

College Bound

9th - 12th Grade High School Students



Making College Dreams a REALITY

9 Key Decisions to Better College Planning —Better Life

"Failure to Plan is Planning to Fail"

Shelly Rufin, MSHS, MSCC
Expert College & Financial Aid Planner
25 Years Experience
www.edfincashforcollege.com



Making College Dreams a REALITY

9 Key Decisions to
Better College Planning
– Better Life

By: Shelly Rufin, MSHS, MSCC
Expert College & Financial Aid Planner
28 years of experience serving families
M.S. Human Services
M.S. Clinical Counseling Neuroscience

**Making College Dreams a REALITY
9 Key Decisions to
Better College Planning – Better Life:**

By: Shelly M. Rufin, MSHS, MSCC

All rights reserved. Except for brief excerpts for review purposes, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form, or by any means (electronic, mechanical, photocopying, recording, or otherwise), without the prior written permission of the author. The scanning, uploading, and distribution of this book via the Internet or via any other means without the permission of the author is illegal and punishable by law.

This publication contains the opinions and ideas of its author and is designed to provide useful advice in regard to the subject matter covered; however, the author disclaims any responsibility for liability, loss or risk, personal or otherwise, that is incurred as a consequence, directly or indirectly, of the use and/or application of any of the contents of this book.

Disclaimer: The information contained in this book is for California residents preparing for college.

ISBN
© 2016

Published by Shelly M. Rufin
www.edfinet.net
www.edfincollegeplanningexperts.com

Printed in the United States

Acknowledgements

This book is a dream come true. During my fifteen-year career working for various colleges giving presentations to local high school students, parents, and counselors on the importance of preparing kids for college, with parents waiting in line for hours to speak with me on how to put their kids through college, my dreams were realized. These experiences were an eye-opener, I learned how many families need help preparing their kids for college.

Helping students achieve their goals in higher education is my calling in life, one that I cannot do alone. I want to acknowledge those who have helped get this book into your hands.

Especially to my family, my husband, Richard Rufin, three son's Richie Rufin, Emerson Rufin, and JesseyRufin. I am so blessed to have your love and never-ending support. I love you with all my heart.

To the dedicated team at EDFIN Cash for College, thank you so much for your enthusiasm and belief in me and my work. Special thanks go to my Assistant College Planner, Natalie Dellibac, Special Projects Coordinator, Rebecca M., and Susan Dominquez, Outreach Coordinator for keeping me on track. Thank you for your dedication, organization, and positive attitudes.

To Denis Nurmela, Yesplace, Murrieta, California, thank you for stretching me to go to new levels with my work. I appreciate you.

To God, for inspiring my passion for helping me help people, be resilient, be happy, and be purposeful. Thank you for yet another opportunity to inspire, empower, and educate college families.

Dedication

This book is dedicated to my loving and supportive family who continues to support my dreams and passions of higher education, and as an entrepreneur. You have dedicated and continue to dedicate your time, skills, and resources toward making my dreams a reality!

To my Aunt Dottie Solloman, Founder/Owner of Solloman Office Services, businesswoman and entrepreneur; she has always been an inspiration and an extraordinary example of women in business.

To my high school teacher Mrs. Fitzpatrick, an inspiration, she indicated I would be a success in all that I do and in life because of my determination to accomplish and exceed my goals.

Table of Contents

Introduction.....	viii
Chapter One—Road Map to College Success.....	1
Chapter Two— Self-Discovery and Understanding Yourself through Personality and Career Assessments.....	10
Chapter Three— Empowering Students to Build on their Strengths through Mentoring and Coaching	33
Chapter Four—PSAT, SAT, and ACT	37
Chapter Five – Winning Essay	44
Chapter Six – Recommendation Letters.....	55
Chapter Seven—Personal Statements	59
Chapter Eight—Best Fit For College Admissions	66
Chapter Nine—Financial Assistance FAFSA, State and Institutional Grants, Scholarships, and Student Loans.....	74
Chapter Ten – Checklists.....	82
Chapter 11 – Instructional Resources.....	91
Statistics.....	96
About the Author	97
Glossary.....	101
Celebration Endorsement Page... ..	102

Introduction

Making College Dreams a REALITY Nine Key Decisions to Better College Planning – Better Life

This guidebook will explain to the reader the necessary information needed to to make planning for college easier, including valuable college planning tips which will be beneficial towards a student’s future.

Students, in your life you will be facing challenges as you begin preparing for college. This tool will empower you and your parents. Most questions you have about the how’s, why’s, and what’s will be answered in this book.

Parents and/or guardians, the following “Nine Key Decisions for Better College Planning – Better Life: Making College DREAMS a Reality” are important for helping prepare your kids for college and making the transition from high school to college enjoyable.

Nine Key Decisions to Better College Planning – Better Life:

Chapter 1: Road Map for College Success

Chapter 2: Self-Discovery

Chapter 3: Mentoring and Coaching

Chapter 4: PSAT, SAT, ACT

Chapter 5: Winning Essays

Chapter 6: Recommendation Letters

Chapter 7: Personal Statements

Chapter 8: Best Fit for College Admissions

Chapter 9: Financial Assistance (FAFSA, State and Institutional)

Top Reasons high school students relate they don't go to college:

- Neither I, nor my family, can afford it.
- My grades aren't what they should be.
- I'm not sure what I want to do for a career.
- My parents didn't attend college and they did well, so why should I bother?

