

# **Mat-Su P.E.A.K.** **Pathway Exploration** **for All Kids**

**A Personal Learning and Career Plan**

## **7<sup>th</sup> GRADE** **EXPLORATION**

- [ ] Thinking and Learning Style Preference Survey**
- [ ] Personality Mosaic**
- [ ] Things to Think About**
- [ ] What Difference Does A Name Make?**
- [ ] Using AKCIS Junior**
- [ ] Exploring Career Pathways**
- [ ] High School: It's Academic**
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- [ ] Making a Work-Site Visit**
- [ ] Self-Reflection Poem**
- [ ] Exploration Summary**

**Name:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**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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# THINKING AND LEARNING STYLE PREFERENCE SURVEY

## LEVEL II

For each of the following statements rank them from four (4) to one (1). Mark the one that is the most like you 4, then a 3, then a 2, and the one least like you a 1. Place your answer on the **bold line**.

	A	B	C	D
1. I like to read books:				
about people .....	.....	<b>_____</b>	.....	.....
with action stories .....	.....	.....	<b>_____</b>	.....
with fantasy or science fiction stories .....	.....	.....	.....	<b>_____</b>
about real events .....	<b>_____</b>	.....	.....	.....
2. I'd rather study:				
by myself without being bothered.....	.....	.....	.....	<b>_____</b>
by myself at the same time every day .....	<b>_____</b>	.....	.....	.....
with other friends or in a group of students.....	.....	<b>_____</b>	.....	.....
when I have a lot of short assignments.....	.....	.....	<b>_____</b>	.....
3. I like to:				
work fast and finish first .....	.....	.....	<b>_____</b>	.....
work carefully so I can get it right .....	<b>_____</b>	.....	.....	.....
talk about what I'm studying.....	.....	<b>_____</b>	.....	.....
think about an assignment before I do it .....	.....	.....	.....	<b>_____</b>
4. I like to:				
be the leader in our group .....	.....	.....	<b>_____</b>	.....
think up ideas for our group.....	.....	.....	.....	<b>_____</b>
make sure we follow the instructions .....	<b>_____</b>	.....	.....	.....
help the others in the group.....	.....	<b>_____</b>	.....	.....
5. I want our group:				
to do it right.....	<b>_____</b>	.....	.....	.....
to have fun .....	.....	<b>_____</b>	.....	.....
to get the best grade .....	.....	.....	<b>_____</b>	.....
to do something different .....	.....	.....	.....	<b>_____</b>
6. I want to:				
know exactly what to do and how to do it.....	<b>_____</b>	.....	.....	.....
figure it out for myself .....	.....	.....	.....	<b>_____</b>
have someone helping me work .....	.....	<b>_____</b>	.....	.....
tell others what to do and how to do it .....	.....	.....	<b>_____</b>	.....
7. When I work on an activity or project, I want:				
to work with other students.....	.....	<b>_____</b>	.....	.....
it to be neat and correct.....	<b>_____</b>	.....	.....	.....
to have something to take home when I finish .....	.....	.....	<b>_____</b>	.....
it to be different and creative .....	.....	.....	.....	<b>_____</b>
8. When I am given a project assignment, I want:				
to help others in our group .....	.....	<b>_____</b>	.....	.....
to know exactly how to do it.....	<b>_____</b>	.....	.....	.....
a project that doesn't take too long .....	.....	.....	<b>_____</b>	.....
to come up with my own project ideas.....	.....	.....	.....	<b>_____</b>
<b>Add your total for each column:</b>	_____	_____	_____	_____
	<b>T</b>	<b>F</b>	<b>S</b>	<b>I</b>

	A	B	C	D
9. When I talk with others, I:				
get irritated when they ask for too many details.....	.....	.....	.....	.....
don't listen if they don't know what they are talking about.....	.....	.....	.....	.....
want to get started right away.....	.....	.....	.....	.....
want to talk about what I'm doing.....	.....	.....	.....	.....
10. When I don't get my way:				
my feelings are hurt.....	.....	.....	.....	.....
I insist my way is best.....	.....	.....	.....	.....
I want to hit someone or break something.....	.....	.....	.....	.....
I go off by myself.....	.....	.....	.....	.....
11. Some people may think that I am:				
moody.....	.....	.....	.....	.....
too neat and organized.....	.....	.....	.....	.....
always trying to be first or to win.....	.....	.....	.....	.....
a daydreamer.....	.....	.....	.....	.....
12. When I have a writing assignment, I:				
have to think about it before I write it.....	.....	.....	.....	.....
work best with an outline and check for errors.....	.....	.....	.....	.....
want to write as little as possible.....	.....	.....	.....	.....
want someone to help me and write about something.....	.....	.....	.....	.....
I know.....	.....	.....	.....	.....
13. When people don't agree with me, I:				
think they don't like me.....	.....	.....	.....	.....
tell them the facts and use logic.....	.....	.....	.....	.....
want to argue for my ideas.....	.....	.....	.....	.....
don't care and do it my way.....	.....	.....	.....	.....
14. When I think of time, I:				
like spending lots of time with people.....	.....	.....	.....	.....
like to stay on schedule.....	.....	.....	.....	.....
like to hurry and finish first.....	.....	.....	.....	.....
forget what time it is if I am really interested.....	.....	.....	.....	.....
in what I am doing.....	.....	.....	.....	.....
15. When I meet new kids, I:				
take my time getting to know them.....	.....	.....	.....	.....
let them come to me.....	.....	.....	.....	.....
like to tell them what to do.....	.....	.....	.....	.....
get them involved in our activities.....	.....	.....	.....	.....
16. When talking to kids I don't know, I want them to:				
think that I am friendly.....	.....	.....	.....	.....
think I'm smart.....	.....	.....	.....	.....
think I'm the leader.....	.....	.....	.....	.....
think I'm creative.....	.....	.....	.....	.....
17. When I'm nervous in front of others, I:				
act kind of different and silly.....	.....	.....	.....	.....
get "up-tight".....	.....	.....	.....	.....
show-off.....	.....	.....	.....	.....
get confused.....	.....	.....	.....	.....
<b>Add your total for each column:</b>	.....	.....	.....	.....
	<b>T</b>	<b>F</b>	<b>S</b>	<b>I</b>

