

I'm not a robot!

THE CAREER FITNESS PROGRAM EXERCISING YOUR OPTIONS TENTH EDITION Diane Sukiennik Lisa Raufman William Bendat Boston Columbus Indianapolis New York San Francisco Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo VP/Editor in Chief Student Success & Career Development: Jodi McPherson Acquisitions Editor: Katie Mahan Editorial Assistant: Clara Ciminelli Executive Marketing Manager: Amy Judd Development Editor: Jenny Gessner Production Editor: Karen Mason Production Coordination and Electronic Composition: Corvee Publisher Services/Nashville Graphics, Inc. Cover Coordinator: Diane Lorenzo Photo: Jupiter Images Interior:

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Learn now what 1. ANALYTICAL: planful, orderly, methodical APPLY FOR AID Staff members can help you fill out forms for loans, grants, and scholarships, including the FAFSA (Free Application for Federal Student Aid) form required for all federal loans and grants. COSTS Incomplete or low-quality work, stress, loss of 3 Instructors. Every course syllabus lists your instructor's office hours— schedule a meeting to ask questions. Send a polite e-mail (and give your instructor at least 24 hours to respond). Check your “school’s website— FINANCIAL AID Finding, applying for, and securing financial aid can be a major undertaking. Counselors and other staff at your school’s financial aid office can help you every step of the way. 9. What resources do I need? MANAGING STUDENT LOANS PLAN BACKWARDS: Working you say. “No” doesn’t mean back from assignment due dates and test dates, “maybe.” EXPLORE OPTIONS BEFORE YOU TAKE ON DEBT 10.need How will I communicate my plan how much time you’ll to prepare—then ORGANIZE TO SAVE TIME Contact your financial aid office to learn about aid decision? schedule it. AND STAY ON TRACK that does not need to be repaid, such as: KEEP PLANNING: Set aside time to plan your (awards based on merit and requiring week, each week. Then, adjust plans daily. FIND A CALENDAR SYSTEM THAT WORKS FOR YOU a certain criteria) ASK: Do my plans support my biggest goals? Is it a Google, iCal, or Microsoft Outlook calendar; a smartphone; or (money given by government or private a printed planner? Choose what works for you and use it consistently. 5 STEPS TO BETTER THINKING agencies, usually based on financial need) Always ask. Don’t assume you can’t get aid. ORGANIZE YOUR STUDY SPACE PRIORITIZING Rate yourself and take action as needed to improve. 1. STOP AND THINK FEDERAL LOANS FIRST, PRIVATE LOANS SECOND Focusing on important goals helps you decide what Never Always Think before you react. If you must borrow, seek federal loans first. Why? to do when you can’t get everything done. I have quick and easy access to my study supplies. 1 Rates: 2 Federal 3 4 loans 5 have lower interest rates ASSUMPTIONS 2. RECOGNIZE 3 Better CREATE to-do lists of everything that needs to get Separate than1private done. fact from opinion. I have all my course materials organized. 2 ones. 3 4 5 3 Better Repayment: Federal borrowers may qualify REVIEW lists daily. What helps you meet your goals? I have one location where I can read, take notes, 3. EVALUATE INFORMATION for Income-Based (IBR), a program that and/or work on a computer. 1 2 3 Repayment 4 5 PRIORITIZE the information most important items. Do them Efficiently evaluate caps loan payments based on income first. Let less important ones wait. and suspend judgment. My study space is free of distractions. 2 size, 3 and4 forgives 5 and 1family 4. DRAW CONCLUSIONS Decide what to do. 3 Academic advisors. You will be assigned an academic advisor who will help you choose courses, plan a major, and move toward your degree. Generally you meet with your advisor once per term, but don’t hesitate to ask for help whenever you need it. in college. Get more bang for your buck—make all about PROCRASTINATION ” Critical Thinking P E A R S O N Ask: Do I have enough time to take care of my personal needs? ADVISING Tuition fees don’t just pay for coursework. You are also buying “ YOUR TIME IN COLLEGE ” 3 Measure Your Progress by identifying your strengths and areas you may need to improve. ACADEMIC HELP Here are ideas for finding support in your quest for academic success. All Around You 24 hours in the day. How you use it is up to you. What’s the Value of MSSL is . . . all about YOU. It is professional student development around the areas YOU need to achieve your goals. To go beyond the first impression and make a lasting impression on the job, identify and develop your skills, qualities, and unique talents. Learn what makes you stand out. Promote yourself . . . 3 Think carefully about what you write or post. 3 Wait 24 hours if you are emotional about a topic. Ask: What effect would that nasty post or Tweet have on your image if a potential employer reads it? With potential employers . . . 3 Online communication should reflect good writing skills. Use clear, business-like language. 3 Stay away from sarcasm and jokes. They tend not to translate well in writing. 3 Avoid abbreviations and emoticons. Instead of “K” or “BTW,” try “yes” and “by the way.” 3 Always check for errors in spelling or grammar before sending. 3 Send a thank you in an e-mail or written note after interviews, not a text. And don’t post a message on your profile saying “nailed the interview.” “BRAND YOU” CHECKLIST □ Think and learn more about your skills, strengths, and interests. (Assessments such as the Golden Interest Inventory can help.) □ Build a network of people who appreciate your skills and strengths and are willing to talk about them. □ Identify how you are uniquely valuable to an employer. □ Find ways to make your value visible without seeming arrogant. □ Take on challenges. Take risks. □ Always do quality work . . . no matter the task. □ Help others succeed. □ Continue to find new ways to improve your value. □ Be able to demonstrate you did the items on this list. KEEP YOUR PERSONAL INFORMATION PRIVATE SOCIAL NETWORKS Confused by the privacy rules? No surprise. These sites make money from selling your information, so providing privacy is not their first priority. Your job is to: 3 Read and understand privacy policies for the social media you use. Ask questions to clear up confusion. 3 Adjust security settings so you only reveal information and visuals you would show to the general public. 3 Consider having two profiles—one for friends and one for the public (including future employers). 3 When in doubt, keep information private. PRIVACY ISSUES IN FORUMS/CHAT ROOMS Everything you write can be copied and saved, and you don’t really know who is posting. Only post what you’d be willing to show an employer. Choose a screen name not traceable to you or to your regular e-mail address. ALWAYS LEARNING P E A R S O N ALWAYS LEARNING Features tMyStudentSuccessLab — Helps students ‘Start strong, Finish stronger’ by getting the most out of this technology with their book. tTime Management%&WFSZPOFCFHJOTXJUIIFTBNFIPVSTJOUIFEbz CVUIPXXFMMTUVEFOUTVTUFJSUJNFWBSJFT tResources All Around You%#VJMETBXBSFOFTTGPSUIFUZQFTPSSFTBWBjMBCMFPODBNQVTGPSTUVEFOUTUPUBLFBewBOUBHFG tNow You’re Thinking — Learning to think critically is imperative to student success. tMaintaining Your Financial Sanity — Paying attention to savings, spending, and borrowing choices is more important than ever. tBuilding Your Professional Image — Students are motivated by preparing for their future careers through online and in person professionalism tips, self-branding, and image tips. tAdditional Topics — Topics above are ‘default.’ These topics include MyStudentSuccessLab, Time Management, Resources All “SPVOE:PV /PX:PVSF5IJOLJOH.BJOUBJOJOH:PVS'JOBODJBM4BOJUZ BOE#VJMEJOH:PVS1SPGFTTJPOBM*NBF0UIFSDIPJDFTBSFBWBjMBCMF upon request via our www.pearsoncustomlibrary.com program, as well as traditional custom publishing. This essential supplement can be packaged with any student success text to add value with ‘just in time’ information for students. Topic List t.Z4UVEFOU4VDDFTT-BC t4VDDFFEJOHJO:PVS%JWFSTF8PSME t8FMDPNFUP#MBDLCPBSEA t5JNF.BOBHFNFou t*OGPSNUJPO-JUFSBDZJT&TTFOUJBMP Success t8FMDPNFUP.PPEMFA t3FTPVSDFT"MM"SPVOE:PV t/PX:PVSF5IJOLJOH t1SPUDU:PVS1FSTPOBM%BUB t4FUBOE"DIJFWF:PVS(PBMT t.BJOUBJOJOH:PVS'JOBODJBM4BOJUZ t\$SFBUF:PVS1FSTPOBM#SBOE t1SFQBSFGPS5FTU4VDDFTT t#VJMEJOH:PVS1SPGFTTJPOBM*NBFH t4FSWJDF-FBSOJOH t(PPE/PUFT"SF:PVS#FTU4UVEZ5PPM t(FU3FBEZGPS8PSLQMBDF4VDDFTT t4UBZ8FMMBOE.BOBHF4USFTT t7FUFSBOT.JMJUBSZ3UVSOJOH4UVEFOUT t\$JWJMJUZ1BWFTUIF8BZ5PXBSE4VDDFTT t(FU5IJOHT%POFXJUI7JSUVBM5FBNT t8FMDPNFUP\$PMMFHFA /05&UIPTFXJUIBTUFSJTLTSFAEFGBVMUPQUJPOTUPQJDTFMFDUJPODBOCFNBEFUISPVHI1FBSTPO\$VTUPN-JCSBSZBUXXXQFBSTPODVTPNMJCSBSZDPN BTXFMMBT traditional custom publishing. PERSONALIZE THE EXPERIENCE WITH PEARSON LEARNING SOLUTIONS FOR STUDENT SUCCESS AND CAREER DEVELOPMENT The Pearson Custom Library Catalog Custom Publications 8JUI1FBSTPO\$VTUPN-JCSBSZ ZPVDDBODSFBUFBVTUPN CPPLCZTFMDUJOHDPOUFOUGSPNPVSDPVSTFTQFDJmD collections. The collections consist of chapters from Pearson titles like this one, and carefully selected, copyright cleared, third-party content, and pedagogy. 5IFmOJTIQEQSPEVDUJTBQSOJUPOEFNBOEDVTUPN book that students can purchase in the same way they purchase other course materials. 8FDBOEFWFMPQZPVSPSJHJOBMNBUFSJBMBOEDSFBUFB textbook that meets your course goals. Pearson Learning Solutions works with you on your original manuscript to IFMQSFmOFBOETUSFOHUIFOJU FOTVSJOHUIBUJUNFFUTBOE exceeds market standards. Pearson Learning Solutions will work with you to select already published content and sequence it to follow your course goals. Online Education Custom Media Pearson Learning Solutions works with you to create a DVTUPNJ[FEUFIDIOPMPHZTPMVUJPOTQFDJmDUPZPVSDPVSTF SFRVJSFNFOUTBOEOFET8FTQFDJBMJ[FJOBOVNCFSPG best practices including custom websites and portals, animation and simulations, and content conversions and customizations. 1FBSTPO-FBSOJOH4PMVUJPOTP+FSTDVTUPNJ[BCMFPOMJOF course content for your distance learning classes, hybrid courses, or to enhance the learning experience of your traditional in-classroom students. Courses include a fully developed syllabus, media-rich lecture presentations, audio lectures, a wide variety of assessments, discussion board questions, and a strong instructor resource package. *OUIFFOE UIFmOJTIQEQSPEVDUSFnFDUTZPVSIOTJHIUJOUPIXBUZPVSTUVEFOUTOFFEUEPTVDDFFE BOEQVUTJUJOUN QSBDUJDF7JTJUVTPOUIXFCUPMFBSONPSFBUXXXQFBSTPODVTPNDBMM Introducing CourseSmart, The world’s largest online marketplace for digital texts and course materials. A Smarter Way for Instructors CourseSmart saves time. Instructors can review and compare textbooks and course materials from multiple publishers at one easy-tonavigate, secure website. CourseSmart is environmentally sound. 8IFOJOTUSVDUPSTDBOP\$PVSTF4NBSU UIFZIFMQ reduce the time, cost, and environmental impact of mailing print exam copies. CourseSmart reduces student costs. *OTUSVDUPSTDBOP+FSTUVEFOUTBMPXFSDPTU alternative to traditional print textbooks. “Add this overview to your syllabus today!” 3&26*3&%\$0634&. "5&3"-4"-5&3"/5&7&34*0/"7"-#-& CourseSmart is an exciting new choice for students looking to save money. As an alternative to purchasing the printed UFYUCPPL TUVEFOUTDBOQVSDIBTFBOFMFDUSPOJDWFSTJPOPGUIFTBNFDOUFOU8JUI\$PVSTF4NBSUF5FYUCPPL TUVEFOUTDBO search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. A Smarter Way for Students CourseSmart is convenient. Students have instant access to exactly the materials their instructor assigns. &RXUVH6PDUWRwHUVFKRLFH8JUI\$PVSTF4NBSU students have a high-quality alternative to the print textbook. CourseSmart saves money. CourseSmart digital TPMVUJPOTDBOCFQVSDIBTFEGPSVQUPMFTTUIGO traditional print textbooks. &RXUVH6PDUWRwHUVHGXFDWLRQYDOXH Students SFDFJWFLUIFTBNFDOUFOUP+FSFEJOUIFQSJOUUFFYUCPPL enhanced by the search, note-taking, and printing tools of a web application. \$PVSTF4NBSUJTF4NBSUFS8BZ To learn for yourself, visit www.coursesmart.com This is an access-protected site and you will need a password provided to you by a representative from a publishing partner. This page intentionally left blank PART CHAPTER 1 Testing Your Career Savvy: Get Into Shape CHAPTER 2 1 Building Your Career Success Profile: Discover Your Personal Power CHAPTER 3 Confirming Core Values: Strengthen Your Balance CHAPTER 4 Assessing Your Personality and Interests: Express Your Real Self CHAPTER 5 Evaluating Your Skills: Accentuate Your Assets Your Career Fitness Profile Survey Your Strengths This page intentionally left blank Testing Your Career Savvy 1 Get Into Shape STUDENT LEARNING OUTCOMES At the end of the chapter you will be able to . . . ■ ■ ■ Differentiate between a job and a career. Identify and apply Super’s theory to your career development. Determine how generational differences affect the workplace. ■ ■ Discuss why personal assessment is the key factor leading to career satisfaction. Understand the process, challenge, and commitment necessary to exercise your career options. o you want to have a career that meets your needs, complements your personality, inspires you to develop your potential, and supports your vision and purpose? Are you someone who deliberately chooses the type of life you live rather than settling for what’s convenient and available? If so, you need to set goals that will lead you from where you are now to where you want to be. However, to be achieved, goals must reflect your experiences, desires, attitudes, needs, interests, values, mission, and vision of the future. Collectively, these comprise your unique personal profile, which acts as a GPS, helping you navigate your way to your destination through uncharted paths, detours, and the uncertainties of the job market. Your personal assets also tap into your deepest, most authentic self, sparking the fire of motivation that you need to move you along your path with courage and conviction. D Yesterday is the past, tomorrow is the future, but today is a gift. That’s why they call it the present. —Bil Keane Personal Assessment As the first step in self-assessment, this chapter helps you examine your personal experiences, who you are right now, your current stage of career and life development, and your ability to deal with new information. As you begin to identify who you are and what energizes you about life, you will begin to incorporate those insights into a career. Self-awareness is the first stage of both the career choice and the career change process. As you look for insights that will help you chart your career, it is helpful to consider career development theories. Renowned psychologist Donald Super is credited with developing the theory that a career makes it possible for you to actualize or express your self-concept throughout your life span and life space. Your self-concept is essentially how you see yourself. Review the following principles of Super’s theory on career development; and as you read, determine how they relate to you at this point in your career journey. Self-awareness first step 3 4 PART 1 Your Career Fitness Profile ▲ Personal assessment leads to job satisfaction. Super’s Self-Concept Theory 1. We differ in abilities, interests, and personalities. 2. Every occupation requires a characteristic pattern of abilities, interests, and personality traits. Within each occupation are workers with varying degrees of these characteristics. 3. Each of us is qualified for a number of occupations. 4. Vocational preferences and skills, the situations in which we live and work, and our selfconcepts change with time and experience. These factors make choice and adjustment a continual process based on our maturity and lifestyle. 5. Selecting a career involves the following stages. As we discuss later in this chapter, many people experience these stages more than once in life. Thus, although Super discusses the stages in a more traditional sense, remember that you may return to the stages discussed here at various times in your life. a. Growth. This includes both physical and emotional growth as you form attitudes and behaviors that relate to your self-

