Investigating Careers
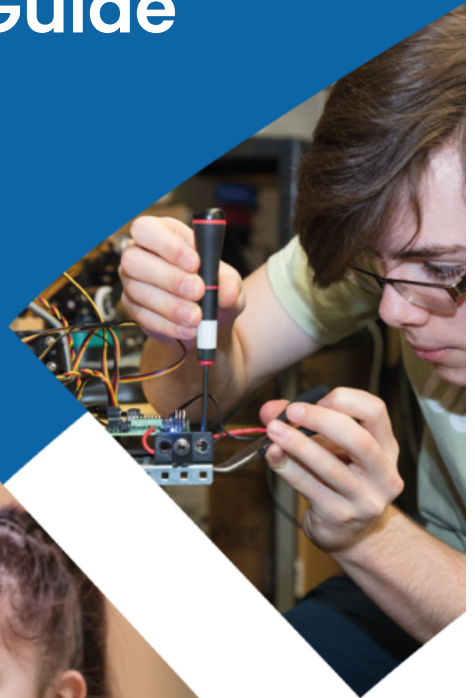
Career Readiness Student Guide

A resource for MPS Courses 99201, 99201P, 99201GP

CAREER & TECHNICAL EDUCATION

MPS | MINNEAPOLIS PUBLIC SCHOOLS

Attn: MPS Teachers.

As of July 1, 2022 there are no longer fillable .pdfs available for this student guide. Feel free to create static .pdfs using the print or export features within Google drive.

Investigating Careers

Career Readiness Student guide

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WELCOME AND INTRODUCTION

Welcome to the Career Readiness Seminar Credit By Assessment course offered by Minneapolis Public Schools Career and Technical Education department! We are excited you are interested in exploring the career development process while also discovering possible career paths.

This comprehensive Credit By Assessment process ensures you are prepared and equipped to succeed in the workplace. You will create a personal portfolio that documents evidence of mastery in key topic areas which may have been created in a variety of settings including: My Life Plan/Naviance, STEP-UP, Career and Technical Education (CTE) courses, GEAR-UP, AVID, Jobs for America's Graduates (JAG), Upward Bound, or with another of the many MPS Community Partnership opportunities.

Upon approval of your personal Career Readiness Seminar Credit By Assessment portfolio submission, you will earn .50 Semester Elective Credit for MPS Course #99201P. Successful completion will make you eligible to earn credit for employment as part of the CTE Career Experience/Internship Course #99202. Ask your counselor or a Career and Technical Education teacher for more information. It is highly recommended you work with a counselor/teacher/mentor (see page v) to guide you through this portfolio process.

4 EASY STEPS to complete your Career Readiness Seminar Portfolio.

- ❏ Read the Welcome and Introduction section of this Student Guide

- ❏ Submit both the Credit By Assessment Contract and the Student Experience Summary by email to work-based.learning@mpls.k12.mn.us

- ❏ Complete required Career Readiness activities, including self-assessments

- ❏ Submit your portfolio for review

I. PORTFOLIO REQUIREMENTS

Work through the seven sections of this Student Guide:
1. Complete the required activities in each section AND/OR
2. Provide evidence (documents) showing you have previously mastered the activity topics.

Most items underlined and printed in blue in this Student Guide are linked in the digital version of this guide to other important and relevant resources for your convenience. Simply click on a link to navigate to a specific resource. The digital version of this Student Guide can be found at: cte.mpls.k12.mn.us.

Required Activities

Complete all activities as directed in each section of this Student Guide or locate a similar, previously created, piece of evidence. Activities do not need to be completed in order.

Previously Created Evidence

If you have existing evidence (a paper document or an electronic document) proving you previously mastered an activity topic, you need to fill out the Evidence Identification Form (for each piece of evidence) and place both the Evidence Identification Form and a copy of the existing evidence in your portfolio (form found on page viii). Evidence completed in the past two years is preferred; however, evidence created before 8th grade will not be accepted.

Some examples of programs where you may have previously created evidence for this portfolio include:

- Academic Advisory
- AVID (Advancement Via Individual Determination)
- GEAR UP
- LEAP - Learn & Earn to Achieve Potential
- MPS Career & Technical Education
- MPS Career and College Centers

- MPS My Life Plan/Naviance
- STEP-UP
- Upward Bound
- Community Agencies
- Other

Make sure you, along with your teacher/mentor, review your work and previously created evidence using the Self-Assessment Rubrics and make improvements as needed. Your goal is to earn a proficiency level grade in all areas.

II. PORTFOLIO OPTIONS
There are two ways you can prepare and store your portfolio:

Option 1.How to Submit a Paper Portfolio
If you prefer to submit a paper portfolio using a 3-ring binder, your teacher/mentor will print and provide this *Career Readiness Student Guide* for you. A printable version of *Student Guide* worksheets and easy access to all of the resource links can be found at: cte.mpls.k12.mn.us.

- Evidence for each activity, including "Evidence Identification Forms" and documents, should be organized by section in a 3-ring binder.
- Label the top right corner of each piece of previous evidence using the following format: **Lastname_Firstname_Section#_DocumentTitle**.
- Handwriting must be legible and documents presented in a professional manner.

Upon completion, give your portfolio binder to your teacher/mentor. They will send your portfolio to a reviewer for evaluation.

> **!** **Teacher/Mentor:** If you do not have a licensed work-based learning coordinator at your school site, please mail student portfolio submissions through MPS district mail to CTE Department, Davis Center for review.
>
> **Label package:** Career Readiness Student Portfolio.

Option 2. How to Submit a Digital Portfolio
If you prefer to submit a digital portfolio, you can complete the activities, and then upload the worksheets or evidence to a Google folder you create.

- Set-up your Main Google Folder with a folder for each Activity Section (see image) inside to keep your evidence submissions organized. Name the main folder using the following format:
Year_Lastname_Firstname_Student Portfolio

  Make sure to set up the folder link to be "shared" as "anyone at Minneapolis Public Schools with the link can comment".

- Scan or take a picture of each worksheet or piece of evidence, save and name each document using the following format:
Lastname_Firstname_Section#_DocumentTitle
- Save each piece of evidence in the appropriate Section folder.
- Once you complete all required activities and have created your submission Folder(s), use your MPS email, send the link to your Google portfolio folder to work-based.learning@mpls.k12.mn.us with "Final Career Readiness Portfolio First Name Last Name " in the subject box.

Name ↑
📁 Section 1: Career Development Process
📁 Section 2: Self-Exploration
📁 Section 3: Career Research
📁 Section 4: Career Exploration
📁 Section 5: Career Planning
📁 Section 6: Employment Process
📁 Section 7: Career Success
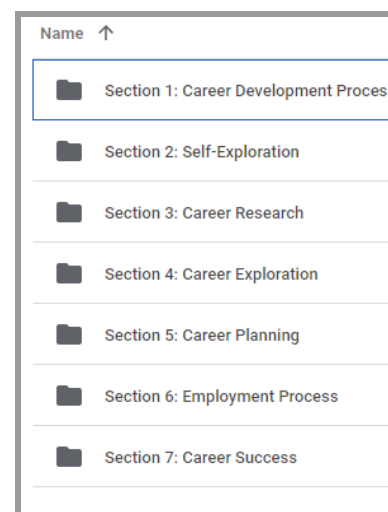
> **!** **Submission Dates:** Portfolios will be reviewed each semester.
> Deadlines for submitting your portfolios are December 15th for Semester 1 and May 15th for Semester 2.

III. PORTFOLIO GRADING

Each student's portfolio will be reviewed to determine "Credit" or "No Credit". If you wish to receive a letter grade instead, be sure to check the letter grade line on your "Career Readiness Credit by Assessment Contract" (page vi).

Credit will be awarded after you have demonstrated a proficient level of mastery on a minimum of 80% of the required activities in each section. The Self-Assessment Rubrics will be used to grade each section of your portfolio.

It is the student's responsibility to use the self-assessment rubrics to evaluate their work. It is recommended that your teacher/mentor participate in this review process. If your work does not score "proficient" on the section rubric you should revise your work until it reaches the "proficient" level on the rubric. After you have completed each section and made any necessary improvements, you are ready to submit your portfolio!

If a required activity in a section is missing or if evidence is not at a proficient or developing level, your portfolio will be returned to you so you can finish or make changes.

Your final grade will be emailed to you within 3 weeks of the portfolio submission due date.

Frequently Asked Questions

Question: Who can act as my teacher/mentor?

Answer: Any supportive adult can serve as a teacher/mentor. Some possibilities are: MPS teacher, staff member, or coach; community organization leader; case manager; etc.

Question: Do I have to work with a teacher/mentor?

Answer: No. You can work on this Career Readiness Credit By Assessment course on your own. Follow the directions to complete activities and review your work using the Self-Assessment Rubric. However, working with a teacher/mentor is highly recommended as their knowledge and experience will help you submit a proficient level portfolio.

Question: How do I use the Self-Assessment Rubric?

Answer: A Self-Assessment Rubric is used when you review your work in each section. By reading the expectations in the rubric, you can see if you are missing some evidence, need to edit your work, or add details. Improvements can be made before you submit the portfolio. Ask your teacher/mentor to use the Self-Assessment Rubric to review your work with you.

Question: Do I have to get a proficient score on all activities in order to pass?

Answer: You need to score proficient on a minimum of 80% of the required activities in <u>each</u> section. If you score a "Not Complete", it is an indicator your portfolio is not ready to be submitted.

Question: Can I earn a letter grade instead of "Credit" or "No Credit"?

Answer: YES! You can choose between earning a letter grade that will affect your GPA or earning "Credit" or "No Credit" which will appear with those words on your high school transcript. Mark the line on the Career Readiness Credit By Assessment Contract to declare your choice. Students who meet proficient status on 80% of the required activities in each section will earn a grade of B or above. Typical letter grades are: 80-82% = B-, 83-86% = B, 87-89% = B+, 90-92% = A-, 93-96% = A, and 97%-100% = A+.

Question: Do I have to use my MPS email for this course?

Answer: YES! We will only communicate with you using your MPS issued email.

Still have questions?

Email your questions to the Career Readiness Team at:
work-based.learning@mpls.k12.mn.us

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 MPS | CAREER AND TECHNICAL EDUCATION

99201P Career Readiness Student Contract

Student Name:_____Student ID #: _____

Telephone Number: _____MPS Email: _____

School Name: _____H.S. Graduation Year: 20_____

Portfolio Grade Type (check one): _____I want to receive "Credit" / "No Credit"   _____I want to receive a letter grade

Career Readiness Seminar Teacher's/Mentor's Name: _____

Teacher's/Mentor's Job Title :_____

Teacher's/Mentor's Employer:_____

Teacher's/Mentor's Phone:_____ Email:_____

Career Readiness Seminar Teacher's/ Mentor's Signature:

_____

I understand all components and requirements of the Career Readiness Seminar Credit By Assessment procedure. I agree all scoring/grading decisions of the Work Based Learning teacher are final. For credit to be earned, I must complete all assignments to a level demonstrating mastery of standards.

I understand it is recommended I work with a teacher/mentor and am expected to check in with my teacher/mentor as we agreed upon ahead of time.

_____   _____
Student Signature   Date

My student has informed me that he/she intends to complete the Career Readiness Credit By Assessment Course portfolio.

_____   _____
            Parent/Guardian Signature (if student is under age 18)   Date

Complete and email this Contract and the Student Experience Summary to: work-based.learning@mpls.k12.mn.us.

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99201P Career Readiness
Student Experience Summary

INSTRUCTIONS: Please check or list (below) classes and/or programs in which you have participated.

❏ MPS Career & Technical Education Course(s)

- ❏ Agriculture
- ❏ Automotive
- ❏ Business and Finance
- ❏ Computer Science & Information Technology
- ❏ Construction
- ❏ Education
- ❏ Engineering
- ❏ Healthcare
- ❏ Law & Public Safety
- ❏ Manufacturing
- ❏ Radio Broadcasting
- ❏ Robotics
- ❏ Web Design or Digital Media
- ❏ Welding
- ❏ Work-Based Learning

❏ MPS Health Course: 10011 or 11000

❏ STEP-UP (list ages): _____

❏ AVID (list years): _____

❏ JAG (list years): _____

❏ Legacy Program

❏ Upward Bound Program at: _____

❏ Internship Program

Place of Internship: _____

Contact Name: _____

Phone: _____

❏ First Aid Training at: _____

❏ Babysitting Training at: _____

❏ CPR Training at: _____

❏ Other Safety Training: _____

❏ YouthLink

Case Manager: _____

Phone: _____

❏ Emerge

Case Manager: _____

Phone: _____

❏ HIRED / MN Workforce Center

Case Manager: _____

Phone: _____

❏ Boy/Girl Scouts

Contact name: _____

Phone: _____

❏ Boys & Girls Clubs

Contact name: _____

Phone: _____

❏ STEP-UP
Job Coach: _____

Phone: _____

❏ Other Organization

Contact name: _____

Phone: _____

❏ Other Organization

Contact name: _____

Phone: _____

Complete and email this Summary and the Credit by Assessment Contract to: work-based.learning@mpls.k12.mn.us.

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99201P Career Readiness
Evidence Identification Form

➔ You must complete this form and submit it with <u>EACH</u> piece of evidence you have collected that meets a portfolio requirement when not completing the suggested activity in this student guide.

➔ Evidence completed in the past two years is preferred.

➔ Evidence created before 8th grade <u>will not</u> be accepted.

