

11th Edition

# The Career Fitness Program

*Exercising Your Options*



Diane Sukiennik

Lisa Raufman



# CAREER

## FITNESS PROGRAM

EXERCISING YOUR OPTIONS

ELEVENTH EDITION

Diane Sukiennik

Lisa Raufman

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# Preface

Welcome to the eleventh edition of *The Career Fitness Program: Exercising Your Options*. We are immensely gratified by the positive feedback from the field, which tells us that we are contributing to the quality of life for the thousands of students who use our book. We say *use our book* rather than *read our book* because the process of career planning is action oriented. We have balanced the text with a variety of exercises incorporated into each chapter to encourage you to “get into the process” and allow it to unfold in the many unexpected ways that careers take shape. We are committed to the process of career planning, which is part science and part art, part logic and part intuition, part inspiration and part perspiration. We recognize the critical role of the teacher/counselor/coach in this process as the voice of experience, reassurance, validation, and wisdom. Just as a personal trainer keeps a well-intentioned exerciser on track, the instructor keeps students moving forward in a process that tends to be circuitous rather than linear and straightforward.

Our book is a comprehensive and current compendium of the best art and science in the field of career planning. This eleventh edition incorporates the use of the electronic medium into every aspect of the planning process without implying that the Internet is the only tool in the process. In fact, the book’s emphasis on the importance of human relations skills sets it apart. This combination of high tech and high touch will help you integrate the best of both worlds to maximize the impact of your career-planning efforts.

## New to This Edition

This revision introduces digital resources available in the MSSL as an integrated part of the text. It integrates the mindset and practice of planned happenstance, as outlined in the work of Psychologist John Krumboltz, and the tenants of positive psychology as well as the benefits and practice of focus as presented in Daniel Goleman’s latest book of the same title throughout the text.

User-friendly, easy to read, and appropriate for all learners, it provides three teaching and learning career handles (choice, change, and confirmation) that help students find their career “fit.”

**Career Choice follows the standard sequence of career search and decision-making issues—Personal Assessment, World of Work, and Job Search.**

- **Streamlined chapters and integrated online content** to increase the relevancy and impact of the material on student learning outcomes.
- **The year 2015 and beyond** is explored in discussions, charts, graphs, and projections to help students project and prepare for where and how they might fit into the workplace, particularly the impact of the Global economy and entrepreneurial internet-based careers.
- **Addresses “the new job market”** including creating your own business, temp jobs, freelancing, creating blogs and tips for searching for a job while unemployed.
- **A section on multiple-intelligence concepts** shows learners yet another dimension of “why” it is necessary to be flexible in choosing a career.
- **Feature content updated with critical thinking questions** to make the boxed information more relevant and applicable to learners’ lives.
- **Student Learning Outcomes.** The objectives are tied to chapter topics and directly emphasize having learners experience a shift in understanding, focus, and ease of evaluation and assessment.
- **Tips From the Pros feature.** Anchors concepts and discussion with real world street smarts.
- **Facts and Figures.** Puts numbers behind topics at hand, in order to give context and set up additional reflection and discussion.

- **Real Stories.** Offers situational case studies that learners can relate to, and think through the pros and cons of the situation and creatively come up with suggestions/solutions.
- **Success Strategies.** Provides specific suggestions for how to apply information being presented.
- **Exercising Your Options end-of-chapter feature.** Elicits specific action steps from the learner, and is now included within the title-specific MyStudentSuccessLab.
- **Career Fitness Portfolio.** Learners record their answers at the end of each chapter to reflect on what they are learning.
- **Decision-making questions.** These questions have been added to strengthen decision-making skills for every “*Fact and Figures*”, “*Success Strategies*” and “*Real Stories*”.
- **Offers a four-color workbook format** that is ideal for use in class or as a reference guide.
- **Discussions on the value of the liberal arts majors, undecided major, re-entry, and career-track students alike** give further direction, understanding, and reassurance on how the skills acquired in college are transferrable to the world of work.

Career Change offers critical questions that go beyond facts and figures to help learners focus on “*What’s in it for me?*” especially when changing careers.

- **Includes content on managing finances**, which is important for learners desiring to become independent and aware of opportunities for career exposure.
- **Practical coverage of Job Search and Resume Writing** includes electronic and web sources, formats, and submission guidelines along with advice on how to develop a competitive edge.
- **Presented with a hands-on, critical thinking approach** of theories, exercises, and practical applications to ensure learners understand the “why” behind the “how,” with ample practice in personalizing content.
- **Gives strong coverage of strategies** for how to weave personal assessment and the job search/interview process, into individual concepts and techniques for a take-action plan.
- **Incorporates practice, terminology, and content designed to address current economic realities** to build awareness of the positive change that is being reported.

Career Confirmation provides direction, understanding, and reassurance, showing learners how skills acquired in college are transferable to the world of work.

- **Introduces new topics, discussions, and exercises, including** the need to develop focus, the concept of managing energy, the ability to identify and capitalize on “uniqueness” as part of branding, the role of values to define mission and purpose, the investigation of interests as a source of career clues, the introduction of badging, the integration of digital and social networking strategies.
- **Extensive author expertise** of over 35 years each of cutting-edge experience in counseling and career delivery systems, and with research, student, and community feedback to inform a practical, *real-world*, “in the trenches” perspective of the what, when, and how of career planning and development.
- **A balance of idealism and realism** helps learners bridge the gap between what they “think” the world of work (or specific careers) is all about, and what it is “really” like.
- **Addresses competencies of the National Occupational Information Coordinating Committee (NOICC)** that are necessary for transition from school to career.

### ALSO AVAILABLE WITH MYSTUDENTSUCCESSLAB™

This title is also available with MyStudentSuccessLab—an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a plan that helps them better absorb course material and understand difficult concepts.

## PERSONALIZE LEARNING WITH MYSTUDENTSUCCESSLAB

This learning outcomes-based technology promotes student engagement through:

- **Full Course Pre- and Post-Diagnostic** test based on Bloom's Taxonomy linked to key learning objectives in each topic.
- Each individual topic in the Learning Path offers a **Pre- and Post-Test** dedicated to that topic, an **Overview** of objectives to build vocabulary and repetition, access to **Video interviews** to learn about key issues 'by students, for students', **Practice** exercises to improve class prep and learning, and **Graded Activities** to build critical thinking skills and develop problem-solving abilities.
- **Student Resources** include Finish Strong 247 YouTube videos, Calculators, and Professionalism/Research & Writing/Student Success tools.
- **Student Inventories** increase self-awareness, and include *Golden Personality* (similar to Meyers Briggs, gives insights on personal style), *Conley Readiness Index (CRI)* (measures readiness and likelihood for success, gives insight into student aspirations).
- **Title-specific version available** as an option for those who teach closely to their text. This course would include the national eText, Chapter specific quizzing, and Learning Path modules that align with the chapter naming conventions of the book.