chapter, many people experience these stages more than once in life. Thus, although Super discusses the stages in a more traditional sense, remember that you may return to the stages discussed here at various times in your life. a. Growth. This includes both physical and emotional growth as you form attitudes and behaviors that relate to your self-concept. What did you learn about yourself from childhood games or family roles? For example, "I am a team player," "I am an individualist," "I am a mediator," or "I would rather read than play games." A child begins having fantasies during this period (e.g., a dream of becoming a doctor). b. Exploration. This is divided into fantasy (e.g., a child's dream of becoming a doctor), tentative (e.g., high school and post-high school periods of exploration in which ideas are narrowed down), and reality testing (e.g., in high school or early college, working part time or volunteering in a hospital, taking math and science classes, or raising a family). You start learning about the kind of work you enjoy and the kind of worker you are. For example, "I am good with detail," "I enjoy working with people," "I take criticism well." c. Establishment. This includes initial work experience that may have started only as a job to earn a living but that offers experiences for growth so it becomes part of the self-concept. For example, "I am an assistant manager, I am responsible for the bookkeeping, and I look forward to becoming the manager," rather than, "This is just a job, and I will be doing Chapter 1 Testing Your Career Savvy: Get Into Shape bookkeeping until I can finish my bachelor's degree and get into law school." Very often several changes in jobs will occur over a few years. d. Maintenance. This is a time when we maintain or improve in our career area. Advancement can be to higher levels or laterally across fields. For example, you may start thinking, "I am extremely competent," "I can compete with others," "I can cooperate and share my knowledge," or "I can train others." e. Disengagement. Super defines disengagement as the stage just before retirement or one when we see no new challenges or chances for mobility. Traditionally, it is a period during which there is a shift in the amount of emphasis you place on your career; you may even seek a reduction of the hours you work. Disengagement may also occur some time before retirement. You may think, "I have many things other than this job I want to do," "I want to spend more time at home," "I want to travel more," or "I want to make a living from my leisure pursuits." Job or career changes are a form of disengagement, SUCCESS strategies 5 whether prompted by personal choice or circumstances beyond your control (a layoff, for instance). 6. The nature of any career pattern is influenced by parental socioeconomic level, mental ability, personality characteristics, and opportunities to which the individual is exposed. Both limitations and opportunities may be apparent as a result of these factors. People are affected by the realities of everyday life. A teenager living in an affluent suburb may have unlimited opportunity to focus on schoolwork because of ample financial support. A teenager living in the inner city with several siblings, in contrast, may work 20 hours or more each week to help out with the family finances and thus have limited time and energy for schoolwork. 7. The process of career development is essentially that of self-concept development and implementation. All of us try to maintain a favorable picture of ourselves. 8. Work satisfaction and life satisfaction depend on the extent to which our work and our life provide adequate outlets for our abilities, interests, personality traits, and values. Relevance of Super's Theory of Career Development Theories are helpful in understanding and putting into perspective what we are experiencing in our own lives. In terms of career choice, you might feel confused, lost, alone, different, and concerned about your current status; however, after you have become familiar with Super's theory, you understand that it's normal to feel this way. Whether you are in a particular stage of career development or you are in a transition and between stages, knowing about Super's theory helps you deal with the anxiety that accompanies any stage of development. What has influenced your self-concept? Have you assessed your likes and dislikes, desires, attributes, limitations, needs, wants, and values? An accurate and current self-assessment will enable you to make better career decisions by increasing your personal awareness and understanding. Self-awareness improves your ability to seek and select jobs that fit your unique self-concept or to shape whatever job you have, given your own unique assets. Super's theory applies each time you make a career change. You will reexperience the stages of growth, exploration, establishment, maintenance, and disengagement. Our discussion of Super's theory briefly mentioned the general career stages that many people have experienced: growth, exploration, establishment, maintenance, and disengagement. Because you are probably somewhere between the stages of exploration and maintenance right now, it is useful to understand that you are also experiencing the transitional stages that relate to your age and affect your career planning. To start the critical step of personal assessment, complete Exercise 1.1. 6 PART 1 Your Career Fitness Profile EXERCISE E 1.1 First Impressions Here is your first chance to think about yourself and record your responses. Fill in each blank carefully and honestly. Be true to yourself; don't try to please anyone else with your answers. Try to be spontaneous; the longer you think before answering, the more likely you are to censor your answers. 1. I am 2. I need 3. I want 4. I would like to change 5. If all goes well in the next five years, I will be doing 6. If things go poorly in the next five years, I will be doing 7. Reviewing past jobs or volunteer experiences I have had, what did I like best/about each one? Is there a pattern? UNDERSTANDING LIFE STAGES Many authors, including Gail Sheehy, have explored how people change as they age, and they have found that as longevity has increased, so have concepts and definitions of career and retirement. There is no longer a clear-cut point when we end our training or move into retirement. Finding challenging or rewarding employment may mean retraining and moving from a stale or boring job in order to find your passion and pursue it. The idea is to think long range and anticipate an active lifestyle into later years—perhaps into one's 80s or 90s. Being personally productive may now mean anticipating retiring in stages. This might indicate going to an alternate plan should a current career end by choice or economic chance. Because we are living longer, we have longer to grow up and grow old. We need to constantly review and renew the meaning of our existence and be open to new experiences. These can include hobbies, learning, nonprofit ventures, or part-time work to help others and increase earnings. Taking risks to supplement and expand our personal horizons can help us at any age to avoid becoming vulnerable, feeling stuck, or being directed by unforeseen events. In essence, our later adulthood will be a time of renewal, discovery, leisure, service to society, adventure, and productivity. Remember that life stages are based on social norms that are in constant flux. People are changing careers and employment frequently, and the world is changing at such a pace that social norms will surely continue to adjust. For example, two-career families, single-parent households, later marriages and/or alternative lifestyles, longer life spans, and in addition, fewer good entry-level jobs and the need for lifelong learning, will all influence the direction of people's lives and will lead to more fluidity and ambiguity between life stages. Decisions will vary greatly, with some people still choosing early marriages or delaying career and professional plans or decisions regarding childbearing for more education or training. A future scenario may incorporate more fully a flexible and adaptive work schedule both permitting and addressing leisure, longevity, and family. Chapter 1 Testing Your Career Savvy: Get Into Shape APPRECIATING GENERATIONAL DIFFERENCES Never before in the workplace have so many different generations worked side by side. Each generation is defined by a time frame in which they were born. As a group, each of these populations live through specific periods in time that affect the way they see life and develop their value systems. Their values, perceptions, attitudes, and expectations have been formed as a result of historic events, wars, politics, and economic and cultural influences. By looking at each of the four generations currently in the labor pool, we can better understand ourselves and our fellow employees and thus be more effective and productive. The birthdates and population of each group varies slightly depending on the research. As you look at each group, remember that not every descriptor applies to every individual in the group. We are not trying to label or pigeonhole people but to provide some generalizations that may be useful in understanding yourself and those with whom you work. MILLENNIALS: GEN Y BORN 19822000 This generation is composed of the newest members of the workforce. They are called millennials, gen y, gen next, the google generation, the echo boom, and the tech generation. Because their numbers are similar to those of the baby boomers, their impact will be significant. They have been raised with three other generations and they feel comfortable with all age levels, often texting parents and grandparents regularly to keep in touch. They are the digital natives who have grown up with technology and the Web. Gen Y is a generation of multitaskers who value flexibility and freedom as much as money. They want a job on their own terms with the opportunity to make a difference, learn, grow, and have fun. They will often choose meaningful work over high-paying work if pushed to make a decision based on those factors. These young people are well educated, globally aware, civic minded, polite, and tolerant of authority. They are natural team players who are eager and confident about making a contribution despite being the youngest on the team. They value and learn from their peers and are more inclusive and group oriented than any other generation. GEN X BORN 19611981 The Gen X generation represents almost a third of the workforce, and they will take over as the baby boomers retire. Because they are smaller in numbers than are the boomers, they will have multiple options, as evidenced by their comfort in job hopping. They bring a breadth of experience with a strong independent spirit; they are unimpressed with authority and titles and might come across as cynical. These employees are loyal only as long as they get what they want from the job or company. If not, they are comfortable moving on. Unlike their parents, the motto of Gen X is "Work to live." They insist on a life and work balance and are willing to leave a job to get it. BABY BOOMERS BORN 19431960 According to FutureWork Institute/Society for Human Resource Management, boomers are 46 percent of the current workforce and as such they make up the largest population within the workforce. Because of the current economic situation and the satisfaction they derive from working, this group intends to stay in the workforce in significant numbers. Boomers' focus has been on personal goals and achievement. They have been willing to sacrifice for success and worthwhile causes and are often labeled workaholics whose motto is "Live to work." They have been called the me generation, and they sometimes view the two younger generations as unwilling to "pay their dues" to succeed. They excel in teams and make decisions by consensus. These employees are currently beginning to retire from one career; but a recent AARP survey reports that 70 percent will keep working, and they will most often be reporting to the two younger generations. 7 8 PART 1 Your Career Fitness Profile SILENT: MATURES/TRADITIONALS BORN 19251942 There are 34 million people in this generation, often called traditionalists or matures. This group values history, work experience, the company legacy, and a strong tradition based on loyalty, hard work, and conformity. Matures/traditionals are civic minded and help oriented. They are sometimes perceived as authoritarian and unwilling to accept new ideas or change. They are also valuable mentors to the younger generations and will continue to fill in the gaps in the labor pool. This generation wants respect and the opportunity to continue to make a contribution. FACTS & FIGURES Generations in the Workplace According to generational historians Neil Howe and William Strauss, the following defines the generations: Silent (Traditional /Mature) (Baby) Boomers Generation X Millennials (Gen Y) born 1925–1942 34 million born 1943–1960 born 1961–1981 born 1982–2000 76 million 41 million 75 million WHAT DO YOU THINK? 1. As you consider some of the defining differences in each of these generational groups, think of yourself. What is your generation called? 2. How closely do you resemble some of the descriptors? SUCCESS strategies 3. If you are currently working, think about your boss and supervisors as well as your fellow employees. How closely do they fit the descriptions? Does this help you understand and work better alongside each other? 4. You will undoubtedly have to work on a team or perhaps you will hold a leadership position at some point in your future career. Why do you think it would be beneficial for you to understand the generational makeup of your colleagues, subordinates, or managers? 5. How might this information affect your choice of employers? Identifying Generations by Their Behaviors For each workplace scenario, identify which generation might be represented and why. Then think about how an employer from each generation might be likely to respond to the scenario. Finally, how would you personally react to each scenario if the person was a colleague? How about if you were managing this person? Would you have any advice to share if this person asked, "How can I get ahead in this organization?" 1. In an interview, when a candidate was asked what questions she had, her first question was, "How much vacation do I have and when can I start taking it?" 2. An employee refuses the opportunity to work from home, stating that he's always put in his time at the office and he isn't about to change his routine at this point in his career. 3. A professor on a college campus started bringing her dog to her office and to class without asking for permission. She was the only one on campus to do so. 4. An employee regularly leaves work to attend his son's soccer games. 5. A salesperson offers to brief a colleague about a meeting with a prospective new client. The colleague declines, certain that all will go well. 6. After working for a year, an employee asks for a twomonth leave to take advantage of a unique travel opportunity. 7. Someone who has been at the company for a while offers to show a new employee around and fill her in on the office politics. 8. Although not part of the company culture, an employee requests working from home three days a week. 9. An employee volunteers to stay late and close up for the night when the rest of the group is attending a training session. Chapter 1 Testing Your Career Savvy: Get Into Shape 9 Differentiating between a Job and a Career We will be using the words job and career throughout this book, so let's define them. There is an important difference between them. Basically, a job is a series of tasks or activities that are performed within the scope of what we call work. These tasks relate to a career in that a career is a series of jobs. But more than jobs, a career is a sequence of attitudes and behaviors that are associated with work and relate to our total life experience. A career is the integration of our personality with our job activities. Therefore, our career becomes a primary part of our identity or our self-concept. In the past, people chose their careers early in life, and they stayed in those careers most of their lives. Farmers worked on their farms, bookkeepers stayed in the office, and teachers taught until retirement. Today, the trend in the United States has shifted toward multiple careers. We can now expect to have four or more careers in our lifetimes. Furthermore, with the rapid changes in society as well as in economic conditions, jobs, and technologies, many traditional jobs are becoming obsolete. In fact, William Bridges in his book Managing Transitions: Making the Most of Change suggests that jobs as we know them will evolve to meet the current needs. He means that a person hired to take a particular job can be certain the job tasks will change rapidly. Even if the job title remains the same, new and different skill sets will continually be required. The original position may become dramatically different or even disappear altogether. T IP S A career is the integration of personality with work activities. Follow intuition, not trends. FROM THE PROS Today, a phrase like "that's not my job" will never be uttered by anyone who wants to keep their job! The most valued employees are those who are flexible and do what is required regardless of job title or job description. This is markedly different from the world in which the Silents and Baby Boomers worked. Thus, the expectation that once you find a job, you are home free, secure, or set for life is no longer realistic. The traditional employee contract, although unwritten, implied an honest day's work for an honest day's wage, employee loyalty in exchange for job security, and raises and promotions in return for seniority. Today's new employee contract simply implies continued employment for individuals who possess skills that continue to meet a business need. More than ever it is important to give considerable thought to what you want to do and Be prepared to to structure your training and education to be relevant both to your interests and to trends manage your career. in the job market. Knowing yourself and developing a plan of action based on your needs as well as the needs of the job market will help you embark on the career most satisfying for you rather than just following the latest trends in one field or another. Demands in the job market rapidly shift. Some time ago, teachers were in great demand. Then, although there is a need for teachers, they are being furloughed because of economic issues, and this is happening in many other fields today. If you base your career decision primarily on current trends, by the time you obtain the training necessary to get into the hot field, it may well have cooled down. This strategy leaves you with slim prospects for a job that can lead to a career, and quite possibly with skills and training in a field that you weren't terribly excited about in the first place (except as a quick opportunity). Each of us has the potential to be satisfied in any number of occupations. Getting to know yourself better through personal ▲ Teamwork across generations makes for success. 10 PART 1 Your Career Fitness Profile assessment will help you identify careers that are best suited to your personality. People who are not prepared for change allow that change to influence their decisions. They are often frustrated and unhappy because they are forced to work at jobs they don't enjoy. They may never have realized they have choices, or perhaps they never took the time or energy to become aware of their preferences. They settle for less than what might be best for them. Dad says "get a job in business," even though his child has a special talent in art. The high school adviser recommends engineering because scholarships are available. The employment department directs an unemployed applicant into a computer training program because there's an opening. Granted, in tough economic times, you might be forced to take a job for pure survival on a temporary basis until more possibilities open up. But, by knowing your own preferences, you will be ready to manage your career and get back on your path instead of merely following others' suggestions. Complete the following exercises to jump-start your personal assessment by thinking about your current preferences in Exercise 1.2 and by describing yourself in Exercise 1.3. EXERCISE E 1.2 Identify Your Interests 1. What subjects in school do I like most / least? 2. What books or magazines do I read? What kinds of music, art, theater, and cinema do I like? What are my favorite websites? 3. What do I like to do for fun? How do I spend my spare time? 4. What jobs have I had (including volunteer work), and what did I like most and least about them? 5. What interests do I have that reflect my generation? EXERCISE E 1.3 Describe Yourself Circle those adjectives that best describe you. Place an "X" in front of those adjectives that are least like you. REALISTIC (R) INVESTIGATIVE (I) ARTISTIC (A) practical persistent careful introverted emotional impulsive athletic conforming achieving confident expressive flexible rugged down to earth curious analytical imaginative idealistic stable self-reliant precise intellectual unorderd original frank independent creative Chapter 1 Testing Your Career Savvy: Get Into Shape SOCIAL (S) ENTERPRISING (E) 11 CONVENTIONAL (C) helpful understanding energetic adventurous conscientious moderate insightful popular driving powerful persistent orderly kind cooperative ambitious persuasive organized efficient friendly responsible assertive competitive obedient detailed tactful flirtatious dependable thorough Next, review the adjectives you circled. Note the list is divided into six clusters: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). This is called the Holland Code. Which groups of adjectives best describe you? Also note that most of the words are positive personality traits. This exercise gives you a chance to acknowledge your positive attributes. From which three of the six groups do most of your adjectives come? Rank the groups from which most of them come as 1, second most as 2, and third most as 3. 1 _____ 2 _____ 3 _____ This three-letter code is your preliminary Holland Code. It helps you organize information about yourself so you will be in a position to make informed career decisions. Each group of adjectives describes a certain kind of person. What kinds of people do you like to be around? Rank the top three types here using the three-letter code. 1 _____ 2 _____ 3 _____ How similar are the letters you selected for people you like to be around to those you selected to describe yourself? Dick Bolles, author of What Color Is Your Parachute?, suggests the code you selected for people you like to spend time with is a good indicator of the code that relates to occupations you would also enjoy the most. You will have the opportunity to further analyze and use this code in your career fitness program as we go through the process. STRIVING FOR CAREER SATISFACTION Survey after survey on job satisfaction among American workers indicates that well over 50 percent are dissatisfied with their jobs. In a study for U.S. News & World Report, people were asked to name the three things that contribute most to their quality of life. The top categories for men and women were "job/career satisfaction," "relationship with family," and "money." Because you will likely be changing jobs and careers several times in your life, it is more important than ever before to have accurate knowledge about yourself and the world of work. The Gallup Poll organization analyzed its massive database and determined that 55 percent of employees have no enthusiasm for their work! In another Gallup survey, two-thirds of a group of adults said if they were starting all over, they would try to get more information about their career options. In Gallup's annual worker satisfaction survey, job stress has consistently ranked near the bottom along with other factors, including job security, and health and retirement benefits. The largest decline in overall satisfaction was from 35- to 44-year-olds. Interestingly, people in this age group were once among the happiest group in the American workforce. You will face the need to continually evaluate yourself and your career path. It is useful to know about the changing world of work and which industries allow you to best express yourself and best use your strengths and talents. When analyzing your personal assets, it is to your advantage to think ultimately about the total job market. Search for jobs that will lead you into a career. You will benefit greatly from identifying a variety of alternatives that allow you to express your personality. Once you have looked within yourself and identified what you want and need in a job, changes will be easier to make because you'll know when you have outgrown one job and need a new one. You will develop the personal insights to help you make decisions about career changes and transitions with greater ease and confidence. For most of us, career planning is not a simple, straightforward, linear process in Be prepared to revise your career plan continually. There is no single "right" career. 12 PART 1 Your Career Fitness Profile which we follow certain prescribed steps, end up at a specific destination, and live happily ever after. It is instead a feedback loop that continues to self-correct as you add information about your changing self and the world around you. We are constantly revising our career plan as we grow and change. This means there isn't any one "right" career. Instead, there are many careers in which we could be equally happy, equally successful, equally satisfied. We are looking, then, not for the one right career but for the series of alternatives and career options that seem to make sense for each of us given our background, our personality, our career and life stages, and the changing world. REAL stories Meet Sandra After graduating from high school, Sandra didn't know what she wanted to do. Many of her friends were enrolling in college, but Sandra wasn't interested in continuing with her education; she was tired of going to school and wanted to experience the "real world." Because she did well in her high school business classes, she thought that administrative assistant work might be interesting. With the help of a friend, Sandra put together a resume and went on the Internet to search for jobs. There were many administrative assistant positions, but Sandra didn't know the type of business she might find interesting, so she decided to go back to her high school counselor for some help. The counselor said that to make a career or job decision, it was important for Sandra to determine her interests, values, and goals. Once she had an idea of "who" she was, she could then investigate the kind of business that would be right for her. The counselor suggested that she make an appointment with the career counselor at the local community college. The counselor at the community college gave Sandra several assessments, and they revealed an interest in the legal field. Sandra went back to the Internet, but she soon discovered that the jobs that interested her required special skills. Sandra had a decision to make: return to school or look for work in a different field. Because Sandra thought she would really like the legal field, she decided to do both. She began looking for general office positions and enrolled in a community college to begin a legal secretary certificate program. Sandra found a job as a receptionist with Transamerica Corporation. She learned the work quickly and found the hours allowed her to attend school and study. Although the pay did not allow her to live on her own, she took advantage of the opportunity to live at home and save money for her own apartment. After two years, Sandra was close to receiving her certificate. One day at work she was reading her legal terminology text when one of the executives walked by. Sandra liked Mr. Owens; he was always interested in her opinions and she enjoyed talking to him about her studies. When she told him her career plans, he indicated that he knew several attorneys and perhaps he could be of help when she was ready. Over the next few months, Sandra worked hard, and in early April she felt ready to make a move. She called Mr. Owens and said, "I wanted you to know that I will be completing my legal secretary certificate in May, and I remember you mentioned to me that if I needed any assistance in finding employment you might be able to help. I was wondering if I could meet with you to discuss my qualifications." Mr. Owens told Sandra how proud he was of her and that he would be happy to meet with her. WHAT DO YOU THINK? 1. Do you think Sandra made a wise choice by not attending a four-year college? 2. If Mr. Owens had not offered to help Sandra, what other resources could she have investigated? 3. While Sandra was attending college, what organizations could she have joined that would have given her networking connections? 4. What other types of jobs or careers could Sandra have selected based on her high school diploma? Choosing and Changing Careers Preparation = shortterm and long-term goals Each one of us, regardless of our stage in life, is in some phase of career development. You may be starting your first job or looking for a job. You may be planning for your first career, reentering the job market after some time at home, considering your next career, planning for part-time employment, or looking for meaningful volunteer experience. Because there is no crystal ball that will predict the one right career for you, you will want to consider several options as you explore career development. The examples in the Chapter 1 Testing Your Career Savvy: Get Into Shape "Real Stories" box describe people who reassessed their needs and made satisfying changes. It is also possible to survey your

there is no crystal ball that will predict the one right career for you, you will want to consider several options as you explore career development. The examples in the Chapter 1 Testing Your Career Savvy: Get Into Shape 15 "Real Stories" box describe people who reassessed their needs and made satisfying changes. It is also possible to survey your needs, values, interests, skills, aptitudes, and sources of information about the world of work to create a broader career objective. Some careers do have established or common career paths. In teaching, one often starts out as a tutor, works up to student teacher, and then becomes an assistant teacher before becoming a full-time teacher. In the marketing profession, people often start in sales. Therefore, we need to think about career goals in the sense of their being both short term and long term. A short-term career goal is one that can be rather quickly attained. For instance, in the process of career planning, you may discover you want to be a lawyer. We would normally consider law a long-term career option because it generally takes many years of study and preparation. However, a short-term career goal related to law might be obtaining a job as a legal secretary or a paralegal. Either of these would give you the opportunity to work in an environment that excites and energizes you long before you actually achieve your final and ultimate career goal. In addition, relevant experience enhances your appeal to future employers. REAL stories Career Changers Across Generations Here are some examples of the kinds of career decisions we've been discussing: PROFESSOR NGUYEN had reached his life goal, or so he thought. He was one of the few professors of religion at a small college in the San Francisco area. One day he woke up with stomach pains and body aches and had little energy. He dragged himself out of bed. When the pains lasted longer than three days, he visited his family physician only to find there was no medical reason for his discomfort. He then began some soul searching. His pains and nightmares continued over a period of months and seemed to occur only during the workweek. On weekends, when he was with his family or volunteering at a hospital, he felt energetic and healthy. Soon he took a leave of absence from his job and devoted more time to his hospital avocation. The physical ailments mysteriously disappeared. He spent a year examining his needs, consulting with a career counselor, and talking things over with friends. He found that his real satisfaction came from helping people in the hospital rather than from teaching religion. Shortly thereafter, a friend told him about a job opening as an ombudsman in a hospital. He was selected for the job and now lectures to local classes in career development on the hazards of keeping a job that is making you ill! Professor Nguyen needed to reexamine his original goals to discover why his career as a professor wasn't meeting his needs. DAVID CHAN spent two years at a state college with a major in prelaw but a love for art. He wished to choose a career with strong financial potential that would be acceptable to his parents. During his junior year David realized he constantly daydreamed about a career in art. So he enrolled in an evening community college class and then transferred full time to a technical art school where he specialized in drawing and sketching. David completed his degree, sought career counseling, and decided to try for his dream job. Within two years, he had a part-time job with an animation studio. He is now a full-time animator, creating characters for feature films. David was able to find a career that used his artistic talents and surpassed his financial goals. If you examine enough options during the career-planning process, you may be able to use career experiences such as job shadowing, part-time jobs, and internships to move into related areas. There is a final, very important reason that this effort at personal assessment is crucial as the first step in your career-planning process. Once you know who you are and what your preferences and talents are, you can better make sense of the information that continually bombards you regarding the world of work. It's almost impossible to read a headline, listen to a news broadcast, visit a website, or watch a television show that does not have some implication for you and your career. In fact, you may feel you suffer from information overload. Surfing the Web, looking at the classified ads, and reading about employment projections and trends can cause confusion, frustration, and often discouragement about what place you might have in this elusive job market. One of the best ways to achieve a sense of control of and perspective on this constant stream of information is knowing precisely who you are. Then, when you are surfing, listening, 14 PART 1 Your Career Fitness Profile REAL stories More Career Changers Across Generations TAYLOR JORDAN is a sophomore at a community college. For the past two years, largely on the advice of her parents, she has been preparing to transfer to the local university to complete a degree in business. Taylor now realizes she wants to follow her true talents and interests, and pursue a career in interior design. Although she has spent much time and effort accumulating credits toward a bachelor's degree in business, she knows that many of her core courses will apply toward her associate's degree in interior design. She is determined to do what is necessary to achieve her new goal. To prepare for her discussion with her parents, Taylor has researched local job opportunities with furniture and home improvement stores, home builders, and interior design firms. She has talked to a college adviser about possible internships and volunteer work. Most important, she believes her decision is the right one and is determined to follow through with it. JOSE MARCADO emigrated to the United States in the 1990s. In 2000, after improving his language skills by attending adult school, he enrolled in a restaurant and hotel management program at a community college and began working as a parking attendant. Jose was very sociable and positive, often making friendly conversation with his customers. By the time he finished his schooling, he was the supervisor of parking facilities. One of his customers told him about a job possibility with a large hotel chain and recommended he apply. Jose not only got the job, but within three years was managing the hotel's restaurant. His ability to network, be friendly, learn on the job, and combine studies and work experience led him to a great job. RHONDA SPEER spent five years in college completing a bachelor's degree program in teaching with an emphasis in special education. After two and a half years working in the field, she decided she needed a change. Working with children all day was making it difficult for Rhonda to concentrate at the end of the day on her own young daughter. She found a job as a stockbroker trainee. Within six months she was a full-fledged stockbroker. Now she's a corporate financial adviser. reading, watching, and experiencing, you will have a means of processing information through your consciousness, through your personality and preferences, and through your values and skills. Eventually, you will be able to recognize and reject information that does not apply to you, and to internalize and add to your career plan information that does. If a group setting such as a career class is available to you, all the better! The opportunity to discover yourself and expand your horizons is multiplied by the added benefit of group interaction. Exercise 1.4 is best done in a group setting because it gives you the opportunity to compare your ideas on occupational status with others. There are no correct or right answers to these questions, but doing this exercise helps you clarify what societal bias may be influencing your career preferences. Bringing this information to light and discussing it may free you up to consider a wider range of options. EXERCISE 1.4 Consider Occupational Status Rank the following occupations in numerical order according to the status you attribute to them. Number 1 should be the occupation that in your mind is most significant. How you define significant, of course, is up to you. For example, a police officer could appear as number 1 on your list if you place most value on societal order and safety. Number 20 should reflect the occupation you regard as least significant. _____ administrative assistant _____ auto technician _____ barista _____ computer operator _____ construction worker _____ dental hygienist _____ doctor _____ engineer _____ farmer _____ hairdresser _____ lawyer _____ landscape designer _____ movie director _____ musician _____ plumber _____ police officer _____ psychiatric nurse _____ public school teacher _____ restaurant manager _____ robotics technician Chapter 1 Testing Your Career Savvy: Get Into Shape 15 Think about the aspects of these positions that impress you or seem of value to you. Next, think about how you define status. Is it based on probable income, amount of education required, societal standards? How individualistic do you think your rankings are? For example, was musician ranked in your top five because you appreciate music? There are no correct or incorrect answers in this exercise. However, your rankings may reflect some of your basic preferences. If most of your top-ranked occupations were higher-salaried or if your rankings were based on potential for high pay, you may be motivated by a need for security; if your highest rankings were for service-related occupations (e.g., doctor, public school teacher), your motivation might be different. THE PROCESS In many ways, the process of preparing to meet job and career challenges is much like the process athletes use to prepare to compete in their particular sport. It involves establishing a fitness program in which the competitor sharpens existing skills, adds needed skills, and, most importantly, develops a mental attitude of success. Any good fitness program is a combination of theory and exercise, and our career fitness program maintains this balance. For each step of the planning process, we explain the theory behind that step, how it relates to the previous and next steps, and how it moves you closer to your final goal of identifying career options. We provide you with Learning Outcomes, Facts and Figures, Success Strategies, Real Stories, and Tips from the Pros to reinforce the relevancy of the material to your life. The chapters include a series of exercises designed to bring each step of the process to life. These exercises will make you more aware of your strengths, weaknesses, and attitudes, and they will also help you summarize what you think is important to remember after each chapter. Each chapter ends with an activity called Exercising Your Options. This feature synthesizes the key points of the chapter and emphasizes the fact that no matter what the circumstances, we all have choices. Note that the end of each chapter also contains a section called WWWebwise. These web links will build your skills in using the Internet to broaden your exposure to the information presented. Remember that reading a chapter or a book or viewing a website is a passive activity. However, responding to questions makes you an active participant in the career exploration process. We urge you to spend the time to think through and respond to the questions in the book. At the end of each chapter, we refer you to the Career Fitness Portfolio. This exercise asks you to review and record many of the most critical personal responses that you reported as you read through each chapter. You may find that some of your initial reactions have changed because of the new information in the text or other related activities. This summary section will afford you the opportunity to revisit your initial responses and pull together current and accurate information about yourself. We recommend that you catalog this information (either online or in a binder) and begin to collect supporting documents you may use to create a career portfolio. You can use this portfolio to assist you in your career planning process, as well as in your job search. As you go along in the process and begin to reflect on the content and exercises, you will find that it helps to share your answers with at least one other person; a classroom setting in which group discussion is encouraged is ideal because other perspectives expand your own awareness. It is easy to sit back and read about career planning and simply agree with the text, theories, and exercises. But until you make the commitment to actually get involved in the process, to actively participate, and to experience both progress and occasional discomfort along the way, you will not be able to reap the benefits of the process. No one ever "got fit" by sitting on the sidelines! THE CHALLENGE Yes, we did mention the word discomfort just now. What do we mean by that? Anytime you begin a new exercise program, even if you start cautiously and sensibly in relation to your current level of activity, new muscles are stretched, and they let you know it. They feel awkward. 16 PART 1 Your Career Fitness Profile They ache. You become aware of parts of your body that you may never have noticed before. You can also expect this to happen in the process of career planning. Along the way, confusion and some discomfort may occur. We will ask questions to help you dig deep into yourself for answers. In this process of enhancing self-awareness, you will discover much about yourself that you like, as well as some characteristics you would like to change. Because of this self-discovery process, at certain points along the way in our fitness plan you may feel a bit confused, a bit anxious, a bit impatient. All of these feelings are a normal part of the process. When you start out on a physical fitness program, you realistically hope that in a week or two you will have the body that you visualize in your mind, even though you know realistically that developing a good physique is going to take a lot longer. Similarly, with your career plan you may begin to feel impatient and want things to move along more quickly or more clearly. Remember that any change or growth typically includes some discomfort, uneasiness, or anxiety. Frankly, if you begin to experience some of those feelings, it is a good sign! It indicates you are stretching, you are growing, and you are moving toward a newly developed awareness of who you are and how you relate to the world of work. COMMITTING TO THE PROCESS Whether you are taking the time at the beginning of your adult career to examine your options carefully and thoroughly or are finding at midlife that it is time to explore new directions, you will reap tremendous benefits in the future. The satisfaction you experience at "the finish line" will be directly proportional to your willingness and ability to deal with the anxiety and uncertainty you will experience at some points in the career-planning process. In essence, the more you put into any activity, the more you are likely to get out of it. Except for the short-lived fame of reality TV "stars," stories we have heard and read about our cultural heroes and heroines, whether athletes, performers, scientists, or political figures, tell us that the results they achieve are not easily accomplished. Their triumphs, which look so easy and so glamorous, are always the consequence of tremendous sustained effort, commitment, and perseverance. A statement attributed to famed artist Michelangelo seems to say it all: "If people knew how hard I had to work to gain my mastery, it wouldn't seem so wonderful after all." Your career search requires a similar commitment. It requires your willingness to go with the process, to seek out specialized assistance, and to move through points of frustration, uncertainty, and confusion in the belief that you will come out with more awareness and a good sense of the next steps to take along your career path. We invite you to participate in an adventure and endeavor that we believe is every bit as exciting and rewarding as preparing for the Olympics. You are identifying your own mountain peaks and are setting out to climb them. Among your resources is this career-planning textbook, which incorporates the insights and experience of successful career planners. Most of all, the important attributes of your own spirit, vitality, and intuition, together with the desire to improve yourself, will serve you well throughout your search. This career fitness program will help you master the inevitable changes that occur within yourself and are associated with your evolving career choices and the work world around you. It will enable you to be the champion of your own career. EXERCISE your options Are you prepared to engage in the enterprise of your life, YOUR CAREER? What is one thing you can do today to commit to your career? _____

