

Activities/ Resources for Outcomes

Outcome #2

What Is Important to Me?

Name: _____ Date: _____

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

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

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

- | | | | |
|-------------------|----------------------------|------------------------------|---------------------------|
| ___ religion | ___ safety | ___ family stability | ___ education |
| ___ a home | ___ physical
appearance | ___ respect for
authority | ___ admiration |
| ___ honesty | ___ health | ___ tradition | ___ justice |
| ___ change | ___ love | ___ loyalty | ___ fitting in |
| ___ money | ___ free time | ___ good grades | ___ maturity |
| ___ nature | ___ sticking up | ___ equality | ___ freedom
for others |
| ___ dignity/worth | ___ wisdom | ___ children | ___ true friends |
| ___ the elderly | ___ saving for
future | ___ rules/laws | ___ marriage |
| ___ initiative | ___ clubs | ___ clothing | ___ skill/talent |
| ___ career | ___ good values | ___ responsibility | ___ power |
| ___ knowledge | ___ achievement | ___ respecting others | ___ attitude |

Outcome #3

Myers Briggs Personality Type Indicator

What is Psychological Type?

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

What is the MBTI?

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

What is the benefit of the MBTI?

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

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

Specifically, organizations use the MBTI for:

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

Why the MBTI?

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

What are “PREFERENCES”?

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

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

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

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

Preferred hand

Feels natural

Did not think about it

Effortless & easy

Looks neat

Non-preferred hand

Feels unnatural

Had to think and concentrate

Requires energy

Awkward and clumsy

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

Myers-Briggs Type Indicator (MBTI)

ORIENTATION OF ENERGY – EXTRAVERSION – INTROVERSION

Direction of focus, source of energy

E EXTRAVERSION

Energized by outer world
Focuses on people and things
Talk thoughts out
Active
Breadth of interest
Live it, then understand it
Interaction
Outgoing
Do-think-do

I INTROVERSION

Energized by inner world
Focus on thoughts and concepts
Keeps thoughts in
Reflective
Depth of interest
Understand it before live it
Concentration
Inwardly directed
Think-do-think

PERCEIVING FUNCTION – SENSING – INTUITION

Ways of taking in information

S SENSING

Facts
Data
Detail
Reality-based
Actuality
Here and now
Looks at what is real

INTUITION N

Meanings
Associations
Possibilities
Hunches, speculations
Theoretical
Future possibilities
Looks at what could be

JUDGING FUNCTION – THINKING – FEELING

Ways of coming to a conclusion, making a decision

T THINKING

Analytical
Justice
Objective
Logical system
Impersonal
Critique
Reason
Criteria
Firm but fair

FEELING F

Sympathetic
Mercy
Subjective
Value system
Personal
Appreciate
Empathy
Circumstances
Compassionate

ORIENTATION TO OUTER LIFE – JUDGING – PERCEIVING

Dealing with outside world

J JUDGING

Organized
Settled
Planned
Decisive
Control one's life
Set goals
Systematic
Regulate

PERCEIVING P

Pending
Flexible
Spontaneous
Tentative
Lets life happen
Likes surprise
Open to change
Flow

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

MBTI TYPE TABLE Descriptive Words, Occupations and Special Talent

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

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

Outcome #5

ABCs

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

A-

B-

C-

D-

E-

F-

G-

H-

I-

J-

K-

L-

M-

N-

O-

P-

Q-

R-

S-

T-

U-

V-

W-

X-

Y-

Z-

Outcome #5

My Skills

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

Skill 1 _____

Skill 2 _____

Skill 3 _____

Skill 4 _____

Outcome #6

How Do I Become A...?

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

Example: I want to be a(n) teacher

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

Teaching certification

Master degree to increase income and teach at a college

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

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

creativity so I can come up with activities for students

I want to be a(n) _____

Education Requirements: _____

Skills I Need:

Outcome #6

Planning for My Career

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

Outcome #7 Career Cluster Descriptions

Career Cluster Name	Description	Career Cluster Name	Description
A griculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	H ospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
A rchitecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.	H uman Services	Preparing individuals for employment in career pathways that relate to families and human needs.
A rts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	I nformation Technology	Building linkages in IT occupations framework: for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
B usiness Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.	L aw, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Career Cluster Name	Description	Career Cluster Name	Description
E ducation & Training	Planning, managing and providing education and training services, and related learning support services.	M anufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
F inance	Planning, services for financial and investment planning, banking, insurance, and business financial management.	M arketing	Planning, managing, and performing marketing activities to reach organizational objectives.
G overnment & Public Administration	Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.	S cience, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
H ealth Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	T ransportation	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Activity Sheet: Career Cluster Group Project Form

Forestry worker	Roofer
Printing press operator	Data Entry Keyers
Teacher Assistant	Teller

Surveying and Mapping Tech	Pharmacy Tech
Customer Service Rep	Social Service Assistant
Computer Operator	Correctional Officer

