

Transportation,
Distribution, and Logistics
(TDL) Contextualized
Bridge Curriculum

Career Awareness
Resources

Career Awareness Module – Outcome #1

Career Research Worksheet

Name _____

Use this worksheet to record your career/occupation research. List 2 careers that interest you and research them online.

Please first use <https://www.bls.gov> and <https://www.onetonline.org>
After you have explored these sites, you are encouraged to look at other sites.

	Career #1	Career #2
Brief Description of the Job		
Work Tasks & Activities List at least 5 specific responsibilities for this occupation	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)
Work Environment & Conditions A. How many hours on average per week?	A. Avg hrs/wk _____	A. Avg hrs/wk _____

<p>B. Is shift work involved? Is travel involved?</p>	<p>B. Yes ___ No ___ C. Yes ___ No ___</p>	<p>B. Yes ___ No ___ C. Yes ___ No ___</p>
<p>Education & Training Needed</p> <p>A. Length of time for education or training? Circle one</p> <p>B. Licenses or Certifications required? Circle one</p>	<p>A. _____ Wks Mo Yr</p> <p>B. License / Certificate _____</p>	<p>A. _____ Wks Mo Yr</p> <p>B. License / Certificate _____</p>
<p>Job Outlook</p> <p>Refer to www.bls.gov/emp</p>	<p>Employment Growth is:</p> <p>_ Much faster than average _ Faster than average _ Average _ Slower than average _ Expected to decline</p>	<p>Employment Growth is:</p> <p>_ Much faster than average _ Faster than average _ Average _ Slower than average _ Expected to decline</p>
<p>Earnings</p> <p>A. Typical Salary entering this job?</p> <p>B. Opportunity to progress From the entry level position. Be specific.</p>	<p>A. \$ _____</p> <p>B.</p>	<p>A. \$ _____</p> <p>B.</p>
<p>Related Occupations</p> <p>List 2 occupations that are similar</p>	<p>1 _____ 2 _____</p>	<p>1 _____ 2 _____</p>
<p>Positive Features</p>		

<p>List 2 positive aspects of this occupation</p>	<p>1 _____ 2 _____</p>	<p>1 _____ 2 _____</p>
<p>Negative Features List 2 negative aspects of this occupation</p>	<p>1 _____ 2 _____</p>	<p>1 _____ 2 _____</p>
<p>Is this career a good fit for me? Why / Why not?</p>		

Adapted from D. Karavites-Uhl 2023

Career Awareness Module – Outcome #2 – Activity #1

Goal Setting for Students: Strategies and Examples

By College Ave / January 22, 2025

<https://www.collegeave.com/articles/goal-setting-for-students/>

Goal setting is an essential skill for students, providing a roadmap to navigate the complexities of academic life, personal development, and career preparation. By setting clear objectives, students can prioritize their efforts, stay motivated, and achieve success. This article focuses on goal setting for students by outlining actionable strategies and providing examples to help them develop effective plans.

The Importance of Goal Setting for Students

Why is goal setting so crucial? It provides direction, focus, and a sense of purpose, enabling students to make intentional decisions and avoid procrastination.

Benefits of Setting Goals

1. Improved Focus and Motivation

Goals clarify what students need to achieve, channeling their energy toward meaningful tasks. For example, students preparing for college admissions might focus on improving their test scores, participating in extracurricular activities, and writing compelling application essays.

2. Enhanced Time Management

Goals help students organize their schedules and allocate time wisely. If a student aims to complete a semester-long research project, they can break the task into smaller steps with specific deadlines, ensuring consistent progress.

3. Personal Growth

The journey toward a goal fosters resilience, discipline, and self-confidence. Each milestone achieved boosts a student's belief in their ability to tackle bigger challenges.

4. Academic Success

Defined goals make it easier to excel academically. A student aiming for better grades, for instance, might set goals to attend all classes, participate in study groups, and complete assignments ahead of time.

5. Career Preparation

Goal setting also helps students build skills and experiences relevant to their career aspirations. A student interested in environmental science might set goals to volunteer for local conservation projects, take advanced science courses, and network with professionals in the field.

Examples of Student Goals

Rather than looking at abstract success stories, consider the types of goals students might set in specific scenarios:

- **Achieving Academic Excellence:** If you want to improve your math grades, set specific goals like earning an A on the next exam, dedicating 30 minutes daily to practice problems, or attending weekly tutoring sessions.
- **Balancing Extracurriculars and Studies:** To succeed in both academics and activities, create a schedule to allocate time for studying after school and participating in your chosen club or sport.
- **Pursuing Career Dreams:** For students aspiring to pursue a medical career, goals might include shadowing a doctor during summer break, enrolling in a biology class, and completing a related science fair project.

SMART Goals: The Key to Successful Planning

Not all goals are created equal. Vague goals like “I want to do well in school” lack the structure necessary for success. That’s where SMART goals come into play.

Understanding SMART Goals

SMART goals are:

- **Specific:** Clearly define what you want to achieve.
- **Measurable:** Set criteria to track progress.
- **Achievable:** Ensure the goal is realistic given your current situation.
- **Relevant:** Align your goal with your priorities and interests.
- **Time-Bound:** Set a deadline to create urgency.

Specific

Specific goals answer the questions of what, why, and how. Instead of saying, “I want to read more,” specify the number of books or the topic you wish to focus on. For instance, “I want to read five historical fiction books this semester to improve my understanding of World War II.”

Measurable

Goals need measurable outcomes to track progress. For example:

- If you’re preparing for a test, aim to complete 10 practice questions daily.
- If you’re improving fitness, measure progress by tracking the number of miles you run weekly.

Achievable

Setting realistic goals prevents discouragement. Assess your current resources, schedule, and abilities. For instance, if you aim to save money for a study-abroad trip, calculate how much you can reasonably set aside each month rather than attempting to save an unrealistic amount.

Relevant

Make sure your goals align with your overall aspirations. A student interested in journalism might prioritize writing for the school newspaper or starting a blog instead of pursuing unrelated activities.

Time-Bound

Set deadlines to create accountability. A time-bound goal might look like: “I want to finish my research paper outline by Friday and complete the full draft by next Wednesday.”

How to Set SMART Goals

To effectively implement SMART goals, follow these steps:

1. **Identify the Desired Outcome**

Think about what you want to achieve in specific areas such as academics, hobbies, or personal growth.

2. **Break Goals into Smaller Tasks**

Divide larger goals into manageable milestones. For example, to get a 3.8 GPA this semester, identify which subjects need the most attention and create a study plan for each.

3. **Incorporate Accountability**

Share your goals with a mentor, friend, or family member who can provide encouragement and hold you accountable.

4. **Regularly Evaluate Progress**

Schedule weekly or monthly reviews to assess what's working and where you might need to adjust your approach.

Steps to Create Effective Student Goals

Setting goals begins with understanding your abilities, interests, and priorities. Here's a step-by-step guide to crafting impactful objectives.

Assessing Abilities and Interests

Start by evaluating your strengths and weaknesses. Reflect on what excites you and what challenges you want to overcome. For instance:

- Strength: Exceptional writing skills.
- Weakness: Public speaking anxiety.
- Interest: Passion for sustainability.

With this self-awareness, you can focus on goals that align with your personal and academic development.

Setting Short-term and Long-term Goals

- Short-term Goals: These are smaller, immediate objectives that pave the way for larger achievements. Examples include studying for an upcoming quiz or completing a reading assignment.
- Long-term Goals: These require sustained effort over time. For example, earning a college degree or mastering a second language.

Both types of goals are interdependent. Short-term successes build momentum toward long-term aspirations.

Monitoring and Adjusting Goals

No plan is foolproof, which makes tracking and adjusting goals a critical part of the process.

Tracking Progress

1. **Use a Journal or Planner:** Write down daily, weekly, and monthly objectives to stay organized.
2. **Leverage Apps:** Tools like Habitica and MyStudyLife make it easier to track progress digitally.
3. **Set Milestones:** Divide larger goals into smaller benchmarks to celebrate achievements along the way.

Adjusting for Success

Sometimes, unexpected challenges or new opportunities require a change in plans. Here's how to adjust goals effectively:

- **Reassess Feasibility:** If a goal becomes unrealistic, modify it. For example, extend a deadline if your workload increases unexpectedly.
- **Pivot Toward New Priorities:** If your interests shift, don't hesitate to set new goals. For instance, if you discover a passion for coding, you might replace a goal to write a novel with learning Python.

Overcoming Challenges in Goal Setting

Obstacles are a natural part of the goal-setting process. Learning how to navigate them ensures sustained progress.

How to Stay Motivated

1. **Create a Vision Board:** Visualize what success looks like to maintain enthusiasm.
2. **Reward Progress:** Treat yourself for achieving milestones, such as taking a break or enjoying a favorite activity.
3. **Stay Accountable:** Share your goals with friends or mentors who can provide encouragement.

Dealing with Setbacks

- **Reframe Challenges:** Treat setbacks as learning experiences that guide your next steps.
- **Seek Help:** Reach out to teachers, counselors, or peers for advice or resources.
- **Revisit Your Why:** Remind yourself why the goal matters to reignite your commitment.

Goal Setting Resources and Tools

The right tools and resources can simplify the goal-setting process and keep students on track.

Tools to Keep Students on Track

- **Goal-Tracking Apps:** Apps like Asana, Trello, and GoalsOnTrack offer easy-to-use platforms for managing tasks and milestones.
- **Time Management Tools:** Time management tools like Pomodoro Timers and Focus Keeper improve productivity by breaking work into manageable intervals.

- **Digital Planners:** Platforms like Google Calendar and Notion help students organize schedules and deadlines.

