PACES

Personal Academic and Career Exploration Seminar

WHY SPEND YOUR TIME PLANNING FOR A CAREER NOW?

Career planning is a process. The more time you spend planning the better your decision-making and the happier you can be with your decisions.

- Often influences who you will marry
- How many children you will have
- What your lifestyle will be
- ❖ Where you will live
- ❖ What kind of retirement you will have

In other words, your overall happiness and quality of life.

- ❖ You will spend 88,000 hours of your life working. That translates into 10 years working 24 hours straight. Make the correct decision earlier.
- ❖ 40 million people switch jobs every year. Prepare for changes in the world of work. Perhaps even learn to be ahead of the change curve.
- ❖ The average worker will change careers 3-6 times in their lifetime.
- ❖ Approximately 50% of US workers are temporary or contractual.

WHAT ARE THE COSTS OF NOT PLANNING?

- wrong choices, dead ends that cost you time and money
- ❖ increases the need for retraining and the re-education
- * wasted time and effort
- stress and depression from a lack of feeling fulfilled at work

HOW CAN COLLEGE HELP?

Use your college education/coursework as a platform to build a well-rounded academic base to prepare you for all the fluctuations that occur in the world of work.

Identify that your college is major is only one component of your career planning process. It is also important to be aware that there exists a myth that majors and careers are parallel and not fluid. Learning to identify and realize this myth is paramount to successful career planning.

When employers are questioned about what they look for in perspective employees, major is near the bottom. Skills are more significant.

75% of today's college students will be working in jobs that do not even exit yet – What major can prepare you for the that? Identify your passion.

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When using the Web Activities, several helpful steps should be followed.

- All of these assignments should first be printed out on paper, unless your advisor has given you a printed copy.
- For ease, you should follow along with the script written on the screen.
- The assignments on the screen have built in links to other Web sites that you need to use.
- Still, write your responses on the paper copy you have printed or have been given.
- It is highly recommended that you set up an appointment with your advisor and discuss your results.

When you finish a Web Activities, please set-up a meeting with your advisor to discuss your efforts. Through such meetings, you can clarify your concerns and possible areas of misunderstanding and lay the groundwork for the next steps in the exploration process.

It is possible that you can only complete parts of a Web Activities. Information on the Web cannot fully answer the unlimited number of questions you might have about your exploration. If you encounter difficulty in completing a Web Activities, see your advisor. They want to help you. But please remember the time before and after registration for classes is the best time to see your advisor about these issues. Your advisor will be able to spend more time with you and discuss the implications of your exploration more easily during the non-registration period of time.

<u>Shippensburg Library</u> Is designed by Shippensburg University Libraries to help you learn how to use Web and conduct successful searches.

Shippensburg University

Personal, Academic, & Career Exploration Seminar (PACES)

Web Syllabus

"Learning is not attained by chance. It must be sought for with ardor and attended to with diligence."

Abigal Adams

Course Contact: David I. Henriques

Office: HH 122 Phone:x3075 E-mail: dihenri@ship.edu

Office Hours: Appointments are preferred, but unscheduled visits are acceptable if schedules permit.

<u>Course Description</u>: The Personal, Academic, and Career Exploration Seminar (PACES) is a non-credit web course for students with a sincere desire to explore themselves, their academic options, and the World of Work. Course content includes assessing personal values, skills, and interests, links to web resources highlighting careers by major as well as links to government sites dealing with career data and predictions, a decision-making process for choosing a major, strategies for using general education coursework to explore potential majors and careers, and the location and use of campus career information. During the course of the school year, students will have access to mini-lectures, guest speakers, assessment activities, Advising Central, and Open Houses for 'field trips.'

