

Junior: Fall/September/Unit 7

Career Exploration I/II

Objectives:

- Explore possible life paths and career choices.
- Evaluate what you have learned.
- Contact Site Teachers and NAU Upward Bound Staff for help as needed.
- Assist in the development of the portfolio program.

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

1. Complete all of the activities in this unit!
2. Complete & include your Student GRADE CHECK form.
3. Answer the Gates Millennium Scholarship essay question.
4. Fill out the evaluation sheet when you have completed the unit assignments, and get your parent/guardian's signature.
5. Fill out the Honorarium/Stipend Request form.
6. Complete this unit and be prepared to review it by _____.

Once you have completed this unit, you should meet with an Upward Bound staff member to go over it, and review next month's portfolio unit.

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How much will I earn this month?	
C = \$40.00 complete	<ul style="list-style-type: none"> • Unit 100% complete • Unit turned in on time
P = \$20.00 partial	<ul style="list-style-type: none"> • Unit more than 50% complete • Unit turned in on time
0 = \$0.0 incomplete	<ul style="list-style-type: none"> • A unit turned in late is considered incomplete • A unit less than 50% complete is considered incomplete

What to do if you are absent on the day Portfolio's are to be reviewed by Upward Bound staff members?

Planned Absences (e.g., basketball games, track meets, etc.)	Unplanned Absences (e.g., sickness, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> ◆ Give your binder to your site teacher before you leave for the planned absence. ◆ If you give your binder to your site teacher before you leave, then the UB staff can review your work and you are still eligible for the full \$40.00 stipend. ◆ If you forget to leave your binder with your site teacher before you leave, then your work is late and you are no longer eligible for a stipend. 	<ul style="list-style-type: none"> ◆ Give your binder to your site teacher As Soon As You get back to school. ◆ If you give your binder to your site teacher As Soon As You return from an unplanned absence, then you are still eligible for the full \$40.00 stipend. ◆ If you forget to give your binder to your site teacher As Soon As You return, then your work is late and you are no longer eligible for a stipend.

By now you have probably spent some time exploring your interests and goals, and you probably 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.

Step 1: Vocational Interests (from 2003: <http://www.adm.uwaterloo.ca/infocecs/CRC/manual/interests.html>)

Each person has developed personal preferences for certain types of activities and environments. Most people who enjoy their work have some intrinsic interest in the activities with which they are connected.

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

	Realistic	For 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, or military service.
	Investigative	For people who enjoy scientific and intellectual pursuits. They enjoy gathering information, uncovering new facts or theories and analyzing and interpreting data. They often seek work relating to academic research, medical facilities, or computer-related industries.
	Artistic	For people who value aesthetic 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 in libraries, acting companies, or museums.
	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 for economic success. They enjoy persuading others to their viewpoint and prefer 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 (from 2003: <http://www.adm.uwaterloo.ca/infocecs/CRC/manual/interests.html>)

Insert an 'X' next to those activities that appeal to you. Then indicate the three ways of working with people that you would most enjoy and the three 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 (from 2003: <http://www.adm.uwaterloo.ca/infocecs/CRC/manual/interests.html>)

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 (from 2003: <http://www.adm.uwaterloo.ca/infocecs/CRC/manual/interests.html>)

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 (i.e. Where would you like to live? How far from home and family do you want to be?). 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.

Location (rural, small town, large city, climate/weather, safety/security of your neighborhood, etc.):
Accommodations/Amenities (house close to work, family nearby, gym in close proximity, etc.)
Other Interests (opportunities for civic/volunteer work, availability of continuing education programs, opportunity to be active within own religion, etc.)

Step 5: My Life Plan

Right now you are a student. On the next page, begin constructing your life plan from this point in your life forward. As you create your life plan, remember the DAPPS rule (On Course, 5th edition).

D—Dated, make sure your goals have deadlines that you can achieve them by.

A—Achievable, your goals are challenging, but can be realistically achieved.

P—Personal, the goal comes from you.

P—Positive, a goal that you *do* want, rather than something you *don't* want.

S—Specific, make sure your goals are specific, with measurable items. For example, “I will make all A’s this year.” Instead of, “I will do better in school.”

Life Plan

My Dream:

My Life Role: (High school student)

My Long-Term Goals in this Role: (think about the goals you want to achieve in the next 2-10 years)

My Short Term Goals in this Role: (Think about the goals you want to achieve this month, this semester or this school year that will support your long term goals.)

Step 6: Possible Careers

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

1.

Below is a list of many possible careers, but certainly not all careers. Using the list to help you, name two other career possibilities. If you are interested in a career that does not appear on the list, feel free to write it down.

2.

3.

