



Career Journey **ROAD MAP**



*Helping Students Find
their Career Direction*

Achievement

Coast Careers
Career Journey Road Map
Information and Activities

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“At Orange Coast College we believe career development is everyone’s job: counselors, administrators, faculty, parents, and community leaders.”

– Susan Coleman, OCC Career Education

**Go to the Coast Careers website for more
Information and resources: coastcareers.com**

Introduction



In the Coast Community College District instructors, counselors and staff are participating in a variety of activities to assure their students have the skills and knowledge they need to participate fully in the 21st century economy. As you might suspect, Career Development is a key component to this overall success process.

Finding, choosing and building a career takes a great deal of effort, knowledge and support because careers just don't work like they used to. This Career Connections booklet is designed to give instructors quick ideas and activities to weave into their classes. These activities will get students thinking about how to find fulfilling and interesting work utilizing their unique skills, interests, aptitudes and attitudes.



Career Connections is organized in a 4-step career development process: **Discover, Explore, Decide and Act**. This booklet is divided accordingly with a short description of each term and 4 or 5 supporting activities. In addition, the website www.coastcareers.com and the extraordinary counseling services on campus, supply a whole range of services for students.



“The average American worker will have 3 careers and 8 different jobs over a lifetime, multiple careers in environments of constant change.”

— Candice Carpenter author, *Chapters*

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Step 1: Discover

“We are all pilgrims on the same journey...but some pilgrims have better road maps.”

— Nelson DeMille



You can look at the career process as a journey and if you want students to have a more successful one, then having a map of where they want to go will prove helpful. But before you encourage them to create that career map, you will need to help them establish their point of departure. After all, how can they determine where they are going if they don't really know and understand where they are?

Almost everyone can recall trips where they had lots of fun and others that did not go so well. Sometimes they took too much with them and other times they were not prepared for the changes they encountered. The career development journey can help them prepare for their future in a very logical way, taking advantage of the support and resources available.

Discover is the process that will help students establish just where they are now. It is an opportunity to take a look at who they are, their strengths, weaknesses, likes, dislikes, values, styles, skills and attitudes. It will require them to ask themselves some tough questions and reflect with real honesty on their discoveries.

There are scores of assessment tools available. Some are on-line

with no cost, others expensive and time consuming. Many tools are readily available from the Counseling Center on your campus. But students must use discretion in selecting and embracing these assessments and results they receive. These are, after all, only tools to provide them with information to guide them on their journey.

During the discover process students will have an opportunity to focus on their personality and habits. They can decide on the traits they choose to grow and begin to unload those they had just as soon leave behind. Discover will give students knowledge about themselves, and since knowledge is power- it is sure to be an empowering experience.

The discover process is time consuming and will be ongoing. But if you believe in the process and its value, encourage your students to consider this as a first step in their career development.

It has been reported that upward of 70% of all workers are dissatisfied with their job. You certainly do not want students to live lives of quiet desperation but rather exciting lives doing jobs that they feel passionate about. If students learn more about themselves and identify their passions they will surely find their way; for passion is so powerful!



Lead by your example, and do a few of the discover exercises that follow. Begin discussions and listen to where your students are headed.

For as old as the adage is, it still holds true: **The life, which is unexamined, is not worth living.**

— Socrates

If I Had Three Lives to Live Exercise

“Do not follow where the path may lead. Go instead where there is no path and leave a trail.”

— Ralph Waldo Emerson



Motivation:

Like it or not everyone on this planet, has only one life to live. Although we may accomplish a great deal during our lifetime, we cannot change the fact that we have only one. This exercise is designed to get you thinking not about reality, but thinking about what you

would do if you had 3 other lives to lead. You could be anything, anywhere!

Activity:

Without thinking too much about this, jot down the 3 other lives you would choose.

- _____
- _____
- _____

Reflection:

Now either alone, with a partner, or in a small group explain your selections and what they tell you about your present or future life choices. Did you find any surprises? How will you use this information.

Exercise adopted from 3M Meeting Network.

Weird Job Idea Jogger Exercise

You will have to learn seven to ten different jobs to remain employable through out your lifetime.

— US Dept. Labor Statistics

Motivation:

While it is true that we have only one life to live, we will probably have multiple jobs during our lifetime. According to US Department of Labor, each of us will have 7 to 10 jobs. How many people do you know that have had that many jobs? Why do you think that we will have so many jobs? Do you see this as positive or negative?

Activity:

Divide your class into groups of about 5. Then have each person in the group write the following sentence 3 to 5 times changing either the verb or field of interest, or both each time:

A great job would be (verb) in the (your interest) field.

After each member of the group has completed their sentences, have participants read one of their sentences, going around the table 3 to 5 times till all sentences have been read. After the group has finished ask members to comment on the similarities and differences of the sentences. Were they more alike or more different? Could members identify with other people in the group? What ideas were most appealing?

