

# Party Exercise

**Type of Activity:** Large or small group

**Teaching Objective(s):** As a result of this activity, student will gain a clearer sense of the Holland RIASEC categories that are best fits for them. To explore the similarities and differences among Holland types.

**Estimated Time to Complete:** 30 minutes

**Points to Introduce Activity:**

Student should have a basic understanding of Holland's theory and the six types (Chapter 17)

According to Holland, the decisions you make are influenced by the type of person you are, i.e., your personality. Holland identifies six personality types: realistic, investigative, artistic, social, enterprising, and conventional. Although everyone has a few characteristics of each type, one or two personality types tend to dominate.

Holland's Theory:

1. Most people in our culture can be categorized into 6 types  
Each person may be characterized by 1 type or some combination
2. Occupational environments can be divided into the same 6 types  
Each environment is dominated by a particular type of person
3. People search for environments that let them exercise their skills and abilities, express their attitudes and values, and take on problems and roles they find stimulating and satisfying
4. Behavior is determined by an interaction between a person's personality and the characteristics of his/her working environment.

**Materials and Preparation:**

Letters and descriptions of the six Holland types to place around room.

Place the six letters representing the Holland codes around the room in different locations, then told the class we were going to a party.

Party food always helps!

**Activity:**

1. Ask students which corner (section) of the room would they be instinctively drawn to, as the group of people you would most enjoy being with for the longest time? They should write down the letter for that corner.
2. After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain now, which corner or groups would you be drawn to the most, as the people you would most enjoy being with for the longest time? They should write down the letter for that corner.
3. After fifteen minutes, this group too leaves for another party, except you. Of the groups that now remain, which one would you most enjoy being with for the longest time? They should write down the letter for that corner.
4. The three letters they just chose are called your "Holland Code."
5. Have the students return to their first choice. Ask the groups to discuss and record:
  - a. Why they selected the area of interest
  - b. What jobs or activities they have performed that relate to the area of interest
  - c. Careers related to the area of interest

***Questions for Discussion:***

Lead a discussion comparing and contrasting the six areas. Discuss which areas are compatible and which conflict.

Discuss work environments that are compatible with each interest area.

# Who Wants to be a [Career Planning] Millionaire?

*Type of Activity:* Large group

*Teaching Objective(s):*

*Estimated Time to Complete:* 50 minutes

*Points to Introduce Activity:*

***Materials and Preparation:***

PowerPoint or overheads containing Millionaire questions

Reference materials – Dictionary of Occupational Titles, NACE Salary Survey, College Majors

Poker chips

Prizes

***Activity:***

1. Have all students stand.
2. Ask the entire group the first four or five questions. Audience members vote for an answer by raising their hands. Whoever got a question wrong, had to sit down. After 4 or 5 questions, have the remaining students to come to the front of the room.
3. Each student is given 2 poker chips. Each time a student answers a question correctly, they get another chip.
4. Each time they answer incorrectly (guess), they lose a chip.
5. All students in the front are asked the questions at the same time and vote by raising their hands.
6. Each student has two lifeline opportunities. The first is to ask the audience for help. The second is to have someone in the audience find the information in reference materials.

You should briefly discuss each question as you work through to convey additional information, key points, and answer other questions.

At the end, prizes of varying value (food, free homework assignment!!) can be given to all participants. The one with the most chips should pick out his/her prize first, then the second highest, etc.

# Researching Careers

**Type of Activity:** Small Group

**Teaching Objective(s):** The purpose of this activity is to help the students gain awareness of print and web resources that can be used to gain knowledge of majors and possible career opportunities.

**Estimated Time to Complete:** 50 minutes

**Points to Introduce Activity:**

General Introduction to career resources

**Materials and Preparation:**

Center for Career Resources (Please reserve the space by calling 372-2356)

**Activity:**

1. Students should be divided into two groups.
2. The first group should be assigned to work at the computers. This group will conduct a search to find on-line job postings used for areas of that student's particular interest (i.e. Engineering, accounting, business, etc.). After finding three different listings, the student will search the web for actual corporations that are listed as hiring. Needed skills, position descriptions, and pay should all be aspects that are researched and documented. The group will be given approximately twenty minutes to conduct the search and must find at least three different web sites.
3. Second group (If this is held in the Center for Career Resources, then a second group is necessary. If that room cannot be obtained, then the entire class should work on step one) should be assigned to look in the various hard copy resources in the library for various careers that they may have an internet.
4. If students are unsure of possible careers, the attached sheet is a list of examples that can be used to at least get the students acclimated to using the resources in the library.
5. After the twenty minutes has been used, the groups should then switch places, ensuring that each group has the opportunity to research using the different types.

