I. Catalog Information

CLP 70 Self-Assessment 4 Unit(s)

Advisory: English Writing 100 and Reading 100 (or Language Arts 100), or English as a Second Language 172 and 173.

Repeatability: (Student may enroll in either Career Life Planning 70 or 75, but not both for credit.)

Four hours lecture.

Examine the decision-making process by exploring theories in career development and other factors such as familial, social, and cultural issues that influence career and lifestyle choices. Utilize self-assessment inventories to identify individual interests, values, skills, and personality types as they relate to career/college major options. Become familiar with career development software, related technology and develop skills to enhance the job search process.

II. Course Objectives

A. Identify a process of career development and life planning from a holistic perspective, which can be applied throughout one's life span. Compare career development theories and practices from historical and contemporary perspectives. Analyze historical, psychological, social, and cultural influences that shape college major, career and lifestyle choices. Identify other key factors that influence career/life planning.

B. Assess interests, values, skills, and personality characteristics.

C. Identify related college majors and potential career options. Conduct research utilizing career centers, libraries, interviews, the Internet, and computer assisted career guidance programs for pertinent details of college major/career options.

D. Analyze the career decision making process and evaluate the most congruent career options. Formulate both short and long-term educational/career goals, and develop action plans to attain those goals.

E. Examine the key phases involved in the job search process with an emphasis on developing interpersonal and written communications.

III. Essential Student Materials

Required textbook and assessment inventories.

IV. Essential College Facilities

Classroom with standard audio-visual equipment

V. Expanded Description: Content and Form

A. Identify a process of career development and life planning from a holistic perspective, which can be applied throughout one's life span. Compare career development theories and practices from historical and contemporary perspectives. Analyze historical, psychological, social, and cultural influences that shape college major, career and lifestyle choices. Identify other key factors that influence career/life planning.

1. Identify a process of career development and life planning from a holistic perspective, which can be applied throughout one's life span.
   a. Review the value and benefits in using multiple assessments (and consider the many influences) that impact career development. There is no single, perfect (or scientific) method for choosing one's career path.
   b. Examine how various cultures conceptualize notions of work and career development, and how these influence self-understanding/career planning (e.g. Hofstede's study of work attitudes and values in 39 countries).

2. Compare career development theories and practices from historical and contemporary perspectives.
   a. Donald Super (self-concept)
   b. John Holland (interests)
   c. Carl Jung, Myers-Briggs (personality type)
   d. David Keirsey (personality type and temperament)
e. Alfred Adler (values/self-esteem/life-style)
f. John Krumboltz (social learning and career beliefs)
g. Frederick Herzberg (internal and external motivation)
h. Derald Sue (multicultural counseling)
i. Ann Roe (Roe's Formula Occupational Choice)

3. Analyze historical, psychological, social, and cultural influences that shape college major, career and lifestyle choices. Identify other key factors that influence career/life planning.
   a. The evolution of work (agricultural, industrial, and information ages)
   b. The global economy and career self-reliance
   c. Changes in organizational structures (hierarchy model, web model, etc.)
   d. Personal role models and mentoring relationships
   e. Birth order, social conditioning, and parental expectations
   f. Role of opportunity, chance, and choice in career/life planning
   g. Work, volunteer, and internship experiences
   h. Importance of a positive attitude, self-esteem and self-talk
   i. Physical health and well-being (diet, exercise, leisure time, and stress management)
   j. Personal preference for leadership, risk-taking, work style, and learning environments
   k. Purpose of higher education (critical thinking, communication skills, etc.) vs. vocational training
   l. Retirement planning in career development process