17 Chapter 1 Testing Your Career Savvy: Get Into Shape Summary The best approach to the process of career planning is first to examine who you are, what you know about yourself, and what you need and want, and next to mesh that information with the world of work. You then have the distinct advantage of being able to choose training for a career about which you are truly excited and enthusiastic. These two qualities are among the most important to potential employers. Even if the job market for the field you have chosen is extremely competitive, you will have an edge because of your sense of commitment, your passion, and your enthusiasm for what you are doing. PURPOSE OF EXERCISES The exercises from this chapter helped you explore your current feelings and attitudes and thus better understand yourself. Exercise 1.1, "First Impressions," assisted you in taking stock of where you are and what you are feeling. Exercise 1.2 asked you to begin thinking about your interests, and Exercise 1.3 asked you to identify your personal strengths. Exercise 1.4 encouraged you to identify job preferences by ranking occupations according to how you perceive their status. Next, you will find WWWebwise, a web-based research activity that will enhance your understanding. Reinforcing Your Learning Outcomes will reinforce what you learned in this chapter. E 1.5 WWWebwise Go to www.careerjournal.com/. Choose one article that interests you to read and report on in class. Include in your report why you selected the article, information that was new and surprising or that confirmed something for you, and how you can apply that information to your own career fitness program. (Note: Please be aware that websites can change without notice. If a link does not work, find a similar site to complete the activity.) REINFORCING YOUR LEARNING OUTCOMES Review and Rate Your Chapter Outcomes. Indicate in the right-hand column how well you do the following items (1 = very well, to 5 = not at all). If you rated yourself 4 or 5, review the material on the pages in parentheses to ensure your career success. How Well Can You Do the Following? ■ Differentiate between a job and a career. (pp. 9-10) 1 2 3 4 5 ■ Identify and apply Super's theory to your career development. (pp. 4-5) ■ Determine how generational differences affect the workplace. (pp. 7-8) 1 1 2 2 3 3 4 4 5 5 ■ Discuss why personal assessment is the key factor leading to career satisfaction. (pp. 11-15) 1 2 3 4 5 ■ Understand the process, challenge, and commitment necessary to exercise your career options. (pp. 15-17) 1 2 3 4 5 18 PART 1 Your Career Fitness Profile Go to the Career Fitness Portfolio at the end of the book and complete this chapter summary to build and record your personal Career Fitness Portfolio. Additional Opportunity: Your instructor may choose to assign the Career Fitness Portfolio for in class or online completion. If so, they will provide the handout or link for you to access. Building Your Career Success Profile Discover Your Personal Power 2 STUDENT LEARNING OUTCOMES At the end of the chapter you will be able to . . . ■ Understand that positive self-esteem is essential to a successful career plan. Identify specific assets that comprise the career success profile. ■ Practice the approaches and techniques necessary to develop a career success profile. Through the process of career planning, you discover how to use what you've learned about yourself (values, skills, interests, aptitudes, qualities, talents, and limitations), and apply it to the world of work (workplace savvy) and do what it takes (job search strategy) to reach your career goal. This is the formula for career success. We begin the process of career development with an assessment of your self-esteem and your attitudes because your mental outlook is the crucial variable that will move you toward (or keep you from) identifying and achieving your career goals. No book, set of exercises, system, counselor, teacher, coach, or mentor will affect your future as much as your own belief system and your own commitment to achieving success. Your beliefs are reflected by your actions. How many times have you told yourself, "I'm going to start on a new exercise program today" and then found a "legitimate" excuse to postpone your efforts? Are you really ready to work on your career fitness? If so, let's examine some of the beliefs and attitudes that can assist you with your plan. Because we believe in positive attitude and imagery, we have used positive statements to begin each section in this chapter. This is done to provide you with models of statements that reflect and reinforce attitudes that lead to successful behavior and outcomes. This chapter describes each component of the success profile, stated as an affirmation. Read about each one and complete the exercises to determine your strengths and areas for development. T Act as if it were impossible to fail. —Dorothea Brande 19 20 PART 1 Your Career Fitness Profile I Am Building Positive Self-Esteem I maintain a positive outlook. t*BNBTTSUJWFTOTFPNGIVNPS t*BNTFMGJCMF confident. t*BNFOUIVTJBUID t*VTFQPTJUJWFTFMGUBML BGGJSNB t*BNQFSTJTUFOW t*BNEJDQMJOFE t*EFNPOTUSBUF emotional intelligence. t*TFUHPBMT t*BNTFMGSFMBJBOU and career resilient. t*BNGMFYJCMF t*IBWFQBTIJPO t*BNSFTQPOTJCMF t*IBWFWJTPPO t*BNBO innovator. The ultimate goal is to know yourself and feel comfortable in your skin, to like yourself. The more you appreciate yourself, the more likely you will be to achieve your personal and career goals. Our sources of self-esteem are deeply rooted; at a very young age, we begin to formulate a concept of ourselves based on our upbringing, our schooling, our culture, and our life experiences. This book contains resources that will help you develop positive self-esteem and

THE PROS You bring your whole self, your values, interests, skills, and personality to the job. While performing the tasks/job duties, you have the opportunity to mold the job to make it fit you. So, even if you are currently settling for a less than ideal situation, bring your true self to work! ▲ Your values reflect your daily choices as well as your long-term goals and actions. Clarifying Your Values As you begin to take charge of your career success profile, identifying your values is a critical step in your personal assessment program. By the age of 10, most preadolescents have unconsciously adopted the values of their parents, teachers, and friends. By their teens, adolescents have begun to sort out which of these adopted values they want to choose freely as their own. This process of rejecting some family values and developing their own is often called "teenage rebellion." Parents, in particular, often take offense when their children question or reject a value they believe is important. In fact, however, this process of values clarification is an essential part of growing up. Mature, independent, successful individuals act on their own values rather than those of others. This frees them from unnecessary guilt ("What would my mother say if . . . ?") and indecision ("What would my boss do in this situation?"). It fosters satisfaction, self-esteem, and self-confidence ("Regardless of the outcome, I'm in control of my life"). Chapter 3 Confirming Core Values: Strengthen Your Balance Adults often fail to reassess their values as life goes on when, in fact, adults can and do make dramatic changes in their personal and career lives based on changes in circumstances and changes in values. This process of change can be less traumatic for everyone involved if, as adults, we periodically review and reassess what is important to us. How can you identify your values? The more intense your positive feelings are about some activity or social condition, the more you value it. Is there an issue currently in the news that excites you or makes you angry? Are there certain activities that energize you? Are there circumstances in your life that lead you to certain activities? All of these are indicators of your values. More specifically, the following criteria will help you determine your values. Values that are alive and an active part of you have the following qualities: Prized and Cherished. When you cherish something, you exude enthusiasm and enjoyment about it. You are proud to display it and use it. Mark Zuckerberg, Facebook founder and CEO, is just one example of successful people who prize and cherish their values of discipline, tenacity, and focus. Publicly Affirmed. You are willing and perhaps even eager to state your values in public. Mother Teresa took every opportunity to refer to her faith as a cherished and publicly affirmed value. Chosen Freely. No one else is pressuring you to act in a certain way. You own these values. They feel like a part of you. Some examples include people who choose a vegetarian diet and individuals who decide to follow a religion or spiritual path that was not a part of their backgrounds, but they chose it freely and deliberately. Chosen from Alternatives. If given a choice to play a leading role in a Hollywood film or be provided with a full scholarship to study at Harvard Business School, which would you choose? Choosing to act in Hollywood highlights such values as creativity, prestige, glamour, monetary returns, and risk taking, whereas choosing to earn a Harvard MBA suggests prestige, monetary returns, education, intellectual stimulation, and security. Chosen after Consideration of Consequences. We usually consider the consequences before we make an important decision. What impressions come to mind when you consider the following scenarios? ■ ■ ■ You have been offered a job at a firm across the country far from the place you've lived all your life. You are offered a well-paying job at a defense contractor in your town. You are presented with a dinner check that doesn't charge you for all the food ordered. What values come into play as you think about the decisions involved and their possible consequences? Acted On. Again, values are reflected in what you do with your time and your life; they are more than wishful thinking or romantic ideals about how you should lead your life. Acted On Repeatedly and Consistently, Forming a Definite Pattern. The premise here is that you repeatedly engage in activities that relate to your highest values. To identify specific examples for yourself, complete the Values Grid in Exercise 3.1. List five aspirations or goals you have achieved in your lifetime (e.g., high school diploma, a volunteer project, active member of a team or club or civic or church group, an internship, a trip, planned a successful activity, found a job) and then check the values that were involved in each goal. When you're done, the values with the most checks are those most important to you.

43 44 PART 1 Your Career Fitness Profile EXERCISE 3.1 Values Grid 1. Fill out the following Values Grid Above the numbers 1 through 5, list five accomplishments you have achieved anytime throughout your life. Use only a key word or two to represent the accomplishment. If you wish, use the space below to describe your accomplishments in more detail. Check the values that were involved in each accomplishment. Then add up the number of checks for each value and write this number in the last column. _____ If you wish, describe your accomplishments 1 through 5 in more detail here: (1) _____ (2) _____ (3) _____

2. List your top five values. (1 is the value that received the greatest number of checks.) (1) (4) (2) (5) (3)

ACCOMPLISHMENTS Value Definition accomplishment knowing you've done well advancement moving up aesthetics caring about beauty and harmony cooperation living in harmony with others creativity developing new ideas or things economic return working at a job that pays well education appreciating learning family caring about parents, children, and relatives freedom having free choice of thoughts and actions health feeling emotional/physical/spiritual well-being helping others being of service to people independence planning your own schedule integrity displaying behavior consistent with beliefs loyalty showing devotion to someone or something management planning and supervising work pleasure seeking enjoyment or gratification power having influence and the ability to act on it prestige becoming well known and respected recognition gaining respect and admiration security being certain of something teamwork working together productively 1 2 3 4 5 Total checks

Chapter 3 Confirming Core Values: Strengthen Your Balance REAL stories Meet Maria Maria was the oldest of four siblings. Her parents owned a small mortgage brokerage company. Maria was an excellent student in high school, but her parents never encouraged her or discouraged her from attending college. They felt that Maria would always be able to make a living no matter the circumstance. Before Maria graduated from high school, her counselor told her she had a very good chance of getting a scholarship to attend college, but Maria never took advantage of the opportunity. After graduation, she went to work in her parents' business and her life changed very little. Being a shy, quiet young woman, Maria usually let decisions happen to her, or she let others make them for her. One morning Maria awoke and she couldn't get out of bed. She felt very tired and had a bad headache. Her mother told her to see the doctor, who told her she was probably starting to get the flu, but weeks went by and she was still feeling

Being a shy, quiet young woman, Maria usually let decisions happen to her, or she let others make them for her. One morning Maria awoke and she couldn't get out of bed. She felt very tired and had a bad headache. Her mother told her to see the doctor, who told her she was probably starting to get the flu, but weeks went by and she was still feeling poorly. One night Maria was having dinner with a friend and she started to cry. With some encouragement, Maria started to talk about how unhappy she was with her work and her life in general. Her friend suggested that she talk with a career counselor who might be able to help her look at career options. Not knowing how to find a career counselor, Maria decided to call her local community college. She discovered that she could meet with the counselor in the career center. The counselor spent some time talking with Maria and together they felt it would be beneficial for Maria to take some assessments to examine her interests, personality preferences, values, and skills. The assessments revealed a pattern of interests that were very different from the type of work Maria was doing and a value system that supported a strong moral code, creativity, and self-expression. After several appointments with the counselor, Maria began to understand why she was so unhappy. The counselor suggested that Maria develop some goals and objectives to help her move from her current situation. She also suggested that Maria speak with her parents to help them understand her feelings. A year later, Maria had made some specific changes in her life. She enrolled in college and discovered she was really interested in psychology. Because she was still very close to her parents, she kept her job, but with school and more social activities, she felt she had some balance in her life. **WHAT DO YOU THINK?** 1. Do you think Maria was unhappy with her job because it didn't satisfy her values, her interests, or both? Why? 2. Do you think values or interests are more important when it comes to making career decisions? Explain your answer. 3. Why do you think Maria had problems with decision making? 4. How do you know when you have made a poor decision? 5. What values are most critical to your career satisfaction right now? 6. To what extent does your current job or lifestyle support your most critical values? 7. Can you recall a recent decision that you've made that supported these values? 8. How easy was it to make that decision? Were you aware of the role that your values played? As you begin to think about it, you will come to realize how much you rely on your values to make decisions. People facing career planning often wonder how they will ever choose a career when they have so many possibilities in mind or when they haven't got a clue about what to do. This is precisely the time when knowing your values is most useful. Let's say you've discovered that economic return, helping others, and security are your top three values. You are thinking about becoming an artist, an actor, or a speech teacher. You might well be able to do all three, even simultaneously! **TIP 45 FROM THE PROS** Eliminate either/or thinking. It's always wise to ask yourself how you can combine rather than limit your options. However, to choose one direction, try deciding which career would best satisfy your top three values. You are likely to experience the most success and happiness from this kind of choice. **46 PART 1 Your Career Fitness Profile** In this case, speech teacher most closely incorporates the values mentioned. Now complete Exercise 3.2, which will help clarify what is important to you in all aspects of your life, from hobbies to work environments. The job descriptions are actually general descriptions of both jobs and values. Try to figure out the name of the value and job described. The answers can be found at the end of the chapter. This exercise will give you some additional ways to discover your values besides the accomplishments you identified in Exercise 3.1. **EXERCISE 3.2 Explore Your Values** 1. List five things you love to do. What values are reflected in these activities? (See Exercise 3.1, Values Grid, for ideas.) 2. What is one thing you would change in the world? _____ In your town? About yourself? 3. What is something you really want to learn during your lifetime? 4. List several values that will be most important to you in your career (e.g., independence, creativity, working outdoors). 5. Work environments are people environments. Some people add to your energy, productivity, and self-esteem; others drain you. Think of three influential people in your life (family members, friends, peers, teachers) and describe their impact on you. 6. If you had unlimited funds so that you would not have to work: a. How would you spend your time? (Think beyond a summer vacation; envision a daily lifestyle.) b. To what charities or causes would you contribute? **Chapter 3 Confirming Core Values: Strengthen Your Balance** 47 **JOB DESCRIPTIONS** From the following list of 15 job descriptions that you might find in the classified section of the newspaper or a website, choose the 3 that you find most interesting as career possibilities. Then list what appeals to you most about each one. 1. Here's an opportunity to help people in a personal way. Meet and deal with the public in a meaningful relationship. Help make the world a better place to live. Pay and benefits in accordance with experience. 2. Do your own thing! Work with abstract ideas. Develop new ideas and things. Nonroutine. A chance to work on your own or as a member of a creative team. Flexible working conditions. 3. Looking for a position of responsibility? Administrative assistant provided. Pay dependent on experience and initiative. Position requires a high level of education and training. Job benefits include high pay and public recognition. 4. Here's a job with a guaranteed annual salary with a secure, stable company. Minimum educational requirement is high school. Slightly better pay with one or two years of college or vocational training. Position guarantees cost-of-living pay increases annually. Good retirement benefits. 5. Looking for an intellectually stimulating job? One that requires research, thinking, and problem solving? Do you like to deal with theoretical concepts? This job demands constant updating of information and ability to deal with new ideas. An opportunity to work with creative, bright people. 6. We're looking for an extraordinary person! The job demands risk and daring. Ability to deal with exciting tasks. Excellent physical health a necessity. You must be willing to travel. 7. Looking for an ideal place to work? An opportunity to work with people you really like and—just as important—who really like you. A friendly, congenial atmosphere? Get to know your coworkers as friends. Pay and benefits dependent on training and experience. 8. Work in a young, fast-growing company. Great opportunities for advancement. Starting pay is low, but rapid promotion to mid-management is possible for the right candidate. From this position, there are many opportunities and directions for further advancement. Your only limitations are your own energy and initiative. Pay and benefits related to level of responsibility. 9. Set your own pace! Set your own working conditions. Flexible hours. Choose your own team or work alone. Salary based on your own initiative and time on the job. 10. Start at the bottom and work your way up. You can become president of the firm. You should have the ability to learn while you work. Quality and productivity will be rewarded by rapid advancement and recognition for a job well done. Salary contingent on rate of advancement. 11. Do you like telling others what to do? This job requires leadership in managing a workforce and maintaining production schedules, coordinating a team, instructing a workforce and evaluating work completed. Hiring and firing responsibilities included in the job. 12. Great opportunity for high income! Salary, expense account, stock options, extra pay for extra work. End-of-year bonus. All fringe benefits paid by company. High pay for the work you do. 13. Are you tired of a dull, routine job? Try your hand at many tasks, meet new people, work in different situations and settings. Be a jack-of-all-trades. 14. Does the thought of a desk job turn you off? This job requires brisk and lively movement and is for the active person who enjoys using energy and physical abilities. 15. Here's an opportunity to express your personal convictions in all phases of your job. Devote your lifestyle to your work. List your top three choices by number and identify what appeals to you most about each one. Then look at what the jobs represent on page 55 at the end of the chapter. **1. 2. 3. 48 PART 1 Your Career Fitness Profile EXERCISE 3.2 Explore Your Values** **CONTINUED** Using the Values Grid (Exercise 3.1) for a list of values, identify 5 jobs from the list of 15 on page 55 that best express your values, then five that least express your values. **BEST EXPRESS MY VALUES LEAST EXPRESS MY VALUES** (1) (1) (2) (2) (3) (3) (4) (4) (5) (5) **SUCCESS** strategies True Values To help you identify your true values: 1. Think about 10 decisions you've made this week. Consider how you spent your money and your time, what you watched on TV, what you surfed on the Web, what you read, and with whom you spent time. 2. As you review your choices, observe the patterns that emerge. 3. Compare what you say your values are with what you actually choose. 5. Consider adjusting your decisions to reflect your values more closely, or reevaluate what you thought were your values and identify those that do reflect your decisions. 6. This process of values clarification will help you identify your true values so you can make wise career choices that are consistent with those values. This will confirm who you are and give you a deeper sense of satisfaction when you act on your true values. 4. Reflect on any differences that may surface as you do your comparison. Needs and Motivators So far we have discussed motivation based on personal attitudes and values. In addition, inner drives or needs also influence how you choose a career. People experience psychological discomfort when their needs are unmet. We best satisfy our needs by identifying them and then engaging in behaviors that meet them. Once our needs are met, tension and discomfort are reduced. In Exhibit 3.1 (see p. 49), you will read about five primary types of needs as identified by Abraham Maslow (1987), a famous psychologist. These needs progress from the most basic and biologically oriented (survival needs) to more complex and socially oriented levels of needs. When people are preoccupied with finding ways to put food on the table and a roof over their head (physiological needs), they have little time or desire to work on developing relationships or to search for a job that will immediately bring in money. A person becomes aware