## Instructor Resources

### Online Instructor's Manual

([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc))

This manual provides a framework of ideas and suggestions for activities, journal writing, thought-provoking situations, and online implementation including MyStudentSuccessLab recommendations.

### Online PowerPoint Presentation

([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc))

A comprehensive set of PowerPoint slides that can be used by instructors for class presentations and also by students for lecture preview or review. The PowerPoint presentation includes summary slides with overview information for each chapter to help students understand and review concepts within each chapter.

### MyStudentSuccessLab

([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com))

This title is also available with MyStudentSuccessLab—an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its structured environment, students practice what they learn, test their understanding, and pursue a plan that helps them better absorb course material and understand difficult concepts. Beyond the Full Course Pre- and Post-Diagnostic assessments, and Pre- and Post-tests within each module, additional learning outcomes-based tests can be created/selected using a secure testing engine, and may be printed or delivered online. If interested in adopting this title with MyStudentSuccessLab, ask your Pearson representative for the correct package ISBN and course to download.

### Course Redesign

([www.pearsoncourseredesign.com](http://www.pearsoncourseredesign.com))

You deliver instruction, measure the results of your course redesign, and get support for data collection and interpretation.

## Implementation and Training

([www.mystudentsuccesscommunity.com](http://www.mystudentsuccesscommunity.com))

Access MyStudentSuccessLab training resources such as Best Practices implementation guide, How Do I videos, Self-paced training modules, and 1:1 Expert on Demand sessions with a Faculty Advisor, and videos, posts, and communication from student success peers.

## CourseConnect

([www.pearsonlearningsolutions.com/courseconnect](http://www.pearsonlearningsolutions.com/courseconnect))

This title is also available with CourseConnect—designed by subject matter experts and credentialed instructional designers; it offers customizable online courses with a consistent learning path, available in a variety of learning management systems as self-paced study.

## CourseSmart Textbooks Online

([www.coursesmart.com](http://www.coursesmart.com))

As an alternative to purchasing the print textbook, students can subscribe to the same content online and save up to 50% off the suggested list price of the print text. With a CourseSmart e-textbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for review.

## Custom Services

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With this title, we offer flexible and creative choices for course materials that will maximize learning and student engagement. Options include Custom library, publications, technology solutions, and online education.

## Professional Development for Instructors

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Augment your teaching with engaging resources. Visit our online catalog for our Ownership series, Engaging Activities series, and Audience booklets.

## Resources for Your Students

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Help students save and succeed throughout their college experience. Visit our online catalog for options such as Books a la Carte, CourseSmart eTextbooks, Pearson Students program, IDentity Series, Success Tips, and more.

## Acknowledgments

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Diane Sukiennik and Lisa Raufman



# Introduction

## On Your Mark ... Get Set ...

The world of work is spinning at a dizzying pace. The job market is more unpredictable than ever. Companies are downsizing, rightsizing, restructuring, outsourcing, and undergoing radical technological change. Bigger mega-mergers are occurring and more small businesses are being created. The globalization and outsourcing of industries and organizations present us with competitive challenges and unprecedented opportunities. You can benefit from becoming aware of the changing job market by keeping up with trends, and by identifying how they fit your personal preferences. The following major trends are shaping the workplace:

1. The majority of jobs are created by small businesses employing fewer than 50 employees.
2. The traditional hierarchical organization is changing into a variety of forms, with a flat (reduced middle management) organizational chart becoming more common. Flexible networking of specialists who come together for a short-term project and then form again into a new group for the next project will be commonplace.
3. Smaller companies are able to expand and contract with the changing economy by employing temporary, freelance, and contract employees.
4. Just as manufacturing used to be our mainstay, the United States is now considered a service economy that depends on educated workers. (See the section in Chapter 6 titled “The Need for Educated Workers.”)
5. Lifelong learning is the rule; getting a degree to get a job may allow you entry into a company, but if you don’t continually upgrade your knowledge, you will lose your competitive edge. Those who stay employed are rethinking, reinventing, and reengineering products, ideas, and services to meet continually changing needs.
6. Global competition and multinational corporations will influence more and more companies. The most valuable employee will be the one most familiar with several languages and cultural customs. The number of women and immigrants will continue to increase in the workforce.
7. Web 2.0 and interactive social media will continue to influence the way we think, act, learn, do business, and manage our careers. New technology makes old jobs obsolete.
8. Those entering the workforce should expect to change their career path more than five times in their lifetime. Many will have 9 to 13 jobs by the time they reach age 35.
9. Workers are increasingly looking for meaning and purpose in their jobs. Seeking a new career is now about finding balance and meaning in one’s life. This becomes a spiritual (not necessarily religious) component of job satisfaction.
10. Long-term unemployment is influencing many to take any job for immediate income. This book will help you to vision and plan beyond any current economic constraints to a time when career choice will be a viable option.
11. The boundaries of work, life, learning, and playing is blurring. Internships turn into careers, super athletes become expert trainers, a term paper develops into a new business model.

When you finish this Career Fitness Program, you will be able to see the long-term possibilities that will offer you a variety of career options.

A broad sweep of change and upheaval makes this a challenging time in history. Many of us are overwhelmed by lack of knowledge about our choices and our place and purpose in the world. One thing that is certain is change. It is essential to prepare now to expect change, accept it, and plan for it. You can best prepare for it by learning “who you are” in terms of lifetime goals and by taking responsibility for shaping your life. As you gain information about yourself and begin to make your own decisions, you develop self-confidence. In a deep, personal way, you begin to realize that no matter how drastically the world changes, you can deal with it.

The expectations and demands of today's job market require you to be physically agile, mentally alert, and psychologically able. *The Career Fitness Program* will prepare you to exercise your options whether you are planning for your first job, reentering the workforce, or rethinking your career. This program will help you build the mental stamina and psychological strength you need to be successful and satisfied today. You will also develop the mind-set and develop the tools for continuing success despite the inevitable surprises and challenges you will face. *The Career Fitness Program* is designed to assist you in the process of self-discovery and realization. The main goal of this book is to lead you through the process of career planning, which includes self-assessment, decision making, and job-search strategy. This process will help you make satisfying and fulfilling career choices and changes throughout your life. By following the chapter-by-chapter program, you will learn more about yourself and how self-knowledge relates to your emerging career plan.

