

iCareering*

***Intel•li•gent Ca•reer•ing (verb)**

- 1. The act of progressing in the pursuit of a long-term or lifelong job in a deliberate manner**
- 2. Utilizing the resources of WOU's Service Learning & Career Development**



The Job Search

The 5 **Best** Ways to Find a Job

1. Review your own interests, skills you have to offer and possible career paths and then go after target companies, do informational interviews, expand your network, and build skills.
2. Ask for job leads and informational interviews from family members, friends, people in the community, WOU staff, and SLCD. (i.e., use your *network*—in person or online)
3. Knock on the doors of your target employers whether they have advertised openings or not
4. Identify subjects and fields of interests to you in the locations where you want to work and then call up/visit employers listed in that field to ask if they are hiring for the types of positions you do well.
5. Join a job-hunting group and do #s 1-4 with others in your group.

* Adapted from *What Color is Your Parachute* by Richard Bolles

Be a Proactive Job-Seeker:

A proactive job seeker will generate many more leads and will, more likely, be able to secure a position congruent with his/her career goals.

- Practicing a Get-A-Job Mind-Set
- Researching/Reading
- Volunteering
- Getting an Internship
- Summer Work
- Starting Your Own Business
- Joining professional Organizations/Affiliations
- Connecting w/ Temporary Agencies
- Finding a Mentor
- Informational Interviewing
- Networking



Other Ways to Find a Job

1. Attend industry events and volunteer opportunities
2. Use online Job-boards or resume-posting sites
3. Send out resumes to employers at random
4. Look for jobs through professional or trade journals
5. Use employment agencies
6. Combine ways of looking for a job and your chances of success will grow!



Net·work·ing, *noun*:

The exchange of information or services among individuals, groups, or institutions; *specifically* : the cultivation of productive relationships for employment or business

Why Network?

- Promote yourself while learning about job opportunities that are not announced.
- Establish special contact with your target employers and open up opportunities for informational interviews, unannounced jobs, and more introductions.
- Develop contacts that you might not be able to meet by cold calling or through social networking sites
- Meet people who can introduce you to other decision makers
- Networking accounts for at least 69% of all annual hires (According to the Department of Labor)
- Share information and knowledge about current events, industry trends, or interesting news. You can help someone, and be helped!
- It is very easy to drop your resume in a virtual bucket and wait. However, your resume will be one of thousands and can easily be passed over. Networking helps set you apart and shows others you as a person, not one of a thousand applicants.

Types of Networking

Using your net—people you already know—family, friends, professors, employers, alumni, etc., and asking them about their professions, asking for other contacts, and letting them know what you are looking for

Mentoring—a mentor can give you great insight into career fields, connections to other professionals, and be a support system

Online Networking -reaching out to acquaintances and new contacts, online networking can be in the form of social networks (Facebook, LinkedIn), blogs, alumni pages, and many other tools

Formal/Informal Group Events—gather to meet and greet, share information, and learn

Informational Interviewing -go to different companies and industries and get to know professionals! By asking them questions, you receive insightful information and tips, and they get to share what they know



Informational Interviews

Why conduct an informational interview

One out of every 200 resumes results in a job offer. One out of every 12 informational interviews, however, results in a job offer. Informational Interviewing is the ultimate networking technique, especially considering that the purpose of informational interviewing is not to get job offers. Job offers just happen to be a delightful side benefit to the valuable practice. The informational Interview is designed to produce information. This information will help you



When in an interview, ask what you want to know but also let the person talk, because you might discover information about unanticipated areas of employment. Note your reactions on an objective level, but don't ignore personal feelings; what you naturally gravitate toward or away from is very important. Find out if the

choose or refine a career path. You can learn how to break in and find out if you have what it takes to succeed. It is an expanded form of chatting with your network contacts. This process of spending time with one of your network contacts in a highly focused conversation will provide you with key information you need to launch or boost your career. You accomplish several things when you go out on informational interviews. You obtain a great deal of information about your career field and the skills needed to do that job effectively. You gain a perspective of work that goes beyond the limitations of job titles, allowing you to see not only what skills are required for the job, but how you might fit into that

work setting. You have the opportunity to make personal contacts among management level personnel. You gain insight into the hidden job market (employment opportunities that are not advertised). You become aware of the needs of the employers and the realities of employment. You gain confidence in talking with people while learning what you need to know. This will expose you to a variety of jobs and personalities of companies making the search for your "niche" that much easier.



