

Mat-Su P.E.A.K.

Pathway Exploration for All Kids

10th GRADE CHECKLIST

A Personal Learning and Career Plan

- Review High School to Post-Secondary Training Calendar**
- Test Yourself on the ABC's of Higher Education**
- Sophomore Career Development Pre-Test**
- Strength Assessment Worksheet**
- What Is A Career Pathway?**
- Career Research**
- Writing a Resume**
- Cover Letter**
- Filling Out a Job Application**
- How to Network**
- The Job Interview**
- Employability Skills Checklist**
- What Difference Does a Name Make?**
- Are You a Working Teen? What You Should Know**
- Academic Record Review**
- High School and Transition Plan**
- Personal Career Statement**
- Sophomore Career Development Post-Test**

Name: _____

Teacher: _____

Revised: June, 2012

Parents, employers, educators and other members of the Mat-Su community have expressed strong support for identifying careers as a vital part of every student's education. During their secondary school years, students will involve themselves in a career exploration process to ensure a thorough exploration of opportunities.

Choosing a career may be a long and difficult process. A Personal Learning and Career Plan (PLCP) can help you with this task. A PLCP can be looked at as an outline that will help you figure out the step you need to take in order to achieve your ultimate career goal. An important part of the PLCP is to consider your own needs, abilities, interests and wants. This book is designed to help you get to know yourself better. It will also help you relate what you know about yourself to job information. Based on information you gather about yourself, this book will help you select jobs that might meet your needs and interests.

What are you going to do with your life? Who are you? What do you know about yourself? What do you know about jobs? Which job is best for you? If you are interested in the answers to these questions, keep reading. This is what the P.E.A.K. packet is all about. You will do many activities while using this P.E.A.K. packet. If you follow the instructions carefully, you should have very few problems. If you become confused, talk with the person who gave you this P.E.A.K. packet.

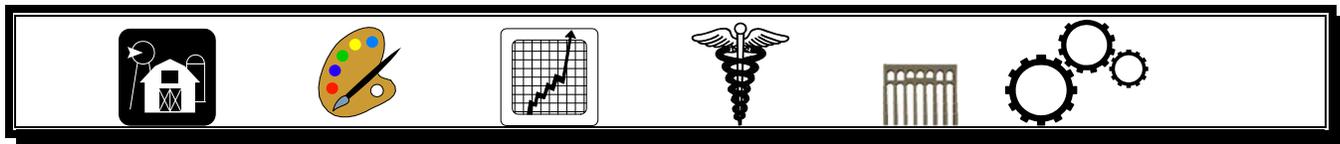
Mat-Su PEAK is produced by the Matanuska-Susitna Borough School District's Career and Technical Education Department

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with the help of Mat-Su School District Teachers and Counselors



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HIGH SCHOOL TO POST-SECONDARY CALENDAR

SOPHOMORE YEAR ACTIVITIES

Use this calendar during your sophomore year to schedule all the steps in your transition from high school into work, training programs or college admissions. Check off each task as it is completed and add specific dates to each month.

Reminder: Success in the school to post-secondary transition may be measured in how well you address the responsibilities that are associated with becoming a good student, most notably the development of strong academic skills. Develop the ability to study and learn, and the result will be the kind of academic achievement that will enhance your future education options.

- ⇒ Meet with your counselor to review your program of studies in relation to the graduation requirements and the general requirements for admission to training programs and college. Conduct this audit within the context of a four year high school plan and make certain that your current courses are reflective of where your abilities and interests suggest you should be in your sophomore year.
- ⇒ Talk with your teachers, counselor and parents about your personal skills and competencies as a student. Identify your strengths and the areas that could be strengthened. Seize every opportunity to learn and practice study skills and habits such as note-taking, time management, keyboard training and reading efficiency.
- ⇒ Arrange to take a career aptitude test and/or interest inventory. These tools will identify possible career fields for you to consider as you move through high school and consider future educational options. Your counselor can suggest the appropriate tests and help you to interpret the findings.
- ⇒ Learn what you need to know about the various tests that may be required or used in the post-secondary admission process, including test dates, times and sites. *These include:*
 - HSQE (High School Qualifying Exam) - taken in April
 - PLAN (Preliminary test for American College Test [ACT]), and PSAT (Preliminary Test for Scholastic Assessment Test [SAT]).*
 - As you complete certain academic studies, you may wish to take the SAT-II: Subject Test in that area. If you possess a particular academic ability and interest, you should also consider participation in Advanced Placement courses and eventually take the appropriate AP examination. Review the results of each test that you take with your counselor.
- ⇒ Begin the process of self-awareness, the ongoing activity in which you analyze your aptitudes, achievements, interests and goals. AKCIS is an excellent tool to assist with this. See your counselor for information.
- ⇒ Determine what tools (computerized guidance information sites) and resources (guides, videos) are available at your school's guidance office or library to assist you in exploring colleges. Start your exploration with the information found in the general guides. These materials, along with your parents, counselor, teachers and others, will become your information allies over the next two or three years.
- ⇒ Learn how to use the tools and resources of the school and community library. Mat Su College also has counselors and information to assist with your search.
- ⇒ Set some time aside in your personal schedule to engage in leisure reading, to practice your computer skills and to participate in sports and community service activities away from the classroom. Most colleges and post-secondary training programs want to admit the "well rounded" person, but some students can go overboard. It is better to be vested in one or two outside activities than to be spread thinly across many.
- ⇒ Study hard and maximize every learning opportunity available to you. You'll thank yourself in a couple of years.

A sound sophomore year will provide the foundation for a first-rate high school experience. Moreover the habits and skills you acquire early on will help you be successful in high school and post-secondary training.

Source: College Resource Guide Number 8 1995 – Education Now. Springfield, VA

IMPORTANT DATES:

Test Yourself on the ABC's of Higher Education

1. What percentage of high school students plan to attend college? _____
2. What percentage of college students drop out before their sophomore year?

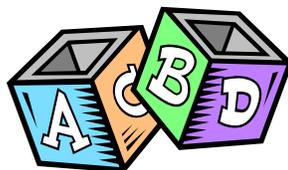
3. What percentage of college students drop out before they graduate? _____
4. How many years does it take the average student to complete their baccalaureate degree? _____
5. List three reasons why:

6. What is the average debt load of a four-year college graduate in Alaska?

7. What are the four most popular courses on college campuses today?

8. What percentage of all jobs requires some post-secondary and/or technical training? _____ A baccalaureate degree? _____
9. In 1997, what percentage of all jobs fell into the category of skilled trades, paraprofessional or technical occupations? _____ And in the year 2005? _____
10. What can you do to get the most out of your high school education and reduce college costs?

Adapted from *A Call to Parents*: Susan M. Quattrociochi, 1998



Test Yourself on the ABC's of Higher Education

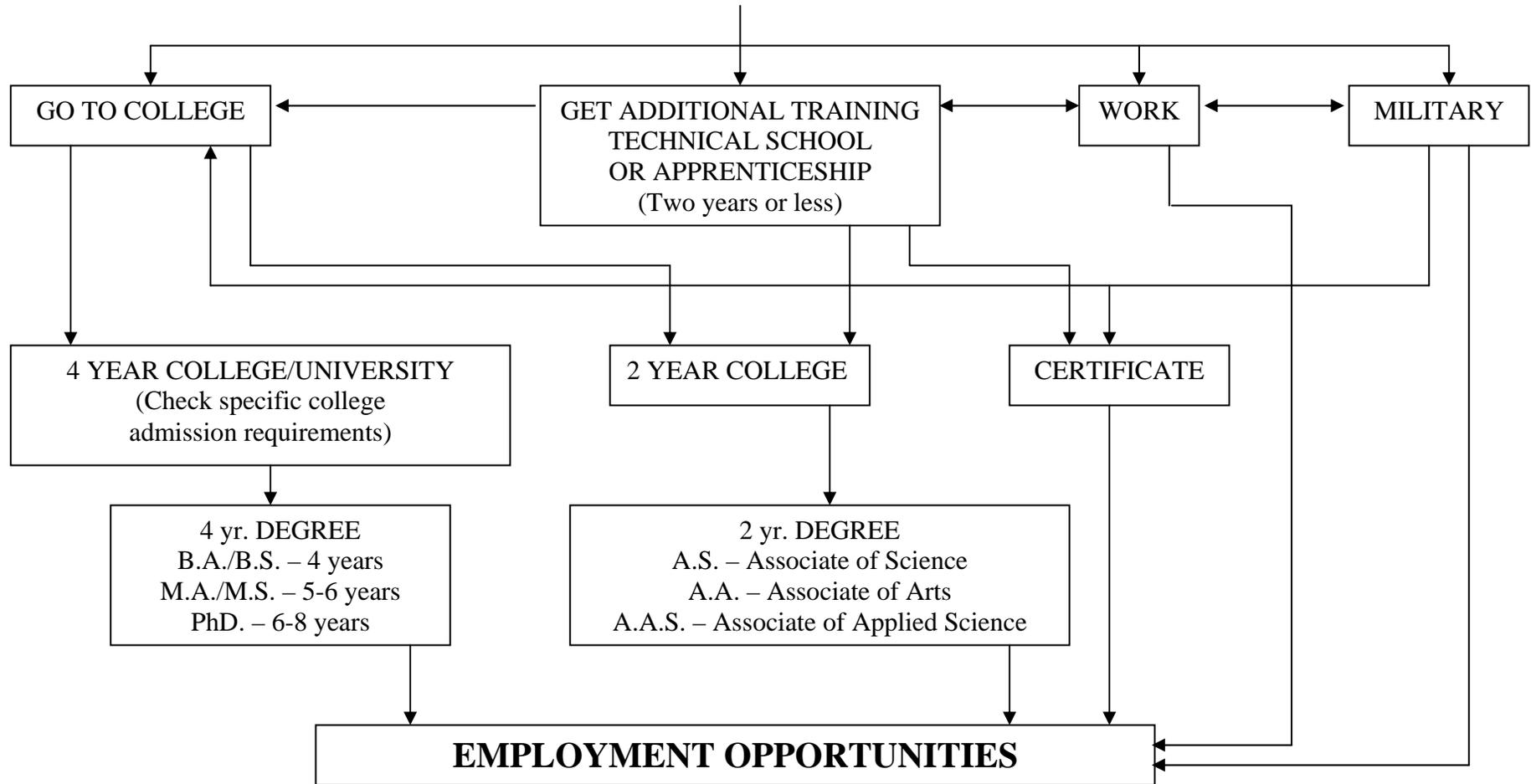
- 1. What percentage of high school students plan to attend college?**
81% of high school students PLAN to attend 2 or 4 year college...
62% ACTUALLY attend ... 1 in 2 students are underemployed after graduation.
Debra Mills, Cord Inc., Tech Prep Consortium 2006
- 2. What percentage of college students drop out before their sophomore year?**
33.3% of students drop out before their sophomore year. This is related to students' goals and educational background. Students in the top 10% of high school graduating class had the best record of staying in college (91%) while, students who went to colleges with "open door" admission policy had the lowest returning rate of only 54%. *National Associate of Colleges and Employers, NACE Salary Report, 2002*
- 3. What percentage of college students drop out before they graduate?**
45.8% *Newsweek, March 2004*
- 4. How many years does it take the average student to complete their baccalaureate degree?**
5 years.
- 5. Why?**
Lack of focus
Lack of skills
Lack of financial planning (*College Years: Inside the American Campus Today, Simon & Schuster, 1997.*)
- 6. What is the average debt load of a four-year college graduate in Alaska?**
University of Alaska - \$16,114 (Tuition and books)
Alaska Pacific University - \$82,462 (Tuition & books) (*Hot Jobs, Cool Careers, AGC of AK, 2006*)
- 7. What are the four most popular courses on college campuses today?**
Remedial English, Remedial Writing, Statistics, and U.S. History
Bright College Years: Inside the American Campus Today, Simon & Schuster, 1997.
- 8. What percentage of all jobs requires some post-secondary and/or technical training?**
65% Some post-secondary training/technical school
A baccalaureate degree? 20% Bachelors Degree (*US Bureau of Census, 2000*)
- 9. In 1997, what percentage of all jobs fell into the category of skilled trades, paraprofessional or technical occupations? 36% And in the year 2005? 43% (*Trends Magazine AK DOL, July, 2005*)**
- 10. What can you do to get the most out of your high school education and reduce college costs?**
 - A. Get your basic skills – for free-** in high school to avoid paying for non-credit remedial classes in college. Take a low cost placement test (Accuplacer) at local college to determine if you are ready for college level English and Math.
 - B. Get your technical skills – for free-** in high school. Take Career & Technical Education classes offered in your school or districtwide CTE classes
 - C. Get your career focus – for free –** in high school. Carefully consider information learned in P.E.A.K., available from your school counselor, and from your teachers.
 - D. Plan appropriate, affordable education.** Start a savings plan in high school.
 - E. Take advantage of all post-secondary education programs** available in the school district: Tech Prep, Advanced Placement, International Baccalaureate Program. These allow you to earn low-cost college credit while in high school.
 - F. Go to local college (MSC), use military college plans, enroll in school-to-apprenticeship programs, get technical skills, get a job which pays for your college, pursue all scholarship opportunities.**



