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# Career Plan Project Workbook

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**Glencoe**

New York, New York   Columbus, Ohio   Chicago, Illinois

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# Introduction and Guide

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

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

## **Self-Assessment**

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

## **Career Exploration**

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

## **Goal Setting**

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

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

# Interests and Aptitudes

## Self-Assessment

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

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

Subject: \_\_\_\_\_ Class activity: \_\_\_\_\_

Subject: \_\_\_\_\_ Class activity: \_\_\_\_\_

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

Place: \_\_\_\_\_ Activity: \_\_\_\_\_

Place: \_\_\_\_\_ Activity: \_\_\_\_\_

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

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

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

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

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

\_\_\_\_\_

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

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

7. I feel proud of myself when I:

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

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

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

# Career Interest Areas

## Self-Assessment

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

### REALISTIC

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

### INVESTIGATIVE

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

### ARTISTIC

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

### SOCIAL

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

### ENTERPRISING

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

*Continued on next page*

## Career Interest Areas (continued)

### Self-Assessment

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

# Career Clusters

## Self-Assessment

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

1	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>● learn how things live and grow.</li> <li>● learn about natural resources.</li> <li>● hunt or fish.</li> <li>● protect the environment.</li> <li>● be outdoors.</li> <li>● plan, budget, and keep records.</li> <li>● use and repair tools and machines.</li> </ul>	<ul style="list-style-type: none"> <li>● independent</li> <li>● accurate</li> <li>● a nature lover</li> <li>● physically active</li> <li>● a good planner</li> <li>● a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>● math</li> <li>● life science</li> <li>● earth sciences</li> <li>● chemistry</li> <li>● agriculture</li> </ul>
	<b>Number of statements checked:</b> _____		
2	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>● follow blueprints or instructions.</li> <li>● picture things in my mind.</li> <li>● work with my hands.</li> <li>● do precise work.</li> <li>● solve technical problems.</li> <li>● visit interesting buildings.</li> <li>● follow step-by-step procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● inquisitive</li> <li>● good with my hands</li> <li>● good at following directions</li> <li>● attentive to detail</li> <li>● good at visualizing</li> <li>● patient, persistent</li> </ul>	<ul style="list-style-type: none"> <li>● math</li> <li>● drafting</li> <li>● physical sciences</li> <li>● construction trades</li> <li>● technology</li> </ul>
	<b>Number of statements checked:</b> _____		
3	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>● communicate information.</li> <li>● perform.</li> <li>● read and write.</li> <li>● play a musical instrument.</li> <li>● make artwork or crafts.</li> <li>● record audio or video.</li> <li>● design displays or Web pages.</li> </ul>	<ul style="list-style-type: none"> <li>● creative</li> <li>● quick thinking</li> <li>● a good communicator</li> <li>● tech savvy</li> <li>● versatile</li> <li>● tenacious</li> </ul>	<ul style="list-style-type: none"> <li>● art/graphic design</li> <li>● music</li> <li>● speech or drama</li> <li>● journalism or literature</li> <li>● audio/video technology</li> </ul>
	<b>Number of statements checked:</b> _____		
4	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>● stay organized.</li> <li>● work with numbers and details.</li> <li>● lead others.</li> <li>● network and make new contacts.</li> <li>● use computers.</li> <li>● communicate ideas.</li> <li>● manage my own work.</li> </ul>	<ul style="list-style-type: none"> <li>● logical</li> <li>● organized</li> <li>● practical</li> <li>● tactful</li> <li>● responsible</li> <li>● entrepreneurial</li> </ul>	<ul style="list-style-type: none"> <li>● computer applications</li> <li>● business</li> <li>● accounting</li> <li>● math</li> <li>● English/language arts</li> </ul>
	<b>Number of statements checked:</b> _____		

*Continued on next page*

**Career Clusters** (continued)**Self-Assessment**

<b>5</b>	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>• talk to all kinds of people.</li> <li>• learn.</li> <li>• lead a group.</li> <li>• go to school.</li> <li>• direct and plan activities.</li> <li>• multitask.</li> <li>• help others.</li> </ul>	<ul style="list-style-type: none"> <li>• friendly</li> <li>• a strong decision maker</li> <li>• helpful</li> <li>• inquisitive</li> <li>• a good listener</li> <li>• a quick thinker</li> </ul>	<ul style="list-style-type: none"> <li>• English/language arts</li> <li>• social studies</li> <li>• math</li> <li>• science</li> <li>• psychology</li> </ul>
	<b>Number of statements checked:</b> _____		

