



ACHIEVE CAREER SUCCESS

Discover and Get
the Job You Want

Second Edition, **BRIEF**

Raymond Gerson

ACHIEVE CAREER SUCCESS

Discover and Get the Job You Want

Second Edition, Brief

Raymond Gerson
Austin Community College



ISBN: 978-1-7332940-8-9

Title: *Achieve Career Success: Discover and Get the Job You Want*, Second Brief Edition

Copyright: 2015, 2020 by Raymond Gerson

Creative Commons Attribution-NonCommercial 4.0 International

CC-By -NC 4.0

This license requires that reusers give credit to the creator. It allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, for noncommercial purposes only.

- BY: Credit must be given the creator, Raymond Gerson.
- NC: Only noncommercial use of your work is permitted.
Noncommercial means not primarily intended for or directed towards commercial advantage or monetary compensation.

Link: <https://creativecommons.org/licenses/by/4.0/>

This book can be used by educators to teach a short career readiness/success course.

Instructor materials are available for educators who adopt and use the book to teach students.

For information about the instructor materials you can email Raymond Gerson at raymondgerson@gmail.com.

All Open Educational Resource books (OERs) by Raymond Gerson are available at his website: <https://www.upbeatpress.com>. These OERs are only available in digital (PDF) formats. If educators prefer to make printed copies for their students, that is permissible if the students do not have to pay for the books.

TABLE OF CONTENTS

<i>About the Author</i>	v
<i>Foreword</i>	vii
<i>Preface</i>	ix
<i>Acknowledgments</i>	xiii
<i>Student Comments</i>	xv
<i>Comments by Educators</i>	xvii
<i>Pre-Course Assessment</i>	xix
<i>Introduction</i>	xxiii
CHAPTER 1 Discover Your Natural Talents and Best Skills	1
CHAPTER 2 Find Out Your Interests, Values, and Personality Type	15
CHAPTER 3 Turn Dreams into Goals and Make Them Happen	29
CHAPTER 4 How to Find and Research Careers That Are a Match for You	45
CHAPTER 5 Effective Strategies to Get the Job You Want: Resumes and Job Search Skills	61
CHAPTER 6 Effective Strategies to Get the Job You Want: Interviewing Skills	77

<i>Post-Course Assessment</i>	89
<i>Conclusion</i>	93
<i>Appendix 1: Career Portfolio</i>	95
<i>Appendix 2: Student Success Story by Aya Noorali</i>	103
<i>Notes</i>	105
<i>Bibliography</i>	107
<i>Index</i>	109

ABOUT THE AUTHOR

When I was in school career guidance was not offered. To my knowledge, a book and course like this one did not exist at that time.

During junior high and my first two years of high school I was such a poor student that a counselor told my parents I was not capable of getting a college education. My parents waited until I earned my master's degree in psychology before they told me that a school counselor said I wasn't college material. Today I teach college success and career planning courses to help students succeed in school and in their careers.

As a teenager I felt lost, had no goals, did not believe in myself, and was in danger of dropping out of school. I had no idea what my gifts and talents were or what type of careers would be a good match for me. I needed a book and course like this one for career guidance. This book is a gift to you of what I and many others needed when we were in school.

Eventually I found out that I had my own special abilities, just as you do. This is my seventh book, and I have had a wonderful career which I discovered through trial and error and a few hard knocks along the way. I've been a career counselor, vocational rehabilitation counselor, owner of a job placement and executive recruiting business and training specialist. I came out of retirement to be an adjunct professor of career and college readiness courses for Austin Community College. This combination of experience with both employers and students gives me a unique perspective on how to help you to succeed in the workforce.

Forty-five years of "real-world" experience teaching success strategies, several years of classroom experience, and a passion for motivating and inspiring students all came together for me to write *Achieve Career Success: Discover and Get the Job You Want, 2e*. I wrote this book to help you gain the knowledge and skills you will need to have a successful and fulfilling career.

FOREWORD

If you are struggling with how to pick your college major and/or how to get the job you want, this book is for you! The benefits you will receive are the ability to: describe your interests, skills, and values, set academic and career goals aimed at success, research occupational information, make decisions about your educational and career options, and learn specific information about how to get a job.

Raymond Gerson has done a masterful job of writing a comprehensive book that guides students through the complex journey of achieving career success. Rooted in research and theory from career development and psychology, *Achieve Career Success: Discover and Get the Job You Want* focuses on practical information and activities that lead students to essential principles for self-discovery. Students formulate working choices for the important decisions of selecting a college major and potential occupations. Additionally, this book focuses on searching for your mission in life and creating the career you want.

On the strength of his years of experience as a career and vocational rehabilitation counselor, executive recruiter, trainer, and college professor, Mr. Gerson clearly communicates the importance of self-knowledge in your quest for defining a career path for the future. Knowing yourself and defining yourself are pre-requisites for conducting relevant research, making decisions, and taking the steps necessary to accomplish your stated goals. Making monumental decisions such as choosing a college major or defining the “right” career can be a stress producer. Often, these decisions debilitate students because they have no ready answer and no particular method of finding that answer. The activities in this book provide a step-by-step method that takes the mystery out of this pursuit.

Raymond Gerson learned from personal experience the difficulties that cause students problems in making these decisions. He has provided a framework for systematically assisting students in learning about themselves. Students find it exciting to learn that their previous successes in life can provide guidance and often become a “springboard” toward their future success because of the skills they used. Knowing that the career decision-making process tends to intimidate most students, Mr. Gerson provides a sequence to help students uncover their personal strengths, interests, and values, research information on college majors and occupations and learn specific skills on how to get a job.

Achieve Career Success: Discover and Get the Job You Want provides guidance for finding success. Raymond Gerson’s passion and expertise in helping students is evident from the pages in this book as he encourages students to turn their dreams into goals and make them happen.

—**Ross Oliver**

*Human Development Department
Austin Community College
Professor of Career Planning and Exploration and
College Success Courses*

PREFACE

FOR THE STUDENT

Achieve Career Success: Discover and Get the Job You Want, 2e, Brief is intended to help you know yourself well enough to choose a career that is right for you. Not only will you learn to choose a career that is a good match for you, but you will also learn how to make it happen so that you can get a job in your chosen career field.

I have seen unmotivated, unsuccessful students change into productive, successful students, once they discover their natural talents and career purpose. Your career will be a big part of your life. Life is too short to spend it working in a career that you do not enjoy. This book is written to prepare you for the new millennium job market, a career that you will love, do well, and make a positive difference for others.

Self-reflection leads to self-knowledge. Self-knowledge results in better choices and actions, which are more likely to lead you to success. This is why knowing yourself well is power. It will also help you to present yourself well to employers so that it is more likely that they will hire you. Study the book and do the many self-reflection activities so that you can make the most of your time and energy. This is an opportunity for you to begin a journey of self-discovery.

CAREER PORTFOLIO

You will have an opportunity to start building a career portfolio. A career portfolio consists of information about your strengths, skills and talents. This will make you an attractive job candidate. Your career portfolio will contain information that you learned about careers, jobs, and companies where you might want to be employed. It is also a place for your resume, letters of recommendation, awards, career-related articles you have written or about you and other information that will appeal to employers.

The textbook is also a workbook for you to record important information that you will be learning about yourself. The information will become part of your career portfolio, which is located in the Appendix of this book. Your career portfolio will be a valuable asset throughout your education, when you start interviewing for the job you want, and even after you are working in your career.

FEATURES OF THIS BOOK

- **Pre-Course and Post-Course Assessments.** In the beginning (after this Preface) there is a pre-course questionnaire for you to find out how much you know about the topics in this book. It will give you a way to measure your progress when you take the post-course assessment at the end of this book.
- **Chapter objective and introduction.** Each chapter begins with the purpose or objectives that will be covered.

- **Activities that you can do individually or with others** (if you are in a class) to reinforce the lessons.
- **A summary of main points**
- **Career Portfolio.** The Appendix contains a career portfolio that you can build. It includes a mind or idea map so that you can fill in your talents, skills, careers of interest, and other self-knowledge you are learning about yourself. It also contains a sample job application form and a form to record your contacts when doing a job search.
- **Resources.** The chapters end with a list of online resources where you can find information about topics related that you just read.

FOR THE INSTRUCTOR

Ways for Instructors and Counselors to Use This Book

Achieve Career Success is very flexible and can be used in a variety of ways to suit your particular situation. We are using the brief version of this book consisting of six chapters at Austin Community College (ACC) to teach a one-hour credit course called “College to Career Success.” Many of the students taking the course at ACC are in workforce certificate or Associate Degree programs. The full 12–chapter version of this book is used at ACC to teach a full semester course in career exploration and planning.

Since the chapters and the topics can stand alone, counselors can use the entire book, or parts of it, to work individually with a student or in small groups.

SELF-REFLECTION ACTIVITIES

I designed all of the assessments and activities to use in a variety of settings. For example, for students who are not in school, they can be done individually. In the classroom, instructors can use the assessments and questionnaires for reflection, small group or paired interactive sharing activities. There are additional cooperative learning activities in the instructor’s manual, which is free to adopters.

Since it is unlikely that there will be time to do all of the activities in class, some activities can be assigned as individual student homework assignments. For example, Chapter 4 has some research and career exploration activities that students will need to do online or in the library.

USING YOUR SCHOOL’S AND OTHER RESOURCES

I highly recommend that you have your students take at least one major assessment tool such as: Focus 2, Discover, Sigi, Kuder or another one. A career assessment tool will help your students determine their skills, interests, values to begin their career exploration. It will compliment the many self-reflection activities in *Achieve Career Success*. If you already have expertise using other excellent career resources, feel free to add them to your course.

RESOURCES WITH THIS BOOK

Educators who use this textbook to teach students career exploration, development and planning will also receive access to instructor resources that contains a instructor's manual and Power Points for each chapter.

The instructor's manual contains:

- A syllabus for a one hour credit course
- Additional hands-on activities for students
- Assignments that can be used for grades
- A list of objectives and competencies covered in the book

The student assignments are in the instructor's manual. Most of them consist of higher level thinking questions to promote critical and creative thinking. These assignments can be used for both high school and college students. However, professors and teachers should expect higher-level answers from students at the higher grade levels.

My free ebook download is available at <https://www.raymondgerson.com> or <https://www.upbeatpress.com>.

How This Book Is Different

Achieve Career Success, second edition, offers unique benefits to its readers because:

1. It uses a personal communication style by sharing many inspirational stories from the author's own life to motivate students and reinforce key points.
2. The author uses a conversational writing style so students feel he is talking directly to each of them personally.
3. The author still actively teaches courses, so many of the ideas and strategies in this book have been class-tested with his own students.
4. These ideas and strategies will continually be class-tested by the author and other professionals. Future revisions will be based on student and professional feedback to ensure that this career guide works well for students, instructors and counselors.
5. The author uses practical and easy-to-comprehend language that both regular college students and "at risk" students can easily understand. The second edition, also contains a segment on time management strategies.
6. The original articles written by the author are designed to teach a topic and build a "success" mindset.
7. The book expresses the author's vast experience and uses techniques for motivating and inspiring students to succeed. These practical, easy-to-understand methods, combined with motivational strategies, help students develop a "success" mindset.

ACKNOWLEDGMENTS

I want to thank Ross Oliver for writing the Foreword to this book. Ross is an outstanding career expert. He mentored me over 20 years ago, when I taught my first Career Exploration and Planning course at Austin Community College. Ross, thank you for all of your support through the years.

Thanks to Lorna Adams, president of Upbeat Press, for her belief in me and for publishing this book.

My deepest appreciation to my wife, Bonnie, for being supportive and understanding, as I spent an entire summer researching and writing this book.

Thanks to Julie Foster for her excellent work on the manuscript.

I appreciate the great book cover that Scott Anderson provided.

STUDENT COMMENTS

“This course helped me get a better understanding of my career and my life. I learned more about myself in this course than in any other course I have taken. This course has reassured me that I will have a bright future.”

—Joseph Gonzales

“I learned to write an effective resume. I was also able to learn what my skills, values, and interests are and what jobs fit me, based on them. Mr. Gerson is experienced in the job hunt and as a career counselor. I now have the tools I need to get my dream career.”

—Destin Kozojed

“I am a high school senior and I learned more about myself; what I want out of life and got an idea what my mission is. I learned how to prepare for job interviews and my career.”

—Tracy Rocha

“This course helped me to have a clearer light about what I would like to major in.”

—Tabitha Marquez

“I was able to get help writing my resume and getting information on how to pick and get the job I really want.”

—Stephanie Flatt

“It helped me to find out what kind of skills and traits I have and what type of career I want when I grow up.”

—Bertha Diaz

“I definitely got a better idea of what I do and do not want in a career. I learned job search strategies that will give me a better chance of finding a dream job.”

—Anneke Stagg

“Out of every class I have ever taken this was the most helpful. This class helped me to choose a career path that I am confident in pursuing and the motivation to do so.”

—Paul Kaderli

COMMENTS FROM EDUCATORS ON ACHIEVE CAREER SUCCESS

“Raymond Gerson has done a masterful job of writing a comprehensive book that guides students through the complex journey of achieving career success. Rooted in research and theory from career development and psychology, *Achieve Career Success: Discover and Get the Job You Want, 2e*, focuses on practical information and activities that leads students to essential principles for self-discovery.”

Ross Oliver, *Professor of Human Development with Austin Community College*

“I like the layout and the use of activities within the book. The career portfolio is an awesome tool that students can use and update and carry through beginning college to their career and beyond.”

Brandy Humphreys, *Teacher and Counselor with New Diana High School*

“I like all the different strategies presented to help students discover their skills, talents and interests. Each step helps them to delve deeper! Most students need a great deal of assistance, discovering the career that suits their aptitude and interests and these instruments and suggestions are valuable in this regard.

I think every student could use this book and course in high school and as a freshman in college. Let’s make a state requirement on both levels.”

Lauralee Boudreau, *CTE Counselor with Tyler ISD*

“Very informative and useful information.”

Betty George, *CTE High School Teacher with Tyler ISD*

“Very informative with relevant exercises. I learned some new things that will help me to become a better teacher. I would recommend this to other teachers.”

Brenda Hampton, *CTE Teacher with Tyler ISD*

“I love doing these activities with my students. I like that you read a lot of books and then you throw in the pieces you get from them.”

Lou Ann Ayers, *Health Science Teacher with Tyler ISD*

“I liked how we were shown how to use some of the activities with our students. The personal stories make it applicable and how the course is effective. I can definitely use this in Career Prep.”

Patricia Fisk, *Career Prep and FCS Teacher with Woden High School*

“Real world applications that apply to the future career minded young adult. It is an eye-opening experience for students to really think about what their future holds.”

DeAnna Molley, *STEM Technology Teacher with Tyler ISD*

“I like the systematic approach to helping students discover and build upon their talents and skills that will help them achieve career success. I believe the materials will be a great resource for my Career Preparation curriculum and the career development of my students. Thanks.”

Marilyn Barrett Williams, *Teacher with Tyler ISD*

“I gained so much understanding about how to use the book. This is an awesome book and will be used at our school. I love it!”

Sandra Y. Williams, *Career Portal Teacher with Pine Tree Middle School*

“The book has excellent information and is relevant to my course of study. The resource materials from the book are good and can be integrated into most classes.”

Denise Toler, *FCS Teacher with Pine Tree ISD*

“Great information and resources all put together.”

Linda Nelson, *Career Exploration Teacher with Pine Tree ISD*






“The training and book are well organized and easy to use. It gave me good ideas.”

Gail Dobbs, *CTE Coordinator with Pine Tree ISD*

PRE-COURSE ASSESSMENT

This questionnaire is not a test. It is an opportunity for you to find out what you know and don't yet know about the topics in this book. It will help you to see areas of career development that you already know something about, and other areas that you will need to learn. At the end of the book you will have the opportunity to repeat this assessment, so you can measure your progress. Please be honest about where you see yourself now, as this will help you get the most benefit from progress in this course.

Read the statements below, then give yourself the number of points that most accurately describes your knowledge about the topic. Use the point system below, and then add up your total points for each of the 6 topics. Then add up all of your points for an overall total score.

-  **5 Points** The statement is mostly or always true
-  **4 Points** The statement is often or frequently true
-  **3 Points** The statement is sometimes true
-  **2 Points** The statement is rarely true
-  **1 Points** The statement is never or almost never true

PRE-ASSESSMENT

1. Talents and Skills

- A. I can explain the difference between a talent and a skill.
- B. I can identify and list at least five ways to discover my talents.
- C. I can name and list my three best talents in order of importance.
- D. I know and can list my strongest and favorite skills.
- E. I have identified my three best personal traits and the three that need the most work and development.
- F. I can list at least five of the most important skills employers want in their employees.

Total _____

2. Interests and Values

- A. I can name my three greatest interests and some careers that match my interests.
- B. I have identified three or more needs in the world that I would love to fill and some careers that serve these needs.

- C. I have identified and can list my three most important values.
- D. I have identified my three favorite and least favorite working conditions.
- E. I can name several careers that match my interests, values and personality type.
- F. I know my personality type and Holland Code according to John Holland's theory of personality type.

Total _____

3. Goals and Types of Intelligence

- A. I have clear goals for what I want to accomplish in life and they are in writing.
- B. My goals have deadlines or dates of completion.
- C. I have short, medium, and long-term goals.
- D. I have clear goals in at least four categories: educational, career, financial and personal.
- E. I know several time management strategies and use them regularly.
- F. I know what are my strongest types of intelligence according to Howard Gardner's theory of Multiple Intelligences and I know how to use them.

Total _____

4. Career Research

- A. I am familiar with O*Net and the State's Career Cluster Web sites and how to use them to research careers.
- B. I am familiar with the 16 career clusters developed by the U.S. Department of Labor and I have identified three that interest me.
- C. I know how to find recommended plans of study for the career clusters that interest me.
- D. I have identified my work purpose and written a work purpose statement.
- E. I know what an informational interview is and how to conduct one.
- F. I know the top three careers that I want to explore further.

Total _____

5. Resumes and Job Search Strategies

- A. I can list five or more trends and changes in the job market.
- B. I know what is most important when filling out a job application.
- C. I know how to create an excellent resume, and I have one completed that is up to date.
- D. I know how to write an excellent cover letter to send with a resume.

- E. ___ I know several effective job search strategies and how to use them.
- F. ___ I have identified several geographic locations where I will want to work and I know how to conduct a long-distance job search.

Total _____

6. Job Interviewing and Salary Negotiation

- A. ___ I know typical questions that most employers ask during a job interview and how to answer them.
- B. ___ I can list five or more tips for how to do well in a job interview.
- C. ___ I have identified my past mistakes in job interviews and know how to correct them.
- D. ___ I know what talking points are, and I have a list of them to use for job interviews.
- E. ___ I know questions that are appropriate to ask a first interview and in follow-up interviews.
- F. ___ I know how to effectively negotiate a salary with an employer.

Total _____

Overall Total Score _____

INTRODUCTION

What would it be like to have a job or career that you are passionate about, absolutely love, and do well? Can you sense the joy you would feel when using your best and favorite abilities in a vocation that matches who you are? Picture the contribution and positive difference you will make for others in a career like that. On the other hand, what would it be like if you had to spend your life working at boring jobs that do not allow you to bring out your best and leave you feeling dissatisfied?

This book was written to help you to begin the process of discovering work that is right for you, and show you how to get the job you want. The answers to which careers are best for you are within you. You will find these answers through a journey of self-discovery. It begins by learning more about you.

Think of yourself as a puzzle that holds the mystery of who you are and what career is best for you. Every bit of self-knowledge that you learn is like adding pieces to the puzzle. When all of the pieces come together, you will have a more complete picture of yourself.

The biggest mistake most career seekers make is to look for a career before they look within and know themselves. How can you find the best career for yourself without knowing your talents, skills, interests, values, strengths, weaknesses and personality makeup? The odds are against you finding the right career by luck. This is why we will begin this book by helping you to first answer the question, “Who am I?” Then you can begin to answer the question, “Where and how do I find my dream career?” If you think you already know what your dream career is, it will still be worthwhile to confirm that you are right. So let’s begin this journey by increasing your self-knowledge, then discover the work where you will shine.

CHAPTER 1

DISCOVER YOUR NATURAL TALENTS AND BEST SKILLS

Chapter Objective: *To identify your natural talents and strongest and favorite skills for the purpose of maximizing your strengths in a fitting career. To identify skills that need to be developed and to also be aware of non-talents so that their use in a career can be minimized.*

What is the difference between a talent and a skill? Talents are natural aptitudes that you were born with. Talents are your innate ability and potential to do something well. Skills are strategies or methods that can be taught and learned.

Say you have a beautiful voice for singing. This is a talent. You will still need skills to realize your potential, if you desire to become a great singer. For example, you will need to learn how to stay in key and how to breathe properly, which are skills that can be acquired. If someone has a terrible voice for singing they can improve, but even a great music teacher cannot give them a beautiful voice. Talent, plus the right skills, plus practice equals the ability to be great at something.

FINDING A CAREER THAT LEADS TO GREATNESS

How can you find the work that is the best match for you? How can you discover a vocation that you will love and perform extremely well? Part of the answer is to discover your natural talents and to develop the skills to manage and fulfill this talent. If you have a talent and do not develop the skills to use it effectively, your potential will probably not be fully realized. Your talents and skills represent pieces of the puzzle of you. Your talents and skills are a portion of the self-knowledge you will need to make wise choices and to match who you are with careers that will bring out your best.

Each of us is born with certain natural tendencies and inherent potential. Some things will come naturally to you and with practice and effort you can become great in your career field if you fulfill the possibilities of your talents. It is for you to discover and then to use your natural gifts.

Johnson O'Connor Research Foundation has been doing aptitude testing since 1922. They define aptitudes as natural talents or special abilities for doing or learning to do certain kind of things. They have identified at least 19 inborn traits, and most people

are strong in a few, but also average or weak in others. When people have been retested at different times in their lives, their strong aptitudes have remained high and the low performing ones have remained weak. People who have opportunities to use their strongest aptitudes are usually happiest in their jobs and perform at their best. Others who are in jobs that call upon their weak aptitudes or non-talents are usually dissatisfied and do not perform at a level of excellence.

STUDENT COMMENT

“If you want to find a career that you are passionate about you need to look inside yourself to determine what are your natural talents and motivated skills. I discovered that there are many career options for my talents and skills.”

—Stacie Wollham

As mentioned earlier it is still necessary to build skills which support a natural talent. Take another example. Say you had a natural aptitude for word fluency and writing. Your aptitude for writing is likely to remain strong throughout your life, so learning and practicing writing techniques will help you to become a better writer. To

realize your potential as a writer you will also need to learn certain strategies and then work at your writing. Your natural ability, combined with hard work to develop the skills to maximize your talent, can lead you to excellence. This is how you can become an expert in your career field.

HOW TO DISCOVER YOUR NATURAL AND STRONG APTITUDES OR TALENTS

How can you find your natural gifts? Aptitude testing is one way. You can also become an observer of yourself in action. What do you do well and enjoy the most? Your own life will often provide clues to the type of work that you would love to do. Observe the following:



- Enjoyable activities you do well
- Repeated feedback from others about what you do well
- Behaviors and skills that are so natural that you rarely notice them
- Activities you do where time seems to fly
- People whose work you admire
- Activities that make you come alive

ENJOYABLE ACTIVITIES YOU DO WELL

I love teaching and counseling others. Some years ago I began to observe the way I naturally and spontaneously interact with others. I automatically share ideas, information, and inspiration with others. This happens whether I am with a group of people or one-on-one. Without thinking about it, I had been doing this from my childhood, beginning with my younger sister and brothers. It is as natural for me to teach and counsel others as it is to talk.

