

How to Choose a MAJOR and a CAREER

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"THINK about your CAREER"

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University
Ask. Think. Lead.

How to Choose a Major and a Career

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Major/Career choice basics

This booklet will provide you with some strategies and tools for looking at how you fit best in majors and careers. It's best to begin by looking at your interests, your skill areas, and your values. Then compare those to the characteristics of majors and careers in order to find similarities and differences.

After making your initial decision, you'll "try it out" by taking classes in your major, talking with other people (e.g., seniors, alumni) about their choices, and working in a related part-time job or internship. This will help you to focus on choosing a specific career area.

Is this booklet enough?

This booklet and its exercises/information might be all you need in order to get a clear idea of your direction, but it's ideal to work through this process with one of us in Career Development. We can help you best if you complete some of these exercises, and bring them with you when you come to meet with us.

Which comes first, the major or the career?

Major First:

Some people believe that you should first choose a major that interests you because majors lead to jobs (as long as you obtain relevant experience during college). Also, they believe that you should be most concerned about enjoying your academic courses for the next four years. They're right.

Career First:

Other people think that you should first choose the career, and then find out which majors lead to it, because the career is where you'll ultimately spend more of your time. They're right, too.

Lifestyle First:

Some say you should approach school from an "education for life" perspective. Maybe you know who you want to "be" (type of person, citizen, etc.,) but not what you want to "do" (career or major). Then start by choosing courses that interest you!

You can start with any of these.

Focus on the one that makes sense to you now, realizing that some majors *do* need to start in the first year of college in order for you to graduate in four years (see page 4).

WAKE UP!

We are tempted to think about what's right in front of us, right now.

Right now, what is most important to you? Finishing a paper that's due tomorrow? Wondering what you're doing this weekend? Thinking about who might eat dinner with you?

These things are not unimportant, but because they are more urgent, demanding or require immediate attention, they can distract us, keeping us from ever asking deeper questions about what we really want from life.

Desire for acceptance by others, safety & security, and fear of change can keep us distracted. They derail us from thinking about our long-term goals and deep needs.

Most students change their major during college.

Changing your mind and changing your major is *okay*. Between 2/3 and 3/4 of all students change their major at least once during college. Students often realize that they want to change their mind because of academic courses, their personality, and/or an internship that helps them understand their *real* interests.

Finding the ONE right answer

It's probably not very helpful to think that there is only *one* career that's meant for you.

You can get pretty frustrated wondering if you've found the "one right answer."

Doubt can keep you from ever enjoying a good choice that you've made.

The social comfort of "having a major"

If you don't have a major yet, you might have already been asked, "What's your major?", and not known what to say. (What *did* you say?) Not knowing what to say can be uncomfortable. Saying "accounting" or "English" helps us feel normal and safe. It's even better if we're able to answer the follow-up question, "Whatcha gonna *do* with that?" It's best if you're okay with saying that you're still deciding.

Who controls your decisions?

Are YOU going to decide, or is someone else going to decide for you? Other people mean well, but they aren't YOU.

When you do make a choice, you will choose based on some connection you have with the major or career. The more this choice is based on *your* personal experience and *your* personal preference, the more likely it is to be a *good* choice. The more it's based on *other* people's preferences (parent, friend, or spouse), the more likely it is to be a good choice for *THEM*, but not for you. Go to other people for ideas and impressions, then make up your own mind.

You should wait to choose your major

The desire to quickly choose (without personal reflection) might be an attempt to muffle your "inner voice", which might be trying to tell you something you're not quite ready to hear. In the long run, you'll feel more certain about a well thought-out decision rather than one made under pressure.

No, choose quickly!

If you think that it will likely be a major that requires all four years to complete, you might want to choose the major right away, and get started on your coursework (see page 4).

Considering Capital Majors

What are your choices at Capital?

On the next page, you'll find a one-page Basic Capital University Majors chart.

Choose "NO" or "MAYBE" for each major. When choosing "NO", *think* about why you're removing it. Is it because you really *know* that it isn't a good fit, or is your decision based on limited information (or worse, a stereotype) about the major? For example, many people think that accounting majors will ultimately be in jobs where they have little contact with people, when actually most who enter the accounting field will be in constant contact with a wide range of people, and will need to have excellent social skills. Others might want to eliminate English from the list because they think that the only option is teaching, when actually there are an enormous number of jobs requiring writing skills in business, government, the non-profit sector, and (of course) the publishing industry.

See the pages after the Basic Capital Majors chart (next page) to get some more information about the majors, and then check out the "What Can I Do with a Major in...?" guides on our web site (in the "Majors and Careers" section).

WHICH MAJORS WILL LEAD TO JOBS?

All majors will lead to jobs after graduation (assuming that you get some experience in your field of interest before you graduate). But some majors are more *specific* than others, like Accounting, Education, Nursing, and Social Work. When you tell friends that your major is Nursing, they don't ask you what you're going to do with the major when you graduate. You're going to be a nurse, of course! Other (usually liberal arts) majors are more open; they lead you into a bigger range of job options. It can be a trade-off, losing career flexibility for (relative) career certainty. Resist the temptation to choose a major *simply* because it clearly leads to a specific career.

MAJORS TO BEGIN RIGHT AWAY:

The following programs have a rather structured order of courses. Students intending to major in them should start during their first year.

