
Career Plan Project Workbook



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Glencoe

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Introduction and Guide

This *Career Plan Project Workbook* contains activity worksheets intended to help your students make solid and informed career decisions. You can use these worksheets as homework or in-class assignments or as inspiration for group activities. Students can fill out these worksheets on their own and discuss them with you or with their career counselor, or you can use the worksheets as reproducible masters to lead in-class activities and discussions. You can choose to progress through the worksheets in order, or pick and choose the activities that meet your curriculum needs.

Worksheets focus on the three core areas of career decision making: self-assessment, career exploration, and goal setting. The focus area is identified at the top right of every worksheet.

Self-Assessment

The first block of worksheets concentrates on self-knowledge and self-awareness. Students consider what they enjoy and take pride in doing and work to correlate this information with possible careers. They identify their top career interest areas based on their interests, values, and self-image, and consider which of the 16 career clusters defined by the U.S. Department of Education fit best with their academic and personal strengths. They also consider their personality types and the values they wish to express through their work.

Career Exploration

In these activities, students move from identifying possible careers to doing research that will help them fine-tune their career options and make a career decision. Students explore career- and education-planning resources offered on the Web, complete one or more job-shadowing experiences, and profile all aspects of different careers that interest them. Over the course of their career-planning experience, students can use multiple copies of the Career Profile Form on pages 16 through 19 to explore various careers that appeal to them.

Goal Setting

After exploring themselves and their career options, students move on to planning and goal setting. Students profile postsecondary education and training options that appeal to them, considering a range of important criteria such as cost and job-placement success. They create a checklist of the materials they will need to apply for a postsecondary program and record their progress toward meeting relevant due dates. They also research the skills needed in their career of choice and make plans to strengthen these skills. Additionally, students compile the information they will need for a résumé and list of references. Rounding out the workbook is a Six-Year Plan for each year of high school as well as the first two years thereafter. Working with their counselors, students can plan their coursework and activities for each term and year and can record their progress toward graduation and career readiness.

Many of the worksheets and suggested activities in this Career Plan Project Workbook can also serve as projects and activity suggestions for students' Personal Academic and Career Portfolios. Suggested answers and further suggestions are provided in the Answer Key beginning on page 41.

Interests and Aptitudes

Self-Assessment

Directions Most people tend to be good at what interests them, and interested in what they are good at doing. To find career ideas, consider subjects and activities that you have enjoyed or that have given you a sense of achievement.

1. At school, I have felt interested and engaged in these subjects and class activities:

Subject: _____ Class activity: _____

Subject: _____ Class activity: _____

2. Outside of school, I have felt interested and engaged in these activities:

Place: _____ Activity: _____

Place: _____ Activity: _____

3. At school, I have done best in these subjects or activities:

4. At home, I can be counted on to do a good job at:

5. If I were to win an award for a special talent or quality, it would be:

6. Teachers, family members, friends, or others have praised my ability to:

7. I feel proud of myself when I:

8. Show your answers to a family member, counselor, or teacher. Together, brainstorm career areas that might fit your interests and skills. What career ideas can you find?

Career Interest Areas

Self-Assessment

Directions What are your career interests? Each individual tends to prefer one of the six career interest groups described below depending on what they enjoy, value, and are good at doing. People in each group tend to enjoy similar professions. Which group best suits you? Pick one or two of the types below that fit you best.

REALISTIC

- You enjoy and are good at working with animals, plants, tools, machines, or mechanical drawings.
- You value practical things you can see, touch, and use.
- You see yourself as practical, mechanical, realistic, honest, modest, and natural.
- You would probably not enjoy social jobs such as teaching or working with patients.

INVESTIGATIVE

- You enjoy and are good at studying and solving math or science problems.
- You value science.
- You see yourself as independent, precise, curious, complex, scientific, and intellectual.
- You would probably not enjoy sales or jobs that involve leading or persuading people.

ARTISTIC

- You enjoy and are good at creative activities such as art, drama, crafts, dance, music, or creative writing.
- You value creative arts such as drama, music, art, or literature.
- You see yourself as emotional, expressive, original, imaginative, independent, and open.
- You would probably not enjoy highly ordered or repetitive activities.

SOCIAL

- You enjoy and are good at doing things to help people, such as teaching, nursing, giving first aid, or providing information.
- You value helping people and solving social problems.
- You see yourself as helpful, friendly, tactful, kind, and trustworthy.
- You would probably not enjoy using machines, tools, or animals to achieve a goal.

ENTERPRISING

- You enjoy and are good at leading and persuading people and selling products, services, and ideas.
- You value success in politics, leadership, or business.
- You see yourself as energetic, ambitious, adventurous, popular, and sociable.
- You would probably not enjoy activities that require careful observation and scientific analysis.

Career Interest Areas (continued)

Self-Assessment

1. Which of the career interest areas on the previous page best describe(s) you? Check up to three.
 - Realistic** You may enjoy a career as a mechanic, air traffic controller, pilot, surveyor, soldier, police officer, farmer, miner, or electrician.
 - Investigative** You may enjoy a career as a scientist, doctor, dentist, medical technologist, computer programmer, mathematician, college professor, or veterinarian.
 - Artistic** You may enjoy a career as a composer, musician, stage director, writer, decorator, architect, graphic designer, artist, photographer, journalist, or actor.
 - Social** You may enjoy a career as a teacher, religious worker, counselor, clinical psychologist, occupational therapist, caseworker, playground supervisor, child care worker, or speech therapist.
 - Enterprising** You may enjoy a career as a salesperson, manager, business executive, lawyer, politician, marketing manager, stockbroker, urban planner, television producer, sports promoter, or retail buyer.
 - Conventional** You may enjoy a career as a bookkeeper, accountant, court reporter, stenographer, financial analyst, banker, cost estimator, tax expert, office manager, or medical records technician.
2. Ask three people who know you well—such as a family member, teacher, and friend—to pick the career interest area(s) that they think best characterize you. Do you agree or disagree with their assessments? Why?

3. Name three of the careers listed above that you would like to research further.

4. Pick your top two career interest areas and find three careers that might combine these interests. A realistic-artistic person, for example, might enjoy a career as a botanical artist, a technical writer, or a craftsperson. What creative career ideas can you find?

Career Clusters

Self-Assessment

Directions Which career clusters interest you most? Check every statement below that applies to you. Then add up the number of check marks in each group.

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|----------------------------------------------------------|-----------------------------------------|--------------------------------------|
| 1 | <input type="radio"/> learn how things live and grow. | <input type="radio"/> independent | <input type="radio"/> math |
| | <input type="radio"/> learn about natural resources. | <input type="radio"/> accurate | <input type="radio"/> life science |
| | <input type="radio"/> hunt or fish. | <input type="radio"/> a nature lover | <input type="radio"/> earth sciences |
| | <input type="radio"/> protect the environment. | <input type="radio"/> physically active | <input type="radio"/> chemistry |
| | <input type="radio"/> be outdoors. | <input type="radio"/> a good planner | <input type="radio"/> agriculture |
| | <input type="radio"/> plan, budget, and keep records. | <input type="radio"/> a problem solver | |
| | <input type="radio"/> use and repair tools and machines. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|----------------------------------------------------------|----------------------------------------------------|-------------------------------------------|
| 2 | <input type="radio"/> follow blueprints or instructions. | <input type="radio"/> inquisitive | <input type="radio"/> math |
| | <input type="radio"/> picture things in my mind. | <input type="radio"/> good with my hands | <input type="radio"/> drafting |
| | <input type="radio"/> work with my hands. | <input type="radio"/> good at following directions | <input type="radio"/> physical sciences |
| | <input type="radio"/> do precise work. | <input type="radio"/> attentive to detail | <input type="radio"/> construction trades |
| | <input type="radio"/> solve technical problems. | <input type="radio"/> good at visualizing | <input type="radio"/> technology |
| | <input type="radio"/> visit interesting buildings. | <input type="radio"/> patient, persistent | |
| | <input type="radio"/> follow step-by-step procedures. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|-----------------------------------------------------|-------------------------------------------|------------------------------------------------|
| 3 | <input type="radio"/> communicate information. | <input type="radio"/> creative | <input type="radio"/> art/graphic design |
| | <input type="radio"/> perform. | <input type="radio"/> quick thinking | <input type="radio"/> music |
| | <input type="radio"/> read and write. | <input type="radio"/> a good communicator | <input type="radio"/> speech or drama |
| | <input type="radio"/> play a musical instrument. | <input type="radio"/> tech savvy | <input type="radio"/> journalism or literature |
| | <input type="radio"/> make artwork or crafts. | <input type="radio"/> versatile | <input type="radio"/> audio/video technology |
| | <input type="radio"/> record audio or video. | <input type="radio"/> tenacious | |
| | <input type="radio"/> design displays or Web pages. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|------------------------------------------------------|---------------------------------------|---------------------------------------------|
| 4 | <input type="radio"/> stay organized. | <input type="radio"/> logical | <input type="radio"/> computer applications |
| | <input type="radio"/> work with numbers and details. | <input type="radio"/> organized | <input type="radio"/> business |
| | <input type="radio"/> lead others. | <input type="radio"/> practical | <input type="radio"/> accounting |
| | <input type="radio"/> network and make new contacts. | <input type="radio"/> tactful | <input type="radio"/> math |
| | <input type="radio"/> use computers. | <input type="radio"/> responsible | <input type="radio"/> English/language arts |
| | <input type="radio"/> communicate ideas. | <input type="radio"/> entrepreneurial | |
| | <input type="radio"/> manage my own work. | | |
| Number of statements checked: _____ | | | |