Course Objectives: Upon completion of this web-course, you should be able to:

- 1. Identify your values, goals, abilities, motivations, and interests—and apply this self-knowledge to major and career options.
- 2. Describe major myths and market realities and apply this knowledge to your own career development decisions.
- 3. Explore and use career-related computer resources.
- 4. Identify and use on-campus sources for major exploration and career development.
- 5. Complete a variety of assessments designed for self-exploration, and apply this knowledge to the major selection and career development process.
- 6. Complete either an informational interview with someone who is majoring in a subject or working in a career that you are considering.
- 7. Maintain a portfolio containing all handouts and completed assessments acquired during the course.
- 8. Understand yourself more completely in terms of personal themes that resonate throughout your life and how to relate these personal themes to your major and career exploration.
- 9. Confirm your choice of major, or narrow the field down to two or three viable alternatives by using a decision-making model. Identify an appropriate academic program that will help you realize your goals.

Lesson 1: Course Overview

Goal: The purpose of this lesson is to provide you with an overall plan and to understand the rubric we will be using through out this program

http://www.uvc.ohio-state.edu/Altworks/capsheets/assign4.html

Why some people have difficulty deciding

http://www.oalj.dol.gov/libdot.htm

DICTIONARY OF OCCUPATIONAL TITLES - Fourth Edition, Revised 1991

The DOT provides basic occupational information, including titles and definitions for a myriad of jobs.

How many titles are listed in this text?

http://www.review.com/career/article.cfm?id=career/car_car_index&jobs=4&tabIndex=2

From accountant to zoologist with over 200 careers in between, this career search yields results that give you access to a day in the life of each profession, what it takes to pay your dues, history of and associated careers, as well as quality-of-life overviews for the careers that interest you. Each career also has a list of major employers to allow you to initiate contacts.

Self-Assessments

http://www.review.com/career/careerquizhome.cfm?menuID=0&careers=6

Birkman

http://www.acinet.org/acinet/

Informed Career Decisions Fastest growing careers

Some students may feel over whelmed by making a decision about their educational and career direction. Three authors, Bartsch, Yost and Girrell researched this issue and found that students had many reasons why they did not make decisions and take action. Dr. Virginia Gordon adapted their findings and created this assignment. The purpose of this assignment is to help students focus on what issues they might be having difficulties with that hinder their major/career decision-making.

making a	Look at the statements below. Check mark the ones that best explain why you might be having difficulty a decision about selection of a major or career. You may want to write a brief description explaining statement pertains to you directly.
I	have made very few important decisions on my own, so I do not know how to take action.
I	feel that it makes no difference whether I do it or not, it is out of my control.
I	am concerned about what others will think; maybe they will disapprove.
I	do not know what action steps need to be taken, so I do not know where to begin.

I have not set priorities, so I do not know what to do first.
I am over whelmed by all that needs to be done; so I do not take action on any of it.
I tend to procrastinate. I put making decisions off until someone or some event forces me to take action.
I am afraid of failing. What if I make the wrong decision or take the wrong action?
I am afraid of succeeding. If I succeed I will have to deal with what comes next.
I am not willing to give up immediate gratification for long term gain.
Have you checked any of these reasons? Many people have these thoughts when faced with a decision. How do the ones you have identified relate to your major/career exploration?
What can you do to counter these thoughts and behaviors?
Which of these do you want to discuss with your advisor?
Bartsch, Yost, and Girrell (1994) Written by Viginia Gordon & George Steele, University College
2. From the www.review.com website Describe the results. What surprised you? What majors at Shippensburg University are similar?
3. From the http://www.acinet.org/acinet website:
a. Name 10 of the fastest growing careers
b. Name the 10 professions with declining numbers
c. Select at least 2 job families that you find interesting. What are those families and describe what you found. (both wage and trends, and knowledge, skills, and abilities.)

Lesson 2: Career Plan

http://www.uvc.ohio-state.edu/Altworks/capsheets/caocres.html Career Exploration

Introduction

If asked to list every occupation you know, how many different ones could you identify? Few entering first year students can list more than thirty different types of occupations. Go ahead, try it. If you have identified around thirty, that is fine. If more, better still. The main point is, though, that however many different types of jobs or occupations you have listed, that is your worldview of work. With thousands of different types of occupations available, are you willing to settle on choosing from the thirty you know?

It is not surprising then, for most exploring students, the initial career planning goal should be to acquired greater career awareness. Exploring students need to increase their knowledge of different types of occupations as well as learn more accurate and in depth information about specific occupations in which they have an interest.

