What it Takes to be a Successful Analyst

Table of Contents

Module 1: What it Takes to be a Successful Analyst	1
What Do I Need To Know About State Government	3
What Do Successful Analysts Have In Common	5
How To Find A Career That's Right For You	6
Examples of Analytical Work	7
How to Become an Analyst	8
Analyst Classifications in State Service	9

WHAT DO I NEED TO KNOW ABOUT STATE GOVERNMENT

In any position in state government, it is important to have a grasp of the scope of authority of state government in general, the responsibilities of each branch of government, and how the executive branch, under which state agencies operate, is organized.

Go Back to Table of Contents

Our government is made up of different agencies, and each agency has different jurisdictional areas

California State Agencies, Departments, Boards, and Commissions

Constitutional Officers

California State Government Organization Chart (Executive Branch).

In general, every state agency, department, branch, bureau, and commission (to name a few of the most common organization titles) has a set of laws referred to as “enabling authority” which establish the mission and purpose of that organization. In addition, every state organization follows the laws contained in the Government Code for hiring decisions, rules on how to hold meetings, the public records act, and a variety of other operating requirements.

The following video from the California Channel and Legischool Project is a suggested resource that will help explain what government does and how the system works.
Link to access video Checks and Balances: The Three Branches of State Government

Go Back to Table of Contents

WHAT DO SUCCESSFUL ANALYSTS HAVE IN COMMON

The work of an analyst does not come with a road map. Analysts in California state government perform a variety of duties depending on the department and the program responsibilities. Your job experience and scope of duties determine the level of responsibility and independence expected of you on the job. You may be working in areas where the problems are not well defined or where solutions require new or inventive approaches (and it is your responsibility to define the problem and identify and recommend the solutions).

Analytical work, in addition to the performance of staff work, involves substantial responsibility for:

- problem definition
- developing a unique project plan,
- identifying alternative solutions,
- implementing the desired course of action
- monitoring results.

For example, as a beginning analyst, you may conduct research and identify every approach in existence to address a particular problem. As a more advanced analyst, you might propose new solutions, assess the costs and impacts of implementing that proposal, prepare budget documents to support it, and identify staffing needs.

In sum, good analysts are able to handle, and even thrive in, an environment where change is a constant and ambiguity is a given. Succeeding as an analyst means you continuously learn new subjects and demonstrate your willingness to take on progressively more complicated problems and propose effective solutions. That challenge is what makes analyst jobs attractive, whether you are already a state employee or looking at an analyst position as your first job into state service.

Entry into this series requires that you exercise flexibility and be willing to learn and become familiar with other functions with the organization and control agencies. Most importantly, State Service is a public service conducted with honesty, ethics, and integrity every day.

Go Back to Table of Contents

HOW TO FIND A CAREER THAT'S RIGHT FOR YOU

If you have wondered if an analyst job is the right fit for you, the Federal Government's Occupational Information Network (O*NET) is a data base that describes hundreds of job occupations and is a wonderful resource to help you map to job occupations that may interest you. When you click onto the self-assessment link,

1. go to the Interest Profiler Instrument (this may take you to a registration page)
2. scroll to the bottom and
3. Click onto the Interest Profile Instrument link.
4. After you are done, taking the assessment the second part is matching your interests to an occupation.
5. You will need to go back to the main page where you found the Interest Profile link,
6. and click onto O*NET Occupations Master List. This manual will give you a list of careers that match your interest.

Here is a link to access the self- assessments. O*NET Resource Center, Interest Profiler

To find out what state civil service job classifications you qualify for with a Bachelor's Degree or particular major, go to Job Classifications Matched to Bachelor Degrees and Majors

.

Go Back to Table of Contents

Examples of Analytical Work
• Conducting or coordinating a project to provide a recommendation for management review on a program policy by researching options (For example, reviewing how similar programs operate in other states), and the feasibility in California.
• Providing total (fiscal, organization, staffing, conformance with policy, etc.) program evaluation or audits for a geographic area of the State, a particular statewide program area, and/or grants projects or contracts.
• Proposing and assessing new program models, systems or evaluation tools, or as pilot projects with intent to use on a statewide basis.
• Reviewing new legislation or analyzing proposed law changes and describing the costs and impacts of implementing the legislation on the department
• Researching or developing program analysis methods, management information systems, and planning systems.
• Evaluating a total program area in a major staff services function for a small State department or an organizational or geographical segment of a large State department.

Go Back to Table of Contents

HOW TO BECOME AN ANALYST

A good place to start is reviewing the online guide on becoming an analyst Become an Analyst for the State of California. In this guide, you will see suggested competencies, an Individual Development Plan (IDP), and a self-assessment. As you go through the guide, discuss any questions or concerns you have about becoming an analyst with your supervisor or mentor. You can either complete this assessment on your own or meet with your supervisor, mentor, or someone you trust.

If you are currently working for the State of California, but not in an analyst position, you may be able to transfer into an analyst position. You may also have to take and pass the Staff Services Analyst (SSA) transfer exam. Each department is responsible for giving their own transfer exam to their employees. Please work with staff in your department's personnel office for help to determine what you need to do to meet the requirements to be eligible for appointment to an analyst position.

If you are not currently working for the State of California, you will need to take an open exam to establish your eligibility for appointment to an analyst class. Open examinations for the classifications of SSA and Associate Governmental Program Analyst (AGPA) are currently available on-line for people who are not currently state employees as well as current state employees. The State Personnel Board website has additional information on The State Hiring Process.

Once you obtain your civil service exam test results (i.e., score), then look at the job vacancy listings for analyst classifications with various departments that interest you. Follow the instructions for applying and apply separately to every state department vacancy in which you are interested, department processes may vary.

Go Back to Table of Contents

ANALYST CLASSIFICATIONS IN STATE SERVICE

Below are four analyst job classification specifications (known as “class specs”) that are commonly used in State service. While every job in state government has its own job description, the class spec is the more general list of job activities shared by everyone in those jobs. The SSA is an entry-level analyst classification. An entry-level classification is a “learning” level. New employees will not expect to be able to work independently at first, but they can expect to learn the intricacies of their jobs and become independent workers. Associate level classifications are full journey level, employees must work much more independently, and their duties are typically more complex than at the entry level.

In sum, every classification in California civil service has a classification specification that contains the classification concepts, required knowledge, skills, abilities, and minimum requirements for appointment and resides under the State Personnel Board (SPB) Class Specification Search. Read each class specification to see what minimum qualifications you need in order to qualify to take a civil service exam. You must obtain a passing score and be reachable on a list in order to be eligible for Vacant Positions.

Staff Services Analyst (SSA)

↓

SSA On-line Exam

Associate Government Program Analyst (AGPA)
Associate Budget Analyst (ABA)
Associate Personnel Analyst (APA)

↓

AGPA On-line exam

Go Back to Table of Contents

What Kinds of Analyst Jobs Are Out There?

Table of Contents

Module 2: What Kinds of Analyst Jobs are out There?	1
What Kinds Of Analyst Jobs Are Out There	3
Operations	3
Technical Jobs	8
References	9
Resources	10

WHAT KINDS OF ANALYST JOBS ARE OUT THERE

Very generally, analyst jobs fall into two categories: jobs that relate to the day-to-day operations and administration of state government and "program" jobs that are devoted to a particular specialized subject area, such as health care, the environment, and business and professional regulation.

Operations:
Each department conducts day-to-day operations overseen by Control agencies. These are State agencies charged with coordinating the administration of the state as a whole, by law, regulation, or policy. Control agencies include:

- Department of Finance (DOF) which oversees the annual state budget,
- Department of General Services (DGS),
- Department of Personnel Administration (DPA)
- State Personnel Board (SPB),
- State Controller's Office (SCO),
- California Technology Agency.

Every department to some extent has an operations group, often called an Administration Division. Analysts are needed to support a department's mission by ensuring Financial Management, Business Services, and Human Resource needs are met. Each of these occupational fields represents expertise provided by staff performing either a broad range of duties or more specialized duties depending on the organizational structure of the department.

Back to Table of Contents

Financial Management The California Constitution requires that the Governor submit an annual budget to the Legislature on January10th. The DOF serves as the Governor's chief fiscal policy advisor and promotes responsible resource allocation through the state's annual financial plan. The DOF provides instructions and guidelines to state departments and agencies. State departments and agencies submit their budget proposals to DOF.

Analysts working in a budget office perform duties that include:

- Analysis, review, and reconciliation of budget data from the DOF
- position control (tracking)
- program analysis
- liaison with other organizations

Here are a few analyst classifications that are specific to Financial Management.

Note: Staff Services Analyst is often the entry-level position for an Associate Budget Analyst.

ASSOCIATE BUDGET ANALYST

ACCOUNTING ANALYST

ASSOCIATE ACCOUNTING ANALYST

Business Services

DGS serves as the business manager for the State of California providing services to state agencies and departments. Some of the services include:

- telecommunications,
- real estate,
- fleet management,
- procurement,
- public school construction,
- publishing,
- Business planning.

An analyst working in business services office might work in any of those subject areas, or all of them depending on the size of the department. Here are some analyst classifications that are specific to departments and certain programs.

BUSINESS SERVICE ASSISTANT

BUSINESS SERVICE OFFICER

ASSOCIATE BUSINESS MANAGEMENT ANALYST

Note: Some Business Services Offices may also use SSA and AGPA classifications to perform these duties.

Human Resources (HR)

Departmental HR offices work under delegated authority from both DPA and the SPB.

DPA represents the Governor as the "employer" in all matters pertaining to California State personnel employer-employee relations (non-merit issues). DPA is responsible for issues related to employee salaries and benefits, job classifications, and training.

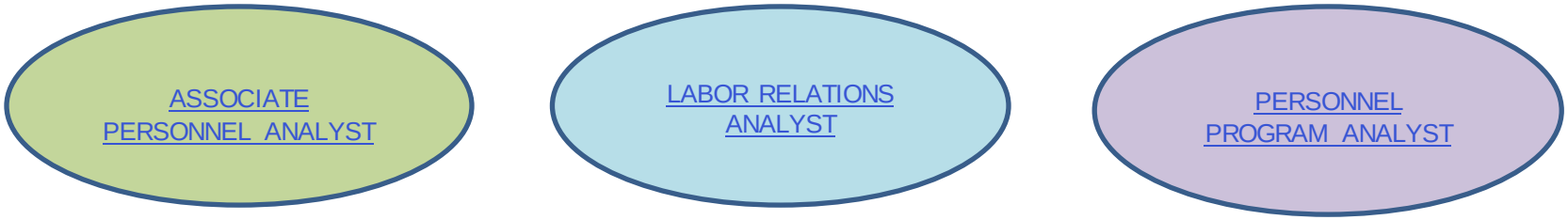
A five-member Board appointed by the Governor and established by the State Constitution leads the SPB . The SPB is responsible for administering the civil service system by establishing the standards for civil service examinations and for employee disciplinary matters, among other things (merit issues).

Analysts in a departmental HR office perform a variety of duties associated with:

- Classification and Pay,
- Recruitment and Selection,
- Labor Relations,
- Workforce Planning,
- Benefits Administration,
- Payroll and Personnel Transactions,
- Worker's Compensation,
- Training.

Here are a few analyst positions that are specific to HR programs.

Note: SSA is often the entry level for an Associate Personnel Analyst, Labor Relations Analyst, and a Personnel Program Analyst.



In addition to the Administration Division, most departments have a legislative office that is responsible for monitoring, reviewing, and making recommendations on proposed legislation that have direct impact on departments or the public. Typically, you will find SSA and AGPA classifications in these offices. Most departments also have an Information Technology division and may use analysts to identify needs for new products and applications, and to assess the costs and management of IT resources.

Back to Table of Contents

Technical Jobs:

If you search under the term "analyst" in the DPA list of Class Specifications (Other Analyst Classifications), you will find that many analyst positions directly support specialized subject areas. The broad range of potential duties and exposure to many facets of government make analyst classes highly desirable. If you are not sure which analyst job you are interested in, you might find a department whose mission interests you (California State Agencies, Departments, Boards and Commissions.) You will find there are many opportunities to serve the public as an analyst working for the State of California.

The following steps will assist you if you would like to see job descriptions for a certain analyst classification:

1. type in the analyst position that you're interested in into the job title box,
2. Click on the "find positions" icon.

You can use the classification titles listed above (i.e. Labor Relations Analyst, Associate Budget Analyst) or department specific analyst job classifications (i.e. Assistant Risk Analyst, Energy Analyst) as examples to search. Search for Analyst Job Descriptions

Back to Table of Contents

REFERENCES

California State Constitution contains the basic structure of our state government and includes particular provisions applicable to some state agencies, including the SPB.

California Government Code covers various subjects applicable to all state agencies, like the Tort Claims Act, the Open Meetings Act, the Public Records Act, and the Administrative Procedures Act along with the enabling authority for many state agencies including the Department of Finance, the Department of General Services, the State Personnel Board, and the Department of Personnel Administration.

California Code of Regulations (CCR) is the accumulation of published regulations. Every state agency has some authority to adopt its own laws and guidelines, which have the same force and effect as provisions of the California Codes so long as the departments follow the correct process in creating the regulations.

State Administrative Manual (SAM) is a reference source for statewide policies, procedures, regulations and information developed and issued by authoring agencies such as the Governor's Office, DGS, DOF, and DPA and relating to the internal operation of state government. In order to provide a uniform approach to statewide management policy, the contents have the approval of and are published by the authority of the DOF Director and the DGS Director.

California State Government Organizational Chart (Executive Branch)
Familiarize yourself with your department's organization chart and the Executive Branch's organization chart. Doing this will provide a better understanding of where each department and division fits within your department and within state government as a whole.

Back to Table of Contents

RESOURCES

Links

State of California Website You can access all state Agencies on this website. We encourage you to look at Agencies that you are interested in working for. You can review their mission, organization, budget, and accomplishments before you look for a job or go for your interview.

Governor's California Budget

Resources available at the California State Library

- Government Resources
- Government and Public Policy
- Government Links

Citizen's Guide to the Legislative Process. Learn more about California's political process and how you can participate.

Videos

Check out the video from the California Channel and Legischool Project explaining

Link to access video How a Bill Becomes Law.

Training

Statewide Training Resources

Back to Table of Contents

Become an Analyst for the State of California

A guide to help you develop your analyst skills

Department of Personnel Administration

HR Modernization Project

We thank these contributors:

California Department of Education

Board of Equalization

County of Santa Barbara

Contents

Getting started 1

If you're thinking about becoming an analyst 1

How do I use this guide? 1

For supervisors 1

Use the employee's self-assessment 1

Tailor training to meet the employee's needs 2

Self-assessment 3

Competencies 3

Analytical Thinking 4

Customer Focus 5

Oral Communication Skills 6

Written Communication Skills 7

Interpersonal Skills 8

Organizational Awareness 9

Personal and Professional Development 10

After you take the self-assessment, it's time to talk 11

Training 12

Choose the right course 12

Beyond formal training 12

For more information 12

Training providers 12

Training curriculum by competency 14

Analytical Thinking 14

Customer Focus 18

Oral Communication 19

Written Communications 21

Interpersonal Skills 24

Organizational Awareness 26
Professional and Personal Development: Learning 27
Sample IDP and Performance Appraisal Summary (STD 637) 30
Guidance for supervisors 32
How do I develop a good IDP? 32
Gauge the amount of guidance an employee needs 32
Talk with the employee 32
Refer to the IDP regularly 32
Evaluate performance every year 32
How can I help employees develop professionally? 32
Coach and mentor employees 32
Encourage self-development 33
Talk about training courses before and after 33
Be a good role model 33
Build the employee's relationships 33
Resources to help you give useful performance feedback 33
Guidance for employees 35
How can the IDP help me become an analyst? 35
Identify the gap 35
Set your objectives 35
Make a plan 35
How can I achieve my objectives? 35
Develop yourself through training 35
Stay motivated and keep going! 36
Sample upward mobility plan 37
Notes 41

Getting started

If you're thinking about becoming an analyst

This guide will help you:

- Assess yourself
- Identify the knowledge, skills, abilities, and personal characteristics (competencies) needed to become an analyst
- Identify training to help you develop these competencies
- Discuss your current job performance and upward mobility with your manager
- Develop your career plan to become an analyst

How do I use this guide?

- Start by talking to your supervisor. Work together to fill out the self-assessment.
- Then work with your supervisor to identify the training you need.

For supervisors

Supervisors can use this guide to develop a career plan with the employee. We recommend you help the employee develop in ways that support your department's strategic goals.

You'll find detailed advice on page 32.

Use the employee's self-assessment

We recommend you and your employee complete the assessment separately and then meet to discuss one another's perspectives. The self-assessment helps you discuss:

- Career development plans
- Upward mobility plans
- The individual development plan and the performance appraisal summary (STD 637) - PDF. (This form, completed annually, is the primary method for evaluating the skill levels of BU 4 employees.)

Also see the guidance at the end of this guide.

Tailor training to meet the employee's needs

Employees have different training needs, depending on their existing skills, knowledge, attitudes, experiences, responsibilities, and assignments. They have different learning patterns and respond to different types of teaching. No single type of training will work well for everyone preparing to become an analyst.

Self-assessment

The self-assessment helps

- clarify what's important in your current job,
- identify performance gaps, and
- show you where you need to develop.

We recommend you and your supervisor complete this form separately and then meet to discuss your perspectives. Work together to develop an individual development plan or upward mobility plan. You'll find samples on page 30 (Sample IDP) and page 37 (sample upward mobility plan).

Use these scales as you take the self-assessment:

- **Importance to current job:** Critical, medium, or low.
- **Needs more development:** High need for training and development, refresher needed, or leave blank if training and development aren't needed.

Competencies

This comprehensive self-evaluation identifies competencies you'll need to become an analyst. You'll assess yourself in these key competencies:

- Analytical Thinking
- Customer Focus
- Oral Communication
- Written Communication
- Interpersonal Skills
- Organizational Awareness
- Professional And Personal Development

For each competency, we identify performance expectations. The expectations apply to anyone wanting to become a State analyst. Specifically, they're consistent with the job expectations negotiated for all employees of Bargaining Unit 4 (BU 4) and Bargaining Unit 1 (BU 1).

For more on competencies, see the Competency Dictionary (http://www.dpa.ca.gov/hr-mod/competency-dictionary.htm).

Analytical Thinking

	Importance to Current Job	Needs More Development
Develops and evaluates logical alternatives to solve routine problems.		
Analyzes data, discriminates between relevant and irrelevant data, and present ideas and information effectively.		
Reads routine correspondence or materials, simple charts, tables, graphs, and diagrams. Applies information to complete routine or simple tasks.		
Visually organizes information to get a point across; determine the best way to effectively present data so it will be understood.		
Gathers information from one or two sources identified by others.		
Organizes and maintains routine information using clearly outlined guidelines.		
Follows up with staff work that is complete and ready for an appropriate decision.		

