Career/Life Planning

TI 013 - Thematic

By

Jan Montgomery

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Career/Life Planning

Jan Montgomery

This was a course offered for one academic credit at the University of Rhode Island, with content and exercises primarily based on the works of Bolles and Figler. It may be condensed into five sessions for a non-credit course. The manual outlines nine sessions and provides 27 handouts and a bibliography of 15 sources. Topics include: Hollands Classification ("6-story building"); assigning priorities; skill identification; Sidney Fino Classification of Skills; practice field survey; "Person of the Year," living/working conditions and preferences; interests and values summaries; and Personal Career Statement. 40 pages

GOALS: To engage students in the career/decision making process with emphasis on selfknowledge and information gathering

TARGET: First and second year students still undecided about major and/or career

LENGTH: Nine two-hour sessions, may be condensed into five sessions

SIZE: 12-15

COST: $5.50 Make checks payable to: The University of Texas at Austin. Payment must accompany order. The University does not accept purchase orders for Clearinghouse materials.

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The following course outline is offered as a Mini-Course for 1 academic credit at the University of Rhode Island. Enrollment is primarily undecided freshmen and sophomores, but I do allow upperclass students to participate as well.

The outline is based primarily upon the work of Dick Bolles and Howard Figler. (Please refer to the Bibliography). The issue of sex-role stereotypes is introduced and discussed throughout the seminar to compliment the exercises and small group discussion.

Before reading the outline I want to emphasize the importance I place on Flexibility within the group structure. I will modify any of the exercises and methodology as may be appropriate to the group climate.

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Session I
Career/Life Planning Process
Which Job Would You Take First?
G.P.A.'s

Session II
20 Things I Enjoy
I Want to Work With People
Work Values/Life Values
Work Values
Educational Background

Session III
Adaptive Skills
Functional Skills
Special Knowledges

Session IV
Skill Summary Sheet
Skill Clusters

Session V
Field Research

Session VI
Create A Career
Summarizing Your Interests and Values

Session VII
Setting Your Personal Goals
Personal Career Statement

Session VIII
Developing Steps & Strategies
Plan of Action

Session IX
Evaluation
CAREER/LIFE PLANNING

Outline for 9-Session Seminar

(25) 1. Get to know members of group
   use any of a variety of "ice breakers"

(15) II. What are your expectations for this seminar?
   A. small group discussion and make a list
   B. make one list on board from everyone's input

(10) III. Discuss the "Planning Process" - to introduce the components parts of the seminar (Bolles) (see handout)
   A. Self-Knowledge and the World of Work
   B. Setting Goals
   C. Developing Steps & Strategies
   D. Implementation
   E. Re-evaluation

(5) IV. Why Career Planning?
   Briefly discuss employment statistics, predictions, and job-search strategies

(15) V. Six-Story Building

This exercise is an adaptation of Dick Bolles' Party Exercise in the Quick Job-Hunting Map. A chart for each of the 6 "corners" should be posted around the room. I found that "people at a party" frequently enjoyed talking to persons with dissimilar interests; maybe try the following:

"Imagine that you find out you will be locked into a building with all necessary provisions for one month. There are six floors":

Read the charts and point to their location around the room.

"You are on an elevator which will let you off on one floor where you must remain for one week. What type of people would you prefer to be surrounded by?"

At this time students go to stand by the chart of their choice.

"At the end of a week - you may get on the elevator again. It will let you off on one other floor, but not the one you just came from."
"At the end of the third week you are told that you will be there only one more week. The elevator will take you to one other floor where you have not been before."

Have students return to their seats and copy their choices. Follow this with a discussion of Holland's classification scheme, introduction to the Quick Job-Hunting Map and organization of skill clusters.

VI. Work/Leisure

Write the words at opposite ends of the board. Ask what the words mean, and jot down answers underneath the words. Ask if there are any words under Leisure that someone would like to list under Work, and vice-versa.

Then draw a values continuum of Work/Leisure on the board and ask each person to draw a line where they see the balance for their own lives. Each line should be identified with a person's initials.

Discuss: There are no right or wrong values and they can only be judged by the individual him/herself.

Values are learned; they may change, conflict or vary from time to time. A statement of our values brings with it certain inherent outcomes and/or payoffs. Some values related to job prototypes are introduced in the next exercise.

VII. Which Job Would You Take First? (see handout)

Give the instructions and have students work individually. Use the last few minutes for small group (3-4) discussion.

VIII. G.P.A. - Gratifying Personal Accomplishments (see handout)

IX. Comments:

1. Discuss commitment to class; attendance is crucial.

2. Importance of bringing all worksheets and materials to class each time.

3. Suggest possibility of making a career notebook - for use now and in the future.

4. Much of the learning experiences come from interaction with others and group discussions - therefore group participation will be of great importance.
SESSION II

I. Define "Career" - more than merely a job or occupation. It is a total lifestyle concept which includes a person's leisure time, studies, interests and other pursuits which surround a job or profession.