Tips and Wisdom

interviewee has an insight on the qualifications necessary for a position such as the one you are discussing. Talking with people doesn't have to be a formal process or one you can practice only when job hunting. Chat with people casually. Since most people enjoy talking about their work, curiosity can open many doors. If you ask for 20-30 minutes of a person's time, stick to the limit.

View all information given through your own filters. Don't settle for just one or two interviews about a given area of work; a broad information base is essential. Avoid impressions about an area of work based solely on whether the person interviewed was likeable or the surroundings attractive.

IMPORTANT: NEVER ask for a job!



Informational Interviews

How to approach the interview

SET UP THE INTERVIEW

Write a phone script as a guideline. Smile while you are talking on the phone. Enjoy the process. Be friendly and efficient. Confirm date, time and place of the interview. Say thank you!!

DO YOUR RESEARCH

For an informational interview to be truly effective, you can't just go into it blindly. Research will greatly enhance the quality of informational interviews. If you are

informed about the company, you'll be able to ask more intelligent and relevant questions. You'll respond thoughtfully to information and any questions the interviewee might put to you. You won't ask questions that could easily have been answered by doing your homework.

DRESS APPROPRIATELY

Because 90 percent of all jobs are never advertised, you will uncover job openings that never make it to the newspaper or employment of-

fice. Thus, be prepared to make a good impression and to be remembered by the employer. Dress as you would for a regular job interview.

WHEN YOU ARRIVE

Interview starts when you walk through the door. Treat the receptionist/administration with respect and kindness. Your handshake makes an impression. Small talk is a part of the interview. Body language speaks louder than words!!

DO

- Be on time
- Bring extra copies of Resumes
- Practice interviewing
- Study potential questions
- Be positive in questions and responses
- Respect all people in the office
- Thank the interviewer
- Be straightforward
- Listen intently
- Be professional
- Follow up, on time, with everything you say you will do
- Send a thank you note

Possible Informational Interview Questions

- What is your job like? What's a typical day?
- What do you do? What are your duties/responsibilities?
- What kinds of problems do you deal with?
- What percentage of your time is spent doing what?
- How did you get your job? What jobs and experiences have led you to your present position?
- Can you suggest some ways a student could obtain this necessary experience?
- What are the most important personal satisfactions and dissatisfactions connected with your occupation? What part of this job do you personally find most satisfying? Most challenging? What do you like and not like about working in this industry?
- What things did you do before you entered this occupation? Which have been the most helpful? What are the various jobs in this field or organization?
- What do you like most about this company?
- How does a person progress in your field? What is a typical career path in this field or organization?
- What is the best way to enter this occupation?
- What are the major qualifications for success in this occupation?
- What are the skills that are most important for a position in this field?
- What particular skills or talents are most essential to be effective in your job? How did you learn these skills? Did you enter this position through a formal training program? How can I evaluate whether or not I have the necessary skills for a position such as yours?
- How would you describe the working atmosphere and the people with whom you work?
- How has your job affected your lifestyle?



Internships

Get experience—it pays!

Work experience adds considerable value to your resume. Ninety-five percent of employers prefer to hire new graduates who have some work experience.

When employers want to hire someone for a full-time position, many look first to their own intern pools. But besides a potential job offer, internships pay in other ways, including in actual compensation.

Among employers who pay their interns, the average hourly wage at the bachelor's degree level is \$15.99 to \$17.79. This amount could be higher or lower depending on the employer, your degree, and the location of the internship.

*NACE Job Outlook 2008-
Provided by SLCD*



Did you know...

Internships provide opportunities to:

- *Practice skills and concepts introduced in the classroom*
- *Develop new abilities and knowledge*
- *Make professional and community connections*
- *Gain real-world experience*
- *Test different careers*
- *Learn more about one's own passions and talents*

Interns are getting the full-time positions: 44.6% of

2009 new hires came from employers' own internship programs. In fact, more than 83% of employers use internship programs as the first step in hiring for full-time positions.

New graduates with internship experience get more job offers: New graduates who took part in an internship program are more likely to receive a job offer than their peers who decided to forgo an internship.

Seniors with internship experience get paid more: The median accepted full-time job salary offer for seniors with an internship was nearly 31% higher than the median accepted salary offer to non-intern seniors.

New hires with internship experience keep their jobs longer



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Your Elevator Pitch

This sheet was adapted from PWC's Brand Week



What is an elevator pitch?

