

## First Year Seminar-Values Activity

This list presents a wide variety of values. Place a checkmark in the spaces next to the 10 values that are the most important to you. Then go back over these 10 values and rank order the top five.

- Having good friendships and getting along with people
- Having a positive relationship with a spouse or romantic partner
- Self-respect
- Being well-off financially
- Having a good spiritual life
- Being competent at my work
- Having the respect of others
- Making an important contribution to humankind
- Being a moral person
- Feeling secure
- Being a great athlete
- Being physically attractive
- Dedication and commitment

- Being creative
- Having freedom and independence
- Being well-educated
- Contributing to the welfare of others
- Having peace of mind
- Getting recognition or becoming famous
- Being happy
- Enjoying leisure time
- Being a good citizen and showing loyalty to my country
- Living a healthy lifestyle
- Being intelligent
- Family relationships
- Honesty and integrity
- Having personal responsibility

My five most important personal values are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

As you review your selections, think about how you got these values. Did you learn them from your parents, teachers, or friends? Or did you gain them from personal experiences? How deeply have you thought about each of these values and what they mean to you? Think about whether or actions support your values. Are you truly living up to them? Do they truly reflect who you are?

# Career Self-Assessment

Your personality is a major factor to consider when deciding which careers you might enjoy most. This quick assessment can help you understand how the tasks and work environments of different careers are associated with personality types and which careers may fit you best.

## STEP 1: Take the Assessment

In each section below, check the items you think you would enjoy the most. Check all that apply!

### “R” Section

- Repair a car
- Build things with wood
- Work outdoors
- Study electronics
- Arrest lawbreakers
- Plant a garden
- Work with animals
- Operate power tools
- Drive a truck

### “A” Section

- Sing in public
- Design clothing
- Decorate a home or office
- Act in or direct a play
- Write a power, story, or play
- Design a poster
- Create a sculpture
- Arrange flowers
- Make videos

### “E” Section

- Start my own business
- Make a speech
- Supervise others
- Start a club
- Save money
- Sell things
- Lead a meeting
- Take charge of project
- Political campaign

### “I” Section

- Study causes of diseases
- Work on a Science project
- Study human anatomy
- Work in a science lab
- Research environmental issues
- Collect minerals and rocks
- Study the solar system
- Do math problems
- Study plants and animals

### “S” Section

- Work with children
- Care for a sick person
- Help people who are upset
- Interview clients
- Help person with disabilities
- Volunteer
- Study Psychology
- Make people laugh
- Teach teens or adults

### “C” Section

- Keep detailed reports
- File, make copies, etc.
- Organize a work area
- Take phone messages
- Attend to details
- Balance a budget
- Use a computer
- Proofread a document
- Create a filing system

## STEP 2: Score your Totals

Add up how many boxes you checked in each section above and fill in the totals in the space provided.

R \_\_\_\_\_  
S \_\_\_\_\_

I \_\_\_\_\_  
E \_\_\_\_\_

A \_\_\_\_\_  
C \_\_\_\_\_

Each letter represents a career interest category. Review the descriptions on the next page for your highest scoring categories.

### STEP 3: Understand Your Letters — Career Interests & Personality Types

What are your 3 highest scoring interests? Place a mark by your top interest areas below.

**Realistic: The “Do-ers”.** People who enjoy practical, hands-on problems and solutions. May have athletic or mechanical ability. Prefer to work with objects, machines, tools, plants, and/or animals. May prefer to work outdoors. They like to accomplish tasks. They are dependable, punctual, detailed, hard-working, and reliable individuals. **Possible careers include mechanic, chef, engineer, police officer, athlete, pilot, soldier, and firefighter.**

**Investigative: The “Thinkers”.** People who enjoy work activities that have to do with ideas and thinking more than with physical activity. They like to observe, learn, investigate, analyze, evaluate, and problem-solve. They are scientific and lab-oriented, and are fascinated by how things work. They tend to have logical and mathematical abilities. They are complex, curious, research-oriented, cool, calm and collected individuals. **Possible careers include architect, computer scientist, psychologist, doctor, and pharmacist.**

**Artistic: The “Creators”.** People who have artistic, innovative, intuitional ability and like to work in unstructured situations using imagination and creativity. They like self-expression in their work. **Possible careers include musician, artist, interior designer, graphic designer, actor, writer, and lawyer.**

**Social: The “Helpers”.** People who like to work with others by informing, helping, training, teaching, developing or curing them. Often are skilled with words. They enjoy helping others and have a lot of empathy for the feelings of others. **Possible careers include social worker, counselor, occupational therapist, teacher, nurse, librarian, and dental hygienist.**

**Enterprising: The “Persuaders”.** People who enjoy work activities that have to do with starting up and carrying out projects, especially business ventures. They like influencing, persuading, and leading people and making decisions. They may be easily bored and grow restless with routine. They prefer to work in their own unique style and like to take risks. **Possible careers include business owner, lawyer, school administrator, sales person, real estate agent, judge, and public relations specialist.**

**Conventional: The “Organizers”.** People who like to work with data, have clerical and/or numerical ability, and who enjoy work activities that follow set procedures and routines. Conventional types are people who are good at coordinating people, places, or events. **Possible careers include accountant, secretary, bank teller, dental assistant, and math teacher.**

*For more information about career paths, majors at Brookdale, and other career related information, please check out our website at: [www.brookdalecc.edu/career](http://www.brookdalecc.edu/career).  
Email us at: [career@brookdalecc.edu](mailto:career@brookdalecc.edu)*





# STAR Example

Situation	Task	Action	Result
<i>Required to work as part of a small project team which had to carry out a financial planning exercise and then present findings to fellow students and Tutors for formal assessment.</i>	<i>My specific role was to research the different business plan models and prepare a briefing paper with my recommendations as to which model we should use. This was to be achieved within a very tight time frame.</i>	<i>The action I took was to research business plans on various web sites, visit several local banks for advice and obtain CD roms containing BP models and spoke to the local Business Link for advice.</i>	<i>Outcome - I prepared a report with assessments of the various BP models and my recommendation for which one we should adopt. This was achieved within the target date owing to effective planning and organising of meetings with various parties. We were commended for our presentation and in particular the quality and effectiveness of our business plan by both students and the assessors (we received a mark of 78%).</i>

## **Situation:**

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## **Task:**

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## **Action:**

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## **Result:**

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## Transferable Skills

### **What are transferable skills?**

Transferable skills are areas of development that will transfer from one environment to another such as home, school, work, internships, volunteerism, or co-curricular activities.

### **How do I acquire transferable skills?**

Skills can be acquired in a variety of settings. As a student, you develop technical skills related to your major. In addition, you work in teams on class projects or take on leadership positions in a student organization. As an intern, you begin to build your professional portfolio as you help your employers solve problems and meet customer needs. Make a list of your experiences both on and off-campus and develop an inventory of your skills.

### **Why do I need transferable skills?**

If you are able to use a skill in one situation, you should be able to use that skill in another situation or job, even if that work appears to be unrelated to your past employment or educational experience.

### **How do I tell employers about my transferable skills?**

- Resume – include your transferable skills on your resume to emphasize that your skills match the job requirements.
- Interview – identify your transferable skills that you are relevant to the job requirement. Include an example of your proficiency in that transferable skill.

### **What are my transferable skills?**

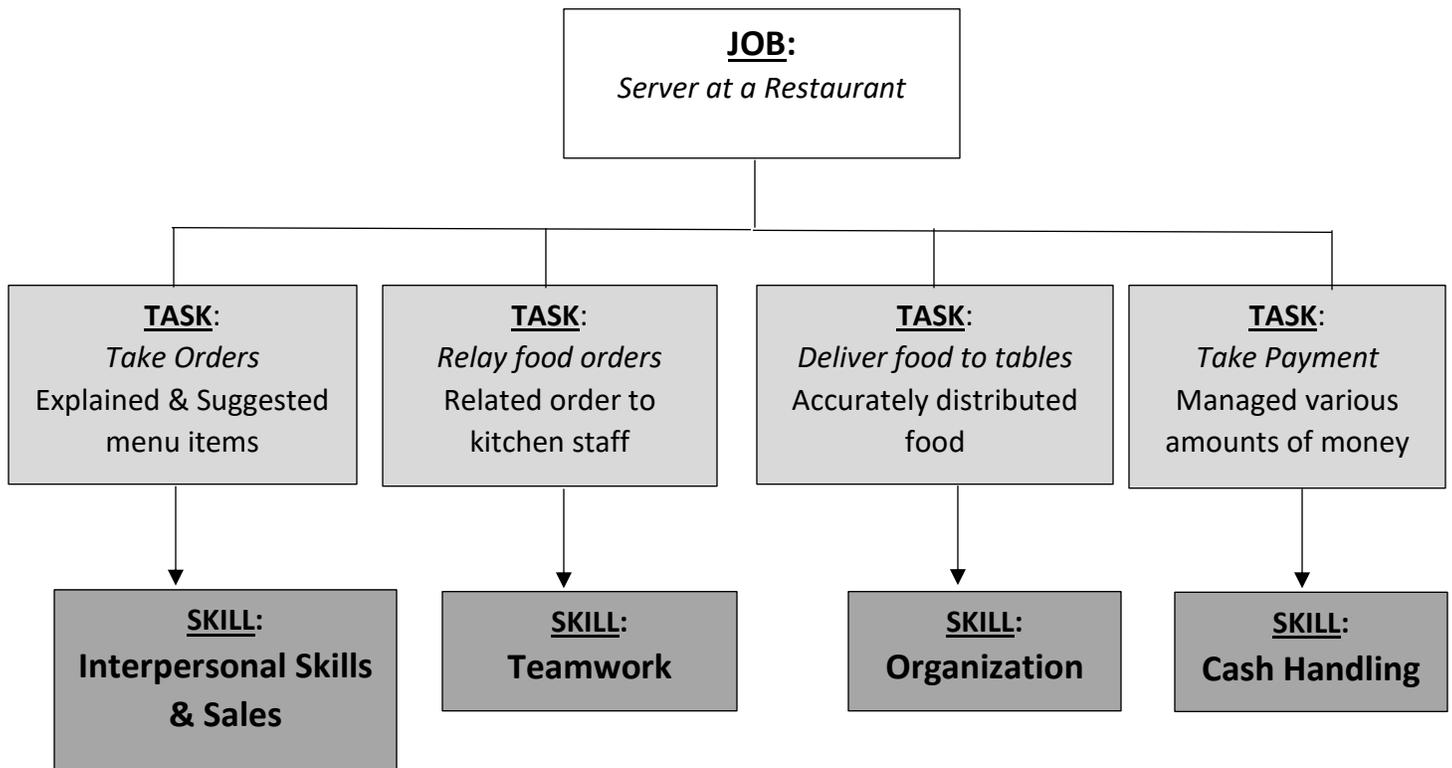
Having a degree does not guarantee a job in today's market. You must find the best way to present your qualifications in a multidimensional manner.



## Transferable Skills

### How do I determine my transferable skills from my job duties and tasks?

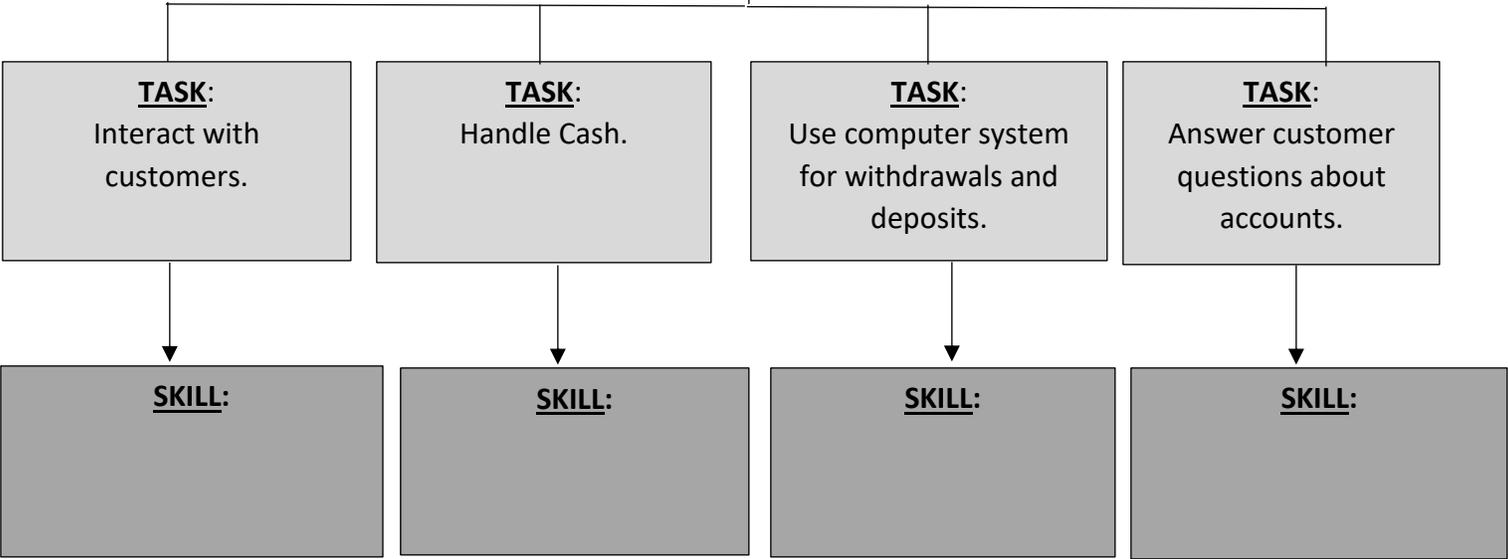
- Start with one work experience you have been involved with
- Break down the major tasks that you performed
- Divide each task into the skills that you acquired from performing that task



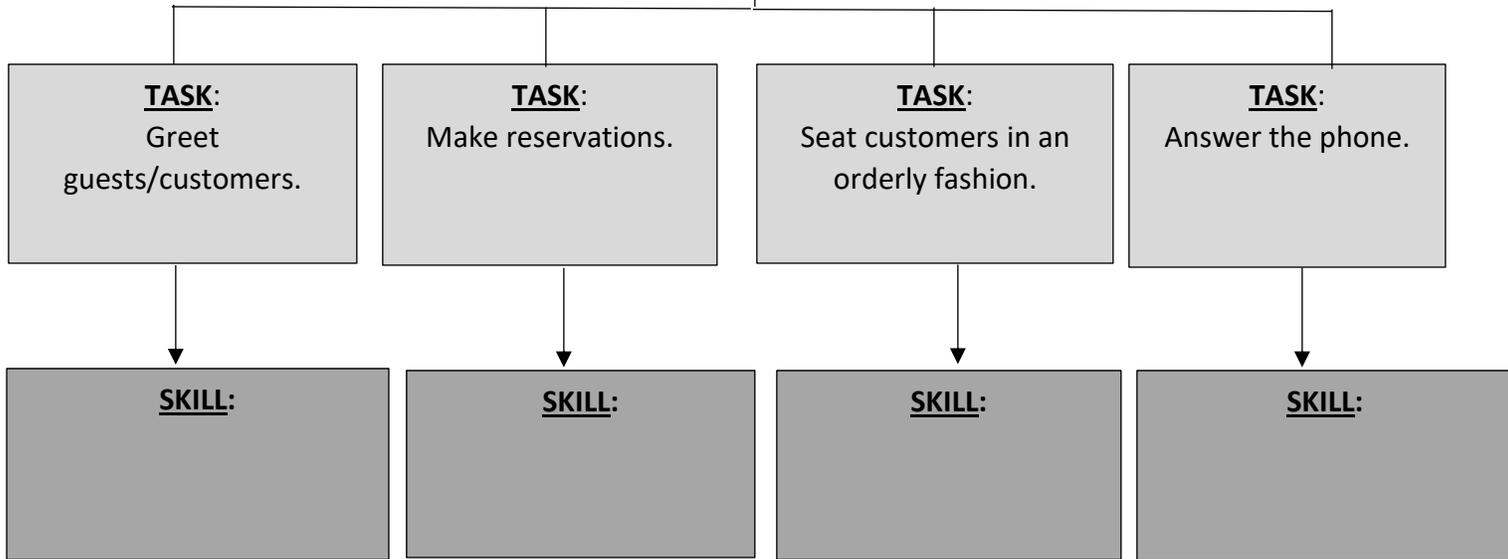
Adapted from: Bolles, R.N. (2002). *What color is your parachute? A practical manual for job-hunters and career changers*. Berkeley, CA: Ten Speed Press.



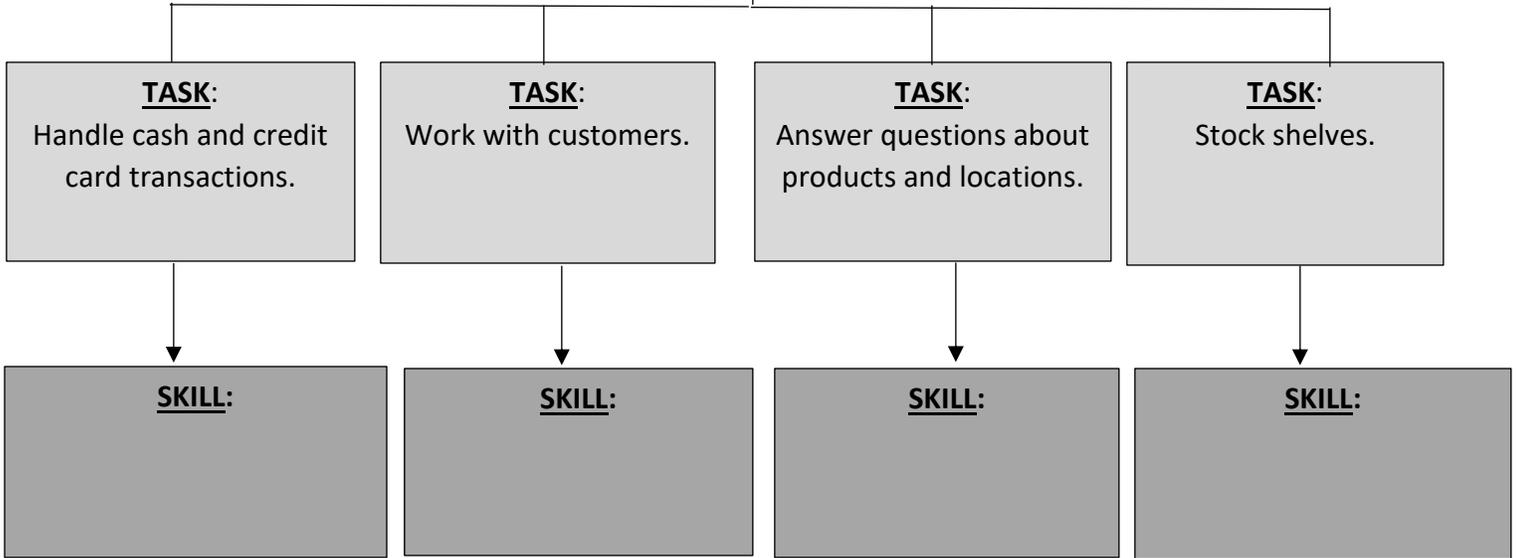
**JOB:**  
*Bank Teller*



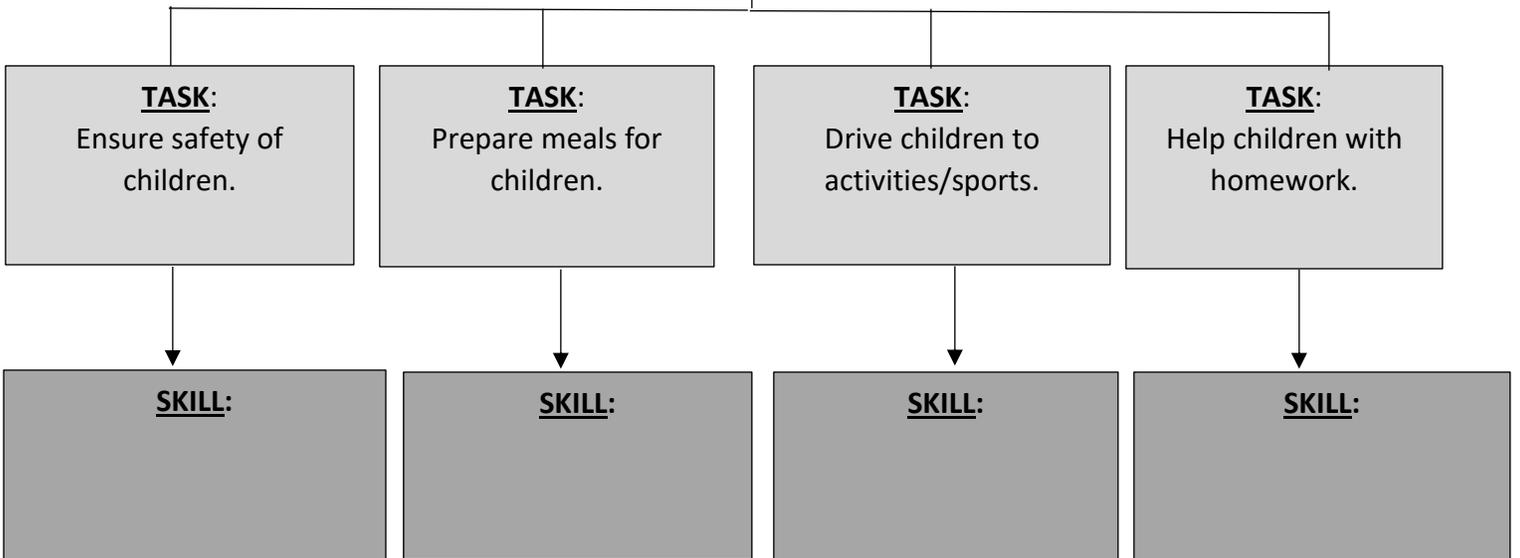
**JOB:**  
*Hostess*



**JOB:**  
*Cashier*



**JOB:**  
*Childcare*



**JOB:**

*Pizza Delivery*

**TASK:**

Deliver food items to a variety of addresses.

**TASK:**

Load, unload, prepare, inspect and operate a delivery vehicle.

**TASK:**

Collect payments.

**TASK:**

Follow routes and time schedules.

**SKILL:**

**SKILL:**

**SKILL:**

**SKILL:**

**JOB:**

*Security Officer*

**TASK:**

Maintain a secure environment.

**TASK:**

Serve as the first point of contact.

**TASK:**

Ensure safety of individuals.

**TASK:**

Communicate with a variety of individuals.

**SKILL:**

**SKILL:**

**SKILL:**

**SKILL:**

# CAREER READINESS

## for the New College Graduate

### A DEFINITION AND COMPETENCIES



Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

*Definition:*  
Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

## COMPETENCIES:

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

## USING THE DEFINITION AND COMPETENCIES

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

## NOW AVAILABLE: CAREER READINESS RESOURCES

NACE members have generously shared a variety of resources designed to support your efforts in integrating career readiness into your programs and services. You can access those materials and measurements at [www.naceweb.org/career-readiness/competencies/career-readiness-resources](http://www.naceweb.org/career-readiness/competencies/career-readiness-resources).



**The National Association of Colleges and Employers**  
*Advancing college talent together*

Established in 1956, the National Association of Colleges and Employers (NACE) is the leading source of information on the employment of the college educated.

In carrying out its mission—to lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships—NACE connects more than 7,600 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,000 HR/staffing professionals focused on university relations and recruiting, and business affiliates who serve this community.

Among colleges and universities, NACE represents more than 50 percent of all four-year colleges and universities in the United States, and 98 percent of all research universities. Approximately 30 percent of two-year public institutions count themselves as NACE members.

On the employer side, NACE members include mid-size and large national and global organizations, ranging from Fortune 500 organizations to start-up companies to government agencies. NACE employer members represent a wide range of industries, including finance, energy, retail, manufacturing, pharmaceuticals, insurance, consulting services (accounting, engineering, computer), government and nonprofits, and more.

Headquartered in Bethlehem, Pennsylvania, NACE forecasts trends in the job market; tracks, analyzes, and reports on outcomes for new college graduates by discipline, degree level, and type of school through its First-Destination Survey; monitors legal issues in employment, the job search, and hiring practices; and provides college and employer professionals with professional standards as well as an ethical framework by which both groups can work together to benefit the college-educated candidate. NACE provides its members with benchmarks and metrics; research; resources, including a survey of starting salaries for new college graduates, a quarterly journal, and a biweekly newsletter; and professional development opportunities.

[www.naceweb.org](http://www.naceweb.org)

62 Highland Avenue • Bethlehem, PA 18017 • Phone: 610.868.1421  
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### Third Semester

- Visit Career & Leadership Development to further explore your career and internship opportunities
- Take on a leadership role on campus
- Continue to update your resume
- Learn how to network effectively, create a LinkedIn profile, and interview successfully
- Find available internships and part-time employment using the College Central Network job database
- If you plan to transfer, finalize your options
- Obtain a meaningful internship related to your major or career interest - the sooner you start looking the better
- View our events calendar and attend career and leadership development workshops

### Fourth Semester

- Visit Career & Leadership Development to continue to update your skills
- Obtain a meaningful internship related to your major or career interest - the sooner you start looking the better
- Solidify your relationships with faculty and ask about letters of recommendation
- Research trends and salary expectations for your career
- Finalize job application materials (resume, cover letter, and references) and have them reviewed by our office
- Network with employers by attending our Internship & Career Fair with your reviewed resume
- Prepare for interviews



### YOUR CAREER CHECKLIST

career@brookdalecc.edu

732-224-2792

www.brookdalecc.edu/career

Office located on Brookdale's Lincroft Campus MAC 105

**Internships/  
Field Experience**

**Resume/  
Interview  
Assistance**

**Community  
Service/Leadership  
Development**



## Dear Brookdale Student:

Career & Leadership Development offers a variety of programs and services to complement your academic study, your development as a leader, and to assist you in reaching your career goals.

If you are a currently enrolled student or alumni, we are here for you! We will assist you in finding hands-on learning opportunities, leadership skill development, and preparation for your future career!

We are also home to Brookdale's Chapter of the National Society of Leadership & Success, the nation's largest leadership honor society. Students are selected for membership based on academic standing and leadership potential. Candidacy is a nationally recognized achievement of honorable distinction. With 509 chapters, the Society currently has 571,886 members nationwide.

Your time at Brookdale is a great time to research what majors and careers exist so that you can get more information, and start thinking about what fits for you!

Follow this checklist to chart your course!

Visit us online or in person for more information.  
We look forward to working together!

### **Career & Leadership Development**

**MAC 105**

**732-224-2792**

[career@brookdalecc.edu](mailto:career@brookdalecc.edu)

[www.brookdalecc.edu/career](http://www.brookdalecc.edu/career)



### **First Semester**

- Visit Career & Leadership Development and discover what services are available
- Identify your personal and professional values, interests, and skills by taking a career assessment
- Research majors by using the College Catalog and explore the "What Can I Do With This Major" tool
- Get involved with a student organization
- Search for volunteer opportunities
- Talk with people in your field of interest
- Begin to work on your resume
- If you're looking for part-time employment, search the College Central Network job database for jobs on and off campus
- View our events calendar and attend career and leadership development workshops

### **Second Semester**

- Visit Career & Leadership Development to connect and reacquaint yourself with the services we offer
- Continue to update your resume (meet one-on-one or attend a resume workshop!)
- Develop relationships with faculty by visiting their office hours and speaking to them after class—you'll need letters of recommendation before you know it!
- Research trends and salary expectations for your career
- Consider a leadership role in a student organization
- Volunteer!
- Network with employers by attending our Internship & Career Fair with your reviewed resume
- If you plan to transfer, begin to explore your options
- If you're looking for part-time employment, search the College Central Network job database for jobs on and off campus
- View our events calendar and attend career and leadership development workshops