Continued on next page

Career Clusters (continued)

Self-Assessment

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|-------------------------------------------------------|--------------------------------------------------|------------------------------------------------|
| 5 | <input type="checkbox"/> talk to all kinds of people. | <input type="checkbox"/> friendly | <input type="checkbox"/> English/language arts |
| | <input type="checkbox"/> learn. | <input type="checkbox"/> a strong decision maker | <input type="checkbox"/> social studies |
| | <input type="checkbox"/> lead a group. | <input type="checkbox"/> helpful | <input type="checkbox"/> math |
| | <input type="checkbox"/> go to school. | <input type="checkbox"/> inquisitive | <input type="checkbox"/> science |
| | <input type="checkbox"/> direct and plan activities. | <input type="checkbox"/> a good listener | <input type="checkbox"/> psychology |
| | <input type="checkbox"/> multitask. | <input type="checkbox"/> a quick thinker | |
| | <input type="checkbox"/> help others. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|---------------------------------------------------------|-----------------------------------------|------------------------------------------|
| 6 | <input type="checkbox"/> work with numbers. | <input type="checkbox"/> trustworthy | <input type="checkbox"/> accounting |
| | <input type="checkbox"/> meet deadlines. | <input type="checkbox"/> orderly | <input type="checkbox"/> math |
| | <input type="checkbox"/> use facts to make predictions. | <input type="checkbox"/> self-confident | <input type="checkbox"/> economics |
| | <input type="checkbox"/> play by the rules. | <input type="checkbox"/> logical | <input type="checkbox"/> banking/finance |
| | <input type="checkbox"/> analyze financial information. | <input type="checkbox"/> attentive | <input type="checkbox"/> business law |
| | <input type="checkbox"/> handle money. | <input type="checkbox"/> practical | |
| | <input type="checkbox"/> keep accurate records. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|-------------------------------------------------------|--------------------------------------------------|--------------------------------------------|
| 7 | <input type="checkbox"/> be politically involved. | <input type="checkbox"/> a good communicator | <input type="checkbox"/> government |
| | <input type="checkbox"/> debate ideas. | <input type="checkbox"/> competitive | <input type="checkbox"/> language arts |
| | <input type="checkbox"/> work in a team. | <input type="checkbox"/> service-minded | <input type="checkbox"/> history |
| | <input type="checkbox"/> analyze complex issues. | <input type="checkbox"/> a strong problem solver | <input type="checkbox"/> math |
| | <input type="checkbox"/> persuade others. | <input type="checkbox"/> a quick thinker | <input type="checkbox"/> foreign languages |
| | <input type="checkbox"/> keep up with current events. | <input type="checkbox"/> culturally sensitive | |
| | | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|----------------------------------------------------------|-------------------------------------------------------|----------------------------------------------|
| 8 | <input type="checkbox"/> help the sick. | <input type="checkbox"/> caring | <input type="checkbox"/> life sciences |
| | <input type="checkbox"/> make logical decisions. | <input type="checkbox"/> good at following directions | <input type="checkbox"/> chemistry |
| | <input type="checkbox"/> learn about health and science. | <input type="checkbox"/> careful | <input type="checkbox"/> math |
| | <input type="checkbox"/> respond in an emergency. | <input type="checkbox"/> a good listener | <input type="checkbox"/> occupational health |
| | <input type="checkbox"/> work in a team. | <input type="checkbox"/> scientific | <input type="checkbox"/> language arts |
| | <input type="checkbox"/> do precise, accurate work. | <input type="checkbox"/> clear-headed | |
| | | | |
| Number of statements checked: _____ | | | |

Continued on next page

Career Clusters (continued)

Self-Assessment

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|-----------------------------------------------------------|-------------------------------------|---------------------------------------------------|
| 9 | <input type="radio"/> work with the public. | <input type="radio"/> outgoing | <input type="radio"/> language arts/ speech |
| | <input type="radio"/> interact with many types of people. | <input type="radio"/> sympathetic | <input type="radio"/> foreign language |
| | <input type="radio"/> help others have a good time. | <input type="radio"/> friendly | <input type="radio"/> social sciences |
| | <input type="radio"/> have a flexible schedule. | <input type="radio"/> a team player | <input type="radio"/> marketing |
| | <input type="radio"/> help people make decisions. | <input type="radio"/> tolerant | <input type="radio"/> food services/ nutrition |
| | <input type="radio"/> meet and greet people. | <input type="radio"/> responsive | |
| | <input type="radio"/> learn about other cultures. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|-----------|-------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------|
| 10 | <input type="radio"/> help people solve their problems. | <input type="radio"/> caring | <input type="radio"/> language arts |
| | <input type="radio"/> volunteer to help others. | <input type="radio"/> a good communicator | <input type="radio"/> psychology |
| | <input type="radio"/> listen to other people's feelings. | <input type="radio"/> a good listener | <input type="radio"/> sociology |
| | <input type="radio"/> work with children and the elderly. | <input type="radio"/> strong | <input type="radio"/> family and consumer sciences |
| | <input type="radio"/> find solutions to problems. | <input type="radio"/> intuitive | <input type="radio"/> foreign languages |
| | <input type="radio"/> make friends with people of different ages, cultures, and backgrounds. | <input type="radio"/> nonjudgmental | |
| | <input type="radio"/> show other people that I care. | | |
| | Number of statements checked: _____ | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|----------------------------------------------------|------------------------------------------------|----------------------------------------------|
| 11 | <input type="radio"/> work with computers. | <input type="radio"/> a logical thinker | <input type="radio"/> math |
| | <input type="radio"/> solve technical problems. | <input type="radio"/> good with details | <input type="radio"/> science |
| | <input type="radio"/> use machines and tools. | <input type="radio"/> persistent | <input type="radio"/> computer technology |
| | <input type="radio"/> figure out diagrams. | <input type="radio"/> methodical | <input type="radio"/> communications |
| | <input type="radio"/> keep up with new technology. | <input type="radio"/> good at concentrating | <input type="radio"/> graphic design |
| | <input type="radio"/> work with multimedia. | <input type="radio"/> precise and accurate | |
| | <input type="radio"/> build Web sites. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|------------------------------------------------------------|------------------------------------|------------------------------------------------|
| 12 | <input type="radio"/> take charge in dangerous situations. | <input type="radio"/> adventurous | <input type="radio"/> language arts |
| | <input type="radio"/> make important decisions. | <input type="radio"/> dependable | <input type="radio"/> psychology/ sociology |
| | <input type="radio"/> interact with others. | <input type="radio"/> civic-minded | <input type="radio"/> government/history |
| | <input type="radio"/> earn others' respect. | <input type="radio"/> decisive | <input type="radio"/> law enforcement |
| | <input type="radio"/> respect rules and laws. | <input type="radio"/> optimistic | <input type="radio"/> first aid |
| | <input type="radio"/> debate and win arguments. | <input type="radio"/> trustworthy | |
| | <input type="radio"/> observe people's behavior. | | |
| Number of statements checked: _____ | | | |

Continued on next page

Career Clusters (continued)

Self-Assessment

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|---------------------------------------------------------------|------------------------------------------|---------------------------------------------------|
| 13 | <input type="checkbox"/> work with my hands. | <input type="checkbox"/> practical | <input type="checkbox"/> math/geometry |
| | <input type="checkbox"/> assemble things. | <input type="checkbox"/> observant | <input type="checkbox"/> chemistry |
| | <input type="checkbox"/> do precise work. | <input type="checkbox"/> dexterous | <input type="checkbox"/> trade tech/ machining |
| | <input type="checkbox"/> produce hands-on results. | <input type="checkbox"/> a clear thinker | <input type="checkbox"/> physics |
| | <input type="checkbox"/> solve math problems. | <input type="checkbox"/> coordinated | <input type="checkbox"/> language arts |
| | <input type="checkbox"/> use tools and machines. | <input type="checkbox"/> inventive | |
| | <input type="checkbox"/> visualize 3-D objects from drawings. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|---------------------------------------------------------|-----------------------------------------|---------------------------------------------------|
| 14 | <input type="checkbox"/> browse new products in stores. | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> business/marketing |
| | <input type="checkbox"/> follow trends. | <input type="checkbox"/> competitive | <input type="checkbox"/> language arts |
| | <input type="checkbox"/> arrange displays. | <input type="checkbox"/> creative | <input type="checkbox"/> math |
| | <input type="checkbox"/> give presentations. | <input type="checkbox"/> self-motivated | <input type="checkbox"/> economics |
| | <input type="checkbox"/> persuade people. | <input type="checkbox"/> persuasive | <input type="checkbox"/> computer applications |
| | <input type="checkbox"/> communicate ideas. | <input type="checkbox"/> innovative | |
| | <input type="checkbox"/> dream up new products. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|---------------------------------------------------------|-------------------------------------------|----------------------------------------------------|
| 15 | <input type="checkbox"/> interpret formulas. | <input type="checkbox"/> detail-oriented | <input type="checkbox"/> math |
| | <input type="checkbox"/> find the answers to questions. | <input type="checkbox"/> inquisitive | <input type="checkbox"/> science |
| | <input type="checkbox"/> work in a laboratory. | <input type="checkbox"/> objective | <input type="checkbox"/> drafting/CAD |
| | <input type="checkbox"/> figure out how things work. | <input type="checkbox"/> precise | <input type="checkbox"/> electronics/ computers |
| | <input type="checkbox"/> explore new technology. | <input type="checkbox"/> practical | <input type="checkbox"/> technology education |
| | <input type="checkbox"/> experiment. | <input type="checkbox"/> a problem solver | |
| | <input type="checkbox"/> observe details. | | |
| Number of statements checked: _____ | | | |

