Activities/

Resources

for

Outcomes

Outcome #2

What Is Important to Me?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

What is most important to you? There is no right or wrong answer. Knowing more about what is important to you will help you know yourself better.

Directions: With a partner, read the following list of words. Be sure that each of you understands each word. Look up the words with which you are unfamiliar. It is not necessary to write the definitions, just understand them.

Select the five important items that you think would make the world a better place if everyone on earth had these five important items. Mark them with an “M” for “me,” then tell your partner why you chose these. Listen very closely as your partner tells you his/her choices. Mark his/her choices with a “P” for “partner.” When you have both discussed your choices, introduce your partner to the class and explain his/her choices and why they are important to him/her.

\_\_\_ religion \_\_\_ safety \_\_\_ family stability \_\_\_ education

\_\_\_ a home \_\_\_ physical \_\_\_ respect for \_\_\_ admiration

appearance authority

\_\_\_ honesty \_\_\_ health \_\_\_ tradition \_\_\_ justice

\_\_\_ change \_\_\_ love \_\_\_ loyalty \_\_\_ fitting in

\_\_\_ money \_\_\_ free time \_\_\_ good grades \_\_\_ maturity

\_\_\_ nature \_\_\_ sticking up \_\_\_ equality \_\_\_ freedom

for others

\_\_\_ dignity/worth \_\_\_ wisdom \_\_\_ children \_\_\_ true friends

\_\_\_ the elderly \_\_\_ saving for \_\_\_ rules/laws \_\_\_ marriage

future

\_\_\_ initiative \_\_\_ clubs \_\_\_ clothing \_\_\_ skill/talent

\_\_\_ career \_\_\_ good values \_\_\_ responsibility \_\_\_ power

\_\_\_ knowledge \_\_\_ achievement \_\_\_ respecting others \_\_\_ attitude

Outcome #3

Myers Briggs Personality Type Indictor

What is Psychological Type?

Psychological type is a theory developed by Carl Jung, a Swiss psychiatrist (1875-1961), to explain some of the apparently random differences in people’s behavior. According to Jung’s theory, predictable differences in individuals are caused by differences in the way people prefer to use their minds.

What is the MBTI?

The Myers-Briggs Type Indicator® (MBTI) is an instrument designed to make Jung’s theory understandable and useful in everyday life. MBTI results describe valuable differences between normal, healthy people – differences that can be the source of much misunderstanding and miscommunication. The authors, Katherine Cook Briggs (1875-1968) and her daughter, Isabel Briggs Myers (1897-1980), were keen observers of human personality differences. They studied and elaborated the ideas of Carl Jung and applied them to human interaction. Prompted by the waste of human potential in World War II, Myers began developing the Indicator to give a wide range of individuals access to the benefits of knowing their psychological type. After more than 50 years of research and development, the current MBTI is the most widely used Instrument for understanding normal personality differences.

What is the benefit of the MBTI?

The MBTI functions as a tool that helps people in organizations to:

* Understand themselves and their behaviors
* Appreciate others so as to make constructive use of individual differences

Specifically, organizations use the MBTI for:

* Communicating more effectively with supervisors, peers, and employees.
* Solving organizational problems.
* Making the most of organizational human resources
* Improving teamwork
* Understanding and adapting to differences in management style
* Conflict resolution
* Understanding contributions to the organization

Why the MBTI?

* The MBTI® is a self-report instrument. You are the decision maker.
* The MBTI is non-judgmental. Some instruments leave you feeling that there is something wrong with you--that there is a right and a wrong way to be. The MBTI and each of its 8 preferences and 16 personality types allow you to understand you particular strengths and contributions to society.
* The MBTI is an indicator of preferences. There are no correct or incorrect answers. You cast your votes for the way you prefer to direct your energy, take in information, make decisions, and orient your life.
* The MBTI does not measure; it sorts. You sort yourself into one of two equally attractive options. High preference scores only indicate that you were very clear in your choice.
* The MBTI is well researched. It has been subjected to rigorous research tests.

What are “PREFERENCES”?

The MBTI reports your preferences on four scales, each opposite poles. The following exercise will most easily convey what is meant by “preferences.”

