FS 101: CAREER DEVELOPMENT AND DECISION-MAKING OPEN EDUCATIONAL RESOURCE 2ND EDITION

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HACC

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This text was compiled on 06/16/2026

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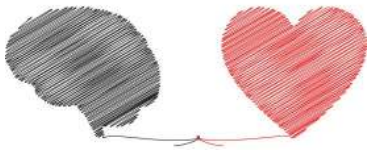
CHAPTER OVERVIEW

1: The Power of Self



Many factors contribute to career success including hard work, motivation, attitude, grit, resilience and talent. All these factors are influenced by how we see ourselves. Your thoughts and ideas in your mind create your beliefs about yourself and your abilities. Your beliefs directly impact your attitudes, behaviors and ultimately your performance. Your mind is a powerful tool which can be used to your advantage or disadvantage. You are in control!

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1.1: Introduction - A Journey Begins...

"If you don't know where you are going, you might wind up someplace else." This popular saying attributed to Yogi Berra, an American professional baseball catcher, suggests that we should have a pretty clear picture of where we are headed. And college, for most of us, is an important step toward a fulfilling and exciting career. The fact is that the employment market and job-seeking techniques have changed significantly over the past ten years and will continue to change. Mapping out a clear career path is not as easy as in the past. A clear direction still can provide enough flexibility, however, 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 likely will 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. The United States Department of Labor interviewed over 9900 people born between 1957 and 1964 in 1979 then interviewed them again in 2018-19, and the average number of jobs held between the ages of 18 and 54 was twelve. This statistic means today's graduates need to be very flexible in their career plans and 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 today. 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 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 jobs that require specialized equipment (as in manufacturing facilities), companies increasingly have off-site employees who stay connected via technology. This means that students and job hunters should be able to demonstrate the ability to work independently and produce results without consistent, direct personal supervision.
- The growth of job posting sites online has created a glut of applicants for most posted positions. You have access to millions of job opportunities via the Web, but so do hundreds or thousands of other job seekers. Each employer must go through hundreds of resumes received for each job posted on the Web. Strategies for standing out in this crowded field becomes very important.

These factors combine to create a job environment that is different from what most people might expect. The way you prepare for a career needs to be more flexible and more personalized. Technology will play an important role in your career development. Linking your demonstrable skills to the needs of a job will be the key to your success (Martinez & Shaker, 2021).

Thumbprint: Girl with suitcase (Pixabay License via Pixabay)

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1.2: The Career Exploration Process

The United States Department of Labor defines 867 occupations in its Standard Occupational Classification system, and new occupations are being created at an ever-faster rate. In addition, O*NET, a searchable database sponsored by the Department of Labor, lists 923 occupational titles. Both of these resources were last updated in 2019.

The process of career exploration can be a lot of fun because you are able 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 the five questions listed below. This text and course are structured around these five questions, and you will work through each question as you progress through the chapters.

Career Exploration Process-Five Parts

The Career Exploration Process:

- Part 1: Who Am I?
- Part 2: What's Out There?
- Part 3: What Factors Might Affect My Choices?
- Part 4: Where Do I Go From Here?
- Part 5: What Have I Learned Through This Process?

On your journey, as you work through each part of the text, there are rest stops after each part that encourage you to reflect on what you have learned throughout the previous chapters in that part of the text. The last Rest Stop is a comprehensive reflection of your personal career exploration journey throughout the course.

There are many different career development theories, and there is not one right way to make a decision. You can interview a dozen people who have found success, and none of their career paths will be the same. A great place to start is to engage in the career exploration process. Career exploration allows you to gain a greater understanding of yourself and the world of work. While you cannot always plan for opportunities, you can create happenstance by taking purposeful actions that keeps you moving forward and increase your chances for unplanned events that can lead to good careers.

When getting started in the Career Exploration Process, the first question you have to ask yourself is "why am I doing this?" Making a career decision can be challenging for various reasons:

- You may not know enough about yourself which is the purpose of the first four chapters in this OER - finding out more about who you are.
- You may not know enough about what careers are out there. We are limited in our career decision-making to careers we know about, which is the purpose of chapters five and six - learning more about what is out there.
- You may be overwhelmed by the decision because you see it as a life decision. Remember that decision-making is a lifelong process, and you are making a decision about your next career, not your only career.

Part 1: Who Am I?

These first four chapters involve getting to know who you are. Understanding who you really are is an important step of career exploration. We will explore many different career assessments, and you will have the opportunity in class to take several assessments that allow you to learn more about your values, personality preferences, interests, skills, and abilities. Each assessment will help you gain a better understanding of yourself and allow you to identify your career priorities. You will use your career priorities to evaluate the careers you will be researching later in this class.

Part 2: What's Out There?

After researching yourself, you will research careers. Once you have taken time to research yourself and gain a stronger understanding of who you are, you can begin to explore what types of careers might be best suited to you. This phase involves online research, talking to professionals in the field and gaining hands-on exposure through volunteer work, internship experience and networking. This phase also includes researching industry expectations and understanding minimum qualifications for

employment. The more information you gather and the more you learn about the world of work, the better you will be able to make well-informed decisions about your future career.

Part 3: What Factors Might Affect My Choices?

You will explore factors that may affect your choice and start making some decisions. You will need to use your creative and critical thinking skills to come up with alternative "correct" answers to factors that may present obstacles to pursuing the most rewarding 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 financial security I'll want in the longer term? What investments 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. We will discuss the decision-making process in detail along with internal and external factors that influence decision-making.

You will also be introduced to the educational planning process. You will read about the academic programs available at HACC and gain a good understanding of what program you'd like to pursue while developing your educational plan.

Part 4: Where Do I Go From Here?

Thinking about life after school may seem odd at this point if you are just getting started. You will be making decisions about your future soon, however, 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.

Part 5: What Have I Learned Through This Process?

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

References, Resources and Works Cited

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1.3: Building Your Self

When we talk about building ourselves, we primarily focus on our **self-concept** which is “what I know about myself” or the overall idea of who we think we are as people. **Self-esteem** is “what I feel about myself.” Self-esteem refers to the judgement and evaluations we make about our self-concept. **Self-efficacy** is “my belief about myself and how I judge my abilities to perform tasks” within a specific context. All three impact and influence each other as illustrated below.

Image Credit: Self-Concept, Self-Esteem and Self-Efficacy. (College of the Canyons)

Self-efficacy plays an important role in many aspects of our lives and is a key factor contributing to success in school, work, home and personal relationships. Many factors influence our self-efficacy including 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 (Martinez & Shaker, 2021).

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

One way to increase self-efficacy is to focus on a past success. Look at an achievement of which you are proud, 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 committing the time needed for the work
- research skills - using resources to collect the information needed to write the paper.

Another way to build self-efficacy is to reflect regularly on your strengths. Your strengths generally are qualities or skills that come naturally to you. 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 your achievements. Give yourself credit for overcoming setbacks and using those situations as opportunities to learn and grow. When life gets difficult, we often question our abilities. When we do so, we need to look back at our accomplishments and recognize we have been successful before and can be successful again. Learn from past challenges and how you have conquered them. Focus on the skills and strengths you have developed through previous challenges. Learn from your past successes to help build your future successes. As you increase your self-efficacy, you will start to feel more in control of your future (Martinez & Shaker, 2021).

Enlarging Your Comfort Zone: HACC Student Resources

An important method for increasing your self-efficacy is to use college resources to help you succeed as a student. Many students want to “go it alone.” Step out and enlarge your comfort zone by using available resources and services to set yourself up for success. HACC offers many resources and services to help you pursue your academic and career goals. An in-depth explanation of these resources and services can be found in the “Opportunities at HACC” chapter of this OER text. For an initial look, please use the following link to access Student Support resources on hacc.edu.

Student Resources (hacc.edu)

Don't be afraid to ask for help by using available resources. Asking for help is not a sign of weakness but instead is a show of strength because you are not afraid to admit you cannot do everything on your own. Know what is available to you and how you can benefit from each resource offered by the college. Don't let your inner conversation talk you out of a potential career if you experience challenges with that academic subject. For example, if your potential career requires some general education classes that are more difficult for you, take personal responsibility to seek out and use tutoring to get through those general education classes on the way to earning your desired degree. Please see the "Opportunities at HACC" chapter of this OER text for much more information.

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1.4: Developing a Growth Mindset

Your mindset can support a healthy career journey, or your mindset can sabotage your efforts for success. Dr. Carol Dweck, a world-renowned Stanford University psychologist, conducted a research study with junior high students and presented them with puzzles to solve, ranging from easy to hard. She observed different attitudes in the students. Some gave up more easily and did not believe in themselves. Others continued to work hard despite mistakes and did not give up. After additional research with many different age groups, Dr. Dweck discovered that some people view their intelligence and abilities as **fixed** meaning at a certain static level without the potential to increase. Others viewed intelligence and abilities, however, as being areas of potential **growth** (Martinez & Shaker, 2021). In Dr. Carol Dweck's book *Mindset: The New Psychology of Success* (2006), 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, 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." (pp. 15-16)

The following illustration explains 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?"

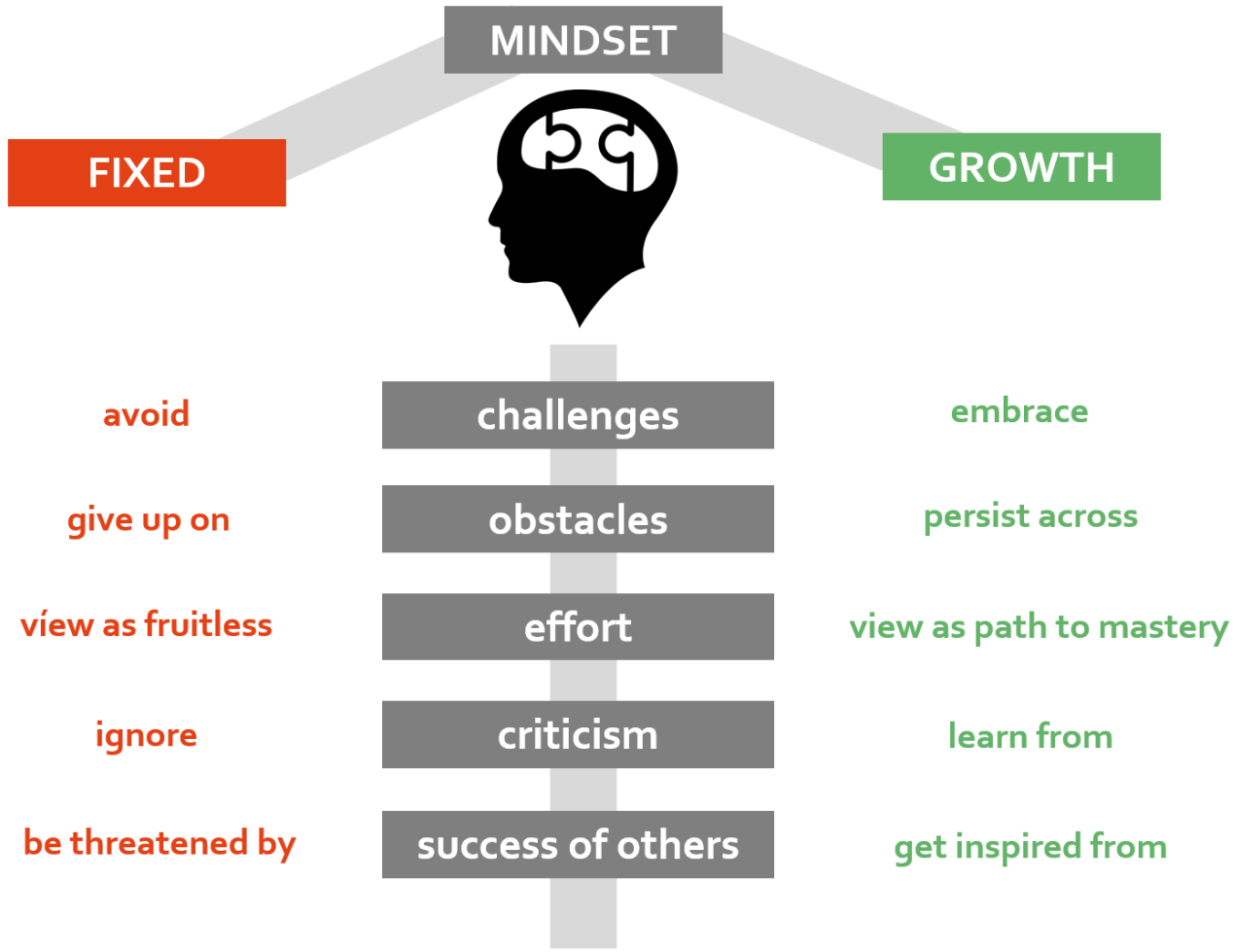

Image Credit: Growth Mindset (EmployID Academy licensed under CC0)

Growing Your Career Mindset and “The Power Of Yet” By Carol Dweck

Fixed and growth mindsets can be applied to your career exploration as well as your intelligence and abilities. If you have a growth mindset, you will be open to exploring careers that intrigue you but might seem challenging or difficult. Also, if you have a growth mindset, you will remain open to options and possibilities that appear throughout your professional life. A well-regarded career development theory of “planned happenstance” posits that we may have a career path planned out but then learn about a new career for which we hadn’t planned. If we have a growth mindset, we probably will be more inclined to explore that new career. If we have a fixed mindset, we might not even consider that unplanned opportunity with which we’re presented. People with fixed mindsets might think “I’m interested in that career, but I don’t think I can do what is required” or maybe “I can’t get through all the schooling required for that career.”

A way to think about career possibilities that may seem challenging or beyond your reach is “not yet.” The thought is “I’m interested in that career, but I don’t have the skills and abilities **yet** to perform that occupation.” Dr. Dweck learned about this concept of “not yet” in her research. The following link is a TEDxTAlk by Dr. Dweck about “The Power of Believing That You Can Improve.” Although she speaks about children in this talk, Dr. Dweck’s research has expanded, and she has found the same patterns and results of growth and fixed mindsets among people of all ages. Please click on the link below to listen to her explanation of how effort, persistence and being resilient are much more powerful than fixed beliefs about intelligence and talent.

Dweck The Power of Believing TED Talk [www.ted.com]

Activity 1.1

Which mindset do you generally practice in your everyday life? Fixed or Growth? What impacts if you practice a fixed or growth mindset? Think about the way you deal with:

- Challenges
- Obstacles
- Tasks requiring effort
- Criticism
- Success of others

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1.5: Accepting Personal Responsibility

When we talk about being in control of our thoughts and ideas, we are speaking of a psychological concept called "locus of control." People with an ***internal* locus of control** believe they are in control or are the cause of their success based on their own effort or ability. People with an ***external* locus of control** believe outside forces, such as luck or fate, determine their success. Research has shown that people who have an internal locus of control are more motivated and more likely to succeed. Their expectation of success also is directly related to the extent they feel in control of their own success and failure. People with an internal locus of control accept personal responsibility for their actions, learn from their mistakes and change their behaviors to take new actions (Burns, et al., 2021).

Similarly, people can be motivated by both intrinsic (internal) and extrinsic (external) factors. If people have intrinsic motivation, they take action based on internal thoughts and beliefs such as feeling a sense of accomplishment. If people have extrinsic motivation, they take action to achieve an external reward such as a paycheck or certification (Burns, et al., 2021).

When you are exploring careers and making career decisions, having an internal locus of control and intrinsic motivation will help you believe that you are capable of achieving your career goals. You may have great interest in a potential career, but you may talk yourself out of pursuing that career because you doubt your abilities. Your inner conversation may sound something like this: "I really like reading and watching movies about history, but my memory isn't good enough to handle all the dates I'd need to memorize." If you have an internal locus of control and intrinsic motivation, you can take personal responsibility by changing that internal conversation to "I really like reading and watching movies about history, and I will work on my memorization and study skills to make sure I can remember all the dates I will need to know."

Activity 1.2

What is Your Locus of Control?

Do you believe you are in control or are the cause of your success based on your own effort or ability or do you believe outside forces, such as luck or fate, determine your success?

What are your thoughts? Provide an example of how your locus of control has impacted you.

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1.6: Having Grit

What is **grit**? According to the Merriam- Webster Dictionary, grit is “firmness of mind or spirit; unyielding courage in the face of hardship or danger.” If we have grit, we believe we can achieve our goals, even when we’re faced with negative situations. Dr. Angela Duckworth of the University of Pennsylvania has researched this concept of grit with students, business leaders and all types of people (Preister, 2015).

Persevering with “Grit” by Angela Duckworth

Leaving a high-flying job in consulting, Angela Lee Duckworth took a job teaching math to seventh graders in a New York public school. She quickly realized that IQ wasn’t the only thing separating the successful students from those who struggled. Here, she explains her theory of “grit” as a predictor of success (Priester, 2015).

Please click the following link to watch Angela Lee Duckworth’s TED talk, “Grit: The Power of Passion and Perseverance Duckworth The Power of Passion and Perservence TED Talk [www.ted.com]

As powerful as the concept of grit is, there are some limitations. If a person is in an unhealthy environment surrounded by only negative role models and doesn’t see or have any positive influences, grit may not be enough to inspire that person. We do need to see some evidence that our efforts can move us forward, and that there can be a way to leave a negative environment or situation. For this reason, we need to have an internal locus of control and a growth mindset to believe in our abilities to achieve greater goals, and then we draw upon our grit to enable us to do the hard work necessary to move forward.

After watching the videos about fixed/growth mindset and grit, please do some self-examination. Where is your mindset now on the fixed-growth continuum? Do you have grit? Please reflect on how you can apply a “growth mindset” and “grit” to your career and life-planning journey.

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1.7: Using Affirmations

One way to use grit is to develop positive self-talk which 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 - 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 (Martinez & Shaker, 2021).

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

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

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

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

I am organized and manage my time well.

vs.

I will be organized and manage my time well.

- Phrase the affirmation in the **positive** rather than the negative. For example:

I am productive and motivated.

vs.

I am not lazy and unmotivated.

Make sure the affirmation is believable and meaningful.

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

Here are some examples of positive affirmations:

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

Activity 1.3

Building Your Affirmations

Part 1

Who did you admire when you were growing up? Who were your heroes or heroines? Who do you admire now? List three people, other than your mom and dad, who you admired/admire. These can be people you know or don't know personally, make-believe people like superheroes and cartoon characters, or anyone else you can think of. Maybe you admired a teacher, athlete, politician, scientist, artist, musician, T.V. star, or character in a book. For Part 1, complete ALL six steps:

Step 1: List your three heroes or heroines and for each character, describe in 2-4 complete sentences what you admired about them.

Example, if you admired Anne of Green Gables you might want to write that she is independent and spunky. Or, if you admired Dr. Martin Luther King, Jr. you might write that he was a leader who fought for social justice. If you admired Superman you might write that he fought for truth and justice.

Hero 1……..

Hero 2……

Hero 3……

Also explain any impact they have had on you.

Step 2: Write down the adjectives you used to describe each one of them.

Step 3: Write down two or more things your heroes/heroines have in common and list any adjectives or other significant words or phrases you used to describe them.

Step 4: This is you, your core self. Look carefully at the words you used to describe your heroes or heroines. You have described yourself. You take things you like about them and put them together to make you. Now using those words you wrote down above, tell in two to four sentences who you are:

I am a person who is:

Part 2:

Using positive self-talk and repeating positive messages to yourself will help reinforce a positive self-image and will contribute to your career success! Take a moment and practice this.

Develop six affirmations related to being successful in your career and life planning. Be sure to state your affirmations in the present and use positive phrases. Make your affirmations personal and meaningful to you.

1.
2.
3.
4.
5.
6.

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

So far, we have addressed several important factors to get you started on your career journey. Building your self-efficacy, practicing a growth mindset, drawing upon your grit and using affirmations will guide you through the process of creating your career and life planning vision. Using available college resources shows that you're taking personal responsibility for moving into a growth mindset, developing more grit and increasing your self-efficacy.

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1.8: Developing Your Personal and Career Vision

Where do you see yourself in the next 5, 10, 15, 20+ years? What path do you want to pursue? Each of you has your own thoughts and ideas about your future. Some thoughts may be clear while others may be fuzzy, and some are somewhere in between. Regardless of the level of clarity you have at this time, take a moment to visualize where you see yourself in the next 5 to 20 years. 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 of purpose?

As you begin self-exploration in the next section of this text, 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 powerful and meaningful when paired with career exploration. Creating a vision statement may take several attempts and rewrites until you identify fully with your career vision statement (Martinez & Shaker, 2021). Listed below are examples of career vision statements to help you brainstorm. You will have the opportunity to craft your personal career vision statement in this class.

Career Vision Statement Example #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 Example #2:

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

For more information on creating your career vision, please visit: Career Vision LiveCareer.com [www.livecareer.com]

Each phase of the career exploration process delineated in this text will help you refine and solidify your Career Vision Statement by the end of this course. Enjoy the process!

Activity 1.4

Creating My Career and Life Planning Vision Statement

As you begin Phase 1 of the career exploration process by answering the question "Who Am I?," you can start thinking about your personal and career vision. Where do you see yourself in the next few years? What accomplishments do you wish to achieve in your personal and professional life?

Where do you see yourself in five years….

Where do you see yourself in ten years….

Where do you see yourself in twenty years….

What will your ideal career look like?

What kind of work is meaningful to you?

What level of responsibility do you desire (worker, manager, executive)?

What type of work environment will energize you and give you a sense of purpose?

Reflect on your responses above and develop a draft of your career vision statement here:_____

_____

_____

_____

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1.9: References, Resources and Works Cited

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CHAPTER OVERVIEW

2: Motivation for Your Journey

Career exploration and decision-making is built upon the foundation of personal self-knowledge. If you do not know yourself, how can you possibly know what you want to do for a career? In this part of the course, you will be taking several career assessments to understand yourself better and make informed choices when researching your career options. These assessments will help identify your personality preferences and workplace strengths and then direct you toward professions that best complement your unique personality. You also will identify your values, underlying needs and motivations then make connections between your internal self-knowledge and your future career vision (Martinez & Shaker, 2021).

2.1: Meaningful Work
2.2: Your Motivation
2.3: Your Values
2.4: References, Resources and Works Cited

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2.1: Meaningful Work

The first step of the career exploration process 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?
- 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 diagram in mind as we explore each of these internal components through the career assessments included in this course.

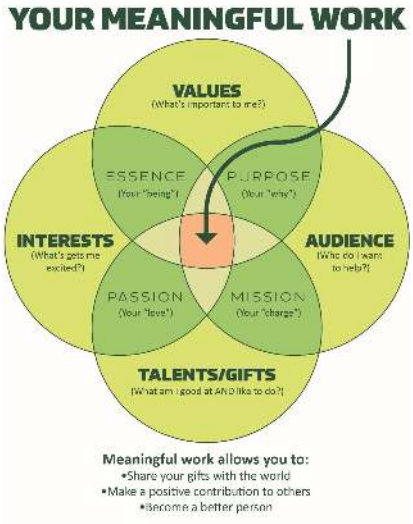

Image Credit: Finding Meaningful Work. (Image by Ian Joslin is licensed under CC BY 4.0)

No assessment can know more about you than you know about yourself. You are your own expert, and these career assessments will give you additional frames of reference. The assessments will help you make connections to your past experiences and apply those experiences 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. The information you learn about yourself will be used as your “filter” or “lens” through which to evaluate or judge whether potential careers will be rewarding for you. This journey can be fun and exciting and at times a bit overwhelming, but the more energy you put into this journey, the more you will gain!

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2.2: Your Motivation

Maslow's Hierarchy of Needs

In 1943, Abraham Maslow developed what was known as the theory of human motivation.His theory was developed in an attempt to explain how or why humans are motivated in life. According to Maslow, there is a hierarchy of five needs, and as each level of need is satisfied, that need no longer will be a motivator. In other words, people start at the bottom of the hierarchy and work their way up. Maslow's hierarchy consists of the following:

- Self-actualization needs
- Esteem needs
- Social needs
- Safety needs
- Physiological needs

Image credit: Maslow's Hierarchy (3XtRv.jpg (604×363) (imgur.com)

Physiological needs are our most basic needs and include food, water, and shelter. Safety needs at work might include feeling safe in the actual physical environment or job security. As humans, we have the basic need to spend time with others. Esteem needs refer to the need we have to feel good about ourselves. Finally, self-actualization needs are the drive we have to better ourselves or keep pursuing self-improvement (LibreTexts, 2020).

Maslow's research tells us that as long as our physiological needs are met, increased pay may not be a motivator. Higher-level needs might include fair pay, safety standards at work, opportunities to socialize, compliments to help raise our esteem, and training opportunities to further develop ourselves (LibreTexts, 2020).

Please use the following link to view a video that explains Maslow's hierarchy in detail: Video An Introduction to Maslow's Hierarchy of Needs [www.youtube.com]

After reviewing the video, please ask yourself: “Which of Maslow’s needs are you currently focused upon?”

Herzberg Two-Factor Theory

In 1959, Frederick Herzberg published T*he Motivation to Work* which described his studies about which aspects in a work environment caused satisfaction or dissatisfaction. He performed interviews in which employees were asked what pleased and displeased them about their work. From his research, he developed the “motivation-hygiene” theory to explain these results.

The elements that satisfied employees were **motivators**, while the dissatisfiers were the **hygiene factors**. Herzberg said the hygiene factors may not be motivators, but if the hygiene factors were not present in the work environment, workers may be less motivated. In other words, hygiene factors are expected and assumed in a workplace.

Herzberg’s research showed the following as the top six **motivation factors**:

1. Achievement
2. Recognition
3. The work itself
4. Responsibility
5. Advancement
6. Growth

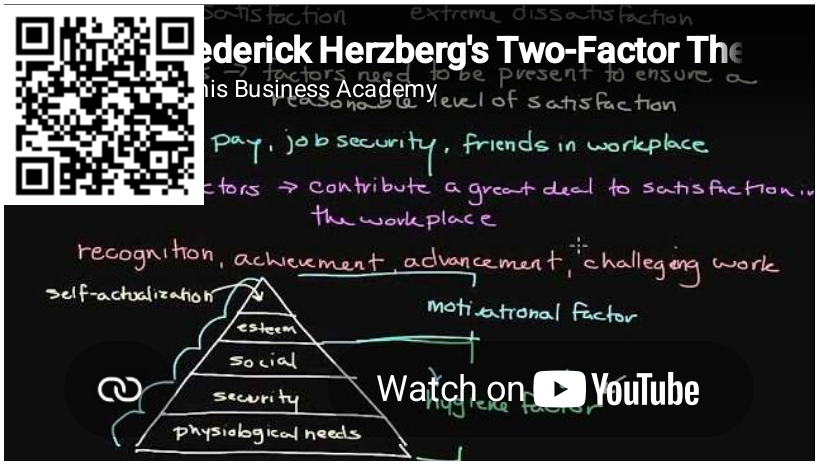
The following were the top six **hygiene factors**:

1. Company policies
2. Supervision
3. Relationship with manager
4. Work conditions
5. Salary
6. Relationship with peers

Image Credit: Herzberg’s Two-Factor Principles Need-Based Theories | Introduction to Business [Deprecated] (lumenlearning.com) **License**: *CC BY-SA: Attribution-ShareAlike*

The implication of Herzberg’s research is that careers including motivation factors tend to be more rewarding for employees. Salary, for example, is on the hygiene factor list. Fair pay is expected, but a paycheck actually does not motivate us to do a better job. On the other hand, programs to further develop us as employees, such as management training programs, would be considered a motivator. Therefore, the actual motivators tend to be the work and recognition surrounding the work performed.

Please click on the following link to view a video that explains Herzberg’s theory: Video Herzberg's Two-Factor Theory of Motivation [youtu.be]



Activity 2.1

Identifying Your Motivators

We just discussed two theories of motivation: hierarchy-of-needs theory (Maslow) and the two-factor theory (Herzberg). Briefly describe each theory and where/how each theory fits your current situation. Which theory makes the most intuitive sense to you? Why do you find it appealing?

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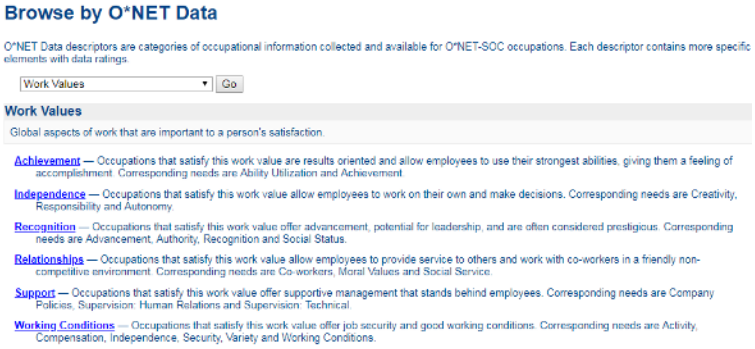
2.3: Your Values

Your values are your core beliefs and serve as motivators to guide your decisions. You need to consider your values as you select a career because you will enjoy the work more if your work tasks align with your core values. If the work you choose conflicts with your values, most likely you will struggle with your work which may create tension and discomfort in your life. You need to consider personal values as well as work-related values (Martinez & Shaker, 2021).

For example, if you value good health and are assigned to market a product that may cause serious health concerns, you will have difficulty marketing this item. If you are asked to do this work on a continual basis, you will struggle internally with the role you play as your 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), a primary source of occupational information in the United States, 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 consider 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. O*NET Work Values Search [www.onetonline.org]



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 | Go

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.