Take some time to think of some activities which you really enjoy doing: Introduce "20 Things I Enjoy." (see handout).

After 20 minutes, put "I learned" statements on the board:

- I learned that I...
- I was happy to learn that...
- I was surprised to learn that...
- I was displeased to learn that...

II. The real value of a list like "20 Things" is to recognize that some items have more importance than others.

Introduce "Prioritizing"
see pg. 191 - Where Do I Go From Here With My Life?

III. "I Want to Work With People" (see handout)

Yes, and so do thousands of other people! Therefore, it is important that we are able to articulate the ways in which we do want to work with people, as well as the ways in which we surely do not!

IV. Values Continuum Exercises

1. Read descriptions of Carol and Bill (below) to students. Draw a continuum on the board and ask each student to place their initials where they picture themselves after having listened to the statements representing the extreme positions. (No one can put themselves in the middle). Stress that there are no "right" or "wrong" placements... that any point is legitimate. Allow time for discussion... Any surprises, inconsistencies, conflicts, group patterns...

Carol

Carol, a Sophomore, studies a minimum of four hours a night, in addition to time between classes during the day. She consistently follows a strict regimen, and fits others and social events into her schedule. Carol's philosophy is that she is in college to get an education and getting straight "A's" is her first priority. Her long-term goals are already solidified and she insists that she knows exactly what she wants and what she will be doing ten years from now...

Bill

Bill, a Sophomore, is socially popular, athletically inclined, and easily distracted from academic pursuits. He spends weeknights drinking with friends or socializing in the dorms and often skips classes in the morning. He slates his way through courses, getting by with "C's" and "D's" and claims not to care about graduating. His philosophy involves "living for the present" and he has no plans beyond the current semester...
2. Read the philosophies of Melissa and Matthew and again draw a continuum on the board. Proceed as with exercise 1.

**Money Bags Melissa**

"The key to success in the world is the almighty buck. Money may not bring happiness, but it does buy the things that bring happiness. To buy the things that you want, to be the person that you want to be, to do the things you want to do... it all takes money. I want to make the money I feel I need in life and I am willing to do whatever it takes to obtain it."

**Minimal Matthew**

"Money brings with it all of the bad habits in the world. If you have money you want to buy more and more, acquiring material goods for the sake of having them, and never feeling satisfied with what you own. I just need enough to get by on (say, $80.00 a week). If I have shelter and food, why should I need anything more? I should be able to exist on a subsistence level when half the world is starving and living well below a subsistence income. I want to spend my time enjoying people and life instead of chasing the dollar sign."

(10) V. The next three exercises deal with values and they will take more time than what we have in class. Ask that the exercises be done at home and brought to the next class.

Introduce the following exercises:

1. Work Values/Life Values
2. Work Values
3. Educational Background

(15) VI. Skill Identification: Model "Trioing"

A. Tells Story
   A. Identifies Skills and Writes them
   B. Lists skills and asks A to write them
   C. Lists skills and asks A to write them

(45) VII. "Trioing" - break into groups of 3 for Skill identification process. Note: half-way through it may be advisable to change groups. The leader should move around to groups and help when necessary.

(5) VIII. Comments: Re-emphasize importance of being specific in writing about their C.P.A.'s. Continue writing the G.P.A.'s at home because we need at least 7 to work with.
SESSION III

(15) I. Explain classification of skills-Sidney Fine (see handout)
   A. Adaptive Skills (check list)
   B. Functional Skills ("Quick Job-Hunting Map")
   C. Work Content (Specific Knowledge)

(15) II. Introduce Skill-Grid in the "Quick Job-Hunting Map"

(60) III. "Trioin": Students may use the map to help expand their vocabulary

(30) IV. Special Knowledges (see handout)
   I like to use a personal example on the board before asking students to work individually on it.

(5) V. Comments: Before the next class, students should transfer the first G.P.A.'s to the Quick Job-Hunting Map and color in the grid for the skills already identified, however, they can expect many more skills will be added as they color in the Grid.
SESSION IV

(50) I. In-class time for completing the Grid on the Quick Job-Hunting Map. Students should work in small groups of 3-4 to be sure they give themselves credit for all the skills they have used.

NOTE: In groups of about 8, I bring them upstairs for a tour of the Career Resource Room.

(30) II. Adaptive Skills (see handout)

Students should use the checklist of adaptive skills. The objective is to have a list of 10-12 adaptive skills with the top ones being their strongest.

(30) III. Skill Clusters (see handout)

Most important is that each person completes the exercise with a list of his/her most favorite 5 clusters of skills, and list which functional skills they most enjoy using after the title.

(10) IV. Introduce Field Research: Ask students to begin thinking about what they would like to do.

V. Comments: Students should continue to prioritize Skill Clusters at home.
SESSION V

(30) I. "Person of the Year" - News Release - Obituary or High School Reunion. Choose one of the following alternatives based on the climate of the group.

