

ACADEMIC **AND** CAREER EXPLORATION WORKBOOK



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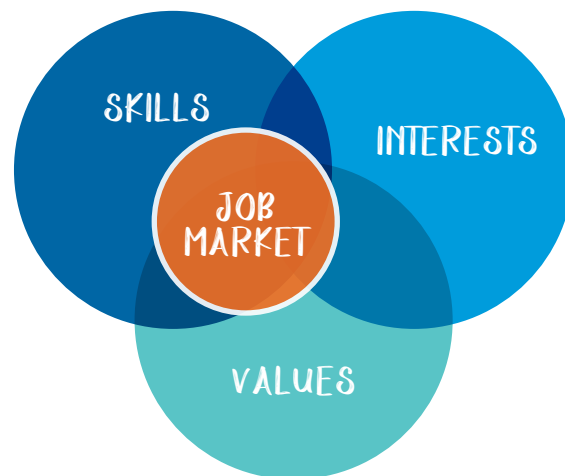
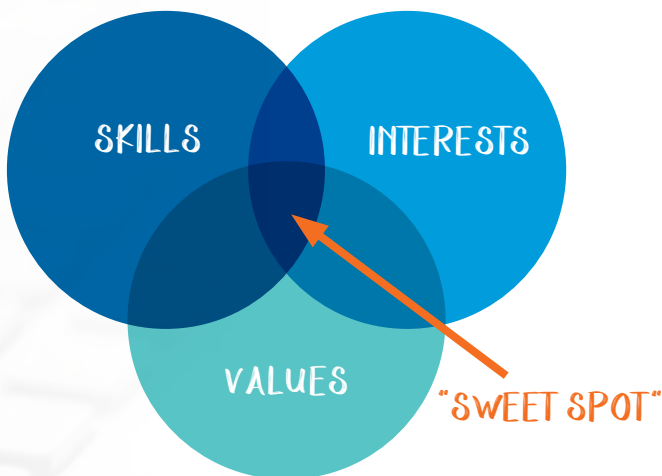
CHOOSING A COLLEGE

(and eventually a career) can be one of the most stressful decisions you make in your life. It is impossible to know all career options or tour every college campus, so it can become an overwhelming experience.

Traditional career exploration

involves the evaluation of your skills, values, and interests. Where those areas intersect is the “Sweet Spot”.

What traditional career exploration ignores is the reality of the **job market**. Your skills, values, and interests may intersect at watching professional sports, but would you be able to make a career out of being a sports spectator?



Traditional academic and career exploration will typically lean towards the skills category. The good news is that skills can be learned and developed.

Throughout this guide, you will learn more about your skills, values, and interests, and how they connect with the job market. You will also learn strategies to research colleges and careers, set **SMART** (Specific, Measurable, Attainable, Realistic, and Timely) goals, and develop plans for a successful future.

INTERESTS

THINK BACK TO
WHEN YOU WERE
FIVE YEARS OLD.

What did you want to be? A firefighter, baseball player, doctor, or maybe a singer? Maybe it was the same career as a parent or other relative. Early career exploration is based entirely on interests.

To further explore your interests to determine how they coincide with careers, complete one or more of the following activities:

ACTIVITY 1

TAKE AN INTEREST INVENTORY, in Xello (or career exploration software used in your school). Then write your responses to the questions in Career Reflections #1 and #2.

ACTIVITY 2

COMPLETE A MYPLAN WITH AN NWTB CAREER COACH.

To find your career coach go to: www.nwtc.edu/careercoach.

ACTIVITY 3

CONTACT NWTB CAREER SERVICES at 920-498-6250 or email careers@nwtc.edu to set up an interest assessment and meet with a career advisor.

Career Reflection #1

What is your MBTI code?

What are some careers that fit in with that code?

Do you think any of these careers fit in with your interests? Why?

Are there any careers listed that do not interest you? Why?

Are there careers which interest you that did not appear on the list?
Do you still think those careers would be a good fit?

Career Reflection #2

Look at the list of NWTC programs. Go through the list and cross off career programs that you know do not interest you. If you are not sure what a program or career is, do not cross it off. You'll have an opportunity to research them later.

Agriculture, Food & Natural Resources

Agronomy (Crop Science)
Dairy Science
Energy Management Technology
Environmental Engineering - Waste & Water Technology
Farm Business and Production Management
Farm Production-Agronomy (Crop Science)
Farm Production-Dairy Science
Landscape Horticulture
Plant Healthcare Management
Renewable Energy
Solar Energy Technology
Sustainable Agriculture
Vineyard Management (Viticulture)
Wind Energy Technology

Architecture & Construction

Architectural Technology
Carpentry
Civil Engineering Technology
Electrical Power Distribution
Electricity
Energy Management
Fire Protection Engineering Technology
Gas Utility Construction and Service
Heating, Ventilation, Air Conditioning and Refrigeration Technology
Masonry
Plumbing
Prototype and Design
Sheet Metal
Solar Energy Technology
Steamfitting

