About the Training Program

Career change, company mergers resulting in career transformations, and employee layoff are all creating a complex and more dynamic work force. The average American worker has ten different employers during his or her lifetime and conducts a job hunt once every 3.6 years.

This program is designed for adults who are currently reviewing their career options. Participants will gain a more complete understanding of themselves as a basis for realistic career decision making and planning. The areas of self-assessment, career exploration, career decision making, the job-search process, and creating a personal career-development plan will be addressed.

Training Objectives

Participants will have the following opportunities:

- To assess personal skills, values, interests, and experiences related to their careers,
- To learn the steps in career decision making;
- To evaluate current and future job opportunities;
- To develop a personal career-development plan; and
- To practice utilizing key resource people and relevant materials during the job-search process.

Designed by Vicky Whiteling.
## PROGRAM OUTLINE

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## PROGRAM DIRECTIONS
I. Opening Activities

A. Career Planning: A Lifelong Process (Presentation)

1. Introduce yourself and establish credibility by discussing your experience and expertise in the area of career development.

2. On a flip chart display the items from the “Training Objectives” section and review the training agenda.

3. Stress that the overall goal of the program is to empower participants to control the direction of their career decision making by becoming an active agent in the process.

4. Highlight career planning as a lifelong process, neither something we engage in just until we find a job nor something that suddenly emerges when we are in career transition. Indicate that the ongoing nature of this process is becoming increasingly evident with the evolution of high technology and as we move into the constantly changing job market of the twenty-first century.

B. Getting to Know You (Icebreaker; Materials: One Index Card for Each Participant)

1. Distribute an index card to each participant. Give the following instructions:

   Put your name in the center of the index card and then fill it out in the following way: In the top-left corner write in your most enjoyable job; in the top-right corner, name your most challenging job; bottom-left corner, state your most unusual job; and bottom-right corner, describe your ideal job. Below your name, briefly describe what you hope to gain from this training program.

   Display an example of a completed index card on the flip chart as illustrated below.

2. Ask participants to display their index cards in front of them to use as a basis for introducing themselves to someone in the room they do not know. Ask participants to form
3. Ask dyads to form quartets by joining with another dyad. Again request that participants use their index cards to introduce themselves.

4. Have quartets form octets by joining with another quartet. Then continue this getting-to-know-you process in the same manner. Depending on the size of the group, this procedure can be continued until all the groups have joined. Alternatively, participants may be asked, after forming octets, to spend the next five minutes introducing themselves to everyone in the room they have not already met.

II. Self-Assessment

A. Collective Working Past (Interviewing; Materials: Eight Sheets of Newsprint, Marking Pens, and Form A)

1. Divide participants into four small groups. Distribute two sheets of newsprint and some markers to each group. Ask participants to create a collective work resume representing their group members. Suggest that they begin this process by listing on newsprint participants’ credentials, followed by some of the current and previous jobs of group members, both paid and volunteer, part-time and full-time. Next they should list some of the personal qualities and skills each job required and finish with a partial list of jobs participants desire. To facilitate the process, have examples (as shown below) of both personal qualities and skills.

Personal Qualities: (Describe who you are.) Artistic, adaptable, conscientious, perceptive, patient, meticulous, cheerful, resourceful, responsible, tolerant, persistent, flexible, creative.

Functional Skills: (Describe how you deal with people, ideas, data, or things.) Administer, advise, assemble, coach, counsel, compile, construct, decide, design, evaluate, facilitate, investigate, manage, research, teach, negotiate, persuade, encourage.

Content Skills: (Describe specific skills in which you have developed competence.) Accounting, gourmet cooking, antiques, music, speaking another language, sports, crafts, carpentry, computer programming.

Encourage participants to collaborate in their small groups to identify the personal qualities and skills of past, present, and potential jobs listed. Tell participants they may present this information any way they like on the newsprint, and invite them to let their creativity flow.

2. Ask participants to pair off within the small groups.

3. Request participants to interview each other by using the questions on Form A and
to record their partner’s responses on the form.

4. Reunite the full group and display the group resumes. (Post on walls so information is readily available throughout the entire program.) Have everyone walk around the collective resumes to explore the resources of this group, which will be utilized as the day progresses.

5. After the resume tour, ask participants to be seated. Encourage a brief discussion of questions, observations, insights, and surprises that might have emerged throughout any stage of this process.