	A	B	C	D
18. I feel happy when I:				
get lots of things done .....	.....	.....	.....	.....
am liked by other kids.....	.....	.....	.....	.....
solve a hard problem and get a good grade .....	.....	.....	.....	.....
come up with new ideas.....	.....	.....	.....	.....
19. I can change other kids' minds when I:				
talk them into it.....	.....	.....	.....	.....
give them the facts .....	.....	.....	.....	.....
can tell them "why" .....	.....	.....	.....	.....
can show them how.....	.....	.....	.....	.....
20. When everything goes wrong, I:				
try to get help.....	.....	.....	.....	.....
feel guilty .....	.....	.....	.....	.....
get mad.....	.....	.....	.....	.....
try to ignore the problems .....	.....	.....	.....	.....
21. When others criticize me, I:				
get my feelings hurt .....	.....	.....	.....	.....
keep doing it my way because it's quicker.....	.....	.....	.....	.....
try to get it right .....	.....	.....	.....	.....
go off by myself and avoid them.....	.....	.....	.....	.....
22. When I have a problem, I ask myself:				
what is the quickest way to fix it.....	.....	.....	.....	.....
what's the problem and then check the facts.....	.....	.....	.....	.....
who is to blame for the problem .....	.....	.....	.....	.....
ignore the problem or daydream a solution.....	.....	.....	.....	.....
23. When we're talking about something I really like, I:				
stick to the details and want to tell it right .....	.....	.....	.....	.....
want to do most of the talking .....	.....	.....	.....	.....
forget about everything else .....	.....	.....	.....	.....
tell why I like it and how I feel about it .....	.....	.....	.....	.....
24. I think that sometimes I:				
talk too much and correct other people .....	.....	.....	.....	.....
am too loud and bossy.....	.....	.....	.....	.....
am too friendly and trusting .....	.....	.....	.....	.....
am too quiet because I don't know what to say.....	.....	.....	.....	.....
<b>Add your total for each column:</b>	.....	.....	.....	.....
	<b>T</b>	<b>F</b>	<b>S</b>	<b>I</b>
<b>Enter page 1 totals here:</b>	.....	.....	.....	.....
	<b>T</b>	<b>F</b>	<b>S</b>	<b>I</b>
<b>Enter page 2 totals here:</b>	.....	.....	.....	.....
	<b>T</b>	<b>F</b>	<b>S</b>	<b>I</b>
<b>Add all three rows to get grand total:</b>	.....	.....	.....	.....

# THINKING AND LEARNING STYLE PREFERENCE SURVEY

## *Score Range and Interpretation*

From page 3 write the scores earned for      **T**\_\_\_\_\_ **F**\_\_\_\_\_ **S**\_\_\_\_\_ **I**\_\_\_\_\_.

There are specific behavioral patterns suggested by the characteristics of each learning style. The following chart gives the ranges for score interpretation.

Next to each, match the letter with the closest score:

I.	Strong style characteristics	96 – 60	_____
II.	Moderate to strong style characteristics	59 – 50	_____
III.	Moderate to low style characteristics	49 – 40	_____
IV.	Low use of style characteristics	41 – 24	_____

### **I. Style Strength or Dependence:**

#### **T = Thinker:**

Students with strong thinker scores will seem organized, neat, punctual, and will usually work for good grades. They need to have all of the requirements, printed instructions, and lesson objectives. They usually work best when they can depend on themselves with the material and/or the requirements before they work in groups. Thinkers may appear to be “picky” or overly concerned with details. They want to do everything “right.”

#### **F = Feeler:**

Students who indicate strong feeler scores will work well in groups or with partners in situations where they can talk. These students learn by verbalizing information. They like helping other students of the teacher. Feelers are concerned with fairness and social issues and want to know how this will affect me/us. They are very perceptive of other people’s environments where they feel they are not “liked.” They need a positive learning environment where they feel safe to “risk.”

#### **S = Sensor:**

Students with strong sensor characteristics learn by doing. They work well in groups or with lessons where physical movement is required. Lessons for the sensor students should have short term goals that can be checked frequently. These students seem to have short attention spans. They enjoy contests and plays, are motivated by competition, and tend to work rapidly.

#### **I = Intuitor:**

Strong intuitor scores indicate an individual who enjoys finding applications for concepts. They need to relate new information to something they already know and develop a mental image. Intuitors are continually asking “why” and can usually find “another way.” They need to work alone to familiarize themselves with the material and/or the requirements before they work with other students. They are motivated by challenging problems, puzzles, or discrepant events.

## **II. & III. Moderate Style Strengths**

Students with scores in the moderate range should be able to use most of the style characteristics when required during instruction. They should show little discomfort in working alone or in a group. These students have the ability to get along with almost everyone. Students with moderate scores in every style may be flexible. On the other hand, some students with all scores in the moderate range may be unsure of themselves and jump from style to style, hoping that one will work. These students need help in developing a stronger self concept.

## **IV. Low Style Use or Avoidance**

### Thinker:

Students who avoid the thinker style need to get organized and to pay attention to details. These students may want to get organized but do not know how. They need to be shown different methods of organization. They benefit from study skills demonstrations and printed guidelines. They need to have a method for checking frequently for accuracy.

### Feeler:

Students with low feeler scores will demonstrate a lack of sensitivity to other students' feelings and to the mood of the teacher. They do not intend to hurt other students' feelings. Because they are not sensitive, they don't realize that others take their actions or words personally. These students need to work in groups to develop social skills and awareness.

### Sensor:

Students who avoid this style need someone to get them going. They tend to be over cautious and worry about making mistakes. They spend a great deal of time in planning, have trouble getting started, and have difficulty in making decisions. These students will benefit from working with understanding sensor styles. They need to learn to make and use realistic time schedules.

### Intuitor:

Students who avoid the intuitor style usually place little value on imagination or fantasy. They feel secure with the facts and they follow the rules. They may not be able to visualize the consequence of their actions. Problems that are slightly different than those used to teach the concept may seem foreign. They need to learn to visualize the concept and try to develop pattern recognitions skills.