Business

Accounting
Accounting Assistant
Administrative Professional
Broadcast Captioning
Business Analyst
Business Management
Culinary Specialist
Customer Service
Design & Graphic Technology
Digital Marketing
Employee Benefits, Relations, and Development
Entrepreneurship
Ethical Leadership
Event Management
Health Care Leadership
Hospitality Management
Human Resource Compliance
Human Resources

Law Office Administrator
Leadership Development
Manufacturing Operations Management
Marketing
Office Professional
Organizational Safety & Health
Paralegal
Paralegal Post Baccalaureate
Professional Sales
Project Management
Promotions and Event Management
Quality Improvement and Innovation
Service Writer
Small Business Bookkeeping
Social Media Design
Supervision
Supply Chain Management

Digital Arts

Audio Production
Clay
Design & Graphic Technology
Digital Media Technology
Digital Photography
Drone Technology
Music Production
Photography
Print Technology
Video Production
Web Design

Energy

Electrical Power Distribution
Energy Management
Gas Utility Construction and Service
Solar Energy Technology
Utilities Engineering Technology
Wind Energy Technology

Health Sciences

Advanced EMT (AEMT)
Certified Medication Assistant
Dental Assistant
Dental Hygienist
Diagnostic Medical Sonography
Emergency Medical Technician
Gerontology
Health Care Leadership
Health Information Technology
Health Navigator
Healthcare Customer Service Representative
Medical Assistant
Medical Coding Specialist
Medical Laboratory Technician

Nursing - Associate Degree
Nursing Assistant
Ophthalmic Medical Assistant
Paramedic
Pharmacy Technician
Phlebotomy
Physical Therapist Assistant
Practical Nursing
Radiography
Respiratory Therapy
Surgical Technologist
Therapeutic Massage
Wellness and Health Promotion

Human Services & Education

Autism Technician
Bilingual/English Language Learning
Early Childhood Education
ECE: Autism
Foundations of Teacher Education
Human Services
Library Assistant
Paraeducator
Special Education
Substance Abuse Counselor Education

Information Technology

Business Analyst
Business Requirements Specialist
Cisco System Administrator
Computer Support Specialist - IT
IT Security Technologist
IT System Administrator
Linux System Administrator
Microsoft System Administrator
Networking
Software Developer
Virtualization System Administrator
Web Design
Web Development
Web Programmer

Law, Public Safety and Security

Advanced EMT (AEMT)
Court Reporting
Criminal Justice - Law Enforcement
Criminal Justice Professional Studies
Emergency Dispatch

Emergency Medical Technician
Fire Medic
Fire Protection Engineering Technology
Fire Science
Jail Officer Academy
Law Office Administrator
Paralegal
Paramedic
Professional Private Investigator

Manufacturing

Automation Engineering Technology
Biomedical Electronics
Electro-Mechanical Technology
Industrial Maintenance
Machine Tool - CNC Technician
Machine Tool Operation
Manufacturing Engineering Technology
Manufacturing Operations Management
Mechanical CAD (Computer Aided Drafting)
Mechanical Design Technology
Metal Fabrication
Prototype and Design
Supply Chain Management
Welding

Science, Technology, Engineering and Mathematics

Biomedical Electronics
Civil Engineering Technology
Electrical Engineering Technology
Environmental Engineering - Waste & Water

Technology

Fire Protection Engineering Technology
Laboratory Science Technology
Manufacturing Engineering Technology
Mechanical CAD (Computer Aided Drafting)
Mechanical Design Technology
Prototype and Design
Radiation Safety/Health Physics
Utilities Engineering Technology

Transportation, Distribution & Logistics

Auto Collision Repair and Refinishing Technology
Automotive Maintenance Technician
Diesel Heavy Equipment Technician
Diesel Medium and Heavy Truck Technology

SKILLS

Determining a career means considering more than just what interests you. Skills can be considered the things we are “good at”, but you should also consider the types of things you enjoy learning about. You may not have experience in electrical engineering, but if you enjoy using logic to follow directions, enjoy problem-solving, and are detail-oriented, you may enjoy learning the skills it takes to become an electrical engineering technologist. Developing skills is exactly why colleges exist.

To further explore your skills, complete one or more of the following activities:

ACTIVITY 1

COMPLETE THE SKILLS ACTIVITY on pages 9 and 10.

ACTIVITY 2

COMPLETE A SKILLS ASSESSMENT in Xello, CareerLocker, Naviance, or other career software.

ACTIVITY 3

DISCUSS WITH YOUR NWTc CAREER COACH how your skills and interests align with career opportunities. To find your Career Coach go to: www.nwtc.edu/careercoach.

