

Junior (September / Unit 7): Career Exploration I/II

Objective: *Explore possible life paths and career choices*

To successfully complete this unit and receive your stipend, complete the following activities:

- Complete all activities in this unit.
- Complete and include your **Student Grade Check** form.
- Include your parent/guardian's signature on the **Evaluation Sheet**.
- Complete the **Stipend Request** form.
- **Have site sponsor sign the Mid-Month Check-In (even if not fully finished) by _____.**
- **Be prepared to review it with UB staff on _____.**

Stipend Requirements

Stipend Amounts	Possible Portfolio Completions
Complete = \$40.00	<ul style="list-style-type: none"> • Unit 100% complete: turned in on-time, parent/guardian signature, and site sponsor signature.
Partial = \$30.00	<ul style="list-style-type: none"> • Unit 75% complete: includes parent/guardian and site sponsor signatures. • Unit 100% complete: includes parent/guardian signature; <u>does not</u> include site sponsor signature. • Unit 100% complete: all signatures but scholarship essay not completed.
Partial = \$20.00	<ul style="list-style-type: none"> • Unit 100% complete: <u>does not</u> include parent/guardian signature. • Unit 50% complete: includes parent/guardian and site sponsor signatures.
Incomplete = \$0	<ul style="list-style-type: none"> • Unit less than 50% complete (even if unit includes parent/guardian and site sponsor signatures)

What to do if you are absent on portfolio visit days!

Planned Absences (e.g. sports games, field trips, etc.)	Unplanned Absences (e.g. sick, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>before you leave</u>. UB staff will review your work, and you are eligible for a full \$40 stipend. • If you forget to leave your binder with your site sponsor before you leave but turn it in to your sponsor the <u>first day you return</u>, you are eligible for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>. 	<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>the day you return to school</u>. You are still eligible for a full \$40 stipend. • If you forget to give your binder to your site sponsor <u>the day you return</u>, you have <u>24 hours</u> to turn in your unit for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>.

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Personal Affirmation

At the beginning of each portfolio unit, you will include your personal affirmation. Much like Martin Luther King, Jr.'s "I Have a Dream" speech, each of us has dreams, affirmations, and hopes for our lives. By writing down your goals and dreams, you make commitments to yourself, use positive self-talk, and figure out how to overcome obstacles that stand between you and your college education!

Write your affirmation by describing who you are – or strive to be! For example, you could say, "I am an *intelligent, committed, and creative daughter/son/student/young woman.*" **Choose 3 adjectives to describe you who are and strive to be.**

"I am a/an _____, _____, and _____."

(adjective) (adjective) (adjective) (your role)

Don't forget your affirmation – and your commitment to yourself. You will write it each month!

Step 1: Vocational Interests

By now you have spent some time exploring your interests and goals, and have some idea as to what you are good at and what kind of career you might enjoy. However, it can't hurt to do a little bit of review and take another look at yourself. Each person has developed personal preferences for certain types of activities and environments. Most people who enjoy their work have some natural interest in the activities with which they are connected.

The six general areas of vocational interest are described below. Think about your past experiences and the activities you currently enjoy, and rank the following work environments from 1 to 6. Start with the one that best describes you (1), and work your way through the list until you reach the one that least describes you (6).

	Realistic	People who like activities that are practical and concrete. They like to work outdoors and to work with tools and machines using their physical skills. They often seek work relating to nature and the outdoors, mechanics, construction, military service, etc.
	Investigative	People who enjoy scientific and intellectual pursuits. They enjoy gathering information, uncovering new facts/theories and analyzing and interpreting data. They often seek work relating to academic research, libraries, medical facilities, or computer-related industries.
	Artistic	People who value creative qualities and like opportunities for self-expression. They prefer unstructured and flexible environments. They often seek work relating to art, music, drama, and/or writing. They sometimes find jobs as artists, in theatre companies, etc.
	Social	For people who enjoy working with people in order to inform, help, train or develop them in some way. They enjoy working in groups, sharing responsibilities and are good communicators. They like to solve problems through discussions of feelings and interactions with others. They often seek work relating to teaching, counseling, or recreation.
	Enterprising	For people who enjoy influencing, leading or managing others for organizational goals or economic success. They enjoy persuading others to their viewpoint and social tasks where they can assume leadership. They often seek work relating to business management, sales, or politics.
	Conventional	For people who enjoy systematic activities requiring attention to accuracy and detail, often associated with office work. They enjoy working for large organizations and are comfortable with an established chain of command. They often seek work relating to financial institutions, accounting firms, or other large businesses.

Step 2: Working with People

Insert an 'X' next to those activities that appeal to you. Then indicate the 3 ways of working with people that you would most enjoy and the 3 you would least enjoy.