First, sign your name on the line below as you normally do.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now, sign your name again on the line below, but this time use your other hand.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you describe the experience of writing your name with your preferred hand? With your non-preferred hand?

Preferred hand Non-preferred hand

Feels natural Feels unnatural

Did not think about it Had to think and concentrate

Effortless & easy Requires energy

Looks neat Awkward and clumsy

You can use either hand when you have to and use both hands regularly, but for writing one is natural, while the other requires effort. You can develop your ability to write with your non-preferred hand, but imagine how difficult it would be if you were required to write with your non-preferred hand throughout your work or school day.

Myers-Briggs Type Indicator (MBTI)

ORIENATION OF ENERGY – EXTRAVERSION – INTROVERSION

*Direction of focus, source of energy*

E EXTRAVERSION INTROVERSION I

Energized by outer world Energized by inner world

Focuses on people and things Focus on thoughts and concepts

Talk thoughts out Keeps thoughts in

Active Reflective

Breadth of interest Depth of interest

Live it, then understand it Understand it before live it

Interaction Concentration

Outgoing Inwardly directed

Do-think-do Think-do-think

PERCEIVING FUNCTION – SENSING – INTUITION

*Ways of taking in information*

S SENSING INTUITION N

Facts Meanings

Data Associations

Detail Possibilities

Reality-based Hunches, speculations

Actuality Theoretical

Here and now Future possibilities

Looks at what is real Looks at what could be

JUDGING FUNCTION – THINKING – FEELING

*Ways of coming to a conclusion, making a decision*

T THINKING FEELING F

Analytical Sympathetic

Justice Mercy

Objective Subjective

Logical system Value system

Impersonal Personal

Critique Appreciate

Reason Empathy

Criteria Circumstances

Firm but fair Compassionate

ORIENTATION TO OUTER LIFE – JUDGING – PERCEIVING

*Dealing with outside world*

J JUDGING PERCEIVING P

Organized Pending

Settled Flexible

Planned Spontaneous

Decisive Tentative

Control one’s life Lets life happen

Set goals Likes surprise

Systematic Open to change

Regulate Flow

|  |  |
| --- | --- |
| Extraversion | Introversion |
| Gregarious - drawn to large number and variety of relationships | Intimate - most comfortable in small groups and with one-on-one relationships. |
| Enthusiastic - being energetically with the "action" and at the center of things. | Quiet - present themselves modestly, drawn to the calm away from the center of action. |
| Initiator - social facilitator, assertively outgoing, build bridges among people. | Receptor - content to let others initiate social amenities - even to the point of being overlooked. |
| Expressive - easy to know, approachable, warm, readily show feelings | Contained - well controlled, calm exterior, often difficult for others to "read." |
| Auditory - learn through listening, active dialogue, and involvement with others | Visual - learn through observation, reflection, reading, and more solitary means. |
| Sensing | Intuition |
| Concrete - depend on verifiable, factual information and direct perceptions. literal, mistrust fuzzy information | Abstract - comfortable with and inferring meaning from ambiguous and non-literal information. Perceptive. |
| Realistic - value being practical, cost-effective, and exercising common sense. | Imaginative - enjoy being ingenious, clever and novel . . . for its own sake. |
| Pragmatic - highly values the usefulness or applications of an idea - more interesting than idea itself. | Intellectual - learning, acquiring knowledge, mental challenges are valued as an end in itself |
| Experiential - heavily grounded by first hand, past experience. Reluctant to generalize beyond direct experience. | Theoretical - conceptual, automatically search for patterns in observed facts, comfortable with theories and inventing new ones. Resourceful. |
| Traditional - trust what is familiar, support established groups and methods, honors precedents. | Original - values initiative and enterprising, inventive, and novel solutions. Often mistrusts conventional wisdom. |
| Thinking | Feeling |
| Critical - comfortable making distinctions, categorizing, makes win/lose choices, being in adversarial situations. | Accepting - tolerant towards human failings, see positive side of others, instinctually seeks win/win resolutions of problems. |
| Tough Minded - results oriented, ends justify the means, stick on task. Firm. | Tender Hearted - use gentle persuasion to influence, reluctant to force compliance. |
| Questioning - intellectually independent, resistant to influence, self-confident. | Accommodating - seeks consensus, deferential, conflict avoiding, seeks harmony. |
| Logical - values and trusts detached objective, and logical analysis. | Affective - trusts emotions and feelings, values human considerations, in touch with feelings. |
| Reasonable - is clear-thinking, objective, reasoned, and logical in everyday decision-making. | Compassionate - makes decisions on overall impressions, patterns, and feelings (including emotional likes and dislikes). |
| Judging | Perceiving |
| Early Starter - focused. Structure activities to work on one thing at a time, allowing adequate time for proper completion. | Pressure Prompted - prefers variety and multi-tasking. Most effectively energized when working close to deadlines. |
| Systematic - prefers orderly, structured and programmed responses. Likes formal contingency planning. | Casual - comfortable making adjustments as situation requires. Prefers informal guidelines vs. structured rules. Adaptable. |
| Scheduled - creates and easily follows standardized and familiar routines. | Spontaneous - dislikes repeatedly following the same routines. Seeks variety and change. |
| Planning - likes to schedule future commitments far in advance, uses dates and deadlines to organize their energies. | Open-ended - strongly values preserving flexibility and freedom, dislikes being tied down by long range plans. Makes flexible plans. |
| Methodical - implements projects in a planned, organized, and step-by-step manner. Self-programming. | Emergent - ad hoc planner. Moves quickly into action without detailed plans, plans on the go. Risk taking. |