Online Resources and Workshops

- **Educational Platforms:** Websites like Coursera and Khan Academy provide free or affordable courses to build skills and knowledge.
- **School Resources:** Many schools offer career counseling and workshops to help students set and achieve goals.
- **Community Programs:** Local libraries and organizations often host seminars or events focused on personal development and productivity.

Frequently Asked Questions

Why is goal setting important for students?

Goal setting provides direction, motivation, and a sense of accomplishment. It helps students focus on what matters most and build essential life skills like time management and resilience.

What are examples of student goals?

Examples include:

- Raising your GPA.
- Securing an internship.
- Completing a personal project, like writing a book or starting a blog.
- Improving in a specific skill, such as coding or painting.

How do SMART goals help students?

SMART goals offer a structured approach, breaking down big aspirations into specific, actionable steps. This framework ensures that students stay focused, motivated, and on track to achieve success.

Conclusion

Goal setting for students is a powerful tool that transforms aspirations into reality. By understanding the importance of goal setting for students and utilizing frameworks like SMART goals, students can create actionable plans tailored to their ambitions. Whether it's achieving academic success, balancing extracurriculars, or preparing for a future career, goal setting ensures students stay focused and motivated. Remember to track progress, adjust as needed, and leverage available resources for maximum success.

Adapted from:

“Goal Setting for Students: Strategies and Examples” | College Ave
<https://www.collegeave.com/articles/goal-setting-for-students/>

Career Awareness Module – Outcome #2 – Activity #3

Name _____

Career Reflection Worksheet

With the knowledge you have gained, it is now time to take a few minutes to think about and reflect on your career goals.

1 - What is the average wage you would like to start at? _____

What is your goal for a yearly wage? _____

2 – What skills and abilities do you feel would help you further your career?

How do you plan on obtaining them?

3 – What additional knowledge is needed to help you further your career in the TDL industry?

4 – Where do you see yourself in the next yr / 3 yrs / 5 yrs?

5 – What might hold you back from obtaining your goals? How are you going to overcome these obstacles?

Short term career goal (6 mo – 1 yr)

Mid term career goal (2-5 yrs)

Long term career goal (5-10 yr)

Career Awareness Module – Outcome #3

Use this sheet to arrive at a more accurate accounting of your time than your initial guesses on the [Time Budget](#) worksheet might have shown. Take time to record this each day—if you wait to do it all at once, it will be harder to remember *exactly* how you spent your time!

STAY PRODUCTIVE TIME LOG TOOL

ACTIVITY	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	TOTAL
Class Hours								
Study Hours								
Sleep								
Meals/ Eating								
Exercise								
Family								
Social Media or Internet								
TV, Movies, Videos								
Misc. Personal								
Misc. Recreation								
Commuting/ Travel								
Other:								
Total:	24 hours	24 hours	24 hours	24 hours	24 hours	24 hours	24 hours	____ hrs. total 168 hrs. avail.

Check your math: each vertical column (days) should total 24 hours, and there are 168 hours in a week. What do you spend most of your time on? Where can you adjust to “make” more time?

Want to talk with someone about scheduling effectively? Stop by Waldo 125 and/or meet with a coach: bitly.com/getcoachedOSU.

Brought to you by

The Learning Corner

@ the Academic Success Center

success.oregonstate.edu/learning



7 Ways to Manage (& MAKE) Time p. 1

We know you've got a lot on your plate And it's great to be involved and developing relationships, but sometimes it can be challenging to juggle everything. We've got tools and strategies to help!

We get that this is a lot to read. But learning and practicing strategies now can set you up to enter life after school with the chops to juggle and achieve a fulfilling work/life balance. So take your time, pick and choose, and remember: time management is a life-long process. Don't feel like you have to do all of these at once to make a change. Listen to yourself and jump in!

First: Set aside time to plan



When you have a lot to remember, it can be easy to forget. Take twenty minutes or so at the start of each week (Sunday!) to sit down & plan your week out. Consider these questions:

- ▶ What are your standing appointments and commitments?
- ▶ Where is everything located?
- ▶ When are you going to bed and waking up?
- ▶ How long will it take you to commute place to place?

Second: Use a weekly schedule



When you know the answers to the above questions, begin plugging information into your preferred scheduling device. If you like to use your phone, challenge yourself to also try a paper-&-pen planner or a weekly calendar sheet (see ours inside).

Essentially, you're creating a map for yourself. Don't just record your class and work commitments, but also when you plan to work out, or to hike in the woods, or to go to the movies with friends, or to just take time for yourself to meditate or work on your bike or whatever it is that helps you to feel whole. And **be specific**: don't just mark a block of time as *study*. Add details: What are you studying? Where? What do you want to accomplish in that time? Etc.

Third: Think long-term



In addition to your weekly calendar, try to use a term-long calendar. A *Term at a Glance* (see the back page) can help you to see your entire term in one go, can help you to populate your weekly calendar & can help you to prepare for high-stress times of the term, so you can deliver on deadlines and commitments and also feel as balanced as possible at the same time.

Here's how it works:

1. Take all of your syllabi at the start of the term: identify all of your exams, all of your major project and paper due-dates, and any major assignments for each of your classes.
2. Think beyond coursework for your term, too: what else are you involved in? Do you have a weekend you'll be away, or will you be delivering a paper at a conference, or celebrating someone's most important birthday? Make note of these on the *Term at a Glance*, too.
3. Use color coding and symbols to easily delineate between courses and project types.
4. Once it's filled, study it: when will you need to plan ahead to be able to meet the obligations of your coursework and your work life and your social life, too? How will you plan ahead to do your best studying and your best drafting and your best project work?
5. Take a picture of it and keep referring to it. Use it as your screen-saver on your phone. Hang it up where you eat. Make copies of it so it's with all of your course notebooks. Know what's coming up so you're prepared and can plan.

Fourth: To-do lists make the days go 'round



In addition to a weekly calendar and a term calendar too, there's the to-do list. In a perfect world, you'll be using multiple tools and strategies simultaneously & the to-do list will be one of these.

For some people, to-do lists can feel like an easier tool/strategy to introduce to their time-management lives. They're great for daily tasks, it's motivating to cross things off, and they can help you prioritize your approach - what HAS to happen, what would be great to have happen, and what's alright if it doesn't happen today (and moves to tomorrow's list)?

Fifth: Attack your distractions

Take a minute and answer the following questions - list as many answers as possible:

1. I lose track of time when I...

2. I do my best work when I'm...

Distractions can be *internal* and *external*.

Internal distractions are often thoughts or feelings about what you've recently experienced, what you're excited about, nervous about, or trying to remember. When you're trying to study, or write, or code, or participate in group sessions, at the same time as this internal noise, it can feel difficult to concentrate.

External distractions relate to the environment that surrounds us, and the things we have at our disposal to distract us by. If it's easy to lose track of time when you go on social media, or hang out with friends, or start texting on your phone, pay attention to this and put yourself in situations where those distractions can't reach you as easily.

- ▶ Put your phone away
- ▶ Go to the library, rather than trying to study in your room
- ▶ Arrive to your work & study session with everything you need
- ▶ Tell your friends that you'll be unavailable at specific times when you're studying
- ▶ When you catch yourself distracted, course-correct: note the distraction & try to remove it

Internal distractions can be harder to counter than *external* distractions. But, being aware of what could distract you internally is a big part of the process, and so is deciding ahead of time what you'll do when you find yourself distracted. Will you simply acknowledge the distraction, or write it down and then try to move forward? Or will it be better for you to take a quick break to refocus? Having a plan to navigate these distraction-obstacles can help you feel more confident going into your work sessions.

When I notice I've lost focus, I'll get back on track by (What will you do to re-focus/re-center/re-commit to concentration?):

- 1.
- 2.

Sixth: Be realistic

If you're new to a class or discipline, or to the 10-week term, it may take a week or two to have a good idea of how long your tasks will take. But, once you know, be sure you use that information, and do your best to schedule your time appropriately. If something is taking far longer than you'd like it to, try to break that task up. Part of being realistic with your scheduling is understanding yourself and how long you can focus for. As a rule of thumb, it's best to spend anywhere from 25 - 50 minutes studying or working before you take a 5 - 10 minute break. Take care of yourself, so you can stay fresh and focused.

Seventh: Flex-time is your friend

What's flex time? Hours blocked solely for the purpose of being available as back-up, in case you spend more time than you planned to spend on something. They provide you with buffer time in the event that something unexpected happens.

Try to have your flex time show up a couple places (maybe once in the beginning & once towards the end of the week). It can be a huge relief to know that you have that time available in case you need it. And, if you get there and you don't need it, then you have that extra time in your schedule!

A note of advice: don't fall into the trap of relying solely on that extra time. Continue to work to follow your weekly schedule and your daily to-dos. Just know that you've set yourself up with some just-in-case time, too.

BONUS!!! Consider this as you manage time... & strive to successful!

Time Management is a process that intersects with concentration (and distraction), as well as with motivation, goal setting, and a whole lot more. We've offered some concrete strategies and tools here, but we also love talking about and working with students on *motivation techniques* and *goal setting* (among other topics!). Find us in our Waldo Hall 125 space, or explore on your own at the Learning Corner: success.oregonstate.edu/learning. Remember: we're here, and we want to help.

More questions? Come @ talk with us at the ASC in Waldo Hall 125. We're open Monday through Friday, from 9 AM to 5 PM. You don't need an appointment — you can just swing by!

