

MCIS 360 JUNIOR

PRINTABLE CAREER PLAN WORKSHEETS



Table of Contents

| | |
|---|-----------|
| Academic Goals | 3 |
| Being Dependable | 4 |
| Career Cluster Project | 5 |
| CCI Quick Pic Reflections | 6 |
| Connect School and Job Success | 7 |
| Education Plans | 8 |
| Experiential Learning Plans | 9 |
| Explore Electives | 11 |
| How Do I Make Decisions? | 12 |
| Important Life Events | 14 |
| Interest Profiler Mini Reflections | 16 |
| Job Shadow Guide | 17 |
| Job Success Scale | 20 |
| Learn a New Skill | 21 |
| Learning Styles Survey Reflections | 23 |
| Listening Skills on the Job | 24 |
| Make a Change | 25 |
| My Resume Information | 26 |
| Options After High School | 27 |
| Personal Goals | 29 |
| Qualities for Success | 30 |
| Reality Check Reflections | 32 |
| Should I Join? | 33 |
| Things I Like to Do | 35 |
| Thinking About Myself | 36 |
| Using My Time for Success | 38 |
| What Are Working Conditions? | 39 |
| What Rewards Do I Want From Work? | 40 |
| Why Do People Work? | 41 |
| Workplace Employability Skills Reflections | 42 |

Academic Goals

What do you want to learn more about in high school? Your academic goals will change as you learn more about yourself, your interests, and your strengths.

| | |
|--------------------------------|--|
| Academic Goal | |
| My Supports | |
| Target Date (month, day, year) | |
| Results | |

| | |
|--------------------------------|--|
| Academic Goal | |
| My Supports | |
| Target Date (month, day, year) | |
| Results | |

Being Dependable

To be dependable is to be there when needed and to do what must be done. Being dependable is an important skill for success at school and at work. Two main reasons employees get fired are because they are not at work when they are needed, or they are not doing what is expected.

Review the stories below to practice being dependable in different situations.

- *Think about the potential problems if each employee is not dependable.*
- *Think about what each employee would do if they are dependable.*

Part-time Construction Worker: You and two friends are working part-time in a construction business. You help bricklayers while they finish the front of a new office building. They are working from a scaffold that has to be moved, and your job is to secure the bracing on the scaffold each time it is moved. It is time for lunch and the bricklayers have just finished moving the scaffold. They ask you to secure the bracing before you leave for lunch, but your friends are yelling at you to hurry up. You leave without getting the rear bracing done, planning to do the job as soon as you return from lunch.

Potential problems:

A dependable person would:

Babysitter: You are babysitting and it is time to cook dinner. You tell the three-year-old to watch television while dinner is cooking. You are heating some spaghetti sauce on the stove and the phone rings. It is your best friend calling to tell you about something that happened after school.

Potential problems:

A dependable person would:

Salesperson: You have been working at a new store in the mall for two months. Responsibilities have increased over this time, and now you have started closing the store two nights each week. Tonight is one of the nights you are to close up. You have just gotten a phone call from a family member who needs a ride home, so you ask one of your coworkers to close the store for you. This worker has not closed before, but you are certain they can handle the job.

Potential problems:

A dependable person would:

Career Cluster Project

How many jobs and careers are there? There are so many it can be difficult to find those you may really enjoy. Careers are arranged in groups called clusters. Clusters make it easier to learn about careers you might not have explored. This activity will help you will learn more about career clusters you are interested in.

1. Go to My Dashboard
2. Look at your **CCI Quick Pic** results.
3. Select one of your top three career clusters to explore.
4. Return to this activity and complete the fields.
5. Create a collage, poster, or write a report based on your research.
6. Add drawings, pictures, or graphics to make your project interesting.

| | |
|------------------------------|--|
| Career cluster: | |
| Some things to know: | |
| Related careers: | |
| Helpful high school courses: | |

| | |
|------------------------------|--|
| Career cluster: | |
| Some things to know: | |
| Related careers: | |
| Helpful high school courses: | |

Activity Summary: Thoughts and reflections

Which clusters are you interested in?

Which clusters are you not interested in?

CCI Quick Pic Reflections

Now that you have completed **CCI Quick Pic**, explore the career clusters that interest you. Keep your favorite clusters in mind as you think about future school courses and careers.

