# CAREER AND LIFE PLANNING

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College of the Canyons

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# Career and Life Planning (Martinez and Shaker)

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# Licensing

*A detailed breakdown of this resource's licensing can be found in **Back Matter/Detailed Licensing**.*

# CHAPTER OVERVIEW

## 1: Getting Started- Creating Your Career and Life Planning Vision

**Learning Objectives**

- Apply the career exploration and planning process.
- Describe the stages of career development and identify the stage you are currently in.
- Identify and apply important factors related to mindset such as a positive mental outlook, self-confidence and the power of positive thinking.
- Differentiate between a job and a career.
- Brainstorm ideas for your personal and career vision.


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# 1.1: Overview of Career and Life Planning

"The Department of Labor defines 840 occupations in its Standard Occupation Classification system[1]—and new occupations are being created at an ever-faster rate. Just ten years ago, would anyone have imagined the job of a social media marketing specialist? How about the concept of a competitive chef? As new careers develop and old careers morph into almost unrecognizable versions of their original, it's OK if you aren't able to pinpoint exactly what occupation or career will be your lifetime passion. However, it is important to define as best you can what field you will want to develop your career in, because that will help dictate your major and your course selections."

The process of career exploration can be a lot of fun, as it allows you to discover a world of possibilities. Even those students who have a pretty clear idea of what they want to do should go through this process because they will discover new options as backups and occasionally a new direction even more attractive than their original choice. The career exploration process involves four phases addressing four important questions:

- **Phase 1: Who Am I?**
- **Phase 2: What's Out There?**
- **Phase 3: What Factors Might Affect My Choice?**
- **Phase 4: Where Do I Go From Here?**

## Phase 1: Who Am I?

This phase involves getting to know who you are. Understanding who you really are—is the first step of career exploration. You will have the opportunity to engage in many different career assessments in Unit 2 to allow you to learn more about your values, character strengths, personality preferences, interests, skills, and abilities. Each assessment will help you gain a better understanding of who you are and where you may fit best in the world of work.

## Phase 2: What's Out There?

Unit 3 addresses phase 2 which involves doing career research. Once you have taken time to research yourself and gain a stronger understanding of who you are, you can begin to explore what types of careers might be best suited to you. This phase involves online research, talking to professionals in the field and gaining hands on exposure through volunteer work, internship experience, and networking. This phase also includes researching industry expectations and understanding minimum qualifications for employment. The more information you gather and the more you learn about the world of work will help you make well-informed decisions about your future career.

## Phase 3: What Factors Might Affect My Choice?

In phase 3, you will take time to explore factors that may affect your choice and start making some decisions. It is important to use your creative thinking skills to come up with alternative "right" answers to factors that may present an obstacle to pursuing the right career.

- Timing. How much time must I invest before I actually start making money in this career? Will I need to spend additional time in school? Is there a certification process that requires a specific amount of experience? If so, can I afford to wait?
- Finances. Will this career provide me with the kind of income I need in the short term and the security I'll want in the longer term? What investment will I need to make to be successful in this field (education, tools, franchise fees, etc.)?
- Location. Does this career require me to relocate? Is the ideal location for this career somewhere I would like to live? Is it somewhere my family would like to live.
- Family/personal. How will this career affect my personal and family life? Do friends and family members who know me well feel strongly (for or against) about this career choice? How important is their input?

Taking time to research, these factors will help you with the decision making process and allow you to plan and prepare for your future. The decision making process will be discussed in detail in unit 4 along with internal and external factors that influence decision-making.

## Phase 4: Where Do I Go From Here?

It may seem odd to be thinking about life after school if you are just getting started. But you will soon be making decisions about your future, and regardless of the direction you may choose, there is a lot you can do while still in college. You will need to focus

your studies by choosing a major. You should find opportunities to explore the careers that interest you. You can ensure that you are building the right kind of experience on which to base a successful career. These steps will make your dreams come to life and make them achievable. In Unit 4, the educational planning process will be introduced. You will take time to learn about the career certificate programs, associate degree, and transfer programs at COC and gain a good understanding of what program you'd like to pursue while developing your comprehensive student educational plan.

Keep in mind that deciding on and pursuing a career is an ongoing process. The more you learn about yourself and the career options that best suit you, the more you will need to fine-tune your career plan. Do not be afraid to consider new ideas. Keep an open mind, apply careful consideration as you narrow down your choices, and solidify your career plan. Career planning is exciting: learning about yourself and about career opportunities, and considering the factors that can affect your decision, should be a core part of your thoughts while in college.

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# 1.2: Career Development

See if you can remember a time in your childhood when you noticed somebody doing professional work. Maybe a nurse or doctor, dressed in a lab coat, was listening to your heartbeat. Maybe a worker at a construction site, decked in a hard hat, was operating noisy machinery. Maybe a cashier at the checkout line in a grocery store was busily scanning bar codes. Each day in your young life you could have seen a hundred people doing various jobs. Surely some of the experiences drew your interest and appealed to your imagination.

If you can recall any such times, those are moments from the beginning stage of your career development.

What exactly is career development? It's a lifelong process in which we become aware of, interested in, knowledgeable about, and skilled in a career. It's a key part of human development as our identity forms and our life unfolds.

## Stages of Career Development

There are five main stages of career development. Each stage correlates with attitudes, behaviors, and relationships we all tend to have at that point and age. As we progress through each stage and reach the milestones identified, we prepare to move on to the next one.

Table 1.1 - **Career Development Stages**

| Stage | Description |
|---|---|
| Growing | This is a time in early years (4–13 years old) when you begin to have a sense about the future. You begin to realize that your participation in the world is related to being able to do certain tasks and accomplish certain goals. |
| Exploring | This period begins when you are a teenager, and it extends into your mid-twenties. In this stage you find that you have specific interests and aptitudes. You are aware of your inclinations to perform and learn about some subjects more than others. You may try out jobs in your community or at your school. You may begin to explore a specific career. At this stage, you have some detailed "data points" about careers, which will guide you in certain directions. |
| Establishing | This period covers your mid-twenties through mid-forties. By now you are selecting or entering a field you consider suitable, and you are exploring job opportunities that will be stable. You are also looking for upward growth, so you may be thinking about an advanced degree. |
| Maintaining | This stage is typical for people in their mid-forties to mid-sixties. You may be in an upward pattern of learning new skills and staying engaged. But you might also be merely "coasting and cruising" or even feeling stagnant. You may be taking stock of what you've accomplished and where you still want to go. |
| Reinventing | In your mid-sixties, you are likely transitioning into retirement. But retirement in our technologically advanced world can be just the beginning of a new career or pursuit—a time when you can reinvent yourself. There are many new interests to pursue, including teaching others what you've learned, volunteering, starting online businesses, consulting, etc. |

Keep in mind that your career development path is personal to you, and you may not fit neatly into the categories described above. Perhaps your socioeconomic background changes how you fit into the schema. Perhaps your physical and mental abilities affect how you define the idea of a "career." And for everyone, too, there are factors of chance that can't be predicted or anticipated. You are unique, and your career path can only be developed by you.

Review the 5 Stages of Career Development listed in the table above and answer the questions below.

1. Which stage of career development do you feel you are in currently?
2. Provide the 2 descriptions you identify with the most from your career development stage.
3. What challenges are you facing now in your career development?
4. Where are you headed next in your career development path?

## Setting Yourself Up for Career Success

There are many factors that contribute to career success, such as: hard work, motivation, attitude, grit, resilience and talent. All these factors are related to mindset. Your thoughts and ideas in your mind influence your belief about yourself and your abilities. This influence directly impacts your attitudes, behaviors and ultimately your performance. Your mind is a powerful tool and you can use it to your advantage or disadvantage. You are in control!

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## 1.3: Setting a Growth Mindset

Your mindset can help support a healthy career journey or it can be used to sabotage your efforts for success. Dr. Carol Dweck, a world-renowned Stanford University psychologist, conducted a research study with junior high students and presented them with puzzles to solve, ranging from easy to hard. She observed different attitudes in the students. Some gave up more easily and did not believe in themselves. Others continued to work hard despite mistakes and did not give up. She discovered that some people view their intelligence and abilities as something that is fixed where others viewed intelligence and abilities as something that can be developed. In Dr. Carol Dweck's book, Mindset: The New Psychology of Success, she states:

not smart or talented. In the other world, failure is about not growing. Not reaching for things you value. It means you are not fulfilling your potential . . . In one world, effort is a bad thing. It's, like failure, means you are not smart or talented. If you were, you would not need effort. In the other world, effort is what makes you smart or talented." (Dweck 15-16)

The illustration on the following page demonstrates the two mindsets. The *fixed* mindset views intelligence as static. The *growth* minset views intelligence as something that can be developed. Review the illustration and ask yourself: *"Which mindset do I generally practice in my everday life?"*

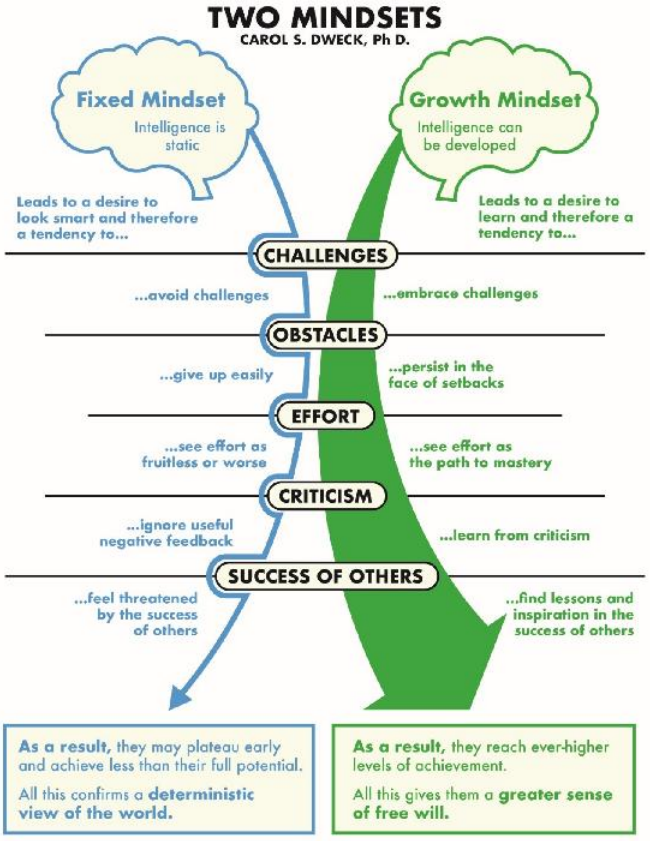
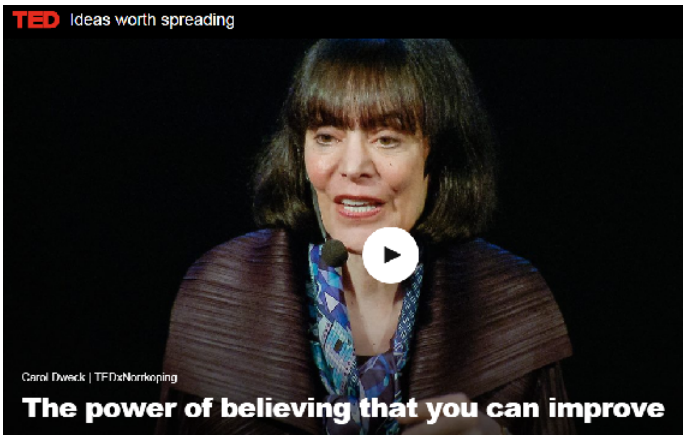



Figure 1.1 – Two Mindsets. (Image by Ian Joslin is licensed under CC BY 4.0)

### The Power Of "Yet" By Carol Dweck3

Carol Dweck is a professor at Stanford and the author of Mindset, a classic work on motivation and "growth mindset." Her work is influential among educators and increasingly among business leaders as well. She researches "growth mindset" — the idea that we can grow our brain's capacity to learn and to solve problems. In this talk, she describes two ways to think about a problem that's slightly too hard for you to solve. Are you not smart enough to solve it … or have you just not solved it yet?




The Power of Believing That You Can Improve." (link: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve).

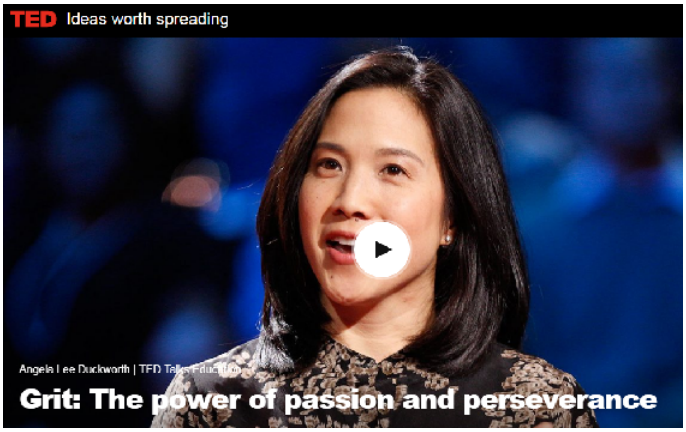
Your mindset can play an important role in your career and life planning process. As you prepare to answer the question, "Who Am I?" in Unit 2, we ask you to keep a *growth mindset* and practice the power of "yet" by Dr. Carol Dweck.

## Grit[4]

, Grit is: firmness of mind or spirit; unyielding courage in the face of hardship or danger.

### Passion and Perseverance or "Grit" by Angela Duckworth

Leaving a high-flying job in consulting, Angela Lee Duckworth took a job teaching math to seventh graders in a New York public school. She quickly realized that IQ wasn't the only thing separating the successful students from those who struggled. Here, she explains her theory of "grit" as a predictor of success.




Grit: The Power of Passion and Perseverance." (link: https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance).

After watching the videos, reflect on how you can apply a "*growth mindset*" and "*grit*" to your career and life-planning journey!

## Affirmations

Positive self-talk improves self-image and allows for empowerment toward deliberate change. Affirmations are positive statements that describe a desired outcome and are often repeated until you start to believe them. Affirmations are directly related to mindset. As discussed earlier, your thoughts and ideas in your mind influence your belief about yourself and your abilities. This influence directly impacts your attitudes, behaviors and ultimately your performance. Be good to yourself and use affirmations to help build your confidence and belief in yourself.

Affirmations can be used to help raise self-confidence, control negative feelings and acquire new desired behaviors. They are particularly useful to help overcome negative thinking and self-sabotaging behaviors. Affirmations are intended to create new

possibilities.

For example, let's say I struggle with organization and often miss deadlines and this negatively impacts my performance at school and work.

My new desired behavior is to be organized and keep up with deadlines. To develop an affirmation for this desired new behavior there are a few things to keep in mind. When creating effective affirmations, it is necessary to:

- Phrase the affirmation in the present tense. For example:

I am organized and manage my time well.

vs.

I will be organized and manage my time well.

- Phrase the affirmation in the positive rather than the negative

I am productive and motivated.

vs.

I am not lazy and unmotivated.

Make sure the affirmation is believable and meaningful.

- Share your affirmations with others.
- Visualize success.
- Recite your affirmations daily.
- Repeat your affirmations when you start to engage in negative thought or behavior.

Here are some examples of positive affirmations:

- I practice a growth mindset.
- I am successful.
- I embrace challenges and view them as learning opportunities.
- I am strong and in control of my thoughts and behaviors.
- I am a valuable team player with a strong work ethic.
- I value hard work and put forth 100 % effort in all I do.
- I use my time wisely and complete assignments on time.
- I am mindful of how I spend my time and with whom.
- I practice a healthy lifestyle by eating well, exercising and forgiving myself when I make mistakes.

Using positive self-talk and repeating positive messages to yourself will help reinforce a positive self-image and will contribute to your career success! Take a moment and practice this.
Develop six affirmations related to being successful in your career and life planning. Be sure to state your affirmations in the present and use positive phrases. Make your affirmations personal and meaningful to you.

1.
2.
3.
4.
5.

Read your affirmations daily and modify them as needed. Practice them especially when you feel overwhelmed or discouraged. When you repeat your affirmations over and over, you will start to **believe** them and this will change your expectations, attitudes, behaviors and ultimately your performance.

## Building Self-Confidence

Self-confidence plays an important role in many aspects of our lives. It is a key factor that contributes to success in school, work, home and in personal relationships with family and friends.

Many factors influence self-confidence. Some factors include environment, childhood upbringing, culture and experiences and interactions with others. These factors can help build confidence and strengthen our belief in ourselves and our abilities. Or they

can minimize confidence and cause us to question ourselves and our abilities.

Eleanor Roosevelt once said, “No one can make you feel inferior without your consent.” This is a powerful statement because it emphasizes the control you have within yourself. Building self-confidence takes time and patience and is definitely worth the effort.

One way to help build self-confidence is to focus on a past success. Look at an achievement you are proud of. For example, earning an “A” on your English 101 research paper. Earning that “A” grade involved:

- 
- 
- Research Skills -using resources to collect the information needed to write the paper
- 

Another important factor that can help build your self-confidence is to think about your strengths. Your strengths are generally things that come naturally to you and you do well. For example, some strengths may include:

- Communicating well with others
- Staying calm during a crisis
- Problem solving
- Seeing the silver lining in the midst of chaos

Recognize and reward yourself for the achievements you have accomplished thus far. Give yourself credit for overcoming setbacks and using those situations as opportunities to learn and grow. When things get difficult, it is common to question your abilities. It is times like these when it is necessary to look back at your accomplishments and recognize that you have been successful before and can do it again. Learn from past challenges and how you have conquered them. Focus on the skills you have and the strengths you have developed through previous challenges. Learn from your past successes to help build your future successes.

As you build your self-confidence you will start to feel more in control of your future.

## College of the Canyons Student Resources

As you prepare for career success it is also important to take time to acquaint yourself with the services on campus to help you be a successful student. There are many resources on campus to help you pursue your academic and career goals at College of the Canyons. Familiarize yourself with the student support services and identify those you can benefit from. Click here for a comprehensive list of College of the Canyons Campus Resources & Support Services. Don’t be afraid to ask for help. COC offers many services to help support you on your journey. All you need to do is know what is available to you and how you can benefit from each service.

So far, we have addressed several important factors to get you started on your career journey. Practicing a growth mindset, affirmations and building self-confidence will help guide you through the process of creating your career and life planning vision. Before we begin your journey, let’s take a minute and differentiate between a job and a career.

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# 1.4: Job vs. Career

Before we dive into the career exploration process, it is important to differentiate between a job and a career. These two terms are often used interchangeably however, they have different meanings.

A **job** is something you would like to have, especially if you want to pay your bills. A job lets you enjoy a minimal level of financial security. A job requires you to show up and do what is required of you; in exchange, you get paid. A job can lead to a career.

A **career** involves an occupation or profession requiring special skills or training; a progression of jobs followed as one's life pursuit. A career involves holding jobs, but it is more a means of achieving personal fulfillment. In a career, your jobs follow a sequence that leads to increasing mastery, professional development, and personal and financial satisfaction. A career requires planning, knowledge, and skills. If it is to be a fulfilling career, it requires that you utilize your full set of analytical, critical, and creative thinking skills to make informed decisions that will affect your life in both the short-term and the long-term.

A career allows you to express your self-concept. Self-Concept is how you see yourself, your own self-awareness of who you are. Donald Super, a psychologist who made great contributions to the field of career counseling, influenced the idea that developing a sense of self and realizing that you change over time is important when planning your career. Self-concept changes over time and develops as a result of experiences. Super's five stages of developmental Self Concept will be discussed in class in greater detail. Refer to the class handout titled "Donald Super's Theory of Developmental Self-concept."

Understanding Super's theory helps provide a framework for your career planning journey. Identify where you are in terms of Super's five life and career development stages and keep this in mind as we continue with self-exploration in unit 2 and answer the question "Who Am I?"

Activity 1.3 – My Job Experience

Think of your current and past work experience, and all the jobs you have held thus far. Consider both paid and unpaid experiences including part-time jobs, volunteer work, and internship experience. Include any leadership roles you may have held as a club officer or part of a sports team.
In your job(s), describe your role(s). What tasks and responsibilities were you accountable for? What skills did you practice in this job? What did you enjoy about this job? What did you not enjoy about this job?
In some cases, a job can help guide you towards your career. Understanding what you like and don't like is a very important part of career and life planning. You may come to find you love one aspect of your job such as helping people and may wish to incorporate that into your future career. Or you may come to learn you did not particularly like trying to persuade clients to purchase a particular item and may learn sales is not your passion. Your past work experience can help you learn a lot about yourself and your future career desires.
Your response to these questions sets the stage for PHASE 1 of the Career Exploration Process and unraveling the question "WHO AM I?" Get ready to engage in self-exploration in the next unit!

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# 1.5: Your Personal and Career Vision

Where do you see yourself in the next 5, 10, 15, 20 plus years? What career path do you want to pursue? Each person in this class has their own thoughts and ideas about their future. Some may be very clear while others may be very fuzzy and some may be somewhere in between. Regardless of the level of clarity you have at this time, take a moment to visualize where you see yourself in the next 5 to 20 years. What will your ideal career look like? Start thinking about:

- What kind of work will be meaningful to you and allow you to feel a sense of accomplishment at the end of the day?
- What level of responsibility do you plan to hold?
- What type of work environment will energize you and give you a sense purpose?

As you begin Unit 2 with Self-Exploration, begin painting the picture of your career vision in your mind. Before the end of the semester, your mental image will be drafted into a career vision statement.

Career Vision statements are very powerful and meaningful when paired with career exploration. Creating a vision statement may take several attempts and rewrites until you identify with your career vision statement. Below are a couple of examples of career vision statements to help you brainstorm. You will have the opportunity to draft your personal career vision statement throughout the course of this class.

## Career Vision Statement Sample #1:

I will become a well-known and respected leader in the food industry revitalizing the ways food is produced and marketed, making healthier products to help people live better lives.

## Career Vision Statement Sample #2:

I will provide the best technical support and customer service to our clients, helping improve their business and lives, striving to solve problems with a positive attitude that spreads to my co-workers.

For more information on creating your career vision visit:
https://www.livecareer.com/quintessential/vision-statement-samples

Activity 1.4 – Creating My Career & Life Planning Vision Statement

As you begin PHASE 1 of the career exploration process and answer the question “Who Am I?” start thinking about your personal and career vision. Where do you see yourself in the next few years? What accomplishments do you wish to achieve in your personal and professional life?
Where do you see yourself in the next 5 years….
Where do you see yourself in the next 10 years….
Where do you see yourself in the next 15 years….
Where do you see yourself in the next 20 years….
What will your ideal career look like?
What kind of work is meaningful to you?
What level of responsibility do you desire?
What type of work environment will energize you and give you a sense of purpose?
Reflect on your responses to the questions above and develop your career vision statement here_____
_____
_____
Each phase of the career exploration process will help you refine your career vision statement and solidify it by the end of this course. Enjoy the process!

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# 1.6: Unit Summary

Now that you have completed Unit 1, we will revisit the unit learning objectives before moving to Unit 2. At this time you have:

- Applied the career exploration and planning process.
- Described the stages of career development and identified the stage you are currently in.
- Identified and applied important factors related to mindset such as a positive mental outlook, self-confidence and the power of positive thinking.
- Differentiated between a job and a career.
- Brainstormed ideas for your personal and career vision.

These concepts provide the underlying foundation for the remainder of the course.

Studies have shown individuals who are in careers that line up with their values, strengths, personality, interests, skills, and abilities tend to be more satisfied in their careers than those that do not. In the next unit, you will complete a series of different career assessments to help you gain a better understanding of yourself and the world of work. The more you learn about yourself and the more career information you gather, the more equipped you are to make well-informed decisions to help you solidify your career and life planning vision. The next unit will address the first phase of the career and life planning process: Phase I – "Who Am I?" Are you ready?

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# A Journey Begins…

"If you don't know where you are going, you might wind up someplace else." This popular saying attributed to Yogi Berra, an American professional baseball catcher, suggests that we should have a pretty clear picture of where we are headed. And college, for most of us, is an important step toward a fulfilling and exciting career. But the fact is that the employment market and job-seeking techniques have changed significantly over the past ten years and will continue to change; it is not as easy as it once was to map out a clear career path. However, a clear direction can still provide enough flexibility to respond to the changing needs of today's job market. In fact, building flexibility into your career plans is a requirement for achieving a successful career.

Consider the ways in which the job market has changed—and what it may mean to your planning:

- You will likely be employed by many organizations in your lifetime. The idea of working for a single employer is no longer the rule but rather the exception. In fact, the U.S. Department of Labor found that on average, people hold close to eleven jobs between the ages of eighteen and forty-two. This trend means today's graduates need to be very flexible in their career plans and that they should make an effort to identify and develop transferable skills in order to navigate the changing employment market.
- Five years from now, you may be working in a job that does not even exist in the present. As new technology accelerates and national and global priorities (such as going green or national security) take on a new sense of urgency, new needs are identified and new jobs will be created to fill those needs. Think about this: five years ago, a search engine optimization (SEO) specialist was a job in only a handful of Web-centric companies. With the meteoric growth of Google, SEO is now a common role in just many marketing departments—and a job in relatively high demand. In the same way, the aging population has created new opportunities in elder care, the events of 9/11 has created a whole new category of jobs in homeland security, and new discoveries and approaches in science have created fields like biotechnology and nanotechnology. Today's students and job hunters must become lifetime learners to keep up with new trends.
- The physical location of a job is no longer as important as it once was. Other than jobs that require you to serve customers in a specific location or region or jobs that require specialized equipment (as in manufacturing facilities), companies increasingly have off-site employees who stay connected via the Internet. This means that students and job hunters should be able to demonstrate the ability to work independently and produce results without consistent, direct personal supervision.
- The growth of job posting sites online has created a glut of applicants for most posted positions. You have access to millions of job opportunities via the Web, but so do hundreds or thousands of other job seekers. Each employer must go through hundreds of resumes received for each job posted on the Web. Strategies for standing out in this crowded field become very important.

These factors combine to create a job environment that is different from what most people might expect. The way you prepare for a career needs to be more flexible and more personalized. Technology will play an important role in your career development. Linking your demonstrable skills to the needs of a job will be the key to your success.

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# CHAPTER OVERVIEW

## 2: Engaging in Self-Exploration

**Learning Objectives**

- Use valuable career assessments to help you gain a better understanding of yourself and visualize where you fit best in the world of work.
- Define and clarify your values and how they relate to your career choices.
- Identify your own personality type and how your preferences connect to choice of major and career.
- Distinguish your interests, confirm your skills, and character strengths and link them to potential major and career choices.


2.1: Getting Started With Careers Assessments
2.2: Values
2.3: VIA Character Strengths
2.4: Myers-Briggs Type Indicator (MBTI)
2.5: John Holland's classifications of work environments
2.6: Skills
2.7: Putting It All Together
2.8: Summary


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## 2.1: Getting Started With Careers Assessments

If you do not know yourself, how can you possibly know what you want to do for a career? In this unit, you will be taking several career assessments to better understand yourself and make choices that are more informed when it comes to researching your career options. These assessments will help pinpoint your personality preferences, workplace strengths and direct you toward professions that best compliment your unique personality. You will also identify your values, underlying needs and motivations and make connections to how these play into your future career vision.

The first phase of career and life planning involves answering the question, "Who Am I?" This phase entails taking time to study yourself in depth and understanding things such as:

- What motivates you?
- What do you like doing?
- What do you *not* like doing?
- What work environments energize you and what environments drain you?
- What are your character strengths and what skills do you have or can you acquire that employers will pay you for?

Your answers to these questions will help you find "*Your Meaningful Work*." Certified Dream Coach and Dream Coach Group Leader, Bill Johnson, has created a powerful diagram that illustrates this point. The center of the diagram where all components intersect is where "*Your Meaningful Work*" lies. Keep this in mind as we explore each of these components through the different career assessments.

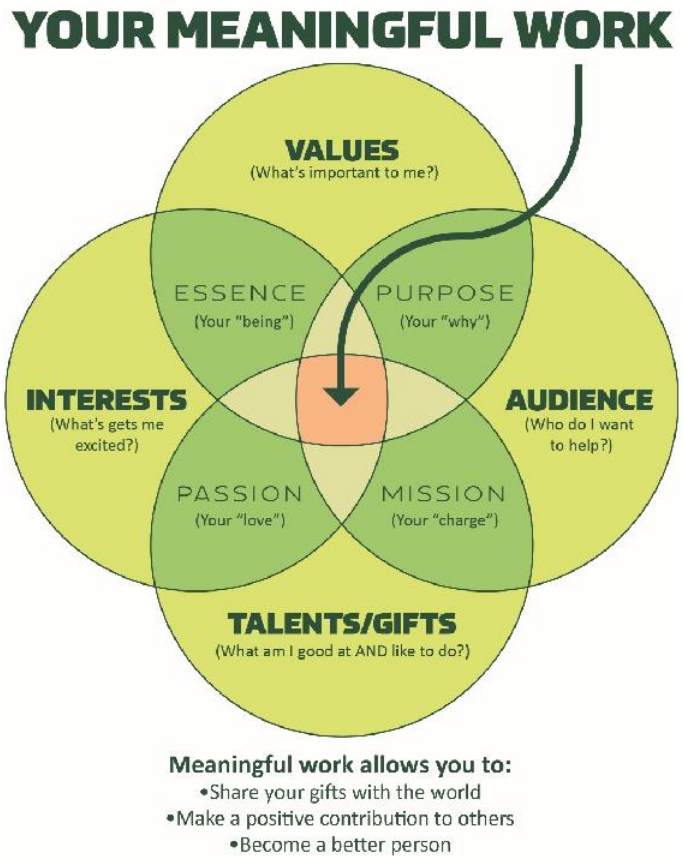


Figure 2.1 – Finding meaningful work (Image by Ian Joslin is licensed under CC BY 4.0).

No assessment can possibly know more about you than you know about yourself. You are your own expert, however, these career assessments will help give you a frame of reference. They will help you make connections to your past experiences and help you apply them to your future career goals. Be sure to keep an open mind throughout this process. Ask questions and explore areas of uncertainty. You only know what you know, and the more time and energy you invest in self-exploration, the more informed you

will be as you make decisions that impact your future career goals. This journey can be fun and exciting and at times a bit overwhelming, however the more you put into it, the more you will gain!

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## 2.2: Values

Values are the characteristics that are most important to you. They make up your core belief system and serve as motivators that guide you in what you do and decisions you make. It is important to consider your values as you select a career. You will enjoy the work you do more if it aligns with your core values. If the work you choose conflicts with your values, you will most likely struggle with the position and this may create tension and discomfort in your life. It is important to consider your personal values along with your work related values.

For example, if you value good health and are assigned to market a product that may cause serious health concerns, you will likely find it difficult to market this item. If you are asked to do this on a continual basis, you will internally struggle with the role you play as this job forces you to go against your core values.

### Let's Take a Look at Work Values

According to the Occupational Information Network (O*NET), the nation's primary source of occupational information, work values are defined as the "global aspects of work that are important to a person's satisfaction." Below is a screenshot of the six work values to take into consideration while researching career options. O*NET allows you to do a Work Values Search by entering your top three Work Values to see which occupations match your choices. https://www.onetonline.org/explore/workvalues/Achievement/

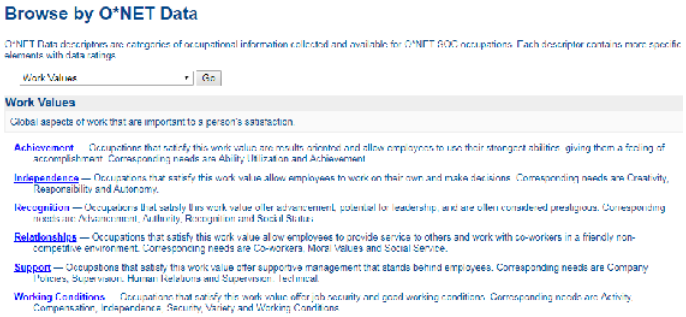


Figure 2.2 – Browse by O*Net Data (Screenshot from https://www.onetonline.org/find/descriptor/browse/Work_Values/)

You will have an opportunity to complete a values assessment activity in class using the values card sort along with other online resources such as:

- Work Values Search through O*NET: this assessment allows you to match your chosen work values with occupations that match. https://www.onetonline.org/explore/workvalues/Achievement/
- Kuder Journey: an online tool, which provides reliable inventories to assess your interests, skills confidence, and work values, and suggests occupations and majors that match your assessment results. Kuder Journey also includes resources like a resume builder and online portfolio, to prepare you for the job search and connect you to today's jobs! Your instructor will distribute login instructions with an activation code. You will have the opportunity to take the three assessments: interests, skills confidence, and work values.
- Work Importance Profiler: this assessment helps you determine what values are important to you and how they line up with different careers. To complete the Work Importance Profiler go to the California Career Zone site at: https://www.cacareerzone.org/wip/. Below is a screenshot.

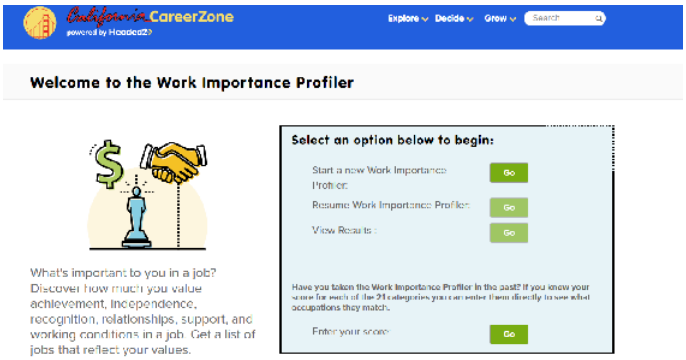


Figure 2.3 –California Career Zone (Screenshot from https://www.cacareerzone.org/wip/).

