

## Blueprint for Success in College: Career Decision Making



# Blueprint for Success in College: Career Decision Making

*Career Development at College of DuPage*

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COLLEGE OF DUPAGE DIGITAL PRESS  
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# Accessibility Statement

Accessibility Review by Lara Tompkins, College of DuPage.

From original Dillon text:

Accessibility Assessment

## A note from the Rebus Community

We are working to create a new, collaborative model for publishing open textbooks. Critical to our success in reaching this goal is to ensure that all books produced using that model meet the needs of all students who will one day use them. To us, open means inclusive, so for a book to be open, it must also be accessible.

As a result, we are working with accessibility experts and others in the OER community to develop best practices for creating accessible open textbooks, and are building those practices into the Rebus model of publishing. By doing this, we hope to ensure that all books produced using the Rebus Community are accessible by default, and require an absolute minimum of remediation or adaptation to meet any individual student's needs.

While we work on developing guidelines and implementing support for authoring accessible content, we are making a good faith effort to ensure that books produced with our support meet accessibility standards wherever possible, and to highlight areas where we know there is work to do. It is our hope that by being transparent on our current books, we can begin the process of making sure accessibility is top of mind for all authors, adopters, students and contributors of all kinds on all our open textbook projects.

Below is a short assessment of eight key areas that have been assessed during the production process. The [checklist](#) has been drawn from the [BCcampus Accessibility Toolkit](#). While a checklist such as this is just one part of a holistic approach to accessibility, it is one way to begin our work on embedded good accessibility practices in the books we support.

Wherever possible, we have identified ways in which anyone may contribute their expertise to improve the accessibility of this text.

We also welcome any feedback from students, instructors or others who encounter the book and identify an issue that needs resolving. This book is an ongoing project and will be updated as needed. If you would like to submit a correction or suggestion, please do so using the [Rebus Community Accessibility Suggestions](#) form.

# Webbook Checklist

Area of focus	Requirements	Pass?
Organizing Content	Contents is organized under headings and subheadings	Yes
	Headings and subheadings are used sequentially (e.g. Heading 1, heading 2, etc.) as well as logically (if the title is Heading 1 then there should be no other heading 1 styles as the title is the uppermost level)	Yes
Images	Images that convey information include Alternative Text (alt-text) descriptions of the image's content or function	Yes
	Graphs, Charts, and Maps also include contextual or supporting details in the text surrounding the image	Yes
	Images do not rely on colour to convey information	No
	Images that are purely decorative contain empty alternative text descriptions. (Descriptive text is unnecessary if the image doesn't convey contextual content information)	Yes
Tables	Tables include row and column headers	No
	Table includes title or caption	No
	Table does not have merged or split cells	Yes
	Table has adequate cell padding	Yes
Weblinks	The weblink is meaningful in context, does not use generic text such as "click here" or "read more"	Yes
	Weblinks do not open new windows or tabs	Yes
	If weblink must open in a new window, a textual reference is included in the link information	n/a
Embedded Multimedia	A transcript has been made available for a multimedia resource that includes audio narration or instruction*	n/a
	Captions of all speech content and relevant non-speech content are included in the multimedia resource that includes audio synchronized with a video presentation	n/a
	Audio descriptions of contextual visuals (graphs, charts, etc) are included in the multimedia resource	n/a
Formulas	Formulas have been created using MathML	n/a
	Formulas are images with alternative text descriptions, if MathML is not an option	n/a
Font Size	Font size is 12 point (12pt=1em in this book) or higher for body text	Yes
	Font size is 9 point (9pt=0.75em in this book) for footnotes or endnotes	Yes
	Font size can be zoomed to 200%	Yes

\*Transcript includes:

- Speaker's name
- All speech content
- Relevant descriptions of speech
- Descriptions of relevant non-speech audio
- Headings and subheadings

# What to Expect for the Student

## Dave Dillon and Michael Duggan

This textbook is a remix of the Blueprint for Success series by [Dave Dillon](#) and others, as noted in the original text. While developing this text for College of DuPage students, efforts were made to maintain consistency throughout this adaptation and to preserve the original content as much as possible. See the licensing and attribution information at the end of each chapter if you are interested in identifying the chapter author/s.

Some of *The Foundations of Success: Words of Wisdom* essays are included in their original form and have been distributed throughout the text with the title of each chapter beginning “**Words of Wisdom**.” The authors of these essays are identified at the top of each chapter and adaptations of these chapters by Michael Duggan, when applicable, are noted.

### About Video & Multimedia Content

Videos are embedded within the text. Students with internet access and a device capable of playing videos will be able to watch the videos as they are reading. Students reading offline, with a .pdf download, or on a device that does not play video will see a link to the video in the text. All of the videos and multimedia are also listed in the Appendix for future viewing and reference.

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# I. Chapter 1: Words of Wisdom: Learn What You Don't Want





# Chapter 1: Words of Wisdom: Learn What You Don't Want

Michael Duggan & Jamie Edwards



**Michael Duggan (in the center)**

When I was in college I was incredibly lost on what I wanted to do. I was originally a music major–jazz music to be specific. I grew up for most of my childhood playing different instruments. At age 3 I was playing the piano and organ, in high school I played most anything brass (trombone, trumpet, baritone, etc.) and also really developed a passion for jazz improvisation. Music performance only seemed like a logical progression. In my freshman year however, I soon discovered that is one is to be successful in the music industry, they need to be practicing many, many hours a day. While I enjoyed performing, this is something I lacked the patience or interest to do. This left me at the end of my first year feeling very disheartened and concerned for my future.

In my sophomore year I took a random Anthropology course as a General Education requirement where we studied among many other things, the Deaf culture and other disability subcultures. I found this fascinating. Growing up I had volunteered with organizations like Special Olympics as I had people with disabilities in my family, but I did not realize there were academic studies on the topic. I wanted to develop a deeper understanding, so as a project for the course I conducted an Anthropological study where I staged a fake car accident and lived in a wheelchair for two weeks. I wanted to better understand the disability experience first-hand. In addition, I interviewed a person with a disability each night to broaden my knowledge. I tried to cover as many disability groups as I could–blindness, Deafness, autism, mental illness, learning disabilities, and cerebral palsy to name a few.

My experience learning first-hand being in a wheelchair, plus my learning from interviewing other people was a truly transformational experience. I found my favorite restaurants to be poorly accessible, public transportation mind boggling, and the way people treated me drastically different. I also found from my interviews that different types of discrimination and access issues were prevalent for every diagnosis–certainly it took different forms for each person, but the theme was always one of frustration and inaccessibility. After this experience, I decided I wanted to understand things on a deeper level, and discovered there was an entire academic discipline dedicated towards this type of research–it was called Rehabilitation Counseling.

So I changed my major, dropped all my music courses and started piling up on social sciences–psychology, sociology, anthropology, political science and more. I eventually earned my Bachelors degree and then moved onto graduate school earning my Masters in Rehabilitation Counseling. I was lucky enough to earn a Graduate Assistantship at my university where I worked at the schools Office of Disability Accessibility. I loved it. Working in higher education, there is this wonderful combination of left brain access puzzles requiring creativity and legal knowledge to respond appropriately to access conundrums. In addition, there was a right brained affective component involving addressing

interpersonal issues that can come for any college student, especially one with a disability struggling in the transition to independence which I found equally fascinating. I feel in love with the occupation. When I graduated, I got a job at a Community College doing this line of work and long story short, have now been at it nearly 25 years.

I realize not everyone can be as lucky as me when it comes to finding a major. In fact, if not for that random Anthropology course, who knows where I would be today. I am so very grateful to my instructors who provided me the encouragement and direction I desperately needed when I was in college, and I try to do the same as a Counselor and Professor today—serving as a lighthouse in the storm whenever I can do someone feeling lost. I hope my small additions to this text are helpful, and I appreciate you taking the time to read my story. It is my sincere hope anyone I work with can find whatever information they are seeking, and perhaps even have a laugh or two along the way....

### **Jamie Edwards**

For a long time, my plan had always been to be a kindergarten teacher. But when I began my undergraduate degree I fell into that ever-growing pool of college students who changed their major three times before graduation. I was swayed by family members, my peers, and the economy, but I eventually realized that I was investing my education in the wrong areas for the wrong reasons. It shouldn't just be about salaries and job security. I needed to find that personal attachment.

At eighteen, it's hard to see your entire life spread out before you. College may feel like a free-for-all at times, but the reality is that it's one of the most defining times of our lives. It should never be squandered. I started to imagine my life beyond college—what I found important and the type of lifestyle I wanted in the end. I started thinking about the classes that I was actually interested in—the ones that I looked forward to each week and arrived early just so I could get a seat up front.

A turning point for me was when I took the advice of a campus mentor and enrolled in a career exploration course. I learned more about myself in that class than I had in my entire three years at college prior to taking it. It showed me that my passion was something I had always thought about but never thought about as a career. In high school, I could sit in the Guidance Office for hours on end. I enjoyed listening to others—hearing and helping people work through their struggles.

I had seen firsthand how detrimental the absence of career classes can be to someone's future. Through this realization and my participation in my career exploration class, I saw a viable future in the Higher Education Administration field. As I dove deeper, I was opened to an incredible amount of unique and diverse opportunities to work with students. My main approach was to get a taste anything to do with student services: I shadowed a career counselor in a career services office, attended graduate school fairs and informational sessions, discussed the Higher Education Administration Program with several staff at my college, and most importantly, I talked with my internship coordinator (my mentor). From there, I completed an internship in my prospective field, which gave me a wealth of insight and skills that directly related to my future career goals.

From where I sit now—my former personal and professional struggles in tow—I offer up some pieces of advice that were crucial to getting me where I am today. Whether you're an undecided major who is looking for guidance or a student with a clearly defined career path, I suggest the following:

1. *Find a mentor*—For me, everything began there. Without my mentor, I wouldn't have done any of the other items I'm about to suggest. Finding the right mentor is crucial. Look for someone who can complement your personality (typically someone who's the opposite of you). My advice would be to look beyond your direct supervisor for mentorship. It's important to create an open forum with your mentor, because there may be a conflict of interest as you discuss work issues and other job opportunities. Potential mentors to consider are an instructor on campus, your academic advisor, a professional currently working in your prospective field, someone you admire in your community, or anyone in your network of friends or family that you feel comfortable discussing your future goals with.
2. *Enroll in a Career Exploration/Planning course, or something similar*—Even if you do not see the effects of this course immediately (such as dramatically changing your major), you will notice the impact down the road. Making educated career choices and learning job readiness skills will always pay off in the end. Through my career

exploration class, I learned how to relate my personality and values to potential career fields. These self-assessments changed my entire thought process, and I see that influence daily. Beyond changing the way you think, the knowledge you gain about effective job search strategies is invaluable. Learning how to write purposeful résumés and cover letters, finding the right approach to the interview process, and recognizing your strengths and weaknesses are just a few of the benefits you can gain from these types of courses.

3. *Complete a Job Shadow and/or Informational Interview*—No amount of online research is going to give you the same experience as seeing a job at the front line. In a job shadow or an informational interview, you're able to explore options with no commitment and see how your in-class experience can carry over to a real world setting. Additionally, you're expanding your professional network by having that personal involvement. You never know how the connections you make might benefit you in the future. My only regret about job shadowing in college is that I didn't do it sooner.
4. *Do an Internship*—A main source of frustration for recent grads is the inability to secure an entry-level position without experience. "How do I get a job to gain experience when I can't get a job without experience?" This is how: do an internship or two! Most colleges even have a course where you can obtain credit for doing it! Not only will you earn credits towards graduation, but you'll gain the necessary experience to put on your résumé and to discuss in future interviews. Having completed four internships throughout my college career, I can't say they were all great. However, I don't regret a single one. The first one showed me the type of field I didn't want to work in. The second confirmed that I was heading in the right direction with my career. My third and fourth internships introduced me to completely different areas of higher education which broadened my knowledge and narrowed my search simultaneously.

My takeaway is that sometimes you have to learn what you don't want in order to find out what you do want. The more informed you are about career options through real life conversations and experiences, the better prepared you will be for your future and the more confident you will be in your career decisions. Always explore your options because even if you learn you hate it, at least you're one step closer to finding what you love.

## Michael Duggan

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## 2. Chapter 2: Career Paths

## Chapter 2: Career Paths

## Lumen Learning and Linda (Bruce) Hill

*“The only way to do great work is to love what you do. If you haven’t found it yet, keep looking.  
Don’t settle.”*

–Steve Jobs

## Pursuing Your Professional Interests

One of the most widely known and successful American entrepreneurs of all time is Steve Jobs. He is best known as the cofounder, chairman, and chief executive officer of Apple, Inc. He also cofounded Pixar Animation Studios, and he was a member of the board of directors of the Walt Disney Company. Four hundred eighty-four inventions bear Jobs’s name.

From early on in his life, Jobs was interested in electronics. When he was thirteen, for instance, he worked at the Hewlett Packard factory, which developed hardware and software components. Jobs later reflected on how he landed this job when he called Mr. Hewlett to ask for parts for an electronics project: “[Hewlett] didn’t know me at all, but he ended up giving me some parts and he got me a job that summer working at Hewlett-Packard on the line, assembling frequency counters . . . well, assembling may be too strong. I was putting in screws. It didn’t matter; I was in heaven.”

Jobs’s electronics and computing career quickly unfolded as he pursued his passion for creating and promoting computing products. At age nineteen, he was a technician for Atari, a leading electronics, gaming and home-computer corporation. By twenty-one, he and his two partners had formed Apple, Inc. At thirty-four, he was named “Entrepreneur of the Decade” by *Inc.* magazine. And at fifty-two, he was inducted into the California Hall of Fame by Governor Arnold Schwarzenegger.

All in all, Jobs was relentless about pursuing his interests and passions. The products he and his associates developed have transformed modern culture, including the iMac, iTunes, Apple Stores, the iPod, the iTunes Store, the iPhone, the App Store, the iPad, the Mac OS, and the Mac OS X.

This story of Steve Jobs’s professional pursuits illustrates a dream, a goal, and an ambition that many college students share: to be successful in earning money and finding personal satisfaction in employment. His story also illustrates how opportunities are all around us and how random events aren’t always so random.

In this section, we explore strategies that can help you chart your professional path and also attain ample reward. We begin by comparing and contrasting jobs and careers. We then look at how to match up your personal characteristics with a specific field or fields. We conclude by detailing a process for actually choosing your career. Throughout, you will find resources for learning more about this vast topic of planning for employment.

## Job vs. Career

What is the difference between a job and a career? 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.

	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 lets you enjoy at least a minimal level of financial security, and it requires you to show up and do what is required of you. In exchange, you get paid.

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, too. If it is to be a fulfilling career, it 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.

The following video gives explicit, textbook-style distinctions between the terms *job*, *work*, and *career*. You may especially appreciate this video if English is a second language for you or if you are a first-generation college student.



