

College of the Canyons

# Counseling 110

Career and Life Planning



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Created by Graciela Martinez and Elizabeth Shaker

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## **Important Information about This Book**

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## Welcome to Counseling 110 – Career & Life Planning!

We are excited you have decided to take time to invest in your future. Career and life planning is a lifetime process and this course is designed to equip you with the tools necessary to navigate each step of the way. This course is divided into six units to guide you through the career exploration and planning process.

### Unit 1: Getting Started: Creating Your Career & Life Planning Vision

Introduces the career exploration and planning process and highlights important success factors such as mental outlook, self-confidence and the power of positive thinking as you develop your personal vision.

### Unit 2: Engaging in Self-Exploration

Valuable career assessments will be administered and interpreted to help identify core values, personality preferences, interests, skills, abilities and character strengths.

### Unit 3: Conducting Career Research

Research techniques and tools for exploring the world of work, current job market trends, and online resources for career information will be covered.

### Unit 4: Decision Making and Goal Setting

Steps involved in the decision making process will be explored while identifying obstacles and challenges faced when making decisions. Goal Setting and educational planning tools will be introduced to help identify next steps and develop a personalized educational plan.

### Unit 5: Developing your Self-Marketing Campaign

The job search process, networking, resume and cover letter writing and interviewing techniques will be addressed to help create a strong marketing campaign.

### Unit 6: Turning your Career and Life Planning Vision into Reality

Creating a personal career vision statement and action plan is the focus of this unit. Staying motivated and determined to making the vision a reality.

The purpose of this course is to help you gain a better understanding of yourself, the world of work, and where you fit best. We hope you enjoy the process. Let's get started!



## Unit 1

### Getting Started: Creating Your Career & Life Planning Vision

#### Unit 1 Learning Objectives

- Apply the career exploration and planning process.
- Differentiate between a job and a career.
- Identify and apply important factors related to mindset such as a positive mental outlook, self-confidence and the power of positive thinking.
- Formulate your personal and career vision.

### A Journey Begins...

*"If you don't know where you are going, you might wind up someplace else."*

*Yogi Berra*

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

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

- You will likely be employed by many organizations in your lifetime. The idea of working for a single employer is no longer the rule but rather the exception. In fact, the U.S. Department of Labor found that on average, people hold close to eleven jobs between the ages of eighteen and forty-two. This trend means today's graduates need to be very flexible in their career plans and that they should make an effort to identify and develop transferable skills in order to navigate the changing employment market.
- Five years from now, you may be working in a job that does not even exist in the present. As new technology accelerates and national and global priorities (such as going green or national security) take on a new sense of urgency, new needs are identified and new jobs will be created to fill those needs. Think about this: five years ago, a search engine optimization (SEO) specialist



was a job in only a handful of Web-centric companies. With the meteoric growth of Google, SEO is now a common role in just many marketing departments—and a job in relatively high demand. In the same way, the aging population has created new opportunities in elder care, the events of 9/11 has created a whole new category of jobs in homeland security, and new discoveries and approaches in science have created fields like biotechnology and nanotechnology. Today's students and job hunters must become lifetime learners to keep up with new trends.

- The physical location of a job is no longer as important as it once was. Other than jobs that require you to serve customers in a specific location or region or jobs that require specialized equipment (as in manufacturing facilities), companies increasingly have off-site employees who stay connected via the Internet. This means that students and job hunters should be able to demonstrate the ability to work independently and produce results without consistent, direct personal supervision.
- The growth of job posting sites online has created a glut of applicants for most posted positions. You have access to millions of job opportunities via the Web, but so do hundreds or thousands of other job seekers. Each employer must cull through hundreds of resumes received for each job posted on the Web. Strategies for standing out in this crowded field become very important.

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

### 1.1 Overview of Career & Life Planning

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

[\[1\]](#) U.S. Bureau of Labor Statistics, *U.S. Department of Labor: Standard Occupational Classification User Guide 2010*, [http://www.bls.gov/soc/soc\\_2010\\_user\\_guide.pdf](http://www.bls.gov/soc/soc_2010_user_guide.pdf) (accessed July 13, 2010).



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

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

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

**Phase 2: What's Out There?**

Phase 2 involves doing career research which will be addressed in Unit 3. Once you have taken time to research yourself and gain a stronger understanding of who you are, you can begin to explore what types of careers might be best suited to you. This phase involves online research, talking to professionals in the field and gaining hands on exposure through volunteer work or internship experience.

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

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





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

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

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

It may seem odd to be thinking about life after school if you are just getting started. But you will soon be making decisions about your future, and regardless of the direction you may choose, there is a lot you can do while still in college. You will need to focus your studies by choosing a major. You should find opportunities to explore the careers that interest you. You can ensure that you are building the right kind of experience on which to base a successful career. These steps will make your dreams come to life and make them achievable. In Unit 4, you will be introduced to the educational planning process. You will take time to learn about the career certificate programs, associate degree and transfer programs at COC and gain a good understanding of what program you'd like to pursue while developing your comprehensive student educational plan.

Keep in mind that deciding on and pursuing a career is an ongoing process. The more you learn about yourself and the career options that best suit you, the more you will need to fine-tune your career plan. Don't be afraid to consider new ideas, but don't make changes without careful consideration. Career planning is exciting: learning about yourself and about career opportunities, and considering the factors that can affect your decision, should be a core part of your thoughts while in college.



## 1.2 Job vs. Career

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

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

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

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

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

## 1.3 Setting Yourself Up for Career Success:

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



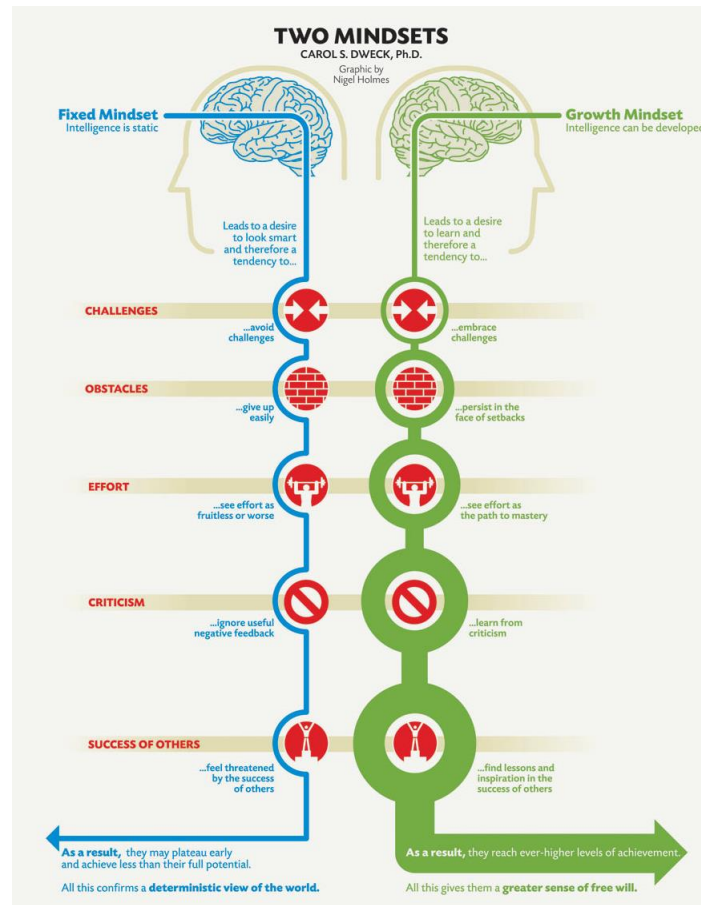
### 1.3a Setting a Growth Mindset

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

*"In one world- the world of fixed traits- success is about proving you're smart or talented. Validating yourself. In the other - the world of changing qualities- it is about stretching yourself to learn something new. Developing yourself. Losing a tournament. Getting fired. Getting rejected. It means you are not smart or talented. In the other world, failure is about not growing. Not reaching for things you value. It means you are not fulfilling your potential. In one world, effort is a bad thing. It's, like failure, means you are not smart or talented. If you were, you would not need effort. In the other world, effort is what makes you smart or talented."* (Dweck 15-16)

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





*"Two Mindsets" by Ivan Staroversky is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)*

Your mindset can play an important role in your career and life planning process. As you prepare to answer the question, "Who Am I?" in Unit 2, we ask you to keep a growth mindset.

### 1.3b Affirmations

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





### 1.3c Building Self-Confidence

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

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

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

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

- A desire to do well - internal motivation
- Commitment - making the assignment a priority and taking time to work on it
- Research Skills -using resources to collect the information needed to write the paper
- Time-management - taking time to write and revise the paper

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

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

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



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

### 1.3d COC Student Resources

As you prepare for career success it is also important to take time to acquaint yourself with the services on campus to help you be a successful student. There are many resources on campus to help you pursue your academic and career goals at College of the Canyons. Familiarize yourself with the student support services and identify those you can benefit from. Click here [Campus Resources & Support Services](#) for a list of campus resources. Don't be afraid to ask for help!

So far, we have addressed several important factors to get you started on your career journey. Practicing a growth mindset, affirmations and building self-confidence will help guide you through the process of creating your career and life planning vision.

### 1.4 Your Vision:

Where do you see yourself in the next 10, 15, 20 plus years? What career path do you want to pursue? Each person in this class has their own thoughts and ideas about their future. Some may be very clear while others may be very fuzzy and some may be somewhere in between. Regardless of the level of clarity you have at this time, take a moment to visualize where you see yourself in the next 10, to 20 years. What will your ideal career look like? Start thinking about what kind of work will be meaningful to you and allow you to feel a sense of accomplishment at the end of the day? What level of responsibility do you plan to hold? What type of work environment will energize you and give you a sense purpose? As you begin Unit 2 with Self-Exploration begin painting the picture of your career vision in your mind. Before the end of the semester your mental image will be drafted into a career vision statement.

Career Vision statements are very powerful and meaningful when paired with career exploration. Creating a vision statement may take several attempts and rewrites until you identify with your career vision statement. Below are a couple of examples of career vision statements to help you brainstorm. You will have an opportunity to draft your personal career vision statement in Unit 6.



**Career Vision Statement Sample #1:**

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

**Career Vision Statement Sample #2:**

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

<https://www.livecareer.com/quintessential/vision-statement-samples>

## 1.5 Unit Summary

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

- Applied the career exploration and planning process.
- Differentiated between a job and a career.
- Identified and applied important factors related to mindset such as a positive mental outlook, self-confidence and the power of positive thinking.
- Formulated your personal and career vision.

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

Studies have shown individuals who are in careers that line up with their values, strengths, personality, interests, skills, and abilities tend to be more satisfied in their careers than those that do not. In the next unit you will complete a series of different career assessments to help you gain a better understanding of yourself and the world of work so you can make more informed choices as you create your career and life planning vision. The next Unit will address the first phase of the career and life planning process: Phase I – “Who Am I?”





## Unit 2: Engaging in Self-Exploration

### Unit 2 Learning Objectives

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

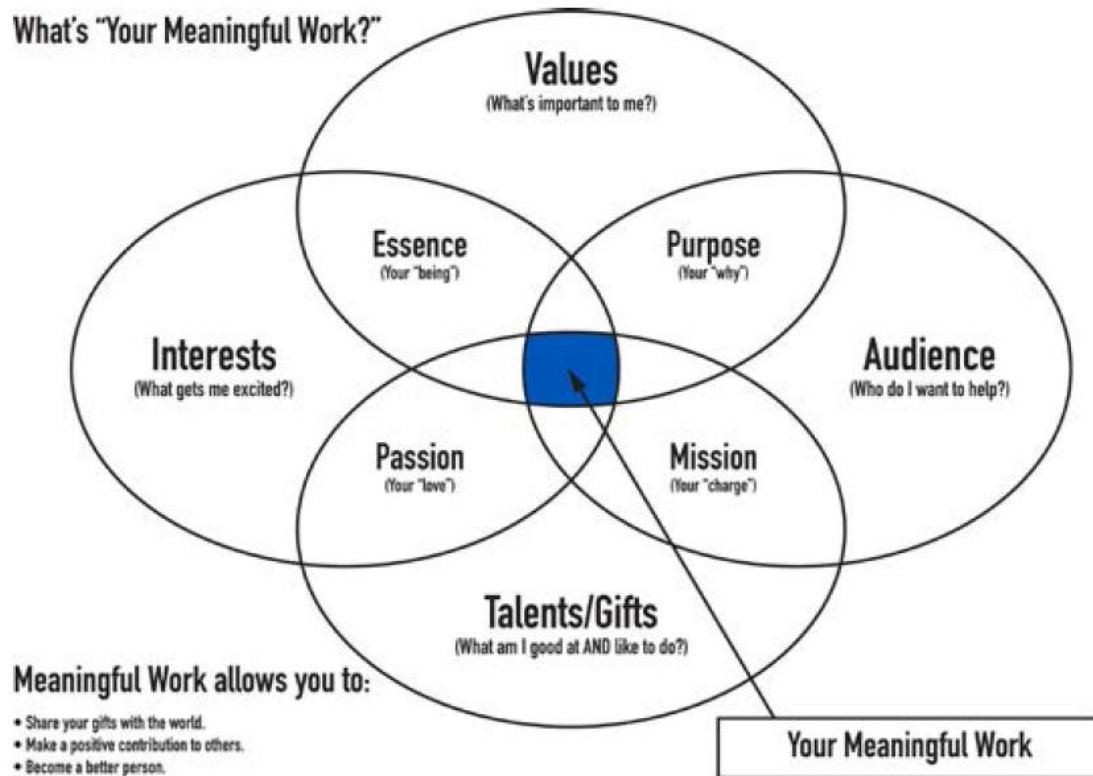
If you do not know yourself, how can you possibly know what you want to do for a career? In this unit you will be taking several career assessments to better understand yourself and make more informed choices when it comes to researching your career options. These assessments will help pinpoint your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

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

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

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





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No assessment can possibly know more about you than you know about yourself. You are your own expert, however, these career assessments will help give you a frame of reference. They will help you make connections to your past experiences and help you apply them to your future career goals. Be sure to keep an open mind throughout this process. Ask questions and explore areas of uncertainty. You only know what you know, and the more time and energy you invest in self-exploration, the more informed you will be as you make decisions that impact your future career goals. This journey can be fun and exciting and at times a bit overwhelming, however the more you put into it, the more you will gain!



## GETTING STARTED WITH CAREERS ASSESSMENTS

### 2.1 Values

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

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

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

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

<https://www.onetonline.org/explore/workvalues/Achievement/>

### Browse by O\*NET Data

O\*NET Data descriptors are categories of occupational information collected and available for O\*NET-SOC occupations. Each descriptor contains more specific elements with data ratings.

Work Values

#### Work Values

Global aspects of work that are important to a person's satisfaction.

**Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

**Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

**Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.

**Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.

**Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

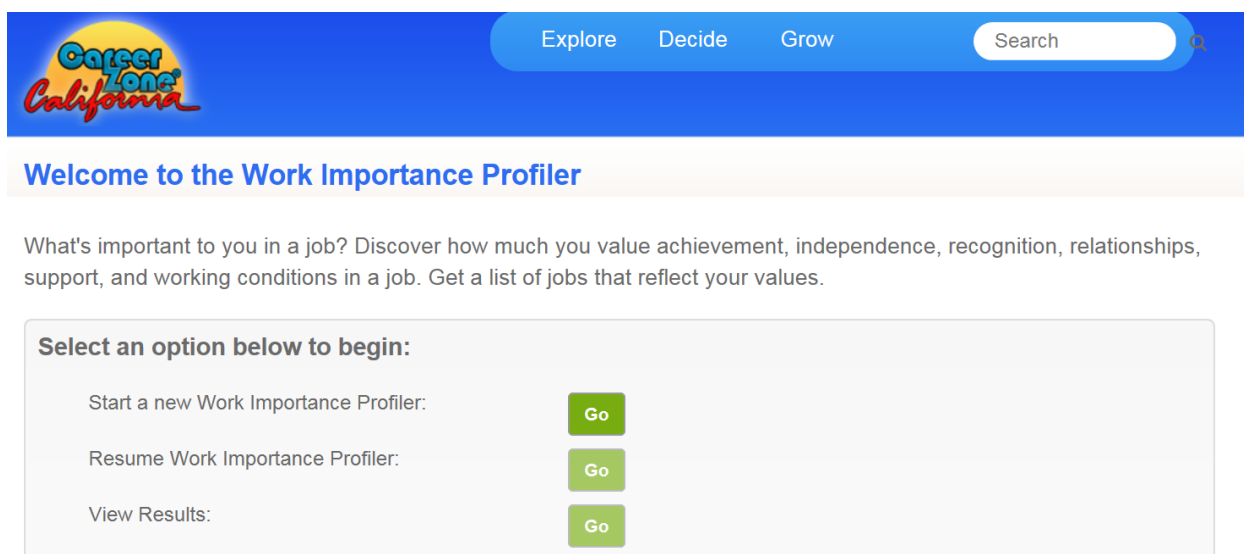
**Working Conditions** — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.



[https://www.onetonline.org/find/descriptor/browse/Work Values/](https://www.onetonline.org/find/descriptor/browse/Work%20Values/)

You will have an opportunity to complete a values assessment in class through the values card sort activity, an online values assessment and/or the Kuder Journey assessment to allow you to gain a better understanding of your work values. Your instructor will provide you with more information on the specific assessment you will be using in class.

The [California Career Zone](https://www.cacareerzone.org/) also includes a “Work Importance Profiler” to help you determine what values are important to you and how they line up with different careers. To complete the Work Importance Profiler go to <https://www.cacareerzone.org/wip/> to assess your work values. Below is a screenshot.



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

## 2.2. VIA Character Strengths

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

During counseling appointments with undeclared students, the counselor will generally start by asking if the student has any career ideas in mind. We oftentimes get responses such as, “Well, definitely nothing related to math and science, those are not my strong areas.” It is important to recognize our weaknesses; however, we do not want to neglect our strengths. The VIA



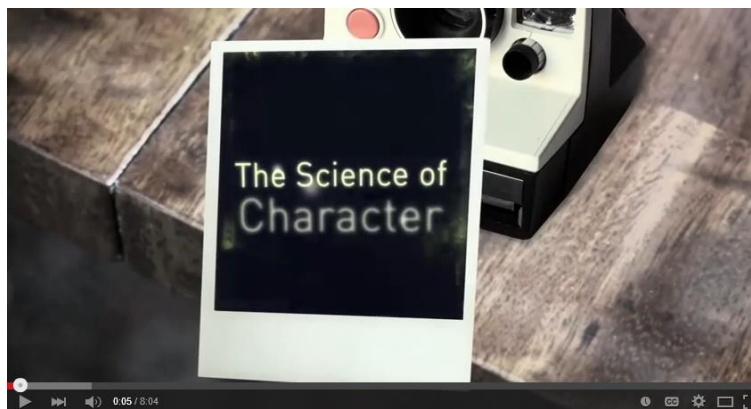
Institute on Character has developed a FREE VIA Survey Character Strengths assessment you will complete. This assessment will rank your character strengths, which you can use to help explore career options, problem solve, improve relationships and enhance your overall well-being.