What should be my career planning approach as an undergraduate?

Sandra Cohea-Weike, from Salisbury State University, has proposed a good general career-planning model. She has established yearly goals for undergraduates that serve as good milestones to guide and evaluate their career planning. It should be remembered that wherever you are in the process, it is not to late to start and there is no reason why you cannot move more rapidly through the goals.

First Year: Awareness

- Identify your personal interests, abilities, and values.
- Find out what careers relate to initial/tentative choices of majors.
- Develop work related behaviors such as punctuality, reliability, and conscientiousness.

Second Year: Exploration

- Take responsibility for life/career decision.
- Explore more deeply career/major choice.
- Gather information from professionals in relevant academic and career related fields.

Third Year: Preparation

- Have major selected and continue taking courses in it.
- Start researching graduate and professional schools.
- Gain work related experience in desired career field.

Fourth Year: Choice

- Network in chosen field
- Focus on career choice
- Become a professional

What questions should I ask to gain more knowledge about specific occupations?

What do people do at work, in the different occupations in which you are interested? This is an important question. Frequently, perceptions of different types of work are shaped by myths rather than facts. By researching work descriptions and comparing them with your own interests, abilities, and values you may more easily see how some types of work maybe more appealing to you than others. Likewise, such an investigation may help you see how the majors you are considering can help you develop the knowledge and skills related to your career interests.

To find out about different types of occupations, it is best to embrace as many different research approaches as possible for gather new information and insights. Searching career Web sites, conducting informational interviews, attending career skills development workshops, and engaging in work related experiences, (which can include co-op and internships) are some examples. Through these experiences, the questions below can help you frame your exploration and provide you with some comparable information in which to make a decision.

Occupational Environment:

- How would you describe a "typical day" at work? (example: your routine or the duties you perform on a regular basis.)
- How much flexibility are you allowed on your job in terms of dress, hours, vacation, job location, etc?
- What portion of your job involves interacting with others, such as co-workers and/or public?

Occupational Requirements and Experiences:

- What college courses (requirements or electives) were the most helpful to you in your present career?
- Is special certification, licensing, or an advanced degree required for your job? If so, what?

Personal Views:

- What was your undergraduate major field of study? Have you always been interested in this area of study?
- Did you have any practical experience or training, other than college, prior to your current position? How helpful or necessary was it?
- How did you get your current position?

Outlook:

- What are the opportunities for advancement in this field?
- What are the current and future demands for people in this field?
- What are the possible salary ranges and benefits for someone in your occupation?

Advice:

- Are there any professional groups I can join as a student, which would be beneficial to me?
- Do you know were I can obtain further information, such as from pamphlets, books, or Web sites?
- Do you know of any other people in this field who might be willing to talk to me about their experience?
- How can I get experience in this field while I am still in college?

http://www.ncsu.edu/careerkey/ Career First Step

4 year plan

Lesson 3: The Major Myth (Paradigm Shift: a change in your thinking)

Goal: A paradigm is a way of thinking. Often time this way of thinking limits your world view. The goal of this lesson is to introduce the fact that major is at best a secondary issue when doing career planning.

Myth versus Fact

Myth

- 1. There's something wrong with me because I haven't decided what I want to major in and what career I want for the rest of my life
- 2. My degree is my ticket to the life I want.

- 3. Choosing a major is a BIG decision, and the major I choose will get me a specific job or career.
- 4. My employer will give me on-the-job-training; all I need to worry about are my courses and grades

Fact

- 1. Pushing yourself to make decisions with out knowing what you really need and want will waste your time in the long run. It's your life and choosing a career is a complex process that takes time
- 2. Your degree is nothing more than another label, like a major; a certificate that you fulfilled a certain number of requirements. What you can do with it depends on how good an education you've had how much you've learned about yourself, your options, and your world.
- 3. A major is a label that colleges use to organize programs and students. The same interests could lead to any one of several different majors; the major could lead to a number of different careers; and different majors could lead to the same job.
- 4. College offers you many changes to learn what it is like to work and do a job in your career field. Although employers do give new employees on the jog training, they want some evidence that you can do the job, and that you know what you want and how to fit in, and the you have tested yourself that you are not just book earning and bluster.