Your values will play an important role in each phase of the career and life planning process; therefore, it is important to take time to assess what is most important to you. When your values align with the work you do, you will feel more satisfied and invested in your career.

Activity 2.1 – Identify Your Work Values[5]

Complete the following three activities to review the work values that are most important to you.

1. Read about six core work values developed by the U.S. Department of Labor's O*NET program. Click on the ones that best describe you to see careers that highlight that value. Record your findings:
2. The Values Card Sort Activity:

Your instructor may have you participate in this activity in class if you are taking an on ground/face to face class. If you are completing this course online, you may do it yourself by downloading and printing O*NET's work values cards (pdf). Cut your own cards and sort them into three piles, identifying whether each is "essential," "important," or "not important" for your career needs. Make a note of the values that ranked high for you. Record your findings:

3. Take the California CareerZone Work Importance Profiler and get a list of jobs that reflect your values. Record your findings:

After you have identified your top values, explore careers that would allow you to express your values. Do you see a common theme amongst these careers? Explain:

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# 2.3: VIA Character Strengths

We all have strengths and weaknesses and that is what makes us different and unique. Oftentimes it is easier to focus on weaknesses and in doing so strengths get neglected.

During counseling appointments with undeclared students, the counselor will generally start by asking if the student has any career ideas in mind. We oftentimes get responses such as, “Well, definitely nothing related to math and science, those are not my strong areas.” It is important to recognize our weaknesses; however, we do not want to neglect our strengths. The VIA Institute on Character has developed a FREE VIA Survey Character Strengths assessment you will complete. This assessment will rank your character strengths, which you can use to help explore career options, problem solve, improve relationships and enhance your overall well-being.

## The VIA Institute on Character

The mission statement of the Via Institute on Character states:

“The VIA Institute on Character is a non-profit organization, based in Cincinnati, Ohio, dedicated to bringing the science of character strengths to the world through supporting research, creating validating surveys of character, and developing practical tools for individuals and practitioners”.

Take time to explore their website and learn more about the character strengths.

View the YouTube Video “The Science of Character” for an introduction to the VIA Character Strengths.

Figure 2.4 – Watch “The Science of Character” by the VIA Institute (link: https://www.youtube.com/watch?v=BdQRECe37K0&feature=youtu.be).

After viewing the YouTube video clip introducing “The Science of Character,” go onto the VIA Institute on Character website and take the Free Character Strengths Survey online at: https://www.viacharacter.org/survey/account/register.

- What were your top five character strengths generated from your report? Record your results:
  - Do you agree or disagree with these results? Explain why you agree or disagree and give examples from your life experiences at work, school, or home to support each character strength.

Keep your character strengths in mind as you research career options in unit 3. Learn to put your strengths to work for you.

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## 2.4: Myers-Briggs Type Indicator (MBTI)

The Myers-Briggs Type Indicator (MBTI) is a personality assessment that was developed by Katherine Briggs and her daughter Isabel Briggs Myers based on the framework of personality theory by Carl C. Jung. The MBTI is a personality assessment that measures the psychological preferences that influence how people perceive the world and make decisions. This assessment is widely used across the world and has been translated into two dozen plus languages. Many companies use the MBTI with their staff to help employees learn more about themselves and how they can strengthen their department team efforts and increase overall productivity for the company. Many colleges and universities use the MBTI to help with career exploration.

The MBTI will help you gain a better understanding of your preferences and work environments that best fit you. The MBTI does *not* measure abilities, skills, values or interests. It assesses your personality preferences. The MBTI instrument indicates preferences on four pairs of opposites called dichotomies.[6]

Watch the following video to get an introduction of four facets that comprise the 16 possible personality types.

Figure 2.5 – Watch "Discover Your Personality Type | Myers Briggs" (link: https://www.youtube.com/watch?time_continue=7&v=WQoOqQiVzwQ).

Personality Theory: The 4 Facets[7]

- Extroversion-Introversion (EI): how you get your energy and where you prefer to focus your attention
- Sensing-Intuition (SN): how you take in information about the world around you
- Thinking-Feeling (TF): how you like to make decisions
- Judging-Perceiving (JP): how you prefer to organize your life

These four preferences make up your type, which results in 16 rich, complex, highly differentiated whole types. You will have an opportunity in class to self-identify your preferences and this will be your "**Self-estimated" type**. Your instructor will give you more information on taking the MBTI personality assessment.
Once the assessment is completed, your instructor will generate a career report and distribute your results to you. The results of this assessment will be your **"Reported" type.** After learning more about the MBTI and reviewing your self-estimated type and your reported type, you will confirm your **"Best-fit" type.** This will be addressed in more detail in class.

Activity 2.3 – What's Your Type?[8]

Read descriptions for the four facets. Pick which is more like you.

- E (Extraversion) or I (Introversion)?
- S (Sensing) or N? (Intuition)?
- T (Thinking) or F? (Feeling)?
- J (Judging) or P? (Perceiving)?

| | |
|---|---|
| Could be described as:<br>• Talkative, outgoing<br>• Like to be in a fast-paced environment<br>• Tend to work out ideas with other, think aloud<br>• Enjoy being the center of attention<br>Then you prefer<br>(E) Extraversion | Could be described as:<br>• Reserved, private<br>• Prefer a slower pace with time for contemplation<br>• Tend to think things through inside your head<br>• Would rather observe then be the center of attention<br>Then you prefer<br>(I) Introversion |
| Could be described as:<br>• Focus on the reality of how things are<br>• Pay attention to concrete facts and details<br>• Prefer ideas that have practical applications<br>• Like to describe things in a specific, literal way<br>Then you prefer<br>(S) Sensing | Could be described as:<br>• Imagine the possibilities of how things could be<br>• Notice the big picture, see how everything connects<br>• Enjoy ideas and concepts for their own sake<br>• Like to be describe in a way figurative, poetic<br>Then you prefer<br>(N) Intuition |
| Could be described as:<br>• Make decision in an impersonal way, using logical reasoning<br>• Value justice, fairness<br>• Enjoy finding the flaws in an arguments<br>• Could be described as reasonable, level-headed<br>Then you prefer<br>(T) Thinking | Could be described as:<br>• Base you decision on personal values and how our actions affect others<br>• Value harmony, forgiveness<br>• Like to please others and point out the best in people<br>• Could be described as warm empathetic<br>Then you prefer<br>(F) Feeling |
| Could be described as:<br>• Prefer to have matters settled<br>• Think rules and deadlines should be respected<br>• Prefer to have a detailed step-by-step instructions<br>• Make plans, want to know what you're getting into<br>Then you prefer<br>(J) Judging | Could be described as:<br>• Prefer to leave your options open<br>• See rules and deadlines as flexible<br>• Like to improvise and make things up as you go<br>• Are spontaneous, enjoy surprise and new situations<br>Then you prefer<br>(P)Perceiving |

What is your 4-letter personality type? __ __ __ __

The following are brief descriptions of the 16 personality types from Humanmetrics. Click on your personality type or a similar type to see which describes you best.

| | | | |
|---|---|---|---|
| ESTJ | ISTJ | ENTJ | INTJ |
| ESTP | ISTP | ENTP | INTP |
| ESFJ | ISFJ | ENFJ | INFJ |
| ESFP | ISFP | ENFP | INFP |

Each type is unique and presents its own strengths and challenges. No one type is better than the other. Any type can do anything if motivated!

Your instructor will generate your career report based on your responses to the online MBTI assessment. The career report will help you:

- Identify job families or broad occupational categories to help you get started in your career search.
- Choose a specific job or career.
- Select a college major or course of study.
- Identify strengths and potential weaknesses of your type for the career search process.
- Increase your job satisfaction.
- Make a career transition or shift.
- Plan your career development strategy and action steps.

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## 2.5: John Holland's classifications of work environments

### Video Transcript: RIASEC at Work Matching Your Personality to Career[9]

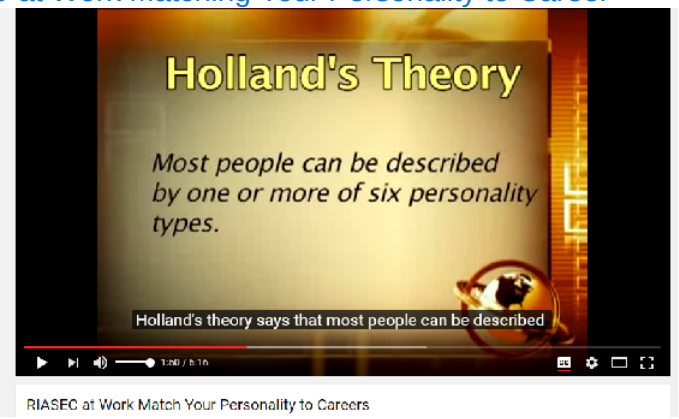



Figure 2.6 – Watch "RIASEC at Work Matching Your Personality to Career" (Link: https://www.youtube.com/watch?v=N3vjopNT4V8).

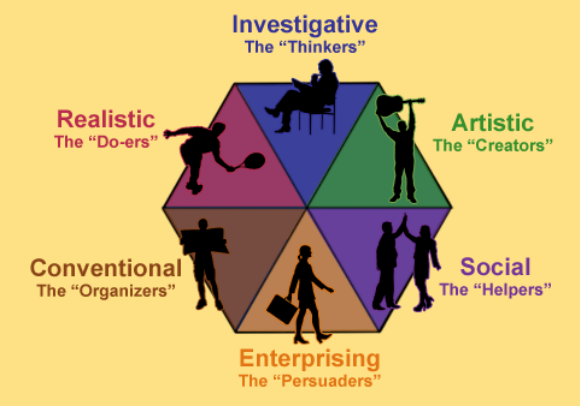
(Transcript) Work, it's a hard fact of life. Sometimes just finding work we enjoy and are good at is challenge enough. Some people spend their entire life searching for the right job. Many don't know where to even start looking.

In the United States alone, there are more than a hundred and fifty million people working thousands of different kinds of jobs. From accountants to athletes. From dancers to dentists. From teachers to top executives. Every job requires its own set of skills and comes with its own rigors and rewards. And just as not everybody is right for every job, not every job is right for everybody. In fact, your personality, those characteristics, traits and preferences that make you who you are, is a major factor in determining which occupations are right for you. People who follow career paths that match their personalities are more likely to be both satisfied and successful with those careers. This video will introduce you to one of the best ways to find work that fits with your personality. It's called the RIASEC personality theory and it is a time-tested tool for exploring and deciding on a career that's right for you. You'll learn how the tasks and work environments of jobs match with personality types and even learn which jobs tend to be a better fit for each type. Along the way, you may discover careers that match your own interests, perhaps leading to greater career satisfaction down the road. So, let's get started.

In the 1950s, renowned psychologist John L. Holland developed a theory and a process that helped individuals match their work interests, otherwise known as their vocational personalities, to their preferred work environments. Holland's theory says that most people can be described by one or more of six personality types: realistic, investigative, artistic, social, enterprising and conventional. People who share the same personality type tend to group together and create work environments with shared values. What does this mean? In short, people who work in an environment that is a good fit for their personality type and with people who share their interests and personality traits are more likely to find satisfaction and success in their career. What Holland did was to give us a way to view the world of work from forty thousand feet, plus a quick way to take stock of our abilities and preferences so we can really understand where we fit in best. If you were to consider all the hundreds of possible career choices, you might be overwhelmed by the task of narrowing down your options. The Holland personality types simplify this process by helping you to make a quick first cut.

The terms that Holland invented for personality types may be a little puzzling when you first encounter them. What do you mean, I'm not realistic? But once you learn what they mean, you'll find they provide real insights into yourself and your career choices. But which personality type or types best describe you? Are you the kind of person who likes to help others? Are you a risk taker who is always looking for a new business opportunity? Do you prefer to work with your hands or with ideas? Indoors or out? In groups or by yourself? Knowing your answers to these and other questions about work preferences can help you to discover your vocational interests and, thus, the kind of work that will fit your best. It's important to realize that most people have a variety of interests and most of us can't be pigeonholed into just one personality type. Usually it helps if we think in terms of a primary type that describes us best, plus one or two secondary types that reflect other interests we have. For example, you might have primarily realistic interests but also have investigative or conventional interests. Your work may not satisfy all of your interests, that's why we have hobbies, but once you have an understanding of your dominant personality type or types, you can identify work situations where you'll fit in best.

Keep in mind that just as people are varied, work situations are too. A particular career might combine aspects that are attractive to, for example, social and enterprising personality types. Also, remember that it's not a good thing for everybody in a certain career to be exactly alike. You may have heard of something called group think, which happens when there's no diversity in the workplace. In fact, in most workplaces you'll find a variety of people but they will share a core of certain interests and preferences that drew them to this kind of work. That's what the Holland types are designed to describe. The rest of this video will better introduce you to the six Holland personality types. You'll learn about the interests and values that characterize each personality type as well as specific jobs whose work situations cater to those interests and values. As you progress through this video, think about the kinds of work that you enjoy or might enjoy. Don't worry about fitting yourself into one personality type. Keep your options open. But if one or more of the six types interests you or seems to match your personal characteristics, pay close attention to the jobs that go with that type. Who knows, one of those may be the job of your dreams.[10]




(Holland Codes by QVhighschool01 is licensed under CC BY-SA 3.0)

You will have an opportunity to complete the Strong Interest Inventory in class. Your instructor will give you more detailed information on completing this assessment. Once you complete the assessment, your instructor will generate a career report and distribute your results to you.

Read over the different RIASEC work environments below and consider your first, second and third choice interests.

- Realistic: These people describe themselves as honest, loyal, and practical. They are doers more than thinkers. They have strong mechanical, motor, and athletic abilities; like the outdoors; and prefer working with machines, tools, plants, and animals.[11] Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- Investigative: These people love problem solving and analytical skills. They are intellectually stimulated and often mathematically or scientifically inclined; like to observe, learn, and evaluate; prefer working alone; and are reserved.[12] Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- Artistic: These people are the "free spirits." They are creative, emotional, intuitive, and idealistic; have a flair for communicating ideas; dislike structure and prefer working independently; and like to sing, write, act, paint, and think creatively. They are similar to the investigative type but are interested in the artistic and aesthetic aspects of things more than the scientific.[13] Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
- Social: These are "people" people. They are friendly and outgoing; love to help others, make a difference, or both; have strong verbal and personal skills and teaching abilities; and are less likely to engage in intellectual or physical activity.[14] Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- Enterprising: These people are confident, assertive risk takers. They are sociable; enjoy speaking and leadership; like to persuade rather than guide; like to use their influence; have strong interpersonal skills; and are status conscious.[15] Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

- Conventional: These people are dependable, detail oriented, disciplined, precise, persistent, and practical; value order; and are good at clerical and numerical tasks. They work well with people and data, so they are good organizers, schedulers, and project managers.[16] Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

Activity 2.4 – What's Your Occupational Type[17]

Using the descriptions above, choose the three types that most closely describe you and list them in order in the following table. Most people are combinations of two or sometimes three types. Then list the specific words or attributes that you feel describe you best. After determining your primary, secondary, and tertiary occupational types, take the first initial for each type, in order, to establish your occupational code.

| Occupational Type | Word and Attributes That Closely Describe Me |
|---|---|
| Primary type (the one I identify with most closely) | |
| Secondary type | |
| Tertiary type | |

Note: Your occupational code is made up of the initials of the three personality types you selected, in order.
My occupational code: ___ ___ ___
(For example: if Social, Enterprising, and Conventional are your top three occupational types, your occupational code would be: S E C)

## Exploring Careers and Your Occupational Type

Now that you have determined your top three occupational types, you can begin to explore the types of careers that may be best suited for you. Holland studied people who were successful and happy in many occupations and matched their occupations to their occupational type, creating a description of the types of occupations that are best suited to each personality type. Just as many individuals are more than one personality type, many jobs show a strong correlation to more than one occupational type.

This is a rough beginning to finding your occupational type, but you will soon be seeking out more detailed results from the Strong Interest Inventory assessment as a part of this course.

Use the top thee occupation types you defined in the exercise, "What's Your Occupational Type?" to help identify careers you may want to consider from the table below.

Table 2.1 – Occupational Options by Type[18]

| Type | Ideal Environments | Sample Occupations |
|---|---|---|
| Realistic | • Structured<br>• Clear lines of authority<br>• Work with things and tools<br>• Casual dress<br>• Focus on tangible results or well-thought-out goals | • Contractor<br>• Emergency medical technician (EMT)<br>• Mechanic<br>• Military career<br>• Packaging engineer |
| Investigative | • Nonstructured<br>• Research oriented<br>• Intellectual<br>• Work with ideas and data | • Pharmacist<br>• Lab technician<br>• Nanotechnologist<br>• Geologist<br>• College professor |
| Artistic | • Nonstructured<br>• Creative<br>• Rewards unconventional and aesthetic approaches<br>• Creation of products and ideas | • Collaborative<br>• Collegial<br>• Work with people and on people-related problems/issues<br>• Work as a team or community |

| | | |
|---|---|---|
| Social | • Collaborative<br>• Collegial<br>• Work with people and on people-related problems/issues<br>• Work as a team or community | • Teacher<br>• Geriatric counselor<br>• Correctional officer<br>• Coach<br>• Nurse |
| Enterprising | • Typical business environment<br>• Results oriented<br>• Driven<br>• Work with people and data<br>• Entrepreneurial<br>• Power focused | • Sales manager<br>• Banker<br>• Lawyer<br>• Business owner<br>• Restaurant manager |
| Conventional | • Orderly<br>• Clear rules and policies<br>• Consistent processes<br>• Work with systems to manipulate and organize data<br>• Control and handling of money | • Auditor<br>• Insurance underwriter<br>• Bank teller<br>• Office manager<br>• Database manager |

You can use the Department of Labor's O*Net (http://online.onetcenter.org/find) to get a deeper understanding of your occupation. For each occupation, O*Net lists the type of work, the work environment, the skills and education required, and the job outlook for that occupation. This is a truly rich resource that you should get to know.

You will have the opportunity to complete an interest assessment using one of the following online resources:

- Careeronestop: http://www.careeronestop.org/ExploreCareers/assessments/self-assessments.aspx (go to "Interest Assessment")
- 
- O*NET Interest Profiler: https://www.mynextmove.org/explore/ip
- . Your results will give you a great deal of information to help you make informed decisions about your future including:

- careers that reflect your interest
- possible education and training programs
- satisfying work environments
- enjoyable activities for your free time

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# 2.6: Skills

## Skilled Labor

Employers seek skills. Many of the skills you will need are career specific: we call those specific skills **hard skills** or **technical skills**. These include knowing how to use equipment that is specific to your career and mastering processes that are used in your field. While some of these skills are learned and perfected on the job, you may be in a vocational track program (such as for homeland security officers, nurses, aides, or paralegals) where you are learning your technical skills.

These are not the only skills you will need to be successful. The second set of skills you must have are called soft skills or transferable skills, which contribute to success in any number of occupations because they can be used in almost all occupations. Some soft skills include thinking skills, communication skills, listening skills and leadership skills. This skill set is very broad, and your extent of mastery will vary from skill to skill; therefore, you should identify those skills that are most important to your career objective and develop and master them. Search on O*Net (http://online.onetcenter.org/find) to determine which skills you need to demonstrate to potential employers you have mastered based on your career interest.

Employers want individuals who have the necessary hard and soft skills to do the job well and adapt to changes in the workplace. Soft skills may be especially in demand today because employers are generally equipped to train new employees in a hard skill—by training them to use new computer software, for instance—but it's much more difficult to teach an employee a soft skill such as developing rapport with coworkers or knowing how to manage conflict. An employer might rather hire an inexperienced worker who can pay close attention to details than an experienced worker who might cause problems on a work team.

In this section, you will look at ways of identifying and building particular hard and soft skills that will be necessary for your career path.[19]

Table 2.2 - Transferable Skills Inventory

| | | | |
|---|---|---|---|
| Active listening | Decision making | Negotiating | Researching |
| Active learning | Editing | Observing | Selling |
| Analyzing | Evaluating | Organizing | Speaking a 2nd language |
| Budgeting | Forecasting | Perceiving Feelings | Supervising |
| Coaching | Goal setting | Persuading | Teaching |
| Communicating | Handling a crisis | Planning | Teamwork |
| Consulting | Handling details | Problem solving | Time management |
| Creative thinking | Manipulating numbers | Public speaking | Training |
| Critical thinking | Mentoring | Reading | Visualizing |
| Customer service | Motivating | Reporting | Writing |

These skills are transferable because they are positive attributes that are invaluable in practically any kind of work. They also do not require much training from an employer—you have them already and take them with you wherever you go. Transferable/Soft skills are a big part of your "total me" package.

So, identify the transferable/soft skills that show you off the best, and identify the ones that prospective employers are looking for. By comparing both sets, you can more directly gear your job search to your strongest professional qualities.

You will have the opportunity to complete skills assessments using different online resources such as:

- Kuder Journey: an online tool, which provides reliable inventories to assess your interests, skills confidence, and work values, and suggests occupations and majors that match your assessment results. Kuder Journey also includes resources like a resume builder and online portfolio, to prepare you for the job search and connect you to today's jobs! Your instructor will distribute login instructions and you will have the opportunity to take the three assessments: interests, skills confidence, and work values.
- Skills Matcher: an online "Skills Assessment" through Careeronestop. The Skills Matcher helps you identify your skills. Use the Skills Matcher to create a list of your skills and match them to careers that use those skills. Click here to complete the Skills Matcher: https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx
- Skills Profiler listed under the "Assess Yourself" heading.

## 21st Century Skills

Due to the rapid changes in the global economy and the advancement of technology, the workplace has changed dramatically. As a student it is important for you to gain the knowledge and skills employers are seeking. To help train the new generation entering the workforce, a team of educators came together with employers, workforce development boards, and research organizations across the country to build college/career-ready, 21st Century Employability Skills Program called New World of Work (NWoW) 21st Century Skills Training.20

Figure 2.8 – Watch "Part 1 21st Century Skills" (link: https://www.youtube.com/watch?v=RlT34HJjbXA)

New World of Work (NWoW) was developed under the Doing What MATTERS for Jobs and the Economy framework of the California Community Colleges system, which is the largest higher education system in the nation with 72 districts and 115 colleges serving over 2.1 million students each year.

Starting in 2012, the New World of Work team began tracking futurist projections, economic reports, and national research related to the correlation between education and employment.

The group conducted a series of Skills Panels to gather feedback from employers, entrepreneurs, human resources specialists, educators, and students to determine the essential employability skills required in our emerging global economy.

From the research gathered, NWoW established their "Top 10" list of 21st Century Employability Skills. They worked closely with expert curriculum developers, including the NWoW Co-Creators, video crews, college faculty across disciplines, and digital badging teams then created lessons and badges to go along with each of the skills.

They identified the following "Top 10" list of 221st Century Employability Skills:

Figure 2.9 – Essential 21st Century Skills (Image by New World of Work is licensed under CC BY-NC-SA 3.0)

For more information about NWoW, read the Executive Summary report titled "Community Colleges and 21st Century Skills: Skills Panels to Assist Student Career Success"21

## What is a Digital Badge?

Preview the short video by the MacArthur Foundation to get an overview of what a Digital Badge is and how it can be used.

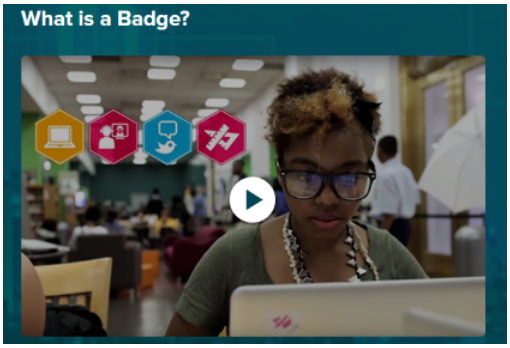


Figure 2.10 – Watch "What is a Badge" (link: https://www.youtube.com/watch?v=RDmfE0noOJ8).

The New World of Work awards "Learner Badges" for all 10 of the 21st Century Skills. This is available to you for FREE! The NWoW Learner Badges are based on the NWoW High School/opportunity youth video series paired with multiple-choice questions. These can be used with high school, post secondary, adult learners or the general public to provide an introduction to the 21st Century Skills and the process for earning badges. Assessment pages launch directly from NWoW website by clicking on the Learner Badge icons. Below is a screenshot of the Learner Badges series.

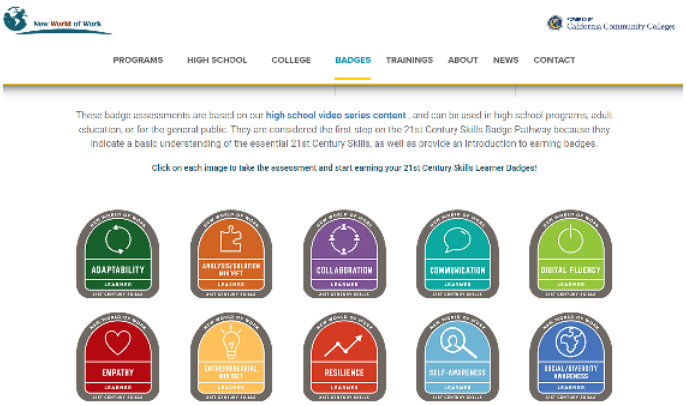


Figure 2.11 – 21st Century Skills Learner Badges (Image by New World of Work is licensed under CC BY-NC-SA 3.0

. The Career Skills Courses offered through Continuing Education are FREE and available in an on ground and online format to meet the needs of diverse learners and all courses are open to the community! Completing the Career Skills training is a great way to show employers you are equipped with the skills necessary to be successful in today's workforce and allows you to earn digital badges you may post on your LinkedIn and social media profile.

One other benefit of the NWoW – 21st Century Skills Curriculum, is the **LinkedIn Crosswalk,** that provides the following:

- Partnership with LinkedIn to provide suggested next steps after each skill lesson
- Instructors and students can utilize the LinkedIn Learning/Lynda.com videos that have been crosswalked with NWoW skills to take a deeper dive into the traits of that skill
- Completion of these video courses generates certificates that can be hosted on LinkedIn profiles along with skills badges, school/alumni information.
- Also, Career Education students at COC who participate in the Continuing Education FREE Career Skills courses receive free Lynda.com access.

View the YouTube PBS News Hour video titled " Giving students a leg up with job skills a resume won't show" to learn more about digital badges and how they can help you be more marketable.

Figure 2.10 – Watch "Giving students a leg up with job skills a resume won't show" (link: https://www.youtube.com/watch?v=KGdHNtLlcrg)

| Activity 2.5 – Identifying Your Skills[22] | | | |
|---|---|---|---|
| Self-identify your Top 5 transferable (soft) skills, skills you are good at, and those skills you wish to learn or develop further.<br>Review the list of transferable skills list and additional checklist of transferable skills above to complete the chart below. Describe specific ways in which you have used each skill successfully. This will come in handy when we discuss interviewing strategies. Consider skills important to your career that you have not yet mastered and how you plan to master them. Give examples | | | |
| Number | Top 5 Skills I Enjoy Using | Top 5 Skills that Come Naturally | Top 5 Skills that I Want to Learn |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

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# 2.7: Putting It All Together

you have completed in this unit. Record your findings in the chart below:

| | |
|---|---|
| My Top 3 Work Values:<br>1.<br>2.<br>3.<br>Name 2 career titles that you are most interest in that will allow you to express your values:<br>1.<br>2. | **My Occupational Code** based on Holland Codes (RIASEC Model – refer to your iStartStrong assessment results):<br>____ ____ ____<br>Name 2 career titles you are most interested in that will allow you to express your interests:<br>1.<br>2. |
| My top 5 Character Strengths:<br>1.<br>2.<br>3.<br>4.<br>5.<br>How will your character strengths contribute to your career success? | My Top 5 Transferable Skills<br>1.<br>2.<br>3.<br>4.<br>5.<br>Name 2 career titles that you are most interested in that will allow you to utilize your skills**.**<br>1.<br>2. |
| My MBTI 4 Letter Personality Type:<br>____ ____ ____ ____<br>Name 2 career titles that you are most interested in that fit with your personality type.<br>1.<br>2. | My Additional Notes/Reflections:<br>Common Themes….<br>Of all the career titles you have explored, which career would you be interested in researching more in-depth? |

Take a moment and reflect on your findings:

- Did anything surprise you? Explain.
- Do you see any overlapping themes from your assessment results?
- How do your results confirm what you already know about yourself? Explain.
- How will this information guide you as you move into exploring Phase 2: “What’s Out There?” conducting career research, and researching industry expectations?

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# 2.8: Summary

Now that you have completed Unit 2, let's revisit the learning objectives. In this unit, you have:

- Used valuable career assessment tools to help you gain a better understanding of yourself and visualize where you fit best in the world of work.
- Defined and clarified your values and how they relate to your career choices.
- Identified your own personality type preference and how your preferences connect to choice of major and career.
- Distinguished your interests, confirmed your skills, and character strengths and linked them to potential major and career choices.

Each of the assessments you completed is an important piece of the puzzle of you and what you have to offer the world of work! Now that you have completed these assessments, you are better equipped to answer the question, "Who Am I?" While self-discovery can take a lifetime, you now have information that perhaps you did not have before. Some of the results may change slightly over time depending on experiences and life circumstances. The key here is "knowing thyself." You are off to a great start and we are hopeful you have enjoyed learning more about yourself in the process of self-discovery!

The next Unit will address the second phase of the career and life planning process: Phase 2 – "What's out There?" This phase will include conducting career research and learning more about industry expectations. Are you ready?

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# CHAPTER OVERVIEW

## 3: Conducting Career Research

**Learning Objectives**

- Inventory online resources to research career information.
- Recognize current labor market trends and the changing workplace.
- Use informational interviews as a way to research careers.
- Explored professional associations as a means to collect career research and network with industry professionals.
- Examine diversity in the workplace.

Welcome to Phase 2 – "What's Out There?" This phase entails conducting career research. Engaging in career research will provide you with additional information and resources to assist you in better understanding the world of work and where you see yourself fitting in. This unit will require online research and self-discipline to navigate several career resources. Engaging in the career research process will help you outline your career ideas and help organize the process.

As you research career information, make note of tasks, work environment, skills, job outlook, necessary training, and salary information. Analyze this information with the results you gathered from Unit 2 in regards to your interests, skills, personality, values and strengths and make connections. Start asking yourself, "Where do I see myself fitting in within the world of work?" As you research career information, you will also want to research industry expectations. This entails researching the job market and looking for open job applications and learning what the minimum qualifications are for employment. The more you know about industry expectations, the more prepared you will be to meet industry demands.


3.1: Online Resources to Research Career Information
3.2: Current Labor Market Information and Trends
3.3: Informational Interviews
3.4: Connecting with Professional Associations
3.5: Changes in the Workplace
3.6: Diversity and Inclusion in the Workforce
3.7: Summary



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# 3.1: Online Resources to Research Career Information

Researching the internet for career information can be fascinating. You have so much information at the touch of your fingertips. This can be exciting, yet overwhelming at the same time. In this section, we will explore some common online tools used in career counseling. Keep a notepad nearby as you explore the different online career resources. Take notes of your findings and record information that stands out to you. At the end of this unit, you should be able to start putting the pieces together and getting closer to making some career decisions.

ibes what workers do on the job, working conditions, the training and education

needed, earnings, expected job prospects in a wide range of occupations, and links to professional associations. (link: https://www.bls.gov/ooh/)

This site contains both summary and detailed information on occupations in the US economy as well as the ability to search for information by various criteria such as job family, industry, skills, knowledge, interests, green jobs, bright outlook occupations and several others. It is produced by the federal government, is updated frequently, and contains state and national wage information, occupational projections, related occupations and opportunities for more information from professional and trade associations. (link: http://www.onetonline.org/)

*http://www.careeronestop.org/)*

This site also includes a professional association database organized by career pathways. Full of videos, information, and tips on how to be successful in your search for a career. (link: http://www.cacareercafe.com/)

A career exploration and planning site powered by Headed2, a secure career exploration and coaching platform which can be accessed from anywhere to connect learning with earning. Headed2 is an educational technology company focused on career and transition planning. Their mission is to help people explore, plan for and pursue careers that reflect their passions, skills and life goals. You may create a free account where you can save your information and come back at any point. The site allows you to discover possibilities, explore industry sectors and access personalized recommendations about opportunities for you through The Career Hub. (link: https://www.cacareerzone.org/index)

information, career fact sheets, 15 pathways to careers critical to California's economy, jobs of the future, and YouTube Career Videos and other resources. (link: http://fcmtest.com/path2careers/student_tools.asp)

his site provides career information and career planning help through video. The video interviews are filmed without narration or actors – just real people speaking form the heart about their career experiences. Candid Career currently features a video library of 6,000 + clips. You may search the video library by industry, career title, or major. (link: https://www.candidcareer.com/)

his site contains information regarding employment, job search and career education. It includes detailed information about over 1000 occupations, including wages, skills and links to corresponding college programs and career, job and educational resources for states, cities and counties in the USA as well as Canadian Provinces and international countries.