Does this sound familiar? Your high school student is confused and overwhelmed, not sure of what they want to be when they grow up, or what college is the best fit for them or even if they want to go to college.

It's true, incoming college freshman usually change their major many times or attend college as undecided; causing students to not graduate on time, pursue the wrong career field, or to take unnecessary classes. Sometimes they change their major several times during college or change career choices later in life. Some high schools have counselors available to help kids in this area. So why are our kids confused, overwhelmed, and not prepared for making career choices? Counselors are overwhelmed with too many students and can't do it all. This guide book will help you prepare your high school student, family, and counselors too.

Should you, by the end of the book, have developed your expertise in what is the right career choice and college dream school for your high school student, or gained assistance with the college planning processes, this book will have served its purpose.

Making College Dreams a REALITY
Nine Key Decisions to
Better College Planning – Better Life

Before we dive into the first chapter, let's stop here to establish the guiding principles for this book. There are nine (9) key decisions for better college planning, better life: Making College DREAMS a Reality . Parents adopting these principles as their own will find the lessons in this book invaluable; helping you help your high school student with a road map and their path towards college success.

These nine (9) decisions are a set of key decisions for college families who are serious about maximizing their college and career choices. You will want to look back in four years or eight years from now with no regrets. As you turn these pages, let the learning begin.

Students, as you commit to your choices, you will begin to make profound choices affecting the rest of your life.No matter what you encounter on your journey, remember your purpose, focus on your road map and why it's important to you. Let this book restore your confidence, and boost your happiness towards preparing for college even in the midst of challenges.

Decision #1: Road Map for College Success

Perhaps J. Stanley Judd said it best, "A good plan is like a road map: it shows the final destination and usually the best way to get there."To succeed at a high level, you must have a road map, a plan, and expect more of yourself. Even if you don't accomplish everything you set out for, you'll be better off than if you never started. Always be moving forward, it takes daily habits,

determination, perseverance, and never settling for less for yourself. Choose faith over fear.

Decision #2: Dream Big – Career Choices

The bigger you dream, the more opportunities for obstacles, challenges, and problems you create for yourself. What do you want to be when you grow up? Stretch yourself, and choose a mindset to see problems as opportunities for growth. You will eventually determine your strengths, interests, values and motivations.

Decision #3: Be Yourself – Find your path to success

Why you should stop obsessing about what's wrong with you and start building on what's right! It will take a lot less effort and energy to be yourself, but it will also take courage. You will experience fear that you will not be accepted or approved for who you are; that's okay, just be you, nothing more, nothing less.

Decision #4: SAT/ACT Practice, Practice, Practice

Why your talent isn't enough, and how to score better on the SAT, ACT that will take you to your dream school.

Decision #5: Winning Essays

How a surprising winning essay formula will help you increase your chances of being accepted to your dream school.

Decision #6: Recommendation Letters

Why you should be expected to provide (and be prepared with) recommendation letters, and whom you should request them from.

Decision #7: Personal Statements

How writing an emotional personal statement can rob you of being accepted to your dream school and make you ineffective.

Decision #8: Best Fit for College Admissions

How to increase your chances of being accepted to your dream school; the requirements for every College/University can be different.

Decision #9: Financial Aid Package

Why seven in ten financial aid applications get denied, and what you can do about it.

Chapter One—Road Map to College Success

*“A good plan is like a road map:
it shows the final destination and
usually the best way to get there.”
~ H. Stanley Judd*

DECISION #1: ROAD MAP FOR COLLEGE SUCCESS

Why a high school road map is so important to prepare you for college success.

What you’ll learn:

- 1) Why a high school road map is so important and how it determines your college success.
- 2) What a road map does for you.
- 3) How it helps students stay focused and on track.
- 4) What strategies students can use to maximize their opportunities.

Having a high school road map, “A-G requirements,” helps students stay focused on track towards college success. The importance of following a “Road Map” will help students stay focused as they continue towards college.

What a high school road map does for you

A high school road map is important for many reasons. There are different requirements for every college, University of California, California State University, or out-of-state colleges. To be competitive, you will be required to complete you’re A-G requirements (road map) along with additional requirements (road map) depending on which college you’re planning on applying to. Having a well thought out road map will increase your chances of being accepted to your dream school.

Per the California Department of Education (www.cde.ca.gov) to receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements (the state minimums) follow:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete the minimum requirements for mathematics in high school. Recognizing that these 13 years of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements. Beginning in the 2005–06 school year, students must pass the California High School Exit Examination to receive a high school diploma. (Please refer to the testing section for information on this requirement and two methods of earning a high school diploma or its equivalent: the California High School Proficiency Examination and the General Educational Development test.)

District requirements will vary throughout the state. Below is an example of the required course of study from one district and the 225 credits required to receive a diploma of graduation.

