

MCIS Career Plan: Career Development Framework With Worksheets



Student-Directed Career and Education Planning Curriculum
An 8th through 12th Grade Model for use with MCIS



Montana Department of
LABOR & INDUSTRY



Career Plan: Career Development Framework

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Updated 2015

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Introduction to the Framework

The following pages provide you with a framework within which to deliver the Career Development elements of the Montana Career Information System (MCIS). MCIS is a great resource for career exploration. MCIS is a tool to match interests and skills to over 570 occupations, explore programs of study, compare colleges, track college applications and financial aid. Individual career exploration results can be saved securely in an online portfolio that can be accessed with a user name and password.

The purpose of this framework is to help you lead group guidance and classroom-based career development instruction. You will find student-directed career and education planning curriculum for 8th through 12th grade, which you may use or customize and use as you like. You will find three custom models for 8th and 9th grades, 10th and 11th grades, and for 12th grade.

MCIS High School version provides comprehensive career information for students developing and updating educational plans. Using MCIS in high school supports lifelong career planning and promotes career self-reliance. MCIS includes tools that encourage self-assessment, exploration, research, goal setting, and decision-making.

In partnership with the U.S. Department of Labor's Bureau of Labor Statistics, and Employment & Training Administration, MCIS includes labor market information about Montana and the United States. MCIS provides career development tools and information. Help students with career exploration and development at our website (www.careers.mt.gov).

Career Development in the Classroom – A Message to Teachers

The purpose of secondary career development is two-fold: first, to motivate people to become “engaged” — to take control of their own lives by developing the skills they will need for a lifetime of career self-management, and second, to teach a life planning process that will be used repeatedly over a lifetime. Towards these goals, the Career Plan aspires to instill hope, realism and life planning skills that will guide and inspire your students’ attitudes and actions regarding education, career, and life in an uncertain world.

In developing an implementation plan, remember these seven Keys for Success:

- **Define a Framework**
Tie all elements of the career development program together in this framework and articulate it to other staff, the students, and their parents.
- **Build a Developmental Model**
You should not be alone in one class offering career development content. Work with other teachers, counselors, and administrators to create a program that offers appropriate activities for awareness, exploration, and planning, K through 12.
- **Focus on the Process**
Career development needs to be valued as a life-long process, not for a single career decision. Teach self-awareness, research, decision-making, problem solving, and employability skills.
- **Help Students Learn to Plan today, Plan to Learn tomorrow**
Personal planning is a life skill. People do not innately know how to plan. Just like math or reading, the skills to plan need to be taught over time.
- **Help Students Develop Information-seeking Skills**
In an information age, finding, evaluating, and using information are important transferable skills.
- **Use Cooperative Learning Strategies**
Build teamwork, communication skills, flexibility, and respect of diversity.
- **Help Students Prepare for Change**
Change provides opportunities if you are prepared for it.
The following pages provide a suggested structure for using these concepts to build a program with CIS’ Career Plan.

Career Development in your Classes – A Message to Students (modify message to fit your school’s program)

During your next five years of school, you will be involved in a career and educational planning process called the Career Plan. This student-directed process targets two goals:

1. To help you find meaning in your school courses and activities by relating them to your personal and career goals and to the real world; and
2. To teach you skills and knowledge that you can use throughout your life to manage your education and career decisions.

Each year, you will focus on several elements of career development through required class activities. Because career development is ongoing and very personal, you may find it valuable to spend more time engaged in some of these activities or to independently complete these and update your portfolios.

To understand how these activities fit into the overall process, we use a framework that describes five major steps in career development (see the graphic below). This is a cyclical process that will repeat itself throughout your life. You will repeat this planning process three times while in high school and again as an adult. As you repeat these steps, you will find yourself modifying your career plans over and over again. This is normal and good!



Getting Started: 8th and 9th Grade Program Goals and Activities

8th Grade Program Goals -

- Introduce Career Development Program
- Introduce CIS
- Set up your portfolio, "My Portfolio"
- Complete first entry in portfolio linked to self-reflection worksheet
- Introduce data, people, things nature of work, personalize with reflections
- Introduce world of work
- Create initial high school course plan based upon goals in time for scheduling

9th Grade Program Goals -

- Complete a formal interest inventory
- Complete a labor market sorting tool
- Research career options
- Evaluate occupation and post-secondary education and school options and costs
- Set personal, academic and career goals
- Establish experiential learning plans and action plans to achieve goals
- Update high school course plan

8th and 9th Grade Activities

		Activity or Worksheet	CIS Files Used
Know Myself	8th	<ul style="list-style-type: none"> • Data, People, Things Checklist • Thinking about Myself 	<ul style="list-style-type: none"> • None • None
	9th	<ul style="list-style-type: none"> • Reality Check • Career Cluster Inventory 	<ul style="list-style-type: none"> • Reality Check • Career Cluster Inventory
Research Options	8th	<ul style="list-style-type: none"> • Introduction to the World of Work 	<ul style="list-style-type: none"> • Assessment Link & Occupations
	9th	<ul style="list-style-type: none"> • Research My Options 	<ul style="list-style-type: none"> • Occupations
Evaluate Options	9th	<ul style="list-style-type: none"> • Evaluate My Occupation Options • Evaluate My Education Options • Evaluate My Program of Study Options 	<ul style="list-style-type: none"> • Occupations, Programs, Schools
Set Goals	8th & 9th	<ul style="list-style-type: none"> • Set Goals (repeat or complete part in 8th and part in 9th) *Pg. 14 	<ul style="list-style-type: none"> • Occupations, Programs, US Colleges and Universities
Make Plans	8th	<ul style="list-style-type: none"> • Make Plans, My Action Plans and Supports 	<ul style="list-style-type: none"> • Course Planner
	9th	<ul style="list-style-type: none"> • Make Experiential Learning Plans • My Action Plans and Supports • Calculate Education Costs 	<ul style="list-style-type: none"> • Update Course Planner • Schools

Data, People, Things Checklist



Career development experts sometimes describe jobs in terms of the level of data, people, and things activity performed. Learning about which of these you most enjoy and do well can help you look at occupations and consider the data, people, or things activity of the job. This activity will help you identify which type of activities you most prefer.

Instructions:

1. Under each number below are data, people and things types of activities.
2. Circle the one activity under each number that you would choose to do.
3. Tabulate your circles: note the number of circled, *italics*, underlined or **bold** items

1. (a) *Make a pizza*
(b) **Read a book**
(c) Talk/text on a cell phone
2. (a) *Fix a bicycle*
(b) Plan a party
(c) **Problem-solve a computer issue**
3. (a) Watch a T.V. drama
(b) **Read manual**
(c) *Build a stained glass window*
4. (a) **Develop pictures**
(b) *Complete a jigsaw puzzle*
(c) Shop with a friend
5. (a) **Design a school logo**
(b) Counsel a friend
(c) *Deliver newspapers*
6. (a) *Play a sport*
(b) **Write a letter**
(c) Act in a play
7. (a) **Organize your record or coin collection**
(b) Join a club
(c) *Fix a broken table leg*
8. (a) *Take pictures of scenery*
(b) Take pictures of people
(c) **Organize a photo album**
9. (a) Help elderly people
(b) **Take apart a DVD Player**
(c) *Complete a crossword puzzle*
10. (a) Go to the zoo with a friend
(b) *Repair a broken computer*
(c) **Research a software product**
11. (a) **Learn to play a musical instrument**
(b) Coach a team
(c) *Arrange props for the school play*
12. (a) Show new students around school
(b) **Plan a school dance**

13. (a) **Decorate your bedroom**
 (b) *Make 30 sandwiches*
 (c) Interview a stranger about a job

Total the 13 items by type:

Bold Items Circled (DATA Activities) _____

Underlined Items Circled (PEOPLE Activities) _____

Italicized Items Circled (THINGS Activities) _____



By looking at my scores and considering my interests, I believe that my *true* preferences are:

My 1st preference is _____

My 2nd preference is _____

My 3rd preference is _____

Activities that I enjoy, which match my *first* preference, include:

Now, describe what you learned about yourself in the shaded box below and in the **Getting Started: Know Myself** section of **My Career Plan**.

What did you learn about yourself from this career assessment (Data People Things Checklist) you just completed?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

This activity was revised from **Grade 8 Module: Career Awareness, Exploration, and Planning, Handout No. 5 "Data, People, Things Checklist,"** developed by the Ministry of Education in Regina, Saskatchewan.

Thinking about Myself



This worksheet will help you name the things you are good at, the things you enjoy, and the things that make you special. These characteristics are called strengths, talents, and interests. You can use these characteristics in school and in the world of work.

Instructions:

1. Print and complete this worksheet as fully as you can.
2. Be honest in your answers. Your answers will help you learn about yourself so that you can make good choices and decisions for your future.

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 most are _____

The subjects I do best at are _____

I learn best by (check one):

- Looking at pictures
- Reading about things
- Handling things
- Talking about things
- 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 _____

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I don't like to work when _____



MY SPECIAL QUALITIES

Five things I really like about myself are:

1. _____
2. _____
3. _____
4. _____
5. _____

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 _____

SUMMARY OF MY CHARACTERISTICS, INTERESTS, AND PREFERENCES

Review what you wrote above; sum up what you most like to do and what you do best. You can then use the information from this shaded box to fill in the **Getting Started: Know Myself** section of the **Career Plan**, the "What do you know about yourself?" item.

You may also want to learn more about the occupations you listed above. Click **Occupations** on the CIS homepage. Find your occupations from the list of titles. Save the occupations that interest you in **My Favorites** for future reference.

I most like to:

I am particularly good at:

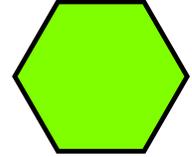
Some jobs that use my characteristics and interests are (*Brainstorm—there are no right answers here!*):

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

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Introduction to the World of Work: Holland Personality Types



Dr. John Holland was a psychologist who studied people's personalities in the workplace. He found that people could be described as a combination of six personality patterns or types, and that work environments could also be described as a combination of these same six categories. The six types are:

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

Dr. Holland found that when people work in a work environment that is compatible with their personalities, they are most likely to be satisfied and productive. Doctor Holland also said that everyone has a little of each type, but typically two or three types are more dominant than the others.

Instructions:

1. Imagine you are attending an outdoor game party, where six game tables, with people eagerly engaged in games, exist throughout six areas.
2. The boxes below describe the game focuses. . Read these six types.
3. Select where you would go first and explain why in the shaded box at the bottom of this page.



Holland Personality Types	
Realistic (R) A game for people who like nature, or athletics, or tools and machinery.	Social (S) A game for people who are drawn to helping, teaching or serving others.
Investigative (I) A game for people who are very curious, like to investigate or analyze things.	Enterprising (E) A game for people who like to start up projects or organizations, and/or influence or persuade people.
Artistic (A) A game for people who are very artistic, imaginative, and innovative.	Conventional (C) A game for people who like detailed work, and like to complete tasks or projects.

Where I would go first and why:

4. Now, imagine the game ends, and everyone leaves for another game table. Where would you go next? In the text box below note your second choice and why you chose it.



Where I would go 2nd and why:

5. Now imagine the *second game ends* and everyone goes to yet another table. Where would you go next? In the text box below note your choice and why you chose it.



Where I would go 3rd and why:

6. You can now identify your Holland Type by noting your 1st, 2nd, and 3rd preferences below. Use the first letter of your Holland type to note the type (Example, S for Social). 1st_____ 2nd_____ 3rd_____

7. Now use CIS to find occupations coded for your type. From under the **Assessment** tab, found on the CIS Homepage, click **Assessment Link**.

8. Next, click the **Self-directed Search** link (the name of Doctor Holland's formal test).

9. Click on the first letter of your type.

10. Find occupations that interest you and match any combination of your first and second or third letters. Reverse the positions of your second and third letter to expand your possibilities.

11. If none of these occupations look appealing to you, try beginning with the second letter of your type. Use the other two letters to explore more occupational possibilities.

12. Once you find several occupations of interest, list these in the shaded box below, and then transfer this to the **Getting Started: Research Options** section of **Career Plan**, under the question, "*What occupations interest you now?*"

Occupations that interest me now:

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Set Goals

One of life's toughest challenges is identifying what you want and then staying on track to get it. One solution to this challenge is setting goals. Reaching clarity about your goals will help keep your life on track. Setting *good* goals is not so easy. First, you must *believe* in yourself—believe that you can achieve your goals. If you find that you need to improve something about yourself in order to achieve your goals, then it will be important to identify *what you need to improve* to attain your goal. This activity will help you write personal, academic and career goals.

Before you start, here are some pointers on writing good goals. The **SMART** acronym is your reminder of a well written goal. A **SMART** goal is:

- S** Specific- is the goal well-defined?
- M** Measurable- can you measure if you have achieved it?
- A** Achievable- is it reasonable to accomplish this goal?
- R** Relevant- is the goal linked to the rest of your life?
- T** Time-based- does your goal specify the time needed?



If you know what you want and think about how to get it you are more likely to be successful. On the other hand, if you think and talk about what you *don't want* most of the time, you are more like to be unsuccessful. So, know what you want and be positive and clear about it. Your life will make a difference, and you will achieve success. Stay flexible and stick with it.

PERSONAL GOALS

Personal goals relate only to you, not to other people. 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 a sample personal goal for a teen.

Instructions:

1. Using the reflections you wrote in the **Evaluate Options** portion of the **Career Plan**, (What you know about yourself? and What you know you want to achieve for yourself?) write a personal goal below.
2. As you draft your personal goal below, follow the **SMART** goal guidelines above.
3. When you finish, enter your personal goal in the **Getting Started: Set Goals** section of the **Career Plan**.

My personal goal (*be sure to include the target date for meeting your goal, and the date you plan to start working on your goal*):

Now evaluate if this is a good goal:

- **Is it Specific?** (Is it well-defined?)
- **Is it Measurable?** (How will you know when you have reached your goal?)
- **Is it Achievable?** (Do you have the resources you need? If not, how will you get them?)
- **Is it Relevant?** (Why is it important and how does it relate to the rest of your life?)
- **Is it Time-based?** (Did you set target dates?)

ACADEMIC GOALS

Now you will set academic goals. Many education options, like attending a four-year college or beginning a “tech prep” program, require special preparation in high school. You need to know what this preparation is and include it in your academic goals and plans. **Remember, graduating from high school is a requirement for most occupations.** Review your **Research My Options** worksheet to review training programs that interest you.



Instructions:

1. Select and write academic goals below. (A few are listed to help you get you started.)
2. Check to make sure that these are “SMART” goals!

- I want to graduate from high school.
- After high school, I want to study (*list the major or educational/training program that interests you*):
- Also after high school, I want to continue my education or training at (*name of school or training site that interests you*):

CAREER GOALS

To set career goals, you do not need to know what you want to be when you grow up. In fact, as you get started, you may want to set your first career goal in very broad terms — for example, “I want to explore different computer careers.” Career goals can include many different occupations, to keep all of your options open you should list any of the occupations that you have been considering.

Instructions:

1. Look over the **Research My Options** and **Evaluate My Options** worksheets or the **Career Plan** reflections you completed for careers of interest.
2. Select one or more clusters you want to explore further and occupations that you may want to pursue. Complete the statements below, remembering to write “SMART” goals.

My career goals:

- I want to prepare to work as (*list several occupations*):

Take a few minutes to review your personal, academic and career goals. Do they reflect what you know about yourself? Look at your **Thinking about Myself** worksheet. How do your goals match up? If there are differences between whom you think you are and your goals? Rethink and rewrite your goals.

IMPROVEMENT ENRICHMENT PLANS

If you see yourself needing to improve in some areas in order to achieve your goals, create an improvement plan below. For any areas where you know that you need to work extra hard, improve or do extra work, enter the following information in the text box:

- Subject area needing improvement (Example: Reading)
- Improvement plan (Example: I will seek 2 periods a week in the reading lab.)
- Target date for evaluation (Example: 10/8/11)



- Area that I need to improve:
- Improvement Plan:

- Target Date:

Now summarize the information you wrote in the four shaded boxes above to fill in the reflection boxes in the **Getting Started: Set Goals** section of your **Career Plan**.

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

My Action Plans and My Supports

Congratulations! You created your first set of goals, and planned some experiential learning activities. So now it is time to create your plan of action—your short-term plan for your education this year and your long-term plan for the next four years. An action plan answers, “How can I accomplish these goals?” The answer to this question involves listing the steps you need to take, identifying your supports, and identifying strategies for overcoming obstacles you foresee.

Successful career development involves taking lots of constructive steps that focus you on your future. This worksheet walks you through the process of creating a comprehensive action plan for your educational and career success. During the next few years, your interests and abilities will grow and change. You will be presented with many alternatives and paths. Your action plan will help you stay focused and increase the odds that you achieve your goals.



Instructions:

1. Review the reflections you have written to date in your **Career Plan** (these will guide your steps to creating your action plan). Print these.
2. Consider each of the plan areas highlighted on the next few pages. Then list specific actions you can take in each category to achieve your goals.
3. Make sure you set a date for completing each activity.
4. You will revisit and build these plans annually; you will update your plans and note the date you actually completed each activity. You may also note, at that later date, any needed changes in your plans. *Tracking your accomplishments is a powerful motivator for your career planning success.*
5. Think about who and what supports you have for achieving these goals. List any supports in the columns titled “Supports.” (Be sure to inform your supports about your goals and let these folks know that you see them as a support!)
6. Use the information you list in the tables to complete the reflection boxes in the **Getting Started: Make Plans** section of the **Career Plan** and, if necessary, update your **Course Plan**, which you began in the *Make Education Plans* activity within this section of the **Career Plan**.