**B. Fantasy Trip (Mental Imagery; Materials: Small Notebook for Each Participant)**

1. Invite participants to move into a comfortable position as they embark on a short fantasy trip into a future where ambitions are coming to fruition. Ask participants to close their eyes and begin to focus on their breathing. Encourage them to take slower, deeper breaths, inhaling through the nose and exhaling through the mouth, which brings a feeling of increased relaxation and wellbeing. Model the deep breathing sequence. Continue with this script:

   Turn your focus to your imagination and picture yourself waking up on a Monday morning fresh, energized, and enthusiastic about going to work at your ideal job. As you go through your morning ritual of getting ready for work, notice how you are dressed, whom you interact with before you get into work, what your living environment is like, how you travel to work, and anything interesting you notice about this route. (Pause.) You really enjoy your work and it was worth the time and effort it took you to get this job. You find this work stimulating and rewarding. As you get into work, what do you notice about your work space? Do you have your own office? Are there other people working with you or near you? How do you begin your work day? (Pause.) Picture yourself working through until lunch time. What have you been doing this morning? What skills and abilities did you use that you really enjoyed? (Pause.) Look around you and notice any other information and insights you would like to bring back from your ideal job to incorporate into our work today. When you are ready, shift your focus back to your deep breathing and then begin to reorient yourself to this room. Notice the floor on which you are sitting or lying, and the sounds around you. Slowly open your eyes and bring your sense of relaxation and the enthusiasm from your imagery experience back into this room.

2. Distribute notebooks for participants to use as a journal to note their observations, learnings, and insights during the training. Indicate that this book will be an important tool in their career-development process, and they can use it beyond this training program. Ask participants to make some notes on their imagery experience. Reiterate some of the questions from the imagery sequence to facilitate the writing process:
What work were you doing? What skills were you using? What was your work space like? Was it in a special geographical location? How were you dressed for work? Did you work alone or with others? Are there additional observations, surprises, or insights from your ideal-job fantasy trip?

3. Pair off participants and request that they share their imagery and writing experiences.

4. Reunite the full group and invite three participants to share something they learned or something that surprised them from their imagery and writing experiences.

5. Briefly discuss the importance of pursuing a career that matches their interests and abilities, challenges and builds on their skills, and incorporates values and personal qualities they embrace. Point out that understanding oneself through self-reflections, completing personal inventories, and doing activities like this expands self-knowledge, which is the first step in career development. Mention some of the popular inventories used in career planning as resources. For example, Bolles’ skill inventories in *What Color is Your Parachute?*; Strong-Campbell Interest Inventory (SCII); Vocational Preference Inventory (VPI); Self-Directed Search (SDS); and Holland’s Occupations Finder. Point out that individuals who are not sure of their career direction will find that these inventories provide valuable information about careers that match their interests, skills, personality, and so forth.

C. Career Reflections and Options (Trio Exchange)

1. Divide participants into trios by asking them to count off zero, one, two.

2. Ask participants to discuss the following questions in their trio for five minutes:
   - Where am I now in my career development?
   - What am I currently doing?

3. After five minutes, have the groups rotate by asking person zero to remain seated; person one to move one group clockwise; and person two to move two groups clockwise. Ask newly formed trios to discuss the following questions:
   - Where do I want to be in my career?
   - What do I want to be doing?

4. After five minutes, rotate the trios a third time. Give these final questions for discussion:
   - How can I get there?
   - What are some possible strategies for moving toward my career goals?

5. Reunite the full group and invite a few participants to briefly share their career reflections and options as discussed in the trio rounds.
III. Career Exploration

A. Discovering Resources (Guided Teaching)

1. Indicate that the group has already begun to discover its resources through the collective resumes and discussions and that the participants are now going to expand this. Invite participants to respond to the following question:

• When we are exploring career options, what are our resources?

On a sheet of newsprint write the following title: I. People; on a second sheet write: II. Materials; on a third sheet: III. Places. (Cover the titles so that participants cannot see them.) As the group is generating ideas on resources, categorize them and write them on the appropriate piece of newsprint.

2. Ask participants if they notice anything about the information they have brainstormed. Guide them to classifying the three types of resources for career exploration. Uncover the titles.

3. Cover these key points in the discussion:

• People resources: used for support, information, networking, guidance, informational interviewing. (Ask participants to give some specific examples of their people resources and add these to the newsprint.)