Potential Sources of Evidence

- Academic Advisory
- AVID
- GEAR UP
- JAG (Jobs for America's Graduates)
- MPS Career and College Centers
- MPS Career & Technical Education (CTE) Courses
- MPS My Life Plan/Naviance
- STEP-UP
- Upward Bound
- Other Organizations

Identification of Evidence

Name of document:_____

Chapter or lesson (if applicable) referencing the document:

_____

When did you complete the document? Month:_____   Year:_____

Name of organization where document was completed:_____

Contact information for a person at the above organization who can confirm your participation:

Name of contact: _____

Phone number(s) for contact: _____

Email address(es) for contact: _____

Copies of original certificates/documents are acceptable

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99201P Career Readiness Self-Assessment Rubrics

INSTRUCTIONS: Please use the following rubrics to improve the quality of your work in each section. Students should review their work and submit only portfolio evidence that meets the **PROFICIENT** column requirements below. Each category is scored on a 3 point scale. Proficient = 3 points, Developing = 1 point, and Not Complete = 0 points.

SECTION 1: Career Development Process			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Career Development Stages	Highlight or circle activities previously completed. Accurately list all 6 stages of the Career Development Process on the worksheet.		Career Development Process Worksheet is not complete.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

SECTION 2: Self-Exploration			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Reality Check Results	Reality Check Results are present.		Reality Check Results are not present.
Values Assessment	One values assessment is completed or previous evidence is used.		A values assessment is not completed or previous evidence is not used.
Career Assessments	Two career assessments from different categories are completed or previous evidence is used.		Two career assessments are not completed or previous evidence is not used.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

SECTION 3: Career Research			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Career Research	All topics and questions on both sections of Career Research Worksheet are complete. Previous evidence may be used but must answer all topics and questions on Career Research Worksheet.		Career Research Worksheet is not complete or previous evidence is not used. Some topics/questions are missing.
Virtual Job Shadow	Two videos, related to your career research, were viewed on Virtual Job Shadow website and the Virtual Job Shadow Worksheet is complete.	One video, related to your career research, was viewed and the Virtual Job Shadow Worksheet is incomplete.	The Virtual Job Shadow Worksheet is not complete.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

SECTION 4: Career Exploration			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Internship Article Worksheet or TED Talk Worksheet	Internship Article or TED Talk Worksheet is complete. All answers are accurate.		Internship Article or TED Talk Worksheet is not complete or has incorrect answers.
Exploring Local Career Experiences	Successfully completed the Exploring Local Career Experiences research.		Exploring Local Career Experiences research is not complete.
Reflection Questions	Reflection Question 1: Student describes 2 to 4 exploration activities they have completed. Each activity description contains 3 to 5 phrases. Reflection Question 2: Student describes 3 to 5 career exploration activities they could complete in the future. Each activity description contains 3 to 5 phrases. There are a total of 2 or less spelling or grammar errors.	Reflection Question 1: Student descriptions of 2 to 4 exploration activities they have completed may be missing information. Each activity description may not contain 3 to 5 phrases. Reflection Question 2: Student descriptions of 3 to 5 career exploration activities they could complete in the future may be missing information. Each activity description may not contain 3 to 5 phrases. There are a total of 3 to 6 spelling or grammar errors.	Answers for Reflection Questions in Section 1 and/or Section 2 are incomplete or missing. There are a total of 7 or more spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

SECTION 5: Career Planning			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Career Comparison or Education/Training Comparison	Responses are supported by evidence from Section 2: Self-Exploration and Section 3: Career Research. All sections of Career Comparison Worksheet or the Post-secondary Education/Training Comparison Worksheet are complete or previous evidence of prior work is used.		Responses do not include evidence from Section 2: Self-Exploration and/or Section 3: Career Research. Career Comparison or Post-secondary Education/Training Comparison Worksheet is not complete or no previous career comparison evidence is used.
SMART Goal	SMART Goal Setting Worksheet is complete or previous evidence of setting a SMART goal is used.		SMART Goal Setting Worksheet is not complete or no previous SMART goal setting evidence is used.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

SECTION 6: Employment Process			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Personal Info Worksheet	The Personal Information Worksheet is complete or previous evidence of a personal information sheet/form is used.	1 to 2 sections of the Personal Information Worksheet are incomplete. Previous personal information evidence is used but does not answer all questions on Personal Information Worksheet.	3 or more sections of the Personal Information Worksheet are incomplete. No previous evidence of a personal information sheet/form is used.
Resume	An employer-ready resume with developed sections is complete. Two or less spelling or formatting errors exist.	Resume is lacking details and/or contains 3-5 spelling or formatting errors.	No resume exists or resume contains 6+ spelling or formatting errors.
Job Searching	Job Search Resource Worksheet is accurate and complete.		Job Search Resource Worksheet is not complete or has inaccurate answers.
Interviewing Questions	All 5 interview questions are answered with details. Answers contain 4 or less spelling or grammar errors..	All 5 interview questions are answered. Answers contain 5 to 9 spelling or grammar errors.	Less than 5 interview questions are answered. Answers contain 10 or more spelling or grammar errors.
Interview History	Interview history is complete.		Interview history is not complete.
Employment Documents	The Acceptable ID and Employment Eligibility Worksheet is complete.		The Acceptable ID and Employment Eligibility Worksheet is not complete.
Form W-4	Form W-4 worksheet is complete		Form W-4 worksheet is not complete
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

SECTION 7: Career Success			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Working Teens' Health & Safety Rights	Working Teens Health & Safety Rights Worksheet questions are all complete.		Working Teens Health & Safety Rights Worksheet questions are not completed.
Workplace Safety Training	Approved workplace safety training is complete or previous evidence is used.		No approved workplace safety training is complete or no previous evidence is used.
Communication Skills	The Communication Skills Self-Assessment is complete or previous evidence is used.		The Communication Skills Self-Assessment is not complete or previous evidence is not used.
Workplace Habits	The Workplace Habits Self-Assessment is complete or previous evidence is used.		The Workplace Habits Self-Assessment is not complete or previous evidence is not used.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Career Readiness Checklist

Use the list below to keep track of your activity completion and progress.

Section 1: Career Development Process
- ❏ Career Development Process Worksheet
- ❏ Section 1 Reflection Questions

Section 2: Self-Exploration
- ❏ Reality Check
- ❏ Values Assessment-1 (personal or work)
- ❏ Career Self-Assessments-2 (interests, skills, personality)
- ❏ Section 2 Reflection Questions

Section 3: Career Research
- ❏ Career Research-Career #1
- ❏ Career Research-Career #2
- ❏ Virtual Job Shadow Worksheet
- ❏ Section 3 Reflection Questions

Section 4: Career Exploration
- ❏ Internship Article Worksheet or TED Talk Worksheet
- ❏ Exploring Local Career Experiences Worksheet
- ❏ Section 4 Reflection Questions

Section 5: Career Planning
- ❏ Career Comparison Worksheet or Post-Secondary Comparison Worksheet
- ❏ SMART Goals Worksheet
- ❏ Section 5 Reflection Questions

Section 6: Employment Process
- ❏ Personal Information Worksheet
- ❏ Professional Resume
- ❏ Job Search Resource Worksheet
- ❏ Interview Questions Worksheet
- ❏ Interview History Worksheet
- ❏ Acceptable Identity and Employment Eligibility Documents Worksheet
- ❏ Form W-4 Worksheet
- ❏ Section 6 Reflection Questions

Section 7: Career Success
- ❏ Working Teens' Health & Safety Rights Worksheet
- ❏ Workplace Safety Training Certificate
- ❏ Communication Skills Self-Assessment
- ❏ Work Habits Self-Assessment
- ❏ Section 7 Reflection Questions

SECTION 1
Career Development Process

Most people get so busy making a living that they forget to make a life!

This portfolio is organized into six sections that follow the Career Development Process shown below. Each section builds on the previous one with the end goal of having a plan for career success!

Career Success
- Communication Skills
- Workplace Habits
- Workplace Safety
- Professional Development

Self-Exploration
- Values: Personal, Work, Lifestyle
- Interests
- Skills
- Personality

Employment Process
- Personal Information Sheet
- Resume
- Job Search Resources
- Interviews
- Employment Documents

Career Research
- Job Positions and Descriptions
- Job Market Trends
- Education Requirements/Training
- Work Environments
- Employers
- Salary and Benefits

Career Planning
- Decision Making Process
- Goal Setting
- Education/Training Goals
- Financial Goals

Career Exploration
- Volunteering
- Internships
- Part Time Jobs
- Apprenticeships
- Company/Work Site Tours
- Job Shadowing
- Mentoring
- Informational Interviews

Career Development Process

Section Objectives

You will be able to:
- Analyze and understand the Career Development Process
- Reflect on your own experiences within the Career Development Process

Required Activities

❏ Complete the Career Development Process Worksheet
❏ Complete the Section 1 Reflection Questions
❏ Review activities using the Self-Assessment Rubric and make improvements

Optional Resources

- Why You Will Fail to Have a Great Career
  https://www.ted.com/talks/larry_smith_why_you_will_fail_to_have_a_great_career#t-419191
- The Six Stages of Modern Career Development
  https://www.livecareer.com/quintessential/career-development
- 10 Tips for Career Development in Process Improvement
  https://www.processexcellencenetwork.com/lean-six-sigma-business-transformation/articles/top-10-tips-for-career-development-in-process-impr

Name:_____

Career Development Process Worksheet

Most people get so busy making a living that they forget to make a life!

INSTRUCTIONS: Review Career Development Process image below and answer the questions.

1. Starting with Self-Exploration, list the six major stages of the Career Development Process.

1. _____   4. _____

2. _____   5. _____

3. _____   6. _____

2. Review the Career Development Process shown below. Please circle, highlight, or check (online) the items, under each stage, you have personally completed/experienced or are currently

Career Success
- Communication Skills
- Workplace Habits
- Workplace Safety
- Professional Development

Self-Exploration
- Values: Personal, Work, Lifestyle
- Interests
- Skills
- Personality

Employment Process
- Personal Information Sheet
- Resume
- Job Search Resources
- Interviews
- Employment Documents

Career Research
- Job Positions and Descriptions
- Job Market Trends
- Education Requirements/Training
- Work Environments
- Employers
- Salary and Benefits

Career Planning
- Decision Making Process
- Goal Setting
- Education/Training Goals
- Financial Goals

Career Exploration
- Volunteering
- Internships
- Part Time Jobs
- Apprenticeships
- Company/Work Site Tours
- Job Shadowing
- Mentoring
- Informational Interviews

Career Development Process

working on.

Name:_____

SECTION 1
Career Development Process Reflection Questions

INSTRUCTIONS: Answer each question using 3-5 complete sentences.

1. Explain the Career Development Process in your own words.

2. What stages of the process do you feel confident in and which do you need to explore more? Please explain.

3. How many times do you think someone goes through this process in their life? Ask adults around you and record their responses below:

    -
    -
    -

4. What are the major differences between "having a job" and "developing a career"?

SECTION 1: Career Development Process

	PROFICIENT 3 points per category	Developing 1 point per category	Not Complete 0 points per category
Career Development Stages	Highlight or circle activities previously completed. Accurately list all 6 stages of the Career Development Process on the worksheet.		Career Development Process Worksheet is not complete.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Date: _____

Score _____ / 6   (Proficient Score = 5 or above.)

Evaluator Notes:

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SECTION 2
Self-Exploration

Self-Exploration
- Values: Personal, Work, Lifestyle
- Interests
- Skills
- Personality

Career Development Process

Section Objectives

You will be able to:
- Identify your values, interests, skills and personality traits
- Connect your unique attributes to specific career fields on the Minnesota Career Wheel
- Identify two careers that match your values/interests/skills/personality
- Analyze the significance of exploring careers that match your values, interests, skills and personality

Required Activities

- ❏ Complete two career or personality surveys (interests, skills, or personality) while recording and reflecting on your results on page 2-5
- ❏ Complete a values (personal or work) self-assessment while recording and reflecting on your results on page 2-4
- ❏ Complete the Reality Check Tool Lifestyle Assessment while recording and reflecting on your results on page 2-3
- ❏ Review activities using the Self-Assessment Rubric and make improvements

Optional Resources

- Minnesota Career Wheel https://www.minnstate.edu/system/cte/programs/documents/POS-Framework-2019-one-pager-with-explanation.pdf
- My Life Plan/Naviance: http://guidance.mpls.k12.mn.us/my_life_plan
- Values Self-Assessments: (complete one)
  - 0*Net Work Importance Locator at Virtual Job Shadow: https://clever.com/in/minneapolis (use MPS log-in). Click on Virtual Job Shadow icon.
  - Work Values Assessment: http://jobseekersguide.org/sites/default/files/work-values-1_3.pdf
  - Personal Values: https://personalvalu.es/
- Career Self-Assessments (interests, skills, personality):
  - Interest Assessments at Virtual Job Shadow: Access Virtual Job Shadow through Clever.com/in/Minneapolis - use your MPS login for access)
  - Interest Assessments at CAREERwise: https://careerwise.minnstate.edu/careers/assessyourself.html
  - Interests, Skills and Work Values Assessments at Career One Stop: https://www.careeronestop.org/explorecareers/assessments/self-assessments.aspx
  - Personality Assessment: http://www.humanmetrics.com/cgi-win/jtypes2.asp
  - Personality Assessment: https://psychcentral.com/quizzes/personality/start.php
  - 16 Personalities: https://www.16personalities.com/
  - VA Career Interests https://www.vawizard.org/wizard/value-assess
  - Army Careers: https://www.goarmy.com/careers-and-jobs/help-choosing-a-career-job.html
- Reality Check Lifestyle Assessments:
  - Minnesota State: https://www.minnstate.edu/careerexploration/realitytool.html
  - Education Quest Foundation: https://www.educationquest.org/myeducationquest/reality-check/

Name:_____

Reality Check Worksheet

INSTRUCTIONS: Use the link to go to the Reality Check Tool and learn about the costs of a variety of lifestyles. Make selections based on the lifestyle you want in your future and record your responses in the chart below.

