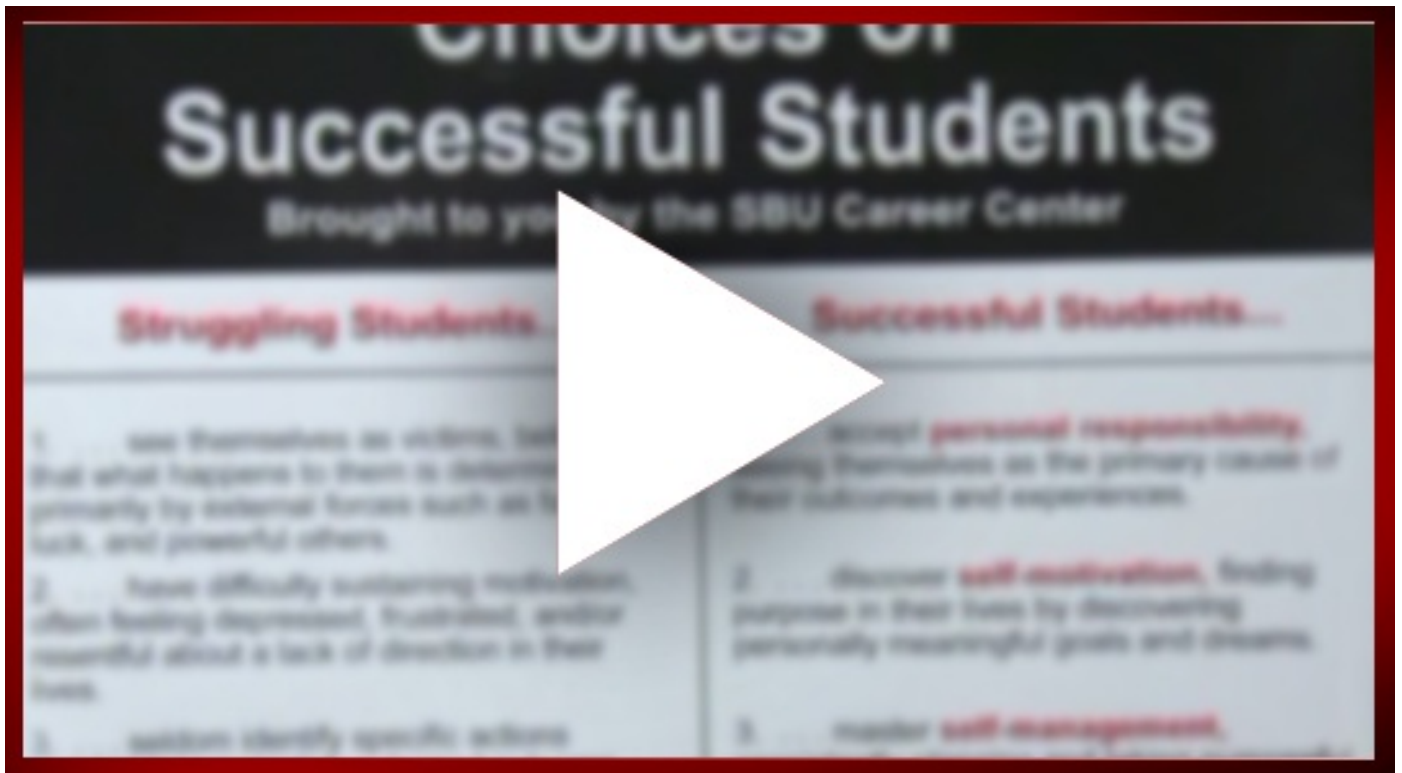


"From my time at the Career Center, I have learned that it is never too early or too late to start thinking about your future. Extremely valuable experiences can be found here on campus and you have to take initiative to get what you want from them."

