

**WHAT COLOR IS YOUR PARACHUTE?**  
**FOR TEENS**

**PERSONAL WORKBOOK**

**CAROL CHRISTEN**

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SINCERELY,

CAROL CHRISTEN

JUNE 24, 2015

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EDITED AND ARRANGED by Sandra Kischuk, Writer Editor, and Career Coach

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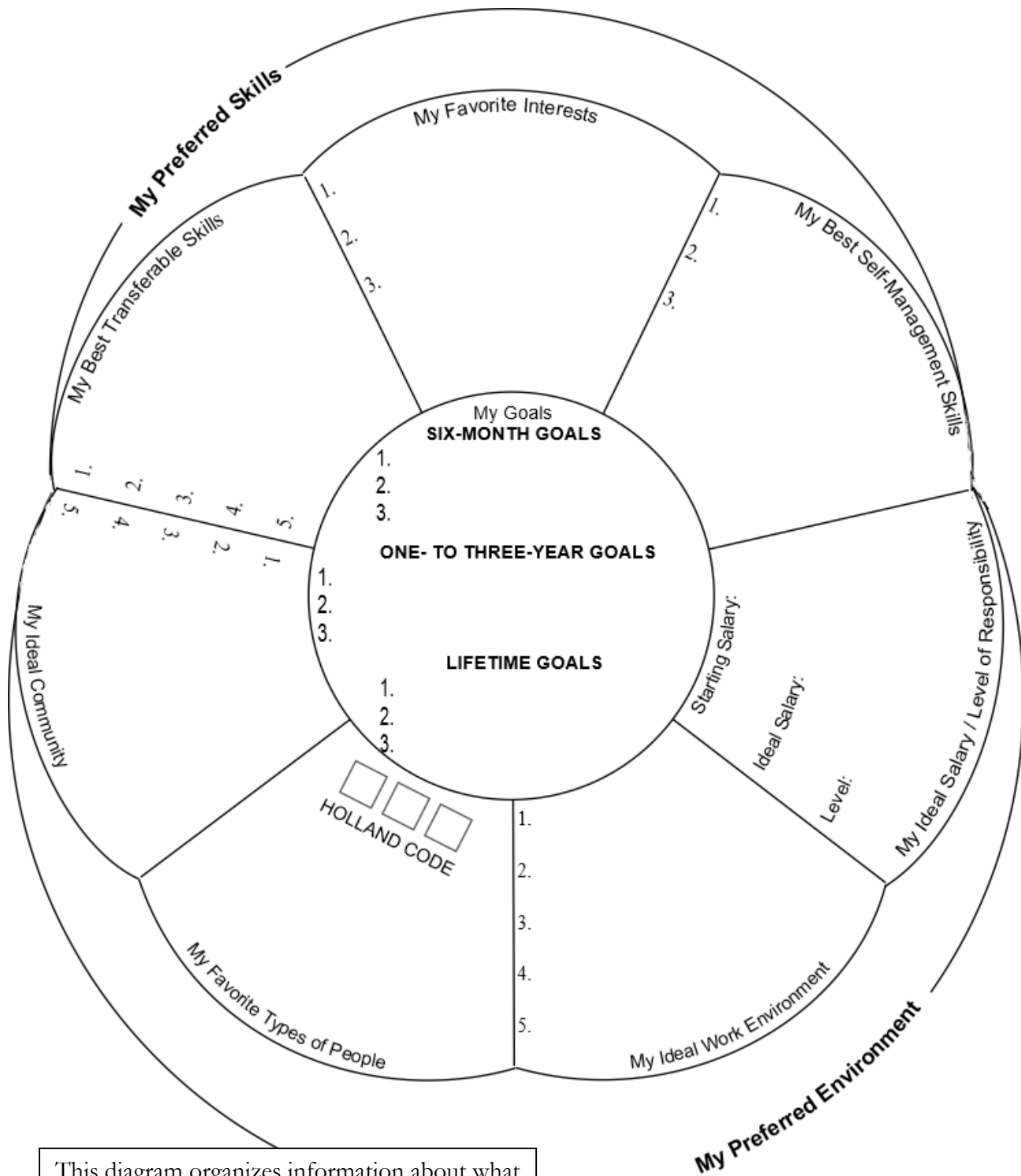
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## My Parachute



This diagram organizes information about what you want in a job. When it is filled in, use it to guide your research to find jobs you will enjoy.

# **PART 1**

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## **DISCOVERING YOUR DREAM JOB**

# CHAPTER 1

## WHAT YOU LOVE TO DO

### YOUR FAVORITE INTERESTS & BEST SKILLS

#### Discovery Exercise #1: Discover Your Favorite Interests

WRITE YOUR ANSWERS to each question. Use the boxes to number your first, second, and third choices.

- A. When you have free time and no one is telling you what to do, what do you like to do?

<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
--	--

- B. What are your favorite subjects in school?

<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
--	--

- C. When you're in the magazine section of your school library or a bookstore, what type of magazine (computer, fashion, sports, news, and so forth) will you pick up and read first?

<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
--	--

- D. Fill in the blank: When I'm \_\_\_\_\_,  
 \_\_\_\_\_, I lose track of time and don't want anyone or anything to disturb me.

- E. If someone asked you what your favorite interests are, what would you say?

<input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
--	--

- F. What are your favorite hobbies, sports, or recreational activities?

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

G. What Internet sites are your favorites? What sites do you have bookmarked?

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

H. What is the subject matter of those sites?

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
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I. What kinds of problems do you like to solve?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

J. What kinds of questions do your friends or classmates bring to you for help?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

K. What fascinates you? What could you read about, talk about, or do for hours?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

~\*\*\*~

In the next exercise, think about projects you have completed, problems that you solved, your hobbies, and the activities you do for fun. These can be experiences from your school, volunteer work, paid work, or free time. Select a project or activity you've enjoyed that had an outcome—writing a paper, helping to organize an event, or learning something new, such as a sport or hobby.

## Discovery Exercise #2: Identify Your Skills

THINK ABOUT THE past few months. Try to think of something where 1) you had to identify what wasn't working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to *do* something (maybe something you had never done before!) to fix it.

*Story 1 Title:* \_\_\_\_\_

*Story 1:* \_\_\_\_\_

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Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?

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Obstacles: What made achieving your goal (or solving the problem) difficult?

---

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How did you overcome these obstacles? \_\_\_\_\_

---

Time Frame: How long did it take you to achieve your goal or solve your problem?

Outcome: What happened? Did things go as you expected, or did something unexpected happen?

Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

~\*\*\*~

CAN YOU REMEMBER a goal you achieved or a problem you resolved in elementary school? Try to think of something where 1) you had to identify what wasn't working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to *do* something to fix it.

*Story 2 Title:* \_\_\_\_\_

*Story 2:* \_\_\_\_\_

Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?

---

---

Obstacles: What made achieving your goal (or solving the problem) difficult?

---

---

How did you overcome these obstacles? \_\_\_\_\_

---

Time Frame: How long did it take you to achieve your goal or solve your problem?

---

Outcome: What happened? Did things go as you expected, or did something unexpected happen?

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Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

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CAN YOU REMEMBER a goal you achieved or a problem you solved at summer camp? Try to think of something where 1) you had to identify what wasn't working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to *do* something to fix it.

**Story 3 Title:** \_\_\_\_\_

**Story 3:** \_\_\_\_\_

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Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?

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Obstacles: What made achieving your goal (or solving the problem) difficult?

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How did you overcome these obstacles? \_\_\_\_\_

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Time Frame: How long did it take you to achieve your goal or solve your problem?