| | I like to... | I am... | I am interested in... |
|--------------------------------------------|-----------------------------------------------------------------|-----------------------------------------|---------------------------------------------|
| 16 | <input type="checkbox"/> drive, ride, or travel. | <input type="checkbox"/> quick-witted | <input type="checkbox"/> math |
| | <input type="checkbox"/> plan trips or routes. | <input type="checkbox"/> mechanical | <input type="checkbox"/> trade and industry |
| | <input type="checkbox"/> solve mechanical problems. | <input type="checkbox"/> coordinated | <input type="checkbox"/> physical sciences |
| | <input type="checkbox"/> move things from one place to another. | <input type="checkbox"/> observant | <input type="checkbox"/> economics |
| | <input type="checkbox"/> be on time. | <input type="checkbox"/> a good planner | <input type="checkbox"/> foreign languages |
| | <input type="checkbox"/> work in a fast-paced environment. | <input type="checkbox"/> thorough | |
| | <input type="checkbox"/> be part of a team. | | |
| Number of statements checked: _____ | | | |

Career Clusters (continued)

Self-Assessment

1. The following key shows which career clusters correspond with the interest areas on the previous pages. Circle the numbers next to the four career clusters to which you gave the highest number of check marks. These are clusters for you to explore further.

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

2. Research the career clusters that you circled above using print resources and the resources on the Web site **www.careerclusters.org**. Choose the two clusters that most interest you and list five appealing jobs in each of these clusters. Research and list the level of education required for each of these jobs.

| | |
|-----------------------------|-------------------------|
| Career Cluster _____ | |
| Career Possibilities | Education Needed |
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

| | |
|-----------------------------|-------------------------|
| Career Cluster _____ | |
| Career Possibilities | Education Needed |
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Work Values

Self-Assessment

Directions Work values are aspects of a career that bring you pride and satisfaction. Knowing what values are important to you in your work can help you decide which careers might fit you best.

1. Consider each of the work values listed below and assign each of them a number (1, 2, or 3) according to their importance.

1 = Not important 2 = Important 3 = Very important

- _____ **Advancement** I would like a job that allows for steady promotion.
- _____ **Adventure** I would like to be able to take risks.
- _____ **Change and Variety** I would like to have job duties that change with time.
- _____ **Children** I would like to have a lot of contact with children.
- _____ **Creativity** I would like to create new ideas, works, or structures.
- _____ **Environment** I would like to help improve the environment.
- _____ **Family** I would like to be free to make time for family.
- _____ **Fast Pace** I would like to work rapidly, in a setting with high activity.
- _____ **Compassion** I would like to help other people and improve their well-being.
- _____ **Helping Society** I would like to help improve the world.
- _____ **Independence** I would like to decide for myself what to do and when to do it.
- _____ **Influence** I would like to be able to change how people think.
- _____ **Job Security** I would like to be assured of keeping my job.
- _____ **Knowledge** I would like to pursue truth or knowledge.
- _____ **Nature** I would like to have contact with nature (animals, plants, water).
- _____ **Outdoors** I would like an outdoor work environment.
- _____ **Physical Challenge** I would like a job with physical demands and challenges.
- _____ **Power** I would like to be able to manage and direct others.
- _____ **Public Contact** I would like to have a lot of contact with the public.
- _____ **Recognition** I would like a job where other people appreciate and reward my accomplishments.
- _____ **Responsibility** I would like to be relied on to fulfill important obligations.
- _____ **Salary** I would like to earn a lot of money.
- _____ **Stability** I would like to have job duties that do not change much over time.
- _____ **Status** I would like to have prestige and admiration from my community.
- _____ **Teamwork** I would like to work closely with others.
- _____ **Tranquility** I would like a job without a lot of stress.
- _____ **Travel** I would like to travel frequently.
- _____ (other—specify)

Continued on next page

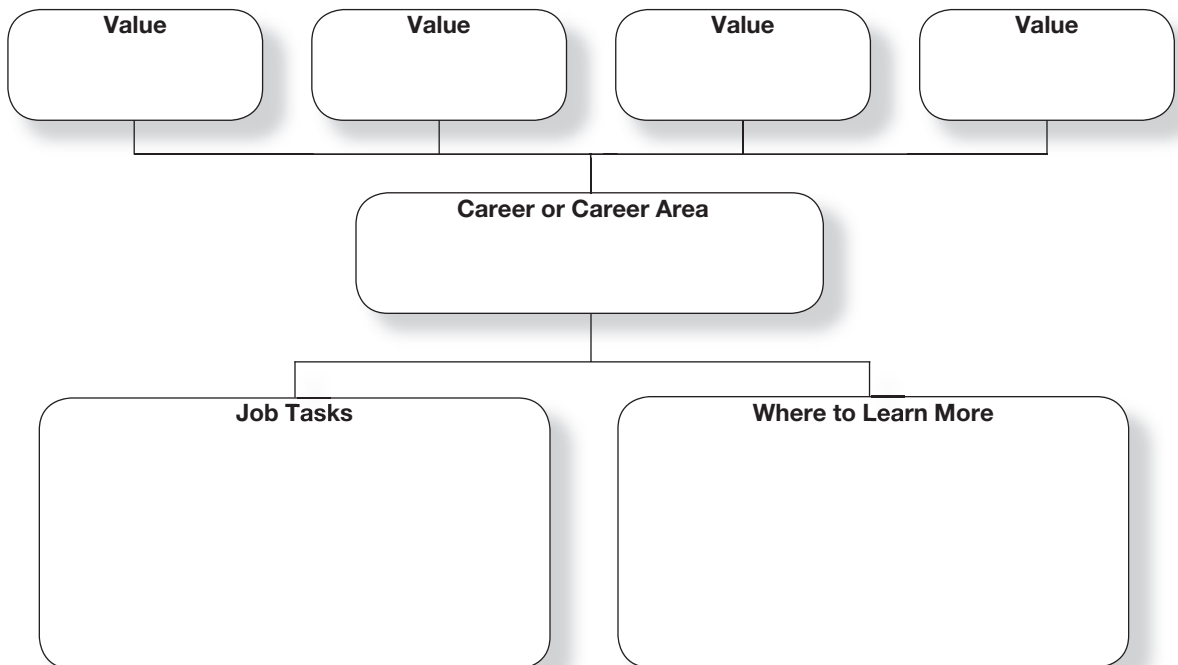
Work Values (continued)

Self-Assessment

2. List up to eight of the values to which you assigned a “3” on the previous page. Research and list two careers that are a good match with each value. Circle the names of careers you would like to research further.

| VALUE | CAREER MATCHES |
|-------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

3. Show your list of values to a family member, a career counselor, or a teacher. Discuss ideas for careers or career areas that might serve several of these values at the same time. A person who values the environment, helping society, influence, and public contact might enjoy a career in public service, environmental law, or the park system, for example. Use an additional sheet of paper to create similar graphic organizers for two other career possibilities.



Work Personality Types

Self-Assessment

Directions According to John Kiersey’s Temperament Theory, each person possesses one of four dominant temperaments. Knowing your temperament type can help you select a satisfying career. Try to match your interests and abilities to the descriptions in the chart below.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">ARTISAN</p> <ul style="list-style-type: none"> You enjoy working with any and all kinds of equipment, implements, machines, and instruments, from bulldozers to paintbrushes. You enjoy crafts of many kinds—athletic, culinary, literary, martial, mechanical, rhetorical, theatrical, political, or industrial. You can identify with other artisans such as Amelia Earhart, Steven Spielberg, Bob Dylan, Lance Armstrong, Frida Kahlo, J.K. Rowling, Yao Ming, and Maya Angelou. | <p style="text-align: center;">GUARDIAN</p> <ul style="list-style-type: none"> You enjoy occupations that involve gathering, storing, recording, measuring, and distributing data or people. You are talented at arranging, scheduling, establishing order, and creating organizations. You can identify with other guardians such as George Washington, Colin Powell, Mother Teresa, John McCain, Harry Truman, and Martha Stewart. |
| <p style="text-align: center;">IDEALIST</p> <ul style="list-style-type: none"> You are enthusiastic, have insight into people, and are good at influencing others and helping them reach their full potential. You are talented at teaching, counseling, interviewing, and tutoring people. You can identify with other idealists such as Oprah Winfrey, Mohandas Gandhi, Eleanor Roosevelt, César Chávez, the Dalai Lama, Rosa Parks, and Martin Luther King, Jr. | <p style="text-align: center;">RATIONAL</p> <ul style="list-style-type: none"> You are interested in complexity and are good at understanding it. You are interested in complex machines, such as airplanes, or in complex biological organisms, such as humans, plants, and animals. You can identify with other rationals such as Albert Einstein, Charles Darwin, Neil deGrasse Tyson, Maya Lin, and Bill Gates. |

- Which of these temperament types best describes you?
 - Artisan**—You may enjoy a career as an artist, musician, actor, chef, craftsperson, photographer, designer, decorator, publicist, or mechanic.
 - Guardian**—You may enjoy a career as businessperson, librarian, doctor, nurse, military or police officer, accountant, salesperson, coach, or social worker.
 - Idealist**—You may enjoy a career as a teacher, recruiter, counselor, caretaker, diplomat, human resource worker, humanities professor, or charity worker.
 - Rational**—You may enjoy a career as a scientist, architect, engineer, computer programmer, military strategist, inventor, or executive.
- List three career areas to explore that are likely to fit your temperament type.