Let's preview the content of this book to see how it will help you achieve your career goals. The career-planning process is divided into three main parts:

**Part 1 Your Career Fitness Profile: Survey Your Strengths (Chapters 1–5)** Career Fitness is essentially an inside job. Just as core strength is essential for bodily fitness, so too, is it the basis for career fitness. Part 1 of the Career Fitness Program is designed to help you assess, evaluate and plan your core program so that you can withstand and master the complexities of career planning in this ever evolving global landscape.

Part 1 will provide you the opportunity to take stock of your personal assets: the attitudes, mindsets, behaviors, personality traits, values, interests and skills that uniquely brand you. This finely honed sense of self will enable you to confidently design and alter your career plan to optimally exercise your options.

**Part 2 Harnessing Your Workplace Savvy: Scope Out The World of Work (Chapters 6–8)** Just as athletes and performers need to have an intimate knowledge of how the game is played, you too, need to know as much about the world of work as possible in order to perform at championship level. There are numerous factors at play and the more aware you are, the better your game plan will be.

Part 2 will give you the opportunity to take stock of the world of work and its ever changing dynamics. Societal factors, global influences, technology and social media are among the vectors that will influence your decision making and contribute to your unique career fitness program where flexibility is a key factor.

**Part 3 Executing Your Game Plan: Job Search Strategy and Team Huddle (Chapters 9–12)** Once you understand the world of work, you can call upon your core self-knowledge to nimbly craft and activate your job search. You will broadcast your brand in a way that highlights your uniqueness and takes advantage of digital resources. You will also develop interpersonal strengths to confidently project your value proposition to perspective employers.

You will understand that career fitness is a lifelong pursuit and you will embrace the challenge.

- In Chapter 1, you will come to understand how the process of self-assessment begins the process of career planning. You will explore the reality of many generations working together and examine how that affects you. Chapter 1 also discusses the difference between a job and a career. Most importantly, Chapter 1 compares the challenge of building a career to building your body.
- In Chapter 2, you will learn how building self-esteem impacts your actions. This chapter helps you develop confidence and maintain a positive approach to life and career planning, and it introduces you to the powerful concepts of branding and competitive edge.
- In Chapter 3, you will identify your needs, wants, and values and explore how these motivators influence your career choice. You will also explore value differences across generations. You will also start thinking about your mission and how career decisions relate to your purpose in life.

- In Chapter 4, you will develop an understanding of and appreciation for your own unique personality and interests—factors that will influence your career choice. You will realize that your interests are a source of “career clues” as well as clues for selecting a major in college.
- In Chapter 5, you will learn to recognize different types of skills and you will learn to identify and describe your own skills and their transferability in the workplace.
- In Chapter 6, you will explore societal and cultural norms and biases that may affect your career choices. You will also read about workplace trends, promising occupations, and salary predictions, and you will be given some excellent websites for career information.
- In Chapter 7, you will investigate websites and published sources of information about careers and specific jobs, including government and private publications.
- In Chapter 8, you will identify how people make decisions and learn how to improve your own decision-making skills. This process includes learning to set and pursue short- and long-term goals, establish and maintain financial fitness, and manage your stress.
- In Chapter 9, you will learn about job-search strategies to find the hidden job market, including using college career centers, internships, joining associations, networking, informational interviewing, social media, and online job search techniques.
- In Chapter 10, you will learn how to craft winning resumes, portfolios, and cover letters.
- In Chapter 11, you will prepare for job interviews. This chapter discusses all aspects of the interview process, includes sample questions that you may encounter, and advises you about handling an employer’s illegal questions.
- In Chapter 12, you will address the transition from college to career and learn what it takes to manage your career and embrace the philosophy of career fitness as a way of life.

Even if you are not yet in the full-time job market, Part Three, the job-search strategy chapters (9–12) are a valuable resource. If you are in school, planning to work part-time, already employed, seeking an internship, or preparing for graduate school, you can begin to build your resume and portfolio and practice interviewing skills.

You will find your Career Fitness Portfolio at the end of the book. After completing each chapter, go to the portfolio section of the chapter to summarize your learnings and develop an ongoing journal. You will reflect back on your learnings, add to and change some of your responses as you go through the process of discovering your career fitness profile. This will help you exercise your options and strengthen your career fitness.

# Pearson Course Redesign

Collect, measure, and interpret data to support efficacy.

## Rethink the way you deliver instruction.

Pearson has successfully partnered with colleges and universities engaged in course redesign for over 10 years through workshops, Faculty Advisor programs, and online conferences. Here's how to get started!

- Visit our course redesign site at [www.pearsoncourseredesign.com](http://www.pearsoncourseredesign.com) for information on getting started, a list of Pearson-sponsored course redesign events, and recordings of past course redesign events.
- Request to connect with a Faculty Advisor, a fellow instructor who is an expert in course redesign, by visiting [www.mystudentsuccesslab.com/community](http://www.mystudentsuccesslab.com/community).
- Join our Course Redesign Community at [www.community.pearson.com/courseredesign](http://www.community.pearson.com/courseredesign) and connect with colleagues around the country who are participating in course redesign projects.



## Don't forget to measure the results of your course redesign!

Examples of data you may want to collect include:

- Improvement of homework grades, test averages, and pass rates over past semesters
- Correlation between time spent in an online product and final average in the course
- Success rate in the next level of the course
- Retention rate (i.e., percentage of students who drop, fail, or withdraw)

## Need support for data collection and interpretation?

Ask your local Pearson representative how to connect with a member of Pearson's Efficacy Team.

# MyStudentSuccessLab

Help students start strong and finish stronger.

## MyStudentSuccessLab™

MyLab from Pearson has been designed and refined with a single purpose in mind—to help educators break through to improving results for their students.

**MyStudentSuccessLab™ (MSSL)** is a learning outcomes-based technology that advances students’ knowledge and builds critical skills, offering ongoing personal and professional development through peer-led video interviews, interactive practice exercises, and activities that focus on academic, life, and professional preparation.

The **Conley Readiness Index (CRI)**, developed by **Dr. David Conley**, is now embedded in **MyStudentSuccessLab**. This research-based, self-diagnostic online tool measures college and career readiness; it is personalized, research-based, and provides actionable data. Dr. David Conley is a nationally recognized leader in research, policy, and solution development with a sincere passion for improving college and career readiness.

