

**Career Development Center • Lewis & Clark College • Albany 206**  
[go.lclark.edu/career\\_development](http://go.lclark.edu/career_development) • [careers@lclark.edu](mailto:careers@lclark.edu) • 503-768-7114

# CAREER DEVELOPMENT CENTER SERVICES

Meet individually with a staff member for advice on a variety of career development topics.

To schedule an appointment, visit us online at [go.lclark.edu/career\\_development](https://go.lclark.edu/career_development).

## **MAJOR + CAREER EXPLORATION:**

Learn about major and career paths. Explore interests, skills, and values; gather information about potential fields.

## **CAREER ASSESSMENTS:**

Complete the Myers-Briggs Type Indicator and the Strong Interest Inventory to learn about your own interests, skills, and values. Our staff will review results with you and help determine a plan of action.

## **RESUME + COVER LETTER REVIEWS:**

Receive assistance crafting and customizing professional correspondence that showcases your skills and experience.

## **INTERSHIPS:**

Get help finding an internship to gain professional experience. Talk to a career advisor and take a look at the NIC database to get started.

## **JOB SEARCH PLANNING:**

Develop skills around conducting an effective job search. Learn to create a powerful resume and cover letter, research your target market, network in your field, and polish your interviewing skills.

## **MOCK INTERVIEWS:**

Prepare for an interview with a practice session and receive feedback on interview skills.

## **GRADUATE + PROFESSIONAL SCHOOL:**

Explore graduate school options with staff and receive feedback on applications, essays, and personal statements.

## **PIOCAREERS:**

Search for jobs and volunteer opportunities through the PioCareers database. Check out upcoming events and create your own career profile to help employers find you. Log your community service hours and document your leadership and community service experiences.

## **NATIONWIDE INTERNSHIP CONSORTIUM (NIC):**

Find thousands of national internship possibilities on the National Internship Consortium database.

## **LINKEDIN: LEWIS & CLARK COLLEGE CAREER NETWORK (L&C NET):**

Connect to a network of 2500+ alumni and parents who have volunteered to act as career “experts” to L&C students and alumni in transition.

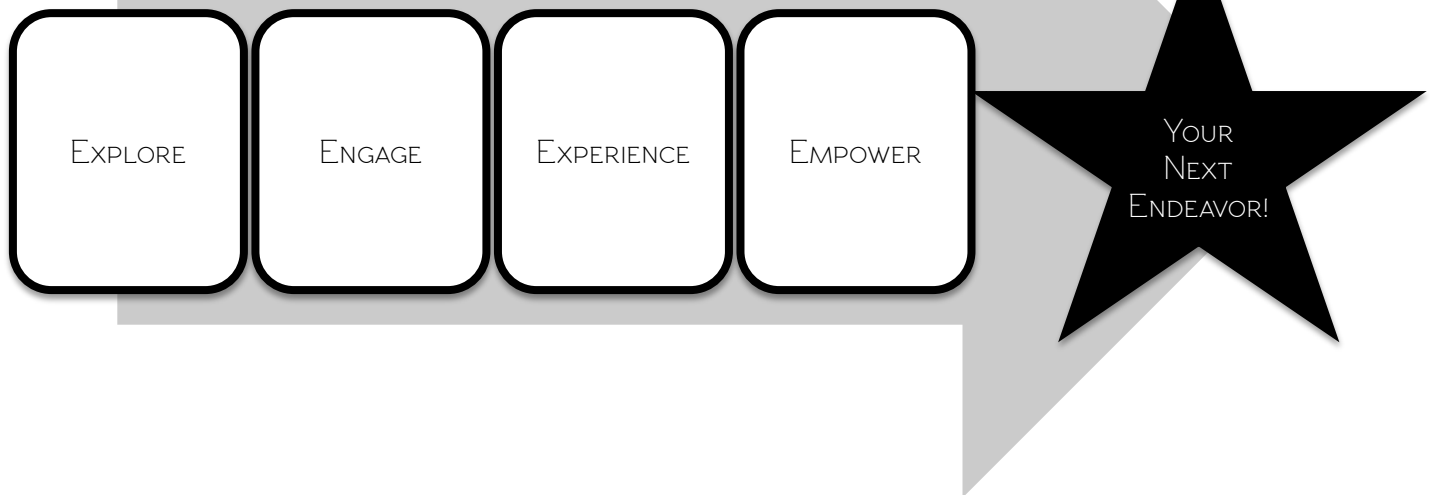
## **ALUMNI CAREER CORPS (ACC):**

Connect with alumni from a variety of fields for practical career advice and mentoring.