Chancellor's Office. Career Coach allows students to discover majors, and in-demand careers and education based on their interests. The site contains career assessments, career information and programs offered in the California Community College System.

(link: https://ccc.emsicc.com/)

https://www.mynextmove.org/)

California Community Colleges Chancellor's Office. It is designed to help students and their families make important decisions about investing time and money in a college education. Salary Surfer provides comparative information about the earnings of recent California community college graduates who received an award in a specific program of study. Salary Surfer uses the aggregated earnings of graduates from a five-year period to provide an estimate on the potential wages to be earned two and five years after receiving a certificate or degree in certain disciplines. This tool also provides information on which colleges offer programs in those specific disciplines. (link: https://salarysurfer.cccco.edu)

Take your time and explore each of the online resources introduced in section 3.1 to help you gather career information. What are your top two or three careers that seem to be the most interesting to you at this time?
Take notes as you conduct your research and consider researching the following questions:

- How do these careers match with your assessment results from unit 2?
- What part of these careers do you like?
- What part of these careers do you have concerns about?
- What kind of educational training/certification do you need for these careers?
- Where can you find the training for these careers?

Log your findings here:
Career Title # 1:_____
Career Title #2: _____
Career Title #3: _____

The more you learn about the world of work, the better equipped you are to make more informed decisions about the career path that best fits you and your needs!

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# 3.2: Current Labor Market Information and Trends

Take a minute and view the YouTube video titled “How the World of Work is Changing” to get an idea of some of the changes that have taken place within the last twenty years. Understanding these changes can help you learn more about preparing for your future career.

How the World of Work is Changing

Figure 3.1 – Watch “How the World of Work is Changing” (link: https://www.youtube.com/watch?time_continue=4&v=HYPxrzHJhF8)

It is clear that the world of work is changing. As you conduct career research, it is important to be aware of the current labor market trends. Understanding information, such as jobs in demand, potential job growth and changes in the workplace will help you better prepare for your future career. To research current labor market information and trends, visit the State of California Employment Development Department (EDD) site.

is the official source for California Labor Market Information (LMI). LMID promotes California’s economic health by providing information to help people understand California’s economy and make informed labor market choices. This site provides statistical data and reports on California’s labor force, industries, occupations, employment projections, wages, and other important labor market and economic data. (link: https://www.labormarketinfo.edd.ca.gov/)

Familiarize yourself with the State of California Employment Development Site (link: https://www.labormarketinfo.edd.ca.gov/) and search current labor market trends. Go to the LMI by Customer – Job Seekers and Students tab.

- The EDD Labor Market Information Division provides data and links to resources that job seekers will find helpful to assist with searching for jobs.

Use the Occupational Guides or Occupation Profile to locate wages, benefits, training, and other information as you explore career opportunities. Use the Occupation Profiles for similar state information geared more towards job search.

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# 3.3: Informational Interviews

In addition to online career resources, informational interviews are another way to gather information about a career.

Informational interviews are meetings where you are the interviewer, and the person with whom you are meeting has information that you want—for example, about a specific job, organization, or industry. Informational interviews are a type of networking, but since the primary aim is to uncover information, we are including informational interviewing in the research unit.

Many job seekers treat informational interviews like an interrogation, with a long list of questions to extract information from the interviewee. We will take a more sophisticated approach to informational interviews. These interviews occur after some research is already completed, so the interview is not simply a series of questions to gain more information but rather a way to verify, refine, and test the information already researched. It is a two-way conversation, and you will be giving as well as receiving information.

Figure 3.2 – View the brief YouTube video titled "Designing Your Career: The Informational Interview" for an introduction to informational interviewing. (link: https://www.youtube.com/watch?time_continue=21&v=m6Pa4ZB4mvQ)

## Informational Interviews Are Two-Way Exchanges of Information

Most job seekers see informational interviews as a shortcut to research. Why not find someone who does the job, works at the organization, or works in the industry so they can give you a summary of the job, organization, or industry, instead of plowing through secondary data yourself? There are several reasons it is a bad idea to jump right to informational interviews without conducting your own research first:

- It's harder to land good informational interviews without having done some research first. Potential interview targets are going to think it is not worth their time if you are just there to take information from them, rather than having an interesting two-way exchange.
- Just because someone does the job or is part of an organization or industry does not mean that they have an exhaustive command of the information for that job, organization, or industry. You will not get an objective, comprehensive view of your target just by talking to a few people.
- Unless your interview target is skilled at tailoring advice across a range of backgrounds, what they will share is based on **their** specific experience, skills, and personality. It may not be relevant to you or your situation.
- You get just the basic information because you do not know enough to ask probing questions or to confirm or refine information you gather beforehand. It is a wasted opportunity for you to get more nuanced information.
- You come across as knowing nothing about the job, organization, or industry. You wasted an opportunity to demonstrate your interest and knowledge, and therefore market yourself as a possible person to work in that job, organization, or industry.

The best informational interviews are two-way exchanges of information, more like a conversation than an interrogation. You are offering the information you have collected via your research and the interviewee is adding his or her thoughts and ideas. You come across not as the novice looking for a favor and more as a colleague brainstorming ideas. People are busy and do not always take the time to read business news, attend trade association meetings, or do the in-depth research you will be doing. They will appreciate you bringing to them the latest news. By being well researched and prepared, you do not have to feel like you are imposing on someone when asking for an informational interview. You will be giving back as well, in terms of information on breaking news, trends, or innovations.

## Sample Informational Interview Questions

You want to get to know your interviewee by asking questions such as the following:

- How did you get involved in this job, organization, or industry?
- What do you like most about it? What has been most rewarding?
- What is most challenging? Was there anything that surprised you?
- What is a typical day, week, or month like?
- What skills are most critical to have, develop, and maintain to be successful?
- What personality types are most successful in this job, organization or industry?
- What do you know now that you wished you knew when you started?

Interest in their specific background establishes rapport because it shows you care about them specifically. It also gives you a foundation for questions to ask later because you know more about their experience. You want to get broader information about the industry, so you ask questions that reflect your research:

- According to my research, the top competitors are [name the competitors]. Am I missing anyone you think is significant? Is there a new player I should know about?
- According to my research, [name a trend, challenge, or innovation] is a major trend, challenge, or innovation. Is this affecting your job or organization? Is this overestimated in the media? Are there are other trends, challenges, or innovations I should be concerned about?

This is why research prior to the informational interview is so critical. You use your research findings as a springboard for conversation. You are not relying on the interviewee to think of everything and be the sole source of information. You are offering ideas, too. Informational interviews also enable you to dive deeper into what you previously researched.

Pick several research findings to test, and choose what to ask based on what level and type of experience your interviewee has. If your interviewee is very experienced and senior, you can ask broad strategy questions. If your interviewee is focused on a very specific area, say technology, focus on technology-related issues in the discussion.

You also want to get career-related information, such as salary and environment, and a candid sense of your chances in this job, organization, or industry:

- According to my research, it is customary for people in this job to make [name salary range] and experience [name lifestyle, travel, or work culture]. Is that accurate? Are there any nuances to this that are not publicized in general media?
- According to my research, the typical career trajectory is [name different titles you have seen for the job]. Is this accurate? Does this differ by company?
- How would you describe the culture of your organization? Does this vary greatly for companies in the industry?
- According to my research, it is customary for people in this job to have [name skills and experiences]. Is my background of [summarize your skills and experience] competitive? If you knew of an opening for this type of job, would you consider me or refer me?
- What about my background is most relevant to this job? What would I need to do to improve my chances?

These questions enable you to get information on the touchy issues of compensation and lifestyle, as well as candid feedback on your hiring prospects. By offering ideas, you take the pressure off the interviewee to reveal sensitive information. Instead, you give them something to react to. People will also appreciate that you have done some salary research, as they might not have time to see what is happening in the market, and they will want to reciprocate by sharing something they know.

Asking about the competitiveness of your skills and experience is not the same as asking for a specific job. You should never ask for a job in an informational interview. It is disingenuous because you asked for a meeting to focus on gathering information, not to ask for a job.

## Be Polite: Common Rules of Etiquette Apply

Common rules of etiquette apply in the protocols of informational interviews. When asking for the interview, you can approach your interviewee by phone, mail, or email. There is no one right answer, but each has advantages and disadvantages:

Table 3.1 - Possible Ways to Ask for an Informational Interview and Advantages and Disadvantages

| Approach By | Advantages | Disadvantages |
|---|---|---|
| | | |

| Approach By | Advantages | Disadvantages |
|---|---|---|
| Phone | • Potential for immediate response<br>• For people who are difficult to reach, you cut through a lot of back and forth if you happen to reach them right away | • Disruptive to the interviewee<br>• You have very little time to introduce yourself and make your request |
| Mail | • Potential to stand out. Few people take the time to send mail anymore | • Slow to arrive<br>• Cannot confirm that the recipient receives or reads it |
| E-mail | • Fast but still gives you the opportunity to refine your draft<br>• Recipient can respond right away or wait until later<br>• Enables you to include hyperlinks for more information about you | • Cannot confirm that the recipient receives or reads it |

E-mail has the most advantages and fewest disadvantages and should work for most job seekers. If you are more confident in your phone approach or mail campaign, then you may want to try that as well. You might also tailor your approach to the recipient. If you get referred to someone and they tell you to call them, then call them, even if you would prefer to e-mail. You want to approach interviewee based on what their preference is.

The content of your approach, whether by phone, mail, or e-mail, should include who you are and why you are making contact. If someone refers you, mention that right away. Regarding who you are, make your introduction compelling but brief.

An elegant way to share your resume is to put your online profile hyperlink in your email signature. This way, the interviewee can easily get more information about you without having to search, but it is shared in one line rather than a paragraph or more of detail. This is a key advantage of an e-mail approach.

Sample Informational Interview E-mail Approach

Subject: Request for an Informational Interview Meeting
Hello Ms. Barkley,
My name is Joe Cougar and I am a first year college student at College of the Canyons. I am enrolled in a career exploration course and I am currently considering business marketing as my major. I have been researching this field and I am interested in learning more about the profession. I would like an opportunity to meet with you to learn more about what you do as VP of International Marketing at MPL Incorporated.
I understand you have a busy schedule; however, I would appreciate any amount of time you can share with me. I am available M-F any time after 1 p.m. Please let me know your availability.
I look forward to hearing back from you soon. Thank you for your time.
Regards,
Joe Cougar
College of the Canyons Student
http://www.linkedin.com/in/joesample

Common etiquette applies during and after the informational interview as well. Be on time, and do not take too much time. Ask for fifteen to thirty minutes, be mindful of the time, and offer to end the interview right after the agreed amount of time. Only stay longer if invited. Send a thank-you note—email is fastest, handwritten by mail is a classy addition, but definitely send at least an e-mail so you know it arrives promptly.

Sample Informational Interview Thank You Email

Subject: Thank you for your time!
Dear Ms. Barkley:
Thank you for taking time out of your busy day to speak with me about your work at MPL Incorporated. Your job sounds fascinating! You seem to enjoy your work very much, which, as we discussed, will be important in my own career choice.
I am very intrigued by the work that you do at MPL. The aspect of your work that I find most interesting is your ability to market one product to several different cultures. Your involvement in the different stages of marketing a product captivated me as well.
I appreciate your recommendations about interviews. I will be sure to know all about a company and its products before I interview with them. Your advice was well taken.
Once again, thank you for your time and expertise.
Sincerely,
Joe Cougar
College of the Canyons Student
http://www.linkedin.com/in/joesample

Now that you have been introduced to informational interviewing, think of what careers you'd like to learn more about and who you may want to interview to help you gather more information.
List at least two careers you'd be interested in learning more about and potentially conducting an informational interview for?

1.
2.

Now think of professionals in the field you can arrange an informational interview appointment with. You can find people to interview by asking your friends, relatives, instructors, counselors or contacts through Professional Associations. Think of all your resources.
When you call to set up an appointment, it is important to be prepared, because what you say on the phone and how you say it can influence your ability to land an informational interview appointment. Prepare your phone script below:
Hello. My name is _____and I'm a (year in school)_____student attending College of the Canyons. My counselor, (Name of person} _____ suggested I give you a call because I am interested in (add your interest) _____ and would like to find out as much as I can about the
field. Would it be possible to schedule 20 or 30 minutes with you at your convenience, to ask you a few questions and get your advice on how best to prepare to enter the field?
Once the appointment is scheduled. Prepare a list of questions you'd like to ask.
After the interview, reflect on your experience. What information did you find particularly helpful. Is this a career you can see yourself pursuing? Do you have any reservations? Is there any advice that was given that you need to follow up on? Be sure to send a thank you note or email within 24 hours to show your appreciation.

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# 3.4: Connecting with Professional Associations

View the YouTube Video titled “Career Cafe Students” to gain a student’s perspective of how professional associations can help with career research and networking.

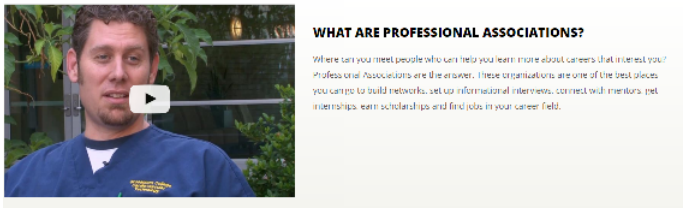


Figure 3.3 – Watch “Career Café Students” (link: https://www.youtube.com/watch?v=v97b_6PHLeo)

Professional Associations are a great way for you to connect with professionals working in the industry you may be considering. These associations are organizations where people in the same profession come together engage and connect with each other to discuss current trends in the industry. The professional associations are a great way for you to make connections and network with professionals in the field you are considering. Most professional associations have membership fees and oftentimes have reduced fees for student membership. They usually host conferences. Check to see if the association you are interested in is hosting a conference nearby. Professional associations often list a job bank with current job openings in the industry. This is a great way for you to see what industry is demanding and what skills, qualifications, and training they are requiring. The more you know now, the better prepared you will be when it is time for you to enter the industry.

Some great online resources to help you locate professional associations are:

- Orange County Career Café – this site lists professional associations by pathway (link: https://www.occareercafe.com/associations/). Find your pathway and explore professional associations.
- CareerOneStop – this site has a professional association finder. This is a great resource where you can search by industry, occupation or association name. (link: https://www.careeronestop.org/Toolkit/Training/find-professional-associations.aspx)

Consider your top occupational choice you are interested in at this time and search for professional associations linked to this industry.

1. What is your top occupational choice at this time?
2. Explore two Professional Associations linked to the industry.
3. Give a brief description of the associations and how you think they may be helpful in your career exploration and development.

- Find out what the fees are for signing up and if they provide any discounts for students.
- Are there any upcoming conferences being sponsored by the association? If so, when, where, and how much is registration. Are you considering attending?

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# 3.5: Changes in the Workplace

Since the global financial crisis in 2008, people have been looking at new ways of working that will not leave them so exposed to losing their income. Self-employment is not a new concept — tradespeople and creatives are old hands at obtaining work from various sources — but the emergence of centralized digital platforms selling services or products has led to the explosive growth of the gig economy. Workers are turning away from a 9 to 5 job in favor of independent work where there is no long-term relationship between buyer and seller.

Buyers can be instantly connected to an innovative solution. Uber, Lyft, and Deliveroo offer car-sharing and delivery services, Airbnb opens up homes for rental, and Etsy lets creatives sell their creations. For people looking for local services in the home or office, TaskRabbit and Airtasker make light work of everyday tasks.

For workers who can deliver via the internet, digital platforms have opened up global markets, creating a surge in home workers offering services to startups or businesses needing a more flexible workforce or specialized skills for one-off projects. On platforms like Upwork, Fiverr, and People Per Hour, freelancers provide creative services that include website design, content creation, coding, and consultancy. Even legal services are being transformed through platforms such as Lawyers on Demand and Lawpath, making the legal process of setting up a business easier and cheaper.

## Why are more people choosing to join the gig economy?

Flexible working. Independent work offers flexibility to students funding tertiary education, to parents caring for young children, and to Millennials and Gen Y looking to swap a corporate career for a portfolio career. Freelancing also offers a top-up income for people already in part-time or full-time jobs.

## Greater control

Freelancers control their work and pricing. They may also choose who they work with to match their skills, experience, interests, and values. This gives greater rewards, not limited to or even necessarily financially but in terms of job satisfaction.

Workplace freedom. Freelancers have greater choice over where they work. This flexibility helps provide an improved work-life balance, especially relevant in the U.S. where employees receive only two weeks annual leave and the corporate culture can involve long hours in the office to show commitment. This misguided culture breeds chronic stress with the potential for lower productivity, ill health, and sickness-related absence.

Protection from prejudice and politics. Home-based working environments give freelancers protection from office workplaces that can be toxic, especially in large corporations with a vertical hierarchy and one-way communication rather than an open, collaborative culture. Promotion can be influenced by favoritism in the form of the halo effect or by prejudice based on gender, sexuality, race, or disability.

Motivation from direct responsibility. In traditional workplaces, people can feel removed from the end user, which impacts job satisfaction. Freelancers deal directly with clients and on team projects, they collaborate with colleagues on an equal footing. Knowing that the outcome relates directly to their performance, independent workers can be more motivated to produce high-quality work.

McKinsey's survey found that workers who are choosing freelance work as their primary income reported higher levels of satisfaction than workers choosing traditional jobs. But while there are myriad benefits to be gained from the growing gig economy, the freelance marketplace is not without its problems.

## What are the challenges of independent working and drawbacks of centralized platforms?

Gig workers face issues with income security, employment rights, and credit availability that can deter people from making the switch from permanent employment.

### Financial insecurity

Self-employed workers have traditionally charged a higher rate to offset the lack of paid leave, paid sickness absence, pension contributions, and training provided by permanent employers, as well as to cover non-chargeable time. But some clients take a while to pay up or they do not pay up at all and legal proceedings are costly. Digital platforms provide a more secure option because the platform holds the buyer's payment in escrow until the seller completes the work satisfactorily, but it can take can take two weeks for a buyer's payment to be made available to the seller. If there is a dispute, sellers may not get paid.

With a low-cost, low-skill entry, the pool of workers competing for gigs on these platforms has swelled, causing a race to the bottom on pricing with workers often accepting below minimum wage rates. Fiverr now has a FiverrPro section that differentiates sellers who provide a professional service and charge a higher fee. Either way, earnings are unpredictable with gaps between gigs making it difficult to meet living costs. Self-employed workers may also be denied access to financial products, such as mortgages, personal loans, and personal pensions.

### Data security

Centralized digital platforms are vulnerable to data breaches and cyber-attacks that could make order history, client communications, and outstanding work and payments unavailable.

### Lack of transparency

Centralized digital platforms focus on maximizing short-term profit for the platform. While feedback from users is invited on some platforms, policy and process modifications are underpinned by corporate interests. For example, sellers are not given a clear indication of how to rank well in the search algorithm and seller status levels can be affected by order cancellation frequency (even if it is mutually agreed) and review ratings (fair or not).

### High fees

Buyers and sellers contribute significantly to centralized freelancing platform success, yet some platforms charge sellers up to 20 percent in fees. While freelancers have a showroom for their business complete with user profile, gig, and administrative facilities, the lack of transparency and excessive control on these platforms is problematic.

### Social isolation

Freelance working can be a lonely business with associated risks for mental health. Communication and relationships between buyers and sellers are often short-term and there is no workplace community.

### Traditional employment platform

By contrast, economist and author Linda Nazareth says the shift away from regular work is underway and governments, businesses, and individuals are not ready. “The transformation to a gig economy is happening at an astonishing speed in Canada. According to staffing company Randstad Canada, if you add up all the contingent workers, freelancers, independent contractors and consultants, you are talking about 20 to 30 percent of the Canadian workforce being “non-traditional workers” already. That percentage is only going higher. Eighty-five percent of the companies surveyed by Randstad figure that they will increasingly move to an ‘agile workforce’ over the next few years.”

Similarly, Forbes reports an estimated 34 percent of the U.S. workforce worked independently in 2017 rather than as traditional 9 to 5 workers. By 2020, this could reach 43 percent. The Intuit 2020 Report on trends affecting consumers and small businesses around the world says over 80 percent of large corporations are planning to substantially increase their flexible workforce.

## Blockchain technology will likely transform the freelance marketplace

Blockchain technology is hailed as the solution to a number of the gig economy challenges. By providing a distributed, transparent, and permanent history of transactions, including user profiles, gigs, orders, and payments, blockchain technology guarantees traceability, accountability, and security.

The Next Web explains how a faster, more transparent, and more secure buyer-seller interaction is facilitated on platforms using the blockchain, such as CanYa where experts and professionals can be hired locally and globally. Transaction data is held on the blockchain, a database that is distributed across individual platform user’s computers, securing it from cyber-attacks or centralized data breaches. When buyers find a suitable service through direct communication with a seller, a smart contract logs the transaction details and performs a decentralized escrow. Funds are locked in the buyer’s account until both buyer and seller agree the work has been completed satisfactorily.

Because there is no intermediary as there is with centralized platforms, CanYa’s fee is much lower at only 1 percent and the seller receives the funds immediately. In CanYa’s case, funds are exchanged in the form of cryptocurrency, tokens issued by startups to raise funds to get their application up and running, as well as to future investors. This shared ownership means that users are highly motivated to ensure the platform is successful.

This decentralized process with the emphasis on collaboration contrasts with the controlling nature of existing centralized platforms. Sellers do not have their services controlled or find their business harmed by unfair reviews or algorithm penalties that force them to behave for corporate advantage. Buyers are given more transparency too and not simply fed the services a centralized platform selects as a match. If data needs to be modified, another block is created without the need for third-party intervention. Freelancers have the freedom to work in a professional manner and grow their business on their own terms.

In addition, blockchain-based platforms offering direct communication and social interaction via social media allow real connections to be made. This helps to address the problem of isolation for freelance workers. On centralized platforms, sellers can receive an order and work on it without knowing the real name of the buyer or even communicating with them. Forbes makes the case that "Through blockchain platforms that allow direct peer-to-peer interaction, buyers and sellers can conduct business in a more social setting while still maintaining security and transparency." Social interaction also creates trust — people prefer to do business with people they feel connected to.

Highlighted by The News Web as a unique benefit, the mutual ownership of blockchain-based platforms creates a distributed organization that replaces the top-down hierarchy of centralized platforms. The fluctuating prices of cryptocurrencies is a drawback, but CanYa uses a hedge fund to fix token value at the point the contract starts.

PricewaterhouseCoopers (PwC) envisions four workplace worlds that operate on a sliding scale from individualism to collectivism, and from fragmentation to integration. In their report Workforce of the future: The competing forces shaping 2030, PwC's 'Yellow World' is one where workers and companies look for greater meaning and relevance in their work. The working week is flexible and Monday to Friday, 9 to 5 is rare. In this world, "Like-minded workers gravitate towards each other, aided by technology platforms," and they collaborate on projects or ideas.

Much can change in the next decade, but the independent workforce is growing. Governments, businesses, and individuals would be wise to prepare for the possibility of a 'Yellow World' where "Technology creates and supports the open, honest, collaborative community". Unlike centralized platforms that create a culture of competitive individualism, blockchain-based platforms promote a culture of collaboration and co-operation for everyone's benefit.[23]

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# 3.6: Diversity and Inclusion in the Workforce

Diversity and inclusion in the workforce is important to understand as you prepare for your future career. Diversity is not simply a box to be checked; rather, it is an approach to business that unites ethical management and high performance. Business leaders in the global economy recognize the benefits of a diverse workforce and see it as an organizational strength, not as a mere slogan or a form of regulatory compliance with the law. They recognize that diversity can enhance performance and drive innovation; conversely, adhering to the traditional business practices of the past can cost them talented employees and loyal customers.

A study by global management consulting firm McKinsey & Company indicates that businesses with gender and ethnic diversity outperform others. According to Mike Dillon, chief diversity and inclusion officer for PwC in San Francisco, "attracting, retaining and developing a diverse group of professionals stirs innovation and drives growth."

Living this goal means not only recruiting, hiring, and training talent from a wide demographic spectrum but also including all employees in every aspect of the organization.

## Workplace Diversity

The twenty-first century workplace features much greater diversity than was common even a couple of generations ago. Individuals who might once have faced employment challenges because of religious beliefs, ability differences, or sexual orientation now regularly join their peers in interview pools and on the job. Each may bring a new outlook and different information to the table; employees can no longer take for granted that their coworkers think the same way they do. This pushes them to question their own assumptions, expand their understanding, and appreciate alternate viewpoints. The result is more creative ideas, approaches, and solutions. Thus, diversity may also enhance corporate decision-making.

Communicating with those who differ from us may require us to make an extra effort and even change our viewpoint, but it leads to better collaboration and more favorable outcomes overall, according to David Rock, director of the Neuro-Leadership Institute in New York City, who says diverse coworkers "challenge their own and others' thinking."

According to the Society for Human Resource Management (SHRM), organizational diversity now includes more than just racial, gender, and religious differences. It also encompasses different thinking styles and personality types, as well as other factors such as physical and cognitive abilities and sexual orientation, all of which influence the way people perceive the world. "Finding the right mix of individuals to work on teams, and creating the conditions in which they can excel, are key business goals for today's leaders, given that collaboration has become a paradigm of the twenty-first century workplace," according to an SHRM article.

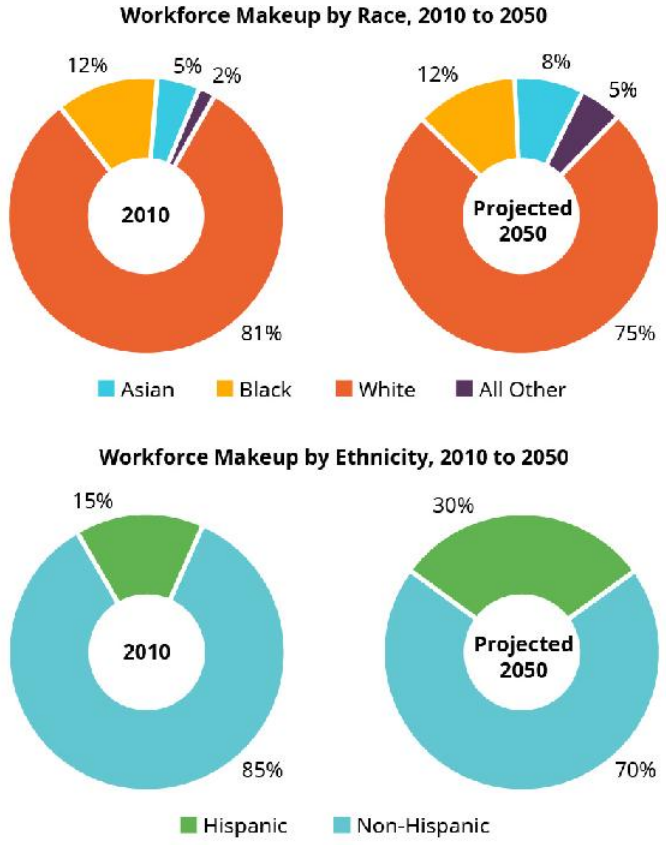
Attracting workers who are not all alike is an important first step in the process of achieving greater diversity. However, managers cannot stop there. Their goals must also encompass **inclusion**, or the engagement of all employees in the corporate culture. "The far bigger challenge is how people interact with each other once they're on the job," says Howard J. Ross, founder and chief learning officer at Cook Ross, a consulting firm specializing in diversity. "Diversity is being invited to the party; inclusion is being asked to dance. Diversity is about the ingredients, the mix of people and perspectives. Inclusion is about the container—the place that allows employees to feel they belong, to feel both accepted and different."

Workplace diversity is not a new policy idea; its origins date back to at least the passage of the **Civil Rights Act** of 1964 (CRA) or before. Census figures show that women made up less than 29 percent of the civilian workforce when Congress passed Title VII of the CRA prohibiting workplace discrimination. After passage of the law, gender diversity in the workplace expanded significantly. According to the U.S. Bureau of Labor Statistics (BLS), the percentage of women in the labor force increased from 48 percent in 1977 to a peak of 60 percent in 1999. Over the last five years, the percentage has held relatively steady at 57 percent. Over the past forty years, the total number of women in the labor force has risen from 41 million in 1977 to 71 million in 2017.

The BLS projects that the number of women in the U.S. labor force will reach 92 million in 2050 (an increase that far outstrips population growth).

The statistical data show a similar trend for African American, Asian American, and Hispanic workers (Figure below). Just before passage of the CRA in 1964, the percentages of minorities in the official on-the-books workforce were relatively small compared with their representation in the total population. In 1966, Asians accounted for just 0.5 percent of private-sector employment, with Hispanics at 2.5 percent and African Americans at 8.2 percent.

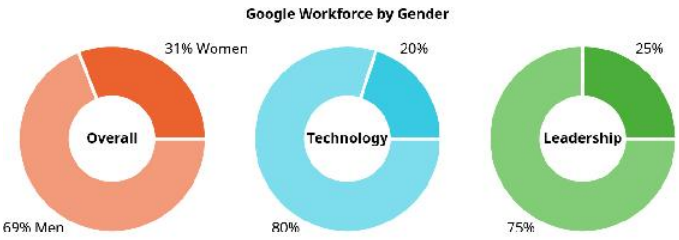
However, Hispanic employment numbers have significantly increased since the CRA became law; they are expected to more than double from 15 percent in 2010 to 30 percent of the labor force in 2050. Similarly, Asian Americans are projected to increase their share from 5 to 8 percent between 2010 and 2050.




Source: Toossi, Mitra. "Projections of the Labor Force to 2050: A Visual Essay." *Monthly Labor Review*. Oct. 2012. Data from U.S. Bureau of Labor Statistics.

(Image by OpenStax is licensed under CC BY 4.0)

Much more progress remains to be made, however. For example, many people think of the technology sector as the workplace of open-minded millennials. Yet Google, as one example of a large and successful company, revealed in its latest diversity statistics that its progress toward a more inclusive workforce may be steady but it is very slow. Men still account for the great majority of employees at the corporation; only about 30 percent are women, and women fill fewer than 20 percent of Google's technical roles (Figure below). The company has shown a similar lack of **gender diversity** in leadership roles, where women hold fewer than 25 percent of positions. Despite modest progress, an ocean-sized gap remains to be narrowed. When it comes to ethnicity, approximately 56 percent of Google employees are white. About 35 percent are Asian, 3.5 percent are Latino, and 2.4 percent are black, and of the company's management and leadership roles, 68 percent are held by whites.




Source: Donnelly, Grace. "Google's 2017 Diversity Report Shows Progress Hiring Women, Little Changes for Minority Workers." *Fortune*. June 29, 2017.

Google is not alone in coming up short on diversity. Recruiting and hiring a diverse workforce has been a challenge for most major technology companies, including Facebook, Apple, and Yahoo (now owned by Verizon); all have reported gender and ethnic shortfalls in their workforces.

The **Equal Employment Opportunity Commission** (EEOC) has made available 2014 data comparing the participation of women and minorities in the high-technology sector with their participation in U.S. private-sector employment overall, and the results

show the technology sector still lags.

Compared with all private-sector industries, the high-technology industry employs a larger share of whites (68.5%), Asian Americans (14%), and men (64%), and a smaller share of African Americans (7.4%), Latinos (8%), and women (36%). Whites also represent a much higher share of those in the executive category (83.3%), whereas other groups hold a significantly lower share, including African Americans (2%), Latinos (3.1%), and Asian Americans (10.6%). In addition, and perhaps not surprisingly, 80 percent of executives are men and only 20 percent are women. This compares negatively with all other private-sector industries, in which 70 percent of executives are men and 30 percent women.

Technology companies are generally not trying to hide the problem. Many have been publicly releasing diversity statistics since 2014, and they have been vocal about their intentions to close diversity gaps. More than thirty technology companies, including Intel, Spotify, Lyft, Airbnb, and Pinterest, each signed a written pledge to increase workforce diversity and inclusion, and Google pledged to spend more than $100 million to address diversity issues.

Diversity and inclusion are positive steps for business organizations, and despite their sometimes slow pace, the majority are moving in the right direction. Diversity strengthens the company's internal relationships with employees and improves employee morale, as well as its external relationships with customer groups. Communication, a core value of most successful businesses, becomes more effective with a diverse workforce. Performance improves for multiple reasons, not the least of which is that acknowledging diversity and respecting differences is the ethical thing to do.[24]

## Generational Differences in the Workforce

Today we have four different generations in the workforce and each generation differs in terms of values, communication style, and life experiences. Each group brings valuable contributions to the workplace.

Each generation is a subculture with a sense of reality based on formative world and national events, technological innovations and socio-cultural values. To understand how that experience impacts communication, it's instructive to consider how the different generations view technology and communications media. The following examples are based on an analysis of generational differences:[25]

Table 3.2 – Examples of Generational Differences

| | Traditionalists | Baby Boomers | Generation X | Millennials | Generation Z |
|---|---|---|---|---|---|
| Technology is . . . | Hoover Dam | The microwave | Internet | Hand-held devices | Virtual |
| Communicate via . . . | Rotary phones | Touch-tone phones | Cell phones | Internet & Text | Social Media |

Every generation develops expertise with communication formats and media that reflect their situational reality. For example, Traditionalists tend to have a more formal communication style, with a strict adherence to written grammatical rules and a strong cultural structure. Baby Boomers tend to prefer a more informal and collaborative approach. Gen X communications tend to be more blunt and direct: just the facts. Millennial and Gen Z communication is technology-dependent. As an Ad Council article notes, these generations are driving a truncation of the English language, shortening words (e.g., totally becomes totes) and abbreviating phrases into one or two-syllable "words," which may or may not be spoken aloud (e.g., FOMO for "fear of missing out" and TIL for "today I learned").