Reality Check Tool https://www.minnstate.edu/careerexploration/realitytool.html

Category	Your Choice	Cost per Month
EXAMPLE: Location	*Rochester*	
EXAMPLE: Housing	*2 bedroom apartment*	*$1005*
Location		
Housing		
Utilities	- - -	
Food		
Transportation		
Clothing		
Health Care		
Entertainment		
Personal Care		
Miscellaneous		
Student Loans		
Family Expenses		
Savings		
Career Clusters	1. 2.	
	Annual Expenses: $ **Monthly Expenses: $**	**Total Annual Income Needed:** **$**

This page is intentionally blank.

Name:_____

Values Assessment Worksheet

INSTRUCTIONS: Select one of the Values Surveys below and learn about the unique parts of personality and values and how they can spark ideas of possible career matches/

Values Assessment Options:

- Work Values Assessment: http://jobseekersguide.org/sites/default/files/work-values-1_3.pdf

- 0*Net Work Importance Locator at Virtual Job Shadow: Access Virtual Job Shadow through Clever.com/in/Minneapolis (Use your MPS login for access)

- Personal Values: https://personalvalu.es/

- Other:_____

Please record your survey results below:

Do you agree with the results? Why or why not?

Name:_____

Interests - Skills - Personality Worksheet

INSTRUCTIONS: Select two of the Career or Personality Surveys below and discover what career fields are a strong fit for you.

Interests, Skills, and Personality Assessment Options:

- Interest Assessments at Virtual Job Shadow. Access Virtual Job Shadow through Clever.com/in/Minneapolis - use your MPS login for access)
- Interest Assessments at CAREERwise: https://careerwise.minnstate.edu/careers/assessyourself.html
- Interests, Skills and Work Values Assessments at Career One Stop: https://www.careeronestop.org/explorecareers/assessments/self-assessments.aspx
- Personality Assessment: http://www.humanmetrics.com/cgi-win/jtypes2.asp
- Personality Assessment: https://psychcentral.com/quizzes/personality/start.php
- 16 Personalities: https://www.16personalities.com/
- VA Career Interests https://www.vawizard.org/wizard/value-assess
- Army Careers: https://www.goarmy.com/careers-and-jobs/help-choosing-a-career-job.html

Career Self-Assessment #1 (interest/skills/personality) Survey

Name of Assessment:_____

Top Results:

Do you agree with the results? Why or why not?

Career Self-Assessment #2 (interest/skills/personality) Survey

Name of Assessment:_____

Top Results:

Do you agree with the results? Why or why not?

Name:_____

SECTION 2
Self-Exploration Reflection Questions

The results of your two career assessments presented career areas that match your interests/skills/ personality. Of those suggested, which two career areas do you feel fit you best at this time, taking into account your Reality Test (lifestyle assessment) and other assessments? Why?

Name of Career Area Match One: _____

    Why is this career area a strong match?

Name of Career Area Match Two: _____

    Why is this career area a strong match?

    How is knowing your values, interests, skills and personality traits connected to doing well at work?

SECTION 2: Self-Exploration			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Reality Check Results	Reality Check Results are present.		Reality Check Results are not present.
Values Assessment	One values assessment is completed or previous evidence is used.		A values assessment is not completed or previous evidence is not used.
Career Assessments	Two career assessments from different categories are completed or previous evidence is used.		Two career assessments are not completed or previous evidence is not used.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Date: _____

Score ____ / 12 (Proficient Score = 10 or above.)

Evaluator Notes:

SECTION 3
Career Research

Career Research
- Job Positions and Descriptions
- Job Market Trends
- Education Requirements/Training
- Work Environments
- Employers
- Salary and Benefits

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Section Objectives

You will be able to:
- Research relevant details of a specific career
- Reflect on the significance of career research

Required Activities

❏ Perform research on two careers and complete two Career Research Sheets on pages 3-3 and 3-6

❏ Complete the Virtual Job Shadow Video Worksheet on page 3-9

❏ Complete the Section 3 Reflection Questions on page 3-10

❏ Review your section activities using the Self-Assessment Rubric and make improvements

Optional Resources

- Virtual Job Shadow.com. Access Virtual Job Shadow through Clever.com/in/Minneapolis (Use your MPS login for access). All MPS students in grades 6-12 have an account and can save work completed.

- Occupational Outlook Handbook: www.bls.gov/ooh

- Explore Careers/Research Careers: https://careerwise.minnstate.edu/

- Career One Stop: www.careeronestop.org

- My Next Move: https://www.mynextmove.org/

- Trades Hub: https://trades-hub.com/

- City of Minneapolis Employment and Opportunity Guide for Minneapolis Youth. https://www2.minneapolismn.gov/media/content-assets/www2-documents/residents/Youth-Guide.pdf

- Minnesota Centers of Excellence. https://www.minnstate.edu/coe/index.html

  Minnesota State hosts eight Centers of Excellence - each serving a major industry that faces serious workforce challenges. The centers collaborate with industry and educators to attract and prepare students for success in high-demand careers through free career exploration resources, career camps, mobile classrooms, etc.
  - Northern Agricultural Center of Excellence: http://www.agcentric.org
  - Southern Agricultural Center of Excellence: http://www.centerofagriculture.org
  - Energy Center of Excellence: https://www.energycareersminnesota.org/
  - Engineering Center of Excellence: https://engineering.mnsu.edu
  - HealthForce Center of Excellence: http://www.healthforceminnesota.org
  - IT Center of Excellence: https://mnstateitcoe.org
  - Advanced Manufacturing Center of Excellence: www.mnmfg.org
  - Transportation Center of Excellence: http://www.minntran.org

Name:_____

Career Research #1 Worksheet

Career 1

INSTRUCTIONS: Use information on [Virtual Job Shadow](#) (use your MPS login for access through Clever), [careerwise.minnstate.edu,](#) or other resources to answer these questions about a career of your choice in one of the career fields you indicated on page 2-5.

Title of Occupation: _____

1. Describe the occupation including main duties and responsibilities.

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

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

4. What is the median (middle) Minnesota wage or salary for this occupation?

   Hourly Wage: $_____   Salary / Yearly Income: $_____

5. What is the Minnesota employment outlook for this occupation? (growing, decreasing, high or low demand, etc.)

Name:_____

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

   [   ]

7. What are possible opportunities for advancement in this career?

   [   ]

8. List other occupations that are similar or related.

   [   ]

9. List companies or other places of employment in the Minneapolis metro area which hire this career.

   [   ]

10. What experiences could help you prepare for this occupation?

   School Courses/Activities: **Volunteering:**

   1. _____   1. _____

   2. _____   2. _____

   Part-Time Jobs:

   1. _____

   2. _____

Name:_____

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

_____

12. Why does this occupation interest you?

_____

13. Do you think you have the aptitude (potential ability) to be successful in this occupation? Why?

_____

14. List the resources (books, magazines, websites, etc.) used for this research.

_____

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

_____

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

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Name:_____

Career Research #2 Worksheet

Career 2

INSTRUCTIONS: Use information on [Virtual Job Shadow](#) (access Virtual Job Shadow through [Clever.com/in/Minneapolis](#) - Use your MPS login for access), [careerwise.minnstate.edu](#), or other resources to answer these questions about a career of your choice in one of the career fields you indicated in Activity Section 2-6 (page 35).

Title of Occupation: _____

1. Describe the occupation including main duties and responsibilities.

   [   ]

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

   [   ]

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

   [   ]

4. What is the median (middle) Minnesota wage or salary for this occupation?

   Hourly Wage: $_____   Salary / Yearly Income: $_____

5. What is the Minnesota employment outlook for this occupation? (growing/decreasing, high/low demand, etc.)

   [   ]

Name:_____

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

_____

7. What are possible opportunities for advancement in this career?

_____

8. List other occupations that are similar or related.

_____

9. List companies or other places of employment in the Minneapolis metro area which hire this career.

_____

10. What experiences could help you prepare for this occupation?

School Courses/Activities: **Volunteering:**

1. _____   1. _____

2. _____   2. _____

Part-Time Jobs:

1. _____

2. _____

Name:_____

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

12. Why does this occupation interest you?

13. Do you think you have the aptitude (potential ability) to be successful in this occupation? Why?

14. List the resources (books, magazines, websites, etc.) used for this research.

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

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

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Name:_____

Virtual Job Shadow Worksheet

INSTRUCTIONS:
1. Log on to Virtual Job Shadow through Clever.com/in/Minneapolis (Use your MPS login for access)
2. Click on Career Central, search for two careers of interest, and watch two career videos closely matched to the two careers you just researched in this section.
3. Complete the information and answer the questions below about the two videos

A. Video 1 Career

Name of Career:_____

    a. List three helpful insights you learned from the video about the career:

        i. _____

        ii. _____

        iii. _____

    b. How did the video confirm the career is a good fit or change your mind about its fit for you?

B. Video 2 Career

Name of Career:_____

    a. List three helpful insights you learned from the video about the career:

        i. _____

        ii. _____

        iii. _____

    b. How did the video confirm the career is a good fit or change your mind about its fit for you?

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Name:_____

SECTION 3
Career Research Reflection Questions

INSTRUCTIONS: Answer each question using 3-5 complete sentences.

1. What information from your career research was most surprising to you? Why?

2. From your Career Research Worksheet (Activity Sections 3-3 and 3-6) question 2, describe the training/education required for the two different careers and include 2-3 training/education locations in Minnesota for <u>each</u> career.

   Career 1 Education/Training Options:

   Career 2 Education/Training Options:

3. Which of the two training/education choices sounds the most interesting to you? Why?

Name:_____

4. Which one of the two training/education choices has a location closest to you?

[   ]

5. At this time, which of the two careers can you most likely see yourself pursuing? Why?

[   ]

6. Compare the salaries of the two careers you researched earlier in this Section to the income result of your lifestyle assessment (Reality Check) in Section 2.

Income needed from Reality Check survey (Activity Section 2-3, page 31): $_____

Career 1 Name:_____Annual Salary $_____

Career 2 Name: _____ Annual Salary $_____

Do both careers above have the potential salary to allow the lifestyle you want? (at entry-level? when?) Explain your answer.

[   ]

Would you need a second job in order to maintain your desired lifestyle? For how long?

[   ]

Instead of a second job, what lifestyle adjustments could you make to reduce your expenses?

[   ]

SECTION 3: Career Research			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Career Research (2)	All topics and questions on two Career Research Worksheets are complete. Previous evidence may be used but must answer all topics and questions on the Career Research Worksheet.		Career Research Worksheets are not complete or previous evidence is not used or complete. Some topics/questions are missing.
Virtual Job Shadow Videos	Two videos, related to your career research, were viewed on Virtual Job Shadow.com website and the Virtual Job Shadow Worksheet is complete.	At least one video, related to your career research, was viewed and the Virtual Job Shadow Worksheet is incomplete.	The Virtual Job Shadow Worksheet is not complete.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Date: _____   Score ____ / 9 (Proficient Score = 8 or above.)

Evaluator Notes:

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SECTION 4
Career Exploration

Career
Development
Process

Career Exploration
- Volunteering
- Internships
- Part Time Jobs
- Apprenticeships
- Company/Work Site Tours
- Job Shadowing
- Mentoring
- Informational Interviews

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Section Objectives

You will be able to:
- Understand different ways to explore careers in high school
- Read and analyze three career exploration stories/case studies
- Reflect on your own career exploration experiences

Required Activities

- ❏ Review the list of Career Exploration Activities on the Activity Section 4-3 (page 55)
- ❏ **Either** read the Internship Article and complete the Internship Article Worksheet **OR** watch the TED Talk video and complete the TED Talk Worksheet
- ❏ Complete the Exploring Local Career Experiences form
- ❏ Complete and print/upload the Section 4 Reflection Questions
- ❏ Review activities using the Self-Assessment Rubric and make improvements

Optional Resources

- Volunteer Match: https://www.volunteermatch.org
- Hands On Twin Cities: http://www.handsontwincities.org
- Intern Queen: https://www.internqueen.com
- Internships in Minneapolis: https://www.wayup.com/s/internships/_/minneapolis-mn, https://www.internships.com
- Your high school Career and College Center

Career Exploration Activity Types

1. **Information Interviews** are meetings to learn about the real-life experience of someone working in a field or company that interests you. It's not a job interview, so it's important to focus on getting information, not a job offer.

2. **Apprenticeships** are a type of on-the-job training which may lead to industry certification. You are paid to work and are mentored by an experienced professional in the field. Many skilled laborers learn their trade by starting as an apprentice.

3. **Internships** allow students to try out a job and gain valuable work experience. Internships can be paid or unpaid and are most common for college students.

4. **Job Shadowing** lets a student learn about a job by walking through the work day as a "shadow" to an experienced worker. The job shadowing experience is unpaid and may range from one day to several weeks.