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Outcome: What happened? Did things go as you expected, or did something unexpected happen?

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Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

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CAN YOU REMEMBER a goal you achieved or a problem you solved in middle school? Try to think of something where 1) you had to identify what wasn't working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to *do* something to fix it.

*Story 4 Title:* \_\_\_\_\_

*Story 4:* \_\_\_\_\_

Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?

Obstacles: What made achieving your goal (or solving the problem) difficult?

How did you overcome these obstacles? \_\_\_\_\_

Time Frame: How long did it take you to achieve your goal or solve your problem?

Outcome: What happened? Did things go as you expected, or did something unexpected happen?

Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

~\*\*\*~

CAN YOU REMEMBER a goal you achieved or a problem you solved with your friends, family, or in your church or neighborhood? Try to think of something where 1) you had to identify what wasn't working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to *do* something to fix it.

*Story 5 Title:* \_\_\_\_\_

*Story 5:* \_\_\_\_\_

Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?

Obstacles: What made achieving your goal (or solving the problem) difficult?

---

How did you overcome these obstacles? \_\_\_\_\_

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Time Frame: How long did it take you to achieve your goal or solve your problem?

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Outcome: What happened? Did things go as you expected, or did something unexpected happen?

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Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

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## Summary: Discover Your Skills

1. Now that you have written and reread your stories,
2. Identified the skills you used, and
3. Listed the skills you used,
4. Look at the Skill TIP boxes listed on pages 16 to 18.

Think about your first story. For each Skill TIP box shown, ask yourself, “Did I use this skill in accomplishing my goal?” If the answer is yes, check box #1 for each skill you used.

Now, think about your second story. For each Skill TIP box shown, ask yourself, “Did I use this skill in accomplishing my goal?” If the answer is yes, check box #2 for each skill you used.

Next, think about your third story. For each Skill TIP box shown, ask yourself, “Did I use this skill in accomplishing my goal?” If the answer is yes, check box #3 for each skill you used.

Do the same for your fourth and fifth stories. You will probably be quite surprise when you see all the different skills you used . . . ones you many not even have recognized when you wrote your lists of skills.

Super job!

~\*\*\*~

## SKILLS WITH THINGS

I AM GOOD AT					
SKILLS WITH THE BODY	SKILLS WITH MATERIALS (CLAY, WOOD, CLOTH, METALS, STONE, JEWELS)	SKILLS WITH OBJECTS (INCLUDING FOOD, TOOLS, INSTRUMENTS)	SKILLS WITH EQUIPMENT, MACHINERY, OR VEHICLES	SKILLS WITH BUILDINGS OR ROOMS	SKILLS WITH ANIMALS OR GROWING THINGS
using my hands (including signing or massaging)	crafting, sewing, weaving, hammering, etc.	washing, cleaning, putting away, or preparing	setting up, or assembling	constructing or reconstructing	having a green thumb (growing plants or flowers)
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
having great finger dexterity (such as with keyboards)	cutting, carving, or chiseling	handling, lifting, or stocking	operating, controlling, or driving	modeling or remodeling	having skills with animals (raising, training, treating, etc.)
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
using my eyes and hands in coordination	fashioning, modeling, shaping, or sculpting	making, producing, manufacturing, or cooking	maintaining, cleaning, and repairing		tending, minding, or feeding
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		1 2 3 4 5
motor/physical coordination with my whole body	organizing, classifying, systematizing, or prioritizing	problem solving or seeing patterns	helping other people find or retrieve information	What tools, equipment, or machines do you know how to use (such as a scanner, iPod, etc.)	
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
imagining, inventing, creating, or designing new ideas	precision working with my hands	Precision working with tools or instruments	having a sharp memory, keeping track of details		
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		

## SKILLS WITH INFORMATION

I AM GOOD AT				
GATHERING OR CREATING IT	MANAGING IT		STORING OR RETRIEVING IT	PUTTING IT TO USE
	STEP BY STEP	AS A WHOLE		
<p>↓</p> <p>compiling, searching, or researching</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>copying or comparing similarities or differences</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>adapting, translating, (incl. computer programming), developing, or improving</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>keeping records, (incl. Recording, timing, or entering on a computer)</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>WITH PEOPLE see skills with people</p>
<p>↓</p> <p>gathering information by interviewing or observing people</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>computing, working with Numbers, doing accounting.</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>visualizing, drawing, painting, Dramatizing, creating videos or software</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>storing or filing (in file cabinets, video, studio, or computer)</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>WITH THINGS see skills with things</p>
<p>↓</p> <p>gathering information by studying or observing things</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>analyzing, breaking down into parts</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>synthesizing, combining parts into a whole</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>retrieving Information, ideas, data</p> <p>1 2 3 4 5</p>	
<p>↓</p> <p>having a good sense of hearing, smell, taste, or sight.</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>organizing, classifying, systematizing, or prioritizing</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>problem solving or seeing patterns</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>helping other people find or retrieve information</p> <p>1 2 3 4 5</p>	
<p>↓</p> <p>imagining, Inventing, creating, or designing new ideas.</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>planning, laying out a step-by-step process for achieving a goal</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>deciding, evaluating, appraising, or making recommendations</p> <p>1 2 3 4 5</p>	<p>↓</p> <p>having a sharp memory, keeping track of details</p> <p>1 2 3 4 5</p>	

## SKILLS WITH PEOPLE

I AM GOOD WITH				
INDIVIDUALS, ONE AT A TIME		GROUPS, ORGANIZATIONS, OR THE MASSES		
taking Instructions, serving, or helping	asking questions for clarification/ knowing other's expectations	communicating effectively to a group or a multitude	Playing games or a particular game, leading others in recreation or exercise	managing, supervising, or running (a business, fund drive, etc.)
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
communicating well in conversation, in person, or on the phone	referring people, or helping two people link up	using words expressively in speaking or writing	teaching, training, or designing educational events	following through, getting things done, producing
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
gathering information by studying or observing things	accessing, evaluating, screening, or selecting individuals	making presentations in person or on TV or film	guiding a group discussion, conveying warmth	searching, taking the lead, being a pioneer
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
having a good sense of hearing, smell, taste, or sight	persuading, motivating, recruiting, or selling to individuals	performing, entertaining, amusing, or inspiring	persuading a group, debating, motivating or selling	Initiating, starting up, founding, or establishing
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
imagining, Inventing, creating, or designing new ideas	Representing others, interpreting others' ideas or languages	"signing," miming, acting, singing, or playing an instrument	consulting, giving advice to groups in my area of expertise	Negotiating between two parties for resolving conflicts
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

### Discovery Exercise #3: Identify Your Best Transferable Skills

1. Review your list of skills used. Cross out skills you don't really like using.
2. Select ten skills you enjoy using.

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3. Put the skills in order from most favorite to least favorite.

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4. Look at your list of ten skills. The top five are your best transferable skills. What are they?

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5. Write your five strongest transferable skills into the My Preferred Skills, My Best Transferable Skills section of Your Parachute.

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## Discovery Exercise #4: Identify Your Best Self-Management Skills

1. What positive traits or self-management skills did you use in your stories?

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2. What similarities do you notice? Do you see any patterns in how, or how often, you use your favorite skills? (Don't worry about being right. Guesses are okay.)

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3. Write each trait on a separate sticky note.

4. Organize sticky notes in order of priority, with your favorite and most important trait first, etc. Or use the prioritization tools at the end of Chapter 1. Once you've found the right order, make a list of these ranked traits.