Music - requires all four years to complete

Nursing - requires all four years to complete, plus summer of your sophomore year

Athletic Training - must begin observation hours during first year

Chemistry - can be declared at end of first year, but may need summer courses

Education - can be declared at end of first year, but will still need to complete 1st year course

Chart of basic Capital University majors

When you choose "NO", be sure that you know enough about the major to eliminate it!

NO		MAYBE
	Accounting	
	Art/Fine Arts	
	Art Therapy	
	Athletic Training	
	Biology	
	Chemistry/Biochemistry	
	Communication	
	Computer Science	
	Criminology	
	Economics	
	Education	
	Electronic Media and Film	
	English (Literature, Professional Writing, Creative Writing)	
	Environmental Science	
	Exercise Science	
	Financial Economics	
	Health and Fitness Management	
	History	
	International Studies	
	Leadership & Management	
	Marketing	
	Mathematics	
	Modern Languages (French & Spanish)	
	Music (Several options)	
	Nursing	
	Organizational Communication (six areas of emphasis)	
	Philosophy	
	Political Science	
	Pre-Prof 3-2 majors (Engineering, Occupational Therapy)	
	Pre-Professional programs (see details in next section)	
	Psychology	
	Public Administration	
	Public Relations	
	Religion	
	Social Work	
	Sociology	
	Theatre Studies	

Majors grouped by themes

Look at the themes that you like most. Or find a major you like, and look at other majors in the same theme. This is not a perfect way to organize them, but students have found it to be helpful. Many students are interested in more than one theme.

Note that you will find some majors under more than one category, and some majors (like Philosophy) can really fit in many areas, depending on your interests and how you apply them.

ADMINISTRATION and BUSINESS

Accounting
Economics
Financial Economics
Health and Fitness Management
Leadership & Management
Marketing
Organizational Communication
Public Administration

THE ARTS

Art/Fine Arts
Art Therapy
Music (Several options)
Theatre Studies

ATHLETICS and SPORTS

Athletic Training
Exercise Science
Health and Fitness Management
Physical Education/Health Education

LANGUAGE and CULTURE

French & Spanish
History
International Studies
Philosophy
Political Science
Religion

PEOPLE-HELPING and PUBLIC SERVICE

Art Therapy
Criminology
Education
Nursing
Occupational Therapy (Pre-Prof 3-2 major)
Philosophy
Psychology
Public Administration
Religion
Social Work
Sociology

SCIENCE, TECHNICAL, and HEALTH PROFESSIONS

Athletic Training
Biology
Chemistry/Biochemistry
Computer Science
Environmental Science
Exercise Science
Mathematics
Nursing

WRITING and MEDIA

Communication
Electronic Media and Film
English (English Literature or Professional Writing)
Organizational Communication
Public Relations

Brief descriptions of CAPITAL MAJORS

The following pages list the basic majors available at Capital. Skim through all of these, even if you think you know what you want. Try to be open to all the possibilities; you might be surprised.

COURSE DESCRIPTIONS: Use the University Bulletin to read the course descriptions for these majors. Your choice might be guided by noticing which courses sound more appealing.

RELATED CAREERS: For comprehensive descriptions of majors and career paths, look at the Career Development web site, www.capital.edu/CareerDevelopment, and click on "Majors and Careers" on the left navigation bar, then click on "What can I do with a major in...?"

ACCOUNTING:

The field of accounting can be "numbers oriented", but it's broader than that. Typical career areas are in public accounting and corporate accounting, and much of that involves work with people (especially auditing) and problem-solving. To become a Certified Public Accountant (CPA), you must complete more course hours than any other major (150 total hours). Life's not fair.

ART/FINE ARTS:

Art majors can earn either a Bachelor of Arts or Bachelor of Fine Arts degree as well as licensure to teach art at the elementary and/or secondary level. Students should complete off-campus internships in such areas as interior design or commercial art to provide experience for full-time employment.

ART THERAPY:

An art therapist explores individuals' psychological processes and communications through nonverbal expressions. Our art therapy program includes a wide range of courses in studio art, art appreciation, psychology, and (obviously) art therapy. When considering this major, remember that a Master's degree is required to become a licensed therapist.

ATHLETIC TRAINING:

All first-year students must participate in directed observations designed to introduce them to the athletic training curriculum and profession. Clinical experiences include rotations with 13 intercollegiate sports, sports medicine clinics, high schools, physician's offices, and corporate settings.

BIOLOGY:

Students who major in biology are required to take at least 36 hours of biology as well as courses in chemistry, math, and physics. Although many biology majors are working toward admission to medical, dental, veterinary, or occupational therapy schools, the biology major can also lead to teaching licensure and to field work in such areas as environmental science and laboratory testing.

CHEMISTRY and BIOCHEMISTRY:

Our chemistry program emphasizes laboratory-based instruction. Areas of study include physical, organic, inorganic, analytical, and biochemistry. Graduates typically pursue laboratory-related employment, graduate school or medical school.

☐ COMMUNICATION:

The communication department offers majors in Communication, Radio-TV, Educational Theater, and Organizational Communication. This field can be applied in a wide range of work environments. It is especially important to focus on a particular area and to gain experience through internships.

