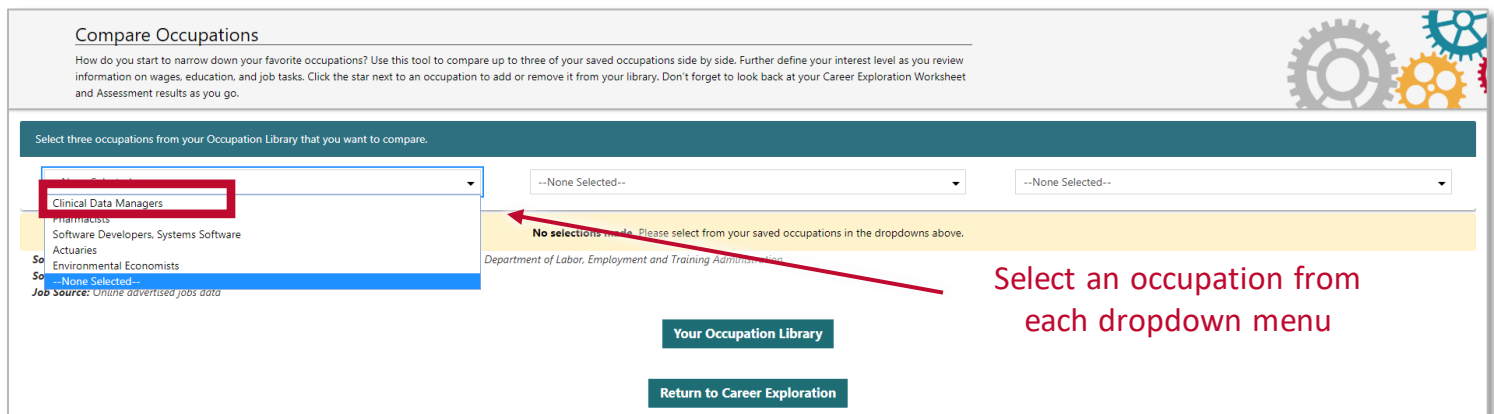
Finance	Outlook Stable 698 Openings/Year	Demand Medium 78 Current Openings	Bachelor's Degree	\$	Jobs	Programs	Colleges
Profile	Share	Save					

Analyze financial information and prepare financial reports to determine or maintain record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organization.

One of the most useful tools within the Career Solutions system is the Compare Occupations tool. This is located in the Career Exploration Section. Click on Compare Occupations in the list of tools to the right.



When this tool is selected, the page below will appear. Here, there is the option to compare up to three different occupations that are saved in the Occupation Library. Use each dropdown menu to select an occupation from the library.



Helpful Tip: It may take some time for the data to appear. So, if nothing appears at first, wait a few seconds. The information will appear below the dropdown menus.

After three occupations have been selected, various comparison categories will appear. Clicking on each category will display relevant information for each occupation.

Compare Occupations

How do you start to narrow down your favorite occupations? Use this tool to compare up to three of your saved occupations side by side. Further define your interest level as you review information on wages, education, and job tasks. Click the star next to an occupation to add or remove it from your library. Don't forget to look back at your Career Exploration Worksheet and Assessment results as you go.

Select three occupations from your Occupation Library that you want to compare.

Clinical Data Managers Pharmacists Environmental Economists

Title

Clinical Data Managers Pharmacists Environmental Economists

▼ Average WAGE

▼ Projected JOB OPENINGS

▼ Typical EDUCATION Needed

▼ Summary of JOB DUTIES

Click on categories to reveal data related to the category

Select three occupations from your Occupation Library that you want to compare.

Software Developers, Systems Software Pharmacists Environmental Economists

Title

Software Developers, Systems Software Pharmacists Environmental Economists

▼ Average WAGE

\$94,690 \$125,450 No data available for this occupation.

Do you think this wage would be satisfying to you?

Yes Somewhat No Yes Somewhat No

Helpful Tip: For some occupations, data will be missing. This often means the data was suppressed by the government agency that collected the information. For occupations where only few individuals are employed, displaying certain types of information, such as annual income, could reveal personal information. Therefore, this data is suppressed at a local or state level to protect individuals' privacy. Students can go to onetonline.org to review national data and get a general sense of an occupation's wage, demand, or other statistics.

As students review content for each of the occupations, they can answer questions about how they feel about the information. Questions are presented and students can respond with either Yes, Somewhat, or No.

Select three occupations from your Occupation Library that you want to compare.

Software Developers, Systems Software Pharmacists Environmental Economists

Title

Software Developers, Systems Software Pharmacists Environmental Economists

Average WAGE

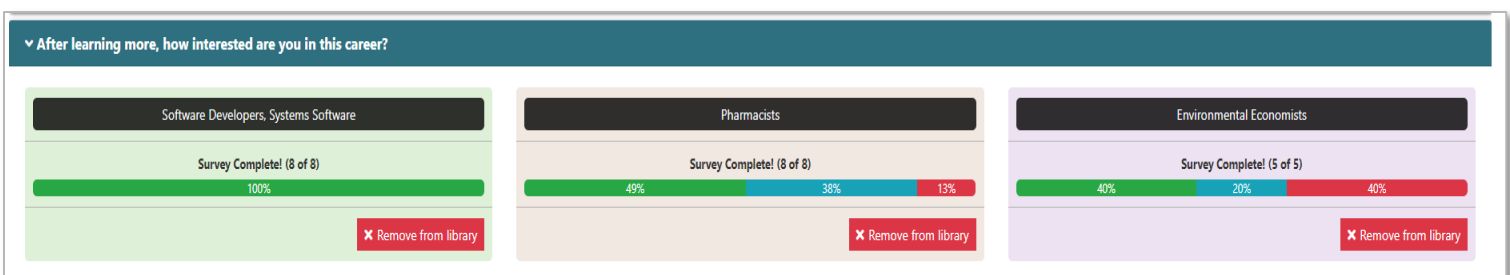
\$94,690 \$125,450 No data available for this occupation.

Do you think this wage would be satisfying to you?

Yes Somewhat No Yes Somewhat No

Read questions and
choose a response

When all of the questions for all categories have been answered, the results will appear at the bottom of the screen. Three colors will be displayed – green for Yes responses, blue for Somewhat responses, and red for No responses. Occupations with the highest percentage of Yes responses can be considered a closer match than those with a lower percentage.



Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to...

- Summarize their personal factors, including interests, values, and lifestyle goals.
- Identify how these personal factors can be combined to develop a more unified picture.
- Apply their various personal factors, in a unified approach, to the selection of potential careers.
- Compare various occupations based on goodness-of-fit and alignment with personal factors.
- Generate a list of occupations that are potential career opportunities.
- Determine next steps in exploring career opportunities and developing a career plan.

Classroom Discussions and Presentations

Introduction

At this stage in the career exploration process, students will need an opportunity to consolidate everything they have learned from the various self-discovery activities. Because each activity has been completed independent of the others, it can be difficult for students to see the connections and develop a unified picture of what it all means. Taking time to help them summarize and review this information can provide a more solid framework for them to use as they engage in career exploration. This unified picture of who they are and what they need can ensure they are making informed decisions that take everything they have learned into account. Skipping this step can leave students confused or hyperfocused on only one factor or another. The goal of this lesson is to build a global lens that can guide students toward the best career choices possible.

Talking Points

Below are some helpful comments to share with students.

- So far, we have engaged in several self-discovery activities that involved the Work Interests Assessment, the Work Values Assessment, and the Why I Work tool in Career Solutions.
- Each of these activities have produced results that give insight into different personal factors that can affect your satisfaction with various careers.
- At this point, we need to take a moment to review this information and understand what it means.
- Most importantly, we need to get a sense of how this information can be combined to understand the bigger picture of who you are and what you need from the work you do.
- Once we have this bigger picture, we can apply this to the selection of careers to ensure a more unified approach is used, as opposed to just focusing on just one factor or another.
- As a reminder, the results you received from your self-discovery activities are not perfect. They serve merely as hints or suggestions of what you may need or want from your career.

Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding career exploration.

- Of all the assessments and tools that you have used so far, which do you think is most helpful? Why?
- Which assessment or tool do you believe is least helpful? Why?
- Do you believe the information you gained from the assessments and tools in Career Solutions will help you make a better career choice? Why or why not?
- When looking at a specific career, how might you use the information you learned about yourself to decide if the career is a good fit for you? What specific information might you use to make a decision?
- Do you find it difficult to keep all of your personal factors in mind when looking at careers? How could you organize this information to make it easier to remember and use?
- Have you discovered any careers so far that you really like? What are they and why do you think these are good career choices for you?

Exploring the System

After discussing the advantages and disadvantages of career assessments and helping students work through their positive and negative perspectives on using personal factors in making career decisions, students can be introduced to the Occupation Library and Compare Occupation tools in Career Solutions.

The “How to Use this Tool” section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Encourage students to sign into the site to ensure they can access saved data.
- Help students locate the Occupation Library and Compare Occupations tools.
- Review the basic features of these tools, including how to organize, explore and compare occupations.
- Assist students in identifying information that is most useful to explore at this stage.
- Discuss the results from the Compare Occupations tool and how to interpret this information.

Classroom Activity

Using Personal Factors to Identify Careers

Connecting with careers at a personal level can help students maintain a sense of personal identity in the career exploration process. Indeed, a career is an important source of personal fulfillment and students often seek employment that aligns with their personal needs. As they gain insight into the factors that can affect job satisfaction, students will need opportunities to consolidate and apply this information. When they have a more unified sense of who they are and what they need from work, they can make stronger career choices. Career comparisons become more focused on specific needs, as opposed to more general feelings about jobs they may or may not like.

To locate the Occupation Library and Compare Occupations, review the “How to Use this Tool” section above.

It is recommended that teachers and instructors...

- Discuss the need to review and organize personal factors explored in previous activities.
- Communicate the power of using personal factors in comparing careers and making decisions.
- Review the Occupation Library and Compare Occupations tools in Career Solutions.
- Identify the purpose of these tools as resources for storing and comparing occupations.
- Provide an opportunity for students to explore the tools in the classroom or at home.
- Encourage students to complete the Using Personal Factors to Identify Careers sheet (see below).
- Assist students in understanding the benefits and limitations of using personal factors to identify careers.

Exploring the Results

As students consolidate and organize their thoughts about their personal factors, they will start to develop a more solid sense of self that can guide the career selection process. After completing this activity, they will have a summary of the basic interests, values, and lifestyle goals that have the potential to affect their sense of fulfillment in their work. Students should be encouraged to keep this summary in a convenient location so it can be referenced frequently as they continue the career exploration process.

Ultimately, the goal of this activity is for students to practice making informed career decisions using their personal factors. The occupations that emerge from this activity are expected to be a stronger personal match, with the potential for increased job satisfaction. Students may want to consider exploring these occupations further, given the potential for these occupations to meet fundamental needs.

As always, a brief disclaimer should be added to help students keep results in perspective. Placing too much emphasis on the personal factors identified in this process can fail to recognize the unique and complex nature of each student. While the specific factors highlighted in these activities can be useful, they should never be used as the sole deciding factor in making career decisions. They are merely part of a larger picture and opportunities should be provided to acknowledge personal differences with students.

Using Personal Factors to Identify Careers

Instructions: Use the information and tools available in Career Solutions to answer the following questions.

1. Review your results from the assessments and tools that you have used in Career Solutions. Use these results to complete the following table.

Work Interests Assessment	Work Values Assessment	Why I Work
List your top <u>two</u> work interests and provide a brief definition of each.	List your top <u>two</u> work values and provide a brief definition of each.	Briefly describe your future lifestyle and list the annual income you will need to support your lifestyle.

2. Review each of these factors and sort them from most important to least important – 1 being most important and 5 being least important. For each factor, ask yourself, “**How important is it to me that my future occupation satisfies this need?**” Keep in mind that work interests and values can be separated and do not have to be listed consecutively. For the Why I Work section, you can simply list, “My Lifestyle Goals” and rate this anywhere from 1-5 in the list below.

1
2
3
4
5

3. Go to the Compare Occupations tool in Career Solutions and choose three occupations to compare. (Note: These occupations are pulled from your saved occupations in your Occupations Library.)
- Write the occupation titles in the top row of the table below.
 - List your personal factors, in order of importance, in the first column.
 - Review each occupation in Career Solutions and mark an X in the table for each factor match that you find. For this activity, it is best to focus on the following categories in Career Solutions – (1) Interests, (2) Values, and (3) Wage (wage is related to lifestyle goals).
 - Add the number of X’s for each occupation and write the total in the last row.
 - The occupation(s) with the most X’s can be considered a better personal fit.
 - If a tie is found, the occupation with more X’s at the top of the list is a better personal fit.

Personal Factor	Occupation 1	Occupation 2	Occupation 3
1			
2			
3			
4			
5			
Personal Factor Match Total			

- Which of the three occupations did you find to be the better fit? Would you consider pursuing this occupation? Why or why not? If no one occupation stood out, what other factors could you consider to help find the right fit for you?
- Would you use a process similar to this again to help you make career decisions? Why or why not? How might you improve this process to make it more useful for you?
- Go back to the Compare Occupations tool in Career Solutions and compare the same three occupations. This time, go through and answer the questions on the Compare Occupations page for each category and review the results at the bottom of the Compare Occupations page.

Using this method, which occupation did you find to be the better match?

Was it the same occupation that matched your personal factors above? If a different career emerged as a better fit, what factors do you think made the difference?

Are there any of the comparison categories (wage, education, etc.) in this tool that you would consider excluding because they are not important to you? Why or why not?

- Go back to your Occupation Library and use some of the strategies outlined above to compare occupations. List at least 2-3 additional occupations that could be a good personal fit for you.

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

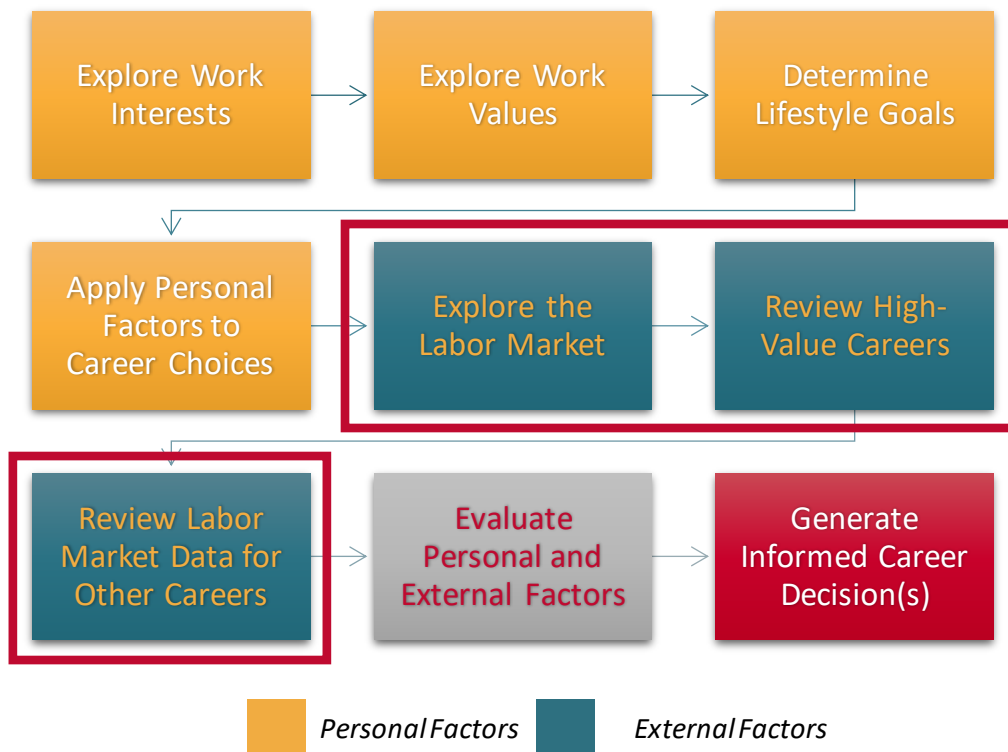
In this lesson, students were provided the opportunity to...

- Summarize their personal factors, including interests, values, and lifestyle goals.
- Identify how these personal factors can be combined to develop a more unified picture.
- Apply their various personal factors, in a unified approach, to the selection of potential careers.
- Compare various occupations based on goodness-of-fit and alignment with personal factors.
- Generate a list of occupations that are potential career opportunities.

After providing a brief overview, encourage students to...

- Continue the self-reflection process.
- Think about their personal factors and the types of occupations that fit their personal needs.
- Determine how they might use this information in selecting a career.
- Prepare for future lessons that will introduce external factors.

The Career Exploration Process



Lesson 6: Incorporating External Factors



Overview

Personal factors—including work interests, values, and lifestyle aspirations—have traditionally played a central role in career exploration activities. This makes sense, given that many jobseekers place personal fulfillment in their work at the top of their list of job search criteria. However, to make the best career decision possible, additional factors should be considered.

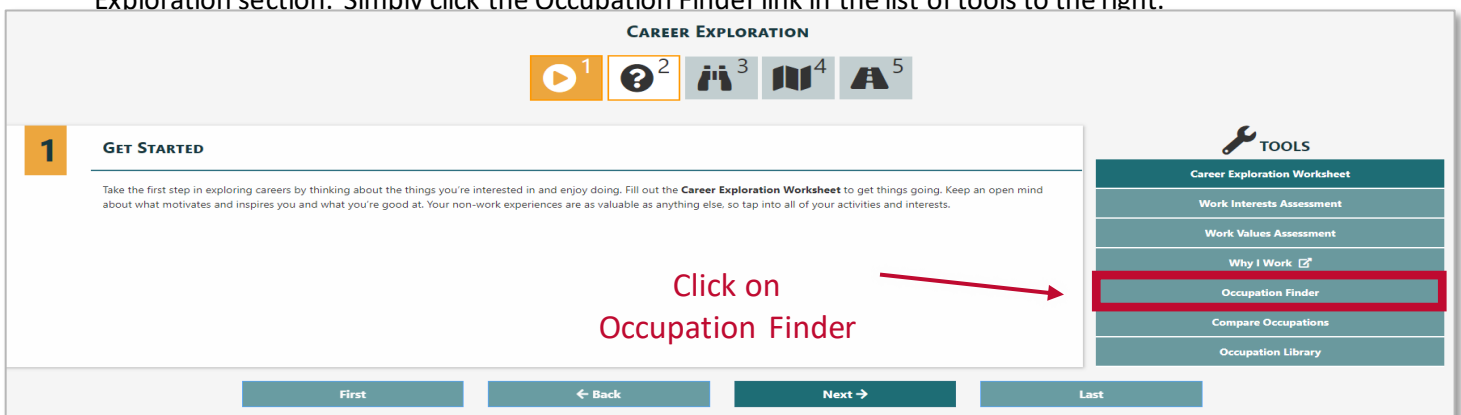
There are a number of external factors that often go unnoticed or get dismissed as irrelevant criteria. Most important among these is the **labor market**. Awareness of the labor market can help individuals take job demand, growth rates, wage, and other helpful statistics into consideration. One of the greatest dangers for any jobseeker is to unknowingly prepare for a career that has limited opportunity. Understanding what the market will be like can help individuals avoid risky occupations and embrace those with the greatest potential.

This lesson contains....

- A summary of how to access and use the Occupation Finder.
- An overview of labor market information to share with students.
- Strategies for identifying high-value careers with students.
- Methods for incorporating labor market information into career exploration.
- A review of next steps for students using insights gained from this lesson.

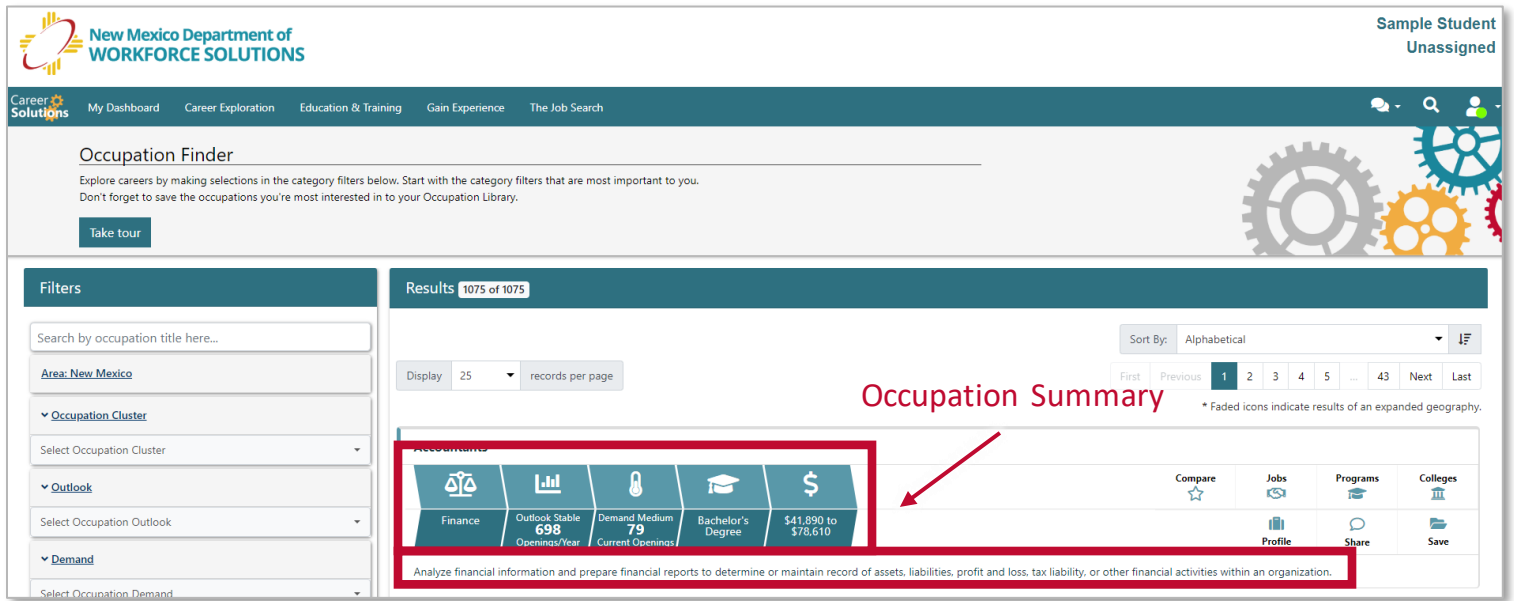
How to Use This Tool

Before beginning, be sure to sign into the system. The Occupation Finder is located within the Career Exploration section. Simply click the Occupation Finder link in the list of tools to the right.