5. **Mentoring** is a relationship in which an experienced or more knowledgeable person helps guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but s/he must have a certain level of expertise in order to share work skills or knowledge that will enhance the other person's professional growth.

6. **Part-Time Jobs** can be found in many industries, but especially retail and fast food. Working part-time teaches students how to handle responsibility, be independent, manage time and money, get along with others, and about the working world.

7. **Volunteering** is when a person donates his/her time and effort for a cause or organization without being paid. Volunteering is usually done in one's community and for a cause or group of people the volunteer values.

8. **Company or Work Site Tours/Visits** are helpful to learn about a company's or organization's departments and career positions. High school field trips are sometimes company visits.

Internship Article

How To Turn Your Internship Into A Job: Three Real-Life Stories
Written by Susan Adams - June 24, 2014
Original Link: https://goo.gl/NBMTHx

Most college students don't have to be as resourceful as Molly Dodd. At 21 years old she had lost both of her parents, her father to a sudden heart attack when she was 16 and her mother to liver and adrenal cancer. On her own financially, Dodd held down four jobs while she worked toward her B.S. in journalism and public relations at Southeastern University, a Christian college in Lakeland, FL with 1,500 students. Though she'd done two unpaid internships in Florida, at a Lakeland magazine and a Plant City marketing and communications firm, she had no big-city connections or much of an alumni network from her tiny school.

Then one day at her Pensacola bible study group, the members shared their hopes and dreams. Dodd was to work at the Fox News channel in New York City. To her surprise, an older woman in the group approached her afterward and asked Dodd for her résumé. The woman turned out to be the mother of Fox News anchor Shepard Smith. Dodd did an online application and then a phone interview and landed an internship on Fox News Insider, the channel's blog, which would start after she graduated in May 2013. Though it only paid a stipend of $10/day, she leaped at the chance. (Fox has since changed its policy and pays its interns.)

Knowing she might wind up with an unpaid internship after college, she had been socking away the $1,000-a-month veteran's benefit check she collected (her father had been in the service). In New York she found a room at a women's hostel for $310 a week and threw herself into the internship, writing stories that summarized broadcast pieces and cutting and editing video to post on the site. She got little supervision, except periodic critiques. "There were some nights I cried," she recalls. Nevertheless, Dodd felt like she was growing and acquiring important new skills. "The internship was hard but I learned a lot," she says.

She kept asking for more work and started shadowing employees in the social media and TV production departments at the end of her eight-hour shift. She wound up spending 12 hours a day in the office. Certain that she wanted to work there permanently, she approached the director of her department and asked if he could help her find a paying position. Within days she got a call from human resources and she soon landed an administrative job with the digital department. "I love my job," she says.

At a time when many new graduates are struggling to find paying work, I thought it would be instructive to tell the stories of three college interns who turned their experiences into full-time paying jobs. I'm including two more and offering some advice in the slideshow above and at the end of this post.

Amanda Gallucci, 22, graduated from Providence College in the spring of 2013 with a major in English and a minor in business. Despite the stereotype that liberal arts grads have dim hiring prospects, she turned her 2012 paying internship in the New York office of Phoenix-based digital marketing agency iAcquire into a full-time position. Gallucci's tactic: After interning the summer following her junior year, she persuaded the firm to extend her internship into the school year, and spent 10 hours a week running search engine optimization evaluations for account managers. She also wrote blog posts about content strategy (she turned the posts into an eBook once she started full-time). "I'm really fortunate they allowed me to do so much," she says.

But what clinched the full-time job was a trip to New York for Christmas break (her family lives in a suburb, Eastchester, so she had a place to stay) and spending her vacation working full-time for the company. She had already talked to her bosses over the summer about working full-time after she graduated. This time she told her supervisor that she was getting ready to apply for jobs and iAcquire was her first choice. The next day he gave her an offer letter.

To land the internship at iAquire, Gallucci had gone through the career office on campus. An alum of Providence College had posted the job and wound up appreciating the fact that Gallucci had done three previous unpaid internships, one during her sophomore year for the Rhode Island Chamber of Commerce which she also found through her school's career board. The three interviewers at the Chamber were struck that she was the youngest student who applied, and they liked her enthusiasm. Gallucci says she learned an enormous amount working on marketing, public relations and events. "It was a lot of firsts for me, including my first office job," she recalls.

Her second unpaid internship was at a New York firm called Media Connect, the book-promotion arm of the big public relations company Ruder Finn. She found the position listed on Internships.com and sent in her résumé. She worked 40 hours a week and was lucky to be able to live at home, but she lost money paying for her commute. She also learned that sending hundreds of email pitches and following up with phone calls to more than 100 radio producers across the country was not her dream job. "I hated it," she says. "I felt like a sales person. I realized it wasn't very creative and there was a lot of getting shot down on the phone." Still, it helped her decide that PR was not the job for her.

In the spring of her junior year she got another unpaid internship through Internships.com, working for a now-defunct recording label called The Steele Industry, which was attempting to promote unknown hip hop and rap artists. Thinking she was interested in the entertainment business, she put together press kits and helped with social media, but she says the job was ultimately frustrating because it was all done virtually. "I would get an assignment over email and just send it back and then we'd have a conference call," she says. "It's hard when you're supposed to be learning from someone and you've never even met the person." At least it helped her rule out entertainment as a career path.

Gallucci says she loves her iAcquire job, where she's now a content strategist, working on web content for clients, planning out blog posts, infographics and case studies and developing strategies to promote brands. "I have a lot of responsibility for someone my age," she says. "It's so cool that I get to make a strategy and see it live on the Internet." Gallucci won't say how much she's earning, except that it's well over $10 an hour and she has already gotten a promotion since she started a year ago.

Chandra Robrock, 24, a 2012 graduate of Florida State University with a major in retail merchandising and product development, did four unpaid internships, two of which wound up leading to full-time paying work. As a junior, she used a site called freefashioninternships (the site now charges $2 to apply to each position) to find an unpaid virtual internship for New York jewelry company Kara Ross, managing a blog and handling social media. After she graduated, she took yet another unpaid internship (she had done two prior to Kara Ross), at a New York startup called Stylitics, an app that helps users organize their closets and trade clothes with other users. She found the internship after researching startups on the website Fashionista.com and applying directly to the company. To support herself, she sold her Mazda and worked part-time as a salesperson at trendy retailer Juicy Couture. Then she got a break: The PR director at Kara Ross recommended her for a job that paid $32,000 at a fashion PR firm called HL Group, where she worked until a former colleague at Stylitics referred her to another New York startup, 99Dresses, a peer-to-peer app that allows users to buy and trade fashion items like dresses and shoes. She runs quality assurance testing for the company, making sure the app is running smoothly and earns substantially more than her last job. "I love it and I don't think I would have known that I would have wanted to get into this had I not had all those other internships," she says.

One more thing about Dodd, Gallucci and Robrock: They all worked as unpaid campus ambassador interns for an advice and internship listing site called InternQueen, run by Lauren Berger, my source on a story two years ago about how to get an internship, and author of two books, including All Work, No Pay: Finding an Internship, Building a Resume, Making Connections and Gaining Job Experience.

Before I offer the lessons learned from the experiences of Dodd, Gallucci and Robrock, I have to say that I believe that most if not all of their unpaid internships violated the Fair Labor Standards Act, which mandates that employees must be paid at least minimum wage. See my article about that here. That said, I recognize that their unpaid internships gave each of these women a boost, despite a survey by the National Associate of Colleges and Employers, a nonprofit that links large employer with college placement offices, showing that 60% of paid interns got job offers, as opposed to 37% of unpaid interns, which was just one percentage point greater than those who did no internships at all. That study is two years old however and the internship terrain is shifting fast, with increasing numbers of students doing more internships.

Here is the advice from these gainfully employed young women and a few tips of my own:

1. Use your school's job board to find listings. Gallucci found two internships this way, including the one that led to her current full-time job.
2. Use listing sites like Internships.com and InternQueen, and specialty sites like freefashioninternships. When looking for a full-time job, you will almost never land a job simply by answering an online ad. Internships are different. You can definitely land an internship through an ad.
3. Look on LinkedIn, using the "advanced search" tab and typing in the word "Internship."

Name:_____

Internship Article Worksheet

INSTRUCTIONS: Read the [How To Turn Your Internship Into A Job: Three Real-Life Stories](#) article and answer the following questions.

Story 1: Molly

1. How old was Molly when she lost both of her parents? _____

2. How many jobs did Molly work at while getting her college degree?_____

3. Where did she get an internship?_____

4. What job offer did she get at the end of her internship?_____

Story 2: Amanda

5. What degree did Amanda graduate with?_____

6. How many internships did Amanda participate in?_____

7. What job offer did she get from iAcquire?_____

Story 3: Chandra

8. What degree did Chandra graduate with?_____

9. How many internships did she participate in?_____

10. What is her job at 99 Dresses?_____

Name:_____

TED Talk Worksheet

Being Young and Making an Impact, Natalie Warne – April 2011

Original Link: https://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact#t-758202

INSTRUCTIONS: Watch the TED Talk *Being Young and Making an Impact* and answer the following questions. (www.ted.com Click on the search icon and type in "Being Young and Making an Impact")

At 18, Natalie Warne's work with the Invisible Children movement made her a hero for young activists. She uses her inspiring story to remind us that no one is too young to change the world.

1. Who are "anonymous extraordinaries"?

2. What type of childhood did Natalie have?

3. What film moved Natalie so much that she wanted to take action and make a difference?

4. Where did Natalie intern?

5. How many rejections did Natalie get while she was working on her awareness events?

6. Who signed into law the bill Natalies's activist group worked on?

7. What is Natalie's career goal?

Name:_____

Local Career Experiences Organizations

INSTRUCTIONS: Use these online resources for the Exploring Local Career Experiences activity on the next page.

1. STEP UP: https://www.achievempls.org/stepup

2. Hired: http://www.hired.org/training

3. EMERGE - Youth Services: https://emerge-mn.org/program/youth-career-services/

4. Project for Pride in Living: https://www.ppl-inc.org/career-readiness-programs

5. Youth Performance Company: https://youthperformanceco.org

6. Appetite for Change: https://appetiteforchangemn.org/

7. Tree Trust: http://treetrust.org/

8. Cookie Cart: https://cookiecart.org/

9. Twin Cities R!SE: https://www.twincitiesrise.org/participants

10. Youth Farm: http://youthfarmmn.org

11. Eastside Neighborhood Services:https://www.esns.org/youthemployment

12. Avivo: https://avivomn.org/services/employment-services/youth/

13. Juxtaposition Arts: http://juxtapositionarts.org/

14. Spark-Y: https://www.spark-y.org

15. Minnesota Alliance With Youth: https://mnyouth.net/myc/

16. Urban Ventures: https://urbanventures.org

17. Pillsbury United Services: https://www.puc-mn.org/

18. Full Cycle: https://fullcyclebikeshop.org/

Name:_____

Exploring Local Career Experiences Worksheet

INSTRUCTIONS: Select two local youth organizations, from the list on the previous page 61, who offer career exploration experiences. Use the list of organization websites and questions below to research the two organizations.

Research Questions	Organization #1:	Organization #2:
What is the address?		
What is the focus of the organization?		
What youth services does the organization provide?		
At what age can you participate in youth programming?		
What types of internships does it offer?		
How do you apply for internships or youth programs?		
What is the deadline for applications?		
What careers could this program prepare youth for?		
What is the name and phone number of the contact person?		
What do you like most about this organization?		

Name:_____

SECTION 4
Career Exploration Reflection Questions

INSTRUCTIONS: Make sure you complete the previous required activities before answering these reflection questions.

1. List and describe 2-3 career exploration activities you HAVE COMPLETED which have helped you explore or prepare for a career. List the activity, type of activity from Activity Section 4-3 (page 55), the company/organization or person the activity was with, and describe how it helped you explore or prepare for a career (use 3-5 phrases).

Activity	(Example) *Packaging Food*	#1
Type	*Volunteering*	
Company, Organization, or Person	*Feed My Starving Children*	
How It Helped	*It was great to volunteer just a few hours to package food that was going to be sent to another country and help people in need. I realized that I can easily help and serve others. I learned how to work on a team.*	

Activity	#2	#3
Type		
Company, Organization, or Person		
How It Helped		

Name:_____

2. List 3-4 career exploration activities you COULD COMPLETE, in the future, to further explore or prepare for a career. List the activity, type of activity, the company/organization or person the activity could be with, and describe how it could help you explore or prepare for a career (use 3-5 phrases).

Activity	(Example) Banking Intern	#1
Type	Paid Internship	
Company, Organization, or Person	STEP-UP	
How It Could Help	I could apply for STEP-UP summer internships. I think I want to go into banking so this would be a great way for me to try it out. Earn some money.	- - - - -

Activity	#2	#3
Type		
Company, Organization, or Person		
How It Could Help	- - - - -	- - - - -

Activity	#4
Type	
Company/Organization/ Person	
How It Could Help	- - - - -

SECTION 4: Career Exploration			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Internship Article Worksheet or TED Talk Worksheet	Internship Article Worksheet or TED Talk Worksheet is complete. All answers are accurate.		Neither the Internship Article Worksheet or TED Talk Worksheet is complete or the completed worksheet contains incorrect answers
Exploring Local Career Experiences	Exploring Local Career Experiences Worksheet is complete		Exploring Local Career Experiences Worksheet is not complete
Reflection Questions	Reflection Question 1: Student describes 2 to 3 career exploration activities they have completed. Each activity description contains 3 to 5 phrases. <hr>Reflection Question 2: Student describes 3 to 4 career exploration activities they could complete in the future. Each activity description contains 3 to 5 phrases. <hr>There are a total of 2 or less spelling or grammar errors.	Reflection Question 1: Student's descriptions of 2 to 3 exploration activities may be missing information. Each activity description may not contain 3 to 5 phrases. <hr>Reflection Question 2: Student descriptions of 3 to 4 career exploration activities they could complete in the future may be missing information. Each activity description may not contain 3 to 5 phrases. <hr>There are a total of 3 to 6 spelling or grammar errors.	Answers for Reflection Questions in Section 1 and/or Section 2 are incomplete or missing. There are a total of 7 or more spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Date: _____

Score _____ / 9 (Proficient Score = 8 or above.)