of a higher-order need only when a lower-order need has been met. These basic needs are primary and intense self-motivators that often eclipse our core values when we are struggling to meet primary needs. One example of changing needs often occurs among divorcing couples with children. Most newly single parents have to readjust from the shared responsibilities of a two-parent family and the greater financial security of a two-person income. For some, the reduction in Chapter 3 Confirming Core Values: Strengthen Your Balance EXHIBIT 49 3.1 Needs and Motivators MASLOW'S HIERARCHY OF NEEDS SelfActualization Achieving one's potential, being creative, serving a cause, contributing to society. Prestige, self-respect, competence, self-confidence, sense of self-worth. Self-Esteem Friends, affiliation, affection, relationships, love. Belonging Both physical (security, shelter, protection, law and order, health insurance, pension plans, secure job) and psychological (freedom from fear and anxiety). Safety Basic survival needs such as food and water. Physiological Ex te Or rnal de Hi R N Low ee erds Int er Or nal de Hi R N Low ee erds HERZBERG'S THEORY OF MOTIVATION SelfActualization Learn and grow on the job Use one's skills in challenging and interesting work: achievement Self-Esteem Self-control, recognition (autonomy) Belonging Advancement Supervisor-supervisee Relatives-associates Safety Physiological Company policies Work environment Job security Salary/benefits Source: Motivation and Personality, 3/e, by Abraham H. Maslow (Robert D. Frager and James Fadiman, eds.), © 1997. Electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, NJ. income and addition of responsibilities may be so great that the individual can focus only on meeting survival needs such as securing food and shelter. If parents in this situation are out of work and job hunting, they will likely be far less concerned about meeting all their values than with simply finding a job to bring in enough money to survive. It is also important to assess needs from a cultural perspective and to realize that people may function and see things differently, depending on their cultural context. For example, recent immigrants need time to adapt or adjust to a new environment. Even if their survival needs for food, clothing, and shelter are met in the new culture, their lack of familiarity with local customs and their homesickness for familiar people and surroundings may diminish their sense of security, psychological well-being, and competence, as outlined by Maslow. When your ability to meet your physiological and safety needs is stable, you may find that you demand more feedback (satisfaction of social needs) in your work environment. Industrial psychologist Frederick Herzberg examined the factors that produce or contribute to job satisfaction for most workers. His research is still used to explain job satisfaction. We have already discussed how a job that reflects your top values contributes to job satisfaction. 50 PART 1 Your Career Fitness Profile Herzberg found that people have both external motivators and internal motivators. External motivators include salary, working conditions, company policies, and possibility for advancement—elements that fulfill physiological and safety needs. However, internal motivators involving amount of responsibility, type of work accomplished, recognition, and achievement—also contribute to job satisfaction. These motivators appear to be most important for people with values and needs related to status and self-actualization. People do not necessarily respond to each need with identical intensity or desire. What brings you satisfaction on the job? Look at Exhibit 3.1 to see how Herzberg's research on job satisfaction overlaps with Maslow's identification of needs. Complete Exercise 3.3 to apply the concepts from Exhibit 3.1 to your life. EXERCISE 3.3 Meeting Your Needs 1. Which of the needs outlined by Maslow are currently being met by your job? By your lifestyle? 2. Now think of several family members and friends. Which of Maslow's needs do you think are being met by their jobs? If they are different from your needs, how would you explain this? This ability to apply Maslow's hierarchy of needs will help you understand your motivations and those of others with whom you work. The more you are able to understand and empathize with others, the better able you are to work with others and eventually lead others. 3. If you were suddenly laid off or fired from a job, what would likely happen to your needs? What might become foremost in your mind? 4. How do world events, such as the terrorist attacks on September 11, 2001, the war in Iraq, Hurricane Katrina, or the numerous reports of global human rights violations, affect your values? Work-Life Balance VALUES ACROSS GENERATIONS Each generation brings with it a set of values that tend to characterize the group. Generation Y, the Millennials, born from 1982 to 2000, are optimistic and tolerant; they value diversity, challenge, and creativity. They are self-confident, technological wizards and multitaskers who value a fun, team-oriented work environment. Gen Xers, born from 1961 to 1981, want to know "What's in it for me?" They are independent, self-reliant, flexible, technologically confident, informal, quick paced, and often irreverent. Although they have high performance expectations and want to be rewarded for merit alone, they are unwilling to sacrifice life balance for work. Baby Boomers, born from 1943 to 1960, value achievement, accomplishment, hard work, the traditional work ethic, and a democratic work environment Chapter 3 Confirming Core Values: Strengthen Your Balance FACTS & FIGURES 51 Life Balance In a survey conducted by PricewaterhouseCoopers of graduating business students from 11 countries, 57 percent said that balancing work and personal life is their top career goal. Companies are starting to meet the needs of those people who say they intend to put family ahead of work. The most progressive corporations are striving to let men and women work flexible schedules, take time off after the birth of a child, and go home at a normal hour, without fear of job loss. WHAT DO YOU THINK? If you were continually asked to sacrifice your leisure time to ensure job promotion in the future, would you find this an acceptable arrangement? Why or why not? where anything is possible given enough effort expended. The Matures, born from 1925 to 1942, are disciplined, responsible, conservative and loyal, and willing to sacrifice. They value security, history, tradition, and a clearly defined set of rules and hierarchy. Of course, there is more that each generation has in common than what differentiates them. They all want to be respected for their contributions despite their age. They all want challenging work, the opportunity to learn, grow, and try new ways of doing things; and to be recognized and appreciated for a job well done. They all want to work in an environment that honors their personal and family values and one in which integrity and economic rewards are offered. FINDING BALANCE Balance is the ability to include all your top priorities and values in your career and life plan. Some people who live to work (workaholics) and claim to be happy may not experience balance. In today's challenging economic environment, it may seem more difficult than ever to consider your values, interests, and overall happiness when making career decisions. Nevertheless, as you learn more about what makes you happy and successful, you are indeed more likely to take all factors into account when choosing schooling or training and when making job and career decisions, even in tough ▲ Finding balance is a constant juggling act. economic times. ROLE OF LEISURE At one time, an employee who diligently honored family obligations and pursued leisure and other nonwork activities may have been considered uncommitted. The workplace now, however, acknowledges and often encourages these pursuits, sometimes providing fitness, recreational, meditation, and child-care facilities. A satisfied, balanced individual is likely in the long run to be a more productive employee, as mentioned in the next "Facts and Figures" box. Leisure activities allow individuals to let go, be spontaneous, and nurture their creativity, self-expression, and personal growth. All these qualities enhance performance on the job and counteract the negative effects of stress in many work situations. (In addition, many people have turned leisure pursuits into careers. Consider Michael Phelps and his swimming, Serena Williams and her tennis, Ashley Qualls and her Whateverlife.com.) The more an individual can balance the demands of family, work, and personal leisure, the better he or she can embrace the inevitable changes that challenge us daily. 52 PART 1 Your Career Fitness Profile FACTS & FIGURES Work-Life Balance Leads to Greater Productivity In the current economic environment, work-life balance now ranks as one of the most important workplace attributes—second only to compensation, according to research conducted by the Corporate Executive Board (2009) among more than 50,000 global workers. Employees who feel they have a better balance between life and work tend to work 21 percent harder than those who do not. WHAT DO YOU THINK? Can you think of an example of when you worked harder in a situation where you had more control of your work life? Source: Bloomberg-Business Week, March 2009 "Work-Life Balance" ca20090327_734197.htm?chan=careers_special+report+++worklife+balance_special+report+++work-life+balance Creating Your Mission Statement Now that you have clarified your top values and you understand how critical they are to your optimal career fitness, it's time to translate this understanding into your mission statement. Although it may sound like a lofty challenge, your mission statement is simply an expression of your most important values put into action to achieve a goal. Our mission statement as authors of this book is to engage, inspire, enlighten, and empower our readers to execute their goals toward choosing, changing, or confirming their career. This statement adds clarity, meaning, and purpose to our writing. It helps us keep on track, keep our focus, and eliminate anything that does not directly address our mission. It enables us to be efficient and effective in accomplishing our goal. What do you think Bill Gates's mission was when he started Microsoft in his garage? What is it now? What do you think Mark Zuckerberg's mission was in starting Facebook while he was in Harvard? What is it now? As you consider your top five values, think about how you want to use them. In the service of what need, will you put your values to work? It takes conscious thought over time to discover and hone your mission statement. Your continued engagement in the career fitness program through your reading, exercise completion, and actions will help you clarify and create your own unique mission. You will be discovering and developing your mission as you continue to exercise your options. EXERCISE your options If someone offered you a valuable prize for stating your mission right now, what would you say it is? Take a stab at stating it now, knowing full well that it and you are a work in progress, subject to revision as you move through the process. We all have a purpose that we can pursue that will allow us to actualize our values. MY MISSION STATEMENT: Congratulations, the prize is self-knowledge and you are on your way! Summary Your values act as your internal compass. They help you navigate the turbulence and complexity of challenging times and they keep you stable during uncertainty and transition. Keep tuned in to your core, internal selves and remain true to the values that will ensure you a satisfying work and personal life despite any external factors that you might encounter. Chapter 3 Confirming Core Values: Strengthen Your Balance 53 PURPOSE OF EXERCISES This chapter's exercises are designed to help you identify your own values. As you complete the exercises, look for the values that occur repeatedly in your answers. By the end of the exercises you will have identified the five values that come up most often. These are your primary work values. You will note them in Exercise 3.5. Exercise 3.1, the Values Grid, demonstrated how activities that you consider accomplishments reflect your values. It also showed you how your highest values recur and are implemented repeatedly in a variety of activities. Exercise 3.2 helped you clarify what is important to you in all aspects of your life, from hobbies to work environments. Exercise 3.3 asked you to reflect on your needs and values. Exercise 3.4 EXERCISES asks you to rank your values in the order of importance. Often, in our careers and in life, we must give up something desirable to get something more desirable. Exercise 3.5 asks you to examine what you say you want to do in your life. If you haven't taken any action to get what you want, your goals need to be reevaluated. The premise is that what is really valued serves as a driving force that motivates you to take action. Exercise 3.6 explores the relationship between values and ethics. At the end of the chapter's exercises, you will find Exercise 3.7, WWWebwise, a web-based research activity that will enhance your understanding, as well as Reinforcing Your Learning Outcomes that will reinforce what you learned in this chapter. E 3.4 Your Values: Some Hard Choices In this exercise you are asked to choose the best and worst among sets of options, all of which are more or less undesirable. Rank the situation and individual, however unpleasant, that you could best and most easily accept as number 1, and the worst case, the situation you would find hardest to accept, as number 5, with the intervening cases ranked accordingly. JOB SITUATIONS _____ To work for a boss who knows less than you do about your work and over whom you have no influence. _____ To be the key person in a job while someone else gets better pay and all the credit for what you do. _____ To work with a group in which trust is very low. _____ To work in an organization whose job is to serve the poor but that wastes huge amounts of its resources on red tape. _____ To work day to day with someone who is always doing second-rate work. ENVIRONMENT _____ The desert (120° F) with a well-paying job. _____ A small subsistence-level farm in Appalachia. _____ An efficiency apartment in New York on a tight budget. _____ A congested, smoggy urban area that is a short walk to work from your comfortable low-rent apartment. _____ A middle-income suburban housing development, with an hour commute (one way) that depends totally on a freeway route. RISKS _____ Bet \$10,000 on a gambling wager. _____ Put \$10,000 into a new and uncertain business venture. _____ Go into business for yourself, with minimum resources. _____ Without an assured job, move to a place where you always wanted to live. _____ Risk arrest in a public demonstration for something you feel strongly about. 54 PART 1 Your Career Fitness Profile EXERCISE 3.5 Top Five List five things you want in life. Examine each of these to see what is most important to you. What have you done to support or express these values? What actions have you taken or do you need to take to move toward what you most want in life? The difference between what you say is important and what you are actually willing to do deserves close examination. 1.

2. 3. 4.

EXERCISE 3.6 Values Related to Ethics 1. In a class or group setting, discuss how values affect ethical behavior. Consider current events and prominent figures in these worlds: athletics business education entertainment government law enforcement military science 2. Choose one example from a newspaper or magazine article, and explain how you would act if you were in the same situation. For example, consider an athlete who suffers a physical disability but continues to push on and excel at her sport, or a model who starves herself to meet an image of success. What values are reflected in your actions? EXERCISE 3.7 WWWebwise Go to . Complete the values assessment to further identify what is important to you in your career fitness program. Briefly describe what you learned. (Note: Please be aware that websites can change without notice. If a link does not work, find a similar site to complete the activity.) 55 Chapter 3 Confirming Core Values: Strengthen Your Balance REINFORCING YOUR LEARNING OUTCOMES Review and Rate Your Chapter Outcomes. Indicate in the right-hand column how well you do the following items (from 1 very well, to 5 not at all). If you rated yourself 4 or 5, review the material on the pages in parentheses to ensure your career success. How Well Can You Do the Following? ■ Define and clarify your values. (pp. 37-44) 1 2 3 4 5 ■ Discuss how your values motivate you. (pp. 44-46) 1 2 3 4 5 ■ Describe how your values affect your career decisions. (pp. 47-52) 1 2 3 4 5 ■ Understand the value of a mission statement. (p. 52) 1 2 3 4 5 Go to the Career Fitness Portfolio at the end of the book and complete this chapter summary to build and record your personal Career Fitness Portfolio. Additional Opportunity: Your instructor may choose to assign the Career Fitness Portfolio for in class or online completion. If so, they will provide the handout or link for you to access. ANSWERS TO JOB DESCRIPTIONS IN EXERCISE 3.3 Job Number 1 Value Job Title (Examples) Helping others Social worker, teacher, counselor, coach 2 Creativity Writer, artist, graphic designer, animator, designer 3 Prestige Executive, politician, doctor, police officer, lawyer 4 Security Educator, government employee, administrative assistant 5 Intellect Researcher, mathematician, scientist, 6 Adventure Archaeologist, CIA investigator, firefighter 7 Association Educator, tour guide, public relations 8 Advancement Manager, engineer 9 Independence Landscape artist, contract worker, consultant, entrepreneur 10 Productivity Sales representative, clerk, bookkeeper, author, pilot 11 Power Manager, team leader, company president, coach 12 Money Stockbroker, accountant, real estate developer 13 Variety Electrician, plumber, lawyer, freelance editor 14 Physical activity 15 Lifestyle Game warden, physical trainer, parks and recreation worker, construction worker Minister, guidance counselor, consultant This page intentionally left blank Assessing Your Personality and Interests 4 Express Your Real Self STUDENT LEARNING OUTCOMES At the end of the chapter you will be able to . . . ■ ■ ■ List differences in personality types. Explain your own personality type. Recognize how personality type relates to career planning. ■ ■ Identify college majors that interest you. Match your interests to occupations and potential majors. The more you know about your natural tendencies and preferences, the easier it will be for you to identify a career path that enables you to maximize what comes naturally. If you take your personality and interests into account when starting down your career path, you are much more likely to enjoy your work and find it fulfilling. Many of us dismiss the notion that we can have careers based on who we are and what we like to do. Somewhere along the way, we lose track of early dreams inspired by our true selves and begin focusing on more practical matters. What degrees are offered and what classes are needed? What occupation offers security and good pay? In many cases, we might have been able to explore careers much more closely aligned with our interests than we thought possible. For example, a young man who loves baseball might not enjoy the many hours of practice needed to become a professional ballplayer and might abandon the field altogether. Yet he might be able to pursue a career related to his interests, perhaps as an athletic trainer for a team, a facility manager at a ballpark, or a park recreation leader. These careers might be more congruous with his personality and interests than that of ballplayer or a completely unrelated position. This chapter will help you explore some aspects of your own personality and interests. You will learn how to interpret this knowledge and apply it to your career decisions. Perhaps you will identify a career path you hadn't considered before, based on who you are and what you really like to do. Or perhaps you'll confirm what you already knew about yourself and this confirmation will further your resolve to follow your unique path. This chapter will provide tools to help you look at yourself and answer the questions: "Who am I?" and "What types of careers are compatible with my personality?" I am a great believer in luck, and I find the harder I work the more I have of it. —Thomas Jefferson 57 58 PART 1 Your Career Fitness Profile Exploring Personality Have you ever said to a friend, "That's not like you"? Has anyone ever said to you, "You're not acting like yourself today"? These are common ways for us to talk about the complex set of tendencies, behaviors, attitudes, and characteristics that make each of us unique. The sum total of these qualities is called your personality. The more you know about yourself and your personal preferences, the better able you will be to identify work and outside activities that complement your personality type. Several different assessment instruments are available to help you learn about yourself. Like the upcoming activity, some of these instruments are based on the work of noted Swiss psychologist Carl Jung (1923), who developed a way to help us understand and categorize our inborn tendencies. Katherine Briggs and Isabel Briggs Myers (Myers, 1962) later expanded on Jung's theory to develop an assessment tool that helps identify personality preferences. This widely used survey is called the Myers-Briggs Type Indicator instrument (MBTI).1 It might be possible for you to arrange through your instructor or career center to take this or some other survey to learn more about your personality type. You may also try out similar surveys such as "Typefocus" or "Humanmetrics" that are available online. ▲ The more you learn about yourself, the better able you'll be to choose work that you enjoy and that complements your personality type. The following activity is not intended to give you an exact description of your personality or to indicate that a certain personality fits exactly within a certain career. In fact, there is debate about the extent to which personality relates to career choice or satisfaction. Instead, this discussion and the accompanying exercise are intended to make you aware of some characteristics of your personality and give you some insight into what types of interactions and activities might be more comfortable and satisfying for you than others. The information you gain about your personality can help you make practical decisions about the types of classes to take and the career you pursue. Career success is based on a knowledge of self. The more you know, understand, and accept your unique self, the better able you will be to make appropriate life and career choices. Learning about personality will also make you better able to understand and accept differences in others. Identify your personal preferences from the four parts in the following activity: 1MBTI, Myers-Briggs, and Myers-Briggs Type Indicator are trademarks or registered trademarks of the MBTI Trust Inc. in the United States and other countries. ACTIVITY Identifying Your Personal Preferences The work of Jung, Myers and Briggs

differences in others. Identify your personal preferences from the four parts in the following activity. MBTI, Myers-Briggs, and Myers-Briggs Type Indicator are trademarks or registered trademarks of the MBTI Trust Inc. in the United States and other countries. ACTIVITY Identifying Your Personal Preferences The work of Jung, Myers, and Briggs provides us with a four-part framework in which to examine our inborn tendencies; thus, this exercise consists of four parts. In each part, you will determine which of two characteristics or preferences better describes you. Briefly, in Parts 1 through 4 you will select items that indicate personality tendencies toward (1) extraversion or introversion, (2) sensing or intuition, (3) thinking or feeling, and (4) judging or perceiving. All of these characteristics are explained below. INSTRUCTIONS: Read the following pairs of descriptions and check the item in each pair that is like you most of the time. (All of us have aspects of all of these qualities to some degree.) 2 To help you decide, think of your most natural self, your behavior if no one were looking. PART 1. In describing your flow of energy, review the descriptions and circle the pattern that resembles you more closely, E or I. E Extraversion, which means outward turning I Introversion, which means inward turning Likes action and variety Likes quiet and time to consider things Likes to do mental work by talking to people Likes to do mental work privately before talking Acts quickly, sometimes without much reflection May be slow to try something without understanding it first Likes to see how other people do a job, and to see results Likes to understand the idea of a job and to work alone or with just a few people Wants to know what other people expect of him or her Wants to set his or her own standards E's interest turns mostly outward to the world of action, people, and things. I's interest turns more often to the inner world of ideas and personal concerns. Of course, everyone turns outward to act and inward to reflect. You too must do both, but you are more comfortable doing one or the other and rely on one more often than the other, just as right-handers are more comfortable using their right hands. SAMPLE EXTRAVERSION TYPE SAMPLE INTROVERSION TYPE Jesse is a computer consultant. He thrives on attending meetings at which several people at a company explain their computer needs, and he loves providing training for clients on their upgraded systems. His hobbies include attending conferences and serving as a Boy Scout leader for his son's troop, which he has also taken on weekend outings. Jesse gets energy from being around groups of people. Jennifer is a computer consultant. She works in computer systems design. She meets individually with a company's computer networking specialist, who provides her with a list of company needs; then she manipulates the company's system until it is operating as requested. She lets others train the staff. Jennifer gets her energy from working intensively with a technical system. She also gets recharged by spending time alone. Her hobbies include reading and exploring new ways of learning through the Internet and other distance-learning programs. PART 2. In describing the ways in which you take in information, review the descriptions and circle the pattern that resembles you more closely, S or N. 2The checklists in this exercise are adapted from People Types and Tiger Stripes: A Practical Guide to Learning Styles, 4th edition, 2009, by Dr. Gordon Lawrence, Center for Applications of Psychological Type, Gainesville, FL. This exercise is not a type indicator, nor does it replicate the Myers-Briggs Type Indicator® instrument, which is a validated instrument. MBTI, Myers-Briggs, and Myers-Briggs Type Indicator are trademarks or registered trademarks of the MBTI Trust, Inc. in the United States and other countries. Parts of this exercise are also based on an exercise in Building Self-Esteem: Strategies for Success in School and Beyond, 3rd edition, 2001, by Bonnie Golden and Kay Lesh (Upper Saddle River, NJ: Prentice Hall). 59 60 S PART 1 Your Career Fitness Profile Sensing N iNtuition Pays most attention to experience as it is Pays most attention to the meanings of facts and how they fit together Likes to use eyes, ears, and other senses to find out things Likes to use imagination to come up with new ways to do things, new possibilities Dislikes new problems unless there are standard ways to solve them Likes solving new problems, and dislikes doing the same thing over and over Enjoys using skills already learned more than learning new ones Likes using new skills more than practicing old ones Is patient with details but impatient when the situation gets complicated S and N represent two

solving new problems, and dislikes doing the same thing over and over. Enjoys using skills already learned more than learning new ones. Likes using new skills more than practicing old ones. Is patient with details but impatient when the situation gets complicated. Is impatient with details but doesn't mind complicated situations. S and N represent two kinds of perception—that is, two ways of finding out or giving attention to experiences. Everyone uses both sensing and intuition, but we are likely to use one more than the other. S pays most attention to the facts that come from personal experience. S can more easily see the details, whereas N can more easily see the big picture. N pays most attention to meanings behind the facts. SAMPLE SENSING TYPE SAMPLE INTUITIVE TYPE Georgette has a good memory for numbers and has been a bookkeeper at a car dealership for several years. One day, she commented to her boss that spoilers and dash covers were selling well. Upon reviewing the sales figures, the boss confirmed Georgette's observations and promoted her to work with inventory management. The boss found it helpful that Georgette enjoyed keeping track of materials. Santos is a freelance writer and teaches scriptwriting at a community college. He uses his creative and real-life experiences to assist others in creating scripts for independent producers. He often gets ideas while daydreaming or exercising at the gym. Santos keeps a journal on his iPad and in his car to capture his thoughts, and he teaches others how to keep track of their ideas for writing assignments.

PART 3. In describing your ways of making decisions, review the descriptions and circle the pattern that resembles you more closely, T or F. T Thinking judgment F Feeling judgment Likes to decide things logically. Likes to decide things with personal feelings and human values, even if they aren't logical. Wants to be treated with justice and fair play. Likes praise, and likes to please people, even in unimportant things. May neglect and hurt other people's feelings without knowing it. Is aware of other people's feelings. Gives more attention to ideas or things than to human relationships. Can predict how others will feel. Doesn't need harmony. Gets upset by arguments and conflicts; values harmony. T makes decisions by examining data, staying less personally involved with the decision. F makes decisions by paying attention to personal values and feelings. Each of us uses both T and F judgments every day, but we tend to use one kind of judgment more than the other. SAMPLE THINKING TYPE SAMPLE FEELING TYPE Malcolm is a student trying to decide if he wants to major in business. He is basing his decision on the facts that he has collected: He has talked to a college counselor, researched his interests in the career center, taken classes related to business, and visited workplaces that hire people with such majors. He has even investigated graduate degrees related to the types of business specialties that employers have suggested they need. Shareen has always wanted to be a model but was influenced by her husband and adult children to get a college degree. She stays in shape and is taking modeling classes in the community while also attending college full time. After meeting with a college counselor, she's decided that majoring in fashion merchandising will allow her to study something related to her ideal job as well as please her family.

Chapter 4 Assessing Your Personality and Interests: Express Your Real Self 61 PART 4. In describing your day-to-day lifestyle, review the descriptions and circle the pattern that resembles you more closely, J or P. J P Judgment Perception Likes to have a plan, to have things settled and decided in advance. Likes to stay flexible and avoid fixed plans. Tries to make things come out the way they "ought to be." Deals easily with unplanned and unexpected happenings. Likes to finish one project before starting another. Likes to start many projects but may have trouble finishing them. Usually has mind made up about situations, people. Usually looks for additional information about situations, people. May decide things too quickly. May decide things too slowly. Wants to be right in forming opinions, making decisions. Lives by standards and schedules that are not easily changed. Lives by making changes to deal with problems as they come along. J people show to others their thinking or feeling judgment more easily than they show their sensing or intuitive perception. The opposite is true of P people; they show their sensing or intuition rather than judgment in dealing with the world outside themselves. People who tend to prefer "judgment" usually like deadlines and to get closure, whereas people who prefer "perception" usually like flexibility with deadlines.

SAMPLE JUDGING TYPE SAMPLE PERCEIVING TYPE Chan is a film editor. His appointment calendar is programmed with alarm beeps to remind him about important dates. All of his clients know that when he makes a deadline to finish a project, the project will be delivered on time. He lets nothing interrupt his plans. Rush jobs, given to his department by higher-level management, drive him crazy; he doesn't want to start a new project before he finishes his current obligations. Sarla is also a film editor. She works on several projects at the same time. Even though her office is a mess, she seems to be able to find the DVDs, telephone numbers, and accessories she needs. She often takes on new assignments before she is finished with old ones because she doesn't want to miss out. She gets irritated when her supervisor reminds her that a project should have been completed yesterday and tends to get projects done just in time. EXERCISE 4.1 Your Personality Type Reviewing each of the four areas, which do you resemble most closely in each pair? (Choose one from each pair and write it in the boxes below.) E or I T or F S or N J or P Your 4-letter preferences are: You now have a four-letter personality preference based primarily on the work of Jung and of Myers and Briggs. This preliminary self-assessment offers one way to appreciate and value your natural individuality. Although we all represent combinations of each characteristic 62 PART 1 Your Career Fitness Profile described, we have natural preferences, revealed in our type, that have implications for our career choices. To understand your preferences further, arrange to take the Myers-Briggs Type Indicator instrument (MBTI) at your college counseling or career center. Now that you have selected the four letters representing your first impressions of your personality preference, review the characteristics related to your four letters in Exhibit 4.1, answer the questions in the "Facts and Figures" module and confirm if the general descriptions in the Success Strategies relate to your personality preferences. Determine if these descriptions of your four letters fit how you see yourself. Be sure to answer the questions at the end of the "Facts and Figures."