Browse by O*Net Data (Screenshot from O*NET Work Values Search [www.onetonline.org])

Your Values Assessment

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

Activity 2.2

Assessing Your Values

Step 1: To get started, you need to first complete a values assessment. Please use the Value Card Sort at Value Card Sort [www.icscareers.com.au]. As you sort the values based on what's most important, somewhat important and not important to you, shut out the "should's" in your mind. People will tell you all the time that one or another thing should be important to you. You need to identify what is important TO YOU!! After you complete the sort, rank the values in each column to ensure that the most important value is first, the second most important is second, etc.

Step 2:

- List the FIVE most important values you identified:

  Value 1 ……..

  Value 2 ……..

  Value 3 ……..

  Value 4 ……..

  Value 5 ……..

- Write your own definition for EACH of your top five values and include:

- examples of how you will know when that value is satisfactorily being met; specifically, what behavioral or observable indicators will there be?
- for each of your top five values, rate how well each one is currently being met in your personal and/or professional life. Use a five-point rating scale (1 = Not at all being met, 2 = Somewhat being met, 3 = Average or adequately being met, 4 = Mostly being met, and 5 = Met very well).

If you would like another view of your values, take the VIA Character Strengths assessment linked on HACC's Career Services website. Here is the navigation path from hacc.edu: HACC > Student Support > Career Services > Career Resources.

or use this link and look for "Self Exploration" then "Exploring YOUR Strengths"

Career Resources (hacc.edu)

You will be asked to reflect upon your career priorities related to needs and values in the first Rest Stop Assignment.

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2.4: References, Resources and Works Cited

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CHAPTER OVERVIEW

3: Personality Typology Theories

Preferences are how we prefer to function in our lives. Imagine you're at a birthday party serving ice cream, and both chocolate and vanilla are available. Since you prefer chocolate, you would ask for that flavor when you get to the person dishing up the ice cream. If the chocolate ran out before you got to the front of the line, however, you'd accept vanilla, and you'd probably still enjoy eating that vanilla ice cream but just not as much as if you had received chocolate. We're going to turn our attention now to how our personality preferences shape our career decisions.

3.1: Your Psychological Preferences (MBTI)
3.2: Your Interest Preferences
3.3: References, Resources and Works Cited

3: Personality Typology Theories is shared under a CC BY 4.0 license and was authored, remixed, and/or curated by Heather Burns & Elfi Hoskins.

3.1: Your Psychological Preferences (MBTI)

The Myers-Briggs Type Indicator (MBTI) is a personality assessment developed by Katherine Briggs and her daughter Isabel Briggs Myers based on the framework of personality theory by psychologist Carl Jung. The MBTI is a personality assessment measuring the psychological preferences that influence how people perceive the world and make decisions. This assessment is used widely across the world and has been translated into more than two dozen languages. Many companies use the MBTI to help employees learn more about themselves and how they can strengthen their team efforts plus increase overall productivity for the company. Many colleges and universities use the MBTI to help students 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 and instead assesses your personality preferences. The MBTI instrument indicates preferences on four facets, or pairs, of opposites called dichotomies (Martinez & Shaker, 2021).

Please click on the following link to view a video with an introduction of four facets comprising the 16 possible personality types: Video 16 Personality Types [www.youtube.com])

Personality Theory: The Four Facets

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

Activity 3.1

What's Your Type?

Complete the following activity to identify your personality type based on your own self reflection. As part of this course, you will take the MBTI using instructions provided by your instructor, and your instructor will generate a report and interpret your results. Please complete the following quick activity to self-identify your personality type then compare these informal results with the actual MBTI results to look for similarities and/or differences.

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

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

Facet Descriptions

Could be described as: • Talkative, outgoing • Likes fast-paced environments • Tends to work out ideas with others and think aloud • Enjoys being the center of attention Then you prefer **(E) Extraversion**	**Could be described as:** • Reserved, private • Prefers a slower pace with time for contemplation • Tends to think things through inside your head • An observer rather than the center of attention Then you prefer **(I) Introversion**
Could be described as: • Focused on the reality of how things are • Pays attention to concrete facts and details • Prefers ideas that have practical applications • Describes things in a specific, literal way Then you prefer **(S) Sensing**	**Could be described as:** • Imagines the possibilities of how things could be • Notices the big picture, see how everything connects • Enjoys ideas and concepts for their own sake • Figurative, poetic Then you prefer **(N) Intuition**

Could be described as: • Talkative, outgoing • Likes fast-paced environments • Tends to work out ideas with others and think aloud • Enjoys being the center of attention Then you prefer **(E) Extraversion**	**Could be described as:** • Reserved, private • Prefers a slower pace with time for contemplation • Tends to think things through inside your head • An observer rather than the center of attention Then you prefer **(I) Introversion**
Could be described as: • Makes decisions in an impersonal way using logical reasoning • Values justice, fairness • Enjoys finding flaws in arguments • Reasonable, level-headed Then you prefer **(T) Thinking**	**Could be described as:** • Bases decisions on personal values and how actions affect others • Values harmony, forgiveness • Likes to please others and point out the best in people • Warm, empathetic Then you prefer **(F) Feeling**
Could be described as: • Prefers to have matters settled • Thinks rules and deadlines should be respected • Prefers detailed step-by-step instructions • Makes plans, wants to know what you're getting into Then you prefer **(J) Judging**	**Could be described as:** • Prefer to leave your options open • Sees rules and deadlines as flexible • Likes to improvise and make things up as you go • Spontaneous, enjoys surprise and new situations Then you prefer **(P) Perceiving**

What's your 4-letter personality type?

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

16 Personality Types

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

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3.2: Your Interest Preferences

John Holland's Classifications of Work Environments

Psychologist John L. Holland developed a career theory to explain how our personality types may fit into preferred occupational environments. His theory involves six types corresponding to preferred work tasks and environments (Bruce Hill, 2022).

Please click on the following link to view a video for more information about the Holland codes: Video Holland Codes [www.youtube.com].

Image credit: The RIASEC Model (Holland Codes by QVhighschool01 is licensed under CC BY-SA 3.0)

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

- **Realistic:** These people describe themselves as honest, loyal, and practical. They are "do-ers" more than thinkers. They have strong mechanical, motor, and athletic abilities; like the outdoors; and prefer working with machines, tools, plants, and animals. Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. These occupations often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many realistic occupations require working outside and do not involve a lot of paperwork or working closely with others.
- **Investigative:** These people love problem-solving and analytical skills. They are intellectually stimulated and often mathematically or scientifically inclined; like to observe, learn, and evaluate; prefer working alone; and may be reserved. Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and mentally figuring out problems.
- **Artistic:** These people are "free spirits." They are creative, emotional, intuitive, and idealistic; have a flair for communicating ideas; dislike structure; prefer working independently; and like to sing, write, act, paint, and creatively think. Artistic types are similar to investigative types but are interested in artistic and aesthetic aspects more than scientific. Artistic occupations frequently involve working with forms, designs and patterns. These occupations often require self-expression, and the work can be done without following a clear set of rules.
- **Social:** These are "people" people. They are friendly and outgoing; love to help others; want to make a difference; have strong verbal and personal skills and teaching abilities; and are less likely to engage in intellectual or physical activity. Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- **Enterprising:** These people are confident, assertive risk-takers. They are sociable; enjoy speaking and leadership; like to persuade rather than guide; like to use their influence; have strong interpersonal skills; and are status-conscious (Bruce Hill, 2022). Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. These occupations often deal with business and sometimes require risk-taking.
- **Conventional:** These people are dependable, detail oriented, disciplined, precise, persistent, and practical; value order; and are good at clerical and numerical tasks. They work well with people and data and are good organizers, schedulers, and project managers. 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.

In this class, you will take the Strong Interest Inventory which is research-based and has been used for over 80 years. The inventory explains how people of similar interests are employed, and what motivates individuals in the workplace. The Strong Interest Inventory not only matches your interests to occupations based on the Holland Theory, the assessment also looks at other aspects of your personality, such as Personal Work Style, Leadership Style, Learning Style, Risk Taking Preference, and Team Orientation. The initial work on the Strong was done by its namesake, E.K. Strong, who developed the first "Strong" in 1927 at Stanford. In 1974 the Strong Interest Inventory was revised to integrate the theory by Holland (Yuan, 2021). As with the MBTI, your instructor will generate a report and interpret your results with you.

Activity 3.2

What's Your Occupational Type?

Using the descriptions of the RIASEC work environments listed above, choose the three types that most closely describe you and list them in order in the following table. Most people are combinations of two or sometimes three types. Then list the specific words or attributes that describe you best. After determining your primary, secondary and tertiary occupational types, take the first initial for each type, in order, to establish your occupational code (Bruce Hill, 2022).

What's Your Occupational Type?

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

Note: Your occupational code is made up of the initials of the three personality types you selected, in order.

My occupational code: ___ ___ ___

(For example: if Social, Enterprising, and Conventional are your top three occupational types, your occupational code would be: S E C). For the purpose of exploring careers, you can switch around the letters.)

Exploring Careers and Your Occupational Type

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

Use the top three occupational types you defined in the previous activity "What's Your Occupational Type?" to help identify careers you may want to consider from the table below.

Occupational Options by Type (Bruce Hill, 2022)

	Ideal Environments	Sample Occupations
Realistic	• Structured • Clear lines of authority • Working with things and tools • Casual dress • Focused on tangible results or well-thought-out goals	• Contractor • Emergency medical technician (EMT) • Mechanic • Military career • Packaging engineer
Investigative	• Non-structured • Research-oriented • Intellectual • Working with ideas and data	• Pharmacist • Lab technician • Nanotechnologist • Geologist • College professor

Artistic	• Non-structured • Creative • Rewards unconventional and aesthetic approaches • Creation of products and ideas	• Advertising professional • Architect • Animator • Musician • Journalist
Social	• Collaborative • Collegial • Working with people and on people-related problems/issues • Working as a team or community	• Teacher • Geriatric counselor • Correctional officer • Coach • Nurse
Enterprising	• Typical business environment • Results-oriented • Driven • Working with people and data • Entrepreneurial • Power-focused	• Sales manager • Banker • Lawyer • Business owner • Restaurant manager
Conventional	• Orderly • Clear rules and policies • Consistent processes • Working with systems to manipulate and organize data • Controlling and handling money	• Auditor • Insurance underwriter • Bank teller • Office manager • Database manager

You will be asked to reflect upon your psychological preference and preferred work environments along with your mindset, values and strengths in the first Rest Stop Assignment.

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3.3: References, Resources and Works Cited

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CHAPTER OVERVIEW

4: Strengths

Strengths, also known as skills, are another personal element or “filter” through which to examine whether a career may appeal to you. Just as you can use your interests, personality preferences and values as filters, determining whether your skills match what is required in a profession is a way to measure or analyze that potential career. A skill is something you can do, say, or think right now. Employers expect you to bring your strengths and skills to the workplace to improve the overall operations of the organization. If your career allows you to use skills you already possess and develop new skills in which you’re interested, that career will be rewarding and fulfilling to you.

4.1: Your Multiple Intelligences
4.2: Professional Skill Building
4.3: Effectively Reading College Texts
4.4: Taking Useful Notes
4.5: Study and Memory Techniques
4.6: Preparing for and Taking Tests
4.7: References, Resources and Works Cited
4.8: Rest Stop #1 - Who Am I?

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4.1: Your Multiple Intelligences

The traditional view of intelligence consists of abilities or skills in two areas - logic and language - which do not change over a lifetime. About thirty years ago, a more modern view of intelligence began to replace that traditional view. In 1983 Howard Gardner proposed his theory of multiple intelligences in the book *Frames of the Mind: The Theory of Multiple Intelligences*. Gardner proposed that there are seven possible intelligences—linguistic, logical-mathematical, musical, bodily-kinesthetic, visual-spatial, interpersonal, and intrapersonal. Gardner added three more intelligences to his list—naturalist, spiritual and existential—in his 1999 book *Intelligence Reframed: Multiple Intelligence for the 21st Century* (Kidd et al, 2021).

Multiple Intelligences Defined

Linguistic intelligence is the ability to learn languages, use language to express what is on one's mind and to understand people. Those who have high linguistic intelligence are well-developed in verbal skills and have sensitivity to sounds, meanings and rhythms of words (Hampton, 2008). These people enjoy reading various kinds of literature, playing word games, making up poetry and stories, and getting into involved discussions with other people (Hampton, 2008). Examples of people with high linguistic ability include poets, writers, public speakers, TV and radio newscasters, and journalists.

Logical-Mathematical intelligence is the ability to detect patterns, reason deductively, and think logically. Those who are "math smart" have the capacity to analyze problems logically, carry out mathematical operations and investigate scientifically (Smith, 2008). Those with high Logical-Mathematical intelligence are highly capable of thinking conceptually and abstractly (Hampton, 2008). This kind of intelligence is often associated with scientific and mathematical thinking (Hampton, 2008). Careers in which "math smart" people tend to be employed include computer technicians and programmers, accountants, poll takers, medical professionals, and math teachers (Smith, 2008).

Musical Intelligence is "the capacity to think in music, to be able to hear patterns, recognize them, and manipulate them" (Hampton, 2008). Those who are musically intelligent learn through sounds, rhythms, tones, beats, music produced by other people or present in the environment," according to Gardner (Hampton, 2008). Musically intelligent people also have the ability to perform, compose, and appreciate music and music patterns (Smith, 2008). Jobs in which musical intelligence is a desired aptitude include advertising, music studio directors and recorders, singers and songwriters, conductors, and music teachers (Hampton, 2008).

Bodily-Kinesthetic intelligence is defined as "having the potential of using one's whole body or parts of the body to solve problems" (Smith, 2008). Those with high kinesthetic intelligence communicate well through body language and like to be taught through physical activity, hands-on learning, acting out, and role playing (Lane, n.d.). These people have a keen sense of body awareness and have the ability to use mental abilities to coordinate bodily movements (Smith, 2008). Gymnasts, physical therapists, mechanics, athletes, builders, dancers, doctors, surgeons, nurses, and crafts persons tend to be highly kinesthetic.

Spatial intelligence "involves the potential to recognize and use patterns of wide space and more confined areas" according to Gardner (Smith, 2008), as well as "the ability to manipulate and mentally rotate objects" (Thompson, 1999). Graphic artists, architects, and mapmakers tend to be highly spatially intelligent. These people are very aware of their environments.

Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people (Smith, 2008). These people are "people smart" and work well with others. "[People with high interpersonal intelligence] probably have a lot of friends, show a great deal of empathy for other people, and exhibit a deep understanding of other people's viewpoints," according to *MI Identified* (Hampton, 2008). Interpersonally intelligent people learn through personal interactions. Examples of careers utilizing high interpersonal intelligence include educators, salespeople, and religious and political leaders. Interpersonally intelligent people learn through personal interactions.

Intrapersonal intelligence is the capacity to understand oneself, to appreciate one's feelings, fears and motivations," according to Gardner. "It involves having an effective working model of ourselves, and to be able to use such information to regulate our lives" according to *The Encyclopedia of Informal Education* (Smith, 2008). People who possess high intrapersonal intelligence are "self smart." These people know who they are, what they are capable of doing, how to react to things, what to avoid, and what they gravitate to (Hampton, 2008). Psychologists, philosophers, social workers, and counselors are all examples of "self smart" careers.

Naturalist intelligence is defined as the ability to recognize and categorize plants, animals and other objects in nature (Hampton, 2008). According to *EdWeb*, "People who are sensitive to changes in weather patterns or are adept at distinguishing nuances between large numbers of similar objects may be expressing naturalist intelligence abilities" (Carvin, n.d.). Naturalist intelligence

is the intelligence that presumably helped our ancestors survive—"to decide what to eat and what to run from" (Holmes, 2002). Those with high naturalist intelligence include gardeners, biologists, birdwatchers, florists, horticulturists and more.

Existential intelligence is defined as the ability to be sensitive to, or having the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as what is the meaning of life? Why are we born? And why do we die (Wilson, 2005)? Existential intelligence is often called the "wondering smart" or the metaphysical intelligence. The clearest definition of existential intelligence defined by Gardner is: "individuals who exhibit the proclivity to pose and ponder questions about life, death, and ultimate realities" (Wilson, 2005). However, Gardner has not fully committed himself to this ninth intelligence despite his book *Intelligence Reframed: Multiple Intelligence for the 21st Century* in which he first mentions the possible existence of a ninth intelligence.

Spiritual intelligence according to Dr. Cynthia Davis, clinical and corporate psychologist and emotional intelligence business coach, "is the ultimate intelligence in which we address and solve problems of meaning and value, in which we can place our actions and our lives in a wider, richer, meaning-giving context, and the intelligence with which we can assess that one course of action or one life path is more meaningful than another" (Mindwise Pty Ltd, 2004). "Spiritual intelligence is the intelligence that makes us whole, integral and transformative," according to Danah Zohar, author of Spiritual Capital: Wealth We Can Live By (Spiritual Intelligence and Spiritual Health, 2008). Spiritual intelligence is not necessarily religious or dependent upon religion as a foundation (Mindwise Pty Ltd, 2004). Characteristics of spiritual intelligence include the capacity to face and use suffering, the capacity to face and transcend pain, the capacity to be flexible, actively and spontaneously adaptive, and high self-awareness (Mindwise Pty Ltd, 2004).

Activity 4.1

Multiple Intelligences Assessment

Step 1: The assessment at LiteracyNet.org assesses the eight multiple intelligences. Go to this free multiple intelligences assessment link to find your strengths! Link=Multiple Intelligences (Strength) Assessment

Step 2: List the top three scores from your Multiple Intelligences (Strength) Assessment and evaluate what parts of the description for you top three scores fit you well and add that under description:

Multiple Intelligences Top Three Scores

Intelligence	Score	Description

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4.2: Professional Skill Building

If you lived and worked in the 1700s in the United States, what skills would you need to be gainfully employed? What kind of person would your employer want you to be? How different would your skills and aptitudes be then compared to today?

Many industries that developed during the 1600s–1700s, such as health care, publishing, manufacturing, construction, finance, and farming, are still with us today. The professional abilities, aptitudes, and values required in those industries are many of the same ones employers seek today (Bruce Hill, 2020).

For example, in the healthcare field then, just like today, employers looked for professionals with scientific acumen, active listening skills, a service orientation, oral comprehension abilities, and teamwork skills. In the financial field then, just like today, employers looked for economics and accounting skills, mathematical reasoning skills, clerical and administrative skills, and deductive reasoning (Bruce Hill, 2020).

Why is it that with the passage of time and all the changes in the work world, some skills remain unchanged (or little changed)?

The answer might lie in the fact there are two main types of skills that employers look for: hard skills and soft skills.

- **Hard skills** are concrete or objective abilities that you learn and perhaps have mastered. They are skills you can easily quantify, like using a computer, speaking a foreign language, or operating a machine. You might earn a certificate, a college degree, or other credentials that attest to your hard-skill competencies. Obviously, because of changes in technology, the hard skills required by industries today are vastly different from those required centuries ago (Bruce Hill, 2020).
- **Soft skills**, on the other hand, are subjective skills that have changed very little over time. Such skills might pertain to the way you relate to people, or the way you think, or the ways in which you behave—for example, listening attentively, working well in groups, and speaking clearly. Soft skills are sometimes also called “transferable skills” because you can easily transfer them from job to job or profession to profession without much training. Indeed, if you had a time machine, you could probably transfer your soft skills from one time period to another (Bruce Hill, 2020).

What Employers Want in an Employee

Employers want individuals who have the necessary hard and soft skills to do the job well and adapt to changes in the workplace. Soft skills especially are in demand today because employers often expect to train new employees in a hard skill—by teaching new computer software, for instance—but teaching soft skills such as developing rapport with coworkers or knowing how to manage conflict is much more difficult. An employer would prefer to hire an inexperienced worker who can pay close attention to details than hire an experienced worker who might cause problems on a work team.

In this chapter, we look at ways of identifying and building particular hard and soft skills that will be necessary for your career path. We also explain how to use your time and resources wisely to acquire critical skills for your career goals.

Specific Skills Necessary for Your Career Path

The table below lists resources to help you determine which concrete skills are needed for all kinds of professions. You can discover where you might gain some of the skills and which college courses you might take to learn specific skills. Please remember that you will develop skills throughout your lifetime, and your current skills do not define or limit your career options.

Spend some time reviewing each resource. You will find many interesting and exciting options. When you’re finished, you may decide there are so many interesting professions in the world that it’s difficult to choose just one, which can be a good problem to have!

Online Resources for Skills Assessment

Career Aptitude Test (Rasmussen College): This test helps you match your skills to a particular career that’s right for you. Use a sliding scale to indicate your level of skill in the following skill areas: artistic, interpersonal, communication, managerial, mathematics, mechanical, and science. Press the Update Results button and receive a customized list of career suggestions tailored to you, based on data from the U.S. Bureau of Labor Statistics. You can filter by salary, expected growth, and education.

Skills Matcher (Career OneStop from the U.S. Department of Labor): Use the Skills Matcher to create a list of your skills, and match your skills to job types that use those skills. Plan to spend about 20 minutes completing your profile. You can start with a job

type to find skills you need for a current or future job. If you are not sure what kind of job is right for you, start by rating your own skills to find a job type match. When your skills profile is complete, you can print or save for future review.

O*Net OnLine (U.S. Department of Labor): This U.S. government website helps job seekers answer two of their toughest questions: “What jobs can I get with my skills and training?” and “What skills and training do I need to get this job?” Browse groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more. Focus on occupations that use a specific tool or software. Explore occupations that need your skills. Connect to a wealth of O*NET data. Enter a code or title from another classification to find the related O*NET-SOC occupation.

Transferable Skills for Any Career Path

Transferable (soft) skills may be used in multiple professions. These skills include, but are by no means limited to, skills listed below:

- Dependability and punctuality (showing up on time, ready to work, not being a liability)
- Self-motivation
- Enthusiasm
- Commitment
- Willingness to learn (lifelong learner)
- Ability to accept constructive criticism
- Problem-solving
- Customer service
- Adaptability (willing to change and take on new challenges)
- Cooperation (team player)
- Positive attitude
- Strong communication, both written and verbal
- Taking and following instructions
- Critical thinking
- Recognizing and knowing limits
- Ethics
- Safety consciousness
- Honesty
- Self-management of time

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

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

Activity 4.2

Skills Assessment

Step 1:

Complete the first TWO pages of the Florida State University Transferable Skills Checklist at Florida State University Transferable Skills Checklist [career.fsu.edu]

Step 2:

Which of these are well developed? How did you develop them?

Which of these skills you just listed do you need to develop more? How will you develop these skills?

Step 3: Write a brief "Experiography"- (an account of significance in your life)

Choose from one of the following categories:

Work experience

Activity experience—school, clubs, etc

- Life events
- Leisure time or hobbies
- People in your life
- Life frustrations
- Life rewards

The best way to complete this experiography is to think about major experiences in your life from the above categories and choose one to write about. Describe the experience in as much detail as you can. Describe what happened, your feelings about it, people involved, and what you learned from it. Remember, neither the chronology nor the order of significance is important. What is important is that you describe people or events that have had an impact on who you are right now. Keep in mind that the writing needs to be specific enough for you to be able to analyze these experiences for particular skills you have demonstrated.

Step 4: Identify/discuss the skills you developed/demonstrated in your experiography.

Food for Thought: What skills have you developed or demonstrated?

According to a 2021 article by Amy Borsetti on LinkedIn, "skills are the new currency in the world of work." A good practice is to start a skills list or folder that lists the skills you have demonstrated/developed in school, during leisure activities, or during past or present jobs. Review the skills the next time you are writing a resume or interviewing for a job.

Acquiring Necessary Skills (both in and out of class) for Your Career Goals

"Lifelong learning" is a buzz phrase in the twentieth-first century because we are awash in new technology and information all the time, and those who know *how to learn*, continuously, are in the best position to keep up and take advantage of these changes. Think of all the information resources around you: colleges and universities, libraries, the Internet, videos, games, books, films—the list goes on.

With these resources at your disposal, how can you best position yourself for lifelong learning and a strong, viable career? Which hard and soft skills are most important? What are employers really looking for?

The following list was inspired by the remarks of Mark Atwood, director of open-source engagement at Hewlett-Packard Enterprise. His remarks contain excellent practical advice.

- Learn how to write clearly. After you've written something, have people edit it. Then rewrite it, taking into account the feedback you received. Write all the time.
- Learn how to speak. Speak clearly on the phone and at a table. For public speaking, try Toastmasters. "Meet and speak. Speak and write."
- Be reachable. Publish your email so that people can contact you. Don't worry about spam.
- Learn about computers and computing, even if you aren't gearing for a career in information technology. Learn something entirely new every six to twelve months.
- Build relationships within your community. Use tools like Meetup.com and search for clubs at local schools, libraries, and centers. Then, seek out remote people around the country and world. Learn about them and their projects first by searching the Internet.
- Attend conferences and events. This is a great way to network with people and meet them face-to-face.
- Find a project and get involved. Start reading questions and answers, then start answering questions.
- Collaborate with people all over the world.
- Keep your LinkedIn profile and social media profiles up-to-date. Be findable.
- Keep learning. Skills will often beat smarts. Be sure to schedule time for learning and having fun!

Words of Wisdom

Words of Wisdom

Vicki L. Brown, from *Foundations of Academic Success: Words of Wisdom* had the following message: “Do not let your college degree define who you are but rather, let the knowledge and skills you’ve acquired define who you are.”

Transferable

I was supposed to be a teacher. Growing up, I had a classroom in the basement. I had a chalkboard, chalk, desks, textbooks, homework assignments, pens, pencils, paper—you name it, I had it! My brother and sister called me “Miss Brown.” All I ever wanted to be was an elementary school teacher—until I went to college.

As an elementary education major in college, I participated in a variety of classes—classes on literacy, math and science, philosophies of teaching, child development theory, principles of education, foundations of classroom behavior, and a whole list of others. We learned how to write a lesson plan, manage a classroom, how to set up a classroom, and much, much more.

In addition to my studies, I got involved in campus life. I joined the swimming and diving team, participated in campus activities, and joined clubs. I served as a captain of the swimming and diving team, became an Orientation Leader and a Resident Assistant, and completely immersed myself in the college experience. It was through these co-curricular activities that I was introduced to the world of higher education and a potentially new career choice for myself.

Through my academic and co-curricular activities, I gained valuable knowledge from all those I came in contact with—my peers, professors, Residence Hall Directors, and many college administrators. They encouraged me to explore what it was that I really wanted to do with my life. The more I got involved in my college experience, the more I learned about myself: what I’m good at, what I’m not good at, what I wanted to, and what I didn’t want to do.

As I started to sort through my options, I continued my studies, receiving both a bachelor’s degree and a master’s degree in elementary education. While attending graduate school, I also worked as a Graduate Residence Hall Director. It was during that time when I finally made the decision to pursue a career in higher education administration/student affairs administration and leave my plans of being an elementary school teacher behind.

The decision wasn’t as difficult as one might think. When some listen to my story, I often hear, “You’ve wasted all that time and money . . .” But, the truth is I gained valuable, lifelong skills from the people I met, the classes I took, the jobs I’ve had, and the activities I involved myself in. Each and every skill you acquire is transferable. This is perhaps the best lesson I’ve ever learned in college.

The countless lesson plans I had to write for my education classes and student teaching have helped me prepare practice plans as the head coach for the men’s and women’s swimming and diving team. The skills I learned while planning programs and activities for my residents as a Resident Assistant, Hall Director, and Area Coordinator have helped me plan campus events as the Director of Student Activities in the Center for Student Leadership & Involvement. The classroom management techniques I learned in college have helped me to manage my office, staff, team, committees, etc. The communication and development theories I’ve learned have taught me how to have meaningful conversations with others and how best to meet their needs.

Each and every skill you learn throughout your academic, personal, and professional career are valuable and transferable. Do not let your college degree define who you are but rather, let the knowledge and skills you’ve acquired define who you are.

21st Century Skills

Due to the rapid changes in the global economy and the advancement of technology, the American workplace has changed dramatically in the last ten years and continues to change every day. As a current college student, you need to gain the knowledge, skills and abilities that employers currently are seeking. As stated earlier in this chapter, soft skills may remain the same even as the work world changes, but new hard skills will continue to be developed and become in demand while older hard skills may fall by the wayside (Martinez & Shaker, 2021).

Below is a link to a video that was created based on the work of a team of educators, employers, workforce development boards, and research organizations in California to build college/career-ready, 21st Century employability skills program called “New World of Work (NWoW) 21st Century Skills Training” (MDRC, 2022).

Please click on the following link to view a video from the New World of Work about “21st Century Skills:” Video 21st Century Skills [www.youtube.com]

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4.3: Effectively Reading College Texts

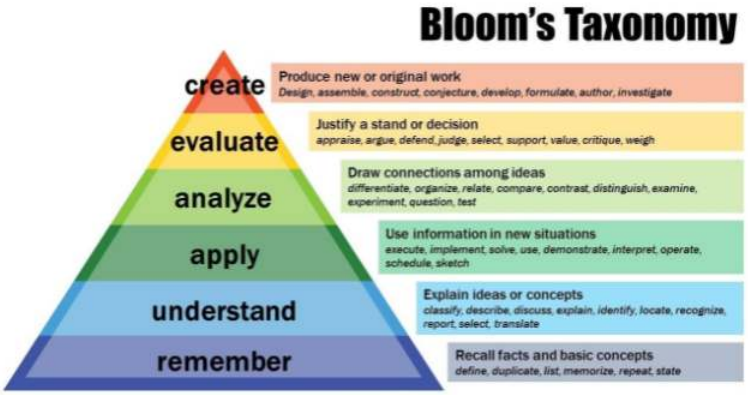
"The Thinker by Auguste Rodin at the Cantor Arts Center of Stanford University" by Oleg Alexandrov is licensed under CC BY-SA 3.0

"Critical thinking is thinking about your thinking while you're thinking in order to make your thinking better." --- Richard Paul

Introduction: Metacognition

Although the term "metacognition" may sound difficult, the concept is not. The Latin prefix "meta" means "beyond," and "cognition" is our thinking or intellectual processes. Therefore, metacognition is what is above and beyond our thinking, and the term means "awareness or analysis of one's own learning or thinking processes" or in other words, "thinking about our thinking." Picture an umbrella placed over a brain. Cognition is occurring in the brain, and the umbrella represents metacognition.