### **The VIA Institute on Character**

The mission statement of the Via Institute on Character states:

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

An introduction to the VIA Character Strengths can be found here:



<https://www.youtube.com/watch?v=BdQRECe37K0&feature=youtu.be>

Your instructor will share more information about the Free VIA Survey and assignment. Keep your character strengths in mind as you research career options in unit 3. Learn to put your strengths to work for you.

### **2.3 Myers-Briggs Type Indicator (MBTI)**

The Myers-Briggs Type Indicator (MBTI) is a personality assessment that was developed by Katherine Briggs and her daughter Isabel Briggs Myers based on the framework of personality theory by Carl C. Jung. The MBTI is a personality assessment that measures the psychological preferences that influence how people perceive the world and make decisions. This assessment is widely used across the world and has been translated into two dozen plus



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languages. Many companies use the MBTI with their staff to help employees learn more about themselves and how they can strengthen their department team efforts and increase overall productivity for the company. Many colleges and universities use the MBTI to help with career exploration.

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

Extraversion <b>E</b>	Sensing <b>S</b>	Thinking <b>T</b>	Judging <b>J</b>
Introversion <b>I</b>	Intuition <b>N</b>	Feeling <b>F</b>	Perceiving <b>P</b>

There are four areas that are assessed:

1. Where you focus your attention
2. The way you take in information
3. The way you make decisions
4. How you deal with the outer world

E	I
S	N
T	F
J	P

These four preferences make up your type, which results in 16 rich, complex, highly differentiated whole types. You will have an opportunity in class to self-identify your preferences and this will be your ***self-estimated type***. Your instructor will give you more information on taking the MBTI personality assessment.

Once the assessment is completed, your instructor will generate a career report and distribute your results to you. The results of this assessment will be your ***reported type***. After learning more about the MBTI and reviewing your *self-estimated type* and your *reported type*, you will confirm your ***“Best-fit” type***. This will be addressed in more detail in class.

The chart below is a summary of the four dichotomies and the 16 different types. Remember each type is unique and presents its own strengths and challenges. No one type is better than the other. Any type can do anything if motivated!





# What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type. For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

## 1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer  
**E**  
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer  
**I**  
Introversion

## 2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer  
**S**  
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer  
**N**  
Intuition

**ISTJ**  
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

**ISFJ**  
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

**INFJ**  
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

**INTJ**  
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

**ISTP**  
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

**ISFP**  
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

**INFP**  
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

**INTP**  
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

**ESTP**  
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

**ESFP**  
Playful, enthusiastic, friendly, spontaneous, flexible, flexible. Have strong common sense, enjoy helping people in tangible ways.

**ENFP**  
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

**ENTP**  
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

**ESTJ**  
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

**ESFJ**  
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

**ENFJ**  
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communication who value connection with people.

**ENTJ**  
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

## 3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer  
**T**  
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer  
**F**  
Feeling

## 4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer  
**J**  
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer  
**P**  
Perceiving

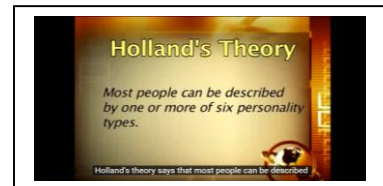
*"What's Your Personality Type" by Jake Beech is under a CC-BY 3.0*

Your instructor will generate your career report based on your responses. The career report will help you:

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

## 2.4 John Holland's classifications of work environments

Video Transcript: RIASEC at Work Matching Your Personality to Career <http://www.allreadable.com/ef2bEygd>



(Transcript) Work, it's a hard fact of life. Sometimes just finding work we enjoy and are good at is challenge enough.

<https://www.youtube.com/watch?v=N3vjopNT>



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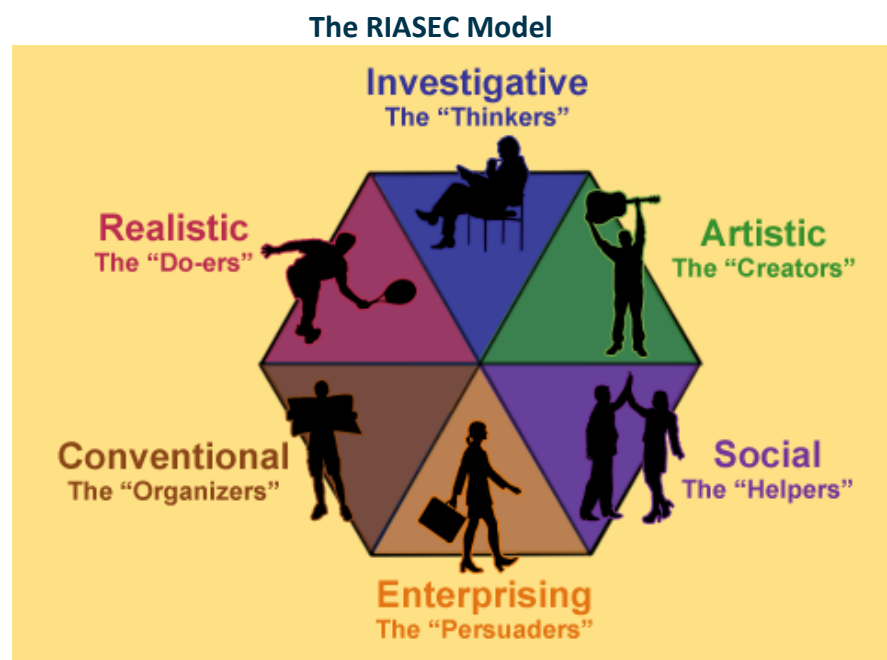
Some people spend their entire life searching for the right job. Many don't know where to even start looking. In the United States alone, there are more than a hundred and fifty million people working thousands of different kinds of jobs. From accountants to athletes. From dancers to dentists. From teachers to top executives. Every job requires its own set of skills and comes with its own rigors and rewards. And just as not everybody is right for every job, not every job is right for everybody. In fact, your personality, those characteristics, traits and preferences that make you who you are, is a major factor in determining which occupations are right for you. People who follow career paths that match their personalities are more likely to be both satisfied and successful with those careers. This video will introduce you to one of the best ways to find work that fits with your personality. It's called the RIASEC personality theory and it is a time-tested tool for exploring and deciding on a career that's right for you. You'll learn how the tasks and work environments of jobs match with personality types and even learn which jobs tend to be a better fit for each type. Along the way, you may discover careers that match your own interests, perhaps leading to greater career satisfaction down the road. So, let's get started. In the 1950s, renowned psychologist John L. Holland developed a theory and a process that helped individuals match their work interests, otherwise known as their vocational personalities, to their preferred work environments. Holland's theory says that most people can be described by one or more of six personality types: realistic, investigative, artistic, social, enterprising and conventional. People who share the same personality type tend to group together and create work environments with shared values. What does this mean? In short, people who work in an environment that is a good fit for their personality type and with people who share their interests and personality traits are more likely to find satisfaction and success in their career. What Holland did was to give us a way to view the world of work from forty thousand feet, plus a quick way to take stock of our abilities and preferences so we can really understand where we fit in best. If you were to consider all the hundreds of possible career choices, you might be overwhelmed by the task of narrowing down your options. The Holland personality types simplify this process by helping you to make a quick first cut. The terms that Holland invented for personality types may be a little puzzling when you first encounter them. What do you mean, I'm not realistic? But once you learn what they mean, you'll find they provide real insights into yourself and your career choices. But which personality type or types best describe you? Are you the kind of person who likes to help others? Are you a risk taker who is always looking for a new business opportunity? Do you prefer to work with your hands or with ideas? Indoors or out? In groups or by yourself? Knowing your answers to these and other questions about work preferences can help you to discover your vocational interests and, thus, the kind of work that will fit your best. It's important to realize that most people have a variety of interests and most of us can't be pigeonholed into just one personality type. Usually it helps if we think in terms of a primary type that describes us best, plus one or two secondary types that reflect other interests we have. For example, you might have primarily realistic interests but also have investigative or conventional interests. Your work may not satisfy all of your interests, that's why we have hobbies, but once you have an understanding of your dominant personality type or types, you





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

["Riasec at Work Match Your Personality to Careers"](#) is by [Readable](#) and is licensed under a [CC-BY SA 3.0](#).



"Holland Codes" by [QVhighschool01](#) is licensed under CC-BY SA 3.0

- [Holland Codes Examples of Potential Careers](#)
- [Holland's Theory of Career Choice](#)



You will have an opportunity to complete the Strong Interest Inventory in class. Your instructor will give you more detailed information on completing this assessment. Once you complete the assessment, your instructor will generate a career report and distribute your results to you. Read over the different RIASEC work environments below and consider your first, second and third choice interests.

**Realistic:** Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

**Investigative:** Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

**Artistic:** Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

**Social:** Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

**Enterprising:** Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

**Conventional:** Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

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

1. Careeronestop: <http://www.careeronestop.org/ExploreCareers/assessments/self-assessments.aspx> go to Interest assessment
2. California Career Zone: <https://www.cacareerzone.org/> go to assess yourself - interest profiler
3. iStrong - your instructor will give you instructions on how to complete this assessment



## 2.5 Skills and Abilities

### Skilled Labor

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

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

**Transferable Skills Inventory**

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

Review the list of transferable skills in the table above and make a list of five skills you believe you have mastered and be able to describe specific ways in which you have used each skill successfully. This will come in handy when we discuss interviewing strategies. Consider skills important to your career that you have not yet mastered and how you plan to master them.

(Flatworld Knowledge, Beiderwell)



You will have the opportunity to complete Kuder Journey career assessments. Your instructor will distribute login instructions in class and you will have the opportunity to take three assessments:

- Interests
- Skills Confidence
- Work Values

In addition to the assessments mentioned above, Kuder Journey allows you to research occupations, majors, education and financial aid opportunities, job search tools, and more.

You may complete the “Skills Profiler” through Careeronestop. The Skills Profiler takes you through a series of forms that allow you to identify skills and activities you have used on the job or elsewhere. A customized “Skills Profiler” report includes:

- A summary of identified skills and work activities.
- A list of occupations matched either to skills or work activities.
- A link to Occupation Profiles for more detailed occupation information as well as links to the Employer Locator for names of employers in your area.
- A “Compare to Another Occupation” feature that identifies similarities and differences between a selected occupation and another occupation of interest.

The results of your “Skills Profiler” can help you explore future career and training options prepare for interviews, and write resume and cover letters. We will address interviewing, resume writing and cover letters in unit 5.

<http://www.careeronestop.org/ExploreCareers/assessments/self-assessments.aspx>

The California Career Zone also includes a “Skills Profiler” that allows you to identify skills you have acquired through your jobs and other activities. The Skills Profiler can help you explore occupations that require your skill set. <https://www.cacareerzone.org/index> - go to Assess Yourself - Skills Profiler.



## 2.6 Unit Summary

Now that you have completed Unit 2, we will revisit the learning objectives before moving on to Unit 3. In this Unit you have:

- Used valuable career assessments to help you gain a better understanding of yourself and visualize where you fit best in the world of work.
- Defined and clarify your values and how they relate to your career choices.
- Identified your own personality type preference and how your preferences connect to choose of major and career.
- Distinguished your interests, confirm your skills, abilities, and character strengths and link them to potential major and career choices.

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

Congratulations you have completed Phase 1 - Who Am I?

The next Unit will address the first phase of the career and life planning process: Phase 2 – “What’s out There?”



## Unit 3: Conducting Career Research

### Unit 3 Learning Objectives

- Inventory online resources to research career information.
- Recognize current labor market trends and the changing workplace.
- Consider interests and personality preferences with the world of work.
- Use informational interviews as a way to research careers.
- Examine diversity in the workplace.

Welcome to Phase 2 – “What’s Out There?” Conducting career research will allow for additional information and resources to assist you in better understanding the world of work and where you see yourself fitting in. This unit will require online research and self-discipline to navigate several career resources. In addition, creating an intentional research to outline your ideas helps organize the process.

As you research career information make note of tasks, work environment, skills, job outlook, necessary training, and salary information. Analyze this information with the results you gathered from Unit 2 in regards to your interests, skills, abilities, personality, values and strengths and make connections. Start asking yourself, “Where do I see myself fitting in within the world of work?”

### 3.1 Online Resources to Research Career Information



**Occupational Outlook Handbook (OOH)** - The Occupational Outlook Handbook is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations. <http://www.bls.gov/ooh/>



**O\*NET OnLine**

**O\*Net OnLine**- Has detailed descriptions of the world of work for use by job seekers, workforce development and HR



professionals, students and more. Making occupational information interactive and accessible to everyone. <http://www.onetonline.org/>



**CareerOneStop** - Sponsored by the U.S Department of Labor, Employment and Training Administration. This site provides tools to help job seekers, students, business and career professionals. <http://www.careeronestop.org/>  
Career OneStop connects job seekers to an American Job Center. Fortunately, we have one located at COC through the Santa Clarita Worksource Center.



**Santa Clarita Work Source Center** (Career One Stop) - Is a free Job Resource Center that connects job seekers and employers. Businesses can find qualified candidates, customized training resources, and assistance with finding a qualified candidate. Job

seekers can look for new or better careers and will find skilled employment specialists, hundreds of local job listings, training resources, and full-service technical center with phones, fax machines, copiers and computers with Internet access and resume building tools.

<http://econdev.santa-clarita.com/santa-clarita-worksource-center/>



**The California Career Cafe** - A virtual career center designed to walk you through self-exploration, career research, getting experience and landing a job. Full of videos, information and tips on how to be successful in your search for a career. <http://www.cacareercafe.com/>



### California CareerZone

California CareerZone is a career exploration and planning system designed especially for students. Job seekers, educators, and counselors will also benefit from the wealth of information on 900 occupations from the Occupational Information Network (O\*Net) database. <https://www.cacareerzone.org/index>





### **Path2Careers Pathways**

Path2Careers Pathways to Emerging Careers contains career tools used to help with important life decisions - choosing a meaningful and successful career. Connecting students to resources and job market information, which is relevant to their career interests. In addition, there is access to Career Fact Sheets, 15 Pathways to Careers, Jobs of the Future, YouTube Career Videos and other resources. [http://coeccc.net/path2careers/career\\_videos.asp](http://coeccc.net/path2careers/career_videos.asp)

You will have an opportunity to use these online resources to help you conduct career research.

### **3.2 Current Labor Market Trends and the Changing Workplace**

As you conduct career research, it is important to be aware of the current labor market trends. Understanding information, such as jobs in demand, potential job growth and changes in the workplace will help you better prepare for your future career.



### **State of California Employment Development Department (EDD)**

California Employment Development Department Labor Market Information Division provides statistical data and reports on California's labor force, industries, occupations, employment projections, wages and other important labor market and economic data. LMI data is grouped by customer, subject, geography, data library, general information and online services. <http://www.labormarketinfo.edd.ca.gov/>

### **3.3 Linking your Interests and Personality Preference with the World of Work**

The more you learn about the world of work the better you will be able to make informed decisions. The World of Work Map arranges 26 career areas into 12 regions. Together the career areas cover all US Jobs. The map graphically shows how occupations relate to each other based on work tasks. For example, occupations that work with data, things, ideas and people. The world of Work map will be distributed to you in class as a handout to review. Take a moment and reference your results from the Strong Interest Profiler you completed in Unit 2. The RIASEC interest areas are grouped into the World of Work Map. Taking a look at the career areas that overlap with your RIASEC code may be a good place to start your research.





### 3.4 Informational Interviews

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

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

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

#### Informational Interviews Are Two-Way Exchanges of Information

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

- It's harder to land good informational interviews without having done some research first. Potential interview targets are going to think it is not worth their time if you are just there to take information from them, rather than having an interesting two-way exchange.
- Just because someone does the job or is part of an organization or industry does not mean that they have an exhaustive command of the information for that job, organization, or industry. You will not get an objective, comprehensive view of your target just by talking to a few people.
- Unless your interview target is skilled at tailoring advice across a range of backgrounds, what they will share is based on **their** specific experience, skills, and personality. It may not be relevant to you or your situation.
- You get just the basic information because you do not know enough to ask probing questions or to confirm or refine information you gather beforehand. It is a wasted opportunity for you to get more nuanced information.



- You come across as knowing nothing about the job, organization, or industry. You wasted an opportunity to demonstrate your interest and knowledge, and therefore market yourself as a possible person to work in that job, organization, or industry.

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

### Sample Informational Interview Questions

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

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

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

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



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

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

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

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

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

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



### Be Polite: Common Rules of Etiquette Apply

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

Approach by	Advantages	Disadvantages
Phone	<ul style="list-style-type: none"> <li>• Potential for immediate Response</li> <li>• For people who are difficult to reach, you cut through a lot of back and forth if you happen to reach them right away</li> </ul>	<ul style="list-style-type: none"> <li>• Disruptive to the Interviewee</li> <li>• You have very little time to introduce yourself and make your request</li> </ul>
Mail	<ul style="list-style-type: none"> <li>• Potential to stand out. Few people take the time to send mail anymore</li> </ul>	<ul style="list-style-type: none"> <li>• Slow to arrive</li> <li>• Cannot confirm that the recipient receives or reads it</li> </ul>
E-mail	<ul style="list-style-type: none"> <li>• Fast but still gives you the opportunity to refine your draft</li> <li>• Recipient can respond right away or wait until later</li> <li>• Enables you to include hyperlinks for more information about you</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot confirm that the recipient receives or reads it</li> </ul>

Table 1 - Possible Ways to Ask for an Informational Interview and Advantages and Disadvantages

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

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

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



### Sample Informational Interview Approach E-mail

**Subject:** Follow up to Manufacturers' Accountants article and Market research on accounting and manufacturers *(mention how you know the person, in this case from an article. If you have been referred by someone, mention that instead)*

John,

I am a recent graduate of Williams College and conducting research into accounting at large manufacturing companies *(this establishes who you are and what you want)*. I read your interview in the Manufacturers' Accountants trade journal and would appreciate fifteen minutes of your time to learn more about your work *(this establishes why you are contacting them specifically)*. I am happy to share what I have been learning in my research to date *(this assures that it will not be a waste of time but rather a two-way exchange)*. Please let me know a good time to speak in the next week or so. I am happy to come by your office or talk by phone *(this gives flexibility and makes it easy for them to say yes)*.

