

1-1981

## Planning Your Career A Workshop Series for Women

Carole Davis  
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**PLANNING YOUR CAREER**  
**A WORKSHOP SERIES FOR WOMEN**

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# What's it all about ?

Your questions regarding career choice are no doubt directed toward the choice of a paid occupation. However, a career is more than a way to earn a living. A career is a Way of Living. You are, in fact, already well into your career and have been involved in the career development process since you were very young. Whether you realize it or not, you have already assumed a number of work roles—student, homemaker, babysitter, office worker, volunteer, just to name a few. Although you have undoubtedly made some conscious and independent decisions about your career, many of your decisions, as a woman, have resulted from outside influences and social forces that have molded your perceptions and expectations about roles and work choice.

This workshop has been designed to introduce you to a systematic career planning process that will help you to take full advantage of every opportunity relating to your education, your career, and your life. The focus will be on you, a unique individual. The approach will include all aspects of your life—home and family, as well as education and career—thus integrating life and career rather than treating them as separate entities. This process can be fun and exciting, perhaps uncovering a you that you didn't know existed. This manual has been prepared as a basic resource tool for you to use during the workshop. It describes the planned activities for each session—the worksheets, exercises, discussions, and other means designed to help you learn more about yourself, increase your decision making skills, and expand your knowledge of the world of work. However, the ultimate burden of responsibility lies with each of you. Our goal is not only to increase your knowledge but to encourage action. With this manual, mastering the career planning process and becoming involved are the first steps. The crucial goal is to apply what you've learned to a meaningful end within your own life.

... it is better to have tried and blown it than  
to have never tried at all.

Ima Success

# Workshop Goals

This workshop has been developed to assist you in making more meaningful, satisfying career choices and educational decisions. You will become involved in a career/life planning process designed to help you to:

- **Learn more about you—your needs, values, abilities, interests, and lifestyle.**
- **Identify and explore your life/career options.**
- **Understand more about the factors that influence your decisions and utilize more effective decision making skills.**
- **Develop your own career plan that includes an appropriate educational/training program.**
- **Design a realistic plan of action, including long-term goals and short-term objectives with strategies for reaching those goals.**
- **Learn more about effective job search strategies, including resume development and interviewing techniques.**
- **Develop the knowledge and skills needed to utilize an ongoing career planning process throughout your lifespan.**
- **Involve your friends and family in support of your career plan.**
- **Experience support and sharing with other women expressing similar concerns.**

**“Don’t wait too long in life to start living.”**

T. Morrow

# Workshop Format

## The Focus is on You !

During the course of this workshop, a variety of resources will be used to involve you in a systematic career/life planning process: Large and small group discussions, self exploration exercises, interest inventories, resource people, and career resource materials. Your workshop leaders will serve as facilitators and guides to take you through that process. Your resource manual lists the planned activities for each session—the exercises, discussions, and other means designed to help you gain insight, increase your decision making skills, expand your knowledge of career alternatives, and develop your own career plan. For ease in use of this manual, the materials have been color coded as follows: unit activities, yellow; worksheets and handouts, orange.

Remember that the focus is on you. Everything that you do is a unique blend of your needs, values, skills, and experiences. When you are aware of what is really important to you and what options you have, you are better able to direct your life the way you want. The activities you will be involved in are designed for that purpose. They are unique in that there are no incorrect answers. **Your answers will be right for you!**

Put yourself into your career planning activities. See your world, and that around you, from the outside in and the inside out.

### Some words of caution:

- Career planning takes time. You cannot sit down for an hour or a day and expect to come up with an Instant Career Plan. The process will take hard work and commitment, as well as a substantial investment of time. It is a growing and building process of acquiring information and putting the pieces together. Therefore, plan to work hard!
- The time between sessions is as important as the time you spend in the workshop. Between sessions activities have been designed to foster continued individual learning. You will probably be doing your most active learning between sessions. Plan to set aside some time and work hard.
- Be realistic. Remember that there is no set timetable for making career decisions. Each of you is in your own unique exploratory stage of life. You may not leave the workshop with your definite career or educational plans specified, but you will have been exposed to a process that you can continue to utilize throughout your lifespan. The responsibility for continuing that process lies where it belongs—with you, your own best resource.
- Remember that all career decisions are tentative. All people grow and change. What you want now may not be what you want or need ten or even five years from now. However, it is important to establish direction for yourself. Otherwise, you may find yourself never doing what you want or could do. After all, if you don't know where you are going, how will you know when you get there?

# JUMP IN

NOTATION LOCATION



# Your Role As a Workshop Leader

Because of the nature of the content, most of the workshop sessions will be conducted within a small group setting. Participants will be involved in a number of individual and group activities that will give them the fundamentals of the career planning process. It is recommended that you work with a small group of participants (no more than ten) and continue to work with that same group throughout the workshop. If at all possible, enlist the assistance of other professionals if there are more than ten women participating in the workshop.

Your responsibility as a leader will be to serve as:

- A resource person,
- A facilitator of discussions and the learning of others,
- A director of activities, and
- An active learner.

## Suggestions to Leaders

This manual has been designed as a basic resource for you as a workshop leader. It includes specific instructions and timelines for each activity, resource information to facilitate discussions, and suggested discussion questions. Although many of the following suggestions seem obvious, they merit attention because of their potential influence on the outcome of the workshop.

1. **Be prompt.** Starting on time will reinforce the unwritten contract that the time you have together is valuable and that maximum use should be made of it.
2. **Introduce each activity in your own style.** The introductions in this manual should be used as guides and examples, not as prescribed scripts. Your words should set the stage for the activities. What you say is more believable when said in your own unique way.
3. **Clarify expectations.** Explain the goals of each activity and the potential benefits. This clarification of expectations helps to allay suspicions of manipulation and helps participants gauge where they're going.
4. **Encourage participation.** Invite the members of the group to discuss what happened in the course of the activities and how they personally experienced them. Provide for small-group discussion whenever possible. This gives each member greater opportunity to take part more freely.
5. **Give of yourself.** Discussions flow best when you as leader make statements about your experiences and feelings, mistakes, and triumphs. Just asking questions can have a deadening effect. Modeling openness helps create an atmosphere of sharing. Your credibility will be enhanced if participants feel that you speak from your own experience. One way to increase openness is by using yourself as an example in some of the exercises. For example, you might introduce a values exercise by saying, "One thing I found out about myself was . . ."
6. **Beware of overinvolvement.** Participate in activities as much as possible without dominating. Involvement can add to the quality of the discussion and aid your ability to sense what is happening within the group, but total absorption may hamper your ability to attend to participant needs. Decide what works best for you.
7. **Recognize the importance of the group process.** One major advantage of this workshop over a self-directed individual program is the sharing, support, and stimulation that result from group interaction. Allow adequate time for this process.
8. **Adjust the timing and pacing.** Estimates of how long an activity might take have been provided, but you will have to judge where the group is at any given time and adjust the schedule so that critical portions of the session are not excluded. Provide for adequate small-group interaction and sharing, but remember that "Activities will expand to use the time allotted for them."
9. **Include individual counseling/advising.** Much of the work and growth is enhanced through the availability of individual counseling and advising sessions held between meetings and after the workshop is completed. Be sure that participants are aware of the availability of career professionals for individual assistance.

## Leader Instructions

10. **Be prepared.** Familiarize yourself with the leader's manual so that the overall plan is clear for the workshop, each session, and each instructional unit.
11. **Avoid becoming overly dependent upon the manual.** Using newsprint for outlining objectives, schedules, and main points is an effective way of providing continuity and keeping track of where you are, while still maintaining the group interaction process that is such an important part of the workshop experience.

## Other Information for Leaders

1. For ease in the use of this manual, the materials have been color coded as follows: leaders instructions, white; unit activities, yellow; worksheets and handouts, orange.
2. Length of workshop series. The series consists of six sessions, two hours each, and is to be conducted over a six-week period.
3. Materials. All materials you will need are included in the manual except for the Harrington/O'Shea System for Career Decision-Making System S—Self Scoring Report (English) which can be ordered from the Chronicle Guidance Publications Inc., Box 271, Moravia, NY 13118. Feel free to supplement the manual with other materials you feel are important.
4. Certain sessions require that some arrangements be made in advance:

Session One, Unit III, includes the presentation of a filmstrip. You may substitute our selection with another suitable filmstrip or activity.

Session Three, Unit III, requires a guest speaker from the local job service or community college career placement office to discuss employment opportunities in your local area. Have them include information about non-traditional job opportunities too.

Session Five, Unit I, requires a guest speaker from your local community college admissions and financial aid office.

## SESSION ONE – A BRIEF OUTLINE

### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

**By the end of this session you should:**

- Have become acquainted with your workshop leaders and other participants and expressed your personal expectations for this workshop.
- Understand the steps involved in the career planning process and its significance for you.
- Understand the importance of assuming control over your own life/career.
- Have become familiar with the process of values/clarification and its importance in career decision making.
- Have begun the process of examining your values and experiences.

**Planned Activities:**

- Unit I. Career/Life Planning: What Is It? Why Is It Important?
- Unit II. Getting Acquainted and Getting Started
- Unit III. “You Pack Your Own Chute”
- Unit IV. Exploring Your Work Values

**AT HOME ACTIVITIES:**

1. Identifying Your Work Values
2. Describing Your Accomplishments

**Any woman who has a career and a family automatically develops something in the way of two personalities, like two sides of a dollar bill, each different in design. But one can complement the other to make a valuable whole. Her problem is to keep one from draining the life from the other. She can achieve happiness only as long as she keeps the two in balance.**

—Ivy Baker Priest, U.S. Treasurer, *Green Grows Ivy*, McGraw-Hill, 1958.



THINK SHEET



## Leader Instructions

### SESSION ONE

#### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

##### Unit I. Career/Life Planning: What Is It? Why Is It Important?

20 min.

###### A. Introduction

(10 min.)

- Distribute workshop materials.
- Review Goals and Format of the workshop, (pp. 2, 3) emphasizing the words of caution listed there.
- Stress the importance of commitment, both in time and hard work.
- Look at expectations for workshop in a realistic manner. During the time spent in this workshop, formulation of career goals and development of a plan of action will not always be possible.
- Emphasize the importance of completing the At Home Activities. They are an integral part of the learning process.

- you find your way from one place to another.
- *Implementing* will not be dealt with during the workshop. This is truly the point where the **participants must take action**. You can help them in many ways, but the action stage is really their responsibility. No one can do it for them!
  - *Review, Re-evaluate, Retbink*—these are very important and must be done continually. Career/life planning is an ongoing, continuous process. Values, interests, lifestyles change. The environment also changes. Changing direction, considering alternatives, or clarifying direction may be necessary.

###### B. The Career/Life Planning Process

(10 min.)

- Briefly review the Overview of the career/life planning process (p. 8) stressing the following points:
- Most time will be spent on the *Identifying* stage. Gathering information on self and career is a time-consuming process.
- *Integrating* involves putting it all together, weighing the risks/costs and making decisions. This is often the most difficult part of the process.
- *Planning* involves actually setting realistic goals and objectives. It's similar to using a map to help

- Developing a support system with others to share similar concerns is important at every stage of the process. Time spent with others during this workshop may help in beginning to develop that support. Family and friends should also be included whenever possible.



## SESSION ONE

### SELF-AWARENESS: Looking At Your Values, Skills and Experiences

#### Unit I. Career/Life Planning: What Is It? Why Is It Important?

20 min.

By the end of this unit you should:

- Have become familiar with your workshop leaders, the goals of the workshop, and the workshop format.
- Understand the various steps involved in the career planning process and its significance for you.

#### Planned Activities:

Welcome and Introductions  
The Career/Life Planning Process

#### A. Introduction

“Today is the first day of the rest of your life.” This is a popular saying that has real meaning for each of us. What are your plans for the rest of your life? Is going back to school in your plans? Are you thinking of entering or re-entering the work world?

As a woman, you live in a very different world from that of your grandmother, your mother, maybe even that of your older sister. Increasingly, women are considering it “natural” to work. A wider variety of career roles is now open to women. More options are available for each of us.

How do you know what is right for you? Are you hiding interests and capacities deep inside that you have never allowed to surface? Do you know how to discover these? Can you identify the occupations that are right for you? Do you know what specific educational program will help you get there? How can you get started? This workshop has been designed to help you find your answers to these and similar questions—to help you discover where you are going from here with your life.

Today is the first day of the rest of your life. It’s time to start discovering your answers.

Begin by reviewing the goals and format of the workshop (pp.2, 3) with your workshop leader. Pay particular attention to the words of caution. Career planning takes time and commitment. Be prepared to work hard!

#### B. The Career Planning Process

Your career is a reflection of you as a person. Everything you do is a unique blend of your values, needs, abilities, interests and experiences. Each of these affects how you live. By becoming more aware of that unique being called you, you are better able to direct your life the way you want.

There is no one “best” job or career for anyone. Rather, there are many potentially satisfying options. Discovering those career opportunities that relate to your unique profile will also enable you to direct your life the way you want.

The career/life planning process is a step-by-step systematic process, which can be used to help you choose a career direction consistent with your unique potential. It is **not** a process to be used only once and then discarded! Your values, needs, abilities, and interests will change as you encounter new experiences. The career/life planning process can and should be utilized throughout your lifespan to enable you to take full advantage of every opportunity and to direct your life the way you want. Refer to “The Career/Life Planning Process” (p. 8) for a detailed outline of that process.

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# CAREER LIFE-PLANNING PROCESS

A Career and Life Planning Process Consists of the Following Basic Steps:

Identifying the important issues facing you at this stage in your life and career

Your personal resources and assets —

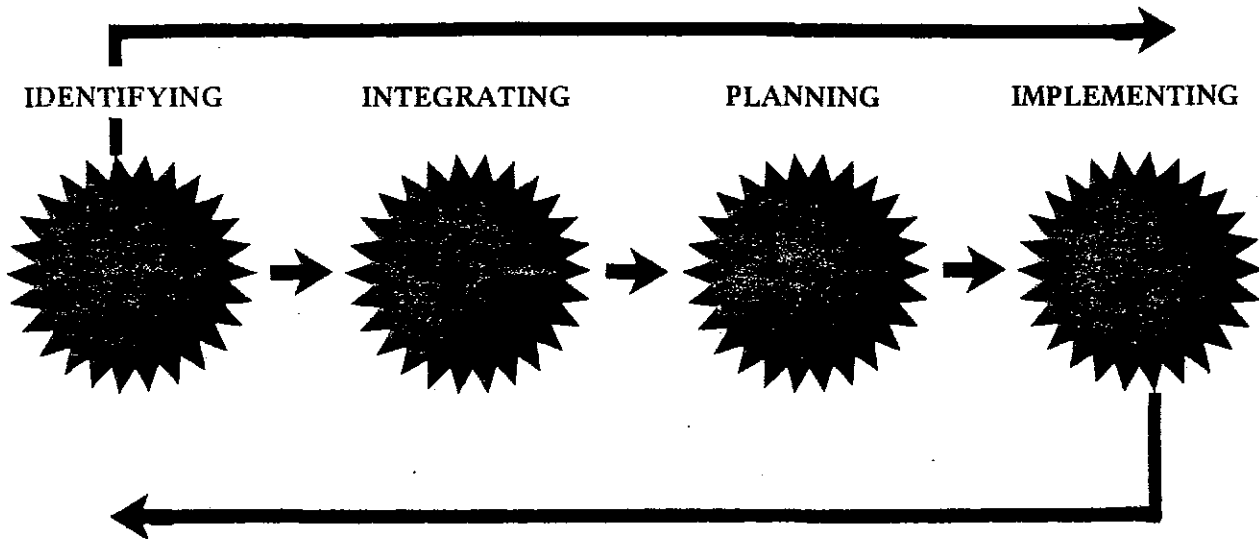
Developing your unique profile of career resources—drawing together all the relevant information into a clear picture of who you are with all your talents and assets

Developing an integrated approach to your life and career on the basis of the insights developed about yourself

Clarifying your—  
Personal goals  
Career goals  
Development goals

Carrying out steps which enrich or upgrade your work situation so that your abilities are used fully and effectively

Actively pursuing goals according to steps planned



Your achievements  
Your personal strengths and barriers  
Your functional abilities and skills  
Your interests and values  
Your personal characteristics and inclinations

Getting a clear picture of what you do well, and care about doing

Identifying the important characteristics of organizations and work environments in which you do your best work

**FEEDBACK**  
The process offers new insights which can be applied to future situations. Experience is a good teacher. Learn from it!

Getting a clearer sense of what your unique potential might be

Developing an overall picture of what you uniquely can offer any organization for whom you work

Choosing—or confirming—a career direction that fully uses your talents and assets

Developing clear goals that build on your strengths—Long-range goals, short-range objectives

Developing specific plans for reaching those goals including plans for continuing education and professional training suited to you

For those in a career or job change—Developing clearly stated personal job-objective(s), stated in terms of your best talents and skills

Developing a strategy for an effective job-search, which spells out clear steps for carrying it out

For those in a career or job change—

Implementing the steps in that transition

Exploring specific career options

Surveying new communities

Researching specific organizations

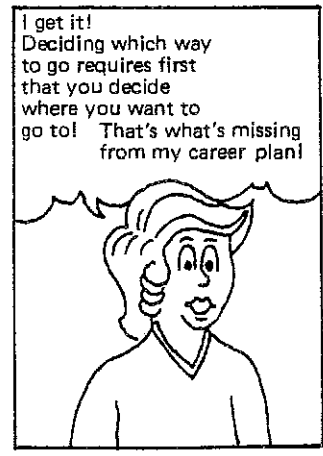
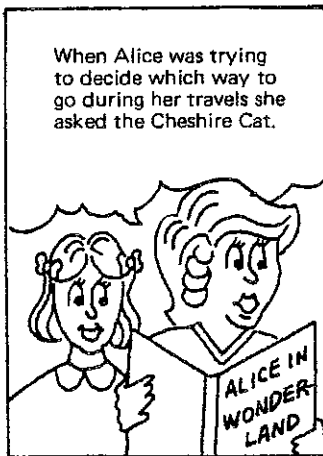
Learning to present yourself and your qualifications effectively

Pursuing a carefully detailed job-finding strategy which helps you uncover and make contact with the right jobs, even when they are hidden

Developing and using a support system of caring individuals and consultants as you pursue your goals

Reviewing, rethinking, revising goals as needed

# Career Planning - Where do I want to go ?

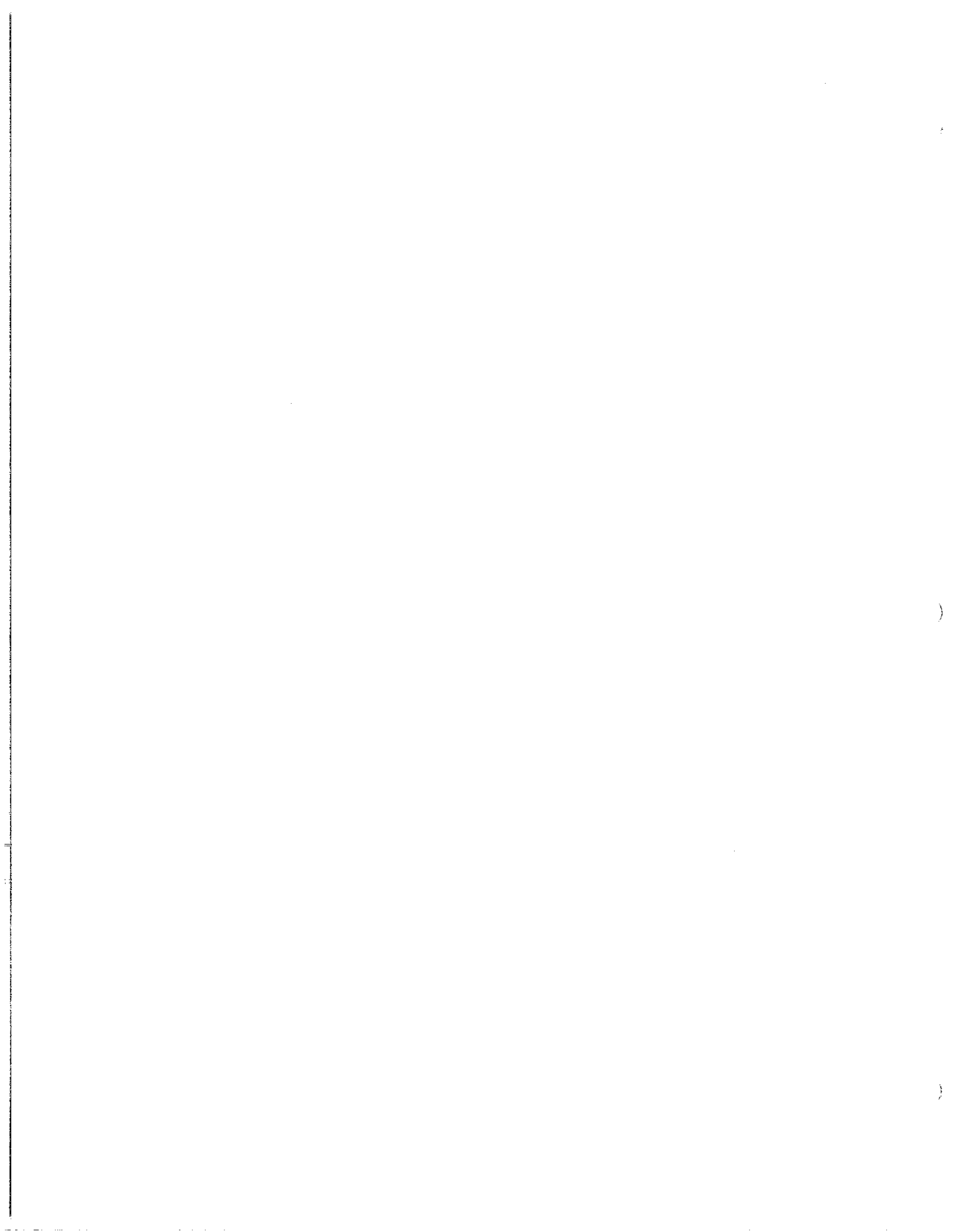


If you don't care where you are going, then it really doesn't matter which choice you make. However, if you do care where you are going and if you know where that is, then it not only makes a difference which way you go, but it makes it easier for you to decide.

DOODLE SPACE







## Leader Instructions

### SESSION ONE

#### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

#### Unit II. Getting Acquainted and Getting Started

20 min.

##### Objectives:

- to help participants know and feel comfortable with each other
- to begin establishing a supportive and sharing learning atmosphere
- to clarify personal expectations for participants

##### Instructional Activity: Introduce your Neighbor

Establishing a supportive and sharing learning atmosphere is important. You have the primary responsibility for creating and maintaining that atmosphere. To set the tone for this activity, select one participant as your partner and then introduce your partner first. This modeling by the leader clarifies expectations and helps to establish a supportive, sharing atmosphere.

1. Instruct participants to break up into pairs and get to know each other so that they can introduce their partners to the group. Each partner should take no more than two minutes to interview her partner, asking the following questions. (5 min.)
  - Who are you?
  - Why are you here?
  - What have you done that you feel good about?
  - What are your personal expectations for this workshop?
2. Partners move back into a circle. Each participant in turn is to introduce her partner to the group. (10 min.)

3. Participants discuss their reactions to this exercise. (5 min.)
  - a. Focus on the discussion questions listed on p. 11.
  - b. Stress the importance of thinking, talking, and feeling positively about themselves.
  - c. Emphasize again the importance of being realistic concerning expectations for the workshop. Participants should realize that they may not have made their career decisions by the end of the workshop, but they will have become involved in each step of the process that will provide them with the skills necessary to develop their career goals at any time.



## SESSION ONE

### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

#### Unit II. Getting Acquainted and Getting Started

20 min.

#### By the end of this unit you should:

- Have become acquainted with other members of your group and your group leaders.
- Have expressed your personal expectations for the workshop.

#### Planned Activities:

Introduce your neighbor.

During the course of this workshop you will become involved in the various steps of the career/life planning process. You will be working and learning with other women sharing similar concerns. Your workshop leaders will be working with you, assisting and guiding you through the career/life planning process. Take some time now to get acquainted with each other and your workshop leaders.

Break up into pairs and spend the next five minutes getting to know each other, so that you can introduce your partner to the rest of the group. Let the other person know who you are and why you are here. Make some positive statement about yourself.

Now take turns introducing each other to the rest of the group. For example, you might say, "This is \_\_\_\_\_ who has been a housewife and mother for

the past 12 years. Right now the most important thing to \_\_\_\_\_ is deciding what to major in when she starts school in the fall. She hopes to find the answer during this workshop."

After you have all been introduced, discuss your experience with your group.

Did you have difficulty coming up with a positive statement about yourself?

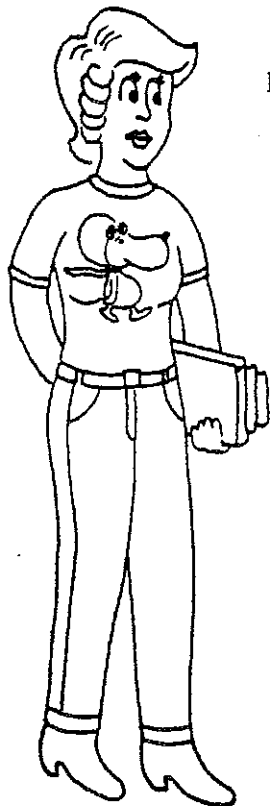
Where you uncomfortable listening to someone saying positive things about you?

Are your personal expectations for this workshop realistic?

#### Think Positive About Yourself

One of the keys to the successful utilization of the career/life planning process is to be able to think and talk about yourself in positive terms. To discover who you are and where you want to go, you must be able to analyze where you have been and what you feel good about. Negative statements about yourself and your experiences are helpful only if you can somehow turn them into positive statements. If you have difficulty thinking of yourself in positive terms, you should make that one of your first goals for this workshop. The key is to BE POSITIVE in a realistic, honest way!

PLAN HERE



## Leader Instructions

### SESSION ONE

#### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

#### Unit III. "You Pack Your Own Chute"

40 min.

#### Objectives:

- to stress the role that fear of the unknown plays in limiting decision making behavior
- to help participants become aware of the power that they have to control their own lives (i.e., to "pack their own chute")
- to stress the importance of including alternatives in a career plan (i.e., having a "reserve chute")
- to emphasize the use of the career/life planning process as an ongoing continuous process

#### Instructional Activities:

##### A. Movie: "You Pack Your Own Chute" (30 min.)

1. Introduce the movie by briefly reviewing the theme; i.e., that each person can assume control over her own life by "packing her own chute."
2. Show movie.