EXHIBIT 4.1 Personality Typology Expressive Active Outgoing Enthusiastic Passionate Practical Traditional Specific Systematic Logical Reasonable Tough Critical Introspective Planner Scheduler Formal/Rigid Theoretical Extravert Judging Interactions and Energy Information Decisions Lifestyle Introvert Reserved Reflective Intimate Quiet Peaceful Intuitive Abstract Imaginative Conceptual General Hasty Feeling Accepting Open-Minded Tender Respectful Nurturing Perceiving Casual Spontaneous Active/Doer Adaptable Playful Source: Sherfield, Robert M.; Moody, Patricia G., Cornerstone: Creating success through Positive Change, 6th Edition, © 2011, p. 176. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ. FACTS & FIGURES Decisive Types The first and last letters of your personality type often indicate your preferred style of exploring majors. A study of college students (Hammer, 1996) has shown that developing a sense of purpose is associated with EJ preferences. Also, when career counselors ranked students on how well they made appropriate educational plans, the following order of preferences emerged: EJ, EP, IJ, and IP. Hammer's study showed that EJ types are the most decisive about their majors and careers, whereas IPs are the least decisive. In two other studies, the ISTPs were the most likely types to have undecided majors, and the IPs were the most likely to be attracted to special advising programs. WHAT DO YOU THINK? 1. Which type best describes you? (If not listed under "Decisive Types," see types under the upcoming "Success Strategies" and choose from that list.) 2. In what ways does your type fit your personality? 3. If you could change your type, which of the types listed would you choose and why? Chapter 4 Assessing Your Personality and Interests: Express Your Real Self 63 Your career choices may be based in part on your temperament or personality preferences. If you enjoy detail and structure, fields such as accounting, engineering, math, sciences, law, and health sciences might interest you. If you prefer unstructured, global thinking, then majors and fields such as the creative arts and social sciences may better suit your temperament. It is essential to note, however, that all types are found in all fields. To truly do well, you must stretch yourself in areas that do not come as naturally for you. This stretching takes extra effort above and beyond the demands of the occupation. Keep this in mind as you experience yourself responding to various work settings and demands. Be aware that choosing a major or making a career choice that does not mesh with your personality preferences typically takes more energy and concentration than one that more closely matches your preferences. The purpose of understanding personality type in relation to your classes and major is not to discourage you from pursuing a specific career, but to help you become more aware of why you might master certain subjects more easily than others, be attracted to certain careers over others, and use your strengths in any work or life situation. SUCCESS strategies Exploring Majors The descriptions here may help you become more aware of your preferred style or suggest alternative strategies. Remember that the first and last letters of your personality type often indicate your preferred style of exploring majors. EJ Types (ESTJ, ESFJ, ENFJ, ENTJ) "I want to decide and get on with my life." EJ students often put choosing a major on their to-do list soon after reaching college. It is not uncommon for them to seek career counseling early, hoping to declare a major before the first semester ends. Early decision making can have its drawbacks, however. For example, an EJ student may decide at an early age to be a doctor, lawyer, or engineer but then discover he or she lacks the necessary ability or the continuing interest. The student may then become disappointed and want to hurry up and choose another major because "I don't want to waste any more time." Ironically, what such students often need to do is slow down and collect more information. Managers, school administrators, and organizers are found in this category. EP Types (ESTP, ESFP, ENFP, ENTP) "I want to experience it before deciding." For EP types, deciding tends to be an ongoing process. They often decide by trial and error. They typically want, and try, to do it all—every course, major, or extracurricular activity that appeals to them. Changing their mind helps to reassure them they still have options open, but they often don't know how to choose among the options. Their style, however, can be very difficult for their parents to understand, especially parents who have a Judging style. EP types can become better decision makers by accepting that the decision is part of a journey, not the final destination. Psychologists, counselors, authors, and helping types are often found in this category. IJ Types (ISTJ, INFJ, ISFJ, INTJ) "I want to be sure about my selection." The IJ types probably spend a lot of time researching and reflecting before reaching a final decision. They often consult books and other resources on majors and careers. Because they tend to stick with a decision once it's made, the information they collect must be carefully considered. Because their thinking is done alone, however, they may surprise people when they announce their plans. Accountants, computer programmers, and engineers are often found in this category. IP Types (ISTP, ISFP, INFP, INTP) "I wonder what I'll be when I grow up." IP students often want to delay a decision about a major until they can consider all options, which they do at their own pace. Although they may resist deadlines imposed by others, they sometimes need the outside influences to help them make a decision. When they can tell themselves that no decision is ever final, they can move ahead. Even in midlife, they often say they don't know for sure what they want to be when they grow up. Their style of decision making often reflects a struggle between the vast amount of information they are exploring from the outer world (which can be overwhelming) and their need to be true to their inner world. The world's artists and creative types are often found in this category. A career path for them is a never-ending quest for more knowledge, facts, or inspiration. 64 PART 1 Your Career Fitness Profile REAL stories Meet Holly "I've taken several inventories now and have gotten the results! My results for the Myers-Briggs were ENFP, which means that I am extraverted, intuitive, feeling, and perceptive. On the Interest Inventory, my results were mainly high in Social and Enterprising areas, with a medium interest in Investigative and Conventional-type activities. The MBTI results suggest that I like to use my creativity to help others reach goals and realize their dreams. I like to solve problems using a person-oriented approach, and I make decisions by relying on my values and the values of others. I prefer to solve problems as part of a team rather than deciding alone. Because I am social, I will benefit from working with people, especially people who are friendly and who like to socialize outside of work too. Because I am intuitive and perceptive, I like to be able to connect my daily routine to a bigger picture. I need to know why I am doing my work, and I am able to help others see the bigger picture too. Because I am social, enterprising, and global, I enjoy leading others while helping them see the bigger picture. The inventories indicate that I would enjoy teaching, counseling, social work, managing community organizations, and human resource management. I also was reminded that dietitian and athletic trainer fit my personality. It is important to me that my career will allow me to work with a cooperative, supportive group of people who are committed to helping, nurturing, and caring for others. The results of these inventories really fit me because I have always been a helper-type person and an organizer. In high school, I was the junior class secretary and the senior class vice president in charge of special events. I was a tutor, and I helped organize the tutorial program. I also planned recognition activities for clubs at my high school. The reminder about dietitian and athletic trainer relates to my early life as a gymnast, which I gave up when I sprained my back at age 12. I have read about and used almost every diet there is! But I also know that I do not want to take the science and math classes necessary to be a nutritionist or athletic trainer major. At this point, with the help of these assessments, I am leaning toward being a teacher or a counselor." WHAT DO YOU THINK? 1. What are your Myers-Briggs and Interest Inventory results? Are your results as true about you as Holly's were for her? 2. Which descriptors from these results, as well as those listed in the "Success Strategies" box, are true for you? 3. Which descriptors are not true for you? 4. Which of the occupations suggested by your results might you consider? 5. What other information do you need to consider before making an informed decision about your career? Identifying Fields of Interest The rest of this chapter explores the ways that interests can be grouped into job categories or clusters so you can begin to select specific fields of interest to investigate. We highlight two different approaches to identify interests. The first is the Holland Interest Environments (or categories) (Holland, 1985), which are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The second system, career clusters, is provided by the American College Testing (ACT) Program. The ACT clusters, as well as the tech-prep and school-to-career clusters listed later in this chapter, are used in secondary-school career centers. Although you may have access to career inventories, remember that the information gathered by printed or online assessments is not magic. Assessments simply provide a quick, efficient way of gathering and organizing the information that you know about yourself—the answers come from you. In the absence of an inventory, you are still able to collect the same information by completing the exercises, activities, and links to available inventories online provided throughout this book. Holland Interest Environments Interest clusters, known as personality types or environments, are based on the following assumptions:

- ■ People express their personalities through their vocational choices. People are attracted to occupations that they feel will provide experiences suitable to their personalities and react to many situations in similar ways. We have listed the categories in the next section for your review and for you to use to assess yourself informally. Each of the six Holland categories (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) is described by the following characteristics: 1. 2. 3. 4. 5. Adjectives Hobbies Abilities and interests Sample careers Sample majors Most interest inventories relate your interests to the six Holland categories and provide a list of jobs connected to these interests. If you are in a class that uses the Self-Directed Search or the Strong Interest Inventory, your instructor will explain which jobs are related to these six environments. If you don't have access to separate inventories, several online assessments can be found at www.cacareerzone.com (go to Assess Yourself, then go to Quick Assessments). These inventories should give you a general idea of how your interests and values relate to potential jobs. Be sure to summarize the results of your inventories in Exercise 4.2 and to share your results with several of your classmates. ▲ Lifelong interests can become future careers. T IP FROM THE PROS Once you have identified your interests, you will notice how much more enthusiastic and alive you feel when you are involved in activities involving your interests. Ideally, your work will relate to your interests. If that is not currently the case, get involved in something that interests you for at least 4 hours per week—for example, if you love helping kids, tutor a child or volunteer at a childcare center. 65 ACTIVITY RIASEC (Holland Interest Environments) 3 INSTRUCTIONS Using the descriptions in each section, select the category that best describes you. DOERS (Realistic—R) Doers like jobs such as automobile mechanic, air traffic controller, surveyor, farmer, and electrician. They like to work outdoors and to work with tools. They prefer to deal with things rather than with people. They are described as: conforming frank honest humble materialistic modest natural persistent practical shy stable thrifty hobbies Building things Growing Repairing Using hands Abilities/Interests Operating tools Planting Playing sports Repairing Sample Careers Air conditioning mechanic (RJE) Anthropologist (IRE) Archaeologist (IRE) Architectural drafter (RCI) Athletic trainer (SRE) Automotive engineer (RJE) Baker/chef (RSE) Carpenter (RCI) Commercial airline pilot (RJE) Construction worker (REC) Dental assistant (RES) Electrical engineer (RJE) Fiber-optics technician (RSE) Floral designer (RAE) Forester (RIS) Industrial arts teacher (IER) Optician (REI) Petroleum engineer (RJE) Police officer (SER) Radio/TV repair (REI) Software technician (RSI) Truck driver (RSE) Ultrasound technologist (RSI) Veterinarian (IRS) THINKERS (Investigative—I) These types like jobs such as biologist, chemist, physicist, anthropologist, geologist, and medical technologist. They are task oriented and prefer to work alone. They enjoy solving abstract problems and understanding the physical world. They are described as: analytical cautious critical independent intellectual introverted methodical modest precise rational reserved hobbies Collecting rocks Collecting stamps Doing puzzles Participating in book clubs Visiting museums Abilities/Interests Doing complex calculations Interpreting formulas Solving math problems Using a microscope or scientific instrument Sample Careers Actuary (ISE) Anesthesiologist (IRS) Anthropologist (IRE) Archaeologist (IRE) Automotive engineer (RJE) Baker/chef (RSE) Biochemist (IRS) Biologist (IRE) Chemical technician (IRE) Commercial airline pilot (RJE) Computer analyst (IER) Dentist (ISR) Ecologist (IRE) Hazardous waste technician Industrial arts teacher (IER) Landscape architect (AIR) Librarian (SAI) Medical technologist (ISA) Nurse practitioner (ISA) Physician (ISE) Psychologist (IES) Statistician (IRE) Technical writer (IRS) Ultrasound technologist (RSI) Veterinarian (IRS) Writer (ASI) 3 To explore Holland's ideas more fully, ask your instructor or counselor for the Self-Directed Search, available from Psychological Assessment Resources, Inc., P.O. Box 990, Odessa, FL 33556. 66 Chapter 4 Assessing Your Personality and Interests: Express Your Real Self CREATORS (Artistic—A) These types like jobs such as composer, musician, stage director, writer, interior designer, and actor/actress. They like to work in artistic settings that offer opportunities for self-expression. They are described as: complicated emotional expressive idealistic imaginative impractical independent intuitive nonconforming original unorderd hobbies Drawing/photography Performing Playing music Sewing/designing fashions or interiors Playing a musical instrument Singing, dancing, acting Writing stories, poems, music; being creative, unique Sample Careers Actor (AES) Advertising (AES) Artist (AES) Broadcasting executive (EAS) Clothing designer (ASR) Copywriter (ASI) Dancer (AES) Drama/music/art teacher (ASE) Fashion designer (ASR) Fashion illustrator (ASR) Floral designer (RAE) Furniture designer (AES) Graphic designer (AES) Interior designer (AES) Journalist (ASE) Landscape architect (AIR) Librarian (SAI) Medical technologist (ISA) Nurse practitioner (ISA) Physician (ISE) Psychologist (IES) Statistician (IRE) Technical writer (IRS) Ultrasound technologist (RSI) Veterinarian (IRS) Writer (ASI) 3 To explore Holland's ideas more fully, ask your instructor or counselor for the Self-Directed Search, available from Psychological Assessment Resources, Inc., P.O. Box 990, Odessa, FL 33556. 66 Chapter 4 Assessing Your Personality and Interests: Express Your Real Self CREATORS (Artistic—A) These types like jobs such as composer, musician, stage director, writer, interior designer, and actor/actress. They like to work in artistic settings that offer opportunities for self-expression. They are described as: complicated emotional expressive idealistic imaginative impractical independent intuitive nonconforming original unorderd hobbies Drawing/photography Performing Playing music Sewing/designing fashions or interiors Playing a musical instrument Singing, dancing, acting Writing stories, poems, music; being creative, unique Sample Careers Actor (AES) Advertising (AES) Artist (AES) Broadcasting executive (EAS) Clothing designer (ASR) Copywriter (ASI) Dancer (AES) Drama/music/art teacher (ASE) Fashion designer (ASR) Fashion illustrator (ASR) Floral designer (RAE) Furniture designer (AES) Graphic designer (AES) Interior designer (AES) Journalist (ASE) Landscape architect (AIR) Librarian (SAI) Medical technologist (ISA) Nurse practitioner (ISA) Physician (ISE) Psychologist (IES) Statistician (IRE) Technical writer (IRS) Ultrasound technologist (RSI) Veterinarian (IRS) Writer (ASI) 3 To explore Holland's ideas more fully, ask your instructor or counselor for the Self-Directed Search, available from Psychological Assessment Resources, Inc., P.O. 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Claims adjuster (SEC) Clerk (CSE) Computer operator (CSR) Congressional/district aide (CES) Court reporter (CSE) Customer inspector (CEI) Elementary school teacher (SEC) Financial analyst (CSI) Insurance underwriter (CSE) Internal auditor (ICR) Legal secretary (CSA) Librarian (CSE) Medical records technician (CSE) Paralegal (SCE) Tax consultant (SEC) Travel agent (ECS) Sample Majors Related to Holland Types Now that you are familiar with Holland Interest Environments, this chart will help you review some sample majors that may be of interest to you. INSTRUCTIONS: Underline or circle those areas that seem to fit you. Note that this is just a sample list of available majors.

REALISTIC Aesthetic design and heating Architectural/mechanical Auto technology Civil engineering Construction technology Criminal justice Dietitian Drafting technology Engineering technology Fire technology Forestry Industrial engineering Mechanical engineering Medical technology Economics Electrical engineering Electrical engineering Technology Electronics Earth science Environmental sciences Geography Geology Law Mathematics Materials science Paralegal Physics Psychology INVESTIGATIVE Biological science Chemistry Computer sciences Dental hygiene Chapter 4 Assessing Your Personality and Interests: Express Your Real Self 69 ARTISTIC Advertising art Art history Commercial art Computer animation Graphics design Design technology English Language Instructional media Multimedia technology Music Studio art Theater Elementary and secondary education English Foreign language History Home economics Medical assistant Nursing Nutrition Physical education Political science Pre-law Religious studies Sociology Special education Speech Finance Technology Office administration Transportation management Industrial marketing Law enforcement administration Business administration Real estate Technology Court reporting Executive technology Legal/medical/medical law Pre-medicine

Management CONVENTIONAL Accounting Administrative assistant Computer information systems EXERCISES E 4.2 Your Holland Interest Environment Share your results with two or three classmates; explain how your first impressions are still or differ from those inventories you have taken: 1. Check your top three Holland environments (pp. 66-68); 2. Realistic 3. List three interesting jobs or careers from the top categories (pp. 66-68); 3. Artistic or Enterprising or Investigative or Social or Conventional 2. What adjustments from these environments best describe you (pp. 66-68)? 4. List three interesting majors from the top three categories (pp. 68-69); 5. 70 PART 1 Your Career Fitness Profile CAREER CENTER career center offered by the following career clusters: U.S. Office of Career Education & Training CAREER PATHWAYS used as pre-employment training programs: Agriculture and Natural Resources, Arts and Communication, Business Administration, Education and Training, Health and Safety, Government and Public Administration, Manufacturing, Marketing, Science and Social Studies, Engineering, Math, Transportation, Distribution, and Logistics. The American College Test Program ACT has also devised a useful system of organizing jobs into career clusters (see Exhibit 4.2). If you are attending school and trying to choose a major or have chosen a major, you might research the cluster in which your major falls or your interests are located. Otherwise, explore the area that seems to relate to your interests, values, and skills. The definitions of each cluster found in Exhibit 4.2 and also at the ACT website [will help you answer the questions found in Exercise 4.3 related to identifying career interest areas](#). Understanding your interests will be a great aid to you in making satisfying educational and career choices. Exhibit 4.3 arranges career clusters into 12 "regions" based on primary work tasks that are found in jobs, dealing with data, people, ideas, and things. Please note that this figure also uses the letters RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) to show the relationship of each region to Holland's Interest Environments, discussed earlier in this chapter. ▲ Once you assess yourself, you need to explore which careers are the best fit or create a career to fit all the pieces together. The more you are able to incorporate your interests into your work, the more you will enjoy your work. Once you have completed an interest inventory, plan to explore those occupations associated with your interests. Find out what people actually do, and compare these jobs to your interests. Chapter 4 Assessing Your Personality and Interests: Express Your Real Self EXHIBIT 4.2 71 ACT Career Clusters and Career Areas (A-Z), Illustrating How Jobs Can Be Clustered into Related Categories ADMINISTRATION AND SALES CAREER CLUSTER A, Employment-Related Services Managers (human resources, training/education, employee benefits, etc.); recruiter; interviewer; job analyst, B Marketing & Sales Agents (insurance, real estate, travel, etc.); buyer; sales/manufacturers' representatives; retail salesworker; telemarketer, C Management Executive; executive secretary; purchaser; general manager (financial, office, property, etc.); specialty managers (retail store, hotel/motel, food service, etc.); buyer; sales/marketing; D Regulation & Protection Inspectors (customers, food/drug, etc.); police officer; detective; park ranger; security manager; guard, BUSINESS OPERATIONS CAREER CLUSTER E, Communications & Records Receptionist; secretary (including legal and medical); court reporter; clerks (order, billing, hotel, etc.), F, Financial Transactions Accountant/auditor; cashier; bank teller; budget/credit analyst; tax preparer; ticket agent, G, Distribution & Dispatching Shipping/receiving clerk; warehouse supervisor; mail carrier; dispatcher (flight, cab, etc.); air traffic controller, TECHNICAL CAREER CLUSTER H, Transport Operation & Related Trucks/bus/cab drivers; locomotive engineer; ship captain; aircraft pilot; sailor; chauffeur, I, Agriculture, Forestry, & Related Farmer; nursery manager; pest controller; forester; logger; groundskeeper; animal caretaker, J, Computer & Information Specialties Programmer; systems analyst; information systems manager; computer repairer; desktop publisher; attorney, K, Construction & Maintenance Carpenter; electrician; brick-layer; tile setter; painter; plumber; roofer; firefighter; custodian, L, Crafts & Related Cabinetmaker; tailor; chef/cook; baker; butcher; jeweler; silversmith; hand crafter, M, Manufacturing & Processing Tool & die maker; machinist; welder; bookbinder; photo process worker; dry cleaner, N, Mechanical & Electrical Specialties Mechanics/technicians (auto, aircraft, heating & air conditioning, electronics, dental lab, etc.); repairers (office machine, appliance, electronics), SCIENCE AND TECHNOLOGY CAREER CLUSTER O, Engineering & Technologies Engineers (aerospace, agriculture, nuclear, civil, computer, etc.); technicians (electronics, mechanical, laser, etc.); surveyor; drafter; architect; technical; illustrator, P, Natural Science & Technologies Physician; astronomer; biologist; statistician; soil conservationist; food technologist; pharmacist; optician; prosthetist; technologists (surgeical, medical, lab, EEG, etc.); dietitian, R, Medical Diagnosis & Treatment Physician; pathologist; dentist; optometrist; veterinarian; physical therapist; audiologist; physician's assistant, S, Social Science Sociologist; experimental psychologist; political scientist; economist; criminologist; urban planner, ARTS CAREER CLUSTER T, Applied Arts (Visual Artist); graphic artist; photographer; illustrator; floral/fashion/interior designers; merchandiser; display, U, Creative & Performing Arts Writer/author; musician; singer; dancer; music composer; movie/TV director; fashion model, V, Applied Arts (Written & Spoken) Reporter; columnist; editor; ad copywriter; P, R, specialist; TV announcer; librarian; interpreter, SOCIAL SERVICE CAREER CLUSTER W, Health Care Administrator; nurse; occupational therapist; psychiatric technician; dental hygienist/assistant; geriatric aide, X, Education Administrator; teachers & aides (preschool, elementary, & secondary; special education, PE, etc.). 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today's job market. If you are a college student, take advantage of the computer access that is available at school and learn as much as possible about using computers. Familiarize yourself with the Internet and become proficient at researching online. When you get into the job market, you will find that companies value job candidates with these skills. Develop transferable skills. LIFELONG LEARNING More important than knowing what jobs will be available is being flexible, having the ability to adapt to this changing world of work. It is estimated that 40 percent of the jobs that will be available in the year 2018 have yet to be created. Thus, you cannot obtain training specifically for every career change you may encounter, but you can develop learning skills that will prepare you for training in new job skills and applications. It is also possible that, because of advancing technology and other factors, you may change careers many times during your life. Even if this is not the case and you move along one or two career paths throughout your life, you will need to continue educating yourself just to keep up with technological change in your chosen field. The trend toward lifelong learning is evidenced by the fact that FACTS & FIGURES Degrees Provide An Edge in Getting a Good Job A University degree has never been more essential for securing good employment. Graduates earn 54 percent more, on average, than those who never graduated, yet only a quarter of Americans between ages 25 and 34 have a bachelor's degree. Employers are increasingly using the bachelor's degree as a criteria for hiring employees. See a study on what a degree is worth at cew.georgetown.edu/whatsitworth as well as ed.gov/collegepayoff. 124 PART 2 Harness Your Workplace Savvy: Scope Out The World of Work REAL stories Meet Jessica Jessica was a political science major who graduated from a small liberal arts college in 2005. She had begun her education majoring in English, she then switched to French before finally settling on political science. Jessica loved learning everything and had a hard time narrowing her studies to one major. She finally settled on political science by using the College Career Planning Center, taking some career assessments and doing some information interviews. While visiting Washington, DC, she visited with a French diplomat to the United States, and while visiting New York, she talked to a relative who worked for a big public relations firm. Additionally, Jessica was motivated by the excitement of touring Wall Street. By graduation, Jessica had been offered the College Career Planning Center and gained many job offers from firms ranging from public relations to financial services and marketing. Therefore, the job market was expanding and she had choices. She had been counseled to consider graduate school and had taken the Graduate Record Exam (GRE) and scored well, but she was tired of college. She took a job with the Vanguard Group, an investment company, and now helps employees of the firm's corporate clients manage their 401(k) retirement accounts. Vanguard provided her with weeks of training, and Jessica was able to take what she learned to do her client assessments while she was working college part-time. By 2007, the job market was so bad that Jessica had to leave her job as a financial advisor. Her employer was very stressed, and she actually got promoted to her whenever the stock market went down. Jessica went back to college and earned a certificate in health-care industry and discussed her concerns. The career counselor suggested that she look for a job that could focus on her family and her husband's career. She found a job with a local hospital and helped diversify her training, including a specialized and selected the health-care industry.

