

Check inside
to plan your
future!



Advising Services

Career Exploration Workbook

With  **Focus[®]2** Career

Choose a Major and a Career

Sheridan College Advising Office
307-675-0100



Gillette College Advising Office
307-681-6000



Career Exploration to Finding the Job of Your Dreams

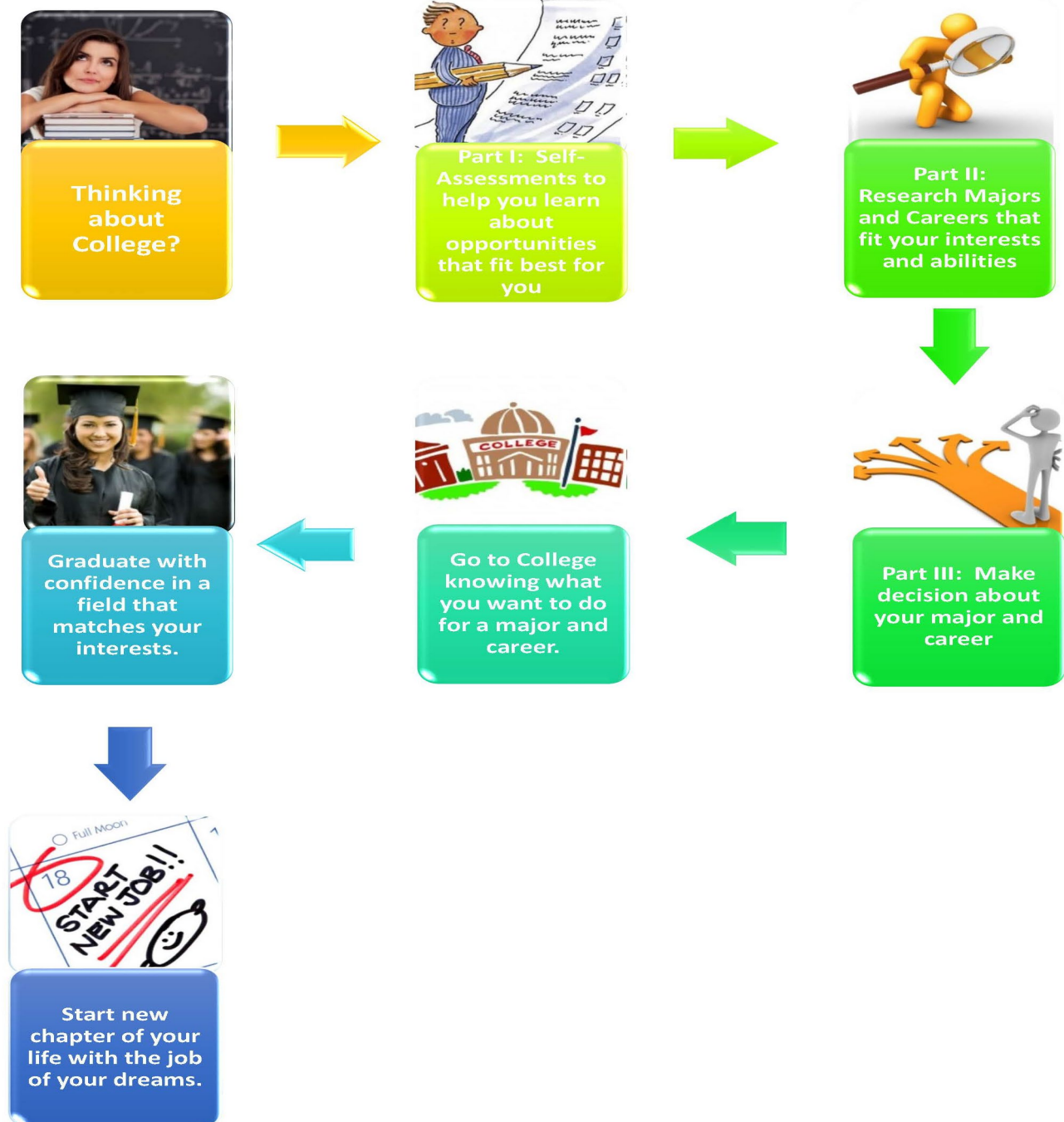


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Undecided?

about your major



Many new college students start as undeclared majors

Up to 80% of students change or consider changing their majors before earning a degree.

Career planning is life planning. Your career decisions affect your lifestyle, your health and your overall sense of satisfaction and happiness.

The average American worker will change careers four or more times over the course of their lives.

What to Do

- Use this Workbook to provide you with more information about yourself, more information about careers, and more information about the degrees available to you.
- **Meet with an Academic Advisor.** Call Enrollment Services at 307-675-0100 for Sheridan College or 307-681-6000 for Gillette College to arrange an appointment.

Overview of the Career Planning Process

1. Self-assessment

The first step in making good career decisions is self-assessment, or simply learning more about you. This includes speaking with an academic advisor and taking the Focus2Career online career assessments or using the assessments/resources in this workbook.

2. Occupational and Majors Research

Gather information on specific career fields and academic majors to determine which options match your self-assessment results from the previous step. This step is vital to ensure not only a good fit but also that you have a realistic picture of the opportunities and challenges that are available to you.

3. Making Decisions

Using the “DECIDES” model in this workbook will help you to make your decision regarding your career and academic goals. Do this exercise with the assistance of an advisor or trusted friend.

4. Goal Setting and Taking Action

This step will help you make your vision a reality. You will learn to make decisions, set goals, and develop an action plan.

5. Review and Make Adjustments

You will undoubtedly learn more about yourself as well as your chosen major and field while you are in college. Some of this learning will take place through trial and error. Periodically review and evaluate where you are in relation to your goals and how much you are enjoying each step. This process will assist you in knowing when to make adjustments, change your mind, or gather more information. Do what you need to keep going in the right direction for you.

INTRODUCTION TO FOCUS 2 CAREER

What is FOCUS 2 CAREER?

FOCUS 2 CAREER is an online interactive, self-guided career and education planning system designed to help you make decisions about your future career goals and education plans.

FOCUS 2 CAREER will guide you through an interactive process that will:

1. Assess your career planning readiness, work interests, values, skills, personality type and leisure time interests.
2. Broaden your career options and discover occupations matching your personal preferences and attributes.
3. Discover and explore career fields, majors and training programs that are best for you.
4. Plan a career and educational pathway that will support your personal needs and goals.



How much time will it take me to use FOCUS 2 CAREER?

Typically, the time spent by students the first time they use FOCUS 2 CAREER ranges from 1-2 hours. Of course, you can spend as much time as you need. My Career Planning Readiness & Self Assessments of FOCUS 2 CAREER can usually be completed in approximately 30-45 minutes. FOCUS 2 CAREER has up to date, detailed information about over 1,000 different occupation choices and majors. A good strategy is to use FOCUS 2 CAREER, then think about your results and discuss your ideas with your academic advisor and then return to use FOCUS 2 CAREER as an ongoing resource. You can use FOCUS 2 CAREER throughout your academic years and as an alumnus.

Setting up your FOCUS 2 CAREER Account

New Users:

To get to FOCUS 2 CAREER, log into MYNWCCD, and go to Career Café.

<https://mynwccd.sheridan.edu/adhoc/Career/SitePages/Home.aspx>

Scroll to the bottom of the home page of Career Café and click on the FOCUS 2 button.



Focus-2 Career Assessment access code:
nwccd

This button will take you to the self-registration page for FOCUS 2 CAREER.

NWCCD's Access Code: **NWCCD**

Returning Users:

You can log back into your FOCUS 2 CAREER account with your username and password at any time.









If you forget your user name and/or password, go to the FOCUS 2 CAREER login page and click on the link that says, *"If you have forgotten your username or password, click here"*.

THINGS TO KEEP IN MIND

- Use FOCUS 2 CAREER on any device, including all computers, phones, tablets, etc. (No apps to load).
- FOCUS 2 CAREER always saves your assessment results
- Use FOCUS 2 CAREER as often as you wish
- You can change your mind about earlier choices, repeat a section and explore new options
- Your results are stored online and are always available to you and your advisor
- Use the various features of FOCUS 2 in any order
- Save the occupations and majors that most appeal to you
- Seek the expert advice of your advisor to enhance your career planning

A snapshot of the Main Menu of FOCUS 2 CAREER appears on the next page. The layout of the FOCUS 2 CAREER dashboard mirrors the steps of the career planning process. Most students start at the top of the dashboard and then work down through the FOCUS 2 CAREER tools.

FocusTM 2 CAREER

Student Dashboard	Description
<p>Welcome! Let's get started developing your personalized career and education plan!</p> <div> <div>  <p>My Career Planning Readiness</p> <p>START</p> </div> <div>  <p>My Academic Strengths</p> <p>START OVER REVIEW RESULTS</p> </div> </div>	<p>A Great Starting Point</p> <p>An orientation to the career planning process.</p>
<p>Self Assessment Discover majors and occupations that match your personal attributes</p> <div> <div>  <p>Work Interest Assessment</p> <p>100%</p> <p>RESULTS Review Start Over</p> </div> <div>  <p>Values Assessment</p> <p>0%</p> <p>START</p> </div> <div>  <p>Personality Assessment</p> <p>0%</p> <p>START</p> </div> <div>  <p>Skills Assessment</p> <p>100%</p> <p>RESULTS Review Start Over</p> </div> <div>  <p>Leisure Assessment</p> <p>0%</p> <p>START</p> </div> <div> <p>Combine Assessments</p> <p>2/5 Completed</p> <p>+</p> </div> </div>	<p>Valid & Reliable Self Assessments</p> <p>Assessment results identify occupations and majors at your college matching your personal attributes. Explore your options!</p>
<p>Explore the Possibilities Use these tools for ongoing career and education exploration</p> <div> <p>What can I do with a major in ... at University of Vermont? +</p> <p>Explore Any Area of Study +</p> <p>Explore any Occupation +</p> <p>Explore Occupations by Job Family +</p> <p>Compare 2 Occupations Side by Side +</p> </div>	<p>Additional Major & Career Exploration</p> <p>Explore suggested majors and navigate career options to make informed decisions.</p>
<p>Take Action Create a road map of your academic and career development activities</p> <div> <p>My Education +</p> <p>My Professional Development +</p> </div>	<p>Academic & Career Plan</p> <p>Develop a road map to plan for your future.</p>
<p>Diane McCrudden's Career and Education Planning Results A summary of your assessment results and saved preferences</p> <div> <div>  <p>My Saved Occupations</p> </div> <div>  <p>My Saved Majors</p> </div> <div>  <p>Review and Print My Portfolio</p> </div> </div>	<p>FOCUS 2 Career Portfolio</p> <p>Summary of your results with your individual comments & top choices.</p>
<p>Recommended Tools & Websites</p> <div> <p>Upcoming Events at University of Vermont</p> <p>Job Boards and Internship Opportunities</p> <p>Links to Resources</p> </div> <p><small>FocusTM 2 Copyright 2016 Career Dimensions®, Inc. All Rights Reserved</small></p>	<p>Resources & Links</p> <p>Visit these websites.</p>

INTRODUCTION TO THE CAREER PLANNING PROCESS

THE CAREER & EDUCATION PLANNING PROCESS

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Why Career Planning Is Necessary

In today's rapidly changing world, new career paths are constantly unfolding, traditional ones are being changed and shifts are taking place in occupation skills and educational requirements. These changes are a result of new technology, modifications in organizational design and the trend towards global business operations. With all these changes, you might ask "What is the point of planning ahead by developing a career plan?" The point is to be ready for change with a set of career goals, strategy and options based on your interests, personality, values and skills. Once you have a plan, you will be equipped to manage your career and take advantage of changes in the economy and job market rather than becoming a victim of change.