Have you ever thought about your thinking? Have you analyzed how you learned about a concept or how you studied? If so, did you discover your strengths and room for improvement in the intellectual processes you used? In the 1950's, Dr. Benjamin Bloom, an educational psychologist, and collaborators published a framework called *Taxonomy of Educational Objectives* which has been used to explain learning for educators[34]. Here's a picture of the framework:



"Bloom's Taxonomy" by Center for Teaching, Vanderbilt University is licensed under CC BY 2.0

What Dr. Bloom indicates in this picture is that learning is a comprehensive, multi-step process. In order to learn a concept fully and move that concept into our long-term memory, we must do all of the steps listed above from the bottom up through the top. Think about a quiz you took five years ago. If you studied enough to remember the information for the quiz but didn't go beyond that first bottom level, do you remember anything from that five-year-old quiz? Probably not.

Conversely, think about a topic you enjoyed learning about, and perhaps you did a comprehensive project or paper on that topic. Would you be able to summarize the main points of that topic five years later? You probably would. You may not remember all of the details if you haven't studied that topic again, but you could explain the topic well enough for another person to get a sense of

the concepts. When you did a comprehensive project about that topic, you moved through all of the levels in the picture from the bottom to the top.

PRO TIP:

Make Every Moment Matter! Each day we are pulled in a thousand directions. Between work, family, and school, sometimes we just don't have big chunks of time to devote to our studies. This is where the 'Make Every Moment Matter' tip comes into play. If we maximized each fleeting moment in our day we would discover that we actually have numerous little chunks fo time we could devote to reviewing, reading, and studying our course content. For example, if you are sitting in a drive-through line 8 cars deep, dig out your note cards and flip through a few concepts or pick up that assigned novel and read a few pages. Resist the temptation to flip through Twitter or Facebook - neither of which will help you succeed in your classes. Or, if you have a long commute, ask your professor if you can record the lecture and then replay the lecture during your commute to keep the information fresh in your mind and pick up on concepts you may have missed or not fully understood while in class. Now, that 45-minute commute has transformed into a 45-minute review session! My students have even used lectures as a sleep aid - you'd be amazed how much you remember (and the wild dreams you have) when you listen to a lecture recording as you fall asleep! The great thing about adopting a Make Every Moment Matter habit is that it builds our self-confidence as we end the day knowing we took full advantage of the time afforded us during the day to move closer to our goal of understanding and success! Now, go Make Every Moment Matter!

- Jennifer Billman, Ph. D., former Associate Professor of Biology

10.1 Effectively Reading College Texts

How many times have you sat down, with the best of intentions, to read an assigned chapter and realized about 40 minutes later that you have no idea what you just read? Now you have to go back and read again, and you just lost 40 minutes that you'll never get back. Unfortunately most college texts are not the most interesting books we'll ever read, and yet, we need to learn the information in order to do well on quizzes, tests and in the class in general.

We know that reading involves a text, our eyes and our brains. Even if we read while paying perfect attention and think deeply about what we're reading, however, we probably won't retain the information unless we interact with the text. That means we need to do ***active reading*** with some physical action in addition to simply using our eyes and brains. Some examples of active reading with physical actions are taking notes in the margins of the book or on notes pages, stopping and summarizing passages out loud and creating and answering questions about the text.

An active reading system called SQ4R can help us with this task and ensure we don't waste time reading then re-reading. SQ4R, formerly known as SQ3R, is an acronym listing six steps for active reading and indeed, for moving what we're reading from our short-term into our long-term memory. This system is designed as a study strategy too so that we can learn deeply from our first reading of a text and if the whole system is used, we don't need to re-read even when we're studying for a quiz or test.

SQ4R

S - Survey or scan the whole chapter or section assigned to be read

Q - Turn titles, headings and sub-headings into who, what, where and how questions

R - Read using active techniques, only one section or paragraph at a time

R - Recite or summarize each section out loud in your own words before going to the next section

R - Reflect or relate: ask yourself how the information in this assigned chapter relates to your class

R - Review your notes taken in the "read" step and answer the questions you created in the "question" step

You may be thinking the SQ4R system looks pretty time-intensive, and you're thinking "I hardly have enough time just to read, let alone do five more steps." Although you probably will take more time to read a chapter using this system, you actually will *save* time overall because by using this system, you start studying as you read. Many students read a chapter and perhaps highlight or take notes. Then when students study for a quiz or test, they go back through those notes and maybe even skim over the chapter again. If you use SQ4R, you will be studying in the last three "R" steps, and as a result, you will move the information you've read from short-term memory into long-term memory right away. When you're studying for a quiz or test, you only need to do that last "R" step (Review) rather than going back through the whole chapter.

Here's a video from HACC's Tutoring Services with a suggested active reading system: Video How to Read Your Textbook Better [www.youtube.com]

[34] Armstrong, P. (2020). *Bloom's Taxonomy*. Center for Teaching Vanderbilt University. Link Center for Teaching Vanderbilt University [cft.vanderbilt.edu]

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4.4: Taking Useful Notes

As explained in the previous section about reading, you need to be active when you're reading textbooks. One way to be active is to take notes on your reading. Pull out a notebook or open your laptop or tablet, and take notes as you read. You may think there's not a need to take notes since you may be highlighting or underlining as you read, but taking notes is another way to move the information you're reading from your sensory and short-term memory into your long-term memory. You're also creating a study tool when you take notes on your reading.

In addition to being an active reader by taking notes on your assigned reading, you also need to be an active listener by taking notes during class lectures and when watching videos. Again, you may think there is no need to take notes on lectures if your professor provides you with presentations and slideshows, but the simple act of taking notes will help you move that lecture material into your long-term memory. If you take notes on the assigned reading and on the lecture, then you can combine those notes later to study for exams.

Here are several note-taking methods and structures. Experiment with each type and see what appeals to you.

Cornell System

In this method, draw a vertical line about two inches from the left side of your page, and then draw a horizontal line about two inches above the bottom of the page. In the large area on the right, take notes as you normally would. Then after finishing your original note-taking, condense the content into key words and phrases in the left column or list questions you have about the content. Finally, summarize your notes in your own words in the section at the bottom of the page.

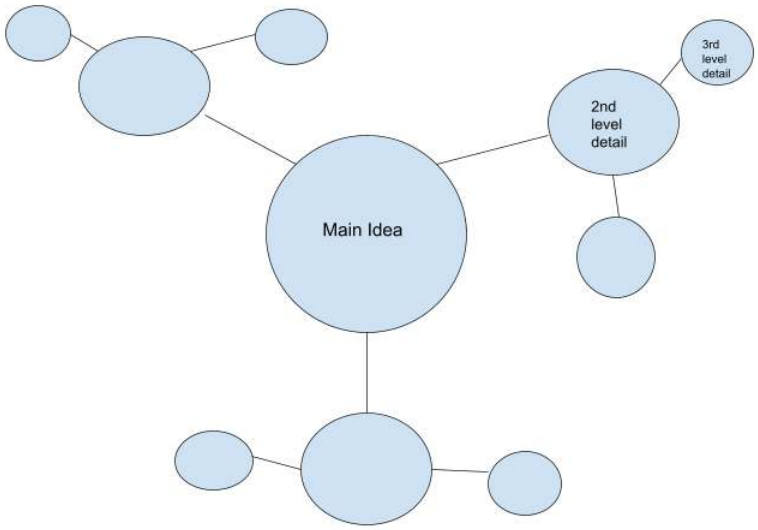
The Cornell System is called a system because you can use this format to take notes, organize the material and study. After you've created the key words and questions column, you can cover up the main notes section and see if you can explain the full concepts of the key words or answer questions without looking at the main notes. Then when you're doing the last bit of studying for an exam, you can read the summary section quickly without having to re-read the whole notes section.

Table: Cornell System

Left Column	Main Section
Key words and phrases or questions	Main notes in this section
Summary at Bottom	Summary in your own words

Concept Mapping

Concept maps, also known as webs or mind maps, start with the main idea in the center then branch out to show related second and third level details.



Outlines

Outlines use a vertical, top-down structure with the main idea on the top designated with a Roman numeral then progressing downward to the second-level detail designated with a capital letter which is indented under the main idea. Then third-level details are indented under the second-level details using a number and so on using small Roman numerals and lower-case letters. Informal outlines follow this same structure with bullet points or symbols.

1. Main idea
    - A. 2nd level detail
    - B. 2nd level detail
        - 1. 3rd level detail
        - 2. 3rd level detail
2. Main idea
    - A. 2nd level detail
        - 1. 3rd level detail
        - 2. 3rd level detail
    - B. 2nd level detail

Hierarchies

Hierarchies look like organizational charts and also are structured vertically with the main ideas at the top and cascading down with lower-level details.

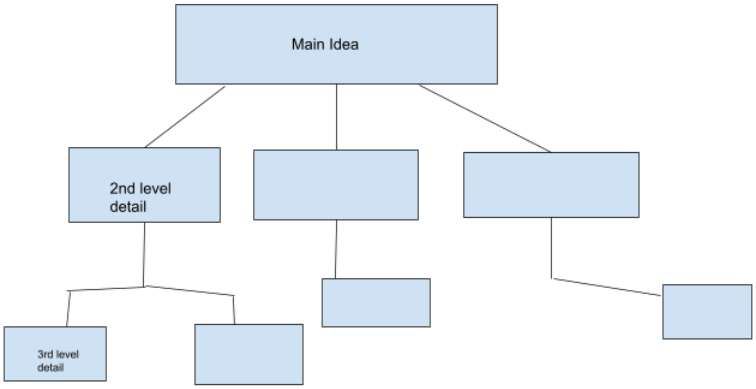


Chart or Matrix

A chart or matrix organizes your notes into columns and rows. You can create a chart/matrix with as many rows and columns as needed for the topic you're studying.

Table: Chart or Matrix Notes

Main Idea	2nd Level Detail	2nd Level Detail

Here is a comprehensive video about note-taking from the Academic Success Center at Oregon State University. This video makes the important connection between metacognition and note-taking strategies. Note-taking Academic Success Center Oregon State University [www.youtube.com]

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4.5: Study and Memory Techniques

As we saw in Dr. Bloom's taxonomy, the first level of learning is remembering. We study so we can remember information to perform well on quizzes and exams. We also need knowledge from certain classes to do well in future classes of the same subject and in our careers. In order to keep knowledge in our lives beyond the next quiz or exam, we need to move up the taxonomy to higher levels of learning. To move up the taxonomy, we need to use study and memory techniques that move information from sensory memory through short-term/working memory and into our long-term memory.

We've all heard that we're not supposed to cram for tests. Okay then how should we study? An extremely useful technique is called **distributed practice** or **distributed studying.** In this technique, we study one subject for shorter periods of time several times throughout the week or for several days leading up to an exam. In other words, we might study sociology for 45 minutes each on Monday, Wednesday and Thursday of a certain week when an exam is scheduled that Friday. We would study other subjects or work on other classes throughout those days as well to intersperse the sociology information throughout that timeframe. Then of course we'd study sociology again immediately before Friday's test just as the last refresher before taking the test.

Another useful technique that can be paired with distributed practice/studying is **interleaving**. Interleaving is studying more than one topic within one study session. This technique works well for related topics and helps you learn and remember information because you are making connections between and among two or more topics. If you're already using distributed practice/studying to study for a sociology exam as in the previous paragraph's example, you are scheduling several study sessions throughout the week for all the content you expect to be on that exam. During each study session, rather than studying only one sociological concept, you'd study two or three different concepts. Since the concepts are related due to being from the same sociology class, you will discover connections among the topics, and if you switch the order of each topic studied in each study session, your brain will reinforce those connections thereby leading to deeper learning than if you simply memorized each concept.

Self-testing and taking practice quizzes are useful study techniques that use multimodal learning and metacognition. Remember the questions you created in the "Q" step of SQ4R? Those questions can serve as practice quiz questions. If your textbooks include chapter summaries, you can create practice quiz questions about the key concepts in those summaries. Your textbook might include chapter quizzes (like this text) so take advantage of those ready-made tools - less work for you!

If we need to explain a concept to someone else, we really need to understand that concept, right? Think about work situations or maybe in your family when you've had to teach or train someone how to do something. You really had to know what you were doing to teach that person well. The same concept can be applied to academic learning. If you can **teach someone else** an academic concept, you must understand that concept fully, and teaching someone else is one of the most powerful studying tools you can use. After you've used active reading and note-taking plus distributed studying to learn a concept, see if you can teach that concept to someone in your life. If you can explain that concept well enough for the other person to understand, you have an effective level of understanding of that concept, and you've moved that concept into your long-term memory.

Speaking of teaching someone else, **studying in groups or with a partner** is an effective method of active learning. You and your study partner or group can quiz each other and teach each other concepts. The key to effective group studying is to structure your time so that you actually are studying rather than simply talking or relaxing. After initial small talk, you need to decide how to split up your material and who will present or teach what information. Then you can move into taking turns reviewing, summarizing and teaching the material.

Now that most of us have smartphones and carry phones with us everywhere, why not use our phones as study resources? There are many useful free **applications (apps)** available for students. Examples include Kahoot, Quizlet and Padlet. Faculty may use these apps in class or incorporate these apps into assignments, but students also can use the apps to create personal study tools.

All of the strategies and tools listed above are designed to help us move information from our sensory memory through short-term/working memory into long-term memory for us to recall and use knowledge on exams and in papers, projects and other academic work. When you have to remember lists of terms or vocabulary works or perhaps a series of dates, **mnemonics** can be a useful tool. "Mnemonics" is a term that simply means a "memory trick" which includes acronyms, acrostics, songs/rhymes, stacking and loci, among others.

You're probably familiar with **acronyms** and **acrostics**, even if you haven't heard those two terms. A well-known acronym used in mathematics is "PEMDAS" to help us remember the order of operations (parentheses, exponents, multiplication, division, addition, subtraction). The first letter of each item to be remembered is used to create one word. The order of operations also is represented

by the acrostic "Please Excuse My Dear Aunt Sally." The first letter of each item to be remembered is used to create another word that fits into an easy-to-remember sentence or phrase.

People who enjoy listening to or playing music may enjoy creating **songs or rhymes** to remember items. The list of items or concepts could be set to the music of your favorite song or arranged in a way that rhymes or almost rhymes.

Stacking is a technique to memorize a list of items by repeating the list of words over and over again. The first word is stated out loud, and then when the second word is added, both are repeated. The entire list is repeated from the beginning each time another word is added.

Loci or **memory palace** is a technique in which items to be remembered are assigned to a familiar location in your house or in a familiar room. For example, a series of historical events could be assigned to furniture, bedding and clothing in your bedroom. You would assign one historical event to your bed, the next to your pillow, the next to your jacket or coat, etc. You would repeat these assignments a few times until you can "walk through" your bedroom in your mind and "see" each historical event with each piece of furniture, bedding or clothing. Then when you take a test or do a presentation, you mentally "walk through" your bedroom and picture your personal items associated with each historical event.

Here's an interesting video from Practical Psychology about mnemonics. Video Mnemonics [www.youtube.com]

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4.6: Preparing for and Taking Tests

Even though most of our learning needs to be longer term than simply the next quiz or exam, we can use specific strategies to prepare for individual quizzes and exams. **Distributed practice/studying** certainly is a strategy so that information stays in our long-term memory. If information is in our long-term memory, we are more likely to recall and retrieve that knowledge in stressful testing situations. Cramming may allow us to remember some information, but if we're stressed by taking a test, we're less likely to be able to recall or retrieve items that we've only crammed rather than allowed to "gel" into our long-term memory over the period of several days or weeks.

Getting enough **sleep** the night before an exam will help our brains work. If we're physically tired, we are less likely to be able to think effectively since our brain's function is closely related to the functions of the rest of our body. There is a term called "sleep hygiene" which may remind you of "dental hygiene." Sleep hygiene basically means maintaining our sleep health just as we strive to maintain our dental health. Just as we're supposed to brush and floss our teeth at least twice per day, we need to get an adequate amount of sleep in each 24-hour period for optimal physical and cognitive functioning.

In addition to sleep, our bodies and brains need **nutrition** from food and drinks to function physically and cognitively which means we need to eat something and be hydrated before taking an exam. Very simplistically, the brain is fed by glucose which is a simple sugar found in many foods, and many bodily functions are fueled through protein, among other substances. Eating whole foods, not processed, enables our bodies and brains to get those nourishing substances for optimal functioning. Entire college classes are offered about health and wellness including nutrition, exercise and sleep so this paragraph is an extremely short summary, and students are encouraged to explore these topics further.

Taking an exam is stressful enough without worrying about being late. When you have an exam scheduled, plan to **arrive early** - whether that means in a classroom or logging into a remote or virtual class. If you're on campus in a classroom, you never know what might happen with traffic, parking and many other obstacles that could pop up. If you're early, you can sit down, unpack your supplies and take a breath before starting an exam.

In the case of virtual exams, most exams are timed so students need to plan for that amount of time plus a time cushion in case of technical difficulties. In other words, if a virtual exam is scheduled for 30 minutes, students should be logged in and ready to take the exam at least 15 minutes before starting. Most virtual exams also have a deadline so students should plan to finish the exam attempt at least 60 minutes before the deadline. That way, there is a cushion after finishing the exam before the ultimate deadline in case of technical difficulties. Of course, the best case scenario is to take a virtual exam several days in advance of the deadline.

How many times have you "blanked out" during a test, or a question in front of you sounds familiar, and you know you studied the information, but the answer isn't coming to you? What's happening is that your stress level is increasing which means your cognitive skills are decompensating. This phenomenon is related to the "fight or flight" stress response you may have heard about in psychology or biology class. When we are stressed, our brains think we're threatened and prepare our bodies to fight off the stressor or run away. If we're fighting or running, we can't think very well about higher-level content such as equations or theories.

When this "blanking out" happens during a test, we need to employ **relaxation techniques** to reduce stress. We can close our eyes and take three to five slow deep breaths or use progressive muscle relaxation where you tense and release muscles from your toes up through the body to the top of your head. We also can visualize a calming scene - whatever is calming for you. A technique called the "warm blanket" involves visualizing a soft warm blanket being draped around you as you sit there taking the test. Anything that briefly takes your mind off the stress and allows your brain and body to relax will help you get back on track with answering questions, and that answer on which you "blanked" probably will pop back into your head.

Many students deal with **test anxiety**. The good news is that test anxiety is not a medical diagnosis and instead is a learned behavior that can be unlearned. Test anxiety often results from previous negative testing experiences or negative experiences with the subject matter of the test. Once a student has a negative test experience, that negativity is easy to remember and keeps cropping up in future tests so the negativity keeps building and increasing to the point that students feel physically ill when thinking about taking a test.

Since test anxiety is a learned behavior that builds upon experiences, reducing test anxiety happens the same way. In other words, students need to expose themselves to positive testing experiences and layering on those positive experiences to continue building positive responses to test-taking. One effective method is to use practice quizzes. As discussed in this chapter, students can create practice quizzes using the SQ4R reading method and the Cornell note-taking system. When taking those practice quizzes, students can simulate testing situations by putting away all notes and textbooks plus implementing time limits for each practice quiz. If

possible, taking your practice quizzes in a classroom on campus works even better. The more that practice quizzes resemble actual testing situations, the more students will expose themselves to, and overcome, the stress that occurs in those testing situations. Taking multiple practice quizzes in real-life situations before taking an actual test will reduce test anxiety.

When you're taking a paper/pencil test, you don't need to start with question #1 and continue in order. Sometimes online tests also allow you to move back and forth between questions but not always. Here is a method for how to approach and take a test using the same SMART acronym we've seen with decision-making and goal-setting.

SMART Test-taking Method

S = **s**kim over the whole test to know what to expect and look for answer clues

M = **m**ark the ones you don't know right away or that will take more time

A = **a**nswer easy questions first

R = **r**eturn to the questions you marked

T = **t**rack your time so you have enough time for more challenging questions

If you're taking an online test, hopefully your professor has structured the test so you can use this SMART method, but sometimes you will be prevented from skimming the whole test or returning to previous questions.

When you've finished a test, chances are you just want to forget about the whole experience, especially if you didn't do as well on the test as you hoped. Although that response is tempting, in order to improve your test-taking, you need to **review** and think critically about your test performance. Remember the whole idea of metacognition and thinking about your thinking to make your thinking better - the same goes for test-taking. When you receive a graded test back from the professor or get virtual feedback, review your correct and incorrect answers, and make sure you know why you got those answers correct or incorrect. You can review with your professor, classmates or possibly a tutor to learn from your incorrect answers.

Different types of test questions call for different techniques. Here are some tips for answering different types of test questions.

- For true/false questions, watch for absolute terms such as "always," "never" and "every" which tend to make false statements.
- For true/false questions, if you don't know the answer, guess "true" since writing false statements is more difficult for the instructor.
- For multiple choice questions, think of the answer in your head before looking at the answer choices. Then when you see the answer choices, the correct choice will jump out at you.
- For multiple choice questions, read the "stem" (first part) of the question as a true/false statement with each answer choice. If the answer choice causes the statement to be true, you've probably found the correct answer.
- For essay questions, focus on the direction words. For example, are you asked to "compare" or "compare and contrast?" You don't want to "explain" if you're actually supposed to "analyze."

Here is a useful video from the Dennis Learning Center at the Ohio State University summarizing some of these test-taking strategies. Video Test-taking Dennis Learning Center Ohio State University [www.youtube.com]

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4.7: References, Resources and Works Cited

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4.8: Rest Stop #1 - Who Am I?

Learning Outcome

- Identify and match personality preferences, interests, values and skills to career priorities

Prepare to Research Careers

1. List your results from previous activities and assessments:
    - Your top five Values
        - _____
        - _____
        - _____
        - _____
        - _____
    - Your MBTI results _____
    - Your Holland Type_____
    - Your top three Multiple Intelligences
        - _____
        - _____
        - _____
    - Your three skills most well developed skills
        - _____
        - _____
        - _____
    - Your three skills you wish to develop
        - _____
        - _____
        - _____
2. Reflect on what you have learned about yourself so far.
    - What personality traits, characteristics or qualities do you possess that you are most proud of?
    - What have others told you are your strongest traits, characteristics and qualities?
    - What is something for which you have a deep concern or passion? How have you demonstrated that concern or passion so far in your life?
    - Please explain a specific example from your life in which you demonstrated personal responsibility to initiate action toward a goal you had/have.
3. Reflect on your answers above for both #1 and #2 and decide what is most important to you in your career.

    List at least 5-10 career priorities you identified based on your needs, values, preferences, and strength (below are some examples of common career priorities):

    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____

- _____
- _____
- _____

Sample of common career priorities:

- Salary
- Job location
- Job security/stability
- Setting (office, in/outside, hospital, school…)
- Availability of jobs
- Opportunity for advancement
- Interesting work
- Good benefits
- Pleasant work atmosphere
- Value to community
- Variety of tasks/duties involved
- Routine
- Flexibility
- Travel opportunities
- etc

As you start researching careers in Part 2, you want to evaluate each career based on the list of priorities you established to help you quantify which career meets your expectations better.

4. Identify careers that are of interest to you.

- What are careers you considered before starting this journey that you are still interested in?
- What careers are you interested in finding out more about based on the assessments and reading you have done so far?

Tip: As you start your research next, look at related careers. This will help you expand your list of career options by identifying careers that have something in common with ones you already are considering.

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CHAPTER OVERVIEW

5: Researching Careers

Researching careers will help you answer the question “what’s out there?” in Part 2 of the career exploration process. This research will provide you with information and resources to better understand the world of work and where you fit into that world. This part of the text will require online research and self-discipline to navigate several career resources. Engaging in career research allows you to outline your career ideas and organize your career exploration process.

As you research career information and examine specific occupations, make note of tasks, work environments, skills, job outlook, necessary training and salary information. Analyze and connect this occupational information with the results you gathered earlier regarding your interests, skills, personality, values and strengths. Start asking yourself “Where do I see myself fitting in within the world of work?” As you research career information, you also need to research industry expectations. This research entails looking at the job market for open job announcements and learning what the minimum qualifications are for employment. The more you know about industry expectations, the more you can prepare yourself to meet those demands and expectations. In addition to the expectations of specific industries and occupations, you also want to keep in mind workplace trends and changes which will be covered in “The Workplace” chapter.

5.1: Online Resources
5.2: Informational Interviews
5.3: Connecting with Professional Associations
5.4: The Library at HACC
5.5: Beginning Your Research
5.6: Locating Information
5.7: Evaluating Information
5.8: Using Information
5.9: References, Resources and Works Cited

Thumbprint: Photo of female engineer. (Pexels License via Pexels)

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5.1: Online Resources

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

Occupational Outlook Handbook (OOH): The Occupational Outlook Handbook, published by the U.S. Department of Labor, 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, expected job prospects in a wide range of occupations and links to professional associations. (link: BLS Occupational Outlook Handbook [www.bls.gov])

O*NET Online: O*NET Online has detailed descriptions of the world of work for use by job seekers, workforce development and human resources professionals, students and more. O*NET makes occupational information interactive and accessible to everyone. This site contains both summary and detailed information on occupations in the U.S. economy as well as the ability to search for information by various criteria such as job family, industry, skills, knowledge, interests, green jobs, bright outlook occupations and several others. O*NET also is produced and updated frequently by the federal government and contains state and national wage information, occupational projections, related occupations and opportunities for more information from professional and trade associations. (link: O*NET Online [www.onetonline.org])

CareerOneStop: Sponsored by the U.S Department of Labor's Employment and Training Administration, this site provides tools to help job seekers, students, business and career professionals. CareerOneStop is a comprehensive site to explore careers, find training, search for jobs, connect with community resources, and additional resources for special populations including career changers, military and veterans, laid-off workers, workers with a criminal background, workers with disabilities, entry-level workers, older workers, young adults, self-employed and credential seekers. (link: Career OneStop [www.careeronestop.org])

Career Coach: This career research and employment software has been customized for HACC, Central Pennsylvania's Community College. Career Coach allows students to take an interest assessment, research careers and find educational programs at HACC. The site also contains career information and live job openings. (link: HACC Career Coach [hacc.emsicc.com])

My Next Move: This site is an interactive tool for job seekers and students to learn more about their career options. My Next Move has tasks, skills, salary information, and more for over 900 different careers. Users can find careers through keyword search; by browsing industries that employ different types of workers; or through the O*NET Interest Profiler, a tool that offers personalized career suggestions based on a person's interests and level of work experience. (link: My Next Move [www.mynextmove.org])

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

Activity 5.1

My Career Research Log

Take some time to explore each of the online resources introduced in this chapter to gather career information. What are your top three to four careers that seem to be the most interesting to you at this time?

Take notes as you conduct your research and consider researching the following questions:

- How do these careers match with your assessment results (values, personality, interests, strengths)?
- What part of these careers do you like?
- What part of these careers do you have concerns about?
- What educational training and/or certifications do you need for these careers?
- Where can you receive the training required for these careers?

Keep your notes to assist you in completing future Rest Stop assignments.

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5.2: Informational Interviews

In addition to online career resources, informational interviews are an important method of researching 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. The primary aim of informational interviewing is to gather information, but these interviews also are a type of networking which will be addressed in a future chapter of this text.

Many job-seekers treat informational interviews like an interrogation, with a long list of questions to extract information from the interviewee. This text takes a more sophisticated approach to informational interviews in that informational interviews should occur after some research has been completed. Then 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. An informational interview is a two-way conversation where both the interviewer and interviewee give and receive information.

Please click on the following link to view the video "Designing Your Career: The Informational Interview" for an introduction to informational interviewing:

Designing Your Career: The Informational Interview

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 why jumping right to informational interviews without first conducting your own research is a bad idea:

- Finding a good potential interviewee without having done some research first is difficult. Potential interview targets are going to think the interview 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 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 by talking to only 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 which 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. Without prior research, you may waste the opportunity to get more nuanced or detailed information.
- Without prior research, you come across as knowing nothing about the job, organization, or industry. You waste 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 from your research, and the interviewee is adding thoughts and ideas based on experience. You come across not as a novice looking for a favor but more as a colleague brainstorming ideas. People are busy and may not 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

To find out about the person you're interviewing, the field and the specific career position, ask questions such as the following:

- How did you get involved in this job, organization, or industry?
- What do you like most about your occupation? 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 had known when you started?

Interest in your interviewee's specific background establishes rapport because you show you care specifically about that person. That interest and caring also gives you a foundation for questions to ask later because you know more about their experience.

To get broader information about the industry, ask questions reflecting your research such as the following:

- 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 other trends, challenges, or innovations I should be concerned about?

These questions show 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, and you are offering ideas too. Informational interviews also enable you to dive deeper into what you previously researched.

Pick several research findings to investigate further, 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 occupational area, focus on issues from that area in the discussion. For example, if your interviewee works on a specific technology, ask questions about that technology.

You also can get career-related information, such as salary and environment, and a candid sense of your chances in this job, organization, or industry by asking questions such as the following:

- According to my research, people in this job earn [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 path for advancement 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, people in this job have [name skills and experiences]. Is my background of [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 which to react. People also will 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 never should ask for a job in an informational interview.** Doing so would be 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 method, but each has advantages and disadvantages *(see below)*.