LONG TERM ACTION PLAN (next four years)

What do you need to do, in the next four years, to achieve your long-term career goals? (Academic, personal, or other steps.) Note your supports and track your success as well; note in **Actual Date** below:

Plans after high school:			
Actions needed:	My Supports	Target Date	Actual Date

SHORT TERM ACTION PLANS (up to one year)

WHAT IS YOUR ACTION PLAN FOR THIS YEAR? The following two questions will help you answer this question in the text box at the bottom of the next page.



What high school courses are you considering for this year? (The courses you list below will help you revise the CIS **Course Planner** that you began earlier—a crucial element of your educational plan):

Courses Considered:	Supports	Target Date

OBSTACLES AND BARRIERS



What obstacles and barriers do you face at this time? The following obstacles and barriers could make it difficult for me to reach my goals, i.e. previous poor grades, health issues, etc. However, here are some ideas on how I can overcome these obstacles to my success:

Obstacles	Ideas for Overcoming Obstacles	Supports

In summary, what is your action plan for this year?

Who will encourage and support you to achieve these goals?

Your Signature: _____ Date: _____
 Reviewed by: _____ Date: _____

Reality Check Activity

After high school, you will need to pay for clothing, housing, transportation and much more. You will need money and an occupation that will pay for all your needs. This activity will help you become realistic about how much money you will need to live the life you desire and which occupations will pay for all your needs.



Instructions:

1. Click **Reality Check**, found under the Assessments tab on the CIS home page.
2. Next click the **Get a Reality Check** button.
3. Mark your selection on each screen then click the **Next** button. (Note that some items instruct you to mark one item, while others encourage you to select multiple items. Several items also allow you to enter your own dollar amounts.)
4. Once your Needed Annual Salary is calculated, select the education level you plan to achieve and an occupational cluster that interests you, or click "I don't know, include all occupation clusters."
5. Now click **Next** to see a list of occupations fitting your selections.
6. Review the list of occupations in your area, your state or the United States.
7. If you have several clusters of interest, you will need to explore these one at a time.
8. You may also want to find out more about these occupations. Click on any occupation to research it further.
9. Return to your **Reality Check** results by clicking "Return to" at the top of any page.
10. Save your results by clicking **Save**, and then enter your thoughts about the results. (For example: you might note the clusters in which you scored high and any clusters or occupations of interest.)
11. Now, review your selections and learning, note your thoughts in the shaded box below, then write this same information in the associated text box in the **Getting Started: Know Myself** section of **Career Plan**.

What did you learn about yourself from this career assessment (Reality Check) you just completed?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Career Cluster Inventory

The Career Cluster Inventory can help you relate your interests to occupations that use your interests. In this activity, you will rate 80 activities on how much you think you would enjoy doing them. Most of these activities are things you will have done. Think back to when you did each activity and ask yourself, "Did I like doing this?" Rate that item for how much you enjoyed it. Some of the activities may be things you have not done. For those, take a minute and imagine doing it. For example, what would it be like to act in a school play? Would you like it? Dislike it? Not sure? This inventory will not tell you what you should do or be. No program can do that. Only you can decide what to do with your life. This inventory will show you some clusters of occupations that use your interests.



Instructions:

1. Begin by clicking **Career Cluster Inventory** from the CIS home page.
2. Read the instructions and click the **Rate the Activities** button at the lower right side of the page.
3. Mark your selection on each screen. The page automatically advances to the next item. (NOTE: If you need to log off before rating all the activities, be sure and click **Save** to store what you have completed.)
4. Once you finish and your Career Cluster Inventory Scores display, view your cluster scores from highest to lowest.
5. Now, one-at-a-time, click on clusters that interest you to learn more about these occupational clusters.
6. Click on the Occupations link on each of the cluster pages that interest you to discover what occupations are associated with these clusters.
7. Return to your Career Cluster Inventory results by clicking "Return to" at the top of any page.
8. Save your results by clicking **Save** then enter your thoughts about the results. For example, you might note the clusters in which you scored high and any clusters or occupations of interest.
9. Now, review your results and learning, write your thoughts in the shaded boxes below and in the **Getting Started: Know Myself** section of **My Career PLAN**. Be sure to note any occupations of interest to you that surfaced as well!

What did you learn about yourself from this career assessment (Career Cluster Inventory) you just completed?

What Occupations interest you now?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Research My Options

When you started the **Career Plan**, you probably had some ideas about occupations, what it takes to get them, and what you might like or dislike. You may have made some early plans based on information learned from family, friends, the media and school. The **Know Myself** activities likely gave you some new ideas and options to consider as well.

You are now ready to start gathering additional information about occupations and associated training options that interest you. In this activity, you will learn more about occupations by researching clusters of occupations, then research occupations of interest to you, and finally explore training programs associated with these occupations. To begin, let's define some terms that we use in career development:

JOB- A unique work situation or position, paid or unpaid.

OCCUPATION- A group of related jobs that have similar duties, levels of responsibility, skills, knowledge, and physical demands.

CLUSTER- A way to group occupations with common features. CIS has clusters that group occupations by function (what people in the occupations do or perform).

CAREER- The combination of learning and work that a person pursues during his or her life.



Instructions:

1. Now that you have completed the **Career Cluster Inventory**, you have some idea of clusters that match your interests. Review those results before you proceed, click **Sorts and Assessments** under the **My Portfolio** tab
2. Next select at least three *clusters* of occupations that interest you using the next two pages as your guide. (Even if you have a very specific career goal in mind, it is important to expand your horizons for a time to learn more about the world of work and consider possibilities. It is important to have a "Plan B," an alternate career option and to plan for different possibilities, in case something comes up that keeps you from your ideal.)
3. After you complete this cluster exploration, you will explore occupations and training programs associated with each cluster that interests you. Chart learning on page 4.
4. Based upon your research, write personal, academic and career goals to guide your education plan.

Part 1: Identify Career Clusters

Here is the list of CIS' 16 Occupation Clusters. By exploring clusters, you may discover new possibilities.

Instructions:

1. Read each cluster title and description. Place a check by each cluster that interests you.
2. Continue to part 2: explore clusters, occupations and training programs.

- Agriculture, Food, and Natural Resources-** People in these occupations raise plants and animals as sources for food and shelter. They also focus on selling and making products from plants and animals. They may provide advice and services that farmer and ranchers need to improve products. They may work to conserve natural resources and protect the environment.
- Architecture and Construction** -People in these occupations are responsible for designing and constructing buildings and other structures such as highways and bridges. They may also take care of, repair and restore existing structures.
- Arts, A/V Technology, and Communications-** People in these occupations are performers and artists. They may work behind the scenes to make the performance or publication happen. They use creativity, talent and technical skills.
- Business, Management, and Administration-** People in these occupations watch over the finances of businesses and organizations. Using accounting skills they set budgets and may keep tax records. They help managers make decisions about hiring people and buying new equipment.
- Education and Training-** People in these occupations help others learn new knowledge and skills. They educate and instruct in many settings, most often in schools.
- Finance-** People in these occupations watch over the finances of businesses and organizations. They may keep track of expenses and income. They may advise managers about hiring people and buying equipment.
- Government and Public Administration-** People in these occupations work in national, state, and local governments. You would find almost every occupation within government however; this cluster focuses on occupations that are unique to government responsibilities such as national defense and making laws.
- Health Sciences-** People in these occupations use medical knowledge and skills. They check the health of patients and correct problems with surgery, treatment or therapy. Some carry out treatments, therapies and tests approved by doctors. They may do record keeping and other support activities.
- Hospitality and Tourism-** People in these occupations work to satisfy the needs and wants of customers. They might take orders or prepare food in a restaurant. They might clean rooms in a hotel or supervise employees. They might guide students on a trip to Spain.
- Human Services-** People in these occupations work with individuals and families to meet their personal needs. They might provide mental health care in hospitals, clinics, schools or private offices. They might care for people who are elderly or disabled. They might give manicures, pedicures, or scalp and facial treatments.

❑ **Information Technology** People in these occupations work with computer hardware, software, multimedia, and network systems. They might design new computer equipment or computer games. They might make sure that the software or networks are working correctly. They might make sure that people know how to use the technology.

❑ **Law, Public Safety, and Security** People in these occupations guard the public by enforcing the law. They might provide fire protection and security. They might provide legal services to people who commit crimes or are victims of crimes.

❑ **Manufacturing, Installation, and Repair** People in these occupations may design a new product or determine how the product will be made. They may make the product. They might install or repair the product once it has been purchased.

❑ **Marketing, Sales, and Service** People in these occupations help businesses sell products. They may identify customer needs. They help customers choose products or services. Some sales workers accept payments and package products.

❑ **Science, Technology, Engineering, and Mathematics** People in these occupations may do scientific research in laboratories or the field. They may help in the planning or design of products and systems. They may provide technical support to the scientists, mathematicians, and engineers.

❑ **Transportation, Distribution, and Logistics** People in these occupations move people and products by road, air, rail, or water. They may drive or pilot different means of transportation. They may repair and maintain the vehicles, trains, planes, and ships to keep people and products moving. They may work behind the scenes to make sure the products and people get to the right place on time.

Part 2: Explore Clusters, Occupations and Training Options

Your next step is to research the clusters you have checked on your worksheet. To find out more about these clusters, click **OCCUPATIONS** in CIS. When the **Occupations Index** displays, click the **Clusters Index** tab at the top of the screen to organize the list by the 16 cluster titles.

Instructions:

6. To complete the table on the next page, Go to CIS and click on any occupation cluster that interests you. The list of occupations in that cluster will display underneath the cluster title when you click the cluster title.
7. Research any cluster by clicking on the **Information about...** link at the top of the list.
8. Select occupations that interest you in each cluster. (You can learn more about any of the occupations by clicking on the title.)
9. Identify at least two-three occupations in each cluster you checked that might interest you.
10. Look at the CIS information about that occupation, especially: **Overview, Skills and Abilities, and Preparation** topics.
11. Explore the training options by exploring the **Programs of Study** information under the Related Information bar.
12. Save occupations and clusters that interest you in MY FAVORITES by clicking **Save** when in any file. Record your research findings on the next page.
13. Note your learning in the green boxes below the chart and in the **Getting Started: Research Options** section of **Career Plan**. Also check the clusters that interest you in the reflection boxes in **Getting Started: Research Options**.

CLUSTER TITLE	OCCUPATIONS OF INTEREST WITHIN THIS CLUSTER	EDUCATION AND TRAINING OPTIONS FOR THIS OCCUPATION

What are the preparation requirements for occupations that interest you now?

****Be sure to check the clusters that interest you in My Career Plan!*

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Evaluate Occupation Options



This activity will help you identify what's most important to you in a career. The grid below will help you compare the list of occupation characteristics (factors) you considered when researching occupations and determine which of these factors are most important to your future by prioritizing these factors. By the end of this activity, you will know the rank order of their importance to you. The factors are listed in the text box below.

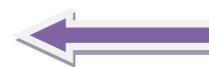
Instructions:

1. Compare each of these factors to one another, circling the most important factor to you. For example: compare factor 1 to factor 2, "If all things were equal, and I had to choose between a job where my values are honored or a job where my interests can be developed, which would I choose?"
2. Next you will calculate the number of times you circled each factor. Total each row in the blank bottom row. (You must look vertically and horizontally to find all the comparisons between numbers.) In the case of a tie, review your earlier comparison of these items; the one you first selected earns the higher score. In the case of a 3-way tie, compare the three items again. The most circled item is your number one priority. The winner gets $\frac{1}{2}$ point extra.

1-2									
1-3	2-3								
1-4	2-4	3-4							
1-5	2-5	3-5	4-5						
1-6	2-6	3-6	4-6	5-6					
1-7	2-7	3-7	4-7	5-7	6-7				
1-8	2-8	3-8	4-8	5-8	6-8	7-8			
1-9	2-9	3-9	4-9	5-9	6-9	7-9	8-9		
1-10	2-10	3-10	4-10	5-10	6-10	7-10	8-10	9-10	

- | | |
|-----------|--|
| Factor 1 | My values can be expressed |
| Factor 2 | My interests can be developed |
| Factor 3 | The working conditions are good |
| Factor 4 | The physical demands suit me |
| Factor 5 | My skills and abilities are used well |
| Factor 6 | My knowledge is used and can grow |
| Factor 7 | The preparation/helpful high school courses coincide with my desires |
| Factor 8 | The wages meet my desires |
| Factor 9 | The outlook is favorable |
| Factor 10 | The environment fits my personality type |

TOTALS



Instructions:

- From the calculations on the last page, list your newly ranked priorities below, #1 is your highest priority.

#1	#2	#3
#4	#5	#6
#7	#8	#9
#10		

Now that you know which occupational factors are most **important** to you, let's see how well your favorite occupations **match** your favorite factors!

Instructions:

- In column 1 of the table below, list six factors that you identified in the activity above, which are most important to you. (Begin with your #1 factor.)
- Under "My Favorite Occupations," list up to four occupations that most interest you now.
- Next, look at the first factor and consider how well each occupation will meet this factor. Give the occupation a score of 1-5 (5 = highest) for that factor in the box aligned with the factor and occupation you are considering. For example, if you were considering arborist and ranked wages your #1 factor: "Do arborist make good wages?" Score the occupation accordingly.
- Look at each factor for each occupation. Determine how well each occupation fulfills what's most important to you.
- Total each occupation's score at the bottom and answer the questions on the next page.

Column 1: Important Factors	My Favorite Occupations							
	#1	Score 1-5	#2	Score 1-5	#3	Score 1-5	#4	Score 1-5
TOTAL SCORES	0		0		0		0	

Which occupation scored the highest?

How do you feel about the results?

Consult with others who know you. What do they think?

Does this make sense to you? If not, perhaps there are their other factors that you should have considered? Or are some factors simply much more important than other factors?

How might the results of these two procedures impact your goals?

Answer the questions in the boxes below and in the **Looking Deeper: Evaluate Options** section of **Career Plan**.

What did you learn about yourself from the career research you just completed?

What did you learn about how you set goals and make decisions from the career work you just completed?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Evaluate My Education Options



This activity will help you evaluate post-secondary schools. For those planning different educational paths, research into related options will demonstrate other possibilities for now and for the future. Some schools may interest you because friends or relatives have attended them or you have visited them. Other schools may interest you because they offer training in an area that interests you. Keep an open mind as you complete **Undergraduate School Sort**.

Instructions:

1. Click the link to **School Sort** in this section or under the **Education tab** on the CIS homepage.
2. Select **Undergraduate School Sort**, which lets you sort a database of all two- and four- year colleges and universities in the country based on several topics. Go through all of the School Sort topics by clicking **Continue** after making selections on each screen. (You can skip items if they are not important to you or if you are undecided.)
3. When you finish answering the items, click **Get My Results**.
4. Look over your list.
5. You can change your selections and get new lists; sort using different criteria and save your results by clicking **Save, Save as New or Start Over**. You can save more than one set of answers.
6. Explore information about schools that sound interesting by clicking on the school name. You can mark your favorites for easy recall.
7. *After you finish* using **Undergraduate School Sort**, return to the school evaluation questions below and worksheet on Page 2 to evaluate schools using criteria you select.

SCHOOL EVALUATION QUESTIONS

1. From your perspective, what are the most important characteristics of a post-secondary school or training facility?

2. What other factors might you want to consider when selecting a post-secondary school or training facility (lesser important but worth considering)?

Use these factors to complete the **School Evaluation Grid** on page 2.

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SCHOOL EVALUATION GRID

Instructions:

9. In Column 1, list the most important factors *to you* when considering a post-secondary school or training facility. Your most important factor goes at the top, your least important factor at the bottom.
10. In Columns 2-6 list the five training facilities or schools that interest you most, following your use of the **Undergraduate School Sort**.
11. Beginning with the top row, review each factor for each school, one row at a time. If a school does not meet a factor, consider crossing it off your list of possibilities, by placing an **X** in any cell where a mismatch occurs.
12. Any schools that remain at the end of this process are serious possibilities for your future, as they match your priorities!

Column 1 Ordered Factors (highest to lowest)	Column 2 School:	Column 3 School:	Column 4 School	Column 5 School:	Column 6 School:

Schools that interest me now:

Answer the question in the box below and in the **Looking Deeper: Evaluate Options** section of **My Career Plan**.

What did you learn about how you set goals and make decisions from the career work (*School Sort and School Evaluation Grid*) you just completed?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Evaluate My Program of Study Options



You should have identified some occupations that interest you from the activities you have completed so far plus the **Evaluate My Occupation Options** activity you just completed. Now it is time to look at programs of study and evaluate your options for post-secondary training programs. This activity will help you identify and narrow a list of training programs that interest you most.

Instructions:

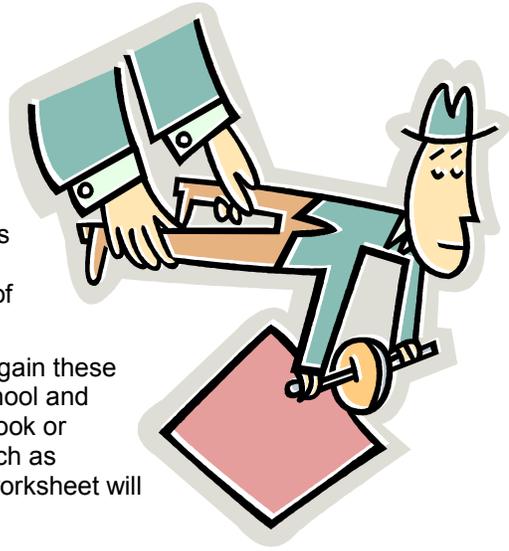
1. Write the names of three occupations that interest you in column 1 of the worksheet below.
2. Research two *related training programs* for each of these occupations in CIS.
3. As you research each of these training programs, note key facts about the program admission requirements for each programs you research in column 3.
4. Also, note key facts about typical coursework and information that is of interest to you, in column 4.
5. Evaluate and indicate the *three programs you like best* with a star in column 5.
6. Based upon the research and evaluation you just completed, set a goal for this school year to learn more about training programs that interest you on page 2.
7. Answer the other questions in the boxes on page two then transfer your responses to the **Getting Started: Evaluate Options** section of **Career Plan**.