Evaluator Notes:

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SECTION 5
Career Planning

Career Planning
- Decision Making Process
- Goal Setting
- Education/Training Goals
- Financial Goals

Section Objectives

You will be able to:
- ❏ Use a decision-making model to compare two career choices or two post-secondary program options
- ❏ Create a SMART goal

Required Activities

- ❏ Complete the Career Comparison or the Post-Secondary Program Comparison worksheet.
- ❏ Watch a short video on ▶ Decision-Making Strategies and practice using the point system.
- ❏ Complete the SMART Goal Setting Worksheet using one of the following purposes for your goal:
  - Educational/training goal related to a career choice
  - Career exploration goal
  - Personal budget/savings goal
  - Immediate employment/job goal
  - Immediate academic goal
- ❏ Complete the Section 5 Reflection Questions
- ❏ Review activities using the Self-Assessment Rubric and make improvements

Optional Resources

- Your Coach: SMART GOALS:
  http://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php

- How to Make Your Goals Achievable:
  https://www.mindtools.com/pages/article/smart-goals.htm

- Guide to Setting Career Goals:
  https://www.thebalance.com/step-by-step-guide-to-setting-career-goals-2059883

- TED TALK: How to Live Before You Die: Steve Jobs
  https://www.ted.com/talks/steve_jobs_how_to_live_before_you_die

- TED TALK: Why You Should Define Your Fears Instead of Your Goals:
  https://www.ted.com/talks/tim_ferriss_why_you_should_define_your_fears_instead_of_your_goals

Name:_____

Career Comparison Worksheet

INSTRUCTIONS: You will be comparing two careers of interest using the results from the Self-Exploration activities in Section 2 and the Career Research you performed in Section 3. Then you will use a decision making model to help you determine which career is the best match for you.

1. List your top skills, interests, values and personality traits.
2. Write the names of the two careers you researched in Section 3 under *Option 1 - Career Title* and *Option 2 - Career Title*.
3. Respond to each of the prompts in the chart below.
4. Watch a short video on decision making. ▶ Decision-Making Strategies by GCFLearnFree.org on YouTube.
5. Practice using the Point System decision making-model from the video to decide which career option is best for you.
   a. Think about each of the prompts (specifically the bolded words) and how well that career matches your desired lifestyle and career goals.
   b. *Rank* each of the categories for Option 1 and Option 2 from 1 to 3 in the provided columns.
      1 = not a match, 2 = partial match, 3 = perfect match
   c. Add the numbers in the rank columns for Option 1 and Option 2 and write the totals at the bottom of the chart.
   d. The career option with the highest total number of points is the best fit for you based on the prompts listed below.

My top skills: _____

My top interests: _____

My top values and personality traits: _____

Example of how to fill out charts below.	*Option 1 - Career Title:*	Rank Option 1	*Option 2 - Career Title:*	Rank Option 2
	social worker		*photographer*	
List the major **job skills** used in this career.	*communication skills, working with people, solving problems*	*2*	*working with people, technology, creativity*	*3*
How do **my skills and interests** fit with those used in this career?	*I love working with people. I am a strong communicator.*	*3*	*I enjoy being creative. I have experience taking pictures for fun.*	*2*

Name:_____

1 = Not a match, 2 = partial match, 3 = perfect match

STUDENT start here and enter career titles >>	Option 1 - Career Title:	Rank Option 1	Option 2 - Career Title:	Rank Option 2
List the major **job skills** used in this career:				
How do **my skills and interests** fit with those used in this career?				
How do **my values and personality** fit the work environment/industry culture?				
Describe the **education/training required**:				
How do **my interests** (Section 2) fit the required education/training?				
List the **cost of education or training**:				

Name:_____

Enter career titles >>	Option 1 - Career Title:	Rank Option 1	Option 2 - Career Title:	Rank Option 2
List the **average wage/salary** and the top potential wage/salary:	Average: High:		Average: High:	
How do **my lifestyle values** (Section 2) fit with the **cost of education/training** and the **average wage/salary**?				
How do **my career exploration experiences** (Section 4) relate to this career or affect my attitude toward this career?				
Describe the **Job Market/ Industry Trends**:				
Reasons this would be a **good career choice** for me:				
Reasons this may **NOT be a good career choice** for me:				
	TOTAL:		**TOTAL:**	

Based on my research and results from the decision making model, I believe at this time my top career choice should be:

_____

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Name:_____

Post-secondary Education/Training Comparison Worksheet

INSTRUCTIONS: You will be comparing two post secondary education or training programs of interest using the results from the Self-Exploration activities in Section 2 and the Career Research you performed in Section 3. Then you will use a decision making model to help you determine which post secondary education or training program is the best match for you.

1. List your top skills, interests, values and personality traits.
2. Write the names of the two post secondary or training programs you researched in Section 3 under *Option 1 - Education/Training Program* and *Option 2 - Education/Training Program*.
3. Respond to each of the prompts in the chart below.
4. Watch a short video on decision making. ▶ Decision-Making Strategies by GCFLearnFree.org on YouTube.
5. Practice using the Point System decision making-model from the video to decide which post secondary education or training program is best for you.
   a. Think about each of the prompts (specifically the bolded words) and how well that career matches your desired lifestyle and career goals.
   b. *Rank* each of the categories for Option 1 and Option 2 from 1 to 3 in the provided columns.
      1 = Not a match, 2 = partial match, 3 = perfect match
   c. Add the numbers in the rank columns for Option 1 and Option 2 and write the totals at the bottom of the chart.
   d. The post secondary education or training program with the highest total number of points is the best fit for you based on the prompts listed below.

My top skills: _____

My top interests: _____

My top values and personality traits: _____

EXAMPLE	Option 1 Education/Training Program:	Rank Option 1	Option 2 Education/Training Program:	Rank Option 2
	Project for Pride in Living - Pharmacy Tech		*Concordia University*	
Type of program: *Examples: Training Program, Community College, Public or Private University, Military, Apprenticeship,*	*Training Program*	*2*	*Private College*	*1*
What is the **address and admissions contact** information?	*1035 East Franklin Ave. Minneapolis, MN* *612-455-5100*	*3*	*1282 Concordia Ave. St Paul, MN* *651-641-8230*	*3*

Name:_____

STUDENT start here. Enter name of education or training programs >> >>	Option 1 Education/Training Program:	Rank Option 1	Option 2 Education/Training Program:	Rank Option 2
Type of program: *Examples: Training Program, Community College, Public or Private University, Military, Apprenticeship, etc.*				
Enrollment: **Total number of students** in the college/program and the **student to faculty/trainer ratio**				
Tuition/Fee: ● **Education/College Tuition** ● **Training Program fee**				
Room and Board: ● **Housing cost** (if needed) ● **Food/meal plan cost**				
Financial Aid: What are the **financial aid options and amounts** for this program? ● Scholarships? ● Loans? ● Grants? ● Other?				

Name:_____

	Option 1 Education/Training Program:	Rank Option 1	Option 2 Education/Training Program:	Rank Option 2
Enter name of education or training programs >>				
Program/Major of Interest: Is there more than one option of interest at either?				
Admission Requirements: Do you need a certain score/ number to be accepted? • High School GPA • ACT or SAT • Accuplacer • TOEFL • Certification • Other Admission Requirement				
Types of (Student) **Support Services/Programs** Available:				
Extra-Curricular Options: **Clubs, Sports, Organizations, Unions**				

Name:_____

Enter name of education or training programs >>	Option 1 Education/Training Program:	Rank Option 1	Option 2 Education/Training Program:	Rank Option 2
Reasons this education or training program **would be a good choice** for me:				
Reasons this education or training program might **not be a good choice** for me:				
	TOTAL:		TOTAL:	

Based on my research and results from the decision making model, I believe at this time my top education/training choice should be:

_____

Name:_____

SMART Goal Setting Worksheet

INSTRUCTIONS: Complete the following table. *(Activity Adapted from Sparkpeople.com)*

My goal is to: _____

S Specific	**Make your goal detailed and SPECIFIC. Answer what/where/when.** _____ _____ How will you reach this goal? List at least 3 action steps you will take (be specific). Step 1: _____ Step 2: _____ Step 3: _____
M Measureable	**Make your goal MEASURABLE. Add tracking details.** I will measure/track my goal by using the following numbers or methods: _____ I will know I've reached my goal when: _____
A Attainable	**Make your goal ATTAINABLE. What additional resources do you need for success?** Items I need to help achieve this goal: _____ How will I find the time: _____ Things I need to learn more about: _____ People I can talk to for support: _____
R Relevant	***Make your goal RELEVANT.*** I want to reach this goal because: _____ _____
T Timely	**Make your goal TIMELY. Put a deadline on your goal and set some benchmarks.** I will reach my goal by (date) _____ . My halfway measurement will be on (date) _____ . Additional dates and milestones I will aim for are: _____

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Name:_____

SECTION 5
Career Planning Reflection Questions

INSTRUCTIONS: Answer each question using 3-5 complete sentences.

1. In what other areas of your life could you use a decision making model like the Comparison Worksheets? What big decisions might you be making soon?

2. Which 2-3 comparison categories on the Comparison Worksheet helped you the most in making your decision? How or why did the categories help you?

3. If you have previously written a SMART goal, what was the goal? How successful were you at reaching the goal? Why?

Name:_____

4. Why do you think it is important to make a goal "SMART" (specific, measurable, attainable, relevant and timely)?

5. Who in your community, school, or family could serve as a mentor to you during your career planning? Why do you think that person would make a good mentor?

	PROFICIENT	**Developing**	**Not Complete**
	3 points per category	1 point per category	0 points per category
SECTION 5: Career Planning			

	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Career Comparison or Education/Training Comparison	Responses are supported by evidence from Section 2: Self-Exploration and Section 3: Career Research. All sections of Career Comparison Worksheet or the Post-secondary Comparison Worksheet are complete or previous evidence of prior work is used.		Responses do not include evidence from Section 2: Self-Exploration and/or Section 3: Career Research. Career Comparison or Post-secondaryCompari son Worksheet is not complete or no previous career comparison evidence is used.
SMART Goal	SMART Goal Setting Worksheet is complete or previous evidence of setting a SMART goal is used.		SMART Goal Setting Worksheet is not complete or no previous SMART goal setting evidence is used.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Date: _____   Score ____ / 9 (Proficient Score = 8 or above.)

Evaluator Notes:

Last revised 07.05.2022

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SECTION 6
Employment Process

Employment Process
- Personal Information Sheet
- Resume
- Job Search Resources
- Interviews
- Employment Documents

Career
Development
Process

Section Objectives

You will be able to:
- Complete a personal information sheet
- Create a professional resume
- Find job openings using multiple resources
- Provide answers to some common interview questions
- Identify which personal identification documents you possess and/or will need to obtain in order to be employed
- Understand income taxes and how to complete a Form W-4

Required Activities

- ❏ Complete the provided Personal Information Worksheet
- ❏ Create a professional resume
- ❏ Complete the Job Search Resource Worksheet
- ❏ Complete the Interview Questions Worksheet
- ❏ Complete the Interview History Worksheet
- ❏ Complete the List of Acceptable Identity and Employment Eligibility Documents Worksheet
- ❏ Complete the Form W-4 Worksheet
- ❏ Complete the Section 6 Reflection Questions
- ❏ Review activities using the Self-Assessment Rubric and make improvements

Optional Resources

- Resumes: https://mn.gov/deed/job-seekers/job-guide/resumes-letters/resumes.jsp
- Resume Rubric: https://docs.google.com/document/d/1oZBq1gfxTb2iftsZwrgUCVntXnFTysxbbs9KcV0mpxw/edit
- Resume Builder on Virtual Job Shadow.com. Access Virtual Job Shadow through Clever.com/in/Minneapolis - use your MPS login for access)
- Job Search Guide: https://mn.gov/deed/job-seekers/job-guide/
- Find A Job: https://mn.gov/deed/job-seekers/find-a-job/
- Social Security Card Application: https://www.ssa.gov/ssnumber/
- MN Birth Certificate Request: http://www.health.state.mn.us/divs/chs/osr/birth.html
- Hennepin County Birth Certificate: http://www.hennepin.us/residents/licenses-certificates-permits/birth
- I-9 Employment Eligibility Verification: https://www.uscis.gov/i-9
- Deferred Action Childhood Arrivals (DACA): https://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca#guidelines
- TED TALK: Your Body Language May Shape Who You Are: https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
- Minnesota Workforce Centers: https://mn.gov/deed/job-seekers/workforce-centers
- Step Up - Achieve Twin Cities: https://www.achievetwincities.org/stepup

Name:_____

Personal Information Worksheet

INSTRUCTIONS: This sheet can be used for your own reference when you fill out job applications, create resumes, and prepare cover letters. Please fill out this sheet as completely and accurately as possible.