Who Is Responsible For Planning And Managing Your Career?

Planning your career is totally your responsibility. It is up to you to do the planning and take the necessary actions to obtain the education and training that will support your career plans. However, you can get help. For example, your advisor can advise you about

- Your career planning strategy
- How to find information you need
- How to get around obstacles
- How to go about planning your current and long-term education and training

Keep in mind, throughout your life, you are the one who must make all the decisions about your career and you must produce the results that support your goals. It's up to you to control and navigate your own destiny.

The Importance of Self-Assessment

Understanding yourself is a critical aspect of career and educational exploration and planning. The more you know about your career related interests, values, skills, personality type and preferences, the better equipped you will be to identify the career fields, major areas of study and training programs, and education pathways that are compatible with your personal attributes. The FOCUS 2 CAREER system will help you develop an accurate self-assessment of your personal qualities:

- **Your Work Interests** are a reflection of the kinds of work related activities and tasks you most enjoy doing.
- **Your Personality Type** is a description of how you react to certain situations and people and how you make decisions, organize information and go about solving problems.
- **Your Values** are a description of what is most important to you in your life. For example, you might value earning a lot of money, helping other people, being creative and artistic, having a secure and steady job, etc.
- **Your Skills** are a reflection of your talents and the types of things you easily learn and perform well.
- **Your Leisure Time Interests** are a reflection of the kinds of leisure related activities you most enjoy doing.

The Big Picture: Your Life Plan

It is a good idea to plan your career based on the big picture, that is, your life plan. Ask yourself, “What kind of life do I want to lead?” As you can imagine, your career decisions will dramatically impact your lifestyle. Your occupation will influence your

- income
- work hours
- travel
- job security
- colleagues and friends
- leisure time
- where you live

Questions you need to ask yourself about your life plan are:

- What principles am I committed to as a person? I.e. family, security, prestige, accomplishments, etc.
- What kinds of experiences do I want in my life? I.e. travel, adventure, cultural, etc.
- What personal talents do I want to develop? I.e. music, art, language, communication, intellectual, etc.
- How do I like to spend my leisure time? I.e. community services, recreation and sports, travel, etc.

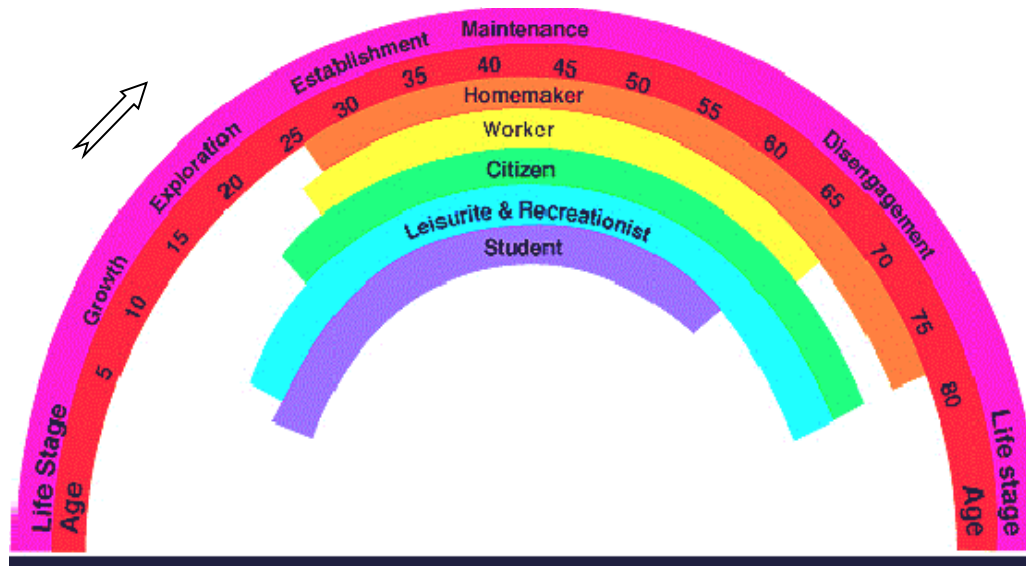
Finally, you must ask yourself whether the occupational goals and educational avenues you are considering will be supportive of your life plan.

Roles You Play In Your Life

Being a worker will be interconnected with other roles you play in life. Examples of roles that are affected by your career could include being a parent, a community citizen, a student, a recreationist. Your career reaches beyond being a wage earner in your chosen occupation. For example, an easy way to see how your choice of an occupation affects your future roles is to consider the following scenario. If you were to be a wage earner, parent, and student then clearly your occupational income must be sufficient to pay for the expenses incurred in these other roles. Most people are primarily involved with two or three roles at a time. Which roles you are focusing on depends upon your age and life stage. For example, in college, your principle roles may be as student and recreationist. Later in life your principle roles may be as worker and parent. The point is that throughout your life you will play a combination of work, leisure, study, homemaking and citizen roles that are intermixed. Therefore, when you make decisions about your career, you should take into consideration the effect of these career decisions on your other areas of your life.

The Life-Career Rainbow

Refer to the Life-Career Rainbow Chart on the next page to get a better picture of the kind of roles you may play at various ages and stages of your career and life. The two outer arcs of the Life-Career Rainbow show you the Life Stages you may move through during your career and life, and your approximate age in each. The lower arcs of the Life-Career Rainbow show you the different roles you may engage in while in different Life Stages and Ages.



The Life - Career Rainbow

Source: Super, D. E. & Minor, F. J., (1987) *Career Development Planning in Organizations*. In B. Bass & P. Drenth (Eds.) *Advances in Organizational Psychology, International Review* (pp. 83-98) Sage Press, Beverly Hills, CA
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Summing It All Up

Here is how to take the 'Big Picture' into consideration when making career and education plans: First, when choosing an occupation, think about which of your options will most likely provide you with self-fulfillment in all your roles, not only in the present, but in the future. Second, periodically dust off your career plans, take stock of yourself and what's happening in your life, and then make adjustments in your career as needed. For example, changes in your career field may require that you learn new skills, or changes in your personal interests or values or social or family situations may affect your career aspirations, etc.

Benefits of Having a Career Plan

Once you have established your career goals you will be better able to make choices about your college major and minor areas of study and the courses you should take. Your career goals will also enable you to make decisions about personal developmental activities while in college such as internships, volunteer work and summer jobs. Research has shown that there are many significant advantages and benefits of having career plans. College students with career plans:

- Are less likely to make costly changes in their college education plans and are more likely to graduate on time.
- Are more confident and satisfied with their choice of an occupation and major area of study.
- Achieve higher college grades because their decisions about their education path are compatible with and are based on their personal interests, values and abilities.
- Earn higher incomes in their entry jobs

While in college, it's a good idea to map out an action plan that leads you to your goals. The plan can serve as a reference that you and your advisors can monitor and adjust as needed.

Seeking Expert Advice: Career Counseling

In conjunction with using FOCUS 2 CAREER, you may want to meet with an advisor. Be prepared to summarize and ask questions concerning:

- Your career related interests, values, personality and abilities.
- Your present occupational, educational and college/training goals and plans.
- Responsibilities or obstacles that are interfering with your career and college/training decision making.
- Your life plan, life style desires and strategy to achieve your goals.

Your advisor can give you ideas and information to help you:

- Verify the rationale of your career decisions and education plans.
- Help you develop your long term educational pathway.
- Pinpoint your personal development needs that are important for you to achieve your goals.
- Suggest ways to get around any obstacles that are interfering with your decision making and planning.
- Formulate strategies and action plans to achieve your career and educational objectives.

Career Planning is a lifelong process of exploration and planning of your career and educational goals compatible with your interests, values, talents, personality and aspirations. It involves thinking about which educational and occupational paths will provide you with satisfaction and fulfillment in all aspects of your life, present and future.

Part I: SELF-ASSESSMENT

Self-Assessment Resources for You

Since the first step in career planning and decision making is self-assessment, we would like to introduce you to some of the self-assessment career tools that we use at the college. We offer the following self-assessment tools in order to identify your strongest interests, skills, values and personality preference that can help you to find occupations that are a good fit.

It's important that you use more than one type of assessment tool to identify careers and majors that might suit you. Work with your advisor to identify which of the following resources might be best for you.

Within this workbook, we have provided you two versions (an online version through FOCUS 2 CAREER and a paper version) of most of the assessments. You can choose which assessment version you wish to complete. You do not need to complete both if you prefer not to.

Exercise 1: Career Planning Self-Assessment

Name: _____

Date: _____

Use this self-assessment to help identify areas that may be affecting your ability to decide on a career and major.