For additional perspective, see McCrindle Research "How to Speak Gen Z" infographic. These clippings have their roots in texting language: a shorthand that's optimized for the communications media and immediate gratification expectations of mobile communication.

## Texting

Texting is a cross-generational trend—something that nearly all adults in America participate in. For perspective on texting, read onereach.com's "45 Texting Statistics that Prove Businesses Need To Start Taking Texting Seriously." A few excerpts, for perspective:

1. Over 80% of American adults text, making it the most common cell phone activity. (Pew Internet)
2. The average adult spends a total of 23 hours a week texting (USA Today)
3. The average Millennial exchanges an average of 67 text messages per day (Business Insider)
4. On average, Americans exchange twice as many texts as they do calls (Nielsen)
5. Only 43% of smartphone owners use their phone to make calls, but over 70% of smartphone users text (Connect Mogul)

## Bridging the Generation Gap

Each generation brings not only a frame of reference but also a set of competencies—and expectations—based on how they view the world and their place in it. The challenge for both businesses and individuals is that we now have five generations in the workforce. Differences in generational communication style and media are, effectively, language barriers. To the extent that individuals can't translate, the communication gaps are a hindrance to effective collaboration and, by extension, achievement of critical goals and objectives. The communication disconnect can also affect employee morale and productivity.

The opportunity in this situation is to leverage specific generational strengths and decrease points of friction. The best case scenario is to create a culture and opportunities that encourage cross-generational sharing and mentoring. As Nora Zelevansky wrote in a piece for Coca-Cola: "In order to master intergenerational communication, it is necessary to understand some broad generalizations about the generations and then move beyond those to connect as individuals."[26]

In a related trend, the model of talent management is changing. As discussed in a Sodexo report on 2017 Workplace Trends, we're moving to a model of shared learning, where workers of all ages contribute to each other's growth and development.[27] Indeed, the researchers identified "intergenerational agility" as a critical aspect of the employee and employer value proposition. Business benefits of intergenerational learning include increased efficiency, productivity and competitive positioning. Two statistics that suggest the culture and communication gaps can be bridged:[28]

- 90 percent of Millennials believe that Boomers bring substantial experience and knowledge to the workplace
- 93 percent of Baby Boomers believe that Millennials bring new skills and ideas to the workplace.

The diversity of the intergenerational workplace isn't just a development—it's a creative opportunity.

Professor Mariano Sánchez of the University of Granada in Spain sees the opportunity in cultivating "generational intelligence;" specifically, "organizing activities that raise generational awareness, connect generations and help them work better together—exchanging knowledge, ideas, skills and more to enhance the broad skill sets everyone needs in today's jobs."[29]

According to Jason Dorsey, Millennial and Gen Z researcher and co-founder of The Center for Generational Kinetics, "The key is getting each person to recognize that everyone has different communication skills that can be harnessed to best support the organization."[30] Incorporating multiple communication media in meetings and to facilitate ongoing discussion/collaboration allows members of different generations to share expertise and demonstrate the value of a particular medium. Selecting technology that supports multiple ways of communicating and collaborating can also leverage collective strengths and create fertile ground. For example, using a videoconferencing platform allows for participants to connect visually and participate virtually, with audio, screen sharing and recording capabilities.

| Activity 3.6: Generational Differences in the Workplace |
| --- |
| After reading the section on generational differences in the workplace, reflect on your experiences at school, work and in your community and answer the following questions:<br>What generation do you identify with?<br>How closely do you resemble some of the descriptors used to describe this generation? Explain and give examples.<br>Why do you think it is important to understand the generational differences in the workplace? Explain and give examples.<br>Understanding the broad generational generalizations are important to help understand different work styles and preferences, however it is essential to move beyond generalizations and connect as individuals. |

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## 3.7: Summary

Now that you have completed Unit 3 we will revisit the Unit objectives before moving on to Unit 4. In this unit you have:

- Inventoried online resources to research career information and labor market information.
- Used informational interviews as a way to research careers.
- Explored professional associations as a means to collect career research and network with industry professionals.
- Recognized changes in the workplace and examined the value of diversity in the workplace.

Each part of this unit was designed to help you complete Phase 2: “What’s Out There?” At this time, you should have a better understanding of the World of Work and should be able to start visualizing where you see yourself in regards to your future career.

You have successfully completed Phase 1: “Who Am I” and Phase 2: “What’s Out There?” It is now time to explore Phase 3: “What Factors Might Affect My Choice?” and Phase 4: “Where Do I Go From Here?” These phases will be explored in Unit 4.

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# CHAPTER OVERVIEW

## 4: Decision Making and Goal Setting

**Learning Objectives**

- Recognize factors involved in the decision making process.
- Distinguish internal and external factors that affect making decisions.
- Demonstrate effective goal setting.
- Examine tools for managing stress.
- Choosing your major and educational planning.
- Analyze the value of gaining work experience outside the classroom.

Welcome to Phase 3 and Phase 4 of the career and life planning process. In this unit we will address tools and resources to help you address the following questions:

- Phase 3: What factors affect my choices?
- Phase 4: Where do I go from here?


4.1: The Decision Making Process
4.2: Internal and External Factors that Affect Making Decisions
4.3: Effective Steps for Goal Setting
4.4: Stress Management
4.5: Choosing your Major and Educational Planning
4.6: Opportunities at College of the Canyons
4.7: Educational Planning
4.8: Gaining Experience Outside the Classroom
4.9: Summary


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# 4.1: The Decision Making Process

We make several decisions every day. Some are small and rather simple decisions ranging from what to eat in the morning to what to wear for the day. Other decisions may be more complex and require some planning. When it comes to making big decisions like buying a car, choosing a major/career, or deciding on what school to transfer to it helps to use a rational, logical and ordered process. The Rational Decision Making Process involves 5 steps.

- Step 1: Formulating a goal(s)
- Step 2: Identifying the criteria for making decisions
- Step 3: Identifying alternatives
- Step 4: Performing analysis
- Step 5: Making a final decision

These steps provide structure and disciple to the process. Each step requires you to be proactive while investigating information, collecting data and analyzing information resulting in action.

## Application of the Rational Decision Making Process

Let's apply the steps involved in decision making:

### Step 1: Formulating a goal(s)

This step involves assessing the current situation and defining your goal. Ask yourself:

- What is it you want to accomplish?
- Is this a problem to solve or an opportunity to pursue? Knowing the difference will help guide you through the remaining steps and will help you organize your support network.

For example: As a student in this class, I have just finished career assessments and taken time to conduct career research. I now have 4 career options I am considering but don't know which to pursue. I have learned I am passionate about pursuing a career in the helping profession but can't decide between: elementary school teaching, social work, nursing or school counselor. These are all possible opportunities for me to pursue!

My goal is to determine which career path is best for me and how do I get there.

### Step 2: Identifying the criteria for making the decision

This step involves doing research and gathering relevant information. Ask yourself:

- What information do you currently know about your options?
- What information is missing?
- What sources will help you learn more about your options and who can help you gather more information?

Applying Step 2 to the example above:

- I am familiar with online career research sites addressed in Unit 3. I might consider putting together a chart where I can take notes and do a side-by-side comparison between these different occupations including: duties and responsibilities, educational training, licensing/certification requirements, salary information and current labor market trends and job outlook.
- I can arrange for informational interviews with professionals in each of the careers I am considering to gain a more personalized perspective on each profession.
- I can meet with a counselor to get an overview of the different majors that may be a good fit, develop an educational plan and compare and contrast the different options.

### Step 3: Identifying alternatives

There are many ways to get to one place. This step allows you to put together creative options based on the information gathered in Step 2. As you develop your options, consider possible obstacles and challenges you may foresee. This will help you plan and seek necessary support to help overcome them. As you identify alternatives, assess yourself and your current situation to see which of the options seem most attractive to you at this time.

Applying Step 3 to the example above:

Now, I can start putting the information together and analyzing how it best fits my current situation and my needs. After gathering the career information and speaking to professionals in the field, I feel strongly that being an elementary school teacher best aligns with my values and allows me to focus on making a difference while helping children learn and grow. It aligns nicely with my personality preferences, values, interests, character strengths, skills and abilities. My career assessments confirm this path is a suitable option for me. I will now pursue elementary school teaching as my focus!

My research also tells me that I can technically be any major to pursue elementary school teaching. I will need to review all the different majors offered at College of the Canyons to help me narrow down my options.

### Step 4: Performing analysis

This step allows you to dive deeper and evaluate alternatives, assess the outcomes of each option and consider how they align with your values to help you narrow down your options. Consider ranking your options and focus on your first choice. Assess your likelihood of success toward each alternative and consider sacrifices you may need to make. You will want to revisit any possible challenges or obstacles you may foresee and address any barriers that may affect your success.

Applying step 4 to the example above:

Now that I have analyzed and researched my major options, and reviewed course descriptions of the required classes for the Liberal Studies and Early Childhood Education, I can compare and contrast each major and assess it with my preferences. I will consider what courses seem more appealing to me and which I might enjoy more.

### Step 5: Making a final decision

Now you are ready to establish a plan of action. This involves putting together necessary steps to pursue your desired outcome. Set a date you will start and complete your plan of action. It is important to be realistic as you develop your plan. Consider resources you will need to put your plan into action.

Applying step 5 to the example above:

After researching the classes required for each major, I decide to pursue Early Childhood Education because it does not require as much science and allows me to focus on child growth and development and how children learn and that seems more interesting to me. Now that I have narrowed down my options and decided on a path, I am ready to develop my plan of action!

Next semester, I will:

- 
- Join the TEACH program and the Future Educator's Club on campus so I can learn more about the teaching profession and gain exposure to the teaching environment.
- Meet with a counselor to establish my student educational plan and review requirements for my associate degree and transfer. I will also use the online MAP – My Academic Planning tool through MyCanyons to develop my educational plan!
- Talk to the department chair of ECE and start networking!

This decision making model described above is linear in nature where one step leads to the next, however, it is important to know that you may revisit a previous step at any time throughout the process. For example, after completing Step 4 and analyzing the situation, you may realize the alternatives generated in step 3 are not of interest to you anymore so you may need to go back to Step 2 and gather more information before moving forward.

Be flexible and open to change. Be patient and know that you are not alone on this journey. There is a lot of support on campus to help you brainstorm, gather information and evaluate your options. You always have options!

Once you decide on a career, your decision will help guide the goals you set for yourself from your college education to your future career. For help to stay on track in this journey, you can seek assistance from the information and resources you learn in this class as well as counselors and career center staff at the college to guide your search. To get started in practicing your decision-making skills, you can try this next activity from California Career Café, a virtual career center for California community college students.[31]

Try the following decision-making exercise from California Career Café:

[32]

Figure 4.1 – Thinking Caps.

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# 4.2: Internal and External Factors that Affect Making Decisions

There are many factors that contribute to making decisions. Some factors are internal factors and some are external.

Internal factors are those that you control, they come from within you. Internal factors are influenced by your feelings and thoughts. These can be positive or negative. Positive thoughts will help you with decision making, while negative thoughts will most likely hinder you. Fear is a common internal factor that negatively affects decision-making.

- Fear of failure
- Fear of making the wrong decision
- Fear of rejection
- Fear of letting others down

Unfortunately, fear can lead to paralysis in the decision-making process with “worse case scenarios.” To avoid this from happening, remember FEAR is really an acronym for:

FALSE EXPECTATIONS APPEARING REAL

Remember, you are in control of these internal thoughts and feelings. You hold a lot of power. Use it wisely!

Another internal factor that affects decision-making is self-confidence. Lack of self-confidence can make decision-making challenging and negatively impact your goals. In Unit 1, we addressed the importance of self-confidence in setting yourself up for success. You can either be your best friend through the decision-making process or your worst enemy. The choice is up to you. If you lack self-confidence, the good thing is you can work on building it.

External factors are those that stem from your surroundings. External factors may include expectations from your family, friends, cultural or gender stereotypes and family responsibilities. These factors can influence decision-making in a positive or negative way. It is important to consider external factors when making decisions so you can absorb the positive support and create a plan to counteract the negative.

After making a decision about your career direction, it is important to be mindful of the internal and external factors that may affect your next steps. Once you have narrowed down your career choices, you will want to set a goal and develop a plan of action by setting effective goals.

| Activity 4.2: Identifying Internal And External Factors Affecting My Decisions |
| --- |
| As you get closer to making decisions about your future career and potential major and educational training you'll need, reflect on the internal and external factors that may hinder or support your progress. Be honest with yourself.<br>Factors that **Hinder** My Career Decisions:<br>Internal:<br>External:<br>Factors that **Support** My Career Decisions:<br>Internal:<br>External:<br>Focus on the factors that you have control over. What can you do about the factors that are currently hindering your ability to fully work towards your fullest potential?<br>Continue to capitalize on the factors that support your success! |

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# 4.3: Effective Steps for Goal Setting

Setting goals serves as a vehicle to help you get from point A to point B. It is important to establish goals for yourself to ensure progress through the career exploration and planning process.

## Success Begins With Goals[33]

A goal is a desired result that you envision and then plan and commit to achieve. Goals can relate to family, education, career, wellness, spirituality, and many other areas of your life. Generally, goals are associated with finite time expectations, even deadlines.

As a college student, many of your goals are defined for you. For example, you must take certain courses, you must comply with certain terms and schedules, and you must turn in assignments at specified times. These goals are mostly set for you by someone else.

But there are plenty of goals for you to define yourself. For example, you decide what you would like to major in. You decide how long you are going to be in college or what terms you want to enroll in. You largely plan how you would like your studies to relate to employment and your career.

Goals can also be sidetracked. Consider the following scenario in which a student makes a discovery that challenges her to reexamine her goals, priorities, and timetables:

Janine had thought she would be an accountant, even though she knew little about what an accounting job might entail. Her math and organizational skills were strong, and she enjoyed taking economics courses as well as other courses in her accounting program. But when one of her courses required her to spend time in an accounting office working with taxes, she decided that accounting was not the right fit for her, due to the higher-stress environment and the late hours.

At first she was concerned that she invested time and money in a career path that was not a good fit. She feared that changing her major would add to her graduation time. Nevertheless, she did decide to change her major and her career focus.

Janine is now a statistician with a regional healthcare system. She is very happy with her work. Changing her major from accounting to statistics was the right decision for her.

This scenario represents some of the many opportunities we have, on an ongoing basis, to assess our relationship to our goals, reevaluate priorities, and adjust. Opportunities exist every day—every moment, really!

Below is a set of questions we can ask ourselves at any point to help focus on personal goals:

1. What are my top-priority goals?
2. Which of my skills and interests make my goals realistic for me?
3. What makes my goals believable and possible?
4. Are my goals measurable? How long will it take me to reach them? How will I know if I have achieved them?
5. Are my goals flexible? What will I do if I experience a setback?
6. Are my goals controllable? Can I achieve them on my own?
7. Are my goals in sync with my values?

As you move through your college career, make a point to ask these questions regularly.

As you formulate your goals consider the following pointers to help you stay focused:

- Write your goals out and post them where you can see them daily so they are at your forefront and not forgotten.
- Share your goals with others. Stating your goals publicly holds you accountable.
- Identify any obstacles you may encounter along the way and consider solutions. Think of people who may help you overcome the obstacles or help you brainstorm potential solutions.
- Set a deadline for which you plan to accomplish your goal and monitor your progress. Be realistic and patient with yourself.
- Visualize the goal. See a clear mental picture of yourself accomplishing your goal.
- Be persistent and don’t give up. Don’t be afraid to ask for help when needed.

Watch the following YouTube video for an overview of SMART goals – a memory aid in setting and evaluating goals to ensure that they are Specific, Measurable, Actionable, Relevant and Time bound. After watching the video, complete Activity 4.3.

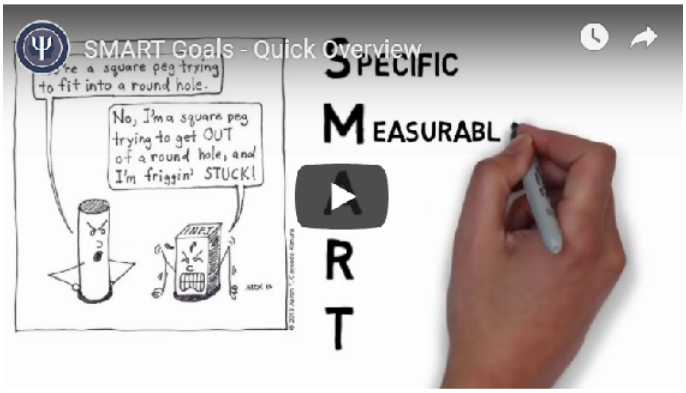


Figure 4.2 –Watch "S.M.A.R.T. Goals" (link: https://www.youtube.com/watch?v=1-SvuFIQjK8

In order to achieve long-term goals (from college on), you will need to first achieve a series of shorter goals. Medium-term goals (this year and while in college) and short-term goals (today, this week, and this month) may take several days, weeks, months, or even a few years to complete, depending on your ultimate long-term goals.
Take a moment and identify your short (today, this week, and this month) and medium-term goals (this year and while in college) that will help you achieve your long-term goal.

1. Identify 1 long-term academic or career goal.
2. Identify two related medium-term and two related short-term goals that will help you achieve your long-term goal.
3. Be SMART about it! Identify Specific, Measurable, Actionable, Relevant , activities to achieve your identified goals by a certain Timeframe.

Review the guidelines below, and fill in the blank sections to the best of your ability.
Guidelines

- Phrase goals as positive statements: Affirm your excitement and enthusiasm about attaining a goal by using positive language and expectations.
- Be exact: Set a precise goal that includes dates, times, and amounts, so that you have a basis for measuring your progress.
- Prioritize: Select your top goals, and put them in order of importance. This helps you understand the degree to which you value each of them. It will also help you better manage related tasks and not feel overwhelmed.
- Take the lead: Identify goals that are linked to your own performance, not dependent on the actions of other people or situations beyond your control.
- Be realistic but optimistic and ambitious: The goals you set should be achievable, but sometimes it pays to reach a little higher than what you may think is possible. Certainly don't set your goals too low.
- Be hopeful, excited, and committed: Your enthusiasm and perseverance can open many doors!

| Goal Priorities | My Precise Goals | What I Am Doing Now To Achieve These Goals |
|---|---|---|
| Example:<br>Long-term goal | I plan to graduate with a Bachelor of Fine Arts degree. My major will be Radio-Television-Film, and my minor will be Spanish | I am attending the college of my choice and getting good grades in my major. |
| Example:<br>Related medium-term goal | I would like to study abroad in Spain before I graduate. | I need to get busy with this! I will inquire this week about what I need to do next. |
| Example:<br>Related short-term goal | I will need to get financial aid for at least a portion of my studies. | I have filled out the forms for financial aid. Last week I applied for a part-time job. |
| Identify your<br>Long-term goal | | |
| Identify a related<br>medium-term goal #1 | | |
| Identify a related<br>medium-term goal #2 | | |
| Identify a related<br>short-term goal #1 | | |

| | | |
|---|---|---|
| Identify a related short-term goal #2 | | |

## Social Aspects of Achieving Your Goals

Setting goals can be a challenge, but working toward them, once you've set them, can be an even greater challenge—often because it implies that you will be making changes in your life. You might be creating new directions of thought or establishing new patterns of behavior, discarding old habits or starting new ones. Change will always be the essence of achieving your goals.

You may find that as you navigate this path of change, one of your best resources is your social network. Your family, friends, roommates, coworkers, and others can help you maintain a steady focus on your goals. They can encourage and cheer you on, offer guidance when needed, share knowledge and wisdom they've gained, and possibly partner with you in working toward shared goals and ambitions. Your social network is a gold mine of support.

Here are some easy ways you can tap into goal-supporting "people power":

- Make new friends
- Study with friends
- Actively engage with the college community
- Volunteer to help others
- Join student organizations. Click here for a list of student clubs at COC: https://www.canyons.edu/studentservices/studentdevelopment/clubs/list.php
- Get an internship. Click here for information about the COC internships program: https://www.canyons.edu/studentservices/internships/index.php
- Work for a company related to your curriculum
- Stay connected via social media (but use it judiciously)*
- Keep a positive attitude
- Congratulate yourself on all you've done to get where you are

*A note about social media: More than 98 percent of college-age students use social media, says Experian Simmons. Twenty-seven percent of those students spent more than six hours a week on social media (UCLA, 2014). The University of Missouri, though, indicates in a 2015 study that this level of use may be problematic. It can lead to symptoms of envy, anxiety, and depression. Still, disconnecting from social media may have a negative impact, too, and further affect a student's anxiety level.

Is there a healthy balance? If you feel overly attached to social media, you may find immediate and tangible benefit in cutting back. By tapering your use, you can devote more time to achieving your goals. You can also gain a sense of freedom and more excitement about working toward your goals.

## Dealing with Setbacks and Obstacles

At times, unexpected events and challenges can get in the way of best-laid plans. For example, you might get sick or injured or need to deal with a family issue or a financial crisis. Earlier in this section, we considered a scenario in which a student realized she needed to change her major and her career plans. Such upsets, whether minor or major, may trigger a need to take some time off from school—perhaps a term or a year. Your priorities may shift. You may need to reevaluate your goals.

## Problem-Solving Strategies

Below is a simple list of four problem-solving strategies. They can be applied to any aspect of your life.

1. What is the problem? Define it in detail. How is it affecting me and other people?
2. How are other people dealing with this problem? Are they adjusting their time management skills? Can they still complete responsibilities, and on time?
3. What is my range of possible solutions? Are solutions realistic? How might these solutions help me reach my goal/s?
4. What do I need to do to implement solutions?

You may wish to also review the earlier set of questions about focusing with intention on goals.

Be confident that you can return to your intended path in time. Acknowledge the ways in which you need to regroup. Read inspiring words from people who have faced adversity and gained. Line up your resources, be resolved, and proceed with certainty toward your goals.[34]

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# 4.4: Stress Management

Career and life planning, decision-making and goal setting are exciting topics that play an important role in our lives, yet at the same time they are very heavy topics and can induce high levels of stress. Making decisions that will impact your future can feel overwhelming and create negative thoughts, unproductive behaviors and uncontrollable emotions. In this section, we will address how stress can be managed and the important role you play in managing your own stress levels.

This section is focused on helping you identify and understand your stress responses. If stressful situations persist and there are no healthy coping mechanisms developed. The immune system is compromised and disease begins. There are many tools that are available to help us learn healthy ways of dealing with daily ups and downs. This unit will help you explore some very solid, research based tools for dealing with stress.

Two of the most powerful tools most frequently used for managing stress are both simple and free. Both are cultivated through practice. The first tool is re-framing. Re-framing is a matter of mindset. Even though something happens that I may not have planned for, I still have a choice in how I respond to it. I can let “it” ruin my day, or I can figure out how to best deal with the situation and move on. So in other words, I can choose to “catastrophize” the situation, and make myself and those around me have bad day, or I can find a solution to take myself out of the situation. I always have a choice.

Are you generally a positive or negative thinker? If you are a negative thinker, use this opportunity to start to become consciously aware of your thought/perception patterns. Once you become more aware, you can make changes that will help you manage your thought process, thus, changing your intentions, attitudes and outcomes to a more positive lifestyle which will help contribute to managing your level of stress.

Choosing to be mindful is about awareness. By this, I mean really aware of everything going on around you. Mindfulness can be thought of as a moment-to-moment, nonjudgmental awareness, cultivated by paying attention in a specific way that is, in the present moment, and as non-reactively, as non-judgmentally, and as open heartedly as possible, (Jon Kabat-Zinn) Rather than allowing ourselves to be distracted by technology, television, or a myriad of other things, we purposely slow down and take in everything being fully present. Many of those who practice mindfulness call the constant ricocheting of our attention “monkey mind”. I find it amusing that many people to call it multi-tasking. Let's stop fooling ourselves, we cannot multi task, only shift our attention from one thing to another and not give either task the focus and attention it deserves to get the task done well.

Consider these tools when facing stressful situations. Re-framing and mindfulness are powerful tools that can be practiced to help manage stress caused by everyday stressors.[35]

Stress management is key to overall health. Mindful management of stress improves quality of life and provides a clear mind for learning and making valuable decisions. Nutrition has a very important role in your physical and mental health. In addition, sleep is very crucial to keep balance and keeping brain neurotransmitters working efficiently. Lack of sleep and unhealthy nutrition can affect mood, eating habits, and maladaptive behaviors. Therefore, increasing levels of negative stress can lead to making rash decisions and acquire poor eating habits. Regular participation in health promoting behaviors such as exercise, healthy eating and social connections reduces stress and anxiety. Remember to pay attention to how you are “feeling”. Often times when we suffer an increased amount of stress our mental state is negatively affected. This may cause depression, anxiety, weight gain/loss and feeling lost. Analyze and identify possible resources to help you navigate back to a balanced lifestyle.

The COC Student Health and Wellness Center provides mental health counseling free of charge to students. If you are feeling overwhelmed balancing life challenges, work, school, and personal responsibilities, you may want to speak with a mental health professional. Services through the Student Health Center are confidential and available at both the Valencia and Canyon Country Campus. For more information, speak with your instructor, or visit the Student Health and Wellness site at: https://www.canyons.edu/studentservices/health/index.php

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# 4.5: Choosing your Major and Educational Planning

In Units 1 – 3, we spent a lot of time on self-discovery through engaging in different career assessments and researching career information that may be a good fit based on personal strengths, interests, values, skills, and personality. At this time, you should be getting closer to deciding on a career path that may be a good fit for you. Once you know what career path or industry you are interested in, you are a step closer to choosing your major. Having a general idea of what career path interests you will help you determine which major is the best fit for you.

In the United States and Canada, your academic major—simply called "your major"—is the academic discipline you commit to as an undergraduate student. It's an area you specialize in, such as accounting, chemistry, criminology, archeology, digital arts, or dance. In United States colleges and universities, roughly 2,000 majors are offered. And within each major is a host of core courses and electives. When you successfully complete the required courses in your major, you qualify for a degree.

Why is your major important? It's important because it's a defining and organizing feature of your undergraduate degree. Ultimately, your major should provide you with the knowledge, skills, attitudes, and/or behaviors you need to fulfill your college goals and objectives.

In this section, we will look at how to select your major and how your college major may correlate with a career. Does your major matter to your career? What happens if you change your major? Does changing your major mean you must change your career? Read on to find out![36]

Take a minute to watch the YouTube Video titled "How to Pick a Major" which will provide you with 5 tips to consider as you get closer to making your decision to declare or confirm your major.

Figure 4.3 – Watch "How to Pick a Major" (link: https://www.youtube.com/watch?v=8I_Qw2NfSq0)

Choosing a college major can have a big impact on your career choices, especially if you are following a technical or vocational program of study. After all, it is hard to become a pharmacist if you study computer networking. Students often get too anxious about choosing a major or program of study. Certainly, many two-year students have a very clear idea of what they are studying and the job they expect to land after completing their degree, and you probably feel confident enough in your choice of major to make the investment for tuition in that program. But there is no need to panic over your choice of major or program of study:

- Your choice of major or program will be important only for your first job after college; most people change careers (not just jobs, but careers) five times or more in their lifetime, so there is no possible major that will cover that level of flexibility.
- Many majors and programs share foundation courses with other majors, so you can usually change your major without having misused your time in courses that will be unrelated to your new major. Chances are, if you change your major, it will be to something similar, especially if you have completed an occupational interest survey as recommended earlier in this class.
- Most students change their major at least once, and many will change majors two or three times before they graduate.

While these thoughts might remove some of the stress of making the choice, there is no doubt that it is not always easy to make your choice. The following tips may make it a little easier…and perhaps fun!

- **Follow your dreams.** Your first instinct in choosing a field of study is probably based on your dreams and life experience. Make sure you base your choice on your own dreams and interests and not those of a parent, spouse, or friend.
- **Make it fun.** What do you like to do for fun? What kinds of magazines do you read? What websites are bookmarked on your computer? What kinds of volunteer work have you done? What do the answers to these questions tell you about the kind of career you would enjoy?

- **Build on your skills.** A good choice of a program of study is not based exclusively on your likes; it should also consider your skills. What courses did you "ace" in high school? Consider also courses that you found challenging in which you learned and enjoyed (it is hard to keep a level of determination to tackle a tough subject if you do not enjoy it). What do these courses tell you about what you are skilled at studying?
- **Ask around.** Find people who are following the courses of study you are considering. Ask them what they like and dislike about their majors. If you can find recent graduates with that major, ask them about the value of their major.
- **Two is better than one.** Talk to your counselor about potentially double majoring, as this can be an effective way of preparing yourself for the uncertainties and options of future employment. You may want to consider declaring a minor after you transfer to a four-year university. A minor is a sub-specialty are in a discipline outside your major
- **What makes you unique?** If you have a major that you would like to pursue that is not offered at your college, find out if you can plan your own major. This option is especially attractive if you want to combine two seemingly different disciplines into a major (Dance and athletics? Sociology and film? Women's studies and economics?). This may be an option when you transfer to the four-year university.
- Be open to change. Once you have selected a major, do not panic if it turns out to be the wrong choice; consider it a step toward finding the right program for you. Repeat the major selection process, but carefully consider what you learned from your original major choice. Why was it not the right major? (Did it not match your interests? Was the workload too heavy? Were the courses too tough?) What do you know now that you did not know when you made your first selection that you should consider in making a new choice?

What do you need to launch a good career? Employers will look at your education, skills, and experience. Making sure you have the "right stuff" in these three areas is what you should focus on in your college experience.

## Resources to Help You Learn More about Choosing a Major

This quote really sets the stage for the journey you are on. Your journey may be a straight line that connects the dots between today and your future, or it may resemble a twisted road with curves, bumps, hurdles, and alternate routes.

To help you navigate your pathway to career success, take advantage of all the resources available to you. Your college, your community, and the wider body of higher-education institutions and organizations have many tools to help you with career development. Be sure to take advantage of the following resources:

- College course catalog: Course catalogs are typically rich with information that can spark ideas and inspiration for your major and your career. The COC Catalog may be accessed here: https://www.canyons.edu/administration/academicaffairs/catalog.php

The college catalog consists of college policies, procedures and programs. Detailed descriptions of each major, degree requirements and course descriptions are outlined. Take time to see what COC offers in regards to career certificates, associate degrees and transfer.

- Instructional and counseling faculty and academic advisers at your college: Many college professors are also practitioners in their fields, and can share insights with you about related professions. Counselors and academic advisers may also share information about different majors and how they connect to careers.
- Fellow students: Many of your classmates, especially those who share your major, may have had experiences that can inform and enlighten you—for instance, an internship with an employer or a job interview with someone who could be contacted for more information.
- Students who have graduated: Most colleges and universities have active alumni programs with networking resources that can help you make important decisions.
- Your family and social communities: Contact friends and family members who can weigh in with their thoughts and experience.
- The Counseling Department and the HUB: Counseling faculty in these departments have a wealth of information to share with you—they're also very good at listening and can act as a sounding board for you to try out your ideas.

There are many online resources with free materials that can provide guidance, such as the ones in the table, on the following page.[37]

Table 4.1 – Major Guidance

| Website | Description |
|---|---|

| | |
|---|---|
| Majors at College of the Canyons | Lists current majors at COC with an AA/AS or AA-T/AST. A brief description of each major is highlighted along with required courses and number of units necessary for the degree. |
| List of College Majors (MyMajors) | A list of more than 1,800 college majors—major pages include description, courses, careers, salary, related majors and colleges offering major |
| Take the College Major Profile Quiz (About.com) | Quiz is designed to help students think about college majors, personality traits, and how they may fit within different areas of study |
| Choosing a College Major Worksheet(Quint Careers) | A six-step process to finding a college major |
| Common Mistakes Students Make in Choosing a Major | Lists common misperceptions about choosing a major and explains how these misperceptions can cloud future plans |
| What can I do with this major? | Lists majors and how they connect with careers, provides information about common career areas, typical employers and strategies designed to maximize career opportunities. Additional links are listed to connect to professional association and other resources related to the major. |
| Explore Careers (BigFuture/The College Board) | Explore careers by selecting “Show me majors that match my interests,” “Show me new career ideas,” and “Show me how others made their choices” |
| The College Major: What It Is and How To Choose One (BigFuture/The College Board) | When to choose a major, how to choose a major, “you can change your mind,” majors and graduate school, and majors and professions |

As you narrow down your career choice and major choice, you can now make a decision in regards to what program you may want to pursue while at COC. The next section reviews the opportunities available to you at COC. As you read over the different programs, make note of which program or programs are of interest to you.

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# 4.6: Opportunities at College of the Canyons

Now that you have explored possible career options, it is time to look at the specific educational training required to help you pursue your career goal. The career you are considering may require specialized industry certification or licensing, an associate degree, bachelor's degree or a more advanced degree. College of the Canyons offers certificates, associate degree and transfer programs.

## Certificates

Certificates are short term training programs that are industry specific. These programs are typically designed to prepare students for employment, job enhancement and/or job advancement. Certificate programs vary in length and generally require less than two years of fulltime study. The required coursework allows students to gain specialized entry level skills and training to prepare for industry certification and licensing.