<b>6</b>	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>• work with numbers.</li> <li>• meet deadlines.</li> <li>• use facts to make predictions.</li> <li>• play by the rules.</li> <li>• analyze financial information.</li> <li>• handle money.</li> <li>• keep accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>• trustworthy</li> <li>• orderly</li> <li>• self-confident</li> <li>• logical</li> <li>• attentive</li> <li>• practical</li> </ul>	<ul style="list-style-type: none"> <li>• accounting</li> <li>• math</li> <li>• economics</li> <li>• banking/finance</li> <li>• business law</li> </ul>
	<b>Number of statements checked:</b> _____		

<b>7</b>	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>• be politically involved.</li> <li>• debate ideas.</li> <li>• work in a team.</li> <li>• analyze complex issues.</li> <li>• persuade others.</li> <li>• keep up with current events.</li> </ul>	<ul style="list-style-type: none"> <li>• a good communicator</li> <li>• competitive</li> <li>• service-minded</li> <li>• a strong problem solver</li> <li>• a quick thinker</li> <li>• culturally sensitive</li> </ul>	<ul style="list-style-type: none"> <li>• government</li> <li>• language arts</li> <li>• history</li> <li>• math</li> <li>• foreign languages</li> </ul>
	<b>Number of statements checked:</b> _____		

<b>8</b>	<b>I like to...</b>	<b>I am...</b>	<b>I am interested in...</b>
	<ul style="list-style-type: none"> <li>• help the sick.</li> <li>• make logical decisions.</li> <li>• learn about health and science.</li> <li>• respond in an emergency.</li> <li>• work in a team.</li> <li>• do precise, accurate work.</li> </ul>	<ul style="list-style-type: none"> <li>• caring</li> <li>• good at following directions</li> <li>• careful</li> <li>• a good listener</li> <li>• scientific</li> <li>• clear-headed</li> </ul>	<ul style="list-style-type: none"> <li>• life sciences</li> <li>• chemistry</li> <li>• math</li> <li>• occupational health</li> <li>• language arts</li> </ul>
	<b>Number of statements checked:</b> _____		

Continued on next page



**Career Clusters (continued)****Self-Assessment**

	I like to...	I am...	I am interested in...
<b>9</b>	<ul style="list-style-type: none"> <li>work with the public.</li> <li>interact with many types of people.</li> <li>help others have a good time.</li> <li>have a flexible schedule.</li> <li>help people make decisions.</li> <li>meet and greet people.</li> <li>learn about other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>outgoing</li> <li>sympathetic</li> <li>friendly</li> <li>a team player</li> <li>tolerant</li> <li>responsive</li> </ul>	<ul style="list-style-type: none"> <li>language arts/speech</li> <li>foreign language</li> <li>social sciences</li> <li>marketing</li> <li>food services/nutrition</li> </ul>
	Number of statements checked: _____		

	I like to...	I am...	I am interested in...
<b>10</b>	<ul style="list-style-type: none"> <li>help people solve their problems.</li> <li>volunteer to help others.</li> <li>listen to other people's feelings.</li> <li>work with children and the elderly.</li> <li>find solutions to problems.</li> <li>make friends with people of different ages, cultures, and backgrounds.</li> <li>show other people that I care.</li> </ul>	<ul style="list-style-type: none"> <li>caring</li> <li>a good communicator</li> <li>a good listener</li> <li>strong</li> <li>intuitive</li> <li>nonjudgmental</li> </ul>	<ul style="list-style-type: none"> <li>language arts</li> <li>psychology</li> <li>sociology</li> <li>family and consumer sciences</li> <li>foreign languages</li> </ul>
	Number of statements checked: _____		

	I like to...	I am...	I am interested in...
<b>11</b>	<ul style="list-style-type: none"> <li>work with computers.</li> <li>solve technical problems.</li> <li>use machines and tools.</li> <li>figure out diagrams.</li> <li>keep up with new technology.</li> <li>work with multimedia.</li> <li>build Web sites.</li> </ul>	<ul style="list-style-type: none"> <li>a logical thinker</li> <li>good with details</li> <li>persistent</li> <li>methodical</li> <li>good at concentrating</li> <li>precise and accurate</li> </ul>	<ul style="list-style-type: none"> <li>math</li> <li>science</li> <li>computer technology</li> <li>communications</li> <li>graphic design</li> </ul>
	Number of statements checked: _____		