• Material resources: library, books, videos, newspapers, computers, magazines, career-development inventories. (These include both content information on particular careers—job openings, etc.—and how to go about the process of career planning and development. Note examples the group provides. Poll the group to discover which material resources they use most and least. Talk about the advantages and disadvantages of these types of resources.)

• Place resources: college placement offices, private and public employment agencies, personnel and employment departments. (Invite a few participants to share their experiences with these types of resources.)

B. Informational Interviewing (Information Search; Materials: Newsprint and Marking Pens for Groups of Four and Form B)

1. Ask participants to pair off. Distribute Form B and request that participants read this information. Display the following questions on a flip chart and challenge dyads to find and write the answers to them:

• What does informational interview mean?

• How do you find appropriate people to interview?
• Why is it important to prepare for each interview?

• What are five steps in planning an effective informational interview?

2. Ask each dyad to join with another dyad to form a quartet. Have quartets discuss their answers to the questions within their newly formed groups.

3. Direct quartets to brainstorm ten questions they think are important in an informational interview. Request the groups to list their questions on newsprint and hang the list when they are finished.

4. Reunite the full group and compare the various lists of questions. Note the most frequently asked question, the most unusual question, and so forth. Display your own list of important informational-interview questions and highlight any questions the group omitted.

■ C. Skill Practice (Role Play)

1. Divide participants into trios. If there are clearly people in the group who have knowledge in an area in which someone else is seeking information, try to match them together. Have each person take a role of Expert, Information Seeker, or Observer.

2. Describe role playing as a way to practice an informational interview in a safe situation in which a person can receive feedback from others about how he or she is doing. Explain that the purpose of role playing is for the participants to gain experience and become more comfortable and effective with this strategy so they are able to handle themselves to their own advantage in a real interview situation.

3. Explain roles and feedback rules. Prepare flip charts with the following information so it is visible throughout the role play:

Roles:

Information seeker. Use any of the questions the groups brainstormed or the trainer displayed as the basis for your interview.

Expert. Keep answers brief and be helpful.

Observer. Observe Information Seeker and take notes for feedback.

Feedback Rules:

• Give positives first.

• Be honest.

• Be descriptive rather than evaluative.

• Be specific rather than general. Target behaviors.

• Suggest realistic improvements.
Cue observers to notice nonverbal behavior, such as: eye contact and facial expression, body posture and movement, voice tone and quality.

4. Demonstrate role playing an informational interview. Ask a group member to volunteer to be the *expert* and have the rest of the group be *observers*. Keep the modeling brief by asking only a couple of questions during the interview to give the group an idea of how it is done. Make some deliberate mistakes for the observers, such as: avoiding eye contact with the expert, slouching in your chair, chewing gum, clicking a pen, talking too softly or loudly, tapping your foot, and giving a limp handshake.

5. Tell trios to take ten minutes, including feedback time, for each role play. Tell them that they will have thirty minutes to complete the entire activity. After ten minutes, remind trios to move on to the second role play; after another ten minutes, remind them again. Be available to assist participants and circulate to monitor the activity.

6. Reunite the full group. Invite all participants to complete the following sentence:

   One thing I learned about informational interviewing through this experience was . . .

   Either go around the room or allow participants to respond when the feeling moves them to in an unstructured manner.

■ **D. Review and Reflections (Writing Task)**

1. Give participants five minutes to write any thoughts, reactions, insights, learnings, questions, and/or surprises in their journals that emerged through the career exploration thus far.

■ **IV. Career Decision Making**

■ **A. Career Jeopardy (Game)**

1. Inform the group that this section of the program begins with a game modeled after the television show “Jeopardy.” All of the responses given in this game relate to career development and planning. The group’s task is to come up with a question that is appropriate for the given response.

2. Divide the group into two teams. Explain that once the game begins, participants are to raise their hands if they wish to offer a relevant question. The first person to raise a hand will take a turn. If he or she is correct, that team will earn a point; if not, any member from the opposing team will have the opportunity to answer and score a point for his or her team. This process will be repeated until all responses are exhausted. The winner is the team with the highest score. Prepare about twelve ques-
tions and answers before the game. The following examples might be used:

- Precedes job interviewing: What is informational interviewing?
- Personnel and recruitment departments: What are material resources?
- Self-directed search: What is a career-development inventory?
- Administer: What is a career-planning functional skill?
- A lifelong process: What is career planning?