SEE YOUR SCHOOL COUNSELOR TO GET MORE INFORMATION ON ANY OF THESE OPTIONS.

GRADUATE HIGH SCHOOL

POST-SECONDARY OPTIONS



What Is Your Choice?

SOPHOMORE CAREER DEVELOPMENT PRE-TEST

1. T F Most people have the ability to do well in any job if they set their minds to it.
2. T F Except for the income it provides, your job has little influence on your way of life.
3. T F The average American spends more waking time in work-related activities (including homemaking) than any other activity.
4. T F There is only one “right job” for you in terms of your ability.
5. T F Most persons remain in the same job throughout their adult lives.
6. T F Few women work outside the home after marriage.
7. T F Apprentices are paid while they learn.
8. T F The Alaska Department of Labor provides free information about job openings and job training programs.
9. T F Over two thirds of all existing job openings do not require a college degree.
10. T F Programs at two year colleges are limited to students who want to transfer to four year colleges.
11. T F Entering an occupation is the only way you can learn whether you might like it.
12. T F Women are now working at jobs which were once held by men.
13. What will the labor force probably be like ten years from now?
 - A. Most jobs will require four or more years of college.
 - B. There will be a greater percentage of jobs for unskilled workers.
 - C. There will be a greater percentage of jobs for those with technical skills acquired beyond high school.
14. Which one of the following is the best way to begin career planning?
 - A. Look at what is available on the job market.
 - B. Take tests to find out what you should do.
 - C. Decide what it is you consider most important in life.
15. If you are interested in so many occupations you cannot make up your mind, you should first:
 - A. Try out as many jobs as you can.
 - B. Try one and if you like it stick with it.
 - C. Find out more about what each occupation is like.

STRENGTH ASSESSMENT WORKSHEET

Part 1

Listed below are 10 personal traits. Put a check next to each one that is true of you and describe how you used that trait on a recent job or activity.

<u>Trait</u>	<u>Activity</u>
____ 1. Teamwork	_____ _____ _____ _____
____ 2. Polite & courteous	_____ _____ _____ _____
____ 3. Adaptable to change	_____ _____ _____ _____
____ 4. Initiative	_____ _____ _____ _____
____ 5. Self-disciplined	_____ _____ _____ _____
____ 6. Conscientious	_____ _____ _____ _____
____ 7. Hard worker	_____ _____ _____ _____

Trait

Activity

____ 8. Honest and sincere

____ 9. Able to think creatively

____ 10. Self-motivated

Part 2

What do you consider your three greatest weaknesses and how are you working to overcome them?
(Knowing your weaknesses, not pretending you are Superman or Wonder Woman, helps you identify your strengths.)

Weakness

EXAMPLE: Being a know-it-all

Remediation

Trying harder to listen to others

1. _____

2. _____

3. _____

WHAT IS A CAREER PATHWAY?

A **Career Pathway** is made up of various jobs and careers that require similar skills, interests, and talents. By exploring the characteristics of a **Career Pathway**, you can discover which ones have jobs that best match your interests and skills.

Career Pathways have many branches that often connect with one another. For someone who has an interest in both art and computers, for instance, careers in graphic arts, computer-aided drafting, or video game design are possible.

Career Pathways are broad occupational clusters in the areas of:

- Natural Resources/Agriculture
- Industrial & Engineering Technology
- Human Services
- Health Services
- Arts & Communications
- Business, Management, & Technology

Along the way you will discover many exciting careers in a variety of Career Pathways. You will probably change your mind many times about “what you want to be when you grow up,” but you will know the educational choices you need to make to meet your occupational goals.

Career Pathway Interest Inventory

You will get to know yourself by discovering your interests, skills, and abilities and be better able to make informed choices about post-secondary training and life. By exploring career pathways, you will see what education and experiences are required to achieve your career goals.

Today’s job market demands a highly skilled work force. To meet this demand, workers will need to complete at least one or more years of training after high school and continue to update their skills throughout their careers. It is easier to pursue necessary training and skills if you are truly interested in what you are learning. Aligning your interests and skills with a career pathway is the first step on this journey.

Six Career Pathways

*** Arts and Communication**

Artistic - Interest in creative expression of feelings and ideas. (i.e., architect, creative writer, visual and graphic artist, journalist, linguist, advertiser, publisher, interior designer, fashion designer, public relations).

Physical Performing - Interest in physical activities performed before an audience (i.e., television and radio broadcaster and film studies, fine arts, music and theater performer).

*** Natural Resources**

Scientific - Interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, life sciences, and natural sciences (i.e., earth scientist, environmental scientist, forester, miner, biotechnologist, farmer).

Plants and Animals - Interest in activities involving plants and animals; usually in an outdoor setting (i.e., marine scientist, fisheries manager, horticulturist, animal husbandry, wildlife manager).

*** Human Services**

Protective - Interest in the use of authority to protect people and property (i.e., protective services).

Accommodating - Interest in catering to the wishes of others, usually one-on-one (i.e., counselor, teacher, chef, lawyer).

Humanitarian - Interest in helping others with their mental, spiritual, social, physical, or vocational needs (i.e., counselor, teacher, childcare worker, pastor).

Leading-Influencing - Interest in leading through high level verbal or numerical activities (i.e., educator, public administrator).

*** Industrial and Engineering Technology**

Mechanical - Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques (i.e., electronics, heating, air conditioning, venting, refrigeration, auto service, technology, construction, transportation).

Industrial - Interest in repetitive, organized activities in an industrial setting (i.e., manufacturer, engineering designer, aerospace, computer engineer, telecommunications).

*** Business, Management and Technology**

Business Detail - Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting (i.e., business information systems, accountant, economist).

Accommodating - Interest in catering to the wishes of others, usually one-on-one. (i.e., hospitality, tourism)

Selling - Interest in persuading others, using sales and promotion techniques (i.e., sales, marketing).

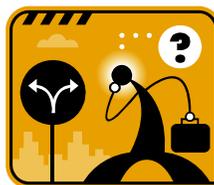
Leading -Influencing - Interest in leading through high level verbal or numerical activities (i.e., entrepreneur, human resource manager, business manager).

*** Health Services**

Scientific - Interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, life sciences, and natural sciences (i.e., medicine, geriatrics, nutritionist).

Humanitarian - Interest in helping others with their mental, spiritual, social, physical, or vocational needs (i.e., emergency medicine, dentist, nurse, water safety instructor, physical fitness, medical support services).

Which pathway is of most interest to you? _____



Which Career Pathway is for YOU?

Directions: Read through the lists on the following three pages and descriptions of the Six Career Pathways. Check all that apply to you and total this number in the space provided at the bottom of each pathway. List your career pathway with the highest number of checks and compare it to your choice you made on this page.

CAREER PATHWAYS

Natural Resources		Human Services	
<p><i>Do you...</i></p> <ul style="list-style-type: none"> ➤ like planning and directing projects? 	<p><i>Do you have...</i></p> <ul style="list-style-type: none"> ➤ clear verbal communications? 	<p><i>Do you...</i></p> <ul style="list-style-type: none"> ➤ have a desire to help people? 	<p><i>Do you...</i></p> <ul style="list-style-type: none"> ➤ have the ability to remain composed during a crisis or conflict?
<ul style="list-style-type: none"> ➤ have an interest in working with animals, soils, rocks, plants? 	<ul style="list-style-type: none"> ➤ good observation and organizational skills? 	<ul style="list-style-type: none"> ➤ enjoy helping others learn new things or acquire information? 	<ul style="list-style-type: none"> ➤ inspire trust and confidence in others?
<ul style="list-style-type: none"> ➤ like working in agriculture? 	<ul style="list-style-type: none"> ➤ knowledge of math, science, and business? 	<ul style="list-style-type: none"> ➤ get along with a wide variety of people and work as a team? 	<ul style="list-style-type: none"> ➤ treat people with politeness, sensitivity, understanding, and patience?
<ul style="list-style-type: none"> ➤ enjoy being in charge of people and activities? 	<ul style="list-style-type: none"> ➤ a desire to use computer technology to solve problems? 	<ul style="list-style-type: none"> ➤ enjoy providing service to other people--to give information, see to their comfort, teach them or enhance their appearance? 	<ul style="list-style-type: none"> ➤ possess good leadership and decision-making skills?
<ul style="list-style-type: none"> ➤ have an interest in sciences such as biotechnology, aquaculture, genetics or zoology? 	<ul style="list-style-type: none"> ➤ patience working with animals? 	<ul style="list-style-type: none"> ➤ enjoy reading about or studying how society works and the interactions of individuals or groups of people? 	<ul style="list-style-type: none"> ➤ speak and write clearly and with good grammar?
<ul style="list-style-type: none"> ➤ like caring for pets, sick or injured animals, or training animals? 	<ul style="list-style-type: none"> ➤ mechanical aptitude and ability to work with tools? 	<ul style="list-style-type: none"> ➤ have any interest in greeting people, answering questions or helping customers? 	<ul style="list-style-type: none"> ➤ possess flexibility and enjoy varied tasks?
<ul style="list-style-type: none"> ➤ enjoy doing mechanical or physical tasks? 	<ul style="list-style-type: none"> ➤ ability to work both along and with others? 	<ul style="list-style-type: none"> ➤ like planning and directing the activities of other people? 	<ul style="list-style-type: none"> ➤ follow and take directions readily?
<ul style="list-style-type: none"> ➤ enjoy computer work or using the computer for designing projects? 	<ul style="list-style-type: none"> ➤ leadership ability and decision-making skills? 	<ul style="list-style-type: none"> ➤ have a desire to volunteer in the community, state or nation? 	<ul style="list-style-type: none"> ➤ analyze and evaluate information readily?
<ul style="list-style-type: none"> ➤ enjoy working outdoors? 	<ul style="list-style-type: none"> ➤ interests in chemistry, biology, research, and food science? 	<ul style="list-style-type: none"> ➤ have a clean legal background? 	<ul style="list-style-type: none"> ➤ have concern for people and their problems?
<p>Total Checks: _____</p>		<p>Total Checks: _____</p>	