##### B. Discussion of "You Pack Your Own Chute" (10 min.)

Lead participants in a discussion of their reactions to the movie:

1. Focus on the discussion questions listed on p. 13.
2. Stress the relationship of "packing your own chute" to the career/life planning process (refer to p. 8).
  - a. Reducing fears and uncertainties by assuming responsibility and control for what happens to you.

b. Including career/occupational alternatives (reserve chutes) in your career plan. The environment always contains a certain amount of uncertainty and unpredictability. You are better prepared to deal with that uncertainty if you include in your career plan a "reserve chute," an alternative direction that will also be satisfying and rewarding.

c. Utilizing the career/ life planning process as an ongoing process. Just as a parachute must be unpacked and shaken out every few weeks, your career choice must be reviewed and re-evaluated periodically as you encounter new experiences and acquire new knowledge.



## SESSION ONE

### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

#### Unit III. "You Pack Your Own Chute"

40 min.

#### By the end of this unit you should:

- Have become aware of how fear of the unknown can limit decision making behavior.
- Begin to realize that you can control your own life.

#### Planned Activity:

Film — "You Pack Your Own Chute"

The movie, "You Pack Your Own Chute," is being used as an introductory activity to help you to become aware of some of the forces that might control your decision making behavior. It is important to realize that you can be in control of your own life.

One of the primary factors that may limit your decision making behavior is fear of the unknown. Making career decisions always involves a certain amount of risk-taking and uncertainty. However,

when you work from a position of strength; that is, "pack your own chute," you can at least become aware of the risks involved and decide whether you are willing to take those risks. "Packing Your Own Chute" essentially involves the gathering of information on all the alternatives, weighing the risks and costs of each, and then making your choice based upon a thorough knowledge of yourself and the world of work.

How have fears limited your behavior?

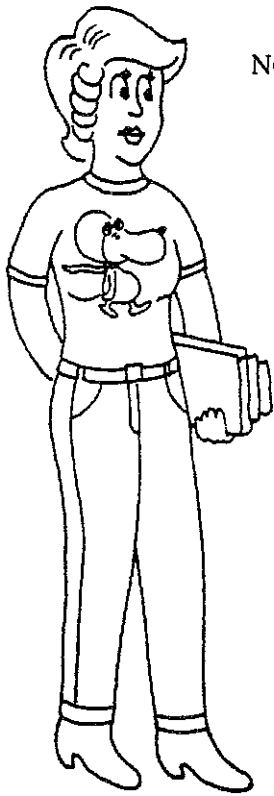
What have you done in the past to "pack your own chute?"

A parachutist always has a reserve chute. What importance can you see in having a "reserve chute" in your career planning?

If a parachute is not unpacked and shaken out every few weeks, it may not work right during a jump. How does this relate to your career/life planning?



NOTATION LOCATION



**"Education has for its object the  
formation of character."  
-Spencer**

## Leader Instructions

### SESSION ONE

#### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

#### Unit IV. Exploring Your Work Values

40 min.

##### Objectives:

- to define values clarification
- to help participants to understand the importance of values clarification in career/life planning
- to help participants to identify those work values and personal job satisfactions that are important to them
- to make participants aware of the differences between words and behaviors as indicators of values
- to emphasize the importance of ranking work values in order of personal importance

##### Materials:

1. The Importance of Values Clarification, p. 16
2. Values Voting Exercise, p. L10
3. Job Satisfaction Auction, p. 17

##### Instructional Activities:

- |   |   |
|---|---|
| <b>A. The Importance of Values Clarification</b> 1 min.   | <b>B. Values Voting</b> 5 min.  |
| <ol style="list-style-type: none"><li>1. Briefly introduce the topic of values clarification and its significance for career decision making by presenting in your own style the information on p. 16 to participants.</li><li>2. This presentation should be kept very brief. The impact of the next exercise (Values Voting) comes primarily from the spontaneity of responses, without having a great deal of time to focus on one's own values before asking the questions.</li></ol> | <ol style="list-style-type: none"><li>1. Have participants become involved in Values Voting.<ol style="list-style-type: none"><li>a. Tell them you are going to ask a series of questions to help them begin thinking about their own values.</li><li>b. Their responses to the questions are to be made by<ol style="list-style-type: none"><li>1) a strong, positive response:<br/>RAISE BOTH HANDS AND SHAKE</li></ol></li></ol></li></ol> |

2) a positive response: RAISE  
ONE HAND

3) neutral: CROSS ARMS

4) a negative response: ONE  
THUMB DOWN

5) a strong negative response:  
BOTH THUMBS DOWN AND  
SHAKE

c. As you read the items below, encourage participants to look around to see how others are voting.

d. Read the questions below fairly rapidly and without discussion.

e. To encourage participation, you may also vote on each question, according to your own values.

Note: Participants do not have a copy of the Values Voting questions. The impact here comes from a consideration of each question without the opportunity to think about them beforehand.

### VALUES VOTING -- Activity B

How many of you think that:

1. you are a well organized person?
2. you would take a job that offered a secure and stable future, even though there will be little chance for advancement?
3. marriage and career do not mix?
4. you would be satisfied with any job as long as you make a lot of money?
5. working is acceptable only if it does not interfere with home responsibilities?
6. you would take a job in which you could make a contribution to society, even though you wouldn't be making much money?
7. having a great deal of time at home is more important than having a creative, challenging job?

8. teaching is a more practical field than business for women?

9. you are fully satisfied with what you have accomplished with your life so far?

10. at this point in your life, you are a complete flop or failure?

2. Have participants discuss their reactions to Values Voting. Try to keep the focus on the process of clarifying values. (NOTE: Getting sidetracked into a discussion of particular values relating to the questions in the exercise will be easy. While a little of this may be necessary, you should direct their attention to the process. (Remember that the process is being used to identify or clarify personal values, not to instill a particular set of values.) 4 min.

### C. Job Satisfaction

1. Direct participants in the Job Satisfaction Auction (p. 17): 20 min.
  - a. Introduce this activity by relating job satisfactions to work values. Refer to p. 15 for introductory information.
  - b. Tell them to imagine that they have been given \$2,000 by their employer to purchase job satisfactions.
  - c. Have them budget that money among the job satisfactions listed, in terms of which ones they consider to be most important to them. Tell them that they will be competing with others (bidding) to buy those satisfactions. Some may want to budget some money for each one, while others may want to budget money for only a few. Either way is okay.
  - d. Act as the auctioneer and offer each item in turn for bidding.  
-- Stress that only the highest

bidder will actually be able to obtain each satisfaction.

- Be sure that they are aware that they can bid higher than the amount they budgeted if they find it necessary to get the job satisfactions they want.
- However, once they have spent their \$2,000, they cannot bid on other items.

e. Rules for the bidding:

Minimum opening bid, \$100  
Minimum raise, \$100  
Maximum raise, \$200

f. Allow a few seconds between each item for redistribution of budgeted money.

- If the highest bidder actually bids more than the amount budgeted, she must subtract the difference from another item.
- Those who did not get the bid now have that money to redistribute among the remaining items.

2. After the auction has been completed, 5 min.  
have the participants discuss what they have learned. Focus on the discussion questions suggested on p. 15.

Different work environments will provide different job satisfactions (work values). Stress the importance of identifying their work values so that you can find those work environments that will be satisfying to them.

D. At Home Activities

1. Spend the last few minutes of the session discussing the home activities outlined on p. 19. 5 min.
2. Stress the importance of continuing the values clarification process on their own, with the help of the activities provided (p. 21, 23).
3. Explain the purpose of the “Strength-building Exercise” (p. 29) by referring

to p. 27 and reviewing the information given there.

4. Emphasize the importance of completing these activities before the next session.
5. Be sure to let participants know that you are available for individual help if needed.



## SESSION ONE

### SELF-AWARENESS: Looking at Your Values, Skills, and Experiences

#### Unit IV. Exploring Your Work Values

40 min.

By the end of this unit you should:

- Understand the importance of values clarification in career decision making.
- Have explored some of your values and discussed some of your findings.
- Have begun to identify your personal job satisfactions.

#### Planned Activities:

The Importance of Values Clarification  
Values Voting  
Job Satisfaction Auction

#### A. Values Clarification

Values play an important role in the career decision making process. In order to make a satisfying career choice, you must be aware of what is important to you, what has meaning for you. Values clarification is the process of identifying those things that are important to you. The more you understand about your values, the more able you are to make satisfying choices.

The activities in this unit have been designed to help you to identify or clarify your own unique set of values. Remember that the focus here is to help you become aware of your own values, not to instill a particular set of values.

#### B. Values Voting Exercise

Think about the way you voted in the Values Voting exercise. Were any of those choices difficult for you to make? Saying what you want or what is important to you is not always easy. Furthermore, your values will often conflict. This is particularly true with work values. You may need to make compromises when making career decisions. For

example, if making a great deal of money is very important to you, you may have to be willing to give up something else like having lots of free time to spend with your family. In order to make the most satisfying choices and compromises, you must be able to identify those things that are most important to you.

#### C. Job Satisfactions

Closely related to the process of values clarification is the identification of job satisfactions. Before you can choose a career or occupation that will be satisfying, you must identify those things that are satisfying to you. This is actually another way of examining your values as they relate specifically to work environments. Different work environments or career fields will provide different job satisfactions.

After participating in the Job Satisfaction Auction (p. 17), discuss what you have learned about the job satisfactions or work values that are important to you.

What work values are most important to you?

How does your budget (what you say about your work values) compare to your actual bidding (your behavior)?

What are you willing/not willing to sacrifice?

## THE IMPORTANCE OF VALUES CLARIFICATION

Human beings are rational creatures who think about outcomes of their behavior. They ask the question, "Why?" Ultimately, "why" is answered by, "Because it is important to me somehow." Said another way, "It is one of the things that I value highly."

Values are intangibles verbalized by such words as friendship, justice, and honesty. Values such as friendship only become concrete when people act upon them—when they spend their time and energy talking and acting in friendly ways. Only through the overt behavior pattern of being friendly does the concept of "friendliness" become important and relevant in people's lives, as with all values. Values have to do with explaining behavior.

Values are worth being concerned about because they make a difference, thus the need for clarification. People who are not clear about what they value cannot be aware of what they are about. They do not have a basis for choosing what to do with their time, resources, and efforts. Consequently, their lives have little purpose or direction.

Values clarification methodology is one way to help individuals build a value system by which to live. The goal of this approach is simply to help a person discover what her values are by structuring exercises that (1) confront her thinking, (2) promote non-judgmental acceptance of thoughts and feelings, and (3) stimulate her to do some additional thinking about value-related issues.

The way we use our time and money is a very strong value indicator. A person may say that she has as a high value the importance of reading and keeping up in her thinking. However, you might ask her how much time does she take to read each week or when she last read a good book and be surprised to discover that the last time she read a book was five years ago. A simple process in determining a value is to ask a person to describe how she spends her money. Generally speaking, the more money you spend on something, the greater the value it is to you.

Identifying or clarifying one's values is a crucial factor when making career decisions. Different work environments will satisfy different values. To make a truly satisfying career choice, you must be aware of what is most important to you. You cannot make a well-considered choice if you don't know what is important to you.

Discovering what is important to you is not easy, and even more difficult is to determine which values are most important. Values often conflict and compromises are often necessary. This is particularly true in career decision making. There is no "ideal" occupation that will satisfy all of your values. To make the most satisfying choice, then, you must be able to identify those values that are most important to you; i.e., that you are not willing to give up.

**Whatever women do they must do twice as well as men to be thought half as good.  
Luckily this is not difficult.**

—Charlotte Whitton

**"Someone needs to tell women they have choices."**

—A Nebraska Rural Woman in *Roots and Wings*, a publication of the Center for Co-Equal Education, University of Nebraska-Lincoln, 1980.

## JOB SATISFACTION AUCTION

	Budget	Your Bid	Final Bid
Having a job that allows you adequate time to spend at home.			
Knowing that you will always have a job – job security.			
Receiving a salary that allows you to be financially secure.			
Having variety in job tasks.			
Having advancement opportunities.			
Having the opportunity to be creative.			
Working with other people that you like and enjoy being with.			
Directing and supervising the activities of others.			
Having responsibility.			



THINK SHEET



## AT HOME ACTIVITIES

### PLEASE READ

The following activities are to be completed AT HOME before the beginning of Session II. This way we will have more time to talk about the activities during the time we are together. Each work sheet for Session II is located at the place where it will be discussed. Watch for page numbers! Remember, as you complete the activities that there are no right or wrong answers. Your answers are right for you! Instructions are included with each exercise.

### I. Examining Your Values

#### Worksheets to be Completed

Values in Career Decision Making, p. 21

General Self Inventory, p. 23

Before the next session, read and complete the worksheets listed above. They are designed to help you learn more about yourself and the things that are important to you. Remember that these activities are to help you become aware of your own values, especially as they relate to career decisions.

Of these values that you have identified, do any appear to conflict? How will this influence your decisions?

Your behavior is a reflection of what is important to you. According to the well-known saying, "What you do speaks so loudly that I can't hear what you are saying." For example, you may say that you value acquiring knowledge or intellectual stimulation, but when was the last time you read a good book? Compare the values that you said were important to you with the values that are evident from your

past behavior. Also compare what you have discovered in these worksheets with what you learned from the Job Satisfaction Auction and Values Voting. Does your behavior match what you say? What is most important to you? List these on the Career Building Blocks (p. 41).

You have been introduced to the process of values clarification. You should realize that your values will change as you encounter new experiences. Examining your values should be a continuing process, for the things that are important to you are the key ingredients to making meaningful and satisfying decisions.

The exercises you have just completed can be used any time to help you to examine your values. Periodically ask yourself these basic questions:

What do you want to **achieve**? (Self respect? Recognition? Prestige?)

What do you want to **acquire**? (Money? Degree? House?)

What will you **defend**? (Your life? Family? Car?)

## AT HOME ACTIVITIES

### II. Describing Your Accomplishments

#### Worksheets to be Completed (See Session Two.)

- A. Strength-Building Exercise, p. 29
- B. The Skills Tree, p. 31
- C. Achievements Analysis, p. 33

During the next session, you will begin identifying your unique combination of abilities and skills. Whether in a paid job, in the home, or as a volunteer, you have utilized particular skills that you enjoy using. The key to discovering those skills lies in your past experiences—those things that you have done and feel good about.

Before the next session, complete the Strength-Building Exercise on p. 29. Describe at least three or four of your past accomplishments. Whether recognized by others or just significant for you, those experiences hold the key to your hidden talents and skills. Therefore, BE POSITIVE! Describe each experience in as much detail as possible. What was it? How did you do it? What was the result? Remember—downgrading yourself is out. Let yourself go and brag about yourself.

If you have trouble with this, review the activities you listed on the General Self-Inventory on p. 23. Describe those that you enjoyed the most.

Also read the Skills Tree (p. 31) and begin working on the Achievements Analysis (p. 33) if you have time.

I do everything for a reason. . .most of  
the time the reason is money.

—Suzy Parker

## VALUES IN CAREER DECISION MAKING\*

A person many times does not know what he values. Thought and experience are necessary to know this. A businessman may be making decisions on the basis of what brings in the most money, but he may not realize that money has a high value for him.

Values may change as people grow older. They may also change because a person or group of people someone values causes her to change her values. For example, a student may change one of her values from getting good grades in school to pleasing her friends.

To have conflicting values often makes choosing hard. A choice means a person cannot satisfy all the values that conflict with each other. She may be unsure of what she values most in a decision. A social worker may value both making a contribution to society and making money. Some of her decisions may force her to choose between these two values.

What someone values tells a great deal about her. Because of this, a person often hesitates to declare her values through a choice. A politician may value personal advancement or personal recognition but may not want to see this in himself.

Although people talk a lot about what they value, the way they act and what they choose are more accurate revelations of their values. As a well-known saying expresses it, "What you do speaks so loudly that I can't hear what you are saying."

The most important step in learning decision-making skills is to understand and clarify your values. Once you have identified your values, you can set goals and objectives and make the decisions that are most satisfying to you. The purpose of this exercise is to help you sort through your values as they relate to your career.

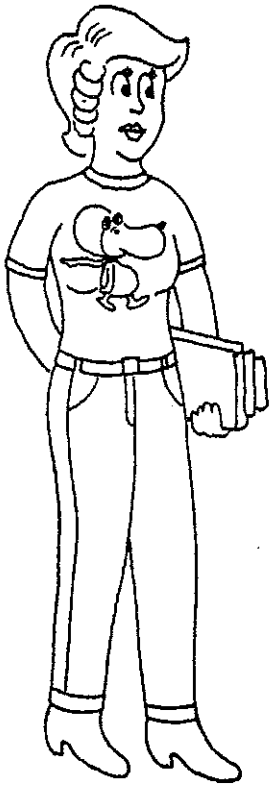
Below are listed several things that people may value.

1. Your first task is to rate each thing from 1-10, based on how much you would value that concept in your occupational activities. For example, if "helping others" would be very important to you, place "1" before "helping others." If creativity within a job was not at all valued by you, place a 10 before "creativity."
2. Your second task is to circle the six occupational values that are most important to you from the list.
3. Reflect on the values you have rated and circled. How do you think your values will influence your career decisions?

_____ Variety	_____ Working with others
_____ Helping others	_____ Working alone
_____ Prestige and recognition	_____ Morally and ethically correct
_____ Creativity	_____ Freedom to work at your own pace
_____ Immediate pleasure	_____ Respect from others
_____ Family life	_____ Contribution to others
_____ Honesty	_____ Worthwhile relationships
_____ Independence	_____ Personal development
_____ Organization and order	_____ Acquire knowledge
_____ Money	_____ Travel
_____ Responsibility	_____ Pressure
_____ Pride in work	_____ Tension
_____ Advancement	_____ Supervising others
_____ Challenge	_____ Being outdoors
_____ Job security	_____ Personal achievement

\*Adapted from H.B. Gelatt, B. Varenhorst, and R. Carey, *Deciding: A Leader's Guide*, New York: College Entrance Board, 1972.

DOODLE SPACE



"Can anybody remember when the times were  
not hard and money not scarce?"

-Emerson

## GENERAL SELF-INVENTORY

### 20 Satisfying Activities

Instructions for this exercise.

List 20 activities which you enjoy when you have free time. Do this without censoring or concentrating too hard. Examples. . .decorating a room, gardening, etc. . .

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

After completing the list:

1. Place the following letter codes to the left of each activity in the following manner:

- |  |   |
|--|---|
| A - Prefer doing alone                               | N5 - Would not have been listed 5 years ago   |
| P - Prefer doing with others                         | MT - Want to do more often in the years ahead |
| PL - Requires advance planning                       |   |
| F5 - Would not appear on your list 5 years from now. |   |

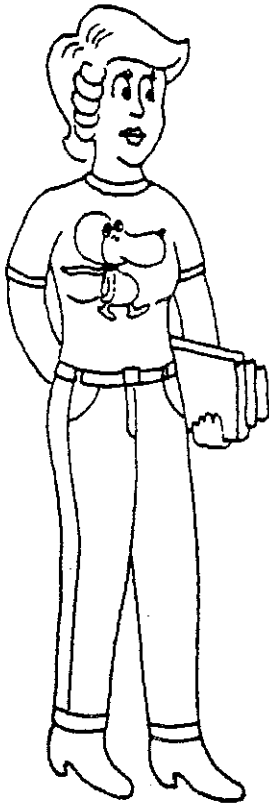
2. Indicate **when** you last engaged in each activity.

3. Select the five **most important** activities and rank these from 1-5, with 1 = best loved, etc.

Consider the following questions:

1. Are there any patterns that you can identify (e.g., are most of your activities done alone or with people)?
2. Which of these activities would you like to be work-related?
3. Can you think of occupational areas which relate to your activities?
4. What can you discover about your most important values/interests from this exercise?
5. Are you getting what you want out of life?

THINK SHEET



## SESSION TWO – A BRIEF OUTLINE

### SELF-AWARENESS: Developing Your Personal Profile

#### By the end of this session you should:

- Understand the various levels of skills that each of us possesses.
- Have begun to translate your past experiences/accomplishments into functional, transferable skills and personal strengths.
- Understand how your values, skills, and personal strengths combine to form your unique, personal profile.
- Have become familiar with those factors important to you in combining work and family responsibilities.
- Have become familiar with the process of relating your personal profile to various career fields.

#### Planned Activities:

- Unit I: Identification of Individual Skills
- Unit II: Your Personal Profile
- Unit III: Balancing Work and Family Responsibilities
- Unit IV: Relating Your Personal Profile to Career Fields

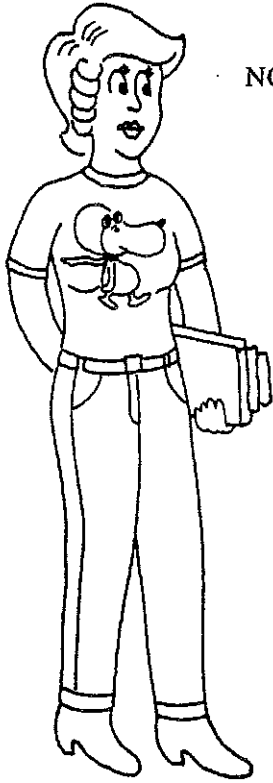
#### AT HOME ACTIVITIES:

1. Your Career Building Blocks
2. Harrington/O'Shea System for Career Decision Making
3. Home Time Management Questionnaire

No one can make you feel inferior without your consent.  
—Eleanor Roosevelt



NOTATION LOCATION



## Leader Instructions

### SESSION TWO

#### SELF-AWARENESS: Developing Your Personal Profile

#### Unit I. Identification of Individual Skills

50 min.

##### Objectives:

- to introduce the concept of skills identification and skill levels
- to help participants to identify and describe their positive accomplishments
- to help participants to translate their positive accomplishments into functional, transferable skills
- to help participants to rank those skills in terms of skills they most enjoy using

##### Worksheets and Handouts:

1. The Skills Tree
2. Strength Building Exercise
3. Achievements Analysis
4. Sample Vocabulary of Functional Skills

##### Instructional Activities:

###### A. Beginning Session Two

1. Before introducing the activities for Session Two, answer any questions that participants may have regarding the values clarification exercises. Stress the importance of continuing the process on an ongoing basis. (4 min.)
2. Present the schedule for this session's activities and review the objectives. (1 min.)

###### B. Skills Identification

1. Have participants read and refer to "The Skills Tree" (p. 31) as you review and discuss the information presented there. (8 min.)  
The "Skills Tree" analogy is an effective means for highlighting the three levels of skills that each of us possesses.

2. Stress the importance of identifying their functional, transferable skills ("root skills") as the most fundamental level of skills to consider when making career decisions. Emphasize that the key to discovering those skills lies in their past experience. (2 min.)

C. Strength Building and Achievements Analysis

1. Have participants review the "Strength Building Exercise" (p. 29) that they were to complete at home. (5 min.)

- Stress the fact that these do not have to be things for which they have received some award or recognition from others, but simple things that they have done and felt good about. The key is to BE POSITIVE!

2. Direct participants to select a partner (25 min.) and share their accomplishments with each other to pick out the root skills used.

- a. Tell each pair to focus on one partner's achievement, then switch roles to focus on one of the other partner's. Continue alternating as time permits.
- b. If they are having trouble identifying skills, refer them to the "Sample Vocabulary" (p. 35) for examples of functional skills.
- c. Emphasize the role of the listener:
  - assist in focusing on **root skills**, not content specific skills.
  - Be specific in analyzing and questioning—What skill?/Used on what?/How used?/With others or alone?, etc.
- d. Have participants record their skills on the "Achievements Analysis." Worksheet (p. 33).
- e. Be available to assist pairs and provide suggestions if needed.

3. Have participants return to the group (5 min.) and discuss what they have learned.

- a. Stress that this is a time-consuming process and that time does not allow further analysis during the workshop. Urge them to continue this exercise later, preferably working with someone else. Suggest that they work with friends or family members.

- b. After analyzing six or seven achievements, they should see their own pattern of skills emerging. Point out that these are the skills they most enjoy using; i.e., these are the skills they used in doing the things they felt good about.

## SESSION TWO

### SELF-AWARENESS: Developing Your Personal Profile

#### Unit I. Identification of Individual Skills

50 min.

By the end of this unit you should:

- Understand the three important levels of skills that each of us possesses.
- Have described and discussed some of the things you have done that you have enjoyed and feel good about.
- Have translated these positive accomplishments into personal strengths and job skills.

#### Planned Activities:

The Skills Tree  
Strength Building Exercise  
Achievements Analysis

#### A. Skills Identification

The traditional approach to career choice has been to view the working world as a number of different occupations, each with its own set of separate and distinct skills. Who we are is often defined by our job titles. For example, when you think of a counselor, a salesman, and a lawyer, you most likely think of them in terms of the specific, unique, separate sets of skills that each possesses. On one level that is a realistic view. However, there is more to a job than the titles suggest. The title tells us very little about what is done during a typical working day, what skills are used, or what special qualities that individual brings to the job. In reality, a counselor, a salesman, and a lawyer use many of the same skills—listening, diagnosing, influencing, for example. What is different for each is the subject matter or content knowledge, the problem that each deals with. In addition, each lawyer, counselor, or salesman brings to the job those personal qualities that will determine how he/she will function within

that particular occupation.

Basically, each of us possesses or can acquire three levels of skills. One way to illustrate these skill levels is to compare them to the parts of a tree that contribute to its growth. Refer to the “Skills Tree” (p. 31) for a description of those skill levels.

The way in which you can best make a satisfying career choice is to know yourself—the “root skills” that you have and most enjoy using. Then look for occupations or career fields that will enhance the use of those skills.

#### B. Strength Building and Achievements Analysis

There is no simple way to discover your root skills. However, the key to those skills lies in your past experiences. By analyzing things that you have done and enjoyed doing, you will see that you are using the same skills over and over again. Take about five minutes now to review the “Strength Building

Exercise" (p. 29) that you completed during the past week.

Pair off with someone in your group and share your positive accomplishments with each other. Take turns in helping each other to pick out the "root skills" you have used in each accomplishment. Use the Achievements Analysis (p. 33) to record your skills. Refer to the Sample Vocabulary (p. 35) to help you in listing those skills so that you can see how they might "transfer" for use into an occupation or career field.

You will probably have time to analyze only a few of your accomplishments during this session. Continue with this exercise later, either on your own or with someone who is willing to work with you. This is an excellent exercise in which to begin involving your friends and family in your career planning. They may be able to provide insights that you hadn't even considered.

By the time you have analyzed six or seven, you should begin to see the pattern of your skills developing. Highlight those skills that appear most often and transfer these to the "Career Building Blocks" worksheet (p. 41).

My mother was given to a typical question: "We have always done this. Why should we do anything else?" But my wife's typical question was: "We have always done this. Why not do it another way or, better still, why not do something else?"

—John D. Rockefeller, Jr.

