

Career Garden

Cultivating Career Success

Module #2

Setting Career Goals

1. Before We Get Started.....	2
2. Why Set Your Employment Goals?.....	7
3. Discerning Your Motivated Abilities.....	7
Stage 1: List Achievements.....	8
Detailing My Achievements.....	10
Stage 2: Prioritize and Elaborate.....	11
Stage 3: Get Outside Help.....	11
Stage 4: Review the Data.....	11
Strengths Identification Interview.....	12
4. Writing Your Employment Goal.....	13
5. Researching the Possibilities – Library Work.....	17
Summary.....	19
Review Questions.....	20
Discussion of Review Questions.....	21
Prepare to Meet Your Coach.....	23

Setting Career Goals

Before you go too far down the path, make sure your path takes you where you want to go. This module will help you look at where you have been in your life and will help you discern where in the world of work you might find the most success and satisfaction.

Objectives

Here is what you'll be able to do when you have successfully completed this module:

1. Describe an approach to job search that is grounded in self-knowledge, networking, and employer interests.
2. Identify your "motivated abilities."
3. Set practical employment goals that will guide job search efforts.

1. Before We Get Started...

Focus Questions:

What activities can be part of my job search?

How can I stay organized during my job search?

How can I practice assertive communication (rather than aggressive or passive)?

Before we get started, there are three things to address briefly.

A. Understanding the Job Search Process

Your goal is to get a job that you want. Let's walk the path toward that goal to see some of the steps typically taken in order to arrive at that goal.

1. Research and personal reflection guide you to seek work in a particular industry or particular kind of position.
2. Your research, networking, and informational interviews lead you to send your resume with a cover letter to particular employers.
3. An employer is enticed enough by your **cover letter** that she turns the page to read your resume.
4. An employer learns enough about you from a summary of your goals, skills and personal qualities (**resume**) that she schedules an interview with you.
5. You and an employer have a significant conversation to determine the overlap between your goals, skills and personal qualities and the needs of the employer (**interview**).
6. The employer offers you a job.
7. You accept the job!

This training module will focus on steps 1, determining your goal.

Of course a job search is rarely so neat in the real world - seven direct steps all in the same direction, one following after the other. Take a look at the diagram below. This diagram suggests what activities take place at different points in time in the job search process.

Organization of Job Search Activities

Activity	Week																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Thinking, questioning, listening, adjusting	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Identifying abilities and skills	■	■																						
Setting goals	■	■	■																					
Writing resume				■	■																			
Conducting research		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Prospecting, referrals, networking	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Interviewing									■	■		■		■		■	■	■			■		■	
Receiving and negotiating job offers											■				■		■	■				■		

[Diagram adapted from *High Impact Resumes and Letters*, Krannich, Ronald L. and William J. Banis, 7th Edition, 1998. Impact Publications. Manassas Park, VA. p. 67]

This diagram assumes we know where we are going (or rather, that we have invested some time at the beginning to be sure we do). Even then the diagram shows some of the activities are repeated as the resume is revised, we gain new information about our target job or industry, and so forth. Most of us have to backtrack a little, or re-orient ourselves and change direction. These course corrections take time and thought, and while some of us may have the luxury of ample time to conduct our job search, many do not. We advocate an approach of going faster by going slower. We'll be going slower in order to be sure we are going in the right direction. So first – after these “Before You Begin” matters – we will work through some exercises to help you clarify your employment goals.

B. Getting Organized

Getting a job is hard work. Working through the seven steps of the job search process takes time. You can conduct such a search on a full-time basis or part-time, while you are in training or working. In any case, you will want to get the most out of the time you have available. You will save yourself some energy by getting organized before you go much further.

The table below shows several keys to organizing yourself and your environment for a successful job search. As you review each key, make some notes about your own situation. If you have what is suggested for a key, then record that in the “Describe Your Situation” column. If you don’t, make yourself a note of what you need to do or get. Then follow through to actually do or get what you need.