Developed exclusively for Pearson by Dr. Conley, the Conley Readiness Index assesses mastery in each of the “Four Keys” that are critical to college and career readiness:

KEY COGNITIVE STRATEGIES	KEY CONTENT KNOWLEDGE	KEY LEARNING SKILLS & TECHNIQUES	KEY TRANSITION KNOWLEDGE & SKILLS
<b>Think</b>	<b>Know</b>	<b>Act</b>	<b>Go</b>
<b>Problem Formulation</b> Hypothesize Strategize  <b>Research</b> Identify Collect  <b>Interpretation</b> Analyze Evaluate  <b>Communication</b> Organize Construct  <b>Precision &amp; Accuracy</b> Monitor Confirm	<b>Structure of Knowledge</b> Key Terms and Terminology Factual Information Linking Ideas Organizing Concepts  <b>Attitudes Toward Learning Content</b> Challenge Level Value Attribution Effort  <b>Technical Knowledge &amp; Skills</b> Specific College and Career Readiness Standards	<b>Ownership of Learning</b> Goal Setting Persistence Self-awareness Motivation Help-seeking Progress Monitoring Self-efficacy  <b>Learning Techniques</b> Time Management Test Taking Skills Note Taking Skills Memorization/recall Strategic Reading Collaborative Learning Technology	<b>Contextual</b> Aspirations Norms/Culture  <b>Procedural</b> Institution Choice Admission Process  <b>Financial</b> Tuition Financial Aid  <b>Cultural</b> Postsecondary Norms  <b>Personal</b> Self-advocacy and Institutional Context

Topics include:

### Student Success Learning Path

- Conley Readiness Index
- College Transition
- Communication
- Creating an Academic Plan
- Critical Thinking
- Financial Literacy
- Goal Setting
- Information Literacy
- Learning Preferences
- Listening and Note Taking
- Majors and Careers Exploration
- Memory and Studying
- Online Learning
- Problem Solving
- Reading and Annotating
- Stress Management
- Test Taking
- Time Management

### Career Success Learning Path

- Career Portfolio
- Interviewing
- Job Search
- Self-Management Skills at Work
- Teamwork
- Workplace Communication
- Workplace Etiquette



## Assessment

Beyond the Pre- and Post-Full Course Diagnostic Assessments and Pre- and Post-Tests within each module, additional learning-outcome-based tests can be created using a secure testing engine, and may be printed or delivered online. These tests can be customized by editing individual questions or entire tests.

## Reporting

Measurement matters—and is ongoing in nature. MyStudentSuccessLab lets you determine what data you need, set up your course accordingly, and collect data via reports. The high quality and volume of test questions allows for data comparison and measurement.

## Content and Functionality Training

The Instructor Implementation Guide provides grading rubrics, suggestions for video use, and more to save time on course prep. Our Best Practices Guide and “How do I...” YouTube videos indicate how to use MyStudentSuccessLab, from getting started to utilizing the Gradebook.

## Peer Support

The Student Success Community site is a place for you to connect with other educators to exchange ideas and advice on courses, content, and MyStudentSuccessLab. The site is filled with timely articles, discussions, video posts, and more. Join, share, and be inspired!

[www.mystudentsuccesscommunity.com](http://www.mystudentsuccesscommunity.com)

The Faculty Advisor Network is Pearson’s peer-to-peer mentoring program in which experienced MyStudentSuccessLab users share best practices and expertise. Our Faculty Advisors are experienced in one-on-one phone and email coaching, presentations, and live training sessions.

## Integration and Compliance

You can integrate our digital solutions with your learning management system in a variety of ways. For more information, or if documentation is needed for ADA compliance, contact your local Pearson representative.

## MyStudentSuccessLab users have access to:

- Full course Pre- and Post-Diagnostic Assessments linked to learning outcomes
- Pre- and Post-tests dedicated to individual topics
- Overviews that summarize objectives and skills
- Videos on key issues “by students, for students”
- Practice exercises that instill student confidence
- Graded activities to build critical-thinking and problem-solving skills
- Journal writing assignments with online rubrics for consistent, simpler grading
- Resources like Finish Strong 24/7 YouTube videos, calculators, professionalism/research & writing/ student success tools
- Student inventories including **Conley Readiness Index** and **Golden Personality**

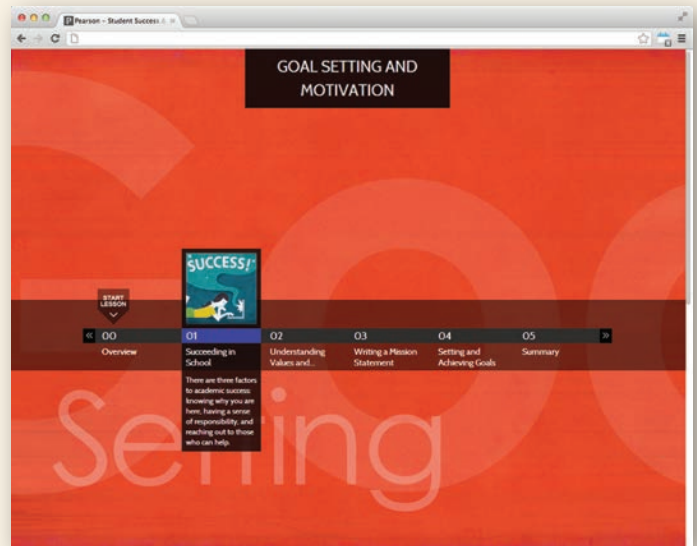
Students utilizing MyStudentSuccessLab may purchase Pearson texts in a number of cost-saving formats—including eTexts, loose-leaf Books à la Carte editions, and more.

# CourseConnect™

Trust that your online course is the best in its class.

Designed by subject matter experts and credentialed instructional designers, CourseConnect offers award-winning customizable online courses that help students build skills for ongoing personal and professional development.

CourseConnect uses topic-based, interactive modules that follow a consistent learning path—from introduction, to presentation, to activity, to review. Its built-in tools—including user-specific pacing charts, personalized study guides, and interactive exercises—provide a student-centric learning experience that minimizes distractions and helps students stay on track and complete the course successfully. Features such as relevant video, audio, and activities, personalized (or editable) syllabi, discussion forum topics and questions, assignments, and quizzes are all easily accessible. CourseConnect is available in a variety of learning management systems and accommodates various term lengths as well as self-paced study. And, our compact textbook editions align to CourseConnect course outcomes.



