

Activities/ Resources for Outcomes

Activities/ Resources for Outcome #3

The Power of Positive Self-Talk

This review will help you apply the building block of self-esteem to your life and future career. Fill in each blank carefully and honestly. Be true to yourself.

My name is: _____

I am: _____, _____, _____

1. I am proud that

2. One thing I can do now that I couldn't do a few years ago is

3. Someone I admire is (_____)

Why? _____

4. In the last two weeks, which activities gave you:

the greatest feeling of being energized? _____

the greatest feeling of importance? _____

the greatest feeling of self-worth? _____

5. What have you always wanted to do in your life? What is keeping you from doing it? What action could you take in the next year to get closer to this goal?

Sukiennik, D., Bendat, W., & Raufman, L. (2010). *The Career Fitness Program: Exercising your Options*. (9th Ed.). Upper Saddle Ridge, NJ: Prentice Hall.

Which Type of Learner Are You?

LEFT (Analytic)	RIGHT (Global)
Successive Hemispheric Style	Simultaneous Hemispheric Style
1. Verbal	1. Visual
2. Responds to word meaning	2. Responds to tone of voice
3. Sequential	3. Random
4. Processes information linearly	4. Processes information in varied order
5. Responds to logic	5. Responds to emotion
6. Plans ahead	6. Impulsive
7. Recalls people's names	7. Recalls people's faces
8. Speaks with few gestures	8. Gestures when speaking
9. Punctual	9. Less punctual
10. Prefers formal study design	10. Prefers sound/music background while studying
11. Prefers bright lights while studying	11. Prefers frequent mobility while studying

What's Your Learning Style?

For these questions, choose the first answer that comes to mind and check a,b, or c. Don't spend too much time thinking about any one question.

Question 1

When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations.
- b) have someone ask you questions, or repeat facts silently to yourself.
- c) write things out on index cards and make models or diagrams.

Question 2

Which of these do you do when you listen to music?

- a) daydream (see things that go with the music)
- b) hum along
- c) move with the music, tap your foot, etc.

Question 3

When you work at solving a problem do you

- a) make a list, organize the steps, and check them off as they are done
- b) make a few phone calls and talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind

Question 4

When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems

Question 5

To learn how a computer works, would you rather

- a) watch a movie about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself

Question 6

You have just entered a science museum, what will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read directions later

Question 7

What kind of restaurant would you rather not go to?

- a) one with the lights too bright
- b) one with the music too loud
- c) one with uncomfortable chairs

Question 8

Would you rather go to

- a) an art class
- b) a music class
- c) an exercise class

Question 9

Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

Question 10

If you were at a party, what would you be most likely to remember the next day?

- a) the faces of the people there, but not the names
- b) the names but not the faces
- c) the things you did and said while you were there

Question 11

When you see the word "d - o - g", what do you do first?

- a) think of a picture of a particular dog
- b) say the word "dog" to yourself silently
- c) sense the feeling of being with a dog (petting it, running with it, etc.)

Question 12

When you tell a story, would you rather

- a) write it
- b) tell it out loud
- c) act it out

Question 13

What is most distracting for you when you are trying to concentrate?

- a) visual distractions
- b) noises
- c) other sensations like, hunger, tight shoes, or worry

Question 14

What are you most likely to do when you are angry?

- a) scowl
- b) shout or "blow up"
- c) stomp off and slam doors

Question 15

When you aren't sure how to spell a word, which of these are you most likely to do?

- a) write it out to see if it looks right
- b) sound it out
- c) write it out to see if it feels right

Question 16

Which are you most likely to do when standing in a long line at the movies?

- a) look at posters advertising other movies
- b) talk to the person next to you
- c) tap your foot or move around in some other way

Total your a's, b's, and c's

Three Different Learning Styles

If you scored mostly a's you may have a visual learning style. You learn by seeing and looking.

Visual Learners

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.

Auditory Learners

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't, they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

If you had mostly c's, you may have a kinesthetic learning style. You learn by touching and doing.

Kinesthetic Learners

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform

- find that activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

Understanding and Identifying Auditory, Visual and Kinesthetic Learning Styles

Auditory	Visual	Kinesthetic
Identify sounds related to an experience	Have a sharp, clear picture of an experience	Develop a strong feeling towards an experience
I hear you clearly, I want you to listen . . . This sounds good	Do you make pictures in your head Do you have visual images in your head as you are talking and listening to me? Can you see what I am saying?	Do you feel what you are saying? Are you in touch with what I am saying?
How do you hear this situation going? What do you hear that is stopping you? Sounds heavy.	How do you see the situation? What do you see stopping you? This looks good. Do you see what I am showing you?	How do you feel about this situation? I'm getting a handle on this material. Let's move together. Sounds heavy .
Word Selections	Word Selections	Word Selections
tinkling, silent, squeal, blast, screaming, choking	color, clear, spiral, showed, vivid, notice	felt, body, sensations, feel pain, touch
Lecture	Visual Presentations	Hands-on Work

Activities/ Resources for Outcome #4

HOW DO I UNDERSTAND MY STRONG RESULTS?