Organizing for the Job Search

Key to Getting Organized:	Comments:	Describe Your Situation:
1. I have a place to work on my job search.	A public library or community career center may be useful workplaces for at least some of your job search tasks, if you don’t have a well-lit, comfortable, interruption-free place at home.	
2. I have blocks of 2-3 hours for concentrated work.	When are you going to do your job search activities? If you don’t schedule time for it, it probably will never happen.	
3. I know what I hope to accomplish today, this week, this month in my job search.	A plan will help you.	
4. I follow through on the most important tasks first.	“Eat the toad first,” it has been said. If the least desirable task is, for example, to make some phone calls, make the calls at the beginning of your work time. Get them out of the way instead of anticipating them with anxiety or discomfort.	
5. I can say “no” to activities that distract me from my job search.	Distractions are many. Effecting a major change in your life requires focus and discipline.	

6. I have occasionally kept a time log to discover how I actually use my time.	Many have found this extremely enlightening.	
7. I have notebooks, folders, binders, access to a computer, a database or other tools to help me keep information in order.		
8. I have access to a phone and a place to use it without interruption.	A cell phone with an unreliable connection can help others perceive you as unreliable. For the most important calls, use a land line if you can. Or if you do use a cell phone be in a quiet place where you know you have a good signal.	
9. My work area is well-organized and clear.	Invest in some folders, binders, accordion file, to help you keep documents organized.	

For more support in getting organized, refer to the Career Garden module, “Study Skills for Career Success.” For support in time management, see the “Stress Management” module.

C. Practicing Assertive Communication

Networking requires assertiveness. You must have the ability to initiate interaction and state your interests clearly and professionally. It may be that reviewing your past achievements, as you will be doing soon in this module, will increase your self-confidence. More self-confidence can help you be more assertive.

While assertive communication will help you in your job search and on the job, aggressive behavior and passive behavior often will not.

Aggressive	Assertive	Nonassertive
Makes all the decisions: everyone else has no choice	I can make decisions and so can you, we both have the right to an opinion and a choice	Gives everyone else their choice, puts everyone else first, even at own expense

For many people, aggressive or nonassertive communication comes much more “naturally” than assertive communication. Below is a list of activities that can help you practice assertive communication. If your habits lean more to the aggressive side, you may already feel comfortable doing any of these activities, any time with any one. But to practice assertive communication, you can

practice these while “wearing the other guy’s shoes.” Your focus must be to perform activities such as these while allowing the other person comfortable “space” for making his or her own choices. For people tending to be nonassertive, here is a list of activities that might pull you way outside of your comfort zone.

1. **Compliment someone.** Tell how you appreciate someone for a quality or skill they have, or an achievement they have made.
2. **Initiate a conversation.** When you are waiting in line at the grocery store, waiting for a bus, at a baseball game.
3. **Express your opinion.** In a conversation, speak your opinion about a matter even though you disagree with those around you.
4. **Initiate a friendship.** Invite someone to lunch or to coffee.
5. **Return faulty merchandise.** If you buy something and then discover it is defective, return it to the store.
6. **Join a professional or service organization.** Be active in the group. Take a position of responsibility in the group.
7. **Speak to someone who has offended you.** Tell them the action that offended you, how it made you feel.

Assertive communication will become your standard practice in your job search as you network to find job leads and interview for job openings.

Comprehension Questions:

1. Which of these lists best expresses activities involved in a successful job search?

- A. reading classified ads, interviewing, scheduling second interviews
- B. setting goals, writing a resume, networking
- C. talking with your friends, getting additional training, negotiating salary
- D. learning about different careers, meeting people, having good luck

2. Organization is important to your job search because...

- A. it makes you look important.
- B. a job search takes a lot of time.
- C. classified ads must be filed properly.
- D. networking is the best way to get good job leads.

