

# Tips, Tools and Techniques in Career Development

Thursday, April 30, 2015 1:30-2:30

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Professor, Colorado State University

## Honor Code Peer Pressure

PLEASE  
ONLY 1 COPY PER  
PERSON

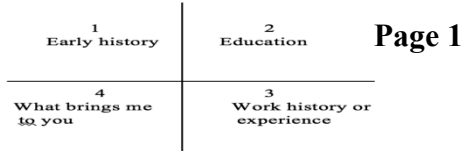


## Agenda

- 1:30 Two-Minute Commercial (page 1)
- 1:45 Measuring the strength of a workplace 12 questions (page 2)
- 2:00 "Do What You Love is 1/10th the Story" (Passion Myth)  
Motivated Skill Cards (Orange Deck of Cards & Booklet)  
Mission Statement (page 3)  
Who You Are Matters Game ([www.onelifetools.com](http://www.onelifetools.com))
- 2:25 Interviewing (page #4)
- 2:30 End

### 2 Minute Career Development Commercial\*

"QUICKLY introduce yourself to provide REFERENCE point of credibility/experience/focus so you can GET PERMISSION TO SEEK more information"



1. Early history  
"I grew up in a small town with parents both working in blue collar jobs, I had success in sports and lived by most of the rules"
2. Education  
"With degrees in education and counseling I learn best within experiential training programs. I read/can broadly and believe the person with the "most varied experiences wins"
3. Work history or experience  
"I'm a former school counselor who has taught every level from elementary graduate school...worked in a community college, a small state college and research university...consulted in companies ranging from 4 employees to 100...completed a unique sabbatical working in entry level jobs
4. What brings me to you?  
"I'd like your opinion about..."  
"I'm looking for information about..."  
"I'm needing help in..."  
"I'm trying to find a person who..."  
*\* An example of 4 areas to have thought about*

Measuring the strength of a workplace can be simplified to 12 questions. *Which aspect of work are most powerful in explaining workers' productive motivations on the job (p. 13).*

2

**Y  
or  
N  
for  
each ?**

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last 7 days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work do my opinions seem to count?
8. Does the mission purpose of my company make me feel my job is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last 6 months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

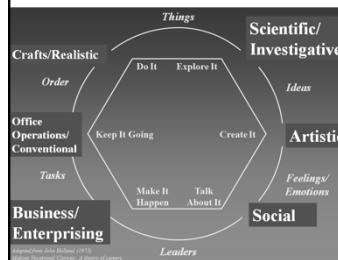
First, Break All the Rules: What the World's Greatest Managers Do Differently (1999), Buckingham and Coffman. Based on in-depth interviews by the Gallup, Org. of 30K managers and 450 companies. 12 Elements of Great Management: Research on Gallup's 100 million workplace interviews - the largest worldwide study of employee engagement (2006) Wagner and Harter.