Let's pretend you have reached a point in your life about 25-30 years in the future. There is going to be a newspaper release about you, for whatever reason you want to conjure up (or "Person of the Year"), and it will briefly review your career. What would you like to have said about you: as an individual, your contributions to society, as a family member, etc? Take a few minutes to write this press release and include a headline that summarizes your life story. Then spend about 15 minutes sharing your news story with your group of 4 people.

or

You are now at your High School reunion. It is the 20th anniversary of your high school graduation. You haven't seen any of your classmates since graduation. The people sitting around you in your small group are your high school classmates. Tell them what has happened to you over the past twenty years, what your life is like now, and what your greatest accomplishments have been. What is your life really like now?

or

Pretend that you have reached the end of your lifeline and are writing your own obituary. Write it as if it happened many years from now, not immediately. What would you like to have said about you by someone who knew you very well? What were your contributions to society, your job, your family? When you have written your obituary, write a one-line epitaph. Then spend about 15 minutes discussing your obituary and epitaph with your small group.

note: Writing an obituary is an alternate method which is more useful when the participants are older. When used with younger students, they can become more concerned with discussing aspects of death than with life planning.

(This exercise adapted from the Life Planning Workshop Leader's Manual, Fall 1972, by Lucinda E. Thomas, Colorado State University).

(35) II. "In thinking about your future, it is important to consider your living/working condition preferences. Work in small groups for about 30 min. and do the following:

1. Make a personal list of what you dislike about living/working conditions you have come into contact with.

2. Appoint 1 person as "recorder" and generate a group list on newsprint. You may add to your own list as you go along.

3. In the opposite column, translate your "dislikes", into "likes",

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<th>Dislikes</th>
<th>Likes</th>
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Usually, it is much easier to say what we dislike about something than
Session V  
(Con't)

(25) III. Choose one of the following for a small group activity:

1. 10 million dollar exercise - pg. 19 Quick Job-Hunting Map
2. "What Needs Doing"? (Where Do I Go From Here?)
3. Discuss what issue areas are of greatest interest to you? Are there any ways you might become involved?

(30) IV. Field Research (see handout) In small groups, have participants discuss what they are going to do for the project - and share ideas about how each one might go about it.
SESSION VI

I. Your Future - pg. 18 & 19 of *Quick Job-Hunting Map*

II. "Create A Career" (see handout)

III. The Board of Directors Exercise (adapted from Howard Kirschenbaum).

You and your life can be compared to the life of a corporation. When you were born, you were a new member of the Family Corporation. Your parents were the heads of the family or chairpersons of the Corporate Board of Directors. They made most of the decisions. As the years went on, you took on greater responsibility for your own life and you either have or will take complete responsibility for your decisions and the direction your life takes. You become Chairperson of your own Board. Your desires and aspirations become separate and distinct from the Family Corporation from whence you came.

- When can you remember being a fully contributing member of the Family Corporation?

- When did you realize you wanted to form your own corporation? Have you?

- If you have, do you sit as chairperson of your corporation?

- Can you remember a specific event that established you as chairperson of your own board?

We all have people whose opinions we respect and whose counsel we seek when we are making decisions about our life. There are also people who, for some reason or another, have something to say about the decisions we make. These are our Board of Directors. Draw your Board of Directors table and name all the people who sit on your Board.

- How much influence do each of your Board members have on your decisions?

- Who are the people who used to sit on your Board but do not any more? Why?

- Who is still on your Board that you wish was not? Why? How do you remove them?

- Are there people who do not sit on your Board but who are special assistants or consultants?

IV. "Interests" and "Values" Summary Sheets (see handout) (give as an assignment for next class).
SESSION VII

(30) I. Discuss results of Field Research in small groups of 8-10

(45) II. Setting Your Personal Goals (see handout)

(45) III. Personal Career Statement (see handout)

SESSION VIII

"Developing Steps & Strategies" (see handout)

(15) I. Exercises to which you will devote more time.

(30) II. Reality Testing

Students should work in groups of 3-4 to assist each student in developing his/her own "Reality Test". It should be emphasized that it should be accomplished within the next 4 months.

(75) III. Personal Plan of Action (see handout)

Emphasize the importance that students be as specific as possible and set dates by which the task will be completed.
SESSION IX

(45) I. Share in a small group each person's Career Statement and Steps and Strategies. Some students will be experiencing a fear in making a commitment - and the leader should be sensitive to these feelings. The purpose in making a tentative Career Statement is to give the individual some sense of direction - but it is open to change - as they approach crossroads, they may choose whether to continue on straight ahead or try another route.

(20) II. Ask students to look at their objectives for the seminar which were done on the first day.

Review the group list and discuss if the objectives were met.

(15) III. Review again the Career/Life Planning process and discuss the theory behind it.