Regards,

Mary Sample

<http://www.linkedin.com/in/marysample>

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

### 3.5 Diversity in the Workforce

Diversity in the workplace is important to understand as you prepare for your future career. Today we have four different generations in the workforce and each generation differs in terms of values, communication style, and life experiences. In addition to generational differences, diversity also exists in terms of gender, race, culture, religion and educational attainment. The workforce is rich with diversity and a basic understanding of respect, sensitivity and awareness of similarities and differences will lead to a productive work environment. Each group brings valuable contributions to the workplace.



### 3.5a Generational Differences in the Workplace

The American workplace has evolved in such a way that people from as many as four different generations can work together in the same office. From the Silent Generation to Baby Boomers, Gen Xers, and Millennials, people from each era grew up and entered the workforce in vastly different environments.

With a six-decade age difference between the oldest and youngest workers, something as simple as a team meeting can be a potential minefield for conflict. A 65-year-old manager may prefer frequent face-to-face meetings with staff, while a 20-something millennial employee may thrive with instant-messenger updates and only occasional formal meetings.

But surface-level battles don't have to become full-blown war.

"There are more similarities between generations than differences," says Janet Dukerich, a professor of management who also teaches Texas Executive Education classes on leadership and generational conflict. "Various generations have most of the same values—family, spirituality, self-respect—but how we express those values may be different."

For example, a manager from the Boomer generation (born 1943-60) may express his or her value for family by working longer hours in a job that provides financial security. But a Gen Xer (born 1961-81) might emphasize assisting family directly—leaving work to help someone change a flat tire, for instance. And, the very definition of "family"—parents and children versus an extended network of friends—often differs.

Dukerich dismisses the notion that younger people don't respect their elders and that older generations only want blind obedience.

"Everyone wants to be heard, have input and be respected," she says. "Every employee—no matter what stage of life he or she is in—can contribute. Older generations have more experience, but young people have a valuable perspective, too."

Dukerich says managers often complain that Millennials are entitled and expect praise and rewards simply for showing up. But Dukerich, the mother of two Millennials, points out they didn't arrive at that perspective on their own.

"Millennials didn't come out of the womb saying, 'Where's my trophy?'" says Dukerich. "We gave it to them."



### Bridging the Generation Gap

It's important to remember that generational differences don't replace individual differences, Dukerich says.

"For example, you may be a Millennial, a generation that typically has two working parents, but you may have had a stay-at-home mom," she says.

Dukerich also recommends that managers and employees have frank conversations to define each other's expectations. What does the employee believe the company is obligated to provide in return for what he or she does on the job? Conversely, what is the employee obligated to do for the company?

"This conversation is a springboard for discussing preferences and desires," Dukerich says. "It becomes a psychological contract that establishes a specific commitment between workers and their employers."

Finally, despite surface-level or behavioral differences, try to adopt the mindset that most of us share the same values.

"But don't assume that my way of expressing that value is preferred by others or superior to someone else's way," Dukerich says. "Let's try and find ways to adapt so that we're not saying, 'We can't get along because we don't value the same things.' We probably do have a lot of similarities—we just have to figure out how to work more efficiently."

In conclusion it is important to note two important factors when it comes to the different generations in the workplace:

1. People from all generations share values such as family, spirituality, self-respect—but they may express those values differently.
2. Managers and employees can benefit from frank conversations to define each other's expectations"

(Mueller)

### 3.5b Employment Rates by Race, Age, and Educational Attainment

It is important to understand there is a gap in the workforce as it relates to diversity. Research highlighted on the California Community Colleges Doing What Matters for jobs and the economy reflects the need to evaluate access to an education and equality in the job market by gender, age, and geographic area. In a recent study conducted by the Metropolitan Policy Program shared these findings:

- Whites typically have the highest employment rates and lowest unemployment rates among all ages. However, among prime-age workers, Asians have the lowest unemployment rates.





- Blacks consistently have lower employment rates and higher unemployment rates than other groups. Unlike Asians, their low employment and high unemployment rates do not improve with age. Asians' low employment rates as young people are driven by high rates of school enrollment, and their subsequent high levels of educational attainment serve them well in the labor market as adults.
- Disparities by educational attainment are larger than disparities by race. People without post-secondary credentials do much worse in the labor market than those with higher levels of education.
- Employment and unemployment rates vary substantially by geographic location; many of the best-performing metro areas are in the Midwest, West, or regions with highly educated residents, including state capitals and university towns.
- Nationally, an estimated 3 million young people aged 16–24 (7.6 percent) are disconnected. The majority of these young people are between 20 and 24 years old, suggesting that the problem becomes more acute after young people are of an age to have graduated high school. They are disproportionately people of color. Rates of disconnection vary widely by metropolitan area, and in some places, young blacks and Latinos are up to 3-to-6 times more likely to be disconnected than young whites.

<http://www.brookings.edu/research/reports2/2016/05/24-teen-young-adult-employment-recession-ross-svajlenka#V0G0>

It is important to clearly view career research as an opportunity to shorten the gap and ensure you create a strong marketing campaign. Moreover, explore non-traditional job markets and consider the opportunity to become part of the workforce that generally has employed a specific employee based on gender, race or education.

### 3.5c Culture in the Workplace

#### **Characteristics of Inclusion**

Inclusive cultures are focused on values that empower open-mindedness, promote healthy conflict, value new perspectives, and avoid judgmental attitudes. The primary threats to an inclusive culture are groupthink, discrimination, stereotyping, and defensiveness.

#### **Inclusive cultures**

Inclusive cultures accommodate a variety of perspectives.

An inclusive culture may include a variety of tangible elements, such as acceptance and appreciation of diversity, regard for and fair treatment of each employee, respect for each employee's contribution to the company, and equal opportunity for each employee to realize his or her full potential within the company. An organization may also adhere to a policy of multiculturalism, integrating diversity into the mission and vision statements and various other internal policies.





### Paradigms of Diversity Management

With this in mind, the question of *how* to integrate these concepts into the organization's culture is the primary concern for management. Creating an inclusive culture means not only stating support for it via various corporate-wide outlets, but also working towards an ideal level of open and inclusive behavior. Culture is a matter of organizational behavior because it is inherently about how people act (mostly subconsciously), and thus requires a great deal of energy and effort to alter.

The following paradigms are a result of extensive academic research by experts in diversity. The list below can be seen as a linear progression in achieving inclusion, the first being the simplest and least effective and the last being the most complex and most effective:

- *Resistance paradigm*: In this phase, there is a natural cultural resistance to change and equity across diverse groups. This paradigm requires extensive managerial efforts to overhaul, and corporate policies must be put into place to create a structure for corporate inclusion.
- *Discrimination-and-fairness paradigm*: In this phase, the organization focuses simply on adherence to social and legal expectations. The diversity team and inclusion culture primarily come out of human resource and legal professionals fulfilling minimum requirements, so they are still fairly weak.
- *Access-and-legitimacy paradigm*: At this phase, management has successfully elevated the culture from acceptance to active inclusion. Now the organization is looking at the overall benefits derived through diversity and utilizing them to capture maximum competitiveness.
- *Learning-and-effectiveness paradigm*: In this final stage, management has successfully integrated inclusion in a way that is proactive and learning-based. Groups are designed to not only capture the innovative and creative aspects of diversity, but also to share diverse skill sets and grow in efficacy through the learning process.

(Boundless)



### 3.6 Unit Summary

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

- Inventoried online resources to research career information.
- Recognized current labor market trends and the changing workplace.
- Considered interests and personality preferences with the world of work.
- Used informational interviews as a way to research careers.
- Examined diversity in the workplace.

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

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



## Unit 4: Decision Making and Goal Setting

### Unit 4: Learning Objectives

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

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

Phase 3: What factors affect my choices?

Phase 4: Where do I go from here?

### 4.1 The Decision Making Process

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

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

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



## Application of the Rational Decision Making Process

Let's apply the steps involved in decision making:

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

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

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

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

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

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

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

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

*Applying Step 2 to the example above:*

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



### Step 3: Identifying alternatives

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

*Applying Step 3 to the example above:*

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

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

### Step 4: Performing analysis

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

*Applying step 4 to the example above:*

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



### Step 5: Making a final decision

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

*Applying step 5 to the example above:*

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

*Next semester, I will:*

- *Enroll in ECE 101 - Introduction to Early Childhood Education and see how I like it.*
- *Join the TEACH program and the Future Educator's Club on campus so I can learn more about the teaching profession and gain exposure to the teaching environment.*
- *Meet with a counselor to establish my student educational plan and review requirements for my associate degree and transfer. I may also use the online SEP tool through MyCanyons to develop my educational plan!*
- *Talk to the department chair of ECE and start networking!*

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

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



## 4.2 Internal and External Factors that Affect Making Decisions

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

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

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

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

### **FALSE EXPECTATIONS APPEARING REAL**

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

Another internal factor that affects decision making is self-confidence. Lack of self-confidence can make decision making challenging and negatively impact your goals. In Unit 1, we addressed the importance of self-confidence in setting yourself up for success. You can either be your best friend through the decision making process or your worst enemy. The choice is up to you. If you lack self-confidence, the good thing is you can work on building it. Revisit Unit 1.3c Building Self-Confidence.

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



### 4.3 Effective Steps for Goal Setting

Setting goals serves as a vehicle to help you get from point A to point B. It is important to establish goals for yourself to ensure progress through the career exploration and planning process. Dr. Edel Alonso, a former COC counselor, has developed a handout highlighting the Seven Steps to Effective Goal Setting. The handout can be found on the Counseling Department website at: <http://www.canyons.edu/Offices/Counseling/Documents/Goal%20setting.pdf> and has been summarized in the table below:

<b>Step 1</b>	Develop a desire to achieve a goal. The desire must be intense. How do you intensify desire? Sit down and write out all the benefits and advantages of achieving your goal. Once the list gets to between 50 and 100 benefits, your goal becomes unstoppable.
<b>Step 2</b>	Write your goal down and post it where you can see it and be reminded of it every day. Read it. Say it. Repeat it. Mean it.
<b>Step 3</b>	Identify the obstacles you will encounter along the way and need to overcome to reach your goal. Write a list that includes people, attitudes, bad habits, and social factors. Include your own personal negativity: procrastination, lack of confidence, fear of failure, etc. Then next to each obstacle, write down what you can do to overcome each and every one.
<b>Step 4</b>	Set a deadline by which you will accomplish your goal. Mark your calendar and write a reward for your achievement. Be realistic and give yourself enough time
<b>Step 5</b>	Write an Action Plan that includes every step to take to reach your goal, one activity at a time, and a deadline for each one. Consider each steps priority and logical sequence.
<b>Step 6</b>	Visualize the goal. See a clear mental picture of yourself accomplishing your goal. See it in your mind's eyes and hear the sounds associated with it. Play that picture daily in your mind the first thing in the morning when you wake up and the last thing at night before going to sleep.
<b>Step 7</b>	Be persistent and don't give up!

### 4.4 Stress Management

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

This section is focused on helping you identify and understand your stress responses. If stressful situations persist and there are no healthy coping mechanisms developed. The immune system is compromised and disease begins. There are many tools that are available to help us learn





healthy ways of dealing with daily ups and downs. This unit will help you explore some very solid, research based tools for dealing with stress.

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

Victor Frankel survived the most heinous Nazi concentration camp by using the power of re-framing to survive the ordeal. Everything, including his clothing and his dignity were stripped away, and yet he chose to steadfastly cling to the one thing that could not be taken from him- his attitude. He said: “Each situation has a good side and a bad side. Each moment you decide.”

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

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

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

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

The COC Student Health and Wellness Center provides mental health counseling free of charge to students. If you are feeling overwhelmed balancing life challenges, work, school, and personal responsibilities, you may want to speak with a mental health professional. For more information, speak with your instructor or visit the Student Health and Wellness site at: <http://www.canyons.edu/offices/health/Pages/default.aspx>.

#### 4.5 Choosing your Major and Educational Planning

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

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



- Most students change their major at least once, and many will change majors two or three times before they graduate.

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

- **Follow your dreams.** Your first instinct in choosing a field of study is probably based on your dreams and life experience. Make sure you base your choice on your own dreams and interests and not those of a parent, spouse, or friend.
- **Make it fun.** What do you like to do for fun? What kinds of magazines do you read? What websites are bookmarked on your computer? What kinds of volunteer work have you done? What do the answers to these questions tell you about the kind of career you would enjoy?
- **Build on your skills.** A good choice of a program of study is not based exclusively on your likes; it should also consider your skills. What courses did you “ace” in high school? Consider also courses that you found challenging in which you learned and enjoyed (it is hard to keep a level of determination to tackle a tough subject if you do not enjoy it). What do these courses tell you about what you are skilled at studying?
- **Ask around.** Find people who are following the courses of study you are considering. Ask them what they like and dislike about their majors. If you can find recent graduates with that major, ask them about the value of their major.
- **Two is better than one.** Talk to your faculty advisor about a double major or a combined program; that is an effective way of preparing yourself for the uncertainties and options of future employment. Think about declaring a minor or combining programs.
- **What makes you unique?** If you have a major that you would like to pursue that is not offered at your college, find out if you can plan your own major. This option is especially attractive if you want to combine two seemingly different disciplines into a major (Dance and athletics? Sociology and film? Women’s studies and economics?).
- **Be open to change.** Once you have selected a major, do not panic if it turns out to be the wrong choice; consider it a step toward finding the right program for *you*. Repeat the major selection process, but carefully consider what you learned from your original major choice. Why was it not the right major? (Did it not match your interests? Was the workload too heavy? Were the courses too tough?) What do you know now that you did not know when you made your first selection that you should consider in making a new choice?



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

#### 4.5a The Transfer Ticket

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

1. Learn more about the transfer process. COC has different transfer agreements with the UC/CSU and some private and out-of-state institutions. Understanding the transfer requirements will make for a smooth transition. Transfer agreements may be found on the counseling website at:  
<http://www.canyons.edu/Offices/Counseling/Pages/default.aspx>
2. If you are considering transfer to a CSU school, you may wish to consider the AA-T/AS-T programs offered through COC. These degrees are designed to help facilitate the transfer process for California Community College students to the CSU System. For more information about AAT/AST offered at COC go to:  
<http://www.canyons.edu/Offices/Counseling/Pages/AA-T-AS-T.aspx> and to learn more go here: <http://adegreewithaguarantee.com/>. To see if COC offers an AA-T or AS-T in your major check the counseling website at:  
<http://www.canyons.edu/Offices/Counseling/Pages/Majors.aspx>
3. If you are considering transfer to a CSU or UC school, learn more about the CSU GE breadth and IGETC. The CSU GE breadth is the GE pattern all CSU schools will accept as satisfying the lower division GE coursework. The CSU GE can be found on the counseling website at:  
<http://www.canyons.edu/Offices/Counseling/Documents/CSU%20GE%202015-16.pdf>
4. The IGETC is the GE pattern accepted by all UC and CSU schools as satisfying the lower division GE requirements. The IGETC GE can be found on the counseling website at:  
<http://www.canyons.edu/Offices/Counseling/Documents/IGETC%202015-2016.pdf>



NOTE: The CSU GE and IGETC GE patterns are generally safe for most majors except liberal studies students and those with heavy major preparation work. Read the notes on the CSU GE and IGETC regarding which majors and schools do not honor CSU GE or IGETC.

5. Explore [www.assist.org](http://www.assist.org) to learn about specific major courses necessary for transfer. This site houses all the transfer agreements between all California Community Colleges, CSU and UC institutions.
6. Meet with a counselor to learn more about the transfer process and create an educational plan based on your major and transfer institution.
7. Consider enrolling in Counseling 120 - University Transfer Planning to learn more about the transfer process. This is a one-unit course offered every term. This course provides students with information and resources to facilitate a smooth transfer to 4 year colleges and universities. Topics include UC/CSU applications, major and general education requirements, financial aid/scholarships, personalized student education plans, and analysis of factors involved in the selection of transfer schools.
8. Visit the Transfer Center to learn about transfer related events and workshops.  
<http://www.canyons.edu/offices/transfercenter/Pages/default.aspx>

#### 4.5b Educational Planning

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

#### Certificates

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



For example, to become an Emergency Medical Technician (EMT), one must become certified by passing an exam offered through the National Registry. Completing the EMT Certificate of specialization at COC prepares students to take the exam to become certified and gain employment as an EMT. For a list of certificates offered through COC view the counseling site: <http://www.canyons.edu/Offices/Counseling/Pages/Career-Certificates.aspx>

### **Associate degree programs (AA/AS)**

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

<http://www.canyons.edu/Offices/Counseling/Pages/Majors.aspx>

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

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

### **Transfer programs**

COC has transfer agreements with four year institutions that allow students to complete their freshman and sophomore general education courses and major preparation work at COC and transfers as a junior. The transfer agreements may be found on the counseling website at:

<http://www.canyons.edu/offices/Counseling/Pages/default.aspx>

For specific transfer articulation agreements between COC and a UC/CSU school go to:

[www.assist.org](http://www.assist.org)

While at COC you may work on multiple goals. You may earn a certificate, associate degree and/or transfer program.



## My Academic Plan (MAP)



Once you determine the goal you wish to pursue at COC, you are ready to declare your program of study and develop your educational plan. You may develop your **MAP**- My Academic Plan – Online Academic Planning tool through your *MyCanyons* student portal. To do so, log-in to *MyCanyons* and go to the Academic Planning section. For step-by-step guidelines on developing your **MAP** go to: <http://www.canyons.edu/Offices/admissions/Pages/Online-Education-Plan.aspx> and view the “Building Your MAP” pdf document and online tutorial to help you get started. <http://www.onlineorientation.net/canyons-oep/oep/-/pub/Welcome> Your **MAP** will allow you to track your progress and map out classes necessary to meet your goal. You are encouraged to discuss this plan with a counselor to ensure you have accounted for all necessary requirements!

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

Take a moment and review the "Counseling Roadmap" illustration below.



Where do you see yourself on this roadmap? Are you at the start? Are you midway through your journey? Are you at the end of your journey? Your **MAP** - My Academic Plan will help you determine how far along you are on your journey and how much further you have to go.





Consider connecting with resources and services on campus as recommended below based on where you are in your journey.



If you are at the **START**, you will want to:

- Turn in transcripts from previous colleges/universities
- Declare your major
- Apply for financial aid
- Take your math and English assessments if you have not yet done so



If you have **Up to 15 units**, you will want to:

- Meet with an academic advisor to develop a one-semester plan
- Familiarize yourself with the Library, the Learning Center (TLC) and the Student Center (including the COC Bookstore, Student Health & Wellness Center and the Student Development Office)
- Consider joining a student club or organization



If you have **15 Units or more** you will want to:

- Meet with a counselor to discuss academic major and goals leading to the development of a comprehensive educational plan
- Continue to network on campus and build relationships with faculty, staff and peers



If you have **45 units or more** you will want to:

- Review transcripts with a counselor or advisor
- Connect with the Career Center
- Participate in an internship
- Petition for graduation



If you are at the **FINISH LINE** you will want to:

- Receive and associate degree and/or certificate
- Enter the workforce or transfer to a four-year institution

There is a lot of support on campus to help you each step of the way. Take advantage of the resources available to you and ask for help when necessary. For a comprehensive list of campus resources and services go to

<http://www.canyons.edu/Offices/Counseling/Documents/COC%20Campus%20Resources%20and%20Services%20april%202016.pdf>.

