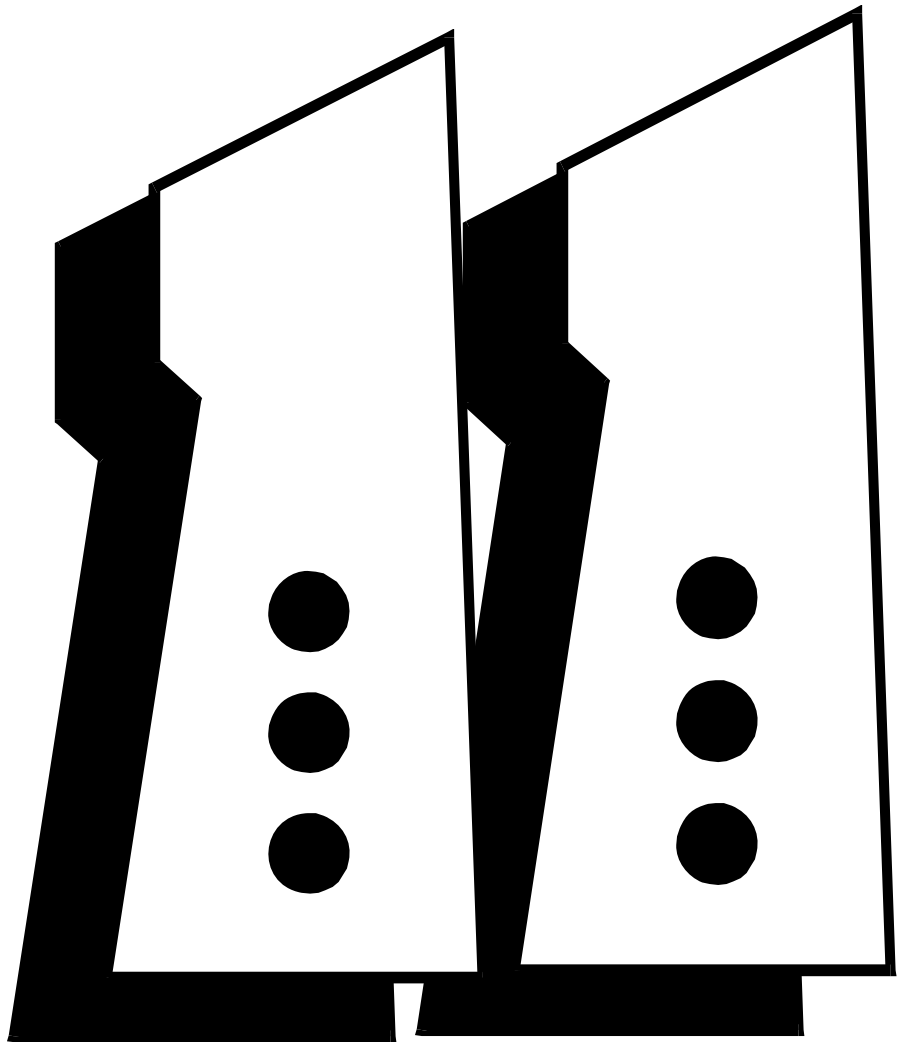


Career Prep

UNIT

**Pointers
for
Success
in
Careers,
Higher
Education,
& Life.**



NICE JOB...YOU HAVE COMPLETED UNITS 7-10

- You have completed Unit 7 - 8 - 9 in your process of going from school to work and higher education. In this unit, you learned about yourself and how to use that information in preparing for a career. You also learned about a portfolio, started to collect material for a portfolio, and you began to explore careers, career pathways and your EDP.
- You learned how your personality and interests can help you choose careers that fit your interests and temperaments. You also learned about business ownership and personal career interests that helped you write a career pathway.
- You also learned about non-traditional careers, completing applications and self evaluation.
- In Unit 10, you learned how to find and quit a job, how to succeed at work, communication skills, business etiquette and how to revise your career pathway.

IN UNIT 11, YOU WILL LEARN...

- ▶ How to prepare for your career
- ▶ How to further your education or training
- ▶ How to conduct personal and business finances
- ▶ How businesses set standards for practice and conduct



During this unit, you will continue to update your portfolio. **REMEMBER...** it's okay to take things out of your portfolio and add new, better documentation of your successes.



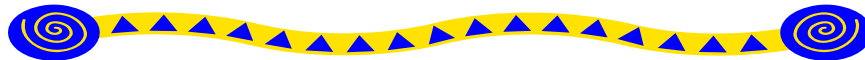
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No person on the basis of race, color, national origin, gender, age, disability, religion, height, weight or marital status, shall be discriminated against in its programs, services and activities.

If you feel you have been discriminated against, please contact the Civil Rights Coordinator in your district.