Check all that apply

- ☐ 1. I'm not sure I even want to go to college
- ☐ 2. I don't know what major will help me transfer the easiest
- ☐ 3. I don't know what I'm good at
- ☐ 4. I don't even know where to start thinking about majors and careers
- ☐ 5. Somebody told me what to major in or career to enter
- ☐ 6. I don't know what majors the college offers
- ☐ 7. I'm not sure what university I'll transfer to
- ☐ 8. I don't know how to make a good decision
- ☐ 9. I realized what I've studied or am studying isn't for me anymore
- ☐ 10. I'm afraid to commit to something that may affect me for a lifetime
- ☐ 11. I have a lot of interests and skills I'm good at, so it's hard to select a major
- ☐ 12. I'm just not interested in anything
- ☐ 13. I just need a major that leads to a well-paying job
- ☐ 14. I'm having a hard time connecting a major to possible careers
- ☐ 15. The major I want isn't offered here
- ☐ 16. I don't think I have the skills for a particular career and major
- ☐ 17. I don't know what the education requirements are for different careers
- ☐ 18. I have several choices, but can't make up my mind
- ☐ 19. My interests and abilities don't seem to line up with any careers
- ☐ 20. I'm in college because my parents/family want me to go

Proceed to Part I: Self-Assessment, if you checked any of the following statements: 1, 2, 3, 4, 5, 9, 10, 12, 13, and 20

Proceed to Part II: Researching Occupations and Majors, if you didn't check any of the statements listed above but checked the following statements: 6, 7, 11, 14, 16, 17, and 19

Proceed to Part III: Making Decisions and Taking Action, if you didn't check any of the statements listed above but checked the following statements: 8, 15, and 18

If your statements say to start with Part II or Part III, you can always complete the assessments in Part 1, if you wish.

Exercise 2A: Personality Mosaic (complete this paper exercise only if you do not complete the online FOCUS 2 CAREER Personality Assessment)

Circle ONLY the numbers that clearly feel like something you might say or think. Don't spend too much time on any one item. Just circle the first things that come to mind.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.

21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me get the job done.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time, work on puzzles, read or just think about life.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people rely on me to get the job done.
30. I'm satisfied knowing that I've done an assignment carefully and completely.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I prefer to talk it out and resolve it.
35. To be successful, it's important to aim high.
36. I prefer being in a position where I don't have to take responsibility for decisions.
37. I don't enjoy spending a lot of time discussing things... What's right is right.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. When I feel down, I find a friend to talk to.
41. After I suggest a plan, I prefer to let others take care of the details.
42. I'm usually content where I am.

43. It's invigorating to do things outdoors.
44. I keep asking "why".
45. I like my work to be an expression of my moods and feelings.
46. I like to find ways to help people care more for each other.
47. It's exciting to take part in important decisions.
48. I'm always glad to have someone else take charge.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close relationships are important to me.
53. Promotion and advancement are important to me.
54. Efficiency, for me, means doing a set amount carefully each day.
55. I'm not afraid of heavy work and usually know what needs to be done.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art show, plays, and good times.
58. I haven't seen you for so long; I'd love to know how you're doing.
59. It's exciting to influence people.
60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. Tell me how I can help you.
65. I'm willing to take some risks to get ahead.

66. I like exact directions and clear rules when I start something new.
67. The first thing I look for in a car is a well-built engine.
68. Those people are intellectually stimulating.
69. When I'm creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It's fun to get ideas across to people.
72. I hate it when they keep changing the system just when I get it down.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I don't like to do things unless I'm sure they're approved.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I believe that people are basically good.
83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
84. I appreciate knowing exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. Don't get excited. We can think it out and plan the right move logically.
87. It would be hard to imagine my life without beauty around me.

88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. I don't need much to be happy.

SCORING YOUR ANSWERS for Exercise 1A. PERSONALITY MOSAIC

To score, circle the **same** numbers below that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R _____ I _____ A _____ S _____ E _____ C _____

Exercise 2B: FOCUS 2 CAREER Personality Assessment

The FOCUS 2 CAREER personality assessment utilizes Carl Jung's theory of personality and the research insights surrounding the use of the Myers-Briggs Type Indicator. The assessment measures how a person likes to focus his/her attention, prefers to acquire information, handle information, look at the world, and make decisions. Your personality type is matched to occupations and supporting majors at NWCCD. **Complete the Focus 2 Personality Assessment if you did not complete the paper assessment in Exercise 2A.**

Whether you completed the paper assessment in Exercise 2A or the FOCUS 2 Career assessment online in Exercise 2B, record your three highest letters R, I, A, S, E, C? 1st _____ 2nd _____ 3rd _____

Interpreting the Results

Look over the following description of the six components of the Personality Mosaic and see which one fits you best. Does this description agree with your scores?

1. **REALISTIC (R)**

- o Independent/practical/physically strong/often aggressive/conservative. Uses hands/eyes to explore things, achieve
- o Uses body skillfully, rather than words, thoughts, or feelings
- o Requires physical coordination, strength, agility, logic
- o Enjoys risk, excitement, being outdoors, concrete problems, money, using tools, large machinery
- o Solves problems by doing

Realistic: "The Doers"

People in the realistic category often prefer to work with objects and things. They are likely to enjoy creating things with their hands and using tools and machines. Some prefer large, powerful machines like tractors, while others prefer precision machinery such as X-ray or electronic equipment. People in this category generally enjoy being physically active, repairing equipment, rebuilding cars, fixing electrical things, solving mechanical problems, playing sports, working outdoors, and using their hands.

2. **INVESTIGATIVE (I)**

- o Independent/curious/intellectual/introspective/unconventional uses reading/instruments to explore ideas
- o Uses mind/information to achieve, rather than association with people and things
- o Requires mental ability, logic, insight
- o Enjoys challenge and complicated, abstract problems. Solves problems by thinking

Investigative: "The Thinkers"

People in the investigative category often have a strong desire to understand cause and effect, and solve puzzles and problems. They often work in jobs that are scientific in nature. Their work often involves the analysis of data, using formulas, graphs and numbers. Investigative types typically prefer to work independently, and with minimum supervision. People in this category generally enjoy using computers, solving math problems, interpreting formulas, and thinking abstractly.

3. **ARTISTIC (A)**

- o Creative/sensitive/aesthetic/independent/introspective/expressive/ unsocial
- o Uses hands/eyes/mind to create new things, writings ways of doing things
- o Requires good eyes, ears, intelligence, perception of color, form, sound, and feelings
- o Enjoys beauty, unstructured activity, variety, interesting and unusual sights, sounds, textures, people
- o Solves problems by creating

Artistic: "The Creators"

People in the artistic category prefer to be expressive. They like the opportunity to create new things and be innovative. They typically do not like structure or conformity. They prefer to use their imagination and be creative. People in this category generally enjoy activities such as: writing, poetry, photography, designing, singing, acting, dancing, painting, attending theaters and exhibits, and reading.

4. **SOCIAL (S)**

- o Concerned leader/sensitive/humanistic/supportive/responsible
- o Uses feelings, words, ideas to work with people, rather than physical activity or things
- o Requires empathy, fact, perceptiveness, insight, genuineness
- o Enjoys closeness, sharing, groups, unstructured activity, being in charge
- o Solves problems by feeling

Social: "The Helpers"

People in the social category prefer to work with others. They tend to be highly verbal, express themselves well, and get along well in groups. Social types typically prefer the team approach to problem solving. People in the social category often describe themselves as cooperative, friendly, and understanding. They generally enjoy teaching, caring for others, volunteering, mediating disputes, meeting new people, and working in groups.

5. **ENTERPRISING (E)**

- o Energetic/independent/enthusiastic/confident/dominant/political
- o Uses mind, words, feelings, to deal with people and achieve requires sensitivity, insight, assertion, verbal ability, and logic
- o Enjoys organizing, persuading, leading, managing, excitement, variety, status, power, money
- o Solves problems by risking

Enterprising: "The Persuaders"

People in the enterprising category often prefer activities selling and promoting. They enjoy influencing others and being in a leadership position. They often use their skills to influence others. They often like competitive activities and are often self-confident, talkative and energetic. They generally enjoy discussing politics, selling and promoting, having power and status, giving talks and speeches, and leading groups.

6. **CONVENTIONAL (C)**

- o Placid/orderly/careful/accurate
- o Uses mind, eyes, hands to carry out tasks
- o Requires logic, care, responsibility
- o Enjoys order, certainty, security, identifying with power, status
- o Solves problems by following rules

Conventional: "The Organizers"

People in the conventional category often prefer orderly, systematic work. Work tasks often include keeping records, and organizing written and numerical materials according to a plan. They like to see things run efficiently and smoothly, which means they will pay attention to administrative details. They generally enjoy keeping accurate records, organizing, working with numbers, and using a computer.

Exercise 2: Personality Assessment Self-Reflection

Describe the characteristics of your personality and the types of work activities that typically appeal to your personality type.

Exercise 3A: BASIC SKILLS ASSESSMENT (Complete this paper exercise only if you do not complete the FOCUS 2 CAREER Skills Assessment)

This skills inventory allows you to evaluate your strengths and weaknesses in a variety of activities. Knowing your skills will help you to set realistic academic and career goals.

Rank your skills in the chart below. Make sure that you only put your ranking numbers for each item in the shaded box.

Write **"3"** in the shaded box next to an activity if you have a definite or **strong** skill in that area...**3**

Write **"2"** in the shaded box if you have a **moderate** degree of skill in that activity...**2**

Write **"1"** in the shaded box to indicate that you have **enough** skill to get by with some help...**1**

Write **"0"** in the shaded box if you believe you have **no** skill at all in that particular activity...**0**

		1	2	3	4	5	6
1.	Operating office machines such as copiers, typewriters, computers, etc.						
2.	Painting, varnishing, or staining wood or metal surfaces.						
3.	Sketching, drawing, or painting; carving or sculpting objects.						
4.	Mixing chemicals according to scientific formula.						
5.	Organizing campaigns for candidates in clubs or other groups.						
6.	Performing in athletic competitions.						
7.	Planning social events or activities.						
8.	Entertaining others.						
9.	Planning a personal budget.						
10.	Experimenting with and creating new recipes.						
11.	Developing original ideas for new gadgets.						
12.	Working with wood using power tools, hand tools & other equipment.						
	Page One totals: add numbers in each						

		1	2	3	4	5	6
13.	Getting along with others who are different from you.						
14.	Naming basic foods and telling why they are nutritious.						
15.	Reading data tables, graphs and charts.						
16.	Setting up a scientific demonstration for a class or science fair.						
17.	Leading others in different activities.						
18.	Teaching or tutoring others.						
19.	Moving into new situations with ease and comfort.						
20.	Interpreting changes in the economy.						
21.	Persuading others to follow a new idea.						
22.	Explaining new ideas to others.						
23.	Working outdoors for long periods of time.						
24.	Doing interpretive readings of stories, poetry or verse.						
25.	Organizing or filing materials (records, stamps, photos, etc.)						
26.	Performing effectively in debates.						
27.	Understanding recent newspaper articles on scientific breakthroughs.						
28.	Describing the different classification systems: for plants and animals.						
29.	Impersonating the speech and mannerisms of others.						
30.	Reading topographical or navigational maps.						
31.	Putting together toys, furniture, or machinery that comes unassembled.						
32.	Keeping financial records.						
33.	Typing, operating a calculator or other business machine.						
34.	Managing or supervising others in a work group.						
35.	Keeping an accurate checkbook.						
	Page Two Totals						