Remember, you are not alone on this journey!





## 4.6 The Value of Internships

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

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

There are many benefits to participating in an internship:

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

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

The Internship program houses internship opportunities within the MyJobs Database. You may register for free with MyJobs through CWEE:

<http://www.canyons.edu/Offices/CWEE/Pages/Student-MyJobs.aspx>. It takes 48 business hours for your registration to be processed. Once you are a registered user, you may browse and apply for internships and jobs.



## 4.7 Unit Summary

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

- Recognized factors involved in the decision making process.
- Distinguished internal and external factors that affect making decisions.
- Demonstrated effective goal setting
- Examined tools for managing stress.
- Choosing your major and educational planning.
- Analyzed the value of internships.

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

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

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

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

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



## Unit 5: Developing your Self-Marketing Campaign

### Unit 5 Learning Outcomes

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

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

### 5.1 The Job Search Process

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

Step 1: Focus on what you want.

Step 2: Determine where you want to do it.

Step 3: Develop your self-marketing campaign.

Step 4: Build your network.

Step 5: Take action and commit 100%.

#### Step 1: Focus on what you want

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

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

- Starting on your dream career path.
- Supporting yourself in a comfortable way.



- Fulfilling a specific mission or personal legacy.
- Working with people you like and respect.

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

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

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

Industries include the following examples:

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

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

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



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

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

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

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

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

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

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

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



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

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

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

Here is a list of possible subcategories for common industries:

OVERALL INDUSTRY	SUBCATEGORIES
Arts	<ul style="list-style-type: none"> <li>• Visual or performing arts</li> <li>• Venues</li> <li>• Education</li> <li>• Artist support and marketing</li> <li>• Arts-related products</li> <li>• Education</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Early, elementary, middle school, secondary school, higher education, adult, corporate, and executive</li> <li>• Independent, alternative and charter, public</li> <li>• Regulation and advocacy</li> <li>• Research</li> <li>• Pedagogy</li> </ul>
Energy	<ul style="list-style-type: none"> <li>• Oil, gas, coal, nuclear, alternative</li> <li>• Exploration</li> <li>• Utilities</li> <li>• Research</li> <li>• Regulation and safety</li> <li>• Equipment</li> <li>• Capital raising</li> </ul>



Food	<ul style="list-style-type: none"> <li>• Catering</li> <li>• Restaurants</li> <li>• Corporate services</li> <li>• Media and journalism</li> <li>• Nutrition science</li> <li>• Regulation and safety</li> <li>• Human rights and food access</li> </ul>
Fashion	<ul style="list-style-type: none"> <li>• Retail</li> <li>• Design</li> <li>• Manufacturing</li> <li>• Buying</li> <li>• Media and journalism</li> </ul>
Health care, pharmaceuticals, biotech	<ul style="list-style-type: none"> <li>• Hospitals, clinics</li> <li>• Pharmacies</li> <li>• Medical equipment</li> <li>• Research</li> <li>• Regulation and safety</li> <li>• Human rights, medical care access, patient advocacy, privacy</li> <li>• Insurance</li> </ul>
Hospitality and leisure	<ul style="list-style-type: none"> <li>• Hotels, resorts, spas</li> <li>• Leisure versus commercial</li> <li>• Booking and sales</li> <li>• Event planning</li> <li>• Equipment and operations</li> </ul>
Financial services	<ul style="list-style-type: none"> <li>• Accounting and audit</li> <li>• Commercial banking</li> <li>• Private banking and asset management</li> <li>• Investment banking</li> <li>• Retail banking</li> <li>• Insurance</li> <li>• Regulation</li> <li>• Consumer advocacy and protection</li> </ul>
Government	<ul style="list-style-type: none"> <li>• Federal, state, municipal</li> <li>• Constituents represented (e.g., artists, children, elderly, small business)</li> <li>• Industries represented (e.g., arts, education, health care, banking)</li> </ul>
Legal	<ul style="list-style-type: none"> <li>• Professional services, in-house</li> <li>• Criminal, civil</li> <li>• Family, immigration, litigation</li> <li>• Research</li> <li>• Operations and document processing</li> <li>• Regulation</li> <li>• Public Defender</li> <li>• Research</li> </ul>



Luxury goods	<ul style="list-style-type: none"> <li>• Retail</li> <li>• Design</li> <li>• Manufacturing</li> <li>• Media and journalism</li> </ul>
Management consulting	<ul style="list-style-type: none"> <li>• Functional specialists: HR, economics, sales, general strategy, technology</li> <li>• Industry specialists: financial services, pharmaceutical, nonprofits</li> </ul>
Manufacturing	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Regulation and safety</li> <li>• Union relations</li> <li>• Capital financing</li> </ul>
Media and entertainment	<ul style="list-style-type: none"> <li>• Film, TV, publishing, digital</li> <li>• Content production</li> <li>• Distribution</li> <li>• Marketing</li> <li>• Advertising</li> <li>• Research</li> <li>• Regulation and monitoring</li> </ul>
Nonprofit causes	<ul style="list-style-type: none"> <li>• Mission based (e.g., ending poverty, eradicating polio)</li> <li>• Constituent based (e.g., advocating for the homeless, protecting consumers)</li> <li>• Programs</li> <li>• Foundations</li> </ul>
Retail	<ul style="list-style-type: none"> <li>• Product based (e.g., clothing, office equipment)</li> <li>• Customer based (e.g., children's, women's)</li> </ul>
Sports	<ul style="list-style-type: none"> <li>• Specific sport or sports in general</li> <li>• Sports team</li> <li>• Sports league</li> <li>• Sports venue</li> <li>• Sports-related education</li> <li>• Sports products and equipment</li> <li>• Sports retailers</li> <li>• Sports agencies, marketing, or advertising</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• Services</li> <li>• Regulation</li> <li>• Advocacy (e.g., privacy, net neutrality)</li> </ul>
Telecommunications	<ul style="list-style-type: none"> <li>• Engineering and design</li> <li>• Manufacturing</li> <li>• Utilities</li> <li>• Regulation</li> <li>• Advocacy</li> </ul>
Transportation, aerospace, and automotive	<ul style="list-style-type: none"> <li>• Motor, marine, rail, aerospace</li> <li>• Leisure versus commercial use</li> </ul>





	<ul style="list-style-type: none"> <li>• Engineering and design</li> <li>• Manufacturing</li> <li>• Logistics</li> <li>• Regulation and safety</li> <li>• Consumer protection and access</li> </ul>
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## Function

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

Examples of job functions follow:

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

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

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

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

## Geography

Finally, even if you know what you are doing (function) and who you are doing it for (industry), you need to know where you will physically be. Geography is the third element of a well-



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

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

- Chicago-based (geography 1) curator (function) for an art museum (industry) specializing in East Asian Art (geography 2)
- New York City-based (geography 1) equity research analyst (function) specializing in transportation projects (industry) in sub-Saharan Africa (geography 2)
- Washington, DC-based (geography 1) lobbyist (function) specializing in raising awareness for energy alternatives (industry) in the Mississippi Delta (geography 2)
- Austin-based (geography 1) marketing manager (function) for a computer manufacturer (industry) is charged with opening up the China market (geography 2)

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

### **Step 3: Develop your self-marketing campaign**

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

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



## Professional Dress Signals Your Professional Maturity

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

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

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

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

- Dark, neutral colors and a matching suit jacket and slacks or skirt are the standard.
- Shoes should be comfortable and polished. No open-toed styles or very high heels; even in dressy styles, shoes with open toes or very high heels look unprofessional.
- What you wear beneath the jacket will also be seen. For men, blue or white dress shirts are standard, though some other colors are acceptable. For women, stick to blouses with sleeves in case you take your jacket off (sleeveless is too casual). Women should also stay away from frilly camisoles—they can be seen under your jacket and still look like lingerie.
- Cover yourself. No body hair for men or cleavage for women should be visible. Women should make sure skirt lengths are not too short.
- Avoid overly printed ties, lots of jewelry, accessories, or too much makeup, all of which detract from a professional appearance.
- Have a professional briefcase or bag. A backpack or other casual bag diminishes the professional image.



- Fragrance is not recommended because some people are allergic.
- Keep hair neat and off your face so interviewers can see you.
- Don't wait until you start your job search to make sure you have the appropriate clothes. It takes time to ensure the fit and length is right, and you may need tailoring or other services.

### **The Way You Carry Yourself Also Signals Professionalism**

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

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

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

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

You might look great, carry yourself well, and speak eloquently, but you also communicate with physical gestures and other nonverbal cues. Pay attention to how you use your body during conversations and meetings. You might find that you can't sit still for long periods of time or that you use a lot of distracting hand gestures. You might be too still and miss opportunities to



accentuate points with a nod of the head or finger movement. Some recruiter pet peeves include the following:

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

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

#### **Step 4: Build your network**

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

#### **Step 5: Take Action & Commit 100%**

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

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

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



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

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

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

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

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

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

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



- Check for quiet. Your job search will involve a lot of phone calls, including interviews. Plan now for a space where you can be heard, hear well, and concentrate.
- Make it a space that energizes and inspires you. Add pictures, fresh flowers, and so forth.

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

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

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

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

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

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

Having confidence in your job search means two things:

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

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

A confident job seeker is someone who is energized at the prospect of finding his or her dream job. A confident job seeker may not be an expert on resumes, interviews, or other job search tactics, but he or she has an innate knowledge that he or she will be able to figure those things out. This is not



arrogance. Prospective employers will shy away from arrogant job candidates who appear to be high-maintenance divas and poor team players. You don't want to come across as someone who thinks you are better than your future boss or colleagues. Confidence is a healthy, positive attitude.

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

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

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

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

### **Online Resources to Support your Job Search**

The Career Center is a great resource on campus to help you with your job search. For a more comprehensive list of employment links visit the Job and Career Center Site at

<http://www.canyons.edu/Offices/CareerServices/Pages/Employment-Links.aspx>

The Career Center has a job database filled with part time and full time job opportunities ranging from entry level to professional level positions through the MyJobs Database. We





discussed this database earlier in Unit 4 when introducing internships. In addition to internship opportunities, MyJobs houses hundreds of jobs.

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

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

## 5.2 The Power of Networking

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

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

### What exactly is networking?

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

1. **Process** - Networking is something that doesn't happen casually but requires thought, planning, and deliberate activity.
2. **Engaging** - You are looking to have others do something for you—give you information, guidance, other contacts, or perhaps a recommendation.
3. **Objective** - You need to be clear about your purpose for networking—it is not merely to collect people's contact information but to further your career development.



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

A common question/misconception about networking is:

- I won't graduate and be in the job market for a couple years. Do I need to work on my resume and networking now?

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

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

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

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

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

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



you feel comfortable with—comfortable enough to use regularly. A sophisticated system that has all the bells and whistles is no good to you if you can't use it.

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

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

## Personal Contact

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

- Be prepared. If you are going to a conference, a party, or even a class, know ahead of time which people or kinds of people you want to meet. Be prepared with topics you can steer your contact toward so you don't spend two minutes awkwardly talking about the weather and then slink away.
- Be confident. Prepare and learn a short introduction for yourself. Be factual, don't brag, and give enough information about yourself to prompt your contact to ask questions.
- Be curious. The best way to get contacts to want to know you is to show you want to know them. Observe them before you step up to them. Is there something unique about them, the way they are dressed, or perhaps what you may have overheard that you can ask about? "I couldn't help but notice that lovely necklace; is that from a local designer?"
- Be prepared (part 2). Have a good supply of personal cards to give out to contacts; that will prompt them to give you their contact information, too. You don't have to be in business to have "business cards."



- Be courteous. If someone you know comes up to you while you are speaking with a contact, introduce them; if you see that the contact is getting antsy, tell them you enjoyed meeting them and then move on. Don't trap them!
- Be prepared (part 3). Set yourself up for networking success by discreetly writing a word or two on the back of their card to jog your memory in the future.

### Make the Call

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

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

### Care and Feeding of Your Network

Much of the success of your networking efforts depends on what you do after you've hung up after a call or received an e-mail reply. The first step is to thank your contact for his or her help. Do this right away; any thank-you after twenty-four hours of your contact can be considered late. Find a reason (not just an excuse) to keep in touch with people in your network. If you read an article people in your network would be interested in, send them the link. If you run



across a problem one of your contacts might help you with, don't be shy—give him or her a call to ask for help. If you meet someone you think a contact would like, make introductions. Send a follow-up note of thanks to a person who gave you a particularly productive lead. Let him or her know what you were able to accomplish. People like to know they are on a successful team. Finally, if a person in your network asks you for help, do what you say you will do.

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

#### **Build Your Network Every Day**

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

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

#### **Build Your Network Even If You Are Shy**

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

#### **Step 1: Observe the Networking Masters**

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

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

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

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



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

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

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

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

#### **Meet People at Different Venues**

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

- Join school clubs: There are so many different clubs on campus ranging from academic clubs, community service clubs, cultural clubs and honor societies just to name a few. Consider contacting the club advisor to learn more about the club and check out their next meeting. Join at least three or four that spark your interest so you have variety in your friends and network. Club membership is a great way to get connected early on in your college career, meet people who have the same interests as you, and learn a tremendous amount. School clubs funnel information to their members about networking events, internships, and full-time opportunities. For a comprehensive list of clubs at COC go to the Student Development site:  
[http://www.canyons.edu/Offices/StudentDevelopment/Pages/List-of-Clubs-and-Organizations.aspx#active\\_minds](http://www.canyons.edu/Offices/StudentDevelopment/Pages/List-of-Clubs-and-Organizations.aspx#active_minds)
- Establish a relationship with career services: Get involved with this group early on. People in career services have relationships with all the companies that come on campus to recruit. Check in with them early in your college career and find out what opportunities exist



- Get to know your professors: Professors are human beings, just like you.
- Ask them about their backgrounds and how they ended up teaching at your school. Ask what they like about it. You will be surprised at what you find out. Some professors will have worked in the business world and will have some good connections for you. You never know until you ask.
- Be curious about people and ask open-ended questions: When meeting someone new, ask them questions like “How did you pick this school?” and listen. A good listener is so hard to find. Open-ended questions often yield a story (sometimes a compelling story), and you learn quite a bit about a person. Ask about their family relationships. Be genuine because it is wonderful to find out about people, and you never know who they know or who their extended family knows.
- Meet as many different types of folks at school as possible: Your school presents opportunities to meet people from all walks of life. Try to meet the president of the college, various administrators, deans (the dean of students is a great contact because that person manages the school clubs), professors, teaching assistants, fellow students, cafeteria workers, the hot dog vendor on the corner, the stationary store owner and clerks, the workers at your favorite coffee shop, security, library staff, and so on. Get to know these folks by (a) being polite and pleasant, (b) being responsible, and (c) recognizing them and knowing them by name. Even if your new acquaintances don’t further your networking objectives, perhaps some will become friends and make your stay at school all the better!
- Keep in touch with your old high school friends: Your high school friends are likely at different schools, but it’s important to maintain contact.
- Your network will only grow this way, and you will enjoy continuing your friendships.

Networking is critical to your success throughout life. If you haven’t networked well before, it’s now a good time to start.

(Beiderwell, Bruce, Flatworld)

### Your Networking Pitch

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

This thirty- to forty-second summary should be spoken, or delivered, in a **confident** and convincing manner, making a strong impression. If your pitch is too long and drawn out, it lacks



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

How do you craft an effective pitch? Three steps will ensure your success:

1. Write your pitch.
2. Edit your pitch until it sounds just right.
3. Practice delivering your pitch verbally, and further edit it as needed because we do not write the same way that we speak. Continue rehearsing and repeating your pitch to ensure that your delivery is natural, convincing, and authentic.

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

Perhaps you have something unique in your background:

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

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

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

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





**Step 1: Write Your Pitch**

Your pitch should answer the following five questions:

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

Type the answers to the preceding five questions, filling one complete page (8½ × 11).

**Step 2: Edit Your Pitch**

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

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

**Step 3: Practice Delivering Your Pitch**

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

*Sample Pitch*



Hi. My name is Joe Cougar.

I am currently attending College of the Canyons, majoring in business and communications.

I've seen the power marketing has to sell products. I have worked in retail for the past three years and during this time, I have seen sales tripled in cases where items were marketed well. I find this fascinating and know this is the career for me. I thrive on being creative and client focused and enjoy using these skills to grow revenue.

### 5.3 Developing a Strong Resume



*Resume Puzzle Piece*

#### Marketing Focus

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



### Quality, Clarity, and Accuracy

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

1. Your resume must be written in a clear and concise manner so the reader can quickly grasp what you offer as a candidate. Most seasoned recruiters scan a resume in about seven to ten seconds, but do not let that short review time throw you. Recruiters have an eye for the key things to look for in a resume, so a lot of care should be put into its construction. That construction should highlight the following features:

- Your strengths
- Your responsibilities
- Your accomplishments

2. Your resume must be completely error-free. A resume represents you when you are not there. Recruiters look for reasons to reduce the number of resumes to review, so one error can be all that is needed to discard your resume and your candidacy. This is true in both good and bad economies, so take great care to guarantee 100 percent accuracy. Proofread your resume several times, use spell check, and ask someone who is exceptional at proofreading to review it. Always assume that an error lurks somewhere in your resume and review it and review it and review it until you find that error! Resumes often have the following common errors:

- Misspellings (Spell check does not catch every misspelled word; meat will not be corrected if you meant to write meet.)
- Errors in verb tense (Past experiences should be written in the past tense and current experiences in the current tense.)
- Grammatical errors of any kind
- Inconsistent formatting
- Inappropriate length

### How to Craft the Perfect Resume

This is a trick title because there is no perfect resume. You could always choose to have a particular bullet written in ways that are grammatically correct, are results oriented, and use action verbs, but writing a resume is not a perfect science. You could show your resume to five different recruiters and you might get five different opinions. There is no need to worry. The important thing is that it is well-written and highlights your accomplishments (no matter how



big or how not so big). It's important that the format be consistent and that you get an opinion from a professional, whether it is someone from career services, a professor, or a person who is currently working in the field in which you are most interested.