For example, to become an Emergency Medical Technician (EMT), one must become certified by passing an exam offered through the National Registry. Completing the EMT Certificate of specialization at COC prepares students to take the National Registry exam to become certified and gain employment as an EMT. For a list of certificates offered through COC view the counseling site: https://www.canyons.edu/studentservices/counseling/degrees/certificates.php

## Associate degree programs (AA/AS)

The associate degree is a program that requires 60 units. These units are comprised of general education courses and major courses. The AA/AS degree is designed to help students gain employment and or job advancement. For a comprehensive list of associate degrees offered through COC view the counseling site: https://www.canyons.edu/studentservices/counseling/degrees/majors.php

## Associate degree for transfer (AA-T/AS-T)

The AA-T/AS-T degrees are designed to help facilitate the transfer process for California Community College Students to the California State University (CSU) System. It is a 60-unit program comprised of at least 18 units in a specific major and either the CSU GE breadth or the IGETC-CSU GE pattern. The benefit of an AA-T/AS-T is that students are guaranteed admission to one of the CSU schools (a non-impacted CSU) and are guaranteed to have 60 units remaining towards their bachelor's degree after transfer. For more information go to: https://www.canyons.edu/studentservices/counseling/degrees/aat-ast.php

## Transfer programs

COC has transfer agreements with four-year institutions that allow students to complete their freshman and sophomore general education courses and major preparation work at COC and transfer as a junior. For more information on transfer, go to the Counseling website: https://www.canyons.edu/studentservices/counseling/transfer/index.php

## Overview of the Transfer Process

Perhaps you decided to attend College of the Canyons to save some money or to be able to explore a career before committing to a four-year program. Now you may find that a bachelor's degree is worth pursuing because it appears to be a requirement for the kind of career you want or because you will be able to boost your income opportunities. If you are thinking about transferring to a four-year program, be sure to follow these steps:

1. **Understand the transfer process.** The diagram below illustrates the transfer process. While attending College of the Canyons, you may complete your lower division college coursework, which is comparable to what freshmen, and sophomores are doing their first two years of college at the four-year university. This entails completion of the 100 and 200 level courses to satisfy freshman and sophomore general education and major preparation course requirements. If classes are selected wisely, students may earn an AA/AS or AA-T/AS-T degree while also completing transfer admission requirements for the four-year university. Meet with a counselor to discuss your goals and develop a personalized comprehensive student educational plan!

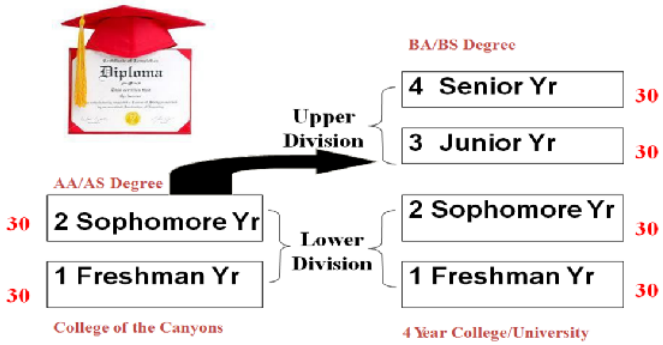


Figure 4.4 – College of the Canyons' Degree Plan.

2. Learn more about articulation agreements. Articulation agreements are transfer agreements with the four-year universities. COC has articulations with the UC/CSU systems, private and out-of-state institutions. Understanding the transfer requirements will make for a smooth transition. Transfer agreements may be found on the counseling website at: https://www.canyons.edu/studentservices/counseling/transfer/index.php
3. Learn more about AA-T/AS-T if you are considering transfer to a CSU school. You may wish to consider the AA-T/AS-T programs offered through COC. These degrees are designed to help facilitate the transfer process for California Community College students to the CSU System. For more information about AA-T/AS-T programs offered at COC go to: https://www.canyons.edu/studentservices/counseling/degrees/aat-ast.php. To learn more about benefits associated with this transfer option, go visit the "Degree with a Guarantee" website: http://adegreewithaguarantee.com/
4. **Determine if you should follow the CSU GE or IGETC GE pattern.** If you are considering transfer to a CSU or UC school, you should follow one of these GE patterns.

- The CSU GE breadth is the General Education (GE) pattern all CSU schools will accept as satisfying the lower division, freshman/sophomore GE coursework. The CSU GE can be found on the counseling website at: https://www.canyons.edu/studentservices/counseling/transfer/csu.php
- The IGETC GE pattern is accepted by all UC and CSU schools as satisfying the lower division, freshman/sophomore GE coursework. The IGETC GE can be found on the counseling website at: https://www.canyons.edu/studentservices/counseling/transfer/uc.php
- If you are interested in a CSU or a UC transfer institution, it is safest to follow the IGETC, as this GE pattern is acceptable by both UC and CSU schools.
- *NOTE:* The CSU GE and IGETC GE patterns are generally safe for most majors **EXCEPT** liberal studies students and those with extensive lower division preparation such as most high unit engineering or science majors at any UC campus. Read the special notes on the CSU GE and IGETC regarding which majors and schools do not honor CSU GE or IGETC.

5. Explore www.assist.org. This is the official transfer and articulation system for California's public colleges and universities. This site houses all the transfer agreements between all California Community Colleges, CSU and UC institutions. You may explore transfer agreements by entering your institution, the transfer institution, and the major you are interested in. Once this information is entered, will be able to view the articulation agreement, which includes the freshman and sophomore level coursework for the major the transfer institution requires prior to transfer. The more major preparation coursework you complete at COC, the less work you have to complete at the four-year university. This saves you time and money! If your major is "highly selective" or "impacted" you will be required to complete all major preparation prior to transfer. Be sure to read the fine print in each articulation agreement. Some schools have very specific requirements in regards to grades and when the major preparation work must be completed.

*6. learn more about the transfer process and create an educational plan based on your major and transfer institution.*

7. course offered every term. This course provides students with information and resources to facilitate a smooth transfer to the 4-year colleges and universities. Topics include UC/CSU applications, the common app for private and out of state schools, developing a personal statement, major and general education requirements, financial aid/scholarships, personalized student education plans, and analysis of factors involved in the selection of transfer schools.
8. Connect with the Transfer Center. The Transfer Center assists students who wish to transfer to four-year universities in pursuit of a Bachelors degree. Four-year university representatives often hold one-on-one appointments with students in the transfer center to answer individual admission questions. The transfer center hosts an annual transfer fair where different college and university representatives are on campus to answer questions and meet with students. Workshops are held throughout the year

to support the transfer process including: CSU Applications, UC Applications, The Common Application, Transfer Admission Guarantee (TAG) program, and personal statements are some of the common workshops. For more information visit the Transfer Center website at: https://www.canyons.edu/studentservices/transfercenter/index.php

Once you have determined which program(s) you are interested in pursuing, (a certificate, an AA/AS degree, or AA-T/AS-T and/or transfer program) you are then ready to develop your individualized student educational plan. While at COC, you may work on multiple goals. you may earn a certificate, associate degree and/or transfer program if you select your classes wisely!

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# 4.7: Educational Planning

## My Academic Plan (MAP)

Figure 4.5 – College of the Canyons' MAP.

Online Academic Planning tool through your MyCanyons student portal. To do so, log-in to MyCanyons and go to the Academic Planning section. For step-by-step guidelines on developing your MAP go to: https://www.canyons.edu/_resources/documents/studentservices/enrollmentservices/MAPBrochure.pdf

Your **MAP** will allow you to track your progress toward your declared program at COC and map out classes necessary to meet your goal. You are encouraged to discuss this plan with a counselor to ensure you have accounted for all necessary requirements! It is important to understand **MAP** is strictly linked to COC program requirements for certificate and associate degree programs (AA/AS and AA-T/AA-T) and *DOES NOT* necessarily include *ALL* transfer requirements, therefore it is essential to review your **MAP** with a counselor to ensure you are on the right track.

If you are not yet certain about your major that's ok! Consider what program may best suite you: a certificate, associate degree or transfer. If you have a general idea of what program you wish to pursue you can start focusing on your general education courses and consider taking some exploratory classes next semester to allow you to explore areas of interest.

After reading through section 4.5 Choosing a Major and Educational Planning, it is time to make a decision. Take into account the research you have gathered about different majors using the online resources addressed earlier in this section and answer the following questions:

1. What are your top two career fields you are considering at this time?
2. What kind of entry level training/certification is needed to enter each field (industry certification, Associate Degree, Bachelor Degree or an advanced professional degree)?
3. What kind of program do you need to complete at College of the Canyons to pursue the appropriate training to be competitive for each field (certificate, AA/AS, AA-T/AS-T and/or transfer)? Is this program offered at COC? If not, where is my program offered and what are their admission criteria?
4. What majors are you considering at this time and how do they connect to your future career path?
5. Explain how these potential majors are a "good fit" for you based on information you have gathered through your career assessment results completed in Unit 2 (character strengths, work values, personality preferences, interests, and skills).
6. If you plan to transfer, what four year universities are you considering and what are their transfer admission requirements?

The more you know about the requirements necessary to pursue the career field(s) you are considering, the better you can prepare and make yourself a competitive candidate!

## Develop a Skills Based Educational Plan to Align with Your Academic Plan

In this section, we have discussed choosing your major and developing your educational plan to satisfy the necessary requirements for a certificate, AA/AS, AA-T/AS-T and/or transfer goal. At this time, you should have a general idea of what requirements are necessary to achieve your academic goal. Now, we want to further develop your plan through incorporating a skills based educational plan. To get a better understanding of what a "Skills Based Educational Plan" is, view the YouTube Video titled "The Insufficient Degree" and start developing your Skills Based Academic Plan.

Figure 4.4 – Watch "The Sufficient Degree" (link: https://www.youtube.com/watch?v=k4nwQYuR-JM)

It is now time to develop your Skills Based Academic Plan. After viewing the YouTube Video above, think of the skill necessary for your desired career goal. Consider the knowledge you will need to know for this particular career and how you can start working on acquiring that knowledge now.

| My Career Goal: | |
|---|---|
| Knowledge Needed | Learning Method |
| | |
| | |
| | |
| | |

Take a moment and review the "Counseling Roadmap" illustration on the following page.

Figure 4.5 – Counseling roadmap. (Image by Ian Joslin is licensed under CC BY 4.0)

| Counseling Roadmap | |
|---|---|
| | If you are at the START you will want to:<br>• Turn in transcripts from previous colleges/universities<br>• Declare your major<br>• Apply for financial aid<br>• Take your math and English assessments if you have not yet done so |

| | |
|---|---|
| | If you have Up to 15 units you will want to:<br>• Meet with an academic advisor to develop a one-semester plan<br>• Familiarize yourself with the Library, the Learning Center (TLC) and the Student Center (including the COC Bookstore, Student Health & Wellness Center and the Student Development Office)<br>• Consider joining a student club or organization |
| | If you have 15 Units or more you will want to:<br>• Meet with a counselor to discuss academic major and goals leading to the development of a comprehensive educational plan<br>• Continue to network on campus and build relationships with faculty, staff and peers |
| | If you have 45 units or more you will want to:<br>• Review transcripts with a counselor or advisor<br>• Connect with the Career Center<br>• Participate in an internship<br>• Petition for graduation |
| | If you are at the FINISH LINE you will want to:<br>• Receive and associate degree and/or certificate<br>• Enter the workforce or transfer to a four-year institution |

There is a lot of support on campus to help you each step of the way. Take advantage of the resources available to you and ask for help when necessary. For a comprehensive list of campus resources and services go to the Counseling Forms/Handouts Site and view the handout titled "COC Campus Resources and Services"

Remember, you are not alone on this journey!

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# 4.8: Gaining Experience Outside the Classroom

An important part of your educational experience at COC is to gain as much experience as you can, both inside the classroom as well as outside the classroom. You will gain valuable knowledge in the classroom through your required coursework and it is equally important to gain "hands-on" experience outside the classroom in the career field you are pursuing. This can be done through work experience, community based learning, volunteer work and/or internships.

If you have carried a part time or full time job, you have gained valuable work experience that contributes to building your resume and proving to employers that you have acquired transferable skills. Oftentimes, employers want to see work experience and this is something you can gain through a part-time job while in college. If looking for a part-time job while attending college, consider trying to get something related to your career interest. Oftentimes taking an introductory course in college can help you get your foot in the door for an entry level position. You may connect with the Career Center on campus for assistance with searching for a part-time or full-time job.

Some courses at COC integrate community based learning in the classroom. Community Based Learning (CBL) is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. As defined by the Chancellor's Office, Community Based Learning:

- Links service to the community with academic study.
- Includes structured reflection to integrate study and service.
- Emphasizes working with individuals and groups on needs defined by the community.
- Includes civic responsibility, service and learning, reflection, and critical thinking as part of the course.
- May also include clarification of career objectives and acquisition of work-related skills.

You may be given an opportunity to engage in a CBL experience as a project for this course. If given the opportunity to engage in CBL, you are highly encouraged to do so. This will definitely help you learn more about yourself and contribute to your vision of where you see yourself in this world of work, while giving back to your community and making a difference. It is a win/win situation for everyone involved. For more information on CBL go to https://www.canyons.edu/academics/learning/index.php

Volunteer work is another great way for you to gain experience and network. Take a minute and view the YouTube video titled "Volunteering May Help You Find Your Next Job."

Figure 4.6 – Watch "Volunteering May Help You Find Your Next Job" (link: https://www.youtube.com/watch?time_continue=5&v=s1KOIjKJzDU)

## The Value of Internships

Another way to gain valuable experience outside the classroom is through internships. Internships are short-term opportunities that allow students to gain valuable work experience in a particular career. Throughout this course, you have been researching different career possibilities using online resources and informational interviews. Now it is time to consider doing a “test drive.” It is difficult to decide on something without trying it out. Internships allow you to “test drive” your career of choice. The more you know and the more you experience, the more confident you will be with deciding on your career choice.

College of the Canyons offers internships through the Internship/Cooperative Work Experience Education program (CWEE). The goal of the Internship Program/CWEE is to prepare students for the real world of work. College graduates are realizing that it takes more than a degree or certificate to get a good paying job. It takes work experience too.

Take a moment and view the YouTube video to learn more about the Internship/CWEE Program at COC.

Figure 4.7 – Watch "College of the Canyons Internship Program" (link: https://www.youtube.com/watch?time_continue=12&v=LsXtdhCyQjE)

There are many benefits to participating in an internship:

- Internships allow you to gain valuable hands on experience to help build your resume.
- It is a great way to confirm if the career you have selected is a good fit for you and at the same time also allows you to determine if the field is not a good fit.
- They provide you with opportunities to network and meet professionals in the industry you wish to join.
- Oftentimes employers will hire their interns upon graduation.

Some internships are paid and some are unpaid. Regardless, the experience you gain is priceless. Oftentimes employers are looking to hire individuals with specific work experience. This can be difficult for a recent college graduate however, internships provide the necessary experience to help build your resume and show employers you do have hands on, behind the scenes experience.

The Internship Program at COC houses internship opportunities within the MyJobs Database.

Figure 4.8 – Job & Internship Database at College of the Canyons.

You may register for free with MyJobs through Internship/CWEE Department: https://www.myinterfase.com/canyons/Account/LogOn. It takes about 48 business hours for your registration to be processed. Once you are a registered user, you may browse and apply for internships and jobs.

View the YouTube video below for tips on how to get an internship by The Intern Queen, Lauren Berger.

Figure 4.9 – Watch "How to Get an Internship" (link: https://www.youtube.com/watch?time_continue=30&v=6Ryyv7aAkgk)

Reach out to the Internship Program at COC for assistance with your internship search! Get started early so you give yourself enough time to prepare your resume, apply and interview!

## The Value of Apprenticeships

Another opportunity that allows you to combine **BOTH** classroom instructional experience with on the job field experience are apprenticeship training programs. An apprentice is usually a full-time employee who is learning while earning. There are many apprentice training programs in high wage technical professions ranging from agriculture, automotive, carpentry, civil services, electrical, heating/ventilation and air conditioning, plumbing, and surveyor, just to name a few. The beginning salary, is usually about half the salary of a fully trained worker and increases as the apprentice learns and performs more complex tasks. Once the apprentice program is completed, the student has earned industry credentials and enters the field as a certified professional.

Figure 4.10 – Watch "Young workers skip college for apprenticeships" (link: https://www.youtube.com/watch?v=uaG5ckBoC8Y&feature=player_embedded)

For information on how to locate apprentice training programs, visit the State of California Department of Industrial Relations.

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## 4.9: Summary

Now that you have completed Unit 4 we will revisit the unit objectives before moving on to Unit 5. In this Unit you have:

- Recognized factors involved in the decision making process.
- Distinguished internal and external factors that affect making decisions.
- Demonstrated effective goal setting.
- Examined tools for managing stress.
- Reviewed online resources to help you with choosing your major and educational planning.
- Analyzed the value of gaining work experience outside the classroom.

Each part of this unit was designed to help you complete Phase 3: “What Factors Might Affect My Choice?” and Phase 4: “Where Do I Go From Here?” You have completed career assessments, used online resources to research career information, addressed decision making and educational planning.

At this time, we hope you have a better understanding of the world of work and can begin to visualize where you see yourself in regards to your future career and what you need to do to get there. This concludes the career exploration component of our course.

Congratulations, you have officially completed each phase of the career exploration and planning process.

- Phase 1: Who Am I
- Phase 2: What’s Out There?
- Phase 3: What Factors Might Affect My Choice?
- Phase 4: Where Do I Go From Here?

You are now ready to begin Unit 5 and develop your self-marketing campaign!

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# CHAPTER OVERVIEW

## 5: Developing your Self-Marketing Campaign

**Learning Objectives**

- Review the steps involved in creating a productive job search and the importance of networking while building your campaign.
- Create a strong resume and cover letter to make you stand apart from the crowd.
- Illustrate a professional presence through social media to support your campaign.
- Appraise your interviewing skills to help get you in shape for your next job or internship.

As you prepare for your selected career path it is important to make yourself stand out from the crowd. You will do this by designing your own personalized marketing campaign. It is important to understand the steps involved in creating a productive job search and the importance of networking as a framework to building your campaign.


5.1: The Job Search Process
5.2: The Power of Networking
5.3: Developing a Strong Resume
5.4: The Cover Letter
5.5: Your Online Profile
5.6: Interviewing for Success
5.7: Summary


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# 5.1: The Job Search Process

Searching for a job requires patience and perseverance. The process may seem overwhelming at first, however if you treat it like a job and commit the necessary time and effort towards each step, the process will seem more manageable. There are five essential steps to creating a successful job search.

- Step 1: Focus on what you want.
- Step 2: Determine where you want to do it.
- Step 3: Develop your self-marketing campaign.
- Step 4: Build your network.
- Step 5: Take action and commit 100%.

## Step 1: Focus on what you want

This step entails evaluating the information you have learned about yourself through self-exploration in unit 2. Taking into consideration your needs, values, interests, personality, strengths, skills and abilities and how you wish to apply them in terms of a career.

At the same time, you probably don't want just any job. You want a job for specific reasons. These reasons might be the following:

- Starting on your dream career path.
- Supporting yourself in a comfortable way.
- Fulfilling a specific mission or personal legacy.
- Working with people you like and respect.

When you know what you want in your next job, you can search for these specific criteria. If your priority is to start on a specific career path, then you look for growth, advancement, learning, and mentorship in your next job. If you have specific financial obligations that you need to meet (e.g., student loans to repay, family to support, a relocation), then compensation is a main criterion. If you have a mission or legacy you wish to impart (e.g., to help a specific underserved community), then you will be looking at the mission of your next employer to see if it aligns with yours. If you value your relationships and day-to-day interactions with people, then you will be looking closely at who your boss and colleagues will be in your next job. These are just some examples, and people often have multiple considerations. You will want to look closely at your interests and values to determine overall what you want and how you might prioritize jobs that meet some but not all criteria.

## Step 2: Determine where you want to do it

This step involves knowing what industry, what function and what geographic location you wish to pursue. The industry you target is the type of business in which you want to work.

Industries include the following examples:

- Arts
- Education
- Energy
- Food
- Fashion
- Health care, pharmaceuticals, and biotech
- Hospitality and leisure
- Financial services
- Government
- Legal
- Luxury goods
- Management consulting
- Manufacturing
- Media and entertainment
- Nonprofit causes
- Retail
- Sports

- Technology
- Telecommunications
- Transportation, aerospace, and automotive
-

These are just some examples, and they are of very broad industry categories. You can specify even further into subcategories. You will want to subcategorize because if you pick too broad an industry, you will have the same dilution-of-efforts problem as if you haven't specified an industry at all.

If you look at the arts, subcategories include the following examples:

- Type of art—visual or performing arts
- Type of organization—venues for exhibiting and performing, arts education, artist support, or art supplies
- Sector—nonprofit (e.g., Lincoln Center, a venue for performing arts), private sector (e.g., Warner Music Group, a record label), government (e.g., National Endowment for the Arts, a federal agency supporting artists and arts organizations)

It is not enough to say, "I want a job in the arts." Do you mean visual arts, as in painting or sculpting? Do you mean you'd like to work in a venue, such as a museum or a theater? Do you want to work for educational programs that focus on the arts?

Do you want to work in support of artists—at a foundation that gives grants for creative projects, or at an artists' union? Do you want to be in and around artists, selling or manufacturing art supplies? Finally, you can be in the arts and work for a nonprofit, a private company, or a government agency. Each of these sectors is very different.

In a later section of this unit, we will give ideas for how to explore different industries and the different subcategories of your industry choices to see what might be right for you. We will also talk about how to research industries for specific organizations and company names and other information that will help you find the jobs you want. You can see already how useful it can be to focus on being specific. Being specific in describing the jobs you want is necessary to find where those jobs are.

Let's take another example from the list so you can get more ideas on how to break an industry down. If you look at energy, the following subcategories are included:

- Types of energy—oil, gas, coal, nuclear, or alternative
- Types of organizations—exploration companies, utilities, research firms, regulatory agencies, equipment and support, or capital raising
- Sector—nonprofit (the US Energy Association, a nonprofit professional association), private sector (e.g., Exxon Mobil, an oil and gas company), or government (e.g., the Environmental Protection Agency)

If you are interested in energy, you could work for a private company that is involved in many types of energy and at many stages, from exploration to delivery.

You could research energy-related issues for a nonprofit. You could be focused on regulations for a government agency. There are multiple, different possibilities for that single energy industry choice.

Finally, let's look at sports as a possible interest. Perhaps you have been a long time athlete or a diehard fan. Can you take a personal interest and make it into a career?

- Types of sports—a specific sport (e.g., football) or sports in general
- Types of organizations—sports team (e.g., New York Giants), sports league (e.g., NFL), sports venue (e.g., Madison Square Garden, Meadowlands), sports program (e.g., an after-school program dedicated to foster competitive skills among youth), sports product (e.g., Under Armour), sports retailer (e.g., Footlocker), or sports business (e.g., agencies who represent athletes, marketing and advertising firms who help companies with sports-related campaigns)
- Sector—nonprofit (e.g., Turn 2 Foundation, which supports sports programs and is funded by Derek Jeter, a professional baseball player), private sector (e.g., Under Armour, Footlocker), or government (local departments of parks and recreation)

If you are interested in sports, you might focus on a specific team or sport and look at different organizations involved with that team. Or you might focus on sports in general—perhaps take on the mission of expanding the spectator base, increasing participation among youth, or determining the impact of sports on culture.

Here is a list of possible subcategories for common industries:

Table 5.1 – Subcategories in Common Industries

| **Overall Industry** | Subcategories |
|---|---|
| Arts | • Visual or performing arts<br>• Venues<br>• Education<br>• Artist support and marketing<br>• Arts-related products<br>• Education |
| Education | • Early, elementary, middle school, secondary school, higher education, adult, corporate, and executive<br>• Independent, alternative and charter, public<br>• Regulation and advocacy<br>• Research<br>• Pedagogy |
| Energy | • Oil, gas, coal, nuclear, alternative<br>• Exploration<br>• Utilities<br>• Research<br>• Regulation and safety<br>• Equipment<br>• Capital raising |
| Food | • Catering<br>• Restaurants<br>• Corporate services<br>• Media and journalism<br>• Nutrition science<br>• Regulation and safety<br>• Human rights and food access |
| Fashion | • Retail<br>• Design<br>• Manufacturing<br>• Buying<br>• Media and journalism |
| Health care, pharmaceuticals, biotech | • Hospitals, clinics<br>• Pharmacies<br>• Medical equipment<br>• Research<br>• Regulation and safety<br>• Human rights, medical care access, patient<br>• advocacy, privacy<br>• Insurance |
| Hospitality and leisure | • Hotels, resorts, spas<br>• Leisure versus commercial<br>• Booking and sales<br>• Event planning<br>• Equipment and operations |
| Financial services | • Accounting and audit<br>• Commercial banking<br>• Private banking and asset management<br>• Investment banking<br>• Retail banking<br>• Insurance<br>• Regulation<br>• Consumer advocacy and protection |

| | |
|---|---|
| Government | • Federal, state, municipal<br>• Constituents represented (e.g., artists, children, elderly, small business)<br>• Industries represented (e.g., arts, education, health care, banking) |
| Legal | • Professional services, in-house<br>• Criminal, civil<br>• Family, immigration, litigation<br>• Research<br>• Operations and document processing<br>• Regulation<br>• Public Defender<br>Research |
| Luxury goods | • Retail<br>• Design<br>• Manufacturing<br>• Media and journalism |
| Management consulting | • Functional specialists: HR, economics, sales,<br>• general strategy, technology<br>• Industry specialists: financial services,<br>• pharmaceutical, nonprofits |
| Manufacturing | • Equipment<br>• Regulation and safety<br>• Union relations<br>• Capital financing |
| Media and entertainment | • Film, TV, publishing, digital<br>• Content production<br>• Distribution<br>• Marketing<br>• Advertising<br>• Research<br>• Regulation and monitoring |
| Nonprofit causes | • Mission based (e.g., ending poverty, eradicating<br>• polio)<br>• Constituent based (e.g., advocating for the<br>• homeless, protecting consumers)<br>• Programs<br>• Foundations |
| Retail | • Product based (e.g., clothing, office equipment)<br>• Customer based (e.g., children's, women's) |
| Sports | • Specific sport or sports in general<br>• Sports team<br>• Sports league<br>• Sports venue<br>• Sports-related education<br>• Sports products and equipment<br>• Sports retailers<br>• Sports agencies, marketing, or advertising |
| Technology | • Hardware<br>• Software<br>• Services<br>• Regulation<br>• Advocacy (e.g., privacy, net neutrality) |

| | |
|---|---|
| Telecommunications | • Engineering and design<br>• Manufacturing<br>• Utilities<br>• Regulation<br>• Advocacy |
| Transportation, aerospace, and automotive | • Motor, marine, rail, aerospace<br>• Leisure versus commercial use<br>• Engineering and design<br>• Manufacturing<br>• Logistics<br>• Regulation and safety<br>• Consumer protection and access |

### Function

The function of a job refers to your overall responsibility and what you are doing day to day. Examples of job functions follow:

- Management
- Sales
- Marketing and public relations
- Finance and accounting
- Human resources
- Operations
- Technology

In both of the industry examples for arts and energy, you could be doing many different things within any of the subcategories. If your industry choice leads you to an art museum as a possibility, you might do several things:

- Manage a program or exhibit (management).
- Handle membership or ticket sales (sales). Raise money (at a nonprofit, this is referred to as development).
- Create brochures and advertising (marketing).
- Analyze and report on the finances of the museum (finance and accounting).
- Act as the point person for employees on questions about pay, benefits,
- Day-to-day role and advancement, and other career-related issues (human resources).
- Organize the open and close, facilities, and maintenance or other daily operations (operations).
- Run the customer database (technology).

In a later section of this chapter, we will give ideas for how to explore different functional areas to see what might be right for you.

### Geography

Finally, even if you know what you are doing (function) and who you are doing it for (industry), you need to know where you will physically be. Geography is the third element of a well-defined target. How many potential art museums are located in your desired area? If your desired location has few or no art museums, then your search is unrealistic, and you have to expand your industry (to include other types of museums or other types of art-related organizations) or change your geography. If there are art museums in your desired location, but they are all small and do not need the fundraising skills you have, then you need to expand your function (do something else within the art museums) or change your geography. Geography gives you another critical point of focus for your job search.

Aside from physical location, some jobs have another type of geography consideration. You might be targeting a job whose customers, research subjects, or constituents are of a specific geography:

- Chicago-based (geography 1) curator (function) for an art museum (industry) specializing in East Asian Art (geography 2)
- New York City–based (geography 1) equity research analyst (function) specializing in transportation projects (industry) in sub-Saharan Africa (geography 2)
- Washington, DC–based (geography 1) lobbyist (function) specializing in raising awareness for energy alternatives (industry) in the Mississippi
- Delta (geography 2)

- Austin-based (geography 1) marketing manager (function) for a computer manufacturer (industry) is charged with opening up the
- China market (geography 2)

Your job interest may be related to a specific geography, and this definitely should factor in your search. You also must then factor in your physical location.

## Step 3: Develop your self-marketing campaign

Your marketing campaign includes how you present yourself both in person and on paper to prospective employers. Developing a strong resume and cover letter is crucial to getting an interview. Resume and cover letter writing and interview techniques will be addressed in greater detail later in this unit.

The way you dress, carry yourself, and physically behave also communicate your job potential. Your nonverbal communication either supports the things you say and how you say them, or it undermines you. If you are an articulate, well-spoken person but dress in a sloppy manner, slouch, and fidget, then your actions belie your verbal communication. Therefore, poise goes hand in hand with communication as a fundamental prerequisite for your search.

### Professional Dress Signals Your Professional Maturity

What you wear to different job search functions signals neatness, professionalism, and understanding of general business protocol. A business suit in a dark neutral color is the standard. Black, blue, brown, and gray are neutral colors. Some industries and specific companies within industries dress more casually, so it is important to consult an experienced person in the specific industries and companies that interest you for the most relevant guidelines. For example, in media and fashion, your dress is a signal of how much you know and can fit into that field.

A dark suit would be too bland and look out of place at a fashion-forward company. For general functions, such as career fairs or professional mixers, stick to proper business attire. Even if there are a range of dress options in attendance, it's best to be more formally dressed. In addition, most job seekers look more professional and put together with a business suit. You probably will carry yourself more professionally, have better posture, and be more alert in a business suit than in casual attire.

If you are attending an event or an interview where business casual is stipulated, this is still neater and more formal than casual attire. Khakis rather than jeans, dress slacks and a sport coat for men, and a sweater set for women are some examples of business casual.

Here is a checklist of things to remember about dressing professionally:

- Dark, neutral colors and a matching suit jacket and slacks or skirt are the standard.
- Shoes should be comfortable and polished. No open-toed styles or very high heels; even in dressy styles, shoes with open toes or very high heels look unprofessional.
- What you wear beneath the jacket will also be seen. For men, blue or white dress shirts are standard, though some other colors are acceptable. For women, stick to blouses with sleeves in case you take your jacket off (sleeveless is too casual). Women should also stay away from frilly camisoles—they can be seen under your jacket and still look like lingerie.
- Cover yourself. No body hair for men or cleavage for women should be visible. Women should make sure skirt lengths are not too short.
- Avoid overly printed ties, lots of jewelry, accessories, or too much makeup, all of which detract from a professional appearance.
- Have a professional briefcase or bag. A backpack or other casual bag diminishes the professional image.
- Fragrance is not recommended because some people are allergic.
- Keep hair neat and off your face so interviewers can see you.
- Don't wait until you start your job search to make sure you have the appropriate clothes. It takes time to ensure the fit and length is right, and you may need tailoring or other services.

### The Way You Carry Yourself Also Signals Professionalism

If you have a great suit but you slouch, that is an incomplete package. Good posture, steady eye contact, and a firm handshake are additional fundamentals to the job search process. Even if you think this is common sense, do not assume that you will be 100 percent put together once your search starts. If you are not used to dressing professionally and interacting with people in a formal business context, then you may have a weak handshake or poor eye contact and not realize it. Before you get busy with interviews, see if you can attend a business event just as a practice run.

Here is a checklist of things to remember about carrying yourself professionally:

- Maintain good posture. You don't want to be stiff, but you want to stand and sit straight, as it keeps you looking and feeling alert. Practice maintaining good posture over time (interviews can last thirty minutes or longer).
- Maintain steady eye contact, but not 100 percent of the time. It's preferable to look away from time to time, as glaring or staring at someone makes them uncomfortable.
- Have a firm handshake. Do not break the person's hand, but do not be hesitant or limp, either.
- Develop a habit of turning off and not checking your cell phone when you are talking to someone.
- Practice eating and speaking formally. There will be situations where you are networking or even interviewing over a meal. You do not want a real interview to be the first time you experience formal dining and conversation.

### Body Language and Nonverbal Communication Support or Undermine Your Words

You might look great, carry yourself well, and speak eloquently, but you also communicate with physical gestures and other nonverbal cues. Pay attention to how you use your body during conversations and meetings. You might find that you can't sit still for long periods of time or that you use a lot of distracting hand gestures. You might be too still and miss opportunities to accentuate points with a nod of the head or finger movement. Some recruiter pet peeves include the following:

- Looking over the recruiter's shoulder. What are you staring at?
- Fidgeting constantly. How are you going to appear to clients if you can't sit still?
- Gesticulating in an overly dramatic way. Don't slam your hands down emphatically on the recruiter's desk. It looks threatening, not forceful.
- Lack of common courtesy, for example, not covering your mouth when you yawn, cough, or sneeze. How could an employer put you in front of a client with that unmannerly behavior?
- Checking cell phones during meetings or interviews. Is this job less important to you than your cell phone calls?