Our ASC Strategists can help you think through these strategies @ can help you identify other tools @ strategies to use, too. And, our Academic Coaches can sit down with you for 45 minutes one-on-one to think aloud with you about your experiences @ to help you make a plan: bit.ly/getcoachedOSU.com. **Come @ see us, we're here to help!**

Career Awareness Module – Outcome #4

Name _____

Effective Listening Tips

- 1 – Look at the speaker
- 2 – Stop talking and be quiet
- 3 – Think about &/or write down what is being said (take notes)
- 4 – Respect the other's person's opinion – you may agree or not agree
- 5 – Do not interrupt – allow them to complete their thoughts
- 6 – Listen with your eyes and ears
- 7 – Avoid distractions – give them your full attention

- 8 - _____

- 9 - _____

- 10 - _____

Let's Draw a Frog!

1. Have kids turn their paper short and fat



2. Over to the side, draw a large sideways oval that's open at the top



3. In the open space, draw two circles and connect them with a line in the middle



4. Inside each circle, add a small filled-in circle



5. Under the oval, draw two waterfall lines down



6. Connect them with a side to side line



7. Add a rainbow curve to the belly

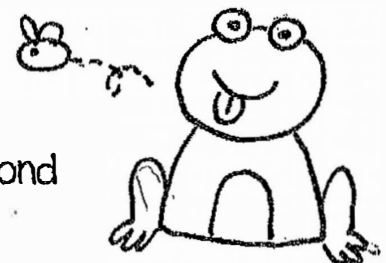


8. On each side, add a short rainbow curve out

9. At the bottom of each small rainbow, add thin, long, connected smile curves



10. Under the eyes, add a smile with a smile curve tongue under it -add a line in the middle



11. Add details like a fly or lily pads, cattails, or a pond

Draw: Pencil

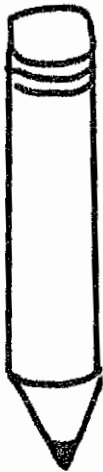
1



2



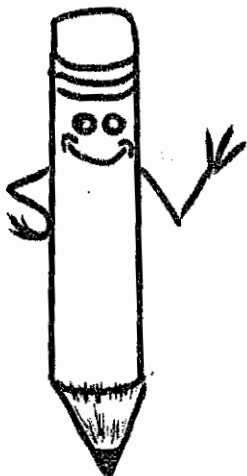
3



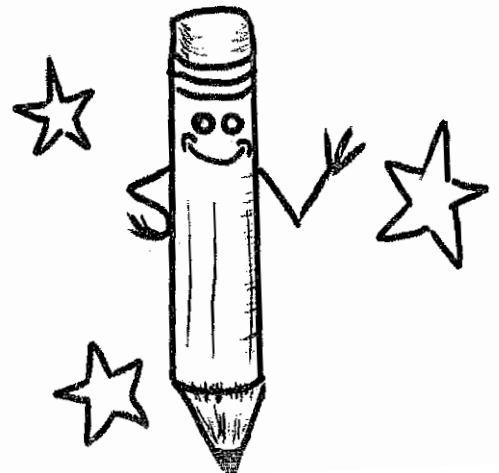
4



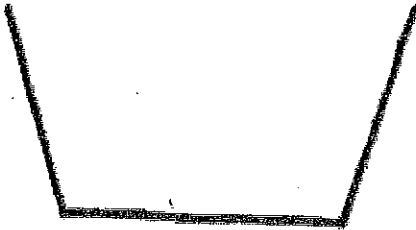
5



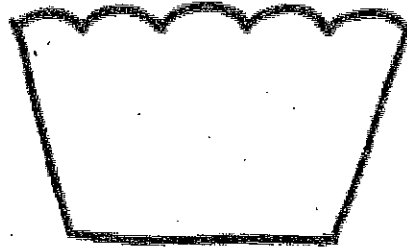
6



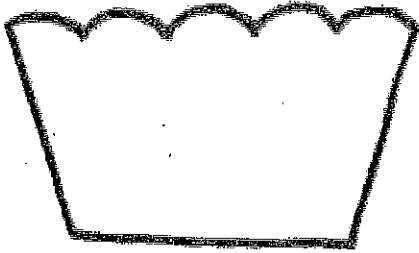
1



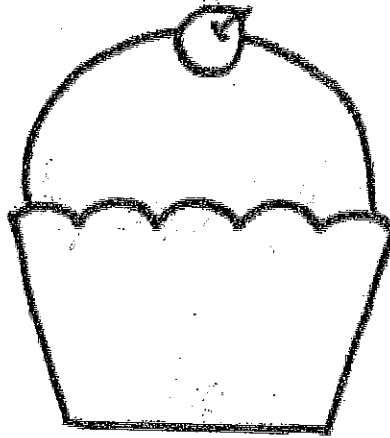
2



3



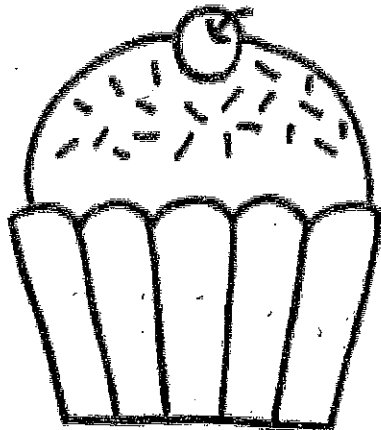
4



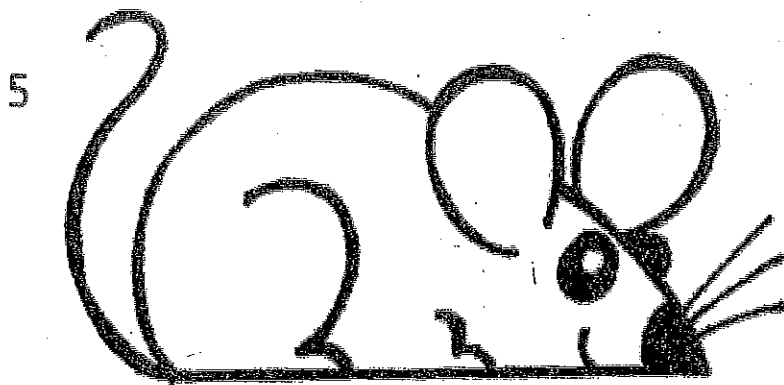
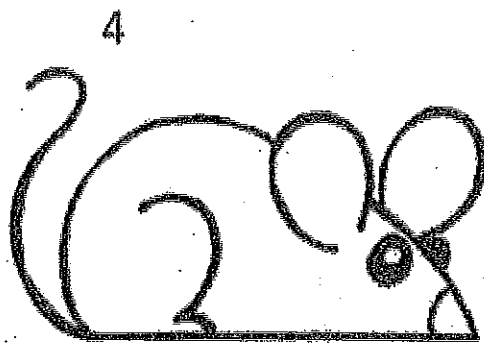
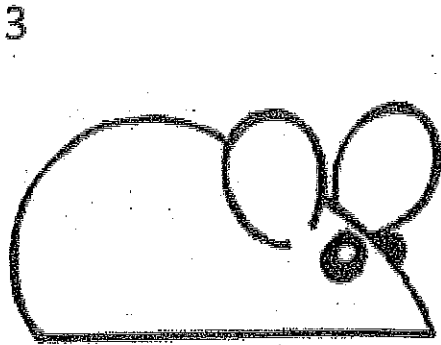
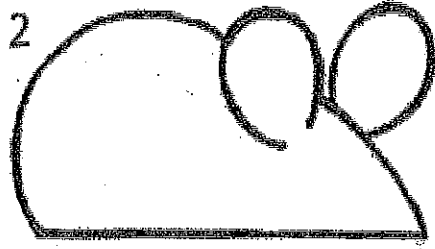
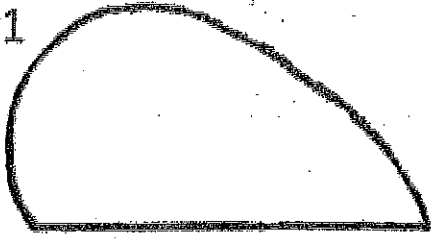
5