Imagine stepping into an elevator in a downtown office building. As the doors close, the person standing next to you says, "Hi, I'm a recruiter at your dream company. Tell me about yourself." Are you prepared for an opportunity like this? Could you concisely introduce yourself, your background and your career aspirations in the time of a quick elevator ride—30 seconds or less? "Elevator pitch" is a popular term for the basic introduction of who you are and what you're looking for. It can be used in a variety of professional situations such as networking events, career fairs, cover letters and formal interviews. (The elevator, of course, is optional.)

Why is an elevator pitch important?

In most situations, you won't have time to tell someone your life story or to list every accomplishment on your resume. The best elevator pitches provide enough background information and enthusiasm so the other person wants to

continue a conversation with you.

Here is a simple 3-step process for developing a strong and effective elevator pitch.

1. Know yourself.

The first step to introducing yourself effectively is knowing who you are and what makes you unique. Ask yourself the following questions and jot down your answers:

Which of your previous jobs, even if they were part-time jobs, internships or volunteer positions, provided you with experience relevant to what you hope to do now? If none, what about your college major or extracurricular activities?

2. Craft your pitch.

Think of your pitch in three parts:

1. **Who are you?** Remember that your primary goal is simply to introduce yourself. Share your name and place yourself in context by explaining what school you attend, what you're studying or where you currently work.

2. **What are your major accomplishments/passions/unique skills?** Leverage the skills you listed earlier and frame them in a way that is meaningful to a potential employer or networking contact. What can you say that will make a recruiter remember you or a networking contact want to know more about you?

3. **What do you want/Where are you going?** Laura Allen, founder of 15SecondPitch.com, calls this the "call to action." This is the part of your pitch that lets the other person know what you're looking for and the topic you're interested in talking about. Don't be pushy or aggressive, but do be forthright about the fact that you're looking for a job.

Finally, be sure to tailor your delivery to the interpersonal circumstances of the moment: the goal is to maintain a conversational

tone and not sound rehearsed. Think of the above elements as "sound bites" that you can mix, match and cater to each unique interaction.

An example:

"Hi, my name is Marcos Sanchez. I'm an English major at NYU and I'm pursuing publishing internships. I'm really active with several organizations on campus, helping them design their websites. I'm also a big advocate of social media and have helped some nonprofit organizations create their Facebook fan pages. I saw that your magazine is doing a lot of great things in the social media space..."

3. Practice, practice, practice.

Once you're satisfied with your elevator pitch's content and delivery, be sure to practice it enough to be comfortable and confident. If possible, try to video or audio tape yourself to see if you have any speech tics (like "um" or "you know") or if you have a nervous habit like putting your hands in your pockets or brushing your hair aside. Your goal should be a natural delivery that feels confident but not canned. Once you're happy with the way your intro sounds to your own eyes and ears, try it with friends, family members, advisors, or career services counselors. Remember that every time you test your introduction and get feedback, you're also getting more and more comfortable talking about yourself. Good luck!



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The Top 10 Social Media Dos and Don'ts

1.

DO Create an Online Presence

When you are looking for a job or positioning yourself for career growth, it is important to be found online so that you can showcase your experience, skills, and passions. Your online profiles will also help you connect to possible employers or contacts that can help you find opportunities or move up the career ladder. This also includes assuring that your online profiles are complete and current. Try to complete your LinkedIn profile, keep active in your Groups, and post relevant comments or links that show you keep up with trends and industry news.

DO Be Consistent

Make sure the employment history on your LinkedIn profile matches your resume, the information on your Facebook page reflects other information about you online, etc. It is okay if you rework your job descriptions because you want to target certain jobs or employers, but make sure your titles, companies, and dates line up.

2.

DON'T Get Fired

Employers check up on candidates on Facebook, LinkedIn, Twitter, and other sites. If you post it, it will be read. Don't post company business, inappropriate or private information, or complain about an employer. Certainly don't call in saying your sick and then post that you've taken a day off to go to the beach (and, obviously, don't lie about being sick, period!)

3.

DON'T Connect With Everyone

Quality is more important than quantity when it comes to connecting. Choose your connections based off of being able to help each other and sharing common interests. Also be wary of connecting with someone who you know does not show a professional demeanor online because that reflects

4.

DO Network Before you Need To

Build your network well in advance of when you think you'll need it. Make connections in your industry and career field. Follow experts. Talk to your contacts on LinkedIn and Twitter. Join Groups on Facebook and LinkedIn that are interesting to you and relevant to your career path, and post and join in discussions. Be engaged and proactive in your communications. By building a network in advance, you won't come off to people that you only care about them when they can help you, you won't scramble to find people, and they will get to know you better.