NOTES

1. HOW DO YOU CONTINUE YOUR CAREER PREPARATION?



Everyone needs to be successful. CAREER PREPARATION can help!

Learning is not just a school activity, but a lifelong process. Even though 80% of future jobs will require less than a four years of college, to get a good job after high school you will almost certainly have to get more training and education.

Unit 7-8-9 and Unit 10 helped you select a Career Pathway. Unit 11 and Unit 12 will help ease the transition from high school to further training or to participation in the work place.

- Career Preparation may mean taking a year or two of course work in your Career Pathway and then continuing at a community college or technical school for another year or two of advanced course work, or continuing your education at a four-year college to obtain a Bachelor's Degree.
- First, you select a planned sequence of courses to help you prepare for your chosen career path.
- Remember—planning ahead is the key. You CAN do it!

**FOLLOWING ARE BASIC CAREER PREPARATION OPPORTUNITIES:
A glossary of these terms is included in the Appendix.**

Adult Education Programs	Community College—Terminal Course
Associate's Degree	Externship
Business School	Internship
Career Technical Education	Nursing School
Certificate Program	School-to-Apprenticeship
College or University	Technical School

- None of the 20 fastest growing occupations can be classified as low-skill, needing only a high school diploma. Most are technical occupations for which higher education provides training.



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Did You Know?

Small businesses employ almost half of the private workforce.

1. HOW DO YOU CONTINUE YOUR CAREER PREPARATION?

1A: GETTING READY FOR THE BETTER PART TIME JOB

Many of you have already had or have part time jobs. These jobs may or may not have been in your Career Pathway. Since you are getting older and completing more training in your pathway, you should begin to look at part time jobs as experience builders. You may even want to look for a more pathway oriented, mature part time job. The information below will help you in your search. It will also give you helpful information for finding that first "real" job!

➤ PUBLIC EMPLOYMENT AGENCIES

Michigan has an employment agency called Michigan Works! Their locations have local jobs posted on their bulletin boards. They also offer career counseling.

Michigan Works! Also has a web site at www.michworks.org where you can build and post your resume on the section of their site that is only accessible to employers who have registered with them and are looking for workers. You can also use their site to search for jobs. Currently, there is over an average of 25,000 job postings and growing!

The Michigan Works! web site also has a link to America's Talent Bank, where you can search for jobs in any state that has an employment agency similar to Michigan Works!

If your computer skills are not up to posting an on-line resume, you should update them. **On-line job searching is the way to go!!**

➤ PRIVATE EMPLOYMENT AGENCIES

Private agencies provide placement services for a fee. The fee for placement must be paid by the employer or you. Thoroughly read and understand the terms of any agreements you sign with the agency. Normally, private agencies place people with professional training or special skills. They can be found in the yellow pages under "Employment Agencies."

Do not overlook temporary employment agencies. The agency will place you on short-term job assignments related to your skills. Many temporary jobs lead into full-time employment. Meanwhile, you will be developing a background of experiences you can use as references for future employment.

➤ GOVERNMENT

Civil Service Commissions are another possibility. These involve jobs working for your local, state, or federal government. In order to get a civil service job, you must take either a federal or state civil service test for your occupation. Candidates for civil service jobs are then contacted on the basis of how well they score on these tests. Most post offices and Job Service offices have application forms and information on civil service opportunities.

Military service branches all have recruiting offices. Recruiters often visit your schools and interview potential candidates. You may want to explore more than one branch to see what each has to offer you in the way of schools, travel, and trade. Although not really a part time job, for those of you interested in a military career, early exploration is a good idea.

➤ UNIONS

Industrial and Trade Unions have exclusive hiring authority for some companies, usually through apprenticeship programs. Check with your local trade unions, if available, especially if interested in a school-to-apprentice program or if you have CTE credits and experience..

1. HOW DO YOU CONTINUE YOUR CAREER PREPARATION?

1B: FACTORS THAT ARE IMPORTANT TO YOU ON THE JOB



The following list describes a wide variety of satisfactions that people get from their jobs. **RATE THEM ON A SCALE OF 1 TO 4**, according to how important these job satisfactions will be to you in your future careers.