1. Go to My Dashboard
2. Look at your **CCI Quick Pic** results.
3. Explore your top three career clusters based on your results.
4. Explore as many additional career clusters as you like.
5. Favorite the career clusters that interest you.
6. Return to this activity and select your top career clusters based on your exploration.

My Top Career Clusters

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Visual Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution, and Logistics

Activity Summary: Thoughts and reflections

Think about your **CCI Quick Pic** results and the career clusters you explored.

Do your CCI Quick Pic results include career clusters that interest you most? If not, what career clusters are you interested in?

Connect School and Job Success

Employees are successful at their jobs for many of the same reasons students are successful at school. This activity will help you connect what makes employees successful at their jobs with what makes students successful at school.

- **Reliability:** Show up for work on time and tell your boss about any absences ahead of time.
- **Appearance:** Follow the company dress code and make sure your clothes are neat and clean.
- **Responsibility:** Follow the rules for break time, leaving your work station, and using the Internet.
- **Honesty:** Be honest about your work assignments, activities, past employment, and education records.
- **Production:** Produce the quality and quantity of work expected by coworkers and employers. Talk to your boss about ways to improve your work.
- **Safety:** Follow all safety rules. Accidents are expensive for employers and pose a danger for coworkers.
- **Positive attitude:** Teamwork is important for the success of companies. Be a team player at work and spend your time solving problems. Avoid gossiping about other workers and your boss.

Select reasons above that make an employee successful at their job. Relate each reason to a situation at school.

| | |
|----------------|--|
| Job Success | |
| School Success | |

| | |
|----------------|--|
| Job Success | |
| School Success | |

Education Plans

It is important to start thinking about what you might want to do after high school. There are many education options, such as attending a career technical program, a four-year college, or an apprenticeship. Explore what the preparation is for the career(s) you are interested in and choose the options that align with your career interests.

Education Options

- No plan
- Employment
- Tech School/Area Career Center
- Vocational Training (Apprenticeship)
- Certificate
- 2-Year College (Associate degree)
- 2-Year College: Transfer to 4-Year College
- 4-Year College (Bachelor's degree or higher)
- Military
- Other (please describe):

Experiential Learning Plans

If you have not started yet, it is time to gain some experiential learning to enhance your career development. This activity will help you record your previous experiences and plan others you would like to have during your high school career. Activities typically included in a resume, such as internships, can be entered in Resume. Keeping records of your experiential learning will come in handy as you begin to apply for scholarships and college.

For each type of learning experience, choose when you had each experience and add a summary of your experience when applicable. (*What did I do? What did I think about it? What did I learn? How did it change my views?*)

Expert Presenters

Expert Presenters visit classrooms and share information about their careers, educational background, and personal choices that helped them achieve their career success.

| | |
|-----------------------|--|
| Grade | |
| Summary of Experience | |

| | |
|-----------------------|--|
| Grade | |
| Summary of Experience | |

Tours and Field Trips

Tours and Field Trips help explore the knowledge and skills of different careers within an industry cluster.

| | |
|-----------------------|--|
| Grade | |
| Summary of Experience | |

| | |
|-------|--|
| Grade | |
|-------|--|

| | |
|-----------------------|--|
| Summary of Experience | |
|-----------------------|--|

Job Shadowing

Job Shadowing is a short-term experience intended to help students explore a range of career objectives. Students make brief work-site visits to spend time with individual workers learning what knowledge, skills, and education their jobs entail.

| | |
|-------|--|
| Grade | |
|-------|--|

| | |
|-----------------------|--|
| Summary of Experience | |
|-----------------------|--|

| | |
|-------|--|
| Grade | |
|-------|--|

| | |
|-----------------------|--|
| Summary of Experience | |
|-----------------------|--|

Mentoring/eMentoring

Mentoring is a professional relationship where an experienced person, the mentor, assists another, the mentee. The mentor helps the mentee develop skills and knowledge that will enhance the professional and personal growth of the mentee.

| | |
|-------|--|
| Grade | |
|-------|--|

| | |
|-----------------------|--|
| Summary of Experience | |
|-----------------------|--|

| | |
|-------|--|
| Grade | |
|-------|--|

| | |
|-----------------------|--|
| Summary of Experience | |
|-----------------------|--|

Explore Electives

Electives are courses you choose to take in high school. They are not required, but they provide you with great opportunities to explore subjects that interest you. You can take courses related to your strengths or learn skills you will need in your future career. Taking electives shows employers and colleges you are willing to stretch your learning beyond the requirements.

Consider the items below when making elective choices.

Know yourself

| | |
|--|--|
| What are your interests and preferences? | |
| What skills do you like to use? | |
| What are your favorite subjects? | |
| What do you want to be when you grow up? | |
| What are your passions? | |
| What are your plans after high school? | |

Choose Electives that are a Good Fit

1. Go to My Dashboard to view your favorite careers.
2. Select a career and go to **Education & Training** to view the **Helpful High School Courses**.
3. Return to this activity and enter the electives for careers that interest you.

What are the suggested electives for the career(s) you are interested in?

How would these electives help you achieve your goals?

Activity Summary: Thoughts and reflections. What electives are you interested in now?

How Do I Make Decisions?

Decision making is an important skill to learn so you can become independent. As you grow up, you will make more and more decisions that affect you. This activity will help you learn how to make decisions using a six-step model.

Step 1: Identify the decision to be made. Think of a decision you need to make in the next month or use this question: Where would you like to go on vacation - Hawaii, Disneyland, or New York?

What are you trying to decide?

Step 2: Think about what is important to you. Knowing yourself can help you decide what's best for you.

What is important to you?

Step 3: List your options.

What are your options?

Step 4: Gather information about your options. Where can you get the information you need or who can give you some advice?

What information do you need to make your decision?

Step 5: Evaluate each option.

| | |
|---------------|--|
| Option | |
| Advantages | |
| Disadvantages | |
| Consequences | |

| | |
|---------------|--|
| Option | |
| Advantages | |
| Disadvantages | |
| Consequences | |

| | |
|---------------|--|
| Option | |
| Advantages | |
| Disadvantages | |
| Consequences | |

Step 6: Make your decision.

What is your decision?

Interest Profiler Mini Reflections

Now that you have completed the **Interest Profiler Mini**, view your results to explore your interests. Knowing your interests can help you identify careers that you might enjoy.

1. Go to My Dashboard
2. Select **Interest Profiler Mini**.
3. Select an interest area to explore **Careers and Clusters On Your List**.
4. Explore as many interest areas, careers, and career clusters as you like.
5. Favorite the careers and career clusters that interest you.
6. Return to this activity and select your top interests based on your exploration.

My Top Interests:

- Artistic
- Conventional
- Enterprising
- Investigative
- Realistic
- Social

Activity Summary: Thoughts and reflections

Think about your **Interest Profiler Mini** results and the six interest areas. Do your Interest Profiler Mini results best describe you? If not, what interest areas describe you better and why?

What career clusters interest you now?

Job Shadow Guide

What is a job shadow? Just as a shadow follows a person, you follow a worker on the job. A job shadow allows you to find out more about careers that interest you and see the different places people work. In this activity you will schedule and complete a job shadow.

Step 1: Select and contact a business and arrange a job shadow.

Prepare for the phone call or send an email using the script below. If you are sending an email, be sure to address your contact and sign off as if you were writing a letter.

| | |
|---------------------|--|
| Job Shadow contact: | |
| Business, address: | |
| Phone Number: | |
| Email: | |

Script

"Hello, my name is _____ (your name). I am a(n) _____ (your grade) grader at _____ (your school) school. I am interested in learning about _____ (career, job, or business). I received your name from _____ (you you received name from), and I was wondering if you might allow me to job shadow you or someone else in your business for _____ (length of job shadow- hours, day, etc.)?"

If the person responds and agrees to the job shadow, set the day and time. Thank the contact person. Explain that you will be calling or emailing one or two days prior to the day to confirm the job shadow.

"I would like to do the job shadow on _____ (date) at _____ (time)."

Step 2: Prepare for the job shadow

Read about the career you are job shadowing. What more do you want to know about the job? Here are some suggested questions for the worker you are shadowing:

- What do you like about your job? What do you not like about your job?

- What do you do in a typical workday?
- How do you use the things you learned in school in your job?
- How much education and training do you need for this job?
- What is your work schedule? When does your workday start and when does it end?
- What is the starting salary for this job?
- When you were in middle or high school, did you think you would be doing this job?

Think of what questions you are going to ask the worker you are going to shadow.

Decide what you want to look for during the job shadow. Some suggestions are:

- Do they work inside or outside?
- Do they work alone or with other people?
- Do you want to see what people wear on the job?
- Do they move around or sit all day?
- Do you want to see what equipment they use?

What will you look for?