	I like to...	I am...	I am interested in...
<b>12</b>	<ul style="list-style-type: none"> <li>take charge in dangerous situations.</li> <li>make important decisions.</li> <li>interact with others.</li> <li>earn others' respect.</li> <li>respect rules and laws.</li> <li>debate and win arguments.</li> <li>observe people's behavior.</li> </ul>	<ul style="list-style-type: none"> <li>adventurous</li> <li>dependable</li> <li>civic-minded</li> <li>decisive</li> <li>optimistic</li> <li>trustworthy</li> </ul>	<ul style="list-style-type: none"> <li>language arts</li> <li>psychology/sociology</li> <li>government/history</li> <li>law enforcement</li> <li>first aid</li> </ul>
	Number of statements checked: _____		

Continued on next page

**Career Clusters** (continued)**Self-Assessment**

	I like to...	I am...	I am interested in...
13	<ul style="list-style-type: none"> <li>work with my hands.</li> <li>assemble things.</li> <li>do precise work.</li> <li>produce hands-on results.</li> <li>solve math problems.</li> <li>use tools and machines.</li> <li>visualize 3-D objects from drawings.</li> </ul>	<ul style="list-style-type: none"> <li>practical</li> <li>observant</li> <li>dexterous</li> <li>a clear thinker</li> <li>coordinated</li> <li>inventive</li> </ul>	<ul style="list-style-type: none"> <li>math/geometry</li> <li>chemistry</li> <li>trade tech/machining</li> <li>physics</li> <li>language arts</li> </ul>
Number of statements checked: _____			

	I like to...	I am...	I am interested in...
14	<ul style="list-style-type: none"> <li>browse new products in stores.</li> <li>follow trends.</li> <li>arrange displays.</li> <li>give presentations.</li> <li>persuade people.</li> <li>communicate ideas.</li> <li>dream up new products.</li> </ul>	<ul style="list-style-type: none"> <li>enthusiastic</li> <li>competitive</li> <li>creative</li> <li>self-motivated</li> <li>persuasive</li> <li>innovative</li> </ul>	<ul style="list-style-type: none"> <li>business/marketing</li> <li>language arts</li> <li>math</li> <li>economics</li> <li>computer applications</li> </ul>
Number of statements checked: _____			

	I like to...	I am...	I am interested in...
15	<ul style="list-style-type: none"> <li>interpret formulas.</li> <li>find the answers to questions.</li> <li>work in a laboratory.</li> <li>figure out how things work.</li> <li>explore new technology.</li> <li>experiment.</li> <li>observe details.</li> </ul>	<ul style="list-style-type: none"> <li>detail-oriented</li> <li>inquisitive</li> <li>objective</li> <li>precise</li> <li>practical</li> <li>a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>math</li> <li>science</li> <li>drafting/CAD</li> <li>electronics/computers</li> <li>technology education</li> </ul>
Number of statements checked: _____			

	I like to...	I am...	I am interested in...
16	<ul style="list-style-type: none"> <li>drive, ride, or travel.</li> <li>plan trips or routes.</li> <li>solve mechanical problems.</li> <li>move things from one place to another.</li> <li>be on time.</li> <li>work in a fast-paced environment.</li> <li>be part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>quick-witted</li> <li>mechanical</li> <li>coordinated</li> <li>observant</li> <li>a good planner</li> <li>thorough</li> </ul>	<ul style="list-style-type: none"> <li>math</li> <li>trade and industry</li> <li>physical sciences</li> <li>economics</li> <li>foreign languages</li> </ul>
Number of statements checked: _____			