Accountant	Clothing Store Manager / Buyer
Actor	Community College - Instructor
Addiction Treatment Executive	Community College - Career Counselor
Aerial Photographer	Computer Design Consultant
Aerospace Manufacturing Fabricator	Computer Forensics Investigator - City
Airlines - Flight Attendant	Computer Instructor
Airlines - Pilot	Computer Systems - MIS Manager
Airport Manager	Computer Systems - Software Engineer
Alternative Herbal Medicine Manufacturer	Computer Systems - Systems Architect
Amusement Park - Ride Manager	Construction Materials Distributor
Animator	Copywriter/Project Manager
Antiques Store Manager	Cosmetologist
Aquatic Biologist	County - Assessor
Architect	County - Employee and Training Counselor
Architect Technician	County - Environmental Services Department
Athletic Club Manager	Director
Auctioneer	County - Forester
Automotive Repairer	County - Health Department Manager
Banking - Bank Examiner	County - Transportation Commissioner
Banking - Bank Manager	Customer Relations Representative
Banking - Community Reinvestment Officer	Daycare Director
Banking - Research Supervisor	Debugging Consultant - Surveillance
Banking - Venture Capital - Head of Operations	Countermeasures
Baseball - Ballpark Assistant	Die Casting Shop Owner
Baseball - Head Groundskeeper	Disc Jockey
Baseball - Ticket Manager	Drafter/Designer of Homes
Bicycle Repair Shop Owner	Drug Development Research Associate
Bicycle Tour Operator	Electrical Contractor
Bookkeeper / Controller	Electrician - Journeyman Wireman
Bookkeeper / Tax / Paralegal	Elementary School Teacher
Botanist	Emergency Medical and Safety Instructor
Business Appraiser	Employment Services - Career Counselor
Business Consultant /Speaker /Writer	Employment Services - Career Program Coord.
Cafe Manager	Employment Services - Executive Recruiter
Cannery Production Coordinator	(Headhunter)
Chemist	Employment Services - Job Placement
Cartoonist	Counselor
Charter Fishing Captain	Employment Services - Recruiter
Chess Instructor	Engineer – Civil
Children's Gymnastics Instructor	Engineer - Computer Science
City - City Manager	Engineer -Electrical
City - Executive Secretary	Engineer - Environmental
Clinical Marriage Counselor	Engineer - Mechanical

Environmental Landscape Architect
 Family Physician
 Farm Equipment Representative
 Farmer - Vineyards
 Film and Video - Makeup Artist
 Film and Video - Production Coordinator
 Film and Video - Production Manager
 Film and Video - Storyboard Artist
 Film and Video - Teleprompter Operator
 Film and Video - Television Production Engineer
 Film and Video - Video Producer
 Flight Nurse
 Flight Safety Officer - Government
 Florist
 Food Distribution General Manager
 Food Services Staffing Manager
 Forest Ranger
 Furniture Designer and Builder
 Furniture Refinisher
 Geographic Information Systems Technician
 Geologist - State Geology Department
 Geo-technical Engineer
 Grant Writer
 Graphic Designer
 Grocery Meat Department Manager
 Hand-made Wooden Boat Builder
 Hardware Store Customer Service
 Health Ed. MIS Manager - County Ed.
 Hearing Aid Specialist
 High School Teacher
 High School Coach
 High School Administration - Principal
 High School Administration - Assistant Principal
 High School Administration - Counselor
 High School Administration - Librarian
 High School Administration - Registrar
 Home Maker
 Human Resources Manager
 Hydro-Geologist Consultant
 Hypnotherapist
 Insurance Agent
 Insurance Receptionist
 International Business Consultant
 Interpreter
 Irrigation Systems Designer
 Jewelry Crafter
 Landscaping Contractor
 Law - Court Reporter
 Law - Corporate Lawyer
 Law - Entertainment Lawyer
 Law - Family Lawyer
 Live Theatre Director
 Manufactured Housing Contractor
 Marine Mammal Trainer
 Marketing / PR Consultant
 Mechanical Engineer
 Meeting Planner / Bookkeeper
 Mental Health Counselor
 Middle School Teacher
 Mine Supervisor
 Motorcycle Store Owner
 Museum - Box Office Manager
 Museum - Floor Manager
 Music Publisher
 Music Tutor
 Musical Group Leader
 Musical Instrument Tuning and Repair
 Musician
 Newspaper Columnist - Local
 Newspaper Columnist - Metro Paper
 Newspaper Sports Reporter
 Nursing - General Registered Nurse
 Obstetrician
 Occupational Therapist
 Oncologist
 Ornamental Blacksmith
 Ophthalmologist
 Optical Chip Manufacturer
 Orthopedic Surgeon
 Pastry Chef
 Paving Contractor
 Pediatric Nurse Practitioner
 Photo Finishing
 Photography - Baby Photographer
 Photography - Photojournalist
 Photography - Photo Restorer
 Photography - Portrait Photographer
 Physical Therapist
 Plumbing Contractor
 Private Investigator
 Private School Headmaster / Headmistress
 Product Development and Analysis Engineer
 Professional Athlete
 Professional Speaker
 Psychiatric Technician
 Public Relations Consultant
 Quality Assurance Technician
 Radio - Director of New Media
 Radio - Station Manager
 Religion - Church Minister
 Religion - Church Youth Minister
 Restaurant Manager
 Safety Engineer
 Secretary
 Senior Citizen Service Provider
 Skin Care Products Distributor
 Special Education Teacher
 Speech Pathologist
 Speechwriter - Private Practice
 Speechwriter - Federal Government
 Sports Agent