☐ COMPUTER SCIENCE:

Courses address a range of topics with the goal of exposing students to the important issues in software and hardware. Students are prepared for immediate employment and for the rapidly changing nature of this field. They are also prepared for entry into graduate programs.

☐ CRIMINOLOGY:

Criminology is a multidisciplinary program that integrates study from the fields of sociology, criminology, psychology, and political science. Criminology majors study the causes and consequences of crime, and society's options for dealing with crime. Graduates pursue work in a wide range of law enforcement, crime prevention, and social service areas.

☐ ECONOMICS:

The study of economics explores the way societies organize to produce and distribute goods and services. Students study issues such as unemployment, inflation, budget deficits, money supply, interest rates, trade deficits, and pricing, and then examine how policies affect particular markets. Graduates are employed by banks, manufacturing companies, insurance companies, and other businesses and organizations interested in the economy. Many graduates pursue graduate school or law school.

☐ EDUCATION:

The main options are:

- Early Childhood (K-3)
- Middle Childhood (4-9)
- Adolescent to Young Adult Education (7- 12)
- Multi-Aged (special areas, preschool - 12)
- Intervention Specialist: Mild/Moderate Needs (special education, K-12)

Areas of concentration are required for some of these areas. The education program includes a substantial experiential component, including field experience during sophomore year, pedagogy experience during junior year, and student teaching during the senior year.

☐ ELECTRONIC MEDIA AND FILM:

This major is designed for students interested in any of the three major areas of the broadcasting industry - news & performance; sales & advertising, or production & management. Students can assist in the production of "Skyline Columbus," an award-winning cable access program, work on Capital's radio station (WXCU), and will have the opportunity to participate in community media operations internships.

☐ ENGLISH:

Capital's English program emphasizes literature and writing. Students may select a variety of special studies and concentrations to enhance their English major. Because good writing skills are in demand in virtually every organization, a wide range of careers is possible. During college, students should pursue internships related to their specific areas of interest in order to gain relevant experience.

☐ ENVIRONMENTAL SCIENCE:

Due to contemporary concerns about such issues as overpopulation, pollution, and endangered species, Environmental Science is a rapidly growing field. The curriculum is multidisciplinary, including courses in science (biology, chemistry, physics, and geology), as well as economics, public policy, technical writing, and environmental regulations.

☐ EXERCISE SCIENCE:

Exercise science is a major with specific emphasis on applications to fitness and health. It is primarily intended for students interested in non-teaching careers such as exercise science, exercise physiology, strength conditioning, health, and wellness. These careers might require graduate studies in a related field.

☐ FINANCIAL ECONOMICS:

This major prepares students to apply principles of economics and financial analysis. The job markets for this major include financial institutions (banks, insurance companies and mutual funds), corporate finance, brokerage house, financial consulting firms, and government agencies.

☐ HEALTH & FITNESS MANAGEMENT:

This is a good fit for students who are passionate about their own physical fitness and health (big surprise). Some typical careers for this major are: recreation program director, athletic sales representative, health and fitness club director, strength coach, and personal trainer. Professional training and internships are a major focus of the program. Examples include setting up a nutritional program for the National Dairy Council, developing exercise/activity programs for handicapped students at local school districts, and creating exercise programs for the elderly in nursing facilities.

☐ HISTORY:

Many career options exist for students who graduate with a history major, and this is guided by your specific interests. Still, there are some focused options. Students who want to teach history will also pursue education licensure in comprehensive social studies. Capital also offers a minor in historic preservation, which includes an internship in a historical society, museum, or archive. If you want to enter a specific career with a history major (e.g., historic preservation or museum studies), it is important to obtain internship experience prior to graduation.

☐ INTERNATIONAL STUDIES:

This multidisciplinary major gives students an overall view of international politics and economics, an understanding of world history and cultures, and proficiency in a modern language. The major is for students who would like to work in government or non-profit agencies (e.g., Red Cross), or pursue graduate study. Students who want to pursue international business add a minor (or major) in a business field. Study abroad is highly recommended.

☐ LEADERSHIP & MANAGEMENT:

This major prepares students to enhance human and organizational performance. The program prepares versatile leaders and managers for careers such as small business management, public sector management, sales, retail management, supervisory and entry level management positions, and human resources positions such as recruitment, training and development, and employee relations.

☐ MARKETING:

Marketing is often considered to be the creative side of business, but it is broader than that. The purpose of marketing is to create something customers will want and to communicate why they should want it. This includes sales, market research, brand management, advertising and customer service.

☐ MATHEMATICS:

Math majors should enjoy understanding complex systems and exploring theory. Some career possibilities include actuarial science (focusing on probability), statistics, research, information systems and engineering. Students can also obtain education licensure with the mathematics major.

☐ MODERN LANGUAGES:

The department of Modern Languages offers French and Spanish majors (and several more languages, but not as majors). Courses in language, literature, and culture are included. Double majors are encouraged, especially for those students planning to use the language within a specific career field, such as international business, international relations, government, law or social work.

☐ MUSIC:

The Conservatory of Music offers over a dozen majors for a Bachelor of Music degree (e.g., Music Industry, Composition, Performance) as well as music minors and a Bachelor of Arts in Music for students who are interested in music but do not wish to pursue it professionally.