Reflection:

Now you have heard about 25 weird job ideas, write a new weird job idea that appeals to you and then write in 25 words or less, why.

What Kind of a Learner Are You?

Motivation:

There are many tools to use that will help you discover more about yourself and the ways you prefer to learn. Because we spend so much of our time learning, either formally or informally, it is important to discover and understand our unique styles- making us more effective and efficient learners. (This is based on some of work by Carl Jung).

Activity:

Draw a circle, a rectangle, a triangle and a “Z” on the whiteboard. Point out these shapes and ask class members, just by looking at them, which one they think represents how they learn. Ask them not to analyze this but to quickly draw on their paper the shape that “calls out” to them. Then ask how many people identified with each symbol and get some feedback from several students as to why they chose a particular shape. Then review the main characteristics for each symbol:

CIRCLE:

Holistics, likes to see the “big picture,” connected, continuous, smooth, needs to know what and why and be involved. Generally, they tend to be more philosophical in nature, and will get involved in deeper discussions. They have strong self-concept needs and need the anticipatory set (whole picture). They need to conceptualize things and can irritate rectangles and triangles in this process.

RECTANGLE:

Need parameters, complete organization, want a beginning and an end, want the “three points, in order,” “show me the way.” Closure is very important to this group. They need navigation through the learning process—where are we going, and how

will I know when I get there? They sometimes make circles and “Z’s” frustrated by appearing too formatted or process focused.

TRIANGLE:

Three-dimensional, strong, need to see the base, then the format, likely to ask, “how do you know that?” They want research, important information, want to be sure that it is “worth their time”, need the reasons for things—the what and why—you often find engineers in this group. They can frustrate circles and “Z’s” by being too focused or driven.

”Z’s”:

Tend to want lots of action, learn in an open non-formatted fashion, seem to “wander” through the learning process—not necessarily in any logical fashion. They are wide-open to a variety of learning experiences, and frequently are a little more creative. They tend to drive rectangles and triangles nuts.

It is important to have a mixture of styles in a team or a class. If you have all circles and Z’s, you might never get through the class and might not accomplish short-term goals. If you have all rectangles and triangles, you will get through everything quickly, but may miss some important ideas or considerations that have impact on the whole.

Explain to the group that all learners have a “home base” of learning. They will wander to the other areas based on the learning experience, but normally learn in their home style and that this is established very early in life.

Reflection:

After you have talked this through, ask the group to think about their learning needs and to keep this in mind as they go through the class. How could this information be useful to them?

Perseverance Quotient Exercise

Motivation:

Unfortunately, many people never achieve their dreams because they give up on them before they meet success. Vince Lombardi, a famous, winning Notre Dame Football coach proclaimed, “We never lost a game. We just ran out of time.” Do you think you have what it takes to stick with your dreams till you make them reality?

Activity:

How are you currently equipped to persevere in pursuit of your dreams? Take this short quiz that measures factors influencing your ability to persevere. Rate yourself using a scale 1-10, 1 being no perseverance and 10 being perfect perseverance.



1. Self-confidence and self-image: (Do you believe in you?)
2. Independence in thought and action: (Can you go against the crowd when you know they're wrong?)
3. Clarity of purpose and intensity of passion: (Do you really know what you want? How hot is your fire?)
4. Integrity (Do your actions align with your professed beliefs?)
5. Honesty with yourself: (Are you willing to acknowledge and address areas about yourself with which you're dissatisfied?)
6. Ability to focus: (Do you finish projects you start?)
7. Resilience: (Can you bounce back quickly from disappointments?)

8. Adaptability to change in circumstances: (Can you quickly adjust to surprises?)
9. Health: (How is your stamina? Energy level?)
10. The supportiveness of your family, social and career environment: (Do the people who surround you add to, or detract from, your willingness to do what's necessary to achieve your goals?)

What Does Your Score Reveal?

- Below 55** Take a complete inventory, your positive assets first, then your areas of opportunity, your lowest scoring categories. Then develop a game plan to start improving everyday.
- 55-69** You're honest, and that's a good start! What can you do to bring up your lowest score?
- 70- 84** You're in great shape to go. Maybe do some fine tuning on the way.
- 85-94** Excellent – just don't get too comfortable.
- 95-100** You are a Perseverance Machine!

Reflection:

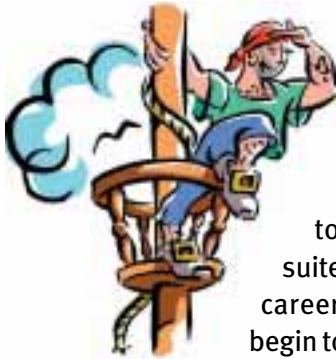
Did you like your score? What could you do to enhance you own level of perseverance?