**Expediting
Clerk**

**Merchandise
Displayer**

**Electrical
Drafter**

**Cargo/Freight
Agent**

Outcome #9

Activity Sheet: Who I Am

Name: _____

A career I am considering: _____ Career path: _____

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

- | | | |
|--|--|--|
| <input type="checkbox"/> High salary
(over \$50,000) | <input type="checkbox"/> Working in a wet place | <input type="checkbox"/> Working in a safe place |
| <input type="checkbox"/> Middle income
(\$20,000 to \$50,000) | <input type="checkbox"/> Working in some hazardous
surroundings | <input type="checkbox"/> Working at the same location
all day |
| <input type="checkbox"/> Low income
(under \$20,000) | <input type="checkbox"/> Pleasant working conditions | <input type="checkbox"/> Working inside |
| <input type="checkbox"/> Staying clean | <input type="checkbox"/> Working outside | <input type="checkbox"/> Getting dirty |
| <input type="checkbox"/> Working in a factory | <input type="checkbox"/> Working in a rural setting | <input type="checkbox"/> Working in many areas |
| <input type="checkbox"/> Working in a store | <input type="checkbox"/> Working in an office | <input type="checkbox"/> Traveling as part of the job |
| <input type="checkbox"/> Working in a noisy place | <input type="checkbox"/> Working with other people | <input type="checkbox"/> Working in a quiet place |
| <input type="checkbox"/> Working in heat | <input type="checkbox"/> Planning your own work | <input type="checkbox"/> Working alone |
| <input type="checkbox"/> Working in cold | <input type="checkbox"/> Doing work that provides a
chance to be creative | <input type="checkbox"/> Working in air conditioning |
| <input type="checkbox"/> Working in a dry place | <input type="checkbox"/> Doing the same task each day | <input type="checkbox"/> Having a high level of
responsibility |
| <input type="checkbox"/> Following orders | <input type="checkbox"/> Spending lots of time with your
family | <input type="checkbox"/> Doing different tasks every
day |
| <input type="checkbox"/> Working a seasonal job | <input type="checkbox"/> Being your own boss | <input type="checkbox"/> Having vacation time |
| <input type="checkbox"/> Working for someone else | <input type="checkbox"/> Working short hours | <input type="checkbox"/> Having flexible hours |
| <input type="checkbox"/> Performing mental, rather
than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week | <input type="checkbox"/> Having respect in the
community |
| <input type="checkbox"/> Working with details | <input type="checkbox"/> Working with tools | <input type="checkbox"/> Performing physical, rather
than mental, tasks |

- | | | |
|---|---|--|
| <input type="checkbox"/> Having good fringe benefits | <input type="checkbox"/> Manufacturing a product | <input type="checkbox"/> Performing a service |
| <input type="checkbox"/> Working while standing | <input type="checkbox"/> Working while sitting | <input type="checkbox"/> Helping people |
| <input type="checkbox"/> Doing work that requires a great deal of reading and writing | <input type="checkbox"/> Competing with others | <input type="checkbox"/> Working in an expanding career area |
| <input type="checkbox"/> Motivating others | <input type="checkbox"/> Influencing others | <input type="checkbox"/> Working in a city |
| <input type="checkbox"/> Working in the suburbs | <input type="checkbox"/> Supervising others | <input type="checkbox"/> Making decisions on the job |
| <input type="checkbox"/> Working in a declining career area | <input type="checkbox"/> No high school diploma or GED required | <input type="checkbox"/> Social skills required |
| <input type="checkbox"/> Listening skills required | <input type="checkbox"/> Following directions carefully | <input type="checkbox"/> Trade or technical school required |
| <input type="checkbox"/> Working with a chance for advancement | <input type="checkbox"/> Advanced college degree required | <input type="checkbox"/> Using writing skills |
| <input type="checkbox"/> Using speaking skills | <input type="checkbox"/> Using reading skills | <input type="checkbox"/> On-the-job training required |
| <input type="checkbox"/> Apprenticeship offered | <input type="checkbox"/> License required | <input type="checkbox"/> Memory skills required |
| <input type="checkbox"/> Working as a member of a team | <input type="checkbox"/> Good grooming required | <input type="checkbox"/> Using science skills |
| <input type="checkbox"/> Advanced math skills required | <input type="checkbox"/> Basic math skills required | <input type="checkbox"/> Union membership required |
| <input type="checkbox"/> Typing skills required | <input type="checkbox"/> Special skills required | <input type="checkbox"/> College degree required |
| <input type="checkbox"/> Social studies skills required | <input type="checkbox"/> Good manners required | <input type="checkbox"/> Working by myself |

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

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

Outcome #10

Career Autobiography

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

1. Tell your life's story. Talk about who you are, where you've come from, experiences you've had, and what has brought you to where you are today.
2. If you have not done so, add to your autobiography by going back to begin with your earliest recollections.
3. Talk about your working life. What kinds of work experiences have you had? (These can be paid experiences, volunteer work, student activities, or any leadership positions that have taken a lot of time.) What did you like or dislike about these experiences?
4. What have been the major turning points and transitions in your work life?
5. Who have been your influencers (e.g. parents, teachers, role models) in your school and work lives? Why were they so influential? What did your parents do for work? In what ways did their work and work experiences formulate or influence your thinking about work and careers?
6. What have been some of your most enjoyable work experiences? Why? What have been some roles that you have not enjoyed? Why?
7. Have there been a few peak experiences you have had in your life or work life? What about the experience, the environment, the team or the situation made these particularly memorable?

“PICK 5”

***Using the STRONG INTEREST INVENTORY &
MBTI PREFERENCES***

Student name_____

How would you describe yourself?

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

Your Strong Theme Code _____

Descriptions that fit you:

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

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

Your MBTI Preference _____

Descriptions that fit you:

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

Narrowing Down Career Choices using Strong Interest Inventory (SII)

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

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

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

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

1. _____
2. _____
3. _____

Categorizing the occupations on your list

Excellent Possibilities: Occupations suggested by both assessments.

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

Unlikely Possibilities: Occupations suggested by neither assessment.

Creating your Top 5 List

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

1. _____

2. _____

3. _____

4. _____

5. _____

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

Outcome #11

Career Awareness Plan

Self-assessment

What did you learn about your interests from the SII?

What did you learn about your personality from the MBTI?

Explore

Careers you researched?

Colleges you researched?

Information Interview

Career?

Decide

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

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

Career and/or College Major Choice: _____