5.



The Top 10 Social Media Dos and Don'ts

6. *DO Be Careful What you Post and Tweet*

Again, if you Tweet it, they will read it. Don't post how much you hate your job. Don't constantly complain, or use profanity, incorrect grammar or spelling. You are sending the message that you have a gloomy outlook on life, are hard to get along with, or don't have good communication skills. So, if you don't want employers to see your fantastically fluent use of btw, omg and ttyl, make posts private or spell it all out. Be careful that you are not shown in pictures doing anything seemingly illegal or questionable; employers will make judgments about your professionalism.

DON'T Forget Your Facebook Privacy Settings

You have the power to block just about anything from being viewed by others. In Facebook, go into My Account > Privacy Settings, and you can choose who can see what. Yes, that means that a certain picture your aunt took of you at the family reunion that looks like spaghetti is shooting out of your nose doesn't have to be seen by all 700 of your friends.

7.

DO Google your Name and Check What you Find

All it takes is a little snooping, and an employer can find out a whole lot about you. There is so much information online that can tell an employer about what you've done and the type of person you are. This includes more than just your Tweets, Blogs, Facebook or LinkedIn posts. It includes an article in a college newspaper, a friend's photograph that has you tagged, online lists of award recipients. Some of this stuff is great! However, you don't want employers to see the not-so-great stuff, so either don't post, or take control over some of it by making as much as you can private.

8.

DO Give to Get

Networking goes both ways and the more you are willing to help someone, the more willing they will be to help you. Take a little time each day to reach out to connections; write a recommendation on LinkedIn, send them an article, refer them to a job posting. This also keeps you in their minds and helps your social networking presence overall.

9.

DON'T Do it at Work!

Yes, many people do job searches or keep their Facebook open on their computer at work. However, given that most organizations monitor employees' online conduct, it is not smart to use your work computer or work email for personal issues, especially not if you are looking for another job! Besides that, you are not getting paid to chat with friends; you are getting paid to do your job, and you'll feel your best when you know you are doing it well.

10.



Skills Inventories

What Employers Want: Soft Skills vs. Hard Skills

67% of HR managers prefer a candidate that has soft skills over one that only has technical skills

90% of HR managers say technical skills are easier to teach than soft skills

Employers rank the importance of skills/qualities

1. Communication skills
2. Strong work ethic
3. Teamwork skills (works well with others)
4. Initiative
5. Analytical skills
6. Computer skills
7. Flexibility/adaptability
8. Interpersonal skills (relates well to others)
9. Problem-solving skills
10. Technical skills

It's important that you are knowledgeable in your field. Your GPA is indicative of what you have learned. More than half of employers recognize this by screening applicants by GPA, using a cutoff of 3.0. Add an internship or two in your field and you show an employer that you've tested your new knowledge.

However, employers say other skills and abilities help job seekers stand out from the crowd of degree-holders. They want new hires who will fit in with co-workers and into the workplace, and are able to get the job done.

Unfortunately—and ironically—the very qualities employers look for are the qualities they find lacking in many new graduates. Employers say new graduates lack face-to-face communication skills, especially writing skills. They say many students tend to lack presentation skills, teamwork skills, and overall interpersonal (gets along well with others) skills.

Employers also note that new grads tend to lack a good work ethic. Some say students have trouble with time management and are unable to multitask in order to meet deadlines. Some new hires do not have realistic expectations for their new positions: they are not loyal to the organization and they "have a high sense of urgency and want to climb the ladder overnight." Other employers say new hires lack professionalism: they lack maturity and knowledge of business etiquette, including how to dress appropriately.

Sources of Evidence That You May Possess Skills, Experiences and Attributes of Interest to Employers:

| | | |
|--|---|--|
| Employment | Student newspaper | Licenses and credentials |
| Volunteer and community service | Government (elected <i>and</i> appointed) | Attendance at academic meetings and conferences |
| Political activism | Speaker's and entertainment committees | Presentations of research |
| Class projects, papers, labs | Admissions correspondent or tour guide | Table topics |
| In-class presentations | Orientation leader | Speeches |
| Research | Scouting | Travel (even if you enjoyed it) |
| Independent study | Military service | Languages |
| Thesis or capstone project | Outdoor guide or trip leader | Computer skills |
| Practicum experiences | Tutor, instructor, teaching assistant, test proctor | Hobbies and pastimes |
| Special training (e.g., on equipment) | Ethnic affinity club or activist group | Family exposure and experiences |
| Attendance at lectures, seminars, workshops | Professional / career affinity club | Religious involvement |
| Research assistant to professor | Honor societies | Student member of professional organizations |
| Residence hall advisor | Awards (all types) | Informal (e.g., poetry readings) |
| Theatre | Mentoring | <small>Adapted from <i>How to Get Any Job with Any Major</i>, ©2004, Donald Asher, used with permission.</small> |
| Music | Sorority / fraternity (especially leadership and service roles) | |
| Sports (intramural, intercollegiate, individual) | Publications (even a letter to the editor) | |



Skills Inventory II

More Skills, Experiences and Attributes You Have That Might Be of Interest to Employers:

| | | |
|---|---|---|
| Professional appearance | ence | gies as needed |
| Punctual | Source, vet, and manage vendor relationships | Market analysis |
| Productive without direct supervision | Trained in negotiating techniques | Competitor analysis |
| Graceful under stress | Public relations experience | Economic analysis |
| Successful teamwork experience | Public speaking experience on behalf of a cause | Applied statistics |
| Writing to persuade | Other public speaking | Basic bookkeeping skills |
| Writing to explain | Professional and articulate, can make client presentations, represent company to outsiders | Accounting skills |
| Writing to summarize | Advanced skills with PowerPoint | Auditing skills |
| Research – library | Can design audio-visual support for training and client presentation purposes | Accounts payable and accounts receivable |
| Research – Internet | Skill in designing visual depictions of quantified data (charts, graphs, comparisons) | Financial and management accounting skills |
| Research – telephone survey or face-to-face interviewing | Training experience (even casual) | Budgeting skills, for student group |
| Research – running a focus group | Tutoring experience (even casual) | Budgeting skills, including variance analysis |
| Research – experience with field or location research and working with original materials | Teaching experience | Prepare pro forma cash-flow projections |
| Reading for meaning | Design of custom curriculum for training purposes | Experience with “best and highest use” analysis |
| Reading and summarizing | Can make decisions with ambiguous, incomplete, or conflicting information inputs | Knowledge of discounted cash flow models |
| Reading and synthesizing large volumes of information | Flexible, can deal with fast-paced and rapidly evolving assignments | Manage independent projects |
| Editing experience | Computer skills (prepare list of all) | Write / develop business plans |
| Peer tutor in the writing center | Easily learn new computer applications | Experience developing action plans, action item lists, and other project management tools |
| Prepare marketing materials and other official documentation for release | Can self teach on new computer applications | Project planning and management skills |
| Knowledge of main style books (Chicago Manual of Style, AP, New York Times, APA) | Talent for teaching computer skills to others | Organized new group on campus |
| Press releases | Math skills | Reorganized existing group on campus |
| Experience working with the press | Comfortable with numbers | Experience designing policies and procedures |
| Experience working with both print and broadcast media | Can analyze raw data to provide information to support the management decision-making process | Can focus the energies of others onto a common goal |
| Successful working with the public | Can design new analytical methodolo- | Supervise others |
| Successful working with difficult people; calm, able to deescalate a potentially volatile situation | | |
| Sales experience – the customer came to you | | |
| Sales experience – you initiated contact with the client/customer | | |
| Negotiating and purchasing experi- | | |

Adapted from *How to Get Any Job with Any Major*, ©2004, Donald Asher, used with permission. To propose additions to these lists, or for permissions for use, email don@donaldasher.com.



Skills Inventory II cont'd

More Skills, Experiences and Attributes You Have That Might Be of Interest to Employers:

- | | | |
|---|---|--|
| Hire, train, supervise and motivate others | Attention to detail | Strong ability to execute plans, to finish projects in spite of obstacles or challenges |
| Can delegate assignments | Experience in environments where accuracy was critical | Can work with strong egos, comfortable being a lieutenant, don't always have to be the captain |
| Manage complex work flow and multiple deadlines | Leadership training | Experience working with a family business in the past |
| Can share authority and work in a "matrix management" structure | Leadership experience | Tough, resilient personality, can handle stress and pressure |
| "Can do" attitude, not afraid of hard work, will take on any assignment | Fundraising experience | Counseling skills |
| Comfortable with flat, organic business structures where assignments may vary | Event planning and management | Peer counselor |
| Technology skills | Marketing and promotions | Mediation training or skills |
| Can teach technology skills to non-technology managers and workers | Knowledge of psychographics and demographics | Bring out the best in others |
| Laboratory skills (list all equipment, even the obvious) | Comfortable with both the creative and the analytical sides of marketing | Earned ____% of my college expenses while full-time student |
| Travel to countries where an employer may have markets, clients, subsidiaries, supply sources | Organize and manage community service programming | Comfortable in a scientific and/or technical work environment |
| Language skills related to those countries | Mechanical skill (can fix things) | Strong general science background |
| Ability to learn a foreign language | Read, understand and apply information from tech and spec manuals | Laboratory experience |
| Other foreign language skills | Can construct things from written instructions or diagrams | Understand the critical need for integrity in scientific data |
| Basic, intermediate, proficient, business proficiency, fluent, bilingual (specify languages) | Read and understand blueprints and schematics | Effective communicator to scientists, engineers, other technically oriented people |
| Bilingual/bicultural (specify) | Knowledge of floating point critical path project planning | Ethical |
| Knowledge of European/Japanese/Asian/Arabic/Latin American business practices and protocols | Modular and component-level understanding of computers and other electronic equipment | Trained in applied ethics |
| Willing to travel or relocate as needed for continued advancement | Diagnostician for computer hardware problems | Trained in group dynamics and interpersonal problem solving |
| No restrictions on business travel or relocation | Install, update, migrate, modify and troubleshoot most common computer applications | Have social skills that allow richer client interaction |
| Trustworthy | Proven ability to bridge disciplines and find innovative solutions to problems | Have athletic skills (golf?) that allow richer client interaction |
| Successful in the past in positions of considerable responsibility | Strong work ethic, very career-committed | Active in professional associations |
| Cash handling responsibility | Energetic, high personal energy level | Active in the community, leader in the community |
| Trained in loss prevention and techniques to reduce employee theft | Proven ability to handle heavy workload | |
| Meticulous | Not afraid of competition, comfortable in competitive environment | |

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SKILLS/ACTION PHRASES

- abstract or conceptualize ideas
- act as liaison
- act or perform
- adapt to changing situations and needs
- address or talk to individual people or groups
- adjust, arrange, or adapt information
- administer projects or events
- allocate, disperse resources
- advise people
- analyze information, data, or situations
- analyze tasks
- anticipate problems and unusual situations
- apply information from one situation to another
- appraise or evaluate work or services
- arbitrate or solve problems between people
- arrange or organize social gatherings
- assemble or collect data or information
- assemble or collect materials
- assess or analyze data or information
- assess or analyze people
- assign/delegate duties and/or responsibilities
- audit or balance financial information
- balance schedules, duties, and tasks
- be innovative, come up with new ideas
- budget money
- budget time or resources
- build trust and confidence
- calculate or compute numbers
- carry out plans
- chair or oversee meetings
- chart or graph information
- check information for accuracy
- check materials or products for quality/quantity
- classify information, data, or objects
- collaborate or work with others on a project
- collate or sort data
- collect information
- communicate data or information
- communicate warmth and care
- compare information, data
- compare objects
- compile or collect information
- complete projects or tasks on schedule
- compose articles, reports, or other documents
- compose music
- confer or talk with others to make decisions
- confront others
- consult with others
- contract with others
- control costs
- control crisis situations
- control situations, people, events, etc.
- converse or talk with others
- convey feelings or emotions
- cooperate with others
- cope with deadlines and time pressure
- cope with difficulties, solve Problems
- correct mistakes
- correspond with others
- critique or review others' work
- critique or review products and services
- decorate
- delegate work
- demonstrate how to do things
- design for beauty
- detect problems or errors