3. Which of these events might be the best example of assertive communication?

- A. The new coffee maker you bought at Starbucks doesn’t work, but instead of returning it, you put it in the back of the cupboard.
- B. You overhear a conversation in line at the grocery store. You jump in to “set the man straight.”
- C. You strike up a conversation at the neighborhood laundromat while waiting for your clothes to dry.
- D. You become join the local chapter of Mothers Against Drunk Driving.

Answers:

1-B, 2-B, 3-C. See Discussion of Quiz on p. 26-27.

2. Why Set Your Employment Goals?

Focus Question:

How can a clear view of your strengths help you in your job search?

You don't want just any job. You want the job that is right for you. Knowing yourself is one of your most important assets in becoming successfully employed and building a satisfying career. Some people approach the job search by looking for job openings and then contorting themselves to "fit" those openings. These people often get jobs, but they are often not happy or successful. We encourage the opposite approach: know yourself well and look for job opportunities that fit you. As Shakespeare put it in *Hamlet*, "To thine own self be true."

I remember some years ago applying to teach drama at a private elementary school. My application looked good enough to earn me an interview. In the course of the interview I learned about the school and their priority for the drama department: slick productions. This priority was counter to my own understanding of the value of dramatics for children – that dramatics are **for children** (not for showing off to parents), to increase children's creativity and imagination. By the end of the interview, the school administrator and I both knew I was not right for the job. Though I believe I had the organizational and dramatics skills to do the job the school wanted, I would have been miserable doing it. I just did not fit!

There is an old saying, encouraging us to "bloom where you're planted." It is true that in our work life we need to make the best of our current work situation. You might not be working in the sunniest square of the yard, or maybe the soil of your current position is too dry. But as long as you are there, you will do the best work you can. This training module turns the old saying around. It's good to bloom where you are planted. But this is better: **Plant yourself where you will bloom.** Be pro-active to find that place in the career garden that has just the right conditions for you to flourish.

This segment of the training will take you through various activities designed to give you better understanding of your motivated abilities, your strengths, your priorities and values. Then from the solid footing of self-knowledge, you can chart your career goals.

3. Discerning Your Motivated Abilities

Each plant species has its ideal conditions of light, moisture, soil texture and chemistry. Each human being has a unique fingerprint. Each of us also has a distinct set of "motivated abilities." Ask yourself: What kinds of activities excite you? What would be most satisfying to you if you could choose to do anything? Next, ask yourself, What are you good at? The odds are extremely high that the things you are most motivated to do are things that you can do

pretty well. Successfully. Setting career goals that are in line with your motivated abilities can help you “plant yourself where you will bloom.”

Our motivated abilities have been part of our make-up since very early in our lives. The process of discerning your motivated abilities can lead to reflection on events all through your life, back into childhood. The events you will focus on are “successes” – in a very broad sense. This process takes some time. But the pay-off in self-knowledge that informs your career choices makes it worthwhile.

Comprehension Questions:

4. Review these statements. Which ones are true?

- I. Setting career goals in line with your motivated abilities will distract you from finding a job.
 - II. Setting goals in line with your motivated abilities can lead you to personally satisfying work.
 - III. Discerning my motivated abilities is a quick and easy process.
 - IV. Reflecting on my past successes can help me see my motivated abilities clearly.
- A. Statements I, II and III are true.
 - B. Statements III and IV are true.
 - C. Only statement IV is true.
 - D. Statements II and IV are true.

5. Which statement best summarizes the term “motivated abilities?”

- A. Motivated abilities are all of the skills or talents you are motivated to acquire.
- B. Motivated abilities include the strengths and accomplishments you have demonstrated throughout your life, even in your childhood.
- C. Motivated abilities are the strengths and interests that only surface upon entering adulthood.
- D. Motivated abilities are those activities that your parents told you to pursue when you were a child. In other words, your parents motivated you be an athlete, a scholar, etc.

Answers:

4-D, 5-B. See Discussion of Quiz on p. 26-27.