To help meet with clients in the health-care industry, she actually interviewed them, as well as provided them with assistance with their 401(k) retirement plans. She found that the issues facing hospitals interested her department, and if she had a master's degree in health-care administration she could work in industry or government or be a consultant. Jessica is now going back to college for a master's degree and has her resume out to human resources departments at several hospitals and state and county health departments. She is also grateful that she has already scored well on the GRE and does not have to go back and study for it while she is under so much stress. Having taken the GRE made her more open to graduate school. She was happy to learn that she could attend graduate school after work, on weekends, and online. Having been out of college for three years and finding that her job was getting more stressful rather than more interesting, Jessica is now ready to exercise other options. WHAT DO YOU THINK? 1. How is the major you have or are considering related to any job that you have had? 2. Could you imagine yourself in a job unrelated to your field of study and experience? What is an example of an unrelated job for you? 3. How would you explain that are not mentioned in this story? 5. What do you think about attending graduate school to expand your options? several million people over age 40 were in college in 2000, compared with only 477,000 in 1970. Additionally, an increasing number of people are enrolled in corporate universities. Corporate universities and colleges range from company-run classes designed primarily for that company's employees to programs run by companies that confer credible degrees such as an associate's degree or a bachelor's degree. The days when formal education ended after college or graduate school have disappeared. Now that people work at all hours to keep in touch with colleagues all over the world, continuing education is available at all times via the Internet and it can fit into anyone's busy schedule. For example, one sales manager sometimes plugs in his laptop at midnight, whether he is in a hotel room when away from home on business or at his home office (also known as the family room at other times of the day). He downloads lectures, submits papers, joins in student discussions, and gets his grades online. Chapter 6 Examining the World of Work: Broaden Your Outlook Just 23 million Americans were enrolled in continuing education programs in 1984; that figure is now over 100 million, according to the National Center for Educational Statistics. About 400 company-run universities operated in the United States in 1988, but there are now more than 3,700, according to the Corporate University Xchange, a New York research and consulting firm. Additionally, many adults are getting continuing education (also known as training classes) through their company's corporate university or training department. Motorola, for example, provides courses for 100,000 of its employees every year at 100 sites around the world. Additionally, it is becoming the norm for those older than age 25 to attend college. According to the National Center for Educational Statistics, over 41 percent of those attending colleges and universities are age 25 or older. In fact, prestigious universities are offering reputable degrees online. Whereas 710,000 U.S. students were in distance education in 1998 (about 5 percent of the approximately 15 million higher-education students), 4,6 million were online by 2008. More and more colleges are offering hybrid classes that combine class attendance and Web-based instruction to reduce the amount of time students have to be on campus. How many in your class have tried a lecture or two on iTunes? 125 Corporate universities offer options. Implications To maintain your currency in your career, you must get updated training throughout your life. Be sure that the training institution you choose is considered reputable by your employer before enrolling for a program of study. Also make sure that you have the time management skills and self-discipline to complete the required studying and research if you choose to take classes online. As it gets easier to study anytime and anywhere and to earn college credit for such work, more people will be getting college degrees. The trend toward more people getting college degrees means that you will have to earn a college degree to remain competitive in the future job market. In fact, almost 30 percent of the U.S. population has achieved bachelor's degrees! Many of the best job opportunities during the next decade will demand that applicants have cross-functional training to broaden their qualifications, which includes the following: ■ ■ ■ Dual majors, interdisciplinary programs Foreign language proficiency People/Communications skills Technical skills and interest in Web 2.0 interaction. Even college graduates are finding that, to compete for the best jobs, they must commit to lifelong continuing education to bolster their job skills and prepare for career changes. TIPS FROM THE PROS Plan to explore the world now, before you have family and financial obligations. The experiences and learning will enrich your life, make you a more competitive job candidate and lead us one step closer to world peace through the powerful lens of cultural understanding and appreciation. If you can't afford to travel far, reach out to classmates or members of the community who represent a different culture and discuss the similarities and differences in lifestyle and philosophies. If you think education is expensive, try ignorance. —Derek Bub 126 PART 2 Harness Your Workplace Savvy: Scope Out the World of Work ▲ Get education and experience to improve job opportunities. JOB GROWTH TRENDS The only place success comes before work is in the dictionary. —Vince Lombardi Fastest growing vs. largest growth. If you aren't interested in a career that requires a four-year degree, there will always be a need in society for people selling merchandise, running businesses, maintaining homes, caring for children, working in restaurants, attending to health and fitness needs, and working in a variety of trades that may or may not require much training beyond high school. Many of these fields are experiencing greater demand owing to the important sociological changes mentioned previously in this chapter and the increase in the number of two-wage-earner households. Many of the jobs listed in Exhibits 6.6 and 6.7 do not require a bachelor's degree. This final section of the chapter includes exhibits indicating the fastest-growing jobs and the largest job markets. Again, we emphasize that many of these jobs require only one or two years of postsecondary education, and many are in the fields of health, computers, law (e.g., prison guards, paralegals), and education. However, the number of new jobs open to college graduates will rise twice as fast as the number of jobs requiring short-term training. And jobs requiring master's degrees are predicted to grow 30 percent over the next decade! For 12 of the 20 fastest-growing occupations, an associate degree or higher is the level of postsecondary education or training required: biomedical engineers, network systems and data communications analysts, financial examiners, medical scientists, physician assistants, biochemists and biophysicists, athletic trainers, computer software engineers and applications, dental hygienists, computer software engineers and systems software, and veterinary technologists and technicians as well as veterinarians. In contrast, only 6 of the 20 occupations with the largest numerical increases require an associate degree or higher as the most significant level of postsecondary education or training. In fact, health-care and computer-related occupations make up the majority of the fastest growing occupations. The Occupational Outlook Handbook and the Bureau of Labor Statistics online updates its ten year predictions about the job market every other year. Exhibits 6.6 through 6.9 include two different categories of job growth: "fastest growing" and "largest job growth." The fastest-growing occupations, such as computer software engineer, are growing in terms of percentage of total number of current jobs (e.g., 175,000 new jobs in 2018 is 34 percent growth for this occupation). The largest job growth is stated in terms of how many people are currently in this occupation and how many more will be in this occupation by 2018 (e.g., registered nurses will grow by 581,500 jobs in 2018, so it is one of the largest job growth categories in terms of absolute numbers even though it is expanding only 22 percent). Chapter 6 Examining the World of Work: Broaden Your Outlook EXHIBIT 6.6 127 Fastest-Growing Occupations and Occupations Projected to Have the Largest Numerical Increases in Employment between 2006 and 2016, by Level of Postsecondary Education or Training First professional degree Doctoral degree Fastest Growing Occupations Occupations Having the Largest Numerical Job Growth Veterinarians Physicians and surgeons Pharmacists Lawyers Chiropractors Pharmacists Physicians and surgeons Veterinarians Optometrists Dentists Postsecondary teachers Postsecondary teachers Computer and information scientists, research Clinical, counseling, and school psychologists Medical scientists, except epidemiologists Medical scientists, except epidemiologists Biochemists and biophysicists Clinical, counseling, and school psychologists Computer and information scientists, research Biochemist and biophysicists Master's degree Mental health counselors Mental health and substance abuse social workers Marriage and family counselors Physical therapists Physician assistants Clergy Physical therapists Mental health and substance abuse social workers Educational, vocational, and school counselors Rehabilitation counselors Bachelor's or higher degree plus work experience Actuaries Education administrators, preschool and Management analysts Financial managers Child-care center/program Computer and information systems managers Management analysts Medical and health services managers Training and development specialists Public relations managers Bachelor's degree Network systems and data communications analysts Computer software engineers Applications Accountants and auditors Computer software engineers Business operations specialists Personal financial advisors Elementary school teachers, except special Substance abuse and behavioral disorder counselors Education Computer systems analysts Financial analysts 128 PART 2 Harness Your Workplace Savvy: Scope Out the World of Work ▲ Get education and experience to improve job opportunities. 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characteristics that are common to certain occupations. A second program, SIGI 3 (System of Interactive Guidance and Information), is designed to clarify your values and to match your values, interests, and skills with occupations. A third program, GIS (Guidance Information System), acts as a source of national occupational information. The program DISCOVER identifies career sources and includes vital information on decision making. A few other online subscriptions found in college career centers include Bridges, CareerCruising, CareerLoker, CHOICES, and GoldenPersonality. Most of these programs offer software to help students explore their personality and investigate occupations related to the students' interests. Often this software includes a file with information on all two- and four-year colleges in the United States, which can assist students in choosing a school, preparing for admission, and planning a course schedule. Many college career planning and placement offices have online resources that provide employment information about some of the largest companies in the United States. Wetfeet.com provides company profiles in its "Career Research" section; Fortune.com has a company profiles section including descriptive information on the "Fortune 500," "Small Business 100," and 100 fastest-growing companies. Finally, online services such as America Online, Yahoo, Google, and MSN have company/job information on their business/financial sections and career sections. For more information, see the feature called "Job Market Research Sites" listed in the next section and see "Selected Online Employment Databases" in Chapter 9. Exercise 7.3 requires that you investigate resources using the local library, college library, or a local newspaper. A portion of the current trends reflected in these journals? 4. List one professional association related to your field with the following contact information: EXAMPLE: American Society of Water Accoustics (ASWA) Your field: 2. Local contact: Joan Smith Association: phone: 805-555-1213 Contact: Meeting time & location: 3rd Thursday each month 7 P.M. (dinner, Colonial House, Ojai Meeting 3. Study a local daily newspaper for three weeks, and make a folder of articles that relate to your field of interest. Include want ads, feature articles, meetings, networking groups, and names of executives in your field that were mentioned anywhere in the paper.) The Internet offers immediate access to unlimited sources for both job descriptions and company information if you don't own a computer or haven't subscribed to an Internet service provider, access is possible through libraries, colleges, universities, quick-print centers, and even some coffeehouses. LIBRARY RESOURCE CENTERS: Librarians, information specialists, may be available to help you search the library's card catalog to find indexes, abstracts, and in some cases the full text of thousands of newspapers, magazines, and journals. The library's card catalog is a good research tool to use for general research. It is significantly faster than the typical typewriter search, allows users to search through hundreds of thousands of references very fast. Library databases are useful tools to search for specific information. Nexus, Dial-a-Info, and Infoseek are examples of databases containing huge amounts of pre-coded, pre-reviewed, and articular (factual) documents. You can use them to retrieve your college library documents from home or in the office, if your school has such an arrangement. 4. With laptops and wireless access, students today have unlimited access to research tools. 150 PART 2 Harness Your Workplace Savvy: Scope Out The World of Work TIP S FROM THE PROS If you have narrowed your interests to one or two majors, looking at a few college career centers' websites should provide you with a wide variety of jobs to start researching now. Go to "What Can I Do With A Major In . . ." heading in for finding jobs related to majors, or use other college career centers' websites found in your Webhubs. CAREER SITES. To explore careers and the job market, online resources are available for every phase of the job search, identifying opportunities, researching specific industries and companies, posting resumes online, and making contacts with potential employers. Blogs and podcasts. Blogs range in scope from individual diaries to arms of political campaigns, media outlets, special interests, and corporations insider information. They range in scale from the writings of one occasional author to the collaboration of a large community of writers. When using blogs, remember that they may be only one person's view or opinion. Therefore, you need to use multiple research sources to verify that what you learned on a blog is accurate. You might be drawn to YouTube for short features about careers. Additionally, you may go to iTunes to download career or course podcasts. These podcasts can also be found on job boards, company career sites, as well as YouTube.com. Finally, try Googling "JobsonPods" or go to YouTube and search for JobsonPods. These sites are blogs that are linked to many sites; you are bound to find one you like, just try a few out. The following are two examples of "career blogs": ■ ■ ■ Science Magazine: Go to Career Development section or use the Search box to type in "Career Blog." "Monster's" Career Center: A few sample unique job blogs are located at the following websites: Find out what you like doing best and get someone to pay for doing it. ■ ■ ■ ■ Katherine Whitehorn EXHIBIT 7.4 ■ ■ ■ Librarians: Videogame jobs: Gamasutra.com and Gamesindustry.biz Museum-related jobs: and MuseumJobs.com Environmental careers: ecjobs.com Affirmative action: www.aar-eoo.com Biotech, health care, and pharmaceuticals: MedZilla.com Government: America's Job Bank (www.careeronestop.org/students); www.studentjobs.gov (if you type studentjobs.com you will get Canadian job information) STEM Associations Promoting Diversity The following is a sampling of organizations that support underrepresented minorities; a full list is available on the Cornerstone association page (www.careercornerstone.org/assoc.htm). ■ ■ ■ ■ American Indian Science and Engineering Society Association for Women in Science Be an Actuary—Minority Site Caucus for Women in Statistics Chapter 7 Exploring Career Information: Expand Your Horizons EXHIBIT 151 7.4 CONTINUED ■ ■ ■ Minority Scientists Network ■ ■ ■ National Association for Blacks in Bio ■ ■ ■ National Organization of Black Chemists and Chemical Engineers ■ ■ ■ National Society of Black Engineers ■ ■ ■ National Society of Black Physicians ■ ■ ■ National Society of Hispanic Engineers ■ ■ ■ Society of Professional Engineers ■ ■ ■ Society of Mexican American Engineers and Scientists ■ ■ ■ Society of Women Engineers ■ ■ ■ Vietnamese Association for Computing, Engineering Technology, and Science Source: www.careercornerstone.org/diversity.htm Job Market Research Sites To begin your online search, consider some of the websites listed here as well as the U.S. Department of Labor website mentioned previously: About www.about.com. Its section titled "Jobs & Careers" provides helpful information on general job hunting and topics related to starting a business. Included is advice on developing effective resumes and cover letters. Black Voices: www.blackvoices.com. This site includes job search and many other helpful features for African Americans. Another helpful site is www.blackcollegegian.com, where many of the links lead to discussions of barriers to employment. This site also includes information about the best companies for African Americans. Careerbuilder: www.careerbuilder.com. Classified ads from major newspapers can be found here. CareerBuilder also includes good career articles; many other websites (such as MSN and AOL) partner with CareerBuilder. Glassdoor: www.glassdoor.com. This is a free career community that provides an inside look at jobs and companies. The information comes from current and former employees, interview candidates, and the companies themselves. Included are more than a million salaries, company reviews, interview questions, and office photos. Hire the Deep Network: www.hiredeep.com. This is the number-one site for individuals who are hearing impaired to find jobs. Hispanic Business: www.hispanicbusiness.com. This site offers up-to-date stories, links to business-related articles, and information about the top 500 Hispanic-owned companies in the United States. Monster Board: www.monster.com. This is one of the largest sites on the Web, with an excellent career center. Its Resources section has information for new job seekers, career changers, and people making military transitions. Additionally, you can search for information on jobs, industries, franchises, salary statistics, resume writing, and interview techniques. Monster is also known as the largest database for job listings. Quintessential Careers: www.quintcareers.com. This site offers thousands of pages of career tools to help you with your search, including expert advice, career articles, and thousands of "best" job sites on the Web. This site is very user-friendly. Wetfeet: www.wetfeet.com. This popular website offers a wide range of job listings. Subscribe to the newsletter for weekly job-finding tips and interesting and different job sites. This website offers resources, including company research, stress management, personal finance, internship information, resume formulation, tips and interview strategies. Especially useful at this stage in your exploration is the section titled "Career Research." 152 PART 2 Harness Your Workplace Savvy: Scope Out The World of Work TIP S FROM THE PROS If you have narrowed your interests to one or two majors, looking at a few college career centers' websites should provide you with a wide variety of jobs to start researching now. Go to "What Can I Do With A Major In . . ." heading in for finding jobs related to majors, or use other college career centers' websites found in your Webhubs. CAREER SITES. To explore careers and the job market, online resources are available for every phase of the job search, identifying opportunities, researching specific industries and companies, posting resumes online, and making contacts with potential employers. Blogs and podcasts. Blogs range in scope from individual diaries to arms of political campaigns, media outlets, special interests, and corporations insider information. They range in scale from the writings of one occasional author to the collaboration of a large community of writers. When using blogs, remember that they may be only one person's view or opinion. Therefore, you need to use multiple research sources to verify that what you learned on a blog is accurate. You might be drawn to YouTube for short features about careers. Additionally, you may go to iTunes to download career or course podcasts. These podcasts can also be found on job boards, company career sites, as well as YouTube.com. Finally, try Googling "JobsonPods" or go to YouTube and search for JobsonPods. These sites are blogs that are linked to many sites; you are bound to find one you like, just try a few out. The following are two examples of "career blogs": ■ ■ ■ Science Magazine: Go to Career Development section or use the Search box to type in "Career Blog." "Monster's" Career Center: A few sample unique job blogs are located at the following websites: Find out what you like doing best and get someone to pay for doing it. ■ ■ ■ ■ Katherine Whitehorn EXHIBIT 7.4 ■ ■ ■ Librarians: Videogame jobs: Gamasutra.com and Gamesindustry.biz Museum-related jobs: and MuseumJobs.com Environmental careers: ecjobs.com Affirmative action: www.aar-eoo.com Biotech, health care, and pharmaceuticals: MedZilla.com Government: America's Job Bank (www.careeronestop.org/students); www.studentjobs.gov (if you type studentjobs.com you will get Canadian job information) STEM Associations Promoting Diversity The following is a sampling of organizations that support underrepresented minorities; a full list is available on the Cornerstone association page (www.careercornerstone.org/assoc.htm). ■ ■ ■ ■ American Indian Science and Engineering Society Association for Women in Science Be an Actuary—Minority Site Caucus for Women in Statistics Chapter 7 Exploring Career Information: Expand Your Horizons EXHIBIT 151 7.4 CONTINUED ■ ■ ■ Minority Scientists Network ■ ■ ■ National Association for Blacks in Bio ■ ■ ■ National Organization of Black Chemists and Chemical Engineers ■ ■ ■ National Society of Black Engineers ■ ■ ■ National Society of Black Physicians ■ ■ ■ National Society of Hispanic Engineers ■ ■ ■ Society of Professional Engineers ■ ■ ■ Society of Mexican American Engineers and Scientists ■ ■ ■ Society of Women Engineers ■ ■ ■ Vietnamese Association for Computing, Engineering Technology, and Science Source: www.careercornerstone.org/diversity.htm Job Market Research Sites To begin your online search, consider some of the websites listed here as well as the U.S. Department of Labor website mentioned previously: About www.about.com. Its section titled "Jobs & Careers" provides helpful information on general job hunting and topics related to starting a business. Included is advice on developing effective resumes and cover letters. Black Voices: www.blackvoices.com. This site includes job search and many other helpful features for African Americans. Another helpful site is www.blackcollegegian.com, where many of the links lead to discussions of barriers to employment. This site also includes information about the best companies for African Americans. Careerbuilder: www.careerbuilder.com. Classified ads from major newspapers can be found here. CareerBuilder also includes good career articles; many other websites (such as MSN and AOL) partner with CareerBuilder. Glassdoor: www.glassdoor.com. This is a free career community that provides an inside look at jobs and companies. The information comes from current and former employees, interview candidates, and the companies themselves. Included are more than a million salaries, company reviews, interview questions, and office photos. Hire the Deep Network: www.hiredeep.com. This is the number-one site for individuals who are hearing impaired to find jobs. Hispanic Business: www.hispanicbusiness.com. This site offers up-to-date stories, links to business-related articles, and information about the top 500 Hispanic-owned companies in the United States. Monster Board: www.monster.com. This is one of the largest sites on the Web, with an excellent career center. Its Resources section has information for new job seekers, career changers, and people making military transitions. Additionally, you can search for information on jobs, industries, franchises, salary statistics, resume writing, and interview techniques. Monster is also known as the largest database for job listings. Quintessential Careers: www.quintcareers.com. This site offers thousands of pages of career tools to help you with your search, including expert advice, career articles, and thousands of "best" job sites on the Web. This site is very user-friendly. Wetfeet: www.wetfeet.com. This popular website offers a wide range of job listings. Subscribe to the newsletter for weekly job-finding tips and interesting and different job sites. This website offers resources, including company research, stress management, personal finance, internship information, resume formulation, tips and interview strategies. Especially useful at this stage in your exploration is the section titled "Career Research." 152 PART 2 Harness Your Workplace Savvy: Scope Out The World of Work TIP S FROM THE PROS If you have narrowed your interests to one or two majors, looking at a few college career centers' websites should provide you with a wide variety of jobs to start researching now. 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Additionally, you may go to iTunes to download career or course podcasts. These podcasts can also be found on job boards, company career sites, as well as YouTube.com. Finally, try Googling "JobsonPods" or go to YouTube and search for JobsonPods. These sites are blogs that are linked to many sites; you are bound to find one you like, just try a few out. The following are two examples of "career blogs": ■ ■ ■ Science Magazine: Go to Career Development section or use the Search box to type in "Career Blog." "Monster's" Career Center: A few sample unique job blogs are located at the following websites: Find out what you like doing best and get someone to pay for doing it. ■ ■ ■ ■ Katherine Whitehorn EXHIBIT 7.4 ■ ■ ■ Librarians: Videogame jobs: Gamasutra.com and Gamesindustry.biz Museum-related jobs: and MuseumJobs.com Environmental careers: ecjobs.com Affirmative action: www.aar-eoo.com Biotech, health care, and pharmaceuticals: MedZilla.com Government: America's Job Bank (www.careeronestop.org/students); www.studentjobs.gov (if you type studentjobs.com you will get Canadian job information) STEM Associations Promoting Diversity The following is a sampling of organizations that support underrepresented minorities; a full list is available on the Cornerstone association page (www.careercornerstone.org/assoc.htm). ■ ■ ■ ■ American Indian Science and Engineering Society Association for Women in Science Be an Actuary—Minority Site Caucus for Women in Statistics Chapter 7 Exploring Career Information: Expand Your Horizons EXHIBIT 151 7.4 CONTINUED ■ ■ ■ Minority Scientists Network ■ ■ ■ National Association for Blacks in Bio ■ ■ ■ National Organization of Black Chemists and Chemical Engineers ■ ■ ■ National Society of Black Engineers ■ ■ ■ National Society of Black Physicians ■ ■ ■ National Society of Hispanic Engineers ■ ■ ■ Society of Professional Engineers ■ ■ ■ Society of Mexican American Engineers and Scientists ■ ■ ■ Society of Women Engineers ■ ■ ■ Vietnamese Association for Computing, Engineering Technology, and Science Source: www.careercornerstone.org/diversity.htm Job Market Research Sites To begin your online search, consider some of the websites listed here as well as the U.S. Department of Labor website mentioned previously: About www.about.com. Its section titled "Jobs & Careers" provides helpful information on general job hunting and topics related to starting a business. Included is advice on developing effective resumes and cover letters. Black Voices: www.blackvoices.com. This site includes job search and many other helpful features for African Americans. Another helpful site is www.blackcollegegian.com, where many of the links lead to discussions of barriers to employment. This site also includes information about the best companies for African Americans. Careerbuilder: www.careerbuilder.com. Classified ads from major newspapers can be found here. CareerBuilder also includes good career articles; many other websites (such as MSN and AOL) partner with CareerBuilder. Glassdoor: www.glassdoor.com. This is a free career community that provides an inside look at jobs and companies. The information comes from current and former employees, interview candidates, and the companies themselves. Included are more than a million salaries, company reviews, interview questions, and office photos. Hire the Deep Network: www.hiredeep.com. This is the number-one site for individuals who are hearing impaired to find jobs. Hispanic Business: www.hispanicbusiness.com. This site offers up-to-date stories, links to business-related articles, and information about the top 500 Hispanic-owned companies in the United States. Monster Board: www.monster.com. This is one of the largest sites on the Web, with an excellent career center. Its Resources section has information for new job seekers, career changers, and people making military transitions. Additionally, you can search for information on jobs, industries, franchises, salary statistics, resume writing, and interview techniques. Monster is also known as the largest database for job listings. Quintessential Careers: www.quintcareers.com. This site offers thousands of pages of career tools to help you with your search, including expert advice, career articles, and thousands of "best" job sites on the Web. This site is very user-friendly. Wetfeet: www.wetfeet.com. This popular website offers a wide range of job listings. Subscribe to the newsletter for weekly job-finding tips and interesting and different job sites. This website offers resources, including company research, stress management, personal finance, internship information, resume formulation, tips and interview strategies. Especially useful at this stage in your exploration is the section titled "Career Research." 152 PART 2 Harness Your Workplace Savvy: Scope Out The World of Work TIP S FROM THE PROS If you have narrowed your interests to one or two majors, looking at a few college career centers' websites should provide you with a wide variety of jobs to start researching now. 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Additionally, you may go to iTunes to download career or course podcasts. These podcasts can also be found on job boards, company career sites, as well as YouTube.com. Finally, try Googling "JobsonPods" or go to YouTube and search for JobsonPods. These sites are blogs that are linked to many sites; you are bound to find one you like, just try a few out. The following are two examples of "career blogs": ■ ■ ■ Science Magazine: Go to Career Development section or use the Search box to type in "Career Blog." 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Included are more than a million salaries, company reviews, interview questions, and office photos. Hire the Deep Network: www.hiredeep.com. This is the number-one site for individuals who are hearing impaired to find jobs. Hispanic Business: www.hispanicbusiness.com. This site offers up-to-date stories, links to business-related articles, and information about the top 500 Hispanic-owned companies in the United States. Monster Board: www.monster.com. This is one of the largest sites on the Web, with an excellent career center. Its Resources section has information for new job seekers, career changers, and people making military transitions. Additionally, you can search for information on jobs, industries, franchises, salary statistics, resume writing, and interview techniques. Monster is also known as the largest database for job listings. Quintessential Careers: www.quintcareers.com. This site offers thousands of pages of career tools to help you with your search, including expert advice, career articles, and thousands of "best" job sites on the Web. This site is very user-friendly. Wetfeet: www.wetfeet.com. This popular website offers a wide range of job listings. Subscribe to the newsletter for weekly job-finding tips and interesting and different job sites. This website offers resources, including company research, stress management, personal finance, internship information, resume formulation, tips and interview strategies. Especially useful at this stage in your exploration is the section titled "Career Research." 152 PART 2 Harness Your Workplace Savvy: Scope Out The World of Work TIP S FROM THE PROS If you have narrowed your interests to one or two majors, looking at a few college career centers' websites should provide you with a wide variety of jobs to start researching now. Go to "What Can I Do With A Major In . . ." heading in for finding jobs related to majors, or use other college career centers' websites found in your Webhubs. CAREER SITES. To explore careers and the job market, online resources are available for every phase of the job search, identifying opportunities, researching specific industries and companies, posting resumes online, and making contacts with potential employers. Blogs and podcasts. Blogs range in scope from individual diaries to arms of political campaigns, media outlets, special interests, and corporations insider information. They range in scale from the writings of one occasional author to the collaboration of a large community of writers. When using blogs, remember that they may be only one person's view or opinion. Therefore, you need to use multiple research sources to verify that what you learned on a blog is accurate. You might be drawn to YouTube for short features about careers. Additionally, you may go to iTunes to download career or course podcasts. These podcasts can also be found on job boards, company career sites, as well as YouTube.com. Finally, try Googling "JobsonPods" or go to YouTube and search for JobsonPods. These sites are blogs that are linked to many sites; you are bound to find one you like, just try a few out. The following are two examples of "career blogs": ■ ■ ■ Science Magazine: Go to Career Development section or use the Search box to type in "Career Blog." 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Its section titled "Jobs & Careers" provides helpful information on general job hunting and topics related to starting a business. Included is advice on developing effective resumes and cover letters. Black Voices: www.blackvoices.com. This site includes job search and many other helpful features for African Americans. Another helpful site is www.blackcollegegian.com, where many of the links lead to discussions of barriers to employment. This site also includes information about the best companies for African Americans. Careerbuilder: www.careerbuilder.com. Classified ads from major newspapers can be found here. CareerBuilder also includes good career articles; many other websites (such as MSN and AOL) partner with CareerBuilder. Glassdoor: www.glassdoor.com. This is a free career community that provides an inside look at jobs and companies. The information comes from current and former employees, interview candidates, and the companies themselves. Included are more than a million salaries, company reviews, interview questions, and office photos. Hire the Deep Network: www.hiredeep.com. This is the number-one site for individuals who are hearing impaired to find jobs. Hispanic Business: www.hispanicbusiness.com. This site offers up-to-date stories, links to business-related articles, and information about the top 500 Hispanic-owned companies in the United States. Monster Board: www.monster.com. This is one of the largest sites on the Web, with an excellent career center. Its Resources section has information for new job seekers, career changers, and people making military transitions. Additionally, you can search for information on jobs, industries, franchises, salary statistics, resume writing, and interview techniques. Monster is also known as the largest database for job listings. Quintessential Careers: www.quintcareers.com. This site offers thousands of pages of career tools to help you with your search, including expert advice, career articles, and thousands of "best" job sites on the Web. This site is very user-friendly. Wetfeet: www.wetfeet.com. This popular website offers a wide range of job listings. Subscribe to the newsletter for weekly job-finding tips and interesting and different job sites. This website offers resources, including company research, stress management, personal finance, internship information, resume formulation, tips and interview strategies. Especially useful at this stage in your exploration is the section titled "Career Research." 152 PART 2 Harness Your Workplace Savvy: Scope Out The World of Work TIP S FROM THE PROS If you have narrowed your interests to one or two majors, looking at a few college career centers' websites should provide you with a wide variety of jobs to start researching now. 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Additionally, you may go to iTunes to download career or course podcasts. These podcasts can also be found on job boards, company career sites, as well as YouTube.com. Finally, try Googling "JobsonPods" or go to YouTube and search for JobsonPods. These sites are blogs that are linked to many sites; you are bound to find one you like, just try a few out. The following are two examples of "career blogs": ■ ■ ■ Science Magazine: Go to Career Development section or use the Search box to type in "Career Blog." 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Its section titled "Jobs & Careers" provides helpful information on general job hunting and topics related to starting a business. Included is advice on developing effective resumes and cover letters. Black Voices: www.blackvoices.com. This site includes job search and many other helpful features for African Americans. Another helpful site is www.blackcollegegian.com, where many of the links lead to discussions of barriers to employment. This site also includes information about the best companies for African Americans. Careerbuilder: www.careerbuilder.com. Classified ads from major newspapers can be found here. CareerBuilder also includes good career articles; many other websites (such as MSN and AOL) partner with CareerBuilder. Glassdoor: www.glassdoor.com. This is a free career community that provides an inside look at jobs and companies. The information comes from current and former employees, interview candidates, and the companies themselves. Included are more than a million salaries, company reviews, interview questions, and office photos. Hire the Deep Network: www.hiredeep.com.