Column 1	Column 2	Column 3	Column 4	5
Occupations	Two related training programs	Program Admission	Typical Coursework	☆

My Experiential Learning Plans

Many things are learned best by doing and then reflecting upon what you learned and what this means to you. So it is *wise* to gain some experiential learning as a part of your career development and then to reflect upon the meaning of these experiences.

The worksheet on the next two pages will help you plan to gain these experiences while in high school. First, learn about the school and community activities available to you. (Your student handbook or yearbook will include this information.) Some activities, such as community service, may be *required* at your school. This worksheet will help you plan and consider your options.



After you *participate* in these activities, you will want to store the record of your participation in the **Resume Creator**. You should also write about what these experiences meant to you in the reflection boxes in the **Getting Started: Make Plans, Experiential Learning Plans** section of **Career Plan**. Use only the spaces you need.

Instructions, EXPERIENTIAL LEARNING WORKSHEET:

1. Write the name of the activity, organization, or club in the Activity column.
2. Check the grade(s) you would like to participate in it in the Grades columns.
3. Next note how the activity supports your career or personal goals in the final column.
4. Summarize your plans Transfer key learning into the associated reflection boxes in the **Getting Started: Make Plans, Experiential Learning Plans** section of **Career Plan**. You will see several text boxes asking about your plans for various activities you plan on this form.

EXPERIENTIAL LEARNING WORKSHEET

Activity	Grades				How this Activity Supports My Goals
	9	10	11	12	
Student Leadership					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Club Participation					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Athletics					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community Service					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Career-Related Learning Experiences:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Job Shadows:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interning:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mentorship:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summarize your experiential learning plans *for this year* below and then transfer these plans to the reflection boxes in the **Getting Started: Make Plans, Experiential Learning Plans** section of **Career Plan**.

What plans for experiential learning do you have?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

My Action Plans and My Supports

Congratulations! You created your first set of goals, and planned some experiential learning activities. So now it is time to create your plan of action—your short-term plan for your education this year and your long-term plan for the next four years. An action plan answers, “How can I accomplish these goals?” The answer to this question involves listing the steps you need to take, identifying your supports, and identifying strategies for overcoming obstacles you foresee.

Successful career development involves taking lots of constructive steps that focus you on your future. This worksheet walks you through the process of creating a comprehensive action plan for your educational and career success. During the next few years, your interests and abilities will grow and change. You will be presented with many alternatives and paths. Your action plan will help you stay focused and increase the odds that you achieve your goals.



Instructions:

1. Review the reflections you have written to date in your **Career Plan** (these will guide your steps to creating your action plan). Print these.
2. Consider each of the plan areas highlighted on the next few pages. Then list specific actions you can take in each category to achieve your goals.
3. Make sure you set a date for completing each activity.
4. You will revisit and build these plans annually; you will update your plans and note the date you actually completed each activity. You may also note, at that later date, any needed changes in your plans. *Tracking your accomplishments is a powerful motivator for your career planning success.*
5. Think about who and what supports you have for achieving these goals. List any supports in the columns titled “Supports.” (Be sure to inform your supports about your goals and let these folks know that you see them as a support!)
6. Use the information you list in the tables to complete the reflection boxes in the **Getting Started: Make Plans** section of the **Career Plan** and, if necessary, update your **Course Plan**, which you began in the *Make Education Plans* activity within this section of the **Career Plan**.

LONG TERM ACTION PLAN (next four years)

What do you need to do, in the next four years, to achieve your long-term career goals? (Academic, personal, or other steps.) Note your supports and track your success as well; note in **Actual Date** below:

Plans after high school:			
Actions needed:	My Supports	Target Date	Actual Date

SHORT TERM ACTION PLANS (up to one year)

WHAT IS YOUR ACTION PLAN FOR THIS YEAR? The following two questions will help you answer this question in the text box at the bottom of the next page.

What high school courses are you considering for this year? (The courses you list below will help you revise the CIS **Course Planner** that you began earlier—a crucial element of your educational plan):



Courses Considered:	Supports	Target Date

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OBSTACLES AND BARRIERS



What obstacles and barriers do you face at this time? The following obstacles and barriers could make it difficult for me to reach my goals, i.e. previous poor grades, health issues, etc. However, here are some ideas on how I can overcome these obstacles to my success:

Obstacles	Ideas for Overcoming Obstacles	Supports

In summary, what is your action plan for this year?

Who will encourage and support you to achieve these goals?

Your Signature: _____ Date: _____
 Reviewed by: _____ Date: _____

Calculate Education Costs

Before you make college or training plans, it is wise to identify the total cost of attending school. This will help you decide if you need student loans and, if so, for how much money. The worksheet below will help you do this math. You will need to have some financial documents to do this, and CIS can help you estimate college expenses; see the **Paying for School** and the **Schools** information.



Instructions:

1. Use CIS to identify and project all of your college expenses. List these in the first column.
2. List all of your income sources in the second column.
3. Total both columns.
4. If your expenses are greater than your expected income, develop a plan to secure more funding through work, loans, scholarships, and saving. Read CIS **Paying for School** information, especially the *Loans* and *Other Ways to Pay* sections.
5. Write a financial goal in the box at the end of the next page. Transfer this to the reflection field in the **Getting Started, Make Plans** section of the **Career Plan**.

COLLEGE COST CALCULATOR

EXPENSES		INCOME	
Education	\$	Family Contribution	\$
Tuition		You	
Books		Friends/Relatives	
Fees		Other	
Supplies			
Transportation	\$	Financial Assistance	\$
Bus/Air/Train		Summer/Other Job Savings	
Car Payment/bus Pass		Other Savings	
Car Repair/Insurance		Scholarships	\$
Housing	\$	Financial Aid Grants	\$
Mortgage		Pell	
Dorm/Rent		FSEOG	
Utilities		ACG/SMART	
Phone(s)		Institutional	
Food	\$	State	
Room & Board Plan		Federal Direct Loans	\$
Groceries		Subsidized Stafford	
Restaurants		Unsubsidized Stafford	
Health	\$	Private Loans	\$
Insurance		Employment	\$
Doctor/Prescriptions		Federal Work-study	
Other:		Institutional	
Personal/Miscellaneous	\$	Off-Campus	
Laundry/Cleaning		Other Income/Resources	\$
Drug Store/Hygiene Items			
Child/Dependant Care			
Entertainment	\$		
In-School Interest	\$		
Emergencies	\$		
Other Expenses	\$		
Credit Card Payments			
TOTAL EXPENSES	\$ 0.00	TOTAL INCOME	\$ 0.00

Are your expenses greater than your income? If so, how do you plan to afford school?

What are your financial goals?

Your Signature: _____ Date: _____
Reviewed by: _____ Date: _____

Looking Deeper: 10th-11th Grade Program Goals and Activities

10th Grade Program Goals -

- In-depth self reflection activity
- Identify work values and linked careers
- Focus deeper on occupations through research and analysis of options
- Update course plans
- Revise goals, plans and experiential learning plans

11th Grade Program Goals -

- Complete interest inventory and occupation sort to link preferences to occupations
- Conduct educational research and school comparison
- Evaluate occupation and education options
- Revise personal, academic and career goals
- Update plans, accomplishment records
- Begin college planning-evaluate costs

10th and 11th Grade Activities

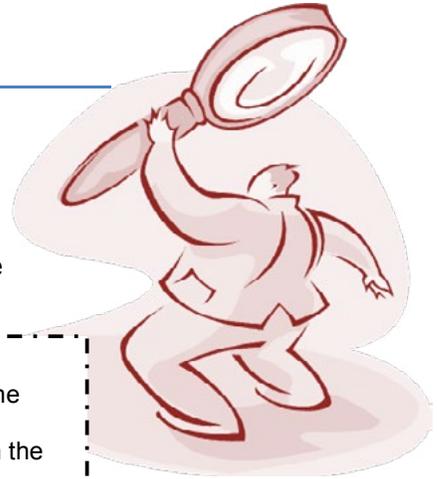
		Activity or Worksheet	CIS Files Used
Know Myself	10th	<ul style="list-style-type: none"> • Looking Inward • My Work values 	<ul style="list-style-type: none"> • Work Importance Locator
	11th	<ul style="list-style-type: none"> • My Career Interests • Occupation Sort 	<ul style="list-style-type: none"> • IDEAS¹, Occupation Sort
Research Options	10th	<ul style="list-style-type: none"> • Occupation and Preparation Research 	<ul style="list-style-type: none"> • Occupations, Programs of Study
	11th	<ul style="list-style-type: none"> • Education Research 	<ul style="list-style-type: none"> • Programs of Study, US Colleges and Universities
Evaluate Options	10th	<ul style="list-style-type: none"> • Evaluate Occupation Options 	<ul style="list-style-type: none"> • Occupations, Programs of Study
	11th	<ul style="list-style-type: none"> • Identify and Compare Schools of Interest 	<ul style="list-style-type: none"> • School Sort, US Colleges and Universities
Set Goals	11th	<ul style="list-style-type: none"> • Revise Goals 	<ul style="list-style-type: none"> • Occupations, Programs of Study US Colleges and Universities
Make Plans	10th	<ul style="list-style-type: none"> • Update Education Plans • Update My Action Plan and Supports • Experiential Learning Notes 	<ul style="list-style-type: none"> • Occupations, Programs of Study, Course Planner Update
	11th	<ul style="list-style-type: none"> • Update Education Plans *See pg 55 • Update My Action Plan and Supports *See pg 59 • Junior Year-College Planning Checklist (optional) • Examine the Costs of Higher Education 	<ul style="list-style-type: none"> • Programs of Study, Course Planner Update, US Colleges and Universities • Schools

¹IDEAS is an optional module. Only sites that have purchased IDEAS will have access to its use.

Know Myself 10th Grade

Looking Inward

At this point in your life and education, you are able to apply some valuable perspective to your past experiences. Your past can provide insights into your future--insights about your interests, values, abilities, skills, and personality. This activity will review pieces of your life to date, and help you identify the strengths you have shown in the roles you have assumed.



Instructions:

1. Answer the questions in the left row for each of the four columns (time periods).
2. CIS' occupational information may help you with the last question on the table.
3. Review your comments to help you answer the questions on page two of this worksheet.

TIME PERIOD/ FOCUS	Pre-school	Elementary School	Middle School/Junior High	High School to Date
<i>Who did you most admire? Or who was your hero?</i>				
<i>What were your favorite stories or books?</i>				
<i>Who or what were the major influences on you during this time period?</i>				
<i>What were your major accomplishments during this time?</i>				
<i>What challenges did you face during this time period?</i>				
<i>What key learning did you gain during this time period?</i>				
<i>What occupations did you dream of doing during this time period?</i>				



What themes or patterns did you see?

Have you been a risk-taker? Have you been a survivor?

Which has played the biggest role in your life to date: data, people or things?

What skills have you developed and used? You have likely evidenced some self-management and interpersonal skills, the skills many employers value most. Check the box next to the skills below that you have evidenced to date:

- | | |
|--|--|
| <input type="checkbox"/> Dependability | <input type="checkbox"/> Social Perception |
| <input type="checkbox"/> Flexibility | <input type="checkbox"/> Independent Work |
| <input type="checkbox"/> Persistence | <input type="checkbox"/> Team Work |
| <input type="checkbox"/> Integrity | <input type="checkbox"/> Working with the Public |
| <input type="checkbox"/> Efficiency | <input type="checkbox"/> Assisting/Caring |
| <input type="checkbox"/> Competitiveness | <input type="checkbox"/> Performing |

What skills would you like to build now?

*By completing this activity you should have discovered some inner strengths that you possess. What did you learn about yourself? Answer in the text box below then transfer your comments to the associated reflection box in the **Looking Deeper: Know Myself** section of **Career Plan**.*

What do you know about yourself—your characteristics, interests and preferences?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

My Work Values

Values are powerful motivators. Values influence how we see the world; they deeply affect our choices and our behaviors. Understanding your values will help you to better consider your career and life choices and eliminate options or environments that do not fit you. This activity uses the **Work Importance Locator**, a self-assessment tool that helps you clarify what is most important to you in a job--your work values and needs.



Instructions:

1. Begin by sorting the *Work Importance Locator Cards*, linked on the **Looking Deeper, Know Myself** first page.
2. Next, click the **Work Importance Locator** under the **Assessments** tab found on the top of the CIS Homepage (also on the **Looking Deeper, Know Myself** first page).
3. Follow the screen instructions then complete the inventory. Remember: Clicking on a box *without* a card puts the card in that box. Clicking on a box *with* a card puts the card back on top of the deck.
4. Once the cards are arranged to your satisfaction, click **Get My Results**. Consult your teacher or counselor for questions regarding your results.
5. Your two highest work-related values display with a list of occupations that match your values. Read the information on this page then explore these occupations.
6. Click **Go to My Scores** to look at occupation lists for each of your work values individually.
7. See if any of the occupations you have saved in **Favorites** are on your list. Look for occupations you have never considered. (Favorites are found by clicking the My Portfolio tab on the CIS Homepage.)
8. To learn more about an occupation, click on the title.
9. To print your results, click **Print** at the top of the page, and to save your results for future reference, click **Save**.
10. Reflect upon what you learned completing this tool. Do your scores reflect your beliefs about these work values? Did any values or occupations surface that you have never considered? If so, what were they? Type *your* thoughts into the **Save** reflection box.
11. Answer the prompts below then transfer your comments to the reflection box in the **Looking Deeper: Know Myself** section of **Career Plan**.

What did you learn about yourself from the career assessment (Work Importance Locator) you used?

What occupations interest you now?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Occupation and Preparation Research

You have now completed several assessments, learned about some new occupations, and learned how occupations can be clustered. In this activity you will further investigate occupations that interest you by comparing these occupations on several important factors. You can use what you learn in this activity to help you evaluate your options and set goals later. Here are the instructions for completing the table on pages two and three.



Instructions:

1. Review your Favorites (accessed from within the My Portfolio tab on the CIS Homepage) and earlier reflections to identify six occupations of interest.
2. List these in Column 1.
3. Click on the link to *Occupations* on the CIS homepage. At the top of the Occupations Index, click on the **Compare** link. A new index screen will display.
4. Select two occupations from your list in Column 1 to compare. Simply click on the occupation's title. It will display in the *Compare Occupations* colored box. After you have selected two occupations to compare in this fashion, click the **Compare** button.
5. Use Columns 2-9 to post characteristics that are noteworthy **to you** about these two occupations:
 - Column 2 Working Conditions
 - Column 3 Physical Demands
 - Column 4 Skills and Abilities
 - Column 5 Knowledge
 - Column 6 Wages
 - Column 7 Outlook/Employment
 - Column 8 Preparation
 - Column 9 Helpful High School Subjects
6. Continue this process, two occupations at a time, until you have compared all six occupations. (NOTE: You can do this with ease by clicking on the **Clear List** button to compare your next two occupations.)
7. You may find it helpful to print your comparisons. Click **Print** at the top right of the CIS screen (do not use the browser's Print button). You will be asked which topics you want to print. Check any that you wish to print and click **Print Selected Topic(s)**.
8. After you finish comparing the six occupations, answer the questions in the boxes on the last page and transfer key learning to the **Looking Deeper, Research Options** section of **Career Plan**.

Column 1 Occupations	Column 2 Working Conditions	Column 3 Physical Demands	Column 4 Skills & Abilities	Column 5 Knowledge	Column 6 Wages	Column 7 Outlook/ Employment	Column 8 Preparation	Column 9 Helpful High School Subjects

Column 1 Occupations	Column 2 Working Conditions	Column 3 Physical Demands	Column 4 Skills & Abilities	Column 5 Knowledge	Column 6 Wages	Column 7 Outlook/ Employment	Column 8 Preparation	Column 9 Helpful High School Subjects

What occupations interest you *now*?

What are the preparation requirements for occupations that interest you now?



Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Evaluate Occupation Options

This activity will help you identify what's most important to you in a career. The grid below will help you compare the list of occupation characteristics (factors) you considered when researching occupations and determine which of these factors are most important to your future by prioritizing these factors. By the end of this activity, you will know the rank order of their importance to you. The factors are listed in the text box below.



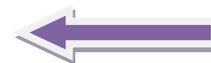
Instructions:

1. Compare each of these factors to one another, circling the most important factor to you. For example: compare factor 1 to factor 2, "If all things were equal, and I had to choose between a job where my values are honored or a job where my interests can be developed, which would I choose?"
2. Next you will calculate the number of times you circled each factor. Total each row in the blank bottom row. (You must look vertically and horizontally to find all the comparisons between numbers.) In the case of a tie, review your earlier comparison of these items; the one you first selected earns the higher score. In the case of a 3-way tie, compare the three items again. The most circled item is your number one priority. The winner gets ½ point extra.

1-2										
1-3	2-3									
1-4	2-4	3-4								
1-5	2-5	3-5	4-5							
1-6	2-6	3-6	4-6	5-6						
1-7	2-7	3-7	4-7	5-7	6-7					
1-8	2-8	3-8	4-8	5-8	6-8	7-8				
1-9	2-9	3-9	4-9	5-9	6-9	7-9	8-9			
1-10	2-10	3-10	4-10	5-10	6-10	7-10	8-10	9-10		

- Factor 1 My values can be expressed
- Factor 2 My interests can be developed
- Factor 3 The working conditions are good
- Factor 4 The physical demands suit me
- Factor 5 My skills and abilities are used well
- Factor 6 My knowledge is used and can grow
- Factor 7 The preparation/helpful high school courses coincide with my desires
- Factor 8 The wages meet my desires
- Factor 9 The outlook is favorable
- Factor 10 The environment fits my personality type

TOTALS



Instructions:

- From the calculations on the last page, list your newly ranked priorities below, #1 is your highest priority.