Stage 1: List Achievements

Writing brief descriptions, list fifteen to twenty achievements you have had in your life. These consist of anything you enjoyed doing, believe you did well, and felt a sense of satisfaction or pride in doing. List some from your childhood, your years in high school or college, and through your life since then. Those achievements might have been in activities in your work life, your education, community activities, on the playground, in the military – any dimension of your experience. They must be specific accomplishments rather than general activities. For example, *I enjoyed climbing trees as a kid* is more general than *When I was 11, I could climb the tree in the front yard higher than anyone else*. The more specific and achievement-oriented statement will prove more helpful.

More Examples:

- *In high school, I became fluent in Spanish by taking bilingual classes and making friends with native Spanish speakers.*
- *I led a workshop on foreign policy and world hunger for Republicans on Campus group (in college).*
- *I wrote and directed a humorous “radio play” for performance at a church retreat.*
- *I climbed Mt. Gailey (elevation 13,510’).*
- *My master’s thesis was nominated for an “Outstanding Research” award.*
- *I wrote a grant and helped start a program for disabled adults at a local adult school.*
- *Some photographs I entered in the county fair got honorable mention awards.*
- *I was a lineman on my high school football team. Our defense had the second best yardage record in the league.*
- *I collected 200 signatures to put single-payer health care on the state ballot.*
- *I officiated at my father-in-law’s memorial service.*

On the Achievements List worksheet or in a word processor, list 15-20 achievements.

Achievements List

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

Stage 2: Prioritize and Elaborate

After you have created a full list of 15 to 20 achievements, select the seven most significant achievements for you. Write a full page account of each achievement. You may use the Elaborating My Achievements worksheet (make several copies) or a word processor. Describe for each

- How you initially became involved.
- Details of what you did.
- Details of how you did it.
- What about the achievement made it especially satisfying for you?

Stage 3: Get Outside Help

Some of us can express ourselves very easily in writing; others find speaking is an easier way to release ideas out of our heads. You can learn more about your achievements by enlisting one or two other people to interview you about your achievements. This will give you an opportunity to review your achievements in a different mode of communication. Your interviewers may ask questions that bring out dimensions of your experiences you had not considered. Finally, when others become aware of our accomplishments, it can be a good dose of self-confidence – something anyone facing a job search can use plenty of!

Give each interviewer copies of the Strengths Identification Interview worksheet. The people you ask to interview you might be close friends, but they need not be. Anyone who can listen attentively and ask good questions about what you did and how you did it will be helpful. On the worksheets, the interviewers will note the skills and abilities you demonstrated in performing each achievement

Stage 4: Review the Data

In the first three stages you have collected a large set of information about you and your accomplishments. Your task now is to review your notes and your interviewers' notes looking for patterns. As you skim through your Achievements List, Detailing My Achievements, and the Strengths Identification Interview worksheets, do you find any repeated words or similar words? Do clusters of related skills emerge?

At this point, some people will find it helpful to write words on a page in groups, placing words on the paper to show graphically the relationships among the ideas – clustering similar activities. For example, one person jotted a “map” as pictured on page 13.

Continued on page 13....

Strengths Identification Interview

Interviewee _____ Interviewer _____

Date _____

Instructions for Interviewer: For each achievement experience identify the skills and abilities which the achiever actually demonstrated. Ask **what** was involved in the achievement and **how** the individual made the achievement happen. Ask for illustrations and examples when you need clarification. Avoid asking why questions, which may lead the interview away from discussing the achiever's skills and abilities.

