Before students or clients can determine what they like to do in their career, they need to discover who they are. Assessments teach people to learn about themselves. Periodically, as people grow and develop, it becomes necessary to re-assess oneself in relationship to career goals and interests.

This section contains resources, handouts and activities about interest and goal assessments. The worksheets in this section will help individuals organize information about career planning.

The following overview highlights a few free, quality career tools that help individuals explore and match their traits to careers. This list is not comprehensive.

4 Types of Assessments:

INTEREST ASSESSMENTS

- **MNCAREERS INTEREST ASSESSMENT:** [www.iseek.org/sv/10210.jsp](http://www.iseek.org/sv/10210.jsp)
  The MnCareers tool assesses personality characteristics based on the Holland Interest Inventory (RIASEC). Results can be used to search for and identify careers and work environments that are congruent with an individual's interests.

- **CAREER INTERESTS GAME: [career.missouri.edu/students/explore/thecareerinterestsgame.php](http://career.missouri.edu/students/explore/thecareerinterestsgame.php)**
  This exercise, from the University of Missouri's Career Center, uses the RAISEC code to explore potential hobbies and job types. Participants click on personality type(s) to review a list of potential job titles and more personality traits.

- **MINNESOTA CAREER INFORMATION SYSTEM:** [mncis.intocareers.org/link.aspx](http://mncis.intocareers.org/link.aspx)
  MCIS provides links to several assessments, including the Interest Determination, Exploration And Assessment System. IDEAS is a short, self-scored interest inventory designed to be used with middle, junior high and senior high school students. *MCIS assessments require a site license, but are available to use at Minnesota WorkForce Centers throughout the state and at most high schools. More information about Minnesota WorkForce Centers is available on page 282.

PERSONALITY ASSESSMENT

  This assessment is designed for college-bound students and adults. The personality test produces a brief summary of the user's temperament and career options matching the personality. Free registration is required to take the test.

- **PERSONALITY PATHWAYS:** [www.personalitypathways.com/type_inventory.html](http://www.personalitypathways.com/type_inventory.html)
  This short online version of the Myers-Briggs Type Indicator gives test takers their 4-letter MBI code and descriptions of the 16 personality types.

- **The 9 TYPES:** [www.9types.com/rheti](http://www.9types.com/rheti)
  Sample version of the Riso-Hudson Enneagram Type Indicator allows users to explore which the 9 diagrams are most prominent in their personality, helping them to decide which work environments fit them best.

- **KIDZWORLD JOB PERSONALITY QUIZ: [www.kidzworld.com/site/p2815.htm](http://www.kidzworld.com/site/p2815.htm)**
  This short quiz is designed to help 9-14 year olds discover how their personality type effects how they approach their school work and career goals.
INTEREST & GOAL ASSESSMENTS, CONTINUED

SKILLS ASSESSMENT

- **O*NET SKILLS SEARCH**: online.onetcenter.org/skills
  The O*NET Skills Search helps individuals identify occupations for exploration by the types of skills used. Skills are selected from six broad groups to create a customized set, including: Basic Skills, Social Skills, Complex Problem Solving Skills, Technical Skills, System Skills and Resource Management Skills.

- **ARMED SERVICES VOCATIONAL APTITUDE BATTERY**: www.asvabprogram.com
  The ASVAB is designed for secondary and post-secondary students to assess how an individual's interests, abilities and personal preferences match civilian and military careers. Website offers sample skills tests and a work values evaluator.

- **CAREER INFONET SKILLS PROFILER**: www.careerinfonet.org/acinet/skills
  This interactive assessment allows users of all skill levels to choose prospective occupations, see the skill sets required, rate their own skills and compare them to what's in demand.

- **ISEEK SKILLS ASSESSMENT**: www.iseek.org/sv/12398.jsp
  This skills assessment provides a list of potential occupations and links to corresponding occupation descriptions. Individuals will be asked to rate skills positively or negatively according to preference.

VALUES

- **MINNESOTA IMPORTANCE QUESTIONNAIRE**: www.psych.umn.edu/psylabs/vpr/miqinf.htm
  This questionnaire is designed for audiences to measure vocational needs and values. It measures 20 psychological needs and underlying values relevant to work adjustment and job satisfaction. (Fee for obtaining printouts of questionnaire.)