**Career Clusters** (continued)**Self-Assessment**

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

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

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

**Career Cluster** \_\_\_\_\_

**Career Possibilities**

**Education Needed**

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

**Career Cluster** \_\_\_\_\_

**Career Possibilities**

**Education Needed**

- |          |       |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

# Work Values

## Self-Assessment

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

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

1 = Not important

2 = Important

3 = Very important

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

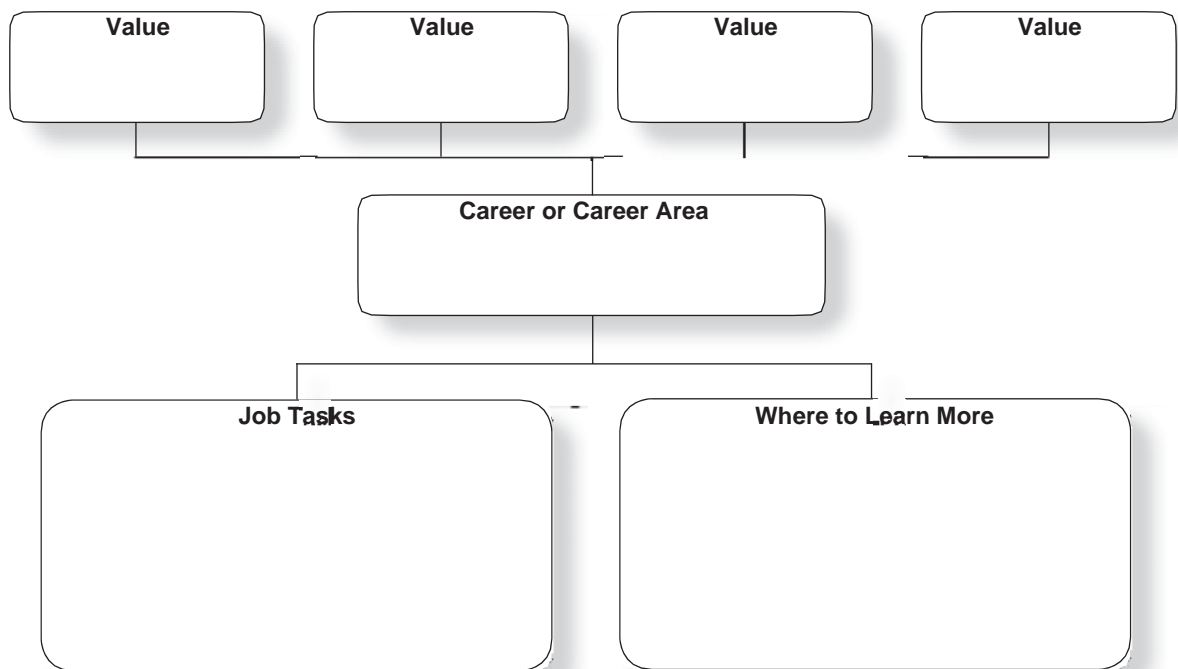
*Continued on next page*

**Work Values (continued)****Self-Assessment**

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

VALUE	CAREER MATCHES

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



## Work Personality Types

### Self-Assessment

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

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

**1. Which of these temperament types best describes you?**

- **Artisan**—You may enjoy a career as an artist, musician, actor, chef, craftsperson, photographer, designer, decorator, publicist, or mechanic.
- **Guardian**—You may enjoy a career as businessperson, librarian, doctor, nurse, military or police officer, accountant, salesperson, coach, or social worker.
- **Idealist**—You may enjoy a career as a teacher, recruiter, counselor, caretaker, diplomat, human resource worker, humanities professor, or charity worker.
- **Rational**—You may enjoy a career as a scientist, architect, engineer, computer programmer, military strategist, inventor, or executive.

**2. List three career areas to explore that are likely to fit your temperament type.**

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## Web Research Tools

### Career Exploration

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

#### SELF-ASSESSMENT

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

Web site: \_\_\_\_\_ Resources offered: \_\_\_\_\_

\_\_\_\_\_

Web site: \_\_\_\_\_ Resources offered: \_\_\_\_\_

\_\_\_\_\_

#### CAREER WEB SITES

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

Web site: \_\_\_\_\_ Resources offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Web site: \_\_\_\_\_ Resources offered: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Continued on next page*

## Web Research Tools (continued)

### Career Exploration

#### OCCUPATIONAL OUTLOOK HANDBOOK

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### STATE AND LOCAL RESOURCES

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

\_\_\_\_\_

What does the site offer?