—KRISTEN, STONY BROOK STUDENT

Making Career Decisions



You've made many decisions in your life, including choosing to attend Stony Brook University. Making career decisions may sound scary, especially if you expect that a choice now will exclude you from other options in your future. In reality, though, we make decisions all the time. Some are easy; we don't think about them – *"I think I'll leave for school an hour early this morning so I can study for my exam."* *"I'm going to join the debate club to improve my public speaking skills."* Some decisions are more complex, and therefore may seem larger, have greater risk, and require more time and consideration – *"Should I pursue the study abroad option or a summer internship?"*; *"Do I accept the position that pays more, or the one I know I'll love?"*

Before making a career-related decision, which doesn't necessarily mean deciding on your long-term career path but could mean something smaller and more immediate such as choosing a major or identifying internships that interest you, you must first be willing to D.E.C.I.D.E.

We recommend a systematic decision-making approach developed by psychologists Krumboltz and Hamel called "DECIDES."

Define the situation as specifically as possible. Remember that big life decisions should be divided into smaller, manageable mini-decisions. An example of poor problem definition: to choose a satisfying career. Better problem definition: by the end of this semester I will narrow down major and career options that best match my interests, skills and values.

Establish an action plan, with specific deadlines. You may read the Bulletin and specific course descriptions and speak to academic advisors before the registration period begins.

Clarify values. What is really important to you as it relates to work? For example, if you're looking at internships in investment banking, are you willing to adjust your lifestyle to accommodate the long hours? If you want experience in media, are you willing to accept an unpaid position?

Identify alternatives. You may be able to think creatively and brainstorm options on your own. However, this is an opportune time for you to work with a career counselor, who likely has resources to assist you.

Discover probable outcomes. Can you reasonably predict outcomes of each alternative? For example, if you wish to major in computer science, you may not have time to take many elective courses. If you major in health science, you'll be spending most of your senior year on the east campus.

Eliminate alternatives systematically. Compare them with what makes you who you are (values, interests, skills). For example, you may consider a double major in computer science and biochemistry, yet pursuing such a rigorous program would not give you time to also run for USG president and/or have an active social life. Will you sacrifice social life for study time?

Start action! Clearly doing something to pursue your goals is preferable to sitting back and waiting for your career to happen to you. If you are concerned that this approach is too rigid for your taste, remember that these are guidelines – the elements are key, not the order. Let us consider a real life example...

Sofia's Dilemma

Example: Sofia is a freshman. Her strong subjects in high school were math and physics. She is confused about how to choose a major, and whether that also means she should choose a career. She heard that quantitative skills are good for business and that business pays well. What exactly does that mean? What skills? What business? And how well exactly does it pay? Sofia visited the Career Center and found a dazzling array of career opportunities for students of math and physics: actuary, researcher in a national lab, university professor, computer programmer, teacher, Wall Street analyst, veterinarian, and financial advisor. She also discovered a broad range of salaries and years of training required. Sofia was overwhelmed by all this information. When her career counselor asked her if she also had considered applied math and economics, she felt faint. Fortunately she had taken economics in high school and hated it, so she turned that down easily. But applied math? Is it different from plain math and how? To what does it apply? Here are some of the mini-decisions that Sofia made:

1. She ruled out economics on the basis of her previous experience (she disliked it).
2. She read the Applied Math section of the Bulletin, including description of major, classes, and faculty specializations. This sounded intriguing enough for her to decide to take the first statistics course next term.
3. After studying the requirements for the math major, she felt less confident that she could do well in 300-level classes. She decided to give it one more try, and enrolled in a 200-level course.
4. After speaking with the physics advisor, she learned that this major involves many labs. She recalled that she was not fond of this type of hands-on science. She also didn't feel like she blended well with the crowd at the physics department, and decided not to pursue physics.

Epilogue: At the end of the following semester, Sofia learned that she really loved statistics; she felt that formulas came alive when applied to real life problems. Meanwhile, the 200-level math class required a lot of effort and though she did reasonably well, she was not particularly excited about climbing to a higher level. Her mini-decisions allowed her to confidently choose Applied Math & Statistics as her major.