The screenshot displays the 'CAREER EXPLORATION' interface. At the top, there are five numbered icons: 1 (play button), 2 (question mark), 3 (gears), 4 (book), and 5 (person). Below these, the '1 GET STARTED' section is active, containing instructions to fill out the 'Career Exploration Worksheet'. To the right, under the 'TOOLS' heading, a list of tools is shown: 'Career Exploration Worksheet', 'Work Interests Assessment', 'Work Values Assessment', 'Why I Work', 'Occupation Finder' (highlighted with a red box), 'Compare Occupations', and 'Occupation Library'. A red arrow points from the text 'Click on Occupation Finder' to the highlighted 'Occupation Finder' tool. At the bottom, there are navigation buttons: 'First', '← Back', 'Next →', and 'Last'.

When the Occupation Finder is opened, a wealth of information will appear on the page. Initially, all occupations within the system will be displayed. For each occupation a brief summary is provided that identifies the career cluster, market demand, education requirements, and wage.



Filters

Search by occupation title here...

Area: [New Mexico](#)

Occupation Cluster

Select Occupation Cluster

Outlook

Select Occupation Outlook

Demand

Select Occupation Demand

Results 1075 of 1075

Sort By: Alphabetical

Display 25 records per page






First Previous 1 2 3 4 5 ... 43 Next Last

* Faded icons indicate results of an expanded geography.








Finance	Outlook Stable 698 Openings/Year	Demand Medium 79 Current Openings	Bachelor's Degree	\$41,890 to \$78,610
Analyze financial information and prepare financial reports to determine or maintain record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organization.				

Compare Jobs Programs Colleges

Profile Share Save

				
Finance	Outlook Stable 698 Openings/Year	Demand Medium 79 Current Openings	Bachelor's Degree	\$41,890 to \$78,610
Career Cluster	Annual Openings	Current Openings	Education Requirements	Annual Income Range

To simplify the exploration process at this stage, it is recommended that focus be directed primarily to the Profile section. This section helps familiarize students with basic job descriptions and requirements for each occupation.

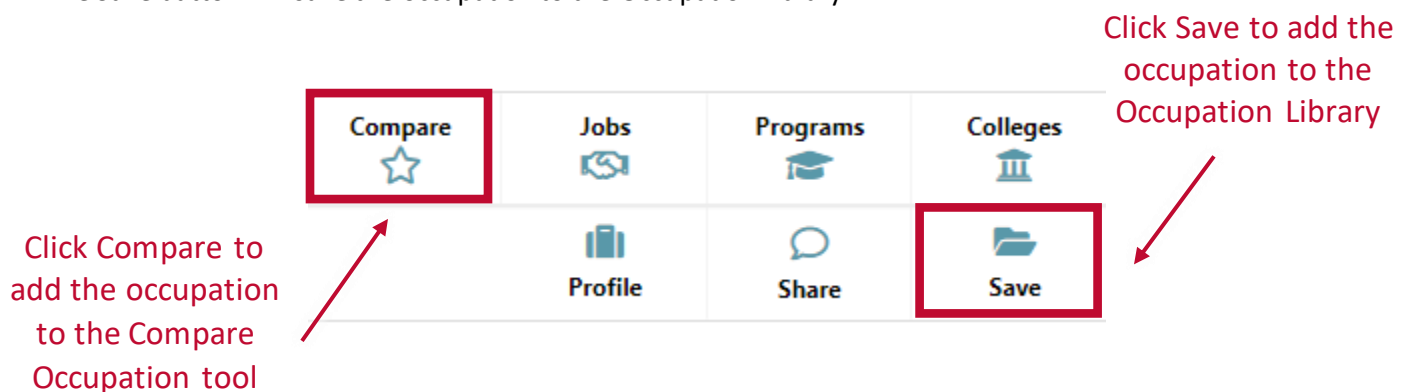
Compare 	Jobs 	Programs 	Colleges 
	 Profile	Share 	Save 

Other sections, such as the Programs and Colleges sections, are useful, but should be explored at a later point to avoid confusion. It is best, for now, to place emphasis on gathering basic occupation information.

Students may venture into the Jobs section. If questions arise, here are a few tips that may help.

- The jobs listed on the page are for the entire state of New Mexico.
- The area can be limited by clicking “Change job search criteria” at the bottom of the page.
- Job information is not guaranteed (see disclaimer at bottom of Jobs page in Career Solutions).
- There is no direct method for applying for jobs within the system.
- To gain more information about the jobs, students can visit the employer websites directly.
- The job listings are pulled from various sources. These are displayed at the bottom of the Jobs page.
- The Jobs section is best used to gain a sense of what employers are looking for in certain occupations.

There are two additional tools listed beside each occupation that can be helpful. The Compare button adds the occupation to the Compare Occupation tool. Up to three careers can be marked for comparison at a time. The Save button will save the occupation to the Occupation Library.



To sort occupations, there is a dropdown menu at the top of the occupation list. This menu provides the ability to sort by various categories. Each sort category is explained below.








- **Alphabetical:** This will arrange occupations in alphabetical order.
- **Future Job Outlook:** This will sort occupations by annual openings. Occupations with the most openings expected each year will appear at the top or bottom of the list.
- **Job Demand:** This will sort occupations by current openings, placing jobs with the most current openings at the top or bottom of the list.
- **Typical Education:** This will sort occupations by degree level. Those requiring higher degrees will appear at the top or bottom of the list.
- **Wage – Entry / Experienced:** This will sort occupations by wage. Occupations with higher entry level or experienced wages will appear at the top or bottom of the list.

Helpful Tip: When a sort category is selected, the list may initially be sorted from lowest to highest. To reverse the order, click on the button next to the sort dropdown menu.






Click here to reverse the order of the sort

Helpful Tip: If the education box is empty, this means that postdoctoral training is required. If N/A appears, there was not enough information or the data was suppressed to avoid revealing private information.

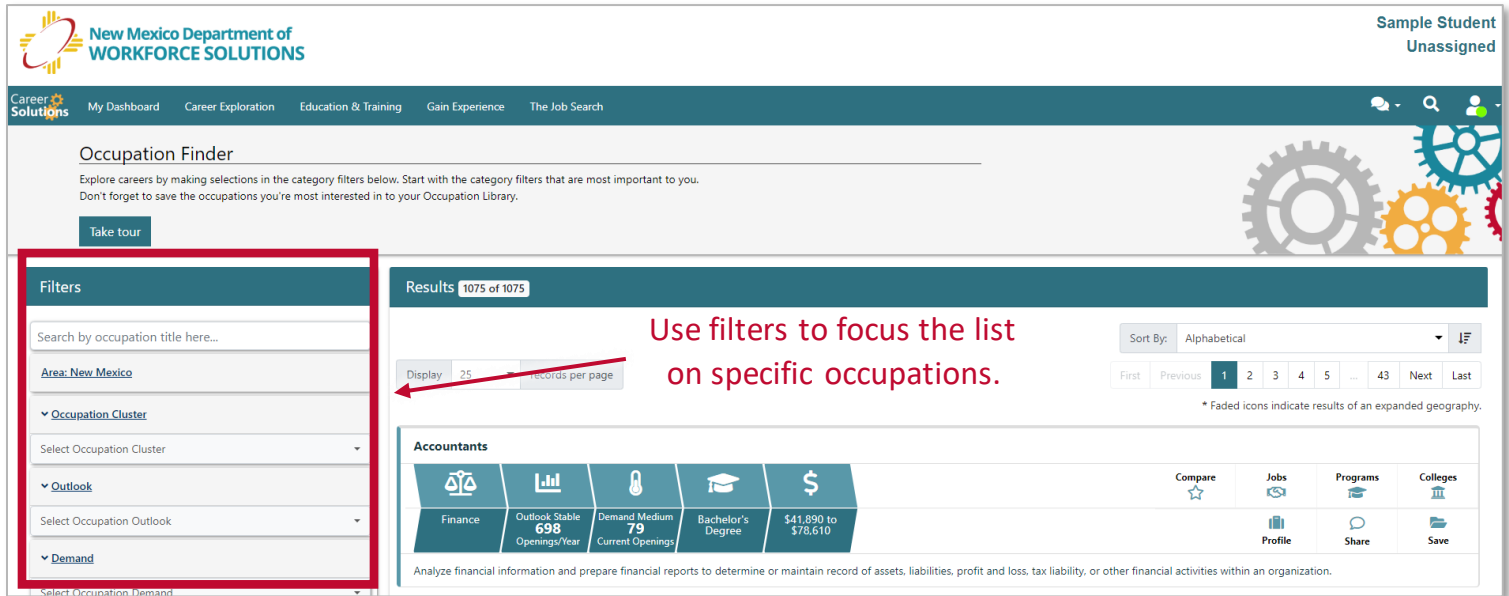
				
Human Service	Outlook Stable 90 Openings/Year	Demand Medium 12 Current Openings		\$48,710 to \$86,040

If the education box is empty, this means that postdoctoral training is required.

				
N/A	N/A	Demand Low 2 Current Openings	N/A	N/A

If N/A appears, there was not enough information or data was suppressed to protect individuals' privacy.

In addition to the ability to sort occupation, there are various filters listed on the left side of the screen that can help focus the list on specific occupations.



Filters

Search by occupation title here...

Area: [New Mexico](#)

Occupation Cluster

Select Occupation Cluster

Outlook

Select Occupation Outlook

Demand

Select Occupation Demand

Results 1075 of 1075

Display 25 records per page

Sort By: Alphabetical

First Previous 1 2 3 4 5 ... 43 Next Last

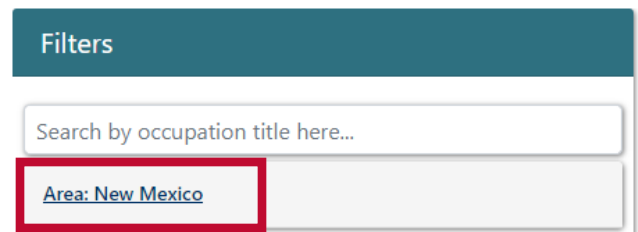
* Faded icons indicate results of an expanded geography.

Accountants

Finance	Outlook Stable 698 Openings/Year	Demand Medium 79 Current Openings	Bachelor's Degree	\$41,890 to \$78,610
---------	--	---	-------------------	----------------------

Analyze financial information and prepare financial reports to determine or maintain record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organization.

Helpful Tip: Information displayed in the Occupation Finder is for the state of New Mexico. Regional information is not available within this specific tool. For national data, visit onetonline.org.



Filters

Search by occupation title here...

Area: [New Mexico](#)

To limit the occupation search to a specific career path, use the **Career Path** filter. Selecting a cluster, pathway, and program will focus the list on the chosen career path.

Helpful Tip: The career clusters listed within this filter option align with the [National Career Clusters Framework](#). These clusters are described in detail in the [New Mexico Career Clusters Guide](#).



▼ [Career Path](#)

Career Cluster:

Select Career Cluster

Career Pathway:

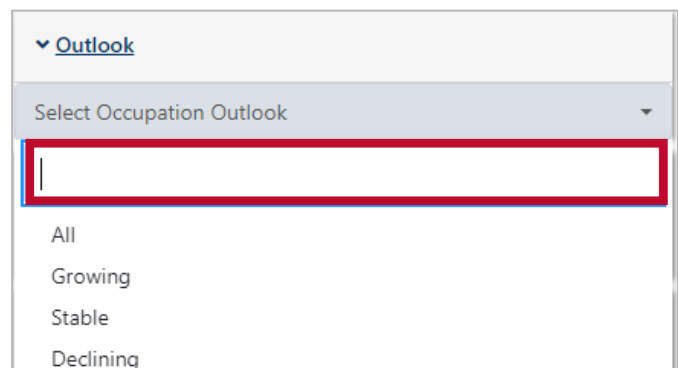
Select Career Pathway

Program:

Select Program

Occupation:

Select Occupation



▼ [Outlook](#)

Select Occupation Outlook

All

Growing

Stable

Declining

The **Outlook** filter provides the option to limit the occupation list based on growth rates. Growing, stable, or declining occupations can be displayed.

Helpful Tip: Selecting Stable or Growing and the sorting the list by Future Job Outlook (highest to lowest), will put occupations with the greatest opportunity (with regard to growth and annual openings) at the top of the list.

▼ Demand

Select Occupation Demand

|

All
High
Medium
Low

The **Demand** filter can be used to focus the list of occupations on current openings. Selecting High will display occupations with several current openings. Medium or Low will display occupations with some or few current openings.

The **Education** filter can help limit the list to occupations that have specific education requirements. One or many education types can be selected at one time.

Helpful Tip: Most advanced occupations will fall within the master's degree, doctoral degree, and postdoctoral training categories. There are only a handful of careers that require an advanced certificate, such as a post-baccalaureate or post-master's certificate.

▼ Education

Select Education Level

Select All
Deselect All

Not Available
Less than a High School Diploma
High School Diploma
Post-Secondary Certificate
Some College Courses
Associate's Degree
Bachelor's Degree
Post-Baccalaureate Certificate
Master's Degree
Post-Master's Certificate
First Professional Degree
Doctoral Degree
Post-Doctoral Training

▼
Wage Requirement

Select Wage Requirement

Any
\$2.50 hourly (Approx. \$5,000 annually) or more
\$4.75 hourly (Approx. \$10,000 annually) or more
\$7.25 hourly (Approx. \$15,000 annually) or more
\$9.50 hourly (Approx. \$20,000 annually) or more
\$12.00 hourly (Approx. \$25,000 annually) or more
\$14.50 hourly (Approx. \$30,000 annually) or more
\$16.75 hourly (Approx. \$35,000 annually) or more
\$19.25 hourly (Approx. \$40,000 annually) or more
\$21.75 hourly (Approx. \$45,000 annually) or more
\$24.00 hourly (Approx. \$50,000 annually) or more
\$26.50 hourly (Approx. \$55,000 annually) or more
\$28.75 hourly (Approx. \$60,000 annually) or more
\$31.25 hourly (Approx. \$65,000 annually) or more
\$33.75 hourly (Approx. \$70,000 annually) or more

The **Wage Requirement** filter will allow for occupations that meet a specific wage criterion to be displayed. The wages displayed in this filter are the entry level wages.

Helpful Tip: Once a wage is selected, the list of occupations can be sorted by Entry Level Wage (lowest to highest) to explore occupations closest to the selected income level.

The **Experience** and **Training** filters provide the ability to filter occupations based on how much experience is required and the amount of training that may be necessary. For both of these filters, multiple one or many options can be selected.

▼
Experience

Select Experience Level

Select All
Deselect All

None
Less than 1 year
1 to 5 years
More than 5 years
Information N/A

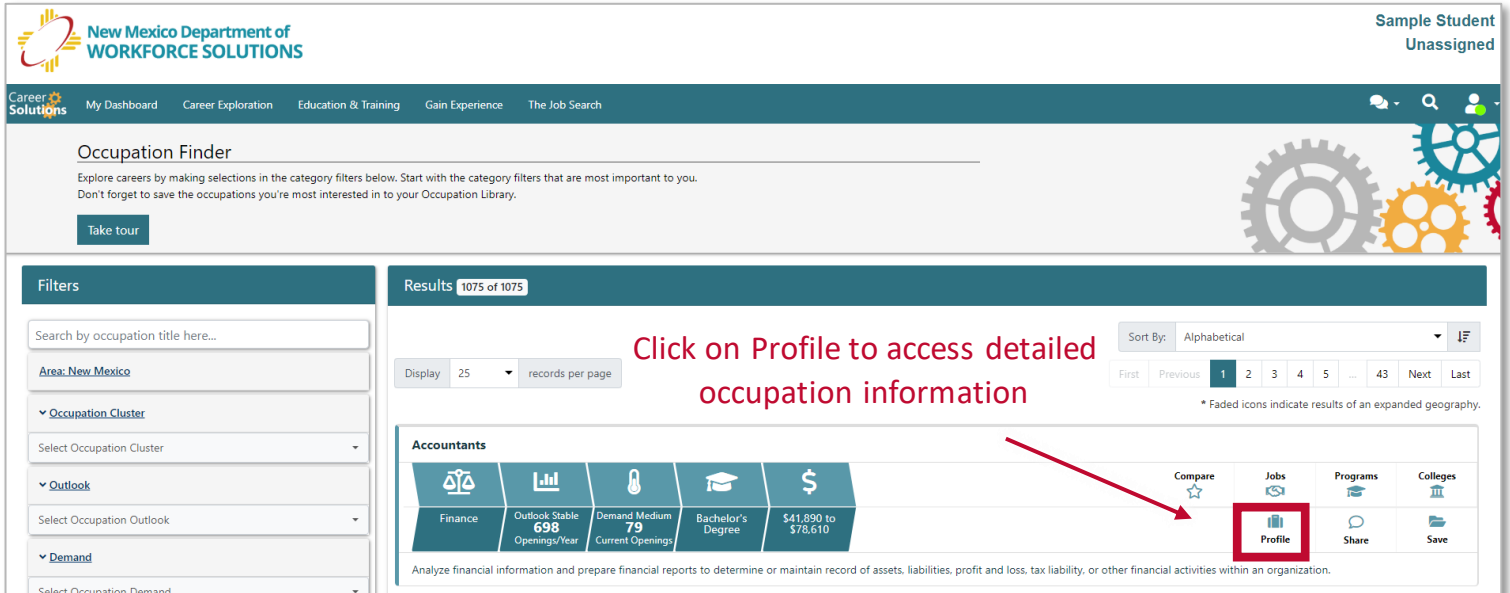
▼
Training

Select Training Level

Select All
Deselect All

None
Short-term on-the-job training
Moderate-term on-the-job training
Long-term on-the-job training
Apprenticeship
Internship/residency
Not Available

Detailed information about each of the occupations that appear in the list can be found by clicking on Profile. The occupation profiles display information related to job duties, requirements, market demand, and more.



Filters

Search by occupation title here...

Area: New Mexico

Occupation Cluster

Select Occupation Cluster

Outlook

Select Occupation Outlook

Demand

Select Occupation Demand

Results 1075 of 1075

Display 25 records per page

Sort By: Alphabetical

First Previous 1 2 3 4 5 ... 43 Next Last

* Faded icons indicate results of an expanded geography.

Accountants

Finance	Outlook Stable 698 Openings/Year	Demand Medium 79 Current Openings	Bachelor's Degree	\$41,890 to \$78,610
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Analyze financial information and prepare financial reports to determine or maintain record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organization.

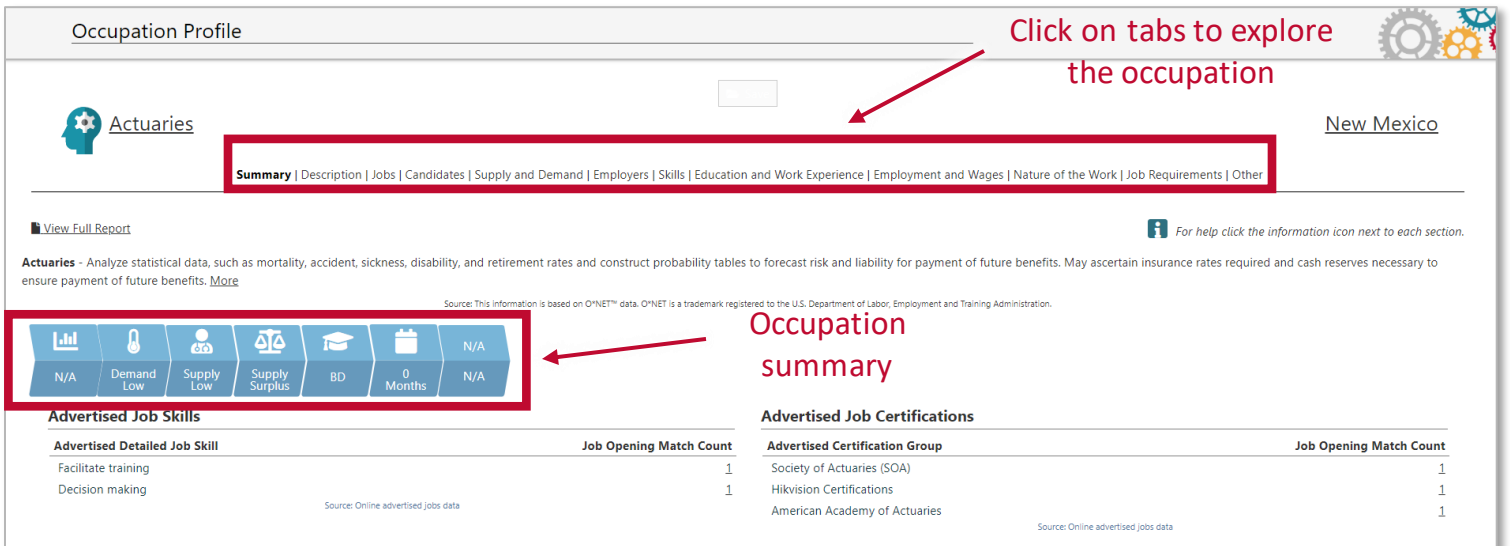
Click on Profile to access detailed occupation information

Compare Jobs Programs Colleges

Profile Share Save

To explore the occupation profile, scroll down the page or click on the tabs that appear at the top of the profile. An occupation summary appears under the job description. This summary provides a very quick idea of the market for the occupation, as well as education and work experience that may be required.