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

### **It Represents You When You Are Not There**

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

### **It Quantifies Your Accomplishments**

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

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

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

### **It Clearly States Your Abilities**

Focus on the results of your actions. Being results oriented helps resume readers understand your abilities. What exactly do you do, or what have you done in the past? Your resume should answer this question very quickly. For example, if you have been responsible for opening and



closing a retail store on a daily basis and for managing the register that took in approximately \$5,000 worth of merchandise a day, state that clearly and concisely. If you have written three to four sports articles for your school paper every month for the past three years, include that as well.

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

### **It Shows Your Command of the Written Word**

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

### **It Creates Talking Points for Your Future Interviews**

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

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

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

### **It Proves Your Worth to Your Past Employers**

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



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

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

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

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

## **5.3a Resume Format**

### **Header**

Your resume header should include four items:

1. Your full name
2. Your address
3. Your e-mail address
4. Your phone number

### **Your Full Name**

Include your full name. If your first name is difficult to pronounce, you could include your nickname in quotation marks or parentheses (e.g., Xioang "Angie" Kim or Massimo "Mass" Rapini). Names are typically bolded and centered on the page, but aligning your name to the right or left is also appropriate.

### **Your Address**

You can use your school address or your permanent home address, or both. Most recruiters prefer both because, at times, they may need to send information to both addresses at different times of the year. Clarity is always a very good thing.

### **Your E-mail Address**



Have a professional e-mail address because employers frown upon unprofessional addresses such as greeneyes2@gmail.com or runningguy62@verizon.net. It's best to use your first name and your last name in a simple e-mail format. Establish a professional e-mail address as soon as possible (e.g., c.thompson@gmail.com or e.auroris@verizon.net). It is much more relevant than c.thompson@rutgers.edu, especially if you graduated six months earlier. If you continue your job search after graduation, you might not be permitted to use your school e-mail address, nor should you once you have graduated. Given this, obtaining a professional e-mail address is a good networking opportunity to contact the individuals with whom you've been in touch regarding your job search. Inform those individuals and any relevant recruiters that you've updated your contact information.

### **Your Phone Number**

Include only one phone number on your resume and record a professional voice mail. Do not play music on your voicemail. Speak clearly and succinctly. It's also recommended that you not answer your cell phone if you are in a loud area, especially when you do not recognize the number. Allow the call to go to voicemail, John Smith at (661)555-5555. Please leave a message and I will call you back as soon as possible."

Include your name and repeat the phone number to help the recruiter know for certain that the proper person has been reached. Clarity is always helpful and appreciated. Lastly, be sure to check your voicemail on a regular basis, even if you are on vacation.

### **Objective**

Recruiters appreciate clarity, and an objective can help a recruiter understand exactly what you offer or what business would best suit your background. Objectives can be very targeted and mention a specific position or can be a bit broader in describing a job function. Whatever objective you choose, it should state what you are looking for and what you have to contribute. It's not only about you. It's about what you can do for them. Here are some examples of effective objectives:

- An entry-level accounting position in audit, allowing me to use my analytical and detail orientation to ensure accuracy in all reports and reviews.
- A communications internship at a top media company that will allow me to use my knowledge and experience to produce and edit clear and effective communications.
- An entry-level position in the healthcare industry, enabling me to use my business and communications skills to enhance a company's bottom line.



- A full-time marketing position at a Fortune 500 company, enabling me to utilize my knowledge and experience to enhance marketing efforts firm-wide.

Your objective should not ramble past two lines because no recruiter appreciates reading a paragraph-sized objective.

### *Sample Resume– Header/Objective*

#### **Joe Cougar**

23450 Any Street Road

Valencia, CA 91355

(661) 555-5555

Joecougar@earthlink.net

**OBJECTIVE:** An entry level position in the Accounting Department at College of the Canyons enabling me to use my business and communication skills to enhance the department's daily operations.

### **Education Section**

While you are in school, or up to one year after you graduate, your *education* section should appear before your *experience* section. Once you are a working professional, these two sections can and should be flipped.

Additional items in this section include the following:

- Expected graduation date: Listing the month or the season both work well here (e.g., spring 2016 or May 2016).
- Relevant coursework: You may choose to list relevant coursework if it pertains to the position for which you are applying.
- Major and minor: You may choose to include both your major and your minor.
- GPA: You may include your overall GPA or you may decide to list the
- GPA of your major. It's recommended that you not include your GPA if it is below 3.3. Certain industries are more concerned with GPA than others, including consulting, investment banking, and trading, which can require a 3.6 or 3.7 and above. It's best to research each industry to better familiarize yourself with such requirements because this can vary by industry and by company.
- Extracurricular activities: Recruiters may be impressed to read that you were active in your college and that you belonged to targeted student clubs. If you held any leadership posts, that information should be included as well.
- Study abroad: If you have studied abroad, list that here. You should include the name of the university, the city and country, and the coursework.
- Nontraditional college students (those who have significant work experience and then decide to obtain their degree) may want to list experience before education.

### *Sample Resume – Education*





College of the Canyons, Valencia, CA  
**Associate of Arts Degree** in Accounting  
 Expected: June 2016  
 GPA: 3.7

If you attended only one college, only that college should be listed in this section.  
 If you transferred from another college, you should list both schools in this section.  
 The first school you list is the current school you attend, followed by the previous school.

### *Sample Resume- Education with Transfer*

California State University, Northridge, CA  
**Bachelor of Science Degree** in Business Administration      Expected: June 2017

College of the Canyons, Valencia, CA  
**Associate of Arts Degree** in Accounting      Awarded: June 2015

High schools, no matter how prestigious, should not be included in a resume.  
 If you've received additional training and certifications, this information does not belong in your education section. Instead, it can be listed in skills and additional information, which will be reviewed in the section of this chapter titled "Skills, Additional Information, and References."  
 Using the preceding information, here's what our resume looks like so far.

### *Sample Resume —Header, Objective, and Education*

**Joe Cougar**  
 23450 Any Street Road  
 Valencia, CA 91355  
 (661) 555-5555  
 Joecougar@earthlink.net

**OBJECTIVE:** An entry level position in the Accounting Department at College of the Canyons enabling me to use my business and communication skills to enhance the department's daily operations.

**EDUCATION:**  
 California State University, Northridge, CA  
**Bachelor of Science Degree** in Business Administration      Expected: June 2017

College of the Canyons, Valencia, CA  
**Associate of Arts Degree** in Accounting      Awarded: June



## Work Experience

This section is arguably the most important of your resume because most recruiters look for past work experience as a predictor of future work experience. The most conventional method of listing your work experience is in opposite chronological order (as with your education section). List your most recent job experience first and include the following information:

- The name of the company
- The city and state and, when outside the United States, the country
- The years of employment (If you've had several jobs at one company, include the overall years of experience, and for separate jobs, note specific years of experience.)
- Three to seven bullet points describing your responsibilities and the results of your work, depending on the number of years of experience

It's important to use bullet points because they clearly and succinctly list your responsibilities and achievements. Recruiters do not enjoy or appreciate reading long paragraphs because they want to quickly skim the information.

Action verbs are helpful in this section of your resume. You may want to consider the following words as you draft your work experience section.

### Action Words

accelerated	expanded	launched	regulated
accomplished	expedited	maintained	related
achieved	extracted	managed	remodeled
acquired	fabricated	marketed	reorganized
administered	facilitated	mediate	repaired
advised	formulated	minimized	represented
analyzed	founded	monitored	researched
appointed	generated	motivated	resolved
approved	headed	negotiated	restored
arranged	helped	obtained	restructured
assisted	hired	operated	retrieved
assembled	identified	organized	reviewed
audited	illustrated	originated	revised
attained	implemented	overhauled	scheduled
delegated	improved	oversaw	shaped
demonstrated	increased	participated	solved
designed	headed	performed	sorted
determined	helped	persuaded	spoke



developed devised directed distributed drafted edited educated eliminated encouraged enhanced enlarged established evaluated examined exceeded executed	hired identified illustrated implemented improved increased initiated innovated inspected installed instructed integrated interpreted interviewed investigated	planned prepared presented prioritized processed produced programmed promoted proposed provided published recorded recruited	streamlined summarized supervised tabulated taught trained translated trimmed upgraded utilized validated worked wrote
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Bullets should be results oriented and used to help quantify as many things as possible. Earlier in this chapter, we referenced the following examples:

- Reducing errors by 35 percent
- Increasing profits by 25 percent
- Boosting repeat sales to 75 percent
- Here is how these items can be put into bullets:
- Reduced errors by 35 percent by creating an Excel program that immediately highlights inconsistencies when raw data are entered into the system.
- Increased profits by 25 percent by gathering best practices and creating a training program for all new hires.
- Boosted repeat sales by 75 percent by delivering the very best customer service, as evidenced by numerous satisfaction letters and comments to senior management.
- Work experience comes in many forms. The majority of your experience will be paid, but it's fine to include unpaid work experience. Perhaps you had an unpaid internship working in the marketing department of a magazine. Absolutely include that in your work experience. Perhaps you volunteered to help a teacher organize their classroom, and perhaps you interacted with students and helped them be prepared for the lesson plan. Include that in your work experience. The bottom line here is that through every experience, either paid or unpaid, you learn something.

It's fine to list work experiences such as babysitting, where your bullet could read as follows:



- Managed three to four hours of after-school activities for three children ages seven to eleven, ensuring homework was completed accurately and efficiently.

You may work in a grocery store and include the following information in your bullet:

- Assisted dozens of customers daily with all aspects of the store's retail offerings, including answering questions about the locations of items and checking out customers quickly and efficiently at the register.

Sample resume are included the end of this chapter. Refer to them when drafting your resume as some have quite a bit of related work experience, some have very little, and others have international exposure. Each sample will give you an idea of how to craft your resume for your job search.

### *Sample Resume – Work Experience*

Publishing Today, Valencia, CA

April, 2013 – May 2016

#### **Secretary**

- Served as office manager when director was out of office, working closely with colleagues and staff to ensure things ran smoothly
- Interfaced with staff and business representatives on a regular basis
- Input, filed, mailed, and faxed official documents

## **Skills, Additional Information, and References**

### **Skills and Additional Information**

This section of your resume should include, but not be limited to, the following information:

- Computer skills: Most employers expect Microsoft Word, Excel, and PowerPoint, but include additional software knowledge (e.g., Dreamweaver).
- Language skills: Include your honest level of fluency (e.g., Spanish, fluent, French, beginner).
- Community service: Include any volunteer work, such as park cleanups, walk-a-thons for various causes, and fundraising events of any kind. Be specific about your responsibilities and your results including: dollars raised, hours spent, leadership position, end-user experience (e.g. fund-raising efforts reached over \$20K, providing for five developmentally disabled students and their parents to travel to Florida to swim with the dolphins.)
- Interests: This information can help to build rapport with interviewers. It's best to keep it simple and include things that are truly of interest to you such as reading, movies, and physical fitness (in general) or tennis, football, softball (specifically). It's true that the "Interests" section is not a core piece of information, but the vast majority of interviewers enjoy reviewing this, and the rapport you build can be helpful!



- Licenses and certifications: Include any current licenses and/or certifications you have earned.

**Important note:** Never misrepresent any information on your resume. If you have knowledge of another language, qualify your knowledge as fluent, intermediate, or beginner. If you don't speak a language other than English, do not include a bullet point about language because you might not know the language capabilities of your interviewers. Some resume readers differ on this, but listing your interests can help develop rapport with your resume reader and interviewer. No matter what the skill level of the interviewer, having a common interest can always begin a great conversation.

### *Sample Resume – Skills and Additional Information*

#### **SKILLS and ADDITIONAL INFORMATION:**

- Computer skills: Fluent in Microsoft Word and Excel. Some knowledge of PowerPoint.
- Language skills: Spanish/Intermediate
- Certifications: CPR, 2009.
- Community service: Member of Fundraising Committee achieving goal of raising \$10K for South Shore YMCA, Spring 2010.
- Interests: Enjoy reading, cycling, and surfing.

## **References**

One of the famous last lines of a resume is "References furnished upon request."

This is not necessary because employers can simply ask for references when they want them. However, a proactive, impressive strategy would be to create a single page document that includes the following information:

- Your header (so it's a matched set with the resume), including your name, address, and contact information
- Your reference's name
- Your reference's company and title
- Your reference's relationship to you (e.g., manager, peer, vendor, and so forth)

Your reference's contact information should include their e-mail address and phone number.



Do not widely distribute this information because it contains the contact information of your references, which you should treat as confidential. However, having the list prepared enables you to quickly share this information with prospective employers upon request.

Help your references help you by notifying them that they can expect a call and by highlighting the most important qualities you want them to mention.

### *Sample - Reference Page*

**Joe Cougar**  
 23450 Any Street Road  
 Valencia, CA 91355  
 (661) 555-5555  
 Joecougar@earthlink.net

#### **References:**

**Jane Jones**  
 Supervisor, JCrew Retail Store, May 2012 – August 2012  
 Phone: (661) 555-5555  
 Email: [Janejones@jcrew.org](mailto:Janejones@jcrew.org)

**Sarah Canyons**  
 Professor, College of the Canyons, Spring 2016  
 Phone: (661) 755-5555  
 Email: [Sarah.canyons@canyons.edu](mailto:Sarah.canyons@canyons.edu)

**Michael James**  
 Supervisor, Publisher Today, April 2013 - May 2014  
 Phone: (661) 855-5555  
 Email: [Michael.james@publisher.com](mailto:Michael.james@publisher.com)

## **Other Resume Formats, Including Functional Resumes**

### **Functional Resumes**

This unit thus far has reviewed a resume that follows a chronological format.

Another format to consider is a **functional resume**, which highlights the skills you've developed more than the individual jobs you've held. Functional resumes can be different from what most recruiters will review, so it's best to proceed with care. This includes consulting the career services office.

It's important to note that throughout the many, many years that individuals have been drafting resumes, recruiters have expected to see a chronological resume with certain sections: employment, education, and additional information. In most cases, it's best to give recruiters



what they expect: a chronological resume. With that understood, functional resumes can be used for college students and experienced candidates for the following reasons:

- Individuals may want to highlight their skills and achievements rather than the companies for which they worked.
- College students who do not have a strong work experience history can use a functional resume to give them a chance to include other achievements, honors, and abilities in a very pronounced way.
- Experienced individuals can deemphasize gaps in employment because recruiters often notice gaps and then want those gaps explained.
- Experienced individuals can also deemphasize career mobility and emphasize skills and achievements.

Here are some categories you may want to consider when drafting a functional resume:

- Communication skills
- Teamwork skills
- Leadership skills
- Honors and special achievements
- Athletic involvement and achievements
- Volunteer experiences



Roberta Hawley  
 333 West Terrace  
 Madison, WI 55555  
 E-mail: [rh333@uwisconsin.edu](mailto:rh333@uwisconsin.edu)  
 Cell: 917.333.5555

#### OBJECTIVE:

To secure an entry-level position in the health care industry, using my volunteer experience, along with my client focus, and results-oriented approach.

#### EDUCATION:

University of Wisconsin, Madison, WI  
 BS degree, expected Spring 2013  
 Major: health care, Minor: communications  
 GPA:3.8

#### HONORS:

- Health Care Award recipient, Wisconsin General Hospital 2011
- University of Wisconsin Student Government, elected junior class president, 2011
- Dean's List, 2010m 2011
- Senator Smith Scholarship for Academic Excellence, 2010
- Pi Kappa Delta
- Silver Helmer National Honor Society

#### LEADERSHIP SKILLS:

- President health care club, 2011, member 2008-2012
- Treasurer, nutrition club, 2010, member 2009-2012
- Captain, varsity tennis team, 2009-2012 and state singles champion, 2009

#### HEALTH CARE VOLUNTEER ACTIVITIES:

- Volunteer reader, Mercy General Hospital, 2007-Present
- Gift shop volunteer, Mercy General Hospital, 2009-Present

#### COMMUNITY VOLUNTEER ACTIVITIES:

- Fun Run, Memorial Half Marathon, 2009-Present
- Wisconsin Cares volunteers, Coat Collection Drive, 2010
- Tennis coach, Wisconsin Special Olympics, 2008-2010

#### COMPUTER SKILLS

- Microsoft Office Suite: Word, Excel, and PowerPoint
- Apple formats, Photoshop, and UNIX platforms
- LexisNexis and VISIO
- Programming skills C++





**NICOLE FRANK**

333 Ross Avenue • Palm Beach, FL 22222  
 Email: rh333@uwisconsin.edu • Cell: 917.333.5555

**OBJECTIVE:**

To secure an entry-level position in the health care industry, using my volunteer experience, along with my client focus, and results oriented approach.

**EDUCATION:**

**U Wisconsin**, Madison, WI

BS degree, expected Spring 2012

Major: health care, Minor: communications

GPA: 3.8

*Problem Solving/Analytical Skills*

- Was part of a task force that developed an innovative approach for reviewing patient data, when original plans included purchasing a new system, Mercy Hospital, 2010
- Interacted with other departments to improve surveillance of hospital visitors and vendors, Mercy Hospital, 2009

*People/Leadership Skills*

- Manager of hospital gift shop, with revenues of \$5K per week, Mercy Hospital, 2008
- Team captain for women's varsity tennis team, University of Wisconsin, 2010. Member of team 2008–Present

*Communication/Writing Skills*

- Presented team project in University of Wisconsin health care competition, winning first place
- Wrote and edited health care policies/procedures by incorporating feedback from four other departments; policy manual used by entire hospital
- Presented team project to more than fifty students in Communications class, earning an A on the report, and an A in the class

**Curriculum Vitae (CV)**

Some people interchange the word resume with **curriculum vitae (CV)**, which is incorrect because they are different items. A CV is mostly used internationally, particularly for research-oriented positions. A CV is often longer and more detailed than a resume. In some cases, CVs are six to eight pages long and include published material and conference information if the person presented information to colleagues. A CV may or may not include biographical information, including marital status and nationality (this is typically the case with international students studying in the United States).

With this said, a resume is the appropriate document when seeking any nonacademic or nonclinical position in the United States. If you are interested in working overseas, use research to familiarize yourself with an employer's expectation regarding resume, CVs, and additional information.

Now let's look at some sample resumes.