# WHAT IS THE CAREER DEVELOPMENT CENTER ROAD MAP?

The Career Development Center (CDC) Road Map is a planning resource for your four years of learning at Lewis & Clark College. It will help guide you through your unique career planning process.

## General Career Development Framework



## TIPS FOR USING THE ROAD MAP

<p><b><i>Take Ownership</i></b></p> <p>The Road Map is a guideline to design your plan of action. Invest in your education by seeking a broad range of experiences, which build on your interests and values; strengthen your skills and competencies; and expand your understanding of the world around you.</p>	<p><b><i>Plan Early</i></b></p> <p>Ask any Senior. Four years go by fast. It is important that you put a plan into place to make the most of your time. Writing it down helps you map it out and make adjustments as your interests and experiences develop. Each step provides opportunities for you to craft your goals and explore your strengths. Share your goals with your network of faculty, mentors, peers and staff to keep you on track and motivated!</p>
<p><b><i>Experience, Reflect, Integrate</i></b></p> <p>Grounded in the liberal arts tradition, the Road Map expands on academics through experiential learning. Thoughtful reflections are integral to experience-based learning. Consider using the next four years to test your hypotheses about yourself. Each experience informs the next as you integrate your interests, skills, strengths and passions.</p>	<p><b><i>Know Your Resources</i></b></p> <p>There is a wealth of resources on campus to help you set and achieve your goals. Take advantage of all L&amp;C has to offer by learning about the services and programs designed to enhance and support your college experience.</p>

# EXPLORE

College is a time to try new things and get to know yourself. Self-knowledge helps you build a strong foundation for your college experience. Take this opportunity to gain an awareness of your interests, strengths and motivations.

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## Get to Know YOU

- ☐ Complete [StrengthsQuest](#) and related exercises on [page 8](#)
- ☐ Read the “Who Am I” section on [page 6](#) and ponder the reflection questions
- ☐ Seek out an opportunity to explore one of your top 5 strengths
- ☐ Take a class you’re interested in
- ☐ Attend Meet Your Major information sessions
- ☐ Use the [“What Can I Do with a Major In”](#) resource on the CDC’s website

POP QUIZ:

[WHERE WOULD YOU LIKE TO TRAVEL?](#)  
[IF YOU COULD ONLY DO 3 THINGS](#)  
[WHEN YOU GOT THERE, WHAT WOULD](#)  
[YOU PICK?](#)

## Connect with the L&C Community

- ☐ Join a [student group](#), team, or committee
- ☐ Participate in community events
  - o [PIOFair](#)
  - o Days of Service
- ☐ Attend events in your residence hall and get coffee with your Resident Advisor
- ☐ Attend the [student employment](#) fair to find an on-campus job
- ☐ Get involved with the [Office of Student Leadership and Service](#) and volunteer
- ☐ Follow the [CDC on Facebook](#) and [Twitter](#) (@PioCareers)
- ☐ Get the CDC Newsletter (email [careers@lclark.edu](mailto:careers@lclark.edu) to get on the listserv)

## Develop Time Management Skills and Strategies

- ☐ Schedule an appointment with [Student Support Services](#)
  - o Student Support Services provides a wide range of services, support and advocacy for students with a variety of disabilities and learning differences. They’re here to assist you in making your time here productive and successful. (Email to schedule an appointment: [access@lclark.edu](mailto:access@lclark.edu))
- ☐ Visit with a personal counselor
  - o At one time or another, most students feel overwhelmed by the responsibilities of college, work, family, or relationships. [Counseling Service](#) staff are available to help students cope with these and other stressors. About 15 percent of Lewis & Clark students visit the Counseling Service each year. (Email to schedule an appointment: [counsel@lclark.edu](mailto:counsel@lclark.edu))
- ☐ Talk with your [academic advisor](#)
  - o Your faculty advisor is a key resource for academic information and guidance about graduation requirements, course selection, semester schedules, four-year plans, and choosing a major. Advisees may also chat with advisors about career plans and strategize about academic challenges and difficulties.