Helpful Tip: The information displayed on this page is based on O*NET data. If additional information is needed, it may be helpful to visit the O*NET site at onetonline.org.



Occupation Profile

Actuaries

New Mexico

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

View Full Report

For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. [More](#)

Source: This information is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.

Occupation summary

N/A	Demand Low	Supply Low	Supply Surplus	BD	0 Months	N/A
-----	------------	------------	----------------	----	----------	-----

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Facilitate training	1
Decision making	1

Source: Online advertised jobs data

Advertised Job Certifications

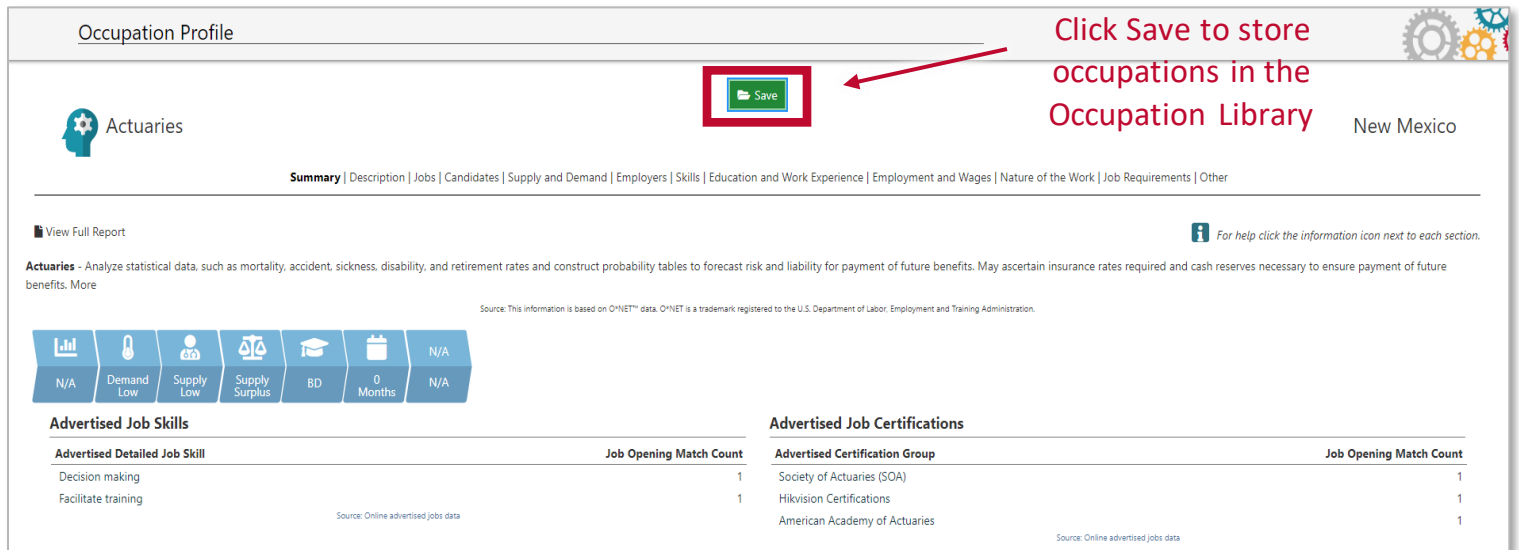
Advertised Certification Group	Job Opening Match Count
Society of Actuaries (SOA)	1
Hikvision Certifications	1
American Academy of Actuaries	1

Source: Online advertised jobs data

Click on tabs to explore the occupation

At the top of each page, there is the option to save the occupation to the Occupation Library. It is recommended that students save desired occupations so they can be reviewed and compared.

Helpful Tip: If the option to save does not appear, click the white box at the top of the screen. It will turn green. Clicking it again will save the occupation.



Occupation Profile

Actuaries

Click Save to store occupations in the Occupation Library

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

View Full Report

For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. More

Source: This information is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.

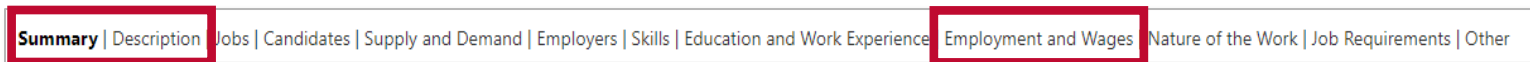
Advertised Job Skills	Job Opening Match Count	Advertised Job Certifications	Job Opening Match Count
Decision making	1	Society of Actuaries (SOA)	1
Facilitate training	1	Hikvision Certifications	1
		American Academy of Actuaries	1

Source: Online advertised jobs data

There is a lot of information displayed in the occupation profile and it can be easy for students to get overwhelmed. They will need some guidance to help focus their attention.

The following sections are recommended at this stage in the exploration process.

- Summary
- Description
- Employment and Wages



Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

Helpful Tip: Unless a specific city, county, or region is specified in a table, the data displayed is for the entire state of New Mexico.

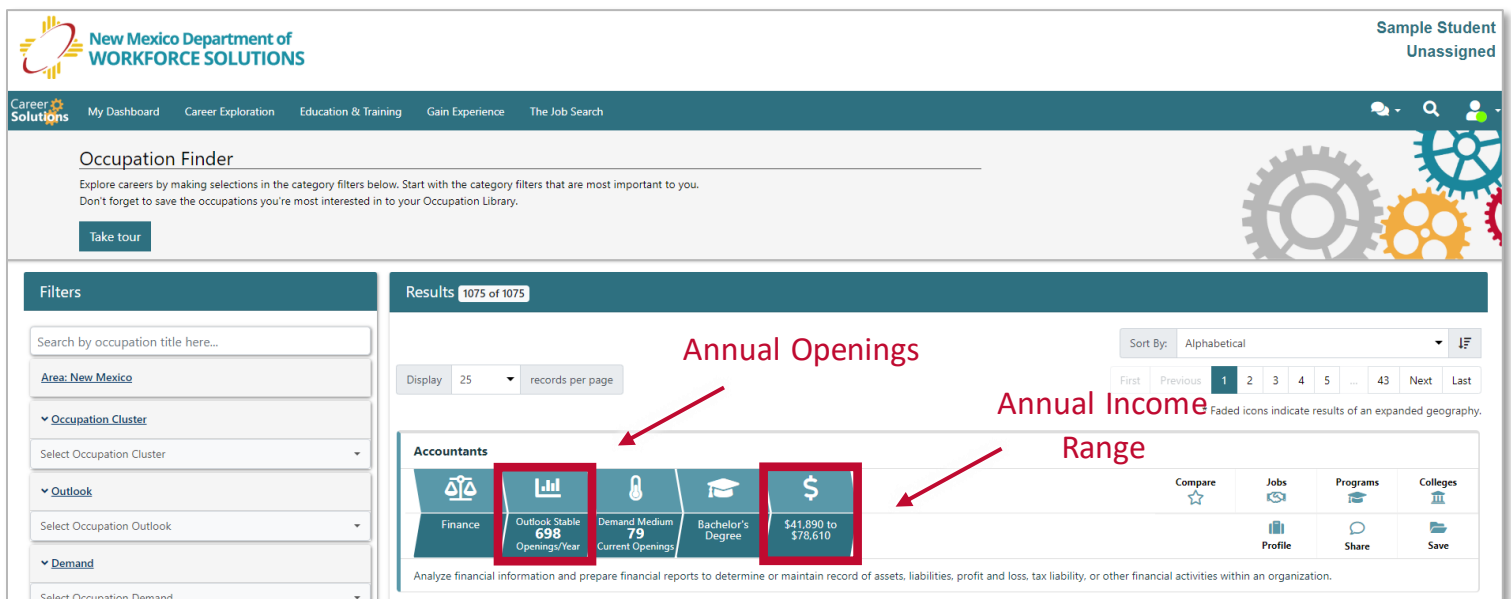
Helpful Tip: Information in the occupation profiles was gathered from various data sources, including online advertised jobs data. Reading the table descriptions (at the top of each table) and the source information (at the bottom of each table) can help identify where the data came from.

Identifying Labor Market Information

Labor market information is plentiful within the Career Solutions system. To simplify the exploration of this information, focus can be directed to employment demand and wages.

The data category that is often used to assess demand is **Annual Openings** (i.e., the average number of job openings that are expected each year). Wage is typically assessed by examining **Median Wage** (i.e., the midpoint at which about 50% of individuals employed in the occupation are expected to earn more and 50% are expected to earn less).

There are a couple places where this information is displayed. The first is on the main page of the Occupation Finder (see below).

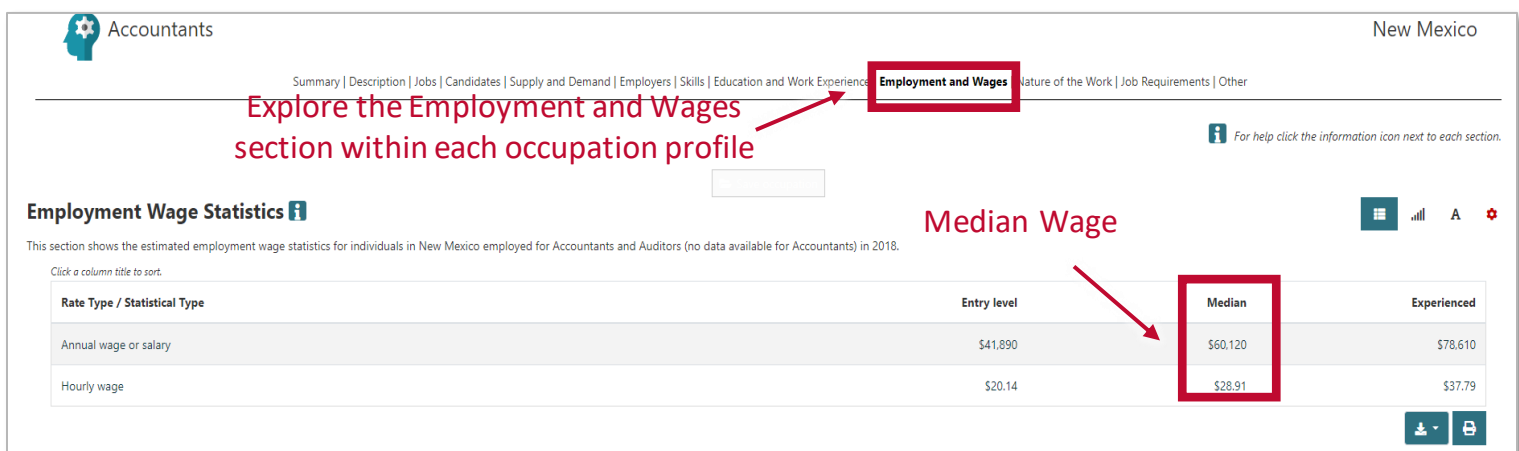


The screenshot shows the 'Occupation Finder' interface. On the left, there are filters for Area (New Mexico), Occupation Cluster, Outlook, and Demand. The main results area shows 'Results 1075 of 1075'. A table of results is displayed, with the first row highlighted for 'Accountants'. Red arrows point to specific data points in the table:

- Annual Openings**: Points to the 'Outlook Stable 698 Openings/Year' cell.
- Annual Income Range**: Points to the '\$41,890 to \$78,610' cell.

The table also includes columns for Finance, Demand Medium 79 Current Openings, Bachelor's Degree, and a 'Compare' button. A 'Take tour' button is visible in the top left corner.

The second location is on the Employment and Wages page within each occupation profile.



The screenshot shows the 'Employment and Wages' page for 'Accountants' in 'New Mexico'. The page has a navigation bar with links: Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | **Employment and Wages** | Nature of the Work | Job Requirements | Other. A red arrow points to the 'Employment and Wages' link in the navigation bar.

Below the navigation bar, the 'Employment Wage Statistics' section is displayed. It states: 'This section shows the estimated employment wage statistics for individuals in New Mexico employed for Accountants and Auditors (no data available for Accountants) in 2018.' A table of statistics is shown:

Rate Type / Statistical Type	Entry level	Median	Experienced
Annual wage or salary	\$41,890	\$60,120	\$78,610
Hourly wage	\$20.14	\$28.91	\$37.79

A red arrow points to the 'Median' column header, and another red arrow points to the '\$60,120' value in the 'Annual wage or salary' row.

Information related to annual openings is displayed further down under the heading Projected Annual Openings.

Projected Annual Openings

This section shows the long term projected annual openings for Accountants and Auditors (no data available for Accountants) in New Mexico from 2016 to 2026.

Click a column title to sort.

Occupation	Annual Openings	Annual Change	Annual Transfers	Annual Exits
Accountants and Auditors	698	58	423	217
Business and Financial Operations	3,537	260	2,154	1,123

Annual Openings

Below the Projected Annual Openings table, annual openings for each of the workforce development regions in New Mexico is displayed.

Projected Annual Openings Area Distribution

This section shows the distribution of the annual openings for Accountants and Auditors (no data available for Accountants) in New Mexico by workforce development region from 2016 to 2026.

Click a column title to sort.

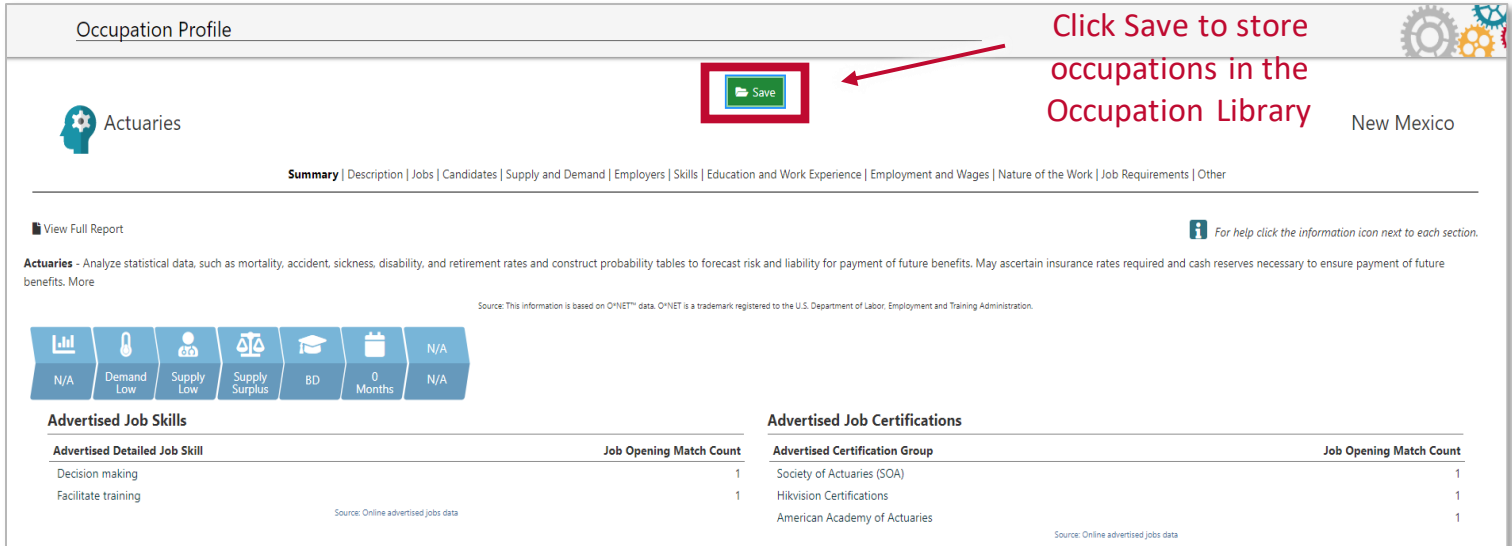
Rank	Area	Annual Openings
1	Central	385
2	Northern	146
3	Eastern	72
4	Southwestern	61

Annual Openings by region

When students concentrate on these two data categories – Annual Openings and Median Wages – it can simplify the exploration of labor market information, keeping them focused on some of the most critical information needed to make informed career decisions. Students can explore other types of helpful data within the system, but it is suggested they spend time understanding these two first.

IMPORTANT: As students complete the activities within each lesson, they need to save occupations they believe are a good match. These saved occupations will be referenced in future lessons.

Helpful Tip: If the option to save does not appear, click the white box at the top of the screen. It will turn green. Clicking it again will save the occupation.



Occupation Profile

Actuaries

Click Save to store occupations in the Occupation Library

Summary | Description | Jobs | Candidates | Supply and Demand | Employers | Skills | Education and Work Experience | Employment and Wages | Nature of the Work | Job Requirements | Other

View Full Report

For help click the information icon next to each section.

Actuaries - Analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. May ascertain insurance rates required and cash reserves necessary to ensure payment of future benefits. More

Source: This information is based on O*NET™ data. O*NET is a trademark registered to the U.S. Department of Labor, Employment and Training Administration.

N/A	Demand Low	Supply Low	Supply Surplus	BD	0 Months	N/A
N/A	Demand Low	Supply Low	Supply Surplus	BD	0 Months	N/A

Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Decision making	1
Facilitate training	1

Source: Online advertised jobs data

Advertised Job Certifications

Advertised Certification Group	Job Opening Match Count
Society of Actuaries (SOA)	1
Hikvision Certifications	1
American Academy of Actuaries	1

Source: Online advertised jobs data

Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to...

- Review the major components of an informed career decision.
- Identify external factors that can play a role in employment success.
- Evaluate the usefulness of labor market information in making career decisions.
- Locate and apply labor market information to the selection of careers.
- Determine next steps in exploring career opportunities and developing a career plan.

Classroom Discussions and Presentations

Introduction

Personal factors play a significant role in making informed career decisions. Equally important, however, are external factors, which include elements in the student's environment that can affect employment success. These factors are often neglected because of the misconception that success or failure resides primarily within

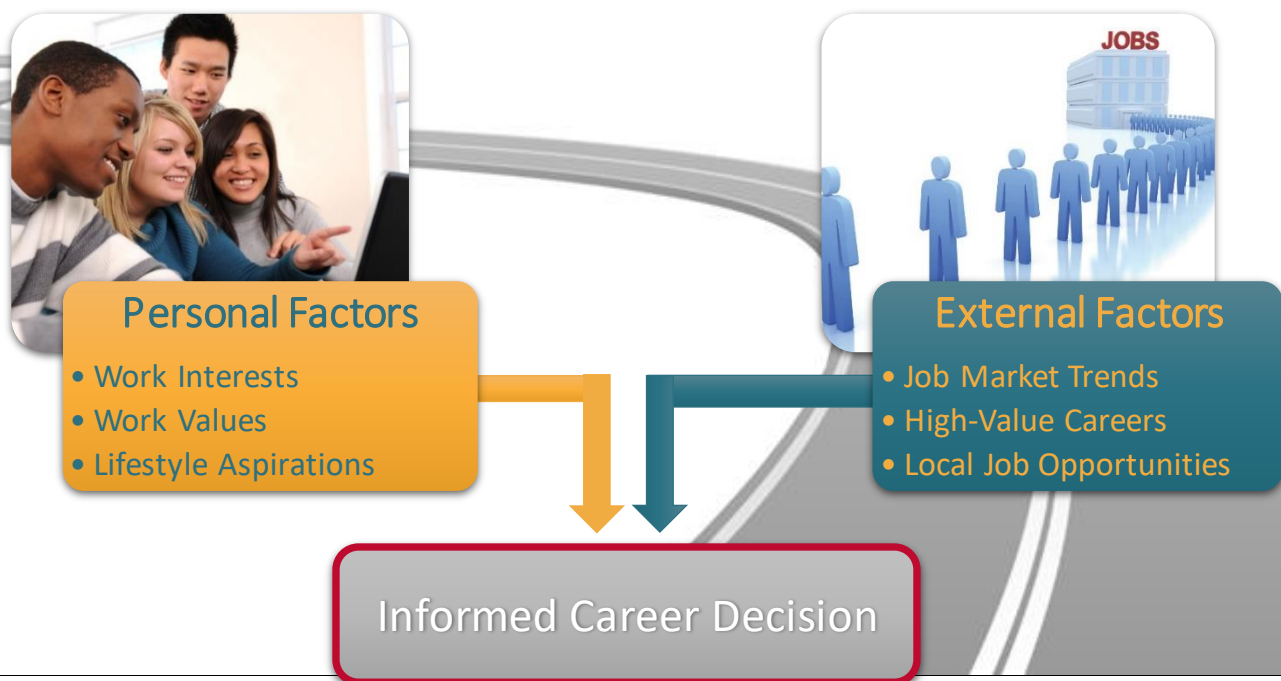
the student. In other words, students succeed or fail by nature of who they are and what they can do. This ignores a huge piece of the puzzle – where they live. No matter what a student is capable of, if jobs are not available, employment failure is inevitable. Because the environment can be a supporting or limiting factor, it should be considered when making career decisions. Knowing what jobs are plentiful with a living wage can help students prepare for occupations with the greatest opportunity. Like wise, understanding which jobs are limited or offer low wages can help students avoid these occupations or prepare for difficult employment.