## PERSONALITY STYLE CHARACTERISTICS

*Circle the characteristics and values which are important to you. Do they match with your strongest learning style?*

<b>Style</b>	<b>Characteristics</b>	<b>Values</b>
<p><i>Thinker</i></p> 	<p>learns by seeing &amp; hearing                      careful                      fair                      logical                      analytical                      conservative                      organized                      reasonable</p>	<p>facts/details                      accuracy                      organization                      rules                      order                      structure                      books</p>
<p><i>Intuitior</i></p> 	<p>learns by seeing                      imaginative                      original                      flexible                      knows how others feel                      nonverbal                      dreamer                      creative</p>	<p>ideas                      patterns                      implications                      alternatives                      uniqueness                      puzzles/games                      inventing                      imagination</p>
<p><i>Feeler</i></p> 	<p>learns by hearing                      perceptive                      persuasive                      helper                      loyal                      expressive                      sympathetic                      emotional</p>	<p>socialization                      feelings                      conversation                      people                      physical comfort                      friends                      human causes                      group interaction</p>
<p><i>Sensor</i></p> 	<p>learns by touch                      practical                      active                      leader                      actor                      competitive                      collector</p>	<p>action                      things                      speed                      quantity                      winning                      physical activity                      contests</p>



## PERSONALITY MOSAIC

Circle the number of statements that clearly sound like something your might say or do or think – something that feels like you.

1. It is important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings: color and design mean a lot to me.
10. I spend time finding ways to help people through personal crisis.
11. I enjoy competing.
12. I spend time getting carefully organized before I start a project.
13. I enjoy making things with my hands.
14. It is satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I do not mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. I would rather be safe than adventurous in making decisions.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. I like to help people develop their talents and abilities.
29. I like to have people rely on me to get the job done.
30. I usually prepare carefully ahead of time if I have to handle a new situation.
31. I would rather be on my own doing practical hands-on activities.
32. I am eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I will keep trying to resolve it peacefully.

35. To be successful, it is important to aim high.
36. I do not like to have responsibility for big decisions.
37. I say what is on my mind and do not beat around the bush.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.
41. I get projects started and let others take care of details.
42. Being on time is very important to me.
43. It is invigorating to do things outdoors.
44. I keep asking “why?”
45. I like my work to be an expression of my moods and feelings.
46. I like to help people find ways to care more for each other.
47. It is exciting to take part in important decisions.
48. I usually have things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays and good films.
58. I can deal with and understand people who express strong feelings.
59. It is exciting to influence people.
60. When I say I will do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I would like to learn all there is to know about subjects that interest me.
63. I do not want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be flexible and caring.
65. I am willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.
69. When I am creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It is fun to get ideas across to people.
72. I am very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.

75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I have always been curious about the way nature works.
81. It is fun to be in a mood to try to do something unusual.
82. I am a good listener when people talk about personal problems.
83. If I do not make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. I think things out logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. It is very satisfying to do a task carefully and completely.



Name \_\_\_\_\_

Date \_\_\_\_\_

## PERSONALITY MOSAIC

### Scoring Your Answers:

To score, circle the numbers that you circled on the Personality Mosaic.

I/E/T	NR	A/C	Hth	Hum	B/M/T
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Count the number of circle in each column and write the totals in the spaces below.

I/E/T \_\_\_\_\_ NR \_\_\_\_\_ A/C \_\_\_\_\_ Hth \_\_\_\_\_ Hum \_\_\_\_\_ B/M/T \_\_\_\_\_

List the letters I/E/T, NR, A/C, Hth, Hum and B/M/T according to your scores, from highest to lowest:

1<sup>st</sup> \_\_\_\_\_

4<sup>th</sup> \_\_\_\_\_

2<sup>nd</sup> \_\_\_\_\_

5<sup>th</sup> \_\_\_\_\_

3<sup>rd</sup> \_\_\_\_\_

6<sup>th</sup> \_\_\_\_\_

# WHEEL OF CAREER PATHWAYS

Which letters (**I/E/T**, **NR**, **A/C**, **Hth**, **Hum**, **B/M/T**) did you list as first? \_\_\_\_\_  
*Match the letters to the Pathway they represent. The answers you gave in the Personality Mosaic indicate that this is the Pathway which best represents your interests at this time. What do you think?*

**I/E/T – Industrial and Engineering Technology** – People who like to figure out how things work, fixing machines, building things, drawing detailed pictures, doing math and science assignments, operating computers.

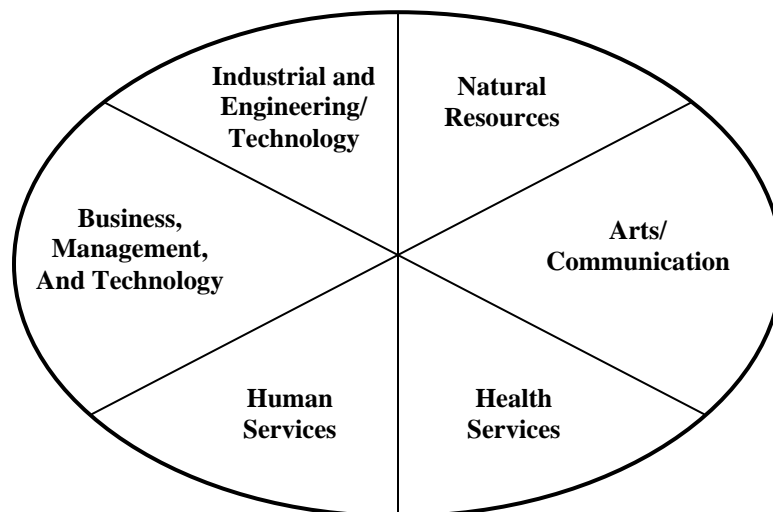
**NR – Natural Resources** – People who like to observe, learn, investigate through science projects, working with animals, plants, or in a garden, working outdoors, working with others on science projects, fixing machines or putting things together.

**B/M/T – Business, Management and Technology** – People who like to use computers, working with numbers, giving speeches, following or giving directions, talking to people or answering questions, running errands for your parents or teachers, working with people, or being a leader.

**A/C – Arts and Communication** – People who like working with other people, writing stories or poems, drawing pictures, or performing in plays, playing a musical instrument or singing in chorus, expressing yourself or ideas through art, writing, acting, singing, or athletics, giving speeches, or helping others.

