

MyMnCareerPlan Workbook



YOUR CAREER PLANNING GUIDE

Brought to you in partnership by Minnesota Career and Technical Education and Workforce Development and Customizing Training unit, Minnesota State Colleges and Universities.

This workbook was produced in 2014 by **iSeek Solutions and Career and Technical Education** for use in middle and high schools responding to the **Students' Successful Transition to Postsecondary and Employment legislation of a 9th grade career plan**. This workbook is a companion publication to the **MyMnCareerPlan** website of career planning for middle and high school students.

MyMnCareerPlan.org

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MyMnCareerPlan Workbook

Introduction

MyMnCareerPlan is a website, workbook, and college and career plan. It is designed to support Minnesota students to prepare for career and college transitions. It is meant to help students move from middle school to high school to the broad array of options available in post-secondary education and employment. The main content is on the www.MyMnCareerPlan.org website.

For parents, guardians, teachers and youth advisors:

Legislation requires all students starting in 9th grade to have a "Plan" around 7 key elements. This plan will have many names but it should be looked at as a life plan that includes academic scheduling, career exploration, 21st Century Skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities.

<http://education.state.mn.us/MDE/dse/ccs/plp/index.htm>

MyMnCareerPlan provides a career and college readiness model that supports several elements of the Legislation. It is written for students to work with parents, guardians, or teachers in a classroom setting, a mediated instructional environment, or for independent use.

For students:

The **MyMnCareerPlan** workbook and website will help you to understand your skills, passions, interests and values as you think about your future. It will help you to map who you are to possible careers and college options. You'll follow a step-by-step process to end up with ideas, goals and actions. You can take charge of your life. You can successfully transition out of school and into higher education and the world of work. This workbook focuses on six important steps in your career and college planning: **Assess Yourself, Explore Careers and Education, Create a Plan and Set Goals, Expand Skills, Find a Job, and Manage Your Career.**

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Want to be successful and plan your career and college options?

Start here. *MyMnCareerPlan* is a step-by-step process that will give you resources to learn about careers and education options. There are three **components** of it are:

1. www.MyMnCareerPlan.org Website.

Use for guidance and interactive tools

2. **MyMnCareerPlan Workbook.**

Print out and use the exercises to track your progress and research.

3. **MyMnCareerPlan Matrix.**

Print out this matrix. At the end of every step, summarize activities and high school courses that will help you achieve your career and college goals.

All three components focus on six important **steps** in your career and college planning:

- **(1) Assess Yourself, (2) Explore Careers and Education, (3) Create a Plan and Set Goals, (4) Expand Skills, (5) Find a Job, and (6) Manage Your Career.**
- Follow the steps in order. Return to any of them whenever you want to review and update your progress.
- Exercises in Steps 1, 2 and 3 build upon each other and should be completed. Others can be completed if they personally benefit you (e.g., job search and finances). Enjoy!

Step 1: Assess Yourself

Matching Interests to Career Clusters Exercise

Directions: It is helpful to know which types of activities interest you. Take the **Career Cluster Interest Survey**. Review the career clusters that match your interests. List at least five career clusters that match your interests. careerwise.minnstate.edu/careers/clusterSurvey?do=0

Name of Career Cluster	Interesting Careers within Cluster	What you like about it	What you don't like about it
1			
2			
3			
4			
5			
6			
7			
8			

Matching Skills to Occupations Exercise

Directions: It is helpful to know yours skills and aptitudes. Colleges and employers will want to know about your skills as you apply for them. The Skills Matcher from CareerOneStop can help you find careers related to your skills (gained through education or training) and aptitudes (natural abilities). Select "Start Skills Matcher" to get started. List at least five careers based on your top skills.

<https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx>

	Careers (Job Types) that Match Your	Skill/Aptitude	What you like about these careers	What you don't like about these careers.
1				
2				
3				
4				
5				
6				
7				

Matching Work Values to Careers Exercise

Directions: School and work satisfaction comes from doing things that meets your needs and fits your goals. Think about your future. The list below includes things people often want or value in their job. Your educational experiences will help you prepare for jobs. You will enjoy any jobs more if you choose something that meets most of your values.