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_  
 4) \_\_\_\_\_ 5) \_\_\_\_\_ 6) \_\_\_\_\_  
 7) \_\_\_\_\_ 8) \_\_\_\_\_ 9) \_\_\_\_\_  
 10) \_\_\_\_\_

5. Write your top three traits in the My Best Self-Management Skills section of the My Parachute diagram.

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## CHAPTER 2

# WHO YOU LOVE TO WORK WITH YOUR FAVORITE TYPES OF PEOPLE

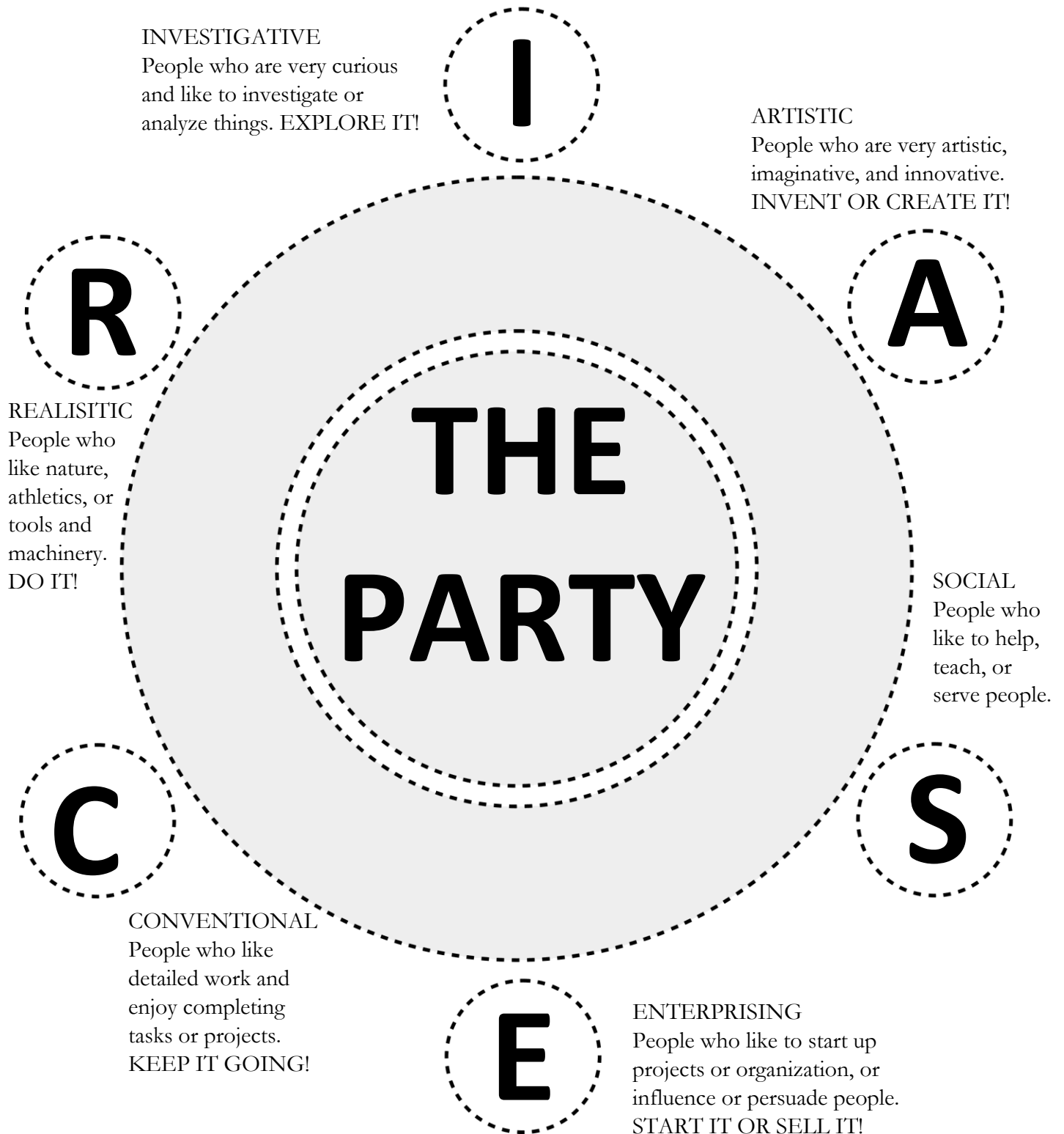
### The Party

YOU'VE RECEIVED AN invitation to a party of people your age or a little older. You don't know any of them well. On the facing page to the left is an aerial view of the party. Guests with similar interests group together, chatting. The terms Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (R-I-A-S-E-C) tag each group. The aerial diagram gives brief descriptions of the people who might be attracted to each letter group. Examples of their specific interests appear on the next two pages. You'll notice how their interests and skills all work together.

**REALISTIC (R):** People who like nature, athletics, or tools and machinery. Examples: Tom loves to hike in the mountains and does volunteer trail maintenance. Dee plays on the school soccer team. Paul repairs cars. Louise and Larry build furniture in their father's woodworking shop. Ross grows vegetables for the farmers' market, and Yvette raises dogs to be companion animals for people with disabilities.

**INVESTIGATIVE (I):** People who are very curious and like to investigate or analyze things. Examples: Jason always wants to know why—why a certain bird is no longer seen in his area, why the brain works the way it does, why one ball team plays better than another. Jessica investigates the best places to take a date—concerts, movies, amusement parks, hiking trails—and writes about them for her school paper. Erin analyzes everything—from the data in her chemistry experiments to the results of community-service projects. David, a student council member, wants to figure out why new students have so much difficulty scheduling the classes they need.

## The Party Diagram



*The Party was invented by Richard N. Bolles to help people experience their Holland Code.*

**ARTISTIC (A):** People who are very artistic, imaginative, and innovative. Examples: Ashley draws cartoons. Carlos, Aaron, and Stacy started a band and play at local dances. Guy designs costumes and sets for school theater productions and is known for being able to create great stuff with few resources. Daniela develops her own software for doing computer animation.

**SOCIAL (S):** People who like to help, teach, or serve people. Examples: Isabel, a senior, orients first-year students about life at high school. Steve tutors middle school students in math and English. Keri volunteers at a food bank. Darin is a trainer for the school football team. Bob serves as a peer counselor.

**ENTERPRISING (E):** People who like to start up projects or organizations, or influence or persuade people. Examples: Dana started a service project where high school students visit the elderly in a convalescent home. Ty, who's running for student-body president, persuades people to vote for him. Greg got some of his friends interested in working with kids who are at risk of getting involved with drugs and gangs.

**CONVENTIONAL (C):** People who like detailed work and enjoy completing tasks or projects. Examples: Michael, the treasurer for a service club, keeps detailed financial records of all its fund-raising activities. Kristin works part-time in an insurance office, where she's responsible for keeping all the files up to date. Terri oversees the preparations for the prom, making sure everything that needs to get done gets done.

## Discovery Exercise #5: Your “Holland Code”

WHEN YOU WALK into this party, don't worry about being shy or what you are going to say. Now, we have three questions for you:

- ☐ 1. Which group of people would you go to first—which group would you most enjoy talking to for the longest time? Write the letter for that location in the box.
- ☐ 2. Now, everyone else in the group you chose leaves for another party. Of the groups that still remain, which group would most interest you? Which people would you most enjoy being with for the longest time? Write the letter for that location in the box.
- ☐ 3. After fifteen more minutes, this group also leaves. You look around and decide where to go next. Of the groups that remain, which one would you most enjoy being with for the longest time? Write the letter for that location in the box.