**Hum – Human Services** – People who like helping others, teaching, learning, and sharing new ideas, being around different kinds of people, working as part of a team, listening to and helping people, volunteering in the community.

**Hth – Health Services** – People who like to work with people for a common cause, enjoy doing volunteer work, like changing from one duty to another frequently, have an interest in working with people who are injured, sick, or ill, want to promote wellness lifestyles, like working with or talking to the young, sick, elderly, or handicapped.



## THINGS TO THINK ABOUT

The following is a list of some things you may want to think about when exploring careers. Some of these may be important to you, others you may not like and some you may have never thought about.

*Decide from the following list those things you might like and those you would not like.*

*Check the appropriate box for each item on the list.*

	<i>Would Like</i>	<i>Would Not Like</i>	<i>Not Sure</i>
Do the same thing over and over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work irregular hours (weekends/nights/holidays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel away from home for long periods of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work alone or away from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do work that requires accurate measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do work that requires accurate use of numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do activities that deal with lots of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in a small, confined area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work while standing for a long time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work while sitting for a long time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work while walking for a long time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work inside all day every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work outside all day every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in a dangerous or risky situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb on a ladder or scaffold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do work that requires heavy lifting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do work that requires a long training program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do work that requires a great deal of patience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work where there may be strong odors or fumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work where there is lots of machinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with electricity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work where there is lots of noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Can you think of a job that best matches your likes?** \_\_\_\_\_



## 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.

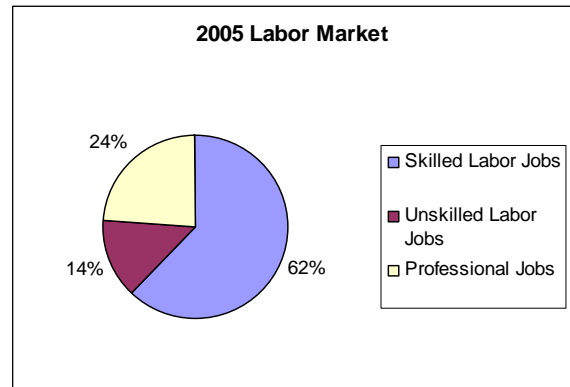
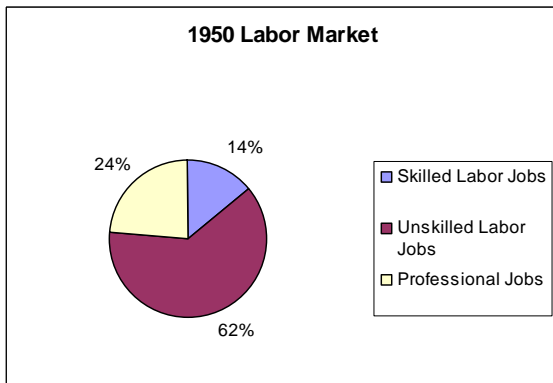
Adapted from *Gender Equity Activity Book*, Available for download from <http://www.eed.state.ak.us/tls/CTE/hook.html>

## WHAT IS A CAREER PATHWAY?

The world of work has changed drastically over the last fifty years as the charts below illustrate. The need for skilled labor has increased dramatically, while demand for unskilled workers has dropped. What does this information mean as you investigate various careers? \_\_\_\_\_

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In order to meet the demands of the changing workforce, you must explore various career options and the best way to do this is through **Career Pathways**.

By exploring **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.

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.

## USING AKCIS JUNIOR



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

- Go to [www.akcis.org](http://www.akcis.org)
- Click on *Logon AKCIS*
- Logon using the following information obtained from your teacher/counselor:  
User Name: \_\_\_\_\_

Password: \_\_\_\_\_

- Click on *Use AKCIS Junior Mat Su BSD your school's name* at top left column.



### **TO CREATE YOUR AKCIS PORTFOLIO**

“My Portfolio” allows you to establish your own folder to track, save, and personalize your career exploration journey. You will be able to save your favorite searches, assessment information, and generate resumes. Your portfolio will be available to you throughout your schooling and beyond. You can transfer your portfolio easily from one location to another.

- 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 list your email address, AKCIS can send your password to you 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.

### **TO FIND OUT MORE ABOUT YOU:**

- Click on *Overview* under **Who Am I?** at the top of the column on the right .
- Click on *Career Cluster Inventory* to learn more about your likes and dislikes.

### **TO FIND OUT WHERE ARE YOU GOING:**

- Click on *OCCUPATIONS* under **Where Am I Going?**
  - Click on *Clusters Index* to find out more about careers in a specific career cluster
  - *Occupations* to find out more about an individual career
  - *Search* to look up a specific career
- Click on *Reality Check* to learn about monthly expenses and the size of the salary needed to live.

### **TO FIND OUT HOW YOU ARE GOING TO GET THERE:**

- Click on the **OVERVIEW** to learn about employability skills, volunteering, and planning for high school and next steps.

# EXPLORING CAREER PATHWAYS

## Agriculture and Natural Resources



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Agriculture Graders*	Animal Breeders & Trainers*	Agriculture Engineers & Scientist
Animal Caretakers & Trainers	Agriculture Inspector*	Animal Engineers & Scientist*
Animal Control Worker*	Agriculture Worker Supervisor*	Astronomer*
Aquaculture Worker*	Baker	Biologist*
Cannery Worker*	Farm Equipment Mechanic	Cartographer*
Commercial Fishers*	Fish Roe Technician*	Chemist*
Farm and Ranch Worker*	Fish & Wildlife Technicians*	Conservation Scientists
Flower Arranger*	Forestry Technicians*	Fish & Game Warden
Food Processing Worker	Hazardous Material Worker*	Farm & Home Management Advisor
Forestry Technicians	Hunting and Fishing Guide*	Farm Manager
Landscapers*	Meat Cutter	Food Scientists
Loggers*	Mining Machine Operator*	Foresters
Nursery Worker	Science Technician*	Geographers*
Pest Control Worker*	Taxidermist*	Geologists & Geophysicist*
Trash Collector*	Veterinary Technician	Landscape Architect*
Rock Splitter*	Water Treatment Plant Operator*	Marine Biologist*
Veterinary Assistant		Meteorologist*
Trapper*		Mining Engineer*
		Natural Scientist Manager*
		Park Naturalist
		Physicists*
		Veterinarian
		Zoologist