Career Development Process

Career Development Cycle



CAREER DEVELOPMENT CYCLE © 2007 STONY BROOK UNIVERSITY CAREER CENTER

The SBU Career Center would like to welcome you to one of the best experiences of your life. Throughout your Stony Brook University (SBU) experience you will be engaged in an environment where you will thrive and grow to heights you have never imagined. However, in order to get the most out of your time here it is important to utilize the resources surrounding you. Your four-year career development plan involves reaching outside of your comfort zone and getting involved with your campus community by engaging in your interests. It's okay to not know your intended career direction right away. Explore—relate—and discover the possibilities. Three things you should consider as they relate to your career exploration:

- Understanding and Knowing Yourself
- Engaging in Experiential Learning
- Occupation Information Gathering

Understanding Yourself and the Self-Assessment Process

Knowing about yourself is the basis for career decision-making. This process can be an exciting but scary time. But—it does not have to be scary. We challenge you to explore parts of the self-assessment process. Identify your interests by getting involved in a club/organization, part-time job/internship related to your field of interest or trying out a class of interest. Engaging in any one of these experiences will allow you to start to determine what you like and dislike—interests, your strengths and weaknesses—abilities, and what is most important to you—values.

Remember that the purpose of a liberal arts education, like the one you're getting at Stony Brook, is less to give you hard job skills than to teach you how to do things like write well and think critically – transferable skills that are essential in almost any job. Because of this, every major leads to a wide variety of career options. For example, did you know that studio art majors can become doctors (if they complete the requirements for medical school)?

Your major is only ONE part of what your future employer or graduate school will consider when you apply: the key is to combine your academic study with experience that adds to your skills and refines your interests.

Exercise #1: What do I like?

This is an exercise to get you thinking about your interests as they relate to various career fields. Consider it a “preliminary” assessment that will not give you a complete picture, but may offer you some direction.

Rating Scale: Very Interested (4); Interested (3); Somewhat Interested (2); Not Interested (1)

Indicate your level of interest in the following activities. Do not worry about your ability to do it, just whether or not you would find it enjoyable. Don't look at the career field column at the top if that influences your ratings. Just look at the activity.

Career Field: Accounting and Business

Activity	4	3	2	1
Keep accurate financial records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage a business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record and analyze financial information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give stock advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct the activities of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyze business problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Market and sell a product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview, hire and train new employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mediate a conflict between co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate a contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Communication

Activity	4	3	2	1
Read prepared scripts on the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produce a TV show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put scientific/technical information into easily understandable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a newspaper article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check writing for grammatical errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a press release	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and organize special events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write ads for a new product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a speech or presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate video and sound recording equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a press conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Education

Activity	4	3	2	1
Teach children or teens in a classroom setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction in basic education to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise college students about their coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give lectures or present seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in a library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help students choose a college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach a sports team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide job search assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach children about the outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at a day care center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Environment, science, health & technology

Activity	4	3	2	1
Conduct scientific research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve computer problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protect natural resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use laboratory equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treat sick people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find a cure for a disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take care of animals/wildlife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Government & law

Activity	4	3	2	1
Represent a client at a criminal or civil trial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campaign for political office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draft legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobby for a cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research legal cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare reports on political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct public opinion polls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare legal documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate issues in a public forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research domestic and foreign policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate conflicts between people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Museum, theatre, and the arts

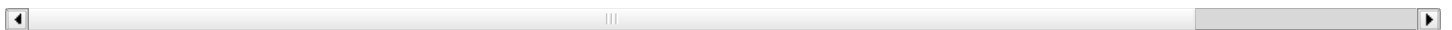
Activity	4	3	2	1
Design a logo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give a museum tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct a play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate an exhibition in a museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redecorate a living room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain historical records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketch pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take photographs for a magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catalogue museum items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choreograph a dance performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Psychology and social service

Activity	4	3	2	1
Soothe angry or upset people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care for sick people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpret psychological test data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at a homeless shelter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsel victims of domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help teens recover from drug addiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise students on job search strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide support for a grieving widow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raise money to benefit an important cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor a child from a poor community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist a mentally challenged adult with daily routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Career Field: Religion

Activity	4	3	2	1
Provide spiritual counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead a prayer group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach religious education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct religious ceremonies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend religious services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead a religious youth organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organize a church/temple retreat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate music for religious services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct missionary work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the Torah, Bible, Koran, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver a sermon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL SCORE:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Now look at the career fields and note the top three you can explore further based on your scores above:

1.

