

WORKSHEET # 13: CAREER PLANNING LIST

Directions: Check the things that you have completed in your career-planning process.

HAVE YOU:

- Taken an interest inventory?
- Taken an aptitude or abilities test?
- Used a computerized information system?
- Used or checked on books about careers from your school?
- Interviewed someone in an occupation of interest to you?
- Attended a Job Fair or Career Day in your school or community?
- Talked to college admissions representatives?
- Talked to military recruiters?
- Looked at college catalogs?
- Reviewed career and college plans with your parents?
- Completed a career shadowing program?
- Discussed your career or college plans with a school counselor or advisor?
- Prepared a resume?
- Visited schools you are interested in attending?



Look at your list. What things do you still need to accomplish?

Make plans to do these when appropriate. Use Junior & Senior Timelines (*Facilitator Guide* pgs. 234-235) to help you stay on task and organized.

Adapted from:
Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 14: CAREER ALPHABET

Directions: Write at least one career that starts with each of the following letters (i.e., A = astronaut). If you get stuck for answers, check the list of careers in *MnCareers* or go online.

A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____
E	_____	_____	_____
F	_____	_____	_____
G	_____	_____	_____
H	_____	_____	_____
I	_____	_____	_____
J	_____	_____	_____
K	_____	_____	_____
L	_____	_____	_____
M	_____	_____	_____
N	_____	_____	_____
O	_____	_____	_____
P	_____	_____	_____
Q	_____	_____	_____
R	_____	_____	_____
S	_____	_____	_____
T	_____	_____	_____
U	_____	_____	_____
V	_____	_____	_____
W	_____	_____	_____
X	_____	_____	_____
Y	_____	_____	_____
Z	_____	_____	_____

Circle 3 careers that reflect your interests and that you would like to learn more about.

Adapted from:
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[State Occupational Information Coordinating Committee]

WORKSHEET # 15: CAREER RESEARCH

Directions: Use information in *MnCareers* and additional resources to answer these questions about a career of your choice.

Title of Occupation: _____

1. Description of the occupation including main duties and responsibilities.

2. What are the education and training requirements for the occupation?

3. List other required qualifications such as licensing, certifications, etc.

4. What is the average wage or salary for this occupation?

5. What is the employment outlook for this occupation?

6. List the places where people in this occupation might work.

7. What are the opportunities for advancement?

8. List other occupations that are similar or related.

WORKSHEET # 15, CONTINUED

9. Is this occupation available in your area? List companies or other places of employment in your area in which this occupation is located.

10. What school subjects or courses would help you to prepare for this occupation?

11. Does this occupation deal mainly with people, data, things or ideas?

12. Do you think you have the aptitude (potential ability) for this occupation?

13. This occupation interests you because:

14. List 3 resources (books, magazines, computerized information, etc.) used for this research.

15. List the name and title of a person(s) that helped you locate this information.

16. List the name of a person(s) you know (or know of) who is in this occupation.

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 16: NONTRADITIONAL CAREERS

Directions: Discuss the concepts and implications of nontraditional careers.

Definition for Nontraditional Careers: The Department of Labor defines jobs as "nontraditional" if fewer than 25 percent of the jobs in these occupations are held by one gender. For example, a carpenter, electrician, brick mason and auto mechanic are considered nontraditional occupations for women.

Nontraditional Careers

FOR WOMEN
Architect
Auto Body Repairer
Carpenter
Construction Worker
Drafter
Electronics Technician
Engineer
Fireman
Greenskeeper
Mathematician
Mechanic
Office Equipment Repairer
Police Officer
Plumber/Pipefitter
Scientist
Small Appliance Repairer
Surveyor
Welder

FOR MEN
Child Care Worker
Cosmetologist
Dental Assistant
Dietitian
Elementary School Teacher
Flight Attendant
Kindergarten Teacher
Librarian
Licensed Practical Nurse
Registered Nurse
Secretary
Stenographer
Telephone Operator
Therapist



Adapted from:
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 [State Occupational Information Coordinating Committee]

WORKSHEET # 17: CAREER WOMEN



This activity is a research project on career women.