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Step 2: Explore

It doesn't happen all at once...You become. It takes a long time.



As students begin to pay attention and reflect upon their passions, dreams, values, styles and talents, they are ready to proceed on their career journey to the exploration phase. In which direction do they want to travel? What jobs or careers are they suited for? In this step students will research careers that match their profiles. They can begin to mentally project themselves into career roles as they conduct their research to connect the facts and analysis with their inner compass.

There is no shortage of information about careers, jobs and employers. There are literally millions of employers and jobs. So it is important to encourage students to stretch beyond the few jobs their friends and families have and begin to explore the almost limitless possibilities. Since the best career decisions are informed decisions, it will be important for students to tap into current, accurate occupational information.

Students can review lists of careers and career families, and rule out ones that hold no interest to them. The Occupational Outlook Handbook, revised every 2 years by the Department of Labor, is a great place to begin. It lists more than 250 job titles that account for over 120 million jobs. As they begin to “zero in” on 8 or 10 careers, they can establish an itinerary of jobs or careers to visit.

The explore phase is the reality check where students will discover

the positive and negative aspects of different jobs. You will hear: “It doesn’t pay what I expected... there aren’t many of those positions available especially where I want to live...I have to take math and chemistry to get the degree I need to do the job.”

Once students have decided on several occupations or careers that interest them, encourage them to begin to build some networking skills, do informational interviews and attend a meeting of a professional organization related to their career choice. While students may complain that they don’t have the time, they really don’t have time not to do these career exploration activities. While these activities are neither expensive nor complicated they will provide priceless information and direction.

As students move through this process they will discover there is less job security but more job opportunities to grow and learn and change in the 21st century workplace. To take some of the pressure off this process, it is important to stress that there is not just one right choice but many choices that

would be suitable, and chances are great that a person will change jobs and careers over time.



Following this career development process leaves less to chance and more to choice. In addition, this same process can be utilized each time

a job or career change becomes necessary.

“Career planning can be the bridge between our dreams and the reality of our future. Instead of seeing a career as something we discover, we can see it as something we choose.”

— Dave Ellis, *Becoming a Master Student*

Collecting Business Cards

Motivation:

“The most dependable and up-to-date information on jobs and careers is not found in books or on the Internet. It’s found by going out and talking to people.”

— Richard Bolles: *What Color is Your Parachute*



This is a simple but fun and valuable activity. It is a great way to encourage and reward students for talking to people around them and in their community. While they are standing in line at the super market, having coffee at Starbuck’s,

or watching a baseball game at Edison Field, they can make useful career contacts. Without even knowing it, students will begin to build informal networking skills that will help them in both their business and personal lives.

Activity:

This activity will give students an opportunity to explore a variety of jobs, develop simple interviewing strategies and make career contacts. Ask students to collect business cards, and record on the back of the card information about the person and their job. Class credit could be awarded for collecting the most cards, for describing the most interesting occupation, or for following up the interview with a workplace visit or informational interview.

Reflection:

What was the most difficult part of this assignment? Why is it hard for many people to talk to people they don’t know? Give some examples of how people responded to you. What was the most important thing you learned about yourself as you worked through this assignment?

This exercise suggested by Christine Amaral, Instructor OCC

Wish/ Obstacle Game

Motivation:

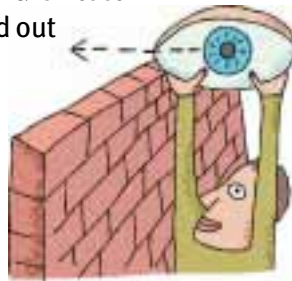
“There are no problems we cannot solve together and very few that we can solve by ourselves.”

— Lyndon Johnson

Activity:

This is an interesting exercise to demonstrate the power of team problem solving.

1. Divide students into groups of 3 or 4.
2. Ask students to make a wish/obstacle statement regarding the career of their dreams and an obstacle that is in their way. Here's an example: I wish I could become an architect, but I don't know where to begin. The participant makes the statement and no one in the group is to respond. Go around 3 times in the group so everyone makes 3 wish/obstacle statements.
3. Open the discussion up to the entire class. This time use ideas from everyone in the room, to see how many suggestions can be made to help a person overcome their obstacle. Here's an example: I have an uncle who is an architect and you could you interview him to find out more.
4. Ask for more volunteers to share their wish/obstacle statements. Then ask participants to give suggestions. This is the beginning of what Barbara Sher calls her Success Teams.