CAREER PATHWAYS

Arts & Communications		Health Services	
<i>Do you...</i>	<i>Do you...</i>	<i>Do you...</i>	<i>Do you...</i>
➤ like to work both independently in self directed situations and with other people?	➤ have good physical/manual dexterity?	➤ have an interest in working with people for a common cause?	➤ remain alert and composed in a crisis?
➤ like to express your feelings/ideas visually in writing or by performing?	➤ have above average talent in athletic or other performing arts?	➤ enjoy doing volunteer work in the community?	➤ have the ability to be accurate?
➤ enjoy artistic or musical activities?	➤ have the ability to get along with others and work as a team?	➤ like changing from one duty to another frequently?	➤ appear to your peers and others as thoughtful, sensitive, and patient?
➤ enjoy exhibiting your athletic abilities?	➤ have the ability to set goals and work independently?	➤ have an interest in working with people who are sick or injured?	➤ feel comfortable in leadership roles?
➤ enjoy making speeches, debating, or participating in competitive speaking events?	➤ have the ability to show poise in a social function or in a crisis?	➤ want to promote wellness life-styles?	➤ work as part of a team?
➤ enjoy solving problems and manipulating electronic equipment?	➤ have the ability to express your ideas with ease and clarity?	➤ get along with others and work as part of a team?	➤ remain flexible?
➤ enjoy helping other people communicate better?	➤ have the ability to translate design ideas into design realities?	➤ like working with the young, elderly, sick or handicapped?	➤ think critically?
➤ enjoy making crafts?	➤ have the ability to translate your ideas and observations into written text?	➤ have an interest in talking to and relating to sick or people with disabilities?	➤ have good physical skills?
➤ enjoy making, buying, or designing clothing or accessories?	➤ speak clearly and possess good grammar?	➤ enjoy looking for the root of a problem?	➤ enjoy activities which promote physical stamina?
Total Checks: _____		Total Checks: _____	

CAREER PATHWAYS

Business, Management, & Technology		Industrial & Engineering Technology	
Do you...	Do you...	Do you like...	Do you have...
➤ like operating computers or other business machines?	➤ have good clerical skills?	➤ figuring out how things work or move?	➤ an aptitude in mathematics and/or science?
➤ enjoy working with numbers, writing letters, filing records, or preparing reports?	➤ have good organizational skills and are you accurate?	➤ operating or fixing machines?	➤ the ability to communicate and get along with others?
➤ like to perform detailed work?	➤ have the ability to be persuasive?	➤ working with your hands, assembling, building or repairing things?	➤ leadership skills and good judgment?
➤ give and receive information?	➤ speak clearly and possess good grammar?	➤ planning and supervising a project or part of a project?	➤ good physical skills and training and stamina?
➤ enjoy making speeches, debating, or persuading other people?	➤ get along with others and work as part of a team?	➤ drawing detailed plans or patterns or working with blueprints?	➤ the curiosity and ability to solve a problem with creativity?
➤ have any interest in greeting people, answering questions or helping customers?	➤ possess enthusiasm and self-confidence?	➤ courses in physics, biology or chemistry?	➤ the ability to use logic to solve problems?
➤ see yourself as a leader of your peers?	➤ have a competitive nature?	➤ reading automotive or scientific magazines?	➤ good organizational skills and the ability to complete projects?
➤ like planning and directing the activities of other people?	➤ work well under pressure?	➤ working with computer, robots, or computer controlled machines?	➤ the ability to understand and pay close attention to standards?
➤ prefer your work to be structured?	➤ possess good problem solving and decision-making skills?	➤ working with people to solve real life problems?	➤ the ability to be accurate and concentrate?
Total Checks: _____		Total Checks: _____	

List the career pathway or pathways which had the most checks:

Did it match the choice YOU made for yourself? _____

Why or why not? _____

USING AKCIS

You will use the Alaska Career Information System (AKCIS) to further explore Career Pathways. To do start exploring:

- Launch your internet browser (Netscape or Explorer)
- Go to www.akcis.org
- Click on *Logon AKCIS*
- Logon using the following information obtained from your counselor or teacher:
User Name: _____
Password: _____

TO FIND A SPECIFIC OCCUPATION

Click on ***Occupations*** at the top of the column on the right titled “Occupations & Employment”

- Click on the first letter in the name of occupation you want to research
- Click on the name of the occupation **or** type in the occupation in ***Keyword Search*** field.
- Click on various topics to answer questions
- Click on [***Occupations Index***] or the Back Arrow in the toolbar to return to the Occupation Index.
- Occupations may also be found by career cluster or pathway.

TO CREATE YOUR AKCIS PORTFOLIO

“My Portfolio” allows you to establish your own folder to track, save, and personalize your career exploration journey. Your portfolio will be available to you throughout your enrollment in Mat Su school district as you move from one school to another.

- Log on to AKCIS using your school’s user name and password
- Click on “Create My Portfolio” at the left of the home page.
- Required fields are first name, last name, user name and password. To create “My Portfolio” *you must determine your own unique user name and password*, which you will then be able to use to log directly into AKCIS. If you choose to allow your school counselor or teacher to view your information, he or she can give you your username and password if you forget it. Enter the optional contact information (i.e., address, phone) if you plan to generate resumes. Enter the year you will graduate in the Graduation Year box.



CAREER RESEARCH

Directions: Choose a career from one of the career pathways you explored on previous pages. Using a career research tool (eg. AKCIS™, O-NET™) formulate your responses to the following questions:

Name of Career: _____ **Pathway:** _____

I. Tasks done in this career:

1. _____
2. _____
3. _____

II. Skills/abilities needed in this career:

1. _____
2. _____
3. _____

III. Knowledge needed for this career:

1. _____
2. _____
3. _____

IV. Can either a man or a woman do this job? _____ Why or why not? _____

V. Preparation:

What types of courses in high school will help you prepare for this career?

What post-secondary training/schooling is needed for this career?

VI. Wages:

What are average wage expectations in this career?

_____ per _____

What are other possible benefits (e.g. insurance, retirement)

VII. Working Conditions:

Interpersonal Relationships:

Physical Work Conditions:

Work Performance:

Hours and Travel:

Health and Safety: Are there any health hazards involved? Yes ____ No ____

If yes, what kind?

VIII. Outlook:

How many people are employed in this career in Alaska? _____

Nationwide? _____

What is the outlook for this job over the next few years? _____

IX. Explain if you consider this a career you would like to pursue:

WRITING A RESUME

A resume is a summary about you but it is not your autobiography. Information in your resume should include only what is relevant to the job. The resume is one of the most important job search tools used to get an interview. Although most employers expect you to submit one, a resume can also be especially helpful when they don't ask for one. You can never go wrong presenting your resume to an employer. It will give you a competitive advantage, help you organize your thoughts, and make a good impression.

STEP ONE: JOB OBJECTIVE

This is the most important part of your resume as it will help you to focus on what information to include. The body of your resume will support your objective, so you should carefully consider what information you want to include. Since your objective is at the top portion of your resume, it will capture the reader's attention. Be specific and concise.

STEP TWO: EDUCATION

Be sure to include dates you attended, and any diplomas, degrees awarded and certificates earned. You may also want to include any workshops or seminars that you have attended that relate to the job.

EDUCATION:

School: _____

Location: _____

(use additional paper as needed)

Seminars/Training: _____

STEP THREE: WORK HISTORY

Include all paid, unpaid or volunteer, and family responsibility job experiences. Also included should be starting and ending date, and the name and location of the company or organization.

Job: _____

Name of company: _____

Location: _____

Dates of employment: _____

Duties and responsibilities: _____

STEP FOUR: SKILLS AND ABILITIES

This is the section of your resume where you outline all of the skills you have acquired through your training and work experiences. Refer to *Strength Assessment Worksheet* for examples. Brainstorming is the best method to develop a list of skills and abilities. Start by thinking of a typical day on a job or at school and list all the skills and abilities you used.

Skills: (ex. child care, computer skills, manual labor, cash register operation)

Abilities: (ex. punctuality, leadership, cooperation, flexibility, accuracy)

STEP FIVE: EXTRACURRICULAR ACTIVITIES

Included in this optional area are such items as: extracurricular activities, clubs, memberships in organizations.

List any miscellaneous items to be included on your resume (use additional paper as needed):

STEP SIX: REFERENCES

References are listed at the end of a resume or on a separate sheet of paper. People who are to be listed as personal references should be contacted and asked permission to be listed. You may list the name, occupation, and addresses for three references or you may list “references will be furnished upon request,” but should have a list of them readily available for employers.

References:

Name: _____
Occupation: _____
Address: _____
Telephone: _____

Name: _____
Occupation: _____
Address: _____
Telephone: _____

Name: _____
Occupation: _____
Address: _____
Telephone: _____

On a blank sheet of paper, begin to assemble your resume into draft form. On the following pages are samples of different resume formats. Each format is designed to highlight different needs. Decide which one will best meet your needs and review what you have written in STEPS ONE - SIX and write out your rough draft. Edit before typing your final copy.

RESUME VERBS

The following list of verbs will help you in describing your duties, skills, or abilities when writing your resume.

<p><u>ACCOUNTING SKILLS</u> administered allocated analyzed appraised audited balanced budgeted calculated computed developed forecast managed marketed planned projected researched</p> <p><u>ARTISTIC SKILLS</u> acted conceptualized created designed developed directed established fashioned illustrated</p>	<p>instituted integrated introduced invented originated performed planned revitalized shaped</p> <p><u>MECHANICAL SKILLS</u> assembled built calculated computed designed devised engineered fabricated maintained operated overhauled programmed remodeled repaired solved trained upgraded</p>	<p><u>OFFICE SKILLS</u> approved arranged cataloged classified collected dispatched executed generated inspected monitored operated organized prepared processed purchased recorded retrieved screened specified tabulated validated</p> <p><u>PEOPLE SKILLS</u> adapted advised</p>	<p>assessed assisted clarified coached communicated coordinated counseled demonstrated developed diagnosed educated enabled encouraged evaluated expedited explained facilitated familiarized guided informed initiated instructed persuaded referred rehabilitated represented set goals stimulated</p>	<p><u>RESEARCH SKILLS</u> clarified collected critiqued evaluated examined extracted identified inspected interpreted interviewed investigated reviewed summarized surveyed systemized</p> <p><u>SUPERVISORY SKILLS</u> administered analyzed assigned attained chaired contracted consolidated coordinated</p>	<p>delegated developed directed executed increased organized oversaw planned prioritized produced recommended reviewed strengthened supervised</p> <p><u>VERBAL SKILLS</u> addressed arbitrated arranged authored corresponded developed directed drafted edited enlisted formulated influenced</p>	<p>lectured moderated motivated negotiated persuaded publicized recruited reconciled spoke translated wrote</p> <p><u>MISC. SKILLS</u> accelerated accomplished conceived conducted demonstrated eliminated equipped founded implemented improved motivated organized recommended revamped scheduled</p>
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DESCRIPTIVE PHRASES

When an employer reads a resume, certain key phrases will catch his/her attention and describe the type of employee he/she would like to hire. A list of descriptive comments you may include in your resume that describes your personality, experience, and abilities follows. Most of these comments may be used in any type of resume, regardless of the position you are seeking.