1 = Not Important at All 3 = Reasonably Important
2 = Not Very Important 4 = Very Important In My Choice of Career

- _____ 1. **Help Society:** Do something to make the world a better place.
- _____ 2. **Help Others:** Be involved in helping other people in a direct way.
- _____ 3. **Public Contact:** Have a lot of day-to-day contact with people.
- _____ 4. **Work With Others:** Work as a team toward a common goal.
- _____ 5. **Affiliation:** Be recognized as a member of a particular organization.
- _____ 6. **Friendships:** Develop close personal relationships with people as a result of my work activities.
- _____ 7. **Competition:** Participate in activities which pit my abilities against others where there are clear win-and-lose outcomes.
- _____ 8. **Moral Fulfillment:** Feel that my work is contributing significantly to a set of moral standards which I feel are very important.
- _____ 9. **Location:** Find a place to live (town, geographical area) which allows me to do the things I enjoy most.
- _____ 10. **Community:** Live in a town or city where I can get involved in community activities.
- _____ 11. **Physical Challenge:** Have a job that makes physical demands which I would find rewarding.
- _____ 12. **Flexible Work Schedule:** Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.
- _____ 13. **Make Decisions:** Have the power to decide courses of action, policies, etc.
- _____ 14. **Work Under Pressure:** Work in situations where I must meet deadlines and/or the quality of my work is judged critically by supervisors, customers, or others.
- _____ 15. **Power and Authority:** Control the work activities of other people.
- _____ 16. **Influence People:** Be in a position to change attitudes or opinions of other people.
- _____ 17. **Work Alone:** Do projects by myself, without a lot of contact with others.
- _____ 18. **Knowledge:** Spend a lot of time studying and learning new information.
- _____ 19. **Intellectual Status:** Be known as an expert in my field.
- _____ 20. **Artistic Creativity:** Be creative in any of several art forms.

KEEP GOING -- THERE'S MORE!



1. HOW DO YOU CONTINUE YOUR CAREER PREPARATION?

- _____ 21. **Creativity** (general): Create new ideas and programs.
- _____ 22. **Aesthetics**: Be involved in studying or appreciating the beauty of things, ideas, etc.
- _____ 23. **Supervision**: Have a job in which I am directly responsible for the work done by others.
- _____ 24. **Change and Variety**: Do a variety of tasks and/or work in a variety of places.
- _____ 25. **Precision Work**: Work in situations where there is very little allowance for error.
- _____ 26. **Stability**: Have a work routine and job duties that are routine and not likely to change for a long time.
- _____ 27. **Security**: Be assured of keeping my job and a reasonably good salary.
- _____ 28. **Fast Pace**: Work in circumstances where work must be done rapidly.
- _____ 29. **Recognition**: Be honored for my work.
- _____ 30. **Excitement**: Experience a high degree of (or frequent) excitement in the course of my work.
- _____ 31. **Adventure**: Have work duties which involve frequent risk-taking.
- _____ 32. **Profit, Gain**: Have a good chance of making large amounts of money.
- _____ 33. **Independence**: Not have to do what others tell me to do, but still get my work done.
- _____ 34. **Advancement, Promotion**: Be able to move up the ladder quickly.

Others? List them below:

List five factors that you rated as a "4" (very important):

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



Good Job!



1. HOW DO YOU CONTINUE YOUR CAREER PREPARATION?

1C: FACTORS THAT ARE IMPORTANT TO YOU AFTER GRADUATION

You have already begun your career preparation in school and/or on the job. You may not realize it, but technical skills are life skills, and what you have already learned is a foundation for what you will learn in the future. Below are some examples of ways to continue your career preparation, especially right after high school. Of course they all require planning ahead—so no time like the present!

1. **Community Classroom programs** (see Appendix for definition and application) teach you job-specific skills. If you are not currently enrolled in such a program, seriously consider enrolling next year in a program that relates to your career goal.
2. The **military** offers many opportunities. Check them out carefully. Most branches of the service schedule visits to your school. The guidance office can help you make contacts and OIS can provide more information.
3. Utilize your local **College Career Planning Service**. Community colleges and major universities offer career planning services at little or no cost to you.
4. Not all college programs last four years. **Community colleges and universities** offer one- and two-year programs in specific career areas. Check them out in your guidance office or when the representatives visit your school.
5. Many **online sources** offer a listing of schools in the nation with post-secondary programs. See your guidance counselor to access this information.
6. Work for a company that offers an **on-the-job training program**. Contact the Bureau of Apprenticeship Training or the Michigan Works! office to learn about businesses/organizations in your community that offer apprenticeships and job training programs.
 - All of the above examples require you to apply.
 - Make sure all agreed upon conditions are in writing.

Did You Know?

A Career Technical Education Program is available for you. Turn to the Appendix for program requirements and a sample of the CTE application and questionnaire.