Reflection

As you complete this exercise discuss what happened and how many obstacles were overcome. You might want to use this Chinese Proverb: **Behind an able man there are always other able men.**

This exercise was adapted from Barbara Sher's book, *Wishcraft*

Conduct an Informational Interview

Motivation:

“ According to research about networking, you are only six acquaintances away from a personal connection to anyone in the world. Six calls away from the most incredible informational interview you can imagine! Go for it! ”

— Patrick Combs, *Major in Success*



An informational interview is a unique opportunity to ask questions and experience a bit about a particular individual, company and profession. It is generally a short, focused interview with carefully crafted questions composed beforehand. It is a chance for the interviewers to get specific

questions answered and for the interviewees to share their expertise. While interviewees generally are flattered and delighted to participate, interviewers need to be considerate, well prepared and by and large make good use of the interviewee’s time.

Activity:

1. Ask students if they have ever conducted an informational interview. Discuss what they are and why they are valuable.
2. Discuss appropriate people to interview asking several students who they would choose and why.
3. List and review a series of questions students think would be appropriate for an informational interview.
4. Ask students to describe how they would go about getting an informational interview.
5. If students are having a difficult time with this idea or you believe they need more information, have them complete the informational interview tutorial found at www.coastcareers.com.
6. Finally, have students conduct an informational interview

using the form below, adding or deleting questions to make it their own. Take time in class to have them share their interview experiences.

Informational Interview Form

- Name of Occupation: Name of Person Interviewed
- Work description: What are your primary work tasks? What is a typical day like?
- Training: What education is required? What majors are appropriate?
- Skills: What skills are required to work in this occupation?
- Personality Traits: What personality characteristics are useful for people in this profession?
- Work setting: Where do people do this type of work? How would you describe the work setting?
- Salary: What is the salary range in this occupation?
- Advancement: Describe possible paths of advancement with this occupation.
- Employment Outlook: What is the current forecast for employment in this field?
- Geographic mobility: Is this occupation limited to certain areas of country or particular kinds of places?
- Professional Organizations: What professional organizations are related to this occupation?
- What are some of the pros and cons of this work?
- What do you like about this job? What do you dislike?

Reflection:

Based on this interview/research will you keep this as one of your job or career options?

This sheet adopted from Northwestern University Career Center

The Name Game

Motivation:

Putting a name to things makes it more realistic and more possible. Dave Ellis in his, *Becoming a Master Student*, suggests that you complete “The Name Game.” It may provide interesting insight in your career exploration. Here is his idea:

Activity:

Have students create a simple chart to enter information about jobs.

Name your job: List the skills you enjoy, and identify jobs that use these skills. What are the jobs called? List them. Note that the same job may have different names.

Name the company: What agency or organization would you like to work for; or if you plan to work for yourself, what product or services would you sell?

Name your contacts: List all the people you know who are connected to the jobs or companies you are interested in; and if you plan to work for yourself, the list of contacts who are possible customers.

Name your location: Where do people live and work who do this job? Do they live in a big city? Do they have traditional hours and work places? Are there opportunities to work alternative hours or from home?



Name your income goal: Determine the salary range for people working in this profession or job and decide if this will fit with your needs and wants.

Reflection:

How did this exercise help you visualize your dream job? Would anyone be willing to share their work with the class?

Magazine Exercise

Motivation:

So you want a really cool job? You can't even imagine the possibilities. One of the ways to focus in on a person's interests is to ask what magazines he/she reads. This will tell you a lot about the person and their passions.

Activity:

There are a number of ways you can go about this activity:

- You can ask students to go to a large bookstore or newspaper /magazine stand and buy a magazine that most interests them. Have them bring it to class.
- You can have students use an on-line magazine stand with over 1,000 selections. Have them print out samples of their favorites and bring one or more to class.
- You may choose to do it the same way Patrick Comb's demonstrated at the OCC assembly last year. Comb's flashed 20 different magazine covers on the screen and asked the audience to clap at the one they would select if they could receive a year's free subscription. Magazines included everything from *This Old House* to *Beer Making*.



Discuss the number of jobs involved with the topic of their magazine. For instance, if their selection is snowboarding, what are all the different jobs related to snowboarding? Ask students to name 10 possible jobs. (They will probably be able to name 50 or even 100.)

Reflection:

There are all kinds of job possibilities, and this is another creative way to discover them. Ask students to write a one minute paper on what they learned from this experience.

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Step 3: Decide

“ Somewhere along the line of development we discover what we really are, and then we make our real decision for which we are responsible. Make that decision primarily for yourself because you can never really live anyone else’s life. ”

— *Eleanor Roosevelt*



Once students have completed the explore process, they are ready to make some decisions about their journey and more specific destinations. They will begin to design their career itineraries as they narrow their choices and decide on several

careers or jobs that feel right for them. In this step, they will identify the education and/or career path that will take them where they want to go.