Table 5.1 Possible Ways to Ask for an Informational Interview with Advantages and Disadvantages

Approach By	Advantages	Disadvantages
Phone	• Potential for immediate response • For people who are difficult to reach, you cut through a lot of back and forth if you happen to reach them right away	• Disruptive to the interviewee • You have very little time to introduce yourself and make your request
Mail	• Potential to stand out • Few people take the time to send mail anymore	• Slow to arrive • Cannot confirm that the recipient receives or reads a letter

Approach By	Advantages	Disadvantages
E-mail	• Fast but still gives you the opportunity to refine your draft • Recipient can respond right away or wait until later • Enables you to include hyperlinks for more information about you	• Cannot confirm that the recipient receives or reads an email message

E-mail has the most advantages and fewest disadvantages and should work for most requests for informational interviews. If you are more confident in your phone approach or mail campaign, then you may want to try that as well. You also might 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 email. You want to approach interviewees based on their stated preference.

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 referred you, mention that right away. Regarding who you are, make your introduction interesting but brief.

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

Informational Interview

Subject: Request for an Informational Interview Meeting
Hello Ms. Barkley,
My name is Joe Cougar, and I am a first year college student at Harrisburg Area Community College. I am enrolled in a career exploration course, and I am currently considering business marketing as my major. I have been researching this field, and I am interested in learning more about the profession. I would like an opportunity to meet with you to learn more about what you do as VP of International Marketing at MPL Incorporated.
I understand you have a busy schedule; however, I would appreciate any amount of time you can share with me. I am available M-F any time after 1 p.m. Please let me know your availability.
I look forward to hearing back from you soon. Thank you for your time.
Regards,
Joe Cougar
HACC Student
(661) 123 - 4567

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

Sample Informational Interview Thank You Email

Subject: Thank you for your time!
Dear Ms. Barkley:
Thank you for taking time out of your busy day to speak with me about your work at MPL Incorporated. Your job sounds fascinating! You seem to enjoy your work very much, which, as we discussed, will be important in my own career choice.
I am very intrigued by the work that you do at MPL. The aspect of your work that I find most interesting is your ability to market one product to several different cultures. Your involvement in the different stages of marketing a product captivated me as well.
I appreciate your recommendations about interviews. I will be sure to know all about a company and its products before I interview with them. Your advice was well taken.
Once again, thank you for your time and expertise.
Sincerely,
Joe Cougar
HACC Student
(661) 123 - 4567

Activity 5.2

Preparing for My Informational Interview

Now that you have been introduced to informational interviewing, think of what careers you want to learn more about and whom you may want to interview to help you gather more information.

List at least two careers you'd be interested in learning more about by conducting informational interviews:

1.
2.

Now think of professionals in the field with whom you can arrange an informational interview appointment. You can find people to interview by asking your friends, relatives, instructors, counselors, contacts through professional associations (see information later in this chapter) or by searching LinkedIn (see content about networking in the Job Search chapter). Think of all your resources.

When you call to set up an appointment, you need to be prepared, because what you say and how you deliver your message on the phone can influence your ability to land an informational interview appointment. Prepare your phone script below:

Hello. My name is _____and I'm a (year in school)_____student attending Harrisburg Area Community College. I am interested in (add your interest) _____ and would like to find out as much as I can about the field. Would it be possible to schedule 20 or 30 minutes with you at your convenience, to ask you a few questions and get your advice on how best to prepare to enter the field?

Once the appointment is scheduled, prepare a list of questions you'd like to ask *(see the suggestions listed earlier in this chapter)*. After the interview, reflect on your experience. What information did you find particularly helpful? Is this a career you can see yourself pursuing? Do you have any concerns or reservations? Is there any advice given upon which you need to follow up? Be sure to send a thank you note or email within 24 hours to show your appreciation.

You can use College Central Network (CCN), HACC's Career Services platform, to search for a mentor who can assist you with informational interviews. All HACC students are pre-registered in CCN and simply need to activate the account. For information on CCN go to HACC Career Services [www.hacc.edu].

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5.3: Connecting with Professional Associations

Professional associations are a great way for you to connect with professionals working in the industry you may be considering. These associations are organizations where people in the same profession come together, engage and connect with each other to discuss current trends in the industry. Most professional associations have membership fees and often offer reduced fees for student membership. These associations also usually host regional, national and perhaps even international conferences. Check online to see if an association in a career field in which you are interested is hosting a conference nearby. Professional associations often list a job bank with current job openings in the industry. These job listings are a great way for you to see what industry is demanding and what skills, qualifications, and training are required. The more you know now, the better prepared you will be when you enter the industry.

View the following YouTube video at the link below titled "Career Cafe Students" to gain a student's perspective of how professional associations can help with career research and networking.

Career Cafe Students

Remember CareerOneStop, the resource for research listed earlier in this chapter? This site also has a professional association finder. Go to the following link to check out this great resource where you can search by industry, occupation or association name: Career OneStop [www.careeronestop.org]

Activity 5.3

Researching Professional Associations

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

- What is your top occupational choice at this time?
- Explore two professional associations linked to the industry.
- Give a brief description of the associations and how you think they may be helpful in your career exploration and development.
  - What are the membership fees? Is there a discount provided for students?
  - Are there any upcoming conferences being sponsored by the association? If so, when, where, and how much is registration? Are you considering attending?

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5.4: The Library at HACC

The Long Room of the Old Library at Trinity College Dublin, part of the University of Dublin in Ireland, was built between 1712 and 1732 and houses 200,000 of the university's oldest books. "Trinity Library" by Jason Burns is licensed under CC BY 2.0

Introduction: What is Information Literacy?

"Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations." --- Alexandria Proclamation on Information Literacy and Lifelong Learning[30]

How many times in a day do you seek answers to questions? How do you know what information you need? Where do you go to find it? How do you determine if the information meets your needs? The American Library Association defines ***information literacy*** as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information"[31]. Information literacy requires critical thinking, decision-making and problem solving. Information literacy not only is essential for your success as a student but also is a fundamental part of participating in society as an informed individual. With ever-expanding access to information and the increasing problem of misinformation, the ability to locate, evaluate and communicate information effectively is a vital skill. In order to become lifelong learners, we need to be able to determine when we need information and to discern truth from falsehood.

9.1 Your Library at HACC

When you imagine a library, what sorts of images come to mind? Books? Quiet? Studying? While all those elements are available at the HACC libraries, there are many additional resources to assist you in college. HACC's libraries are part of a Learning Commons, a central place where you can access a number of simultaneous services. In the HACC Learning Commons, you can obtain research help, tutoring, testing services and technology support. There are places where you can collaborate with classmates and work as a group, as well as areas for quiet study. The computers in the Learning Commons are equipped with technologies you might use in a class. You also are able to check out equipment and devices such as laptops, iPads and calculators.

The library has access to numerous resources including articles and newspapers in online databases, ebooks, streaming videos and media, as well as print books and journals. The faculty librarians can help you navigate these resources and select materials that best meet your research needs. In several of your classes, a librarian may be involved to teach about information literacy. You also can schedule a research appointment with a librarian via the library website as well as chat online. Utilizing the support services available in the Learning Commons can greatly assist your success as a student.

PRO TIP:

Don't forget that you have additional support in your academic studies other than your professors. You can reach out to librarians, who are here to support you and want you to succeed. Librarians can assist you with learning how to evaluate resources, accessing quality resources for your research papers, and helping with citations.

-Andrea Hartranft, Associate Professor, Information Science/Librarian

[30] World Summit on the Information Society. (2005). *Alexandria Proclamation on Information Literacy and Lifelong Learning*. The International Federation of Library Associations and Institutions. International Federation of Library Associations and Institutions

[www.ifla.org]

[31] American Library Association. (1989, January 10). *Presidential Committee on Information Literacy. Final Report.* American Library Association. American Library Association [www.ala.org]

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5.5: Beginning Your Research

Research is a daily part of our lives. Even when performing a simple Google search, you have a question, determine what sort of information you need, decide where to go to find that information and select sources that you feel are the best to answer the question. All of these aspects are part of research. You will be using the same skill set for your research projects in college.

When your professor assigns you a research project, the first thing you want to do is carefully review the assignment. What are the requirements of this project? Pay attention to how many sources you will need as well as what types of sources are required. Next, you need to choose a topic. Thinking of a suitable topic sometimes can be difficult. You want to select a topic that is interesting to you, relevant to the assignment, realistic for the length of the assignment and focused.

Many times when a student first chooses a research topic, the topic is too broad for an effective search. For example, Jenn decides on the research topic “the effects of social media.” When she searches for her topic, she sees thousands of articles and is completely overwhelmed. Jenn struggles to find relevant results because her topic is not specific. Her search for “effects" of social media will bring up results covering all the positive as well as negative effects of social media on everything from the impact on children to the benefits of business. Jenn knows she can't cover all of those topics in just a three-page paper. She needs to spend a few minutes narrowing her topic.

You will know your topic is too broad when the topic can be summarized in one or two words such as “gun control,” “immigration” or “social media.” A topic that is too broad will be difficult and overwhelming to search. If you are struggling with narrowing a topic, a who/what/when/where/why brainstorming technique where you consider the following questions can be helpful. Jotting down several different ideas is okay because this process is just a brainstorm.

I am selecting this topic to better understand...

Who?

On whom are you focusing? Children, teens, a particular group, specific population, men, women, etc.?

What?

On what aspect are you focusing? Is there a particular issue or theory?

When?

On what time frame are you focusing? What’s currently going on? Something historical? A particular time frame or period in life?

Where?

Are you focusing on a particular region, country or location such as college, inner city, etc.?

Why?

Why is this topic important? Why are you interested?

Social media topic brainstorm

Who: teens, girls

What: poor self-esteem, body image

When: now

Where: social media, Instagram

Why: comparison, unrealistic portrayals, filters, photoshop

Research Question: How does Instagram impact body image in teen girls

Search term ideas: Instagram, teens, body image

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5.6: Locating Information

The first part of research is asking good questions. Once you have an idea of what you are trying to answer then you can focus on what information you need and where to locate that information. Depending on your information needs, you may use different types of sources in your research.

Books:

Books can provide in-depth coverage of a topic. Books often include detailed information about the context of the topic and can help you provide background information. Many book authors have expertise in the field about which they are writing. The library has access to both print and e-books.

Journal Articles:

In many of your classes, your instructor will ask you to find ***scholarly articles***. These articles are written by scholars who are publishing findings about their research and providing expert analysis. Because these sources are written for other scholars or researchers in the field, scholarly articles often include technical language and sometimes may be challenging to read. The articles always include in-text citations and a reference list of sources at the end of the article. Journal articles often are ***peer-reviewed***, meaning the articles go through an extensive review process by other experts to ensure the research is sound. These articles are good resources to use when you are making a claim. For example, if you had the social media topic described above and wanted to argue that social media can lead to depression in teens, you might cite a research study proving girls who engage in social media are more likely to have self-esteem issues.

Watch the following video on how to determine if a source is "scholarly." Video Sources [youtu.be]

Newspapers and Magazines:

These sources sometimes are referred to as "popular" sources. Popular sources provide information about current topics and events and could be used to provide examples in your research. The authors usually are not experts, and sources may not be cited. Because their purpose is to entertain as well as inform, popular sources often include lots of color, graphics and pictures.These sources also usually have numerous ads. You will want to evaluate these sources more closely to determine credibility.

Web Sources:

Web sources often can be helpful in your research. There are many government and educational websites that can offer a wealth of credible information including statistics and analysis. When searching for web sources, however, you also will come across many sources with misinformation and bias. Carefully evaluating web sources to ensure credibility is important.

Many of the resources above can be found in the HACC library databases. A library database is an online collection of electronic resources including journal articles, newspapers, magazines, videos and ebooks. The HACC library has several different databases, and many are focused on specific fields such as psychology or nursing. In the video below, you will learn strategies on how to search effectively using the library databases.

Watch the following video to learn how to use the HACC library databases: Video HACC Library Databases [youtu.be]

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5.7: Evaluating Information

After you have located your information, a critical next step is evaluating the credibility and quality of the information you found. Employers expect employees to be able to find quality information. In studies, employers have ranked critical thinking and using quality information as fundamental and valuable as innovation and collaboration skills in the workplace[32.] Employers also are finding that many college graduates are lacking these skills[33].

When evaluating a source, consider the following questions:

Who is the author?

How can you tell if the author or organization is credible? What can you find out about the author and organization? Explore the "About Us" section and mission statement of the website. Google the author. Does the author have knowledge and expertise in the field in which they are writing? Does the author have any affiliations with people or groups that could be influencing the information?

What evidence is provided?

How can you confirm the information is accurate? What sources does the author use to back up the points made? Don't assume just because a website mentions research that the information is accurate. Be sure to click on links and check out from where the information came. Is the information up-to-date and reliable?

What is the purpose of the site?

To inform? Entertain? Convince you to feel a certain way? Buy a product? Ask yourself "is this site trying to get me to do anything or is the site just providing information?" Does the author present both sides of the issue? Could the author have bias?

For example, Holly is researching the topic gun control. She Googles "mass shootings" and comes across a politician's campaign site. The site offers a chilling video of children who have died in school shootings and includes statistics. The website informs her that if she cares about this issue, she should vote for the politician. While the website might offer statistics, the purpose is to convince Holly to vote for the political candidate. The author is not providing multiple sides of an issue and is presenting information in a way to garner an emotional response from readers. This site would not be a good choice for research even if the site does contain accurate information.

Pay attention to the website's url. Websites ending in .com are commercial sites usually selling a product or making money through advertisements. Websites ending in .edu or .gov tend to be more credible and appropriate for research.

Table: Types of URLs

URL	Type	Purpose
.com	Commercial sites	Typically trying to sell products or make money through ads.
.org	Organizations, usually non-profit	Often have agendas, try to influence opinion, wide range of credibility
.edu	Educational Institutions	College and university information, libraries
.gov	Government Agencies	Statistics, public information, facts

You can use the following tip to limit your searches in google to just .gov or .edu.

Type in your search terms followed by site:.edu or site:.gov

[32] Raish, V., & Rimland, E. (2016). Employer Perceptions of Critical Information Literacy Skills and Digital Badges. *College & Research Libraries*, *77*(1), 87-113.

[33] Raish, V., & Rimland, E. (2016). Employer Perceptions of Critical Information Literacy Skills and Digital Badges. *College & Research Libraries*, *77*(1), 87-113.

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5.8: Using Information

Communicating Information

After you have conducted your research and evaluated your sources, you will be communicating your ideas. Creating an outline is a great way to start organizing your thoughts before you begin writing. In an outline, you are mapping out the main ideas you intend to express in your paper and determining how to best incorporate your research. You will learn more about outlining and other ways to organize your ideas in the Academic Success Strategies Chapter. Remember The Writing Center in the Learning Commons is a great resource when you are writing a paper!

Citing Information

An information-literate student knows not only how to find information, but also how to use that information in an effective and ethical manner. Once you have found your sources, you will be connecting ideas and synthesizing the knowledge gained from your research. In order to do so responsibly, you need to give credit to the authors of the material you are using. To avoid ***plagiarism,*** you must give credit any time you are using someone else's words or ideas. Giving credit includes when you quote materials directly as well as when you summarize information in your own words. Plagiarism, whether intentional or by accident, can have serious consequences including failing assignments or even a class. Your course syllabus will include more information about your instructor’s policies on plagiarism. Most classes will use either MLA or APA style guidelines for citing sources and formatting papers. The library has numerous resources to help you create correct citations.

Avoiding Plagiarism

- Be sure to keep track of all the sources you are using in your paper.
- When using the exact words of the author, be sure to include quotations around the material you are quoting. You want to use direct quotations sparingly in your paper.
- If you are not sure if a source should be cited or not, go ahead and cite.
- Remember, citing is a two-step process. Citing includes an in-text citation where you reference the author in the sentence and a works cited or reference list of all your sources at the end of your paper.
- Try summarizing the material in your own words. Even if you are using your own words, you still need to give credit to the author.
- Use the citation resources available from the HACC library for examples on how to cite specific sources in MLA, APA or other formats.

Ask for Help! If you are struggling or have questions at any stage of the research process, remember that the HACC librarians are here to help you. You can drop in at the Learning Commons, book an appointment through the library website or chat online with a librarian.

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5.9: References, Resources and Works Cited

CA Career Briefs. (2013, September 19). Career Cafe Students: What Students Have to Say about Professional Organizations [Video]. Video Career Cafe Students [youtu.be]

Martinez, G., Shaker, E. (2021). *Career and Life Planning*. LibreTexts. Career and Life Planning (Martinez and Shaker) - Social Sci LibreTexts

Stanford Life Design Lab. (2017, September 30). Designing Your Career: The Informational Interview [Video]. Video Designing Your Career The Informational Interview [youtu.be]

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CHAPTER OVERVIEW

6: The Workplace

In the career research chapter, you learned how to discover facts about potential careers including educational requirements, skills and abilities needed, typical work tasks and salary estimates. As you researched potential careers, you may have seen details about “job outlook” or employment projections. The outlook for a career or employment projection means whether that occupation is changing in some way, perhaps growing or declining or even transitioning into new work tasks and descriptions. In this chapter, we will investigate several workplace trends that could affect outlook and employment projections including the changing labor market and recent developments affecting how people work.

6.1: The Workplace
6.2: National and Global Workplace Trends
6.3: Diversity and Inclusion in the Workplace
6.4: Laws, Policies, Standards and Other Considerations
6.5: References, Resources and Works Cited
6.6: Rest Stop #2 - What’s Out There?

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6.1: The Workplace

The work world is always changing. Please click on the link below to see a YouTube video entitled “How the World of Work is Changing“ for an introduction to workplace changes in the last 20 years. Some of these changes are explained in this chapter including many changes that occurred only in the last few years due to the COVID-19 pandemic. Knowing about these workplace changes and trends will help you make informed decisions when preparing for your future career (Martinez & Shaker, 2021).

Video How the World of Work is Changing [youtu.be]

Trends are general directions in which elements are changing or moving. In the United States’ labor market and workplaces, some trends include certain types of jobs being in demand or decline and potential job growth or slow-downs and changes due to technology and corporate business structures. Knowing about these trends will help you prepare for your future career by being more informed about the current status of careers and potential changes expected in those careers. For example, you probably would not want to pursue a career in a field that is declining due to technological changes.

Several current workplace trends are listed later in this chapter, but these trends always are changing. To research the most current labor market information and trends in Pennsylvania, please visit the State of Pennsylvania’s Center for Workforce Information & Analysis. The State of Pennsylvania’s Center for Workforce Information & Analysis is the primary source of labor market information for the Commonwealth. Their mission is “to produce and provide timely, objective, and credible workforce and economic statistics and analysis to help our customers make informed policy, business and career decisions that strengthen Pennsylvania’s economic security” (Center for Workforce Information and Analysis, 2020).

Center for Workforce Information & Analysis (pa.gov)

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6.2: National and Global Workplace Trends

The Gig Economy

Since the global financial crisis in 2008, people have been looking at new ways of working that will not leave them so exposed to losing their income. Self-employment is not a new concept — tradespeople and creatives are used to finding work from various sources — but the emergence of centralized digital platforms selling services or products has led to the explosive growth of the **gig economy**. Many workers are turning away from a "9 to 5" job in favor of independent work where there is no long-term relationship between buyer and seller, hence the use of the term "gig." This type of work also can be known as a "side hustle" (Lee, 2018).

To understand the scale and motivations of the growing independent workforce, the McKinsey Global Institute conducted a 2016 survey involving 8,000 workers across the United States, the United Kingdom, Germany, Sweden, France and Spain. The survey found that independent work was becoming more mainstream with digital platforms creating large marketplaces that connect buyers and sellers who can communicate in real time. The 2016 data indicated 20 to 30 percent of the workforce across the US and EU-15 countries were involved in independent work (Lee, 2018).

Some examples of companies offering independent or gig work include Uber and Lyft for car-sharing and delivery services, Airbnb and VRBO for short-term or vacation rentals, and Etsy for selling artistic creations. For people looking for local services in the home or office, TaskRabbit and Airtasker make light work of everyday tasks. Food delivery companies that hire independent contractors include DoorDash, UberEats and GrubHub.

For workers who can deliver via the internet, digital platforms have opened up global markets, creating a surge in home workers offering services to startups or businesses needing a more flexible workforce or specialized skills for one-off projects. On platforms like Upwork, Fiverr, and People Per Hour, freelancers provide creative services that include website design, content creation, coding, and consultancy. Even legal services are being transformed through platforms such as Lawyers on Demand, Lawpath and Legal Zoom, making the legal process of setting up a business easier and cheaper (Lee, 2018).

Why are more people choosing to join the gig economy?

Flexible work schedules and independent work offers flexibility to students funding higher education, to parents caring for young children, and to Millennials and Gen Y looking to swap a corporate career for a portfolio career. Freelancing also offers a top-up income or a "side hustle" for people already in part-time or full-time jobs (Lee, 2018).

Greater Control

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

Freelancers have greater choice over where they work. This flexibility helps provide an improved work-life balance, especially relevant in the United States where paid time off or vacation leave can be limited, and the corporate culture can involve long hours in the office to show commitment.

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

In traditional workplaces, people can feel removed from the end user, which impacts job satisfaction. Freelancers often deal directly with clients and on team projects, they collaborate with colleagues on an equal footing. Knowing that outcomes relate directly to their performance, independent workers can be more motivated to produce high-quality work (Lee, 2018).

What are the challenges of independent working and drawbacks of centralized platforms (apps)?

Gig workers can face issues with income security, employment rights, credit availability and safety. Income security can be affected by a digital platform's payment structure. With a low-cost, low-skill entry, the pool of workers competing for gigs on these platforms has swelled, causing a race to the bottom on pricing with workers often accepting below minimum wage rates. Earnings can be unpredictable with gaps between gigs causing difficulty in meeting living costs. Self-employed workers also may be denied access to financial products, such as mortgages, personal loans, and personal pensions. Centralized digital platforms are vulnerable to data breaches and cyber-attacks that could make order history, client communications, and outstanding work and payments

unavailable. Social isolation is a concern because freelance working can be lonely with associated risks for mental health. Communication and relationships between buyers and sellers are often short-term, and a sense of workplace community could be lacking. In direct service gig work, personal safety could be a concern when gig workers have customers in their cars or homes and are delivering products to private entities.

Much can change in the next decade, but the independent workforce or gig economy is growing. Governments, businesses, and individuals would be wise to prepare for the possibility of a 'Yellow World' where "technology creates and supports the open, honest, collaborative community". Unlike centralized platforms that create a culture of competitive individualism, blockchain-based platforms promote a culture of collaboration and co-operation for everyone's benefit (Lee, 2018).

Remote and Hybrid Work - Work From Anywhere

Although many technology-based organizations have allowed employees to do some work from home in the last twenty years rather than working only on-site, the COVID-19 global pandemic rapidly increased the incidence of work being conducted from anywhere with an internet connection in many knowledge-based professions. In 2020, many state and local governments issued "stay at home orders" and required most businesses to shut down their in-person operations. Employees suddenly were asked to work from home using communication technologies such as Zoom and Google Meet. Data, company information and work tasks were accessed online through virtual private networks (VPNs) or similar technology. Students and teachers at all educational levels attended and participated in classes using communication apps and online learning management systems such as Google Classroom, Canvas, Blackboard and Brightspace (D2L). In fact, many parents of school-aged children were asked to ensure their children were participating in classes and even were expected to help teach their children leading to the expectation that adults would be present in the home which necessitated working from home if possible.

As the pandemic continued with alternating surges and reductions in cases, organizations began to develop more permanent "work from anywhere" or hybrid policies and procedures. As of the writing of this OER, some Fortune 500 companies allowing for completely remote work include Adobe, Fujitsu, Nationwide, Pratt & Whitney and Cisco (Crossover, 2022). IBM, Amazon and Twitter are allowing teams and/or individual workers to decide where they work, and Alphabet, the parent company of Google, is allowing flexible scheduling including working remotely, in the office or a combination (Crossover, 2022). Many employees in careers where technology allowed work to be completed outside the office or off-site realized important benefits such as greater productivity and flexibility and reductions in commuting time. In fact, a phenomenon known as the "great resignation" occurred when forced changes to work environments caused employees to reconsider their relationships with their employers and workspaces. Many employees realized they wanted more flexibility and time at home for personal pursuits outside of work after realizing how much time they had been spending commuting and being in the office.

An important caveat is that service-oriented careers such as the hospitality industry (restaurants and hotels), barbers/cosmetologists and skilled trades (plumbing, HVAC, electrical, home building/remodeling) were not able to transition, in most cases, to online work. Therefore, many workers in these industries suffered in the first year of the pandemic during shut-downs when their industries were at a standstill and simply were not permitted to operate. Although activity levels in these industries have rebounded and actually increased in several industries as of 2022, employees left these fields when their work was unavailable, also part of the "great resignation," which has led to staffing shortages.

The hybrid or "work from anywhere" movement continues to be in a state of flux. In late 2021 and early 2022, many employers, including Tesla and Apple, who allowed work from home in 2020 called their employees back to the office at least for parts of the work week. Although many knowledge workers indicated they felt more productive working from home and not having to commute, employers who required their employees to return to the office seemed to value the management control a traditional office-based setting offers, and these employers cited the creativity and collaboration that could occur more readily in face-to-face, in-person work environments. As a potential employee, you will need to determine whether your interests and skills lie in working independently or in a hybrid situation from an off-site location such as your home or in a traditional workplace location requiring in-person interactions with colleagues and supervisors.

Social Media Careers

Individuals use social media to share their stories with the world, and organizations use social media to advertise their products and services. Social media applications (apps) include LinkedIn, Facebook (Meta), Twitter, Instagram, TikTok, Pinterest and many others. The widespread use of social media all over the world has given rise to careers that didn't exist only 10-20 years ago. Influencers use social media to speak for a brand, business or organization and explain how they use the products or services in their personal lives. Influencers often are compensated by the businesses whose products they use. Bloggers and online writers use

social media to share research, personal insights and knowledge with a widespread audience. A popular example is travel writing/blogging where people earn money by traveling and writing about their experiences as they are compensated by the businesses they visit. Bloggers also can earn money by allowing advertisers to post on their blogs. Some occupation titles in social media listed on O*NET and LinkedIn include search marketing strategist, social media specialist/manager and brand marketing coordinator.

All of the careers listed above can facilitate "side hustles" as well. Social media's pervasiveness and easy accessibility allows anyone with an interest and some technical skills to earn money on a part-time basis by posting stories, videos or blogs and monetizing their posts with advertising. Closely related to social media apps are platforms allowing crafting and selling such as Etsy, Handmade at Amazon, eBay and ArtFire. Creative people, crafters and entrepreneurs use these platforms to sell their own made products or resell others' products. Whereas in the past, someone might have had a creative hobby and sold their products at local craft fairs or community events, now these selling platforms allow anyone to create an online store for their products. If you are a creative person, you may wish to investigate online opportunities to share your story content, research, reports and products as a way to earn money.

Artificial Intelligence and Automation

Artificial intelligence refers to computers being able to accomplish tasks that in the past could have been done only by humans. Examples include speech, vision and even cognitive tasks such as learning and remembering. Use of large language models such as ChatGPT is becoming widespread in workplace communication and publications. Automation is similar in that job tasks previously done by humans are completed by computers or machines. Examples are wide and varied and include garbage collection, surgical procedures, automobile manufacturing and even farming. The rise of artificial intelligence and automation has created a reduction in manual labor jobs in many industries. When considering potential careers, students are advised to research how artificial intelligence and/or automation has impacted the field and whether increased computer or machine usage will change how humans are employed in that field. Increased use of computers or machines in a certain field may not be negative, however, in that professionals are needed to build, program and operate those machines. Careers related to artificial intelligence and automation include data scientists, computer and information research scientists, mechatronics engineers and technicians, robotics engineers and technicians, software engineers and developers and validation/quality engineers.

Environmental Considerations

As climate change continues to be a worldwide concern, businesses and organizations are looking for ways to reduce their impact on the environment. Those strategies might include switching how they power their facilities from fossil fuels such as coal or natural gas to renewable energy sources such as solar, wind and geothermal sources. Other changes might be procedural to save energy such as fewer in-person meetings or less national/international travel. Sustainability is important to many workers and consumers, and organizations are looking for ways to appeal to their potential customers and employees. Examples of careers in renewable energy include environmental scientist, renewable energy analyst, energy engineer and auditor, heating/ventilation/air conditioning (HVAC) mechanic, solar thermal installer and technician.

Educational Attainment and Skill Maintenance

The days of getting on-the-job training in one career and continuing in that career for the next 30 years have vanished. Although on-the-job training still can be found, there is a need for employees to continue increasing their knowledge, skills and abilities to keep up with all-encompassing reliance upon technology in every field. Similarly, in many careers, there is a need to earn continuing education units (CEUs) or similar credentials to maintain qualification for existing positions. In the last 30 years or so, the United States has seen a continual increase in educational levels required for entry-level positions.

For example, as recently as the 1990s, registered nurses could earn a nursing diploma in a hospital-based nursing program then go into practice after passing a national or state exam. Associate degrees in nursing (ADN) became more available after World War II and remain as the most common educational path for registered nurses. Many community hospitals, the United States military and the Veterans' Administration require higher-level education, however, and bachelors degrees in nursing (BSN) are becoming more common as the entry-level credential for registered nurses (Institute of Medicine, 2011). Nurses also have the option to continue their education with a master's of science degree in nursing (MSN), and now there are even doctoral-level nursing programs to earn a Doctorate of Nursing Practice (DNP).

Microcredentials are a relatively new method for employees to prove their educational attainment and to maintain skills. These short-term, skills-based training programs, also known as "stackable credentials," allow workers to earn industry-recognized certifications or qualifications in related fields either as stand-alone credentials or "stack" the microcredentials into a longer

educational program such as a bachelor's degree (Marcus, 2020). Examples of microcredential certifications include project management, data analytics, cyber and network security and blockchain technology.

6.2: National and Global Workplace Trends is shared under a CC BY 4.0 license and was authored, remixed, and/or curated by Heather Burns & Elfi Hoskins.