2. HOW DO YOU APPLY FOR POST-SECONDARY TRAINING?

2A: WHILE YOU ARE STILL IN HIGH SCHOOL

- If your school system offers the **Preliminary Scholastic Aptitude Test (PSAT)**, you should take the test in your junior year. A fee is required. Check with your counselor for deadlines.
 - ▶ It puts you in competition for the National Merit Scholarship Qualifying Test (NMSQT), but only if you take it your junior year.
 - ▶ It will help you identify areas where you scored poorly.
 - ▶ It may help remove your anxieties of taking a college entrance test.
- If your school offers the **Armed Services Vocational Aptitude Battery (ASVAB)**, you should take it. It provides information about abilities and interests directed toward your career choices. No fee is required. Although it is sponsored by the military, no obligation is expected.
- The **American College Test (ACT)** will be taken in the spring of your junior year as part of the Michigan graduation requirements. You want to do as well as you possibly can on your ACT. A high score opens many doors. If you don't like your score, you should take it again as soon as possible. If your school does not offer an ACT test preparation class, you should consider taking one.
 - ▶ Your scores may be placed in the first priority group to be considered for the Michigan Competitive Scholarship Program and other scholarships.
 - ▶ Many mid-western colleges and universities require the ACT score for admission to their freshman class.
 - ▶ The test may be retaken to improve your score.
- Some colleges require the **Scholastic Aptitude Test (SAT)**. See your counselor for testing information. A fee is required. You should also check your school planner or handbook for more testing information and dates.
- **Whether you are still in high school, taking adult education classes, or enrolled in a community college, you should:**
 - ▶ attend college nights.
 - ▶ meet with college representatives when they are in your school.
 - ▶ check with your counselors for test dates, registration forms, times of visits by college representatives, etc.
 - ▶ visit college campuses. See the next page for making the right choice.

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Did You Know?

The NMSQT is an invitation only science/math competitive scholarship exam. Your PSAT and ACT test scores and grade point average (GPA) are used to identify test candidates. Finalists are awarded college scholarships to major universities.

2. HOW DO YOU APPLY FOR POST-SECONDARY TRAINING?

2B: MAKING THE RIGHT CHOICE—WHAT ABOUT POST-SECONDARY EDUCATION?

Making the right post-secondary choice is sometimes a tough assignment. Below is a checklist to help you to make decisions about what is important to you for training beyond high school. Read the following and place an X by the items that are important to you.

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT AT ALL IMPORTANT		VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT AT ALL IMPORTANT
Academic Calendar				Location			
Academic Reputation				Majors or Course Offerings Relate to Career Goal			
Accept Transfer Credit				Private School			
Athletics				Professors do majority of teaching (vs. grad assistants)			
Availability of faculty to students				Public School			
Campus Environment				Religious Affiliation			
Costs				Size of classes			
Enrollment Size				Strong department in your career area			
Flexibility in academic requirements				Student Activities & Social Life			
Job Placement Services				Student Housing			



Looking back at what you checked as "very important," write a paragraph to describe how your selections relate to your career choice. Add any items that were not mentioned above.

➤ Whether your career choice requires a certificate, two year degree or a four-year degree or more, you should become familiar with **THE FOLLOWING TERMS RELATING TO POST-SECONDARY EDUCATION:**

- ▶ Bachelor's Degree Community College/College Transfer Course
- ▶ Engineering or Technological College University
- ▶ Federal Military Academy (see Military School)
- ▶ Trade School
- ▶ Liberal Arts College
- ▶ Master's Degree License
- ▶ Professional Degree (Ph.D., M.D., J.D., R.N., etc.)

Use the Appendix for a definition of each of the above terms.

2. HOW DO YOU APPLY FOR POST-SECONDARY TRAINING?

2C: APPLICATION ESSAY

- Perhaps one of the most dreaded tasks in the job, post-secondary training, or scholarship application is the personal essay. Remember, this is your opportunity to reveal your intelligence, talents, sense of humor, enthusiasm, maturity, creativity, and sincerity -- traits that aren't always obvious on the rest of the application.
- Generally speaking, employers and schools will evaluate your essay on three levels:
 1. Your ability to use standard written English;
 2. Your ability to think about yourself and to convey your true feelings or opinions about a topic;
 3. Your ability to be creative and original.



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Did You Know?

Federal Military Academies require recommendation and appointment by members of Congress. This process begins at the 11th grade level. See your counselor for information on applying.

- Before you say, "Nothing is unique about me. I'm just an average person," think about how you are different from all other applicants.

Think about the following questions:

- ▶ What kind of student are you?
- ▶ In which class did you learn to think?
- ▶ What words would you use to describe your personality?
- ▶ Who is your most unusual friend?
- ▶ What are some of the disappointments or failures in your life?
- ▶ What do you do for other people?
- ▶ How have you changed in the last four years? (besides physically)
- ▶ Who has been influential in your life?
- ▶ What can each company or school do for you?
- ▶ What are your personal aspirations?
- ▶ What are your goals five years from now?



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Did You Know?

Whatever the topic, the care and attention you give it expresses the level of your motivation and your desire to secure that job or attend that school.