At least the following number of credits in subjects specified:

- a. Four years of courses in English
- b. Three years math including an Algebra course, at least one mathematics course, or a combination of the two mathematics courses (Algebra 1A and Algebra 1B) required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Completion of algebra coursework in grades 7 and 8 shall not exempt a student from the requirements to complete three mathematics courses in grades 9-12. (Education Code 51224.5)
- c. Three and one-half years of courses in History/Social Studies, including one semester of World Geography; one year of World History, Culture, and Geography; one year of United States History and Geography; a one-semester course in American Government and Civics; and a one semester course in Economics. (Education Code 51225.3)
- d. Three years of courses in Science, including one year of physical science; and one year biological science. (Education Code 51225.3)
- e. Two years of courses in PE (to include JROTC and Marching Band programs for PE credit), unless the student has been exempted pursuant to Education Code 51241. (Education Code 51225.3)
- f. One year of courses in either Visual or Performing Arts, Foreign Language, American Sign Language, or Photography. (Education Code 51225.3)
- g. One semester of Health

Other courses prescribed by the Board:

- a. 2-period Reading Intervention Course in place of core English is required for 7, 8, 9, and 10th grade students scoring at “Below Basic” or “Far Below Basic” on the California Standards Test for English. In addition 11th grade students scoring “Below Basic” or “Far Below Basic” on the California Standards Test for English and who have not passed the CAHSEE will be required to take the 2-period Reading Intervention Course.
- b. Math Support Course required for 7, 8, 9, 10, and 11th grade students scoring “Far Below Basic” on the California Standards Test for Math and have not passed Algebra I. (This course earns elective credits only).
- c. Limitations:
- d. Office/student aide 10 credits maximum
- e. (Office aides are Juniors and Seniors ONLY)
- f. (Office Aides receive Pass/Fail grade ONLY, not to be used to determine athletic eligibility)
- g. Work experience 40 credits maximum
- h. Community service 20 credits maximum
- i. ROP 40 credits maximum
- j. The remaining credits required for graduation will come from available elective courses. Coursework above the minimum requirements (see 1. a-g) may be used as elective credits.
- k. Requirements may be earned through alternative credits (BP/AR 6146.11 - Alternative Credits Toward Graduation). Adult Education requirements are included in BP/AR 6146.11. 55 credits

If you're like many high school seniors, you know to graduate it's critical to stay focused and stay on track to ensure you graduate and are well prepared to transition to college.

Senior year is easily the most overwhelming for high school students.. It's your final year of high school, which is not only the time to celebrate your achievements but to bulk up your resume and course schedule to show colleges and universities that you're a worthy candidate. Staying organized will guarantee a solid finish, a good chance at your top choice college, and a year that you can look back on with satisfaction.—Refer FastWeb—7/23/2015

How to stay focused and on track

A Road Map is important because it helps you stay on track to meet all requirements for high school and increase your chances of being accepted to college.

1. A-G Requirements (General Education Requirements)
2. PSAT, SAT/ACT
3. Admission Requirements (In-State and Out-of-State schools)
4. Common Application Requirements
5. Student Intent to Register Requirements
6. Financial Aid Requirements
7. Housing Requirements
8. Orientation Requirements

Note: If the aforementioned requirements (A-G Requirements) are not followed, you will not finish high school and/or meet requirements to register for your dream school.

Strategies high school students can use to help them stay on track to ensure better college planning.

1. Increase your chances of being accepted into your dream school by taking advanced level classes as early as 9th

- grade and complete your A-G requirements.
2. Begin taking your PSAT your sophomore year, this helps you be considered for scholarships.
 3. Practice, practice, practice for the SAT/ACT and begin as early as your junior year, this also helps you be considered for scholarships.
 4. Understanding your strengths, interests, values, and motivation helps you find your passion i.e. career choices which should be aligned with your dream college (see Chapter 2).
 5. To increase your chances of being accepted into your dream school, you will need to complete A-G requirements, SAT/ACT, write a winning essay, complete prompt 1 and 2, diversity statements, common applications, recommendation letter and more. Additional requirements may be required depending on the college/university applying for.
 6. Increase your chances of receiving financial aid to pay for college by completing your applications on time and follow up with your college financial aid office.
 7. Most important! Plan ahead and pay attention to deadlines!

***My story: from a parent, Ethel Manley
Daughter Jean Manley, 9th grade high school student
Mentoring and Coaching Program***

"Shelly's services have been so valuable. After each visit with Shelly, my daughter is more focused and enthusiastic about high school and going to college. Shelly has been very receptive to her needs and has helped ease any problems or anxieties. She also helps you with the Financial Aid process and forms. I highly recommend her services." -- Ethel Manley

Senior Year – Best Year of High School

Actually your senior year is the best time to realize your strengths and capitalize on using your spare time to volunteer in areas of the community where you can utilize your talents, knowledge, and skills. Not only will this help with your confidence in college, but later on when you start your first career.

A few ideas for volunteering in your community would be:

- County Courthouse
- County Fairs
- Festivals
- Fire Departments
- Hospitals
- Law Enforcement
- Marathons
- Parades
- Music Festivals
- Thrift Stores

Don't just take my word for it. The 9 Key Decisions has helped thousands of families from all across the country reach college success by implementing what they've learned in this book. Read what students are saying...

My story: Sara Lathrop, University of California Irvine

“Growing up, learning was always fun for me. I have two older sisters, and I wanted to emulate everything they did, including going to school and doing homework. In this way, I excelled at academics from an early age. I arrived at kindergarten already knowing how to read and doing basic math, so the school decided to move me up to first grade. Always being a year younger than my classmates only pushed me to try harder, as I felt I was held to a higher standard than what was previously expected of me at my age.”

Going to college was always in my future; it was just one of those things that was expected of me. Before I started high school, however, my family's situation changed. During the recession, my father got laid off from his job and was subsequently unemployed for a long period of time, making me wonder if my dream of being the first of my sisters to go away to a four-year university was actually going to happen. I decided to make my college application as competitive as possible, taking four AP classes at a time in high school. I became a member of the National Honor Society, and I participated in my school's string orchestra, as well as an extracurricular county youth orchestra. But, in the back of my mind, I always worried that I would not get enough scholarships to allow me to go to college without an overwhelming amount of future debt.

At the beginning of my senior year in high school, my luck changed. My mom, now a single parent, met Shelly Rufin from Edfin Cash for College. Under Shelly's direction, which included careful assistance with my personal statements and application on my behalf to a variety of scholarships, I received almost a full four-year academic scholarship to attend the University of California Irvine as a history major. As I figure out my career path in life, I plan to go to graduate school and beyond. College has infinitely expanded my opportunities, and I'm extremely grateful to Edfin for helping me to pursue my dreams."

COACH'S CORNER



Shelly Rufin
Expert College Planner

WOW PAGE!

What did you learn from this chapter that you didn't already know?

Chapter Two— Self-Discovery and Understanding Yourself through Personality and Career Assessments

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing.” —Pele

What is a personality and career assessment? Why is it important, and what does it do for you in career & college planning?

What you’ll learn:

What a personality and career assessment is.

What it doesn’t do.

What it does do.

Understanding yourself (self-discovery), your strengths, interests, values, and motivations through personality and career assessments is beneficial. It will help you better align your personality (focusing on your strengths) to choose a major and a college that are your best fit for college admissions.

It’s highly recommended to complete a Personality and Career Assessment (self-discovery) early in high school (9th grade year) as it helps a student understand their personality type, and how well they relate to others (such as classmates and teachers). Students might be required to take a personality career assessment during their 10th grade year, but taking a personality career assessment by a certified career counselor in the 9th grade will better prepare them for the following challenges:

- Learn more about student's strengths, values, interests, and motivations.
- Learn about student's personality, how their personality and compatibility to other personality types.
- Increase social skills, understanding themselves and others and how well they relate to others.

Personality Assessment

Personality assessment is just one aspect of self-assessment. For complete self-assessment, also consider your interests, skills, and values.

- What it doesn't do: Personality assessment doesn't tell you "what to be" and should NOT be viewed as a strict instruction that you must choose x or y occupation.
- What it does do: Helps you better understand yourself, your personality, and how you relate to people, process information, make decisions, and function. This helps you think about how potential occupations will or won't fit with your personality. Keep your personality type in mind as you research careers.
- Helps you better understand yourself and how you relate to high school classmates and teachers. Helps determine compatible personalities, which helps in choosing best-fit classmates for group study and which classmates will be a challenge.

Personality and Career Assessments

These are several personality assessments, i.e., Carl Jung's concepts of personality type, such as the Myers-Briggs Type Indicator® (MBTI). You might be familiar with that name, and you might have completed an MBTI for some other purpose.

Motivation Assessment

Behavioral Approach

Drive

Fun Seeking

Reward Responsiveness

Behavioral Inhibition

Avoidance

Career Coaching Assessment

Career coaching assessment is designed to help you understand more about the personality, career choices, and motivations.

Career Assessment

Your career assessment test will reveal the career best suited based on your results.

Your results will match you with the best schools based on your answers.

12 Step Process to Better Career Planning—Better Life with an expert college and financial aid planner:

What you'll learn:

1. Recognize your talent and create greater self-awareness
2. Understanding your strengths
3. Identifying high-potential career options that leverage your talents
4. Leveraging a network of people you already know that will help you achieve your goals.
5. Investigating careers of interest beyond the typical surface analysis.
6. Obtain internships that align with a career interest.
7. Choosing an educational strategy that positions you for the best job opportunities.
8. Differentiating yourself from the crowd.

9. Building a foundation for future success and satisfaction.
10. Envisioning a future that is economically self-sufficient.
11. Articulating a plan that will help you achieve your
12. goals and dreams.
13. Understanding the consequences to the many aspects of your life if you don't follow through with your plans.

***Student College Success Story by Katie Reichel,
2017 Graduating High School Student***



*My story...
by Katie Reichel, High School Senior*

Starting high school was scary for me, as I'm sure it is for everyone else. To add to the fear of starting high school, I was also experiencing depression at the same time. I struggled a lot with these problems but despite all of the hardships, I still focused on school because I knew how important it was. Because of my persistence, I managed to get a 4.0 GPA both semesters of my freshman year. My second year of high school started with a challenge as well. I had just moved from my hometown to a new place where I didn't know anyone. I had to go to a new school and try to adjust to it. Luckily, I still worked through everything and maintained a 3.8 GPA all of my sophomore year. Starting my junior year of high school, I decided to challenge myself and take on two AP courses to prepare for college. These classes definitely showed their higher levels of difficulty however, I maintained another 3.8 GPA throughout the entire year. As I am going into my last year of high school, I am preparing myself for the many challenges that are ahead of me. I have goals set for myself that I will work my hardest to achieve. I hope to maintain a 4.0 GPA both semesters of my senior year. My goal is to get into a good college that is one of my top choices. My journey through high

school has taught me to be mature and work hard to achieve personal goals. I will take all of my experiences from high school and use them to grow in the future.

Why Career Coaching is for Every High School Student!

The initial personality and career assessment (college planning assessment) conducted by a certified career coach or college planner is designed to help students identify their strengths, values, and motivations; and to see how these qualities align with career choices and “Best Fit for College Admissions.” Personality Career Assessment administered by a Certified Career Coach utilizes different methods and assessments to help students discover their type of personality, and identify possible career choices through a self-discovery processes.

Pro-social Development

Help students to:

- ~Become identity-achieved, necessary for developmental; process for all adolescents.**
- ~Envision a future that is productive, achievable, and stimulating.**
- ~Understand the stumbling blocks that could prevent their success.**
- ~Understand their communication and interpersonal skills and how these are required for a career, a personal success.**
- ~Develop a framework to project their future and understand their consequences of today’s choices and actions.**

Educational Achievements

Help students to:

Recognize the value of education and its importance of individually becoming motivated to succeed in school.

- ~Become motivated to challenge themselves and strive for higher achievement.**
- ~Understand how their choices in education, training, and career choices impact their personal lifestyle.**
- ~Apply themselves; because once students understand how basic subjects such as reading, writing, and math can impact their future success, academic achievement will increase.**

Career and Life Skills

Help students to:

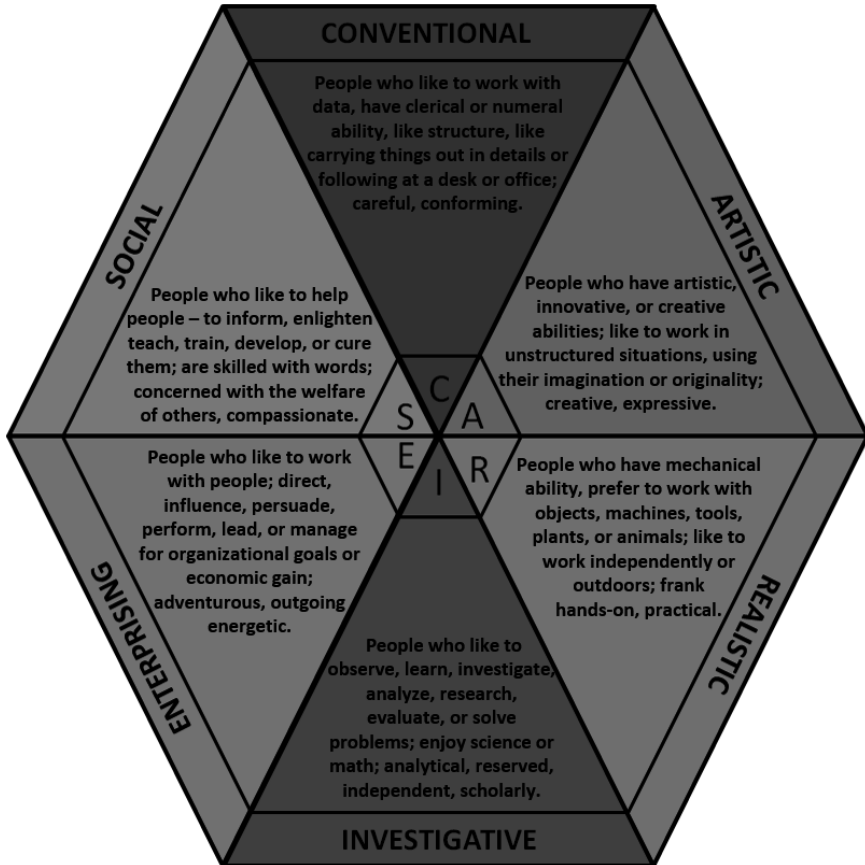
- ~Empower a life and career planning process, so students can continually adjust their plans throughout their education and adult life.**
- ~Empower students to become career focused, so every student is prepared to enter the workforce upon completion of their education.**
- ~Teach students the skills necessary to successfully transition into college, vocational school, the workforce, and adulthood.**

Figuring out what your career is meant to be can easily be accomplished by assessing your talents, skills, knowledge, and tasks that you enjoy. Determining what you're passionate about is the goal.

Several online aptitude assessments are available to discover which career path is right for you and how you can prepare. One is Holland Code, refer to the website below for a quick assessment of yourself.<https://www.roguecc.edu/counseling/hollandcodes/about.asp>

The Holland Codes is a system to classify jobs into job categories, interest clusters, or work personality environments. In the Holland Model, these categories represent work personalities.

Examples of Holland's Theory of Personality-Job Fit



The work personalities are:

- **Realistic** people are usually assertive and competitive, and are interested in activities requiring motor coordination, skill, and strength. People with a realistic orientation usually prefer to work a problem through by doing something, rather than talking about it, or sitting and

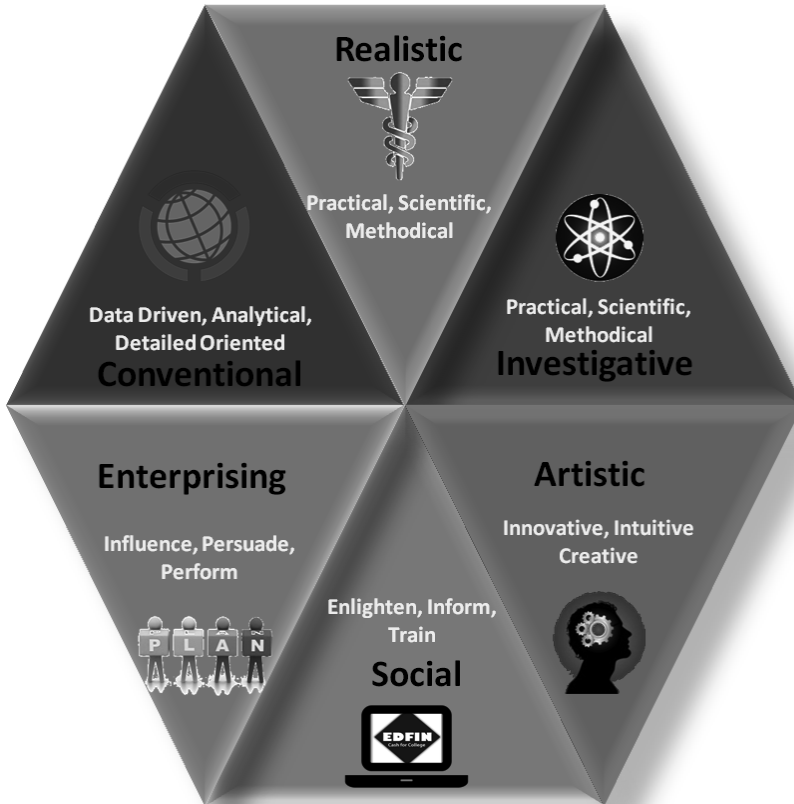
thinking about it. They like concrete approaches to problem solving, rather than abstract theory. They tend to be interested in scientific or mechanical rather than cultural and aesthetic areas. They like to work with THINGS.

- **Investigative** people like to think and observe rather than act, to organize and understand information rather than to persuade. They tend to prefer individual rather than people-oriented activities. They like to work with DATA.
- **Artistic** people are usually creative, open, inventive, original, perceptive, sensitive, independent and emotional. They do not like structure and rules, like tasks involving people or physical skills, and are more likely to express their emotions than others. They like to think, organize, and understand artistic and cultural areas. They like to work with IDEAS and THINGS.
- **Social** people seem to satisfy their needs in teaching or helping situations. They are different than R and I Types because they are drawn more to seek close relationships with other people and are less apt to want to be really intellectual or physical. They like to work with PEOPLE.
- **Enterprising** people are good talkers, and use this skill to lead or persuade others. They also value reputation, power, money, and status, and will usually go after it. They like to work with PEOPLE and DATA.
- **Conventional** people like rules and regulations and emphasize self-control. They like structure and order, and dislike unstructured or unclear work and interpersonal situations. They place value on reputation, power, or status. They like to work with DATA.

Assessments using Holland Personality Styles link vocational interests to job families. Assessments use a two or three-letter RIASEC or Holland code. Different assessments provide

information on the relationship between job personalities and key characteristics, college majors, hobbies, abilities, and related careers.

Reference: John Holland (1985) Making Vocational Choices (2nd Ed.) Odessa, FL.: Psychological Assessment Resources, Inc



REALISTIC PERSONALITY TYPE ALIGNED WITH CAREER CHOICES

The Realistic Personality Type

- **Likes to work with animal, tools, or machines; generally avoids social activities like teaching, counseling, nursing, and informing others;**
- **Has good skills in working with tools, mechanical drawings, machines, or animals;**
- **Values practical things you can see and touch – like plants and animals you can grow, or things you can build or make better; and**
- **Sees self as practical, mechanical, and realistic.**

Examples of careers that align with the Realistic personality type:

Agriculture & Natural Resources

Agricultural Technician

Farmer or Rancher

Forest or Conservation Worker

Safety & Law Enforcement

Emergency Medical Technician

Firefighter

Private Detective or Investigator

Engineering

Audio & Visual Equipment Technician

Materials Engineer

Surveying Technician

Transportation and Distribution

Aircraft Pilot

Ship Captain

Truck Driver

Construction Crafts & Support

Carpenter

Drywall and Ceiling Tile Installer

Solar Photovoltaic Installer

Crafts-Mechanical

Automotive Service Technician

Industrial Machinery Mechanic

Medical Equipment Repairer

Crafts-Electrical-Electronic

Avionics Technician

Electrical Power Line Installer and Repairer

Telecommunications Equipment Installer and Repairer

Computer Control Programmer or Operator

Optician, Dispensing

Food Preparation

Baker

Butcher or Meat Cutter

Cook, Restaurant

Systems Operation

Power Plant Operator

Ship Engineer

Water Treatment Plant Operator

Manufacturing & Production

Dental or Ophthalmic Laboratory Technician

Electromechanical Equipment Assembler

Inspector or Tester

INVESTIGATIVE PERSONALITY TYPE ALIGNED WITH CAREER CHOICES

The Investigative Personality Type

- **Likes to study and solve math or science problems; generally avoiding leading, selling, or persuading people;**
- **Has good skills at understanding and solving science and math problems;**
- **Values science, and**
- **See self as precise, scientific, and intellectual.**