## Do What You Love is 1/10th the Story

- \*Feedback & Field is Interest-Centric
- \*Career Language is Limited

**Interests  
Aptitudes  
Motivated Skills  
Story Telling**

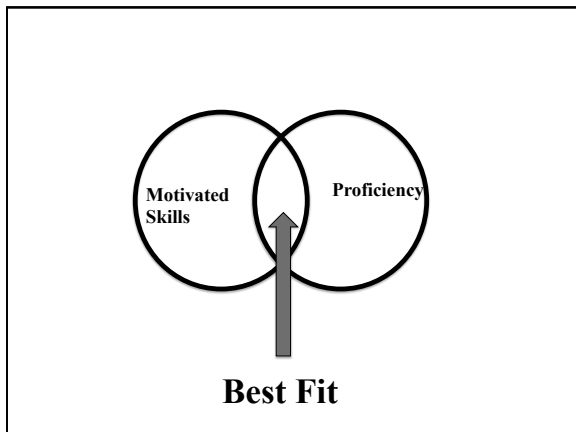
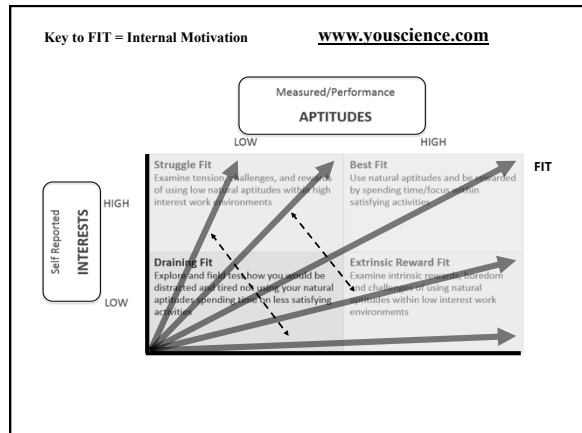
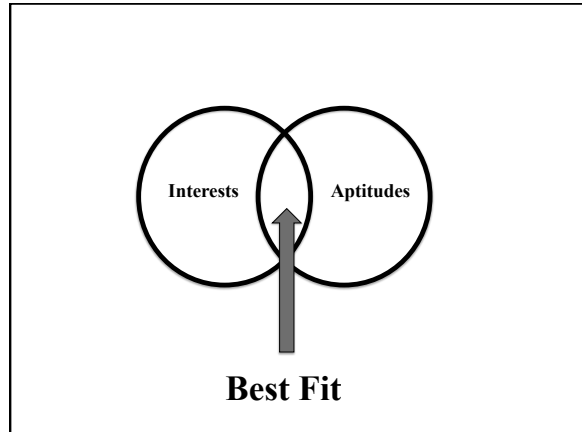
## Feedback too Interest-Centric



**Interests =  
Time  
+ Psych Energy  
+ SES  
+ Cultural Context**

Strong Interest Invent.  
SDS  
Career Assessment Inv  
Kuder  
Career Cruising

20 Million Users  
Interpretative Folder  
Tour of Your Tomorrow Video Series



KNOWDELL™ MOTIVATED SKILLS WORKSHEET

# Motivated Skills

THIS WORKSHEET BELONGS TO: \_\_\_\_\_

The Knowdell™ Motivated Skills Card Sort is a quick and easy way to identify the motivated skills that are central to personal and career satisfaction and success. Based on experience, feedback and instinct, the client uses the cards to assess his or her proficiency and motivation in 51 transferable skills areas.

Created by Career Development Expert  
Richard L. Knowdell, MS, NCC, NCCC, CCMF

**Six Steps to Identifying Your Motivated Skills**  
Follow these six steps as you sort your skills into the categories indicated.

Step 1: Place the 100 skill category cards into the following order: **Highly Proficient, Enjoy Using, Like Using, Prefer Not to Use, and Strongly Dislike Using** in order from front to back.

Step 2: Sort the cards into the 10 skill categories on the right of the box using your sorting skills. Sort the cards into the 10 skill categories on the right of the box using your sorting skills. Sort the cards into the 10 skill categories on the right of the box using your sorting skills.

Step 3: **3 Proficiency Cards...**  
Hide them

Step 4: Next, combine each of the 10 Skill Cards according to how good you are at performing each skill. Sort the cards into the 10 skill categories on the right of the box using your sorting skills. Sort the cards into the 10 skill categories on the right of the box using your sorting skills.

Step 5: The 10 skill cards are now sorted into 10 skill categories on the right of the box using your sorting skills. Sort the cards into the 10 skill categories on the right of the box using your sorting skills.

Step 6: Continue to the second step and sort the 10 skill cards into the 10 skill categories on the right of the box using your sorting skills. Sort the cards into the 10 skill categories on the right of the box using your sorting skills.