## Choose from the following three course outlines (“Lesson Plans”)

### Student Success

- Goal Setting, Values, and Motivation
- Time Management
- Financial Literacy
- Creative Thinking, Critical Thinking, and Problem Solving
- Learning Preferences
- Listening and Note-Taking in Class
- Reading and Annotating
- Studying, Memory, and Test-Taking
- Communicating and Teamwork
- Information Literacy
- Staying Balanced: Stress Management
- Career Exploration

### Career Success

- Planning Your Career Search
- Knowing Yourself: Explore the Right Career Path
- Knowing the Market: Find Your Career Match
- Preparing Yourself: Gain Skills and Experience Now
- Networking
- Targeting Your Search: Locate Positions, Ready Yourself
- Building a Portfolio: Your Resume and Beyond
- Preparing for Your Interview
- Giving a Great Interview
- Negotiating Job Offers, Ensuring Future Success

### Professional Success

- Introducing Professionalism
- Workplace Goal Setting
- Workplace Ethics and Your Career
- Workplace Time Management
- Interpersonal Skills at Work
- Workplace Conflict Management
- Workplace Communications: Email and Presentations
- Effective Workplace Meetings
- Workplace Teams
- Customer Focus and You
- Understanding Human Resources
- Managing Career Growth and Change

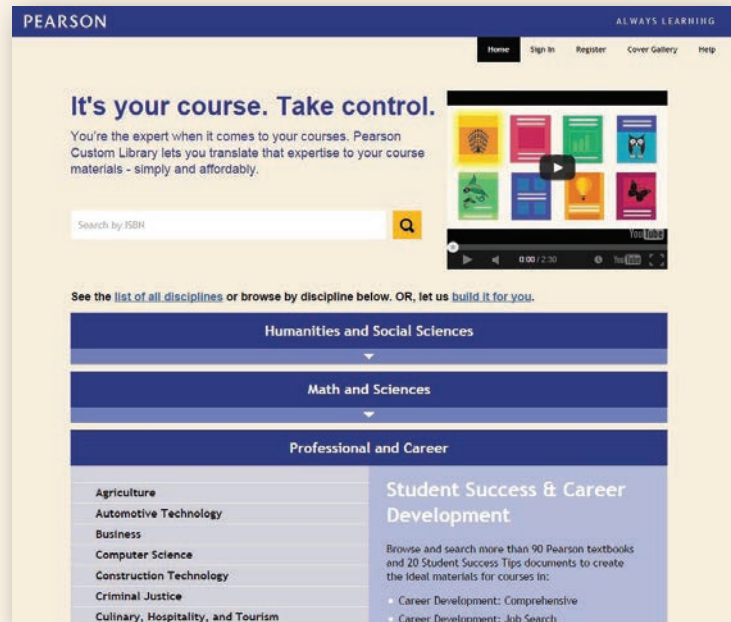
# Custom Services

Personalize instruction to best facilitate learning.

As the industry leader in custom publishing, we are committed to meeting your instructional needs by offering flexible and creative choices for course materials that will maximize learning and student engagement.

## Pearson Custom Library

Using our online book-building system, create a custom book by selecting content from our course-specific collections that consist of chapters from Pearson Student Success and Career Development titles and carefully selected, copyright-cleared, third-party content and pedagogy.  
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## Custom Publications

In partnership with your Pearson representative, modify, adapt, and combine existing Pearson books by choosing content from across the curriculum and organizing it around your learning outcomes. As an alternative, you can work with your Editor to develop your original material and create a textbook that meets your course goals.

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Work with Pearson's trained professionals, in a truly consultative process, to create engaging learning solutions. From interactive learning tools, to eTexts, to custom websites and portals, we'll help you simplify your life as an instructor.

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Pearson offers online course content for online classes and hybrid courses. This online content can also be used to enhance traditional classroom courses. Our award-winning CourseConnect includes a fully developed syllabus, media-rich lecture presentations, audio lectures, a wide variety of assessments, discussion board questions, and a strong instructor resource package.

For more information on custom Student Success services, please visit [www.pearsonlearningsolutions.com](http://www.pearsonlearningsolutions.com).

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# Testing Your Career Savvy

## Get Into Shape



### STUDENT LEARNING OUTCOMES

At the end of the chapter you will be able to . . .

- Identify and apply theory to career development.
- Determine how generational differences affect the workplace.
- Differentiate between a job and a career.
- Analyze how to choose and change careers.
- Analyze why personal assessment is the key factor leading to career satisfaction.

Do you want to have a career that meets your needs, complements your personality, inspires you to develop your potential, and supports your vision and purpose? Are you someone who deliberately chooses the type of life you live rather than settling for what's convenient and available? If so, you need to set goals that will lead you from where you are now to where you want to be. However, to be achieved, goals must reflect your experiences, desires, attitudes, needs, interests, values, mission, and vision of the future. Collectively, these comprise your unique personal profile, which acts as a GPS, helping you navigate your way to your destination through uncharted paths, detours, and the uncertainties of the job market. Your personal assets also tap into your deepest, most authentic self, sparking the fire of motivation that you need to move you along your path with courage and conviction.

The beginning is the most important part of the work.

—Plato



## The Theory behind Personal Assessment

As the first step in self-assessment, this chapter helps you examine your personal experiences, who you are right now, your current stage of career and life development, and your ability to deal with new information. As you begin to identify who you are and what energizes you about life, you will begin to incorporate those insights into a career. Self-awareness is the first stage of both the career choice and the career change process. As you look for insights that will help you chart your career, it is helpful to consider career development theories. Renowned psychologist Donald Super is credited with developing the theory that a career makes it possible for you to actualize or express your self-concept throughout your life span and life space. Your **self-concept** is essentially *how you see yourself*. Review the following principles of Super's theory on career development; and as you read, determine how they relate to you at this point in your career journey.

Self-awareness = first step





▲ Personal assessment leads to job satisfaction.