Activity 7 is a description on how to interpret your results of the *Strong Interest Inventory*.

HOW YOUR RESULTS ARE ORGANIZED

Section 1. General Occupational Themes Describes your interests, work activities, potential skills, and personal values in six broad areas: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C).

Section 2. Basic Interest Scales Identifies specific interest areas within the six General Occupational Themes, indicating areas likely to be most motivating and rewarding for you.

Section 3. Occupational Scales Compares your likes and dislikes with those of people who are satisfied working in various occupations, indicating your likely compatibility of interests.

Section 4. Personal Style Scales Describes preferences related to work style, learning, leadership, risk taking, and teamwork, providing insight into work and education environments most likely to fit you the best.

Section 5. Profile Summary Provides a graphic snapshot of Profile results for immediate, easy reference.

Section 6. Response Summary Summarizes your responses within each category of Strong items, providing interpretive data useful to your career profession.

Activities/ Resources for Outcome #5

What are my values?

1. List five things you love to do. What values do you feel are reflected in these activities? (Example: I like spending time with my family. Value: Family)

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

2. What is one thing you would change in the world? _____
Why? _____

In your town?

Why? _____

About yourself?

Why? _____

3. What is something you really want to learn during your lifetime?

4. List several values that are most important to you in your job (Example: helping others, teamwork, creativity): _____

5. Work environments are people environments. Some people add to your energy, productivity, and self-esteem: others can drain you. Think of three people and describe their influence on you.

1. _____
2. _____
3. _____

Sukiennik, D., Bendat, W., & Raufman, L. (2010). *The Career Fitness Program: Exercising your Options*. (9th Ed.). Upper Saddle Ridge, NJ: Prentice Hall.

Activities/ Resources for Outcome #6

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

Talks thoughts out
Active
Breadth of interest
Live it, then understand it
Interaction
Outgoing
Do-think-do

INTROVERSION

Energized by inner world
Focuses on thoughts and concepts

Keeps thoughts in
Reflective
Depth of interest
Understand it before live it
Concentration
Inwardly directed
Think-do-think

I

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

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

N

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

Sympathetic
Mercy
Subjective
Value system
Personal
Appreciate
Empathy
Circumstances
Compassionate

F

ORIENTATION TO OUTER LIFE – JUDGING – PERCEIVING

Dealing with outside world

J

JUDGING

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

PERCEIVING

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

P

Extraversion	Introversion
Gregarious - drawn to large number and variety of relationships.	Intimate - most comfortable in small groups and with one-on-one relationships.
Enthusiastic - being energetically with the "action" and at the center of things.	Quiet - present themselves modestly, drawn to the calm away from the center of action.
Initiator - social facilitator, assertively outgoing, build bridges among people.	Receptor - content to let others initiate social amenities - even to the point of being overlooked.
Expressive - easy to know, approachable, warm, readily show feelings.	Contained - well controlled, calm exterior, often difficult for others to "read."
Auditory - learn through listening, active dialogue, and involvement with others.	Visual - learn through observation, reflection, reading, and more solitary means.

Sensing	Intuition
Concrete - depend on verifiable, factual information and direct perceptions. literal, mistrust fuzzy information	Abstract - comfortable with and inferring meaning from ambiguous and non-literal information. Perceptive.
Realistic - value being practical, cost-effective, and exercising common sense.	Imaginative - enjoy being ingenious, clever and novel . . . for its own sake.
Pragmatic - highly values the usefulness or applications of an idea - more interesting than idea itself.	Intellectual - learning, acquiring knowledge, mental challenges are valued as an end in itself.
Experiential - heavily grounded by first hand, past experience. Reluctant to generalize beyond direct experience.	Theoretical - conceptual, automatically search for patterns in observed facts, comfortable with theories and inventing new ones. Resourceful.
Traditional - trust what is familiar, support established groups and methods, honors precedents.	Original - values initiative and enterprising, inventive, and novel solutions. Often mistrusts conventional wisdom.

Thinking	Feeling
Critical - comfortable making distinctions, categorizing, makes win/lose choices, being in adversarial situations.	Accepting - tolerant towards human failings, see positive side of others, instinctually seeks win/win resolutions of problems.
Tough Minded - results oriented, ends justify the means, stick on task. Firm	Tender Hearted - use gentle persuasion to influence, reluctant to force compliance..
Questioning - intellectually independent, resistant to influence, self confident.	Accommodating - seeks consensus, deferential, conflict avoiding, seeks harmony.
Logical - values and trusts detached objective, and logical analysis.	Affective - trusts emotions and feelings, values human considerations, in touch with feelings.
Reasonable - is clear-thinking, objective, reasoned, and logical in everyday decision-making.	Compassionate - makes decisions on overall impressions, patterns, and feelings (including emotional likes and dislikes).