with everything you know about yourself from the work you have completed in your career fitness profile? As you continue your career fitness program, you will have more opportunities to do further research and refine your career choices in moving toward career goals. For example, you may be thinking about becoming a doctor, lawyer, astronaut, author, webmaster, performer, or entrepreneur. None of these are bachelor's degree college majors. Some of them require a bachelor's degree, but it could be in any number of areas; others do not require an advanced degree, but you may want to earn a degree for the benefit of the knowledge acquired and as an added credential to make you more competitive in the job market. As you continue gathering ideas and completing research on some of your possible career choices, you will discover how a degree fits into your plan of moving toward your career goal. Finally, deciding on graduate school is often another decision that occurs following the completion of a four-year degree. The sequential steps of lower division (the first two years) at a community college or university, then a bachelor's degree can be a natural path toward additional specialized training toward higher degrees. The application process for law school, business, marketing, advertising, and management programs is available and can be easily researched.

Preparation for a teaching career, counseling and a variety of other possible majors may later mesh with your interests and motivation. Because change is a part of the decision-making process, you can benefit from keeping all of your options open. Deciding on Training If you are not interested in attending or completing four years of college but want to select a job that can best fulfill your career goals as soon as possible, you have at least two issues to address: job information and training requirements. On the social network, contact 175 176 PART 2 Harness Your Workplace Savvy: Scope Out the World of Work Tomorrow She was going to be all the things that would give her delight... tomorrow. But she had one minute to stop on her way." More thought must go to future," she'd say... tomorrow. The greatest of workers this woman would have been... tomorrow. The world would have hated her--had ever said... tomorrow. But, in fact, she passed on, and she faded from view. And all that was left here when living people who know that schools have the best reputations, to be competitive for colleges, and the most proprietary information. It is also a valuable source of a variety of opportunities for making additional decisions. The exercises that follow will give you additional decision-making practice. Your options As you complete this chapter focusing on your decision-making process, you have heightened your awareness of all the variables that are involved in making satisfying decisions. You addressed your choices to deal with managing time, to live within a financial budget, to handle stress and learn to relax, and to narrow your focus toward selecting a college major. What one decision can you make today to move forward on your future career plan? Decision Chapter 8 Developing Your Decision Making: Strategize Your Game Plan 177 Summary Successful career planning involves two processes related to goals: defining your goals and knowing how to reach them. The more completely you plan out your objectives, the more likely you will be to achieve your goals. The key to the process is overcoming the hurdle of negative thinking. Block out the tendency to pessimism. Put aside your anticipation of failure, your fears and excuses, and your past habits. Allow yourself the right to create goals that energize you and take you beyond your past efforts. The following exercises are designed to help you become aware of steps in the decisionmaking process and to encourage you to set some career goals. For example, you will be asked to decide what you want to do by the end of the current year and then one year from now. This can mean acquiring new skills or improving current skills, moving toward career advancement or career change, or staying where you are. Remember to try to picture in your mind what you want in your work life (e.g., type of work, responsibility, surroundings, salary, management relationship), and then focus on the steps necessary to reach your goals. If you can't picture the necessary steps, you need to gather more information (e.g., from people who have been in similar positions or from written materials about the field) so you can move forward on career decisions. PURPOSE OF EXERCISES tests your ability to recognize and state clear objectives. In Exercise 8.9, you are encouraged to test your assumptions. Exercise 8.10, WWWebwise, is a Web-based exercise that enhances the learnings in this chapter. The last exercise, Reinforcing Your Learning Outcomes, will reinforce what you learned in this chapter. The exercises that follow will help increase your awareness about how you make decisions. There are no right or wrong answers. Exercise 8.7 asks you to rank yourself on two dimensions of decision-making style. This helps you become aware of your personal style of decision making. Exercise 8.8 EXERCISES E 8.7 Ranking Yourself Place a check (✓) on each of the scales here to indicate your style of decision making with number 1 being closer to words on left column and 10 being closer to words on right column. 1 2 3 4 5 6 7 8 9 10 cautious risk taking intuitive logical dependent independent self-motivated rational active assertive 178 PART 2 Harness Your Workplace Savvy: Scope Out the World of Work EXERCISES E 8.8 Specific/Nonspecific Objectives The following statements are objectives. Read each objective and decide whether the objective is specific or nonspecific. Imagine that a person will be clearly motivated to explore these objectives rather than merely think about them. These are statements anyone might make; they don't necessarily apply to you. Imagine that someone is standing in front of you making each of these statements. With that in mind, mark each objective as "S" (specific) or "N" (nonspecific) to the left of the statement. 1. I want to explore my interests. 2. I want to get a good job. 3. I'd like to get an idea of the job I'm best suited for. 4. I'd like to take Spanish next semester and for at least two years more, so I'll have another skill to use as a teacher. 5. When I leave school, I want to get a job that pays at least \$15 an hour. 6. Tomorrow I'm going to make a one-hour appointment to see Ms. Rogers in her office. 7. I want to get at least a B on every history exam and earn a B as my final grade this semester. 8. I'm going to ask Teresa to help me find some information about health careers in the Career Development and Placement Center right after class. 9. I plan to move to an area where there are lots of jobs. 10. I want to be accepted by the state university when I graduate. 11. I want to find out more about myself. 12. I want to get along better with other people at work. 13. Next week I'm going to spend more time with my friends. 14. I'm going to read one good book about social service careers tonight. 15. I want to get a good education. Answers are located on page 180. EXERCISES E 8.9 Test Your Assumptions 1. Try to connect the nine dots with only four straight lines and without lifting your pen. * * * * * 2. Make a 6 out of IX by adding one line. IX Answers are located on page 180. 179 Chapter 8 Developing Your Decision Making: Strategize Your Game Plan EXERCISES E 8.10 WWWebwise Go to Click on "Help Wanted Now." Indulge your fantasies! Choose a position that appeals to you. Which one would you select? What decision-making criteria went into your selection? (Note: Please be aware that websites can change without notice. If a link does not work, find a similar site to complete the activity.) REINFORCING YOUR LEARNING OUTCOMES Review and Rate Your Chapter Outcomes. Indicate in the right-hand column how well you do the following items (from 1 very well, to 5 not at all). If you rated yourself 4 or 5, review the material on the pages in parentheses to ensure your career success. How Well Can You Do the Following? ■ Describe and explore your own decision-making process. (pp. 157-162) 1 2 3 4 5 ■ Define and use stress management techniques. (pp. 172-176) 1 2 3 4 5 ■ Set and manage financial goals. (pp. 168-171) 1 2 3 4 5 Go to the Career Fitness Portfolio at the end of the book and complete this chapter summary to build and record your personal Career Fitness Portfolio. Additional Opportunity: Your instructor may choose to assign the Career Fitness Portfolio for in-class or online completion. If so, they will provide the handout or link for you to access. 180 PART 2 Harness Your Workplace Savvy: Scope Out the World of Work ANSWERS TO EXERCISES E 8.8 1. N 4. S 7. N 10. N 13. N 2. N 5. N 8. S 11. N 14. S 3. N 6. S 9. N 12. N 15. N ANSWERS TO EXERCISE E 8.9 1. 2. (SIX) (Note: The directions did not mandate a straight line.) PART CHAPTER 9 Targeting Your Job Search: Mobilize Your Network CHAPTER 10 Crafting a Winning Resume and Portfolio: Market Your Unique Brand CHAPTER 11 Interviewing Strategically: Become Your Own Coach CHAPTER 12 Focusing on the Future: Keep the Momentum Going: Execute Your Game Plan Job Search Strategy and Team Huddle This page intentionally left blank Targeting Your Job Search 9 Mobilize Your Network STUDENT LEARNING OUTCOMES At the end of the chapter you will be able to... ■ ■ ■ Identify the components of a successful job search strategy. Begin the process of searching for a job. Explain how to find the hidden job market. ■ ■ ■ Develop your network. Expand your network. You have finished your personal assessment and world of work portions of your career fitness program. You have reviewed and analyzed your skills, interests, your personality, and your values, and you have tentatively selected some career options. They are tentative because you may find reason to alter your decisions as you continue to gather information. Just as adjustments occur in a physical fitness program based on your body's responses, so must adjustments occur in your career fitness program based on your research and gut-level responses. The next step is to begin to design your job search strategy, which represents the third part of the career-planning process. A job search strategy involves the long-term process of acquiring the training, background, and experience needed to be competitive in the job market associated with your anticipated career goal. Simultaneously, you need to begin to identify potential employers for your skills and to develop a resume that reflects your background and your particular career goal. Finally, you need to learn how to present yourself in the best light in job interviews. Experience is not what happens to you. It is what you do with what happens to you. —Aldous Huxley Your job search must be conducted consistently over a period of time. Studies indicate that it can take many months of searching to land the job you are seeking. Regardless of how certain or tentative you are currently feeling about your career alternatives, you must have a specific orientation in mind to benefit from the remainder of this book. The goal of this chapter is for you to choose one of the occupations you have been considering. Then keep it in mind as you read and work through the following chapters. If you later identify another occupation, you will be able to apply the same strategies. 183 184 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle SUCCESS strategies Your Comprehensive Job Search Strategy 1. Commit 100 percent to your job objective. 2. Compare the tasks and responsibilities required in your chosen job at different companies and organizations. 3. Get involved in volunteer and entry-level jobs related to your ultimate goal. 4. Identify the hidden job market through personal contacts and professional associations. 5. Use the Internet, maximize social media tools. 6. Utilize professional assistance, if necessary. 7. Network: Let everyone know you are looking for a job (friends, neighbors, dentist, etc.). Reconnect with people you have known; stay in touch online. 8. Conduct information interviews with people who are in jobs that interest you as well as people who may be in a position to hire you. Approach all contacts with enthusiasm and sincerity and send thank-you letters to all contacts. 9. Identify the needs of the organization. If the exact position you would like is not available, your task is to define a problem within the organization that you can help solve with your unique skills. 10. Convince an employer that you have the skills he or she needs. ■ Brainstorm with others and surf the web for career possibilities. The rest of this chapter will provide you with the information and skills to enable you to gain control in a competitive job market. In other words, you will learn many techniques to put yourself in the right place at the right time and to present yourself as the best candidate for your desired job. The underlying and most important concept, however, is focusing on what you want. Without this concentration, you run the risk of being swayed by random opportunities and jobs that don't live up to your expectations. Focusing means evaluating and comparing all new information with your personality, needs, values, interests, and skills. Remember, the first job you seek should not be considered an end in itself. It is one job on the way to several more that will compose your total career. As the dictionary defines career, it is "a pursuit of consecutive progressive achievement in public, professional, or business life." Career experts predict that the average worker can expect to make 3 to 5 major career changes and 9 to 13 job changes in a lifetime, which means that you will have many opportunities to arrive at your ideal career! This approach assumes that you have identified a job objective for which you feel 100 percent enthusiasm, that you will pursue with 100 percent determination, and that you will interview for with 100 percent of your passion and commitment! This approach changes you with the responsibility to make things happen! Chapter 9 Targeting Your Job Search: Mobilize Your Network 185 Designing a Comprehensive Job Search Strategy A comprehensive job search strategy involves much more than just researching what your ideal job is, or simply identifying areas of employment in which you expect to find such jobs. It requires you, once having made these basic decisions, to be assertive, locating and actually becoming employed in your ideal job. A comprehensive job search strategy involves many variables to attain your ideal goal, including education, training, experience, as well as geographic and compensation issues. Equally important, your job search strategy enables you to select basic volunteers and entry-level activities that are the vital first steps toward your ultimate career goal. Assume you have adequate skills and background and that you have identified your ideal goal, including education, training, experience, as well as geographic and compensation issues. First, identify the tasks and responsibilities of the job you are targeting. Much of this information can be gained from their written and electronic materials previously cited. Additionally, you will need to augment any researched information by making personal contacts with insiders. Once you have identified your ideal job situation, investigate activities that may be indispensable first steps toward your goal. Such activities may be temporary, volunteer, or entry-level jobs in your chosen field. They can be critical in adding to your experience and connecting you with the right people to make you a better candidate for your preferred job. For example, a student who wanted to move into the advertising business took a job as a receptionist in the executive suite of an advertising agency in New York. Of course, he had brushed up on his office skills to get this entry-level job, but he didn't plan to remain at that level for long. He kept his eyes and ears open for ways that he could contribute to the efficiency of the business. Within six months he had learned enough about the advertising business to interview at a competing firm and become the assistant to an executive account manager. One final suggestion before you conduct further research: You may find your ideal job is years of education and experience away from you, or you don't have the dedication or talent to make it in your ideal field. If so, you may be just as satisfied if you work in some job related to the career of your dreams. For example, behind every president of the United States are advisers, speech writers, guards, assistants, chefs, press representatives, and chauffeurs. Behind every rock musician are disc jockeys, public relations representatives, recording technicians, piano tuners, album cover designers, sound editors, concert designers, costume and makeup artists, and background musicians, business managers, accountants, personal assistants, and coaches. If you stay around the field, constantly adding to your experience, you may be at the right place at the right time and get the job you've dreamed of or one that is even better suited to your talents! TIP S FROM THE PROS You can't always start right out in your ideal job, but guided by a job search strategy, you can start out in jobs and activities that will lead to your goals. Go for the job you really want! Identify your ideal job situation. Begin with an entry-level job related to your ideal. 186 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle Your Job Search: Getting Started To improve the chances of getting your ideal job, use a variety of strategies. Using a wide variety of options will increase your chances of success. Using only a few strategies—be it the Internet, a resume, job advertisements, or an employment agency search—is hardly enough in this competitive job environment. It takes a wide variety of strategies and creativity to get hired in your desired career. Typical resources include reading newspaper want ads and trade journals, using the Internet, sending resumes to potential employers through the mail and by e-mail, using permanent or temporary employment agencies, and volunteering, interning, or joining clubs and professional associations while in school. In addition, many hidden resources exist. The first section of this chapter focuses on the most commonly used job search resources; the latter part suggests ways to tap into those that are less apparent and often more effective. UNDERSTANDING AND USING CLASSIFIED ADS Only 15 percent of jobs are found through ads. Although printed media has diminished in usage, employment and classified ads are still published in local newspapers, newspapers from your desired geographical area, trade journals, and supplements (such as the career section of the Wall Street Journal), as well as association magazines and related online resources that are listed at the end of this chapter. Other job listings are found in the state employment department, county and city human resources (HR) offices, college placement centers, private employment offices, and the HR offices of individual organizations and websites. Regularly reviewing the want ads, in print and online, especially in larger cities, over several months can result in potential employment leads. Although it has been estimated that only 15 percent of jobs are found through ads, thousands of ads are published in large newspapers and online. You can increase your chances of obtaining a job by looking at and applying for a variety of job titles. For example, people with accounting degrees may be eligible for junior accountant, management trainee, accounts payable, auditor, and securities broker, in addition to accountant. Another way to increase your chances of finding a job involves combining a newsprint want ads search with your active accumulation of Internet information about companies. When you see a job opening at a firm you've already visited or reviewed online, try to establish a contact in that company to call and ask for more information about the opening. You may find that the ad is written with absolute qualifications but that the specific department will accept alternative experiences in lieu of some of the specific qualifications. Only people who have personal contacts inside the company can obtain such information. PROMOTING YOURSELF THROUGH MAIL AND EMAIL Because postal mailings are not often used these days, you might want to consider a mail campaign, as it might differentiate you from the crowd of job seekers. Some career fields such as sales, marketing, advertising, and graphic design lend themselves to this type of self-promotion. If creative promotion would be a plus in your field, then a direct-mail campaign may be an important part of your job search. The approach will work best if you have researched specific, targeted names to contact. No matter what your field, devote time and energy to coming up with your list of target employers. To encourage responses, include a stamped, self-addressed postcard for employers to use. Your postcard might include easy, check-off statements such as "No openings now, but contact me again in one month," and "Opening available; please contact _____" as well as blanks for the name, address, and telephone number of the organization. In the case of e-mail, you will obviously be able to cover much more ground for less money. Additionally, online programs in Facebook, LinkedIn, Twitter, and YouTube can send your resume or other promotional material to unlimited specific groups and organizations. Chapter 9 Targeting Your Job Search: Mobilize Your Network Through Social Networks CLASSIFIED ADS Only 15 percent of jobs are found through ads. 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organization—its products, reputation, and quality, and how this would directly relate to your background. State this in the first paragraph to clearly show how your abilities, experience, and motivation fit their needs. You may have heard people say, "It's not what you know but who you know that counts." This is only partly true, but nonetheless important. You can often get to know someone with only a little effort. Call or, better yet, visit the organization and talk to people who already hold the job you want. Be tactful and discreet, of course. Then, in your cover letter, mention that you talked with some of the firm's employees, and these discussions increased your interest. You thereby show the reviewer you took the initiative to visit the company. Always request an interview or an opportunity to discuss the position in greater detail near the conclusion of your one-page cover letter. Basic principles of letter and resume writing include being self-confident when listing your positive qualities and attributes, writing as one professional to another, and having your materials properly prepared. ▲ An accurate, well-written, and personalized cover letter can help your resume stand out from the many others a manager will review. A cover letter template appears nearby, 230 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle Resume Cover Letter Template ■ ■ ■ Keep your cover letter to one page and to the point. Refer to your resume, highlighting relevant experiences and accomplishments that match the firm's stated needs. When you ask for an interview, indicate when you will be calling to confirm a convenient time. ■ ■ ■ Always review both the cover letter and resume for accuracy. Appearance does count! Prepare a cover letter individually for each job. It may be included in the body of an email with the resume attached. See Exhibit 10.6 which is a sample cover letter. Whenever possible, address your letter to a specific person, with the name spelled correctly and the proper title. These details yet. Count the opening paragraph must contain a clear link to the job announcement. Summarize what you have to offer. Details of your background can show why you should be considered as a top-notch candidate. The self-appraisal that we'll do into the preparation of your resume tells what you can and like to do and where your strengths and interests lie. Yet research on the prospective employer should have uncovered the qualifications needed. If your letter promises a good match—meaning your abilities match the company's needs—you've attracted attention and interest. EXHIBIT 10.6 Cover Letter for Community Health Worker Position March 4, 2012 Mr. Harvey J. Finder Executive Director Lung Association of Alma County 1717 Opportunity Way Suite A and C 9A 92706 Dear Mr. Finder: I am interested in the position of community health education program coordinator with the Lung Association of Alma County. I feel that my education, skills, and desire to work in this area make me a strong candidate for this position. My education has helped me develop sound analytical abilities and has exposed me to the health care field. My involvement with health and community organizations has provided me with extensive knowledge of various public and private health issues, which has increased my desire to communicate effectively with health-care professionals, patients, and the public at large. This combination is large. This combination is large. Sincerely yours, Denise M. Hunter 1441 Opportunity Drive