## WHAT CAN I DO WITH A MAJOR IN...?

Using the following web sites to start, look up one major of interest to you and answer the following questions:

[http://www.fsu.edu/~career/match\\_major/matchmenu.html](http://www.fsu.edu/~career/match_major/matchmenu.html)

<http://www.msj.edu/career/>

<http://www.cabrillo.cc.ca.us/affiliate/careers/index.html>

For specific occupational and salary information try:

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

<http://www.acinet.org/acinet/oview.htm>

<http://www2.homefair.com/calc/salcalc.html>

<http://www.mois.org/clusters.html>

1. Occupations within that field
2. The nature of the work performed in that occupation
3. Education and training requirement for entry and advancement
4. Outlook for employment
5. Earnings and benefits
6. Personal qualifications, skills, and aptitudes required
7. Types of work settings.

## WHAT TYPES OF OCCUPATIONAL INFORMATION IS OUT THERE...?

Using the following resources, answer the following questions:

1. Using the Dictionary of Occupational Titles, list 2 job titles within the following occupational groups.
  - a. Biological Sciences
  
  - b. Psychology
  
2. Using the *Occupational Outlook Handbook* locate the job outlook for one of your fields of interest.
  
3. What are three different careers discussed in *Jobs and Careers with NonProfit Organizations*?
  
4. According to the CPC Salary Survey, identify the average salary offers by curriculum for all types of employers for the following occupations:  
  
Marketing  
  
Elementary education  
  
Computer Science
  
5. According to *Exploring Health Care Careers*, what does a Per fusionist do?
  
6. According to *Careers for Talkative Types and Others with the Gift of Gab*, what are five talking professions?

7. What are some starting salaries for the retail industry mentioned in *Job Choices 2000 Business Edition*?
8. What are two jobs that will be in high demand in the future?
9. Using The Scholarship Book, find one scholarship or grant for someone majoring in foreign language.
10. List one internship opportunity for a first-year student.
11. What does it take (skills) to be an Internet Consultant, according to *Cybersurfers and Other Online Types*?

# Lifeline

**Type of Activity:** 6-8 students in small groups

**Teaching Objective(s):** As a result of this activity, students should be able to appreciate that career experiences are an integral part of people's life stories.

**Estimated Time to Complete:** 50 minutes

**Points to Introduce Activity:**

The activity can be used as an ice-breaker for class members to get to know one another and to help students appreciate the range and nature of influences on people's career development.

**Materials and Preparation:**

Newsprint or construction paper for each student and markers.

**Activity:**

1. Each student is asked to draw a horizontal "lifeline" across the middle of his/her paper.
2. They should plot points above and below the line to symbolize the high or rewarding points of their life as well as the low points. Be sure that they include some of their career and personal goals and the age at which they expect to accomplish these goals. At each of these points they should write the event that stands out at that time.

**Questions for Discussion:**

What was it like constructing your own lifeline? How did it feel to present it to others?

What decisions stand out?

What future decisions do you anticipate?

What would you change?

## **Some Common Misperceptions about Choosing a Major**

### **The best way to find out about a major is to take a class in it.**

Scheduling an introductory course is one way to learn about a particular major, but it may not be the best way, especially if you are just beginning the exploration process. Here are some reasons why:

If you schedule a course just to learn more about a major and then decide against that major, you will have eliminated one major but you will not have selected one. Deciding on majors by eliminating them one course at a time is obviously inefficient and time-consuming.

Sometimes it is not possible for students to schedule courses in a major until after they are actually enrolled in that major.

You can often learn a great deal about a course and a major just by browsing through the required textbooks, reading the course syllabi, and sitting in on a few class meetings before deciding whether or not to schedule a course in that major.

### **I'll just get my Gen Eds out of the way first.**

Although students in some majors may select any natural science courses from the list, students in other majors must select two or three different types of natural science courses and sometimes a lab course. In most technical majors, students must schedule very specific natural science courses and may not be allowed to use non-technical sciences at all.

In some majors, some General Education courses can “double count” with other courses required in the major; in other majors, General Education cannot double count.

So you can see that while you are exploring majors you should select your General Education courses very carefully. Your adviser should be able to assist you in this selection process.

### **Picking a major and a career is basically the same thing.**

When students talk about choosing a major, they often mean choosing a career (and vice-versa). Although these two choices can go hand-in-hand, choosing one does not automatically mean you have chosen the other. Here are just a few examples:

1. Some people assume that students who major in the arts, humanities or social sciences are either not qualified for any jobs (“What can you do with a degree in philosophy?”) or qualified only for careers in those specific areas. Actually, students who earn undergraduate degrees in theatre, history, psychology, and similar majors find jobs in business, research, human resources, teaching, the military, and a variety of other occupations.
2. Many students who decide on a career in law automatically assume that they should major in pre-law. The reality is that a student can choose any major and still be accepted into law school. A student in the College of Agricultural Sciences for example, might be planning a career in environmental law, while a student majoring in business might be interested in corporate law.

Choosing a major does not limit you to only one career choice; choosing a career does not limit you to only one major.

**Choosing one major means giving up all others.**

There are a variety of ways for students to combine their interests in more than one major. It is possible, for example, for students to double major. There are also many different minors offered that often can be completed in little or no extra time or credits.

Sometimes students who investigate the requirements for combining majors/degrees decide instead to complete just one undergraduate degree and then go on for a master's degree. Post-baccalaureate degrees do not be in the same area as an undergraduate degree. A student who earns a bachelor's degree in music, for example, might go on to earn a master's degree in business administration. A student with an undergraduate degree in mathematics, on the other hand, might go on to earn a post-baccalaureate teaching certificate or a master's degree in computer science.

Another way to combine interests in several different majors is through programs such as the liberal studies major in the College of Arts and Sciences. This program offers varying degrees of flexibility for students who are interested in designing their own specialized major within the general framework of a baccalaureate degree program.

**The major I pick now will determine my lifelong career.**

*Studies have shown that within ten years after graduation most people are working in careers that are not directly connected to their undergraduate majors.*

Just as some students change their minds about their majors, some graduates change their minds about their careers. There are physicians, for example, who decide to become lawyers and lawyers who decide to become physicians. More commonly though, people change their jobs while remaining in a related occupational area (a teacher, for example, might become a principal or a superintendent within a school district).

Jobs also change over time, whether people want them to or not. Many jobs that exist today will be performed in very different ways five years from now or may even be obsolete by then. New types of jobs are emerging every year, and most of us have no way of knowing what those jobs will be or what type of education will be needed in order to qualify for them. Consequently, the current emphasis in career planning at the undergraduate level is on the development of general, transferable skills (writing, speaking, computer, problem solving, team-building) that employers want and that graduates will need in order to adjust to rapidly changing careers.

People change; careers change. The connection between major that you select now and the career that you will find yourself in ten years from now is likely to be very thin indeed.

Pennsylvania State University

<http://www.psu.edu/dus/md/mdmisper.htm>

# My Current Resume

(Date: \_\_\_\_\_ )

Name: \_\_\_\_\_

## EDUCATION:

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## Highlights of Education:

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## WORK EXPERIENCE:

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## Highlights of Work Experience (include your accomplishments):

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## CO-CURRICULAR ACTIVITIES:

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## Highlights of Co-Curricular Activities (include your accomplishments):

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## HONORS AND AWARDS:

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# My Ideal Resume at Graduation

(Date: \_\_\_\_\_ )

Name: \_\_\_\_\_

## EDUCATION:

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## Highlights of Education:

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## WORK EXPERIENCE:

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## Highlights of Work Experience (include your accomplishments):

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## CO-CURRICULAR ACTIVITIES:

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## Highlights of Co-Curricular Activities (include your accomplishments):

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## HONORS AND AWARDS:

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# Internet Career Journey

(A technology-based activity based on the work of Barbara Gaddis and Judith Rice-Jones at CU-Colorado Springs)