## Sample - Resumes

**Brian S. Thanis**

50 Dairy Street, Austin, Texas 55555  
C: 555.555.5555 • brian.s.thanis@vanderbilt.edu

**EDUCATION:**

**Vanderbilt University**, Nashville, TN

Expected graduation, 2014

Pursuing a BS in Biomedical Engineering

Notable Coursework: Chemistry, Multivariate Calculus, Physics, Programming

Future Coursework: Thermodynamics, Fluid Mechanics

**EXPERIENCE:****TESTEXCEL, INC.**

Austin, TX

*Personal Assistant to New York Site Director*

September 2009–May 2010

- Managed testing site with a team of four on testing days and proctored practice SAT exams for approximately 130 high school students
- Responsible for supplying teaching sites with supplies and ensuring students were properly registered before classes started each week. Answered all questions from students and parents
- Worked with Site Director to quickly solve any problems that arose during both teaching and testing sessions

**JEWISH COMMUNITY CENTER**

Austin, TX

*Senior Lifeguard*

Summer 2007–2010

- Reported to the Head of Aquatics as the most experienced lifeguard among the team of 15
- Monitored and regulated pool chemical levels routinely, in two pools, to ensure cleanliness and safety levels
- Strived to ensure a 100% safe environment; duties occasionally included rescuing children in distress
- Interacted with and assisted many people throughout a typical day with swimming and safety issues
- Acted as point person for any patrons with challenges of any kind, ensuring all issues were resolved quickly and effectively

**HONORS:****SCHOLARSHIPS**

- The Harry R. Ryman Memorial Scholarship
- The Detective's Endowment Association Scholarship
- The Prudential Scholarship Recipient
- The Guardian Academic Scholarship

**AWARDS**

- Musical Award, Trumpet (player for nine years)
- Earned Varsity Letter for Basketball (played all four years in high school)
- School Safety and Leadership
- Honor Roll (four years)

**SKILLS AND ADDITIONAL INFORMATION:****COMPUTER**

- Experienced with Wolfram Mathematica, MS Word, Excel, and PowerPoint
- Proficient in MatLab

**CERTIFICATIONS**

- Adult and Infant CPR for the Professional Rescuer
- Red Cross-Certified for Aquatic Rescues
- Trained to use an Automated External Defibrillator (AED)



**ALYSE DAY**

34 East Terrace, Staten Island, New York 10312  
 Cell: (555) 555-5555 • E-mail: alyse.day555@verizon.net

**OBJECTIVE:**

To obtain an internship in the health-care field, utilizing my interpersonal, communication, and business skills, where I can work closely with health-care professionals to deliver the very best patient care possible.

**EDUCATION:**

**City University of New York**, College of Staten Island, Staten Island, New York Expected Graduation 2013  
 Bachelor of Arts: Major: English; Minor: History  
 Relevant Coursework: English, Math, Spanish, Minority Groups, Geography, History  
 Extracurricular Activities: Women's Track Team, Health-care Club  
 Leadership Activities: Student Government, Treasurer; Track Team Captain, 2010

**EXPERIENCE:**

**University Hospital**, Staten Island, New York October 2010–Present  
 Volunteer, Gift Store

- Ensure that the gift shop has an appropriate supply of magazines, snacks, beverages, and gifts for a variety of patient ages and life events (baby gifts, get-well gifts, birthday gifts, and so forth).
- Work together with a team of ten volunteers to ensure store is run smoothly and efficiently, serving the needs of all hospital employees, patients, and visitors.
- Manage the cash register, processing cash and credit orders.

**Huguenot Diner**, Staten Island, New York August 2009–Present  
 Hostess

- First point of contact for all customers, ensuring they are greeted warmly and professionally. Partner with waiters and waitresses to ensure customers are seated quickly and comfortably in an often fast-paced environment.
- Manage the cash register with receipts totaling several thousand dollars per shift. Process all cash and charge receipts efficiently and effectively.
- Manage all phone orders for food pick-up, totaling approximately 20 to 30 per day.
- Ensure that the owner is kept apprised of any issues that warrant his attention.

**Child Activities Unlimited**, Staten Island, New York July 2010–August 2010  
 Camp Counselor

- Managed a group of approximately 20 six-year-old girls, for six hours per day, five days per week. Ensured positive interaction with the additional 300 children, ages five through twelve, who attended this camp.
- Partner with approximately 20 counselors to ensure activities were safe, managed well, and enjoyed by all.
- Daily activities included various sports (soccer, basketball, bowling, kickball) and various bus trips that included Madison Square Garden's "Walking with Dinosaurs."
- Interacted with parents to answer any concerns, share health and well-being issues, and share information needed regarding the day's activities and pick-up times.

**Crystal Blue Pool Care**, Staten Island, New York 2007–2009  
 Lifeguard

- Member of a team of four lifeguards who supervised a private community pool, ensuring the well being and safety of between 50 and 100 patrons for nine- to ten-hour shifts.
- Responsible for pool maintenance, including running the filter and treating the water with appropriate chemicals.
- Trained in all aspects of first aid and CPR in the event of any emergency.

**SKILLS:**

Knowledge of Microsoft Word, Excel, and PowerPoint.

**INTERESTS:**

Enjoy movies, shopping, and fitness (running, kickboxing, and yoga).



**Brittany Post**

brittanypost@shu.edu • (555) 555-5555  
22 Court Street, New York, NY 55555

**EDUCATION**

**Seton Hall University**, Stillman School of Business, Expected graduation May 2011  
South Orange, NJ  
Concentrations: Sport Management and International Business  
Bachelor of Science in Business Administration  
GPA: 3.5, Dean's List, 2008, 2009

Relevant Coursework:

Quantitative Business Methods	Business Statistics
Financial and Managerial Accounting	Management of Sport Organizations
Money and Banking	Business Writing
Business Finance	Microeconomics and Macroeconomics

Extracurricular Activities:

**Alpha Kappa Psi, Professional Business Fraternity**, 2009–present

Tau Pledge Class Warden

- Organize professional events
- Participate in community service

**Sports Management Students Association**, 2008–present

- Organize sports trivia nights and blood drives
- Plan weekend retreats to observe sport-management venues

**EXPERIENCE****Time Warner Cable**

**Brand Ambassador**, 2009

- Promoted organization, products, and services at various events with over 1,000 in attendance
- Together with a team of ten, organized, promoted, and sold over \$10K at each of ten events

**Seton Hall University Sports Polling Center**

**Pollster**, 2008–2009

- Gathered information for sports polls with results published by national media, specifically ESPN and Bloomberg

**Ralph's Ices**

**Cashier**, 2007–2009 (summers)

- Worked with a team to provide exceptional service to clientele of this landmark store
- Partnered with store manager to organize inventory to ensure most popular ices were ordered in advance

**TestTakers - SAT Prep**

**Administrative Assistant**, 2007

- Handled confidential paperwork and filing of approximately 200 students
- Communicated with students, parents, and faculty on a weekly basis

**SKILLS**

**Languages:** Fluent in Greek and Russian

**Computers:** Experience with MS Office (Word, Excel, PowerPoint), C++





As you develop your resume, be sure to have several people review it for you. The Job and Career Center on campus is a great resource in addition to this class. They have experts available to assist you in creating, critiquing, and drafting your resume. Every semester the Job and Career Center organizes a “Resume Rally” in preparation for the annual Job and Career Fair event. For more information, go to the Job and Career Center website <http://www.canyons.edu/Offices/CareerServices/Pages/default.aspx> and view the “Events and Workshops” link.

College of the Canyons Career Services and *Resume For America* have partnered to bring you an excellent online resume builder!

You must have a @canyons.edu or @my.canyons.edu email account to use this website. <https://resumecompanion.com/resume-builder-edu-2/canyons/>

#### 5.4 The Cover Letter



*Cover Letter Puzzle Piece*

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



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

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

- **The Introduction:** The introductory paragraph, states the position you are applying for, how you heard about it, and why you are interested in the position. If someone referred you for the position, mention their name. The goal is to hook the employer and motivate them to want to review your resume and invite you for an interview!
- **The Body:** Paragraphs 2-3 give actual examples of your success in areas that support what the employer is looking for in the position. This is where you link your skills and abilities with the job description.
- **The Closing:** the final paragraph shows enthusiasm for working for the company. Request an interview to further discuss the position and state that you will call within a week to follow-up. Thank the employer for their time and consideration.

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

**Today's date**  
June 13, 2013

**Company contact information**  
Tip: If you only have the company name, Google the company to find their full address. If you have a contact name, put it right above the company name. If the company is unknown, just skip this block of information.

Microsoft Industries  
8888 W. Magic Mountain Parkway  
Valencia, CA 91355  
(888) 888-8888

**Your contact information**  
Joe Smith  
12345 Valencia Blvd  
Valencia, CA 91355  
Jsmith@msn.com

**Paragraph 1**  
Name the position being applied for. Mention where you heard about it or saw it and/or why you are applying.

**Paragraph 2**  
The most important section. Address the job description by mentioning:  
- Relevant work skills required for the job  
- Relevant strengths  
- Relevant education and/or training.

**Greeting:** If the job description mentions the name of the person you will be sending your resume to, just Dear Mr./Ms. (last name). If you don't have a name, try calling the company to find out who will be hiring for the position you're interested in. If you still don't have a name, use Hiring Manager.

Dear Hiring Manager,

I am interested in the Receptionist position that you are currently seeking to fill. I saw this position advertised in the MyJobs database through College of the Canyons and feel that my background and experience make me a qualified candidate for this position.

My experience includes over five years of providing customer service to diverse clientele in a variety of work environments. At Integrated Support Solutions Inc., I was given the responsibility of managing payroll and inputting inventory information into the computer system. As a College Assistant at College of the Canyons I made outgoing calls, kept detailed records, and scheduled appointments. I am computer proficient in Microsoft Word, Excel, and PowerPoint and can operate a variety of office equipment. Personal strengths include excellent verbal and written communication skills (bilingual in English/Spanish), independent working habits, customer service skills, and punctuality. I am currently attending College of the Canyons and expect to receive my associate's degree in Business Administration in June of 2014.

Based on my professional skills and experience, I feel confident that given the opportunity, I can immediately contribute to the continuing success of your business. I would appreciate the opportunity to further discuss this position and my qualifications at your convenience. I can be reached at (661) 888-8888. Thank you for your consideration.

**Paragraph 3**  
Show enthusiasm, provide your contact phone number and request an interview.

Sincerely,

Joe Smith

Enc. Resume



*Sample - Cover Letters*

Alyse Day  
34 East Terrace  
Staten Island, New York 10312

August 11, 2011

Dear Dr. Stella:

I'm writing to you regarding your Dental Assistant and Dental Receptionist position that I researched on CareerBuilder. I currently attend college in the evening, and I am excited about this full-time opportunity. I would be an excellent fit because I have the strengths necessary to succeed, including interpersonal and communications skills in addition to a passion for the health-care industry. My strengths are demonstrated in the examples below:

- My interpersonal skills are exceptional. Last summer, I was a camp counselor at Child Activities Unlimited. My day-to-day responsibilities included working closely with children who had all types of issues, from being homesick to not feeling well, to wanting to explore every single activity we offered. I interacted well with them and their parents, ensuring open communication, a focus on safety, and a caring attitude for all.
- I respect and am inspired by health-care professionals, so I have genuine interest in this work. I was a runner on my school's track team, and when I had a leg injury last year, I was amazed by how the team of rehab professionals partnered with me until I was able to run again.
- My work ethic is very strong, as I ensure the gift store at University Hospital is impeccably clean and in complete order. There isn't a job too small or too big for me to manage, and I appreciate adding responsibilities to what I already manage.

In reviewing your job description, I am confident in my ability to complete all of the tasks mentioned. The only qualification I do not currently have is proficiency in taking x-rays, however, I am a very quick study, and I know I can do well with minimum training. In addition, I'm energetic, very willing to learn, and always give a 110% effort. I will call you in a week to follow up, but in the meantime, please feel free to contact me at your convenience.

Sincerely,

Alyse Day  
555.555.5555  
alyse.day555@verizon.net



Louise Ng  
Flat 2D Miami Way, 5555 Greenwich Inlet  
Hong Kong

Human Resource Director  
Ogilvy Public Relations Worldwide  
23rd Floor, The Center 99 Queen's Road Central, Hong Kong  
Hong Kong

August 18, 2011

Dear Hiring Manager:

I am writing about the internship at Ogilvy Public Relations Worldwide, as I researched this opportunity at the Career Services Center at my school. I graduated in July 2010 from Queen's College London, University of London, with a major in Business and I have experience in the garment manufacturing and property consultancy industries. Attached please find my resume.

The following skills make me a strong candidate for your opportunity:

- **Strong Interpersonal and Communication Skills:** While working in the garment-manufacturing firm, my company was undergoing an expansion from sportswear to fashion garments, and I assisted the senior managers in communicating with the company we partnered with, Diesel. After a few meetings, we had developed a mutual understanding of our goals and we adapted to each other's culture. Eventually, we agreed to sign a short-term contract and manufactured a line of product for two seasons for Diesel, which was very successful for both companies.
- **Research Skills:** While at ST Richard Ellis, I had to undertake a retail consultancy study commissioned by the Hong Kong Housing Authority (HKHA). I had researched various commercial activities in local housing estates and gained a better knowledge of the link between economic growth and government development. Also, from attending meetings with the HKHA, I had a more in-depth view on government and corporation relationships.
- **Teamwork and Leadership Skills:** In my last job, I took the post of acting manager in my family's business for a summer. I ensured that resources were allotted in an efficient and effective way, and that opportunities were identified in order to make the company more profitable. Most important was the effort the entire team put forth to accomplish our business goals. In addition, at school, I am an exceptional team player, and always willing to proactively lead our efforts and projects. I have led teams with four to twelve students each semester, ensuring strong communication and accountability for all tasks necessary to complete a quality project on time.

Thank you for considering me for this internship position. I am excited at the prospect of working with Ogilvy, and I am confident that my people and communication skills, combined with my research and leadership skills, make me a perfect candidate for this role. I will call you next week to follow up. In the meantime, please feel free to reach out to me at the below phone number or e-mail address.

Sincerely,

Louise Ng  
louiseng55@gmail.com  
+555 5555555

Enclosure





Helen Patty  
33 West Terrace  
Washington, DC 22202

Business for Social Responsibility  
555 Moral Way  
Chicago, IL 55555

August 11, 2011

Dear Hiring Manager:

I am writing to apply for the position of Associate in Advisory Services, at the Business for Social Responsibility (BSR). I was advised to apply for this position by Mr. Ron Martin, who is the Vice President of Fundraising at your company. I am currently an Assistant Account Executive of Communications at CTC Strategic Services, and I am confident that my exceptional communications and research skills make me a perfect candidate for this position.

I have a passion for corporate social responsibility, as I know it to be vital to social change and development. At CTC, I have worked with nonprofits and national and global advocacy campaigns to ensure that vital issues stay at the forefront of the media. For example, I worked on the media pieces for the Komen Community Challenge, and during this campaign, I prepped over ten activists with their Capitol Hill visits, and garnered media coverage in various cities.

Research is vital to what I do. At CTC, while conducting communications audits, I interviewed key stakeholders and analyzed internal and external communications structure. This process ultimately led to the creation of recommendations that called for constructive improvements. For example, recommendations included staffing structure and reallocation changes, sample job descriptions, and suggestions to hold a messaging tabletop with organization leadership to crystallize a uniform identity and brand.

At CTC, I have thrived and been promoted in a fast-paced, multiclient environment because I am organized, client focused, and teamwork oriented. I am also very comfortable and adept at working with limited resources and tight deadlines.

Lastly, I appreciate diversity because I have had the opportunity to live, study, and work internationally in Canada, Spain, France, Austria, Luxembourg, Costa Rica, and the Philippines. I am fluent in French and Spanish, and have solid knowledge of German as well. This perspective has helped me to understand and contribute in a more meaningful way with a wide variety of individuals.

Thank you for considering me for the position of Associate in your Advisory Services business. I am confident that my communication, research, and effective business skills make me a perfect candidate for the BSR team. I will call you next week to follow up, and, in the meantime, please don't hesitate to contact me at the e-mail address or phone number below.

Sincerely,

Helen Patty  
555.555.5555  
helenpatty@verizon.net



## Your Online Profile

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

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

## Digital Dirt

Various social networking sites allow you to post anything you would like in cyberspace. Twitter, Facebook, and Second Life are a few examples. Four hundred million individuals have a Facebook presence, which enables them to connect and reconnect with current and past friends. Facebook allows you to post pictures of yourself, your friends, your animals, your vacation, and anything else you would like to include. You can post your birthday, your relationship status, your taste in music, and your interests and hobbies. Most employers look to LinkedIn for professional information because LinkedIn is often described as the professional version of Facebook, but employers still will look at your Facebook profile. When three candidates seem equally suited for a position, researching the candidates on Facebook may provide information that becomes the deciding factor. A word to the wise: Ensure that information on your Facebook page can only help your job search. Foul language and inappropriate pictures of social parties and activities will hurt your ability to land the job you are seeking. Do not rely on privacy settings that you think filter individuals from viewing your information because those settings have often failed job search candidates. Facebook remains a wonderful tool for social networking, however, once something is in cyberspace, it's virtually impossible to delete, so proceed with caution!

## Overview of LinkedIn

More than 100 million people are on LinkedIn, the leading online network for professional profiles, and that number grows every day. LinkedIn is different from Facebook because it's intended only for professional use and to focus on your career. To get started with initial online marketing efforts, LinkedIn is a great first step. Visit LinkedIn at <http://www.linkedin.com> and follow the tutorial to learn aspects about the site and create an account. Use a thumbnail sketch of your resume for your profile. Create a summary section, and bear in mind that this is a great place to include specific keywords on which recruiters and employers may search (e.g., specific technical skills, languages, brand-name companies, industry knowledge).



### **Who Can You Link To?**

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

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

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

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

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

### **Include a Professional Picture or Head Shot**

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

### **Add a Summary to Your Thumbnail Sketch**

Your LinkedIn profile is basically a thumbnail sketch of your resume. It's important for you to include a short, succinct summary of your background and where you are now in your career. You should also include each school you've attended, along with the years. Include each work



experience you've been a part of, again, along with the years, in a professional and formal format. This will allow individuals to identify how they have known you in the past.

### **Include Recommendations**

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

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

### **Join Groups**

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

### **Use Applications**

Use LinkedIn applications such as reading lists and presentation or blog sharing.

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

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

### **Maintain Your Profile**

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



## 5.5 Interviewing for Success

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

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

Key strategies for a successful interview will be explored in depth in this chapter, but as an overview, you should have three goals:

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

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

### Phase I - Preparation

This phase takes place before the interview and involves knowing yourself. Assessing your strengths, weaknesses, interests, values, personality, skills and abilities. In Unit 2 - Self-Exploration, you addressed this in great detail through the different career assessments you completed. As you prepare for your interview, you will want to link the information you have gained from your career assessments and articulate them to the employer so you can illustrate how you are a good fit for the job!

The preparation phase also includes research and practice.

Preparation is key to succeeding in the interview process. The following steps will help you get a second round of interviews:



- Research the industry, the company, the competitors, and the interviewer (if possible) and practice answering interview questions.
- Have a full dress rehearsal three days before the interview.
- Know where you are going in advance, and get there thirty to forty-five minutes early.
- Have a routine the day of the interview.

### **Know the Industry, the Company, the Competitors, and the Interviewer**

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

### **Practice Answering Interview Questions**

The section of this unit titled “Different Types of Questions” has a detailed list of the top questions asked during an interview and strategies to succeed with each question. Pay close attention to that section to help you prepare for an actual interview.