Examples of careers that align with the Investigative personality type:

Physical Sciences

Environmental Scientist

Geoscientist

Soil Conservationist

Life Sciences

Biochemist

Food Scientist

Zoologist

Health Sciences

Audiologist

Optometrist

Veterinarian

Laboratory & Medical Technology

Clinical Laboratory Technician

Diagnostic Medical Sonographer

Phlebotomist

Computer Science & Technology

Computer Support Specialist

Information Security Analyst

Software Developer, Applications

Mathematics & Data Analysis

Actuary

Operations Research Analyst

Statistician

Social Sciences

Economist

Marketing Research Analyst

Psychologist

Engineering

Civil Engineer

Electronics Engineer

Engineering Teacher, Postsecondary

THE SOCIAL PERSONALITY TYPE ALIGNED WITH CAREER CHOICES

The Social Personality Type

- **Likes to do things to help people – like teaching, counseling, nursing, or giving information; generally avoids using machines, tools, or animals to achieve a goals;**
- **Has good skills at teaching, counseling, nursing, or giving information;**
- **Values helping people and solving social problems; and**
- **See self as helpful, friendly, and trustworthy.**

Examples of careers that align with the Social personality type:

Literary Arts

Creative Writer
Poet or Lyricist
Writer or Author

Visual Arts

Art Director
Graphic Designer
Multi-Media Artist or Animator

Drama & Dance

Actor
Choreographer
Director (TV/radio, movies, theater)

Music

Composer

Music Arranger

Singer

Communications

Broadcast News Analyst

Interpreter or Translator

Technical or Scientific Editor or Writer

ENTERPRISING PERSONALITY TYPE ALIGNED WITH CAREER CHOICES

The Enterprising Personality Type

- **Likes to lead and persuade people, and to sell things and ideas; generally avoids activities that require careful observation and scientific, analytical thinking;**
- **Is good at leading people and selling things or ideas;**
- **Values success in politics, leadership, or business; and**
- **Sees self as energetic, ambitious, and sociable.**

Examples of careers that align with the Enterprising personality type:

Sales and Purchasing

Insurance Sales Agent
Sales Engineer
Sales or Retail Buyer

Hospitality, Beauty, and Customer Services

Barber, Hairstylist or Cosmetologist
Flight Attendant
Travel Agent

Legal Practice and Support

Arbitrator, Mediator, or Conciliator
Lawyer
Paralegal/Legal Assistant

Business Administration

Chef/Head Cook

Construction Manager

Purchasing Manager

Finance

Accountant or Auditor

Appraiser, Real Estate

Personal Financial Advisor

Government and Public Administration

Archivist

Education Administrator

Medical and Health Service Manager

Promotion

Advertising and Promotions Manager

Public Relations Manager

Sales Manager

Regulations Enforcement

Financial Examiner

Immigration or Customs Inspector

Occupational Safety and Health Inspector

CONVENTIONAL PERSONALITY TYPE ALIGNED WITH CAREER CHOICES

The Conventional Personality Type

- **Likes to work with numbers, records, or machines in a set, orderly way; generally avoids ambiguous, unstructured activities;**
- **Is good at working with written records and numbers in a systematic, orderly way;**
- **Values success in business; and**
- **Sees self as orderly, and good at following a set plan.**

Examples of careers that align with the Conventional personality type:

Mathematical Detail

Claims Adjuster, Examiner, or Investigator

Cost Estimator

Financial Analyst

Financial Detail

Gaming Cage Worker

Insurance Claim Clerk

Teller

Oral Communications

Air Traffic Controller

Police, Fire or Ambulance Dispatcher

Receptionist or Information Clerk

Materials and Records Processing

Court Reporter

Medical Records and Health Information Technician
Production, Planning, or Expediting Clerks

Administrative Detail

Budget Analyst

Occupational Health and Safety Technician

Purchasing (Procurement) Clerk or Technician

THE ARTISTIC PERSONALITY TYPE ALIGNED WITH CAREER CHOICES

The Artistic Personality Type

- **Likes to do creative activities like art, drama, crafts, dance, music, or creative writing; generally avoids highly ordered or repetitive activities;**
- **Has good artistic abilities in creative writing drama, crafts, music, or art**
- **Values the creative arts – like drama, music, art, or the works of creative writers; and**
- **Sees self as expressive, original, and independent.**

Examples of careers that align with the Artistic personality type:

Literary Arts

Creative Writer
Poet or Lyricist
Writer or Author

Visual Arts

Art Director
Graphic Designer
Multi-Media Artist or Animator

Drama & Dance

Actor
Choreographer
Director (TV/radio, movies, theater)

Music

Composer

Music Arranger

Singer

Communications

Broadcast News Analyst

Interpreter or Translator

Technical or Scientific Editor or Writer

COACH'S CORNER



Shelly Rufin
Expert College Planner

WOW PAGE!