		1	2	3	4	5	6
36.	Selling products.						
37.	Using a color wheel to mix colors or create color complements.						
38.	Naming the different cloud formations.						
39.	Organizing ideas or numbers so that they are clear and understandable.						
40.	Repairing furniture or other wood, glass or ceramic objects.						
41.	Proofreading papers or records and finding mistakes.						
42.	Writing essays, stories or poetry.						
43.	Designing and making your own clothes.						
44.	Spelling and using punctuation and grammar correctly.						
45.	Cleaning, adjusting or repairing bicycles, motors or machines.						
46.	Keeping accurate records.						
47.	Completing tasks that require physical endurance and agility.						
48.	Using a microscope.						
49.	Singing or acting.						
50.	Using a computer to make mathematical calculations.						
51.	Supervising children's activities.						
52.	Arranging color harmonies and furnishings in a home.						
53.	Making clothes or wearing apparel from patterns.						
54.	Driving a tractor or a truck.						
55.	Meeting new people.						
56.	Examining or keeping budgets for businesses.						
57.	Interviewing others to get info about attitudes, feelings and beliefs.						
58.	Acting as a spokesperson for a group.						
	Page Three Totals						

		1	2	3	4	5	6
59.	Organizing your time to accomplish tasks.						
60.	Accepting and giving criticism.						
61.	Helping others find resolutions for their disputes.						
62.	Working in an office environment and doing a good job.						
63.	Helping others feel comfortable in new situations.						
64.	Encouraging and supporting others.						
65.	Reading blueprints and diagrams.						
66.	Understanding how the legal system operates and how laws are passed.						
67.	Learning foreign languages.						
68.	Playing a musical instrument.						
69.	Finding and capitalizing on bargains and sales.						
70.	Working with others in a team effort.						
71.	Acting as a secretary or treasurer in a club or organization.						
72.	Soliciting contributions to charities or political organizations.						
73.	Doing odd jobs with a saw, hammer and nails, screwdriver and plane.						
74.	Following the story line and message in movies, plays and books.						
75.	Making drawings with a compass, triangle, ruler & other instruments.						
76.	Solving puzzles or figuring out how things work.						
77.	Assessing others' needs & helping them find solutions to their problems.						
78.	Giving speeches before a large group.						
79.	Performing ballet, tap dance or gymnastics.						
80.	Identifying the major constellations of the stars.						
81.	Installing or repairing household electrical circuits.						
	Page Four Totals						

		1	2	3	4	5	6
82.	Planting and/or cultivating vegetable, flower or rock gardens.						
83.	Telling stories or jokes.						
84.	Understanding other people's personalities.						
	Page Five Totals						

Go back and carefully add the numbers in each column on each page and record the totals in the spaces provided. Then re-record the page totals in the chart below. Last, add the scores in each column to determine your **Grand Totals**.

	1	2	3	4	5	6
Page One Totals						
Page Two Totals						
Page Three Totals						
Page Four Totals						
Page Five Totals						
Skills Grand Totals						
	R	I	A	S	E	C

Exercise 3B: FOCUS 2 CAREER Skills Assessment

A skill is defined as the ability to perform an activity proficiently. A skill can be acquired through education, work experience and job training or can be the result of a natural ability. Your skills are matched to occupations and the majors at NWCCD that will support the occupations. **Complete the Skills Assessment in FOCUS 2 only if you did not complete the paper assessment in Exercise 3A.**

Exercise 3: Skills Assessment Self-Reflection

Describe your top three skills and the types of work that use these skills.

Exercise 4A: Complete Values Sentences for You (Complete this paper values assessment only if you do not complete the FOCUS 2 CAREER Values Assessment.

Complete each of the following sentences:

- 1 The greatest joy in my life is _____
- 2 The biggest decision I ever made was _____
- 3 I worry about _____
- 4 As a child I dreamed of _____
- 5 The thing I love most about life is _____
- 6 What I would like to change in my life is _____
- 7 The three things in the world I would change are _____
- 8 I hope someday to _____
- 9 I spend most of my time _____
- 10 The greatest regret of my life is _____
- 11 I would prefer to be _____
- 12 A friend is someone who _____
- 13 My favorite kind of person is _____
- 14 Money is _____
- 16 What I would like to do most is _____
- 17 To me, kids are _____
- 18 The work I do is _____
- 19 The people I work with are _____
- 20 If I were the boss I would _____
- 21 When I retire I am _____
- 22 My favorite place in the world is _____
- 23 The person who influenced me the most taught me to _____
- 24 I daydream the most about _____
- 25 The accomplishment I am most proud of is _____
- 26 The quality I would most like to develop is _____

What are your life values? **Rank the following 20 values in the order of their importance to you, 1 being most important and 20 being least.** If you feel like you have some values that are not listed here, add them to the list using the blank lines. You may want to use pencil so that you can change things around.

- _____ Family
- _____ Prestige
- _____ Independence
- _____ Spirituality
- _____ Meaningful work
- _____ Helping others
- _____ Physical health
- _____ Leisure
- _____ Financial security
- _____ Financial wealth
- _____ Creativity
- _____ Love
- _____ Physical beauty
- _____ Success in my chosen occupation
- _____ Lifelong Learning
- _____ Adventure
- _____ Beautiful Surroundings
- _____ Honesty
- _____ Friendships and social involvement
- _____ Happiness
- _____
- _____

Now list your top ten values in order on the lines below

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Exercise 4B: FOCUS 2 CAREER Values Assessment

An assessment of your values enables you to focus on what is important to you in work and your life. Your values are matched to occupations that you may find satisfying, based on the similarity between your work values (such as achievement, autonomy, and conditions of work) and the work values associated with various occupations. **Complete the FOCUS 2 CAREER Values Assessment only if you did not complete the paper assessment in Exercise 4A.**

Exercise 4: Values Assessment Self-Reflection

Describe your top three work values and the types of work that encompass your work values.

Exercise 5: Focus 2 Career Leisure Interest Assessment

The leisure interest assessment identifies your top leisure interests and matches your leisure interests to occupations and supporting majors at NWCCD. **Complete the FOCUS 2 Leisure Interest Assessment.** We currently do not have a paper assessment that corresponds to the Focus 2 Career Leisure Interest Assessment. If you would like to include your leisure interest assessment in your compilation of occupations and majors, complete the Focus 2 Leisure Interest Assessment.

Exercise 5: Leisure Interest Assessment Self-Reflection

Describe your top three leisure preferences and how they relate to occupations.

Exercise 6A: Work Interest Assessment - McGinley Interest Inventory (Only complete this assessment if you do not complete the FOCUS 2 CAREER Work Interest Assessment online)

As you look at each of the following college majors ask yourself if it is at all interesting to you. Keep in mind that the major may be of interest to you even though you would not select it as your academic major or career path. If the college major interests you, circle the "L" for LIKE.

1	L	Industrial Arts Education	1	L	Emergency Medical Technology
2	L	Veterinary Medicine	2	L	Range Management
3	L	Music Theory and Composition	3	L	Art Education
4	L	Adult and Continuing Education	4	L	Secondary Education
5	L	Food Services	5	L	Fashion Merchandising
6	L	Court Reporting	6	L	Accounting
1	L	Forestry	1	L	Construction Trades
2	L	Biology	2	L	Computer Science
3	L	Medical Illustration	3	L	Fashion Design
4	L	Occupational Therapy	4	L	Elementary Education
5	L	Hotel Management	5	L	Marketing
6	L	Secretarial Science	6	L	Bookkeeping
1	L	Electrical Technology	1	L	Fire Fighting
2	L	Geography	2	L	Chemistry
3	L	Radio Production	3	L	Journalism
4	L	Philosophy	4	L	Nursing
5	L	Human Resources Development	5	L	Labor/Industrial Relations
6	L	Broadcasting Technology	6	L	Banking
1	L	Architectural Drafting	1	L	Engineering
2	L	Geology	2	L	Pharmacy
3	L	Interior Design	3	L	Music Performance
4	L	Counseling	4	L	Human Nutrition
5	L	Business Administration	5	L	Agricultural Business
6	L	Insurance Underwriting	6	L	Editing/Proofreading
1	L	Military Science	1	L	Optometric Technology
2	L	Food Science	2	L	Animal Science
3	L	Advertising	3	L	Theatre and Dance
4	L	Social Work	4	L	Speech Pathology
5	L	International Marketing	5	L	Insurance and Risk Management
6	L	Legal/Assisting	6	L	Quality Control Inspection
1	L	Radiologic	1	L	Welding Technology
2	L	Sociology	2	L	Mathematics
3	L	Architecture	3	L	English Literature
4	L	Special Education	4	L	Physical Therapy
5	L	Sales	5	L	Small Business Management
6	L	Bank Teller	6	L	Customs Inspection

1	L	Plumbing	1	L	Computer Science Technology
2	L	Medical Science	2	L	Dentistry
3	L	Languages	3	L	Commercial Art
4	L	Parks and Recreation Management	4	L	Law Enforcement
5	L	Public Administration	5	L	Sports Administration
6	L	Data Processing	6	L	Medical Records Technology
1	L	Aircraft Mechanics	1	L	Vehicle and Equipment Operations
2	L	Anthropology	2	L	Molecular Biology
3	L	Landscape Architecture	3	L	Commercial Photography
4	L	Psychology	4	L	Early Childhood Education
5	L	Law	5	L	Real Estate
6	L	Office Management	6	L	Library Technology
1	L	Automotive Mechanics	1	L	Floral Design
2	L	Economics	2	L	Physics
3	L	Art History	3	L	Theatre Design
4	L	Student Personnel Work	4	L	Athletic Training
5	L	Purchasing	5	L	Travel Services Marketing
6	L	Taxation	6	L	Printing Press Operation
1	L	Silk Screen Making and Printing	1	L	Business Machine Repair
2	L	Statistics	2	L	Zoology
3	L	Creative Writing	3	L	Painting
4	L	Geriatric Services	4	L	Political Science
5	L	Public Relations	5	L	Finance
6	L	Credit and Collection	6	L	Surveying and Mapping Technology
1	L	Cartography	1	L	Oceanography
2	L	Botany	2	L	Astronomy
3	L	Arts Management	3	L	Cinematography/Film
4	L	Physical Education	4	L	Child and Family Studies
5	L	Communication	5	L	Regional and Community Planning
6	L	Reservation Assisting			

DIRECTIONS FOR SCORING

The college majors on this inventory are listed in groups of six. Majors within each group relate to six themes which are used to identify different areas of the World of Work and a person's occupational interests. These themes are: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

To determine which of the six themes represent the general areas of work that best match your interests, count all the "L"s circled in the number one position of each group and place that number on the line next to the letter **R**. Next, count all the "L"s circled in the number two position, placing this number next to the **I**. Continue counting "L"s circled in the third, fourth, fifth and sixth positions, placing these numbers next to the **A**, **S**, **E** and **C**.