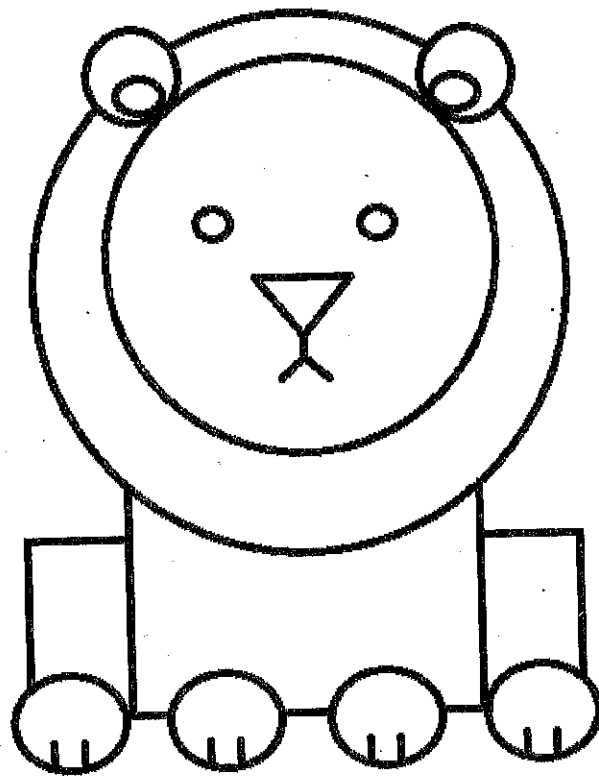


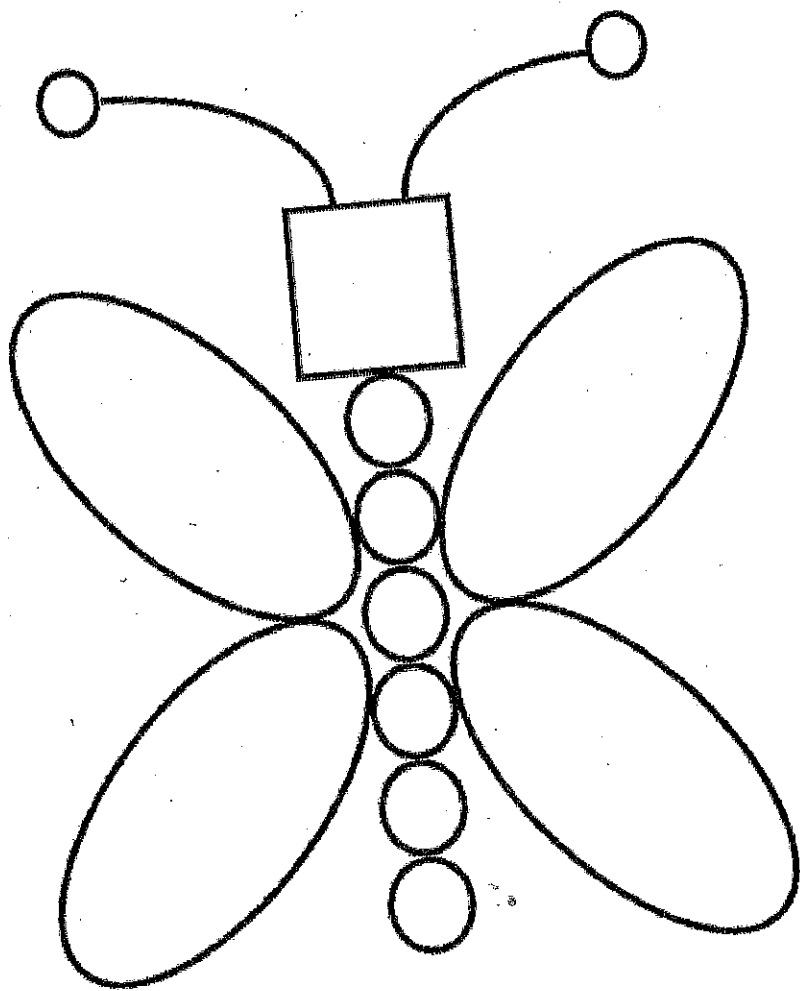
6

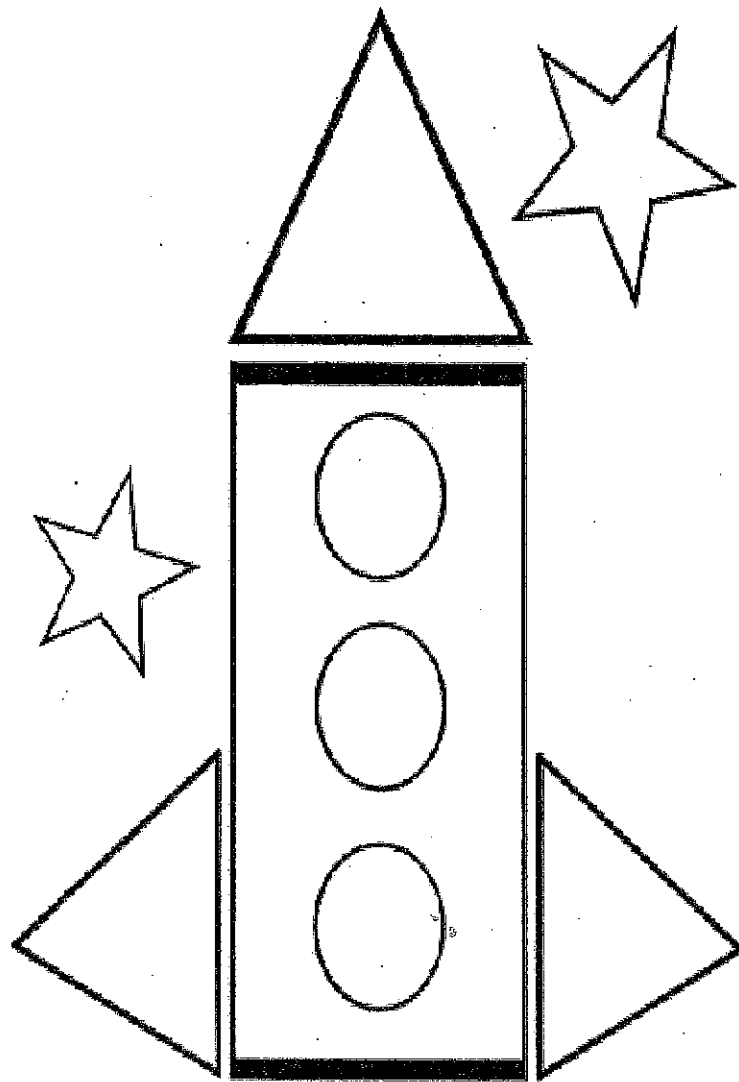


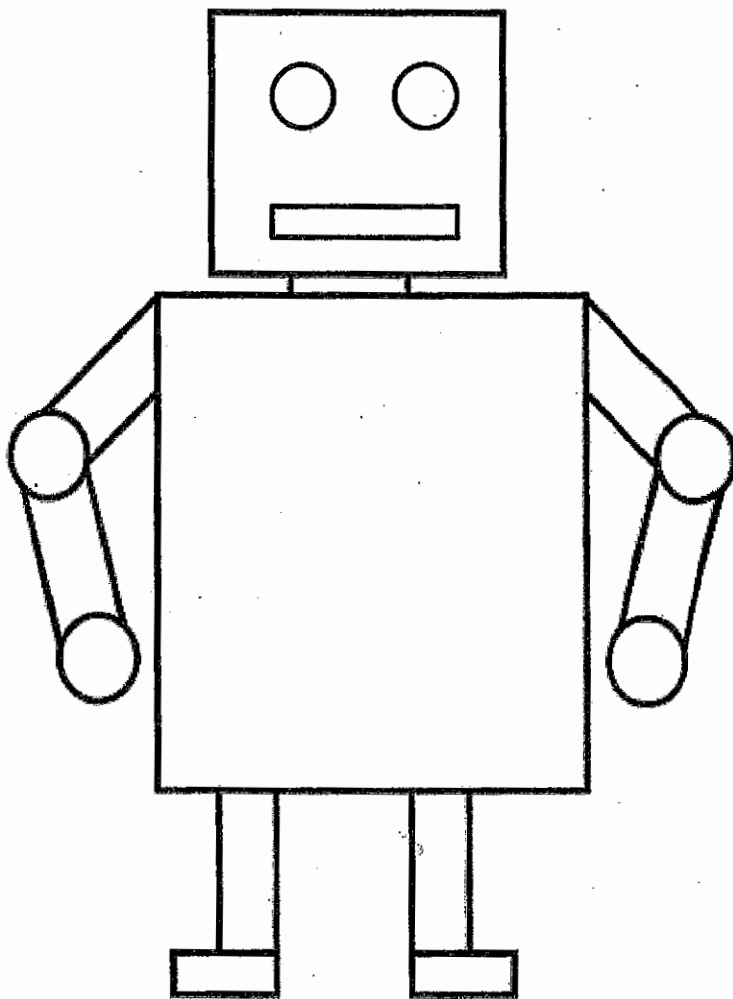
Diary of a Journal Planner











USING A PROBLEM SOLVING PROCESS

FUN-DAMENTALS

In George Palya’s book, *How To Solve It*, he teaches four basic principles of problem solving. Using these basic steps is how mathematicians do their work. Remember to be fearless when problem solving. Take risks. Even professional mathematicians make mistakes. Mistakes will help you learn and ultimately will help you be successful as you continue to grow and learn.

STEP 5 – UTILIZE YOUR SKILLS

Now that you’ve effectively solved the problem, continue to use your skills. You can do this by starting another problem, explaining how you got your solution to a peer, or working through past problems that gave you trouble. The point is you want to keep practicing what you’ve done to solidify your learning because it’s likely you’ll be tested on this stuff. Learn it to the point that you can’t get it wrong.

STEP 4 – REFLECT

After you’ve reached a solution, it’s time to look back on your problem-solving process. Examine your answer. Think about what worked and what didn’t while you were working through it. Taking the time to do this will set you up with information that can help you predict what strategy to use as you go to solve future problems.

Adapted from “Polya’s Problem Solving Techniques,” (2012), which was retrieved from <http://math.berkeley.edu/~qmelvin/polya.pdf> and which references the following: Polya, G. (1957). *How to solve it: a new aspect of mathematical method* (2nd ed.). Princeton, NJ: Princeton University Press.

