

NORTH DAKOTA CAREER RESOURCE NETWORK

# CAREER OUTLOOK

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## User's Guide

**RUReady.**  
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EDUCATION & CAREER PLANNING

North Dakota  
**cte**  
Career and Technical  
Education

# Career Outlook User's Guide

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## What Is My Learning Style?

People learn in different ways. This assessment may help you understand your learning in different types of classes.

**Score each item and then total each column.**

**1 – Seldom or Never**

**2 – Sometimes**

**3 - Often**

- \_\_\_\_\_ I remember better if I write it down.
- \_\_\_\_\_ Looking at a person helps keep me focused.
- \_\_\_\_\_ I need a quiet place to get my work done.
- \_\_\_\_\_ When I take a test, I can see the textbook in my head.
- \_\_\_\_\_ Music or background noise distracts my attention.
- \_\_\_\_\_ I doodle in the margins of my notebook.
- \_\_\_\_\_ I have trouble following lectures.
- \_\_\_\_\_ I react very strongly to colors.

<b>A</b>	<b>Total</b>

- \_\_\_\_\_ My papers and notebooks always seem messy.
- \_\_\_\_\_ I do not follow written directions well.
- \_\_\_\_\_ If I hear something, I will remember it.
- \_\_\_\_\_ Writing is difficult for me.
- \_\_\_\_\_ I often misread words from the text.
- \_\_\_\_\_ I would rather listen and learn than read and learn.
- \_\_\_\_\_ Pages with small print are difficult for me to read.
- \_\_\_\_\_ My eyes tire quickly, even though my vision check-up is ok.

<b>B</b>	<b>Total</b>

- \_\_\_\_\_ I start a project before reading the directions.
- \_\_\_\_\_ I hate to sit at a desk for long periods of time.
- \_\_\_\_\_ I prefer to see something done and then do it myself.
- \_\_\_\_\_ I use the trial and error approach to problem solving.
- \_\_\_\_\_ I like to read my textbook while riding an exercise bike.
- \_\_\_\_\_ I take frequent study breaks.
- \_\_\_\_\_ I have a difficult time giving step-by-step directions.
- \_\_\_\_\_ I enjoy sports and do well at several types of sports.

<b>C</b>	<b>Total</b>

If **A** is your highest score, you may be a  
**Visual Learner**

If **B** is your highest score, you may be a  
**Auditory Learner**

If **C** is your highest score, you may be a  
**Kinesthetic/Tactile Learner**

A score of 18 or more indicates a strength in that area. The Learning Style with the highest score indicates the most efficient method of information intake for you.

**My preferred Learning Style is:**

<b>What does this mean?</b>		
<b>Visual Learning Characteristics</b>	<b>Auditory Learning Characteristics</b>	<b>Kinesthetic Learning Characteristics</b>
<ul style="list-style-type: none"> <li>likes to read</li> <li>usually a good speller</li> <li>memorizes by seeing graphics or pictures</li> <li>finds verbal instruction difficult</li> <li>remembers faces</li> <li>doodles</li> <li>notices details</li> </ul>	<ul style="list-style-type: none"> <li>enjoys talking</li> <li>easily distracted</li> <li>has difficulty with written directions</li> <li>enjoys music</li> <li>distracted by noise</li> <li>outgoing by nature</li> <li>likes to listen to other readers</li> </ul>	<ul style="list-style-type: none"> <li>enjoys doing activities</li> <li>taps pencil or foot when studying</li> <li>will try new things</li> <li>uses hands while talking</li> <li>reading not a priority</li> <li>outgoing by nature; expresses emotions</li> <li>spelling may be difficult</li> </ul>

Adapted from the Delaware Career Compass

## Personality Plus

Another way to understand yourself is to look at your personality type. Dr. John Holland theorizes that both people and occupations can be loosely classified into six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Most people are a combination of two or three groups.

Read the descriptions in each column and check or fill in the box of each word or statement that applies to you. Count the number of checkmarks in each column and write the total in the box at the bottom of each column.

<p>I AM...</p> <input type="checkbox"/> practical <input type="checkbox"/> athletic <input type="checkbox"/> frank <input type="checkbox"/> mechanical <input type="checkbox"/> a nature lover <input type="checkbox"/> thrifty <input type="checkbox"/> curious <input type="checkbox"/> stable <input type="checkbox"/> concrete <input type="checkbox"/> reserved <input type="checkbox"/> self-controlled <input type="checkbox"/> ambitious <input type="checkbox"/> systematic <input type="checkbox"/> persistent	<p>I AM...</p> <input type="checkbox"/> inquisitive <input type="checkbox"/> analytical <input type="checkbox"/> scientific <input type="checkbox"/> observant <input type="checkbox"/> precise <input type="checkbox"/> scholarly <input type="checkbox"/> cautious <input type="checkbox"/> curious <input type="checkbox"/> self-confident <input type="checkbox"/> introspective <input type="checkbox"/> reserved <input type="checkbox"/> broad-minded <input type="checkbox"/> independent <input type="checkbox"/> logical	<p>I AM...</p> <input type="checkbox"/> creative <input type="checkbox"/> intuitive <input type="checkbox"/> imaginative <input type="checkbox"/> innovative <input type="checkbox"/> unconventional <input type="checkbox"/> emotional <input type="checkbox"/> independent <input type="checkbox"/> expressive <input type="checkbox"/> original <input type="checkbox"/> sensitive <input type="checkbox"/> complicated <input type="checkbox"/> idealistic <input type="checkbox"/> nonconforming	<p>I AM...</p> <input type="checkbox"/> friendly <input type="checkbox"/> helpful <input type="checkbox"/> idealistic <input type="checkbox"/> insightful <input type="checkbox"/> outgoing <input type="checkbox"/> understanding <input type="checkbox"/> cooperative <input type="checkbox"/> generous <input type="checkbox"/> responsible <input type="checkbox"/> forgiving <input type="checkbox"/> patient <input type="checkbox"/> empathetic <input type="checkbox"/> kind <input type="checkbox"/> persuasive	<p>I AM...</p> <input type="checkbox"/> self-confident <input type="checkbox"/> assertive <input type="checkbox"/> sociable <input type="checkbox"/> persuasive <input type="checkbox"/> enthusiastic <input type="checkbox"/> energetic <input type="checkbox"/> adventurous <input type="checkbox"/> impulsive <input type="checkbox"/> ambitious <input type="checkbox"/> inquisitive <input type="checkbox"/> agreeable <input type="checkbox"/> talkative <input type="checkbox"/> extroverted <input type="checkbox"/> spontaneous <input type="checkbox"/> optimistic	<p>I AM...</p> <input type="checkbox"/> well-organized <input type="checkbox"/> accurate <input type="checkbox"/> methodical <input type="checkbox"/> polite <input type="checkbox"/> conscientious <input type="checkbox"/> efficient <input type="checkbox"/> conforming <input type="checkbox"/> orderly <input type="checkbox"/> practical <input type="checkbox"/> thrifty <input type="checkbox"/> systematic <input type="checkbox"/> structured <input type="checkbox"/> ambitious <input type="checkbox"/> obedient <input type="checkbox"/> persistent
<p>I CAN...</p> <input type="checkbox"/> fix electrical things <input type="checkbox"/> solve electrical problems <input type="checkbox"/> pitch a tent <input type="checkbox"/> play a sport <input type="checkbox"/> read a blueprint <input type="checkbox"/> plant a garden <input type="checkbox"/> operate tools & machinery	<p>I CAN...</p> <input type="checkbox"/> think abstractly <input type="checkbox"/> solve math problems <input type="checkbox"/> understand scientific theories <input type="checkbox"/> do complex calculations <input type="checkbox"/> use a microscope or computer <input type="checkbox"/> interpret formulas	<p>I CAN...</p> <input type="checkbox"/> sketch, draw, paint <input type="checkbox"/> play a musical instrument <input type="checkbox"/> write stories, poetry, music <input type="checkbox"/> sing, act, dance <input type="checkbox"/> design fashions or interiors	<p>I CAN...</p> <input type="checkbox"/> teach/train others <input type="checkbox"/> express myself clearly <input type="checkbox"/> lead a group discussion <input type="checkbox"/> mediate disputes <input type="checkbox"/> plan and supervise an activity <input type="checkbox"/> cooperate well with others	<p>I CAN...</p> <input type="checkbox"/> initiate projects <input type="checkbox"/> convince people to do things my way <input type="checkbox"/> sell things or promote ideas <input type="checkbox"/> give talks or speeches <input type="checkbox"/> lead a group <input type="checkbox"/> persuade others	<p>I CAN...</p> <input type="checkbox"/> work well within a system <input type="checkbox"/> do a lot of paper work in a short time <input type="checkbox"/> keep accurate records <input type="checkbox"/> use a computer <input type="checkbox"/> write effective business letters
<p>I LIKE TO...</p> <input type="checkbox"/> tinker with machines or vehicles <input type="checkbox"/> work outside w/ plants & animals <input type="checkbox"/> be physically active <input type="checkbox"/> use my hands to build things <input type="checkbox"/> tend/train animals <input type="checkbox"/> work on electronic equipment <input type="checkbox"/> work in farming, forestry or fishing <input type="checkbox"/> do carpentry work	<p>I LIKE TO...</p> <input type="checkbox"/> work with scientific equipment <input type="checkbox"/> use computers <input type="checkbox"/> work independently <input type="checkbox"/> perform lab experiments <input type="checkbox"/> read scientific/technical journals <input type="checkbox"/> analyze situations & find a solution <input type="checkbox"/> use a chemistry set <input type="checkbox"/> do puzzles <input type="checkbox"/> be in a science fair <input type="checkbox"/> solve math/science questions	<p>I LIKE TO...</p> <input type="checkbox"/> attend concerts, theater, art exhibits <input type="checkbox"/> read fiction, plays, and poetry <input type="checkbox"/> paint, sculpt, or do ceramics <input type="checkbox"/> take photographs <input type="checkbox"/> express myself creatively <input type="checkbox"/> deal with ambiguous ideas <input type="checkbox"/> read art/music magazines <input type="checkbox"/> act in a play <input type="checkbox"/> design new fashions <input type="checkbox"/> study a foreign language	<p>I LIKE TO...</p> <input type="checkbox"/> work and socialize with others <input type="checkbox"/> help people solve problems <input type="checkbox"/> do volunteer work <input type="checkbox"/> work with young people <input type="checkbox"/> play team sports <input type="checkbox"/> belong to a club <input type="checkbox"/> work with the elderly <input type="checkbox"/> cater to needs/wishes of others <input type="checkbox"/> help others with mental, spiritual, physical or career needs	<p>I LIKE TO...</p> <input type="checkbox"/> make decisions affecting others <input type="checkbox"/> be elected to office <input type="checkbox"/> work on a sales campaign <input type="checkbox"/> start my own service or business <input type="checkbox"/> campaign politically <input type="checkbox"/> have power or status <input type="checkbox"/> use language skills to influence others <input type="checkbox"/> be with leaders	<p>I LIKE TO...</p> <input type="checkbox"/> work with numbers <input type="checkbox"/> type reports or work on computers <input type="checkbox"/> be responsible for details <input type="checkbox"/> collect or organize things <input type="checkbox"/> follow clearly defined procedures <input type="checkbox"/> keep things neat and organized <input type="checkbox"/> work with forms and reports <input type="checkbox"/> work from nine-to-five <input type="checkbox"/> follow a budget <input type="checkbox"/> follow other people's instructions
<p><b>Total</b></p> <p><b>R =</b></p>	<p><b>Total</b></p> <p><b>I =</b></p>	<p><b>Total</b></p> <p><b>A =</b></p>	<p><b>Total</b></p> <p><b>S =</b></p>	<p><b>Total</b></p> <p><b>E =</b></p>	<p><b>Total</b></p> <p><b>C =</b></p>

