

## What Is My Learning Style?

People learn in different ways. This assessment may help you understand your learning in different types of classes.

**Score each item and then total each column.**

**1 – Seldom or Never**

**2 – Sometimes**

**3 - Often**

- \_\_\_\_\_ I remember better if I write it down.
- \_\_\_\_\_ Looking at a person helps keep me focused.
- \_\_\_\_\_ I need a quiet place to get my work done.
- \_\_\_\_\_ When I take a test, I can see the textbook in my head.
- \_\_\_\_\_ Music or background noise distracts my attention.
- \_\_\_\_\_ I doodle in the margins of my notebook.
- \_\_\_\_\_ I have trouble following lectures.
- \_\_\_\_\_ I react very strongly to colors.

A

Total

- \_\_\_\_\_ My papers and notebooks always seem messy.
- \_\_\_\_\_ I do not follow written directions well.
- \_\_\_\_\_ If I hear something, I will remember it.
- \_\_\_\_\_ Writing is difficult for me.
- \_\_\_\_\_ I often misread words from the text.
- \_\_\_\_\_ I would rather listen and learn than read and learn.
- \_\_\_\_\_ Pages with small print are difficult for me to read.
- \_\_\_\_\_ My eyes tire quickly, even though my vision check-up is ok.

B

Total

- \_\_\_\_\_ I start a project before reading the directions.
- \_\_\_\_\_ I hate to sit at a desk for long periods of time.
- \_\_\_\_\_ I prefer to see something done and then do it myself.
- \_\_\_\_\_ I use the trial and error approach to problem solving.
- \_\_\_\_\_ I like to read my textbook while riding an exercise bike.
- \_\_\_\_\_ I take frequent study breaks.
- \_\_\_\_\_ I have a difficult time giving step-by-step directions.
- \_\_\_\_\_ I enjoy sports and do well at several types of sports.

C

Total

If **A** is your highest score, you may be a **Visual Learner**

If **B** is your highest score, you may be an **Auditory Learner**

If **C** is your highest score, you may be a **Kinesthetic/Tactile Learner**

A score of 18 or more indicates a strength in that area. The Learning Style with the highest score indicates the most efficient method of information intake for you.

**My preferred Learning Style is:**

| <b>What does this mean?</b>   |  |   |
|---|--|---|
| <p><b>Visual Learning Characteristics</b></p> <ul style="list-style-type: none"> <li>likes to read</li> <li>usually a good speller</li> <li>memorizes by seeing graphics or pictures</li> <li>finds verbal instruction difficult</li> <li>remembers faces</li> <li>doodles</li> <li>notices details</li> </ul> <p><b>I might like these occupations:</b></p> <ul style="list-style-type: none"> <li>Graphic Designer</li> <li>Architect</li> <li>Navigator</li> <li>Mechanic</li> <li>Surgeon</li> <li>Webmaster</li> </ul> | <p><b>Auditory Learning Characteristics</b></p> <ul style="list-style-type: none"> <li>enjoys talking</li> <li>easily distracted</li> <li>has difficulty with written directions</li> <li>enjoys music</li> <li>distracted by noise</li> <li>outgoing by nature</li> <li>likes to listen to other readers</li> </ul> <p><b>I might like these occupations:</b></p> <ul style="list-style-type: none"> <li>Translator</li> <li>Teacher</li> <li>Counselor</li> <li>Salesperson</li> <li>Musician</li> <li>Psychologist</li> </ul> | <p><b>Kinesthetic Learning Characteristics</b></p> <ul style="list-style-type: none"> <li>enjoys doing activities</li> <li>taps pencil or foot when studying</li> <li>will try new things</li> <li>uses hands while talking</li> <li>reading not a priority</li> <li>outgoing by nature; expresses emotions</li> <li>spelling may be difficult</li> </ul> <p><b>I might like these occupations:</b></p> <ul style="list-style-type: none"> <li>Athlete</li> <li>Firefighter</li> <li>Dancer</li> <li>Actor</li> <li>Sculptor</li> <li>Construction</li> </ul> |

Adapted from the Delaware Career Compass

## Personality Plus

Another way to understand yourself is to look at your personality type. Dr. John Holland theorizes that both people and occupations can be loosely classified into six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Most people are a combination of two or three groups.

Read the descriptions in each column and check or fill in the box of each word or statement that applies to you. Count the number of checkmarks in each column and write the total in the box at the bottom of each column.

|  |  |   |  |   |   |
|--|--|---|--|---|---|
| <p><b>I AM...</b></p> <input type="checkbox"/> practical<br><input type="checkbox"/> athletic<br><input type="checkbox"/> frank<br><input type="checkbox"/> mechanical<br><input type="checkbox"/> a nature lover<br><input type="checkbox"/> thrifty<br><input type="checkbox"/> curious<br><input type="checkbox"/> stable<br><input type="checkbox"/> concrete<br><input type="checkbox"/> reserved<br><input type="checkbox"/> self-controlled<br><input type="checkbox"/> ambitious<br><input type="checkbox"/> systematic<br><input type="checkbox"/> persistent | <p><b>I AM...</b></p> <input type="checkbox"/> inquisitive<br><input type="checkbox"/> analytical<br><input type="checkbox"/> scientific<br><input type="checkbox"/> observant<br><input type="checkbox"/> precise<br><input type="checkbox"/> scholarly<br><input type="checkbox"/> cautious<br><input type="checkbox"/> curious<br><input type="checkbox"/> self-confident<br><input type="checkbox"/> introspective<br><input type="checkbox"/> reserved<br><input type="checkbox"/> broad-minded<br><input type="checkbox"/> independent<br><input type="checkbox"/> logical | <p><b>I AM...</b></p> <input type="checkbox"/> creative<br><input type="checkbox"/> intuitive<br><input type="checkbox"/> imaginative<br><input type="checkbox"/> innovative<br><input type="checkbox"/> unconventional<br><input type="checkbox"/> emotional<br><input type="checkbox"/> independent<br><input type="checkbox"/> expressive<br><input type="checkbox"/> original<br><input type="checkbox"/> sensitive<br><input type="checkbox"/> complicated<br><input type="checkbox"/> idealistic<br><input type="checkbox"/> nonconforming                              | <p><b>I AM...</b></p> <input type="checkbox"/> friendly<br><input type="checkbox"/> helpful<br><input type="checkbox"/> idealistic<br><input type="checkbox"/> insightful<br><input type="checkbox"/> outgoing<br><input type="checkbox"/> understanding<br><input type="checkbox"/> cooperative<br><input type="checkbox"/> generous<br><input type="checkbox"/> responsible<br><input type="checkbox"/> forgiving<br><input type="checkbox"/> patient<br><input type="checkbox"/> empathetic<br><input type="checkbox"/> kind<br><input type="checkbox"/> persuasive | <p><b>I AM...</b></p> <input type="checkbox"/> self-confident<br><input type="checkbox"/> assertive<br><input type="checkbox"/> sociable<br><input type="checkbox"/> persuasive<br><input type="checkbox"/> enthusiastic<br><input type="checkbox"/> energetic<br><input type="checkbox"/> adventurous<br><input type="checkbox"/> impulsive<br><input type="checkbox"/> ambitious<br><input type="checkbox"/> inquisitive<br><input type="checkbox"/> agreeable<br><input type="checkbox"/> talkative<br><input type="checkbox"/> extroverted<br><input type="checkbox"/> spontaneous<br><input type="checkbox"/> optimistic | <p><b>I AM...</b></p> <input type="checkbox"/> well-organized<br><input type="checkbox"/> accurate<br><input type="checkbox"/> methodical<br><input type="checkbox"/> polite<br><input type="checkbox"/> conscientious<br><input type="checkbox"/> efficient<br><input type="checkbox"/> conforming<br><input type="checkbox"/> orderly<br><input type="checkbox"/> practical<br><input type="checkbox"/> thrifty<br><input type="checkbox"/> systematic<br><input type="checkbox"/> structured<br><input type="checkbox"/> ambitious<br><input type="checkbox"/> obedient<br><input type="checkbox"/> persistent |
| <p><b>I CAN...</b></p> <input type="checkbox"/> fix electrical things<br><input type="checkbox"/> solve electrical problems<br><input type="checkbox"/> pitch a tent<br><input type="checkbox"/> play a sport<br><input type="checkbox"/> read a blueprint<br><input type="checkbox"/> plant a garden<br><input type="checkbox"/> operate tools & machinery  | <p><b>I CAN...</b></p> <input type="checkbox"/> think abstractly<br><input type="checkbox"/> solve math problems<br><input type="checkbox"/> understand scientific theories<br><input type="checkbox"/> do complex calculations<br><input type="checkbox"/> use a microscope or computer<br><input type="checkbox"/> interpret formulas  | <p><b>I CAN...</b></p> <input type="checkbox"/> sketch, draw, paint<br><input type="checkbox"/> play a musical instrument<br><input type="checkbox"/> write stories, poetry, music<br><input type="checkbox"/> sing, act, dance<br><input type="checkbox"/> design fashions or interiors  | <p><b>I CAN...</b></p> <input type="checkbox"/> teach/train others<br><input type="checkbox"/> express myself clearly<br><input type="checkbox"/> lead a group discussion<br><input type="checkbox"/> mediate disputes<br><input type="checkbox"/> plan and supervise an activity<br><input type="checkbox"/> cooperate well with others   | <p><b>I CAN...</b></p> <input type="checkbox"/> initiate projects<br><input type="checkbox"/> convince people to do things my way<br><input type="checkbox"/> sell things or promote ideas<br><input type="checkbox"/> give talks or speeches<br><input type="checkbox"/> lead a group<br><input type="checkbox"/> persuade others  | <p><b>I CAN...</b></p> <input type="checkbox"/> work well within a system<br><input type="checkbox"/> do a lot of paper work in a short time<br><input type="checkbox"/> keep accurate records<br><input type="checkbox"/> use a computer<br><input type="checkbox"/> write effective business letters  |
| <p><b>I LIKE TO...</b></p> <input type="checkbox"/> tinker with machines or vehicles<br><input type="checkbox"/> work outside w/ plants & animals<br><input type="checkbox"/> be physically active<br><input type="checkbox"/> use my hands to build things<br><input type="checkbox"/> tend/train animals<br><input type="checkbox"/> work on electronic equipment<br><input type="checkbox"/> work in farming, forestry or fishing<br><input type="checkbox"/> do carpentry work   | <p><b>I LIKE TO...</b></p> <input type="checkbox"/> work with scientific equipment<br><input type="checkbox"/> use computers<br><input type="checkbox"/> work independently<br><input type="checkbox"/> perform lab experiments<br><input type="checkbox"/> read scientific/technical journals<br><input type="checkbox"/> analyze situations & find a solution<br><input type="checkbox"/> use a chemistry set<br><input type="checkbox"/> do puzzles<br><input type="checkbox"/> be in a science fair<br><input type="checkbox"/> solve math/science questions                 | <p><b>I LIKE TO...</b></p> <input type="checkbox"/> attend concerts, theater, art exhibits<br><input type="checkbox"/> read fiction, plays, and poetry<br><input type="checkbox"/> paint, sculpt, or do ceramics<br><input type="checkbox"/> take photographs<br><input type="checkbox"/> express myself creatively<br><input type="checkbox"/> deal with ambiguous ideas<br><input type="checkbox"/> read art/music magazines<br><input type="checkbox"/> act in a play<br><input type="checkbox"/> design new fashions<br><input type="checkbox"/> study a foreign language | <p><b>I LIKE TO...</b></p> <input type="checkbox"/> work and socialize with others<br><input type="checkbox"/> help people solve problems<br><input type="checkbox"/> do volunteer work<br><input type="checkbox"/> work with young people<br><input type="checkbox"/> play team sports<br><input type="checkbox"/> belong to a club<br><input type="checkbox"/> work with the elderly<br><input type="checkbox"/> cater to needs/wishes of others<br><input type="checkbox"/> help others with mental, spiritual, physical or career needs                            | <p><b>I LIKE TO...</b></p> <input type="checkbox"/> make decisions affecting others<br><input type="checkbox"/> be elected to office<br><input type="checkbox"/> work on a sales campaign<br><input type="checkbox"/> start my own service or business<br><input type="checkbox"/> campaign politically<br><input type="checkbox"/> have power or status<br><input type="checkbox"/> use language skills to influence others<br><input type="checkbox"/> be with leaders  | <p><b>I LIKE TO...</b></p> <input type="checkbox"/> work with numbers<br><input type="checkbox"/> type reports or work on computers<br><input type="checkbox"/> be responsible for details<br><input type="checkbox"/> collect or organize things<br><input type="checkbox"/> follow clearly defined procedures<br><input type="checkbox"/> keep things neat and organized<br><input type="checkbox"/> work with forms and reports<br><input type="checkbox"/> work from nine-to-five<br><input type="checkbox"/> follow a budget<br><input type="checkbox"/> follow other people's instructions                  |
| <p><b>Total</b></p> <p><b>R =</b></p>  | <p><b>Total</b></p> <p><b>I =</b></p>  | <p><b>Total</b></p> <p><b>A =</b></p>   | <p><b>Total</b></p> <p><b>S =</b></p>  | <p><b>Total</b></p> <p><b>E =</b></p>   | <p><b>Total</b></p> <p><b>C =</b></p>   |