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list one of the jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

What skills and abilities are needed for this job? \_\_\_\_\_

\_\_\_\_\_

What should I study in high school? \_\_\_\_\_

\_\_\_\_\_

How much does it pay? \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

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

\_\_\_\_\_

# EXPLORING CAREER PATHWAYS

## *Arts and Communications*



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Actor	Actors	Agent & Business Manager*
Announcers	Broadcast Technician	Archivist and Curator*
Bookbinders & Bindery Workers	Camera Repairer*	Art Director*
Camera Operator*	Cartoonist / Animator	Cartoonist/Animator
Dancer	Communication Equipment Repairer	Choreographers
Demonstrator*	Costume and Wardrobe Specialist	Composers/Music Arranger*
Floral Designer*	Dancer	Dancer
Handcrafter*	Film and Video Editor	Editor
Model*	Fine Artist	Fashion Designer
Movie and Stage Grip*	Glass Blower*	Fine Artist
Movie Projectionist*	Graphic Designer	Film and Video Editor
Page Layout Worker*	Jeweler*	Graphic Designer
Photo Processing Technician	Museum Technician & Conservator	Industrial Designer
Prepress Worker	Musical Instrument Repairer	Interior Designer
Professional Makeup Artist	Musicians and Music Director	Museum Technician & Conservator
Singer	Page Layout Worker*	Musicians and Music Directors
Sketch Artist	Photographer	News Reporters
Telephone Operator	Potter*	Photographers
Usher & Ticket Taker*	Printing Press Operator	Producers & Directors
	Singer	Proofreaders*
	Sound Engineer Technician	Set & Exhibit Designers
		Singer
		Technical Writers
		Writer



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list one of the jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

What skills and abilities are needed for this job? \_\_\_\_\_

\_\_\_\_\_

What should I study in high school? \_\_\_\_\_

\_\_\_\_\_

How much does it pay? \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

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

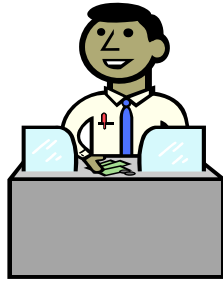
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# EXPLORING CAREER PATHWAYS

*Business, Management, Administration, Finance, Marketing, Sales,  
Information Technology*



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Bank Teller	Advertising Salespeople	Accountant & Auditor
Bill & Account Collector	Bookkeeping & Accounting Clerk	Actuaries*
Billing Clerk	Brokerage Clerk	Administrative Services Manager
Cashiers	Buyers & Purchasing Agent	Advertising Manager
Copy Machine Operator*	Customer Service Representative	Appraisers
Courier and Messenger	Employment Interviewers	Budget Analyst
Credit Checker & Authorizer	Executive Secretary	Business Executive
Demonstrator & Promoter*	Loan Clerk	Computer Engineer
File Clerk	Merchandise Displayer*	Computer/Information Systems Manager
General Office Clerk	Office Manager	Computer Programmer
Insurance Policy and Claims Clerk	Personnel Clerk	Computer Security Specialist
Interview Clerk*	Property and Real Estate Managers	Computer Support Specialist
Meter Reader*	Sales Representative	Computer Systems Analyst
New Accounts Clerk	Sales Worker Supervisor*	Credit Analyst*
Order Clerk	Secretary	Data Communications Analyst
Parts Salesperson	Tax Preparer	Database Administrator
Payroll & Timekeeping Clerk	Title Examiner and Searcher*	Economist
Receptionist		Financial Analyst
Route Salesperson		Financial Counselors
Retail Salesperson		Financial Manager
Shipping & Receiving Clerk		Insurance Agent & Underwriter
Stock Clerk		Loan Officers
Typist and Word Processor		Management Analyst
		Market Research Analyst
		Marketing Manager
		Meeting and Convention Planner
		Operations Research Analyst
		Personnel and Training Manager
		Public Relations Specialist
		Purchasing Manager
		Sales Manager
		Securities Salesperson
		Statistician



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list one of the jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

What skills and abilities are needed for this job? \_\_\_\_\_  
 \_\_\_\_\_

What should I study in high school? \_\_\_\_\_  
 \_\_\_\_\_

How much does it pay? \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

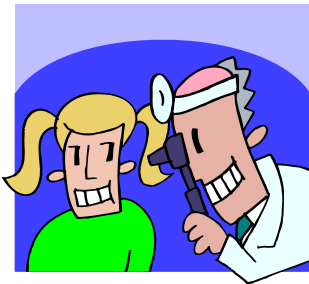
Why or Why not? \_\_\_\_\_

# EXPLORING CAREER PATHWAYS

## Health Services



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Home Health Aide Medical Appliance Technician Personal & Home Care Aide Psychiatric Aide	Ambulance Attendant Cardiovascular Technologist Dental Assistant Dental Hygienist Dental Lab Technician Dietetic Technician Emergency Medical Technician Health Information Technologist Licensed Practical Nurse Massage Therapist Medical Assistant Medical Equipment Repairer Medical Lab Technologist Medical Secretary Medical Steonographer Nuclear Medical Technologist Nursing Assistant Occupational Therapist Assistant Physical Therapy Assistant Pharmacy Technologist Surgical Technologist	Anesthesiologist Athletic Trainer Cardiovascular Technologist Chiropractor Dentist Dietician Health Services Administrator Medical Scientist Nurse Anesthetist* Nurse Practitioner* Occupational Therapist Optometrist Orthotic & Prosthetic Specialist* Pharmacist Physical Therapist Physicians Physician Assistant Podiatrist Psychiatrist Radiological Technologist Registered Nurse Respiratory Therapist Surgeon



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list one of the jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

What skills and abilities are needed for this job? \_\_\_\_\_

\_\_\_\_\_

What should I study in high school? \_\_\_\_\_

\_\_\_\_\_

How much does it pay? \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

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

\_\_\_\_\_

# EXPLORING CAREER PATHWAYS

Human Services, Education & Training, Government, Hospitality, Tourism, & Public Safety