R _____ **I** _____ **A** _____ **S** _____ **E** _____ **C** _____
 1 2 3 4 5 6

HOLLAND THEME DESCRIPTIONS

Name _____ Date _____ Theme Code _____

THEME	ORIENTATION	TASKS	CHARACTERISTICS	OCCUPATIONS	COLLEGE MAJORS
Realistic (R) Score _____	"Things" Mechanical, Outdoor, Action	Produce, Build, Repair, Operate, Assemble, Apply	Mechanically and technically competent, Physically strong, Adventurous, Practical, Conservative, Independent	Engineer, Forester, Police Officer, Carpenter, Veterinarian, EMT, Vo-Ed Teacher	Civil Engineering, Geography, Administration of Justice, Wildlife Management, Range Management, Radiologic Technology, Military Science, Vocational Education
Investigative (I) Score _____	"Ideas and Things" Science, Math, Intellectual Pursuits	Analyze, Observe, Research, Investigate, Identify, Evaluate	Pursue ideas and theories, perform abstract tasks, Independent, Self-motivated, Curious, Unconventional, Original	Computer Programmer, Biologist, Physician, Economist, Sociologist, College Professor, Physical Therapist	Chemical Engineering, Chemistry, Psychology, Animal Science, Pre-Med, Dietetics, Atmospheric Science, Pharmacy
Artistic (A) Score _____	"People and Ideas" Creativity, self-Expression, Arts	Originate, Design, Write, Imagine, Perform, Compose	Imaginative, Non-conforming, Expressive, Impractical, Impulsive, Idealistic, Sensitive, Independent, Intense	Commercial Artist, Lawyer, Advertising Exec., Architect, Librarian, Writer, English Teacher, Musician	Communications/Mass Media, Theatre, Fashion and Interior Merchandising, Law, Anthropology, Art, Music
Social (S) Score _____	"People" Social Interaction, Humanistic Services, Team Effort	Help, Teach, Counsel, Communicate, Inform, Support Train	Cooperative, Caring, Understanding, Responsible, Insightful, Ethical, Friendly, Achieving	Elementary Teacher, Nurse, Social Worker, Occupational Therapist, Recreation Leader, Ag Extension Agent, Minister	Special Education, Child and Family Studies, Counseling, Psychology, Social Work, Speech pathology, Educational Administration
Enterprising (E) Score _____	"People and Data" Business, Leadership, Politics	Influence, Direct, Manage, Sell, Communicate, Plan, Persuade	Seek power and status, Competitive, Goal-oriented, Ambitious, Risk-taking, Optimistic, Self-confident, Persuasive	Small Business Owner, Corporate Executive, Stock Broker, Life Insurance Agent, Realtor, Elected Public Official, Sales Rep	Business Administration, Political Science, Marketing, Communication, Agricultural Economics, Hotel Management
Conventional (C) Score _____	"Data and Things" Data, Detail, Precision	Organize, Record, Schedule, Monitor, Operate, Process	Perform structure, order, routine and subordinate position, Accurate, Systematic, Efficient, Conscientious, Persevering, Practical, stable	Accountant, Banker, Credit Manager, Court Reporter, Math Teacher, Secretary, Dental Assistant, Proofreader	Accounting, Finance, Dental Hygiene, Legal Assisting, Bookkeeping, Surveying, Medical Records Technology

OCCUPATIONS BY RAISEC THEME TYPES

REALISTIC (R) Carpenter Cartographer Corrections officer Electrician Emergency medical technician Forest ranger Forester Horticultural worker Police officer Rancher Skilled crafts Telephone technician Tool-and-dye maker	INVESTIGATIVE (I) Biologist Chiropractor College professor Electronics designer Electronics technician Geographer Internist Mathematician Physician Scientific researcher Statistician Technical writer	IR Biologist Chemical engineer Chemist Chiropractor Dentist Electrical engineer Electronics technician Experimental psychologist Geographer Geologist Laboratory technician Manufacturing engineer Medical researcher Obstetrician Optometrist Pathologist Physicist Research & development manager Respiratory therapist Science teacher Surgeon Urologist Veterinarian	ARTISTIC (A) Advertising executive Art museum director Art teacher Author Broadcaster Fine artist Interior decorator Lawyer Librarian Musician Photographer Poet Public relations director Reporter
RC Drafting technician Farmer Prison warden	IA Astronomer Clinical psychologist Economist Experimental psychologist Language interpreter Medical researcher Physician Scientific illustrator Sociologist	IRC Computer programmer Dental hygienist Information systems manager Medical technologist Systems analyst	AE Ballet dancer Beautician Children's clothes designer Costume designer Fashion model Flight attendant Illustrator Interior decorator
RCE Estimator-maintenance and construction Highway patrol officer	IAS Counseling psychologist Pediatrician Psychiatrist	IRE Equipment maintenance analyst Food scientist Inspection analyst Operations research analyst Scientific programmer	AEC Editor Public relations writer
RE Baker Building contractor Professional athlete	IC Computer operator Medical technician Pharmacist	IRS Human factors engineer Osteopath Physical therapist Respiratory therapist Science teacher	AEI Commercial artist
REC Auditor	ICE Financial operations assistant Material price estimate & budget planner	IS Educational psychologist Hospital supervisor Pediatrician	AER Sculptor
RES General engineer	ICR Management systems analyst Program plans assistant	ISA Clinical psychologist	AES Advertising and sales promotion rep Cinematographer Graphic artist Photographer-public relations Photographer-publicity Public relations representative Publicity coordinator
RI Auto mechanic Carpenter Cartographer Civil engineer Electrician Machinist Mechanical engineer Petroleum engineer Pilot Radiologic technologist Veterinarian	IE Pharmacist	IS Educational psychologist Hospital supervisor Pediatrician	ACS Art Coordinator
RIA Architect	IEC Drafting systems specialist Fire protection engineer Office management analyst Operations planning analyst Personnel selection analyst Production assurance specialist	ISR Dietitian Registered nurse Safety/Industrial hygiene engineer	AI Anthropologist Ballet dancer Landscape gardener Medical illustrator
RIC Shipping/receiving clerk	IER Electronic data systems analyst Information retrieval systems analyst Inspection operations analyst Material cost analyst Systems development engineer		AIR Media specialist Sculptor
RIE Microphotographer			AIS Orchestra conductor Technical writer
RIS Athletic trainer Tool designer Writer, technical publications			AR Chef Drafting technician Landscape gardener
RS Emergency medical technician Industrial arts teacher			ARI Architect
RSE Athletic director County sheriff Highway patrol officer			
RSI Cabinet maker			

OCCUPATIONS BY RAISEC THEME TYPES (CONT.)

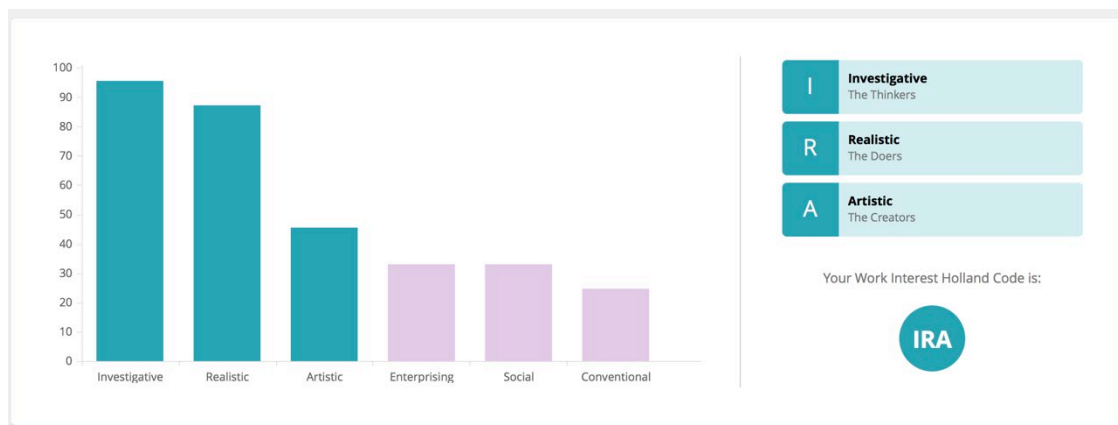
AS English teacher Foreign language teacher Music teacher Writing teacher	ENTERPRISING (E) Athletic director Beautician Buyer Florist Foreign correspondent Funeral director Personnel director Personnel manager Realtor Restaurant manager Retailer Sales development representative Sports reporter Travel agent Waitress	EIR Auctioneer Dancing teacher Nursery manager Optician Pest controller Preventative maintenance analyst Professional athlete	CAE Public information assistant
SOCIAL (S) Elementary ed teacher Guidance counselor Priest Public health nurse Social science teacher Special education teacher	EA Chef Professional dancer	EIS Controller Special programs administrator-education	CAI Drafting systems coordinator
SA Foreign language teacher Minister Music teacher Social worker Writer, children's books	EC Manufacturer Marketing support representative Office manager Optician Purchasing agent Restaurant manager Retail clerk Stockbroker Store manager Travel agent Wholesaler	ERA Stockbroker	CE Administrative assistant Certified public accountant Courtroom stenographer IRS agent IRS revenue officer Order processing coordinator
SAI Speech pathologist	ECI Environmental/Hygiene specialist Financial/Accounting analyst Financial operations controller Investments manager Records management coordinator	ERIC Facilities coordinator Operations planning coordinator	CEI Document control coordinator Financial operations assistant Logistics assistant Material auditor Material price estimate and budget coordinator Project auditor
SAR Occupational therapist	ECR Agribusiness manager Factory manager Farm supply manager	ERI Material management specialist Operations research specialist Pilot	CEC Price estimating and budget analyst Procurement specialist Property records coordinator
SC Airline ticket agent Licensed practical nurse	ECS Auto sales dealer Funeral director Hotel manager Travel bureau manager	ES Computer salesperson County extension agent Industrial salesperson Life insurance agent Personnel director Sales manager TV announcer	CES Accountant Agribusiness manager Business education teacher Credit manager Data processing clerk Food service manager
SCE Home economics teacher Rehabilitation counselor School administrator	EI Computer salesperson Marketing executive Marketing representative Product market analyst	ESA Attorney Buyer Contract specialist	CIE Document control representative Property auditor
SCI Dental hygienist	EIC Investments manager Property specialist	ESC Business manager Employment manager Financial operations controller Labor relations representative Nursing home administrator Receptionist Traffic manager Travel bureau manager	CIR Mathematics teacher
SE Football coach Juvenile parole officer Labor arbitrator Manager, childcare center Mental health worker Recreation leader Vocational counselor		ESI Human resources representative Public relations technician Technical librarian Training coordinator	CR Production coordinator
SEC Employment interviewer Home economics teacher Professional employment representative School administrator		CONVENTIONAL (C) Accountant Bank cashier Banker Bookkeeper Computer operator Facilities maintenance Hospital records clerk IRS tax auditor Office manager Printer Production manager Proofreader Secretary	CS Bank cashier Dental assistant Dietary assistant Food service manager
SEI Loan officer Training specialist			CSA Secretary
SI Registered nurse			CSE County welfare worker Dietician Employment manager Executive housekeeper Executive secretary Facilities supervisor IRS revenue officer Nursing home administrator
SIA School psychologist Speech pathologist			CSR Data processor File clerk
SR Athletic trainer Physical education teacher			
SRE Agricultural extension agent Building supervisor Recreation leader			
SRI Occupational therapist			