Web Research Tools

Career Exploration

Directions The Internet is the best place to find up-to-date, in-depth information about careers, career preparation, and job openings. In this activity you will find and examine many different sources of online career information.

SELF-ASSESSMENT

1. Find two Web sites that offer career self-assessment resources. What information, advice, or interactive assessments do these sites offer?

Web site: _____ Resources offered: _____

Web site: _____ Resources offered: _____

CAREER WEB SITES

2. Visit two career Web sites. Find the section of each site that offers advice, tools, and resources for job seekers, such as résumé-writing tips and self-assessment tools. Describe what each site offers.

Web site: _____ Resources offered: _____

Web site: _____ Resources offered: _____

3. Search one of these career Web sites for a local job in a career that interests you. Describe how you found the job posting.

4. Visit America's Career InfoNet, a career Web site sponsored by the U.S. Department of Labor. What career resources are available on America's Career InfoNet?

Continued on next page

Web Research Tools (continued)

Career Exploration

OCCUPATIONAL OUTLOOK HANDBOOK

5. What is the Web address of the online version of the *Occupational Outlook Handbook*?

Read the profile of an occupation that interests you. What aspects of this occupation does the profile cover?

STATE AND LOCAL RESOURCES

6. Does your state have a career-planning Web site for students? If so, what is it called and what is its Web address?

What does the site offer?

7. Where can you find information on the labor market in your state?

EDUCATION AND FINANCIAL AID

8. Use the Education & Training Finder on America's Career InfoNet to find schools in your state that offer training for the career that interests you. List two of these schools below.

9. Where on the Web can you find information about federal grants, loans, and work-study programs to help pay for postsecondary training and education?

10. Most states' higher education agencies provide funding for postsecondary education. What is the name and Web address of your state's higher education agency?

Job Shadowing Worksheet

Career Exploration

Directions Choose a career that interests you and work with a teacher or counselor to arrange a job-shadow day. Use this two-page worksheet to organize your experience.

PREPARE

Name of job-shadow mentor: _____

Career: _____ Career cluster: _____

Place of employment: _____

Date of job shadow: _____ Appointment time: _____

Describe what the company or organization does. _____

Prepare questions to ask your job-shadow mentor about job tasks, skills and preparation required, career path, and other areas that will help you learn more about this career.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?
6. _____ ?

OBSERVE

7. Describe the tasks that you see your job-shadow mentor perform. If the nature of any tasks is unclear, ask for clarification when the mentor is available to answer.

Continued on next page

Job Shadowing Worksheet (continued)

Career Exploration

OBSERVE (continued)

8. Describe the work environment. _____

9. Describe any tools, machines, or other technologies that are part of the work.

10. Name the academic knowledge and job-specific skills you see your job-shadow mentor use.

11. Ask your job-shadow mentor the questions you prepared ahead of time and wrote on the previous page. Use a separate piece of paper to record his or her answers, and attach that paper to this worksheet.

ASSESS

12. What parts of this career were most interesting to you? _____

13. What did you see that was new or surprising? _____

14. Based on what you saw today, would you like to explore this career further? Why or why not?

15. Ask your job-shadow mentor to assess whether you displayed the following skills and qualities during your job shadow:
- | | |
|---------------------------------------------|----------------------------------------------------|
| <input type="radio"/> communication skills | <input type="radio"/> note-taking skills |
| <input type="radio"/> professional demeanor | <input type="radio"/> interest and enthusiasm |
| <input type="radio"/> preparation | <input type="radio"/> ability to follow directions |

Job-shadow mentor's signature: _____

16. Send a thank-you note to your job-shadow mentor thanking him or her for the help and explaining what you learned. Attach a copy of the letter to this worksheet.

Career Profile

Career Exploration

Directions Choose a career that interests you. Use print and online resources, as well as interviews with working adults, to create an in-depth profile of that career.

CAREER TITLE

CAREER PATHWAY/CLUSTER

REASONS FOR CHOOSING THIS CAREER

JOB TASKS AND RESPONSIBILITIES

1. What are the main tasks and responsibilities in this career?

2. Describe a typical day on the job.

SKILLS

3. What skills are required for this career?

| TRANSFERABLE SKILLS | JOB-SPECIFIC SKILLS |
|---------------------|---------------------|
| | |
| | |
| | |
| | |
| | |

Continued on next page

Career Profile (continued)

Career Exploration

PERSONAL QUALITIES

4. What positive personal qualities can help you succeed in this career?

5. What personality traits are a good fit for this career? Which are not a good fit?

VALUES

6. What values does this career support? Circle the values that correspond with your core values.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

WORKING CONDITIONS

7. Where does most of the work take place?

8. What health and safety risks does the job have?

9. What is the average rate of on-the-job illnesses and injuries for workers in this career?

Illnesses: _____ fatal and non-fatal cases among every _____ workers per year.

Injuries: _____ fatal and non-fatal cases among every _____ workers per year.

10. What are the typical working hours?

Continued on next page

Career Profile (continued)

Career Exploration

EDUCATION AND TRAINING

11. What specific high school courses and activities could help you to prepare for this career?

12. What postsecondary course of study or training is required for this career?

13. Describe three programs offered by education providers in your state that offer training relevant to this career.

| PROGRAM/SCHOOL | DURATION | DEGREE/CERTIFICATE | COST |
|----------------|----------|--------------------|------|
| | | | |
| | | | |
| | | | |

14. What lifelong-learning strategies should you pursue to grow and develop in this career?

SALARY AND BENEFITS

15. What is the salary range for this career?

16. In your state, what yearly pay can you expect in the following career stages?

Entry level: _____ Mid career: _____ Professional: _____

17. What benefits, such as paid health care and vacation time, do workers in this career generally receive?

Continued on next page

Career Profile (continued)

Career Exploration

OCCUPATIONAL OUTLOOK

18. Is the demand for workers in this career expected to increase, decrease, or stay the same over the next decade? Why?

19. List three employers in your state or community that hire workers in this career field.

ASSESSMENT

20. What aspects of this career seem like a particularly good match for you? Why?

21. What aspects of this career are not a good match for you? Why?

SOURCES

22. List the sources you used to draw up this career profile.

| PRINT RESOURCES | ONLINE RESOURCES | PEOPLE INTERVIEWED |
|-----------------|------------------|--------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

School Profiler

Goal Setting

Directions Locate two postsecondary programs that can help you prepare for the career that interests you. Consider colleges or universities, apprenticeship programs, license or certification programs, and other appropriate programs. Use the following two pages to compare them side by side.

| Name of school or program | Name of school or program |
|----------------------------------------------------------------------------------------|---------------------------|
| Location | |
| Degree(s) or certificate(s) relevant to career choice | |
| Major(s) or training programs relevant to career choice | |
| Qualifications of instructors | |
| Accreditations | |
| Length of program | |
| Number of students in program | |
| Diversity of student body | |
| Student/teacher ratio | |
| Quality of facilities (classrooms, libraries, laboratories, computer facilities, etc.) | |

Continued on next page

School Profiler (continued)

Goal Setting

| Name of school or program | Name of school or program |
|-------------------------------------------------------------------------------------|---------------------------|
| Activities available (sports, student clubs, etc.) | |
| Admissions requirements (minimum GPA, test scores, skills, recommendations, etc.) | |
| Percentage of applicants admitted | |
| Graduation rate (percentage of entering students who complete program) | |
| Academic and career counseling services offered | |
| Job-placement rate (percentage of graduating students who find jobs in their field) | |
| Cost of program (including tuition, fees, supplies, etc.) | |
| Financial aid options (loans, grants, work-study, etc.) | |

Based on your research and your answers above, which program do you prefer? Why?

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Admissions Checklist

Goal Setting

Directions Use the following checklist to prepare for admission to post-secondary education or training. Fill in all information relevant to your chosen program.

Program name: _____ **Start date:** _____

| Requirement | Due Date | To Do | Done |
|-------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Complete application form <input type="radio"/> print <input type="radio"/> online <i>Components:</i> _____ _____ | | <input type="radio"/> | <input type="radio"/> |
| Pay application fee | | <input type="radio"/> | <input type="radio"/> |
| Obtain transcripts or GED scores | | <input type="radio"/> | <input type="radio"/> |
| Calculate GPA and class rank | | <input type="radio"/> | <input type="radio"/> |
| Take required admissions tests (SAT, ACT, ASVAB, etc.) | | <input type="radio"/> | <input type="radio"/> |
| Complete required courses | | <input type="radio"/> | <input type="radio"/> |
| <i>English:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| <i>Math:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| <i>Science:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| <i>Social Studies:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| <i>English:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| <i>Arts/Electives:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| <i>Other:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| Write essay/personal statement | | <input type="radio"/> | <input type="radio"/> |
| Document required physical/health status | | <input type="radio"/> | <input type="radio"/> |
| Document residency/citizenship status | | <input type="radio"/> | <input type="radio"/> |
| Document community-service and work experience | | <input type="radio"/> | <input type="radio"/> |
| Apply for financial aid | | <input type="radio"/> | <input type="radio"/> |
| <i>Loans:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| <i>Grants/scholarships:</i> _____ | | <input type="radio"/> | <input type="radio"/> |
| Other (describe) _____ _____ _____ | | <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> <input type="radio"/> |

Skills Improvement Plan

Goal Setting

Directions In this activity, you will determine which transferable skills you need for your career and make a plan to improve these key skills. Use the free online Skills Profiler on America's CareerInfoNet to find out which of these skills are needed to succeed in the career that interests you. Put a check mark in the circle next to each skill that is required for that career.

| BASIC SKILLS | | |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Skill Name | Description | Required? |
| Active Learning | Understanding the implications of new information for both current and future problem solving and decision making. | <input type="radio"/> |
| Active Listening | Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. | <input type="radio"/> |
| Critical Thinking | Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. | <input type="radio"/> |
| Learning Strategies | Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. | <input type="radio"/> |
| Mathematics | Using mathematics to solve problems. | <input type="radio"/> |
| Monitoring | Monitoring/assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. | <input type="radio"/> |
| Reading Comprehension | Understanding written sentences and paragraphs in work-related documents. | <input type="radio"/> |
| Science | Using scientific rules and methods to solve problems. | <input type="radio"/> |
| Speaking | Talking to others to convey information effectively. | <input type="radio"/> |
| Writing | Communicating effectively in writing as appropriate for the needs of the audience. | <input type="radio"/> |

| COMPLEX PROBLEM-SOLVING SKILLS | | |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Skill Name | Description | Required? |
| Complex Problem Solving | Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. | <input type="radio"/> |

| RESOURCE MANAGEMENT SKILLS | | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------|
| Skill Name | Description | Required? |
| Management of Financial Resources | Determining how money will be spent to get the work done, and accounting for these expenditures. | <input type="radio"/> |
| Management of Material Resources | Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work. | <input type="radio"/> |
| Management of Personnel Resources | Motivating, developing, and directing people as they work; identifying the best people for the job. | <input type="radio"/> |
| Time Management | Managing one's own time and the time of others. | <input type="radio"/> |

Continued on next page

Skills Improvement Plan (continued)

Goal Setting

SOCIAL SKILLS

| Skill Name | Description | Required? |
|-----------------------|-------------------------------------------------------------------------------|-----------------------|
| Coordination | Adjusting actions in relation to others' actions. | <input type="radio"/> |
| Instructing | Teaching others how to do something. | <input type="radio"/> |
| Negotiation | Bringing others together and trying to reconcile differences. | <input type="radio"/> |
| Persuasion | Persuading others to change their minds or behavior. | <input type="radio"/> |
| Service Orientation | Actively looking for ways to help people. | <input type="radio"/> |
| Social Perceptiveness | Being aware of others' reactions and understanding why they react as they do. | <input type="radio"/> |

SYSTEMS SKILLS

| Skill Name | Description | Required? |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Judgment and Decision Making | Considering the relative costs and benefits of potential actions to choose the most appropriate one. | <input type="radio"/> |
| Systems Analysis | Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes. | <input type="radio"/> |
| Systems Evaluation | Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system. | <input type="radio"/> |

TECHNICAL SKILLS

| Skill Name | Description | Required? |
|--------------------------|----------------------------------------------------------------------------------------------------------|-----------------------|
| Equipment Maintenance | Performing routine maintenance on equipment and determining when and what kind of maintenance is needed. | <input type="radio"/> |
| Equipment Selection | Determining the kind of tools and equipment needed to do a job. | <input type="radio"/> |
| Installation | Installing equipment, machines, wiring, or programs to meet specifications. | <input type="radio"/> |
| Operation and Control | Controlling operations of equipment or systems. | <input type="radio"/> |
| Operation Monitoring | Watching gauges, dials, or other indicators to make sure a machine is working properly. | <input type="radio"/> |
| Operations Analysis | Analyzing needs and product requirements to create a design. | <input type="radio"/> |
| Programming | Writing computer programs for various purposes. | <input type="radio"/> |
| Quality Control Analysis | Conducting tests and inspections of products, services, or processes to evaluate quality or performance. | <input type="radio"/> |
| Repairing | Repairing machines or systems using the needed tools. | <input type="radio"/> |
| Technology Design | Generating or adapting equipment and technology to serve user needs. | <input type="radio"/> |
| Troubleshooting | Determining causes of operating errors and deciding what to do about it. | <input type="radio"/> |

Continued on next page

Skills Improvement Plan (continued)

Goal Setting

1. Look at all the skills required for the career that interests you. Work with a family member, teacher, or counselor to honestly assess the skills you need to improve. Below, list each target skill and two strategies you will use to help strengthen it. For example, to strengthen your time-management skills, you might begin to keep a schedule and create a to-do list, or you might learn to break projects down into smaller, more manageable steps.

Target Skill

Hands-on Strategies

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
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| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. Arrange an interview with a successful professional in your chosen career. Explain which skills you are working to improve and ask him or her for advice on the best way to master these skills. List your interviewee's suggestions below.

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Résumé Builder

Career Exploration

Directions A résumé is a summary of your experience and skills. Use this worksheet to organize all the information you will need for your chronological or skills résumé and for your list of references. Use extra sheets if needed.

Career Objective— Describe the job you seek and the strengths you would bring to the job. Example: "Entry-level customer service position in the hospitality industry using my skills in customer relations and foreign languages."

Job or job level desired: _____

Career interest area: _____

Strengths you have to offer to an employer in your career interest area: _____

Education— List schools you have attended, degrees or certificates earned or in progress, grade-point average, and any coursework or training specifically relevant to your career objective.

School name and location: _____

Dates attended: _____

Major/career track: _____ GPA: _____

Degree or certificate: _____

Graduation date: _____

Teacher or advisor's name and title: _____

Teacher or advisor's contact information: _____

I have this person's permission to use his/her name as a reference: yes no

School name and location: _____

Dates attended: _____

Major/career track: _____ GPA: _____

Degree or certificate: _____

Graduation date: _____

Teacher or advisor's name and title: _____

Teacher or advisor's contact information: _____

I have this person's permission to use his/her name as a reference: yes no

Résumé Builder (continued)

Goal Setting

Work Experience— *List all work experience, paid and unpaid, in reverse chronological order (from most to least recent).*

Job title: _____ Employer: _____

City and state: _____ Start/end dates: _____

Achievements: _____

Supervisor's name and title: _____

Supervisor's contact information: _____

I have this person's permission to use his/her name as a reference: yes no

Job title: _____ Employer: _____

City and state: _____ Start/end dates: _____

Achievements: _____

Supervisor's name and title: _____

Supervisor's contact information: _____

I have this person's permission to use his/her name as a reference: yes no

Job title: _____ Employer: _____

City and state: _____ Start/end dates: _____

Achievements: _____

Supervisor's name and title: _____

Supervisor's contact information: _____

I have this person's permission to use his/her name as a reference: yes no

Continued on next page

Résumé Builder (continued)

Goal Setting

Skills and Personal Qualities— List key transferable and job-specific skills that are relevant to your career objective, as well as personal qualities that make you a strong job candidate.

| | |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Computer hardware and software skills: _____ _____ _____ _____ | Tools and machinery skills: _____ _____ _____ _____ |
| Communication and interpersonal skills: _____ _____ _____ _____ | Time, money, and information skills: _____ _____ _____ _____ |
| Personal qualities: _____ _____ _____ | |

Achievements— List any other information that distinguishes you as a candidate in such areas as community involvement, extracurricular activities (sports, clubs, student government), certifications or licenses, leadership positions, and honors and awards.

| |
|------------------------------------------------------------------|
| Achievement: _____ Date(s): _____ Description: _____ _____ |
| Achievement: _____ Date(s): _____ Description: _____ _____ |
| Achievement: _____ Date(s): _____ Description: _____ _____ |

Six-Year Plan

Goal Setting

Directions Use the following pages to plan and record your courses, goals, scores, awards, job experience, and other career-targeted activities for the four years of high school and the two years thereafter.

GRADE 9

School name: _____ Counselor/advisor: _____

Career cluster/pathway: _____

Current career goal: _____

Graduation Planner

| Subject | Term/Grade | Term/Grade | Term/Grade |
|-------------------------------------|------------|------------|------------|
| English/Language Arts _____ | | | |
| Math _____ | | | |
| Science _____ | | | |
| Social Studies _____ | | | |
| Second Language _____ | | | |
| Arts/Electives _____ | | | |
| JROTC _____ | | | |
| Health/Physical Education _____ | | | |
| Career/Technical Education _____ | | | |

| | | |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|
| Units planned / Units earned _____/_____ | Goal GPA / Actual GPA _____/_____ | On track to graduation? <input type="radio"/> yes <input type="radio"/> no |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 9

Career Preparation Tracker

Volunteer or Paid Work

| Name of Organization/Company | Responsibilities | Total Hours |
|------------------------------|------------------|-------------|
| _____ | _____ | _____ |
| Name of Organization/Company | Responsibilities | Total Hours |
| _____ | _____ | _____ |

Clubs, Student Organizations, and Leadership Roles

| | |
|--------------------------------------|--------------------------------------|
| Organization / Role _____ / _____ | Organization / Role _____ / _____ |
|--------------------------------------|--------------------------------------|

Major Career-Related Projects or Portfolio Pieces

- _____
- _____

Tests

| | | |
|-----------------------------|-----------------------------|-----------------------------|
| Test/Score _____ / _____ | Test/Score _____ / _____ | Test/Score _____ / _____ |
|-----------------------------|-----------------------------|-----------------------------|

Honors, Awards, or Certifications

- _____
- _____

College Credits

| | |
|---------------------------------------|---------------------------------------|
| Subject Area / Units _____ / _____ | Subject Area / Units _____ / _____ |
|---------------------------------------|---------------------------------------|

Career-Readiness Activities

- | | | | |
|----------------------------------------|------------------------------------------|-----------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Job shadowing | <input type="checkbox"/> Career fairs | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Exploratory interviews |
| <input type="checkbox"/> Internship(s) | <input type="checkbox"/> Career profiles | <input type="checkbox"/> Résumé updates | <input type="checkbox"/> Portfolio updates |

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 10

School name: _____ Counselor/advisor: _____

Career cluster/pathway: _____

Current career goal: _____

| Graduation Planner | | | |
|-------------------------------------|------------|------------|------------|
| Subject | Term/Grade | Term/Grade | Term/Grade |
| English/Language Arts _____ | | | |
| Math _____ | | | |
| Science _____ | | | |
| Social Studies _____ | | | |
| Second Language _____ | | | |
| Arts/Electives _____ | | | |
| JROTC _____ | | | |
| Health/Physical Education _____ | | | |
| Career/Technical Education _____ | | | |
| Other (specify) _____ | | | |

| | | |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|
| Units planned / Units earned _____/_____ | Goal GPA / Actual GPA _____/_____ | On track to graduation? <input type="radio"/> yes <input type="radio"/> no |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 10

Career Preparation Tracker

Volunteer or Paid Work

| Name of Organization/Company | Responsibilities | Total Hours |
|------------------------------|------------------|-------------|
| _____ | _____ | _____ |
| Name of Organization/Company | Responsibilities | Total Hours |
| _____ | _____ | _____ |

Clubs, Student Organizations, and Leadership Roles

| | |
|--------------------------------------|--------------------------------------|
| Organization / Role _____ / _____ | Organization / Role _____ / _____ |
|--------------------------------------|--------------------------------------|

Major Career-Related Projects or Portfolio Pieces

1. _____
2. _____

Tests

| | | |
|-----------------------------|-----------------------------|-----------------------------|
| Test/Score _____ / _____ | Test/Score _____ / _____ | Test/Score _____ / _____ |
|-----------------------------|-----------------------------|-----------------------------|

Honors, Awards, or Certifications

1. _____
2. _____

College Credits

| | |
|---------------------------------------|---------------------------------------|
| Subject Area / Units _____ / _____ | Subject Area / Units _____ / _____ |
|---------------------------------------|---------------------------------------|

Career-Readiness Activities

- | | | | |
|----------------------------------------|------------------------------------------|-----------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Job shadowing | <input type="checkbox"/> Career fairs | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Exploratory interviews |
| <input type="checkbox"/> Internship(s) | <input type="checkbox"/> Career profiles | <input type="checkbox"/> Résumé updates | <input type="checkbox"/> Portfolio updates |

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 11

School name: _____ Counselor/advisor: _____

Career cluster/pathway: _____

Current career goal: _____

| Graduation Planner | | | |
|-------------------------------------|------------|------------|------------|
| Subject | Term/Grade | Term/Grade | Term/Grade |
| English/Language Arts _____ | | | |
| Math _____ | | | |
| Science _____ | | | |
| Social Studies _____ | | | |
| Second Language _____ | | | |
| Arts/Electives _____ | | | |
| JROTC _____ | | | |
| Health/Physical Education _____ | | | |
| Career/Technical Education _____ | | | |
| Other (specify) _____ | | | |

| | | |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|
| Units planned / Units earned _____/_____ | Goal GPA / Actual GPA _____/_____ | On track to graduation? <input type="radio"/> yes <input type="radio"/> no |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 11

Career Preparation Tracker

Volunteer or Paid Work

| Name of Organization/Company | Responsibilities | Total Hours |
|------------------------------|------------------|-------------|
| _____ | _____ | _____ |
| Name of Organization/Company | Responsibilities | Total Hours |
| _____ | _____ | _____ |

Clubs, Student Organizations, and Leadership Roles

| | |
|--------------------------------------|--------------------------------------|
| Organization / Role _____ / _____ | Organization / Role _____ / _____ |
|--------------------------------------|--------------------------------------|

Major Career-Related Projects or Portfolio Pieces

1. _____
2. _____

Tests

| | | |
|-----------------------------|-----------------------------|-----------------------------|
| Test/Score _____ / _____ | Test/Score _____ / _____ | Test/Score _____ / _____ |
|-----------------------------|-----------------------------|-----------------------------|

Honors, Awards, or Certifications

1. _____
2. _____

College Credits

| | |
|---------------------------------------|---------------------------------------|
| Subject Area / Units _____ / _____ | Subject Area / Units _____ / _____ |
|---------------------------------------|---------------------------------------|

Career-Readiness Activities

- | | | | |
|----------------------------------------|------------------------------------------|-----------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Job shadowing | <input type="checkbox"/> Career fairs | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Exploratory interviews |
| <input type="checkbox"/> Internship(s) | <input type="checkbox"/> Career profiles | <input type="checkbox"/> Résumé updates | <input type="checkbox"/> Portfolio updates |

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 12

School name: _____ Counselor/advisor: _____

Career cluster/pathway: _____

Current career goal: _____

| Graduation Planner | | | |
|-------------------------------------|------------|------------|------------|
| Subject | Term/Grade | Term/Grade | Term/Grade |
| English/Language Arts _____ | | | |
| Math _____ | | | |
| Science _____ | | | |
| Social Studies _____ | | | |
| Second Language _____ | | | |
| Arts/Electives _____ | | | |
| JROTC _____ | | | |
| Health/Physical Education _____ | | | |
| Career/Technical Education _____ | | | |
| Other (specify) _____ | | | |

| | | |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|
| Units planned / Units earned _____/_____ | Goal GPA / Actual GPA _____/_____ | On track to graduation? <input type="radio"/> yes <input type="radio"/> no |
|---------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------|

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 12

Career Preparation Tracker

Volunteer or Paid Work

| Name of Organization/Company | Responsibilities | Total Hours |
|------------------------------|------------------|-------------|
| _____ | _____ | _____ |
| Name of Organization/Company | Responsibilities | Total Hours |
| _____ | _____ | _____ |

Clubs, Student Organizations, and Leadership Roles

| | |
|---------------------|---------------------|
| Organization / Role | Organization / Role |
| _____ / _____ | _____ / _____ |

Major Career-Related Projects or Portfolio Pieces

1. _____
2. _____

Tests

| | | |
|---------------|---------------|---------------|
| Test/Score | Test/Score | Test/Score |
| _____ / _____ | _____ / _____ | _____ / _____ |

Honors, Awards, or Certifications

1. _____
2. _____

College Credits

| | |
|----------------------|----------------------|
| Subject Area / Units | Subject Area / Units |
| _____ / _____ | _____ / _____ |

Postsecondary Applications

| | | |
|---------------------|---------------------|---------------------|
| Program/School Name | Program/School Name | Program/School Name |
| _____ | _____ | _____ |

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 13—FIRST YEAR AFTER HIGH SCHOOL

Chosen career: _____

Education/training required: _____

Why did you choose this career? _____

Major activity this year: Apprenticeship Junior College Four-Year College Military
 Job Corps Technical School On-the-Job Training Work Other: _____

How will your choice help you prepare for your chosen career? _____

Personal development goals for this year: _____

| Education and Training Planner | | | | |
|--------------------------------|-------|------------|------------|------------|
| Course or Training Opportunity | Units | Term/Grade | Term/Grade | Term/Grade |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |

| | | |
|---------------------------------------------|--------------------------------------|---------------------------------------------------------------------------|
| Units planned / Units earned _____/_____ | Goal GPA / Actual GPA _____/_____ | On track to career? <input type="radio"/> yes <input type="radio"/> no |
|---------------------------------------------|--------------------------------------|---------------------------------------------------------------------------|

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 13—FIRST YEAR AFTER HIGH SCHOOL

Career Preparation Tracker

| Paid or Volunteer Work | | |
|------------------------------------------------|------------------------------------|----------------------------------------------------------------------|
| Name of Organization/Company _____ _____ | Responsibilities _____ _____ | Hours per: <input type="radio"/> week <input type="radio"/> month |
| Name of Organization/Company _____ _____ | Responsibilities _____ _____ | Hours per: <input type="radio"/> week <input type="radio"/> month |

Student or Professional Organizations and Leadership Roles

| | |
|------------------------------------|------------------------------------|
| Organization / Role _____/_____ | Organization / Role _____/_____ |
|------------------------------------|------------------------------------|

Career-Related Projects or Portfolio Pieces

1. _____
2. _____
3. _____

Tests

| | | |
|---------------------------|---------------------------|---------------------------|
| Test/Score _____/_____ | Test/Score _____/_____ | Test/Score _____/_____ |
|---------------------------|---------------------------|---------------------------|

Honors, Awards, Promotions, or Certifications

1. _____
2. _____

Career Readiness Activities

- Job shadowing
 Career fairs
 Mentoring
 Exploratory interviews
 Internship(s)
 Career profiles
 Résumé updates
 Portfolio updates

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 14—SECOND YEAR AFTER HIGH SCHOOL