STEP 1 – UNDERSTAND THE PROBLEM

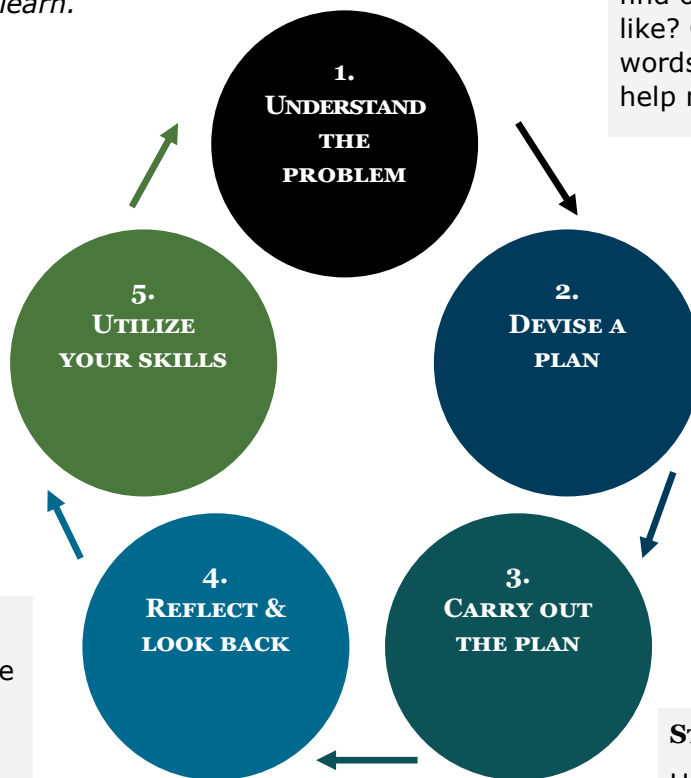
The first step to problem-solving is making sure that you understand the problem. Ask yourself: Do I understand all the words used in the problem? What am I being asked to find or show? What might the answer look like? Can I restate the problem in my own words? Is there a picture or diagram that will help me understand the problem?

STEP 2 – DEVISE A PLAN

Make a plan to help you find a solution. To do this, find the connection between the information you have and what you don’t know. Have you seen a problem like this before? Can you think of a theorem that could be useful? What might the answer look like when you’re done? Consider using the strategies of guess and check, solving a simpler problem, finding a similar problem to start from, working backwards, etc.

STEP 3 – CARRY OUT THE PLAN

Use the plan you’ve chosen. Be patient with yourself and pause at each step. Can you see that your answer is headed in the right direction? If so, carry on, and if not, try to determine why/choose another plan. Use what you learn as you’re working to inform your next choice



1. "I DON'T FEEL LIKE DOING IT"

Lack of motivation is a commonly given reason for not attending to an unpleasant task. Most procrastinators believe that something is wrong with them if they do not feel motivated to begin a task. This simply is not true. How many folks do you imagine feel motivated and energized by the prospect of raking leaves, or changing the oil in the car, or doing taxes? These tasks are often seen as unpleasant and less than exciting. To believe that you must feel motivated in order to begin a task has the order of events in reverse. In *The Feeling Good Handbook*, Burns (1989) writes that the "doing" comes first, and then the motivation. Thus, starting a task is the real motivator, rather than, motivation needing to be present prior to beginning the task. Often just taking the first step, regardless of how small, can serve as an inducement and thus a motivator for further action.

Another strategy involves taking an attitude check. Ask yourself: "Does my attitude prevent me from being motivated?" If your answer is "yes", then it is time to figure a way to make an attitude adjustment. This may mean giving up on the idea that "everything in life must be interesting" or that "I have to like all my classes for them to be worthwhile." It may also mean re-evaluating your goals and determining the "steps" which do or do not fit into the larger picture. If succeeding in the boring class seems to be a necessary "step" to achieving your larger goals, that fact alone may motivate you.

2. "BUT, I DON'T KNOW HOW"

Skill deficits are one of the most basic reasons for procrastination. If you lack the skills to complete certain tasks, it is only natural to avoid doing them. For example, you may be a slow reader. If you have several lengthy articles to read before you can write a paper, you may postpone the reading because it is difficult. You may even have trouble admitting your poor reading skills because you do not want to be seen as seem "dumb." Thus procrastinating may seem better than facing your need to improve your reading skills.

The key to solving skill problems, is to identify what the problems are. Often a counselor, an instructor, or another professional can help you to make this determination. When you know the problem, then you can take action to correct it.

3. "BUT, WHAT IF I CAN'T CUT IT?"

Fear of failure is another reason people procrastinate. It goes something like this: If I really try hard and fail, that is worse than if I don't try and end up failing. In the former case, I gave it my best and failed. In the latter, because I really did not try, I truly did not fail. For example, you may postpone studying for a major test and then pull an "all-nighter." The resulting grade may be poor or mediocre, but you can say, "I could have done better if I had had more time to study."

Similarly, you may delay researching and writing papers until the last minute, turning papers in late or incomplete. You then can also say, "I know I could have gotten a better grade on that paper if I had had more time."

The payoff for procrastinating is protecting ourselves from the possibility of perceived "real" failure. As long as you do not put 100% effort into your work, you will not find out what your true capabilities are.

Another variation on this theme is that you may often fill your schedule with busy-work so that you have a "legitimate" reason for not getting around to more important tasks.

Perfectionism often underlies the fear of failure. Family expectations and standards set by parents may be so high that no one could actually live up to them. Thus, procrastination steps in to derail parental expectations and standards and prevent you from "really" failing.

Adapted from Burns, D. (1993) *Ten Days Of Self Esteem*. New York: Quill.



3. "BUT, WHAT IF I CAN'T CUT IT?" *CONTINUED*

Consider that the problem is actually the unrealistic standards that have been set, not your failure to meet them. The problem, and thus the "failure," may be that you begin to believe that you are not a worthy human being. You may procrastinate to such an extent from fear of failure, that you are actually paralyzed. Thus, you do not complete the task and achieve a more realistic level of success.

4. "HOW CAN I TOP THIS?"

"Fear of success" can be the other side of "fear of failure." Here you procrastinate because you are fearful of the consequences of your achievements. Maybe you fear that if you do well, then next time, even more will be expected of you. Or, perhaps, succeeding may place you in the spotlight when you prefer the background.

Procrastination of this kind may indicate an internal identity conflict. If your self-worth is tied to your level of achievement, then you may constantly question yourself about how much you must do to be "good enough." Each success only sets you up for the next bigger challenge. If your self-worth is tied to family acceptance, then how much more does it take for them to be satisfied? Each success only opens the door to greater expectations. Often this leads to a feeling of losing your identity and perhaps no longer being able to claim your successes as your own. Inaction or procrastination may be how you cope with the pressures you feel to constantly try to be "good enough."

5. "THIS STUFF IS JUST PLAIN BORING"

Lack of interest seems to play a role in procrastination. All students from time to time lack interest in a course, however, not all of these students delay in studying or completing assignments.

If your natural interests are not stimulated by the course content, one solution to procrastinating may be to "just do it" (i.e., simply continue to attend class and do the assigned work on time). This will give you more "guilt-free" time to do those things that are more interesting to you. Of course, it won't necessarily make the class or assignment interesting, but at least you will not cloud the "good times" with worry.

6. "YOU CAN'T MAKE ME"

Rebellion and resistance constitute the final set of issues which can underlie procrastinating behavior. Delaying tactics can be a form of rebellion against imposed schedules, standards, and expectations. The expectations are often those of a power struggle, usually not on a conscious level. As an example, your father has an accounting business and has always planned on having you become his partner after college. You are enrolled in the College of Business and like accounting, but since you started college you have been wanting to explore some other careers unrelated to business. Your father says, "No, you'll stick to accounting and like it." As a result, you don't turn in work on time, "forget" to do assignments, and earn low grades, sometimes flunking a course.

Rebellion against external evaluation is another facet of this sort of procrastination. For example, if a teacher has offended or angered you in some way, you may retaliate by turning something in late or procrastinating indefinitely. Sometimes these same tactics are used on classmates in a group project setting or with parents. The thing to remember is that you ultimately lose (i.e., getting the bad grade, loss of self-respect, etc.).

Rebellion and resistance are re-actions not actions, thus, the control of your behavior rests with whatever or whomever you are rebelling or resisting. If you are rebelling against your parents, then they have a great deal of power in your life--probably more than you really want. Decide what you want for your life--don't just react to someone else's decisions for your life.

Adapted from Burns, D. (1993) *Ten Days Of Self Esteem*. New York: Quill.

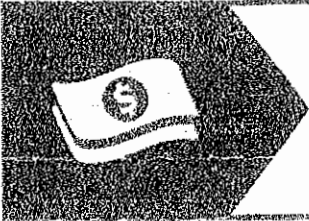
Brought to you by

The Learning Corner

@ the Academic Success Center

success.oregonstate.edu/learning





Make a Budget

Use this worksheet to see how much money you spend this month. Then, use this month's information to help you plan next month's budget.

Some bills are monthly and some come less often. If you have an expense that does not occur every month, put it in the "Other expenses this month" category.

MONTH _____ YEAR _____

My income this month

Income	Monthly total
Paychecks (salary after taxes, benefits, and check cashing fees)	\$ _____
Other income (after taxes) for example: child support	\$ _____
Total monthly income	\$ 0.00

Income

My expenses this month

	Expenses	Monthly total
HOUSING	Rent or mortgage	\$ _____
	Renter's insurance or homeowner's insurance	\$ _____
	Utilities (like electricity and gas)	\$ _____
	Internet, cable, and phones	\$ _____
	Other housing expenses (like property taxes)	\$ _____
FOOD	Groceries and household supplies	\$ _____
	Meals out	\$ _____
	Other food expenses	\$ _____
TRANSPORTATION	Public transportation and taxis	\$ _____
	Gas for car	\$ _____
	Parking and tolls	\$ _____
	Car maintenance (like oil changes)	\$ _____
	Car insurance	\$ _____
	Car loan	\$ _____
	Other transportation expenses	\$ _____

Make a Budget

	Expenses	Monthly total
HEALTH	Medicine	\$
	Health insurance	\$
	Other health expenses (like doctors' appointments and eyeglasses)	\$
PERSONAL AND FAMILY	Child care	\$
	Child support	\$
	Money given or sent to family	\$
	Clothing and shoes	\$
	Laundry	\$
	Donations	\$
	Entertainment (like movies and amusement parks)	\$
FINANCE	Other personal or family expenses (like beauty care)	\$
	Fees for cashier's checks and money transfers	\$
	Prepaid cards and phone cards	\$
	Bank or credit card fees	\$
OTHER	Other fees	\$
	School costs (like supplies, tuition, student loans)	\$
	Other payments (like credit cards and savings)	\$
	Other expenses this month	\$
	Total monthly expenses	\$ 0.00

\$ 0.00
-
\$ 0.00
=
\$ 0.00

Income
Expenses

Maybe your income is more than your expenses. You have money left to save or spend.

Maybe your expenses are more than your income. Look at your budget to find expenses to cut.

Print Form

Career Awareness Module – Outcome #7

The Guide to Create an Effective Resume

Resume Worksheet

Writing a resume can be daunting! However, you will use this form to help you gather important information needed for your resume.

Instructions: Fill in the following worksheet as completely as possible. Use this guide as a resource for what information, should be included and what should not be included. You will be transferring this information to a Word Doc as you write your resume.

Personal Information

Full Name	
Current Address	
City, State, Zip	
Telephone Number	
Email	

Social Security #	XXXX – Leave Blank	Date of Birth	XXX - Leave Blank
Emergency Contact		Telephone Number of Emergency Contact	

Do you have a driver's license?	<input type="checkbox"/> YES <input type="checkbox"/> NO
---------------------------------	-------------------------------------------------------------

Educational Background

Hint: Start with the last or current school you attended.

School Name		School Address/City/State	
Dates of Attendance	To: From:	Degree/Diploma/Grade Level Completed	

School Name		School Address/City/State	
Dates of Attendance	To: From:	Degree/Diploma/Grade Level Completed	

School Name		School Address/City/State	
Dates of Attendance	To: From:	Degree/Diploma/Grade Level Completed	

Skills

Hint: List the current skills you have and are confident using in the workplace.

<p>Computer Skills</p> <p><i>(Hardware and software you can use)</i></p>	
<p>Machine Skills</p> <p><i>(Include machines you can use that relate to the job you are applying for)</i></p>	
<p>Specialized Skills</p> <p><i>(The languages you speak, auto repair, etc.)</i></p>	

Work Experience

Hint: List your current job first. List the most important duties and responsibilities for the position.

Employer & Address		Dates Employed	From: To:
Position Held		Contact Person & Title	
Salary	Starting: Ending:	Telephone Number of Contact Person	
Duties & Responsibilities	1. 2. 3.	Reason for Leaving	

Employer & Address		Dates Employed	From: To:
Position Held		Contact Person & Title	
Salary	Starting: Ending:	Telephone Number of Contact Person	
Duties & Responsibilities	1. 2. 3.	Reason for Leaving	

Employer & Address		Dates Employed	From: To:
Position Held		Contact Person & Title	
Salary	Starting: Ending:	Telephone Number of Contact Person	
Duties & Responsibilities	1. 2. 3.	Reason for Leaving	

References

Hint: List at least two references, preferably someone that has given you permission to use their name and know your work history and work ethic.

Name:		Relationship	
Best Contact Phone Number or Email Address		How long has this person known you?	
Has this person given you permission to be used as a reference?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Why can this person recommend you for employment?	

Name:		Relationship	
Best Contact Phone Number or Email Address		How long has this person known you?	
Has this person given you permission to be used as a reference?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Why can this person recommend you for employment?	

Resume Tips & Suggestions

- ✓ The above information will be used to create a **ONE PAGE** summary of your skills, education, and experience. On average, employers typically look at a resume for less than 30 seconds – so lengthy, wordy resumes are out – concise, to the point information are in!
- ✓ There is no one best resume format. The importance of your resume is in the **consistency** and **organization** of the most important facts about you.
- ✓ Since you will probably have little work experience after finishing your training, you will want to **emphasize** your accomplishments in and out of the classroom. Your clinical experience, volunteer activities, student organizations, and duties at home can help define who you are and should be highlighted.
- ✓ **Words** make a difference. You need to sound positive and confident about your accomplishments. Choose a verb to start each of your descriptions.
- ✓ Be **truthful** in all things – little white lies come out easily during interviews.
- ✓ Complete sentences are not necessary; **action phrases** work best. See list of Action verbs to use in *The Guide to Create the Effective Resume*.
- ✓ **Organizational Format** or **Functional Format**? Organizational resume formats follow your work history backward, from your current job. Functional resume format is created without employment dates or company names. Its focus is on your skills and responsibilities and a format to use after you have developed your career skills.
- ✓ **Avoid** using color paper, ink, or fancy graphics on your resume. Use white or off-white professional weight paper and black ink. Resumes should be printed with a quality printer, using a print shop to make several, quality copies of your resume could be worth the time and cost.
- ✓ **Use** 12-point font, one-inch margins on all sides, avoid use of italics, bold and underlining. Your resume should be one page and easy to read.
- ✓ Have your final resume **proofread** by friends and family. It only takes one error in spelling, punctuation, or grammar to stop a potential employer from reading.

Elements of a resume

Heading	This is your personal information: Formal name (not nickname) should be at the top of the page and stand out above all other headings. Address, phone number and email should be listed right under your name.
Objective	This is the “career objective” and the most important part of the resume. One sentence to describe what type of job you are seeking. Be specific. If there is not one specific job listing, state your area of interest (working in the pharmacy, lab or with patients).
Education	As a student, this is your next section. Just include the college or training institution you are attending. It is assumed you graduated from high school. Include your major, date of graduation (or expected graduation), and certificate/degree earned.
Experience	Include previous employers, location, and dates of employment. List your duties and responsibilities and use action verbs to start the description. Do not use “I” in descriptions. Do not assume that your job title describes your duties and responsibilities.
Activities	Employers like to see if you have been involved in school or community activities, especially if they relate to your degree/certification.
Summary of Skills	Special skills or talents? Languages you speak/write/read, word processing, software you are familiar with, especially if it will be useful for the job you are seeking.
References	References are not necessarily important on a resume. However, you should have a list of references to take with you for the interview. These should be individuals that have observed your work habits (teachers, past employers). A typed list of references, 2-3 people, listing names, how to contact them (make sure to ask your references for permission and the best way to contact them).

Action Verbs to Strengthen Your Resume

Decision Making	Management	Changes	Personnel
Accept	Adjudicate	Activate	Appraise
Activate	Analyze	Compare	Discharge
Approve	Anticipate	Create	Employ
Authorize	Direct	Design	Handle
Decide	Establish	Establish	Interview
Render	Evaluate	Improve	Promote
Required	Execute	Make	Recruit
Solve	Manage	Modify	Screen
Terminate	Meet	Stimulate	Seek
Test	Organize	Upgrade	Train
	Plan		Transfer
Helping	Communication	Planning & Control	Research
Arrange	Contact	Acquire	Analyze
Assist	Critique	Allocate	Compile
Contribute	Declare	Assume	Define
Counsel	Display	Control	Determine
Give	Inform	Extend	Develop
Guide	Interpret	Forecast	Evaluate
Initiate	Issue	Formulate	Identify
Serve	Speak	Measure	Investigate
Solve	Testify	Monitor	Prepare
	Write	Plan	Propose
		Progress	Recommend
		Schedule	Research
			Review
			Submit
Supervision	Administration	Communication	External Activities
Adhere	Administer	Contact	Cooperate
Assess	Engage	Critique	Coordinate
Assign	Furnish	Declare	Negotiate
Counsel	Insure	Display	Publicize
Define	Justify	Inform	Represent
Delegate	Process	Interpret	Strengthen
Demonstrate	Procure	Issue	
Develop	Purchase	Speak	
Encourage	Receive	Testify	
Exercise	Reclaim	Write	
Foster	Reject		
Manage	Requisition		
Meet	Secure		
Participate	Ship		
Report	Store		
Request	Supply		
Supervise			

Resume Template

1. Make a copy of the following template, then write your resume in a Word Doc, using the information from your resume worksheet.
2. Share resumes with your partner, proofread, and make suggestions to each other.

Full Name

Address

City, State, Zip code

Phone number

Email

Career Objective	
Education	
Experience	
Skills	
Activities	

Interview Video Notes

<https://youtu.be/HVK-xbdddhA>

NAME	Appropriate	Inappropriate
1. Anthony		
2. Marissa		
3. Christa		
4. Todd		
5. Kaitlynn		
6. Steven		
Who would you hire?		
Why?		

<https://youtu.be/HVK-xbdddhA>

NAME	Appropriate	Inappropriate
1. Anthony	NO	Late to interview. Gives interviewer his folder and fixes his tie. Asked about salary and vacation days before the interview started
2. Marissa	NO	Interrupts the interviewer. No updated resume. "Wants to talk about her experience"
3. Christa	NO	Jewelry is a distraction. Does not introduce herself. Says "yep". No eye contact with interviewer. Looking around and not paying attention.
4. Todd	YES – wear suit – professional attire, has eye contact, active listening	
5. Kaitlynn	NO	Too relaxed of an outfit. Talking on phone to mom right outside the door. Puts her bag on the table with her coffee. Drinks her coffee and is too relaxed.
6. Steven	NO	Pokes head around the door. Dressed too casually. Slouching and arms crossed. Starts shaking leg.
Who would you hire?		
Todd		
Why? - Answers will vary but should reflect the above observations.		

