

HOW DO I CHOOSE A CAREER?

You can start by taking a look at yourself. This booklet is designed to help you do just that - to take a look inward to identify your values, skills, and interests and how they relate to your major and career decisions through the process of self-assessment. It will then direct you outward to help you explore career literature, summer job opportunities, Cornell resources and other sources to aid you in your decisions. It is designed as a workbook, so you will get the most out of it by doing the exercises! Upon completion, you will have finished the first two steps in career exploration. Career exploration is a never-ending process. The more you learn about yourself and the outside world, the more you will want to re-evaluate your values, skills, and interests. This booklet will help you begin that process.

While completing this booklet, remember to be honest with yourself. No one but you can determine what it is that you want. By assessing your values and interests by others' expectations (parents, peers), you will lead yourself to explore career paths which meet other people's needs, not necessarily your own. But recognize that cultural and family expectations may indeed play a role in your final decision. Thus it is important to be honest with yourself as you respond to these exercises.

When you have finished the **EXPLORE** exercises, you may want to move on to **SIGIPLUS**, a computerized career planning program, to begin looking outward. You can put your top ranked values, interests and activities into the self-assessment section of SIGIPLUS and use them to generate a list of occupations (you will use the skills information in later sections).

If you prefer, you can simply look up occupations on the SIGIPLUS list and enter them. SIGIPLUS has key facts about more than 250 occupations including: the nature of the work; education, training and skills required; both monetary and more personal rewards; outlook for the future, and more.

SIGIPLUS is available for use at Cornell Career Services, 103 Barnes Hall, 607/255-5221 and for Arts and Sciences students in 61 Goldwin Smith Hall, 255-4166.

Part I: SELF-ASSESSMENT

VALUES:

According to psychologist Donald Super, work values can be seen as the goals that motivate people to work, the satisfactions they seek on their jobs, or the outcomes of their jobs. Assessing your values will help you see what job characteristics are important to you. If you are aware of your values, you will be more apt to choose a career that is consistent with them, and will probably feel better about the work you do.

I. The following list describes a wide variety of satisfactions that people obtain from their jobs. Look at the definitions of these various satisfactions and rate the degree of importance that you would assign each for yourself using the scale below:

- 1 = Not important at all
- 2 = Not very important
- 3 = Reasonably important
- 4 = Very important in my choice of career

JOB FACTORS:

- _____ **Help Others-Society:** Be involved in helping other people, individually or in small groups.
- _____ **Work with others:** Have a close working relationship with a group; work as a team toward common goals.
- _____ **Power and Authority:** Control the work activities or influence the actions of other people.
- _____ **Work Alone:** Do projects by myself, without any significant amount of contact with others.
- _____ **Experience Challenge:** Make use of my abilities, skills and strengths in challenging situations.
- _____ **Social Status:** Having prestige in the community.
- _____ **Working Conditions:** Pleasant and comfortable place to work.
- _____ **Achievement:** The job would give me a strong feeling of accomplishment.
- _____ **Advancement:** I would be able to advance within the organization.
- _____ **Creativity:** Create new ideas, programs, organizational structures or anything else not following a format previously developed by others.
- _____ **Supervision:** Have a job in which I am directly responsible for the work done by others.
- _____ **Change and Variety:** Have work responsibilities which frequently change in their content and setting.
- _____ **Security:** Be sure of keeping my job and a reasonable financial reward.
- _____ **Responsibility/Decision-Making:** Have power to decide course of action.
- _____ **Fast Pace:** Work in circumstances where there is a high pace of activity; work must be done rapidly.
- _____ **Recognition:** Be recognized for the quality of my work in some visible or public way.
- _____ **Profit-Gain:** Have a strong likelihood of accumulating large amounts of money or other material gain.
- _____ **Moral Fulfillment:** Feel that my work is contributing significantly to a set of moral standards which I feel are important.
- _____ **Time Freedom:** Have work responsibilities which I can work at according to my own time schedule; no specific working hours required.
- _____ **Travel:** Have a job which requires frequent travel.
- _____ **Leisure time:** Have a position which allows for leisure time (i.e. 35 - 40 hour work week, weekends off, compared to a 60 hour week, working late and/or weekends).
- _____ **Minimal Stress:** Few deadlines and time pressures.
- _____ **Public Contact:** Work in which I have a great deal of contact with the general public.
- _____ **Excitement:** Have an exciting position where I am always busy.

II. I want to work with people*:

One of the phrases often heard when the "What do you want to do?" question is asked is " Well, I'm not really sure, but I know I want to work with people." There are many different ways to do just that and this exercise is designed to help you decide just how much you want to work with people, to what extent, and in what capacity.

Rank from one to five the statements below which best describe how you'd like to work with people:

	<u>EXAMPLE</u>
_____ Help people with their personal problems	Counselor or Lawyer
_____ Instruct people	Teacher or Corporate trainer
_____ Supervise others	Manager or Principal
_____ Gather information from others	Reporter or Researcher
_____ Influence the attitudes of others	Salesperson or Lobbyist
_____ Confront others	Community Advocate
_____ Organize others	Politician or Scout troop leader
_____ Mediate between people	Labor Negotiator or Lawyer
_____ Make decisions about others	Doctor or Human Resource Mngr.
_____ Provide service to others	Travel Agent or Doctor

III. Can you **summarize any conclusions** from the exercises above?

Example: It is very important to me in my work to provide a service to others, to work in a challenging and intellectually stimulating environment where responsibilities frequently change, to have time for physical activity and spend time with friends.