#1	#2	#3
#4	#5	#6
#7	#8	#9
#10		

Now that you know which occupational factors are most **important** to you, let's see how well your favorite occupations **match** your favorite factors!

Instructions:

- In column 1 of the table below, list six factors that you identified in the activity above, which are most important to you. (Begin with your #1 factor.)
- Under "My Favorite Occupations," list up to four occupations that most interest you now.
- Next, look at the first factor and consider how well each occupation will meet this factor. Give the occupation a score of 1-5 (5 = highest) for that factor in the box aligned with the factor and occupation you are considering. For example, if you were considering arborist and ranked wages your #1 factor: "Do arborist make good wages?" Score the occupation accordingly.
- Look at each factor for each occupation. Determine how well each occupation fulfills what's most important to you.
- Total each occupation's score at the bottom and answer the questions on the next page.

Column 1: Important Factors	My Favorite Occupations							
	#1	Score 1-5	#2	Score 1-5	#3	Score 1-5	#4	Score 1-5
TOTAL SCORES	0		0		0		0	

Which occupation scored the highest?

How do you feel about the results?

Consult with others who know you. What do they think?

Does this make sense to you? If not, perhaps there are their other factors that you should have considered? Or are some factors simply much more important than other factors?

How might the results of these two procedures impact your goals?

Answer the questions in the boxes below and in the **Looking Deeper: Evaluate Options** section of **Career Plan**.

What did you learn about yourself from the career research you just completed?

What did you learn about how you set goals and make decisions from the career work you just completed?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

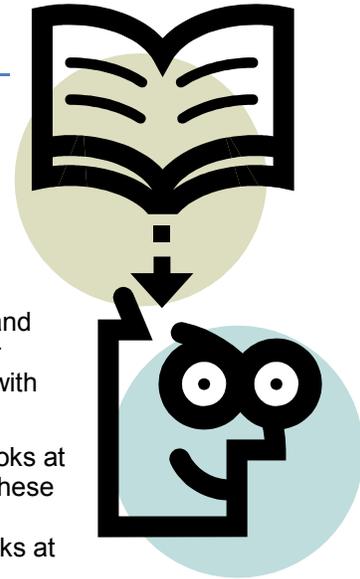
Update Education Plans

In the **Looking Deeper: Set Goals** section of your **Career Plan** you updated your personal, academic and career goals. This activity will help you revise and specify your education plans--*the preparation you need to achieve your goals.*

You will want to reassess the course plan you created, taking into consideration your earlier performance and any adjustments in your goals. Remember, your overall goal is to learn more about yourself and more about your interests, abilities, and skills to prepare you for your future. You will assuredly make the most of your high school years with good planning.

This activity contains two worksheets for you to complete, the first looks at typical college requirements and your performance to date towards these requirements. Since many schools offer specialized programs and pathways to help you focus on your goals, the second worksheet looks at what you need to do to assure that you meet these program specific requirements at your high school, including extra-curricular activities to consider that will move you towards your goal.

After you complete your research using these worksheets, you will be ready to use the **CIS Course Planner** to plan your high school studies.



Instructions Worksheet 1 EDUCATION REQUIREMENTS:

1. Review the **Looking Deeper: Set Goals** section of your **Career Plan**, particularly your academic goals. Have your educational plans changed?
2. Now record your performance to date--your grades and any noteworthy concerns for each subject area--in Column 3 of the table on page two and note needed revisions to your course plan in the last column.

Instructions Worksheet 2 PREPARATION REQUIREMENTS:

3. Review the **Evaluate Education Options** worksheet you completed in the **Looking Deeper: Evaluate Options** section of **Career Plan**. Also review your **Getting Started: Make Plans** Reflections.
4. List any new programs of study or pathways you are considering in Column 1. (CTE programs, Study Abroad, Career Pathways, and International Baccalaureate).
5. List the key high school coursework for each of these programs in column 2.
6. List relevant extra-curricular activities you plan to participate within in column 3.
7. Use the information you gather to answer the questions within the text boxes at the bottom of the third page.
8. You are now ready to complete the **CIS Course Planner**. Click the **Planning** tab on the CIS Homepage, and then click **Course Planner**.
9. Also transfer key learning into the associated reflection boxes in the **Looking Deeper: Make Plans, Education Plans** section of **Career Plan**.

*NOTE: If you are a junior in high school and considering college, also complete the Junior Year - College Planning Checklist, found in this section of **Career Plan**.*

WORKSHEET 1: EDUCATION REQUIREMENTS



Typical High School Courses:	Typical recommendations for 4-year college preparation: In years or credits (1 credit = 1 year)	My performance to date (note grades and other key info here):	Revisions needed on my high school course plan:
ENGLISH	4 (including literature, writing and composition, and speech)		
MATHEMATICS	3 (beginning with algebra)		
SCIENCE	2 to 3 lab sciences		
SOCIAL SCIENCES	3 (including US history, government, economics, world history, world geography)		
HEALTH EDUCATION	(as required for graduation from high school)		
PHYSICAL EDUCATION	(as required for graduation from high school)		
SECOND (WORLD) LANGUAGES	2		
THE ARTS	1 visual or performing arts		
ELECTIVES	Computer skills and other courses		

WORKSHEET 2: PREPARATION REQUIREMENTS



Programs of Study or Career Pathways that Interest Me	Key High School Coursework for this Program or Pathway	Important Extra-curricular Activities I Should Consider

What are your educational plans after high school?

What high school courses are you now considering?

What high school *programs* are you considering (for example, vocational programs, CTE, International Baccalaureate, pathways programs)?

High School Programs Considered:	Supports	Target Date

What extra-curricular activities do you plan to participate in?

Also record the extra-curricular activities you participated in this past year in the My Education and Work History section of the CIS **Resume Creator**, found under the **Employment** tab on the CIS Homepage. These records of your activity will be helpful as you build your resume or college and scholarship applications.



Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

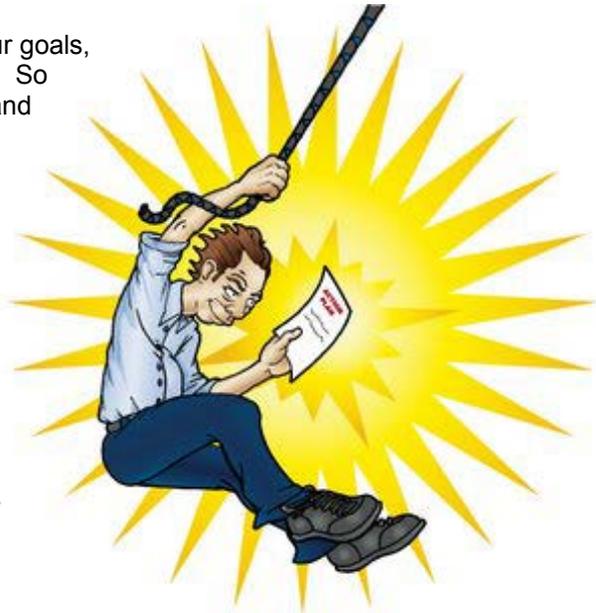
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Updating My Action Plans and Supports

Congratulations! You have reviewed and updated your goals, and planned some new experiential learning activities. So now it is time to revise your action plans for this year and your long-term goals. It is likely that your goals and plans have changed as you have grown and learned more about yourself and your options.

Updating your action plans keeps you focusing on your future. This worksheet asks you to review the comprehensive action plan you created in **Getting Started: Make Plans, Action Plans and Supports**. You will update your earlier plans to reflect any changes in your goals and make new plans as you deem necessary.

Monitoring your plans helps you track your efforts and accomplishments, and tracking your accomplishments is a powerful motivator will keep you motivated for success.



Instructions:

1. Review the action plan and reflections you created in **Getting Started: Make Plans, Action Plans and Supports**. (Click **Print** to review your reflections to date.) If you saved your earlier plan, you may also update it instead of completing this worksheet.
2. Using the worksheet below, revise and update your earlier action plans, adding actual dates for actions accomplished and new plans where needed.
3. List specific actions you can take in each category to achieve your plans and note any needed changes.
4. As needed, edit the target dates.
5. Think about who supports you and what *new* supports you may have for achieving these goals. List any new supports in the columns titled "Supports." (Be sure to inform your supports about your goals and let these folks know that you see them as a support!)
6. Use the information you list in the tables to complete the reflection boxes in the **Looking Deeper: Make Plans, Action Plans and Supports** section of your **Career Plan**.
7. If you are a junior in high school and planning to attend college, you also should checkout and use the *Junior Year - College Planning Checklist* also found in this section of the **Career Plan**.

LONG TERM ACTION PLAN (next four years)

What has changed in your plans? What important actions do you need to do to achieve your long-term career goals?

Plans after high school:			
Actions needed:	My Supports	Target Date	Actual Date

SHORT TERM ACTION PLANS (up to one year)

WHAT IS YOUR ACTION PLAN FOR THIS YEAR? *The following three questions will help you answer this question in the text box at the bottom of the next page.*



1. *What high school courses are you considering for this year?* (The courses you list below will help you begin the CIS **Course Planner**—the final step in creating an educational plan):

Courses Considered:	Supports	Target Date

2. *What plans for career-related learning and work do you have for this year?* List your plans for job shadowing, community service, internships, or mentoring below that you planned in the **Experiential Learning** section of **Make Plans, Make Experiential Learning Plans** in the **Career Plan**.

Career-related Learning Activity	Supports	Target Date
Job-shadow:		
Community service:		
Internship:		
Mentoring		



OBSTACLES AND BARRIERS

3. *What obstacles and barriers do you face?* The following obstacles and barriers could make it difficult for me to reach my goals, i.e. previous poor grades, health issues, etc. Here are some ideas on how I can overcome these obstacles:

Obstacles	Ideas for Overcoming Obstacles	Supports

In summary, what is your action plan for this year?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

My Experiential Learning Notes



You learned in **Getting Started** that some things are learned best by doing and then reflecting upon what you learned. This helps you interpret what these experiences mean to you. If you have not yet done so, it is *time* to gain some experiential learning to enhance your career development.

Hopefully, you began the worksheet on the next two pages in **Getting Started**. Now it is time to update this plan to document your experiences and add others you would now like to plan for the rest of your high school career. Keeping records of your experiential learning will come in handy as you begin to apply for scholarships, college, and work.

Learn all you can about school and community activities available to you. (Your student handbook or yearbook will include this information.) Some activities, such as community service, may be *required* at your school. Carefully consider and plan your options. Fill only the spaces you need.

Instructions:

1. Review your *Experiential Learning Worksheet* from Getting Started.
2. Update the worksheet below with your actual participation (by placing **X**'s in the grades columns). If you saved your worksheet from Getting Started, you may simply edit that worksheet instead of starting anew with this one.
3. Note any honors, awards or notable accomplishments you gained through this participation in the final column.
4. For any new activities you would like to add, write the name of the activity, organization, or club in the Activity column.
5. Check the grade(s) you would like to participate in it in the Grades columns.
6. Next note how the activity supports your career or personal goals in the final column.
7. Summarize your plans in the **Experiential Learning** section of **Looking Deeper: Make Plans** in **Career Plan**. You will see several text boxes asking about your plans for various activities you may have planned on this form.

EXPERIENTIAL LEARNING WORKSHEET

Activity	Grades				How this Activity Supports My Goals/Honors Awards Accomplishments
	9	10	11	12	
Student Leadership					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Club Participation					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Athletics					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community Service					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Career-Related Learning Experiences:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Activity	Grades				How this Activity Supports My Goals/Key Learning from My Participation
	9	10	11	12	
Job Shadows:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interning:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mentorship:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summarize your experiential learning plans *for this year* below and then transfer these plans to the reflection boxes in the **Looking Deeper: Make Plans, Experiential Learning Plans** section of **Career Plan**.

What new plans for experiential learning do you have?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

My Career Interests

What do you love to do? Whether it's playing a musical instrument or competing in a sport, your interests say a lot about what you might want to include in your future career. Interest inventories help you link your current interests to occupations. They can also help you identify new interest areas to explore. For this activity, you will complete one of CIS' interest inventories, either *IDEAS* or the *Interest Profiler*. Each inventory provides questions that examine your interests in various tasks. Based upon your responses, you will see occupations and occupation clusters that fit your interests best.



Instructions:

1. Link to either *IDEAS* or the *Interest Profiler* under the **Assessments** tab on the CIS homepage.
2. Read and follow the instructions on the screen for completing the inventory. (If you are unable to complete all of the questions during your computer session, click **Save**. When you return to CIS, you will be able to start where you left off. In the top right corner of the homepage select the inventory; then click **Restore**.)
3. Once you complete the assessment, your results display. (If you need assistance understanding your results, ask your teacher or counselor for help.) If you used **IDEAS**, you can also click **Understanding your Profile** in the lower right hand of the results page.
4. Explore your highest interest areas by clicking on these. Examine the list of occupations. See if any of the jobs you listed during your **Getting Started** process are on your list.
5. Look for occupations you have never considered. If you wish to learn more about any occupation, click on the title.
6. To return to your results, click on the **Quick Links** button in the upper right corner of your screen, find your assessment, and click it.
7. You may wish to print your results page and any of the occupation lists that interest you.
8. Save your results for future reference, click **Save** then reflect on what you learned. Did new interest areas or occupations surface that you had never considered? If so, what were these? Did some low scores surprise you? Why might these scores be low? Type your thoughts in the reflection box.
9. Answer the question in the text box below then return to the Looking Deeper: Know Myself section of the Career Plan and transfer learning to the reflection text boxes there.

What did you learn about yourself from the career assessment (*IDEAS* or *Interest Profiler*) you just used?

What Occupations interest you now?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Occupation Sort

In this activity you will identify occupations that match what is important to you-- work activities you would like to do and other factors important to you, such as education required and wages. You will use CIS **Occupation Sort**, which helps you learn more about the requirements of occupations by asking you to think about what is most important to you.

Occupation Sort does not tell you what you should be; rather it matches what you say is important to you with various factors required by occupations.

Using Occupation Sort is kind of like buying the right phone. You might start by providing the sales person with a list of desired features, for example:

- An extra large screen
- Excellent data plan
- A GPS receiver
- An MP3 player
- Voice-activated functionality
- Excellent reception in our community
- Costs less than \$100
- Service plan costs \$30/month
- Measures less than 4" X 2"



The sales person returns with four phones that have the features you have requested. Then the sales person might ask, "Which of these features are your highest priorities?" They want to select phones for you based on your preferences and priorities. The phone with all the desirable features rarely exists when price is considered, so you need to *prioritize* features by importance – which features are more important and which are less. By clearly stating what you want, you help the sales person locate possibilities, but if you are too specific you may eliminate a wonderful phone because of a single factor. Somewhere in the middle is the right phone for you!

Occupation Sort works in much the same way. It matches the list of features (factors) you want in an occupation with occupation factors and creates a list of occupations that match your preferences. Prioritizing the features by their importance produces the best list of occupations. During the process you may decide to revise your preferences and make some compromises. Like buying a cell phone, you aren't finished when you have a short list. The short list simply helps you focus your research. Once your list of phones is narrowed, you need to get a full description of each phone's functionality, hold it in your hand, see if the appearance appeals to you, research the manufacturer, and research the phone's cellular reputation in your area. No one can do that level of analysis except you. Researching occupations and then deciding which occupation to pursue is very similar.

Occupation Sort contains 28 factors often considered when selecting occupations. These are not the *only* factors you will want to consider, but they *are* factors that are important to most people. The following pages provide definitions for each factor and a prioritizing process to help you prepare to complete **Occupation Sort** within CIS.

Instructions:

1. Read the descriptions below and put a check in the “Include” column next to each factor you want to include in **Occupation Sort**; choose at least 10 but not more than 15. As you review the list, think about your past experiences as well as future jobs. *NOTE: When you begin CIS’ Occupation Sort, you will be asked to select factors that are important to you. Please also include factors that you clearly want to avoid in order to eliminate these factors.*
2. Next, rank the factors you checked in step 1 in priority order. Your number one priority should be the factor most important to you. On your checklist write the priority number in the “Order” column. Write 1 by the most important factor, 2 by the second, etc. You will use this information when you start **Occupation Sort** on the computer.
3. Use the prioritized list to complete **Occupation Sort**, found under the Occupations tab on the CIS Homepage. If you think about the items and definitions and are honest with yourself as you rank these, you should find some interesting occupations on your list.
4. If you don’t like your first list of occupations, reconsider and change your responses to get another list. Ask yourself, “Am I willing to change my expectations about that aspect of my life?” For example, if the Education and Training characteristic you selected was “A few hours to a few months,” but the requirement of your dream occupation is “4 Years,” are you willing to compromise and select four years of education after high school? You can change your answers as often as you like until you get a list of occupations you like. Remember: the purpose of **Occupation Sort** is to teach you about the characteristics of occupations and to help you identify occupations that match your preferences and interests.
5. When you are satisfied with your list, click **Save** to save your results to your portfolio.
6. You may also want to print your list.
7. Think about what you learned and occupations that surfaced. Note your learning in the boxes at the end of this worksheet and in the **Looking Deeper: Know Myself** section of **Career Plan**.