## Super's Self-Concept Theory

1. We differ in abilities, interests, and personalities.
2. Every occupation requires a characteristic pattern of abilities, interests, and personality traits. Within each occupation are workers with varying degrees of these characteristics.
3. Each of us is qualified for a number of occupations.
4. Vocational preferences and skills, the situations in which we live and work, and our self-concepts change with time and experience. These factors make choice and adjustment a continual process based on our maturity and lifestyle.
5. Selecting a career involves the following stages. As we discuss later in this chapter, many people experience these stages more than once in life. Thus, although Super discusses the stages in a more traditional sense, remember that you may return to the stages discussed here at various times in your life.
  - a. **Growth.** This includes both physical and emotional growth as you form attitudes and behaviors that relate to your self-concept. What did you learn about yourself from childhood games or family roles? For example, "I am a team player," "I am an individualist," "I am a mediator," or "I would rather read than play games." A child begins having fantasies during this period (e.g., a dream of becoming a doctor).
  - b. **Exploration.** This is divided into *fantasy* (e.g., a child's dream of becoming a doctor), *tentative* (e.g., high school and post-high school periods of exploration in which ideas are narrowed down), and *reality testing* (e.g., in high school or early college, working part time or volunteering in a hospital, taking math and science classes, or raising a family). You start learning about the kind of work you enjoy and the kind of worker you are. For example, "I am good with detail," "I enjoy working with people," "I enjoy working alone," "I take criticism well."
  - c. **Establishment.** This includes initial work experience that may have started only as a job to earn a living but that offers experiences for growth so it becomes part of the self-concept. For example, "I am an assistant manager, I am responsible for the bookkeeping, and I look forward to becoming the manager," rather than, "This is just a job, and I will be doing



bookkeeping until I can finish my bachelor's degree and get into law school." Very often several changes in jobs will occur over a few years.

- d. **Maintenance.** This is a time when we maintain or improve in our career area. Advancement can be to higher levels or laterally across fields. For example, you may start thinking, "I am extremely competent," "I can compete with others," "I can cooperate and share my knowledge," or "I can train others."
- e. **Disengagement.** Super defines disengagement as the stage just before retirement or one when we see no new challenges or chances for mobility. Traditionally, it is a period during which there is a shift in the amount of emphasis you place on your career; you may even seek a reduction of the hours you work. Disengagement may also occur some time before retirement. You may think, "I have many things other than this job I want to do," "I want to spend more time at home," "I want to work on my hobbies," "I want to travel more," or "I want to make a living from my leisure pursuits." Job or career changes are a form of disengagement,

whether prompted by personal choice or circumstances beyond your control (a layoff, for instance).

- 6. The nature of any career pattern is influenced by parental socioeconomic level, mental ability, personality characteristics, and opportunities to which the individual is exposed. Both limitations and opportunities may be apparent as a result of these factors. People are affected by the realities of everyday life. A teenager living in an affluent suburb may have unlimited opportunity to focus on schoolwork because of ample financial support. A teenager living in the inner city with several siblings, in contrast, may work 20 hours or more each week to help out with the family finances and thus have limited time and energy for schoolwork.
- 7. The process of career development is essentially that of self-concept development and implementation. All of us try to maintain a favorable picture of ourselves.
- 8. Work satisfaction and life satisfaction depend on the extent to which our work and our life provide adequate outlets for our abilities, interests, personality traits, and values.



## SUCCESS strategies

### Relevance of Super's Theory of Career Development

Theories are helpful in understanding and putting into perspective what we are experiencing in our own lives. In terms of career choice, you might feel confused, lost, alone, different, and concerned about your current status; however, after you have become familiar with Super's theory, you understand that it's normal to feel this way. Whether you are in a particular stage of career development or you are in a transition and between stages, knowing about Super's theory helps you deal with the anxiety that accompanies any stage of development.

What has influenced your self-concept? Have you assessed your likes and dislikes, desires, attributes, limitations, needs, wants, and values? An accurate and current self-assessment will enable you to make better career decisions by increasing your personal awareness and understanding. Self-awareness improves your ability to seek and select jobs that fit your unique self-concept or to shape whatever job you have, given your own unique assets. Super's theory applies each time you make a career change: You will reexperience the stages of growth, exploration, establishment, maintenance, and disengagement.

Our discussion of Super's theory briefly mentioned the general career stages that many people have experienced: growth, exploration, establishment, maintenance, and disengagement. Because you are probably somewhere between the stages of exploration and maintenance right now, it is useful to understand that you are also experiencing the transitional stages that relate to your age and affect your career planning. To start the critical step of personal assessment, complete Exercise 1.1.

## EXERCISE

## 1.1 First Impressions

Here is your first chance to think about yourself and record your responses. Fill in each blank carefully and honestly. Be true to yourself; don't try to please anyone else with your answers. Try to be spontaneous; the longer you think before answering, the more likely you are to censor your answers.

1. I am \_\_\_\_\_
2. I need \_\_\_\_\_
3. I want \_\_\_\_\_
4. I would like to change \_\_\_\_\_
5. If all goes well in the next five years, I will be doing the following things:  
 \_\_\_\_\_  
 \_\_\_\_\_
6. If things go poorly in the next five years, I will be doing  
 \_\_\_\_\_  
 \_\_\_\_\_
7. I'm scared of  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Reviewing past jobs or volunteer experiences I have had, what did I like best/least about each one? Is there a pattern?  
 \_\_\_\_\_  
 \_\_\_\_\_

### PLANNED HAPPENSTANCE

Another theory that seems particularly relevant in today's unpredictable economy is called planned happenstance. Developed in part and coined by Stanford University psychologist John Krumboltz, planned happenstance describes the many seemingly random or coincidental events that present themselves as we are attempting to pursue our goals in a thoughtful, linear, left-brain way. Can you think of a time recently when you were seemingly distracted or derailed by an unforeseen event, circumstance, or person that entered your life? You could have decided to ignore it, but your intuition kicks in and you decide to include this randomness in your plan and in retrospect, a positive, unforeseen outcome occurs. That is planned happenstance. The term seems contradictory and some call it luck, but we know that luck is preparation meeting opportunity. Just like a physical fitness program in which you have a plan and try new exercises, trainers, classes, theories, and equipment, so you must also be open and receptive to new influences, people, and events that will seemingly pull you off course but in the end, may open up new, exciting, unforeseen possibilities. For example, during your planned kickboxing class, you are introduced to the spin instructor, decide to take her class, and find that spinning is more effective for your fitness goals.

Have you ever signed up for the wrong class, attended the first session, and decided to stay in the class? Steve Jobs, in his last semester in college before dropping out, decided to take a class on calligraphy (artistic forms of writing). He gained a creative, artistic view of presenting portfolios that influenced his design concepts for Apple Computers!

This theory reinforces the experience that most of us have had as we look back on our careers. We start with a direction or a goal and begin executing our plan to get there, and along the way external forces, people, and circumstances intervene. We react, recalibrate, and move forward in unexpected ways.