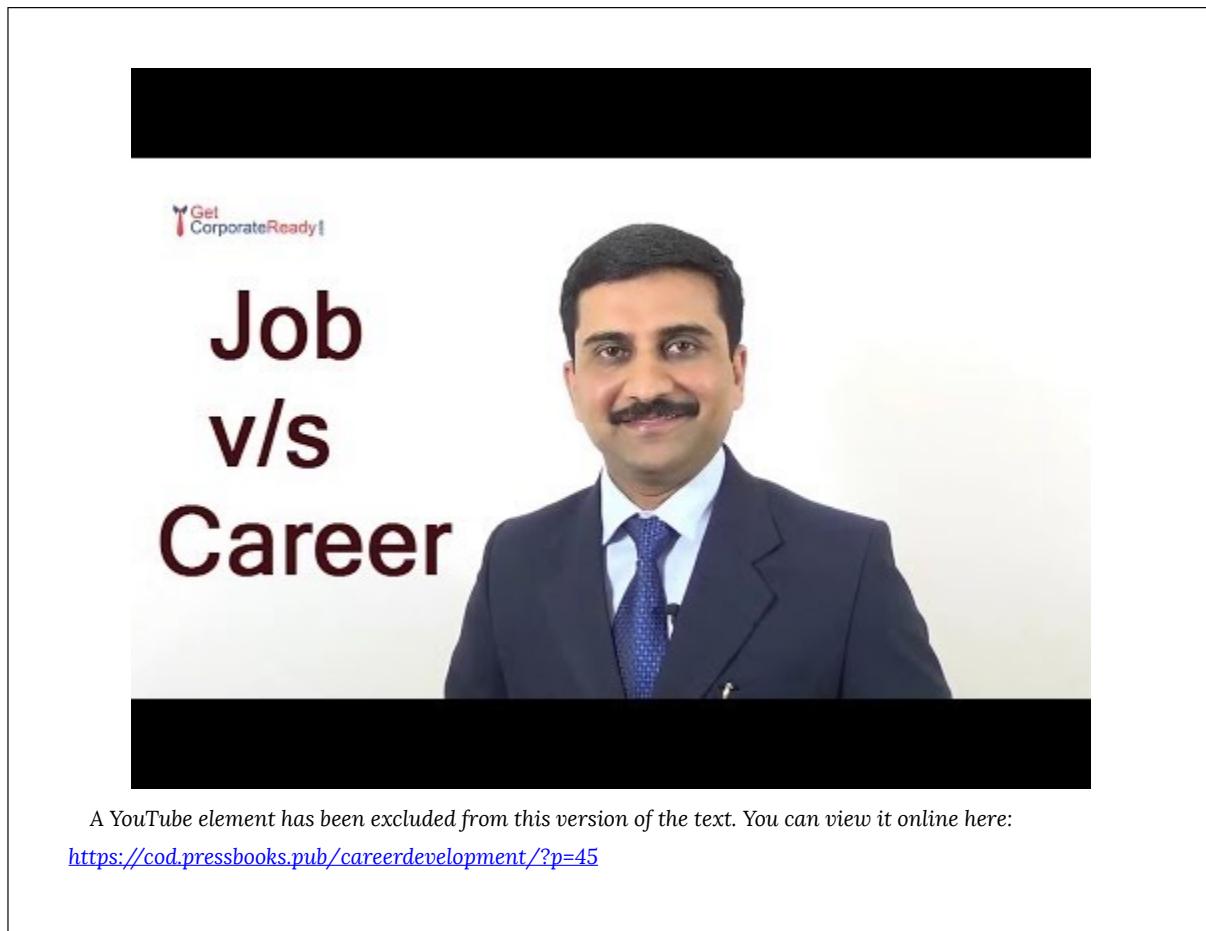
Video: *Difference between Job, Work, and Career*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=45>

You can find the [quiz referenced at the bottom of the lesson here](#). The next video takes a different look at jobs and careers. The speaker discusses the more effective, emotional aspects of pursuing a career. His emphasis is on the importance of being passionate about your work.

Video: *Job vs. Career – Think about a long time career*



Whether you pursue individual jobs or an extended career or both, your time with your employers will always be comprised of your individual journey. May your journey be as enjoyable and fulfilling as possible.

## The Five-Step Process for Choosing Your Career

As your thoughts about career expand, keep in mind that over the course of your life, you will probably spend a lot of time at work—thousands of hours, in fact. According to the Bureau of Labor Statistics, the average workday is about 8.7 hours long, and this means that if you work 5 days a week, 50 weeks a year, for 35 years, you will spend a total of 76,125 hours of your life at work. These numbers should convince you that it's pretty important to enjoy your career.

If you do pursue a career, you'll find yourself making many decisions about it. Is this the right career for me? Am I feeling fulfilled and challenged? Does this career enable me to have the lifestyle I desire? It's important to consider these questions now, whether you're just graduating from high school or college, or you're returning to school after working for a while.

Choosing a career—any career—is a unique process for everyone, and for many people the task is daunting. There are so many different occupations to choose from. How do you navigate this complex world of work?

The California Community Colleges Chancellor's Office has identified a five-step decision process that will make your career path a little easier to find. Below are the steps:

1. Get to know yourself
2. Get to know your field
3. Prioritize your “deal makers” and rule out your “deal breakers”
4. Make a preliminary career decision and create a plan of action
5. Go out and achieve your career goal

## Step 1: Get to Know Yourself

Get to know yourself and the things you're truly passionate about.

- Gather information about your career-related interests and values
- Think about what skills and abilities come naturally to you and which ones you want to develop
- Consider your personality type and how you want it to reflect in your work

The following video has some good ideas for ways of matching your personality and skills with a career. You can download a transcript of the video [here](#).

## Video: *Matching your skills to a career*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=45>

This next video looks at the connection between childhood interests and career options. Several successful entrepreneurs and employees share stories about how they turned childhood interests into careers that suited them well. Learn how listening to your inner child can help you find the right career.

## Video: *Childhood Interests Can Help You Find the Right Career*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=45>

Before moving on to step 2, you may wish to review the online surveys in the Personal Identity module, especially the [Student Interest Survey for Career Clusters](#), which is available in both English and Spanish. Yet another survey is the [Career Assessment Test](#). All can help you align career interests with personal qualities, traits, life values, skills, activities, and ambitions.

Ultimately, your knowledge of yourself is the root of all good decision-making and will guide you in productive directions.

### Step 2: Get to Know Your Field

Get to know your field. You'll want to investigate the career paths available to you. You may also want to see what your college Career Center offers or conduct informational interviews to find out more about your field. One of the handiest starting points and “filters” is to decide the level of education you want to attain before starting your first or your next job. Students should consider determining both how much education they are willing to acquire, and how much

education a particular career will require. Do you want to earn an associate's degree, a bachelor's degree, a master's degree, or a doctorate or professional degree? Meeting with a college counselor or career counselor can help a student clarify this information.

### Step 3: Prioritize Your Deal Makers

Prioritize your deal makers and rule out your deal breakers. Educational requirements aren't the only criteria that you will want to consider. Do you want to work outside or in an office? In the country or a city? In a big or small organization? For a public organization or a private company? What type of industry is interesting to you? What role do you see yourself playing in the organization? Do you want to be your own boss?

### Step 4: Make a Preliminary Career Decision

Make a preliminary (or first) career decision and create a plan of action. It is not set in stone and you may have multiple careers in your lifetime, but everything starts with that preliminary career decision and plan of action. As a student matures and gains experience, more career opportunities will present themselves.

Now that you have an idea of who you are and where you might find a satisfying career, how do you start taking action to get there? Some people talk to family, friends, or instructors in their chosen disciplines. Others have mentors in their lives with whom to discuss this decision. Your college has career counselors and academic advisers who can help you with both career decision-making and the educational planning process. Nevertheless, be advised: You'll get the most from sessions with your counselor if you have done some work on your own.

Get started by using the [Career Café](#) or the [Career Zone](#).

*"Find a career that you love and you will never work another day in your life."*

– Barbara Sher

### Step 5: Go out and Achieve Your Career Goal

Go out and achieve your (initial) career goal! Now it's time to take concrete steps toward achieving your educational and career goals. This may be as simple as creating a preliminary educational plan for next semester or a comprehensive educational plan that maps out the degree you are currently working toward. You may also want to look for internships, part-time work, or volunteer opportunities that help you test and confirm your preliminary career choice. Your college counselor can help you with this step, as well.

Your work experiences and life circumstances will undoubtedly change throughout the course of your professional life, so you may need to go back and reassess where you are on this path in the future. However, no matter if you feel like you were born knowing what you want to do professionally, or you feel totally unsure about what the future holds for you, remember that with careful consideration, resolve, and strategic thought, you can find a career that feels rewarding.

This isn't necessarily an easy process, but you'll find that your goals are more tangible once you've set a preliminary career goal. Don't forget: There is always support for you. Ask for any help you need.

### *Activity: Take the CAREERLINK Inventory*

#### *Objectives*

- Formally assess your aptitudes, interests, temperaments, physical capacities, preferred working conditions and career preparation time using the CareerLink Inventory instrument.

#### *Directions*

- Access the [CAREERLINK Inventory](#), add your name, and then click on the "Aptitudes" frog icon to begin the inventory. The CAREERLINK Inventory is designed to match the way you see yourself—your interests, aptitudes, temperaments, physical capacities, preferred working conditions, and desired length of preparation for employment—with available career information from the United States Department of Labor. The information you provide about yourself will produce a career profile showing to what extent your self-identified characteristics and preferences match those considered significant in 80 career clusters.
- Your responses to the items contained in this inventory should reflect your honest self-judgments in order to provide you with meaningful career information. If you are unsure about a particular response, please answer as accurately as possible.
- When you complete the inventory, review your personalized Career Inventory Results.
- Write a 750-word reflection discussing the results of the inventory. Use the guidelines, below, to guide you.

To help you develop your reflections, you may want to consider the following:

- What were your highest career-area clusters?
- Review the work performed, worker requirements, sample occupations, related clusters, and response summary (this will make sense to you once you complete the inventory). Do the results of the inventory surprise you?
- Do you believe the Careerlink Inventory produced accurate or inaccurate suggestions for you?
- Did you learn anything new about your career interests?
- What insights from the inventory results might you apply to your life?
- Follow your instructor's directions for submitting this assignment.

The Bureau of Labor Statistics indicates that the average worker currently holds ten different jobs before age forty. This number is projected to grow. A prediction from Forrester Research is that today's youngest workers will hold twelve to fifteen jobs in their lifetime and it is estimated that people will change their career an average of 5-7 times over their lifetime.

What jobs are in store for you? Will your work be part of a fulfilling career? What exciting prospects are on your horizon?



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*Adaptions of original text (Michael Duggan): Relocated learning objectives. Removed image of outdoor information fair .*



### 3. Chapter 3: Passion, Planning, and Career Values



# Chapter 3: Passion, Planning, and Career Values:

**Dr. Michael Duggan and Dr. Patricia Munsch**

*"You're only given a little spark of madness. You mustn't lose it".*  
-Robin Williams

**"Finding a Career is Easy! Just Choose Something You're Passionate About..."**

How often I've heard this cliché phrase as a Counselor. And indeed, yes, I can say with the most genuine honesty in my heart I do have great passion for the work I do day to day. But this was not always the case, and most certainly, it was not obvious to me when I was in college so many years ago. In time, my career passions did emerge—advocacy, creativity, laughter, and teaching being the strongest among them. Many of the people you as a college student that you speak to will be just like me in that we have found our career passion—or, if they haven't found it, at least have a ballpark idea where it would reside. I've come to realize this is something that usually happens for each of us, but at different times in our lifetimes. I'm a fan of a clip from the 1991 movie, *City Slickers*, starring Jack Palance and Billy Crystal.



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For some, that “one thing” that Jack Palance mentions in the above video is evident at an early age. They are very lucky. That passion hits them like a lightning bolt early in their lives. This type of person usually knows at the first day of college classes exactly what they want to do. Sometimes, this is reflected by their course choices in their first semester of college, sometimes not. But either way, their passion shines brightly in most everything they do. A real life person who I think of that perfectly passionate is a man by the name of William Hung. He auditioned for a TV show called American Idol. Here is his audition:



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Even though William’s intonation and pitch when it came to singing was questionable, his passion for singing and music was clearly evident. I like to think this was the message he was trying to share with the world—sometimes the things we are passionate about at times do not immediately seem like they could translate into a career, but we still owe it to ourselves to explore the possibility while we are in college.

As you can imagine, when the video of William Hung aired in the United States to millions and millions of people, his message resonated. And even though many laughed at him, he succeeded in doing some most said would be impossible—he made a career out of his passion for music.

Again to my point, for some of us, that “Passion” is clear as day, and we owe it to ourselves to exploring it. But what

if we're not sure of what our career passions are? Should we give up and slump into a future of disappointment? By all means not! You may not have found it yet, but it most certainly exists. In the meantime, there is still plenty to be done. One of my favorite Ted videos, Terri Trespicio shared a converse perspective, what to do if you still are unsure what you are passionate about:



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Terri also has a wonderful message: if you don't know what you're passionate about yet, don't worry. But don't choose to do nothing. Don't choose to not work, explore a huge variety of classes in college, and search for new ways to interact with your institution as you continue your search. A great starting point if you don't know what careers you are passionate about, is to start thinking about Career Values, and of those which you value the most.

## Career Values

Beyond choosing a major I often find it can also be helpful for students to think of their values, specifically, when it comes to their future career. So what are "Career Values"? And, what are some examples? In thinking of this, a few come to mind:

**Technology**–Interfacing with computers and related technologies on a variety of levels

**Adventure**–Doing exciting activities, in new or uncertain situations, engaging in competition

**Artistic**–Producing things that are aesthetically pleasing and creating beauty.

**Association**–Having good relationships with others, giving a feeling of acceptance and feeling of belonging as you have congenial co-workers.

**Creativity**–Having the ability to initiate new ideas and products

**Independence**–Being able to plan your own work activities, having the freedom to change procedures, and not being subject to too much direction from others.

**Intellectualism**–Being engaged in solving complex questions, requiring thought, applying concepts and knowledge to problems.

**Leadership**–Directing and supervising others in their work. Being a manager and key decision maker.

**Freedom of Life Style**–Having a career that enables the life style outside of work you ultimately desire.

**Moral Fulfillment**–Having a career that enables you to do work meeting your own personal moral standards.

**Orderliness**–Working under the direction of others, with a career that includes set responsibilities and expectations. Following set procedures and routines.

**Physical Performance**–Being able to do difficult physical tasks that require precision, coordination, and strength.

**Recognition**–Being known by many people and receiving respect and approval from others.

**Security**–Having a steady career and always being assured of income.

**Social Service**–Working for the benefit of others and society, helping other people by making a difference.

**Socioeconomic**–Having a high income and status

**Variety**–Being engaged in many different and interesting activities or problems. Having the ability to avoid routine or repetitious work.

These are just a few examples. Do you have others that are not mentioned here? And, if you had to rank these, which would the most important? Or the least? This information may be helpful to you as you think about your future and your college education.

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## 4. Chapter 4: The Big Picture





# Chapter 4: The Big Picture

**Lumen Learning and Linda (Bruce) Hill**

*“Stay focused, go after your dreams, and keep moving toward your goals.”*

– LL Cool J

## College and Career: Key Connections

Think back to the time when you first began to contemplate college. Do you remember specific thoughts? Were you excited about the idea? What began to draw you into the web of college life? What compels you to be here now?

In this topic on career and college readiness, we examine key connections between your motivations to be in college and your ultimate success in achieving your goals. We also examine how your college experience prepares you for a specific career, as well as for attaining general skills that you can apply to multiple pursuits.

### *Activity: Motivations for Attending College*

#### *Objectives*

- Review some of the many motivations students have for entering college.
- Identify your personal motivations as pathways to achieving goals.

#### *Directions*

- Review the table below, which lists various motivations cited by other students.
- Identify your main motivations, and rank your top five.
- Reflect on your selections in terms of how they connect with short-term and long-term plans for the future.

Understanding your motivations is essential to helping you not only prioritize your plans for the future but also gain inspiration about directions you may not have yet charted. Ultimately, your motivations for being in college align you with roadways to fulfilling your goals and ambitions.