Start by reviewing the scores you gave to the values in the exercises above, and write them on the lines below. This will help you when you look back to **assess the whole picture upon completion** of the skills and interests inventories.

WORK VALUES

*Adapted from PATH: A Career Workbook for Liberal Arts Students, Howard Figler, and CHOICES: A Career Exploration Workbook, Karin Ash.

SKILLS:

What are the things that you do best? That is the question you're trying to answer in this section on skills assessment. The types of skills below will give you an idea of how the things you have done apply to different areas of skills.

Functional Skills: Skills that can be applied in many diverse settings. Examples: verbal and written communication, research, problem solving, computer programming.

Specific Content Skills: Skills specific to certain careers. Examples: Psychological research, financial analysis, accounting, foreign language.

Adaptive Skills: Self-management skills such as patience, time-management, warmth, and reliability: skills which help a person adapt to schedule, setting, and people in the work place.

Many skills are also **transferable** - they transfer from one job, project or experience to another. Analytical, problem solving, learning a foreign language, computer facility, research, and writing skills developed in academic course work in any field transfer to many other areas of real world work.

The 10 "Hot" Transferable Skills According to Employers

1. Budget Management
2. Supervising
3. Public Relations
4. Coping with Deadlines
5. Negotiating
6. Speaking
7. Writing
8. Organizing, managing, coordinating
9. Interviewing
10. Teaching/Instructing

It is important that you be able to assess your skills so that you know what you have to work with and so you can convey these skills to a prospective employer.

PAST ACCOMPLISHMENTS REVEAL SKILLS

The achievements of which you are most proud and which have given you the most satisfaction tend to indicate where your greatest concentration of skills exists. It follows that you will be happier, more productive, and more successful if you can incorporate your skills into your life work. Take a look back and see what it is that you've enjoyed, what skills you were employing, and with what kinds of tasks you were dealing. **Look for patterns and priorities;** they will help you see where your energy has been focused.

- List 4 experiences or accomplishments of which you are proud.

It can be an accomplishment in high school, college, extracurricular activity, job, or hobby.

• *Examples:* Getting into Cornell, giving a speech, writing a thesis, making the track team, finding a summer job, being an Residence Hall Advisor, studying abroad, summer camp counseling. You've done a lot since you've been on this earth and you do have skills- just THINK!!

1. _____
2. _____
3. _____
4. _____

Try to write at least a paragraph of specifics (who, what, where, how, etc.) about each accomplishment on some scratch paper.

Now, look at each accomplishment to assess your responsibility, and what you had to do to complete each task. Next try to list the skills you used in the experience in the space below. If you find the same types of transferable skills reappearing write them down each time. This will help you see some consistency in the skills you use and do well.

Example: Writing a thesis.

Skills used: Research, writing, completing project from start to finish,
interviewing experts on the subject, word processing skills.

Related skills from these experiences:

1. _____
2. _____
3. _____
4. _____

Now look through the **Abilities** categories which are defined below and evaluate yourself on each according to the following scale:

- 1 = No ability at all
- 2 = Enough ability to get by with help from others
- 3 = Some ability
- 4 = Definite, strong ability in this area

Don't compare yourself with your peers - just rate yourself according to the best estimate of your ability.

PHYSICAL, MANUAL, MILITARY

- _____ **Mechanical reasoning:** able to understand the ways that mechanical or electrical things operate, and the relationships between mechanical operations.
- _____ **Manual dexterity:** skill in using one's hands or body.
- _____ **Spatial perception:** able to judge the relationships of objects in space, to judge sizes and shapes, manipulate them mentally and visualize the effects of putting them together or of turning them over or around.
- _____ **Physical stamina:** physical resistance to fatigue, hardship and illness.
- _____ **Physical Agility/Coordination:** ability to master athletic skills, dance steps.
- _____ **Outdoor skills/knowledge of outdoors:** familiar with the outdoors; ability to work and live with the land, handle trees, plants, and animals.
- _____ **Military Leadership:** ability to organize and lead people, inspire loyalty, teach skills.
- _____ **Law and Order:** respect for civil order and safety, strength and will to inspect and enforce it.
- _____ **TOTAL**

INVESTIGATIVE

- _____ **Scientific Curiosity:** wanting to know why things are the way they are.
- _____ **Research:** develop new knowledge by gathering data in a systematic way, establishing certain facts or principles.
- _____ **Quantitative Reasoning:** ability to analyze numerical problems and set them up for the simplest method of solution.
- _____ **Explore Methods:** figure out the best way to explore a particular question.
- _____ **Teach and Advise College Students:** enable them to learn skills, knowledge, insight.
- _____ **Computer use:** able to use computers to solve quantitative problems; knowledge of programming, computer capabilities, etc.
- _____ **Observe people, Animals, Things:** watch behavior, looking for patterns, causes and effects.
- _____ **Love to Learn:** enjoy being a student, plan to go beyond a bachelor's degree.
- _____ **TOTAL**