Judging	Perceiving
Early Starter - focused. Structure activities to work on one thing at a time, allowing adequate time for proper completion.	Pressure Prompted - prefers variety and multi-tasking. Most effectively energized when working close to deadlines.
Systematic - prefers orderly, structured and programmed responses. Likes formal contingency planning.	Casual - comfortable making adjustments as situation requires. Prefers informal guidelines vs. structured rules. Adaptable.
Scheduled - creates and easily follows standardized and familiar routines.	Spontaneous - dislikes repeatedly following the same routines. Seeks variety and change.
Planning - likes to schedule future commitments far in advance, 27 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.

Here is a table listing each of the 16 types grouped by function/trait. Next to each is a rough percentage of the US population that can be identified having each personality type. The F is for Female and the M is for Male. (These percentages are from the *MBTI Manual – A Guide to the Development and Use of the Myers-Briggs Type Indicator*. Third Edition).

	ST	SF	NF	NT	
I	ISTJ - F 6.9% M 16.4%	ISFJ - F 19.4% M 8.1%	INFJ - F 1.6% M 1.3%	INTJ - F 0.8% M 3.3%	J
I	ISTP - F 2.4% M 8.5%	ISFP - F 9.9% M 7.6%	INFP - F 4.6% M 4.1%	INTP - F 1.8% M 4.8%	P
E	ESTP - F 3.0% M 5.6%	ESFP - F 10.1% M 6.9%	ENFP - F 9.7% M 6.4%	ENTP - F 2.4% M 4.0%	P
E	ESTJ - F 6.3% M 11.2%	ESFJ - F 16.9% M 7.5%	ENFJ - F 3.3% M 1.6%	ENTJ - F 0.9% M 2.7%	J

MBTI TYPE TABLE

Descriptive Words, Occupations and Special Talents

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

**Activities/
Resources
for
Outcome #9**

What does your future look like?

We are going to create a Personality Collage/Vision Board—a collage of images representing your goals, dreams, and aspirations that you would like to achieve within the next 5 to 10 years.

Using a piece of poster board, various magazines, glue sticks, markers, personal photos, etc.:

Please create your desired future.

Questions you might want to think about when creating your vision board.

1. Where are you going to live?
2. What kind of work are you doing?
3. What are you going to dress like professionally?
4. What is your family situation?
5. Do you own a vehicle? If so what kind would you like to own?
6. What type of hobbies do you enjoy?

Remember that your personality collage/vision board is a reflection of YOUR future.

Be creative and have fun!

**Activities/
Resources
for
Outcome #10**

Career Autobiography

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

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

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

“PICK 5”

Using the STRONG INTEREST INVENTORY & MBTI PREFERENCES

Student name _____

How would you describe yourself?

Using the Strong Interest Inventory, 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 which can be found in the Manufacturing Career Awareness Resource File (flash drive), 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.

**Activities/
Resources
for
Outcome #11**

Name _____

Career Research Activity

Choose **5 (five)** occupations that you would like to research from your **Strong Interest Inventory results** and/or your **MBTI Preferences** “suggested careers handout”.

Answer the following questions using the CIS Website: www.ilworkinfo.com

User ID: Illinois

Password: careers

Occupation 1. _____

Occupation 2. _____

Occupation 3. _____

Occupation 4. _____

Occupation 5. _____

1. *What is the average wage?*
2. *What is the outlook for the future?*
3. *List some of the working conditions.*
4. *What are some interests needed for this occupation?*
5. *What are some skills and abilities needed for this occupation?*
6. *What are the physical demands for this occupation?*
7. *What knowledge is needed for this occupation?*
8. *What are some related occupations?*
9. *What is a program of study related to this occupation?*

***Please type answers for each of the 5 careers
on separate paper and attach to this handout.***

Pros and Cons Activity

For the 5 careers you researched and all you learned about yourself from this class:

List the "PROS", "CONS" and "OBSTACLES" for each career.
For "PROS" list all the ways that this occupation compares favorably to your ideal job.
For "CONS" list all the ways it conflicts with your ideal job objective or lacks in some important elements.
For "OBSTACLES" note any problems you have discovered that must be overcome if you enter this field.

Occupation 1:
Pros:
Cons:
Obstacles:
Occupation 2:
Pros:
Cons:
Obstacles:
Occupation 3:
Pros:
Cons:
Obstacles:
Occupation 4:
Pros:
Cons:
Obstacles:
Occupation 5:
Pros:
Cons:
Obstacles:

College Research Activity

Choose two colleges that you would like to research. You may search colleges either by state, region, or by the programs they offer.

Answer the following questions using the CIS Website: www.ilworkinfo.com

User ID: Illinois

Password: careers

School 1. _____

School 2. _____

1. *Why did you choose this school to research?*
2. *What are the tuition and fees?*
3. *How many students are in their student body?*
4. *Where is it located?*
5. *To be admitted, what is the entrance difficulty?*
6. *What are some of the school's extracurricular activities?*
7. *List 3 of the degree programs they offer.*
8. *Does the school have the degree program you are interested in?*
9. *What financial aid is available?*
10. *Would you consider attending this school?*

**Activities/
Resources
for
Outcome #12**



1. Self-assessment

What did you learn about your Interests from the SII?

What did you learn about your personality from the MBTI?

2. Explore

Careers you researched?

Colleges you researched?

Information Interview Career?

3. 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 _____