OCCUPATION SORT FACTORS

Occupation Sort Factors	DEFINITIONS	INCLUDE FACTOR	PRIORITY RANK
Advise	Discuss topics with individuals or groups. Then guide, suggest or recommend options or solutions.	<input type="checkbox"/>	
Artistic	Express yourself through music, dance, words or visual arts. In other settings, design or create visually interesting, yet functional objects.	<input type="checkbox"/>	
Assistance to other	Provide personal assistance, medical attention, emotional support or other personal care to others. Work with patients, customers or coworkers.	<input type="checkbox"/>	
Attention to details	Pay close attention to details and make sure to complete all tasks.	<input type="checkbox"/>	

Communicate	Speak or write clearly to communicate with others.	<input type="checkbox"/>	
Design equipment or systems	Design equipment or products (e.g., factory machines, airplanes). In other jobs; design systems to solve problems (e.g., computer networks).	<input type="checkbox"/>	
Education and training	Some jobs require four or more years of school or training. Others require just a few hours of on-the-job training. Others require several years of experience or a combination of experience and training.	<input type="checkbox"/>	
Enterprising	Opportunity to start up and carry out new projects, activities or ideas.	<input type="checkbox"/>	
Flexible hours	Some jobs require working 9 a.m. – 5 p.m., Monday through Friday. Others do not have rigid schedules and work time may be flexible.	<input type="checkbox"/>	
Independence	Either do tasks your way with little direction or have a supervisor tell you what to do.	<input type="checkbox"/>	
Indoors or outdoors	Jobs might require you to be outside most of the day. For other jobs you are indoors most of the day. Some people work both indoors and outdoors.	<input type="checkbox"/>	
Influence others	Try to convince people to change their minds or their behavior. This may include getting people to buy something or interact differently with others.	<input type="checkbox"/>	
Job prospects	Occupations need new workers every year to fill new jobs or replace workers who move to other jobs. Some occupations need a lot of new workers; others need very few. The number of job openings may affect how easy it is for you to find a job. Over time the number of job openings may change. Some occupations may have better prospects ten years from now; some may be worse.	<input type="checkbox"/>	
Math and science	Select the correct math formulas or methods to solve problems; use scientific rules and methods to solve problems or create new knowledge. Often an occupation uses math and science at the same level. A few occupations are high on math or science but not both.	<input type="checkbox"/>	
Organize	Schedule events, programs and activities for groups of people. Organize data or other types of information.	<input type="checkbox"/>	
Physical activity	Some jobs require physical activity, like walking, climbing or lifting. Other jobs require sitting or standing most of the time.	<input type="checkbox"/>	
Plants or animals	Care for or work with plants or animals.	<input type="checkbox"/>	
Problem solving	Identify problems and review related information; develop and apply solutions.	<input type="checkbox"/>	
Responsibility for others	Responsible for products or services created by others. Care for others who are hurt, in danger or otherwise in need of protection.	<input type="checkbox"/>	
Shift work	Working nights or evenings. This may be only some of the time or it could be your regular schedule; may also require working holidays.	<input type="checkbox"/>	
Supervise	Supervise others-- guiding, directing, encouraging, and evaluating other people's work. May also	<input type="checkbox"/>	

	include hiring and firing.	<input type="checkbox"/>	
Teach	Teach others new subjects or how to do things; may occur in classrooms or work settings.	<input type="checkbox"/>	
Travel	Require frequent travel away from home for one or more nights per week. Other jobs rarely require travel or workers travel during the day but return home at night.	<input type="checkbox"/>	
Urban or rural	Location concerns: some jobs can be found only in large cities, while others occur only in rural areas. Many jobs can be found everywhere.	<input type="checkbox"/>	
Variety	Perform different tasks almost every day or perform many different tasks throughout the day.	<input type="checkbox"/>	
Wages	Some jobs pay workers a lot of money, other jobs pay modestly and still others pay very little. How much must an occupation pay (for regular, full-time work) for you to consider it? Even though inexperienced workers usually receive less pay to start, answer as a person who has experience working in the occupation. (These are the median rates before deductions.)	<input type="checkbox"/>	
Work with hands	Requires workers to use their hands to manipulate physical objects. May involve using your hands to pick up, move or put together objects, use tools or operate vehicles or machines.	<input type="checkbox"/>	
Work with the public	Deal directly with the public, such as greeting or serving customers; working with the public includes performing for audiences.	<input type="checkbox"/>	

What did you learn about yourself from the career assessment (Occupation Sort) you used?

What occupations interest you now?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Education Research

You probably have learned by now that most career paths require some education after high school. Some require completion of certificate programs or apprenticeships. Others require two- or four-year degrees. A few entail graduate school. This worksheet will help you further research the occupations you are interested in, by looking at the preparation requirements for these occupations. You will explore educational programs of study (majors) and learn some facts about the schools that offer these programs.



Instructions:

1. Review the **Occupations and Preparation Research** activity you recently completed to identify the three occupations of most interest to you at this time. List these in column 1.
2. Return to **CIS Occupations** and identify two programs of study associated with each of these occupations. Write the names of these programs in column 2.
3. Now research the program of study options for each of these three occupations. Use the **Programs of Study** link in this section or from under the Education tab on the CIS Homepage to research these options. Also note the program admission and coursework requirements for each of these programs in column 2.
4. Next, identify post-secondary schools that offer each of these training programs. Under the **Program of Study, Related Information** header, click **US Colleges and Universities**.
5. List schools (colleges) that interest you in column 3.
6. Review the school information for each college to learn about the admission requirements—entrance difficulty, GPA and test score requirements, required high school coursework, etc.
7. List key learning about each school's requirements in column 4.
8. Reflect upon the insights and learning you acquired while completing this activity in the text boxes below and in **Looking Deeper: Research Options** section of **Career Plan**.

What occupations interest you now?

What are the preparation requirements for occupations that interest you now?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

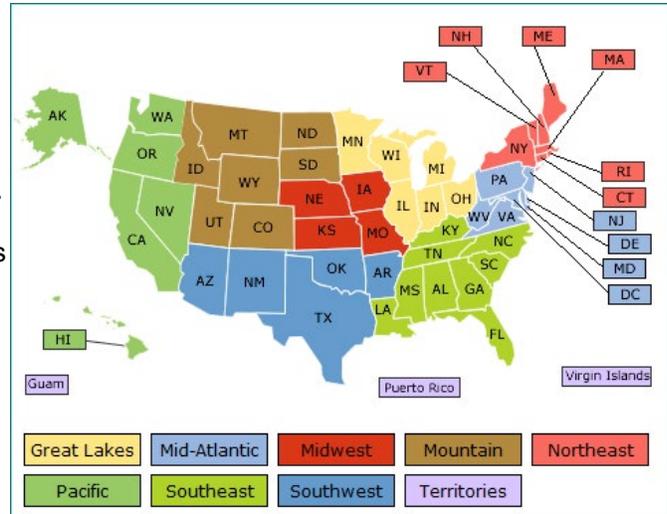
Evaluate Options 11th Grade

Identify & Compare Schools of Interest

You looked at what you want to study, so now it's time to explore and compare schools. By the end of this activity, you should have some financial aid award possibilities to check out.

This activity uses the CIS School Sort then walks you through a structure for evaluating schools on your priorities. You need to consider more than location when selecting a school for your future.

You need to consider if you can learn what you want at the school and if the school fits your style and budget. School sort will help you find the school that is right for you.



Instructions:

1. Click **School Sort** from the CIS home page then click **Undergraduate School Sort**.
2. Build your list of schools to consider by answering the *School Sort Topics* items.
3. Click **Continue** after answering each item until finished answering items.
4. Click **Get Your Results**.
5. Once your school list displays, click any school to learn more about it. If it appears interesting to you, click the checkbox to the left of the school to save the school.
6. Check up to seven schools, then click the **Save Checked** button to save your favorite schools to your CIS portfolio.
7. Also click **Save Sort** to access this list and your sort selections in the future.
8. On page two of this worksheet, in column one of the **School Analysis Table**, list the schools that you saved.
9. In column two, note the schools' strengths and attributes from your personal perspective.
10. In column, three list the schools' weaknesses or any concerns you have about the school.
11. Discuss what you wrote on this table with a family member, teacher, school counselor or friend.
12. Assign the school a score of 1 – 10, where 10 is high.
13. Rank the schools, 1 – 7, where 7 is high.
14. Reflect on what you learned about yourself and your goal-setting in the provided reflection boxes in the Looking Deeper, Evaluate Options page of My Career Plan..

School Analysis Table

School Title	School Attributes	School Weaknesses	Score 1-10	Rank 1-7

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

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Revise Goals

Are you still on track to achieve the goals you set in the **Getting Started** section of **Career Plan**? This activity will review and update those goals, verifying that you are still on track to achieve your dreams. Remember, you have to *believe in yourself*—believe that you can and will achieve your goals to succeed. If you find that you need to improve something about yourself in order to achieve your goals, this activity will also help you set goals to *improve* what you need to improve in order to attain your goals.



PERSONAL GOALS

Instructions:

1. Review the personal goal you set in **Getting Started**. Are you still on track? If not, consider:
 - a. identifying strategies to get back on track,
 - b. modifying your goal, or
 - c. writing a new goal for this year.
2. As you revise or draft your personal goal below, follow the SMART goal guidelines you learned in **Getting Started: Set Goals**. Review these as needed.
3. Update your personal goal below and in the **Getting Started: Set Goals** section of **Career Plan**.

My personal goal (*be sure to include the target date for meeting your goal, and the date you plan to start working on your goal*):

Now evaluate this goal:

- **Is it Specific?** Is it well-defined?
- **Measurable?** How will you know when you have reached your goal?
- **Achievable?** Do you have the resources you need? If not, how will you get these?
- **Relevant?** **Why** is it important and how does it relate to the rest of your life?
- **Time-based?** Did you set target dates?

ACADEMIC GOALS

Have your academic goals changed? These goals often do change as you learn more about yourself, your interests and your strengths. Reflect any academic goal changes in the following box.

Remember, graduating from high school is a requirement for most occupations.

Instructions:

4. Review your **Looking Deeper: Research Options, Research Education Options** and the **Looking Deeper: Evaluate Options, Evaluate My Education Options** worksheets to review the training programs and the requirements of schools that interest to you.
5. Next review the academic goals you set in **Getting Started**, the **Set Goals** activity.
6. Revise or re-write your academic goals below, assuring that these are SMART goals. (A few are listed to help you get you started.)

- I want to graduate from high school.
- After high school, I want to study (*list the major or educational/training program that interests you*):
- Also after high school, I want to continue my education or training at (*name of school or training site that interests you*):

CAREER GOALS

As you started this process, set your first career goal in very broad terms. With the exploration you have recently completed and the increased self-awareness you have gained, you may wish to refine your career goals and add some specifics. Feel free to list several occupations that you have been considering.

Instructions:

7. Look over the **Evaluate My Occupation Options** worksheets and the **Career Plan** reflections you completed in **Looking Deeper: Evaluate Options** and **Getting Started: Set Goals** for careers of interest. Also review your **Favorites** for saved occupations of interest.
8. Select one or more occupations that you may want to pursue. If necessary, revise the statements you earlier wrote. Draft these below, remembering to write "SMART" goals.

My career goals:

- I want to prepare to work as (*list several occupations*):



Take a few minutes to review your personal, academic and career goals. Do they reflect what you know about yourself? Look at your **Looking Inward** worksheet. Do these goals match your strengths? If there are differences between whom you think you are and your goals rethink and rewrite your goals.

IMPROVEMENT AND ENRICHMENT PLANS

Do you see yourself needing to improve or change academically in order to achieve the goals you set above? If so, then create an improvement and enrichment plan below. If you have made good progress towards the improvement and enrichment plan you drafted in **Getting Started**, you may just need to revise your earlier plan. For any areas where you know that you need to work extra hard, improve, or do extra work, enter the following information in the text box:

- Subject area needing improvement (Example: Reading)
- Improvement Plan (Example: I will seek 2 periods a week in the reading lab.)
- Evaluation Target Date (Example: 12/18/12)



- Area that I need to improve:
- Improvement Plan:

- Target Date:

Below summarize the information you wrote in the four shaded boxes on pages 1-3 then complete the reflection boxes in the **Looking Deeper: Set Goals** section of **Career Plan**.

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Make Plans 11th Grade

Junior Year - College Planning Checklist



Junior year can be a very stressful time for high school students. You *may* have greater freedom, but you also have more responsibilities with projects to complete, important tests to take, decisions to make and maybe a part-time job. One way to help with junior stress is to get and stay organized. Use the checklist below to keep track of what you need to do.

Instructions:

1. Print the *Junior Year - College Planning Checklist* below early in your junior year in high school.
2. Under each activity, there is space to make notes about what you need to do. For example, when is the college fair in your area or nearby? When will the SAT or ACT be offered? As you meet with your counselor and talk with your parents, you can refine your list.
3. Display your College Planning Checklist in a prominent place to remind you throughout the year about these activities.
4. Also read and print the **Financial Aid** information within **Paying for School** information titled *How do I apply for financial aid?/Important steps* within CIS' **Financial Aid** information.

JUNIOR YEAR – College Planning Checklist

- Meet with my counselor to review my graduation status and my next step plans.
- Discuss my post-high school plans with my parents.
- Continue to learn more about my education options.
- Review my “Experiential Learning Worksheet,” created in **Getting Started** and Updated in **Looking Deeper**. This worksheet is your record of important accomplishment for college applications and scholarships!
- Talk about education options and suggestions with adult role models.
- Learn first-hand information about schools that interest me: attend a college fair or college night at my school, visit at least one of the schools that interest me, and talk with friends in college about their experiences.
- Take the PSAT if I am thinking about applying to a four-year college and didn't take it as a sophomore.
- Take the SAT and/or ACT in the spring. (This gives me the opportunity to retake it in the fall.) See if SAT II tests are required for any colleges on my list; consider when to take required SAT II tests.

- Take the AP tests for my AP classes.
- Get or stay involved in school and/or community activities that interest me.
- Find a summer or part-time job or volunteer opportunity that matches my interests and goals.
- NOTE: If you are an athlete wanting to play a sport in college, there are other steps to take your junior year. Discuss these with your coach.)

Instructions:

6. Summarize your junior year college planning activities below
7. Next, transfer these plans to the reflection boxes in the **Looking Deeper: Make Plans, Action Plans and Supports** section of Career Plan



What are your *college* action plans for this year?

Your Signature: _____ Date: _____
 Reviewed by: _____ Date: _____

Examine the Costs of Higher Education



Real estate, stocks, and savings are losing value in this economy. Is higher education a good investment? Generally speaking, college pays in financial and non-financial ways. A program of study in a high-demand field from a respected school is likely to yield good rewards, but if you study in a low-wage field or for a job with a poor outlook, you could waste some time and money. This activity will help you calculate that value versus the cost for the career you plan to pursue.

Instructions:

1. Go to the CIS Paying for School. On the first page, click the calculator at the upper right with the words "What is the Value of a College Education?"
2. Fill in the blank cells and click submit. Use your most current job or a job you could get now with your current education for the *Anticipated Annual Income (no degree)* cell, and use CIS Occupations to find the anticipated wages for the occupation you plan to pursue.
3. Review the table and text at the bottom of the calculation page.
4. Subtract your expected cost of education (from *Want to Calculate School Costs?* in the Getting Started, Make Plans section of My Career Plan) from the "Difference" figure on the chart.
5. Use that result to answer the questions at the bottom of this page.
6. Transfer your key thoughts to the reflection boxes on the **Looking Deeper, Make Plans** page in **My Career Plan**.

What did you learn about yourself from the financial research you just completed?

Does your investment, in time and money, seem wise considering your eventual rewards? Explain your answer.

Next Steps: 12th Grade Program Goals and Activities

12th Grade Program Goals -

- Learn about career anchors
- Learn about skills and accomplishments and identify occupations using preferred skills
- Consider Self-employment realities (optional)
- Complete in-depth occupation and education research and evaluation
- Explore scholarships and other financial awards
- Establish next step goals and post-secondary plans
- Create resume and cover letter, master job search skills
- Explore financial issues associated with next steps
- Consider the military as an option
- Make financial plans
- Reflect upon learning and experiential learning

12th Grade Activities

		Activity or Worksheet	CIS Files Used
Know Myself	12th	<ul style="list-style-type: none"> • My Career Anchors • My Accomplishments • My SKILLS • Is Self-employment for Me? 	<ul style="list-style-type: none"> • SKILLS, • Self-employment Information, Occupations
Research Options	12th	<ul style="list-style-type: none"> • In-depth Occupational Research Project • Compare Schools, Consider the Military 	<ul style="list-style-type: none"> • Occupations, Programs of Study, US Colleges and Universities, Military Occupations
Evaluate Options	12th	<ul style="list-style-type: none"> • Evaluate Next Step Options 	<ul style="list-style-type: none"> • Occupations, Programs of Study
Set Goals	12th	<ul style="list-style-type: none"> • Next Step Goals, Make a Resume, Write a Cover Letter 	<ul style="list-style-type: none"> • Job Search, Resume Creator
Make Plans	12th	<ul style="list-style-type: none"> • Next Steps to Education, Financing My Education, Managing My Resources, • My Experiential Learning Plans, Securing Financial Aid Awards, Senior Year College Checklist (optional), • My Job Search Action Plan, My Graduation Plans, Make Financial Plans 	<ul style="list-style-type: none"> • Financial Aid, Financial Aid Sort, Paying for School, Resume Creator, Job Search, US Colleges and Universities

My Career Anchors

This worksheet will help you discover your “career anchors.” Edgar Schein identified eight career “anchors,” or motivators that influence people’s career development throughout their lives, regardless of the job. If present, these anchors literally **anchor** people to their work; if absent, they drive the person to find other work that will fulfill the anchor.



