

HIRED!

THE JOB HUNTING AND CAREER PLANNING GUIDE

FOURTH EDITION

Michael Stebleton

University of Minnesota

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 Interior Design: Elm Street Publishing Services
 Photo Researcher: Annie Pickert
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Library of Congress Cataloging-in-Publication Data

Stebbleton, Michael.

Hired! : the job hunting and career planning guide / Michael Stebbleton, Michael Henle.—4th ed.

p. cm.

Includes bibliographical references.

ISBN 978-0-13-502325-9

1. Job hunting—Handbooks, manuals, etc. 2. Career development—Handbooks, manuals, etc.

I. Henle, Michael. II. Title.

HF5382.7.H366 2011

650.14—dc22

2010004037

10 9 8 7 6 5 4 3 2 1 EDW 14 13 12 11 10

PEARSON

www.pearsonhighered.com

ISBN-10: 0-13-502325-4

ISBN-13: 978-0-13-502325-9

Dedication

Michael Stebleton would like to dedicate his work
in loving memory of this sister,
Jennifer H. Stebleton
(1972–2000).
We miss you dearly.

A

bout the Authors

Mike Stebleton, PhD, is an assistant professor at the University of Minnesota-Twin Cities in the Department of Postsecondary Teaching and Learning (PsTL) at the College of Education and Human Development. He holds advanced degrees in Counseling Psychology and Higher Education with an emphasis on career development. His teaching and research interests include multicultural student development, career development, and the social sciences. Mike has approximately 20 years of experience advising, counseling, and teaching college students at both two-year and four-year institutions. His most recent projects include involvement in several first-year experience initiatives, including a learning community project at the University of Minnesota-Twin Cities. Mike has presented on a range of career development issues locally and nationally.

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P

reface

The Philosophy Behind *HIRED!*

The fourth edition of *HIRED!* was written amidst the greatest economic upheaval in more than 70 years. When the American and worldwide economies will eventually settle and what they will look like are anyone's guess. Yet with all this tumult, one thing is certain. The rapid rate of change of work and life will continue. And workers need to be able to change and adjust in such an environment in order to survive, much less thrive.

In this context, this book's continuing focus on a holistic approach to career-life planning is more important than ever. Incorporating life-planning issues with the techniques of the job search process, *HIRED!* is a resource that can be used in multiple settings with diverse audiences. Students in career planning courses at a variety of institutions (community colleges, vocational and technical programs, four-year universities) will benefit from this comprehensive and practical guide. Due to the wide scope of the audience, the authors have used a variety of examples that reflect the breadth of career areas that students might pursue. Additionally, *HIRED!* can also be used by individuals who are not enrolled in an academic institution but who are eager to engage in the process of career-life decision making. Finally, *HIRED!* can be used in nonacademic programs by training professionals, facilitators, and others in business, industry, and nonprofit organizations.

HIRED! focuses on helping students develop an ongoing, flexible portfolio of information about themselves and their work to prepare them for satisfying and productive lives in an ever-changing world. The fourth edition provides information on the changing nature of work—including the new economic and marketplace trends, threats, and opportunities—and enables individuals to actively explore how to thrive in these fluid and dynamic environments.

Students graduating in the twenty-first century will likely be affiliated with multiple work situations throughout their lives. Some workers will “job hop” frequently to seek out new and rewarding opportunities. Other workers will be forced to seek work or retrain after involuntarily losing their jobs. In fact, the average amount of time spent with a current employer for workers ages 25 to 34 is less than three years. Many career experts contend that the average young American will hold 10 to 14 different jobs in the 20 years after he or she graduates from high school. The days of the traditional, loyal employee staying with one equally loyal employer are long gone.

Academic preparation is also undergoing change within the current economic climate. The Bureau of Labor Statistics estimates that two-thirds of jobs created through the year 2016 will require not a traditional four-year or higher degree, but rather a two-year associate degree or vocational or on-the-job training, or both. This is a very different career success formula from in the past.

HIRED! is designed to help individuals navigate in these turbulent times of change and transition. Readers will learn how to develop their own portfolios to help them organize information about themselves and the world of work as they manage work–life transitions in the future. In uncertain times like these, every person must take responsibility for his or her career.

HIRED! also helps readers build their confidence and address these changes in work. This textbook is filled with exercises and examples to assist students in their journeys. The exercises build knowledge and skills through “doing.” In turn, this “doing” through writing activities leads to greater understanding. One of the goals of *HIRED!* is to motivate you to become personally responsible for your life and to become an active participant in its process.