Realistic Goals

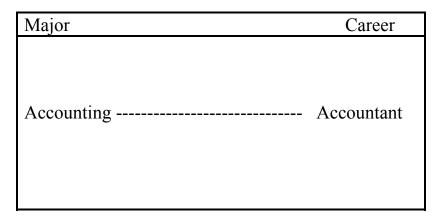
- 1. Through dialogue with yourself and others, discover what you really want and what you are really able to do. Do not worry about what others want for you or what you think you should want or should be able to do.
- 2. Learn how to effectively express and present yourself, your strengths, and your abilities, so you can move from graduation to successful career.

- 3. By taking advantage of resources the university offers, discover your alternatives keeping mind the person you are discovering within yourself.
- 4. Use every opportunity the college and community offer to gain experience that will test your interests and preparations, help you impress a prospective employer, and give you a heads start on a satisfying career.

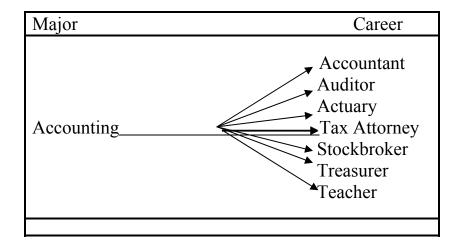
ARE YOU SUFFERING FROM "CAREERISM?"

An idea called CAREERISM has invaded many of today's college campuses. Careerism is when a student mistakenly equates an academic major with one specific career. The fact is, your undergraduate major often does not directly relate to your future career.

Graph #1 – WRONG!



Graph #2 – CORRECT!



It is true the most Engineers majored in Engineering, most Accountants majored in Accounting and most Nurses majored in Nursing. However, those examples are considered exceptions to the rule. A study conducted by the Wharton School of Finance at the University of Pennsylvania concluded that even students majoring in the more technically oriented areas possessed skills that easily transferred into other professions. Many technical professions are not so unique after all. The bottom line is no matter what your major, you have a variety of career opportunities. One of the fastest ways that a student can severely limit the exploration process is by falsely accepting the fallacy of "Careerism."

http://www.umanitoba.ca/counselling/careers.html

http://www.udel.edu/CSC/mrk.html

http://www.brandeis.edu/hiatt/hiatt_majors_list.html

http://www.jobhuntersbible.com/counseling/unusual.shtml Unusual Jobs

http://content.monstertrak.monster.com/tools/careerconverter/ Major to Career Converter

Work sheet #3

1. Below, brainstorm at least 10 possible careers for 3 majors found at Shippensburg University. If you get stuck reference the above web sites to complete the assignment.

Major:	Major:	Major:
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10

2. Below, brainstorm at least 10 possible careers for majors at Shippensburg University that are of interest to you.

Major:	Major:	Major:
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10

3. What surprised you most about this assignment?

Lesson 4: Market Realities

Goal: The purpose of this lesson is to introduce you the world of work for a statistical and projective perspective. From the websites below you will be able to access a wide variety of data to assist you in planning your future and identify career and employment trends.

http://www.bls.gov/home.htm Bureau of Labor Statistics Home

http://168.179.144.156/BLSOccPrj/SilverStream/Pages/othersites.html Labor Market Projects Nationwide

http://www.bls.gov/emp/ Employment projections Nationwide

http://almis.dws.state.ut.us/occ/projections.asp State Occupational Projections

http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&Q=56430&landiPNav=|2332|#2333 (PA Labor Market Info. Database System)

http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&Q=56451&landiPNav=|2332|#2334 Demand occupations by PA county

http://www.dli.state.pa.us/landi/cwp/view.asp?a=140&Q=67875&landiPNav=|2332|#2662 Wages across state

Lesson 5: Resources at Shippensburg University

Goal: The purpose of this lesson is to introduce you to the wide array of services available to you as a Shippensburg University student. Those students who seek out these services are the students who are the most prepare for the transitions that will be taking place in their lives while in college and in the years following.