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

#### EDUCATION AND FINANCIAL AID

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



# Job Shadowing Worksheet

## Career Exploration

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

### PREPARE

Name of job-shadow mentor: \_\_\_\_\_

Career: \_\_\_\_\_ Career cluster: \_\_\_\_\_

Place of employment: \_\_\_\_\_

Date of job shadow: \_\_\_\_\_ Appointment time: \_\_\_\_\_

Describe what the company or organization does. \_\_\_\_\_

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

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

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

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

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

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

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

### OBSERVE

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

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*Continued on next page*

## Job Shadowing Worksheet (continued)

### Career Exploration

#### OBSERVE (continued)

8. Describe the work environment. \_\_\_\_\_  
\_\_\_\_\_
9. Describe any tools, machines, or other technologies that are part of the work.  
\_\_\_\_\_  
\_\_\_\_\_
10. Name the academic knowledge and job-specific skills you see your job-shadow mentor use.  
\_\_\_\_\_  
\_\_\_\_\_
11. Ask your job-shadow mentor the questions you prepared ahead of time and wrote on the previous page. Use a separate piece of paper to record his or her answers, and attach that paper to this worksheet.

#### ASSESS

12. What parts of this career were most interesting to you? \_\_\_\_\_  
\_\_\_\_\_
13. What did you see that was new or surprising? \_\_\_\_\_  
\_\_\_\_\_
14. Based on what you saw today, would you like to explore this career further? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
15. Ask your job-shadow mentor to assess whether you displayed the following skills and qualities during your job shadow:
  - communication skills
  - professional demeanor
  - preparation
  - note-taking skills
  - interest and enthusiasm
  - ability to follow directions

Job-shadow mentor's signature: \_\_\_\_\_

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

# Career Profile

## Career Exploration

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

### CAREER TITLE

### CAREER PATHWAY/CLUSTER

### REASONS FOR CHOOSING THIS CAREER

### JOB TASKS AND RESPONSIBILITIES

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

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2. Describe a typical day on the job.

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### SKILLS

3. What skills are required for this career?

TRANSFERABLE SKILLS	JOB-SPECIFIC SKILLS

*Continued on next page*

## Career Profile (continued)

## Career Exploration

### PERSONAL QUALITIES

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

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

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### VALUES

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


### WORKING CONDITIONS

7. Where does most of the work take place?

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

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

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

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

10. What are the typical working hours?

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*Continued on next page*

**Career Profile** (continued)**Career Exploration****EDUCATION AND TRAINING**

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

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

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

PROGRAM/SCHOOL	DURATION	DEGREE/CERTIFICATE	COST

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

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**SALARY AND BENEFITS**

15. What is the salary range for this career?

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

Entry level: \_\_\_\_\_ Mid career: \_\_\_\_\_ Professional: \_\_\_\_\_

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

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*Continued on next page*

**Career Profile** (continued)**Career Exploration****OCCUPATIONAL OUTLOOK**

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

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

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**ASSESSMENT**

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

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

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**SOURCES**

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

PRINT RESOURCES	ONLINE RESOURCES	PEOPLE INTERVIEWED

# School Profiler

## Goal Setting

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

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

*Continued on next page*

## School Profiler (continued)

### Goal Setting

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

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

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# Admissions Checklist

## Goal Setting

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

**Program name:** \_\_\_\_\_ **Start date:** \_\_\_\_\_

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

# Skills Improvement Plan

## Goal Setting

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

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

COMPLEX PROBLEM-SOLVING SKILLS		
Skill Name	Description	Required?
Complex Problem Solving	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	●

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

*Continued on next page*

**Skills Improvement Plan** (continued)**Goal Setting****SOCIAL SKILLS**

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

**SYSTEMS SKILLS**

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

**TECHNICAL SKILLS**

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

*Continued on next page*

**Skills Improvement Plan** (continued)**Goal Setting**

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

**Target Skill****Hands-on Strategies**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

_____
_____
_____
_____
_____
_____

# Résumé Builder

## Career Exploration

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

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

Job or job level desired: \_\_\_\_\_

Career interest area: \_\_\_\_\_

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

\_\_\_\_\_

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

School name and location: \_\_\_\_\_

Dates attended: \_\_\_\_\_

Major/career track: \_\_\_\_\_ GPA: \_\_\_\_\_

Degree or certificate: \_\_\_\_\_

Graduation date: \_\_\_\_\_

Teacher or advisor's name and title: \_\_\_\_\_

Teacher or advisor's contact information: \_\_\_\_\_

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

School name and location: \_\_\_\_\_

Dates attended: \_\_\_\_\_

Major/career track: \_\_\_\_\_ GPA: \_\_\_\_\_

Degree or certificate: \_\_\_\_\_

Graduation date: \_\_\_\_\_

Teacher or advisor's name and title: \_\_\_\_\_

Teacher or advisor's contact information: \_\_\_\_\_

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

## Résumé Builder (continued)

### Goal Setting

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

Job title: \_\_\_\_\_ Employer: \_\_\_\_\_

City and state: \_\_\_\_\_ Start/end dates: \_\_\_\_\_

Achievements: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's name and title: \_\_\_\_\_