Achievement 1:

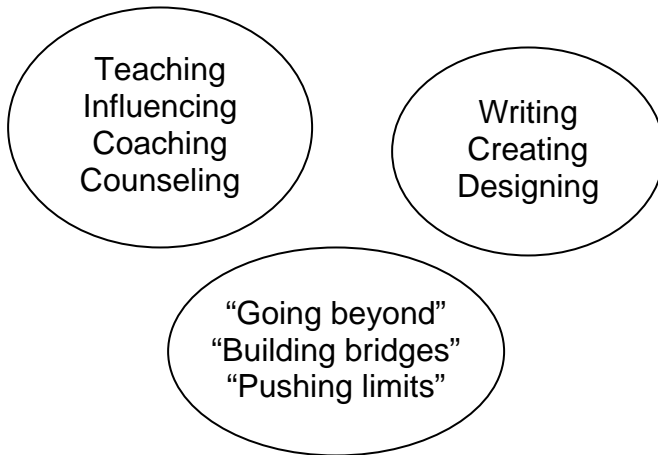
Achievement 2:

Achievement 3:

Achievement 4:

Achievement 5:

... Continued from page 11.



Others find it helpful to use a more formally structured approach. They will make three columns on a page, labeling them People, Ideas/Information, and Things. Then under the People heading, they will write the common words appearing on the worksheets that describe how they have related to People. ...

People	Ideas/Information	Things
Coaching Directing Demonstrating Teaching	Researching	Modifying Designing Machining

4. Writing Your Employment Goal

At this point, you have identified your motivated abilities – a critical part of your career plan. We said that if you have a job that allows you to use your motivated abilities, you are much more likely to find satisfaction and keep the job. So let’s take what you have learned about yourself and state it as an employment goal. Your employment goal statement will guide your job search activities from here on out. You will also write it – in some form – on your resume.

You will probably revise this goal statement during the course of your job search. (Remember, the diagram “Organization of Job Search Activities” on page 5 suggests that “thinking” and “adjusting” are weekly activities!) But getting something drafted at this point will be helpful, as a kind of summary of what you have learned about yourself.

Qualities of an Employment Goal Statement

Your goal statement should be specific and concise. It should readily demonstrate to an employer whether or not you are “in the ballpark” for a

particular position. Your goal statement might emphasize a specific position, a specific industry or working environment, or your skills and experience. Or your statement might blend and balance these elements. Here are some examples of goal statements:

Specific Position Emphasis

- An internship, co-op, or part-time position in the field of accounting.
- Programmer or Programmer/Analyst.
- A position as an auditor for a public accounting firm.
- A mathematics teaching position in a junior high school. Interested in coaching softball and basketball.
- A consumer goods sales position.

Industry/Environment Emphasis

- A position in a financial institution; especially interested in banking, auditing, and investments.
- Electrical engineering position in a manufacturing industry.
- A counseling position in a community mental health facility.

Skills/Experience Emphasis

- An internship, co-op, or part-time position which would allow me to use my web page design skills.
- A position allowing me to incorporate my experience in promotions and customer relations.
- A position integrating skills in copy-writing, editing, and reporting.
- A position employing skills in training and development, public affairs, and program development.

Elements to Include

You might consider including any of these elements in your goal statement.

- Level of position (entry-level, senior, etc.)
- Industry
- Sector (Public, non-profit, for-profit)
- Environment (size or other quality)
- Skills you have.

You will want to include two or three of these elements. There are advantages to including more, if you include them because they are high priorities for you. The more you concisely communicate to an employer in your goal statement, the more quickly the employer can decide if you are worth considering or not. But this is a two-edged sword. If your

employment goal statement is overly specific, employers might make quick decisions to exclude you from positions which you would seriously consider.

Do not include language such as this, most especially not in any version of your goal statement that will appear on a resume:

- “a challenging and interesting position”
- “opportunity for advancement”
- “dealing with people”
- “a progressive organization”

Such language is trite and overused; it will not make yours stand out in a pile of resumes. Further, these statements do not tell the employer specifically what you might contribute to her organization. While you need to keep your hopes and preferences in perspective, it is key to your job search to train yourself to see things from the employer’s point of view.

OK, now it is your turn. Review your notes so far and draft your employment goal on the My Employment Goal worksheet.