Skills List

Interpersonal	Presentation	Teamwork	Computer Software
Computer Hardware	Problem-Solving	Leadership	Management
Statistics	Foreign Language	Cultural Appreciation	Organization
Teaching	Customer Service	Adapting to Change	Event Planning
Mediation	Budgeting	Delegation	Proofreading
Negotiating	Designing	Time Management	Counseling
Improvising	Sales	Writing	Research
Follow Complex Directions	Enforce Rules	Can Take Apart and Put Together Machine	Design New Ways to Accomplish Tasks
Working with Scientific Equipment	Writing Reports	Public Speaking	Welding
Working with Heavy Machinery	Working with Animals	Computer Aided Drafting (CAD)	Reading Blueprints
Dealing with Confidential Information	Photoshop	Video Editing	Audio Editing
Working with Electricity	Understand Wiring	Drawing Blood	Understand Human Anatomy
Writing Lesson Plans	Understand Child Development	Working with People with Disabilities	Computer Networking
Can Take Apart and Put Together a Computer	Teach Others How to Use Computer Programs	CPR	Use a Fire Extinguisher

Skills Activity

Using the Skills List on the previous page:

1. Circle all the skills you currently possess. Add any skills you possess that are not on the list.

2. Star the five you think you do the best. Write them below:

a. _____

How have you developed this skill:

b. _____

How have you developed this skill:

c. _____

How have you developed this skill:

d. _____

How have you developed this skill:

e. _____

How have you developed this skill:

3. Pick three skills from the list you would like to develop.

a. _____

What is one way you can develop this skill?

b. _____

What is one way you can develop this skill?

c. _____

What is one way you can develop this skill?

4. Choose one of skills from #3 (that you want to develop).
Write a plan of how you can become proficient in that skill.

a. What I can do in college to develop:

b. How that skill will help in my career:

VALUES

VALUES ARE THE QUALITIES YOU IDENTIFY THAT ARE IMPORTANT TO YOU.

Everyone possesses different values, and they often change throughout your

lifetime. For a career to be a “dream job,” it typically has to align with a person’s values. On the other hand, even if a career is a perfect fit with a person’s skills and interests, they probably won’t be very happy if it conflicts with their values.

If your key values include not working on nights and weekends and being able to spend holidays with family members, nursing may be a difficult career fit for you, since people won’t stop being sick during those times. If a value is being able to work outdoors, you may not be satisfied with a typical desk job.

To further explore your values, complete one or more of the following activities:

ACTIVITY 1

COMPLETE THE VALUES ACTIVITY #1.

ACTIVITY 2

COMPLETE THE VALUES ACTIVITY #2.

Teachers: Have students cut out each of their chosen values and throw away values they eliminated.

ACTIVITY 3

DISCUSS WITH YOUR NWTc CAREER COACH how your skills, interests, and values can be combined into a career opportunity. To find your Career Coach go to: www.nwtc.edu/careercoach.

Were there any questions you answered a 1 or a 10 on?

Those may be values that you probably would not want to sacrifice in a job.

1. How do your answers fit in with the careers you have been exploring?

2. What other careers might fit your values?

3. Do any of the careers that you are considering conflict with your values?



Values Activity #2

Using the values below (or any other values you may have), fill in the empty chart with the eight values that are most important to you.

If you struggle narrowing down your values, complete this activity a second time one week later to see if things have changed.

Working Alone	Working in Teams	Job Security	Time for Family
Money	Helping People	Feeling of Accomplishment	Opportunity for Advancement
Recognition for My Work	Working Outside	Consistent Work Environment	Diverse Tasks
Work with My Hands	Being able to Tinker	Use Artistic/Creative Ability	Working with the General Public
Able to Take Risks	Flexible Schedule	Be My Own Boss	Impressive Title

My most important values:

1. Cross off the two least important values (you'll be left with six).
Why did you eliminate those two?

2. Cross off two more values (you'll be left with four). Review the ones you are left with.

3. Cross off two more values (you'll be left with two).
 - a. Was it difficult to get down to two?

 - b. Do you think sacrificing some of your values is something you may face when choosing a job?

 - c. The final two values may be your "deal breakers". Could you work at a job that required you to sacrifice either of those two values?

 - d. Reflect on careers you've been researching and if jobs within those careers will satisfy your work values? Specifically focus on your top four values.

JOB MARKET

HOW MANY JOBS
ARE CURRENTLY
AVAILABLE IN
YOUR AREA?

*(or the area where
you want to live)*

WHAT KIND
OF STARTING
SALARY DO THOSE
JOBS HAVE?

WHAT ARE
THE FUTURE
PROJECTIONS
OF THOSE
CAREERS?

When exploring your education and career options, you need to consider the job market.

Many students are interested in careers like marine biology because they find dolphins interesting, but they don't realize that those types of careers are very geographically specific (there aren't a lot of marine biologists in Wisconsin). Many students are interested in a career as a veterinary technician because they know veterinary school will be a long and difficult road, but they want to work with animals. However, they don't check the starting salary for vet techs to see that career may not be in high demand where they want to live, and they may have to settle for a low income.