2.

3.

List the activities in which you indicated you are “very interested.”



Exercise #2: What am I good at?

Look at the list of skills that follows. Underline the skills you have to some degree. Circle the skills you have and enjoy using. Put a star beside the ones without which your life will not be complete. Don't look at the bolded header if it influences your decision.

Verbal Communication

- Teaching
- Speaking
- Instructing
- Selling
- Persuading
- Promoting

Written Communication

- Reading
- Copying Writing
- Editing
- Translating
- Corresponding
- Proposal Writing

Planning

- Analyzing
- Appraising
- Reviewing
- Deciding
- Evaluating
- Researching
- Troubleshooting
- Obtaining Information

Dealing with Abstracts

- Anticipating
- Conceptualizing
- Estimating
- Predicting
- Theorizing

Organizing

- Arranging
- Categorizing
- Scheduling
- Collecting
- Organizing
- Compiling
- Coordinating
- Preparing
- Planning Events
- Record Keeping
- Committee Working

Presenting/Performing

- Exhibiting
- Explaining
- Making Layouts
- Representing
- Speaking
- Setting Up
- Teaching
- Displaying
- Dramatizing
- Entertaining
- Meeting the Public

Persuasion

- Explaining
- Manipulating
- Negotiating
- Persuading
- Politicking
- Fund Raising
- Confronting
- Motivating Others

Supervisory/Leadership

- Confronting
- Coordinating
- Delegating
- Directing
- Explaining
- Initiating
- Managing
- Mediating
- Organizing
- Risk Taking
- Supervising
- Tolerance
- Motivating Others

Information Management

- Coordinating
- Dispensing
- Interpreting
- Investigating
- Locating
- Managing
- Operating
- Organizing
- Processing
- Programming
- Recording
- Record Keeping
- Rewriting
- Translating

- Updating
- Analyzing

Human Relations

- Advising
- Handling Complaints
- Counseling
- Training
- Group Facilitating
- Listening
- Rehabilitating
- Analyzing
- Interviewing
- Recruiting
- Meeting the Public
- Mediating
- Negotiating
- Expressing Feelings

Finance

- Accounting
- Bookkeeping
- Advising
- Auditing
- Budgeting
- Calculating
- Collecting Estimating
- Fundraising
- Record Keeping
- Working with Precision
- Grant Writing
- Developing Economic Models

Using Hands

- Assembling
- Building
- Caring for Patients
- Constructing
- Fixing
- Showing Dexterity
- Operating Tools/Machinery
- Using Instruments

Artistic

- Setting Up
- Photographing
- Making Layouts
- Sketching

Using Whole Body

- Observing
- Hiking

- Outdoor Activities
- Team Sports
- Camping
- Physical Education
- Individual Sports
- Traveling
- Coaching

Creativity

- Creating
- Imagining
- Inventing
- Designing
- Displaying
- Applying Theory
- Voicing Ideas
- Dealing Creatively with Shapes, Colors, Paints

Now look at the categories that have the most skills circled; these are skills you should try to incorporate into a career. Note the categories with no skills circled. Have you tried to build skills in these areas? Or are you intentionally avoiding them? Understanding the areas you do not want to pursue can be helpful in determining the areas you do. If there are skills that are underlined, keep them in mind with examples of when/how you use them. Although they might not be skills you prefer to use, they may be marketable in combination with skills you do enjoy. The skills with stars beside them need to be incorporated into your professional, social or community life to achieve overall satisfaction.

Categories with the most circles and stars:

1.

2.

3.

4.

5.

Exercise #3: What is important to me?

Understanding your values will help you select occupations that contribute to your career and life satisfaction. Indicate the extent to which the following values must be incorporated into your chosen career:

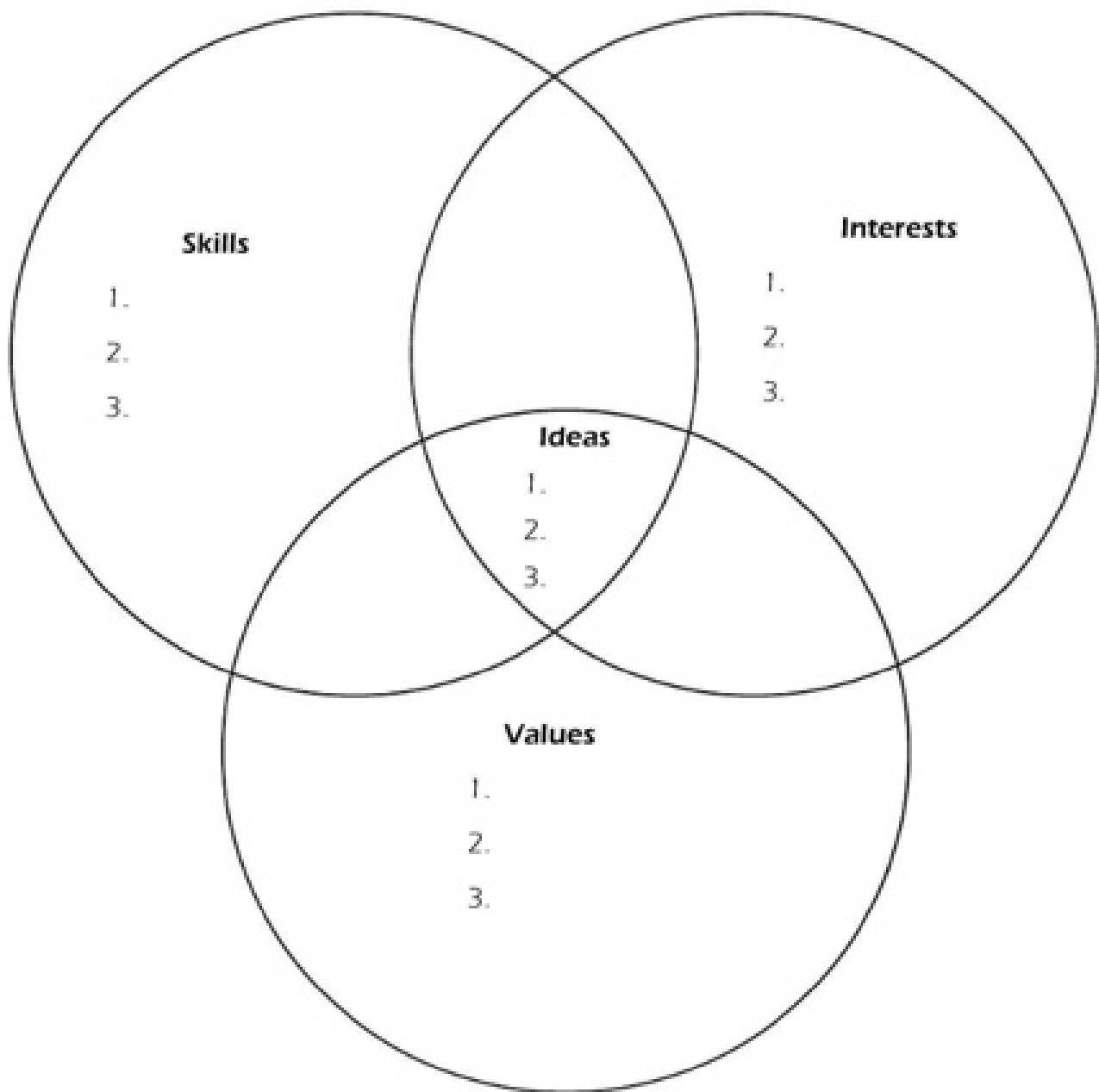
Value	Definition	Must have	Nice to Have	Doesn't Matter
Achievement	Personal/professional feeling of accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advancement	Opportunities for continuing promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adventure	Work that involves risk-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetics	Work that involves the appreciation of beauty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affiliation	Recognition as a member of a particular group/team/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Altruism	Work that emphasizes helping others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomy	Relative independence from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge	Stimulating work that demands the best of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compensation	Being well-paid for your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competition	Work that involves win/lose outcomes			
Creativity	Creating new ideas, programs, or organizational structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-Making	The power to decide organizational policies and courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity	Interacting with people who are different from you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment	Work that is done in a specific type of surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fast-Pace	Work that must be accomplished quickly in order to meet deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	Establishing your own work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influence	Shaping the attitude or opinion of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Status	Work that acknowledges one's intellectual expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge	Engaging in the pursuit of knowledge, truth and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	understanding			
Personal Fulfillment	Expressing one's personal or cultural values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Challenge	Work that is physically demanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power/ Authority	Controlling the work activities of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Precision	Work in situations where accuracy is crucial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predictability	Work that involves routine daily tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prestige	Work having high status and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Profit	Work that focuses on an organization's or one's own financial gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Contact	Opportunity for contact with people outside of one's work group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition	Gaining acknowledgement for one's accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships	Work involving pleasant interpersonal interaction with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	Being trusted with important tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security	Job is not likely to be eliminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Utilization	Work that fully makes use of one's unique abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirituality	Allowing one to explore the spiritual meaning of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	Collaborative work within a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety	Frequently changing responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List the Values that you indicated you **MUST** have in your chosen career, and then rank order their importance to you.

Exercise #4: Put It All Together

In the diagram below, fill in the items that you had starred in the previous three sections (you may have more than three per category). Looking at the lists, complete the overlapping section of the circles with ideas you have for possible majors/career fields. Be as specific as you are able (you could list “something with animals” or “greyhound dog rehabilitator”). Talk to your advisor about your ideas. Having trouble putting it all together? Your advisor can help with that too!



Exercise #5: Conduct Career Research

1. I would like to learn more about:

2. Answer the following questions using resources in The Career Center Library, Melville Library, and the Web:

What are the names of three directories or trade journals you have identified that relate to your field of interest? Where are they found?

1.

2.

3.

3. Describe a current trend in the field that is discussed in one of these journals:

4. Name one professional association related to the field. What address, phone number, or web site would you use to make a first contact with them?

5. List one person on campus who you may be able to contact to learn more about the field:

6. List one person off campus who you may be able to contact as part of your research:

7. Name one print/web resource you will use to learn more about the field:

8. Name one organization/club/job/project you could pursue to test out the field:

9. Name three websites or other resources for identifying job postings for the field:

Information Gathering

Gathering information about careers and professions can be a difficult task. We have provided you with an easy way to organize information about the professions you may be interested in pursuing.

Read

The Career Center has a few [online resources](#) available : Vault, Career Insider, Career InfoNet, Career Zone, Occupational Outlook Handbook and Salary.com, to name a few.

Occupational Outlook Handbook (OOH)

For hundreds of different types of jobs—such as teacher, lawyer, and nurse—the Occupational Outlook Handbook tells you:

- The training and education needed
- Earnings
- Expected job prospects
- What workers do on the job
- Working conditions

Vault Career Insider

Vault Career Insider is one of the most popular online career libraries available to college students. Occupational profiles, industry overviews, in-depth employer profiles, the “electronic water cooler” message boards, employee surveys, salary trends and more. Use your SBU email address to create your free account online.

Career InfoNet

America’s Career InfoNet is a resource for making informed career decisions to support a demand-driven workforce investment system.

Career Zone

A product of the NY State Department of Labor, CareerZone is a free career exploration and planning system designed especially for New York State students.

Salary.com

Salary.com builds on-demand software around a deep domain knowledge in the area of compensation to help customers win the war for talent by simplifying the connections among people, pay and performance. Salary.com’s cutting-edge technology is integrated with actionable data and content, empowering customers to make the best decisions about pay and performance and help them to attract, motivate, reward and retain top performers.

Talk

Take the time to talk with people in the career you are potentially interested in. The information you get from talking with someone doing the job you are interested in is priceless—you can’t find this information in a book. This will help you better understand if a field or career is the right fit for you.

The Career Advising Network Program ([ZebraCAN](#)) is a career matching program. We have many alumni and friends of Stony Brook representing a variety of career fields who are willing and able to help you learn about careers through informational interviewing. Some of these contacts have even volunteered to provide assistance with obtaining internships, employment with their organizations and job shadowing!

You can apply to participate in ZebraCAN through the Events & Job Fairs link on your ZebraNet account. You must submit a resume and cover letter expressing your interest in being matched with a Career Advisor in the network. If accepted you will attend an orientation where you will receive your match and learn how to make your connection a success!

Informational Interviewing

Here’s a startling statistic: One out of every 200 resumes (some studies put the number as high as 1,500 resumes) results

in a job offer. One out of every 12 informational interviews, however, results in a job offer. Read further information on the Career Center website.

Job Shadowing

Through this activity, students will spend up to a day in a work setting to observe and meet professionals. The experience should be planned to accommodate both the student and the mentor's schedule.

Try It Out

Internships, Jobs, and Volunteer positions Engage in an internship, part-time job or volunteer position. For more information, please visit the "Get Experience" section of the following webpage:

<http://career.stonybrook.edu/students/educate> .

Stony Brook Career Center Mission

The Career Center at Stony Brook University exists to:

- EDUCATE students about the career development process and industry options, empowering them to make informed career decisions.
- PREPARE students for experiential learning (i.e. internships and community service), employment and further education.
- CONNECT hiring organizations with our diverse student talent.

Our VISION for SBU students

Students will view academic & career planning as intertwined, and take responsibility for their success by:

- Acquiring knowledge of self and of career options
- Gaining related experience and establishing professional networks
- Reflecting on experiences to shape their next steps
- Committing to ongoing career development and professional growth

Career Exploration Summary

As you can see, there are many career planning tasks you can be working on during your first year. Remember the three steps of the process:

- Understanding and Knowing Yourself
- Engaging in Experiential Learning
- Occupation Information Gathering



The Career Center Waiting Room



A hands on Chemistry class

Yearly Checklists

Although no single path guarantees success, the following are steps we recommend.

Freshman

_____ Visit us and learn what the **Career Center** has to offer

- **Career Center** is located in the Melville Library (lower level) at the foot of the Zebra Path

_____ Use the Career Center's online student database (**ZebraNet**) to access job listings and receive targeted emails customized to your needs

_____ Learn more about yourself and your career options through self-assessment and research

- Enroll in **CAR 110 – Career Development and Decision Making class** for 2 credits
- Attend a **Career Decision Clinic** for career exploration and choosing your major_____ Get involved in community service and/or get a part-time job
- Attend our **Job Expos** – visit our [website](#) for dates and times
- Access volunteer positions through your [ZebraNet](#) account

_____ Familiarize yourself with all of the resources/departments available to you on campus and get to know faculty and staff

- Utilize your “Freshmen Guidebook” and “Student Handbook”
- Take advantage of your professors’ office hours and introduce yourself

Sophomore

_____ Explore academic majors

_____ Begin learning about occupations and industries of interest and conduct informational interviews

_____ Attend **Career Center** seminars to increase your knowledge in various areas including career exploration, interviewing skills, and job search techniques

_____ Join **campus clubs/organizations** to develop your leadership skills, meet new people, and build your resume

Junior

_____ Investigate work experiences in your area of interest and secure an internship

_____ [Learn how to develop materials you will need to conduct an effective job search](#)

_____ Register for **On-Campus Recruiting** (OCR) for access to internship and job opportunities and attend company presentations to develop contacts and learn more about your industry of interest

_____ Plan ahead now and arrange a practice (mock) interview with a counselor so you are prepared for the interview process

Senior

- _____ Obtain additional related work experience to expand your skills and increase your marketability
- _____ Perfect your portfolio showcasing evidence of your accomplishments, and reflections of learning experiences you are proud of
- _____ Increase your knowledge of the latest job market trends
- _____ Target your companies/organizations of interest and start sending out your resume
- _____ Apply for graduate programs if you are interested in furthering your education