CREATIVE, AESTHETIC

- _____ **Artistic:** keenly sensitive to aesthetic values, able to create works of art.
- _____ **Imaginative with things and ideas:** able to create new ideas, objects or programs and to conceive existing elements in new ways; able to merge abstract ideas in new ways.
- _____ **Design:** able to develop visual artistic presentations and/or do layouts, graphs, posters, charts, and other visual aids.
- _____ **Music:** ability to perform for self and others.
- _____ **Writing:** ability to write effective reports, critical analyses, arguments
- _____ **Creative Writing:** Ability to create and communicate scenes, feelings, places and people.
- _____ **Dramatics:** able to portray ideas or stories in a dramatic format.
- _____ **Linguistic Skills:** ability to learn and communicate in foreign languages.
- _____ **TOTAL**

SOCIAL

- _____ **Talking:** Relate easily with individuals or groups in various informal or institutional settings.
- _____ **Counseling:** able to engage in a direct helping relationship where the person's concern is not solvable through direct information giving or advice.
- _____ **Interviewing:** able to elicit information from others.
- _____ **Negotiating:** able to bargain or discuss, focussing on reaching agreement.
- _____ **Work well with members of group:** ability to collaborate with colleagues and work as a team.
- _____ **Deal with feed back:** able to accept praise and criticism.
- _____ **Adaptability:** present yourself appropriately for a variety of interpersonal situations or group occasions; relate easily in social situations.
- _____ **Teaching:** able to help children and/or adults learn how to do or understand something; able to provide knowledge or insight.
- _____ **TOTAL**

ENTERPRISING, PERSUASIVE, MANAGERIAL

- _____ **Organization and planning:** able to develop a program project or set of ideas through systematic preparation and arrangement of tasks, coordinating the people and resources necessary to put a plan in effect such as planning conferences.
- _____ **Make decisions:** comfortable in making judgments or reaching conclusions about matters which require specific action; able to accept the responsibilities for the consequences of such actions.
- _____ **Directing/Supervising:** delegating work to other people; dividing a large task among workers and making sure it proceeds on schedule to meet deadline.
- _____ **Problem Solving:** ability to analyze a problem and offer creative solutions.
- _____ **Public Speaking:** ability to make presentations to large and small groups.
- _____ **Persuading:** motivating other people to perform in a particular way, or to accomplish a goal.
- _____ **Fund raising:** persuading people and organizations to provide money for a project.
- _____ **Deal with public:** relate on a continual basis with people who come to an establishment for information, service or help, including a broad cross-section of people.
- _____ **TOTAL**

INFORMATION PROCESSING, VERBAL AND NUMERICAL DATA

- _____ **Computational speed:** able to manipulate numerical data rapidly without the aid of a mechanical device, demonstrating considerable accuracy in the process.
- _____ **Work with numerical data:** comfortable with large amounts of quantitative data, compiling, interpreting, and presenting it.
- _____ **Budget management:** ability to manage finances for group or self.
- _____ **Orderliness:** able to arrange items in a systematic, regular fashion so that such items or information can be readily used or retrieved with a minimum of difficulty.
- _____ **Handle details:** able to work with a great variety and/or volume of information; comfortable with small information tasks that are part of a larger responsibility. Attention to details, accurate and precise.
- _____ **Word Processing:** prepare and edit manuscript from your own or someone else's work.
- _____ **Data Processing:** sort, assemble, and analyze quantitative material.
- _____ **Sorting/Classifying Information:** set up or use a system for organizing information so people can find what they want.
- _____ **TOTAL**

Of the abilities you have rated for yourself, which do you believe represent your most prominent strengths? Review the skills you discovered both from your past experiences, as in the first exercise, and in the self-rated exercise above. **Select what you feel are your most outstanding abilities and the ones you enjoy using, and write them on the lines below,** trying to put them in some kind of rank order. Indicate those you would most like to use in your work and try to find examples that illustrate previous use of these skills.

ABILITIES

EXAMPLES

ACTIVITIES and INTERESTS

Interests are the things you enjoy doing and would like to do. Although interests don't necessarily reveal skills, selecting a career which correlates with your interests will make you happier, and chances are you will be more successful at doing something you enjoy doing rather than just something you are capable of doing. For example, just because you are good with numbers doesn't necessarily mean you like to work with numbers. Similarly, just because you enjoy playing tennis doesn't mean that you can play at Wimbledon. But it helps to see where those interests lie so you may incorporate them, one way or another, into your career. So, even though you may not be able to play at Wimbledon you could look for a job with a tennis publication, or work at marketing for an athletic clothing company. Assessing your interests can help you determine what that career could be.

The following are general interest groups to help you touch upon your area or areas of interests.

A more complete interest inventory, such as the Strong Vocational Interest Blank, can be taken through your college career services office or in Barnes Hall. Just stop by and inquire. But for now look at the interest themes below, developed by John Holland, and rate them according to the scale described. This will help you begin to formulate your interests, and even if a bolt of lightning doesn't come down and strike you with your destiny, you will at least gain insight into the things you are not interested in, which can eventually help you determine what kinds of things you might like to do.

- 4 = something I would like doing very much
- 3 = something I think I might like doing
- 2 = something I would do, if necessary
- 1 = something I would dislike doing

Circle the number that corresponds with your level of interest for each task. The themes will give you an overall idea of what the hypothetical x-theme person likes to do. You may find yourself liking specific items in many categories, liking only items in one category, or having a mixture of themes. Total up the score for each theme and write it in the space provided. This will help you generalize where your interests lie, and will help you later when you look at the whole picture.

R: REALISTIC

People who have athletic or mechanical ability, work with objects, machines, tools, plants, animals, prefer to work outdoors.