☐ NURSING:

This program places a strong emphasis on hands-on clinical experience. Students begin caring for clients in the summer following their sophomore year, complete junior clinical rotations, and explore a specialty area through senior internships. In addition, students may choose to participate in a Co-op program, which offers an opportunity to obtain a paid position in a health care setting while still in school.

☐ ORGANIZATIONAL COMMUNICATION:

This major combines courses in communication, social science, and business.

Students pursue a wide range of careers, based on their selection of an emphasis in one of six areas:

- Conflict Management/Human Resources
- Training and Development
- Public Administration/ Community Services
- International/Intercultural Facilitation
- Assessment and Audit Techniques
- Corporate Video

☐ PHILOSOPHY:

Philosophy majors grapple with difficult questions, such as: "What do we really know?"; "What is relevant to judgments in ethics?" and "Are there any bases for belief in God?". Although there aren't many professional "philosophers", this major provides a strong foundation of critical thinking skills. Students may want to combine this with a minor in another area, such as business, computer science, or religion.

☐ POLITICAL SCIENCE:

Political Science majors study such areas as political theory, government, and international relations. The major can lead to a variety of careers, including those in city, state, or federal government. Students may choose the General track, the Pre-Law track, or the Public Administration track (this prepares students for management careers in the government and non-profit sectors).

☐ PRE-PROFESSIONAL 3-2 MAJORS (3 years at Capital, 2 years at another institution for Bachelor's plus Master's degree)

ENGINEERING:

See the Capital web site for the engineering alternatives, and details about partnering schools.

OCCUPATIONAL THERAPY:

Students obtain a Bachelor of Arts degree and a Master of Science degree.

☐PRE-PROFESSIONAL PROGRAMS

Pre-Professional programs accompany another major of your choice and lead to additional years of advanced study beyond your undergraduate degree. Details can be found in the University Bulletin.

PRE-

Law

Seminary

Veterinary Medicine

Medicine

Dentistry

Pharmacy

Physical Therapy

Physician Assistant

Optometry

☐PSYCHOLOGY:

Students learn concepts relating to the principles and theories of behavior, and understand the scientific approach to the study of behavior. The program is designed to prepare students for graduate study. Most professional specialties (counselor, therapist) require a Master's or Ph.D., but psychology majors obtain valuable skills at the Bachelor's level that are useful in a wide range of careers.

☐PUBLIC ADMINISTRATION:

This major is designed to prepare students for public sector management positions in national, state, and local government and in nonprofit agencies. Students learn about the many skills and challenges associated with implementing public policy.

☐PUBLIC RELATIONS:

Although the field of Public Relations covers many specialties and areas of interest, all people who work in PR have one thing in common - they are professional communicators. Capital PR majors develop their skills through core and specialty courses, internships, and involvement in the campus newspaper. Special areas of interest within the discipline include professional writing, marketing, and broadcast writing/production.

☐RELIGION:

Four programs are offered: 1) Religion, providing preparation for the Christian ministry, seminary, or graduate school; 2) Christian Staff Worker, which prepares students for work in Christian education, youth ministry, counseling, and social work; 3) World Religions and Philosophies, which can serve as preparation for transcultural careers in business, law and government; and 4) Pre-Theology, which combines broad liberal arts study with a working knowledge of Biblical Greek.

☐SOCIAL WORK:

This program includes courses in sociology, psychology, and social welfare, and provides two years of field placement (internship) to integrate classroom knowledge with real-life issues. Some examples of these external placements include psychiatric hospitals, child welfare agencies, teen pregnancy clinics, and legal aid programs.

☐SOCIOLOGY:

Students study the society they live in and how it relates to the world. They examine questions about such issues as population growth, change in the family institution, survival needs for the poor and homeless, and justice for victims of crime. Employment options are similar to those for Criminology and the social services field. Graduate study is also an option.

☐THEATRE STUDIES:

This major provides preparation for careers in education, regional theatre, audience development and liturgical drama. Course offerings include acting, directing, stagecraft, performance studies, production, theatre history, and playwriting. Theatre management - studying business and theatre - is a growing area. Both the theatre studies major and minor create excellent foundations for the pursuit of graduate degrees.

LEARN ABOUT YOURSELF:

Interests and Skills

Your *interests & skills* indicate whether or not there is a good match between what you do well and what you enjoy. You want to maximize *both* of these in your major and career. If you enjoy the major/career, but have no natural talent in that area, you're not going to succeed academically. If you do well in the courses, but have no interest, you'll be bored and miserable. Same thing goes for careers and jobs. Find something that you can be good at *and* enjoy.

One way to find this fit between you and a career is to look at your Work Personality. See the related exercises on the following pages.

Values

Values influence some of your most important career decisions: lifestyle, work environment, balance, family issues, etc. Identifying and clarifying values can help in deciding between a few different majors or careers. All other things being equal, which career field will best allow you to fulfill these aspects of your personality?

Identify your WORK PERSONALITY

Read each of the descriptions under the following seven themes. Check the box by the statements that best characterize you. Record the number of checks under each theme in the "TOTALS" section on the bottom.

INFLUENCING

- I am good at communicating, leading others and selling.
- I enjoy persuading others to my viewpoints.
- I am impatient with work involving precision or prolonged concentration.
- I see myself as energetic, enthusiastic, and self-confident.