MBTI TYPE TABLE Descriptive Words, Occupations and Special Talent

|  |  |  |  |
| --- | --- | --- | --- |
| ISTJ  Descriptive Words:  Practical, realistic, efficient, quiet, thorough, orderly  Occupations:  Management Accounting Departments Data Processing Legal  Special Talent:  Attention to detail, use of data | ISFJ  Descriptive Words: Conscientious, friendly, loyal, accurate, considerate  Occupations:  Administration Health Care Religious setting  Special Talent:  Helping people in a behind-the-scene manner | INFJ  Descriptive Words:  Sensitive, organized, decisive, insightful, empathetic, creative  Occupations:  Counseling Religion Teaching Arts  Special Talent:  Facilitate emotional, intellectual, or spiritual development | INTJ  Descriptive Words:  Original, skeptical, independent, rational, detached  Occupations:  Legal department Science and technical fields  Special Talent:  Intellectual creativity, conceptualization and analysis. |
| ISTP  Descriptive Words:  Tolerant, flexible, analytical, objective, logical  Occupations:  Technical fields Facilities management Military and law enforcement  Special Talent:  Hands on skills, analytical work with data and things. | ISFP  Descriptive Words:  Kind, trusting, observant, factual, gentle  Occupations:  Health Care Counseling Business Team Coordination  Special Talent:  Service-related and attention to details. | INFP    Descriptive Words:  Curious, caring, idealistic, flexible, adaptable, accepting  Occupations:  Business Coordination Writing Psychology Religion  Special Talent:  Human insight and creativity | INTP  Descriptive Words: Objective, ingenious, curious, detached, contemplative  Occupations:  Technical fields Scientific research Organizational research  Special Talent: Objective analysis of problems based on their technical expertise. |

|  |  |  |  |
| --- | --- | --- | --- |
| ESTP  Descriptive Words: Spontaneous, active, assertive, tolerant, straightforward  Occupations:  Marketing Business Sales  Special Talent: Persuasion and action-oriented outcomes | ESFP  Descriptive Words: Friendly, flexible, specific, persuasive, realistic, optimistic  Occupations:  Health Care Teaching Coaching  Special Talent:  Helping people with their practical needs. | ENFP  Descriptive Words: Enthusiastic, warm, imaginative, creative, cooperative, curious  Occupations:  Human Resources Counseling Teaching Design  Special Talent: Working to gain cooperation among people and groups. | ENTP  Descriptive Words: Clever, conceptual, questioning, alert, outspoken, quick  Occupations:  Project management Technology Design/arts Science  Special Talent: Change and continually changing situations. |
| ESTJ  Descriptive Words:  Decisive, matter-of-fact, systematic, clear, forceful  Occupations:  Logistics Administration Management  Special Talent:  Use of organization to get things done. | ESFJ  Descriptive Words: Sympathetic, helpful, personable, tactful, consistent, warm  Occupations:  Teaching Corporate Trainers Sales Management  Special Talent: Personal skills to achieve organizational objectives. | ENFJ  Descriptive Words: Compassionate, loyal, responsible, trustworthy, sociable  Occupations:  Corporate Trainers Team leaders Arts  Special Talent:  Helping and facilitating groups. | ENTJ  Descriptive Words: Frank, logical, conceptual, assertive, innovative, direct  Occupations:  Systems Analyst Leadership Positions Business Executive  Special Talent: Management: toughminded strategy, analysis, and organization. |