Customer Focus

	Importance to Current Job	Needs More Development
Identifies customers and clients (internal and external) to identify what they want and to develop staff work tailored to meet their needs.		
Clarifies customer and client needs and resolves conflicts in priorities where they occur.		
Establishes and maintains rapport with customers and clients and lets them know he/she is willing to work with them to meet their needs.		
Solves customer problems quickly and effectively.		
Finds ways to measure and track customer satisfaction.		

Oral Communication Skills

	Importance to Current Job	Needs More Development
Organizes thoughts and ideas into a cogent and logical presentation.		
Ensures that others involved in a project or effort, including the manager, is kept informed about progress and problems.		
Consults with and advises administrators or other interested parties on a wide variety of subject-matter areas.		
Listens to others and responds appropriately.		
Presents ideas and information effectively.		
Facilitates productive meetings.		

Written Communication Skills

	Importance to Current Job	Needs More Development
Effectively communicates the results of his/her work to others.		
Presents a logical, objective, and well-considered line of thought.		
Meets agency or departmental standards for grammar, punctuation, and spelling.		
Composes documents or correspondence involving simple or routine information.		
Revises and edits his/her own work and seek help when necessary.		
Writes for tone, brevity, and effectiveness and proofreads own work.		
Avoids the use of jargon and bureaucratic terminology.		

Interpersonal Skills

	Importance to Current Job	Needs More Development
Gains and maintains the confidence and cooperation of management, other employees, customers, or others contacted during the course of work.		
Remains courteous when discussing information or eliciting non-sensitive or noncontroversial information from people who are willing to give it.		
Effectively handles situations involving little or no tension, discomfort, hostility, or distress.		
Anticipates how others will react to a situation.		

Organizational Awareness

	Importance to Current Job	Needs More Development
Understands principles, practices, and trends of public and business administration, management, and supportive staff services such as: Budgeting Personnel Management analysis Contracting		
Understands governmental functions and organization.		
Keeps current with issues which may have a future impact on the mission of the organization.		
Understands and effectively works within the organization's structure and policies.		

Personal and Professional Development

	Importance to Current Job	Needs More Development
Identifies with his/her supervisor areas where training may improve performance and enhance career goals.		
Maintains an open feedback loop with his/her supervisor regarding performance goals.		
Builds on strengths and addresses weaknesses.		
Seeks out new learning experiences and opportunities to master new knowledge. Takes advantage of professional development opportunities.		
Develops an Individual Development Plan as a follow-up to the performance evaluation process.		

After you take the self-assessment, it's time to talk

Talk with your supervisor about the areas critical to your current job that also show a high need for training and development. Make these your immediate training priorities, since they help improve current performance as well as help prepare you for an analyst position.

Work together to develop an individual development plan or upward mobility plan. You'll find samples on page 30 (Sample IDP) and page 37 (sample upward mobility plan).

Training

Choose the right course

For each competency, we list courses that will help develop that competency.

We recommend you look for courses that assess knowledge and skills before and after training. That kind of assessment ensures the course is effective and that the skills are put to use back on the job.

You can take many courses over the Web. The California Virtual Campus can help you find online courses in several subject areas (http://www.cvc.edu).

We encourage all State employees to enhance their skill sets and career opportunities. However, time and monetary reimbursement depend on your department's operation needs and funding, and on your bargaining unit contract.

Beyond formal training

You can also develop your analyst competencies through:

- Apprenticeships
- Communities of practice
- Expert interviews
- Internships
- Job aids
- Job shadowing
- Mentoring
- Storytelling
- Structured on-the-job training

For more information

Please contact

- Jodi Traversaro (916) 324-3860 or joditraversaro@dpa.ca.gov or
- Joan Strohauer (916) 558-1812 or joanstrohauer@dpa.ca.gov

Training providers

We list only a few training providers here. Other departments, colleges, and training providers may offer the same or equivalent courses.

We recommend each department supplement this list by adding internal classes and other training providers. For departments that print this handbook, we've left space to add more providers and courses.

Cooperative Personnel Services (CPS)
Attn: Training Center
241 Lathrop Way
Sacramento, CA 95815
(916) 263-3614 Option 3
TrainingCenter@cps.ca.gov

California State University, Sacramento/College of Continuing Education (CSUS/CCE)
3000 State University Drive East
Sacramento, CA 95819-6103
Phone: (916) 278-4433; (800) 858-7743
http://www.cce.csus.edu/

Department of Technology Services (DTS)
P.O. Box 1810
Rancho Cordova, CA
95741-1810
(916) 464-7547
www.dts.ca.gov/training

State Personnel Board (SPB)
801 Capitol Mall
Sacramento, CA 95814
(916) 653-1705
http://www.spb.ca.gov

University California of Davis Extension (UCD)
1333 Research Park Drive
Davis, CA 95618
(800) 752-0881
(530) 757-8777
http://extension.ucdavis.edu/index.asp

Los Rios Community College District, Government Training Academy (LRCCD/GTA)
1410 Ethan Way
Sacramento, California 95825-2205
(916) 563-3230
http://www.trainingsource.losrios.edu/

Training curriculum by competency

Analytical Thinking

Definition: Approaching a problem using a logical, systematic, sequential approach; conducts completed staff work

Expectations

- Develop and evaluate logical alternatives to solve routine problems.
- Analyze data; discriminate between relevant and irrelevant data, and present ideas and information effectively.
- Read routine correspondence or materials, simple charts, tables, graphs, and diagrams; apply information to complete routine or simple tasks.
- Visually organize information to get a point across; determine the best way to effectively present data so it will be understood.
- Gather information from one or two sources identified by others.
- Organize and maintain routine information using clearly outlined guidelines.
- Follow up with staff work that is complete and ready for an appropriate decision.

Training curriculum

Each course may not meet all expectations listed above.

Communicating with Data helps participants present numerical data to managers, decision makers, or the general public so they can readily understand the data. Participants will learn concepts, conventions, and mechanics behind the effective use of tables, charts, and graphs and practice using them. (CPS, 8 hrs.)

Introduction to Completed Staff Work is about identifying competencies needed for Completed Staff Work (CSW) and becoming familiar with the basics of the seven-step CSW and problem solving models. This is accomplished through instruction and individual and group practice on problems and scenarios presented by the instructor. It may be considered an upward mobility course to provide employees with an opportunity to prepare for more challenging positions. (SPB, 8 hrs.)

Completed Staff Work will prepare participants to effectively recommend solutions to management problems. The process results in a product that will require only the manager's signature to implement recommendations. Identify barriers/problems that may be encountered in doing staff work and alternative

solutions to overcoming those barriers, identify factors to consider when preparing a recommendation, demonstrate a seven-step approach in analyzing a practical, work-related case, and prepare written recommendation using the "action memo" format. (CPS, 16 hrs.)

Completed Staff Work is designed to provide participants with a thorough understanding of the concepts of Completed Staff Work (CSW) and an opportunity to experience working on analytical problems individually and in teams using the seven-step CSW model. It is designed to provide participants with practice on creating evaluation criteria, analyzing and evaluating alternatives, and preparing recommendations for implementation based on generally accepted standards for government agencies. (SPB, 16 hrs.)

Introduction to Analytical Staff Work helps participants understand the role of the analyst and the basic skills required. Participants will have the opportunity to perform assignments typical to government analysts, assess interest and skill level in performing analytical work, and build knowledge and confidence to advance within government services. Learners will be able to list the seven steps of systematic analysis, apply spreadsheet methodology, design data collection survey, and recognize different data and their application and report formats. (CPS, 16 hrs.)

Overview of Analytical Skills will provide an overview of the fundamental skills and competencies necessary for success as an analyst. (CSUS/CCE, 4 hrs.)

Introduction to Analytical Skills will help you understand the role of the analyst and the basic skills required. It will also give you an opportunity practice assignments often given to State analysts. You will also be able to assess your interest and skill level in performing analytical work. Participants will recognize various types of data, diagnose issues through data analysis, understand the dynamics, recognize commonly used report formats, and use systematic analytical strategies. (SPB, 16 hrs.)

Developing Analytical Skills provides participants with hands-on experience performing analytical work, including: project work plans, gathering and analyzing data, preparing an issue paper and making an oral presentation of findings and recommendations. (CPS, 40 hrs.)

Fundamentals of Business Analysis - Develop the knowledge and skills you need to succeed as a business analyst and enhance your ability to create solutions to business problems. Explore the fundamentals of business analysis using the International Institute of Business Analysis's(R) (IIBA(R)) Business Analysis Body of Knowledge (BABOK(R)). Learn the techniques, methodologies and core competencies required of effective business analysts. Explore best practices,

strategies, needs and opportunities, system requirements, and the implementation and operational support of business solutions. (UCD, online.)

Introduction to Critical Thinking covers concepts and methods central to sound critical thinking. It provides skills useful to pre-analysts during problem identification, identifying and evaluating alternatives, and other steps in the problem solving process. (CPS, 16 hrs.)

Critical Thinking is designed to help participants learn how to apply critical thinking principles to address day-to-day problems with an easy to use problem solving process. This is an experiential course. Includes activities with case studies, scenarios, problem solving and exercises to practice using new skills. (DTS, 8 hrs.)

Critical Thinking Skills will provide participants with the definitions and various components that contribute to problem solving, creative solutions, and logical argument. This hands-on approach addresses the processes and applications of the critical thinking skills required in a professional environment. (CSUS/CCE, 16 hrs.)

Critical Thinking Skills provides participants with information and methods to help analyze policies, evaluate documents, filter information, and solve problems. Participants will be able to analyze various situations, identify central issues in a complex document, identity valid sources of information and expertise, solve problems systematically, understand and explain the dimensions of a problem, and apply critical thinking model to a realistic organization problem. (SPB, 8 hrs.)

Productive Thinking Workshop will introduce you to the essential principles of a new and powerful thinking methodology. You will understand the keys to unlock your natural productive intelligence and unblock your thinking. You'll learn and apply the skills you need to develop your untapped thinking capacity to solve problems, discover opportunities, and implement solutions. Learn to recognize and overcome the three most common barriers to thinking more productively and how to break the unproductive thinking patterns holding you back. (CPS, 8 hrs.)

Introduction to Project Planning for Pre-Analysts - As the world of work becomes more collaborative; employees in state government are increasingly involved as team leaders and members for projects large and small. In order to advance to the role of analyst, one must develop good team membership and leadership skills. The most effective way to ensure the success of any project, whether simple or complex is to plan it well at the outset. In this highly interactive course, you will also receive a comprehensive set of tools to aid in project planning. This step-by-step course introduces a logical, powerful, and integrated project planning methodology to participants who have no project management experience. (SPB, 8 hrs.)

Problem Solving and Decision Making provides realistic experiences that allow you to integrate and apply skills in group planning, problem solving, decision making, and facilitating positive group behaviors and processes. Participants will learn to define a problem, write a clear problem statement, distinguish between terms, utilize consensus-seeking techniques, use basic data collection tools and techniques, develop an action plan and use basic project scheduling and monitoring tools and techniques, describe a process for making ethical decisions, present four effective formats for communicating and selling ideas, and transfer training content and process into the daily work environment. (CPS, 32 hrs.)

Internal classes or classes offered by other providers:

Customer Focus

Definition: Identifying and responding to current and future client needs; providing excellent service to internal and external clients

Expectations

- Identify customers and clients (internal and external) to find out what they want and develop staff work tailored to meet their needs.
- Clarify customer and client underlying needs and resolve conflicts in priorities where they occur.
- Establish and maintain rapport with clients and customers and let them know he/she is willing to work with them to meet their needs.
- Solve customer problems quickly and effectively.
- Find ways to measure and track customer satisfaction.

Training curriculum

Each course may not meet all expectations listed above.

Customer Service Excellence builds people skills and identifies critical issues necessary to improve customer relations. (CPS, 8 hrs.)

Fundamentals of Customer Service teaches participants to define customer service; the role of customer service in business; discusses the types of customers/value of a customer; and the goal of customer service. (This class, as well as other customer service classes, is offered by LRCCD/GTA as custom, in-house courses for any state agency. Prices vary depending on length.)

Internal classes or classes offered by other providers:

Oral Communication

Definition: Listens to others and communicates in an effective manner

Expectations

- Organize thoughts and ideas into a cogent and logical presentation.
- Ensure that others involved in a project or effort, including the manager, is kept informed about progress and problems.
- Consult with and advise administrators or other interested parties on a wide variety of subject-matter areas.
- Listen to others and responds appropriately.
- Present ideas and information effectively.
- Facilitate productive meetings.

Training curriculum

Each course may not meet all expectations listed above.

Communicating Effectively helps participants improve oral communication skills, increase their ability to understand and be understood, and gain more influence. Participants will be able to communicate clearly by using appropriate non-verbal behavior, listen effectively, and assess the effects of different communication styles. (CPS, 8 hrs.)

Effective Communication allows participants to learn highly effective communication skills including how to convey information so that the listener clearly understands; allow the listener to make informed choices; show empathy in situation requiring sensitivity; confront in a professional manner when necessary. This is a highly interactive course with activities that include challenging scenarios, problem solving and exercises to practice using the new skills, and in-depth discussions in breakout groups to develop and articulate understanding of concepts. (DTS, 8 hrs.)

Enhancing Communication in the Workplace allows participants to identify personal characteristics of the people they work well with and identify those styles that cause them confusion and difficulty. Participants will discover four primary communication behavioral styles used by individuals in the workplace and explore their own style preferences. Helpful suggestions are provided to manage diverse style and talents and to create a more inclusive workforce. (SPB, 8 hrs.)

Effective Listening helps participants pay better attention to communication and retain more information by closing the communication loop, overcoming listening barriers, exercising choices as a listener, listening non-verbally, establishing rapport, and defusing hostility. (CPS, 8 hrs.)

Effective Presentations enables participants to practice techniques, receive special coaching and deliver two presentations in a supportive and encouraging environment. The course focuses on preparation, using audio-visual aids, building confidence, analyzing an audience, establishing rapport, responding to questions, using effective platform techniques, and practicing relaxation. (CPS, 16 hrs.)

Listening Skills will help participants understand why "listening" is critical to the communication process and the most important communication skill to learn; learn how to be an engaged, thoughtful, active listener; enhance understanding of the speaker's message; complete an assessment tool, and develop a personal action plan for enhancing individual listening skills. (DTS, 8 hrs.)

Presentation Skills for Analysts enables participants to apply adult learning principles to presentation preparation and delivery; use methods for engaging an audience and keeping it interested; handle nerves and hostility more effectively; identify and practice verbal and nonverbal elements of effective delivery style; overcome common presentation blunders. (SPB, 16 hrs.)

Conducting Effective Meetings is for team leaders, supervisors, project managers, and anyone else leading meetings at work. Participants will learn how to plan and start meetings, keep things going, clarify roles, facilitate, and work with difficult attendees. This class helps you make good use of meeting time, be clear about how decisions are being made, and leave meetings knowing that time was used well. (CPS, 8 hrs.)

Meetings that Produce Results will give confidence to any person to run a meeting better, whether leading or attending. Participants will learn all the components of a good meeting, how to prepare a meeting contract, how to deal with challenging people, how to build consensus, and how to organize a meeting using a seven-step problem solving process. The practicalities of writing on flip charts and how to deal with panic as an inexperienced facilitator will be covered. (CPS, 16 hrs.)

Internal classes or classes offered by other providers:

Written Communications

Definition: Ability to communicate simple ideas, thoughts and facts in writing; ability to use correct grammar, correct spelling, sentence and document structure, accepted document formatting

Expectations

- Effectively communicate the results of his/her work to others.
- Present a logical, objective and well-considered line of thought.
- Meet agency or departmental standards for grammar, punctuation, and spelling.
- Compose documents or correspondence involving simple or routine information.
- Revise and edit his/her own work and seek help when necessary.
- Write for tone, brevity and effectiveness and proofread one's own work.
- Avoid the use of jargon and bureaucratic terminology.

Training curriculum

Each course may not meet all expectations listed above.

E-Communication Workshop - Most e-mails are sent with little editing or structure, creating confusion and multiple problems. Fortunately or unfortunately, it becomes a permanent record, with your name or department's name attached. This workshop provides tools to help the participant create clear and informative e-messages by improving the planning, writing, and editing processes. (CPS, 8 hrs.)

Grammar – This program will debunk confusing myths about language and give you confidence in your ability to use and explain grammar, punctuation, and usage rules. It will help participants apply contemporary rules for sentence construction, capitalization, writing, usage standards, punctuation, and more. (CPS, 24 hrs.)

Grammar & Punctuation Brush-Up – This program reviews the basics of grammar, with a focus on sentence structure and syntax. As we identify and correct common grammar and punctuation errors, participants will become informed drafters, making changes to their own documents as well as to those of others not because "it sounds better," but because they know the rules. (CPS, 8 hrs.)

Information Mapping is designed to provide the analytical and organizational techniques needed to develop concise, easy to read memos, reports, and other business communications that convey key information clearly and generate expected results. (CPS, 16 hrs.)

Plain Language Writing introduces tips and techniques to improve clarity through

plain English. California State government agencies are mandated by California Government Code section 6219, to "write each document … in plain, straightforward language, avoiding technical terms as much as possible, and using a coherent and easily readable style." Debunk myths surrounding government writing, identify and use plain language, establish criteria for clear writing, edit clarity without compromising accuracy, and recognize and revise bureaucratic style. (CPS, 4 hrs.)

Effective Writing – Administrative writing assists participants to overcome the fear of writing (especially for another's signature), organize thoughts, and communicate using clear concise language. Participants will be able to create business-like and professional documents and identify and edit for clichés, bureaucratic jargon, and wordiness. (CPS, 16 hrs.)

Writing Letters & Memos enables participants to identify reader and writer needs, select an appropriate tone and style for different audiences, get started by overcoming writer's block, edit for clarity and efficiency and design correspondence for visual interest and emphasis. (CPS, 8 hr.)

Writing Style Tips enhances clarity and concision in work documents. Learn to draft readable, professional documents from the bottom up by crafting crisp, clear sentences in plain English. Appropriate for business and technical writers. Solid understanding of grammar recommended. (CPS, 8 hrs.)

Introduction to Writing for Analysts teaches participants how to become more competent and confident writers. Using the WRITE method, the course provides a clear and painless way to prepare, generate ideas, and produce an orderly document. Participants will be able to eliminate jargon, "bureaucratese," and wordiness; utilize plain language; understand and utilize the active voice; write concise, yet complete documents; utilize parallel structure and other consistency tips; employ graphics when and where appropriate; analyze your audience and purpose for writing; organize and edit content for clarity, conciseness, and correctness. (SPB, 8 hrs.)

Writing Skills for Analysts helps make improvement in writing skills using the building blocks for successful report writing. This course teaches report structure and organization, paragraph development, sentence construction, document proofing and editing, and summarizing report findings. Self-assessment of current writing skills gives participants a clear understanding of their skill level and areas for improvement. Descriptions of common analytical writing styles and helpful reference resources are also covered. (CSUS/CCE, 16 hrs.)

Writing Skills for Analysts will help participants analyze writing tasks, determine their audience and purpose, and select the most effective strategy. By examining

the writing process behind the final product, participants will learn how to write more effective, deliberate documents that are clear, coherent, and compelling. (CPS, 8 hrs.)

Internal classes or classes offered by other providers:

Interpersonal Skills

Definition: Extent to which an individual gets along and interacts positively with co-workers; degree and style of understanding and relating to others

Expectations

- Gain and maintain the confidence and cooperation of management, other employees, customers, or others contacted during the course of work.
- Remain courteous when discussing information or eliciting non-sensitive or non-controversial information from people who are willing to give it.
- Effectively handle situations involving little or no tension, discomfort, hostility, or distress.
- Anticipate how others will react to a situation.

Training curriculum

Each course may not meet all expectations listed above.

Conflict Management will provide participants with tools, techniques, and practice in resolving work conflicts involving employees, coworkers, supervisors, or customers. Strategies for win-win outcomes are emphasized in this interactive class, especially ways to guide a conflict from a competitive mode into a collaborative one. Participants will identify the six sources of conflict; name five styles of dealing with conflict; describe personal their own style of dealing with conflict; use each style as appropriate and practice and encourage collaboration to resolve conflict. (CPS, 8 hrs.)

Dealing with Difficult People helps participants deal with challenging personalities in the workplace. Emphasis is on maintaining a professional approach while coping with various problem behaviors, whether it is with customers, co-workers, or even a supervisor. In this very interactive class, participants will recognize specific difficult behaviors and will have guidance for deciding what is appropriate to do about each. Participants will also have the opportunity to discuss the costs of difficult behaviors and what to do about them. Participants will leave this training having options and feeling more in control, rather than feeling frustrated, helpless, or manipulated by difficult people. (CPS, 8 hrs.)

Interpersonal Skills is the foundation of effective relationships at work. With an emphasis on professional and clear communication, this two-day interactive training will help participants improve oral communication skills, increase ability to understand and be understood, and help have more influence. This class provides participants with practice in these skills, and opportunities to discuss and solve actual interpersonal work issues; improve first impression, listening skills, assertive skills, and nonverbal communications. (CPS, 16 hrs.)

Interpersonal Skills for Pre-Analysts prepares the individual for entry to and understanding of the interpersonal side of the analyst's position. It gives participants the opportunity to better understand how they and others take in, process and act upon information. It also provides them with an opportunity to enhance their communication skills. (SPB, 8 hrs.)

Relationship Strategies for the Workplace will increase effectiveness and understanding of others (and yourself) in the workplace. A four-part model is used to explain and interpret human behavior. It is a non-threatening way to present information about personality styles so they can be viewed in a positive light and gives more specific personality information to individuals in order to build strong relationships in the workplace. (CPS, 8 hrs.)

Respect: The Source of Our Strength will help individuals define respect for themselves and respect in the workplace. People are being required to produce results while doing more with less which can lead to increased stress, conflict and tension in the workplace. Combine this with the challenges of a changing and diverse workforce and you have an opportunity for disrespectful, unproductive, and toxic work environments. This workshop will provide the tools to make the necessary changes to contribute to a respectful workplace. (CPS, 8 hrs.)

Internal classes or classes offered by other providers:

Organizational Awareness

Definition: Understand the internal workings, structure, culture of the organization

Expectations

- Understand principles, practices, and trends of public and business administration, management, and supportive staff services such as:
    - Budgeting
    - Personnel
    - Management analysis
    - Contracting
- Understand governmental functions and organization.
- Keep current with issues which may have a future impact on the mission of the organization.
- Understand and effectively work within the organization's structure and policies.

Training curriculum

Each course may not meet all expectations listed above.

Legislative Process helps participants follow the path of a bill from its introduction in the Legislature to its signature by the Governor. It also provides participants with an overview of the legislative branch of California State Government, including: role of the Assembly and Senate, organization of legislative leadership, reading legislative bills, structure of legislative committees, legislative publications, and role of the legislative staff. (CPS, 8 hrs.).

Internal classes or classes offered by other providers:

Professional and Personal Development: Learning

Definition: Desiring and making an effort to acquire new knowledge and skills for work

Expectations

- Identify with his/her supervisor areas where training may improve performance and enhance career goals.
- Maintain an open feedback loop with his/her supervisor regarding performance goals.
- Build on strengths and address weaknesses.
- Seek out new learning experiences and opportunities to master new knowledge. Take advantage of professional development opportunities.
- Develop an Individual Development Plan as a follow-up to the performance evaluation process.

Training curriculum

Each course may not meet all expectations listed above.

Career Development Series: Part 1 Career Match will enable participants to develop a Career Development Plan that outlines internal and external resources available to come to work refreshed, positive, and focused on partnering with the agency in achieving professional goals. Participants will identify issues and trends in the public sector and their impact on your career development; develop a five-year Career Vision outlining what you want your future work life to look like; receive a personalized career inventory based on personality type and career interests and identify influences on career development; identify potential career matches by evaluating results against various industries, agencies, professions and positions within the public sector; outline a Career Development Plan to achieve a Career Vision with strategies to implement back on the job the very next day. (CPS, 8 hrs.)

Career Development Series: Part II Resumes will help you create a market-driven resume. You will learn to identify your professional accomplishments and articulate them in a way that gets people's attention; rework these principles into your own resume; outline the steps necessary for creating an ASCII resume and tips for online posting; draft a reference page that will lead your references and hiring managers to talk about what YOU want them to talk about; learn about cover letter formats that hiring managers love to see. (CPS, 8 hrs.)

Career Development Series: Part III Interviewing – In this course you will get ideas as to how to set yourself apart from the crowd and develop one of the strongest interview strategies; review different interview formats, the advantages and

disadvantages of each and how to best prepare for them; learn what employers are really looking for behind those dreadful behavioral interview questions; outline the do's and don'ts of effective interviewing before, during and after the interview; evaluate the importance of the final transition and its impact on your success in your new position, your previous position or agency, on your overall communications strategy and Career Development Plan. (CPS, 8 hrs.)

Increasing Human Effectiveness is a personal development program that empowers people with tools to break through self-imposed limitations, resulting in greater productivity and a healthier bottom line. It lays the foundation for self-management and personal accountability and focuses on the most significant causal factor that determines purposeful behavior – the personal beliefs and attitudes of people. Participants will learn to accept new ideas; displace non-productive attitudes, habits and beliefs; accept personal responsibility and become a more effective self-manager; overcome fear of failure and become more confident; and motivate yourself and others with dignity. (CPS, 16 hrs.)

Survival Skills for State Employees part 2: Career Management - In this 2-hour webinar, new state employees will gain information on various avenues they can take to advance their career within state service. This module will address state-specific career management terms and strategies such as: Upward Mobility; Job-required, Job-Related and Career Development training classes; career ladders; promotional exams; eligibility lists, lateral transfers; networking for success; career disrupters; working out of class to advance your career; volunteer opportunities; and the importance of IDPs and annual performance reviews. (CPS, 2 hrs. webinar)

Time Management offers practical techniques for accomplishing more in less time. This course will help identify/overcome time wasters; use organizational tools to save time on the job; deal with unexpected visitors; apply time-saving techniques to conquer paper pile-up; better organize the workplace and identify individual creative time and take advantage of it. (CPS, 8 hrs.)

Time Management will help participants learn how to identify goals that are consistent with values and mission; achieve goals by establishing objectives; prioritize activities based upon importance and urgency; engage in long-term and daily planning; set up a tracking system; use an efficient process for organizing and addressing incoming information. (DTS, 8 hrs.)

Time Management – Focus: Achieving Your Highest Priorities helps make improvements in personal or professional productivity by learning to set clear goals and by gaining control of competing demands. Learn how to master the skills of planning weeks; how to clearly define goals; reduce stress; master information management with proven planning system; and how to balance work and life. (CPS, 8 hrs.)

Internal classes or classes offered by other providers:

Sample IDP and Performance Appraisal Summary (STD 637)

STATE OF CALIFORNIA — DEPARTMENT OF PERSONNEL ADMINISTRATION

INDIVIDUAL DEVELOPMENT PLAN

FOR FUTURE JOB PERFORMANCE OF PERMANENT EMPLOYEES

STD. 637 (REV. 7-94)

EMPLOYEE NAME *(Last, First, Middle Initial)*	DATE OF THIS PERFORMANCE DISCUSSION	
CIVIL SERVICE TITLE	POSITION NUMBER	LAST PERFORMANCE DISCUSSION DATE
STATE DEPARTMENT NAME	DEPARTMENT SUBDIVISION	EMPLOYEE'S HEADQUARTERS

PERFORMANCE OBJECTIVES — Goals for further improvements in job performance during the next year in order to meet or exceed standards for the employee's present job or to develop employee skills.	**PLANS FOR ACHIEVING OBJECTIVES** — Specific methods by which the employee can work toward accomplishing his or her performance objectives (in-service training courses, college courses, rotation, special work assignments for training purposes, etc.).

I HAVE PARTICIPATED IN A DISCUSSION OF OVER-ALL JOB PERFORMANCE

EMPLOYEE'S SIGNATURE	DATE SIGNED	SUPERVISOR'S SIGNATURE	DATE SIGNED

(Over)

STATE OF CALIFORNIA — DEPARTMENT OF PERSONNEL ADMINISTRATION

PERFORMANCE APPRAISAL SUMMARY

OF PAST JOB PERFORMANCE OF PERMANENT EMPLOYEES

STD. 637 (REV. 7-94C) (REVERSE)

PERFORMANCE FACTORS	I	M	E*	COMMENTS*
1. **QUALITY OF WORK:** Consider the extent to which completed work is accurate, neat, well-organized, thorough, and effective.				
2. **QUANTITY OF WORK:** Consider the extent to which the amount of work produced compares to quality standards for the job.				
3. **WORK HABITS:** Consider the employee's effectiveness in organizing and using work tools and time, in caring for equipment and materials, in following good practices of vehicle and personal safety, etc.				
4. **RELATIONSHIPS WITH PEOPLE:** Consider the extent to which the employee recognizes the needs and desires of other people, treats others with respect and courtesy, and inspires their respect and confidence, etc.				
5. **TAKING ACTION INDEPENDENTLY:** Consider the extent to which the employee shows initiative in making work improvements, identifying and correcting errors, initiating work activities, etc.				
6. **MEETING WORK COMMITMENTS:** Consider the extent to which the employee completes work assignments, meets deadlines, follows established policies and procedures, etc.				
7. **ANALYZING SITUATIONS AND MATERIALS:** Consider the extent to which the employee applies consistently good judgment in analyzing work situations and materials, and in drawing sound conclusions.				
8. **SUPERVISING THE WORK OF OTHERS:** Consider the employee's effectiveness in planning and controlling work activities, motivating and developing subordinates, improving work methods and results, encouraging and supporting employee suggestions for work improvement, applying policies, selecting and developing subordinates in accordance with State Personnel Board and departmental affirmative action policies.				
9. **PERSONNEL MANAGEMENT PRACTICES:** Consider the extent to which the employee understands and applies good personnel management practices including affirmative action and upward mobility. Does the employee contribute effectively to the implementation of State Personnel Board and departmental equal employment opportunity policies and to the attainment of affirmative action goals?				

GENERAL COMMENTS OR COMMENTS ON OTHER FACTORS

*The supervisor may make "comments" only, or may use rating categories only, or may use either or both methods of appraisal on any performance factor, as he or she prefers. The rating categories are:

I - Improvement needed for performance to meet expected standards
M - Performance fully meets expected standards
E - Performance consistently exceeds expected standards

Guidance for supervisors

How do I develop a good IDP?

DPA rules state that IDPs will be completed yearly after the initial probationary period ends.

A good IDP helps employees

- improve their performance,
- achieve their career goals, and
- achieve organizational goals.

Gauge the amount of guidance an employee needs

Consider the employee's performance, experience, training, duty statement, and career goals.

Talk with the employee

Discuss the IDP immediately after probation ends, and then at least once a year. Ask the employee about on-the-job goals and career goals. Talk about the training or developmental activities needed to accomplish these goals. Include these goals and activities in the IDP.

Refer to the IDP regularly

Communicate continually with the employee about plans for achieving the training objectives laid out in the IDP. Refer to the IDP during the year and make any necessary changes.

Evaluate performance every year

Evaluate overall performance. Talk to the employee. Discuss career goals and how they can be achieved.

How can I help employees develop professionally?

As a supervisor, you have a special role in developing your employees.

Coach and mentor employees

Develop an informal coaching and mentoring relationship with the employee. This will help you observe the employee's performance and provide useful feedback. Your feedback should be specific and focus on observable behavior.

Conduct quarterly formal check-ins with the employee to ensure the employee is meeting developmental goals and performing scheduled activities.

Provide specific, constructive feedback about performance and potential areas for development. You can base your feedback on both your observations and what others have told you.

Encourage, support, and reinforce the employee's efforts at professional development.

Encourage self-development

Always encourage employees to participate in continuing self-development activities in schools and professional associations.

Employees often initiate and fund self-development efforts and normally complete them during non-work hours. In some cases, you may accommodate an employee during work hours. This is especially appropriate if the self-development activity may increase the employee's contributions to the department's mission.

Talk about training courses before and after

When an employee takes a training course, meet before the course begins and after it ends. In the first meeting, discuss the course objectives and the outcomes you expect. After the course, ask the employee to discuss what he or she learned, and how this new knowledge can enhance personal and organizational performance. Ask how the course will help the employee achieve career goals.

Be a good role model

Model the behavior you expect the employee to develop.

Build the employee's relationships

Help the employee develop relationships with others in your department or organization.

Resources to help you give useful performance feedback

Falcone, P. (2005). 2600 Phrases for Effective Performance Reviews, AMACOM, New York.

Max, D., & Bacal, R. (2003). Perfect Phrases for Performance Reviews. McGraw Hill, New York.

Neal, J. (2006). Effective Phrases for Performance Appraisals: A Guide to Successful Evaluation. Neal Publications, Inc., 127 West Indiana Avenue, P.O. Box 451, Perrysburg, Ohio 43552-0451.

Lee, D., (2008). Do You Make These 19 Common Mistakes When Giving

Constructive Feedback? Retrieved on January 21, 2009 from the HumanNature@Work Web site: http://www.humannatureatwork.com/constructive-feedback-mistakes-to-avoid.htm.

Andres. (2007). My Rules of Feedback: Team Vision. Retrieved on January 21, 2009 from the Consulting Jiujitsu Web site: http://www.taylor.se/blog/2007/06/13/myrules-of-feedback/.

Business Performance Pty Ltd., (2008). Constructive Feedback in the Workplace. Retrieved on January 21, 2009 from the Business Performance Web site: http://businessperform.com/html/constructive_feedback.html.

Wiley Publishing, Inc. (2009). Giving Constructive Feedback. Retrieved on January 21, 2009 from the Dummies.com: Making Everything Easier Web site: http://www.dummies.com/how-to/content/giving-constructive-feedback.html.

Guidance for employees

How can the IDP help me become an analyst?

DPA rules state that IDPs will be completed yearly after the initial probationary period ends.

A good IDP helps employees

- improve their performance,
- achieve their career goals, and
- achieve organizational goals.

Identify the gap

Review all the duties, knowledge, skills, and abilities required in your current job. Compare those with the competencies listed in this guide. You'll discover the gap between your current job and what's needed as an analyst.

Set your objectives

What new skills, knowledge, and experiences would you like to acquire during the next year? Focus on improving job performance so you can meet or exceed standards for your present job and achieve your career goals at the same time.

Make a plan

Work with your supervisor to create your plan for the next year.

How can I achieve my objectives?

Develop yourself through training

In the IDP, under "Plans for Achieving Objectives," you and your supervisor can suggest training, conferences, and seminars offered by your department or by outside vendors.

Training doesn't just mean taking classes in a classroom. It can include:

- cross-training
- on-the-job training
- assignments (rotation or training and development)
- staff meetings
- information dissemination

- on-line training
- technical assistance
- workshops, seminars, conferences
- self-directed studies
- written guidelines

Stay motivated and keep going!

You may face barriers on your path to professional development. The everyday demands of your job can take all of your energy and time—if you let them. You may not get rewarded immediately for taking time to work on your development plan.

But your long-term success depends on your professional development. So does your value to the organization. Don't let barriers prevent you from achieving your goals.

Remember, no one else will take as strong an interest in your development as you. Take responsibility for developing your skills and stay motivated.

Sample upward mobility plan

BOE-1001 (51F) REV. 1 (4-04)
UPWARD MOBILITY PLAN

STATE OF CALIFORNIA
BOARD OF EQUALIZATION

Instructions: This form is to be used to establish a career plan for candidates accepted into the Upward Mobility Program.

CANDIDATE INFORMATION

A. NAME	DIVISION/PROGRAM/UNIT
B. CIVIL SERVICE CLASSIFICATION	POSITION NUMBER
C. CAREER OBJECTIVE CLASSIFICATION *(e.g., STM or Tax Auditor)*	PHONE NUMBER / MIC NUMBER
D. COMPLETION DATE OF CAREER PLAN	

E. PRESENT SKILLS, EDUCATION, EXPERIENCE THAT MEET CAREER OBJECTIVE CLASSIFICATION *(Please review classification specification for minimum qualifications.)*		F. SKILLS, EDUCATION, EXPERIENCE REQUIRED TO MEET CAREER OBJECTIVE CLASSIFICATION *(Please review classification specification for minimum qualifications.)*	

ACTIONS REQUIRED TO MEET CAREER OBJECTIVES

G. COURSE/EDUCATIONAL INSTITUTE PROJECT/TRAINING/EXPERIENCE	COURSE DESCRIPTION, IF APPLICABLE	PLANNED START DATE	PLANNED COMPLETION DATE

BOE-1001 (S1B) REV. 1 (4-04)

H. PROPOSED REIMBURSEMENT

HOURS OF TIME REIMBURSEMENT *(if necessary, see bargaining unit contract)*	AMOUNT OF MONEY REIMBURSEMENT *(if necessary, see bargaining unit contract)*

Supervisor's Recommendation *(make comments below)*

I. DISCUSSIONS/COMMENTS/ADJUSTMENTS/CHANGES

ARE OPERATIONAL NEEDS IMPACTED?

☐ Yes ☐ No *(if yes, please explain)*

	SUPERVISOR'S SIGNATURE	PRINT SUPERVISOR'S NAME	PHONE NUMBER	DATE
☐ Approved ☐ Disapproved				

EMPLOYEE ACKNOWLEDGEMENT

I understand and acknowledge that I must maintain satisfactory performance in my current position. I also understand that I must maintain good standing in any academic and/or training programs that are part of this approved Upward Mobility Plan. I further acknowledge and understand that my participation in the Upward Mobility Program does not guarantee that I will be promoted. It does however, provide me with experience necessary to be considered for advancement. I agree to meet with my supervisor twice a year to review this Upward Mobility Plan, refining and adjusting the plan as needed. I acknowledge that BOE may terminate this Upward Mobility Plan if I fail to meet this commitment.