2. HOW DO YOU APPLY FOR POST-SECONDARY TRAINING?



Here are a few tips for developing an essay that conveys your personal qualities:

1. Plan your essay(s).
2. Write a personal essay for each application.
3. Be sure you understand the topic, directions, and deadlines.
4. Remember to "show," not "tell," about your strengths. For example, instead of saying you're responsible (tell), explain that last summer you were put in charge of ten twelve-year-olds for a camp excursion, and this year you managed the senior class treasury (show).
5. Don't be afraid to express an opinion; diversity is desirable.
6. Before you start your essay, develop a one-sentence theme which stresses your individuality.
7. Think about your writing style. Match your style to your audience.
8. Write a first draft and put it aside for a day. Then go back and read it. Is the essay something another high school student could have written or is it unique because it's "you?"
9. Rewrite your essay as many times as necessary.
10. Ask someone whose opinions you respect to read your essay. Ask this person to tell you what parts he/she likes best, what parts seem unclear, and/or what needs more detail.
11. Revise, read aloud, and check for spelling and grammatical errors.
12. Unless the application calls for a handwritten copy, type your essay and proofread it carefully.
13. Return the application.

2D: SAMPLE COLLEGE ESSAY QUESTIONS



DIRECTIONS: Select one of the topics below and practice writing an essay. Use standard essay format including a thesis, supporting information and conclusion. Submit a typewritten final copy to your instructor, and place a copy in your portfolio for future reference.

1. Describe a significant experience or achievement that has special meaning for you.
2. Discuss some issue of personal, local, or national concern and its importance to you.
3. If you could travel through time and interview a prominent figure in the arts, politics, religion, or science, for example, who would you choose and why?
4. Name a person who has had a significant influence on you, and describe that influence.
5. Describe the school and/or community activities you have enjoyed the most, (sports, music, drama, scouting, church, etc.) sharing what you gained and what kind of contributions you feel you made.
6. Write an essay to describe your work experiences, educational and career objectives, and other areas you feel are pertinent to your life and goals.

2. HOW DO YOU APPLY FOR POST-SECONDARY TRAINING?

2E: STUDENT PROFILE-WHAT ARE COLLEGES LOOKING FOR?



This is a sample evaluation which some colleges and/or scholarship committees might require from your guidance counselor. **PRETEND YOU ARE THE COUNSELOR AND COMPLETE THIS FORM HONESTLY.** What would your counselor say about you?

	Average	Good	Outstanding	Preeminent
Academic Motivation				
Academic Creativity				
Academic Self-Discipline				
Academic Growth Potential				
Leadership				
Self-Confidence				
Warmth of Personality				
Sense of Humor				
Energy				
Personal Initiative				
Reactions to Setbacks				
Emotional Maturity				
Respect Accorded by Faculty				
Respect Accorded by Peers				
Concern for Others				

Please write a summary report about the candidate. Has the candidate made use of his or her intellectual potential and opportunities? Describe the quality of the applicant's participation and leadership in school, extracurricular, community, or work activities. How would you and others describe the applicant in personal terms. Please describe any special strengths or problems.

2F: USING YOUR PORTFOLIO TO SUCCEED AT COLLEGE

- You may plan to go to college. How can you use your portfolio for that goal? Colleges are increasingly aware that grades alone do not give a complete picture of a potential student. Your portfolio can be a real ally as you prepare your application. You may be asked to write an essay about personal experiences and/or accomplishments. Sit down, open your portfolio, and jot down ideas. If you have been writing clear analyses of your exhibits, you will be able to see what is important for your essay.
- Many colleges will ask you to send letters of reference or formal evaluations from teachers. Share your portfolio with those teachers so they understand your qualifications.
- Some colleges now ask new students to submit a mini-portfolio, either for scholarship opportunities or for placement purposes. Some now require admitted students to submit a portfolio of three pieces of writing, with analysis. This portfolio is reviewed and used to decide whether a student should be placed in the traditional composition class, be excused from the class, or take a more intensive class. If you have been maintaining writing samples in your portfolio and have written analyses explaining your exhibits, you have a good start. Some may ask that one sample be from a class other than English. It should demonstrate your ability to use writing as a way of learning about a subject.
- Once you have been accepted by a college or university, you can use your portfolio to help you decide what really interests you, what you need to learn, and what kind of living and social situation fits you. Take your portfolio with you when you meet your counselor at orientation or in the first days of choosing classes. Counselors want to assist you as much as possible, but they don't know you very well. Sharing your portfolio is a quick way to provide essential information that will assist in making critical choices for your future.

3. BUSINESS ETHICS

Every business has standards of practice and conduct. All employees of a business are expected to uphold and carry out those practices and to conduct themselves in an honest, business-like manner while on the job.