Talking Points

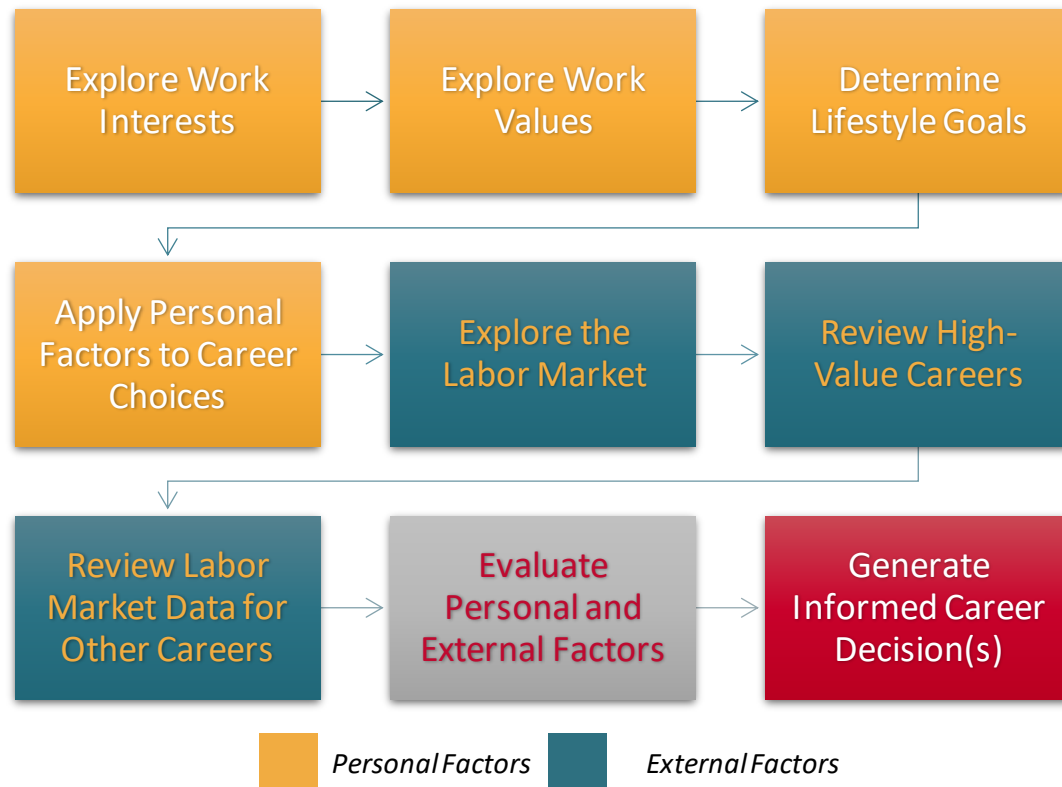
Below are some helpful comments to share with students.

- The ultimate goal of career exploration is to make an informed decision. This often requires a careful review of personal factors and external factors. (**Helpful Tip:** Print and share the diagram below. Use this to introduce the components of an informed career decision.)
- At this time, we are going to shift into external factors, which include elements in your environment that can affect employment success. These factors are equally important as personal factors.
- There are a number of different external factors that should be considered when making career decisions. Most important among these is the labor market.
- Understanding the labor market can provide a sense of what jobs pay well and which are projected to be most plentiful. In other words, it gives you a picture of where the demand is for good jobs.
- This can be powerful information that can help you identify occupations with the greatest opportunity and avoid occupations that may be declining or have the potential to be highly competitive.
- The intent is not to discourage certain occupations. Rather, the goal is to empower you with the opportunity to choose and prepare for the realities of the job market.

Components of an Informed Career Decision



The Career Exploration Process



Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding career exploration.

- What are some external factors that could affect your ability to work in your desired occupation?
- Is there anything you can do to change these factors to improve your chances of getting a job?
- When you think of the labor market, what comes to mind?
- How might it be helpful to know the wage and number of job openings for a particular occupation? How might you use this information in choosing a career?
- Would you consider pursuing a career that paid less than \$35,000 a year? Why or why not?
- Would you consider pursuing a career that had only a few job openings in your area? Why or why not?
- Do you think it is possible to find a career that you like that pays well and has a lot of job openings?

Exploring the System

After discussing the advantages and disadvantages of exploring external factors and helping students work through their positive and negative perspectives, they can be introduced to the Occupation Finder in Career Solutions.

The “How to Use this Tool” section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Encourage students to sign into the site to ensure they can access and save data.
- Help students locate the Occupation Finder.
- Review the basic features of this tool, including how to locate useful labor market information.
- Assist students in identifying information that is most useful to explore within this tool.
- Discuss how this tool can be used to focus student searches on specific occupations.
- **Remind students to save occupations they believe are a good match.**

Classroom Activity

Understanding the Labor Market and High-Value Careers

Many students intuitively recognize the need to find a career that fits their interests and personal needs. What is less obvious, though, is the need to set themselves up for employment success by understanding the labor market. Their excitement about the possibilities can sometimes be so powerful that they fail to broaden their scope and reflect on the viability of various career choices. This poses a significant danger for students who can end up spending large amounts of time and money on degrees and certificates that have limited application in the marketplace. Thus, it can be extremely valuable for students to take time to explore the labor market and gain awareness of what occupations offer opportunity versus those that may present employment challenges. Understanding what to expect as they enter the job market can help students prepare for the realities they will face as they seek employment.

To locate the Occupation Finder, review the “How to Use this Tool” section above.

It is recommended that teachers and instructors...

- Discuss the importance of incorporating external factors into career exploration.
- Briefly summarize the benefits of using labor market data to make informed career decisions.
- Review the Occupation Finder tool in Career Solutions.
- Identify the purpose of this tool as an information database that contains several occupations.
- Provide an opportunity for students to explore this tool in the classroom or at home.
- Encourage students to complete the Understanding the Labor Market and High Value Careers sheet.
- Assist students in understanding the benefits and limitations of using labor market data in making career decisions.

Exploring the Results

Exploring labor market data for various careers can be a unique experience for students. For some, it can be an eye-opening experience that grounds the career exploration process in reality, resulting in both positive and negative emotions. It will be important to help students work through these emotions and understand that there are numerous pathways to success. All pathways are possible, but some may require a bit of maneuvering to achieve the best possible outcome.

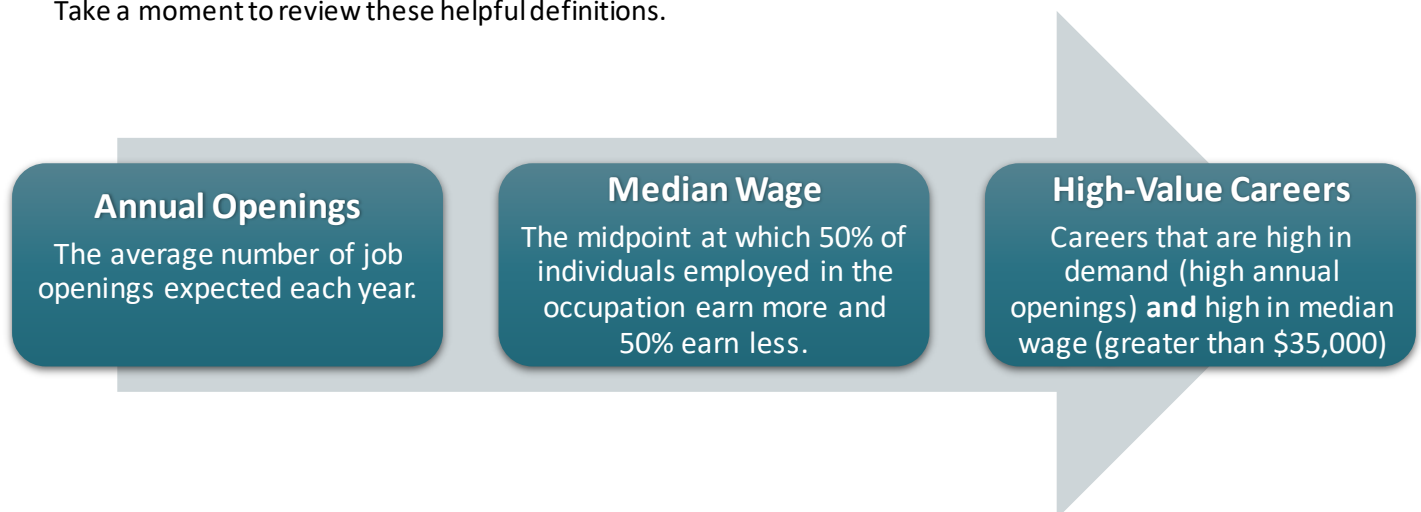
Upon completion of the activity, students will have evaluated their saved list of potential careers, as well as other career choices, through the lens of the labor market. Some will choose to limit their list to only high-value careers, while others will opt to include careers that pose potential employment challenges. Regardless of how students choose to use the information, the message to be communicated is that of preparation. Students will need to be prepared to seize valuable opportunities and seek additional training, when needed, to maintain a competitive edge in more restrictive or specialized fields.

Understanding the Labor Market and High-Value Careers

Instructions: Read the information below and use the Occupation Finder in Career Solutions to answer the following questions.

Helpful Terms and Definitions






When looking at labor market data, there is a wealth of information that can be used to identify good jobs with ample opportunity for employment. It can be most helpful to focus on two important pieces of information – annual openings and median wages. These two pieces of information can be used to locate high-value careers. Take a moment to review these helpful definitions.



The Occupation Finder in Career Solutions can be used to review labor market data for various careers. For each career listed in this tool, a summary is presented that displays the annual openings. Median wage can be found in the profile for each occupation under Employment and Wages. Some examples are provided below.

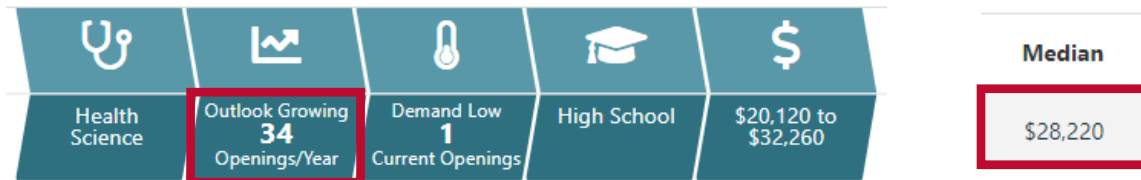
High-Value Career: Accountants – 698 annual openings expected each year, median wage is \$60,120

Accountants

					Median
Finance	Outlook Stable 698 Openings/Year	Demand Medium 83 Current Openings	Bachelor's Degree	\$41,890 to \$78,610	\$60,120

Low-Value Career: Physical Therapist Aids – 34 annual openings expected each year, median wage is \$28,220

Physical Therapist Aides



Evaluating Your Saved Occupations

1. Go into your occupation library and review the list of occupations. Choose three occupations and complete the table below.

Occupation Title	Annual Openings	Median Wage	High-Value Career Yes/No

2. After completing this table, are there any of these occupations that you would not consider pursuing as a career choice? Why or why not? (List the occupation titles)
3. Repeat this exercise for the remaining occupations in your library.

How many occupations in your library meet the criteria for a high-value career?

How many occupations in your library do not meet the criteria for a high-value career?

Does this affect how you feel about some of the occupations in your library? Why or why not?

Evaluating High-Value Careers

Locate the Occupation Finder in Career Solutions. Set the Wage Requirement to \$35,000 or more and sort the list by Future Job Outlook, highest to lowest. What will emerge is a list of high-value occupations. Those with the most annual openings will appear at the top of the list.

Helpful Tip: You may need to click the direction button next to the sort menu to get the list to sort from highest to lowest.

Sort By: Future Job Outlook 

1. Explore the list of high-value careers. List 2-3 careers that you would consider pursuing and why. (You may find it helpful to select an occupation cluster from the filter menu to help focus the list on occupations that fit your interests.)

Occupation Title	Why would you consider pursuing this occupation?

2. For you, how important is it that your future career is a high-value career with several job opportunities and a high wage? Why?

Evaluating Low-Value Careers

Locate the Occupation Finder in Career Solutions. Clear all filters and select a cluster from the Occupation Cluster filter that fits your interests. Explore the list of careers within this cluster.

1. Identify 2-3 low-value occupations (with few annual openings or wages under \$35,000) that you would consider pursuing. Add these occupations to the table below.

Occupation Title	Why would you consider pursuing this occupation?

2. What are some potential challenges that these low-value occupations might present with regard to getting a job or achieving lifestyle goals?
3. How might you overcome some of these challenges?
4. Why would it be helpful to know this information now before you start preparing for a career?

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

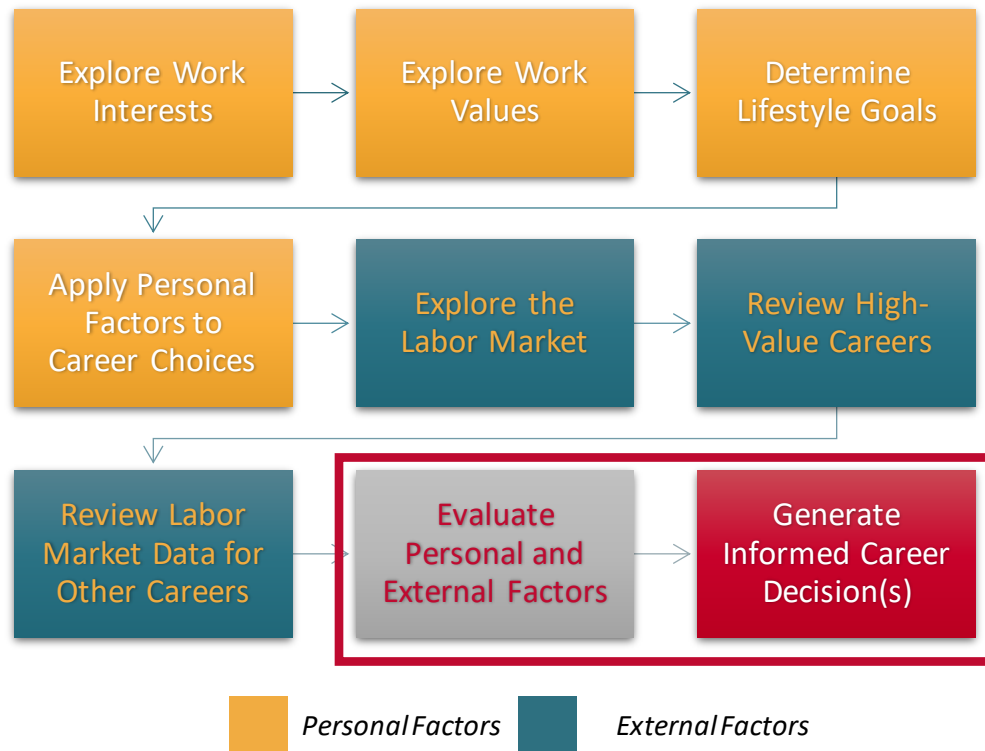
In this lesson, students were provided the opportunity to...

- Review the major components of an informed career decision.
- Identify external factors that can play a role in employment success.
- Evaluate the usefulness of labor market information in making career decisions.
- Locate and apply labor market information to the selection of careers.

After providing a brief overview, encourage students to...

- Continue their reflection on external factors that can affect employment success.
- Think about external factors most relevant to them and the types of occupations that fit their needs.
- Determine how they might use this information in selecting a career.
- Prepare for future lessons that will focus on using all factors to generate an informed career decision.

The Career Exploration Process



Lesson 7: Making Informed Career Decisions



Overview

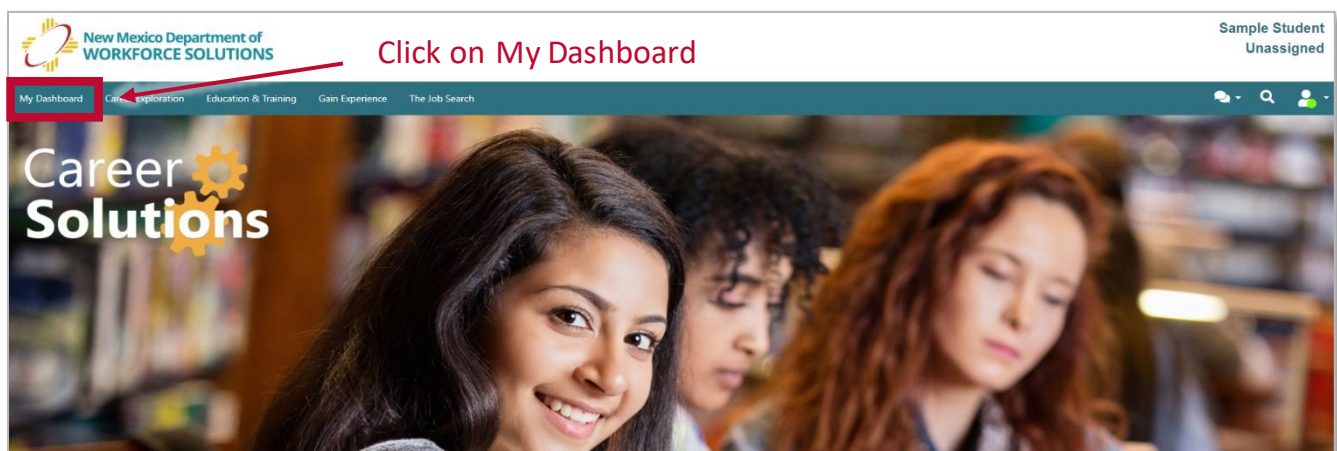
By now, students have collected a great deal of information that can be applied to their career decisions. They have explored personal factors, including their work interests, values, and goals, as well as external factors, focusing primarily on the labor market. To be successful in selecting careers, they will need to develop strategies for incorporating all of this information into the decision-making process. Because each piece of information is relevant and critical, students should be encouraged to review all information to determine the significance of each element in their personal career choice. This is an invaluable exercise that can help ensure that students make informed decisions that meet as many of their personal needs as possible, as well as capitalize on the opportunities available in their local regions.

This lesson contains....

- Information on how to access and use the My Dashboard feature.
- A review of personal and external factors as part of informed career decisions.
- Methods for helping students organize and consolidate career information.
- Strategies for applying multiple forms of career information to the decision-making process.
- A review of next steps for students using insights gained from this lesson.

How to Use This Tool

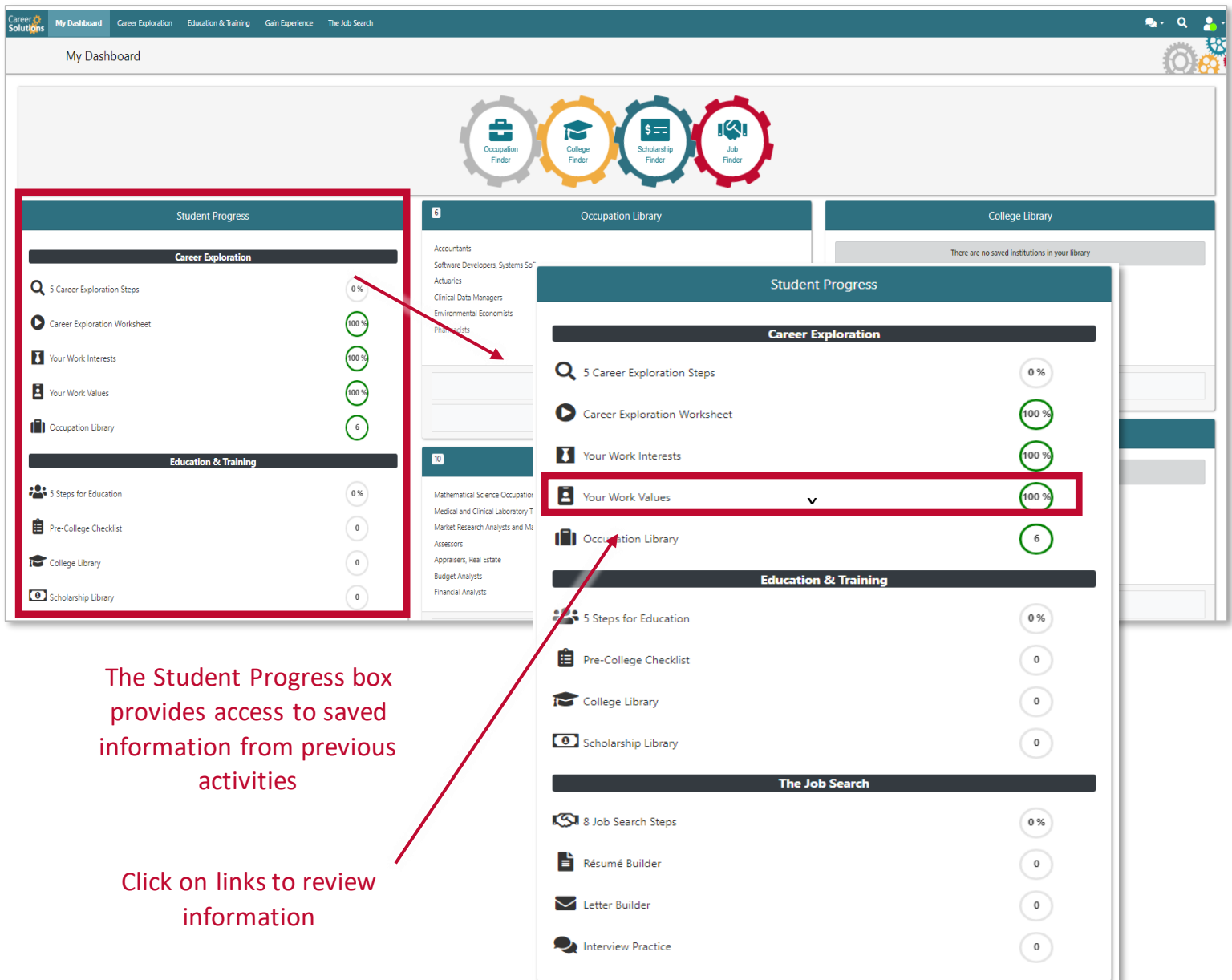
Before beginning, be sure to sign into the system. The My Dashboard feature should appear after signing in. It can also be accessed by clicking on My Dashboard at the top of the screen.



The My Dashboard feature offers a place for students to review the work they have done in the Career Solutions system. There are many blocks (or widgets) on this page that summarize progress and display helpful information. For this exercise, it is recommended that students focus on the following blocks.

- Student Progress
- Occupation Library
- Related Occupations
- Occupation Finder

In the Student Progress box, information pertaining to previous activities can be reviewed. Saved information should be available in the Occupation Library, Career Exploration Worksheet, Work Interests and Work Values.



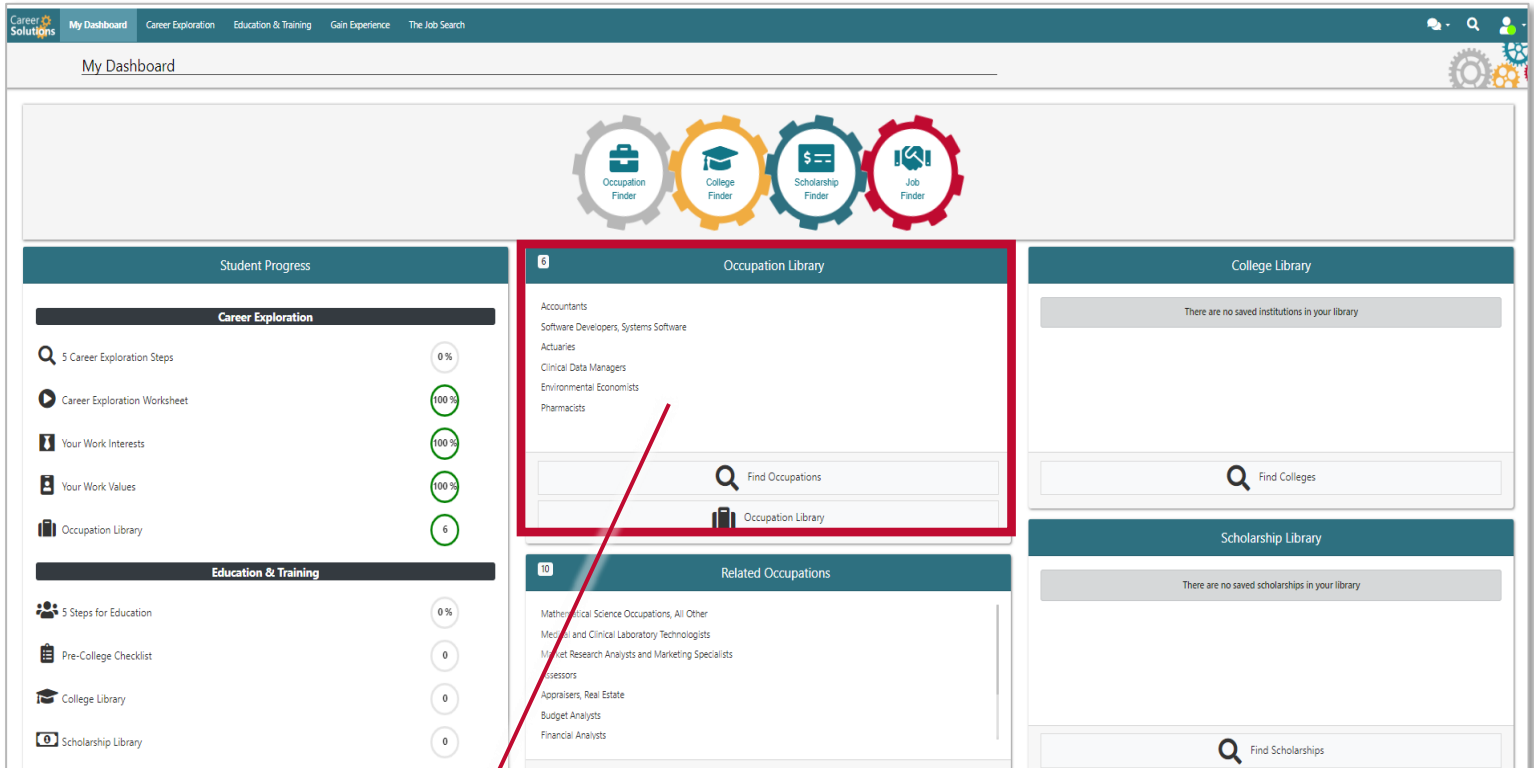
The screenshot shows the 'My Dashboard' interface with a navigation bar at the top. The main content area is divided into several sections. A red box highlights the 'Student Progress' section, which contains a list of activities with progress bars. A red arrow points from a text box to the 'Your Work Values' link in this section.

Activity	Progress
5 Career Exploration Steps	0 %
Career Exploration Worksheet	100 %
Your Work Interests	100 %
Your Work Values	100 %
Occupation Library	6

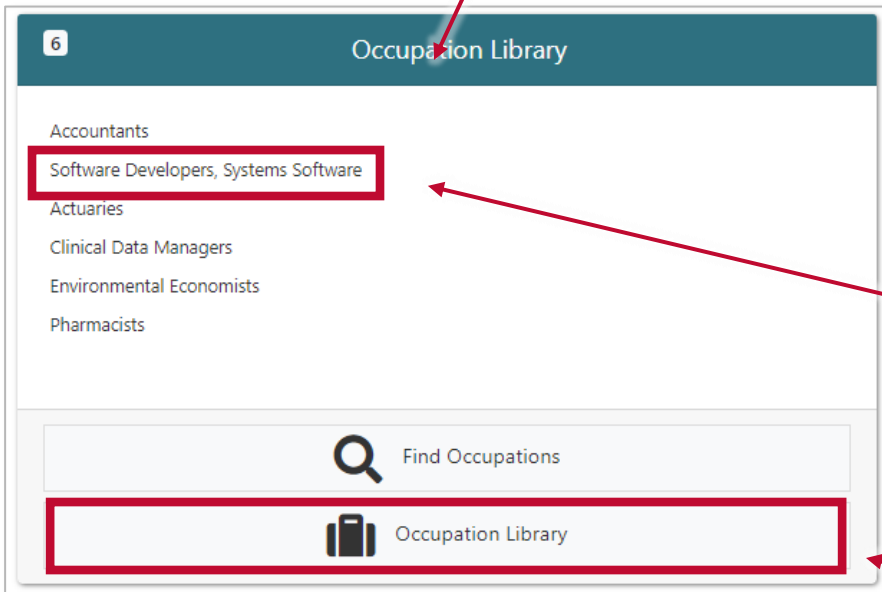
The Student Progress box provides access to saved information from previous activities

Click on links to review information

The Occupation Library block displays saved occupations. This block can be used to quickly access detailed information about potential career choices. It also offers quick access to the Occupation Library tool.



The screenshot shows the 'My Dashboard' interface. At the top, there are navigation tabs: My Dashboard, Career Exploration, Education & Training, Gain Experience, and The Job Search. Below the tabs, there are four circular icons: Occupation Finder, College Finder, Scholarship Finder, and Job Finder. The main content area is divided into three columns. The left column is titled 'Student Progress' and contains sections for 'Career Exploration' and 'Education & Training'. The middle column is titled 'Occupation Library' and contains a list of saved occupations: Accountants, Software Developers, Systems Software, Actuaries, Clinical Data Managers, Environmental Economists, and Pharmacists. Below the list are two buttons: 'Find Occupations' and 'Occupation Library'. The right column contains three sections: 'College Library', 'Scholarship Library', and 'Find Colleges'. A red box highlights the 'Occupation Library' section in the middle column.



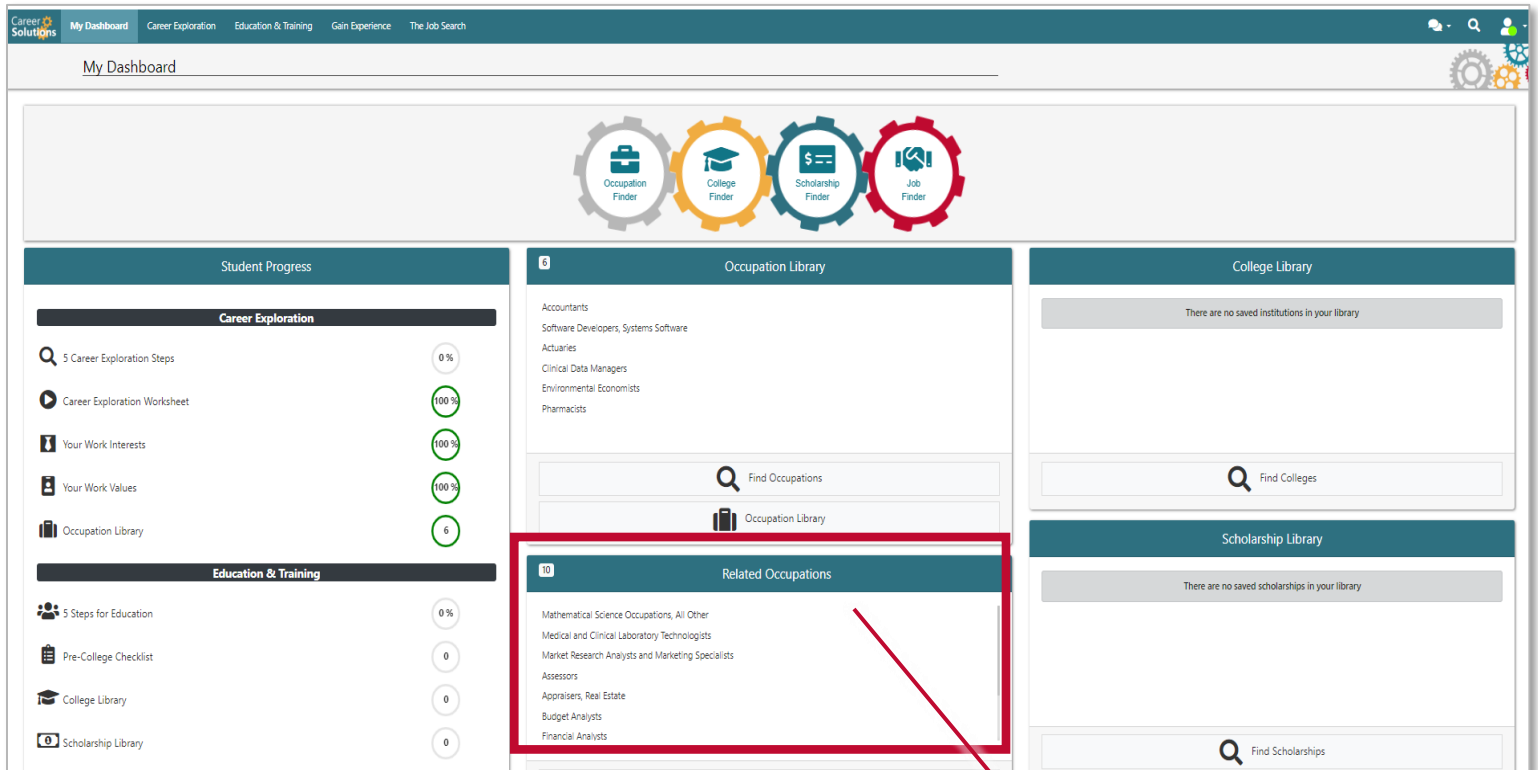
This close-up screenshot shows the 'Occupation Library' block. It features a list of saved occupations: Accountants, Software Developers, Systems Software, Actuaries, Clinical Data Managers, Environmental Economists, and Pharmacists. The 'Software Developers, Systems Software' link is highlighted with a red box. Below the list are two buttons: 'Find Occupations' and 'Occupation Library'. The 'Occupation Library' button is also highlighted with a red box. Red arrows point from the text annotations to these elements.

The Occupation Library box lists saved occupations

Click on links to access occupation information

Click on the link at the bottom for quick access to the Occupation Library

The Related Occupations box displays a list of occupations that are related to those saved in the Occupations Library. Detailed occupation information can be explored by clicking links within the box. There is also a link at the bottom that provides quick access to the Related Occupations page (that is part of the Occupation Library).



The screenshot shows the 'My Dashboard' interface. At the top, there are navigation tabs: 'My Dashboard', 'Career Exploration', 'Education & Training', 'Gain Experience', and 'The Job Search'. Below the tabs, there are four circular icons: 'Occupation Finder', 'College Finder', 'Scholarship Finder', and 'Job Finder'. The main content area is divided into three columns. The left column is titled 'Student Progress' and contains sections for 'Career Exploration' and 'Education & Training'. The middle column is titled 'Occupation Library' and contains a list of occupations: Accountants, Software Developers, Systems Software, Actuaries, Clinical Data Managers, Environmental Economists, and Pharmacists. Below this list is a search bar and a button 'Find Occupations'. The right column is titled 'College Library' and contains a search bar and a button 'Find Colleges'. Below this is a section titled 'Scholarship Library' with a search bar and a button 'Find Scholarships'. The 'Related Occupations' box is highlighted with a red border and a red arrow pointing to it. It contains a list of occupations: Mathematical Science Occupations, All Other; Prostodontists; Compensation and Benefits Managers; Logistics Engineers; Financial Specialists, All Other; Fraud Examiners, Investigators and Analysts; Computer Systems Analysts; and Financial Analysts.

The Related Occupations box displays occupations that are related to those saved in the Occupations Library

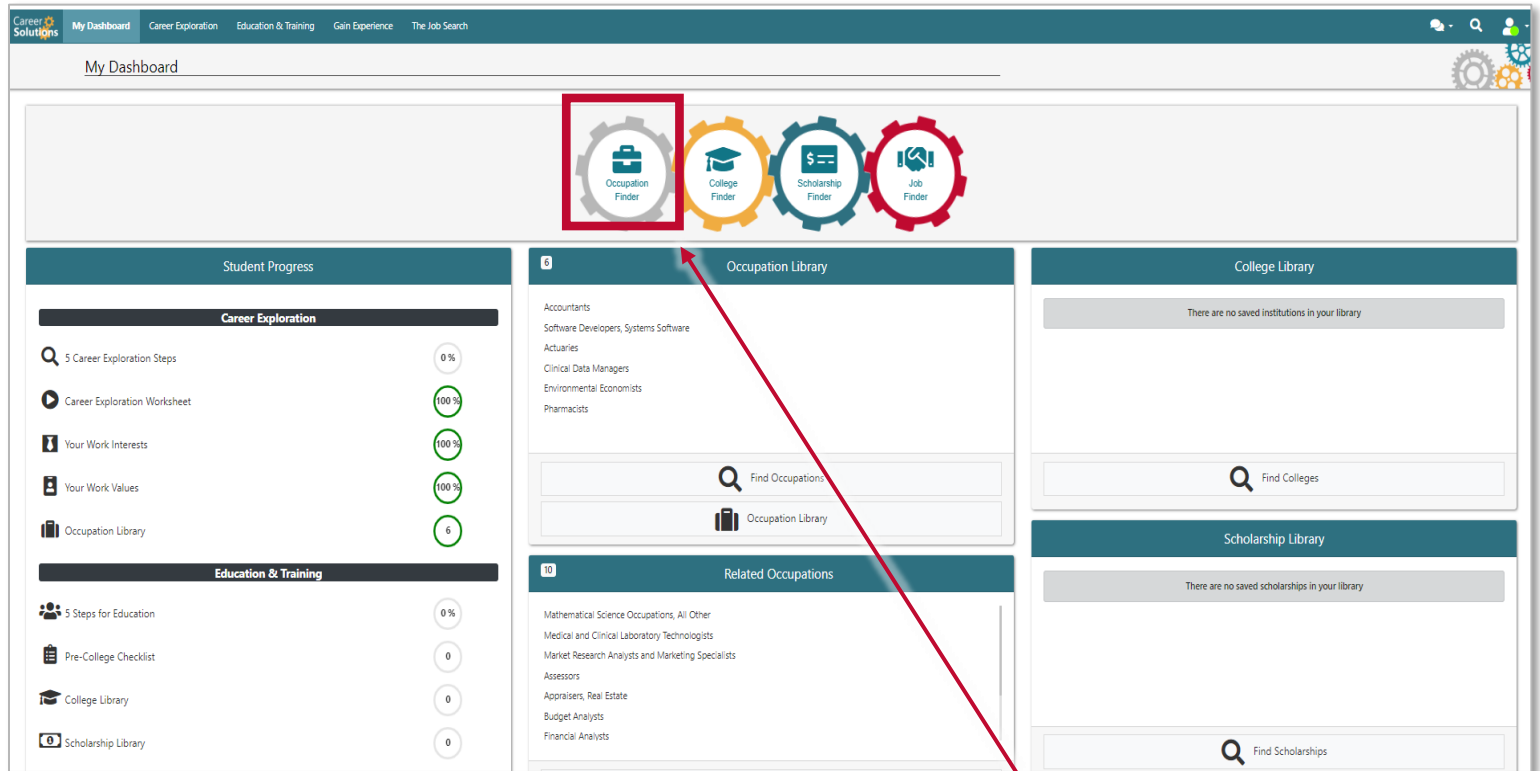
Click on links to access occupation information

Click the bottom link for quick access to the Related Occupations page



The screenshot shows the 'Related Occupations' box. It has a title bar with the number '10' and the text 'Related Occupations'. Below the title bar is a list of occupations: Mathematical Science Occupations, All Other; Prostodontists; Compensation and Benefits Managers; Logistics Engineers; Financial Specialists, All Other; Fraud Examiners, Investigators and Analysts; Computer Systems Analysts; and Financial Analysts. The 'Compensation and Benefits Managers' link is highlighted with a red border. At the bottom of the box is a link labeled 'Related Library' with a tree icon.

The last area of the My Dashboard feature that can be most useful to students at this stage of career exploration is the Occupation Finder. A link to this tool is provided at the top of the page. Students can use this tool when they are ready to explore additional careers and add new occupations to their library.



Click on Occupation Finder
to explore and add
occupations to the library

Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to...

- Review the components of an informed career decision.
- Evaluate the personal and external factors that can affect their employment success.
- Consolidate and apply their personal and external factors to the selection of careers.
- List top career choices and compare these occupations to determine a primary career path.
- Determine next steps in developing a career plan.

Classroom Discussions and Presentations

Introduction

This is the point in the career exploration process where everything comes together. Students can gather what they have discovered about their personal and external factors and begin applying this knowledge to the selection of a career. This involves a few steps, with the first focusing on consolidating and organizing information. From here, students will need to evaluate this information and determine the best use of the information in supporting their career decisions. Once a method or approach has been identified, students can use this as a lens in which to evaluate careers. The ultimate goal is to help focus their efforts and provide direction to their career search so they can more easily identify career targets with the greatest potential for employment success.

Talking Points

Below are some helpful comments to share with students.

- By now, you have gathered a lot of information related to personal factors and external factors that can play a role in achieving employment success.
- Each piece of information is relevant and critical to making an informed career decision. So, it is important to take time to review and evaluate everything.
- Bringing it all together to create one big picture can provide some clarity that will be needed to determine how you will use this information to select a career.
- Organizing this information and determining a method for using this information can help simplify your career search and focus your efforts on identifying careers with the greatest potential.
- Skipping this organizational step can result in focusing on only one component or another, like income or work environment, which can neglect other critical pieces that can affect your future success.
- It is best to take the time now to develop a global strategy that incorporates as much information as possible to help ensure you make the best decision possible.

Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding career exploration.

- What has been the most helpful thing that you have learned about yourself or the career exploration process that could have the greatest impact on your career decision? Why?
- What information do you think will be the least useful in making a career decision? Why?
- What might help you organize everything that you have learned and develop a more complete picture of your personal and external factors?
- What strategies might you use to incorporate both personal and external factors in career decisions?
- Do you believe that you will be able to find a career that accommodates most of your personal factors, while also taking into account external factors?

Exploring the System

After discussing what students have learned about the career exploration process and helping them work through their positive and negative perspectives, they can be introduced to the My Dashboard feature in Career Solutions.

The “How to Use this Tool” section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Encourage students to sign into the site to ensure they can access and save data.
- Help students locate the My Dashboard feature.
- Review the basic features of this tool, including how to navigate the information blocks.
- Assist students in identifying information that is most useful to explore on this page.
- Discuss how this tool can be used to explore information saved from previous activities.

Classroom Activity

Making Informed Career Decisions

This is the moment we have all been waiting for – decision time! Students can now bring everything together and engage in the process of making informed career decisions. While seemingly simple, this can be a relatively complex task. After all, students have amassed a collection of various types of information and seeing the relationship between these pieces can be challenging. Therefore, they will need assistance in evaluating what they have learned and using this information to develop effective career search strategies. Activities that provide the opportunity for students to gather and review their career factors, as well as guide them through the use of these factors, can help them understand the value of the career exploration process. The enhanced sense of direction and purpose that emerges from this process is a valuable outcome that can promote career choices with the greatest potential for employment success.

To locate the My Dashboard feature, review the “How to Use this Tool” section above.

It is recommended that teachers and instructors...

- Celebrate the opportunity to use insights from previous activities in making informed career decisions.
- Discuss the importance of incorporating personal and external factors into career exploration.
- Review the My Dashboard feature in Career Solutions.
- Identify the purpose of this feature as a place where saved information can be easily accessed.
- Provide an opportunity for students to explore this tool in the classroom or at home.
- Encourage students to complete the Making Informed Career Decisions sheet (see below).
- Assist students in understanding the benefits and limitations of using focused career exploration strategies in selecting potential careers.

Exploring the Results

In completing this activity, students will have had the opportunity to develop: (1) a list of specific personal factors, sorted from most important to least important, (2) a definition of high-value careers, along with insight into the personal significance of the labor market as an external factor, and (3) a list of at least five top career choices that take into account both their personal and external factors. The ability to complete these tasks is no minor achievement. Students have progressed through a long journey of self-discovery and exploration of various factors that have led them to this point. Taking a moment to recognize this achievement with students can provide validation of their efforts and recognize the career exploration skills they have acquired.

At the same time, students will need to be cautioned that the outcome of this activity does not have to be final. Rather, the list they have generated is a suggestion of potential career choices. The career exploration process can and should continue. Apprenticeship opportunities, volunteer experiences, and work-based learning can be embraced as additional discovery opportunities. Furthermore, students should be encouraged to experiment with different search strategies that could reveal other career opportunities. Rather than see this activity as an endpoint, it can be perceived as a starting point to more enriched career exploration.

Overall, students have accomplished much and they stand at the edge of enormous potential and opportunity. Celebration and excitement are often part of the story. Empowering them with tools that will support their journey can help them realize their potential and achieve fulfillment in their future career choice.

Making Informed Career Decisions

Instructions: Use the My Dashboard feature in Career Solutions to explore information that you have saved from previous activities. Use this information to answer the questions below.

1. Complete the table below. (**Note:** This table was completed in an earlier activity. It can be recreated or you can simply insert your responses from the previous activity.)

Work Interests Assessment	Work Values Assessment	Why I Work
List your top <u>two</u> work interests and provide a brief definition of each.	List your top <u>two</u> work values and provide a brief definition of each.	Briefly describe your future lifestyle and list the annual income you will need to support your lifestyle.

2. Review each of these factors and sort them from most important to least important – 1 being most important and 5 being least important. For the Why I Work section, you can simply list, “My Lifestyle Goals” and rate this anywhere from 1-5 in the list below. **(Note:** This table was completed in an earlier activity. It can be recreated or you can simply insert your responses from the previous activity.)

1
2
3
4
5

3. What are high-value careers? What types of labor market information can you look at to help you identify high-value careers?
4. For you, how important is it that your future career is a high-value career? Would you consider a career with low job availability or low wage? Why or why not?

After answering question 1-4, you should now have an idea of your top personal factors and a sense of how important high-value careers are to you. There are many ways to use this information and no one way is better than another. Below is one approach that you might find helpful.

Based on your answer to question 4, determine whether a high-value career is essential and choose one of the decision-making pathways below. Answer the questions for your chosen pathway.

High-Value Career is Essential



High-Value Career is Not Essential



Questions for “High-Value Career is Essential”

Choosing this pathway means that your career choices will initially be screened to determine whether they are high-value. Those that do not meet the criteria for a high-value career will be eliminated from your search. Careers can then be evaluated based on their fit with your personal factors to make a career decision.

1. Examine the saved careers in your Occupation Library. Choose three careers that are high-value careers with several annual openings and median wage above \$35,000.
2. Use the Compare Occupations tool in Career Solutions to compare these occupations.
 - Write the occupation titles in the top row of the table below.
 - List your personal factors, in order of importance, in the first column.
 - Review each occupation in Career Solutions and mark an X in the table for each factor match that you find. For this activity, it is best to focus on the following categories in Career Solutions – (1) Interests, (2) Values, and (3) Wage (wage is related to lifestyle goals).
 - Add the number of X’s for each occupation and write the total in the last row.
 - The occupation(s) with the most X’s can be considered a better personal fit.
 - If a tie is found, the occupation with more X’s at the top of the list is a better personal fit.

Personal Factor	Occupation 1	Occupation 2	Occupation 3
1			
2			
3			
4			
5			
Personal Factor Match Total			

- Which of the three occupations did you find to be the better fit? Would you consider pursuing this occupation? Why or why not?

Questions for “High-Value Career is Not Essential”

Choosing this pathway means that your career choices will initially be screened to determine whether they are a good fit with your personal factors. Those that do not align with your personal factors will be eliminated from your search. Careers can then be evaluated with regard to the labor market to make a career decision.

- Examine the saved careers in your Occupation Library. Choose three careers that you believe have the greatest potential to match your personal interests, values, and goals.

Use the Compare Occupations tool in Career Solutions to compare these occupations.

- Write the occupation titles in the top row of the table below.
- List your personal factors, in order of importance, in the first column.
- Review each occupation in Career Solutions and mark an X in the table for each factor match that you find. For this activity, it is best to focus on the following categories in Career Solutions – (1) Interests, (2) Values, and (3) Wage (wage is related to lifestyle goals).
- Add the number of X’s for each occupation and write the total in the last row.
- The occupation(s) with the most X’s can be considered a better personal fit.
- If a tie is found, the occupation with more X’s at the top of the list is a better personal fit.

Personal Factor	Occupation 1	Occupation 2	Occupation 3
1			
2			
3			
4			
5			
Personal Factor Match Total			

- Examine annual openings and median wage for these occupations. Which of these, if any, meet the criteria for a high-value career?
- Based on your review of personal fit and labor market data, which of these occupations would you consider pursuing? Why?

For All Decision-Making Pathways

- Repeat the steps in your chosen decision-making pathway a few more times and work on generating a list of three potential careers. Arrange this list with your top career choice listed first.

Occupation Title	Why is this a good career choice for you?

- Did you think this activity resulted in the best possible career choices for you? Why or why not?

- What additional factors might you want to consider before making a career decision?

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

In this lesson, students were provided the opportunity to...

- Review the components of an informed career decision.
- Evaluate the personal and external factors that can affect their employment success.
- Consolidate and apply their personal and external factors to the selection of careers.
- List top career choices and compare these occupations to determine a primary career path.

After providing a brief overview, encourage students to...

- Continue their reflection on personal and external factors that can affect employment success.
- Think about factors most relevant to them and the types of occupations that fit their needs.
- Determine how they might use this information in selecting a career.
- Prepare for future lessons that will focus on developing an effective career plan.

Components of an Effective Career Plan



Lesson 8: Connecting Careers to Education



Overview

After students have identified potential career choices, the next step is to develop an effective career plan that outlines a path to achieving their career goals. As with career exploration, there are several critical components to a strong career plan, including education, financial resources, support services, work experience, job search strategies, and methods for maintaining motivation and drive. Each of these components play a specific role in supporting students as they progress along their career journey. To begin the planning process, it can be helpful to start with identifying appropriate education and training experiences. Most high-value careers require at least some postsecondary education, meaning that, for many students, education and training will be an essential and necessary component of their career plan.

The intention of this lesson is to introduce the career planning process and help students connect their career choices to education pathways. Students are encouraged to explore other elements of effective career plans (e.g., financial resources, support services, etc.) when they are ready to step beyond the career exploration process and become fully immersed within the career planning process.

This lesson contains....

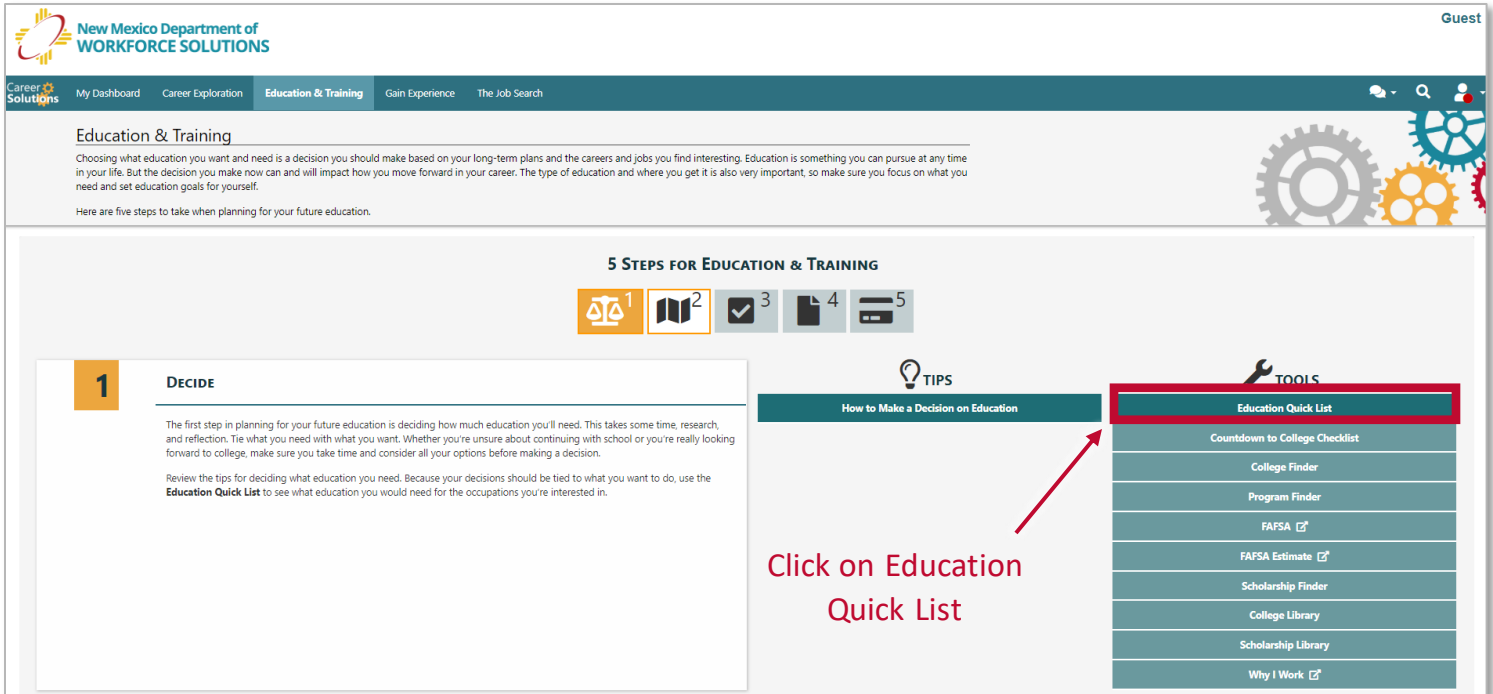
- Information on how to access and use the Education and Training section.
- A review of the components of an effective career plan.
- Methods for helping students start the career planning process.
- Strategies for searching for and identifying appropriate education programs.
- A review of next steps for students using insights gained from this lesson.

How to Use This Tool

Before beginning, be sure to sign into the system. The Education and Training tab is located on the homepage for CareerSolutions. Simply click the Education and Training link at the top of the page.



Once within the Education and Training section, a page similar to the one below will appear. A list of links to the right of the page provides access to several helpful tools. The Education Quick List is a good place to start.



Education & Training

Choosing what education you want and need is a decision you should make based on your long-term plans and the careers and jobs you find interesting. Education is something you can pursue at any time in your life. But the decision you make now can and will impact how you move forward in your career. The type of education and where you get it is also very important, so make sure you focus on what you need and set education goals for yourself.

Here are five steps to take when planning for your future education.

5 STEPS FOR EDUCATION & TRAINING

1 **DECIDE**

The first step in planning for your future education is deciding how much education you'll need. This takes some time, research, and reflection. Tie what you need with what you want. Whether you're unsure about continuing with school or you're really looking forward to college, make sure you take time and consider all your options before making a decision.

Review the tips for deciding what education you need. Because your decisions should be tied to what you want to do, use the **Education Quick List** to see what education you would need for the occupations you're interested in.

TIPS

How to Make a Decision on Education


TOOLS


Education Quick List

Countdown to College Checklist

College Finder

Program Finder


FAFSA 

FAFSA Estimate 

Scholarship Finder

College Library

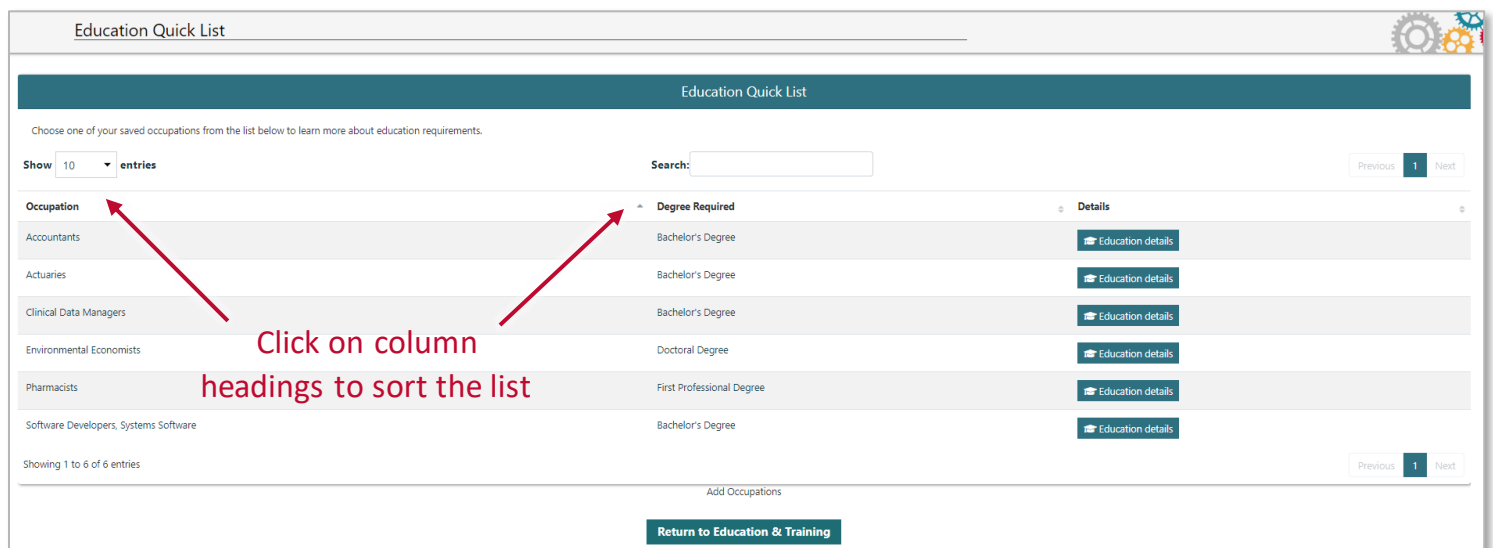
Scholarship Library

Why I Work 

Click on Education Quick List

The Education Quick List displays all saved occupations within the Occupation Library and the required degree for each occupation. This page can be used to quickly compare requirements and get a general sense of education that may be needed for students' top occupation choices.

Clicking on the column headings will sort the list alphabetically or from lowest-highest (or vice versa).









Education Quick List

Choose one of your saved occupations from the list below to learn more about education requirements.

Show entries

Search:

Previous **1** Next

Occupation	Degree Required	Details
Accountants	Bachelor's Degree	 Education details
Actuaries	Bachelor's Degree	 Education details
Clinical Data Managers	Bachelor's Degree	 Education details
Environmental Economists	Doctoral Degree	 Education details
Pharmacists	First Professional Degree	 Education details
Software Developers, Systems Software	Bachelor's Degree	 Education details

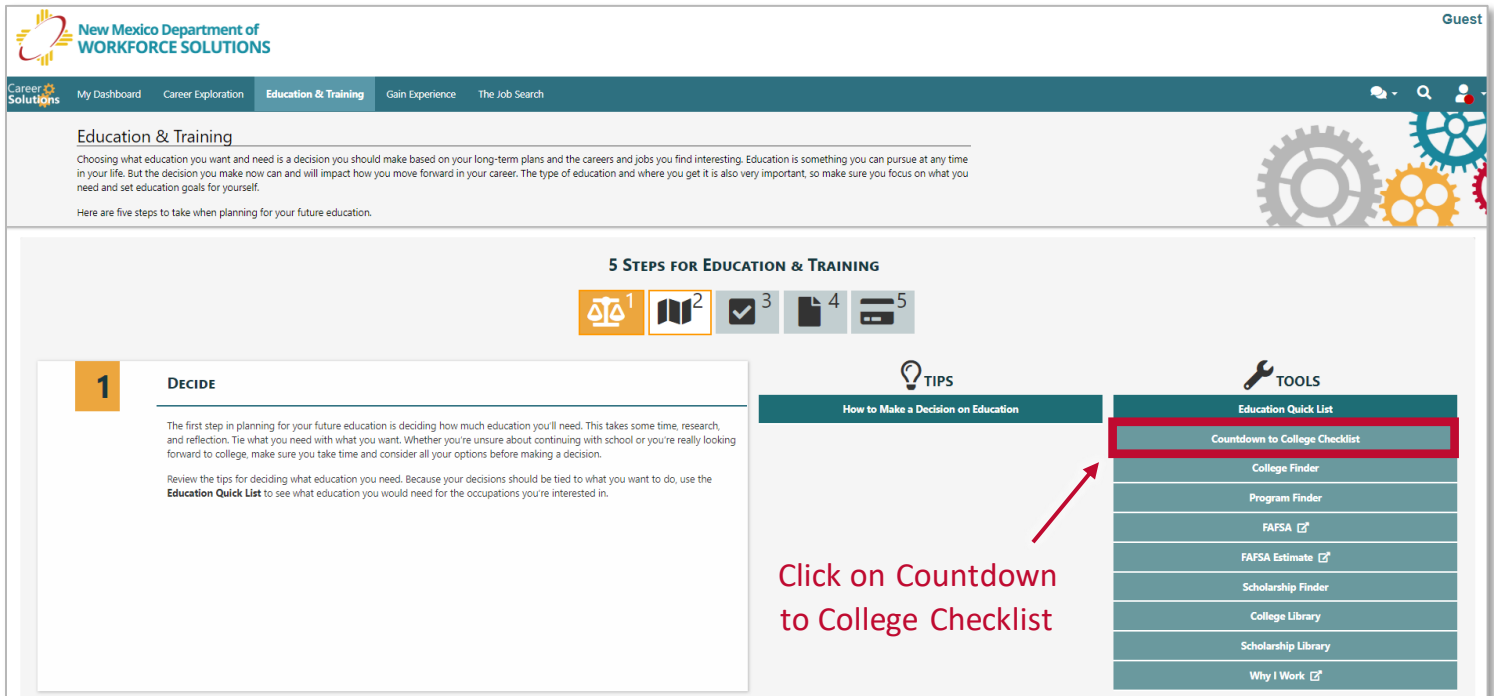
Showing 1 to 6 of 6 entries

Add Occupations

Return to Education & Training

Click on column headings to sort the list

An additional helpful tool is the Countdown to College Checklist. This page contains worksheets that guide students through the tasks they need to complete as the move through grades nine through twelve.



New Mexico Department of WORKFORCE SOLUTIONS

Guest

My Dashboard Career Exploration **Education & Training** Gain Experience The Job Search

Education & Training

Choosing what education you want and need is a decision you should make based on your long-term plans and the careers and jobs you find interesting. Education is something you can pursue at any time in your life. But the decision you make now can and will impact how you move forward in your career. The type of education and where you get it is also very important, so make sure you focus on what you need and set education goals for yourself.

Here are five steps to take when planning for your future education.

5 STEPS FOR EDUCATION & TRAINING

- 1 DECIDE**

The first step in planning for your future education is deciding how much education you'll need. This takes some time, research, and reflection. Tie what you need with what you want. Whether you're unsure about continuing with school or you're really looking forward to college, make sure you take time and consider all your options before making a decision.