3. Give the winning team an ovation and praise its career-development expertise. Solicit questions and comments about contents of the game.

**B. Decision-Making Process (Group Inquiry; Materials: Form C)**

1. Ask the group to give examples of ways people go about making decisions. List them on newsprint. Then reveal the following decision-making strategies and compare them with the group’s list.

**Decision-Making Strategies**

*Planning:* “Weighing the facts.” Consideration of values, objectives, necessary information, alternatives, and consequences. A rational approach balanced between cognitive and emotional.

*Impulse:* “Don’t look before you leap. the first alternative. “Little thought or examination, taking

*Intuition:* “It feels right.” A mystical, preconscious choice harmony.” based on “inner

*Compliance:* “Anything you say, sir.” following someone else’s plans. Nonassertion; letting someone else decide;

*Delays:* “Cross that bridge later.” Procrastination; avoidance while hoping that someone else will decide or something will happen to make a decision unnecessary; taking a moratorium; postponing thought and action.

*Fatalism:* “It’s all in the cards; what will be will be.” Letting the environment decide; leaving it up to fate.

*Agony:* “I don’t know what to do. What if . . .?” Worrying that a decision will be the wrong one; getting lost in all the data; becoming overwhelmed with analyzing the alternatives.

*Paralysis:* “Can’t face up to it.” One step further from “what if . . .?” Complete indecision and fear.

2. Indicate that decision-making strategies are learned. They are not good or bad but rather more or less appropriate or useful, depending on the situation. Different
strategies are used at different times by different people. Recognizing how we make decisions in a variety of circumstances can help us choose the right strategies to achieve our goals. Ask participants to reflect on how they made some recent decisions. Poll the group to find out how many people typically use each strategy.

3. Invite participants to form trios in which at least one person in the group typically utilizes a different decision-making strategy from the others. Display the six stages of decision making (below) on newsprint. Challenge each trio to devise two questions for the large group based on this information about the career decision-making process.

Stages of Decision Making

- State the decision to be made (awareness).
- List and rank your criteria.
- Generate and explore alternatives.
- Evaluate risks.
- Make a tentative decision.
- Set goals and take action.

4. Reunite group and invite trios to share their questions and encourage other group members to discuss possible answers. Poll the group to discover where group members typically get stuck in the decision-making process. Briefly go over each of the stages; invite someone who does not get stuck at a particular stage to share how they move forward in the decision-making process.

5. Ask participants to pair off with someone who typically does not get stuck at the same stage of decision making. Distribute Form C and ask dyads to work through these questions together.

6. Reunite the full group and invite two or three members to share their responses, observations, learnings, and insights from this experience.

■ V. Job-Search Process

■ A. Job Hunting (Case Study)

1. Present an example case of an individual whose job became redundant when two corporations merged. Tailor this individual’s abilities and work situation so as many of the participants as possible can identify with the situation.

2. Divide participants into small groups. Ask each group to generate a list of recommendations for how the case-study individual should go about finding a new job.
3. Reassemble participants and invite the small groups to share their recommendations. Use the information generated as the basis for acquainting participants with three areas of skills required for the job-search process:

- Writing Skills
- Research Skills
- Verbal Communication Skills

**B. Learning Job-Search Skills (Information Search; Materials: Form D)**

1. Divide participants into three groups and distribute Form D. Give each group time to complete all three matching activities together.

2. Reassemble the full group and verify that everyone has the same answers (they are fairly obvious).

3. Ask for questions regarding any of the three job-search skill areas presented and throw these open to the group before answering them.

**VI. Closing Activities**

**A. Career-Development Plan (Writing Task; Materials: Form E)**

1. Ask participants to reflect on the information they learned in each of the segments of this training (i.e., self-assessment, career exploration, career decision making, and job-search process). Divide the group into trios. Ask one member to be the client and the other two to be consultants. Explain that roles will rotate so everyone has the opportunity to be the client.

2. Have consultants use Form E to help the client create a personal career-development plan incorporating learnings and ideas emerging from this training program. Indicate that establishing and periodically revising this plan will enable participants to take more charge of their lives and open up additional possibilities for change. Ask clients to write this plan in their journals. Encourage participants to make this plan realistically adventurous to facilitate its implementation and follow-through.