Standard Interview Questions

by ResumeEdge.com - The Net's Premier Resume Writing and Editing Service

1. Tell me about yourself.
2. What did you most enjoy about your last job?
3. How would your colleagues or supervisor describe you?
4. What can you offer us that other people cannot?
5. What about this job attracts you? What is unattractive?
6. How long do you see yourself with us?
7. How would you describe an ideal working environment?

Standard interview questions might not seem difficult, but your answer to each should be polished and sharp. Craft responses and practice them before your interview so that they roll off your tongue when you face the interviewer. Effective responses answer questions honestly, positively, and briefly, highlighting important qualities and accomplishments that are relevant to the position at hand. Give examples to illustrate and corroborate your statements when possible. Your responses should work together, making connections between what you have previously done, the available position, and your goals.

Example: Mark is preparing for an important interview. He is a recent graduate from law school who wishes to become a financial planner at a mid-sized firm that deals with families who have a minimum account of twenty-five million dollars. Before he went to law school, he was a financial analyst for three years and passed two levels of testing toward a CFA certification. He decided not to complete the CFA training.

His company promoted him twice during his time there, once into a management position that suited him only fairly well. He did not get the kind of training from his company that he felt he needed in order to manage people effectively. Still, he likes to help people make good decisions and he effectively led his team to create a clearer strategy for approaching new accounts. Mark seems to have a sixth sense for how to compound wealth. He knows how to spot trends and retreat from them just as they crest in profitability. He thinks he might one day become an estate planning attorney in a financial planning firm. Of course, he does not know what life will bring him. Mark does not want to constrict his options unnecessarily, and he certainly is not ready to settle down into a firm for the next ten years.

Consider how Mark might answer standard questions effectively and ineffectively.

Tell me about yourself.

Ineffective: I am a hard worker who is good with numbers. After I worked as a financial analyst for a few years, I decided to go to law school. I just finished and now am looking for a new challenge.

Effective: I began developing skills relevant to financial planning when I worked as a financial analyst for three years. In that role, I succeeded in multiplying the wealth of my clients by carefully analyzing the market for trends. The return on the portfolios I managed

was generally 2% more than most of the portfolios managed by my company. My initiative, planning, and analytic skills were rewarded by two promotions. As the manager of a team, I successfully led them to develop a more efficient and profitable strategy for dealing with new accounts. My subsequent training in the law, including tax law and estate law, gives me an informed view of what types of investments and charitable gifts would be most advantageous for your clients.

What did you most enjoy about your last job?

Ineffective: I liked lots of things--the people, the challenge, the rewards. Sometimes we had to work long hours, but it always seemed to pay off.

Effective: Of the many things that I enjoyed, I would say that the strategic aspects of my job most energized me. I liked setting concrete performance goals for myself and finding ways to meet them. I similarly enjoyed analyzing markets for trends and identifying when would be the most beneficial time to enter or withdraw from certain funds. When I was a manager, my team and I developed a new approach to accounts that became a standard for the company. Strategizing gave my work a sense of tangible direction and accomplishment.

How would your colleagues or supervisor describe you?

Ineffective: I guess they would say that I am a hard worker who is successful.

Effective: My supervisor and colleagues have described me as a dependable worker. My supervisor has appreciated that I prioritize tasks and manage my responsibilities so that she can rely on me. My bosses tell me I have a sixth sense for markets and I learn new information and procedures quickly. These skills account for my two promotions in three years. My boss was also impressed by how I was able to lead my team.

What can you offer us that other people cannot?

Ineffective: I have a unique combination of skills. I also really want the job.

Effective: I have a track record of multiplying wealth through investments and developing strategies with teams. Since I have a JD, I also know what legal parameters and loopholes affect families and individuals planning their finances. My CFA training not only shows that I will succeed in the CFP courses, but also gives me a broader view of why financial plans work as they do. Since I am organized and self-motivated, I will add value to the company without requiring much tending and supervision.

What about this job attracts you? What is unattractive?

Ineffective: I like that it is in the field I am targeting. I don't like the commute that it will require.

Effective: As I evaluate my skills and goals, this job maximizes both. I will be able to merge my knowledge of law and markets while strategizing for the sound financial future

of clients. Since this is a small company, I imagine that there will be opportunity for increased responsibilities and challenges. I share the values of the company. I am not eager to do much data processing, but the position is very attractive.

How long do you see yourself with us?

Ineffective: I don't want to make any hasty commitments, and I like to keep my options open. Maybe I will be here for one year, maybe for five. It depends.

Effective: I see myself here as long as we both think that I am contributing to the vitality of the company while still growing, through challenges.

How would you describe an ideal working environment?

Ineffective: A laptop and cell phone on a beach sound ideal to me. Short of that, I would like an environment in which I am able to work as I please, without much supervision.

Effective: It is important to me that my company has clear objectives and strives for success. Similarly, I like having colleagues whom I admire for their skills and perspectives. When communication is clear between colleagues, our energy becomes synergy. In addition, I find that I flourish when given discretion after having gained the trust of my supervisor.

Difficult Interview Questions

by ResumeEdge.com - The Net's Premier Resume Writing and Editing Service

1. What are your weaknesses?
2. Why did you leave your last job?
3. How do you deal with criticism?
4. Where do you see yourself in ten years?
5. How do you deal with authority?
6. What do you think of your previous manager?
7. What is the riskiest thing you have ever done?

You think the interview is going well. You knew the meeting location ahead of time, and you arrived ten minutes early. You are dressed sharp and your teeth are clean. You came prepared in every way--you have three copies of your resume, a few business cards, two pens and a note pad. You turned off your cell phone. You managed to find out before the interview that your interviewer held the position for which you are now applying and that you both were in choir at the same college. You know the company's mission statement and have a sense of their structure. Your interviewer nodded and smiled when you spoke about your previous accomplishments and your management style. You seem to have connected with the company culture.

Your reflection, research, and practice have served you so well that you wonder whether you should become a professional interviewee rather than a Financial Planner. Then the

interviewer lifts her head from her notes and, pen in hand, asks: what are your weaknesses?

You have two options: you can squirm and stammer through a response you develop on the fly, or you can look your interviewer in the eye and provide a thoughtful response that still helps you present yourself strongly. When asked difficult questions, you feel instinctively that they are probing and that you are under great scrutiny. As you prepare responses before the interview, consider what information the questions seek: are there ways in which you would be a liability to the company? If the company invests in you, what kinds of things would it need to overcome? Are you the kind of person who can deal with things when they get rough, or are you pure gloss?

In answering sensitive questions, make sure that your answers are honest, but reassuring. Use tact and choose your words carefully so that you show respect for other people in your responses. You should usually use understatement in your reply to sensitive questions. When people hear something bad, they tend to focus on it in a way that is out of proportion to its significance in everyday life. If you say that you are not always organized, the interviewer could imagine your desk with papers strewn everywhere and deadlines missed. But in reality your conception of disorganization might look a lot like the interviewer's conception of organization. In addition, most of the interviewer's questions could be answered honestly in a variety of ways. You want to choose the version of the truth that is most appealing and sensitive--the version that helps support your main message.

Examples:

What are your weaknesses?

Overemphasized: I am not a good manager.

Avoidant: I always get my work done on time. When other people drop the ball, sometimes I get frustrated with them.

Effective: I prioritize continual growth and improvement. An area on which I would like to focus is managing others who have different expectations from me. What needs to be done in order to complete responsibilities is intuitive for me, so I am learning how to give better direction to others who are not self-motivated.

Why did you leave your last job?

Vague and negative: Law always interested me, and I was looking for a new challenge. I thought it would be a good time to go to law school. Besides, I had gotten frustrated with the lack of support I felt at work.

Dangerous: In the end, my manager and I could not get along. He was driving me crazy and I needed to leave.

Effective: As I succeeded in financial analysis, I became increasingly interested in broader issues of managing money. I wanted to understand how legal regulations and individuals' goals affect decisions about how to manage money. When I gained entrance to my top

choice in law school, I seized the opportunity to infuse my financial training with legal knowledge.

How do you deal with criticism?

Disrespectful: When I remember the source, I usually realize that the other person is in no position to criticize me.

Unbelievable: Criticism does not bother me at all.

Effective: Criticism is vital to my continued growth, and I welcome constructive criticism that helps a team operate better together or produce better results. It is important to me to understand where my critic is coming from so that I know how to apply the feedback.

Where do you see yourself in ten years?

Dismissive: Living in a boat off the coast of Bermuda.

Exploitative: I hope to have gained enough skills here to start my own company.

Scattered: In ten years, I imagine that I will want a change of scene. One of my long-term interests has been ecological protection, and I can see myself working as a spokesman for a lobbyist organization. First, though, I need to make some money and I want to contribute to your company.

Effective: In ten years, I endeavor to have refined my strategic and client relations skills. I intend to be a leading expert in estate planning. After having proven myself as a senior manager, I hope to help shape the strategic direction of estate planning services. I could do this in any number of official roles. The important thing is that I will continue contributing my abilities in a challenging and rewarding environment.

How do you deal with authority?

Concerning: I think it is important to question authority from time to time.

Frightening: In my last job, there was a time when my boss made a financial decision that I knew would be abysmal. I went directly to his superior to explain the problem. His superior agreed that I was right, and my boss had to alter his plan.

Effective: Respect is very important to me. As an employee, I try to respect my boss not only by following her guidance, but also by seeking her guidance. When a trusting relationship is formed, I have often found that my bosses have appreciated concerns or options that I raised to them. They know that I support them, and I know that they respect me.

What do you think of your previous manager?

Evasive: She did her job fine. She was a pretty nice person.

Disrespectful: She knew her stuff, but she did not give my colleagues or me any real guidance. It was like we were fending for ourselves. She rarely stood up for us either. I do not really think she should be a manager.