THE THREE LETTERS you selected indicate your “Holland Code.” The Holland Code is named for Dr. John Holland, a psychologist who did research on “people environments”—that is, the types of people we most like to be with. Dr. Holland’s research showed that everyone has three people environments they prefer among these six—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The three groups of people you’d prefer to talk with at this party give clues as to your favorite people environment.

Turn back to My Parachute and write your Holland Code in the section My Favorite Types of People. Then write a short description of your code. Include details from My Favorite Interests.

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## Discovery Exercise #6: Bosses and Clients

WHAT IS YOUR idea of a good boss? Knowing the attributes of good bosses makes them easier to recognize should you come across one. A good boss can be a great mentor. Teachers are very much like bosses. Some of them make you work hard, but they manage to pull good work out of you, and you learn a lot from them. When you are just starting out, you want a boss from whom you can learn to be excellent in your field, trade, or craft.

Make a list of characteristics of a good boss for you.

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Prioritize the list.

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If you envision yourself in a job where you have customers, clients, or patients, list what kind of people you’d want them to be. Want to be a speech pathologist working with children and teens? If you work in a hospital setting, your patients would be children and teens. If you work as an independent speech consultant, your clients would be children and teens.

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Prioritize this list as well.

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Write your top two or three descriptors from both prioritized lists into the My Favorite Types of People section of the My Parachute diagram (page 5). If there's no room, draw a line and write along the bottom of the page.

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Notes: \_\_\_\_\_

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# CHAPTER 3

## WHERE YOU LOVE TO BE YOUR IDEAL WORK ENVIRONMENT

### Discovery Exercise #7: My Ideal Work Environment

ANSWER THE FOLLOWING questions as best you can, but take your time. This does not have to be done all at once. If there is extra space by the question, add your personal notes. Set a timer for fifteen minutes. If you're enjoying the exercise when the timer goes off, set it for another ten minutes. Or answer some of the questions now, then come back again in a week and answer some more. The second time around, you may notice things that you weren't aware of before. Think of something not included here? Write that down, too.

*Facility: Where would you most like to work . . .*

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Indoors or                 | <input type="checkbox"/> Outdoors?                | <input type="checkbox"/> In an office building? | <input type="checkbox"/> In a machine shop? |
| <input type="checkbox"/> On a ranch?                | <input type="checkbox"/> At your home?            | <input type="checkbox"/> Other _____            |   |
| <input type="checkbox"/> In an urban                | <input type="checkbox"/> suburban                 | <input type="checkbox"/> or rural area?         |   |
| <input type="checkbox"/> In many locations (travel) | <input type="checkbox"/> or one spot? (no travel) |   |   |

*Work Space: What kind of space would you most enjoy . . .*

- ☐ A cubicle in a large room with lots of other people in their own cubicles?
- ☐ Your own desk in a private office?
- ☐ Lots of variety—at a desk, in your car, at clients' locations, on airplanes, in hotels?
- ☐ A classroom, laboratory, hospital, garage, workshop? \_\_\_\_\_
- ☐ Outdoors—golf course? ranch? barn? forest? under the sea? \_\_\_\_\_

*Luxury vs. Innovation*

Will your ideal place:

- ☐ Have everything you need—all the latest tools/technology/supplies—or  
☐ Require you to be creative with limited resources, supplies, & equipment?

*Physical Conditions: Think about environments that make you feel energized & productive, as if things are “right.” Do you prefer:*

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Fancy and upscale       | <input type="checkbox"/> Moderately nice             | <input type="checkbox"/> It does not matter    |
| <input type="checkbox"/> A light or              | <input type="checkbox"/> dark environment?           | <input type="checkbox"/> It does it not matter |
| <input type="checkbox"/> Natural or              | <input type="checkbox"/> artificial light?           | <input type="checkbox"/> It does it not matter |
| <input type="checkbox"/> Comfortable or          | <input type="checkbox"/> varied temperatures?        | <input type="checkbox"/> It does it not matter |
| <input type="checkbox"/> Windows that open/close | <input type="checkbox"/> Climate-controlled building | <input type="checkbox"/> It does it not matter |
| <input type="checkbox"/> Safe or                 | <input type="checkbox"/> risky physical conditions   |  |

*What does “safe” mean to you, and what might you need to feel relaxed and able to do your best work?)*

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*Size/Type of organization. Do you prefer . . .*

(Think about what “large” and “small” mean to you.) How many employees? Fill in the blank.

- |  |  |
|--|--|
| <input type="checkbox"/> Large or      | <input type="checkbox"/> Small (_____) (Think about what “large” and “small” mean to you.) |
| <input type="checkbox"/> Locally owned | <input type="checkbox"/> National, or <input type="checkbox"/> Multinational?              |
| <input type="checkbox"/> For-profit or | <input type="checkbox"/> Nonprofit organization?   |

*Geographical Area:*

- ☐ United States. Where? \_\_\_\_\_ (Region, city, state)  
☐ International. Where? \_\_\_\_\_  
☐ Urban ☐ Suburban ☐ Rural  
☐ In many locations or ☐ In one location  
☐ Meeting with clients in their locations (sales and consulting)  
☐ Other. Describe: \_\_\_\_\_

*Atmosphere: Do You Prefer . . .*

- ☐ Noisy or      ☐ quiet?      ☐ Calm or      ☐ bustling?  
☐ Formal or      ☐ casual—for example, do you want to call your coworkers “MS. Smith” and “Mr. Jones,” or do you prefer that everyone is on a first-name basis?

*Interaction with others*

- ☐ Lots of contact with coworkers      ☐ Very little contact with coworkers  
☐ Lots of general public contact (clients, patients, customers) or      ☐ very little public contact  
☐ Lots of contact with a defined (relationship-based) client base, or      ☐ very little client contact  
☐ Knowing all your colleagues and customers or      ☐ Always having a chance to meet someone new?

*Management Structure*

- ☐ A hierarchical setting (where the boss tells everyone what to do)  
☐ A collaborative setting (staff collaborates to determine goals, priorities, and workload)

*Clothing: What would you like to wear at work . . .*

- ☐ A suit?      ☐ Trendy clothes?      ☐ Casual, comfortable clothes?  
☐ A uniform (for example, military, firefighter, police officer, waiter/waitress)?  
☐ A lab coat?      ☐ Whatever you want to wear

Answer enough questions to gather a list of ten items, aiming to include at least one from each category—Location, Work Space, and so on.

Write each item on a sticky note, and rank them by importance. Select your top five factors, and write these in the My Ideal Work Environment section of My Parachute (page 5). What are your top five location factors to consider when you are looking for your ideal job?

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## Discovery Exercise #8: My Ideal Community

ANSWER THE FOLLOWING questions as best you can, but take your time. This does not have to be done all at once. If there is extra space by the question, add your personal notes. Set a timer for fifteen minutes. If you're enjoying the exercise when the timer goes off, set it for another ten minutes. Or answer some of the questions now, then come back again in a week and answer some more. The second time around, you may notice things that you weren't aware of before. Think of something not included here? Write that down, too.

*Geographical Features: Do you want to live . . .*

- ☐ In or near the mountains?    ☐ Near the coast?    ☐ In the desert?    ☐ On the plains?  
☐ In a small town (fewer than 5,000 people)  
☐ In a medium-sized city (5,000 to 20,000), a large city (20,000 to 500,000)  
☐ In a major metropolitan area (500,000 or larger)?  
☐ In a rural area with a town or city within a reasonable distance, or  
☐ In an isolated area far from "civilization"?

*People: Do you prefer . . .*

- ☐ A good mix of age, ethnic, economic, and religious groups?  
☐ Mostly people your own age or in your own ethnic, economic, or religious group?  
☐ Living where you already have friends/family or    ☐ in a place where everyone is new?