For Further Study:

Ralph Matson elaborates a “System for Identifying Motivated Abilities” in his book, *Finding a Job You Can Love*. Ronald Krannich and William Banes adapt Matson’s work in their book, *High Impact Resumes and Letters*. This training module draws on both those books.

Another classic in the career guidance literature is *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career Changers* by Richard Bolles.

Marcus Buckingham’s *Now Discover Your Strengths* might be especially useful for those at the higher end of the professional ladder who seek career guidance.

Find more also at the Career Garden Website,
www.bostonreed.com/careergarden

5. Researching the Possibilities – Library Work

Focus Question:

What resources can you use to increase your understanding about specific jobs or careers?

A job perfectly matching your career goal might actually exist. How can you find out if it does or not? How can you find out what adjustments you need to make to your ideal? Or, how can you discover opportunities that may be even better than what you have imagined so far? Reading can carry you far toward the answers to these questions.

Publications

There are truck-loads of information useful to your job search available in print and on the Internet. A trip to your public library or to your local One-Stop Career Center can help you find both of these. But before you even pull a book off the shelf or open your web browser, you need to know what questions you need answered.

Who needs the services I can offer? Who needs the things I can make?
What industries...?
What are common job titles for people...?
What s the typical preparation for...?
What are the working conditions in...?

Print Titles

This is only a very brief and suggestive sample of what is available. Usually, you can ask a librarian to point you to the relevant shelves where you can find volumes with titles such as these:

Encyclopedia of Careers and Vocational Guidance

Occupational Outlook Handbook

VGM Careers for You Series:

Careers for Caring People and Other Sensitive Types
Careers for Writers and Others Who Have a Way With Words
Careers for Perfectionists and Other Meticulous Types
Careers for Talkative Types and Others with the Gift of Gab
Careers for Introverts and Other Solitary Types
Careers for Competitive Spirits and Other Peak Performers
(and many more)

Career Exploration on the Internet. Laura R. Gabler. 2000. Ferguson Publishing Company

Web Sites

America's Career InfoNet, <http://www.acinet.org>

America's Career InfoNet is a resource for making informed career decisions to support a demand-driven workforce investment system.

Occupational Outlook Handbook, <http://www.bls.gov/oco/>

This is a broad resource with information on hundreds of kinds of jobs from the US Bureau of Labor Statistics.

- the training and education needed
- earnings
- expected job prospects
- what workers do on the job
- working conditions

You can also find many industry-specific websites giving information about work in their respective careers. The ones listed here are just a sample. You can find many others by using an Internet search engine (google.com, altavista.com, yahoo.com, etc.) and searching for “career information” or “professional organization” and the career or industry you are interested in.

Accounting:

National Society of Accountants. <http://www.nsacct.org>

Broadcasting:

National Association of Broadcasters. <http://www.nab.org/>

Business:

International Association of Administrative Professionals.
<http://www.iaap-hq.org/>

Computer Graphics:

ACM SigGraph. <http://www.siggraph.org>

Design/Graphics:

Communication Arts. <http://www.commarts.com>

Flight Attendants:

Flight Attendant Corporation of America
<http://www.flightattendantcorp.com/>

Massage

American Massage Therapy Association.
<http://www.amtamassage.org>

Medical Assistants:

American Association of Medical Assistants. <http://www.aama-ntl.org/>

Nursing:

Choose Nursing. <http://www.choosenursing.com/>

Pharmacy:

American Association of Colleges of Pharmacy.
<http://www.aacp.org/>

Again, this is a very short illustrative list of the kinds of websites where you can gain industry-specific information to inform your career choices. Almost any kind of work you can imagine has some kind of professional organization with a web presence. I'll leave you in the hands of your favorite Internet search engine to find what you need!

Comprehension Questions:

6. Which of these statements is most accurate?

- A. There are 9 books and 12 websites on that can give career guidance.
- B. It is impossible to find out if a particular industry or job category is growing without talking to people who work in the industry.
- C. Most public libraries do not have any resources that support a job search. well developed collections.
- D. Reading print and web publications can help you make decisions about career paths.

7. Which of these questions can your research of published information answer?

- A. What is the average salary?
- B. Do I have to work inside all day?
- C. How much contact will I have with the public?
- D. Will my future boss be nice to me?
- E. Questions A, B and C.
- F. Only A and D.

Answers:

6-D, 7-E. See Discussion of Quiz on p. 26-27.

Summary

This module has aimed to help you set the direction for any career transition. If you have worked diligently,

- You have a clearly defined career goal (and perhaps an increased vocabulary for describing your skills and experience).
- You know where to look for information to further inform your career decisions.

Congratulations on the progress you have made toward a satisfying work life!

Review Questions

Mark the best answer for each question.

1. Which of these lists best expresses activities involved in a successful job search?

- A. reading classified ads, interviewing, scheduling second interviews
- B. setting goals, writing a resume, networking
- C. talking with your friends, getting additional training, negotiating salary
- D. learning about different careers, meeting people, having good luck

2. Organization is important to your job search because...

- A. it makes you look important.
- B. a job search takes a lot of time.
- C. classified ads must be filed properly.
- D. networking is the best way to get good job leads.

3. Which of these events might be the best example of assertive communication?

- A. The new coffee maker you bought at Starbucks doesn't work, but instead of returning it, you put it in the back of the cupboard.
- B. You overhear a conversation in line at the grocery store. You jump in to "set the man straight."
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4. Review these statements. Which ones are true?

- I. Setting career goals in line with your motivated abilities will distract you from finding a job.
- II. Setting goals in line with your motivated abilities can lead you to personally satisfying work.
- III. Discerning my motivated abilities is a quick and easy process.

IV. Reflecting on my past successes can help me see my motivated abilities clearly.

- A. Statements I, II and III are true.
- B. Statements III and IV are true.
- C. Only statement IV is true.
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5. Which statement best summarizes the term "motivated abilities?"

- A. Motivated abilities are all of the skills or talents you are motivated to acquire.
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- D. Will my future boss be nice to me?
- E. Questions A, B and C.
- F. Only A and D.

Discussion of Review Questions

1. Which of these lists best expresses activities involved in a successful job search?

A. reading classified ads, interviewing, scheduling second interviews

Incorrect. Though some jobs are still advertised in newspaper classified ads, most people do not find their jobs that way.

B. setting goals, writing a resume, networking

Correct. These three are discussed at length in this training.

C. talking with your friends, getting additional training, negotiating salary

Incorrect. Networking is clearly part of the job search process, but training and salary negotiations are events at other points on the career advancement path.

D. learning about different careers, meeting people, having good luck

Incorrect. Do not rely on good luck to find a job. Good luck is most likely to happen to those who implement an effective strategy.

2. Organization is important to your job search because...

A. it makes you look important.

Incorrect. Good organization will help you look and be responsible and perhaps worthy of important responsibilities. But looking important is not the point.

B. a job search takes a lot of time.

Correct. Finding a job is a big job. Without organization, you can lose important contact information miss appointments, or never even get around to making any appointments.

C. classified ads must be filed properly.

Incorrect. Classified ads are not a major source of viable job leads. They need not be filed.

D. networking is the best way to get good job leads.

Incorrect. This is generally true, but it does not answer the question.

3. Which of these events might be the best example of assertive communication?

A. The new coffee maker you bought at Starbucks doesn't work, but instead of returning it, you put it in the back of the cupboard.

Incorrect. This is non-assertive. An assertive action would be to return the defective product to the store, respectfully explaining the product's deficiencies.

B. You overhear a conversation in line at the grocery store. You jump in to "set the man straight."

Incorrect. Assertive communicators recognize their own personal boundaries as well as the boundaries of others. By interrupting and "setting the man straight," you are likely crossing the boundaries of the other.