http://www.ship.edu/~undecmaj/ Division of Undeclared Majors

- Select Majors at Shippensburg University
- Name majors that at the surface sound interesting
- Of the majors that you find interesting, note several of the major required courses that sound interesting.
- ❖ What courses are suggested for those majors?
- ❖ Name majors that are definitely of no interest.

http://www.ship.edu/career/ Career Development Center

List the 11 services provided by the CDC

http://www.ship.edu/student/career/html Career Education (Check e-mail address)

http://www.ship.edu/~gaa/CAREERCONTACTS.htm Alumni Career Contacts Program

What types of services does the Office of Alumni Relations provide?

How can these be of use to you now?

http://www.ship.edu/counseling Counseling Center (Check e-mail address)

- ❖ What services are available at the CC?
- ❖ What are their hours?
- ❖ Where are they located?
- ❖ How much do services cost?

Lesson 6: Values & Interests

Goal: The purpose of this lesson is to remind us that our values will influence where we work and whether or not we are satisfied with that work. If there is incongruence between personal values and corporate values, you will be less satisfied with your job. Further, by identifying your areas of interest, selecting a course of study becomes easier since you become aware of what you are interested in doing.

http://www.review.com/career/article.cfm?id=career\car quiz intro

If you completed this assignment in an earlier lesson you do not need to repeat it.

http://cbweb9p.collegeboard.org/career/bin/career.pl

To start exploring careers, pick a general career category from the list below. From there, you can browse specific jobs and learn about working conditions, job forecasts, related professions, and what you can be doing right now to reach your goals.

Need to find some values and interests checklists.

Lesson 7: Transferable Skills

Goal: The purpose of this lesson is to remind you of the skills that the corporate world is looking for. Remember, major is not as important as who you are and what you bring to a job.

http://www.uvc.ohio-state.edu/Altworks/capsheets/assign6.html (Skill Identification)

An important part of exploring career fields is to assess your abilities to see how they relate to the skills required in certain kinds of work. Many people have skills and abilities they are unaware of or take for granted. Skills can be divided into four types*.

- Work skills specific skills used in performing a particular work task for which you are paid.
- Leisure activity skills specific skills used in non-paid leisure pursuits.
- General skills skills used in working with data, people or things, which can be used in a variety of situations.
- People skills individual skills involving self control used when dealing with people and time.

Examples of these skills are:

Work Skills	Tuning an engine, teaching life-saving, writing a report, selling large machinery, preparing a legal brief, laying brick, programming a computer, setting up a lab experiment, or painting a mural
Leisure Skills	Playing the piano, sailing a boat, reading, designing a parade float, constructing a model airplane, or collecting stamps
Personal Skills	Artistic, punctual, articulate, sympathetic, patient, creative, leadership ability, efficient, open-minded, tolerant, or athletic

The Following General Skills have been broken down into three categories:

Involved with people:	Communicating, negotiating, human relations, teaching, supervising, persuading, performing, or leadership
Involved with data:	Developing/planning, organizing, analyzing, innovating, researching, computing, comparing, numerical/financial or, management skills
Involved with things:	Precision working, operating, tending, handling, machine or manual skills, or artistic

* Adapted from CENTS, Olympus Publishing Co., Salt Lake City, Utah

List five of your most satisfying achievements. These may be things you did well, enjoyed doing, or are proud of doing. Describe your achievements in specific terms, and then identify the skills you used in the appropriate column.

List your Five most satisfying achievements	Work Skills	Leisure Activity	General Skills	Personal Skills
Example:	taught hospital routine; made art objects	played card games; reading; arranged parties	teaching; persuading; communicating	patience; creativity; initiative
1.				

2.		
3.		
4.		
5.		

http://www.bgsu.edu/offices/sa/career/process/competen.html

This web site defines a myriad of skill areas.

From each area, write the skills that you currently possess.

From each area, write the skills that you currently do not posses.

http://www.d.umn.edu:80/student/loon/car/self/career transfer survey.html

Complete the Transferable Skills Survey

What were the results? Did they differ from what you found on the previous assignment?