3. After ten minutes, rotate the roles so another client can create his or her career-development plan.

4. After ten minutes, instruct participants to rotate roles for a final time in their trios.

5. Reunite the full group and invite several participants to share their personal career-development plans.
■ **B Networking Party (Simulation; Materials: Three Index Cards for Each Participant)**

1. Distribute three index cards to each individual. Ask participants to design their ideal business card, including current name and address, title, company name, and so forth. (The information may be fictitious.)

2. Invite participants to mill around the room to exchange or give away their business cards to others who are interested in connecting with them. Explain that participants may find the resources in this room valuable contacts for assisting them in their job search. Tell them to remember there is rarely a bad moment to network. As participants are moving around the room, also encourage them to share any comments or reflections they may have with other group members.

■ **C. Final Reflections (Full-Group Discussion)**

1. Reunite the full group. Briefly review the five sections of the program. Invite participants to share any final reflections. Encourage them to use the information they have learned to take charge of their careers. Reiterate the importance of utilizing resources and remind them of the valuable people resources in that room.

2. As a closing event ask participants to complete one of the following statements and to share their answers:
   - As a result of this Career Development and Planning training program I am going to __________________________________________________________
   - I appreciate ____________________________________________________ in this program.

3. Thank participants for their work, time, energy, and resources.

■ **CAREER EXPLORATION AND PLANNING FORM A**

*Self-Knowledge Interview*

1. List personal qualities associated with your career (past, present, future).
2. Prioritize the top four personal qualities in your career that are currently most important to you.

3. Describe skills associated with your career.

4. Prioritize the top four skills that are currently most important to you.

5. Classify the skills in item 4 as functional (F) or content (C).

6. If there are other personal qualities or skills you would like to incorporate into your career, list them.

7. Describe three favorite interests from your childhood.

Describe three favorite interests from your adolescence.
Describe three favorite interests from your adulthood.

Describe three current favorite interests.

Overall what three interests seem most important to you right now?

8. Are you currently in a career, or know of a career, that enables you to use the personal qualities, skills, and interests you have mentioned? If yes, what is this career?

If no, brainstorm with a partner ideas of possible careers that may incorporate some of your targeted personal qualities, interests, and skills. List the most feasible ones.

■ CAREER EXPLORATION AND PLANNING
FORM B

Informational Interviewing

Interviewing people for information about their occupation is a very effective and informal way of getting career information. It is a situation in which you, the job hunter, ask a number of ques-
tions about a career that appeals to you. These questions are directed toward an individual who is in a position to know the answers and is able to respond with information, ideas, and suggestions. In addition, conducting this interview at the individual’s workplace enables you to get direct exposure to the working environment and the opportunity to meet other people who work there.

Connecting with the appropriate people to interview is obviously vital. Begin your search for contacts to interview by telling everyone you know you are interested in talking to someone in the _________________________ field or with ______________________ expertise. Ask if you can use that person’s name when you contact someone for an informational interview. Also search business directories, in-house publications, trade journals, and professional publications for names of people to interview.

**Informational-Interview Procedures:**

1. Identify an organization or field you are interested in.
2. Identify a person within this organization to interview.
3. Make an appointment by phone or letter.
4. Prepare your questions prior to the interview.
5. Conduct the interview.
6. Write a brief thank-you letter.

**Ten Steps to Planning an Effective Informational Interview:**

1. Know your contact’s correct title as well as the correct spelling and pronunciation of his or her name.
2. Be available to accommodate your contact’s schedule.
3. Practice calling for an appointment.
4. When calling for your appointment, ensure there are no annoying distractions.
5. Note the correct time and location of your meeting, and plan for transportation accordingly.
6. Read up on your field of interest and the contact’s place of work.
7. Prepare and practice your interview questions.
8. Update your resume so you may leave it after the interview.
9. Plan what you will wear before the day of the interview.
10. Get a good night’s sleep before the interview, allow yourself plenty of time to get there, and relax. Remember you are seeking information and not interviewing for a job.

**Sample Informational-Interview Questions:**

- How did you get into this occupation?
- What attracted you to this organization?
- Describe your typical day.
- What rewards do you get from your work?
- What frustrations do you have in your current position?