Instructions:

1. Read the definitions for each of the career anchors below.
2. Then, using the grid on page 2, compare each anchor in the left rows to the anchors listed in the vertical columns on the grid.
3. For each comparison, write the letter that corresponds to the anchor you prefer most in the blank box. For example, compare the first row **Technical/functional (T)** to the first column **Managerial Competence (M)**. Which of these is most important to you to have in your future work? Write the letter that corresponds to your preference in the **T/M** row.
4. Complete this process for each cell, column by column, comparing each anchor to every other anchor.
5. Then, tabulate the number of times each anchor was selected in the bottom row of the grid. (In the case of a tie, review your comparison of those two anchors. Which did you select? You value this anchor higher than the other one.)
6. List your top two anchors where indicated on page 2.
7. Respond to the question in the shaded text boxes at the end of this worksheet. Transfer your learning to the **Next Steps: Know Myself** section of **Career Plan**.

THE ANCHORS

Technical/Functional Competence (T)

This kind of person likes being good at something and will work to become a guru or expert. They like to be challenged and then use their skill to meet the challenge, doing the job properly and better than almost anyone else.

General Managerial Competence (M)

Unlike technical/functional people, these folks want to be managers (and not just to get more money, although this may be used as a metric of success). They like problem-solving and dealing with other people. They thrive on responsibility. To be successful, they also need emotional competence.

Autonomy/Independence (A)

These people have a primary need to work under their own rules and steam. They avoid standards and prefer to work alone.

Security/Stability (S)

Security-focused people seek stability and continuity as a primary factor of their lives. They avoid risks and are generally 'lifers' in their job.

Entrepreneurial Creativity (E)

These folks like to invent things, be creative and, most of all, to run their own businesses. They differ from those who seek autonomy in that they will share the workload. They find ownership very important. They easily get bored. Wealth, for them, is a sign of success.

Service/Dedication to a Cause (D)

Service-oriented people are driven by how they can help other people more than using their talents (which may fall in other areas). They may well work in public services or in such as HR.

Pure Challenge (CH)

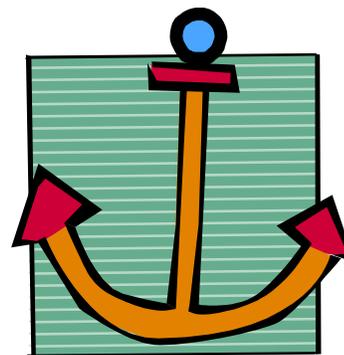
People driven by challenge seek constant stimulation and difficult problems that they can tackle. Such people will change jobs when the current one gets boring and their career can be very varied.

Lifestyle Integration (L)

Those who are focused first on lifestyle look at their whole pattern of living. They not so much balance work and life as integrate it. They may even take long periods off work in which to indulge in passions such as sailing or traveling.

THE GRID

	M							
T		T						
S			S					
Ch				Ch				
A					A			
L						L		
D							D	
E								E
Totals								



List your top two anchors: _____

Remembering your top two anchors will help you select occupations and training programs that will keep you content! Think about occupations that match your anchors—what occupations come to mind? Check these out in CIS.

Communicate your anchors to potential future employers when seeking a job.

What did you learn about yourself from the career assessment (Career Anchors) you just completed?

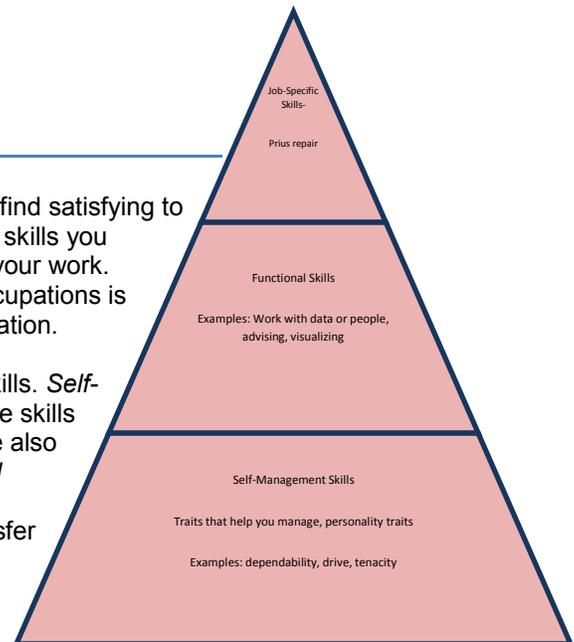
What occupations interest you now?

Your Signature: _____ Date: _____
Reviewed by: _____ Date: _____

My Accomplishments

SKILLS is a self-assessment tool that uses the skills you find satisfying to identify occupations that may interest you. When you use skills you enjoy, you are more likely to be successful and happy in your work. Learning about your skills and those skills required by occupations is an important piece of your career decision-making information.

The figure to the right portrays the three major types of skills. *Self-management skills* are often called “building blocks;” these skills provide the foundation for all good work habits. These are also the skills employers value most. The next level, *functional skills*, are the skills that transfer from one occupation to another. Finally, *specific content skills* do not always transfer from one occupation to another; they may be unique to a given job.



SKILLS helps you learn how your preferred skills match the requirements of occupations. To select the skills you want to use, complete the “SKILLS Worksheet” or “SKILLS Cards,” linked in the **SKILLS** program or start here.

- Instructions:*
1. Regardless of whether you sort the cards or complete the worksheet, start by making a list of your accomplishments - projects or activities where you achieved a goal, explored a new challenge, or showed your capabilities. Consider things that you have enjoyed. List as many as you can below. Examples: Built a birdhouse in the backyard, cooked for my family during my mom’s illness, sang in the chorus in the musical.
 2. Next, circle 3-7 of these accomplishments that illustrate different aspects of your life, such as work, community service, leisure, and school. Use this list to help you decide if you have ever used a particular skill and whether or not using that skill is satisfying to you.
 3. Complete the *My SKILLS* activity in **Career Plan, Know Myself: Next Steps** and use **CIS SKILLS**.

MY ACCOMPLISHMENTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

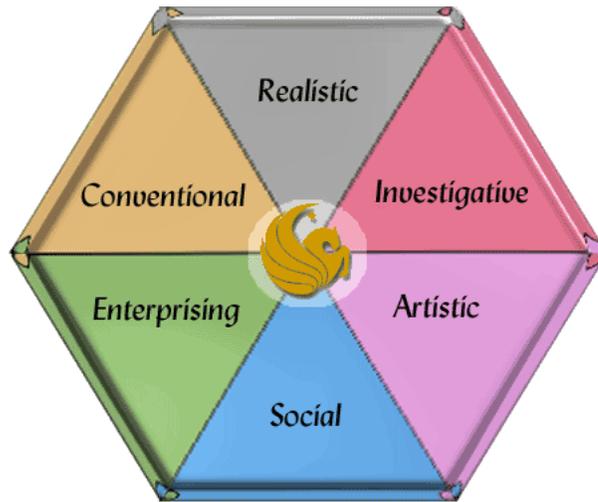
My SKILLS



SKILLS helps you prepare for your next steps by identifying occupations that use the skills you know that you like from your years in high school and your varied experiences outside school. It also helps you recognize skills that transfer between occupations. You can use **SKILLS** to select occupations to explore, identify ways to modify your career direction, develop a resume or prepare for a job interview.

Instructions:

1. Read and complete the **Accomplishments Worksheet**. The results of this worksheet will help you complete the SKILLS use SKILLS.
2. Next, link to **SKILLS** in this section or from the **Assessment** tab on the CIS homepage.
3. Read the opening screen to get an overview of **SKILLS**. Click **Begin**.
4. Enter your preferred skills from your completed SKILLS worksheet or card sort. Highlight the skill then click **Very**, **Moderately**, or **Somewhat**. (You can move more than one skill at a time or use drag-and-drop.)
5. Relate your skills to occupations. Click **Rate Skills** on the lower right of the screen. A summary of your selected skills will display. Verify your information. If you need to change your skills, click **Change Skills** in the upper left corner of your screen.
6. You will see five links. Click each to see the rating for that item. Your teacher or counselor will further help you understand your results. You can also print the *Interpreting SKILLS Results* available under Tools for Users, the Assessment, SKILLS headers. These include:
 - a. **Holland Codes**, which shows you how your skills relate to personality types.
 - b. **Occupation Clusters**, which shows you how your skills relate to groups of occupations. You may want to explore clusters with your top three to five scores to see if there are any new occupations of interest.
 - c. ***Top 30 Occupations** provides a list of occupations that suggest options for further exploration based on the use of your preferred skills.
 - d. **All Occupations** shows your SKILLS rating for all occupations.
7. Print your results.
8. Learn how your preferred skills compare to the skills required by occupations that interest you.
 - a. Either click ***Top 30 Occupations** for your list of best matches or **All Occupations** rating for a list of all 504 occupations in the system.
 - b. Scroll through the list and click on any occupation that interests you.
 - c. Click the View icon  and read the explanation.
 - d. Click Print and review the information on the printout.
9. Further explore your list of occupations. Are any of the occupations you have saved in **My Favorites** on your list? Are there occupations you have never considered? (If you want to learn more about an occupation, click on the title.) Save occupations of interest by clicking on **Save**.
10. Also click **Save** to save your results for future reference. Reflect on what you learned in the reflection box. Enter thoughts such as: your top five skills, your Holland Type, new career ideas or occupations that you have never considered, or any discoveries using **View**.
11. Return to **Career Plan, Next Steps: Know Myself** and complete the reflection boxes there and below.



What did you learn about yourself from the career assessment (*SKILLS*) you just used?

What do you know about yourself—your characteristics, interests and preferences?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Is Self-Employment for Me?

At some point in your life, you may dream of working for yourself. If so, you will want to explore the **Self-Employment** information in CIS. Even if you *don't* think you want to work for yourself at this time, some occupations have a high level of self-employment, and at some point within your career, you may choose to reconsider self-employment. Other life concerns may influence your decisions and goals, such as wanting to live some place where self-employment is your best option. This activity introduces you to self-employment through a quiz that looks at how much you are like successful entrepreneurs. This quiz and the CIS **Self-Employment** information will help you evaluate if self-employment is for you.



Instructions:

1. Click on the **Occupation** tab found on the CIS Homepage, then click **Entrepreneurial Career Assessment**.
2. Once completed, be sure to view the **Analysis for the Entrepreneurial Career Assessment Form**.
3. Review specific topics of self-employment information that you think might be important to your plan. Click **Save** from the upper right of the page. This will allow you to save your thoughts in CIS **Favorites**.
4. Save any files of interest and reflect upon why you saved the information for future reference when prompted to **Save your thoughts**.

What did you learn about yourself from the career assessment that you just completed (Entrepreneurial Self-Assessment Form)?



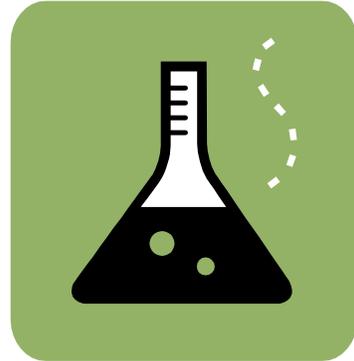
Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

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In-depth Occupational Research Project

You have completed several career assessments, explored many occupations, and learned about the preparation requirements for these occupations. Now it's time to conduct some *in-depth* research on a few occupations that interest you. You will use resources beyond CIS—including contacting people who work in these occupations. You can use what you learn in this activity to help you evaluate your options and set goals later. The instructions for conducting this research follow.



Instructions:

1. Click **Favorites** in the **My Portfolio**.
2. Click the **Occupations** link in **Favorites**. Note occupations that have surfaced on more than one list.
3. Now carefully review this list and the various other entries in your favorites (**Favorites**) and earlier reflections.
4. Select three occupations of interest to study amid this project.
5. Identify individuals who work in these three occupations.
6. Using the Informational Interview instructions (found in CIS under **Job Search, Check out Employers, Informational Interviews, The Interview**), select six questions to ask these individuals, print these questions (click **Print** in CIS), and write these questions in the table below.
7. Contact the individuals and schedule the interviews.
8. Ask the workers your six questions and take notes on their answers. Be sure to seek the worker's input on suggested routes for preparation for the occupations.
9. Using the CIS **References**, information found within the occupation, and other data resources, further investigate these three occupations, including routes to preparation.
10. Complete the table on page two.
11. Next, convert this table into a research report, comparing and contrasting these three occupations, based upon what you learned while conducting your in-depth research project.
12. Share and discuss your findings with your parents and your school counselor or adviser. The information you learn may impact your program of study choices and post-secondary school selection!
13. After you finish your report, answer the questions in the boxes on the last page and transfer your learning to the **Next Steps, Research Options** section of **Career Plan**.



Column 1 List 3 Occupations	Your Six Selected Informational Interview Questions						Findings from Formal Research
	1.	2.	3.	4.	5.	6.	

What occupations interest you *now and why*?

What are the preparation requirements for occupations that interest you now?



Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Compare Schools

Soon you are going to make an important decision about where you will secure the training you need to succeed in your future. To make this decision requires quality information. In this activity you will compare schools you are considering. Some schools may interest you because friends or relatives have attended them or you have visited them. You may have found new schools when using the **Undergraduate School Sort**. In this activity, you also will gather more extensive information about these schools' programs using CIS and additional research.



Instructions:

1. Click on the **U.S. Colleges & Universities** link under **Education & Training** on the homepage of CIS or in this section. This file includes all schools that offer Associate degrees or higher.
2. At the top of the **U.S. Colleges & Universities** index, click on the **Compare** tab. A new index screen will display.
3. To select a school to compare, simply click on its name. It will display in the colored box. After you have selected up to three schools, click the **Compare** button.
4. You can compare the schools on all of the topics and educational programs by clicking the topic header or program cluster on the left side of the screen.
5. You can print out the comparisons by topic by clicking **Print** at the top of the screen. These printouts, though valuable for decision-making, can require a lot of paper, so print only topics that are important to you.
6. You can add and change the schools you are comparing by using the **Clear List** button.
7. After you finish comparing, answer the questions at the bottom of this page.
8. Complete the **School Research** assignment on page 2.
9. Return to the **Next Steps: Research Options** section of **Career Plan** and transfer your learning to the associated reflection box.

1. What post-secondary school characteristics are most important to you?



2. What three schools stood out to you in your comparisons?

Now complete the research assignment on Page 2 using the information you wrote above with printouts of your school comparisons.

Instructions, SCHOOL RESEARCH worksheet:

1. Enter the names of your three top schools on the top of the grid, columns 2-4, where indicated.
2. In the left column, add *additional* topics of importance to you in selecting a school. (Feel free to change the listed topics and to add additional topics.)
3. Contact people at your three top schools—either by phone, email, or face-to-face and learn directly about the important topics on the left of the grid. You can secure contact names, numbers, and email addresses from CIS and the schools' web pages. Ask these individuals to answer your questions about the topics on the left of the grid.
4. Use the results of your learning to complete the reflection box at the bottom of this page and in the Next Steps: Research Options section of **Career Plan**.

SCHOOL RESEARCH

IMPORTANT TOPICS	SCHOOL NAMES		
	1.	2.	3.
Scholarships and Financial Aid?			
Program of Study specifics in my interest area?			
What is student housing like?			
Describe the atmosphere.			

What training programs and schools interest me *most* now?

Signature: _____ Date: _____

Reviewed by: _____ Date: _____

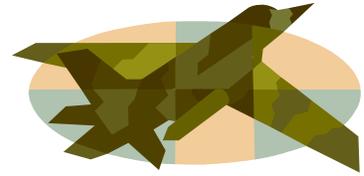
Consider the Military

You might be considering enrolling in the armed services. Before you decide to become a member of the armed services, you have lots of things to consider. It's important to know the facts about the military and military work life before you make this important life decision. This worksheet and the **CIS About the Military** information can help you make the decision that is best for you.



Instructions:

1. Go to the **Military Occupations** information in CIS, under the **Occupations tab**, and click the **About the Military** tab on the top of that page.
2. Read the information in each of the tabs along the left side of the page, paying particular attention to the Military Life file, as working in the military provides a very different lifestyle than civilian work life.
3. As you read each section, note your learning in the worksheet boxes on page 2, titled **Considerations**.
4. Find military occupations that interest you by using the **Cluster Index** tab on the menu bar at the top of the **CIS Military Occupations** page.
5. Click clusters of interest then click any occupations that interest you to learn more about these occupations.
6. While reading about an occupation, click the **Military Occupation Specialties** link to see occupational specialties by branch of the military.
7. Read and print any military occupation information that interests you.
8. Compare military occupations to their civilian counterparts by clicking the **Related Occupations** link.
9. Complete the Comparing Military and Civilian Occupations worksheet on page three to compare military occupations to their civilian counterparts.
10. After you finish pages two and three of this activity, answer the questions in the **Next Steps: Research Options** section of the **Career Plan**.



Considerations

What facts stood out to you in the **About the Military** section?

What facts stood out to you in the **Education** section?

What facts stood out to you in the **Diversity** section?

What facts stood out to you in the **Joining the Military** section?

What facts stood out to you in the **Military Life** section?

What facts stood out to you in the **Leaving the Military** section?

Comparing Military and Civilian Occupations



Instructions:

Use the table below to compare any military occupation to its civilian counterpart using CIS **Military Employment** and CIS **Occupations**. Some topics in **Military Employment** differ slightly from **Occupations**. The left column of the table (“Attributes”) combines these similar topic titles into one cell to ease finding the corresponding information in **Military Employment** and **Occupations**.

Occupation Attributes	Military Occupation Title:	Civilian Occupation Title:
Duties		
Physical Demands		
Special Requirements, Helpful Attributes, Skills and Abilities, Knowledge		
Hiring Practices		
Wages		
Advancing Opportunities, Outlook		

Remember! Note key learning in the **Next Steps: Research Options** section of **Career Plan**.