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Baggage Porter & Bell Hop*	Barber	Anthropologist
Bailiff	Casino Gaming Worker	Archeologist
Bartender	Chef and Dinner Cook	Clergy
Busperson	Child Care Worker	Coach
Child Care Worker	City Planning Aide*	College and University Administrator*
Fast Food Cook*	Corrections Officer	Coroner
Food Preparation Worker	Court Clerk*	Counselor
Funeral Attendant	Dispatcher	Elementary School Teacher
Hotel Desk Clerk	Embalmer	Fire Investigator
Janitor	Fire Fighter	Forensic Science Technician
Kitchen Helper	Hair Stylists & Cosmetologist	Funeral Director
Laundry & Dry Cleaning Workers	Janitor & Housekeeper Supervisor	Geographer
Library Assistant	Law Clerk*	High School Teacher
License Clerk*	Legal Secretary	Historian
Life Guards & Ski Patrol*	Library Technical Assistant*	Hotel Manager
Maid and Housekeeper	Massage Therapist	Interpreter & Translator
Mail Clerk	Paralegal	Judge and Hearing Officer
Manicurist	Police Patrol Officer	Lawyer
Parking Enforcement Officer*	Private Detective & Investigator	Librarian
Parking Lot Attendant*	Professional Athlete	Postmaster and Mail Superintendent
Recreation Attendant	Professional Makeup Artist	Preschool and Kindergarten Teacher
Recreation Workers	Restaurant Manager	Probation Officer
Restaurant Host*	Traffic Technician*	Professional Athlete
Service Station Attendant	Train Conductor& Yardmaster*	Public Health Educator
Social & Human Service Assistant	Transportation Inspector*	Social & Community Service Manager
Security Guard	Travel Agent	Social Worker
Tire Repairer & Change	Umpire & Referee	Sociologist
Tour Guide*	Village Public Safety Officer*	Special Education Teacher
Vehicle Cleaner		Speech Pathologist and Audiologist
		University & College Teachers
		Urban and Regional Planner
		* These jobs can be found in regular AKCIS Occupation data base.



Choose and list one of the jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

What skills and abilities are needed for this job? \_\_\_\_\_

\_\_\_\_\_

What should I study in high school? \_\_\_\_\_

\_\_\_\_\_

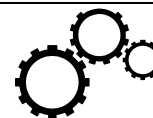
How much does it pay? \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

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

# EXPLORING CAREER PATHWAYS

Architecture, Construction, Science Technology, Engineering, Math,  
Manufacturing, Transportation, Distribution & Logistics



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Bus Driver	Aircraft Mechanic	Aerospace Engineer
Clothes Presser*	Air Traffic Controller	Airplane Pilot
Construction Helper	Appliance Installer and Repairer	Architect
Deckhand*	Autobody Repairer	Chemical Engineer
Electrician Helper*	Automobile Mechanic	Chemical Plant Operator *
Fence Builder*	Bicycle Repairer	Civil Engineer
Floor and Carper Layers	Bricklayer & Stonemason	Computer Engineer
Floor Sanding Machine Operators*	Building Maintenance Worker	Computer Programmer
Forklift Operator	Bulldozer and Grader Operator	Construction Manager
Freight Handler	Cabinetmaker	Data Communication Analyst
General Construction Worker	Carpenter	Electrical & Electronic Engineer
Highway Maintenance Worker	Commercial Diver*	Industrial Engineer
Insulation Installer	Computer Equipment Repairer	Industrial Production Manager
Janitor	Construction and Well Driller	Mathematician
Metal and Plastics Processing Worker	Crane and Tower Operator	Materials Engineer*
Packer and Packager	Drafter	Mechanical Engineer
Painting & Coating Machine Operator	Electrician	Mining Engineer*
Pest Control Worker	Explosives Worker*	Nuclear Technician
Production & Planning Clerk	Flight Attendant	Petroleum Engineer
Production Helper	Gas and Oil Driller & Operator *	Safety Engineer
Quality Control Inspector	Heavy Equipment Mechanic	Stationary Engineer
Roofer	Heavy Truck Driver	Surveyor
Roustabout*	Home Electronic Repairs	
School Bus Driver	Light Truck Driver	
Septic Tank Servicer*	Line Installers and Repairer	
Shoe and Leather Workers	Locomotive Engineer	
Taxi Driver & Chauffeur*	Motorcycle Mechanic	
Textile Machine Operator	Operating Engineers	
Tire Repairer & Changer	Painter	
Train Yard Worker	Plumber and Pipefitter	
Transportation Agent	Reservation & Ticket Agent	
* These jobs can be found in regular AKCIS Occupation data base.	Sheet Metal Worker	
	Ship Captain & Mate	
	Ship Engineer*	
	Small Engine Mechanic	
	Welder and Solderer	



Choose and list one of the jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

What skills and abilities are needed for this job? \_\_\_\_\_

\_\_\_\_\_

What should I study in high school? \_\_\_\_\_

\_\_\_\_\_

How much does it pay? \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

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

## High School: It's Academic

You can expect mostly **required courses** (courses you must take to fulfill graduate requirements) during your freshman year in high school, but most students have room in their schedules for one or two **electives** (courses for which you earn credit but are not required for graduation). Electives are classes you choose to take. If you love to draw or paint, you might elect to take an art class. If you love to build things or work on an ATV, you could sign up for a Woods or Small Engine class. This is the chance to pursue something you love or try something new!

In high school, you will be earning credits (units you earn for passing a course). You will earn .5 credit for each class you pass each semester. In the Mat-Su Borough School District, you need to earn 22 credits and pass High School Qualifying Exams to graduate.

In high school, you will need all the work habits and study skills you have been developing in middle school. That is because high school has more academic challenges and earning good grades is important because they allow you to have your choice of next steps beyond high school which lead to a good career.

Some of the academic challenges you might face in high school include:

- More homework
- More tests and quizzes
- Term papers that are longer and count for a bigger part of your grade
- Midterms and final exams that cover everything you have learned in a certain class.
- Less group work, which means you are going to be graded on what you have produced – on your own.

You will be older and more mature, so your teachers might be expecting more of you, not just in your academic work but also in the way you behave in class. However, high school teachers will want you to come for help if you are struggling. **Being able to recognize when you need assistance and asking for help, is one of the best signs of maturity!**

A great way to feel more familiar with your future high school is to:

- Attend its plays and musical productions
- Check out sports games and other events
- Look over school publications like the newspaper, yearbook and literary magazine
- Surf around its website where you can check out activities, staff, and students.