Sports Manager
 Stock Broker
 Stock Broker - Customer Service Coordinator
 Talent Agent
 Technical Writer
 Telecommunications Technician
 Title Company Manager
 Toy Designer
 Travel Agent
 Tri-Athlete
 University -Professor
 University - Librarian
 University Administration - Career Counselor
 University Administration - President
 University Administration - Sports Information
 Director
 Utility Bill Auditor
 Vending Wholesaler
 Veterinarian
 Veterinarian Pharmacologist
 Video Production Owner
 Volcanologist

Warehouse Manager
 Wedding Planner
 Wedding Videographer
 Welder
 Wetlands Biologist
 Writer - Children's Books
 Writer - Novelist
 Writer - Poet
 Writer - Science Magazine
 Writing Consultant
 YMCA Director
 Zoo Nursery Attendant
 Zookeeper
 Zoologist - Animal Care Specialist

Almost all of the job titles on this list are discussed in detail at the following website:
<http://www.jobprofiles.org/listings.htm>.

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. If that is the case, please write down what those potential majors are and use the websites below to find potential careers based on those majors. Write down 2 careers per major that interest you from those websites.

Major 1:

Major 2:

<http://careerservices.rutgers.edu/CareerHandouts.html>

www.uncwil.edu/stuaff/career/majors

www.ku.edu/%7Euces/major/index.shtml

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 three career choices you listed in steps six and seven, choose the two that interest you the MOST and do some additional research. Write the name in the blank spaces provided below.

*I want to get a job as a _____, or a _____,
when I complete my postsecondary 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! 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

(from 2003: <http://www.bgsu.edu/offices/sa/career/process/step2.html>)

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. **Do some research on the Internet. Pick up a book, such as the *Occupational Outlook Handbook, 101 Careers*, or the *Dictionary of Occupational Titles*. Ask your librarian, or high school counselor for more book titles that might be of use. In addition, try the websites listed on page eight of this unit, <http://www.jobprofiles.org/listings.htm>.**

Your best source of information will likely be the on-line *Occupational Outlook Handbook*, which is located at <http://www.bls.gov/oco/>. Read about the **three ways** to find career information, click on your selection and begin your search.

Cite any sources you use for research by writing the book title or web address next to the information so you can answer question nine. 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** _____

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** _____

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**

4. Earnings, salary range, benefits

- What is the beginning, average, and top income for this job?
Career #1 **Career #2**

5. Working conditions in these occupations

- What types of working conditions and schedule does this job have?
Career #1 **Career #2**

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, in the desert, in Silicon Valley, in New York, in Los Angeles, etc.)?
Career #1 **Career #2**

7. Employment and advancement outlook for these occupations

- Are these jobs in demand, hard to get, or slowly disappearing?
Career #1 **Career #2**

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 or 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, firemen, etc.)

Career #1

Career #2

9. Sources of your information

- Use the space below to compile list the places you found the answers to 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.

<p style="text-align: center;">GATES MILLENNIUM SCHOLARSHIP ESSAY QUESTION</p>

JUNIORS... it is now time for you to begin preparing yourselves for the many scholarship essays you will have to write during your senior year! With each fall portfolio unit you will be asked to answer ONE of the seven essay questions from the 2007 – 2008 Gates Millennium Scholars application.

Students please note: Limit your essay to two paragraphs.

- 1. Discuss a leadership experience you have had in any area of your life: school, work, athletics, family, church, community, etc. How and why did you become a leader in this area? How did this experience influence your goals?**

JUNIOR MID-MONTH PORTFOLIO CHECK-IN SHEET
Fall/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 to 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.

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. When do you work on your unit?
 - a. at home in the evening
 - b. on the weekends
 - c. during class
 - d. on the bus going to/from school
 - e. other (*please explain*):

3. Rate the difficulty of this unit. 1 is easy and 5 is very hard.
1 2 3 4 5

4. From whom did you/will you seek help for this unit?
 - a. teacher
 - b. friend
 - c. parent
 - d. other adult (*please identify*)
 - e. other (*please explain*)

5. How well did you manage your time during this unit?
 - a. very well
 - b. ok
 - c. not great
 - d. poorly

6. Look at your answer to number 5, how could you improve the way you manage your time? Or if you answered “a. very well”, what else could you do to be a more efficient time manager?

STUDENT GRADE CHECK

Instructions: Fill out this form. Obtain an estimate of your current grade from each of your teachers. He/she should 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 lower than a C in the space provided below. Feel free to use an additional page if necessary.