- Strong sense of responsibility
- Flexible—willing to take on a variety of tasks
- Neat, efficient, thorough
- Strong managerial skills
- Able to prioritize a heavy work load
- Cheerful outlook, positive attitude
- Strong motivation and dedication to the job
- Extensive artistic background
- Able to make important decisions on my own
- Take pride in a job well done
- Committed to completing a job
- Self-motivated
- Goal-oriented
- Dedicated to highest quality of work
- Resourceful problem solver
- Good organizational skills
- Willing to do extra work to gain valuable experience
- Ability to learn quickly
- Open-minded and imaginative
- Reliable and prompt
- Get along well with others
- Excellent communication skills
- Accurate in spelling and grammar
- Able to work well unsupervised
- Outstanding leadership skills
- Good with numbers/figures
- Enjoy a challenge
- Well-organized
- Able to meet deadlines
- Enthusiastic team member

RESUME CHECKLIST

If you have followed all of the steps below, your resume should be in top form and ready to help you in the job search.

- OBJECTIVE** - target your objective as closely as possible to the specific job for which you are applying.
- EVERYTHING COUNTS** - select information that relates to and supports objective.
- FORMAT AND CONTENT** - choose the format which best highlights your strengths and information which relates to the specific job for which you are applying.
- TELEGRAPHIC STYLE** - omit personal pronouns (I, we, etc.). Example: Assisted coach, answered phones. Write in concise style similar to a telegram. Example: Accurately typed 50 wpm, maintained 3.0 GPA, achieved perfect attendance for 3 years.
- ORDER OF INFORMATION** - list most important sections first; prime space is top one-third of page.
- DRAFT** - begin with a pencil and paper, as it often takes several written drafts before you are ready to begin typing your final copy.
- SKILLS AND ABILITIES** - choose action-oriented short statements beginning with a verb. Example: operated cash register, greeted customers, stocked shelves, graded papers, organized fund-raiser for promotion.
- MECHANICS** - easy to read, 1 to 1 1/2 pages, correct spelling, grammar, and punctuation. Eliminate unnecessary words and phrases.
- USE MARGINS CORRECTLY** - resume should be balanced, centered from top to bottom, as well as left to right.
- REVIEW** - proofread your resume and then have someone check it over before submitting it to the employer.
- PAPER** - use heavy stock standard size (8 1/2" X 11") resume paper of good quality (white, cream, or light gray color). Be sure reproduction is of high quality - photocopies should have no fading, streaking, scratched-out spots, or correction fluid.
- COPIES** - keep available for updating and future use. This will make revising your resume easier.

FOUR-YEAR COLLEGE RESUME (Sample)

HOWARD F. FERRADAY

200 Good Street
Palmer, AK 99645
907-555-5555

OBJECTIVE:

Matriculation at a Liberal Arts college to pursue study in computer science.

EDUCATION:

June 2007 graduate, Palmer High School, Palmer, AK, Academic degree
GPA 3.4, Class rank, 127/322

ACTIVITIES:

Math Club (Secretary), Varsity Football,
Community Relations Board, Member of Student Council

AWARDS:

Math Club Sigma Cup (Honors)

EXPERIENCE:

Counterperson, McDonalds drive-in,
Palmer, AK 2005-07 (summers)

Stock room clerk, Gottchalks
Wasilla, AK Christmas, 2005-2006

PERSONAL:

Red Cross Life Savers accredited

REFERENCES:

Available upon request

RECENT GRADUATE RESUME (Sample)

Ann Marie Sadler
533 Nice Lane
Wasilla, Alaska 9954
(907) 555-2222

CAREER GOAL A secretarial or administrative assistant position.

SUMMARY OF SKILLS

Organizational -Created responsibilities manual for volunteers at county hospital, which reduced overlapping duties and increased efficiency.
-Assisted in managing volunteers for outpatient information desk at hospital.

Secretarial -Experienced in document formatting, proofreading and administrative assistant duties.
-Skilled in Microsoft Works and Lotus 1-2-3 on IBM compatible system.
- MOS Certification
-Ability to type 70 wpm with no errors.

Communication -Delivered a speech to local civic clubs on the importance of hospital volunteers, which brought in seven new volunteers.
-Wrote articles for local newspaper on vocational team's achievements at district and state contests.

EDUCATION
Graduation expected June 2008 Wasilla High School, Wasilla, AK
(Current GPA is 3.7/4.0)

Related course work Accounting I&II, Tech Apps I, II, Business Law, Intro To Web Design,

AWARDS Outstanding Student Volunteer, Mat-Su Regional Hospital (2006)

MEMBERSHIPS Business Professionals of America
Alaska Association of Hospital Volunteers

REFERENCES Available upon request

CAREER & TECHNICAL SCHOOL RESUME (Sample)

David Clark
101 St. Marks's Place
Houston, AK 99694
907-555-1111

OBJECTIVE: Acceptance at a Career & Technical College offering certification in electronic technology

EDUCATION: June 2007 Graduate, Houston High School
Houston, AK
Class rank 220/490
Commercial course.

ACTIVITIES: SkillsUSA (president)
Varsity Football (manager)

AWARDS: H.S. Emmys, Chief Stagehand/Electrician
Gold Prize, set design, 2006

EXPERIENCE: Rockland Auto Radio, Assistant Mechanic
Summers 2005-07, after school (20 hours/week).

PERSONAL: Build model airplanes and electronically operated small sailing boats.

HYBRID RESUME (Sample)

Olivia Cunningham
1046 Irving Avenue
Palmer, AK 99645
907- 555- 0000

Offering excellent skills in typing, work processing, and bookkeeping. Interested in applying these skills in a clerical position.

SKILLS

Planning & Supervision

- Supervised eight employees
- Suggested and implemented improvements of store operations
- Organized employees training program
- Interviewed personnel and facilitated meetings

Business

- Accurately type 65 wpm
- Operate IBM systems, using Microsoft Office software
- Knowledge of general office duties
- 10-key by touch

EXPERIENCE

Data Entry Supervisor, February 2004 - Present
Collection Technology, Inc.
Anchorage, AK

Clerk, September 2005 - January 2006
Williams Food Store
Anchorage, AK

EDUCATION

University of Alaska, 2004 - Present
Business: Auditing, Business Law, Economics

Certificate of Achievement – Dean’s List 2004 - 2007

REFERENCES: Available upon request

SKILLS RESUME (Sample)

Match life skills with skills needed for the job wanted. Skills demonstrate that job can be learned quickly and without a lot of special training.

Christopher B. Jobless
One Opportunity Highway, Anytown, US, 00000
Tel. 000-0000

Objective: Seeking entry-level position in retail sales

Education: 2006: Diploma My High School, Anytown, US 00000
Courses: Public Speaking, English, Math, Computers

Skills/Abilities:

Communication:

- Delivered 45 minute speech to 100 people in Public Speaking Class.
- Taught English teacher to jump-start her car.
- Taught woodworking class to 30 children as camp counselor.

Selling:

- Sold my car, negotiated with customer, got my asking price
- Convinced 14 businessmen to sponsor ads in yearbook.
- Generated \$400.00 for SADD fund-raiser

Math:

- Solid "B" average in all four years of high school
- Completed 104EZ tax return, received \$345 refund
- Constantly use fractions, decimals, and percentages in woodworking.

Computer:

- Proficient in PC and Apple computers (high School computer class)
- Assisted uncle in understanding how to operate his new Dell
- Enjoy the challenge of learning new programs

Personal Reliable: Missed only two days of school in senior year.

Information: Honest: Returned a \$20.00 check-cashing error to bank
Friendly: Mow elderly neighbor's lawn every Saturday without pay.

Athletic: Played second-string varsity basketball.
Hobbies: Automobiles and woodworking.

References: Available upon request.

CHRONOLOGICAL RESUME (Sample)

Below is an example of a chronological resume. Information is listed in order of occurrence, beginning with the most recent important information first.

MEL RAMOS

11035 Gorman Ave.
Wasilla, AK 99654

Seeking a position as a **travel agent assistant**. Offering excellent skills in the areas of ticketing, tours and cruises, and hotel reservations. Able to make important decisions independently.

Work History

Travel Agent Assistant, Fun Time Travel

Wasilla, AK, January 2006-Present

Responsible for travel reservation, airline tickets, travel process, data entry and filing.

Cook's Assistant, Golden Ranch Burgers

Wasilla, AK, July 2005-January 2006

Performed customer service, cashiering, and maintenance.

Education

- Mat Su Career & Technical High School, Hospitality and Tourism, Palmer, AK 99645, Class of 2007

Skills and Abilities

- ServSafe Certification Demonstrated leadership
- START Certification Enthusiastic team member
- Bilingual - Spanish Work well unsupervised

Extracurricular Activities

- Upward Bound Club - Spring 2005 Baseball , 2 years
- BPA - Spring 2007 Basketball, 2 years

Awards and Achievements

- Student Body President - 2007 Outstanding Math Student - 2007
- Scholastic Achievement Award - 2007 Baseball team - "Most Valuable Player"

References: Available upon request

FUNCTIONAL RESUME (Sample)

Information is arranged by skills and abilities in order of importance regardless of time or occurrence.

LINDSEY PAUL

1234 North Holliston, Houston, AK, 99694
907-555-3333

Offering excellent skills in typing and word processing.

Knowledge of office machines and systems.

Seek to apply these skills as an office specialist.

EXPERIENCE

Business Skills

- Operated dictating equipment, calculators, proof and 10-key adding machines
- Processed loan payments, customer withdrawals and deposits
 - Accurately type 60 words per minute

Planning and Organizing

- Developed 32-hour course to orient new employees
- Sorted and evaluated incoming correspondence

EDUCATION

Houston High School, class of 2007

Microsoft Office Specialist Certification (MOS)

EMPLOYMENT HISTORY

Super Equipment – Part-time Clerk – September - present

Home Savings and Loan - Intern (non-paid), Summer 2006

McDonalds Restaurant - Counter Clerk

REFERENCES

Available upon request

COVER LETTER

Your cover letter should be written to express interest in working with a specific employer or firm. Always include a cover letter when sending your application or resume to an employer through the mail, or as a means of introducing yourself when scheduling informational interviews.

- Address a specific person by name (if possible).
- Target your letter to a specific employer.

Paragraph One

- Explain why you are contracting the employer, including the position for which you are applying and how you heard about it.

Paragraph Two

- Express interest in the job as well as the company itself.
- Mention skills or qualifications that you possess that would be of particular interest to the company.

Paragraph Three

- Request an interview.
- Ask for a response or mention how you will follow up.
- Reference the employer to your resume.
- Thank the employer for their time.

Miscellaneous

- Your letter should be typed, well-organized, and grammatically correct.
- Have someone proofread your letter before sending it to employer.
- Use the same color paper that you used for your resume.
- Keep copies of your letter.

On a blank sheet of paper, write your own cover letter

SAMPLE COVER LETTER

16436 Queenway
Palmer, AK, 99645
907-555-1234

August 18, 200__

--
(4 spaces)

--
Mrs. Francis Miller
Owner
Royal Industries
1345 Princess Ann Drive
Wasilla, AK 99654

--
(2 spaces)

Dear Mrs. Miller:

--
(2 spaces)

It is with interest and enthusiasm that I am applying for a position as an assistant sales representative. Nick Smith, your West Coast representative, told me about this opening.