Review the tips for deciding what education you need. Because your decisions should be tied to what you want to do, use the **Education Quick List** to see what education you would need for the occupations you're interested in.
- 2
- 3
- 4
- 5

TIPS

How to Make a Decision on Education

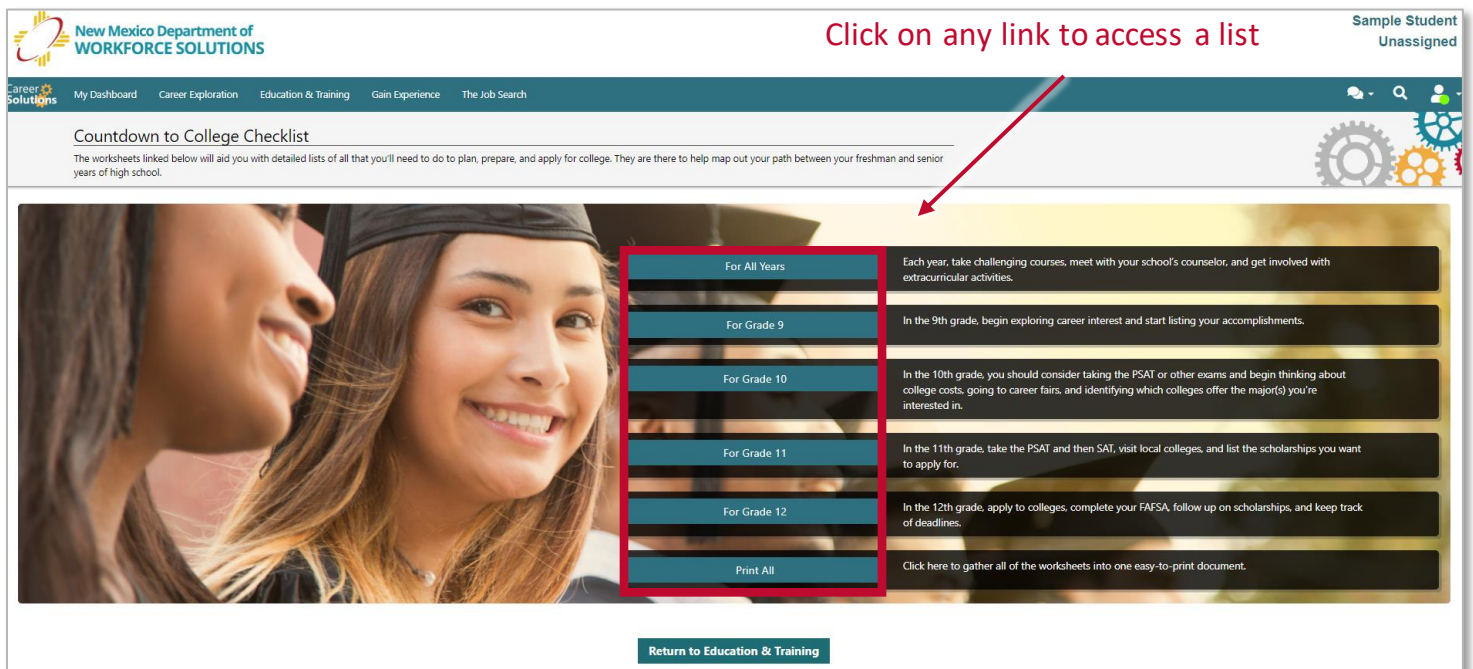
TOOLS

Education Quick List

- Countdown to College Checklist**
- College Finder
- Program Finder
- FAPSA [↗](#)
- FAPSA Estimate [↗](#)
- Scholarship Finder
- College Library
- Scholarship Library
- Why I Work [↗](#)

Click on Countdown to College Checklist

The first worksheet is for all years and should be reviewed by all students, regardless of year. The remaining lists are for specific years. Clicking on any link will reveal the list for the selected year.



New Mexico Department of WORKFORCE SOLUTIONS

Sample Student Unassigned

My Dashboard Career Exploration Education & Training Gain Experience The Job Search

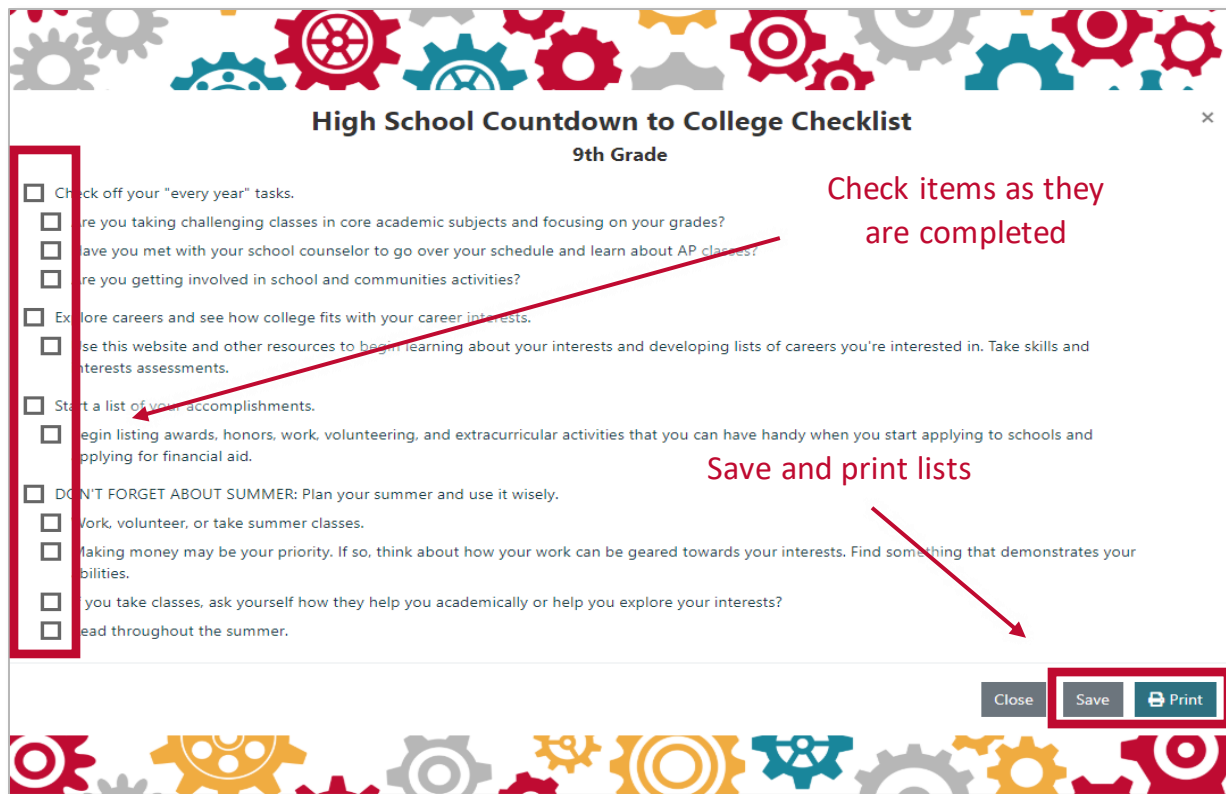
Countdown to College Checklist

The worksheets linked below will aid you with detailed lists of all that you'll need to do to plan, prepare, and apply for college. They are there to help map out your path between your freshman and senior years of high school.

For All Years	Each year, take challenging courses, meet with your school's counselor, and get involved with extracurricular activities.
For Grade 9	In the 9th grade, begin exploring career interest and start listing your accomplishments.
For Grade 10	In the 10th grade, you should consider taking the PSAT or other exams and begin thinking about college costs, going to career fairs, and identifying which colleges offer the major(s) you're interested in.
For Grade 11	In the 11th grade, take the PSAT and then SAT, visit local colleges, and list the scholarships you want to apply for.
For Grade 12	In the 12th grade, apply to colleges, complete your FAFSA, follow up on scholarships, and keep track of deadlines.
Print All	Click here to gather all of the worksheets into one easy-to-print document.

[Return to Education & Training](#)

Each worksheet can be completed online and saved at any time. There is also the option to print each worksheet so that it can be completed outside of the system.



High School Countdown to College Checklist
9th Grade

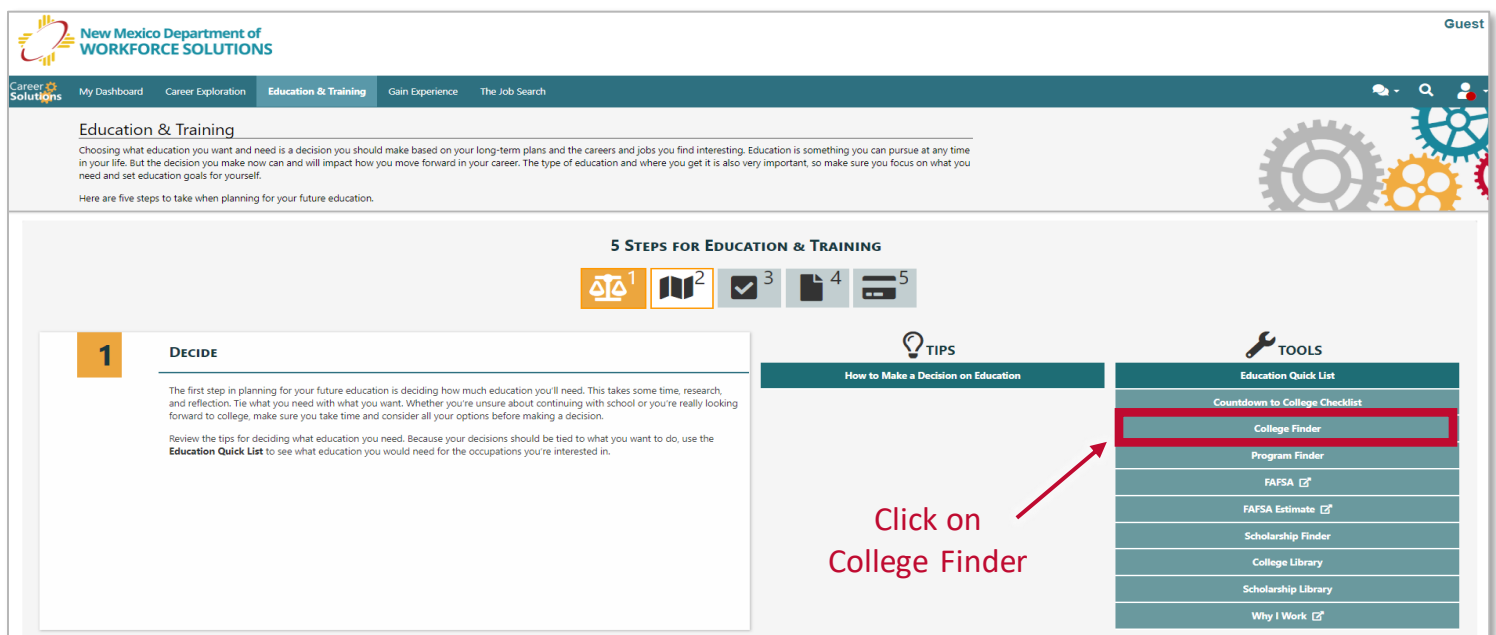
- ☐ Check off your "every year" tasks.
- ☐ Are you taking challenging classes in core academic subjects and focusing on your grades?
- ☐ Have you met with your school counselor to go over your schedule and learn about AP classes?
- ☐ Are you getting involved in school and communities activities?
- ☐ Explore careers and see how college fits with your career interests.
- ☐ Use this website and other resources to begin learning about your interests and developing lists of careers you're interested in. Take skills and interests assessments.
- ☐ Start a list of your accomplishments.
- ☐ Begin listing awards, honors, work, volunteering, and extracurricular activities that you can have handy when you start applying to schools and applying for financial aid.
- ☐ DON'T FORGET ABOUT SUMMER: Plan your summer and use it wisely.
- ☐ Work, volunteer, or take summer classes.
- ☐ Making money may be your priority. If so, think about how your work can be geared towards your interests. Find something that demonstrates your abilities.
- ☐ If you take classes, ask yourself how they help you academically or help you explore your interests?
- ☐ Read throughout the summer.

Check items as they are completed

Save and print lists

Close Save Print

One of the more robust tools in the Education and Training section is the College Finder. This tool lists several colleges in the state and provides the ability to explore education options using filters and sorting features.



New Mexico Department of Workforce Solutions

Guest

My Dashboard Career Exploration **Education & Training** Gain Experience The Job Search

Education & Training

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Here are five steps to take when planning for your future education.

5 STEPS FOR EDUCATION & TRAINING

1 2 3 4 5

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TIPS

How to Make a Decision on Education

TOOLS








Education Quick List

- Countdown to College Checklist
- College Finder**
- Program Finder
- FAFSA
- FAFSA Estimate
- Scholarship Finder
- College Library
- Scholarship Library
- Why I Work

Click on College Finder





For each institution listed, a summary is provided that displays the highest degree offered, as well as whether the institution is public or private, and the number of students enrolled. Additional helpful information includes the number of degree programs, the faculty-to-student ratio, locale, and tuition rate.

University of New Mexico-Main Campus Albuquerque, NM

						
PhD	Public	26,221	373	1:16	City	\$5,961

<http://www.unm.edu>

To explore programs offered and specific college details, click on the Programs or College link to the right of the summary. There is also the option to share or save the college in the College Library.

Programs	College
	
	
Share	Save

Given that many students will have already identified potential occupations by this point, they will likely find this tool most useful to explore academic institutions that offer degrees and programs that align with their career choice.

To do this, they will want to use the filters focused on programs and degrees.

College Finder
Explore educational institutions by making selections in the category filters below and browsing the results.

Filters

Search by college name here...

[Area: New Mexico](#)

> **Occupation Family**

> **Programs/Majors Group**

> **Degree Level**

> Average Annual Tuition

> Institution Types

> Locales



















































> Residencies

Results 47 of 47

Display 5 records per page

Sort By: Enrolled Students 17

First Previous 1 2 3 4 5 ... 10 Next Last

	University of New Mexico-Main Campus Albuquerque, NM        PhD Public 26,221 373 1:16 City \$5,961 http://www.unm.edu	Programs  Share Remove	College  Share Remove
	Central New Mexico Community College Albuquerque, NM        AO Public 24,442 352 1:23 City \$1,296 http://www.cnm.edu	Programs  Share Remove	College  Share Remove
	New Mexico State University-Main Campus Las Cruces, NM        PhD Public 14,432 280 1:17 Suburb \$5,323 http://www.nmsu.edu/	Programs  Share Remove	College  Share Remove
	New Mexico State University-Dona Ana Las Cruces, NM        AD Public 7,917 128 1:21 Rural \$1,896 http://dacc.nmsu.edu/	Programs  Share Save	College  Share Save
	San Juan College Farmington, NM        AO Public 7,030 212 1:17 City \$1,104 http://www.sanjuancollege.edu	Programs  Share	College  Remove

Click on filters for programs and degrees

Using these filters, students can select the academic program/major group associated with their career choice and the degree level they need to achieve to prepare for their career.

▼ **Programs/Majors Group** **Select a program**

Select Program or Major

- All
- Agriculture, Agriculture Operations, and Related Sciences
- Architecture and Related Services
- Area, Ethnic, Cultural, Gender, and Group Studies
- Basic Skills and Developmental/Remedial Education
- Biological and Biomedical Sciences
- Business, Management, Marketing, and Related Support Services
- Citizenship Activities
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Construction Trades
- Education
- Engineering

▼ **Degree Level** **Select a degree level**

All

- Award of less than 1 academic year
- Award of at least 1 but less than 2 academic years
- Associate's degree
- Award of at least 2 but less than 4 academic years
- Bachelor's degree
- Postbaccalaureate certificate
- Master's degree
- Post-master's certificate
- Doctor's degree
- Postbaccalaureate or Post-master's certificate
- First-professional certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - other

The list that will emerge will consist of academic institutions that offer programs within the selected program/major group. These institutions will also offer degrees within the selected degree type.




Initially, the list will be sorted by the number of enrolled students. To sort by other categories, such as tuition rates or number of programs offered, use the dropdown menu in the upper right corner.

Results 17 of 36

Display 5 records per page

Use the dropdown menu to sort by a specific data category

Sort By: Enrolled Students 1 2 3 4 Next Last

	New Mexico State University-Dona Ana Las Cruces, NM AD Public 7,917 128 1:21 Rural \$1,896 http://dacc.nmsu.edu/	Programs Share	College Save
	Santa Fe Community College Santa Fe, NM AD Public 4,581 217 1:14 Suburb \$1,800 https://www.sfcc.edu	Programs Share	College Save
	Clovis Community College Clovis, NM AD Public 3,114 115 1:17 Town \$1,296 http://www.clovis.edu	Programs Share	College Save
















When students have found an institution that fits their needs, they can save the college in their College Library by clicking Save.

Results 17 of 36

Click Save to store in the College Library

Sort By: Enrolled Students 1

Display 5 records per page

College Logo	College Name	Location	AD	Public	Enrollment	Ratio	Setting	Tuition	Programs	College	
	New Mexico State University-Dona Ana	Las Cruces, NM			7,917	128	1:21	Rural	\$1,896		
	Santa Fe Community College	Santa Fe, NM			4,581	217	1:14	Suburb	\$1,800		
	Clovis Community College	Clovis, NM			3,114	115	1:17	Town	\$1,296		

Another helpful tool within the Education and Training section is the Program Finder. This tool is useful for identifying programs that are associated with specific career fields. Students who want a postsecondary experience, but have not made a final career choice, can use this tool to explore postsecondary programs that match their broad career interests.

New Mexico Department of WORKFORCE SOLUTIONS

Guest

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TIPS

How to Make a Decision on Education

TOOLS

Education Quick List

- Countdown to College Checklist
- College Finder
- Program Finder**
- FAFSA
- FAFSA Estimate
- Scholarship Finder
- College Library
- Scholarship Library
- Why I Work

Click on Program Finder

To use this tool, students first need to select a career cluster and pathway that aligns with their work interests (see Lesson 2).

Helpful Tip: Students may find it helpful to review information about career clusters and pathways in the [New Mexico Career Clusters Guide](#).


Program Finder
College degree programs, by design, will equip you with a wide range of valuable employability skills. Hone in on a major via your interest in a particular field.

Career Cluster
Please select a Career Cluster from the list below


Career Pathway
Please select a Career Pathway from the list below

Program
Click here to search by program

Search


Agriculture, Food and Natural Resource Cluster
The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Select this Cluster
+


Architecture and Construction Cluster
Careers in designing, planning, managing, building and maintaining the built environment.

Select this Cluster
+

Click on the + to select a cluster and pathway

Once a cluster and pathway have been selected, a list of related programs will appear. Students can review the list and select a program based on their interests.


Program Finder
College degree programs, by design, will equip you with a wide range of valuable employability skills. Hone in on a major via your interest in a particular field.

Career Cluster
Business, Management and Administration Cluster


Career Pathway
Business Financial Management and Accounting Pathway

Program
Please select a Program from the list below

Search


Computer and Information Sciences, General
Computer and Information Sciences, General. A general program that focuses on computing, computer science, and information science and systems as part of a broad and/or interdisciplinary program. Such programs are undifferentiated as to title and content and are not to be confused with specific programs in computer science, information science, or related support services.

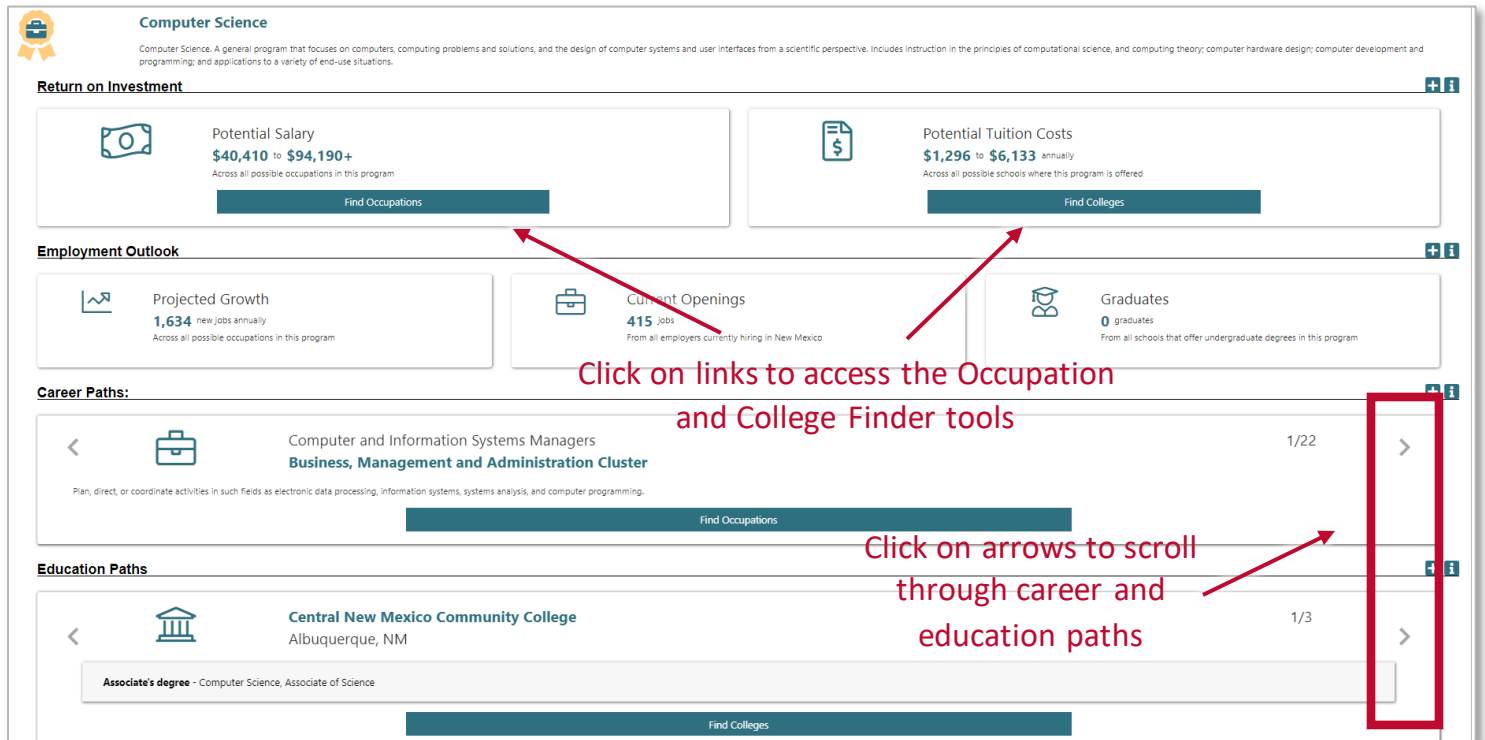
Select this Program
+


Computer and Information Systems Security (NEW)
Computer and Information Systems Security. (NEW) A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

Select this Program
+



Click on the + to select a program

For each program, there is an information page that displays potential salary and tuition costs, along with associated career paths and education options. Some helpful features are identified below.