- **O*NET WORK IMPORTANCE PROFILER**: www.onetcenter.org/WIP.html
  The Work Importance Profiler is an assessment to help individuals learn more about their work values and what they think is important in a job. Understanding work values helps people better decide which jobs and careers to explore. Software must be downloaded.

- **LIFE WORK TRANSITIONS**: www.lifeworktransitions.com/exercises/exercs.html
  Scroll down to Chapter 3, "Redefining Your Self: Passions, Preferences, Purpose," to access online worksheets corresponding to the book. The worksheets help users to determine what motivates them at work, their ideal job specification and what career goals will lead them to fulfillment.

- **OSCAR**: www.ioscar.org/tx/index.asp
  The Texas-based Occupation and Skills Computer-Assisted Researcher uses O*NET assessments to create an interactive card sort of values. Designed for users age 16 and older to determine the importance of 20 work values.

For a comprehensive listing of assessments available, visit the TESTING & ASSESSMENT section of CareerOneStop:

www.careeronestop.org
Choosing a potential career path can be overwhelming for first-time jobseekers. This exercise shows that a 7-step decision-making process works for an everyday decision, like deciding what to wear, as well as for bigger decisions, like choosing a career.

1. **Identify the decision to be made** (What shall I wear to work today?)

2. **Gather the information** (What's the weather going to be like? What's cleaned and pressed?)

3. **Identify the alternatives** (Either my blue suit, gray pants or blue jeans and a t-shirt.)

4. **Weigh the evidence** (Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, but I must find a matching shirt.)

5. **Choose among the alternatives** (Gray pants and white shirt.)

6. **Take action** (Press clothes and get dressed.)

7. **Review and evaluate the decision** (Look in the mirror, decide it looks good, but might need to change shoes).

Adapted from:


[State Occupational Information Coordinating Committee]
Exercise: Applying 7 Steps to Career Decision-Making

1. **Identify the decision to be made** (Go to 2- or 4-year college, where, what major; or choose military or work.)

2. **Gather the Information** (Gather facts about myself — interests, abilities, values; gather facts about career options — salary, work setting, education or training required; sources to get more information?)

3. **Identify the alternatives** (What career options suit me best?)

4. **Weigh the evidence** (Consider the pros and cons; what are the short-term and long-term outcomes; recognize obstacles; what resources are available to meet my goals?)

5. **Choose among the alternatives** (From Step 4, generate a list of possible career or college choices.)

6. **Take action** (Make a definite plan — visit a work environment, visit schools or talk to college representatives.)

7. **Review and evaluate the decision** (Did I consider all the important factors? Are there new alternatives I need to consider?)

Adapted from:


[State Occupational Information Coordinating Committee]
Lesson Plans

Lesson Plans focus on career development competencies in areas of self-knowledge and career planning, occupational and education exploration, and job search. Each Lesson Plan contains 5 sections that coincide with the National Career Development Guidelines, as well as links to career-based articles. Lesson plans are specifically designed to assist career professionals with students and clients in the career exploration process.

The 5 sections are broken down into:

1. **Focus & Review** ~ states the focus of the lesson plan and highlights the review process.
2. **Statement of Objectives** ~ states the objectives the participant is to learn.
3. **Teacher Input** ~ outlines ways to instruct participants in completing the activity.
4. **Guided Practice** ~ highlights discussion points for groups.
5. **Closure** ~ states suggestions for completion of activity.

In some instances, **Technology Connections** are provided. These connections are just one more way for facilitators to link new technology to the lesson plan. Just look for the technology icon!

Activities & Worksheets

Worksheets are pre-made career development activities for students and clients to further explore careers and interests. Activity answers will vary depending on participants' self assessments and answers to questions about individual interests.

By completing activities, participants are actively engaged in seeking out career resources. This assists in better acquainting individuals with the tools and resources available to them.

This logo represents MnCareers-produced activities. Please feel free to adapt these exercises according to your needs.
Lesson Plan: Self-Assessment & Work Values

ARTICLES: Interest Assessment (MnCareers pgs. 4-7); Self-Appraisal Questionnaire (Facilitator Guide Worksheet #9, page 17).

