

CAREERCLUES

*Helping Students
Find a Career*



Searching?



*For Counselors,
Career Center Staff and
Special Population Advisors*

www.careerclues.org

Introduction to Career Clues

Looking for fast, easy, independent, and thought-provoking career activities to engage your students? You need look no further. This **Career Clues Booklet** is a unique support tool especially designed for counselors, career center staff, and student support services' advisors. Within these pages, you will find ideas and direction to help students gather and analyze their career clues for success.

Used independently, in small groups, or as large group assignments—in the classroom or workshop—these informal, action-learning activities encourage students to use a variety of resources as they search to resolve their career dilemmas.



The image shows the cover of the 'Career Clues' booklet. At the top, the title 'CAREER CLUES' is written in large, stylized letters. Below it, a tagline reads: 'MAKE THE BEST COLLEGE/CAREER CHOICES BY FINDING AND FOLLOWING YOUR CLUES TO SUCCESS.' The main content is organized into four quadrants, each with a different background color and a central image. The top-left quadrant is yellow and titled 'Searching for Direction?'. It features an image of a woman with long red hair looking through binoculars. The text lists: 'Find your strengths', 'Identify what matters', 'Explore career opportunities', and 'Create a plan'. The top-right quadrant is pink and titled 'Searching for a College Major?'. It features an image of a man in a green jacket playing a trumpet. The text lists: 'Complete Personal Profile', 'Visit Career Center', 'Meet with counselor', and 'Take action'. The bottom-left quadrant is purple and titled 'Searching for Experience?'. It features an image of a man in a gold shirt sitting in a chair. The text lists: 'Ask experts', 'Visit the workplace', 'Get internships', and 'Volunteer in the community'. The bottom-right quadrant is green and titled 'Searching for a Job?'. It features an image of a man in a suit kneeling and holding a magnifying glass. The text lists: 'Search jobs', 'Resume help', 'Practice interviewing', and 'Build support network'. At the bottom left of the booklet, there is a small copyright notice: 'Copyright © 2007. All rights reserved. About CAREERCLUES.'

The CareerClues.org Website

The activities in this booklet are intended to direct students to **careerclues.org** and **missingmajor.com** where they can investigate additional clues for career success. Punctuated with a short video clip and rich resources, each online adventure prompts students to take the next step in their career quest. Whether they are searching to find career direction, identifying their college major, developing meaningful work experiences, or landing a really cool job, **careerclues.org** takes the mystery out of their search.

How to Use This Booklet

As you peruse this booklet, you will see that the left-hand page houses suggestions on “how to” use the activity with different audiences. The right-hand page is the student page and can be photocopied from this booklet or downloaded from the cccareers.org site to distribute to students.

While these assignments have simple directions for students to follow, including instructions on how to do the activity and a reason to do it, ***the power of the activities is what you, the counselor, staff, or advisor brings to the table.***

Sharing your unique insights and experiences when introducing each activity will motivate students to complete the assignments and inspire them to use the careerclues.org site for more career direction, ideas, and resources.



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Identify Strengths

"Know thyself" is practical advice and more relevant for today's students than ever before. Most students have little insight into their own natural strengths and talents.

This **Personal Ad** requires students to answer some quirky questions about themselves that may provide them with interesting clues to possible career paths.

When Working with Individuals...

- ✓ Complete and share your Personal Ad.
- ✓ Review and discuss your ad.
- ✓ Ask what he/she learned about you.
- ✓ Give student a copy of the **Personal Ad** activity to complete.
- ✓ Ask student to share his/her response to, "I need help in finding..."

When Working with Groups...

- ✓ Discuss importance of identifying values, strengths, and interests.
- ✓ View and discuss YouTube American Express ad with Robert De Niro.
- ✓ Compose and share your **Personal Ad** with students.
- ✓ Have students complete their **Personal Ads**.
- ✓ Ask students to elaborate on, "their wildest dream..."

Awesome Outcome

Students are able to identify and articulate their strengths, talents and interests...a critical first step in finding career fits.



Personal Ad

American Express launched a successful ad campaign featuring stars like Tiger Woods, Jerry Seinfeld, Ellen DeGeneres, and Robert De Niro. These stars “filled in” their personal information in response to a series of prompts. Their fans got added insight into celebrities’ lives based on their replies. Now, it’s your turn to explore your own interests by creating your own personal profile.

My Name

childhood ambition

fondest memory

sound track

vacation

wildest dream

proudest moment

biggest challenge

website

perfect day

first job

movie

favorite subject

My life is

My career plans include

I need help in finding

My next step is to.....