Engaging students in several simple exercises will help them reflect on some of the important elements of decision making. First of all, you might consider exposing students to the characteristics of different decision making styles and have them identify the ones that best describe the way they made their last important decision. In addition, introduce them to several decision making strategies to demonstrate that there are valuable techniques to help them in making good decisions. Finally, encourage them to practice making decisions- for good decision making, like any other skill, can be developed, refined and improved.

Making decisions, even small ones, will help students gain

confidence in their decision making power. Little decisions, like what to do on weekends, what courses to take, what extra curricular and recreational activities to participate in, are all career decisions.

Setting both long- and short-term goals is also a part of the decision making process. Goals are, after all, a way of identifying what a person wants and then channeling energy in that direction. Identifying and naming goals is valuable. Analyzing, studying and acting on those goals will lead to success.

The employment picture is changing dramatically. Students entering this 21st century workplace will need to call on their ability to make decisions and react to change. Globalization, merger mania, electronic revolution, outsourcing, mass retailing, alternative work styles and self-employment are workplace trends that will continue to grow. So learning how to make decisions and practicing decision-making skills, has never been more important.

Career decision making can be overwhelming for students. So it is important to help them lower their anxiety levels and realize that this is not an “all or nothing” proposition. Careers, after all, are built over a lifetime and involve many decisions. Most decisions are reversible and can be changed and/or amended.



During a period of time when I felt very stuck and could not decide between decision A or decision B, a good friend of mine pointed out to me that by doing nothing (remaining stuck) I had made decision C.

What's your Style?



Motivation:

There are a number of strategies individuals use to make decisions. While you have used each of the following styles at one time or another, there is likely to be one or two that you use more often and could be described as your personal decision making style.

Activity:

Print this activity sheet. Check the decision-making styles you have used and give an example of how you used it.

- **Impulsive:** Little thought or examination, taking the first alternative, don't "look before you leap."
- **Fatalistic:** Letting the environment decide, leaving it up to fate, "it's in the cards."
- **Compliant:** Let someone else decide, following someone else's plans, "anything you say, sir."
- **Delaying:** Taking a moratorium, postponing thought and action, "I'll cross that bridge later."
- **Agonizing:** Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."
- **Planning:** Using a procedure so that the end result is satisfying, a rational approach with a balance between cognitive and emotional, "weighing the facts."
- **Intuitive:** A mystical, preconscious choice, based on "inner harmony," "it feels right."
- **Paralysis:** Accepting responsibility but unable to approach it, "can't face up to it."
- **Deviant:** Asking the advice of others but then doing the opposite of what is suggested, "going to do it my way."

Reflection:

Divide students into groups of 5. Have them share with each other their personal style and the advantages and disadvantages in using it.

This activity from Northwestern University Career Center.

6 Hats: Try Them All On!

Motivation:

This Edward de Bono's "Six Thinking Hats" is used as a creativity exercise. We will use it here to be more creative in the career decision making process. You will need to list 3 or more careers you are considering and then try out the different hats as defined by de Bono.

Activity:

| | Career 1 | Career 2 | Career 3 |
|------------------------|----------|----------|----------|
| White: Facts | | | |
| Yellow: Good | | | |
| Black: Negative | | | |
| Green: Creative | | | |
| Red: Emotion | | | |
| Blue: Overview | | | |

- White Hat** The information hat. What are the facts? Write the job description
- Yellow Hat** The optimistic hat. This hat concentrates on the logical, positive aspect of a job. It focuses on the benefits.
- Black Hat** The caution hat. This hat points out why something cannot be done. This hat defines the problems with the job or career you are considering.
- Green Hat** The creative thinking hat. How could this job be changed, extended, grown? What are some new ways to do this job?
- Red Hat** The hat that encourages the use of feelings and intuition. How do you feel about this job?
- Blue Hat** The overview. It is the hat that forces one to ask what are the conclusions of this activity?

Reflection:

Which career wore the most hats? Had the best fit?

Choosing Your Goals

Motivation:

This activity is taken from *Becoming a Master Student* by Dave Ellis. It is an exercise that calls on students to generate and evaluate long and short term goals. (This activity can take up to an hour and may be one you want to assign as homework and discuss the results in class. It is also available on-line at coastcareers.com)



Activity

Part One: Long-Term Goals

These are goals that will take from 5 to 20 years. They are goals that really define your life. What do you want to accomplish in your life? What do you want your life to represent?

- Take 8 minutes, keep careful track of your time, and write as fast as you can. Write down everything you can think of that you want to accomplish in your life. It is important to generate as many ideas as you can.
- Take 6 minutes now to review and add to your list. Look for commonalties or themes in your goal list. Then choose 3 of the most important goals and write them down.
 1. Long Term Goal
 2. Long Term Goal
 3. Long Term Goal

Reflect on these long-term goals and your values underlying them: love, wealth, or happiness.