**Motivated Skills Matrix™ Worksheet**  
Record all of your skills in the 15 cells on this worksheet.

	HIGHLY PROFICIENT	COMPETENT	LACK DESIRED SKILL LEVEL
TOTALLY DELIGHT IN USING	[Empty Cell]	[Empty Cell]	[Empty Cell]
ENJOY USING VERY MUCH			
LIKE USING			
PREFER NOT TO USE	[Empty Cell]	[Empty Cell]	[Empty Cell]
STRONGLY DISLIKE USING			

**Work Environments Key Motivators (RIASEC)**

**Realistic/Crafts**  
Using hands-on skills to produce tangible results

**Investigative/Science**  
Analyzing information to probe questions of intellectual curiosity

**Artistic/The Arts**  
Expressing one's self in the creation of art or appreciation of beauty

**Social**  
Helping others to know, grow, change, and get along for the betterment of humanity

**Enterprising/Business**  
Persuading others of the merits of an idea or product; dedication to organizational goals

**Conventional/Office Operations**  
Organizing information and bringing order to data/findings in order to make decisions

**Temperaments Key Motivators (CMBITD)**

**ST** Getting it right, accuracy, precision, efficiency, pragmatic use of details

**SF** Providing practical service to others, making people's lives better in concrete ways

**NF** Making a meaningful difference in people's lives, helping people to fulfill their potential

**NT** Developing global systems, mastering knowledge, high standards of competence

**True Colors/PID Preferences (Blue, Orange, Green, Gold)**

**Blue** Sympathetic, Personal, Warm, Communicative, Compassionate, Idealistic, Sincere, Spiritual, Peaceful, Flexible, Imaginative

**Orange** Spontaneous, Impassioned, Charming, Witty, Impulsive, Generous, Optimistic, Eager, Bold, Physical, Immediate

**Green** Analytical, Conceptual, Calm, Investigative, Abstract, Global, Cool, Hypothetical, Visionary

**Gold** Prepared, Loyal, Dependable, Concerned, Sensible, Punctual, Thorough, Organized, Detailed, Concrete, Caring, Faithful, Respectful

**Career Mission Statement Activity**  
Circle the key motivators under Work Environments & Temperaments, and True Color/PID Preferences.  
Write a statement (story) that combines the key terms from the three assessments... "I..."  
With another person... Read your statement and then:  
- Describe what is most important to you about choosing a college major and/or career/ "Next Step"....  
- What do you value most about what you like to do?  
- What do you want to accomplish in designing the next chapter of your career?  
- Discuss how this statement describes what you have done in the past (in and out-of-school/work activities), and what you hope for in the future.  
- What does this say about your present choices/performance/need for "focused effort?"

**Stories Gathered Within You**

Stories Owned & Affirmed by Peers

Stories Made Public and Deepened

Stories Told to Make Personal

**We construct meaning once we gather/personalize/own/make public and deepen**

**Peer-to-Peer** [www.onlifetools.com](http://www.onlifetools.com)

**Who You Are MATTERS!**

Who you are MATTERS!  
The career and life clarification game

**Who You Are MATTERS!**

Over 1000  
Personal Qualities  
Strengths

Personality & how others describe you

A LOT LIKE ME?

I'm a problem-solver

PERSONAL QUALITIES

I'm a problem-solver

A LOT LIKE ME? 618

Other people's influences & your life roles


A LOT LIKE ME?

A teacher or mentor significantly influenced my career and life

OTHER PEOPLE

A teacher or mentor significantly influenced my career and life

A LOT LIKE ME?



Other People

Education, credentials, experiences, additional skills & knowledge

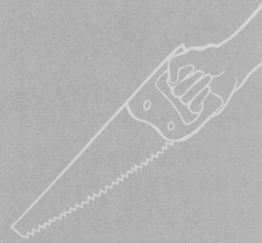
A LOT LIKE ME?

A summer job has greatly influenced my career and life

ASSETS

A summer job has greatly influenced my career and life

A LOT LIKE ME?



Assets

Emerging passion & evolving identity

A LOT LIKE ME?