Exercise 6B: FOCUS 2 CAREER Work Interest Assessment

The FOCUS 2 work interest assessment identifies and matches your work interests to occupations and supporting majors at NWCCD. **Complete the FOCUS 2 CAREER Work Interest Assessment if you did not complete the paper assessment in Exercise 6A.** The bar graph displayed in your results shows the strength of each of your work interests.

Historically, the assessment of work interests has been the focal point of the career planning process. The work interest assessment measures your self-reported career interests using a nationally recognized standardized instrument using the RIASEC scales developed by John Holland. You will recognize these as being the same as the Personality Interest Assessment codes. In the sample graph below the top 3 work interests are **I**nvestigative, **R**ealistic, and **A**rtistic (IRA). A person's top 3 work interests make up their Holland Code and can be matched to occupations that have similar Holland Codes.

SAMPLE WORK INTEREST PROFILE



The average score for each work interest is also shown as a number ranging from 0 to 100 where
0=Low Interest 50=Moderate Interest 100=High Interest
The descriptions below the bar graph summarize each of the Holland Code work interests

Whether you have completed the paper exercise or the FOCUS 2 CAREER online exercise, enter your Holland Code here_____

You can reflect back on the Holland Code descriptions in Exercise 2.

Exercise 6: Work Interest Assessment Self-Reflection

Describe the characteristics of your Holland Code type (top three work interests) and the types of work activities that typically appeal to people with these work interests.

Top Work Interest (description and type of work found appealing)

Second Work Interest (description and type of work found appealing)

Third Work Interest (description and type of work found appealing)

PART I: SELF-ASSESSMENT SELF-REFLECTION

Understanding Your Career Planning Results

After you have completed the self-assessments, it can be beneficial to review and discuss your results with your advisor. The following module will help you to understand and use your results.

Be sure you have saved your favorite occupations and majors. By eliminating or saving occupations and majors you are making decisions. Narrative descriptions of your attributes are included in each of the assessment results and are summarized in your career portfolio. You should have a good understanding of your career relevant attributes and how they will be an asset to you in the world of work. Your assessment summaries can be helpful to refer to while writing cover letters or preparing for interviews.

Refer to your FOCUS 2 CAREER Portfolio results as you complete the following exercises.

My Career Planning Readiness Assessment

The **My Career Planning Readiness** assessment measures your level of involvement in activities that support self-awareness, career exploration and your satisfaction with your career planning. Your results are displayed graphically and verbally.

- **Self-Assessment (Self)** It is important that you are actively involved in self-assessment because it is the most important and the first step in career planning.
- **Career Exploration (Exploration)** It is important that you are actively involved in career exploration because it will help you to discover and understand career options.
- **Career Planning Satisfaction (Planning)** Your career planning satisfaction reflects how ready you are to engage in career planning activities. Obstacles that could interfere with your ability to plan could be financial, family responsibilities, etc. If your **Planning** score is low it would be wise for you to seek help from an advisor to help you resolve your planning concerns.

What support services are available to you at NWCCD to assist you with career planning readiness?







What action steps will you take to increase your scores in your career planning status assessment?

ACADEMIC STRENGTHS

What is your action plan to take advantage of your academic strengths and address any academic weaknesses that could impact your education plans and future career?

SELF-ASSESSMENT

Several self-assessments are available to you in FOCUS 2 CAREER. The results of each self-assessment include occupations and supporting majors at NWCCD that match your personal attributes. Self-Assessment is an important first step in selecting a major, choosing an occupation, planning your career and doing a job search. Pay attention to the descriptions of your personal attributes in each of your self-assessments. Being able to articulate and discuss your work interests, values, personality type and skills to a potential employer is an important part of a fruitful job search.

Self Assessment			
Discover majors and occupations that match your personal attributes			
 Work Interest Assessment 100%	RESULTS Review Start Over	 Values Assessment 100%	RESULTS Review Start Over
 Personality Assessment 100%	RESULTS Review Start Over	 Skills Assessment 100%	RESULTS Review Start Over
 Leisure Assessment 100%	CONTINUE Start Over	Combine Assessments 4/5 Completed 	

Exercise 7: Summary Profile for You

The final step is to pull together a composite picture of your interests and your skills. Doing so will allow you to look at your interests and skills separately and then to compare the consistency of interest and skill areas with each other.

1. First, write your top three interests corresponding letters from Exercise 2. Personality Assessment next to the word **Interests** below.
2. Then write your top three skills/corresponding letters from Exercise 3. Next to the word **Skills** below.
3. Then combine the results to get a composite of both Interests and Skills.

Last, write the **LETTERS** (R, I, A, S, E, C) that correspond to your highest scores.

Interests

Skills

Composite Profile:

Which Majors appeal to you most? Those which fall under Realistic, Investigative, Artistic, Social, Enterprising, or Conventional?

Please note: Your advisor can show you where you can find **lists** of occupations that match your interests and skills by categories; **Realistic, Investigative, Artistic, Social & Enterprising and Conventional.**

Part II: RESEARCHING OCCUPATIONS AND MAJORS

Occupational and Majors Research

One of the most important aspects of career decision-making is the process of gathering information about occupations that are of interest to you. Researching occupations can help you discover the realities of choosing a particular career path. The following resources are where you will find the answers to the questions contained in the Occupational and Majors Research Exercises in Part II.

Occupational Outlook Handbook

This is an online publication created to help students and members of the community find information about jobs and industries. It contains descriptions of about 250 specific positions, including the nature of the work, places of employment, training/educational requirements, salary and job market projections, and sources of additional information about particular careers (e.g., professional organizations and governmental agencies). You can find it at the Bureau of Labor Statistics (www.bls.gov).

Occupational Information Network (O*NET) Online

This is America's most comprehensive source of on-line information about careers. It contains an up-to-date set of descriptions for almost 1,000 different careers, plus lots of other important career information. You can find it at <http://online.onetcenter.org>.

Note:

For the Occupational Research Exercises that follow, you will need to choose an occupation to study. Choose one from your self-assessment exercises or simply choose an occupation that you would like to learn more about. Try not to get stuck on this. By choosing a field to research, you are not committing to anything, you are simply learning where and how to find important information that will help you to make a good decision.

Exercise 8: Beginning Occupational Research

Now that you have identified some possible occupations/majors, choose one that you would like to know more about. Using either the Occupational Handbook or Focus 2 Career or both answer the following questions.

Combining Assessments to Narrow Down Your Results

Combine your assessment results to create a list of best-fit occupations.

Activity: Identify and Explore Occupations that Occur in Multiple Assessments

Complete several of the FOCUS 2 assessments. Click on Combining Assessments and select the assessments that you wish to combine. Print the occupation list that is generated by combining the assessments of your choice and then examine the list. If you have completed the paper assessments within this workbook, based on your results, do the same process listed here.

- **Circle** the occupations that immediately appeal to you
- **Underline** the occupations that surprise you but sound interesting
- **Put an X** through the occupations that do not appeal to you

Examine the details of the occupations that you have circled and underlined.
What did you learn from this exercise?

What are your top 3 favorite occupations?

EXPLORE THE POSSIBILITIES:

FOCUS 2 CAREER online offers a variety of tools to help you explore occupations and majors:

- Use **What Can I Do with a Major In...?** to learn about the majors offered at NWCCD and the occupations associated with those majors and save those majors that appeal to you
- **Explore Any Area of Study:** Click on any area of study to learn about the specialization areas associated with any major area of study
- **Explore Any Occupation:** Explore over 1,000 occupations
- **Explore Occupations by Job Family:** Explore occupations associated with any industry area
- Use **Compare Any Two Occupations** on the FOCUS 2 CAREER dashboard to compare and contrast occupations

YOUR SAVED OCCUPATIONS:

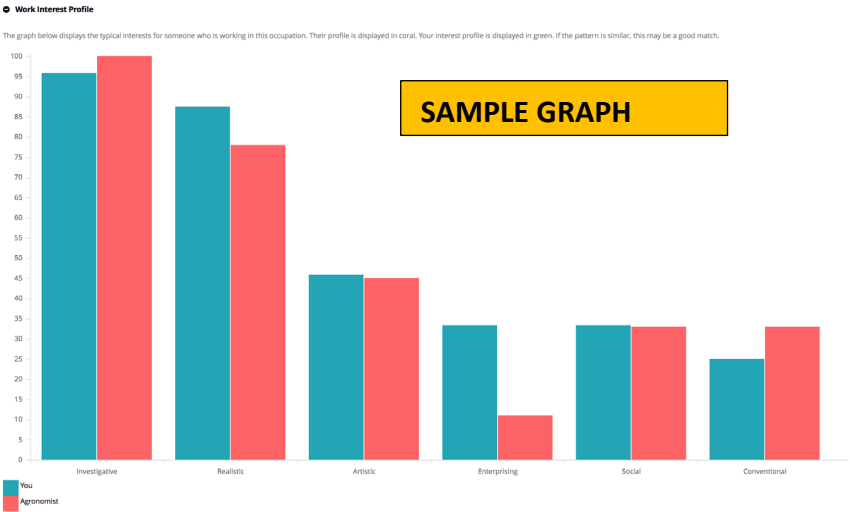
Ongoing exploration of occupations using the FOCUS 2 CAREER system will help you to make informed decisions about your career and education. Review your saved occupations in your career portfolio. Be sure to examine the job duties, employment outlook, advancement opportunities, earnings, areas of study and required credentials, etc. associated with an occupation of interest to you. You can link to professional associations that people in that field are members.