Many students pursue a four-year degree and figure there will be in a job at graduation that requires the skills they've learned. Without a specific career focus, those students may struggle to find jobs that require the education they've worked so hard and paid for.

Explore the Job Market with These Resources:

- **O*NET OnLine** is a website run by the U.S. Department of Labor and can be used as a tool for career exploration and job analysis. ONet has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more.
- **The Occupational Outlook Handbook** is a website run by the Bureau of Labor Statistics. The website can help you find career information on duties, education and training, pay, and outlook for hundreds of occupations.
- **Your local technical college.** All Wisconsin technical colleges are required to show data that proves job demand exists to add new programs and keep existing ones. They also report out on graduate employment percentages and average starting salaries. Looking at that data is an effective career research method.

To further explore the job market, complete one or more of the following activities:

OPTION 1

COMPLETE JOB MARKET ACTIVITY #1 by picking one career and researching it at either www.onetonline.org or www.bls.gov/ooh.

OPTION 2

COMPLETE JOB MARKET ACTIVITY #2 by picking two programs and researching at www.nwtc.edu/programs.

OPTION 3

AFTER COMPLETING OPTION 1 OR 2: discuss with your NWTC career coach how your skills, values, and interests can combine into a career opportunity and what kind of job market exists in that area. To find your Career Coach go to: www.nwtc.edu/careercoach

Job Market Activity #1

Using www.onetonline.org or www.bls.gov/ooh:

The career I picked: _____

What kind of skills and knowledge are required?

What kind of education does this job require?

What are some related occupations? Do any of those interest you?

What are the wages for this job?

What is the projected growth?



Job Market Activity #2

Using www.nwtc.edu/programs:

The first program I picked: _____

Write a one sentence summary of what kind of careers graduates of this program can do:

What are two classes you would take that sound interesting (under “What Will I Learn”) and why?

What is the average starting salary for this program?

What is the graduate employment percentage?

Is this program a good fit? Why or why not?

The second program I picked: _____

Write a one sentence summary of what kind of careers graduates of this program can do:

What are two classes you would take that sound interesting (under “What Will I Learn”) and why?

What is the average starting salary for this program?

What is the graduate employment percentage?

Is this program a good fit? Why or why not?

COLLEGE RESEARCH

Once you have narrowed your career options, it is time to **start evaluating** what **higher education options** might be a good fit for you.

Complete one or more of the following activities:

OPTION 1

PICK THREE COLLEGES OR UNIVERSITIES and complete the College Research Activity.

1. _____
2. _____
3. _____

OPTION 2

COMPLETE A TOUR of a college or university and reflect on it in the College Tour Activity.

College Research Activity

Name of college/university #1: _____

Location:

Do they offer the program/major you are interested in?

What is the average tuition cost?

What are the benefits (e.g., *live at home and save money, distance from home, internship opportunities, graduate placement rates, and so on*)?

What are the drawbacks (e.g., *cost, entrance requirements, distance from home, and so on*)?

Name of college/university #2: _____

Location:

Do they offer the program/major you are interested in?

What is the average tuition cost?

What are the benefits (e.g., *live at home and save money, distance from home, internship opportunities, graduate placement rates, and so on*)?

What are the drawbacks (e.g., *cost, entrance requirements, distance from home, and so on*)?

College Research Activity

Name of college/university #3: _____

Location:

Do they offer the program/major you are interested in?

What is the average tuition cost?

What are the benefits (e.g., live at home and save money, distance from home, internship opportunities, graduate placement rates, and so on)?

What are the drawbacks (e.g., cost, entrance requirements, distance from home, and so on)?

College Tour Activity

Name of College			
Three things I liked			
What I did not like or what is missing			
Does the campus feel like a good fit?			
Did you get to talk with instructors? How was that experience?			
Other programs/majors			
Right fit for me - why/why not?			
Overall pros/cons			

COST ANALYSIS

Higher education is a big investment in time and money.

Student loan debt has become a scary proposition for many people with ambitions of attending college. It is crucial for students to understand what expected costs could be. More importantly, what might be the expected return on your education investment?

Complete the activity below to calculate an estimated student loan payment.

College/university I plan to attend: _____

This is a: Technical College Public 4 Year University (UW System) Private 4 Year University

Note: All numbers are estimates based on 2017-18 average cost of attendance

If you picked technical college: **\$4,400**

If you picked public 4-Year university: **\$9,840**

If you picked private 4-Year university: **\$24,750**

$$\begin{array}{ccccc} \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ \text{Cost from above} & & \text{\# of years attending*} & & \text{Estimated total tuition cost (A)} \end{array}$$

*Number of years attending: Technical Diploma = 1 Associate Degree = 2 Bachelor's Degree = 4

Do you plan to live on campus?