---

MY TOP FIVE

MOTIVATIONS FOR ATTENDING COLLEGE

Gain more qualifications in my field  
Increase my earning potential; make more money  
Challenge myself  
Show others that I can succeed  
Start an independent life  
Satisfy my curiosity  
Have fun  
Change my career  
Do what my parents were not able to do  
Find a better lifestyle  
Build my confidence  
Expand my social contacts; bond with new friends  
Improve my network of business associates  
Gain exposure to a wide array of topics  
Attend campus events  
Make my family happy  
Fulfill my dreams  
Take classes at home or work or anywhere  
Take advantage of campus resources like the library and gym  
Join a sports team  
Join campus organizations  
Spend my time during retirement  
Have continued support via alumni programs  
Learn to study and work on my own  
Gain access to professors  
Link up with people who already excel in the ways I aspire to  
Get sports spirit  
Gain more access to entertainment like theater and bands  
Be more productive in life  
Explore myself  
Become well versed in many subjects  
Dig deeper into learning than I did in high school  
Expand my knowledge of the world  
Others?

---

## Am I College and Career Ready?

Knowing what you truly want to gain from your college experience is the first step toward achieving it. However, reaching your goals does not necessarily mean you are college and career ready.

What does it mean to be ready for college and a career? In general, you are a college- and career-ready student if you have gained the necessary knowledge, skills, and professional behaviors to achieve at least one of the following:

- Earn a certificate or degree in college
- Participate in career training
- Enter the workplace and succeed

For instance, if you are studying for a skilled trade license in college, or perhaps pursuing a bachelor of arts degree, you are college-ready if you have the reading, writing, mathematics, social, and thinking skills to qualify for and succeed in the academic program of your choice.

Similarly, you are a career-ready student if you have the necessary knowledge and technical skills needed to be employed in your desired field. For example, if you are a community college student ready to be a nurse, you possess the knowledge and skill needed to secure an entry-level nursing position, and you also possess required licensing.

*“Ultimately, college and career readiness demands students know more than just content, but demonstrate that they know how to learn and build upon that content to solve problems. They must develop versatile communication skills, work collaboratively and work competitively in a school or work environment. Ensuring that you possess both the academic and technical know-how necessary for a career beyond the classroom is a great step toward succeeding on whatever path you choose.”*

– Washington, DC Office of the State Superintendent of Education<sup>1</sup>

## College and Career Readiness in Your State

So where are you on the readiness scale? You can find out how your state measures your readiness. Visit the [Interactive State Map](#) at the College and Career Readiness and Success Center of the American Institutes for Research Web site. The map leads you to definitions of college and career readiness for your state. It also provides metrics to measure readiness. And it provides information about programs and structures to help you and educators. You can [compare states across one or more categories](#).

## Student Voices on Being College and Career Ready

In the following video, a number of high school students and recent graduates reflect on college and career readiness and their futures. As you view the video, be thinking about how your short-term goals can connect with longer-range ambitions. You might also reflect on how your deepening experiences in college can lead to achieving your longer-term

- 1.<sup>2</sup>
2. [1]

goals. After all, each new experience in your life builds upon the last. You may never truly “arrive” at a destination if indeed your life is an ongoing journey.

Video: *Student Voices: What Does it Mean to be College and Career Ready?*



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<https://cod.pressbooks.pub/careerdevelopment/?p=40>

## The Marriage of College and Career

The oldest institution of higher learning in the United States is widely acknowledged to be Harvard University. It was established in 1636 with the aim of providing instruction in arts and sciences to qualify students for employment. In the 1779 Constitution of Massachusetts submitted by Samuel Adams, John Adams, and James Bowdoin to the full Massachusetts Convention, the following language was used:

*Art. I.—Whereas our wise and pious ancestors, so early as the year one thousand six hundred and thirty six, laid the foundation of Harvard-College, in which University many persons of great eminence have, by the blessing of GOD, been initiated in those arts and sciences, which qualified them for public employments, both in Church and State . . .*

Is “public employment” preparation still the goal of higher education institutions today? Indeed, it is certainly one of the many goals! College is also an opportunity for students to grow personally and intellectually. In fact, in a 2011 Pew Research Center survey, Americans were split on their perceptions of the main purpose of a college education:

- 47 percent of those surveyed said the purpose of college is to teach work-related skills.
- 39 percent said it is to help a student grow personally and intellectually.
- 12 percent said the time spent at college should be dedicated to both pursuits—teaching work-related skills and helping students grow personally and intellectually.

These statistics are understandable in light of the great reach and scope of higher education institutions. Today, there are some 5,300 colleges and universities in the United States, offering every manner of education and training to students.

What do employers think about the value of a college education? What skills do employers seek in their workforce? In 2014, Hart Research Associates conducted a survey on behalf of the Association of American Colleges and Universities. The survey revealed that the majority of employers believe that having field-specific knowledge as well as a broad range of knowledge and skills is important for recent college graduates to achieve long-term career success.

Employers also said that when they hire, they place the greatest value on skills and knowledge that cut across all majors. The learning outcomes they rate as most important include written and oral communication skills, teamwork skills, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings.<sup>3</sup>

## Employment Rates and Salaries

Consider, too, the following statistics on employment rates and salaries for college graduates. College does make a big difference:

The average college graduate earns about 75 percent more than a non-college graduate over a typical, forty-year working lifetime. (U.S. Census Bureau)

Employment rates were generally higher for males than females at each level of educational attainment in 2015. (NCES)<sup>4</sup>

Over the course of a forty-year working life, the typical college graduate earns an estimated \$550,000 more than the typical high school graduate. (PEW)

The median gap in annual earnings between a high school and college graduate as reported by the U.S. Census Bureau in 2010 is \$19,550. (PEW)<sup>5</sup>

<sup>6</sup>Perhaps most important, an overwhelming majority of college graduates—86 percent—say that college has been a good investment for them personally. (PEW)

5.<sup>9</sup>

6.

7. [2]

8. [3]

9. [4]

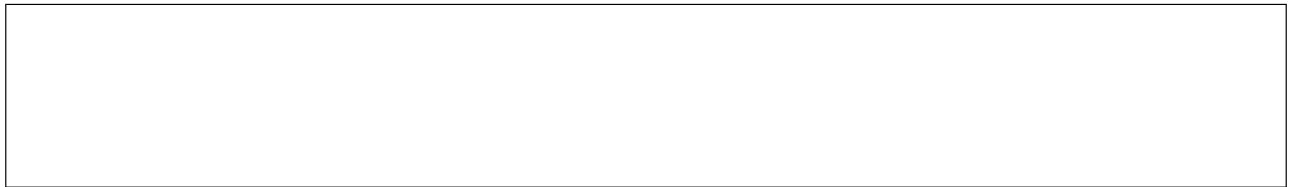


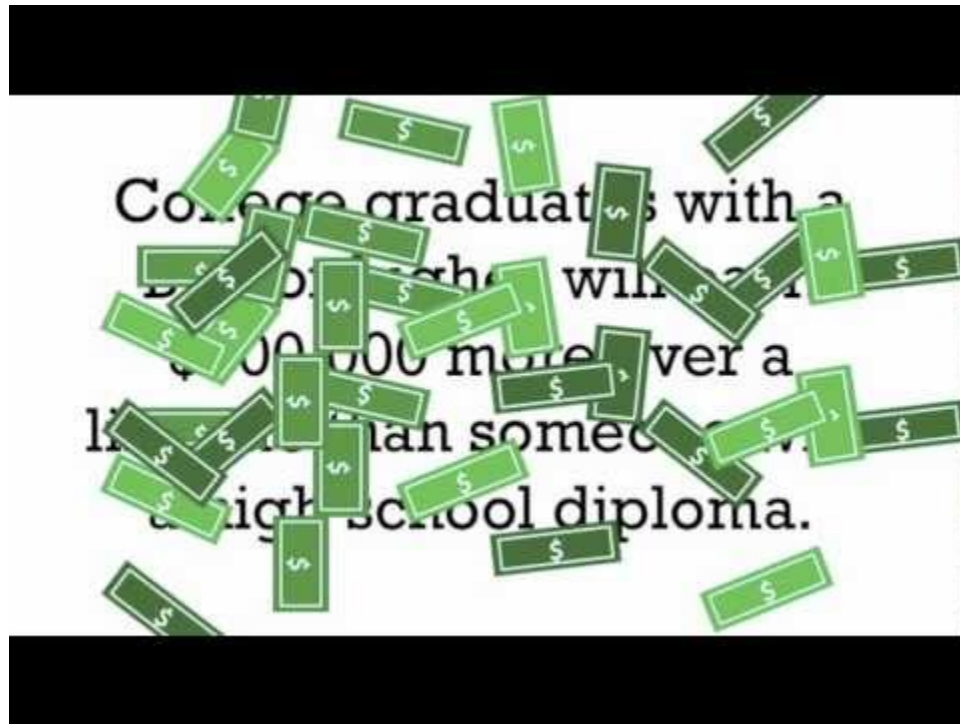
## Differences in Earnings between States

You may wish to use this [Earnings and Educational Attainment \(2011\)](#) interactive table to see how earnings for college graduates vs. high school-only graduates in your state compare with those in other states. As reported by the National Center for Education Statistics in 2014, young adults ages 20 to 24 with a bachelor's degree or higher had a higher employment rate (88.1 %) than young adults with just some college (75.0%). The employment rate for young adults with just some college (63.7%) was higher than the rate for those who had completed high school. The employment rate for those who completed high school (46.6 %) was higher than the employment rate for young adults who had not finished high school. All in all, college imparts a wide and deep range of benefits. The short video *Why College?*, below, shows that with a college degree you are more likely to

- Have a higher salary
- Have and keep a job
- Get a pension plan
- Be satisfied with your job
- Feel your job is important
- Have health insurance

Video: *Why College?*





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<https://cod.pressbooks.pub/careerdevelopment/?p=40>

## Summary

Success in college can be measured in many ways: through your own sense of what is important to you; through your family's sense of what is important; through your institution's standards of excellence; through the standards established by your state and country; through your employer's perceptions about what is needed in the workplace; training for and becoming an entrepreneur, small business owner, or your own boss; and in many respects through your own unfolding goals, dreams, and ambitions.

How are you striving to achieve your goals? And how will you measure your success along the way?

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Adaptions by Michael Duggan: Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work), relocated learning objectives, removed Earnings and unemployment rates by educational attainment graph, updated footnote references, modified footnote formatting. Removed job fair image.

- 
1. "What Does College and Career Readiness Mean?" Office of the State Superintendent of Education, accessed April 26, 2018, <https://osse.dc.gov/service/what-does-college-and-career-readiness-mean>. ↵
  2. "Falling Short? College Learning and Career Success," Association of American Colleges & Universities, Hart Research Associates, 2015, <https://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>. ↵
  3. "Employment and Unemployment Rates by Educational Attainment," 2016, [https://nces.ed.gov/programs/coe/pdf/Indicator\\_CBC/coe\\_CBC\\_2016\\_05.pdf](https://nces.ed.gov/programs/coe/pdf/Indicator_CBC/coe_CBC_2016_05.pdf). ↵
  4. "Is College Worth It?," Pew Social Trends, Pew Research Centers Social Demographic Trends Project RSS, 2011, <http://www.pewsocialtrends.org/files/2011/05/higher-ed-report.pdf>. ↵



## 5. Chapter 5: Applying the Strong Interest Inventory to Your Career Exploration

### Chapter 5: Applying the Strong Interest Inventory to Your Career Exploration

**Dr. Michael Duggan**

*“Facts are meaningless, Lisa! You can use facts to prove anything that is remotely true!”*

– Homer Simpson

## Lets Talk and Take Some Interest Tests....

In the next two chapters we will be looking at couple of interest tests. What are interest tests? Interest tests are ones that measure your differing levels of personal interest and satisfaction from a variety of tasks—both internally and externally—to look at others who share those similar degrees of interest and satisfaction as yourself. Once we are able uniquely define different groups, we can then start to see what commonalities for each group are when it comes to any specific subject or idea. For the purposes of this class, we are looking at career satisfaction. For this class, we’ve chosen two different types of Interest tests: the Strong Interest Inventory and the Myers-Briggs type indicator. Let me explain why these are the two we are using

For the Strong Interest Inventory, or SII for short, the SII looks at your external interests in the world. You will find yourself answering a variety of questions on things like the subjects you enjoyed in school, the hobbies you like to engage in on your free time, the majors in the past you may have considered, and your thoughts on a variety of different occupations. I like to think of this as an externally based interest test because it is asking many questions about your interest in things external to you in the outside world.

The Myers-Briggs Type Indicator however, or MBTI for short, focuses more on your internal personality. All the questions you will answer there will be focused on how you like to structure your time, how you like to problem solve situations, and how you perceive the world around you. It will ultimately categorize your personality not based on your external interactions with the world, but rather your internal beliefs on how you see the world.

Each test on its own will give you a little information, but is really only meant to be one piece of the puzzle. When I say “puzzle”, I’m referring to the concept of a puzzle representing that ultimate career choice that we all idealize about finding. If we look at themes between the two tests, PLUS what you’re learning throughout this course and reading in this textbook, we start to see some themes and overlap of ideas. These themes are what we are looking for—universal consistent details that make you uniquely you.

So let’s look for in-depth at the first test, the Strong Interest Inventory.

## John Holland

John L Holland was a professor of Sociology at Johns Hopkins University from 1969 to 1980. He wanted to better understand people’s attitudes towards the work they did and their degree of satisfaction with it. He interviewed a variety of people from all different types of occupations and made an effort to develop some organization to it all. His now famous article, “A Theory of Vocational Choice”, published in the *Journal of Counseling Psychology* (1959) found that most every career had one of six different dominant emphases in their work: Realistic (Doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders), and Conventional (Organizers)<sup>1</sup>. Let’s look at little more at each category.

### **Realistic (Doers):**

Realistic careers are ones that involve working with ones hands and often outdoors. They include professions working

1. Holland, J. L. (1959). A Theory of Vocational Choice. *Journal of Counseling Psychology*, 6, 35-45



with tools, machines, manuals, and technical skills. Some examples of realistic careers would include auto mechanic, firefighter, electrician, and airline pilot.

**Investigative (Thinkers):**

Investigative careers are ones that involve workers who have a strong, scientific orientation. They are interested in research and gathering information to answer questions. Some examples of investigative careers would include chemist, criminal justice investigator, botanist, and economist.

**Artistic (Creators):**

Artistic careers are ones that focus on creativity and the arts. People in this field tend to prefer free, ambiguous unsystematic activities that entail manipulation of physical, verbal, or human materials. Some examples of artistic careers would include artist, musician, interior decorator, or editor.

**Social (Helpers):**

Social careers mainly focus on working with other people. They do this through helping, informing, training, listening, or discussing with others on a variety of topics. Careers in this area would include social worker, secondary teacher, librarian, or athletic trainer.

**Enterprising (Persuaders):**

Careers in the enterprising domain have to do with positions of leadership, power, and status. They work with people to achieve organization goals or economic success. Careers in this area would include business manager, lawyer, real estate agent, or salesperson.

**Conventional (Organizers):**

Conventional careers are ones that involve high levels of organization and working with data. They follow established rules that often involve following specific procedures to carry things out. Some examples of conventional careers would include accountant, legal secretary, administrative assistant, and financial analyst.

Thanks to Holland's work, we now have a way to start to organize different career categories.

The following video that summarizes all of these different categories, and provides us a way to start to thinking which of these categories we might identify most with can be found below, featuring Michelle Cho, co-founder of Gladeo, a career exploration organization and non-for-profit service.



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://cod.pressbooks.pub/careerdevelopment/?p=90>

The Strong Interest Inventory (SII) is an instrument that is frequently used today to help people find career direction.