# ENGAGE

Take your experience beyond the classroom and look for opportunities to get involved on campus or in Portland. Discover and connect your interests and passions through co-curricular activities such as student clubs and organizations, service projects or internships.

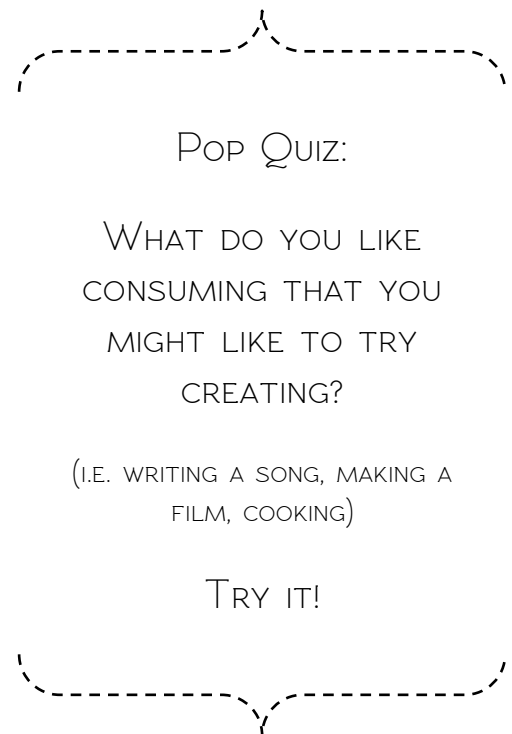
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## Research Your Areas of Interest

- ☐ Identify the subjects that most resonate with you
- ☐ Take advantage of faculty office hours
- ☐ Meet with your advisor
- ☐ [Declare a major](#)
- ☐ Apply for a [SAAB grant](#) to attend a conference
- ☐ Continue learning about your values, interest, personality, skills, and strengths
  - o [Meet with a Career Counselor](#) to discuss assessments (Strong Interest Inventory and Myers-Briggs Type Indicator – more info on [page 7](#))
- ☐ Investigate your areas of interest with the resources on [page 15](#)

## Stay Connected to the L&C Community

- ☐ Think about serving in a leadership role on campus
  - o Run for an [ASLC](#) position
  - o Join a [club or organization](#)
  - o Get involved with [College Outdoors](#)
  - o Get involved with the [Student Alumni Association](#)
- ☐ Attend lectures and symposia
  - o [Gender Studies Symposium](#)
  - o [International Affairs Symposium](#)
  - o [Environmental Affairs Symposium](#)
  - o [Ray G. Warren Symposium on Race and Ethnic Studies](#)
  - o Lectures hosted by departments (check with the department for more information)
- ☐ Participate in campus wide days of [service](#)
  - o MLK Day of Service
  - o Spring Into Action



## Understand the Job Search Process

- ☐ Meet with a Peer Career Advisor or Resident Career Advisor
- ☐ Attend networking [events](#) such as Careers for Pioneers
- ☐ Attend resume workshops and [craft a resume](#)
- ☐ Consider participating in the bi-annual Resume Challenge
- ☐ Create a LinkedIn account
- ☐ Conduct [informational interviews](#) with alumni and community members to learn about your interests

# EXPERIENCE

Every experience is an opportunity to gain insights about yourself, your community, and your world. Integrate your academic learning with meaningful experiences. Start to craft an action plan to reach your goals!

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## Apply Your Academic Knowledge

- ☐ Secure an internship or summer job in your field of interest
  - Apply for a [CDC Summer Internship Grant](#) if your opportunity is unpaid
- ☐ Pursue an on campus research opportunity through the [Summer Science Opportunity](#) program
- ☐ Ask professors about opportunities in the field
- ☐ Study abroad – visit the [Office of Overseas and Off-Campus Programs](#) for more information
- ☐ Be able to articulate the value of a liberal arts education

## Formalize Your Job Search Strategies

- ☐ Research [graduate school programs](#), [job opportunities](#), and [short-term programs](#)
  - Use [CDC databases](#): ProCareers and Nationwide Internship Consortium (NIC). These resources can be found on our website: [go.clark.edu/career\\_development](http://go.clark.edu/career_development).
- ☐ Hone your resume and LinkedIn profile
- ☐ Participate in the Resume Challenge
- ☐ Attend networking events and practice schmoozing
- ☐ Use [L&C Net](#) and the [Alumni Career Corps](#) to connect with alumni
- ☐ Frequently check [CDC's calendar](#) and attend programs (especially those that connect you with employers and alumni)

# EMPOWER

Navigating the transition out of a structured educational setting can be challenging and requires you to rely on your strengths. Reflect on what you have accomplished, what your next steps will be and how you will leave your mark on this community.