C. You strike up a conversation at the neighborhood laundromat while waiting for your clothes to dry.

Correct. The ability to initiate is a sign of assertiveness.

D. You become join the local chapter of Mothers Against Drunk Driving.

Incorrect. Joining an organization might be an exercise in assertiveness for some people. But the best answer is C.

4. Review these statements. Which ones are true?

I. Setting career goals in line with your motivated abilities will distract you from finding a job.

False. Setting goals in line with your motivated abilities can help you find a satisfying job at which can succeed.

II. Setting goals in line with your motivated abilities can lead you to personally satisfying work.

True.

III. Discerning my motivated abilities is a quick and easy process.

False. Such discernment may take some hours spent of some days.

IV. Reflecting on my past successes can help me see my motivated abilities clearly.

True.

- A. Statements I, II and III are true.
Incorrect. See notes for each statement above.
- B. Statements III and IV are true.
Incorrect. See notes for each statement above.
- C. Only statement IV is true.
Incorrect. See notes for each statement above.
- D. Statements II and IV are true.
Correct. See notes for each statement above.

5. Which statement best summarizes the term “motivated abilities?”

- A. Motivated abilities are all of the skills or talents you are motivated to acquire.
Incorrect. Though usually an individual will be motivated to use and refine her motivated abilities, a better (pragmatic) summary of the term would include the idea that one begins to demonstrate her motivated abilities at a fairly early age.
- B. Motivated abilities include the strengths and accomplishments you have demonstrated throughout your life, even in your childhood.
Correct.
- C. Motivated abilities are the strengths and interests that only surface upon entering adulthood.
Incorrect. Motivated abilities can usually be traced back into childhood.
- D. Motivated abilities are those activities that your parents told you to pursue when you were a child. In other words, your parents motivated you to be an athlete, a scholar, etc.
Incorrect. The motivation to pursue particular activities comes from within the individual because of the particular “wiring” she/he is born with.

6. Which of these statements is most accurate?

- A. There are 9 books and 12 websites on that can give career guidance.
Incorrect. There are many, many books and websites giving career guidance information.
- B. It is impossible to find out if a particular industry or job category is growing without talking to people who work in the industry.
Incorrect. Current information can be found on the internet and in magazines and journals.
- C. Most public libraries do not have any resources that support a job search.
Incorrect. Most public libraries have at least a few resources for job search and some have very well developed collections.
- D. Reading print and web publications can help you make decisions about career paths.
Correct.

7. Which of these questions can your research of published information answer?

- A. What is the average salary?
Incorrect. You can find this published and more....
- B. Do I have to work inside all day?
Incorrect. You can find this published and more....
- C. How much contact will I have with the public?
Incorrect. You can find this published and more....
- D. Will my future boss be nice to me?
Incorrect. Unless your supervisor-to-be is at a very high level (CEO of a major corporation, for example), you probably won't learn about the supervisor's management style in published material. You might be able to get some information from meeting people within the organization. (Of course the supervisor is to treat you professionally and fairly, though not necessarily “nicely.”)
- E. Questions A, B and C.
Correct.
- F. Only A and D.
Incorrect. You usually cannot find out about a future supervisor's personality from published material.

Prepare to Meet Your Coach

Student

Name: _____

Bring these items completed when you meet with your instructor or coach.

Reflective Writing: What idea or activity in this module has been the most helpful to you? Why?

What questions do you still have?

Instructor

Record student performance in right column of the table.

Item	%age of Module	Standard	Student Performance
Strengths Identification Interview	35	At least 4 achievements listed, and skills/abilities identified for each. Must show name of interviewer.	
Goal Statement	35	An Employment Goal Statement that meets the criteria suggested by the Self-Assessment Questions on the My Employment Goal worksheet.	
Review Questions	30	6 of 7 correct	
Total:			

Date Module Completed: _____

Notes:

Next Assignment & Due Date: _____