Visit the **Work Values Matcher** [careeronestop.org/GetMyFuture/Toolkit/Work-Values-Matcher.aspx] on GetMyFuture.org. You will be asked to rank 20 statements from least to most important. Record your results below:

Work Value	Description	Rating
Achievement	<ul style="list-style-type: none"> • Chance to use your strongest skills and feel good about your work • Being challenged and doing interesting work • Learning and gaining new skills 	
Independence	<ul style="list-style-type: none"> • Able to decide what work you do • Supervising your own work • Being creative and finding new ways to do things 	
Recognition	<ul style="list-style-type: none"> • Chance to move up and be a leader • Being able to direct and influence others • Having an important or prestigious job 	
Relationships	<ul style="list-style-type: none"> • Getting along with your boss, coworkers, and customers • Working with diverse people of many cultures and backgrounds • Helping and caring for other people 	
Support	<ul style="list-style-type: none"> • Having a boss that stands behind their employees • Access to the right tools, training, and resources needed to do your job 	
Working Conditions	<ul style="list-style-type: none"> • Having good work conditions • Being well paid and having good benefits • Having a job with low risk of a change in pay or work duties • Having a variety of things to do on the job 	

Your Top 2-3 Work Values (use the "Work Value" word above)

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Occupations that Match Your Values Exercise

Directions: In the results of the Work Values Matcher you just completed, you will find links to learn about each of your top work values. Use these links to find careers that match your values. Write down at least **five** careers that match your work values.

	Careers that Match Your Work Values	Work Values	What you like about these careers	What you don't like about these careers.
1				
2				
3				
4				
5				
6				
7				
8				

Putting It Together: Common Careers Exercise

Directions: Look at the occupations you listed in your **Interest, Skills** and **Work Values** exercises. List the occupations that show up on two or three of your assessment lists. These occupations are a good place to start as you think about your career and education goals. You can also include other careers and aspirations that weren't part of your assessments. <https://careerwise.minnstate.edu/careers/careersSearch#>

Careers	Why the career would be a good fit for you

END OF STEP 1: SUMMARIZE YOUR RESULTS ON THE *MYMNCAREERPLAN* MATRIX.

Step 2: Explore Careers and Education

Exploring Careers Exercise

Directions: Look deeper into careers that interested you from Step 1: *Assess Yourself*. Write down your research about these careers. You can find this career information on:

- Individual Career Search: careerwise.minnstate.edu/careers/careersSearch
- Career Clusters: careerwise.minnstate.edu/careers/clusters.html
- Science, Technology, Engineering, Math Careers (STEM): careerwise.minnstate.edu/careers/stem.html

Career Title	Description	Education/ Training Needed	Wage Range & Outlook	Other Information

Identify What You Want in a School Exercise

Why consider education or training past high school?

- By 2018, it is estimated that 70% of jobs in Minnesota will require some education or training past high school.
- Education pays - College can help you earn more money over your lifetime. On average, incomes increase with every additional degree earned.
careerwise.minnstate.edu/education/education-pays.html

Directions: Not sure where to get started in looking at school past high school? Take a few minutes to answer these questions. Source: Minnesota Office of Higher Education

Question	My Answer
Why do I want to go to college?	
What do I want to get out of college?	
How will college help me work toward my goals?	
Which college will best/least help me work toward my goals?	
What are the advantages and disadvantages of going now rather than later?	
Does it matter how many students are enrolled with me?	
Do I want to be with students who have diverse ideas, viewpoints and backgrounds?	
In which type of campus setting am I most/least comfortable?	

School Research Worksheet Exercise

Directions: Research Minnesota-based schools by any of these options.

- Career Pathways - careerwise.minnstate.edu/careers/pathways.html
- Location of Schools - minnstate.edu/campusesprograms/
- Majors/Fields of Study - careerwise.minnstate.edu/education/educationSearch#tab-search-fields-of-study
- Short-term Training - mnsctu.rschooltoday.com/public/home/

Use this worksheet to track your research on schools or programs.