ORGANIZING

- I prefer structured activities, and like working in a well-established chain of command.
- I like to know exactly what is expected of me.
- I feel comfortable working with finances and budgets.
- I see myself as stable, well-controlled, and dependable.

HELPING

- I am people-centered, and am concerned with the welfare of others.
- I express myself well and get along with others.
- I like to be near the center of groups and prefer to solve problems by discussing them with others.
- I see myself as well-liked, and achieving through assisting others.

CREATING

- I prefer unstructured situations where I can deal with problems through self-expression.
- I enjoy designing and creating.
- I often prefer to work alone, and have a great need for individual expression.
- I would describe myself as independent, original, unconventional, and expressive.

ANALYZING

- I prefer solving abstract problems and understanding the physical world rather than acting upon it.
- I enjoy complicated problems and intellectual challenges.
- I prefer to work alone or in small groups.
- I like to be original and creative, especially in scientific areas.

PRODUCING

- I am practical, active, and like working outside and creating things with my hands.
- I prefer to deal with things rather than ideas or people.
- I value seeing the direct results of my work and dislike vagueness and ambiguity.
- I see myself as productive and purposeful.

ADVENTURING

- I am adventurous, active, and competitive.
- I have good physical skills and enjoy taking risks in my activities.
- I enjoy challenging myself and have a strong sense of discipline and commitment.
- I am determined, energetic, and I seek excitement.

TOTALS:

Influencing _____ Organizing _____ Helping _____ Creating _____
Analyzing _____ Producing _____ Adventuring _____

*Based on the Campbell Interest and Skill Survey (CISS), Dr. David Campbell & Pearson Assessments
If you'd like to use the CISS, just contact us for an appointment!*

(Continued on next page)

Matching Majors for WORK PERSONALITIES

*You can choose more than one characteristic; these can usually be combined.
Think about careers and majors that **blend** these aspects of your self.*

INFLUENCING	CREATING
Management (general) Management (marketing concentrate) Health/Fitness Management International Studies Organizational Communication (training & development) Political Science Public Relations Speech/Communication Arts	Art Fine Arts Music Public Relations English French and Spanish Management (marketing concentrate) Speech/Communication Arts
ORGANIZING	ANALYZING
Accounting Management (general) Computer Science (programming) Organizational Communication (communication analysis) Public Administration Sociology (urban planning)	Biology Management (finance concentrate) Chemistry Computer Science (systems) Criminology (criminal investigation) Economics Mathematics Nursing Occupational Therapy Philosophy Psychology (research) Sociology (research) Pre Professional -Dentistry -Medicine -Veterinary Medicine Political Science History Religion (theology)
HELPING	
Business (human resources) Criminology (probation, case work) Education Occupational Therapy Psychology (counseling) Religion (youth ministry) Social Work Sociology (case work) Sports Medicine/Athletic Training	
PRODUCING	ADVENTURING
You can customize majors to fit this category if Producing appeals to you.	Criminology (law enforcement) Physical Education

- Do these seem to fit your characteristics from the previous page?
- If not, which groups of fields OR individual fields seem to be most "like" you?
- Do you know which majors would lead to those fields? Ask for ideas in Career Development.

Want to do more? Ask us about taking the Campbell Interest and Skill Survey.

CAREER CLUES from your LIFE STORY

Stretch this exercise out over a week or so, if you can. It's good to have time to think about this while you're writing.

OVERVIEW:

People in many careers report that, in hindsight, their earlier behaviors and preferences were filled with important clues regarding the careers they ultimately chose. In this exercise you'll think and reflect on the kinds of activities you have enjoyed, valued, and have been "good at" during the early part of your life.

You can learn a lot about yourself by reflecting on:

- *How* you played (for example, did you play in the sandbox to be with friends, to be alone, to use your imagination, to think, to build things...?)
- How you've made sense out of your *interactions with others* during your early life and now
- Your *natural* skills (e.g., sensitivity, organization, etc.)
- What you have *dreamed* of doing

How to use the Life Story (questions are on the next page):

For each response, develop the most complete answer you can think of, and write in detail about specific examples that you remember (not just the *names* of your activities, but how and why you chose your specific roles and your "ways of doing things"). Your comprehensive answers will provide you with the best information.

Use a journal or a notebook for your responses. When you "read over" your answers later, you'll probably begin to see patterns and clues about yourself. If you don't see any patterns, bring your Life Story to Career Development, and we'll help you to make sense of it.

Major/career choice is a journey, not just a destination.

Don't just look for a "test" that will "tell" you what your major or career will be. Test results *alone* can be deceptive.

If I had known as a college student that I would enjoy being the director of a career development office, I would have looked for the straightest, most obvious path to that end. But it's precisely because of my unconventional (non-direct) path that I obtained some of the experience that made my move to this position possible (including work as a chemist!). The same may be true for you.

Experience it! Why is the career choice process any different from sky diving or water skiing? You don't want to *finish* those; you want to *have* the experiences. You want to *experience* the journey.

The journey *is* the experience, and it shapes you.

-Eric

(continued; questions begin on next page)

1. How would you describe yourself during your childhood (through about age 12)? Choose five or more of the words below that described you. Feel free to add your own words, too, of course.

active	clever	happy	lonely	orderly	radical	spoiled
adventurous	confused	hard-working	loved to	outgoing	rebellious	stressed
aggressive	courageous	helpful	argue	passive	religious	strong
angry	curious	honest	mature	patient	responsible	stubborn
arrogant	dependable	idealistic	mean	pessimistic	romantic	talented
athletic	depressed	independent	melancholy	pleasant	sad	talkative
calm	enlightened	inquisitive	messy	popular	self-centered	uninhibited
careful	friendly	intelligent	miserable	practical	sensible	unusual
charming	funny	kind	mistrustful	proper	sensitive	well-behaved
cheerful	generous	lazy	nervous	punctual	serious	witty
clean	greedy	likable	nice	quiet	shy	

RESPOND TO ITEMS 2-8 USING YOUR JOURNAL (OR JUST A NOTEBOOK).

2. Explain how each circled word was important in your childhood. Are they still important?
3. As a child, what occupations were you aware of (your parents, other adults in your life)? What did you learn about those occupations, and the everyday lives & personalities of the people in them? Which people were you "like"? Has that changed over time?
4. What were some of the things you were good at when you were in elementary school, or before you cared what people thought of you? Write in detail about your skill areas.
5. Have you ever had "visions" for your life? (*Saving and feeding all the stray cats, Retired and traveling at age 35, Teaching the world to sing in perfect harmony, Ballerina, Inventor, Garbage Collector, Professional Athlete, Teacher, whatever*) Write all of the ideas, dreams, or visions that you've had for your life, since you can first remember.
6. What is similar about those visions, or about your *groups* of the visions? What themes can you see in them?
7. Think and write about what has happened to these visions.
If they've fallen away from you, why has that happened?
If you've abandoned them, why did you do that?
Are any of the visions still a part of you? Why?
8. How might these visions guide your sense of career direction?

Which jobs would you choose? PART ONE

Indicate your preference for these jobs: *Yes, Maybe, or No*

_____ 1. An opportunity to work with and help people in a personal way. Meet and deal with the public in a meaningful relationship. Help to make the world a better place to live.

_____ 2. Do your own thing! Work with abstract ideas. Develop new ideas and things. Non-routine. A chance to work on your own or as a member of a creative team. Flexible working conditions.

_____ 3. A professional position. Position of responsibility. Secretarial assistance provided. Pay dependent upon experience and initiative. Position requires high level of education or training. Job benefits are high pay and public recognition.

_____ 4. A job with a guaranteed annual salary in a permanent position with a secure and stable company. Supervisory assistance is available. Position guarantees cost of living pay increases annually. Retirement benefits.

_____ 5. Looking for an interesting job? One that requires research, thinking, and problem solving? Do you like to deal with theoretical concepts? This job demands constant updating of information and ability to deal with new ideas. An opportunity to work with creative and intellectually stimulating people.

_____ 6. This job requires an extraordinary person. The job demands risk and daring. Ability to deal with exciting tasks. Excellent physical health a necessity. You must be willing to travel.

_____ 7. An ideal place to work with others. An opportunity to work with people you really like, and just as important, who really like you. A friendly congenial atmosphere. Get to really know your co-workers.

_____ 8. You can make a difference...your skills and the great needs of the world intersect here! Opportunity to express your inner self in your job. Integrate your belief system into your work.

_____ 9. Set your own pace! Set your own working conditions. Flexible hours. Choose your own team or work alone. Supervision available if you wish.

_____ 10. Hard work is rewarded! Start at the bottom and work your way up. Quality and productivity will be rewarded by rapid advancement and recognition of a job well done.

_____ 11. Direct the work tasks of others in a variety of activities. Leadership qualities in controlling work force and maintaining production schedules. Ability to maintain a stable work force. Coordinate work of people, data, and things. Instruct work force. Evaluate work completed. Hiring and firing responsibilities.

_____ 12. Opportunity for MONEY, MONEY, MONEY! Very high salary, elaborate expense accounts, stock options, extra pay for extra work, and an annual bonus. All fringe benefits paid by company. We pay for the work you do!

_____ 13. Are you tired of a dull routine job? This position allows you to work with varied tasks, meet new people, work in a wide range of situations and settings. You are a Jack-of-All-Trades and can satisfy your many interests.

_____ 14. Does the thought of a desk job turn you off? This job is for the "doing" person who enjoys using energy and physical abilities.

_____ 15. Work in a young, fast-growing company. Great opportunity for advancement to mid-management and upper-management. The only limitation is *your* energy and initiative.

Which jobs would you choose?, PART TWO

Circle your top work values:

1. Service

Active in community
Help others
Help society & the world

2. Creativity

Aesthetic appreciation
Artistic creativity
Creative expression
Develop & express new ideas

3. Prestige

Recognition
Status
Respect

4. Security

Stability/Predictability
Low pressure
Job assurance
Live in a familiar location

5. Intellectual Challenge

Address challenging problems
Pursue/obtain knowledge
Acknowledged "expert"
Research & development

6. Adventure

Excitement & risk taking
Travel, or exotic locations
Drama

7. Relationships

Organization affiliation
Work friendships
Family
Work with others (teamwork)
Public contact

8. Meaning and Purpose

Spirituality
Personal fulfillment
Work relates to ideals

9. Independence

Time freedom
Autonomy
Work alone

10. Productivity

Competence & Proficiency
Fast-paced work
Efficient work habits

11. Leadership

Influence people & opinions
Supervise others
Power, Authority, & Control
Make decisions

12. Financial Rewards

High earnings
Commission-based work
Material possessions

13. Variety

Changing work responsibilities
Diversity of tasks
New projects

14. Physical Activity

Outdoor work
Physical challenge
Physical fitness

15. Advancement

Promotions
Work under pressure
Competition

Write your current **major** or area of **interest** here:

QUESTION #1:

Do the work values above match the major(s)/careers that you're considering?

- If "yes", in what ways do they fit? If "no", what seems to be missing?

QUESTION #2:

Compare the values you circled above with the jobs (part one) that you ranked "yes".

Are the job numbers from Part One the same as the work value numbers above?

- If they're not the same, do you know why? If you don't know, please come in to talk with us about it; it might be important to clarify your values before making a major decision.

Careers and fields that relate to the work values

<p>1. Service</p>	<p>6. Adventure</p>	<p>11. Leadership</p>
<p>This is the desire to do good things for others simply because it feels like the right thing to do. Often, jobs related to this value will be for non-profit groups that focus on human rights, civil rights, environmental concerns, and related areas. Remember that you do get paid when working for a non-profit!</p>	<p>Law enforcement and Military are two related areas that generally require college education. Otherwise, careers that require special experience or training are wilderness guide, sky diving instructor, ski instructor, test pilot, crocodile wrestler...</p>	<p>The issue here is “leadership over what?” or “leadership over whom?” Answering that question can help with direction (e.g., if you want to lead others, be sure to get supervisory experience early). Typical areas might be political, entrepreneurial, legal, and specific decision-making areas of business.</p>
<p>2. Creativity</p>	<p>7. Relationships</p>	<p>12. Financial Rewards</p>
<p>You can find some way of being creative whenever you have a supportive supervisor. Fields linked most closely with this value are teaching, advertising, marketing, art, public relations, and free-lance writing.</p>	<p>Depends on where you work! Co-worker relations turn out to be the second biggest factor in job satisfaction (quality of supervisor relationship comes first). The job itself ranks a distant third.</p>	<p>If this is a major priority for anyone, they should consider sales, specifically in financial services. Everyone will make enough money for their needs. I believe that few people make enough money for their wants. Typical areas where higher incomes start early are sales, accounting, computer science, and nursing.</p>
<p>3. Prestige</p>	<p>8. Meaning and Purpose</p>	<p>13. Variety</p>
<p>It really depends on what <i>you</i> consider to be prestigious. Common stereotypical examples might be physician and attorney, but so many others (like teacher) have this quality, too!</p>	<p>Although this can be realized to some degree in nearly any job, it usually refers to a connection between your ideals/beliefs and your job. It’s similar to service, but this is more personal. It often relates to spiritual and/or religious beliefs that correspond to “your reason for being here”.</p>	<p>This depends on the supervisor and/or workplace. It’s often associated with smaller organizations where people assume several work roles.</p>
<p>4. Security</p>	<p>9. Independence</p>	<p>14. Physical Activity</p>
<p>Consider career fields that are in high demand, like accounting and nursing. Jobs within State and Federal government are also considered to be very stable and secure.</p>	<p>This depends on the supervisor and/or workplace. Ask questions about it in your job interviews.</p>	<p>Sports Medicine, Athletics, Military, Nursing, and a whole bunch that don’t relate to college majors (building roads, laying pipe, framing houses, pouring concrete...)</p>
<p>5. Intellectual Challenge</p>	<p>10. Productivity</p>	<p>15. Advancement</p>
<p>Any job where you get to think about complex issues without worrying about making stockholders happy is a possible fit for this value. In the general work world, it is most typical in research, science and higher education.</p>	<p>Everyone has the opportunity to be productive at their job. It depends on you!</p>	<p>Not related to specific careers, for the most part. Often associated with young, growing companies.</p>

Meaning and Purpose: Incorporating Spirituality

Do you need this?

Spirituality has unique significance for each of us. For some people at this point in their lives, spirituality may even seem to have *no* significance. Focusing on meaning and purpose, identity, or spirituality in your career is certainly not *necessary* in order to find a job; you can just look at what you do well, and then get a job that uses those skills. You can even pursue a job that you *enjoy* without focusing on meaning and purpose.

Find your spiritual center, your deepest gladness, your deepest needs, the work that you need most to do.

Look around you; what work does the world need most to have done? What is the world's deepest hunger that calls to you?

Listen for guidance to find the places where those intersect. Pay attention to clues, and trust that you will be guided.

So, why should you care?

Several different paths or strategies (or no strategy at all) might get you to the same major or career, or to the same specific job. But the *process* is different, and even though you may end up in the same place, *you* won't be the same. *You* change and discover things when you choose the path of meaning and purpose. Then "what you do" becomes intimately connected to "who you are."

VOCATION or OCCUPATION?

"When I was in high school I had a job delivering groceries. One day late in June I delivered groceries to the home of the man who coached football at the college in our town. I knew him slightly because his daughter was in my high school class. After I had set the grocery bags on the kitchen counter I turned to leave, but he grabbed me by the arm and said, "Come here, there's something I want to show you." He ushered me into the living room, peeled back a corner of the carpet and pulled out a pile of papers which he spread out on the floor. I immediately recognized these were football plays he had diagrammed for the fall season. We both got down on our knees as he excitedly explained to me his new formations, new ideas for variations on standard plays, plans for the new season, etc. Twenty minutes later when I pried myself away to return to work he called my boss to explain that he had been responsible for delaying my return.