	<u>Circle</u>
Work with your hands or outdoors	4 3 2 1
Do handicrafts, make clothes, knit	4 3 2 1
Law enforcement, military careers	4 3 2 1
Fix mechanical and electrical things	4 3 2 1
Build things, woodworking	4 3 2 1
Work with large pieces of machinery	4 3 2 1
Use metalworking or machine tools	4 3 2 1
Grow flowers and vegetables	4 3 2 1
Take a natural resources course	4 3 2 1
Take a mechanical drawing course	4 3 2 1
Take an animal science course	4 3 2 1
Take a horticulture course	<u>4 3 2 1</u>

Total: _____

I: INVESTIGATIVE

People who like to observe, learn, investigate, analyze, evaluate, solve problems.

Read scientific books or magazines	4	3	2	1	
Work in a laboratory	4	3	2	1	
Work on a scientific or research project					4 3 2 1
Conduct opinion surveys	4	3	2	1	
Read about special subjects on my own					4 3 2 1
Observe behaviors	4	3	2	1	
Solve math problems or puzzles	4	3	2	1	
Program computers	4	3	2	1	
Take a physics course	4	3	2	1	
Take a chemistry course	4	3	2	1	
Take a math course	4	3	2	1	
Take a biology course	4	3	2	1	
Total:	_____				

A: ARTISTIC

People who like to use their artistic, innovative or intuition abilities and like to work in unstructured situations, using imagination and creativity.

Sketch, draw, or paint	4	3	2	1	
Write creatively	4	3	2	1	
Attend plays	4	3	2	1	
Design rooms or buildings	4	3	2	1	
Design layouts, posters	4	3	2	1	
Play in a band, orchestra or group	4	3	2	1	
Go to concerts, recitals or musicals	4	3	2	1	
Dance	4	3	2	1	
Take pictures	4	3	2	1	
Read popular fiction	4	3	2	1	
Read or write poetry	4	3	2	1	
Take an art class	4	3	2	1	
Total:	_____				

S: SOCIAL

People who like to work with people - to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

Organize group activities	4	3	2	1	
Belong to social clubs	4	3	2	1	
Help others with their personal problems					4 3 2 1
Take care of children or the elderly	4	3	2	1	
Go to parties	4	3	2	1	
Settle disputes	4	3	2	1	
Be a recreation director	4	3	2	1	
Attend meetings and conferences	4	3	2	1	
Coach a team	4	3	2	1	
Volunteer at a telephone hot line	4	3	2	1	
Administer first-aid	4	3	2	1	
Teach or tutor someone	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
Total:	_____				

E: ENTERPRISING

People who like to work with people - influencing, persuading, leading, managing for economic gain or organizational goals.

Influence others	4	3	2	1	
Sell something	4	3	2	1	
Discuss politics	4	3	2	1	
Operate my own service or business	4	3	2	1	
Attend conferences	4	3	2	1	
Give talks	4	3	2	1	
Serve as an officer of any group	4	3	2	1	
Supervise the work of others	4	3	2	1	
Meet important people	4	3	2	1	
Work for a commission	4	3	2	1	
Lead a group in accomplishing some goal					4 3 2 1
Participate in political campaign	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
Total:	_____				

C: CONVENTIONAL

People who like to work with data, have clerical or numerical ability, enjoy carrying out in detail others' instructions.

Coordinate a conference	4	3	2	1	
Keep things organized	4	3	2	1	
Use word processors, programs to process information	4	3	2	1	
Keep detailed records of cash flow	4	3	2	1	
File and recall reports and documents	4	3	2	1	
Write accurate communications to important clients	4	3	2	1	
Take an accounting course	4	3	2	1	
Take a finance course	4	3	2	1	
Compute statistics	4	3	2	1	
Calculate the best currency exchange	4	3	2	1	
Develop a personal classification scheme					4 3 2 1
Organize library materials	4	3	2	1	

Total: _____

Now go back and review your responses. **Which themes had the highest totals?** Which items from other themes did you score highly on? Think about the highest ranked interests you have revealed in this exercise and write them in the box below.

INTERESTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

PART II: MAKING SENSE OF IT

If you've done the exercises, perhaps a little light is starting to shine on you, maybe not, about what's available and realistic - we won't worry about that right now - but about yourself, what is important to you and what kind of things - values, skills, and interests, you'd like to incorporate into your career.

Go back and **review the summaries of your values, skills, and interests**. Try to select the ones you now feel are the most important to you, perhaps ones you think you would like to incorporate into your work, and **write them in the space below**.

Example: Have some leisure time, work with others in a fast paced, changing environment; use my creative, writing, and social skills; lead a group in accomplishing a goal.

SUMMARY

Daydreams: Keeping these values, skills, and interests in mind daydream a bit about "the perfect job". Write down your ideas and some of the things that you find attractive about them below.

Example:

Marketing sports clothing/equipment.

Why?

- Meet the players; go to receptions; arrange for product promotions
- Use my creative and writing skills to think of marketing ideas
- Constant change
- Work with people
- Attend sporting events - get to be outside sometimes; travel
- Get free or reduced price products

So maybe marketing isn't your dream job, but it is an idea of how you can integrate your values, skills and interests into your career. The bottom line is that it doesn't matter that you're an Economics major and everyone thinks you should be a financial analyst. . . or that you're a Biology major and everyone thinks you should be a genetic researcher - just think about what you'd do if you could make up your own job.