Chosen career: _____

Education/training required: _____

Why did you choose this career? _____

Major activity this year: Apprenticeship Junior College Four-Year College Military

Job Corps Technical School On-the-Job Training Work Other: _____

How will your choice help you prepare for your chosen career? _____

Personal development goals for this year: _____

| Education and Training Planner | | | | |
|--------------------------------|-------|------------|------------|------------|
| Course or Training Opportunity | Units | Term/Grade | Term/Grade | Term/Grade |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |

| | | |
|---------------------------------------------|--------------------------------------|---------------------------------------------------------------------------|
| Units planned / Units earned _____/_____ | Goal GPA / Actual GPA _____/_____ | On track to career? <input type="radio"/> yes <input type="radio"/> no |
|---------------------------------------------|--------------------------------------|---------------------------------------------------------------------------|

Continued on next page

Six-Year Plan (continued)

Goal Setting

GRADE 14—SECOND YEAR AFTER HIGH SCHOOL

Career Preparation Tracker

Paid or Volunteer Work

| | | |
|------------------------------------------------|------------------------------------|----------------------------------------------------------------------|
| Name of Organization/Company _____ _____ | Responsibilities _____ _____ | Hours per: <input type="radio"/> week <input type="radio"/> month |
| Name of Organization/Company _____ _____ | Responsibilities _____ _____ | Hours per: <input type="radio"/> week <input type="radio"/> month |

Student or Professional Organizations and Leadership Roles

| | |
|------------------------------------|------------------------------------|
| Organization / Role _____/_____ | Organization / Role _____/_____ |
|------------------------------------|------------------------------------|

Career-Related Projects or Portfolio Pieces

1. _____
2. _____
3. _____

Tests

| | | |
|---------------------------|---------------------------|---------------------------|
| Test/Score _____/_____ | Test/Score _____/_____ | Test/Score _____/_____ |
|---------------------------|---------------------------|---------------------------|

Honors, Awards, Promotions, or Certifications

1. _____
2. _____

Career Readiness Activities

- Job shadowing Career fairs Mentoring Exploratory interviews
 Internship(s) Career profiles Résumé updates Portfolio updates

Self-Assessment

Interests and Aptitudes

1. Activities will vary. Encourage students to think about a wide range of activities—performing a science experiment, writing creatively, making art or music, discussing ideas, playing sports, leading others, participating in service work, and so on.
2. Activities will vary but may include experiences with friends and family, in religious or charitable activities, with sports, nature, or art, and so on.
3. Students' strongest subjects will vary. Encourage students to consider not only the subjects in which they have received good grades, but also the subjects that they felt they grasped easily or found interesting. Activities can range from academic tasks, such as reading and writing, to projects drawing on interpersonal and physical skills, such as planning a class activity or working in the school garden.
4. Students may mention a wide range of responsibilities, from taking care of children or elders to cooking to helping earn money or care for the home.
5. Students' special talents or qualities will vary widely. Encourage students to think about their unique personality traits. Examples might include humor, compassion, intelligence, friendliness, and so on.
6. Answers will vary. This question is intended to encourage students to see that others may perceive strengths or special qualities that they themselves may have overlooked.
7. Students may mention fulfilling a responsibility, interacting positively with others, completing a challenging task, standing up for their beliefs, facing a fear, showing generosity, or other positive actions.

8. Career areas will vary widely. Encourage students to be creative in matching their interests and abilities to career possibilities. Someone who enjoys helping others and working in the outdoors, for example, might consider careers as diverse as park ranger, playground monitor, or horticultural therapist.

Career Interest Areas

1. Students' career interest areas will vary. Students' answers should be based on four considerations—their abilities, their interests, their values, and their self-image.
2. Answers will vary. This question is intended to help students see qualities in themselves that they may have overlooked. Encourage students to be open to the opinions of others while also trusting their instincts and self-knowledge.
3. Careers mentioned will vary but should correspond to students' career interest areas.
4. Answers will vary but should show creativity and evidence of research and thought.

Career Clusters

1. Students' answers should be tallied correctly and be both realistic and based on an honest assessment of their aptitudes, abilities, and interests. In the first and third columns, students should check activities and interests that they feel drawn to, even if they may need more experience in these areas in order to be certain. For example, a student with an interest in business and an aptitude for math may check accounting as an interest area even if he or she does not already have experience in this subject.
2. Students should list career possibilities found in the career pathway models for

each relevant cluster on www.career-clusters.org. Educational requirements listed should be based on research using the *Occupational Outlook Handbook* and other reliable resources.

Work Values

1. Students' answers should be honest and thoughtful. Remind students that no values on this list are superior or inferior to others.
2. Careers listed should be realistic matches for students' values while also showing creativity and flexibility. For example, a student who values public contact might list a wide range of careers, including salesperson, politician, service provider, teacher, bus driver, market researcher, newspaper reporter, and so on.
3. Students' answers should be based on in-depth conversations with trusted adult(s) and should list accurate information about the job tasks involved in each career. Under "Where to Learn More," students may list general career research resources, such as the *Occupational Outlook Handbook*, or career-specific resources such as the names and Web site addresses of trade or professional organizations in a specific career area. Students should append a sheet of paper with two similar graphic organizers for two other careers or career areas.

Work Personality Types

1. Students' answers should reflect thoughtful consideration and accurate self-knowledge. Some of the points listed here are abstract, and students may benefit from a group discussion and analysis of the chart. Students may also benefit from working in small groups, where they can share and compare their ideas and their impressions

of one another's strengths and personal qualities.

2. Students should choose and list three career areas mentioned here, or other related areas.

Career Exploration

Web Research Tools

1. Web sites that offer free career-related self-assessment resources include the Career Key (www.careerkey.org) and the Princeton Review Career Quiz (www.princetonreview.com/cte/quiz/). Several self-assessments are offered online for a modest fee, such as Monster.com's Career Fit Indicator, the Myers-Briggs Type Indicator, the Keirsey Temperament Sorter II, and the Strong Interest Inventory.
2. Answers will vary according to the Web sites chosen. For example, resources offered on the major career Web site www.monster.com include a "Career Advice" section with interview advice, job-search tips, job profiles, and information about various industries. Resources on another large career Web site, www.hotjobs.yahoo.com, include a "Career Tools" section with résumé and interview advice and job-search tips. Both sites allow users to search for jobs and to post their résumés. Students may visit other national Web sites such as www.careerbuilder.com or www.quintcareers.com, local job-search sites, or sites targeted to minority job applicants such as www.saludos.com or www.black-collegian.com.
3. Most career Web sites offer job-finding tools that require the user to input a keyword, career field, and/or location. Students should briefly describe what they searched for or how they browsed to the relevant job posting.

4. America's CareerInfoNet (www.acinet.org) offers resources such as industry and occupational profiles, state labor market information, information on skills needed for specific careers, career-exploration tools, and more.
5. The Web address of the online Occupational Outlook Handbook is www.bls.gov/oco/. Occupation profiles can be found through the A-Z Index, by searching, and by browsing occupational categories such as Management, Sales, and Transportation. Profiles generally cover the following aspects of an occupation: nature of the work; working conditions, training, other qualifications, and advancement; employment (where people in this occupation work); job outlook; earnings; related occupations; and sources of additional information (where to learn more).
6. Answers will vary but should be based on research conducted with the assistance of a counselor or career education teacher. Many states offer online career-planning resources; some of these sites are password-protected and intended exclusively for residents of the state. For example, the College Foundation of North Carolina (www.cfnc.org) offers an online career center and student planner. Florida has an official online student advising system called FACTS (www.facts.org) and a career-planning tool called Florida BRIDGES. Some states and districts may also deliver such information via databases, CD-ROMs, or other digital media. Sites may offer self-assessments, online six-year plans, career advice, and more.
7. Answers will vary by state. Most states have a department of labor, which may have a unique name such as Employment Development Department (California), Department of Workforce Development (Indiana), or Employment Security Commission (North Carolina). These departments' Web sites and publications are good sources of labor market information. America's Career InfoNet (www.acinet.org) also provides national and state labor-market data and trends.
8. Answers will vary. Students should look on America's Career InfoNet (www.acinet.org) under Training and Education > Find Education and Training > Search for Education and Training Programs.
9. Many Web sites offer information about postsecondary financial aid. A good source for information on federal student aid is <http://studentaid.ed.gov> from the U.S. Department of Education. Most states also have student aid or loan commissions or corporations that provide information on state, federal, and private funding options.
10. Answers will vary by state. A list of state higher education agencies and their Web sites can be found on the Web site of the U.S. Department of Education, www.ed.gov.

Job-Shadowing Worksheet

- 1-6. Questions will vary by student and career field but should be open-ended rather than yes/no questions. Good questions may include, "Why did you choose this career?" "What skills and personal qualities contribute to success in this career?" "What is the best way to find a good job in this career field?" "How can I decide whether this career is a good match for me?" "What are the best and worst parts of this job?" "What education and training are required to succeed in this career?"
7. Tasks will vary but answers should show evidence that the student paid attention and asked for clarification when necessary, and descriptions

should be accurate and coherent.
 Sample answer: “Made rounds checking on patients; Brought and administered medication to patients; Discussed patients’ progress with doctor; Changed linens; Talked to patients’ family members on phone and in person.”