It has been used by over 22 million people worldwide and translated into 25 different languages. The results have been supported by over 500 research studies as well.<sup>2</sup> Patterned after career theorist John Holland's occupational codes discussed above, it looks to categorize an individual's interests into six specific "clusters", and then determines a primary, secondary, and tertiary category type. You will take this exam in class. However, you're anxious to get started with this, or your class will not be offering the Strong Interest Inventory, a more informal and free version of the test can be found online at<sup>3</sup> <https://www.mynextmove.org/explore/ip>

## After You Get Your Results

Now that you know what your dominant Strong Categories are (or at least have a good sense of them), there's lots of great online resources to help you take these results deeper. In a future Chapter, we will be looking at resources at the COD Library and how you can apply your results to gathering occupational information. In the meantime through, some videos you may find helpful are provided by the University of California who created a series called: "A Personal Story of the Strong Interest Inventory". Some of those videos can be found here:

2. "Self Directed Search", SIGMA Assessment Services, accessed January 31, 2020.  
<https://www.sigmaassessmentsystems.com/assessments/self-directed-search/>

3. "My Next Move", O\*Net Interest Profiler, accessed January 31, 2020, <https://www.mynextmove.org/explore/ip>



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So now that you have identified some of your personal themes using the Holland occupational codes, we are now ready to move onto the next assessment, the Myers-Briggs Type Indicator in the next Chapter.

## 6. Chapter 6: Applying the Myers-Briggs Type Indicator to Your Career Exploration Process

### Chapter 6: Applying the Myers-Briggs Type Indicator to Your Career Exploration

**Dr. Michael Duggan**



Sonny: “*Dreams die.*”  
Danny McGuire: “No, no, no, no! *Not by themselves. We kill them!*”  
–Michael Beck & Gene Kelly, *Xanadu* [motion picture, 1980]

## The Myers-Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) is a test that is often used in helping people understand themselves better and find preferences. Based on the theories of Swiss psychologist Carl Jung in the 1800, Jung believed who had speculated that people experience the world using four principal psychological functions: specifically sensation, intuition, feeling, and thinking – He also believe that one of these four functions is dominant for a person most of the time (2017)<sup>1</sup>. Much of Jung’s work was to help his patients develop a better sense of their dominant psychological functions and then translating this insight to helping his clients develop different ways to approve their life situations.

Fast forward to the mid-1900’s. Katharine Cook Briggs and her daughter Isabel Briggs Myers first developed the test during World War II patterning it after psychologist Carl Jung’s theories of personality. The goal was to translate these principles into a more modern level of insight and then take this information in application to view a variety of topics in life. It has been refined several times through the years and is used in a variety of areas including leadership training, career exploration, relationship and marriage counseling, employee training, and for personal development.

The EU Myers Briggs Company state the MBTI is “one of the most widely used personality theory in history”<sup>2</sup>. Indeed, the MBTI is used in a variety of areas. From career exploration, to conflict management, to business practices, to many other areas, the MBTI is a widely relied upon tool for providing insight into ourselves and to provide direction for our futures.

Please make a note that the MBTI is designed to measure *preferences* for different personality types. That is, it directs us to see the way we prefer to do and view things, but we are always capable of looking or doing things another way as well. For example, first try writing your name with the hand you normally write with. Now, try writing your name with the opposite hand. Obviously, you are capable of doing so, but it feels a little different and perhaps a little less comfortable. This is because your *preference* for writing is your dominant hand—but this is in no way absolute.

What do we mean when we say “preferences”? A classic analogy frequently used is our handwriting. We each have a dominant hand we prefer to write with—be it right or left—and in most every situation, use that specific hand to write. Lets say I’m right-handed (which I am), my “preference” when it comes to writing is to then use my right hand. This is not to say I cannot use my left, but it certainly would not be my first choice and certainly not what I would identify as my strength!

Specifically, the MBTI examines four dimensions of personality and determines in each dimension which way we tend to *prefer* to interact with the world. Those four dimensions are:

- How we direct our energy
- How we gather information
  - How we make decisions
- How we deal with the other world

For each dimension, we distinct each into two possibilities, and find people tend to lean towards one possibility or the other. Let’s look more closely at each of these:

**How we direct or energy: Extroversion vs. Introversion**

1. Huber D., Kaufmann H., Steinmann M. (2017) The Missing Link: The Innovation Gap. In: Bridging the Innovation Gap. Management for Professionals. Springer, Cham
2. "The History of the Myers-Briggs", The EU Myers-Briggs Company, access January 31, 2020  
<https://eu.themyersbriggs.com/en/tools/MBTI/Myers-Briggs-history>

People who lean towards extroversion tend to focus on people and things on the outer world. People who lean towards introversion focus on the thoughts, feelings, and impressions of the inner world.

**How we gather information: iNtuition vs. Sensing**

People who lean towards sensing tend to focus on facts and details that can be confirmed by experience. People who lean towards intuition focus on possibilities and relationships among ideas.

**How we make decisions: Feeling vs. Thinking**

People who lean towards thinking use impersonal, objective, logical analysis to reach conclusions. People who lean towards feeling tend to use person-centered, subjective analysis to reach conclusions.

**How we deal with the other world: Perceiving vs. Judging**

People who lean towards judging then to prefer to plan and organize themselves to make decisions and come to closure on decisions. People who lean towards perceiving on the other hand tend to be spontaneous and adaptable, collecting information and usually staying open to new options and ideas. It is important to note, “Judging” has nothing to do with the term “Judgemental”, rather we are using the term judging more in an evaluative respect.

A nice video summarizing these 8 different categories from Psych2Go is below:



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://cod.pressbooks.pub/careerdevelopment/?p=92>

When a person takes the MBTI they are given a “code” that tells a person what they lean towards for each of the four dimensions. For example, an “ENFP” would mean a person tends to identify with the MBTI descriptions of Extraversion, iNtuition, Feeling, and Perceiving. An “ISTJ” would mean a person tends to identify with the MBTI descriptions of Introversion, Sensing, Thinking, and Judging.

So why take this test for a class like ours? Research shows people with similar MBTI types tend to find high levels of satisfaction when they work in careers that match their personality type. When you get your results, you will receive an accompanying book, “Introduction to Type and Careers” that will explain this more in detail. Although you will most

likely take this test in class, a more informal but free version can be found online at <https://www.truity.com/test/type-finder-personality-test-new> <sup>3</sup>

There are MANY videos out there on the MBTI and applying the results. A personal favorite of mine is written is done by Jean Kummerow as part of her TED talk at the link below:



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=92>

Another fun thing to explore are the huge variety of websites dedicated to MBTI types and entertainment. For example, Harry Potter, the Simpsons, and even Star Wars:

3. "Truity Test of Myers-Briggs", Truity, accessed January 31, 2020, <https://www.truity.com/test/type-finder-personality-test-new>



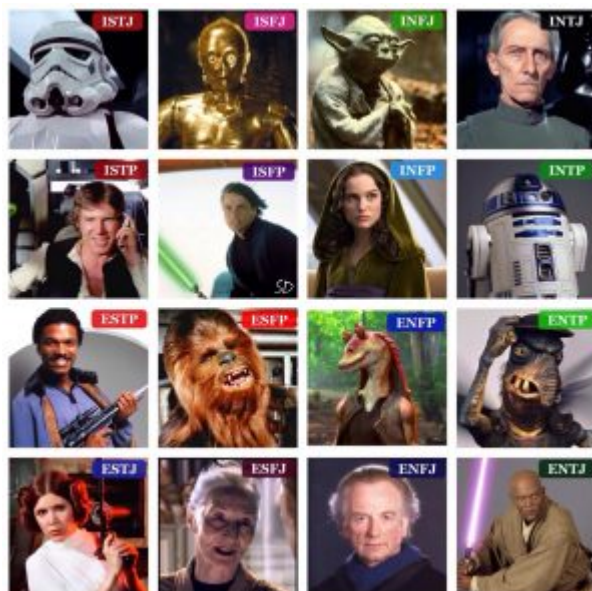
## INFJ: Lisa Simpson

**Type:** INFJ

**Characterization:** The Confidant

**Personality:**

INFJs, making up an estimated 1% of all people, are the most rare type (males even more so). They are introspective, caring, sensitive, gentle and complex people that strive for peace and derive satisfaction from helping others. INFJs are highly intuitive, empathetic and dedicated listeners. These traits tend to act as a "tell me what's wrong" sign on their forehead, hence the nicknames Confidant, or Counselor. INFJs are intensely private and deeply committed to their beliefs.



I find the Myers-Briggs is helpful not only for career exploration, but all aspects of everyday life. That said, remember we again are only taking a piece of puzzle here, looking for themes between the MBTI, Strong Interest Inventory, and the other things that you learn from this textbook and class. None alone are the sole answer but rather, just another

way to develop insight into the bigger picture. Now that we have a few puzzle pieces, let's start to do some research into specific careers looking for answers to the important questions—like career outlooks, hiring opportunities, and lengths of study to enter a different career field.

# 7. Chapter 7: Resources at the College of DuPage Library

## Chapter 7: Resources at the College of DuPage Library



Career questions are some of **the most personal** to students. They are stressful, overwhelming areas to research at times and now is definitely not the time to settle for what Google or friends advise. Choose to be selective with where you get your information and you'll be happy that you did. Let's take a look at some of the most recommended places to get career information.

### The Library (of course!)

Whether you are just getting started or have decided on a field, your first stop should be the Library. They have thousands of books on careers and emerging fields. The **College and Career Collection**, found on the upper floor of the Library, is easy to browse and all items can be taken home for further study. You'll even see books for help with choosing majors and preparing for exams like the GRE, LSAT and ASVAB.

There are also eBooks that you can read on any device. Simply search the online catalog on the Library's website using words that describe the career.

#### **Sample searches:**

- education careers
- nursing vocational guidance
- information technology careers

# The Occupational Outlook Handbook



<http://www.bls.gov/ooh>

From the U.S. Department of Labor's Bureau of Labor Statistics, OOH is a favorite source because it is comprehensive and current. With over 325 occupational profiles, OOH provides information about what the job does, qualifications needed and the outlook on the career.

Students tell us they like the detailed profiles but also the ability to search the occupations by pay, entry level education and projected growth rate.

## My Next Move



<http://www.mynextmove.org>

**My Next Move** has tasks, skills, salary information, and more for over 900 different careers. Using this site will expose you to many careers you haven't even heard of because they list so many options. Profiles are brief but can quickly lead you to explore others. If you are in the beginning stages of career research and are undecided, this site is a good option to start with.

Students tell us they like short, one page profiles and the video interviews.



## O\*NET Online



<https://www.onetonline.org>

The **O\*NET** database includes information for over 970 occupations covering skills, abilities, knowledges, work activities, and interests associated with the occupation. The advanced search lets you browse by abilities, interests, knowledge or skills.

Students tell us that they use this site with their *Strong Interest Inventory* results as a starting point. It has also been useful for veterans exploring careers based on their training from their military experience.

## Career Outlook



<https://www.bls.gov/careeroutlook/home.htm>

**Career Outlook** is different. Sourced from the Bureau of Labor Statistics, this site is primarily articles. They offer feature articles but also interviews and visuals about employment.

Students like this source for exploring unusual occupations and for getting charts and graphs about employment.

## Illinois Career Information Systems (CIS)

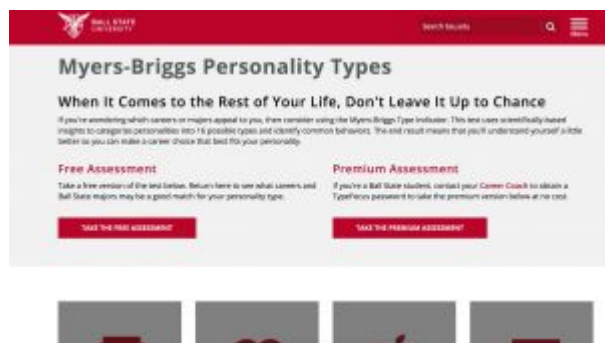


<http://ilcis.intocareers.org>

**Illinois CIS** is the site to use for getting local information about careers. If you plan to stay in Illinois and work, research here for salary information, job outlook and any licensing requirements. It can even tell you how popular a career is in DuPage County. Many students want to move out of Illinois. If this is you, ask the Library to recommend the CIS site for the state of interest to you.

Students turn to this site for local information about their career choice. The “Reality Check” game is also a favorite for testing out your expected lifestyle.

## What Can I Do with My Personality Type?

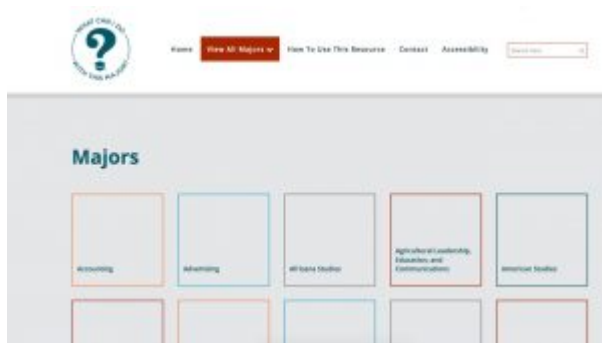


<https://www.bsu.edu/about/administrativeoffices/careercenter/tools-resources/personality-types>

Available to us from Ball State University, **What Can I do With My Personality Type** is helpful for exploring careers and majors once you have your Myers-Briggs results. They offer a free assessment if you haven't yet received your results in class.

Students with their results often find this site the best to start with it since it's easy to find specific types among the 16 listed.

## What Can I Do with this Major?



<https://artsci.utk.edu/future-students/need-a-major/what-can-i-do-with-this-major/>

From the University of Tennessee Center for Career Development, **What Can I Do With This Major?** lets you easily explore majors and connect them with careers. You'll get typical career areas with types of employers that hire people with each major. Strategies for making yourself more marketable in that field are provided as well.

Students like this site for identifying types of employers and getting connections to the professional organizations for that career.

## What's your next step?

Now that you have some sources to start with, **build a schedule** to allow time to read and think about what you find. **Create a system** to organize your sources and thoughts about what you have found. Give yourself permission to **revisit sources**. You may uncover something new or different. **Ask for help** if you aren't satisfied with your sources or don't understand it. It's ok to ask. Librarians are deeply committed to helping you find relevant information that **you** want to use. Remember, now is not the time to settle for "ok" sources.

The Library offers FREE appointments for research help any time they are open open. <https://library.cod.edu/> Of course you can always drop in or chat with them online, but students tell us that they book appointments because **it makes them commit to getting started** plus their time is used wisely in that the librarian prepares for the visit in advance.

## 8. Chapter 8: Professional Skill Building

## Chapter 8: Professional Skill Building

## Lumen Learning and Linda (Bruce) Hill

*“Every artist was first an amateur.”*

– Ralph Waldo Emerson

If you lived and worked in colonial times in the United States, what skills would you need to be gainfully employed? What kind of person would your employer want you to be? And 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. And the professional abilities, aptitudes, and values required in those industries are many of the same ones employers seek today.

For example, in the health care field then, just like today, employers looked for professionals with scientific acumen, active listening skills, a service orientation, oral comprehension abilities, and teamwork skills. And 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.

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.
- **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!

## 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 may be especially in demand today because employers are generally equipped to train new employees in a hard skill—by training them to use new computer software, for instance—but it’s much more difficult to teach an employee a soft skill such as developing rapport with coworkers or knowing how to manage conflict. An employer might rather hire an inexperienced worker who can pay close attention to details than an experienced worker who might cause problems on a work team.

In this section, 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

A skill is something you can do, say, or think right now. It's what an employer expects you to bring to the workplace to improve the overall operations of the organization.

The table below lists four resources to help you determine which concrete skills are needed for all kinds of professions. You can even discover where you might gain some of the skills and which courses you might take.