Supervisor's contact information: \_\_\_\_\_

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

Job title: \_\_\_\_\_ Employer: \_\_\_\_\_

City and state: \_\_\_\_\_ Start/end dates: \_\_\_\_\_

Achievements: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's name and title: \_\_\_\_\_

Supervisor's contact information: \_\_\_\_\_

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

Job title: \_\_\_\_\_ Employer: \_\_\_\_\_

City and state: \_\_\_\_\_ Start/end dates: \_\_\_\_\_

Achievements: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's name and title: \_\_\_\_\_

Supervisor's contact information: \_\_\_\_\_

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

## Résumé Builder (continued)

### Goal Setting

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

Computer hardware and software skills:

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Tools and machinery skills:

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Communication and interpersonal skills:

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Time, money, and information skills:

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Personal qualities:

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

Achievement: \_\_\_\_\_ Date(s): \_\_\_\_\_

Description: \_\_\_\_\_

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Achievement: \_\_\_\_\_ Date(s): \_\_\_\_\_

Description: \_\_\_\_\_

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Achievement: \_\_\_\_\_ Date(s): \_\_\_\_\_

Description: \_\_\_\_\_

---

# Six-Year Plan

## Goal Setting

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

**Year (New)** \_\_\_\_\_

**School name:** \_\_\_\_\_ **Counselor/advisor:** \_\_\_\_\_

**Career cluster/pathway:** \_\_\_\_\_

**Current career goal:** \_\_\_\_\_

### Graduation Planner

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

Units planned / Units earned	Goal GPA / Actual GPA	On track to graduation?
_____ / _____	_____ / _____	• yes • no

*Continued on next page*



**Six-Year Plan** (continued)**Goal Setting**

Year \_\_\_\_\_

**Career Preparation Tracker****Volunteer or Paid Work**

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

**Clubs, Student Organizations, and Leadership Roles**

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

**Major Career-Related Projects or Portfolio Pieces**

1. _____
2. _____

**Tests**

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

**Honors, Awards, or Certifications**

1. _____
2. _____

**College Credits**

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

**Career-Readiness Activities**

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

*Continued on next page*

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Six-Year Plan (continued)

### Goal Setting

Year (New) \_\_\_\_\_

School name: \_\_\_\_\_ Counselor/advisor: \_\_\_\_\_

Career cluster/pathway: \_\_\_\_\_

Current career goal: \_\_\_\_\_

### Graduation Planner

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

Units planned / Units earned _____/_____	Goal GPA / Actual GPA _____/_____	On track to graduation? • yes • no
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Continued on next page

**Six-Year Plan** (continued)**Goal Setting**

Year \_\_\_\_\_

**Career Preparation Tracker****Volunteer or Paid Work**

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

**Clubs, Student Organizations, and Leadership Roles**

Organization / Role	Organization / Role
_____ / _____	_____ / _____

**Major Career-Related Projects or Portfolio Pieces**

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

**Tests**

Test/Score	Test/Score	Test/Score
_____ / _____	_____ / _____	_____ / _____

**Honors, Awards, or Certifications**

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

**College Credits**

Subject Area / Units	Subject Area / Units
_____ / _____	_____ / _____

**Career-Readiness Activities**

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

*Continued on next page*

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Six-Year Plan (continued)

### Goal Setting

Year (New) \_\_\_\_\_

School name: \_\_\_\_\_ Counselor/advisor: \_\_\_\_\_

Career cluster/pathway: \_\_\_\_\_

Current career goal: \_\_\_\_\_

### Graduation Planner

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

Units planned / Units earned _____/_____	Goal GPA / Actual GPA _____/_____	On track to graduation? • yes • no
---	--------------------------------------	---------------------------------------