Northridge, CA 91301 (213) 555-0217 Enclosures Chapter 10 Crafting a Winning Resume and Portfolio, Market Your Unique Brand Application Forms A final type of form, accepted sometimes as a substitute for a resume, is an application form. The employment application form is used by most companies to gain necessary information and to screen applicants for work (see Exhibit 10.7). This information becomes a guide to determine a person's suitability for both the company and the job that needs filling. Observe carefully the guidelines for completing an application form in the feature titled "Success Strategies." ▲ Completing the employment application neatly and thoroughly is important. You will probably be asked to fill out an employment application form before any interview takes place. Therefore, it is good practice to arrive at the employment office at least 15 minutes ahead of the time of your interview. Bring along a pen and your resume or a personal data sheet. You will be asked to provide your name, address, training or education, experience, special abilities, and possibly even your hobbies and interests. Practically all application forms request that you state the job you are seeking and the salary you have received in the past. Most firms require an applicant to complete an application form. Many times the employer wants to make certain rapid comparisons, which she or he can do simply by reviewing the completed company employment application forms on file. For example, Ms. Ford needed an administrative assistant with current computer skills. She examined many application forms of people who had word-processing skills. By referring to the same section each time, she quickly thumbed through dozens of applications, eliminating all candidates who had only minimum computer skills. Remember, a close reading of the job description will give you an indication of what to highlight in your application, resume, and cover letter so that you will get an interview. NEATNESS COUNTS The way in which an application form has been filled out indicates the applicant's level of neatness, thoroughness, and accuracy. If two applicants seem to have equal qualifications but one's form is filled out carelessly, the application itself might tilt the balance in favor of the other applicant. Unless your handwriting is especially clear, print or type all answers. Look for "please print" instructions on the form. 231 EXHIBIT 10.7 Sample Employment Application PERSONAL INFORMATION: Date _____ Name Last First Middle Street City State Address Telephone Number (_____) _____ Are you over 17 years of age? Zip Yes No POSITION WANTED: Job Title _____ Date Available _____ Check any that apply. Full Time Part Time Day Shift Night Shift EDUCATION: Being high school; include any military school you may have attended: NAME OF SCHOOL LOCATION OF SCHOOL DEGREE OR COURSE OF STUDY List any academic honors or professional associations: WORK EXPERIENCE: List last three employers. Start with the current or most recent. Name and Address of Employer Dates Worked Pay Reason for Leaving Job Title Job Description Name and Address of Employer Dates Worked Pay Job Title Reason for Leaving Job Description Computer Skills (describe) (if applicable) Typing Speed (if applicable) Do you have any physical or cognitive difficulty or handicap that may limit your ability to perform the job applied for? Yes wpm No If yes, what can be done to accommodate your limitation? Have you ever been convicted of a felony? Yes No If yes, give kind and date. A conviction will not necessarily disqualify you from employment. Are you legally entitled to work in the U.S.? Are you a veteran? Yes No Can you provide proof of citizenship after employment? Yes No If yes, give dates. List the names of three references whom we may contact who have knowledge of your skills, talents, or professional knowledge: (1) (2) (3) Name and Relationship (Supervisor, Teacher, etc.) Address Telephone I certify, by my signature below, that any false or omitted important facts my answer on this application may be cause for dismissal. Applicant's Signature Date Chapter 10 Crafting a Winning Resume and Portfolio: Market Your Unique Brand SUCCESS strategies Filling Out Application Forms (See Exhibit 10.7 for a sample form.) 1. Fill out the application form in ink or use a wordprocessing program if feasible. 2. Answer every question that applies to you. If a question does not apply or is illegal, you may write N/A, meaning not applicable, or draw a line through the space to show you did not overlook the question. 3. Give your complete address, including zip code. 4. Spell correctly. If you aren't sure how to spell a word, use another word with the same meaning. 5. Answer a question on job preference or "Job for which you are applying" with a specific job title or type of work. Do not write "anything." Employers expect you to state clearly what kind of work you can do. EXERCISE 233 6. Have a prepared list of schools attended and previous employers. Include addresses and dates of employment. 7. Be prepared to provide several good references. It is advisable to ask permission of those you plan to list. Good references can include a recognized community leader, a former employer or teacher who knows you well, and friends who are established in business. 8. When you write or sign your name on the application, use your formal name, not a nickname. Your first name, middle initial, and last name are usually preferred. 9. Be as neat as possible. Employers expect that your application will be an example of your best work. Your options You now have the knowledge and strategy to develop a winning resume, portfolio, and cover letter. In addition, you must be aware of the impact of your digital presence online. Most prospective employers will google your name to see what comes up. They will also check common social networking sites. Make sure you google yourself first to determine if your public online image reflects the kind of person you are portraying in your resume. If you are in doubt, ask others who might be in a position to employ you (e.g., family friends, neighbors, teachers, and counselors) to google you and give you feedback related to your online profile and the impression it leaves. Investigate how to remove anything online that might interfere with your image as a responsible employee. Summary This chapter has provided discussion and examples of resumes, cover letters, and application forms, as well as highlighted the benefits of electronic resumes and portfolios. In the digital age, creativity in social networking provides new avenues for presenting your skills and getting interviews. Your challenges is to develop a winning resume. Use the exhibits and ideas in the following written exercises as well as the tips throughout the chapter to assist you in getting your resume into strategic shape. 234 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle PURPOSE OF EXERCISES These exercises will enable you to prepare a resume as well as critique it. Exercise 10.1 had you prepare and complete a resume/portfolio review. Exercise 10.2 will help you organize pertinent information about yourself. In Exercise 10.3, you are asked to draft a resume. Exercise 10.4 reminds you to save copies of your work for a portfolio. Exercises 10.5 and 10.6 provide guidelines for critiquing your own resume and obtaining valuable feedback from others. In Exercise 10.7, you are asked to write a cover letter and get feedback on its merits. Exercise 10.8, WWWebise, is a Web-based exercise that reinforces the learnings in this chapter. Finally, in the last exercise, you will rate your Student Learning Outcomes. EXPAND YOUR CAREER PORTFOLIO Complete Exercises 10.2 through 10.7 to add to the Career Portfolio that you started with the chapter summaries found at the end of this book. Keep your responses to Exercises 10.2 through 10.7 with your other entries so that you can retrieve and add to your portfolio as you complete the remaining chapters. EXERCISE E 10.2 Create a Card File Create a card file (or an electronic file) describing your work experiences, using Exhibit 10.2 as a guide. This enables you to write your job tasks in functional terms. EXERCISE E 10.3 Write Your Resume Choose the format desired and write your own resume, referring to Exercises 10.1 and 10.2 for data. Refer to the suggestions in the chapter and the exhibits that follow these exercises. EXERCISE E 10.4 Save Sample Work for a Portfolio Start now to keep a folder of the best work you have done in work-related classes and jobs, internships, and volunteer positions. EXERCISE E 10.5 Critique Your Resume Use the resume checklist and critique form (Exhibit 10.9) to evaluate your resume. 235 Chapter 10 Crafting a Winning Resume and Portfolio: Market Your Unique Brand EXERCISE E 10.6 Ask Others to Critique Your Resume Ask other people (e.g., career counselors, those who have been receptive to you during informational interviews, teachers, friends) to give you feedback about your resume. Use the checklist of Dos and Don'ts in Exhibit 10.10 to help others give you feedback. EXERCISE E 10.7 Write a Cover Letter Referring to Exhibits 10.11 through 10.21, write a cover letter to accompany your resume. Ask others to critique it, as you did in Exercise 10.6 with your resume. EXERCISE E 10.8 WWWebise Go to Click on any of the topics and select a free cover letter to read. Report on how the letter might give you a creative idea about getting a job. (Note: Please be aware that websites can change without notice. If a link does not work, find a similar site to complete the activity.) REINFORCING YOUR LEARNING OUTCOMES Review and Rate Your Chapter Outcomes. Indicate in the right-hand column how well you have done the following items (from 1 very well, to 5 not at all). If you rated yourself 4 or 5, review the material on the pages in parentheses to ensure your career success. How Well Can You Do the Following? ■ Differentiate between types of resumes. (pp. 215-229) 1 2 3 4 5 ■ Recognize the value of a personal portfolio. (pp. 218-220) 1 2 3 4 5 ■ Utilize digital alternatives and web resumes. (pp. 217-220) 1 2 3 4 5 ■ Write a cover letter. (pp. 229-230) 1 2 3 4 5 ■ Prepare a strategic resume. (pp. 215-247) 1 2 3 4 5 Go to the Career Fitness Portfolio at the end of the book and complete this chapter summary build and record your personal Career Fitness Portfolio. ADDITIONAL OPPORTUNITY: Your instructor may choose to assign the Career Fitness Portfolio for class or online completion. If so, they will provide the handout or link for you to access. 236 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle EXHIBIT 10.8 Resume Checklist and Critique Form Strong Average Weak 1. Resume format. Does it say "READ ME"? 2. Appearance. Is it clear? Did you use a clean, engaging layout? Type clearly? Use a correct format? 3. Length. Are the key points concise? 4. Significance. Did you select your most relevant experiences? 5. Communication. Do your words give the "visual" impression you want? Is the job objective clearly stated? 6. Conciseness. Does your information focus on the experiences that qualify you for the position? 7. Completeness. Did you include all important information? Have you made a connection to the job desired and your experience? 8. Accuracy. Does the resume represent you well enough to get you an interview? 9. Skills. Does your resume reflect the skills necessary for the job? EXHIBIT 10.9 Resume DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.10 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.11 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.12 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.13 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.14 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.15 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.16 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.17 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.18 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.19 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.20 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.21 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.22 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.23 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.24 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.25 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.26 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.27 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.28 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.29 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.30 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.31 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.32 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.33 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.34 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data on your age, race, marital status, religion, or other private matters. Suggest abilities or objectives beyond your reach or qualifications. Make sure your resume is appropriate for a reader looking for a previous job. Provide names of references in the resume. Plans for Improvement EXHIBIT 10.35 Job DOS and DON'T DO'S ■ ■ ■ ■ ■ Focus your job objective to illustrate specific skills and responsibilities. Interest your reader with significant employment, education, accomplishment and skills. Present yourself positively, honestly, and assertively. Keep the resume to no more than two pages. Use a clean and easily readable font. Make sure your resume is legible and suitable for a final printing. DON'T DO'S ■ ■ ■ ■ ■ Be too wordy or use buzzwords and unnecessary verbiage. Provide personal data

point average. You have a record of extracurricular activities, ideally with leadership roles. You worked your way through college and/or have volunteer and internship experience. You have a minor or a few classes that taught you marketable skills (e.g., accounting, social media marketing). 5. You've made contacts who can serve as positive references. 6. You have defined goals, you exude enthusiasm and confidence, and you can verbalize these characteristics in an interview. 7. You indicate that you are a fast learner (back this statement up with an example) and are willing and able to train for whatever the job requires. 1. 2, 3, 4, 261 262 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle For example, Walt Disney World Company employs thousands of new college graduates each year; more than a third are liberal arts graduates. College graduates are expected to demonstrate intellectual ability (written and quantitative) and skills in planning, organizing, decision making, interpersonal relations, leadership, and oral communication. The less your major is related to the job desired, the more effectively you must be able to discuss your transferable skills as related to the job. If You Are Offered the Job If you are offered the job—Congratulations! Your career fitness program has paid off. Before deciding to accept a job offer, determine how well the position meets your needs. Consider the following questions before making a decision: ■ ■ ■ How does this job fit into your long-range career goals? If it doesn't fit well, are there factors that may influence your decision to accept the position anyway? Have you considered the scope of the job, the reputation of the company, the possibility for growth and advancement, the geographic location, the salary and benefits package? ■ ■ ■ Success Strategies Summary: Reviewing the Interview: The Interview ■ ■ ■ Make notes on each interview on 3x5 cards or enter into your computer database. ■ ■ ■ Make an interview log for contacts; ■ ■ ■ Research the company (use the company website, Facebook site, Dun and Bradstreet, Moody's, Standard & Poor's, Fortune 500, annual report, online articles). ■ ■ ■ Prepare five or ten questions. Know whom to ask them. ■ ■ ■ Keep a computer log or journal. ■ ■ ■ Relax and enjoy the process. ■ ■ ■ Be on time and turn off your cell phone before the interview begins! ■ ■ ■ Ask questions about the position, held, and company. ■ ■ ■ Be positive. ■ ■ ■ Ask "When will you make a decision?" After the interview. ■ ■ ■ Debrief yourself: Make notes (name, address, phone, impressions); If a panel of interviewers, write down names and positions of all panel members). Update online journal. ■ ■ ■ Thank the employer or panel chairperson by a handwritten letter. ■ ■ ■ Plan a follow-up strategy. If you don't hear from the interviewer, call and ask if a decision has been made. If you were not hired, ask for feedback and express gratitude for her or his honesty (which will enable you to improve). ■ ■ ■ Don't be defeated—keep interviewing! The Introduction ■ ■ ■ Maintain good posture, shake hands, breathe. ■ ■ ■ Use direct eye contact and smile. ■ ■ ■ The first few minutes are key: Establish rapport and demonstrate enthusiasm. ■ ■ ■ Alternatives ■ ■ ■ Continue learning and searching. Emphasize what you can do for the company, your major strengths, your accomplishments. ■ ■ ■ Consider volunteer work to gain more experience. ■ ■ ■ Join or create a job support group. Be positive. Convert negatives to pluses. ■ ■ ■ Keep your career interests current and updated. Chapter 11 Interviewing Strategically: Become Your Own Coach 263 NEGOTIATING FOR SALARY AND BENEFITS Although you may be excited and eager to accept a job offer, you must realize that your prospective employer is trying to hire the most talented individual at the lowest possible salary. If you are offered a position, your aim should be to start at the highest possible salary. To achieve your goal, first determine what the salary range is for comparable positions. Numerous sites on the Internet can assist you in this research. Check out the WWWebwise exercises at the end of each chapter for specific sites. It is always wisest to wait for the employer to bring up the topic of compensation, which includes salary and benefits. In some instances, the salary is fixed, as with government jobs, but in most cases there is a range. You will usually be offered a salary at the bottom of the range, and it is up to you to move it up. The most effective way to do that is to hold off accepting the first offer by saying, "I'll think about it." "Is that the very best you can offer me?" Don't worry about offend your employer. This is an expected negotiation and will only confirm in your employer's mind that you know your value in the job market. Even if the initial salary cannot be raised, you can ask for an earlier performance review date, which normally has a raise attached for good performers. In addition to or instead of a higher salary, you may be able to negotiate a fringe benefit package that is uniquely tailored to your needs and preferences. Such fringe benefits as flexible working hours or reimbursement for continued education may be equal to or far more valuable than a pay increase! Remember that the best time to negotiate is before you accept the job offer. Summon up your ▲ Act positive and offer a strong handshake at the end of courage and assertiveness, and ask for what you want and each meeting deserve. YOUR FIRST MONTH ON THE JOB Your first day on the job is filled with excitement, hope, uncertainty, and anxiety. All of what you have learned in this process will stand you in good stead as you make your first impression on your work team. Remember that every job is part of your career. Take it seriously, no matter what your tasks. The work ethic that you demonstrate from day one is part of your first impression. It is critical and will set you apart from the average worker. Show up on time, well groomed and appropriately dressed. Be prepared to meet people with a firm handshake and a smile. Recognize that generational differences are a part of most work groups, and demonstrate by your enthusiasm and eye contact that you can relate to everyone on the team. Repeat each name as you are introduced, and be prepared to take notes as new information comes flooding in. Listen carefully and do not hesitate to ask questions. You are not expected to know it all. Your openness and desire to get it right will reflect on the positive self-esteem and success attitudes you have been developing. You will have many opportunities to demonstrate your emotional intelligence as you begin to forge relationships with your colleagues and supervisors. This part of the job is just as significant as performing your job duties well, and keep alert for opportunities to build relationships by going to lunch with colleagues and joining activities sponsored by the company. These informal discussions will also help to collect information and political underworld that exists in every workplace. It will help you to know the spoken and unspoken norms that in fact determine success in the company. This information is never written down in a company manual, but it is crucial to your survival and job living in your new work setting. Norms exist around every aspect of corporate life from dress, to when you arrive and leave, to how and when tasks get assigned, to how raises and promotions are determined. Ideally, you will have identified some of the corporate culture before you accepted the job so that your values will be consistent with what you experience on the job. 264 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle When you have completed 95% of your job search, you will have opportunities to express who you are and what your preferences and competencies are and in some ways tailor the job to fit your uniqueness. You will volunteer for tasks, projects, assignments, and committees that reflect your interests and personality. This will give you visibility and demonstrate your natural talents. In team settings, be an active participant and contribute what you are qualified to contribute. If You Do Not Get the Job Should you find that, despite your best efforts, you did not get the desired job, remember that all your dedicated preparation will pay off in time. If you are turned down for the position, consider calling for information to improve subsequent interviews. "I realize this is a hit unusual and I am aware you've chosen someone else for the job, but could you send a few moments giving me some feedback as I continue my job search? You could end up with some valuable information and possible leads; it's worth a try!" The next interview will be easier; you will benefit from your experience. The key is to keep a positive attitude and not to give up. Keep your goals in mind, and remember that persistent people achieve their objectives by focusing on the target and believing in the future. Unfortunately, continuing unemployment can undermine a person's confidence. You will be better prepared to handle temporary setbacks and rejection if you remember that your situation is far from unique; everyone with a job was once a job searcher. As you persist in your job search, remind yourself that you will find a job and build a career. How well you cope with stress and rejection will depend on your attitude and actions. Put any anger or frustration you feel to positive use. Concentrate on your strength; review them each day. A healthy diet, physical exercise, adequate rest, social interaction with supportive friends and family and meaningful volunteer work are time-tested prescriptions for overcoming undue worry and anxiety. One of the best antidotes for feeling depressed is doing something to help someone else. You have time, talents, and skills that will mean a great deal to others. And remember, each time you volunteer with supportive friends and family and meaningful volunteer work are time-tested prescriptions for overcoming undue worry and anxiety. Exercise your options You have the judge! Search for job interviews on YouTube and other video sites. Review several. Using Exhibit 11.2, Interview Critique Form (p. 258) and the contents of this chapter, develop your own awareness of the factors you observe that lead to a positive hiring decision. Who would you hire and why? Apply this insight to practice and improve your own interview savvy. Create your own online video. Chapter 11 Interviewing Strategically: Become Your Own Coach 265 Summary Although a job interview can be stressful, strategic preparation will enable you to relax, respond to questions more naturally, and make a good impression. When you accept a job, be prepared to begin work with a great attitude, determined to do your best and to exceed expectations. PURPOSE OF EXERCISES The written exercises that follow serve to prepare you for a job interview. Exercise 11.1 asked you to maximize your chance of successful interviewing by doing practice interviews and being prepared to answer an employer's typical questions. In Exercise 11.2, you are encouraged EXERCISES to create and post an interview on your favorite social networking site. Exercise 11.3, WWWebwise is an online research site to try out. And finally, you will rate your Student Learning Outcomes to reinforce what you learned in this chapter. E 1.2 Create an Online Video for Your Career Portfolio After reviewing and practicing your interview skills in Exercises 11.1, prepare an interview to post on your favorite social networking sites. Ask a classmate, friend, colleague, mentor, parent, or relative to act as the interviewer. Give him or her the sample questions to use and create a sample interview that you are proud of and that you can then post and use as a reference for potential employers. (You may also use a website such as the one mentioned in Exercise 11.1, interviewstream.com, to create your sample.) Add this sample interview to the Career Portfolio that you started with the chapter summaries. Keep Exercise 11.3 with your other entries so that you can then retrieve and add to your portfolio as needed. If a link does not work, find a similar site to complete the EXERCISES. E 1.3 WWWebwise Go to Click on Network, Job Search, Strategy & Negotiate. What can you practice to improve your chances of making a favorable impression? What did you read that made the biggest impression on you? (Note: Please be aware that websites can change without notice. If a link does not work, find a similar site to complete the EXERCISES.) 266 PART 3 Execute Your Game Plan: Job Search Strategy and Team Huddle REINFORCING YOUR LEARNING OUTCOMES Review and Rate Your Chapter Outcomes. Indicate in the right-hand column how well you did for each item (from 1 very well, to 5 not at all). If you rated yourself 4 or 5, review the material on the pages in parentheses to ensure your career success. How Well Can You Do the Following? ■ ■ ■ Describe the art of interviewing. (pp. 249–253) 1.2 3 4 5 ■ ■ ■ Recognize essential steps preparing for an interview. (pp. 253–260) 1.2 3 4 5 ■ ■ ■ Use guidelines and techniques for effective interviewing. (pp. 260–265) 1.2 3 4 5 Go to the Career Fitness Portfolio at the end of the book and complete this chapter summary to build and record your personal Career Fitness Portfolio. Your instructor may choose to assign the Career Fitness Portfolio for in-class completion. 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