Directions: From the list below, select a woman and write a paper about her containing the following information:

Find info on her:

- Early life
- Education
- Career highlights
- Personal life

As resources use:

- Biographies
- Magazines
- Internet
- Newspapers

Write:

- Outline
- Rough Draft
- Final Draft
- Bibliography

- Abzug, Bella
- Angelou, Maya
- Arden, Elizabeth
- Ash, Mary Kay
- Barton, Clara
- Battle, Katherine
- Brothers, Joyce
- Brown, Helen Gurley
- Brown, Tina
- Cassatt, Mary
- Chicago, Judy
- Child, Julia
- Chung, Connie
- Claiborne, Liz
- Clinton, Hillary
- Cunningham, Mary
- Curie, Marie
- Delaney, Louise
- Delaney, Bessie
- Dix, Dorothea
- Dole, Elizabeth
- Dunham, Katherine
- Earhart, Amelia
- Edelman, Marian
- Fields, Deborah
- Ford, Eileen
- Frankenthaler, Helen
- Gibson, Althea
- Goodall, Jane
- Grossinger, Jennie
- Herrera, Carolina
- Hunter-Gault, Charlene
- Jemison, Mae C.
- Karan, Donna
- Kreps, Juanita
- Lauder, Estee
- Leibovitz, Annie
- Mankiller, Wilma
- McClintock, Barbara
- Mead, Margaret
- Mirabella, Grace
- Moses, Grandma
- Nevelson, Louise
- Nidetch, Jean
- Noe, Dorothy
- O'Connor, Sandra
- Onassis, Jacqueline
- Popcorn, Faith
- Ride, Sally
- Roddick, Anita
- Rubinstein, Helena
- Rudkin, Margaret
- Savage, Augusta
- Sills, Beverly
- Stewart, Martha
- Vanderbilt, Gloria
- Walker, Madame C.J.
- Walker, Maggie
- Winfrey, Oprah

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 19: RESEARCH PAPER ON ENTREPRENEURS

Directions

1. Select a person or company from the list below, or discuss different choices with your teacher.
2. Include the following information in your paper: (Sometimes not all of the information is available.)
 - a. Factual data about the **entrepreneur**: birth date, marital status, children, education.
 - b. Factual data about the **company**: name, address, telephone number, date the company was founded, current revenues, number of employees, amount of the original investment, and the current value of the company.
3. Describe the following:
 - a. How the company originated (early experiences)
 - b. How business growth was managed
 - c. How obstacles were overcome
4. Relate, if possible, the entrepreneur's:
 - a. "keys to success"
 - b. future vision
 - c. lessons learned
 - d. inspiring comments

- 3Com Corp.
- Apple Computers
- Ashley Furniture
- Bill Bowerman
- Crop Genetics International
- Debbi Fields
- Faegre & Benson
- Farrah Gray
- Frank D. Hickingbotham
- James Edgar Broyhill
- Kate Spade
- Mail Boxes, Etc.
- McDonald's Corp.
- Michael Benzinger
- Netflix
- Old Country Buffet
- Scott McNealy
- Silicon Graphics, Inc.
- T.J. Cinnamons
- Thurman John Rodgers
- Discovery Toys
- Lund Food Holdings
- JetBlue Airways
- Dick Enrico
- TCBY Enterprises, Inc.
- Reed Hastings
- Curtis L. Carlson
- Joyce Rice and Ted Rice
- H. Wayne Huizenga
- Joseph R. Canion
- W. David Kimbrell
- Mrs. Fields' Cookies, Inc.
- Home Depot, Inc.
- Donald C. Burr
- Michael Dell
- Seagate Technology, Inc.
- Robert Metcalfe
- Gotcha Sportswear, Inc.
- 2nd Wind Equipment
- "Famous Dave" Anderson
- Nike, Inc.
- Russell Lund Sr.
- Compaq Computer Corp.
- Sun Microsystems, Inc.
- Blockbuster Entertainment Corp.
- Steve Jobs
- Glen Ellen Winery and Vineyards
- Carlson Companies
- Wally Amos
- David Neeleman
- Ray Kroc
- L.A. Gear, Inc.
- Staples, Inc.
- James H. Clark
- Best Buy
- Home Shopping Network, Inc.
- Lane Nemeth
- Dell Computer Corp.
- Cypress Semiconductor Corp.
- Alan F. Shugart

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development and User's Guide, Youth edition

[State Occupational Information Coordinating Committee]

WORKSHEET # 19: CAREER INFORMATIONAL INTERVIEW

Directions: Select someone working in an interesting occupation to interview. Spend at least 20 minutes talking with the individual and gathering information about his or her career and the occupation. Suggested questions are listed below. You can add questions related to your interests and concerns.