B. Assess interests, values, skills, and personality characteristics.
   1. Assess interests, values, skills, and personality characteristics.
      a. Define how identification of interests plays an important role in selecting a major and career
         1. Examine early and life-long patterns of interests (life themes)
         2. Relate personal interests to Holland Typology
         3. Inventory interpretation
         4. Select major/career options based on inventory results and personal knowledge of interest
      b. Identification of personal and work values
         1. Understand the concept of values and why values clarification is an important part of self-knowledge in career decisions
         2. Discuss how values motivate organizations and individuals
         3. Examine ways values influence major/career choice
         4. Cultural values affecting career/major choice
         5. Select a hierarchy of personal and work values based on values assessment
      c. Identification of personal skills
         1. Explain the importance of skills identification in the career/life planning process
         2. Differentiate types of skills (knowledge-based, interpersonal, and transferable)
         3. Recognize the usefulness of transferable skills in job search communications
         4. Identify preferred personal skill competencies using expressed and assessed measurements including SCANS Skills
         5. Prioritize skills that are important to use in future work and those for further development
         6. Identify work characteristics and talents as they relate to the career development process
      d. Define how identification of personality style plays an important role in selecting a major and Career
         1. Understand the nature of and research relating to personality characteristics and preferences
         2. Clarify importance of selecting a major/career consistent with personality style
         3. Personality inventory interpretation
4. Select multiple major/career options based on personality inventory results and self-knowledge

C. Identify related college majors and potential career options. Conduct research utilizing career centers, libraries, interviews, the Internet, and computer assisted career guidance programs for pertinent details of college major/career options.

1. Identify related college majors and potential career options.
   a. Immediate entry into job market
   b. Professional/graduate school preparation
   c. A Liberal Arts Education
   d. Special aptitudes, talents or interests
   e. Nontraditional majors/options
   f. Job market trends

2. Determine common threads from among the self-assessment inventories and personal profile sheet and evaluate possible choices while considering the following:
   a. Career centers and libraries for publications, catalogues, and career/major related resources
   b. Computer assisted career guidance options (Eureka, Discover, etc.)
   c. Informational interviews
   d. Internet sites and the World Wide Web (O’Net, OOH, California Occupational Guides, etc.)
   e. The traditional media (Newspapers, Magazines, Journals, etc.)
   f. Volunteer, internship, co-operative education, and job shadow

3. Conduct research utilizing career centers, libraries, interviews, the Internet, and computer assisted career guidance programs for pertinent details of likely college major/career options.

D. Analyze the career decision making process and evaluate the most congruent career options. Formulate both short and long-term educational/career goals, and develop action plans to attain those goals.

1. Analyze the career decision-making process and evaluate the most congruent career options.
   a. Steps in Decision Making (define goals, understand alternatives, gather information, consider consequences and create a plan)
   b. Common Decision Making Styles (e.g. Planful, Impulsive, Compliant, Indecisive, and Paralytic) that are often used in the decision making process.
   c. Decision Making based on MBTI Type (Thinking vs. Feeling)
   d. Decision Making based on Intuitive vs. Linear processes
   e. Recognizing and overcoming barriers to decision making

2. Formulate both short and long-term educational/career goals, and develop action plans to attain those goals.
   a. Consider factors such as age, health, ability, disability, economic situation, and learning style
   b. Support system in place (financial aid/planning, family support, career counseling, mentors)
   c. Identify educational/career development goals and outline a plan with specific action steps
   d. Incorporate health and well-being action steps into the career/life planning goals

E. Examine the key phases involved in the job search process with an emphasis on developing interpersonal and written communications.
   a. Knowing yourself (Assessment)
   b. Identifying goals
   c. Education/Training
   d. Work Experience
   e. Resume Writing
   f. Interviewing
   g. Networking
   h. Salary and benefits negotiation

VI. Assignments
A. Reading
1. textbook readings
2. handouts
3. expanded study of assessment results

B. Writing
1. maintain a weekly journal
2. three-five page autobiography
3. targeted resume and cover letter
4. final exam: a self-analysis essay highlighting skills, values, interests and personality traits
5. research paper focused on one occupation.

C. Presentation: twenty minute presentation on a current topic in career development

VII. Methods of Instruction
- Lecture and visual aids
- Discussion of assigned reading
- Homework and extended projects
- Guest speakers
- Collaborative learning and small group exercises

VIII. Methods of Evaluating Objectives
A. In-class quizzes and exams to assess knowledge of content.
B. Writing assignments such as weekly journals, autobiography, resume, or research paper to evaluate ability to analyze critically and synthesize course materials.
C. In-class presentation to evaluate ability to synthesize course materials and prepare and present information clearly.

IX. Texts and Supporting References
A. Examples of Primary Texts and References

B. Examples of Supporting Texts and References
13. Martin, Charles. "Looking at Type and Careers". Gainesville, FL: Center for Applications of Psychological Type, Inc., 1995