Adapted from <http://pbskids.org/itsmylife/index.html>



# MSBSD HIGH SCHOOL GRADUATION REQUIREMENTS

## DIPLOMA REQUIREMENTS

(USE FOR GRADUATING CLASSES 2016 +)

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 ..... 3.5 credits**

- Civics ----- .5 credit
- 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.

## MAKING A FOUR YEAR HIGH SCHOOL PLAN

Using the graduation requirements and the course offerings available for your high school, fill in the solid lines below. While this plan will result in you earning more credits than required for graduation, there are many excellent electives to choose from which will increase your knowledge and skills thus better preparing you for further education and career goals.

### 9<sup>th</sup> GRADE YEAR:

<p><b><u>Requirements:</u></b></p> <p>English I..... 1 credit          Math (Algebra I, Cognitive Tutor Algebra, Intro to Algebra, Algebra IA and B)..... 1 credit          Civics..... .5 credit          Physical Science(Phys Science, In. Sci 1)..... 1 credit          Health Education..... .5 credit          Physical Education ..... 1 credit</p> <p>Electives to equal 2 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>TOTAL.....7 cr.</b></p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Community Service:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p>_____</p> <p>Other: _____</p> <p>_____</p> <p>_____</p>
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### 10<sup>th</sup> GRADE YEAR:

<p><b><u>Requirements:</u></b></p> <p>English II..... 1 credit          Math (Geometry, Informal Geometry, Hon Geometry)..... 1 credit          Life Science(Biology, Int. Sci. 2).....1 credit          World History.....1 credit</p> <p>Electives to equal 3 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>TOTAL.....7 cr.</b></p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Community Service:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p>_____</p> <p>Other: _____</p> <p>_____</p> <p>_____</p>
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**11<sup>th</sup> GRADE YEAR:**

<p><b><u>REQUIREMENTS:</u></b></p> <p>English ..... 1 credit Math Elective..... 1 credit United States Studies ..... 1 credit Science..... 1 credit</p> <p>Electives to equal 3 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>TOTAL.....7 cr.</b></p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Community Service:</b></p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p><b>Other:</b> _____</p> <p>_____</p> <p>_____</p>
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**12<sup>th</sup> GRADE YEAR:**

<p><b><u>Requirements:</u></b></p> <p>English ..... 1 credit U.S. Government ..... .5 credit AK History..... .5 credit</p> <p>Electives to equal 6 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>TOTAL.....7 cr.</b></p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Community Service:</b></p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p><b>Other:</b> _____</p> <p>_____</p> <p>_____</p>
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# WANT A GREAT CAREER?

## Alaskan Employers Expect:

Skills/Competencies	Work Attitudes	Work Values (“Work Ethic”)
<p><b>Reading</b> Able to comprehend written material and take appropriate action.</p> <p><b>Speaking</b> Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.</p> <p><b>Writing</b> Spells correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; &amp; fills out forms properly.</p> <p><b>Listening</b> Able to comprehend what is said and take action.</p> <p><b>Math Computation</b> Able to apply basic skills with accuracy in action, subtraction, division, multiplication and use of fractions and percentages to accomplish work.</p> <p><b>Problem Solving</b> Can identify source of problem; demonstrates good common sense; is creative and innovative.</p> <p><b>Information Management &amp; Technology</b> Able to use computers to process information; familiar with common technology applications &amp; tools in the workplace.</p> <p><b>Knowing How to Learn</b> Able to teach oneself new skills; able to seek and use new information appropriately.</p> <p><b>Applying What is Learned</b> Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.</p> <p><b>Working with Others</b> Able to work as a productive team member; able to share information.</p> <p><b>Business Process</b> Eager to learn the principles of business.</p> <p><b>Looking for Work</b> 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><b>Responsible / Self-Disciplined</b> 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><b>Willing to Learn/Pride in Doing a Good Job</b> 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><b>Safety-Conscious</b> 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><b>Manages Stress and Personal Problems</b> 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><b>Positive Outlook</b> Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.</p> <p><b>Follows the Rules</b> Performs tasks in the prescribed manner; doesn’t break rules but will help change rules if they should be changed.</p> <p><b>Good Team Member</b> Shares information; works well and credits (praises) other workers; puts the team above personal interests.</p> <p><b>Respects Others</b> Has good manners; shows common courtesy; appreciates multicultural diversity.</p> <p><b>Willing to Earn Reward</b> Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.</p>	<p><b>Honesty and Integrity</b> 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><b>Good Manners</b> Always shows courtesy and respect toward others.</p> <p><b>Accepts Advice, Supervision, Criticism</b> Has high self-esteem and does what is asked; accepts criticism and uses it to improve.</p> <p><b>Dependability / Follow Through</b> Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.</p> <p><b>Good Attendance / On Time</b> 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><b>Accuracy of Work / No Waste</b> Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.</p> <p><b>Pride &amp; Productivity in Work</b> 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 style="text-align: center;"><b>These critical skills, values, &amp; 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, &amp; other community members.</b></p>

# JOB KEEPING SKILLS

## TEN COMMON REASONS WHY PEOPLE KEEP A JOB

1. Shows up on time and is not absent a lot
2. Gets along well with others
3. Is friendly, smiles
4. Follows rules
5. Learns new skills
6. Is honest
7. Works hard
8. Is interested and has pride in the work
9. Listens to instructions
10. Is positive and loyal to the employer



## SUCCEEDING ON THE JOB

✓ **Be on time.** You should get to work at the scheduled time, or even a few minutes early. Return from lunch and breaks on time. If you are going to be late or absent, call your supervisor.

✓ **Follow rules and directions.** Certain rules and procedures have been made so that your job will be easier to perform and the company will run smoothly. Follow them to the best of your ability. If you see ways in which to improve procedures, give your suggestions to your boss.

✓ **Be reliable.** Always do whatever tasks you're given and finish them on time.

✓ **Be accurate.** Do your work as carefully as you can. If you make a mistake, admit it, and correct it if possible.