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Evaluate My Next Step Options

You approach a critical juncture in your life—choosing the path of your future. Your decisions will be significant, not like choosing between an apple or orange. This activity will help you evaluate your next step career options. The worksheet below asks you to compare the career characteristics (factors) you prioritized when researching occupations and preparation routes, and it walks you through *objectively* determining which careers are the best matches for your future. By the end of this activity, you will have a ranked list of careers or training programs. Remember, objective tools don't *always* match what your heart tells you, so if *your* dream career doesn't result as #1, re-examine your factors and weighting and repeat the process. *You know yourself best!*



Instructions:

1. On page 2, List the three careers or training program areas that most attract you now. Write each of these titles next to the table headers “#1, #2 and #3.”
2. In column 1, Under the *Important Factors* header, list the factors that are most important to you when evaluating a career or training area. Your recent research into occupations and preparation should inform your selection of these factors. So should the **Evaluate Options** activities you completed in the **Looking Deeper** section of **Career Plan**. Review your earlier worksheets and reflections to help you identify your most important factors at this “Next Steps” point of your career development.
3. Assign a weighted importance to these factors; 5 = most important, 1 = least. (You may have multiple factors with the same weight.) Write the weighted factor value in column 2.
4. Evaluate each career/ training program area against each important factor. Assign a value of 1-10 for how well this career or training program matches this factor in the shaded columns. For example, let's say **high wages** is one of your important factors, and one of your career options was **doctor**. Medicine is a very high paying career field, so in the shaded column titled “Score 1-10” you would likely enter a 10 on your row **high wages**. Repeat this process, evaluating each career/training area against each factor.
5. Next, the worksheet auto-computes the *weighted importance* by multiplying the factor times the score of your last calculation. So, for the example above, let's say doctor has a score of 10 for the earlier assessment, and let's say you assigned high wages a weight of 5. Your total score for this factor is a 50 (5 X 10). This weighted score displays in the cells below the *Weighted Score* header.
6. Now the worksheet will auto-calculate each career/training area's total score by adding all weighted scores on the bottom row, where indicated.
7. Examine your results. Do these make sense? If not, reexamine your weights and factors. Did you omit an important factor? Under weigh an important factor. The final decision is yours to make, but this process should inform you well.
8. Answer the questions and complete the text boxes on the last pages. Transfer learning to the reflection boxes in the **Evaluate Options: Next Steps** section of **Career Plan**.

NOTE: This process can be used to select schools too!

EVALUATE CAREER OPTIONS GRID

Column 1: Important Factors	Column 2 Weight, 1-5	My Favorite Occupations						Score 1-10
		#1	#2	#3	#4	#5	#6	
		Weighted Score	Weighted Score	Weighted Score	Weighted Score	Weighted Score	Weighted Score	Score 1-10
		0	0	0	0	0	0	
		0	0	0	0	0	0	
		0	0	0	0	0	0	
		0	0	0	0	0	0	
		0	0	0	0	0	0	
		0	0	0	0	0	0	
		0	0	0	0	0	0	
		0	0	0	0	0	0	
TOTAL SCORES		0	0	0	0	0	0	

Which occupation scored the highest?

Do these results seem accurate? Explain:

Consult with family and key adults in your life. What do they think about these results?

Does this make sense to you? If not, perhaps you should consider other factors and repeat this process. Or are some factors simply much more important than other factors?

Answer the questions in the boxes below and in the **Next Steps: Evaluate Options** section of *My Career Plan*.

What did you learn about yourself from the career research you just completed?

What did you learn about how you set goals and make decisions from the career work you completed?

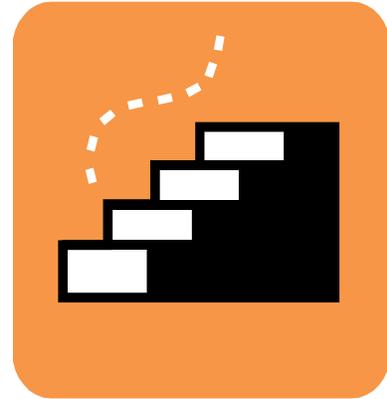
Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Next Step Goals

During the course of your high school career, you have been learning more about who you are, what you want to do in your life and where your dreams connect with options in work and education. You have been setting goals and making plans for high school and beyond. As you approach the completion of high school, it is important to look over the goals you have set, adjust them where needed and prepare for transition to your next steps.

Your goals reflect your vision for your life and career. By using the **Career Plan**, you have gained a lot of insight about who you are, and you have discovered new opportunities for yourself. This activity will help you refine your goals for your next steps.



Instructions:

1. Begin by taking some time to review the personal, academic and career goals you set over the past few years. Review the reflections you saved in the **Set Goals** section of **Career Plan**. Click **Print** to view these with ease.
2. Answer the questions below to reflect upon those earlier goals.
3. Update your goals on pages 2 and 3 and in the **Next Steps: Set Goals** section of **Career Plan**.

REFLECTIVE QUESTIONS

1. As I approach high school graduation, what do I think I want out of life and my career?

2. What do I presently think are my greatest strengths and talents? Has this changed? How?

3. What do I value? Which career option(s) best fit my values? Has this changed? Why?

4. Which career option(s) match me best? Why?

5. What do I want to achieve academically? Personally?

Now rewrite your personal, academic, and career goals, verifying that they reflect what you know about yourself and what you wrote on page 1. (Be sure to include the target date for meeting your goals.) Also, assure that these goals are:

- **Specific** (well defined)
- **Measurable** (will you know when you have reached your goal?)
- **Achievable** (Got the resources? If not, how will you get them?)
- **Relevant** (Why is it important and how does it relate to the rest of your life?)
- **Time-based** (Set target dates?)



My personal goals:

• My academic goals:

My career goals:

Next Steps to Education Plans

The **Set Goals** worksheet you just completed provides the fodder for drafting your **Next Step to Education Plan**. Achieving goals requires good planning and the resources to achieve these goals. You develop good plans by developing specific objectives; these objectives are the action steps you must take to reach your goals. One way of writing objectives is to look at what will help you achieve your goals and what may prevent you from achieving them, known as Force Field Analysis. (This process is useful for many types of decisions.)



This worksheet will walk you through a process for crafting the action steps needed to achieve your education goals. Next, you will want to complete the **Managing My Resources** activity and the **Senior Year – College Planning Checklist**, if you plan on attending college as a next step in your career development. These worksheets are also housed in this section of **Career Plan**. When you finish these, you will be ready to update your **CIS Course Plan** for the last time during your high school career. Congratulations!

Instructions for Goal Worksheet below:

1. Review the **Next Steps: Set Goals** section of your **Career Plan**, particularly your academic goals. Consider what action steps you need to take to succeed.
2. Write your most important education goal below.
3. Analyze the goal in terms of the forces that will drive you toward your goal and the forces that could block you. Record these in the table below.
4. Develop a list of action steps that will help you overcome the blocks and take advantage of the positive forces. If you need information about occupations and employment or education and training, refer to CIS.
5. If you have several education goals, complete a Force Field Analysis for each goal.

GOAL: _____

Driving or Positive Forces	Barriers or Restraining Forces

Now identify the objectives or action steps to achieve this goal on the next page.

OBJECTIVES:

ACTION STEPS FRAME

DATE OR TIME

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Instructions Worksheet 2:

6. Now, put your goals and objectives together, in the order of the timeframes you set. Start at the bottom with your education plans after high school and write these into the **Goals** column then look at your course and other academic plans for this year.
7. Next, write your objectives in the last column.
8. Review your table, note if the goals and objectives make sense in terms of the time frames you have set. See if any action steps are missing.
9. Modify your goals and objectives to correct any problems. If you have several education goals, complete a Force Field Analysis for each goal.
10. Complete the boxes on the last page and transfer these reflections to the **Next Steps: Make Education Plans** section of **Career Plan**.

BACK UP

Time Frame	Goals	Objectives (Action Steps)
Seven years from now, I will:		
Six years from now, I will:		
Five years from now, I will:		
Four years from now, I will:		
Three years from now, I will:		
Two years from now, I will:		
One year from now, I will:		
This year I will:		



PLAN FOR SUCCESS

To succeed in your career development you should continue to set personal, academic, and career goals and implement plans of action. As you enter the labor market, your career goals may require you to develop additional skills. They may involve seeking employment with another employer, require mentoring or retraining.

Remember that your goals and plans are likely to change over time. The tools you have used in **Career Plan** can be used over and over in various settings. Goals and plans provide you with purpose and direction and enable you to channel your energy into meaningful activity.

Having clearly expressed goals and plans will help you recognize the choices that will move you in your chosen direction. If you actively manage your career using this action-planning tool, you will be able to continue to grow and change.

*Reflect on the activity you completed below and transfer your key learning into the reflection boxes in the **Next Steps: Make Education Plans** section of **Career Plan**.*

What are your educational plans after high school?

What high school courses are you considering for this year (and beyond if college bound)?



What high school *programs* are you considering? (For example: vocational programs, CTE, International Baccalaureate, pathways programs)

High School Programs Considered:	Supports	Target Date

What extra-curricular activities do you plan to participate in this year?
(Remember, these may help you as you attempt to secure scholarships!)

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Financing My Education



You may think that you cannot afford to continue your education after graduation. However, you may be *more able* than you know!

You have probably heard that education pays – this means that, generally speaking, people with more education earn more money and are employed more steadily than those with only a high school education or less. If your dreams involve continuing your education after high school, you can make it happen. You need to do your best in school, look for alternate ways to reach your dreams, and seek financial aid for your education. This activity helps you learn about the types of financial aid available and identify awards that you might want to apply for.

Instructions:

1. First, learn all you can about financing your education. Read all of the files of information in CIS' **Paying for Schools**. Print any of this information that you need to apply for financial aid this winter or spring.
2. The vast majority of financial aid comes through the school you attend in the form of a Financial Aid Package.
3. You may also be able to find scholarships from private organizations and other sponsors. Locate these types of scholarships by criteria you specify using CIS **Financial Aid Sort**. Click the link to **Financial Aid Sort** under the **Education** tab accessed from the homepage or in this section.
4. Read and *select an option for each question* in Financial Aid Sort. Use the **Continue** button to move through all twelve criteria. As you review a question and find you do not match any of the criteria listed, use the **Omit** option. Skipping a question is not the same as omitting the criteria, and you will end up with a better list by omitting awards with criteria that do not match you.
5. Once you get your list of awards, look at each award to determine if you qualify. The sorting criteria are broad and many scholarships are targeted to very specific types of people. Don't be surprised if out of a list of 250 awards, only 5 or ten seem to apply to you.
6. When you identify an award for which you might qualify, save it in **Favorites** by clicking **Save**. In your reflection, note the deadline.
7. If researching financial aid altered your education plans, enter this information in the reflection box for **Next Steps: Make Plans, Education Plans**.

What are your educational plans now for after high school?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Managing My Resources

The worksheets on the next two pages will help you plan to manage your resources while in college and thereafter. The first worksheet compares the annual costs of the schools you are considering (Print one worksheet per school.) The second worksheet looks at the annual income and expenses you can expect once you complete your schooling. To estimate your income, use the occupation you are preparing for, based upon the educational program goal you selected in **Next Steps: Set Goals**.



Instructions:

1. Print and complete both pages of the first worksheet, make copies of the charts if you want to compare more than one school or occupation.
2. Research the latest information on tuition, fees, and room and board costs using **CIS US Colleges and Universities** information or contact the schools directly.
3. Similarly, on the second worksheet, use CIS to obtain current salary information for the occupation(s) you are preparing to enter.
4. Ask your family and friends to help you complete the items you are unsure about, like utilities and insurance. Some school websites provide a sample budget or information about average student costs. CIS' **Reality Check** can help you assess these costs for regions in your state.
5. Once you have completed both worksheets, you will have a general picture of what you will need to spend compared to the resources you will have.
6. If the activity helps you decide on your plans or if you decide to change your education plans after graduation, enter this information in the reflection box for **Next Steps: Make Plans, Education Plans**.

MANAGING MY RESOURCES WHILE IN COLLEGE

School Name: _____

EXPENSES	REVENUES	
Tuition & Required Fees:	Likely Financial Aid from School	
Books & Supplies:	Income from Part-time and Summer Employment:	
Transportation	Likely other Scholarships:	
Housing Costs (on or off campus):	Other Income:	
Food & Consumables:		
Utilities:		
Car:		
Entertainment:		
Other (list):		
Total Annual Expenses:		Total Revenues per year:
\$ 0.00		\$ 0.00
*Total Program Expenses: <input style="width: 100px;" type="text"/>	*Total Revenues overall: <input style="width: 100px;" type="text"/>	
\$ 0.00	\$ 0.00	
Balance (Difference between Expenses for Program and Total Revenues):		

* Recalculate the annual costs and revenues for the amount of time it will take you to finish your program. (For a 2 year program, total costs = annual costs x 2). You can assume costs and revenues will increase linked to inflation.

MANAGING MY RESOURCES AFTER COLLEGE

Occupation Title: _____

INCOME	EXPENSES
Income from Employment <u>Beginning Wage:</u> <u>Median Wage:</u> Annual: Hourly: Net: (gross after taxes)	Housing (rent or house payment):
Other Income (describe):	Insurance:
	Utilities:
	Home Furnishings:
	Consumables & Food:
	Car Payment:
	Entertainment:
	Student Loans: Total: Monthly Payment: # of Years until Paid off:
Other (list):	
Total Income: \$ 0.00	Total Expenses: \$ 0.00
Balance (Difference between Income and Expenses):	

*Has completing these worksheets altered your plans? If so, this information in the reflection box for **Next Steps: Make Plans, Education Plans.***

What are your educational plans now for after high school?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

My Experiential Learning Plans & Reflections

If you have not yet engaged in some of the experiential learning activities listed below, you need to do so now. If you plan to participate in more experiential learning activities this year, you will want to continue updating the worksheet below to document your experiences and add other experiences you would now like to plan for the rest of this year. Keeping records of your experiential learning will come in handy as you apply for scholarships, college, and work.



Talk with your teachers or counselor to arrange career-related learning experiences, job shadows, internships or mentorships. They can help you find good locations for these experiences. Your student handbook or yearbook will include contact information for clubs and sports. You can identify community services opportunities that link to your career interests as well. Carefully consider and plan your options. Your time may be busy this year!

After you **conduct** these experiences, be sure to **record** your participation on this form as well as in the **Resume Creator** found under the Employment tab on the CIS homepage. You will want accurate records of this participation for scholarships, college, and job applications.

In addition, be sure to take time to reflect upon what these experiences meant to you at the bottom of this worksheet. Typically, it's when a person's **reflects** upon an experience that the real meaning surfaces. Experiential learning activities may prove to be some of the most valuable learning of your high school career! Save this worksheet. You may be able to attach it to a college or scholarship application.

Instructions:

1. Review your *Experiential Learning Worksheet* from Looking Deeper.
2. Update the worksheet below with your actual participation (by placing **X**'s in the appropriate grade columns). If you began this earlier and saved the worksheet, simply update the earlier saved worksheet.
3. Note any honors, awards or notable accomplishments you gained through this participation in the final column.
4. For any new activities you would like to add, write the name of the activity, organization, or club in the Activity column.
5. Check the grade(s) that you actually participated in activities in the Grades columns.
6. Next note how the activity supports your career or personal goals in the final column. Also note any honors or awards you have received to date in this final column.
7. Reflect upon the value of the experience to you by answering the questions that follow the worksheet.
8. Summarize your plans in the **Experiential Learning** section of **Next Steps: Make Plans, Experiential Learning Plans in Career Plan**. You will see several text boxes asking about your plans for various activities you may have planned on this form.

EXPERIENTIAL LEARNING WORKSHEET

Activity	Grades				How this Activity Supports My Goals/Honors Awards Accomplishments
	9	10	11	12	
Student Leadership					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Club Participation					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Athletics					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community Service					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Career-Related Learning Experiences:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Job Shadows:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Activity	Grades				How this Activity Supports My Goals/Key Learning from My Participation
	9	10	11	12	
Interning:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mentorship:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What have you learned from these experiences? _____

How have these experiences shaped your future career/education plans? _____

Summarize your experiential learning plans *for this year* below and then transfer these plans to the reflection boxes in the **Looking Deeper: Make Plans, Experiential Learning Plans** section of **Career Plan**. Remember to note any accomplishments in the **Resume Creator!**

What new plans for experiential learning do you have?

Your Signature: _____ Date: _____
 Reviewed by: _____ Date: _____

Securing Financial Aid Awards

You assessed your finances and looked at your expected debt. Now it's time to secure financial aid. By the end of this activity, you should have some financial aid award possibilities to check out.

This activity uses the CIS Financial Aid Sort then walks you through a structure for staying organized and tracking your efforts to secure financial awards. You can get financial help with post-secondary costs. Scholarships and other financial awards exist for all types of programs and students! The key to securing financial awards is to stay organized and apply for several. It also helps to have clear goals and stay focused on school.