6.3: Diversity and Inclusion in the Workplace

Diversity and inclusion in the workforce are important to understand as you prepare for your future career. Diversity is not simply a box to be checked but rather is an approach to business that unites ethical management and high performance. Business leaders in the global economy recognize the benefits of a diverse workforce as an organizational strength, not as a mere slogan or a form of regulatory compliance with the law. They recognize that diversity can enhance performance and drive innovation; conversely, adhering to the traditional business practices of the past can cost them talented employees and loyal customers (Byers & Stanberry, 2020).

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

Living this goal means not only recruiting, hiring, and training talent from a wide demographic spectrum but also including all employees in every aspect of the organization (Byers & Stanberry, 2020).

Workplace Diversity

The twenty-first century workplace features much greater diversity than was common even a couple of generations ago. Individuals who might once have faced employment challenges because of religious beliefs, ability differences, or sexual orientation now regularly join their peers in interview pools and on the job. Each may bring a new outlook and different information to the table, and employees no longer can take for granted that their coworkers think the same way they do. This change pushes employers to question their own assumptions, expand their understanding and appreciate alternate viewpoints. The result is more creative ideas, approaches, and solutions. Thus, diversity may also enhance corporate decision-making (Byers & Stanberry, 2020).

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

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

Attracting workers who are not all alike is an important first step in the process of achieving greater diversity. However, managers also must have goals encompassing inclusion, or the engagement of all employees in the corporate culture. “The far bigger challenge is how people interact with each other once they’re on the job,” says Howard J. Ross, founder and chief learning officer at Cook Ross, a consulting firm specializing in diversity. “Diversity is being invited to the party; inclusion is being asked to dance. Diversity is about the ingredients, the mix of people and perspectives. Inclusion is about the container—the place that allows employees to feel they belong, to feel both accepted and different” (Byers & Stanberry, 2020).

The origins of workplace diversity date back to the passage of the Civil Rights Act of 1964 (CRA) or before. Census figures show that women made up less than 29 percent of the civilian workforce when Congress passed Title VII of the CRA prohibiting workplace discrimination. After passage of the law, gender diversity in the workplace expanded significantly. According to the U.S. Bureau of Labor Statistics (BLS), the percentage of women in the labor force increased from 48 percent in 1977 to a peak of 60 percent in 1999. Over the past forty years, the total number of women in the labor force has risen from 41 million in 1977 to 71 million in 2017. The BLS projects the number of women in the U.S. labor force will reach 92 million in 2050, an increase that far outstrips population growth.

The statistical data show a similar trend for African American, Asian American, and Hispanic workers (see Figure 6.1 below). Just before passage of the CRA in 1964, the percentages of minorities in official workforce statistics were relatively small compared with their representation in the total population. In 1966, Asians accounted for just 0.5 percent of private-sector employment, with Hispanics at 2.5 percent and African Americans at 8.2 percent.

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

share of employment from 5 to 8 percent between 2010 and 2050 (Byers & Stanberry, 2020).

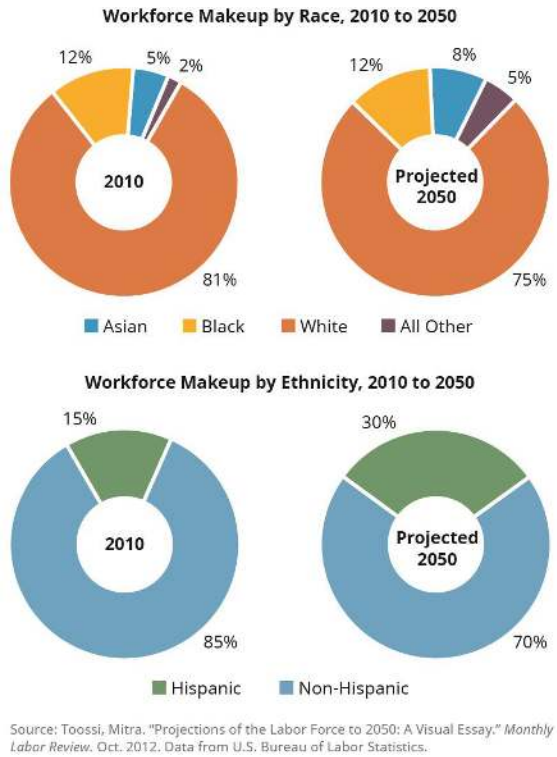

Figure 6.1 There is a distinct contrast in workforce demographics between 2010 and projected numbers for 2050. (Image by OpenStax is licensed under CC BY 4.0)

Much more progress remains to be made, however, in workplace diversity. For example, many people think of the technology sector as the workplace of open-minded Millennials. Yet Google revealed in recent diversity statistics that progress toward a more inclusive workforce may be steady but is very slow. Men still account for the great majority of employees at the corporation; only about 30 percent are women, and women fill fewer than 20 percent of Google's technical roles (see Figure 6.2 below). The company has shown a similar lack of gender diversity in leadership roles, where women hold fewer than 25 percent of positions. Despite modest progress, an ocean-sized gap remains to be narrowed. In terms of ethnicity, approximately 56 percent of Google employees are white. About 35 percent are Asian, 3.5 percent are Latino, and 2.4 percent are Black, and of the company's management and leadership roles, 68 percent are held by whites (Byers & Stanberry, 2020).

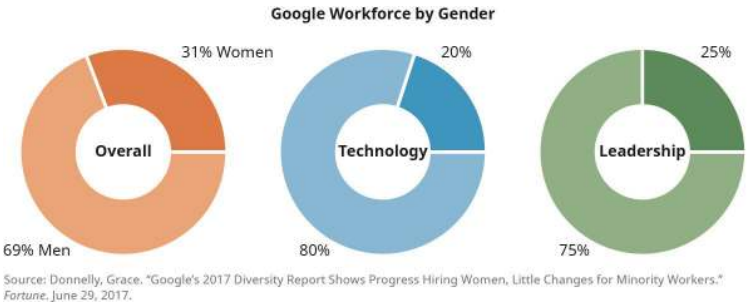

Figure 6.2 Google is emblematic of the technology sector, and this graphic shows just how far from equality and diversity the industry remains. (Image by OpenStax is licensed under CC BY 4.0)

Diversity and inclusion are positive steps for business organizations, and despite their sometimes slow pace, the majority of employers are moving in the right direction. Diversity strengthens the company's internal relationships with employees and improves employee morale, as well as strengthening external relationships with customer groups. Communication, a core value of most successful businesses, becomes more effective with a diverse workforce. Performance improves for multiple reasons, not the least of which is that acknowledging diversity and respecting differences is the ethical thing to do (OpenStax, 2020).

Generational Differences in the Workforce

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

Each generation is a subculture with a sense of reality based on formative world and national events, technological innovations and socio-cultural values. To understand how that experience impacts communication, we need to consider how the different generations view technology and communications media. The following examples are based on an analysis of generational differences (Lumen Learning, 2022):

Table 6.2 Examples of Generational Differences

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

Every generation develops expertise with communication formats and media that reflect their situational reality. For example, Traditionalists tend to have a more formal communication style, with a strict adherence to written grammatical rules and a strong cultural structure. Baby Boomers tend to prefer a more informal and collaborative approach. Gen X communications tend to be more blunt and direct: just the facts. Millennial and Gen Z communication is technology-dependent. As an Ad Council article notes, these generations are driving a truncation of the English language, shortening words (e.g., “totally” becomes “totes”) and abbreviating phrases into one or two-syllable words or acronyms which may or may not be spoken aloud (e.g., “FOMO” for “fear of missing out” and “TIL” for “today I learned”) (Lumen Learning, 2022).

Bridging the Generation Gap

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

The opportunity in this situation is to leverage specific generational strengths and decrease points of friction. The best case scenario is to create a culture and opportunities that encourage cross-generational sharing and mentoring. As Nora Zelevansky wrote in a piece for Coca-Cola: “In order to master intergenerational communication, it is necessary to understand some broad generalizations about the generations and then move beyond those to connect as individuals” (Zelevansky, 2014).

In a related trend, the model of talent management is changing. As discussed in a Sodexo report on 2017 Workplace Trends, global companies are moving to a model of shared learning, where workers of all ages contribute to each other’s growth and development. Indeed, the researchers identified “intergenerational agility” as a critical aspect of the employee and employer value proposition (Sodexo, 2017). Business benefits of intergenerational learning include increased efficiency, productivity and competitive positioning. Two statistics that suggest the culture and communication gaps can be bridged are listed below (The Hartford, 2014).

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

The diversity of the intergenerational workplace is not just a development or trend; instead, that diversity is a creative opportunity for businesses and organizations (The Hartford, 2014).

Professor Mariano Sánchez of the University of Granada in Spain sees the opportunity in cultivating ”generational intelligence;” specifically, “organizing activities that raise generational awareness, connect generations and help them work better together—exchanging knowledge, ideas, skills and more to enhance the broad skill sets everyone needs in today’s jobs” (Sodexo, 2017).

According to Jason Dorsey, Millennial and Gen Z researcher and co-founder of The Center for Generational Kinetics, “the key is getting each person to recognize that everyone has different communication skills that can be harnessed to best support the organization” (Zelevansky, 2014). Incorporating multiple communication media in meetings and to facilitate ongoing discussion/collaboration allows members of different generations to share expertise and demonstrate the value of a particular medium. Selecting technology that supports multiple ways of communicating and collaborating can also leverage collective

strengths and create fertile ground. For example, using a videoconferencing platform such as Zoom allows for participants to connect visually and participate virtually, with audio, screen sharing and recording capabilities.

Activity 6.1

Generational Differences

After reading the section on generational differences in the workforce, reflect on your experiences at school, work and in your community and answer the following questions:

With which generation do you identify?

How closely do you resemble some of the descriptors used to describe this generation? Explain and give examples.

Why is understanding generational differences in the workplace important? Explain and give examples.

Please note that being aware of broad generalizations about generations is important to help understand different work styles and preferences, but moving beyond generalizations is important to connect as individuals and colleagues.

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6.4: Laws, Policies, Standards and Other Considerations

In addition to knowing how a certain occupation could be affected by workplace trends, career decision-makers also need to know how an occupation could be affected by laws, policies and standards related to that occupation and career field. Laws about occupations are generated by state and federal governments, and policies and standards could come from the government, the industry or individual employers and organizations. To have all the information needed for an effective career decision, you need to investigate and consider the laws, policies and standards that govern the occupations and career fields in which you may be interested.

In the United States, laws about occupations and career fields are made by legislative bodies such as Congress and state legislatures. Then those laws are translated into regulations by federal and state departments. The United States Department of Labor exists to serve workers and organizations, and perhaps most of the regulations to which employees are subject are generated by this department. Other federal departments including Commerce, Education and Agriculture, among others, also issue regulations affecting employment. An example of a law affecting most employers in the United States is the Affordable Care Act of 2010 which regulates health insurance procedures for all employers with 15 or more employees.

Industries and professionals within career fields may collaborate to generate and impose policies and standards upon themselves for the betterment of their own industries and fields. Those policies and standards may include codes of ethics and professional standards including licensing, certification and safety procedures. Professional policies and standards are designed to serve employees in the industry or career field and the general public using the goods and services produced by those industries. Policies and standards also may be designed to help the industry or career field make positive impacts on communities or to uphold certain philosophies or beliefs. An example of a policy in a specific career field is the requirement for attorneys to pass a bar exam to be licensed to practice law in certain states. The purpose of knowing about laws, policies and standards that affect careers you're considering is to be able to evaluate your career priorities against those laws, policies and standards. If your career priorities mesh or align with those laws, policies and standards, those potential occupations will be rewarding and fulfilling to you. If your career priorities do not align with laws and policies you would need to follow or standards you would need to uphold, however, those potential occupations may not be viable options for you due to the personal conflict that might occur if you are working against your career priorities.

Activity 6.2

Industry Standards - Codes of Ethics

Reflect on your career priorities and select a potential career that meets your priorities. Conduct online research about the standards of that industry, specifically whether that industry has a code of ethics. You can search for an industry-wide professional organization then search that organization's website for a code of ethics or professional standards document. For example, if you are considering the career of counseling, you would search for "national counseling association" and find several national organizations including the American Counseling Association. The American Counseling Association has a code of ethics last published/updated in 2014. Please read the code of ethics or professional standards document you find for your selected career.

Which of your career values do you see reflected in that code of ethics or professional standards document?

How does your career's code of ethics or professional standards document explain the quality standards you will be expected to uphold in that career?

Individual organizations and businesses also implement policies and standards. These policies and standards may be about the organization's structure, operating procedures and philosophies or beliefs as well as providing the mechanism for organizations to follow state and federal laws and meet industry standards. As a new hire, most employees go through an orientation at which an organization's policies and standards are introduced, and then employees are responsible for following those standards and upholding those policies as part of their everyday work tasks. An interesting example of an individual organization's policy is the supposed rule at Disney parks where employees are asked to use two fingers to direct guests as opposed to pointing with only one finger because of a traditional American belief that pointing can be rude.

As a student at HACC, you are subject to policies developed by the college that govern how HACC operates and upholds relevant state and federal laws. HACC calls these policies "Shared Governance Policies" (SGPs). You can find all the SGPs relevant to your

student situation on MyHACC under the box entitled “Student Success Resources” and the “YOUR Shared Governance Policies” link. An example is HACC’s implementation of a federal privacy law for students. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), a student’s college records are protected similarly to their health care records under HIPAA. HACC must keep your student records confidential in most cases. There are exceptions including if the college has to respond to a subpoena or court order, or if an accrediting body, such as the Joint Review Committee on Education in Radiologic Technology, requests records of students in the Radiologic Technology (X-Ray) program. If, as a student, you wish for someone such as a parent or employer to have access to your records, you can sign a “Consent to Release Information” form at any campus Welcome Center.

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6.6: Rest Stop #2 - What's Out There?

Learning Outcomes

- Identify College and online resources to support educational and career exploration and decision-making
- Recognize how laws and professional standards affect students' career goals
- Utilize introductory information literacy skills to locate, evaluate and credit research sources

Step 1: Research Three Careers/Occupations

Based on the careers you identified in Part 1, research at least three occupations. Use the online research sources listed in section 5.1 of the OER to conduct this research. Your research should include the following elements for each of the three occupations:

- Specific Occupational Title you researched
- Description of the work: list at least five typical work tasks performed in this occupation
- Education, training and other qualifications needed (include also certifications and licensure requirements)
- Job outlook: is the occupation growing or declining and by how much?
- Salary: entry-level and median, on a national or state basis
- Related occupations
- Opportunities for advancement
- Laws, policies affecting these careers
- List at least two more pieces of additional information you need to evaluate whether your career priorities are met in this occupation

You can submit the research in an outline, essay or table format. Make sure to include a Works Cited or Reference page.

Step 2: Compare the Occupations Using Your Career Priorities

List the Career Priorities you identified earlier in Part 1 in the left column. Based on your career research for each occupation, rate how well each occupation meets the Career Priorities using a rating scale from 0-10 (0 – not at all and 10 – meets it 100%). List any relevant information that will help you remember why you rated the career priority the way you did.

Table: Comparison of Career Priorities

Career Priorities	Rate 0-10	Name of Occupation 1:	Name of Occupation 2:	Name of Occupation 3:
		List Relevant Information (Reason for the Score)	List Relevant Information (Reason for the Score)	List Relevant Information (Reason for the Score)
Total Scores:				

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CHAPTER OVERVIEW

7: Making Decisions

Decision-making is a natural part of our daily lives. Decisions range from small and simple such as what to eat in the morning or what to wear that day to more complex such as buying a car, choosing a major/career, or deciding on your transfer college. The more complex a decision the more we have to be aware of how our mindset is affecting our decision-making.

7.1: Mindset and Decision-making

7.2: The Decision-making Process

7.3: Career Development

7.4: Self-Management - Time

7.5: Being Mindful, Practicing Self-Care and Self-Management Tools

7.6: Self-management vs. Time Management

7.7: Job versus Career

7.8: Choosing Your Major

7.9: References, Resources and Works Cited

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7.1: Mindset and Decision-making

In an earlier chapter we discussed mindset and locus of control. When making decisions, we focus on two aspects of mindset:

- A positive **self-empowering** mindset
- A negative **self-victimizing** mindset

Our mindset is impacted by the internal and external factors to be discussed in this chapter. We have to recognize that allowing a negative mindset or external locus of control to impact how we make decisions is our choice, but a positive mindset or internal locus of control will have a positive impact on our decision-making process. Compare this idea to being in the car. You want to be in the driver seat of your life (positive mindset, internal locus of control = self-empowering), or you can choose to sit in the passenger seat and not be in control of where the car is going (negative mindset, external locus of control = self-victimizing). When we allow a negative mindset, we give up control to the following elements:

- **Time**: delaying the decision is easy until we run out of time and/or options (e.g. “I can’t deal with this right now”);
- **Fate**: thinking “what will happen, will happen, no matter what I do”
- **Others**: going along with what someone else decides
- **Comfort**: choosing the path of least resistance or what is familiar and comfortable
- **Emotions**: going with how feelings in the moment

When we use a positive self-empowering mindset to make decisions, we use a decision-making process that lets us identify and analyze our options. After the analysis of our options, we then make the decision using one of the approaches listed below:

- **Analytical -** What option has more pros than cons?
- **Intuitive -** Which option feels right?

Remember the psychological preferences we discussed earlier in this text when discussing personality typology theories. According to the Myers-Briggs Type Indicator, the Thinking-Feeling (TF) dichotomy is *how we make decisions*. If we are on the Thinking side of the continuum, we make decisions using logic, and we value fairness and reason. If we are on the Feeling side of the continuum, we make decisions based on personal values and how decisions might affect others, and we value harmony. If we prefer Thinking, we may tend to use the analytical approach to decision-making, and if we prefer Feeling, we may tend to use the intuitive decision-making approach. As with all our preferences, however, we can function on either side of the dichotomy, and we may use different decision-making approaches according to different types of decisions.

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7.2: The Decision-making Process

For major life decisions such as choosing a major/career or deciding on your transfer college, using a logical and ordered process allows us to make effective decisions. The **decision-making process** we will use in this class involves the following five steps (Martinez & Shaker, 2021).

- Step 1: Formulating a goal or goals
- Step 2: Identifying the background information needed for making decisions
- Step 3: Identifying alternatives
- Step 4: Performing analysis
- Step 5: Making a final decision

These steps provide structure and discipline for the process of making serious decisions. Each step requires you to be proactive while brainstorming, investigating information, collecting and analyzing data and then taking effective action (University of Minnesota Libraries Publishing, 2010).

Application of the Decision-making Process

Let's apply the steps involved in this decision-making process:

Step 1: Formulating a goal or goals

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

- What do you want to accomplish?
- Is the current situation 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.

Here's an example that may reflect a student in this class: "I have finished my career assessments and taken time to conduct career research. I now have four career options I am considering but don't know which to pursue. I 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 all are possible opportunities for me to pursue!

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

Step 2: Identifying the background information needed 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 this text. I might consider putting together a chart where I can take notes and do a side-by-side comparison among 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 an advisor 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 as well as transfer options.

Step 3: Identifying alternatives

On a journey, usually there are many roads that get to one place. This step allows you to put together as many creative options as possible based on the information gathered in Step 2. As you develop your options, consider possible obstacles and challenges you may foresee so you can plan and seek necessary support to help overcome those obstacles and challenges.

Applying Step 3 to the example above:

As I conducted my research four options stood out to me:

- elementary school teacher
- social worker
- guidance counselor
- nurse

Step 4: Performing analysis

As you identify alternatives, assess yourself and your current situation to see which of the options seems most attractive to you at this time. This step allows you to dive deep 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. 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 I can start putting together and analyzing how the information fits my current situation and needs. After gathering the career information and speaking to professionals in the field, I feel strongly that being an elementary school teacher best aligns with my values and allows me to focus on making a difference while helping children learn and grow. This career 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 now will pursue elementary school teaching as my focus!

My research also tells me that the most likely major is Early Childhood Elementary Education, but depending on my intended transfer college, I may want to major in General Education. I'll check with my advisor about the best major at HACC to prepare me for transfer to my intended transfer college.

Step 5: Making a final decision

Now you are ready to establish a plan of action. This step involves putting together necessary steps to pursue your desired outcome. Set a date you will start and complete your plan of action. 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 decided to pursue Early Childhood Education because this major does not require as much science and allows me to focus on child growth and development and how children learn which is 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 EDUC 110 - Foundations of PK-4 Education and see how I like the class.
- Meet with an advisor to change my major, establish my educational plan and review requirements for my associate degree and transfer.
- Talk to my education advisor and start networking!

The decision-making model described above is linear in nature where one step leads to the next, but please note that you may revisit a previous step at any time throughout the process. For example, after completing Step 4 and analyzing the situation, you may realize the alternatives generated in Step 3 are not of interest to you anymore so you may need to go back to Step 2 and gather more information before moving forward ((University of Minnesota Libraries Publishing, 2010).

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

Once you decide upon a career, your decision will guide the goals you set for yourself from your college education to your future career. For help to stay on track in this journey, you can seek assistance from the information and resources you learn in this class as well as advisors and Career Services staff at the college to guide your search.

Internal and External Factors that Affect Decision-making

There are many factors that contribute to making decisions, some internal and some external. **Internal factors** are those you control because they come from within you. Internal factors are influenced by your feelings and thoughts, both positive or negative. Positive thoughts will help you with decision-making, while negative thoughts most likely will hinder you. Fear is a common internal factor that negatively affects decision-making (University of Minnesota, 2010).

- 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 paralysis, remember FEAR is an acronym for:

False Expectation Appearing Real

Remember, you are in control of these internal thoughts and feelings in terms of your mindset (discussed earlier in this text). Your internal thoughts and feelings hold a lot of power over your actions so use that power wisely by maintaining a growth mindset. If you have a growth mindset, even though you may have fear, you will believe you are capable of making effective decisions.

Another internal factor that affects decision-making is self-confidence. Lack of self-confidence can make decision-making challenging and negatively impact your goals. Earlier in this text we addressed the importance of self-confidence in setting yourself up for success. You can 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 news is you can work on building self-confidence and self-efficacy and developing your growth mindset.

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. You also may need to consider factors such as your finances, where you live and the timing of this decision relative to other life goals and commitments. External factors can influence decision-making in a positive or negative way. Considering external factors when making decisions is important so you can absorb the positive support and create a plan to counteract the negative (University of Minnesota, 2010).

Also, remember the discussion of career priorities earlier in this text. Your career priorities involve both internal and external factors and guide your career decision-making. After making a decision about your career direction, you need to be mindful of the internal and external factors that may affect your next steps. Once you have narrowed down your career choices, you will set a long-term goal and develop a plan of action by setting effective short- and mid-term goals leading to the long-term goal.

Activity 7.1

My Decision-making Style

When it comes to making a decision regarding your career, what internal and external factors are affecting your decision process?

Internal Factors

1. _____
2. _____
3. _____

External Factors

1. _____
2. _____
3. _____

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7.3: Career Development

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

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

What exactly is career development? It's a lifelong process in which we become aware of, interested in, knowledgeable about, and skilled in a career. It's a key part of human development as our identity forms and our life unfolds (Bruce Hill, 2020).

Stages of Career Development

Psychologist Donald Super theorized that self-concept changes over time and develops through experience. The more you clarify your self-concept and increase self-knowledge the more you increase vocational maturity. Super listed five main stages of career development. Each stage correlates with attitudes, behaviors, and relationships we all tend to have at that point and age called "maxi-cycle". As we progress through each stage and reach the milestones identified, we prepare to move on to the next one. While there is a typical age identified with each of the main five stages, Super considered the ages of transition between stages as flexible and said people "recycle" through the stages at various times called "mini-cycles" which is often caused by planned as well as unplanned events that trigger the need to change your job. As a result, career development is a continuous circular process.

Table: Super's Stages of Career Development

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

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

A career development theory reflecting the idea of factors of chance is the "planned happenstance" theory partially developed by psychologist John Krumboltz. This theory explains that while we may have a career plan and are pursuing certain goals, random or

unforeseen events may impact our plan. Those random or unforeseen events may present additional opportunities to us that we were not expecting, and we need to open to those opportunities. We may choose to act on one of those unexpected opportunities and discover a whole new career that in fact might be more rewarding than our original plan.

Activity 7.2

Identify Your Career Development Stage

Review Super's Five Stages of Career Development listed in the table above and answer the questions below:

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

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7.4: Self-Management - Time

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Introduction: Establishing Priorities

"Your priorities determine your progress." --- Mike Tully

"Lack of direction, not lack of time, is the problem. We all have twenty-four hour days." --- Zig Ziglar

Think about all of the roles you play in life. How many life roles do you have? Obviously, you're a college student since you're taking this class. What else is going on in your life? Do you work? Do you have children? Do you care for older parents or grandparents? Do you have a spouse or partner? Are you responsible for running a household? All of these life roles come with demands upon your time. We often get overwhelmed when all of the demands in all of our life roles pile up, and we cannot see how we're going to accomplish everything we need to do.

The key to avoiding this sense of overwhelm is to **prioritize** our life roles and the tasks we're expected to do in each of our life roles. We cannot accomplish everything all at once, and not all of the expectations are as important as others depending on the life role and/or timing of the task. We need to be aware of our priorities, and becoming aware of priorities means knowing what **motivates** us and what **goals** we have, two topics addressed elsewhere in this text.

5.1 Quadrant II Time Management System from Stephen Covey

Stephen Covey, a business and management consultant who wrote a book entitled *The Seven Habits of Highly Effective People*, explained a prioritizing system entitled the "Quadrant II Time Management System."[22]

Our activities can be divided into **four quadrants:**

- **Important and Urgent (I)**
- **Important and Not Urgent (II)**
- **Not Important and Urgent (III)**
- **Not Important and Not Urgent (IV)**

Let's start with examining the "**urgent**" part of these labels. Urgency refers to the timing of a task in terms of when the task needs to be completed. Is there a deadline or not? Is the deadline soon or far off in the future? Most people may have a common definition of urgency: something is urgent if the timeframe is short.

The definition of "**important**," on the other hand, will vary, and we may not have a common sense of what's important. You are the one who determines importance based on your life roles and goals. What's important to you one day in one life role may be less important on another day in another life role. Also, what's important to you may not be important to others and vice versa.

	Urgent	Not Urgent
Important	I **Activities** Crises Pressing problems Deadline-driven projects	II **Activities** Work that is not urgent yet Prevention, improvement Relationship building Recognizing new opportunities Planning, recreation
Not Important	III **Activities** Interruptions, some calls Some mail, some reports Some meetings Proximate, pressing matters Popular activities	IV **Activities** Trivia, busy work Some mail Some phone calls Time wasters Pleasant activities

"Four Quadrants", by Brian Cook is licensed under CC BY-NC 4.0

If a task is important in your life role, and the timeframe for completing that task is short, that task probably would fall into Quadrant I for you. Some examples in the life role of a college student might include finishing a paper that is due tomorrow or practicing a speech to be given in two days. If a task is important in your life role, but you have plenty of time to accomplish the task, you're operating in Quadrant II. Examples include studying for an exam that is scheduled a week from now or starting an outline for a research project that's due in several weeks.

If a task isn't important to your life role, but the timeframe is short or there is a close deadline, that task will be Quadrant III for you. This quadrant can be a little confusing because many people ask "how can something that's not important be urgent?" Remember the difference between relevance to your life role vs. timing. Often Quadrant III is where other people are operating in or influencing our lives. An example might be a neighbor asking you for a favor that has to happen today, but that favor has no importance in your life.

Finally, tasks that aren't important in your life roles and don't have deadlines fall into Quadrant IV. Examples might include mindlessly watching TV or gaming for an excessive amount of time when you're not a professional gamer. While we do need to relax and have some down time in our lives, the most rewarding down time comes from doing meaningful activities such as hobbies or spending time with important people in our lives which actually falls into Quadrant II rather than IV.

[22] Covey, S. (1989). *The seven habits of highly effective people: Powerful lessons in personal change.* Simon and Schuster.

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7.5: Being Mindful, Practicing Self-Care and Self-Management Tools

To use and apply the Quadrant II Time Management System in our lives, we need to examine our lives and be mindful of our life roles. Again, we all have multiple life roles with tasks to complete in each of those life roles. We need to ask ourselves some questions about the importance and urgency of tasks and expectations in those life roles.

Are each of our life roles as important as the others every day? Chances are no. For example, your college student life role may not be as important during semester breaks, but perhaps your employee life role takes on more importance when you're not taking classes because you work more hours per week when you're not in class. Another example could be that your life role as a spouse or partner probably would increase in importance when your spouse or partner is sick and needs your care.

We also have to be mindful of the thoughts we're having regarding the urgency of a task. If there is a specific deadline, that urgency level may be obvious. If there isn't a specific deadline imposed by someone else, we need to know whether we will benefit from accomplishing the task sooner, or if we really can wait longer.

When we're mindful and do this analysis, we can be aware of the priorities in our lives and assign tasks to the appropriate quadrant. What happens if everything in our lives appears to be urgent and important, and we're spending all of our time in Quadrant I? Stress! On the other hand, what happens if we find ourselves responding to others' urgent requests that aren't important in our lives, but we don't want to disappoint someone else? We get frustrated or maybe even angry with other people, even though we made the choice to take on their requests.

When we're practicing self-care, we are spending most of our time in Quadrant II. Remember the discussions of **mindset** in earlier chapters. Those with a growth mindset operate mostly in Quadrant II working on tasks that allow them to reach their goals before those tasks become urgent. We are practicing self-care when we give ourselves plenty of time to work on meaningful tasks that help us achieve our goals.