Computer Science
Computer Science. A general program that focuses on computers, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. Includes instruction in the principles of computational science, and computing theory; computer hardware design; computer development and programming; and applications to a variety of end-use situations.

Return on Investment

 Potential Salary \$40,410 to \$94,190+ <small>Across all possible occupations in this program</small> Find Occupations	 Potential Tuition Costs \$1,296 to \$6,133 annually <small>Across all possible schools where this program is offered</small> Find Colleges
---	---

Employment Outlook

 Projected Growth 1,634 new jobs annually <small>Across all possible occupations in this program</small>	 Current Openings 415 jobs <small>From all employers currently hiring in New Mexico</small>	 Graduates 0 graduates <small>From all schools that offer undergraduate degrees in this program</small>
---	--	--

Career Paths:

Computer and Information Systems Managers
Business, Management and Administration Cluster
Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming.
[Find Occupations](#)

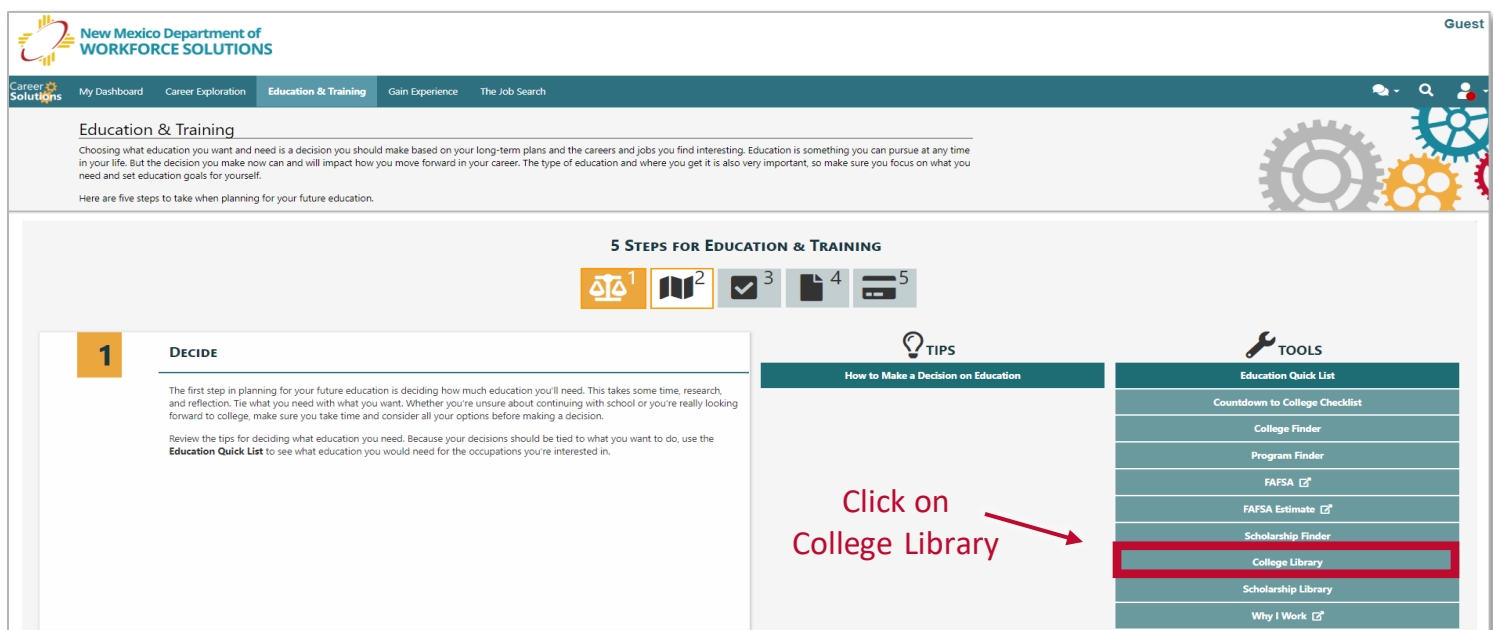
Education Paths

Central New Mexico Community College
Albuquerque, NM
Associate's degree - Computer Science, Associate of Science
[Find Colleges](#)

Click on links to access the Occupation and College Finder tools

Click on arrows to scroll through career and education paths

The final feature that students will find useful at this early stage of the career planning process is the College Library. This library functions much like the Occupation Library, providing a quick rundown of saved colleges with a brief snapshot of what each institution offers.



New Mexico Department of WORKFORCE SOLUTIONS

Guest

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- 2**
- 3**
- 4**
- 5**

TIPS
How to Make a Decision on Education

TOOLS
Education Quick List

Countdown to College Checklist
College Finder
Program Finder
FAFSA
FAFSA Estimate
Scholarship Finder
College Library
Scholarship Library
Why I Work

Click on College Library

The College Library page provides a place for students to review and compare potential college choices. The summaries can help students quickly identify major distinguishing features between each education option. To delve further into each college, students can click on the Programs or College links to the right.




My Libraries

Review and manage your favorites.

Occupation Library | **College Library** | Scholarship Library | Job Library

Search school by name e.g. University of New Mexico


Display 5 records per page

Star	Library	Summary	Programs	College	Share	Remove
1		Central New Mexico Community College Albuquerque, NM AO Public 24,442 352 1:23 City \$1,296 http://www.cnm.edu	Programs	College	Share	Remove
2		New Mexico State University-Main Campus Las Cruces, NM PhD Public 14,432 280 1:17 Suburb \$5,323 http://www.nmsu.edu/	Programs	College	Share	Remove
3		San Juan College Farmington, NM AO Public 7,030 212 1:17 City \$1,104 http://www.sanjuancollege.edu	Programs	College	Share	Remove

Summaries provide the ability to do quick comparisons

Click the Programs or College links for additional information

The other tools presented in Education and Training section, including the FAFSA links and the scholarship tools, focus on how to access financial resources. These tools will be most useful after students have made a college selection. It is recommended that students explore these areas at a later date when they are ready to enter the financial stage of the career planning process.

 Guest

Career Solutions | My Dashboard | Career Exploration | **Education & Training** | Gain Experience | The Job Search

Education & Training

Choosing what education you want and need is a decision you should make based on your long-term plans and the careers and jobs you find interesting. Education is something you can pursue at any time in your life. But the decision you make now can and will impact how you move forward in your career. The type of education and where you get it is also very important, so make sure you focus on what you need and set education goals for yourself.

Here are five steps to take when planning for your future education.

5 STEPS FOR EDUCATION & TRAINING

1 2 3 4 5

1 DECIDE

The first step in planning for your future education is deciding how much education you'll need. This takes some time, research, and reflection. Tie what you need with what you want. Whether you're unsure about continuing with school or you're really looking forward to college, make sure you take time and consider all your options before making a decision.

Review the tips for deciding what education you need. Because your decisions should be tied to what you want to do, use the **Education Quick List** to see what education you would need for the occupations you're interested in.

TIPS

How to Make a Decision on Education

TOOLS

Education Quick List

- Countdown to College Checklist
- College Finder
- Program Finder
- FAFSA
- FAFSA Estimate
- Scholarship Finder
- College Library
- Scholarship Library
- Why I Work

Financial tools can be explored after potential colleges have been identified

Connecting with Students

Learning Objectives

In this lesson, students will be given the opportunity to...

- Discuss the components of an effective career plan.
- Identify the benefits of exploring postsecondary education options.
- Examine the education requirements for their selected career(s).
- Evaluate potential education institutions that align with their career goals.
- Determine next steps in developing a career plan.

Classroom Discussions and Presentations

Introduction

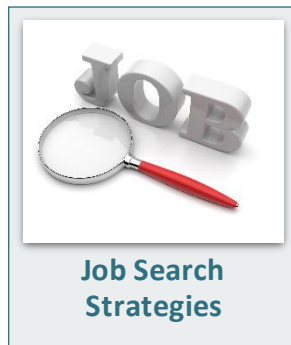
The career selection process can be an exciting time for students. To help them continue this momentum and build resources that create a bridge to their career, they will need assistance in developing an effective career plan. This is where many students experience frustration that centers largely around unfamiliarity with career preparation processes. Providing a streamlined approach to navigating career resources can significantly enhance students' chances of achieving employment success. Because the education component is often the most complex and requires a fair amount of preliminary planning to meet deadlines, this is a good place to begin. In starting this step, students will first need to examine potential career choices and identify the education requirements. Once identified, they can seek postsecondary institutions that will help them attain the necessary degrees and certificates. Ultimately, their education choice will be a driving mechanism that directs many of the remaining components of their career plan.

Talking Points

Below are some helpful comments to share with students.

- Having identified some potential career choices, the next task is to develop a career plan. (**Helpful Tip:** *Print and share the diagram below. Use this to introduce the components of an effective career plan.*)
- Career plans are made up of various important components that can support your journey to employment success. Getting your education and training in place can be an important first step.
- It can be challenging to identify the type of education you need and where you will go.
- Because the process can be complex, it is a good idea to start the education search early to ensure you have ample time to make the best decision possible, as well as meet any admissions requirements.
- Developing basic strategies to navigate the education search process can help you quickly identify the tools and information that are most useful.
- Finding the right academic institution that meets your education needs, as well as your personal and financial goals, can be just as important as your career choice.
- Taking time now to research education choices can help ensure you achieve your education goals.

Components of an Effective Career Plan



Discussion Questions

As a class or in small groups, have students reflect on the following questions. Help students talk about and work through their positive and negative feelings regarding career planning.

- Have you done any career planning yet? That is, have you started to think about what needs to be done to achieve your career goals?
- What do you think will be most exciting part about preparing for your new career?
- When you think about preparing your career, what do you think will be the most challenging task? How might you deal with this challenge?
- How important do you think education and training will be in helping you attain your career goals?
- What potential roadblocks do you see in getting the education and training you might need? Do you think these roadblocks can be overcome? Why or why not?
- What do you hope to get out of your education and training experience?
- What type of academic institution do you hope to attend (community college, trade school, university, etc.)? Why?

Exploring the System

After discussing the components of effective career plans and helping students work through their positive and negative perspectives on the career planning process, they can be introduced to the Education and Training section in Career Solutions.

The “How to Use this Tool” section above provides a summary of useful information to share with students.

It is recommended that teachers and instructors...

- Encourage students to sign into the site to ensure they can save data.
- Help students locate the Education and Training section.
- Review the basic features of this tool, including how to access checklists and locate colleges.
- Assist students in identifying information that is most useful to explore in this section.
- Discuss how to use the information displayed to connect with colleges.

Classroom Activity

Connecting Careers to Education

In achieving their career goals, students will have to navigate a great deal of unfamiliar territory, most of which centers around the education and training requirements they need to attain to gain entry into their desired occupation. As such, they will need a fair amount of assistance in exploring their career choices and the education requirements associated with these choices. Fortunately, there are several online systems, including Career Solutions, that identify requirements for occupations, as well as academic institutions that offer programs that can help students meet these requirements. Connecting students with these systems and helping them navigate the tools within them, can help streamline the process and promote informed education decisions. This can be incredibly valuable in removing a common roadblock that students encounter in not knowing where to go next or even where to start looking.

To locate the Education and Training section, review the “How to Use this Tool” section above.

It is recommended that teachers and instructors...

- Discuss the importance of understanding education requirements and locating academic institutions.
- Review the Education and Training section in Career Solutions.
- Identify the purpose of this section as a place to explore education options and resources.
- Provide an opportunity for students to explore this tool in the classroom or at home.
- Encourage students to complete the Connecting Careers to Education sheet (see below).
- Assist students in understanding the benefits and limitations of using the strategies outlined in the worksheet to explore education requirements and academic institutions.

Exploring the Results

The purpose of this activity is to help students become familiar with the process of identifying education requirements and locating academic institutions that can help them achieve these requirements. Upon completion of the worksheet, they will have had the opportunity to compare requirements for various occupations and explore options for meeting these requirements. Ultimately, their efforts will culminate in the selection of at least one potential school that offers programs and degrees related to their chosen occupation. Students will have also reviewed college checklists and assessed their progress in completing the steps needed to prepare for postsecondary education.

The outcome of this activity is likely to be the generation of more questions than answers. As students begin to connect with schools, they will naturally be interested in learning more. At this point, it can be helpful to advise students to visit school websites and make plans to visit schools in person. Another likely outcome can be anxiety as students begin to think through the necessary steps to gain admission to their desired school. It will be important to remind students that is best to focus on one step at a time and tackle small pieces each day/week. Also, sharing resources that can help support them through the process, such as counselors and coaches, can reassure students they are not alone and others are available to help.

Overall, the point of this activity is to help students get started in the career planning process by opening the door to their academic journey. This is a powerful first step that can begin to bring their career goals into focus. Moving from what they need to how to get it can be a significant leap that provides the critical momentum needed to continue to the finish line – employment success!

Connecting Careers to Education

Instructions: Use the information and tools presented in the Education and Training section in Career Solutions to answer the questions below.

Identify the What and Where – *What education do you need and where can you get it?*

Before you begin exploring education options, it can be helpful to get a sense of the type of education you will need for your chosen career path. Once you know what you will need, you can begin the process of locating appropriate academic institutions. The questions below will help you work through these steps.

1. Visit your occupation library and review the education requirements for your top career three career choices. Complete the table below. List the occupation titles in the top row. (**Helpful Tip:** Education information is displayed within each occupation profile.)

Education/Training Requirements	Occupation 1	Occupation 2	Occupation 3
Most Common Degree Requirement			
Most Common Certificate Requirement			
Most Common Training Program			
Typical Amount of Work Experience			

- Review the table above. Which of the three career choices seems most appealing, now that you have the education and training requirements listed? Why?
- Choose one of the three occupations that you explored above. Use the College Finder in Career Solutions to find three academic institutions you might like to attend that fit the education requirements for the occupation. Complete the table below. (**Helpful Tip:** Using the program and degree filters will help focus the list on institutions that meet minimum requirements.)

Occupation Title:		Degree:	
Program:		Certificate:	
	Academic Institution 1	Academic Institution 2	Academic Institution 3
Number of Students Enrolled			
Number of Degree Programs			
Location (city, suburb, rural, etc.)			
Tuition			

- Review the table above. Which of these three academic institutions would you be most likely to choose? Why?
- What other factors might you want to consider before making a final decision about a school?

Identify the How – How will you achieve your education goals?

Exploring education options and navigating the application and funding process can be somewhat challenging. To help you keep focused and on track, there are checklists available in Career Solutions. Take time to review these checklists and answer the questions below.

- Review the check list for All Years, as well as the checklist for your current year. How many of the items on the All Years list have you completed? How many for your current year list?

2. Did you encounter any items that you have questions about? Where might you go to get additional information or assistance?
3. What important deadlines are coming up? What might you need to focus on now to be sure you're ready for the next step or submission date?
4. Review the checklist for next year. What would you consider as the top three tasks that you need to complete that year? If there is not a list for the next year, look ahead and generate these items on your own.

Broadening Your Scope – *What other types education programs might you be interested in?*

Identifying the type of education that you will need and where you will get it is one way of selecting an academic institution. Another method is to explore programs of study that fit your interests and determine which institutions offer these programs. This approach often works best if you are struggling with an occupation choice and would prefer to study within a particular field before making a career choice. The questions below will walk you through this process.

1. Use the [New Mexico Career Cluster Guide](#) to select a career cluster and pathway the fits your work interests. List your selected cluster and pathway below. (**Helpful Tip:** *Your work interests were identified using the Work Interests Assessment in Career Solutions and should be saved in the system.*)
2. Use the Program Finder in Career Solutions to select your cluster and pathway. Once these have been selected, choose a program that you think would be a good fit. List your chosen program below.
3. What are some occupations associated with this program of study?
4. What academic institutions offer this program of study?
5. Does this approach to exploring education options and careers work better for you? Why or why not?

Next Steps

At the end of the lesson, take a moment to review and assess the learning objectives. Engage students in a brief discussion of the learning opportunities that were made available in the classroom.

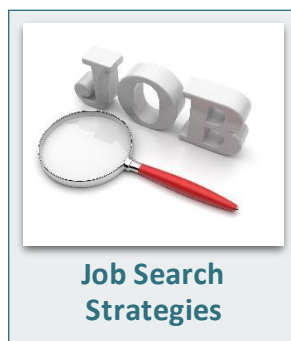
In this lesson, students were provided the opportunity to...

- Discuss the components of an effective career plan.
- Identify the benefits of exploring postsecondary education options.
- Examine the education requirements for their selected career(s).
- Evaluate potential education institutions that align with their career goals.

After providing a brief overview, encourage students to...

- Continue their reflection on the career planning process.
- Connect with potential academic institutions to get additional information.
- Explore resources that can help them navigate entry into postsecondary opportunities.
- Prepare for future planning activities that can help outline their career pathway.

Components of an Effective Career Plan



Additional Resources



Additional national and state-based resources supporting career exploration activities are provided on the next three pages.



O*NET Online

onetonline.org



O*NET Resource Center

onetcenter.org



My Next Move

mynextmove.org



CareerOneStop

careeronestop.org



**Occupational Outlook
Handbook**

bls.gov/ooh/



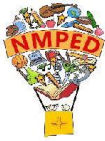
**Bureau of Labor Statistics
Career Clusters**

bls.gov/careeroutlook/2015/article/career-clusters.htm



**National Career Clusters
Framework**

careertech.org/career-clusters



New Mexico Career Awareness Websites and Resources



Career Resources



The New Mexico Department of Workforce Solutions strives to be a gateway to employment. This site presents links to multiple resources, including: career systems, planning tools, education options, and more.



Career Solutions is an online career exploration and planning website for youth and young adults. The website provides access to interactive tools that assist individuals in exploring careers and planning their future.



The New Mexico Workforce Connection Online System is New Mexico's official online portal to virtual job matching services, employment resources, the Unemployment Insurance System, labor market information, and more.

Career Guides



The New Mexico Career Clusters Guide is designed to be a tool for planning and preparing for a career. It provides a structure for selecting careers based on linking personal attributes to occupations and training requirements.



The New Mexico Career Guide is an all-in-one job seeker resource. It includes sections on career exploration, planning, experiences, education, the job search, and school listings.

Labor Market Tools



New Mexico Career Pathways displays regional labor market information for school districts organized around the National Career Clusters Framework. The site includes interactive tools, regional reports, podcasts, and more.



The New Mexico Department of Workforce Solutions site offers a Labor Market menu. This menu presents links to data, statistics, dashboards, resources, and publications related to labor market information.

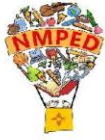


LASER is a comprehensive labor market information system. Several search tools and functions are available that allow current and historic labor market data to be customized to meet individual needs.

Plans and Pathways



The Next Step Plan is a personal, written plan developed by each student at the end of grades 8-11 and during grade 12. The purpose of the plan is to target students' postsecondary interests and outline studies for high school.



New Mexico Career Awareness Websites and Resources



Work-Based Learning Experiences



The New Mexico Internships / Student Work site connects individuals to practical work experiences in their local community. Helpful guides and information pages are available to explain and direct the process.



The Career Technical Leadership Project (CTLP) manages organizations that engage students in career and technical education activities as an integral part of the instruction program to meet the needs of a well-trained workforce.



The New Mexico Agricultural Education & FFA Association provides opportunities for leadership, personal growth and career success through agricultural education.



Educators Rising cultivates highly skilled educators by guiding young people on the path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.



SkillsUSA is a partnership of students, teachers & industry working together to ensure America has a skilled workforce. Its framework supports personal, workplace, and technical skills grounded in academics..

Work-Based Learning Experiences



The Technology Student Association (TSA) is a national student organization devoted exclusively to the needs of students engaged in science, technology, engineering and mathematics (STEM).

Postsecondary Education



The purpose of this guide is to display information related to New Mexico's higher education institutions, including: institution facts, contact information, admission requirements, and location map.



The New Mexico Educational Assistance Foundation provides resources for financial planning to fund higher education. This site presents several tools and information pages related to funding higher education.

For additional information,
please visit:

NMPED
College and Career Readiness Bureau
webnew.ped.state.nm.us/bureaus/college-career-readiness