DAYDREAMS

What? _____

Why? _____

See if you can come to any conclusions about the areas you might like to investigate. For although your dream job may not exist in its entirety, you may be able to find something which incorporates many of your "daydreams".

Holland's Occupational Themes

Take a little time now to study the attached circle chart. There are six broad occupational themes describing types of people, values and types of work/learning environments. **Compare these categories with the results of your self-assessment in this workbook.** In addition, you may find it useful to circle or highlight the words and phrases in any part of the circle that you feel might describe you. Jot down any conclusions about the career areas you would like to investigate.

Once you have completed these exercises, you may wish to review the results of your inventories and select two or three occupational themes that best represent your skills and interests. You can learn about careers that include your top three interest themes by visiting: <http://www.nycareerzone.org/> You can also meet and discuss your results with a career counselor in your college's career services office.

Where does my major fit in?

Remember, a college major does not necessarily have to directly relate to a future career; so if you find that you're an Art History major who is interested in Hospital Administration, or a Biology major interested in Sales and Marketing, don't worry. Although having a major related to your career interests has some important bearing on your employability in that field, a college education, no matter what your major, helps develop many "liberal" and transferable skills such as human relations, communication, critical thinking, and research that are valuable in many careers. While many fields may require specific skills, (i.e., computer skills, strong writing background, accounting courses) you can incorporate these types of courses into your program of study and broaden your background in the field, if you plan early. Related "real world" experiences are invaluable in helping you see if this is really what you're interested in, and in showing your prospective employer that your interests are sincere.

In choosing your major you may want to consider the following questions:

1. What is the make-up of this area of study? What courses are offered?
2. Would I be taking most of my courses within the major department or does this major provide opportunity to take (many, few) classes outside of that subject area?
3. What are the methods of learning in this program? Large lectures? Discussion sections? Labs?
4. What skills and competencies will I have when I finish the program, and what can I do with them?

To help you with this task, you might want to look at Web resources:

What Can I Do With This Major? <http://www.arts.cornell.edu/career/majors/majors.asp>

Careers After Cornell <http://www.arts.cornell.edu/career/careersafter.asp>.

Next Steps: Use the following list of Cornell Majors Classified by Holland Themes to sort through some possible options. Notice that each section of majors is organized by the primary theme of interest (beginning with Investigative "I" interests), followed in each subgroup list by the second strongest interest, and so on. If you go back and review your results in this survey, you'll see some good starting places for exploration of options.

CORNELL MAJORS CLASSIFIED BY HOLLAND THEMES

There have been efforts to classify college majors by the six Holland themes. They appear to be nice quick-and-easy solutions to the problem because they simplify a complex decision. That simplification can confuse or obscure important issues. The themes can represent broad categories of subject matter, but they can also represent a style of handling subject matter, a set of skills or a work environment. As you use the scheme presented here, think not just about the subject content of the field of study but also about the methods used in that course of study which might also be applied to a different content. The scheme can suggest courses and departments to be explored, pieces that you might want to incorporate in your program, as well as majors.

So keep in mind which letters of your pattern represent skills and which represent interests, if those are not the same. And check out all the possible combinations of your strongest themes. Consider the scheme **suggestive but not conclusive.** Your decision should be based on current, first hand information. Departments frequently change their course offerings, the requirements and names of their majors. Interdepartmental majors are often possible, some ready-made and some individually designed.

INVESTIGATIVE COURSES OF STUDY
IRA
Ecology and Evolutionary Biology (Biological Sciences)
Genetics and Development (Biological Sciences)
Geological Sciences
Mathematics
Molecular and Cell Biology (Biological Sciences)
Plant Biology (Plant Sciences)
Soil, Crop & Atmospheric Sciences
Statistics (Department of Statistical Science)
IRS
Agricultural and Biological Engineering (ENG and ALS)
Agriculture, Resource, and Managerial Economics (Many specialties)
Animal Science
Biochemistry (Biological Sciences)
Ecology and Evolutionary Biology (Biological Sciences)
Entomology
Floriculture & Ornamental Horticulture (Plant Science Or Horticultural Sciences)
Food Science
Geological Sciences
Mechanical & Aerospace Engineering
Natural Resources
Operations Research and Industrial Engineering
Plant Biology (Plant Sciences)
Plant Sciences
Pomology (Plant Sciences)
Soil, Crop, and Atmospheric Science

IRE
Applied Economics and Business Management (ARME)
Animal Science
Biochemistry (Biological Sciences)
Business Management and Marketing (ARME)
Chemical Engineering
Civil and Environmental Engineering
Communication
Computer Science
Ecology and Evolutionary Biology (Biological Sciences)
Electrical Engineering
Food Industry Management (ARME)
Genetics and Development (Biological Sciences)
Microbiology (Biological Sciences)
Plant Genetics and Breeding (Plant Sciences)
Policy Analysis and Management
Statistics (Department of Statistical Science)
IAS
Applied Economics and Business Management (ARME)
Biology & Society
Biopsychology (Psychology)
Cognitive Studies Concentration
Comparative Literature
Economics
Experimental Psychology (Psychology)
History
History of Art
Labor Economics
Foreign Languages
German Studies
International Relations Concentration
Neurobiology & Behavior (Biological Sciences)
Southeast Asia Studies Concentration
Visual Studies (Independent Major)