- Put the letter with the highest total score in the first space for your Holland Code, then the next highest in the second space and the third highest in the last space. Do you agree or disagree with the results? Are the results the same from both check lists?

My 'Personality Plus' Holland Code Is: \_\_\_\_\_

My 'Discover Your Personality Type' Holland Code Is: \_\_\_\_\_

- Read about Holland's six personality types on page 7 in the *Career Outlook* and look over the items you checked in your Holland Code lists on the previous page. Briefly explain your top personality type. What do the results tell you about what you might prefer in your work life based on your personality?

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- Review the sample occupations that may fit your personality type in the columns below. Considering your top three personality types and the typical jobs listed for that personality type, circle 1-3 that interest you.
- Look in the Occupational Section of the *Career Outlook*, pages 12-50. **Find three more occupations that interest you** by looking in the Holland Code column and write them in the blanks provided below.

|                      |                                  |                          |          |
|----------------------|----------------------------------|--------------------------|----------|
| <b>Realistic</b>     | <b>Typical "R" jobs include:</b> |                          | 1. _____ |
|                      | Electrician                      | Civil Engineer           | 2. _____ |
|                      | Auto Technician                  | Aircraft Mechanic        | 3. _____ |
|                      | Surveyor                         | Plumber                  |          |
|                      | Carpenter                        | Surgical Technologist    |          |
| <b>Investigative</b> | <b>Typical "I" jobs include:</b> |                          | 1. _____ |
|                      | Veterinarian                     | Petroleum Engineer       | 2. _____ |
|                      | Microbiologist                   | Dietitian                | 3. _____ |
|                      | Software Developer               | Computer Systems Analyst |          |
|                      | Forensic Science Technician      |                          |          |
| <b>Artistic</b>      | <b>Typical "A" jobs include:</b> |                          | 1. _____ |
|                      | Fashion Designer                 | Desktop Publisher        | 2. _____ |
|                      | Architect                        | Radio & TV Announcer     | 3. _____ |
|                      | Photographer                     | Multimedia Artist        |          |
|                      | Musician                         | Cosmetologist            |          |
| <b>Social</b>        | <b>Typical "S" jobs include:</b> |                          | 1. _____ |
|                      | School Counselor                 | Dental Hygienist         | 2. _____ |
|                      | Physician Assistant              | Teacher                  | 3. _____ |
|                      | Clergy                           | Tour Guide               |          |
|                      | Athletic Trainer                 | Childcare Worker         |          |
| <b>Enterprising</b>  | <b>Typical "E" jobs include:</b> |                          | 1. _____ |
|                      | Financial Examiner               | Police Detectives        | 2. _____ |
|                      | Lawyer                           | Farmer & Rancher         | 3. _____ |
|                      | Travel Agent                     | Marketing Manager        |          |
|                      | School Administrator             |                          |          |
| <b>Conventional</b>  | <b>Typical "C" jobs include:</b> |                          | 1. _____ |
|                      | Proofreaders                     | Law Clerk                | 2. _____ |
|                      | Bank Teller                      | Accountant               | 3. _____ |
|                      | Dispatcher                       | Cashier                  |          |
|                      | Loan Officer                     | Cost Estimator           |          |
|                      | Tax Preparer                     |                          |          |

5. Look over your Holland Code occupations list. Which of the occupations listed do you think would make you feel most satisfied at work? Explain why.

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6. How can knowing your personality types/Holland Code benefit or help you in a work environment?

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7. Optional: Explore this occupation further in [www.RUReady.ND.gov](http://www.RUReady.ND.gov) and save it in your portfolio.

## Career Clusters Interest Survey

- Check the items in each box that best describe you. You may make as many or as few checks as you choose.
- Add up the number of checkmarks in each row and place the total in the box at the end of the row. (Totals across.)
- Look to see which three have the highest numbers.
- Find the corresponding Career Clusters at the end of the survey to see which clusters you may want to explore.

| # | Activities that describe what I like to do:  | Personal qualities that describe me:  | School subjects that I like:  | Total Number Checked |
|---|--|---|---|----------------------|
| 1 | <input type="checkbox"/> Learn how things grow and stay alive.<br><input type="checkbox"/> Make the best use of the earth's natural resources.<br><input type="checkbox"/> Hunt and/or fish.<br><input type="checkbox"/> Protect the environment.<br><input type="checkbox"/> Be outdoors in all kinds of weather.<br><input type="checkbox"/> Plan, budget, and keep records.<br><input type="checkbox"/> Operate machines and keep them in good repair.  | <input type="checkbox"/> Self-reliant (able to do it yourself)<br><input type="checkbox"/> Nature lover<br><input type="checkbox"/> Physically active<br><input type="checkbox"/> Planner<br><input type="checkbox"/> Creative problem solver   | <input type="checkbox"/> Math<br><input type="checkbox"/> Life Sciences<br><input type="checkbox"/> Earth Sciences<br><input type="checkbox"/> Chemistry<br><input type="checkbox"/> Agriculture  |                      |
| 2 | <input type="checkbox"/> Read and follow instructions and/or blueprints.<br><input type="checkbox"/> Picture in my mind what a finished product looks like.<br><input type="checkbox"/> Work with my hands.<br><input type="checkbox"/> Perform work that requires precise results.<br><input type="checkbox"/> Solve technical problems.<br><input type="checkbox"/> Visit and learn from beautiful, historic, or interesting buildings.<br><input type="checkbox"/> Follow logical, step-by-step procedures. | <input type="checkbox"/> Curious<br><input type="checkbox"/> Good at following directions<br><input type="checkbox"/> Pay attention to detail<br><input type="checkbox"/> Good at visualizing possibilities<br><input type="checkbox"/> Patient and persistent  | <input type="checkbox"/> Math<br><input type="checkbox"/> Drafting<br><input type="checkbox"/> Physical Sciences<br><input type="checkbox"/> Construction Trades<br><input type="checkbox"/> Electrical Trades<br><input type="checkbox"/> Heat, Air Conditioning and Refrigeration |                      |
| 3 | <input type="checkbox"/> Use my imagination to communicate new information to others.<br><input type="checkbox"/> Perform in front of others.<br><input type="checkbox"/> Read and write.<br><input type="checkbox"/> Play a musical instrument.<br><input type="checkbox"/> Perform creative, artistic activities.<br><input type="checkbox"/> Use video and recording technology.<br><input type="checkbox"/> Design brochures and posters.  | <input type="checkbox"/> Creative and imaginative<br><input type="checkbox"/> Good communicator/<br>good vocabulary<br><input type="checkbox"/> Curious about new technology<br><input type="checkbox"/> Relate well to feelings and thoughts<br>of others<br><input type="checkbox"/> Determined/tenacious | <input type="checkbox"/> Art/Graphic Design<br><input type="checkbox"/> Music<br><input type="checkbox"/> Speech and Drama<br><input type="checkbox"/> Journalism/Literature<br><input type="checkbox"/> Audiovisual Technologies   |                      |
| 4 | <input type="checkbox"/> Perform routine, organized activities but can be flexible.<br><input type="checkbox"/> Work with numbers and detailed information.<br><input type="checkbox"/> Be the leader in a group.<br><input type="checkbox"/> Make business contact with people.<br><input type="checkbox"/> Work with computer programs.<br><input type="checkbox"/> Create reports and communicate ideas.<br><input type="checkbox"/> Plan my work and follow instructions without close supervision.        | <input type="checkbox"/> Organized<br><input type="checkbox"/> Practical and logical<br><input type="checkbox"/> Patient<br><input type="checkbox"/> Tactful<br><input type="checkbox"/> Responsible  | <input type="checkbox"/> Business Technology<br>Applications<br><input type="checkbox"/> Accounting<br><input type="checkbox"/> Math<br><input type="checkbox"/> English/Language Arts<br><input type="checkbox"/> Economics  |                      |
| 5 | <input type="checkbox"/> Communicate with different types of people.<br><input type="checkbox"/> Help others with their homework or to learn new things.<br><input type="checkbox"/> Go to school.<br><input type="checkbox"/> Direct and plan activities for others.<br><input type="checkbox"/> Handle several responsibilities at once.<br><input type="checkbox"/> Acquire new information.<br><input type="checkbox"/> Help people overcome their challenges.   | <input type="checkbox"/> Friendly<br><input type="checkbox"/> Decision maker<br><input type="checkbox"/> Helpful<br><input type="checkbox"/> Innovative/Inquisitive<br><input type="checkbox"/> Good listener   | <input type="checkbox"/> English/Language Arts<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Math<br><input type="checkbox"/> Science<br><input type="checkbox"/> Psychology   |                      |
| 6 | <input type="checkbox"/> Work with numbers.<br><input type="checkbox"/> Work to meet a deadline.<br><input type="checkbox"/> Make predictions based on existing facts.<br><input type="checkbox"/> Have a clear set of rules to follow.<br><input type="checkbox"/> Analyze financial information and interpret it to others.<br><input type="checkbox"/> Handle money with accuracy and reliability.<br><input type="checkbox"/> Take pride in the way I dress and look.                                      | <input type="checkbox"/> Trustworthy<br><input type="checkbox"/> Orderly<br><input type="checkbox"/> Self-confident<br><input type="checkbox"/> Logical<br><input type="checkbox"/> Methodical or efficient   | <input type="checkbox"/> Accounting<br><input type="checkbox"/> Math<br><input type="checkbox"/> Economics<br><input type="checkbox"/> Banking/Financial Services<br><input type="checkbox"/> Business Law  |                      |
| 7 | <input type="checkbox"/> Be involved in politics.<br><input type="checkbox"/> Negotiate, defend, and debate ideas and topics.<br><input type="checkbox"/> Plan activities and work cooperatively with others.<br><input type="checkbox"/> Work with details.<br><input type="checkbox"/> Perform a variety of duties that may change often.<br><input type="checkbox"/> Analyze information and interpret it to others.<br><input type="checkbox"/> Travel and see things that are new to me.                  | <input type="checkbox"/> Good communicator<br><input type="checkbox"/> Competitive<br><input type="checkbox"/> Service minded<br><input type="checkbox"/> Well organized<br><input type="checkbox"/> Problem solver   | <input type="checkbox"/> Government<br><input type="checkbox"/> English/Language Arts<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Math<br><input type="checkbox"/> Foreign Language  |                      |
| 8 | <input type="checkbox"/> Work under pressure.<br><input type="checkbox"/> Help sick people and animals.<br><input type="checkbox"/> Make decisions based on logic and information.<br><input type="checkbox"/> Participate in health and science classes.<br><input type="checkbox"/> Respond quickly and calmly in emergencies.<br><input type="checkbox"/> Work as a member of a team.<br><input type="checkbox"/> Follow guidelines precisely and meet strict standards of accuracy.                        | <input type="checkbox"/> Compassionate and caring<br><input type="checkbox"/> Good at following directions<br><input type="checkbox"/> Conscientious and careful<br><input type="checkbox"/> Patient<br><input type="checkbox"/> Good listener  | <input type="checkbox"/> Biological Sciences<br><input type="checkbox"/> Chemistry<br><input type="checkbox"/> Math<br><input type="checkbox"/> Health Sciences<br><input type="checkbox"/> English/Language Arts   |                      |