SKILLS/ACTION PHRASES

- | | | |
|--|---|--|
| → develop ideas | → file records or information | others |
| → develop rapport | → fill orders or requests | → inform or give out information to others |
| → diagnose problems | → financial planning | → inquire or do research |
| → direct people or projects | → follow directions | → inspect for quality |
| → dispatch or route information or materials | → forecast | → inspire others to do better |
| → distribute items, products | → formulate ideas | → instruct or train people |
| → draw charts, pictures, or graphics | → gather data or information | → integrate data or information |
| → edit film or videotape | → gather objects or materials | → interpret data, information or charts |
| → edit written material | → graphically illustrate | → interpret foreign language |
| → empathize with people's situations | → guide | → interview people for information |
| → empower others | → handle complaints | → invent |
| → encourage others | → handle emergencies | → investigate |
| → enforce rules and regulations | → handle multiple tasks simultaneously | → keep or track details or information |
| → enlist others to help complete a job | → handle sophisticated equipment | → lead others |
| → establish policy or procedures | → help people | → listen perceptively |
| → estimate cost, distance, size, etc. | → host events | → locate information, things, or data |
| → evaluate yourself and others | → identify and seize on opportunities | → maintain |
| → examine for detail | → identify problems | → make contacts |
| → execute, implement | → identify resources | → make decisions |
| → exercise diplomacy | → identify similarities | → make or set policy |
| → exercise discretion | → illustrate or depict | → make referrals to others |
| → exhibit or demonstrate products, ideas | → imagine | → make recommendations, give advice |
| → expedite, speed up | → implement decisions, plans, or ideas | → manage money |
| → experiment | → improve situations | → manage time |
| → explain | → improve systems or procedures | → manipulate data |
| → explore | → improvise | → market research |
| → facilitate | → index or organize data or information | → mechanical reasoning |
| | → influence, persuade, or convince | |



SKILLS/ACTION PHRASES

| | | |
|---|---|--|
| → mediate disputes or problems | → proofread | → stimulate people |
| → meet and greet the public | → protect people or property | → strategy development |
| → mentor others | → purchase or buy | → strengthen programs |
| → moderate situations | → raise funds | → summarize |
| → modify, mold, or change behavior | → reach or achieve goals | → supervise |
| → monitor machines, equipment, processes | → reconcile financial records | → supply |
| → motivate others | → record or log data, information | → survey for information or opinions |
| → navigate | → recreate, duplicate, or reproduce products | → synthesize |
| → negotiate | → recruit people | → systematize |
| → nurture human growth | → reduce budgets or services | → tabulate information or data |
| → observe and monitor data, people, or things | → regulate | → take initiative |
| → obtain information | → report data, information | → tolerate interruptions, inconveniences |
| → operate an independent business | → represent people, organizations, or employers | → tolerate routine tasks |
| → organize data or information | → research | → track or monitor situations or information |
| → organize ideas | → restore | → train, instruct, or teach |
| → organize people | → retrieve data, information, files | → transcribe |
| → organize tools, machines, equipment, things | → review | → transfer data or information |
| → originate new ideas or procedures | → revise | → translate |
| → perceive needs of others | → run or chair meetings or programs | → troubleshoot |
| → plan projects or tasks | → schedule own time or time of others | → understand cause and effect relationships |
| → predict outcomes | → sense the needs of others | → understand or interpret information |
| → prepare | → serve people | → upgrade quality |
| → present information, products, ideas | → set goals and objectives | → use sophisticated equipment, instruments |
| → preside over meetings | → set limit | → verify information |
| → process information, data, or people | → set up systems, services, or programs | → visualize ideas |
| → produce or direct | → simplify | → work under stress |
| → program computers | → solve problems | → work with precision |
| → promote ideas, products, or | → sort data or information | → write proposals |
| | → sort objects | → write technical materials |



What's in a Job?

Not all jobs are created equal. Jobs vary by location, type of work, physical demands, the types of people you'll be working with, different skills you'll need, etc. Though it is very rare to find a "perfect fit," there are some jobs that are more closely aligned with your values than others. When considering jobs or careers, consider these 7 major characteristics:

KNOWLEDGE: What knowledge do *you* want to use (i.e., technical, language, certain industry information)? What knowledge do you already have? What knowledge do you need to gain for a particular job? Where can you gain that knowledge? Is there some knowledge for a particular job you feel you'd rather not need?

SKILLS: What skills would *you* like to use? What skills do you already have for a particular job? What skills do you need to gain? Where can you gain these skills? Are there some skills for the job you feel you'd rather not have to use?

TRAITS: (characteristics such as outgoing, number-oriented, detail-oriented, creative, etc.) What traits do *you* already possess and want to use? What traits might you need to develop? How can you develop those traits? Are there some traits for a particular job that you feel you'd rather not need to develop?

SALARY/LEVEL: Is there a certain salary range you wish, or level (i.e., entry, managerial, boss, etc) you want? For a particular job, What is the salary or level for this job? Is that a "fit" for you? Why or why not?

WORKING CONDITIONS: (Characteristics of the actual job: outdoors/indoors; autonomous/teamwork; at a desk/move around; etc). What are the working conditions you prefer? What are a particular job's conditions? Is that a "fit" for you? Why or why not?