YES:

$$\begin{array}{ccccc} \underline{\hspace{2cm}} & \times & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ \text{Estimated yearly} & & \text{\# of years} & & \text{Estimated total} \\ \text{housing cost} & & & & \text{housing cost (B)} \end{array}$$

NO:

Will you pay rent?
If so, how will you
pay for rent/utilities?

$$\begin{array}{ccccc} \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} \\ \text{Estimated tuition (A)} & & \text{Estimated rent/housing (B)} & & \text{Total (C)} \end{array}$$

Note: These cost estimates do not include meal plans, food, gas, car expenses, insurance, money for recreation, etc.

Student Loan Estimate

If you took out all of your education expenses as student loans:

Total from previous page (C) _____

Student Loan Debt	Monthly Payment	Student Loan Debt	Monthly Payment
\$5,000	\$53	\$45,000	\$478
\$10,000	\$106	\$50,000	\$531
\$15,000	\$159	\$55,000	\$584
\$20,000	\$213	\$60,000	\$638
\$25,000	\$266	\$65,000	\$691
\$30,000	\$319	\$70,000	\$744
\$35,000	\$372	\$75,000	\$797
\$40,000	\$425		

Note: These loans were calculated using a 5.05% interest rate (this can vary greatly), and is assuming students are taking out subsidized student loans. Subsidized means the government pays the interest rate while you are in school. Unsubsidized loan payment interest is accumulating while you are in college, which means the payments would be even more. Private student loans (through banks and other lending services) can get even higher.

Keep in mind that you would be making these payments every month for your first 10 years after school. Now you can see why student loans can have such a big impact on people's lives.

Some students will not have to take out loans to pay for their entire college costs. Check out some other ways you can pay for college: www.nwtc.edu/payingforcollege

- Do you, or your parent, qualify for veteran benefits?
- Do you plan to apply for scholarships?
- What scholarships are available in your community?
- What scholarships are available through the college/university you will attend?
- Do you plan on working while you attend school? How many hours?

Working more than 20 hours a week could have a substantial impact on your ability to complete your coursework. Students taking 15 credits will be in class about 15 hours a week, but are expected to spend about 30 hours a week outside of class studying, doing homework, working on projects, etc. That's 45 hours a week focused on academics, outside of having a job.

CAREER INTERVIEW

One way to determine if a career is going to be a good fit for you is to discuss that career with someone who is already in that profession.

Set up a career informational interview by reaching out to a professional.

- Communicate in a professional manner
- Ask in person or over the phone
- Dress appropriately
- Use professional language
- Give advanced warning to the person you are interviewing
- Prepare your questions in advance
- During the interview:
 - Use professional language
 - Take notes
- Send a thank you card after the interview



Career Informational Interview Questions

1. How did you get into this career field?

2. What kind of education/training did you receive?

3. What education do you recommend for someone to get into the field?

4. What are the things you like most about this career?

5. What do you find most challenging about this career?

6. What advice would you give someone who is considering this career?

7. Are there opportunities for me to do a job shadow at your company?

8. Is there anybody else in the field you suggest I talk to?

Additional Questions:

After the Interview

Are you still interested in pursuing a career in this field? Why or why not?

What kind of education or training do you need to reach your goals?

Is doing a job shadow a possibility? If so, will you schedule one?

What else did you learn about the career during this interview?

SMART GOALS

WHY SET GOALS?

Would you set out on a cross-country adventure without using a GPS (or map)?

Like a GPS, goals:

- Provide direction
- Focus on what's important
- Keep the end result in mind
- Take us from one point to the next



Setting goals will help you:

- **Make good decisions**
 - identify and establish priorities
 - make choices based on what is most important to you
- **Be efficient**
 - focus on the task
 - avoid distractions
- **Be self-confident and enthusiastic**
 - able to see what you've done and what you're capable of
 - believe in yourself
- **Make progress**
 - after you achieve one goal, you'll try to achieve higher goals
 - reflect on all the progress you've made
 - closer to success; solid start is half the success

Two types of goals:

Short term

Accomplish within one year

- Homework commitment
- Minimize social media during worktime
- Tutor or get tutored

Long term

Accomplish in more than a year

- Explore careers of interest
- Research colleges
- Job shadow

Your Goals:

- Important to you – personally
- Within your power to make them happen
- Reasonable chance of achieving
- Clear to you with a plan of action

SMART – Effective goals are:

- **Specific** - State exactly what you want to achieve or accomplish
- **Measurable** - Include how the goal can be measured, quantified; how can you measure progress?
- **Action Oriented** - Are there things you can do to make this happen. What are they?
- **Realistic** - Are you willing and able to do this? It should be within your reach. Goals set too high are discouraging, while goals set too low will leave a feeling of emptiness when they are accomplished.
- **Timed and Tracked** - What is the deadline? Is the deadline realistic?

SMART Goals Worksheet

Use the table below to help you write a SMART goal. Determine what you want to accomplish. The easiest way is begin with the words "In order to" or "I will." Writing out your goal increases your commitment to actually completing it.

There are two ways you can approach the SMART goal writing process.