	Influencing the attitudes and ideas of others
	Gathering information through direct contact with people
	Helping people with personal problems
	Instructing other people in various tasks or skills
	Supervising and being responsible for the work of others
	Consulting or advising others (even though not directly responsible for them)
	Confronting others, presenting them with difficult decisions
	Investigating people by obtaining information about them
	Providing services for others: giving information, performing physical or very technical tasks
	Mediating between contending parties
	Organizing others, bringing people together in cooperative efforts
	Making decisions about others
	Entertaining or performing for others
	Understanding people and studying their behavior

List the three activities you would enjoy most:

- 1.
- 2.
- 3.

List the three activities you would enjoy the least:

- 1.
- 2.
- 3.

Step 3: Working with Information

The present time is called the "information age." Most jobs require information retrieval and usage, and many occupations demand the development of new information. Using information can take many forms. You can analyze, maintain, and explain data. You can interpret ideas. You can learn facts and prepare reports. Put an 'X' next to those ways that you might like to work with information.

	Develop and discuss ideas and theories
	Make decisions based on definite rules and measurements
	Explain/interpret ideas and concepts
	Use materials/equipment in work (e.g., computers, wall charts, projectors, blueprints, etc.)
	Work with survey data or other information to better understand public opinion
	Conduct investigations, research
	Work with documents and records
	Other (feel free to add your own):

Step 4: Environmental Preferences

Satisfaction with your job often comes from enjoying aspects of your work and your environment that are not directly related to the tasks you do while at work. The following exercise asks you to look at and write about a few of these elements.

Please discuss your preferences for each of the categories listed below – and feel free to add your own!

Location: rural; small town; suburban; urban/city; international; climate/weather; safety/security of your neighborhood, etc.
Accommodations/Amenities: close to work; family/friends nearby; gym in close proximity; house close to public transportation; outdoor activity in close proximity, etc.
Other Interests: opportunities for civic/volunteer work; availability of continuing education programs; opportunity to be active within own religion/culture, etc.

Step 6: Possible Careers

If you knew you would be a great success, what job would you most like to have?

Below is a list of many possible careers, but certainly not all careers. Using the list to help you, name 2 other career possibilities. If you are interested in a career that does not appear on the list, feel free to write it down. Descriptions of the following careers are also available at <http://www.jobprofiles.org/listings.htm>

Accountant	Human Resources Manager
Actor	Journalist
Animator	Lawyer : _____
Biologist	Librarian
Architect	Museum - Archivist / Curator
Botanist	Musician
Chemist	Nursing: _____
Community College - Instructor	Occupational Therapist
Computer Design Consultant	Oncologist
Computer Forensics Investigator - City	Ophthalmologist
Computer Instructor	Photography - Photojournalist
Computer Systems - Software Engineer	Physical Therapist
Computer Systems - Systems Architect	Pilot
Copywriter / Project Manager	Principal
Counselor: _____	Professor
Doctor: _____	Psychologist
Engineer – Chemical	Psychiatrist
Engineer – Civil	Public Relations Consultant
Engineer – Computer Science	Religion – Minister/Priest/Rabbi/etc.
Engineer – Environmental	Social Worker
Engineer – Mechanical	Speech Pathologist
Film and Video - Television Production Engineer	Surgeon: _____
Film and Video - Video Producer	Teacher: _____
Flight Safety Officer - Government	Technical Writer
Forest Ranger	Veterinarian
Geologist	Writer: _____
Grant Writer	Zoologist - Animal Care Specialist
Graphic Designer	Other _____

Step 7: Careers from Majors

Maybe you don't know what you want to do as a career, but you have an idea of what you want to major in once you are at school. First look at the following websites to see the variety of your academic options in terms of choosing a major and write down 2 majors!

home.nau.edu/admissions/pointsofpride/programsheets.asp
students.berkeley.edu/admissions/general.asp?id=20
www.bu.edu/academics/depts/
admissions.arizona.edu/colleges/undergrad-degrees.aspx

Now look at the following websites to learn about potential career options based on different majors. Write down 2 careers per major that interest you from these websites.

www.4.nau.edu/gateway/Students/CareerMajorExploration/CareersbyMajor.htm
www.career.arizona.edu/students/?majordegree
www.career.unm.edu/students/major.php
www.du.edu/studentlife/career/student/majorhandouts.html

Major 1:

Major 2:

Major 1 / Career 1:

Major 1 / Career 2:

Major 2 / Career 1:

Major 2 / Career 2:

Step 8: Choose Two Careers to Research

From the two career choices you listed above, do some additional research. First write the careers in the blank spaces below.

I want to get a job as a _____ or a _____ when I complete my college education.

Once you have chosen your specific careers, you are ready to begin the research part of this unit. However, don't let your choices blind you to other career possibilities. Let's say that right now you are convinced that you want to be an orthopedic surgeon. That's great! But stay open to new ideas because you never know where your research is going to lead you. Halfway through this unit, you may come to realize that you would rather go into pediatrics.

Step 9: Research Your Careers

Please answer the following questions in complete sentences. If you're not sure what to write, you should conduct a little research. Ask a parent, teacher, and/or counselor. Your best source of information will likely be the *Occupational Outlook Handbook* (www.bls.gov/oco). Read about the **three ways** to find career information, click on your selection and begin your search.