APPLICANT INFORMATION			
Last Name	First	M.I.	Date of Birth
Street Address		Apartment/Unit #	
City	State	ZIP	
Phone	E-mail Address		
Social Security No. ** Do not include on this form - should be memorized for employment use.*			
Are you a citizen of the United States? YES NO If no, are you authorized to work in the U.S.? YES NO			
Have you ever been convicted of a felony? YES NO If so, when? *Do NOT answer this question, but an employer will want an answer.*			
EDUCATION			
Name of High School			
From To	Address		
City/State	Did you graduate? YES NO		
Name of College/Training			
From To	Address		
City/State	Did you graduate/complete? YES NO	Degree/Certification	
Major/Program/Name of Certification			
ACHIEVEMENTS/AWARDS/HONORS/ORGANIZATIONS			
List any achievements you have accomplished and/or organizations and activities in which you have participated. Include the year(s) with each achievement or participation.			

Name:_____

PREVIOUS EMPLOYMENT *(LIST YOUR MOST CURRENT JOB EXPERIENCE FIRST)*

Company 1	Phone ( )

Address	Supervisor

Job Title	Starting Salary $	Ending Salary $

Responsibilities

From To	Reason for Leaving

Company 2	Phone ( )

Address	Supervisor

Job Title	Starting Salary $	Ending Salary $

Responsibilities

From To	Reason for Leaving

Company 3	Phone ( )

Address	Supervisor

Job Title	Starting Salary $	Ending Salary $

Responsibilities

From To	Reason for Leaving

Name:_____

VOLUNTEER/COMMUNITY EXPERIENCE(S)

Organization 1	From	To

Address

What did you do there?

Organization 2	From	To

Address

What did you do there?

REFERENCES

Please list three <u>professional</u> references, not related to you, who have known you for more than one year.

Full Name 1

Company	Relationship to you
Email	Phone ( )

Full Name 2

Company	Relationship to you
Email	Phone ( )

Full Name 3

Company	Relationship to you
Email	Phone ( )

Name:_____

EMERGENCY CONTACT INFORMATION

Name	Relationship
Address	Phone ( )

ADDITIONAL QUESTIONS

1. Do you have a valid driver's license?   Yes   No

2. Do you have any physical limitations for work?   Yes   No

3. List any hobbies or special skills:

Last revised 07.05.2022

Name:_____

Job Search Resource Worksheet

INSTRUCTIONS: Answer the following questions.

1. List three different ways you can find a job opening/posting:

    1. _____

    2. _____

    3. _____

2. List three reliable job search websites:

    1. _____

    2. _____

    3. _____

3. Use the internet to find the Minnesota CareerForce Center closest to your home or school. Write the address below:

    _____

4. Use the CareerForce Center website to list at least 5 types of assistance/services the CareerForce Center offers FREE to job seekers?

    1. _____

    2. _____

    3. _____

    4. _____

    5. _____

    6. _____

    7. _____

Name:_____

5. List at least 3 workshops or trainings the CareerForce Center offers FREE to job seekers?

1. _____

2. _____

3. _____

4. _____

5. _____

6. Did you know about CareerForce Centers prior to completing this portfolio? _____

7. Do you have a friend or family member who could benefit from the services at the CareerForce Center?   YES   NO

If so, please tell him/her about the closest CareerForce Center.

Name:_____

Interview Questions Worksheet

INSTRUCTIONS: Answer the following questions pretending you are being interviewed. Be detailed and use 3-5 complete sentences.

1. Tell me about yourself:

2. What is your greatest strength?

3. What career related (hard) skill or behavior (soft skill) would you most like to improve? (What's a weakness?) See Section 7 for ideas.

4. Why should we hire you?

5. Describe a difficult work (or school project work group) situation and how you handled it.

Name:_____

Interview History Worksheet

INSTRUCTIONS: List any recent interviews you have completed (include mock/practice interviews). If you have not had a real or a mock/practice interview, write "none" in the date column.

Date of Interview	Name of Employer or Practice Interviewer	Comments/Results/Feedback
Example: *June 2022*	*Wendy's*	*Got the job!*

Name:_____

Acceptable Identity Documents for Employment Eligibility (Form I-9)

All documents must be current/unexpired!

INSTRUCTIONS: Check the boxes next to the personal documents you <u>have in your possession</u> (at home).

Use Option 1 or 2:
Option 1:   Present one document from List A   OR
Option 2:   Present one document from List B <u>AND</u> one document from List C

LIST A (1)		LIST B (1)		LIST C (1)

❏ U.S. Passport or U.S. Passport Card
❏ Permanent Resident Card or Alien Registration Receipt Card (Form I-551)
❏ Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa
❏ Employment Authorization Document that contains a photograph (Form I-766)
❏ For a nonimmigrant alien authorized to work for a specific employer because of his or her status:
   ❏ Foreign passport; and
   ❏ Foreign I-94 or Form I-94A that has the following:
     ❏ The same name as the passport; and
     ❏ An endorsement of the alien's nonimmigrant status as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form.
❏ Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the compact of Free Association Between the United States and the FSM or RMI
	O R	❏ Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address
		❏ ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address
		❏ School ID card with a photograph
		❏ Voter's registration card
		❏ U.S. Military card or draft record
		❏ Military dependent's ID card
		❏ U.S. Coast Guard Merchant Mariner Card
		❏ Native American tribal document
		❏ Driver's license issued by a Canadian government authority
		
		**For persons under age 18 who are unable to present a document listed above:
		
		❏ School record or report card
		❏ Clinic, doctor, or hospital record
		❏ Day-care or nursery school record
			A N D	❏ A Social Security Account Number card, unless the card includes one of the following restrictions:
				  - Not valid for employment
				  - Valid for work only with INS authorization
				  - Valid for work only with DHS authorization
				❏ Certification of Birth Abroad issued by the Department of State (Form FS-545)
				❏ Certification of Report of Birth issued by the Department of State (Form DS-1350)
				❏ Original or certified copy of birth certificate issued by a state, county, municipal authority, or territory of the United States bearing an official seal
				❏ Native American tribal document
				❏ U.S. Citizen ID Card (Form I-197)
				❏ Identification Card for Use of Resident Citizen in the United States (Form I-179)
				❏ Employment authorization document issued by the Department of Homeland Security
				
				❏ I'm not sure if I have one of the above documents

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Name:_____

Form W-4 Worksheet

INSTRUCTIONS: Use the following link to a Tax Tutorial to answer the questions below about taxes:
https://apps.irs.gov/app/understandingTaxes/hows/tax_tutorials/mod01/tt_mod01_01.jsp

Page 1 of Tutorial
Employers use _____ to determine how much income tax to withhold from employee pay.

Page 2 of Tutorial
The Social Security tax is also called _____.

Social Security tax provides the following benefits for employees and their dependents:

         1.   _____

         2.   _____

         3.   _____

The Medicare Tax provides medical benefits for certain individuals when they reach age: _____ years old.

Federal Income Taxes help finance:

         1.   National defense, veterans, foreign affairs

         2.   _____

         3.   Physical, human, and community development

         4.   _____

         5.   Interest on the national debt

Page 3 of Tutorial
What is gross pay? _____

What is net pay? _____

Page 4 of Tutorial
If an employee earns $1,000, the total payroll taxes will be $_____.

Page 5 of Tutorial
What does Form W-4 stand for?_____

What are the four things that influence the amount of federal tax taken out of a paycheck?

```



```

Page 6 of Tutorial
Angela's Gross Pay $_____   Angela's Net Pay $_____   Retirement Fund $ _____

     Last revised 07.05.2022

Name:_____

Form W-4 Worksheet, continued

Step 1:

Please watch the video linked below on how to use a Tax Withholding Estimator when completing your own Form W-4 and answer the following questions.

Tax Withholding Estimator video: <u>W-4 2022</u>

1.   What are dependents?

2. List two examples of possible tax credits:

  1.   _____

  2.   _____

3. In the video example, how many allowances should be entered on line 5 of the W-4 form? _____

Step 2:

Visit the Tax Withholding Estimator (<u>https://apps.irs.gov/app/tax-withholding-estimator</u>) provided by the IRS to calculate the number of allowances you should indicate on line 5 of the W-4 form:

1.   What is the number of allowances you calculated from the Tax WIthholding Estimator? _____

Step 3 : Become familiar with W-4 forms! They will be part of every employment experience you have.

Name:_____

SECTION 6
Employment Process Reflection Questions

INSTRUCTIONS: Answer each question using 3-5 complete sentences.

1. Explain why a job seeker should organize personal ID documents before applying for jobs.

2. Describe places to store your personal ID documents to keep them safe and prevent identity theft.

3. Describe at least two reasons why you should ask permission from people you want to use as references before you list them on a job application.

1.

2.

Name:_____

4. How often do you think you should update your resume and why?

5. Describe the materials/documents you should get ready before going to an interview.

6. Describe the outfit/clothes you could wear to an interview for a customer service or retail job.

Name:_____

7. How early should you arrive at an interview appointment? Explain the purpose of arriving early.

8. Describe what confident body language would look like during an interview.

9. Write two questions you could have ready to ask the interviewer(s) in an interview.

   1. _____

   2. _____

10. What information should you ask for at the end of an interview?

Name:_____

11. Based on the [List of Acceptable Identity and Employment Eligibility Documents worksheet](#) (Activity Section 6-11 on page 93), list the personal identification documents you possess?

  1. _____

  2. _____

  Do you have enough documents to be employed?

  _____

  If you don't have enough personal identification document(s), who in your school or community could help you obtain the required documents?

12. Describe how the free services and workshops offered at the Minnesota CareerForce Center closest to you could help you?

SECTION 6: Employment Process			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Personal Info Worksheet	The Personal Information Worksheet is complete or previous evidence of a personal information sheet/form is used.	1 to 2 sections of the Personal Information Worksheet are incomplete. Previous personal information evidence is used but does not answer all questions on Personal Information Worksheet.	3 or more sections of the Personal Information Worksheet are incomplete. No previous evidence of a personal information sheet/form is used.
Resume	An employer-ready resume with developed sections is complete. 2 or less spelling or formatting errors exist.	Resume is lacking details and/or contains 3-5 spelling or formatting errors.	No resume exists or resume contains 6+ spelling or formatting errors.
Job Searching	Job Search Resource Worksheet is accurate and complete.		Job Search Resource Worksheet is not complete or has inaccurate answers.
Interviewing Questions	All 5 interview questions are answered with details. Answers contain 4 or less spelling or grammar errors.	All 5 interview questions are answered. Answers contain 5 to 9 spelling or grammar errors.	Less than 5 interview questions are answered. Answers contain 10 or more spelling or grammar errors.
Interview History	Interview history is complete.		Interview history is not complete.
Employment Documents	The Acceptable ID and Employment Eligibility Worksheet is complete.		The Acceptable ID and Employment Eligibility Worksheet is not complete.
Form W-4	Form W-4 Worksheet is complete		Form W-4 Worksheet is not complete
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Date: _____

Score _____ / 24 (Proficient Score = 20 or above.)

Evaluator Notes:

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SECTION 7
Career Success

Career Success
- Communication Skills
- Workplace Habits
- Workplace Safety
- Professional Development

Career Development Process

Section Objectives

You will be able to:
- ❏ Understand teens' health and safety workplace rights
- ❏ Understand hard skills versus soft skills
- ❏ Demonstrate some type of workplace safety
- ❏ Evaluate and assess your communication skills
- ❏ Evaluate and assess your work habits

Required Activities

- ❏ Read *Are You A Working Teen In Minnesota?* article and complete the Working Teens Health & Safety Rights Worksheet

- ❏ Locate the official completion certificate for a safety training you have completed and print/upload the completion card/certificate. Possible safety trainings include:

  - CPR or First Aid Certificate (current/up-to-date). You may have earned this in a MPS Health course

  - OSHA 10 Construction: MPS Construction Welding courses

  - S/P2 Automotive Safety & Pollution Prevention: MPS Auto courses

  - A work safety training program required by a current or past employer

  - Other completed safety training - ask us for approval

- ❏ Read the *Hard Skills Versus Soft Skills* article

- ❏ Complete and print/upload the Communication Skills Self-Assessment

- ❏ Complete and print/upload the Work Habits Self-Assessment

- ❏ Complete and print/upload the Section 7 Reflection Questions

- ❏ Use the Self-Assessment Rubric to review and make improvements

Optional Resources

- Sample Safety Training Certificate: https://docs.google.com/document/d/1T6ieUzopNLk4wrQbV6tNTz1ak9puBSsbR_qdrxNl0s8/edit
- Free Online CPR Courses: https://www.firstaidweb.co and https://www.learncpronline.net/
- Youth at Work Talking Safety (Center for Disease Control) Free Teacher/Mentor Resource: https://www.cdc.gov/niosh/talkingsafety/states/mn/2015-143/default.html
- 9 Habits of Productive People: https://www.forbes.com/sites/ilyapozin/2013/08/14/9-habits-of-productive-people/#2893d62c2d3f
- 7 In-Demand Soft Skills: http://www.therightstaff.com/2017/03/24/7-in-demand-soft-skills-employers-look-for-when-hiring/

Name:_____

Working Teens Health and Safety Rights

INSTRUCTIONS: Use the student handout (Activity Sections 7-4 to 7-9 on pages 106-111) to answer the following questions.

1. How many teens under the age of 18 get hurt at work every year in the United States? _____

2. What is the minimum wage in Minnesota for a large employer $_____ per hour, a small

    employer $_____per hour.