EMPLOYEE SIGNATURE	DATE

REVIEWED BY

TRAINING COORDINATOR		DATE
PMS/CLASSIFICATION SECTION	☐ Approved	DATE
DIVISION CHIEF	☐ Approved	DATE
DEPUTY DIRECTOR/DIRECT REPORT	☐ Approved	DATE
EEO OFFICE		DATE

COMPLETION/MODIFICATION OF PLAN

Amended date: _____

☐ Objective amended ☐ Goal met

☐ Goal not met ☐ Unsatisfactory job performance ☐ Separation

☐ Other:

APPROVED BY *(print names)*	SIGNATURE	DATE
EMPLOYEE		
SUPERVISOR		
DIVISION CHIEF		
DEPUTY DIRECTOR/DIRECT REPORT		

BOE-1001 (S2F) REV. 1 (4-04)
UPWARD MOBILITY PLAN

STATE OF CALIFORNIA
BOARD OF EQUALIZATION

Instructions for Preparing the BOE-1001, Upward Mobility Plan

Board of Equalization Administrative Manual (BEAM) Section 1860.4 states that all Upward Mobility (UM) candidates must prepare a written UM Plan (BOE-1001). All requests to participate in the UM program require Board of Equalization (BOE) management review and approval prior to implementation, and should be reviewed or adjusted yearly in conjunction with the Annual Training Plan (ATP) process. Approvals for participation in the UM program do not guarantee promotional opportunities. The BOE-1001 is an agreement between the employee and BOE management that a commitment exists to reach the goals outlined on this document.

Please read and understand the Upward Mobility Policy as published in the BEAM (Section 1860) and minimum qualifications before requesting supervisor time and assistance in completing the Upward Mobility Plan (BOE-1001).

Employees with approved Upward Mobility Plans should include their requests on their ATP and Training Plan Spreadsheet. Guidelines are on eBOE. Contact the Training Office at 916-445-3350 if you have questions regarding the completion of the forms.

The Upward Mobility Plan may be implemented after the approval of the Division Chief or Deputy Director/Direct Report.

CANDIDATE INFORMATION

Section A. Enter your name, and division, program and/or unit name.

Section B. Enter your current classification title and position number.

Section C. Enter the career objective classification title, phone number, and MIC number.

Section D. Enter the career plan completion date.

Section E. List present skills, education, experience which meet the career objective.
(Review the classification specification for minimum education and/or experience requirement for career objective).

Section F. List skills, education, experience required to meet the career objective.
(Review the classification specification for minimum education and/or experience requirement for career objective).

Note: If you have questions regarding course qualification, contact the Classification Section at 916-323-3944. When inquiring about a particular course, it will be helpful to provide the specific course description and the name of the educational institute.

ACTIONS REQUIRED TO MEET CAREER OBJECTIVES

Section G. List course titles, projects, training, experience and/or the educational institution, course description, planned start date, and planned completion date required to meet career objectives. (Attach additional information if needed.)

Section H. Briefly summarize the proposed reimbursement. For example, the cost of tuition and books and if applicable, any requested UM time reimbursement. (Attach additional information if needed.)

Section I. Supervisors should enter any recommendations, comments, adjustments or changes they may have discussed with employee. Please include for example, how much you might approve in time and money reimbursement.

Check yes or no, if operational needs are impacted. If yes, please explain.

Approved or disapproved – Check appropriate box.

Signature – To be signed by the Supervisor.

Print supervisor's name, enter phone number and date signed.

EMPLOYEE ACKNOWLEDGEMENT

Enter signature and date of acknowledgement.

REVIEWED BY

Before the document can be processed, the following information must be provided:

Signatures – To be signed and dated by the Training Coordinator, PMD/Classification Section, Division Chief, Deputy Director/Direct Report, and EEO Office.

Approved – To be approved and dated by the PMD/Classification Section, Division Chief, and Deputy Director/Direct Report.

BOE-1001 (S29) REV. 1 (4-04)

COMPLETION/MODIFICATION OF PLAN

If necessary, check appropriate box(es). Upon completion of the UM program or if any necessary modifications are needed, the following information must be provided:

Approved – To be approved and dated by the Employee, Supervisor, Division Chief, and Deputy Director/Direct Report. (Print names)

Signature – To be signed and dated by Employee, Supervisor, Division Chief, and Deputy Director/Direct Report.

Note:

The Upward Mobility Plan may be terminated by the manager, supervisor, or Deputy Director/Direct Report under any of the following conditions:

- Documented unsatisfactory job performance in the current assignment;
- Failure of the employee to meet personal commitments outlined in the plan;
- Separation from the BOE; or
- Unexpected change in operational needs or funding availability.

Plans that are terminated are submitted to the EEO Office for tracking purposes.

Notes

Free Materials
Video Curriculum Library

- NEW! Understanding California's Budget Process
- The Voting Process: YOU Have the Power!
- How a Bill Becomes Law
- Checks & Balances *Two Time Emmy Award Winner!*
- The Initiative Process
- A Day in the Life of a Candidate
- Day in the Life of the Legislature
- Day in the Life of the Secretary of State

Each "package" in The LegiSchool Video Curriculum Library consists of materials that focus on a particular bill that was introduced in a recent legislative session. The bills selected for the library are those we hope will stimulate controversy and dialogue among high school students. Each package contains the following items:

- Video tape footage of the committee hearings and floor debates that took place as the bill moved through the legislature.
- Press clippings, editorials, and articles on the bill and related issues.
- Copies of official documents including the text of the bill, the bill history, the committee analyses, and a record of the all votes takenon the bill.
- Curriculum strategies written by high school social studies teachers.

Click HERE to fill out our online order form for any of these ***FREE*** videos.

Click HERE to watch the LegiSchool videos online!

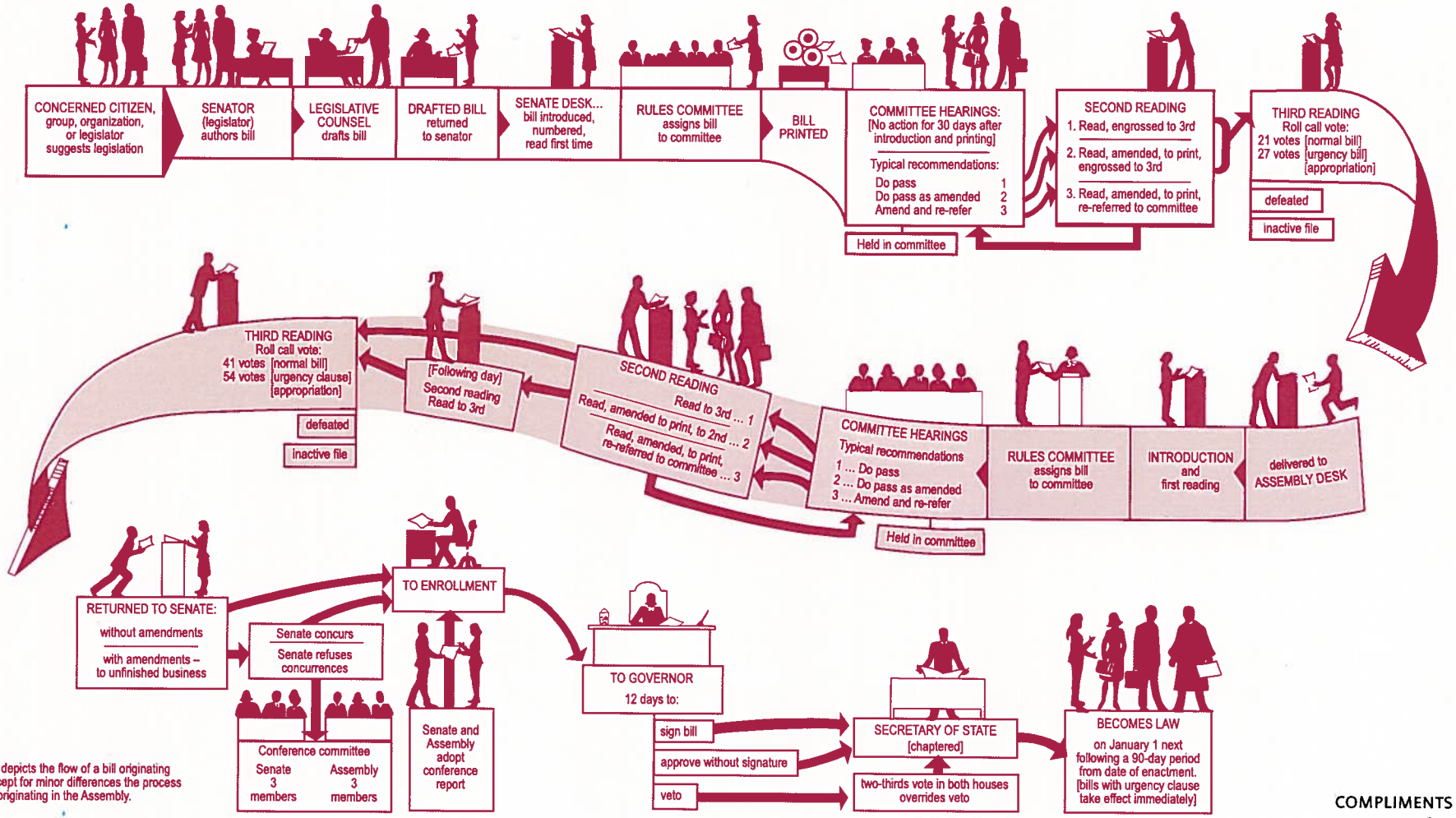
State Government for Beginners
Handout Binder

Looking for good, basic handouts about state government and the legislative process?
Click HERE for State Government for Beginners Handout Binder.

© 2011 Center for California Studies, California State University Sacramento. All rights reserved. If you have difficulty accessing content on this page, please contact the webmaster.

Website design by NetPilot Web Solutions

A simplified chart showing the route a bill takes through the California Legislature



NOTE: This chart depicts the flow of a bill originating in the Senate; except for minor differences the process is similar for bills originating in the Assembly.

10/04

COMPLIMENTS OF
Senator John Doe

Version 3.0

o*net™

interest profiler

Instrument

a tool for career exploration

U.S. Department of Labor
Employment and Training Administration

THE O*NET™ CAREER EXPLORATION TOOLS

As you explore your career options, you should know that other tools will be available to help you. The **Interest Profiler** is just one of five **O*NET Career Exploration Tools**. The other tools are:

- The **Computerized Interest Profiler** — helps you find out what your work-related interests are. It is similar to the paper-and-pencil **Interest Profiler**, except that you answer and score the questions on a computer.
- The **Ability Profiler** — helps you find out what kinds of jobs you can learn to do well. It can help you recognize where your strengths are and where you might need more training or education.
- The **Work Importance Locator** — helps you decide what is important to you in a job. It can help you identify occupations that you may find satisfying.
- The **Work Importance Profiler** — a computer-based version of the **Work Importance Locator**.

These tools give you three important pieces of information that are valuable to you when exploring careers:

(1) what is important to you in your world of work,
(2) what you can do well, and
(3) what you like to do.

You may use the tools separately or together. You can use them to identify occupations in the world of work that you may want to explore.

careeronestop
PATHWAYS TO CAREER SUCCESS

http://www.careeronestop.org

o*net™ OnLine

http://online.onetcenter.org

© 2000, U.S. Department of Labor, Employment and Training Administration. All rights reserved.

For sale by the Superintendent of Documents, U.S. Government Printing Office
Internet: bookstore.gpo.gov Phone: (202) 512-1800 Fax: (202) 512-2250
Mail: Stop SSOP, Washington, DC 20402-0001

S/N 029-030-00001-4

First, write your **name** and the **date**. Then, read the section below.

NAME: _____ **DATE:** _____

WELCOME TO THE INTEREST PROFILER

The **Interest Profiler** helps you find out what your interests are and how they relate to the world of work. It does this by asking you to answer questions that represent important interest areas. Your **Interest Profiler** scores will help you identify your strongest work-related interests. Knowing your work interests can help you decide what kinds of jobs and careers you want to explore.

You **should use** your **Interest Profiler** results to explore the world of work and identify occupations that can satisfy your particular interests. You will be able to look at the interests satisfied by occupations and compare them to your own interests. Talk to a vocational/employment counselor or teacher for more help on how to use your **Interest Profiler** results.

Your **Interest Profiler** results **should not be used** for employment or hiring decisions. Employers, education programs, or other job-related programs should not use your results as part of a screening process for jobs or training.

If you think that your **Interest Profiler** results are being used incorrectly, talk to your vocational/employment counselor, teacher, or program administrator. You can also contact the National Center for O*NET Development for assistance.

National Center for O*NET Development
Attention: Customer Service
700 Wade Avenue
Raleigh, NC 27605

Phone: (919) 733-2790
Fax: (919) 715-0778
e-mail: onet@ncmail.net

Now, turn the page to learn more about your work-related interests!

HINTS FOR COMPLETING THE INTEREST PROFILER

The **Interest Profiler** questions describe work activities that some people do at their jobs. Read each question carefully and decide whether or not you would like to do the activity.

TRY NOT TO THINK ABOUT:

(1) whether you have enough education or training to perform the activity, or

(2) how much money you would make performing the activity.

SIMPLY THINK ABOUT WHETHER YOU WOULD "LIKE" OR "DISLIKE" PERFORMING THE WORK ACTIVITY.

POINTS TO REMEMBER:

(1) **THIS IS NOT A TEST!** There are no right or wrong answers to the questions. The goal is for you to learn more about your personal work-related interests.

(2) **THERE IS NO TIME LIMIT** for completing the questions. Take your time.

THIS IS HOW TO MARK YOUR ANSWERS TO THE INTEREST QUESTIONS:

If you think you would **LIKE** the work activity,
fill in the box containing the **L** next to the question, like this:

L
?
D

If you think you would **DISLIKE** the work activity,
fill in the box containing the **D** next to the question, like this:

L
?
D

If you are **UNSURE** whether you would like the work activity,
fill in the box containing the **?** next to the question, like this:

L
?
D

ANSWER THE QUESTIONS IN THE RIGHT ORDER!

The work activity questions begin on the following page. **It is important that you work from the top to the bottom in each column of questions!**

(1) Start with question #1 at the top of the first column and **continue down the first column** until you reach the bottom of the page.

(2) **Then go to the top of the second column** and answer all the questions in that column until you reach the bottom of the page.

(3) **Continue to work down each column** until you have finished all four pages of questions. Please be sure to complete all of the questions.

When you have completed the questions, you will be given instructions for scoring the results of your **Interest Profiler**!

IT IS VERY IMPORTANT THAT YOU WORK FROM THE TOP TO THE BOTTOM IN EACH COLUMN OF ITEMS!

WORK DOWN THE COLUMNS

START HERE

1. Build kitchen cabinets	L ? D	13. Operate a dairy farm	L ? D
2. Guard money in an armored car	L ? D	14. Lay brick or tile	L ? D
3. Study space travel	L ? D	15. Study the history of past civilizations	L ? D
4. Make a map of the bottom of an ocean	L ? D	16. Study animal behavior	L ? D
5. Conduct a symphony orchestra	L ? D	17. Direct a play	L ? D
6. Write stories or articles for magazines	L ? D	18. Create dance routines for a show	L ? D
7. Teach an individual an exercise routine	L ? D	19. Give CPR to someone who has stopped breathing	L ? D
8. Perform nursing duties in a hospital	L ? D	20. Help people with personal or emotional problems	L ? D
9. Buy and sell stocks and bonds	L ? D	21. Sell telephone and other communication equipment	L ? D
10. Manage a retail store	L ? D	22. Operate a beauty salon or barber shop	L ? D
11. Develop a spreadsheet using computer software	L ? D	23. Use a computer program to generate customer bills	L ? D
12. Proofread records or forms	L ? D	24. Schedule conferences for an organization	L ? D
		25. Monitor a machine on an assembly line	L ? D
		26. Repair household appliances	L ? D
		27. Develop a new medicine	L ? D
		28. Plan a research study	L ? D
		29. Write books or plays	L ? D
		30. Play a musical instrument	L ? D
		31. Teach children how to read	L ? D
		32. Work with mentally disabled children	L ? D
		33. Sell merchandise over the telephone	L ? D
		34. Run a stand that sells newspapers and magazines	L ? D
		35. Keep accounts payable/receivable for an office	L ? D
		36. Load computer software into a large computer network	L ? D

Continue at the top of the next column.

Continue at the top of the next column.

Continue at the top of the next column.

37. Drive a taxi cab	L ? D
38. Install flooring in houses	L ? D
39. Study ways to reduce water pollution	L ? D
40. Develop a new medical treatment or procedure	L ? D
41. Perform comedy routines in front of an audience	L ? D
42. Perform as an extra in movies, plays, or television shows	L ? D
43. Teach an elementary school class	L ? D
44. Give career guidance to people	L ? D
45. Give a presentation about a product you are selling	L ? D
46. Buy and sell land	L ? D
47. Transfer funds between banks using a computer	L ? D
48. Organize and schedule office meetings	L ? D

Continue at the top of the next column.

49. Raise fish in a fish hatchery	L ? D
50. Build a brick walkway	L ? D
51. Determine the infection rate of a new disease	L ? D
52. Study rocks and minerals	L ? D
53. Write reviews of books or plays	L ? D
54. Compose or arrange music	L ? D
55. Supervise the activities of children at a camp	L ? D
56. Help people with family-related problems	L ? D
57. Sell compact disks and tapes at a music store	L ? D
58. Run a toy store	L ? D
59. Use a word processor to edit and format documents	L ? D
60. Operate a calculator	L ? D

Continue at the top of the next column.

61. Assemble electronic parts	L ? D
62. Drive a truck to deliver packages to offices and homes	L ? D
63. Diagnose and treat sick animals	L ? D
64. Study the personalities of world leaders	L ? D
65. Act in a movie	L ? D
66. Dance in a Broadway show	L ? D
67. Perform rehabilitation therapy	L ? D
68. Do volunteer work at a non-profit organization	L ? D
69. Manage the operations of a hotel	L ? D
70. Sell houses	L ? D
71. Direct or transfer phone calls for a large organization	L ? D
72. Perform office filing tasks	L ? D

Continue at the top of the next column.

73. Paint houses	L ? D
74. Enforce fish and game laws	L ? D
75. Conduct chemical experiments	L ? D
76. Conduct biological research	L ? D
77. Draw pictures	L ? D
78. Sing professionally	L ? D
79. Help elderly people with their daily activities	L ? D
80. Teach children how to play sports	L ? D
81. Sell candy and popcorn at sports events	L ? D
82. Manage a supermarket	L ? D
83. Compute and record statistical and other numerical data	L ? D
84. Generate the monthly payroll checks for an office	L ? D

Continue at the top of the next page.

85. Operate a grinding machine in a factory	L ? D
86. Work on an offshore oil-drilling rig	L ? D
87. Study the population growth of a city	L ? D
88. Study whales and other types of marine life	L ? D
89. Perform stunts for a movie or television show	L ? D
90. Create special effects for movies	L ? D
91. Help disabled people improve their daily living skills	L ? D
92. Teach sign language to people with hearing disabilities	L ? D
93. Manage a department within a large company	L ? D
94. Sell a soft drink product line to stores and restaurants	L ? D
95. Take notes during a meeting	L ? D
96. Keep shipping and receiving records	L ? D

Continue at the top of the next column.

97. Perform lawn care services	L ? D
98. Assemble products in a factory	L ? D
99. Investigate crimes	L ? D
100. Study the movement of planets	L ? D
101. Conduct a musical choir	L ? D
102. Act in a play	L ? D
103. Help people who have problems with drugs or alcohol	L ? D
104. Help conduct a group therapy session	L ? D
105. Sell refreshments at a movie theater	L ? D
106. Sell hair-care products to stores and salons	L ? D
107. Calculate the wages of employees	L ? D
108. Assist senior-level accountants in performing bookkeeping tasks	L ? D

Continue at the top of the next column.

109. Catch fish as a member of a fishing crew	L ? D
110. Refinish furniture	L ? D
111. Examine blood samples using a microscope	L ? D
112. Investigate the cause of a fire	L ? D
113. Paint sets for plays	L ? D
114. Audition singers and musicians for a musical show	L ? D
115. Help families care for ill relatives	L ? D
116. Provide massage therapy to people	L ? D
117. Start your own business	L ? D
118. Negotiate business contracts	L ? D
119. Type labels for envelopes and packages	L ? D
120. Inventory supplies using a hand-held computer	L ? D

Continue at the top of the next column.

121. Fix a broken faucet	L ? D
122. Do cleaning or maintenance work	L ? D
123. Study the structure of the human body	L ? D
124. Develop psychological profiles of criminals	L ? D
125. Design sets for plays	L ? D
126. Announce a radio show	L ? D
127. Plan exercises for disabled patients	L ? D
128. Counsel people who have a life-threatening illness	L ? D
129. Represent a client in a lawsuit	L ? D
130. Negotiate contracts for professional athletes	L ? D
131. Develop an office filing system	L ? D
132. Keep records of financial transactions for an organization	L ? D

Continue at the top of the next column.

IT IS VERY IMPORTANT THAT YOU WORK FROM THE TOP TO THE BOTTOM IN EACH COLUMN OF ITEMS!

133. Maintain the grounds of a park	L ? D
134. Operate a machine on a production line	L ? D
135. Develop a way to better predict the weather	L ? D
136. Work in a biology lab	L ? D
137. Write scripts for movies or television shows	L ? D
138. Write a song	L ? D
139. Teach disabled people work and living skills	L ? D
140. Organize activities at a recreational facility	L ? D
141. Be responsible for the operation of a company	L ? D
142. Market a new line of clothing	L ? D
143. Record information from customers applying for charge accounts	L ? D
144. Photocopy letters and reports	L ? D

Continue at the top of the next column.

145. Spray trees to prevent the spread of harmful insects	L ? D
146. Test the quality of parts before shipment	L ? D
147. Invent a replacement for sugar	L ? D
148. Study genetics	L ? D
149. Perform jazz or tap dance	L ? D
150. Direct a movie	L ? D
151. Take care of children at a day-care center	L ? D
152. Organize field trips for disabled people	L ? D
153. Sell newspaper advertisements	L ? D
154. Sell merchandise at a department store	L ? D
155. Record rent payments	L ? D
156. Enter information into a database	L ? D

Continue at the top of the next column.

157. Operate a motorboat to carry passengers	L ? D
158. Repair and install locks	L ? D
159. Study the governments of different countries	L ? D
160. Do research on plants or animals	L ? D
161. Sing in a band	L ? D
162. Design artwork for magazines	L ? D
163. Assist doctors in treating patients	L ? D
164. Work with juveniles on probation	L ? D
165. Sell automobiles	L ? D
166. Manage a clothing store	L ? D
167. Keep inventory records	L ? D
168. Maintain employee records	L ? D

Continue at the top of the next column.

169. Set up and operate machines to make products	L ? D
170. Put out forest fires	L ? D
171. Do laboratory tests to identify diseases	L ? D
172. Study weather conditions	L ? D
173. Edit movies	L ? D
174. Pose for a photographer	L ? D
175. Provide physical therapy to people recovering from an injury	L ? D
176. Teach a high-school class	L ? D
177. Sell restaurant franchises to individuals	L ? D
178. Sell computer equipment in a store	L ? D
179. Stamp, sort, and distribute mail for an organization	L ? D
180. Handle customers' bank transactions	L ? D

TURN TO THE NEXT PAGE FOR SCORING INSTRUCTIONS.

HERE'S HOW TO SCORE YOUR INTEREST PROFILER

SCORING FLAP

(1) Count the number of "Likes" you filled in for both rows of green questions on pages 4 & 5 and write that number in the first green box on the INSIDE of this scoring flap.

(2) Then turn to pages 6 & 7. Count the number of "Likes" you filled in for both rows of green questions on pages 6 & 7 and write that number in the second green box on the INSIDE of this scoring flap.

(3) Add the numbers in the two green boxes and write the total in the white box just below the two green boxes on the INSIDE of this scoring flap.

(4) REPEAT STEPS 1, 2, AND 3 FOR:

the pink questions,
the orange questions,
the purple questions,
the yellow questions, and
the blue questions.

You will have six scores when you have finished.

(5) Look at the example to your left. It shows you how to score your Interest Profiler.

After you score your Interest Profiler, look at your Interest Profiler Score Report to learn what your scores mean and how to use them to explore careers.

OPEN THIS FLAP AND BEGIN SCORING

SCORING TIP!

It is important to make sure you count the number of LIKES correctly. Double-check your totals.

Count the number of "Likes" you filled in for both rows of green questions on pages 4 & 5, and write that number here.

Turn to pages 6 & 7. Count the number of "Likes" you filled in for both rows of green questions on pages 6 & 7, and write that number here.

+

Now, **add** the numbers in the two green boxes and write the total here. This is your **REALISTIC** score.

Turn to pages 4 & 5. Count the number of "Likes" you filled in for both rows of pink questions on pages 4 & 5, and write that number here.

Turn to pages 6 & 7. Count the number of "Likes" you filled in for both rows of pink questions on pages 6 & 7, and write that number here.

+

Now, **add** the numbers in the two pink boxes and write the total here. This is your **INVESTIGATIVE** score.

Turn to pages 4 & 5. Count the number of "Likes" you filled in for both rows of orange questions on pages 4 & 5, and write that number here.

Turn to pages 6 & 7. Count the number of "Likes" you filled in for both rows of orange questions on pages 6 & 7, and write that number here.

+

Now, **add** the numbers in the two orange boxes and write the total here. This is your **ARTISTIC** score.

Turn to pages 4 & 5. Count the number of "Likes" you filled in for both rows of purple questions on pages 4 & 5, and write that number here.

Turn to pages 6 & 7. Count the number of "Likes" you filled in for both rows of purple questions on pages 6 & 7, and write that number here.

+

Now, **add** the numbers in the two purple boxes and write the total here. This is your **SOCIAL** score.

Turn to pages 4 & 5. Count the number of "Likes" you filled in for both rows of yellow questions on pages 4 & 5, and write that number here.

Turn to pages 6 & 7. Count the number of "Likes" you filled in for both rows of yellow questions on pages 6 & 7, and write that number here.

+

Now, **add** the numbers in the two yellow boxes and write the total here. This is your **ENTERPRISING** score.

Turn to pages 4 & 5. Count the number of "Likes" you filled in for both rows of blue questions on pages 4 & 5, and write that number here.

Turn to pages 6 & 7. Count the number of "Likes" you filled in for both rows of blue questions on pages 6 & 7, and write that number here.

+

Now, **add** the numbers in the two blue boxes and write the total here. This is your **CONVENTIONAL** score.

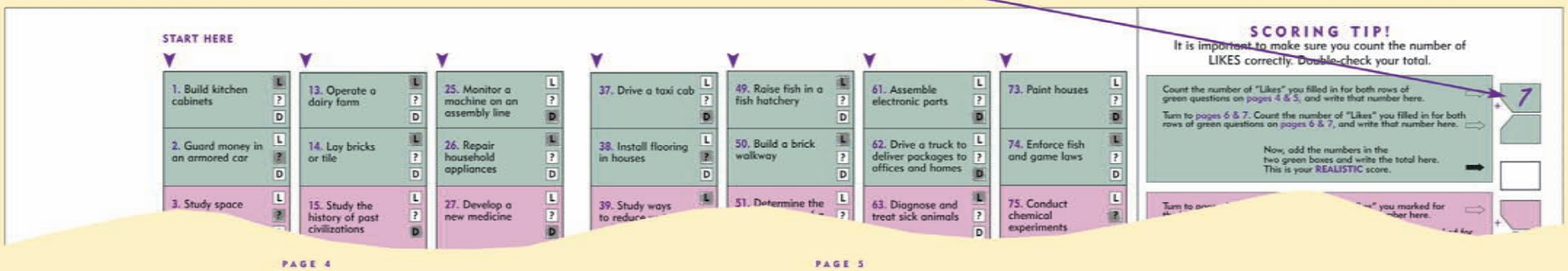
When you have finished scoring, go to your Interest Profiler Score Report.

SCORING EXAMPLE

STEP 1

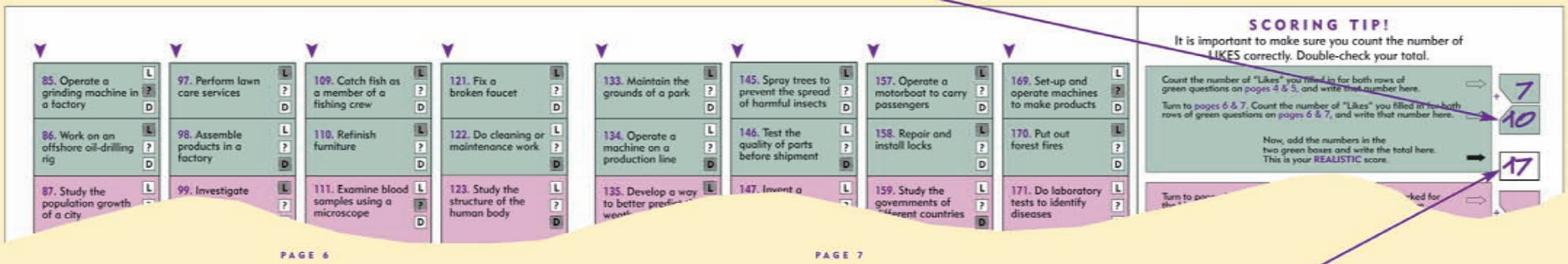
Kim counted the number of "Likes" she had filled in for both rows of questions in the green band on pages **4 and 5.** She had **7** "Likes". She wrote that number in the first green box on the scoring flap.

(Keep in mind that the number of "Likes" you marked may be different than the example.)



STEP 2

Next, Kim counted the number of "Likes" she had filled in for both rows of questions in the green band on pages **6 and 7.** She had **10** "Likes". She wrote that number in the second green box on the scoring flap.



STEP 3

Finally, Kim added the numbers in the first and second green boxes and wrote the total in the white box. Kim's "Realistic" score is **17.**

(Remember, your score will probably be different.)

Version 3.0

o*net™

interest profiler

O*NET™ Occupations Master List

U.S. Department of Labor
Employment and Training Administration

America's
Career Kit

America's Job Bank
www.ajb.org

America's Learning eXchange
www.alx.org

America's Career InfoNet
www.acinet.org

America's Service Locator
www.servicelocator.org

O*NET OnLine
http://online.onetcenter.org

America's Workforce Network Toll-Free Help Line 1-877-US-2JOBS

© 2000, U.S. Department of Labor, Employment and Training Administration. All rights reserved.

SPECIAL NOTICE: USER'S AGREEMENT

The O*NET™ Career Exploration Tools are composed of the WORK IMPORTANCE LOCATOR, INTEREST PROFILER, and ABILITY PROFILER products and are owned by the U.S. Department of Labor, Employment and Training Administration (DOL/ETA). All O*NET Assessment/Counseling Tools are copyrighted. O*NET is a trademark of DOL/ETA.

The DOL/ETA developed the O*NET Career Exploration Tools as career counseling, career planning, and exploration tools. In order for each tool to provide an objective assessment, extensive research and development was conducted to ensure that the directions, format, items, and score reports lead to valid assessment. DOL/ETA adhered to the high standards of the American Psychological Association, the American Education Research Association, and the National Council on Measurement in Education in developing the O*NET Career Exploration Tools. In developing the tools, fairness analyses were conducted to ensure that score results were equally valid both from a statistical and a usability perspective.

Results provided from the O*NET Career Exploration Tools are part of a whole-person approach to the assessment process. They provide useful information that individuals can use to identify their strengths, the parts of work they like to do, and the parts of work that they may find important. Individuals can use results to identify training needs and occupations that they may wish to explore further. Individuals are strongly encouraged to use additional information about themselves with O*NET Career Exploration results when making career decisions.

As such, the use of the O*NET Career Exploration Tools is authorized for career exploration, career planning, and career counseling purposes only. Each O*NET Career Exploration Tool must be used consistent with its own "User's Guide." No other use of these tools or any part of the tools is valid or authorized.

All users are bound by the terms of "Special Notice: User's Agreement." If you use any of the O*NET Career Exploration Tools, you have agreed to be bound by the terms of "Special Notice: User's Agreement."

If any of the O*NET Career Exploration Tools is used for a purpose or purposes other than career exploration, career planning, and career counseling purposes, it is a violation of this agreement and neither the U.S. Department of Labor nor the Employment and Training Administration is liable for any misuse of the Tools. The U.S. Department of Labor and the Employment and Training Administration reserve the right to pursue all legal remedies for violations of this User's Agreement.

Recipients of federal assistance from the U.S. Department of Labor must ensure that individuals with disabilities are afforded an equal opportunity to use services based on the O*NET Career Exploration Tools. For further discussion of these obligations, see the Department of Labor's Equal Opportunity Guidance Letter No. 4. This document currently is being reissued and will be found at the National O*NET Consortium web site in the near future at http://www.onetcenter.org.

No additional license is required to obtain, copy in whole, use or distribute the O*NET Career Exploration Tools. A user must not remove any copyright or trademark notice or proprietary legend contained within the O*NET Career Exploration Products. Further, all copies and related documentation must include the copyright and trademark notices. Users must abide by the following instructions on proper trademark usage when using O*NET Career Exploration Products:

1. Since O*NET is trademarked, users must acknowledge the use of O*NET Career Exploration Tools in and on their products. The trademark symbol must be properly displayed when referring to O*NET. When using the O*NET™ name, users must use "O*NET" as an adjective, not as noun or verb, followed by the proper generic product name. For example: "...with O*NET Career Exploration Tools," "...formulated from O*NET Career Exploration Tools," or "...includes information from the O*NET Career Exploration Tools," not "...includes O*NET." In addition, the O*NET name must not appear in the possessive form.

   Proper trademark citation:
   O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.

2. The version number of O*NET Career Exploration Tools must be clearly stated in and on user products.

3. "O*NET In It" bug with ™ symbol must appear in and on user products:

O*NET Career Exploration Tools are provided "AS IS" without expressed or implied warrantees. Certain components and/or files of the software have been licensed by third parties to the U.S. Department of Labor. Such third parties own and/or have copyrights or other rights in those components and these components of the software may not be distributed separately. You may contact the U.S. Department of Labor or the National Center for O*NET Development for a list of such components and third parties. Your use of this software and these components is subject to this "Special Notice: User's Agreement."

SPECIAL NOTICE: DEVELOPER'S AGREEMENT

Users intending to develop other products, software or systems applications using O*NET Career Exploration Tools products must contact the National O*NET Consortium at http://www.onetcenter.org or National O*NET Consortium, North Carolina Employment Security Commission, P.O. Box 27625, Raleigh, NC 27611, for the Developer's Agreement.

Interest Profiler

O*NET™ Occupations Master List, v. 3.0

Table of Contents

Realistic 1
Investigative 7
Artistic 9
Social 11
Enterprising 13
Conventional 16

To help you explore careers, occupations have been listed for each Interest Area/Job Zone category. Occupations have been assigned to the groups based on their Primary Interest Area. Where groups contained fewer than 20 occupations, other occupations were added based on their second or third highest interest area. Data are not currently available for 74 O*NET-SOC occupations. These occupations do not appear in this list.

Special Notice: Proper Use of Interest Profiler Results

Interest Profiler *results* ***should be used*** *for career exploration and vocational counseling purposes only. Results are designed to assist clients in identifying their interests and using them to identify occupations that may satisfy their interests.*

Interest Profiler *results* ***should not be used*** *for employment or hiring decisions. Employers, educational programs or other job related programs should not use* ***Interest Profiler*** *results in applicant screening for jobs or training programs. The relationship between results on the* ***Interest Profiler*** *and success in particular jobs or training programs has not been determined.*

REALISTIC

REALISTIC — JOB ZONE 1 *(Little or No Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
39-3091.00	Amusement and Recreation Attendants
51-5011.02	Bindery Machine Operators and Tenders
53-3021.00	Bus Drivers, Transit and Intercity
51-9191.00	Cementing and Gluing Machine Operators and Tenders
53-7061.00	Cleaners of Vehicles and Equipment
51-9192.00	Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders
51-9121.02	Coating, Painting, and Spraying Machine Operators and Tenders
35-3021.00	Combined Food Preparation and Serving Workers, Including Fast Food
53-7011.00	Conveyor Operators and Tenders
35-2015.00	Cooks, Short Order
51-9193.00	Cooling and Freezing Equipment Operators and Tenders
43-5021.00	Couriers and Messengers
51-9021.00	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
51-9031.00	Cutters and Trimmers, Hand
51-9032.04	Cutting and Slicing Machine Operators and Tenders
35-9011.00	Dining Room and Cafeteria Attendants and Bartender Helpers
35-9021.00	Dishwashers
51-9194.05	Etchers, Hand
51-6091.01	Extruding and Forming Machine Operators and Tenders, Synthetic or Glass Fibers
51-9041.02	Extruding, Forming, Pressing, and Compacting Machine Operators and Tenders
49-9093.00	Fabric Menders, Except Garment
45-4021.00	Fallers
45-2093.00	Farmworkers, Farm and Ranch Animals
45-3011.00	Fishers and Related Fishing Workers
51-3091.00	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders
51-3093.00	Food Cooking Machine Operators and Tenders
35-2021.00	Food Preparation Workers
45-4011.00	Forest and Conservation Workers
53-7062.03	Freight, Stock, and Material Movers, Hand
51-9051.00	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders
45-2092.02	General Farmworkers
51-9032.03	Glass Cutting Machine Setters and Set-Up Operators
45-2041.00	Graders and Sorters, Agricultural Products
51-9022.00	Grinding and Polishing Workers, Hand
47-3011.00	Helpers—Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
47-3012.00	Helpers—Carpenters
47-5081.00	Helpers—Extraction Workers
49-9098.00	Helpers—Installation, Maintenance, and Repair Workers
47-3014.00	Helpers—Painters, Paperhangers, Plasterers, and Stucco Masons
47-4051.00	Highway Maintenance Workers
53-7041.00	Hoist and Winch Operators
53-7051.00	Industrial Truck and Tractor Operators
37-2011.00	Janitors and Cleaners, Except Maids and Housekeeping Cleaners
37-3011.00	Landscaping and Groundskeeping Workers
51-6011.03	Laundry and Drycleaning Machine Operators and Tenders, Except Pressing
53-7063.00	Machine Feeders and Offbearers
37-2012.00	Maids and Housekeeping Cleaners
43-9051.01	Mail Machine Operators, Preparation and Handling
49-9043.00	Maintenance Workers, Machinery
51-5023.05	Marking and Identification Printing Machine Setters and Set-Up Operators
51-3022.00	Meat, Poultry, and Fish Cutters and Trimmers
51-4072.04	Metal Molding, Coremaking, and Casting Machine Operators and Tenders
51-9023.00	Mixing and Blending Machine Setters, Operators, and Tenders
51-4193.04	Nonelectrolytic Plating and Coating Machine Operators and Tenders, Metal and Plastic
39-2021.00	Nonfarm Animal Caretakers
45-2092.01	Nursery Workers
51-9111.00	Packaging and Filling Machine Operators and Tenders
53-7064.00	Packers and Packagers, Hand
51-9123.00	Painting, Coating, and Decorating Workers
51-9194.04	Pantograph Engravers
53-6021.00	Parking Lot Attendants
51-4072.02	Plastic Molding and Casting Machine Operators and Tenders
51-4052.00	Pourers and Casters, Metal
51-6021.03	Pressers, Hand
51-6021.02	Pressing Machine Operators and Tenders- Textile, Garment, and Related Materials
51-5023.09	Printing Press Machine Operators and Tenders
51-9198.02	Production Helpers
51-9061.05	Production Inspectors, Testers, Graders, Sorters, Samplers, Weighers
51-9198.01	Production Laborers
53-4021.02	Railroad Yard Workers
47-4061.00	Rail-Track Laying and Maintenance Equipment Operators
49-9045.00	Refractory Materials Repairers, Except Brickmasons
53-7081.00	Refuse and Recyclable Material Collectors
51-9141.00	Semiconductor Processors
51-9012.00	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
53-6031.00	Service Station Attendants
51-6051.00	Sewers, Hand
51-6031.01	Sewing Machine Operators, Garment
51-6031.02	Sewing Machine Operators, Non-Garment
51-6042.00	Shoe Machine Operators and Tenders
51-4121.04	Solderers
51-4122.04	Soldering and Brazing Machine Operators and Tenders
51-6011.01	Spotters, Dry Cleaning
53-7062.01	Stevedores, Except Equipment Operators
43-5081.01	Stock Clerks, Sales Floor
53-3041.00	Taxi Drivers and Chauffeurs

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

REALISTIC — JOB ZONE 1 *(continued)*

*O*NET-SOC#*	*O*NET-SOC Title*
51-6061.00	Textile Bleaching and Dyeing Machine Operators and Tenders
51-9197.00	Tire Builders
49-3093.00	Tire Repairers and Changers
53-3032.01	Truck Drivers, Heavy
53-3033.00	Truck Drivers, Light or Delivery Services
51-4121.01	Welders, Production
51-7042.02	Woodworking Machine Operators and Tenders, Except Sawing

REALISTIC — JOB ZONE 2 *(Some Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
53-5011.01	Able Seamen
45-2091.00	Agricultural Equipment Operators
19-4011.01	Agricultural Technicians
49-3022.00	Automotive Glass Installers and Repairers
49-3023.02	Automotive Specialty Technicians
51-8013.02	Auxiliary Equipment Operators, Power
49-2092.03	Battery Repairers
49-3091.00	Bicycle Repairers
51-5011.01	Bindery Machine Setters and Set-Up Operators
19-4021.00	Biological Technicians
51-8021.01	Boiler Operators and Tenders, Low Pressure
47-2031.06	Brattice Builders
51-4121.05	Brazers
53-6011.00	Bridge and Lock Tenders
51-4033.02	Buffing and Polishing Set-Up Operators
53-3022.00	Bus Drivers, School
47-2031.03	Carpenter Assemblers and Repairers
51-9011.01	Chemical Equipment Controllers and Operators
51-9011.02	Chemical Equipment Tenders
51-8091.00	Chemical Plant and System Operators
51-9121.01	Coating, Painting, and Spraying Machine Setters and Set-Up Operators
51-2021.00	Coil Winders, Tapers, and Finishers
49-9091.00	Coin, Vending, and Amusement Machine Servicers and Repairers
51-4081.02	Combination Machine Tool Operators and Tenders, Metal and Plastic
49-9092.00	Commercial Divers
47-5021.01	Construction Drillers
47-2061.00	Construction Laborers
47-5041.00	Continuous Mining Machine Operators
35-2011.00	Cooks, Fast Food
35-2012.00	Cooks, Institution and Cafeteria
33-3012.00	Correctional Officers and Jailers
53-7021.00	Crane and Tower Operators
47-5011.00	Derrick Operators, Oil and Gas
53-7032.02	Dragline Operators
53-7031.00	Dredge Operators
51-4032.00	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
47-2081.02	Drywall Installers
49-2092.05	Electrical Parts Reconditioners
51-4193.02	Electrolytic Plating and Coating Machine Operators and Tenders, Metal and Plastic
53-7032.01	Excavating and Loading Machine Operators
47-5031.00	Explosives Workers, Ordnance Handling Experts, and Blasters
51-4021.00	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
51-9041.01	Extruding, Forming, Pressing, and Compacting Machine Setters and Set-Up Operators
51-6092.00	Fabric and Apparel Patternmakers
47-4031.00	Fence Erectors
51-9032.01	Fiber Product Cutting Machine Setters and Set-Up Operators
47-2043.00	Floor Sanders and Finishers
19-4011.02	Food Science Technicians
33-2011.02	Forest Fire Fighters
33-2022.00	Forest Fire Inspectors and Prevention Specialists
51-4022.00	Forging Machine Setters, Operators, and Tenders, Metal and Plastic
51-4071.00	Foundry Mold and Coremakers
49-2022.02	Frame Wirers, Central Office
51-7021.00	Furniture Finishers
51-8092.01	Gas Processing Plant Operators
53-7071.01	Gas Pumping Station Operators
51-9071.06	Gem and Diamond Workers
47-2073.01	Grader, Bulldozer, and Scraper Operators
53-7062.02	Grips and Set-Up Workers, Motion Picture Sets, Studios, and Stages
49-2092.06	Hand and Portable Power Tool Repairers
51-4191.02	Heat Treating, Annealing, and Tempering Machine Operators and Tenders, Metal and Plastic
51-4191.03	Heaters, Metal and Plastic
47-3013.00	Helpers—Electricians
47-3015.00	Helpers—Pipelayers, Plumbers, Pipefitters, and Steamfitters
45-3021.00	Hunters and Trappers
47-4041.01	Irradiated-Fuel Handlers
33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
53-7033.00	Loading Machine Operators, Underground Mining
45-4023.00	Log Graders and Scalers
45-4022.01	Logging Tractor Operators
49-9095.00	Manufactured Building and Mobile Home Installers
29-2012.00	Medical and Clinical Laboratory Technicians
51-9082.00	Medical Appliance Technicians

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

REALISTIC — JOB ZONE 2 *(continued)*

*O*NET-SOC#*	*O*NET-SOC Title*
31-9093.00	Medical Equipment Preparers
51-4072.03	Metal Molding, Coremaking, and Casting Machine Setters and Set-Up Operators
51-4051.00	Metal-Refining Furnace Operators and Tenders
49-9012.03	Meter Mechanics
47-5042.00	Mine Cutting and Channeling Machine Operators
51-9195.06	Mold Makers, Hand
51-9195.07	Molding and Casting Workers
39-3021.00	Motion Picture Projectionists
53-6051.05	Motor Vehicle Inspectors
53-5022.00	Motorboat Operators
49-3052.00	Motorcycle Mechanics
33-2011.01	Municipal Fire Fighters
51-4011.01	Numerical Control Machine Tool Operators and Tenders, Metal and Plastic
53-5011.02	Ordinary Seamen and Marine Oilers
51-9122.00	Painters, Transportation Equipment
51-9196.00	Paper Goods Machine Setters, Operators, and Tenders
47-2142.00	Paperhangers
47-2071.00	Paving, Surfacing, and Tamping Equipment Operators
37-2021.00	Pest Control Workers
37-3012.00	Pesticide Handlers, Sprayers, and Applicators, Vegetation
51-5022.13	Photoengraving and Lithographing Machine Operators and Tenders
51-9131.03	Photographic Hand Developers
51-9132.00	Photographic Processing Machine Operators
47-2072.00	Pile-Driver Operators
47-2151.00	Pipelayers
47-2152.03	Pipelaying Fitters
51-4072.01	Plastic Molding and Casting Machine Setters and Set-Up Operators
51-5023.01	Precision Printing Workers
51-4031.03	Press and Press Brake Machine Setters and Set-Up Operators, Metal and Plastic
51-6021.01	Pressers, Delicate Fabrics
53-7072.00	Pump Operators, Except Wellhead Pumpers
51-4031.02	Punching Machine Setters and Set-Up Operators, Metal and Plastic
53-4013.00	Rail Yard Engineers, Dinkey Operators, and Hostlers
53-6051.04	Railroad Inspectors
49-3092.00	Recreational Vehicle Service Technicians
47-5051.00	Rock Splitters, Quarry
51-4023.00	Rolling Machine Setters, Operators, and Tenders, Metal and Plastic
47-5061.00	Roof Bolters, Mining
47-5071.00	Roustabouts, Oil and Gas
51-7041.02	Sawing Machine Operators and Tenders
51-7041.01	Sawing Machine Setters and Set-Up Operators
51-4031.01	Sawing Machine Tool Setters and Set-Up Operators, Metal and Plastic
47-4071.00	Septic Tank Servicers and Sewer Pipe Cleaners
51-4031.04	Shear and Slitter Machine Setters and Set-Up Operators, Metal and Plastic
51-6041.00	Shoe and Leather Workers and Repairers
53-7111.00	Shuttle Car Operators
51-3023.00	Slaughterers and Meat Packers
51-4122.03	Soldering and Brazing Machine Setters and Set-Up Operators
51-9032.02	Stone Sawyers
53-4041.00	Subway and Streetcar Operators
47-2082.00	Tapers
47-2044.00	Tile and Marble Setters
51-2093.00	Timing Device Assemblers, Adjusters, and Calibrators
53-3032.02	Tractor-Trailer Truck Drivers
53-4021.01	Train Crew Members
37-3013.00	Tree Trimmers and Pruners
51-5022.12	Typesetting and Composing Machine Operators and Tenders
51-8031.00	Water and Liquid Waste Treatment Plant and System Operators
51-4121.02	Welders and Cutters
51-4122.02	Welding Machine Operators and Tenders
51-7042.01	Woodworking Machine Setters and Set-Up Operators, Except Sawing

REALISTIC — JOB ZONE 3 *(Medium Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
49-3011.03	Aircraft Body and Bonded Structure Repairers
51-2011.03	Aircraft Rigging Assemblers
51-2011.01	Aircraft Structure Assemblers, Precision
51-2011.02	Aircraft Systems Assemblers, Precision
45-2021.00	Animal Breeders
49-2011.01	Automatic Teller Machine Servicers
49-3021.00	Automotive Body and Related Repairers
49-3023.01	Automotive Master Mechanics
51-3011.01	Bakers, Bread and Pastry
51-3011.02	Bakers, Manufacturing
39-5011.00	Barbers
51-9071.04	Bench Workers, Jewelry
47-2021.00	Brickmasons and Blockmasons
49-3031.00	Bus and Truck Mechanics and Diesel Engine Specialists
51-3021.00	Butchers and Meat Cutters
51-7011.00	Cabinetmakers and Bench Carpenters
51-4072.05	Casting Machine Set-Up Operators
47-2051.00	Cement Masons and Concrete Finishers
19-4031.00	Chemical Technicians

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

REALISTIC — JOB ZONE 3 *(continued)*

*O*NET-SOC#*	*O*NET-SOC Title*
17-3011.02	Civil Drafters
51-4081.01	Combination Machine Tool Setters and Set-Up Operators, Metal and Plastic
49-2022.03	Communication Equipment Mechanics, Installers, and Repairers
35-2014.00	Cooks, Restaurant
51-9081.00	Dental Laboratory Technicians
51-5023.04	Design Printing Machine Setters and Set-Up Operators
49-2092.01	Electric Home Appliance and Power Tool Repairers
49-9012.01	Electric Meter Installers and Repairers
49-2092.02	Electric Motor and Switch Assemblers and Repairers
51-2022.00	Electrical and Electronic Equipment Assemblers
51-9061.04	Electrical and Electronic Inspectors and Testers
49-2093.00	Electrical and Electronics Installers and Repairers, Transportation Equipment
49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment
47-2111.00	Electricians
51-4193.01	Electrolytic Plating and Coating Machine Setters and Set-Up Operators, Metal and Plastic
51-2023.00	Electromechanical Equipment Assemblers
17-3012.01	Electronic Drafters
49-2096.00	Electronic Equipment Installers and Repairers, Motor Vehicles
49-2097.00	Electronic Home Entertainment Equipment Installers and Repairers
51-5023.07	Embossing Machine Set-Up Operators
51-2031.00	Engine and Other Machine Assemblers
51-9194.06	Engravers, Hand
51-9194.02	Engravers/Carvers
51-9194.03	Etchers
49-3041.00	Farm Equipment Mechanics
11-9012.00	Farmers and Ranchers
45-1011.03	First-Line Supervisors and Manager/Supervisors - Animal Care Workers, Except Livestock
45-1011.06	First-Line Supervisors and Manager/Supervisors - Fishery Workers
45-1011.04	First-Line Supervisors and Manager/Supervisors - Horticultural Workers
37-1012.02	First-Line Supervisors and Manager/Supervisors - Landscaping Workers
33-3031.00	Fish and Game Wardens
47-2042.00	Floor Layers, Except Carpet, Wood, and Hard Tiles
51-3092.00	Food Batchmakers
51-8092.02	Gas Distribution Plant Operators
51-8093.03	Gaugers
19-4041.01	Geological Data Technicians
19-4041.02	Geological Sample Test Technicians
47-2121.00	Glaziers
51-4033.01	Grinding, Honing, Lapping, and Deburring Machine Set-Up Operators
51-4191.01	Heating Equipment Setters and Set-Up Operators, Metal and Plastic
33-3051.02	Highway Patrol Pilots
49-9031.01	Home Appliance Installers
49-9041.00	Industrial Machinery Mechanics
47-2131.00	Insulation Workers, Floor, Ceiling, and Wall
47-2132.00	Insulation Workers, Mechanical
49-9063.01	Keyboard Instrument Repairers and Tuners
51-4034.00	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic
51-4192.00	Lay-Out Workers, Metal and Plastic
51-5023.03	Letterpress Setters and Set-Up Operators
49-9094.00	Locksmiths and Safe Repairers
53-4012.00	Locomotive Firers
49-9042.00	Maintenance and Repair Workers, General
51-9061.01	Materials Inspectors
53-5021.02	Mates- Ship, Boat, and Barge
49-9011.00	Mechanical Door Repairers
49-9062.00	Medical Equipment Repairers
51-4035.00	Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic
51-9071.03	Model and Mold Makers, Jewelry
49-3051.00	Motorboat Mechanics
51-4193.03	Nonelectrolytic Plating and Coating Machine Setters and Set-Up Operators, Metal and Plastic
19-4051.01	Nuclear Equipment Operation Technicians
19-4051.02	Nuclear Monitoring Technicians
51-4012.00	Numerical Tool and Process Control Programmers
49-2011.03	Office Machine and Cash Register Servicers
47-2073.02	Operating Engineers
49-3053.00	Outdoor Power Equipment and Other Small Engine Mechanics
49-9063.04	Percussion Instrument Repairers and Tuners
51-8093.01	Petroleum Pump System Operators
51-9131.02	Photographic Reproduction Technicians
51-5022.07	Platemakers
47-2152.02	Plumbers
51-9061.03	Precision Devices Inspectors and Testers
51-6011.02	Precision Dyers
51-9194.01	Precision Etchers and Engravers, Hand or Machine
51-9083.01	Precision Lens Grinders and Polishers
51-9195.01	Precision Mold and Pattern Casters, except Nonferrous Metals
49-2021.00	Radio Mechanics
27-4013.00	Radio Operators
49-3043.00	Rail Car Repairers
47-2171.00	Reinforcing Iron and Rebar Workers
49-9096.00	Riggers
47-2181.00	Roofers
47-5012.00	Rotary Drill Operators, Oil and Gas
47-2031.02	Rough Carpenters
51-5023.06	Screen Printing Machine Setters and Set-Up Operators
47-2211.00	Sheet Metal Workers
47-2031.04	Ship Carpenters and Joiners
51-6052.01	Shop and Alteration Tailors
51-9071.02	Silversmiths
27-4014.00	Sound Engineering Technicians
51-8021.02	Stationary Engineers
51-9195.03	Stone Cutters and Carvers
49-9063.02	Stringed Instrument Repairers and Tuners
47-2221.00	Structural Iron and Steel Workers

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

REALISTIC (CONTINUED)

REALISTIC — JOB ZONE 3 *(continued)*

*O*NET-SOC#*	*O*NET-SOC Title*
29-2055.00	Surgical Technologists
53-7121.00	Tank Car, Truck, and Ship Loaders
49-2022.04	Telecommunications Facility Examiners
49-9052.00	Telecommunications Line Installers and Repairers
47-2053.00	Terrazzo Workers and Finishers
51-6062.00	Textile Cutting Machine Setters, Operators, and Tenders
51-6063.00	Textile Knitting and Weaving Machine Setters, Operators, and Tenders
51-6064.00	Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
51-4194.00	Tool Grinders, Filers, and Sharpeners
51-6093.00	Upholsterers
49-9012.02	Valve and Regulator Repairers
31-9096.00	Veterinary Assistants and Laboratory Animal Caretakers
49-9064.00	Watch Repairers
51-4122.01	Welding Machine Setters and Set-Up Operators
47-5021.02	Well and Core Drill Operators

REALISTIC — JOB ZONE 4 *(Considerable Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
45-2011.00	Agricultural Inspectors
49-3011.02	Aircraft Engine Specialists
49-3011.01	Airframe-and-Power-Plant Mechanics
53-2011.00	Airline Pilots, Copilots, and Flight Engineers
17-3011.01	Architectural Drafters
53-6051.01	Aviation Inspectors
49-2091.00	Avionics Technicians
47-2031.05	Boat Builders and Shipwrights
47-2011.00	Boilermakers
51-5012.00	Bookbinders
27-4012.00	Broadcast Technicians
17-3023.02	Calibration and Instrumentation Technicians
49-9061.00	Camera and Photographic Equipment Repairers
51-5022.04	Camera Operators
47-2041.00	Carpet Installers
47-2081.01	Ceiling Tile Installers
49-2022.01	Central Office and PBX Installers and Repairers
17-3022.00	Civil Engineering Technicians
17-2051.00	Civil Engineers
53-2012.00	Commercial Pilots
47-2031.01	Construction Carpenters
51-6052.02	Custom Tailors
49-2011.02	Data Processing Equipment Repairers
43-9031.00	Desktop Publishers
17-3023.03	Electrical Engineering Technicians
49-9051.00	Electrical Power-Line Installers and Repairers
17-3024.00	Electro-Mechanical Technicians
51-5022.09	Electronic Masking System Operators
17-3023.01	Electronics Engineering Technicians
47-4021.00	Elevator Installers and Repairers
39-4011.00	Embalmers
51-5023.08	Engraver Set-Up Operators
51-9131.04	Film Laboratory Technicians
45-1011.05	First-Line Supervisors and Manager/Supervisors - Logging Workers
51-2041.02	Fitters, Structural Metal- Precision
19-1032.00	Foresters
49-9031.02	Gas Appliance Repairers
53-7071.02	Gas Compressor Operators
51-9195.04	Glass Blowers, Molders, Benders, and Finishers
51-5022.01	Hand Compositors and Typesetters
49-9021.01	Heating and Air Conditioning Mechanics
51-9071.01	Jewelers
53-4011.00	Locomotive Engineers
51-4041.00	Machinists
17-3013.00	Mechanical Drafters
17-3027.00	Mechanical Engineering Technicians
17-2141.00	Mechanical Engineers
51-9061.02	Mechanical Inspectors
51-2041.01	Metal Fabricators, Structural Metal Products
49-9044.00	Millwrights
49-3042.00	Mobile Heavy Equipment Mechanics, Except Engines
51-4061.00	Model Makers, Metal and Plastic
51-7031.00	Model Makers, Wood
33-1021.01	Municipal Fire Fighting and Prevention Supervisors
51-8011.00	Nuclear Power Reactor Operators
51-9083.02	Optical Instrument Assemblers
47-2141.00	Painters, Construction and Maintenance
51-5022.02	Paste-Up Workers
51-4062.00	Patternmakers, Metal and Plastic
51-7032.00	Patternmakers, Wood
51-8093.02	Petroleum Refinery and Control Panel Operators
51-9071.05	Pewter Casters and Finishers
51-5022.03	Photoengravers
47-2152.01	Pipe Fitters
47-2161.00	Plasterers and Stucco Masons
51-9195.05	Potters
51-8012.00	Power Distributors and Dispatchers
51-8013.01	Power Generating Plant Operators, Except Auxiliary Equipment Operators
51-9195.02	Precision Pattern and Die Casters, Nonferrous Metals
13-1041.05	Pressure Vessel Inspectors
29-2034.02	Radiologic Technicians
29-2034.01	Radiologic Technologists
53-4031.00	Railroad Conductors and Yardmasters
49-9063.03	Reed or Wind Instrument Repairers and Tuners

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

REALISTIC — JOB ZONE 4 *(Continued)*

*O*NET-SOC#*	*O*NET-SOC Title*
49-9021.02	Refrigeration Mechanics
51-5022.05	Scanner Operators
47-5013.00	Service Unit Operators, Oil, Gas, and Mining
49-9097.00	Signal and Track Switch Repairers
49-2022.05	Station Installers and Repairers, Telephone
47-2022.00	Stonemasons
51-5022.06	Strippers
17-3031.01	Surveying Technicians
27-2012.05	Technical Directors/Managers
51-4111.00	Tool and Die Makers
53-6041.00	Traffic Technicians
49-2092.04	Transformer Repairers
51-4121.03	Welder-Fitters
53-7073.00	Wellhead Pumpers

REALISTIC — JOB ZONE 5 *(Extensive Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
17-2011.00	Aerospace Engineers**
17-2021.00	Agricultural Engineers**
19-1011.00	Animal Scientists**
17-2041.00	Chemical Engineers**
51-5022.08	Dot Etchers
49-2095.00	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
17-2071.00	Electrical Engineers**
17-2072.00	Electronics Engineers, Except Computer**
51-5022.10	Electrotypers and Stereotypers
33-1021.02	Forest Fire Fighting and Prevention Supervisors
19-2042.01	Geologists**
19-2043.00	Hydrologists**
51-5021.00	Job Printers
17-1012.00	Landscape Architects**
17-2121.02	Marine Architects
19-1022.00	Microbiologists**
17-2121.01	Marine Engineers
17-2131.00	Materials Engineers**
17-2161.00	Nuclear Engineers**
51-5023.02	Offset Lithographic Press Setters and Set-Up Operators
17-2171.00	Petroleum Engineers
53-5021.03	Pilots, Ship
19-1013.01	Plant Scientists**
51-5022.11	Plate Finishers
27-1013.04	Sculptors**
53-5031.00	Ship Engineers
19-1013.02	Soil Scientists**

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

INVESTIGATIVE

INVESTIGATIVE — JOB ZONE 1 *(Little or No Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
45-2093.00	Farmworkers, Farm and Ranch Animals***
45-4011.00	Forest and Conservation Workers**

INVESTIGATIVE — JOB ZONE 2 *(Some Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
19-4011.01	Agricultural Technicians**
19-4021.00	Biological Technicians**
29-2041.00	Emergency Medical Technicians and Paramedics***
19-4011.02	Food Science Technicians**
33-2022.00	Forest Fire Inspectors and Prevention Specialists***
29-2012.00	Medical and Clinical Laboratory Technicians**
51-9082.00	Medical Appliance Technicians**

INVESTIGATIVE — JOB ZONE 3 *(Medium Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
45-2021.00	Animal Breeders**
29-2031.00	Cardiovascular Technologists and Technicians
19-4031.00	Chemical Technicians**
19-4061.01	City Planning Aides**
13-1072.00	Compensation, Benefits, and Job Analysis Specialists
15-1051.00	Computer Systems Analysts
51-9081.00	Dental Laboratory Technicians**
49-2094.00	Electrical and Electronics Repairers, Commercial and Industrial Equipment**
47-2111.00	Electricians**
13-1041.01	Environmental Compliance Inspectors
19-4091.00	Environmental Science and Protection Technicians, Including Health
33-3031.00	Fish and Game Wardens**
19-4041.02	Geological Sample Test Technicians**
17-3026.00	Industrial Engineering Technicians
13-1031.02	Insurance Adjusters, Examiners, and Investigators**
49-9062.00	Medical Equipment Repairers**
19-4051.01	Nuclear Equipment Operation Technicians**
19-4051.02	Nuclear Monitoring Technicians**
29-2091.00	Orthotists and Prosthetists**
29-1126.00	Respiratory Therapists
19-3041.00	Sociologists
31-9096.00	Veterinary Assistants and Laboratory Animal Caretakers**

INVESTIGATIVE — JOB ZONE 4 *(Considerable Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
17-3021.00	Aerospace Engineering and Operations Technicians
19-3091.01	Anthropologists
19-3091.02	Archeologists
19-2021.00	Atmospheric and Space Scientists
19-2031.00	Chemists
19-3031.02	Clinical Psychologists
17-2061.00	Computer Hardware Engineers
15-1021.00	Computer Programmers
15-1071.01	Computer Security Specialists
15-1031.00	Computer Software Engineers, Applications
15-1032.00	Computer Software Engineers, Systems Software
15-1041.00	Computer Support Specialists
13-1041.06	Coroners
15-1061.00	Database Administrators
29-1031.00	Dietitians and Nutritionists
19-3031.01	Educational Psychologists
19-1041.00	Epidemiologists
33-2021.02	Fire Investigators
17-2111.02	Fire-Prevention and Protection Engineers
19-1012.00	Food Scientists and Technologists
19-4092.00	Forensic Science Technicians
19-3092.00	Geographers
19-3093.00	Historians
17-2111.01	Industrial Safety and Health Engineers
19-3021.00	Market Research Analysts
19-2032.00	Materials Scientists

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

INVESTIGATIVE (CONTINUED)

INVESTIGATIVE — JOB ZONE 4 *(Continued)*

*O*NET-SOC#*	*O*NET-SOC Title*
15-3011.00	Mathematical Technicians
29-2011.00	Medical and Clinical Laboratory Technologists
19-1042.00	Medical Scientists, Except Epidemiologists
17-2151.00	Mining and Geological Engineers, Including Mining Safety Engineers
15-1081.00	Network Systems and Data Communications Analysts
29-2033.00	Nuclear Medicine Technologists
15-2031.00	Operations Research Analysts
29-1041.00	Optometrists
29-1051.00	Pharmacists
29-1071.00	Physician Assistants
19-1031.01	Soil Conservationists
15-2041.00	Statisticians
17-1022.00	Surveyors
19-3051.00	Urban and Regional Planners

INVESTIGATIVE — JOB ZONE 5 *(Extensive Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
17-2011.00	Aerospace Engineers
17-2021.00	Agricultural Engineers
25-1041.00	Agricultural Sciences Teachers, Postsecondary
29-1061.00	Anesthesiologists
19-1011.00	Animal Scientists
25-4011.00	Archivists
19-2011.00	Astronomers
19-1021.01	Biochemists
25-1042.00	Biological Science Teachers, Postsecondary
19-1020.01	Biologists
19-1021.02	Biophysicists
17-2041.00	Chemical Engineers
25-1052.00	Chemistry Teachers, Postsecondary
29-1011.00	Chiropractors
25-1021.00	Computer Science Teachers, Postsecondary
29-1021.00	Dentists, General
19-3011.00	Economists
17-2071.00	Electrical Engineers
17-2072.00	Electronics Engineers, Except Computer
25-1032.00	Engineering Teachers, Postsecondary
19-2041.00	Environmental Scientists and Specialists, Including Health
29-1062.00	Family and General Practitioners
13-2051.00	Financial Analysts
25-1043.00	Forestry and Conservation Science Teachers, Postsecondary
19-2042.01	Geologists
25-1071.00	Health Specialties Teachers, Postsecondary
19-2043.00	Hydrologists
19-3032.00	Industrial-Organizational Psychologists
29-1063.00	Internists, General
17-2131.00	Materials Engineers
25-1022.00	Mathematical Science Teachers, Postsecondary
15-2021.00	Mathematicians
19-1022.00	Microbiologists
11-9121.00	Natural Sciences Managers
17-2161.00	Nuclear Engineers
29-1064.00	Obstetricians and Gynecologists
29-1022.00	Oral and Maxillofacial Surgeons
29-1023.00	Orthodontists
29-1065.00	Pediatricians, General
19-2012.00	Physicists
25-1054.00	Physics Teachers, Postsecondary
19-1013.01	Plant Scientists
19-3094.00	Political Scientists
17-2111.03	Product Safety Engineers
29-1024.00	Prosthodontists
29-1066.00	Psychiatrists
19-1031.02	Range Managers
19-1013.02	Soil Scientists
29-1067.00	Surgeons
29-1131.00	Veterinarians
19-1023.00	Zoologists and Wildlife Biologists

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

ARTISTIC

ARTISTIC — JOB ZONE 1 *(Little or No Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
39-9011.00	Child Care Workers**
51-9194.05	Etchers, Hand**
41-9012.00	Models

ARTISTIC — JOB ZONE 2 *(Some Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
39-6031.00	Flight Attendants***
27-1023.00	Floral Designers
39-5091.00	Makeup Artists, Theatrical and Performance
51-9131.03	Photographic Hand Developers**
27-3011.00	Radio and Television Announcers
27-2042.01	Singers
51-6041.00	Shoe and Leather Workers and Repairers**
39-6022.00	Travel Guides***
37-3013.00	Tree Trimmers and Pruners**

ARTISTIC — JOB ZONE 3 *(Medium Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
27-2011.00	Actors
27-3043.03	Caption Writers
51-9194.02	Engraver/Carvers**
51-9194.03	Etchers**
27-1022.00	Fashion Designers
27-3091.00	Interpreters and Translators
49-9063.01	Keyboard Instrument Repairers and Tuners**
27-1026.00	Merchandise Displayers and Window Trimmers
25-4013.00	Museum Technicians and Conservators
49-9063.04	Percussion Instrument Repairers and Tuners**
27-4021.02	Photographers, Scientific
51-9131.01	Photographic Retouchers and Restorers
27-4021.01	Professional Photographers
27-3012.00	Public Address System and Other Announcers**
39-9032.00	Recreation Workers**
27-1013.02	Sketch Artists
19-3041.00	Sociologists**
27-4014.00	Sound Engineering Technicians**
51-9195.03	Stone Cutters and Carvers**
49-9063.02	Stringed Instrument Repairers and Tuners**
27-2012.04	Talent Directors

ARTISTIC — JOB ZONE 4 *(Considerable Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
11-2011.00	Advertising and Promotions Managers
17-1011.00	Architects, Except Landscape and Naval
27-1011.00	Art Directors
27-3021.00	Broadcast News Analysts
27-4031.00	Camera Operators, Television, Video, and Motion Picture
27-1013.03	Cartoonists
27-1021.00	Commercial and Industrial Designers
27-3043.04	Copy Writers
39-3092.00	Costume Attendants
27-3043.02	Creative Writers
25-4012.00	Curators
27-2031.00	Dancers
27-2012.02	Directors- Stage, Motion Pictures, Television, and Radio
27-3041.00	Editors
27-1027.02	Exhibit Designers
27-4032.00	Film and Video Editors
27-1024.00	Graphic Designers
27-1025.00	Interior Designers
25-4021.00	Librarians
27-2041.02	Music Arrangers and Orchestrators
27-1013.01	Painters and Illustrators
27-3043.01	Poets and Lyricists
27-2012.01	Producers
27-3022.00	Reporters and Correspondents

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

ARTISTIC — JOB ZONE 5 *(Extensive Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
25-1061.00	Anthropology and Archeology Teachers, Postsecondary***
25-1062.00	Area, Ethnic, and Cultural StudiesTeachers, Postsecondary***
25-1121.00	Art, Drama, and Music Teachers, Postsecondary
27-2032.00	Choreographers
21-2011.00	Clergy**
27-2041.03	Composers
19-3031.03	Counseling Psychologists***
21-2021.00	Directors, Religious Activities and Education***
25-1063.00	Economics Teachers, Postsecondary***
25-1123.00	English Language and Literature Teachers, Postsecondary
25-1124.00	Foreign Language and Literature Teachers, Postsecondary
25-1125.00	History Teachers, Postsecondary***
19-3032.00	Industrial-Organizational Psychologists***
17-1012.00	Landscape Architects
27-2041.01	Music Directors
27-2042.02	Musicians, Instrumental
25-1065.00	Political Science Teachers, Postsecondary***
19-3094.00	Political Scientists**
27-2012.03	Program Directors**
29-1066.00	Psychiatrists**
25-1066.00	Psychology Teachers, Postsecondary***
27-1013.04	Sculptors
27-1027.01	Set Designers
25-1067.00	Sociology Teachers, Postsecondary***
27-3042.00	Technical Writers

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

SOCIAL

SOCIAL — JOB ZONE 1 *(Little or No Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
53-3011.00	Ambulance Drivers and Attendants, Except Emergency Medical Technicians
33-3011.00	Bailiffs
35-3011.00	Bartenders**
53-3021.00	Bus Drivers, Transit and Intercity**
39-9011.00	Child Care Workers
35-3022.00	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
33-9091.00	Crossing Guards
41-9011.00	Demonstrators and Product Promoters**
35-3041.00	Food Servers, Nonrestaurant
39-4021.00	Funeral Attendants
31-1011.00	Home Health Aides
43-4111.00	Interviewers, Except Eligibility and Loan**
39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants
39-5092.00	Manicurists and Pedicurists**
43-4171.00	Receptionists and Information Clerks***
33-9032.00	Security Guards
39-6021.00	Tour Guides and Escorts
39-6032.00	Transportation Attendants, Except Flight Attendants and Baggage Porters**
39-3031.00	Ushers, Lobby Attendants, and Ticket Takers
35-3031.00	Waiters and Waitresses

SOCIAL — JOB ZONE 2 *(Some Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
33-9011.00	Animal Control Workers
43-4061.01	Claims Takers, Unemployment Benefits**
33-3012.00	Correctional Officers and Jailers**
29-2041.00	Emergency Medical Technicians and Paramedics
39-6031.00	Flight Attendants**
33-9092.00	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers**
31-1012.00	Nursing Aides, Orderlies, and Attendants
31-2012.00	Occupational Therapist Aides
31-2011.00	Occupational Therapist Assistants
39-9021.00	Personal and Home Care Aides
31-2022.00	Physical Therapist Aides
31-2021.00	Physical Therapist Assistants
33-9021.00	Private Detectives and Investigators**
43-5031.00	Police, Fire, and Ambulance Dispatchers
31-1013.00	Psychiatric Aides
27-3011.00	Radio and Television Announcers**
41-9022.00	Real Estate Sales Agents**
33-3051.03	Sheriffs and Deputy Sheriffs
21-1093.00	Social and Human Service Assistants
33-3052.00	Transit and Railroad Police**
41-3041.00	Travel Agents**
43-4181.01	Travel Clerks**
39-6022.00	Travel Guides**
43-4061.02	Welfare Eligibility Workers and Interviewers

SOCIAL — JOB ZONE 3 *(Medium Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
39-2011.00	Animal Trainers
39-5011.00	Barbers**
31-9091.00	Dental Assistants
29-2021.00	Dental Hygienists
13-1071.01	Employment Interviewers, Private or Public Employment Service
39-9031.00	Fitness Trainers and Aerobics Instructors
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop**
27-3091.00	Interpreters and Translators**
41-3021.00	Insurance Sales Agents**
29-2061.00	Licensed Practical and Licensed Vocational Nurses
31-9092.00	Medical Assistants
29-2091.00	Orthotists and Prosthetists
13-2052.00	Personal Financial Advisors
13-1071.02	Personnel Recruiters**
33-3051.01	Police Patrol Officers
21-1092.00	Probation Officers and Correctional Treatment Specialists
29-2053.00	Psychiatric Technicians
27-3012.00	Public Address System and Other Announcers
39-9032.00	Recreation Workers
39-9041.00	Residential Advisors
25-9041.00	Teacher Assistants

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

SOCIAL — JOB ZONE 4 *(Considerable Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
25-3011.00	Adult Literacy, Remedial Education, and GED Teachers and Instructors
29-1121.00	Audiologists
21-1021.00	Child, Family, and School Social Workers
29-2051.00	Dietetic Technicians
11-9032.00	Education Administrators, Elementary and Secondary School
11-9031.00	Education Administrators, Preschool and Child Care Center/Program
21-1012.00	Educational, Vocational, and School Counselors
25-2021.00	Elementary School Teachers, Except Special Education
13-1041.03	Equal Opportunity Representatives and Officers
25-9021.00	Farm and Home Management Advisors
25-2012.00	Kindergarten Teachers, Except Special Education
21-1022.00	Medical and Public Health Social Workers
21-1023.00	Mental Health and Substance Abuse Social Workers
21-1014.00	Mental Health Counselors
25-2022.00	Middle School Teachers, Except Special and Vocational Education
29-1122.00	Occupational Therapists
19-1031.03	Park Naturalists
29-1123.00	Physical Therapists
29-1081.00	Podiatrists
25-2011.00	Preschool Teachers, Except Special Education
29-1124.00	Radiation Therapists
29-1125.00	Recreational Therapists
29-1111.00	Registered Nurses
25-2031.00	Secondary School Teachers, Except Special and Vocational Education
25-3021.00	Self-Enrichment Education Teachers
11-9151.00	Social and Community Service Managers
25-2042.00	Special Education Teachers, Middle School
25-2041.00	Special Education Teachers, Preschool, Kindergarten, and Elementary School
25-2043.00	Special Education Teachers, Secondary School
29-1127.00	Speech-Language Pathologists
21-1011.00	Substance Abuse and Behavioral Disorder Counselors
13-1073.00	Training and Development Specialists
25-1194.00	Vocational Education Teachers Postsecondary
25-2023.00	Vocational Education Teachers, Middle School
25-2032.00	Vocational Education Teachers, Secondary School