(2 spaces)

I have acquired excellent retail and merchandising skills in a course of study I recently completed at the Mat Su Career & Technical High School. I believe the hands-on experience I received will be of particular interest to you. I am impressed with the Royal Industries fashion line and hope that you can use someone with my particular background, skills, and abilities.

(2 spaces)

I have enclosed my resume and a copy of my diploma and MOS certificate for your review. I will telephone your secretary next week and, if possible, arrange a personal interview.

(2 spaces)

Thank you for your time and consideration.

(2 spaces)

Sincerely,

(4 spaces – signature goes here)

Suzi Student

(2 spaces)

Enclosure:

FILLING OUT A JOB APPLICATION

The application is one of the most important pieces of paper you will encounter when it comes to looking for a job. To make a positive first impression, it is important that the application is neat, complete, and accurate.

REMEMBER TO:

- Be prepared to fill out a job application when inquiring about the job
- Ask for two applications (for rough draft and final draft)
- Follow all instructions
- Print neatly, using black ink, and uniform lettering
- If you make an error, draw a single line through the answer and rewrite the response correctly
- Avoid leaving blanks. Enter a dash or N/A if the question does not apply. This indicates that you have read the question
- Spell everything correctly
- State the specific job title for which you are applying
- Proofread the application for accuracy and neatness
- Keep a copy of the completed application
- Use the word “open” when asked for desired salary
- Answer questions honestly. Any misrepresentation or omission is sufficient grounds for immediate dismissal
- Sign and date the application

BRING WITH YOU:

- Social Security Card
- Driver’s License or other identification with a picture
- Resume
- Two black ink pens

WHEN SELECTING YOUR REFERENCES:

- Work References (people who know what kind of work you do)
- Teachers, Employers, Co-workers, Guidance Counselors, Advisors
- Personal References (people who know the kind of person you are)
- Adult Friends, Neighbors (who have known you for years), Ministers, Pastors
- **Avoid:** Relatives, Friends (your same age), Your Doctor, Anyone who will not say positive things about you
- Choose people who will say good things about you
- They can be contacted by the phone during the day
- Get permission
- Coach your references in what to say
- Select responsible people with good job titles

COMPLETING A JOB APPLICATION CORRECTLY

Often, your job application is the first impression you make on a prospective employer. An application which is messy, incomplete, or misspelled could be immediately discarded.

Remember to: *Be Neat, Use Pen, Spell Correctly, and Fill in Spaces Completely.*

A sample application for employment is found on the next page.

Tip: You may wish to make a copy of the job application and fill it out and have someone correct your spelling before you complete the final draft in ink.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE)

(AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

NAME	LAST	FIRST	MIDDLE

DATE _____
 SOCIAL SECURITY NUMBER _____

PRESENT ADDRESS _____
 STREET CITY STATE

PERMANENT ADDRESS _____
 STREET CITY STATE

PHONE NO. _____ ARE YOU 18 YEAR OR OLDER? YES NO

SPECIAL QUESTIONS

DO NOT ANSWER ANY OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS CHECKED A BOX PRECEDING A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

- | | |
|---|---|
| <input type="checkbox"/> Height ____ feet ____ inches | <input type="checkbox"/> Citizen of the U.S. ____ Yes ____ No |
| <input type="checkbox"/> Weight ____ lbs. | <input type="checkbox"/> Date of Birth * |
| <input type="checkbox"/> What Foreign Languages do you speak fluently? _____ Read? _____ Write? _____ | |
| <input type="checkbox"/> _____ | |

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION	DATE YOU CAN START	SALARY DESIRED

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE? _____ WHEN? _____

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIES
ELEM. SCHOOL	_____	_____	_____	_____
HIGH SCHOOL	_____	_____	_____	_____
COLLEGE	_____	_____	_____	_____
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL	_____	_____	_____	_____

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERALSUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U.S. MILITARY OR
NAVAL SERVICE

RANK

PRESENT MEMBERSHIP IN
NATIONAL GUARD OR RESERVES

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES

GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

PHYSICAL RECORD

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED?

PLEASE DESCRIBE:

IN CASE OF
EMERGENCY NOTIFY:

NAME

ADDRESS

PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT PRIOR NOTICE."

DATE

SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY

DATE

HIRED: YES NO POSITION

DEPT.

SALARY/WAGE

DATE REPORTING TO WORK

APPROVED: 1.

2.

3.

EMPLOYMENT MANGER

DEPT. HEAD

GENERAL MANGAGER

HOW TO NETWORK

Networking is the process of turning to relatives, friends and acquaintances to secure the information that will help you find a job. Networking will help you identify where jobs are and give you the background and personal introductions necessary to pursue them.

Why Should You Network?

- Someday you could return the favor. An ace insurance salesman built a successful business by offering low-cost coverage to first year medical students. Ten years later, these now-successful doctors remembered the company (and the salesman) that helped them when they were just getting started. He gets new referrals every day.
- They often need what you can offer. If you sense that your “brain is being picked” about the latest techniques of computer graphics, be forthcoming with your information.
- You make them look important. Internal politics can be a powerful motivator. Some people will see you simply to make themselves appear powerful.
- They know it’s better to be safe than sorry. Nobody knows better than today’s hiring managers how quickly things can change. Someone may give notice tomorrow. A new client may stretch staff resources to the limits. By maintaining a backlog of qualified candidates, they can move quickly to hire the best people.
- They’ve been in your shoes. Some people will see you simply because they know how you feel. They’ve been there and they feel that giving back is the decent thing to do.
- They want to keep their own “net” working. Most people are anxious to do a friend (whoever referred you) a favor. If a colleague is seeking new talent, you might represent a referral.

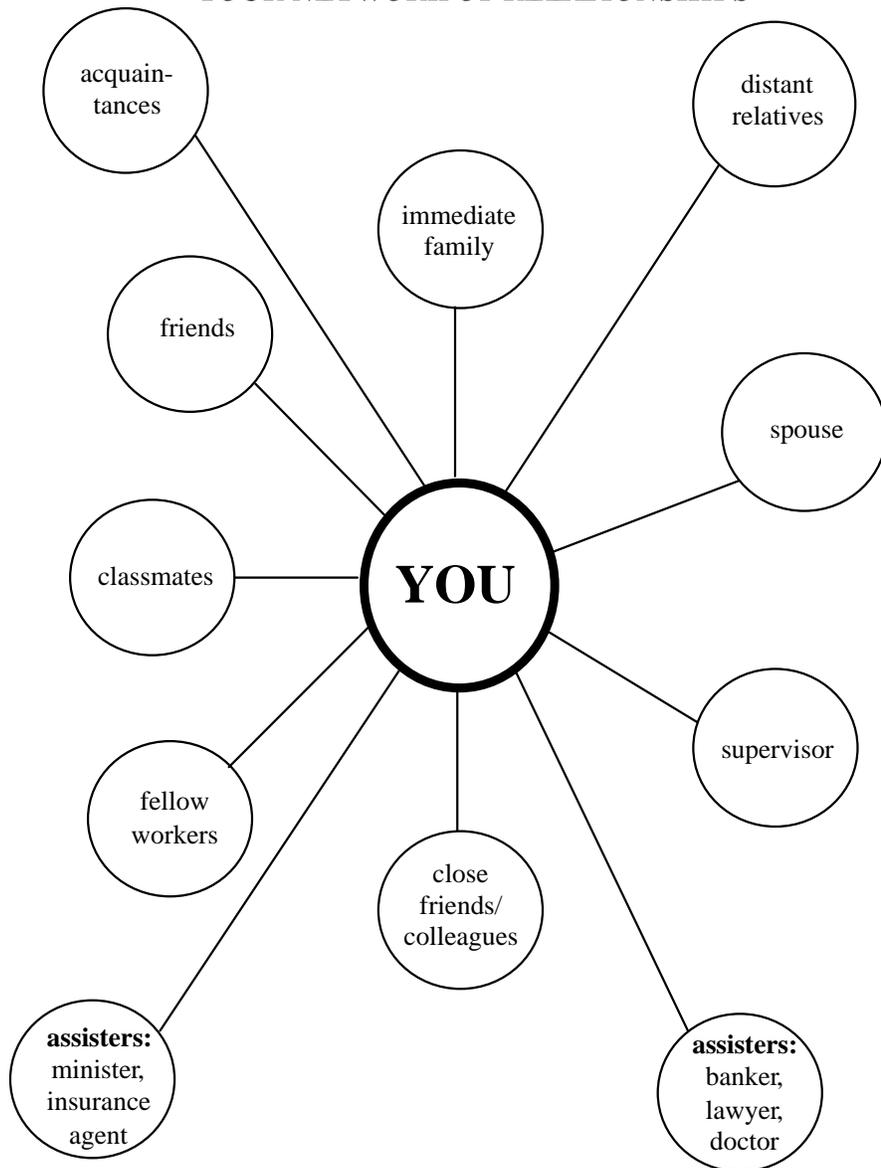
Creating Your Network

- Your network should be as diversified and wide-ranging as possible. You never know who might be able to help you, so don’t limit your contacts to close friends and relatives.
- Your first networking list should include just about everyone you know. Possibilities for the list include:
 - Classmates
 - Friends
 - Neighbors (past and current)
 - Social acquaintances: team mates
 - Teachers (from elementary to present)
 - Manager of local bank
 - Representative of direct sales business (Avon, Herbalife, insurance, real estate)
 - Politicians
 - Pastors, minister
 - Members of your church
 - Professional organization executives
 - Speakers at meetings you’ve attended
 - Business club executives and members (Kiwanis, Rotary, Elks, Jaycees)
 - Co-workers and former co-workers
 - Representatives of delivery services (UPS, FedEx, Postal Service)
 - others