- 1. Write out your goal.** Then "dissect" it or take it apart by filling in the boxes below. Does your goal have all the SMART parts?
- 2. Decide what you want to accomplish, then fill in each of the SMART parts below.** Put them together to write out your SMART goal.

Complete Each Box

"Dissect" or breakdown your goal into the SMART parts.

SMART GOAL EXAMPLE:

In order to get a B in science by the end of the semester, I will pay attention in class, take notes, complete the homework, and study for every test.

Specific <ul style="list-style-type: none">• What is the desired result?• What do you want to accomplish?	B in science
Measurable <ul style="list-style-type: none">• How much and how many?• How can you measure progress?	End of semester grade
Action Oriented <ul style="list-style-type: none">• What steps are needed?• What resources are necessary?	Pay attention in class, take notes, do homework, study for tests
Realistic <ul style="list-style-type: none">• Is the goal do-able?• Are you willing and able to do this?	Yes, I have a C+ right now with 2 months to go
Timed and Tracked <ul style="list-style-type: none">• What is the deadline?	End of the semester

What barriers will you face to achieve your goal,
and how will you overcome them?

Career Coach Goal Progress Review: _____
Date

How have you done? Do you need to revise your goal?

ACTION PLAN

WHAT IS AN ACTION PLAN?

An action plan details everything you need to know to reach a goal.

An action plan has a starting point and a destination - your goal. It lists the skills and knowledge you need to reach your destination. It describes how you plan to use your strengths and talents to fulfill your passion. Use your action plan to track your progress on the way to your exciting future.

- An action plan shows how to get from where you are now to where you want to be.
- It is a map to your future, a list of steps to reach your goal(s).
- To help you complete your academic and career goals, you should create and continually update an action plan.

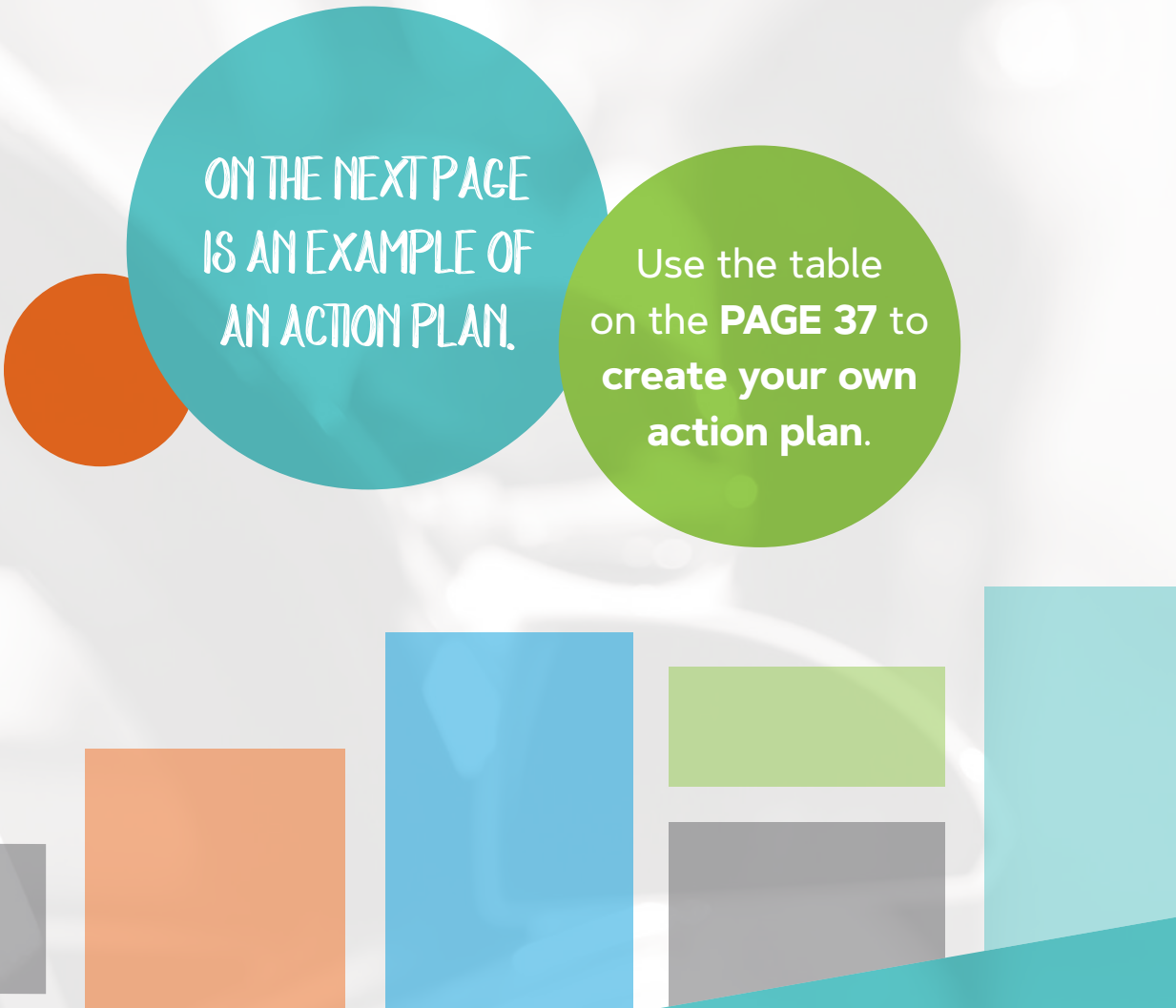
Important points you should consider as you develop an action plan:

- **Your interests, skills, and values** – all will guide you as you make decisions regarding your education, your career, and your future
- **Job market** – regularly track career opportunities
- **Mentors** – people who can help you along the way
- **Part-time jobs** – sense of responsibility, time management, and other soft skills, adults who can guide you
- **Extracurricular activities** – work with a variety of students, advisors, coaches; time management
- **Volunteering** – sense of community, willingness to help others, networking with peers and adults

Creating an Action Plan:

You should begin your action plan by describing your interests and skills. Research two careers that interest you and match your values and skills using Xello (or other college websites). The careers in the example below have similarities, so one SMART goal applies to both careers.

Remember, your action plan will be about YOU. Use your resources to learn about careers and how to prepare now. As you learn more about yourself and what you want to do, your action plan will change too. Revisit and revise it as necessary. By writing SMART goals, your action plan will help you stay on track and create a successful future.



ON THE NEXT PAGE
IS AN EXAMPLE OF
AN ACTION PLAN.

Use the table
on the **PAGE 37** to
**create your own
action plan.**

Example Plan

Career Goals

Two careers which interest me are career counselor and secondary school teacher. I learned in Career Cruising that I enjoy collaborating with others and helping people, which are valuable employability skills for both careers. My occupational goals for these occupations focus on collaboration and problem solving skills. My goals are as follows:

1. I will improve my problem solving skills by working with classmates other than my friends for the rest of the school year.
2. I will make an appointment to interview my school counselor by October 1st next year to learn more about the daily responsibilities of teaching and counseling.

Academic Goals

1. To accomplish my dream of becoming a career counselor or a secondary school teacher, I will graduate from high school with a 3.75 or higher grade point average. In order to do this, I will pay attention in class, complete homework on time, participate in class, and study for all tests. I currently have a 3.66, so this is realistic for me.
2. Career Cruising shows that general studies subjects are very important for both careers. To improve my math grade, I will improve my study habits to earn at least a B my junior year.

Helpful High School Courses

Career Counselor: advanced courses in math, science, English, and social studies. Additional helpful high school courses include foreign language (minimum of two years), public speaking and statistics and probability.

Secondary School Teacher: courses in biology, chemistry, foreign language (minimum of two years), geometry, and literature

Extracurricular Activities

Counselors and teachers regularly speak to groups of people, which is something I sometimes struggle with. I will join forensics my junior year to become more comfortable with public speaking.

Volunteer Activities

Part-time Job

Your Action Plan

Career Goals

Academic Goals

Helpful High School Courses

Extracurricular Activities

Volunteer Activities

Part-time Job

NWTC LOCATIONS

Campuses

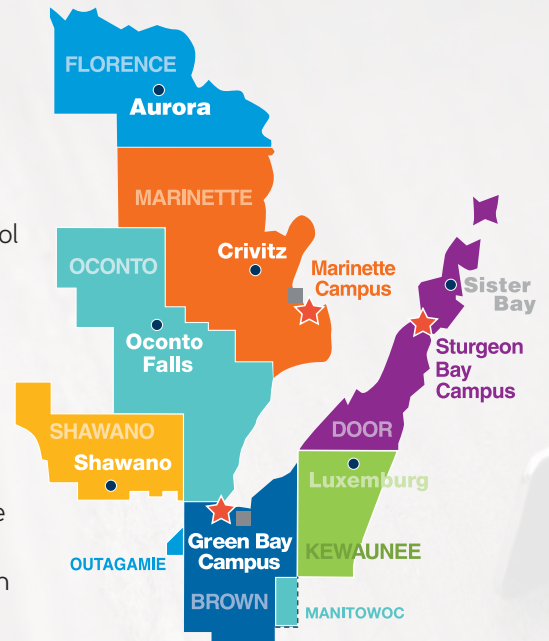
Green Bay 920-498-5400; 800-422-NWTC
 Marinette 715-735-9361; 800-422-NWTC
 Sturgeon Bay 920-746-4900; 800-422-NWTC

Regional Learning Centers

Aurora 715-589-2768; 866-528-5883
 Crivitz 715-854-3338; 866-854-3338
 Luxemburg 920-845-5945; 866-845-5945
 Oconto Falls 920-848-6982; 866-639-6982
 Shawano 715-524-2418; 877-316-1274