STUDENT COMMENT

“Honestly, I thought this book and course was going to be a waste of my time and on the first day of class I was considering dropping out. Then I began to see that this information was priceless. Halfway through the semester I determined my major and career choice and was very pleased with my decision.”

—Ronnie Mueller

Observe yourself. Notice what you do so well that you may have overlooked important abilities. You may not think of them as skills or talents. Notice what inspires you and makes you come alive.

Here is an example from my life. I remember going to see the movie *Stand and Deliver*, based on a true story

about Jaime Escalante, a teacher in an East Los Angeles public school. Escalante inspired students who had been struggling with basic math to rise to higher expectations and learn calculus. I felt unusually moved by the positive impact Escalante had on his students. I rarely see a movie twice, but I went back to the theater a second time, taking two friends with me. Again I was moved, but my friends just thought the movie was okay. I asked myself, “Why was I so deeply affected by this movie, in comparison to the reaction of my friends?” I believe it was because seeing a great teacher resonated with my own deep desire to teach and positively affect others. As this experience illustrates, your life provides clues to your natural inclinations, gifts and longings. What are you naturally drawn to from deep within yourself? Consider hobbies, volunteer work, school projects and any jobs you have enjoyed.

“You will be using several activities to assess your talents because different activities may help you identify a wider variety of talents. If instead you identify the same talents during each activity, that is also alright because it will confirm which talents are most important to you.”

STUDENT COMMENT

“I learned that I can use my natural abilities to properly direct my career and life. By identifying my skills I was able to pin point my long term goals. At first, I truly underestimated the ability of this class to help me. At the end of the semester I have noticed a tremendous impact on myself and where I want to go. Thanks for your guidance and what you taught us about our skills and talents.”

—Steven Freudenberg

ACTIVITY 1.1 Name three things you do naturally well or three of your talents.

1. _____
2. _____
3. _____



ACTIVITY 1.2 Name three things you do not do well or three non-talents.

1. _____
2. _____
3. _____

ACTIVITY 1.3 Name three careers you might consider that could make use of your three talents.

1. _____
2. _____
3. _____

ACTIVITY 1.4 Name three careers you might avoid because they would make frequent use of your non-talents.

1. _____
2. _____
3. _____

Observe yourself in your current activities. Recall past behaviors and experiences. Look at jobs or volunteer work you have had, deciding which you liked and in which you did well. Consider subjects in which you excel in school. What have you done well and what are your limitations? Keep a journal to help you gain clarity about your strengths and weaknesses. Briefly review it each evening before going to sleep. Write down observations about yourself from the previous day. Listen to yourself. Listening carefully to the advice you give others will help you get in touch with what you believe and deeply care about.

CONSISTENT FEEDBACK FROM OTHERS REGARDING WHAT YOU DO WELL



Some schools, such as Montessori, train their teachers to observe children's natural tendencies, then provide feedback to their parents and also to the children, when they are old enough to understand it. They set up the classroom with a variety of activities. Then teachers observe and record which activities each child gravitates to, enjoys, and learns more easily. My son-in-law went to a Montessori school. As a child he was most interested in opportunities to take things apart and put them back together. Later in life he became a successful computer architect. Using your natural abilities can lead you to a career you excel at and enjoy.

Finding your greatest gifts and natural career path is a process of answering the question "Who am I?" Who is the real, the authentic, you? What is natural for you to do? Are there some things you do so well that you have heard about it many times from others? If the feedback is consistent, it is worth taking into consideration. Over and over again I heard from others that I have a gift for inspiring others. I do not fully understand how I do it. It is such a natural part of who I am that I took this gift for granted for many years. Do you have talents you have ignored or overlooked? Ask those who know you well to tell you what they believe are your greatest strengths and talents. Weigh this feedback against everything else you know about yourself. See if it fits and is supported by your own observations and life experiences.

ACTIVITY 1.5 Name three talents or things you do naturally well according to feedback from others.

1. _____
2. _____
3. _____

Do you agree or disagree with the feedback? Which of the above talents are the same as the ones you listed in Activity 1.1? Also, ask yourself if you have any talents that you use so naturally that you have overlooked them and did not consider them as talents or special abilities?

ACTIVITIES YOU DO WHERE TIME SEEMS TO FLY

Activities during which you lose all sense of time can provide important clues to your natural vocational bent. You become so focused on what you are doing that you do not notice time passing. When you're bored, time drags, but time flies when you are doing something you enjoy.

ACTIVITY 1.6 Name three activities you have done where time seems to fly.

1. _____
2. _____
3. _____

How are these three activities similar and different from talents you listed in Activity 1.1? How are they similar and different from the feedback you listed in Activity 1.5?

PEOPLE WHOSE WORK YOU ADMIRE

Whom do you admire for their work, talents, or accomplishments? Do you know anyone whose job you would love to have? What aspect about this job appeals to you? This reflection can often provide clues for you regarding vocations that might be of interest.

When I was about ten years old, I was fascinated with professional wrestling. My father used to take me to watch the matches, and my first career fantasy was to become a wrestler when I grew up. Well, at 5'5 inches tall and 130 pounds, that was probably not a realistic goal and my interest in becoming a professional wrestler did not last. However, it provided a clue for me because wrestlers are performers. And when I do speaking, teaching, and training I enjoy performing in front of an audience. So you can see that even a career goal that is unrealistic can hold some clues about other vocations that might be related in some way. So when you admire or envy others because of their profession, the important question to ask yourself is, "Why is what they do appealing?"



ACTIVITY 1.7 Name three people who you admire because of what they do in their careers and name their careers.

Name of person	Career
1. _____	_____
2. _____	_____
3. _____	_____

ACTIVITY 1.8 What is it about these people, their careers, and their accomplishments that you admire? What clues does this provide for you about a future career for yourself? Is there an aspect of their job that you would like to be part of your job?

ACTIVITIES THAT MAKE YOU COME ALIVE



What makes you light up? Which activities fill you with passion and enthusiasm? What energizes and inspires you? When do you feel most alive and happy? Do these activities provide any clues that might help you discover the right career?

What do I mean by light up? Here is an example. Many years ago I did part-time career counseling for the University of Texas (U.T.). A student came into the career center who was majoring in engineering. As she talked about engineering I observed that she seemed depressed. Her eyes were downcast, head was down, cheeks had no color, eyes had no sparkle, and she sounded passionless. Later I asked her to tell me about something she did in high school that was enjoyable and that she did well. She recalled being a fund-raiser and leader. She excelled at fund-raising and enjoyed motivating others to high levels of achievement. Obviously, she had excellent people skills, leadership ability, public speaking skills, and the ability to inspire and motivate others.

As she discussed her fund-raising achievements, she came alive. Color returned to her face, her eyes sparkled, she sat erect, her gestures became animated, and she spoke with passion and enthusiasm. In the middle of a sentence she stopped speaking. There was pin drop silence. It was obvious from her expression that she was aware of the difference between herself when talking about engineering and the fund-raising activities. She really got it! Then she said, “Oh my, I moved away from my strengths.” This student realized that by choosing engineering as her major, she had moved away from using the skills that were her strengths and which she enjoyed using. At that point she decided to see a U.T. advisor to discuss changing her major.

As you reflect ask yourself, “What can make me light up like the U.T. student?”

ACTIVITY 1.9 Name three activities that have made you light up and come alive. What activities fill you with passion and enthusiasm when you think about or do them?

1. _____
2. _____
3. _____

ACTIVITY 1.10 Compare the activities in Activity 1.9 to the other activities you have done in this chapter. Answer the following questions.

1. What patterns do you see? _____

2. What do all of your listed activities and talents have in common? _____

3. What do you think are your best three talents out of all of the ones you have listed?

Now go to the Appendix and add your three best talents to the Mind Map in your career portfolio.



Knowing your natural talents is one piece of the puzzle. It is important to use these strengths, but talent will only take you so far by itself. There have been many people with great talent who were surpassed by others with less talent. It is important to leverage your talents by building skills that support your natural abilities. Then you will need to practice and work hard. It can take ten or more years to become an expert in your field. Now it is time to consider skills, how you can identify the ones you have and the ones you need.

Source: Some of the previous excerpts were used with permission from *Create the Life You Want* by Raymond Gerson. Inspirational Works, 2006.

DIFFERENT TYPES OF SKILLS

Earlier in the chapter a distinction was made between talents and skills. Talents or aptitudes are your natural potential to do something well. Skills are methods for performing tasks and activities that can be taught and learned. I had a student who had natural athletic ability. He took this potential and used it to learn skate boarding. He had to acquire many skills to become a good skate boarder. With practice and a lot of work he became excellent at skate boarding. Some of his friends who had less natural ability worked hard, developed skills, and became good skate boarders, but not as good as him. Remember, when you combine talent, skills and practice, it is a recipe for excellence.

You can be good at an acquired skill and not be highly motivated to use it. In your career choice the ideal is for you to be able to use not only your best skills, but also the ones that you enjoy using.

Richard Bolles wrote the best-selling career book, *What Color Is Your Parachute?* In his book, Bolles asks his readers to identify their motivated skills. These are the skills you are motivated to use and would enjoy using in a job. Abilities that you have, but do not enjoy using would be your unmotivated skills. For example, you might be good at



cooking, but don't enjoy it enough to want to use this skill in a career. Usually, if you are good at doing something you will enjoy it, but there are exceptions. Conversely, it is frequently true that what you love doing you will become good at because of the likelihood that you will do it a lot. So in many cases, the skills you do well and love will be the same. It is wise to choose a career that will allow you to use your talents and best and favorite skills. Combining your talents and top motivated skills in a job increases the likelihood that you will enjoy the job and do it well.

STUDENT COMMENT

"In my whole life, I've felt like I was just one of those few people who did not have any talents. I didn't play many sports, I wasn't great in all of my classes, but in this course it made me realize that I do have skills and talents. They were just hidden and were waiting for me to find them."

—Sarah Nitchman

Many skills are transferrable from one job to many others. For example, if you have acquired the skills to be a good manager, you can transfer much of this ability to other management positions, provided the work environment is right for you. If you are a teacher, many of your skills could transfer to a job as a training specialist. On the other hand, some skills are job specific. If you have learned auto mechanic skills, such as how to change a carburetor, this skill would not be transferrable to nursing. So as you can see, there are job specific skills and other transferrable skills that can be applied to many different types of jobs.

DETERMINING YOUR MOTIVATED SKILLS

In the book, *What Color Is Your Parachute*, Bolles suggests that you identify several of your favorite accomplishments—from early childhood up to your present age. These achievements can be drawn from school, work, and leisure activities. They need not be major successes in the eyes of the world, but they should have been intrinsically rewarding for you. For example, when you were five years old you built a sand castle on the beach. Perhaps this feat was a source of joy and gave you a feeling of doing something well. This activity, or anything you have done which resulted in a feeling of achievement, can be considered.

John Crystal, another career expert, had his students write an autobiography and then analyze it for motivating skills. Richard Bolles, approach is to have his students and readers write a story about each of their favorite accomplishments. Of particular importance is to describe the how of your achievement—the steps that resulted in the accomplishment. Then you analyze each story to identify the skills involved. Out of several stories, patterns usually emerge—skills that were used repeatedly in several of your favorite accomplishments. You then identify and prioritize your favorite skills in order of importance. It is best to find a career counselor or teacher to help you who is trained in this method of analyzing and identifying skills. The following example is a story I wrote about a favorite accomplishment from my life.

Sample Achievement Story

Once I planned and developed a skit for a Toastmasters International humorous speech contest. The speech was called, "What is Macho?" At the beginning, I played a recording of the song "Macho Man" as I danced and pranced around the room. Then, I acted out a number of different roles normally considered macho. For example, I portrayed a tough Marine, a weight lifting strong man, a



put-down artist, a guy who walked and talked cool and a rock-and-roll singer. After each role I would ask, "Is that Macho?"

Finally, I said I didn't believe any of these roles necessarily represented a real man. I concluded with the statement that a real man is caring and treats others with worth and dignity.

Examples of Skills Exhibited in My Skit

Conceptualizing	Visualizing	Analyzing
Combining	Synthesizing	Creating
Writing	Using humor	Versatility
Agility	Ability to entertain	Public speaking

ACTIVITY 1.11 Recall one of your favorite accomplishments and the steps you took to achieve it. Identify three motivated skills that were responsible for this achievement.

1. _____
2. _____
3. _____

Source: Parts of the previous segment were used with permission from *How to Create the Job You Want: Six Steps to a Fulfilling Career* by Raymond Gerson. Enrichment Enterprises, 1996.

ACTIVITY 1.12 Identifying Your Skills

Determine your top five motivated skills by ranking your strength for each skill listed below. For example, if you have excellent acting skills, rate that skill, 9 or 10. If you have little or no acting talent, rate this skill a 1, or 2. If you feel you have average acting skills, then give yourself a score of 5.

- | | | |
|---------------------|----------------------|-----------------------------|
| 1. Acting___ | 2. Adapting___ | 3. Analyzing___ |
| 4. Appraising___ | 5. Arranging___ | 6. Assembling___ |
| 7. Assessing___ | 8. Building trust___ | 9. Calculating___ |
| 10. Carving___ | 11. Coaching___ | 12. Compiling___ |
| 13. Computing___ | 14. Constructing___ | 15. Consulting___ |
| 16. Counseling___ | 17. Creating___ | 18. Dancing___ |
| 19. Designing___ | 20. Developing___ | 21. Diagnosing___ |
| 22. Drawing___ | 23. Editing___ | 24. Establishing rapport___ |
| 25. Evaluating___ | 26. Executing___ | 27. Grow things___ |
| 28. Healing___ | 29. Initiating___ | 30. Inspiring___ |
| 31. Interviewing___ | 32. Inventing___ | 33. Leading___ |

- | | | |
|-------------------------|-----------------------------|-------------------------|
| 34. Managing___ | 35. Mediating___ | 36. Musical ability ___ |
| 37. Negotiating___ | 38. Operating Machines___ | 39. Organizing___ |
| 40. Painting___ | 41. Performing___ | 42. Persuading___ |
| 43. Physical ability___ | 44. Planning___ | 45. Producing___ |
| 46. Recruiting___ | 47. Repairing___ | 48. Researching___ |
| 49. Resolving___ | 50. Sculpting___ | 51. Selling___ |
| 52. Serving___ | 53. Sewing___ | 54. Speaking___ |
| 55. Strategizing___ | 56. Supervising___ | 57. Synthesizing___ |
| 58. Teaching___ | 59. Working with animals___ | 60. Writing___ |

Source: Developed by Raymond Gerson. Based on *How to Create the Job You Want* by Raymond Gerson, Enrichment Enterprises, 1996.

Now go back over your list and identify your top three best and favorite skills in order of importance:

1. _____
2. _____
3. _____

Now go to the Appendix and add your three top motivated skills to the Mind Map in your career portfolio.



STRENGTHS VERSUS WEAKNESSES

The skills you just identified are important because they are your best and most enjoyable skills. This represents another piece of self-knowledge that you can use when considering which careers are the best match for you. You definitely will want to choose a career that allows you to use and maximize your best talents and motivated skills. It is also important for you to identify skills that you need to develop further. Your greatness will be found primarily through developing and using your strengths, not weaknesses. As stated earlier, you will increase your likelihood of success and fulfillment when you maximize the use of your talents and skills and minimize the use of your non-talents.

However, some of your skills which are weak will need to be developed enough so they do not hold you back from being successful. For example, you will need a certain level of proficiency with computers, even if you are not choosing a computer-related field. In some fields you can be successful, even if your computer skills are average. In other careers, an excellent command of computers will be necessary to succeed on the job. This is why you will want to identify which skills need developing and to what extent.

There are some weaknesses to overcome or they can sabotage your success and enjoyment on the job. For example, if you have a lot of self-doubt and lack confidence in yourself, this weakness can hold you back from the success you deserve, in spite of

your strengths. Fortunately, personal traits can be improved whether they are weak, average, or strong.

PERSONAL STRENGTHS OR TRAITS

You have identified your best, and favorite talents and skills. There is another type of skill set that is also important for success and desired by employers. These are your own personal traits, which are sometimes referred to as self-management skills. Many employers refer to them as soft skills. For example, self-discipline is a self-management skill. It can be improved and is needed to get to work on time and to accomplish goals and tasks that your employer assigns to you. Employees who are weak in self-discipline can run into problems on the job, if they do not develop self-discipline. When you become aware of and develop your personal strengths you will believe more in yourself. About 20% of achieving success is a result of using the right strategies and what you know. The other 80%, is the result of your mindset and belief in yourself.

ACTIVITY 1.13 Identify Your Personal Strengths or Traits

Below is a list of personal traits and positive qualities. Select and circle five which are your greatest strengths. Underline five more which you feel you need to develop. If your greatest strengths and needs are not listed on the strength word list, please feel free to add them.

When you become aware of your strengths, you believe more in yourself. You can also develop and use these strengths in your career and your life.

Kind	Disciplined	Honest	Self-reliant
Friendly	Persistent	Inspiring	Neat
Positive	Caring	Energetic	Self-aware
Trusting	Gentle	Helpful	Humorous
Calm	Creative	Charming	Fair-minded
Stable	Considerate	Self-directed	Flexible
Ambitious	Tactful	Tolerant	Competent
Poised	Reliable	Dependable	Strong-willed
Faithful	Motivated	Unselfish	Compassionate
Overcoming	Cooperative	Dedicated	Open-minded
Courageous	Trustworthy	Consistent	Imaginative
Independent	Sociable	Determined	Efficient
Confident	Talented	Hard working	Cheerful
Thoughtful	Forgiving	Expressive	Enthusiastic
Persuasive	Affectionate	Accepting	Understanding

As previously mentioned, you can also look at these strengths as self-management skills; they are important to employers who will hire you. These strengths can also be

thought of as soft skills, which are different from the hard skills. Hard skills are needed to do a particular type of job.

An additional activity you can do is to ask people who know you to make a list of five of your best personal traits.

ACTIVITY 1.14 Now list your top three personal traits in order of strength.

1. _____
2. _____
3. _____

Now go to the Appendix and record your three top personal traits in the Mind Map in your career portfolio.



SKILLS MOST WANTED BY EMPLOYERS

This list was based on a study by Michigan University Placement Services. It was compiled from a survey of 500 employers in the United States.

- | | |
|-------------------------------|--------------------------------|
| 1. Ability to get things done | 11. Common Sense |
| 2. Honesty/integrity | 12. Dependability |
| 3. Initiative | 13. Good work habits |
| 4. Reliability | 14. Interpersonal skills |
| 5. Enthusiasm | 15. Good judgment |
| 6. Motivation | 16. Good work ethic and habits |
| 7. Intelligence | 17. Decision-making skills |
| 8. Oral communication | 18. Adaptability |
| 9. Problem-solving ability | 19. Energy |
| 10. Mental alertness | 20. Emotional control |

Source: Reprinted from Lawrence Boldt, *Zen and the Art of Making a Living* (New York: Penguin Group, 1991), p.492.

Consider which of the above skills you already have and which ones you need to develop.

THE IMPORTANCE OF JOB SATISFACTION

Life satisfaction is affected by job satisfaction. When you do work you love, use your best skills and talents, and feel you are making a positive difference for others, all aspects of your life benefit. Conversely, feeling miserable in a job has a negative effect on your relationships, health, peace of mind and overall enjoyment of life.





of your life benefit. Conversely, feeling miserable in a job has a negative effect on your relationships, health, peace of mind and overall enjoyment of life.

After working for many years in career counseling and job placement, I concluded that 75%-80% of the people feel unfulfilled in their jobs. This is a tragedy, considering the amount of time we spend working and the influence our career has on our lives.




You have talents uniquely your own and you can develop the skills needed to support them. It is your responsibility to find your natural gifts and use them in your life's work. You can make a positive difference by using your talents to fill a societal need. Such a career will give you a sense of purpose in life.

You have taken the first steps in building your self-knowledge by reflecting on your talents, skills and personal attributes. You have begun a process of self-discovery and with more self-awareness you will be able to make career choices that are an excellent match for you.

SUMMARY OF MAIN POINTS IN CHAPTER 1

-  Talent is something you are born with and skills are methods that you can learn.
-  Maximize use of your talents and strengths and minimize use of your non-talents.
-  Your life provides clues to your natural ability. Activities you enjoy and do well can reveal your talents and motivated skills.
-  Job satisfaction favorably influences life satisfaction.

RESOURCES FOR IDENTIFYING YOUR SKILLS

-  Discover ACT Career Planning Program <https://www.act.org>, SIGI Career Finder www.sigi3.org and Kuder Career Assessment www.kuder.com. These career assessments are licensed software programs. They assess skills, interests and values. Check with your school or college to find out if they can give you one of these career assessments.
-  Johnson O'Connor Research Foundation has offices in different parts of the United States that do aptitude testing for a fee www.jocrf.org.
-  Free skills assessment www.onetonline.org

In the next chapter you will be considering and learning about your interests, ways you want to be of service, your most important values and appealing working environments.

CHAPTER 2

FIND OUT YOUR INTERESTS, VALUES AND PERSONALITY TYPE

Chapter Objective: *To determine your most important interests and values for the purpose of matching them to an appropriate career. To identify problems or needs in the world that you would enjoy solving and fulfilling. To learn more about your personality type and ideal work environment.*

Your interests can provide you with clues for discovering careers that will appeal to you. Subjects of interest and hobbies can also provide you with skills that may be transferrable to certain careers. For example, if you have a hobby of making model cars you will develop certain skills and might enjoy a job requiring mechanical ability, excellent hand-eye coordination, eye for detail and knowledge of automobiles. A great variety of jobs use these skills.

When something is of interest you are likely to spend more time doing it and therefore will probably become better at this activity. Interest often leads to practice which increases your skills. In school you may have experienced that you do better in subjects that interest you and less well in subjects that you find boring. This is a common experience.

It is important to consider your likes and dislikes. Which subjects do you like and find interesting in school or otherwise? Which subjects or topics do not hold your interest? What are the aspects of past jobs or volunteer work that you found interesting? Which jobs or aspects of jobs did you dislike? What do you like to read about? What subjects do you like to talk about? What movie topics capture your interest? Do you have special knowledge and know a lot about certain subjects? Answers to these questions can provide valuable information about you that can help you choose the right career.

Knowing your talents, skills, interests and values can go a long way in helping you to make a wise career choice. In this chapter, you will be adding to the self-knowledge, you gained about your talents and skills in Chapter 1, by identifying your important interests and values. When you find a need in the world which you feel passionate about filling or a problem you feel motivated to solve that uses your best abilities, you will have discovered your work purpose. If this is a problem or need that people are willing to pay you to solve and it aligns with your values, you have found your vocation. Aristotle put it this way, “Where your talents and the needs of the world cross there is your vocation.” In other

When you get to this point you can narrow down your career choices and you will be very close to knowing (or may know) the career for you.

HOBBIES AND LEISURE ACTIVITIES

Activities which you choose to do in your spare time without being paid show your interests and intrinsic motivation. Money and grades are forms of extrinsic motivation or the desire to do something for an external reward. Intrinsic motivation refers to a desire to do something because you enjoy doing it. Studies have demonstrated that intrinsic motivation usually outlasts external motivation and results in greater creativity and results. Activities and hobbies which you do for enjoyment can provide clues about your interests that could be related to appealing careers.

ACTIVITY 2.1 Name three hobbies or leisure activities that you enjoy doing even though you are not paid money.

1. _____
2. _____
3. _____

ACTIVITY 2.2 Analyze why you enjoy the hobbies and activities in Activity 2.1. For each one list one thing you like about doing it.

1. _____
2. _____
3. _____

ACTIVITY 2.3 Name three careers or jobs that are related to your interests or hobbies in Activity 2.1 and what they have in common.

Career	What they have in common?
1. _____	_____
2. _____	_____
3. _____	_____

ACTIVITY 2.4 Ask yourself, “What do these hobbies and interests tell me about myself? How do they relate to my talents, skills, and personal traits that I learned about in Chapter 1? Are there any common themes or patterns?”