- Put the letter with the highest total score in the first space for your Holland Code, then the next highest in the second space and the third highest in the last space.

**My Holland Code Is:** \_\_\_\_\_

- Look over the items you checked in your Holland Code lists on the previous page. What does this say about what you might prefer in your work life based on your personality?

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- Review the sample occupations that may fit your personality type in the columns below.
  - Look in the Occupational Section of the *Career Outlook*, pages 14-49. **Find three more occupations that interest you** by looking in the Holland Code column and write them below.

<b>Realistic</b>	<b>Typical “R” jobs include:</b> Electrician                      Civil Engineer Auto Technician              Aircraft Mechanic Surveyor                         Plumber Carpenter                        Surgical Technologist	1. _____ 2. _____ 3. _____
<b>Investigative</b>	<b>Typical “I” jobs include:</b> Veterinarian                    Petroleum Engineer Microbiologist                 Dietitian Software Developer          Computer Systems Analyst Forensic Science Technician	1. _____ 2. _____ 3. _____
<b>Artistic</b>	<b>Typical “A” jobs include:</b> Fashion Designer              Desktop Publisher Architect                         Radio & TV Announcer Photographer                    Multimedia Artist Musician                         Cosmetologist	1. _____ 2. _____ 3. _____
<b>Social</b>	<b>Typical “S” jobs include:</b> School Counselor              Dental Hygienist Physician Assistant          Teacher Clergy                              Tour Guide Athletic Trainer                Childcare Worker	1. _____ 2. _____ 3. _____
<b>Enterprising</b>	<b>Typical “E” jobs include:</b> Financial Examiner          Police Detectives Lawyer                             Farmer & Rancher Travel Agent                     Marketing Manager School Administrator	1. _____ 2. _____ 3. _____
<b>Conventional</b>	<b>Typical “C” jobs include:</b> Proofreaders                    Law Clerk Bank Teller                      Accountant Dispatcher                        Cashier Loan Officer                      Cost Estimator Tax Preparer	1. _____ 2. _____ 3. _____

- Look over your Holland Code occupation lists. Which of the occupations listed do you think would make you feel most satisfied at work? Explain why.

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- Explore this occupation further in RUPReady.ND.gov and save it in your portfolio.

## Career Clusters Interest Survey

- Check the items in each box that best describe you. You may make as many or as few checks as you choose.
- Add up the number of checkmarks in each row and place the total in the box at the end of the row. (Totals across.)
- Look to see which three have the highest numbers.
- Find the corresponding Career Clusters at the end of the survey to see which clusters you may want to explore.