Part Two: Mid-Term Goals

These are goals that you could accomplish in 1 to 5 years. They are goals that include finishing your education or achieving job certification. These goals generally support your long-term goals.

- Read aloud your 3 long-term goals. Then select one. Take 8 minutes and focus your attention on writing down all the things you could do in the next 1 to 5 years that would help you accomplish that goal.
- Take a few minutes to reflect on the list you generated. Take 5 minutes to list the three most important goals that would help you reach the long term goal and write them down.
 1. Mid-term goal
 2. Mid-term goal
 3. Mid-term goal

Reflect on why these goals were the most important.

Part Three: Short-Term Goals

These are the goals that can be accomplished in a year or less. These are specific things you can do to now!

- Review your list of mid-term goals and select one. Take 8 minutes to brainstorm all the things you could do to help you accomplish this goal. Write down as many as your can.
- Take 6 minutes to analyze your list and select the three that will help you the most and you are willing to do right away.
 1. Short-Term Goal
 2. Short-Term Goal
 3. Short-Term Goal

Reflect on these short term goals and decide on the one or ones you are willing to tackle now.

Part Four: Next Steps

Spend some time now thinking about this activity and how it felt. What and how do you think using a process like this could help you in choosing goals and accomplishing them? What is your next step? Do you think its time to take some action that will lead toward the accomplishment of your long-term goals?



You As A Decision Maker

Motivation:

Here's another short exercise that will help students determine their decision making style. This is easy and fun to do with only 4 styles: intuitive, snap, analytical and foot dragger.

- A. Action in making decision: When you seem to have the important facts about a situation, which one of the following statements best describes your action in making a decision?
1. The answer just feels right.
 2. Given these facts, there is no need to delay the decision.
 3. Just give me the facts, and I'll decide.
 4. You want time to sleep on it.
 5. You want to consult others before deciding.
 6. You keep changing your mind about the right answer.
- B. Enjoy most: When a decision needs to be made, which of the following do you enjoy the most?
1. Acting upon your hunches
 2. Trusting your judgment
 3. Deciding quickly
 4. I prefer to make decisions without belaboring them.
 5. Considering all of my alternatives before deciding
 6. Thinking about the results of each of the choices
 7. Finding out all the facts
 8. I do not enjoy any part of the process.
- C. How fast can you make little decisions?
1. Fast
 2. Fairly fast
 3. In the middle
 4. Rather slow
 5. Slow

D. How fast can you make big decisions?

1. Fast
2. Fairly fast
3. In the middle
4. Rather slow
5. Slow

E. After a big decision has been made, which statement best describes your feelings?

1. I feel comfortable.
2. I made the right decision without getting stressed out.
3. I weighed all the facts and came up with the best decision, but I hope I didn't forget something.
4. I am greatly relieved the decision has been made.
5. I always wonder if I made the right decision.

F. Rating: In general, as a decision-maker, do you believe you are:

1. Very good
2. Good
3. Average
4. Fair
5. Poor

Classification Key—Circle the number you checked

Then identify which style you use most of the time.

| | <i>Intuitive</i> | <i>Snap</i> | <i>Analytical</i> | <i>Foot Dragger</i> |
|----------|------------------|-------------|-------------------|---------------------|
| A | 1 | 2 | 3, 4 | 5, 6 |
| B | 1, 2 | 3, 4 | 5, 6, 7 | 8 |
| C | 2 | 1 | 3 | 4, 5 |
| D | 2 | 1 | 3 | 4, 5 |
| E | 1 | 2 | 3, 5 | 4 |

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Step 4: Act

Thinking without action is a daydream. Action without thinking is a nightmare. Therefore, there are two kinds of failures: those who thought and never did and those who did and never thought.

— *Japanese proverb*



Once students have made some decisions about their careers, they will have to proceed toward their destination by taking some action. Now comes the time to move from the realm of reflection and commitment, to the arena of doing: time to generate broad career goals into specific concrete activity.

There are a number of things students can begin to do. Encourage them to draft their resumes in several styles, chronological, functional or combination (chrono-functional). Since few resumes are initially reviewed by a person, remind students to format their resumes for electronic scanning.

In addition, expose students to the idea of building a portfolio to house some of their extraordinary work samples, certificates and letters of recommendation. Moreover, students might consider building a website to display their information. In addition, their site would showcase their portfolios, as well as demonstrate their technology abilities.

Invite one of the college's career counselors to speak to your class. Ask them to focus on the internship process and opportunities. If you are in contact with former students who are successful in the workplace, invite them or a panel of several former students, to discuss their experiences. Suggest that they tell about things they did and did not do that accounted for their success.

According to Harvard Business School, an estimated 65-70% of jobs are found through networking. So while networking was mentioned in the explore stage, we bring it up here again, because it is such an important aspect. Encourage students to put at least 50% of their job search efforts into networking.