Sometimes just being exposed to a hobby and a career field can be enough for some people to realize their dream career. A friend's father became a well known sculptor and artist. As a child he enjoyed drawing pictures and playing with clay. When he was about seven or eight years old his parents took him to an art museum. The moment he saw the sculptures he was deeply moved and said, "This is the work I will do one day." He spent his life doing this work, was an excellent artist, and loved it. This is why it is valuable for you to find out about as many different careers as possible because you may feel drawn to a particular field by just learning about it.

SUBJECTS OF INTEREST AND SPECIAL KNOWLEDGES

Are there some subjects that you know a lot about? Do you find these subjects to be fascinating? Perhaps there are certain subjects you have studied in school or read about which you know well or you have a desire to learn more about. One of my students who was majoring in social work started to notice that she was fascinated with science courses like biology. She would get goose bumps in her biology course and became energized and inspired. She considered changing her major or combining science and social work and becoming a medical social worker. She began to notice which subjects were of greatest interest to her and the ones she wanted to know more about.



ACTIVITY 2.5 Name three subjects that fascinate you and which you either know a lot about or want to learn more.

1. _____
2. _____
3. _____

Now go to the Appendix and add the three interests above to the Mind Map in your career portfolio.



ACTIVITY 2.6 What fascinates you about each of these subjects?

1. _____
2. _____
3. _____

ACTIVITY 2.7 Name three careers that are related to your subjects of interest or special knowledges and what they have in common.

Career	What they have in common?
1. _____	_____
2. _____	_____
3. _____	_____

It is so important to observe yourself in action, listen to your own inner voice, be aware of your interests and pay attention to what really turns you on.

Listen to Your Life and Discover Work You Were Born to Do

“Is the life I am living, the same as the life that wants to live in me?” These are the words of Parker Palmer from his book, *Let Your Life Speak: Listening for the Voice of Vocation*.

Are you living your life based on “oughts” and “shoulds” or on what your life and inner voice are calling you to do? It is easy to fall into the trap of pursuing a career because you or others believe this is what you “ought” to do. And yet, to “follow your bliss” and to discover the work that you were meant to do, you must listen to your heart.

Parker Palmer spent years in vocations which were not aligned with his true nature and best talents. This resulted in his being depressed for many years of his life. Eventually he returned to teaching and helping educators. This work was in harmony with the life that wanted to be expressed through him. Greater job satisfaction and the ability to make a positive contribution was the result.

One of my college students was depressed and was self-sabotaging by missing classes and turning his school work in late. For years he and others believed that he “should” become a nurse. More self-reflection helped him to realize that nursing would not be fulfilling. He had worked in hospitals before and did not enjoy it. Recalling the joy of being an athletic trainer’s assistant, while in high school, made him realize that he wanted to go in a different direction. For

STUDENT COMMENT

“I learned my personality type. I also learned what my greatest values are and how to use them in a career to help others.”

—Cody Glasscock

example, he remembered patching up the quarterback who went back into the game and scored the winning touchdown. This experience made him feel joy and a sense of purpose and accomplishment.

My student changed his college major and began pursuing the goal of becoming an athletic trainer. His depression disappeared, papers were turned in on time, and he attended every class. He was inspired, happy and self-motivated. His grades began to improve and he seemed like a different person.

This is an example of what can happen when you stop living your life according to “oughts” and begin living the life that wants to live in you. The clues to a career that is right for you are in your life. Let your life speak, and then listen to your own inner voice. This is how you can discover the work you were born to do.

ACTIVITY 2.8 What are the most important parts of the story you just read and how can you apply this to your career search?

ACTIVITY 2.9 Pretend that you are taking a trip on an airplane. You can sit next to a great person of your choice (living or dead) who is an expert on a particular

subject. This is a subject that you want to learn more about from a master of this topic. Who would this person be and what would be the topic or subject?

Name of expert

Topic

Why is this topic so fascinating to you?

Name three careers that are related to this subject.

1. _____
2. _____
3. _____

IDENTIFY NEEDS YOU WANT TO FILL OR PROBLEMS YOU WANT TO SOLVE

There are millions of problems in the world needing your energy and creativity to solve them. Every job attempts to fill certain needs or resolve particular problems. Employers are looking for employees who can help solve their work-related problems and fulfill the company's needs and purpose. What problems do you feel deeply about? If you had the power to fulfill a particular need, which one would it be? What do you feel passionate about? What brings you joy?

There are many different jobs using a variety of skills to solve problems. Say you decide to contribute to the need for affordable housing in your community. Do you have the skills and interest to contribute as a carpenter? Would you prefer to be a builder-developer of houses or a real estate salesperson? Perhaps you want to contribute to helping young people grow up to be healthy and strong adults. You might consider teaching, coaching, counseling, becoming a health care practitioner or physical fitness instructor. All of these different jobs help solve problems with similar needs, in different ways.

STUDENT COMMENT

"This class was an exploration process that aligned my interests, skills and values with career choices. After exploring numerous options I decided on a career in nursing. I also have an interest in teaching and after working for several years as a nurse I would like to teach nursing."

—Michelle Lorge

ACTIVITY 2.10 To determine which problems are of greatest interest to you start by answering the following questions:

1. What contribution do I want to make? How do I want to be of service?

2. Who are the people or populations I want to help?

3. If I were wealthy and didn't have to work, what would I do?

4. When I solve a problem or fill a need, which ones bring me the most joy?

5. If I had two years to live and decided to work, what would I do?

Answering questions like the ones above can put you in touch with your deepest interests.

Examples of Positive Actions to Fill Needs and/or Solve Problems

- Reduce crime
- Increase affordable housing
- Improve technology for persons with disabilities
- Build better teams and relationships
- Improve the economy
- Match people to appropriate jobs
- Design better technology
- Reduce illiteracy
- Provide relief for victims of natural disasters
- Improve quality of products
- Improve physical or mental health of others
- Reduce costs
- Improve efficiency and make things work better
- Provide recreation and entertainment
- Improve the lives of children
- Improve communication

- Develop training and development programs
- Improve education
- Raise funds for worthy projects
- Organize and improve work flow
- Help people to save time
- Improve transportation services
- Identify problems before they happen
- Increase sales
- Reduce environmental problems
- Improve services or products

Source: Developed by Raymond Gerson. Based on *How to Create the Job You Want: Six Steps to a Fulfilling Career* by Raymond Gerson. Enrichment Enterprises, 1996.

ACTIVITY 2.11 If the list above leaves you uninspired, think of other problems that interest you. Below, list at least five needs or actions you think would be challenging and enjoyable to do, whether or not they come from the above list.

1. _____
2. _____
3. _____
4. _____
5. _____

Now list your top three in order of importance to you.

1. _____
2. _____
3. _____

Now go to the Appendix and add your top three needs or problems of interest to the Mind Map in your career portfolio.



Keep in mind that one clue for discovering work that matters to you can be found by noticing your own dissatisfaction with problems you see in the world. Are there problems that invoke compassion for others? Do you see problems or needs that make you feel sad or angry? Is there a need you would like to fulfill if you had the power to make a difference? Dissatisfaction can be positive if you use your discontentment to make a contribution. Use your best talents and skills to positively affect the problem that concerns you.

Now decide which of your favorite talents and skills are the best match for the actions or needs you selected above.

Problem or need	Talent or skills
1. _____	_____
2. _____	_____
3. _____	_____

Name three careers that are related to **each** of the problems you selected.

1. _____
2. _____
3. _____

What is the most important information that you learned about yourself from Activity 2.11?

What follows is an example of how someone combined a talent and societal need that she felt passionate about.

Discover Your True Vocation or Calling

You may recall that Aristotle said, “Where your talents and the needs of the world cross, there is your vocation.” Let us look at what he’s saying.

First, consider what is meant by the word “vocation.” It comes from the Latin word for “voice.” It refers to a calling that you hear or a pull from within that you feel. A calling comes from within you and inspires you to move in a certain career direction.

Your true calling is the work you feel called to do. This is the work you were born to do and will find most fulfilling. According to Aristotle, when you discover and use your best and favorite talents to fulfill a need which you are passionate about, you have found your true work. This will be a vocation that resonates with who you are and aligns with your ability to make an excellent contribution to others.

Look at an example of someone who used a favorite talent to serve a need or to solve a problem that others were experiencing. Joan Baez was known as the “Queen of folk music” in the 1960s and beyond. When Joan Baez was a young girl she discovered a love and talent for singing and playing the guitar. Eventually she became a well-known folk singer. Even though she was

using her enormous talent, she still felt that something was missing. Eventually she

STUDENT COMMENT

“On the first day of class I thought it would be an easy A. I didn’t expect to learn anything or to really enjoy it at all. I see now there was a lot more than I expected. I learned so much. It is a wonderful book that requires little improvement to be a work of career perfection. I want to write novels, short stories, plays and scripts. I always knew I wanted to be a writer and this class confirmed that and gave me more direction with it.”

—Chris Harrison

became a force in the peace and civil rights movements. She began using her music to protest injustice, persecution, discrimination and the Vietnam war.

When Joan Baez started using her talent to serve a need in the world (which she was deeply passionate about) she became fulfilled. Her talents were channeled into a higher calling or purpose. You can also find your true vocation when your special abilities and a need in the world of great interest to you come together.

You have made a list of your special knowledges (subjects you know a lot about) and of your favorite and best skills and talents. You also made a list of needs or problems in the world that interest you. Then you considered how well your knowledge, skills, and talents match up with these needs. You selected three needs that called out to you most strongly and brainstormed ways that you could fulfill this need by using your greatest ability. It is possible you may need more education and training to acquire the knowledge and skills to positively impact the problem in the world you have chosen. Do what is necessary to discover and work at the vocation that is right for you. You will find not only personal fulfillment, but you will make a positive difference in the world.

IDENTIFYING YOUR VALUES

There is a saying that “a person who stands for nothing will fall for anything.” What is important to you in life? What are your most important values? Upon what values do you stand? It is important to know your values before selecting a job. Let’s say that you placed a high value on protecting the environment. You would probably not be happy working for a company that is a major polluter of the environment. If you highly value spending time with your family you probably would be unhappy in a job where you work 80 hours a week. Get the idea? Your values help you to decide what is and is not important to you. You will be happiest in a career and with an employer that is in harmony with your strongest values.

ACTIVITY 2.12 The following activity will give you a way to examine some values and to consider which of them are most important to you. Feel free to add any to the list that are not included if they are important to you.

Place a check mark by each value below that is very important to you. Then go back over the list and circle your five most important values.

- | | | |
|-------------------|----------------------|----------------------|
| 1. Abundance___ | 2. Accomplishment___ | 3. Appreciation___ |
| 4. Adventure___ | 5. Affection___ | 6. Attractiveness___ |
| 7. Balance___ | 8. Belonging___ | 9. Calmness___ |
| 10. Capability___ | 11. Challenge___ | 12. Compassion___ |
| 13. Confidence___ | 14. Contentment___ | 15. Courage___ |
| 16. Creativity___ | 17. Dependability___ | 18. Determination___ |
| 19. Discipline___ | 20. Excellence___ | 21. Expertise___ |
| 22. Faith___ | 23. Fame___ | 24. Family___ |

- | | | |
|--------------------|-------------------------------|----------------------------|
| 25. Fidelity___ | 26. Financial independence___ | 27. Fitness___ |
| 28. Flexibility___ | 29. Generosity___ | 30. Gratitude___ |
| 31. Happiness___ | 32. Helping others___ | 33. Honesty___ |
| 34. Humility___ | 35. Inspiration___ | 36. Integrity___ |
| 37. Justice___ | 38. Kindness___ | 39. Knowledge___ |
| 40. Leadership___ | 41. Love___ | 42. Make a contribution___ |
| 43. Motivation___ | 44. Non-violence___ | 45. Optimism___ |
| 46. Persistence___ | 47. Popularity___ | 48. Power___ |
| 49. Punctuality___ | 50. Recreation___ | 51. Relationships___ |
| 52. Respect___ | 53. Self-control___ | 54. Skillfulness___ |
| 55. Solitude___ | 56. Spirituality___ | 57. Success___ |
| 58. Teamwork___ | 59. Thoughtfulness___ | 60. Variety___ |
| 61. Virtue___ | 62. Wealth___ | 63. Wisdom___ |

Source: Developed by Raymond Gerson based on *Achieve College Success: Learn How in 20 Hours or Less* by Raymond Gerson. Upbeat Press, 2010.

ACTIVITY 2.13 List your top three values in the order of importance.

1. _____
2. _____
3. _____



Now go to the Appendix and add your top three values to the Mind Map in your career portfolio.

Name three jobs that you would not want to do because they would conflict with your values.

1. _____
2. _____
3. _____

PERSONALITY TYPES AND WORK ENVIRONMENTS

According to John Holland, there are six different personality types and people usually look for careers and work environments that match their personality.

The Six Personality Types Are:

1. **Realistic (R)** – Practical, love to work outdoors and with their hands, enjoy building things and using tools. Examples of matching occupations: carpenter, chef, auto mechanic, industrial arts teacher and pilot.



2. **Investigative (I)** – Good at math and science, problem solving, research, and curious about how things work. Examples of matching occupations: biologist, doctor, chemist and veterinarian.
3. **Artistic (A)** – Creative, attracted to the arts such as music, art, dancing and acting. Enjoy being innovative. Examples of matching occupations: graphic designer, writer, musician and fashion designer.
4. **Social (S)** – Helping others is most important. Attracted to teaching, social work, counseling, and other direct helping relationships. Examples of matching occupations: counselor, teacher, nurse and dental hygienist.
5. **Enterprising (E)** – They like to influence others and are goal and results driven. Good communicators who often are attracted to business and management. Examples of matching occupations: lawyer, business owner, salesperson and hotel manager.
6. **Conventional (C)** – They like things orderly and organized. Good with details. Enjoy routine and working with data and numbers. Examples of matching occupation: accountant, secretary, banker, bookkeeper or accountant.

In the order of your preference, which of these personality types best fit you? Most people feel a match with two to three of them, but can prioritize them from best fit to least.

ACTIVITY 2.14 Name your three preferences below in order of importance to you.

1. _____
2. _____
3. _____

Now go to the Appendix and add your Holland Code (personality type and job environment preferences) to the Mind Map in your career portfolio.



For a more accurate assessment of your Holland Code, (Three letters) you can go to <http://www.self-directedsearch.com> to take the online Self-Directed Search Assessment. Keep in mind that a career decision should be based on many factors and not on just one or even several tests or assessments.

The combination of your letters and their position or arrangement can provide valuable information when you are considering a career choice. Here is an example from my own experience. My letters are SEA. Some years ago I had a successful executive recruiting business. I recruited and placed highly successful computer salespersons with companies for a fee. I enjoyed many aspects of the job, but felt something was missing and returned to a role as a counselor. My “S” in first position indicates that being in a direct helping role is very important to me. I like business (“E” is my second letter), but I was missing the feeling of helping people in need. My “A” indicates a desire to be creative and I enjoy writing. However I am not a writer first, it is more a tool for teaching. On the other hand my brother’s first letter is “A” and he is an artist. For him art is first and he does it full time for many hours every day. You get the idea? How your letters combine and their position can be revealing.

STUDENT COMMENT

“Professor Gerson’s book, *Achieve Career Success* is extremely helpful in everything from identifying the talents I was born with, to how I want to live my life, to how I want to be remembered after I’m gone.”

—Sarah Grizzard

Your letters also provide important information about work environments that might be appealing and unappealing. My brother would feel out of place in a bank which is a conventional work environment. Like many artists, he is a non-conformist who does not like a lot of rules, structure, and routine. He also dislikes dressing up. So you can examine your Holland Code in the light of these examples. Your Holland Code is another piece of information, which added to your other self-knowledge, can help you find a career which is a match for you.

WORKING CONDITIONS

There will be some working conditions that appeal to you and others which you dislike. Some jobs will have aspects that you enjoy and other parts you dislike. These contrasting experiences can help you identify which working conditions are important to you and which ones do not appeal to you. There is no perfect job, but you can look for one that has a high percentage of working conditions that you like and a small percentage of those you dislike. How do you know which conditions you will enjoy and will dislike? By analyzing past jobs or volunteer work and then identifying the favorable and unfavorable parts of each job.

ACTIVITY 2.15 Think about jobs, paid or unpaid, that you have done. Name three working conditions that you enjoyed the most and three that you disliked.

Favorable Working Conditions

1. _____
2. _____
3. _____

Now go to the Appendix and add your three favorite working environments or conditions to the Mind Map in your career portfolio.



Unfavorable Working Conditions





1. _____
2. _____
3. _____

Think about what made the working conditions appealing and unappealing. You will want to choose a career and job in which you can maximize your favorable working conditions and minimize the unfavorable.



In the first two chapters you have already gained a lot of self-knowledge. You have learned more about your talents, skills, interests, values, personality type and preferred working environments. Self-knowledge is power because it leads to better choices. If you are more like a round peg, it can keep you from trying to fit yourself into a square

hole. Your self-reflection is increasing your self-awareness, which can keep you from choosing college majors and careers which are not suitable for you.

SUMMARY OF MAIN POINTS IN CHAPTER 2

-  Your interests and values can provide clues for discovering occupations that are a match for you.
-  Observe yourself in life and pay attention to who you are and what motivates you.
-  Identifying societal needs and problems that call out to you can be a pathway to the work you love.
-  Your Holland Code reveals information about your personality type and working environments that will be appealing and unappealing to you.

RESOURCES FOR IDENTIFYING INTERESTS, VALUES, AND HOLLAND CODE

-  Discover, Sigi and the Kuder which were mentioned at the end of the last chapter can be used to identify your interests and values.
-  Self-Directed Search. For a small fee you can take a more thorough assessment to determine your Holland Code at www.self-directedsearch.com.

In the next chapter you will be learning more about your goals, types of intelligence and some careers to consider exploring.

CHAPTER 3

TURN DREAMS INTO GOALS AND MAKE THEM HAPPEN

Chapter Objective: *To learn how to set and achieve goals. To identify your strongest types of intelligence and matching careers. To learn time management strategies.*

“Nothing happens but first a dream” says Carl Sandburg. Dreams are often the starting point for success. However, your dreams will remain mere wishes unless you turn them into concrete goals. Goals which are measurable, specific, have a plan with deadlines and are backed with positive actions, can make your dreams come true. It is important to answer the questions, “What do I want to get out of this life. What are the things I want to achieve?” Then ask yourself, “Are my actions taking me there?” Your goals must be supported by your actions for you to get where you want to go. When you find that you are getting off target, just change what you are doing so that your actions support your goals. This is one of the secrets of success. Robert Sternberg has defined “Successful Intelligence” as the ability to achieve your goals. Being able to make your goals happen is a form of intelligence. Clearly defined goals will give you a target, direction and purpose. If you choose goals that you feel passionate about you will also have the motivation to work hard and accomplish them.

In this chapter you will learn how to set and accomplish your goals, identify your unique types of intelligence, and begin exploring possible careers which use your type of smarts.

ACTIVITY 3.1 Reflect on the similarities and differences between wishes and goals. Identify three ways they are alike and three ways they are different.

Three ways they are alike

1. _____
2. _____
3. _____

Three ways they are different

1. _____
2. _____
3. _____

Large and long-range goals can seem overwhelming. By breaking them down into small steps they become easier to achieve and less stressful to accomplish. This is a mindset and practice that can help you take small steps, making sure many of your big dreams come true.

SMALL STEPS TO THE LIFE YOU WANT



Lao Tzu said, “A journey of a thousand miles must begin with the first step.”

The Japanese word *Kaizen* means small steps for continued improvement. Any large goal or project can be broken into small steps which leads us to the achievement of the goal. Slow and steady often wins the race.

According to Robert Maurer, author of *One Small Step Can Change Your Life*, taking small steps helps us to bypass fears that often arise when we are facing big changes. Fear and anxiety restrict our ability to think clearly and be creative. When we take small steps toward our large goals we remain relaxed, confident and can think more clearly.

I started weight lifting when I was 18 years old. I could only bench press 75 pounds. Two of my weights were a quarter of a pound each. I would tell myself every couple of weeks that I should be able to lift a half pound more weight and I would add these small weights to the barbell. In a few years I was able to bench press 300 pounds at a body weight of 145 pounds. This is an example of using small incremental steps to accomplish a big goal. I kept increasing the weight by a small amount, consolidated my gains, and in a few years was lifting 225 pounds more than when I began weight lifting. It is amazing what can be accomplished with small incremental steps. This same process can be applied to any of your goals.

You can decide what you want in life, whether it is a great relationship, career or any other goal. Then begin taking small steps toward your goal until you achieve it.

ACTIVITY 3.2 Think of one big goal you have like graduating from college, buying a home, getting into your dream career, etc. What are three small steps you can take to begin moving in the direction you want to go?

1. _____
2. _____
3. _____

Let us look at another article about using small steps and *Kaizen* to make the accomplishment of your goals easier.

MAKE THE DIFFICULT EASY

How can you make the difficult easy? How can you make your big tasks less daunting?

Lao Tzu, the Chinese sage and author of the *Tao Te Ching*, answers the questions above by saying, “Difficult things of the world can only be tackled when they are easy. Big things of the world can only be achieved by attending to their small beginnings.”

So it is wise to make every task seem effortless, avoiding unnecessary struggle. Then you will achieve your objective easily. Treat everything as potentially difficult, but accomplish goals in the easier stages.

Look at these examples. Say you have a five page paper due in two weeks. If you start working on the paper early and do a little each day it will be completed ahead of time without stress and strain. On the other hand, if you wait until the night before the paper is due you will make the task difficult and most likely will be feeling a lot of stress.

When I first started thinking about writing my book, *Achieve College Success... Learn How in 20 Hours or Less*, I faced the resistance of my inner critic. The negative voice inside my head said, “This will take too much time. It will be difficult. I will not have time to enjoy my summer off from teaching.” I countered this negative resistance by replying, “I will take one small step at a time and it will get done without strain.” Then I asked myself, “What is one small step that I can use to get started?” I answered this question by brainstorming a two-page Table of Contents which included the topics I wanted to cover. Next I wrote a two-page Introduction and so on. You could write a 182-page book in one year by writing a half page a day. This is what Lao Tzu means when he says, “Sow the great in the small.”

If you tackle your challenging tasks, goals and activities before they become problematic, you will meet with few difficulties and achieve more with less effort. Try this with one of your goals and let me know how it goes.

ACTIVITY 3.3 Think of a school or other project that you have to do soon. Perhaps you want to procrastinate because it seems like a big or unpleasant assignment. Name the task or project below and three things you can do to make this easier. Think of a *Kaizen* approach.

Project

How I will make it easier

SHORT, MEDIUM, AND LONG-RANGE GOALS

You can set short-term goals for one year or less. Then set intermediate or mid-range goals with a timeline of one to five years. Finally, set long-range goals with a timeline of more than five years. For example, if you are a senior in high school a short-term goal could be to graduate in one year. A short-term goal could be to make a certain grade on your next test or to get a paper in on time. If you have a goal to graduate from college in four years that would be a mid-range goal. A goal to receive your master’s degree in six years would be an example of a long-term goal.



CREATING SUCCESS AND BALANCE

There are many different parts to our lives. For example, there is your education, career, social life, and family and financial responsibilities. Your body, mind and spirit need attention for you to remain physically and mentally healthy in order to maintain peace of mind through life's ups and downs. There are many different categories for goals. If you focus on just your career and do not take care of yourself then your health might

STUDENT COMMENT

"I found Chapter 3 to be very useful and enjoyed the assessment on Multiple Intelligences. I also found the tips on time management to be beneficial."

—Amanda Houghton

suffer. If your life is only about making money then friendships or family relationships may suffer. If your entire focus is on health your career might be neglected. All of these major areas of life affect each other. At times more attention must be devoted to one or two, but if you totally neglect the others it can throw your life out of balance reducing your overall quality of life.

For the purpose of this chapter you will be setting goals in four major categories: education, career, financial and personal. Personal can include social (friendships and recreation), physical (health), mental (improving your mind), spiritual (goals for building inner strength, peace of mind, and character) and family relationships.

Education Goals

Your education goals can be short-term such as getting a paper in on time, making a minimum of a "B" in a course or getting a one-year certificate. An example of an intermediate goal would be completing your associated degree in two years. Earning your master's degree in six years is an example of a long-term goal. Now brainstorm (write them down as fast as they come into your mind) your educational goals. They can be short, medium, long-term or a combination of all three.

ACTIVITY 3.4 Brainstorm several possibilities and then write at least three of your educational goals below that you would like to accomplish.

1. _____

2. _____

3. _____

Career Goals

The average person will spend over 80,000 hours of his or her life working. Most people spend more time working each day than they do sleeping, socializing or doing

anything else. A big chunk of your life will be spent working. It is important to enjoy the work you do because how you feel about your career will affect every other part of your life. For example, if you are stressed and unhappy at work it can hurt your physical and mental health, relationships and overall quality of life.

Examples of career goals you might consider while you are in school could be volunteer or internship opportunities, skills you wish to acquire, extra-curricular activities to build the right skills, leadership development opportunities and specific careers of interest.

After you begin your professional career you can continue to set goals for getting additional skills, for promotions and for other desired career achievements.

A good education can open the doors of opportunity to a career you love and do well.

ACTIVITY 3.5 Brainstorm several possibilities and then write at least three career goals below that you would like to accomplish.

1. _____

2. _____

3. _____

Financial Goals

Even if you do well in your career you will not feel successful if you have financial problems, cannot save for the future or cannot buy the things you really want. You will need to decide how much money you need to be happy. This is worth thinking about now because earnings can vary a lot from one career to another. Some people need more money to be happy and others need less.

Certainly you want enough money to meet your needs so that you are not under financial stress. Financial problems can have a negative influence on other aspects of life such as your health, relationships, career satisfaction and quality of life.

You can set short- and long-range financial goals. For example, if you work and go to school, perhaps you could set a goal to save 10% of your income each paycheck. You might set a long-range goal to buy a house or to be earning a certain amount of income one year after your college graduation.

STUDENT COMMENT

“This chapter was a challenge for me, in a good way. Not only is it important to set long-term goals for your career and personal life, but it is very important to also set small goals in between. It keeps me motivated and strong.”

—Stacie Wollham

Even if you have very little money now, you can start creating good habits such as saving a little money and avoiding credit card debt. These habits will help you build a mindset for being in control of your finances instead of money controlling you.

ACTIVITY 3.6 Brainstorm several possibilities and then write at least three financial goals below that you would like to accomplish.

1. _____

2. _____

3. _____

STUDENT COMMENT

“I never would have guessed in a thousand years that I would take so much knowledge from this class, not just from a career perspective, but financial, relationships and bettering myself as a person skill. I thought this class was going to be easy, boy was I wrong- it was challenging. Who am I was the question to be answered throughout this course and diving into ourselves to find out.”

—Cody Glasscock

Personal Goals

These goals can include physical goals for your health, mental goals to sharpen your mind, family and social goals to improve relationships and to have fun and spiritual goals to increase your peace of mind and inner strength. If you do not relate to the word “spiritual” think of personal development goals and building character. In other words, what type of person do you want to become?

ACTIVITY 3.7 Brainstorm several possibilities and then write at least three personal goals below that you would like to accomplish.

1. _____

2. _____

3. _____

MORE TIPS FOR GOAL SETTING

To accomplish anything important you will need to know where you want to go. A person without goals is like a ship without a destination. The ship may never leave the harbor and if it does, there is no telling where it will end up. Do you want to leave the outcome of your life to chance? If not, it is important to steer your own course by setting clearly defined goals. For a successful program your goals need to be specific, with starting and completion dates. These goals should be your own (not goals others want for you) and written down. Writing down your goals helps make them clear in your mind, and helps you feel committed to achieving them. Your goals need to be aligned with your values and with each other. Here are some other questions to consider:



1. Can I work on my goals each day or at least each week?
2. Are my goals morally sound and unharmed to others?
3. What obstacles will I need to overcome?
4. What is my plan and steps to take?
5. What additional knowledge and skills will I need?
6. Are my goals realistic and challenging?
7. What benefits will I receive from accomplishing my goals?
8. Did I include some goals which will help others?
9. Can I commit myself to start and complete these goals?
10. Are my goals both believable and achievable?

IDENTIFY ONE GOAL FOR EACH OF THE FOUR CATEGORIES TO START WORKING ON NOW

The purpose of the brainstorming and goal setting activity was to help you come up with several goals and to start thinking about what you want to accomplish. After going over your list of goals you may find that some are unrealistic or unimportant to you. You may want to add goals, redo others, and make some of them more specific and measurable. Now you are ready to set one goal and a plan of action in each of the four categories so that you can begin working on them now.



Concentrate now on just writing down one goal (short, intermediate, or long-term) under each of the following four categories. These may be selected from the goals you brainstormed, but they do not have to be. Later you can continue to add and revise your goals. Think of your goal setting program as a work in progress. These goals will help you to improve yourself in several areas and your life will take on a sense of purpose.

ACTIVITY 3.8 Write each goal below and include a plan of action and completion date.

MY GOALS

1. Education _____ Completion _____
Steps _____

2. Career _____ Completion _____
Steps _____
3. Financial _____ Completion _____
Steps _____
4. Personal _____ Completion _____
Steps _____

You should have at least one goal in each category to begin working on now. Remember the question, “Do my actions support my goals?” Now you will have a way of answering this question and staying on track. Break your goals down into small steps and continue moving forward until you achieve them.



Now go to the Appendix and add your top three goals in order of importance to the Mind Map in your career portfolio.

GOING AFTER YOUR GOALS WITH HEART AND PERSISTENCE

Many things in life will be accomplished by not giving up and by going after what you want. Don't be afraid to make some mistakes or to have a few failures along the way. The road to success is often paved with failures along the way. Babe Ruth was at one time the home run king in baseball. He held the record for home runs for many years. What people forget is that he struck out more than most other players. If you don't swing at the ball due to a fear of failure you will never get a hit or home run. The same is true for you as you play the game of life and go after your goals. The following story is about this subject.

TAKE THE GAME-WINNING SHOT

After missing thousands of shots in his career, a former basketball player admitted that he also lost hundreds of games and missed 26 game-winning shots. Does this player sound like a loser and failure? Can you guess this basketball player's name?

He is Michael Jordan, one of the greatest to ever play the game. Today he is remembered for his success on the court and not for the shots he missed.

The road to success includes failures, mistakes and “missed shots.” None of us are perfect, but we can keep improving through our efforts. What if Michael Jordan had given up the game of basketball because of missed shots? What a loss that would have been for him, for his fans, and for the game of basketball. Fortunately he did not quit and went all out giving his very best effort day after day.

When you take a lot of shots or make many attempts to achieve your goals, you will miss the target from time to time. And it is also likely that you will sink some baskets, accumulate points, and win at the game of life.

Go for your dreams in the same way that Michael Jordan shot at the basket and pursued the game of basketball. Take your shots without concern about whether or not you miss your target now and then. Use your mistakes and so-called “failures” as feed-

back for your improvement. Don't give up easily on yourself or on your goals. If you want something enough it is worth working for with your whole heart.

After writing the script for *Rocky*, Sylvester Stallone wanted to play the lead role in the movie. He was repeatedly turned down. Finally one producer was willing to buy the script, but only if they could hire another actor to play the part of Rocky Balboa. They did not want Stallone for the part and thought he would be a failure. Stallone refused even though he was practically broke and at times did not have enough to eat and pay his bills. The company kept raising the price and offered him \$300,000 for the script if they could hire a known actor to play Rocky. Again Stallone said no, he had to be Rocky. Finally they reduced their offer to \$30,000 for the script and allowed Stallone to play the lead role.

Producers thought the movie was likely to fail. Stallone accepted the \$30,000 offer because this was his dream. He fulfilled his desired outcome and the rest is history. *Rocky 1* earned \$200 million dollars and Stallone went on to make six Rocky movies and millions of dollars while living out his dream. Stallone refused to give up on his goal. Like Rocky, he kept getting back up every time he was knocked down.

Be willing to go the extra mile for what you want. Don't give up easily without a fight. You will miss some shots, but like Jordan and Stallone you will also achieve some of your biggest dreams.

ACTIVITY 3.9 Answer the following questions:

1. What is the most important lesson you got out of the stories about Michael Jordan and Sly Stallone? _____

2. How can you apply this lesson to your goals? _____

3. What can give you the courage to step up and take the game-winning shot in life and not give up on your dreams and goals? _____

You might find it interesting to know that Michael Jordan was dropped at one time from his high school basketball team. He was not always considered to be a great player. Jordan continued to practice and work on his skills until he became one of the greatest basketball players of all time. When he was a freshman playing for the University of North Carolina, he had the ball in his hands with seconds to spare and the NCAA Championship was on the line. This was the biggest game of his life. Should he give the ball to the more experienced players or take the game-winning shot? If he missed he would be heavily criticized. If he made the shot North Carolina wins the game and Jordan is a hero. Of course Jordan took the shot, made the shot and helped his team win the championship. He has said that this one shot changed his mindset because after this he no longer saw himself as an ordinary basketball player, but now could see his potential to become a great player. If you take your own shots at your goals you will hit some, you will improve and develop a success mindset.

TIME MANAGEMENT IS IMPORTANT FOR ACCOMPLISHING YOUR GOALS



Managing your time well is the same as managing yourself and your life well. Procrastination and poor time management can keep you from achieving your goals. Here are some time management tips.

- **Use a planner and calendar.** Write down your important plans and goals. Use a planner for your daily, weekly, monthly and yearly goals.
- **Identify your time wasters.** The first step is to become aware of how and when you waste time. Begin substituting your more important activities for your time wasters by writing them down in your planner.
- **Prioritize.** List five of the most important things you need to do each day. Arrange the list of activities in order of importance from number one through five. Focus only on your number one item until it is done. Then go to your number two item and on down the list. Make your to-do lists in the evening for the following day.
- **Delegate.** You may have some responsibilities that you can get others to do if you ask them, pay them or trade off with them. This can save you time.
- **Set time limits and deadlines.** Be aware of the amount of time you have available to complete tasks, goals and activities. Start early, prepare for the unexpected, and then it will be easier to complete projects on time.
- **Let others know your needs and your schedule of important activities.** Your friends and family need to be aware of your needs, and you should be aware of and respect their needs. There are times to say, “No, I can’t go play now. Let’s set a date for another time.”
- **Schedule work for the best time.** Plan to do your most important work and difficult tasks when you are rested and at your best so you can focus.
- **Get a good night’s sleep.** Most students between 15–22 years of age need 8–10 hours of sleep. Sleep deprivation negatively affects your memory and concentration.
- **Set small goals and break tasks into small chunks.** This keeps you from getting overwhelmed. It is easier to start and complete small projects, which helps build your self-confidence and creates a “can-do” mentality.
- **Work on important, but unpleasant activities a little each day until completed.**
- **Include rewards for yourself when you accomplish your assignments and goals.** Build in consequences or a negative effect when you do not follow through, such as not giving yourself the reward.
- **Exercise and eat well for maximum energy.** You will need good health and energy to work hard and to concentrate.
- **Concentrate on one thing at a time.** This will be more effective than multitasking at times when concentration is needed.
- **Use resources and ask for assistance.** When you are stuck get help instead of beating your head against the wall.
- **Be present and enjoy the moment.** Focus on what you are doing now. Do small things with care and attention because this will bring you the best results.

FOCUSED ATTENTION IS A KEY TO SUCCESS

One of the secrets of successful people is their ability to focus on the task at hand. Concentrated attention is the key to achievement in sports, school, relationships and in your career.

Concentrated attention is similar to the power of focusing the rays of the sun through a magnifying glass on to a piece of paper. It burns a hole through the paper because the sun's rays are magnified. Similarly, you can magnify your results with concentrated attention.

Make a list of your priorities for each day. Tackle these tasks which you identified as important one-by-one. Treat each task that you are doing as the most important activity of the day. This will help you to be totally present in the here and now. Do each activity with enjoyment and enthusiasm if possible. If you are unable to be enthusiastic, at least do the activity with your attention until you have completed the task or reach an appropriate stopping point. Then scratch it off of your to-do list (if it is unfinished add it to tomorrow's list) and approach your next priority in the same way. This may not sound cool in this age of multitasking, but it will give you excellent results.

Be like a scientist and try this approach of focusing your attention on one task at a time as an experiment to see if it works for you. I think that you will be pleased with the results.



ACTIVITY 3.10 Identify three of your worst time wasters and solutions to overcoming them.

Time wasters

1. _____
2. _____
3. _____

Solutions to my time wasters

1. _____

2. _____

3. _____

Time is your most valuable resource because as it goes by so does your life. Time is irreplaceable and it passes quickly. This is why it is wise to make the best use of your time (and your life) by managing it well.

DISCOVER YOUR STRONGEST TYPES OF INTELLIGENCE



There are many different types of intelligence. Knowing the ways that you are smart allows you to play to your strengths. You can also choose careers that allow you to use your best types of intelligence. Becoming aware of your strongest types of intelligence is another important part of self-knowledge.

Multiple Intelligences are eight different types of intellectual ability. The theory of Multiple Intelligences was presented by Howard Gardner in his book, *Frames of Mind: The Theory of Multiple Intelligences*.

IQ tests measure linguistic and logical-mathematical intelligence. Our schools value these two forms of intelligence. Students who are gifted with numerical and reasoning ability and are good with words and language usually do well in school since many subjects require these skills.

STUDENT COMMENT

“What I liked most about this course was that it broke down aspects of your life to help you find out who you truly are and to discover your life mission. I never thought I was good at anything. After doing exercises in the book, I discovered that I do have talents and skills and they will be the key to achieving a great career.”

—Ashley Miller

Dr. Howard Gardner also believes that it is important for schools and teachers to recognize and teach in a way that will benefit you if you are gifted with other forms of intelligence by presenting lessons in a variety of ways. For example, a student might have the potential to become an excellent musician, artist, and carpenter or business owner. A student who might be considered to be an underachiever can shine when teachers use

a variety of teaching methods such as music, games, role plays, self-reflection exercises and creative cooperative group activities.

It’s valuable for you to develop and use many of the eight types of intelligences, but usually you will be strongest in one to three of them.

Here are Dr. Gardner’s eight Multiple Intelligences with brief descriptions of each.

MULTIPLE INTELLIGENCES

1. **Verbal** – Ability to use written and spoken language to express oneself and communicate well. Excellent with words.
2. **Logical-Mathematical** – Ability to detect patterns and think logically. Problem solving and reasoning ability in math and science. Excellent with numbers.
3. **Visual-Spatial** – Ability to create images and understand spatial relationships. This is not limited to visual sight, but is seen within the mind’s eye. Excellent with pictures, graphs and charts.
4. **Bodily-Kinesthetic** – Ability to use the body with skill. Ability to use one’s mind to control bodily movements such as with athletes and dancers. Excellent control of one’s body.
5. **Interpersonal** – Ability to understand other’s feelings and intentions. Ability to relate well to others. Often referred to as “people skills.” Excellent with people.
6. **Intrapersonal** – Ability to be self-aware and to understand one’s own feelings, thoughts, goals and actions. Excellent self-knowledge.
7. **Musical** – Ability to understand and create musical sounds and recognize musical patterns. Excellent with music, sound and rhythm.

8. **Naturalistic** – Attraction to and understanding of nature and the environment.
Attuned to and excellent understanding of nature.

MULTIPLE INTELLIGENCES QUESTIONNAIRE

ACTIVITY 3.11 Rate yourself on the questionnaire below. Check the statements that you strongly agree with. Remember that no questionnaire is totally accurate. You can also get a feel for which Multiple Intelligences are your strongest by reviewing the descriptions and doing some self-reflection.

Verbal-Linguistic

1. ___ When I share a story from my life it flows with ease.
2. ___ I love to read.
3. ___ I enjoy writing.
4. ___ It is easy for me to remember poems and quotations.
5. ___ I can easily persuade others or sell them something.
6. ___ I remember a lot of what I read or hear.
7. ___ I express myself well.

Total _____

Logical-Mathematical

1. ___ Adding, subtracting, multiplying and dividing are easy for me.
2. ___ I can add up numbers fast without using a calculator.
3. ___ Puzzles are fun and easy for me.
4. ___ I am good at problem solving and enjoy math and science.
5. ___ It is easy for me to remember telephone numbers.
6. ___ I like to investigate things to understand how they work.
7. ___ I prefer making decisions based on logic instead of feelings.

Total _____

Bodily-Kinesthetic

1. ___ Dancing comes easy and I am good at it.
2. ___ I am good at sports.
3. ___ I am well coordinated.
4. ___ It is difficult for me to sit still in class and I fidget a lot.
5. ___ I learn best by doing instead of by watching or hearing.
6. ___ When I study I like to get up often and move around.
7. ___ Scary rides at a carnival and dare devil challenges appeal to me.

Total _____

Visual-Spatial

1. ___ I easily understand maps, charts, graphs, and pictures.
2. ___ If I go somewhere once I can always find my way back.
3. ___ I can easily picture images in my mind.
4. ___ I like drawing and doodling.
5. ___ I prefer a map instead of written directions.
6. ___ I easily turn words into pictures.
7. ___ When I explain something to someone I like to draw them a picture.

Total _____**Interpersonal**

1. ___ I am very social and relate easily to people.
2. ___ I am sensitive to how and what people are feeling.
3. ___ I like to share and teach others something I just learned.
4. ___ People feel comfortable telling me their personal troubles.
5. ___ I can easily make people feel comfortable and at ease.
6. ___ I really like helping others.
7. ___ I like listening to other people tell their life story.

Total _____**Intrapersonal**

1. ___ I need time alone to self-reflect.
2. ___ I am in touch with my feelings.
3. ___ I like keeping a journal or diary of my thoughts and feelings.
4. ___ Spending time alone recharges and energizes me.
5. ___ I have goals and know what I want.
6. ___ I am a deep thinker and think often about what is important to me.
7. ___ Self-improvement is very important to me.

Total _____**Musical**

1. ___ I learned to play a musical instrument without difficulty.
2. ___ I like to sing and often have a song in my mind.
3. ___ Music is a very important part of my life.
4. ___ I have excellent rhythm.
5. ___ If I hear a song once I remember much of it.
6. ___ I like to study with music in the background.
7. ___ I listen to a lot of music each week.

Total _____

Naturalistic

1. ___ The environment is very important to me.
2. ___ I love being outdoors and in nature.
3. ___ I have special feelings for plants and animals.
4. ___ I like being outside as much as possible.
5. ___ I can recognize different types of plants and trees.
6. ___ I believe strongly in recycling.
7. ___ Environmental pollution and issues concern me and I take an interest in them.

Total _____

Source: Developed by Raymond Gerson. Based on Howard Gardener: *Frames of Mind: The Theory of Multiple Intelligences*. Harper Collins, 1993.

Name your three strongest intelligences in order of preference.

1. _____
2. _____
3. _____

Now go to the Appendix and add your three strongest intelligences to the Mind Map in your career portfolio.



Some Examples of Careers that Might Maximize and Match Types of Intelligence





Linguistic	Teachers, writers and lawyers.
Logical-Mathematical	Scientists, engineers and computer programmers.
Visual-Spatial	Artists, architects and inventors.
Bodily-Kinesthetic	Dancers, athletes and firefighters.
Interpersonal	Counselors, salespersons and nurses.
Intrapersonal	Writers, psychologists and inventors.
Musical	Singers, composers and musicians.
Naturalistic	Environmental scientists, gardeners and geologists.

ACTIVITY 3.12 Name three additional careers not mentioned above that could be a good match for each of the eight types of intelligence. Fill in the blank spaces below beginning with Logical-Mathematical.



Linguistic	Editor, TV announcer and salesperson
Logical-Mathematical	
Visual-Spatial	
Bodily-Kinesthetic	
Interpersonal	
Intrapersonal	
Musical	
Naturalistic	

Now you add your most important goals and types of intelligence to the building blocks of your self-awareness. Step-by-step you are increasing your self-knowledge and ability to make wise career decisions.

SUMMARY OF MAIN POINTS IN CHAPTER 3

-  Dreams can become goals when you add a plan and deadline.
-  Goals provide you with motivation, direction, and purpose.
-  By breaking your goals into small steps you make the difficult easy.
-  Knowing your types of intelligence can help you play to your strengths and excel in your career.

RESOURCES FOR GOAL SETTING AND INFORMATION ON MULTIPLE INTELLIGENCES

-  Joe's goals – A Web site that provides a free tool to track your goals www.joesgoals.com.
-  For more about Howard Gardner and Multiple Intelligences you can go to www.howardgardner.com.

In the next chapter you will learn how to identify and explore careers that are a good match for you.

CHAPTER 4

HOW TO FIND AND RESEARCH CAREERS THAT ARE A MATCH FOR YOU

Chapter Objective: *To identify careers, career clusters, and career roles that are a good match for you. To determine your work purpose, who you want to serve and the type of impact you want to make. Learn how to research and explore occupations of interest.*

You have already started thinking about careers that could be a match for your talents, interests, values, passions, goals and types of intelligence. This chapter will go deeper into identifying careers that match who you are and you would feel passionate about doing. A purpose-driven career will bring you the greatest satisfaction if the purpose is one which inspires you. According to Fred Buechner, your true vocation will be, “The place where your deep gladness and the world’s deep hunger meet.” In other words you find a need to fill that will bring you joy. This will most likely be a career which you love and do well and will benefit you and others.

You will also be learning to research and explore careers that interest you. It is good to start with several possibilities. As you explore these careers you will be able to narrow them down to a few which interest you and match your personality. Eventually you will be able to list your top three career choices in order of importance to you. Don’t be in too big of a hurry. Take your time. This is a process and a journey of self-discovery. Look at it as an adventure and enjoy the ride. Few people ever get the opportunity for this amount of self-reflection. This is why most people end up in careers which make them unhappy. You, on the other hand, are increasing your self-knowledge and will be able to make an informed career choice. Your awareness of yourself and matching careers will greatly increase the odds you will find a career which you enjoy and do well.

CAREER CLUSTERS: AN EASY WAY TO BEGIN YOUR CAREER EXPLORATION

Career clusters contain occupations in the same field of work that require similar skills. It is easier for you to start by selecting a career cluster that matches you before you narrow it down to choosing a specific career. For example, “Education and Training” is a career cluster. This cluster contains many different occupations which utilize similar skills and abilities.



Here are just a few occupations in the Education and Training career cluster: education administrators, librarians, teachers, school psychologists, coaches and fitness trainers. Once you decide on a career cluster that is a match for you, it will be easier to choose the right education plan that will provide the knowledge and skills needed to succeed in a career which is part of the career cluster you have chosen.

O*Net is the nation's primary source of occupational information. It was developed by the U.S. Department of Labor and is part of the public domain. O*Net Online has a database of hundreds of occupations and is available to you at no cost. It allows you to search and explore different occupations and determine if they are a good match for you. O*Net also provides a variety of career exploration tools.

Here is a list of 16 career clusters identified by O*Net:

1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology and Communication
4. Business, Management, and Administration
5. Education and Training
6. Finance
7. Government and Public Administration
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Public Safety, Corrections and Security
13. Manufacturing
14. Marketing, Sales and Service
15. Science, Technology, Engineering, and Mathematics
16. Transportation, Distribution and Logistics

Source: The source of the 16 career clusters is U. S. Department of Labor, O*Net Online. National Center for O*Net Development. To See Jobs for Each Career Cluster
Go to: onetonline.org/find/career

You will be able to see a breakdown of different categories for each job such as tasks, technical skills, abilities, detailed work activities and work context, interests, work styles, work values, etc.

ACTIVITY 4.1 You have identified your talents, skills, interests, values, Holland Code, problems of interest, favorite working conditions, goals and three top intelligences. Which career clusters match these? For each career cluster place a checkmark in any of the nine boxes that are a match. Then total your checkmarks for each career cluster. Note: An abbreviated version of each cluster is being used below. You are looking for career clusters that would give you the best opportunity to express your talents, skills, interests, etc. If you prefer to work with an electronic PDF version of the chart for Activity 4.1, you can go to upbeatpress.com. See free sample Chapter 4 of this book to find chart.

Career Clusters	Talents	Skills	Interests	Values	Holland Code	Problems in World	Work Conditions	Goals	Three Intelligences	Total
Agriculture										
Architecture										
Arts										
Business										
Education										
Finance										
Government										
Health										
Hospitality										
Human Services										
Information Tech										
Public Safety										
Manufacturing										
Marketing and Sales										
Science, Engineering, and Mathematics										
Transportation										

Source: Developed by Raymond Gerson based on the 16 Career Clusters by O*Net Online.

Name the three career clusters that matched the most of your nine categories in order of your highest scores.

Career Cluster

1. _____
2. _____
3. _____

You can go to the O*Net Web site and see many occupations for any career clusters that are of interest. This will help you to get a better idea if your top choices of career clusters are still appealing. It will also provide you with the opportunity to learn more about specific occupations of interest which are part of your favorite career clusters.

ACTIVITY 4.2 Go online to onetonline.org/find/career. Identify three jobs that interest you in a specific career cluster. List below the three most important tasks for each of these jobs.

1. _____

2. _____

3. _____

CAREER EXPLORATION WITH O'Net

ACTIVITY 4.3 For the three jobs you identified in Activity 4.2, name each occupation. On a scale of 1 to 10 with 1 being a poor match, 5 being average and 10 being a perfect match, rate your abilities, knowledge, skills and values for each of these three jobs.

Occupation 1 _____

A. Abilities _____

B. Knowledge _____

C. Skills _____

D. Work values _____

Occupation 2 _____

A. Abilities _____

B. Knowledge _____

C. Skills _____

D. Work values _____

Occupation 3 _____

A. Abilities _____

B. Knowledge _____

C. Skills _____

D. Work values _____

Occupation 4 _____

A. Abilities _____

B. Knowledge _____

C. Skills _____

D. Work values _____

WORK PURPOSE AND YOUR CAREER

Your work purpose is the effect you want to have through the work you do. It is the foundation and springboard for maximizing your talents and skills. Your work purpose will provide you with the drive and internal motivation to fulfill your potential and make your best contribution. It is more than a job or career. You can fulfill your work purpose in more than one career if you choose. Most people will have several different careers in their lifetime and yet their work purpose might remain the same.

Let's say, for example, that your work purpose is to heal the sick and injured. You could fulfill this purpose in one of several occupations such as: laboratory scientist

STUDENT COMMENT

"I learned about different career clusters and careers in my favorite clusters that I didn't know about. I also discovered my work purpose and created a work purpose statement. I also decided where I wanted to continue my college education and I did that by taking activities in the book and implementing them into my research of different schools."

—Cody Glasscock

STUDENT COMMENT

“I came to this class hoping that I was going to figure out what my college major would be. I desperately needed help figuring this out because I had changed majors many times. I feel that this class helped me to realize what I want to do with my life. The book has many useful tools and tips. The degree I am going for is a major in Psychology with a minor in Forensics. It blew my mind that I could do that.”

— *Tiffany Lavender*

finding cures for diseases, engineer creating technology to rehabilitate injuries, nurse, doctor, chiropractor, physical therapist, etc. Once you know your work purpose you can choose a career which aligns with your purpose and which matches you best. Other examples of a work purpose could be to add more beauty to the world, to help athletes reach their highest levels of achievement or to help students to get a good education. You were answering questions earlier in the book about needs and problems you would like to work on and what work would you choose if you became wealthy. Answers to questions

like these can provide clues to your work purpose. Your work purpose is like the glue that binds your talents, skills and other attributes together to serve your particular cause. It is this purpose that will fuel your passion and keep you inspired in spite of obstacles that come between you and your goals.

ACTIVITY 4.4 Brainstorm three examples of work purposes.

1. _____
2. _____
3. _____

DISCOVERING YOUR WORK PURPOSE

Many of the self-reflection activities that you have been doing can lead to the discovery of a career purpose. Identifying the problems you want to solve or needs you want to fill is one way. You can also ask yourself which purpose would my talents, skills, interests, values and goals best serve? Other questions to consider are: Who do I want to serve and in what setting do I want to work?

Who do you want to serve? Do you prefer to work with the elderly, children, students, teenagers, people with disabilities, the wealthy, the poor, the gifted, prisoners, the ill and injured, retail customers, etc? Where do you want to work? Do you prefer to work in an educational environment, in a scientific laboratory, a government organization, your own business, a private corporation, a small business, a large company, etc? Questions about who you want to serve and which setting you want to work in can help you to determine the aim of your career.

ACTIVITY 4.5 List five characteristics of the people you would most like to serve and influence.

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY 4.6 List three characteristics of the type of business or setting in which you want to work.

1. _____
2. _____
3. _____

HOW YOU WANT TO SERVE

The way that you want to serve and the career field or fields in which you want to make a contribution can help you to determine your work purpose.

What follows is from the book *Zen and the Art of Making a Living* by Laurence G. Boldt. These are career fields for you to review before deciding on your work purpose.

WHAT: THE WAY YOU WANT TO SERVE

The first step to developing your work purpose is to identify what you would like to do by identifying the fields you would most like to make a contribution to. Below are examples of “I want to” statements which express work purposes. You may be able to take one of these as a skeleton of your work purpose statement and amend or adjust it to suit your purposes. You may want to start entirely from scratch, using the statements that follow as a guide in constructing your own work purpose statement. However you arrive at it, your work purpose statement should be your own, reflecting what you most want to express or accomplish.

You may realize that you have more than one work purpose. In that case, pick the one that represents the area you want to focus on most over the next seven to ten years. If you still end up with several areas of focus, rank them and pick one major area of focus. The alphabetical list below is not intended to be complete or exhaustive. It represents just a few of the more common areas in which people with whom we have worked have expressed interest.

- **Agriculture:** I want to produce or advance the production of the foodstuffs that will provide people sustenance and nourishment in a manner that is environmentally sound.
- **Animal Care:** I want to see to it that the animals are protected and treated with care, compassion and dignity.
- **Architecture:** I want to design structures which are at once functional and uplifting to the spirit.
- **Art:** I want to portray, through artistic media, universal truths that uplift and inspire.
- **Business:** I want to provide valuable products and services including: _____
- **Clothing:** I want to design, manufacture or distribute quality clothing that is aesthetically pleasing, comfortable and healthful.

- **Communication:** I want to provide communication technologies and/or services which will help people to achieve their goals.
- **Culinary Arts:** I want to design, prepare and/or produce delicious, nutritious foods. I want to provide an atmosphere which will make eating a fulfilling, even spiritual experience.
- **Defense:** I want to provide for national security and defense. I want to see to it that people are safe, protected and free to pursue happiness in their own way.
- **Economic Development:** I want to assist people in developing a higher standard of living. I want to do so in a manner that respects values of human dignity and ecological balance. I want to insure that economic growth is based on the production of useful goods and services.
- **Education:** I want to train and develop people's minds, character, knowledge and skills. I want to help people to broaden their horizons and deepen their understanding.
- **Energy:** I want to design, develop, or promote safe, efficient, non-polluting and replenishable energy systems until new ones are in place.
- **Engineering:** I want to design, construct or manage road works, water works, building, machinery, etc., which will serve to improve people's quality of life.
- **Entertainment:** I want to provide laughter, drama, song or dance to lighten and enlighten people's lives.
- **Environment:** I want to clean up and protect the environment, and to do all I can to see to that it is kept as safe and pure as possible.
- **Family:** I want to provide services that will strengthen and support family units and family happiness.
- **Government:** I want to work with government institutions to insure that government remains responsive to the people and provides them with the best possible services.
- **Health:** I want to share with people the skill, knowledge, love and energy necessary to care for their health and physical well-being.
- **History:** I want to help people to better understand their past, to see how things have come to be as they are and to understand the great historical processes of change and their consequences.
- **Industry:** I want to manufacture materials which will make people's lives more fulfilling, free and productive.
- **Information Services:** I want to provide people, in an easy to use and readily available form, with the information they need to make informed and effective decisions.
- **Interior Design:** I want to create the kind of interior spaces which elevate people's spirits and bring out the very best in them.
- **Journalism:** I want to inform people about current events and issues. I want to help them to be aware of the people and events which shape their lives.
- **Justice:** I want to protect people's rights and insure that they are treated fairly and with human dignity.
- **Landscaping:** I want to create exterior environments which provide people with upliftment and joy.

- **Law:** I want to write, interpret, or practice legal remedies for human problems, conflicts, or grievances.
- **Life Sciences:** I want to help people better understand and utilize the biological and organic processes of life to further their well-being and minimize the dangers to their health.
- **Management:** I want to manage organizations which serve people's needs and aspirations.
- **Music:** I want to share beauty, joy, understanding and harmony through the vehicle of music.
- **Organization:** I want to help people to be more effective by organizing personnel, material, ideas and financial resources which will facilitate the achievement of their goals.
- **Peace:** I want to promote world peace. I want to further international cooperation, understanding and harmony. I want to exemplify and promote universal love and brotherhood.
- **Performing Arts:** I want to take an active role in portraying the wonder, poignancy, beauty, and drama of the human experience before live audiences.
- **Philosophy:** I want to challenge people to think of the deep and fundamental issues of life. I want to encourage them to examine their beliefs and the effect that holding these ideas has upon themselves and others. I want to share with them the wisdom of the ages.
- **Physical Education:** I want to teach people how to utilize their bodies to maximize efficiency, promote health and longevity and reduce physical stress and tension.
- **Physical Sciences:** I want to help people understand the physical world in which they live and how it can be made to serve them even better.
- **Politics:** I want to help people gain a voice in the decisions that affect their lives.
- **Psychology:** I want to help people better understand their minds and emotions, their motivations, drives and desires. I want to help them understand the power of their minds and emotions to achieve their highest potential.
- **Recreation:** I want to minister to people's spiritual needs. I want to help people to discover who they are, what it is to be, and how to be free.
- **Sports:** I want to help people discover the joys of effort, persistence, cooperation, teamwork and physical development that sports provide.
- **Technology:** I want to design, manufacture or promote technological advances which will help people to achieve a happier, richer, more productive lifestyle.
- **Trade:** I want to promote goodwill and cultural interaction by helping people to trade their products and services with others.
- **Transportation:** I want to help people to get from place to place in a clean, economical and safe manner, and in a way that makes the most efficient and least destructive use of natural resources.

Source: Boldt, Lawrence. *Zen and the Art of Making a Living*. Penguin Group, 1991, p. 170–173. Reprinted with permission.

ACTIVITY 4.7 Now choose the five fields above that interest you the most in order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY: 4.8 List the top three of your five choices that best fit your talents, skills, values, intelligences, Holland Code, working conditions, personal traits, needs and problems that appeal to you, and goals. List them in order of the best matches.

1. _____
2. _____
3. _____

Keep in mind that you can sometimes combine more than one field of interest. For example, someone who is attracted to psychology, children and music could consider becoming a music therapist. You can also choose a field as a career and another one as a hobby. For example, someone who is attracted to interior design, but who also likes to act, could make a career of interior design and act in theatrical productions for fun.

Now you have enough information to try coming up with a work purpose statement that is appealing and matches you. You can change your mind or continue tweaking and revising your work purpose until it feels right. Remember this is a process that takes time and you are on a journey. Nothing has to be written in concrete.

WORK PURPOSE STATEMENT

Review the way you want to contribute, who you want to serve and the setting in which you would like to work. Also think about all of the other information you have learned about yourself. Reflect on the career cluster that was the best match for you and needs in the world you want to fill. Also consider the many strengths you have discovered about yourself.

ACTIVITY 4.9 Now write your work purpose statement below:

My work purpose statement is:

Now you can go to the Appendix to your career portfolio and add your work purpose statement. There is a place for it after the Mind Map.



ACTIVITY 4.10 Name three occupations that could serve and fulfill your work purpose.

1. _____
2. _____
3. _____

ACTIVITY 4.11 Name the three occupations which you want to learn more about. They may be the same as above or different. Choose three occupations that you believe are the best overall match for you. Consider everything you learned about yourself including your talents, goals, work purpose, etc.

My Top Three Choices of Careers to Explore Further

1. _____
2. _____
3. _____

Now you can go to the Appendix and add these three careers to the Mind Map in your career portfolio. Pencil these in because you may want to change them later after you do more career exploration.



ACTIVITY 4.12 Go online (or to your library for the print version) for the Occupational Outlook Handbook (OOH) at www.bls.gov. Look up your three careers of interest that you wish to explore further. Learn the following: training needed, skills required, earnings, what workers do on the job, working conditions and job prospects. You can also research these occupations on the O*Net Web site. After you do this research decide if these are still your top three occupations of interest or if you prefer to explore some different ones.

You are learning how to research occupations of interest online or through the library. Librarians can also point you to the best resources. Once you have determined your top three choices of occupations by reviewing written information, there is more that you can do to further explore these careers. This is what we will be covering next.

LABOR MARKET RESEARCH

You can find out which careers are projected to grow in demand, stay about the same, and shrink. In other words, some jobs are projected to grow and be hot and some are projected decline. A few might become obsolete. This can also vary depending on the location that you choose. Your state employment office can usually provide



you with local job market information, including data about job growth and salaries. On a national level you can do labor market research on Web sites like www.bls.gov (U.S. Bureau of Labor Statistics) or O*Net Online <http://online.onecenter.org>.

INFORMATIONAL INTERVIEWING

The purpose of an informational interview is to learn more about a particular career, job or company that is of interest to you. Unlike a job interview, you are the interviewer. You are conducting an informational interview with someone who is working in a career or job that you want to know more about. This is an excellent follow-up to your online and library research. You will be informed, but still want to learn more.

Informational interviews are most effective when you talk with more than one person in the same field of work. After conducting the informational interviews you might decide that this work is not for you or the information may help you confirm that this is the career you want to pursue.

STUDENT COMMENT

“This class has been extremely helpful in my search to find my long lost career. This process has helped me to grow stronger as a person and help me to find who I really am inside. After all these years of listening to what everyone else expected of me, I feel like I now know who I am and what I am capable of.”

—Sarah Nitchman

You can go online and find many questions to ask during an informational interview. Then develop a few of your own. Think about what you really want and need to know to decide if this career is the one for you.

How do you find the people to interview? One way is to ask people who you know if they can refer you to someone who works in your field of interest. You can also call them directly; let them know you are interested in learning more about their career field and make an appointment to get together. It is best to do the interview in person. Let them know when you are setting the appointment that you will not take up more than 30 minutes of their time. After the meeting always send them a thank-you note.

Here are a few examples of questions that can be asked during an informational interview:

Here are a few examples of questions that can be asked during an informational interview:

1. How did you get into this type of work?
2. What do you like best about it? Least about it?
3. What do you consider to be the greatest rewards of this work?
4. What experience and skills are needed?
5. What types of problems are you engaged in resolving?
6. What are your major responsibilities?
7. What education is usually required?
8. What are the day-to-day working conditions like?
9. What type of training and advancement potential is available?
10. How much money do people in this field typically earn?
11. What is your advice for someone who is considering entering this field of work?
12. These are my strongest skills and talents-----Where would they best fit in this career?

ACTIVITY 4.13 Practice conducting an informational interview with a friend or classmate before doing the real thing. Interview your partner about a job that he or she is familiar with or has done. Then switch roles letting your partner interview you about a job that you know a lot about.

JOB SHADOWING

Job shadowing allows you to follow a person on the job for a half or full day. People who you conducted your informational interviews with are one possible source for job shadowing. You might be able to find a mentor to not only job shadow, but who will provide guidance to you over a longer period of time.

To shadow a mentor you can also look into The National Job Show Coalition. Students get to shadow a mentor in their workplace. For more information you can go to: www.jobshadow.org.

Student Life, Clubs, and Organizations

Extra-curricular activities at school can help you to learn more and prepare for some careers. For example, if you are interested in journalism you could work on your school paper as an editor, writer or in another capacity. If you aspire to be a leader and strong communicator you could take on leadership positions in campus organizations. Think about clubs at your school that would provide you with experience related to your career of interest or skills that you can build and then include on your resume.

STUDENT COMMENT

“This book gave me many tools to prepare and focus my direction in choosing a career and major. I wholeheartedly recommend this book and career exploration class. I would be lost without this valuable information.”

— *Trish Rollins*

ACTIVITY 4.14 “Identify and list three student organizations on your campus that you are willing to explore.

1. _____
2. _____
3. _____

COURSEWORK

You can take required and elective courses that can give you a taste of different careers and help you gain knowledge and skills that you will need. Use the Career Clusters Web site to find recommended pathways of study for your career goal. You can also use some class assignments to gather information that you need. For example, if you have a school paper to write on a subject of your choice you can choose a subject or career that you want to investigate. Or you might interview someone who works in that career and write about your findings. If you aspire to be in a field that demands excellent public speaking skills you can take speech classes in high school and college.

INTERNSHIPS, VOLUNTEER WORK, AND PART-TIME EMPLOYMENT

Check with your school to see if paid or unpaid internships are available. You will usually have supervision and mentoring to help you learn skills that are needed in this career field. Counselors at your school will know about available internships that are related to your career choices.

Sometimes you can find summer or part-time employment related to your career of interest. You might be able to convince an employer to provide an opportunity for on-the-job training.

Volunteer work in a related career field can be a great way to find out if this career is of interest to you. You can also make important contacts and build skills to put on your resume. I have known people who obtained a good job and beat out other job applicants with more education because they had acquired hands-on skills from volunteering.

When you graduate you will probably have competition for the job you want. If it comes down to an employer choosing you or another candidate, little things can make the difference. For example, if all things are equal, but you have some experience through volunteering, an internship, or part-time employment you are likely to get the job.

HOW TO CHOOSE A COLLEGE MAJOR

You are ahead of the game because of the work you have already started doing in this book. Once a student identifies careers that are a good match the next step is to find college majors that are a good fit for those careers.

You have started the career development process by:

- Assessing your interests, skills and values.
- Considering your personality type and appropriate working environments.
- Identifying occupations to explore.
- Reading about those occupations and requirements in the Occupational Outlook Handbook or O*Net.

You can also:

- Consider what were your best and worst subjects in high school.
- Consider which parts of any jobs you have done which were enjoyable and which parts you disliked.
- Take an online career assessment. For example, many colleges offer career assessments such as “Discover.” It allows you to search by occupations to find appropriate college majors.

Here are more tips:

- Talk with a high school guidance counselor if you are in high school.
- See an academic advisor or counselor if you are in college.
- Talk to students in majors that interest you.

- Talk to students in majors that interest you.
- Talk to professors who teach in departments of interest.
- Interview people who work in careers that interest you for their advice and to determine what their majors were.
- Consider degree requirements for majors that interest you. Are you willing and able to meet these requirements and to go to school that long?
- Consider labor market projections. Will jobs in this field be in-demand in your preferred geographic locations?
- Consider earning potential. Will it be enough to meet your needs and desires?
- Use college catalogs as a resource to find a college major.
- Look at books on how to find a college major.
- The *Princeton Review* online can be a resource. Go to their website, www.princetonreview.com. and click on the College button, then click on Find Schools & Majors link, and then select Majors Search. You can view profiles of over 200 majors.
- Students often change majors as they take courses, do research, learn more about possible occupations and/or realize that career opportunities will develop regardless of the major/degree that is earned. So don't panic if you decide that your first declared major or career choice is not the one for you.

In this chapter you have learned a lot more about yourself and which careers would be a good match for your personality. It is wise to have several options and continue exploring your career choices until you feel ready to narrow your choice down to one which you wish to pursue.

SUMMARY OF MAIN POINTS IN CHAPTER 4

- ✍ Find a need to fill that becomes a career you love and do well.
- ✍ Career clusters contain occupations that require similar skills and are a good place to begin exploring careers of interest.
- ✍ Your work purpose is revealed by determining the effect you want to have through your work.
- ✍ Informational interviewing, internships, job shadowing, volunteering and part-time employment can be used as ways to learn more about careers that interest you and to gain experience.

RESOURCES FOR CAREER EXPLORATION

- ✍ O*Net mentioned previously is a great Web site for researching careers of interest. www.online.onetcenter.org.
- ✍ Occupational Outlook Handbook (OOH) is another good Web site for career exploration and doing labor market research. <https://www.bls.gov/ooh/>
- ✍ Discover Career Assessment mentioned before can be used to look up college majors that match careers of interest or vice versa. <https://www.act.org>

 Job shadowing www.jobshadow.com.

Now an important question to ask is, "How do I make my career goal happen? Once I acquire the education, training, knowledge and skills that I need for my chosen career, how do I get the job I want?"

In the next chapter you will be learning how to put together a good resume, cover letter and will learn job search strategies to help you obtain your dream career and job.

CHAPTER 5

EFFECTIVE STRATEGIES TO GET THE JOB YOU WANT: RESUMES AND JOB SEARCH SKILLS

Chapter Objective: *To fill out a job application which can be used as a model or guide for future job applications. To learn how to create an effective resume and cover letter. To learn job search strategies.*

Have you ever wondered how to look for the right job? Most people go about it incorrectly. Many people feel frustrated by the job-hunting process. If you are one of these people, this chapter, containing a variety of strategies needed for a successful job search, is for you. In it you will find tips on writing a resume and job search strategies.

OVERVIEW OF CHANGES IN THE JOB MARKET

The following trends have been observed in the job market in recent years:

- Movement from an industrial era to an information age
- Increased global competition
- Increase in part-time, temporary and other low-paying jobs and in underemployment
- Frequent job and career changes
- More jobs being created by small companies (500 or fewer employees)
- Shrinkage of manufacturing job markets
- Large corporations becoming leaner
- A more highly educated population and greater competition for professional jobs
- Fewer jobs for high school graduates and dropouts
- More women, minorities, and immigrants entering the workforce

New technologies are creating new jobs while eliminating many older ones. More jobs are being eliminated than are being created. Job security no longer exists. Security lies in employability—in maintaining skills which are transferable and in demand. Also, it is

critical to be able to sell a prospective employer on the value of your skills and potential contribution.

STUDENT COMMENT

“I learned how to search for, apply for and find jobs.”

—Chris Harrison

Interpersonal and communication skills, knowledge of technology and the ability to think and solve problems are fast becoming essential for success in the information age. Developing these attributes will enhance your opportunities in today’s job market.

At least seventy percent of new jobs being created are more complex and require greater critical and creative thinking skills than jobs in the past. These newer jobs are more interesting and are better jobs than many of the ones in the industrial era. Many jobs in the past required one solution or a set routine to accomplish the purpose of that job. Many of the jobs that are being created today cannot be accomplished by following a set routine and there may be many solutions. These more complicated 21st century jobs require a better education, more training, and higher level skills than many of the routine jobs of the past.

Employers are looking for employees who are problem solvers, who can learn and adapt quickly and who are intrinsically motivated (from within themselves).

Knowing yourself and the career you want are first steps to the job you desire. You have been working on this and you know more about the course of study, education, and training you need to qualify for your career choice. Now we will consider what you need to do next to get the job you want.

