



Palo Verde College
Transfer and Career Center
Career Journey

Palo Verde College
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Career Journey Road Map
Information and Activities

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**Palo Verde College believes that career development is everyone’s job:
counselors, administrators, faculty, parents, and community leaders.**

INTRODUCTION



In the Palo Verde Community College District instructors, counselors, and staff are participating in a variety of activities to assure their students have the skills and knowledge they need to participate fully in the 21st century economy. As you might suspect, Career Development is a key component to this overall success process.

Finding, choosing and building a career takes a great deal of effort, knowledge and support because careers just don't work like they used to. These activities are designed to guide you in thinking about how to find fulfilling and interesting work utilizing unique skills, interests, aptitudes and attitudes.



This guide is organized in a 4-step career development process: Discover, Explore, Decide, and Act. This guide is divided accordingly with a short description of each term and 4 or 5 supporting activities. In addition, the website www.paloverde.edu and the extraordinary counseling services on campus, supply a whole range of services for students.



You are not alone, now lets begin.

TRANSFER AND CAREER CENTER STEP 1: DISCOVER



You can look at the career process as a journey and if you want to have a more successful one, then having a map of where you want to go will prove helpful. But before we begin to create a career map; you will need to establish a point of departure. After all, how can you determine where you are going if you don't really know and understand where you are? Lets continue and discover where you're at and what you need to do to get to your point of departure.

Almost everyone can recall trips where they had lots of fun and others that did not go so well. Sometimes they took too much with them and other times they were not prepared for the changes they encountered. The career development journey can help you prepare for your future in a very logical way, taking advantage of the support and the resources available.

Discover is the process that will help you establish just where you are now. It is an opportunity to take a look at who you are, your strengths, weaknesses, likes, dislikes, values, styles, skills and attitudes. It will require you to ask yourself some tough questions and reflect with real honest on your discoveries.

There are scores of assessment tools available. Some are on-line with no cost, others expensive and time consuming. Many tools are readily available from the ***Transfer and Career Center*** on campus. You must use discretion in selecting and embracing the assessments and results you receive. These are, after all, only tools to provide you with information to guide you on your journey.

During the discover process you will have to have an opportunity to focus on your personality and habits. You can decide on the traits you choose to grow and begin to unload those you had just as soon leave behind. Discover will give you knowledge about yourself, and since knowledge is power – it is sure to be an empowering experience.

The discover process is time consuming and will be ongoing, but if you believe in the process and its value, you can consider this as a first step in your career development.

It has been reported that upward of 70% of all workers are dissatisfied with their job. You certainly do not want to live a quiet life of desperation, but rater an exciting life doing jobs that you feel passionate about. You will learn more about yourself and identify your passions that will surely find their way; for passion is so powerful!

Lead by your example, and do a few of the discover exercises that follow. Begin by asking yourself where are you headed?

IF I HAD THREE LIVES TO LIVE EXERCISE.



Motivation:

Like it or not everyone in this planet has only one life to live. Although we may accomplish a great deal during our lifetime, we cannot change the fact that we have only one. This exercise is designed to get you thinking not about reality, but thinking about what you would do if you had three other lives to lead. You could be anything, anywhere.

Activity:

Without thinking too much about this, jot down the three other lives you would choose.

1.

2.

3.

Reflection:

Now either alone, with a partner, or in a small group, explain your selections and what they tell you about your present or future life choices. Did you find any surprises? How will you use this information?

Motivation:

While it is true that we have only one life to live, we will probably have multiple jobs during our lifetime. According to the US Department of Labor, each of us will have 7 to 10 jobs. How many people do you know that have had that many jobs? Why do you think that we will have so many jobs? Do you see this as positive or negative?

Activity:

Now either alone, with a partner, or in a small group have each person write the following sentence 3 to 5 times changing either the verb or field of interest, or both each time:

A great job would be (verb) in the (year interest) field.

After each member of the group has completed their sentences, have participants read one of their sentences, going around the table 3 to 5 times till all sentences have been read. After the group has finished ask them to comment on the similarities and differences of the sentences. Were they more alike or more different? Could members identify with other people in the group? What ideas were most appealing?