Outcome #5

ABCs

Working together as a group, come up with at least one skill for every letter of the alphabet. Although you are working as a group, each person should fill out their own worksheet.

A-

B-

C-

D-

E-

F-

G-

H-

I-

J-

K-

L-

M-

N-

O-

P-

Q-

R-

S-

T-

U-

V-

W-

X-

Y-

Z-

Outcome #5

My Skills

Using the list of the skills that your group came up with, pick out four skills you think you have from that list and give an example of how that skill is useful.

Skill 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skill 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skill 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skill 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcome #6

How Do I Become A...?

Use the Internet to research what kind of education requirements there are for a career you are interested in. Also, try to find out what kind of skills you might need for that career.

Example: I want to be a(n) teacher

Education Requirements: Bachelor degree in the area I want to teach

Teaching certification

Master degree to increase income and teach at a college

Skills I Need: math skills to keep track of students’ grades

public speaking so I can talk in front of class of students

creativity so I can come up with activities for students

I want to be a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Education Requirements: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skills I Need: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcome #6

Planning for My Career

It’s never too early to start preparing for a career that interests you. Although it might seem like a long time before you will be able to start your career, there are things you can do right now to prepare yourself. You can do research and find out what your different options are for your career, or even volunteer somewhere to find out if you would really enjoy a particular career. Use the space below and write a few sentences explaining what you can start doing now to explore a career that interests you.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome #7 Career Cluster Descriptions | | |  |  |  |
| Career Cluster Name | Description | Career Cluster Name | | | Description |
| Agriculture, Food &  Natural Resources | The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. | Hospitality  & Tourism | | | Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. |
| Architecture  & Construction | Careers in designing, planning, managing, building and maintaining the built environment. | Human Services | | | Preparing individuals for employment in career pathways that relate to families and human needs. |
| Arts, A/V Technology & Communications | Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. | Information Technology | | | Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services. |
| Business Management   & Administration | Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. | Law, Public Safety, Corrections  & Security | | | Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. |
| Career Cluster Name | Description | Career Cluster Name | | | Description |
| Education & Training | Planning, managing and providing education and training services, and related learning support services. | Manufacturing | | | Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. |
| Finance | Planning, services for financial and investment planning, banking, insurance, and business financial management. | Marketing | | | Planning, managing, and performing marketing activities to reach organizational objectives. |
| Government & Public Administration | Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels. | Science, Technology, Engineering  & Mathematics | | | Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. |
| Health Science | Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. | Transportation | | | Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. |

Outcome #7

Activity Sheet: Career Cluster Group Project Form

|  |  |
| --- | --- |
| Forestry worker | Roofer |
| Printing press operator | Data Entry Keyers |
| Teacher Assistant | Teller |
| Surveying and Mapping Tech | Pharmacy Tech |
| Customer Service Rep | Social Service Assistant |
| Computer Operator | Correctional Officer |
| Expediting Clerk | Merchandise Displayer |
| Electrical Drafter | Cargo/Freight Agent |

Activity Sheet: Who I Am …….