You can also research online, and/or ask your librarian, high school counselor, or career center for book titles that might be of use. In addition, try the website listed on page 5 of this unit (<http://www.jobprofiles.org/listings.htm>).

Cite any sources you use for research by writing the book title or website next to the information so you can answer #9. If it is a parent, teacher, counselor or other individual, simply write their name beside the information they gave you.

1. Nature of the work in the occupation

- Why do these jobs exist, and what do you do in these jobs?

Career #1:	Career #2
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2. Education, training or experience needed for the occupations

- Will you have to go college, or enroll in some type of vocational school or training program in preparation for these jobs? How long will it take you to get the education or training you need for the job?

Career #1	Career #2
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3. Personal qualifications, skills, and abilities required for the occupation

- What special abilities, skills, qualifications or aptitudes will you need to enter this occupation?

Career #1	Career #2
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4. Earnings, salary range, benefits

- What is the beginning, average, and top income for this job?

Career #1	Career #2
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5. Working conditions in these occupations

- What types of working conditions and schedule does this job have?

Career #1	Career #2
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6. Location of employment

- In what geographical areas are these occupations predominantly found? Do people who have these jobs generally work in certain regions or cities of the country (e.g., by the ocean, in the mountains or desert, in Silicon Valley, in New York, in Los Angeles, etc)?

Career #1	Career #2
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7. Employment and advancement outlook for these occupations

- Are these jobs in demand, hard to get, or slowly disappearing?

Career #1	Career #2
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8. Personal satisfaction from working in these positions (Use your own perceptions and opinions to help answer this question. If you know anyone who currently has the job you are researching, then please ask him / her.)

- How does society view people who have these jobs? What do members of society like about the occupations? What do members of society dislike about the occupations? (Think of how people feel about lawyers, teachers, principals, police officers, etc.)

Career #1	Career #2
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9. Sources of your information

- Use the space below to list the places and/or people you used to answer your questions.

Step 10: Compare the Careers to your Life Plan

Review all of the information you have written in this unit from your Life Plan to your interests to your preferences for where to live to the careers you just researched. Do all of these things work together? Reflect on where you are now and where you want to be and write your thoughts in the space below and on the back of this page.

Scholarship Essay Question

It is now time for you to begin preparing for the many scholarship essays you will have to write during your senior year! Remember that scholarship essays are similar to admission essays required by some universities. Practicing these essays benefits both!

Limit your essay to 2 paragraphs. Your essay must be typed.

Note: Essays not typed will result in an immediate \$10 deduction from your portfolio stipend!

Of everything in the world, what would you most like to be doing right now? Where would you most like to be? Who would you most like to be with?

JUNIOR PORTFOLIO MID-MONTH CHECK-IN SHEET September / Unit 7 • Career Exploration I/II

Student Name: _____

Directions: To obtain full credit complete this check-in sheet of your unit work.

- It is advisable that you take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please circle the appropriate response and answer in complete sentences where asked.
- **Site Sponsor must sign Check – In Sheet by due date on the 1st page of your portfolio unit.** This is typically 1 week before your portfolio visit.

1. What parts of the unit have you completed?

- a) all of it
- b) half or more
- c) very little of it
- d) none of it

2. What parts of the unit do you still need to complete?

3. What part of this unit, if any, are you having difficulties with? Why?

4. What type of help do you need, if any, in order to complete unit by the due date?

FOR SITE SPONSOR TO COMPLETE:

Unit at least ½ complete: Y N

Site Sponsor Signature _____ Date _____

STUDENT GRADE CHECK

Instructions: Fill out this form. Obtain an estimate of your current grade from each of your teachers. He/she must sign and date next to each grade in the appropriate column. Include this form in your Portfolio Unit for review by Upward Bound staff at your next Portfolio visit.

Student's Name: _____

Name of Class	Grade	Teacher's Name (Printed)	Teacher's Signature	Date	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

STUDENT: Please give an explanation for any grade that is a C or lower in the space provided below. Feel free to use an additional page if necessary.

JUNIOR FEEDBACK AND EVALUATION SHEET
September / Unit 7 – Career Exploration I/II

Student Name: _____

Directions: To obtain full credit

- You are required to fully explain your answers to the following questions in full sentences. ***Simple yes or no responses are not acceptable.***
- It is advisable to take time to think of what was interesting to you, what you learned, and why.

1. Before completing this unit, did you know what career you were interested in pursuing? If so, how did this unit help you better understand that career? If not, how did this unit assist you in finding a career interest?

2. Explain the correlation between college majors and careers as you discovered in this unit.

3. What part of this unit was the most useful and why? What part of this unit was the least useful and why?

4. Discuss/Share portfolio information with your parent(s)/guardian(s).

Student Signature

Date

Parent Signature

Date

Phone Number

Parent Email