Start practicing good manners now so these habits are ingrained behaviors before your job search.

## Step 4: Build your network

According to www.dictionary.com, networking is a supportive system of sharing information and services among individuals and groups having a common interest. Networking is an essential tool in your job search process and will be discussed in more detail later in this unit.

## Step 5: Take Action & Commit 100%

Job searching should be treated like a full time job. It takes time and resources to research the job market and find positions that are a good fit. It takes time to customize your cover letter and resume for each position and to practice interviewing for each individual opportunity.

Finding and managing your time will require trade-offs. A proactive job search takes ten to fifteen hours per week. You will need to take this time from other activities. Before your job search starts, take an inventory of everything that is taking up your time. Create a comprehensive calendar that includes the following:

- Major trips or vacations when you will physically be away
- Critical projects, papers due, or exam weeks when you will be busier than usual
- Regular daily, weekly, or monthly appointments, such as classes, club meetings, or gym workouts
- Job search events that you know about in advance (for many students, include specific deadlines set by your school, such as when you should submit your resume to the employers coming to campus)

Create a comprehensive activity list that includes necessary but non-time-specific activities:

- Homework
- Laundry and housework
- Exercise and self-care
- Volunteer work
- Hobbies
- Ten to fifteen hours of job search activity, some of which must be done during normal business hours

Look at the unscheduled times and your list of activities. Block out where things might go. Be realistic about when you do your best work. If you have more energy in the morning, reserve that time for your job search activity. If you know you can't concentrate by end of day, use that time for non-thinking activities, such as housework or exercise.

Well before you start your job search, start moving activities around and make arrangements for your replacement if you need to drop activities. You want to have a schedule in place that supports your job search, not crowds it out.

### Ideas and Support Systems to Help You Set Up Your Work Space

Your job search is a project, so you need a comprehensive work space. Stocking up supplies in advance of your search enables you to stay focused and not get derailed by a surprise trip to the store. You also want to prepare in advance for services you may need, such as printing, copying, mailing, and faxing. Know the hours of the closest post office and office supply and service store. Know where you can send and receive faxes and where you can do special copying, binding, or printing. Here is a checklist of ideas for a comprehensive work space:

- Build a surplus of office essentials, such as paper, pens, mail supplies, staples, and so forth.
- Have a pen and paper by all phones if you share your workspace with others. This way, your cohabitants can easily take messages for you.
- Audit your computer, phone, and Internet access to ensure that your equipment and communication lines are in order. If you have a slow internet connection, research public access places, such as libraries, and list their availability.
- Create a professional voicemail message for all phones, including your cell phone.
- List post office, office supply, and service store addresses and hours.
- Figure out how to backup computer files, change printer ink, unblock paper jams, and any other minor but critical support services for your equipment. You do not want to be late for a meeting because you were printing a resume at the last minute and it got stuck in the printer.
- Check for privacy. If your work space is part of your bedroom and you will be making video calls, invest in a folding screen or figure out how to position the webcam to keep your environment looking professional.
- Check for quiet. Your job search will involve a lot of phone calls, including interviews. Plan now for a space where you can be heard, hear well, and concentrate.
- Make it a space that energizes and inspires you. Add pictures, fresh flowers, and so forth.

If you have a very organized friend, enlist his or her help in setting up and decorating your space.

### Ideas and Support Systems to Help Manage Your Money

Know your budget for your job search essentials in advance. You can price out the work space items listed previously and the professional dress requirements listed earlier. For job search events you already know about, budget for registration fees and transportation costs. If you want to work with a career coach, factor that into your budget.

Another financial consideration is the opportunity cost of the time spent on your search, as opposed to working. If you have to drop a part-time job to launch your search, there is the cost of lost wages. If you are a student and your job search extends past graduation, there is the cost of supporting yourself while you look. How will you pay for your living expenses? How long can you sustain yourself without a job?

Your financial situation affects the execution and timing of your job search, so you need to decide on these issues prior to your search. If you are relying on family or friends to help with your living expenses, have a candid conversation about both of your expectations before you start your search.

### You Must Be Confident Your Job Search Will Be Successful

Having confidence in your job search means two things:

1. You believe you will get a job. You know with 100 percent certainty there is a job somewhere out there for you.
2. You believe you will get a job you want. You have a positive attitude about working. You are excited at the prospect of doing the job you are targeting, in the industry you are targeting, and for the companies you are targeting.

You have to know you will be successful, and you have to want that success. If you have just one of these two things, this is not sufficient to project enough confidence in your job search. If you believe you will get a job, but don't believe it will be something you want, you will appear anxious, frustrated, and full of dread. If you are excited about what you want to do, but don't believe you will get a job doing it, you will appear as if you are not good enough for your prospective employers.

A confident job seeker is someone who is energized at the prospect of finding his or her dream job. A confident job seeker may not be an expert on resume s, interviews, or other job search tactics, but he or she has an innate knowledge that he or she will be able to figure those things out. This is not arrogance. Prospective employers will shy away from arrogant job candidates who appear to be high-maintenance divas and poor team players. You don't want to come across as someone who thinks you are better than your future boss or colleagues. Confidence is a healthy, positive attitude.

### You Can Proactively Build Confidence into Your Job Search Strategy

Ideally, you have confidence before you start your job search. If confidence has been a struggle your whole life or if you feel overly depressed or anxious about your job search specifically, you should seek help from a guidance counselor, therapist, or other professional resource. You want to rule out any medical conditions, such as depression, as the root cause of your anxiety. If you have some nervousness, but not in a crippling way that keeps you from your job search, you can plan to proactively build and maintain your confidence throughout your job search by surrounding yourself with positive influences:

- Pair up with a job search buddy. Pick someone with a can-do attitude, and agree to support each other during your search. Maybe you can meet once a week or call each other right before a big event (e.g., job interview or career fair).
- Start a job search group. A larger group will have more energy than just one person. A group also has a range of personalities and perspectives that can contribute alternative points of view. A group will also have people at different stages of the search, enabling you all to see different outcomes unfolding.
- Enlist the support of a coach or mentor. A more experienced person can be a great sounding board for ideas and a champion for when you need a pick-me-up.
- Read about successful people. When you see other people's achievements over adversity, you are able to see your own potential.
- Keep a journal that focuses on the positive. Write down things for which you are grateful. Write down past successes and wins. You will see that you have been successful in other areas, and this can give you the confidence that you can succeed in your job search as well.

Designate an allocated amount of time each day to your job search and don't get discouraged if landing the job you want is taking longer than you had anticipated. There is something out there for everyone and with patience and hard work, you'll find the right job!

### Online Resources to Support your Job Search

The Career Center is a great resource on campus to help you with your job search. For a more comprehensive list of employment links visit the Job and Career Center Site at http://www.canyons.edu/Offices/CareerServices/Pages/Employment-Links.aspx

The Career Center has a job database filled with part time and full time job opportunities ranging from entry level to professional level positions through the MyJobs Database. We discussed this database earlier in Unit 4 when introducing internships. In addition to internship opportunities, MyJobs houses hundreds of jobs.

The Career Center also hosts job fairs on campus throughout the year. Employers come to campus and share information about current positions they are recruiting for. Check the Career Center website for the next job fair. For more information go to the Career Center website at: http://www.canyons.edu/Offices/CareerServices/Pages/College-of-the-Canyons-Job-Fair-Information.aspx

The Santa Clarita WorkSource Center also hosts events on campus throughout the year. They hold a series of workshops to help facilitate the job search process including job search strategies, resume writing, interviewing, and second chance workshops for students with a record. View their website for upcoming events. http://econdev.santa-clarita.com/santa-clarita-worksource-center/

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# 5.2: The Power of Networking

There is some wisdom in the saying that it's who you know that brings success in getting a job. Consider the following:

- It is estimated that only 20 percent of new jobs and vacancies are advertised or posted.
- A Web posting for a job typically yields over 150 applicants for a position.
- Sixty to eighty percent of jobs are found through personal contact and networking.

These statistics illustrate the importance of networking and cultivating relationships with professionals in the field your career field.

## What exactly is networking?

The **process** of **engaging** others in helping reach an **objective**. In its simplest terms, it is the process of engaging others in helping you reach an objective. Three words in this definition deserve a closer look:

1.
2. **Engaging** - You are looking to have others do something for you—give you information, guidance, other contacts, or perhaps a recommendation.
3. **Objective** - You need to be clear about your purpose for networking—it is not merely to collect people's contact information but to further your career development.

The process of networking involves three basic phases: prospect identification and management, making contact, and follow-up.

Figure 5.1 – Social Networking (Image by Chris Potter is licensed under CC BY 2.0).

A common question/misconception about networking is:

-

The answer is YES! Absolutely! Even though you aren't yet graduating from college, there are many benefits to starting now. As a student, you are likely to be applying for part-time jobs, internships, scholarships and even volunteer positions. Networking is a process of building relationships, and the strongest relationships are built over time. Having a good network will help identify interesting and relevant opportunities.

## All Contacts Are Equal, but Some Are More So Than Others

The first phase involves identifying whom you should be speaking to and pinpointing the people who can introduce you to them. This is like the game Six Degrees of Kevin Bacon applied to your own life. Whom do you need to speak to? That really depends on your objectives. If you are trying to learn about an occupation, it can be just about anyone involved with that field. If you are in the process of trying to land an internship or a job, you want to reach the person who will make the hiring decision.

Your objective also defines how you get started with your networking. In the first case, you might want to start with people you met at an industry conference; in the job-specific case, you'll want to think about whom you know in that company or who might know someone in that company. If you don't have any contacts who fit that description, whom do you know who lives in the town in which the company is based or in a nearby town?

Your success in this phase of networking will be driven by the quality of the candidates (those who can directly influence your ability to reach your objectives) as well as the quantity (those who will lead you to the most contacts). This is why there is no such thing as a bad contact.

As important as having contacts is your ability to access those contacts when you need to. That is where contact management comes into play. Don't be caught wishing you could call someone you met three weeks ago…if you could only remember what you did with their business card! There are countless ways to keep track of contacts, from writing names in an address book, to keeping a Rolodex, to using a computer-based contact management system. Choose a system you feel comfortable with—comfortable enough to use regularly.

Let technology help you in this endeavor. Your computer, or smartphone has features for capturing contact information and retrieving it based on keywords, and most will even connect with your calendar for scheduling and reminders. Whatever your choices, invest the time to learn to use them well; you'll be very glad you did.

Building a network requires consistent work, and a strong network will take time to achieve. That is why we recommend you start building your professional network now—even early in your college career. Your network should include anyone who might have a connection that will help: family, friends, neighbors, past and present coworkers, bosses, people you met through associations and clubs (especially business associations), alumni from your college, and acquaintances you have met via online networking.

## Personal Contact

Being in the right place at the right time has much less to do with luck than with the art of personal contact. Contacts are everywhere, and you don't know when you might turn one to your advantage. You may feel a little awkward following these tips at first, but with practice you will become quite adept at meeting new people and adding them to your network.

- Be prepared. If you are going to a conference, a party, or even a class, know ahead of time which people or kinds of people you want to meet. Be prepared with topics you can steer your contact toward so you don't spend two minutes awkwardly talking about the weather and then slink away.
- Be confident. Prepare and learn a short introduction for yourself. Be factual, don't brag, and give enough information about yourself to prompt your contact to ask questions.
- Be curious. The best way to get contacts to want to know you is to show you want to know them. Observe them before you step up to them. Is there something unique about them, the way they are dressed, or perhaps what you may have overheard that you can ask about? "I couldn't help but notice that lovely necklace; is that from a local designer?"
- Have a good supply of personal cards to give out to contacts; that will prompt them to give you their contact information, too. You don't have to be in business to have "business cards." Create a college student business card!
- Be courteous. If someone you know comes up to you while you are speaking with a contact, introduce them; if you see that the contact is getting antsy, tell them you enjoyed meeting them and then move on. Don't trap them!
- Set yourself up for networking success by discreetly writing a word or two on the back of their card to jog your memory in the future.

## Make the Call

What you say in your networking calls or e-mails will depend largely on the objective of your networking effort. (Is it to learn about an occupation or industry? Seek a job-shadowing opportunity? Ask for a job?) But some networking basics and elements of etiquette apply to all contacts:

- Be mindful of your contact's time. Keep your calls and e-mails courteous but brief. If you are calling, ask if it is a good time to talk.
- If this is a first contact, tell the contact where you got his or her name. "I was referred to you by our friend. Janet Smith" or "My colleague, Richard Stewart, suggested I call you" or "I heard you speak at the International Genius Conference," (remember the contact source information in your contact database?). This turns an interrupting cold call into a warm call with an interested individual.
- Be specific about how the contact can help you. Know what you are asking for and do so directly. Don't be shy.
- Use your network for more than just asking for jobs. It is a great vehicle for learning about new trends in the industry, for launching "trial balloons" for ideas or concepts you are developing, and for seeking advice on practical aspects of your occupation.

- Help others in your network. Networking is not a one-way endeavor. Be willing to offer your assistance whenever you can; the fact that you are still in college doesn't mean you can't be of value. You may be able to get an introduction to an instructor for a person in the industry or help that person's daughter learn about your college.

## Care and Feeding of Your Network

Much of the success of your networking efforts depends on what you do after you've hung up after a call or received an e-mail reply. The first step is to thank your contact for his or her help. Do this right away; any thank-you after twenty-four hours of your contact can be considered late. Find a reason (not just an excuse) to keep in touch with people in your network. If you read an article people in your network would be interested in, send them the link. If you run across a problem, one of your contacts might help you with, don't be shy—give him or her a call to ask for help. If you meet someone you think a contact would like, make introductions. Send a follow-up note of thanks to a person who gave you a particularly productive lead. Let him or her know what you were able to accomplish. People like to know they are on a successful team. Finally, if a person in your network asks you for help, do what you say you will do.

## How to Build Your Network on a Regular Basis, Even If You Are Shy: Venues for Meeting People

### Build Your Network Every Day

Great networkers build their networks every day, while keeping in touch with those they have already met. Networking is work, but the rewards far outweigh the effort you will expend.

The most effective way to build a network is to have a genuine interest in every person you meet. Most individuals know when someone wants to know them for what they offer versus wanting to know them for what they can gain from the relationship. Don't fall into that self-serving trap. Genuine interest in others is the impetus for building long-term, mutually beneficial relationships of give and take, with the emphasis on the give.

### Build Your Network Even If You Are Shy

If you are shy and the thought of networking wreaks havoc with your nervous system, certain strategies you can employ immediately will allow you to benefit from networking venues of all kinds.

### Step 1: Observe the Networking Masters

We all know people who are natural networkers and who know how to work a room better than most. For those of you who are shy watch people who network effectively. Observe how they meet and greet a variety of people. Notice their body language, especially their smile, posture, handshake, and eye contact. You will naturally pick up pointers from these individuals.

### Step 2: Pair Up with Someone Who Is a Good Networker

If you can pair up with a networking master, by all means do. If you have a friend who is extroverted, ask them to attend an event with you and pair up to meet as many people as you can. This can be a very valuable adventure that results in meeting quite a lot of new people.

### Step 3: Ask Questions That Get Other People to Talk Easily

You can ask seven questions that will naturally elicit a great response from a person you want to get to know:

1. How did you get your start in this business?
2. What do you enjoy most about what you do?
3. What separates you from your competition?
4. What do you see as the coming trends in this business?
5. What is the strangest (or funniest) incident you have ever experienced in this business?
6. What three or four critical skills are necessary to succeed in this business?
7. What advice would you give to me knowing I want to get my start in this business?

### Step 4: Don't Take Things Personally

When you take the plunge and begin networking and meeting individuals, try to develop a thick skin and don't take things personally. Some individuals will not want to communicate with you, and that is fine. Move on to those who do. To a large degree, it's a numbers game, so the more individuals you meet and follow up with correctly, the more will join your network.

## Meet People at Different Venues

Your college environment is rich with potential networking contacts. Below are a few opportunities on campus for you to consider networking:

- Join a club on campus: There are so many different clubs on campus ranging from academic clubs, community service clubs, cultural clubs and honor societies just to name a few. Consider contacting the club advisor to learn more about the club and check out their next meeting. Join at least two or three that spark your interest so you have variety in your friends and network. Club membership is a great way to get connected early on in your college career, meet people who have the same interests as you, and learn a tremendous amount. School clubs funnel information to their members about networking events, internships, and full-time opportunities. For a comprehensive list of clubs at COC go to the Student Development site: https://www.canyons.edu/studentservices/studentdevelopment/clubs/index.php
- Establish a relationship with the Career Center services: Get involved with this group early on. People in career services have relationships with all the companies that come on campus to recruit. Check in with them early in your college career and find out what opportunities exist. The Career Center hosts different workshops and career related activities throughout the year.
- Get to know your professors! They are not only your instructors, but they are connected to industry and have experience in the discipline they teach and have connections. Get to know your instructor more…. ask them about their backgrounds and how they ended up teaching at your school. Ask what they like about it. You will be surprised at what you find out. Some professors will have worked in the business world and will have some good connections for you. You never know until you ask.
- Be curious about people and ask open-ended questions: When meeting someone new, ask them questions like "How did you pick this school?" and listen. A good listener is so hard to find. Open-ended questions often yield a story (sometimes a compelling story), and you learn quite a bit about a person. Ask about their family relationships. Be genuine because it is wonderful to find out about people, and you never know who they know or who their extended family knows.
- Meet as many different types of folks at school as possible: Your school presents opportunities to meet people from all walks of life. Try to meet the president of the college, various administrators, deans (the dean of students is a great contact because that person manages the school clubs), professors, teaching assistants, fellow students, cafeteria workers, the hot dog vendor on the corner, the stationary store owner and clerks, the workers at your favorite coffee shop, security, library staff, and so on. Get to know these folks by (a) being polite and pleasant, (b) being responsible, and (c) recognizing them and knowing them by name. Even if your new acquaintances don't further your networking objectives, perhaps some will become friends and make your stay at school all the better!
- Keep in touch with your old high school friends: Your high school friends are likely at different schools, but it's important to maintain contact.
- Your network will only grow this way, and you will enjoy continuing your friendships.

Networking is critical to your success throughout life (Beiderwell, Bruce, Flatworld).

### Your Networking Pitch

A networking pitch was originally termed an elevator pitch because in the time an elevator takes to go between floors (generally thirty to forty seconds), you should be able to articulate your value proposition (the skills you have and the position you are seeking). The elevator pitch is also known as the professional pitch, the networking pitch, or simply the pitch.

Figure 5.2 –Watch "How to Perfect the Elevator Pitch" (link: https://www.occareercafe.com/associations/pitch/)

In thirty seconds or less, be able to introduce yourself in a **confident** and convincing manner, making a strong impression. If your pitch is too long and drawn out, it lacks conviction. When meeting networking contacts, recruiters, and hiring managers, this is

your one chance to make a great impression and present yourself with clarity. No one wants to listen to a long, drawn-out speech. Make your pitch clear and concise, enabling the person who is listening to know exactly what type of job search candidate you are.

Any information you can share that distinguishes you from others is very helpful.

Perhaps you have something unique in your background:

- You speak two or three languages.
- You lived abroad for a particular length of time.
- You achieved something significant athletically or musically.
- You volunteered in a meaningful way and perhaps raised extraordinary funds for various charities.

Distinguish yourself from others in whatever way you can to ensure you are remembered in a positive light.

You will deliver your pitch at different times and occasions, including the following:

- Career fairs present an opportunity to meet representatives from various firms. These individuals will meet many students or candidates, so it is important that you make sure your pitch is short and crisp. Also be certain to do your research on their company, as many candidates do not.
- Networking events enable you to first meet someone in a more relaxed setting.
- Interviews often begin with the interviewer asking for a summary of your background or asking that you take one or two minutes to let them know about you. Include high-level themes in your past (e.g., you've always been involved in health care at some point in your schooling and in your career). If themes are not apparent, talk about your achievements and the quality of your efforts.

Consider the following steps as you prepare your pitch.

### Step 1: Write Your Pitch

Your pitch should answer the following five questions:

1. What is your educational background? Detail every college or university you attended, your major and minor, and your expected degree and graduation month and year (include your GPA if it is 3.3 or higher).
2. Do you have any pertinent experience in the field in which you are interested?
3. What are your critical skills and strengths? Highlight your top two or three skills.
4. What do you want to do? Be specific regarding industry, function, and geography (see
1. Unit 5 section 5.1 "Step 1: Identify Your Job Search Targets").
5. Why would you be good at the position? Focus on presenting your top two or three skills, and the skills you have that are necessary to succeed at the job you are targeting.

### Step 2: Edit Your Pitch

Once your pitch is written, review and edit it accordingly. You should use words that come naturally to you because the more natural the delivery, the more impressive the pitch. Here are some steps you can consider while editing your pitch:

- After you edit the one-page answers to the pitch questions, ensuring that you've covered all the important items, cut it to half a page; this forces you to prioritize the essential elements.
- After you edit the half-page document, ensuring that you've covered all the important items, cut it in half again (it's now one-quarter of the page); this forces you to be even more ruthless in prioritizing.
- After you edit the quarter-page document, ensuring you've covered all the important items, cut it in half again, leaving only four or five key bullets; this forces you to be concise and select just the most important items.

### Step 3: Practice Delivering Your Pitch

Once you have the final pitch in writing, you'll need to practice, then practice, then practice some more. Your pitch should be spoken in a confident and compelling manner. Deliver your speech out loud to ensure it flows smoothly and addresses your career highlights. Practice it until you have it memorized.

Below is a sample pitch:

Hi. My name is Joe Cougar.
I am currently attending College of the Canyons, majoring in business and communications.
I've seen the power marketing has to sell products. I have worked in retail for the past three years and during this time, I have seen sales tripled in cases where items were marketed well. I find this fascinating and know this is the career for me. I thrive on being creative and client focused and enjoy using these skills to grow revenue.

To help you prepare for networking opportunities, take time to develop your pitch. Be sure to follow the guidelines address in section 5.2 and write your pitch in 100 words. Recite it and see how it sounds. Modify it if needed and make sure you practice it with a confident and compelling manner!

_____
_____
_____
_____

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# 5.3: Developing a Strong Resume

## Marketing Focus

Your resume is a marketing document that sells your candidacy. It provides an outline of your educational background, your work experience, and the key skills you have acquired. Your resume should be marketed in a format that is pleasing to read, efficient in its use of the English language, and so concise that it fits on one page. Once you have approximately ten years of experience, it is more acceptable to have a two-page resume, but until then, you should adhere to a one-page document. Recruiters can frown on the audacity of a college student with a two-page resume. Whether you are not sure you can fill a one-page resume, or whether you think it's not possible to fit your information to only one page, this section will help you get to your goal: an exceptional, one-page resume.

The following video is an animated look at why résumés are so important. You can read a transcript of the video here.[38]

Figure 5.3 – Watch "Why Do I Need a Resume?" (link: https://www.youtube.com/watch?time_continue=2&v=Yc4pgOsUJfA)

## Quality, Clarity, and Accuracy

Your resume is the most critical component, or cornerstone, of your marketing campaign and it must meet two important criteria:

1. Your resume must be written in a clear and concise manner so the reader can quickly grasp what you offer as a candidate. Most seasoned recruiters scan a resume in about seven to ten seconds, but do not let that short review time throw you. Recruiters have an eye for the key things to look for in a resume, so a lot of care should be put into its construction. That construction should highlight the following features:
   - Your strengths
   - Your responsibilities
   - Your accomplishments
2. Your resume must be completely error-free. A resume represents you when you are not there. Recruiters look for reasons to reduce the number of resumes to review, so one error can be all that is needed to discard your resume and your candidacy. This is true in both good and bad economies, so take great care to guarantee 100 percent accuracy. Proofread your resume several times, use spell check, and ask someone who is exceptional at proofreading to review it. Always assume that an error lurks somewhere in your resume and review it and review it and review it until you find that error! Resumes often have the following common errors:
   - Misspellings (Spell check does not catch every misspelled word; meat will not be corrected if you meant to write meet.)
   - Errors in verb tense (Past experiences should be written in the past tense and current experiences in the current tense.)
   - Grammatical errors of any kind
   - Inconsistent formatting
   - Inappropriate length

## How to Craft the Perfect Resume

This is a trick title because there is no perfect resume. You could always choose to have a particular bullet point written in ways that are grammatically correct, are results oriented, and use action verbs, but writing a resume is not a perfect science. You could show your resume to five different recruiters and you might get five different opinions. There is no need to worry. The important thing is that it is well-written and highlights your accomplishments (no matter how big or how not so big). It's important that the format be consistent and that you get an opinion from a professional, whether it is someone from career services, a professor, or a person who is currently working in the field in which you are most interested.

A well-written resume can do seven specific things for you and your job search:

### It Represents You When You Are Not There

Your resume can be uploaded to global job boards like Monster, CareerBuilder, and others in a few minutes. It can be sent to a company's online database with a push of a button. It can then be shared with dozens of recruiters and hiring managers without you even knowing about it. In fact, it's a lot easier to get your resume in front of a recruiter than it is to have a physical presence in their office; therefore, make certain it's a well-written, well-positioned document that makes an exceptional first impression.

### It Quantifies Your Accomplishments

The best resume quantifies results and accomplishments clearly and easily. Here are some examples:

1. If you reduced errors by 35 percent, if you increased profits by 55 percent, and if 75 percent of your customers are repeat customers, include this information clearly, succinctly, and proudly.
2. If you have been a student teacher with thirty-five students in a classroom and student grades improved by 25 percent, include that as well.
3. If you have worked as an administrative assistant in a dentist's office and you are part of a marketing team that has increased new patient accounts by 10 percent last quarter, include that!
4. If you worked in the school library and the number of lost books has declined by 50 percent, or if you provide guidance to approximately fifty students per day, that information should be in your resume.

Quantifying your accomplishments gives your resume readers the specific information they need to know about your abilities and to be intrigued by what you can do for them.

### It Clearly States Your Abilities

Focus on the results of your actions. Being results oriented helps resume readers understand your abilities. What exactly do you do, or what have you done in the past? Your resume should answer this question very quickly. For example, if you have been responsible for opening and closing a retail store on a daily basis and for managing the register that took in approximately $5,000 worth of merchandise a day, state that clearly and concisely. If you have written three to four sports articles for your school paper every month for the past three years, include that as well.

The more you quantify your accomplishments, the more your abilities will be understood.

### It Shows Your Command of the Written Word

You don't have to be an English major to make sure that your resume is well written. Visit the career services department and inquire about resume writing workshops. Be sure to participate in them and consider scheduling a 1:1 appointment with a career counselor for additional support with your resume. Ask an older sibling who is in the workplace to review your resume before it goes into cyberspace or to a future employer. Other options include asking a teacher, professor, or perhaps someone with whom you worked with or for in the past to review your resume. Whatever the case, it is your responsibility to have a well-written resume. Remember that if it has one misspelled word, your resume could easily be dismissed, along with your candidacy. It's critical that your resume be accurate and well written.

### It Creates Talking Points for Your Future Interviews

Clearly listing your accomplishments and quantifying those accomplishments can create talking points for your future interviews. For example, perhaps your bullet point is the following:

- Responsible for the intake and outtake of approximately 1,000 books daily, ensuring that all library users are logged into the new electronic database, which has decreased the number of lost books by 80 percent in the past year.

Many individuals have to think about the results of their work. Including this detailed information in your resume actually allows you to easily talk about the value you've brought to previous employers. During an interview, with the preceding example in mind, you can easily talk about how you use technology to improve processes. You can discuss the team environment of the library staff and how you are all working toward decreasing the number of lost books. It shows that you have positively affected the bottom line by helping libraries hold onto books versus losing them, which results in unnecessary fees to library users.

### It Proves Your Worth to Your Past Employers

Whenever including bullet points about past work, always tie your efforts to the bottom line. Earlier examples in this Unit included the following accomplishments:

- Reducing errors by 35 percent
- Increasing profits by 55 percent
- Boosting repeat sales to 75 percent

Information relating to a company's bottom line is exactly what employers want to read. Highlighting results like these increases your chances of having your resume noticed.

### It Demonstrates What You Can Do for Your Future Employer

Unlike financial investments, past performance is an indicator of future success, so include and quantify your past performance, and future employers will be inclined to believe you can do the same for them. They will believe it, but you have to continue supporting that belief with your exceptional networking and interviewing skills. Interviewing skills will be addressed later in this Unit. Remember, however, that your resume is introductory in nature. You want to get their attention and initiate their interest so your foot can inch ever closer to getting in their door.

## Resume Format

Perhaps the hardest part of writing a résumé is figuring out what format to use to organize and present your information in the most effective way. There is no correct format, per se, but most résumés follow one of the four formats below. Which format appeals to you the most?

1. Reverse chronological résumé: A reverse chronological résumé (sometimes also simply called a chronological résumé) lists your job experiences in reverse chronological order—that is, starting with the most recent job and working backward toward your first job. It includes starting and ending dates. Also included is a brief description of the work duties you performed for each job, and highlights of your formal education. The reverse chronological résumé may be the most common and perhaps the most conservative résumé format. It is most suitable for demonstrating a solid work history, and growth and development in your skills. It may not suit you if you are light on skills in the area you are applying to, or if you've changed employers frequently, or if you are looking for your first job.
2. Functional résumé: A functional résumé is organized around your talents, skills, and abilities (more so than work duties and job titles, as with the reverse chronological résumé). It emphasizes specific professional capabilities, like what you have done or what you can do. Specific dates may be included but are not as important. So if you are a new graduate entering your field with little or no actual work experience, the functional résumé may be a good format for you. It can also be useful when you are seeking work in a field that differs from what you have done in the past. It's also well suited for people in unconventional careers.
3. Hybrid résumé: The hybrid résumé is a format reflecting both the functional and chronological approaches. It's also called a combination résumé. It highlights relevant skills, but it still provides information about your work experience. With a hybrid résumé, you may list your job skills as most prominent and then follow with a chronological (or reverse chronological) list of employers. This résumé format is most effective when your specific skills and job experience need to be emphasized. Hybrid Résumé Examples
4. Video, infographic, and Web-site résumé: Other formats you may wish to consider are the video résumé, the infographic résumé, or even a Web-site résumé. These formats may be most suitable for people in multimedia and creative careers. Certainly with the expansive use of technology today, a job seeker might at least try to create a media-enhanced résumé. But the paper-based, traditional résumé is by far the most commonly used—in fact, some human resource departments may not permit submission of any format other than paper based. Video Resume Examples; Infographic Résumé Examples; Web-Site Résumé Examples

An important note about formatting is that, initially, employers may spend only a few seconds reviewing each résumé—especially if there is a big stack of them or they seem tedious to read. That's why it's important to choose your format carefully so it will stand out and make the first cut.

Here are some example templates from College of the Canyons.

## Résumé Contents and Structure

For many people, the process of writing a résumé is daunting. After all, you are taking a lot of information and condensing it into a very concise form that needs to be both eye-catching and easy to read. Don't be scared off, though! Developing a good résumé can be fun, rewarding, and easier than you think if you follow a few basic guidelines. In the following video, a résumé-writing expert describes some keys to success.

Figure 5.4 – Watch "Resume Tutorial" (link: https://www.youtube.com/watch?time_continue=12&v=O5eVMaPZWmM)

## Contents and Components to Include

1. Your contact information: full name (avoid nicknames), address, phone number, professional email address
2. **Objective:** a brief statement sharing what you are looking for and what you have to contribute
3. A summary of your skills: 5–10 skills you have gained in your field; you can list hard skills as well as soft skills (refer to the Professional Skill Building topic in this course)
4. Work experience: depending on the résumé format you choose, you may list your most recent job first; include the title of the position, employer's name, location, employment dates (beginning, ending). Use brief bullet point statements to list your responsibilities and achievements. Use action words to start each bullet point. Refer Table1 below.
5. Volunteer experience:
6. Education and training: formal and informal experiences matter; include academic degrees, professional development, certificates, internships, study abroad, etc.
7. References statement (optional): "References available upon request" is a standard phrase used at the end of résumés or you may take a proactive approach and create a separate document that lists your references. See sample below
8. Other sections: may include, a branding statement, a summary statement, additional accomplishments, and any other related experiences such as: Computer Skills, Language Skills, Extracurricular Activities or Honors and Awards

### Caution

Résumés resemble snowflakes in as much as no two are alike. Although you can benefit from giving yours a stamp of individuality, you will do well to steer clear of personal details that might elicit a negative response. It is advisable to omit any confidential information or details that could make you vulnerable to discrimination, for instance. Your résumé will likely be viewed by a number of employees in an organization, including human resource personnel, managers, administrative staff, etc. By aiming to please all reviewers, you gain maximum advantage.

- Do not mention your age, gender, height or weight.
- Do not include your social security number.
- Do not mention religious beliefs or political affiliations, unless they are relevant to the position.
- Do not include a photograph of yourself or a physical description.
- Do not mention health issues.

- Do not use first-person references. (I, me).
- Do not include wage/salary expectations.
- Do not use abbreviations.
- Proofread carefully—absolutely no spelling mistakes are acceptable.

### Top Ten Tips for a Successful Résumé

1. Aim to make a résumé that's 1–2 pages long on letter-size paper.
2. Make it visually appealing.
3. Use action verbs and phrases. See Table 1 below for a list of action verbs.
4. Proofread carefully to eliminate any spelling, grammar, punctuation, and typographical errors.
5. Include highlights of your qualifications or skills to attract an employer's attention.
6. Craft your cover letter as a pitch to people in the profession you plan to work in (more on cover letters in the next section)
7. Stand out as different, courageous.
8. Be positive and reflect only the truth.
9. Be excited and optimistic about your job prospects!
10. Keep refining and reworking your résumé; it's an ongoing project.

Remember that your résumé is your professional profile. It will hold you in the most professional and positive light, and it's designed to be a quick and easy way for a prospective employer to evaluate what you might bring to a job. When written and formatted attractively, creatively, and legibly, your résumé is what will get your foot in the door. You can be proud of your accomplishments, even if they don't seem numerous. Let your résumé reflect your personal pride and professionalism.

In the following video, "Résumé Tips for College Students From Employers," several college graduate recruiters summarize the most important points about crafting your résumé.[39]

You can download a transcript of the video here.

Figure 5.5 – Watch "Resume Tips for College Students from Employers" (link: https://www.youtube.com/watch?time_continue=1&v=fYavOr8Gnac)

Table 5.2 - Action Words

| | | | |
|---|---|---|---|
| accelerated | expanded | | |
| accomplished | expedited | launched | regulated |
| achieved | extracted | maintained | related |
| acquired | fabricated | managed | remodeled |
| administered | facilitated | marketed | reorganized |
| advised | formulated | mediate | repaired |
| analyzed | founded | minimized | represented |
| appointed | generated | monitored | researched |
| approved | headed | motivated | resolved |
| arranged | helped | negotiated | restored |
| assisted | hired | obtained | restructured |
| assembled | identified | operated | retrieved |
| audited | illustrated | organized | reviewed |
| attained | implemented | originated | revised |
| delegated | improved | overhauled | scheduled |
| demonstrated | increased | oversaw | shaped |
| designed | headed | participated | solved |
| determined | helped | performed | sorted |
| developed | hired | persuaded | spoke |
| devised | identified | planned | streamlined |
| directed | illustrated | prepared | summarized |
| distributed | implemented | presented | supervised |
| drafted | improved | prioritized | tabulated |
| edited | increased | processed | taught |
| educated | initiated | produced | trained |
| eliminated | innovated | programmed | translated |
| encouraged | inspected | promoted | trimmed |
| enhanced | installed | proposed | upgraded |
| enlarged | instructed | provided | utilized |
| established | integrated | published | validated |
| evaluated | interpreted | recorded | worked |
| examined | interviewed | recruited | wrote |
| exceeded | investigated | | |
| executed | | | |

On the next few pages are samples to reference to help you prepare your resume. The resume examples are from College of the Canyons' Job Search Information & Templates page.

## Sample Reference Page

References for Joe Cougar

23450 Any Street Road

Valencia, CA 91355

(661) 555-5555

Joecougar@earthlink.net

**Jane Jones**

**Supervisor, JCrew Retail Store, May 2012 – August 2012**

**Phone: (661) 555-5555**

Email: Janejones@jcrew.org

**Sarah Canyons**

**Professor, College of the Canyons, Spring 2016**

**Phone: (661) 755-5555**

Email: Sarah.canyons@canyons.edu

**Michael James**

**Phone: (661) 855-5555**

Email: Michael.james@publisher.com

As you develop your resume, be sure to have several people review it with you. The Career Center is a great resource on campus to help you with your resume. They have experts available to assist you in creating, critiquing, and drafting your resume. You may meet 1:1 with a Job Developer to get individualized feedback on your resume. For more information visit the Career Center and schedule an appointment (link: https://www.canyons.edu/studentservices/career/).

Every semester the Career Center organizes a "Resume Rally" in preparation for the Targeted Job and Career Fair event. Connect with the Career Center for more information and to inquire about upcoming events and workshops.

College of the Canyons Career Services and Resume For America have partnered to bring you an excellent online resume builder! You must have a @canyons.edu or @my.canyons.edu email account to use this website. https://resumecompanion.com/resume-builder-edu-2/canyons/

Table 5.3 – Resume Writing Resources[40]

| Website | Description |
|---|---|
| The Online Resume Builder (from My Perfect resume) | The online résumé builder is easy to use. Choose your résumé design from the library of professional designs, insert prewritten examples, then download and print your new résumé. |
| Résumé Builder (from Live Career) | This site offers examples and samples, templates, tips, videos, and services for résumés, cover letters, interviews, and jobs. |
| Résumé Samples for College Students and Graduates (from About Careers) | This site offers a plethora of sample résumés for college students and graduates. Listings are by type of student and by type of job. Résumé templates are also provided. |
| JobSearch Minute Videos (from College Grad) | This site offers multiple to-the-point one-minute videos on topics such as print résumés, video résumés, cover letters, interviewing, tough interview questions, references, job fairs, and Internet job searching. |
| 42 Résumé Dos and Don'ts Every Job Seeker Should Know (from the muse) | A comprehensive list of résumé dos and don'ts, which includes traditional rules as well as new rules to polish your résumé. |
| COC Career Center | The Career Center provides assistance with career counseling, internship assistance and the job search process. Meet with an expert for professional feedback on your resume. |

Activity 5.3: Creating My Resume[41]

Compile data reflecting your professional and educational skills and accomplishments. Assess the main résumé formats and select one that meets your needs, then create a first draft of your professional résumé.

1. Compile all needed information for your résumé, including your contact information, a summary of your skills, your work experience and volunteer experience, education and training (including your intended degree, professional development activities, certificates, internships, etc.). Optionally you may wish to include job objective, a brief profile, a branding statement, additional accomplishments, and any other related experiences.
2. Select one of the résumé builder tools listed above in the Résumé Writing Resources table.
3. Create your résumé, following instructions at your selected site.
4. Save your document as a PDF file.
5. Follow instructions from your instructor on how to submit your work.

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# 5.4: The Cover Letter

## 5.4 The Cover Letter

A cover letter is a professional business letter that accompanies your resume and introduces yourself to the employer. It states the position you are applying for and your interest in the job and the company. It is designed to hook the reader and spark their interest in reading your resume.

Your cover letter should be engaging, informative, and show your command of the written word. It should flow easily from a reader's perspective, making the connection between the opportunity and your ability to succeed if given the chance. The tone should be compelling. You should be excited about the opportunity and you should be confident of your ability to succeed (even if you truly lack the confidence).

The format of your cover letter should involve three basic parts:

- The Introduction: The introductory paragraph, states the position you are applying for, how you heard about it, and why you are interested in the position. If someone referred you for the position, mention their name. The goal is to hook the employer and motivate them to want to review your resume and invite you for an interview!
- 
- The Closing: the final paragraph shows enthusiasm for working for the company. Request an interview to further discuss the position and state that you will call within a week to follow-up. Thank the employer for their time and consideration.

The body of the cover letter is the most important part. To help you craft a strong body, it is important to match your qualifications with those the employer is looking for. To help you do this, you will need to study the job description in great detail. Extract the main functions, tasks, and desired qualifications from the job description and give examples from your past work experience to illustrate how you are a good fit.

With each résumé you send out, always include a cover letter specifically addressing your purposes.

## Characteristics of an Effective Cover Letter

Cover letters should accomplish the following:

- Get the attention of the prospective employer
- Set you apart from any possible competition
- Identify the position you are interested in
- Specify how you learned about the position or company
- Present highlights of your skills and accomplishments
- Reflect your genuine interest
- Please the eye and ear

The following video features Aimee Bateman, founder of Careercake.com, who explains how you can create an incredible cover letter. You can download a transcript of the video here.[42]

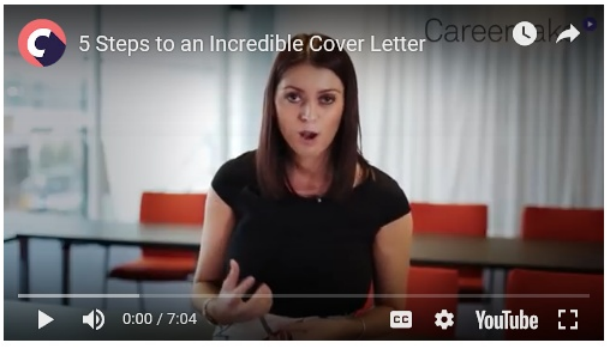


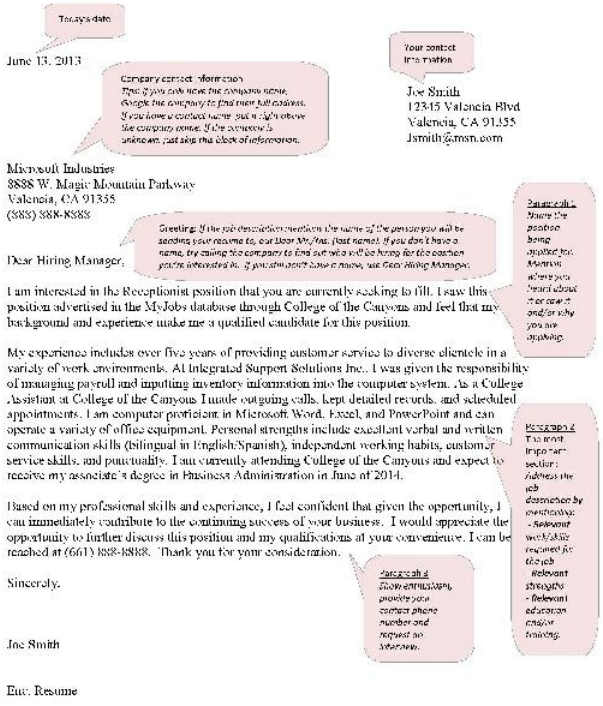

Figure 5.6 – Watch "5 Steps to an Incredible Cover Letter" (link: https://www.youtube.com/watch?v=mxOli8laZos)

Table 5.4 - Cover Letter Resources[43]

| Website | Description |
|---|---|

| | |
|---|---|
| Student Cover Letter Samples (from About Careers) | This site contains sample student/recent graduate cover letters (especially for high school students and college students and graduates seeking employment) as well as cover letter templates, writing tips, formats and templates, email cover letter examples, and examples by type of applicant |
| How to Write Cover Letters (from CollegeGrad) | This site contains resources about the reality of cover letters, using a cover letter, the worst use of the cover letter, the testimonial cover letter technique, and a cover letter checklist |
| LinkedIn Cover Letter | This site contains articles, experts, jobs, and more: get all the professional insights you need on LinkedIn |
| Cover Letters (from the Yale Office of Career Strategy) | This site includes specifications for the cover letter framework (introductory paragraph, middle paragraph, concluding paragraph), as well as format and style |
| COC Career Center | The Career Center provides assistance with career counseling, internship assistance and the job search process. Meet with a an expert for professional feedback on your resume. |

## Sample Cover Letter Template




Activity 5.4: Creating My Cover Letter

Now that we have reviewed the importance of a cover letter, it is time for you to develop your cover letter. Find a job or internship announcement you would be interested in applying for and craft your cover letter for this particular job/internship opportunity.
Make your cover letter personal and specific to the job/internship announcement and make sure it hooks the employer
Use the cover letter tools listed in the Cover Letter Resources table above to help you create your cover letter. Save your document as a PDF file.
Follow instructions from your instructor on how to submit your work.

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# 5.5: Your Online Profile

Your online profile is the third component of a compelling marketing campaign. An online profile serves two functions:

1. It's a marketing tool for the passive job search because the majority of recruiters use online profiles to find qualified candidates.
2. It's a great networking tool because you can connect with friends, family, former coworkers, and current schoolmates and stay in touch with them easily regardless of where you or they live or work.

## Digital Dirt

Various social networking sites allow you to post anything you would like in cyberspace. Twitter, Facebook, and Second Life are a few examples. Four hundred million individuals have a Facebook presence, which enables them to connect and reconnect with current and past friends. Facebook allows you to post pictures of yourself, your friends, your animals, your vacation, and anything else you would like to include. You can post your birthday, your relationship status, your taste in music, and your interests and hobbies. Most employers look to LinkedIn for professional information because LinkedIn is often described as the professional version of Facebook, but employers still will look at your Facebook profile. When three candidates seem equally suited for a position, researching the candidates on Facebook may provide information that becomes the deciding factor. A word to the wise: Ensure that information on your Facebook page can only help your job search.

Foul language and inappropriate pictures of social parties and activities will hurt your ability to land the job you are seeking. Do not rely on privacy settings that you think filter individuals from viewing your information because those settings have often failed job search candidates. Facebook remains a wonderful tool for social networking, however, once something is in cyberspace, it is virtually impossible to delete, so proceed with caution and manage your reputation online professionally!

## Reputation Management

Many companies pay hundreds, even thousands of dollars every month to monitor and clean up their online reputations. The process of monitoring your online reputation is called reputation management. Reputation.com, one of hundreds of firms that specializes in "fixing" online reputations, has become popular for companies looking to enhance their online image. Reputation management isn't just for companies—individuals are using these services to make unflattering things on the Internet about them disappear.

Anything posted on the Internet, from a picture on Facebook to a comment on a blog, will be in cyberspace indefinitely. Consider the case of a New York professor. Eight years earlier, he had been charged with receiving grant money wrongfully. If you googled his name, you would find a press release listing this charge as one of his name's top search results, even though he had paid the $2,000 fine. Not exactly something he would want a potential or current employer to see! This is exactly why it is important in career development to be aware of the kinds of things you post—whether you are looking for a job or already have a job. For example, thirteen Virgin Airlines employees were fired for a chat they had on Facebook about the plane's safety, along with negative comments about customers. In yet another example, a job seeker posted the following to Twitter: "Cisco just offered me a job! Now I have to weigh the utility of a fatty paycheck against the daily commute to San Jose and hating the work." And Cisco, who regularly monitors the Internet for mentions of their name (reputation management), replied, "Who is the hiring manager. I'm sure they would love to know that you will hate the work. We here at Cisco are versed in the web." Needless to say, the job offer to this future employee was rescinded.

Websites that allow for professional networking can be a great tool but can also be detrimental. For example, BG, a natural gas company, had an employee post his resume on LinkedIn and clicked the "job seeker" box. When his employer saw this, he was fired for expressing interest in other job opportunities, along with his posting of disparaging comments about his employer.

So how exactly can you monitor your online reputation? Here are some tips:

- Google yourself often and see what the search results return.
- Consider changing your privacy settings in Facebook, so people you are not friends with cannot view your profile.
- Change your Facebook setting so you must approve posts that "tag" you.
- Be aware of your company's policy on posting resumes on websites like LinkedIn.
- Do not talk about work on Twitter, Facebook, or any other social media site.
- Never mention your company name on social media sites.

Managing your online reputation can make sure that when an employer or potential employer sees your online persona, they are seeing the side you want them to see. It will show them that you represent the company in a positive light, which can enhance career success.[44]

## Overview of LinkedIn

Figure 5.7 – Watch "Using LinkedIn to Find a Job" (link: https://www.youtube.com/watch?v=SFYlPDRZJDY)

More than 100 million people are on LinkedIn, the leading online network for professional profiles, and that number grows every day. LinkedIn is different from Facebook because it's intended only for professional use and to focus on your career. To get started with initial online marketing efforts, LinkedIn is a great first step.

Visit LinkedIn at http://www.linkedin.com and follow the tutorial to learn aspects about the site and create an account. Use a thumbnail sketch of your resume for your profile. Create a summary section, and bear in mind that this is a great place to include specific keywords on which recruiters and employers may search (e.g., specific technical skills, languages, brand-name companies, industry knowledge).

## Who Can You Link To?

Think of ten to twenty people you'd like to connect to, such as peers from past jobs, friends and family, and peers at school. Go line by line through your resume and think of all the people you know from each stage in your career. You can use the LinkedIn search function to search by school, organization name, or another keyword.

As you populate your profile, LinkedIn makes recommendations for people you may know based on the names and keywords you enter. This gives you additional ideas for connections.

Send an invitation to the ten to twenty people you'd like to connect to. Write a personalized request to connect that reminds them how you know them, rather than using the generic templates that LinkedIn provides. With LinkedIn, all the people connected to a profile are visible to people who view that profile (you can shut off this feature, but it is helpful for networking, so most people do not). This means that for your connections, you can see their connections. This also means that the more people you are connected to, the more profiles you can view and the more your profile can be viewed. Increasing your connections improves your marketing reach.

On a regular basis, think of another ten to twenty individuals you can connect to and invite them. You can also upload some contact databases and e-mail accounts, such as Outlook, Yahoo!, and Gmail, into LinkedIn so that you can invite your entire existing network in one effort. Some open networkers will link to anyone who requests a link, or they will reach out to a variety of individuals they don't know and ask to link to them. Either way is acceptable and whether you link only with people you know well or are willing to link with people you barely know or don't know depends on your comfort level.

Having your resume details in your LinkedIn profile and connecting to people is the bare minimum for an online profile. To have a profile that is a comprehensive marketing platform, you should consider the next sections, which detail additional options.

## Include a Professional Picture or Head Shot

Professional photos are helpful as you start meeting more and more people because some people may remember your face more easily than your name or background.

## Add a Summary to Your Thumbnail Sketch

Your LinkedIn profile is basically a thumbnail sketch of your resume. It's important for you to include a short, succinct summary of your background and where you are now in your career. You should also include each school you've attended, along with the years. Include each work experience you've been a part of, again, along with the years, in a professional and formal format. This will allow individuals to identify how they have known you in the past.

## Include Recommendations

Include recommendations from two or three individuals who know your work. You must be connected to people to request they provide a recommendation.

Recommendations help your marketing because they add a dimension to your profile that is not included in your resume.

## Join Groups

Join groups with which you share a common interest. Groups are formed from common associations, such as college alumni groups (be sure to join your school's alumni group, even if you've yet to graduate), industry groups, and mutual goal groups, such as people interested in finding employment. Groups enable you to connect to more people, translating into even more people who will see your profile. You can join approximately fifty groups, and you can also elect to have your group memberships displayed or not displayed on your profile. Tailor your groups to reflect specific professional interests as another way to market yourself as being involved with that area.

## Use Applications

Use LinkedIn applications such as reading lists and presentation or blog sharing. With a paper resume, it is unwieldy to include a lot of attachments, such as a portfolio of your work. An online profile allows you to link to an online collection of your work and create a comprehensive view of everything you offer. You can share a list of what you are reading with the Amazon reading list application.

Listing books related to your career targets shows that you are staying current about your target industries and functions and are committed to training and development. You can use the SlideShare application to post PowerPoint presentations you have created. Perhaps as part of a class assignment, you have done a group project that is relevant to prospective employers. If you have a blog and your blog showcases examples of your work, your LinkedIn profile can be set to update with samples of your work whenever you post to your blog. While this level of detail seems onerous for a paper resume, when online it is easy to page through and access as much data as you'd like, so you can offer the reader (in this case, recruiters and employers) much more information.

## Maintain Your Profile

Remember that it is important to maintain your online profile. Continually update your LinkedIn profile because as your career grows and changes, so should your LinkedIn profile. Link to new people you meet. Update your summary and experience. LinkedIn also has a status section for more frequent updates that are broadcast to your connections. In this way, you can market your activity on an ongoing basis.

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# 5.6: Interviewing for Success

If your résumé and cover letter have served their purposes well, you will be invited to participate in an interview with the company or organization you're interested in. Congratulations! It's an exciting time, and your prospects for employment are very strong if you put in the time to be well prepared.

In this section we look at how to get ready for an interview, what types of interviews you might need to engage in, and what kinds of questions you might be asked.[45]

First, let's define the interview. What is an interview? An interview may be defined as a conversation between two or more people in which the interviewer asks questions to obtain information from the interviewee. A better definition might be an exchange of information between the interviewer and interviewee to assess if a match exists between a job's requirements and a person's skills and abilities.

The second definition is much more proactive in the case of the interviewee. As an interviewee, you should not passively answer questions, but should employ strategies so you are presented in the best possible light. As an interviewee, you also are responsible for highlighting your strengths in the interview and giving answers that are detailed and results oriented.

As you prepare for your interview, it is important to focus on three things:

1. Know yourself and be able to articulate how you are a good fit for the position.
2. Know your resume well enough to enthusiastically speak about every minute detail.
3. Know the company, the position, and the industry for which you are interviewing.

The interview is your time to shine in person and demonstrate how you are a good fit for the position. The interview process involves three phases: preparation, the actual interview, and the follow up. Preparing for each of these phases will help build your confidence for the big day!

<="" span="">detail through the different career assessments you completed. As you prepare for your interview, you will want to link the information you have gained from your career assessments and articulate them to the employer so you can illustrate how you are a good fit for the job!

The preparation phase includes research and practice. Preparation is key to succeeding in the interview process. The following strategies will help you get a second round of interviews:

### Research the industry, the company, the competitors, and the interviewer (if possible):

Completing the research step ensures that you have fully researched the company, the industry, and the competition. Knowing how to interview well within the industry and company will help you get a second interview. You also might be able to research the interviewer using Google or http://www.linkedin.com. Having relevant background information might give you helpful hints on how to position yourself. As you research the company, pay particular attention to their mission, values and philosophy. Be able to make connections with how your personal mission, values and philosophy align with the company.

### Practice Answering Interview Questions:

There are generally common questions that are consistently asked during interviews. Familiarizing yourself with these questions will help you gain confidence and feel more at ease during the actual interview. We will address these questions a little further in this section. However, for now, be sure you take advantage of the following resources to help you practice.

- Connect with the Career Center on campus and schedule an appointment with a Job Developer for a mock interview. This is a great way to practice and get 1:1 feedback. The Career Center also holds a series of workshops on job search and interview preparation. Check out the workshop schedule posted on their website at: https://www.canyons.edu/studentservices/career/index.php
- As part of this class, you will be participating in a mock interview so this will be great practice.
- Google additional interview questions and look in the mirror as you practice answering these questions. Get an interview buddy to ask you these questions, as well as probing questions, to dig deeper into your answers.

- Be confident when answering questions and stay positive. Do not undersell yourself or underestimate what you have to offer.
- Focus on the results of each of your projects, tasks, and courses. A results-oriented candidate has a better chance getting the second interview and potentially the offer.

### Have a Full Dress Rehearsal Three Days before the Interview:

Being prepared reduces stress and improves performance. Here is a checklist of things to do and consider before your interview day.

- Make sure your interview suit is clean and fits perfectly. You should feel very comfortable in the clothes you wear for an interview. This helps build your confidence.
- Pay attention to colors and style. If you are interviewing at a company where the dress is casual, it is still best to dress in a professional, conservative manner. Men and women should consider conservative suit colors such as navy, beige, and black. White or beige shirts give a very professional appearance. If you are not sure, it might help to shop at a professional clothing store.
- Shine your shoes and be certain they are in excellent shape. Women should wear closed-toe shoes with moderate-height heels.
- Take care in all aspects of your appearance, including your hair and nails.
- Bring extra copies of your resume.
- Write down well-researched questions before the day of the interview.
- Carry a professional-looking briefcase that has an inside portfolio containing paper and a pen.
- Keep a small bottle of water in your briefcase in case your mouth gets dry.
- Carry a cloth handkerchief in case your face perspires (for any reason).

Some people sweat more than others and using a handkerchief is more professional (and sanitary) than using your hand. Avoid tissues because they can leave a residue that doesn't make a very good impression. On a somewhat related note, if you happen to sneeze during an interview, sneeze into your sleeve versus into your hands. The interviewer will not want to shake your hand otherwise!

You will have an opportunity for a full dress rehearsal for the mock interview assignment using The Perfect Interview. The Perfect Interview is a program purchased through the college that will allow you to practice interviewing skills. You will record a mock interview and will work in groups to critique each other. This is a great way to see and hear yourself during an interview. Practice makes perfect! Your instructor will go over this assignment in class.

### Know Where You Are Going:

Getting lost on the way to an interview will only increase your stress, so know exactly where you are going, even if you must make a trial trip. Few things are worse than being late or arriving looking like you just did the one hundred-meter Dash.

### Establish a Routine to Follow the Day of the Interview:

The most successful interviewees have a routine that includes the following:

- Set two alarm clocks to make sure you wake up early enough to have plenty of time to get ready for the day.
- Have your interview suit ready to go, your shoes polished, a portfolio with two to three copies of your resume and a working pen, and five to seven questions already written down.
- Arrive at least thirty minutes in advance to avoid the slightest possibility of being late. You may wait in your car or a coffee shop until fifteen minutes before the interview. You don't want to let the interviewer know you are there thirty to forty-five minutes early.
- Read or listen to something inspirational before your interview.
- Carry a small bottle of water in your briefcase in case your mouth gets dry.

## The moment you have been waiting for has arrived—the actual interview. Keep the following factors in mind during the interview:

### Body Language

It is important to be aware of nonverbal impressions such as your handshake, eye contact and eye movement, posture, and facial and hand expressions. A sizeable percentage of what we communicate comes via body language:

- Eye contact: Maintain good eye contact throughout the interview. It's OK to look away occasionally, but, for the most part, eye contact should be steady. It shows confidence and inspires trust in all that you say.
- Smile: When you are feeling stressed, a smile usually relaxes your face, which usually helps you to relax overall. An introductory or occasional smile shows that you are enjoying the conversation, and it adds to your confidence factor.
- Firm handshake: Practice your handshake. The Goldilocks approach is best: Don't crush the interviewer's hand, but don't give a soft, floppy handshake, either. Your handshake should be firm and businesslike. If you get nervous to the point of having a sweaty palm, wipe it against your pants leg or skirt just before you shake your interviewer's hand.
- Posture: Sit up straight with your shoulders back and your feet firmly planted on the ground. It's fine to cross your legs if you feel more comfortable doing so, but avoid looking too relaxed. You should be poised and fully focused on the interviewer, ensuring that you answer all questions to the best of your ability.

### Networking Updates

If you've met others in the company, mention that up front. It's a great way to open an interview because you establish that you've already met others at the company, and the interviewer also can contact them for feedback.

### Focus

The more focused you are during an interview, the more successful you will be. Focus on the question asked and answer it directly. If you think you have gone off course for any reason, it is OK to ask the interviewer if you are on the right track. Your answer should have a beginning, a middle, and an end that includes a real, tangible, and preferably positive result. Here is an example of a question asked and an effective answer with real, tangible and positive results:

*Question:* Jenna, what was your biggest contribution to the company you interned with last summer?

*Answer*: Throughout the summer, we had approximately five to six team meetings where the entire staff of ten engineers and their direct reports were present to discuss the major goal of the summer: the construction of a new courthouse.

I was tasked with drafting the agenda of these meetings and the agenda notes, which verified all that was discussed and agreed upon. The agendas directed complex meetings, and the agenda notes served as key documents that verified and clarified what was discussed and agreed upon during the meetings.

My first draft of the first agenda was much too broad, but with feedback from my manager, I ensured it included all the details necessary to hold a productive and effective meeting and created the structure for the agenda notes document. The agenda notes were typically three to five pages long, and by the second meeting, I was drafting the agenda and publishing the notes without any revisions from my manager.

I received exceptional feedback from several department heads because, in many instances, the notes saved countless hours of work. For example, during the third meeting, we reversed course on a previously agreed-upon strategy for the front columns of the courthouse. One of the key assistant engineers was not at the meeting, and when her peer brought her up to speed, he forgot to mention that the columns were changed from the Roman style columns to the Grecian columns, which needed a more intricate support system from the roof to the courthouse steps. Luckily, she read my agenda notes, which highlighted any course changes in red, and saved about two weeks' worth of work, which was easily several thousand dollars. It also kept everyone on track regarding the completion date, which is June 2014.

To improve this process overall, I loaded the agenda and the notes into the department's central files so instead of relying upon hard copies or e-mailed copies, everyone had one place to go for this important document that kept everyone on track. They are still using the improvements I implemented, so I'm very proud of that.

The answer's beginning set the stage:

- Throughout the summer, we had approximately five to six team meetings, where the entire staff of ten engineers and their direct reports were present to discuss the major goal of the summer: the construction of a new courthouse.
- I was tasked with drafting the agenda of these meetings and the agenda notes, which verified all that was discussed and agreed upon.
- Notice it had a middle that allowed you to understand how things were working:
- My first draft of the first agenda was much too broad, but with feedback from my manager, I edited it to include all the details necessary to hold a productive and effective meeting and create the structure for the agenda notes document.
- By the second meeting, I was drafting the agenda and publishing the notes without any revisions from my manager.

Positive momentum was built throughout the answer, and Jenna shared the positive results of her work:

- I received exceptional feedback from several department heads because in many instances, the notes saved countless hours of work.
- To improve this process overall, I loaded the agenda and the notes into the department's central files, so instead of relying upon hard copies or e-mailed copies, everyone had one place to go for this important document that kept everyone on track.
- They are still using the improvements I implemented, so I'm very proud of that.

### Authenticity and Honesty

Never misrepresent anything about yourself during the interview:

- Don't indicate you are fluent in a language if you aren't.
- Don't mention you know a computer program that you clearly don't know.
- Don't mention you've been to a certain city if you haven't been there.

Interviewers have a way of discovering any misrepresentations, so save yourself misery and humiliation by being authentic and honest.

### Questions to Ask toward the End of the Interview

At the end of the interview, the interviewer will usually ask if you have any questions. This important step in the interview process is relatively easy and can be done in advance of the actual interview. Use the research you've already conducted to formulate five to seven questions you'd like to ask at the end of the interview. The table below includes some topics and potential questions to help you brainstorm as you develop your questions.

### Question Your Next Steps

Your final interview question should pertain to the next steps you should take so you will know how to follow up. Be certain your last question accomplishes the following:

- It demonstrates that you are forward thinking and that you tie up loose ends.
- It clarifies the follow-up process.

You can take definite steps after an interview to improve your chances of being called back for a second round or getting an offer for the position. For example:

- **E-mail a Thank-You Note before the Day Ends:** E-mail, versus a handwritten note, is preferred for many reasons:
- Your note will be immediately received by the interviewer. It's common courtesy to thank people for their time right away, and manners count quite a bit during the job search.
- Your ability to write a concise business note is demonstrated.
- Your quick communication keeps you at the top of the interviewer's mind.
- Your e-mailed thank-you note can be shared easily and often by everyone who interviewed you. This positive momentum keeps you in a positive light with all parties.
- Your e-mail is an opportunity to quickly confirm that you have the critical skills necessary to do a fantastic job. In the e-mail, you can reiterate the skills you have or mention something specific that was discussed in the interview, thus making an even stronger case for why you'd be a great hire.
- Your e-mail can include an attached article about the company or about an interest you share with the interviewer.
- Your e-mailed thank-you note is more likely to receive a response from the interviewer.

Some individuals believe a handwritten note distinguishes you from others; while that may be true, you never know if it arrived. You could send an e-mail and a handwritten note to cover all the bases, but don't use the exact wording for both notes. Using a high-quality, professional notepaper or stationery is recommended.

### Update All Parties Relevant to Your Search

If you've met other people during your job search and they've been helpful in any way, send them an e-mail update as to how you've progressed. It will mostly likely be shared with others, so take great care when writing any note to a company Representative.

### Map Your Follow-Up Strategy

Once you've interviewed for a position, note your expected follow-up on your calendar. If the company representative said you will be contacted in a week, mark that on your calendar. If you aren't contacted, add another three or four days onto your calendar and then follow up with the company. After that, maintain consistent communication to help produce positive results.

### When Things Go Wrong

Sometimes no matter how well you prepare, something still goes wrong. The following strategies will help you manage when things go amiss:

- If you forget to turn your cell phone off and it rings, apologize and quickly turn off the phone. Don't look at the number of the person calling you.
- If you are late, call in advance to notify the interviewer and ask if the interview can proceed. Apologize when the interview takes place.
- If you have a wardrobe malfunction—a popped button, a run in your stockings, or you spilled coffee on your clothing—a little humor might help.
- If you went on a tangent and did not answer the question directly, check to make sure you are on track or ask that the question be repeated.

The more you practice interviewing, the more prepared you will be. Each interview serves as a learning experience and an opportunity for you to strengthen your interviewing skills. There are different types of interviews for you to become familiar with. The next section will address the different types.

## Job Interview Types and Techniques[46]

Every interview you participate in will be unique: The people you meet with, the interview setting, and the questions you'll be asked will all be different from interview to interview.

The various factors that characterize any given interview can contribute to the sense of adventure and excitement you feel. But it is also normal to feel a little nervous about what lies ahead. With so many unknowns, how can you plan to "nail the interview" no matter what comes up?

A good strategy for planning is to anticipate the type of interview you may find yourself in. There are common formats for job interviews, described in detail, below. By knowing a bit more about each type and being aware of techniques that work for each, you can plan to be on your game no matter what form your interview takes.

### Screening Interviews

Screening interviews might best be characterized as "weeding-out" interviews. They ordinarily take place over the phone or in another low-stakes environment in which the interviewer has maximum control over the amount of time the interview takes. Screening interviews are generally short because they glean only basic information about you. If you are scheduled to participate in a screening interview, you might safely assume that you have some competition for the job and that the company is using this strategy to whittle down the applicant pool. With this kind of interview, your goal is to win a face-to-face interview. For this first shot, though, prepare well and challenge yourself to shine. Try to stand out from the competition and be sure to follow up with a thank-you note.

### Phone or Web Conference Interviews

If you are geographically separated from your prospective employer, you may be invited to participate in a phone interview or online interview, instead of meeting face-to-face. Technology, of course, is a good way to bridge distances. The fact that you're not there in person doesn't make it any less important to be fully prepared, though. In fact, you may wish to be all the more "on your toes" to compensate for the distance barrier. Make sure your equipment (phone, computer, Internet connection, etc.) is fully charged and works. If you're at home for the interview, make sure the environment is quiet and distraction-free. If the meeting is online, make sure your video background is pleasing and neutral, like white wall or curtain.