Students work hard to get job interviews but often don't take time to practice for these performances. So engage students in some interviewing activities that will expose them to a variety of "new" interviewing techniques. Most of the Fortune 500 organizations recruiting college students, use a form of interviewing called behavior-based interviewing. Behavior-based interviewing questions and style differ from the more traditional interview, so encourage students to familiarize themselves with this newer format.

If students still don't seem to know what do to do or are reluctant to act, suggest that they try something. Propose that they take some small action that will take them in the direction they want to go. Even if their activity doesn't work exactly like they thought it would, the results may suggest something else.

Work is one of the most important dynamics in our lives. It influences virtually everything a person does. If we want to help students find rewarding careers instead of just jobs, we must arm them with effective and efficient career strategies. The discover, explore, decide and act process gives students tools they will need on their career journey; it is a simple and successful system that really works!

The hall is rented. The orchestra is engaged. ***Now it's time to dance.***



Resistance to Change

“There is nothing permanent except change.”

— Heraclitus

Motivation:

In the 21st century workplace employees will be faced with more changes than they have ever experienced. Being aware of change and their reaction to it, will help students develop strategies to effectively deal with it.



Activity:

This exercise is designed to help each person recognize his/her own resistance to change, identify resistant behavior in others and to get some dialogue going about how to handle change.

Step 1

Have members of the class pair off. Each person is to spend two minutes carefully looking at his/her partner. At the end of two minutes, instruct the partners to turn away from each other and “change” five things about themselves. When everyone has completed the change, instruct the partners to face each other and identify the changes that the other has made.

Step 2

After everyone has completed this step, instruct the partners to turn away one more time and change ten things. Repeat the process in step 1.

Step 3

Ask the group if they would like to repeat this one more time and go for 15 changes. There will be loud resistance. Ask all to return to their desks. Discuss the 7 dynamics of change demonstrated in this exercise.

Ask students these questions to illustrate those dynamics.

1. How did you feel about the exercise you just completed?
People feel awkward and ill at ease with change.
2. During the exercise what did you think of first-things to take off or things to put on?
People think first about what they will lose.
3. Even though you could not communicate with your partner, how many of you swapped things with others to make the necessary changes?
People feel alone even if others have same experience.
4. What happened when I asked you if you wanted to repeat the process a third time?
People can only handle so much change.
5. How many people thought this activity was fun? How many people had some anxiety? How many people wanted to quit and walk out?
People have different levels of acceptance of change.
6. How many people felt they did not have enough stuff to make the changes?
People are concerned they lack needed resources for change.
7. What happened when I told you to return to your seats?
People revert to old habits when pressure is off.

Reflection:

Discuss the 7 dynamics of change and the way that different people felt. Ask them about other changes in their lives and if they think that these seven dynamics applied. How will this information on change be useful to them at home or work?

Résumé Review

Motivation:

A piece of sales literature has 2 seconds to attract a reader's attention and a résumé has about the same time. Putting together a résumé is very serious business. Often, the résumé is the first impression a job seeker will make on a prospective employer. If the résumé is not effectively written, it will be the last impression.

Activity:



Have students bring a résumé to class. Cross out or “whiteout” the name. Have each student make 4 or 5 copies of their résumé. Now, divide students into groups or teams of 4 or 5. Ask the team member to review each résumé and evaluate each one using these 6 qualities. Utilize a scale of 1-6 with 1 as worst and 6 as best.

- Review of the qualification
- Essential information only
- Skill based
- Unique emphasis on individual
- Marketing piece and error free
- Effective enough to get noticed

When finished reviewing the résumés present each one and ask group members to give the pros and cons of the résumé. Discuss ways it could be changed or improved. Finally, ask the group if they were screening for a job, which candidate would they choose to interview? Which candidate would they drop and why?

Reflection:

How will students change their résumés based on the information they learned in this review?

Interview or Innerview?

Motivation:

The interview is not the time to practice; it is the time to perform! Discuss the different kinds of interviews and the questions appropriate for each one. Ask students to share some of the experiences they have had in interviews.



Activity:

In today's job market 70% of Fortune 500 companies are using behavioral interviewing techniques over the more traditional interview. In the behavioral interview, interviewers will not ask the interviewee how would they act in a given situation, but how did they act.

This interview is dedicated to finding out about interviewee's behavior in specific situations. Additionally, the interviewer will probe the interviewee to check for more information and consistency in their answers. The interviewer will probably take detailed notes as the interviewee speaks, and this can often be disconcerting.

Work together as a class to compose two or three behavioral interview questions. Discuss what these might reveal about the interviewee. Put questions on the board. Then ask students to compose their own behavioral interview question.

Finally, ask student to choose 2 behavioral questions to ask a person sitting close to them and to take notes as the interviewee answers. Then have them switch roles so that each person has an opportunity to be both the interviewer and interviewee.