8. Students should accurately describe the physical conditions of the workplace, the pace of the work, working hours, and any hazards they note.
9. Answers may include various computer hardware and software (listing specific programs where relevant), hand or machine tools, vehicles, phones, and so on.
10. Skills will vary but should include basic academic skills such as reading, writing, listening, speaking, and calculating sums, as well as a variety of job-specific skills in areas such as computers, business writing, customer service, management, construction, and so on.
11. Answers will vary but should be thorough, accurate, observant, and error-free.
12. Answers will vary depending on students’ interests, personal qualities, and career aspirations.
13. All students should have noted something new or surprising—whether negative or positive—during the course of their job shadow. Sample answer: “I was surprised by how fast a county clerk needs to work when the office gets busy, and how important customer relations skills are in this job.”
14. Students’ feelings will vary. Reasons should show evidence of maturity and critical thinking.
15. To get the most out of the job-shadow experience, to show respect for the job-shadow mentor’s time, and to be an employable job candidate, the student should demonstrate all of the skills listed here (communication skills, pro-

fessional demeanor, preparation, note-taking skills, interest and enthusiasm, and ability to follow directions). If any of these skills were lacking during the job-shadow experience, discuss with the student how he or she can improve in that area.

16. Thank you notes should be respectful and error-free and should follow the format for a thank-you letter sent after a job interview. Sample answer:

James Walby
 1234 Main Street
 Anytown, ST 10020

Shanya Dwight
 200 Industry Way
 Downtown, ST 10040

Dear Ms. Dwight,

Thank you very much for allowing me to observe your work as a paralegal yesterday. This job-shadow experience taught me a great deal about the day-to-day realities of work in the law field and has helped me come closer to a final career decision. I admire your tact, work ethic, and ability to solve problems in this fast-paced job, which I now see demands a wide range of skills and personal qualities. I greatly appreciate the time you took to answer all my questions about education, the job search, and the pros and cons of the career.

Once again, thank you for your time and expertise.

Sincerely,
 James Walby

Career Profile

Students should choose at least three careers to profile. Career profiles can be useful both in the initial career-exploration stage and when students are ready to make a tentative decision among a limited range of career options.

1. Job tasks and responsibilities will vary

- depending on the student’s chosen career, but should be accurate and derived from reliable information such as the *Occupational Outlook Handbook* and other print or online resources, as well as interviews with people who work in this career.
2. Answers will vary. Students should convey an impression of the type and sequence of tasks that a person in that career is likely to face on an average day.
 3. Skills will vary widely but should include selected communication skills, interpersonal skills, technology skills, and skills at managing information, time, and money.
 4. Personal qualities cited may include responsibility, creativity, honesty, assertiveness, leadership, enthusiasm, cooperativeness, open-mindedness, patience, punctuality, ambition, and so on.
 5. Personality traits will vary with the career chosen. Students should understand that, while no personality trait is necessarily better than another, certain traits make better matches with certain careers than do others. Sample answer: “For a career in broadcast journalism, personality traits such as ambition, self-confidence, talkativeness, and curiosity would be helpful. Traits such as shyness and desire for order and structure may not make someone a good fit.”
 6. Values will vary but may include some of the commonly held values listed on the Work Values worksheet on page 9.
 7. Answers should describe the physical location of the work—outdoors in a truck or construction site, indoors in an office cubicle, etc.
 - 8–9. Health and safety risks and rates of injuries and illnesses will vary by career. Students should derive this information from reliable sources such as the Bureau of Labor Statistics.
 10. Students should list the typical start and end times for each day on the job as well as the average number of hours worked each week or month.
 11. Relevant high school courses and activities will vary by career, but should include academic foundations such as language arts, science, social studies, foreign language, and math, as well as vocational-technical courses and activities such as automotive technology, CADD, construction technology, and so on.
 12. Answers will vary. Students should understand that all jobs require some training after high school, from on-the-job training through several years of college and graduate study.
 13. Students should find relevant education programs by working with their counselor or consulting America’s Job InfoNet or other reliable resources. “Cost” refers to total costs of the program.
 14. Lifelong-learning strategies relevant across careers include continued on-the-job training, learning new technology skills on or off the job, taking courses or earning supplemental degrees, and participating in professional-development activities and conferences in a trade or professional organization.
 15. Salary ranges will vary by career.
 16. Yearly pay will vary. Most—but not all—career fields reward greater experience with greater pay.
 17. Benefits will vary greatly, from no benefits to basic benefits such as paid sick days to a full suite of benefits including paid health, dental, and vision care and tuition reimbursement.
 18. Students should find this information in the most recent edition of the *Occupational Outlook Handbook* or from their

state's labor department.

19. Students can find local hiring companies in a variety of ways, including performing online job searches, browsing the local yellow pages, or contacting the local labor department.
- 20–21. Answers will vary but should demonstrate self-knowledge and critical thinking.
22. Sources for this career profile may include *The Occupational Outlook Handbook* and the *Occupational Outlook Quarterly*, career textbooks and workbooks such as the *Career Clusters* series, career Web sites such as Monster.com, and workers in the relevant career.

Goal Setting

School Profiler

School profiles should be complete and accurate and show evidence of research using a wide range of sources, including not only the school or program's Web site but also conversations with admissions or recruiting staff and current and former students, any evaluations of or articles about the school published in magazines or other media, and, where possible, on-site visits. Students should explain their choice of program on the second page by citing which individual factors are most important to them and why.

Admissions Checklist

Students should use this worksheet to list all the information they will need in order to apply for postsecondary education and financial aid. Not all rows in this chart will apply to all programs. It may take students weeks or even months to gather and finish all the required materials. Students will probably need assistance from a teacher, family member, or career or college coun-

selor to gather all the required information and to assess and refine their essay or personal statement.

Skills Improvement Plan

All the skills in this chart are needed for workplace success; however, individual occupations call most strongly on certain individual skills or groups of skills. Students should find the most important skills needed for their desired career on America's Career InfoNet (www.acinet.org) in the Skills Profiler. The Menu or Keyword Search in this tool allows users to find the skills relevant to an occupation either by searching directly for the job title or by browsing job families. Students should then check off the core skills for their chosen career on the chart.

1. Skills cited will vary, as will strategies. Accept any strategy that is useful, practical, and measurable. For example, to improve judgment and decision-making skills, a student might research and develop a useful decision-making model and write out a step-by-step description of how he or she used the model to arrive at a difficult or complex decision.
2. Interviewees' suggestions will vary. Answers should demonstrate that the student possesses effective interviewing and writing skills.

Résumé Builder

Students should use the Résumé Builder to record and fact-check all the key information they will need to build their first résumé and list of references, appending extra pages as necessary. Students with limited work experience may choose to use an advisor or teacher as one of their three references. Students should contact all potential references and explicitly ask for permission to list their names and con-

tact information before checking “yes” on the applicable question on the worksheet. Students should double-check all the information on this worksheet before using it on their final résumé. For example, students should ensure that they have the full and accurate names and locations of the organizations for which they have worked or volunteered. Once students have noted their work achievements on the worksheet, they should select only the most job-relevant information for their résumés and rework the information into bullet points using action verbs.

Six-Year Plan

Students can use the six-year plan as both a planning tool and as a record of their progress. Encourage students to append extra sheets to record other individualized goals and milestones, such as college entrance and advanced placement exams, week-end or summer programs, participation in career-technical student organizations (such as the National FFA Organization, Future Business Leaders of America–Phi Beta Lambda, DECA, the Technology Student Association, and SkillsUSA), and other

extracurricular activities and achievements. Before the beginning of each term, students should work with their counselor or advisor to fill out the Graduation Planner for their relevant grade level to lay out their proposed course of study. Courses should be chosen carefully to relate to students’ current career goal and anticipated course of postsecondary study. During the year, students should record their grades and units and check with their counselors or advisors to make sure that they are making adequate progress toward graduation. Students should also use the Career Preparation Tracker, found on the second page on each set of planning pages, at the outset of each term to set specific goals. For example, students should note the portfolio pieces they plan to complete, any honors or awards they hope to earn, paid or volunteer work they intend to undertake, tests they plan to take, organizations they plan to join, and so on. Throughout the year, they should periodically take stock of their progress, noting achievements completed and scores earned and setting new achievement goals for the next academic term and year. The rubric on page 48 provides guidelines for evaluating students’ Six-Year Plans.

Six-Year Plan: Student Rubric

| | Omitted Answer | Limited Answer, Major Improvement Needed | Acceptable Answer, Some Improvement Needed | Good Answer, Little Improvement Needed | Model Answer, No Improvement Needed | Student Score | Teacher Score |
|------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------|--------------------------------------------|----------------------------------------|-------------------------------------|---------------|---------------|
| I. DEVELOPMENT OF TOPIC | | | | | | | |
| Completion: Does student project meet the requirements of the assignment? Were directions followed? Are all parts complete? | 0 | 1-6 | 7-12 | 13-19 | 20 | | |
| Execution: Does student project demonstrate an understanding of the concepts? Does project show creativity, effort? | 0 | 1-8 | 9-16 | 17-24 | 25 | | |
| Presentation: Is project neat, well organized, comprehensible? | 0 | 1-8 | 9-16 | 17-24 | 25 | | |
| Writing: Is written work clear, focused? | 0 | 1-6 | 7-12 | 13-19 | 20 | | |
| II. MECHANICAL CONVENTIONS (spelling, punctuation, grammar) | | | | | | | |
| More than 8 Errors | 7-8 Errors | 5-6 Errors | 3-4 Errors | 1-2 Errors | Free of Errors | | |
| Zero Errors | 2 | 4 | 6 | 8 | 10 | | |