Outcome #9

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A career I am considering: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Career path: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

High salary Working in a wet place Working in a safe place

(over $50,000)

Middle income Working in some hazardous Working at the same location

($20,000 to $50,000) surroundings all day

Low income Pleasant working conditions Working inside

(under $20,000)

Staying clean Working outside Getting dirty

Working in a factory Working in a rural setting Working in many areas

Working in a store Working in an office Traveling as part of the job

Working in a noisy place Working with other people Working in a quiet place

Working in heat Planning your own work Working alone

Working in cold Doing work that provides a Working in air conditioning

chance to be creative

Working in a dry place Doing the same task each day Having a high level of

responsibility

Following orders Spending lots of time with your Doing different tasks every

family day

Working a seasonal job Being your own boss Having vacation time

Working for someone else Working short hours Having flexible hours

Performing mental, rather Working a regular 40-hour week Having respect in the

than physical, tasks community

Working with details Working with tools Performing physical, rather

than mental, tasks

Having good fringe benefits Manufacturing a product Performing a service

Working while standing Working while sitting Helping people

Doing work that requires Competing with others Working in an expanding

a great deal of reading career area

and writing

Motivating others Influencing others Working in a city

Working in the suburbs Supervising others Making decisions on the job

Working in a declining No high school diploma Social skills required

career area or GED required

Listening skills required Following directions carefully Trade or technical school required

Working with a chance for Advanced college degree required Using writing skills

advancement

Using speaking skills Using reading skills On-the-job training required

Apprenticeship offered License required Memory skills required

Working as a member of Good grooming required Using science skills

a team

Advanced math skills required Basic math skills required Union membership required

Typing skills required Special skills required College degree required

Social studies skills required Good manners required Working by myself

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X’s and O’s in front of each of the statements, the career you are considering should appeal to you. If many of the X’s (true for you ) and O’s (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Outcome #10

Career Autobiography

The career autobiography is a written interview that asks you to tell YOUR story. Please answer each question in as much detail as possible before moving to the next question. Please feel free to allow your creative juices to flow.

1. Tell your life’s story. Talk about who you are, where you’ve come from, experiences you’ve had, and what has brought you to where you are today.

2. If you have not done so, add to your autobiography by going back to begin with your earliest recollections.

3. Talk about your working life. What kinds of work experiences have you had? (These can be paid experiences, volunteer work, student activities, or any leadership positions that have taken a lot of time.) What did you like or dislike about these experiences?

4. What have been the major turning points and transitions in your work life?

5. Who have been your influencers (e.g. parents, teachers, role models) in your school and work lives? Why were they so influential? What did your parents do for work? In what ways did their work and work experiences formulate or influence your thinking about work and careers?

6. What have been some of your most enjoyable work experiences? Why? What have been some roles that you have not enjoyed? Why?

7. Have there been a few peak experiences you have had in your life or work life? What about the experience, the environment, the team or the situation made these particularly memorable?

Harrington, B. & Hall, T.D. (2007). Career Management & Work-Life Integration: Using Self-Assessment to Navigate Contemporary Careers. Thousand Oaks, CA: Sage Publications Inc.

“PICK 5”

*Using the STRONG INTEREST INVENTORY & MBTI PREFERENCES*

Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you describe yourself?

Using the Strong Interest Inventory (Holland Code), refer to the Theme Descriptions on page 2 of your Profile, and list words or phrases that most accurately describe you.

Your Strong Theme Code \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Descriptions that fit you:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using the MBTI Type Table, list the Descriptive Words that most accurately describe you.

Your MBTI Preference \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Descriptions that fit you:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Narrowing Down Career Choices using Strong Interest Inventory (SII)

Using your SII results, choose 10 occupations on pages 5-7 in your Profile with similar results (40) and above.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Narrowing Down Career Choices using Myers-Briggs Type Indicator (MBTI)

Using the MBTI Type Table or the suggested careers handouts which can be found in the Manufacturing Career Awareness Resource File (flash drive), list at least three jobs popular with people who have your same type.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Categorizing the occupations on your list

Excellent Possibilities: Occupations suggested by both assessments.

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Good-Fair Possibilities: Occupations suggested by one or the other assessments.

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Unlikely Possibilities: Occupations suggested by neither assessment.

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Creating your Top 5 List

Review all the occupations and list the occupations that you want to continue to explore.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will now move on and complete the research activity using these five occupations.

Outcome #11

Career Awareness Plan

Self-assessment

What did you learn about your interests from the SII? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did you learn about your personality from the MBTI? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explore

Careers you researched?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Colleges you researched?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information Interview

Career?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Decide

Which career looks more favorable after completing the Pros and Cons Activity?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

After your self-assessment and exploration, what degree program and/or major have you decided on?

Career and/or College Major Choice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_