List 5-10 of your favorite occupations that you have saved:

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

Y___ or N___ Are your preferred occupations in alignment with your assessment results?

Y___ or N___ Are your work interests a good match with the work interests of your favorite occupations? (To answer this question, click an occupation name and examine that occupation’s Interest Profile. If you have completed the Work Interest Assessment, the graph will compare your Holland Code to the Holland Code for that occupation)



What questions/comments do you have about the occupation(s) you find appealing?

Do your preferred occupations support your work interests, personality preferences, skills and values?
Why are these occupations a good fit for you?

If these occupations are not a good fit, what is your next step(s)?

WHAT IS THE NATURE OF THE WORK IN THIS OCCUPATION?

- ◇ Why does this occupation exist? What needs does it serve? What is the purpose of this occupation? _____
- ◇ Major duties and responsibilities, job functions performed _____
- ◇ Products made or services provided by this occupation _____
- ◇ Specializations within the occupation _____

EDUCATION & TRAINING NEEDED FOR THIS OCCUPATION

- ◇ What college courses or degrees are required or helpful for preparing a person for this work? _____
- ◇ What previous work experience may be required to enter this occupation? _____
- ◇ What credentials, licensing, certifications are required for employment? _____
- ◇ What is the approximate time-frame and financial cost required to get the necessary training for this work? _____

SKILLS, ABILITIES & PERSONAL CHARACTERISTICS REQUIRED

- ◇ What personal interests make a person suited for this job? _____

- ◇ Special qualities or temperament a person should have for the occupation (for example, the ability to work well under pressure, take risks, or spend long hours alone) _

- ◇ What specific requirements are necessary or helpful? (for example, knowledge of a foreign language or specific computer programs) _____

EARNINGS, SALARY RANGE AND BENEFITS

- ◇ Beginning, average and top salaries in the field _____
- ◇ Benefits typically offered (for example, health insurance, retirement plans, education reimbursement, training) _____

Working Conditions in the Occupation

- ◇ Description of the typical environment _____

- ◇ Work schedule - hours required, time of day, overtime _____

- ◇ What type of supervision or management is typically seen in this occupation? ____
- ◇ Opportunities for initiative, creativity, independence _____

- ◇ Dress requirements _____
- ◇ Travel requirements _____

TYPES OF EMPLOYERS THAT HIRE PEOPLE IN THIS OCCUPATION

- ◇ What types of organizations, companies, agencies and industries that employ people in this occupation? _____

- ◇ Opportunities for self-employment _____

EMPLOYMENT AND ADVANCEMENT OUTLOOK

- ◇ What are recent and anticipated employment trends for the occupation on national, state and local levels? _____

- ◇ What are the opportunities for advancement and average time it takes to be promoted? ____

- ◇ How much time it takes to become employed in occupation after training and education?

- ◇ How much job security is typically found in this field? _____

RELATED OCCUPATIONS

- ◇ What other occupations are similar to this one that may involve more or less training or have slightly different requirements? _____

Your Saved Majors

Review your saved majors in your career portfolio. Click on Make Top Choice to identify the major that is most appealing to you. List your top choice major and 2-3 other majors that you find appealing:

- _____
- _____
- _____
- _____

Exercise 9: Identify Required Courses Needed for Selected Majors

Complete the following exercise for each of your top Major Choices.

1. Go to <http://www.sheridan.edu/academics/programs/> to find detailed information about your top choices of majors including required courses.
2. Fill out the form below for each of your top three majors

Classes to Complete for Major _____	Classes I have already completed or transferred in

Pros to going into this Major	Cons to going into this Major

Classes to Complete for Major _____	Classes I have already completed or transferred in

Pros to going into this Major	Cons to going into this Major

Classes to Complete for Major _____	Classes I have already completed or transferred in

Pros to going into this Major	Cons to going into this Major

Y___ or N___ Do you find the subject matter of your preferred majors appealing?

Y___ or N___ Do you find the occupations associated with your preferred majors appealing?

Y___ or N___ Do your preferred majors match the majors displayed in your self-assessment results?

Y___ or N___ Do your preferred majors support your career goals and favorite occupations?

What questions / comments do you have about the major(s) you are considering?

Do your preferred majors support your personality preferences, career interests, skills and values?
Why are these majors a good fit for you?

Help from Advisors: Coping With Obstacles and Concerns

Occasionally, you may foresee some possible barriers that could interfere with your ability to plan your career or you may have some concerns about your current career and education plans. You should discuss your concerns with an advisor.

Write an X next to any of the following you need help with:

- ☐ Deciding on a major and career field
- ☐ Taking the next steps to implement your career plan
- ☐ Making plans for further education/ training
- ☐ Other (please elaborate)

Place an "X" next to the items that apply to you:

- ☐ I need more details about occupations, majors, education requirements, etc.
- ☐ My self-assessment work interests scores are low or are not very different from each other.
- ☐ The occupations that match my self-assessments are too limited.
- ☐ I have too many occupations that appeal to me. I need help narrowing down my choices.
- ☐ I think the courses in my preferred major might be too difficult for me.
- ☐ I need some advice about a personal situation affecting my career decision making.
- ☐ Other people have to approve or support my plans.
- ☐ I am experiencing financial problems.
- ☐ Other? (Describe below)

Now that you have identified your interests, skills, values, personality preferences and some important occupational information, we suggest getting real life information. At this point speak to someone from the academic departments you are considering. Use the space below to take notes about the academic programs offered in your field of interest:

Exercise 10: Further Occupational Research

Select a career field you would like to learn more about _____

For the career field you research, answer the following questions using resources listed previously:

1. What are the names of three directories, trade journals, or websites you have identified that relate to your field of interest? Where are they found?

- a. _____
- b. _____
- c. _____

2. Describe a current trend in your field that is discussed in one of these journals:

3. List one person on-campus who you may be able to contact to learn more about this field:

4. List one person off-campus who you may be able to contact as part of your research:

5. Name one print/web resource you will use to learn more about the field:

6. Name one organization/club/job/project you could pursue to test out the field:

Exercise 11: Advanced Occupational Research; Conducting an Information Interview

One of the best ways to get accurate, real life information about a career is to *interview* professionals who are actually working in that career, which is known as “informational interviewing.” There are a number of important benefits of informational interviewing and job shadowing. Some of them are:

- reality testing an occupation
- getting “inside” information about what a career is really like
- networking with professionals in the field, and
- gaining experience and confidence with interview situations that may help you prepare for future job interviews.

Since information interviews can be a source of valuable information about careers and provide possible contacts for future employment opportunities, we recommend the following information interview assignment.

1. Select a career that you may be interested in pursuing.

If you are still undecided, pick a career that might be a possibility. You can use your results from the previous exercises to help you identify a career that may be most appealing to you.

2. Find someone who is working in the career you selected and set up an information interview with that person.

To help locate possible interview candidates, consider members of your family, friends of your family members’ friends, and family members of your friends as well as faculty and staff at NWCCD. If you begin by asking all of these people, chances are someone will be able to help you to identify a person who would be willing to provide you with some good information. Once you have identified a professional in your field of choice, phone or e-mail them, asking them about the possibility of scheduling a short interview. Mention that you would be willing to conduct the interview in person or by phone, whichever would be more convenient for them.

If you do not hear back within a reasonable period of time (e.g., within a couple of weeks), send a follow-up message; if you do not receive a response to the follow-up message, then consider contacting someone else.

3. Conduct an *informational interview* with the professional who has agreed to speak with you. Some helpful suggestions are included on the following page.

Suggested Strategies for Conducting Information Interviews

To Do:

1. Call in advance to confirm your appointment
2. Dress professionally for the meeting
3. Thank the person for taking the time to speak with you.
4. Take notes during the interview.
5. Prepare your interview questions in advance.
6. Here are some questions that you might ask
 1. How did you decide on your career?
 2. What qualifications or prior experiences did you have that enabled you to enter your career?
 3. How does someone learn about job openings in your field?
 4. What specific steps did you follow in your career to find your current position?
 5. What advice would you give to beginning college students about things they could start doing now to help them prepare to enter your field?
 6. During a typical workday, what do you spend most of your time doing?
 7. What do you like most about your career?
 8. What are the most difficult or frustrating aspects of your career?
 9. What personal skills or qualities do you see as being critical for success in your career?
 10. How does someone advance in your career?
 11. Are there any moral issues or ethical challenges that tend to arise in your career?
 12. What impact does your career have on your home or personal life outside of work?
 13. If you had to do it all over again, would you choose the same career?
 14. Would you recommend that I speak with anyone else for additional information?
 15. If the interview goes well, consider asking if might be possible to “shadow” your interviewee during a day at work.

***Always send a thank you note to the person who you interviewed.**

Part II: Researching Occupations Self-Reflection

After completing your interview, take a moment to reflect on it and answer the following questions:

1. What information did you receive that impressed you about this career (if any)?

2. What information did you receive that distressed or depressed you about this career (if any)?

3. What was the most useful thing you learned from conducting this interview?

4. With what you've learned, would you still be interested in pursuing this career? If yes, why?
If no, why not?

Part III: MAKING DECISIONS

Wow, you've made it a long way in this process! You have done extensive self-assessment and have begun your occupational research. You have learned where to find important information about yourself, career choices and the job market. The next step is to begin using the information you've gained to make a decision!

Exercise 12: What is your decision Making Style?

To discover your decision making style, go to www.kent.edu/career/discover-your-decision-making-style. Take the 18 question True and False Assessment.

What is your Decision Making Style?

Spontaneous Decision Makers: <ul style="list-style-type: none">• make decisions based on what feels right• make decisions quickly• see new possibilities and change goals easily• rarely establish specific plans• get bored easily• will take risks	External Decision Makers: <ul style="list-style-type: none">• think about decisions out loud• can argue all sides of an issue• need to talk to others before making a decision• talk and then think
Systematic Decision Makers: <ul style="list-style-type: none">• gather a great deal of information before making decisions• seldom act impulsively• are cautious about making commitments• choose goals and work toward them deliberately• are analytical and use logic when making decisions	Internal Decision Makers: <ul style="list-style-type: none">• analyze problems silently and privately• need time to organize their thoughts• are introspective• think and then talk

Exercise 13: Making Your Decision

Work with an Advisor, or friend on the following:

D-E-C-I-D-E-S Model for Decision Making

D- Define the decision to be made: (choosing your major or career path)

E- Establish a tentative action plan: (what will you do to make the decision)

C- Clarify Values: (what is most important to you with regard to this problem)

I- Identify possible alternatives: (what are your options?)