### One-on-One Interviews

The majority of job interviews are conducted in this format—just you and a single interviewer—likely with the manager you would report to and work with. The one-on-one format gives you both a chance to see how well you connect and how well your talents, skills, and personalities mesh. You can expect to be asked questions like "Why would you be good for this job?" and "Tell me about yourself." Many interviewees prefer the one-on-one format because it allows them to spend in-depth time with the interviewer. Rapport can be built. As always, be very courteous and professional. Have handy a portfolio of your best work.

### Panel Interviews

An efficient format for meeting a candidate is a panel interview, in which perhaps four to five coworkers meet at the same time with a single interviewee. The coworkers comprise the "search committee" or "search panel," which may consist of different company representatives such as human resources, management, and staff. One advantage of this format for the committee is that meeting together gives them a common experience to reflect on afterward. In a panel interview, listen carefully to questions from each panelist, and try to connect fully with each questioner. Be sure to write down names and titles, so you can send individual thank-you notes after the interview.

### Serial Interviews

Serial interviews are a combination of one-on-one meetings with a group of interviewers, typically conducted as a series of meetings staggered throughout the day. Ordinarily this type of interview is for higher-level jobs, when it's important to meet at length with major stakeholders. If your interview process is designed this way, you will need to be ultra prepared, as you will be answering many in-depth questions. Stay alert.

## Lunch Interviews

In some higher-level positions, candidates are taken to lunch or dinner, especially if this is a second interview (a “call back” interview). If this is you, count yourself lucky and be on your best behavior, because even if the lunch meeting is unstructured and informal, it’s still an official interview. Do not order an alcoholic beverage, and use your best table manners. You are not expected to pay or even to offer to pay. But, as always, you must send a thank-you note.

## Group Interviews

Group interviews are comprised of several interviewees and perhaps only one or two interviewers who may make a presentation to the assembled group. This format allows an organization to quickly prescreen candidates. It also gives candidates a chance to quickly learn about the company. As with all interview formats, you are being observed. How do you behave with your group? Do you assume a leadership role? Are you quiet but attentive? What kind of personality is the company looking for? A group interview may reveal this.

For a summary of the interview formats we’ve just covered (and a few additional ones), take a look at the following video, Job Interview Guide—10 Different Types of Interviews in Today’s Modern World.

Figure 5.8 – Watch “Job Interview Guide” (link: https://www.youtube.com/watch?v=mMLQ7nSAyDQ)

## Interview Venues:

Knowing the four different types of interview venues will help ensure your success:

- The Career Center at on campus hosts job fairs and oftentimes they conduct interviews on campus. If your interview takes place on campus, you will probably receive instructions from your career services office regarding the date and time of the interview. Check with the office to ensure you know how you will be notified. Most career services offices have a general check-in area, a waiting area, and very small interview rooms. It’s best to practice in these rooms ahead of time, so you know exactly what to expect. Some rooms are literally five feet by five feet.
- If your interview takes place off campus, the company with which you are interviewing will send instructions regarding where to report and when. Ensure you know exactly how to get there, and arrive early if at all possible because you probably will need to go through security. Bring the interview schedule with you; it should include the name(s) of the individuals with whom you will interview and their contact information.

If you need to travel via train or plane to an interview, dress professionally on the way there. Wearing yoga pants and flip-flops doesn’t make a good impression, and there is always a chance you will bump into company representatives during your trip.

- Most often, candidates will be interviewed in the interviewer’s office, but there are times when you will be interviewed in a conference room. Some conference rooms are glass-enclosed areas, and it can be distracting to interview as individuals look in and walk by. Regardless of the setting, maintain your focus on the questions asked and the interview at hand.
- Mealtime interviews can be tricky situations because food and drink are involved.

Strike a healthy balance of not being ravenous but not leaving your plate untouched either. Focus your full attention on the conversation and interview at hand. It is wise to stay away from messy marinara sauces and long strings of pasta because they can easily stain your clothing. Forgo alcohol at all costs and certainly if you are not of legal age to consume alcohol. If you are not

comfortable with dining etiquette, familiarize yourself with it to increase your comfort level. Know which fork is correct to use for salad versus dinner. Research this so you are prepared in advance. Interviews that take place during a meal can heighten nerves and cause you to spill a glass of water, which doesn't bode well for your confidence level.

No matter what the venue, dress well and take extra copies of your resume, a portfolio with paper and a pen that works, a list of questions you will ask, and perhaps a bottle of water just in case you need it.

## Interview Questions

For most job candidates, the burning question is "What will I be asked?" There's no way to anticipate every single question that may arise during an interview. It's possible that, no matter how well prepared you are, you may get a question you just didn't expect. But that's okay. Do as much preparation as you can—which will build your confidence—and trust that the answers will come.

To help you reach that point of sureness and confidence, take time to review common types of interview questions. Think about your answers. Make notes, if that helps. And then conduct a practice interview with a friend, a family member, or a colleague. Speak your answers aloud. You will get a chance to practice through your mock interview assignment in class. Your instructor will review detailed instructions with you.[47]

The more you understand about different types of interview questions, the better you can prepare. This next section reviews the four basic types of interview questions: open-ended questions, specific questions, motivation questions, and unconventional questions

### Open-Ended Questions

Open-ended questions don't have specific answers. They include questions like the following:

- Tell me about yourself. Walk me through your career. Why did you make the choices you made?

Such questions present an opportunity to tell your story in an engaging, articulate, and compelling way. Explain why you selected the school(s) you selected, your major and your minor, and your GPA (if it's above 3.3). Describe the jobs you've had and how you got them. Did you apply directly or did you get them through networking? What were your most significant accomplishments at each job? Highlight significant accomplishments that may or may not be explicit in your resume. Often, a theme will emerge, but if that isn't the case, talk about your decisions in a positive light.

- With which skills and functions are you most comfortable? If I were to assign you a project based on your expertise, what would I give you?
- If you enjoy working with clients, talk about your specific achievements and how you helped your clients. Have you served them well enough for them to be repeat customers? Have they referred other clients to you? If you are very strong analytically, give an example of the most analytical project on which you've worked and the project's outcome.
- What are your weakest skills, and how are you addressing them? What areas would your supervisors say you need to develop?
- Everyone has strengths and everyone has weaknesses. You should do a substantive assessment of your weaknesses prior to an interview. A weakness should never be a critical component of the job for which you are applying. If there is a trick to answering this question effectively, it's to highlight what you are doing to strengthen each weakness. For example, if public speaking is something you consider a weakness, you can say that to improve this, you raise your hand as much as possible in class, and you volunteer to present whenever possible. The more prepared you are with the content of your presentation, the better you perform.
- What do you do for fun? What do you do in your free time? What do you like to read?

These questions present an opportunity to enthusiastically and specifically discuss what you enjoy doing in your spare time. If you enjoy tennis, talk about how long you have been playing and your favorite player. If you enjoy reading, mention the last great book you read.

### Specific Questions

Specific questions have concrete answers and might include the following:

Tell me about this [the interviewer can point to anything on your resume, whether it be a project, an employer, a class, a skill, or a hobby.

- You must be able to quickly and completely discuss any topic from your resume and its relevance to your professional career. You should be able to recount every detail about each project, and enthusiastically relay those details to your interviewer. If you are not enthusiastic about your work, they will not be either. Also highlight the result of your work or any project about which they want to know more.

Tell me about your favorite project, your most significant project, or a project that demonstrates your leadership, project management, analytical, research, or communications skills.

- When answering this question, remember who sponsored the project, the project's objective and deliverable, steps you took to complete the project, and the results of your efforts. Note your role as well as the roles of other team members. Be specific and quantify the results.

Tell me about a project where something went wrong or tell me about a difficult client.

- Everyone has worked on projects where something went wrong. If we procrastinated, we learned to become more disciplined in our approach to projects. If someone didn't do their part of the project, which then caused us to do extra work, we learned to communicate more clearly and check the project's progress on a regular basis.
- We also have worked with difficult clients. The trick is to not say anything negative about a client. If a client was demanding, remember that all clients have a right to make demands. We need to raise our game to ensure they are pleased with the service and our level of professionalism. Never make negative comments about a client, a boss, a peer, or a company. Doing so sends an immediate red flag to the interviewer, so avoid such negativity at all costs. Position everything in a positive light, which can only help your candidacy.

What do you think about current events or significant events in the employer's industry?

- Interviewers want to know that you are knowledgeable about current events, especially those pertaining to their industry. The very best candidates are well versed in the current news, so be prepared to discuss one or two items. It's important that you cite the source of the news and what you learned from it. If you did subsequent research about the topic, discuss that as well. It's an opportunity to highlight your research and your passion for this industry.

### Motivation Questions

Interviewers often want to know about a candidate's motivation by asking the following questions:

With which firms are you interviewing? What positions are you seeking? How will you choose?

- The savviest interviewers know that the best candidates interview with multiple companies. Many candidates are comfortable discussing specific companies with which they are interviewing, and, from a recruiting perspective, it's fine to mention the company names. If you would rather not discuss this, mention that you are currently interviewing with other companies, but this company is your number one choice and highlight why you want to work there. They should get the hint that you don't want to mention specific companies.
- No matter what company is interviewing you, ensure that you know why you want to work for that particular company. Know their strong points and know their competitors. Know clearly why you want to work for them versus their competitors.

What do you hope to accomplish in your career? Where do you see yourself in one, five, or more years?

- Your research will help you answer this question. If you've conducted some informational interviews, you will have a clear idea of what a career can look like in one, five, and ten years. It is also important to network with peers who have interned at the companies in which you are interested because they can share specific information with you. For example, consulting, investment banking, and brand management have well-defined career paths. Advertising has a defined career path, but it may not be as defined as other businesses and industries.

What questions do you have for the interviewer?

- This can be a make-or-break question because some interviews consist of just this one question. Every interview candidate should enter an interview with five to seven questions written down in advance. These questions should come directly from your research.

Why do you want this position? Why do you want to work with this company?

- Answers to these questions will come from your research. Have a specific reason you want to work at the company doing the exact job for which you are interviewing. Is the brand name very strong, giving you an opportunity to work with the best? Is the

brand name not yet a household name, giving you an opportunity to make it so?
- It's also important to know what skills you will gain in this specific position and which will enable you to be successful. Will the position strengthen your analytical skills? Will it enable you to become a subject-matter expert? Be specific in your answer.

### Unconventional Questions

Some interviewers may think you are too rehearsed and may want to inject a bit of stress; perhaps they want to shake you up a bit by asking what may seem to be crazy or certainly bizarre interview questions:

- If you were a tree, what kind of tree would you be? Why?
- If you were a car, what color would you be? Why?
- If you were an item in the supermarket, what item would you be? Why?
- If you were an animal, what kind of animal would you be? Why?

Note that these questions are rare and you probably will not be asked them, but since preparation is key, it's worth examining why they are asked. These types of questions are asked to get a true glimpse into your personality. The "If you were a tree, what kind of tree would you be and why?" question could be answered the following way:

- If you were a corporate research analyst who relied purely on your research to describe a stock, and that research would be shared with hundreds of portfolio managers, you might say you were a redwood tree. A redwood is one of the strongest trees on the planet and has roots that grow hundreds of feet into the ground. Not even the strongest of winds can cause the redwood to sway.
- If you were applying to be a technology customer service representative who troubleshoots during their entire day, you may say that you were a palm tree. A palm tree bends and yields to gentle breezes and hurricanes alike, but it survives almost anything that comes its way and stands tall and straight the minute the wind stops.

Unconventional questions have no correct answer, but when asked them, four strategies can help you succeed:

1. Practice answering a few of these types of questions. If you need a few minutes to consider your answer during an interview, it's fine to ask for a bit of time.
2. Answer by showing something positive or beneficial about you and your personality.
3. Avoid humor and answer the question seriously and sincerely.
4. Work backward to the answer. Think about a characteristic that is important to the job, and then match it to a tree, a fruit, or an item in a supermarket.

As you prepare for interviews and practice your responses to common questions, it is also important to be aware of **illegal questions.** There are questions that are inappropriate for an employer to ask and knowing these types of questions can help you respond if faced with an illegal question during an interview.

### Illegal Questions

Illegal or discriminatory questions include references to the following:

- Age
- Birthplace
- Childcare arrangements
- Ethnicity and race
- Disability
- Marital and family status
- National origin
- Religion
- Sexual orientation

If you are asked any question relating to the preceding topics, it could be for one of two reasons. Either the interviewer is asking an illegal question or the interviewer might not be well versed in interview techniques. Many hiring managers have not been formally trained in interview techniques, and the lack of training can result in asking an illegal question.

It is hoped that the question would be harmless enough so that you can answer it without feeling uncomfortable. If you feel uncomfortable answering something, tactfully say that the question doesn't relate to the job. Try to move onto another question or ask a question pertaining to the job to get the interview back on track.

If you feel that you were subjected to discrimination, speak to someone at your career services office. They can provide the guidance necessary at this stage of your job search. If that is not possible, consult a friend or professor and ask for guidance in your next steps. This is not a matter to be taken lightly, so it's important to get help from someone who is familiar with these issues.

## Avoid Interviewer Pet Peeves

A number of things can annoy an interviewer and must be avoided at all costs. The following includes a list of things you should not do. Mock interviews are especially helpful at this stage because sometimes candidates are not aware they are doing things that are clear turnoffs to interviewers, so proceed with caution.

## Not Being Prepared

Being unprepared is an insult to the interviewer who is investing their time and energy into meeting with you. You should be there on time, have several copies of your resume in your portfolio, focus on answering any question asked, and have a list of questions to ask at the end of the interview.

## Negative Body Language

Positive body language such as looking the interviewer in the eye and shaking their hand firmly when saying hello inspires trust. Poor body language can eliminate you as a potential candidate. Practice answering questions with a friend and look them straight into the eye. Smile when you talk about big goals that you have achieved. You may look away now and then, but for the most part hold their gaze throughout the interview. Sit up straight in an attentive position to help ensure you make a good impression.

## Appearing Tense

Stress is a vital component of an interview because you want the job and you need to impress. Using that stress to perform better is key, and, with practice, you can appear more relaxed than you actually are. For example, if your palm sweats a bit, discreetly wipe your hand on your pants leg or skirt before you shake the interviewer's hand. Preparing in advance usually lowers stress, but if you still need additional methods to calm yourself before an interview, try listening to soothing music before entering the building or read something inspirational before the interview. Taking deep breaths before you enter the building can lower stress a great deal.

## Not Focusing on the Question and Not Answering It Directly

## Waning Energy

The interview process is strenuous. If you interview with one person, it's easy to keep your energy up. However, some interviews might be set up where you will interview with multiple people or several individual people throughout the day, and, in some cases, on different floors and in different buildings. Your energy level must be as strong and consistent with your seventh interview as it was with your first. To avoid waning energy, bring a small bottle of water with you to help you feel refreshed. If your interview day will be several hours long, bring a small snack bar to help you stay alert.

## Blaming Others for Your Poor Performance

Putting anyone or anything in a negative light is not a good strategy for an interview. Criticizing your past peers, boss, or company puts you in a negative light. Interviewers red flag any type of negative comment and might probe for more negative energy lurking in other interview responses.

## Not Treating Everyone with Respect

Treat everyone you meet during the day with the utmost respect, whether it is the security guard, the administrative assistant, or the actual interviewer. Be respectful if you are trying to rush through security or if you are holding an elevator for someone. All of these individuals communicate with each other, and if you leave a bad impression with any of them, it could end your candidacy. Be courteous and kind to everyone you meet. Manners do count.

## Master the Interview

Control what you can control, and your interview will be more successful. This includes doing the following, but this list is far from exhaustive:

- Assess your strengths and weaknesses before the interview.
- Research the company and its competitors in advance of your meeting.
- Prepare and practice interview questions.
- Create a routine for the day of the interview to ensure you don't rush or skip important steps.
- Write down five to seven questions to ask at the end of your interview to prove you are motivated to get this job offer.

Remember that interviews are subjective and that a second interview is never a guarantee. Budgets can shift and your targeted company may have to pull an open requisition. Perhaps the company wants to promote from within and they may hire an internal candidate. Many interviewers hire in their own image, regardless of any interviewer training course they may attend. No matter what happens at the end of your interview, it's important to stay positive and it's equally important to not take it personally.

Regardless of the interview's outcome, and especially if you don't get the job, thank the interviewer for the interaction. Continue to keep in touch because that person can become an important part of your network. Leaving a positive impression can only help your future prospects because jobs for which you would be a perfect fit might open in the near term. Remember also that recruiters and hiring managers tend to move from company to company, and there is a strong likelihood that your paths may cross again. Maintaining positive relationships can only help your career.

Lastly, if you interview for a position and you don't get it, at least appreciate the value and practice of your experience. Troubleshoot what could have gone better and improve on that one thing. If you are proactive enough at strengthening your interview ability and ensuring you have enough interviews lined up, you increase your chances of getting a job offer.

Below is a list of resources that contain common interview questions and good explanations/answers you might want to adopt.[48]

Table 5.5 – Resources for Interviews

| Website | Description |
|---|---|
| 100 top job interview questions—be prepared for the interview (from Monster.com) | This site provides a comprehensive set of interview questions you might expect to be asked, categorized as basic interview questions, behavioral questions, salary questions, career development questions, and other kinds. Some of the listed questions provide comprehensive answers, too. |
| Interview Questions and Answers (from BigInterview) | This site provides text and video answers to the following questions: Tell me about yourself, describe your current position, why are you looking for a new job, what are your strengths, what is your greatest weakness, why do you want to work here, where do you see yourself in five years, why should we hire you, and do you have any questions for me? |
| Ten Tough Interview Questions and Ten Great Answers (from CollegeGrad) | This site explores some of the most difficult questions you will face in job interviews. The more open-ended the question, the greater the variation among answers. Once you have become practiced in your interviewing skills, you will find that you can use almost any question as a launching pad for a particular topic or compelling story. |

## Why Should We Hire You

From the Ohio State University Fisher College of Business Career Management Office, here is a video featuring representatives from recruiting companies offering advice for answering the question "Why should we hire you?" As you watch, make mental notes about how you would answer the question in an interview for a job you really want.

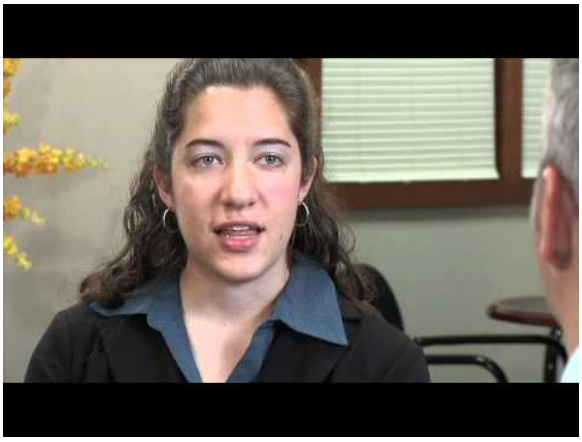

Figure 5.9 – Watch "'Why Should We Hire You?' How to Answer this Interview Question" (link: https://www.youtube.com/watch?v=5NVYg2HNAdA)

Activity 5.6: What Makes Me A Great Fit?

Now that we have discussed strategies to help you prepare for interviewing, it is time to apply what you have learned. Take a moment and think of your ideal job.

- Write a paragraph describing your ideal job. Imagine that you are already in this job. What is your job title and what are you responsible for executing? What is the name of the company or organization? What is its function?
- Now identify the top three reasons why you are a great fit for this ideal job. What sets you apart from the competition? List the qualities, skills and values you have that match the job requirements. Provide examples to support your answers. Connect your values to the company's values.
- Summarize your answer.

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# 5.7: Summary

- Reviewing the steps involved in creating a productive job search and the importance of networking while building your campaign.
- Creating a strong resume and cover letter to make you stand apart from the crowd.
- Illustrating a professional presence through social media to support your campaign.
- Appraising your interviewing skills to help get you in shape for your next job or internship.

  You are now ready to apply for your next job and/or internship. You have the tools and resources necessary for a strong self-marketing campaign!

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# CHAPTER OVERVIEW

## 6: Turning your Career and Life Planning Vision into Reality

**Learning Objectives**

- Construct your career vision statement.
- Assess your progress and create your plan of action.
- Prepare to move forward and stay motivated.


6.1: Let’s Revisit Your Vision

6.2: Assess your progress and create your plan of action

6.3: Moving Forward and Staying Motivated

6.4: Summary


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# 6.1: Let's Revisit Your Vision

- Where do you see yourself in the next 10, 15, 20 plus years?
- What career path do you want to pursue?
- What kind of work will be meaningful to you and allow you to feel a sense of accomplishment at the end of the day?
- What level of responsibility do you plan to hold?
- What type of work environment will energize you and give you a sense purpose?

At the start of this class, some came in with a clear vision while others may have been fuzzy. We hope this class has helped clarify your vision in some respect after completing the four phases of career exploration and life planning. Let's take a moment and review the different phases you have completed thus far.

## Phase 1: Who am I?

Phase 1 involved getting to know who you are. You completed many different career assessments in unit 2 that allowed you to learn more about your values, character strengths, personality preferences, interests, skills and abilities. Each assessment helped you gain a better understanding of who you are and where you may fit best in the world of work.

## Phase 2: What's out there?

Phase 2 consisted of career research. In Unit 3, you took time to research the world of work through different online career sites such as: the Occupational Outlook Handbook, O*NET, Career OneStop, California Career Cafe, California Career Zone and the State of California Employment Development Department. This phase also involves talking to professionals in the field and gaining hands on exposure through volunteer work or internship experience. The more information you gather about yourself and the world of work, the easier it will be for you to make decisions about your future career path.

## Phase 3: What factors affect my choices?

In Phase 3, you took time to explore factors that may affect your career choice and you were asked to make some decisions in regards to timing, finances, location and family and personal responsibilities.

### Timing

How much time are you willing to invest in schooling and training towards your educational and career goals? Are you looking for short term training to provide you with the necessary skills for employment? Or is your time more flexible and you may pursue a career that requires 6 or more years of educational training?

### Finances

Will the career path you choose allow you to financially support yourself and/or family and provide you with the financial security you desire?

### Location

Are you interested in staying local or are you open to moving if necessary to get your career started?

### Family and personal responsibilities

How will your career choice affect your personal and family life? Will the career you pursue allow you to balance your family and personal responsibilities?

These are just a few of the many important questions you will need to ask yourself as you start focusing on your future career path.

## Phase 4: Where do I go from here?

It is important to stay open minded and be flexible on your journey! Remember, it is ok to revisit the different phases as you see fit. The more time and effort you put into each phase, the more likely you are to make well-informed decisions that contribute to your academic and career goals.

Now that you have completed all four phases, it is time to solidify your career vision statement!

As discussed earlier, career vision statements are very powerful and meaningful when paired with career exploration. Creating a vision statement may take several attempts and rewrites until you identify with your career vision statement. Reflect on your experiences in class and all the knowledge you have gained through the career assessments you have completed and the career information you gathered. While refining your career vision statement be sure to include the following points:

- Address your core values and the impact you wish to make on society
- Address your purpose and goals you wish to achieve in your future career
- Craft your vision statement so that it inspires you, motivates you and energizes you
- Avoid vision killers such as fearful thinking, fixed mindset thinking and negativity

Below are a few examples to get you started:

Career Vision Statement Sample #1:

To make a positive impact in the lives of those I work with, empowering them to believe in themselves and achieve academic, personal and career happiness and success.

Career Vision Statement Sample #2:

To earn my doctorate degree and become the kind of teacher that changes the lives of students for the better, educating them not only about English but about the joys and meaning of life.

Career Vision Statement Sample #3:

I will become a leader in my organization helping transform it into an organization that respects all its stakeholders — while at the same time being the best husband and father I can be.

Visit LiveCareer and read more about “Creating a Career Vision for Your Life: Envisioning Your Ideal Career.”

Once you have crafted a career vision statement you identify with, write is on a 3x5 card and post it where you can see it every day. Recite it to yourself and visualize it. You have the power to make it your reality!

Activity 6.1: My Career Vision Statement

You have engaged in the Career Exploration process throughout this course. Back in unit 2, you engaged in different self-exploration activities and completed different career assessments. You spent time exploring your interests, values, skills, personality preferences, interests, and character strengths and you created a mission statement at the start of the semester. Now it is time to put everything together and craft your career vision statement. Consider…
• What's your vision for your future?
• Where do you see yourself in 10, 15, 20, plus years?
• What career path do you want to pursue?
• What kind of work will be meaningful to you?
• What work environments will energize you?
• What level of responsibility will you carry out?
My Career Vision Statement:
_____
_____
_____
_____

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## 6.2: Assess your progress and create your plan of action

At the beginning of this course we highlighted career exploration and understanding of the difference between job and a career. We encouraged you to identify resources and factors related to your personal and career vision. It was the foundation for your evaluation and assessment of four phases we had you complete. The main goal was to have you gain a better understanding of yourself and best fit for the world of work. Thus, allowing you to learn and harness a strong sense of self and increase self-confidence. Imparting you to make informed choices in relation to personal goals and career pathways. Supportive resources were included to help assess your skills, abilities, character strengths and preferences. Making self-discovery intentional and personalized for your present time experience in this class.

As an extension, you used online tools to research and conduct adductive reasoning when exploring the "big picture" of correlating your abilities and skills with potential careers. Hopefully, finding and taking advantage of unknown opportunities in careers which you had not considered. Most importantly, to have a strategic marketing campaign as your personal platform to employers.

Everything you have completed in this course so far is a step closer toward your career search, short term and long-term goals to come. Moreover, we provided with resources on and off campus as well as online links to better guide you moving forward.

We hope you have mastered some strong decision making skills to help you in keeping the pace of pursuing your career. Please continue to network, explore and connect with others in your areas of interest. Stay up to date on market trends and shifts in "new technology" and how it will positively impact certain industries. Do not shy away from learning opportunities and be open to unexpected success.

Career exploration is not a linear process; it is more complex and changes with your growth and mastery of new skills. Retool your marketing campaign as needed and continue to build your self-confidence. Mentor others along the way and maintain a strong network of professionals. Allow yourself to feel uncomfortable and identify new possibilities. Use your career vision statement to remind you of the affirmation and passion you have for your career. Update it and revise your statement to serve as a reminder to continue to explore and achieve new levels in your career.

We have covered a lot of information throughout this course and now it is up to you to apply it to your life. The "*Career Exploration and Planning Timeline"* below nicely summarizes the career and life planning process while highlighting specific activities for you to consider taking part in. We hope you use this as a checklist to help guide you through your journey at College of the Canyons!

Review the two charts on the following pages. The first one addresses students planning to earn an associate's degree and/or a career certificate and enter the workforce. The second chart addresses students planning to transfer to a four-year institution after COC. Consider which activities will help you through your career and life planning process as you create your plan of action.

| | |
|---|---|
| | FOR STUDENTS EARNING AN ASSOCIATE OF ARTS DEGREE/CERTIFICATE &<br>ENTERING THE JOB MARKET DIRECTLY AFTER COC |

| | |
|---|---|
| 1st YEAR | FALL SEMESTER<br>• Engage in self-exploration; gain a better understanding of your skills, abilities, values, personality style, and interests.<br>•<br>• Use web resources to learn more information about your major and career path options (see attached).<br>• Enroll in a Career Exploration Course (Counseling 110).<br>• Get involved in extracurricular activities on campus. Join a club or organization<br>•<br>• Research COC's programs/majors and related coursework in the college catalog.<br>SPRING SEMESTER<br>• Explore options related to your major by developing relationships with counselors, professors, work colleagues, friends and family.<br>• Take an introductory course in the major you are considering. Meet with a Counselor for help choosing these classes and to discuss how they relate to your career goals.<br>• Develop your resume in preparation for a summer job, internship or volunteer opportunity. Meet with an advisor in the Career Center to get your resume critiqued.<br>• Conduct informational interviews and talk to family, friends, faculty, staff and other professionals in the area you are interested in pursuing.<br>• Continue to network, participate in student clubs/organizations, attend conferences, and career fairs.<br>• Begin to explore summer internship opportunities.<br>SUMMER<br>• Develop work experience through a summer job, volunteering or interning in the field you are interested in pursuing. |
| 2nd YEAR | FALL SEMESTER<br>• Participate in an internship (fall and/or spring).<br>• Continue to network by attending career fairs in order to build relationships with employers.<br>• Submit petition for Associate degree graduation (deadline is the first day of the graduating term).<br>• Meet with a Counselor to verify all major requirements are met and you are ready for graduation.<br>SPRING SEMESTER<br>• Revise and update your resume.<br>• See a Career Center advisor to complete a mock interview and develop job search strategies.<br>• Submit resumes/cover letters to target companies. Interview and send follow up thank you letters. |

| | |
|---|---|
| | FOR STUDENTS PLANNING TO TRANFER TO A BACCALAUREATE DEGREE PROGRAM DIRECTLY AFTER COC |

| | |
|---|---|
| 1st YEAR | FALL SEMESTER<br>• Engage in self-exploration; gain a better understanding of your skills, abilities, values, personality style, and interests.<br>•<br>• Enroll in a Career Exploration Course (Counseling 110).<br>• Use web resources to learn more information about your major and career path options (see attached).<br>• Get involved in extracurricular activities on campus. Join a club or organization<br>• Develop your student educational plan with a counselor<br>• Begin exploring transfer schools, admission requirements, and major preparation coursework.<br>• Attend the College to Career Pathway Event & Transfer Day Events (usually held in early September).<br>• Research COC's programs/majors and related coursework in the college catalog.<br>SPRING SEMESTER<br>• Continue to research individual transfer schools and gather as much information as you can on the admission process, transfer requirements and deadlines.<br>• Research career paths your major can lead to (see attached websites).<br>• Visit the Transfer Center for information on Transfer Admission Guarantee Programs.<br>• Meet with a Counselor to review your academic and career goals and revisit your educational plan.<br>• Develop your resume in preparation for a summer job, internship or volunteer opportunity. Meet with an advisor in the Career Center to get your resume critiqued.<br>• Explore options related to your major by developing relationships with counselors, professors, work colleagues, friends and family.<br>SUMMER<br>• Develop work experience through a summer job, volunteering or interning in the field you are interested in pursuing.<br>• |

| | |
|---|---|
| 2nd YEAR | FALL SEMESTER<br>• Enroll in Counseling 120 – University Transfer Planning course.<br>• Attend the Transfer Day Event & meet different university representatives (usually held in September).<br>• Attend Transfer Center workshops for assistance with the UC/CSU application and personal statements<br>• Submit transfer admission applications for the upcoming fall term. Note applications are usually due by the end of November; however deadlines vary by school.<br>• Meet with a Counselor to review your transfer goals and make sure you are ready to transfer<br>• Continue to network through clubs/organizations, attend conferences and career fairs.<br>SPRING SEMESTER<br>• If earning associate degree, file petition for graduation (deadline is the 1st day of the graduating term)<br>• https://fafsa.ed.gov/ ) for the following academic year. Be aware, the deadline is in early March; see the financial aid office for details.<br>• You will be receiving correspondence regarding your admission status from transfer schools, reply in a timely manner.<br>**NOTE:** This timeline is based on a two-year transfer model. Be aware that many factors play into the amount of time it takes each individual to transfer. Your specific timeline at COC may vary from this one. Meet with a counselor to discuss your plan. |

Activity 6.2: My Plan Of Action

You have spent a lot of time engaging in the career and life planning process and now have a stronger understanding of your academic, career and personal goals for your future. To help you keep your momentum moving forward, develop a plan of action for the upcoming year. Consider the next steps necessary to help you progress towards your academic, career and personal goals? Write out what you need to do in the next month, 3 months, 6 months, 9 months, 12 months. Be specific and be sure to reach out to people that can help support you in your journey!
My next steps include:
_____
_____
_____
_____

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# 6.3: Moving Forward and Staying Motivated

You now have the foundational skills and resources to turn your career and life planning vision into reality. It is now up to you to apply everything you have gained in this class to your own personal journey. Along the journey, remember to:

- Apply your growth mindset and embrace challenges as new learning opportunities.
- Recognize your achievements and reward your hard work.
- Be flexible, expect setbacks and revise your plan as needed.
- Practice affirmations to help build your self-confidence.
- Use your resources. Ask for support and guidance along the way.
- Continue to network and build relationships.
- Have fun along the journey. This is your story!

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# 6.4: Summary

In Unit 6 we summarized the major concepts reviewed throughout the course and focused on turning your career and life planning vision into reality. This involved:

• Constructing your career vision statement.
• Assessing your progress and creating your plan of action.
• Preparing to move forward and staying motivated.

You have officially completed all units of this course. At this time, you may have a confident idea in regards to what major and career to pursue and are ready to implement your plan and carry out your career vision statement. For others, you may not have a definite major and/or career set at this time; however, you now have the skills to continue exploring your options. Remember career and life planning is a lifetime process and takes time to develop. Be patient and enjoy the experience. Continue to ask questions, research ideas, speak to professionals and test out your ideas through volunteer work or internships.

We hope you have enjoyed the class and gained new tools as you continue your career journey!

We are so excited for what the future holds for you!

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# Index

# Glossary

**Sample Word 1** | Sample Definition 1

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