|    |   |  |   |
|----|---|--|---|
| 9  | <input type="checkbox"/> Investigate new places and activities.<br><input type="checkbox"/> Work with all ages and types of people.<br><input type="checkbox"/> Organize activities in which other people enjoy themselves.<br><input type="checkbox"/> Have a flexible schedule.<br><input type="checkbox"/> Help people make up their minds.<br><input type="checkbox"/> Communicate easily, tactfully, and courteously.<br><input type="checkbox"/> Learn about other cultures.                                | <input type="checkbox"/> Tactful<br><input type="checkbox"/> Self-motivated<br><input type="checkbox"/> Works well with others<br><input type="checkbox"/> Outgoing<br><input type="checkbox"/> Slow to anger  | <input type="checkbox"/> English/Language Arts/Speech<br><input type="checkbox"/> Foreign Language<br><input type="checkbox"/> Social Sciences<br><input type="checkbox"/> Marketing<br><input type="checkbox"/> Food Services  |
| 10 | <input type="checkbox"/> Care about people, their needs, and their problems.<br><input type="checkbox"/> Volunteer my services for the good of the community.<br><input type="checkbox"/> Listen to other people's viewpoints.<br><input type="checkbox"/> Help people be at their best.<br><input type="checkbox"/> Work with people from preschool age to old age.<br><input type="checkbox"/> Think of new ways to do things.<br><input type="checkbox"/> Make friends with different kinds of people.         | <input type="checkbox"/> Good communicator/good listener<br><input type="checkbox"/> Caring<br><input type="checkbox"/> Non-materialistic<br><input type="checkbox"/> Uses intuition (instinct) and logic<br><input type="checkbox"/> Non-judgmental         | <input type="checkbox"/> English/Language Arts<br><input type="checkbox"/> Psychology/Sociology<br><input type="checkbox"/> Family and Consumer Sciences<br><input type="checkbox"/> Finance<br><input type="checkbox"/> Foreign Language   |
| 11 | <input type="checkbox"/> Work with computers.<br><input type="checkbox"/> Reason clearly and logically to solve complex problems.<br><input type="checkbox"/> Use machines, techniques, and processes.<br><input type="checkbox"/> Read technical materials and diagrams and solve technical problems.<br><input type="checkbox"/> Adapt to change.<br><input type="checkbox"/> Play video games and figure out how they work.<br><input type="checkbox"/> Concentrate for long periods without being distracted. | <input type="checkbox"/> Logical/analytical thinker<br><input type="checkbox"/> See details in the big picture<br><input type="checkbox"/> Persistent<br><input type="checkbox"/> Good concentration skills<br><input type="checkbox"/> Precise and accurate | <input type="checkbox"/> Math<br><input type="checkbox"/> Science<br><input type="checkbox"/> Computer Technology<br><input type="checkbox"/> Communications<br><input type="checkbox"/> Graphic Design   |
| 12 | <input type="checkbox"/> Work under pressure or in the face of danger.<br><input type="checkbox"/> Make decisions based on my own observations.<br><input type="checkbox"/> Interact with other people.<br><input type="checkbox"/> Be in positions of authority.<br><input type="checkbox"/> Respect rules and regulations.<br><input type="checkbox"/> Debate and win arguments.<br><input type="checkbox"/> Observe and analyze people's behavior.   | <input type="checkbox"/> Adventurous<br><input type="checkbox"/> Dependable<br><input type="checkbox"/> Community-minded<br><input type="checkbox"/> Decisive<br><input type="checkbox"/> Optimistic   | <input type="checkbox"/> English/Language Arts<br><input type="checkbox"/> Psychology/Sociology<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Law Enforcement<br><input type="checkbox"/> First Aid/First Responder  |
| 13 | <input type="checkbox"/> Work with hands and learn that way.<br><input type="checkbox"/> Put things together.<br><input type="checkbox"/> Do routine, organized and accurate work.<br><input type="checkbox"/> Perform activities that produce real, concrete results.<br><input type="checkbox"/> Apply math to work out solutions.<br><input type="checkbox"/> Use hand and power tools and operate equipment machinery.<br><input type="checkbox"/> Visualize objects in three dimensions from flat drawings.  | <input type="checkbox"/> Practical<br><input type="checkbox"/> Observant<br><input type="checkbox"/> Physically active<br><input type="checkbox"/> Step-by-step thinker<br><input type="checkbox"/> Coordinated  | <input type="checkbox"/> Math-Geometry<br><input type="checkbox"/> Chemistry<br><input type="checkbox"/> Trade and Industry Courses<br><input type="checkbox"/> Physics<br><input type="checkbox"/> English/Language Arts   |
| 14 | <input type="checkbox"/> Shop and go to the mall.<br><input type="checkbox"/> Be in charge.<br><input type="checkbox"/> Make displays and promote ideas.<br><input type="checkbox"/> Give presentations and enjoy public speaking.<br><input type="checkbox"/> Persuade people to buy products or to participate in activities.<br><input type="checkbox"/> Communicate my ideas to other people.<br><input type="checkbox"/> Take advantage of opportunities to make extra money.                                | <input type="checkbox"/> Enthusiastic<br><input type="checkbox"/> Competitive<br><input type="checkbox"/> Creative<br><input type="checkbox"/> Self-motivated<br><input type="checkbox"/> Persuasive   | <input type="checkbox"/> English/Language Arts<br><input type="checkbox"/> Math<br><input type="checkbox"/> Business Education/Marketing<br><input type="checkbox"/> Economics<br><input type="checkbox"/> Computer Applications  |
| 15 | <input type="checkbox"/> Interpret formulas.<br><input type="checkbox"/> Find the answers to questions.<br><input type="checkbox"/> Work in a laboratory.<br><input type="checkbox"/> Figure out how things work and investigate new things.<br><input type="checkbox"/> Explore new technology.<br><input type="checkbox"/> Experiment to find the best way to do something.<br><input type="checkbox"/> Pay attention to details and be precise.  | <input type="checkbox"/> Detail oriented<br><input type="checkbox"/> Inquisitive<br><input type="checkbox"/> Objective<br><input type="checkbox"/> Methodical<br><input type="checkbox"/> Mechanically inclined  | <input type="checkbox"/> Drafting/Computer-Aided<br><input type="checkbox"/> Drafting<br><input type="checkbox"/> Math<br><input type="checkbox"/> Science<br><input type="checkbox"/> Electronics/Computer<br><input type="checkbox"/> Networking<br><input type="checkbox"/> Technology Education |
| 16 | <input type="checkbox"/> Travel.<br><input type="checkbox"/> See well and have quick reflexes.<br><input type="checkbox"/> Solve mechanical problems.<br><input type="checkbox"/> Design efficient processes.<br><input type="checkbox"/> Anticipate needs and prepare to meet them.<br><input type="checkbox"/> Drive or ride.<br><input type="checkbox"/> Move things from one place to another.  | <input type="checkbox"/> Realistic<br><input type="checkbox"/> Mechanical<br><input type="checkbox"/> Coordinated<br><input type="checkbox"/> Observant<br><input type="checkbox"/> Planner  | <input type="checkbox"/> Math<br><input type="checkbox"/> Trade and Industry Courses<br><input type="checkbox"/> Physical Sciences<br><input type="checkbox"/> Economics<br><input type="checkbox"/> Foreign Language   |

**Indicate your top three Clusters of Interest based on the number of checks in the survey:**

|   |                                       |  |
|---|---------------------------------------|--|
| 1 | Agriculture, Food & Natural Resources |  |
| 2 | Architecture & Construction           |  |
| 3 | Arts, A/V Technology & Communications |  |
| 4 | Business Management & Administration  |  |
| 5 | Education & Training                  |  |
| 6 | Finance                               |  |
| 7 | Government & Public Administration    |  |
| 8 | Health Science                        |  |

|    |  |  |
|----|--|--|
| 9  | Hospitality & Tourism                          |  |
| 10 | Human Services                                 |  |
| 11 | Information Technology                         |  |
| 12 | Law, Public Safety, Corrections & Security     |  |
| 13 | Manufacturing                                  |  |
| 14 | Marketing                                      |  |
| 15 | Science, Technology, Engineering & Mathematics |  |
| 16 | Transportation, Distribution & Logistics       |  |

# My Career Clusters

You identified your top two to three Career Clusters by completing the Career Clusters Interest Survey. Using pages 28-46 of the **Career Outlook** magazine, look up your top Career Clusters and find occupations that match your interests. List your top 2 or 3 Career Clusters below followed by 2 -3 occupations for each cluster you might be interested in learning more about.

Career Cluster Choice 1: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_

Career Cluster Choice 2: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_

Career Cluster Choice 3: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_

Career Cluster Choice 4: \_\_\_\_\_

Occupations \_\_\_\_\_

\_\_\_\_\_

## Career Cluster Match

Explore the 16 Career Clusters on the following page. Match the grouping of occupations in the left-hand column with the Career Clusters in the right-hand column - matching the occupations to the Career Cluster you believe fits best. (Occupations may be linked to more than one cluster.)