3A: MISSION STATEMENTS

Many businesses, schools and organizations have a mission statement. It is a short and to-the-point statement that describes the major purposes or way they exist. Everyone in the organization should know what the mission is. It is used to motivate staff to a common direction and standard of quality. Your school has a mission statement and you should be familiar with it. Find the mission statement of a local business or your school, copy it in the box and answer the following questions.

MISSION STATEMENT OF _____ :

Answer these questions in complete sentences:

1. Identify the major purposes:
2. Does it motivate the staff?
3. Does it motivate the students?
4. Does it help ensure quality standards?

3. BUSINESS ETHICS

3B: YOUR MISSION STATEMENT



Write your own mission statement either for your life in general or to include in your business plan. Refer to the previous page for guidance.

3C: EMPLOYEE HANDBOOKS & POLICY STATEMENTS

Most employers supply their employees with a handbook covering conduct, laws, and ethics, as well as day-to-day expectations. Employees are expected to read the information and comply.



Your school has a student handbook. It contains information about conduct and statements of school policy. Choose a section of your handbook and evaluate it below. Is it easy to read? Is it clear? Does it support the School Mission Statement?

3. BUSINESS ETHICS

3D: ETHICAL BEHAVIOR IS THE WAY TO DO BUSINESS



Ethical Behavior is Good Business



Ethical business practices include assuring that the highest legal and moral standards are observed in your relationships with the people in your business community. This includes the most important person in your business, **your customer**. Short term profit at the cost of losing a customer is long term death for your business.

A reputation for ethical decisions builds trust in your business among **business associates and suppliers**. Strong supplier relationships are critical to a successful business. Consider the problems you might have if you could not supply what the customer needs...at the time that they need it.

The entrepreneur is the role model for **employees**. If your behavior includes lying to customers, taking money out of the cash register, or taking home some of the inventory or supplies, you cannot be surprised if your employees follow your lead. Your family members may see the business as their own and take things that really belong to the business. Employees may see this as being dishonest, or as a conflict with their needs for a raise in pay.

The **community** expects your business to operate in an ethical manner that enhances the image of the community as a whole. If you are located in a mall, for example, your code of ethics will help or hinder customer traffic for the other businesses too. A reputation for telling customers anything they want to hear, regardless of the truth, eventually hurts your business and other businesses around you. It usually isn't illegal to lie to customers, but it isn't good business.

Ethical behavior is making **good business decisions** based on an established "code of ethics". Entrepreneurs should establish a written code of ethics that can serve as a framework for decisions to be made by the entrepreneur as well as the employees. In developing this code of ethics you should consider the following items:

1. Identify your general principles that would lead to fair business practices.
2. Check with your industry association for basic standards to review.
3. Allow for the fact that ethical questions do not always have a unique, faultless answer.
4. Write out specific statements that will assist you and others in making day-to-day ethical decisions.
5. Apply your code of ethics to a written policy and procedure manual identifying the major rules for operating your business.
6. Train your employees (and family members) to make ethical decisions about the business.

Did You Know?

A code of ethics is doing the right thing all the time—especially when no one is looking!

3. BUSINESS ETHICS

Your code of ethics will apply to all types of business operations including the following. What others can you add to this list?

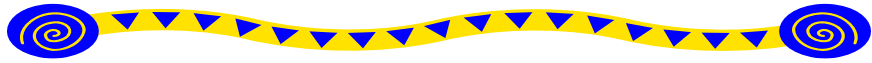
- ▶ Handling cash and checks from customers
- ▶ "Negotiating" special prices for a friend without permission
- ▶ Accepting gifts from suppliers and business associates
- ▶ Selling damaged merchandise
- ▶ Warranties on products
- ▶ Merchandise return policies for customers
- ▶ Returning merchandise to suppliers
- ▶ Handling shoplifters
- ▶ Accounting procedures for cash sales
- ▶ Employee theft
- ▶ Insurance coverage adequate to protect the business and employees
- ▶ Supporting your advertising promises
- ▶ Checking in merchandise when received from suppliers
- ▶ Keeping the premises clean and free from harmful substances or germs.
- ▶ Handling employee performance problems
- ▶ Telling customers the truth

3E: USE DECISION-MAKING SKILLS FOR ETHICAL DECISIONS

The day-to-day operations of a business require everyone to make decisions all the time. Practice in developing a code of ethics and then applying it to situations is important to establishing an ethical business image.