I A R
Anthropology
American Indian Studies Concentration
Applied and Engineering Physics
Astronomy
Biological Sciences
Biophysics (ABEN)
Chemical Engineering
Chemistry
Microbiology
Physics
ISA
Biology & Society
German Studies
History
Human Biology Program
Human Development
Law and Society Concentration
Psychology
Policy Analysis and Management
Science and Technology Studies
Southeast Asia Studies Concentration
ISR
Biological Sciences (many specialties)
Biology & Society
Biopsychology (Psychology)
Civil and Environmental Engineering
Natural Resources; Environmental Sciences
Science and Technology Studies
Teacher Education in Science and Math
IES
Agricultural, Resource and Managerial Economics
(Many specialties)
Animal Physiology
Applied Economics and Business Management (ARME)
Economics
Education
Government

International Relations Concentration
Labor Economics
Microbiology (Biological Sciences)
Psychology
Science and Technology Studies
Science of Earth Systems
IEC
Agricultural, Resources, and Managerial Economics
(Many specialties)
Applied Economics and Business Management (ARME)
IEC, cont.
Ecology and Evolutionary Biology (Biological Sciences)
Economics
Labor Economics
Statistics (Department of Statistical Science)
ICR
Computer Science
Statistics (Department of Statistical Science)
ARTISTIC COURSES OF STUDY
AIS
American Indian Studies Concentration
Asian American Studies
Asian Studies
Classics
Cognitive Studies Concentration
Communication
English
Foreign Languages
History of Art
International Relations Concentration
Languages and Linguistics
Modern Languages
Near Eastern Studies
Freehand Drawing and Scientific Illustration (ALS)
Theatre, Film, and Dance
Visual Studies (Independent Major)

AIE
City and Regional Planning
Communication
Design and Environmental Analysis
Textiles and Apparel
AIR
Architecture
City and Regional Planning
Communication
Design and Environmental Analysis
Fine Art
History of Art
Human Development
Landscape Architecture
Theatre, Film, and Dance
ASI
Design and Environmental Analysis
Fine Arts
Music
Philosophy
ASE
Africana Studies
American Indian Studies Concentration
American Studies
Asian American Studies
Communication
Design and Environmental Analysis
English
German Studies
International Relations Concentration
Jewish Studies Program
Latin American Studies
Latino Studies
Lesbian, Bisexual, and Gay Studies
Linguistics
Medieval Studies
Modern European Studies
Near Eastern Studies
Romance Studies

Russian and East European Studies
Textiles and Apparel
Feminist, Gender and Sexuality Studies
AES
Business Management and Marketing (ARME)
Communication
Design and Environmental Analysis
Law and Society Concentration
Textiles and Apparel
SOCIAL COURSES OF STUDY
SIA
Africana Studies
American Indian Studies Concentration
American Studies
Asian American Studies
Educational Psychology (Education)
German Studies
Government
Human Development
Industrial and Labor Relations
International Relations Concentration
Jewish Studies Program
Latin American Studies
Latino Studies
Law and Society Concentration
Lesbian, Bisexual, and Gay Studies
Medieval Studies
Modern European Studies
Near Eastern Studies
Policy Analysis and Management
Rural Sociology
Russian and East European Studies
Sociology
Feminist, Gender and Sexuality Studies
SIE
Applied Economics and Business Management (ARME)
Economics

Government
Industrial and Labor Relations
Labor Economics
Nutrition, Food, and Agriculture
Nutritional Sciences
Policy Analysis and Management
Science and Technology Studies
SIC
Applied Economics and Business Management (ARME)
Econometrics (ARME)
Economics
Labor Economics
Law and Society Concentration
Psychology - emphasis on methods and measurement
Policy Analysis and Management
Rural Sociology
SIR
Education
Environmental and Resource Economics (ARME)
Natural Resources; Environmental Sciences
Policy Analysis and Management
Rural Sociology
Science and Technology Studies
SAI
Communication
Human Development
Policy Analysis and Management
Psychology
Sociology
Women's Studies
SAE
City and Regional Planning
Design and Environmental Analysis
Education
Foreign Languages
Hotel and Restaurant Administration
Human Development

International Relations Concentration
Languages and Linguistics
Modern Languages
Nutrition, Food, and Agriculture
Nutritional Sciences
Policy Analysis and Management
Psychology
Teacher Certification in Home Economics (HumEc)
Textiles and Apparel
SEI
Applied Economics and Business Management (ARME)
Classics
Economics
Government
History
Labor Economics
Medieval Studies
Policy Analysis and Management
SEA
City and Regional Planning
Hotel and Restaurant Administration
Industrial and Labor Relations
International Relations Concentration
Policy Analysis and Management
Psychology
Sociology
Textiles and Apparel
SEC
Education
Industrial and Labor Relations
Nutrition, Food, and Science
Nutritional Sciences
Policy Analysis and Management
SCE
Hotel and Restaurant Administration
Industrial and Labor Relations
Nutrition, Food, and Science

Nutritional Sciences
Policy Analysis and Management
SRI
Agricultural, Extension and Adult Education
Animal Science
Policy Analysis and Management
Rural Sociology
Teacher Education in Science and Mathematics
SRE
Agricultural, Extension, and Adult Education
Animal Science
Biology and Society
Policy Analysis and Management
Rural Sociology
ENTERPRISING COURSES OF STUDY
EI
Agricultural, Resource, and Managerial Economics (many specialties)
Applied Economics and Business Management (ARME)
Economics
Government
Labor Economics
Science of Earth Systems
EIR
Civil and Environmental Engineering
Operations Research and Industrial Engineering
EAS & ESA
City and Regional Planning
Government
Law and Society Concentration
Policy Analysis and Management
Textiles and Apparel
ESI