THE JOB APPLICATION



Employers and Human Resource departments use job applications for some jobs. Employers use job applications to decide who they will call for the job interview and to obtain information that most people will not include on their resumes. For some professional jobs only a resume will be required.

TIPS FOR FILLING OUT THE JOB APPLICATION

- It is best to fill the job application out at home, if possible
- When filling the job application out at the work site bring all necessary information
- Bring your resume
- Bring your driver’s license and social security card
- Bring an already filled-out model application to guide you (You will be doing this next)
- Make sure you have names, phone numbers, and addresses
- Read the application first before filling it out
- Follow the instructions
- Use a black or blue pen
- Print, be clear and neat
- Check grammar and spelling
- Do not leave blank spaces. Use NA if it does not apply
- Be honest

- Do not add unnecessary negative information
- Do not list an e-mail address for yourself that sounds sexual or weird
- List your most recent job first
- List your most recent education first
- Your answers should reveal why you qualify for the job
- What you write on your application should not conflict with your resume
- Go over your application and make sure it is completed
- Sign and date your application

Keep in mind employers form an opinion about you from your job application. If your application is not well written, error free and neat, you will probably not be called in for an interview. Your purpose in submitting a job application and resume is to get an interview which is necessary to get the job. This is why in the next activity you will have an opportunity to fill out a job application. The purpose is to give you a chance to practice filling out a job application. And you will then have a good copy for reference when you fill out other applications. This practice job application will become part of your career portfolio. It should have all of the names, addresses, phone numbers, dates, salary and other information you need to fill out most job applications. As long as you keep it updated you will be able to use it again and again when you are filling out new job applications. It will save you time and will be especially helpful when you have to fill out job applications at the company itself.

STUDENT COMMENT

“With a background in Human Resources I used to be quite comfortable with resumes, cover letters and job search strategies. I have been out of the workforce for so long that it was great to refresh and find out about new trends.”

—Stacie Wollam

ACTIVITY 5.1 Go to the Appendix to the section on “My Career Portfolio” and find the blank job application form. First make a practice copy instead of using the one in the book. Please fill out the application neatly and completely. You may have to complete this assignment at home if you do not have all of the necessary information.



Once you have the application completed ask someone with good writing skills and lots of experience with job applications to look it over and make suggestions for improvement. When it is in good shape, copy the information from your practice application on to the one in the book. Now you have a good model to use when filling out other employment applications. Another option is to keep a separate folder of your career portfolio and continue adding to it, including the copy of your practice job application.

THE RESUME: YOUR FIRST IMPRESSION

A resume is like a sales presentation, with you as the product. It is an advertisement of what you offer a prospective employer. A resume is an ad to market yourself.

Your resume is usually the tool that introduces you to an employer for the purpose of obtaining an interview. This is especially true if you mail in your resume before

filling out a job application. It also serves as a sales “brochure,” left with the prospective employer after the interview to remind that person of your potential contribution.

Always send a cover letter with your resume. Often, your cover letter and resume are the first impression you make on a prospective employer. For that reason, your resume should reflect professionalism and confidence.

Many job seekers discover they must send out several hundred resumes to obtain one job interview—quite an expensive and time-consuming undertaking. This is not necessary when you use effective job search strategies.

If possible, set up the interview and take your resume with you. Another option may be to schedule an interview and then mail your resume before you meet. When

you must mail a resume before you have an interview, always follow up with a phone call. During your phone conversation, make sure the hiring authority has your resume and then request an interview.

If your resume is sent to the Human Resources Department and not to the hiring authority, you are more likely to be screened out. Human Resource personnel usually screen in a few applicants who appear on paper to be a near-perfect match for the job. If the company requires that a resume be sent to Human Resources, you should comply, but also attempt to get a

copy into the hands of the person who will make a hiring decision.

STUDENT COMMENT

“The knowledge in this chapter and book has not only helped me, but also my mother. She was telling me that she is thinking about making a career change and needs to work on her resume. I got excited and told her that I have a whole chapter in this book that is dedicated to making an awesome resume and offered to help her do it.”

—Ashley Miller

ACTIVITY 5.2 What do you already know about resumes and what would you like to know?

Fill in the two lists below.

Three things I know about resumes.

1. _____
2. _____
3. _____

Three things I need to know or learn about resumes.

1. _____
2. _____
3. _____

GENERAL TIPS FOR WRITING YOUR RESUME

- Write the resume yourself. If you do not, then give input to the writer. The resume should sound natural and reflect your contribution. Capture the reader’s attention from the beginning.
- Include only truthful statements on your resume. If some unnecessary information will hurt you, leave it off.



Content: Job Objective

- The statement of your job objective should be short but express what you can offer. Tie it into the job for which you are applying. Use a different job objective when applying for different jobs.
- Summary should be brief, if one is used, and should justify your job objective.

Content: Education & Related Items

- List highest attained level of education first. If you graduated with honors, include your G.P.A.
- If you are working toward a degree or diploma, say so, and provide projected date of graduation.
- Include any informal courses or training that are related to your objective.
- List any professional associations to which you belong.
- Include your military background if it is related to the job.

Content: Work Experience

- In a brief statement, summarize all work experience prior to the last ten years. Use year-to-year dates. If you have few work experiences, include part-time and summer jobs, volunteer work and internships.
- Express job performance in terms of results accomplished. Use action verbs to open each statement. Address problems faced and actions used to solve them.
- Include summer and part-time employment, and volunteer work if relevant.
- Do not include information on salary on your resume.
- Do not include reasons for leaving.

Content: Other

- Leave off personal information, such as height, weight, marital status, health, etc.
- Don't use unnecessary wording such as Resume of Qualifications, References Available Upon Request, etc.
- Brief reference quotations can be used.
- Do not use photographs.

Appearance of Resume

- Resume should be no more than two pages. One page is sufficient if you have only a few years of work experience.
- Include your name, address and phone number at the top of the resume.
- Allow ample white space for easy readability.
- A computer will give it a tailored look.

TYPES OF RESUMES

There are two basic types of resumes: chronological and functional. These resume styles can also be combined. A chronological resume provides a work history with dates of employment. You begin with your current employer and work back in time. A chronological resume is best if you are a student and have a limited work history. A functional resume emphasizes a variety of skills and experience without listing a detailed work history. It is beneficial to use a functional resume when you have gaps in your employment history and you want to avoid showing dates, you have had many different types of jobs or you want to highlight a wide variety of skills.

The functional format rarely lists dates of employment unless combined with a chronological approach. However, be aware that some employers will screen out resumes that do not list dates of employment.

STUDENT COMMENT

“I already had a general idea of how to fill out a job application and to write a resume, but this chapter helped me fine tune the detail. I learned how to appropriately write key words and certain things that it will determine whether or not an employer looks at your resume.”

—Amanda Houghton

We will be looking at some examples of resumes.

The following resumes are examples of (1) a chronological resume of someone who has limited work experience and is about to graduate from college, (2) a combination chronological and functional resume of a person with an extensive employment history. This example is being provided because many older workers and ex-employees are returning to school for diplomas and college degrees. If you are a student with few work experiences, this resume can be reviewed again in the

future when you need a model for developing a similar resume.

Example of chronological resume for a college student:

Marilyn Johnson

2205 West Modem
Austin, Texas 78722
(512) 480-1251

E-mail: mjohnson@yahoo.com

Objective: Full-time Customer Service Representative Position with management potential

Education: University of Texas, Austin, Texas Bachelors of Business Administration. Will graduate December 2010; GPA 3.5

Employment History: Merchants Bank, Austin, Texas Customer Service Representative (part-time) 9/07-Present

- Provide customer support to resolve potential and existing problems
- Survey customers regarding their needs and problems
- Arrange special events for customers to enhance their level of satisfaction
- Meet promptly with customers to address complaints

Rovington’s Clothing Store, Dallas, Texas Customer Service Representative (volunteer internship), summers 2006 and 2007

- Provided telephone support to customers, answered questions and addressed problems.

- Developed a computerized database of customers
- Notified customers of special discounts
- Resolved numerous customer complaints

Other Skills: Fluent in Spanish; experienced with Windows NT, XP Professional, spreadsheets and PowerPoint.

Awards and Honors: Will graduate Magna Cum Laude, received commendations and awards for outstanding customer service, elected and served as vice-president of College Marketing Students Association.

Example of combination chronological and functional resume for person with lots of work experience:

John Deering

P.O. Box 1250

Dallas, Texas

(214) 850-3125

E-mail: johndeering@gmail.com

- Objective:** Manager of Human Resource Development and Training Department
- Summary:** More than ten years of sales, training, public speaking and consulting experience.
- Author:** Wrote numerous published articles on the art of effective communication. One editor commented, "Your articles are inspiring, informative and thought-provoking."
- Developer:** Developed several comprehensive training seminars. Received excellent evaluations from training participants.
- Entrepreneur:** Started and built a successful training business which has grown by 25% per year for ten years.
- Sales:** Excelled in computer sales for a major computer company. Consistently in the top 10% of a sales force of over 300.
- Trainer:** Conducted numerous personal development seminars for major corporations: 99% of evaluations were rated as outstanding. Topics included team building, communication skills, leadership, and sales skills.
- Employment:** 2000–Present, Trainer and President
Deering Training, Inc. Dallas, Texas
1991–1999, Sales Representative
Apollo Computers, Palo Alto, California
- Awards:** Toastmasters regional contest winner in 1999. Number one salesperson in nation award, 1996. Rookie salesperson of the year, 1991.

Source: Developed by Raymond Gerson. Based on *Effective Job Search Strategies* by Raymond Gerson. Enrichment Enterprises.

KEYWORDS AND YOUR RESUME

Many companies use computers to scan resumes. The computer program is looking for certain keywords, usually knowledge and skills which are related to the job description. If these keywords are missing from your resume you may be screened out without a human being even seeing your resume. Always read the job description and then be truthful, but emphasize keywords or knowledge and skills in the job description on your resume. If you use a summary, that can be a good place to list a few keywords, but anywhere on your resume is fine.



PREPARING TO WRITE YOUR RESUME

ACTIVITY 5.3 Write a job objective below. This can be pretend for now. You can also combine an objective and brief summary by listing your objective followed by three bullet points under it to list your skills.

Objective: _____

Or

Objective: _____

- Bullet 1
- Bullet 2
- Bullet 3

ACTIVITY 5.4 List your education beginning with your most recent or present. Include either date or projected date of graduation. If you are in school and have limited work experiences write about your education before your employment history.

	Name of school	Degree or diploma	Date of graduation
1.	_____	_____	_____
2.	_____	_____	_____

ACTIVITY 5.5 Make a list of your work history and remember to include part-time and summer jobs if you have little full-time work experience. You can also include internships or voluntary assignments. For example, if you worked on your school paper or if you did fund-raising for your school these could be included. List your last three work experiences including the name of your employer, job title, and dates of employment.

	Name of company	Title	Dates
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

ACTIVITY 5.6 Next you will list what your responsibilities were for each of the above listed jobs and skills used. It is good to have a few bullet points that start with action verbs. For example, achieved, resolved, trained, produced, designed, interviewed, etc.

Example of a bullet point starting with an action verb and describing a skill from the college student's resume that you reviewed earlier:

- Developed a computerized database of customers

Now you try it for each of your jobs.

Responsibilities and skills:

Company #1

- Bullet point #1: _____
- Bullet point #2: _____
- Bullet point #3: _____

Also list bullet points for other jobs that you plan to list on your resume.

ACTIVITY 5.7 List any additional training, internships, or volunteer experience. Also include additional skills such as with computers, sign language, etc.

Additional training: _____

Other skills: _____

ACTIVITY 5.8 List any special awards, recognitions, or honors.

Awards and honors: _____



WRITING YOUR RESUME

Now you are ready to write your resume. A good way to begin is to fill in a **template resume (fill-in-the-blanks)** and there is one in the Appendix under “My Career Portfolio.”

ACTIVITY 5.9 Make a couple of copies of the template resume in the Appendix. Use the information you wrote in Activities 5.2 through 5.8 and hand write this information on your template. Then work with a classmate or partner and exchange your resumes. Help each other to improve them to your satisfaction. Then you are ready to type your resume and include it as part of your career portfolio. Be sure to keep your resume updated.

COVER LETTERS



Always make it a practice to send a cover letter to employers along with your resume. The cover letter introduces you and is written to create interest in reading your resume. It is best to send your resume and cover letter directly to the hiring authority if possible. Here is an example of a cover letter from Marilyn Johnson, the college student who wrote the chronological resume that you read earlier.

Example of Cover Letter

Marilyn Johnson

2205 West Modem

Austin, Texas 78722

(512) 480-1251

E-mail: mjohnson@yahoo.com

September 2, 2010

Ms. Sarah Myers
Customer Service Manager
XYZ Company
456 Boker Street
Dallas, Texas 81027

Dear Ms. Myers:

I have enclosed a copy of my resume in application for the position of Customer Service Representative/Assistant Manager.

I have more than three years experience working part-time as a customer service representative. Your position is appealing because it is full-time, is more challenging than my part-time position and includes assistant management and leadership responsibilities.

I will be receiving my BBA this December from the University of Texas, graduating Magna Cum Laude. My combination of leadership skills as vice-president of the College Marketing Student's Association, hands-on work experience, and education have prepared me for making an immediate contribution to XYZ Company. Additionally, my fluency in Spanish, strong computer skills, and experience resolving customer service problems will serve as strong assets for your company.

I would appreciate an opportunity to interview for the position. I will follow-up with a phone call in a few days to determine your interest in scheduling me for an interview. Thank you for your consideration.

Sincerely,
Marilyn Johnson

Notice how Marilyn was going to follow-up if she did not hear back from Ms. Myers. This is being proactive, rather than being reactive and sitting around waiting for something to happen.

ACTIVITY 5.10 Write a cover letter for the job objective on your resume. Exchange cover letters with a classmate or partner and review them. Make suggestions for improvement. **When you have improved your cover letter, type it on the computer, and add it to your career portfolio.**

JOB SEARCH STRATEGIES

You may or may not need some of the following job search strategies while you are in school, although they can come in handy even if you are just seeking a job to make ends meet. However, these strategies will be especially valuable when you graduate and begin looking for a professional career.



NETWORKING

When it comes to job hunting, nothing else is quite as effective as having contacts that are able to steer you in the right direction. You may not realize how large a network you have until you investigate. Often, you'll find that a contact you have knows someone else who can assist you.

Contact these people to assist you in your job search:

- Family members
- Teachers or professors
- School counselors
- Colleagues—past and present
- Past supervisors
- Professional acquaintances—accountants, ministers, stockbrokers, lawyers, real estate brokers, insurance agents, career counselors, doctors, dentists, salespeople, and consultants
- Club and professional organization members
- Church members
- Merchants with whom you do business
- Previous customers and clients
- Chamber of Commerce

The next three segments will detail how to conduct research into prospective employers in the field of work that interests you. As you read and do research keep these pointers in mind.

Criteria to Consider in Researching Companies:

- Type of industry
- Products and services
- Job functions and requirements
- Advancement potential
- Growth or decline of the company
- Location
- Size of the company
- Policies and management style
- Compensation/benefits

JOB SEARCH TECHNIQUE 1

1. Write down the names of everyone you know who has professional contacts (clergy, sales representatives, brokers, etc.).
2. Decide who you are willing to call from the list you have made. Ask them for names of professionals who work for companies you're interested in. Set a goal to obtain a minimum of 25 names.
3. Call these professionals, tell them who referred you, and describe what you would like to do. Ask each professional for the names of two people who work in your field of interest or similar fields.
4. Contact the people in these fields of interest for informational interviews. At this stage you are usually not talking with the hiring authority. You are gathering information by talking with someone who is doing a job that appeals to you.
5. After you are better informed about the job, then conduct informational interviews with employers who can hire you.
6. During the informational interviews, obtain the names of hiring authorities in your target fields who may have job openings; contact these people for job interviews.

JOB SEARCH TECHNIQUE 2

1. Go to the library, and identify at least 25 companies of interest from directories such as *Commerce and Industry Directory*, *Dun and Bradstreet's Million Dollar Directory*, *Standard and Poor's Register of Corporations*, *National Trade and Professional Associations* and *The American Almanac of Jobs and Salaries*.
2. Look through the Dictionary of Occupational Titles or O*Net to discover job descriptions that fit your field of interest. Identify the job you want and the skills and experience necessary to perform that job.

3. Contact the companies you've identified, and ask who the hiring authority is for your field of interest.
4. Contact these hiring authorities for job interviews.

EFFECTIVE AND INEFFECTIVE JOB SEARCH METHODS

When you get to know yourself as a first step and then research matching careers (as you have been doing) you will be better prepared for your job search than most of your competitors. Taking these steps, plus using some of the direct contact job search strategies covered in this chapter, has proven to be highly effective. Sending out resumes without follow-up, posting your resume online, answering want ads in the newspaper and using employment agencies are much less effective. It is not that you should not use all methods, but spend more time working on the strategies that work the best. Being referred to employers by people they know or contacting hiring authorities directly makes you proactive. Sending out resumes and waiting for someone to call you or hoping an employment agency will find you a great job puts you in a reactive or passive role. Take charge of your job search, treat it like a job itself and be willing to put in the hard work to get the job you want.

KEEPING RECORDS OF YOUR CONTACTS

When you are doing a job search or scheduling informational interviews it is important to keep a record of your telephone and in-person contacts. A form has been created which you can use called **“Marketing Information Form.”** You will find this form in your career portfolio in the Appendix.

THE LONG-DISTANCE JOB SEARCH

When you are ready to start your professional career you might need or want to consider geographical locations outside of where you are living at the time. Think about geographical locations that appeal to you including your current location.

ACTIVITY 5.11 List three geographical locations you would consider in order of location.

1. _____
2. _____
3. _____

ACTIVITY 5.12 Identify three reasons you chose these geographical locations.

1. _____
2. _____
3. _____

If you need to relocate for a job in the future here are some tips to help you. You may not need this information now, but it could come in handy later.

Seven Initial Steps Toward a Long-distance Job Search:

1. Select the geographical area and the destination city in which you want to live.
2. Know the type of work you are seeking so that you can conduct a focused search.
3. Identify the activities that can be accomplished only by visiting the destination area.
4. Identify activities that can be conducted from your present location.
5. Do as much research and preparation as possible in your present location (the ideal would be to begin preparing six months before moving).
6. Use as many available methods of contacting potential employers as you can: letter, telephone, fax, e-mail, and in person.
7. Accumulate a list of at least 50 potential employers to contact. (See the following list of methods for doing this task.)

Twenty Ways to Identify Potential Employers and Opportunities:

1. Contact the Chamber of Commerce in the destination city for a list of employers.
2. Conduct informational interviews with employees in your present location who work for companies which are located in your destination city. Ask the local employees for referrals for informational interviews.
3. Obtain a copy of the yellow pages in the city you are targeting.
4. Call employers in the destination city and request brochures, annual reports, and other printed materials containing company information.
5. Contact your high school and/or college alumni association(s) for a list of people who live in the destination area.
6. Subscribe to the newspaper in your destination city. Read the business section and the want ads for opportunities.
7. Subscribe to regional magazines which provide information on topics and people of interest in the destination area.
8. Attend seminars or conventions in the destination area (or other areas) with professionals in your career field of interest.
9. Read trade journals in your career field.
10. *Polk's* city directories at the library provide the same information as a telephone book; they can be used when you do not have access to the yellow pages in the destination city.

11. Join professional organizations in your field of interest. (See the Encyclopedia of Associations in the library for a list of various professional associations.)
12. If you belong to a church or synagogue, see if any members have contacts with churches or synagogues in your destination city. Your minister or rabbi may be a good referral source also.
13. Use family, friends, and other members of your network to identify people for informational interviews in the destination city.
14. Contact state employment agencies in the destination city.
15. Contact temporary and permanent private employment agencies in the destination city or local firms with offices in your destination area.
16. Some cities have a Governor's Job Bank (or other job bank) with job listings of state government and universities.
17. Contact county and state government offices in the destination area.
18. Use libraries and library career centers for information. Ask the research librarian for assistance.
19. Athletic clubs, YMCA, YWCA and community organizations may be a source of contacts.
20. University professors and past supervisors may be another referral source.

Online Job Search Strategies

- Use search engines to include searches for job banks, job listings, job sites and job opportunities listed by location and careers.
- Use keywords on your resume to highlight your skills.
- Use jibber/jobber to track resumes you have sent out and jobs for which you applied.
- Use social media sites such as LinkedIn, BeKnown (A professional social networking application for Facebook), Twitter and others.

Tips for Job Seekers Using Social Media Websites

- **LinkedIn** – Search the jobs section by keywords and location. Search for employer contacts. Search previous employers and schools and seek recommendations to be included in your profile. Create a profile, include keywords in your resume, connect and network and use the answer section to ask and answer questions.
- **Twitter** – Use Twitterchats (live conversations) and learn job search strategies from jobhuntchat, H Chat and Careerchat. Network, find job leads, show your expertise and follow employers of interest.

- **Twitter** – Use Twitterchats (live conversations) and learn job search strategies from jobhuntchat, H Chat and Careerchat. Network, find job leads, show your expertise and follow employers of interest.

SUMMARY OF MAIN POINTS IN CHAPTER 5

- ✍ The purpose of your job application and resume are to get you an interview and usually will be the first impression you make on the employer.
- ✍ If you mail your resume also send a cover letter with it.
- ✍ Networking and contacting people directly are more effective than sending out unsolicited resumes, posting resumes online, answering want ads and using employment agencies.
- ✍ When you are going to do a long-distance job search start early, do your homework and contact employers directly.

RESOURCES FOR RESUMES AND JOB SEARCHES

- ✍ For free resume templates – www.resumetemplates.org.
- ✍ Resume and cover letter examples – www.collegegrad.com.
- ✍ Monster.com – job search advice and many job search resources
- ✍ Indeed.com – searches multiple job sites at the same time.
- ✍ [Linkedin.com/jobs](https://www.linkedin.com/jobs) – search and research jobs and companies posted on LinkedIn.
- ✍ Vault.com – covers jobs in law, technology and finance. Has downloadable career guides.

In the next chapter you will learn how to communicate and answer questions well during a job interview. You will also learn questions that you can ask during a job interview and information about salary negotiation.

CHAPTER 6

EFFECTIVE STRATEGIES TO GET THE JOB YOU WANT: INTERVIEWING SKILLS

Chapter Objective: *To learn how to do well in job interviews. To learn how to answer questions, briefly communicate your talking points and make a good impression during the job interview. To learn some tips for negotiating salaries.*

The purpose of your job application, resume and cover letter were to get an opportunity to be interviewed for the job you want. This means you will need to continue to make a good impression. Be prepared to communicate and answer questions well. By asking relevant questions during the interview you can determine if this job and company are the right fit for you.

Multiple job interviews are often required for professional and higher level jobs. You will probably be competing with several other job candidates. The employer may narrow down the field to the top two or three candidates and then invite them to a final interview. Sometimes job candidates are asked to make a presentation or to demonstrate skills related to the job. The employer will then select the most desirable candidate and begin negotiating a job offer.

GENERAL TIPS FOR THE JOB INTERVIEW

- **Prepare.** Learn as much as possible about the company, its products, and/or services. If possible learn something about the interviewer. Research the job you are applying for and its responsibilities.
- **Be well groomed and dressed.** Understand the dress code in the field of work in which you are seeking a job.
- **Arrive a few minutes early.** Locate the company where you will interview. Don't be late. Be there a few minutes early, but not too early.
- **Be positive and enthusiastic.** Get a good night's rest and be "up" for the interview. Give the interviewer a firm handshake and a smile when you greet each other.
- **Be honest.** There may be information you don't want to share, but do not misrepresent yourself or the facts. Do not discuss personal problems, and avoid criticizing former or current employers.