SOCIAL — JOB ZONE 5 *(Extensive Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
23-1021.00	Administrative Law Judges, Adjudicators, and Hearing Officers**
25-1061.00	Anthropology and Archeology Teachers, Postsecondary
23-1022.00	Arbitrators, Mediators, and Conciliators**
25-1062.00	Area, Ethnic, and Cultural Studies Teachers, Postsecondary
25-1121.00	Art, Drama, and Music Teachers, Postsecondary**
29-9091.00	Athletic Trainers
25-1052.00	Chemistry Teachers, Postsecondary**
21-2011.00	Clergy
19-3031.03	Counseling Psychologists
21-2021.00	Directors, Religious Activities and Education
25-1063.00	Economics Teachers, Postsecondary
25-1123.00	English Language and Literature Teachers, Postsecondary **
25-1124.00	Foreign Language and Literature Teachers, Postsecondary**
25-1191.00	Graduate Teaching Assistants
21-1091.00	Health Educators
25-1125.00	History Teachers, Postsecondary
25-9031.00	Instructional Coordinators
23-1023.00	Judges, Magistrate Judges, and Magistrates**
25-1022.00	Mathematical Science Teachers, Postsecondary**
25-1072.00	Nursing Instructors and Teachers, Postsecondary
29-9011.00	Occupational Health and Safety Specialists
25-1054.00	Physics Teachers, Postsecondary**
25-1065.00	Political Science Teachers, Postsecondary
25-1066.00	Psychology Teachers, Postsecondary
25-1067.00	Sociology Teachers, Postsecondary

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

ENTERPRISING

ENTERPRISING — JOB ZONE 1 *(Little or No Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
39-6011.00	Baggage Porters and Bellhops
33-3011.00	Bailiffs**
35-3011.00	Bartenders
41-2011.00	Cashiers**
35-2015.00	Cooks, Short Order**
41-2021.00	Counter and Rental Clerks**
43-4041.01	Credit Authorizers**
43-4041.02	Credit Checkers**
41-9011.00	Demonstrators and Product Promoters
35-9011.00	Dining Room and Cafeteria Attendants and Bartender Helpers**
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
53-3031.00	Driver/Sales Workers
45-3011.00	Fishers and Related Fishing Workers**
39-4021.00	Funeral Attendants**
39-3093.00	Locker Room, Coatroom, and Dressing Room Attendants**
39-5092.00	Manicurists and Pedicurists
41-9012.00	Models**
43-4171.00	Receptionists and Information Clerks**
33-9032.00	Security Guards**
53-6031.00	Service Station Attendants**
41-9041.00	Telemarketers
39-6021.00	Tour Guides and Escorts**
39-6032.00	Transportation Attendants, Except Flight Attendants and Baggage Porters
35-3031.00	Waiters and Waitresses**

ENTERPRISING — JOB ZONE 2 *(Some Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
43-4051.01	Adjustment Clerks**
43-3011.00	Bill and Account Collectors**
39-6031.00	Flight Attendants
39-3012.00	Gaming and Sports Book Writers and Runners
39-3011.00	Gaming Dealers
43-4081.00	Hotel, Motel, and Resort Desk Clerks**
43-4161.00	Human Resources Assistants, Except Payroll and Timekeeping**
43-4131.00	Loan Interviewers and Clerks**
43-4141.00	New Accounts Clerks**
41-2022.00	Parts Salespersons
33-9021.00	Private Detectives and Investigators
43-5061.00	Production, Planning, and Expediting Clerks**
41-9022.00	Real Estate Sales Agents
41-2031.00	Retail Salespersons
41-4011.01	Sales Representatives, Agricultural
41-4011.03	Sales Representatives, Electrical/Electronic
41-4011.04	Sales Representatives, Mechanical Equipment and Supplies
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
33-3051.03	Sheriffs and Deputy Sheriffs**
13-2082.00	Tax Preparers**
33-3052.00	Transit and Railroad Police
41-3041.00	Travel Agents
39-6022.00	Travel Guides

ENTERPRISING — JOB ZONE 3 *(Medium Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
41-3011.00	Advertising Sales Agents
13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes
27-2021.00	Athletes and Sports Competitors
45-1011.01	First-Line Supervisors and Manager/Supervisors - Agricultural Crop Workers
45-1011.02	First-Line Supervisors and Manager/Supervisors - Animal Husbandry Workers
47-1011.02	First-Line Supervisors and Manager/Supervisors- Extractive Workers
43-1011.02	First-Line Supervisors, Administrative Support
43-1011.01	First-Line Supervisors, Customer Service
35-1012.00	First-Line Supervisors/Managers of Food Preparation and Serving Workers
53-1021.00	First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand
41-1012.00	First-Line Supervisors/Managers of Non-Retail Sales Workers
39-1021.00	First-Line Supervisors/Managers of Personal Service Workers
51-1011.00	First-Line Supervisors/Managers of Production and Operating Workers
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers
53-1031.00	First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators
11-9071.00	Gaming Managers

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

ENTERPRISING — JOB ZONE 3 *(Continued)*

*O*NET-SOC#*	*O*NET-SOC Title*
39-1011.00	Gaming Supervisors
13-1041.04	Government Property Inspectors and Investigators
39-5012.00	Hairdressers, Hairstylists, and Cosmetologists
35-9031.00	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
13-1031.02	Insurance Adjusters, Examiners, and Investigators
41-3021.00	Insurance Sales Agents
37-1011.02	Janitorial Supervisors
11-9081.00	Lodging Managers
13-1071.02	Personnel Recruiters
41-3031.02	Sales Agents, Financial Services
41-4011.02	Sales Representatives, Chemical and Pharmaceutical
41-4011.06	Sales Representatives, Instruments
41-4011.05	Sales Representatives, Medical
27-2023.00	Umpires, Referees, and Other Sports Officials
13-1022.00	Wholesale and Retail Buyers, Except Farm Products

ENTERPRISING — JOB ZONE 4 *(Considerable Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
11-3011.00	Administrative Services Managers
11-9011.02	Agricultural Crop Farm Managers
13-2021.02	Appraisers, Real Estate
35-1011.00	Chefs and Head Cooks
33-3021.04	Child Support, Missing Persons, and Unemployment Insurance Fraud Investigators
11-3041.00	Compensation and Benefits Managers
11-9021.00	Construction Managers
33-3021.03	Criminal Investigators and Special Agents
13-2061.00	Financial Examiners
11-3031.02	Financial Managers, Branch or Department
47-1011.01	First-Line Supervisors and Manager/Supervisors-Construction Trades Workers
49-1011.00	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
33-1012.00	First-Line Supervisors/Managers of Police and Detectives
11-9011.03	Fish Hatchery Managers
11-9051.00	Food Service Managers
11-9061.00	Funeral Directors
11-1011.01	Government Service Executives
37-1011.01	Housekeeping Supervisors
11-3040.00	Human Resources Managers
17-2112.00	Industrial Engineers
11-3051.00	Industrial Production Managers
23-2092.00	Law Clerks
37-1012.01	Lawn Service Managers
13-2071.00	Loan Counselors
13-2072.00	Loan Officers
13-1111.00	Management Analysts
11-2021.00	Marketing Managers
11-9111.00	Medical and Health Services Managers
13-1121.00	Meeting and Convention Planners
11-9011.01	Nursery and Greenhouse Managers
29-2081.00	Opticians, Dispensing
23-2011.00	Paralegals and Legal Assistants
33-3021.01	Police Detectives
11-9131.00	Postmasters and Mail Superintendents
11-9141.00	Property, Real Estate, and Community Association Managers
27-3031.00	Public Relations Specialists
53-6051.02	Public Transportation Inspectors
13-1021.00	Purchasing Agents and Buyers, Farm Products
13-1023.00	Purchasing Agents, Except Wholesale, Retail, and Farm Products
11-3061.00	Purchasing Managers
41-3031.01	Sales Agents, Securities and Commodities
11-2022.00	Sales Managers
53-5021.01	Ship and Boat Captains
11-3071.02	Storage and Distribution Managers
11-3042.00	Training and Development Managers
11-3071.01	Transportation Managers

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

ENTERPRISING — JOB ZONE 5 *(Extensive Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
23-1021.00	Administrative Law Judges, Adjudicators, and Hearing Officers
23-1022.00	Arbitrators, Mediators, and Conciliators
27-2022.00	Coaches and Scouts
11-3021.00	Computer and Information Systems Managers
21-2021.00	Directors, Religious Activities and Education**
19-3011.00	Economists**
11-9033.00	Education Administrators, Postsecondary
11-9041.00	Engineering Managers
33-1021.02	Forest Fire Fighting and Prevention Supervisors**
19-3032.00	Industrial-Organizational Psychologists**
23-1023.00	Judges, Magistrate Judges, and Magistrates
23-1011.00	Lawyers
11-9121.00	Natural Sciences Managers**
29-9011.00	Occupational Health and Safety Specialists**
53-5021.03	Pilots, Ship**
11-1011.02	Private Sector Executives
27-2012.03	Program Directors
41-9031.00	Sales Engineers
53-5031.00	Ship Engineers**
11-3031.01	Treasurers, Controllers, and Chief Financial Officers

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

CONVENTIONAL

CONVENTIONAL — JOB ZONE 1 *(Little or No Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
43-3021.03	Billing, Posting, and Calculating Machine Operators
41-2011.00	Cashiers
43-2021.02	Central Office Operators
41-2021.00	Counter and Rental Clerks
43-4041.01	Credit Authorizers
43-4041.02	Credit Checkers
43-2021.01	Directory Assistance Operators
43-9071.01	Duplicating Machine Operators
43-4071.00	File Clerks
43-4111.00	Interviewers, Except Eligibility and Loan
43-4121.00	Library Assistants, Clerical
43-9051.02	Mail Clerks, Except Mail Machine Operators and Postal Service
43-5081.02	Marking Clerks
43-5041.00	Meter Readers, Utilities
43-9061.00	Office Clerks, General
33-3041.00	Parking Enforcement Workers
43-5052.00	Postal Service Mail Carriers
43-3061.00	Procurement Clerks
43-4171.00	Receptionists and Information Clerks
43-5071.00	Shipping, Receiving, and Traffic Clerks
43-2011.00	Switchboard Operators, Including Answering Service
43-5111.00	Weighers, Measurers, Checkers, and Samplers, Recordkeeping

CONVENTIONAL — JOB ZONE 2 *(Some Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
43-4051.01	Adjustment Clerks
43-3011.00	Bill and Account Collectors
43-3021.02	Billing, Cost, and Rate Clerks
43-3031.00	Bookkeeping, Accounting, and Auditing Clerks
43-4011.00	Brokerage Clerks
43-5011.00	Cargo and Freight Agents
43-4061.01	Claims Takers, Unemployment Benefits
43-4021.00	Correspondence Clerks
43-4051.02	Customer Service Representatives, Utilities
43-9021.00	Data Entry Keyers
43-5032.00	Dispatchers, Except Police, Fire, and Ambulance
33-2021.01	Fire Inspectors
53-6051.06	Freight Inspectors
43-4081.00	Hotel, Motel, and Resort Desk Clerks
43-4161.00	Human Resources Assistants, Except Payroll and Timekeeping
43-9041.01	Insurance Claims Clerks
43-9041.02	Insurance Policy Processing Clerks
25-4031.00	Library Technicians
43-4031.03	License Clerks
43-4131.00	Loan Interviewers and Clerks
43-4031.02	Municipal Clerks
43-4141.00	New Accounts Clerks
43-4151.00	Order Clerks
43-5081.04	Order Fillers, Wholesale and Retail Sales
43-3051.00	Payroll and Timekeeping Clerks
29-2052.00	Pharmacy Technicians
43-5051.00	Postal Service Clerks
43-5061.00	Production, Planning, and Expediting Clerks
43-9081.00	Proofreaders and Copy Markers
43-4181.02	Reservation and Transportation Ticket Agents
43-6014.00	Secretaries, Except Legal, Medical, and Executive
43-3021.01	Statement Clerks
43-9111.00	Statistical Assistants
43-5081.03	Stock Clerks- Stockroom, Warehouse, or Storage Yard
13-2082.00	Tax Preparers
43-3071.00	Tellers
23-2093.01	Title Searchers
43-4181.01	Travel Clerks
43-9022.00	Word Processors and Typists

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

CONVENTIONAL (CONTINUED)

CONVENTIONAL — JOB ZONE 3 *(Medium Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
49-2011.01	Automatic Teller Machine Servicers**
51-9071.04	Bench Workers, Jewelry**
19-4061.01	City Planning Aides
13-1072.00	Compensation, Benefits, and Job Analysis Specialists**
43-9011.00	Computer Operators
47-4011.00	Construction and Building Inspectors
43-4031.01	Court Clerks
51-9061.04	Electrical and Electronic Inspectors and Testers**
17-3012.01	Electronic Drafters**
13-1041.01	Environmental Compliance Inspectors**
53-1021.00	First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand**
41-1011.00	First- Line Supervisors/Managers of Retail Sales Workers**
41-1012.00	First- Line Supervisors/Managers of Non-Retail Sales Workers**
11-9071.00	Gaming Managers**
39-1011.00	Gaming Supervisors**
33-3021.05	Immigration and Customs Inspectors
43-6012.00	Legal Secretaries
13-1041.02	Licensing Examiners and Inspectors
17-3031.02	Mapping Technicians
51-9061.01	Materials Inspectors**
29-2071.00	Medical Records and Health Information Technicians
43-6013.00	Medical Secretaries
51-4012.00	Numerical Tool and Process Control Programmers**
33-3021.02	Police Identification and Records Officers
23-2093.02	Title Examiners and Abstractors
13-1022.00	Wholesale and Retail Buyers, Except Farm Products**

CONVENTIONAL — JOB ZONE 4 *(Considerable Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
13-2011.01	Accountants
11-3011.00	Administrative Services Managers**
53-2021.00	Air Traffic Controllers
13-2021.01	Assessors
27-4011.00	Audio and Video Equipment Technicians
25-9011.00	Audio-Visual Collections Specialists
13-2011.02	Auditors
13-2031.00	Budget Analysts
17-1021.00	Cartographers and Photogrammetrists
13-1031.01	Claims Examiners, Property and Casualty Insurance
13-1051.00	Cost Estimators
13-2041.00	Credit Analysts
17-3012.02	Electrical Drafters
43-6011.00	Executive Secretaries and Administrative Assistants
11-3051.00	Industrial Production Managers**
13-1032.00	Insurance Appraisers, Auto Damage
13-2053.00	Insurance Underwriters
13-1111.00	Management Analysts**
29-1051.00	Pharmacists**
11-9141.00	Property, Real Estate, and Community Association Managers**
15-2041.00	Statisticians**
13-2081.00	Tax Examiners, Collectors, and Revenue Agents
11-3071.01	Transportation Managers**

CONVENTIONAL — JOB ZONE 5 *(Extensive Preparation Needed)*

*O*NET-SOC#*	*O*NET-SOC Title*
15-2011.00	Actuaries
25-4011.00	Archivists**
19-2011.00	Astronomers***
11-3021.00	Computer and Information Systems Managers**
25-1021.00	Computer Science Teachers, Postsecondary**
51-5022.08	Dot Etchers**
19-3011.00	Economists***
11-9033.00	Education Administrators, Postsecondary***
51-5022.10	Electrotypers and Stereotypers**
13-2051.00	Financial Analysts**
25-1191.00	Graduate Teaching Assistants***
51-5021.00	Job Printers**
23-1011.00	Lawyers**
53-6051.03	Marine Cargo Inspectors
25-1022.00	Mathematical Science Teachers, Postsecondary***
15-2021.00	Mathematicians**
51-5023.02	Offset Lithographic Press Setters and Set-Up Operators**
19-2012.00	Physicists***
51-5022.11	Plate Finishers**
11-1011.02	Private Sector Executives**
53-5031.00	Ship Engineers***
11-3031.01	Treasurers, Controllers, and Chief Financial Officers**

** The occupation was assigned to the group based on its second highest interest area.
*** The occupation was assigned to the group based on its third highest interest area.

Notes

Notes

List of Links in the Analyst Virtual Help Desk

Module 1. What it takes to be a Successful Analyst

	state government
	California State Agencies, Departments, Boards and Commissions
	Constitutional Officers
	California State Government Organization Chart (Executive Branch)
	Checks and Balances: The Three Branches of State Government (Directions to the video: Once in the CSUS Civil Education webpage look to the left side-bar and click on “Free Materials”, then scroll down and click on “Click HERE to watch the Legischool videos online,” then search for the “Checks and Balances: The Three Branches of State Government” video.) (HR Mod gratefully acknowledges the cooperation of The California Channel and the Legischool Project at the Center for California Studies, which have consented to including this link to the video.)

	O*NET Resource Center, Interest Profiler
	Job Classifications Matched to Bachelor Degrees and Majors
	Become an Analyst for the State of California
	take an open exam
	SSA
	Associate Governmental Program Analyst (AGPA)
	The State Hiring Process
	State Personnel Board (SPB) Class Specification Search
	Vacant Positions

Module 2. What Kinds of jobs are out there?

	DOF
	ASSOCIATE BUDGET ANALYST
	ACCOUNTING ANALYST
	ASSOCIATE ACCOUNTING ANALYST
	DGS
	BUSINESS SERVICE ASSISTANT

	BUSINESS SERVICE OFFICER
	ASSOCIATE BUSINESS MANAGEMENT ANALYST
	SSA
	AGPA
	DPA

	SPB
	merit issues
	ASSOCIATE PERSONNEL ANALYST
	LABOR RELATIONS ANALYST
	PERSONNEL PROGRAM ANALYST
	Other Analyst Classifications
	California State Agencies, Departments, Boards and Commissions
	Search for Analyst Job Descriptions
	California State Constitution
	California Government Code
	California Code of Regulations
	State Administrative Manual
	California State Government Organizational Chart (Executive Branch)
	State of California Website
	Governor's California Budget
	Resources available at the California State Library
	Government Resources
	Government and Public Policy
	Government Links
	Citizen's Guide to the Legislative Process.

	How a Bill Becomes Law (Directions to the video: Once in the CSUS Civil Education webpage look to the left side-bar and click on “Free Materials”, then scroll down and click on “Click HERE to watch the Legischool videos online,” then search for the “Checks and Balances: The Three Branches of State Government” video.) (HR Mod gratefully acknowledges the cooperation of The California Channel and the Legischool Project at the Center for California Studies, which have consented to including this link to the video.)
	Statewide Training Resources