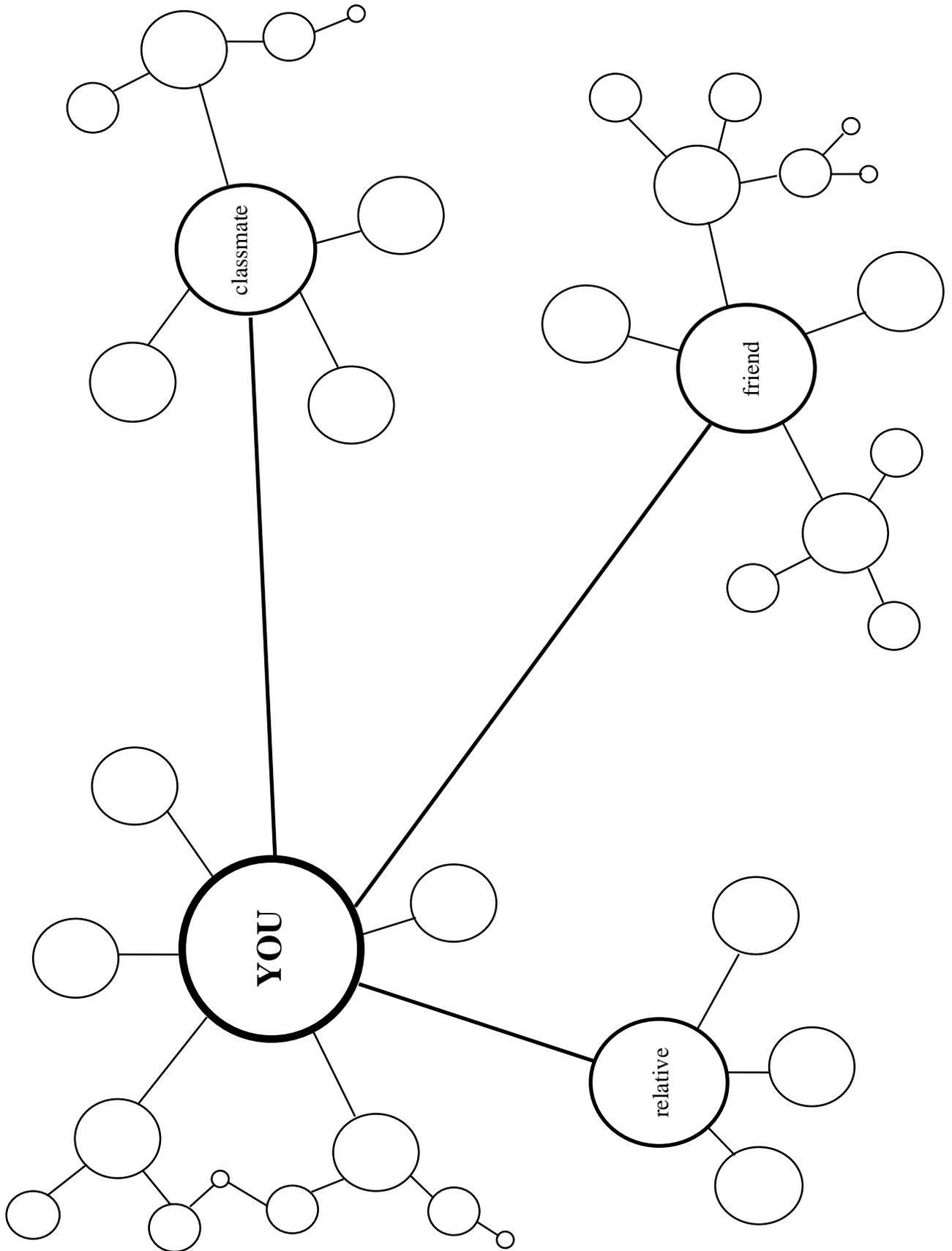
- Make specific requests. Calling everyone and simply asking for “whatever help you can give me” is unfair to the people you’re calling – and not very effective. Instead, make a list of the kinds of assistance you’ll need from the people in your network. Then make specific requests of each person. Do they know of jobs at their company? Can they introduce you to someone in personnel? Have they heard anything about or know someone at the company you’re planning to interview with next week?
- Value your contacts. Keep those who have provided helpful information or introductions informed about how it all turns out. Such courtesy will be appreciated and may lead to more contacts. If someone you call has nothing to offer today, make a note to yourself to call back in a few months.

Adapted from *Your First Resume* by Ron Fry

YOUR NETWORK OF RELATIONSHIPS



LINKING YOUR NETWORKS TO OTHERS



THE JOB INTERVIEW

The primary idea of the interview is to share information. It is your chance to sell the employer on the concept that you are the best person for the job.

To be completely prepared, here are some tips to remember before, during, and after the interview.

BEFORE

- Research the company, the job, the salary range, and the interview.
- Do your homework, write answers to the questions that might be asked.
- Prepare questions to ask the interviewer.
- Have a copy of your resume ready, including references.
- Take time for good grooming and hygiene.
- Go alone and plan to arrive at least 15 minutes early.
- Prepare your thank-you cards prior to interview.
- Visit job site prior to interview to determine location, parking, and travel time.

DURING

- Do not chew gum or smoke.
- Relax, be yourself, and demonstrate self-confidence.
- Maintain eye contact with the interviewer.
- Demonstrate good posture and mannerisms.
- Turn off cell phone/pager.
- Be enthusiastic.
- Stress your qualities and skills.
- Answer questions carefully and completely.
- Don't speak unkindly of a former employer or former teacher.
- Let the employer direct the interview.
- Keep a businesslike attitude.
- Ask questions about the job or company.
- Do not ask about salary until after you have been offered the job.

AFTER

- Thank the interviewer for his/her time; smile and shake hands.
- Thank the receptionist for his/her courtesy, and ask for the interviewer's business card for the thank-you card.
- Send a thank-you card within 24 hours of the interview.
- Once you have been offered a job, you can negotiate salary.
- If you are not hired, if appropriate, ask the employer about other possible job opportunities.

PACKAGING YOURSELF FOR SUCCESS

Does your appearance say, “Hire me”? Your clothes, attitude and gestures give silent messages to others and create an impression. This image strongly influences the employer’s hiring decision. Upon learning about your interview, **begin immediately** to prepare yourself and your wardrobe for this very important business meeting. The following suggestions will help you create your “package for success.”

Choose an appropriate outfit for the interview!

Women:

- Dress or skirt or dress pants, blouse with a jacket or blazer
- Do not wear sleeveless or backless dresses or hemlines above the knee
- No tennis shoes or sporty sandals, wear hose
- Choose conservative accessories, makeup, nail polish

Men:

- Suit or sport jacket, dress shirt, slacks, tie, belt, and dress shoes
- Dark pants, sweater, and button-down shirt may also be appropriate
- No tennis shoes or sporty sandals
- Dark socks



Personal Appearance Suggestions

- Be NEAT and CLEAN – well groomed and dressed suitably
- Don’t overdress
- Don’t underdress
- Don’t give a sloppy impression
- No chewing gum
- No smoking
- Leave your sunglasses at home
- Keep a good posture

Appropriate Behavior

- Go to the interview alone. The interviewer wants to know about you, not your friends
- Be on time
- When you arrive, tell the secretary who you are and why you are there
- If you are given an application, fill it out neatly
- Be friendly when you meet the interviewer
- Shake hands firmly
- Wait to be seated
- Listen and show interest in what the interviewer tells you
- If you are not sure, ask questions
- Impress upon the interviewer your willingness to learn
- Use good manners
- Use proper, standard English - avoid slang

INTERVIEW QUESTIONS

The purpose of an interview is to allow the employer to get to know you better. Each question asked is designed to give them insight into your skills, abilities, and attitudes. It is a known fact that the candidate who comes out of the interview with a job offer is not necessarily the best qualified but the one who made the best impression. The following are the most often asked questions.

- ***Would you tell me about yourself?***

This opening statement requires only a brief reply. The interviewer is already familiar with your background through your application and resume. The interviewer is now asking for an indication of your self-confidence and your ability to handle yourself under pressure. Mention those things which you are most proud of and comfortable talking about; however, keep them job-related (skills, abilities, personal qualities, work experience, vocational training).

- ***Why do you want to work here?***

This question gives the employer an idea of what really matters to you. Did you bother to find out any information about the company? Employers want to feel special or “chosen.” Make them feel as if you have exercised discretion and good judgment in selecting them.

- ***What are your strengths and/or weaknesses?***

What an excellent opportunity to sell your skills! The employer wants to know that you recognize those areas in which you shine. Identify those personal qualities that make you special. Give examples of your accomplishments. The question regarding weaknesses is a chance for the employer to observe how you handle yourself under pressure. Don’t bring up weaknesses which would cause an employer to question your job performance. Discuss a weakness which could be seen as a strength in the area you want to enter. For example getting bored with repetitive tasks could be seen as a strength on a job in which one’s duties are always changing. Mention to the employer how you are working to correct weaknesses. Turning negatives into positives is a good rule of thumb.

- ***Where do you see yourself in three to five years?***

Employers ask this question because they are interested in goal-oriented people. Have some direction or goals in mind and be ready to talk about them.

- ***How do you spend your spare time?***

This question is posed to determine if you use your time constructively. Do not mention pastimes which carry negative or boring connotations—shopping, watching TV, movies, etc. Describe positive or interesting activities. Good examples are sports, physical fitness, reading, education, and visits to museums.

- ***How are you qualified for this job? Why should I hire you? What can you do for me?***

In this question, the interviewer wants you to explain how your background, experience, training, and personal qualities relate to the responsibilities of the job for which you are applying. You can answer this question by listing the qualifications of the job. Show how you have proven that you met those qualifications. Don’t be afraid to add personal qualities in addition to skills and abilities.

- ***What did you like/dislike about your last job/class?***

Mention some aspect of your previous job or class that you find similar to the position for which you are interviewing. Promote a personal trait of yours by saying, “What I like most about this (job/class) was having the opportunity to use my skills.” Remember, a wise man once said, “If you don’t have anything good to say, don’t say anything at all!”

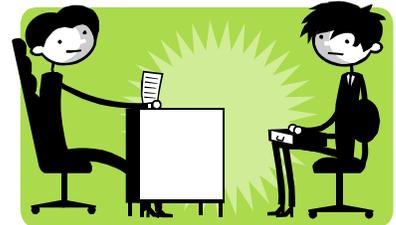
- **Do you have any questions for me?**

This is your chance to let the employer know that you are looking for the right place to put your skills to work. Remember that you are interviewing the employer as well as being interviewed. Some sample questions might be:

- Does the company have any plans for future growth?
- When do you expect to make a decision? When can I expect to hear from you?
- Do you have any more questions about my qualifications?
- How would you describe a typical day on the job?

Additional Interview Questions Designed to Make You Think

- What have you accomplished in your life that makes you feel proud?
- Who has made the most positive influence in your life, and why?
- Describe a time you have worked under pressure.
- What talents do you possess that have given you the most satisfaction?
- What rewards, other than money, motivate you to work hard?
- Why did you choose the career for which you are preparing?
- What are the most important rewards you expect from a job?
- What have you learned from participating in extracurricular activities?
- How would a former employer or teacher who knows you well describe you?
- Describe a major problem you have encountered and how you dealt with it.



Personal Strengths

The following is a list of qualities that employers will look for you to demonstrate in your resume or during an interview. Choose the two or three qualities that you feel are the strongest in relation to the job for which you are applying and complete the statements below.

accurate	considerate	efficient	humorous	open-minded	responsible
ambitious	consistent	energetic	independent	organized	skillful
articulate	creative	enterprising	insightful	outgoing	strong
assertive	decisive	enthusiastic	knowledgeable	patient	thorough
careful	dedicated	flexible	a leader	positive	tolerant
committed	dependable	friendly	loyal	productive	
confident	diligent	goal-oriented	motivated	professional	
conscientious	disciplined	honest	neat	quick	

EXAMPLE: I am **dependable**. I have shown I have this quality by: **having a balanced register every day for two years when I worked as a cashier for Walmart**. This quality is important in my field because **employers value someone whom they can trust and count on**.

I am _____ . I have shown I have the quality by: _____

This quality is important in my field because: _____

REMEMBER, an interview is designed to identify your strengths. Some questions may seem “impossible,” while some may be open-ended and are intended to show how fast you think or how well you handle pressure. Interviewers have even been known to remain silent at times during an interview. The interviewer will bring the interview to a close. This is your opportunity to express your appreciation for the interview and to make a final statement.

INTERVIEW FOLLOW-UP

Several techniques will get you in the front of the interviewer again. To keep in touch with potential employers, you can make a return visit or, if you haven't heard from an employer after two or three days, telephone the company. Telephone calls should be made in moderation. Since many employers never receive thanks, a thank-you note is very important and will remind the interviewer of you in a positive manner. This valuable technique can be a personal note, or typed letter as follows:

Sue Student

1234 Suburb St.
Anytown, USA 00000

(000)000-0000

January 20, 200_

Mrs. Ann Boss, President
Inter Comm
0000 Main Street
Anytown, USA 00000

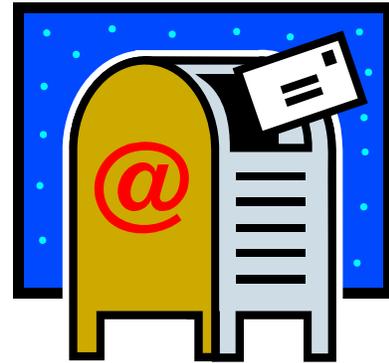
Dear Mrs. Boss:

Thank you for the courtesy you extended during my interview on Tuesday, January 19, 2009. It was exciting to learn about the opportunities within Inter Comm.