1. FOCUS & REVIEW
   - Conduct an interactive Q & A discussion to aid students in understanding the connection between their current life and their future life.
   Example questions:
     - How many hours per day do the students spend in school?
     - Do they like what they're doing?
     - How many hours do they think they will work per day? (During their working lives, most Americans work 40-60 hours per week for 30+ years.)
     - Do students plan to choose the type of work they do based on what they like to do?

2. OBJECTIVE
   - Students will brainstorm work values.
   - Students will identify characteristics of the workplace that are important to them.

3. TEACHER INPUT
   - Discuss the definition of work values. Have students complete Worksheet #4 Work Values Assessment, page 12.
   - Identify work values such as income, work setting (inside, outside, office, home, etc.), work schedule, structured vs. non-structured environment, working with one's hands, relocation and travel, helping others, working alone, leadership, growth, etc.

4. GUIDED PRACTICE
   - Form small groups of 3 to 4 students. Have the students brainstorm and record a list of reasons for working or selecting a particular career.
   - Record on the chalkboard all items identified by each group. You may want to do this in a "round robin" fashion so that all groups have the opportunity to participate.

5. CLOSURE
   - Review work values and summarize student choices.

Adapted from:
[State Occupational Information Coordinating Committee]
Worksheet #1: Interests Assessment

Understanding your likes and dislikes will help when planning for a career that best matches your interests. The more interested you are in your work, the happier you will be on the job. The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things or ideas.

**Directions:** In each section, answer every question by checking the Yes or No box. Total all the Yes checks for each section then, at the bottom of the page, circle the area of interest where you had the most Yes answers.

### PEOPLE

<table>
<thead>
<tr>
<th>Do you like to:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertain a child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to a friend's personal problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach someone how to do something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help someone who is sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead a group or club activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with the public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run for an office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sell a product</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

### DATA

<table>
<thead>
<tr>
<th>Do you like to:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research a topic of interest to you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be a treasurer of a club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work scientific experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with numbers/statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure a car's gas mileage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance a bank statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a computer program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

### THINGS

<table>
<thead>
<tr>
<th>Do you like to:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bake a cake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair car/machinery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sew or make crafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build something from wood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operate a cash register or calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do landscaping/lawn care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operate camera/video equipment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

### IDEAS

<table>
<thead>
<tr>
<th>Do you like to:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decorate a room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a poem or story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publish school yearbook or newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write lyrics or rap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint, draw, watercolor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform or act in school play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play musical instrument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invent a new product</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

My highest INTEREST section at this time is: PEOPLE  DATA  THINGS  IDEAS

Adapted from:


[State Occupational Information Coordinating Committee]
Worksheet #2: Skills & Abilities Assessment

Jobs require different skills and abilities. You might not have all the skills or abilities necessary for some occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease with which you can learn something new.

**Directions:** In each section, place a check mark next to the skills you have now. Then go back and place a check mark next to the skills you might not have yet, but feel you could learn with a little work. Total the checks in each section then, at the bottom of the page, circle the area where you had the most skills and aptitude.

### PEOPLE

<table>
<thead>
<tr>
<th>Do you have the ability for:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
</tr>
<tr>
<td>Supervising</td>
<td></td>
</tr>
<tr>
<td>Caring for others</td>
<td></td>
</tr>
<tr>
<td>Host or hosting</td>
<td></td>
</tr>
<tr>
<td>Presiding over meetings</td>
<td></td>
</tr>
<tr>
<td>Leading others</td>
<td></td>
</tr>
<tr>
<td>Listening and counseling</td>
<td></td>
</tr>
<tr>
<td>Selling goods and services</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

### DATA

<table>
<thead>
<tr>
<th>Do you have the ability for:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting or record keeping</td>
<td></td>
</tr>
<tr>
<td>Statistical work</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Testing products or ideas</td>
<td></td>
</tr>
<tr>
<td>Investigating problems</td>
<td></td>
</tr>
<tr>
<td>Computer programming</td>
<td></td>
</tr>
<tr>
<td>Working scientific experiments</td>
<td></td>
</tr>
<tr>
<td>Collecting information</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