This textbook is a hands-on manual combined with a portfolio that you create, which provides for the ongoing task of organization for job hunting and life planning. *HIRED!* encourages readers to view their *career/life* holistically, with “paid” work as just one of several roles. *HIRED!* invites readers to explore those other roles in life and develop a balance across roles. This whole-life approach will help readers make well-informed decisions and focus *career decision making as a lifelong process*.

The four units of *HIRED!*—Discovering Your Authentic Self, Creating Opportunities, Selling Your Talents, and Balancing Your Career and Personal Life—are designed to interact with one another. Each unit allows you to practice what you have learned in the preceding unit. Each includes exercises that will provide you with the opportunity to think critically about the issues presented. Finally, each unit serves to build expression, inspiration, and direction.

What’s New in This Edition



he fourth edition of *HIRED!* offers these new features:

- Expanded student profiles within each chapter including a traditional-age student and a nontraditional-age student. Readers will have the opportunity to consider the issues each student faces and better apply them to their own career situations.
- Second, a stronger emphasis on practical exercises for career determination and job search has been added. The new features “What Employers Want,” “Are You Prepared?,” “Do You Measure Up?,” and “Goal Setting” are all focused on helping the reader address real-life career and job issues that will help them set goals and take action more quickly.
- Third, updates on job search skills, including new and more comprehensive examples of resumes and job search correspondence, have been added. Discussion of the role of technology, primarily e-mail and Web sites, for the job search process has been expanded.
- Fourth, the role of online social networking in the career planning, networking, and job search process has been added. While this phenomenon continues to develop, we have added the cross-cutting uses of these online sites and advocate their importance in every student’s career and job process.
- Fifth, financial planning has been expanded and focuses more specifically on practical issues faced by traditional and nontraditional students.

- Sixth, how to develop and use a portfolio has been streamlined for ease of construction.
- Finally, updated statistics and information on workforce demographics, employee skills, coaches and mentors, career resources, Web sites, and other workplace trends have been incorporated.

The *HIRED!* System

The goals of Unit One, Discovering Your Authentic Self, are awareness and direction: knowing what you want to do, what you have to offer, and where you want to go with your life—career planning. As you complete the exercises in this unit, you will be motivated to move into the detailed work of the next unit.

The goals of Unit Two, Creating Opportunities, are expression and creation: capturing who you are and your experiences on paper. Completion of this unit prepares you for the action of Unit Three.

The goals of Unit Three, Selling Your Talents, are implementation and realization: planning and executing the step-by-step job-hunting process. Once you have achieved these goals, you will be on your way to realizing the career and life-fulfillment goals presented in Unit Four.

The goals of Unit Four, Balancing Your Career and Personal Life, are growth and harmony: continuous learning and wholeness. Establishing balance and harmony throughout your life brings you back, full circle, to Unit One, Discovering Your Authentic Self.



HIRED! and Your Portfolio

While reading *HIRED!*, you will begin to create two portfolios. Use these portfolios to learn more about yourself and the world of work and to prepare for your job search and your future career:

- **A textbook-based portfolio.** This portfolio will be a collection of text exercises, writing samples, and other materials that you complete while reading each chapter. These activities allow you to record a wide range of personal and professional information that will prepare you for your job search. You will want to use a three-ring binder or folder to organize your materials. Look for the icon of a folder accompanied by the word “portfolio”—this is your cue to complete the exercise and add it to your personal portfolio.
- **Your job-search portfolio.** Beginning in Chapter 5, you will learn how to develop a professional portfolio. This portfolio will be flexible, expandable, and portable. You will use this portfolio in your job search process, including the resume-writing and interviewing steps. The job-search portfolio will be a collection of essential documents that demonstrate your key skill sets. These documents will offer evidence of the value you bring to a potential employer. In some cases, an exercise that you use in your textbook-based portfolio may also be used in your job-search portfolio (for example, your resume).

As you begin your journey into *HIRED!*, relax and enjoy the creative energy and awareness developed by doing the exercises. Apply the new knowledge and skills to all areas of your career and life. Enjoy the journey!

A

cknowledgments

We express grateful acknowledgment for permission to reproduce examples of student and client work throughout the text. Without these examples and the permission from the individuals involved, this text would not have been possible. In all cases, the names, places, and dates have been altered to protect the privacy of the individuals. In some instances, the examples are compilations.

We also wish to thank the following individuals:

Our wonderful spouses, Rashné Jehangir and Mary Henle, who have given us their unending support and love throughout the planning, development, and writing of this textbook.

Connie Harris, for her original concept of *HIRED!* and her dedication to the field of career planning.

Our students and clients, who have been the best teachers—we will be forever in their debt.

And Sande Johnson, editor at Pearson Education, for her advice and suggestions throughout this revision of *HIRED!*