How do we spend most of our time in Quadrant II? We need to plan ahead using self-management tools. These tools could be traditional paper or hard-copy planners and calendars plus technology-based apps. Common tools include to-do lists, weekly planners and monthly calendars. See the pictures and explanations below.

To-Do List

"To Do List" by Alexas_Fotos is licensed under CC0

When using a "to-do" list, remember to prioritize using numbers as in the picture above. As a college student, your to-do list probably will include academic assignments near the top (numbers 1 through 3) while other lower-priority tasks will be lower on the list (numbers 4 and 5). Here's an example for a day in the life of a college student:

To-Do List for Wednesday after Work:

1. Finish reading SOCI 201 reading assignment.
2. Write thesis statement for ENGL 102 paper.
3. Complete MATH 113 homework.
4. Unload the dishwasher.
5. Pull out Christmas lights for neighbor to borrow.

Weekly Planner

"Planner" by rayedigitaldesigns, is licensed under CC0

When you are filling in your Weekly Planner, again remember your priorities. Fill in your higher-priority commitments first including classes, work schedule, appointments, children's activities (if applicable). Then fill in lower-priority items such as house cleaning, yard work, laundry, etc. If you have additional time, plan for some relaxation and fun, again, after finishing your priorities. Here is a link to a video illustration of how to prioritize, and you could use the idea of "golf balls, pebbles and sand" to fill in your Weekly Planner.

"The Empty Pickle Jar - A Lesson on Life" Video Link The Empty Pickle Jar [youtu.be]

Monthly Calendar

Printable Blank Monthly Calendar Free Stock Photo - Public Domain Pictures CC0 Public Domain

One tool especially helpful for college students is a semester calendar, otherwise known as a term schedule, showing all of the weeks of the semester on one visual surface with important commitments noted including exams, speeches, projects and papers. A semester calendar can be hung in a prominent place such as the refrigerator or bedroom wall so students can get a snapshot of the entire semester at once. Students often use different colors for different classes. If an upcoming week looks especially full with commitments (e.g., two papers, an exam and a group project due), students can be forewarned and work ahead on tasks that can be done in advance, such as the papers. Here's an illustration of the first few weeks of the Fall 2021 semester.

Semester Calendar

Table: Semester Calendar

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
Aug 29	30 Classes start!	31	**Sept** 1	2	3	4
5	6 Labor Day- no classes	7 FS practice quiz due	8	9 COMM- Intro speech due	10	11
12	13	14	15	16	17 Study group for BIOL	18

Sunday	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
19	20 BIOL quiz	21	22	23 SOCI review session	24	25
26	27	28	29	30 SOCI exam #1		

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7.6: Self-management vs. Time Management

This textbook and class uses the phrase "**self-management**" rather than "time management." In our culture, we see "time management" used for this concept so why is the different phrase used here? We're all given the same amount of time each day, each week and each year. We all have 24 hours per day, seven days per week and 365 days per year. Can we change the time we're given, or in other words, can we really manage time? No, we cannot, but what we can do is manage ourselves and how we use the time we're given.

Here's a video from Stever Robbins, a business consultant and executive coach, explaining this concept: Video Link Self-Management [www.youtube.com]

We can manage ourselves by prioritizing our tasks according to the Quadrant II Time Management System and use the time we're given according to the self-management tools described earlier in this chapter. What happens, however, if we've identified a priority and planned that task in a weekly planner, but then we find ourselves procrastinating? We know the task is important in our life role, and the deadline is approaching, but we just keep pushing off the task.

Procrastination is a habit of delaying tasks until later. One of the primary reasons people procrastinate is fear, or at least a form of fear. Perhaps the task is something difficult or long and involved, and we're nervous about our ability to accomplish the task. Perhaps the task appears distasteful or may cause negative emotions. Another reason for procrastination is the quest for perfection. We may procrastinate because we don't think we can have a perfect outcome. Mr. Les Brown, an internationally-known businessman and motivational speaker, says "practice only makes improvement; perfection doesn't exist."

PRO TIP:

My student pro-tip involves a strategy to help minimize procrastination. There is an old adage 'Don't eat the elephant all in one bite.' We often wait until the last minute to tackle a big project, and create ridiculous amounts of stress for ourselves. To help avoid this, break down large time-consuming goals and projects (exam preparation, writing assignments, research papers, creative projects, group work) into smaller chunks. This tactic is also known as "chunking." Start soon after the project is assigned and create a schedule where you intentionally set aside a small amount of time (30 minutes to one hour) each day to work on it. As you make your way through the week, be committed to completing your chunk for the day and track your progress in a visible way by using a calendar or whiteboard. After you complete your daily chunk, reward yourself for your efforts! All of these short periods of daily work add up significantly over time, and you will surprise yourself by how much you accomplish.

- Robert Swatski, Professor of Biology

Remember - procrastination is a habit meaning the habit can be broken, and behaviors can be changed, and new habits for using your time can be formed. Here are some strategies to combat procrastination listed below. Please implement one or more of these strategies to create new habits for how you approach tasks.

When tackling a project, begin by selecting a small task or chunk from the whole project and focus on completing just that one part. Successfully finishing it will build your confidence and motivate you to keep going. It's important to manage your expectations and remind yourself that you don't need to be perfect; just attempt the task with the skills and abilities you currently have, and go as far as you can. If you find yourself stuck, don't hesitate to ask for help—whether from a friend, classmate, or a HACC resource like an instructor or tutor. Simply asking for advice on how to start can provide a fresh perspective. You don't always have to follow a strict order, so consider reordering the steps if there's a smaller, easier task you can complete first. This can help break the ice and give you the confidence to move forward. Lastly, use a time trick: tell yourself you'll work on the project for just 15 minutes. Once you commit to that small amount of time, chances are you'll keep going well beyond it, and before you know it, you'll have made significant progress.

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7.7: Job versus Career

As we're moving through the career development stages, let's examine the question of "what is the difference between a job and a career?" You may have a job in one of the earlier stages of career development, but that job may not be what you plan to pursue as a career in the later stages of career development.

Do you plan to use college to help you seek one or the other? There is no right or wrong answer because motivations for being in college are so varied and different for each student, but you can take maximum advantage of your time in college if you develop a clear plan for what you want to accomplish. The table below shows some differences between a job and a career (Dillon, 2019).

Table: Differences Between Job and Career

	JOB	CAREER
Definitions	A job refers to the work a person performs for a living. It can also refer to a specific task done as part of the routine of one's occupation. A person can begin a job by becoming an employee, or by volunteering, for example, by starting a business or becoming a parent.	A career is an occupation (or series of jobs) that you undertake for a significant period of time in your life—perhaps five or ten years, or more. A career typically provides you with opportunities to advance your skills and positions.
Requirements	A job you accept with an employer does not necessarily require special education or training. Sometimes you can get needed learning "on the job."	A career usually requires special learning—perhaps certification or a specific degree.
Risk-Taking	A job may be considered a safe and stable means to get income, but jobs can also quickly change; security can come and go.	A career can also have risk. In today's world, employees need to continually learn new skills and to adapt to changes in order to stay employed. Starting your own business can have risks. Many people thrive on risk-taking, though, and may achieve higher gains. It all depends on your definition of success.
Duration	The duration of a job may range from an hour (in the case of odd jobs, for example,) to a lifetime. Generally a "job" is shorter term.	A career is typically a long-term pursuit.
Income	Jobs that are not career oriented may not pay as well as career-oriented positions. Jobs often pay an hourly wage.	Career-oriented jobs generally offer an annual salary versus a wage. Career-oriented jobs may also offer appealing benefits, like health insurance and retirement.
Satisfaction and contributing to society	Many jobs are important to society, but some may not bring high levels of personal satisfaction.	Careers allow you to invest time and energy in honing your crafts and experiencing personal satisfaction. Career pursuits may include making contributions to society.

In summary, a job gives you at least a minimal level of financial security, and a job requires you to show up and do what is required of you. In exchange, you get paid (Dillon, 2019).

A career, on the other hand, is more of a means of achieving personal fulfillment through the jobs you hold. In a career, your jobs tend to follow a sequence that leads to increasing mastery, professional development and personal and financial satisfaction. A career requires planning, knowledge and skills. A fulfilling career requires that you bring into play your full set of analytical, critical, and creative thinking skills. You will be called upon in a career to make informed decisions that will affect your life in both the short term and the long term. A career also lets you express your unique personality traits, skills, values, and interests (Dillon, 2019).

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7.8: Choosing Your Major

In the United States and Canada, your academic program - usually simply called your “major” - is the academic discipline you commit to as an undergraduate student. Your major is an academic discipline or area in which you specialize such as accounting, chemistry, criminology, archeology, digital arts, or dance. In United States colleges and universities, roughly 2,000 majors are offered, and within each major is a host of core courses and electives. When you successfully complete the required courses in your major, you qualify for a degree (Dillon, 2019).

Where did the term major come from? In 1877, the term first appeared in a Johns Hopkins University catalog. That major required only two years of study. Later, in 1910, Abbott Lawrence Lowell introduced the academic major system to Harvard University during his time as president there. This major required students to complete courses in a specialized discipline and also in other subjects. Variations of this system are now the norm in higher education institutions in the United States and Canada (Dillon, 2019).

Why is your major important? Your major is a defining and organizing feature of your undergraduate degree. Ultimately, your major should provide you with the knowledge, skills, attitudes and behaviors you need to fulfill your college goals and objectives. In this section we look at how to select your major and how your college major may correlate with a career. Does your major matter to your career? What happens if you change your major? Does changing your major mean you must change your career?

How to Select Your College Major

Selecting your major is one of the most exciting (and to some students, perhaps one of the most nerve-wracking) tasks you are asked to perform in college. So many decisions are tied to your choice of major. If you have good guidance, patience, and enthusiasm, the process is easier. Two videos, linked below, present lighthearted looks undertaking this task. In the first video, the following five tips are discussed:

1. Seek inspiration.
2. Consider everything.
3. Identify talents and interests.
4. Explore available resources.
5. Explore careers In-depth.

The video below shares the following nine tips and information about choosing a major:

1. Narrow your choices by deciding what you don’t like.
2. Explore careers that might interest you. Ask questions.
3. Use your school’s resources.
4. Ask your teacher, counselor, and family about your strengths.
5. Sixty percent of students change their majors.
6. Your major isn’t going to define your life. But choosing one that interests you will make your college experience much more rewarding.
7. Conduct informational interviews with people in careers that interest you.
8. There’s no pressure to decide now.
9. Take new classes and discover your interests.

Please click on the following link to watch the video “How to Select Your College Major – WiseChoice”: Video How to Select Your Major [youtu.be]

Does Your College Major Matter to Your Career?

There are few questions about college that create more controversy than “does your major really matter to your career?” Many people think yes while others think the major is not so important. Who is right? And who gets to weigh in? Also, how do you measure whether something “matters”—by salary, happiness, personal satisfaction? (Dillon, 2019)

Whether your major truly matters to your career may be difficult to say. One’s college major and ultimate career may not necessarily be correlated. Consider the following facts:

- Fifty to seventy percent of college students change their major at least once during their time in college.

- Most majors lead to a wide variety of opportunities rather than to one specific career, although some majors do indeed lead to specific careers.
- Many students say that the skills they gain in college will be useful on the job no matter what they major in.
- Only half of graduating seniors (from bachelor's-degree granting colleges) accept a job directly related to their major.
- Career planning for most undergraduates focuses on developing general, transferable skills like speaking, writing, critical thinking, computer literacy, problem-solving, and team building, because these are skills that employers want.
- College graduates often cite the following four factors as being critical to their job and career choices: personal satisfaction, enjoyment, opportunity to use skills and abilities, and personal development.
- Within ten years of graduation, most people work in careers that aren't related directly to their college majors.
- Many or most jobs that exist today will be very different five years from now.

Talking about financial considerations also is important when choosing a major.

- Any major you choose likely will benefit you because college graduates earn roughly $1 million more than high school graduates, on average, over an entire career.
- Even though humanities and social sciences students may earn less money right after college, they may earn more by the time they reach their peak salary than students who had STEM majors.
- Students who major in the humanities and social science are also more likely to get advanced degrees, which increases annual salary by nearly $20,000 at peak salary.

So where will you stand with regard to these statistics? Is having a good marriage between your major, your skills, job satisfaction, job security, and earnings possible?

The best guidance on choosing a major and connecting that major with a career may be to get good academic and career advice and select a major that reflects your greatest interests. If you don't like law or medicine, but you major in one of those fields because of a certain salary expectation, you may find yourself later in an unrelated job that brings you greater satisfaction—even if the salary is lower. Knowing this tendency, looking back, wouldn't spending your time and tuition dollars studying a subject you especially enjoy make more sense? (Dillon, 2019)

Resources for Choosing Your Major

Dr. Marva Collins said *"Success doesn't come to you...you go to it."* That quote really sets the stage for the journey you're on. Your journey may be a straight line that connects the dots between today and your future, or your journey may resemble a twisted road with curves, bumps, hurdles, and alternate routes *(remember the career development theories explained in this text)*.

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

- College course catalog: Course catalogs typically are rich with information that can spark ideas and inspiration for your major and your career.
- Faculty and advisers at HACC: Many HACC professors are also practitioners in their fields and can share insights with you about related professions.
- Fellow students: Many of your classmates, especially those who share your major, may have had experiences that can inform and enlighten you—for instance, an internship with an employer or a job interview with someone who could be contacted for more information.
- Your family and social communities: Contact friends and family members who can weigh in with their thoughts and experience.
- HACC Career Services: Professionals in career centers have a wealth of information to share with you—they're also very good at listening and can act as a sounding board for you to try out your ideas.

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7.9: References, Resources and Works Cited

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CHAPTER OVERVIEW

8: Setting Goals

"Setting goals helps trigger new behaviors, helps guide your focus and helps you sustain that momentum in life." --- Leslie Riopel

Setting goals serves as a vehicle to help you get from point A to point B. Establishing goals for yourself is vital to ensure progress through the career exploration and planning process. Think of goal-setting as entering a destination in GPS: you're planning where to go, and your route is designed to get you there.

8.1: Success Begins With Goals
8.2: Social Aspects of Achieving Your Goals
8.3: Dealing with Setbacks and Obstacles
8.4: Problem-Solving Strategies
8.5: References, Resources and Works Cited

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8.1: Success Begins With Goals

A goal is a desired result that you envision then plan and commit to achieve. Goals can relate to family, education, career, wellness, spirituality, and many other areas of your life. Generally, goals are associated with finite time expectations, even deadlines (Bruce Hill, 2022).

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

In addition to these educational goals related to policies and procedures, there are plenty of goals for you to define yourself. For example, you decide upon your major. You decide how long you are going to be in college or in what semesters you want to enroll. You largely plan how you would like your studies to relate to employment and your career (Bruce Hill, 2022).

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

> Janine had thought she would be an accountant, even though she knew little about what an accounting job might entail. Her math and organizational skills were strong, and she enjoyed taking economics courses as well as other courses in her accounting program. But when one of her courses required her to spend time in an accounting office working with taxes, she decided that accounting was not the right fit for her, due to the higher-stress environment and the late hours required of the job.
>
> At first she was concerned that she invested time and money in a career path that was not a good fit. She feared that changing her major would add to the time needed to graduate. Nevertheless, she did decide to change her major and her career focus.
>
> Janine is now a statistician with a regional healthcare system. She is very happy with her work. Changing her major from accounting to statistics was the right decision for her.

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

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

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

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

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

- Write your goals out and post them where you can see them daily so they are at the forefront of your mind and not forgotten.
- Share your goals with others. Stating your goals publicly holds you accountable.
- Identify any obstacles you may encounter along the way and consider solutions. Think of people who may help you overcome the obstacles or help you brainstorm potential solutions.
- Set a deadline for which you plan to accomplish your goal and monitor your progress. Be realistic and patient with yourself.
- Visualize the goal. See a clear mental picture of yourself accomplishing your goal.
- Be persistent and don't give up. Don't be afraid to ask for help when needed (Martinez & Shaker, 2021).

Please watch the following YouTube video for an overview of **SMART** goals – an acronym (memory aid) for how to set and evaluate goals that are **Specific, Measurable, Actionable, Relevant and Time-bound**. After watching the video, complete Activity 8.1.

Please click on the following link to watch “SMART Goals”: Video SMART Goals [youtu.be]

Activity 8.1

Practicing SMART Goal-setting

Remember the SMART acronym stands for

- Specific
- Measurable
- Actionable or Achievable
- Relevant
- Time-bound

If your goal statements contain all of the SMART elements, you will be motivated to achieve your goals because you will know exactly what you’re working toward, you will have a way to measure your progress, you know you are capable of acting on and achieving the goal, the goal is meaningful in your life, and you will have a timeframe within which to structure your efforts. While the A, R and T seem more evident, many students struggle with how to make their goal statements specific and measurable. For example, a goal of “finding the perfect career by the time I earn my degree” is a positive goal that can be acted upon, would make a difference in your life and has a deadline. The goal is not specific and measurable, however, because we don’t know what “perfect” means. If the goal would be instead to “find a full-time position in the field of finance that upholds at least three of my values, interests and personality preferences,” then the goal is specific *(full-time job in finance)* and measurable *(matches at least three career priorities)*.

Practice making specific and measurable goals by rewriting the following weaker goals using all the SMART criteria:

1. Weak goal: *I will get a job with a good salary after I graduate.*
   Rewrite a stronger SMART goal:
2. Weak goal: *I will choose a rewarding major by the end of this academic year.*
   Rewrite:
3. Weak goal: *I will earn a higher degree soon.*
   Rewrite:

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8.2: Social Aspects of Achieving Your Goals

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

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

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

- Make new friends
- Study with friends
- Actively engage with the college community
- Volunteer to help others
- Join student organizations; check out the information at HACC Student Involvement [www.hacc.edu]
- Get an internship; check out the information on the Career Services website: HACC Career Services [www.hacc.edu]
- Work for a company related to your curriculum
- Stay connected via social media (used judiciously)
- Keep a positive attitude
- Congratulate yourself on all you've done to get where you are

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8.3: Dealing with Setbacks and Obstacles

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

We talked about staying connected via social media as an aspect of achieving your goal. The support of our social media contacts can be powerful as a motivating tool. Sometimes however, social media can discourage us, when we compare ourselves unfavorably to others who only show the most successful and positive aspects of their lives on social media.

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8.4: Problem-Solving Strategies

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

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

If you experience setbacks when pursuing your goals, you also may wish to review the questions about focusing with intention on goals listed earlier in this chapter.

Be confident that you can return to your intended path with the passage of time. Acknowledge the ways in which you need to regroup. Read inspiring words from people who have faced adversity and gained. Line up your resources, be resolved, and proceed with certainty toward your goals (Bruce Hill, 2022).

Activity 8.2

Identifying Your Goals

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

Take a moment and identify your short (today, this week, and this month) and medium-term goals (this year and while in college) that will help you achieve your long-term goal.

1. Identify one long-term academic or career goal.
2. Identify two related medium-term and two related short-term goals that will help you achieve your long-term goal.
3. Be SMART about it! Identify Specific, Measurable, Actionable and Relevant activities to achieve in a certain timeframe (Time-bound).

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

Guidelines

- Phrase goals as positive statements: Affirm your excitement and enthusiasm about attaining a goal by using positive language and expectations.
- Be exact: Set a precise goal that includes dates, times, and amounts so you have a basis for measuring your progress.
- Prioritize: Select your top goals, and put them in order of importance. Prioritizing helps you understand how much you value each goal and helps you manage goal-related tasks without feeling overwhelmed.
- Take the lead: Identify goals that are linked to your own performance, not dependent upon the actions of other people or situations beyond your control.
- Be realistic but optimistic and ambitious: The goals you set should be achievable, but allow you to reach a little higher than what you may think is possible. Certainly don't set your goals too low.
- Be hopeful, excited, and committed: Your enthusiasm and perseverance can open many doors!

Table: Identifying Your Goals

Goal Priorities	My Precise Goals	What I Am Doing Now To Achieve These Goals
Example: Long-term goal	I plan to graduate with a Bachelor of Fine Arts degree. My major will be Radio-Television-Film, and my minor will be Spanish.	I am attending the college of my choice and getting good grades in my major.
Example: Related medium-term goal	I would like to study abroad in Spain before I graduate.	I need to get busy with this! I will inquire this week about what I need to do next.

Goal Priorities	My Precise Goals	What I Am Doing Now To Achieve These Goals
Example: Related short-term goal	I will need to get financial aid for at least a portion of my studies.	I have filled out the forms for financial aid. Last week I applied for a part-time job.
Goal Priorities	My Precise Goals	What I Am Doing Now to Achieve These Goals
Identify your long-term goal		
Identify a related medium-term goal #1		
Identify a related medium-term goal #2		
Identify a related short-term goal #1		
Identify a related short-term goal #2		

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8.5: References, Resources and Works Cited

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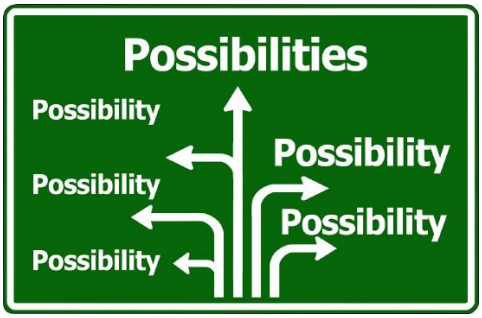
CHAPTER OVERVIEW

9: Academic Planning with HACC Resources



This chapter will provide information about how HACC resources and services can be an integral part of your career path. Familiarize yourself and take advantage of the opportunities available to you. These resources and services can serve as your "GPS" on your career journey.

9.1: HACC Programs
9.2: Overview of the Transfer Process
9.3: Educational Planning
9.4: Additional Campus Resources
9.5: References, Resources and Works Cited
9.6: Rest Stop #3 - What Factors Might Affect My Choices?

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9.1: HACC Programs

Now that you have read about exploring possible career options, making decisions and setting goals, the time is right to look at the specific educational training required to help you achieve 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. HACC offers diplomas, certificates, associate degrees and workforce training programs that prepare you for specific careers plus associate degrees that prepare you to transfer for your bachelor's degree.

Diplomas and Certificates

Diplomas and Certificates are short-term training programs that lead to specific industry knowledge and skills. These programs are designed to prepare students for employment, job enhancement and/or job advancement. Diplomas usually require approximately 16 credits of career-specific classes, and certificates usually require approximately 30 of career-specific and general education classes.

Associate Degree Options

- **Associate in Arts Transfer Degree**: Degree program of at least 60 credits primarily designed to lead to a baccalaureate program in the arts, humanities, or social sciences. While this designation generally applies to transfer programs, limited career programs may also be designated as Associate in Arts.
- **Associate in Fine Arts Degree:** Career degree program of at least 60 credits primarily designed to lead to employment and may also transfer to Bachelor of Fine Arts (BFA) granting institutions, which includes 39 credits of studio art course and one-third of the total credits for graduation dedicated to courses outside the art curriculum.
- **Associate in Science Transfer Degree:** Degree program of at least 60 credits primarily designed to lead to a baccalaureate program in a STEM (Science, Technology, Engineering or Mathematics) field. While this designation generally applies to transfer programs, limited career programs may also be designated as Associate in Science.
- **Associate in Applied Science Degree:** Career degree program of at least 60 credits primarily designed to lead to employment rather than transfer to a baccalaureate program.

Transfer Programs

HACC maintains many transfer agreements with bachelor's degree-granting institutions that allow students to complete their first and second-year general education courses and major preparation work at HACC then transfer as a third-year student. For more information on transfer, please go to the HACC's Transfer Services website: HACC Transfer Services [www.hacc.edu]

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9.2: Overview of the Transfer Process

Perhaps you decided to attend HACC to save some money or to explore a career before committing to a bachelor's degree program. Now you may find that a bachelor's degree is worth pursuing because that degree 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 bachelor's program, be sure to follow these steps:

1. Understand the transfer process

    - Select your specific transfer college as soon as possible.
    - Choose a transfer curriculum.
    - Work with your advisor to select required transfer courses.
    - Review HACC's transfer information. This includes transfer checksheets, comprehensive transfer notebooks, course equivalencies, transfer agreements, college directories and catalogs.

2. Learn more about Dual Admission agreements. A dual-admission agreement is a cooperative partnership between HACC and a bachelor's degree-granting college or university. Dual Admission is for students interested in pursuing a bachelor degree. This agreement will:

    - facilitate your admission process;
    - transfer your associate degree credits into a bachelor degree program; and
    - help ensure you do not lose time or money.

    HACC has over 18 colleges and universities from which to choose for dual admission agreements. Please see this link for more information: 18 colleges and universities.

3. Articulation agreements are transfer agreements with the bachelor's degree-granting colleges and universities that determine how credit is transferred.

4. Meet with your advisor regularly, at least once each semester to make sure you are on track towards meeting your academic and career goals. Your advisor can help you learn more about the transfer process and create an educational plan based on your major and transfer institution.

Once you have determined which program(s) you are interested in pursuing, then you are ready to develop your individualized student educational plan. While at HACC, you may work on multiple goals. You potentially could earn a certificate plus an associate degree plus pursue a transfer program if you select your classes wisely!

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9.3: Educational Planning

When you have chosen your major and decided upon the type of credential you want to pursue, you will need an educational plan for the career you plan to pursue. You will use this individualized student education plan to map out your career path, at least while you're in college. Your educational plan will list all of the classes you're required to take to earn the credential you're pursuing, whether you're planning to earn a diploma, certificate or associate degree. After earning your associate degree, you may plan to transfer to earn your bachelors degree, and some of you will continue for your masters and doctoral degrees.

Your education plan will consist of pre-requisite courses, general education courses and major requirement courses. Prerequisites are courses required before taking other higher-level courses, and some examples may be developmental math, reading and writing plus 100-level introductory courses. Taking prerequisites first at the beginning of your academic plan will help you move forward evenly and strategically ensuring you have the basic knowledge upon which to build in your higher-level classes.

General education courses ensure you have a well-rounded education by learning about topics related and unrelated to your major. Examples of general education courses include first-year seminar, arts and humanities, social sciences, physical sciences and physical education. General education courses provide the "soft skills" employers look for in addition to career-specific knowledge. Soft skills such as effective written and oral communication, critical thinking and information literacy *(how to do effective research)* often are viewed by employers as just as important as the career-specific knowledge required in an occupation.

Major requirement courses cover the specific content required for your career field such as business, psychology, human services, nursing and welding. These courses teach you the specific skills you will use in your day-to-day work. These courses often come in the second half of your education plan although some majors may require introductory level major courses in your first or second semesters.

You do have some help creating your education plan. Every HACC student has an assigned academic advisor who is charged with explaining your academic requirements and assisting you to make decisions about what classes to take when. Your academic advisor may be a professor in your intended field or a professional advisor in a centralized office. Consult with your academic advisor each semester to ensure you're following the most effective course sequence and to ensure your major requirements haven't changed. See the next section for details about how academic advising is structured at HACC.

Every student at HACC is assigned to an academic advisor based upon major or academic program. Some advisors are professors, and some are professional advisors in the Office of Student Success and Enrollment Management. Meeting with your academic advisor is an important part of academic planning. Here are some details about academic advising from HACC's Advising Services.

You and your advisor will use planning tools such as Degree Works (audit and plans), program guides and transfer checksheets. You can find all of these tools on hacc.edu and in myHACC.

Office of Student Success and Enrollment Management Advising Contacts: 717-780-2498; Email: HACC Advising

How Do I Find My Academic Advisor?

- Log in to myHACC.
- Look on the top right under "Academic Standing Information" (light blue box).
- Look under the light blue box to see your advisor's contact information.

OR

- Log into myHACC.
- Click on Student Profile.
- Look for "Primary/Program Advisor" near the center of the page.

Here are some links related to advising at HACC:

- Navigate: Log in to myHACC and click on Navigate in the far-left navigation menu.
- Link to Navigate Introduction video: Navigate Introduction [youtu.be]
- Link to Navigate Appointment Scheduling video: Navigate Appointment Scheduling [youtu.be]
- Information about your major including links to your program guide and/or academic map: HACC Programs and Courses [www.hacc.edu]

- General Education Course Options: HACC Programs and Courses [www.hacc.edu]
- Degree Works Introduction video: Degree Works Introduction [youtu.be]
- Degree Works Education Plan video: Degree Works Ed Plans [youtu.be]

Activity 9.1

Educational Planning

Step 1 : Identify Your Advisor and Schedule Appointment

- Locate name and contact information for my advisor.

  Advisor Name: _____

  Advisor Phone Number: _____

  Advisor Office Location: _____

  Advisor Email-address: _____@hacc.edu

- Schedule to meet with my advisor. *Check your HAWKMail for messages from your advisor and/or a link to make an advising appointment through Navigate.*

  Advising Appointment (Date/Time) _____

  Method: ○ In-person ○ Zoom ○ email ○ other _____

Step 2: Preparation (before your appointment)

- Locate and save or print your **Degree Works** education plan or audit.
- Check ONE of the following - my plans are to attend HACC as a
  - Full time student (12+ credits) or Part-time student (less than 12 credits)
  - I don't know what is best for my situation so I will discuss the number of credits with my advisor.
- Check off and decide, in advance, what I want to talk about with my advisor. Consider what information is most important to discuss during my meeting. I might consider some of these questions/discussion points:
  - Can my major be completed at the campus I plan to attend?
  - Are any courses in my major considered more important than others? Why?
  - What course(s) will likely be most challenging?
  - Do my classes have to be taken in a particular sequence due to pre-requisites?
  - Are there any physical or emotional requirements, background clearances, or other pre-qualifications required as part of this major?
  - What things should I be doing outside the classroom to best prepare for my career?
  - ***Pre-Health Professions Students***: Have you developed your parallel path? See this link for more information. HACC Programs and Courses [www.hacc.edu]
  - My personal questions/concerns _____?
  - Anything additional I would like to know _____?

Step 3: Meet with your Advisor

- Plan classes for at least the next full academic year. (Attach your Degree Works plan or write in the planning chart below or attach an existing educational plan if one already was created.)
- If you are unable to complete an educational plan, write an explanation with reasons.
- Talk to your advisor about any questions or concerns you have.
- Inform your advisor of any changes that would impact your academic plans (family, work, physical abilities, criminal record).
- Be honest about your progress in the courses you are currently taking. Does this course load fit your life?

Table: My Educational Plan to Graduate/Transfer

Fall ____	Winter ____ (if applicable)	Spring ____

	Fall ____	Winter ____ (if applicable)	Spring ____
Summer ____ (if applicable)	Fall ____	Winter ____ (if applicable)	Spring _____

NOTES/COMMENTS: _____

- Date, time and method (Zoom, email, etc.) of advising meeting: _____
- My new advising code to register (if applicable): _____

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9.4: Additional Campus Resources

Advising

Every student at HACC is assigned an academic advisor. The College has both professional advisors and faculty advisors. Professional advisors have a large caseload of students, and their primary role consists of advising. Faculty advisors have a smaller caseload of students since their primary focus is teaching. Meeting with your advisor every semester is recommended to plan your classes for the following semester and into the future. These meetings will ensure you stay on track and that you are taking the appropriate classes. You can find your advisor's name and contact information by logging into myHACC and looking under the light blue-gray box under "Academic Standing Information" on the right side of the screen or by clicking on "Student Profile" and look for your "Primary/Program Advisor" near the center of the page. Because advising appointments fill up as registration deadlines approach, you are encouraged to reach out to your advisor well in advance of registration. For example, if registration begins at the beginning of October, reach out in early September to schedule a meeting with your advisor.

Link to Advising: HACC Advising [www.hacc.edu]

HACC's Consultation, Advocacy, Referrals and Empowerment (CARE) Center

HACC cares about the success and well-being of students, and the CARE Center is here to help. HACC's first priority is providing a high-quality, affordable, accessible education to all. However, some students need support outside the classroom in order to succeed inside the classroom.

HACC proudly established the Consultation, Advocacy, Referrals and Empowerment (CARE) Center as a single stop where students can go for assistance with non-academic challenges. This is a free resource available to all current HACC students. HACC is committed to providing excellent services to students no matter where they are.

Dedicated staff in HACC's CARE Center will connect students to resources at the College and in the community to help with the following:

Table: CARE Resources

Child care	Students may be referred to the KEYS Program for access to the Early Learning Resource Center and financially subsidized child care, or students are referred to community-based resources according to their region. Child care options are available at HACC's Harrisburg and Lancaster campuses.
Food	The CARE Center maintains a database of food pantries, food banks and food distribution locations in HACC's service area. Coordinators provide information and referrals to locations for students in need.
Health care	The CARE Center has established relationships with hospitals and clinics. Coordinators refer students to services and make them aware of low-cost and pro-bono healthcare services as much as possible.
Housing	The CARE Center maintains a database of shelters and housing assistance agencies in HACC's service area. Coordinators refer students in need of housing to agencies and shelters.
Mental health services	If a coordinator meets with a student who is in crisis and requires mental health treatment, the coordinator refers the student to Mazzitti & Sullivan EAP Services.
Social services	Coordinators refer students in need of social services – including Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) – to the KEYS Program.
Transportation	CARE Center staff coordinate with the College's bookstore to assist students with public transportation bus passes.

Link to CARE Center Information: HACC CARE Center [www.hacc.edu]

Career Services at HACC

Career Services is here to help you from the start of your college journey and beyond. Career Services can assist you with many tasks including:

- Resume Writing
- Cover Letter Writing
- Mock Interviewing
- Job Shadowing & Internship Opportunities
- Major Exploration (for those undecided)
- Job Opportunities through College Central Network

College Central Network (CCN) is available to students, alumni and employers. Full-time, part-time, seasonal, on-campus employment, internships and volunteer positions are posted. Valuable resources like podcasts, a resume builder, and Mentor Network are great tools you can use on CCN. Link: College Central [www.collegecentral.com]

For more information and resources, please visit the Career Services website at: HACC Career Services [www.hacc.edu]

The HACC College Calendar

Knowing where to access the College's calendar and having an understanding of semester start and end dates, break periods and deadlines is important to student success. To access the College calendar, please go to hacc.edu and click on the "Current Students" tab. Then select "College Calendars." Make sure you select the appropriate year since several calendars will be displayed.

Link to access the College's calendars: HACC College Calendars [www.hacc.edu]

Emergency Assistance Fund for HACC Students

What are emergency assistance funds?

Students can apply for emergency assistance funds if they are facing extraordinary financial circumstances. Learn more about these funds.

What can students use the funds for?

- Books
- Testing fees (for example, TEAS exams)
- Course-required items from HACC bookstores (for example, uniforms, equipment and supplies)
- Physicals and medical tests (for example, tuberculosis tests)
- Emergency auto repair expenses to attend in-person activities related to instruction (for example, clinicals and classes held on a HACC campus)
- Bus passes
- Childcare
- Personal home catastrophe (for example, fire or flood that directly affects your ability to attend classes)

Emergency assistance funds do not cover all expenses. Please see the link below for more information on who is eligible and how you can apply.

Link to Emergency Assistance Fund Information: HACC Paying for School [www.hacc.edu]

e2Campus Alerts

With e2Campus, you'll be informed quickly when the College has immediate announcements, such as weather-related closings, delays, cancelations or emergencies. Notifications of these events will come right to your cell phone or email. To sign up for these alerts, please use the link below. HACC Public Safety and Security [www.hacc.edu]

Financial Aid

HACC's Financial Aid Office is here to assist you and your family by providing information on ways to pay for your education. The Financial Aid Office can:

- Help you complete the Free Application for Federal Student Aid (FAFSA)

- Help you complete any financial aid paperwork you may need
- Provide advice on borrowing student loans
- Answer any question you have about the financial aid process

Make sure to check the Financial Aid tab on myHACC regularly and your HAWKMail to receive messages from the Financial Aid Office and to see any paperwork that might be required.

HAWKMail (HACC Student Email)

Your HACC email account also is referred to as HAWKMail, and checking HAWKMail regularly is key. Your HACC email account is what your instructors and the College will use to contact you and communicate with you. Some students have their HACC email forwarded to their personal email. Information on how to do this can be found in the link below.

HACC Email Information Link: HACC HAWKMail [www.hacc.edu]

Instructor Office Hours

On your course syllabus, you should see office hours listed for your instructor. Office hours are open times that professors hold for meeting with students and do not require appointments. Every instructor treats office hours in a different manner. Some instructors may hold virtual office hours, while others may have in-person hours. Please check your syllabus for specific times and locations. When you struggle in a class or have questions, seeking help from the instructor is an important action to take.

Learning Commons at HACC

Each HACC campus has a Learning Commons where students are able to access student success services including the library, tutoring, testing, and technology support in one location.

Tutoring Resources at HACC

HACC offers free tutoring resources for all HACC students. In-person, remote and online tutoring options are available. Any student at HACC may access in-person, remote or online tutoring regardless of whether you are taking classes at a physical HACC location, remote in Zoom or online. Tutoring services also include an online writing lab, study groups, and academic coaching.

Use the link below to find out more about online and in-person tutoring options: HACC Library Resources [libguides.hacc.edu]

Library Resources at HACC

The library has access to numerous resources including articles and newspapers in online databases, ebooks, streaming videos and media, as well as print books, and journals. The faculty librarians can help you navigate these resources and select materials that best meet your research needs. In several of your classes, a librarian may be involved to teach about information literacy. You can schedule a research appointment with a librarian via the library website below. The library also has access to online chat 24/7. Within the campus space, there are areas available for quiet as well as collaborative work. Computers are equipped with technologies you might use in a class, and printing is available. You also are able to check out equipment and devices such as laptops, iPads, and calculators.

Link to Library Resources: HACC Library Resources [libguides.hacc.edu]

Testing Resources at HACC

The Testing Center in the Learning Commons provides a secure environment where students can take placement exams, specialized tests such as NCLEX or CLEP, as well as academic make-up exams when approved by your instructor. The Testing Center has both in person and online options available.

Technology User Support

User Support offers technology assistance to students.You can drop in for a Zoom session, and the IT call center is available 24/7. If you do not have access to a computer, HACC has a technology and internet access loan program that allows students to borrow equipment for their classes. You can find out more about this program on the User Support web link below.

Link to Technology User Support: HACC Library [www.hacc.edu]

Mental Health Resources

HACC will pay for up to three counseling sessions per semester for a student in need of services. Our partner agency, Mazzitti & Sullivan EAP Services, Inc., provides comprehensive clinical mental health services to HACC students who are currently enrolled in credit classes.

This agreement allows students to access:

- A robust, national network of licensed and insured therapists
- Confidential help for a variety of mental health concerns, including depression, anxiety, stress, and relationship issues
- Options for face-to-face, telephonic, and on-demand virtual counseling
- Triage services 24 hours a day, seven days a week

Phone Options

- Call 1-800-543-5080 to speak to someone 24/7 or to schedule an appointment.
- Call 1-855-264-3248 if you use TeleTYpe (TTY)/Telecommunications Device for the Deaf (TDD.)

Online Option

- Go to Mazzitti and Sullivan Get Started [mseap.com].
- Look for the "Employee" box and click "Complete this Form."
- When completing the form, under "Organization or Group Sponsoring Your Program," indicate you are a student.
- Click "Submit" at the bottom of the form.
- Expect your message to be returned by the end of the next business day.

Link to Mental Health Resources at HACC: HACC Wellness Resources [www.hacc.edu]

Scholarships for HACC Students

Did you know the HACC Foundation offers over 200 scholarships specifically for our students? Scholarship Information Link: HACC Paying for School [www.hacc.edu]

Some commonly asked questions can be viewed below:

Table: HACC Scholarships FAQs

Question	Answer
What are HACC Foundation scholarships?	• HACC Foundation scholarships are FREE money to support you in reaching your educational goals. • Scholarships can be used towards tuition, course fees, and materials from the Bookstore. • Scholarships reduce your student loans and do **not** need to be repaid.
What kinds of scholarships does the HACC Foundation offer students?	HACC offers scholarships for both credit and noncredit program students. Over 200 individualized opportunities are available for both current and future students.
Information on (non-HACC) private scholarships	• Please visit HACC Paying for School [www.hacc.edu] for more information on these private third-party opportunities. • The HACC Foundation is not able to assist with questions for private scholarships. Please contact Grace Bahou at Email: HACC Foundation.
Applying for credit or noncredit scholarships	• Credit scholarships are for students in a degree or transfer degree program. • Noncredit scholarships are offered to students in our Workforce Development courses. For more information on noncredit scholarships please visit HACC Paying for School [www.hacc.edu]

Student Access (formerly Disability) Services

Student Access Services is committed to an equal educational opportunity and full inclusion for students requiring accommodations for disabilities, temporary or permanent.

What is the purpose of Student Access Services?

Student Access Services has multiple purposes.

- Help students achieve educational objectives
- Offer support services
- Provide academic accommodations
- Promote a supportive learning environment
- Promote student independence, program accessibility, and a psychologically-supportive environment

How can students receive Student Access Services?

Contact Student Access Services to submit documentation of your disability. Once the documentation is received, an intake meeting will be scheduled with you. During this meeting, appropriate accommodations will be determined. Your assessment report must:

- Be completed by a qualified professional. These include medical doctors or licensed psychologists
- Be completed within the last three years
- Contain the evaluator's name, title, and assessment date
- Identify the disability, describe the limits it imposes and include recommended accommodations

Link to Student Access Services Information: HACC Access Services [www.hacc.edu]

Student Involvement

Get involved in campus life by joining student government or a club or organization. Students who participate in student organizations usually are more satisfied with their college experience. By getting involved, you have the opportunity to:

- learn more about HACC
- meet a variety of people
- develop leadership skills

For more information about student government, clubs and activities at HACC, please visit the Student Involvement website below.

Link to Student Involvement: HACC Student Involvement [www.hacc.edu]

Transfer Services

According to four-year colleges and universities, students who complete their associate degrees at HACC are more successful than students who begin at the university as first-year students. Moreover, depending on the four-year institution, you can save thousands of dollars by completing your first two years at HACC. See this link for why you should complete your degree at HACC: HACC Programs and Courses [www.hacc.edu]

Transfer Resources Link: HACC Transfer Services [www.hacc.edu]

Activity 9.2

Using HACC Resources

Assume you are waiting for a class to start and chatting with a classmate. The classmate seems a little distracted and perhaps even upset today, and you ask if anything is wrong. Your classmate says he might be losing his job since the store where he works is closing. He's worried that he might not be able to complete a paper that's due in this class next week since he's going to have to start searching for another job. Think about the HACC resources explained in this chapter.

1. What resource could help your classmate find another job?
2. What resource could help him seek additional funding for school?
3. What resource might be able to assist with paying for groceries?
4. What resource would you recommend for him to communicate concerns about this situation to his instructors?

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9.5: References, Resources and Works Cited

Burns, H., Ogle, C. & Valentine, A. (2021). *Introduction to the College Experience*. LibreTexts. Introduction to the College Experience (Burns, Ogle, Valentine) - Social Sci LibreTexts

Harrisburg Area Community College. (2022). HACC, Central Pennsylvania's Community College Home Page

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9.6: Rest Stop #3 - What Factors Might Affect My Choices?

Learning Outcomes

- Establish clear academic, career and personal goals based on reflection about motivation
- Utilize tools to explore academic, career and transfer (if applicable) goals

Reflection on Your Career Research

Please answer the following prompts with a five-paragraph essay. Devote one paragraph each to numbers 1 and 2 below with supporting details addressing the bullet points then one paragraph each for numbers 3 and 4 below. Finally, end with a conclusion paragraph.

1. Reflect on your research of the three careers from the Rest Stop #2:

- Explain what made you choose each career/occupation to research (give your reasoning).
- Compare your own career priorities with each occupation you are researching using the information obtained from various chapters in your textbook and the assessments.
- How does each occupation fit with your career priorities?
- How do you feel about each career after gathering this information?
- Provide three reasons why or why not each career would fit with you.

2. Describe how your mindset affects your decision-making process.

- Are you moving forward using a self-empowering decision-making strategy (planning or intuitive)? Why or why not?
- Are you using self-victimizing decision-making strategies (impulsive, compliant, delaying, fatalistic, agonizing, paralytic, or defaulting)? How does or would those decision-making strategies impact your career decision now?

3. What are your next steps? Write a SMART goal for your next steps in your career decision-making.

4. What is the level of education you want to obtain and how does that affect your decision?

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CHAPTER OVERVIEW

10: The Job Search

Today both job seekers and recruiters have more ways than ever to connect with one another. Though the traditional methods of in-person networking still are necessary, online networking has become the norm. As in the world of dating, technology certainly helps connect people according to compatible interests and preferences. From there, however, the relationship depends entirely on how things go in person. This chapter covers a number of job search tools and techniques available to the modern job seeker (Bartsiokas, et al, 2021).

10.1: Networking
10.2: Gaining Experience Inside and Outside the Classroom
10.3: The Job Search
10.4: Create Job Search Tools
10.5: Job Search Action Plan
10.6: References, Resources and Works Cited
10.7: Rest Stop #4 - Where Do I Go From Here?

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10.1: Networking

In the context of career development, networking is the process by which people build relationships with one another for the purpose of helping one another achieve professional goals (Dillon, 2020).

When you "network," you exchange information in the following ways:

- You may share business cards, résumés, cover letters, job-seeking strategies, leads about open jobs, information about companies and organizations and information about a specific field.
- You also might share information about meet-up groups, conferences, special events, technology tools and social media.
- You also might solicit job "headhunters" or recruiters, career counselors, career centers, career coaches, an alumni association, family members, friends, acquaintances and vendors (Dillon, 2020).

Networking can occur anywhere and at any time. In fact, your network expands with each new relationship you establish. The networking strategies you can employ nearly are limitless. With imagination and ingenuity, your networking can be highly successful (Dillon, 2020).

Image credit: Illustration of networking with stick figures connected by dotted lines (Course Hero College Success Lumen Networking [www.coursehero.com])

Strategies for Networking

We live in a social world. Almost everywhere you go and anything you do professionally involves connecting with people. Finding a new job and advancing your career entails building relationships with these people. Truly, the most effective way to find a new job is to network, network, and network some more (Dillon, 2020).

Strategies at College

- **Get to know your professors**: Communicating with instructors is a valuable way to learn about a career and also get references and letters of recommendation if and when needed for a job. Professors also can give you leads on job openings, internships, and research possibilities. Most instructors will share information and insights readily with you. Get to know your instructors - they are a valuable part of your network.
- **Check with your college's alumni office**: You may find that some alumni are affiliated with your field of interest and can give you the "inside scoop." At HACC, alumni and community members volunteer as mentors through the College Central Network tool available from Career Services.
- **Connect with classmates**: Classmates may or may not share your major but still could have job leads that could help you. You could be just one conversation away from a good lead (Dillon, 2020).

Strategies at Work

- **Join professional organizations**: You can meet many influential people at local and national meetings and events of professional and volunteer organizations. Learn about these organizations, and see if they have membership discounts for students, or student chapters. Once you are a member, you may have access to membership lists, which can give you access to many new people with whom to network.
- **Volunteer**: Volunteering is an excellent way to meet new people who can help you develop your career, even if the organization you are volunteering with is not in your field. Just by working alongside others toward common goals, you build relationships that may serve you later in unforeseen and helpful ways.

- **Get an internship**: Many organizations offer internship positions to college students. Some of these positions are paid, but often they are not. Paid or not, you gain experience relevant to your career, and you potentially make many new contacts. Check with HACC's Career Services or CollegeRecruiter.com and internships.com for key resources.
- **Get a part-time job**: Working full-time may be your ultimate goal, but you may want to fill in some cracks by working in a part-time job. Invariably you will meet people who can help with your networking goals, and you can gain good experience along the way which can be noted on your résumé. Check HACC's College Central Network for online job boards for full and part-time employment.
- **Join a job club**: Your career interests may be shared by many others who have organized a club, which can be online or in person. If you don't find an existing club, consider starting one.
- **Attend networking events**: There are innumerable professional networking events taking place around the world and also online. Find them listed in magazines, community calendars, newspapers, journals, and at the websites of companies, organizations, and associations.
- **Conduct informational interviews** *(explained earlier in this text)*: You may initiate contact with people in your chosen field who can tell you about their experiences of entering the field and thriving in it (Dillon, 2020). Many websites have guidance on how to plan and conduct these interviews, and more information is available in the "Researching Careers" chapter of this text.

Strategies at Home and Beyond

- **Participate in social media**: An explosion of career opportunities awaits you with social media, including LinkedIn, Twitter, Facebook, Instagram, Pinterest, and many more. You will find an extensive list of suggested sites at CareerOneStop. Keep your communication ultra-professional at these sites. Peruse magazine articles, and if you find one that's relevant to your field containing names of professionals, you can reach out to them to learn more and get job leads. Realize that social media is public, and posting pictures of yourself at parties or commenting in an unbecoming way could cost you opportunities.
- **Ask family members and friends, coworkers, and acquaintances for referrals**: Do they know others who might help you? You can start with the question "Who else should I be talking to?"
- **Use business cards or networking cards**: A printed business card can be an essential tool to help your contacts remember you. Creativity can help in this regard, too. Students often design cards themselves and either hand print them or print them on a home printer (Dillon, 2020).

Activity 10.1

Networking for Career Development

- Find information about five companies or people in your field of interest and follow them on Twitter.
- Research which social media platform is popular in your field of interest, and find leaders and experts in that field who are good models for how to interact with the audience of that platform. Be thoughtful about creating an account. Remember that these accounts will be highly searchable for a long time. What you post and how and when you post matters and may enhance (or hurt) your career.
- Find names of three people who interest you (peruse magazine articles, online sites, or other resources), and write an email to them explaining your interests and any requests you may have for information.
- Sign up for newsletters from two professional organizations in a field you want to know more about.
- Find and attend one in-person or online event each month then write about these experiences on one of your social media sites.
- Keep your communication on social media positive. Don't attack or bully someone which may have regretful consequences. If you disagree with someone, do so with respect.

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10.2: Gaining Experience Inside and Outside the Classroom

An important part of your educational experience at HACC is to gain as much experience as you can, both inside the classroom as well as outside the classroom. You will gain valuable knowledge in the classroom through your required coursework. Gaining "hands-on" experience outside the classroom in the career field you are pursuing also is necessary to ensure you're on the best path for your values, preferences and strengths. This hands-on experience can be done through work experience, community-based learning, volunteer work and/or internships.

If you have worked, whether part-time or full time, you have gained valuable work experience that contributes to building your resume and proving to employers you have transferable skills (refer to the Strengths chapter of this text). Most employers want to see some work experience in your background for evidence of these transferable skills. If you are planning to work while attending college, consider trying to get a job related to your career interest. Oftentimes taking an introductory course in college can help you get your foot in the door for an entry-level position. Connect with HACC's Career Services for assistance with searching for a part-time or full-time job.

Some college courses at HACC integrate experiences, such as service-learning, observations, field work, and clinicals. If these experiences are extensive and provide you with transferable skills, list these experiences on your resume. You also can discuss these experiences in job interviews to show employers your skills.

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

The Value of Internships

Another way to gain valuable experience outside the classroom is through internships. Internships are short-term opportunities that allow students to gain valuable work experience in a particular career. In this course, you are asked to research different career possibilities using online research sources and informational interviews. Now is the time to consider doing a "test drive." Deciding upon a career is difficult without trying out the work. 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 your career choice.

There are many benefits to participating in an internship:

- Internships allow you to gain valuable hands-on experience to help build your resume.
- An internship is a great way to confirm if the career you have selected is a good fit for you (or not).
- Internships provide you with opportunities to network and meet professionals in the industry you wish to join.
- Some employers hire their interns upon graduation.

Some internships are paid while others are unpaid. Regardless, the experience you gain is priceless. Oftentimes employers are looking to hire individuals with specific work experience. Having this work experience can be difficult for a recent college graduate, but internships provide necessary experience to build your resume and show employers you do have hands-on, industry-specific experience.

For information about finding an internship, please see HACC's Career Services website: Career Services (hacc.edu)

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10.3: The Job Search

To describe a job search experience, Jackie Vetrano uses the analogy of online dating in an essay published in *Foundations of College Success* edited by Thomas Priester (2020).

The Job Search: It's Like Online Dating by Jackie Vetrano (Priester, 2020)

Searching for a job, especially your first job, is a lot like online dating. It begins as a time commitment, gets nerve-wracking towards the middle, but ends in success and happiness if you follow the right process.

Like many single people with access to current technology, I ventured into the world of online dating. I went for coffee with potential mates who were instant *no way*s, some who left me scratching my head, and a few who I found a connection with.

But hang on. We are here to talk about professional development, not my love life.

Being on the job hunt is not easy. Many spend hours preparing résumés, looking at open positions, and thinking about what career path to travel. Occasionally, it is overwhelming and intimidating, but when taken one step at a time, it can be a manageable and an exciting process.

Your Dating Profile—The Résumé

The first step of online dating is the most important: create your dating profile. Your profile is where you put your best foot forward and show off all of your attractive qualities through visuals and text. Online daters find their most flattering photos and then season the "about me" section of their profile with captivating and descriptive words to better display who they are and why other online daters should give them a shot.

Résumés follow this same logic. Your résumé should be clean, polished, and present you in your best light for future employers. Like dating profiles, they are detailed and should paint a picture for other prospective dates (or future employers) supporting why you deserve a chance at their love—an interview.

The unspoken rules of online dating profiles are very similar to the rules for writing a résumé. Whether you like it or not, your online dating profile and résumé both serve as a first impression. Profiles and résumés that are short, filled with spelling errors, or vague are usually passed over. Unless you are a supermodel and all you need is an enticing photo, your written description is very important to display who you are.

Your résumé should capture who you are, your skill set, education, past experiences, and anything else that is relevant to the job you hope to obtain. Knowing your audience is a key factor in crafting the perfect résumé. Logically, if my online dating profile presented studious and quiet personality traits, I would likely start receiving mesSearchinsages from potential mates who are looking for someone who is seeking those traits. By taking a similar approach while writing a résumé, you can easily determine the tone, language, and highlighted skills and experiences you should feature. The tone of your résumé is dictated by the nature of the position you hope to obtain in the future. For example, hospitality jobs or positions that require you to interact with many people on a daily basis should be warm and welcoming while analytical jobs, such as accounting or research positions, should reflect an astute attention to detail. Your choice in language follows similar logic—use appropriate terms for the position you are seeking.

Unlike online dating profiles, your résumé should include your important contact information, including email address, telephone number, and mailing address.

Finding Love—The Job Hunt

Simply crafting an online dating profile doesn't necessarily mean you will find your one true love, and the same applies to your career. Once your résumé is crafted, it is equally as important to search the job market to find what you think would be a good fit based on your skills and preferences.

An important part of online dating is setting the appropriate search filters. Sites allow users to search by gender, location, age, religious beliefs, or social practices. All these are small pieces that affect the overall compatibility between two people, with some factors being more important than others. By carefully choosing which filters are most important, you're sure to have better luck finding a perfect match that will make you happy and excited.

As you begin the job hunt, it is important to determine your filters when it comes to a career or first job. Some of these filters, like dating, may hold more weight to you than others. Many job search sites allow users to find job listings as defined by these filters, and they can include: location, type of organization, starting salary, potential for promotion, job responsibilities, etc.

Always establish filters. You may say, “I don’t care what I find, as long as I find *something*.” All of us have a preference in our love lives as well as our careers, and being honest with yourself about these filters will increase the likelihood for happiness in the end. These filters also allow you to more quickly read through job postings, because you will be focusing on positions with the qualities that you already determined are the most important to you.

When you are searching for a posted position using an online service, enter your filters and try a variety of search phrases to find as many postings as possible. Even changing “school counselor” to “guidance counselor” or only “counseling” may produce a different set of job postings, depending on the website.

It is also important to remember, like online dating sites, not every job posting will be on every employment site. Experiment with different search techniques and websites, and seek the advice of others for the best resource for recent postings. It’s easy to save these filters and search results on most job search websites, allowing you to check back on a constant basis without resetting your filters. Most sites also allow you to create a free account, providing you a way to receive email alerts any time a new job is posted and fits in with your filters.

After the filters are set, it is time to start the exciting and nerve-wracking part: scrolling through profiles.

Scrolling through Profiles—The Job Postings

You will find attractive potentials with no description provided, others who exclusively take selfies, and a whole list of people who simply are not right for you based on their description. But then, it happens. You find someone who may be a match, and your heart starts to flutter.

Reading through a job description is equally as exciting. A good job posting provides a robust description of responsibilities, minimum qualifications, and desired qualifications for candidates. Knowing your own skill set, you can determine if you’re a match or not. By having honest filters set before searching, it’s likely that you are.

Sometimes, online dating simply doesn’t work. Many will then turn to speed dating to meet new people in the area. This method allows for daters to quickly determine whether or not there’s any chemistry, without spending time searching through online profiles. Similarly, job fairs provide this quick face-to-face advantage. If you’re attending a job fair, be sure to dress appropriately and have copies of your résumé or business cards on hand. Through job fairs, you’ll be building your first impression right away, and may even be offered an interview on the spot.

Sending a Message—The Cover Letter

After searching through dozens of profiles, online daters generally find a handful of people they can picture themselves with. There’s only one way to find out more about the person, and that’s by sending the first message.

My personal rule for online dating is to always send a thoughtful first message to those I want to meet. It’s easy enough to send a short, impersonal “hey,” but it’s important to make a good impression. It’s obvious that the message I send, combined with my well-written profile, is going to continue to form a first impression of me. First impressions are very important in dating, job-hunting, and life overall.

The challenging part of the first message I send through online dating sites is determining what to say. I’ve never met these people before, but I do have access to their dating profiles filled with their hobbies, hometowns, and more. This is a perfect starting point for my message, especially if we both root for the same football team or if the other person likes to run as much as I do.

Your cover letter serves as an introduction to your future employer and should complement your résumé to create a shining first impression. It is incredibly challenging to sit in front of a blank screen trying to find a good starting point, which means you should look at the job posting and organization’s website for ideas about what to include.

Generally, these job postings provide a set of *hard* skills (such as proficiency with certain technology) and *soft* skills (such as public speaking, teamwork, or working in a flexible environment) required and desired for the posted position. This information provides you a list of what should be explained in your cover letter. Demonstrating your hard skills is a simple enough task by using examples or stating certifications, but describing your soft skills may require a little more thought. These

soft skills can be exhibited by discussing specific examples of past experiences in previous jobs you've held, volunteer work, or work you've done in college classes.

After you have crafted your cover letter, you should send it to a few people you trust for their opinion and overall proofreading along with the job posting for their reference. It's obvious that your cover letter should be free of spelling and grammar errors, but these trustworthy individuals will also be able to provide helpful insight about the examples you've used to display your soft skills.

The Hard Part—Waiting

You just sent your first message to the love of your life, but now what? You wait. You will undoubtedly feel anxious, especially if you sit refreshing your inbox for hours at a time, but if you made a good first impression and they like you as much as you like them, you will hear back.

While you wait, take the time to do a little research. Search for the organization online and view what information they provide. You will be storing up some good facts about your future partner, which is something you can bring up when you're on your first date. This research will also allow you to understand the company better. The organization displays their values, work ethic, and personality through online and print resources, which allows you to see if their values match with yours.

Unlike online dating, it is helpful to follow up with an organization you've applied to. Generally, the Human Resources department of an organization is the best place to start if you are unsure who to call. This phone call is another piece of your first impression, which means you should be prepared to talk. Have any materials that you need ready, and be sure you are in a quiet place.