Reflection:

Based on the today's discussion, how will students prepare for their next job interview?

Success Teams: Action and Accountability

Motivation:

Barbara Sher is author of *Wishcraft, I Can Do Anything I Want* and many other books. She has designed a buddy system or success team that has benefited countless number of people and made their lives better. Sher's website (www.barbarasher.com) outlines and provides resources for a success team, but instructors may consider using some form of these with their students to encourage them to ACT!

Activity:

Define and discuss Success Teams with the class. small groups of people weekly basis to help reach their goals by small steps they will take each week and then being report their progress. In addition, these groups help provide solutions to the obstacles team members meet as they travel toward their journey. (Be sure to see the wish obstacle lesson.)



the idea of Success Success teams are who come together on a each other identify and reporting to each other

1. Ask students to divide themselves into groups of 5 or 6.
2. Ask them to share with each other one of their career goals and one action they will take in the next week to work toward that goal.
3. Have everyone write down all the commitments and agree to review them the following week.
4. Give students a few minutes to meet again the following week and see what each person did or did not do.
5. Discuss the results and how they felt about them.

Reflection:

Discuss Sher's contention that...“the difference between success and failure is not your attitude, your mantra or your toothpaste. Its lots of ongoing help.”

*For more resources on the
career development process...*

www.coastcareers.com



*Helping students find their
career direction*

CoastCareers.com

On-Line Lessons

Some of the on-line lesson titles include:

Discover: *All About You*

- Define Your Mission, Values and Vision: what matters to you does count
- Identify Your Interests, Skills and Style: the unique you
- Get In Touch with Your Passion: the most important component

Explore: *Find Out About Careers that Suit You*

- Hot Jobs!: direction for the 21st century
- Get Inside Information: conduct an Informational Interview
- Networking: making contacts is essential



***Tomorrow's dreams
are borne on the
shoulders of today.***

Decide: *Define the Path to Get You Where You Want to Go*

- Ready, Set, Goals: proven steps to success
- Decisions, Decisions, Decisions: grow your ability to decide
- The Power of an Action Plan: turn words into deeds

Act: *Begin to Do*

- Internships: ticket to a good job
- Sharpen Your Tools: résumé/interview skills that pay off
- Getting and growing your job: skills to keep you moving up

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CAREER DEVELOPMENT MATRIX

| <i>Discover</i> | <i>Explore</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>OBJECTIVE</p> <p>Identify personal values, styles, interests, skills and passion.</p> <p><i>What are my interests, values, skills and style?</i></p> | <p>OBJECTIVE</p> <p>Gather information and identify possible career choices.</p> <p><i>What and where are career opportunities that fit my interest needs, talent and style?</i></p> |
| <p>FOCUS</p> <p>Complete a variety of self and career assessments and reflect on the results.</p> | <p>FOCUS</p> <p>Connect information about myself and possible career fields and their requirements.</p> <p>Learn about companies related to these fields.</p> <p>Find out about outlook for different career fields.</p> <p>Discover work environment preferences.</p> |
| <p>ACTION</p> <ul style="list-style-type: none"> • Get and begin to use Career Connections Guide • Complete 3 on-line assessment lessons at coastcareers.com • Meet with campus career counselors to discuss career interests and take appropriate inventories | <p>ACTION</p> <ul style="list-style-type: none"> • Complete 3 on-line explore lessons at coastcareers.com • Read about different careers and requirements • Do informational interviews and job shadow • Attend a professional organization meeting in a career field that interests you • Begin networking to identify Orange County employers. |

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CAREER DEVELOPMENT MATRIX

| Decide | Act |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>OBJECTIVE</p> <p>Weigh evidence and choose among alternatives.</p> <p><i>What will lead to my achieving my desired outcomes?</i></p> | <p>OBJECTIVE</p> <p>Take an initial step toward your career goals.</p> <p><i>What are some actions I can begin to take to get me to where I want to go?</i></p> |
| <p>FOCUS</p> <p>Identify several career fields that would be a good fit and decide the motivation for each one.</p> <p>Review good decision-making processes.</p> | <p>FOCUS</p> <p>Identify employers who employ people in my chosen field.</p> <p>Find our specific requirements and opportunities.</p> |
| <p>ACTION</p> <ul style="list-style-type: none"> • Complete 3 on-line decide lessons at coastcareers.com • Make a list of the pros and cons of each career or job choice • Discuss what you have found in your exploration with college career counselors and family • Make a tentative or definite decision | <p>ACTION</p> <ul style="list-style-type: none"> • Complete 3 on-line act lessons at coastcareers.com • Do an internship • Write a résumé • Prepare for interviews • Set up networking activities • Complete an educational plan • Complete Career Connections Guide |

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