- 1. Define the problem** requiring a decision. Often we jump to conclusions about a situation without even taking time to clarify the problem
- 2. Consider alternative solutions to the problem.** There is always more than one solution to any problem. Practice thinking about possibilities before taking action.
- 3. Identify the consequences of alternative solutions.** There are many different consequences possible for choosing different alternatives. Entrepreneurs need to think about both the short-term and long-term consequences likely to result from their decisions.
- 4. Collect information** if you do not have enough to make the right decision. This is where a company policy and procedure guide may help employees check out their approach to a problem.

4. WHAT CAN YOU DO NOW?



As you continue in your Career Pathway, or if you have changed your Career Pathway, there are several options available to get a first-hand look at careers you're considering:

- **Career Research**—Using the research pattern from Unit 7-8-9, find out all you can about your current career interest.
- **Job-Shadowing** — Identify an individual who has a job in your career area and make arrangements for a visit. See Unit 7-8-9, pages 13 & 14 for details.
- **CTE Class** — Consider a CTE Class which is aligned with your Career Pathway. See your counselor for more information.
- **Work-Based Learning Opportunities** — You may be able to participate in work-based learning opportunities that are aligned with your Career Pathway. See your counselor for more information.
- **Continue to update your portfolio** - It is growing with your accomplishments and career preparation. And since you never know when you might get to use it, you should keep it up to date. Especially as you head into your senior year of high school.



4. WHAT CAN YOU DO NOW?

4A: PORTFOLIO DOCUMENT EVALUATION

You've been collecting quality materials in your portfolio. Remember...items you choose to include should show growth, be of your best quality, accurately reflect your talent, and be representative of all three general portfolio areas. Also, don't forget to include some items that support your Career Pathway.

NOW IS THE TIME TO BEGIN TO EVALUATE WHAT YOU'VE INCLUDED IN YOUR PORTFOLIO. Select a document that you wish to include in your portfolio. Then, complete the following:

Name _____
School _____

Date _____
Grade _____

1. **DESCRIPTION OF DOCUMENT:** _____

2. **WHICH OF THE FOLLOWING OBJECTIVES DOES THIS DOCUMENT MEET? Check the specific skills which you learned or exhibited in this document.**

TEAMWORK

- Know and follow the team's rules and values
- Participate on a team as a leader or contributor
- Listen to others
- Express ideas and accept constructive criticism
- Value individuals of differing backgrounds
- Ask for help when needed
- Acknowledge contributions and recognize successes
- Acquire conflict resolution skills

ACADEMIC

Communication

- Read and understand written materials
- Write in the language of your career path
- Speak in the language of your career path
- Demonstrate active listening skills
- Demonstrate effective presentation skills

Mathematics

- Apply basic math skills to solve problems
- Create and interpret charts and graphs

Science and Technology

- Understand basic business principles
- Understand the basic science of your career path
- Use the tools and equipment of your career path

Problem-Solving

- Recognize problems
- Use appropriate methods and resources to solve problems

PERSONAL MANAGEMENT

Responsibility

- Produce quality work
- Demonstrate initiative
- Be accountable for your own actions
- Attend school/work daily and on time
- Meet school/work deadlines

Organization

- Pay attention to detail
- Follow written and verbal instructions and directions
- Prioritize and complete tasks

Flexibility

- Learn new skills and view change as an opportunity
- Be willing to compromise
- Identify and suggest additional ways to complete job

Career Development

- Know personal strengths and weaknesses
- Develop career plans
- Pursue personal improvement
- Demonstrate job search skills

3. **IN YOUR OWN WORDS, EXPLAIN HOW THIS DOCUMENT DEMONSTRATES THE SKILLS WHICH YOU CHECKED ABOVE:** _____

4. WHAT CAN YOU DO NOW?

4B: REVIEWING YOUR CAREER PATHWAY

Previously, you have:

- ▶ learned about yourself, your interests, and abilities.
- ▶ examined careers that match your interests and abilities.
- ▶ researched specific occupations.
- ▶ discovered that gender does not limit your options.
- ▶ acquired job-seeking skills.

➤ Now, you need to apply this information in the review (or selection) of your Career Pathway. All occupations can be categorized into 6 general Career Pathways and 22 specific Career Pathways. A representative list follows for the 22 specific Career Pathways. The classes that are recommended and required for each major are listed in the EDP4 computer program and are available in your counselor's office and your enrollment information. An explanation of each specific Career Pathway can be found in the Appendix.