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**CAREER EXPLORATION AND PLANNING**

**FORM C**

**Decision-Making Process**
1. What was the last career decision you made?

2. To analyze and understand your decision-making process, complete the following columns.

3. What will happen as a result of the decisions you made in No. 2?

| List alternatives which were open to you. | List pros and cons for each alternative. | What may have been the result of each? | Why didn’t you choose each? |
Is this what you would like?

What will you do if it does not turn out this way?

4. My typical decision-making style is:

5. The stage at which I most often get stuck when making career decisions is:

6. Think of a decision you have made that had negative consequences. Were any of the following true?
   
   (a) You could have found more information to help you make a better decision.
   
   (b) You acted too hastily.
   
   (c) You didn’t really consider whether the decision would satisfy your needs.
   
   (d) You thought it would turn out differently.

7. One thing I want to change in my career decision making is:

■ CAREER EXPLORATION AND PLANNING
FORM D

Three Matching Activities
In each of the three activities, choose the correct answer to the questions and write the corresponding letter in the appropriate blank. Each letter should be used only one time in each activity.

I. WRITING SKILLS

Questions:

_____ 1. What letters and documents do you write as part of the job-search process?
_____ 2. What are two purposes of a resume?
_____ 3. What are two types of resumes?
_____ 4. What are the differences in the two types of resumes?
_____ 5. What are three purposes of a cover letter?
_____ 6. What is the typical length of a cover letter?
_____ 7. What is the major purpose of the opening paragraph in a cover letter?

Answers:

a. To introduce the job seeker, to highlight job seeker’s strengths for the job, and to request an interview.

b. To stimulate and engage the reader so he or she will be motivated to read further.

e. Cover letter, resume, follow-up letter, thank-you letter, application form.

d. Three or four paragraphs.

e. To summarize personal, educational, and employment skills, qualifications, and experiences; to get a job interview.

f. Functional; chronological.

g. Functional resumes highlight the jobs, experiences, and education of the job seeker; chronological resumes present that information in reverse time order.

II. RESEARCH SKILLS

Questions:

_____ 1. Where do you find information about jobs and employers in a particular geographical location?
_____ 2. What is one way of expanding your personal contacts and resources?
_____ 3. What information may you want to investigate about a geographical area?
_____ 4. What information may you want to gather about the organizational climate of an employer?
_____ 5. What information can you discover from an organizational chart?
_____ 6. Name a book that discusses the characteristics of quality organizations.

Answers:

Career Exploration and Planning
a. *In Search of Excellence; The 100 Best Companies to Work for in America; Corporate Cultures.*
b. Population figures, cultural activities, schools and colleges, health-care systems, type of local government, transportation, tax rates, climate, housing, crime rate.
e. Lines of authority that connect people, job positions, departments.
d. Chamber of commerce, local newspapers, Yellow Pages, library, personal contacts, business directories, government offices.
e. Ask initial contacts for names of other people you may interview.
f. Organizational chart, policies, internal politics, benefits, profits, promotion opportunities, decision-making procedures.

III. VERBAL COMMUNICATION SKILLS

Questions:

_____ 1. What are two broad categories of career interviews?
_____ 2. What is a difference between the two kinds?
_____ 3. What are some advantages of an informational interview?
_____ 4. How should you prepare for a job interview?
_____ 5. What are some tips you would give individuals who are going on a job interview?

Answers:

a. The stress of worrying about being rejected is absent; you can screen employers.
b. An informational interview is not to ask for a job but to ask for facts about it.
e. Learn about the organization; figure out how your strengths match the employer’s needs; anticipate questions; learn the name and title of the interviewer.
d. Informational; job.
e. Show enthusiasm, be aware of your body language, take deep breaths and try to relax, and answer questions sincerely.

■ CAREER EXPLORATION AND PLANNING
FORM E
Personal Career-Development Plan

1. Describe your current career position.

2. Where would you like to be in your career?

3. What changes would you like to make in your career? (Be specific.)

4. Describe any roadblocks to making these changes.

5. Discuss with consultants ways you may overcome these roadblocks. Consider what resources you might need (people, places, and materials). What information can you use from today to help you work toward your career goal?
6. What will the situation look like after you have implemented your plan?

7. Briefly describe your career-development plan.
   
   **What I** will be doing:
   
   The **skills** I enjoy using:
   
   My **work environment** will be:
   
   I will begin to **make these changes by**: (Include both time and action.)
   
   **When I** will review this plan: