WHAT COLOR IS YOUR PARACHUTE?
FOR TEENS

PERSONAL WORKBOOK

CAROL CHRISTEN
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SINCERELY,

CAROL CHRISTEN

JUNE 24, 2015

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EDITED AND ARRANGED by Sandra Kischuk, Writer Editor, and Career Coach

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My Parachute

This diagram organizes information about what you want in a job. When it is filled in, use it to guide your research to find jobs you will enjoy.

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PART 1

~***~

DISCOVERING YOUR DREAM JOB
CHAPTER 1

WHAT YOU LOVE TO DO
YOUR FAVORITE INTERESTS & BEST SKILLS

Discovery Exercise #1: Discover Your Favorite Interests

WRITE YOUR ANSWERS to each question. Use the boxes to number your first, second, and third choices.

A. When you have free time and no one is telling you what to do, what do you like to do?

☐ ________________________________ ☐ ________________________________
☐ ________________________________ ☐ ________________________________

B. What are your favorite subjects in school?

☐ ________________________________ ☐ ________________________________
☐ ________________________________ ☐ ________________________________

C. When you’re in the magazine section of your school library or a bookstore, what type of magazine (computer, fashion, sports, news, and so forth) will you pick up and read first?

☐ ________________________________ ☐ ________________________________
☐ ________________________________ ☐ ________________________________

D. Fill in the blank: When I’m ________________________________, I lose track of time and don’t want anyone or anything to disturb me.

☐ ________________________________ ☐ ________________________________

E. If someone asked you what your favorite interests are, what would you say?

☐ ________________________________ ☐ ________________________________

F. What are your favorite hobbies, sports, or recreational activities?
G. What Internet sites are your favorites? What sites do you have bookmarked?

H. What is the subject matter of those sites?

I. What kinds of problems do you like to solve?

J. What kinds of questions do your friends or classmates bring to you for help?

K. What fascinates you? What could you read about, talk about, or do for hours?

~***~

In the next exercise, think about projects you have completed, problems that you solved, your hobbies, and the activities you do for fun. These can be experiences from your school, volunteer work, paid work, or free time. Select a project or activity you’ve enjoyed that had an outcome—writing a paper, helping to organize an event, or learning something new, such as a sport or hobby.
Discovery Exercise #2: Identify Your Skills

THINK ABOUT THE past few months. Try to think of something where 1) you had to identify what wasn’t working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to do something (maybe something you had never done before!) to fix it.

Story 1 Title: ____________________________________________________________

Story 1: ________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Goal or Problem: What was your goal— that is, what were you trying to accomplish, or what was the problem you were trying to solve?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Obstacles: What made achieving your goal (or solving the problem) difficult?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

How did you overcome these obstacles? ____________________________________

__________________________________________________________
Time Frame: How long did it take you to achieve your goal or solve your problem?

Outcome: What happened? Did things go as you expected, or did something unexpected happen?

Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

~***~

Can you remember a goal you achieved or a problem you resolved in elementary school? Try to think of something where 1) you had to identify what wasn’t working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to do something to fix it.

**Story 2 Title:**

**Story 2:**

Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?
Obstacles: What made achieving your goal (or solving the problem) difficult?

How did you overcome these obstacles?

Time Frame: How long did it take you to achieve your goal or solve your problem?

Outcome: What happened? Did things go as you expected, or did something unexpected happen?

Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

~***~

CAN YOU REMEMBER a goal you achieved or a problem you solved at summer camp? Try to think of something where 1) you had to identify what wasn’t working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to do something to fix it.

**Story 3 Title:** ____________________________

**Story 3:** ____________________________
Goal or Problem: What was your goal— that is, what were you trying to accomplish, or what was the problem you were trying to solve?

Obstacles: What made achieving your goal (or solving the problem) difficult?

How did you overcome these obstacles?

Time Frame: How long did it take you to achieve your goal or solve your problem?

Outcome: What happened? Did things go as you expected, or did something unexpected happen?

Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

~***~

CAN YOU REMEMBER a goal you achieved or a problem you solved in middle school? Try to think of something where 1) you had to identify what wasn’t working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to do something to fix it.
Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?

Obstacles: What made achieving your goal (or solving the problem) difficult?

How did you overcome these obstacles?

Time Frame: How long did it take you to achieve your goal or solve your problem?

Outcome: What happened? Did things go as you expected, or did something unexpected happen?
Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

~***~

CAN YOU REMEMBER a goal you achieved or a problem you solved with your friends, family, or in your church or neighborhood? Try to think of something where 1) you had to identify what wasn’t working or that you wanted to change, 2) you had to figure out how to fix it, and d) you had to do something to fix it.

**Story 5 Title:** ________________________________________________________________

**Story 5:** __________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Goal or Problem: What was your goal—that is, what were you trying to accomplish, or what was the problem you were trying to solve?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Obstacles: What made achieving your goal (or solving the problem) difficult?
______________________________________________________________________________
______________________________________________________________________________
How did you overcome these obstacles?

______________________________

Time Frame: How long did it take you to achieve your goal or solve your problem?

______________________________

Outcome: What happened? Did things go as you expected, or did something unexpected happen?

______________________________

Read over your story. Underline any word you think might be a skill. Make a list of the skills you have underlined.

______________________________

~***~

Summary: Discover Your Skills

1. Now that you have written and reread your stories,

2. Identified the skills you used, and

3. Listed the skills you used,

4. Look at the Skill TIP boxes listed on pages 16 to 18.

Think about your first story. For each Skill TIP box shown, ask yourself, “Did I use this skill in accomplishing my goal?” If the answer is yes, check box #1 for each skill you used.

Now, think about your second story. For each Skill TIP box shown, ask yourself, “Did I use this skill in accomplishing my goal?” If the answer is yes, check box #2 for each skill you used.

Next, think about your third story. For each Skill TIP box shown, ask yourself, “Did I use this skill in accomplishing my goal?” If the answer is yes, check box #3 for each skill you used.

Do the same for your fourth and fifth stories. You will probably be quite surprise when you see all the different skills you used . . . ones you many not even have recognized when you wrote your lists of skills.

Super job!

~***~
SKILLS WITH THE BODY

I AM GOOD AT

using my hands (including signing or massaging)

crafting, sewing, weaving, hammering, etc.

washing, cleaning, putting away, or preparing

setting up, or assembling

constructing or reconstructing

having a green thumb (growing plants or flowers)

having great finger dexterity (such as with keyboards)

cutting, carving, or chiseling

handling, lifting, or stocking

operating, controlling, or driving

modeling or remodeling

having skills with animals (raising, training, treating, etc.)

using my eyes and hands in coordination

fashioning, modeling, shaping, or sculpting

making, producing, manufacturing, or cooling

maintaining, cleaning, and repairing


tending, minding, or feeding

motor/physical coordination with my whole body

organizing, classifying, systematizing, or prioritizing

problem solving or seeing patterns

helping other people find or retrieve information

imagining, inventing, creating, or designing new ideas

precision working with my hands

Precision working with tools or instruments

having a sharp memory, keeping track of details

What tools, equipment, or machines do you know how to use (such as a scanner, iPod, etc.)

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SKILLS WITH INFORMATION

I AM GOOD AT

GATHERING OR CREATING IT

COMPILING, SEARCHING, OR RESEARCHING
1 2 3 4 5

GATHERING INFORMATION BY INTERVIEWING OR OBSERVING PEOPLE
1 2 3 4 5

GATHERING INFORMATION BY STUDYING OR OBSERVING THINGS
1 2 3 4 5

HAVING A GOOD SENSE OF HEARING, SMELL, TASTE, OR SIGHT
1 2 3 4 5

IMAGINING, INVENTING, CREATING, OR DESIGNING NEW IDEAS
1 2 3 4 5

MANAGING IT

COPYING OR COMPARING SIMILARITIES OR DIFFERENCES
1 2 3 4 5

COMPUTING, WORKING WITH NUMBERS, DOING ACCOUNTING
1 2 3 4 5

ANALYZING, BREAKING DOWN INTO PARTS
1 2 3 4 5

ORGANIZING, CLASSIFYING, SYSTEMATIZING, OR PRIORITIZING
1 2 3 4 5

PLANNING, LAYING OUT A STEP-BY-STEP PROCESS FOR ACHIEVING A GOAL
1 2 3 4 5

MANAGING IT

ADAPTING, TRANSLATING, (INCL. COMPUTER PROGRAMMING), DEVELOPING, OR IMPROVING
1 2 3 4 5

VISUALIZING, DRAWING, PAINTING, DRAMATIZING, CREATING VIDEOS OR SOFTWARE
1 2 3 4 5

SYNthesIZING, CombINING PARTS INTO A WHOLE
1 2 3 4 5

PROBLEM SOLVING OR SEEING PATTERNS
1 2 3 4 5

DECIDING, EVALUATING, APPRAISING, OR MAKING RECOMMENDATIONS
1 2 3 4 5

STORING OR RETRIEVING IT

KEEPING RECORDS, (INCL. RECORDING, TIMING, OR ENTERING ON A COMPUTER)
1 2 3 4 5

STORING OR FILING (IN FILE CABINETS, VIDEO, STUDIO, OR COMPUTER)
1 2 3 4 5

RETRIEVING INFORMATION, IDEAS, DATA
1 2 3 4 5

PUTTING IT TO USE

WITH PEOPLE

SEE SKILLS WITH PEOPLE
1 2 3 4 5

PUTTING IT TO USE

WITH THINGS

SEE SKILLS WITH THINGS
1 2 3 4 5
Discovery Exercise #3: Identify Your Best Transferable Skills

1. Review your list of skills used. Cross out skills you don’t really like using.

2. Select ten skills you enjoy using.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3. Put the skills in order from most favorite to least favorite.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

4. Look at your list of ten skills. The top five are your best transferable skills. What are they?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

5. Write your five strongest transferable skills into the My Preferred Skills, My Best Transferable Skills section of Your Parachute.

~***~
Discovery Exercise #4: Identify Your Best Self-Management Skills

1. What positive traits or self-management skills did you use in your stories?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

2. What similarities do you notice? Do you see any patterns in how, or how often, you use your favorite skills?
   (Don’t worry about being right. Guesses are okay.)

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

3. Write each trait on a separate sticky note.

4. Organize sticky notes in order of priority, with your favorite and most important trait first, etc. Or use the
   prioritization tools at the end of Chapter 1. Once you’ve found the right order, make a list of these ranked traits.

   1) ____________________ 2) ____________________ 3) ____________________
   4) ____________________ 5) ____________________ 6) ____________________
   7) ____________________ 8) ____________________ 9) ____________________
   10)______________________

5. Write your top three traits in the My Best Self-Management Skills section of the My Parachute diagram.

   ~***~
CHAPTER 2

WHO YOU LOVE TO WORK WITH
YOUR FAVORITE TYPES OF PEOPLE

The Party

YOU’VE RECEIVED AN invitation to a party of people your age or a little older. You don’t know any of them well. On the facing page to the left is an aerial view of the party. Guests with similar interests group together, chatting. The terms Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (R-I-A-S-E-C) tag each group. The aerial diagram gives brief descriptions of the people who might be attracted to each letter group. Examples of their specific interests appear on the next two pages. You’ll notice how their interests and skills all work together.

REALISTIC (R): People who like nature, athletics, or tools and machinery. Examples: Tom loves to hike in the mountains and does volunteer trail maintenance. Dee plays on the school soccer team. Paul repairs cars. Louise and Larry build furniture in their father’s woodworking shop. Ross grows vegetables for the farmers’ market, and Yvette raises dogs to be companion animals for people with disabilities.

INVESTIGATIVE (I): People who are very curious and like to investigate or analyze things. Examples: Jason always wants to know why—why a certain bird is no longer seen in his area, why the brain works the way it does, why one ball team plays better than another. Jessica investigates the best places to take a date—concerts, movies, amusement parks, hiking trails—and writes about them for her school paper. Erin analyzes everything—from the data in her chemistry experiments to the results of community-service projects. David, a student council member, wants to figure out why new students have so much difficulty scheduling the classes they need.
The Party Diagram

INVESTIGATIVE
People who are very curious and like to investigate or analyze things. EXPLORE IT!

ARTISTIC
People who are very artistic, imaginative, and innovative. INVENT OR CREATE IT!

REALISTIC
People who like nature, athletics, or tools and machinery. DO IT!