"He inspired me that day, not to become a football coach, but to find an occupation in life that I could be as excited about as he was about coaching. So I set out in search of an employment I could be interested and challenged by, that I would have fun doing, that I could never find enough time to do as well as I wanted, that would express my own identity. I would say that in that brief encounter he taught me a deep lesson about the meaning of vocation."

Professor Tom Christenson
Philosophy & Religion

What is "vocation", and can it play a role in your career?

Vocation is bigger than job or occupation or career. Vocation refers to the centering commitments and vision that shape what our lives are really about. Vocation, rightly understood, gives coherence and larger purpose to our lives. It gives one's life integrity, zest, courage, and meaning. Vocation links us with the purposes of God -- or with what functions in our lives as God. Vocation is the fulfillment of the identity process. If pressed far enough, all questions of identity become questions of vocation. We move from the question, Who am I? to Whose am I? Or we move from the question, Who am I in relation to these significant others, who mirror me back to myself? To the question, Who am I in relation to that one who is Creator-Mother, healing Lover, and divine Friend, nurturing, restoring, and working justice in the universe, even God? Sooner or later, questions of identity become questions of vocation.

To be in vocation is to find a purpose for one's life that is part of the purposes of God. Vocation is the response one makes with one's total life to the call of God to partnership. As such, vocation involves our lives in *relation* -- our friendships, our family memberships, our love relationships, our marriages. It involves our lives in *public* -- our roles as citizens and as members of voluntary societies and our actions for justice and care for the common good. Vocation includes our ways of regularly finding re-creation -- the use of our leisure and times for renewal and restoration. It includes our participation in religious community -- our lives of worship, study, prayer, praise, and service. Finally, it includes the work we do -- voluntary or paid -- in childhood or retirement, as well as during the prime years of our adulthood. In vocation all these aspects of our lives find orchestration and coherence as we grow in the devotion of hearts in responsiveness to God. Vocation, as set forth here, involves a *process* of commitment, an ongoing discerning of one's gifts and giftedness in community, and of finding the means and settings in which those gifts -- in all the dimensions of our living -- can be placed at the disposal of the One who calls us into being and partnership. In this perspective, partnership with God constitutes the core of our evolving identity -- the construction of our lives. We are called to an availability and to shaping a way of being that responds and is responsible to some part of God's purposes in the world.

What God wants for us and from us has something central to do with what we most deeply and truly want for ourselves.

"What is Vocation?" section is from:

Weaving the New Creation: Stages of Faith and the Public Church, by James W. Fowler
pp. 120-123

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PUT IT TOGETHER

Major/Career choice summary

As you “finish up”, complete these statements about your decision process and choices. Your responses can lead you to a vision or dream for your major and career direction, and can guide upcoming decisions.

List the majors that you are considering after completing exercises in this booklet.

Write about how your past experiences provide clues to your direction.

Describe your main interests and skills.

Describe your most important values.

List the careers or fields can you clearly see yourself working after graduation.

CHOOSING A MAJOR CAN BE FUN!

We don't *usually* see the process of career choice or major choice as fun. I wonder if that's because we focus on physical experiences (e.g., eating, driving, shopping) over spiritual or emotional experiences (personal reflection), or because we don't understand until later that this isn't just about having something to say when people ask about our major.

Physical, emotional, and spiritual experiences all provide growth opportunities. Balancing some of each in your life is probably healthy. And each of them can be fun (sometimes)!

Additional Resources

Choosing and Changing a Major workshop

Offered each semester, this workshop helps you examine the majors offered at Capital while evaluating your skills, values and interests. Contact us for the next scheduled workshop.

Campbell Interest and Skill Survey

Most students have found this to be useful when they have an idea of things that they like to do, but have trouble putting that together for specific majors or careers. This survey compares your pattern of responses with the patterns from people (who like their jobs) in a variety of careers.

Fourth Fridays: Spiritual Practices for a Whole Life

Each semester during an evening (on a fourth Friday), Eric Anderson, Joy Schroeder, and Amy Oehlschlaeger lead 12 students on an exploration of the spiritual side of their life/career development. Contact one of us if you're interested in learning more about this.

Web site

Our home page is at www.capital.edu/CareerDevelopment.

- Select "Majors and Careers", and scroll down for links to resources.
- Select "Job and Internship listings", scroll and select "Additional on-line job related resources"
- Select Career Insider to get information about "the everyday life" of a variety of careers

Career Development staff

Most students say that they got the most out of this booklet when they *also* met with one of our staff to discuss their major and career options. We're looking forward to helping you, too!

Eric Anderson, Director

Jan Rich, Assistant Director

236-6606

Email: CareerDevelopment@capital.edu

CAREER DEVELOPMENT for your future

We assist you even after you choose a major! In fact, the Career Development staff serves students throughout their time at Capital and even beyond graduation. We help with:

- Writing resumes and cover letters
- Interviewing
- Gaining experience through internships
- Finding part-time and full-time jobs
- Applying to graduate school