1. ARTS AND COMMUNICATION

- 1.1 Graphics, Printing, and Visual Imaging
- 1.2 Radio, Television, and Theater Arts
- 1.3 Social Sciences
- 1.4 Mathematics
- 1.5 Sciences
- 1.6 Physical Education
- 1.7 Pre-Professional
- 1.8 Fine and Performing Arts and Humanities
- 1.9 Communication

2. BUSINESS, MANAGEMENT, MARKETING, AND TECHNOLOGY

- 2.1 Accounting and Finance
- 2.2 Administrative/Management Support
- 2.3 Computer Systems Support
- 2.4 Marketing

3. ENGINEERING/MANUFACTURING AND INDUSTRIAL TECHNOLOGY

- 3.1 Construction
- 3.2 Engineering and Science Technicians
- 3.3 Manufacturing, Production, and Related
- 3.4 Service Technician

4. HEALTH SCIENCES

- 4.1 Health Therapeutic/Diagnostic

5. HUMAN SERVICES

- 5.1 Child Care Services
- 5.2 Cosmetology
- 5.3 Hospitality and Food Services
- 5.4 Public Safety
- 5.5 Personal Service Trades-Related Technologies

6. NATURAL RESOURCES AND AGRISCIENCE

- 6.1 Natural Resources and Agriscience



NOW THAT YOU HAVE REVIEWED ALL THE CAREER PATHWAYS, COMPLETE THE WORKSHEET ON THE NEXT PAGE. YOU CAN USE IT TO COMPLETE YOUR OFFICIAL EDP, OR USE THE FORM PROVIDED BY YOUR SCHOOL.

4. WHAT CAN YOU DO NOW?

4C: EDUCATIONAL DEVELOPMENT PLAN

Student Name _____

Educational Development Plan (EDP)		Preferred Career:	
Career Pathway:	COLLEGE FRESHMAN Classes	COLLEGE SOPHOMORE Classes	COLLEGE SENIOR Classes
Career Pathway Class Choices:			
Other Class Choices:			
Career Preparation Activities:	Aptitude Test EDP Portfolio Job Shadow Site Visit/Work Experience Senior Portfolio Presentation		

Parent Signature: _____

Student Signature: _____

5. FAMILY FOCUS

5A: CAREER GOALS & PERSONAL STRENGTHS WORKSHEET



PLEASE REVIEW UNIT 11 TOGETHER WITH YOUR PARENT OR GUARDIAN. LIST YOUR CAREER GOALS AND ACCOMPLISHMENTS BELOW, AND DISCUSS YOUR ACHIEVEMENTS AND AREAS TO FOCUS ON.

STUDENT INSIGHT:

WHAT ARE MY CAREER GOALS:

1. _____
2. _____
3. _____

WHAT ARE MY STRENGTHS AND INTERESTS:

1. _____
2. _____
3. _____

PARENT / GUARDIAN COMMENTS:

STRENGTHS AND INTERESTS NOTICED:

1. _____
2. _____
3. _____

AFTER LOOKING AT THE CAREER GOALS, STRENGTHS, AND INTERESTS OF YOUR CHILD, WHAT AREAS SHOULD BE FOCUSED ON, IN YOUR OPINION (SUCH AS CLASSES, PART-TIME JOBS, ORGANIZATIONAL SKILLS, ETC.):

1. _____
2. _____
3. _____

PLEASE COMPLETE THE UNIT 11 CHECKLIST ON THE NEXT PAGE WITH YOUR TEACHER, BUSINESS PARTNER, AND GUIDANCE COUNSELOR. THEN, PLEASE COMPLETE THE STUDENT DECLARATION SECTION WITH YOUR PARENT OR GUARDIAN.

.....



5. FAMILY FOCUS

5B: UNIT 11 CHECKLIST

PRINT NAME: _____

Indicate by initialing or completing the information below that you have read, discussed, completed and understand Unit 11.

Packet Completed

I understand career preparation. Next year I plan to: _____

After graduation I plan to: _____

The 2 most important job factors to me are: _____

My application essay is ready to go.

_____ I think my high school follows its mission because: _____

_____ I have read and understand the student handbook.

_____ I understand and appreciate business ethics.

_____ My portfolio is growing to the point that I will be ready to present next year.

_____ I have updated my EDP and scheduled classes with my counselor.

Initial _____ In order to be ready for my senior year, I need to do the following: _____

Portfolio Contents Completed (check the sections you have updated)

Initial

_____ Resume

_____ Academic

_____ Goal Statement

_____ Teamwork

_____ Evidence of Skill Areas

_____ Personal Management

_____ Attendance

_____ Business Partner _____ Date

_____ Teacher _____ Date

5C: PATHWAY DECLARATION

I declare to follow the _____ Career Pathway, focusing on the _____ occupational area.

OR

I declare to change my Career Pathway from _____ to _____ focusing on the _____ occupational area.

I AGREE TO WORK ON MY GOALS AND FOCUS ON THE FOLLOWING AREAS:

I AGREE TO SUPPORT YOU IN YOUR GOALS AND TO HELP YOU REACH YOUR HIGHEST POTENTIAL:

Student Signature

Parent/Guardian Signature

Date

Date