I am taking this opportunity to point out that my vocational training with Anytown High School included 100 hours of on-the-job training. It provided me with valuable hands-on experience, and I feel confident that with a short orientation I can immediately make a positive contribution to your company.

If you have any further questions, please feel free to contact me at the noted telephone number and address.

Sincerely,
Sue Student
Sue Student



EMPLOYABILITY SKILLS CHECKLIST

The skills listed below are critical to success in school, work, and society. Using the following scale, evaluate yourself honestly.

1 = SELDOM/RARELY 2 = OCCASIONALLY 3 = MOST OF THE TIME 4 = ALL OF THE TIME

PERSONAL SKILLS

Rate Yourself

- | | | |
|----|---|-------|
| 1 | I work well as a team member by listening, sharing, cooperating, communicating and negotiating..... | _____ |
| 2 | I volunteer for and accept roles of responsibility and leadership..... | _____ |
| 3 | I respect others' individual rights and their uniqueness. | _____ |
| 4 | I am a flexible person and can adjust to new situations. | _____ |
| 5 | I make decisions in my best interests. | _____ |
| 6 | I am an honest person. | _____ |
| 7 | I feel good about who I am as a person..... | _____ |
| 8 | I know my strengths and weaknesses..... | _____ |
| 9 | I identify problems, brainstorm solutions, and take effective action. | _____ |
| 10 | I behave in school in ways that would make me a success in the workplace. (i.e. attendance & punctuality) | _____ |
| 11 | I identify and integrate school courses that lead to my career goals..... | _____ |
| 12 | I follow a plan of action that leads to future training and employment..... | _____ |
| 13 | I research information and apply knowledge..... | _____ |
| 14 | I can recognize a wide range of emotions in myself and others. | _____ |
| 15 | I know healthy techniques for managing anger. | _____ |
| 16 | I can recognize and express feelings appropriately. | _____ |
| 17 | I know and use the steps needed to resolve conflict wisely..... | _____ |
| 18 | I am dependable, and prepared..... | _____ |
| 19 | I meet deadlines. | _____ |
| 20 | I know and use stress management skills | _____ |
| 21 | I can take directions from authority figures..... | _____ |
| 22 | I can teach, serve, lead, negotiate and work well with people of all cultures and backgrounds..... | _____ |
| 23 | I take advantage of learning opportunities both in and outside of school. | _____ |
| 24 | I demonstrate a positive outlook towards work and life in general..... | _____ |
| 25 | I am able to wait for something I want. | _____ |
| 26 | I set and achieve short and long range goals that include alternatives. | _____ |
| 27 | I manage time and money effectively..... | _____ |
| 28 | I am motivated to be successful. | _____ |

ACADEMIC SKILLS IN THE WORKPLACE

Rate Yourself

- 1 I can locate written information in prose and documents such as manuals, graphs, and schedules..... _____
- 2 I can understand and interpret in prose and documents such as manuals, graphs, and schedules..... _____
- 3 I can communicate thoughts, ideas, information, and messages in writing. _____
- 4 I can perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques..... _____
- 5 I can receive, attend to, interpret, and respond to verbal messages and other cues _____
- 6 I can organize ideas and communicate orally _____

JOB FINDING SKILLS

Rate Yourself

- 1 I can list things which influence my life-style and how these things affect choices (e.g., friends, neighborhood, family)..... _____
- 2 I can describe what I most hope to get from my job (e.g., money, power, pride)..... _____
- 3 I can describe the physical conditions I would be willing to work in (e.g., loud or quiet, outdoors or indoors) _____
- 4 I can describe the work hours I would agree to work (e.g., nine to five, night shift, weekends) _____
- 5 I can describe where I prefer to work (in the city, out in the country, in a suburb, close to home)..... _____
- 6 I can list/describe ways to find out where job openings are..... _____
- 7 I can use employment guides to find work or job openings _____
- 8 I can choose three jobs I might want to match my abilities, interests, education, and experiences _____
- 9 I can find and use information which will help me predict how many jobs there will be in my field of interest at the local, state and national level over the next 10 years..... _____
- 10 I know where and how to find information on getting money for education and training _____
- 11 I know organizations will which allow me to gain work experience skills..... _____
- 12 I can write a cover letter of application for a job..... _____
- 13 I can fill out a job application..... _____
- 14 I can write a resume _____
- 15 I can tell the steps to follow in applying for a job _____
- 16 I can describe how to set up an appointment for a job interview..... _____

JOB FINDING SKILLS (cont.)

Rate Yourself

- | | | |
|----|---|-------|
| 17 | I can describe the way I should dress for a job interview | _____ |
| 18 | I can describe the way I should act during a job interview..... | _____ |
| 19 | I can respond appropriately to questions during a job interview | _____ |
| 20 | I can list questions which would be proper to ask during a job interview..... | _____ |
| 21 | I can describe how to find out about new job openings..... | _____ |
| 22 | I can give reasons employers promote employees and give them raises
(e.g., “seniority” or number of years with the company, experience, attitude)..... | _____ |
| 23 | I can describe what types of additional education, training and experience
are needed for growth in a specific work situation | _____ |
| 24 | I can identify reasons that people want or are forced to change jobs | _____ |

List 3 Personal Skills which are strengths for you:

List 3 Personal Skills on which you can improve:

- a. _____
- b. _____
- c. _____

- a. _____
- b. _____
- c. _____

List 2 Academic Skills which are strengths for you:

List 2 Academic Skills on which you can improve:

- a. _____
- b. _____

- a. _____
- b. _____

List 3 Job Finding Skills which are strengths for you:

List 3 Job Finding Skills on which you can improve:

- a. _____
- b. _____
- c. _____

- a. _____
- b. _____
- c. _____

WANT A GREAT CAREER?

Alaskan Employers Expect:

Skills/Competencies	Work Attitudes	Work Values (“Work Ethic”)
<p>Reading Able to comprehend written material and take appropriate action.</p> <p>Speaking Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.</p> <p>Writing Spells correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; & fills out forms properly.</p> <p>Listening Able to comprehend what is said and take action.</p> <p>Math Computation Able to apply basic skills with accuracy in action, subtraction, division, multiplication and use of fractions and percentages to accomplish work.</p> <p>Problem Solving Can identify source of problem; demonstrates good common sense; is creative and innovative.</p> <p>Information Management & Technology Able to use computers to process information; familiar with common technology applications & tools in the workplace.</p> <p>Knowing How to Learn Able to teach oneself new skills; able to seek and use new information appropriately.</p> <p>Applying What is Learned Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.</p> <p>Working with Others Able to work as a productive team member; able to share information.</p> <p>Business Process Eager to learn the principles of business.</p> <p>Looking for Work Able and confident to identify job opportunities, to complete a job application, to prepare a resume, and to promote himself/herself during an interview.</p>	<p>Responsible / Self-Disciplined Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.</p> <p>Willing to Learn/Pride in Doing a Good Job Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.</p> <p>Safety-Conscious Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.</p> <p>Manages Stress and Personal Problems Deals with job pressures in a positive way’ does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.</p> <p>Positive Outlook Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.</p> <p>Follows the Rules Performs tasks in the prescribed manner; doesn’t break rules but will help change rules if they should be changed.</p> <p>Good Team Member Shares information; works well and credits (praises) other workers; puts the team above personal interests.</p> <p>Respects Others Has good manners; shows common courtesy; appreciates multicultural diversity.</p> <p>Willing to Earn Reward Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.</p>	<p>Honesty and Integrity Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps his/her word.</p> <p>Good Manners Always shows courtesy and respect toward others.</p> <p>Accepts Advice, Supervision, Criticism Has high self-esteem and does what is asked; accepts criticism and uses it to improve.</p> <p>Dependability / Follow Through Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.</p> <p>Good Attendance / On Time Can be depended upon to be at work except for very good reasons, such as illness or death in the family; ready to begin work on time.</p> <p>Accuracy of Work / No Waste Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.</p> <p>Pride & Productivity in Work Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done – well.</p> <p>These critical skills, values, & attitudes were identified by CEOs, personnel directors, and other employer representatives, and revised by Alaska’s Youth: Ready for Work, following review by parents, educators, students, & other community members.</p>



WHAT DIFFERENCES DOES A NAME MAKE?

Throughout the years, jobs have been identified by titles that cause us to think in terms of different genders. For many years certain jobs were only performed by one gender, but as times have changed and more women enter the work force jobs once reserved for certain genders have changed. Men's jobs such as policeman, fireman, or fisherman were once male jobs, and women's jobs such as housewife, nurse, and teacher were recognized as female jobs.

As the times have changed, many women and men have entered jobs that were once gender specific. Now we hear job titles such as flight attendant, fisherperson and homemaker. Language has had to change to reflect the change of the workforce.

We still have words to describe careers and jobs that we have found hard to change. On job sites we still use foreman to describe the person in charge of the worksite. When we think of the history of construction sites we remember that at one time only men were employed as construction workers. In hospitals when a nurse is called into a room, we are surprised when it is a male that walks into the room. To this day some occupations are still thought to be gender specific even though males and females alike have crossed the career boundaries for many years.

Although these gender-biased labels reflect our past more accurately than the present, they are still used.

Here are some words and job titles. Can you think of ways you would change these titles to make them more gender fair or neutral?

OLD NAME	NEW NAME	OLD NAME	NEW NAME
foreman		anchorman	
repairman		man made	
fisherman		meter maid	
congressman		cleaning lady	
manpower		stewardess	
housewife		journeyman	
weatherman		freshman	
mailman		manhole	
policeman		landlord	
sportsmanship		tomboy	

As careers change and more men and women cross over the gender line to work in these jobs, we need to consider the words used to describe new occupations. We need to reinforce positive gender recognition in the workplace, both in traditional and non traditional jobs.

Adapted from *Gender Equity Activity Book*, Available for download from <http://www.eed.state.ak.us/tls/CTE/hook.html>

ARE YOU A WORKING TEEN?

What You Should Know About Safety and Health on the Job

Every year about 70 teens die from work injuries in the United States. Another 70,000 get hurt badly enough that they go to a hospital emergency room.

Teens are often injured on the job due to unsafe equipment or stressful conditions. Also teens may not receive adequate safety training and supervision. As a teen, you are much more likely to be injured when working on jobs that you are not allowed to do by law.

By law, your employer must provide:

- A safe and healthful workplace
- Safety and health training, in many situations, including providing information on chemicals that could be harmful to your health.
- For many jobs, payment for medical care if you hurt or sick because of your job. You may also be entitled to lost wages.
- In Alaska, the minimum wage of \$7.15 per hour.

You also have a right to:

- Report safety problems to OSHA
- Work without racial or sexual harassment
- Refuse to work if the job is immediately dangerous to your health or life
- Join or organize a union

What Hazards Should I Watch Out For?