Lesson 8: Myers-Briggs

Goal: The purpose of this lesson is to continue the process of self-assessment. The assessments below group people into 16 specific personality types. And from this information, career planning can begin. Remember, this merely suggests careers that are most often associated with specific personalities.

http://keirsey.com/ Keirsey sorter

Complete the Keirsey Temperament Sorter. What is your type?

http://keirsey.com/work.html What careers are associated with your type?

http://web.missouri.edu/~cppcwww/planlinks.shtml

Missouri State University provides numerous links to assessments

Complete the following:

http://www.jsearch.com/jsearch/unique/22942/jshome2e.html

http://www.personalitytype.com/

Lesson 9: SDS

Goal: The purpose of this lesson is to familiarize you with one of the most widely used career development assessment tool. Developed by Holland, the Self-Directed-Search breaks the world of work into 6 distinct zones. This lesson will require the completion of a paper and pencil assessment. Please contact the Division of Undeclared Majors for a copy.

http://www.nycareerzone.org/flash/assessment/index.jsp

Career Site using Holland

http://www.ncsu.edu/careerkey/

Career Key Website

http://www.jobhuntersbible.com/counseling/counseling.shtml

Assorted assessment tools

http://career.missouri.edu/holland/

Game which uses Holland codes

Assignment #9

- ❖ What is your 3-letter Holland code?
- ❖ What types of careers are associated with your code?
- ❖ What is your dominant code?
- ❖ What types of work are associated with this lettered code?

Lesson 10: Use of Advisement and General Education Courses

Goal:

To help students identify and explore alternative majors.

Introduction:

Due to the increasing selectivity of many majors at Ship, a number of students do not gain entry into the majors/programs of their choice. This activity is designed to help students identify and examine alternative majors in related academic fields of interest.

Part I: Connect to the alternative academic major category listed below that corresponds to your area of interest and review the alternative majors listed.

- 1. Alternatives to Science
- 2. Alternatives to the College of Business
- 3. Alternatives within Helping Profession
- 4. Alternatives to Education

Part II: Complete the Alternative Major Worksheet with the following information:

- 1) List at least 3 alternative majors in which you have an interest.
- 2) For each major, list 3 reasons why it would be a good choice (Pros).
- 3) For each major, list 3 reasons why it would not be a good choice (Cons).

Take the following into consideration:

- Prerequisite courses and your ability to successfully complete them.
- Average GPA to enter the major and your current cumulative GPA.
- Your interest in the major course work required.
- Application criteria (such as volunteer hours, interview and personal statement).
- Application deadline.
- Time to complete the program.
- Knowledge of occupations related to the major and an interest in those options.

Pros

Pros				
	Major A	Major B	Major C	
1				
2				
3				
		Cons		
	Major A	Major B	Major C	

			Г	
1				
2				
3				
2. Why? 3. Is your choice a competitive major?				

4. Do you currently have the GPA to enter the major? If no, what will you need to do to raise your GPA to a competitive range?

5. What other information do you need to commit to an alternative major?

Other curricular strategies for deciding on a major:

Internships

Volunteer Positions

Lesson 11: Deciding to Decide

http://www.uvc.ohio-state.edu/Altworks/capsheets/demkres.html (Decision Making OSU)

Introduction

Conducting a major/career search can be complex and confusing. This section is designed to help with your exploration by assisting you with collecting and organizing information. There are several ways you might need assistance.

- Some students want more help by structuring their initial steps for beginning their major and career exploration.
- Some students need assistance in collecting information and integrating it across all three areas of self-assessment, educational information, and career/occupational information.
- Some students need to have a better understanding of how they make decisions and how this is influencing their current exploration.

This section contains a number of Web links to help you. <u>Division of Undeclared Majors</u>, is a site listing major and career exploration websites.

http://www.uvc.ohio-state.edu/Altworks/capsheets/assign1.html (Assignment Assessments and Ship Majors)

HEGIS Areas of Study (Listing of approximately 520 areas of study in institutions of higher education in US.

Lesson 12: Integration (Interview/Portfolio due)

Review 4 year plan

Job shadowing

Use summers and breaks to your advantage