Additional Locations

- Artisan & Business Center–Downtown Green Bay
- Northwoods Regional Technical Academy–Wausaukee High School
- Woodland Kitchen and Business Incubator–Aurora
- Woodland Regional Technical Academy–Aurora
- Ahnapee Regional Technical Academy–Aurora
- North Coast Marine & Advanced Manufacturing Center–Marinette
- Learning and Innovation Center in Sister Bay in Partnership with Nicolet National Bank



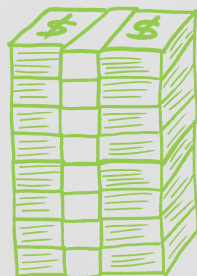
COMPARE THE COST

Affordability

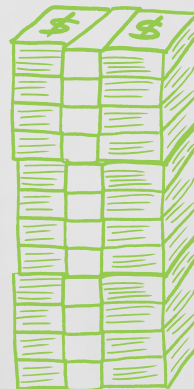
NWTC provides the most affordable higher education option for students. That affordability combined with hands-on learning and an outstanding record of student success, makes NWTC the best value in higher education. Paying for college can be a confusing and complex process. NWTC provides all of the following resources to make sure finances aren't an obstacle standing between students and their future success.



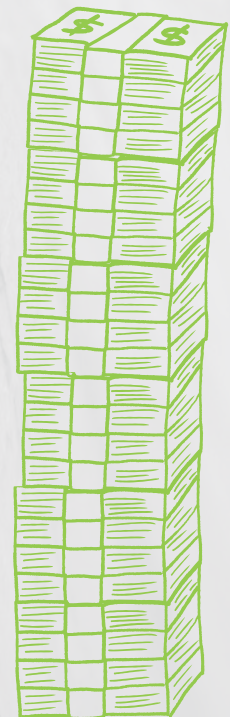
NWTC
\$152/credit
in-state tuition



4-year public university
\$328/credit
in-state tuition



For-profit college/university
\$435/credit



Private college or university
\$1,647/credit

Tuition and minimum fees for the 2018-2019 academic year; in-state tuition for NWTC and four-year public university. NWTC per-credit cost is based on lecture courses only.

About the Authors



Andrew Mertig is the Recruitment Manager at Northeast Wisconsin Technical College. He has worked in higher education for over nine years. During that time, Andrew has helped undecided college students in choosing a field of study as an Academic Advisor, taught Academic and Career Exploration at UW Oshkosh, and helped to develop curriculum for that course. Over the past three years he has helped high school students with their career exploration journey at NWTC. "I'm passionate about helping students find and develop their skills, values, and interests, and then assisting them in exploring how those connect with our job market."



Connie Jordan is a Career Coach at Northeast Wisconsin Technical College. Prior to joining NWTC, she developed the curriculum as well as taught College and Career Readiness, Financial Literacy, and Technology to middle school students. Connie also had a career in corporate marketing and has raised a family. These career and life experiences have led her to this position, a perfect fit. Passionate about helping students explore higher education options, Connie believes every student should work towards post-secondary education in our technology-driven world. "NWTC offers education options and services for all who want to pursue higher education. I'm proud and honored to assist students with their academic and career planning process so they can become successful adults."



Drew Brabant worked for eight years as a High School Counselor and has been an Academic Advisor at Northeast Wisconsin Technical College for the past 4 years. Within these roles Drew has supported students in making college and career decisions. In working with the undecided student population at NWTC, Drew has learned it is most helpful to have a systematic approach that involves interests, skills, values, and experiences when making a career choice. "There is no better feeling for a student or myself when the lightbulb goes during the exploration journey and a decision is made."



Hannah Loveless started out as a graduate student intern at Northeast Wisconsin Technical College in academic advising, working specifically with undecided and developmental student populations. She has since taken on the role of Career Coach, where she assists high school students with their academic and career planning goals. Hannah's passion for career development and higher education first derived from her own experience as an undecided student. She found the staff that worked with her to be very supportive and helpful, which later fostered a love for serving students in a similar capacity. Hannah's goal is to help students find the right educational and career path that suits their skills, values, and interests.

Resources and Links

xello.world/en/

onetonline.org

bls.gov/ooh

nwtc.edu

dpi.wi.gov/acp

collegecost.ed.gov

nces.ed.gov

Bolles, R. N. (2013). *What Color is Your Parachute?: A Practical Manual for Job-Hunters and Career-Changers* (2014 ed.). Berkeley, CA: Ten Speed Press.

A. Locke, Edwin & Latham, Gary. (1991). *A Theory of Goal Setting & Task Performance*. *The Academy of Management Review*. 16.

Sharf, R. S. (2013). *Applying Career Development Theory to Counseling* (6th ed.). Belmont, CA: Brooks/Cole.

Gordon, V. N. (2015). *The Undecided College Student: An Academic and Career Advising Challenge*. Springfield, IL, U.S.A.: Charles C. Thomas.

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