Effective: My previous manager had excellent technical skills and was very agreeable as a colleague. I would have liked more support from her at times, but her hands-off style meant that I had to become resourceful in problem-solving and negotiating with colleagues.

What is the riskiest thing you have ever done?

Too much information: My wife and I conceived our first child in front of the police department.

Dangerous judgment: I play chicken with trains.

Effective: The greatest calculated risk that I have taken was to launch my own internet company. My idea was solid, but I knew the market was volatile. Even though the venture ended, my investment of time and money paid off in terms of the skills, perspectives, and contacts that I made through the process. I feel like I matured--rather than aged--ten years during that time.

Illegal Interview Questions

Employers should not ask about any of the following since it is discriminatory to not hire a candidate because of any one of them:

- Race
- Color
- Sex
- Religion
- National origin
- Birthplace
- Age
- Disability
- Marital/family status

Your Options

Answer the question.

Answer the "intent" of the question. For example, if you are asked whether you are a United States citizen (not legal to ask), reply that you are authorized to work in the U.S., which is a question the employer can ask you and which is appropriate to answer.

Try to change the topic of conversation and avoid the question.

Refuse to answer the question if you are very uncomfortable with the question (but this might cost you the job). However, consider whether you really want to work in an environment where you are asked questions that are not appropriate.

Before You File a Claim

Before you file a claim for discrimination, you might want to consider that most discrimination is not deliberate. In many cases, the interviewer may simply be ignorant of the law. Even though the interviewer may have asked an illegal question it doesn't necessarily mean that the intent was to discriminate or that a crime has been committed.

Filing a Claim

If you believe you have been discriminated against by an employer, labor union or employment agency when applying for a job or while on the job because of your race, color, sex, religion, national origin, age, or disability, or believe that you have been discriminated against because of opposing a prohibited practice or participating in an equal employment opportunity matter, you may file a charge of discrimination with the U.S. Equal Employment Opportunity Commission (EEOC).

Adapted from:

<http://jobsearch.about.com/od/interviewsnetworking/a/illegalinterv.htm>

Job interview checklist

You've secured the interview, now it's time to ace it! Use the following checklist to ensure you're completely prepared to wow potential new employers.

Interview prep

- Critique your resume. If it's not had an overhaul for a while, consider getting a professional to give it the magic touch.
 - Review the job description. Make a list of the attributes and skills the company is looking for.
 - Determine how your particular skill set makes you the ideal candidate.
 - Carry out company research. Check their website, employee reviews, and articles in industry-specific publications.
 - Practice with a mock interview. Family and friends will be happy to help.
 - Work out travel logistics. How long will it take you to get there? How will you travel?
 - Consider your interview outfit. Make sure it's job specific.
 - Prepare a list of references with contact details.
 - Create an up-to-date portfolio of job skills and development.
 - Prepare a list of company specific questions that show you're interested in and have researched the organization.
-

The day before

- Ensure your interview outfit is clean and pressed.
 - Pack an emergency kit, including wipes, tissues, comb or brush, umbrella, lint brush, and breath mints.
 - Double-check your route. Do a dry run if necessary.
 - Get all your credentials together, including your portfolio, certifications, industry memberships, driver's license, social security card, and multiple copies of your resume.
 - Get a good night's sleep.
-

The day of

- Leave home in plenty of time. Arrive at the interview location 10-15 minutes early.
 - Turn off your cell phone ringer.
 - Do not chew gum, eat, or drink during the interview.
 - Be polite and friendly to reception staff or whoever meets you before the interview.
 - Greet the interviewer by name, shake his or her hand, and introduce yourself.
 - Listen and interact with your interviewers. Smile and be aware of your body language.
 - Answer all questions honestly.
 - Ask your prepared questions that are job and company specific.
 - Avoid talking about salary, benefits, or vacations. This can be done after an offer has been made.
 - Finish the interview by expressing your desire for the job, asking what the next steps will be, and when they plan to make a decision.
 - Ask for business cards from the interviewers to ensure you have contact information.
-

Post interview

- Write down key points of the interview as soon as possible.
- Follow up if you've not heard anything within the time frame discussed.

How To Dress for a Job Interview (And What Not to Wear)

Amy Heine

Updated March 7, 2023

Amy Heine is a human resource professional with experience aligning business and people strategies, developing innovative HR programs and practices and improving organizational culture.

When preparing for a job interview, wearing the right outfit can help you feel comfortable and confident. While a hiring manager may interview you based on your credentials and the information in your application documents, dressing appropriately can also help you make a strong first impression. Understanding how to dress can help you demonstrate your professionalism and preparedness.

In this article, we describe how to dress for a job interview, explore how to match your outfit to your prospective work environment and provide examples of what not to wear.

How to dress for a job interview

The right interview outfit can help you feel confident and professional. Here are some specific tips on how to dress for your next job interview:

- **Researching the company's dress code.** When you're preparing for your interview, consider researching the company's dress code to learn more about their expectations. Even if their dress code is casual, it may benefit you to look more professional than the employer requires than showing up underdressed.
- **Choose clothing that matches the climate and season.** To ensure you're comfortable during your interview, try to choose clothes that align with the climate and season. For example, you may not want to wear sandals if it's snowing outside or wear a wool coat in the summer heat.
- **Check for pet hair or any noticeable defects.** Another way to ensure you look professional for your interview is to check your clothing for any pet hair, holes or stains. You may not want to wear clothing items with these details since it can prevent the interviewer from focusing on your professionalism and credentials.
- **Ensure clothing is pressed and wrinkle-free.** Regardless of what you decide to wear to your interview, it's a good idea to press, steam or iron your clothes before meeting with a prospective employer. This can help you show that you took time to prepare for the interview and care about your appearance in the workplace.
- **Lay out or hang up your outfit to save time.** The night before your interview, consider laying out or hanging up the outfit you plan to wear. This can help you

save time and allow you to review all the clothing items together to make sure they match and suit the role for which you're applying.

- **Be yourself.** You can use an interview as an opportunity to display your personality and show a hiring manager more about yourself than what's listed on your application documents. For example, if you like bold colors, then you may choose to wear a bright-colored top with neutral pants.

How to match your outfit to the workplace

Because you've already researched the company, you should have a sense of the workplace and what level of formality is appropriate. Look at photos on their social media sites to get a sense of what people wear at the office. When you're unsure, it's a good idea to wear something clean and professional. Here are some types of workplaces you may encounter, and what to wear during an interview:

Casual workplace

For more casual workplaces, professional-looking casual job interview attire is appropriate. The following is a suggested guide to a casual workplace interview outfit:

- Dark jeans or pants
- A blouse, button-down shirt or polo, either with patterns or bold colors
- A knee-length skirt
- A knee-length dress
- A cardigan
- Flats or heels, closed-toe shoes that are neat and clean
- Jewelry that complements the outfit, although you may want to avoid jewelry if you typically fidget with it since this can be distracting

Business casual workplace

You may want to dress up a bit more for a business casual environment, especially if you're applying for a client-facing role. The following is a suggested guide to a business casual workplace interview outfit:

- Black or navy dress pants
- Black or navy dress knee-length dress or pencil skirt
- Button-down shirt or blouse
- Cardigan or jacket (blazer is optional)
- Flats, heels, oxfords or loafers
- Belts and ties are optional
- Jewelry that complements the outfit but isn't too bold

Business formal workplace

For a formal workplace, you might dress up even more. The following is a suggested guide for a formal workplace interview outfit:

- A dark-colored suit
- A tailored dress with a matching jacket
- A knee-length skirt with a matching jacket
- Suit pants, button-down shirt or blouse and jacket
- A tie
- Closed-toed shoes, flats or heels, oxfords
- Classic jewelry that complements the outfit but isn't bold

Tips for dressing for an interview

Here are some tips to help you ensure you wear the right outfit during your job interview:

Be prepared

As part of the preparation for an interview make sure to have a nice bag to keep your resumes in along with a notebook and pen. Research how long it takes to get to the interview location and arrive 15 minutes early. Silence your cell phone to avoid distractions during the interview.

Wear appropriate make-up

Keep makeup professional and don't go too bold. You can still display your personality, but keep makeup appropriate for the workplace. Keep hair simple and if possible a hairstyle that you can keep out of your face so you are not constantly touching your hair/face.

Research the employer's tattoo policy

Many employers consider it acceptable to display tattoos in the workplace. If you have any inappropriate tattoos, you may consider covering them up. Depending on the industry you may want to research if tattoos are acceptable.

Avoid strong cologne or perfume

Consider your hygiene and try to shower and groom yourself before your interview. If you wear perfume or cologne be mindful of how much you put on so as not to have too overpowering of a scent. Too strong of a cologne or perfume can distract the hiring manager, and affect their ability to focus on your credentials and candidacy.

Exit Ticket – Field Trip Name _____ Date _____

Field Trip Location: _____

1. The field trip provided a valuable component to this course.

Circle one:

Strongly Agree

Agree

Disagree

Strongly Disagree

Explain:

2. What did you notice during the visit that directly links to what you are learning in this class? Explain.

3. Did the field trip experience surprise you? Was there something you saw or learned that was interesting?

Prepared by: D. Karavites-Uhl 2023 Career Outcome 3

Exit Ticket – Field Trip Name _____ Date _____

Field Trip Location: _____

1. The field trip provided a valuable component to this course.

Circle one:

Strongly Agree

Agree

Disagree

Strongly Disagree

Explain:

2. What did you notice during the visit that directly links to what you are learning in this class? Explain.

3. Did the field trip experience surprise you? Was there something you saw or learned that was interesting?

Prepared by: D. Karavites-Uhl 2023