The 16 Career Clusters can also be explored at: [www.RUReady.ND.gov](http://www.RUReady.ND.gov) .



## Match the occupations with the Career Cluster they fit best.

| Occupations  | Cluster # | Career Cluster  |
|--|-----------|---|
| Photographer     Animator<br>Art Director     Broadcast Technician<br>Desktop Publisher              |           | <b>1. Agriculture, Food &amp; Natural Resources</b> The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.                                       |
| Emergency Management Director<br>Funeral Attendant     Barber     Nanny                              |           | <b>2. Architecture &amp; Construction</b> Careers in designing, planning, managing, building and maintaining the built environment.   |
| Fish and Game Officer<br>Veterinarian     Biochemist<br>Conservation Scientist                       |           | <b>3. Arts, A/V Technology &amp; Communications</b> Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.   |
| Power Plant Operator     Jeweler<br>Industrial Machinery Mechanic<br>Fuels Processing Technician     |           | <b>4. Business Management &amp; Administration</b> Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.  |
| Zoologist     Microbiologist     Statistician<br>Industrial Engineer     Astronomer                  |           | <b>5. Education &amp; Training</b> Planning, managing and providing education and training services, and related learning support services.   |
| Surveyor     Civil Engineer     Architect<br>Security System Installer                               |           | <b>6. Finance</b> Planning, services for financial and investment planning, banking, insurance, and business financial management   |
| Instructional Coordinator<br>Elementary Teacher     Librarian<br>Fitness Trainer     Counselor       |           | <b>7. Government &amp; Public Administration</b> Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.  |
| Aerospace Engineering Technician<br>Automotive Body Repairer<br>Logistics Manager     Crane Operator |           | <b>8. Health Science</b> Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.   |
| Eligibility Interviewer     Legislator<br>Special Forces     Tax Examiner                            |           | <b>9. Hospitality &amp; Tourism</b> The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.   |
| Legal Secretary     File Clerk<br>Court Reporter     Medical Secretary<br>Market Research Analyst    |           | <b>10. Human Services</b> Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.   |
| Data Warehousing Specialist<br>Computer Systems Analyst<br>Web Developer     Network Administrator   |           | <b>11. Information Technology</b> Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.  |
| Travel Agent     Pastry Chef<br>Barista     Tour Guide<br>Food Service Manager                       |           | <b>12. Law, Public Safety, Corrections &amp; Security</b> Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.   |
| Radiologist     Dentist<br>Hearing Aid Specialist     Nurse Assistant<br>Athletic Trainer            |           | <b>13. Manufacturing</b> 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.  |
| Bank Teller     Insurance Adjustor<br>Financial Analyst     Title Examiner                           |           | <b>14. Marketing</b> Planning, managing and performing marketing activities to reach organizational objectives.   |
| Cashier     Sales Representative<br>Marketing Manager<br>Real Estate Broker                          |           | <b>15. Science, Technology, Engineering &amp; Mathematics</b> 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.  |
| Lawyer     Security Guard<br>Transportation Security Screener<br>Firefighter     Social Worker       |           | <b>16. Transportation, Distribution &amp; Logistics</b> Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. |

## Career Cluster and ND Program Area Match

### Using the Program Area Section

Before making a career decision, it makes more sense to start with interests and matching career clusters first before choosing a career pathway.

- If you haven't already, take the **Career Clusters Interest Survey** on pages 6-7. The results of this assessment can help you identify Career Cluster(s) that match YOU and is a great resource for getting started with career exploration and planning your high school courses. Use your top cluster(s) to plan your high school courses!

My top career cluster(s): \_\_\_\_\_  
\_\_\_\_\_

### A. Understand “career clusters” and “career pathways”

What is a Career Cluster? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. How is a career pathway different from a career cluster? \_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. What is a CTSO\*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\***CTSOs** put students in contact with others who share their career interests and develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. The experience is fun and can lead to lifetime relationships with future professional colleagues.

**B. Using the chart of page 11 of the *Career Outlook*, find a program area that includes your top cluster.** You may have more than one cluster that interests you, so doing research on more than one will increase your chances of finding the perfect career!

1. Program area(s) that match my top career cluster(s): \_\_\_\_\_  
\_\_\_\_\_
2. What CTSO(s) align with your top career cluster(s)? \_\_\_\_\_  
\_\_\_\_\_

**C. Using pages 12-27 in the *Career Outlook*, find the program area that matches your career cluster(s).** Look at the Career Cluster(s) and Pathways listed under the program area that interests you. Each pathway has several unique careers, so knowing your interests will help you choose a pathway.

1. Choose a ND CTE Program Area that includes your top career cluster(s): \_\_\_\_\_  
\_\_\_\_\_
  
2. Choose a career cluster under this program area: \_\_\_\_\_
  
3. Which career pathway interests you under this cluster? \_\_\_\_\_  
\_\_\_\_\_
  
4. Choose an occupation that interests you from the list of occupations listed under that career pathway:  
\_\_\_\_\_
  
5. What are some classes that you could consider under this career pathway? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## What are My Work Values?

Job satisfaction comes from having a job that meets your expectations and satisfies your needs. The list below includes a number of items that people want or value in their job. Not all of these values are met each day. Choosing an occupation that meets MOST of your work values is important.

### Directions:

- Think about what you want from a job.
- Look at the values listed below.
- **Prioritize the Work Values** according to what is **most important** to you.
  - Label each, with **1 being the most important** and **6 being the least important**.

| Rank | Work Value and Description   |
|------|--|
|      | <p><b>ACHIEVEMENT</b><br/>If ACHIEVEMENT is your highest value, look for jobs that will utilize <b>your best abilities</b>. Seeing the results of your work will give you a <b>sense of accomplishment</b>. You want to <b>become an expert</b> in your field.</p>   |
|      | <p><b>INDEPENDENCE</b><br/>If you value INDEPENDENCE, you'll want to find work that allows you to <b>work on your own</b> and express your <b>creativity</b>. Work that gives you the chance to <b>make decisions</b> and <b>take responsibility</b> will be most satisfying. You want to determine how to accomplish work goals with <b>very little supervision</b>.</p>  |
|      | <p><b>RECOGNITION</b><br/>If you value RECOGNITION, look for jobs that give you a chance to <b>move up the ladder</b> and to <b>lead others</b>. Jobs that offer <b>status and authority</b> will be very satisfying. You want to be <b>publicly recognized</b> for the high quality of your work.</p>   |
|      | <p><b>RELATIONSHIPS</b><br/>If RELATIONSHIPS are a high value, you'll want a job with friendly co-workers where you can be of <b>service to others</b>. A job that reinforces your sense of right and wrong will be most satisfying. You want to work as a <b>team member</b> to accomplish common goals.</p>  |
|      | <p><b>SUPPORT</b><br/>If you value SUPPORT, it's important to find a job in which your <b>employer stands up for you</b> and your co-workers, and <b>management is considerate, competent and fair</b>. You'll be most satisfied if you're comfortable with both the <b>technical and personal supervision</b> and support offered. You can work under pressure, but only if you have <b>resources to meet organizational goals</b>.</p>                                     |
|      | <p><b>WORKING CONDITIONS</b><br/><b>Good pay, job security, and a comfortable work environment</b> are important to you if you value WORKING CONDITIONS. Do you like to work alone or closely with others? Do you like to stay busy, or maybe you enjoy a variety of things to do on the job? Knowing your "work style" and finding conditions that <b>support your style</b> will be most satisfying. In addition, you appreciate having <b>predictable job duties</b>.</p> |

What does this say about what you prefer in your work life?

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What are your top three work values?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What is your Holland Code? (Personality Plus activity lesson 2)

|          |              |              |               |           |        |
|----------|--------------|--------------|---------------|-----------|--------|
| Artistic | Conventional | Enterprising | Investigative | Realistic | Social |
|----------|--------------|--------------|---------------|-----------|--------|

What are your top 3 Career Clusters? (My Career Clusters activity lesson 3)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Using the results of the Career One Stop Work Values Matcher list 3-5 careers that align with your work values.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Using the *Career Outlook* pages 28-46 find your top career clusters pages. Look for occupations that include your top interest areas. List 3-5 occupations that would match your interests, top clusters and work values.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How can you know your work values benefit you in a work environment?

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Adapted from: Fincher's Technology Site, Carbon Schools

## Rate My Workplace Skills

Employers look for employees who have the skills and traits they need to help their business or organization be successful. Employees that have the necessary personal skills to do their job well, do much better at getting and keeping their jobs.

1. Go to: <https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx> a Career One Stop-Explore Careers-Self-Assessment-Skills Assessment and take the [Skills Matcher](#) to help you identify your skills. Your **Skills Matcher** results will provide you with a list of careers that match your skills. You can also view your skills list by clicking on the “See your full list of skills” on the left.
2. **Rate your ability level** for each workplace skill below. Give each skill a rating from 1 to 5, **1 being the lowest** and **5 the highest**. Put a checkmark in the last column if this skill would be important for your career plan indicating if you need to work on this skill.

| Skill                                     | Low<br>1 | 2 | 3 | 4 | High<br>5 | Need to Work on<br>for My Career Plan |
|---|----------|---|---|---|-----------|---------------------------------------|
| 1. Written Communication                  | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 2. Verbal Communication                   | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 3. Enthusiasm                             | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 4. Flexibility                            | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 5. Leadership                             | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 7. Eager to Work                          | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 8. Desire to Succeed                      | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 9. Honesty                                | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 10. Respect for Others of All Ages        | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 11. Sure of Self                          | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 12. Personal Grooming                     | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 12. Reliable                              | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 13. Reason and Problem Solve without Help | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 14. Ability to Learn New Things           | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 15. On Time                               | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 16. Creative                              | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 17. Make Decisions                        | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 18. Team Player                           | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 19. Responsible                           | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 20. Reading Ability                       | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 21. Comprehension                         | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 22. Listening Ability                     | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 23. Writing Ability                       | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |
| 24. Computer Skills                       | 1        | 2 | 3 | 4 | 5         | <input type="checkbox"/>              |

- A. Discuss how a teacher would rate your skills? A supervisor?
- B. Think about how others perceive you and look at your skills realistically. We all need to work on something. Try to work on what is important to your career goal today!

List the top 3 workplace skills that you need to work on the most to achieve your career goal.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

- C. Look at the workplace skills in the checklist on the previous page to write 5 interview questions an employer could ask a potential employee during a job interview.

|                       |
|-----------------------|
| Interview Question 1: |
| Interview Question 2: |
| Interview Question 3: |
| Interview Question 4: |
| Interview Question 5: |

Use the results from the Career Clusters Interest Survey and the Skills Matcher to fill in the charts:

|                       |  |
|-----------------------|--|
| Top 3 Career Clusters | Careers that interest me in this cluster |
|                       |  |
|                       |  |
|                       |  |

Choose 2 of the careers above. Using the **Career Outlook** Occupations Section, pages 28-46 and the results of the Skills Matcher and the workplace skills list above to complete the chart.

|   |              |              |
|---|--------------|--------------|
| Career Choice   | Career _____ | Career _____ |
| Cluster   |              |              |
| Career Cluster Pathway  |              |              |
| Holland Type  |              |              |
| Related Occupations   |              |              |
| ND Earnings:<br>Average Wages   |              |              |
| Number Employed in ND   |              |              |
| Occupational Traits (Bright Outlook,<br>High Skill, Top 100, High Wage,<br>High Demand, Energy, Military) |              |              |
| Top 3 skills do you think you need<br>to be successful in this career?                                    |              |              |



## Career Outlook Occupational Section Search

A. Answer the following questions using the information on pages 28 in the **Career Outlook**.

1. What is an 'Occupational Title/Description'? \_\_\_\_\_  
\_\_\_\_\_
2. What is a 'Career Cluster Pathway'? \_\_\_\_\_  
\_\_\_\_\_
3. What is your Holland Code? (Your results from 'Discover Your Personality' page 8 in the **Career Outlook** or Personality Plus Activity 2 worksheet results.) \_\_\_\_\_  
\_\_\_\_\_
4. What is a 'Related Occupation'? \_\_\_\_\_  
\_\_\_\_\_
5. What is the ND average (mean) wage? \_\_\_\_\_  
\_\_\_\_\_
6. Occupational Trait(s)
  - a. What does Top 100 mean? \_\_\_\_\_  
\_\_\_\_\_
  - b. What does Bright Outlook mean? \_\_\_\_\_  
\_\_\_\_\_
  - c. What is **High Wage**? \_\_\_\_\_
  - d. What is **High Skill**? \_\_\_\_\_
  - e. What does **Energy** stand for? \_\_\_\_\_
  - f. What does **Military** mean? \_\_\_\_\_

B. Identify your top three clusters of interest using the results of the Career Cluster Interest Survey from the chart at the bottom of page 9 of the **Career Outlook** or results from My Career Clusters-Activity 3 -Career Cluster Interest Survey or if you haven't completed the survey you can also find it on pages 6-7 of the **Career Outlook**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. Using pages 28-46 of the **Career Outlook** find your top career cluster and **choose one occupation** of interest from the list of careers under that cluster.

1. Occupation from top cluster \_\_\_\_\_
2. Describe the occupation \_\_\_\_\_  
\_\_\_\_\_

3. What is the Career Cluster Pathway for this occupation? \_\_\_\_\_

4. What is the Holland Type (Code) for this occupation? \_\_\_\_\_

a. Describe this Holland Code (See page 9 or 28 in the **Career Outlook**.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Name two related occupations.

1. \_\_\_\_\_

2. \_\_\_\_\_

6. How many people were employed in ND in 2021 in this occupation? \_\_\_\_\_

7. What was the ND average (mean) wage for this occupation? \_\_\_\_\_

8. a. Is this a **Top 100** occupation?  Yes  No

b. Is this a **Bright Outlook** occupation?  Yes  No

c. Is this occupation **High Wage**?  Yes  No

d. Is this occupation **High Skill**?  Yes  No

e. Is this an **Energy** occupation?  Yes  No

f. Does the **Military** offer this occupation?  Yes  No

9. What level of education does this occupation require?

- High School Diploma
- Certificate or Associate's Degree
- Bachelor's Degree or Higher

10. Are you interested in attending college in North Dakota? List at least 2 colleges in ND you might be interested in attending.

1. \_\_\_\_\_

2. \_\_\_\_\_

What is the cost for one year at each school you chose? (See page 63.)

1. \_\_\_\_\_ \$ \_\_\_\_\_








2. \_\_\_\_\_ \$ \_\_\_\_\_

**\*Learn more at RUPrepare.ND.gov**

## Great Careers Start in School

**Favorite Class/Subject:** \_\_\_\_\_

**Directions:** Using the Occupational Section (page 28-46) of the *Career Outlook* as your resource, select 10 occupations that are related to this subject area or would use skills that have been taught in this class.

| Occupation | Career Cluster Pathway | Holland Type (code) | Related Occupations | Number Employed in ND 2021<br><br>ND Average (Mean) Wage 2021 | Occupational Traits   |
|------------|------------------------|---------------------|---------------------|---|---|
|            |                        |                     |                     |   |  Top 100<br> High Demand<br> Bright Outlook<br> High Wage<br> High Skill<br> Energy<br> Military |
| 1          |                        |                     |                     |   |   |
| 2          |                        |                     |                     |   |   |
| 3          |                        |                     |                     |   |   |
| 4          |                        |                     |                     |   |   |
| 5          |                        |                     |                     |   |   |
| 6          |                        |                     |                     |   |   |
| 7          |                        |                     |                     |   |   |
| 8          |                        |                     |                     |   |   |
| 9          |                        |                     |                     |   |   |
| 10         |                        |                     |                     |   |   |

| <p align="center"><b>Explain how each occupation on the previous page is related to your favorite class/subject area:</b></p> |  |
|---|--|
| 1   |  |
| 2   |  |
| 3   |  |
| 4   |  |
| 5   |  |
| 6   |  |
| 7   |  |
| 8   |  |
| 9   |  |
| 10  |  |

Pick three occupations from your list and create a PowerPoint slide or poster for each occupation that includes the following:

- The occupation title and a brief description that provides a general idea of the tasks associated with the occupation.
- Pictures and or graphics of the occupation to SELL this career.
- The type of training required for this career.
- Related Occupations.
- Bright Outlook (high demand).
- High Wage, High Skill, Energy, Military.
- North Dakota Earnings Outlook-Annual Entry Wage/Annual Average Wage.
- Each slide should clearly present a positive outlook for this career.

Your slides or posters will be part of a presentation so all can learn about a variety of careers.

## What Does School Have to Do with a Real Job?

Have you ever asked yourself that question? Many of the skills you learn in high school do apply to what you will be doing day-to-day in a real job.

- For reference use **Career Outlook** articles:
  - Job Service North Dakota, page 59
  - Finding a Job & Getting Work Experience, page 49

For each of the following skills, write how each one is used at school and at work.

| Skill                          | How is this skill used at school? | How is this skill used at work? |
|--------------------------------|-----------------------------------|---------------------------------|
| Meeting Deadlines              |                                   |                                 |
| Expressing Yourself Verbally   |                                   |                                 |
| Being Dependable               |                                   |                                 |
| Remembering                    |                                   |                                 |
| Expressing Yourself in Writing |                                   |                                 |
| Listening                      |                                   |                                 |
| Working Independently          |                                   |                                 |
| Taking Notes                   |                                   |                                 |
| Making Decisions               |                                   |                                 |
| Solving Problems               |                                   |                                 |
| Working as a Team              |                                   |                                 |
| Negotiating                    |                                   |                                 |

|                        |  |  |
|------------------------|--|--|
| <b>Being Motivated</b> |  |  |
| <b>Leading Others</b>  |  |  |
| <b>Communication</b>   |  |  |
| <b>Being on Time</b>   |  |  |

**Discuss the following in class:**

1. How can extracurricular activities help you develop these skills?
2. How can planning and implementing a class event, like prom or a class fundraiser, help in developing these skills?
3. Which skills in the above list can you learn through doing activities like helping with family chores or household duties? Identify two.
4. Why is it in your best interest to work on the above skills in high school?

## Employment Outlook

**Directions:** Use pages 28-46 of the *Career Outlook* to help you complete the following questions. Find the location of occupation titles in the **Occupational Section Directory on page 29**.

### Employment in North Dakota

**ND Employment** indicates the **number of persons employed** in this occupation in North Dakota.

**ND Average (mean) Wages** - Estimated total wages of an occupation divided by its employment.

*The salaries shown reflect a 40-hour work week for many occupations. Be aware it is possible to earn a considerably higher salary in those occupations where overtime wages are paid.*

- A. List three occupations that have a **Bright Outlook** in North Dakota:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- B. List three occupations that are **below average or declining in growth** in North Dakota (no Bright Outlook):
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- C. List three occupations that require an **associate degree or less** that have a **Bright Outlook** in North Dakota:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- D. Under **Information Technology**, list the average wage for **Web and Digital Interface Designers**:
- Average Wage: \_\_\_\_\_
- E. Under **Health Science**, list the **average wage** for **Respiratory Therapists**:
- Average Wage: \_\_\_\_\_
- F. How many **Veterinarians** were employed in North Dakota in 2021?
- Total Employed: \_\_\_\_\_
- G. What is the **average wage** in North Dakota for **Accountants and Auditors**?
- Average Wage: \_\_\_\_\_
- Do **Accountants and Auditors** have a **Bright Outlook**? \_\_\_\_\_

H. Which had a higher **average wage** in 2021, an **Transportation, Storage, and Distribution Managers** or a **Commercial Pilot**? \_\_\_\_\_

Which one employed more people in 2021 in ND? \_\_\_\_\_

I. What is the **average wage** for each of the following:

**Architectural and Civil Drafter** \_\_\_\_\_

**Optometrist** \_\_\_\_\_

**Paralegals and Legal Assistants** \_\_\_\_\_

**Fitness Trainer** \_\_\_\_\_

J. Which of the occupations listed above, in question "I", had the most people employed in 2021 in ND?

\_\_\_\_\_

K. What is the **average wage** for a **Marketing Manager**?

Average Wage: \_\_\_\_\_

L. Name three occupations listed in the **Finance** Cluster that have all 3 of the Occupational Traits of **Top 100, Bright Outlook and High Demand**.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

M. Name **four types of engineers**. (Find in the Science, Technology, Engineering, and Mathematics Cluster).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

N. Find **Graphic Designer**. What do they do? \_\_\_\_\_

\_\_\_\_\_






What is their average wage? \_\_\_\_\_

Do you think this is a growing career?  Yes  No

Why or why not? \_\_\_\_\_

\_\_\_\_\_



| <b>Occupational Trait(s)</b>   |   |
|--|---|
|   | <b>Top 100</b> - North Dakota Occupational Demand Rankings reveal the greatest opportunities for job seekers in North Dakota’s labor market. Occupational demand rankings are determined by an occupation’s demand score, which is calculated using inputs related to current demand, short-term demand, and long-term demand.  |
|   | <b>Bright Outlook</b> – ‘Bright Outlook’ occupations are those with a 2020 base-year employment estimate of 100 or greater and a projected numeric change of at least 50 or greater or a projected growth rate of at least 20 percent or greater. The ‘Bright Outlook’ designation does not take occupational wage levels into account, only projected employment growth or growth rates. |
|   | <b>High Wage</b> - North Dakota entry annual salary at least \$65,000.  |
|   | <b>High Skill</b> - Occupation requires at least one year of post high school education or training.  |
| <b>E</b>   | <b>Energy</b> – Energy occupation in North Dakota.  |
| <b>HD</b>  | <b>High Demand</b> - High demand highlights a group of diverse occupations adding the largest number of new jobs over the projections period, 2020-2030.  |
|  | <b>Military</b> – Occupation exists in the military.  |

Use the chart above to answer the following questions and occupational information from pages 28-46 or the **Career Outlook**:

O. Is **Elementary School Teacher** a “**Bright Outlook**” occupation?  Yes  No

P. Name three **High Wage** careers in the **Manufacturing** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Q. Name three **Bright Outlook** careers in the **Health Science** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

R. Name three **High Skill** careers in the **Transportation, Distribution & Logistics** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

S. Find three occupations that exist in the **Military**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

T. List occupations that are **Energy** occupations in North Dakota.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

U. Name five **Top 100** occupations in North Dakota.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## What Are My Career Options?

Use this worksheet and the **Career Outlook** to work through the various career options available to you as you work toward a career goal. Consider costs, employment trends, outlook, and requirements for each option. Study each option and record any positive or negative aspects that would affect your personal decisions as you read the following **Career Outlook** articles/ads:

- Page 59, Job Service North Dakota
- Page 55, Why Choose a NDUS School?
- Page 55, ND University System Admission Requirements
- Page 54, NDUS Distance Education Courses & ND Center for Distance Education
- Pages 56-57, North Dakota Army National Guard/military option
- Page 63, North Dakota Postsecondary Programs 2022-23 Estimated On-Campus Budgets

| On the Job Training/Work                              |   | 2-Year School  |  |
|---|---|--|--|
| <b>Positives</b><br>(e.g., can go to work right away) | <b>Negatives</b><br>(e.g., salary might be lower) | <b>Positives</b><br>(e.g., so many good jobs right now that require a 2 yr. program) | <b>Negatives</b><br>(e.g., if I eventually want to continue, should I start at that school?) |
| 4-Year School   |   | Military   |  |
| Positives   | Negatives   | Positives  | Negatives  |
| Advanced Degree                                       |   | Certificate  |  |
| Positives   | Negatives   | Positives  | Negatives  |
| Other   |   |  |  |
| Positives   |   | Negatives  |  |

## College Options and Admissions

Using the ND *Career Outlook*, pages 28-46 and page 63, fill in the boxes below.

| High School Diploma, Apprenticeship, Certificate, Associate's Degree  |              |              |              |
|---|--------------|--------------|--------------|
|   | Occupation 1 | Occupation 2 | Occupation 3 |
| <b>Step 1</b><br>List three occupations that interest you at this education level.  |              |              |              |
| <b>Step 2</b><br>List a postsecondary institution that has the program you would need for each occupation.                |              |              |              |
| <b>Step 3</b><br>Enter the total cost of attendance for one year at each postsecondary institution listed. (Use page 63.) | \$           | \$           | \$           |
| <b>Step 4</b><br>List the ND Annual Entry Level Wage for the occupations.   | \$           | \$           | \$           |

| Bachelor's Degree   |              |              |              |
|---|--------------|--------------|--------------|
|   | Occupation 1 | Occupation 2 | Occupation 3 |
| <b>Step 1</b><br>List three occupations that interest you at this education level.  |              |              |              |
| <b>Step 2</b><br>List a postsecondary institution that has the program you would need for each occupation.                |              |              |              |
| <b>Step 3</b><br>Enter the total cost of attendance for one year at each postsecondary institution listed. (Use page 63.) | \$           | \$           | \$           |
| <b>Step 4</b><br>List the ND Annual Entry Level Wage for the occupations.   | \$           | \$           | \$           |

After looking over the occupations, majors, and schools that you listed in the charts above, choose the occupation that interests you most and list it here: \_\_\_\_\_

Optional Activity: Go to [Insights.nd.gov](http://Insights.nd.gov) the state's official source for information about public education across North Dakota. You can find more in-depth information on ND CTE Program Areas career pathways, ND public colleges and institutions, degree and program offerings, and ND occupations.

## Comparing College Programs

**Directions:** In the following chart, choose two specific schools that carry the major of your choice and do a comparison using the following criteria. See below for a list of resources you can use.

| Criteria  | College 1: | College 2: |
|---|------------|------------|
| <b>College Website</b>  |            |            |
| <b>Name of Program/Major</b>                                      |            |            |
| <b>Location of School</b>   |            |            |
| <b>Annual Cost</b><br>(Tuition, Books, Room & Board)              |            |            |
| <b>Total Cost</b><br>(Annual Cost x Years of Attendance)          |            |            |
| <b>Size of School Enrollment</b>                                  |            |            |
| <b>Student to Faculty Ratio</b>                                   |            |            |
| <b>Admission Requirements:</b><br><b>ACT, High School Courses</b> |            |            |
| <b>Student Activities</b>   |            |            |
| <b>Housing Availability</b>                                       |            |            |
| <b>Placement Report</b>   |            |            |
| <b>Scholarship/<br/>Financial Aid Options</b>                     |            |            |

Resources you can use for the above comparison:

- ND **Career Outlook**
- RUReady.ND.gov
- College website
- ND University System: [www.ndus.edu](http://www.ndus.edu)
- Go to **Insights.nd.gov** the state's official source for information about public education across North Dakota. You can find more in-depth information on ND CTE Program Areas career pathways, ND public colleges and institutions, degree and program offerings, and ND occupations.
- Other \_\_\_\_\_

Consider: If your career choice requires a four-year degree or more, how much could you save by going to a two-year school first and transferring to a four-year school?

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## RU Ready for Life after High School?

How ready are you to go to college to achieve the training/education you need to be successful in the career you want?

**Directions:** Take the **Are You Ready for Life after High School?** college readiness survey to help you take a closer look at your academic maturity, motivation, learning styles, assertiveness, social skills, advice seeking and planning, and goal setting. Remember the quality of the results depends on your responses.

**Review and reflect on your survey scores to answer the following questions:**

1. Look at the 3's and 4's you selected on the checklist. Which item(s) do you think will help you the most towards achieving your career goal and why? \_\_\_\_\_

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2. Look at the 1's and 2's you selected. Write three goals to better prepare yourself in these areas.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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***College is an investment in getting the career you want.  
Succeeding is up to you!***

# RUReady for Life after High School?

Let's face it; how you've done so far in your school and work has a lot to do with your personal skills. See how your skills compare to the ones you'll need for the future, like college or your career.

- Rate yourself a:
- 4 My skills are great**
  - 3 I'm doing pretty well**
  - 2 My skills are ok**
  - 1 I need to work on my skills**

- \_\_\_\_\_ I am organized and prepared for the day.
- \_\_\_\_\_ I work independently on my class assignments.
- \_\_\_\_\_ I am comfortable taking exams and answer the best I can.
- \_\_\_\_\_ I have good critical thinking skills and put them to use.
- \_\_\_\_\_ I get my work done promptly.
  
- \_\_\_\_\_ I persevere in all I do and work hard on any given assignment.
- \_\_\_\_\_ I go to classes without reminders from parents or teachers.
- \_\_\_\_\_ If I miss class, I remember to get my make-up work for my classes without reminders.
- \_\_\_\_\_ If I need help, I will find the teacher or another person to help me and I respond to their feedback.
- \_\_\_\_\_ I use my decision-making skills to make positive choices.
  
- \_\_\_\_\_ I get my assignments in on time and keep up to date on my work.
- \_\_\_\_\_ I know what study methods work best for me and use them to take notes.
- \_\_\_\_\_ I have an interest in learning.
- \_\_\_\_\_ I take advantage of the library, computers, and all resources.
- \_\_\_\_\_ I seek out advice from others who are knowledgeable about a subject and look for feedback on my work.
  
- \_\_\_\_\_ I work well with strangers and am fairly comfortable with them.
- \_\_\_\_\_ I monitor my own performance and set goals for myself.
- \_\_\_\_\_ I manage my time wisely.
- \_\_\_\_\_ I choose courses that help me prepare for my future and that I will enjoy.
- \_\_\_\_\_ I persevere and do not give up.
  
- \_\_\_\_\_ I will find more information and get extra sources to prepare if the teacher does not specifically cover a topic in class.
- \_\_\_\_\_ I will review material on my own if I get behind.
- \_\_\_\_\_ I will get my work done, even if I feel under pressure.
- \_\_\_\_\_ I know what I want my future to look like or at least have an idea.
- \_\_\_\_\_ I participate in class and am my own leader.

**Add up total points:** \_\_\_\_\_

- 100 - 88: You seem to have the skills to understand and connect information and will probably be successful in whatever you pursue after high school.
- 87 - 63: You have a focus in what you would like accomplished in your education and are willing to use your strengths to accomplish your goals.
- 62 - 38: You are seeking your talents and aligning them with your goals. You may need to search out resources that would help you with your effectiveness.
- 37 - 25: You may need to develop your skills before continuing on. Seek out some resources that will help you develop the skills to be successful in either the academic environment or your job. Try talking to your school counselor; he or she could be very helpful.

## My Career Plan

Developing a career plan helps you focus on what you want to do and how you are going to get there. This will also help you understand your skill level and related experiences and how they relate to what you want to do. Use information in the **Career Outlook** on pages 10-27 **ND CTE Program Area Section** and pages 28-46 **Occupational Section** and your results from Activity 5 – What are My Work Values and Activity 6 – Rate My Workplace Skills

### A Career Plan:

- Helps you identify your skills and interests.
- Helps you decide what careers best match your talents.
- Helps determine what skills and training you need for your chosen career.

1. My career goal is: \_\_\_\_\_
2. The career cluster that includes my career goal is: \_\_\_\_\_
3. The career cluster pathway related to this career goal is: \_\_\_\_\_
4. The ND CTE Program Area(s) this career cluster pathway is included in is/are: \_\_\_\_\_
5. The career pathway classes listed under this career goal include: \_\_\_\_\_  
\_\_\_\_\_
6. The Career and Technical Student Organization (CTSO) recommended to participate in under this Program Area is: \_\_\_\_\_
7. The training or degree required for this career is: \_\_\_\_\_
8. Skills that are required for this career goal include: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. My current skills and experiences that relate to this career goal are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. My current work values that relate to this career goal are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



11. I need to do the following to reach my career goal: \_\_\_\_\_

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## How Much Does College Cost?

**Directions:** Look over the ND Estimated On-Campus Budgets for Resident Dependent Students information in the *Career Outlook*, page 63. The estimated totals are given per year. (Be sure to look at the footnotes for more information.)

Choose four North Dakota schools to use for your cost comparison. Try to include 2 and 4-year options. For one of the 4-year options include a transfer option, starting with generals at a 2-year school and transferring to a 4-year school.

| Costs              | School 1 | School 2 | School 3 | School 4 |
|--------------------|----------|----------|----------|----------|
| Tuition and Fees   |          |          |          |          |
| Books and Supplies |          |          |          |          |
| Room and Board     |          |          |          |          |
| City               |          |          |          |          |
| School website     |          |          |          |          |
| Other              |          |          |          |          |
| Total              |          |          |          |          |

1. What does your comparison chart tell you about college costs? \_\_\_\_\_

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2. Of the schools you selected to compare, which one is your best option and why? \_\_\_\_\_

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## Financing My Education

### Check into financial help, it's out there!

Many students hesitate to consider additional education because of tuition costs. If you think you can't afford it you need to know that many North Dakota students receive financial help from the state, federal government, the school they are attending, and private scholarships and institutions.

Discuss the types of financial assistance that are available. Refer to the following articles and information in the **Career Outlook**:

- ND Career Builders - page 47
- North Dakota Academic, Career and Technical Education and North Dakota Scholarship Programs – page 62
- Bank of North Dakota – page 54
- ND Postsecondary Programs and Estimated On-Campus Budgets – page 63
- RUPReady.ND.gov – page 50 and page 64
- Links and additional Financial Aid Information - pages 3 and 4 of this worksheet

1. What is the ND Career Builders? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What are some careers included in the ND Career Builders? \_\_\_\_\_  
 \_\_\_\_\_
3. What are some common requirements of the ND Scholarship? \_\_\_\_\_  
 \_\_\_\_\_
4. How much does the ND Scholarship provide to an eligible student? \_\_\_\_\_
5. What can you learn about on the Bank of North Dakota's (BND) website? \_\_\_\_\_  
 \_\_\_\_\_
6. What is BND's website? \_\_\_\_\_
7. Knowing what college will cost in advance is helpful. Looking at college costs on page 63, do you think it's important to shop around?     YES     NO
8. Do you know what the acronym FAFSA stands for:
  - a. Funds Available for Supporting Academics
  - b. Financial Assistance for Student Aid
  - c. Federal Application for Student Aid
  - d. Free Application for Federal Student Aid
9. What are some differences between scholarships, student loans and grants? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. Financial aid can consist of:
- a. A grant, scholarship, work-study program or student loan
  - b. A job, stipend, or pay day loan
  - c. A scholarship, grant, or voucher
  - d. An IOU
11. Student loan payments should not be more than what percentage of your income?
- a. 5%
  - b. 10%
  - c. 15%
  - d. 20%
12. How important are financial aid deadlines and what is the deadline date for the FAFSA?
- 
- 
13. Do I have to submit a FAFSA every year?  YES  NO
14. Do I have to have my parent's financial/tax information to apply?  YES  NO
15. What costs in addition to tuition should I expect to budget for? \_\_\_\_\_
- 
- 
- 16.. Does it cost anything to submit the FAFSA?  YES  NO
17. What is the difference between a subsidized loan and an unsubsidized loan? \_\_\_\_\_
- 
- 
18. What are some factors than can affect the types of aid I might receive?
- a. Grade level
  - b. Family size
  - c. Income and assets
  - d. All of the above
19. What happens if I don't pay back my loans? \_\_\_\_\_
- 
- 
20. Financial aid has some strings attached. You can lose your financial aid. Discuss several ways you may lose these dollars and write them below:
- 
- 
-

**Deciding to go to college is an investment in you; you need to make the most of this opportunity by being informed and staying on track.**

**Web Resources:**

|  |   |
|--|---|
| Bank of North Dakota (BND)   | <a href="https://bnd.nd.gov/confident/">https://bnd.nd.gov/confident/</a>   |
| Bank of North Dakota (BND) Student Loan Services   | <a href="https://bnd.nd.gov/studentloans/">https://bnd.nd.gov/studentloans/</a>   |
| North Dakota University System (NDUS)<br>Tuition & Fee Estimator Application                               | <a href="https://ndus.edu/paying-for-college/">https://ndus.edu/paying-for-college/</a>   |
| US Department of Education, Federal Student Aid<br><b>Free</b> Application for Federal Student Aid (FAFSA) | <p><a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></p> <p><b><u>UNDERSTAND AID</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">How Financial Aid Works</a></li> <li>• <a href="#">Types of Aid</a></li> <li>• <a href="#">Financial Aid Eligibility</a></li> <li>• <a href="#">Complete Financial Awareness Counseling</a></li> </ul> <p><b><u>APPLY FOR AID</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Complete the FAFSA® Form</a></li> <li>• <a href="#">Apply for a Grad PLUS Loan</a></li> <li>• <a href="#">Apply for a Parent PLUS Loan</a></li> </ul> <p><b><u>COMPLETE AID PROCESS</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">How Aid Is Calculated</a></li> <li>• <a href="#">Comparing School Aid Offers</a></li> <li>• <a href="#">Accepting Financial Aid</a></li> <li>• <a href="#">Receiving Financial Aid</a></li> <li>• <a href="#">Complete Annual Student Loan Acknowledgment</a></li> <li>• <a href="#">Complete a Master Promissory Note (MPN)</a></li> <li>• <a href="#">Complete Entrance Counseling</a></li> <li>• <a href="#">Complete TEACH Grant Counseling and Agreement</a></li> </ul> |

# Additional Financial Aid Information

**Scholarships**- usually based on your grades, test scores, and/or your talents. This is free money~ does not need to be paid back and there is no interest or borrowing fees! However, sometimes these awards are dependent upon if you continue to keep your grades up or perform at the level required. Student must fill out the necessary application forms and get them in by the deadlines indicated.

**Grants**- usually based on financial need and also do not need to be paid back. Great to get, but MUST get your FAFSA in early, money goes fast.

**Loans**- Need to be paid back with interest regardless if you finish your degree. Your repayment record does affect your credit rating. Several types of loans:

- **Subsidized Loan**- are available to undergraduate students with financial need. You must start to pay back the loan plus interest after a short period following leaving school.
- **Unsubsidized Loan**- are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. You can pay on the interest while you are going to school or wait until you are finished. You must start to pay back the loan plus interest after a short period following leaving school.
- **PLUS Loans**- The federal government offers parents of dependent students a Federal Direct Parent Loan for Undergraduate Students (PLUS) to help pay education expenses for an undergraduate student enrolled at least half time in an eligible program at an eligible school.

**Military Programs**- Can provide financial assistance and additional training.

**Work Programs**- Allow students to earn money for educational costs as long as they work for the company when they are done with training.

**Work Study**- Often work part time on campus in a variety of jobs that seem to offer flexible schedules and are worth trying to get. Get your FAFSA in early!

## Financial Aid Tips

- ✓ On or soon after October 1st (if you're entering school in the fall) submit your Free Application for Federal Student Aid (FAFSA) by mail or on-line at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).
- ✓ Remember, you must reapply for financial aid each year.
- ✓ Register with the Selective Service. It is required by law, and failure to register may prevent you from receiving federal financial aid.
- ✓ Drug charges may make you ineligible for federal financial aid.
- ✓ Find out about financial aid deadlines well in advance. Failure to meet a deadline may prevent you from entering school on time.
- ✓ If you are under 24, you will need to provide information about your parents' finances on most financial aid applications. Sit down with your parents and compile this information so you can use it on the applications.
- ✓ Keep copies of all your admissions and financial aid documents. Contact the financial aid offices of prospective schools and request information on grants and scholarships available through the school.
- ✓ If you take out multiple student loans, you may find it easier to pay them off if you consolidate them into one monthly payment. For more information, visit <https://bnd.nd.gov/studentloans> and <https://studentaid.ed.gov/sa/repay-loans/consolidation>.

## North Dakota Wants U to Succeed

### ND Academic or Career and Technical Scholarship, and ND Scholarship How can I qualify?

Read about the requirements for the ND Academic or Career and Technical Scholarship, and ND Scholarship on page 62 of the **Career Outlook** and the additional information sheet with links provided to help you answer the following questions:

1. Qualified students may be eligible for up to \$ \_\_\_\_\_ to be used for undergraduate study after high school. Awards of \$ \_\_\_\_\_ each semester or \$ \_\_\_\_\_ per quarter totaling \$ \_\_\_\_\_ for the academic year.
2. Can I apply for all the North Dakota Scholarships? (ND Academic or Career and Technical Scholarship, ND Scholarship)  
 Yes     No
3. The ACT exam score must be a composite score of \_\_\_\_\_ or higher for both scholarships.
4. High School GPA must be at least a \_\_\_\_\_ on a 4.0 grading scale.
5. Students must earn no lower than a \_\_\_\_\_ on any unit required for a diploma.
6. Which scholarship(s) will accept three 5's on the WorkKeys assessment instead of the ACT score requirement? \_\_\_\_\_
7. The scholarships are renewable if the student is enrolled as a full-time student and maintains a \_\_\_\_\_ grade point average on a 4.0 grading scale. This is reviewed each semester.
8. The application deadline is \_\_\_\_\_, with high school graduates being notified of their eligibility for either scholarship by \_\_\_\_\_.
9. Which scholarship will accept ASVAB score of 85 or greater, or ASVAB score of 31 or greater and have completed Basic Training? \_\_\_\_\_
10. When will the ND Academic or Career and Technical Scholarship end?  
\_\_\_\_\_  
\_\_\_\_\_

# North Dakota Academic or Career and Technical Education Scholarship North Dakota Scholarship

- North Dakota resident students may apply for either the ND Academic or Career and Technical Education Scholarship **OR** the North Dakota Scholarship.
- For details and instructions for submitting the scholarship application, visit the North Dakota Department of Public Instruction website at:  
<https://www.nd.gov/dpi/familiescommunity/students/academic-cte-and-north-dakota-scholarships>
- North Dakota University System – Academic or Career & Technical Scholarship/North Dakota Scholarship: <https://ndus.edu/paying-for-college/nd-scholarship/>
- ND Diploma and Scholarship Information for parents and students:  
[www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information](http://www.nd.gov/dpi/parentscommunity/students/academic-and-cte-scholarship/diploma-and-scholarship-information)

**\*Study the course requirements carefully on the current ND Scholarship Worksheet to see if you are taking or will be taking the right courses to qualify you for this scholarship.**

[www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf](http://www.nd.gov/dpi/sites/www/files/documents/Early%20Learning/Scholarship%20Worksheet.pdf)

## Colleges and Universities Accepting Scholarships Check “✓” the North Dakota schools that may be an option for YOU!

Subject to change.

- |  |  |
|--|--|
| <input type="checkbox"/> Bismarck State College                | <input type="checkbox"/> Nueta Hidatsa Sahnish College     |
| <input type="checkbox"/> Cankdeska Cikana Community College    | <input type="checkbox"/> Rasmussen University              |
| <input type="checkbox"/> Dakota College at Bottineau           | <input type="checkbox"/> Sitting Bull College              |
| <input type="checkbox"/> Dickinson State University            | <input type="checkbox"/> The Hair Academy                  |
| <input type="checkbox"/> Josef’s School of Hair, Skin & Body   | <input type="checkbox"/> The Salon Professional Academy    |
| <input type="checkbox"/> Lake Region State College             | <input type="checkbox"/> Trinity Bible College             |
| <input type="checkbox"/> Lynnes Welding Training               | <input type="checkbox"/> Turtle Mountain Community College |
| <input type="checkbox"/> Mayville State University             | <input type="checkbox"/> United Tribes Technical College   |
| <input type="checkbox"/> Minot State University                | <input type="checkbox"/> University of Jamestown           |
| <input type="checkbox"/> North Dakota State College of Science | <input type="checkbox"/> University of Mary                |
| <input type="checkbox"/> North Dakota State University         | <input type="checkbox"/> University of North Dakota        |



Group Members: \_\_\_\_\_

## Social Media in Career Planning

Social networking sites are everywhere. Companies are using them to encourage customers to stay connected with them to follow trends, provide feedback, and to sell in a very personal way. They also can track your preferences and shopping habits to better serve you.