*Neighborhood/Housing: Do you prefer living . . .*

- ☐ In an apartment or condominium?    ☐ In a subdivision?  
☐ In a single-family home that doesn't look like everyone else's

*Culture: What is important to you . . .*

- ☐ Good bookstores    ☐ Art galleries    ☐ Libraries    ☐ Museums?  
☐ Movie theaters    ☐ Music, dance, and the arts?  
☐ A local semipro or pro sports team

*Educational Opportunities: What is important to you . . .*

- ☐ Personal enrichment classes? \_\_\_\_\_  
☐ Professional development classes? \_\_\_\_\_  
☐ A college or university? \_\_\_\_\_

*Recreation: What would you like your community to have . . .*

- ☐ Good parks? \_\_\_\_\_
- ☐ Bike paths, walking/hiking trails? \_\_\_\_\_
- ☐ Community sports leagues and facilities? \_\_\_\_\_

*Commuting: What is important to you . . .*

- ☐ Commute by car? Ideal distance? \_\_\_\_\_ Transit time one way? \_\_\_\_\_
- ☐ Ability to take mass transit to work? \_\_\_\_\_ Transit time one way? \_\_\_\_\_
- ☐ Being able to walk or bike to work? \_\_\_\_\_ Transit time? \_\_\_\_\_

Any other thoughts? \_\_\_\_\_

Write the answers to these questions on small slips of paper or sticky notes and arrange them in order of their importance to you. Select the top five characteristics and write them in the My Ideal Community section of My Parachute (page 5). Like using an online grid? Go to:

[www.successonyourownterms.com/prioritizing\\_grid.htm?items=10&](http://www.successonyourownterms.com/prioritizing_grid.htm?items=10&)

What are your top five community factors to consider when you look for your ideal job?

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## Discovery Exercise #9: My Ideal Salary and Level of Responsibility

### *Salary*

DO YOU WANT to earn as much money as you possibly can? \_\_\_\_ Or is your goal to earn just enough to take care of yourself, save a bit, and have time for hobbies and friends? \_\_\_\_ Ask yourself:

What salary do I want to make when I get out of school? \_\_\_\_\_

What salary do I need to finance life in my twenties? \_\_\_\_\_

What salary do I hope to be making after five years of experience? \_\_\_\_\_

What do I want my top salary to be? \_\_\_\_\_

What jobs that interest me pay what I hope to earn? \_\_\_\_\_

Research online and by contacting people familiar with the jobs or fields in which you intend to work. What compelling jobs pay what you'd like to earn now and in the future? \_\_\_\_\_

Write your rock-bottom starting salary and your ideal salary on the My Parachute diagram in the section labeled My Ideal Salary. \_\_\_\_\_ This is your salary range. Will your ideas about salary change over time? Undoubtedly. But this is a great start.

### *Level of Responsibility*

What level of responsibility appeals most to you? \_\_\_\_\_

Do you want to be an employee, salesperson, supervisor, or manager? \_\_\_\_\_

Do you want to own the business? \_\_\_\_\_. Describe: \_\_\_\_\_

What is the "level of risk" you want to take on? \_\_\_\_\_

If you don't want the worries of work to follow you home, choose your level carefully.

If you manage your career well, though you may start out at one point—entry level supervised by others—over time you can gain the education and experience to advance to a supervisor position yourself.

Briefly summarize the level of responsibility you want to work toward and write it on your My Parachute on page 5. \_\_\_\_\_

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# CHAPTER 4

## YOUR PARACHUTE DESCRIBES YOUR DREAM JOB

### Discovery Exercise #10: Translate Interests into Fields

1. Turn to My Parachute, page 5. Look at the section entitled My Favorite Interests.
2. Using websites such as [www.onetonline.org/find/family](http://www.onetonline.org/find/family) or <http://www.iseek.org/>, find names of fields (also called job families) that seem to match your interests. List two or three fields for each interest.
3. List fields that match your first interest. \_\_\_\_\_  
\_\_\_\_\_
4. List fields that match your second interest. \_\_\_\_\_  
\_\_\_\_\_
5. List fields that match your third interest. \_\_\_\_\_  
\_\_\_\_\_

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## **PART 2**

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# **ON THE WAY TO YOUR FUTURE**

# CHAPTER 5

## WHAT DO I DO NOW?

### MAKE THE MOST OF JUNIOR HIGH AND SENIOR HIGH SCHOOL

#### Developing Your Skills

WHAT DO YOU want to do in high school? What you want high school to do for you? You might want to:

☐ Explore your abilities with languages, music, science, art, sports, or leadership.

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☐ Pursue an apprenticeship, an internship with a local employer, or the military.

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☐ Get ready for college.

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☐ Learn enough skills to support yourself after graduation so you can take a break from being a student for a while.

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☐ Gain expertise to find a fun job to finance your life while you figure out your next career path.

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☐ Make time to explore each and every job or career that interests you.

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- ☐ Become fluent in a language and use your new skills to travel.

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Now, go back and use the boxes to rank your choices . . . Which do you consider to be the “best” idea. That is your number “1.” Work through the rest of the list.

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## Top Skills

THE “TOP SKILLS” listed below are considered essential for college graduates to get good jobs in the twenty-first century. No matter what level of education you attain, your chances of getting a job are better if you have these skills. Pick classes, activities, or special programs that help you learn and practice these skills, and include in your career portfolio examples of how you used these skills.

Adaptability, flexibility

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Analysis and synthesis of data

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Communication: oral and written

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Critical thinking

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Drive, entrepreneurial mind-set

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Global and multicultural awareness

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Leadership, influencing others

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Productivity, efficiency, accountability

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Problem solving, decision making

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Software, technical knowledge

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Teamwork, collaboration

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Time management: planning, organizing, prioritizing

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## Develop a Three-Part Plan

“I’M GOING TO college” is not a plan. It’s a statement. It’s an idea. It might not be a good idea. A one-choice plan is like a one-legged stool. It’s going to let you down! A three-part plan lets you compare options for your best post-high school learning plan. The My Favorite Interests section on the My Parachute diagram (page 5) lists three favorite fields.

What is the one subject area or industry in which you would most like to work?

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Begin your three-part plan by answering the questions below (you may need to do some additional research):

What entry-level jobs could I get in my favorite field (with or without a college degree) that would qualify me for better jobs in this field?

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What jobs could I get in my favorite field with two years (or less) of further training or education?

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What jobs could I qualify for with four years of technical training?

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With a bachelor's degree, what jobs could I do and like?

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What jobs would I qualify for with an advanced academic degree?

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Which of those interest me? And why?

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## After High School

WHAT DO YOU want to do after high school? Imagine you and your friends are brainstorming about the future.

What ideas might you hear? What ideas would you contribute? Here are a few:

Travel—around the country or around the world.

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Take a gap year. No matter what you do or where you go, use your time to create plans for your first career path.

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Get a part-time or full-time job and continue your education (go to a two-year or four-year school, take online courses, get a technical certificate or license, or learn a skill or trade).

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Get a part-time job and do volunteer work to learn more skills and to make contacts that will help you in your job search.

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Get any job in your favorite field or industry to learn more about it.

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Figure out a job that could be in demand anywhere in the world. Get qualifications. Go.

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Check out a new city or state (or even country!) to live in.

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Look into studying abroad. \_\_\_\_\_

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Begin a government apprenticeship.

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Create your own apprenticeship.

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Get a fun job, even if it's not what you want for a career.

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Join the Peace Corps, State Civilian Conservation Corps, Job Corps, or AmeriCorps. Information about these organizations is available on the Web.