Occupational Title (if known)

School or Program Name	Type of Training (Degree, course, license, or certification, etc.)	Services for Students	Length of Training	Costs & "Must Have" to Enroll

Programs of Study Exercise

Did you know that you can get training and experience now? Many middle and high schools have arrangements with local colleges and organizations to help students get credit or hands-on experience.

- A *Program of Study* is an academic and career plan developed by your school to help move you towards a college and career path.

Directions: Use the *Career Clusters* you reviewed from your assessments and check and see if there is a related *Program of Study*. List the ones that interest you. www.mnprogramsofstudy.org

Program of Study	Why it interests you	Is it offered in your district?

Directions: Talk with your guidance counselor, parent or another trusted, knowledgeable advisor about any of these programs of study that interest you. They can help you get enrolled.

END OF STEP 2: SUMMARIZE THE RESULTS ON THE MYMNCAREERPLAN MATRIX.

Step 3: Create and Plan & Set Goals

Long-Term Goals

Directions: Long-term goals should cover all parts of your life – education, career, financial, and personal. Think back two years ago, what would you have done differently? Now, think about what you want your life to be different in two years. List them below. You may not have goals in each area at this time.

Goal Area	My Long-Term Goals
Career	1. 2. 3.
Education	1. 2. 3.
Finances	1. 2. 3.
Personal	1. 2. 3.

How to best achieve goals?

Research suggests that people who write down their goals, share this information with a friend, and send weekly updates to that friend are, on average, 33% more successful in accomplishing their goals than those who merely think about their goals. *Dominican University of California. "Study Backs of Strategies for Achieving Goals" [San Rafael] 2011. Web.*

Short-Term Goals

Directions: Once you write down your long-term goals, think about how to break them down into manageable actions. Here is an example of short-term actions support a long-term goal. Use this example in completing a *Goal Setting Plan Exercise* on the next page.

Example of a Goal-Setting Plan	
My long-term career goal	To be a lead chef.
My short-term actions to support this goal are:	<p>I will learn more.</p> <ul style="list-style-type: none"> • I will talk with 3 people working as chefs within 1 month. • I will get an entry-level job in a restaurant kitchen within 6 months. <p>I will practice my skills.</p> <ul style="list-style-type: none"> • I will read cookbooks every week from the library. • I will practice making at least 1 new recipe every week at home. <p>I will get experience.</p> <ul style="list-style-type: none"> • I will ask my restaurant boss to teach my how to make at least 1 recipe every 3 months. <p>I will get training.</p> <ul style="list-style-type: none"> • I will look up culinary schools on minnstate.edu within the next month. • I will make a decision about the best school for me within 8 months. • I will enroll in a culinary arts degree program and will complete it within 3 years.

Remember: SMART goals are:

S = Specific M = Measurable A = Achievable R = Realistic T = Time-based

Goal Setting Plan Exercise

Directions: Using your career and education research from Step 2, use this *Goal Setting Plan Exercise* to map out at least 1 long-term goal. Make sure that you list **when** you will complete these actions. Write down the **resources** to help you complete them. When you complete these actions, **reward** yourself for a job well-done. And, evaluate *Goal-Setting Plan* regularly and update as you achieve them.

My Long-Term Career Goal is to: _____

I will do this short-term action:	By this date:	I will use these resources to help me:	I will reward success by:
1.			
2.			
3.			
4.			

I will re-evaluate my plan and goals on this date: _____

END OF STEP 3: SUMMARIZE THE RESULTS ON THE MYMNCAREERPLAN MATRIX.

Step 4: Expand Skills

Real Life Career Research Exercise

Directions: Look at your careers list from Step 2. View at least two videos and talk to at least 1 person about a career that interest you. Write down the results of your career research here.

Name of Career to Research: _____

Research Question	Research Answer	Does this fit me?
What is a day on your job like?		
What do you like about your job? Dislike?		
Is your job typical of others in this field?		
What's the work culture like here? (hours, salary, titles, pace, advancement, etc.)		
How did you get into this field?		
How do you stay current in your knowledge?		
What kind of experience or training is required?		
What are employers looking for to get started? (skills, education, experience)		
Are there related fields I may want to look into?		
What are some trends that you are seeing in your field?		
Is there any other advice you have for someone entering this field?		