For now, before you practice actual questions, you can do four things:

1. Check with the career center on campus for upcoming workshops on interview preparation.

For a list of workshops go to

<http://www.canyons.edu/Offices/CareerServices/Pages/default.aspx> and view

events/workshops. Ask to schedule a mock interview with the career advisor for 1:1 feedback.

As part of this class you will be participating in a mock interview so this will be great practice.

2. Google additional interview questions and look in the mirror as you practice answering these questions. Get an interview buddy to ask you these questions, as well as probing questions, to dig deeper into your answers.

3. Be confident when answering (even if you don't feel confident), be positive, and don't undersell yourself.





4. Focus on the results of each of your projects, tasks, and courses. A results-oriented candidate has a better chance getting the second interview and potentially the offer.

### **Have a Full Dress Rehearsal Three Days Before the Interview**

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

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

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

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



### Know Where You Are Going

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

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

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

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

### Phase II - The Interview

The moment you have been waiting for has arrived—the actual interview. Keep six things in mind:

1. Body language
2. Networking updates
3. Focus
4. Authenticity
5. Questions to ask toward the end of the interview
6. Questions about the next step

### Body Language

It is important to be aware of nonverbal impressions such as your handshake, eye contact and eye movement, posture, and facial and hand expressions. A sizeable percentage of what we communicate comes via body language<sup>6</sup>:

- Eye contact
- Smile
- Handshake
- Posture





**Eye Contact**

Maintain good eye contact throughout the interview. It's OK to look away occasionally, but, for the most part, eye contact should be steady. It shows confidence and inspires trust in all that you say.

**Smile**

When you are feeling stressed, a smile usually relaxes your face, which usually helps you to relax overall. An introductory or occasional smile shows that you are enjoying the conversation, and it adds to your confidence factor.

**Handshake**

Practice your handshake. The Goldilocks approach is best: Don't crush the interviewer's hand, but don't give a soft, floppy handshake, either. Your handshake should be firm and businesslike. If you get nervous to the point of having a sweaty palm, wipe it against your pants leg or skirt just before you shake your interviewer's hand.

**Posture**

Sit up straight with your shoulders back and your feet firmly planted on the ground. It's fine to cross your legs if you feel more comfortable doing so, but avoid looking too relaxed. You should be poised and fully focused on the interviewer, ensuring that you answer all questions to the best of your ability.

**Networking**

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

**Focus**

The more focused you are during an interview, the more successful you will be.

Focus on the question asked and answer it directly. If you think you've gone off course for any reason, it's OK to ask the interviewer if you are on the right track.

Your answer should have a beginning, a middle, and an end that includes a real, tangible, and preferably positive result. Here is an example of a question asked and an effective answer:

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



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

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

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

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

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

The answer's beginning set the stage:

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



- I was tasked with drafting the agenda of these meetings and the agenda notes, which verified all that was discussed and agreed upon.
- Notice it had a middle that allowed you to understand how things were working:
- My first draft of the first agenda was much too broad, but with feedback from my manager, I edited it to include all the details necessary to hold a productive and effective meeting and create the structure for the agenda notes document.
- By the second meeting, I was drafting the agenda and publishing the notes without any revisions from my manager.

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

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

### **Authenticity and Honesty**

Never misrepresent anything about yourself during the interview:

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

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

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

At the end of the interview, the interviewer will usually ask if you have any questions.

This important step in the interview process is relatively easy and can be done in advance of the actual interview. Use the research you've already conducted to formulate five to seven questions you'd like to ask at the end of the interview.

The table below includes some topics and potential questions to help you brainstorm as you develop your questions.



*Topics and Potential Questions*

Topic	Question
Goals of the company, division, department	I understand that your main goal is to complete X.
	Are you pleased with your progress so far?
Goals for the position	I understand that should everything work out and I receive the offer, I would be responsible for Y.
	Would you expect that I will be able to do that in one month, three months, or six months?
Training program	Is there any training I would receive prior to my first day?
	Would I receive ongoing training, or is it basically on-the-job training?
Critical skills needed	What two or three skills do you think are absolutely necessary to succeed in this role?
Culture of the company	I've researched your website and learned that the culture is x, y, and z.

Remember to do two things when preparing your questions for the interview:

1. Match the proper questions to the proper interviewer:

- If you are interviewing with a managing director, ask about the goals of the company, the division, or the department. Ask about the stock of the company and ask what keeps them up at night.
- If you are interviewing with someone in human resources, ask about what is covered during the training program. You can also ask what skills are necessary for success, about past alums from your school, and so forth.



## 2. Research everything you can before the interview:

- Research the company's, the divisions, and department's goals. Study the website, speak to alumni (if possible), and attend marketing events prior to the interview.
- Research your interviewer using Google and LinkedIn.
- Gather information from your network. Are your interviewers alumni from your school? If you knew someone else at the company, before the interview takes place, it's fine to mention who you know and where you met.

### Question Your Next Steps

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

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

### Phase III - The Follow Up

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

1. Send a thank-you note.
2. Update all parties relevant to your search.
3. Create your follow-up strategy.
4. Set up additional targets.

### E-mail a Thank-You Note before the Day Ends

E-mail, versus a handwritten note, is preferred for many reasons:

- Your note will be immediately received by the interviewer. It's common courtesy to thank people for their time right away, and manners count quite a bit during the job search.
- Your ability to write a concise business note is demonstrated.
- Your quick communication keeps you at the top of the interviewer's mind.
- Your e-mailed thank-you note can be shared easily and often by everyone who interviewed you. This positive momentum keeps you in a positive light with all parties.
- Your e-mail is an opportunity to quickly confirm that you have the critical skills necessary to do a fantastic job. In the e-mail, you can reiterate the skills you have or mention



something specific that was discussed in the interview, thus making an even stronger case for why you'd be a great hire.

- Your e-mail can include an attached article about the company or about an interest you share with the interviewer.
- Your e-mailed thank-you note is more likely to receive a response from the interviewer.

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

### *Sample Thank-You Notes*

Dear Ms. Smith,

Thank you for interviewing me today for a permanent position at XYZ Company. I enjoyed meeting you and learning about your experience as it was of great interest to me. XYZ's core values of teamwork, integrity, and commitment are exactly what I look for in a company. I am confident that my analytical, teamwork, and leadership skills will enable me to contribute significantly from day one.

I continue to be very impressed with XYZ's accomplishments and all the individuals I have met who are very enthusiastic about being a part of the team, including Doris Vitiellos, Susan Pulifion, and Don Wright. I am intrigued by your company's culture and the volunteer work that XYZ is a part of.

I also enjoyed visiting the Jones construction site today. I was fortunate enough to visit the site two summers ago during my previous internship, and I was impressed by the progress that has been made.

I would like to reiterate that I am extremely interested in your opportunity. I look forward to hearing from you and hope for a positive outcome.

Thank you again for your time and consideration.

Sincerely,

Jenna





Dear Scott,

It was a pleasure meeting you at the BlackRock Cornell Days event on Thursday. Thank you for taking time out of your busy day to speak with us. You added a lot of value to the event, and you enabled me to get a better feel for the company culture.

After meeting many different people from BlackRock, I clearly see it as the place where I would be the best fit. I believe my analytical, teamwork, and problem-solving skills would allow me to contribute quickly, and in a meaningful way.

I was especially impressed with what Barbara West said about the importance of integrity, curiosity, and critical thinking, as it resonated quite a bit with me.

Once more, I really enjoyed the event this Thursday and hope to be selected to interview with Blackrock. It was a great pleasure to meet you.

All the best,

Jerry Solomon

Dear Mrs. Soulis,

Thank you very much for your time yesterday. I enjoyed the interview very much, and I'd like to reiterate my interest in working for P.S. 23.

I'm especially interested because your school is completely focused on improving student grades and increasing student participation in learning and extracurricular activities. I believe that a child's confidence grows when they participate in sports and drama in addition to their studies.

I'm proud to say that my assistant teaching experience at P.S. 22 has resulted in increased grades and increased participation by students in the first, second, and third grades. I hope I'm given the chance to do that at your school, P.S. 23.

Thank you again for your time and consideration, and I hope to hear from you shortly.

Best regards,

Donna Right



**Update All Parties Relevant to Your Search**

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

**Map Your Follow-Up Strategy**

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

- Thank the company's representative for either the interview or the update.
- Give a results update.
- Send holiday greetings (throughout the year).
- Share an article about the company or about a common interest.
- Express congratulations on positive news about the representative's career or the company.
- Make a referral.

**When Things Go Wrong**

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

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

The more you practice interviewing, the more prepared you will be. Each interview serves as a learning experience and an opportunity for you to strengthen your interviewing skills. There are





different types of interviews for you to become familiar with. The next section will address the different types.

### **Different Types of Interviews**

You can experience three main types of interviews. Become familiar with each type and you will be more prepared and more successful:

1. Behavioral
2. Case
3. Informational

### **Different Methods of Interviewing and Different Interview Venues**

#### **Methods of Interviewing**

One of four methods might be used to interview you:

1. Live interviews (one-on-one and a panel type)
2. Phone interviews (one-on-one and a panel type)
3. Video or Skype interviews
4. Taped interviews

#### **Live (One-on-One and a Panel Type)**

Live, or face-to-face, interviews, are the most common interview interaction. An increasing trend of recruiters is to pair up with another colleague and have two or more interviewers per interview candidate. Many candidates will end up interviewing before a panel of interviewers, so be prepared for that to happen as well.

You will need to employ all of the strategies outlined earlier in this unit, in the section titled “Different Types of Interviews.” In addition, here are some specific strategies to employ when you are interviewing with one or more interviewers.

When you are interviewing with only one person, the focus is clear—it’s on one person. Ensure your nonverbal and verbal communication is focused, positive, and results oriented. The more you practice, troubleshoot, and improve, the more you will succeed.

If you are interviewing with two or more interviewers at the same time, focus and practice are just as important, but you can employ a few additional strategies:

Focus on the person asking the question to ensure you fully understand the question. When you answer, however, look at all interviewers in the room (even if they are not speaking). Use the lighthouse approach, and just as a lighthouse’s light scans from side to side, do the same with your eye contact and connect with everyone in the room.



Practice and helpful critiques for improvement cannot be emphasized enough. Conduct as many **mock interviews** as possible because your skills will improve with each attempt. Practice also will help you strengthen your performance significantly, thus helping you succeed in either gaining a second-round interview or getting an offer. You will have an opportunity to conduct a mock interview for a class assignment.

### **Phone (One-on-One and a Panel Type**

Phone interviews are just as important, if not more so, than face-to-face interviews.

In down economies, more companies choose to conduct interviews via the phone versus face-to-face to save time, money (if they have to pay your expense to come to their office), and effort. So preparation and practice are key to succeeding on the phone.

Prepare for a phone interview (similar to a regular interview) by taking seven important steps:

1. Research the industry, the company, the competitors, and the interviewer (if possible).
2. Match your strengths to the job description.
3. Practice interview questions, focusing on the results of your projects and tasks.
4. Ask a friend to interview you over the phone so you are used to the medium.
5. Be proactive about discussing your strengths and have concrete examples of how you have used them.
6. Prepare questions for the interviewer.
7. Ask what the next steps will be.

Phone interviews have several advantages:

- You can focus more on the actual questions because you have fewer distractions:
- The surroundings
- The interviewer

Consider setting up a practice interview. Practice interviews are not conducted by your desired employer, but by a person knowledgeable and familiar with the interview process. You can treat the interview like an open-book test and have several items at hand to help you:

- A copy of your resume
- A list of your strengths and examples of each one
- A list of your weaknesses and your plan to strengthen each

Since many companies save time and money by conducting phone interviews, spend the time now to master success strategies as it will benefit you in the long run!

Phone interviews have some disadvantages:

- You lose your ability to make a first great impression visually.



- You lose the ability to impress with body language such as eye contact, a good handshake, and so forth.
- You cannot read the interviewer's body language.
- You might become confused if more than one person is asking questions, especially if a speakerphone is used.
- You might be left in the awkward position of not knowing what to do next if the recruiter doesn't value phone interviews as much as face-to-face interviews. They might reschedule or not call when they said they would.
- Strategies for a successful phone interview include the following:
  - Ensure your office or interview space will be quiet and uninterrupted.
  - Put a note over your doorbell—"Do not ring from 2–3:00 p.m."
  - Put a note on your door—"Do not disturb—interview in progress from 2–3:00 p.m."
  - Ask someone to walk your dog for the hour you are on the phone, or put it in a fenced backyard. If you have a cat with a loud meow, put it in another room where it cannot be heard.
- Stop call waiting—check with your carrier as to how to do this.
- Shut off cell phones.
- Dress up even though you don't have to:
  - You will feel more professional.
  - You will take the interview more seriously.
- Stand up during the interview:
  - Your voice sounds better.
  - Your focus will be keener.
- Have a glass of water handy.
- Have your important documents and whatever else you might need in front of you because the interviewer can hear you gather things during the interview.
- Remember that body language is important:
  - Smile when you would normally smile in a live interview.
  - Interviewers can hear a smile and smiles enhance the interview experience.
  - Use inflection in your voice because a monotone makes for a dull interview.

### Videoconference or Skype Interview

When you are at a more senior level, interviews might take place with someone in a different city, state, or even overseas. In such a case, a videoconference or **Skype** interview may be used. You will be seated in front of a computer with a camera and your interview will be live via that camera. Strategies to succeed during a videoconference interview include the following:

- When answering questions, look into the camera instead of looking at the person on the screen. If you look at the camera, your eyes will meet the eyes of the person on the other end of the computer, making for a better connection. If you look at the person on



the computer monitor when answering the question, you will appear to be looking down. It's tempting to look at the person's face versus the camera because you want to read their impression, but try to avoid this.

- Practice this technique by speaking to a friend via Skype. It's the exact same medium as a teleconferenced interview, and will give you the much-needed practice.
- Posture is very important, as it is with all interviews, but especially in a videoconference because the interviewer will see you from the software application from the shoulders up.

### **Taped Interviews**

Taped interviews are so rarely used that you probably will not encounter them.

They are primarily used to hire a large number of people for the same exact position, for example, sales positions. If a company has a goal to hire one hundred or five hundred salespeople, a taped interview saves them time in reviewing candidate answers, since all the questions might be the same. Taped interviews are also helpful when hiring salespeople in different parts of the country because taped interviews save the enormous expense of flying interviewers from city to city to find the best possible candidates.

Companies that use taped interviews may direct you to a satellite office where the taping takes place. You would be seated opposite a computer or computer kiosk, and you would be given an overview of the process. Taped interviews could involve timed responses, so the pressure could be high. Remember these types of interviews are rare, but it is good to know they exist and how they are formatted. Strategies to succeed in taped interviews include the following:

- Record yourself in a mock interview. This can give you much-needed practice that other candidates might not have.
- Review the instructions carefully before proceeding because taped interviews are often timed.
- Focus intently on the question because you will not be able to clarify it.

### **Interview Venues**

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

1. On campus
2. Off campus
3. In a corporate office or conference room
4. During a meal (breakfast, lunch, or dinner)

#### **On Campus**

If your interview takes place on campus, you will probably receive instructions from your career services office regarding the date and time of the interview. Check with the office to ensure you know how you will be notified. Most career services offices have a general check-in area, a



waiting area, and very small interview rooms. It's best to practice in these rooms ahead of time, so you know exactly what to expect. Some rooms are literally five feet by five feet.

### **Off Campus**

If your interview takes place off campus, the company with which you are interviewing will send instructions regarding where to report and when. Ensure you know exactly how to get there, and arrive early if at all possible because you probably will need to go through security. Bring the interview schedule with you; it should include the name(s) of the individuals with whom you will interview and their contact information.

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

### **In a Corporate Office or Conference Room**

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

### **During a Meal**

Mealtime interviews can be tricky situations because food and drink are involved. Strike a healthy balance of not being ravenous but not leaving your plate untouched either. Focus your full attention on the conversation and interview at hand. It is wise to stay away from messy marinara sauces and long strings of pasta because they can easily stain your clothing. Forgo alcohol at all costs and certainly if you are not of legal age to consume alcohol. If you are not comfortable with dining etiquette, familiarize yourself with it to increase your comfort level. Know which fork is correct to use for salad versus dinner. Research this so you are prepared in advance. Interviews that take place during a meal can heighten nerves and cause you to spill a glass of water, which doesn't bode well for your confidence level. Practice can only help, so try to attend a dining etiquette class or study proper techniques to ensure a good impression.

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

### **Different Types of Questions**

Interviewers are most likely to ask one of four types of questions:

1. Open-ended questions
2. Specific questions
3. Motivation questions



#### 4. Unconventional questions

Lastly, we'll review **illegal questions** 19 that hopefully will not be a part of your interviews.

#### Open-Ended Questions

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

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

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

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

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



## Specific Questions

Specific questions have concrete answers and might include the following:

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

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

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

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

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

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

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

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



## Motivation Questions

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

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

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

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

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

Additional sources of information on this topic can be gathered on various jobseeker sites such as <http://www.vault.com> and <http://www.wetfeet.com>. Career services can be a huge resource, as can alumni who are in the industries in which you are most interested.

What questions do you have for the interviewer?

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

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

- Answers to these questions will come from your research. Have a specific reason you want to work at the company doing the exact job for which you are interviewing. Is the brand name very strong, giving you an opportunity to work with the best? Is the brand name not yet a household name, giving you an opportunity to make it so?





It's also important to know what skills you will gain in this specific position and which will enable you to be successful. Will the position strengthen your analytical skills? Will it enable you to become a subject-matter expert? Be specific in your answer.

### Unconventional Questions

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

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

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

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

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

1. Practice answering a few of these types of questions. If you need a few minutes to consider your answer during an interview, it's fine to ask for a bit of time.
2. Answer by showing something positive or beneficial about you and your personality.
3. Avoid humor and answer the question seriously and sincerely.
4. Work backward to the answer. Think about a characteristic that is important to the job, and then match it to a tree, a fruit, or an item in a supermarket.



**Illegal Questions**

Illegal or discriminatory questions include references to the following:

- Age
- Birthplace
- Childcare arrangements
- Ethnicity and race
- Disability
- Marital and family status
- National origin
- Religion
- Sexual orientation

If you are asked any question relating to the preceding topics, it could be for one of two reasons. Either the interviewer is asking an illegal question or the interviewer might not be well versed in interview techniques. Many hiring managers have not been formally trained in interview techniques, and that lack of training can result in asking an illegal question. It is hoped that the question would be harmless enough so that you can answer it without feeling uncomfortable. If you feel uncomfortable answering something, tactfully say that the question doesn't relate to the job. Try to move onto another question or ask a question pertaining to the job to get the interview back on track.