1. How long have you worked in this occupation?
2. What other occupations did you work previously?
3. Do you primarily work with people, data, things or ideas?
4. What do you like most about your job?
5. How did you get started in this line of work?
6. What personal qualities do you feel are needed to succeed in this line of work?
7. What type of training is needed for this occupation today?
8. What changes in your occupation have you seen occur?
9. What are the most frequently recurring problems on your job?
10. What type of technology do you use? (computer hardware, software, etc.)
- 11.
- 12.
- 13.
- 14.
- 15.

Be sure to keep answers in your career portfolio.

Adapted from:
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ACTIVITY #20: SKILLS SCAVENGER HUNT

Do you know that workers use the same skills on their jobs as you do in school?

Directions: Select someone you know to interview. Ask them the following questions concerning skills they use on their job:



1. What's your job title?
2. What kinds of things do you read?
3. What kind of writing do you do?
4. Do you communicate by speaking and listening?
5. What kinds of mathematics are used on your job?
6. Does your company have customers or work with people in different counties, cities, states or countries? Examples?
7. How are major decisions made in your department? Examples:
8. Are you a problem solver at work? Could you give an example please?
9. What technology do you use to accomplish your job?
10. What machines do you operate on your job?
11. Do you teach others as part of your job?
12. Are you trained in other jobs at the same worksite?
13. Where did you learn the skills needed for your job?



FOLLOW UP ACTIVITY

Combine the results of all the students' interviews into a master list for display. Make one list for each question and title each sheet with the skill. List the examples the various people told the students.

***Note for teachers:** The objective is for students to explore skills (rather than occupations) on a field trip or shadowing experience.

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WORKSHEET #21: CAREER PLANNING LIST

The following is a list of career planning activities. Some of them you might have already work on, while others you are just starting. Place a check (✓) next to an activity you've accomplished and summarize what you learned. Choose 5 activities you have not completed. Use *MnCareers* and other resources to determine how you can begin to work on each activity. Be sure to add this information to your portfolio.

(✓) when completed

<input type="checkbox"/> Took an interest inventory	<input type="checkbox"/> Took an aptitude or abilities test
What I learned:	What I learned:
<input type="checkbox"/> Used a computerized system to research occupations & schools (like ISEEK or MCIS)	<input type="checkbox"/> Informally interviewed someone in an occupation I find interesting
What I learned:	What I learned:
<input type="checkbox"/> Checked out and read books on careers	<input type="checkbox"/> Attended a job fair or career day
What I learned:	What I learned:
<input type="checkbox"/> Talked to a college admissions representative	<input type="checkbox"/> Reviewed career and educational plan with parents or mentor
What I learned:	What I learned:
<input type="checkbox"/> Talked to a military recruiter	<input type="checkbox"/> Browsed catalogs from higher education institutions
What I learned:	What I learned:

WORKSHEET #21, CONTINUED

Completed a job shadowing program	Prepared a resume
What I learned:	What I learned:
Discussed career and educational plans with a school counselor or advisor	Used the Internet to search for career and educational resources
What I learned:	What I learned:
Explored different forms of financial aid	Researched different scholarships and grants to help pay for college
What I learned:	What I learned:
Visited schools I'm interested in attending	Interned at an interesting company
What I learned:	What I learned:
What I learned:	What I learned:

Use this list and **expand** on your ideas throughout the year. Make sure to check each activity box after completing it and document what you learned. Fill in the 2 blank spaces with additional career-planning activities not already on the list.

WORKSHEET #22: WHERE ARE THE JOBS?

Use *MnCareers* to find answers to the questions below.

- Using the table on page 9 in *MnCareers*, fill in the grid below. In the first column, select 6 occupations with a high growth rate. In the second column, list the employment numbers. Next, list growth rate and the median hourly wage.

Occupation with High Growth Rate	Employment Numbers	Growth Rate	Median Hourly Wage
		%	
		%	
		%	
		%	
		%	
		%	

- Categorize the job titles for Minnesota's **shrinking occupations** from page 9 into the correct career fields.

Agriculture and Natural Resources	
Arts and Humanities	
Business and Administration	
Engineering and Technology	
Health Services	
Human Services	

- Based on the table in question 2, which career fields contain the **most** shrinking occupations? Which fields have fewer expected losses? Give at least one example of why you think these fields are changing.

WORKSHEET #22, CONTINUED

4. Many popular occupations have few openings and applicants face tough competition. Name 5 **popular** occupations that have **few** openings in Minnesota. Approximately how many openings does each popular occupation have per year? (See page 9 in *MnCareers* for help.)

5. What are the "real" odds of getting hired as a pro athlete? What do these odds tell you about popular occupations in general?

6. Many occupations in Minnesota have a large number of openings available right now. See page 10 in *MnCareers* and list 8 occupations with many openings.

7. Why should you be interested in occupations with high vacancies when considering a career?

WORKSHEET #23: WHO'S THE CAREER COUNSELOR?



Participants, prepare for the ultimate role-play exercise in career exploration ...

Students as Career Counselors

Congratulations!

As of right now, you're a high school career counselor. Students come to you with their hopes and dreams. Your job is to help them turn those dreams into reality. Sometimes that means recommending schools for post-secondary education or training in a specific area. Other times, it means showing individuals how to apply for financial aid. Some of your students don't have a clue what they want to do after high school, and it's your job to help figure it out. The principal (your boss) believes that all students have to have some idea of what they will do following graduation. "Our kids are good kids, and they all need goals," he said at a recent staff meeting. "Help them get some," he said, while looking right at you.

Your Task:

Counseling sessions with your students begin tomorrow at 9 a.m. sharp. Your boss promised parents that as a counselor, you're responsible for the development of 4 career and education options for each student. To do your job well, you'll need to:

- Get acquainted with career-planning resources on the Internet
- Meet each of your advisees and evaluate some basic information about him or her
- Fill out a form for each advisee in which you develop 4 possible career paths and appropriate education options for him or her

***Note:** As a counselor at a large high school, you have *many* students to advise, so you'll have to learn quickly.

Potential Resources:

The Internet has numerous college and career-planning resources. It would be a good idea for you to familiarize yourself with some of the ones listed in *2007 MnCareers*. Other resources include the activities in the *2007 MnCareers Facilitators Guide*; MCIS Web site; ISEEK.org; Minnesota Office of Higher Education; and CareerOneStop.org, just to name a few.

When using Internet sites, be sure to remember the URLs and note which information you obtained from which sites so that you can refer to them when talking with your advisees.

WORKSHEET #23, CONTINUED

The Process:

Counseling season has begun! The students are waiting outside the counseling office in 4 lines. The head counselor will tell you which students are yours. After meeting with individual students, answer these questions:

1. Does the student know what he or she wants to do after graduation?
2. If the student has a goal, is it realistic given the student's academic history?
3. If the goal is realistic, what should the student do next?
4. If the goal isn't realistic, what alternative career paths can you suggest that might be appropriate? (Example: The student wants to be a doctor but does not have good grades in science courses. What other options are available? Are other science or medical fields appealing? What about other careers where the student can help people?)
5. If the student doesn't know what he or she wants to do, how can you help with life direction?
6. What steps should the student take at this point in his or her career to help insure a successful future?

Written Recommendations:

Your final task is to write up a recommendation report for each of your advisees. Be sure to explain *why* you've chosen the options you have (for example, is it because of their academic record, personality traits, abilities, etc.?). At the end of your report, name 3 Web sources you found to be the most valuable in reaching your professional conclusions and why. Then be prepared to present your report orally to your peers what you advised and why. It's also a good idea to jot down notes as to anything you would do differently the next time around (spend more or less time one-on-one with students, give students different assessments, research additional materials in a particular subject, etc).

***Remember:** Faculty occasionally meet around the water cooler or lunch table to generate or exchange ideas and information. (It's OK to exchange resource ideas with other career counselors, but not gossip about your advisee's low skill level or blue hair.)

Job Performance = Evaluation:

Just like any other activity or project, you'll be evaluated on how well you did (similar to a job performance review). Most likely your instructor will base your performance on the thoroughness and creativity of the career options or school choices you suggested for your advisee. Your responses as to *why* you made the recommendations you did are equally important.

What You Will Have Learned:

Aside from developing career options for your "students," you will now be more aware of:

- The need to develop some goals and plans for your life.
- An understanding of academic achievement and career options available.
- The latest career planning information resources available online.

Adapted from:

FutureQuest: www.pvpusd.k12.ca.us/teachweb/twidwell/FutureQuest.html

WORKSHEET #24: NONTRADITIONAL EMPLOYMENT

Below is a list of examples of nontraditional occupations for men and women. Using *MnCareers*, locate the median hourly wage and the number of people who are currently employed in each occupation.

WOMEN			MEN		
Nontraditional Occupation	Median Wage	Current Employment	Nontraditional Occupation	Median Wage	Current Employment
Architect			Bank Teller		
Auto Body Repairer			Bookkeeping / Accounting Clerk		
Bricklayer / Stone Mason			Childcare Worker		
Civil Engineer			Dietician		
Clergy			Social Worker		
Computer Support Specialist			Librarian		
Data Communications Analyst			Licensed Practical Nurse		
Dentist			Manicurist		
Drafter			Medical Assistant		
Electrician			Occupational Therapist		
Firefighter			Paralegal		
Painter			Personal & Home Care Aide		
Surveying & Mapping Technician			Registered Nurse		
Tile Setter			Special Ed Teachers		
Welder & Solderer			Speech-Language Pathologist & Audiologist		

1. How do the median hourly wages compare for men and women?

2. What are the advantages and disadvantages of nontraditional work?
(Visit ISEEK for help: www.iseek.org/sv/10124.jsp)

3. Which of the above nontraditional occupations interest you? Why?

WORKSHEET #25: JOB PROSPECTS

Find each career field in *MnCareers*. Locate the job within each career field that has the highest employment figure and write the job title below. Circle the description that best describes the job outlook for that occupation.

Job Title	Career Field	Job Outlook	
	Agriculture & Natural Resources	Caution Fair	Good Very Good Excellent
	Arts & Humanities	Caution Fair	Good Very Good Excellent
	Business & Administration	Caution Fair	Good Very Good Excellent
	Engineering & Technology	Caution Fair	Good Very Good Excellent
	Health Services	Caution Fair	Good Very Good Excellent
	Human Services	Caution Fair	Good Very Good Excellent

1. Based on the information in the table above, which are the best job prospects? Which are the worst?

2. What are some reasons **why** you would consider these jobs? What are some reasons why you **wouldn't** consider them?

3. Does an occupation with a strong outlook mean it has good job prospects? Why or why not?

WORKSHEET #26: JOB TRIVIA

Directions: Divide participants into 4-5 groups of trivia buffs. Each group will be assigned 1 of the six career fields. Have participants use *MnCareers* (or other resources provided) to prepare 12 questions related to the career fields. Have participants keep their answers on a separate sheet of paper.

Have each group exchange their trivia questions with another group. Which group found the answers to the trivia questions first? Time each group.

Trivia Questions for the Career Field

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

WORKSHEET #27: ALTERNATIVE RESOURCES

Although *MnCareers* has a ton of information about careers and your future options, it is only a starting point on your journey. There are thousands of other great resources out there. *MnCareers* includes several pages that highlight some alternative resources available. Use the resource pages to complete the following activity below.

1. Choose one of the resource pages in *MnCareers*, like the "How to Job Search" page (found on page 103). Find another resource page in *MnCareers* and record it below.

2. For the topic you've chosen, read through all the resources listed. Choose one resource you would like to explore further. List the resource below and summarize what you expect to learn from it.

Resource:

What I expect to learn:

3. List 3 questions you hope to answer about this topic that haven't been answered by *MnCareers*.

1.

2.

3.

4. Locate and use your chosen resource. How did you find or contact this resource?

WORKSHEET #27, CONTINUED

5. Were your questions answered? Why or why not?

Yes No

Why or Why not:

6. What new questions did using this resource make you think of? Were you able to answer these questions with your resource? Did this resource point you to other useful resources on this topic? Which ones?

7. *MnCareers* is in need of 1 more resource for your topic and you are the authority for locating it. The resource can be a book, agency, Web site or anything. Record the resource below. Include a title, description, and how or where to find this great new resource.

WORKSHEET #28: DO I HAVE THE SKILLS?

You've looked at a lot of different occupations in *MnCareers*. You've probably even started to pick out different careers that sound interesting. Do you have the skills that are needed for these occupations? Do you know all the skills needed for the occupation?

MnCareers has skill information for occupational groups. (For example, skills information for Computer Careers is found on page 38 under "What Skills Do You Need?") Use the skill information in the publication to complete the activity below, using the following steps:

1. Think of 3 different occupational groups you find interesting (like Mechanics & Machinists, or Law & Social Services). Record each occupational group, one in each of the tables on this page and page 93.
2. Summarize the necessary skills for each in the "Skill" column.
3. Indicate whether or not you have this skill by circling YES or NO in the "Have skill?" column.
4. If you have the skill already, explain how you acquired it. If you don't have it, explain how you could develop or gain this skill.

Occupational Group:			
Skill	Have skill?	How did you gain this skill?	How could you develop this skill?
	Yes No		
	Yes No		
	Yes No		
	Yes No		

WORKSHEET #28, CONTINUED

Occupational Group:			
Skill	Have skill?	How did you gain this skill?	How could you develop this skill?
	Yes No		
	Yes No		
	Yes No		
	Yes No		

Occupational Group:			
Skill	Have skill?	How did you gain this skill?	How could you develop this skill?
	Yes No		
	Yes No		
	Yes No		
	Yes No		

WORKSHEET #29: WHO DOESN'T USE ALGEBRA?



When people ask which high school course is never used again, most people respond that algebra is not needed in the real world. But lots of jobs and daily tasks require algebra. The left column lists occupations and the right column lists how workers in those occupations would use algebra. Match the occupation to the correct application of algebra.

- | | |
|-------------------------------|---|
| _____ Grocery Shopper | a. Determines workers per hour per job |
| _____ Personal Trainer | b. Calculates percent markups and sale decreases |
| _____ Clothing Designer | c. Calculates percent probability of precipitation |
| _____ Meteorologist | d. Increases and decreases recipe amounts |
| _____ Landscape Architect | e. Calculates duct size for maximum air transfer |
| _____ Heating Contractor | f. Determines unit prices |
| _____ Construction Contractor | g. Calculates miles per gallon of fuel |
| _____ Guidance Secretary | h. Calculates dosage in relation to patient's body weight |
| _____ Mechanic | i. Determines square area for plantings and mulching |
| _____ Chef | j. Calculates calories needed in relation to body weight |
| _____ Store Proprietor | k. Determines percent customer discounts |
| _____ Train Dispatcher | l. Uses ratios to enlarge or reduce pattern sizes |
| _____ Truck Driver | m. Calculates semester grade point averages |
| _____ Teacher | n. Calculates ground speed versus air speed |
| _____ Anesthesiologist | o. Determines horsepower-aerodynamics relationships |
| _____ Pilot | p. Uses weighted grading system |
| _____ Salesclerk | q. Determines tolerances for cylinder bores |
| _____ Automobile Designer | r. Determines departure times based on speed-distance relationships |

Adapted from:
Practical Learning Activities
[Ohio Career Information System]

WORKSHEET #30: CHARACTERISTICS OF SUCCESSFUL PEOPLE

Successful people have several characteristics in common. According to the **SCANS** skills,* employers expect job applicants to have the following skills:

Basic Skills: Reading, writing, speaking, listening, math

Thinking Skills: Creativity, decision-making, problem-solving, learning and reasoning

Interpersonal Skills: Team work, ability to teach others, leading skills, customer service skills, negotiating, working with culturally diverse people

Personal Qualities: Responsibility, self-management, integrity, honesty, sociability

Directions: Complete the following questions by circling the best answer.

1. I'm working to develop a variety of skills that might help me in the workplace.
Name the skill(s) you're working on: _____

	usually	sometimes	never
--	----------------	------------------	--------------

2. I think creatively and like to learn from new experiences.
Give an example of a new experience: _____

	usually	sometimes	never
--	----------------	------------------	--------------

3. I show energy and enthusiasm when working with others
List an example: _____

	usually	sometimes	never
--	----------------	------------------	--------------

4. I don't give up easily and am responsible for my actions.
List an example: _____

	usually	sometimes	never
--	----------------	------------------	--------------

5. I've told others what I do well.
Things I do well: _____

	usually	sometimes	never
--	----------------	------------------	--------------

6. I establish goals and figure out ways to achieve them.
List an example: _____

	usually	sometimes	never
--	----------------	------------------	--------------

Now, consider the characteristics of successful people. Do most successful people enjoy learning something new? Develop new skills? Do they meet their goals? Show energy in completing tasks? Do successful people keep trying? Do they seek information from experienced people? Do you?

*For more about the Secretary's Commission on Achieving Necessary Skills, visit: wdr.doleta.gov/SCANS

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