Call or email your contact person a few days before to confirm the day and time of your job shadow.

Step 3: Complete the job shadow.

Be sure to have the questions you want to ask and the things you want to look for at the workplace. Take notes to look back on later.

Step 4: Write a thank you note.

Thank your host. Thanking your host for their time is very important.

- Use the script below to write a draft note or email.

- Review the draft and look for spelling and punctuation errors.
- After reviewing the draft, either type your email or write your note on a clean sheet of paper, address an envelope, and use the appropriate postage to mail it.

Dear _____ (contact title (Mr., Mrs., Ms.) and last name),

Thank you for allowing me to visit you at your work. I appreciate all the time you spent with me. I learned a lot from being your shadow.

My favorite part of the visit was _____

_____.

I learned _____

_____.

Thank you again for answering my questions and letting me see what you do in a workday.

Sincerely,

_____ (your name)

Activity Summary: Thoughts and reflections. Review the notes you took during your job shadow and reflect on your experience.

What work did you see your host or other workers doing?

What did you learn from the questions you asked your host?

What did you look for during the job shadow? What did you learn?

Is this a job you think you would like to do after you get out of school? Why or why not?

Job Success Scale

The same skills you use as a successful student will help you be a successful employee. If you use these skills now, you are likely to use them at a new job. This job success scale will help you measure your ability to do what is needed to be successful at work.

Choose how well the statement describes you as an employee.

| | A lot like me | Somewhat like me | A little like me | Not like me |
|---|---------------|------------------|------------------|-------------|
| Get to work on time. | | | | |
| Meet deadlines. | | | | |
| Follow instructions. | | | | |
| Let my boss know if I will be absent. | | | | |
| Ask questions about my work so I do it right. | | | | |
| Accept criticism without getting angry or frustrated. | | | | |
| Do my share of work. | | | | |
| Listen to other workers and the boss when they share ideas. | | | | |
| Follow the rules for phone, email, and Internet use. | | | | |
| Use time at work for work only. | | | | |
| Admit when I make mistakes. | | | | |
| Follow the company dress code. | | | | |
| Do what I am asked to do. | | | | |
| Get along with other workers and the boss. | | | | |
| Keep a positive attitude with others and work. | | | | |

Activity Summary: Thoughts and reflections

In an interview, employers may ask why they should hire you. To answer this question, talk about the skills that helped you succeed in school. These skills will transfer to your success in a job.

List your strongest skills.

List the skills you want to improve.

Learn a New Skill

A skill is something you learn how to do. You have many skills now and will learn many more throughout your life. Learning skills is easier when you have a plan because you are more likely to follow through. This activity will help you identify a skill you want to learn and create a plan to learn it.

Step 1: What skill do I want to learn? *Choose a new skill to learn, this will be your goal.*

- Be specific. Choose a goal specific enough for you to know when you have accomplished it. For example, "learn to play basketball" is not specific. A more specific example is "learn to make a jump shot".

I want to learn to:

Step 2: Who can help me? *Ask someone for information or suggestions on how or where you can learn this new skill. Or, ask someone to teach you this new skill.*

- Who can help you learn to make a jump shot? Your neighbor played basketball in college and she coaches a summer league team.

I will ask:

Step 3: How will I learn this skill? *Make a list of actions.*

- What would you do to learn the jump shot?
 1. Ask the neighbor to coach you.
 2. Set a time to meet.
 3. Do the coaching session.
 4. Practice the jump shot.
 5. Have your neighbor evaluate your shot.

To learn this skill, I will:

Step 4: What might get in the way of learning this new skill? *Think about what may get in the way and disrupt your plans.*

- When plans are made, something may change that impacts your plans. But you can get around these setbacks by thinking ahead. For example, the neighbor had surgery and cannot help you with your jump shot. You can get around this by finding someone else to coach you.

Something that might get in my way is:

I can get around this by:

Step 5: When will I learn this skill? *Decide when you want to learn this skill by.*

- Setting a time to meet your goal will help you stick to your plan and not put it off.

I will learn this skill by:

Learning Styles Survey Reflections

Now that you have completed the **Learning Styles Survey**, view your results to explore the ways you learn best. If you know and understand the way you learn, you will be a better learner.

1. Go to My Dashboard
2. Select **Learning Styles Survey**.
3. Explore your preferred learning style(s) and study tips based on your results.
4. Return to this activity and select your preferred learning style(s).

My Preferred Learning Style(s):

- Auditory
- Tactile
- Visual

Activity Summary: Thoughts and reflections

Think about your preferred learning style(s).

What did you find interesting about your preferred learning style(s)?

What study tips would you like to try?

Listening Skills on the Job

Listening skills are important because they help you communicate well with others. Some jobs require more listening skills than others. This activity will help you learn about some jobs and the listening skills required.

1. Think about a career that requires good listening skills. For example, Airplane Pilots, Lawyers, or Waiters and Waitresses.
2. Go to **Careers** to select a career title.
3. Select **Things to Know** to read about **Job Tasks** and **Skills and Abilities**.
4. Return to this activity and complete the fields based on your exploration.

Career/Job Title:

What are some situations where a person on this job would have to use listening skills?

What might happen if a person in this job has poor listening skills?

Activity Summary: Thoughts and reflections

What are some other jobs that require good listening skills?

Make a Change

Change can be hard. Have you ever wanted to do something different so that life would go more smoothly? Making a change is easier when you have a plan because you are more likely to follow through. This activity will help you identify something you want to change and the steps to make it happen.

Think of something you want to change about yourself. This will be your goal.

- Do you want to get up the first time the alarm goes off?
- Do you want to not get caught up in drama between friends?
- Do you want to turn all of your assignments in on time this week?

Step 1: *What do I want to change?* Your goal should be specific enough that you know when you have reached it.

Step 2: *Who can help me?* Who can you ask to help you reach your goal?

Step 3: *How will I make the change?* Make a list of actions.

Step 4: *What might get in the way of making the change?*

Something that might get in my way is:

I can get around this by:

Step 5: *When will I make the change?*

Month:

Year:

Step 6: *How will I know that I made this change?*

My Resume Information

It is important to keep track of your experiences, skills, achievements, and activities. This activity will help you document all of this information and more. Having a record to refer to will be helpful in the future when you create your resume and apply to jobs.

1. Go to Resume to enter or update your information.
 2. Return to this activity and select which sections you entered information for.
- Contact Information: Your first and last name. You may choose to list your address, phone number, or email address.
 - Qualifications: A summary of your most important achievements, skills, and experience. This optional statement displays at the top of your resume.
 - Experience: Your experiences, such as volunteering, service learning, internships, work-based learning, community-based learning, cooperative education, and apprenticeships.
 - Education: Your high school information.
 - Certifications: Your certifications, such as CPR, babysitting, food safety and handling, or programming languages.
 - Skills: Your skills, such as languages you speak, or equipment or technology you know how to use.
 - Other: Your achievements and activities, such as athletics, club participation, or student leadership.

Activity Summary: Thoughts and reflections

Reflect on the activity you just completed. What did you learn about yourself?

Options After High School

There's a lot you can do now to prepare for your educational plans after high school:

- Develop good study habits
- Become involved in extracurricular, school, and community activities
- Take courses that prepare you for college or earn college credit in high school
- Learn about types of colleges and degrees

Read the information below to learn about your many options for college preparation, programs, and other educational possibilities.

Can I earn college credit in high school?

Dual Credit or Dual Enrollment

- Courses that count for both college and high school credit
- May be taught by high school teachers

Advanced Placement (AP)

- Opportunity to take college-level courses in a high school setting
- Taught by high school teachers
- Qualifying scores on exams may be accepted as college course replacements by colleges and universities

International Baccalaureate (IB)

- For high school juniors and seniors
- Demanded courses that are either one or two years long that prepare students to take an exam
- Qualifying scores on exams may be accepted as college course replacements by colleges and universities

What types of schools or colleges are there?

2-Year and Community and Technical Schools

- Require up to two years of study
- Offer certificates, diplomas, and Associate's degrees
- Offer fairly low tuition rates
- Usually admit anyone who has a high school diploma or GED
- Offer courses that will prepare you for a job or general education courses that transfer to a four-year college or university

4-Year Schools

- Require four or more years of study
- Offer Bachelor's, Master's, Doctorate, and professional degrees

- Admissions policies differ, some schools require high grades and/or high test scores. Others will accept any student with a high school diploma or GED

What other education or training options are available?

Join the Military

- You may be able to learn skills that transfer to jobs after your service
- The military will pay for you to take classes while in the service
- You will receive money to attend college after your service is complete

Participate in an Apprenticeship Position

- The employer provides training and pays the worker during the training
- The training is taught by other employees or in classes at a college
- The worker agrees to learn to do the job
- When training is finished the employee gets a raise

Activity Summary: Thoughts and reflections

What are your educational plans after high school?

Personal Goals

Personal goals relate only to you. They focus on you as an individual and not on your school, friends, or career. "I want to break a personal record in swimming the butterfly," is an example of a personal goal.

| | |
|--------------------------------|--|
| Personal Goal | |
| My Supports | |
| Target Date (month, day, year) | |
| Results | |

| | |
|--------------------------------|--|
| Personal Goal | |
| My Supports | |
| Target Date (month, day, year) | |
| Results | |

Qualities for Success

What are some of your best qualities? Knowing your best qualities can help you grow and succeed. This activity will help you do so.

Step 1: These personal characteristics describe people who are successful in school, the community, and work.

Check the characteristics that most reflect the kind of person you think you are.

- Personal Characteristics
- Persistent
- Takes on responsibilities
- Leader
- Friendly
- Easy to get along with
- Helpful
- Self-confident
- Accepts criticism
- Controls anger
- Dependable
- Honest
- Problem solver
- Continues trying when the work gets difficult
- Likes challenges
- Energetic
- Works hard to get things done
- Works well with others
- Sensitive to the feelings of others
- Mature
- Flexible
- Stays calm when in stressful situations
- Avoids being aggressive
- Thorough when doing work
- Creative
- Thinks things through
- Follows instructions

Step 2: We all have characteristics that make us successful.

List words or phrases that you think describe the person you are.

Step 3: We would all like to improve ourselves in some way.

List qualities you would like to work on to become more successful.

Activity Summary: Thoughts and reflections

List the qualities that help you be the most successful in your school and home.

Reality Check Reflections

Now that you have completed **Reality Check**, view your results to explore career clusters with related careers that match your financial needs. Knowing how much money you will need to support your lifestyle can help you find careers that will pay you the salary you need.

1. Go to My Dashboard
2. Select **Reality Check**.
3. View your results and select **Your Custom Careers List**.
4. Select a career or career cluster to explore.
5. Explore as many careers and career clusters as you like.
6. Favorite the careers and career clusters that interest you.
7. Return to this activity and reflect on your exploration.

Activity Summary: Thoughts and reflections

Think about your **Reality Check** results and the career clusters you explored. What did you learn about yourself from the Reality Check you just completed?

What career clusters interest you now?

Should I Join?

Join some activities or clubs offered by schools and communities nearby! These experiences will teach you what you like and dislike, and they look great on applications for college, jobs or scholarships.

Benefits of extracurricular activities

- Explore your interests and learn about related careers
- Find new people who share your interests
- Meet people who are different from you
- Learn how to work with others and manage your time

Find the right activity. Learn about the activities that are offered in your school and community. Ask your peers about their experiences and consider the following questions:

- What are my interests?
- Do I have enough time to keep up on my school work?
- How will I get to and from the activity?
- Will I have enough personal time to sleep, relax, be with my friends and family?

Pick up a list of activities available at your school from your teacher or front office. Talk with activity advisors and coaches. Ask questions to get the information you need to decide which activity to join.

Think of two or three activities or clubs you might join and answer the following questions.

| | |
|---|--|
| What activity are you thinking of joining? | |
| Who is the advisor, coach or sponsor of this activity? | |
| Do you have to be a certain age or in a certain grade to join? | |
| Are there fees to join or for food, travel, uniforms and other expenses? How much are they? Will you be required to help raise money? | |
| Do you need a physical to join? | |
| Do you have to get certain grades to join or stay in this activity? | |
| How much time is this activity going to take? How often will the group meet or practice? How much travel is involved? | |
| Are you going to join? Why or why not? | |

| | |
|---|--|
| What activity are you thinking of joining? | |
| Who is the advisor, coach or sponsor of this activity? | |
| Do you have to be a certain age or in a certain grade to join? | |
| Are there fees to join or for food, travel, uniforms and other expenses? How much are they? Will you be required to help raise money? | |
| Do you need a physical to join? | |
| Do you have to get certain grades to join or stay in this activity? | |
| How much time is this activity going to take? How often will the group meet or practice? How much travel is involved? | |
| Are you going to join? Why or why not? | |

| | |
|---|--|
| What activity are you thinking of joining? | |
| Who is the advisor, coach or sponsor of this activity? | |
| Do you have to be a certain age or in a certain grade to join? | |
| Are there fees to join or for food, travel, uniforms and other expenses? How much are they? Will you be required to help raise money? | |
| Do you need a physical to join? | |
| Do you have to get certain grades to join or stay in this activity? | |
| How much time is this activity going to take? How often will the group meet or practice? How much travel is involved? | |
| Are you going to join? Why or why not? | |

Things I Like to Do

There are some classes you like more than others. Chances are, homework for a favorite class gets done first. It's the same for work. Employees who enjoy their jobs get more quality work done and are happier at work and at home. This activity will help you identify activities you enjoy that can be used later to find a job with work you enjoy.

1. Think about things you like to do.
2. List activities you enjoy doing using only action verbs. Example: Read novels and short stories.
3. Check the box or boxes that describe how you do the activity. For example, reading novels requires working with words and may be done alone.

| Activity: | Activity: |
|--|--|
| How do you do the activity? <input type="checkbox"/> Alone <input type="checkbox"/> Other People <input type="checkbox"/> Objects or Tools <input type="checkbox"/> Words or Numbers | How do you do the activity? <input type="checkbox"/> Alone <input type="checkbox"/> Other People <input type="checkbox"/> Objects or Tools <input type="checkbox"/> Words or Numbers |

List activities you do not like to do using only action verbs.

| Activity: | Activity: |
|-----------|-----------|
| | |

Activity Summary: Thoughts and reflections

Think about the things you like to do and do not like to do.

List the top things you really like to do:

List one thing you want to learn to do:

Thinking About Myself

This activity will help you identify the things you are good at, the things you enjoy, and the things that make you special. These characteristics are called strengths, interests, and talents. You can use these characteristics to succeed in school and at work.

Answer the following questions about yourself.

Related Information

| | |
|---|--|
| In addition to my family, adults who are important to me include: | |
| My responsibilities at home include: | |

School Work

| | |
|------------------------------------|--|
| The subjects I enjoy the most are: | |
| The subjects I do best at are: | |
| I learn best by (select one): | <input type="checkbox"/> Looking at pictures <input type="checkbox"/> Reading about things <input type="checkbox"/> Handling things <input type="checkbox"/> Talking about things <input type="checkbox"/> Making things |

Hobbies and Leisure Interests

| | |
|------------------------------------|--|
| When I'm not at school, I like to: | |
| I like to do this because: | |

Work Experience (Paid or Unpaid)

| | |
|-------------------|--|
| I have worked as: | |
|-------------------|--|

| | |
|----------------------------|--|
| I like to work when: | |
| I don't like to work when: | |

My Special Qualities

| | |
|--|--|
| Three things I like about myself are: | |
| Other people like my ability to: | |
| My greatest achievement so far is: | |
| One thing I'd like to improve about myself is: | |
| If I could do anything in life, I'd be a: | |

Activity Summary: Thoughts and reflections

Review your answers and summarize what you've learned about your characteristics, interests, and preferences. You might include what you most enjoy or what you're really good at.

Using My Time for Success

Do you wish there were more hours in a day? Staying organized allows people to find time to do their important tasks every day.

1. Think about a person who is well organized and good at finishing tasks.
2. Ask them to journal their activities for one day. You will journal your activities for the same day.
3. Record the time spent on activities during the day. Include school- or work-related activities, fun activities, and personal activities (bathing, eating, sleeping). Be sure to include time for travel and chores.
4. Compare your daily activities with those of the other person.

How much time did each of you spend on things such as work, school activities, chores, and studying?

How much time did each of you spend on things such as watching television, listening to music, or talking to and messaging friends?

What daily activities were similar?

What daily activities were different?

Activity Summary: Thoughts and reflections

Think about the activity you just completed. What did you learn about how you spend your time?

How could you change your activities to use your time more successfully?

What Are Working Conditions?

Imagine you are at your perfect job. Are you inside or outside? Are you working alone or with others? Is the work space quiet or loud? These are examples of working conditions. Before you decide on a career, it is important to consider whether the working conditions are right for you.

Check the condition you prefer under each working condition.

- | | | |
|-----------------------------|--|---|
| Teamwork: | <input type="checkbox"/> Work alone | <input type="checkbox"/> Work with others |
| Tasks: | <input type="checkbox"/> Do the same tasks each day | <input type="checkbox"/> Have a variety of tasks to do |
| Location: | <input type="checkbox"/> Working inside | <input type="checkbox"/> Working outside |
| Sitting or standing: | <input type="checkbox"/> Sit most of the time | <input type="checkbox"/> Stand most of the time |
| Work times: | <input type="checkbox"/> Work during the day | <input type="checkbox"/> Work evenings |
| Work week: | <input type="checkbox"/> Work Monday to Friday | <input type="checkbox"/> Work weekends |
| Work site: | <input type="checkbox"/> Stay at one work site | <input type="checkbox"/> Work at different sites |
| Work hours: | <input type="checkbox"/> Work 40 hours each week | <input type="checkbox"/> Work more than 40 hours each week |
| Work tools: | <input type="checkbox"/> Work with equipment | <input type="checkbox"/> Work with words and numbers |
| Cleanliness: | <input type="checkbox"/> Stay clean | <input type="checkbox"/> Get dirty |
| Travel: | <input type="checkbox"/> Go home at the end of the day | <input type="checkbox"/> Be away from home for several days |
| Community: | <input type="checkbox"/> Work with the same people | <input type="checkbox"/> Meet new people almost every day |
| Responsibilities: | <input type="checkbox"/> In charge of your work only | <input type="checkbox"/> In charge of other workers |
| Work clothes: | <input type="checkbox"/> Wear uniforms | <input type="checkbox"/> Wear your own clothes |
| Wages: | <input type="checkbox"/> Get a regular paycheck | <input type="checkbox"/> Paid by amount of work done |

Activity Summary: Thoughts and reflections

Knowing what working conditions are important to you will help you choose your career.

What working conditions are most important to you?

What Rewards Do I Want From Work?

Like most workers, you probably want to get paid. But what if you have two job offers that pay the same amount? Knowing what other rewards are important to you can help you decide which job you really want.

Review the list of rewards and choose how important each reward is to you.

I want a job where I can...

| | Very Important | Moderately Important | Not Important |
|---|----------------|----------------------|---------------|
| Earn large amounts of money. | | | |
| Do something different every day. | | | |
| Work alone. | | | |
| Be busy all the time. | | | |
| Do work that is exciting. | | | |
| Get up and move around. | | | |
| Work and live in an area that allows me to do things I enjoy. | | | |
| Work with others as part of a team. | | | |
| Set my own time schedule. | | | |
| Receive recognition for what I do. | | | |
| Be in charge of other employees. | | | |
| Be creative. | | | |
| Plan my own workday. | | | |
| Develop friendships with the other workers. | | | |
| Solve problems and make decisions. | | | |
| Do things for other people. | | | |
| Try out my own ideas. | | | |
| Work for the same company for many years. | | | |

Activity Summary: Thoughts and reflections

Reflect on what you've learned about what you want from work. List the rewards that are very important to you.

Why Do People Work?

People work for many different reasons. Some work to do what they love while others work to feel a sense of success. Many people work to provide for their families and loved ones. When you are studying a career or looking for a job, it is important to keep in mind what you want to get from your work.

Interview one person to learn why they work. Ask the following questions and enter their answers.

What is your name?

What is your job?

Why do you work?

If you won a lottery and did not have to work for money, would you continue to work? Why?

If you had a choice, would you keep this job or would you do something different? Why?

What job would you want?

What do you like about working?

What don't you like about working?

Activity Summary: Thoughts and reflections

Reflect on the information you gathered and think about your future as a worker. Why do you want to work?

Workplace Employability Skills Reflections

Now that you have completed **Workplace Employability Skills**, view your results to explore your employability skills. Knowing your employability skill levels allows you to build on your strengths and work on things that need improvement. Strong employability skills are important for a successful job search.

1. Go to My Dashboard
2. Select **Workplace Employability Skills**.
3. View your results and read about **What Your Employability Skills Mean**.
4. Return to this activity and select your top employability skills based on your exploration.

My Top Employability Skills:

- Collaboration Skills
- Complex Communication Skills
- Diversity Competence Skills
- Ethical Practices Skills
- Financial Practices Skills
- Initiative and Self-Direction Skills
- Professionalism Skills
- Thinking and Innovation Skills
- Workplace Environment Skills

Activity Summary: Thoughts and reflections

Think about your **Workplace Employability Skills** results and the nine skill areas.

Do your results include the employability skills that best describe you? If not, what employability skills describe you better and why?

What employability skills can you improve on?



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