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

RESOURCE	DESCRIPTION
1 <a href="#">Career Aptitude Test</a> (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.
2 <a href="#">Skills Profiler</a> (Career OneStop from the U.S. Department of Labor)	Use the Skills Profiler 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. Or 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 it or save it.
3 <a href="#">O*Net OnLine</a>	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?" <a href="#">Browse</a> groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more. <a href="#">Focus</a> on occupations that use a specific tool or software. Explore occupations that need your skills. <a href="#">Connect</a> 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. They include, but are by no means limited to, skills listed below:

- Dependable and punctual (showing up on time, ready to work, not being a liability)
- Self-motivated
- Enthusiastic
- Committed
- Willing to learn (lifelong learner)
- Able to accept constructive criticism
- A good problem solver
- Strong in customer service skills
- Adaptable (willing to change and take on new challenges)
- A team player
- Positive attitude
- Strong communication skills
- Good in essential work skills (following instructions, possessing critical thinking skills, knowing limits)
- Ethical
- Safety conscious



- Honest
- Strong in time management

These skills are transferable because they are positive attributes that are invaluable in practically any kind of work. They 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 show you off the best, and identify the ones that prospective employers are looking for. By comparing both sets, you can more directly gear your job search to your strongest professional qualities.

## 10 Top Skills You Need to Get a Job When You Graduate

The following video summarizes the ten top skills that the Target corporation believes will get you a job when you graduate. [Read a transcript of the video.](#)

Video: *10 top skills that will get you a job when you graduate*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=54>

## How to Find a New Job—Transferable Job Skills

If you are an international student, or perhaps English is your second language, the following video may especially appeal to you. It covers similar information to the 10 Top Skills video above. Discover how to find a new job more easily by learning how to identify and describe your transferable job skills in English.

Video: *How to find a new job – Transferable Job Skills*





A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=54>

## *Activity: Assess Your Soft Skills*

### *Objectives*

- Review the transferable skills listed in the self-assessment exercises developed by Employment and Social Development Canada (ESDC).
- Analyze your strengths and areas in which you need to improve individual essential skills.

### *Instructions*

- Read each statement in Section 1 of any transferable skills pertinent to a profession you are interested in.
- Place a checkmark in the column that best describes how well you can complete that task. Think about your work and life experiences as you consider each task.
- Review your responses for each task. If you have checked five or more in the “Somewhat” and/or “No” columns, you may want to consider upgrading your oral communication skills.
- Complete Section 2 to identify your training needs.

### *Self Assessments*

- [Oral Communication Self-Assessment](#)
- [Computer Use Self-Assessment](#)
- [Writing Self-Assessment](#)
- [Reading Self-Assessment](#)
- [Document Use Self-Assessment](#)
- [Numeracy Self-Assessment](#)
- [Continuous Learning Self-Assessment](#)
- [Working with Others Self-Assessment](#)
- [Thinking Self-Assessment](#)

## 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. It contains 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!

## Just Get Involved

After you've networked with enough people and built up your reputation, your peers can connect you with job openings that may be a good fit for your skills. The video, below, from Monash University in Australia offers the following tips:

1. Get involved in part-time work
2. Get involved in extracurricular activities
3. Get involved with employment and career development
4. Get involved with volunteer work. Check out this website for [volunteer matching](#).

“Just get involved. There are so many opportunities and open doors for you.”

Video: *Tips to improve your career from Monash Graduates*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=54>

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*Adaptations (Duggan): Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work). Relocated Learning Objectives. Removed image of woman holding test strip.*

## 9. Chapter 9: Career Development



# Chapter 9: Career Development

## Lumen Learning and Linda (Bruce) Hill

*"In a gentle way we can shake the world".—Mahatma Gandhi*

### 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 bar codes. 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.

### *Stages of Career Development*

There are five main stages of career development (developed by Donald Super). Each stage correlates with attitudes, behaviors, and relationships we all tend to have at that point and age. As we progress through each stage and reach the milestones identified, we prepare to move on to the next one.

Which stage of career development do you feel you are in currently? Think about each stage. What challenges are you facing now? Where are you headed?

#	STAGE	DESCRIPTION
1	GROWING	This is a time in early years (4–13 years old) 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.
2	EXPLORING	This period begins when you are a teenager, extends into your mid-twenties, and may extend later. 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.
3	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.
4	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.
5	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. It’s more common than it has been in the past for people to change careers in their thirties, forties, fifties, and even sixties. 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.

## Career Development Resources in Your College, Community, and Beyond

Career experts say that people will change careers (not to mention jobs) five to seven times in a lifetime. So your career will likely not be a straight and narrow path. Be sure to set goals and assess your interests, skills and values often. Seek opportunities for career growth and enrichment. And take advantage of the rich set of resources available to you. Below are just a few.

### *Career Development Office on Campus*

Whether you are a student, a graduate, or even an employer, you can obtain invaluable career development assistance at your college or university. Campus career centers can support, guide, and empower you in every step of the career development process, from initial planning to achieving lifelong career satisfaction.

### *Books on Career Development*

Going to college is one of the best steps you can take to prepare for a career. But soon-to-be or recently graduated students are not necessarily guaranteed jobs. Staying educated about strategies for developing your career and finding new jobs will help you manage ongoing transitions. The book *The Secret to Getting a Job After College: Marketing Tactics to Turn Degrees into Dollars*, by author Larry Chiagouris, was written specifically to help recent grads increase their chances of finding a job right after college. It speaks to students in all majors and provides tips and tactics to attract the attention of an employer and successfully compete with other candidates to get the job you want.

The following video provides an introduction to the book. You can download a transcript of the video [here](#).

### Video: *The Secret to Getting a Job After College*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://press.rebus.community/blueprint3/?p=44>

### *Career Roadmap*

You can use the [Career Roadmap](#), from DePaul University, to evaluate where you are and where you want to be in your career. It can help you decide if you want to change career paths and can guide you in searching for a new job. The road map identifies the following four cyclical steps:

1. Know yourself
2. Explore and choose options
3. Gain knowledge and experience
4. Put it all together: the job search process

## *Plan, Do, Check, Act*

**PDCA (plan-do-check-act)** is a four-step strategy for carrying out change. You can use it to evaluate where you are in the career development process and to identify your next steps. The strategy is typically used in the business arena as a framework for improving processes and services. But you can think of your career as a personal product you are offering or selling.

1. **PLAN:** What are your goals and objectives? What process will you use to get to your targets? You might want to plan smaller to begin with and test out possible effects. For instance, if you are thinking of getting into a certain career, you might plan to try it out first as an intern or volunteer or on a part-time basis. When you start on a small scale, you can test possible outcomes.
2. **DO:** Implement your plan. Sell your product—which is YOU and your skills, talents, energy, and enthusiasm. Collect data as you go along; you will need it for charting and analyzing in the Check and Act steps ahead.
3. **CHECK:** Look at your results so far. Are you happy with your job or wherever you are in the career development process? How is your actual accomplishment measuring up next to your intentions and wishes? Look for where you may have deviated in your intended steps. For example, did you take a job in another city when your initial plans were for working closer to friends and family? What are the pros and cons? If you like, create a chart that shows you all the factors. With a chart, it will be easier to see trends over several PDCA cycles.
4. **ACT:** How should you act going forward? What changes in planning, doing, and checking do you want to take? The PDCA framework is an ongoing process. Keep planning, doing, checking, and acting. The goal is continuous improvement.

## Internet Sites for Career Planning

Visit the [Internet Sites for Career Planning](#) website at the National Career Development Association's site. You will find extensive, definitive, and frequently updated information on the following topics:

- Online Employment
- Self-Assessment
- Career Development Process
- Occupational Information
- Employment Trends
- Salary Information
- Educational Information
- Financial Aid Information
- Apprenticeships and Other Alternative Training Opportunities
- Job Search Instruction and Advice
- Job Banks
- Career Search Engines
- Resources for Diverse Audiences
- Resources and Services for Ex-Offenders
- Resources and Services for Youth, Teen and Young Adults
- Resources and Services the Older Client
- Industry and Occupation Specific Information
- Researching Employers
- Social Networking Sites

- Disabilities
- Military

## *Activity: Campus to Career*

### *Objective*

- Examine two critical questions about developing your career while still in college: How do I prepare myself for a career while I'm in college? How do I position myself to get ahead?

### *Instructions*

- Review the [Campus to Career](#) website called "Top College Career Tips from Freshman to Senior Year."
- Visit the section for each year of college: Freshman Year, Sophomore Year, Junior Year, and Senior Year. You may need to return to the main page of the site to access the sophomore, junior, and senior year pages of content.

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Adaptions: slight formatting changes, removed image of people in lab, removed image of plan-do-check-act, removed quote. Relocated Learning Objectives.

# 10. Chapter 10: Networking

# Chapter 10: Networking

## Lumen Learning and Linda (Bruce) Hill



*“Communication—the human connection—is the key to personal and career success.”*

– Paul J. Meyer

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.

When you “network,” you exchange information.

- 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 might also share information about meet-up groups, conferences, special events, technology tools, and social media.
- You might also solicit job “headhunters,” career counselors, career centers, career coaches, an alumni association, family members, friends, acquaintances, and vendors.

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



## Strategies for Networking

We live in a social world. Almost everywhere you go and anything you do professionally involves connecting with people.

It stands to reason that 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.

Once you acknowledge the value of networking, the challenge is figuring out how to do it. What is your first step? Whom do you contact? What do you say? How long will it take? Where do you concentrate efforts? How do you know if your investments will pay off?

For every question you may ask, a range of strategies can be used. Begin exploring your possibilities by viewing the following energizing video, *Networking Tips for College Students and Young People*, by Hank Blank. He recommends the following modern and no-nonsense strategies:

1. Hope is not a plan. You need a plan of action to achieve your networking goals.
2. Keenly focus your activities on getting a job. Use all tools available to you.
3. You need business cards. No ifs, ands, or buts.
4. Attend networking events. Most of them offer student rates.
5. Master LinkedIn because that is what human resource departments use. Post updates.
6. Think of your parents' friends as databases. Leverage their knowledge and their willingness to help you.
7. Create the world you want to live in in the future by creating it today through your networking activity. These are the times to live in a world of "this is how I can help."

## Video: *Networking Tips for College Students and Young People, Hank Blank*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=62>

### *International Student Series: Finding Work Using Your Networks*

If you are an international student, or perhaps if English is not your native language, this video may especially appeal to you. It focuses on the importance of networking when looking for jobs and keeping an open mind. Simply talking to people can help you move from casual work to full-time employment.

## Video: *International Student Series: Finding Work Using Your Networks*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=62>

## . . . And More Strategies

### *Strategies at College*

- **Get to know your professors:** Communicating with instructors is a valuable way to learn about a career and also get letters of reference if and when needed for a job. Professors can also give you leads on job openings, internships, and research possibilities. Most instructors will readily share information and insights 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.”
- **Check with classmates:** Classmates may or may not share your major, but any of them may have leads that could help you. You could be just one conversation away from a good lead.

## *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. 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 prospective access to many new people to network with.

**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 and working toward common goals, you build relationships that may later serve you 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 [CollegeRecruiter.com](http://CollegeRecruiter.com) and [internships.com](http://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 or crevices by working in a part-time job. Invariably you will meet people who can feasibly help with your networking goals. And you can gain good experience along the way, which can also be noted on your résumé. Check your college career center website. Many have 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:** 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. Many websites have guidance on how to plan and conduct these interviews.

## *Strategies at Home and Beyond*

**Participate in online social media:** An explosion of career opportunity 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 and it contains 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 an opportunity.

**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.

## Activity: Networking for Career Development

### *Objectives*

- Examine five strategies for obtaining and engaging with networking contacts
- Develop relationships with new contacts to enhance your career

### *Instructions*

- 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 currently interested in, 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. That 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 within a month.
- Now write about this experience on one of your social media sites.
- Keep your communication on social media positive. It's poor form to attack or bully someone and may have regretful consequences. If you disagree with someone, do so respectfully.

For additional ideas and inspiration about networking for career development, watch the following video, *Hustle 101: Networking For College Students and Recent Grads*. The speaker, Emily Miethner, is a recent college graduate and the founder and president of NYCreative Interns, “dedicated to helping young creatives discover and then follow their dream careers.”

## Video: *Hustle 101: Networking for College Students and Recent Grads*, Emily Miethner



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=62>

## Sources for Developing Professional Networks

The bottom line with developing professional networks is to cull information from as many sources as possible and use that information in creative ways to advance your career opportunities. The strategies listed in the section above provide you with a comprehensive set of suggestions. Below is a summary of sources you can use to network your way to career success:

- Meet-up groups
- Conferences
- Special events
- Technology tools
- Social media
- Career centers

- Alumni associations
- Professional organizations
- Volunteer organizations
- Internships
- Part-time job
- Job club
- Networking events
- Magazine articles
- websites
- Career coaches
- Headhunters
- Career counselors
- Family members
- Friends
- Coworkers
- Vendors
- College professors
- Advisers
- Classmates
- Administrators
- Coaches
- Guest speakers

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*Adaptions (Duggan): Relocated learning objectives. Removed career fair image.*

## II. Chapter II: Words of Wisdom: It's Like Online Dating

# Chapter II: Words of Wisdom: It's Like Online Dating

*"Memories of our lives, of our works and of our deeds will continue in others". –Rosa Parks*

## Jackie Vetrano

Searching for a job, especially your first job, is a lot like online dating. It begins as a time commitment, gets nerve-racking 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 ways*, 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. 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 messages 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 and telephone number.

## 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 dress appropriately and have copies of your résumé and 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 compliment 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 whom 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 a 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: <http://stats.bls.gov/oes/current/oessrcst.htm>. 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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Adaptions: Some content edited by Dave Dillon based on peer review suggestions.

## 12. Chapter 12: Résumés and Cover Letters



## Chapter 12: Résumés and Cover Letters

## Lumen Learning and Linda (Bruce) Hill

*“The most important tool you have on a résumé is language.”*

– Jay Samit

A résumé is a “selfie” for business purposes. It is a written picture of who you are—it’s a marketing tool, a selling tool, and a promotion of you as an ideal candidate for any job you may be interested in.

The word *résumé* comes from the French word *résumé*, which means “a summary.” Leonardo da Vinci is credited with writing one of the first known résumés, although it was more of a letter that outlined his credentials for a potential employer, Ludovico Sforza. The résumé got da Vinci the job, though, and Sforza became a longtime patron of da Vinci and later commissioned him to paint *The Last Supper*.

Résumés and cover letters work together to represent you in the most positive light to prospective employers. With a well-composed résumé and cover letter, you stand out—which may get you an interview and then a good shot at landing a job.

In this section, we discuss résumés and cover letters as key components of your career development tool kit. We explore some of the many ways you can design and develop them for the greatest impact in your job search.

## Your Résumé: Purpose and Contents

Your résumé is an inventory of your education, work experience, job-related skills, accomplishments, volunteer history, internships, residencies, and/or more. It’s a professional autobiography in outline form to give the person who reads it a quick, general idea of who you are, and what skills, abilities, and experiences you have to offer. With a better idea of who you are, prospective employers can see how well you might contribute to their workplace.

As a college student or recent graduate, though, you may be unsure about what to put in your résumé, especially if you don’t have much employment history. Still, employers don’t expect recent grads to have significant work experience. And even with little work experience, you may still have a host of worthy accomplishments to include. It’s all in how you present yourself.

The following video is an animated look at why résumés are so important. [Read a transcript of the video.](#)

## Video: *Why Do I Need a Resume?*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=68>

## Elements of Your Successful Résumé

Perhaps the hardest part of writing a résumé is figuring out what format to use to organize and present your information in the most effective way. There is no correct format, per se, but most résumés follow one of the four formats below. Which format do you think will best represent your qualifications?