## STRENGTH-BUILDING EXERCISE

Self-acceptance is a good feeling about yourself. To succeed in acquiring our needs, and our goals in life, we need to feel capable, wanted, acceptable to others, and worthy. One way to increase self-acceptance is to be aware of our strengths. We all have many different strengths which we use in our interactions with other people. Also, we have strengths that are unidentified and unused. You can explore and develop your potential strengths into solid strengths and restructure weaknesses into strengths.

1. Think of all the things that you do well, all the things which you are proud of having done, all the things for which you feel a sense of accomplishment. List all your positive accomplishments, your successes, of the past. Be specific. Describe each in as much detail as possible. Use additional paper if necessary. Remember— BE POSITIVE!

One of my positive accomplishments is: \_\_\_\_\_

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Another of my positive accomplishments is: \_\_\_\_\_

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Another of my positive accomplishments is: \_\_\_\_\_

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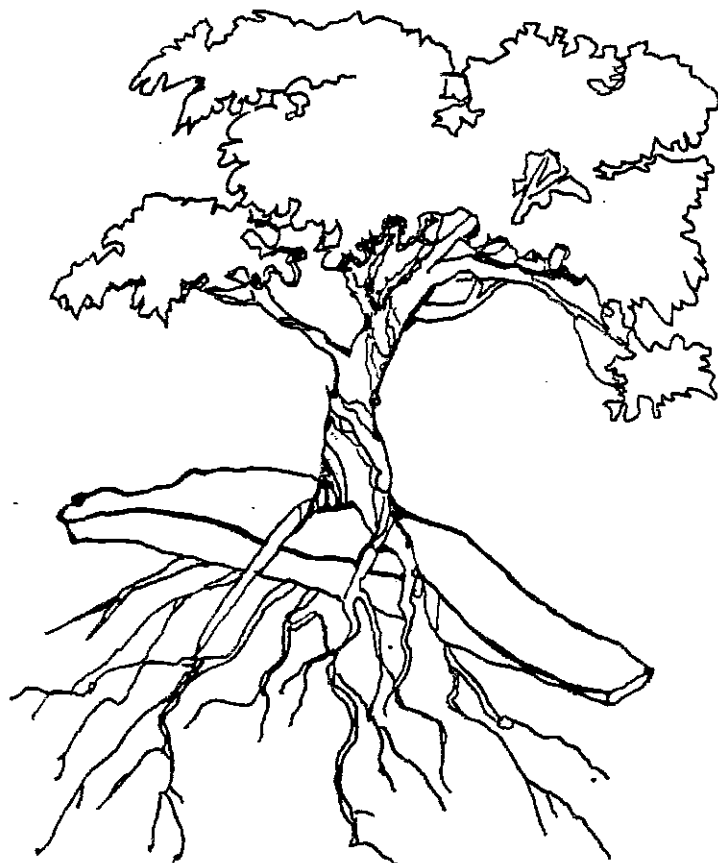
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NOTATION LOCATION



**" 'Tis education forms the common mind;  
Just as the twig is bent the tree's inclined."  
—Pope**

## THE SKILLS TREE



Species (content knowledge)

Soil (survival skills)

Roots (usable skills)

### 1. Species: Subject Matter of Content Knowledge

Palm Tree  
Evergreen  
Maple

Unique  
Phases  
  
Special  
Language

Counselors  
Salespeople  
Lawyers

**Most visible to self and others.**

### 2. Soil: Survival Skills

Nutrients  
  
Moisture

Survival is  
linked to  
  
Best possible  
fit

You as unique human being  
  
Your environment

**Key – Ability to read yourself and environment and find best possible fit.**

### 3. Roots: Portable, transferable, usable skills

Support Tree  
  
Seek out Nutrients

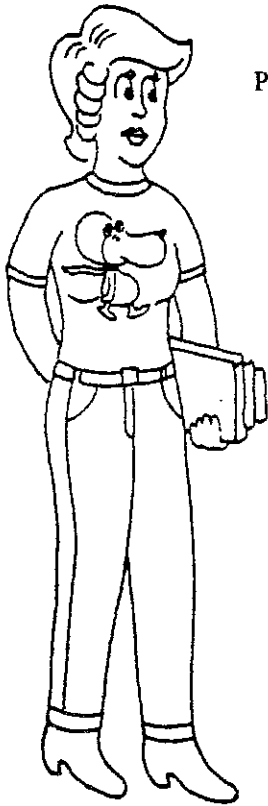
Universal  
  
Always go  
with you

Actual things you can do  
  
Essential performance tools

The same root skills are used in many different jobs or careers. What is different for each are the problems or content knowledge of their work.



PLAN HERE



## ACHIEVEMENTS ANALYSIS

Now it's time to analyze the achievements or accomplishments you've listed and described. Consider them one by one, and then list the skills or personal attributes that you think enabled you to accomplish each task. In each case ask yourself: What is there about me that made it possible to accomplish this? Think about your personality as well as your specific skills and abilities. Traits that affect your accomplishments might include willingness to work hard, patience, ability to handle people, sales ability, organizing ability, knowledge of antiques, ability to sketch, logical thinking, dynamic presentation, or virtually any other skill or capability. List anything you can think of that contributed to your success in each achievement.

Here's an example:

Positive Achievement:

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Underlying Capabilities and Skills Demonstrated:

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Now go ahead and analyze your achievements.

1. Positive Achievement:

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Underlying Capabilities and Skills Demonstrated:

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2. Positive Achievement:

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Underlying Capabilities and Skills Demonstrated:

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---

---

3. Positive Achievement:

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---

Underlying Capabilities and Skills Demonstrated

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NOTATION LOCATION



## SAMPLE VOCABULARY

After you have identified skills in your own words, here is a **sample vocabulary** worth looking at to broaden your identification of skill components, so that their transferability is most evident:  
(These are universal words, applying across all fields.)

The Skill/Function As an Ongoing Action Verb	The Product Resulting from the Function or Skill's Use	When Speaking of the History of a Function's Use
Communicating	Communications	Communicated
Managing		Managed
Reporting	Reports	Reported
Writing		Wrote
Interpreting	Interpretations	Interpreted
Researching	Research Reports	Researched
Planning	Plans	Planned
Designing	Designs	Designed
Conceiving	Conceptions	Conceived
Analyzing	Analyses	Analyzed
Defining	Definitions	Defined
Evaluating	Evaluations	Evaluated
Perceiving	Perceptions	Perceived
Forecasting	Forecasts	Forecast
Estimating	Estimates	Estimated
Programming	Programs	Programmed
Organizing		Organized
Selecting	Selections	Selected
Bringing		Brought
Enlisting	Enlistments	Enlisted
Developing	Developments	Developed
Administering		Administered
Applying	Applications	Applied
Coordinating	Coordinations	Coordinated
Directing	Directions	Directed
Dealing	Deals	Dealt
Implementing	Implementations	Implemented
Chairing		Chaired
Guiding		Guided
Leading		Led
Delegating		Delegated
Molding	Molds	Molded
Producing	Productions	Produced
Expediting		Expedited
Promoting	Promotions	Promoted
Performing	Performances	Performed
Counseling		Counseled
Encouraging		Encouraged
Achieving	Achievements	Achieved
Instructing	Instructions	Instructed
Persuading	Persuasions	Persuaded
Motivating	Motivations	Motivated
Training		Trained
Stimulating		Stimulated
Attaining		Attained
Summarizing	Summarizations	Summarized
Inspecting	Inspections	Inspected
Comparing	Comparisons	Compared
Reviewing	Reviews	Reviewed
Maintaining		Maintained
Negotiating	Negotiations	Negotiated
Renegotiating	Renegotiations	Renegotiated
Adjusting	Adjustments	Adjusted
Reconciling	Reconciliations	Reconciled
Recommending	Recommendations	Recommended
Updating		Updated
Improving	Improvements	Improved
Re-evaluating	Re-evaluations	Re-evaluated

DOODLE SPACE



## Leader Instructions

### SESSION TWO

#### SELF-AWARENESS: Developing Your Personal Profile

#### UNIT II: Your Personal Profile

15 min.

#### Objectives:

- to help participants to become aware of their personal characteristics and traits and to identify their most important assets
- to point out the relationship between these assets and survival skills in the work world
- to help participants understand how work values, functional skills, and personal characteristics combine to form their unique profile

#### Worksheets and Handouts:

1. Personal Characteristics and Traits Session II, p. 39
2. Career Building Blocks Session II, p. 41

#### Instructional Activities:

##### A. Identifying Your Personal Assets

1. Introduce this activity by discussing (2 min.)  
the information on p. 37.
  - A woman's actions and reactions in specific situations depend to a great extent upon her personality.
  - These personal characteristics are really the survival skills—the nutrients (soil) that will determine how one utilizes and adapts the functional skills in a work environment.
2. Direct participants to complete the (5 min.)  
“Personal Characteristics and Traits” worksheet (p. 39), following the directions found there.
  - Be sure that they circle the six characteristics that they feel are their most important assets.
  - Remind them that the more people they involve in this the better.

Encourage them to have friends and family members complete similar checklists which participants can then compare to their own.

##### B. Your Career Building Blocks (8 min.)

- Discuss the use of the “Career Building Blocks” worksheet (p. 41) as a summary sheet to highlight those work values, skills, and assets to be incorporated into a career choice:
- Review the information on p. 37.
  - These career building blocks represent your personal profile.
  - Encourage participants to continue to identify and rank their values, skills, and assets to complete their personal profile.
  - Answer any questions regarding any of the activities completed thus far.



## SESSION TWO

### SELF-AWARENESS: Developing Your Personal Profile

#### Unit II: Your Personal Profile

15 min.

#### By the end of this unit you should:

- Have identified your personal characteristics and traits.
- Understand how your work values, skills, and personal characteristics combine to form your unique profile.

#### Planned Activities:

Personal Characteristics and Traits  
Career Building Blocks

#### A. Identifying Your Personal Assets

Each of us possesses characteristics and traits that are unique to our own personalities. The way you function, your actions and reactions to particular environments and people, is largely determined by your unique personality. Refer again to the Skills Tree. These characteristics and traits are really your survival skills. To be most effective, you must be in an environment that allows you to utilize those personal characteristics and traits that you feel are your greatest assets. In order to accomplish this, you must first become aware of your own characteristics and traits.

Take about five minutes now to complete the worksheet, Personal Characteristics and Traits (p. 39). Hopefully, this will help you to begin to identify your own assets. It might also be helpful for you to show this list to friends and family members and ask them to select those adjectives that describe you best. The more people you involve in this, the better. Then review your own picture in terms of what others have said.

Do others see you differently from the way you see yourself?

What are your greatest assets? Transfer these to the Career Building Blocks (p. 41).

#### B. Your Career Building Blocks

The key to finding a satisfying career choice is the ability to read yourself and the environment and find the best possible fit. You have been involved in a variety of activities designed to help you to "read yourself." Your values, skills, and personal characteristics are all a part of your unique personal profile. The Career Building Blocks (p. 41) is a summary sheet to help you to highlight those aspects of yourself that you want to incorporate into your career choice. Continue to explore and examine your values, skills, and personal characteristics and use this worksheet to record those things that are important to you.

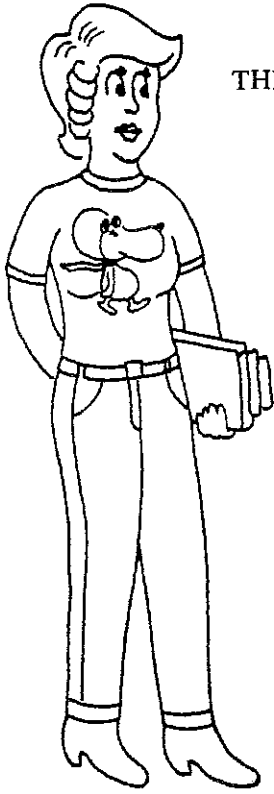
During the next session you will begin your career exploration. Refer to your Career Building Blocks as you explore career fields so that you can find the best fit for you.

**"Community pressures generally persuade women to conform."**

—A Nebraska Rural Woman in *Roots and Wings*, a publication of the Center for Co-Equal Education, University of Nebraska-Lincoln, 1980.



THINK SHEET



## PERSONAL CHARACTERISTICS AND TRAITS

Check those adjectives which describe you. Then circle the six that you feel are your most important assets.

- |                      |                   |                     |
|----------------------|-------------------|---------------------|
| 1. masculine         | 26. shy           | 50. friendly        |
| 2. anti-social       | 27. curious       | 51. exhibitionistic |
| 3. physically strong | 28. impulsive     | 52. inhibited       |
| 4. unorganized       | 29. frank         | 53. precise         |
| 5. emotional         | 30. genuine       | 54. thrifty         |
| 6. analytical        | 31. nonconforming | 55. helpful         |
| 7. independent       | 32. intellectual  | 56. tactful         |
| 8. socially passive  | 33. efficient     | 57. unperceptive    |
| 9. aggressive        | 34. inflexible    | 58. reserved        |
| 10. feminine         | 35. argumentative | 59. materialistic   |
| 11. idealistic       | 36. energetic     | 60. flirtatious     |
| 12. rational         | 37. persistent    | 61. impulsive       |
| 13. sociable         | 38. nurturant     | 62. organized       |
| 14. responsible      | 39. religious     | 63. lovable         |
| 15. adventurous      | 40. intuitive     | 64. confident       |
| 16. conforming       | 41. original      | 65. dominant        |
| 17. possessive       | 42. pessimistic   | 66. prudish         |
| 18. humanistic       | 43. practical     | 67. stern           |
| 19. ambitious        | 44. insightful    | 68. persuasive      |
| 20. conscientious    | 45. understanding | 69. flexible        |
| 21. defensive        | 46. cooperative   | 70. unassuming      |
| 22. introverted      | 47. dependent     | 71. unpopular       |
| 23. critical         | 48. obedient      | 72. extroverted     |
| 24. imaginative      | 49. orderly       |                     |
| 25. impractical      |                   |                     |

Summarize below what you have learned about your personal characteristics and traits:

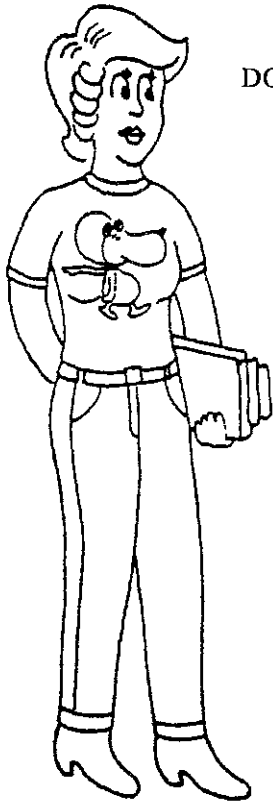
Four I recognize as strengths:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Three personal weaknesses I would like to improve upon:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

DOODLE SPACE



## CAREER BUILDING BLOCKS

Skill:
Work Value:
Personal Characteristic:
<b>Strongest</b>

Skill:
Work Value:
Personal Characteristic:
<b>Second strongest</b>

Skill:
Work Value:
Personal Characteristic:
<b>Third strongest</b>

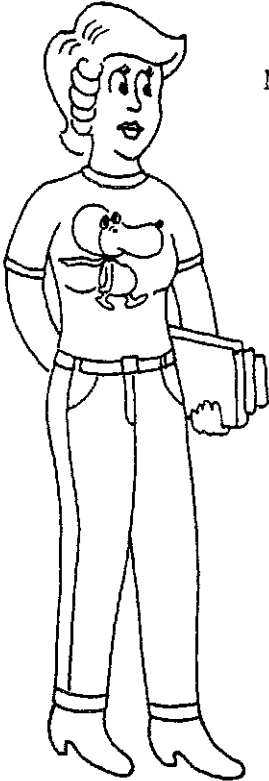
Skill:
Work Value:
Personal Characteristic:
<b>Fourth strongest</b>

Skill:
Work Value:
Personal Characteristic:
<b>Fifth strongest</b>

Skill:
Work Value:
Personal Characteristic:
<b>Sixth strongest</b>

(Adapted from *What Color Is your Parachute?*, Richard Nelson Bolles.)

NOTATION LOCATION



Leader Instructions

SESSION TWO

SELF-AWARENESS: Developing Your Personal Profile

Unit III. Balancing Work with Family Responsibility

45 min.

Objectives:

- to help group members to think about and plan for the demands of handling both home and a job
- to provide the opportunity for group members to discuss the emotional impact their working might have on their families and to explore ways of reducing the impact

Worksheets and Handouts:

1. Case Study Number 1 – Time, p. 45
2. Case Study Number 2 – Understanding Others, p. 45

Instructional Activities:

- |   |   |
|---|---|
| <p>A. Balancing Work with Family Responsibility (15 min.)</p> <ol style="list-style-type: none"><li>1. Introduce the topic by giving the mini-lecture on p. 43 in your own style. (5 min.)</li><li>2. Brainstorming—Ask participants to give their ideas about how they think their own families might first react to their going back to work or school. This is a good opportunity for participants to explore their feelings. If time allows discuss the other questions on p. 44. (10 min.)</li></ol> | <p>B. Problem Solving Exercises. “Time” and “Understanding Others” (20 min.)</p> <p>The Case Studies are included so participants can begin the Home and Time Management Process by first dealing <b>objectively</b> with <b>some-one</b> else’s situation. By Session Four participants should have completed the “Home and Job Management Questionnaire” which is an exercise in planning for their <b>own</b> particular situations. At that time we will again discuss the difficult task of balancing work and family.</p> |
|---|---|

1. Read each case study on p. 45 (13 min.)  
aloud to participants even though they have copies. Direct participants to break into groups of 2-3 people. Assign Case Study Number 1 to half the groups and Case Study Number 2 to the other half. Explain to participants that the task is to look for ways the problem described in each case study might be handled.
  
2. Then bring the small groups (7 min.)  
together again. Ask for someone in each group having Case Study Number 1 to report their group's ideas for handling that situation. Do the same with Case Study Number 2. This way participants will have a chance to hear and share everyone's ideas. Allow seven minutes for this part. This exercise will give participants practice in problem-solving before they have to begin taking a more serious look at their own situations.

## SESSION TWO

### SELF-AWARENESS: Developing Your Personal Profile

#### Unit III. Balancing Work with Family Responsibility

45 min.

##### By the end of this unit you should:

- Have begun to think about and plan for the demands of handling both home and a job.
- Have begun to think about the effect your working might have on your family and to explore ways of handling any situations that might arise.

##### Planned Activities:

Introduction to the topic: Balancing Work with Family Responsibility  
Brainstorming Session—Your family's reaction to your working or going to school  
Exercise in Problem Solving—"Time" and "Understanding Others." (case studies)

#### A. Balancing Work with Family Responsibility

Once you have decided to enter or re-enter the job market, whether because of economic pressures or the need for different kinds of life satisfactions, you will soon discover that you must spend more time planning your schedule. Evaluate what you do at home now and compare that with the changes or problems that you anticipate as a result of spending part of your day on the job and away from home. This will help you to see what adjustments or special arrangements you need to make now.

Be realistic; once you go to work, or to school to prepare for work, you won't be able to continue to meet all the demands and requests of your family or community. Remember that you are not just an extension of your family, but you are a person in your own right. Learn to say "no," and don't feel guilty for saying it. After all, guilt is only guilt if

you accept it. Any family situation involves give and take. So whether you have to go to work or just want to, involving your family early in the planning process will be helpful.

Hold family meetings, whenever necessary, to set up a division of labor plan. This might be difficult because your family probably considers housework to be "your job." Involve the family in deciding what things can go without being done so often. For example, how about eating T.V. dinners or eating out once a week so no one has to cook? Maybe the vacuuming could be done less often. Establish your priorities; relax your standards some.

Family sessions can also be very supportive. Gradually, your family will show their support, both verbally and by willingly taking over more responsibilities at home, especially, if they under-



stand what you're trying to accomplish and how important it is to you. After all, there are benefits for your family—more money, a happier mom, and a chance for your family to share.

Expect an "adjustment period" right after you go to work or back to school. That's pretty typical. Remember these problems can be solved, and life is frantic for everyone at times, so don't become too discouraged. In the long run, your family will benefit by being allowed to be more independent and self-reliant, and you'll benefit by being able to enjoy working toward your goal of a satisfying career.

How do you think your family will react if you go to work or to school?

How do you think you might feel having to say "no" sometimes to requests from family members?

Will you be able to count on your family's understanding that things might get tough if mom goes to work or school?

**B. Problem-solving exercises: "Time" and "Understanding Others."**

Read the case studies on page 45 and brainstorm a solution to the problems presented with other group members. Your leader will assist you.

Perhaps your husband can assist more often with parenting chores, like handling children's arguments.



"You were certainly right, son, that kid is tough."

### CASE STUDY NUMBER 1

The Joneses are raising four children on Mr. Jones' teacher's salary and are just barely making ends meet. The couple have decided that Mrs. Jones should go to work to help out with the family budget. Mrs. Jones is reluctant to take a job even though all the children are in school. She feels she is already busy enough running the household and taking care of her family.

What suggestions could you give Mrs. Jones about managing her time when she goes to work?

### CASE STUDY NUMBER 2

The Williams family has three children. Two of them are grown and live away from home. Their 16-year-old daughter is a junior in high school and is pretty self-sufficient. Mrs. Williams has become aware lately that child-rearing and house-cleaning, even though fulfilling, will occupy only a few more years of her life. She wants to return to school to finish an education that was interrupted years before by her marriage. Her husband strongly objects to her plan and wants her to remain in the home.

What reasons might Mrs. Williams have for wanting to return to school?

What reasons might Mr. Williams have for wanting her to stay home?

How might they work out this situation?



PLAN HERE

## Leader Instructions

### SESSION TWO

#### SELF-AWARENESS: Developing Your Personal Profile

#### Unit IV: Relating Your Personal Profile to Career Fields

10 min.

#### Objectives:

- to help participants understand how their interests, abilities, and values relate to career fields
- to introduce participants to a vocational assessment tool that will help them relate their personal profile to career fields and occupations
- to help each participant identify at least three career clusters and several occupations that relate to her unique potential

#### Worksheets and Handouts:

Harrington/O'Shea System for Career Decision Making

#### Instructional Activities:

- |   |  |
|---|--|
| <p>A. Harrington/O'Shea System for Career Decision Making (7 min.)</p> <p>Introduce participants to the Inventory and distribute materials.</p> <ul style="list-style-type: none"><li>– Have them read p. 47, as you discuss the information given there.</li><li>– Stress the fact that this is <b>not</b> a test. There are no right and wrong answers.</li><li>– Review the suggestions listed on p. 47.</li><li>– Remind them that there are no magic answers, that this is simply another tool to use in self exploration.</li><li>– Be sure that they understand the instructions for completing and scoring it.</li><li>– Remind them that they should complete the Inventory before the next session.</li></ul> | <p>B. Review other Between Session Activities (3 min.)</p> <ul style="list-style-type: none"><li>– Refer to p. 48 and review those home activities that they should complete before the next session.</li><li>– Encourage them to complete any worksheets that they have not finished.</li><li>– Stress the importance of involving family and friends in developing their personal profile.</li><li>– Encourage participants to contact you if they need help with any of the activities they have been involved in thus far.</li></ul> |
|---|--|



## SESSION TWO

### SELF-AWARENESS: Developing Your Personal Profile

#### Unit IV: Relating Your Personal Profile to Career Fields

10 min.

By the end of this unit you should:

- Understand how to relate your interests, abilities, and values to career fields.
- Have become familiar with a vocational assessment tool that will help you identify at least three career clusters that relate to your particular interests, abilities, and values.

#### Planned Activities:

Introduction to the Harrington/O'Shea System for Career Decision Making

#### The Harrington/O'Shea System for Career Decision Making

Before the next session you will be completing an occupational interest inventory to help you discover more about yourself and those career fields/occupations that relate to your particular interest patterns and personality type. Remember that this is a survey, a **self description**. It is **not** a test with right and wrong answers.

- 1) Respond to each item as if you had no responsibilities of any kind.
- 2) Do not let the amount of training or education you may think is required for a particular area limit your expression of interest.
- 3) Put aside those concepts of what is "appropriate" work for a man or a woman.

- 4) Use what you have learned in previous sessions to help you in identifying your values and abilities/skills.

Review the instructions for taking the inventory with your workshop leader. Be sure that you understand the procedures for completing and scoring it before leaving.

**There is no security on this earth; there is only opportunity.**

—General Douglas MacArthur

## AT HOME ACTIVITIES

### I. Your Career Building Blocks

During the past two sessions you have been involved in a series of self exploration exercises designed to help you identify your values, skills, and personal strengths--your unique potential. Before the next session, take some time to review what you have learned. Complete any exercises that you haven't finished. Particularly spend more time on your own skills analysis. Involve friends and family members as much as possible. They will have valuable contributions to make and can provide the support you need as you begin to establish your new career direction.

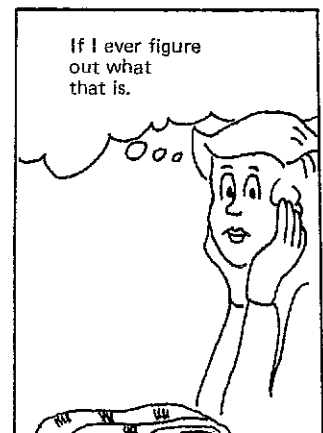
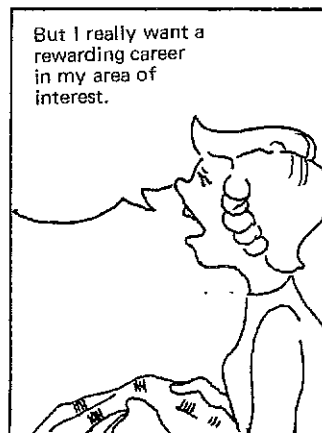
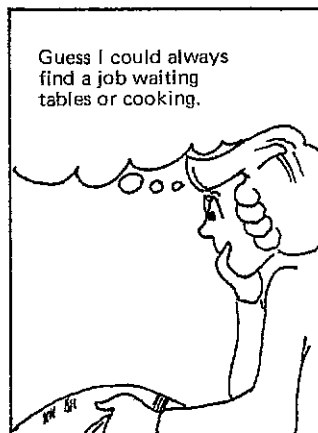
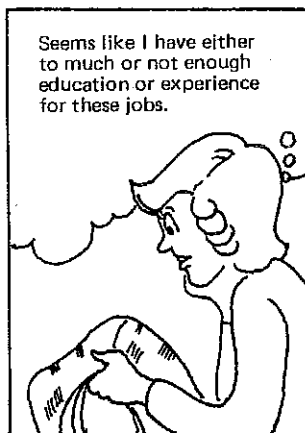
If you have questions or difficulty with any of the exercises, now is the time to seek additional help. An individual consultation with one of your workshop leaders may help you to clarify those areas where you are having difficulty.

Use the Career Building Blocks worksheet (p. 41) to record those work values, skills, and personal characteristics that make up your personal profile. These are the factors that you will want to consider when exploring career fields and occupations of interest to you.

### II. Harrington/O'Shea System for Career Decision Making

Complete the Harrington/O'Shea System for Career Decision Making before the next session. It is designed so that you can complete it and score it yourself. Be sure to review the suggestions given on p. 47. Remember, there are no right or wrong answers. It is simply a tool to

help you relate your interests, values and competencies to career fields/occupations. The Harrington/O'Shea System for Career Decision Making will help you to identify those career fields and occupations that you want to explore further.



## HOME AND JOB MANAGEMENT QUESTIONNAIRE

### How can I combine working outside the home with my family responsibilities?

In order to pursue your career satisfactorily, certain things must be considered and decided upon. The following checklist will help you to think about and plan for these things. Please check those areas that apply to your situations.

#### Planning for Child Care

Child care decisions will depend on several factors: the age of your children, cost, convenience, and availability of services or your personal preferences.

##### In Your Home

- \_\_\_\_\_ A reliable, concerned adult to care for the children.
- \_\_\_\_\_ A reliable, concerned adult to care for the children and clean.
- \_\_\_\_\_ A reliable housekeeper to clean, cook, and care for the children.
- \_\_\_\_\_ A friend or relative to care for the children.
- \_\_\_\_\_ A reliable high school or college student to care for the children.
- \_\_\_\_\_ A reliable older person to care for the children.

##### Away from Home

Observe the setting carefully. Try to get a feel for it and ask lots of questions. Check for health and safety hazards. Ask about emergency procedures. Start your child care search early. It's especially hard to find facilities for infants and toddlers. Some of the possibilities are:

- \_\_\_\_\_ Informal neighborhood arrangement where one person cares for the children in her home.
- \_\_\_\_\_ A nursery school to care for the children.
- \_\_\_\_\_ A day care center to care for the children all day.
- \_\_\_\_\_ A reliable friend or relative to care for the children in her home.

##### Alternative Plans or Special Arrangements

- \_\_\_\_\_ A work schedule that allows you to be home when children are not in school.
- \_\_\_\_\_ A leave without pay for unusual or school vacation needs.
- \_\_\_\_\_ A vacation schedule at work that fits your at home and child care needs.
- \_\_\_\_\_ Summer day camps.
- \_\_\_\_\_ A child care cooperative where you care for another's children while they work, then switch duties (for part-time workers only).
- \_\_\_\_\_ Summer full-care camps for a week or more at a time.

\*Tip - Remember certain child care arrangements are tax-deductible. Check with the Internal Revenue Service.



## Planning with Husband

- \_\_\_\_\_ Discuss with your husband how you can spend some time together.
- \_\_\_\_\_ Discuss the necessity of less business and formal entertaining at home.
- \_\_\_\_\_ Discuss a system of dividing the household chores. (Older children can help out here, too.)
- \_\_\_\_\_ Discuss your husband's role in helping with the children as confidante or emotional supporter. Perhaps he can help with other parenting chores like handling children's arguments.
- \_\_\_\_\_ Discuss the necessity of fewer trips with husband on business or to conventions.

## Planning the Household Duties

- \_\_\_\_\_ Relax your standards and leave some things undone; mop the basement steps less often; stop ironing the sheets.
- \_\_\_\_\_ Share your income with family members according to their contribution of cleaning and cooking.
- \_\_\_\_\_ As part of the family's shared responsibilities, engage your husband and children in household duties without pay.
- \_\_\_\_\_ Delegate chores and duties to family members.
- \_\_\_\_\_ Hire outside help to do the heavy cleaning.
- \_\_\_\_\_ Change your habits; for example, use paper plates and napkins occasionally or serve T.V. dinners or eat out once a week so no one has to cook.

## Planning with/for Parents/Relatives

- \_\_\_\_\_ Inform relatives or friends of your plans. Discuss your reasons for working and the new demands this will place on you. Explain to your friends and relatives that they are still important to you even though you'll have less time to spend with them.
- \_\_\_\_\_ Hire someone to care for your relative while you're working.
- \_\_\_\_\_ Ask another family member to replace you.
- \_\_\_\_\_ Ask other family members to get involved in sharing the responsibility of an elderly parent even if it's running an errand or driving them to the doctor.

## Planning for Work-Related Extras — Money

- \_\_\_\_\_ Cost of transportation. How far from home will it be feasible for you to travel?
- \_\_\_\_\_ Cost of additional clothing for work.
- \_\_\_\_\_ Cost of additional foods for lunches at work or prepared foods at home or eating out more often.
- \_\_\_\_\_ Cost for child care or care of parents or relatives.
- \_\_\_\_\_ Cost for domestic help for household chores.
- \_\_\_\_\_ Cost for extra grooming items like dry-cleaning or hairdressing.
- \_\_\_\_\_ Consider whether your job will yield income beyond the added costs of working.
- \_\_\_\_\_ Consider whether you can work for a low salary now if the position has a good financial potential.
- \_\_\_\_\_ Consider whether you'll need to pay for additional training to get or keep a job.

\*Tip: When you are interviewing for a job, be aware of how much one job will cost versus another, so you can make the most of your "left over" income.

## Budgeting Your Time

How can you fit everything you need to do into your usual waking hours?

- \_\_\_\_\_ Will you work full time?
- \_\_\_\_\_ Will you work part time?
- \_\_\_\_\_ Will you still have time to spend with your children?
- \_\_\_\_\_ Will you still have time to spend with your husband?
- \_\_\_\_\_ Will you still have time to spend with your relatives?
- \_\_\_\_\_ Will you still have time to do household chores?
- \_\_\_\_\_ Will you still have time to socialize with friends?
- \_\_\_\_\_ Will you still have time to spend time alone?
- \_\_\_\_\_ Will you still have time for hobbies?
- \_\_\_\_\_ Will you still have time for volunteer work in the community?
- \_\_\_\_\_ Will you still have time for errands and shopping?
- \_\_\_\_\_ Will you still have time for entertainment or doing what you like?

PLAN HERE



## SESSION THREE – A BRIEF OUTLINE

### CAREER AWARENESS: Looking at Your Career Options

**By the end of this session you should:**

- Have identified several occupations that you want to explore further.
- Understand more about the expanding world of career choices open to you as a woman.
- Have become familiar with employment opportunities in your local area.

**Planned Activities:**

- Unit I. Identifying Career Clusters/Occupations Related to Your Personal Profile
- Unit II. Expanding Your Thinking About Careers: Old Myths and New Realities
- Unit III. Employment Opportunities in Your Local Area
- Unit IV. Further Career Exploration

**AT HOME ACTIVITIES:**

1. Investigating Your Career Options
2. Interviewing for Information



**If you choose to work, you will succeed; if you don't, you will fail.  
If you neglect your work, you will dislike it; if you do it well, you  
will enjoy it.**

**—Sidney Smith**

NOTATION LOCATION



## Leader Instructions

### SESSION THREE

#### CAREER AWARENESS: Looking At Your Career Options

##### Unit I. Identifying Career Clusters/Occupations Related to Your Personal Profile

Time: 20 min.

##### Objectives:

- to review the results of the Harrington/O'Shea System with the participants
- to help participants identify at least two career clusters that relate to their personal profile
- to make sure that each participant has identified several occupations to explore further

##### Worksheets and Handouts:

Harrington/O'Shea System for Career Decision Making

##### Instructional Activity:

- |   |  |
|---|--|
| <p>Harrington/O'Shea System for Career Decision Making – Your Results</p> <p>1. Present the schedule for this session (5 min.) and discuss the objectives:</p> <ul style="list-style-type: none"><li>– emphasize that the focus now will change to the world of work, identifying and exploring those alternatives that match their personal profiles developed during the first two sessions.</li><li>– answer any questions related to the self awareness activities presented during the first two sessions.</li></ul> | <p>2. Have participants discuss their results on the Harrington/O'Shea. (15 min.)</p> <ul style="list-style-type: none"><li>– review the information presented on p. 47.</li><li>– be sure that each participant has identified at least two career clusters and several occupations related to their interests, values, and skills.</li><li>– emphasize that participants should not disregard occupations they may be interested in simply because they were not identified here. This instrument is only one tool to help them learn more about themselves.</li></ul> |
|---|--|



## SESSION THREE

### CAREER AWARENESS: Looking At Your Career Options

Unit I: Identifying Career Clusters/Occupations Related To Your Personal Profile 20 min.

By the end of this unit you should:

- Understand how your interests, abilities, and values relate to career fields.
- Have identified at least two career clusters that relate to your personal profile.
- Have identified several occupations that you wish to explore further.

Planned Activity:

The Harrington/O'Shea System for Career Decision Making—Your Results

Making a satisfying choice involves discovering those occupations and work environments that allow you to take full advantage of your own unique potential. It thus involves finding the closest possible match between your personal profile and the many career fields/occupations available.

By this time you should have completed and scored your Harrington/O'Shea. You should have

discovered two or three career clusters that relate to your own interests, values, and abilities. You should now be able to identify several occupations that you wish to explore further. Select these from those listed under each career cluster on the Harrington/O'Shea. Review your findings and discuss these with your group.

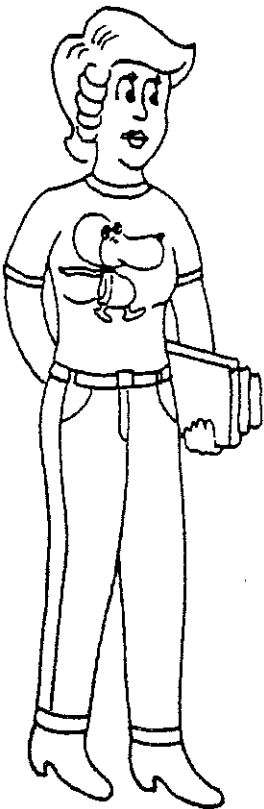
What have you learned about yourself and your career interests?

Did you discover any new areas or did they confirm what you were already thinking about?

**A word of caution:** In listing occupations for further exploration, be sure to include any occupations that sound interesting to you—even if they are different from those you identified in the Harrington/O'Shea. Remember that this instrument is only one tool to help you to discover more about yourself. **You are still your own best resource!**



THINK SHEET



## Leader Instructions

### SESSION THREE

#### CAREER AWARENESS: Looking At Your Career Options

Unit II. Expanding Your Thinking About Careers: Old Myths and New Realities 45 min.

#### Objectives:

- to help participants become aware of the myths and stereotypes that have affected their beliefs and assumptions about themselves as women, as well as the career opportunities considered “appropriate” for women
- to help participants understand how new realities have expanded the number of career opportunities now available to women
- to identify some of the “nontraditional” career options that are now open to women
- to help participants become aware of the implications of choosing a “nontraditional” career/occupation

#### Worksheets and Handouts:

Myths and Realities Quiz and Answers  
Sexual Stereotyping

#### Instructional Activities:

##### A Myths and Realities

1. Introduce this activity by discussing (2 min.)  
the fact that women have traditionally been limited to only a few career choices; e.g., wife and mother, nurse, teacher.
  - Ask participants why this might be true.
  - Point out that old myths (e.g., women are too emotional to be business leaders) have become so widespread that they become accepted as facts.
  - These myths have been particularly influential in limiting the career options of women.
2. Direct participants to complete (3 min.)  
the “Myths and Realities Quiz” (p. 59).
3. Refer to “Quiz Answers: Myths and Realities” (p. 60) and have (10 min.)  
participants compare their answers with those given there and with other participants.
  - Review these myths and realities with participants.
  - Ask these questions:  
Which myths have influenced your choices in the past? How much do you think they will continue to influence your future decisions?

## Leader Instructions

### B. Sexual Stereotyping and Career Choice

1. Introduce this activity as another way of looking at the way in which women have been limited in their career choices (i.e., the biases or stereotypes concerning what females should be, as well as what males should be). (1 min.)
  - subtle biases and prejudices that are still prevalent.
  - emphasize the importance of establishing contacts with other women sharing the same concerns.
2. Direct participants to complete the "Sexual Stereotyping" worksheet (p. 61), indicating which adjectives they consider masculine and which feminine. (2 min.)
  - encourage them to add any others they can think of.
3. Lead a discussion of these stereotypes, using the questions listed on the worksheets as a guide. (12 min.)

Note: There are no right or wrong answers to this worksheet or the questions raised. This activity is designed to increase awareness and encourage the consideration of a wider range of career options. Your perceptions of the concerns of women in your local area will be of particular value here in helping participants address this issue in a realistic way.
2. Use the discussion questions on p. 58 to help participants to see the importance of involving family and friends in their decision making. This is especially important for those who are considering a "nontraditional" career. (5 min.)

### C. Exploding Myths and Expanding Opportunities

1. Review the information given on p. 57 with participants as a basis for a discussion of the expanding career options open to women. (10 min.)
  - stress the importance of exploring every career option related to their interests, values, and skills.
  - be sure to stress the realistic implications of choosing a "nontraditional" career/occupation in terms of the

## SESSION THREE

### CAREER AWARENESS: Looking At Your Career Options

Unit II. Expanding Your Thinking About Careers: Old Myths and New Realities 45 min.

By the end of this unit you should:

- Understand how old myths and stereotypes have affected your beliefs and assumptions about yourself and the opportunities available to you as a woman.
- Have become aware of how new realities have expanded the variety of career opportunities available to you.
- Have identified the “nontraditional” career options now open to you as a woman.
- Have become aware of the implications involved in choosing a “nontraditional” career/occupation.

#### Planned Activities:

Myths and Realities Quiz  
Sexual Stereotypes and Career Choice  
Exploding Myths and Expanding Opportunities

#### A. Myths and Realities

Sometimes myths are so widespread that they are taken for fact and remain unquestioned. This has been particularly true concerning career options for women. To help you gain an understanding of those outworn myths that have affected those opportunities available to you as a woman, complete the “Myths and Realities Quiz” (p. 59). Compare your answers to those of others in your group with “Quiz Answers: Myths and Realities” (p. 60). Which of these myths may have influenced the choices you have made in the past? Will they continue to influence your future decisions?

#### B. Sexual Stereotyping and Career Choice

Some women have been prevented from becoming what they could be because of biases concerning what females should be and what males should be. Refer to “Sexual Stereotyping” (p. 61) and categorize the adjectives listed there according to

whether they represent masculine or feminine characteristics. Add others that you can think of to that list.

Compare your list with others and share your reactions to this exercise. How do such stereotypes of what is masculine and what is feminine affect and restrict career choice? What stereotypes, traditions, or myths have affected your life? Do you think that they will continue to affect the choices you make in the future?

#### C. Exploding Myths and Expanding Opportunities

The world is changing and new realities are emerging. Women now comprise over 40 percent of the work force in this country. More and more women are working outside the home for longer periods of time and in a wider variety of occupations. Increasingly, these women are looking at their jobs, not as “secondary” but as logical expressions of their individual goals and aspirations.

- *'More Women in Jobs That Used to Be 'For Men Only.'* Increasing numbers of women have been entering careers that traditionally have been dominated by men. The most dramatic shift, according to the Census Bureau, has been the large influx of women into the skilled trades. In the early 1970's almost half a million women were working in the skilled trades as craft and related workers. This figure represents an 80 percent increase over 1960—twice that for women in all occupations, and 8 times that for men in the skilled trades.

"In some occupations not only the percentage but the actual numerical increases for women exceeded those for men. The number of women carpenters, for example, grew from about 3,300 to approximately 11,000. The number of women electricians more than tripled; women auto mechanics increased from about 2,300 to 11,000; women painters went from about 6,400 to nearly 13,400. Other notable increases were made by machinists, compositors, and typesetters.

"In predominantly male professions for the same 10-year period, the number of women lawyers more than doubled, the number of women physicians increased from about 16,000 to nearly 26,000, and the number of women dentists rose from about 1,900 to more than 3,100. Women in engineering showed one of the most dramatic increases—from about 7,000 to approximately 19,600—more than 4½ times the increase rate for men.

"In traditionally male sales occupations, women insurance agents and brokers increased from about 35,300 to nearly 56,600, women real estate agents from about 46,100 to 83,600, women stock and bond sales agents from 2,100 to 8,900.

"In managerial occupations, the number of women bank officers and financial managers rose from 2,100 to a whopping 54,500. Women sales managers, other than those in retail trades, went from 100 to 8,700.

"A number of other nontraditional occupations showed substantial rates of growth for women, among them mail carrier, guard, police officer, bartender, and bus driver."\*

These advances are great for women as a whole. The statistics show that women have made great gains, but what do they mean for you as an individual? Your career options are now practically limitless. In addition, the law is now working for you. If someone tries illegally to prevent you from becoming what you choose, legal help is now available for both moral and concrete support.

These changes won't magically open the right doors for you, however. You must still be aware of your options, be qualified, and know how to get the job you want. Even when the right door is opened for you, you can't expect things to be easy. Replacing old myths and stereotypes with new realities takes time. Realistically, you must be prepared to deal with subtle prejudices and biases that still remain. This is where you will find the support of other women to be most valuable. Make a conscious effort to seek out other women who share the same concerns. You can help each other!

Discuss the implications of choosing a non-traditional occupation. What biases or prejudices will you possibly be confronted with? How will your family and friends react? How can you gain their support? How can you prepare to meet and deal with the obstacles?

\*Catalyst Staff, *What to Do With the Rest of Your Life*, New York: Simon and Schuster, 1980, p. 32.

Success is that old ABC — ability, breaks, and courage.

—Charles Luckman

## MYTHS AND REALITIES QUIZ\*

Do you know which of the following statements are myths and which are truths—or half truths? Try to answer on your own; then check the answers on the following page to see how you did. Discuss these with other participants. Mark true or false in the blank at the left.

- \_\_\_\_\_ 1. Women who get married won't really have to work; their husbands will take care of them.
- \_\_\_\_\_ 2. Most women work just for pin money.
- \_\_\_\_\_ 3. Women work only until they have children; then they stay at home.
- \_\_\_\_\_ 4. More job turnover occurs among women workers than among men workers.
- \_\_\_\_\_ 5. Women are out sick more often than men.
- \_\_\_\_\_ 6. Women are more particular than men about the surroundings in which they work.
- \_\_\_\_\_ 7. Women prefer not to work for other women.
- \_\_\_\_\_ 8. Men prefer not to work for women.
- \_\_\_\_\_ 9. Women are more content than men with jobs that don't challenge them intellectually.
- \_\_\_\_\_ 10. Women are less concerned than men with getting ahead on the job.
- \_\_\_\_\_ 11. In two-career families, generally the man's career is given more weight in decisions affecting both partners' careers.
- \_\_\_\_\_ 12. Many women work so that they can avoid doing household chores.
- \_\_\_\_\_ 13. The earnings gap between men and women is widening.
- \_\_\_\_\_ 14. Women today get equal pay for equal work.
- \_\_\_\_\_ 15. Women work in all occupations in which men are employed.
- \_\_\_\_\_ 16. Men are better suited than women for certain kinds of jobs.
- \_\_\_\_\_ 17. The more education a woman has, the more likely she is to work.

\*Adopted from Catalyst Staff, *What to do With the Rest of Your Life*, New York: Simon and Schuster, 1980.

## Quiz Answers: Myths and Realities

1. *False.* This is the famous Cinderella myth, still common among high school girls. However, more than 50 percent of the women in the labor force are married, and the percentage in the work force of the 25-to-34 age group—most of whom are married, are living with their husbands, and have children at home—is increasing rapidly. Many women at home go back to work when their children reach school age because it often takes two incomes to provide children with the many advantages parents want to give them. Divorce, a husband's illness, and widowhood are other possibilities ignored by the Cinderella myth.
2. *False.* The Federal Women's Program of the United States Civil Service Commission refers to this point of view as the "cake winner fallacy: men are bread winners, women are cake winners." While women may work for other reasons, such as self-fulfillment, most women work because of economic need.
3. *False.* This is another myth. According to the Department of Labor, over half of the married women with children between ages 6 and 17 are in the labor force. The Civil Service Commission reports a return rate of more than two-thirds of the women on maternity leave from federal jobs.
4. *False.* High turnover rates are true of all employees—men and women—who are under 25, in low-income jobs, particularly clerical jobs. Since women make up a large part of this group, in actual numbers their turnover rate exceeds that of men. At professional levels the difference is much less, according to a federal study.
5. *False.* The national average for sick leave for women is 5.9 days; for men, 5.2 days. The difference is insignificant.
6. *False.* A University of Michigan study shows that while women exhibit somewhat more concern than men about the physical aspects of the work environment, a challenging job is far more important and women are not about to trade it for better working conditions.
- 7, 8. *Both false.* Studies reported by the Department of Labor show that women have no preference in the matter and that most men who don't want to work for a woman supervisor have never worked for one. In one study, where at least three-fourths of male and female executives surveyed had worked with women managers, their evaluation of women in management was favorable. Those who reacted unfavorably displayed a traditional/cultural bias about other questions as well.
9. *False.* The University of Michigan study cited earlier indicates that women are just as eager as men to have a job they find challenging and that uses their abilities.
10. *False.* The number of women entering management training programs and taking advantage of a great variety of opportunities to upgrade their qualifications label this statement as undeniably a myth.
11. *True.* Unfortunately, there is a great deal of truth to this statement. In a *Psychology Today* survey, 65 percent of the males and only 9 percent of the females responding said their careers were given more weight. About 33 percent of the females but less than 16 percent of the males said that equal weight was given to both careers.
12. *False.* If women work to get away from household chores, many of them must be sadly disillusioned. The same *Psychology Today* survey found that women still do most of the grocery shopping, cleaning, cooking, and clearing away after meals. One bright note, however: younger women were more likely to report equal sharing of homemaking responsibilities.
13. *False.* In 1955 women's median annual earnings were 64 percent of men's. By 1975 this percentage had shrunk to approximately 59 percent.
14. *Both true and false.* This statement might be considered half-myth. The law decrees that women should get equal pay for equal work, but there are many jobs—especially at the managerial and professional levels—in which the term "equal work" is difficult to define. Women in these jobs, consequently, are often notoriously underpaid.
15. *True.* Women work in all occupations in which men are employed. They are not, however, employed in nearly the same proportions. In some occupations, for example, as few as 3 percent of the workers are women. Most women are employed in a very narrow range of low-status, low-paying, dead-end occupations.
16. *False.* This myth is one of the most persistent of all myths about women and work. A Labor Department study using the General Aptitude Test Battery (GATB) should help lay it to rest. The study found that in two of the seven areas important in the skilled trades there were no sex differences; women excelled in four of the areas, and men excelled in one. The authors of the study noted that in most cases the differences would be of little practical significance.
17. *True.* The likelihood of a woman working increases with the amount of education she has. For one thing, the more education a woman has, the greater the number of options available to her. For another, the more education she has the more reluctant she is to let it go to waste.

Sometimes myths are so widespread that they are taken as fact and remain unquestioned. If you had two or more answers incorrect on this exercise, you might find it worth while to evaluate your information more carefully when it comes to making a decision.

## SEXUAL STEREOTYPING\*

Indicate on the checklist below whether each adjective represents masculine or feminine characteristics. Add others that you can think of.

Characteristics	Feminine	Masculine
Competitive	_____	_____
Independent	_____	_____
Intuitive	_____	_____
Active	_____	_____
Sensitive	_____	_____
Gentle	_____	_____
Passive	_____	_____
Ambitious	_____	_____
Idealistic	_____	_____
Adventurous	_____	_____
Nurturant	_____	_____
Understanding	_____	_____

Consider some of these statements, which are perceived by some as facts about women.

- (1) Women are more verbal; men are more mathematical and scientific.
- (2) Women can't really make up their minds; indecision is a typical female trait.
- (3) Women are the weaker sex.
- (4) There are jobs for men and jobs for women.

How do such stereotypes of what is masculine and what is feminine restrict decision-making?

\_\_\_\_\_

Have you been taught by your culture to want certain goals and to restrict yourself to certain behavior?

\_\_\_\_\_

What stereotypes, traditions, or myths have affected your life?

\_\_\_\_\_

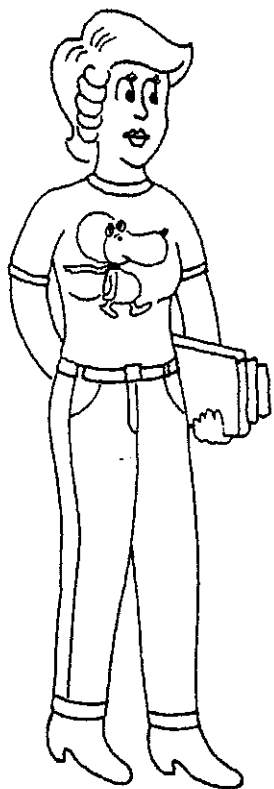
Do you think that they will continue to affect the choices you make in the future?

\_\_\_\_\_

\*Adapted from N. T. Scholz, J. S. Prince, and G. P. Miller, *How to Decide: A Guide for Women*, New York: College Entrance Examination Board, 1975.



DOODLE SPACE



## Leader Instructions

### SESSION THREE

#### CAREER AWARENESS: Looking At Your Career Options

#### Unit III. Employment Opportunities in Your Local Area

45 min.

#### Objectives:

- to identify employment opportunities available in your local area
- to give participants the opportunity to visit with local job placement representatives

#### Instructional Activity:

Presentation by local job service and/or community college career placement personnel.

1. Introduce representatives from your local job service and/or community college career placement staff. ( 1 min.)
2. Have guests discuss local career opportunities (44 min.)
  - a. Be sure that the following points are covered:
    - specific job openings
    - employment outlook of career fields of interest to participants
    - specific education/training required
    - businesses/industries that employ people in the career interest areas being considered by participants
    - part-time employment options
  - b. Encourage participants to ask questions regarding their specific needs and concerns, and to take notes for future reference on those occupations of particular interest.

Note: The more informal this presentation can be, the more opportunity participants will have to express their concerns. If at all possible, prior to this session inform your guests of the career areas in which participants are interested, as well as the specific questions you feel should be addressed.



## SESSION THREE

### CAREER AWARENESS: Looking At Your Career Options

Unit III. Employment Opportunities in Your Local Area

45 min.

**By the end of this session you should:**

- Have identified the employment opportunities in your local area.
- Have become familiar with specific job opportunities related to your particular career interests.

**Planned Activity:**

Presentation by Local Job Service and/or Community College Career Placement Personnel

#### **Some Thoughts on Job Opportunities**

As a woman, your career options are practically limitless. However, your family and/or community responsibilities may affect the specific job opportunities available to you. Geographic location is certainly an important consideration when considering career alternatives. Employment opportunities within any particular career field will vary in different geographical areas. Thus, your career decision must be realistic in terms of what opportunities are available in your area.

Your workshop leader will provide you with information concerning employment opportunities in your local area. Be sure to keep a list of those that sound interesting to you. Learn as much as you can about these occupations so that you will be able to make the most satisfying career decision.

Remember that there is no ideal occupation that is right for you. Rather, there will be several potentially satisfying options. Including as many options as possible in your career search will not only help you to make the most satisfying choice but will also provide you with a "reserve chute."

NOTATION LOCATION



**Leader Instructions**

*SESSION THREE*

**CAREER AWARENESS: Looking at Your Career Options**

**Unit IV. Further Career Exploration**

**10 min.**

**Objectives:**

- to inform participants of the various resources for investigating career/occupational options
- to identify the factors to consider when researching a specific career/occupational option
- to stress the importance of thorough research in career decision making
- to help participants become familiar with the information interviewing process and encourage the sharing of possible contacts among participants

**Worksheets and Handouts:**

1. Occupational Report Form
2. Career Interview Form

**Instructional Activities:**

**A. Career Exploration Resources**

1. Review with participants the information presented on p. 71, as an introduction to their Home Activities. (2 min.)
  - a. Stress the importance of gathering as much information as possible about each of the career options that they are considering.
    - In order to find the best possible match between self and occupation, you must learn as much as possible about the various alternatives available.

- b. Refer to the Occupational Report Form (p. 67) and review the questions listed there.
  - These are the factors to be considered about each alternative.
  - Encourage participants to add any other factors that may be of particular concern to them.

2. Discuss the career resource materials listed on p. 65 and add any suggestions you might have for researching careers in your local area. (1 min.)
  - Emphasize that one of their home activities is to complete at least one occupational report before the next session.

**Note:** Be sure that you have identified as many local resources as possible so that you can inform participants of what and where these resources are located in your local area. Your local job service and placement representatives may also be of assistance.

#### **B. Interviewing for Information**

1. Introduce the information interviewing process by discussing the information presented on p. 66. (2 min.)
  - Stress the importance and value of obtaining personal insights from people who are actually working in the field in which they are interested.
  - Refer to the Career Interview Form (p. 69) for suggested questions.
  
2. Have participants share possible contacts with each other and also generate other sources for obtaining the names of people to interview. (5 min.)
  - Add any appropriate names that you might be aware of.
  - Your community college faculty may also be good resources to provide names of individuals to interview (e.g., alumni of their educational/training programs who are working in the local community).
  - Remind participants that they should conduct at least one information interview before the next session.

## SESSION THREE

### CAREER AWARENESS: Looking At Your Career Options

#### Unit IV. Further Career Exploration

10 min.

By the end of this unit you should:

- Be aware of the various resources for investigating career/occupational options.
- Have identified the factors to consider when researching a specific career/occupational option.
- Understand the importance of thorough research in career decision making.
- Have become familiar with the information interviewing process and shared possible contacts with each other.

#### Planned Activities:

Career Exploration Resources  
Interviewing for Information

#### Career Exploration Resources

By now you should have developed a picture of yourself in terms of your own unique potential and have identified some occupations that might provide the type of work environment that you would find most satisfying. You should also have identified the career options available in your local community. The next step in the career planning process is to explore those occupations through a systematic research approach.

You should remember that there is no "ideal" occupation that is exactly right for you. You will have to make some compromises. That is why you must clarify those things that are most important to you. Those work values, skills, and interests that you have listed on the "Career Building Blocks"

worksheet (p. 41) should be those that you consider to be most important to you right now.

Systematic research of each occupation of interest to you is necessary if you are to make a satisfying career choice. In order to weigh the various alternatives available, you must first gather as much information as possible about each alternative. To help you to become familiar with resource materials and methods for investigating occupations, as well as to begin the career exploration phase, you will be asked to complete an occupational report on one of your career choices. The Occupational Report (p. 67) outlines the factors to be considered when exploring your career choices. Those factors include such things as nature of the work, work environment, training and skills required, advancement possibilities, employment outlook, etc. Add any other factors



that are of particular importance to you.

Your workshop leaders will discuss with you the resources available for exploring your options. Of particular value are two basic reference books published by the U.S. Department of Labor, Bureau of Labor Statistics:

*Dictionary of Occupational Titles*, 4th Ed., 1977.

*Occupational Outlook Handbook*, 1980-81 ed.

These books are found in most public libraries.

In addition, explore your community college library and placement office, local high school libraries, as well as state employment agencies. Businesses and industries related to your career interests may also be able to provide you with information. Local unions and professional organizations are also good resources.

Remember, career exploration takes time. However, to make the most satisfying choice, you must learn as much as possible about each of your options.

### **Interviewing for Information**

Perhaps the most effective way of learning about an occupation, aside from actually working in it is to talk to people who are presently working in that field. The personal insight gained from such interviews will provide you with valuable information when weighing the risks and costs of your career choice. In addition, the insights you can gain concerning the role of women in that occupation will be invaluable to you.

Refer to the Career Interview Form (p. 69) for some suggested questions to use.

Perhaps the most difficult part of this process is locating appropriate people to interview. Use every resource available to obtain the names of individuals to contact—family members, friends, neighbors, acquaintances. Other participants in this workshop may have suggestions for you. Spend a few minutes brainstorming with others in your group. Share your ideas and contacts with each other.

**Happiness doesn't come from doing  
what we like to do but from liking  
what we have to do.**

—Wilfred Peterson



PLAN HERE



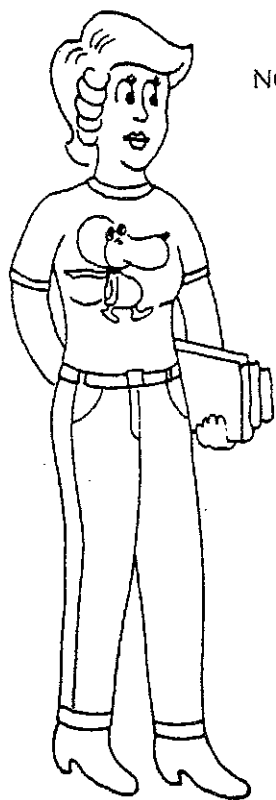
## CAREER INTERVIEW FORM

Name of Person \_\_\_\_\_

Occupation \_\_\_\_\_

1. How long have you been employed in your current position?
2. What aspects of your job are most satisfying? What aspects do you dislike?
3. What part of your job do you find to be the hardest?
4. To be successful in your career, what skills are necessary?
5. What information should individuals consider if they intend to enter your field of work?
6. How did you decide to enter your particular occupation?
7. What suggestions would you give to someone desiring to enter your field of work?
8. What activities do you perform on typical day?
9. Is your occupation restricted to certain areas of the country? If so, which areas?
10. What future employment opportunities will there be for people in your field of work?

NOTATION LOCATION



## AT HOME ACTIVITIES

### I. Investigating Your Career Options

Select at least one of your **career/occupational choices**, and research it as thoroughly as possible before the next session. Refer to the Occupational Report (p. 67) and answer as many of those questions as possible. Utilize those resources suggested on p. 65, as well as any others that you

can locate. Gathering as much information as possible about your career options will help you to make the most satisfying choice.

You will be asked to share your findings with other participants during the next session.

### II. Interviewing for Information

Try to conduct at least one **information interview** before the next session. If you cannot locate an individual to interview, your workshop leader may be able to suggest some additional methods for locating someone. You can frequently obtain a name by simply calling a company or business and asking the switchboard operator for the name and phone number of an appropriate person. For example, if you are interested in accounting, request the name of the head of the accounting department. Then call back later and ask to speak with that person.

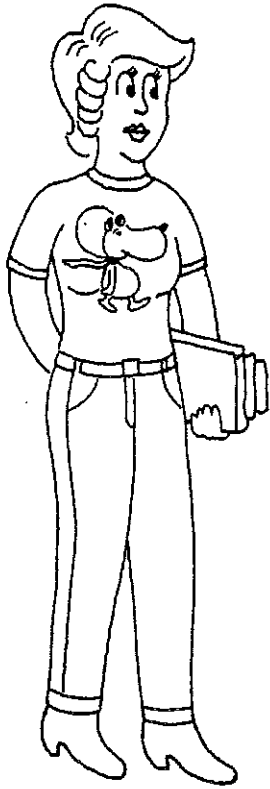
You may be somewhat hesitant to make that initial contact, fearing that these people are too busy

or just don't want to take the time to talk with you. Keep in mind that people generally like to talk about themselves. Once they find out that you are not applying for a job, they are usually quite willing to visit with you. You will be amazed at how much you can learn in just 15 or 20 minutes. Refer to your **Career Interview Form** (p. 69) for suggested questions.

Include this information with what you have learned from your other career research. You will be asked to share your findings with other participants during the next session.

**There is no substitute for hard work.**

—Thomas Alva Edison, 1931



PLAN HERE

"It is a characteristic of wisdom not to do desperate things."

—Thoreau

## SESSION FOUR – A BRIEF OUTLINE

### PUTTING IT ALL TOGETHER: Making Decisions and Setting Goals

**By the end of this session you should:**

- Understand the decision making process and the factors to consider when making career decisions.
- Be able to develop your tentative career plan through the use of effective decision making skills.
- Have shared your career information with each other to expand your knowledge of career fields/ occupations.

**Planned Activities:**

Unit I. Expanding Your Knowledge of Career Fields

Unit II. Developing a Tentative Career Path

Unit III. Balancing Work with Family Responsibility: Gaining Cooperation

**AT HOME ACTIVITIES:**

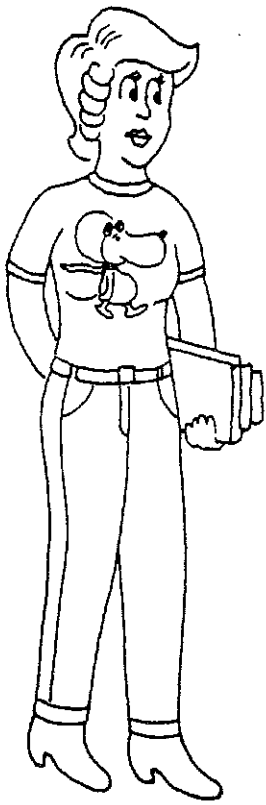
Putting Your Decision Making Skills to Work

I believe that what woman resents is not so much giving herself in pieces as giving herself purposelessly.

—Anne Morrow Lindbergh



THINK SHEET



**Leader Instructions**

*SESSION FOUR*

**PUTTING IT ALL TOGETHER: Making Decisions and Setting Goals**

**Unit I. Expanding Your Knowledge Of Career Fields**

**40 min.**

**Objectives:**

- to have participants share their career information with others
- to help participants to become aware of various career/occupational fields

**Materials:**

1. Occupational Report Form
2. Career Interview Form

**Instructional Activities:**

- |  |           |   |
|--|-----------|---|
| A. Present the schedule of this session's activities and review the objectives.  | (2 min.)  | to the time set aside for this activity and the number of participants in your group.   |
| B. Have each participant present a brief summary of her career information search to the rest of the group.<br>– Allow all participants approximately equal time for their presentations. Figure how much time each participant should be allotted according | (38 min.) | – Be prepared to assist them if necessary by referring to the "Occupational Report Form" (p. 67) and "Career Interview Form" (p. 69) for suggested questions that should be answered. |



## SESSION FOUR

### PUTTING IT ALL TOGETHER: Making Decisions and Setting Goals

#### Unit I. Expanding Your Knowledge of Career Fields

40 min.

By the end of this unit you should:

- Have shared your career research findings with others.
- Have become more aware of various career fields.

#### Planned Activities:

Sharing of information gathered through career exploration

During the previous sessions you have spent a great deal of time gathering information about yourself and career fields/occupations of interest to you. Now is the time to “put it all together.” Recognize that you may not feel ready to make that career choice right now. That is OK! By now each of you is obviously in a somewhat different place regarding your career/life planning. Be aware of where you are and accept that for now. There is no set timetable for making career decisions. Remember also that making career-related choices is always tentative. You will need to review and re-evaluate continually as you acquire new experiences and gain new information.

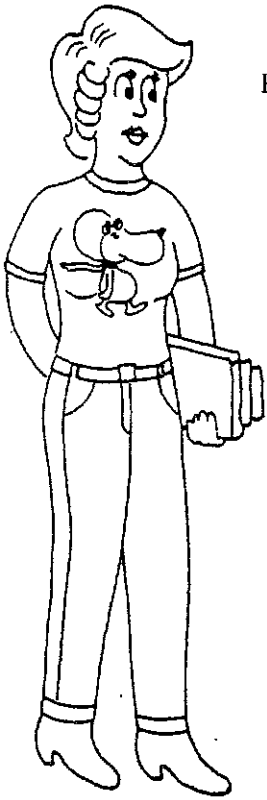
This session has been designed to help you to focus upon the use of the information you have gathered in the career decision-making process. It will give you the opportunity to experience the process of developing a career path so that you can utilize it more effectively when you are

ready to make your career decisions.

By this time you should have completed at least a part of your career information search. Share what you have found with other participants by giving a brief summary of the information you have gathered. Be sure to share your experience with information interviewing as well.

Listen carefully to the information presented by others in your group to expand your knowledge of various career fields. Remember that the career planning process is an ongoing, continuing process. It involves continually re-evaluating current information and gathering new information to clarify your tentative career choice or to choose a new direction. Use the information gathered by others to help you to evaluate your own career choice. If any of the other career fields discussed by others in your group sound interesting to you, make a note to yourself to investigate them more thoroughly. One of them may provide you with an alternative you hadn't thought of!

PLAN HERE



Leader Instructions

*SESSION FOUR*

**PUTTING IT ALL TOGETHER: Making Decisions and Setting Goals**

**Unit II. Developing A Tentative Career Path**

**45 min.**

**Objectives:**

- to review what participants have learned in the previous sessions regarding self awareness and career awareness
- to help participants utilize effective decision making skills in their career/life planning
- to emphasize the importance of including occupational alternatives in their career/life planning
- to help participants to develop a tentative career path

**Worksheets and Handouts:**

1. Becoming A Skillful Decision Maker: What Is Involved?
2. Job Possibility Worksheet
3. Weighing the Risks/Costs
4. My Tentative Career Path

**Instructional Activities:**

**A. Making Effective Decisions**

1. Discuss the decision making process by reviewing the information on p. 77 with participants.
  - Emphasize that freedom of choice and control lies in the decision made rather than in the resulting outcome.

(1 min.)

- Every decision involves a certain amount of risk-taking. There is no guarantee of a favorable outcome. However, you can increase the possibility of a favorable outcome by using good decision making skills.

2. Refer to "How to Become a Skillful Decision Maker" (9 min.)

(p. 79) and discuss the steps involved in the decision making process.

- Refer to the discussion questions on p. 77 to help participants identify those factors that are important to consider when making their career decisions
- Emphasize that making a career choice always involves some compromises, uncertainty, and risk-taking. There is no ideal occupation!
- Stress that all choices are tentative and must be reviewed and re-evaluated periodically.

B. Weighing the Risks/Costs

1. Direct participants to complete the "Job Possibility Worksheet" (p. 85) on the occupations they have researched. (10 min.)

- Have them refer to their "Career Building Blocks" (p. 41) for a summary of the information they have gathered about themselves and their career options.
- Stress that this worksheet is designed to help them to integrate that information and help them in making their career decisions.

2. Refer participants to the worksheet, "Weighing the Risks/Costs," (p. 87) (10 min.)

- and discuss again the importance of assessing the risks and compromises involved in making career decisions.
- Review the information given on p. 78.
- Stress the importance of looking at each possible career choice in terms of its advantages (positive forces) and disadvantages (negative forces).
- Direct them at least to begin to complete this worksheet for one of their career options and encourage them to continue listing positive and negative forces as they gather more information.

C. Your Tentative Career Path (15 min.)

1. Have participants complete as much as they can of the worksheet, "My Tentative Career Path," (p. 89).
  - Review again the various factors to consider.
  - Review and discuss what they have learned from the various activities in which they have been involved to help them develop their career paths.
2. Stress the importance of including occupational alternatives (i.e., their reserve chute) in their career paths.
  - This is one very effective way of reducing the risks involved.
  - There is no one ideal occupation, but rather several that can be satisfying. Planning for related alternatives will increase the probability of finding meaningful and satisfying work. Don't build a box for yourself by means of a title.
3. Remind participants that they will be exploring related educational/training programs during the next session.
4. Remind them that they are to continue this decision making process at home before the next session, involving family and friends as much as possible.

## SESSION FOUR

### PUTTING IT ALL TOGETHER: Making Decisions and Setting Goals

#### Unit II. Developing a Tentative Career Path

45 min.

By the end of this unit you should:

- Be able to utilize effective decision making skills in your career/life planning, incorporating information acquired through self exploration and career exploration.
- Understand the importance of including occupational alternatives in your career planning.
- Be able to develop your own tentative career path.

Planned Activities:

Making Effective Decisions  
Weighing the Risks/Costs  
Your Tentative Career Path

#### A. Making Effective Decisions

A decision can be defined as “a choice made among two or more alternatives.” If you think about it, even not making a decision is itself a decision. Career decision making first involves the realization that you have the power to make meaningful choices among alternatives. While you cannot control the environment, you make many daily decisions that affect the directions and outcomes in your life. Actions taken and commitments made cannot be retrieved. Risks and uncertainties are always involved. They cannot be eliminated, but they can be reduced by gathering as much information as possible concerning the decision to be made.

Your freedom of choice and control over what happens to you lies in your decision making skills. You have direct control only over the decision, not the outcome. The environment is always uncertain, but you can increase the probability of a favorable outcome by using good decision making skills.

Refer to “How to Become a Skillful Decision Maker” (p. 79) and discuss the steps outlined in that process.

What important things do you need to consider when deciding what you want to do?

What factors do you need to consider about the career options available to you?



How can you assess the risks involved in choosing each alternative?

How can you reduce the risks involved? (i.e., What is a "reserve chute?") Don't build a box for yourself by means of a title!

Another important concept for you to consider when making career-related decisions is that all choices are tentative. The career choices you select now will not necessarily restrict you for the rest of your life. After making a tentative career decision, you should continue to gather new information and to review and re-evaluate previous information. This will help you to confirm your career direction or to decide that a new direction might be more suitable.

#### B. Weighing the Risks/Costs

Thus far, you have spent a great deal of time gathering information about yourself and the various career alternatives available. Now is the time to assess the risks and costs involved in choosing each of your alternatives. This step is primarily a process of integrating the information you have gathered.

Your "Career Building Blocks" (p. 41) should provide you with a summary of that information. Use these to complete the "Job Possibility Worksheet" (p. 85) for the occupational alternative you have explored. This will help you to determine whether this particular choice is right for you.

Remember that all career decisions involve compromises. Very few occupations will provide everything you want in a career. That is why knowing what is most important to you is so vital. What are you willing/not willing to give up? What risks are you willing/not willing to take?

Use the worksheet, "Weighing the Risks/Costs," (p. 87) to help you assess the occupation you are considering. What is attracting you toward it? List these positive forces on the left side of that sheet. What disadvantages do you see in this occupation? List these on the right under negative hindering forces.

Are any of the negative forces so important that they outweigh the positive ones? Are there any positive forces that are so attractive to you that

they outweigh the negative forces? What compromises are you willing to make?

This process is really valuable in helping you to make your career decision. Remember that you are the ultimate decision maker! At this point you may not feel you have enough information to make your decision. However, these activities will give you the tools to use in making that decision.

Explore each occupation that is of interest to you. Gather the information you need, and then use these worksheets for each one. This will allow you to compare each alternative in a systematic way so that the decision you do make is the right one for you.

Finally, remember that you cannot control the outcome (the environment). What you can control is the decision. Your freedom and control over what happens to you lies in your decision making skills. There are no easy answers.

#### C. Your Tentative Career Path

After you have weighed the risks and costs involved in choosing each of the alternatives available to you, the time has come to make your tentative career choice. Refer to "My Tentative Career Path" (p. 89) and develop a tentative career path for yourself based upon the information you have gathered during the workshop. Be sure to include your alternative career choice; i.e., your "reserve chute." During the next session you will have the opportunity to develop an appropriate educational/training program that will help you to get where you want to go.

**There's only one success—to be able to spend your life in your own way.**

—Christopher Morley,  
*Where the Blue Begins*

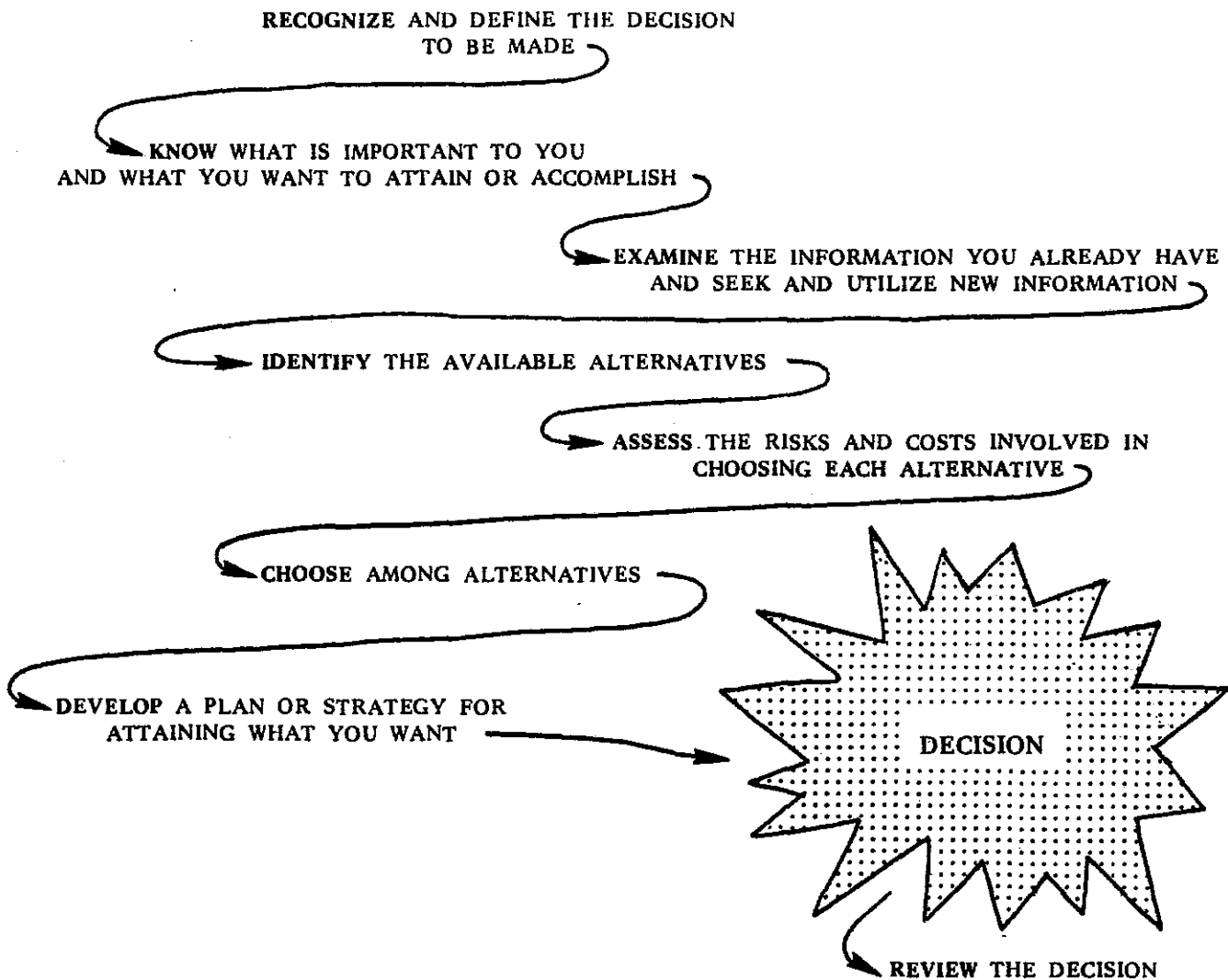
# How to Become A Skillful Decision-Maker

Skillful decision-makers must also know something about their environment, its opportunities, and its limitations. Again, good decision-makers should know how to change their conditions, if they can be changed and if they want conditions changed.

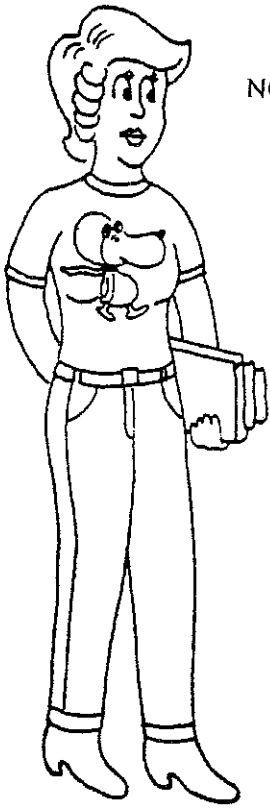
To be skillful decision-makers, persons need to know something about themselves, their values, and their capabilities. Persons will want to learn how to change these characteristics, if they can be changed and if they want them changed.

Decisions are based on what you know and what you want. The decision-making process involves using what you know (or can learn) to get what you want. The diagram below shows what is involved in making a well-considered decision.

Finally, the skillful decision-maker needs to know the skills involved in the decision-making process. Learning these skills and obtaining practice in applying them can help turn you into a skillful decision-maker.



NOTATION LOCATION



Leader Instructions

SESSION FOUR

PUTTING IT ALL TOGETHER: Making Decisions and Setting Goals

Unit III. Balancing Work with Family Responsibility: Gaining Cooperation 35 min.

Objectives:

- to help group members identify problem areas that relate to their particular situations
- to help group members to develop and examine their own personal strategies for managing these problem areas
- to have group members share their own personal strategies for managing home and job responsibilities with others
- to have group members share their feelings about their families' reactions to going to work or school

Worksheets and Handouts:

1. Home and Job Management Questionnaire
2. Tips That Can Make Working Easier For You
3. How to Budget Your Time While Working—Optional
4. How to Estimate the Cost of Working Outside Your Home—Optional

Instructional Activities:

- |  |           |   |
|--|-----------|---|
| A. Discussion of "Home and Job Management Questionnaire."  | (35 min.) | they were to have completed it. Reviewing the headings within the questionnaire should be sufficient.     |
| 1. Emphasize that the purpose of the Home and Job Management Questionnaire is to assist them in examining and planning their own personal situations. Briefly review the questionnaire (p. 49) to help participants refresh their memories since two weeks have passed since | (10 min.) |   |
|  |           | 2. The Discussion (25 min.)   |
|  |           | <u>Plan A.</u><br>Begin the discussion by asking each group member to share the things each found to be a |

problem for her family in adjusting to her working outside the home. Involve group members in brainstorming ways these could be worked out. Discuss the other questions on p. 81, 82 as time allows. Some of the latter questions are intended to stimulate thought, so don't feel as if you must cover them all.

Plan B.

If the group is too large for such a discussion, have them get into groups of three for a sharing and brainstorming session. Allow two minutes or so for each person and two minutes of feedback time. Then reconvene the group and ask for volunteers to share what they have learned or for anyone to share a still unsolved problem so the group can help find a solution. Discuss several of the questions (p. 81, 82) in this manner. Participants may have other topics they want to discuss and feel are more important.

**B. Optional Exercises for Participants**

Even after completing the "Home and Job Management Survey," participants may still have some concerns about how they will organize their time and money. Included in the manual on pages 82 and 83 are two additional exercises which might help them further. They are:

1. How to Budget Your Time  
While Working
2. How to Estimate the Cost of  
Working Outside Your Home

They may complete these at home if they want to. Directions are included with the exercises.

## SESSION FOUR

### PUTTING IT ALL TOGETHER: Making Decisions and Setting Goals

Unit III. Balancing Work with Family Responsibility: Gaining Cooperation 35 min.

By the end of this unit you should:

- Have identified at least some of the problem areas that apply to your particular situation.
- Have begun to develop and examine your own personal strategies for managing these particular situations.
- Have shared some of your own personal strategies for managing home and job responsibilities with other group members.

#### Planned Activities:

Sharing of information gathered from completing the Home and Time Management Questionnaire  
How to Budget Your Time While Working – optional  
How to Estimate the Cost of Working Outside Your Home – optional

#### A. Home and Job Management Questionnaire Sharing Session.

By this time you should have completed the Home and Job Management Questionnaire and have begun to identify areas that might present problems for you. Some of you may have begun to develop ways of managing your own particular situations. Take this opportunity to share your personal strategies with other group participants. Listen carefully to what others say and learn from them. Work together and help each other evaluate your situations. By now you may have come to realize that going back to work or school will require more planning than you had first thought.

It can be done. Be realistic when you discuss the following questions with other group participants.

What areas will present the biggest problems for you? Why?

How are you planning to deal with them?

Do you feel your family is ready for you to go to work or school?

If you feel your family is not ready, how can you help them to understand your point of view?

Can you count on your family to share household responsibilities?

Are you prepared to handle the additional difficulties going to work or school might cause you?

When times get tough, will you still be able to keep your long-range goals in sight?

## B. Optional Exercises

Complete these exercises at home if you feel you need more help organizing your time and money.

### 1. How to Budget Your Time While Working.

This exercise should help you look at how you spend your time, which activities are the most important, which ones can be cut down, and which chores can be shared with other family members so that you can handle work and home responsibilities.

**Instructions:** On a piece of paper, please draw two large circles. Label the first circle "Present Time" and the second circle "Future Time." An entire circle represents 100 percent of your time. Now divide up the "Present Time" circle as you would a pie. Each slice will represent time you spend on activities during a week's time. For example, if you spend 20 percent of your day time hours cooking, then make a slice one-fifth of the whole pie, and put "cooking" in that section. Other activities you may want to include are: time with husband, personal activities, cleaning, errands, time with children. After finishing your time pie, rate the slices according to how important they are by crossing out those that can be eliminated or at least cut back. Circle those slices that represent jobs that another family member can take over. Star the slices that represent jobs that have to be continued.

The "Future Time" pie represents your schedule after you go to work outside the home. Divide up this pie and include a slice representing a 40-hour work week and a slice representing transportation to and from work. This might include dropping off and picking up the children. Which activities from the "Present" pie must be continued? Can you fit everything you need to do into your regular waking hours?

When allocating household duties to your family... the secret is to execute a D-D-D (Decide, Delegate, and Disappear). Then stick to your guns.

—Monnie Ryan

**2. How to Estimate the Cost of Working Outside Your Home.**

The Home and Job Management Questionnaire has already given you an opportunity to look at the costs that might be involved in going back to work or school. (child care, lunches). Complete this exercise if you feel you should take an even closer look at your budget. Not all of the items will apply to you. Use monthly figures.

**PRESENT INCOME** \$ \_\_\_\_\_ **WORKING INCOME** \$ \_\_\_\_\_

**PRESENT EXPENSES**

**Hard-core Expenses**—the ones you can't do anything about without making major changes in your way of living.

**Housing**  
 Rent/mortgage \$ \_\_\_\_\_  
 Utilities: phone, gas, electric, water \$ \_\_\_\_\_  
 Food \$ \_\_\_\_\_  
 Necessary clothing \$ \_\_\_\_\_

**Protection (Insurance)**  
 Health \$ \_\_\_\_\_  
 Life \$ \_\_\_\_\_  
 Homeowner's liability \$ \_\_\_\_\_  
 Personal property \$ \_\_\_\_\_  
 Automobile \$ \_\_\_\_\_  
 Other \$ \_\_\_\_\_

**Loans (Debt)**  
 Installment \$ \_\_\_\_\_  
 Charge accounts \$ \_\_\_\_\_  
 Other \$ \_\_\_\_\_

**Nonessential Expenses** (The ones that make life more pleasurable but you could do without.)

Clothing \$ \_\_\_\_\_  
 Entertainment \$ \_\_\_\_\_  
 Vacation \$ \_\_\_\_\_  
 Furniture \$ \_\_\_\_\_  
 Other \$ \_\_\_\_\_

**TOTAL PRESENT EXPENSES:** \$ \_\_\_\_\_

**Amount Left Over:** \$ \_\_\_\_\_

**WORKING EXPENSES**

**Total Present Expenses** \$ \_\_\_\_\_  
 Transportation \$ \_\_\_\_\_  
 Child Care \$ \_\_\_\_\_  
 Extra clothes \$ \_\_\_\_\_  
 Lunches \$ \_\_\_\_\_  
 Classes or lessons \$ \_\_\_\_\_

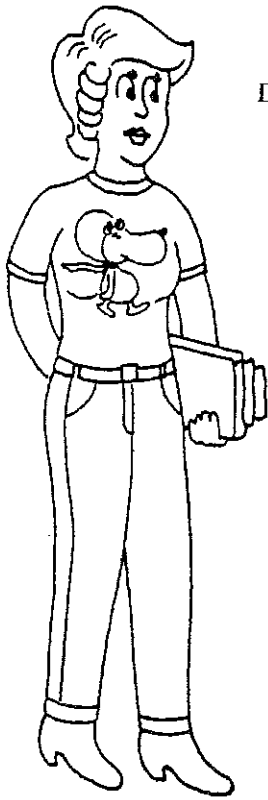
\*Check out the insurance and other benefits when looking for a job. What can this potential employer offer you? Compare benefits.

**TOTAL EXPENSES:** \$ \_\_\_\_\_

**Amount Left Over:** \$ \_\_\_\_\_



DOODLE SPACE



## JOB POSSIBILITY WORKSHEET

Job Possibility: \_\_\_\_\_

### Factor 1: Work Values

Your important work values	Will this job satisfy this?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

### Factor 2: Job Qualifications

Qualifications required	Can you satisfy this requirement?
<b>Special Skills</b>	
_____	_____
_____	_____
_____	_____
_____	_____
<b>Work Experience</b>	
_____	_____
_____	_____
_____	_____
_____	_____
<b>Education</b>	
_____	_____
_____	_____
_____	_____

### Factor 3: Job Availability

Demand: \_\_\_\_\_ Supply: \_\_\_\_\_

Apparently, the following situation exists:

- \_\_\_ no openings.
- \_\_\_ demand is less than supply.
- \_\_\_ demand equals the supply.
- \_\_\_ demand is greater than supply.

Other factors to consider that are of special concern to you:

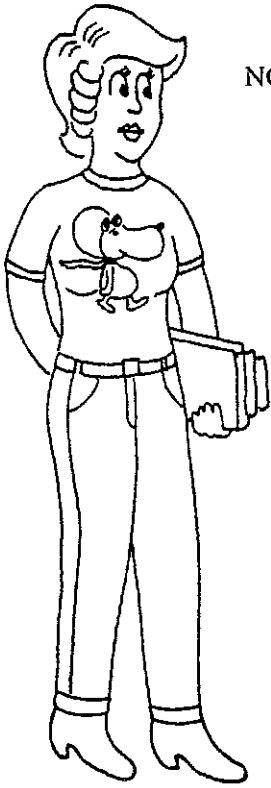
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\_\_\_\_\_

\_\_\_\_\_

NOTATION LOCATION



## WEIGHING THE RISKS/COSTS

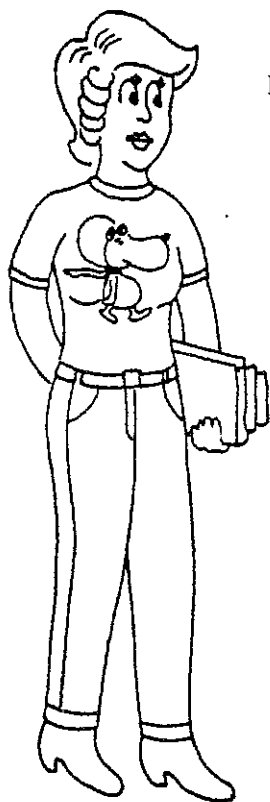
Career/Occupational Choice: \_\_\_\_\_

POSITIVE ATTRACTING FORCES	NEGATIVE HINDERING FORCES

From the information you have gathered about yourself and this career possibility, list on the left those positive factors that are drawing you toward this choice. On the right list the hindering or negative forces that may be pulling you away from making this choice. Consider both positive and negative forces in relationship to each other.

Remember that making career decisions always involves compromises. What are you willing/not willing to give up? Do the positive attracting forces outweigh the negative hindering forces? What risks/compromises are you willing to make?

PLAN HERE



## MY TENTATIVE CAREER PATH

A. I am looking for a career that includes:

1. SKILLS:

Primary General Skill \_\_\_\_\_

Specific Skills:

- a.
- b.
- c.

2. WORK VALUES:

- a.
- b.
- c.

3. Special Knowledge/or Interests

- a.
- b.
- c.

4. Kinds of people I would like to be surrounded with:

5. Type of working environment:

6. Salary range:

B. My tentative career choice right now is:

C. My alternative career choice is:

D. The skills and knowledge I need to acquire are:

- 1.
- 2.
- 3.

E. An appropriate educational/training program to help me get where I want to go is:

1. I will begin my educational program:

2. I can best plan for my career alternative by:

- a.
- b.
- c.

F. In balancing my home/work/school responsibilities, I need to be concerned about the following areas:

G. Five years from now in my career plans I hope to be:

## TIPS THAT CAN MAKE WORKING EASIER FOR YOU

Remember — Time is money, so learn to use your time as effectively as possible.

- Order your groceries by phone, if possible. You may pay a little more, but you'll save time spent shopping that can be put into your work, household tasks, or simply resting.
  - Write down all appointments on a calendar you can carry. Use only one calendar.
  - Take shortcuts whenever possible. Always be on the lookout for ideas for simplifying any household task.
  - Shop for clothes through mail order catalogs. This can save you hours and hours of time. Christmas and other gift buying can be done through department store catalogs, too.
  - Do two things at once whenever possible such as using television time to do your exercises, paying bills when you have to sit in the doctor's or dentist's waiting room.
  - Make out a chart of assigned tasks for each child in the family. After they complete the task, they can check it "off" the chart.
  - Avoid or combine errands whenever possible. Errand running is another major time consumer. Delegate errands to family members occasionally.
  - Select the night before what you will wear the next day.
  - Buy easily-cared-for clothes.
  - Try to schedule doctor appointments either first thing in the morning, just before the doctor's lunch, or just before he leaves the office in the afternoon. There's a good chance you won't have to wait so long.
  - Have a special desk or place to do your paper-work.
  - Cut laundry time by buying twice as many socks and underwear as each person normally needs in a week. You'll be able to go longer between laundry times. The wash loads will be larger but will take less time and energy than doing several smaller loads.
  - Cook on weekends and freeze extra meals so you don't have to spend all your time during the week cooking.
  - Set up a filing system. Remember a filing system is **not** a place to put things; it's a place to find things.
  - An inexpensive pocket calculator will save you time when it's bill-paying time.
  - Always carry a book or small project so when you have to wait, you have something productive to do (or "waiting" time may be your "think" time—and we all need some time to think).
  - Have the children sort and fold clothes during TV time.
  - Plan big jobs for times when you won't be interrupted.
  - When shopping for food, shop when the stores are the least crowded. Avoid 5:30-6:30 p.m., Friday evening, and Saturday morning after payday.
  - Schedule disagreeable jobs between agreeable ones.
  - Keep equipment in good condition.
  - Learn to delegate some jobs to other family members.
  - Always label what you put in the freezer.
  - Clean up and rinse preparation dishes as you work.
- Remember some expenses will increase when you go to work. For example, you may have child care or transportation expenses. Extra expenses may require cutting back in other areas. If you're determined to trim the amount of money you spend, you can almost always do it.
- Stop "impulse" buying. Go to the grocery or department store with a list and buy only what is on the list.
  - Buy "bargains" only if you need the item on sale.
  - Travel on public transportation or arrange to ride in a carpool. A car is probably the second most expensive item on your budget.
  - Avoid expensive prepared foods such as cakes, pies, or delicatessen salads.
  - Avoid buying in convenience stores where everything costs more.
  - Watch for sales at nearby grocery stores but only if you need the items on sale.
  - Go to the budget savers. Eat ground beef or turkey occasionally instead of beef.
  - Stop buying junk foods like soft drinks and chips.
  - Plan menus in advance. Then buy in quantities when you shop. This reduces the number of trips to the store.
  - Plan meals and shopping lists at the same time.



## TIME WASTERS

- **Procrastination.** Putting it off until later never works because later never comes, and you never get it done.
- **Disorganization.** Clutter and not knowing what to do next wastes time and energy.
- **Diversion and distractions.** Some (such as children and spouses) can't be ignored, but others can be (such as limiting telephone calls by promising you'll call back when you've finished what's at hand).
- **Too much involvement** in outside activities.
- **Making excuses** for not getting something done. Use that time to do it, not to apologize for not doing it.
- **Regretting** past loss of time. It's gone—regretting will not bring it back.
- **Doing everything yourself.** If someone else can do it, teach them how.
- **Inability to say "no."** That one little word can save you precious time.
- **Fatigue.** When you're tired, it takes you longer to do something.

**Don't let life discourage you; everyone who got where he is had to begin where he was.**

—Richard L. Evans, veteran radio spokesman for Mormonism, *Time*, July 26, 1963.

## AT HOME ACTIVITIES

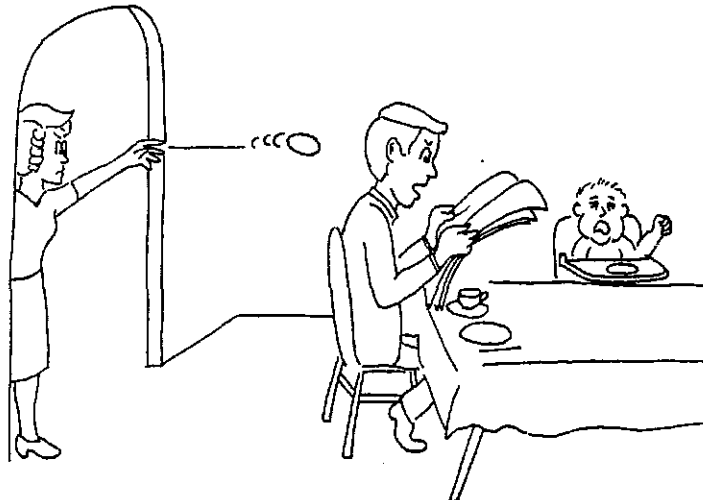
### Putting Your Decision Making Skills To Work

Before the next session review the information you have gathered about yourself and your career options. Spend some time gathering more information if you feel that is necessary. Remember, the more information you have about yourself and your career options, the more effective and satisfying your career choice will be.

Review the various steps involved in the Career/Life Planning Process (p. 8) and try to identify where you are right now. What is your next step? If you have questions, be sure to seek help from your

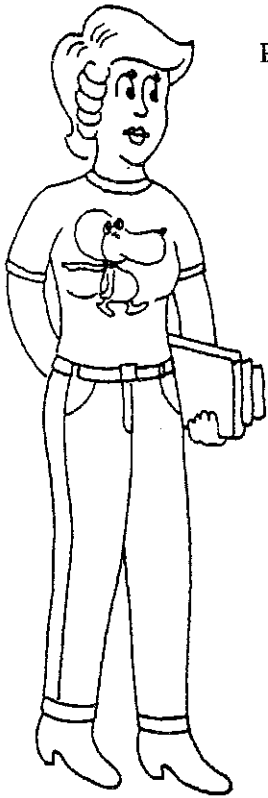
workshop leaders. It's important to clarify for yourself where you are in the process.

Continue the decision making process that you began during this session. Weigh the risks/costs of each of your career possibilities. Involve your family and friends in this process. They may be able to provide you with insights that you had not thought of. If possible, you should also discuss your tentative career path with them. A family conference may be in order here. After all, they will certainly be a part of your career plan!



"It's 7:30, Monika. How about getting my egg in here!"

PLAN HERE



## SESSION FIVE – A BRIEF OUTLINE

### EDUCATIONAL PLANNING: Relating Your Career Goals To Educational Programs

By the end of this session you should:

- Have become familiar with your educational options, general requirements, admission, and registration procedures.
- Be aware of methods and procedures for obtaining financial assistance during your educational/training program.
- Understand the basic requirements necessary for completing your educational/training program.
- Understand the relationship of educational planning to career goals.
- Have set some long-range goals and short-term objectives and identified strategies to help you achieve those goals.



#### Planned Activities:

- Unit I. Educational/Training Opportunities in Your Local Area
- Unit II. Your Educational/Training Program
- Unit III. Goal Setting and Strategies for Achieving Your Goals

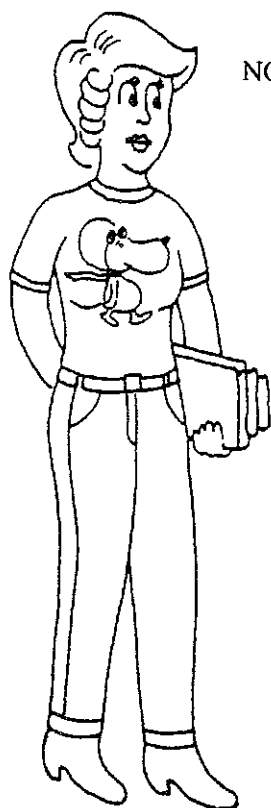
#### AT HOME ACTIVITIES:

1. Your Ideal Life Plan
2. Taking the First Step
3. Completing Your Personal Inventory

An investment in knowledge pays the best interest.

—Benjamin Franklin, *Poor Richard*

NOTATION LOCATION



**Leader Instructions**

*SESSION FIVE*

**EDUCATIONAL PLANNING: Relating Your Career Goals To Educational Programs**

**Unit I. Educational/Training Opportunities in Your Local Area**

**45 min.**

**Objectives:**

- to identify available educational/training options
- to help participants understand general requirements, admissions, and registration procedures
- to identify opportunities and appropriate procedures for obtaining financial assistance

**Materials and Resources:**

1. Local Community College Catalogues and Class Schedules
2. Admissions Forms
3. Financial Aid Forms
4. Representatives from Local Community College Admissions and Financial Aid Offices

**Instructional Activities:**

- |   |           |   |
|---|-----------|---|
| 1. Present the schedule for this session and discuss the objectives. Distribute community college catalogues and class schedules.   | (5 min.)  | - educational/training opportunities available<br>- general college requirements<br>- admissions procedures (distribute forms if necessary) |
| 2. Introduce community college representatives from Admissions and Financial Aid.   | (1 min.)  | - registration procedures<br>- obtaining desired information from the catalogue and class schedule  |
| 3. Have representatives discuss their community college programs with participants.<br>a. Be familiar with the catalogue and class schedule so that you can facilitate the discussion and assist in answering questions.<br>b. Be sure that the following points are covered: | (39 min.) | - financial aid opportunities and procedures (distribute forms if necessary)  |
- Note: Make this activity as informal as possible so that participants feel free to ask questions related to their specific concerns.



## SESSION FIVE

### EDUCATIONAL PLANNING: Relating Your Career Goals To Educational Programs

#### Unit I. Educational/Training Opportunities in Your Local Area

45 min.

By the end of this unit you should:

- Have become familiar with your educational options, general requirements, admission, and registration procedures.
- Be aware of methods and procedures for obtaining financial assistance.

#### Planned Activity:

Presentation by Your Local Community College Representative

#### Your Educational/Training Options

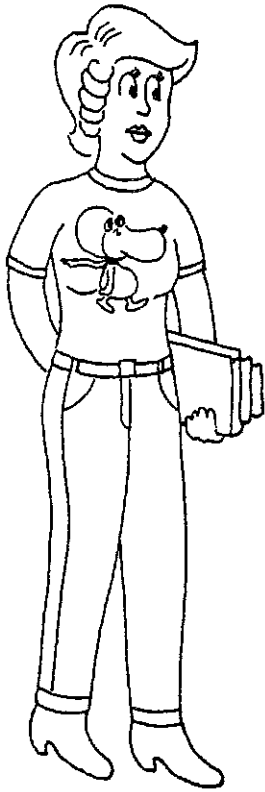
In making your career decision and developing your career path, you have no doubt identified specific knowledge and/or skills that you need to acquire in order to get where you want to go. During this session a representative from your local community college will present information on the various educational/training programs available to you, as well as admissions procedures, general requirements, and opportunities for financial assistance.

**When I went back to school people asked me why I didn't stay home and take care of my kids. I told them that my staying home would not take care of my kids.**

—A Nebraska Rural Woman in *Roots and Wings*, a publication of the Center for Co-Equal Education, University of Nebraska-Lincoln, 1980.



THINK SHEET



**Leader Instructions**

*SESSION FIVE*

**EDUCATIONAL PLANNING: Relating Your Career Goals To Educational Programs**

**Unit II. Your Educational/Training Program**

**45 min.**

**Objectives:**

- to allow participants to visit with community college faculty/academic advisors
- to identify basic requirements and timelines necessary for completing educational/training programs of specific interest to participants
- to help participants understand the relationship of educational planning to career goals

**Materials and Resources:**

1. Community College Catalogues
2. Community College Faculty/Academic Advisors from educational/training areas as specified by participants

**Instructional Activities:**

- |   |           |   |
|---|-----------|---|
| 1. Introduce community college representatives noting the specific educational area of each.  | (2 min.)  | the needs and concerns of participants.<br>- Be sure that the following points are covered: <ul style="list-style-type: none"><li>- basic requirements and timelines for completing specific programs</li><li>- the relationship of specific educational programs to career goals</li></ul> |
| 2. Direct participants to meet with the appropriate representative on an individual or small group basis.<br>- provide areas for these small group or individual meetings.<br>- be sure that each participant locates the appropriate representative. | (3 min.)  | - Be prepared to assist representatives and participants where necessary.   |
| 3. Allow time for informal discussions and specific advising according to   | (35 min.) | 4. Reassemble participants and thank representatives.<br>- Be sure that each participant has a name and phone number  |

- of an appropriate advisor to contact for further discussion and advising.
- Direct participants to add their educational plan to the "Tentative Career Path" worksheet (p. 89) if they have identified it.

**Note:** Representatives invited for this activity should be from educational/training programs requested by participants. As much as possible, these discussions should be on a one-to-one or small group (2-3 participants) basis. The real value of this activity lies in this individualized interaction so that participants can receive some initial educational advising. Each participant should obtain the name and phone number of an advisor for future contact.

When you can, always advise people to do what you see they really want to do, so long as what they want to do isn't dangerously unlawful, stupidly unsocial or obviously impossible. Doing what they want to do, they may succeed; doing what they don't want to do, they won't.

—James Gould Cozzens, *By Love Possessed*, Harcourt, Brace, 1957.

Genius is one percent inspiration and  
ninety-nine percent perspiration.  
—Thomas Alva Edison

## SESSION FIVE

### EDUCATIONAL PLANNING: Relating Your Career Goals To Educational Programs

#### Unit II. Your Educational/Training Program

By the end of this unit you should:

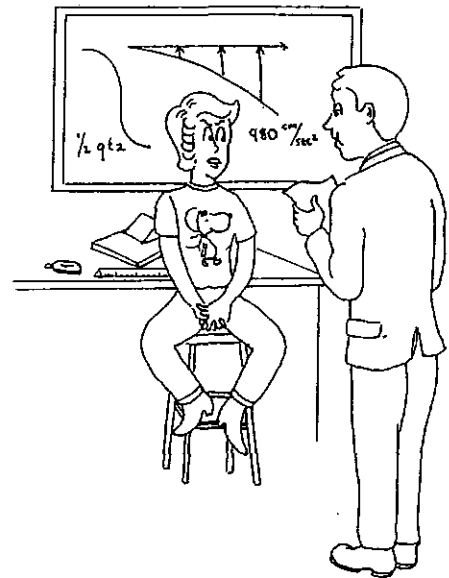
- Understand the basic requirements necessary for completing your educational/training program.
- Understand the relationship of educational planning to career goals.

#### Planned Activity:

Interview with a Representative from Your Educational Interest Area

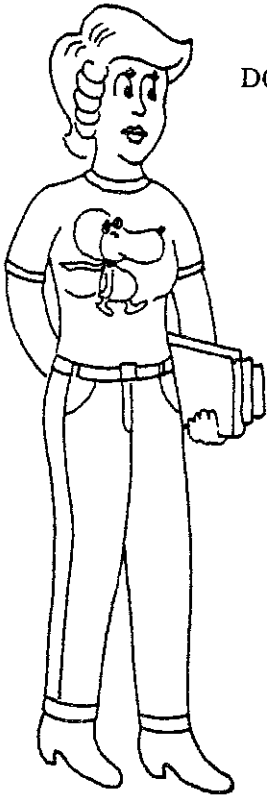
#### Planning Your Educational/Training Program

You should be able to relate your educational program to your career goals if you are to develop an effective career/educational plan to get you where you want to go. Your interview with a representative from your particular educational/career field will help you to see how you can most effectively use your educational program to attain your career goals. This activity will also help you to understand the basic requirements and time needed to complete your educational/training program. Be sure to obtain the name and phone number of an appropriate advisor whom you can contact for more specific guidance.



“So, Mrs. McDonald, what is there about the law of gravity that you find unable to accept?”

DOODLE SPACE



Leader Instructions

SESSION FIVE

EDUCATIONAL PLANNING: Relating Your Career Goals To Educational Programs

Unit III. Goal Setting and Strategies for Achieving Your Goals

30 min.

Objectives:

- to help participants to identify where they are right now in the career planning process
- to stress the importance of setting long-range goals and short-term objectives that are realistic and attainable
- to suggest successful personal strategies for attaining those goals and objectives
- to help participants to define their own strategies for helping them to reach their goals and objectives

Worksheets and Handouts:

1. Overview of the Career Planning Process
2. Your Ideal Life Plan
3. Goal Setting Worksheet

Instructional Activities:

- |  |           |  |           |
|--|-----------|--|-----------|
| 1. Review "The Career/Life Planning Process" (p. 8) with participants and have them identify where they are in the process.  | (3 min.)  | <b>consistent with their personal values.</b><br>- Be sure that they are aware that these are 5-year goals.<br>- Emphasize that these goals may change but having some direction right now is important. |           |
| 2. Have participants complete the worksheet "Your Ideal Life Plan" (p. 103), based upon where they see themselves right now.<br>- Stress the importance of developing personal goals that are <b>realistic, attainable, within their control</b> , and | (10 min.) |  |           |
|  |           | 3. Direct participants to select one of their goals and transfer it to the "Goal Setting Worksheet." Then develop some specific short-term objectives needed to accomplish                               | (10 min.) |

that goal.

- Be sure that these objectives follow the guidelines listed above for goal setting and that they have specific time deadlines for when each should be accomplished.
- Be sure that each participant lists one objective that can be accomplished before the next session.

Note: An example of this activity may be helpful to illustrate the process:

5-Year Goal: to complete a training program in computer programming from the local community college.

6-Month Goal: to complete the first semester with satisfactory grades.

Objectives:

1. Review the college catalogue to understand specific requirements, review the class schedule, and select possible courses to begin the program.
2. Make an appointment to talk with an adviser to set up a schedule.
3. Attend an orientation session and register for classes.
4. Obtain help with study skills through the Learning Resource Center or advisor.
5. Attend classes and complete the first semester with satisfactory grades.

4. Discuss with your group some effective personal strategies for insuring that each objective is achieved. (5 min.)

- Use any examples of successful techniques that you or any of the participants might have used.
- A good strategy to use is one in which you make provisions to reward yourself after each objective is reached. Be sure that the specified reward is realistic, specific, attainable,

and within your control.

For example, you might specify that you will reward yourself for achieving objective 1 in the example above by stating that: you will treat yourself to a movie with a friend when that objective is met. For objective 6, you will buy yourself a new outfit when that objective is met.

The reward should reflect the amount of work involved in achieving that objective.

5. Direct participants to continue working on the activities of this unit before the next session. (2 min.)

- Stress that they should work on the objective that they have specified as one to accomplish before the next session.
- Also encourage them to review their "Achievements Analysis" (p. 33) and continue to identify their functional skills, in preparation for the next session's unit on resume development.

## SESSION FIVE

### EDUCATIONAL PLANNING: Relating Your Career Goals To Educational Programs

#### Unit III. Goal Setting and Strategies for Achieving Your Goals

45 min.

#### By the end of this unit you should:

- Have identified where you are in the career/life planning process.
- Understand the importance of setting long-range goals and short-term objectives that are realistic and attainable.
- Have set at least one long-range goal and several short-term objectives that will help you attain that goal.
- Have identified successful personal strategies for reaching your goals.

#### Planned Activities:

Review of the Career/Life Planning Process  
Your Ideal Life Plan  
Goal Setting Worksheet

If goals are to be meaningful, they must be your own. Take a few minutes to think about where you are now and what your goals for the future are. Use the worksheet, "Your Ideal Life Plan," (p. 103) to help you to focus on what you want to accomplish in the next five years. "The most effective goals are **personal, written, have time deadlines, are within your control, have their consequences thought through, and are based on your personal values.**

From "Your Ideal Life Plan," take one of those goals and transfer it to the "Goal Setting Worksheet" (p. 105). Now list some specific short-term objective or behavior needed to accomplish that goal. Be sure that these objectives are **specific, realistic, attainable, have specific time deadlines.** Try to include at least one objective that you can accomplish before

the next session.

Discuss with your group some effective strategies that you can use to help you accomplish each of those objectives. For example, providing some kind of reward for yourself for each objective accomplished may be helpful. Beside each objective, define your personal strategy for helping yourself to accomplish that objective. For example, if one of your objectives is to apply for admission to a particular college, you might say, "When I have sent in my application for admission to \_\_\_\_\_ College, I will treat myself to a movie that I want to see." Be sure to make the reward as specific, realistic, and attainable as your objective. When you have achieved that objective within the time deadline specified, be sure to give yourself that reward! Then begin working on the next objective.

Life is an independent study.

—Anon.



PLAN HERE



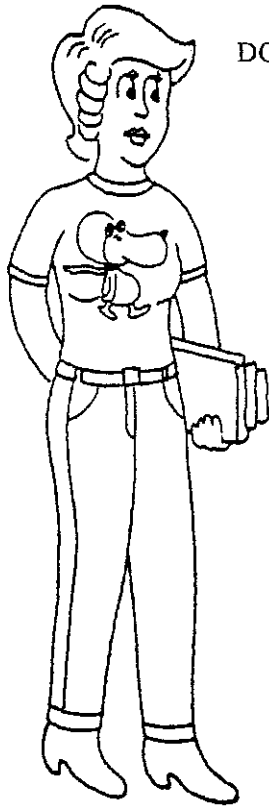
## YOUR IDEAL LIFE PLAN

If I could have everything fall into place during the next five years, I think I would like to accomplish the following goals relative to each of the areas listed below:

1. Job or career experiences \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Activity experiences \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Life-style \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Travel \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Leisure, sports \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Education \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Personal achievements \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Relationships with family/friends \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**A wise person will make more opportunities than he finds.**  
—Francis Bacon

DOODLE SPACE



## GOAL SETTING WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

I. Career/Educational Goal: \_\_\_\_\_

Specific objectives needed to accomplish goal:

Deadline for achieving each objective:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

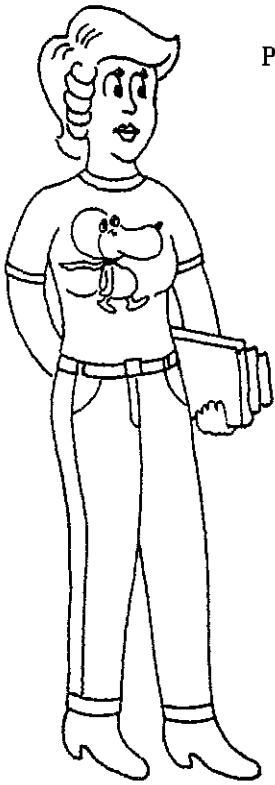
10. \_\_\_\_\_

II. You have just described a career or educational goal and the behavior necessary to achieve this goal. To assist yourself in achieving this goal, write down a specific reward beside each objective, something really enjoyable that you can give yourself when you achieve each objective.

**You must learn day by day, year by year, to broaden your horizon. The more things you love, the more you are interested in, the more you enjoy, the more you are indignant about—the more you have left when anything happens.**

—Ethel Barrymore, *New York Mirror*, May 6, 1955.

PLAN HERE



## AT HOME ACTIVITIES

### I. Your Ideal Life Plan

Continue developing "Your Ideal Life Plan" (p. 103). Share these goals with your family. Where do you want to be five years from now? No matter where you are in the career/life planning process right now, you should establish realistic goals and objectives for yourself.

### II. Taking the First Step

Review your "Goal Setting Worksheet" (p. 105). Be sure that you have listed objectives that are specific, realistic, attainable, and have specific time deadlines. Hopefully, you have listed at least one objective that you can accomplish before the next session. Be sure to work on that objective, whatever it may be. When you accomplish it, make sure that you reward yourself in the manner that you have described.

### III. Completing Your Personal Inventory

During the final session of the workshop, you will be focusing on the development of effective job search strategies. Developing a resume that truly represents you is a vital part of that process. You have already done a great deal of work in preparation for that task. Identifying your skills and personal characteristics through the Achievement Analysis will provide you with much of the information you will need. You should realize that all of the skills that you have developed through your activities in school, home, and community have significance and value in the world of paid employment. Review your Achievement Analysis and continue to identify your functional, transferable skills.

**Happiness is just a thing called change.**

—*Newsweek*, Feb. 27, 1961, on the 100,000 executives who change jobs annually.

PLAN HERE



## SESSION SIX – A BRIEF OUTLINE

### THE EFFECTIVE JOB SEARCH:

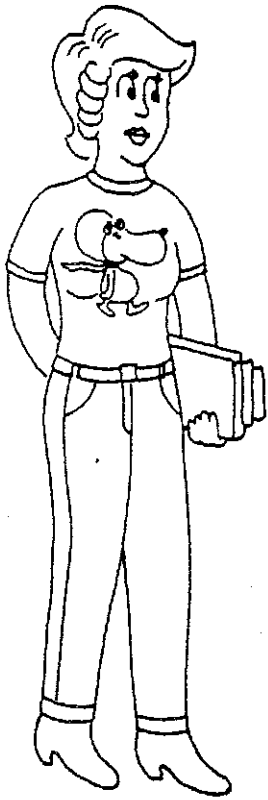
Writing Resumes, Interviewing, and Finding the Job You Want

- Unit I. Your Resume as an Advertisement for You
- Unit II. The Do's and Don'ts of Interviewing
- Unit III. Strategies for Finding the Job You Want
- Unit IV. Reviewing, Re-evaluating, Rethinking: An Ongoing Process

**Laugh at yourself first before anybody else can.**  
—Elsa Maxwell



PLAN HERE



Leader Instructions

*SESSION SIX*

**THE EFFECTIVE JOB SEARCH:**

**Writing Resumes, Interviewing, and Finding the Job You Want**

**PLEASE NOTE:** This session contains the final steps in the career planning process; i.e., seeking and obtaining the job you want. Participants in your workshops may or may not be ready for this step. However, providing them with this information is important so that it is available to them at the appropriate time.

All aspects of the job search cannot be covered thoroughly and effectively during this session. The information provided here gives general guidelines and strategies for resume development, interviewing, and locating jobs desired. What you choose to emphasize will depend upon the particular needs and concerns of the participants in your workshop.

The format for this session is, therefore, designed to be much more flexible than previous sessions. Although suggested timelines are provided for each unit, you may want to adjust these to allow a focus upon particular areas in more detail. Suggested activities are provided to help you to expand these units if you wish.

You may, on the other hand, wish to spend less time than suggested on these units in order to review other aspects of the career planning process more thoroughly or to address specific concerns of the participants. Feel free to do so if that seems more appropriate with your group. Just be sure that participants are aware that this information on the job search is available to them.

Whichever format you decide to use, be sure to set aside the last 15 minutes for conclusions and workshop evaluation (Unit IV). You should also spend a few minutes at the beginning of the session reviewing the between session activities. (See Leader Instructions, Unit I, A.)

**"Fortune favors the prepared mind.  
—Louis Pasteur**

**Leader Instructions**

*SESSION SIX*

**THE EFFECTIVE JOB SEARCH:  
Writing Resumes, Interviewing, and Finding the Job You Want**

**Unit I. Your Resume as an Advertisement for You**

**45 min.**

**Objectives:**

- to help participants understand the importance of developing an effective resume
- to identify the ways in which a resume can be used most effectively
- to review the suggested guidelines for developing an effective resume
- to help participants define their career/job objectives
- to identify and discuss the various elements that should be included in a resume
- to stress the importance of presenting work experience in terms of "functional" skills

**Worksheets and Handouts:**

Sample Resumes

**Instructional Activities:**

- A. Introduction (15 min.)
- 1. Begin by discussing the objectives that each participant had selected to complete before this session.
    - Have participants discuss their objectives and their progress in accomplishing them.
  - 2. For those who were successful, discuss the ways in which they rewarded themselves:
    - Did these rewards help to make them feel good about what they had accomplished?
  - 3. For those who were not able to complete their objectives, discuss possible reasons: fear? not enough time? other commitments? too difficult? not specific enough?, etc.
    - Help participants to re-examine their objectives and strategies for accomplishing them.
- Are they ready to begin working on their next objectives?
  - Be sure to add your praise and encouragement for this initial accomplishment.

- Make this a positive experience by reviewing the guidelines for setting objectives (p. 112) and help them to restructure the objective into ways that will make it easier to accomplish.
- \* The most common difficulty here is in setting objectives that are too general or unrealistic. Use this as a learning experience to emphasize the importance of setting objectives that are realistic, specific, attainable, and have specific timelines.

**B. Suggested activities for presenting Unit I. Your Resume as an Advertisement for You.** (30 min.)

The following suggested activities are provided as guidelines for your use in presenting this unit. Select those that you feel will meet the needs of your group.

**1. Review and discuss the information provided on resume development.**

- Refer to the sample resumes (p. 117, 118) as you discuss the main points.

**2. Expand D. Developing Your Job Objective (p. 112).**

- Review the information on job objectives and the examples given.
- Allow participants to discuss possible job objectives.
- Have participants write their own job objectives referring to the information they have gathered through their career exploration.
- Have them share these with each other.
- Are they specific enough? Do they adequately define their career goals?

**3. Focus on E. Elements of an Effective Resume (p. 113).**

- Discuss the elements to be included, emphasizing the importance of presenting a POSITIVE IMAGE.

- Stress that the arrangement of a resume will depend upon the individual and the areas that show her in the strongest possible light.
- Refer to the sample resumes (p. 117, 118) to illustrate the manner in which information can be presented in each area.

**4. Expand F. Identifying Your Skills (p. 114).**

- Discuss the importance of using “action words” to describe accomplishments and experiences.
- Review the unit on “Skills Identification” (p. 27) to emphasize what is meant by “action words” and how they can be used most effectively.
- Refer to the sample vocabulary list (p. 35) for examples of “action words.”
- Have participants take one of their accomplishments and develop a statement that reflects it by using these “action words.”
- Have them share these statements with each other, discussing suggestions for improvements.
- Emphasize the importance of highlighting skills acquired in the home, raising a family, and volunteer activities.

**5. Focus on G. Your Resume Critique Checklist (p. 114) to review guidelines and tips for developing an effective resume.**

- Provide copies of resumes for participants to review and critique (e.g., your own, samples obtained from your community college placement office).
- Discuss these samples in terms of the guidelines and suggestions provided in this unit.



## SESSION SIX

### THE EFFECTIVE JOB SEARCH:

#### Writing Resumes, Interviewing, and Finding the Job You Want

##### Unit I. Your Resume as an Advertisement for You

45 min.

By the end of this unit you should:

- Understand the importance and value of a well-prepared resume.
- Have begun to develop your own career objectives.
- Have identified the necessary elements to include in your resume.
- Have reviewed some sample resumes and become familiar with the most common resume formats.

##### Planned Activities:

Presentation and Discussion with Your Workshop Leader

##### A. Introduction

Once you have made your career decisions and developed any additional knowledge or skills necessary to get where you want to go, you will be ready to conduct your job search. This final session will be devoted to a discussion of effective job search strategies, interviewing tips, and resume preparation. While you may not be ready to conduct your own job search right now, you should include this information as the final step in the process of developing your career goals. Be sure to review this information when you are ready to start your actual job search.

##### B. Your Resume: What Is It?

A resume is **not** your autobiography or a lengthy description of everything you have ever done. Neither is it simply a brief outline of your work experience.

A resume is a concise, written summary of your qualifications and experiences, designed to highlight those qualities of value to a prospective employer. Its **sole purpose** is to persuade that employer to grant you an interview or to request your formal application.

Your resume is truly an advertisement for you. It will enable you to introduce yourself to prospective employers by:

- 1) answering newspaper ads—include resume and cover letter.
- 2) mailing to prospective employers—along with a letter of inquiry about present or future vacancies.
- 3) mailing to an employer when applying for an existing position—along with a cover letter.
- 4) presenting to an employer when making a direct contact.

- 5) presenting to business and personal contacts for direct referral to their prospective employer associates.
- 6) serving as an outline for discussion during interviews.

Women often face special problems in the employment world. A woman who is competing for a job is closely scrutinized, and her qualifications are assessed much more carefully. If she is to overcome some of the negative expectations, she must come across as being very professional. Therefore, for a woman to have a well-written resume is particularly important.

Unfortunately, women have not learned how to play up their achievements as well as men have. They often omit valuable experience because it was work they didn't get paid for. They are much more reluctant to describe themselves in positive terms; i.e., to show employers that they truly have something to contribute.

Hopefully, your experiences during this workshop have already given you some of the tools needed to develop a resume that is truly an advertisement for you—one that conveys a **positive message** about your skills, experiences, and accomplishments.

What you will find here will be some step-by-step guidelines and suggestions for using those tools to create a resume that presents you in the strongest possible light.

### C. Effective Resume Guidelines

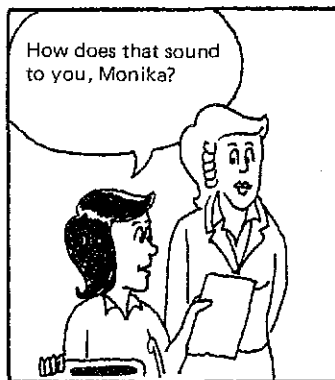
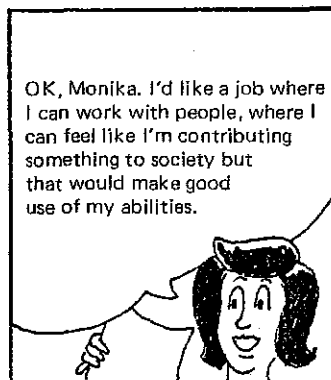
- 1) A really good resume must be **written by the individual**. Professionally prepared resumes are easily spotted by experienced employers and are often discarded because they are not a sincere reflection of the person.
- 2) A resume is a sales device and requires that **considerable time and effort be spent working on it**. It must present a **POSITIVE** image.
- 3) Most employers prefer a **short, concise resume of one to two pages**. However, employers expect longer resumes if the information is

relevant to their needs. You be the judge.

- 4) The resume should be **easy to follow**. Your resume should not appear cluttered or disorganized. Keep the format simple. Use margins, indentations, underlining, capital letters to emphasize sections and guide the reader. **Be consistent in format**.
- 5) **Never send an outdated or carbon copy resume**. Select the best quality method of reproduction and avoid methods that give your resume a "mass-produced" appearance. Several relatively inexpensive methods of reproduction are available. Investigate the methods and prices available in your community.
- 6) Avoid putting information in your resume that would cause it to be screened out. **Stress your assets rather than your liabilities**.
- 7) **Use action verbs and emphasize skills**, especially those that transfer from one setting to another. Use verbs like "initiated, created, supervised, planned, managed, counseled, instructed, maintained," etc.
- 8) **An effective resume is designed with a specific job objective or position in mind**. The information in your resume should emphasize the different aspects of your background that relate directly to that type of position. If you are seeking several positions, you should develop a resume for each. Each resume then would have a specific focus and emphasize different aspects of your experiences.

### D. Developing Your Job Objective

For most people, stating a job objective is one of the most difficult areas to define. You have an advantage here, as a result of the career research and self exploration you have already done. You already know a great deal about yourself and what you want to do!



The following are sample career or job objectives. Use them as guidelines to create your own:

- 1) to enter a management or sales training program leading to eventual individual responsibility in a business or management capacity.
- 2) to work in community or social service with the eventual goal of program planning, implementation or leadership.
- 3) to work in a bank, training in all areas initially, with eventual responsibility as a financial counselor.

Remember that this job objective is a one (two at the most) sentence statement telling the reader what type of position you are seeking. It should mention something fairly specific, something approximating a job title (e.g., sales representative, assistant buyer, management trainee) and reflect your knowledge of the field, as well as your desire for increasing responsibilities in the future (if that is your goal).

Job-seekers often have the misconception that they will be "more employable" (open more doors) if they remain rather vague about their employment goals. Actually the opposite is true. The more specific your career or job objective is to the needs of the employer, the more effective it will be. Your job interests must match the employer's openings before you will be invited to interview. If you are interested in more than one type of position, you may have to develop job objectives for each one.

#### E. Elements of an Effective Resume

The first rule of resume writing is that there are no hard and fast rules. An effective resume must reflect your uniqueness as an individual. It should tell three things about you: 1) where you can be reached—your name, address, and phone number; 2) what you want—your career objective; and 3) where you've been—your experiences and assets.

The factual information to be included in your resume will be dependent upon your background and experience as well as the position you seek. While the resume must be uniquely yours, the following basic categories of data are generally included in any resume and will help you to organize the information you want to include.

- 1) **Identification:** Name, Address, Phone.  
Your name generally appears in CAPITAL LETTERS at the top center of the page, with address and phone number directly below. First names should be spelled out.

Avoid nicknames. Do not abbreviate city or state and do include zip code.

#### 2) Career or Job Objective

#### 3) Work History or Skills and Abilities:

Prospective employers will read this category very closely, with one central question in mind, "How do this person's experiences, abilities, and achievements relate to my company's employment needs?" Take the employer's point of view. A careful evaluation of your background and experiences will enable you to decide how to organize this category as well as the content you will include. Here again, your experience during this workshop should prove quite helpful. Refer to the units on "Achievements Analysis" and "Skills Identification." The experiences and skills you have identified there should be used in your resume.

#### 4) Educational Background:

In reverse chronological order, list the educational institutions you have attended and/or the training programs you have completed, their locations, and dates of attendance. Include degrees received, professional licenses (e.g., real estate or insurance license), or training certificates, as well as any other educational information that will enhance your qualifications for the position you are seeking.

**Note:** The sequence in which the Education/Work Experience categories are included in a resume will depend upon the individual. List first that category which you feel will reflect your most important qualifications related to the position you are seeking.

#### 5) Personal Interests, Hobbies, Community Activities:

(Optional) Some employers react positively to information in this category because it allows them to learn more about you as a "total person." However, use discretion in deciding what and how much to include. You might ask yourself, "How will this information improve my candidacy for this position?"



#### 6) Personal Data:

(Optional) This category includes such items as date of birth, marital status, number of children. Recent federal legislation has limited the extent to which employers can make inquiries concerning personal data. This is an issue of particular concern for women. If a man writes that he has a family, he is seen as stable; if you do, you may be seen as having too much responsibility outside of work. **Omission of this category is generally recommended unless you feel that this information will enhance your chances for the position you are seeking.**

#### 7) References:

Many resume experts now recommend that you simply state, "References available upon request." This allows greater flexibility for you to select those references most appropriate for each position you are seeking. However, including references may be advantageous—the person receiving your resume may personally know one of your references. Whether you list them in your resume or not, you should carefully select **in advance** those persons you intend to utilize as references. They should be willing and able to speak intelligently and positively about your skills, abilities, and accomplishments. This category generally appears last on a resume.

#### 8) Other Categories:

You may decide to include your own categories or different information in the categories outlined here. Please do so if you feel the information is relevant. Be creative and use your imagination.

Refer to p. 117, 118 for some sample resumes. They illustrate two commonly used formats utilizing the categories outlined above. Evaluate these in terms of your own background and experiences. When you are ready to develop your own resume, you may want to seek additional help or references. Consult your local community college placement office or job service. Many books and pamphlets are also available through your local library or bookstore.

#### F. Identifying Your Skills

A major problem for the woman who has stopped working for any period of time or has never worked at all is the gap in her resume for the years spent as a homemaker and mother. Mention the skills used in any volunteer activities during that period, as well as

write honestly that those years were spent in family responsibilities—and to list some of the skills used. You have had to **plan** your day, **supervise** your children, **discuss** prices with salespeople, **negotiate** with plumbers or electricians, **balance** the family budget, etc. Women are already competent administrators; all we need to do is translate those skills to a different setting—the office.

You have already been introduced to the process that will allow you to do that. Refer again to the unit on "Skills Identification." Continue that process as you prepare to develop your resume. The sample vocabulary list on p. 35 will help you to describe your skills in action words that illustrate their transferability from one setting to another.

#### G. Your Resume Critique Checklist

Once you have completed a rough draft of your resume, have at least two other people review and critique it for you. Make any changes necessary. Then ask yourself the following questions, being as objective as possible. You should be able to answer **all** of them with a decisive "yes."

- 1) Have you taken enough time to write your resume as well as you can?
- 2) Does your resume reflect your "uniqueness" as an individual?
- 3) Is it written through the eyes of the employer? Will they want to see you as a result of the picture you have presented of yourself?
- 4) Are your experiences and achievements listed in order of importance, as related to the position you are seeking?
- 5) Have you used appropriate action words to highlight skills and achievements?
- 6) Have you been honest? Can you support and document each statement?
- 7) Are your statements short, concise, and to the point?
- 8) Is the length of your resume appropriate?
- 9) Does your resume contain only pertinent information?
- 10) Is your job objective clearly and simply stated?
- 11) Does it look attractive, uncrowded, organized?
- 12) Is the format consistent?
- 13) Are spelling and grammar in perfect shape? No typing errors?
- 14) Is your resume truly an advertisement for you? Does it present you in the strongest possible light?

Only that day dawns to which we are awake.

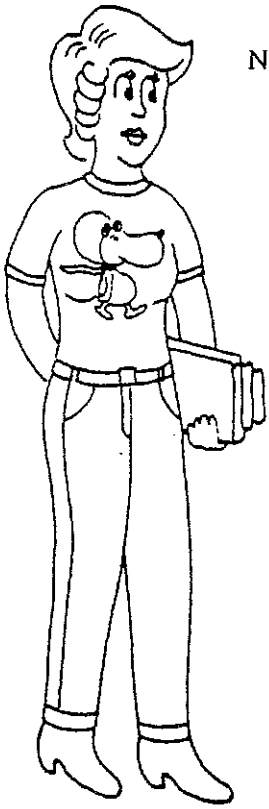
There is more day to come. The sun is a morning star.

—Henry David Thoreau (1817-62) *Walden*

# Is your resume as good as YOU are ?



NOTATION LOCATION



**MARY E. SMITH**  
314 Northrup Avenue  
Madelia, Minnesota 58007  
(602) 859-0204

**CAREER OBJECTIVE:** Entry level position in retail merchandising firm offering training in operations, advertising, sales, display, and buying with eventual advancement into retail management.

**EDUCATION:** Southeast Community College  
Mankato, Minnesota  
Sept., 1972 Associate of Arts, G.P.A. 3.23  
June, 1975 Major: Fashion Merchandising

**PROFESSIONAL SKILLS:**

**Sales** — direct retail sales to consumers in local department store, lingerie and clothing departments.

**Fund Raising** — directed fund raising campaign for community Arts Festival, resulting in 50% increase in funds raised over the previous year.

**Display/Fashion Coordination** — designed several fashion exhibits for local bazaar, displaying clothing and decorator items for sale.

**Sales Promotion and Advertising** — responsible for all newspaper advertising and sales promotion for local bazaar and community Arts Festival.

**Administrative/Management** — supervised a staff of ten volunteers in developing and planning community Arts Festival involving fifty displays and exhibits. Responsible for all administrative details necessary for the coordination and operation of that two-day Arts Festival, including exhibit arrangements and sales management.

**PERSONAL QUALIFICATIONS:** Hard worker, persistent, willing and able to stay with a project until successfully completed, capable of working independently with little supervision.

References furnished upon request.

**CORRINE M. NELSON**

5604 Brighton Drive  
Auburn, Ohio 46815  
(219) 493-7434

Seeking a management trainee position in financial services offering advancement to managerial level. Desire work environment where independent decision-making is required, and where interpersonal relations are emphasized.

**EDUCATION:**

Auburn Community College, Auburn, Ohio, 1975-1979.  
Associate of Arts degree  
Financial Management  
G.P.A. - 3.30

**EXPERIENCE:**

Housewife, 1970-present. Major duties in managing the household and raising two children are described below:

**Financial Management:** Preparing and administering an austere budget, programming cash-flow and purchases, managing credit and bill-paying.

**Public Relations:** Handling community relations, correspondence, entertainment.

**Family Management:** Responsible for counseling, discipline, work assignment, and family health and well-being.

**Miscellaneous:** Nutrition planning, appliance maintenance, recreation management.

**PERSONAL QUALIFICATIONS:** Good Interpersonal Skills, Well-organized, Dependable, Self-starter, Work well under pressure.

References available upon request.

## Leader Instructions

### SESSION SIX

## THE EFFECTIVE JOB SEARCH: Writing Resumes, Interviewing, and Finding the Job You Want

### Unit II. The Do's and Don't's of Interviewing

45 min.

#### Objectives:

- to stress the importance of viewing the interview as an opportunity for mutual exploration
- to help participants become aware of ways to lessen the apprehension before and during the interview
- to identify effective interviewing skills and guidelines
- to discuss common interview questions and suggest possible answers that will help participants to make a favorable impression with the interviewer
- to identify special issues that women may be confronted with in an interview

#### Instructional Activities:

The following suggested activities are provided as guidelines for your use in presenting this unit. Select those that you feel will meet the needs of your group.

1. Review and discuss the information provided on interviewing, emphasizing the points that you feel relate specifically to the concerns of your group.
2. Invite a representative from your community college placement office or local job service to present this unit.
  - Have that representative lead a general discussion of the interviewing process.
3. Invite a local employer who is involved with interviewing to discuss what the employer hopes to accomplish in an interview, as well as typical questions asked during the interview.
4. Structure a “mock interview” with representatives from your community college placement office or local job service, assuming the roles of interviewer and interviewee.
5. Provide the opportunity for participants to “role-play” the interview process.
  - Review the information provided.
  - Have participants select partners and designate one as interviewer and the other as interviewee; then reverse roles.
  - Use the typical questions provided in this unit (p. 120) as a format for the interview.
  - Discuss their experience in terms of the information provided in this unit.



## SESSION SIX

### THE EFFECTIVE JOB SEARCH:

#### Writing Resumes, Interviewing, and Finding the Job You Want

#### Unit II. The Do's and Don't's of Interviewing

45 min.

By the end of this unit you should:

- Consider the interview as an opportunity for mutual exploration to determine if a good match exists between an employer and prospective employee.
- Have become familiar with ways in which you can lessen your apprehension before and during the interview.
- Have identified interviewing skills and guidelines that will help you to make a favorable impression with the interviewer.
- Understand the types of questions that are most commonly used by employers and prospective employees in an interview.
- Have become aware of the special issues you will face as a woman in an interview.

Planned Activity:

Presentation and Discussion with Your Workshop Leader

#### A. The Interview: An Opportunity for Mutual Exploration

According to the dictionary, "to interview" is defined literally as "to see each other mutually." A job interview can thus be viewed simply as a meeting between an employer and a prospective employee, providing the opportunity for mutual exploration. The goal of the interview is to allow the interviewer and interviewee to exchange information so that they can both decide if a good match can be made. Recognizing this two-sided aspect of the interview is the first step in reducing any possible nervousness and apprehension.

As the interviewee, you have two basic goals to accomplish during the interview: 1) you want to gather enough information to help you decide if this position is right for you, and 2) you want to "sell yourself"—to convey the message that you are the person who can do the job.

The interviewer, on the other hand, has his/her own goals to accomplish. The interviewer is seeking the answers to such questions as, "What can she do for me or the company?," "How will she fit in here?," and "How much will I have to pay?"



Remember that interviews are stressful situations for the interviewer, too. As Richard Bolles points out in *What Color Is Your Parachute?*, "in one 20-minute interview. . . the man [or woman] with the power to hire can botch up part of the organization, cost the organization a great deal of money, lose his or her promotion, be called to account, and acquire a whole new set of ulcers. No wonder hiring is such a stressful situation." Put yourself in the interviewer's place and you will be able to understand some of the "whys" behind the questions you will be asked.

The first rule of effective interviewing, then, is to be prepared. Research each company or business when you set up an interview. Never go for an interview with a specific company without knowing as much as you possibly can about that company.

Discovering what the job involves, in terms of skills involved and duties to be performed, is another part of adequate preparation. Look up the job titles in the *Dictionary of Occupational Titles* or *Occupational Outlook Handbook*. The career exploration and information interviewing you have done as a part of this workshop will help you to obtain this information. Request a job description for the position you are seeking before the interview if possible.

Thorough research of the position you are seeking will enable you to relate your skills to the employer's needs as you prepare for a specific interview. It will help you to understand what the employer is looking for and to anticipate the questions you may be asked during the interview. You will also be able to ask appropriate and knowledgeable questions of your own—to obtain the information you need to make an informed decision if you are eventually offered the position.

"The traditional mistake of an interviewee is not being prepared. That is stupid. Think of the interview as a demonstration kit; you are demonstrating how you would get the job done. Being unprepared at the interview tells the interviewer that you are the kind of person who would probably go into meetings unprepared."

—Tom Jackson, *Guerilla Tactics in the Job Market*

Use the interview to project the message: This is how I can help you and the company. This is how I will get the job done. You should hire me.

## B. The Golden Rules of Interviewing

1. BE YOURSELF. While knowing what the interviewer is looking for is important, don't

make the mistake of trying to be or act like the person you think the interviewer wants you to be. Don't submerge your natural enthusiasm.

2. KNOW YOURSELF. You must know yourself before anyone else can get to know you. Employers hire people who are realistic about themselves, who know themselves and their skills. Your experiences during this workshop, as well as the time you spend on your resume preparation, should help you to identify your strengths, experiences, and future goals.
3. SELL YOURSELF. You are the product. If you don't believe in yourself and your ability to do the job, how can you expect anyone else to? It's extremely important that you be able to communicate your skills and capabilities effectively to the interviewer. One of the major emphases of this workshop has been to help you to express your positive qualities and feel good about yourself. If you feel you need more help, consult with your workshop leader regarding available workshops or courses in assertiveness. Review again the unit on "Skills Identification." Feel free to add other skills and discuss these with family members or friends. Give examples of how you have used these skills. The more you talk about yourself with people you are comfortable with, the more relaxed and confident you will be during the interview.

## C. Questions, Questions, Questions

The major portion of the interview will be devoted to asking and answering questions. Keep in mind that underlying all of these questions will be the most fundamental question, "Why should I hire you?" Therefore, your answers should all be directed towards the answer, "You should hire me because. . ." even though you may never use those exact words.

Listed below are some of the most frequently asked questions in an interview. Think through and practice the answers to these and other similar questions as a part of your preparation for a specific interview.

- 1) Tell me about yourself.

You may want to cover a few main areas quickly: your education, work experience, personal qualities, outside activities, etc. Highlight your strengths. Avoid being vague. Two statements that you should avoid are: "I want to work with people" and "I want

to do something that is fulfilling.” They don’t tell the interviewer anything specific about your goals and experiences. Help yourself to organize your answer by writing down four or five things that you want the interviewer to know about you. Review these before each interview.

**2) What are your major strengths?**

Connect your strengths with the skills required. Analyze the position you are seeking and relate your accomplishments to the work skills needed.

**3) What are your major weaknesses?**

Again, keep your answers related to the position you are seeking. Keep in mind that weaknesses can actually be seen as strengths; for example, being a perfectionist, always needing to understand the total picture, demanding a great deal of yourself.

**4) How is your previous experience applicable to the position you are seeking?**

Here is where your research will really pay off. If you have done your homework and understand the nature of the job, you will be able to relate your experience to the skills and qualifications required. Stress your successes and organize what you want to say.

**5) What are your career goals?**

Your answer should indicate that you are serious about working. Don’t underestimate yourself. If you are not sure about your aspirations, talk about wanting to do the best possible job.

**6) What are your interests outside of work?**

This question is one of the most difficult to answer. While this interviewer cannot legally ask about your family, he or she can ask more questions if you bring it up. Keeping this in mind, you may not want to mention family activities at this time but focus on other interests. You should discuss two or three activities or interests but not too many. The interviewer may wonder when you will have time for work!

**7) Why do you want to work here?**

If you have done your research, this should be fairly easy. “I know that this division has recently expanded and. . .,” or “I really like what this company does for the community.” or “Some of my favorite books have been

published by this company,” etc. As a general rule, avoid saying, “Because I need a job.” That is not what the employer wants to hear!

**8) How fast can you type? (asked only of women)**

If you do not wish to use this skill in your work, don’t answer directly. Rather, ask how typing relates to the position you are seeking.

**9) What salary do you expect?**

This is a tricky question. As a general rule, don’t give a specific figure unless you know what others in that position are receiving and what your minimum requirements are. Instead, state that the salary you expect would depend upon other benefits associated with the position (e.g., health insurance, retirement, etc.).

Because the interview is a two-way street, you should also be prepared to ask some questions of the interviewer. They will help you to assess the job for yourself and will also show your serious interest in the position. Employers are looking for employees who are enthusiastic. Here are some questions you may want to ask:

- 1) What would my actual duties and responsibilities be?
- 2) To whom do I report?
- 3) Is there a training period? What does it consist of? How long is it?
- 4) What characteristics do you most like to find in people who have held this position?
- 5) What is the largest single problem facing your staff right now?
- 6) Could you tell me about the people I would be working with?
- 7) What are the prospects for advancement?
- 8) Is there anything else I can tell you about my qualifications?

Thus far, the questions listed have been those which most people are asked at interviews. As a woman, you may be subjected to a variety of questions never asked of a man. While Equal Employment Opportunity legislation has eliminated many of the more obvious forms of sex discrimination, you will still be more closely questioned than a man about your ability to fulfill the requirements of the job and meeting family responsibilities at the same time.

The following questions are ones that you may be asked. Practice your responses so that you will be comfortable with them. If you want the job, then you have to answer in a way that says, “Yes, I am a

good bet in which to invest time, training, and money" (as a man would be). Ask yourself what you want to accomplish. If you have decided you definitely don't want the job, you can feel free to make as strong a response as you wish.

- 1) What provisions have you made for your children?
- 2) What does your husband think of your going back to work?
- 3) Are you planning more children?
- 4) Tell me, are you married, single, or divorced?
- 5) Our clients like to deal with men. Are you sure you can handle our customers as well as a man could?

Refer to "Guide to Pre-employment Inquiries" (p. 125) for some guidelines as to questions that are considered discriminatory. Discuss these guidelines in relation to the questions listed above. How would you handle discriminatory questions in an interview?

Certain interview questions are now illegal. You should know what they are. However, the decision as to whether you answer illegal questions is yours. To tell the interviewer that it is illegal may make

him or her defensive and eliminate your chances for the job. A good response to an illegal question is to ask in what way it pertains to the position you are seeking. If the interviewer is really obnoxious, this may be a reflection of the company's attitude; you may decide you really don't want to work there. In this case, a note to the head of the company might be helpful for future applicants.

On the other hand the interviewer may possibly be asking illegal questions innocently. "Are you married?" may simply be meant to break the ice and help you relax. You may respond by saying, "I assume you are concerned about my long-term commitment. I can assure you that I will be as dedicated to the company as I would if I were single," or you may simply decide to answer the question with yes or no.

#### D. Some Points to Remember

Following are lists of interview "do's" and "don't's." A good point to remember as you read this list is that no single "do" will get you the job, but any one of the "don't's" could disqualify you.

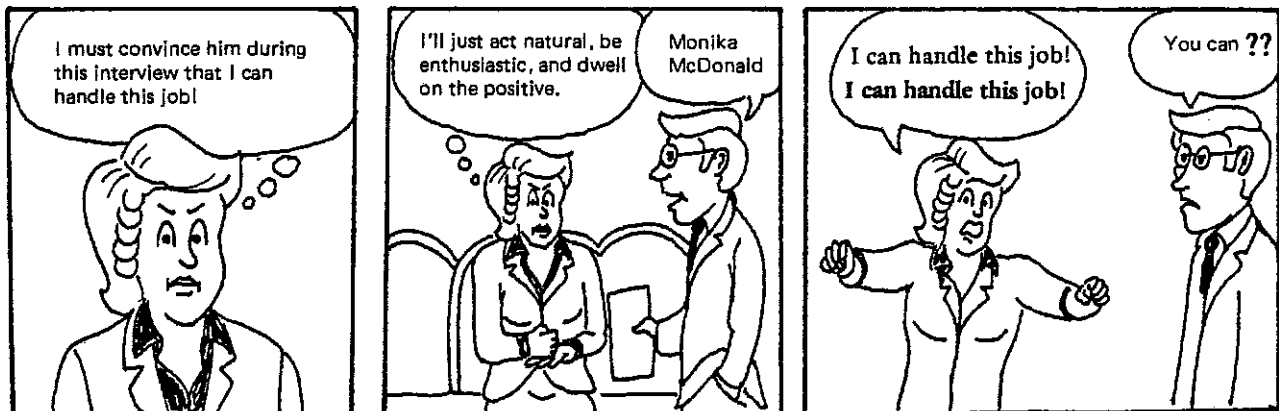
In all interviews the interview is being used to predict your performance. Your manner, attitude, or style of answering is as important as what you actually say. In all probability, you already possess many of the positive traits needed to make that favorable personal impression. Try not to be shy, meek, overly modest, or embarrassed in expressing your desire for the job or your reasons for qualifying. Only you can state your case!

**"It is better to learn late than never."**

—Publilius Syrus

# DO'S

1. Be prepared.
  - Research the organization.
  - Analyze your strengths and weaknesses.
2. Be prompt and courteous.
  - Arrive a few minutes early.
  - Never be late.
3. Dress in good taste.
  - Avoid extremes.
  - Be neatly groomed.
4. Shake hands firmly.
5. Act natural.
6. Smile and be enthusiastic.
7. Maintain good eye contact.
8. Ask relevant questions—when indicated.
9. Remember the interviewer's name and use it a few times during the interview.
10. Dwell on the positive.
11. Let the interviewer set the pace of the interview.
12. Be honest about yourself and your experiences.
13. Express yourself clearly—take time to think through your answers.
14. Watch the interviewer for signs that the interview is over.
  - Thank the interviewer for his or her time.
  - Ask the interviewer when you will hear from him or her again.
  - Leave promptly.
15. Send the interviewer a thank-you note.



Emphasize the Positive — of course don't overdo it.

# DON'T'S

1. Be late for an interview.
2. Complain about a previous employer.
3. Chew gum or smoke, even if the interviewer offers you a cigarette.
4. Emphasize how badly you need a job.
5. Overuse the interviewer's name. Too much of that is annoying.
6. Give one or two-word answers.
7. Call the interviewer by his or her first name.
8. Try to flatter the interviewer.
9. Put personal belongings on the interviewer's desk.
10. Be a jokester.
11. Get angry or even irritated during the interview.  
— You can be firm, not angry, if the questioning becomes improper or slips into irrelevant areas.
12. Look at your watch during the interview.
13. Ask "Will I get the job?" or "Can I have the job?"
14. Talk about salary until later in the hiring process or until the interviewer brings it up.
15. Linger after the interview is over.



No single "do" will get you the job, but any one of the "don't's" could disqualify you.

## GUIDE TO PRE-EMPLOYMENT INQUIRIES

Below is reproduced a **GUIDE TO PRE-EMPLOYMENT INQUIRIES** prepared by the Human Relations Department, City of Omaha.

<u>Subject of Inquiry:</u>	<u>It is not discriminatory to inquire about:</u>	<u>It may be discriminatory to inquire about:</u>
1. Name	Whether applicant had ever worked under a different name	The original name of an applicant whose name had been legally changed The ethnic association of applicant's name
2. Birthplace and residence	Applicant's place of residence, length of applicant's residence in Nebraska, and/or city where employer is located	Birthplace of applicant Birthplace of applicant's parents Birth certificate, naturalization, or baptismal certificate
3. Race or color	General distinguishing characteristics such as scars, etc.	Applicant's race or color of applicant's skin
4. National origin and ancestry		Applicant's lineage, ancestry, national origin, descendants, parentage, or nationality Nationality of applicant's parents or spouse
5. Sex and family composition		Sex of applicant Dependents of applicant Marital status
6. Creed or Religion		Applicant's religious affiliation Church, parish, or religious holidays observed
7. Citizenship	Whether the applicant is in the country on a visa that permits him to work or is a citizen	Whether applicant is a citizen of a country other than the United States
8. Language	Language applicant speaks and/or writes fluently	Applicant's mother tongue, language commonly used by applicant at home

Subject of Inquiry:

It is not discriminatory to inquire about:

It may be discriminatory to inquire about:

9. References	Names of persons willing to provide professional and/or character references for applicant	Name of applicant's pastor or religious leader
10. Relatives	Names of relatives already employed by the company Name and address of person or relative to be notified in an emergency	Name and/or address of any relative of applicant
11. Organizations	Applicant's membership in any union, professional service, or trade organization	All clubs, social fraternities, societies, lodges, or organizations to which the applicant belongs where the name or character of the organization indicates the race, creed, color, religion, national origin, or ancestry of its members
12. Arrest record and convictions		Number and kinds of arrests and convictions unless related to job performance
13. Photographs		Photographs with application or before hiring Resume with photo of applicant
14. Height and weight		Any inquiry into height and weight of applicant, except where it is a bona fide occupational requirement
15. Physical limitations	Whether applicant has the ability to perform job related functions	Whether an applicant is handicapped, or nature or severity of a handicap
16. Education	Training an applicant has received if related to the job applied for	Educational attainment of an applicant unless there is validation that having certain educational backgrounds (i.e., high school diploma or college degree) is necessary to perform the functions of the job or position applied for
17. Financial status		An applicant's debts or assets Garnishments

## Leader Instructions

### SESSION SIX

#### THE EFFECTIVE JOB SEARCH: Writing Resumes, Interviewing, and Finding the Job You Want

#### Unit III. Strategies for Finding the Job You Want

15 min.

#### Objectives:

- to help participants understand the importance of a systematic approach to job hunting
- to identify effective job search strategies
- to emphasize the importance of establishing and maintaining a support system of caring individuals

#### Instructional Activities:

This unit may be presented as a general discussion by you or a representative from your community college placement office.

1. Stress the importance of adequate preparation and a systematic approach to the job search.
  - Research job openings and companies as thoroughly as possible.
  - Make a schedule of daily and weekly activities.
  - Maintain good records of contacts, interviews, follow-ups.
2. Stress the importance of a support system to maintain a positive image and self confidence.
3. Utilize as many **personal contacts** as possible.
  - i.e., friends, family, neighbors, business acquaintances, former high school classmates, etc.
  - Obtain the name of the person that does the hiring and make a direct contact.
  - Whenever possible, bypass the personnel department.
4. Never send a resume without a cover letter, either a letter of inquiry or a letter of application, stating your objective.
5. Emphasize the importance of follow-up after a contact or interview.
6. Stress that the job search is often a tiring, discouraging time-consuming process. **Be prepared for rejections and use your support system to help restore confidence.**





## SESSION SIX

### THE EFFECTIVE JOB SEARCH:

#### Writing Resumes, Interviewing, and Finding the Job You Want

Unit III. Strategies for Finding the Job You Want

15 min.

**By the end of this unit you should:**

- Understand the importance of a systematic approach to job hunting.
- Have become familiar with job search strategies to help you find the job you want.
- Understand the importance of establishing and maintaining a support system of caring individuals while you are conducting your job search.

**Planned Activity:**

Presentation and Discussion by Your Workshop Leaders

#### The Effective Job Search

The job search process can be a long one. Be prepared for weeks—maybe even months—of searching and waiting, of many ups and downs. Some days you will feel terrific—excited about all the things you’ve discovered you can do, about hearing positive feedback on the way you present yourself, about preparing for a particularly exciting interview. On other days, you will feel *awful*, that you’ll never get that interview you want, never find a good job, never get your foot in the door anywhere. When you are feeling discouraged, try to remember that it is only temporary.

An important point to keep in mind is that you

will present a positive image to employers only when you feel good about yourself. When you are discouraged, seek the support of someone who will help you rebuild your confidence. Ask friends to review your letters of inquiry or to practice interviewing with you. Have lunch with a friend who may be job hunting, too. Compare notes and share ideas with each other. The more support you can get during your search, the more temporary those periods of discouragement will be.

Your chances of finding a good job depend upon how you go about doing it. During this workshop, you have been involved in a variety of activities that

are directly related to the job search process. Your career research and information interviewing have hopefully helped you to identify your career options and the companies or businesses where you would like to work. You have laid the groundwork for your job search.

You should first establish a schedule specifying the tasks or number of contacts to make each day and each week. Avoid taking days off when you are discouraged. Seek the support of others, but try to keep the momentum of your job campaign going.

Contact everyone you know: friends, relatives, former employers, old schoolmates, your husband's co-workers, and all the people you interviewed when seeking information. Tell them exactly what you want and what your skills are. These contacts may not get you a job, but they can provide information on job openings. They may also put you in touch with those individuals who can hire you. Being personally recommended or referred may get you an interview with the right person.

Your local Job Service office will list openings and have employment counselors to help you. Be sure to contact your local community college placement office and check their local listings. Classified advertisements are another source of job listings. While the effectiveness of finding a job by responding to want ads is questionable, it is a quick way to supplement your job search.

Once you have identified several job openings and companies you would like, make a plan for getting an interview. Learn as much as you can about the company. Try to obtain the name of the person who does the hiring for the position you are seeking. Where possible, avoid writing or calling the personnel department.

Write a letter to the prospective employer describing something about yourself that fits the organization. If someone has referred you to that person or company, be sure to mention his or her name. Include your resume and mention that you will contact him or her in a few days to see if you can arrange an appointment to talk with that person or with someone that he or she might suggest about possible opportunities for you in that company.

**Be sure to call as planned.** Refer to your recent letter and ask for an appointment. Be prepared to summarize the information if the employer does not remember the letter. Try to set up an interview even if he or she says there are no immediate openings. That person may refer you to others if you make a favorable impression. Furthermore, if something does come up, you will have the advantage because of that initial contact. Remember to follow

each interview with a thank-you note.

Never send a resume without a cover letter. Whether applying for a specific opening, answering an ad, or inquiring about possible openings, you should **always** include a letter with your resume, stating your objective and highlighting your particular qualifications.

Keeping good records of your job campaign is essential. Maintain accurate records of your contacts, letters of inquiry, phone calls, as well as interview appointments and notes. These records will help you to keep track of the stage of your application with each prospective employer and can be very helpful as you prepare for an interview.

Write letters of thanks to those you interview for information and those who provide you with help. Include a resume if you haven't already given one. Sometimes, a person you have contacted later has an opening or learns of an opening. A letter and resume will help them remember you.

After each interview, review the questions and your answers with someone else. Make a note of any job leads or other useful information that might have come up. Writing thank-you notes promptly is particularly important. You may refer to an interesting point discussed in the interview or add something you didn't mention about your qualifications.

Don't expect each job interview to yield a job offer. Job hunting skills are developed with time and effort. Each time you participate in an aspect of your job campaign, you become more skilled. In job hunting, oftentimes the most logical possibilities don't work out and unexpected opportunities do. Like any other experience, much can be learned from the job search. The lessons learned—in assertiveness, perseverance, organization, etc.—can be invaluable for you **and** your job.

**The happy people are those who are producing something.**

—Dean Inge

Leader Instructions

SESSION SIX

THE EFFECTIVE JOB SEARCH:

Writing Resumes, Interviewing, and Finding the Job You Want

Unit IV. Reviewing, Re-evaluating, Rethinking: An Ongoing Process

15 min.

**Objectives:**

- to help participants to understand the importance of using what they have learned on an ongoing, continuous basis throughout their lifespans
- to evaluate the workshop in terms of its goals, objectives, and content

**Materials:**

Career Life Planning Workshop Evaluation Form

**Instructional Activities:**

1. Discuss with participants the conclusions presented in IV.
  - Stress again that this process is not meant to be used once and then discarded.
  - Emphasize the importance of reviewing and re-evaluating as they experience new situations and acquire new knowledge to clarify their tentative career choices or to identify a more satisfying career direction.  
Review the steps in the Career Planning Process (p. 8).
2. Direct participants to complete the Workshop Evaluation Form and return it to you. Remember to fill one out yourself, with your comments and suggestions as a workshop leader. These evaluations will be very helpful in planning future workshops.
  - Be sure to stress their **personal responsibility** in utilizing the career/life planning process and making their career decisions. **Ultimately, you are the one that must make the decision and act on it.**



## SESSION SIX

### THE EFFECTIVE JOB SEARCH:

#### Writing Resumes, Interviewing, and Finding the Job You Want

#### Unit IV. Reviewing, Re-evaluating, Rethinking: An Ongoing Process

15 min.

You have now experienced the various aspects of a career/life planning process designed to help you make more satisfying career decisions. Hopefully, you have acquired the skills necessary to utilize that process at any point in your life. By this time, you should have acquired some sense of an appropriate and satisfying career direction for you. It is now up to you to continue the process that will help you to make a satisfying career choice. **You are your own best resource!** This manual is yours to keep and refer to whenever necessary. Make good use of it. You have the power to make meaningful and satisfying career choices throughout your life. You can control what happens to you!

It cannot be stressed enough that career-related decisions are always tentative. Making decisions about the future always involves a certain amount of risk taking and uncertainty. You cannot control the environment, but you can control your decision making behavior. Continue to review and re-evaluate the information you have already gathered about yourself and the world of work as you experience new situations and acquire new knowledge. Your confidence in your decision making ability should increase as you continue to obtain and process more information.

As your last assignment, please complete the Career/Life Planning Workshop evaluation form and leave it with your workshop leader. Your comments and suggestions regarding content, instructional materials, and activities will be very helpful in the planning of future workshops.

# Reviewing, Re-evaluating, Rethinking : An Ongoing Process



No matter what people say or how much they boast or what potential they have, **THEY ARE STILL ONLY WHAT THEY ARE**, and this is clearly demonstrated by what they accomplish with their abilities and talents.

The greatest stealer of your talents, abilities, and potential is your "doing-nothing."

So, for those of you who have read these pages and completed these exercises and you still think maybe you can't do it – Well, yes you can!

As we stated in the beginning – the crucial goal is to apply what you've learned to a meaningful end within your own life.

# DO IT!

"To be what we are, and to become what we are capable of becoming, is the only end of life."

—Robert Louis Stevenson

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