**Goals:** to help first-year students explore career options while learning to use the Internet as a research tool

**Group Size:** any size group (may easily be done as an out-of-class format)

**Time Required:** variable, depending on students' expertise and in vs. out-of-class format

**Materials:** one computer per student with Internet browser

**Physical Setting:** computer lab (or as homework)

**Process:** Ask students to research a potentially desirable career via the Internet. Their goal should be to build a portfolio that includes: 1) a printout or description of a career field of interest from the online *Occupational Outlook Handbook*, 2) a description of ten things they have learned about themselves and career choices based on their research, 3) a projection of their lifestyle twenty years into the future, including the career necessary to sustain that lifestyle, and other career-related factors of interest such as preparation required, necessary skills, additional training after college, pros and cons, entry salary range, advancement opportunities, personality characteristics of those in the career field, impact on family life, etc. Starting Websites might include the following:

## **Occupational Outlook Handbook**

<http://stats.bls.gov/ocohome.htm>

## **Career Resource Center**

<http://www.careers.org/>

## **Career Resource Homepage**

<http://www.careerresource.net/>

## **JobHunt**

<http://www.job-hunt.org/>

## **The Catapult on JobWeb**

<http://www.jobweb.org/catapult/catapult.htm>

## **The Riley Guide: Employment Opportunities and Job Resources on the Internet**

<http://www.dbm.com/jobguide/>

## **Careerpath.com**

<http://www.careerpath.com/service/cp/EndUser/?srv=EndUser&act=Homepage>

## **Monster.com**

<http://www.monster.com/>

## Conducting an Information Interview

One of the best and most overlooked ways to get accurate information about a career is to *interview* professionals who are actually working in that career, which is known as “information interviewing.” An information interview has multiple advantages for your career exploration and development, which include (a) getting “inside” information about what a career is really like, (b) networking with professionals in the field, and (c) enabling you to gain 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), we recommend the following information interview assignment and strongly suggest that you give it a try.

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

Even if you are currently keeping your career options wide open, pick a career that might be a possibility. You can use the resources cited on pp. \_\_\_ in this chapter 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. Any of these people may be working in the career you selected and may be good interview candidates, or they may know other people who could be good candidates. The Career Development Center and the Alumni Association on your campus may also be able to provide you with graduates of your college (alumni), or professionals working in the local community near your college, who are willing to talk about their careers with students. Lastly, you might consider using the Yellow Pages or the Internet to find names and address of possible candidates. Send them a short letter or e-mail, asking 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.

3. Conduct an *information interview* with the professional who has agreed to speak with you.

Suggested strategies and potential questions for use during your interview are provided in the box below.

### **Suggested Strategies for Conducting Information Interviews**

\* *Thank* the person for taking the time to speak with you.

This should be the *first* thing you do after meeting the person, *before* you officially begin the interview.

\* *Take notes* during the interview.

This not only benefits you—by helping you remember what was said; it also sends a positive message to the person you’re interviewing—by showing the person that his or her ideas are important and worth writing down.

\* *Prepare* your interview *questions* in advance. Here are some questions that you might consider asking:

1. How did you *decide* on your career?
2. What *qualifications* or *prior experiences* did you have that enabled you to *enter* your career?
5. How does someone find out about *openings* in your field?
3. What specific *steps* did you take to find your current position?
4. What advice would you give to beginning college students about things they could start doing now to help them *prepare* to enter your career?
6. During a typical day's work, 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. Are members of *diverse racial and ethnic groups* likely to be found in your career field?  
Note: This is an especially important question to ask if you are a member of an ethnic or racial minority group.
13. What impact does your career have on your *home life* or *personal life* outside of work?
14. If you had to do it all over again, would you choose the *same career*?
15. Would you recommend that I speak with *anyone else* to obtain additional information or a different perspective on this career field? (If the answer is "yes," you may follow-up by asking: "May I mention that you referred me?" )  
Note: This question is recommended because it's always a good idea to obtain more than one person's perspective before making an important choice or decision, especially one that can have a major influence on your life—such as a career choice.

Final Note: If the interview goes well, consider asking if might be possible to observe or "shadow" your interviewee during a day at work.

### ***Personal Reflection Questions***

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. Knowing what you know now, would you still be *interested* in pursuing this career? (If "yes," why?)(If "no," why not?)  
\* It allows you to ***compare*** your interests *with other college students* across the country.