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Join the military.

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Getting ideas? More ideas swirling? Add them to the list. What are your top three choices?

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Whatever you choose to do, do it with your whole heart. Live your life to the fullest. Your twenties are an important time to establish a good foundation for your work or career.

They should also be fun.

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# CHAPTER 6

## WHAT DO I DO NEXT?

### MAKE THE MOST OF THE BEST AND LEAST EXPENSIVE HIGHER EDUCATION

#### Checklist: Getting the Most Out of College

##### *Life Skills*

- ✓ Learn how to prioritize and manage your time well. For the rest of your life, you'll have competing priorities. Knowing how to perform well while juggling multiple tasks is a skill you need.
- ✓ Learn how to budget your money, plan for emergencies, and live within your means. Make it a game to see how much money you can *not* spend.
- ✓ Learn to think critically, which includes recognizing and filtering out unnecessary information.
- ✓ Find your college's learning resource center. What resources do they have to help you learn effective study skills? Unless you got a perfect SAT (2400) or ACT (36) score, you'll probably need to amp up your study skills from high school level.
- ✓ Plan for multiple internships or a part-time job to immerse you in the realities of the jobs you think you want.
- ✓ Select a few extracurricular activities and take on a leadership role. Pick one that's a deep interest you'll want to do for several years; others can be short term. If one of them is an exercise routine, your mind and body will thank you.

##### *Coursework and Classes*

- ✓ Take classes outside your comfort zone. These expand your worldview and your creativity. Find the best professors you can. Don't ignore the 8:00 a.m. class taught by a terrific professor. Whether in your major or an elective, you get more bang for your education buck from classes with good teachers.

- ✓ At least once a term, pick a class that absolutely fascinates you. Let your fascination lead you into learning beyond what is needed for a good grade. Future employers want you to know how to analyze, synthesize, evaluate, theorize, and connect seemingly unrelated information.
- ✓ Take classes that will help you in life and work in real-world situations. Consider leadership development, foreign language, business communications, or entrepreneurship.
- ✓ Don't be intimidated by small seminar classes. You can learn exponentially more than in those huge, anonymous, lecture-hall survey classes.

### ***Social Support and Relationship-building***

- ✓ Acquire social skills and build friendships. The ability to do both will enrich your personal and professional lives.
- ✓ Go to your instructor's office hours in the first week. Introduce yourself before your professors get too busy so you will stand out.
- ✓ Get to know your alumni network—soon. Don't wait until graduation. Find out when your department will hold its next alumni event. Go and practice your social skills while building contacts. Alums can answer field-related questions and give you tips on good professors, internships, summer jobs, or permanent ones.
- ✓ Be kind to gatekeepers. A “gatekeeper” is someone who controls access to something you want or may want in the future. Good gatekeeper relations can make the difference for getting into a “limited access” course—for instance, one you want to take and know you could handle, but that has prerequisite courses you have not yet completed. Don't suck up to gatekeepers, but do practice your social skills on them. Treat them as intelligent human beings, even if they sometimes thwart you.
- ✓ Have a Plan B. Should something happen that prevents you from continuing your education, you'll already know other paths into your favorite field. Having a backup plan removes a lot of fear from your day to day life. If something bad happens, you are not scrambling to try to figure out what to do. You already have an alternative lined up.

Having a Plan B does not mean you should give up the first time you hit a “road bump” with Plan A. Often, if you have made an honest effort, you can talk to professors, department heads, and/or other contacts. You may be told that you cannot do something . . . Or you may believe that something is impossible. Rather than believing that something is “impossible,” try believing *in* the impossible. Shift your focus from, “I can't do that,” to “How can I do that?” Enlist the help of others to find alternative paths for getting to your goal. These other strategies may be more difficult or take longer, but if they get you where you want to be, that is what is important.

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## The Unequal Earning Power of Common College Majors

- Petroleum engineering: \$96,200
- Computer engineering: \$70,300
- Chemical engineering: \$66,900
- Computer science: \$64,100
- Aerospace/aeronautical/astronautical engineering: \$63,900
- Mechanical engineering: \$63,900
- Electrical engineering: \$62,500
- Engineering technology: \$62,500
- Management information systems: \$60,300
- Logistics/materials management: \$59,500
- Management of companies/enterprises: \$57,500
- Finance: \$57,400
- Marketing: \$51,000
- Communications: \$43,700
- Accounting: \$43,000
- Information systems: \$43,000
- History: \$41,900
- English: \$40,200
- Sociology: \$37,000
- Social work: \$36,000
- Criminal justice: \$34,800
- Visual and performing arts: \$33,800
- Psychology: \$33,500

\* Average starting salaries from the National Association of Colleges and Employers (NACE), 2012/2013

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**Notes:** \_\_\_\_\_

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# CHAPTER 7

## GOAL SETTING

### KEEP YOURSELF MOTIVATED AND MOVE FORWARD

#### Goals

A GOAL IS something you want to achieve or accomplish: learning to drive a car, getting a high school or college diploma, or representing your school in a competition. A goal can be a desire to experience something you've wished for: traveling to India, going white-water rafting, or meeting a relative you've only heard about. Your goals may be personal: improving social skills, reading a particular book, or learning to get along with your little sister.

Others may be academic: being admitted into college, earning a 3.0 GPA, or surviving chemistry. Some are work related: finding your dream job or getting an apprenticeship. Because life is about more than just school or work, your goals can relate to anything—relationships, learning, or just simply having fun.

**On the next pages, spend two minutes on each section (each box). Work through these questions in any order. Write anything that comes to your mind.**

**Discovery Exercise #11: Goal-Setting**

What I hope to do with my life . . .

What I hope to do in the next one to three years . . .

People have told me I should . . .

If I knew I would die in the next six months, how would I want to spend my time . . .

**Discovery Exercise #11: Goal Setting** (continued)

READ OVER EACH column. What are your reactions to what you've written?

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Are there surprises?

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Were any sections more difficult to complete than others?

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"If I were to die in six months, how would I want to spend my time?" What activities did you list?

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The activities you'd choose if you had little time to live would be those things you value most. Look at your list in that column. Does it reflect what is most important to you?

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What are some personal goals you'd like to accomplish or get started on in the next six months?

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## Smart Goals

SMART IS AN acronym you can use to help you set effective goals . . . ones that you will be able to achieve. The “S” in SMART stands for specific. A specific goal is clearly defined. You will *know* when you have succeeded because you have defined exactly what success looks like. The “M” stands for measurable and provides a “yardstick” against which you can measure your success. The “A” stands for attainable. A goal may be “audacious” as previously mentioned, but it should be achievable given the proper application of resources, energy, and time. It would not be reasonable to expect that someone would be able to walk ten miles in half an hour, but three hours, although it would require substantial effort, would be quite possible.

Some people define the “R” as meaning relevant. Relevancy will drive achievement. It is hard to get excited about moving toward a goal if the goal is irrelevant (does not matter). Other people define the “R” as meaning “results-oriented.” That is, SMART goals should measure outcomes, not activities.

The “T” in SMART stands for timely or time-bound. Setting “tomorrow” as a target date for goal completion is often ineffective since tomorrow never comes. A better strategy is to set an actual physical date by which that goal should be achieved.

Doran, George T. “There’s a S.M.A.R.T. way to write management’s goals and objectives,” *Management Review*, November 1981. [https://en.wikipedia.org/wiki/SMART\\_criteria](https://en.wikipedia.org/wiki/SMART_criteria). Retrieved 08/07/2015.