The First Date—The Job Interview

After what may feel like forever, you hear back from the love of your life. Congratulations! In the online dating world, you may chat about common interests (because you wrote a stunning first message), but in the world of work, you'll be asked to visit the organization for an interview.

I have been on many first dates, and whether it's in a coffee shop or over dinner, the first face-to-face meeting is tremendously important. If someone I am meeting for the first time looks like they just came from the gym or rolled out of bed, my impression instantly changes. This same theory can be directly applied to your first date with your future employer. You have worked hard on your cover letter and résumé, and you should not taint the sparkling first impression you have created with the wrong choice in dress.

What you wear to a job interview may change based on the position you have applied for, but there are a set of basic rules that everyone should follow. Similar to meeting someone on a first date for coffee, you want to be comfortable. Some interviews may take place with multiple people in an organization, meaning you will be walking to different locations, sitting down, and potentially sweating from a broken air conditioning unit. Consider these factors when choosing your outfit for your interview, and if you're concerned about being underdressed, remember to always dress a bit nicer than how you'd dress for the job itself.

There is nothing worse than sitting alone at a coffee shop waiting for a mystery date to show up. It's uncomfortable and affects my overall first impression of whom I'm about to meet. Avoid making your mystery employer annoyed and waiting for you by leaving at least ten minutes earlier than you need to, just in case you get stuck in traffic. Arrive at least ten minutes early. The interview will start out much better if you are early rather than nervous and running late. Arriving early also gives you the time to have some coffee and review materials you may need for the interview. Coming on time to an interview or a first date shows you respect the time of the person you plan to meet.

On a first date, it is all about communication. Sometimes, there may be silences that cannot be filled or the person I have just met discloses their entire life story to me in less than an hour. If we cannot achieve a proper balance, there will not be a second date. Communicating effectively in a job interview is equally as important, especially if you want a job offer!

All of the rules of dating apply to how you should behave in a job interview. The interviewer will ask you questions, which means that you should look at them and focus on what is being asked. Your phone should be on silent (not even on vibrate), and hidden, to show that you are fully attentive and engaged in the conversation you are having. Much like having a conversation on a date, the answers to your questions should be clear and concise and stay on topic. The stories I tell on my first dates are more personal than what would be disclosed in a job interview, but the mindset is the same. You are building the impression that the organization has of you, so put your best foot forward through the comments you make.

To make that great impression, it is really important to heavily prepare and practice, even before you have an interview scheduled. By brainstorming answers to typical interview questions in a typed document or out loud, later during the interview you will easily remember the examples of your past experiences that demonstrate why you are best for the job. You can continue to update this list as you move through different jobs, finding better examples to each question to accurately describe your hard and soft skills.

This interview is as much a date for your future employer as it is for you. Come prepared with questions that you have about the company, the position, and anything else you are curious about. This is an opportunity for you to show off the research you've done on the organization and establish a better understanding of company culture, values, and work ethic. Without knowing these basics of the company or organization, what you thought was a match might only end in a tense breakup.

After your interview is over, you continue to have an opportunity to build on the positive impression that you've worked hard to form. Sending a follow up thank you note to each person you interviewed with will show your respect for the time the organization spent with you. These notes can be written and sent by mail or emailed, but either way should have a personal touch, commenting on a topic that was discussed in the interview. While sending a thank you note after a first date may sound a little strange, you might not get asked to a second interview without one!

It's Official—The Job Offer

In the online dating world, it takes a few dates to determine if two people are a match. In the corporate world, you may have one or two interviews to build a relationship. If your impression was positive and the organization believes you're a match for the open position, you'll be offered a job.

With a job offer also comes the salary for the position. It is important to know what a reasonable salary is for the position and location, which can be answered with a bit of research. One good place to look is the Bureau of Labor Statistics website: Bureau of Labor Statistics [stats.bls.gov]. At this point, it is not uncommon to discuss your salary with your future employer, but be sure to do so in a polite way.

Online dating sites provide the means for millions of people to meet future partners, and the number of people who use online dating is so large that there are sure to be disappointments along the way. I have met people who I thought were compatible with me, but they did not feel the same, and vice versa. This happens frequently while searching for a job, which can be discouraging, but should not hinder you from continuing to search! There are a great number of opportunities, and sometimes all it takes is adjusting your filters or revising your résumé and cover letter. The cliché "there's plenty of fish in the sea" may be true, but there is definitely a way for each person to start their career off right.

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10.4: Create Job Search Tools

Your Résumé

Every student needs a résumé, whether you are searching for an internship, a part-time job while you are in college, or a full-time job after graduation. A résumé is a one-page document summarizing your relevant skills and qualifications that you share with an employer when applying for a job. The purpose of a résumé is to get you invited for an interview. Unfortunately, too often a résumé is a reason to exclude a candidate. Poor grammar, misspelled words, lengthy listings of irrelevant experience and messy formatting motivate hiring managers to move quickly to the next candidate (King, et al, 2021).

There is no such thing as a perfect format for a résumé, though hiring managers and recruiters generally agree on the following principles (King, et al, 2021):

- A short résumé is generally better than a long one. One page usually should be enough—two pages if you have many years of experience. Use an easy-to-read font like Arial, Tahoma, or Times New Roman in size 11 or 12.
- Focus on your accomplishments, not just the positions you held. Your résumé should point out your strengths. Use dynamic verbs, as described on *Indeed.com* (Indeed [www.indeed.com]).
- Most recruiters and hiring managers look for résumés online and review submitted résumés with software that looks for keywords. To help your resume get noticed by hiring professionals and electronic *applicant tracking systems* (ATS), **tailor your resume to each position** for which you are applying. Do this by printing the job description and including the **keywords** of that job description in your resume.
- Keep information easy to scan and find.
- Don't include employment references on your resume and instead, see the information later in this chapter about creating a separate reference list.

Deciding what to include in your résumé is where most of the work occurs because the careful wording of the body of your résumé allows you to "sell" yourself for a position. Ideally, you should revise your résumé for each position for which you are applying to include any accomplishments that you would not include in your "general résumé" but that are relevant to that particular job. Do not be discouraged if you have very little practical job experience to include on your resume. That is why you are in college: to gain that experience (King, et al, 2021).

Here is a link to a handout providing tips and samples from HACC Career Services Department on writing resumes: HACC Career Services [www.hacc.edu]

Activity 10.2

Create Your Resume

After reading over the resume handout from HACC Career Services, develop a resume. Below are some guidelines to follow.

Format

- Use professional, easy-to-read fonts (e.g., Arial, Times New Roman, Garamond, etc.)
- Use a font size of 10-12 point for text, and 14 or larger for name
- Use minimal underlining, bolding, and italics to emphasize categories and important topics
- Keep your format consistent (e.g., font size/type, order of information, layout, etc.)
- Margins are between .75 and 1.5
- Place the most important information first and group related experiences together
- Use action verbs to strengthen your statements

Content

- Heading includes (name, address, phone and email)
- Summary, Strength or Profile: This is a hard hitting introductory statement packed with your most sought after skills, abilities, accomplishments and attributes
- Education: chronological order beginning with your most current, no High School
- Experience: List work experiences from the last ten years (if applicable) include:
  - using bullet points
  - work title, company, city, state

- write phrases describing work tasks
- Use NO “I” statements
- Do not include confidential information, such as religious preference, marital status
- Do not repeat information offered in another category
- Do not list references on your resume (instead create a separate document)

Correct Grammar and Error-Free

- PROOFREAD and proofread again
- Ensure there are NO grammar or spelling errors

Elevator Speech

An elevator speech or pitch is a 30-60 second "commercial" or message about who you are, what you're looking for, and how you can benefit an employer. Use your resume to develop a brief elevator speech highlighting your knowledge, skills and abilities and practice giving this brief speech/pitch to others. You can use an elevator speech when networking, and an elevator speech is an excellent way to introduce yourself to employers at a job fair, or to answer one of the most commonly-asked interview questions, "Tell me about yourself." You can learn more about elevator speeches and see an example at Video Elevator Speech [youtu.be]

Activity 10.3

Draft Your Elevator Speech

To be prepared to market yourself at job fairs, conferences, interviews, etc, you want to draft your elevator speech that will give you a starting point in talking about yourself. The bullet points below give you a starting place:

- I am _____,
- graduating with a _____degree from _____,
- looking for a position as a _____.
- My interests (list relevant interests only)_____in the field of_____
- My skills/accomplishments are (let them know what you have to offer, i.e.
  - List your strength, credentials, or experience that are required in the field
  - List what makes you a great asset in this field
- Make a request at the end = for example: "Do you mind if I connect with you on LinkedIn? Email you? (don't ask for a position or benefits)

Cover Letters

A cover letter may be requested by employers along with your resume and job application. In your cover letter, include the position in which you are interested, how you learned about the job opening and your skills, qualifications and experiences that are relevant to the position. If you are transitioning into a new career, a cover letter is a great place to explain that transition. The purpose of a cover letter is to entice the recipient to read your résumé.

Here is a link to a handout providing tips and samples from HACC Career Services Department: HACC Career Services [www.hacc.edu]

References List

You will need a list of people who can speak about your professional and work-related skills, qualities and behaviors. Aim for at least three references, but having up to five would be useful. Your references should be able to answer questions from a potential employer about work they’ve experienced with you - tasks you can accomplish, strengths you possess and how you conduct yourself in a professional setting. Please ensure you’ve asked permission to list people as references before doing so. That way, potential references can consider their knowledge about you and decline if they wouldn’t have enough information or experience with you to provide a useful reference. Potential references also need to be warned that an employer may be reaching out so they are prepared to answer those questions about you.

For more information about creating an effective reference list, please see this link to a document created by HACC’s Career Services: Developing-a-List-of-References.pdf (hacc.edu)

Interviewing

The saying that “you only have one chance to make a good first impression” is especially true during a job interview. The goal is to present a professional image while communicating to potential employers the skills, education, and experiences you’ve worked so hard to gain. In a job search, nothing is more exciting or more intimidating than an interview. Reaching the interview stage means you are in serious consideration for the position, and the pressure feels cranked up. In this section, you will learn how to prepare yourself to “ace” this process (King, et al, 2021).

Here is a link to a handout providing tips on interview preparation from HACC Career Services Department HACC Career Services [www.hacc.edu]

Interview Formats

In the process of exploring occupations and landing a job, you likely will participate in a variety of interviews. Five types of interviews are: 1) phone interviews; 2) one-way interviews; 3) virtual or online interviews; 4) in-person interviews and 5) group interviews.

Phone Interviews

Prior to scheduling an in-person interview with job candidates, many companies hold a phone or “screening” interview. The objective of this interview is to find reasons to remove, not include, people in a candidate pool. Do not consider phone interviews lightly just because someone other than the hiring manager is conducting the interview. Prepare for your call by reading “5 Phone Interview Tips to Master” from Monster.com.

One-Way Interviews

Instead of using phone interviews, employers are increasingly using one-way interviews. "A one-way video interview is a brief video recording that you send to employers to help with their screening process. Within this video, you typically answer a few preselected interview questions or follow a prompt. Unlike a typical interview, you are only talking to your camera. You do not get instant feedback like you would with a real-time interview with an employer. While this format can be challenging, you can also benefit from the fact that you can re-record your video." *(Indeed.com*) If you are successful in your one-way interview, you will likely be asked to participate in a virtual or traditional, in-person interview. To read more about one-way interviews at Job Hunt [www.job-hunt.org]

Virtual or Online Interviews

With an increasing number of employers conducting virtual or online video interviews, jobseekers need to be prepared for this format. Some of the more common virtual platforms being used are Zoom, GoToMeeting, and Microsoft Teams. Familiarize yourself with both the technical aspects of the platform and some considerations unique to online interviewing as mentioned at this link: “Video Interview Tips for Job Seekers.”

In-Person Interviews

During an in-person interview, you will meet with a hiring manager or small hiring committee at their workplace. This type of interview allows employers to get a better sense of your professionalism and interpersonal communication (verbal and non-verbal) skills. Through a series of questions, the interviewer’s goal is to find out if you have the knowledge, skills, and abilities required to handle the job for which you have applied. The hiring manager also is looking to get a sense of what working with you would be like and how you would fit into the organization. Expect to be asked a behavioral interview question such as, “Tell me about a time when…” or “Give me an example…” as many interviewers believe that how you handled past situations is a predictor of how you will behave in the future. This type of interview usually is the one upon which a hiring decision is based.

Group Interviews

Group interviews are a type of in-person interview. In a group interview, several jobseekers are interviewed at the same time. Questions may be asked of each person or directed at the entire group. In a group interview, you need to ensure you are communicating your skills, education and experiences to the interviewer(s) in an assertive professional way while not talking over or interrupting other interviewees. This dynamic can be challenging, but you can prepare by having your resume in front of you with relevant items highlighted then ensure you have communicated those highlighted items to the interviewers by the end of the interview.

Preparing for Interview

A little preparation can go a long way toward reducing the stress of an interview and ensuring that you come across it in a professional manner. For practical and helpful tips from Indeed, watch this video at "Top Interview Tips." Here are additional guidelines to help you prepare:

Learn about the organization. In almost every interview situation, you'll be asked "what can you do for this company?" or "why should we hire you" which is the same question. To have a convincing answer to this question, you must research the company or organization. Know the company's mission, values, products and services, targeted customers, new executives, and major directional changes. Then you can explain how you would support or work to enhance those elements.

Use your network. Do you know anyone who works for or has worked for this company or organization? Contact that person before your interview to learn more. Your competition likely won't have done their homework as well as you have, and your prospective employer will notice.

Review the job description. Be prepared to explain how your background qualifies you for the job. Did you find the job posting online? Be sure to print a copy and bring that copy with you to the interview. Some companies take weeks to start calling people in for interviews, and by then the job description may have been removed from the site or resource where you found the announcement.

Review your résumé. Think of examples that describe or illustrate your accomplishments. You will be asked about items on your résumé, and you need to be able to support the facts and go into more detail.

Use your interview study guide. Employment interviews, especially screening interviews, do not stray far from a standard list of questions. Find a quiet one to two hours to review the interview study guide provided in this text, prepare your answers, and actually practice answering questions aloud. Your answers should be short but complete.

Trick Questions in Interviews

Trick questions happen to the best of interviewees. The only wrong answer to an impossible question is "I don't know." Hiring managers are looking for employees who think through tough challenges. They want to know if you keep your cool under pressure, if you can think on your feet, whether you start rambling or maintain your credibility and how you respond to the unfamiliar. So show them: think aloud. Talk about what you know about the problem; work out the process in front of them. You are being judged not only on your ability to solve problems but also on your intelligence and potential. There is no potential in "I don't know."

Prepare yourself physically. Like a final exam, an interview can cause anxiety, and too much anxiety can result in a poor interview. Make sure you eat well and get a good night's sleep before the interview. Hunger, use of energy drinks, and lack of sleep all contribute to interview anxiety.

Dress to impress. Research indicates many job applicants have unsuccessful interviews because they didn't dress professionally or in the manner expected by that employer. If you're not sure how employees dress at that organization, ask the person who schedules your interview about the dress code. A suit or jacket, dress slacks, dress shirt and tie may be expected for men while a suit or blouse and a skirt or slacks maybe expected for women. The recommendation is to dress one notch above that group's normal attire. If in doubt, a suit is never inappropriate. Remember, you're going to a job interview, not a casual event. See more recommendations at the links "How to Dress at a Job Fair - Men" and "How to dress at a Job Fair - Women."

Punctuality counts. Confirm the date and time of the interview a day or two before. Make sure you know how to get there and how long the commute takes. Arrive at least ten to fifteen minutes before your interview. You may be asked to complete an application or other form when you arrive. If not, you'll have time for some relaxation exercises like deep breathing or muscle tensing/relaxation.

Tips for Success During the Interview

Now is the time to demonstrate your listening, thinking, and communication skills. Avoid unexpected distractions, and turn off your cell phone or use airplane mode before you enter the building. Know with whom you will be interviewing and what his or her role is in the company; if possible, get something in writing from the interview scheduler so you can get the names spelled correctly for follow-up purposes. Once you are face-to-face with the interviewer, do the following:

- Put away your phone or other devices and remove earbuds to give the interviewer your full attention.

- Relax, take a deep breath, and smile. You should be genuinely pleased to be there, as you were selected from a pool of many other candidates.
- Be yourself. That's whom you want them to hire, not someone you're trying to act like.
- Keep your tone conversational but not too informal. Avoid slang and expletives. Avoid vocal fillers such as "uh," "um" and so on.
- Make eye contact but don't stare. If you are participating in a virtual or one-way interview, look at the camera, not the screen.
- When answering questions, keep your answers focused on your skills and knowledge.
- Avoid one-word answers, but be succinct and direct; don't ramble.
- Be truthful. Any statements discovered to be untrue are grounds for not hiring you.
- If you don't understand a question, ask for clarification.
- Listen carefully to the questions.
- If you don't have the exact fact for which an interviewer is asking, offer to find out and get back to them.
- At the end of the interview, thank the interviewer and say you enjoyed the conversation. If the interviewer hasn't told you already, now is the time to ask about the next steps.

After the Interview

Be sure to send an email thank you note within twenty-four hours to each person with whom you interviewed as well as to the person who coordinated your interview with the company, even if he or she didn't interview you. This person often is asked for impressions of you. Keep your thank you notes short but personal; refer to a comment or question from the interview that you found significant.

Career Fairs

Career fairs are an excellent way to network with potential employers and discover internships and jobs related to your major. Career fairs also are great opportunities to build your employment-related communication skills while you meet with recruiters without the pressure of a formal interview. All students are encouraged to attend a career fair, even if not currently looking for a job. HACC students can visit the Career Services website to learn about upcoming career fairs and to see a list of participating employers before the event. Events may be held on campus, online, or both. When you attend a career fair, bring several copies of your updated resume, dress in business attire and prepare to give employers your full and undivided attention by silencing your phone and removing earbuds.

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10.5: Job Search Action Plan

Now that you're aware of how to network and how to create job search tools, you can take action. The "Rest Stop" after this section of the text will direct you how to create or revise your resume. Here are additional action plan steps to pursue:

1. Draft a generic cover letter to be ready for revisions based on specific positions for which you're applying.
2. Develop your 30-second commercial and practice in front of friends and family members.
3. Activate your College Central Network (CCN) account: go to hacc.edu, Current Students, Career Services, Job/Internship Bulletin Board and follow the instructions.
4. Create a list of networking contacts and begin speaking with those people about your planned job search. Remember to think about friends, family members, professors/instructors, fellow classmates and local professional organizations.

Check out internship opportunities, job fairs and other Career Services events at Career Services on hacc.edu or in myHACC.

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10.6: References, Resources and Works Cited

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10.7: Rest Stop #4 - Where Do I Go From Here?

Learning Outcome

- Translate soft and hard skills to meet the demands of the workplace
- Practice workplace professionalism

Create Your Resume and Get Feedback

1. Create or revise your resume according to the guidelines and examples provided in this OER and your course materials.

2. Submit your resume for feedback on College Central Network (CCN) - College Central Network® or Tutor.com (linked in Brightspace Resources drop-down menu).

3. Read and review the feedback you received. Please list three suggestions you received below.

a.

b.

c.

4. Please describe how you will implement these three suggestions in your resume.

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CHAPTER OVERVIEW

11: Reflect on Your Journey

At the start of this class, some of you came in with a vision of your future career while others may have been open to all options. 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.

11.1: Revisiting Your Vision Statement

11.2: Assess Your Progress and Create Your Plan of Action

11.3: References, Resources and Works Cited

11.4: Rest Stop #5 - What Have I Learned?

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11.1: Revisiting Your Vision Statement

At the beginning of this text, you were asked five questions as part of the Career Exploration Process. To answer those questions, you explored your mindset, motivation, values, personality and interest preferences and strengths. Then you conducted research about potential occupations and the world of work. You considered your goals and decisions along with planning resources available at HACC. In the Job Search chapter, you considered your vision as part of your personal mission statement.

Part 1: Who Am I?

You completed many different career assessments that allowed you to learn more about your motivation, values, personality preferences (psychological and interest-based), skills and strengths. Each assessment helped you gain a better understanding of who you are and where you may fit best in the world of work.

Part 2: What's Out There?

You researched the world of work through online career sites including the Occupational Outlook Handbook, O*NET, CareerOneStop, Career Coach, and MY NEXT MOVE. This phase also involved 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 making decisions about your future career path will be.

Part 3: What Factors Affect My Choices?

You explored factors that may affect your career choice including how you make decisions, your goal and what HACC resources might assist with your decision-making. You might remember seeing the questions below in the beginning of this OER. Have your answers remained the same or have you discovered some new thinking that might lead to different answers now as you finish this course?

- **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? Is your timeframe more flexible so that you can pursue a career requiring several 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 where you currently live, or are you open to moving for your career?
- **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 have asked and will need to continue asking as you focus on your future career path.

Part 4: Where Do I Go From Here?

You started developing a plan. You investigated the different educational programs offered at HACC such as certificates, associate degrees and transfer programs. You developed your educational plan and gained an understanding of the necessary steps you must take to achieve your academic and career goals.

Staying open-minded and being flexible on your journey is important! Remember that revisiting the different phases of career exploration will be necessary as you continue in your professional journey. 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 answered the first four questions in the Career Exploration Process, the time is right to solidify your career vision statement and complete the process.

Part 5: What Have I Learned Through This Process?

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 upon your experiences in this class and the knowledge you gained through taking career assessments and by researching careers.

When refining your career vision statement, please be sure to include the following points:

- Address your core values and the impact you wish to make on society.
- Address your purpose and goals you wish to achieve in your future career.
- Craft your vision statement to be inspiring, motivating and energizing.
- Avoid vision "killers" such as fearful thinking, fixed mindset thinking and negativity.

Below are a few examples of career vision statements to get you started:

Career Vision Statement Sample #1:

"To make a positive impact in the lives of those I work with, empowering them to believe in themselves and achieve academic, personal and career happiness and success."

Career Vision Statement Sample #2:

"To earn my doctorate degree and become the kind of teacher who changes the lives of students for the better, educating them not only about English but about the joys and meaning of life."

Career Vision Statement Sample #3:

"I will become a leader helping to transform my organization into one that respects all constituencies — while at the same time being the best husband and father I can be."

Visit LiveCareer at Live Career [www.livecareer.com] and read more about "Creating a Career Vision for Your Life: Envisioning Your Ideal Career."

Once you have crafted a career vision statement with which you identify, write your statement on a 3x5 card or Post-It note and post the card/note where you can see the statement every day. Recite your statement to yourself and visualize your statement. You have the power to make your reality!

Activity 11.1

My Career Vision Statement

You have engaged in the Career Exploration Process throughout this course. You engaged in self-exploration activities and career assessments. You spent time exploring your interests, values, skills, personality preferences, interests and strengths, and you created a mission statement at the start of the semester. Now is the time to put everything together and craft your career vision statement. Consider…

What's your vision for the future?

Where do you see yourself in 5, 10, 20+ years?

What career path do you want to pursue?

What kind of work will be meaningful to you?

What level of responsibility will you carry out?

What type of work environment will energize you and give you a sense of purpose?

My Career Vision Statement:

_____

_____

_____

_____

Thumbprint: Scrabble tiles spelling out vision. (Pixabay License via Pixabay)

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11.2: Assess Your Progress and Create Your Plan of Action

In this course, we highlighted career exploration and understanding of the difference between a job and a career. We encouraged you to identify resources and factors related to your personal and career vision. Your vision was the foundation for your evaluation and assessment of four phases of the career exploration process. The goal was for you to gain a better understanding of yourself and your best fit for the world of work thus allowing you to learn and harness a strong sense of self and increased self-confidence to make informed choices for your professional goals and career pathways. Supportive resources were included to help assess your skills, abilities, strengths and preferences for intentional and personalized self-discovery.

As an extension, you used online tools to research and envision how the "big picture" of your abilities and skills correlate with potential careers. Perhaps you found and took advantage of unknown opportunities in careers you had not considered. Most importantly, you now have a personal platform to use as a strategic marketing campaign to employers.

Everything you completed brings you closer toward accomplishing your career search plus achieving future short- and long-term goals. Moreover, resources both on and off campus as well as online links were provided to guide you moving forward.

We hope you have mastered decision-making skills to help you pursue your career. Please continue to network, explore and connect with others in your areas of interest. Stay up to date on workplace trends and shifts in "new technology" and the impacts on certain industries. Do not shy away from learning opportunities and be open to unexpected success.

Career exploration is not a linear process. Remember the career development theories explained in this text that indicate career exploration is complex and changes with your growth and mastery of new skills. Retool your personal platform and marketing campaign as needed and continue to build your self-confidence and self-efficacy. 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 affirm the passion you have for your career. Update and revise your vision statement to serve as a reminder to continue to explore and achieve new levels in your career.

The checklists in the activity below provide specific next steps and activities based on where you are in your educational and life plan. Please use these checklists to help guide you through your journey at HACC from this point forward.

Activity 11.2

Next Step Checklists

Below are different options for next step checklists. Please consider which activities will help you through your career and life planning process as you create your plan of action.

Table: Planning Checklists

Option 1: Undecided

Step 1:

- Test your interests through courses, volunteer work, student activities, part-time jobs
- Register for courses in areas of interest if possible

Step 2:

- Join student organizations relevant to your major
- Gain experiences inside and outside the classroom
- Conduct informational interviews to verify major and start networking

Option 2: Graduation Checklist

Step 1: Graduation Planning

- Apply for graduation? When is the deadline to apply? _____
- Plan to attend graduation (commencement)? When do you need to order/purchase your cap/gown? _____

Option 1: Undecided

Step 1:

- Test your interests through courses, volunteer work, student activities, part-time jobs
- Register for courses in areas of interest if possible

Step 2:

- Join student organizations relevant to your major
- Gain experiences inside and outside the classroom
- Conduct informational interviews to verify major and start networking

Option 3: Job Search Checklist

Step 1: Job Search Preparation

- Make an appointment with a specialist in HACC's Career Services to “polish” your resume or attend a resume workshop. List the name of the person and the date you will meet or list the workshop and the date you will attend.
- Attend job search, networking, interviewing and other preparation workshops

Step 2: Applying for jobs

- Attend job fairs.
- Search for jobs on College Central Network and other job search sites.

Option 4: Transfer Checklist

Step 1: Choosing Transfer Schools

- Explore colleges
  - Similar to the career priorities, decide on your transfer priorities. What is most important for you about the college you will transfer to? Size? Location? Programs offered?
- Visit each college as a way to explore and research schools
  - Take a tour of the campus
  - Talk with students on campus
- Prioritize schools (1st, 2nd, 3dr choice)
- Talk with a transfer coach in HACC's Transfer Services office

Step 2: Apply to schools

- Apply online through the college’s website, be aware of application deadlines and scholarship deadlines for transfer schools
  - What is the deadline to apply?_____
  - Is there a deadline to apply for your major? _____
  - Do you need references from HACC faculty, advisor, etc.? _____
  - Do you need to complete standardized testing for admissions? _____
  - When do you need to send official transcripts? _____
- Complete the FAFSA with the new school code or do you need to add the school code? _____
- Apply for scholarships at the college or at an outside scholarship service like fastweb.com _____
- Attend orientation at the new school. When is it held? _____
- Get a copy of their planning guide. Request one or go to their website and print the published graduation requirements. _____
- Do you need to move? If yes, do you have a moving plan? _____
- Contact HACC's Transfer Services for additional information at Email: HACC Transfer Services _____
- Additional information you need to find out? _____
- Additional steps you need to take? _____

Option 1: Undecided

Step 1:

- Test your interests through courses, volunteer work, student activities, part-time jobs
- Register for courses in areas of interest if possible

Step 2:

- Join student organizations relevant to your major
- Gain experiences inside and outside the classroom
- Conduct informational interviews to verify major and start networking

Option 5: Clinical Application Checklist

- List the clinical program for which you plan to apply:
- Who is the Program Director?
- Have you met with the Program Director?
- When is the deadline to apply?
- Do you need references from HACC faculty, advisor, etc.?
- Do you need to complete standardized testing (e.g. TEAS)?
- Do you need to submit clearances or background checks?
- Do you need to have a physical or vaccinations? If so, which ones?
- Do you have to attend orientation for clinicals? If yes, when?
- Have you developed a “parallel path” with your advisor? If so, what is that path?
- Additional information you need to find out? _____
- Additional steps you need to take? _____

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Martinez, G., Shaker, E. (2021). *Career and Life Planning*. LibreTexts. Career and Life Planning (Martinez and Shaker) - Social Sci LibreTexts

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11.4: Rest Stop #5 - What Have I Learned?

Learning Outcome

- Identify strategies to build and sustain professional relationships and networks
- Utilize tools to explore academic, career and transfer (if applicable) goals

Final Reflections

You have reached the end of this OER and this course, and now is the time for a final comprehensive reflection. This final reflection is designed for you to synthesize the information we've discussed throughout the semester and examine where you are in your career decision-making process.

Please explain and discuss your answers to the following questions in your reflection:

1. Did you have to change or refine your goal at any point in this semester? If so, how? If not, what factors contributed to strengthening your original goal?
2. What personal **"Career Growth**" did you experience this semester?
3. What were your two favorite assessments and/or activities and why?
4. What is your take-away from your informational interview(s)? Please attach the name, job title, company/organization and contact information as well as a copy of your "thank you" emails for each interview.
5. Where are you now in your career decision process and what are **Your Next Steps?** (i.e. do more research, declare/change major, research transfer schools, apply for graduation, clinicals)
6. How will you **celebrate** if you accomplished a goal of narrowing down your career choices and/or actually choosing a career path? If you didn't narrow down or choose a path, how will you continue to make progress toward this goal after this semester?

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Glossary

Sample Word 1 | Sample Definition 1

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