### THINGS

<table>
<thead>
<tr>
<th>Do you have the ability for:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairing things or objects</td>
<td></td>
</tr>
<tr>
<td>Operating machinery or equipment</td>
<td></td>
</tr>
<tr>
<td>Assembling parts</td>
<td></td>
</tr>
<tr>
<td>Using tools</td>
<td></td>
</tr>
<tr>
<td>Cooking or baking</td>
<td></td>
</tr>
<tr>
<td>Operating a sewing machine</td>
<td></td>
</tr>
<tr>
<td>Woodworking</td>
<td></td>
</tr>
<tr>
<td>Construction work</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

### IDEAS

<table>
<thead>
<tr>
<th>Do you have the ability for:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing stories and poems</td>
<td></td>
</tr>
<tr>
<td>Composing music</td>
<td></td>
</tr>
<tr>
<td>Designing new products</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>Inventing new products</td>
<td></td>
</tr>
<tr>
<td>Acting or singing</td>
<td></td>
</tr>
<tr>
<td>Playing a musical instrument</td>
<td></td>
</tr>
<tr>
<td>Organizing new clubs or activities</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

My highest SKILLS section at this time is: PEOPLE DATA THINGS IDEAS

Adapted from:


[State Occupational Information Coordinating Committee]
# Worksheet #3: Personality / Temperament Assessment

Your personality is a combination of emotional and behavioral characteristics that make you different from others. How you think, feel and act with different people and in different situations is influenced by your personality or temperament. Different careers appeal to people, partially based on their personality traits.

**Directions:** Think about your temperament when you answer the following questions. In which situations would you prefer the major part of your working day to be involved?

## People

<table>
<thead>
<tr>
<th>Are you / Do you ...?</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheerful to those around you</td>
<td></td>
</tr>
<tr>
<td>Helpful to friends and family</td>
<td></td>
</tr>
<tr>
<td>Cooperative when working in a group or on a team</td>
<td></td>
</tr>
<tr>
<td>Responsive to the needs of others</td>
<td></td>
</tr>
<tr>
<td>A leader or organizer of a group</td>
<td></td>
</tr>
<tr>
<td>Outgoing and enjoy meeting new people</td>
<td></td>
</tr>
<tr>
<td>An influencer of people's opinions and attitudes</td>
<td></td>
</tr>
<tr>
<td>Understanding and sympathetic to others</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

## Data

<table>
<thead>
<tr>
<th>Are you / Do you ...?</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep organized</td>
<td></td>
</tr>
<tr>
<td>Pay close attention to details</td>
<td></td>
</tr>
<tr>
<td>Prefer to work with numbers and statistics</td>
<td></td>
</tr>
<tr>
<td>Prefer to perform repetitive tasks</td>
<td></td>
</tr>
<tr>
<td>Prefer to work on a set schedule</td>
<td></td>
</tr>
<tr>
<td>Think logically</td>
<td></td>
</tr>
<tr>
<td>Prefer practical ways of doing things</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

## Things

<table>
<thead>
<tr>
<th>Are you / Do you ...?</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like to work with precise rules, limits or standards</td>
<td></td>
</tr>
<tr>
<td>Prefer to work with machines and objects rather than people</td>
<td></td>
</tr>
<tr>
<td>Efficient</td>
<td></td>
</tr>
<tr>
<td>Prefer to work alone</td>
<td></td>
</tr>
<tr>
<td>Prefer to work with your hands</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td></td>
</tr>
<tr>
<td>Inquisitive about making something work or run</td>
<td></td>
</tr>
<tr>
<td>Resourceful with materials and methods</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

## Ideas

<table>
<thead>
<tr>
<th>Are you / Do you ...?</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curious about how and why things are the way they are</td>
<td></td>
</tr>
<tr>
<td>Prefer to have a variety of duties that change often</td>
<td></td>
</tr>
<tr>
<td>Seek new ways of doing things</td>
<td></td>
</tr>
<tr>
<td>Artistic</td>
<td></td>
</tr>
<tr>
<td>Creative</td>
<td></td>
</tr>
<tr>
<td>Prefer to set your own schedule</td>
<td></td>
</tr>
<tr>
<td>Versatile and flexible in activities and behaviors</td>
<td></td>
</tr>
<tr>
<td>Expressive, eloquent in writing, performing or drawing</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ✓'s**