What did you learn from this chapter that you didn't already know?

Chapter Three— Empowering Students to Build on their Strengths through Mentoring and Coaching

“Leaders become great, not because of their power, but because of their ability to empower others.”
~ John Maxwell

Mentoring and career coaching is the foundation that assists students to stay focused and to graduate on time.

We were all created with a purpose. The way we are wired, our passions, likes and dislikes, were designed towards a purpose. As an Expert College Planner, 25 years experience and M.S. Human Services, M.S. Clinical Counseling and Neuroscience and pursuing a PhD in Psychology Industrial Organization; I work closely with students to help them discover who they are, motivate them, and give them the tools to make excellent choices in life.

Students should investigate the following questions:

WHO AM I?

Students determine how their personality, gifts, strengths, and weaknesses play into career choices and identify habits, mindsets and behaviors that could be holding them back.

WHAT DO I WANT?

Students identify long and short-term goals and develop actionable plans for achieving them. We work to identify passions and help students find self-motivation.

WHAT DO I VALUE MOST?

Each student creates a personal mission statement and develops a list of core values.

MENTORING AND CAREER COACHING PROGRAM

Mentors or coaches should collaborate with parents and students to determine specific areas that need focus. Areas of concentration include:

1. Career/Academic Planning
 - Choosing classes for specific careers
 - Job shadowing
 - Help student identify internships
 - Staying knowledgeable about the industry/your craft
2. Leadership Development
 - Time management
 - Problem solving
 - Working with people with different personalities and backgrounds
 - Public speaking
 - Conflict resolution
 - Servant-leadership
 - Identifying your personal leadership style
 - Becoming a lifelong learner
3. College/Post-Secondary Planning
 - Volunteer hours planning
 - Extracurricular activities planning
 - Essay review
 - College research
 - Is college for everyone (Trade schools, entrepreneurship, etc.)?
4. Character Development
 - Discovering negative/positive influences (peer choice)

- Development of self-motivation
- Self esteem
- d. Developing good and eliminating bad habits
- Excellence.

Pre-assessments with high school students are necessary. Below is an example of one student.

Strengths	Interests/Values	Motivation
Communication	Listening to music	Parent's faith in me
Advice	Applying makeup	Competitive to do better
Listening	Mentoring sibling	Sibling not motivated
Problem solving	Traveling	To be successful
Math	Socializing	
	Going to the gym	

Pre-assessment helps students in high school determine concerns and obstacles unbeknownst to the parent, which could prevent the student during the self-discovery stage from pursuing their passion and dream school, such as:

- Attending the college of their parent's choice.
- Relocating too far from home.
- Living in an area with undesirable weather conditions.
- Unsure if they have the grades to get into a certain college.
- Don't want to let their parents down.
- Mentally and emotionally unprepared.

COACH'S CORNER



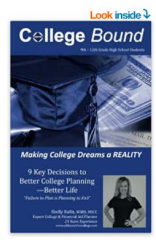
Shelly Rufin
Expert College Planner

WOW PAGE!

What did you learn from this chapter that you didn't already know?

Reading Pillow Bed Wedge Large Adult Backrest... **10% off coupon** **11,641** **\$19.99** **prime**

Books > Education & Teaching > Higher & Continuing Education



Making College Dreams a REALITY: 9 Key Decisions to Better College Planning - Better Life Paperback – September 25, 2017

by Shelby M. Ruffin (Author)

See all formats and editions

Paperback
\$14.95
1 New from \$14.95

This guidebook will explain to the reader the necessary information needed to make planning for college easier, including valuable college planning tips which will be beneficial towards a student's future. Students in your life you will be facing challenges as you begin preparing for college. This tool will empower you and your parents. Most questions you have about the how's, why's, and what's of college planning will be answered in this book. Parents and/or guardians, the "Nine Key Decisions for Better College Planning - Better Life: Making College DREAMS a Reality" are important for helping prepare your kids for college and making the transition from high school to college enjoyable. Nine Key Decisions to Better College Planning - Better Life includes -Road Map for College Success -Self-Discovery -Mentoring and Coaching -PSAT, SAT, ACT Testing -Writing Winning Essays -Recommendation Letters -Personal Statements -Best Fit for College Admissions -Financial Assistance (FAFSA, State and

< Read more

Print length	Language	Publication date	Dimensions	ISBN-10	ISBN-13
122 pages	English	September 25, 2017	6 x 0.28 x 9 inches	1977539467	978-1977539465

Inspire a love of reading with Amazon Book Box for Kids
Discover beloved children's books with Amazon Book Box, a subscription that delivers new books every 1, 2, or 3

Buy new: **\$14.95**

Get Fast, Free Shipping with Amazon Prime

FREE delivery: **Wednesday, Oct 6** on orders over \$25.00 shipped by Amazon. Details

Fastest delivery: **Saturday, Oct 2** Details

Select delivery location

In Stock.

Qty: 1

Add to Cart

Buy Now

Secure transaction
Ships from Amazon.com
Sold by Amazon.com

Return policy: Eligible for Return within 30 days of receipt

prime

Enjoy fast, FREE delivery, exclusive deals and award-winning movies & TV shows with Prime
Try Prime and start saving