1. _____
2. _____
3. _____

D- Discover probable outcomes (what is likely to happen if you choose these options)

1. What are the probable outcomes for option #1

2. What are probable outcomes for option #2

3. What are probable outcomes for option #3

E- Eliminate alternatives systematically Make a “T” Chart with pros on the left and cons on the right. Weigh the pros and cons of each option and eliminate those that no longer seem right for you. What are your remaining options? Which one has risen to the top of your list?

S- Start Action (begin working on your short term goals in pursuit of long term goals)

This DECIDES model was developed specifically for career decision making purposes, but it can be employed to help you with any difficult decision you might be faced with.

Part IV: GOAL SETTING AND TAKING ACTION

Exercise 14: Action Plan to Do List

Done	Action Item
	Depending on the major(s) you are considering, you may need to complete time sensitive matters related to course work in your major, further education, certifications, etc. Find out what these deadlines are and plan ahead.
	Map out the courses you will take (and in what sequence) during your years at college in your preferred major. Be sure to include prerequisite courses as well. Include approximate dates and the support services you will utilize at NWCCD to help you with your course plan and address any academic needs.
	Meet with the professors who teach courses in your preferred major to learn about career and internship opportunities. Seek their expert advice to learn how to succeed in your major and desired career field.
	Talk with students majoring in the field of study you are considering to learn from their experiences.
	Find out about job shadowing, internships, externships and informational interviewing opportunities in a field of interest to you. Take note of the opportunities available and important dates.
	Conduct informational interviews with local employers to learn about their field of work. What positions exist in their company? What credentials do they seek in a candidate being considered for employment?
	Attend career fairs, industry panels, and company information sessions.
	Learn how to market yourself. Review your FOCUS 2 CAREER Portfolio assessment results. What are your strengths? Be able to describe your work interests, personality, skills and values and discuss why your attributes will be an asset to a potential employer.
	Learn about employers in a career field of interest to you.
	Talk with people employed in occupations/career fields that interest you. Find out what they studied in college; what experiences gave them a competitive edge.
	Volunteer or take a part time job to gain experience in a career area of interest to you.
	Is additional training or graduate school a part of your long-term education plans? If so, what are your plans? Seek the advice of a professional/graduate school advisor to review your plans.

New Student Checklist

- ☐ **Apply for Admission at www.sheridan.edu**
 - ☐ Click on the yellow *Apply Now* button
 - ☐ Create an account
 - ☐ Click on *Start an Application*
- ☐ **Submit transcripts**
 - Official high school transcripts or high school equivalency certificate required unless 3 years since graduation or completion
 - Official college transcripts, including any college classes during high school
- ☐ **Determine placement for Math and English**
 - Official ACT or SAT scores (valid within 3 years)
 - Accuplacer placement exam (valid within 3 years)
 - Completed college English or Math class with a grade of C or higher
- ☐ **Register for classes**
 - Contact enrollment services: 307-675-0100 for Sheridan College or 307-681-6000 for Gillette College
- ☐ **Apply for financial aid**
 - Contact financial aid with questions
 - Students are automatically submitted for institutional scholarships after registering
 - Other scholarships can be found at Sheridan.edu >admissions > financial aid > scholarships
 - ☐ Fill out the FAFSA using school code **003930**
 - ☐ Apply for Hathaway if you're a WY Student at Sheridan.edu >admissions >financial aid >Hathaway
- ☐ **Apply for housing**
 - Contact Campus Life and Housing with questions
 - ☐ Complete housing application on MyNWCCD student portal
 - ☐ Pay deposit
- ☐ **Make your payment**
 - Full payment is due first day of the semester
 - Balances can be paid on your MyNWCCD account or in the business office
- ☐ **Attend orientation, DATE: _____**
- ☐ **Buy Books and Start Classes**

Exercise 15: Journaling Exercises

Career Planning Readiness Journaling Exercises

Reflect upon how your personal background and experiences have influenced your career aspirations and choice of a major.

Describe a recent accomplishment in your life or one that you might like to achieve in the future.

What would you consider to be your greatest achievement in your life so far and why?

Reflect upon your past work, volunteer or internship experiences. What did you learn from these experiences that can help you in your decisions about your future career?

What qualities are most important to you in your future work and career?

What steps will you take to improve your overall career planning readiness? (self-awareness, involvement in career exploration and career planning satisfaction)

How will you apply what you have learned from your self-assessments to your choice of a major and your career plans?

What are the majors like that match your self-assessment results? What can you do with these majors?

Can you get a job with a bachelors in the major that most appeals to you?

Do you need to get a Masters in the field that most interests you?

Can you find employment in this region or will you need to move?

Which majors at NWCCD best relate to your interests, personality, values, and skills?

Do your self-assessment results support your choice of a major?

Do your self-assessments support your career choices?

Did your self-assessment results suggest career options that you had not previously considered?

How will your self-assessment results help you to narrow your career options?

Work Interests Journaling Exercises:

What did you learn about yourself through your work interest self-assessment?

How will these insights be helpful in your career exploration and choice of a major?

Describe the types of work activities you would most enjoy in an ideal occupation.

How well do your work interests fit with your current career aspirations?

Personality Journaling Exercises:

What did you learn about yourself through your personality self-assessment?

How will these insights be helpful in your career exploration and choice of a major?

Describe the work environment you would most enjoy in an ideal occupation.

How well does your personality fit with your current career aspirations?

Skills Journaling Exercises:

What did you learn about yourself through your skills self-assessment?

How will these insights be helpful in your career exploration and choice of a major?

How well do your skills fit with your current career aspirations?

Values Journaling Exercises:

What did you learn about yourself through your values self-assessment?

How will these insights be helpful in your career exploration?

Examine a favorite occupation. To what extent will your top 3 values be satisfied by this occupation?

How well do your values fit with your current career aspirations?

Leisure Interests Journaling Exercises:

What did you learn about yourself through your leisure interest self-assessment?

How will these insights be helpful in your career exploration and choice of a major?

Describe the type of work you would most enjoy based on your leisure interests.

ACTION PLAN JOURNALING EXERCISES

Why is it important to revise your career plans throughout your life?

What is the value of exploring alternative career possibilities?

Reflect on the question, "Why am I enrolled in college?"

How has what you learned about yourself through your self-assessments affected your choice of major and career goals?

Review the courses and certifications associated with your preferred major. What student services and faculty advisory services are available to assist you with your academic needs?

Identify an important aspect of the career planning process and describe an action you will take to incorporate it into your career planning.

Exercise 16: Create a Plan to Achieve Your Objectives

The following exercise will lead you step by step through creating an action plan.

To assure systematic progress toward your goals, it is helpful to have an “Action Plan”. Complete the TAKE ACTION on the FOCUS 2 CAREER Dashboard to record your education plans, professional development plans and experiences you will pursue to support your career development. As you build your career development plan, you will want to reflect upon your long-term goals and the immediate steps you will take in the short term to achieve your goals. Follow these steps to help you work towards your goals:

- Step 1: Define your goal
- Step 2: List specific action steps
- Step 3: Identify resources that can help you achieve your goal
- Step 4: Set deadlines
- Step 5: Identify obstacles
- Step 6: Adapt as needed

Setting long term goals and creating action plans can sometimes be a daunting task, especially if you have big dreams that seem out of reach. The best way to tackle big, long term goals is to divide the big goals into smaller, more manageable steps or short term goals.

For this exercise, think of a long term goal. Write it down and also write down a realistic deadline for accomplishing that goal. Then think of smaller steps you will need to take along the way in order to achieve this goal. Write each one down in consecutive order and give yourself a realistic deadline for each. For help identifying short term goals and realistic deadline, refer to your Occupational Research Exercise or ask an Advisor, Faculty member, or friend. The idea is to break it into “bite size” pieces.

Action Plan: Long-term Goals

Long-term Goal: _____

To be accomplished by: _____

Step 1: _____

Results needed: _____

To be accomplished by: _____

Step 2: _____

Results needed: _____

To be accomplished by: _____

Step 3: _____

Results needed: _____

To be accomplished by: _____

Step 4: _____

Results needed: _____

To be accomplished: _____

Step 5: _____

Results needed: _____

To be accomplished by: _____

Now, review this plan with your advisor. Does this seem realistic? If not, make necessary adjustments. As you follow your plan, be sure to check in with your advisor as you complete each step. This can be done by e-mail, phone or in person.

Part V: REVIEW AND MAKE ADJUSTMENTS

Congratulations! You've completed the Career Exploration Workbook. We hope that the exercises presented here have given you enough information to make a confident decision in your choice of major and general career direction. If not, be sure to follow up with your advisor to make sure you stay on track and develop a good plan. If so, we wish you the best in pursuit of a meaningful academic and career journey.

Some suggestions to keep in mind:

- Keep this workbook and review it often. Make adjustments as needed. It might come in handy throughout your lifetime during career transitions.
- Do not hesitate to contact an Advisor for help if you should encounter obstacles and challenges in pursuit of goals.
- Re-evaluate your decisions and measure your progress from time to time to make sure you are moving steadily toward your goals.
- Persist. You will undoubtedly meet with challenges. That's what growth is all about. Ask for help when you need it. Give yourself a break when you need one, and allow for some shifts and changes along the way.
- "Hold firm to the vision. Let the form be flexible." *David Gershon & Gail Straub from the Art of Empowerment.*

May You Recognize Your Greatness

Discover Your Path

And Make the Contribution You

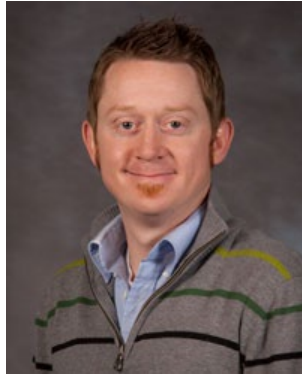
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YOUR ACADEMIC ADVISING TEAM IS HERE TO HELP



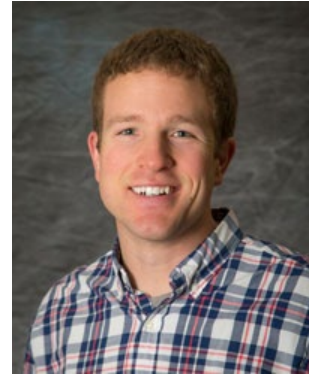
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