Continued on next page

**Six-Year Plan** (continued)**Goal Setting**

Year \_\_\_\_\_

**Career Preparation Tracker****Volunteer or Paid Work**

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

**Clubs, Student Organizations, and Leadership Roles**

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

**Major Career-Related Projects or Portfolio Pieces**

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

**Tests**

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

**Honors, Awards, or Certifications**

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

**College Credits**

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

**Career-Readiness Activities**

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

*Continued on next page*

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## Six-Year Plan (continued)

### Goal Setting

Year (New) \_\_\_\_\_

School name: \_\_\_\_\_ Counselor/advisor: \_\_\_\_\_

Career cluster/pathway: \_\_\_\_\_

Current career goal: \_\_\_\_\_

### Graduation Planner

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

Units planned / Units earned _____/_____	Goal GPA / Actual GPA _____/_____	On track to graduation? • yes • no
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Continued on next page

**Six-Year Plan** (continued)**Goal Setting**

Year \_\_\_\_\_

**Career Preparation Tracker****Volunteer or Paid Work**

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

**Clubs, Student Organizations, and Leadership Roles**

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

**Major Career-Related Projects or Portfolio Pieces**

1. _____
2. _____

**Tests**

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

**Honors, Awards, or Certifications**

1. _____
2. _____

**College Credits**

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

**Postsecondary Applications**

Program/School Name _____	Program/School Name _____	Program/School Name _____
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## Six-Year Plan (continued)

### Goal Setting

Year (New) — FIRST YEAR AFTER \_\_\_\_\_

Chosen career: \_\_\_\_\_

Education/training required: \_\_\_\_\_

Why did you choose this career? \_\_\_\_\_

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

How will your choice help you prepare for your chosen career? \_\_\_\_\_

Personal development goals for this year: \_\_\_\_\_

### Education and Training Planner

Course or Training Opportunity	Units	Term/Grade	Term/Grade	Term/Grade
_____				
_____				
_____				
_____				
_____				
_____				
_____				

Units planned / Units earned

\_\_\_\_\_/\_\_\_\_\_

Goal GPA / Actual GPA

\_\_\_\_\_/\_\_\_\_\_

On track to career?

• yes • no

*Continued on next page*



**Six-Year Plan** (continued)**Goal Setting****Year — FIRST YEAR AFTER** \_\_\_\_\_**Career Preparation Tracker****Paid or Volunteer Work**

Name of Organization/Company _____ _____	Responsibilities _____ _____	Hours per: ● week ● month
Name of Organization/Company _____ _____	Responsibilities _____ _____	Hours per: ● week ● month

**Student or Professional Organizations and Leadership Roles**

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

**Career-Related Projects or Portfolio Pieces**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Tests**

Test/Score _____/_____	Test/Score _____/_____	Test/Score _____/_____
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**Honors, Awards, Promotions, or Certifications**

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

**Career Readiness Activities**

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

*Continued on next page*

## Six-Year Plan (continued)

### Goal Setting

**Year (New) —SECOND YEAR AFTER \_\_\_\_\_**

**Chosen career:** \_\_\_\_\_

**Education/training required:** \_\_\_\_\_

**Why did you choose this career?** \_\_\_\_\_

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

• Job Corps • Technical School • On-the-Job Training • Work • Other: \_\_\_\_\_

**How will your choice help you prepare for your chosen career?** \_\_\_\_\_

**Personal development goals for this year:** \_\_\_\_\_

### Education and Training Planner

Course or Training Opportunity	Units	Term/Grade	Term/Grade	Term/Grade
_____				
_____				
_____				
_____				
_____				
_____				
_____				

Units planned / Units earned

\_\_\_\_\_/\_\_\_\_\_

Goal GPA / Actual GPA

\_\_\_\_\_/\_\_\_\_\_

On track to career?

• yes • no

*Continued on next page*

**Six-Year Plan** (continued)**Goal Setting****Year — SECOND YEAR AFTER \_\_\_\_\_****Career Preparation Tracker****Paid or Volunteer Work**

Name of Organization/Company _____ _____	Responsibilities _____ _____	Hours per: ● week ● month
Name of Organization/Company _____ _____	Responsibilities _____ _____	Hours per: ● week ● month

**Student or Professional Organizations and Leadership Roles**

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

**Career-Related Projects or Portfolio Pieces**

1. _____
2. _____
3. _____

**Tests**

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

**Honors, Awards, Promotions, or Certifications**

1. _____
2. _____

**Career Readiness Activities**

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