CONVENTIONAL
People who like detailed work and enjoy completing tasks or projects. KEEP IT GOING!

SOCIAL
People who like to help, teach, or serve people.

ENTERPRISING
People who like to start up projects or organization, or influence or persuade people. START IT OR SELL IT!

The Party was invented by Richard N. Bolles to help people experience their Holland Code.
ARTISTIC (A): People who are very artistic, imaginative, and innovative. Examples: Ashley draws cartoons. Carlos, Aaron, and Stacy started a band and play at local dances. Guy designs costumes and sets for school theater productions and is known for being able to create great stuff with few resources. Daniela develops her own software for doing computer animation.

SOCIAL (S): People who like to help, teach, or serve people. Examples: Isabel, a senior, orients first-year students about life at high school. Steve tutors middle school students in math and English. Keri volunteers at a food bank. Darin is a trainer for the school football team. Bob serves as a peer counselor.

ENTERPRISING (E): People who like to start up projects or organizations, or influence or persuade people. Examples: Dana started a service project where high school students visit the elderly in a convalescent home. Ty, who’s running for student-body president, persuades people to vote for him. Greg got some of his friends interested in working with kids who are at risk of getting involved with drugs and gangs.

CONVENTIONAL (C): People who like detailed work and enjoy completing tasks or projects. Examples: Michael, the treasurer for a service club, keeps detailed financial records of all its fund-raising activities. Kristin works part-time in an insurance office, where she’s responsible for keeping all the files up to date. Terri oversees the preparations for the prom, making sure everything that needs to get done gets done.

Discovery Exercise #5: Your “Holland Code”

When you walk into this party, don’t worry about being shy or what you are going to say. Now, we have three questions for you:

☐ 1. Which group of people would you go to first—which group would you most enjoy talking to for the longest time? Write the letter for that location in the box.

☐ 2. Now, everyone else in the group you chose leaves for another party. Of the groups that still remain, which group would most interest you? Which people would you most enjoy being with for the longest time? Write the letter for that location in the box.

☐ 3. After fifteen more minutes, this group also leaves. You look around and decide where to go next. Of the groups that remain, which one would you most enjoy being with for the longest time? Write the letter for that location in the box.
THE THREE LETTERS you selected indicate your “Holland Code.” The Holland Code is named for Dr. John Holland, a psychologist who did research on “people environments”—that is, the types of people we most like to be with. Dr. Holland’s research showed that everyone has three people environments they prefer among these six—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The three groups of people you’d prefer to talk with at this party give clues as to your favorite people environment.

Turn back to My Parachute and write your Holland Code in the section My Favorite Types of People. Then write a short description of your code. Include details from My Favorite Interests.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

~***~

Discovery Exercise #6: Bosses and Clients

WHAT IS YOUR idea of a good boss? Knowing the attributes of good bosses makes them easier to recognize should you come across one. A good boss can be a great mentor. Teachers are very much like bosses. Some of them make you work hard, but they manage to pull good work out of you, and you learn a lot from them. When you are just starting out, you want a boss from whom you can learn to be excellent in your field, trade, or craft.

Make a list of characteristics of a good boss for you.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Prioritize the list.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

If you envision yourself in a job where you have customers, clients, or patients, list what kind of people you’d want them to be. Want to be a speech pathologist working with children and teens? If you work in a hospital setting, your patients would be children and teens. If you work as an independent speech consultant, your clients would be children and teens.
Prioritize this list as well.

Write your top two or three descriptors from both prioritized lists into the My Favorite Types of People section of the My Parachute diagram (page 5). If there’s no room, draw a line and write along the bottom of the page.

~***~
CHAPTER 3

WHERE YOU LOVE TO BE
YOUR IDEAL WORK ENVIRONMENT

Discovery Exercise #7: My Ideal Work Environment

Answer the following questions as best you can, but take your time. This does not have to be done all at once. If there is extra space by the question, add your personal notes. Set a timer for fifteen minutes. If you’re enjoying the exercise when the timer goes off, set it for another ten minutes. Or answer some of the questions now, then come back again in a week and answer some more. The second time around, you may notice things that you weren’t aware of before. Think of something not included here? Write that down, too.

Facility: Where would you most like to work . . .

☐ Indoors or ☐ Outdoors?
☐ On a ranch? ☐ At your home?
☐ In an urban ☐ suburban
☐ In many locations (travel) ☐ or one spot? (no travel)
☐ In an office building? ☐ In a machine shop?
☐ Other ___________________________

Work Space: What kind of space would you most enjoy . . .

☐ A cubicle in a large room with lots of other people in their own cubicles?
☐ Your own desk in a private office?
☐ Lots of variety—at a desk, in your car, at clients’ locations, on airplanes, in hotels?
☐ A classroom, laboratory, hospital, garage, workshop?__________________________
☐ Outdoors—golf course? ranch? barn? forest? under the sea? ____________________

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Luxury vs. Innovation

Will your ideal place:

☐ Have everything you need—all the latest tools/technology/supplies—or
☐ Require you to be creative with limited resources, supplies, & equipment?

Physical Conditions: Think about environments that make you feel energized & productive, as if things are “right.” Do you prefer:

☐ Fancy and upscale
☐ A light or dark environment?
☐ Natural or artificial light?
☐ Comfortable or varied temperatures?
☐ Windows that open/close
☐ Climate-controlled building
☐ Safe or risky physical conditions

What does “safe” mean to you, and what might you need to feel relaxed and able to do your best work?)

_____________________________________________________________________________________
_____________________________________________________________________________________

Size/Type of organization. Do you prefer . . .

(Think about what “large” and “small” mean to you.) How many employees? Fill in the blank.

☐ Large or Small (_______) (Think about what “large” and “small” mean to you.)
☐ Locally owned
☐ National, or Multinational?
☐ For-profit or Nonprofit organization?

Geographical Area:

☐ United States. Where? ___________________________ (Region, city, state)
☐ International. Where? ___________________________
☐ Urban
☐ Suburban
☐ Rural
☐ In many locations or In one location
☐ Meeting with clients in their locations (sales and consulting)
☐ Other. Describe: ________________________________
Atmosphere: Do You Prefer . . .

☐ Noisy or ☐ quiet? ☐ Calm or ☐ bustling?
☐ Formal or ☐ casual— for example, do you want to call your coworkers “MS. Smith” and “Mr. Jones,” or do you prefer that everyone is on a first-name basis?

Interaction with others

☐ Lots of contact with coworkers ☐ Very little contact with coworkers
☐ Lots of general public contact (clients, patients, customers) or ☐ very little public contact
☐ Lots of contact with a defined (relationship-based) client base, or ☐ very little client contact
☐ Knowing all your colleagues and customers or ☐ Always having a chance to meet someone new?

Management Structure

☐ A hierarchical setting (where the boss tells everyone what to do)
☐ A collaborative setting (staff collaborates to determine goals, priorities, and workload)

Clothing: What would you like to wear at work . . .

☐ A suit? ☐ Trendy clothes? ☐ Casual, comfortable clothes?
☐ A uniform (for example, military, firefighter, police officer, waiter/waitress)?
☐ A lab coat? ☐ Whatever you want to wear

Answer enough questions to gather a list of ten items, aiming to include at least one from each category—Location, Work Space, and so on.

Write each item on a sticky note, and rank them by importance. Select your top five factors, and write these in the My Ideal Work Environment section of My Parachute (page 5). What are your top five location factors to consider when you are looking for your ideal job?

____________________________________________
____________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
___________________________________________________
___________________________________________________
__________________________________________________________________________________
____________________________________________
~***~
Discovery Exercise #8: My Ideal Community

Answer the following questions as best you can, but take your time. This does not have to be done all at once. If there is extra space by the question, add your personal notes. Set a timer for fifteen minutes. If you’re enjoying the exercise when the timer goes off, set it for another ten minutes. Or answer some of the questions now, then come back again in a week and answer some more. The second time around, you may notice things that you weren’t aware of before. Think of something not included here? Write that down, too.

Geographical Features: Do you want to live . . .

☐ In or near the mountains? ☐ Near the coast? ☐ In the desert? ☐ On the plains?
☐ In a small town (fewer than 5,000 people)
☐ In a medium-sized city (5,000 to 20,000), a large city (20,000 to 500,000)
☐ In a major metropolitan area (500,000 or larger)?
☐ In a rural area with a town or city within a reasonable distance, or
☐ In an isolated area far from “civilization”?

People: Do you prefer . . .

☐ A good mix of age, ethnic, economic, and religious groups?
☐ Mostly people your own age or in your own ethnic, economic, or religious group?
☐ Living where you already have friends/family or ☐ in a place where everyone is new?

Neighborhood/Housing: Do you prefer living . . .

☐ In an apartment or condominium? ☐ In a subdivision?
☐ In a single-family home that doesn’t look like everyone else’s

Culture: What is important to you . . .

☐ Good bookstores ☐ Art galleries ☐ Libraries ☐ Museums?
☐ Movie theaters ☐ Music, dance, and the arts?
☐ A local semipro or pro sports team

Educational Opportunities: What is important to you . . .

☐ Personal enrichment classes? ________________________________
☐ Professional development classes? ________________________________
☐ A college or university? ____________________________________________
Recreation: *What would you like your community to have . . .*

- Good parks? ________________________________
- Bike paths, walking/hiking trails? ________________________________
- Community sports leagues and facilities? ________________________________

Commuting: *What is important to you . . .*

- Commute by car? Ideal distance? _________ Transit time one way? ________________
- Ability to take mass transit to work? _________ Transit time one way? ________________
- Being able to walk or bike to work? _________ Transit time? ________________

Any other thoughts? __________________________________________________________

Write the answers to these questions on small slips of paper or sticky notes and arrange them in order of their importance to you. Select the top five characteristics and write them in the My Ideal Community section of My Parachute (page 5). Like using an online grid? Go to:

www.successonyourownterms.com/prioritizing_grid.htm?items=10&.

What are your top five community factors to consider when you look for your ideal job?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

~***~
Discovery Exercise #9: My Ideal Salary and Level of Responsibility

Salary

DO YOU WANT to earn as much money as you possibly can? ____ Or is your goal to earn just enough to take care of yourself, save a bit, and have time for hobbies and friends? __________________________ Ask yourself:

What salary do I want to make when I get out of school? ________________________________

What salary do I need to finance life in my twenties? ________________________________

What salary do I hope to be making after five years of experience? ________________________________

What do I want my top salary to be? ________________________________

What jobs that interest me pay what I hope to earn? ________________________________

Research online and by contacting people familiar with the jobs or fields in which you intend to work. What compelling jobs pay what you’d like to earn now and in the future? ________________________________

Write your rock-bottom starting salary and your ideal salary on the My Parachute diagram in the section labeled My Ideal Salary. ________________________________This is your salary range. Will your ideas about salary change over time? Undoubtedly. But this is a great start.

Level of Responsibility

What level of responsibility appeals most to you? ________________________________

Do you want to be an employee, salesperson, supervisor, or manager? ________________________________

Do you want to own the business? ______. Describe: ________________________________

What is the “level of risk” you want to take on? ________________________________

If you don’t want the worries of work to follow you home, choose your level carefully.

If you manage your career well, though you may start out at one point—entry level supervised by others—over time you can gain the education and experience to advance to a supervisor position yourself.

Briefly summarize the level of responsibility you want to work toward and write it on your My Parachute on page 5. ________________________________

~***~
CHAPTER 4

YOUR PARACHUTE DESCRIBES YOUR DREAM JOB

Discovery Exercise #10: Translate Interests into Fields

1. Turn to My Parachute, page 5. Look at the section entitled My Favorite Interests.

2. Using websites such as www.onetonline.org/find/family or http://www.iseek.org/, find names of fields (also called job families) that seem to match your interests. List two or three fields for each interest.

3. List fields that match your first interest. __________________________________________

4. List fields that match your second interest. __________________________________________

5. List fields that match your third interest. __________________________________________

~***~
PART 2

~***~

ON THE WAY TO YOUR FUTURE
CHAPTER 5

WHAT DO I DO NOW?
MAKE THE MOST OF JUNIOR HIGH
AND SENIOR HIGH SCHOOL

Developing Your Skills

WHAT DO YOU want to do in high school? What you want high school to do for you? You might want to:

☐ Explore your abilities with languages, music, science, art, sports, or leadership.

☐ Pursue an apprenticeship, an internship with a local employer, or the military.

☐ Get ready for college.

☐ Learn enough skills to support yourself after graduation so you can take a break from being a student for a while.

☐ Gain expertise to find a fun job to finance your life while you figure out your next career path.

☐ Make time to explore each and every job or career that interests you.
Become fluent in a language and use your new skills to travel.

Now, go back and use the boxes to rank your choices . . . Which do you consider to be the “best” idea. That is your number “1.” Work through the rest of the list.

~***~

Top Skills

THE “TOP SKILLS” listed below are considered essential for college graduates to get good jobs in the twenty-first century. No matter what level of education you attain, your chances of getting a job are better if you have these skills. Pick classes, activities, or special programs that help you learn and practice these skills, and include in your career portfolio examples of how you used these skills.

Adaptability, flexibility

Analysis and synthesis of data

Communication: oral and written

Critical thinking

Drive, entrepreneurial mind-set

Global and multicultural awareness

Leadership, influencing others
Develop a Three-Part Plan

“I'M GOING TO college” is not a plan. It’s a statement. It’s an idea. It might not be a good idea. A one-choice plan is like a one-legged stool. It’s going to let you down! A three-part plan lets you compare options for your best post–high school learning plan. The My Favorite Interests section on the My Parachute diagram (page 5) lists three favorite fields.

What is the one subject area or industry in which you would most like to work?

Begin your three-part plan by answering the questions below (you may need to do some additional research):

What entry-level jobs could I get in my favorite field (with or without a college degree) that would qualify me for better jobs in this field?

What jobs could I get in my favorite field with two years (or less) of further training or education?
What jobs could I qualify for with four years of technical training?

With a bachelor’s degree, what jobs could I do and like?

What jobs would I qualify for with an advanced academic degree?

Which of those interest me? And why?

~***~

After High School

WHAT DO YOU want to do after high school? Imagine you and your friends are brainstorming about the future. What ideas might you hear? What ideas would you contribute? Here are a few:

Travel— around the country or around the world.

Take a gap year. No matter what you do or where you go, use your time to create plans for your first career path.

Get a part-time or full-time job and continue your education (go to a two-year or four-year school, take online courses, get a technical certificate or license, or learn a skill or trade).

Get a part-time job and do volunteer work to learn more skills and to make contacts that will help you in your job search.
Get any job in your favorite field or industry to learn more about it.

Figure out a job that could be in demand anywhere in the world. Get qualifications. Go.

Check out a new city or state (or even country!) to live in.

Look into studying abroad.

Begin a government apprenticeship.

Create your own apprenticeship.

Get a fun job, even if it’s not what you want for a career.

Join the Peace Corps, State Civilian Conservation Corps, Job Corps, or AmeriCorps. Information about these organizations is available on the Web.

Join the military.

Getting ideas? More ideas swirling? Add them to the list. What are your top three choices?
Whatever you choose to do, do it with your whole heart. Live your life to the fullest. Your twenties are an important time to establish a good foundation for your work or career.

They should also be fun.

~***~
CHAPTER 6

WHAT DO I DO NEXT?
MAKE THE MOST OF THE BEST AND LEAST EXPENSIVE HIGHER EDUCATION

Checklist: Getting the Most Out of College

**Life Skills**

✔ Learn how to prioritize and manage your time well. For the rest of your life, you’ll have competing priorities. Knowing how to perform well while juggling multiple tasks is a skill you need.

✔ Learn how to budget your money, plan for emergencies, and live within your means. Make it a game to see how much money you can *not* spend.

✔ Learn to think critically, which includes recognizing and filtering out unnecessary information.

✔ Find your college’s learning resource center. What resources do they have to help you learn effective study skills? Unless you got a perfect SAT (2400) or ACT (36) score, you’ll probably need to amp up your study skills from high school level.

✔ Plan for multiple internships or a part-time job to immerse you in the realities of the jobs you think you want.

✔ Select a few extracurricular activities and take on a leadership role. Pick one that’s a deep interest you’ll want to do for several years; others can be short term. If one of them is an exercise routine, your mind and body will thank you.

**Coursework and Classes**

✔ Take classes outside your comfort zone. These expand your worldview and your creativity. Find the best professors you can. Don’t ignore the 8:00 a.m. class taught by a terrific professor. Whether in your major or an elective, you get more bang for your education buck from classes with good teachers.
At least once a term, pick a class that absolutely fascinates you. Let your fascination lead you into learning beyond what is needed for a good grade. Future employers want you to know how to analyze, synthesize, evaluate, theorize, and connect seemingly unrelated information.

Take classes that will help you in life and work in real-world situations. Consider leadership development, foreign language, business communications, or entrepreneurship.

Don’t be intimidated by small seminar classes. You can learn exponentially more than in those huge, anonymous, lecture-hall survey classes.

**Social Support and Relationship-building**

- Acquire social skills and build friendships. The ability to do both will enrich your personal and professional lives.
- Go to your instructor’s office hours in the first week. Introduce yourself before your professors get too busy so you will stand out.
- Get to know your alumni network—soon. Don’t wait until graduation. Find out when your department will hold its next alumni event. Go and practice your social skills while building contacts. Alums can answer field-related questions and give you tips on good professors, internships, summer jobs, or permanent ones.
- Be kind to gatekeepers. A “gatekeeper” is someone who controls access to something you want or may want in the future. Good gatekeeper relations can make the difference for getting into a “limited access” course—for instance, one you want to take and know you could handle, but that has prerequisite courses you have not yet completed. Don’t suck up to gatekeepers, but do practice your social skills on them. Treat them as intelligent human beings, even if they sometimes thwart you.
- Have a Plan B. Should something happen that prevents you from continuing your education, you’ll already know other paths into your favorite field. Having a backup plan removes a lot of fear from you day to day life. If something bad happens, you are not scrambling to try to figure out what to do. You already have an alternative lined up.

Having a Plan B does not mean you should give up the first time you hit a “road bump” with Plan A. Often, if you have made an honest effort, you can talk to professors, department heads, and/or other contacts. You may be told that you cannot do something . . . Or you may believe that something is impossible. Rather than believing that something is “impossible,” try believing *in* the impossible. Shift your focus from, “I can’t do that,” to “How can I do that?” Enlist the help of others to find alternative paths for getting to your goal. These other strategies may be more difficult or take longer, but if they get you where you want to be, that is what is important.
The Unequal Earning Power of Common College Majors

- Petroleum engineering: $96,200
- Computer engineering: $70,300
- Chemical engineering: $66,900
- Computer science: $64,100
- Aerospace/aeronautical/astronautical engineering: $63,900
- Mechanical engineering: $63,900
- Electrical engineering: $62,500
- Engineering technology: $62,500
- Management information systems: $60,300
- Logistics/materials management: $59,500
- Management of companies/enterprises: $57,500
- Finance: $57,400
- Marketing: $51,000
- Communications: $43,700
- Accounting: $43,000
- Information systems: $43,000
- History: $41,900
- English: $40,200
- Sociology: $37,000
- Social work: $36,000
- Criminal justice $34,800
- Visual and performing arts: $33,800
- Psychology: $33,500

* Average starting salaries from the National Association of Colleges and Employers (NACE), 2012/2013
CHAPTER 7

GOAL SETTING
KEEP YOURSELF MOTIVATED
AND MOVE FORWARD

Goals

A GOAL IS something you want to achieve or accomplish: learning to drive a car, getting a high school or college diploma, or representing your school in a competition. A goal can be a desire to experience something you've wished for: traveling to India, going white-water rafting, or meeting a relative you've only heard about. Your goals may be personal: improving social skills, reading a particular book, or learning to get along with your little sister.

Others may be academic: being admitted into college, earning a 3.0 GPA, or surviving chemistry. Some are work related: finding your dream job or getting an apprenticeship. Because life is about more than just school or work, your goals can relate to anything—relationships, learning, or just simply having fun.

On the next pages, spend two minutes on each section (each box). Work through these questions in any order. Write anything that comes to your mind.
Discovery Exercise #11: Goal-Setting

What I hope to do with my life . . .

What I hope to do in the next one to three years . . .

People have told me I should . . .

If I knew I would die in the next six months, how would I want to spend my time . . .
Discovery Exercise #11: Goal Setting (continued)

READ OVER EACH column. What are your reactions to what you’ve written?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Are there surprises?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Were any sections more difficult to complete than others?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

“If I were to die in six months, how would I want to spend my time?” What activities did you list?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

The activities you’d choose if you had little time to live would be those things you value most. Look at your list in that column. Does it reflect what is most important to you?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What are some personal goals you’d like to accomplish or get started on in the next six months?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Smart Goals

SMART is an acronym you can use to help you set effective goals . . . ones that you will be able to achieve. The “S” in SMART stands for specific. A specific goal is clearly defined. You will know when you have succeeded because you have defined exactly what success looks like. The “M” stands for measurable and provides a “yardstick” against which you can measure your success. The “A” stands for attainable. A goal may be “audacious” as previously mentioned, but it should be achievable given the proper application of resources, energy, and time. It would not be reasonable to expect that someone would be able to walk ten miles in half an hour, but three hours, although it would require substantial effort, would be quite possible.

Some people define the “R” as meaning relevant. Relevancy will drive achievement. It is hard to get excited about moving toward a goal if the goal is irrelevant (does not matter). Other people define the “R” as meaning “results-oriented.” That is, SMART goals should measure outcomes, not activities.

The “T” in SMART stands for timely or time-bound. Setting “tomorrow” as a target date for goal completion is often ineffective since tomorrow never comes. A better strategy is to set an actual physical date by which that goal should be achieved.


If you’ve gained new perspective on your six-month goals, revise the list to reflect your actual goals for the next six months, both personal and those related to school or career planning. Before prioritizing your goals, let a few days pass. Identifying what you want to do, talking with your friends and adults you trust, and experience in your lifetime may stimulate other ideas. You can also use the space below to track your accomplishment of those target goals.

Revised six month personal goals

DATE: ____________________________ SIX MONTH TARGET COMPLETION DATE: ____________

Goal: ____________________________________________ Actual Completion Date: ____________

1. __________________________________________________________

2. __________________________________________________________________________________

3. __________________________________________________________________________________

4. ________________________________________________________

5. __________________________________________________________________________________

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Revised six month school or career-planning goals

DATE: ____________________________ SIX MONTH TARGET COMPLETION DATE: ____________

Goal: ___________________________________________ Actual Completion Date: ____________

1. __________________________________________________________________________________

2. __________________________________________________________________________________

3. __________________________________________________________________________________

4. __________________________________________________________________________________

5. __________________________________________________________________________________

In addition, add each of these ideas to the appropriate column, depending on the time frame of the goal. When your list feels complete, prioritize the list so that the items first on your list are the most important to you. Write two or three favorite goals from each list at the center of your My Parachute diagram (page 5).

Favorite goals:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

~***~
CHAPTER 8

SOCIAL MEDIA: THE NEW NORMAL

Discovery Exercise #12
Design Your Web Presence or Rebuild Your Site

Designing your web presence is a project you can finish in three to six months. Set a realistic target date for when you would like to have each of these steps completed and write it into the Target Completion Date space on the left below the task.

Give some thought to the image you want to project. Your ideas? Colors? Images? ______________________
__________________________________________
__________________________________________
__________________________________________

Target Completion Date ___________________ Actual Completion Date ___________________

Clean up all your website pages so they look professional. Your ideas?

__________________________________________
__________________________________________
__________________________________________

Target Completion Date ___________________ Actual Completion Date ___________________
Search for your name online to see what potential employers will find. What did you discover?

__________________________________________________________________________________

Target Completion Date _______________ Actual Completion Date _______________

Pick appropriate photographs and avatars to represent you on different sites. What did you find?

__________________________________________________________________________________

Target Completion Date _______________ Actual Completion Date _______________

Set up an e-mail address on Google or Yahoo. Sometimes it is a good idea to have one e-mail address for personal use and one that you use for business. This makes it less likely that you will send the wrong message out. What e-mail addresses did you choose?

Personal e-mail address: ____________________________________________________________

Professional e-mail address: _________________________________________________________

Target Completion Date _______________ Actual Completion Date _______________

Set profile privacy settings to allow communication only among those you friend or approve. (Your goal is NOT to accumulate the greatest number of friends, but to include only those people you can trust will be professional on your site.) What settings did you use?

__________________________________________________________________________________

Target Completion Date _______________ Actual Completion Date _______________

If you are fourteen or older, set up a LinkedIn account.

LinkedIn account: ___________________________________________________________________

Target Completion Date _______________ Actual Completion Date _______________

Set a target date for when you would like to have each of the above steps completed. As you finish each item in the checklist, write down its completion date. Comparing the two dates—your intention and when you really finished—will help you make better estimates of how long a project can take.

What user names did you choose?

__________________________________________________________________________________

What other thoughts do you have on your website and e-mail?

__________________________________________________________________________________
SOCIAL MEDIA SITES like LinkedIn, Facebook, and Twitter are great ways to get information about companies and careers. Before attempting to contact people who might be able to help you answer some of your questions, be sure you read enough information about the person, company, job, or field that you don’t take up a new contact’s valuable time asking about basic information that could be found anywhere. Always.

Your questions should show that you’ve thought about this topic quite a bit. Who’s on your list?

Who do you want to meet to advance your career choices?

What information will help you expand your job options?

What jobs best match your ideas about earning a good living?

Do these jobs tend to be in a particular economic sector? Which one?
What organizations or foundations have goals similar to yours?

__________________________________________________________________________________

__________________________________________________________________________________

Who are the top ten people to watch in your field?

__________________________________________________________________________________

__________________________________________________________________________________

What do you want to know from them?

__________________________________________________________________________________

__________________________________________________________________________________

Where can you volunteer to get experience?

__________________________________________________________________________________

__________________________________________________________________________________

~***~

Discovery Exercise #14:

Experiment with Twitter for Career Exploration

Set up a Twitter account for career exploration.
What is the name of your Twitter account? ____________________________
What two capital letters are you using in your password? ____________
List your ideas to use Twitter. ____________________________

__________________________________________________________________________________

__________________________________________________________________________________

Think out your look. Run your choice of headshots by a friend.

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Write down some words you want to use to describe yourself and your career search? These will be public.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Which privacy settings will you use on your site? ________________________________
______________________________________________________________________________
______________________________________________________________________________

~***~
PART 3

~***~

LANDING YOUR DREAM JOB . . .
AND MORE!
CHAPTER 9

SEARCH FOR YOUR DREAM JOB
FINDING THE BEST FIT

Four Tips for Finding Your Dream Job

Step 1: Conduct informational interviews.
Step 2: Cultivate contacts and create networks.
Step 3: Research organizations of interest.
Step 4: Begin a campaign to get the job you want.
Repeat these steps with each job target in each field that fascinates you.

~***~

Basic Informational Interview Questions

What do you do?
What are three to five of the most common tasks or activities you do each day?
What skills do you use doing those tasks?
Do you mind repetition?
How long have you been doing this work?
How did you get into this work?
What kind of training or education did you need for this job?
How much did it cost?
What do you like about your job?
What don’t you like about your job?
What are the main challenges in this industry?
What do you see happening in this field in the next five to ten years?
What is your ultimate career goal?
What is the starting salary in this job or field?
What is the salary range with three to six years of experience?
Do you have any additional comments, suggestions, or advice?
Can you give me the names of two or three other people who do this same work?

~***~

Developing Your Career Contact List

You can ask for names of people to contact from:

Family—immediate and extended.
Friends and parents of friends.
Friends on Facebook/social media sites.
Neighbors.
School guidance counselors or club sponsors.
Teachers or professors.
Coworkers and bosses (past and present).
People you’ve met through temporary/volunteer work.
Supervisors of volunteer or school projects.
Mentors or people you’ve job shadowed.
People you’ve met through informational interviews.
Your pastor, rabbi, mullah, youth-group leader, or other members of your spiritual community.
Members of community-service organizations (such as the Lions, Kiwanis, Rotary, Soroptimists, Association of University Women, and Boys and Girls Clubs).
People you meet in line at the movies, grocery store, or on vacation.

Create a list of five contacts to start. Get three more names from each contact—then each of those contacts—and you’ll soon know what’s what for the work you want in the town you want to live. Here’s a start.

First contact:

1. ________________________________

Additional contacts

1. ________________________________
2. ________________________________
3. ________________________________
Ten Incredibly Common Job-Hunting Mistakes Made by Newbies

Thinking you must do this all by yourself
Spending too little time on your job search (if you’re unemployed, aim for six hours a day)
Continuing to use techniques that aren’t working
Being financially unprepared for how long the job search really takes (budget for at least nine months)
 Ignoring successful techniques because “that’s just not me”
Having only one job target
Limiting your job search to what’s “out there”
Giving up too easily and too soon
Thinking someone else will do this for you
Starting in the wrong place. Don’t seek employment interviews before you are ready to be blindingly brilliant in them. Treat the job hunt as a job, not a game.
CHAPTER 10

HIRING INTERVIEWS

Before Your Interview

BEFORE YOUR INTERVIEW, think about these two questions:

1. What do I still need to know about this job at this organization?
2. What information do I need to communicate about myself?

There are many books and blogs that can help you prepare for typical interview questions. Practice answering these questions. Do you sound convincing? The questions your interviewer most wants answered are:

   Why are you here?
   What can you do for us?
   Can I afford you?
   What kind of a person are you?
   Do I want you working for me and representing our program, department, or company?
   What distinguishes you from nineteen other people who can do the same tasks that you can?

~***~
CHAPTER 11

TRENDS AND YOUR CAREER

Discovery Exercise #15: Discover Career Trends

What are the top trends in your favorite fields? To discover what challenges you must track, let’s pull some information together.

- List any issues you recall being mentioned in your information interviews about where field #1 is going, what kinds of jobs are emerging, and what is being phased out. ______________________________

Find and read two or three of the professional journals for your field or industry. What journals did you find? ________________________________________________________________

- What trends are cited? ________________________________

- When are they expected to come into play? ________________________________

- What are some projections about how this will affect this field or industry? ________________________________

- Ask your contacts in field #1 for accurate information about where things are headed. ________________________________

- List any issues you recall being mentioned in your information interviews about where field #2 is going, what kinds of jobs are emerging, and what is being phased out. ________________________________

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• Find and read two or three of the professional journals for your field or industry. What journals did you find? ________________________________________________________________

- What trends are cited? ________________________________________________________________

- When are they expected to come into play? ________________________________________________________________

- What are some projections about how this will affect this field or industry? _______________________

• Ask your contacts in field #2 for accurate information about where things are headed.

• List any issues you recall being mentioned in your information interviews about where field #3 is going, what kinds of jobs are emerging, and what is being phased out. ________________________________________________________________

• Find and read two or three of the professional journals for your field or industry. What journals did you find? ________________________________________________________________

- What trends are cited? ________________________________________________________________

- When are they expected to come into play? ________________________________________________________________

- What are some projections about how this will affect this field or industry? _______________________

• Ask your contacts in field #1 for accurate information about where things are headed.

Do this research for your top three fields or jobs. Are there trends shaping up that might shift your educational goals or make you not want to pursue a job in any one of these fields?

~***~
CHAPTER 12

BEYOND YOUR DREAM JOB
CREATE THE LIFE YOU WANT

Discovery Exercise #16: Picture Your Ideal Life

Pretend a magic wand has been waved over your life, giving you everything that’s important to you. Have fun with this, but give yourself plenty of time to think about what matters most. It may take days or a few weeks to complete this exercise. Let what’s really important to you rise to the surface. The goal is to have a visual image of your ideal life. Once you are satisfied with the picture you create, hang it up where you can see it. As other ideas for the life you want arise, add them to your Ideal Life Picture. You’ll need the following materials for this exercise: A large piece of white paper, colored pencils or pens, old magazines that you can cut up, scissors, and glue. Use your computer graphic-art skills, too.

Draw pictures or symbols, or create a collage to express visually the kind of life you want to live. The following questions will get you thinking about what you want to include in your picture. Don’t limit yourself to ideas from the list; add whatever is important to you.

In your ideal life, where do you live (what part of the world; and where . . . city, suburb, rural area, on an island, in the mountains)?

__________________________________________________________________________________

What kind of house or living space do you want?

__________________________________________________________________________________

What is your neighborhood like?

__________________________________________________________________________________

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Who is with you (friends, family, pets)? ________________________________________________

Where do you work? ________________________________________________________________

What do you do for a living? ________________________________________________________

Do you travel? _____Where do you want to go? ________________________________________

Where do you vacation? _____________________________________________________________

What activities—sports, cultural, religious/spiritual, family, community—do you participate in?

____________________________________________________________

Work on your picture until you feel it truly represents the life you want. Now, look at your picture again. What do you need to do to help make this ideal life happen? _______________________________________

Because you can’t do everything at once, choose one area that you can affect now. What is it?

What changes will you work on? _____________________________________________________

Return to chapter 7 to review how to set short-term and long-term goals. Having a picture of what you want your life to be is an important step to make it your reality.

~***~

Discovery Exercise #17: Writing Your Philosophy of Life

Everyone needs an operating manual for his or her life. That’s what a philosophy of life is. It identifies what you value most in life and articulates how those values guide your decisions. Begin by writing down what is most important to you (family, friends, money, art, freedom, chocolate-chip cookies, or whatever).
Why are these important to you? ____________________________________________

Why do you want them to be a part of your life? ________________________________

This exercise overlaps with the previous exercise—friends and family may come up in both exercises, for example. That’s fine. Now, go a bit further and think about particular qualities that are important to you, such as truth, integrity, peace, compassion, or forgiveness. ____________________________________________

Next, list the beliefs by which you intend to live your life (for example, all people are created equal, creation is sacred, or love is more powerful than hate). ____________________________________________

How will you face difficult times in your life? ________________________________

How do you hope you’ll react to obstacles that may block your goals? ______________

How will you deal with loss, frustration, or death? _____________________________

Take time to think about what you value and believe. __________________________

Think about what makes your life meaningful. _________________________________

Work on your philosophy of life for ten minutes a day for a week, or spend some time on it each weekend for a month or two. What emerges as you reflect on these important matters?

Your philosophy of life will evolve and grow as you do. Revisit and revise your philosophy of life from time to time. If you’re ever disappointed with yourself or your life, ask yourself these questions:

• Am I paying attention to what I value most?
• Am I living my life by what I most deeply believe?

If you hit a rough patch in life, reviewing your philosophy of life will help you assess what went wrong and give you ideas to get yourself back on track.

~***~
## Discovery Exercise #18: My Role Models

<table>
<thead>
<tr>
<th>Names of people I admire:</th>
<th>What I admire about them:</th>
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Discovery Exercise #18: My Role Models *(continued)*

<table>
<thead>
<tr>
<th>Do I have this trait?/Do I want to have this trait?</th>
<th>How Can I develop this trait?</th>
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Discovery Exercise #19: The Power of Vision

SUCCESSFUL PEOPLE BELIEVE in the power of vision. They craft visions of what they want to create or make happen, and they apply these ideas to their personal and commercial lives.

So here’s your chance to be a video director. If you were to create a video of your life, from now through achieving your dreams or even your death, what would it be like?

Would your story be a romantic comedy? Drama? Sitcom? Stand-up routine? Musical? Docudrama or MTV? How would you organize episodes about your ages, ah-ha moments, or hard-won wisdom? How would you show your future? (No tragedies—to prevent your life from becoming a tragedy, you think things out before you act them out.)

Write a script for your story. Start with yourself from eighteen onward.

What happens in your life as you age? ____________________________________________________________

__________________________________________________________________________________________

Who do you work for (yourself or an employer)? __________________________________________________

__________________________________________________________________________________________

Who do you work with? __________________________________________________________

__________________________________________________________________________________________

Where do you work? ___________________________________________________

__________________________________________________________________________________________

Where do you live? ____________________________________________________________

__________________________________________________________________________________________

What do you do at work? __________________________________________________________

__________________________________________________________________________________________

What do you do with your free time? ________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

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What brings the most joy to your life?  
____________________________________________________________________________________
____________________________________________________________________________________

What obstacles do you encounter?  
____________________________________________________________________________________
____________________________________________________________________________________

How do you overcome them?  
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Block out the scenes. Add director’s notes for who does what in each scene.  
____________________________________________________________________________________
____________________________________________________________________________________

Work and rework your script until you feel it’s ready to be enacted.  
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Who will you get to play the different characters?  
____________________________________________________________________________________
____________________________________________________________________________________

Roll cameras!  

~***~