- **Emphasize the contribution you can make.** Stress your qualifications, the skills you have that match the job criteria, and what you can offer in other ways. Communicate to your prospective employers the abilities you have that can solve their problems.
- **Write a thank-you note to the interviewer after the interview.** Express your appreciation for the interview, and restate your interest and the contribution you can make.

ACTIVITY 6.1 Name three mistakes you have made during past job interviews.

1. _____
2. _____
3. _____

ACTIVITY 6.2 What are three things you would do differently now?

1. _____
2. _____
3. _____

Now take a look at some commonly asked questions by job interviewers and some brief possible answers.

INTERVIEW QUESTIONS OFTEN ASKED, AND SUGGESTED ANSWERS



1. Tell me about yourself.

Find out what specific parts of your background are of interest. This is your chance to sell yourself. Present those aspects of your education and experience that make you a good match for the job. You can also come back with a question like, “Is there anything in particular you would like to know about me?”

2. What do you know about this company?

You should have already done your research on the company. State a few of the positive attributes of the company that impress you (e.g., industry trends, comparison to related companies, specific projects and/or needs of the company or department).

3. What are your strengths and weaknesses?

Emphasize two or three strengths that have helped you to succeed in other jobs. For example: “I am reliable and persevere when faced with a difficult task.” Always follow your general statement with a concrete example.

Any weaknesses that you mention should be positive ones. For example, you might say: “I tend to work longer hours than I should because of a strong work

ethic.” Always say what you’ve learned from this situation and also what you are doing to try to improve in that area.

4. What qualifications do you have for this job?

First try to find out what is most important to the interviewer. Find out what you will be responsible for accomplishing, and present yourself as a problem solver who can accomplish the goals of your job.

5. Why do you want to leave your present job?

Do not talk negatively about your boss or company. Your answer should reflect that the new company offers more challenge and a progressive use of your skills.

6. Why are you interested in this company?

This question is very similar to “What do you know about this company?” Give a few positive reasons based on your research of the company’s attributes. For example: “Your company is a leader in your industry, is highly competitive, and is also progressive.”

7. Where do you want to be a few years from now?

Find out what opportunities are available to you. If becoming a manager is a realistic goal and you aspire to be a manager, state this as an objective. If management is not a goal for you, let the interviewer know the type of contribution you would like to be making in a few years.

8. How well do you work under pressure?

Give a positive example of how you worked well under pressure in the past. Let the interviewer know that you can handle pressure situations.

9. Why should we hire you?

Tie your answer to the responsibilities of the job. Present qualifications that indicate your ability to solve job-related problems.

10. What are your salary expectations?

Tell the interviewer that the job and organization are most important, but that you would like to make as much as your experience can command. Then ask: “What did you have in mind?” Sometimes you can discover the salary range through research and informational interviewing. You want to avoid giving them a figure that is too high or too low. If you are eventually required to state a number, give a range.

11. How well do you work with others?

Let the interviewer know you can work alone and with others. If the job calls for you to work frequently with others, say that you are a team player. Give specific examples from your experience in paid jobs, classes or organizations.

12. What do you do in your spare time?

The interviewer may be trying to find out more about your lifestyle and how it will impact the job. Let the interviewer know you live a healthy, positive lifestyle which will not have a negative influence on your job. Say something about extracurricular activities, sports, hobbies, etc. (Don’t disclose too much.)

STUDENT COMMENT

“One of the major activities that helped me in this class was learning how to interview and be interviewed. This has always been a huge struggle for me. I learned how to overcome my anxiety and shyness about job interviews.”

—Sarah Nitchman

13. What were your biggest accomplishments in your last job?

Tell the interviewer about a few accomplishments, but give the impression that your greatest achievements are still to come.

14. What features of your last job did you like and dislike?

Try to tie in what you liked about other jobs with features that will be present in your new job.

15. What do you think of your last supervisor?

Think of something positive to say about your boss. Never criticize your current or former supervisor, or you may be perceived as someone who has difficulty getting along with others.

16. Can you take criticism?

Let the interviewer know that you can handle criticism without hurt feelings and that you appreciate and learn from constructive criticism.

17. What subjects did you like best in school?

The interviewer is probably probing to find out if there is a relationship between subjects you liked and the job responsibilities. If you're applying to be a journalist and loved math but hated English, the interviewer may wonder whether you are a good match for the job. Emphasize subjects that are related to the job for which you are applying.

18. What have you been doing during the periods that you were unemployed?

It's important to have a good reason for gaps in your job history. Let the interviewer know that you have been looking for a long-term career opportunity, not just any job. Emphasize the commitment you are willing to make and why you want to be part of this company.

19. How much work have you missed in the last year? What do you believe is an acceptable attendance record?

If you missed several days in a year, it is important to have a good reason and to make the point that this is not typical. Say you like to work, you are rarely ill and that it will be unusual for you to miss work.

20. Describe a tough, work-related problem you have faced.

Tell the interviewer how you typically approach a problem. Give an example of a problem and tell how you solved it.

21. How would you assess your past job progress?

The gist of your answer should be that you have continuously progressed. Give an example illustrating your progress, and let the interviewer know that you foresee greater accomplishments in the future.

22. What are your references like?

It is best to have letters of references from past employers. Express your belief that all of your past employers will give you good references.

23. What kinds of people are difficult for you to work with?

Emphasize your ability to get along well with others. You can say that people who are negative and who don't carry their part of the workload can be

annoying. You admire people who are positive and hard-working. (Be genuine with the answer.)

24. Why have you had so many short-term jobs?

If the jobs were a means to an end while working yourself through school, you have a good reason. You can also blame the changes on youth if appropriate. Emphasize the learning experience, the wide array of skills gained and your readiness for a long-term career opportunity such as this one.

25. Do you have any questions?

You should have a few good questions already prepared that will enable you to determine if you want this job.

ACTIVITY 6.3 After reviewing the questions and answers above get with a friend or classmate. Take turns practicing and interviewing each other. Choose to interview for a job which you know a lot about. Your partner should do the same. For this first practice session you can both look at the answers to these questions to help you, but try to put the answers into your own words. What you are doing is known as a mock job interview. Role playing is great practice and preparation for the real thing.

ACTIVITY 6.4 Make a copy and use the Interview Evaluation form below to provide feedback to your partner. You might add this after completion to your career portfolio.

JOB INTERVIEW EVALUATION FORM

Interviewee Name: _____ Date: _____

Interviewer Name: _____

Check each category that applies

Evaluation	Poor	Fair	Average	Good	Excellent
Body language					
Eye contact					
Job knowledge					
Job-related skills					
Communication skills					
Problem-solving skills					
Motivation					
Desire for the job					
Overall					

Talking Points

In an interview you want to do enough talking to get your points across and ask necessary questions. You don't want to overdo it. It is best to answer in sound bites which will

not take more than a couple of minutes. The ideal is about half the time you are talking and the other half you are listening.

It can help if you prepare ahead with some bulleted or talking points that you really want to express. Keep these brief and bring them into the conversation when they fit.

STUDENT COMMENT

“Both practicing job interviewing and doing informational interviews outside of class was awesome. I enjoyed finding out what people do and how much they make and what all is involved in their job. I think it gave me a lot of perspective on what kind of job I want to look for when I graduate. These interviews definitely helped me in making my decision for my major and degree.”

— *Tiffany Lavender*

It is best if these talking points are in your mind, rather than you looking at your notes. However, it is usually appropriate to take a few notes during the interview (but not many so you can maintain good eye contact) and you could have a few of them written on your notepad as reminders. It is good to have three to five talking points. Some of these will be answers to specific questions you are asked. Others can be brought in at the conclusion of the interview.

Here is an example. The interviewer says “Tell me about yourself.” See answer below.

- I enjoy challenges. For example, at my current job my boss asked for a volunteer to develop a major training program with a deadline of sixty days. I took on the challenge, completed it on time, and it was well received by our employees and management.

ACTIVITY 6.5 List three talking points that you want an interviewer to know about you.

1. _____

2. _____

3. _____



Now add these talking points to your career portfolio. There is a place for them in the Appendix in your portfolio section.

Now consider questions that you can ask during an interview. This is just to give you an idea of questions.

You will only use a few of these at most, and it is best to come up with your own questions to determine if the job is what you want. Many of these questions will not be needed until you are ready to interview for professional jobs.

QUESTIONS YOU CAN ASK DURING A FIRST INTERVIEW

You will usually be asked during a job interview whether you have any questions. This question is often asked near the end of an interview.



Ideally, you also will have had an opportunity to ask appropriate questions naturally throughout the interview.

It is considered appropriate for you to ask a few intelligent questions at the end of an interview when given the opportunity. Asking questions demonstrates your interest in the job and enables you to learn important information for presenting your qualifications. Your questions also can provide answers for determining whether the job and company are a good match for your skills, values and aspirations.

You can select a few of the following questions, or use them to trigger other questions you may prefer to ask an interviewer.

1. Have you had an opportunity to review my resume? Did it raise any questions that I can answer?

These are good opening or early questions. Do not assume the interviewer has read or remembers your resume.

2. Based on my research, I understand the role of this position to be (describe your understanding of the job). Is my perception of the role accurate? If not, ask for a brief job description. If so, ask for elaboration.

You should ask this question early, to determine which of your qualifications and strengths you should emphasize.

3. Is there anything else I can tell you about my qualifications?

This is an appropriate follow-up question after you have presented your qualifications for the job. You may learn which information the interviewer needs to answer his or her standard questions, i.e., “What qualifications do you have for this position?” or “Why should we hire you for this job?”

4. In your opinion, what are the attributes and skills of your most successful employees in the role for which I am applying?

This question implies that you are interested in being a success with this company. It can also provide you with information regarding the skills that are valued by the interviewer and also by the company as a whole.

5. Would you please describe what training your company provides during the first year? What opportunities are there for continued training and development after the first year?

This question indicates your level of interest in professional growth, and its answer will help you to determine the value this company places on training and development.

6. How will I receive feedback on my performance, and how often? What model or type of evaluation system is used?

Let the interviewer know that performance feedback is important to you because you value being successful with the company. Also, it is critical for you to know how your job performance will be measured.

7. What is the biggest challenge this company faces? Would I be able to play a role in meeting this challenge?

This inquiry will show you are interested in making a contribution. If you know the company’s greatest challenge, you can present yourself as a problem solver with the ability to make a positive impact.

8. What is the company’s primary mission?

STUDENT COMMENT

“The suggestions or answering common job interview questions was very helpful. I will definitely refer back to this chapter when I have my next job interview and will be better prepared than in the past.”

—Amanda Houghton

This question will help you to determine much about this company's values, philosophy and goals.

9. In your opinion, which of your company's goals are most important?

This inquiry solicits information regarding the company's direction and what it is trying to achieve. The answer may provide you with an opportunity to let the interviewer know how you can help the company to achieve its goals.

10. What do you like most about working for this company? What is your greatest frustration?

This question may provide you with some pros and cons of working for this company. It can also provide clues regarding what the interviewer values.

11. What is your philosophy regarding the employee's role in this company?

This question assists you in determining how company employees are perceived and valued.

12. What is the company's philosophy regarding its customers or clients?

A company that does not value its customers will not succeed in the long term. Also, not valuing their customers may provide a clue as to how well—or how badly—their employees are treated.

13. Who are some of the primary clients and fellow employees with whom I would be working?

There may be people you know who can recommend you highly to these company employees and customers.

14. What do you believe is unique about your company?

By asking this question, you may gather information about the company's special features. This information is useful when comparing different companies.

15. What is the company's main marketing strategy?

If the company's marketing strategies are not sound, it probably will not experience long-term success and growth.

16. To whom will I report? What is her/his (or your if this is the direct report) title? Who is his/her (or your) manager?

It is important to know who the hiring authority is and the role this person and his or her boss plays in the decision-making process.

17. What is your management style?

You are trying to learn more about this manager's expectations and method of supervising. Without this information, how will you know if you want to work for this manager? If you do go to work for this manager, it is important to know how you will be supervised and evaluated. (Is his/her style participative, autocratic, or what?)

18. Could you show me where this position fits into the organizational hierarchy?

You are asking for an overview or picture of the organization's positions, chain of command, and where you will be positioned in the hierarchy.

19. Is this position new, or was a job vacated?

It is valuable to know if this position exists due to increased business, a promotion, a resignation, a termination, or another reason.

20. What have been some of the best results achieved by others in this job?

You want to be perceived as results oriented, and you need to gather information about the achievements that this company or supervisor values.

21. What aspects of this job do you consider most crucial?

This is another question that can help you to determine what the interviewer considers to be the most important aspects of the job. You can then emphasize how you are qualified to contribute to these significant job responsibilities.

22. Is there a written job description for this position? If so, may I have a copy?

A job description may provide you with additional details about the position and responsibilities. The more information you have regarding the job, the more effectively you can present yourself.

23. How many people have held this job in the last five years?

You are attempting to determine the amount of turnover in this job and whether there are any problems.

24. May I talk with others who have held (or hold) this position?

Do not ask this question unless the interviewer indicates that you are a strong contender who will be invited for another interview. Otherwise, save this question for a second interview. Valuable information about the job, hiring authority and company can be gleaned from informational interviews with people who are in (or have been in) the job for which you are applying.

25. What are the travel requirements in this job?

Determine whether the amount of required travel fits in with your lifestyle.

26. May I check back with you on _____ date?

This may be an appropriate question at the end of an interview if the employer has not indicated when you will hear from him or her. Sometimes it is valuable for you to take responsibility for the follow-up contact if you are interested in the position.

27. I was wondering about the steps in the interview process. Could you tell me a little about the process?

This is an appropriate question near the end of an interview so that you know how many interviews will be conducted, what is the next step, and when you can expect to hear back from a company representative.

28. Would you give me some feedback regarding your perception of me as a candidate for this position?

You are probing to discover what the interviewer perceives as your strengths and weaknesses for the position and whether you are a strong contender. If you can bring out any reservations or hidden objections, they can be addressed. Once hidden objections or reservations are expressed, you have an opportunity to overcome them.

APPROPRIATE QUESTIONS FOR SECOND AND THIRD INTERVIEWS



The following questions are usually not appropriate to ask in a first interview. Some of these questions may be appropriate in a first interview if the interviewer lets you know that you are the one he or she wants to hire. You can select the following questions that appeal to you, or use them to develop questions that are more appropriate for your particular interview situation.

1. What is the pay range for this position?

If you know the range, you will be able to suggest a desired compensation plan. If you ask for too much, the company may not be able to afford you. If you ask for too little, the interviewer may wonder if you are qualified for this particular position and may question your sense of self-worth.

2. Do you think more pay could be justified due to my particular experience?

You are probing to find out if the interviewer is receptive or open to negotiation.

3. Based upon my qualifications, don't you think \$_____ a year would be reasonable?

Before asking this question it would be advantageous for you to know the range. Be sure you are worth what you are requesting, and be prepared to support it with additional information about past accomplishments.

4. Can you tell me about advancement potential in this company?

If growth potential is important to you, this is a question you will want to ask.

5. Were any previous employees in this position promoted?

This is another question to determine advancement potential within the company. It is also important to know why people have left this position.

6. Is there anything that you can share with me about others who are being considered for this position?

If you knew a little about the background of your competitors, you might be able to convince the interviewer that you are a better match for this position.

7. Would you share a little about your background?

Rapport, chemistry and common ground are important factors in the job selection and are usually easier to achieve when you know more about the interviewer.

8. Is there anything else you need to know about me to make a decision?

This question offers the interviewer an opportunity to discuss reservations or areas where more information is needed.

9. Could you tell me something about your company's benefit package?

Benefits are equivalent to additional salary. A benefit package—which may include insurance, profit sharing, special bonuses, vacation, retirement, etc.—has monetary value and should be considered when comparing the financial package offered by different companies.

10. What type of growth do you project for the company over the next five years?

The answer to this question may help you evaluate financial opportunity, company stability, and advancement potential.

11. How often do opportunities for raises occur in this position and within this company?

This question may help you to determine your financial potential with this company.

12. I appreciate your offer. I can let you know by _____ date. Will that work for you?

It is advisable to take a little time to consider whether you want to accept the offer, negotiate, or turn it down.

If you did not get the job:

13. Can you provide me with some feedback as to why I was not selected?

This information may help you in future interviews.

14. Are you aware of anyone else who might need someone with my qualifications?

It is possible that the employer knows someone within or outside of the company who is involved in a similar job search for someone with your qualifications.

15. Would you keep my resume on hand for consideration if you have other openings?

You are letting the interviewer know that you are still interested in the company and are receptive to working for him or her. People react to not being selected in different ways, sometimes negatively, so it is important to indicate your interest in future opportunities with this employer.

STUDENT COMMENT

“This chapter is very important. In fact, it is so important that you could spend weeks just on this topic of interviewing for a job. Interviewing can be intimidating, but first impressions are everything. So getting it right is necessary. Practice, practice, practice is what I always say and this chapter gives you a heads and leg up.”

—Stacie Wollam

Source: Developed by Raymond Gerson. Based on *Effective Job Search Strategies* by Raymond Gerson. Enrichment Enterprises, 1996.

ACTIVITY 6.6 Now get with another partner to do a mock interview. Evaluate each other and provide feedback as before using the Employment Interview Evaluation Form. This time do not look at the answers, and pretend it is a real job interview. Remember to use your talking points and to ask some good questions.





TIPS FOR NEGOTIATING SALARIES

- Research typical salary ranges for the job you will interview for and determine the average salary. (See resources at end of this chapter.)
- Research the company to determine their typical salary range for this job. If you conducted an informational interview with someone familiar with this company this is one good way to find out.
- Know the least you will accept.





- Only discuss salary when you know the employer wants to make you an offer.
- Try to get the employer to mention a salary range first. If you are asked how much you are wanting you can reply, “What salary range did you have in mind?”
- When you know their range, suggest a range where your minimum is slightly higher than their minimum and your maximum is also a little higher than their maximum. For example, if their range is \$35,000 to \$40,000, you might suggest \$36,000 to \$41,000. Ask for more if you can justify your worth, but consider the overall opportunity.
- Ask about benefits which are also worth money. The benefits should also be factored into your decision.
- Ask about promotions and raises.
- Do not accept an offer immediately. Ask for 24 hours to think it over. Do let the employer know you are interested in the job and appreciate the offer.
- When you accept an offer also get it in writing.
- If you decline an offer do it respectfully.

SUMMARY OF MAIN POINTS IN CHAPTER 6

-  The purpose of a job interview is to get the job if you determine that you want it.
-  Research, preparation and practicing mock interviews can help you to do well during the job interview.
-  Asking some good questions of your own during a job interview is important to determine if you want the job.
-  Before negotiating salary do your research and only discuss salary when you know the employer wants to make you an offer.

RESOURCES FOR JOB INTERVIEWING TIPS AND SALARY NEGOTIATION

-  Job interviewing information – www.jobinterviewquestions.org.
-  Salary negotiation – www.salary.com.

You now know much more about your capabilities, how to research careers that are a match and ways to get the job you want.






Your Name _____

POST-COURSE ASSESSMENT

Now take the Post-Course Assessment and compare your scores to the Pre-Course Assessment you took before you started Chapter 1.

This questionnaire is not a test. It is an opportunity for you to confirm what you now know and what topics you need to review further in this book. It will help you to see areas of career development you already know something about and other areas that you will need to learn. Please be honest where you see yourself now.

Read the statements below and give yourself points for each one. Use the point system below, and then add up your total points for each of the 6 topics. Then add up all of your points for an overall total score.

-  **5 Points** The statement is mostly or always true
-  **4 Points** The statement is often or frequently true
-  **3 Points** The statement is sometimes true
-  **2 Points** The statement is rarely true
-  **1 Point** The statement is never or almost never true

POST-COURSE ASSESSMENT

1. Talents and Skills

- A. ___ I can explain the difference between a talent and a skill.
- B. ___ I can identify and list at least five ways to discover my talents.
- C. ___ I can name and list my three best talents in order of importance.
- D. ___ I know and can list my strongest and favorite skills.
- E. ___ I have identified my three best personal traits and the three that need the most work and development.
- F. ___ I can list at least five of the most important skills employers want in their employees.

Total _____

2. Interests and Values

- A. I can name my three greatest interests and some careers that match my these interests.
- B. I have identified three or more needs in the world that I would love to fill and some careers that serve these needs.
- C. I have identified and can list my three most important values.
- D. I have identified my three favorite and least favorite working conditions.
- E. I can name several careers that match my interests, values, and personality type.
- F. I know my personality type and Holland Code according to John Holland's theory of personality type.

Total _____**3. Goals and Types of Intelligence**

- A. I have clear goals for what I want to accomplish in life and they are in writing.
- B. My goals have deadlines or dates of completion.
- C. I have short, medium, and long-term goals.
- D. I have clear goals in at least four categories: educational, career, financial and personal.
- E. I know several time management strategies and use them regularly.
- F. I know what are my strongest types of intelligence according to Howard Gardner's theory of Multiple Intelligences and I know how to use them.

Total _____**4. Career Research**

- A. I am familiar with O*Net and the State's Career Cluster Web sites and how to use them to research careers.
- B. I am familiar with the 16 career clusters developed by the U.S. Department of Labor, and I have identified three that interest me.
- C. I know how to find recommended plans of study for the career clusters that interest me.
- D. I have identified my work purpose and written a work purpose statement.
- E. I know what an informational interview is and how to conduct one.
- F. I know the top three careers that I want to explore further.

Total _____**5. Resumes and Job Search Strategies**

- A. I can list five or more trends and changes in the job market.
- B. I know what is most important when filling out a job application.

- C. I know how to create an excellent resume, and I have one completed that is up-to-date.
- D. I know how to write an excellent cover letter to send with a resume.
- E. I know several effective job search strategies and how to use them.
- F. I have identified several geographic locations where I will want to work and I know how to conduct a long-distance job search.

Total _____

6. Job Interviewing and Salary Negotiation

- A. I know typical questions that most employers ask during a job interview and how to answer them.
- B. I can list five or more tips for how to do well in a job interview.
- C. I have identified my past mistakes in job interviews and know how to correct them.
- D. I know what talking points are and I have a list of them to use for job interviews.
- E. I know questions that are appropriate to ask a first interview and in follow-up interviews.
- F. I know how to effectively negotiate a salary with an employer.

Total _____

Overall Total Score _____

How did your scores compare to the first time you answered these questions? This post-course assessment gives you one way to measure your progress and to see how much more you know about the topics in the book and what it takes to find, obtain, and maintain a successful and fulfilling career.

CONCLUSION

You have come a long way in a short time. You have learned much more about yourself and your special gifts and abilities. You have started exploring careers that are a good match for you and have learned how to get or create the job you want.

You can make good use of the information in this book/workbook now and other parts will come in handy when you start interviewing for your professional career. I wanted to give you a complete manual of everything you will need to discover and get the career and job you desire.

You have recorded in this book/workbook much valuable information about yourself and how to research and find a fulfilling career. Refer back to it when you need the information, keep building and updating your career portfolio, and by all means apply what you have learned.