1. **Reverse chronological résumé:** A reverse chronological résumé (sometimes also simply called a chronological résumé) lists your job experiences in reverse chronological order—that is, starting with the most recent job and working backward toward your first job. It includes starting and ending dates. Also included is a brief description of the work duties you performed for each job, and highlights of your formal education. The reverse chronological résumé may be the most common and perhaps the most conservative résumé format. It is most suitable for demonstrating a solid work history, and growth and development in your skills. It may not suit you if you are light on skills in the area you are applying to, or if you've changed employers frequently, or if you are looking for your

first job. [Reverse Chronological Résumé Examples](#)

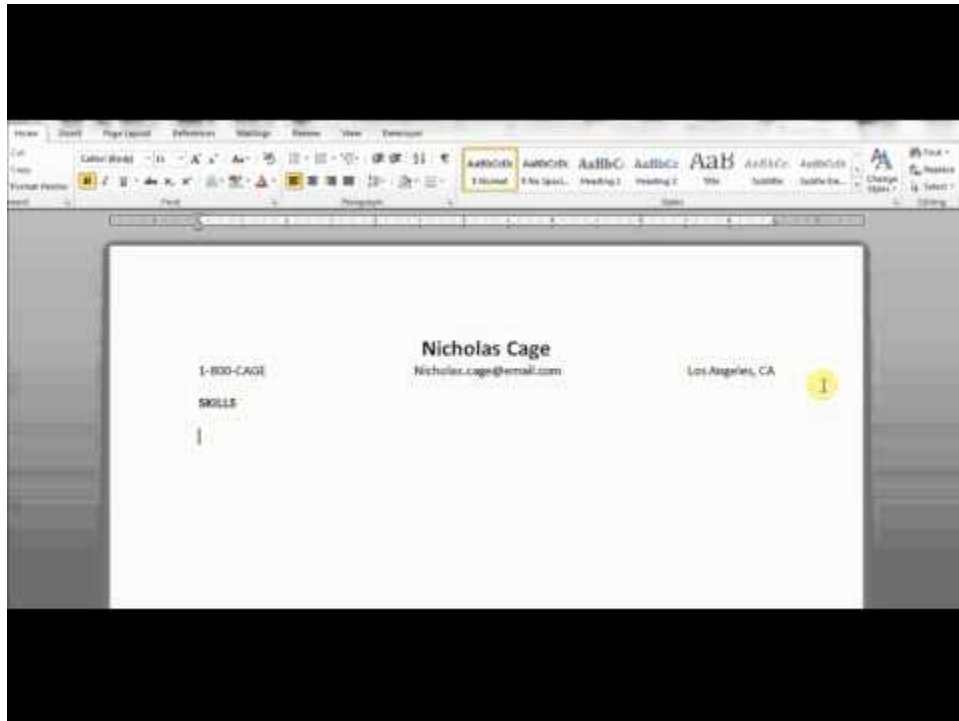
2. **Functional résumé:** A functional résumé is organized around your talents, skills, and abilities (more so than work duties and job titles, as with the reverse chronological résumé). It emphasizes specific professional capabilities, like what you have done or what you can do. Specific dates may be included but are not as important. So if you are a new graduate entering your field with little or no actual work experience, the functional résumé may be a good format for you. It can also be useful when you are seeking work in a field that differs from what you have done in the past. It's also well suited for people in unconventional careers. [Functional Résumé Examples](#)
3. **Hybrid résumé:** The hybrid résumé is a format reflecting both the functional and chronological approaches. It's also called a combination résumé. It highlights relevant skills, but it still provides information about your work experience. With a hybrid résumé, you may list your job skills as most prominent and then follow with a chronological (or reverse chronological) list of employers. This résumé format is most effective when your specific skills and job experience need to be emphasized. [Hybrid Résumé Examples](#)
4. **Video, infographic, and website résumé:** Other formats you may wish to consider are the video résumé, the infographic résumé, or even a website résumé. These formats may be most suitable for people in multimedia and creative careers. Certainly with the expansive use of technology today, a job seeker might at least try to create a media-enhanced résumé. But the paper-based, traditional résumé is by far the most commonly used—in fact, some human resource departments may not permit submission of any format other than paper based. [Video Resume Examples](#); [Infographic Résumé Examples](#); [Website Résumé Examples](#)

An important note about formatting is that, initially, employers may spend only a few seconds reviewing each résumé—especially if there is a big stack of them or they seem tedious to read. That's why it's important to choose your format carefully so it will stand out and make the first cut.

## Résumé Contents and Structure

For many people, the process of writing a résumé is daunting. After all, you are taking a lot of information and condensing it into a very concise form that needs to be both eye-catching and easy to read. Don't be scared off, though! Developing a good résumé can be fun, rewarding, and easier than you think if you follow a few basic guidelines. In the following video, a résumé-writing expert describes some keys to success.

## Video: *Resume Tutorial*



A YouTube element has been excluded from this version of the text. You can view it online here:

<https://cod.pressbooks.pub/careerdevelopment/?p=68>

### *Contents and Components To Include*

1. **Your contact information:** name, address (note that some recommend not sharing for security purposes, others recommend sharing to be complete), phone number, professional email address
2. **A summary of your skills:** 5–10 skills you have gained in your field
3. **Work experience:** depending on the résumé format you choose, you may list your most recent job first; include the title of the position, employer's name, location, employment dates (beginning, ending); Working for a family business is valid work experience and should definitely be on a resume.
4. **Volunteer experience:** can be listed in terms of hours completed or months/years involved. Use the same format as that used to list work experience.
5. **Education and training:** formal and informal experiences matter; include academic degrees, professional development, certificates, internships, etc.
6. **Other sections:** may include a job objective, a brief profile, a branding statement, a summary statement, additional

accomplishments, and any other related experiences

### *Caution*

Résumés resemble snowflakes in as much as no two are alike. Although you can benefit from giving yours a stamp of individuality, you will do well to steer clear of personal details that might elicit a negative response. It is advisable to omit any confidential information or details that could make you vulnerable to discrimination, for instance. Your résumé will likely be viewed by a number of employees in an organization, including human resource personnel, managers, administrative staff, etc. By aiming to please all reviewers, you gain maximum advantage.

- Do not mention your age, gender, height or weight.
- Do not include your social security number.
- Do not mention religious beliefs or political affiliations, unless they are relevant to the position.
- Do not include a photograph of yourself or a physical description.
- Do not mention health issues.
- Do not use first-person references (I, me).
- Do not include wage/salary expectations.
- Do not use abbreviations.
- Proofread carefully—absolutely no spelling mistakes are acceptable.

## Top Ten Tips for a Successful Résumé

1. Aim to make a résumé that's 1-2 pages long on letter-size paper.
2. Make it visually appealing.
3. Use action verbs and phrases.
4. Proofread carefully to eliminate any spelling, grammar, punctuation, and typographical errors.
5. Include highlights of your qualifications or skills to attract an employer's attention.
6. Craft your letter as a pitch to people in the profession you plan to work in.
7. Stand out as different, courageous.
8. Be positive and reflect only the truth.
9. Be excited and optimistic about your job prospects!
10. Keep refining and reworking your résumé; it's an ongoing project.

Remember that your résumé is your professional profile. It will hold you in the most professional and positive light, and it's designed to be a quick and easy way for a prospective employer to evaluate what you might bring to a job. When written and formatted attractively, creatively, and legibly, your résumé is what will get your foot in the door. You can be proud of your accomplishments, even if they don't seem numerous. Let your résumé reflect your personal pride and professionalism. A resume is also a "living document" and will change as your experiences and skills change.

In the following video, *Résumé Tips for College Students From Employers*, several college graduate recruiters summarize the most important points about crafting your résumé. [Download a transcript of the video.](#)

## Video: *Résumé Tips for College Students From Employers*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=68>



## Résumé Writing Resources

WEBSITE	DESCRIPTION
2 <a href="#">The Online Resume Builder</a> (from My Perfect resume)	The online résumé builder is easy to use. Choose your résumé design from the library of professional designs, insert prewritten examples, then download and print your new résumé.
3 <a href="#">Résumé Builder</a> (from Live Career)	This site offers examples and samples, templates, tips, videos, and services for résumés, cover letters, interviews, and jobs.
4 <a href="#">Résumé Samples for College Students and Graduates</a> (from About Careers)	This site offers a plethora of sample résumés for college students and graduates. Listings are by type of student and by type of job. Résumé templates are also provided.
5 <a href="#">Job Search Minute Videos</a> (from College Grad)	This site offers multiple to-the-point one-minute videos on topics such as print résumés, video résumés, cover letters, interviewing, tough interview questions, references, job fairs, and Internet job searching.
6 <a href="#">Student [Career] Services</a> (from Employment Ontario—Community Employment Services)	<a href="#">– Buzzwords and Skills to Include in your résumé</a> <a href="#">– Action Words and Phrases for résumé Development</a> <a href="#">– Checklist of Personal Skills</a>
7 <a href="#">42 Résumé Dos and Don'ts Every Job Seeker Should Know</a> (from The Muse)	A comprehensive list of résumé dos and don'ts, which includes traditional rules as well as new rules to polish your résumé.

### Activity: Create Your Résumé

#### Objectives:

- Compile data reflecting your professional and educational skills and accomplishments.
- Assess the main résumé formats and select one that meets your needs.
- Create a first draft of your professional résumé.

#### Directions:

1. Compile all needed information for your résumé, including your contact information, a summary of your skills, your work experience and volunteer experience, education and training (including your intended degree, professional development activities, certificates, internships, etc.). Optionally you may wish to include job objective, a brief profile, a branding statement, additional accomplishments, and any other related experiences.
2. Select one of the résumé builder tools listed above in the Résumé Writing Resources table.
3. Create your résumé, following instructions at your selected site.
4. Save your document as a PDF file.
5. Follow instructions from your instructor on how to submit your work.

## Your Cover Letter

A cover letter is a letter of introduction, usually 3–4 paragraphs in length, that you attach to your résumé. It's a way of introducing yourself to a potential employer and explaining why you are suited for a position. Employers may look for individualized and thoughtfully written cover letters as an initial method of screening out applicants who may who lack necessary basic skills, or who may not be sufficiently interested in the position.

Often an employer will request or require that a cover letter be included in the materials an applicant submits.

[Cover Letter Examples](#)

There are also occasions when you might submit a cover letter uninvited (also called a letter of interest). For example, if you are initiating an inquiry about possible work or asking someone to send you information or provide other assistance.

With each résumé you send out, always include a cover letter specifically addressing your purposes.

### *Characteristics of an Effective Cover Letter*

Cover letters should accomplish the following:

- Get the attention of the prospective employer
- Set you apart from any possible competition
- Identify the position you are interested in
- Specify how you learned about the position or company
- Present highlights of your skills and accomplishments
- Reflect your genuine interest
- Please the eye and ear

The following video features Aimee Bateman, founder of [Careercake.com](#), who explains how you can create an incredible cover letter. [Download a transcript of the video.](#)

## Video: 5 Steps to an Incredible Cover Letter



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=68>

## Cover Letter Resources

WEBSITE	DESCRIPTION
1 <a href="#">Student Cover Letter Samples</a> (from About Careers)	This site contains sample student/recent graduate cover letters (especially for high school students and college students and graduates seeking employment) as well as cover letter templates, writing tips, formats and templates, email cover letter examples, and examples by type of applicant.
2 <a href="#">How to Write Cover Letters</a> (from CollegeGrad)	This site contains resources about the reality of cover letters, using a cover letter, the worst use of the cover letter, the testimonial cover letter technique, and a cover letter checklist.
4 <a href="#">Cover Letters</a> (from the Yale Office of Career Strategy)	This site includes specifications for the cover letter framework (introductory paragraph, middle paragraph, concluding paragraph), as well as format and style.

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- 5 Steps to an Incredible Cover Letter. Authored by: Aimee Bateman. Located at: <https://youtu.be/mxOli8laZos>. License: All Rights Reserved. License Terms: Standard YouTube License.
- Resume Tutorial. Authored by: Cameron Cassidy. Located at: <https://youtu.be/O5eVMaPZWmM>. License: All Rights Reserved. License Terms: Standard YouTube License.

Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work).

*Adaptions (Duggan): Relocated learning objectives. Image of helping write a resume removed. Image of piles of paper on a table removed.*

## 13. Chapter 13: Interviewing



# Chapter 13: Interviewing

## Lumen Learning and Linda (Bruce) Hill

*“One important key to success is self-confidence. An important key to self-confidence is preparation.”*

*–Arthur Ashe*

If your résumé and cover letter have served their purposes well, you will be invited to participate in an interview with the company or organization you're interested in. Congratulations! It's an exciting time, and your prospects for employment are very strong if you put in the time to be well prepared.

In this section we look at how to get ready for an interview, what types of interviews you might need to engage in, and what kinds of questions you might be asked.

## Preparing Effectively for a Job Interview

### *Review the Job Description*

When you prepare for an interview, your first step will be to carefully read and reread the job posting or job description. This will help you develop a clearer idea of how you meet the skills and attributes the company seeks.

### *Research the Company or Organization*

Researching the company will give you a wider view of what the company is looking for and how well you might fit in. Your prospective employer may ask you what you know about the company. Being prepared to answer this question shows that you took time and effort to prepare for the interview and that you have a genuine interest in the organization. It shows good care and good planning—soft skills you will surely need on the job.

### *Practice Answering Common Questions*

Most interviewees find that practicing for the interview in advance with a family member, a friend, or a colleague eases possible nerves during the actual interview. It also creates greater confidence when you walk through the interview door. In the “Interview Questions” section below, you'll learn more about specific questions you will likely be asked and corresponding strategies for answering them.

### *Plan to Dress Appropriately*

Interviewees are generally most properly dressed for an interview in business attire, with the goal of looking highly professional in the eyes of the interviewer.

### *Come Prepared*

Plan to bring your résumé, cover letter, and a list of references to the interview. You may also want to bring a portfolio of representative work. Leave behind coffee, chewing gum, and any other items that could be distractions.

### *Be Confident*

Above all, interviewees should be confident and “courageous.” By doing so you make a strong first impression. As the saying goes, “There is never a second chance to make a first impression.”

## Job Interview Types and Techniques

Every interview you participate in will be unique: The people you meet with, the interview setting, and the questions you'll be asked will all be different from interview to interview.

The various factors that characterize any given interview can contribute to the sense of adventure and excitement you feel. But it's also normal to feel a little nervous about what lies ahead. With so many unknowns, how can you plan to “nail the interview” no matter what comes up?

A good strategy for planning is to anticipate the type of interview you may find yourself in. There are common formats for job interviews, described in detail, below. By knowing a bit more about each type and being aware of techniques that work for each, you can plan to be on your game no matter what form your interview takes.

### *Screening Interviews*

Screening interviews might best be characterized as “weeding-out” interviews. They ordinarily take place over the phone or in another low-stakes environment in which the interviewer has maximum control over the amount of time the interview takes. Screening interviews are generally short because they glean only basic information about you. If you are scheduled to participate in a screening interview, you might safely assume that you have some competition for the job and that the company is using this strategy to whittle down the applicant pool. With this kind of interview, your goal is to win a face-to-face interview. For this first shot, though, prepare well and challenge yourself to shine. This type of interview should be treated like a real interview. This may mean dressing for the interview and having a resume in front of you so that it can be referred to. Another suggestion is to use a land line phone if possible and/or make sure a cell phone is fully charged and that the screening interview takes place in a location that is free of distractions. Try to stand out from the competition and be sure to follow up with a thank-you note.



## *Phone or Web Conference Interviews*

If you are geographically separated from your prospective employer, you may be invited to participate in a phone interview or online interview, instead of meeting face-to-face. Technology, of course, is a good way to bridge distances. The fact that you're not there in person doesn't make it any less important to be fully prepared, though. In fact, you may wish to be all the more "on your toes" to compensate for the distance barrier. Make sure your equipment (phone, computer, Internet connection, etc.) is fully charged and works. If you're at home for the interview, make sure the environment is quiet and distraction-free. If the meeting is online, make sure your video background is pleasing and neutral, like a wall hanging or even a white wall.

## *One-on-One Interviews*

The majority of job interviews are conducted in this format—just you and a single interviewer—likely with the manager you would report to and work with. The one-on-one format gives you both a chance to see how well you connect and how well your talents, skills, and personalities mesh. You can expect to be asked questions like "Why would you be good for this job?" and "Tell me about yourself." Many interviewees prefer the one-on-one format because it allows them to spend in-depth time with the interviewer. Rapport can be built. As always, be very courteous and professional. Have handy a portfolio of your best work.

## *Panel Interviews*

An efficient format for meeting a candidate is a panel interview, in which perhaps four to five coworkers meet at the same time with a single interviewee. The coworkers comprise the "search committee" or "search panel," which may consist of different company representatives such as human resources, management, and staff. One advantage of this format for the committee is that meeting together gives them a common experience to reflect on afterward. In a panel interview, listen carefully to questions from each panelist, and try to connect fully with each questioner. Be sure to write down names and titles, so you can send individual thank-you notes after the interview.

## *Serial Interviews*

Serial interviews are a combination of one-on-one meetings with a group of interviewers, typically conducted as a series of meetings staggered throughout the day. Ordinarily this type of interview is for higher-level jobs, when it's important to meet at length with major stakeholders. If your interview process is designed this way, you will need to be ultraprepared, as you will be answering many in-depth questions. Be prepared.

## *Lunch Interviews*

In some higher-level positions, candidates are taken to lunch or dinner, especially if this is a second interview (a "call back" interview). If this is you, count yourself lucky and be on your best behavior, because even if the lunch meeting is unstructured and informal, it's still an official interview. Do not order an alcoholic beverage, and use your best table manners. You are not expected to pay or even to offer to pay. But, as always, you must send a thank-you note.

## Group Interviews

Group interviews are comprised of several interviewees and perhaps only one or two interviewers who may make a presentation to the assembled group. This format allows an organization to quickly prescreen candidates. It also gives candidates a chance to quickly learn about the company. As with all interview formats, you are being observed. How do you behave with your group? Do you assume a leadership role? Are you quiet but attentive? What kind of personality is the company looking for? A group interview may reveal this.

For a summary of the interview formats we've just covered (and a few additional ones), take a look at the following video, *Job Interview Guide–10 Different Types of Interviews in Today's Modern World*.

Video: *Job Interview Guide – 10 Different Types of Interviews in Today's Modern World*



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<https://cod.pressbooks.pub/careerdevelopment/?p=71>

## *Activity: What Makes You a Great Fit?*

### *Objectives:*

- Define your ideal job.
- Identify the top three reasons why you are a great fit for this ideal job.

### *Directions:*

- Write a paragraph describing your ideal job. Imagine that you are already in this job. What is your job title and what are you responsible for executing? What is the name of the company or organization? What is its function?
- Now identify the top three reasons why you are a great fit for this ideal job. What sets you apart from the competition? List the qualities, skills and values you have that match the job requirements. Provide examples to support your answers. Connect your values to the company's values.
- Summarize your answer.
- Submit this assignment according to directions provided by your instructor.

## **Interview Questions**

For most job candidates, the burning question is “What will I be asked?” There’s no way to anticipate every single question that may arise during an interview. It’s possible that, no matter how well prepared you are, you may get a question you just didn’t expect. But that is okay. Do as much preparation as you can—which will build your confidence in your answers and ready for unexpected questions.

To help you reach that point of sureness and confidence, take time to review common interview questions. Think about your answers. Make notes, if that helps. And then conduct a practice interview with a friend, a family member, or a colleague. Speak your answers out loud. Below is a list of resources that contain common interview questions and good explanations/answers you might want to adopt.

	WEBSITE	DESCRIPTION
1	<a href="#">100 top job interview questions–be prepared for the interview</a> (from Monster.com)	This site provides a comprehensive set of interview questions you might expect to be asked, categorized as basic interview questions, behavioral questions, salary questions, career development questions, and other kinds. Some of the listed questions provide comprehensive answers, too.
2	<a href="#">Interview Questions and Answers</a> (from BigInterview)	This site provides text and video answers to the following questions: Tell me about yourself, describe your current position, why are you looking for a new job, what are your strengths, what is your greatest weakness, why do you want to work here, where do you see yourself in five years, why should we hire you, and do you have any questions for me?
3	<a href="#">Ten Tough Interview Questions and Ten Great Answers</a> (from CollegeGrad)	This site explores some of the most difficult questions you will face in job interviews. The more open-ended the question, the greater the variation among answers. Once you have become practiced in your interviewing skills, you will find that you can use almost any question as a launching pad for a particular topic or compelling story.

## Why Should We Hire You

From the Ohio State University Fisher College of Business Career Management Office, here is a video featuring representatives from recruiting companies offering advice for answering the question “Why should we hire you?” As you watch, make mental notes about how you would answer the question in an interview for a job you really want.

## Video: *Why Should We Hire You?*



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*Adaptions (Duggan): Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work), relocated learning objectives. Image of two men during interview removed.*

## 14. Chapter 14: College Majors





## Chapter 14: College Majors

**Dr. Patricia Munsch, Lumen Learning, and Linda (Bruce) Hill**

*“You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You’re on your own. And you know what you know. And YOU are the one who’ll decide where to go.”*

– Dr. Seuss

### **Dr. Patricia Munsch**

There is a tremendous amount of stress placed on college students regarding their choice of major. Everyday, I meet with students regarding their concern about choosing right major; the path that will lead to a fantastic, high-paying position in a growth industry. There is a hope that one decision, your college major, will have a huge impact on the rest of your life.

Students shy away from subject areas they enjoy due to fear that such coursework will not lead to a job. I am disappointed in this approach. As a counselor I always ask—what do you enjoy studying? Based on this answer it is generally easy to choose a major or a family of majors. I recognize the incredible pressure to secure employment after graduation, but forcing yourself to choose a major that you may not have any actual interest in because a book or website mentioned the area of growth may not lead to the happiness you predict.

Working in a college setting I have the opportunity to work with students through all walks of life, and I do believe based on my experience, that choosing a major because it is listed as a growth area alone is not a good idea. Use your time in college to explore all areas of interest and utilize your campus resources to help you make connections between your joy in a subject matter and the potential career paths. Realize that for most people, in most careers, the undergraduate major does not lead to a linear career path.

As an undergraduate student I majored in Political Science, an area that I had an interest in, but I added minors in Sociology and Women’s Studies as my educational pursuits broadened. Today, as a counselor, I look back on my coursework with happy memories of exploring new ideas, critically analyzing my own assumptions, and developing an appreciation of social and behavioral sciences. So to impart my wisdom in regards to a student’s college major, I will always ask, what do you enjoy studying?

Once you have determined what you enjoy studying, the real work begins. Students need to seek out academic advisement. Academic advisement means many different things; it can include course selection, course completion for graduation, mapping coursework to graduation, developing opportunities within your major and mentorship.

As a student I utilized a faculty member in my department for semester course selection, and I also went to the department chairperson to organize two different internships to explore different career paths. In addition, I sought mentorship from club advisors as I questioned my career path and future goals. In my mind I had a team of people providing me support and guidance, and as a result I had a great college experience and an easy transition from school to work.

I recommend to all students that I meet with to create their own team. As a counselor I can certainly be a part of their team, but I should not be the only resource. Connect with faculty in your department or in your favorite subject. Seek out internships as you think about the transition from college to workplace. Find mentors through faculty, club advisors, or college staff. We all want to see you succeed and are happy to be a part of your journey.

As a counselor I am always shocked when students do not understand what courses they need to take, what grade point average they need to maintain, and what requirements they must fulfill in order to reach their goal—graduation! Understand that as a college student it is your responsibility to read your college catalog and meet all of the requirements for graduation from your college. I always suggest that students, starting in their first semester, outline or map out all of the courses they need to take in order to graduate. Of course you may change your mind along the way, but by setting out your plan to graduation you are forcing yourself to learn what is required of you.

I do this exercise in my classes and it is by far the most frustrating for students. They want to live in the now and

they don't want to worry about next semester or next year. However, for many students that I see, the consequence of this decision is a second semester senior year filled with courses that the student avoided during all the previous semesters. If you purposefully outline all of your courses and coursework for each semester, you can balance your schedule, understand your curriculum, and feel confident that you will reach your goal.

## Your Major

### **Lumen Learning and Linda (Bruce) Hill**

In the United States and Canada, your academic major—simply called “your major”—is the academic discipline you commit to as an undergraduate student. It's an area you specialize in, 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.

Where did the term major come from? In 1877, it first appeared in a Johns Hopkins University catalogue. 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 U.S. and Canada.

Why is your major important? It's important because it's a defining and organizing feature of your undergraduate degree. Ultimately, your major should provide you with the knowledge, skills, attitudes, and/or 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? Read on to find out!

## How to Select Your College Major

Selecting your major is one of the most exciting tasks (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 it. But if you have good guidance, patience, and enthusiasm, the process is easier. Two videos, below, the first is a good reminder that if you have a lot of uncertainty, it is okay to begin with some active brainstorming and then ultimately if you can wait to decide, do so.

## Video: *Why Choosing Majors Can Be Hard*



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<https://cod.pressbooks.pub/careerdevelopment/?p=50>

The next video shares nine tips:

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. Go on 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.

## Video: *How to Select Your College Major* – WiseChoice



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=50>

## Does Your College Major Matter to Your Career?

There are few topics about college that create more controversy than “Does your major really matter to your career?” Many people think it does; others think it’s 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?

It may be difficult to say for sure whether your major truly matters to your career. One’s college major and ultimate career are not necessarily correlated. Consider the following factoids:

- 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 accept a job directly related to their major.

- Career planning for most undergraduates focuses on developing general, transferrable 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 directly related to their majors.
- Many or most jobs that exist today will be very different five years from now.

It's also important to talk about financial considerations in choosing a major.

- Any major you choose will likely 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 it possible to have a good marriage between your major, your skills, job satisfaction, job security, and earnings?

Here to share a personal story about selecting your college major and finding the right career fit is Marc Luber, host of Careers Out There. Enjoy his insights, which he sums up with, "Focus on what makes you tick, and run with it."

## Video: *Choosing a College Major & Finding the Right Career Fit*



A YouTube element has been excluded from this version of the text. You can view it online here:  
<https://cod.pressbooks.pub/careerdevelopment/?p=50>

The best guidance on choosing a major and connecting it 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 it because of a certain salary expectation, you may later find yourself in an unrelated job that brings you greater satisfaction—even if the salary is lower. If this is the case, will it make more sense, looking back, to spend your time and tuition dollars studying a subject you especially enjoy?



## Resources

*“Success doesn’t come to you . . . you go to it.”*

– Dr. Marva Collins

This 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 it may resemble a twisted road with curves, bumps, hurdles, and alternate routes.

To help you navigate your pathway to career success, take advantage of all 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 are typically rich with information that can spark ideas and inspiration for your major and your career.
- **Faculty and academic advisers at your college:** Many college professors are also practitioners in their fields, and can share insights with you about related professions.
- **Fellow students and graduating seniors:** 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.
- **Students who have graduated:** Most colleges and universities have active alumni programs with networking resources that can help you make important decisions.
- **Your family and social communities:** Contact friends and family members who can weigh in with their thoughts and experience.
- **A career center:** 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.

Many organizations have free materials that can provide guidance, such as the ones in the table, below:

WEB SITE	DESCRIPTION
1 <a href="#">List of College Majors</a> (MyMajors)	A list of more than 1,800 college majors—major pages include description, courses, careers, salary, related majors and colleges offering major
2 <a href="#">Take the College Major Profile Quiz</a> (About.com)	Quiz is designed to help students think about college majors, personality traits, and how they may fit within different areas of study
3 <a href="#">Choosing a College Major Worksheet</a> (Quint Careers)	A six-step process to finding a college major
4 <a href="#">Common Mistakes Students Make in Choosing a Major</a> (Wayne State University)	Lists common misperceptions about choosing a major and explains how these misperceptions can cloud future plans
5 <a href="#">Best college majors for your career 2015-2016</a> (Yahoo.com)	Explore a detailed list of the top ten majors that give students the greatest potential for success in the workplace, good incomes, and ample job opportunities
6 <a href="#">Explore Careers</a> (BigFuture/The College Board)	Explore careers by selecting “Show me majors that match my interests,” “Show me new career ideas,” and “Show me how others made their choices”
7 <a href="#">The College Major: What It Is and How To Choose One</a> (BigFuture/The College Board)	When to choose a major, how to choose a major, “you can change your mind,” majors and graduate school, and majors and professions

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- Major (academic). Provided by: Wikipedia. Located at: [https://en.wikipedia.org/wiki/Major\\_%28academic%29](https://en.wikipedia.org/wiki/Major_%28academic%29). License: [CC BY-SA: Attribution-ShareAlike](#).

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- How to Pick a Major. Authored by: byuidahoadmissions. Located at: [https://youtu.be/8I\\_Qw2NfSq0](https://youtu.be/8I_Qw2NfSq0). License: All Rights Reserved. License Terms: Standard YouTube License.
- How to Select Your College Major – WiseChoice. Authored by: SE Social Media. Located at: <https://youtu.be/V4dNoVsmU2o>. License: All Rights Reserved. License Terms: Standard YouTube License.
- Choosing a College Major & Finding the Right Career Fit. Authored by: CareersOutThere. Located at: <https://youtu.be/G03JSnmnSsI>. License: [Public Domain: No Known Copyright](#).

*Adaptions (Duggan): Foundations of Academic Success: Words of Wisdom essay removed (exists elsewhere in this work). Relocated learning objectives. Removed image of DNA oragami.*

# 15. Chapter 15: Words of Wisdom: Transferable Skills and Final Thoughts

MICHAEL DUGGAN



# Chapter 15: Words of Wisdom: Transferable Skills and Final Thoughts

*"We're all stories in the end. Just make it a good one, eh?"—Doctor Who*

## Dr. Michael Duggan

### Michael W. Duggan

I'm writing this final Chapter in August of 2020 at the center of our new COVID world. This entire experience has certainly put things into perspective of us all. More than likely the career world of the future will be a different one than any of us expected even just a few months ago. If you're reading this you're probably nodding your head right now, if and you're reading this as this pandemic is continuing, you may even sigh and feel like thinking of the future is pointless given you don't even know what things will be like next year. I understand your concerns and pain.

But we have to hold on and look at the larger picture. No matter WHAT lies around the corner for us in the weeks and months ahead, we know that more than ever it is important to know who we are and what we stand for. More importantly, we have to keep going and not lose hope. We have to remind ourselves as frustrating as things might be for us right now, there are people in the world who are likely suffering much more than ourselves and feeling even more isolated and alone than we feel ourselves. It's important we be there for one another any by knowing who we uniquely are, we can then uniquely positively impact someone else. This is what I hope this book as given you—a ability to see the unique, individual person you are and perhaps even some insight on how to become an even better person. This will pass, and we will be stronger on the other side.

In the meantime, know you're not alone. Reach out to those you love. If you don't have anyone, reach out to resources at your college and others who might be alone out there. In these times we need one another more than ever. Thank you for reading this book, and I wish you health and prosperity in your futures. Stay well.



# Appendix A Original Works





# Appendix A Original Works

## From original copy by Dave Dillon

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*Foundations of Academic Success: Words of Wisdom*. Edited by Thomas Priester. Located at: <http://textbooks.opensuny.org/foundations-of-academic-success/> License: CC-BY Michael Duggan. Chapters and sections as noted.

*Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies* (1st edition) by Dave Dillon contains copyrighted information and thus no link is provided. The second edition (v 2.1), CC-BY is located here: <https://press.rebus.community/blueprint1/>  
Peer Reviews for Dillon text:  
<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=232>

# Appendix B Multimedia Links

# Appendix B Multimedia Links

## Dave Dillon

### **MULTIMEDIA:**

Please note that all videos are captioned, but there may be limitations accessing the captions depending on the device you are using to access the digital text. All multimedia attributions are listed at the end of the chapter in which they appear.

Preface

Santa Ana College OER Student Panel OpenEd 2017

<https://youtu.be/vtPm3zsSfWo>

Chapter 2:

Student Voices: What Does it Mean to be College and Career Ready?

<https://youtu.be/9pYqsShxqD4>

Why College?

<https://youtu.be/-N6nru0nThg>

Chapter 3:

Difference between Job, Work, and Career

<https://youtu.be/eNcl9d8x7yk>

Job vs. Career – Think about a long time career

<https://youtu.be/Fc7MvWOXj7c>

Matching your skills to a career

<https://youtu.be/I-HLJxYAKbQ>

Childhood Interests Can Help You Find the Right Career

[https://youtu.be/6-R0IW\\_Swio](https://youtu.be/6-R0IW_Swio)

Chapter 5:

How to Pick a Major

[https://youtu.be/8I\\_Qw2NfSq0](https://youtu.be/8I_Qw2NfSq0)

How to Select Your College Major – WiseChoice

<https://youtu.be/V4dNoVsmU2o>

Choosing a College Major & Finding the Right Career Fit

<https://youtu.be/G03JSnmnSsI>

Chapter 6:

10 top skills that will get you a job when you graduate

<https://youtu.be/jKtbaUzHLvw>

How to find a new job – Transferable Job Skills

[https://youtu.be/7Kt4nz8KT\\_Y](https://youtu.be/7Kt4nz8KT_Y)

Tips to improve your career from Monash Graduates

<https://youtu.be/7EBDrTdccAY>

Chapter 7:

The Secret to Getting a Job After College

<https://youtu.be/OpeIqQ5qTjc>

Chapter 9:

Networking Tips for College Students and Young People, Hank Blank

<https://youtu.be/TDVstonPPP8>

International Student Series: Finding Work Using Your Networks

<https://youtu.be/1yQ5AKqpeiI>

Hustle 101: Networking for College Students and Recent Grads, Emily Miethner

<https://youtu.be/TyFfc-4yj80>

## Chapter 11:

Why Do I Need a Resume?

<https://youtu.be/Yc4pgOsUJfA>

Resume Tutorial

<https://youtu.be/O5eVMaPZWmM>

Résumé Tips for College Students From Employers

<https://youtu.be/fYavOr8Gnac>

5 Steps to an Incredible Cover Letter

<https://youtu.be/mxOli8laZos>

## Chapter 12:

Job Interview Guide – 10 Different Types of Interviews in Today's Modern World

<https://youtu.be/mMLQ7nSAyDQ>

Why Should We Hire You?

<https://youtu.be/5NVYg2HNAdA>

# Appendix C Recommended Reading

# Appendix C Recommended Reading

## Dave Dillon

### Recommended Reading:

Allison Hosier et al., “The Information Literacy Users Guide,” SUNY OER, 2014, <https://textbooks.opensuny.org/the-information-literacy-users-guide-an-open-online-textbook/>

Richard N. Bolles, *What Color Is Your Parachute?* (Berkeley, CA: Ten Speed Press, 2014).

Stephen R. Covey, *First Things First* (New York: Simon & Schuster, 1996).

Charles Czeisler and Mary Louise Kelly, “Most Night Shift Workers Don’t Adapt to the Hours,” NPR, 2011.

Charles Czeisler, Scott Huettel, and Joe Palca, “TV and Smart Phones May Hamper a Good Night’s Sleep,” NPR, 2011.

Malcolm Gladwell, *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (New York: Little, Brown and Company, 2013).

Malcolm Gladwell, *Outliers* (New York: Little, Brown and Company, 2008).

Spencer Johnson, *Who Moved My Cheese?: An Amazing Way to Deal with Change in Work and in Your Life* (New York: G.P. Putnam’s Sons, 1998).

Jean M. Twenge and W. Keith Campbell, *The Narcissism Epidemic: Living in the Age of Entitlement* (New York: Atria Paperback, 2009).

Jean M. Twenge, *Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled—and More Miserable than Ever Before* (New York: Free Press, 2006).

Frosty Westering, *Make the Big Time Where You Are* (Big Five Productions, 2001).

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# Appendix D Resources for Educators



# Appendix D Resources for Educators

## Dave Dillon

Resources for instructors, educators, open education enthusiasts, authors, editors, curators, and future downstream users:

Zoe Wake Hyde, “Pressbooks for EDU Guide,” Pressbooks, <https://eduguide.pressbooks.com/>

Lauri Aesoph, “BCcampus Open Education Self-Publishing Guide,” (replaced BC Textbook Open Authoring Guide), BCcampus, <https://opentextbc.ca/selfpublishguide/>

Amanda Coolidge, Sue Doner, and Tara Robertson, “BC Open Textbook Accessibility Toolkit,” BCcampus, <https://opentextbc.ca/accessibilitytoolkit/>

“The Orange Grove: Combining Openly Licensed Resources,” Open Access Textbooks, <http://www.openaccesstextbooks.org/video.html>

“The Orange Grove, Florida’s OER Repository,” Florida Shines, <https://www.floridashines.org/orange-grove>

“The Project,” Open Access Textbooks, <http://www.openaccesstextbooks.org/model/index.html>

“Open Education Information Center,” Open Education Consortium, <http://www.oecconsortium.org/info-center/>

“Open Educational Resources Tools and Resources,” <http://ccconlineed.org/faculty-resources/open-educational-resources/oer-tools-resources/>

“Best Practices for Attribution,” Creative Commons [https://wiki.creativecommons.org/wiki/Best\\_practices\\_for\\_attribution](https://wiki.creativecommons.org/wiki/Best_practices_for_attribution)

# Appendix E Preface from Foundations of Academic Success: Words of Wisdom

# Appendix E Preface from Foundations of Academic Success: Words of Wisdom

**Thomas Priester**

Please note: Four essays from *Foundations of Academic Success: Words of Wisdom* appear in this text. For the link to the entire text, please see [Appendix A](#).

## Preface to *Foundations of Academic Success: Words of Wisdom* – Thomas C. Priester

“Success doesn’t come to you...you go to it.” This quote by Dr. Marva Collins sets the stage for the journey you are about to take. Your success, however you choose to define it, is waiting for you, and *Foundations of Academic Success: Words of Wisdom* (FAS: WoW) is your guide to your success. Some may believe that success looks like a straight and narrow line that connects the dots between where you are and where you are going, but the truth is that success looks more like a hot mess of twists and turns, curves and bumps, and hurdles and alternate pathways.

Putting this textbook together was challenging because there is so much to tell you as you embark on your college journey. I have worked with college students on academic success at a number of college campuses, and have hunted for the *most effective* and *most affordable* college student academic success textbook but could never find everything I wanted to teach in one book. So, I figured the answer was to write my own textbook!

Like any good research project, the outcome was not exactly what I expected. In addition to a host of true-to-life stories written by real people who have successfully navigated the journey through college, the first draft of the textbook included everything (and more) that the other similarly themed textbooks about college student academic success do. The chapters were framed by a slew of “How To” facts according to me (such as “how to efficiently take notes during a lecture and how to effectively use your preferred learning style to help you learn better”) and research-based figures according to researchers in the field of college student academic success, such as rules like “For every hour in class, successful college-level work requires about two hours of out-of-class work: reading, writing, research, labs, discussion, field work, etc.” or “A 15-credit course load is about equivalent to working a full-time job.”

Once the first draft was finished, I decided to test-drive my new textbook with the students in my First Year Experience class to see what they thought. I figured, who better to give me feedback on the textbook than actual students who would use the textbook in class, right? I gave the first draft of the textbook (facts and figures and all) to my students to read, review, and reflect upon. It turned out that the pieces that my students learned the most from were the true-to-life stories. They either didn’t read or barely glanced over the facts and figures, but provided very positive feedback (and even remembered) the words of wisdom from real people who have successfully navigated the journey through college.

I guess it makes sense; students love when real-life stories are infused into the activities and lessons. Plus, as a number of students told me, the facts and figures on topics such as note-taking and how many hours to study per week can be found by searching online and can vary per person. What really mattered to students were the real-life words of wisdom that you can’t find online. Thus, *Foundations of Academic Success: Words of Wisdom* (FAS: WoW as I lovingly call it) emerged.

I share this story because my intended outcome (to be the author of the world’s best open access college student academic success textbook) was not exactly what I expected it to be. The same is true of your journey through college, and you’ll read more about that in the stories right here in FAS: WoW. You’ll find that this is not your typical college

textbook full of concrete facts and figures, nor does it tell you how to succeed. No textbook can truly do that for you—success is defined differently for everyone. The stories in FAS: WoW are relevant, relational, and reflective. The authors welcome you into their lives and offer ideas that ignite helpful discussions that will help succeed.

FAS: WoW introduces you to the various aspects of student and academic life on campus and prepares you to thrive as a *successful* college student (since there is a difference between a college student and a *successful* college student). Each section of FAS: WoW is framed by self-authored, true-to-life short stories from actual State University of New York (SUNY) students, employees, and alumni. You may even know some of the authors! The advice they share includes a variety of techniques to help you cope with the demands of college. The lessons learned are meant to enlarge your awareness of self with respect to your academic and personal goals and assist you to gain the necessary skills to succeed in college.

In the text, the authors tell stories about their own academic, personal, and life-career successes. When reading FAS: WoW, consider the following guiding questions:

- How do you demonstrate college readiness through the use of effective study skills and campus resources?
- How do you apply basic technological and information management skills for academic and lifelong career development?
- How do you demonstrate the use of critical and creative thinking skills to solve problems and draw conclusions?
- How do you demonstrate basic awareness of self in connection with academic and personal goals?
- How do you identify and demonstrate knowledge of the implications of choices related to wellness?
- How do you demonstrate basic knowledge of cultural diversity?

After you read each story, take the time to reflect on the lessons learned from your reading and answer the guiding questions as they will help you to connect the dots between being a college student and being a *successful* college student. Note your areas of strength and your areas of weakness, and develop a plan to turn your weaknesses into strengths.

I could go on and on (and on) about college student academic success, but what fun is the journey for you if I tell you everything now? You need to learn some stuff on your own, right? So, I will leave you to read and enjoy FAS: WoW with a list of tips that I share with college students as they embark on their journey to academic success:

- *Early is on time, on time is late, and late is unacceptable!*
- Get the book(s) and *read* the book(s).
- Take notes in class and when reading for class.
- Know your professors (email, office location, office hours, etc.) and be familiar with what is in the course syllabus.
- Put your phone away in class.
- Emails need a salutation, a body, and a close.
- Don't write the way you might text—using abbreviations and clipped sentences.
- Never academically advise yourself!
- Apply for scholarships...*all of them!*
- Speak it into existence and keep your eyes on the prize.

Enjoy the ride!

Cheers,

Dr. Thomas C. Priester, [tcpriester@genesee.edu](mailto:tcpriester@genesee.edu)

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CC BY: Attribution.

# Glossary

# Glossary

Jeanne Hoover and Dave Dillon



Term	Definition	Source
Academic Major	The academic discipline you commit to as an undergraduate student.	<a href="https://press.rebus.community/blueprint2/chapter/36-college-majors/">https://press.rebus.community/blueprint2/chapter/36-college-majors/</a>
Career	An occupation (or series of jobs) that you undertake for a significant period of time in your life	<a href="https://press.rebus.community/blueprint2/chapter/34-career-paths/">https://press.rebus.community/blueprint2/chapter/34-career-paths/</a>
Career Counselor	A counselor who focuses on helping others identify career paths that suits their experience, education, and interest.	
Career Development	“The lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.”	<a href="https://en.wikipedia.org/wiki/Career_development">https://en.wikipedia.org/wiki/Career_development</a>
College and Career Readiness	A point when a student has gained the necessary knowledge, skills, and professional behaviors to achieve a college degree or certificate, career training, or obtain a professional job.	<a href="https://press.rebus.community/blueprint2/chapter/33-the-big-picture/">https://press.rebus.community/blueprint2/chapter/33-the-big-picture/</a>
College Catalog	An online or print catalog that contains information on degree programs and school rules at the college	<a href="https://press.rebus.community/blueprint2/chapter/4-choosing-a-college-to-attend/">https://press.rebus.community/blueprint2/chapter/4-choosing-a-college-to-attend/</a>
Cover Letter	A letter or written communication that serves to introduce an accompanying document; especially, a letter that introduces a résumé or curriculum vitae.	<a href="https://en.wiktionary.org/wiki/cover_letter">https://en.wiktionary.org/wiki/cover_letter</a>
Functional Résumé	A resume that lists overall skills and abilities before work history.	
Group Interview	An interview where a hiring manager interviews a group of applicants at the same time.	
Hard Skills	Concrete or objective abilities that you learn and are easily quantifiable, like using a computer or speaking a foreign language.	<a href="https://press.rebus.community/blueprint2/chapter/37-professional-skill-building/">https://press.rebus.community/blueprint2/chapter/37-professional-skill-building/</a>
Hybrid Résumé	A resume that combines features from a reverse chronological résumé and a functional resume.	
Job	Refers to the work a person performs for a living.	<a href="https://press.rebus.community/blueprint2/chapter/34-career-paths/">https://press.rebus.community/blueprint2/chapter/34-career-paths/</a>
Job Headhunters	A professional who is hired by companies to identify candidates for a job opening. This is often used for higher level jobs like executive positions.	
Lifelong Learner	“An ongoing pursuit of knowledge for personal or professional reasons.”	<a href="https://en.wikipedia.org/wiki/Lifelong_learning">https://en.wikipedia.org/wiki/Lifelong_learning</a>
Lunch Interview	An interview conducted over lunch.	
Networking	The process of meeting new people in a business or social context.	<a href="https://en.wiktionary.org/wiki/networking">https://en.wiktionary.org/wiki/networking</a>
One-on-One Interview	An individual interview between an applicant and a hiring manager.	
Panel Interview	An interview between an applicant and a group of employees that will make the hiring decision.	
PDCA (Plan-Do-Check-Act)	A strategy to carry out change that involves for steps: plan, do, check, and act.	<a href="https://press.rebus.community/blueprint2/chapter/38-career-development/">https://press.rebus.community/blueprint2/chapter/38-career-development/</a>
Phone Interview	An interview that takes place over the phone.	
Résumé	A summary of an individual's educational and employment history. It may also include professional certifications or skills. It may be in chronological order.	
Reverse Chronological Résumé	A resume that focuses on employment history and lists the most recent or current position first.	
Scientific Acumen	Wisdom or quickness related to science.	

Soft Skills	A personal skill that is usually interpersonal, non-specialized, and difficult to quantify, such as leadership or responsibility.	<a href="https://en.wiktionary.org/wiki/soft_skill">https://en.wiktionary.org/wiki/soft_skill</a>
Teamwork Skills	The ability to work collaboratively, effectively, and efficiently with a team.	
Web Conference Interview	An interview that takes place online using web conferencing software.	
Work	An occupation or position. It may also be effort expended on a particular task.	<a href="https://en.wiktionary.org/wiki/work">https://en.wiktionary.org/wiki/work</a>

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