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## Develop Your Action Plan

- ☐ Clarify your post-graduation goals
- ☐ Apply to programs and [graduate school](#) in the summer and fall
- ☐ Use your network to connect with [job/internship opportunities](#)
- ☐ Be able to articulate your strengths and how you use them
- ☐ Do a mock interview through the Career Development Center
- ☐ Participate in [Senior Experience](#) events
- ☐ Continue to participate in CDC programs
- ☐ [Meet with a Career Counselor](#)



POP QUIZ:

NAME 3 ORGANIZATIONS YOU  
ARE INTERESTED IN WORKING  
FOR.





# WHO AM I?

The spirit of career planning is finding harmony between who you are and an environment that fits you. Career planning is a dynamic and continuous process. Just as reading about exercise and diet won't improve your health, reading about self-assessment without actually answering the questions and engaging in some self-reflection won't assist your career development or lead to job satisfaction. Self-assessment is, in essence, taking the time to explore *your* answers to the following questions:

- Who am I?
- What are my intellectual interests?
- What do I have to offer an employer?
- What do I want from a job?
- What are my strengths? How do I use them? How do I develop them?

## SELF-ASSESSMENT REFLECTION

### QUESTIONS

As you engage in self-assessment reflect on your answers to the following questions:

What do you seem to learn with the greatest ease?

What do you have a burning desire to know and understand?

When you imagine yourself as really, really relaxed and happy, what are you doing?

How do you spend your discretionary money?

What reasons have driven your past decisions?

What do faculty compliment you on? What do they notice about your work?

To date, what experiences have been your most fulfilling?

Imagine you have graduated from college, and you feel great! What is it about this experience that makes you feel great?

## USING ROAD MAP ACTIVITIES

The next few pages are filled with activities and worksheets that will help you:

- Solidify what you want to do and what is important to you
- Improve your self-awareness
- Articulate your strengths in cover letters, interviews, etc.

Each activity helps you hone in on a different part of your career development process:

### Values

Work Values Inventory – [page 9](#)

What I Want Most – [page 12](#)

### Interests

Strong Interest Inventory – schedule an appointment with a career counselor

### Personality

Myers-Briggs Type Indicator – schedule an appointment with a career counselor

### Skills

Skills Inventory – [page 10](#)

What I Do Best – [page 11](#)

### Strengths

At First Glance – [page 8](#)

Verifying My signature themes – [page 8](#)

Don't feel the need to complete them all – do the ones that speak to you and the way you think. [Pages 13-14](#) are a place for you to gather your thoughts and develop occupational ideas based on what you see.

# VALUES, INTERESTS, PERSONALITY, SKILLS AND STRENGTHS (VIPSS)

Understanding your values, interests, personality, skills and strengths is the first step toward choosing an eventual career path. Developing your self-awareness can be as formal as taking a personality or interest inventory or as informal as participation in co-curricular activities. Learn about yourself and explore your strengths and weaknesses by surveying your **VIPSS** (Values, Interests, Personality, Skills, Strengths). When you know your VIPSS, you make more informed choices about careers.

Matching careers to what you have identified as important *before beginning your career research* helps you stay focused. Exploring these questions through assessment tools will help you discover more about yourself and guide you to academic majors and careers most appropriate for you. A little time spent now to increase your knowledge about yourself and the world of work can save you from panic in the future.

## ***Value Inventories***

Value inventories measure how important different values are to you. What is most important to you in a job and workplace?

## ***Interest Inventories***

The questions in an interest inventory ask you about your likes and dislikes regarding various activities. What do you like to do?

## ***Personality Inventories***

A personality inventory looks at one's individual traits, motivational drives, needs, and attitudes. How do you interact with the world around you?

## ***Skill Inventories***

In addition to determining what and how well you perform, a skills assessment also helps you figure out what you enjoy doing. What are you good at?