I would love to hear how this book has benefited you. Also let me hear from you when you get your dream job. You can contact me at raymond@raymondgerson.com

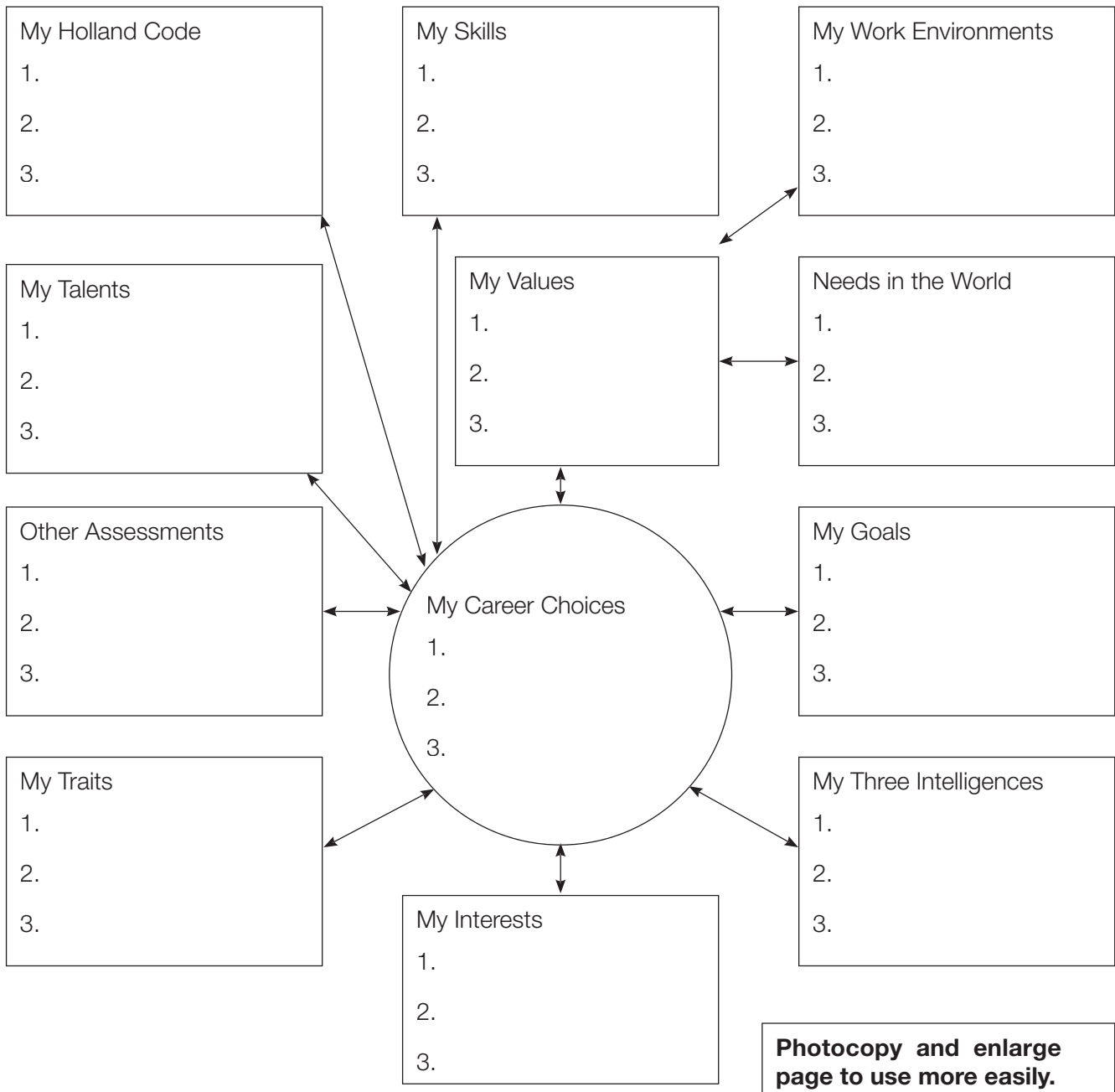
All of the best success and happiness to you in your career and on your life journey.

APPENDIX 1

CAREER PORTFOLIO

MIND MAP

Fill in the numbers below



JOB APPLICATION FORM

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

Personal Information:

First Name _____

Middle Name _____

Last Name _____

Street Address _____

City, State, Zip Code _____

Phone Number

() _____

Are you eligible to work in the United States?

Yes _____ No _____

Have you been convicted of or pleaded no contest to a felony within the last five years?

Yes _____ No _____

If yes, please explain _____

Position/Availability:

Position Applied For: _____

Days/Hours Available

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Hours Available: From _____ to _____

What date are you available to start work?

Education:

Name and address of school – Degree/Diploma – Graduation Date or projected date

Skills and Qualifications: Licenses, Skills, Training, Awards

Employment History:**Present or Last Position:**

Employer: _____

Address: _____

Supervisor: _____

Phone: _____

E-mail: _____

Position Title: _____

From: _____ To: _____

Responsibilities: _____

Salary: _____

Reason for Leaving: _____

Previous Position:

Employer: _____

Address: _____

Supervisor: _____

Phone: _____

E-mail: _____

Position Title: _____

From: _____ To: _____

Responsibilities: _____

Salary: _____

Reason for Leaving: _____

May we contact your present employer?

Yes _____ No _____

References:

Name/Title Address and Phone

I certify that the information contained in this application is true and complete.

I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature _____

Date _____

RESUME

Name:

Address:

City, state and zip:

Phone:

Email:

Objective:

Education:

Employer History:

Company and city:

Title:

Dates:

Responsibilities:

-
-
-

Company and city:

Title:

Dates:

Responsibilities:

-
-
-

Company and city:

Title:

Dates:

Responsibilities:

-
-
-

Additional training:

Other skills:

Awards and honors:

MARKETING INFORMATION FORM

Date of contact: _____

Company: _____

Title: _____

Address: _____

Phone number(s): () _____

Fax: () _____

E-mail: () _____

Highlights of discussion: _____

Additional information and referrals: _____

Follow-up action taken: _____

MY TALKING POINTS

1. _____

2. _____

3. _____

My work purpose statement is: _____

My mission statement is: _____

How I want to be remembered: _____

APPENDIX 2

STUDENT SUCCESS STORY BY AYA NOORALI

This is a success story by one of my former college students who was also a student of mine during her sophomore year at Reagan High School in Austin, Texas. Aya seemed so quiet and shy that I had no idea she would become such a great leader. Her accomplishments are remarkable as you will see when you read her success story. Aya gave me written permission to share her story.

—Raymond Gerson

GIVING THE COMMANDER A SALUTE

It all started my freshman year and first day of high school when my counselor asked me if I wanted to join the Air Force Junior Reserve Officer Corps training program. It had the word Air Force so that was enough for me to sign up. I did sign up and then met my two instructors. Lieutenant Colonel Temoney and Master Sargent Reyes, both retired members of the Air Force were serious and professional. They were nice to me, maybe because I was so shy and I turned red when they asked me my name. I was so nervous that for a second I actually forgot my name.

Both of the instructors walked me around the building. ROTC had its own area, large café, recreation center, two class rooms and two ware houses that only cadets were allowed to use. In ROTC we were no longer treated like students, we were cadets. ROTC was our Corps and our mission statement was to develop and become citizens of character dedicated to our country.

Reagan High School TX-011 AF JROTC program was the first ROTC program established in Texas high schools. They told us that this was the place where we would become leaders and professional and disciplined people. As cadets when attending class we were required to wear the Airman battle uniform. It was cool for me to see cadets in uniform. They looked serious and had their own way of acting, talking and walking. The officers especially had a look where they did not seem like people you wanted to mess with.

I spent my freshmen year being afraid of cadets who were officers and I tried to avoid them. In my second year I decided to get more involved and I joined the drill team. Being trained how to handle rifles, how to flip them and doing military movements was difficult. You need strong arms and quick reflexes. We had military folks come and train us on a regular basis. By my sophomore year I became drill team commander which required a loud, strong voice when giving commands and being able to correctly pronounce the commands. Practice and training and being dedicated to the program gets you to places you never thought you could reach.

We came early before school and stayed after school for hours. Everything was going great for me. I was well known among the cadets and it felt like family. We performed in many ceremonies, but unfortunately our school had to put down that team for financial reasons.

I got out of the ROTC program at that time because I enrolled in your college success class Mr. Gerson. After taking your eight week course I realized that ROTC was where I needed to be. I realized that I had the talent for ROTC and your class helped me to realize it.

I returned to the ROTC program in my junior year. My goal and intentions were very clear. I was determined to become an officer. After training and testing I earned my first officer rank and became cadet captain. I also had the title of Vice-Director of Operations and six officers worked under me. After some time the Director of Operations was released from duty for failing to follow instructions. I was promoted into that position and became cadet major. I was in charge of all operations and loved that ROTC was run by cadets.

Being Director of Operations was a huge responsibility and stressful. One of my duties was to keep the special teams on task. I made sure no team was put down again, managed financial papers and recruited, trained and worked with lots of new cadets.

Finally I entered my senior year of high school. Cadets voted to select the next TX-011 2013-2014 commanding officer. This is the number one and top cadet in the corps, the one who commands everyone. This is the highest position in ROTC, the big boss. And I won by 89% of the votes. Words can not describe how happy I felt and I knew that all of my hard work had paid off.

I was very popular in ROTC and even more as commander. I also was promoted to lieutenant colonel. I was well known around school and had a special looking uniform with lots of ribbons. Everyone knew I was the big boss and when I walked around on campus cadets would salute me as I passed by them.

I had one-on-one meetings with the high school principal about our program. I had many meetings in and out of school with students and cadets about our program. I also met numerous people from the Air force.

I had my own office and enormous responsibilities, but I never felt more confident. Every time I put on that uniform and saw cadets looking at me as their role model I would remember back to my freshmen year when I was so shy and nervous that I forgot my name when the officers asked me. I had changed, learned and grown so much.

The end of my senior year was sweet because the cadets gave me a surprise party to say goodbye since it was my time to graduate. On that day I received many awards from my instructors and school for the outstanding work that I had done for the AF JROTC program. I was proud of what I had accomplished. It is a wonderful experience that I will never forget.

By Aya Noorali

NOTES

CHAPTER 1

1. Johnson O'Connor Research Foundation at www.jocrf.org does aptitude testing in several different U.S. cities.
2. *Stand and Deliver* was a movie made in 1988 starring Edward James Olmos playing the role of Jaime Escalante.
3. Bolles, Richard. *What Color Is Your Parachute?* Ten Speed Press, 1970, 2011. Richard Bolles wrote about a process known as “The System of Motivated Abilities” which was devised by Bernard Haldane. Bolles got many of his ideas from John Crystal who was a former employee of Bernard Haldane.
4. Gerson, Raymond. *How to Create the Job You Want*. Enrichment Enterprises, 1996, 2007.
5. Boldt, Lawrence G. *Zen and the Art of Making a Living*. Penguin Group, 1991, p. 142. “The Skills Most Wanted by Employers” original source was Michigan University Placement Services. Permission was granted by Penguin Group to use it.

CHAPTER 2

1. Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. Jossey Bass, 2000, p.2.
2. Gerson, Raymond. *How to Create the Job You Want*. Enrichment Enterprises, 1996, 2007.
3. Gerson, Raymond. *Achieve College Success: Learn How in 20 Hours or Less*. Upbeat Press, 2009, p.85–85.
4. Holland, John. *Making Vocational Choices: A Theory of Careers*. Prentice-Hall, 1973, p.21–28. John Holland is the originator of the Six Personality Types theory.

CHAPTER 3

1. Sandburg, Carl. “Washington Monument by Night,” stanza 4. *The Complete Poems of Carl Sandburg*, rev. and expanded edition, p.282 (1970).
2. Sternberg, Robert. *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*. Plume, 1997, p.127–128.
3. Mauer, Robert. *One Small Step Can Change Your Life: The Kaizen Way*, Workman Publishing, 2004, p.21.
4. *Tao Te Ching* was written during the sixth century by a Chinese sage named Lao Tzu.
5. Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 1993. Gardner is the original source of Multiple Intelligences. He covered each of seven types of intelligence in Chapters 5–10, pages 237–276. He later came up with an eighth type of intelligence, “Naturalistic.”

CHAPTER 4

1. O*Net Online was created for the U.S. Department of Labor, Employment and Training Administration, by the National Center for O*Net Development.
2. Boldt, Lawrence. *Zen and the Art of Making a Living*. Penguin Group, 1991, p. 170–173. Excerpt reprinted with permission.
3. Job Shadow (jobshadow.com). Read interviews from different people as they talk about their jobs.

CHAPTER 5

1. Gerson, Raymond. *Effective Job Search Strategies*. Enrichment Enterprises, 1996, 2007.

CHAPTER 6

1. Gerson, Raymond. *Effective Job Search Strategies*. Enrichment Enterprises, 1996, 2007.

BIBLIOGRAPHY

1. Boldt, Laurence, G. *Zen and the Art of Making a Living*. Penguin: Arkana, 1991.
2. Bloom, Benjamin. *Taxonomy of Educational Objectives Handbook 1: Cognitive Domain*. Appendix p. 201-207. David McKay Company, Inc. 1956.
3. Bolles, Richard. *What Color Is Your Parachute?* Ten Speed Press, 1970, 2011.
4. Carnegie, Dale. *How to Win Friends and Influence People*. Pocket Books, 1970.
5. Elder, Linda and Richard Paul. *Analytical Thinking: How to Take Analytical Thinking Apart and What to Look for When You Do*. Foundation for Critical Thinking, 2007.
6. Franklin, Benjamin. *The Autobiography of Benjamin Franklin*. Dover Publication, 1996.
7. Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 1993.
8. Gerson, Raymond. *Achieve College Success: Learn How in 20 Hours or Less*. Upbeat Press, 2009.
9. Gerson, Raymond. *Create the Life You Want*. Inspirational Works, 2006.
10. Gerson, Raymond. *Effective Job Search Strategies*. Enrichment Enterprises, 1996.
11. Gerson, Raymond. *How to Create the Job You Want*. Enrichment Enterprises, 1996.
12. Gerson, Raymond. *The Greatest Opportunity: How to Make the Most of Yourself and Your Life*. Enrichment Enterprises, 1998.
13. Gerson, Raymond. *Reaching for a Dream*. Enrichment Enterprises, 1997.
14. Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 1993.
15. Daniel, Goleman. *Social Intelligence: The Revolutionary New Science of Human Relationships*, Bantam Books, 2006.
16. Holland, John. *Making Vocational Choices: A Theory of Careers*. Prentice-Hall, 1973.
17. Maltz, Maxwell. *Psycho-Cybernetics*. Pocket Books, 1969.
18. Palmer, Parker. *Let Your Life Speak: Listening for the Voice of Vocation*. Jossey-Bass, 2000.
19. Pink, Daniel H. *Drive: The Surprising Truth about What Motivates Us*. Riverhead Books, 2009.
20. Sternberg, Robert. *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*. Plume, 1997
21. Warren, Elizabeth and Amelia Warren Tyagi. *All Your Worth: The Ultimate Lifetime Money Plan*. Free Press 2006.

INDEX

A

Activities
 enjoyable, 2–4
 passionate, 6–7
Admiration, jobs, 5
Appearance, resume, 65
Application, job. *See* job application
Aptitude testing, 2
Artistic personality, 25
Attention, focused, 39

B

Baez, Joan, 22
Bodily-kinesthetic intelligence, 40
Brainstorming, 35
Buechner, Fred, 45

C

Calendar, use, 38
Calling of Life, 18
Career assessment tool, x
Career clusters, 45–48
Career exploration
 career clusters, 45–48
 career fields, serving, 51–54
 college major, selecting, 58–59
 course, 201–202
 coursework, 57
 informational interviewing, 56–57
 internships, 58
 job shadowing, 57
 labor market research, 55–56
 OSCAR, 48–49
 part-time employment, 58
 volunteer work, 58
 work purpose, 49–50
 work purpose statement, 54–55
Career fields, serving, 51–54
Career finding, 1–2
Career goals, 32–33
Career portfolio, 95–102, ix
 job application form, 96–98

 marketing information form, 100
 mind map, 95
 resume, 99
Chronological resume, 66–67
College major, selection, 58–59
Combined chronological and functional
 resume, 67
Consistent feedback, 4–5
Contacts, keeping records, 73
Conventional personality, 65
Counselors' guidelines, x–xi
Coursework, 57
Cover letters, 70–71

D

Dreams, 29

E

Education, content in resume, 65
Education goals, 32
Employers, potential, 74–75
Enjoyable activities, 2–4
Enterprising personality, 25
Evaluation form, interview, 81–82
Examples
 chronological resume, 66–67
 combined chronological and functional
 resume, 67
 cover letters, 70–71
 intelligence and careers, 43
 positive actions, 20–21
 skills exhibited, 9

F

Feedback, consistent, 4–5
Financial goals, 33–34
Focused attention, goal setting, 39

G

Game-winning shot, goal accomplishing,
 36–37

- Goals
 - career, 32–33
 - education, 32
 - financial, 33–34
 - going with heart and persistence, 36
 - identification, 35–36
 - personal, 34
 - types, 31
- Goal setting
 - focused attention, 39
 - game-winning shot, 36–37
 - going with heart and persistence, 36
 - intelligence discovery, 40
 - making difficult easy, 31
 - multiple intelligences, 40–44
 - steps, accomplishing, 30
 - success and balance, 32–34
 - time management, 38
 - tips, 35
 - types, 31
- Guidelines
 - for counselors, x–xi
 - for instructors, x–xi
 - for students, ix
- H**
- Hobbies, 16–17
- I**
- Informational interviewing, 56–57
- Instructors' guidelines, x–xi
- Intelligence discovery, 40
- Internships, 58
- Interpersonal intelligence, 40
- Interview, 77
 - evaluation form, 81–82
 - questions, first interview, 82–85
 - questions, second and third interview, 86–87
 - questions often asked, 78–81
 - tips, 77–78
- Intrapersonal intelligence, 40
- Investigative personality, 25
- J**
- Job application, 62
 - tips, filling out, 62–63
- Job application form, 96–98
- Job interview. *See* interview
- Job market, changes, 61–62
- Job objective, content in resume, 65
- Job satisfaction, importance, 12–13
- Job search strategies, 71
 - contacts, keeping records, 73
 - long-distance job search, 73–75
 - networking, 71
 - techniques, 72–73
- Job search techniques, 72–73
- Job shadowing, 57
- Johnson O'Connor Research Foundation, 1
- K**
- Keywords, and resume, 68
- L**
- Labor market research, 55–56
- Leisure activities, 16–17
- Life's calling, 18
- Logical-mathematical intelligence, 40
- Long-distance job search, 73–75
- M**
- Making difficult easy, 31
- Motivated skill, 8–10
- Multiple intelligences
 - questionnaire, 41–44
 - types, 40–41
- Musical intelligence, 40
- N**
- Naturalistic intelligence, 41
- Natural talent identification, 1–13
- Need identification, 19–23
- Networking, 71–72
- O**
- O*Net, 46, 47, 48, 55–56, 58–59, 72
- Occupation and Skill Computer-Assisted Researcher (OSCAR), 48–49
- OSCAR. *See* Occupation and Skill Computer-Assisted Researcher (OSCAR)
- P**
- Palmer, Parker, 18
- Part-time employment, 58
- Passionate activities, 6–7
- Personal goals, 34
- Personality types, 24–26
- Personal strengths, 11–12
- Personal traits. *See* personal strengths
- Positive actions, to solve problems, 20–21
- Positive qualities, 11
- Post-course assessments, 185–189, ix

Pre-course assessments, ix, xix–xxi
Prefixes, vocabulary building, 91–93
Problem identification, 19–23

Q

Questionnaire
 multiple intelligence, 41–44
Questions, during interview
 first interview, 82–85
 often asked by employer, 78–81
 second and third interview, 86–87

R

Realistic personality, 24
Resources
 skill identification, 13
Resume, 63–71
 appearance, 65
 content, 65
 cover letter, 70–71
 keywords, 68
 preparing to write, 68–69
 tips, writing, 64–65
 types, 66–67
 writing, 70

S

Salary negotiation, 87–88
Self-reflection activities, x
Skills
 identification, 1–13
 motivated skills, determination, 8–10
 types, 7–8
 wanted by employers, 12
Social media, for job search, 75
Social personality, 25
Special knowledge, 17–19
Steps, goal accomplishing, 30

Sternberg, Robert, 29
Strengths *vs.* weaknesses, 10
Student comments, xvii
Students' guidelines, ix
Subjects of interest, 17–19
Success and balance, creating, 32–34
Successful intelligence, 29

T

Talent finding. *See* aptitude testing
Time management, goal setting, 38
Time wasters, identifying, 38
Tips
 college major selection, 58
 goal setting, 35
 interview, 77–78
 job application, 62–63
 resume writing, 64–65
 salary negotiation, 87–88
True vocation, 22–23
Tzu, Lao, 30–31

V

Value identification, 23–24
Verbal intelligence, 40
Visual-spatial intelligence, 40
Volunteer work, 58

W

Work environment, 24–25
Work experience, content in resume, 65
Working conditions, 25–26
Work purpose
 career, and, 49–50
 discovering, 50–51
 field of interest, 51–54
 statement, 54–55

Other books by Raymond Gerson
(Available at www.successforstudents.com)

Achieve College Success: Learn How in 20 Hours or Less (available at www.upbeatpress.com)

Learn strategies to be a successful student in high school and college. You will learn how to achieve your goals, ways that you are intelligent, how to manage your time well, study strategies, test taking and memory skills, careers that are right for you and ideas for creating the life you want and making a positive difference.

Available at amazon.com

Create the Life You Want

Create the life you have imagined. Attract and live your dreams. You will gain insights for creating a fulfilling career, attracting the love of your life, finding a great purpose, and making a positive difference.

How to Create the Job You Want

Create your dream career and make it happen. This book will provide you with ideas for discovering your skills and talents. Learn how to use those discoveries to create a fulfilling job even where one did not previously exist. Develop a job or business that utilizes your natural talents.

Effective Job Search Strategies

This book contains a variety of elements for a successful job search. It includes tips on writing a resume, interviewing for a job, questions to ask during an interview, and networking strategies. A complementary resource for *How to Create the Job You Want*.

Reaching for a Dream

This is an inspirational novel which reflects our journey to overcome obstacles to our potential. It will be easy for you to identify with the main character in this uplifting novel as he endeavors to transform his dreams into reality. You will gain motivation and ideas for fulfilling your own hopes and dreams.

The Greatest Opportunity

Discover treasures within yourself. This is a non-fiction book which contains inspirational ideas for inner growth and personal transformation. The purpose of the book is to provide you with motivational and practical ideas for making the best use of your life.

My free career ebook download is available at
<https://www.raymondgerson.com> or <https://www.upbetpress.com>.

Discover and Find Your Dream Career

Want to have a career you will love and do well? This book can help! Discover your potential, a career that matches you and learn how to get the job you want.

Here is professional guidance to help you:

- Identify your talents and skills
- Determine your interests, values and personality type
- Turn your dreams into goals and make them happen
- Research, explore and find careers that are a match for you
- Write a great resume and learn how to search and interview for a job



“Professor Gerson’s book, *Achieve Career Success*, is extremely helpful in everything from identifying the talents I was born with, to how I want to live my life, to how I want to be remembered after I’m gone.”

Sarah Grizzard

“I gained so much understanding about how to use the book. This is an awesome book and will be used at our school. I love it!”

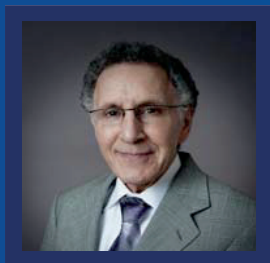
Sandra Y. Williams, Career Portal Teacher, Pine Trees Middle School

“I like all the different strategies presented to help students discover their skills, talents and interests. Each step helps them to delve deeper! Most students need a great deal of assistance discovering the career that suits their aptitude and interests and these instruments and suggestions are valuable in this regard. I think every student could use this book and course in high school and as a freshman in college. Let’s make it a state requirement on both levels.”

Lauralee Boudreau, CTE Counselor, Tyler ISD

“I like how the book focuses on finding a path for each individual and basically links their strengths and interest into a career path.”

Selena Garcia, Career and Technology Teacher, Judson ISD



Raymond Gerson has 45 years’ experience providing career guidance to others. For the past several years he has been teaching college career planning and college transition courses for Austin Community College. He wrote *Achieve Career Success: Discover and Get the Job You Want* to help you find a career you love and do well.



upbeatpress.com