If you’ve gained new perspective on your six-month goals, revise the list to reflect your actual goals for the next six months, both personal and those related to school or career planning. Before prioritizing your goals, let a few days pass. Identifying what you want to do, talking with your friends and adults you trust, and experience in your lifetime may stimulate other ideas. You can also use the space below to track your accomplishment of those target goals.

### Revised six month personal goals

DATE: \_\_\_\_\_ SIX MONTH TARGET COMPLETION DATE: \_\_\_\_\_

Goal: \_\_\_\_\_ Actual Completion Date: \_\_\_\_\_

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

## Revised six month school or career-planning goals

DATE: \_\_\_\_\_ SIX MONTH TARGET COMPLETION DATE: \_\_\_\_\_

Goal: \_\_\_\_\_ Actual Completion Date: \_\_\_\_\_

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

In addition, add each of these ideas to the appropriate column, depending on the time frame of the goal. When your list feels complete, prioritize the list so that the items first on your list are the most important to you. Write two or three favorite goals from each list at the center of your My Parachute diagram (page 5). Favorite goals:

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**Notes:** \_\_\_\_\_

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# CHAPTER 8

## SOCIAL MEDIA: THE NEW NORMAL

### Discovery Exercise #12

#### Design Your Web Presence or Rebuild Your Site

DESIGNING YOUR WEB presence is a project you can finish in three to six months. Set a realistic target date for when you would like to have each of these steps completed and write it into the Target Completion Date space on the left below the task.

Give some thought to the image you want to project. Your ideas? Colors? Images? \_\_\_\_\_

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Target Completion Date \_\_\_\_\_ Actual Completion Date \_\_\_\_\_

Clean up all your website pages so they look professional. Your ideas?

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Target Completion Date \_\_\_\_\_ Actual Completion Date \_\_\_\_\_

Search for your name online to see what potential employers will find. What did you discover?

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Target Completion Date \_\_\_\_\_ Actual Completion Date \_\_\_\_\_

Pick appropriate photographs and avatars to represent you on different sites. What did you find?

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Target Completion Date \_\_\_\_\_ Actual Completion Date \_\_\_\_\_

Set up an e-mail address on Google or Yahoo. Sometimes it is a good idea to have one e-mail address for personal use and one that you use for business. This makes it less likely that you will send the wrong message out. What e-mail addresses did you choose?

Personal e-mail address: \_\_\_\_\_

Professional e-mail address: \_\_\_\_\_

Target Completion Date \_\_\_\_\_ Actual Completion Date \_\_\_\_\_

Set profile privacy settings to allow communication only among those you friend or approve. (Your goal is NOT to accumulate the greatest number of friends, but to include only those people you can trust will be professional on your site.) What settings did you use?

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Target Completion Date \_\_\_\_\_ Actual Completion Date \_\_\_\_\_

If you are fourteen or older, set up a LinkedIn account.

LinkedIn account: \_\_\_\_\_

Target Completion Date \_\_\_\_\_ Actual Completion Date \_\_\_\_\_

Set a target date for when you would like to have each of the above steps completed. As you finish each item in the checklist, write down its completion date. Comparing the two dates—your intention and when you really finished—will help you make better estimates of how long a project can take.

What user names did you choose?

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What other thoughts do you have on your website and e-mail?

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## Discovery Exercise #13: Reach Out For Career Information

SOCIAL MEDIA SITES like LinkedIn, Facebook, and Twitter are great ways to get information about companies and careers. Before attempting to contact people who might be able to help you answer some of your questions, be sure you read enough information about the person, company, job, or field that you don't take up a new contact's valuable time asking about basic information that could be found anywhere. Always.

Your questions should show that you've thought about this topic quite a bit. Who's on your list?

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Who do you want to meet to advance your career choices?

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What information will help you expand your job options?

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What jobs best match your ideas about earning a good living?

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Do these jobs tend to be in a particular economic sector? Which one?

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What organizations or foundations have goals similar to yours?

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Who are the top ten people to watch in your field?

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What do you want to know from them?

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Where can you volunteer to get experience?

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### **Discovery Exercise #14:**

#### **Experiment with Twitter for Career Exploration**

Set up a Twitter account for career exploration.

What is the name of your Twitter account? \_\_\_\_\_

What two capital letters are you using in your password? \_\_\_\_\_

List your ideas to use Twitter. \_\_\_\_\_

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Think out your look. Run your choice of headshots by a friend.

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Write down some words you want to use to describe yourself and your career search? These will be public.

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Which privacy settings will you use on your site? \_\_\_\_\_

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## **PART 3**

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# **LANDING YOUR DREAM JOB . . . AND MORE!**

# CHAPTER 9

## SEARCH FOR YOUR DREAM JOB

### FINDING THE BEST FIT

#### Four Tips for Finding Your Dream Job

Step 1: Conduct informational interviews.

Step 2: Cultivate contacts and create networks.

Step 3: Research organizations of interest.

Step 4: Begin a campaign to get the job you want.

Repeat these steps with each job target in each field that fascinates you.

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#### Basic Informational Interview Questions

##### **What do you do?**

What are three to five of the most common tasks or activities you do each day?

What skills do you use doing those tasks?

Do you mind repetition?

How long have you been doing this work?

How did you get into this work?

What kind of training or education did you need for this job?

How much did it cost?

What do you like about your job?

What don't you like about your job?

What are the main challenges in this industry?

What do you see happening in this field in the next five to ten years?

What is your ultimate career goal?

What is the starting salary in this job or field?

What is the salary range with three to six years of experience?

Do you have any additional comments, suggestions, or advice?

Can you give me the names of two or three other people who do this same work?

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## Developing Your Career Contact List

You can ask for names of people to contact from:

Family—immediate and extended.

Friends and parents of friends.

Friends on Facebook/social media sites.

Neighbors.

School guidance counselors or club sponsors.

Teachers or professors.

Coworkers and bosses (past and present).

People you've met through temporary/volunteer work.

Supervisors of volunteer or school projects.

Mentors or people you've job shadowed.

People you've met through informational interviews.

Your pastor, rabbi, mullah, youth-group leader, or other members of your spiritual community.

Members of community-service organizations (such as the Lions, Kiwanis, Rotary, Soroptimists, Association of University Women, and Boys and Girls Clubs).

People you meet in line at the movies, grocery store, or on vacation.

Create a list of five contacts to start. Get three more names from each contact—then each of those contacts—and you'll soon know what's what for the work you want in the town you want to live. Here's a start.

First contact:

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

Additional contacts

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

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

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

2. _____	1. _____
	2. _____
	3. _____
3. _____	1. _____
	2. _____
	3. _____
4. _____	1. _____
	2. _____
	3. _____
5. _____	1. _____
	2. _____
	3. _____

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## Ten Incredibly Common Job-Hunting Mistakes Made by Newbies

Thinking you must do this all by yourself

Spending too little time on your job search (if you're unemployed, aim for six hours a day)

Continuing to use techniques that aren't working

Being financially unprepared for how long the job search really takes (budget for at least nine months)

Ignoring successful techniques because "that's just not me"

Having only one job target

Limiting your job search to what's "out there"

Giving up too easily and too soon

Thinking someone else will do this for you

Starting in the wrong place. Don't seek employment interviews before you are ready to be blindingly brilliant in them. Treat the job hunt as a job, not a game.

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# CHAPTER 10

## HIRING INTERVIEWS

### Before Your Interview

BEFORE YOUR INTERVIEW, think about these two questions:

1. What do I still need to know about this job at this organization?
2. What information do I need to communicate about myself?

There are many books and blogs that can help you prepare for typical interview questions. Practice answering these questions. Do you sound convincing? The questions your interviewer most wants answered are:

Why are you here?

What can you do for us?

Can I afford you?

What kind of a person are you?

Do I want you working for me and representing our program, department, or company?

What distinguishes you from nineteen other people who can do the same tasks that you can?

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# CHAPTER 11

## TRENDS AND YOUR CAREER

### Discovery Exercise #15: Discover Career Trends

WHAT ARE THE TOP trends in your favorite fields? To discover what challenges you must track, let's pull some information together.

- List any issues you recall being mentioned in your information interviews about where **field #1** is going, what kinds of jobs are emerging, and what is being phased out. \_\_\_\_\_

Find and read two or three of the professional journals for your field or industry. What journals did you find? \_\_\_\_\_

- What trends are cited? \_\_\_\_\_

- When are they expected to come into play? \_\_\_\_\_

- What are some projections about how this will affect this field or industry? \_\_\_\_\_

- Ask your contacts in field #1 for accurate information about where things are headed. \_\_\_\_\_
- List any issues you recall being mentioned in your information interviews about where **field #2** is going, what kinds of jobs are emerging, and what is being phased out. \_\_\_\_\_

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- Find and read two or three of the professional journals for your field or industry. What journals did you find? \_\_\_\_\_  
\_\_\_\_\_
  - What trends are cited? \_\_\_\_\_  
\_\_\_\_\_
  - When are they expected to come into play? \_\_\_\_\_  
\_\_\_\_\_
  - What are some projections about how this will affect this field or industry? \_\_\_\_\_  
\_\_\_\_\_
  - Ask your contacts in field #2 for accurate information about where things are headed.  
\_\_\_\_\_
  - List any issues you recall being mentioned in your information interviews about where **field #3** is going, what kinds of jobs are emerging, and what is being phased out. \_\_\_\_\_  
\_\_\_\_\_
  - Find and read two or three of the professional journals for your field or industry. What journals did you find? \_\_\_\_\_  
\_\_\_\_\_
  - What trends are cited? \_\_\_\_\_  
\_\_\_\_\_
  - When are they expected to come into play? \_\_\_\_\_  
\_\_\_\_\_
  - What are some projections about how this will affect this field or industry? \_\_\_\_\_  
\_\_\_\_\_
  - Ask your contacts in field #1 for accurate information about where things are headed.  
\_\_\_\_\_

Do this research for your top three fields or jobs. Are there trends shaping up that might shift your educational goals or make you not want to pursue a job in any one of these fields?

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# CHAPTER 12

## BEYOND YOUR DREAM JOB

### CREATE THE LIFE YOU WANT

#### Discovery Exercise #16: Picture Your Ideal Life

PRETEND A MAGIC wand has been waved over your life, giving you everything that's important to you. Have fun with this, but give yourself plenty of time to think about what matters most. It may take days or a few weeks complete this exercise. Let what's really important to you rise to the surface. The goal is to have a visual image of your ideal life. Once you are satisfied with the picture you create, hang it up where you can see it. As other ideas for the life you want arise, add them to your Ideal Life Picture. You'll need the following materials for this exercise: A large piece of white paper, colored pencils or pens, old magazines that you can cut up, scissors, and glue. Use your computer graphic-art skills, too.

Draw pictures or symbols, or create a collage to express visually the kind of life you want to live. The following questions will get you thinking about what you want to include in your picture. Don't limit yourself to ideas from the list; add whatever is important to you.

In your ideal life, where do you live (what part of the world; and where . . . city, suburb, rural area, on an island, in the mountains)? \_\_\_\_\_

\_\_\_\_\_

What kind of house or living space do you want? \_\_\_\_\_

\_\_\_\_\_

What is your neighborhood like? \_\_\_\_\_

\_\_\_\_\_

Who is with you (friends, family, pets)? \_\_\_\_\_

Where do you work? \_\_\_\_\_

What do you do for a living? \_\_\_\_\_

Do you travel? \_\_\_\_\_ Where do you want to go? \_\_\_\_\_

Where do you vacation? \_\_\_\_\_

What activities—sports, cultural, religious/spiritual, family, community—do you participate in?

Work on your picture until you feel it truly represents the life you want. Now, look at your picture again.

What do you need to do to help make this ideal life happen? \_\_\_\_\_

Because you can't do everything at once, choose one area that you can affect now. What is it?

What changes will you work on? \_\_\_\_\_

Return to chapter 7 to review how to set short-term and long-term goals. Having a picture of what you want your life to be is an important step to make it your reality.

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## Discovery Exercise #17: Writing Your Philosophy of Life

EVERYONE NEEDS AN operating manual for his or her life. That's what a philosophy of life is. It identifies what you value most in life and articulates how those values guide your decisions. Begin by writing down what is most important to you (family, friends, money, art, freedom, chocolate-chip cookies, or whatever).

Why are these important to you? \_\_\_\_\_

Why do you want them to be a part of your life? \_\_\_\_\_

This exercise overlaps with the previous exercise— friends and family may come up in both exercises, for example. That's fine. Now, go a bit further and think about particular qualities that are important to you, such as truth, integrity, peace, compassion, or forgiveness. \_\_\_\_\_

Next, list the beliefs by which you intend to live your life (for example, all people are created equal, creation is sacred, or love is more powerful than hate). \_\_\_\_\_

How will you face difficult times in your life? \_\_\_\_\_

How do you hope you'll react to obstacles that may block your goals? \_\_\_\_\_

How will you deal with loss, frustration, or death? \_\_\_\_\_

Take time to think about what you value and believe. \_\_\_\_\_

Think about what makes your life meaningful. \_\_\_\_\_

Work on your philosophy of life for ten minutes a day for a week, or spend some time on it each weekend for a month or two. What emerges as you reflect on these important matters?

Your philosophy of life will evolve and grow as you do. Revisit and revise your philosophy of life from time to time. If you're ever disappointed with yourself or your life, ask yourself these questions:

- Am I paying attention to what I value most?
- Am I living my life by what I most deeply believe?

If you hit a rough patch in life, reviewing your philosophy of life will help you assess what went wrong and give you ideas to get yourself back on track.

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**Discovery Exercise #18: My Role Models**

Names of people I admire:	What I admire about them:

Discovery Exercise #18: My Role Models *(continued)*

Do I have this trait?/Do I want to have this trait?	How Can I develop this trait?

## Discovery Exercise #19: The Power of Vision

SUCCESSFUL PEOPLE BELIEVE in the power of vision. They craft visions of what they want to create or make happen, and they apply these ideas to their personal and commercial lives.

So here's your chance to be a video director. If you were to create a video of your life, from now through achieving your dreams or even your death, what would it be like?

Would your story be a romantic comedy? Drama? Sitcom? Stand-up routine? Musical? Docudrama or MTV? How would you organize episodes about your ages, ah-ha moments, or hard-won wisdom? How would you show your future? (No tragedies—to prevent your life from becoming a tragedy, you think things out before you act them out.)

Write a script for your story. Start with yourself from eighteen onward.

What happens in your life as you age? \_\_\_\_\_

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\_\_\_\_\_

Who do you work for (yourself or an employer)? \_\_\_\_\_

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\_\_\_\_\_

Who do you work with? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where do you work? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where do you live? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you do at work? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you do with your free time? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What brings the most joy to your life? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What obstacles do you encounter? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you overcome them? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Block out the scenes. Add director's notes for who does what in each scene. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work and rework your script until you feel it's ready to be enacted. \_\_\_\_\_

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Who will you get to play the different characters? \_\_\_\_\_

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\_\_\_\_\_

Roll cameras!

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