Activities to Test Drive Career and Education Options

Directions: In Step 2, you identified some careers and education options that you might consider. Take some actions to test them out. Review the *Minnesota Programs of Study Website* (www.mnpos.org) for credit and education options at your school. You can also talk with school advisors about possibilities. List activities here that most interest you and add the ones you are most serious about to your goals. Take action!

Which activities interest me?	Where do I learn about or locate these activities?	Deadlines or requirements?	Does this fit me?
Work Experience/ Career Activities			
• Service Learning			
• Student Organizations			
• Paid Work			
• Industry camps or experiences			
• Volunteer			
• Extracurricular activities			
• Summer Programs			
Education/Credit Activities			
• PSEO			
• A/P			
• IB			
• CLEP			
• CE			

College and Education Options Exercise

Directions: If you are serious about education or training beyond high school, start preparing now! Here is a list of activities for you to make sure you are prepared for college.

Type of Activities	Where to learn about or locate these activities?	Deadlines or requirements?	Does this fit me?
College Placement Exams, including preparation support			
Scholarships			
Financial Aid			
Recommendation courses			
Campus visits			
Graduation requirements or plans			
Meet with high school counselor or guidance staff			
Other activities?			

END OF STEP 4: **SUMMARIZE THE RESULTS ON THE *MYMNCAREERPLAN MATRIX*.**

Step 5: Find a Job

Transferrable Skills Exercise

Directions: Transferable skills are skills that are used in one place that can be applied in another place. The following are examples of common transferrable skills. Give specific examples of how you have used these skills. Consider how you have used them in previous volunteer work, hobbies, schools, and more.

1. **People Skills.** People skills refer to how one interacts with others. If you have good people skills, you are able to communicate well with others. Give examples of how you have used people skills:

2. **Leadership Skills.** Leadership skills involve taking the lead on a task or managing people or things. Give examples of how you have used leadership skills:

3. **Technical Skills.** People gain technical skills by working with specific tools, software, or machinery. For example, if you worked with Microsoft Office in a past job or at school, you have gained a technical skill. Give examples of how you have used technical skills:

4. **Flexibility skills.** Flexibility skills refer to the ability to adjust to diverse situations and environments. Give examples of how you have used flexibility skills:

5. **Problem-solving skills.** Problem-solving involves recognizing a problem and finding a solution. Give examples of how you have used problem-solving skills:

Skills List

Directions: List your skills from various sources from the *MyMnCareerPlan Website and Workbook*. After you are done, rate your skills by how good or how much you enjoy using each skill. Add your top skills to your *MyMnCareerPlan Matrix*. You'll use your skills list later in this packet in preparing for interviews, applications and resumes.

Source of Skills	Top Skills	Rating 1 (High) to 5 (Low).	Place I use or have used this skill
CareerOneStop Skills Matcher (Website Step 1:	1. 2. 3. 4. 5.		
Transferrable Skills (Website Step 5)	1. 2. 3. 4. 5.		
Soft Skills (Website Step 5)	1. 2. 3. 4. 5.		
Other skills (languages, computers, machines?)			

Your Top 2-3 Skills

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Application Sample Exercise

Directions: Fill out the following application as you would if you were actually applying for a job. Bring this application with you to reference when you fill out actual applications.

Personal Information

Last Name: _____	First Name: _____	Middle Initial: _____
Date of Birth: _____	U.S. Citizen: <input type="checkbox"/> Yes <input type="checkbox"/> No	
ID/Driver's License #: _____		
Current Address: _____		
City: _____	State: _____	Zip: _____
Length of Time There: _____		
Telephone #: _____		
Cell Phone #: _____		
Permanent Address (if different from current address): _____		

Education

Type of School	Name/Location	# of Years Attended	Graduation Date	Certifications, Diploma(s)
Middle/High School				
College Courses				
Other Training (explain)				

Skills

Languages Spoken/Written: _____
Special Training: _____
Computer Skills: _____
Machines/Equipment You Can Operate: _____
Other Skills/Transferable/Personal Skills: _____

Employment/Volunteer Experience

1. Employer Name/Organization: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone #: _____ Dates Employed (Month/Year): _____ to _____
Job Title: _____
Duties: _____
Starting Salary: _____ Ending Salary: _____ Reasoning For Leaving: _____
Supervisor/Manager Name: _____
Is this your current employer? Yes No May we contact this employer? Yes No

2. Employer Name/Organization: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone #: _____ Dates Employed (Month/Year): _____ to _____
Job Title: _____
Duties: _____
Starting Salary: _____ Ending Salary: _____ Reasoning For Leaving: _____
Supervisor/Manager Name: _____
Is this your current employer? Yes No May we contact this employer? Yes No

3. Employer Name/Organization: _____
Address: _____ City: _____ State: _____ Zip: _____
Telephone #: _____ Dates Employed (Month/Year): _____ to _____
Job Title: _____
Duties: _____
Starting Salary: _____ Ending Salary: _____ Reasoning For Leaving: _____
Supervisor/Manager Name: _____
Is this your current employer? Yes No May we contact this employer? Yes No

References

1. Name: _____ Affiliation: _____
Telephone: _____ # Years Known: _____

2. Name: _____ Affiliation: _____
Telephone: _____ # Years Known: _____

3. Name: _____ Affiliation: _____
Telephone: _____ # Years Known: _____

Resume Template Exercise

Directions: Fill out the information in the resume template below. You can change the actual content and layout to fit you. Not all items are required or necessary. The length of the resume depends on your information. Replace the content descriptions with your own information to create your resume. When you are done, create a resume following the formats provided at careerwise.minnstate.edu/jobs/resumes.html.

Contact Information

Your First and Last Name

Address Line 1

Address Line 2

City, State Zip Code

you@email.com

Home or Cell Phone:

Employment Objective

Usually a brief statement about the desired kind of position and field

Example:

Obtain knowledge of computer assistant in a business setting through job shadow, internship or part-time employment.

Summary of Qualifications

- Qualification 1 — Short summary of skills, accomplishments or responsibilities for this specific qualification.
- Qualification 2 — Short summary of skills, accomplishments or responsibilities for this specific qualification.
- Qualification 3 — Short summary of skills, accomplishments or responsibilities for this specific qualification.

Examples:

- *Good verbal communication skills, able to describe technical concepts to non-technical people.*
- *Proven trouble shooting skills to help determine fixes for PC and iPad glitches.*

Experience

Job Title (can include employer, city, state and/or dates)

- Main responsibilities, skills, and accomplishments. Use active verbs (do not use “responsible for” or “I”).

NOTE: If you don’t have paid work experience, you can list volunteer, service learning, or other work-based activities.

Examples:

Peer Tutor/Computer Lab, East High School, Duluth, MN

2014

Teach other students on the use of computer equipment and software, including MS Word, Excel, and PowerPoint.

Pet Sitter, Self-Employed, Duluth, MN

Summers, 2012 and 2013

Provided pet sitting services including dog walking, feeding and yard care.

Education/Training

Name of high school, city, state.

College credit or college class

Example:

East High School, Duluth, MN. Selected courses:

** Computer Applications, Advance Computer Applications*

Introduction to Computers, Lake Superior College, Duluth, MN

Achievements/Awards

- Name of Achievement/Award, date.

Example:

National Honor Society, East High School, Duluth, MN 2013

Computer Skills

- Proficient in ... (list)

Example:

Proficient in Microsoft Word, Excel, and PowerPoint, and Internet.

Knowledgeable about Twitter, Instagram, Facebook and other social media.

Interests/Activities

Hobbies, after school activities, student organizations, other.

Examples:

Computer Technology Club, Spanish, Track

Resume Template

Contact Information

Employment Objective

Summary of Qualifications

Experience

Education/Training

Achievements/Awards

Computer Skills

Sample Interview Questions

Directions: Answer the following questions as you would answer them during an interview. Then look at the answer key to see how well you answered. Finally practice your corrected answers out loud with proper body language.

1. Tell me about yourself.

2. What kind of job are you interested in?

3. Why are you interested in working for this company?

4. What experience or training do you have for this position?

5. What are your strengths?

6. What are your weaknesses?

7. What do you like best about your most recent job? Least?

8. What hours do you want to work? Are you willing to work weekends?

9. Tell me a couple things that are most important to you about a job.

10. Tell me how you would handle an angry customer.

11. Tell me about an accomplishment you are most proud of.

12. Give me an example of how you solved a problem in the past.

13. Do you have questions for me?

Sample Job Interview Questions: Answer Key

1. You need to mention 2 or 3 skills and include a real-life example of them from a previous job.
2. Be specific so that employer can picture you at the job. Research the job before the interview.
3. Make sure to research the company before the interview and give specific reasons.
4. Read the job description prior to the interview. Describe the skills you have that match the job.
5. Refer back to your completed “Skills” worksheet to answer this question.
6. Be brief and general. Start by saying something positive, followed by what your weakness is. End your answer by stating what you are doing to correct that weakness and improve yourself. For example, “I am very ambitious, but sometimes I do so much it is hard to stay organized. However, I now keep a planner so all my tasks and goals are in order and get accomplished.”
7. Answer should relate to the job you are interviewing for.
8. Be as flexible as possible. Only express limits when absolutely necessary.
9. Refer back to the “My Work Values” worksheet to help answer this question.
10. Stay calm, listen carefully, and manage the situation with confidence and respect
The answer should be work-related and is an example of going above and beyond what was expected. When you are explaining the story, begin by describing the situation then describe what you personally did. End your answer by explaining what the end result was.
11. Be specific. Describe the problem in detail followed by explaining what action you took to solve the problem. Finally, clarify what the outcome of your action was.
12. The interviewer is checking on your maturity and whether you are someone who likes to grow and learn. Examples might include; learned my job well enough to teach others, looking forward to another year, getting a chance at advancement, etc.
13. Always come prepared with at least two questions for the employer. Do not ask questions about salary or benefits. Ask questions such as, “How would you describe a typical day on the job?,” “Will there be opportunities for advancement and ongoing trainings?” and “What kind of person are you looking for?”

END OF STEP 5: SUMMARIZE THE RESULTS ON THE *MYMNCAREERPLAN* MATRIX.

Step 5: Manage Your Career

Collaboration and Team Skills

Directions: Review the list of collaboration and team skills. Think about times when you displayed these skills and rate them. Consider if these are skills you need to work on developing.

Rating System:

- 1 = I do this very well.
- 2 = I am good at this.
- 3 = I am getting better.
- 4 = I am not good at this - yet!

Skill	Rating	Develop? Yes or No
Building and Maintaining Relationships		
Give and receive feedback from peers or other team members in order to perform the task.		
Share credit for good ideas with others.		
Acknowledge others' skill, experience, creativity, and contributions.		
Listen to and acknowledge the feelings, concerns, opinions, and ideas of others.		
Expand on the ideas of a peer or team member.		
State personal opinions and areas of disagreement tactfully.		
Define problems in a non-threatening manner.		
Support group decisions even if not in total agreement.		
Achieving the Task		
Give and seek input from others (in formulating plans for recommendations).		
Assist others in solving problems and achieving own goals.		
Share information, ideas, and suggestions.		
Ask for help in identifying and achieving goals and solving problems.		
Check for agreement, and gain commitment to shared goals.		
Notify others of changes or problems in a timely manner.		
Make procedural suggestions to encourage progress towards goals.		
Check for understanding.		
Negotiate to achieve a "win-win" outcome.		

Source: University of Strathclyde, Scotland. www.strath.ac.uk/careers/skills/peopleskills/teamworkcollaborationskills/

Possible Hurdles Worksheet

Everyone faces hurdles as they plan and take actions related to careers and education. Instead of panicking, it is helpful to brainstorm solutions

Example of a possible hurdle: I didn't do well on my SATs.	
Solution 1	Find out about retake options at my school's guidance office.
Solution 2	Ask about prep classes at my schools guidance center and sign up.
Solution 3	Purchase the SAT study guide and join a SAT study group.

Directions: Use this worksheet to help you think about a possible hurdle. In the spaces below write down your possible hurdles. Think of at least three possible solutions for each one and write them down. Be specific.

Possible Hurdle 1:	
Solution 1	
Solution 2	
Solution 3	
Possible Hurdle 2:	
Solution 1	
Solution 2	
Solution 3	
Possible Hurdle 3:	
Solution 1	
Solution 2	
Solution 3	

Budget Exercise

Directions: Use the worksheet below to create a budget using the income and expenses that you anticipate you'll need when you are out of high school. Research costs and add them to your budget.

INCOME (Monthly)	BUDGET	ACTUAL
Monthly Net Salary (after taxes and deductions)		
Other		
TOTAL INCOME		
EXPENSES (Monthly)	BUDGET	ACTUAL
Debt:		
Credit card payments		
Student loan payments		
Education:		
Books and Supplies		
Tuition/Fees		
Other		
Entertainment:		
Concerts, movies, sporting events, hobbies		
Other		
Health:		
Doctor/Dental		
Health/Life Insurance		
Care Products/Medicine		
Other		
Food:		
Groceries/Eat in		
Eat Out		
Cafeteria Plan		
Housing:		
Rent/Dorm		
Own a home – Mortgage, taxes, repair, utilities		
Other		
Miscellaneous		
Clothing, Laundry		
Pet Supplies		
Other		
Savings		
Transportation:		
Car – payment, insurance, gas, repair		
Public Transportation		
Other		
TOTAL EXPENSES		
SPENDABLE INCOME: Income minus expenses per month		

Manage Your Online Image Exercise

Directions: Colleges and employers will use online resources to learn about you. Make sure that your online image fits what you want them to know about you. Use the checklist of activities below to review. Make a list of activities to clean up to manage your online image.

Activity/Platform	Blogs/ comments	Face book	Photo Sharing (Flickr, Instagram)	Linked In	Search Engines	Twitter	Video Sharing (YouTube)
Accurate Information?							
Privacy setting appropriate?							
Profiles Updated/ removed?							
Tags of your name by friends appropriate?							
Comments – you made appropriate?							
Other							

Criteria for evaluation? Would you want your parent, sibling, grandparent, important friend/relative, or future employer or college representative to know this about you? If not, clean it up.

END OF STEP 5: SUMMARIZE THE RESULTS ON THE *MYMNCAREERPLAN MATRIX*.

MyMnCareerPlan Matrix: Activities

As you complete each exercise in the **MyMnCareerPlan Workbook**, fill in the activity sections below that match to the section. Print out your plan and review it frequently and update it as you get closer to your goals.

1. Who am I	2. Careers that I am Considering	2. Education Options I am Considering	3. Goals	4. Skill Enhancement Options	5. Job Search Options	6. Career Management Activities	
My Skills (list)	1.	Type of School	My Long-Term Goals 1. 2. 3. 4.	Work Experience: • Service Learning? • Student Organizations?	Resume completed?	Financial • Budget? • Financial Aid Application? • Scholarships?	
My Interests (list)	2.	Majors/Programs			• Paid Work?	Sample Application Completed?	Personal
My Work Values (list)	3.	Factors Important to Me for School		My Short-Term Goals 1. 2. 3.	College Credit Options: • PSEO? • A/P? • IB? • CLEP? • CE?	Sample Cover Letter Completed?	School • College Applications?
Other information about me?	4.	Colleges/Universities				Information Interviews Completed?	Work
	5.	Other	Other				

MyMnCareerPlan Matrix: High School Course Planning

A *Program of Study* is an academic and career plan developed by your school to help move you towards a college and career path. Explore programs of study at your high school. www.mnprogramsofstudy.org. Find suggested courses to take to prepare for careers while you are in high school.

Program of Study: _____

Subject Area per Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Language Arts				
Math				
Science				
Social Studies				
Career and Technical Education Electives				
Other Requirements				