✓ **Be flexible.** When you're flexible, you adjust easily to new conditions. Many work situations require flexibility because conditions on jobs are always changing.

✓ **Cooperate with others.** Be polite and considerate of all the people you deal with at work.

✓ **Dress with care.** Always look your best at work.

✓ **Keep a positive attitude.** Your attitude also affects your performance. With a positive attitude you look for the best in everything around. Employers value workers who have positive attitudes.

## MAJOR REASONS FOR JOB LOSS

Common reasons employers give for firing employees:

- ✓ *Absenteeism* - not showing up for work on a regular basis.
- ✓ *Loafing* – daydreaming on the job, taking long coffee breaks, wandering away from assigned work stations.
- ✓ *Personality conflicts* – not getting along with the person in charge or with co-workers.
- ✓ *Violating company rules* – fighting, drinking, smoking in the nonsmoking areas, ignoring safety regulations.
- ✓ *Incompetence* – not having knowledge, skills, experience, or aptitude to perform the job responsibilities as requested.



## ATTITUDE WILL GET YOU THE JOB AND HELP YOU KEEP IT!

DO YOU GET ALONG WELL WITH OTHERS?

CAN YOU TAKE INSTRUCTIONS?

ARE YOU ENTHUSIASTIC?

ARE YOU WILLING TO WORK EXTRA?

DO YOU COMPLETE TASKS WITHOUT BEING TOLD?

ARE YOU FRIENDLY AND PLEASANT TO WORK WITH?



## TIPS FOR MAKING A GOOD FIRST IMPRESSION

### Hygiene and Grooming Tips

- ✓ Brush your teeth and be sure your breath is fresh. It helps to have a mint before a job interview.
- ✓ Bathe and use deodorant before you dress for the interview.
- ✓ Make sure your ears, hair, and fingernails are clean.
- ✓ Males should wear black, blue, or brown shoes that are clean, polished, and in good repair.
- ✓ If you're a woman, wear plain nylon stockings, without patterns. If you're a man, wear socks of a solid dark color, with no holes in them.
- ✓ If you polish your fingernails, be sure the polish is not chipped. Also, don't wear flashy colors.
- ✓ If you use cologne or makeup, use it lightly.
- ✓ Don't wear sunglasses, revealing clothing, or anything else that's flashy. If you do, you might not be taken seriously.

## JOB KEEPING SKILLS

Most people think that the most important part of working is getting hired for a job. In fact, the most important part is KEEPING a job!

1. List three reasons why people keep a job.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. List three reasons someone might lose his/her job.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



3. To be successful on the job you must:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. Name three hygiene and grooming tips someone would need to remember when trying to make a good impression on a boss.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## **LET'S NOT GET FIRED!**

*Directions:* Review *Job Keeping Skills* on page 23. Read the following situations and using your own words, describe what you would do.

1. You are working at the Flakey Bakery Shop. You thought you would get to learn how to bake donuts and cookies, but it seems like all you ever do is clean up. What would you do about this?
  
2. You get a great job in a sports shop that sells athletic clothes and equipment. You want to be responsible because the manager likes you and will teach you new skills, but your friends are suddenly offering you a lot of money to steal some things for them. You know you shouldn't do it. However, you do have some big bills to pay off, and your salary just won't do it. What will you do?
  
3. Your job at the Razz Berry Ice Cream Parlor was just fine until they hired a new person. She tells you what to do even though you know more than she does. Your boss is her uncle and you don't want to offend him. What should you do?

## MAKING A WORK-SITE VISIT

An excellent way to learn about Career Pathways and more about specific jobs is by going on a Work-Site visit. Work-site visits can be part of a Job Shadowing experience or a classroom field trip.

A Job Shadow is when one or two students go to a work-site and “shadow” or closely follow an employee to observe the kinds of tasks, duties, and responsibilities performed throughout a workday. Job Shadowing provides students with the opportunity to ask questions and learn about specific jobs.

A Work-Site field trip allows an entire class to visit one or more job sites. Students receive a tour of the business facility and receive information about jobs from several Career Pathways. Usually there is the opportunity for students to ask questions.

Whether you visit a Work-Site during a Job Shadow or a classroom field trip, your behavior and attitude are very important. Remember that businesses are paying employees to spend time with you and that the employee will have undone work to complete when you leave.

### WORK-SITE VISITOR ETIQUETTE

1. Listen attentively when your tour guide is talking. Face the speaker and do not talk to your neighbor.
2. Keep up with the group during the tour. Do not wander off by yourself.
3. If offered a sample or item, take only one. Do not take items (e.g. pamphlets, ear plugs, candy, pencils) unless offered. Do not touch items unless invited to do so.
4. You may sit if your guide invites you to be seated. If not, remain standing.
5. Asking questions is a good way to show your interest and get clarification. However, make sure your questions are appropriate and do not repeat what has already been asked. It is rude to ask someone how much money they make. However, it is permissible to ask what the salary range is for a person who does that job. Do not complain or make negative comments.
6. It is rude to yawn or act bored during the visit.

Can you think of some other Rules of Work-Site Etiquette?

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## SELF-REFLECTION WRITING AN AUTOBIOPOEM

*Follow these directions and you will discover that you are a poet. Fill in the blanks.*

Line 1. Your first name only \_\_\_\_\_

Line 2. Four traits (adjectives) which describe you.  
\_\_\_\_\_

Line 3. Son/Daughter of \_\_\_\_\_ or Brother/Sister of \_\_\_\_\_

Line 4. Lover of (three ideas or people or a combination)  
\_\_\_\_\_

Line 5. Who feels (three sensations)  
\_\_\_\_\_

Line 6. Who finds happiness in (three items)  
\_\_\_\_\_

Line 7. Who needs (three items)  
\_\_\_\_\_

Line 8. Who gives (three items)  
\_\_\_\_\_

Line 9. Who fears (three items)  
\_\_\_\_\_

Line 10. Who would like to see (three items)  
\_\_\_\_\_

Line 11. Who enjoys (three items)  
\_\_\_\_\_

Line 12. Who likes to wear (three colors or three items)  
\_\_\_\_\_

Line 13. Resident of (your city) \_\_\_\_\_, (your street or road name) \_\_\_\_\_

Line 14. Your last name only \_\_\_\_\_