Practice Networking

People are our students' best resource for gathering information and insight into careers and helping them find jobs that suit them best. In fact, connecting with mere acquaintances, or weak connections as Malcolm Gladwell labels them, is more important than connecting with people they have strong ties to.

Because students are generally reluctant to reach out to others, providing them simple directions on how to make connections is essential. This activity encourages students to extend their social contacts with diverse groups and people to gather valuable information and resources.

When Working with Individuals...

- ✓ Discuss the importance of networking.
- ✓ Share your own networking story.
- ✓ Brainstorm with student about how he/she could make these contacts.
- ✓ Give student time to practice asking you his/her questions.
- ✓ Following his/her interviews, ask student to share one meeting.

When Working with Groups...

- ✓ Introduce and discuss networking.
- ✓ Have students complete their ***Meet Three*** worksheet.
- ✓ Have students role-play interviewing each other.
- ✓ Give students time to complete interviews.
- ✓ Have class share their most interesting interview.

Awesome Outcome

Students are able to create and ask relevant questions and give responses to initiate and connect with others.



Meet Three

Some of your best job opportunities will most likely come from **who** you know. Therefore, you need to reach out and **expand your circle** of connections to include diverse groups of people who can help you **make new and interesting connections**.

The activity outlined below calls on you to initiate several connections outside your normal social network. Think about who you might like to meet and how or where you would have to go to meet these new acquaintances. **Answer these questions, as you prepare to make three new connections.**

Meeting #1:

A person who has hobbies or interests similar to yours.

What interest or hobby do you have?

Whom would you like to meet?

Where will you go to meet this person?

How will you introduce yourself?

What do you hope to learn from this person?

Meeting #2:

A person who works in an industry you think you might like.

What industry particularly interests you?

Where will you go to meet someone in this industry?

What will you ask him/her to get a conversation started?

What do you hope to learn from this person?

Meeting #3:

A person with an intriguing job outside of your realm of experiences.

What kind of career could you never imagine having?

How would you contact someone with this kind of career?

What is one question you will ask?

What do you hope to learn from this person?

Building Leadership Experience

When employers are deciding between two job candidates with equal skills and experience, they will often hire the candidate with the best leadership experiences and skills. It is important to help students understand the kinds of leadership experiences employers seek and give them ideas on how to develop and document these experiences.

The **Take the Lead** activity will help students define and articulate their leadership skills to land those better jobs.

When Working with Individuals...

- ✓ Ask questions about leadership experience.
- ✓ Discuss why leadership skills are important to employers.
- ✓ Have student explain one of his/her leadership experiences.
- ✓ Assign **Take the Lead** worksheet.
- ✓ Ask student to share his/her next step.

When Working with Groups...

- ✓ Ask students why leadership experiences are important to employers.
- ✓ Have students identify 2 campus clubs they would consider joining.
- ✓ Invite a service-learning participant to talk to your group.
- ✓ Give them **Take the Lead** to complete and share findings.

Awesome Outcome:

Students begin or continue developing and tracking their own leadership experiences by joining campus clubs, participating in service learning or working as community volunteers.



Take the Lead

Leadership skills and experiences are developed in a variety of ways. Tutoring in a first grade classroom, working in a soup kitchen, or serving as an active member or officer in a club or organization are relevant leadership experiences. Because employers want to hire job candidates with leadership skills and experiences, it is important to seek out and participate in, and document your leadership activities.

Whom do you consider a good leader?

What qualities or characteristics does he/she possess that makes a good leader?

What has he/she accomplished?

Identify 3 campus/community organizations that interest you. Then fill in the information below.

A Volunteer Group that interests me:

Name of Organization:

What does the Organization do?

When and where do they meet?

A Service Learning Project I would like to participate in:

Name of Project:

Whom does the Project serve?

Who do I contact to learn more?

A Campus Club that sponsors school events:

Name of Club:

What events does the Club sponsor?

When and where do they meet?

Informational Interviews

Students have limited experience or first hand knowledge about the careers to which they aspire. One of the best ways to get them more focused on their career direction is to assign them an informational interview. Students are generally reluctant to make informational interview connections with people they do not know. Consequently, they need direction and support to guide them through the informational interview process.

The **Sound Wise** activity will give students confidence as they write, practice, listen, and rate themselves before making their initial informational interview contact.

When Working with Individuals...

- ✓ Discuss the value of informational interviews.
- ✓ Make a list of people student would like to interview.
- ✓ Go to CareerClues.org, **Ask Experts** lesson and watch *Road Trip Nation* video.
- ✓ Give student **Sound Wise** activity.
- ✓ Have student phone you to practice his/her 1-2 minute request.

When Working with Groups...

- ✓ Ask students what industry they would like to know more about.
- ✓ Brainstorm a list of people they might interview.
- ✓ Have students complete **the Sound Wise** activity.
- ✓ Have students practice their interview script with each other.
- ✓ Ask students to contact interviewee and make a firm appointment.

Awesome Outcome

Students are able to confidently make connections with informational interview candidates.



Sound Wise

Once you have decided what careers interest you, you need to connect with people working in that industry to get a better feel for what they do and how they do it. You can find these career connections by asking your friends, relatives, instructors, or career counselors. Once you have some potential interviewees, you will need to set up an appointment. What you say on the phone and how you say it can influence your ability to land an informational interview.

Here is a sample phone script for an informational interview:

Hello. My name is Jane Wilson and I'm a sophomore majoring in English at Orange Coast College. I heard you speak last semester at an event sponsored by SCORE. Although I am not currently looking for a job, I am interested in magazine publishing and would like to find out as much as I can about the field. Would it be possible to schedule 20 or 30 minutes with you at your convenience to ask you a few questions and get your advice on how best to prepare to enter the field?

Using the sample, write your own phone script, making sure you include a personal introduction, a request for an appointment, and arrange and confirm a specific time and date for the interview.

People judge you more on how you sound than what you say. To hear what you say and how you sound saying it, read the phone script you composed into your voice mail. Listen to your recording and rate your sound on the continuum below.

Timid	1	2	3	4	5	Confident
Slow	1	2	3	4	5	Fast
Garbled	1	2	3	4	5	Clear
Soft	1	2	3	4	5	Loud
Bored	1	2	3	4	5	Enthusiastic

Adjust your message and voice to make the best first impression. When you have it right...***make the call.***

Use a Job Interview Strategy

As job candidates, students should be prepared for behavioral-based interview questions. They need to understand that employers are seeking information about their past experiences as an indication about how they would handle new job responsibilities.

In the **STAR Power** activity students practice writing and answering possible behavioral interview questions to assure a STAR performance.

When Working with Individuals...

- ✓ Explain the why behind behavioral interview questions.
- ✓ Review the **STAR Power** worksheet.
- ✓ Suggest student complete **Practice Interviewing** at careerclues.org.
- ✓ Encourage student to sign up for a job interview workshop.

When Working with Groups...

- ✓ Ask questions about how students prepare for a job interview.
- ✓ Explain behavioral interviewing.
- ✓ Together have students use STAR to respond to:
Tell me about a time when you went beyond the call of duty to get a job done.
- ✓ Have students complete their **STAR Power** activity and share their 3 questions.

Awesome Outcome

Students can identify possible behavioral interview questions and effectively answer them using the STAR strategy.



STAR Power

Employers have found that the best predictor of future behavior and performance is a job candidate's past behavior and performance. Consequently, employers will ask job seekers to elaborate on their experiences that relate to the jobs they are seeking. These types of questions are part of behavioral interviews.

A traditional interview question might be, "What are your three greatest strengths?" A behavioral interview question is, "Can you give me an example of how you used one of your strengths in your last job?"

The acronym STAR provides you with a guide to effectively answer behavioral based interview questions.

- S** = **Situation** (Describe the situation: general/specific)
- T** = **Task** (What needed to be done?)
- A** = **Action** (What action did you take?)
- R** = **Result** (What was the result of your action?)

Here is a sample behavioral interview question and a STAR response:

What significant problem did you solve on your last job?

- S** = I was working as an intern at XYZ in the advertising department of the website.
- T** = The visitors to our site were down by 15% and we needed to generate more visitors.
- A** = I reworked the site content to include additional target words for search engine optimization.
- R** = By optimizing the site, our visitor count went up by 29% within the month.

Write behavioral-based interview questions appropriate for these three positions.

- ✓ A candidate interviewing for a customer service representative:

- ✓ A job seeker interviewing to work as a preschool instructor:

- ✓ A person interviewing for a job you want....you fill in the job title:

Use STAR to answer one of your questions.

- S** = _____
- T** = _____
- A** = _____
- R** = _____

Searching?

CAREER CLUES

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Today's students can expect **4.5 careers** and an average of **10 jobs**.

Employers extend job offers to **70%** of their interns.

60% of jobs are found through personal connections.

Career Activities

Help students build their networks with these activities:

- Meet Three
- Campus Connections
- Take the Lead

WORKSHOP SCHEDULE:

• RÉSUMÉ WORKSHOP

WEDNESDAY 6:00 - 9:00

SATURDAY 9:00 - 12:00

• JOB INTERVIEW WORKSHOP

TUES./THURS. 9:00-12:00