Applied Economics and Business Management (ARME)
Economics
Education
Hotel and Restaurant Administration
International Relations Concentration (with Econ)
Industrial and Labor Relations
Labor Economics
Operations Research and Industrial Engineering
Policy Analysis and Management
ESC & ECS
Applied Economics and Business Management (ARME)
Hotel and Restaurant Administration
Industrial and Labor Relations
Natural Resources
Policy Analysis and Management
ECI
Accounting (ALS & Hotel)
Business Management and Marketing (ARME)
Economic Systems Analysis
Farm Business Management and Finance (ARME)
Financial Management (Hotel)
Marketing (Hotel)
ERI
Applied Economics and Business Management (ARME)
Communication
Environmental and Resource Economics (ARME)
Food Science
International Agriculture
Operations Research and Industrial Engineering
CONVENTIONAL COURSES OF STUDY

CIS
Accounting (ALS and Hotel)
Econometrics (ARME)
Statistics (Department of Statistical Science)
CEI
Farm Business Management and Finance (ARME)
Financial Management (Hotel)
Financial Systems Analysis
CES
Accounting (ALS and Hotel)
Business Administration (ALS and Hotel)
Policy Analysis and Management
REALISTIC COURSES OF STUDY
R I
Communication
Engineering (all programs)
Entomology
Environmental and Resource Economics (ARME)
Horticultural Sciences
Natural Resources
Soil, Crop and Atmospheric Sciences
R I A
City and Regional Planning
Civil and Environmental Engineering
Engineering: College Program
Landscape Architecture
R I S
Agricultural and Biological Engineering (ENG and ALS)
Animal Science
Mechanical and Aerospace Engineering
Soil, Crop and Atmospheric Sciences
Theoretical and Applied Mechanics

RIE & REI
Agricultural and Biological Engineering (ENG and ALS)
Animal Science
Civil and Environmental Engineering
Communications
Electrical Engineering
Entomology
Environmental and Resource Economics (ARME)
Environmental Systems Technology (ABEN)
Farm Business Management and Finance (ARME)
Material Science and Engineering
Mechanical and Aerospace Engineering
Nuclear Science and Engineering
Plant Sciences
Pomology (Plant Sciences)
Soil, Crop and Atmospheric Sciences
Theoretical and Applied Mechanics
RSI
Agricultural, Extension, and Adult Education
Hotel Administration
International Agriculture
RES & RSE
Applied Economics and Business Management (ARME)
Animal Science
Communication
Engineering: Communications Program
Environmental and Resource Economics (ARME)
Farm Business Management and Finance (ARME)
Food Industry Management (ARME)

Remember, this list is for generating Ideas. Below is space for you to jot down your reactions and thoughts.

Part III: A LOOK OUT

You've taken a look inward, at yourself. Now it's time to take what you've discovered and take a look out. This means exploring the world, and it can take many forms.

1. LOOK THROUGH CAREER LITERATURE

Cornell Career Information Services in 103 Barnes Hall is full of information that can help you get started. In addition, each College career office has college-specific resources. A short bibliography of career information is listed at the end of this booklet.

2. SUMMER JOBS AND INTERNSHIPS

can provide valuable insight and experience to you and your career search. Plan early and do lots of research. Be sure to look into the Student Jobs and Internships listings on the World Wide Web.

3. THE ALUMNI CONNECTION

Alumni can assist undergraduates in exploring a variety of career fields as well as in developing a network of professional contacts in those occupational areas. Check out the www.MonsterTRAK.com Alumni Career Contact Network. Attend presentations by Cornell alumni on campus and ask for particular contact information at your college career office.

4. INTERVIEWING FOR INFORMATION

After you've looked into several fields, the best place to get first-hand information about a career in that field is to talk to people already in the field. One way of doing that is through networking described above. You can also take advantage of Cornell Career Services' Externship program, the on- and off-campus career fairs and company information sessions at Cornell, or set up an information interview on your own. Just call and explain you'd like to speak with the individual for about twenty minutes, at his/her convenience, for information or advice.

Questions may include:

- What is a typical day like?
- What do you like best and least about what you do?
- What type of skills do you use in this job?
- What is the projected outlook for this field?
- How did your background prepare you for this work?
- How did you get into this type of work?
- Can you suggest someone else in this field for me to talk to?
(Build a network of contacts!)

5. THE CORNELL CONNECTION

Employers who want to receive resumes from Cornell students and alumni can list jobs through MonsterTRAK. Looking at these listings will give you a sense of what is available in many fields and what qualifications various kinds of employers are seeking. But remember that this represents only a small part of the total picture.

You can view these listings after registering on Cornell Career Service's world wide web site.

Once you have completed the self-assessment of your values, skills, and interests, and have reviewed career information, you may have to make a decision. One of the first decisions you make here at Cornell is in selecting your major. But there is a bigger decision that stems from that initial one. It's thinking about where you're going, and what the best way is to get there. These objectives, like your major, may change over time, and you will need to re-assess your values, skills, interests, and opportunities; a path which leads you to making yet another decision. The following is designed to help you do just that.

MAKING DECISIONS:

The following are some suggestions to keep in mind when it comes time to make a decision about your career path.

1. Identify acceptable alternatives. If you don't have at least two, it's time for research or action.
2. Know yourself: what you like, what you can do, what you want.
3. Evaluate the information you already have and seek new information, but don't let this become a way of avoiding a decision. There will always be some unknowns.
4. Choose by weighing alternatives, narrowing down, and confirming by experience or contact.
5. Commit yourself to one alternative first, so you can develop a strategy to reach your goal. Set the other(s) aside, at least until you come to another decision point.
6. Develop a time line and follow through, don't just think or talk about it.
7. Re-evaluate after a while to see if it's still what you want.

Remember decisions are not permanent. New options may open up and new choices can be made. Most of us go through this process periodically; the result may be a change or a renewed commitment to the present job, occupation, lifestyle, or other aspect of one's life. The process presented in this booklet is a good model for many of the decisions you will face later in life.

CAREER/LIFE PLANNING PROCESS

EXPLORE YOURSELF:

Collect information about
VALUES, GOALS
TEMPERAMENT
IDENTIFY: SKILLS
INTERESTS

EXPLORE THE WORLD

Collect information about
career opportunities through
READING CAREER INFORMATION
INFORMATION INTERVIEWS
CAREER FAIRS

TENTATIVE CHOICE

Explore through
EXTRACURRICULAR and
VOLUNTEER ACTIVITIES
SPECIFIC COURSES
INTERNSHIP
SUMMER JOB

MORE SELF-EXPLORATION?

MORE CAREER INFORMATION?

MORE INFORMED CHOICE

MORE OR DIFFERENT CONTACT
EXPERIENCE
GRADUATE OR PROFESSIONAL
TRAINING

CLARIFY CAREER PRIORITIES

"REAL" JOB SEARCH

DEVELOP & IMPLEMENT CAMPAIGN
TARGET ENTRY LEVEL POSITION
TARGET ORGANIZATIONS
DEVELOP CONTACTS LIST
POLISH RESUME
PRACTICE INTERVIEWING SKILLS

SUCCESS

CONCLUSION

There's no clear-cut conclusion. Everyone will encounter different barriers, challenges, and decisions. The best way to start is to explore! Use the bibliography of references in this booklet and the resources available to you through the Career Center and your college advising and placement offices to help you in your search. Read the material. Find out as much as you can about what's out there. It takes time, and you'll probably never have all the answers, but it's a good way to get background regarding possible career fields, and eventually it can help you to focus on your direction. Ask questions.

You can use the **career fairs** and **company information sessions** to gather information about on-campus recruiting opportunities. Career opportunities also extend far beyond these, so investigate other potential opportunities. Gather information through phone conversations, information interviews, and personal contacts. Then take what you know about your values, skills, and interests, and incorporate all of it into the picture. Make a decision about where it is that you want to go, and follow through on it.

Aside from housing career literature, the Cornell Career Services and college career offices sponsor a variety of workshops and services to help you in your career planning and job search. You may want to take advantage of:

- **Career and Graduate School Fairs**
- **Job Search Strategy Workshops**
- **Resume and Cover Letter Workshops**
- **Interviewing Workshops**
- **Resumes and Cover Letters critiqued by Student Career Advisors**
- **Regional and Industry Career Fairs**
- **Career counselors and Advisors who are available to answer your questions and help you in your career planning and job search**
- **All the opportunities available to you here at Cornell.**

Remember, career planning is an on-going, lifelong process. The "average" adult will have half-a-dozen careers and perhaps a dozen jobs in a working lifetime. It is worth spending some time to polish the job hunting skills you will need while you have these resources available to you here on campus and through our alumni network. That applies also to the unique collection of materials in the Cornell Career Services Library. Some highlights of that collection are listed on the next page.

GOOD LUCK!

Career Planning Information Sources

The Cornell Career Services Library, 103 Barnes Hall, has information to help you plan your future and seek employment. There is information on internships, on choosing careers and about jobs and employers; about graduate study and fellowships; temporary work and study abroad; as well as materials on careers and education in the health professions, regional files, and job-hunting resources.

SOME CAREER PLANNING RESOURCES

- Encyclopedia of Associations.
A comprehensive guide to national and international, private and government organizations; including trade and professional associations, educational, social welfare, and business groups.
- Occupational Outlook Handbook.
A major source of career information listing over 250 job descriptions, necessary training, average salary, and projected trends in employment opportunities.
- The Quick Job Hunter's Map: Richard Bolles.
A guide to skill assessment sold separately from his popular self-help book, below.
- What Color is Your Parachute?: Richard Bolles.
A job search book that begins with encouragement for the job seeker and includes self-assessment exercises to help you focus on your objective. Updated annually.
- Real People, Real Jobs: Reflecting Your Interests in the World of Work: Montross, Leibowitz, Shinkman
Interviews with people who hold jobs as classified by John Holland's RIASEC system.
- Career Guide for Creative and Unconventional People: Carol Eikleberry
Using the Holland coding system to enlighten and encourage exploration of a variety of Artistic-influenced occupations.

SOME JOB SEARCH RESOURCES

- Jobs for English Majors and Other Smart People: John Munschauer
- Go Hire Yourself an Employer: Richard Irish
- The Complete Job-Search Handbook: Howard Figler
- Sweaty Palms: The Neglected Art of Being Interviewed: H.A. Medley
- Who's Hiring Who: Richard Lathrop
- Coming Alive from Nine to Five: The Career Search Handbook: Betty Michelozzi
- The Damn Good Resume Guide: Yana Parker