## ***StrengthsQuest***

StrengthsQuest gives you the opportunity to develop strengths by building on your greatest talents—the way in which you most naturally think, feel, and behave as unique individuals. What are your areas of greatest potential?

**Interested in taking the Strong Interest Inventory, the Myers-Briggs Type Indicator or StrengthsQuest?**

[Set up an appointment with a Career Counselor.](#) Once you have completed the assessments you will meet with a career counselor to review your results, answer questions, and brainstorm ideas for next steps.

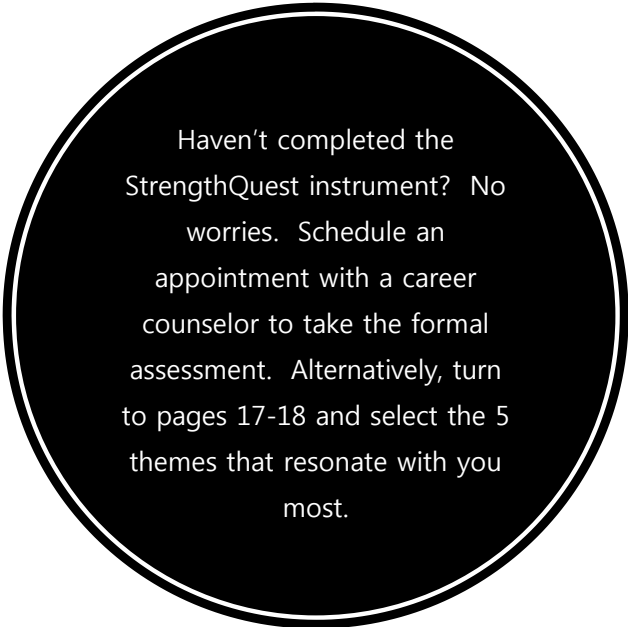
There is a small fee.  
Financial assistance is available.



# STRENGTHSQUEST ACTIVITIES

## At First Glance

The Clifton StrengthsFinder is comprised of 34 themes. These themes emerged in Gallup's study of successful people over decades of research. Each theme contains several talents. These talents are natural, recurring patterns of thoughts, feelings, or behaviors. The talents found in your Signature Themes are things you do naturally — like breathing. You actually do them without even trying. Read through the descriptions (found in your signature themes report or on pages 16-17) for each of your Signature Themes. Highlight the words and/or sentences that best describe you. Then, answer the following questions:



Haven't completed the StrengthQuest instrument? No worries. Schedule an appointment with a career counselor to take the formal assessment. Alternatively, turn to pages 17-18 and select the 5 themes that resonate with you most.

*What is your first reaction to these terms? What do they mean to you at this point?*

*Does anything in the report surprise you?*

*How well do you feel your Signature Themes describe the ways in which you most naturally, think, feel, and behave as a unique individual?*

## Verifying My Signature Themes

Share your signature themes report with someone close to you (e.g. a parent, sibling, friend). Ask them to read through the report, and then ask them the following questions. Record their answers.

*Which parts of the report really describe me?*

*What surprises you?*

*Which of the five themes have you noticed in me most?*

*Give me an example of when and how you've seen this theme or these themes in me?*

## Things to Reflect Upon

*How did it feel to ask others about your talents?*

*Did some people see your themes differently than you did? How so?*

*Were you surprised by anything that the other person said?*

*Describe one thing you learned as a result of completing this exercise.*

# WORK VALUES INVENTORY

It is key to select potential career options that are congruent with your values. The list below will help you to identify those values that you think will be important to you in your work. Read each value and decide if it is always, sometimes or never important to you. Place an "X" in the appropriate box. Use whatever definition for each value works for you. Use the blank boxes to add your own values if they are not on the list.

	Level of Importance				Level of Importance		
Work Value	Always	Sometimes	Never	Work Value	Always	Sometimes	Never
Diversity				High Earning Potential			
Relaxed Environment				Intellectual Status			
Moral Fulfillment				Challenging Problems			
Help Others				Status			
Creativity				Affiliation			
Independence				Learning			
Recognition							
Honesty & Integrity							
Work-Life Balance							
Influence People							
Family							
Spirituality							
Fun & Humor							
Artistic Creativity							
Work Alone							
Community							
Location				<div>My Top Work Values</div> <div>Narrow your list to only 10 always important values.</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>			
Friendships							
Time Freedom							
Security							
Help Society							
Advancement							
Environment							
Make Decisions							
Change & Variety							
Excitement							
Precision Work							
Aesthetics							
Stability							
Supervision							
Practicality							
Fast Pace							
Competition							
Work Under Pressure							
Physical Challenge							
Adventure							
Structure & Predictability							
Work with Others							
Power & Authority							

# SKILLS INVENTORY

Review the list of skills and check or highlight the skills you possess. Once you have identified the skills, review that list and note any clusters of skills. For each skill, be sure you have a real example of how you have used it successfully. Finally, review the list of skills and identify those you like to use.

## Hands-On/Physical Skills

- ☐ Coordination
- ☐ Outdoor skills
- ☐ Athleticism
- ☐ Strength
- ☐ Stamina/endurance
- ☐ Agility/quickness
- ☐ Constructing
- ☐ Handling
- ☐ Cooking
- ☐ Installing
- ☐ Operating tools/machines
- ☐ Producing
- ☐ Repairing/restoring
- ☐ Gardening
- ☐ Designing
- ☐ Building

## Communication Skills

- ☐ Clear communication/spoken
- ☐ Clear communication/business written
- ☐ Clear communication/creative written
- ☐ Persuading
- ☐ Defining
- ☐ Editing/restatement
- ☐ Interviewing
- ☐ Summarizing
- ☐ Public speaking to large groups
- ☐ Reading for meaning
- ☐ Reading for summarizing
- ☐ Languages
- ☐ Not afraid of competition
- ☐ Follow through
- ☐ Ethical/trustworthy

## Leadership/Influencing/Motivational Skills

- ☐ Relates well to others
- ☐ Builds teams and alliances
- ☐ Negotiates agreements
- ☐ Settles disagreements
- ☐ Persuades and guides
- ☐ Sells ideas/promotes
- ☐ Manages self
- ☐ Sets priorities
- ☐ Identifies direction

- ☐ Works without supervision
- ☐ Accepts responsibility
- ☐ Delegates
- ☐ Monitors progress
- ☐ Manages meetings/conferences
- ☐ Identifies problems and solutions
- ☐ Manages up and down the organization
- ☐ Adapts to new situations
- ☐ Builds teams
- ☐ Works well independently
- ☐ Motivates
- ☐ Guides and coaches
- ☐ Demonstrates integrity and values
- ☐ Professional appearance
- ☐ Marketing

## Interpersonal/Teaching/Coaching Skills

- ☐ Listening
- ☐ Identifying learning areas
- ☐ Provide instruction/input
- ☐ Create learning opportunities
- ☐ Facilitate group process
- ☐ Encourage/guide
- ☐ Design learning modules
- ☐ Summarize/provide overview
- ☐ Instruct/provide detail
- ☐ Advise/coach one on one
- ☐ Problem solving
- ☐ Sympathetic
- ☐ Helping
- ☐ Accepting
- ☐ Forms good rapport
- ☐ Mediating
- ☐ Handles problems/complaints
- ☐ Providing service
- ☐ Flexible

## Learning Skills

- ☐ Observation
- ☐ Identifying trends
- ☐ Synthesizing
- ☐ Analyzing/assessing
- ☐ Summarizing
- ☐ Retains facts and details
- ☐ Learns by doing

- ☐ Learns by reading
- ☐ Learns by listening
- ☐ Learns by process in the moment
- ☐ Extrapolates to other situations

## Artistic/Creative/Innovative Skills

- ☐ Noticing beauty/aesthetics
- ☐ Designing visually
- ☐ Designing materials
- ☐ Symbolic thinking
- ☐ Creating/shaping things
- ☐ Imagining
- ☐ Performing
- ☐ Interrelating materials/themes
- ☐ Improvising
- ☐ Noticing trends
- ☐ Developing new approaches
- ☐ Demonstrating foresight
- ☐ Experimenting
- ☐ Adapting ideas
- ☐ Tolerating lack of structure

## Technological/Financial Skills

- ☐ Math computation
- ☐ Using statistics
- ☐ Identifying trends
- ☐ Problem solving
- ☐ Accounting
- ☐ Forecasting
- ☐ Estimating
- ☐ Financial planning
- ☐ Budgeting

## Analytical Skills

- ☐ Problem Solving
- ☐ Can make decisions with ambiguous, incomplete, or conflicting information
- ☐ Event planning
- ☐ Organization
- ☐ Attention to detail
- ☐ Initiative

# WHAT I DO BEST

Read through the following list of “What I Do Best” tasks or activities, and identify five statements that would best describe the tasks or activities you would like to spend most of your time doing in a job or career.

- |   |   |
|---|---|
| <input type="checkbox"/> volunteer for causes I believe in                                    | <input type="checkbox"/> discover patterns of data  |
| <input type="checkbox"/> inspire people about what could be                                   | <input type="checkbox"/> take on challenges   |
| <input type="checkbox"/> collect and archive all kinds of information                         | <input type="checkbox"/> be persuasive  |
| <input type="checkbox"/> examine the unique qualities of each person                          | <input type="checkbox"/> follow through on my commitments                                 |
| <input type="checkbox"/> talk with those going through difficult situations                   | <input type="checkbox"/> keep track of several things at one time                         |
| <input type="checkbox"/> be in the “public eye”   | <input type="checkbox"/> participate in intellectual and philosophical discussions        |
| <input type="checkbox"/> establish routines and processes                                     | <input type="checkbox"/> figure out how different people can work together productively   |
| <input type="checkbox"/> feel connected with all of life                                      | <input type="checkbox"/> give praise  |
| <input type="checkbox"/> think and study  | <input type="checkbox"/> plan new programs  |
| <input type="checkbox"/> compare my performance to others                                     | <input type="checkbox"/> have clear rules that everyone follows                           |
| <input type="checkbox"/> create order and safety in my life                                   | <input type="checkbox"/> discover new information   |
| <input type="checkbox"/> act according to my beliefs  | <input type="checkbox"/> prove myself successful  |
| <input type="checkbox"/> control my life  | <input type="checkbox"/> create future pictures and plans                                 |
| <input type="checkbox"/> include people who feel left out                                     | <input type="checkbox"/> overcome obstacles   |
| <input type="checkbox"/> check people out carefully before revealing confidential information | <input type="checkbox"/> take on significant goals and challenges                         |
| <input type="checkbox"/> let others know, without words, that I know how they feel            | <input type="checkbox"/> win the approval of others                                       |
| <input type="checkbox"/> associate with people who appreciate my strengths                    | <input type="checkbox"/> search for the reasons and causes                                |
| <input type="checkbox"/> coach  | <input type="checkbox"/> strive to know more  |
| <input type="checkbox"/> work hard  | <input type="checkbox"/> tell stories   |
| <input type="checkbox"/> discuss history and its lessons                                      | <input type="checkbox"/> envision the things I want and desire                            |
| <input type="checkbox"/> do things right  | <input type="checkbox"/> push things to action  |
| <input type="checkbox"/> help others explain their thoughts                                   | <input type="checkbox"/> selectively distribute praise and recognition                    |
| <input type="checkbox"/> live for the present   | <input type="checkbox"/> accept people as they are  |
| <input type="checkbox"/> meet new people  | <input type="checkbox"/> organize a big event or celebration                              |
| <input type="checkbox"/> help people solve their problems                                     | <input type="checkbox"/> teach people   |
| <input type="checkbox"/> use history to explain my position                                   | <input type="checkbox"/> join brainstorming sessions                                      |
| <input type="checkbox"/> be busy all the time   | <input type="checkbox"/> find experts to help   |
| <input type="checkbox"/> treat all people the same  | <input type="checkbox"/> get people committed   |
| <input type="checkbox"/> find a new way to do things  | <input type="checkbox"/> stay in contact with my friends                                  |
| <input type="checkbox"/> concentrate until the job gets done                                  | <input type="checkbox"/> help others see their strengths                                  |
| <input type="checkbox"/> learn as much as I can about the people I meet                       | <input type="checkbox"/> choose the best alternatives                                     |
| <input type="checkbox"/> do what is expected of me each day                                   | <input type="checkbox"/> make work fun  |
| <input type="checkbox"/> follow up on the details   | <input type="checkbox"/> build bridges between people of different cultures or experience |

Now, rank your choices in order of importance, starting with the most important and continuing to the least important.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

# WHAT I WANT MOST

Read through the following list of “What I Want Most in the Place I Work” needs or attributes, and identify five statements that would best describe the attributes that you would like to find in the place you work. Feel free to add additional attributes that may be important to you when considering a place of employment.