(15) IV. Pass out Seminar evaluation

I like to conclude the seminar with some kind of social gathering - dinner, refreshments, or whatever!
B I B L I O G R A P H Y

Berkley, California 94704

Bolles, Richard N., What Color is Your Parachute? Ten Speed Press, Box 4310
Berkley, California 94704

Campbell, David, If You Don't Know Where You're Going, You'll Probably
End Up Somewhere Else. Argus Communications. Niles, Illinois ($1.95)

Catalyst, Planning for Career Options. Catalyst, 14 E. 60th Street,
New York, New York 10022

Cosgrove, Gerald P. Career Workbook and Career Planning: Search For A
Future. Masterco Press, Box 382, Ann Arbor, Michigan 48107

Crysal, John and Richard Bolles. Where Do I Go From Here With My Life?
Seabury Press, 815 Second Avenue, New York, New York 10017 ($7.95)

Figler, Howard. A Career Workbook for Liberal Arts Students. Carroll Press,
Cranston, Rhode Island

Haldane, Bernard. Career Satisfaction and Success. AMACOM, 135 W. 50th St.
New York, New York 10020 ($9.95)

Prentice-Hall, Englewood Cliffs, New Jersey ($4.95)


Educators and Their Friends, Olympus Publishing Company, 1670 East
Thirteenth South, Salt Lake City, Utah

Noer, David. How To Beat The Employment Game. Chilton Book Co. Radnor, Pa ($7.95)
Publication Orders, Box 2815, Princeton, New Jersey ($5.95)

United States Department of Labor, HEW, Employment and Training Report
of the President, Gov't Printing Office, Cat #L.I. 42/2:976

Whale Kids Catalog: Leisure Guide, Bantam Books ($5.95)
1. WHAT IT IS IMPORTANT TO ME?
- What all is about?
- What is the world of work about?
- What are my values and interests?
- What are my assets and liabilities?
- What do I want to do?

2. WHAT DO I REALLY WANT TO DO?
- Based on my hopes and dreams, and the intro activities and tasks I have collected.
- What do I want to accomplish?

3. HAS WHAT I HAVE LEARNED

4. DO MY OWN THING

(RE-EVALUATION)

(INFORMATION)

(DEVELOPING STEPS AND STRATEGIES)
CAREER/LIFE PLANNING PROCESS

1. Information about Self and World of Work
   - Evaluating, Prioritizing, Analyzing

2. Goal-setting
   - Discovering new alternatives

3. Developing action plans, steps, and strategies
   - Developing and updating, reviewing, analyzing

4. Implementing objectives
   - Developing and updating, reviewing, analyzing

Diagram:

 Pikchart
 Career/Life Planning Process
WHICH JOB WOULD YOU TAKE FIRST?

Below are listed 5 prototypes of job ideals which carry with them certain values. Described are typical consequences of these values which are most commonly found in the world of work. Rank these in order of their relative appeal to you (1-Best; 5-Least). Be honest with yourself—would you really reject the secure but dull job?

Rank

_____ a. Secure, a job which you can be assured of always having. The company has stability and you will receive steady, predictable raises. It is possible to build some excitement in the job but it would take a lot of effort and initiative.

_____ b. Exciting, but very risky job; you're never sure from one month to the other whether your job or the financial health of the organization will sustain itself; you learn a great deal in this job and are always meeting an exciting challenge.

_____ c. Prosperous, a job where you can earn a lot, attain quite a bit of recognition and have a great deal of power and responsibility for decisions; however, there is little time for free-time to spend with your family or activities you are interested in.

_____ d. Free time and Fringes: The pay is adequate and you set your own working hours. You have a company car and are expected to travel a lot. The job takes a lot of self-initiative since you are more or less your own boss and don't have to produce much to satisfy the supervisor.

_____ e. Independence, This job requires a great deal of time structuring. There will be certain responsibilities but a lot of choice in how, when, and where these are taken care of. No pension plan or social security and no financial rewards for the job per se though financial needs will be met by working family member. Tendency toward job obsolescence over your lifetime but possibilities for creativity unlimited for those who can handle structuring much time and who are self-directed.

Adapted from PATH (Howard Figler)
# TWENTY THINGS I LOVE TO DO....

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**Key**
1. I've done this activity during the past month-\(m\)
2. I've done this activity during the past year-\(y\)
3. Doing this activity costs more than $3 each time I do it-\(\$\)
4. This activity is self-initiated-\(s\)
5. This activity is initiated by others-\(o\)
6. I do this alone-\(A\)
7. I'd do this activity better or more if I learned more about how to do it-\(L\)
8. Doing this activity involves risk-taking-\(R\)

Adapted from Sidney D. Simon, Values Clarification, Hart Publishing Co., Inc.
New York, 1972
Describe at least one experience from your lifetime which you feel especially proud of. They can come from any point in your life, just as long as you felt good about the thing you did. If you felt satisfaction and enjoyment about the experience even if no one else knew about it, then it is worth writing about. The experience may be a one time thing, or something which you did over a period of time. The most important consideration to keep in mind is that these GPA's must be written in as much detail as possible—as if you had to explain it to someone who knew nothing of the nature of your experience.

IDENTIFYING GPA's isn't difficult if you look at some of your life's situations. It might help to think of your role in the following statements for ideas:

When I was growing up, I spent a lot of my time doing...
One special project I did was...
When I attended camp I...
As a Girl/Boy Scout I...
Some of the ways I've earned money are...
One time when I had to give a speech...
I once helped someone do...
When I finally learned how to...
My friends and I used to...
Once when I discovered...
When I had a pet...
I remember when I organized...

Another way of identifying GPA's is to think of experiences in terms of the time periods in your life. Thus, you should write a GPA for each of the following:

Before I was 12

In Junior High

In Senior High

Within the last year

Finally, one GPA should relate to a leisure activity, one to an educational activity, and one should be work-related.

Remember, describe each GPA in explicit detail. Describe what YOU did and what happened, emphasizing particulars. Each GPA should be at least one page.
EDUCATIONAL BACKGROUND

These questions should be answered in terms of your high school and college experiences.

A. Which subjects did you most enjoy? Least enjoy? Why?

B. In which subjects did you make the best grades? The poorest? And, why?

C. Which teachers did you like the best? The least? And why?

D. Which extra-curricular activities have you enjoyed the most? Why? What was your role in these activities?
I WANT TO WORK WITH PEOPLE

The following is a list of a variety of ways in which people work with each other. Choose two of these that you most prefer and describe the situation in which you have done this. Choose two which you would most dislike and discuss your reasons.

I WANT TO:

- Influence the attitudes, ideas of others
- Gather information from people, by talking with them
- Help people with their personal problems
- Instruct, mentor other people
- Supervise others in their work
- Manage the work of others, be responsible for their output even though not in direct contact with them
- Confront others, present them with difficult decisions
- Investigate people, through contact with other people
- Provide service to others
- Mediate between contending parties
- Organize others, bring people together in cooperative efforts
- Make decisions about others
- Socialize with people on a regular basis
- Understand people and study their behavior
- Working on a team-group effort

"WORK VALUES/LIFE VALUES"

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<td>INDEPENDENCE</td>
<td>FAMILY (MY OWN)</td>
</tr>
<tr>
<td>AFFILIATION</td>
<td>POLITICS</td>
</tr>
<tr>
<td>PUBLIC CONTACT</td>
<td>LOVE-SEX</td>
</tr>
<tr>
<td>VARIETY-CHANGE</td>
<td>MONEY</td>
</tr>
<tr>
<td></td>
<td>SOCIAL CHANGE</td>
</tr>
<tr>
<td></td>
<td>SELF-DEVELOPMENT</td>
</tr>
</tbody>
</table>

(a) RANK each side of this (Work Values, then Life Values) from 1 to 12

(b) Are the top 3 on each list COMPATIBLE with each other? Or are there any contradictions in trying to satisfy all of these values simultaneously?

(c) Circle two more on each side which you feel you MUST HAVE in your life.

WORK VALUES

Listed below is a set of satisfactions that people commonly desire in their work. Rate each of these work values on a scale from 1 to 4, according to the level of importance that you would assign to each value. Rate 1 if it is highly important, 4 if it is not important at all.

After completing your ratings, choose only those 3 work values which are most important to you, those which you'd want if you could have no others.

- Help Society: Do something to contribute to the betterment of the world I live in.
- Help Others: Be involved in helping other people in a direct way, either individually or in small groups.
- Public Contact: Have a lot of day-to-day contact with people.
- Work with Others: Have close working relationships with a group; work as a team toward common goals.
- Affiliation: Be recognized as a member of a particular organization.
- Friendships: Develop close personal relationships with people as a result of my work activities.
- Competition: Engage in activities which pit my abilities against others where there are clear win-and-lose outcomes.
- Make Decisions: Have the power to decide courses of action, policies, etc.
- Work under Pressure: Work in situations where time pressure is prevalent and/or the quality of my work is judged critically by supervisors, customers or others.
- Power and Authority: Control the work activities or (partially) the destinies of other people.
- Influence People: Be in a position to change attitudes or opinions of other people.
- Work Alone: Do projects by myself, without any significant amount of contact with others.
- Knowledge: Engage myself in the pursuit of knowledge, truth and understanding.
- Intellectual Status: Be regarded as a person of high intellectual prowess or as one who is an acknowledged "expert" in a given field.
- Artistic Creativity: Engage in creative work in any of several art forms.
- Creativity (general): Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.
Aesthetics: Be involved in studying or appreciating the beauty of things, ideas, etc.
Supervision: Have a job in which I am directly responsible for the work done by others.
Change and Variety: Have work responsibilities which frequently change in their content and setting.
Precision Work: Work in situations where there is very little tolerance for error.
Stability: Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.
Security: Be assured of keeping my job and a reasonable financial reward.
Fast Pace: Work in circumstances where there is a high pace of activity, work must be done rapidly.
Recognition: Be recognized for the quality of my work in some visible or public way.
Excitement: Experience a high degree of (or frequent) excitement in the course of my work.
Adventure: Have work duties which involve frequent risk-taking.
Profit, Gain: Have a strong likelihood of accumulating large amounts of money or other material gain.
Independence: Be able to determine the nature of my work without significant direction from others; not have to do what others tell me to.
Moral Fulfillment: Feel that my work is contributing significantly to a set of moral standards which I feel are very important.
Location: Find a place to live (town, geographical area) which is conducive to my life style and affords me the opportunity to do the things I enjoy most.
Community: Live in a town or city where I can get involved in community affairs.
Physical Challenge: Have a job that makes physical demands which I would find rewarding.
Time Freedom: Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.
FUNCTIONAL SKILLS

DEFINITION OF FUNCTIONAL SKILL: Any characteristic way of operating on Data, People, or Things which is not specific to any particular task, but is generalizeable to a wide variety of tasks in a wide variety of contexts.

FUNCTIONAL SKILLS ARE VITAL BECAUSE THEY:

(1) Are applicable to the widest variety of jobs or work situations
(2) Are not usually taught directly in school or college
(3) Can be acquired most anywhere
(4) Have the greatest power to enable you to do a job well
(5) Are retained the longest once you have acquired them
(6) Seldom become obsolete
(7) Are the ones which can be applied in many contexts other than the obvious ones

See "The Quick Job-Hunting Map" by Richard Bolles

WORK CONTENT SKILLS

Work content skills are related to performing a job in a particular field, profession or occupation. These skills are acquired by (private) reading, apprenticeship, technical training institutes, vocational schools, universities, or on-the-job training.

EXAMPLES:
- Knowing the details of cataloging new books
- Identifying an organic brain syndrome
- Programming computers
- Detailed knowledge of the various parts of a car
- Knowing the names of all of the muscles in the human body
- Knowing how to make a printing plate from a photograph
- Understanding how to use a die casting machine for molten metal

Identify specific work content skills that you currently possess.

List specific work content skills that you expect to have by graduation.
List all of the identified skills in the proper column below. Arrange them in ascending order so that the strongest skills you possess are first on the list.

<table>
<thead>
<tr>
<th></th>
<th>ADAPTIVE</th>
<th>FUNCTIONAL</th>
<th>WORK CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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<tr>
<td>12.</td>
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<tr>
<td>13.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SPECIFIC KNOWLEDGES
(Bolles)

1. List all your schools, colleges, conferences attended.

2. List all the jobs you have held - including any special training.

3. Refer to 20 things I like to do
   Add any additional activities, clubs you belonged to, etc.

4. Fill in the chart on the back, using the above lists to "tickle" your memory.

5. When done, circle those knowledges you still enjoy so much that you would like to use them in your future work or leisure.

6. Pick the top 5 that are most important to you and prioritize them.
**SPECIAL KNOWLEDGES**

*(WORK CONTENT SKILLS)*

<table>
<thead>
<tr>
<th>Degree of Skill</th>
<th>Knowledges I picked up in SCHOOLS</th>
<th>Knowledges I picked up at WORK</th>
<th>Knowledges I picked up in LEISURE activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastery or Very Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLUSTERING SKILLS AND PERSONAL QUALITIES

1. Examine your Job Map and isolate out your frequently stated skills, and, more importantly, the skills you most enjoyed using. You should begin with the skills you circled in the left column to indicate you enjoy using them. Group your skills according to a common theme, and think of a few descriptive words or a heading to give a title to each cluster (you may use the "titles" from the Job Map). In doing this you will have organized the skills you most enjoy using, which should help you to see at a glance where your strengths lie in terms of your functional skills.

example:

Skills

Reading
Interpreting
Explicit & Concise Writing
Writing with humor
Writing descriptively
Creating ideas with interesting usages of words

Creativity in Imagination
Musical Orientation
Ability to design
Talent for drawing
Expressive in body language
Flair for decorating

Written Communication Skills

Artistic Skills, Creative Ability

After clustering your most enjoyable skills, you should prioritize all the cluster titles. Write your most favorite 5 cluster titles on pg. 20 in the Quick Job Hunting Map, and list your skills below each title.
SUMMARIZING YOUR VALUES AND INTERESTS

Values List

Referring to the following list of exercises which you have completed, comprise a list of values and prioritize them so you have a list of your highest values.

1) Which job would you take first?
2) Twenty things I like to do.
3) I want to work with people.
4) Work values/Life values.
5) Work values
6) Educational Background
7) Person of the year - newstory
8) Living/Working Conditions
9) Issue areas

Interests List

Use the following exercises to pull out a list of interests and they should be clustered for similar themes. Again, prioritize these clusters, so you can list your greatest interests.

1) Twenty things I like to do.
2) Educational background
3) Work content - specific knowledges
4) Person of the year - newstory
5) Issue areas
6) Interest clusters
FIELD RESEARCH EXPERIENCE

From your work thus far in class, choose a specific interest area, a cluster of skills, a concern or problem that you would like to investigate further. Most important is that you select something about which you are enthusiastic about, because you should be talking to people who share this enthusiasm.

1. Think of yourself as an investigator whose job it is to find out everything you possibly can about the people and organizations you chose above. Remember, that although people may have the same job titles, many are involved in doing "untraditional" and fascinating things. Your job is to discover where these people are, what are they doing, and who they are!

2. This field research experience is to be person to person with people off campus. You should talk to at least 3 people previously unknown to you who are in positions of responsibility that are involved in doing what you selected as your enthusiasm. In the next two weeks spend as much time as you can talking to anyone and everyone about this enthusiasm. You are not looking for a job, but are gathering information to assist you in making decisions about what you think you would enjoy doing at some point in the future.

3. Consider first how you will go about learning all you can about your enthusiasm. Where can you begin to look? Who might be able to give you some "clues"? How can you get in to see the people you want to?
INTERVIEW GUIDELINES
FOR
FIELD RESEARCH EXPERIENCE

You should spend some time thinking about the questions you want to ask because chances are you will have a limited amount of time for the interview. Each interview will be different, but writing out your questions in advance will help to organize your thoughts and prepare you to make the best use of your time.

From each person, be sure to get the following information:
A. Name
B. Title (or occupation)
C. Employer
D. Address
E. Phone Number
F. The name of at least one other "contact" to speak with in the field.

The following is a list of questions you should consider for discussion:

How did you get involved in doing this?
What do you actually do in a typical day?
What are your duties and responsibilities?
What are the things you like about it? What do you dislike?
How does what you do fit into the operation of the entire organization?
What are the basic skills required in this job from your point of view?
What is your organization doing about (a particular issue)?
What are the current problems yet unsolved (or needs, theories, innovations, controversies) in the field in general?
In what ways are you/organization affected?
What other agencies/organizations do you work closely with? What is the purpose of the involvement?
What are the opportunities for advancement?
What suggestions would you make to someone who is interested in this career?
What other jobs are closely related to what you do?
Could you please give me the names of other people in this field whom you would suggest I speak with?

The topic of your paper is an Evaluation of Your Field Research Experience.

Please be sure to cover the following points:

A. What did you learn about the experience in general?
B. What positive impressions do you now have about this area of work? (Think in terms of yourself, your values, interests, skills and goals)
C. What negative impressions do you have about this area of work? (Again, evaluate in terms of yourself - as above question)
D. How did these interviews help to clarify your own career objective? If it did not, why not?
"CREATING A RANDOM CAREER"

1. On the board "brainstorm" 5 different items that might be listed in each of the columns below. That is, think of 5 different types of organizations where a person might be employed, 5 different values he might satisfy in his work, 5 different skills and so forth.

<table>
<thead>
<tr>
<th>Type of Employing Organization</th>
<th>Work Values</th>
<th>Skills</th>
<th>Major Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Choose one item from each of the 4 columns, on a random basis. For example, you might choose as follows:

Department Store (organization) | Creativity (value) | Mechanical Ability (skill) | History (major) |
--------------------------------|---------------------|-----------------------------|-----------------|

3. On a group consensus basis, make up a "creative career" for a hypothetical individual who would desire the characteristics in a job that you have selected randomly above. Repeat, for each of the other combinations.

4. Now use the chart below for yourself. List 5 types of employers you would consider, 5 "Work Values", 5 Skills, and your major, minor and/or special knowledges.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Work Values</th>
<th>Skills</th>
<th>Major/Special Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

* Suggested by a similar exercise mentioned in an article by Shallcross, Personnel and Guidance Journal, May, 1973
(a) List your 5 most preferred Trial Occupations on top of the table. These can be different T. O.'s from the ones you've listed in previous exercises.

(b) Respond to each of the statements on the left side of the table, by writing a + in the table if the statement is true for you, and a 0 if the statement is not true.

<table>
<thead>
<tr>
<th>TRIAL OCCUPATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the necessary skills to do this job well</td>
</tr>
<tr>
<td>I am willing to obtain the knowledge &amp; training necessary to qualify</td>
</tr>
<tr>
<td>I can afford the time and money to obtain the necessary training-knowledge</td>
</tr>
<tr>
<td>I know how people in this occupation live on and off the job. I find this a lifestyle that is congenial.</td>
</tr>
<tr>
<td>I can imagine growing old in this occupation, or doing a closely-related job</td>
</tr>
<tr>
<td>My friends, parents, relatives, and teachers think I can succeed at this job</td>
</tr>
<tr>
<td>My weaknesses and shortcomings will not be a problem in this occupation</td>
</tr>
<tr>
<td>I know where to get the necessary training-experience to enter this occupation</td>
</tr>
<tr>
<td>I have reality-tested myself for this work and find that the results are positive</td>
</tr>
<tr>
<td>I am aware of the supply and demand situation for this kind of work and it is OK, or it doesn't scare me off</td>
</tr>
<tr>
<td>I have talked personally with several people who do this kind of work</td>
</tr>
</tbody>
</table>
**SETTING YOUR PERSONAL GOALS**

What Do I Really Want To Do, based on my hopes and dreams, and the information I have collected...?

What do I want to accomplish...

<table>
<thead>
<tr>
<th>While I'm Still in School?</th>
<th>After Graduation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>

You may want to refer back to any of the exercises we have done up to this point. Work with the lists above until you are satisfied. You should have a prioritized list of short and long-term goals.
PERSONAL CAREER STATEMENT

You have been collecting and synthesizing much information about Yourself and the World of Work. In the last few sessions, you have been summarizing this information so it is more manageable to work with. You should be able to begin to formulate your Personal Career Statement by answering the following questions:

Which skills do you most want to use?
What kind of environment do you prefer?
Who are some possible employers?
Why are you choosing to work?
(see also pg. 21 Quick Job Hunting Map)

Remember this is only a tentative statement as you will want to modify it with new experiences and information.
DEVELOPING STEPS AND STRATEGIES

Because of time limitations, it is possible that you have been unable to complete the exercises assigned to your own satisfaction, so check those exercises below which you need to devote more time and effort to.

1) Which job would you take first? 11) Skill Clusters

2) Gratifying Personal Accomplishments (GPA)

3) Twenty things I like to do

4) I want to work with people

5) Work Values/Life Values

6) Work Values

7) Educational Background

8) Adaptive Skills

9) Work content skills

10) Skill identification-GRID (Functional Skills)

11) Person of the Year - Newstory

12) Living/Working Conditions

13) Issue Areas

14) Field Research

15) Interest Clusters

16) Create A Career

17) Board of Directors

18) Goal Setting

19) Interests

Reality Testing

Before actually implementing a career plan, it's a good idea to build in a related experience in the near future (6 mo.) to allow you to do some exploration of a career. It will give you the chance to have some first-hand experience prior to making a commitment to a particular line of work. An example: taking a class, volunteering, part-time job, joining an organization.

Your Plan of Action

What specific steps are you going to take to help clarify your Career Statement?

1. _____________________________________________________________

2. _____________________________________________________________
<table>
<thead>
<tr>
<th><strong>YOUR PLAN OF ACTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT?</strong></td>
</tr>
<tr>
<td>Are there Skills you need to develop?</td>
</tr>
<tr>
<td>Specific Knowledges learned?</td>
</tr>
<tr>
<td>Experience to be gained?</td>
</tr>
<tr>
<td>Develop Contacts?</td>
</tr>
<tr>
<td>Additional Research?</td>
</tr>
<tr>
<td>Other?</td>
</tr>
<tr>
<td>YOUR PLAN OF ACTION</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>WHAT?</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>We there Skills you need to develop.</td>
</tr>
<tr>
<td>Specific Knowledges learned?</td>
</tr>
<tr>
<td>Experience to be gained?</td>
</tr>
<tr>
<td>Develop Contacts?</td>
</tr>
<tr>
<td>Additional Research</td>
</tr>
<tr>
<td>Other?</td>
</tr>
</tbody>
</table>
### Career/Life Planning Seminar Evaluation

1. Rate how effective the workshop was in helping you to achieve the following goals:

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Somewhat Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To become more aware of my values, interests</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>b. To understand what my skills are</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>c. To learn how to get information about the World of Work</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>d. To see myself as having more control about what I do with my life</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>e. To understand how the decision-making process relates to other aspects of my life</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>f. To have a plan for what I want to do in the future</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Rate how helpful the following components of the workshop were to you:

<table>
<thead>
<tr>
<th></th>
<th>Very Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Small group discussion</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>b. Skill identification</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>c. Quick Job-Hunting Map</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>d. Field Research</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>e. Book &quot;If You Don't Know Where You're Going...&quot;</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>f. Other (Specify)</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
3. How effective was (were) your group leader(s) in helping you achieve the goals of the seminar?

<table>
<thead>
<tr>
<th>Leader 1</th>
<th>Leader 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Rate how sensitive the group leader(s) was were) to your concerns:

<table>
<thead>
<tr>
<th>Leader 1</th>
<th>Leader 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
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<tr>
<td>3</td>
<td>3</td>
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<tr>
<td>2</td>
<td>2</td>
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<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

5. How would you rate your total overall experience in the seminar?

<table>
<thead>
<tr>
<th>Very Positive</th>
<th>Somewhat Positive</th>
<th>Very Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

6. Would you recommend the seminar to a friend?

<table>
<thead>
<tr>
<th>yes</th>
<th>not sure</th>
<th>no</th>
</tr>
</thead>
</table>

7. What did you like most about the seminar?

8. What did you like least about the seminar?

9. What suggestions do you have to improve the seminar?