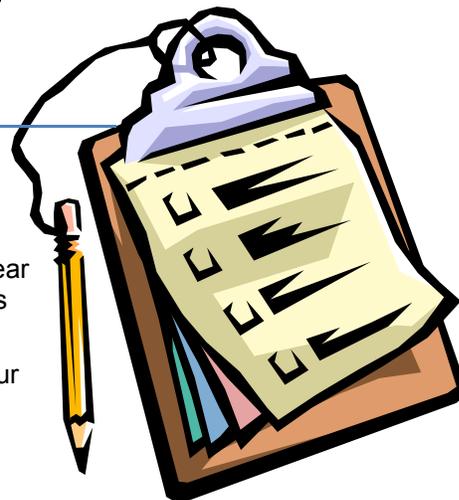


Instructions:

1. Click **Financial Aid Sort** from the CIS home page.
2. This takes you to the Financial Aid Sort instruction page, where you click **Go**.
3. Build your financial aid award list by answering the *Personal Characteristics* items.
4. Refine your award list by answering the last two questions about *Award Requirements* and *Deadlines*. Omit factors that do not fit your characteristics to get the best list.
5. Once your list displays, click any award to learn more about it. If it appears interesting to you, click the checkbox to the left of the award.
6. After reviewing your list, click the **Save Checked** button to save your favorite awards to your CIS portfolio.
7. Also click **Save this Sort** to access this award list and your sort selections in the future.
8. On page two of this worksheet, note the awards that interest you in column one of the **Award Tracking** Table.
9. In column two, note the contact name and web or email address for further information.
10. In column three note actions taken to apply or further investigate the award.
11. In column four note results.
12. Finally, note any updates to your financial plans in the Next Steps, Make Plans, Make Financial Plans section of My Career Plan.

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Senior Year - College Planning Checklist



By senior year, you may feel ready to “take it easy” - commonly referred to as “senioritis.” Senioritis means slacking off in school because you think your grades are no longer important. Contrary to popular belief, college admissions personnel *do* care about senior year grades; offers of admission can be and are withdrawn when students don’t perform as expected.

One way to help with senioritis is to become and stay focused on your goals. Use this checklist to keep track of all you need to do.

Instructions:

1. Print the *Senior Year - College Planning Checklist* below early in your senior year in high school.
2. Under each activity, there is space to make notes about what you need to do. For example, when is the college application due for a special college of interest? What is the date that you can submit the FAFSA? As you meet with your counselor, learn more about your preferences, and talk with your parents, refine your list.
3. Display your Senior Year - College Planning Checklist in a prominent place to remind you throughout the year about your deadlines.
4. Also read and print the file titled *How do I apply for financial aid?/Important steps* within the *Paying for School* section of CIS **Financial Aid**.

SENIOR YEAR – College Planning Checklist

Create a calendar for my deadlines. If you plan to go to college, include:

- testing dates for required admissions tests AND test registration dates;
- college application deadlines;
- financial aid deadlines for FAFSA and colleges;
- private financial aid application deadlines;
- admission notification dates; and
- confirmation of acceptance deadlines

If you plan other steps after high school, deadlines to include on my calendar for these steps are (list):

1. _____
2. _____
3. _____
4. _____

Stay focused and involved. Don’t slack off senior year - it counts!

- Retake the SAT if necessary. Take SAT II tests if required.
- Take the AP tests for my AP classes.
- Decide where to apply for college. Request recommendations from teachers and others (at least one month before the deadlines). Complete and submit applications, preferably before the deadlines.
- Apply for financial aid. Have your parents complete the FAFSA in January. Complete college forms by deadlines. Apply for private aid you have located through my financial aid searches by deadlines.
- Make your decision about college when you receive acceptance notices. Read all of the materials from the school and complete all of the necessary steps to accept your admission and financial aid package. Plan for orientation and registration and secure housing.
- Update your resume and job application data in the CIS **Resume Creator**.
- Apply for a job (summer or permanent).
- Leave school with final transcripts, my project portfolios, and other materials that will help you later on. Record your CIS user name and password so you can maintain **My Portfolio** after you finish high school.
- Celebrate graduation!

Instructions:

7. Summarize your senior year college planning activities below
8. Next, transfer these plans to the reflection boxes in the **Next Steps: Make Plans, Action Plans and Supports** section of **Career Plan**

What are your *college* action plans for this year?

Your Signature: _____ Date: _____
 Reviewed by: _____ Date: _____

My Job Search Plan

You may be involved in finding a job many times in your life. This worksheet lists important steps that can make your job search effective and successful. This worksheet also provides some tools that you can use on any job search to plan your search and stay motivated amid the process. It's rarely easy to land a new job. Searching and rejection require patience and tenacity. The effort is all worth it when you finally accept the offer!



Instructions:

1. Review the **Job Search Steps** checklist on page 2 then read CIS **Job Search** information, found under the **Employment** tab on the CIS Homepage.
2. As you read about each step, note how that step applies to your job search. You will be referring to this checklist during your job search, so describe what you are going to do in each step on the worksheet.
3. Your steps will be a little different for a permanent job versus a summer, temporary, or part-time job. (You can read additional information about these steps in the CIS **Job Search** information. If you need more information about a step, read CIS **Job Search** information.
4. Once you have annotated the **Job Search Steps** checklist, you are ready to complete the **Job Search Action Plan**. (If you are not currently looking for a job, you can create a plan for a future job search using the example on page 3. You can also complete the other steps of the process.)
5. Collect your job search information and develop your resume by completing or updating your resume. Click on **Resume Creator** within under the **Employment** tab in CIS or this section of the **Career Plan**.
6. Generate your resume. Click **Format and Print Resume**.
7. Look over your resume. Check for spelling errors and omissions.
8. Continue preparing and conducting your job search, completing the steps on the **Job Search Steps Checklist** as needed.
9. Make sure you prepare a cover letter and practice for each job interview. Customize your resume as needed.
10. Use the **Job Search Record Form** on page 4 and the **Interview Evaluation Form** on page 5 to track your efforts and evaluate yourself, so you can improve your job search skills as you proceed.
11. Post your action plans in the **Next Steps: Make Plans Action Plans and Supports** section of the **Career Plan** and in the box at the bottom of page 5.

JOB SEARCH STEPS



Use these steps as a checklist to keep yourself and your job search organized:

<input type="checkbox"/>	1. Choose an occupation.
<input type="checkbox"/>	2. In Career Plan you selected occupational goals. If you are looking for a part-time or temporary position, you may need to target an occupation or job that does not directly fit your goals.
<input type="checkbox"/>	3. Develop a job search plan. (Use the CIS Job Search Action Plan .)
<input type="checkbox"/>	4. Collect important information about yourself and your history. (Begin or update your Education and Work History using CIS Resume Creator .)
<input type="checkbox"/>	5. Stay organized.
<input type="checkbox"/>	6. Locate job leads.
<input type="checkbox"/>	7. Check out potential employers.
<input type="checkbox"/>	8. Develop an effective resume. (Use Resume Creator .)
<input type="checkbox"/>	9. Prepare for a job interview. (Use the CIS Job Search file – Job Interviews both the Prepare and Practice sections.)
<input type="checkbox"/>	10. Follow up all employer contacts.
<input type="checkbox"/>	11. Stay positive
<input type="checkbox"/>	Other Notes:

MY JOB SEARCH ACTION PLAN

Once you choose the occupation or job you are seeking, you can develop your own action plan. Complete an action plan for your job search using the form below. Here is an example:

OBJECTIVE: Find a job as a landscaper	
REASONS:	
<ul style="list-style-type: none"> • Like plants • Want to work outdoors • Enjoy working on a team • Want to see a finished product 	
STEPS	TIMEFRAME:
1. Research CIS occupation file about landscapers	1 day
2. Speak with friends and family about local landscapers	3 days
3. Look in the yellow pages and form a list of potential employers	1 day
4. Drive by houses that have company signs in the yard	2 days
5. Stop by landscapers' offices and talk to the people who work there	5 days

MY JOB SEARCH ACTION PLAN

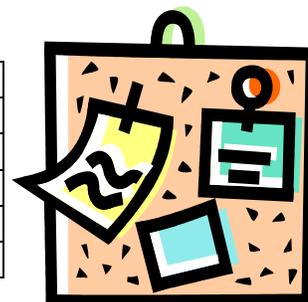
Objective:	
Reasons:	
•	
•	
•	
•	
Steps:	Timeframe

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JOB SEARCH RECORD FORM

A job search record will help you plan follow-up activities and future interviews. Use one set of forms for each interview. Keep records of each job and informational interview that you conduct

COMPANY:	
ADDRESS:	
PHONE NUMBER:	
SUGGESTED BY:	
DATE/TYPE OF INTERVIEW:	TIME:
CONTACT NAME:	TITLE:



Rate the employer using “+” for very satisfactory, “ok” for satisfactory, and “-” for not satisfactory. Select your rating and add your comments.

CRITERIA	RATING	COMMENTS
WOULD I LIKE TO WORK HERE:		
DUTIES:		
SKILLS REQUIRED:		
WORKING CONDITIONS:		
TRAINING:		
ADVANCEMENT POTENTIAL:		
PAY:		
BENEFITS:		
OTHER:		

FOLLOW-UP INFORMATION

EMPLOYER WILL DECIDE UPON HIRING BY:	
CALL EMPLOYER ON:	
NEXT INTERVIEW DATE/LOCATION:	TIME:
THANK YOU LETTER SENT TO:	DATE:
OTHER JOB LEADS, INFORMATION, AND COMMENTS.	

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INTERVIEW EVALUATION FORM

After each interview, evaluate how well you performed on each of the items listed below. Put a “+” if you feel you did very well, an “ok” if you believe you were acceptable but not particularly outstanding, and a “-” if you feel you did not do well or need to improve.

COMPANY:	DATE:
INTERVIEWED WITH:	



RATING MYSELF

- | | |
|--|---|
| <input type="checkbox"/> Arrived early | <input type="checkbox"/> Mentioned accomplishments and credentials |
| <input type="checkbox"/> Completed application neatly in pen | <input type="checkbox"/> Mentioned responsibility and dependability |
| <input type="checkbox"/> Dressed properly | <input type="checkbox"/> Explained skills using real-life examples |
| <input type="checkbox"/> Smiled | <input type="checkbox"/> Asked three or four questions |
| <input type="checkbox"/> Was friendly with receptionist and others | <input type="checkbox"/> Expressed interest in working for the company |
| <input type="checkbox"/> Introduced self to interviewer; shook hands | <input type="checkbox"/> Asked interviewer when they will make a decision |
| <input type="checkbox"/> Gave copy of resume | <input type="checkbox"/> Obtained other job leads (if no job available) |
| <input type="checkbox"/> Gave copy of reference list | <input type="checkbox"/> Thanked interviewer |
| <input type="checkbox"/> Showed recommendation letters | <input type="checkbox"/> Responded positively and clearly to questions |
| <input type="checkbox"/> Had good posture and remained reasonably calm | |
| <input type="checkbox"/> Described how qualifications match employer needs | |

In what ways can I improve my next interview?

During your job search, your planning needs will evolve. In the **Next Steps: Make Plans Action Plans and Supports** section of your **Career Plan** write your job search action plans.

In summary, what is your action plan (synthesize from the action plan above)?

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

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My Graduation Plans



You are almost finished. Do you have a clear vision of your future in sight?

You have reviewed and updated your goals and planned new experiential learning activities for this year. Using the **Senior Year - College Planning Checklist**, you identified several key steps for this year and put these on your calendar. If you are headed to work, you have developed job search skills and crafted a resume. Now it is time to itemize these plans and update your long-term plans.

Have you identified new ideas for your future this past year? Did you revise your plans? Perhaps your college visits helped you crystallize a new post-secondary school goal? Maybe an internship opened a door for on-the-job training?

Crafting your graduation plans will keep you focused. This worksheet asks you to review the earlier plans you wrote. You will see how much you have grown these past four years and probably see some needed changes for your plans. Planning helps you manage your time and keeps you motivated for success. It's like a pat on the back for your effort!

Instructions:

1. Review the action plan and reflections you created earlier in **Getting Started** and in **Looking Deeper: Make Plans, Action Plans and Supports**. Print this and note needed edits.
2. Using the worksheet below, update your earlier action plans, inserting actual dates for actions accomplished and adding new plans where needed.
3. List specific actions you can take in each category to achieve your plans and note any needed changes.
4. Edit the target dates where needed.
5. Think about who supports you and what *new* supports you may need for achieving these goals. List any new supports in the columns titled "Supports". (Be sure to inform your supports about your goals and let these individuals know that you see them as supports!)
6. Use the information you list in the tables to complete the reflection boxes in the **Next Steps: Make Plans, Action Plans and Supports** section of your **Career Plan**.

LONG TERM ACTION PLAN (four years after high school)

The following three questions will help you make specific plans so you can answer the question in the text box at the bottom of the next page.

1. What are some specific action steps you need to take to achieve your long-term career goals? List key steps in the table below.

Plans after high school:			
Actions needed:	My Supports	Target Date	Actual Date

SHORT TERM ACTION PLANS (this year)

2. What courses are you considering this year? (The courses you list below will help you update the CIS **Course Planner**—your last step in creating an educational plan)

Courses Considered:	Supports	Target Date

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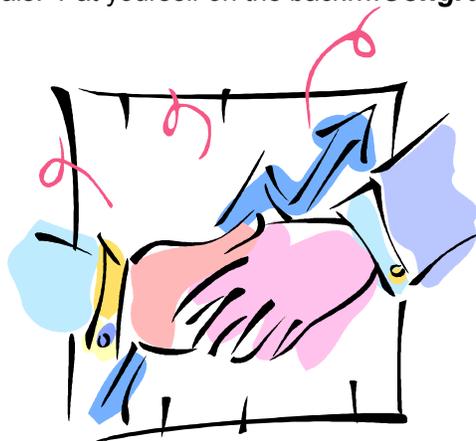
OBSTACLES AND BARRIERS

3. What obstacles and barriers do you face? On the following table, list obstacles and barriers that could make it difficult for you to reach your goals, i.e. previous poor grades, health issues, etc. List some ideas on how you can overcome these obstacles in the table below.

Obstacles	Ideas for Overcoming Obstacles	Supports

In summary, what is your action plan for this year (synthesize the text boxes above)?

Use the information you listed in the tables above to complete the reflection boxes in the **Next Steps: Make Plans, Action Plans and Supports** section of your **Career Plan**. Then congratulate yourself. You created good plans using quality information about yourself and your options. You have a plan for the future and SMART goals! Pat yourself on the back....**Congratulations and best wishes.**



Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

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My Financial Plan

You assessed your finances and looked at your expected debt. Now it's time to make a financial plan. By the end of this activity, you should have a clear sense of how to achieve your financial goals.



Instructions:

1. List your financial goals in box #1 below.
2. Describe your current financial situation in box #2 below. Use CIS **Occupations** to find future wage information.
3. Detail you plan to achieve your financial goals in box #3, beginning at the bottom of the table with your current activities.
4. Transfer key elements of your plan to the **Next Steps, Make Plans** section of **Career Plan**.

1) My financial goals:

In five years I would like to:

By retirement I would like to:

2) My financial situation

My income now (include allowance): \$

My expected income upon completion of training: \$

Other important factors:

3) My plan to achieve my financial goals

In 5 years	
In 4 years	
In 3 years	
In 2 years	
Next year	
This year	

Your Signature: _____ Date: _____

Reviewed by: _____ Date: _____

Possible Student Reflective Writing Prompts

As students complete the activities for each grade or developmental level (i.e. Getting Started, Looking Deeper, and Next Steps), they build their Career Plan by answering suggested questions at each level in the **Career Plan**. These reflections are listed below with examples of constructive answers a student might provide.

From Know Myself

What do you know about yourself - your characteristics, interests and preferences?

Example: I am an energetic people person. I love animals. I care about doing well in school.

What did you learn about yourself from the career assessments you used?

Example: I am a "Social" type; lots of human services jobs match me well.

What are your favorite career clusters

Example: Arts & Communication

What occupations interest you now?

Example: Counselor, teacher, social worker

From Research Options

What occupations interest you now?

Example: Counselor, teacher, social worker

What are the preparation requirements for the occupations that interest you?

Example: at least four years of education beyond high school for most careers that interest me, some of which will be in a college or university setting.

What are your favorite career clusters

Example: Arts & Communication

From Evaluate Options

What did you learn about yourself from the career research you completed?

Example: I like careers best that require lots of education.

What did you learn about how you set goals and make decisions from the career work you completed?

Example: I like making decisions by being objective. I like exploring all my options.

From Set Goals

What are your personal goals?

Example: I want to learn to play a guitar. I want to run the 880 in less than two minutes.

What are your academic goals?

Example: I want to get straight A's in math this year. I want to take College Algebra in high school.

What are career goals?

Example: I want to work in a social services field. I want to work over seas sometime in my career.

What are your plans for improvement and enrichment this year?

Example: I plan to take a college Italian class. I also plan to meet with my math teachers once a week after school to review homework questions.

From Make Plans

What are your educational plans after high school?

Example: I plan to go to a 4-year college.

What high school courses are you considering?

Example: Arts, Honors math and English, International Studies, and Woodshop.

What extracurricular activities do you plan to participate in?

Example: Volleyball, track, swimming, leadership, Key Club, yearbook staff

What high school programs are you considering?

Example: CTE program in Arts and Communications

What plans for experiential learning do you have?

Example: Get as much job-related experience and training as possible

Exploration/Job Shadowing?

Example: Job shadow a counselor my sophomore year.

Mentoring?

Example: I will work with a mentor on my senior project, which will have something to do with helping people.

Internships?

Example: I will intern at the local women's shelter.

Community Service Learning?

Example: I will volunteer with the homeless shelter my junior and senior years.

What are your financial plans now?

Example: Get a summer job each year, save what I can for community college, seek scholarships for school.

What are your financial goals?

Example: I want to save enough money to attend community college for two years.

What did you learn about yourself from the financial research you completed?

Example: I am more of a spender. I need to work on saving money for my future.

What is your action plan for this year?

Example: Get straight A's, do a job shadow in a social services site, meet with math teachers if I struggle to get A's, take Italian.

What are your long-range plans?

Example: Go to college, maybe OSU, travel abroad to work and enjoy life.

Who will encourage and support you to achieve your goals?

Example: My mom, Mrs. Smith, my counselor, and my friend Julie.



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50 copies of this public document were produced at an estimated cost of \$0.67 per copy, for a total cost of \$33.50, which includes \$33.50 for printing and \$0.00 for distribution.