Reflection:

Now you have heard about 25 weird jobs ideas, write a new weird job idea that appeals to you and then write in 25 words or less, why.

WHAT KIND OF LEARNER ARE YOU?

Motivation:

There are many tools to use that will help you discover more about yourself and the ways you prefer to learn. Because we spend so much of our time learning, either formally or informally, it is important to discover and understand our unique styles- making us more effective and efficient learners. (This is based on some work by Carl Jung).

Activity:

Draw a circle, a rectangle, a triangle and a “Z” on a piece of paper. Point out these shapes and ask yourself, just by looking at them, which one you think represents how you learn. Try not to analyze this but to quickly draw on your paper the shape that “calls out” to you. Then ask how many people identified with each symbol and get some feedback from several as to why they chose a particular shape. Then review the main characteristics for each symbol:

CIRCLE:

Holistics likes to see the “big picture,” connected, continuous, smooth, needs to know what and why and be involved. Generally, they tend to be more philosophical in nature, and will get involved in deeper discussions. They have strong self- concept

needs and need the anticipatory set (whole picture). They need to conceptualize things and can irritate rectangles and triangles in this process.

RECTANGLE:

Need parameters, complete organization, want a beginning and an end, want the “three points in order,” “show me the way.” Closure is very important to this group. They need navigation through the learning process-where are we going, and how will I know when I get there? They sometimes make circles and “Z’s” frustrated by appearing too formatted or process focused.

TRIANGLE:

Three-dimensional, strong, need to see the base, then the format, likely to ask, “how do you know that?” they want research, important information, want to be sure that it is “worth their time”, need the reasons for things-the what and why- you often find engineers in this group. They can frustrate circles and “Z’s” by being too focused or driven.

“Z’s”:

Tend to want lots of action, learn in an open non-formatted fashion, seem to “wander” through the learning process- not necessarily in any logical fashion. They are wide-open to a variety of learning experiences, and frequently are a little more creative. They tend to drive rectangles and triangles nuts.

It is important to have a mixture of styles in your group. If you have all circles and Z’s, you might never get through the day and might not accomplish short-term goals. If you have all rectangles and triangles, you will get through everything quickly, but may miss some important ideas or considerations that have impact on the whole.

All learners have a “home base” of learning. They will wander to the other areas based on the learning experience, but normally learn in their home style and that this is established very early in life.

Reflection:

After you have talked this through, ask everyone in your group to think about their learning needs and to keep this in mind as they go through the discover process. How could this information be useful to you?

PERSEVERANCE QUOTIENT EXERCISE

Motivation:

Unfortunately, many people never achieve their dreams because they give up on them before they meet success. Vince Lombardi, a famous winning Notre Dame Football coach proclaimed, “We never lost a game. We just ran out of time.” Do you think you have what it takes to stick with your dreams till you make them reality?

Activity:

How are you currently equipped to persevere in pursuit of your dreams? Take this short quiz that measures factors influencing your ability to persevere. Rate yourself using a scale 1-10, 1 being no perseverance and 10 being perfect perseverance.

1. Self-confidence and self-image: (do you believe in you?)
2. Independence in thought and action: (Can you go against the crowd when you know they're wrong?)
3. Clarity of purpose and intensity of passion: (Do you really know what you want? How hot is your fire?)
4. Integrity (Do your actions align with your professed beliefs?)
5. Honestly with yourself: (Are you willing to acknowledge and address areas about yourself with which you're dissatisfied?)
6. Ability to focus: (Do you finish projects you start?)
7. Resilience: (Can you bounce back quickly from disappointments?)
8. Adaptability to change in circumstances: (Can you quickly adjust to surprises?)
9. Health: (How is your stamina? Energy level?)
10. The supportiveness of your family, social and career environment: (Do the people who surround you add to, or detract from, your willingness to do what's necessary to achieve your goals?)

WHAT DOES YOUR SCORE REVEAL?

Below 55 Take a complete inventory, your positive assets first, then your areas of opportunity, your lowest scoring categories. Then develop a game plan to start improving everyday.

55-69 You're honest, and that's a good start! What can you do to bring up your lowest score?

70-84 You're in great shape to go. Maybe do some fine tuning on the way.

85-94 Excellent – Just don't get too comfortable.

95-100 You are a Perseverance Machine!

Reflection:

Did you like your score? What could you do to enhance your own level of perseverance?

Now Lets Go To Step 2



TRANSFER AND CAREER CENTER
STEP 2: EXPLORE





As you begin to pay attention and reflect upon your passions, dreams, values, styles, and talents, you're ready to proceed on your career journey to the exploration phase. In which direction do you want to travel? What jobs or careers are you suited for? In this step, you will research careers that match their profiles. You will begin to mentally project yourself into career roles as you conduct your research to connect the facts and analysis with your inner compass.

There is no shortage of information about careers, jobs and employers. There are literally millions of employers and jobs. So it is important to encourage yourself to stretch beyond the few jobs your friends and families have and begin to explore the almost limitless possibilities. Since the best career decisions are informed decisions, it will be important for you to tap into current, accurate occupational information.

You can review lists of careers and career families, and rule out ones that hold no interest to you. The Occupational Outlook Handbook, revised every two years by the Department of labor, is a great place to begin. IT lists more than 250 job titles that account for over 120 million jobs. As you begin to decide on 8 or 10 careers, you can establish an itinerary of jobs or careers to visit. You can go back to the Transfer and Career homepage and click on "Career Resources" and scroll to the bottom and click on "Occupational Outlook Handbook".

The explore phase is the reality check where you will discover the positive and negative aspects of different jobs. You will hear yourself say: "It doesn't pay what I expected...there aren't many of those positions available especially where I want to live...I have to take math and chemistry to get the degree I need to do the job."

Once you have decided on several occupations or careers that interest you, begin to build some networking skills, do informational interviews and attend a meeting of a professional organization related to your career choice. While you may complain that you don't have the time, you really don't have time not to do these career exploration activities. While these activities are neither expensive nor complicated they will provide priceless information and direction.

As you move through this process you will discover there is less job security, but more job opportunities to group and learn and change in the 21st century workplace. To take some of the pressure off this process, it is important to stress that there is not just one right choice, but many choices that would be suitable, and chances are great that a person will change jobs and careers over time.

Following this career development process leaves less to chance and more to choice. In addition, this same process can be utilized each time a job or career change becomes necessary.

COLLECTING BUSINESS CARDS

Motivation:

This is a simple, but fun and valuable activity. While you are standing in line at the super market, having coffee at Starbuck's, or watching a baseball game at Edison Field, you can make useful career contacts. Without even knowing it, you can begin to build informal networking skills that will help you both in business and in your personal life.



Activity:

This activity will give you an opportunity to explore a variety of jobs, develop simple interviewing strategies and make career contacts. Collect business cards, and record on the back of the card information about the person and their job.

Reflection:

What was the most difficult part of this activity? Why is it hard for many people to talk to people they don't know? Give some examples of how people responded to you. What was the most important thing you learned about yourself as you worked through this activity?

WISH/OBSTACLE GAME

Motivation:

"There are no problems we cannot solve together and very few that we can solve by ourselves." - Lyndon Johnson.

Activity:

This is an interesting exercise to demonstrate the power of team problem solving.

1. Get a friends or family members to participate in this activity.
2. Each participant will then make a wish/obstacle statement regarding the career of their dreams and an obstacle that is in their way. Here is an example: I wish I could become an architect, but I don't know where to begin. The participant makes the statement and no one is to respond. Go around 3 times in the group so everyone makes 3 wish/obstacle statements.
3. Open the discussion up to the entire room. This time use ideas from everyone in the room to see how many suggestions can be made to help a person overcome their obstacle. Here's an example: I



- have an uncle who is an architect and you could interview him to find out more.
4. Have more volunteers share their wish/obstacle statements. Then ask participants to give suggestions.

Reflection:

As you complete this exercise discuss what happened and how many obstacles were overcome.

CONDUCT AN INFORMATIONAL INTERVIEW

Motivation:

An informational interview is a unique opportunity to ask questions and experience a bit about particular individual, company and profession. It is generally a short, focused interview with carefully crafted questions composed beforehand. It is a chance for the interviewers to get specific questions answered and for the interviewees to share their expertise. While interviewees generally are flattered and delighted to participate, interviewers need to be considerate, well prepared and by and large make good use of the interviewee's time.

Activity:

1. Have you ever conducted an informational interview? How are they valuable?
2. Who are appropriate people to interview? Who would you choose and why?
3. List and review a series of questions you think would be appropriate for an informational interview.
4. Describe how you would go about getting an informational interview.
5. Finally, conduct an informational interview using the form below, adding or deleting questions to make it your own.

Informational Interview Form

- Name of Occupation: Name of Person Interviewed.
- Work description: What are your primary work tasks? What is a typical day like?
- Training: What education is required? What majors are appropriate?
- Skills: What skills are required to work in this occupation?
- Personality Traits: What personality characteristics are useful for people in this profession?

- Work setting: Where do people do this type of work? How would you describe the work setting?
- Salary: What is the salary range in this occupation?
- Advancement: Describe possible paths of advancement with this occupation.
- Employment Outlook: What is the current forecast for employment in this field?
- Geographic mobility: Is this occupation limited to certain areas of the country or particular kinds of places?
- Professional Organizations: What professional organizations are related to this occupation?
- What are some of the pros and cons of this work?
- What do you like about this job? What do you dislike?

Reflection:

Based on this interview/research will you keep this as one of your job or career options?

THE NAME GAME

Motivation:

Putting a name to things makes it more realistic and more possible.

Activity:

Create a simple chart to enter information about jobs.

Name your job: List the skills you enjoy and identify jobs that use these skills. What are the jobs called? List them. Note that the same job may have different names.

Name the company: What agency or organization would you like to work for; or if you plan to work for yourself, what product or services would you sell?



Name your contacts: List all the people you know who are connected to the jobs or companies you are interested in; and if you plan to work for yourself, the list of contacts who are possible customers.

Name your location: Where do people live and work who do this job? Do they live in a big city? Do they have traditional hours and work places? Are there opportunities to work alternative hours or from home?

Name your income goal: Determine the salary range people working in this profession or job and decide if this will fit your needs and wants.

Reflection:

How did this exercise help you visualize your dream job? Do you feel you need additional information regarding your career choice?

MAGAZINE EXERCISE

Motivation:

So you want a really cool job? You can't even imagine the possibilities. One of the ways to focus on a person's interests is to ask what magazines he/she reads. This will tell you a lot about the person and their passions.

Activity:

There are a number of ways you can go about this activity:

- You can go to a large bookstore or newspaper / magazine stand and buy a magazine that most interests you. Buy it and read it, carefully look at the pages and what do you think this says about you?
- You can use an on-line magazine stand with over 1,000 selections. Print out samples of your favorites.



Think about the number of jobs involved with the topic of your magazine. For instance, if your selection is snowboarding, what are all the different jobs related to snowboarding? Name 10 possible jobs. (You will probably be able to name 50 or even 100.)

Reflection:

There are all kinds of job possibilities, and this is another creative way to discover them.

TRANSFER AND CAREER CENTER

STEP 3: DECIDE



Once you have completed the explore process, you are ready to make some decisions about your journey and more specific destinations. You will begin to design your career itineraries as you narrow your choices and decide on several careers or jobs that feel right for yourself. In this step, you will identify the education and/or career path that will take you where you want to go.

Making decisions, even small ones, will help you gain confidence in your decision making power. Little decisions, like what to do on weekends, what courses to take, what extra curricular and recreational activities to participate in, are all career decisions.

Setting both long-and short-term goals is also a part of the decision making process. Goals are, after all, a way of identifying what a person wants and then channeling energy in that direction. Identifying and naming goals is valuable. Analyzing, studying and acting on those goals will lead to success.

The employment picture is changing dramatically. People entering this 21st century workplace will need to call on their ability to make decisions and react to change. Globalization, merger mania, electronic revolution, outsourcing, mass retailing alternative work styles and self-employment are workplace trends that will continue to grow. So learning how to make decisions and practicing decision-making skills, has never been more important.

Career decision-making can be overwhelming for people. So it is important for us to lower your anxiety levels and realize that this is not an “all or nothing” proposition. Careers, after all, are built over a lifetime and involve many decisions. Most decisions are reversible and can be changed and/ or amended.



WHAT'S YOUR STYLE?

Motivation:

There are a number of strategies individuals use to make decisions. While you have used each of the following styles at one time or another, there is likely to be one or two that you use more often and could be described as your personal decision making style.

Activity:

Print this activity sheet. Check the decision-making styles you have used and give an example of how you used it.

- Impulsive: Little thought or examination, taking the first alternative, don't "look before you leap."

- Fatalistic: Letting the environment decide, leaving it up to fate, “it’s in the cards.”
- Compliant: Let someone else decide, following someone else’s plans, “anything you say, sir.”
- Delaying: Taking a moratorium, postponing thought and action, “I’ll cross that bridge later.”
- Agonizing: Getting lost in all the data, getting overwhelmed with analyzing alternatives, “I don’t know what to do.”
- Planning: Using a procedure so that the end result is satisfying, a rational approach with a balance between cognitive and emotional, “weighing the facts.”
- Intuitive: A mystical, preconscious choice, based on “inner harmony,” “it feels right.”
- Paralysis: Accepting responsibility but unable to approach it “can’t face up to it.”
- Deviant: Asking the advice of others but then doing the opposite of what is suggested, “going to do it my way.”

Reflection:

Divide students into groups of 5. Have them share with each other their personal style and the advantages and disadvantages in using it.

6 HATS: TRY THEM ALL ON!

Motivation:

This Edward de Bono’s “Six Thinking Hats” is used as creativity exercise. We will use it here to be more creative in the career decision making process. You will need to list 3 or more careers you are considering and then try out the different hats as defined by de Bono.

Activity:

	Career 1	Career 2	Career3
White: Facts			
Yellow: Good			
Black: Negative			
Green: Creative			
Red: Emotion			
Blue: Overview			

White Hat The information hat. What are the facts? Write the job description.

Yellow Hat The optimistic hat. This hat concentrates on the logical, positive aspect of a job. It focuses on the benefits.

Black Hat The caution hat. This hat points out why something cannot be done. This hat defines the problems with the job or career you are considering.

Green Hat The creative thinking hat. How could this job be changed, extended, and grown? What are some new ways to do this job?

Red Hat The hat that encourages the use of feelings and intuition. How do you feel about this job?

Blue Hat The overview. It is the hat that forces one to ask what are the conclusions of this activity?

Reflection:

Which career wore the most hats? Had the best fit?

CHOOSING YOUR GOALS

Motivation:

This activity is taken from *Becoming a Mastering Student* by Dave Ellis. It is an exercise that calls on students to generate and evaluate long and short term goals. (This activity can take up to an hour).



Activity:

Part One: Long-Term Goals these are goals that will take from 5 to 20 years. They are goals that really define your life. What do you want to accomplish in your life? What do you want your life to represent?

- Take 8 minutes, keep careful track of your time, and write as fast as you can. Write down everything you can think of that you want to accomplish in your life. It is important to generate as many ideas as you can.
- Take 6 minutes now to review and add to your list. Look for commonalities or themes in your goal list. Then choose 3 of the most important goals and write them down.
 1. Long Term Goal
 2. Long Term Goal
 3. Long Term Goal

Reflect on these long-term goals and your values underlying them: love, wealth, or happiness.

Part Two: Mid-Term Goals these are goals that you could accomplish in 1 to 5 years. They are goals that include finishing your education or achieving job certification. These goals generally support your long-term goals.

- Read aloud your 3 long-term goals. Then elect one. Take 8 minutes and focus your attention on writing down all the things you could do in the next 1 to 5 years that would help you accomplish that goal.
- Take a few minutes to reflect on the list you generated. Take 5 minutes to list the three most important goals that would help you reach the long term goal and write them down.
 1. Mid-term goal
 2. Mid-term goal
 3. Mid-term goal

Reflect on why these goals were the most important.

Part Three: Short-Term Goals

These are the goals that can be accomplished in a year or less. These are specific things you can do to now!

- Review your list of mid-term goals and select one. Take 8 minutes to brainstorm all the things you could do to help you accomplish this goal.
- Take 6 minutes to analyze your list and select the three that will help you the most and you are willing to do right away.
 1. Short-Term Goal
 2. Short-Term Goal
 3. Short-Term Goal

Reflect on these short-term goals and decide on the one or ones you are willing to tackle now.

Part Four: Next Steps

Spend some time now thinking about this activity and how it felt. What and how do you think using a process like this could help you in choosing goals and accomplishing them? What is your next step? Do you think its time to take some action that will lead toward the accomplishment of your long-term goals?

YOU AS A DECISION MAKER



Motivation:

Here's another short exercise that will help you determine your decision making style. This is easy and fun to do with only 4 styles: intuitive, snap, analytical and foot dragger.

1. Action in making decision: When you seem to have the important facts about a situation, which one of the following statements best describes your action in making a decision?
 1. The answer just feels right.
 2. Given the facts, there is no need to delay the decision.
 3. Just give me the facts, and I'll decide.
 4. You want time to sleep on it.
 5. You want to consult others before deciding.
 6. You keep changing your mind about the right answer

2. Enjoy most: When a decision needs to be made, which of the following do you enjoy the most?
 1. Acting upon your hunches.
 2. Trusting your judgment.
 3. Deciding quickly.
 4. I prefer to make decisions without belaboring them.
 5. Considering all of my alternatives before deciding.
 6. Thinking about the results of each of the choices.
 7. Finding out all the facts.
 8. I do not enjoy any part of the process.

3. How fast can you make little decisions?
 1. Fast.
 2. Fairly fast.
 3. In the middle.
 4. Rather slow.
 5. Slow.

4. How fast can you make big decisions?
 1. Fast.
 2. Fairly Fast.
 3. In the middle.
 4. Rather slow.
 5. Slow.

5. After a big decision has been made, which statement best describes your feelings?
 1. I feel comfortable.
 2. I made the right decision without getting stressed out.
 3. I weighed all the facts and came up with the best decision, but I hope I didn't forget something.
 4. I am greatly relieved the decision has been made.

5. I always wonder if I made the right decision.
6. Rating: In general, as a decision-maker, do you believe you are:
 1. Very good.
 2. Good.
 3. Average.
 4. Fair.
 5. Poor.

Classification Key – Circle the number you checked.
Then identify which style you use most of the time.

	Intuitive	Snap	Analytical	Foot Dragger
A	1	2	3,4	5,6
B	1,2	3,4	5,6,7	8
C	2	1	3	4,5
D	2	1	3	4,5
E	1	2	3,5	4



TRANSFER AND CAREER CENTER
SEPT 4: ACT



Once you have made some decisions about your career, you will have to proceed toward your destination by taking some action. Now comes the time to move from the realm of reflection and commitment, to the arena of doing: time to generate broad career goals into specific concrete activity.

There are a number of things you can begin to do. Write a draft of your resume in several styles, chronological, functional or a combination (chrono-functional). Since few resumes are initially reviewed by a person, format your resumes for electronic scanning.

In addition, thinking about building a portfolio to house some of your extraordinary work samples, certificates and letters of recommendation. Moreover, you might consider building a website to display your information. In addition, your site should showcase your portfolios, as well as demonstrate your technological abilities.

According to Harvard Business School, an estimated 65-70% of jobs are found through networking. So while networking was mentioned in the explore stage, we bring it up here again, because it is such an important aspect. Put at least 50% of your job search efforts into networking.

It is hard work to get a job interview, but you need to remember to take the time to practice for these performances. So engage yourself in some interviewing activities that will expose you to a variety of “new” interviewing techniques. Most of the Fortune 500 organizations recruiting college students use a form of interviewing called behavior-based interviewing. Behavior-based interviewing questions and style differ from the more traditional interview. Go into the Transfer and Career Center homepage and click on “Interview Tips” this link will guide you in behavior-based interviewing for your next job.

If you still don’t seem to know what to do or are reluctant to act, start with taking small actions that will take you in the direction that you want to go. Even if your activity doesn’t work exactly like you thought it would, the results may suggest something else.

Work is one of the most important dynamics in our lives. It influences virtually everything a person does. If we want to find rewarding careers instead of just jobs, we must arm ourselves with effective and efficient career strategies. The discover, explore, decide, and act process gives you the tools you will need for your career journey; it is a simple and successful system that really works!

RESISTANCE TO CHANGE

Motivation:

In the 21st century workplace employees will be faced with more changes than they have ever experienced. Being aware of change and their reaction to it, will help you develop strategies to effectively deal with it.



Activity:

This exercise is designed to help each person recognize his/her own resistance to change, identify resistant behavior in others and to get some dialogue going about how to handle change.

Step 1

Have members from your family or friends pair off. Each person is to spend two minutes carefully looking at his/her partner. At the end of two minutes, turn away from each other and “change” five things about themselves. When everyone has completed the change, the partners should face each other and identify the changes that the other has made.

Step 2

After everyone has completed this step, the partners should turn away one more time and change ten things. Repeat the process in step 1.

Step 3

Ask your partner if they would like to repeat this one more time and go for 15 changes. There will be loud resistance. Discuss the 7 dynamics of change demonstrated in this exercise.

Ask yourself these questions to illustrate those dynamics.

1. How did you feel about the exercise you just completed?
People feel awkward and ill at ease with change.
2. During the exercise what did you think of first-things to take off or things to put on?
People think first about what they will lose.
3. Even though you could not communicate with your partner, how many of you swapped things with others to make the necessary changes?
People feel alone even if others have the same experience.
4. What happened when you asked if they wanted to repeat the process a third time?
People can only handle so much change.
5. How many people thought this activity was fun? How many people had some anxiety? How many people wanted to quit and walk out?
People have different levels of acceptance of change.
6. How many people felt they did not have enough stuff to make the changes?
People are concerned they lack needed resources for change.
7. What happened when I told you to return to your seats?
People revert to old habits when pressure is off.

Reflection:

Discuss the 7 dynamics of change and the way they different people felt. Ask them about other changes in their lives and if they think that these seven dynamics applied. How will this information on change be useful to them at home or work?

RESUME REVIEW

Motivation:

A piece of sales literature has 2 seconds to attract a reader's attention and a resume has about the same time. Putting together a resume is very serious business. Often, the resume is the first impression a job seeker will make on a prospective employer. If the resume is not effectively written, it will be the last impression.



Activity:

Find your resume. Cross out or "whiteout" the name. Have your friends, teachers or family members make 4 or 5 copies of your resume. Now, divide your participants into groups or teams. Ask the team member to review each resume and evaluate each one using these 6 qualities.

Utilize a scale of 1-6 with 1 as worst and 6 as best.

- Review of the qualification
- Essential information only
- Skill based
- Unique emphasis on individual
- Marketing piece and error free
- Effective enough to get noticed

When finished reviewing the resumes present each one and ask group members to give the pros and cons of the resume. Discuss ways it could be changed or improved. Finally, ask the group if they were screening for a job, which candidate would they choose to interview? Which candidate would they drop and why?

Reflection:

How will you change your resume based on the information you learned in this review?

INTERVIEW OR INNERVIEW?

Motivation:

The interview is not the time to practice; it is the time to perform! Discuss the different kinds of interviews and the questions appropriate for each one. Ask family, teachers, friends to share some of the experiences they have had in interviews.

Activity:

In today's job market 70% of Fortune 500 companies are using behavioral interviewing techniques over the more traditional interview. In the behavioral interview, interviewers will not ask the interviewee how would they act in a given situation, but how did they act.

This interview is dedicated to finding out about interviewee's behavior in specific situations. Additionally, the interviewer will probe the interviewee to check for more information and consistency in their answers. The interviewer will probably take detailed notes as the interviewee speaks, and this can often be disconcerting.

Work to compose two or three behavioral interview questions. Discuss what these might reveal about the interviewee.

Finally, choose 2 behavioral questions to ask a partner and to take notes as the interviewee answers. Then switch roles so that each person has an opportunity to be both the interviewer and interviewee.

Reflection:

Based on the activity you completed, how will you prepare for your next job interview?