**Directions:** Divide into groups of 3-4 to discuss the use of networking sites by companies. Your group will:

- Read the article “*Finding a Job & Getting Work Experience*” on page 49 of the **Career Outlook** magazine.
- Pick a company (one that you or your family uses or does business with (e.g., Amazon.com, Target.com))
- “Google” the company and go to the official website to check to see what social networking sites they utilize. For example: Nike uses Facebook, Twitter, Instagram, and YouTube. Answer the following questions:

1. Company Name: \_\_\_\_\_

2. Website: \_\_\_\_\_

3. Check all that apply:

|   |  |
|---|--|
| <input type="checkbox"/> Facebook    | <input type="checkbox"/> Snapchat     |
| <input type="checkbox"/> Pinterest  | <input type="checkbox"/> Vimeo       |
| <input type="checkbox"/> Twitter   | <input type="checkbox"/> LinkedIn   |
| <input type="checkbox"/> YouTube   | <input type="checkbox"/> Instagram  |
| <input type="checkbox"/> Google+   | <input type="checkbox"/> Tik Tok    |
| <input type="checkbox"/> Other  | <input type="checkbox"/> Other   |

4. What audience are they trying to target? \_\_\_\_\_

5. What might be the main purpose for including them on their website? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. If you were applying for a job with this company, what information on their website would be valuable to you during the job interview? Record some relevant information and discuss this with your group.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How can you use the social networking sites to gain more information about the company?

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8. Discuss how potential employers can use these means to learn information about you?

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**If You Were Trying to Get a Job**

What would your Facebook/twitter/social networking account say about you?

What should you avoid posting on your account?

What would be acceptable to post on your account?

**Remember that what you put on the Internet is public record and not private.**

9. Have your group come up with at least 5 best practices when using social networking sites when you are in the job market:

1. 

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2. 

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3. 

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4. 

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5. 

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## Make it Your Business

Entrepreneurship - Is it for you? Having your own business can be very rewarding but it is not for everyone. It takes a lot of long hours and hard work to establish a business.

To get a better picture of what it takes to be an entrepreneur, read the article, and take the survey on page 23 in the **Career Outlook** 'Entrepreneurship – Is it for you?'.

List 6 skills you think would be the most important to have to be successfully self-employed:

|    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

You can make money doing what you love. Many young people provide services and/or produce something to make a little extra cash. Most businesses start with a business plan. In groups of 3-4, come up with a business idea that teenagers could easily start with very little capital investment.

## Our Business Plan

|  |  |
|--|--|
| Business description: <i>(Lawn Services for All: Lawn mowing, trimming, aeration, fertilizing)</i> | The business meets this community need: <i>(Saves time for homeowner/business)</i>   |
| Who will be the customers/clients? <i>(Homeowners/Businesses)</i>                                  | Equipment/skills needed for this business: <i>(Safe equipment operation, mowers, trimmers, trailers, car or truck, money management)</i> |

|                            |                             |
|----------------------------|-----------------------------|
| Startup costs:             | Plan for making a profit:   |
| Marketing plan:            | Work schedule:              |
| Equipment or tools needed: | Health and safety concerns: |

**How would you grade your group: (Circle letter grade)**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Working together to accomplish your business plan | A | B | C | D | F |
| Listening to everyone's ideas                     | A | B | C | D | F |
| Making decisions                                  | A | B | C | D | F |
| Staying on track and being productive             | A | B | C | D | F |
| Using creative problem solving                    | A | B | C | D | F |
| Using resources and information as needed         | A | B | C | D | F |

- Discuss the likelihood your business would be successful, why or why not?
- Share your plan with the rest of the class.

## Focus on My Career

Use the **Career Outlook** magazine for information important to planning your future. Review the checklist to determine what you have completed and still need to do to make you plans for your future.

- What is Career and Technical Education (CTE)? Page 3
- North Dakota Career and Technical Education Student Organization (CTSO) page 4-5
- Feature Articles (table of contents page 5)
  - Apprenticeship page 52; CTE Champions pages 19, 48 and 51
- ND CTE Program Area Section page 10-11
- How to Use the Occupational Section page 28
- Work-based Learning page 50
- Job Service North Dakota page 59
- AmeriCorps, Quentin N. Burdick Job Corps Center, and Military Ready Options page 53
- ND Center for Distance Education and Bank of ND page 54
- Why Choose a NDUS School page 55
- Make an Impact, Be Legendary with ND State Government page 56
- RUReady.ND.gov page 64

Your plan represents one or two possible future options. Use this advice as a starting point:

### Preparing for Your Career

- Arrange for job-shadowing experience with someone in your chosen field.
- Consider volunteering to get experience and try out the field.
- Contact a related association or local workplace to ask for career advice.
- Contact potential employers to discover hiring practices and potential opportunities
- Practice and complete job applications and interviews as defined by employers.
- Document the skills you have that will enable you to fulfill the requirements of this occupation.
- Keep an eye on the demand for your chosen career in the state you want to live in - this can change quickly.

### High School Planning

- Select courses that match your chosen course plan.
- When you're starting to look for full-time work, use your contacts in the school to find opportunities: teachers, counselors, friends, and their families.
- Confirm that your high school courses match entrance requirements for the post-secondary program and school you've chosen.
- Set academic goals for high school courses to ensure your marks are high enough.
- Request that your high school send official transcripts to colleges (usually in January of your senior year and again in June).
- Ask teachers about writing letters of recommendation.

To complete my Career Plan, I need to work on the following skills:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I plan to improve my skills by doing the following:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**My To Do List:**

- Make a list of my accomplishments, awards, activities, organizations and offices held, volunteer projects and activities, for grades 9-12. This will help to ease the scholarship and college application process. Keep adding to this each semester.
- Review my Plan of Study and make changes as needed. (freshman)
- Work on my cumulative grade point average (ongoing)
- Take the ACT Test and/or WorkKeys Assessment. (junior)
- Make a list of the schools I am serious about and do research on each, comparing costs and services. (ongoing)
- Visit the campuses of my top choices. Write down the pro and cons of each school.
- Fill out the FAFSA and submit prior to the deadline. (senior, as soon after October 1 as possible)
- Talk to my parents about my career plan and my financial options. (ongoing)
- Check out scholarships that I am eligible for, fill out applications and get in by deadline. (senior)
- Try out work experiences related to my career plan, if possible. (ongoing)
- Arrange a Job Shadow opportunity. (junior or senior)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Resources and support I need:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Career Development Vocabulary

**Directions:** Write a definition for the term in the space provided. Use the *Career Outlook* (some page numbers given) and internet as a resource.

| Term   | Definition |
|--|------------|
| Ability  |            |
| Apprenticeship (p. 51)                           |            |
| Aptitude   |            |
| Associate Degree                                 |            |
| Bachelor's Degree                                |            |
| Career   |            |
| Career Clusters (p.10-11)                        |            |
| Career Pathways (p. 10-11 and 28)                |            |
| Career and Technical education (p. 3)            |            |
| Career & Technical Student Organization (p. 4-5) |            |
| Certificate                                      |            |
| Dual Credit                                      |            |
| Entrepreneur (p. 23)                             |            |
| Entry-Level Job                                  |            |
| FAFSA  |            |
| Financial Aid                                    |            |
| GED (p. 55 and 60)                               |            |

|   |  |
|---|--|
| <b>Grant</b>                                      |  |
| <b>Gross Monthly Income</b>                       |  |
| <b>Holland Types (p. 9 and 28)</b>                |  |
| <b>Income</b>                                     |  |
| <b>Interests (p. 6-9)</b>                         |  |
| <b>Knowledge</b>                                  |  |
| <b>Master's, Doctorate or Professional Degree</b> |  |
| <b>Net Monthly Income</b>                         |  |
| <b>Nontraditional Careers</b>                     |  |
| <b>Occupation</b>                                 |  |
| <b>Payroll Deductions</b>                         |  |
| <b>Personality</b>                                |  |
| <b>Reliability</b>                                |  |
| <b>Responsibility</b>                             |  |
| <b>Skill</b>                                      |  |
| <b>Standard of Living</b>                         |  |
| <b>Student Loan (p. 54 BND)</b>                   |  |
| <b>Transferable Skill</b>                         |  |
| <b>Tuition (p. 63)</b>                            |  |
| <b>Wage</b>                                       |  |
| <b>Work-based Learning (p. 50)</b>                |  |



## Living on a Budget

**Directions:** Use *Career Outlook* information to estimate a monthly budget based on potential salary, college loans and living expenditures.

The budget estimates listed in the *Career Outlook*, page 63, are the general expenditures that most will need to consider when budgeting their income.

1. **Annual College Cost** (see pg. 63) times **years of college attended** equals the **Total Cost of College**:

$$\frac{\text{Annual College Cost}}{\text{Annual College Cost}} \times \frac{\text{years of college attended}}{\text{years of college attended}} = \frac{\text{Total Cost of College}}{\text{Total Cost of College}}$$

2. Based on the **Total Cost of College** of college, approximately how much money will you need to save or borrow to attend college and complete a degree program?

\$ \_\_\_\_\_

3. Choose an occupation from pages 28-46.  
What is the **Annual Entry-Level Wage**: \$ \_\_\_\_\_

4. **Multiply** the **Annual Entry Level Wage** by 80% to determine **Net Wages/Take Home Pay**. The other 20% represents taxes and other expenditures taken out of the gross salary.

$$\frac{\text{Annual Entry Level Wage}}{\text{Annual Entry Level Wage}} \times 80\% = \frac{\text{Net Wages/Take Home Pay (Annual)}}{\text{Net Wages/Take Home Pay (Annual)}}$$

5. **Divide** the **Take Home Pay** by 12 months to calculate the **Monthly Available Income**:

$$\frac{\text{Net Wages/Take Home Pay}}{\text{Net Wages/Take Home Pay}} \div 12 = \frac{\text{Monthly Available Income}}{\text{Monthly Available Income}}$$

## MONTHLY EXPENDITURES

|                       | Expenses                           | Monthly Total |
|-----------------------|------------------------------------|---------------|
| <b>Home</b>           | Rent/mortgage                      | \$            |
|                       | Utilities (electricity, gas, etc.) | \$            |
|                       | Internet/cable/home phone          | \$            |
|                       | Home repairs and maintenance       | \$            |
|                       | Groceries                          | \$            |
|                       | Laundry/dry cleaning               | \$            |
| <b>Bills</b>          | Student loans                      | \$            |
|                       | Credit cards                       | \$            |
|                       | Car payments                       | \$            |
|                       | Insurance (car, homeowners, etc.)  | \$            |
|                       | Cell Phone                         | \$            |
| <b>Transportation</b> | Public transportation/taxis        | \$            |
|                       | Gas                                | \$            |
|                       | Parking                            | \$            |
|                       | Car repairs and maintenance        | \$            |
| <b>Health</b>         | Prescriptions                      | \$            |
|                       | Doctor appointments                | \$            |
|                       | Gym membership                     | \$            |
| <b>Personal</b>       | Entertainment                      | \$            |
|                       | Gifts/special occasions            | \$            |
|                       | Travel                             | \$            |
|                       | Dining out                         | \$            |
|                       | Clothing                           | \$            |
| <b>Miscellaneous</b>  |                                    | \$            |
|                       | <b>Total Monthly Expenses</b>      | \$            |
|                       |                                    |               |
|                       | <b>Total Monthly Income</b>        | \$            |
|                       | <b>– Total Monthly Expenses</b>    | – \$          |
|                       | <b>= Total Savings</b>             | \$            |

**Reflection:** What expenses could be reduced if you need more flexibility in your monthly budget?

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