3. What is worker's compensation?

4. What is OSHA?

5. Read the list of jobs that younger than 18-year-olds may NOT hold, then list two jobs that were surprising.

    1. _____

    2. _____

6. Read the list of jobs that 14- or 15-year-olds may NOT hold, then list two that were surprising.

    1. _____

    2. _____

7. How late can a 14- or 15-year-old work on a school night? _____

8. How late can a 16- or 17-year-old work on a school night? _____

9. Describe the steps you should take if you get hurt at your job.

10. Where can you file a report in Minnesota if you are harassed or discriminated against at work?

ARE YOU A WORKING TEEN IN MINNESOTA?

PROTECT YOUR HEALTH! KNOW YOUR RIGHTS!

YOUTH@WORK
Talking Safety
Student Handout 14

COULD I GET HURT OR SICK ON THE JOB?

Fifteen-year-old Maya caught her hand in an electric cabbage shredder at a fast food restaurant. Her hand will never be the same, and she will never be able to fully use it.

Seventeen-year-old Joe was a construction helper. An electric shock killed him when he climbed a metal ladder while holding an electric drill.

Sixteen-year-old Emily was hit and robbed at gunpoint at a sandwich shop. She was working alone after 11 p.m.

Every year in the United States, about 179,000 teens under age 18 get hurt at work. Close to 60,000 young people go to an emergency room to be treated because they have been hurt on the job. On average, 37 teens die each year from work injuries.

Young workers face risks from dangerous equipment, work that is too fast or unsafe, and stress. As a young worker, you're more likely than an older person to be hurt on the job. You might even be asked to do work that the law says you shouldn't do at your age.

⚠️ WHAT HAZARDS SHOULD I WATCH OUT FOR?

Type of work	Examples of hazards
Food Service	Slippery floors Grills Knives Harassment or discrimination
Retail/Sales	Violent crimes Heavy lifting Harassment or discrimination
Office/Clerical	Stress Poor work station design Harassment or discrimination
Healthcare/Janitorial	Toxic chemicals Discarded needles Heavy lifting Harassment or discrimination

You have a legal right to:

A safe and healthy workplace. This must include training, in words you can understand. Your boss may also have to teach you how to handle emergencies and hazards such as chemicals.

Free safety gear such as ear plugs, gloves, safety glasses, and special clothing (if needed).

Earn at least minimum wage. In Minnesota the minimum wage is $9.65 per hour for a large employer (annual receipts of $500,000 or more) and $7.87 per hour for a small employer (annual receipts less than $500,000). See http://go.usa.gov/jnBW.

Workers' compensation benefits if you are hurt on the job, including:

- Medical care, whether or not you miss work.

- Payments for some lost wages.

- Other kinds of help if you have long-term health problems because of your work injury.

You also have a right to:

Report safety problems to OSHA (Occupational Safety and Health Administration).

Report a work safely and health problem anonymously or confidentially.

Work where you are not harassed (mistreated) because of your race, skin color, religion, sex, pregnancy, birthplace, disability, age, or genetic information. Harassment can come from such things as offensive jokes or pictures, racial insults, pressure for sex, unwelcome comments about religion, and by graffiti.

Ask for changes to your workplace for religious beliefs or a medical condition.

Talk with your co-workers about how much you earn and the conditions where you work.

Help someone who is investigating or inspecting your workplace to see if any laws are being broken. These might include laws that promote workplace safety, protect children who work, or that apply to how much you are paid. Laws may also protect you from being discriminated against or harassed. You can't be mistreated or fired for answering questions from someone who is doing this kind of review.

Join or start a union. You can also take part in efforts to improve working conditions, pay, and benefits.

YOU HAVE A RIGHT TO SPEAK UP

If you think laws on safety, child labor, or wages are not being followed. You should also speak up if you think laws that keep workers from being discriminated against and harassed are being broken. It's against the law for you to be fired or mistreated in any other way because you report these problems. The law also protects you if you get hurt on the job and apply to have your medical bills paid.

Is it okay to do any kind of work?

NO! Labor laws protect teens from doing dangerous jobs. Different laws apply to farm jobs.

PROHIBITED JOBS FOR YOUNG, NON-FARM WORKERS

The federal child labor laws for non-farm jobs depend on the age of the young worker and the kind of job. The minimum age for non-farm work covered by these laws is 14 years old. Certain jobs are too hazardous for anyone under age 18. More restrictions apply to 14- and 15-year-olds. These rules must be followed unless one of the child labor exemptions applies.

MANY STATES' CHILD LABOR LAWS ARE MORE RESTRICTIVE THAN THE FEDERAL LAWS. CHECK WITH YOUR STATE DEPARTMENT OF LABOR TO MAKE SURE THE JOB YOU ARE DOING IS ALLOWED!

http://www.dli.mn.gov/LS/ProhibWork18.asp

IF YOU'RE UNDER AGE 18, YOU MAY NOT WORK IN OR WITH THE FOLLOWING:

1. Manufacturing and storing of explosives.
2. Driving a motor vehicle and being an outside helper on a motor vehicle.
3. Coal mining.
4. Forest fire fighting and fire prevention, timber tract management, forestry services, logging, and sawmill occupations.
5. Power-driven woodworking machines.*
6. Exposure to radioactive substances.
7. Power-driven hoisting apparatus (including forklifts).
8. Power-driven metal-forming, punching, and shearing machines.*
9. Mining, other than coal mining.
10. Meat and poultry packing or processing (including the use of power-driven meat slicing machines).
11. Power-driven bakery machines.
12. Balers, compactors, and paper-products machines.*
13. Manufacturing brick, tile, and related products.
14. Power-driven circular saws, band saws, guillotine shears, chain saws, reciprocating saws, wood chippers, and abrasive cutting discs.*
15. Wrecking, demolition, and shipbreaking operations.
16. Roofing operations and all work on or about a roof.*
17. Excavation operations.*

A 14- OR 15-YEAR-OLD MAY ALSO NOT WORK IN:

1. Hazardous jobs identified by the Secretary of Labor;
2. Manufacturing, processing (including dry cleaning), and mining occupations;
3. Communications or public utilities jobs;
4. Construction or repair jobs;
5. Operating or assisting in operating power-driven machinery or hoisting apparatus other than typical office machines.
6. Work as a ride attendant or ride operator at an amusement park or a "dispatcher" at the top of elevated water slides;
7. Driving motor vehicles or helping a driver;
8. Youth peddling, sign waving, or door-to-door sales;
9. Poultry catching or cooping;
10. Lifeguarding at a natural environment such as a lake, river, ocean beach, quarry, pond (youth must be at least 15 years of age and properly certified to be a lifeguard at a traditional swimming pool or water amusement park);
11. Public messenger jobs;
12. Transporting persons or property;
13. Workrooms where products are manufactured, mined or processed;
14. Warehousing and storage.
15. Boiler or engine room work, whether in or about;
16. Cooking, except with gas or electric grills that do not involve cooking over an open flame and with deep fat fryers that are equipped with and utilize devices that automatically lower and raise the baskets in and out of the hot grease or oil;
17. Baking;
18. Operating, setting up, adjusting, cleaning, oiling, or repairing power-driven food slicers, grinders, choppers or cutters and bakery mixers;
19. Freezers or meat coolers work, except minors may occasionally enter a freezer for a short period of time to retrieve items;
20. Loading or unloading goods on or off trucks, railcars or conveyors except in very limited circumstances.
21. Meat processing and work in areas where meat is processed;
22. Maintenance or repair of a building or its equipment;
23. Outside window washing that involves working from window sills;
24. All work involving the use of ladders, scaffolds, or similar equipment;
25. Warehouse work, except office and clerical work.

You can get more detail about the jobs above from the U.S. Department of Labor:
www.dol.gov/whd/regs/compliance/childlabor101_text.htm#6.

General exemptions apply, while limited apprentice/student-learner exemptions apply to the jobs marked with an *

ARE THERE OTHER JOBS I CAN'T DO?

YES! **Many jobs, in addition to the ones listed here, are off limits to young workers.** Age 14 is the minimum for most employment, except for jobs like babysitting, yard work, newspaper delivery, acting, and performing. **Check with your state labor department, school counselor, or job placement coordinator to make sure you are allowed to do a job.**

DO I NEED A WORK PERMIT?

NO! However, if you are under 16 and work during school hours, you must get an employment certificate from your school. Otherwise, if you are under 18, your employer must have on file a copy of your "proof of age" (such as a birth certificate or driver's license).

WHAT SHOULD I DO TO BE SAFE ON THE JOB?

To work safely you should

- Follow all safety rules and instructions.

- Use safety equipment and clothing that protects you, when needed.

- Be aware of hazards that affect you and your co-workers.

- Keep work areas clean and clutter-free.

- Know what to do in an emergency.

- Report any health and safety hazard to your supervisor.

- Ask questions if you don't understand.

WORKPLACE BULLYING: IS IT ILLEGAL?

Workplace bullying happens when someone bullies you, abuses you with words, mistreats you, or threatens you. Anyone who does this may go against company policy or break the law. What can you do if you feel you are a victim of workplace bullying? Keep records of times when you felt mistreated. Talk to a trusted adult. Workplace bullying can hurt your work—and your health!

SHOULD I WORK THIS LATE OR THIS LONG?

Child labor laws protect teens, ages 14 through 17, from working too long, too late, too early, or in certain dangerous jobs. The table below shows the hours Minnesota teens may work. (Some school districts may have rules that restrict hours even more. Also, some of the rules may not apply to teens in work experience education programs or teens who work in a business owned by their parents/ guardians.) Farm jobs have different work hour rules for teens under age 16.

WORK HOURS FOR MINNESOTA TEENS

Allowed	Ages 14 and 15	Ages 16 and 17
Work Hours	7 a.m.–7 p.m., Labor Day to June 1, except during required school hours 7 a.m.–9 p.m., from June 1 to Labor Day	5 a.m.–11 p.m. when there is school the next day.*
The most hours you can work when school is in session	18 hours a week, but not more than: • 3 hours a day on school days, including Fridays. • 8 hours a day on Saturday and Sunday, or non-school day.	No restrictions.
The most hours you can work when school is **not** in session	40 hours a week 8 hours a day	No restrictions.

WHAT IF I GET HURT ON THE JOB?

Tell your supervisor right away. If you're under 18, tell your parents or guardians, too. Get emergency medical treatment if needed. Ask for a claim form from your employer, or get one from your healthcare provider if your employer does not give you one right away.

Fill out the form and return it to your employer to make sure that you get workers' compensation benefits.

WORKERS' COMPENSATION:

Did You Know?

- You can be helped even if
  - **You're under 18.**
  - **You're a temporary or part-time worker (in most cases).**
- You get help even if you think the injury was your fault.
- You don't have to be a legal resident of the United States to get help.
- You can't sue your employer for a job injury (in most cases).

Last revised 07.05.2022

WHAT IF I HAVE A SAFETY PROBLEM?

Talk to your supervisor, parents, teachers, job training representative, or union representative about the problem.

Contact NIOSH (National Institute for Occupational Safety and Health) for general safety information:

>   1-800-CDC-INFO (232-4636)
>   **www.cdc.gov/niosh**

Call the National Young Worker Safety Resource Center for health and safety information and advice. Many materials are available in Spanish.

>   1-510-642-5507
>   **http://youngworkers.org/nywsrc/**

TO REPORT A HEALTH OR SAFETY PROBLEM

MNOSHA
(Minnesota Occupational Safety and Health Administration)
(877) 470-6742
www.dli.mn.gov/mnosha.asp

OSHA
(Occupational Safety and Health Administration)
1-800-321-OSHA (6742)
http://www.osha.gov

TO REPORT A PROBLEM ABOUT PAY OR CHILD LABOR LAWS

Minnesota Labor Standards Office
(800) 342-5354
www.dli.mn.gov/laborlaw.asp

U.S. Department of Labor, Wage and Hour Division
1-866-487-9243
http://www.dol.gov/whd

TO REPORT BEING HARASSED OR DISCRIMINATED AGAINST

Minnesota Department of Human Rights
(800) 657-3704
http://mn.gov/mdhr/

U.S. Equal Employment Opportunity Commission
1-800-669-4000
TTY: 1-800-669-6820
http://www.eeoc.gov/employees/charge.cfm

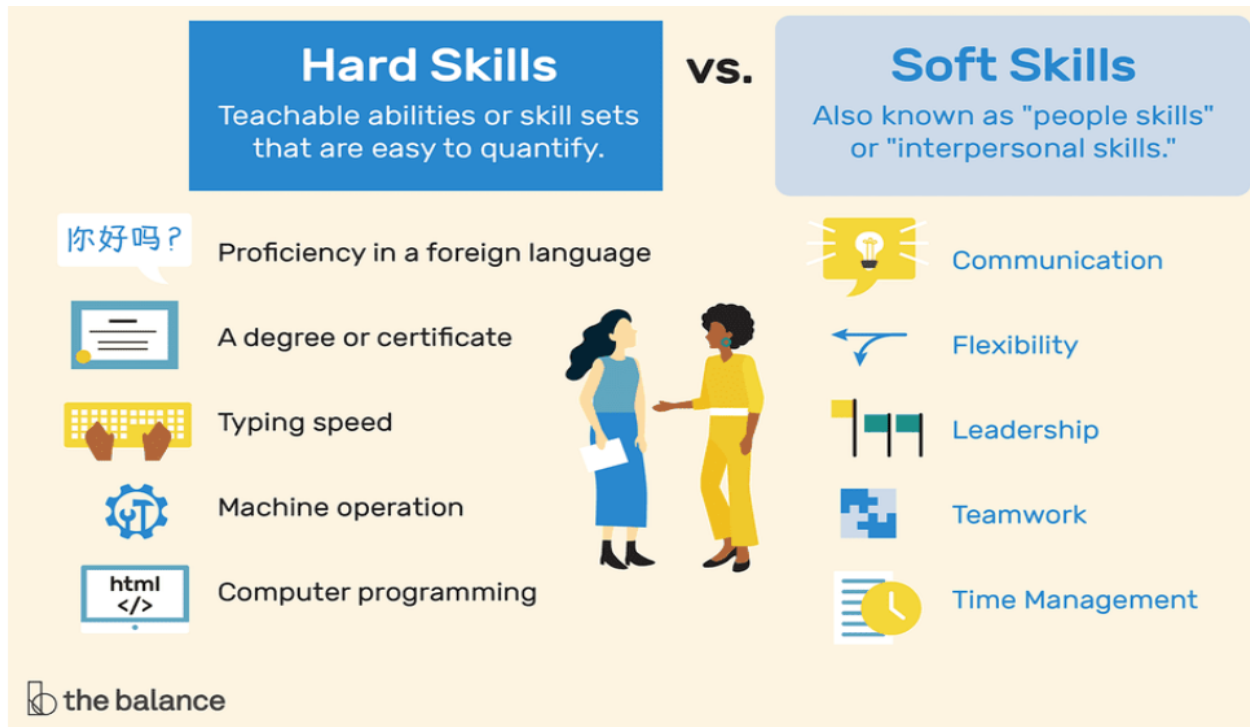### TO FIND OUT ABOUT HELP FOR INJURED WORKERS

Minnesota Division of Workers' Compensation
(800) 342-5354
www.dli.mn.gov/WorkComp.asp

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Hard Skills vs. Soft Skills: What's the Difference?

By: Alison Doyle Updated February 04, 2019 The Balance Careers   Original Link

During the job application and interview process, employers look for applicants with two skill sets: hard skills and soft skills. Successful candidates will make sure to put both sets of skills on display. In order to do so effectively, it helps to understand the difference between these two types of skills.

Hard Skills
Hard skills are teachable abilities or skill sets that are easy to quantify. Typically, you'll learn hard skills in the classroom, through books or other training materials, or on the job. These hard skills are often listed in your cover letter and on your resume and are easy for an employer or recruiter to recognize. Hard skills include:

- Proficiency in a foreign language
- A degree or certificate
- Typing speed
- Machine operation
- Computer programming

Soft Skills
Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as "people skills" or "interpersonal skills," soft skills relate to the way you relate to and interact with other people. Soft skills include:

- Communication
- Flexibility
- Leadership
- Motivation
- Patience
- Persuasion
- Problem Solving Abilities
- Teamwork
- Time Management
- Work Ethic

Unlike hard skills, it's hard to point to specific evidence that you possess a soft skill. If an employer is looking for someone who knows a programming language, you can share your grade in a class or point to a program you created using the language. But how can you show that you have a work ethic or any other soft skill? Just saying you have the skill isn't very meaningful. Instead, with this — and any other soft skills — your best bet is to demonstrate that you possess this quality by sharing examples of times when you used it.

Top Skills Employers Look For
While certain hard skills are necessary for any position, employers increasingly look for job applicants with certain soft skills. That's because it's generally easier for an employer to train a new employee in a hard skill (such as how to use a certain computer program) than to train an employee in a soft skill (such as patience).

Employers are increasingly looking for candidates with hybrid skills, which are a combination of soft and technical skills. Candidates with this skill set are very competitive in a continually evolving technologically-focused economy. If you possess the top skills employers seek in candidates for employment, Incorporate them into your resume and cover letters and mention them during job interviews.

TIP: Analytical skills, communications skills, and leadership skills are among the top skills employers look for from prospective employees.

Emphasize Both Hard and Soft Skills
Since they're both important, you'll want to emphasize both your hard and soft skills during the job application process. This way, even if you lack a hard skill required by the company, you can emphasize a particular soft skill that you know would be valuable in the position. For example, if the job involves working on a number of group projects, be sure to emphasize your experience and skill as a team player and your ability to communicate with team members.

How to Highlight Your Skills
To make sure potential employers are aware of your skills, highlight them on your resume and cover letter. Also, weave in mentions of your skills during job interviews.
- Incorporate skills into your resume. On your resume, you can include a skills section that lists out relevant skills. As well, you can point to your skills in the job description. For instance, if you're applying for a job where you'll need to have legal knowledge, and also communicate with clients successfully, you can include similar experience in job descriptions.
- Include relevant skills in your cover letter. Your cover letter is also an opportunity to highlight both sets of skills. When it comes to soft skills, however, rather than saying you have a soft skill, demonstrate that you have it. For instance, rather than saying "I have leadership skills," say, "At my role at Company ABC, I steered the sales team to record numbers, creating a bonus structure that generated strong results."
- Share your skills during job interviews. During interviews, the STAR interview response technique can help you show off soft skills. STAR, which stands for Situation, Task, Action, Result, is a way to answer behavioral interview questions ("Describe a time when...") that involves recounting a work-related challenge, what role you played, what you did to affect the outcome, and what the result of the action you took was on the situation.

Skills to List and Avoid
But which skills should you highlight? The type of skills to highlight on resumes, cover letters, and during interviews vary depending upon the type of job for which you're applying. If you're seeking an administrative job, for instance, communication skills, customer service skills, experience crafting business correspondence are helpful skills to list.

If the position is managerial related, it's imperative to demonstrate supervision experience and leadership skills like the ability to delegate and problem-solve. Interpersonal skills such as empathy, patience, and diplomacy are also important traits to possess.

Reading the job description carefully will give you a sense of the type of job-specific skills an employer is looking for in applicants. What you won't find in that description, however, are the skills NOT to list, including proficiency with software or technology that is no longer relevant like MS-DOS or Lotus 1-2-3. The same goes for skills that you do not possess or are otherwise unrelated to the job in question. Experience as a graphic designer, for example, wouldn't necessarily be applicable to a position in human resources.

Name:_____

Communication Skills Self-Assessment

INSTRUCTIONS: Please assess yourself on the behaviors listed below. If you haven't held a job, apply the questions to your school work or classmates. Check the box indicating your level of competence.	Please check the box under the score which you feel best describes you.				
Statements	*Exactly like me*	*Very like me*	*Some what like me*	*A little like me*	*Not like me at all*
	5	**4**	**3**	**2**	**1**
1. I am open minded and willing to change my viewpoint based on valid opinions of others					
2. I prepare for all communications and think things through before I speak					
3. I always tailor my message to suit the person(s) I am talking to					
4. I find it easy to listen to what other people have to say without interrupting					
5. I am good at making eye contact with people when I am talking to them					
6. I am not intimidated by situations where I must communicate with difficult people					
7. I am confident when I talk to people and speak clearly without mumbling					
8. I am good at getting my point across in a clear, concise manner without waffling					
9. I find it easy to concentrate on what others are saying and don't lose my focus					
10. I don't start planning my response while the other person is talking					
11. I don't think my opinion is the most important in the room					
12. I only speak up if I have something valuable to contribute to the conversation and I avoid talking just for the sake of it					
13. I make a conscious effort to match my body language to the message I want to convey					
14. I am good at reading the body language of others					
15. I can keep my cool when talking to other people even if I feel angry about what they say					
16. When other people in the group are quiet, I encourage them to contribute					
17. I don't shout and point at people when we have a heated conversation					
18. When group discussions get heated, I am good at keeping everyone calm and focused					
19. I feel comfortable running a meeting					
20. I am good at summarizing the key points of conversations I have with people					
Column Score (number of checks x number at top of column)					
Overall Total (five column scores added)					

Overall Result   76 - 100: You seem to have strong communication skills
　　　　　　　　　51 - 75: You have a good start but keep working to improve
　　　　　　　　　0 - 50: You need to work on developing your communication skills

Adapted from HTC Consulting Communication Skills Self-Assessment Inventory with permission.

Name:_____

Work Habits Self-Assessment

INSTRUCTIONS: Please assess yourself on the behaviors listed below. If you haven't held a job, apply the questions to your school work or classmates. Check the box indicating your level of competence.

LEGEND: S = Satisfactory   A = Adequate   NI = Needs Improvement

EVALUATION FACTORS		S	A	NI
Dedication	Report to work on time			
	Use time constructively			
Performance	Good working knowledge of job assignment			
	Organize and perform work in a timely, professional manner			
Cooperation	Willingly accept work assignments			
	Willingly accept changes in assignments not directly related to job			
Initiative	Perform assigned duties with little or no supervision			
	Perform assigned duties with little or no supervision, even under pressure			
	Strive to meet deadlines			
Communication	Communicate clearly and intelligently in person and during telephone contacts			
Teamwork	Work well with fellow employees without friction			
Character	Accept constructive criticism without unfavorable responses			
Responsiveness	Handle stressful situations with tact			
Personality	Demonstrate a pleasant, calm personality when dealing with customers and fellow employees			
Appearance	Well groomed, clean, neat			
	Dress appropriately for work			
Work Habits	Maintain neat and orderly work area			
	Maintain neat and orderly paperwork			

Adapted from dexform.com General Performance Evaluation Form

Name:_____

SECTION 7
Career Success Reflection Questions

INSTRUCTIONS: Use 3-5 complete sentences to answer each question where there's a box.

1. List the safety training you completed:_____

    Describe how the safety training prepared you to be safe in the workplace.

    ┌───┐
    │   │
    │   │
    │   │
    │   │
    │   │
    │   │
    └───┘

2. After reading the article *Hard Skills vs Soft Skills*, describe what you feel are your two best soft skills and give one example of where you have used each skill?

    ┌───┐
    │   │
    │   │
    │   │
    │   │
    │   │
    │   │
    └───┘

3. Review the results of your Communication Skills Assessment and list two of your strengths/ strongest areas.

    1. _____

    2. _____

4. Review the results of your Communication Skills Assessment and list two of your weaker/room-for- improvement areas. In the box, describe how you might work on improving these two areas.

    1. _____

    2. _____

    ┌───┐
    │   │
    │   │
    │   │
    │   │
    │   │
    │   │
    │   │
    │   │
    └───┘

Name:_____

5. Review the results of your Work Habits Assessment and list two of your strength/strong areas.

1. _____

2. _____

6. Review the results of your Work Habits Assessment and describe two of your weaker/room-for-improvement areas. In the box, describe how you might work on improving these two areas?

1. _____

2. _____

7. Reflect on this Career Readiness portfolio preparation experience and share which section was the most helpful or beneficial to you and why?

8. How do you think you can use this learned career development process in the future?

SECTION 7: Career Success			
	PROFICIENT 3 points per category	**Developing** 1 point per category	**Not Complete** 0 points per category
Working Teens' Health & Safety Rights Worksheet	Working Teens Health & Safety Rights Worksheet questions are all complete.		Working Teens Health & Safety Rights Worksheet questions are not completed.
Workplace Safety Training	Approved workplace safety training is complete or previous evidence is used.		No approved workplace safety training is complete or no previous evidence is used.
Communication Skills	The Communication Skills Self-Assessment is complete or previous evidence is used.		The Communication Skills Self-Assessment is not complete or previous evidence is not used.
Workplace Habits	The Workplace Habits Self-Assessment is complete or previous evidence is used.		The Workplace Habits Self-Assessment is not complete or previous evidence is not used.
Reflection Questions	All questions are answered with complete sentences and contain supportive detail(s). Answers contain 2 or less spelling or grammar errors.	All questions are answered. Some answers are too brief or lack supportive detail(s). Answers contain 3 to 6 spelling or grammar errors.	Some questions are not answered. Answers contain 7+ spelling or grammar errors.
	All handwriting or printing must be legible and professional.		

Date: _____

Score _____ / 15   (Proficient Score = 12 or above.)

Evaluator Notes:

Portfolio Approval Section

Evaluator's Name:_____   Date: _____

Pass/Fail/Grade: _____

Comments:

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HOW TO SUBMIT YOUR PORTFOLIO

❏ Have you completed all activities in each section, compared your portfolio documents to the Self-Assessment Rubrics, and made improvements?

❏ **Paper Portfolio Submissions:** Are your documents in order by Section? Ask your teacher/mentor to mail your completed portfolio, through MPS district mail, to CTE Director, Davis Center. Label package: "Career Readiness Student Portfolio". Additional Information on how to submit a paper portfolio can be found on page 7 of this student guide.

❏ **Digital Portfolio Submissions:** Are your documents sorted into 7 Section Google folders within one main Google folder? Is the folder "shared" as "anyone at Minneapolis Public Schools with the link can comment"?

Use your MPS email and send a link of your portfolio Google folder to work-based.learning@mpls.k12.mn.us with "Final Career Readiness Portfolio First Name Last Name" in the subject box. Additional Information about how to submit a digital portfolio can be found on page 7 of this student guide.

❏ Send your teacher/mentor a "Thank You" note!

❏ Portfolios will be reviewed each semester. Deadlines for submitting your portfolios are December 15th for Semester 1 and May 15th for Semester 2.

❏ Your final grade will be emailed to you within 3 weeks of the portfolio submission due date.

Congratulations on completing your CTE Course # 99201P Career Readiness Credit By Assessment Portfolio!

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