Education & social service interests me, specifically \_\_\_\_\_


Example: additions, teaching

NATURAL INTERESTS

Education & social service interests me, specifically \_\_\_\_\_

Example: additions, teaching

A LOT LIKE ME?




Natural Interests

Peer-to-Peer

www.onelifetools.com

Who You Are MATTERS!



**Interviewer: Preparing for the Interview**

1. Why did this position become available?
2. What are the essential factors (competencies) for success in this position?
3. Describe someone who does this job very well?
4. What problems/challenges must the candidate be able to solve?
5. What changes/objectives/outcomes would you like to see this position make/attain?
6. What aspects of the position would you most like to see improved (from former employee)?
7. What products/services/initiatives is the unit currently working on to ensure leadership in the industry?
8. What technical skills are needed... how can you test them?

**Candidates: Prepare for the Interview**

Why are people hired?

1. Improve the quality and effectiveness of services
2. Improve profits
3. Make the supervisor look good
4. Make the supervisor's life easier

What makes a worker a STAR?

1. Organizational Savvy
2. Goes beyond job description to add "value added" ideas
3. Plugs into "guru" networks

Determine Competencies Needed to Do Job

Practice specific examples of how you DEMONSTRATED those COMPETENCIES to ADD Value or Provide Solutions

Situation or Task...Action...Result

If you don't know the competencies of a specific job go to <http://www.onelifeonline.org>

**Traditional Probes (Often ends with a 2 mark)**

Hypothetical

Speculation

Requires interpretation from interviewer

Asiate candidates give "framed" answers

More open to interviewer prejudice "or factors" beyond ability to do the job

\*Probing leads to more speculation without "evidence of behavior/competency"

**Behavioral Probes (Often ends with a 3 mark)**

Seek information related only to the job competencies "being hired for"

Asks for valid evidence

Reduces interviewee prejudice or "hasty effort"

Makes it easy to probe for more "facts" about how the candidate actually behaved/performed

# Tell me about a time you...  
# Give me an example when you...  
# Describe a specific situation where you...  
# Key Assumption: Past is the best predictor of the FUTURE!

CUSTOMER SERVICE	CUSTOMER SERVICE
Describe a time when you "went the extra mile" to help someone.	THE INTERVIEWER IS TRYING TO DETERMINE:
Why did you assist them?	• Did you consider a more creative/innovative or sophisticated solution to the issue?
What was the outcome?	• Did you have a low priority?
	• How do you handle a customer that is not a new one?
	• How do you handle a customer that is not a new one?

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Determine Competencies Needed to Do Job

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Situation or Task...Action...Result

**Traditional Probes** (Often ends with a ? mark)

Hypothetical  
 Speculation  
 Requires interpretation from interviewer  
 Astute candidates give "trained" answers  
 More open to interviewer prejudice "of factors" beyond ability to do the job  
 \*Probing leads to more speculation without "evidence of behavior/competency"

**Behavioral Probes** (Often ends with a period)

Seek information related only to the job competencies "being hired for"  
 Asks for valid evidence  
 Reduces interview prejudice or "buddy effect"  
 Makes it easy to probe for more "facts" about how the candidate actually behaved/performed  
 #Tell me about a time you...  
 #Give me an example when you...  
 #Describe a specific situation where you...  
*Key Assumption: Past is the best predictor of the FUTURE!*

<p><b>CUSTOMER SERVICE</b></p> <p>Describe a time when you "went the extra mile" to help someone.</p> <p>Why did you assist them?</p> <p>What was the outcome?</p>	<p><b>CUSTOMER SERVICE</b></p> <p><b>THE INTERVIEWER IS TRYING TO DETERMINE:</b></p> <ul style="list-style-type: none"> <li>If you maintain a strong customer focus.</li> <li>If you create an environment where customer satisfaction is always a top priority.</li> </ul> <p>TIP: It is cheaper to keep a customer than to find a new one</p> <p>Sit. or Task _____              Action _____              Result _____</p>
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