PEOPLE: What type of people would you like to work with? Ex: young, old, diverse, clients, internal clients, animal-lovers, ill, etc. For a particular job, is that a "fit" for you? Why or why not?

GEOGRAPHY: Where would you like to work? Could be a certain city, region, or geographic characteristic such as "cold," "near the ocean," "small town," etc. For a particular job, is that a "fit" for you? Why or why not?

Overall, is a particular job a "fit" for you?

Adapted from *What Color is your Parachute* by Richard Bolles



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Western Oregon
UNIVERSITY



4 Year Planning Guide

Freshman Year ~ phase one

- Begin your Career Development Portfolio.
- Take the CareerLiftOff Career Assessment Test.
- Assess your interests, skills, values, goals, and personality.
- Go to the Office of Service Learning & Career Development and explore majors and careers.
- Set goals for your first year.
- Write a resume.
- Network with professors and students.
- Concentrate on getting good grades.
- Keep a journal.
- Label the first section Self-Assessment.
- Begin to write your autobiography.
- Label another section Exploring Careers.
- If time permits, get a part-time job.



Summer Vacation

- Get a summer job to help you explore jobs, gain work experience, learn to get along with others, and earn money.
- Talk with people.
- Find out what they like and don't like about their jobs.
- Research careers.

Sophomore Year ~ phase two

- Add to your Career Development Portfolio.
- Start a file about careers and majors.
- Join clubs and take a leadership role.
- Read articles and books about your major area.
- Find a part-time job or volunteer your time.
- Update your resume.
- Explore internships and programs.
- Add a section to your journal called Job Skills and Qualities.

Summer Vacation

- Get a summer job and continue to gain experience, learn skills, develop references, and earn money.
- Keep up your journal and include notes on what it takes to get along with others and how to advance in the workplace.



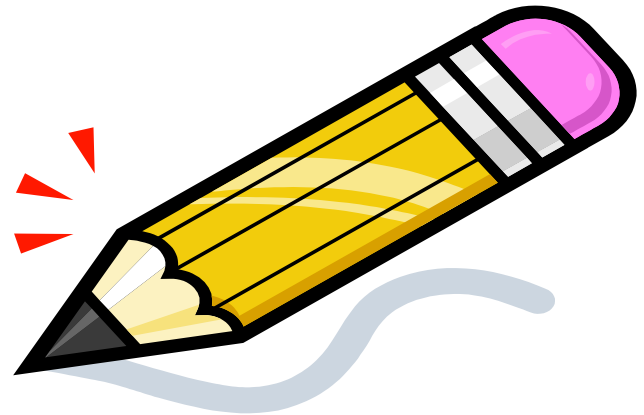
4 Year Planning Guide (cont'd)

Junior Year ~ phase three

- Update and expand your Career Development Portfolio.
- Choose a major and career and gain more job experience.
- Network.
- Join student organizations and professional organizations.
- Develop relationships with faculty, administrators and other students.
- Obtain an internship or gain additional job experience.
- Update your journal with job tips and articles about your field.
- Update your resume.
- Visit Service Learning & Career Development for help with your resume, internships and job opportunities.

Summer Vacation

- Get a summer job or internship in your major area, if possible.
- Develop contacts and references.



Senior Year ~ phase four

- Refine your Career Development Portfolio.
- Put your job search into high gear.
- Go to the Service Learning & Career Development for advice.
- Read recruitment materials.
- Schedule interviews with companies.
- Update and polish your resume and print copies.
- Write drafts of standard cover letters.
- Network.
- Keep a list of contacts and their telephone numbers.
- Join professional organizations and attend conferences.
- Start sending out resumes and attending job fairs.
- Find a mentor to help you with your job search and career planning.
- Log interviews in your journal or notebook.
- Continue your journal with strategies for promotion.



SLCD Resources

Resumes/Cover Letters

We can help you review and edit your resumes and cover letters! Important for both job search and graduate school entrance

Career Counseling

We can help you in your path to deciding what you love, where you want to work, and how to set yourself up to be successful

Mock Interviews

We give you the opportunity to practice interviewing with us, so you are ready for a real job or grad school interview!

Internships, Jobs & Volunteering

We have WolfLink, the online job posting board. We also help you learn how to find opportunities and be successful in the search

Resource Library

We have a large library of job, internship, and grad school books and informative fliers; we also provide online links from the SLCD website

Connections

We help you begin setting up informational interviews, and we connect WOU with career and grad school fairs & other events



Notes



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