## SUCCESS strategies

There are five key qualities that you can nurture and develop to assist you in maximally benefitting from the possibilities of planned happenstance. They are:

1. Curiosity—investigating new learning opportunities
2. Persistence—continuing on despite hardships
3. Flexibility—remaining open, going with the flow
4. Optimism—seeing the silver lining despite setbacks
5. Risk taking—taking calculated action despite uncertainty

Rate yourself on how well you currently demonstrate the five qualities listed above that foster planned happenstance from 1 (very strong) to 5 (needs more practice).

Choose the two qualities that you need most to develop. Identify one way you can start to develop each of the two

qualities that you selected in the next week. It might be as simple as exploring and expanding the definitions of these traits, so you fully comprehend their meaning and application. In researching what these mean, you may come to realize that you have already demonstrated them and you need to continue to cultivate them.

You will be exercising and developing these qualities throughout the book and in the lab activities so that you will more readily demonstrate them in pursuit of your optimal career fitness profile.

The Real Stories in this chapter are examples of how individuals used planned happenstance to help guide their career. As you read each one, see if you can determine which of the five qualities each of these stories demonstrates.



## Appreciating Generational Differences

Never before in the workplace have so many different generations worked side by side. Each generation is defined by a time frame in which they were born. As a group, each of these populations live through specific periods in time that affect the way they see life and develop their value systems. Their values, perceptions, attitudes, and expectations have been formed as a result of historic events, wars, politics, and economic and cultural influences. By looking at each of the four generations currently in the labor pool, we can better understand ourselves and our fellow employees and thus be more effective and productive. The birthdates and population of each group varies slightly depending on the research.

As you look at each group, remember that not every descriptor applies to every individual in the group. We are not trying to label or pigeonhole people but to provide some generalizations that may be useful in understanding yourself and those with whom you work.

### MILLENNIALS: GEN Y (BORN 1982–2000)

This generation is composed of the newest members of the workforce. They are called *millennials*, *gen y*, *gen next*, *the google generation*, *the echo boom*, and *the tech generation*. Because their numbers are similar to those of the baby boomers, their impact will be significant. They have been raised with three other generations and they feel comfortable with all age levels, often texting parents and grandparents regularly to keep in touch. They are the digital natives who have grown up with technology and the Web. Gen Y is a generation of multitaskers who value flexibility and freedom as much as money. They want a job on their own terms with the

opportunity to make a difference, learn, grow, and have fun. They will often choose meaningful work over high-paying work if pushed to make a decision based on those factors. These young people are well educated, globally aware, civic minded, polite, and tolerant of authority. They are natural team players who are eager and confident about making a contribution despite being the youngest on the team. They value and learn from their peers and are more inclusive and group oriented than any other generation.

### GEN X (BORN 1961–1981)

The Gen X generation represents almost a third of the workforce, and they will take over as the baby boomers retire. Because they are smaller in numbers than are the boomers, they will have multiple options, as evidenced by their comfort in job hopping. They bring a breadth of experience with a strong independent spirit; they are unimpressed with authority and titles and might come across as cynical. These employees are loyal only as long as they get what they want from the job or company. If not, they are comfortable moving on. Unlike their parents, the motto of Gen X is “Work to live.” They insist on a life and work balance and are willing to leave a job to get it.

### (BABY) BOOMERS (BORN 1943–1960)

According to *FutureWork Institute/Society for Human Resource Management*, boomers are 46 percent of the current workforce and as such they make up the largest population within the workforce. Because of the current economic situation and the satisfaction they derive from working, this group intends to stay in the workforce in significant numbers. Boomers’ focus has been on personal goals and achievement. They have been willing to sacrifice for success and worthwhile causes and are often labeled workaholics whose motto is “Live to work.” They have been called the *me generation*, and they sometimes view the two younger generations as unwilling to “pay their dues” to succeed. They excel in teams and make decisions by consensus. These employees are currently beginning to retire from one career; but a recent AARP survey reports that 70 percent will keep working, and they will most often be reporting to the two younger generations.

### SILENT: MATURES/TRADITIONALS (BORN 1925–1942)

There are 34 million people in this generation, often called *traditionalists* or *matures*. This group values history, work experience, the company legacy, and a strong tradition based on loyalty, hard work, and conformity. Matures/traditionalists are civic minded and help oriented. They are sometimes perceived as authoritarian and unwilling to accept new ideas or change. They are also valuable mentors to the younger generations and will continue to fill in the gaps in the labor pool. This generation wants respect and the opportunity to continue to make a contribution.



## FACTS & FIGURES

### Generations in the Workplace

According to generational historians Neil Howe and William Strauss, the following defines the generations:

Silent (Traditional/ Mature)	born 1925–1942	34 million
(Baby) Boomers	born 1943–1960	76 million
Generation X	born 1961–1981	41 million
Millennials (Gen Y)	born 1982–2000	75 million

### WHAT DO YOU THINK?

1. As you consider some of the defining differences in each of these generational groups, think of yourself. What is your generation called?
2. How closely do you resemble some of the descriptors?
3. If you are currently working, think about your boss and supervisors as well as your fellow employees. How closely do they fit the descriptions? Does this help you understand and work better alongside each other?

4. You will undoubtedly have to work on a team or perhaps you will hold a leadership position at some point in your future career. Why do you think it would be beneficial for you to understand the generational makeup of your colleagues, subordinates, or managers?
5. How might this help you become a more effective supervisor or boss?
6. How might this information affect your choice of employers?



## SUCCESS strategies

### Identifying Generations by Their Behaviors

For each workplace scenario, identify which generation might be represented and why. Then think about how an employer from each generation might be likely to respond to the scenario. Finally, how would you personally react to each scenario if the person was a colleague? How about if you were managing this person? Would you have any advice to share if this person asked, “How can I get ahead in this organization?”

1. In an interview, when a candidate was asked what questions she had, her first question was, “How much vacation do I have and when can I start taking it?”
2. An employee refuses the opportunity to work from home, stating that he’s always put in his time at the office and he isn’t about to change his routine at this point in his career.
3. A professor on a college campus started bringing her dog to her office and to class without asking for permission. She was the only one on campus to do so.
4. An employee regularly leaves work to attend his son’s soccer games.
5. A salesperson offers to brief a colleague about a meeting with a prospective new client. The colleague declines, certain that all will go well.
6. After working for a year, an employee asks for a two-month leave to take advantage of a unique travel opportunity.
7. Someone who has been at the company for a while offers to show a new employee around and fill her in on the office politics.
8. Although not part of the company culture, an employee requests working from home three days a week.
9. An employee volunteers to stay late and close up for the night when the rest of the group is attending a training session.