### My highest PERSONALITY section at this time is:  

PEOPLE  DATA  THINGS  IDEAS

Adapted from:  
[State Occupational Information Coordinating Committee]
Worksheet #4: Work Values Assessment

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

Directions: Think about what you want from an occupation. From the list below:
1. Check the values that are most important to you.
2. Add work values not mentioned which are also important to you.
3. Re-write and prioritize the list from 1-10. Put what you value most as #1, and proceed down the list to what you value the least, or is not important to you, as #10

**JOB VALUES**

___ 1. Adventure — working in a job that requires taking risks
___ 2. Prestige — having an important position
___ 3. Creativity — finding new ways to do things
___ 4. Helping others — working in the assisting and caring of other people
___ 5. High earnings — being well paid for the standard of living you want
___ 6. Variety of duties — having several different things to do
___ 7. Independence — deciding how to do my work
___ 8. Exercising leadership — being able to direct and influence others
___ 9. ____________________________________________
___ 10. ____________________________________________

**PRIORITIZE YOUR LIST:**
From the values listed above, write what is most important to you on Line 1, ranking the values to what is least important to you on Line 10.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

Adapted from:
[State Occupational Information Coordinating Committee]
Worksheet #5: Assessment Summary

Directions: Use the information from Worksheets #1-4 to answer the following questions about yourself.

1. INTEREST INVENTORY: My interests were mainly centered around:
   
   ____ people  ____ data  ____ things  ___ ideas

2. SKILLS & ABILITIES CHECKLIST: My skills and abilities were mainly centered around:
   
   ____ people  ____ data  ____ things  ___ ideas

3. TEMPERAMENT / PERSONALITY CHECKLIST: I think of myself as being what type of person:
   
   ____ people  ____ data  ____ things  ___ ideas

4. TOTAL from 1-3:
   
   ____ people  ____ data  ____ things  ___ ideas

5. My TOP 3 WORK VALUES are:
   
   1. __________________________________________________________

   2. __________________________________________________________

   3. __________________________________________________________

Adapted from:
[State Occupational Information Coordinating Committee]
Worksheet #6: Choices Not Chances

Directions: Use your interest profile from pgs. 6-7 in MnCareers to summarize your findings.

Summary and Action Plan:

1. My interest profile RIASEC Code includes:

   _____ Realistic   _____ Investigative   _____ Artistic   _____ Social
   _____ Enterprising  _____ Conventional

2. Occupations that are somewhat and very interesting to me are:

   ____________________________________________  ____________________________________________
   ____________________________________________  ____________________________________________

3. School subjects that will help me prepare for my career goals are:

   ____________________________________________  ____________________________________________
   ____________________________________________  ____________________________________________

4. Skills I need to develop:

   ____________________________________________  ____________________________________________
   ____________________________________________  ____________________________________________

5. Action Plan: Things I need to do:

   _____ Talk to someone working in a career area I am interested in.
   _____ Go to career center, WorkForce Center (see MnCareers Facilitator Guide pg. 282) or library for more information.
   _____ Research what places can prepare me for my choices.
   _____ Create or update my 4-year plan.
   _____ Talk to my career counselor about my choices.


Adapted from:
[State Occupational Information Coordinating Committee]
Worksheet #7: Lifestyle Considerations

Directions: Answer the following questions in the spaces provided.

1. Describe your present lifestyle. What are your hobbies? What do you do when you are not working or in school?

2. What part of your life do you enjoy the most? Time with family? Learning new things? Socializing with friends? Other?

3. What part of your life do you dislike? Do you expect this to change?

4. Who are the most important people in your life and how do they influence your decisions?

5. If you were previously employed, what are the things about your job that you liked and disliked? List 3 things of these likes and dislikes.

   LIKES       DISLIKES
   1.__________________________   1.__________________________
   2.__________________________   2.__________________________
   3.__________________________   3.__________________________

6. List 4 occupations you have thought about doing. Describe why you're interested in each occupation.

   1._________________________________________________________________________________
                                                  ___________________________________________________________________________________

   2._________________________________________________________________________________
                                                  ___________________________________________________________________________________

   3._________________________________________________________________________________
                                                  ___________________________________________________________________________________

   4._________________________________________________________________________________
                                                  ___________________________________________________________________________________

Adapted from:
[State Occupational Information Coordinating Committee]
Worksheet #8: Goal Setting

To set effective goals, it's important to remember the following:

A goal needs to be . . .

Θ STATED IN CLEAR TERMS
For example: I want to attend Winona State University in Winona, MN.

Θ BELIEVABLE
You must believe you can reach the desired goal.

Θ ACHIEVABLE
You must have the interest, skills, abilities, strengths and resources (time, money, etc.) to make this goal happen.

Θ MEASURABLE
There must be a way to measure your goal. Specify a time frame and a way to observe or determine that you have accomplished the goal.

Θ DESIRABLE
The goal must be something that you truly want to achieve.

List 3 goals in each area. Then rank them in order of importance from 1-3.

MY SCHOOL GOALS: ____________________________________________ rank: _____
____________________________________________ rank: _____
____________________________________________ rank: _____

MY EDUCATIONAL GOALS: ____________________________________________ rank: _____
____________________________________________ rank: _____
____________________________________________ rank: _____

MY CAREER GOALS: ____________________________________________ rank: _____
____________________________________________ rank: _____
____________________________________________ rank: _____

PERSONAL GROWTH GOALS: ____________________________________________ rank: _____
(*ways in which you hope to grow personally) ____________________________________________ rank: _____

LONG-RANGE LIFE GOALS: ____________________________________________ rank: _____
(*use a time-frame or years or your future age) ____________________________________________ rank: _____
Worksheet #9: Self-Appraisal Questionnaire

1. List some school subjects that you've done well in. Did you enjoy these subjects?
   
   ___________________________  enjoyed       didn't enjoy
   ___________________________  enjoyed       didn't enjoy
   ___________________________  enjoyed       didn't enjoy

2. List any jobs you've held. Which job(s) did you like the best and why?

3. What are you good at? What do you learn easily without much help from others?

4. List 15 words that describe your personality. (examples: quiet, talkative, organized, creative)

   ___________________________  ___________________________  ___________________________
   ___________________________  ___________________________  ___________________________
   ___________________________  ___________________________  ___________________________
   ___________________________  ___________________________  ___________________________

5. If you could learn any new skill, what would it be? Why?

6. List physical conditions that could help or hurt you on the job (require glasses, overweight, etc.).

7. List 4 jobs that you would like, even if you don't know much about them. What is it about each of these jobs that appeals to you?

Adapted from:
Louisiana Career Gear 2003/2004 Instructor's Guide
[Louisiana Works, Department of Labor]
Worksheet # 10: Begin the Exploration

Use your 2007 copy of MnCareers to answer the following questions. The following activities will help you become more familiar with the occupation information in the MnCareers publication.

TABLE OF CONTENTS (PAGES ii-iii)

1. Radiologic Technologist occupations fall under which career field and can be found on which page(s)?

2. Where can you find more information about other Health Technician occupations?

WHAT DO I WANT TO DO WITH MY LIFE? (PAGES 1-18)

3. Following are letter codes used in the interest assessment in MnCareers on pgs. 4-7. Complete what each code stands for and list one occupational group related to the code. Give the page number of where to find specific occupations for each group.

<table>
<thead>
<tr>
<th>What the Code Means...</th>
<th>Occupational Group</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td></td>
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</tbody>
</table>

4. List 5 types of skills or knowledge that are in demand by employers with a brief description for each:
   A. 
   B. 
   C. 
   D. 
   E. 

5. What CareerOneStop tool helps you find potential training resources to gain new skills?
Worksheet #10, continued

6. What is a nontraditional occupation? Identify and list 3 nontraditional occupations for each gender.

7. What does it mean to "test drive" a job? Name 3 popular work-based learning opportunities and ways in which you might use them to research a career path.

WHAT DO THE NUMBERS SAY? (PAGES 19-22)

8. What is Employment Growth and why is it important to consider when thinking about a career?

9. What is Job Outlook data and what does it tell you?

CAREER FIELDS (PAGES 23-82)

10. List the 6 career fields in MnCareers. For each one, name an occupational group and 3 to 4 specific occupations found within that field. See the example below.

<table>
<thead>
<tr>
<th>Career Field</th>
<th>Occupational Group</th>
<th>Specific Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Engineering &amp; Technology</td>
<td>Construction Occupations</td>
<td>Brickmason, Carpenter, Construction Laborer, Electrician, Pipefitter, Plumber, Painter, Roofer, etc.</td>
</tr>
</tbody>
</table>

|                      |                          |                                                          |
|                      |                          |                                                          |
|                      |                          |                                                          |
|                      |                          |                                                          |
|                      |                          |                                                          |
11. Browse through all the occupations listed in each of the career fields. Choose one occupation that looks appealing and complete the following information:

   Occupational title: __________________________________________________________
   Employment: ________________________________________________________________
   Wages (low-end, median & high-end): __________________________________________
   Interest profile: ______________________________________________________________
   Growth: _______________________________________________________________________ 
   Education requirements: _______________________________________________________ 
   Job Outlook: _________________________________________________________________

12. What types of skills are required for the occupation listed above?

   ________________________________________________________________

WHERE DO I GO FROM HERE? (PAGES 83-105)

13. MnCareers lists a lot of possible future options. Name 4 future options listed in the publication. List 2 advantages for each.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________


   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

15. What is the average unemployment rate for people with a bachelor’s degree? What is the unemployment rate for those who did not graduate from high school?

   ________________________________________________________________
**Worksheet #11: My Interests**

Use 2007 MnCareers to help you complete this activity.

1. Take the Interest Assessment on page 5 of MnCareers and record your interest profile below.

<p>| | |</p>
<table>
<thead>
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2. Record the descriptions found on page 6 for the 3 letters in your interest profile and write 2 key words that describe each of your codes.

<table>
<thead>
<tr>
<th>Interest Profile</th>
<th>Description (key words)</th>
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3. Do you believe your interest profile matches your true interests? Why do you agree or disagree?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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4. True or False: You should explore and choose a career solely based on the scores you receive from interest assessments, like the in MnCareers. Why or why not?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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   __________________________________________________________
5. List 3 occupational groups linked to your interest profile (refer to page 7 in MnCareers). Based on the occupational groups, complete the grid below.

<table>
<thead>
<tr>
<th>Interest Profile</th>
<th>Occupational Group</th>
<th>List 3 specific occupations within this group</th>
<th>Wage Ranges</th>
<th>Job Outlook</th>
</tr>
</thead>
<tbody>
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</table>

6. Are you interested in the occupations linked to your interest profile? If yes, which occupations? If no, which ones you are willing to learn more about?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. List 2 additional assessment resources shown on page 4. Where can you find these resources?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Worksheet #12: Self-Exploration

Each one of us has unique interests, skills, abilities and preferences. Self-exploration is about becoming aware of those qualities. This exercise requires you to write down specific aspects regarding your interests, skills and abilities. You'll might to record information in a journal or in your portfolio.

My Interests
List 3 to 5 things you like to do. Examples might include: working with tools, leading a group, making decisions, working with numbers, developing new ideas, selling things, painting pictures, etc.

My Lifestyle or Work Preferences
List 3 to 5 lifestyles or work preferences you might to take into consideration when exploring the world of work. Work preferences might include things like: working alone or with others, a preference for working inside or outside, working at a set location or a job that entails travel, flexible or regular schedules, sitting at a desk or being physically active.

My Skills and Abilities
List 3 to 5 skills you perform particularly well. Examples might include the ability to multi-task, being organized, getting along well with others, managing time efficiently, solving problems, etc.

Preferred Education and Training
Enter the amount and type of education and training you expect to complete after high school. This goal might change as you find out more about the occupations you're interested in.

Other Things I Learned About Myself
Think about other things you've learned about yourself that are important to consider when making a career decision. For example: personal strengths or weaknesses.