If you feel that you were subjected to discrimination, speak to someone at your career services office. They could provide the guidance necessary at this stage of your job search. If that is not possible, consult a friend or professor and ask for guidance in your next steps. This is not a matter to be taken lightly, so it's important to get help from someone who is familiar with these issues.

**Avoid Interviewer Pet Peeves**

A number of things can annoy an interviewer and must be avoided at all costs. The following includes a list of things you should not do. Mock interviews are especially helpful at this stage because sometimes candidates are not aware they are doing things that are clear turnoffs to interviewers, so proceed with caution.

**Not Being Prepared**

Being unprepared is an insult to the interviewer who is investing their time and energy into meeting with you. You should be there on time, have several copies of your resume in your portfolio, focus on answering any question asked, and have a list of questions to ask at the end of the interview.



### **Negative Body Language**

Positive body language such as looking the interviewer in the eye and shaking their hand firmly when saying hello inspires trust. Poor body language can eliminate you as a potential candidate. Practice answering questions with a friend and look them straight into the eye. Smile when you talk about big goals that you have achieved. You may look away now and then, but for the most part hold their gaze throughout the interview. Sit up straight in an attentive position to help ensure you make a good impression.

### **Appearing Tense**

Stress is a vital component of an interview because you want the job and you need to impress. Using that stress to perform better is key, and, with practice, you can appear more relaxed than you actually are. For example, if your palm sweats a bit, discreetly wipe your hand on your pants leg or skirt before you shake the interviewer's hand. Preparing in advance usually lowers stress, but if you still need additional methods to calm yourself before an interview, try listening to soothing music before entering the building or read something inspirational before the interview. Taking deep breaths before you enter the building can lower stress a great deal.

### **Not Focusing on the Question and Not Answering It Directly**

If your interviewer asks for a one- to two-minute overview, don't spend six to eight minutes regurgitating your resume. Focus and listen carefully to everything the interviewer asks you. If they ask for a one- to two-minute overview, make sure you give them one to two minutes. If you feel you might be going on a tangent and not answering the question, it's fine to ask if you are going in the right direction, or you can ask the recruiter to repeat the question and start over. Practice is important, even when you practice going off the topic.

### **Waning Energy**

The interview process is strenuous. If you interview with one person, it's easy to keep your energy up. However, some interviews might be set up where you will interview with multiple people or several individual people throughout the day, and, in some cases, on different floors and in different buildings. Your energy level must be as strong and consistent with your seventh interview as it was with your first. To avoid waning energy, bring a small bottle of water with you to help you feel refreshed. If your interview day will be several hours long, bring a small snack bar to help you stay alert.

### **Blaming Others for Your Poor Performance**

Putting anyone or anything in a negative light is not a good strategy for an interview. Criticizing your past peers, boss, or company puts you in a negative light. Interviewers red flag any type of negative comment and might probe for more negative energy lurking in other interview responses.



**Not Treating Everyone with Respect**

Treat everyone you meet during the day with the utmost respect, whether it is the security guard, the administrative assistant, or the actual interviewer. Be respectful if you are trying to rush through security or if you are holding an elevator for someone. All of these individuals communicate with each other, and if you leave a bad impression with any of them, it could end your candidacy. Be courteous and kind to everyone you meet. Manners do count.

**Master the Interview**

Control what you can control, and your interview will be more successful. This includes doing the following, but this list is far from exhaustive:

- Assess your strengths and weaknesses before the interview.
- Research the company and its competitors in advance of your meeting.
- Prepare and practice interview questions.
- Create a routine for the day of the interview to ensure you don't rush or skip important steps.
- Write down five to seven questions to ask at the end of your interview to prove you are motivated to get this job offer.

Remember that interviews are subjective and that a second interview is never a guarantee. Budgets can shift and your targeted company may have to pull an open requisition. Perhaps the company wants to promote from within and they may hire an internal candidate. Many interviewers hire in their own image, regardless of any interviewer training course they may attend. No matter what happens at the end of your interview, it's important to stay positive and it's equally important to not take it personally.

Regardless of the interview's outcome, and especially if you don't get the job, thank the interviewer for the interaction. Continue to keep in touch because that person can become an important part of your network. Leaving a positive impression can only help your future prospects because jobs for which you would be a perfect fit might open in the near term. Remember also that recruiters and hiring managers tend to move from company to company, and there is a strong likelihood that your paths may cross again. Maintaining positive relationships can only help your career.

Lastly, if you interview for a position and you don't get it, at least appreciate the value and practice of your experience. Troubleshoot what could have gone better and improve on that one thing. If you are proactive enough at strengthening your interview ability and ensuring you have enough interviews lined up, you increase your chances of getting a job offer.



## 5.6 Unit Summary

In Unit 5 - we addressed all aspects of creating your self-marketing campaign. This involved:

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

You are now ready to apply for your next job and/or internship. You have the tools and resources necessary for a strong self-marketing campaign!



## Unit 6: Turning your Career and Life Planning Vision into Reality

### Unit 6 Student Learning Outcomes

- Construct your career vision statement.
- Assess your progress and create your plan of action.
- Prepare to move forward and stay motivated.

#### 6.1 Let's Revisit Your Vision

In Unit 1 - we discussed your vision. You were asked questions like:

- Where do you see yourself in the next 10, 15, 20 plus years?
- What career path do you want to pursue?
- What kind of work will be meaningful to you and allow you to feel a sense of accomplishment at the end of the day?
- What level of responsibility do you plan to hold?
- What type of work environment will energize you and give you a sense purpose?

At the start of this class, some came in with a clear vision while others may have been fuzzy. We hope this class has helped clarify your vision in some respect after completing the four phases of career exploration and life planning. Let's take a moment and review the different phases you have completed thus far:

- **Phase 1: Who am I?**

Phase 1 involved getting to know who you are. You completed many different career assessments in Unit 2 that allowed you to learn more about your values, character strengths, personality preferences, interests, skills and abilities. Each assessment helped you gain a better understanding of who you are and where you may fit best in the world of work.

- **Phase 2: What's out there?**

Phase 2 consisted of career research. In Unit 3, you took time to research the world of work through different online career sites such as: the Occupational Outlook Handbook, O\*NET, Career OneStop, California Career Cafe, California Career Zone and the State of California Employment Development Department. This phase also involves talking to professionals in the field and gaining hands on exposure through volunteer work or internship experience. The more information you gather about yourself and the world of work, the easier it will be for you to make decisions about your future career path.



- **Phase 3: What factors affect my choices?**

In Phase 3, you took time to explore factors that may affect your career choice and you were asked to make some decisions in regards to timing, finances, location and family and personal responsibilities.

Timing - How much time are you willing to invest in schooling and training towards your educational and career goals? Are you looking for short term training to provide you with the necessary skills for employment? Or is your time more flexible and you may pursue a career that requires 6 or more years of educational training?

Finances - Will the career path you choose allow you to financially support yourself and/or family and provide you with the financial security you desire?

Location - Are you interested in staying local or are you open to moving if necessary to get your career started?

Family and personal responsibilities - How will your career choice affect your personal and family life? Will the career you pursue allow you to balance your family and personal responsibilities?

These are just a few of the many important questions you will need to ask yourself as you start focusing on your future career path.

- **Phase 4: Where do I go from here?**

In Phase 4, you started developing a plan. You took time to understand the different educational programs offered at COC such as certificates, associate degrees and transfer programs. In Unit 4, you took time to develop your MAP - My Academic Plan and gain an understanding of the necessary steps you must take to achieve your academic and career goals.

It is important to stay open minded and be flexible on your journey! Remember, it is ok to revisit the different phases as you see fit. The more time and effort you put into each phase, the more likely you are to make well-informed decisions that contribute to your academic and career goals.



Now that you have completed all four phases it is time to solidify your career vision statement!

As discussed earlier, career vision statements are very powerful and meaningful when paired with career exploration. Creating a vision statement may take several attempts and rewrites until you identify with your career vision statement. Reflect on your experiences in class and all the knowledge you have gained through the career assessments you have completed and the career information you gathered. Below are a few examples to get you started:

**Career Vision Statement Sample #1:**

*To earn my doctorate degree and become the kind of teacher that changes the lives of students for the better, educating them not only about English but about the joys and meaning of life.*

**Career Vision Statement Sample #2:**

*I will become a leader in my organization helping transform it into an organization that respects all its stakeholders — while at the same time being the best husband and father I can be.*

You may wish to revisit the Quintessential Site for some sample career vision statements to help you solidify your career vision statement.

<https://www.livecareer.com/quintessential/vision-statement-samples>

Once you have crafted a career vision statement you identify with, write it on a 3x5 card and post it where you can see it every day. Recite it to yourself and visualize it. You have the power to make it your reality!

## 6.2 Assess your progress and create your plan of action

At the beginning of this course we highlighted career exploration and understanding of the difference between job and a career. We encouraged you to identify resources and factors related to your personal and career vision. It was the foundation for your evaluation and assessment of four phases we had you complete. The main goal was to have you gain a better understanding of yourself and best fit for the world of work. Thus, allowing you to learn and harness a strong sense of self and increase self-confidence. Imparting you to make informed choices in relation to personal goals and career pathways. Supportive resources were included to help assess your skills, abilities, character strengths and preferences. Making self-discovery more intentional and personalized for your present time experience in this class.





As an extension, you used online tools to research and conduct adductive reasoning when exploring the “big picture” of correlating your abilities and skills with potential careers. Hopefully, finding and taking advantage of unknown opportunities in careers which you had not considered. Most importantly, to have a strategic marketing campaign as your personal platform to employers.

Everything you have completed in this course so far is a step closer toward your career search, short term and long term goals to come. Moreover, we provided with resources on and off campus as well as online links to better guide you moving forward.

We hope you have mastered some strong decision making skills to help you in keeping the pace of pursuing your career. Please continue to network, explore and connect with others in your areas of interest. Stay up to date on market trends and shifts in “new technology” and how it will positively impact certain industries. Do not shy away from learning opportunities and be open to unexpected success.

Career exploration is not a linear process, it is more complex and changes with your growth and mastery of new skills. Retool your marketing campaign as needed and continue to build your self-confidence. Mentor others along the way and maintain a strong network of professionals. Allow yourself to feel uncomfortable and identify new possibilities. Use your career vision statement to remind you of the affirmation and passion you have for your career. Update it and revise your statement to serve as a reminder to continue to explore and achieve new levels in your career.

We have covered a lot of information throughout this course and now it is up to you to apply it to your life. The “*Career Exploration and Planning Timeline*” below nicely summarizes the career and life planning process while highlighting specific activities for you to consider taking part in. We hope you use this as a checklist to help guide you through your journey at College of the Canyons!

Review the two charts. The first one addresses students planning to earn an associate’s degree and/or a career certificate and enter the workforce. The second chart addresses students planning to transfer to a four-year institution after COC. Consider which activities will help you through your career and life planning process as you create your plan of action.



	FOR STUDENTS EARNING AN ASSOCIATE OF ARTS DEGREE/CERTIFICATE & ENTERING THE JOB MARKET DIRECTLY AFTER COC
I st  Y E A R	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>❑ Engage in self-exploration; gain a better understanding of your skills, abilities, values, personality style, and interests.</li> <li>❑ Meet with an advisor or counselor at the Career Center (<a href="http://www.canyons.edu/Offices/CareerServices">http://www.canyons.edu/Offices/CareerServices</a>).</li> <li>❑ Use web resources to learn more information about your major and career path options (see attached).</li> <li>❑ Enroll in a Career Exploration Course (Counseling 010 or Counseling 110).</li> <li>❑ Get involved in extracurricular activities on campus. Join a club or organization (<a href="http://www.canyons.edu/Offices/StudentDevelopment/Pages/List-of-Clubs-and-Organizations.aspx">http://www.canyons.edu/Offices/StudentDevelopment/Pages/List-of-Clubs-and-Organizations.aspx</a>).</li> <li>❑ Meet with a counselor to discuss your academic and career goals. Develop your student educational plan <a href="http://www.canyons.edu/offices/Counseling">http://www.canyons.edu/offices/Counseling</a>.</li> <li>❑ Attend Major Quest Fair (usually held in early September).</li> <li>❑ Research COC's programs/majors and related coursework in the college catalog. <a href="http://www.canyons.edu/Offices/AcademicAffairs/Pages/CollegeCatalog.aspx">http://www.canyons.edu/Offices/AcademicAffairs/Pages/CollegeCatalog.aspx</a></li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>❑ Explore options related to your major by developing relationships with counselors, professors, work colleagues, friends and family.</li> <li>❑ Take an introductory course in the major you are considering. Meet with a Counselor for help choosing these classes and to discuss how they relate to your career goals.</li> <li>❑ Develop your resume in preparation for a summer job, internship or volunteer opportunity. Meet with an advisor in the Career Center to get your resume critiqued.</li> <li>❑ Conduct informational interviews and talk to family, friends, faculty, staff and other professionals in the area you are interested in pursuing. Join professional associations related to your career interest.</li> <li>❑ Continue to network, participate in student clubs/organizations, attend conferences, and career fairs.</li> <li>❑ Begin to explore summer internship opportunities. View the Cooperative Work Experience Education site for more information on internships <a href="http://www.canyons.edu/offices/CWEE/">http://www.canyons.edu/offices/CWEE/</a></li> </ul> <p><b>SUMMER</b></p> <ul style="list-style-type: none"> <li>❑ Develop work experience through a summer job, volunteering or interning in the field you are interested</li> </ul>
	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>❑ Participate in an internship (fall and/or spring).</li> <li>❑ Continue to network by attending career fairs in order to build relationships with employers.</li> <li>❑ Submit petition for Associate degree (do so by October 1<sup>st</sup>, April 1<sup>st</sup>, or July 1<sup>st</sup> for priority registration your last term).</li> <li>❑ Meet with a Counselor to verify all major requirements are met and you are ready for graduation.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>❑ Revise and update your resume.</li> <li>❑ See a Career Center advisor or counselor to complete a mock interview and develop job search strategies.</li> <li>❑ Submit resumes/cover letters to target companies. Interview and send follow up thank you letters.</li> </ul>



**FOR STUDENTS PLANNING TO TRANSFER TO A  
BACCALAUREATE DEGREE PROGRAM DIRECTLY AFTER COC**

**FALL SEMESTER**

- ❑ Engage in self-exploration; gain a better understanding of your skills, abilities, values, personality style, and interests.
  - Meet with an advisor at the Career Center (<http://www.canyons.edu/Offices/CareerServices>).
  - Enroll in a Career Exploration Course (Counseling 010 or Counseling 110).
- ❑ Use web resources to learn more information about your major and career path options (see attached).
- ❑ Get involved in extracurricular activities on campus. Join a club or organization (<http://www.canyons.edu/Offices/StudentDevelopment/Pages/List-of-Clubs-and-Organizations.aspx>)
- ❑ Meet with a counselor to discuss your academic and career goals. Develop your student educational plan <http://www.canyons.edu/offices/Counseling>.
- ❑ Begin exploring transfer schools, admission requirements, and major preparation coursework. View [www.assist.org](http://www.assist.org) for UC/CSU transfer information and [www.aiccu.edu](http://www.aiccu.edu) for private California school transfer information.
- ❑ Attend Major Quest Fair & Transfer Day Events (usually held in early September).
- ❑ Research COC's programs/majors and related coursework in the college catalog. <http://www.canyons.edu/Offices/AcademicAffairs/Pages/CollegeCatalog.aspx>

**SPRING SEMESTER**

- ❑ Continue to research individual transfer schools and gather as much information as you can on the admission process, transfer requirements and deadlines.
- ❑ Research career paths your major can lead to (see attached websites).
- ❑ Visit the Transfer Center for information on Transfer Admission Guarantee Programs.
- ❑ Meet with a Counselor to review your academic and career goals and revisit your educational plan.
- ❑ Develop your resume in preparation for a summer job, internship or volunteer opportunity. Meet with an advisor in the Career Center to get your resume critiqued.
- ❑ Explore options related to your major by developing relationships with counselors, professors, work colleagues, friends and family.

**SUMMER**

- ❑ Develop work experience through a summer job, volunteering or interning in the field you are interested in pursuing. View the Cooperative Work Experience Education site for more information on internship opportunities. <http://www.canyons.edu/offices/CWEE/>



**FALL SEMESTER**

- ❑ Enroll in Counseling 120 – University Transfer Planning course.
- ❑ Attend the Transfer Day Event & meet different university representatives (usually held in September).
- ❑ Attend Transfer Center workshops for assistance with the UC/CSU application and personal statements <http://www.canyons.edu/offices/transfercenter/>
- ❑ Submit transfer admission applications for the upcoming fall term. Note applications are usually due by the end of November; however deadlines vary by school.
- ❑ Meet with a Counselor to review your transfer goals and make sure you are ready to transfer.
- ❑ Continue to network through clubs/organizations, attend conferences and career fairs.
- ❑ If earning associate degree, file petition for graduation (do so by October 1<sup>st</sup>, April 1<sup>st</sup>, or July 1<sup>st</sup> for priority registration your last term)

**SPRING SEMESTER**

- ❑ Submit the Free Application for Federal Student Aid- FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) for the following academic year. Be aware, the deadline is in early March; see the financial aid office for details.
- ❑ You will be receiving correspondence regarding your admission status from transfer schools, reply in a timely manner.

**NOTE:** This timeline is based on a two-year transfer model. Be aware that many factors play into the amount of time it takes each individual to transfer. Your specific timeline at COC may vary from this one. Meet with a counselor to discuss your plan.

**6.3 Moving Forward and Staying Motivated**

You now have the foundational skills and resources to turn your career and life planning vision into reality. It is now up to you to apply everything you have gained in this class to your own personal journey. Along the journey, remember to:

- Apply your growth mindset and embrace challenges as new learning opportunities.
- Recognize your achievements and reward your hard work.
- Be flexible, expect setbacks and revise your plan as needed.
- Practice affirmations to help build your self-confidence.
- Use your resources. Ask for support and guidance along the way.
- Continue to network and build relationships.
- Have fun along the journey. This is your story!



## 6.4 Unit Summary

In Unit 6 we summarized the major concepts reviewed throughout the course and focused on turning your career and life planning vision into reality. This involved:

- Constructing your career vision statement.
- Assessing your progress and create your plan of action.
- Preparing to move forward and stay motivated.

You have officially completed all units of this course. At this time, you may have a confident idea in regards to what major and career to pursue and are ready to implement your plan and carry out your career vision statement. For others, you may not have a definite major and/or career set at this time; however, you now have the skills to continue exploring your options. Remember career and life planning is a lifetime process and takes time to develop. Be patient and enjoy the experience. Continue to ask questions, research ideas, speak to professionals and test out your ideas through volunteer work or internships.

We hope you have enjoyed the class and gained new tools as you continue your career journey!

We are so excited for what the future holds for you!



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