## Differentiating between a Job and a Career

We will be using the words *job* and *career* throughout this book, so let’s define them. There is an important difference between them. Basically, *a job is a series of tasks or activities that are performed within the scope of what we call work*. These tasks relate to a career in that a career is a series of jobs. But more than jobs, a career is a sequence of attitudes and behaviors that are associated with work and relate to our total life experience. *A career is the integration of our personality with our job activities*. Therefore, our career becomes a primary part of our identity or our self-concept.

In the past, people chose their careers early in life, and they stayed in those careers most of their lives. Farmers worked on their farms, bookkeepers stayed in the office, and teachers taught until retirement. Today, the trend in the United States has shifted toward multiple careers. We can now expect to have four or more careers in our lifetimes. Furthermore, with the rapid changes in society as well as in economic conditions, jobs, and technologies, many traditional jobs are becoming obsolete. In fact, William Bridges in his book *Managing Transitions: Making the Most of Change* suggests that jobs as we know them will evolve to meet the current needs. He means that a person hired to take a particular job can be certain the

A career is the integration of personality with work activities.

Follow intuition, not trends.

job tasks will change rapidly. Even if the job title remains the same, new and different skill sets will continually be required. The original position may become dramatically different or even disappear altogether.



### TIPS FROM THE PROS

Today, a phrase like “that’s not my job” will never be uttered by anyone who wants to keep their job! The most valued employees are those who are flexible and do what is required regardless of job title or job description.

Be prepared to manage your career.

This is markedly different from the world in which the Silents and Baby Boomers worked. Thus, the expectation that once you find a job, you are home free, secure, or set for life is no longer realistic. The traditional employee contract, although unwritten, implied an honest day’s work for an honest day’s wage, employee loyalty in exchange for job security, and raises and promotions in return for seniority. Today’s new employee contract simply implies continued employment for individuals who possess skills that continue to meet a business need.

More than ever it is important to give considerable thought to what you want to do and to structure your training and education to be relevant both to your interests and to trends in the job market. Knowing yourself and developing a plan of action based on your needs as well as the needs of the job market will help you embark on the career most satisfying for you rather than just following the latest trends in one field or another.

Demands in the job market rapidly shift. Some time ago, teachers were in great demand. Then, for about a decade, a glut of teachers was on the market. Now, although there is a need for teachers, fewer are being hired because of economic issues, and this is happening in many other fields today. If you base your career decision primarily on current trends, by the time you obtain the training necessary to get into the hot field, it may well have cooled down. This strategy leaves you with slim prospects for a job that can lead to a career, and quite possibly with skills and training in a field that you weren’t terribly excited about in the first place (except as a quick opportunity).

Each of us has the potential to be satisfied in any number of occupations. Getting to know yourself better through personal assessment will help you identify careers that are best suited to your personality. People who are not prepared for change allow that change to influence their decisions. They are often frustrated and unhappy because they are forced to work at jobs they don’t

enjoy. They may never have realized they have choices, or perhaps they never took the time or energy to become aware of their preferences. They settle for less than what might be best for them. Dad says, “Get a job in business,” even though his child has a special talent in art. The high school adviser recommends engineering because scholarships are available. The employment department directs an unemployed applicant into a computer training program because there’s an opening. Granted, in tough economic times, you might be forced to take a job for pure survival on a temporary basis until more possibilities open up. But, by knowing your own preferences, you will be ready to manage your career and get back on your path instead of merely following others’ suggestions. Complete the following exercises to jump-start your personal assessment by thinking about your current preferences in Exercise 1.2 and by describing yourself in Exercise 1.3.



▲ Teamwork across generations makes for success.



EXERCISE

1.2 Identify Your Interests

1. What subjects in school do I like most / least?  
\_\_\_\_\_
2. What books or magazines do I read? What kinds of music, art, theater, and cinema do I like? What are my favorite websites?  
\_\_\_\_\_
3. What do I like to do for fun? How do I spend my spare time?  
\_\_\_\_\_
4. What jobs have I had (including volunteer work), and what did I like most and least about them? \_\_\_\_\_
5. What interests do I have that reflect my generation? \_\_\_\_\_

EXERCISE

1.3 Describe Yourself

Circle those adjectives that best describe you. Place an "X" in front of those adjectives that are least like you.

REALISTIC (R)

- \_\_\_ practical    \_\_\_ persistent
- \_\_\_ athletic    \_\_\_ conforming
- \_\_\_ rugged    \_\_\_ down to earth
- \_\_\_ stable    \_\_\_ self-reliant
- \_\_\_ frank

INVESTIGATIVE (I)

- \_\_\_ careful    \_\_\_ introverted
- \_\_\_ achieving    \_\_\_ confident
- \_\_\_ curious    \_\_\_ analytical
- \_\_\_ precise    \_\_\_ intellectual
- \_\_\_ independent

ARTISTIC (A)

- \_\_\_ emotional    \_\_\_ impulsive
- \_\_\_ expressive    \_\_\_ flexible
- \_\_\_ imaginative    \_\_\_ idealistic
- \_\_\_ unordered    \_\_\_ original
- \_\_\_ creative

SOCIAL (S)

- \_\_\_ helpful    \_\_\_ understanding
- \_\_\_ insightful    \_\_\_ popular
- \_\_\_ kind    \_\_\_ cooperative
- \_\_\_ friendly    \_\_\_ responsible
- \_\_\_ tactful    \_\_\_ flirtatious

ENTERPRISING (E)

- \_\_\_ energetic    \_\_\_ adventurous
- \_\_\_ driving    \_\_\_ powerful
- \_\_\_ ambitious    \_\_\_ persuasive
- \_\_\_ assertive    \_\_\_ competitive
- \_\_\_ enthusiastic

CONVENTIONAL (C)

- \_\_\_ conscientious    \_\_\_ moderate
- \_\_\_ persistent    \_\_\_ orderly
- \_\_\_ organized    \_\_\_ efficient
- \_\_\_ obedient    \_\_\_ detailed
- \_\_\_ dependable    \_\_\_ thorough

Next, review the adjectives you circled. Note the list is divided into six clusters: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). This is called the Holland Code. Which groups of adjectives best describe you? Also note that most of the words are positive personality traits. This exercise gives you a chance to acknowledge your positive attributes.

From which three of the six groups do most of your adjectives come? Rank the groups from which most of them come as 1, second most as 2, and third most as 3.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

(continued)