#	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total Number Checked
1	<input type="checkbox"/> Learn how things grow and stay alive. <input type="checkbox"/> Make the best use of the earth's natural resources. <input type="checkbox"/> Hunt and/or fish. <input type="checkbox"/> Protect the environment. <input type="checkbox"/> Be outdoors in all kinds of weather. <input type="checkbox"/> Plan, budget, and keep records. <input type="checkbox"/> Operate machines and keep them in good repair.	<input type="checkbox"/> Self-reliant (able to do it yourself) <input type="checkbox"/> Nature lover <input type="checkbox"/> Physically active <input type="checkbox"/> Planner <input type="checkbox"/> Creative problem solver	<input type="checkbox"/> Math <input type="checkbox"/> Life Sciences <input type="checkbox"/> Earth Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Agriculture	
2	<input type="checkbox"/> Read and follow instructions and/or blueprints. <input type="checkbox"/> Picture in my mind what a finished product looks like. <input type="checkbox"/> Work with my hands. <input type="checkbox"/> Perform work that requires precise results. <input type="checkbox"/> Solve technical problems. <input type="checkbox"/> Visit and learn from beautiful, historic, or interesting buildings. <input type="checkbox"/> Follow logical, step-by-step procedures.	<input type="checkbox"/> Curious <input type="checkbox"/> Good at following directions <input type="checkbox"/> Pay attention to detail <input type="checkbox"/> Good at visualizing possibilities <input type="checkbox"/> Patient and persistent	<input type="checkbox"/> Math <input type="checkbox"/> Drafting <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Construction Trades <input type="checkbox"/> Electrical Trades <input type="checkbox"/> Heat, Air Conditioning and Refrigeration	
3	<input type="checkbox"/> Use my imagination to communicate new information to others. <input type="checkbox"/> Perform in front of others. <input type="checkbox"/> Read and write. <input type="checkbox"/> Play a musical instrument. <input type="checkbox"/> Perform creative, artistic activities. <input type="checkbox"/> Use video and recording technology. <input type="checkbox"/> Design brochures and posters.	<input type="checkbox"/> Creative and imaginative <input type="checkbox"/> Good communicator/ good vocabulary <input type="checkbox"/> Curious about new technology <input type="checkbox"/> Relate well to feelings and thoughts of others <input type="checkbox"/> Determined/tenacious	<input type="checkbox"/> Art/Graphic Design <input type="checkbox"/> Music <input type="checkbox"/> Speech and Drama <input type="checkbox"/> Journalism/Literature <input type="checkbox"/> Audiovisual Technologies	
4	<input type="checkbox"/> Perform routine, organized activities but can be flexible. <input type="checkbox"/> Work with numbers and detailed information. <input type="checkbox"/> Be the leader in a group. <input type="checkbox"/> Make business contact with people. <input type="checkbox"/> Work with computer programs. <input type="checkbox"/> Create reports and communicate ideas. <input type="checkbox"/> Plan my work and follow instructions without close supervision.	<input type="checkbox"/> Organized <input type="checkbox"/> Practical and logical <input type="checkbox"/> Patient <input type="checkbox"/> Tactful <input type="checkbox"/> Responsible	<input type="checkbox"/> Business Technology Applications <input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Economics	
5	<input type="checkbox"/> Communicate with different types of people. <input type="checkbox"/> Help others with their homework or to learn new things. <input type="checkbox"/> Go to school. <input type="checkbox"/> Direct and plan activities for others. <input type="checkbox"/> Handle several responsibilities at once. <input type="checkbox"/> Acquire new information. <input type="checkbox"/> Help people overcome their challenges.	<input type="checkbox"/> Friendly <input type="checkbox"/> Decision maker <input type="checkbox"/> Helpful <input type="checkbox"/> Innovative/Inquisitive <input type="checkbox"/> Good listener	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Psychology	
6	<input type="checkbox"/> Work with numbers. <input type="checkbox"/> Work to meet a deadline. <input type="checkbox"/> Make predictions based on existing facts. <input type="checkbox"/> Have a clear set of rules to follow. <input type="checkbox"/> Analyze financial information and interpret it to others. <input type="checkbox"/> Handle money with accuracy and reliability. <input type="checkbox"/> Take pride in the way I dress and look.	<input type="checkbox"/> Trustworthy <input type="checkbox"/> Orderly <input type="checkbox"/> Self-confident <input type="checkbox"/> Logical <input type="checkbox"/> Methodical or efficient	<input type="checkbox"/> Accounting <input type="checkbox"/> Math <input type="checkbox"/> Economics <input type="checkbox"/> Banking/Financial Services <input type="checkbox"/> Business Law	
7	<input type="checkbox"/> Be involved in politics. <input type="checkbox"/> Negotiate, defend, and debate ideas and topics. <input type="checkbox"/> Plan activities and work cooperatively with others. <input type="checkbox"/> Work with details. <input type="checkbox"/> Perform a variety of duties that may change often. <input type="checkbox"/> Analyze information and interpret it to others. <input type="checkbox"/> Travel and see things that are new to me.	<input type="checkbox"/> Good communicator <input type="checkbox"/> Competitive <input type="checkbox"/> Service minded <input type="checkbox"/> Well organized <input type="checkbox"/> Problem solver	<input type="checkbox"/> Government <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> Foreign Language	
8	<input type="checkbox"/> Work under pressure. <input type="checkbox"/> Help sick people and animals. <input type="checkbox"/> Make decisions based on logic and information. <input type="checkbox"/> Participate in health and science classes. <input type="checkbox"/> Respond quickly and calmly in emergencies. <input type="checkbox"/> Work as a member of a team. <input type="checkbox"/> Follow guidelines precisely and meet strict standards of accuracy.	<input type="checkbox"/> Compassionate and caring <input type="checkbox"/> Good at following directions <input type="checkbox"/> Conscientious and careful <input type="checkbox"/> Patient <input type="checkbox"/> Good listener	<input type="checkbox"/> Biological Sciences <input type="checkbox"/> Chemistry <input type="checkbox"/> Math <input type="checkbox"/> Health Sciences <input type="checkbox"/> English/Language Arts	

9	<input type="checkbox"/> Investigate new places and activities. <input type="checkbox"/> Work with all ages and types of people. <input type="checkbox"/> Organize activities in which other people enjoy themselves. <input type="checkbox"/> Have a flexible schedule. <input type="checkbox"/> Help people make up their minds. <input type="checkbox"/> Communicate easily, tactfully, and courteously. <input type="checkbox"/> Learn about other cultures.	<input type="checkbox"/> Tactful <input type="checkbox"/> Self-motivated <input type="checkbox"/> Works well with others <input type="checkbox"/> Outgoing <input type="checkbox"/> Slow to anger	<input type="checkbox"/> English/Language Arts/Speech <input type="checkbox"/> Foreign Language <input type="checkbox"/> Social Sciences <input type="checkbox"/> Marketing <input type="checkbox"/> Food Services
10	<input type="checkbox"/> Care about people, their needs, and their problems. <input type="checkbox"/> Volunteer my services for the good of the community. <input type="checkbox"/> Listen to other people's viewpoints. <input type="checkbox"/> Help people be at their best. <input type="checkbox"/> Work with people from preschool age to old age. <input type="checkbox"/> Think of new ways to do things. <input type="checkbox"/> Make friends with different kinds of people.	<input type="checkbox"/> Good communicator/good listener <input type="checkbox"/> Caring <input type="checkbox"/> Non-materialistic <input type="checkbox"/> Uses intuition (instinct) and logic <input type="checkbox"/> Non-judgmental	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Family and Consumer Sciences <input type="checkbox"/> Finance <input type="checkbox"/> Foreign Language
11	<input type="checkbox"/> Work with computers. <input type="checkbox"/> Reason clearly and logically to solve complex problems. <input type="checkbox"/> Use machines, techniques, and processes. <input type="checkbox"/> Read technical materials and diagrams and solve technical problems. <input type="checkbox"/> Adapt to change. <input type="checkbox"/> Play video games and figure out how they work. <input type="checkbox"/> Concentrate for long periods without being distracted.	<input type="checkbox"/> Logical/analytical thinker <input type="checkbox"/> See details in the big picture <input type="checkbox"/> Persistent <input type="checkbox"/> Good concentration skills <input type="checkbox"/> Precise and accurate	<input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Computer Technology <input type="checkbox"/> Communications <input type="checkbox"/> Graphic Design
12	<input type="checkbox"/> Work under pressure or in the face of danger. <input type="checkbox"/> Make decisions based on my own observations. <input type="checkbox"/> Interact with other people. <input type="checkbox"/> Be in positions of authority. <input type="checkbox"/> Respect rules and regulations. <input type="checkbox"/> Debate and win arguments. <input type="checkbox"/> Observe and analyze people's behavior.	<input type="checkbox"/> Adventurous <input type="checkbox"/> Dependable <input type="checkbox"/> Community-minded <input type="checkbox"/> Decisive <input type="checkbox"/> Optimistic	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Psychology/Sociology <input type="checkbox"/> Social Studies <input type="checkbox"/> Law Enforcement <input type="checkbox"/> First Aid/First Responder
13	<input type="checkbox"/> Work with hands and learn that way. <input type="checkbox"/> Put things together. <input type="checkbox"/> Do routine, organized and accurate work. <input type="checkbox"/> Perform activities that produce real, concrete results. <input type="checkbox"/> Apply math to work out solutions. <input type="checkbox"/> Use hand and power tools and operate equipment machinery. <input type="checkbox"/> Visualize objects in three dimensions from flat drawings.	<input type="checkbox"/> Practical <input type="checkbox"/> Observant <input type="checkbox"/> Physically active <input type="checkbox"/> Step-by-step thinker <input type="checkbox"/> Coordinated	<input type="checkbox"/> Math-Geometry <input type="checkbox"/> Chemistry <input type="checkbox"/> Trade and Industry Courses <input type="checkbox"/> Physics <input type="checkbox"/> English/Language Arts
14	<input type="checkbox"/> Shop and go to the mall. <input type="checkbox"/> Be in charge. <input type="checkbox"/> Make displays and promote ideas. <input type="checkbox"/> Give presentations and enjoy public speaking. <input type="checkbox"/> Persuade people to buy products or to participate in activities. <input type="checkbox"/> Communicate my ideas to other people. <input type="checkbox"/> Take advantage of opportunities to make extra money.	<input type="checkbox"/> Enthusiastic <input type="checkbox"/> Competitive <input type="checkbox"/> Creative <input type="checkbox"/> Self-motivated <input type="checkbox"/> Persuasive	<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Business Education/Marketing <input type="checkbox"/> Economics <input type="checkbox"/> Computer Applications
15	<input type="checkbox"/> Interpret formulas. <input type="checkbox"/> Find the answers to questions. <input type="checkbox"/> Work in a laboratory. <input type="checkbox"/> Figure out how things work and investigate new things. <input type="checkbox"/> Explore new technology. <input type="checkbox"/> Experiment to find the best way to do something. <input type="checkbox"/> Pay attention to details and be precise.	<input type="checkbox"/> Detail oriented <input type="checkbox"/> Inquisitive <input type="checkbox"/> Objective <input type="checkbox"/> Methodical <input type="checkbox"/> Mechanically inclined	<input type="checkbox"/> Drafting/Computer-Aided <input type="checkbox"/> Drafting <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Electronics/Computer <input type="checkbox"/> Networking <input type="checkbox"/> Technology Education
16	<input type="checkbox"/> Travel. <input type="checkbox"/> See well and have quick reflexes. <input type="checkbox"/> Solve mechanical problems. <input type="checkbox"/> Design efficient processes. <input type="checkbox"/> Anticipate needs and prepare to meet them. <input type="checkbox"/> Drive or ride. <input type="checkbox"/> Move things from one place to another.	<input type="checkbox"/> Realistic <input type="checkbox"/> Mechanical <input type="checkbox"/> Coordinated <input type="checkbox"/> Observant <input type="checkbox"/> Planner	<input type="checkbox"/> Math <input type="checkbox"/> Trade and Industry Courses <input type="checkbox"/> Physical Sciences <input type="checkbox"/> Economics <input type="checkbox"/> Foreign Language

**Indicate your top three Clusters of Interest based on the number of checks in the survey:**

1	Agriculture, Food & Natural Resources	
2	Architecture & Construction	
3	Arts, A/V Technology & Communications	
4	Business Management & Administration	
5	Education & Training	
6	Finance	
7	Government & Public Administration	
8	Health Science	

9	Hospitality & Tourism	
10	Human Services	
11	Information Technology	
12	Law, Public Safety, Corrections & Security	
13	Manufacturing	
14	Marketing	
15	Science, Technology, Engineering & Mathematics	
16	Transportation, Distribution & Logistics	

## Career Cluster Match

Explore the 16 Career Clusters on the following page, each of which represent:

- A set of occupations all of which require a base of common knowledge and skills that escalate in difficulty as specialization is involved, and
- A program of aligned instructional units that begin in high school and continue to the highest levels of professional and post graduate instruction.

### Step 1:

On page 2, match the grouping of occupations in the left hand column with the Career Clusters in the right hand column, matching the occupations to the Career Cluster where you believe the occupation could reasonably be employed. Occupations may be linked with more than one cluster.

The 16 Career Clusters can also be explored at: [www.careerclusters.org/16clusters.htm](http://www.careerclusters.org/16clusters.htm) and [RUReady.ND.gov](http://RUReady.ND.gov).

### Step 2:

You identified your top two to three Career Clusters in **Activity 3**.

**What occupations found in the Career Outlook, pages 14-49, are you most interested in from your top two Career Clusters?**

Career Cluster Choice #1 \_\_\_\_\_

Occupations:

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Career Cluster Choice #2 \_\_\_\_\_

Occupations:

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## Match the occupations with the Career Cluster they fit best.

Occupations	Cluster #
Photographer     Animator Art Director     Broadcast Technician Desktop Publisher	
Emergency Management Director Funeral Attendant     Barber     Nanny	
Fish and Game Officer Veterinarian     Biochemist Conservation Scientist	
Power Plant Operator     Jeweler Industrial Machinery Mechanic Fuels Processing Technician	
Zoologist     Microbiologist     Statistician Industrial Engineer     Astronomer	
Surveyor     Civil Engineer     Architect Security System Installer	
Instructional Coordinator Elementary Teacher     Librarian Fitness Trainer     Counselor	
Aerospace Engineering Technician Automotive Body Repairer Logistics Manager     Crane Operator	
Eligibility Interviewer     Legislator Special Forces     Tax Examiner	
Legal Secretary     File Clerk Court Reporter     Medical Secretary Market Research Analyst	
Data Warehousing Specialist Computer Systems Analyst Web Developer     Network Administrator	
Travel Agent     Pastry Chef Barista     Tour Guide Food Service Manager	
Radiologist     Dentist Hearing Aid Specialist     Nurse Assistant Athletic Trainer	
Bank Teller     Insurance Adjustor Financial Analyst     Title Examiner	
Cashier     Sales Representative Marketing Manager Real Estate Broker	
Lawyer     Security Guard Transportation Security Screener Firefighter     Social Worker	

Career Cluster
<b>1. Agriculture, Food &amp; Natural Resources</b> The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
<b>2. Architecture &amp; Construction</b> Careers in designing, planning, managing, building and maintaining the built environment.
<b>3. Arts, A/V Technology &amp; Communications</b> Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
<b>4. Business Management &amp; Administration</b> Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
<b>5. Education &amp; Training</b> Planning, managing and providing education and training services, and related learning support services.
<b>6. Finance</b> Planning, services for financial and investment planning, banking, insurance, and business financial management
<b>7. Government &amp; Public Administration</b> Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
<b>8. Health Science</b> Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
<b>9. Hospitality &amp; Tourism</b> The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
<b>10. Human Services</b> Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.
<b>11. Information Technology</b> Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
<b>12. Law, Public Safety, Corrections &amp; Security</b> Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
<b>13. Manufacturing</b> Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
<b>14. Marketing</b> Planning, managing and performing marketing activities to reach organizational objectives.
<b>15. Science, Technology, Engineering &amp; Mathematics</b> Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
<b>16. Transportation, Distribution &amp; Logistics</b> Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

## What are My Work Values?

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

### Directions:

- Think about what you want from a job.
- Look at the values listed below.
- **Prioritize the Work Values** according to what is **most important** to you.
  - Label each, with **1 being the most important** and **6 being the least important**.

Rank	Work Value and Description
	<p><b>ACHIEVEMENT</b> If ACHIEVEMENT is your highest value, look for jobs that will utilize <b>your best abilities</b>. Seeing the results of your work will give you a <b>sense of accomplishment</b>. You want to <b>become an expert</b> in your field.</p>
	<p><b>INDEPENDENCE</b> If you value INDEPENDENCE, you'll want to find work that allows you to <b>work on your own</b> and express your <b>creativity</b>. Work that gives you the chance to <b>make decisions</b> and <b>take responsibility</b> will be most satisfying. You want to determine how to accomplish work goals with <b>very little supervision</b>.</p>
	<p><b>RECOGNITION</b> If you value RECOGNITION, look for jobs that give you a chance to <b>move up the ladder</b> and to <b>lead others</b>. Jobs that offer <b>status and authority</b> will be very satisfying. You want to be <b>publicly recognized</b> for the high quality of your work.</p>
	<p><b>RELATIONSHIPS</b> If RELATIONSHIPS are a high value, you'll want a job with friendly co-workers where you can be of <b>service to others</b>. A job that reinforces your sense of right and wrong will be most satisfying. You want to work as a <b>team member</b> to accomplish common goals.</p>
	<p><b>SUPPORT</b> If you value SUPPORT, it's important to find a job in which your <b>employer stands up for you</b> and your co-workers, and <b>management is considerate, competent and fair</b>. You'll be most satisfied if you're comfortable with both the <b>technical and personal supervision</b> and support offered. You can work under pressure, but only if you have <b>resources to meet organizational goals</b>.</p>
	<p><b>WORKING CONDITIONS</b> <b>Good pay, job security, and a comfortable work environment</b> are important to you if you value WORKING CONDITIONS. Do you like to work alone or closely with others? Do you like to stay busy, or maybe you enjoy a variety of things to do on the job? Knowing your "work style" and finding conditions that <b>support your style</b> will be most satisfying. In addition, you appreciate having <b>predictable job duties</b>.</p>

What does this say about what you prefer in your work life?

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Look at your top three work values. List three occupations that would fit with what you want:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Rate My Workplace Skills

Employers look for employees who have the skills and traits they need to help their business or organization be successful. Employees that have the necessary personal skills to do their job well, do much better at getting and keeping their jobs.

- **Rate your ability level** for each workplace skill from 1 to 5, **1 being the lowest** and **5 the highest**.
- Put a checkmark in the last column if this skill would be important for your career plan and you need to work on this skill.

Skill	Low 1	2	3	4	High 5	Need to Work on for My Career Plan
1. Written Communication	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
2. Verbal Communication	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
3. Enthusiasm	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
4. Flexibility	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
5. Leadership	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
7. Eager to Work	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
8. Desire to Succeed	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
9. Honesty	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
10. Respect for Others of All Ages	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
11. Sure of Self	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
12. Personal Grooming	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
12. Reliable	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
13. Reason and Problem Solve without Help	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
14. Ability to Learn New Things	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
15. On Time	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
16. Creative	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
17. Make Decisions	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
18. Team Player	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
19. Responsible	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
20. Reading Ability	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
21. Comprehension	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
22. Listening Ability	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
23. Writing Ability	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>
24. Computer Skills	(1)	(2)	(3)	(4)	(5)	<input type="checkbox"/>

- A. Discuss how a teacher would rate your skills? A supervisor?
- B. Think about how others perceive you and look at your skills realistically. We all need to work on something. Try to work on what is important to your career goal today!

List the top 3 workplace skills that you need to work on the most to achieve your career goal.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- C. Look at the workplace skills in the checklist on the previous page to write 5 interview questions an employer could ask a potential employee during a job interview.

Interview Question 1:

Interview Question 2:

Interview Question 3:

Interview Question 4:

Interview Question 5:

## Career Outlook Search

Complete the Career Clusters Interest Survey on pages 6-7 of the Career Outlook.

A. Identify your top three clusters of interest using the results of the Career Cluster Interest Survey chart at the bottom of page 7.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

B. Find your top career cluster and **choose one occupation of interest** using pages 14-49.

1. Occupation from top cluster \_\_\_\_\_

2. Describe the occupation \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Name two related occupations.

1. \_\_\_\_\_

2. \_\_\_\_\_

4. What level of education does this occupation require?

High School Diploma, Certificate or Associate's Degree

Bachelor's Degree or Higher

C. Holland Type/Code

1. Identify the Holland Code for this occupation. \_\_\_\_\_

2. Describe this Holland Code (*See page 14.*) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. National: Number Employed, North Dakota: Number Employed, North Dakota: Long-Term Growth Outlook

1. How many people are employed in this occupation in the United States? \_\_\_\_\_

2. How many people are employed in this occupation in North Dakota? \_\_\_\_\_

3. How many job openings are projected in North Dakota for 2012-2022? \_\_\_\_\_

E. Check the growth rate for this occupation in North Dakota.

- Exceptional (25.6% or more per year)
- High Growth (16.0-25.5% per year)
- Average to Near Average Growth (9.7-15.9% per year)
- Below Average Growth (0.1-9.6% per year)
- Zero to Declining Growth (0% or less per year)

F. What is the ND salary range for this occupation? \$ \_\_\_\_\_ to \$ \_\_\_\_\_

G. Occupational Trait(s) (See page 14.)

- 1. Is this occupation **High Wage**?  Yes  No
- 2. Is this a **Bright Outlook** occupation?  Yes  No
- 3. Is this occupation **High Skill**?  Yes  No
- 4. Is this an **Energy** occupation?  Yes  No
- 5. Does the **Military** offer this occupation?  Yes  No

H. North Dakota Related Postsecondary Programs

1. Find one or two schools that offer a program for the occupation you listed in question B -1. (See pages 14-49 for Related Postsecondary Programs.)

a. \_\_\_\_\_

b. \_\_\_\_\_

2. Choose the postsecondary option that will prepare you for employment in the occupation you listed in question B – 1.

- Certificate: May last a few weeks to 1-2 years.
- Associate's Degree: Usually 2-3 years.
- Bachelor's Degree: Usually 4-5 years.
- Master's Degree: 1-2 years beyond a Bachelor's Degree.

3. What is the cost for one year at each school you chose? (See page 63.)

a. \_\_\_\_\_ \$ \_\_\_\_\_

b. \_\_\_\_\_ \$ \_\_\_\_\_

I. What conclusions can you draw from this exercise?

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Name \_\_\_\_\_

## Cool Careers Start in School

**Favorite Class/Subject:** \_\_\_\_\_

**Directions:** Using the Occupational Section (page 14-49) of the *Career Outlook* as your resource, select 10 occupations that are related to this subject area or would use skills that have been taught in this class.

Occupation	Related Occupations	ND Earnings Outlook	<b>Rating:</b>  High Wage  High Skill  Bright Outlook
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**Explain how each occupation on the previous page is related to your favorite class/subject area:**

1

2

3

4

5

6

7

8

9

10

Pick three occupations from your list and create a PowerPoint slide or poster for each occupation that includes the following:

- The occupation title and a brief description that provides a general idea of the tasks associated with the occupation.
- Pictures and or graphics of the occupation to SELL this career.
- The type of training required for this career.
- Related Occupations.
- High Wage, High Skill and/or Bright Outlook (high demand) rating.
- Long-Term Growth Outlook and North Dakota Earnings Outlook
- Each slide should clearly present a positive outlook for this career.

Your slides or posters would be part of a presentation so all can learn about a variety of careers.

***Example:***

“Cool Careers in Math” showcasing careers in Math, English, etc.

(8 students/groups having 3 slides or poster each would create a presentation of 24 slides/posters.)

## What Does School Have to Do with a Real Job?

Have you ever asked yourself that question? Actually many of the skills you learn in high school do apply to what you will be doing day-to-day in a real job. For each of the following skills, write how each one is used at school and at work.

<b>Skill</b>	<b>How is this skill used at school?</b>	<b>How is this skill used at work?</b>
Meeting Deadlines		
Expressing Yourself Verbally		
Being Dependable		
Remembering		
Expressing Yourself in Writing		
Listening		
Working Independently		
Taking Notes		
Making Decisions		
Solving Problems		
Working as a Team		
Negotiating		
Being Motivated		
Leading Others		
Communicating with Authority (Being Assertive)		
Being on Time		

## Discuss the following in class:

1. How can extracurricular activities help you develop these skills?

2. How can planning and implementing a class event, like prom or a class fundraiser, help in developing these skills?

3. Which skills in the above list can you learn through doing activities like helping with family chores or household duties? Identify two.

4. Why is it in your best interest to work on the above skills in high school?

## Employment Outlook & Earnings

**Directions:** Study the information chart below then use this information to answer the questions below. Find the location of occupation titles on page 15. Pages 14-49 of the Career Outlook have additional information.

**National - Number Employed** indicates the number of persons employed in this occupation in the United States.

**ND Employment** indicates the **number of persons employed** in this occupation in North Dakota

**Total Openings** includes growth and replacement openings in North Dakota over a 10-year period.

**The Long-Term Growth Outlook for the occupation in North Dakota is defined as:**

- Exceptional (25.6% or more per year);
- High Growth (16.0-25.5% per year);
- Average to Near Average Growth (9.7-15.9% per year);
- Below Average Growth (0.1-9.6% per year); and
- Zero to Declining Growth (0% or less per year)

### ND Earnings Outlook

**Annual Entry-Level Wages** - The average of the bottom 1/3 of overall wage distribution.

**Annual Average Wages** - Estimated total wages of an occupation divided by its employment.

*The salaries shown reflect a 40-hour work week for many occupations. Be aware it is possible to earn a considerably higher salary in those occupations where overtime wages are paid.*

A. List three occupations that are **projected to grow** in North Dakota at a rate of high or exceptional:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. List three occupations that are **below average or declining in growth** in North Dakota:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. List three occupations that require an **associate's degree or less** that are growing in North Dakota:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. List the **wage range** for **Web Developers**:

Wage Range: \_\_\_\_\_ to \_\_\_\_\_

E. Under Health Science, list the **wage range** for **Respiratory Therapists**:

Wage Range: \_\_\_\_\_ to \_\_\_\_\_

F. How many **Total Openings** will there be in North Dakota for Veterinarians over the 10-year span?

Total Openings: \_\_\_\_\_

G. What is the **wage range** in North Dakota for Accountants and Auditors?

Salary Range: \_\_\_\_\_ to \_\_\_\_\_

What is the **Long-Term Growth Outlook** for Accountants and Auditors? \_\_\_\_\_

H. Which has a higher **annual average wage**, an Aircraft Mechanic or a Commercial Pilot?

\_\_\_\_\_

Which one has more jobs available in North Dakota? \_\_\_\_\_

I. What is the **salary range** for each of the following:

Architectural and Civil Drafter \_\_\_\_\_ to \_\_\_\_\_

Microbiologist \_\_\_\_\_ to \_\_\_\_\_

Legal Technician/Paralegal \_\_\_\_\_ to \_\_\_\_\_

Fitness Trainer \_\_\_\_\_ to \_\_\_\_\_

J. Which of the occupations listed above, in question "I", has the most **Total Openings** in North Dakota?

\_\_\_\_\_

K. What is the wage range for an Advertising and Promotions Manager?

Wage Range: \_\_\_\_\_ to \_\_\_\_\_

L. Name three **growing occupations** listed in the Finance Cluster.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

M. Name **four types of engineers**. (Find in the Science, Technology, Engineering, and Mathematics Cluster).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

N. Find Graphic Designer. What do they do? \_\_\_\_\_

\_\_\_\_\_

What is their wage range? \_\_\_\_\_ to \_\_\_\_\_

Is this a growing career?  Yes  No

	<b>High Wage</b> - North Dakota entry annual salary at least \$47,779.
	<b>High Skill</b> - Occupation requires at least one year of post high school education or training.
	<b>Bright Outlook</b> - Occupation has a very high number of annual openings (high demand) and/or is a fast growing occupation in North Dakota.

Use the chart above to answer the following questions:

O. Is **Elementary School Teacher** a “Bright Outlook” occupation?  Yes  No

P. Name three **High Wage** careers in the **Manufacturing** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Q. Name three **Bright Outlook** careers in the **Hospitality and Tourism** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

R. Name three **High Skill** careers in the **Transportation, Distribution & Logistics** Cluster.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

S. Find three occupations that are **High Skill, High Wage, and Bright Outlook**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## What Are My Career Options?

Use this worksheet and the *Career Outlook* to work through the various career options available to you as you work toward a career goal. Consider costs, employment trends, outlook, and requirements for each option. Study each option and record any positive or negative aspects that would affect your personal decisions as you read the following *Career Outlook* articles:

- Page 53, NDUS Distance Education Courses & ND Center for Distance Education
- Page 54, Why Choose a NDUS School?
- Page 55, ND University System Admission Requirements
- Page 56-57, North Dakota Army National Guard/military option
- Page 61, Job Service North Dakota

On the Job Training/Work		2-Year School	
<p style="text-align: center;"><b>Positives</b> (e.g., can go to work right away)</p>	<p style="text-align: center;"><b>Negatives</b> (e.g., salary might be lower)</p>	<p style="text-align: center;"><b>Positives</b> (e.g., so many good jobs right now that require a 2 yr. program)</p>	<p style="text-align: center;"><b>Negatives</b> (e.g., if I eventually want to continue, should I start at that school?)</p>
4-Year School		Military	
<p style="text-align: center;"><b>Positives</b></p>	<p style="text-align: center;"><b>Negatives</b></p>	<p style="text-align: center;"><b>Positives</b></p>	<p style="text-align: center;"><b>Negatives</b></p>
Advanced Degree		Certificate	
<p style="text-align: center;"><b>Positives</b></p>	<p style="text-align: center;"><b>Negatives</b></p>	<p style="text-align: center;"><b>Positives</b></p>	<p style="text-align: center;"><b>Negatives</b></p>
Other			
<p style="text-align: center;"><b>Positives</b></p>		<p style="text-align: center;"><b>Negatives</b></p>	

## College Options and Admissions

Using the ND *Career Outlook*, pages 14-49, fill in the boxes below.

High School Diploma, Apprenticeship, Certificate, Associate's Degree			
	Occupation 1	Occupation 2	Occupation 3
<b>Step 1</b> List three occupations that interest you at this education level.			
<b>Step 2</b> List the ND Annual Entry Level Wage for the occupations.	\$	\$	\$
<b>Step 3</b> List a postsecondary institution that has the program you would need for each occupation.			
<b>Step 4</b> Enter the total cost of attendance for one year at each postsecondary institution listed. (Use page 63.)	\$	\$	\$

Bachelor's Degree			
	Occupation 1	Occupation 2	Occupation 3
<b>Step 1</b> List three occupations that interest you at this education level.			
<b>Step 2</b> List the ND Annual Entry Level Wage for the occupations.	\$	\$	\$
<b>Step 3</b> List a postsecondary institution that has the program you would need for each occupation.			
<b>Step 4</b> Enter the total cost of attendance for one year at each postsecondary institution listed. (Use page 63.)	\$	\$	\$

After looking over the occupations, majors, and schools that you listed in the charts above, choose the occupation that interests you most.

The occupation I am most interested in: \_\_\_\_\_

List all of the North Dakota postsecondary institutions that offer programs needed for this occupation:

\_\_\_\_\_

\_\_\_\_\_

## Comparing College Programs

**Directions:** In the following chart, choose two specific schools that carry the major of your choice and do a comparison using the following criteria. See below for a list of resources you can use.

Criteria	College 1:	College 2:
<b>College Website</b>		
<b>Name of Program/Major</b>		
<b>Location of School</b>		
<b>Annual Cost</b> (Tuition, Books, Room & Board)		
<b>Total Cost</b> (Annual Cost x Years of Attendance)		
<b>Size of School Enrollment</b>		
<b>Student to Faculty Ratio</b>		
<b>Admission Requirements: ACT, High School Courses</b>		
<b>Student Activities</b>		
<b>Housing Availability</b>		
<b>Placement Report</b>		
<b>Scholarship/ Financial Aid Options</b>		

Resources you used for the above comparison:

- ND Career Outlook
- RUReady.ND.gov
- College website
- ND University System: [www.ndus.edu](http://www.ndus.edu)
- Other \_\_\_\_\_

Consider: If your career choice requires a four-year degree or more, how much could you save by going to a two-year school first and transferring to a four-year school?

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## RU Ready for Life after High School?

How ready are you to go to college to achieve the training/education you need to be successful in the career you want?

**Directions:** Take the **Are You Ready for Life after High School?** college readiness survey to help you take a closer look at your academic maturity, motivation, learning styles, assertiveness, social skills, advice seeking and planning, and goal setting. Remember the quality of the results depends on your responses.

**Review and reflect on your survey scores to answer the following questions:**

1. Look at the 3's and 4's you selected on the checklist. Which item(s) do you think will help you the most towards achieving your career goal and why? \_\_\_\_\_

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2. Look at the 1's and 2's you selected. Write three goals to better prepare yourself in these areas.

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---

3. \_\_\_\_\_

---

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***College is an investment in getting the career you want.  
Succeeding is up to you!***

# RUReady for Life after High School?

Let's face it; how you've done so far in your school and work has a lot to do with your personal skills. See how your skills compare to the ones you'll need for the future, like college or your career.

- Rate yourself a:
- 4 my skills are great**
  - 3 I'm doing pretty well**
  - 2 my skills are ok**
  - 1 I need to work on my skills**

- \_\_\_\_\_ I am organized and prepared for the day.
- \_\_\_\_\_ I work independently on my class assignments.
- \_\_\_\_\_ I am comfortable taking exams and answer the best I can.
- \_\_\_\_\_ I have good critical thinking skills and put them to use.
- \_\_\_\_\_ I get my work done promptly.
  
- \_\_\_\_\_ I persevere in all I do and work hard on any given assignment.
- \_\_\_\_\_ I go to classes without reminders from parents or teachers.
- \_\_\_\_\_ If I miss class, I remember to get my make-up work for my classes without reminders.
- \_\_\_\_\_ If I need help, I will find the teacher or another person to help me and I respond to their feedback.
- \_\_\_\_\_ I use my decision making skills to make positive choices.
  
- \_\_\_\_\_ I get my assignments in on time and keep up to date on my work.
- \_\_\_\_\_ I know what study methods work best for me and use them to take notes.
- \_\_\_\_\_ I have an interest in learning.
- \_\_\_\_\_ I take advantage of the library, computers, and all resources.
- \_\_\_\_\_ I seek out advice from others who are knowledgeable about a subject and look for feedback on my work.
  
- \_\_\_\_\_ I work well with strangers and am fairly comfortable with them.
- \_\_\_\_\_ I monitor my own performance and set goals for myself.
- \_\_\_\_\_ I manage my time wisely.
- \_\_\_\_\_ I choose courses that help me prepare for my future and that I will enjoy.
- \_\_\_\_\_ I persevere and do not give up.
  
- \_\_\_\_\_ I will find more information and get extra sources to prepare if the teacher does not specifically cover a topic in class.
- \_\_\_\_\_ I will review material on my own if I get behind.
- \_\_\_\_\_ I will get my work done, even if I feel under pressure.
- \_\_\_\_\_ I know what I want my future to look like or at least have an idea.
- \_\_\_\_\_ I participate in class and am my own leader.

**Add up total points:** \_\_\_\_\_

- 100 - 88: You seem to have the skills to understand and connect information and will probably be successful in whatever you pursue after high school.
- 87 - 63: You have a focus in what you would like accomplished in your education and are willing to use your strengths to accomplish your goals.
- 62 - 38: You are seeking your talents and aligning them with your goals. You may need to search out resources that would help you with your effectiveness.
- 37 - 25: You may need to develop your skills before continuing on. Seek out some resources that will help you develop the skills to be successful in either the academic environment or your job. Try talking to your school counselor; he or she could be very helpful.

## My Career Plan

Developing a career plan helps you focus on what you want to do and how you are going to get there. This will also help you understand your skill level and related experiences and how they relate to what you want to do.

### A Career Plan:

- Helps you identify your skills and interests.
- Helps you decide what careers best match your talents.
- Helps determine what skills and training you need for your chosen career.

1. My career goal is: \_\_\_\_\_

2. The career cluster that includes my career goal is: \_\_\_\_\_

3. The training or degree required for this career is: \_\_\_\_\_

4. Skills that are required for this career goal include: \_\_\_\_\_

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5. My current skills and experiences that relate to this career goal are: \_\_\_\_\_

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6. I need to do the following to reach my career goal: \_\_\_\_\_

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## How Much Does College Cost?

**Directions:** Look over the ND Estimated On-Campus Budgets for Resident Dependent Students information in the *Career Outlook*, page 63. The estimated totals are given per year. (Be sure to look at the footnotes for more information.)

Choose four North Dakota schools to use for your cost comparison. Try to include 2 and 4-year options. For one of the 4-year options include a transfer option, starting with generals at a 2-year school and transferring to a 4-year school.

Costs	School 1	School 2	School 3	School 4
Tuition and Fees				
Books and Supplies				
Room and Board				
Other				
Other				
Other				
<b>Total</b>				

1. What does your comparison chart tell you about college costs? \_\_\_\_\_

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2. Of the schools you selected to compare, which one is your best option and why? \_\_\_\_\_

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## Financing My Education

### Check into financial help, it's out there!

Many students hesitate to consider additional education because of tuition costs. If you think you can't afford it you need to know that many North Dakota students receive financial help from the state, federal government, the school they are attending, and private scholarships and institutions.

Discuss the types of financial assistance that are available. Refer to the following articles in the *Career Outlook*:

- FAFSA is the First Step to Getting Money for College, page 50
- 5 Ways to Pay for College, page 50
- Cut College Costs!, page 50
- Student Loans Are Not Free Money, page 51
- North Dakota: Estimated On-Campus Budgets, page 63
- Additional Financial Aid Information handout (3<sup>rd</sup> page of student activity sheet)

1. The acronym FAFSA stands for:
  - a. Funds Available for Supporting Academics
  - b. Financial Assistance for Student Aid
  - c. Federal Application for Student Aid
  - d. Free Application for Federal Student Aid
  
2. What are some differences between scholarships, student loans and grants? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. Financial aid can consist of:
  - a. A grant, scholarship, work-study program or student loan
  - b. A job, stipend, or pay day loan
  - c. A scholarship, grant, or voucher
  - d. An IOU
  
4. Student loan payments should not be more than what percentage of your income?
  - a. 5%
  - b. 10%
  - c. 15%
  - d. 20%
  
5. How important are financial aid deadlines and what is the deadline date for the FAFSA?  
 \_\_\_\_\_  
 \_\_\_\_\_
  
6. Do I have to submit a FAFSA every year?     YES     NO
  
7. Do I have to have my parent's financial/tax information to apply?     YES     NO

8. What costs in addition to tuition should I expect to budget for? \_\_\_\_\_  
\_\_\_\_\_
9. Does it cost anything to submit the FAFSA?  YES  NO
10. What is the difference between a subsidized loan and an unsubsidized loan? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What are some factors than can affect the types of aid I might receive?  
 a. Grade level  
 b. Family size  
 c. Income and assets  
 d. All of the above
12. What happens if I don't pay back my loans? \_\_\_\_\_  
\_\_\_\_\_
13. Financial aid has some strings attached. You can lose your financial aid. Discuss several ways you may lose these dollars and write them below:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Deciding to go to college is an investment in you; you need to make the most of this opportunity by being informed and staying on track.**

**Web Resources:**

Bank of North Dakota (BND)	<a href="https://bnd.nd.gov">https://bnd.nd.gov</a>
Bank of North Dakota (BND) College Planning Center	<a href="https://collegeplanning.nd.gov">https://collegeplanning.nd.gov</a>
Bank of North Dakota (BND) Student Loans of North Dakota	<a href="https://slnd.nd.gov">https://slnd.nd.gov</a>
Bank of North Dakota (BND) Student Loan Services	<a href="https://bnd.nd.gov/studentloans/">https://bnd.nd.gov/studentloans/</a>
Free Application for Federal Student Aid (FAFSA) Website	<a href="http://www.fafsa.gov">www.fafsa.gov</a>
North Dakota University System (NDUS) Tuition & Fee Estimator Application	<a href="http://fees.ndus.edu">http://fees.ndus.edu</a>
US Department of Education, Federal Student Aid	<a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>

# Additional Financial Aid Information

**Scholarships**- usually based on your grades, test scores, and/or your talents. This is free money~ do not need to be paid back and no interest or borrowing fees! However, sometimes these awards are dependent upon if you continue to keep your grades up or perform at the level required. Student must fill out the necessary application forms and get them in by the deadlines indicated.

**Grants**- usually based on financial need and also do not need to be paid back. Great to get, but MUST get your FAFSA in early, money goes fast.

**Loans**- Need to be paid back with interest regardless if you finish your degree. Your repayment record does affect your credit rating. Several types of loans:

- **Subsidized Loan**- Must start to pay back the loan plus interest after a short period following leaving school.
- **Unsubsidized Loan**- Must start to pay back the interest while you are going to school, and pay until it is paid in full.
- **PLUS Loans**- The federal government offers parents of dependent students a Federal Direct Parent Loan for Undergraduate Students (PLUS) to help pay education expenses for an undergraduate student enrolled at least half time in an eligible program at an eligible school.

**Military Programs**- Can provide financial assistance and additional training.

**Work Programs**- Allow students to earn money for educational costs as long as they work for the company when they are done with training.

**Work Study**- Often work part time on campus in a variety of jobs that seem to offer flexible schedules and are worth trying to get. Get your FAFSA in early.

## Financial Aid Tips

- ✓ Soon after October 1st (if you're entering school in the fall) submit your Free Application for Federal Student Aid (FAFSA) by mail or on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- ✓ Remember, you must reapply for financial aid each year.
- ✓ Register with the Selective Service. It is required by law, and failure to register may prevent you from receiving federal financial aid.
- ✓ Drug charges may make you ineligible for federal financial aid.
- ✓ Find out about financial aid deadlines well in advance. Failure to meet a deadline may prevent you from entering school on time.
- ✓ If you are under 24, you will need to provide information about your parents' finances on most financial aid applications. Sit down with your parents and compile this information so you can use it on the applications.
- ✓ Keep copies of all your admissions and financial aid documents. Contact the financial aid offices of prospective schools and request information on grants and scholarships available through the school.
  - ✓ If you take out multiple student loans, you may find it easier to pay them off if you consolidate them into one monthly payment. For more information, visit <https://bnd.nd.gov/studentloans> and [www.loanconsolidation.ed.gov](http://www.loanconsolidation.ed.gov).

## North Dakota Wants U to Succeed

### ND Academic and Career and Technical Scholarships How can I qualify?

Read about the requirements for the ND Academic Scholarship and the ND Career and Technical Scholarship in the *Career Outlook* and the additional information sheets (North Dakota Diploma and Scholarship Information and ND Graduation and Scholarship Worksheet) provided to help you answer the following questions:

1. Qualified students may be eligible for up to \$ \_\_\_\_\_ to be used for undergraduate study after high school. Awards of \$ \_\_\_\_\_ each semester or \$ \_\_\_\_\_ for the academic year are distributed.
2. Can I apply for both the ND Academic and the ND Career and Technical scholarships?  
 Yes     No
3. The ACT exam score must be a composite score of \_\_\_\_\_ or higher for both scholarships.
4. High School GPA must be at least a \_\_\_\_\_ on a 4.0 grading scale.
5. Students must earn no lower than a \_\_\_\_\_ on any unit required for a diploma.
6. Which scholarship will accept three 5's on the WorkKeys assessment instead of the ACT score requirement? \_\_\_\_\_
7. The scholarships are renewable as long as the student is enrolled as a full time student and maintains a \_\_\_\_\_ grade point average on a 4.0 grading scale. This is reviewed each semester.
8. The application deadline is \_\_\_\_\_, with high school graduates being notified of their eligibility for either scholarship by \_\_\_\_\_.

**Study the course requirements carefully on the current ND Graduation and Scholarship Worksheet to see if you are taking or will be taking the right courses to qualify you for this scholarship.**

# North Dakota Scholarship Opportunity

## North Dakota Academic Scholarship North Dakota Career and Technical Education Scholarship

- North Dakota resident students may apply for either the Academic Scholarship **OR** the Career and Technical Education Scholarship.
- For details and instructions for submitting the scholarship application, visit the North Dakota Department of Public Instruction website at [www.nd.gov/dpi/SchoolStaff/TSE/grantsch/scholarship](http://www.nd.gov/dpi/SchoolStaff/TSE/grantsch/scholarship).

### Colleges and Universities Accepting Scholarships

Subject to change.

- Bismarck State College
- Cankdeska Cikana Community College
- Dakota College at Bottineau
- Dickinson State University
- Lake Region State College
- Mayville State University
- Minot State University
- Nueta Hidatsa Sahnish College
- North Dakota State College of Science
- North Dakota State University
- Rasmussen College
- Sitting Bull College
- Trinity Bible College
- Turtle Mountain Community College
- United Tribes Technical College
- University of Jamestown
- University of Mary
- University of North Dakota
- Valley City State University
- Williston State College



**Check “✓” the  
North Dakota schools  
that may be an option  
for YOU!**

Group Members: \_\_\_\_\_

## Social Media in Career Planning

Social networking sites are everywhere. Companies are using them to encourage customers to stay connected with them to follow trends, provide feedback, and to sell in a very personal way. They also can track your preferences and shopping habits to better serve you.

**Directions:** Divide into groups of 3-4 to discuss the use of networking sites by companies. Your group will:

- Pick a company (one that you or your family uses or does business with (e.g., Amazon.com, Target.com))
- “Google” the company and go to the official website to check to see what social networking sites they utilize. For example: Nike uses Facebook, Twitter, Instagram, and YouTube. Answer the following questions:

1. Company Name: \_\_\_\_\_

2. Website: \_\_\_\_\_

3. Check all that apply:

<input type="checkbox"/> Facebook 	<input type="checkbox"/> Snapchat 
<input type="checkbox"/> Pinterest 	<input type="checkbox"/> Vine 
<input type="checkbox"/> Twitter 	<input type="checkbox"/> Vimeo 
<input type="checkbox"/> YouTube 	<input type="checkbox"/> LinkedIn 
<input type="checkbox"/> Google+ 	<input type="checkbox"/> Instagram 
<input type="checkbox"/> Kik 	<input type="checkbox"/> Other

4. What audience are they trying to target? \_\_\_\_\_

5. What might be the main purpose for including them on their website? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. If you were applying for a job with this company, what information on their website would be valuable to you during the job interview? Record some relevant information and discuss this with your group.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How can you use the social networking sites to gain more information about the company?

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8. Discuss how potential employers can use these means to learn information about you?

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**If You Were Trying to Get a Job**

What would your Facebook/twitter/social networking account say about you?

What should you avoid posting on your account?

What would be acceptable to post on your account?

**Remember that what you put on the Internet is public record and not private.**

9. Have your group come up with at least 5 best practices when using social networking sites when you are in the job market:

1. 

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2. 

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3. 

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4. 

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5. 

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## Make it Your Business

Entrepreneurship... is it for you? Having your own business can be very rewarding but it is not for everyone. It takes a lot of long hours and hard work to establish a business.

To get a better picture of what it takes to be an entrepreneur, take the survey on page 58 of the *Career Outlook*.

List 6 skills you think would be the most important to have to be successfully self-employed:

1.	2.
3.	4.
5.	6.

You can make money doing what you love. Many young people provide services and/or produce something to make a little extra cash. Most businesses start with a business plan. In groups of 3-4, come up with a business idea that teenagers could easily start with very little capital investment.

## Our Business Plan

<b>Business description:</b> <i>(Lawn Services for All: Lawn mowing, trimming, aeration, fertilizing)</i>	<b>The business meets this community need:</b> <i>(Saves time for homeowner/business)</i>
<b>Who will be the customers/clients?</b> <i>(Homeowners/Businesses)</i>	<b>Equipment/skills needed for this business:</b> <i>(Safe equipment operation, mowers, trimmers, trailers, car or truck, money management)</i>

Startup costs:	Plan for making a profit:
Marketing plan:	Work schedule:
Equipment or tools needed:	Health and safety concerns:

**How would you grade your group: (Circle letter grade)**

Working together to accomplish your business plan	A	B	C	D	F
Listening to everyone's ideas	A	B	C	D	F
Making decisions	A	B	C	D	F
Staying on track and being productive	A	B	C	D	F
Using creative problem solving	A	B	C	D	F
Using resources and information as needed	A	B	C	D	F

- Discuss the likelihood your business would be successful, why or why not?
- Share your plan with the rest of the class.

## Focus on My Career

After you have created your Academic and Career Plan, review this checklist to determine what you have completed and still need to do.

To complete my Career Plan I need to work on the following skills:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I plan to improve my skills by doing the following:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### My To Do List:

- Make a list of my accomplishments, awards, activities, organizations and offices held, volunteer projects and activities, for grades 9-12. This will help to ease the scholarship and college application process. Keep adding to this each semester.
- Review my Plan of Study and make changes as needed. (freshman)
- Work on my cumulative grade point average (ongoing)
- Take the ACT Test and/or WorkKeys Assessment. (junior)
- Make a list of the schools I am serious about and do research on each, comparing costs and services. (ongoing)
- Visit the campuses of my top choices. Write down the pro and cons of each school.
- Fill out the FAFSA and submit prior to the deadline. (senior, as soon after October 1 as possible)
- Talk to my parents about my career plan and my financial options. (ongoing)
- Check out scholarships that I am eligible for, fill out applications and get in by deadline. (senior)
- Try out work experiences related to my career plan, if possible. (ongoing)
- Arrange a Job Shadow opportunity. (junior or senior)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Resources and support I need:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Career Development Vocabulary

**Directions:** Find the terms in the Career Outlook using the available page numbers.

- Write a definition for the term in the space provided.

Term	Definition
Ability	
Apprenticeship (p. 62)	
Aptitude	
Associate Degree (p. 55)	
Bachelor's Degree (p. 55)	
Career	
Career Pathways (p. 16-49)	
Certificate	
Concurrent/ Dual Enrollment	
Entrepreneur (p.58)	
Entry-Level Job	
FAFSA (p. 50)	
Financial Aid	
GED (p.52)	
Grant	
Gross Monthly Income	
Holland Codes (p.14)	

<b>Income</b>	
<b>Interests (p. 6-7)</b>	
<b>Knowledge</b>	
<b>Master's, Doctorate or Professional Degree</b>	
<b>Net Monthly Income</b>	
<b>Nontraditional Careers</b>	
<b>Occupation</b>	
<b>Payroll Deductions</b>	
<b>Personality</b>	
<b>Reliability</b>	
<b>Responsibility</b>	
<b>Skill</b>	
<b>Specialization</b>	
<b>Standard of Living</b>	
<b>Student Loan (p.51)</b>	
<b>Transferable Skill</b>	
<b>Tuition (p. 63)</b>	
<b>Wage</b>	
<b>Workplace</b>	

Adapted from Fincher's Technology Site.

## Living on a Budget

**Directions:** Use Career Outlook information to estimate a monthly budget based on potential salary, college loans and living expenditures.

The budget on Career Outlook page 60 is based on the following information:

- ND approximate entry-level wage for a specific occupation.
  - (e.g., pg. 29 - Pharmacy Technician \$29,960)
- Completion of a degree that requires approximately two years of college.
- Two years of college loans that will cover approximately 1.5 years of total costs.
  - (e.g., pg. 63 – North Dakota State College of Science offers the program)

1. **Annual College Cost** (see pg. 63) times **years of college attended** equals the **Total Cost of College**:

$$\frac{\text{Annual College Cost}}{\text{Annual College Cost}} \times \frac{\text{years of college attended}}{\text{years of college attended}} = \frac{\text{Total Cost of College}}{\text{Total Cost of College}}$$

2. Based on the **Total Cost of College** of college, approximately how much money will you need to save or borrow to attend college and complete a degree program?

\$ \_\_\_\_\_

3. Choose an occupation on pp. 14-49.

What is the **Annual Entry-Level Wage**: \$ \_\_\_\_\_

4. **Multiply the Annual Entry Level Wage** by 80% to determine **Net Wages/Take Home Pay**. The other 20% represents taxes and other expenditures taken out of the gross salary.

$$\frac{\text{Annual Entry Level Wage}}{\text{Annual Entry Level Wage}} \times 80\% = \frac{\text{Net Wages/Take Home Pay (Annual)}}{\text{Net Wages/Take Home Pay (Annual)}}$$

5. **Divide the Take Home Pay** by 12 months to calculate the **Monthly Available Income**:

$$\frac{\text{Net Wages/Take Home Pay}}{\text{Net Wages/Take Home Pay}} \div 12 = \frac{\text{Monthly Available Income}}{\text{Monthly Available Income}}$$

## MONTHLY EXPENDITURES

	Percentage of Monthly Available Income	Dollar Amount
HOUSING (rent/mortgage)		
Transportation (car payments, insurance, gas, maintenance)		
Food (groceries/eating out)		
Personal Care (includes clothing, laundry expenses)		
Health Care (doctor, dentist, insurance premiums)		
Student Loan (total loan at 4.29% interest over 120 months)		
Utilities (electricity, water)		
Entertainment (cell phone, Internet, cable TV, vacation)		
Savings/Investments		
<b>Monthly Available Income:</b>		