Janitorial.....Toxic chemicals in cleaning products
Blood in discarded needles

Food ServiceSlippery floors
Hot cooking equipment
Sharp objects

Retail Sales.....Violent Crimes
Heavy Lifting

Office/Clerical.....Stress
Harassment
Poor computer workstation design



Youth 14/15 Years of Age May Work:

- Only between the hours of 5 a.m. to 9 p.m. (under state law)
- No more than six days per week.
- A total of nine hours of school and work combined in one day.
- A total of 23 hours per week outside of school hours (except for domestic work and babysitting).
- *Not* where alcoholic beverages are served.

Benefits

- An employee under 18 years of age who is *scheduled* to work six consecutive hours is entitled to a 30-minute break during the work day.
- A youth under 18 who works five consecutive hours is entitled to a 30-minute break before continuing to work.
- An employer is *not required* by law to pay for Holidays, Sick Leave or Vacation. These benefits *may be* offered as fringe benefits by the employer.

Be Aware

- Tips or gratuities may not be used to satisfy the minimum hourly wage.
- Tips belong to the employee and may not be taken by the employer.
- Employers may raise or *reduce* an employee's pay with proper notice.
- An employee should keep records of the daily and weekly hours that s/he works.
- The employer must give employees written notice of their pay rate.
- An employee must receive a statement of earnings and deductions listing all deductions from his/her wages each pay day.
- An employee must be paid at least once a month.
- An employer may not make deductions for cash shortages.
- An employee is entitled to overtime if s/he works over eight hours in a day or 40 hours in a week.



ACADEMIC RECORD REVIEW

It is important to review your academic record to determine your grade point average, class rank, status for graduation, merit diploma eligibility, and NCAA initial eligibility requirements. You will need this information as you work on admission into a post secondary school or into the work force.

You need to get an up-to-date transcript from your school counselor or registrar to ascertain the following:

Grade Point Average

Even though individual colleges and post secondary schools use their own criteria when evaluating prospective students, virtually all colleges consider a student's Grade Point Average (GPA) to be the most important criteria for college admissions.

GPA is simply the average of your semester (or end term) grades, starting with freshman year. Although there are variations, most high schools use a 4.0 scale where:

$$A = 4, B = 3, C = 2, D = 1 \text{ and } F = 0 *$$

At the end of the eleventh grade, if you have all A's, you will have a 4.0. If you have earned half A's and half B's, a 3.5 GPA will be earned. Since college applications are generally completed during the fall of the senior year, your GPA at the end of the junior year is very important. Other grades which may appear on your transcript include: NC = no credit (weighs the same as F), I = incomplete (usually counts as an F on transcript and will remain until work is made up and grade is given), E = enrolled (not calculated into GPA), P = pass (not calculated into GPA).

*Certain classes (i.e. Advanced Placement, International Baccalaureate, and some Career Technical classes) have weighted grades. For weighted grades A = 5, B = 4, C = 3.

Class Rank

Most colleges and post secondary schools do not require a rank as a part of the admission process, but are interested primarily in your relative placement in the graduating class. However, if it is a requirement for a particular scholarship or admission to a particular school, a class rank can be provided. To graduate with honors and wear a gold sash or cord at graduation, you must obtain an overall GPA of 3.5 at the end of your senior year.

PERSONAL ACADEMIC SUMMARY

Current cumulative GPA: _____ Rank in Class: _____ out of _____

High school credits I will have earned by graduation: _____

English _____

Social Studies _____

Math _____

Science _____

Foreign Language _____

Physical Education _____

Health _____

Electives _____

High School mailing address:

Physical location:

Test Scores

SAT I - (verbal & math) _____

ACT composite score _____

WorkKeys scores: _____

HSQE scores: _____

Counselor's Name: _____

EST Number (college code for your high school): _____

MSBSD HIGH SCHOOL GRADUATION REQUIREMENTS

DIPLOMA REQUIREMENTS

(USE FOR GRADUATING CLASSES 2014 & 15)

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive a Matanuska-Susitna Borough diploma only after successfully completing all sections of an approved graduation qualifying examination and acquiring the minimum of 22 credits in the following required and elective subjects:

Health..... .5 credit

Language Arts..... 4 credits

English 1 ----- 1 credit

English 2 ----- 1 credit

English Electives ----- 2 credits

Mathematics..... 3 credits

Algebra ----- 1 credit from the following:

Algebra 1

Cognitive Tutor Algebra

Introduction to Algebra

Geometry ----- 1 credit from the following:

Geometry

Informal Geometry

Math Elective ----- 1 credit

Physical Education (see BP 6146.2 (b) for waivers) 1 credit

Science 3 credits

Physical Science ----- 1 credit from the following:

Physical Science

Integrated Science 1

Life Science ----- 1 credit from the following:

Biology

Integrated Science 2

Science Elective ----- 1 credit

Social Studies 3 credits

World History ----- 1 credit

United States History ----- 1 credit

U.S. Government ----- .5 credit

Alaska History ----- .5 credit

Electives 7.5 credits

NOTES: For language arts, math, science and social studies, specific course requirements may be fulfilled by substituting a higher level of the same course (e.g. Honors Biology). For math and science, specific course requirements may also be fulfilled by substituting a course for which the required course is the prerequisite.

The Alaska Performance SCHOLARSHIP

The Alaska Performance Scholarship is a merit-based scholarship which requires students to complete a more rigorous high school curriculum consisting of four years each of mathematics, language arts, science, and social studies, one year of which may include a foreign language, an Alaska Native language, fine arts, or cultural heritage; or three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or an Alaska Native language. Students will also be evaluated according to standards established: grade-point averages and scores on college entrance or work-ready examinations.

The Alaska Performance Scholarship will only be available to Alaska residents who attend a qualified Alaska college, university, or career-technical program. For more information, visit:

http://akadvantage.alaska.gov/Grants_and_Scholarships/Alaska_Performance_Scholarship.aspx

MSBSD AWARDS FOR ACHIEVEMENT

The School Board encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular or community service activities.

Student awards may include verbal recognition, a letter, certificate or Board resolution or a public ceremony.

To give recognition for students who have achieved over and above what is required to graduate from the Mat-Su Borough School District, recognition at graduation and on a student's transcript will be given according to the following designations. These designations will be determined at the end of the semester prior to graduation and be based on weighted GPAs.

1. Students who have completed a minimum of 21 credits with a cumulative GPA of 3.6 – 3.79 will be designated as Cum Laude.
2. Students who have completed a minimum of 21 credits with a cumulative GPA of 3.8 – 3.99 will be designated as Magna Cum Laude.
3. Students who have completed a minimum of 21 credits with a cumulative GPA above 3.99 will be designated as Summa Cum Laude.

NCAA ELIGIBILITY REQUIREMENTS

NCAA requires college athletes to register with the Clearinghouse. Applications are available in the guidance counselor's office.

If you are planning to enroll in college as freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective students at all member institutions. *For more detailed information, visit www.ncaa.org*

**IT IS YOUR RESPONSIBILITY TO MAKE SURE THE CLEARINGHOUSE HAS
THE DOCUMENTS IT NEEDS TO CERTIFY YOU.**

HIGH SCHOOL AND FOUR-YEAR TRANSITION PLAN

Name _____

Your long term **Career Goal**:

To achieve this goal, you must carefully plan the rest of your high school classes and a transition plan for after you graduate.

Junior Year

Classes I am taking:

Semester 1

Semester 2

Other classes:

Three steps I will take during my junior year to help me reach my long-term career goal:

- _____
- _____
- _____

Senior Year

Classes I am taking:

Semester 1

Semester 2

Other classes:

Three steps I will take during my senior year to help me reach my long-term career goal:

- _____
- _____
- _____

When completing the next four years of your transition plan, think of the following questions:

- How will I be paying for my education or post-secondary training?
- Where will I be living?
- How will I pay for my living arrangements, transportation costs, health care, entertainment, etc.
- How will I find a job in my career after completing training?

First Year Out of High School

Three steps I will take during my first year out of high school to help me reach my long-term career goal:

- _____
- _____
- _____

Second Year Out of High School

Three steps I will take during my second year out of high school to help me reach my long-term career goal:

- _____
- _____
- _____

Third Year Out of High School

Three steps I will take during my third year out of high school to help me reach my long-term career goal:

- _____
- _____
- _____

Fourth Year Out of High School

Three steps I will take during my fourth year out of high school to help me reach my long-term career goal:

- _____
- _____
- _____

PERSONAL LEARNING & CAREER PLAN STATEMENT

PERSONAL HISTORY

- Places you have lived (city, state, country)

- Hobbies/Sports

- School Clubs/Activities

- Favorite School Subjects

- Honors and Awards

Best Personal Qualities

- Personal Strengths _____
- I Feel Good About _____
- My Proudest Moment _____
- Obstacles I Have Overcome _____
- Qualities to Develop _____

Best Employability Skills (page 35)

- Personal Skills _____
- Academic Skills _____
- Job Finding Skills _____
- Skills to Develop _____

Most Important Job Choice Factors

WORK EXPERIENCE

Family Responsibility Work Experience

Volunteer Based Job Experience

Work Based Job Experience

SOPHOMORE CAREER DEVELOPMENT POST-TEST

Name: _____ Date: _____

Check (✓) your answers to the following True-False questions.

- T__ F__ 1. A resume should always be typed.
- T__ F__ 2. Most employers want a one-page resume from high school students (rather than a multipage resume).
- T__ F__ 3. You should include names of family members as job references.
- T__ F__ 4. It is a good idea to submit a resume along with your completed application.
- T__ F__ 5. Paid work experience is the only work experience that should be listed on a resume.
- T__ F__ 6. When mailing a resume to a prospective employer, always include a cover letter.
- T__ F__ 7. On most employment resumes, personal information should be limited to name, address, and telephone number.
- T__ F__ 8. You do not need to take copies of your resume to your interview.
- T__ F__ 9. Your job research ends the day you are hired.
- T__ F__ 10. Employers like applicants to ask questions about their business.
- T__ F__ 11. People you know employed in business are good job lead sources.
- T__ F__ 12. Job applicants should choose a company as carefully as an employer would choose an employee.
- T__ F__ 13. During a job interview, it is wrong to ask an employer when a hiring decision will be made.
- T__ F__ 14. The most qualified applicant always gets the job.
- T__ F__ 15. When interviewing for a job, pay and job benefits should be discussed early.
- T__ F__ 16. If asked a question you cannot answer during an interview, admit you do not know the answer.

- T___ F___ 17. During an interview, the first impression is most important.
- T___ F___ 18. Your dress/appearance is not important when completing a firm's employment application form.
- T___ F___ 19. Once you have applied to a company for a job, you should never apply again.
- T___ F___ 20. Placing false information on an employment application can lead to future dismissal.
- T___ F___ 21. All employment applications have the same directions and information requirements.
- T___ F___ 22. When completing an employment application, you should state the specific type of job desired.
- T___ F___ 23. When completing an employment application, you should state a specific salary or wage desired.
- T___ F___ 24. Job interview follow-up procedures are not as important as pre-interview preparation.
- T___ F___ 25. Following up your interview with a thank you letter, telephone call, or personal contact creates the impression that you are aggressive or pushy.
- T___ F___ 26. There is no use applying to a company that has no openings.
- T___ F___ 27. Never apply for a job that requests more qualifications than you have.
- T___ F___ 28. Never take an interview before researching the company and the position available.
- T___ F___ 29. Sunglasses are an appropriate accessory for an interview.
- T___ F___ 30. Many employment openings are not listed in the newspaper.