- ☐ step- by-step training at work
- ☐ family-friendly environment
- ☐ work either on virtual teams or with few people
- ☐ have strong work relationships
- ☐ have a supervisor or manager who cares about me
- ☐ working in a company with a large number of people I deal with each day
- ☐ recognized for work I do well
- ☐ clear career path within the organization
- ☐ have a set schedule
- ☐ there is someone always guiding my work
- ☐ flexible environment that allows me some freedom
- ☐ have the opportunity to always be working with people
- ☐ be my own boss
- ☐ work alone most of the time
- ☐ my opinion counts
- ☐ on-call position
- ☐ have to figure out things on my own
- ☐ have a place where I believe in the mission of the company

Now, rank your choices in order of importance, starting with the most important and continuing to the least important.

1.

2.

3.

4.

5.

## INTEGRATION WORKSHEET

Pull your VIPSS together here to develop occupational ideas. Look for places of overlap and recurring themes. Your ability to begin connecting your academics with experiences is critical to determining your next step and creating a plan of action.

### VALUES

My Top 5 Values

What I Want Most in a  
Workplace

### INTERESTS

My Strong Code

My areas of interest include...



## PERSONALITY

My MBTI Type

Phrases from my MBTI type description that fit me.

## SKILLS

My Top 5 Skills

What I Do Best

## STRENGTHS

My Top 5 Strengths

Which strength resonates with me most? Why?

# RESEARCHING YOUR OCCUPATIONAL INTERESTS

There are many ways to identify occupations that fit your personal profile: reading about them, researching them on the internet, talking with professionals in the field, and attending campus career presentations. You can also test out a possible career choice through career-related internship or work experience. To make sure you have the most accurate picture of a career and/or occupation, it's best to use multiple methods to gather information. The resources listed below are just a starting place; talk to your career counselor about [additional resources](#).

We suggest you start with these online resources:

**[Occupational Information Network \(O'Net\)](#)** [onetonline.org](http://onetonline.org)

Maintained by the Department of Labor, this site allows you to find jobs that fit your interests, skills and experience; explore career profiles from the latest labor market data; search for occupations that use your skills; and view specific details about occupations and identify related occupations.

**[Glassdoor](#)** [glassdoor.com](http://glassdoor.com)

Glassdoor provides you an inside look at jobs and companies. Salary details, company reviews, and interview questions — all posted anonymously by employees and job seekers.

**[My Next Move](#)** [mynextmove.org](http://mynextmove.org)

Comprehensive information on careers searchable by key word, industry area and/or area of interest.

**[Job Profiles](#)** [jobprofiles.org](http://jobprofiles.org)

A career exploration and inspirational web site where experienced workers share their motivations, basic skills and advice with those just entering the career field. The profiles are of real people and the work covers a wide variety of jobs.

**[Job Star](#)** [jobstar.org](http://jobstar.org)

Career Information. Originally developed for California job changers, this site includes articles on career information, links to resources, and lists of books to look for in your local public library.

**[LinkedIn: Lewis & Clark College Career Network \(L&C Net\)](#)** [go.lclark.edu/career\\_development](http://go.lclark.edu/career_development)

The Lewis & Clark College Career Network (L&C Net) is a network of 2500+ alumni and parents who have volunteered to act as career "experts" to L&C students and alumni in transition. Hosted as a group on LinkedIn, alumni volunteers live in locations throughout the United States and abroad, and represent a cross-section of industries and professional careers.

**[Alumni Career Corps \(ACC\)](#)** [go.lclark.edu/caeeer\\_development](http://go.lclark.edu/caeeer_development)

ACC is a program to connect you with our remarkable network of alumni, in an effort to better equip you for life after Lewis & Clark. ACC members are here to provide you with practical career advice and offer a range of career perspectives. Our network of alumni are looking to help you tailor your resume to specific career paths, provide career guidance, conduct informational interviews, and/or mock interviews. You can connect with alumni in person, by email, phone or Skype.

# OCCUPATION EVALUATION WORKSHEET

Using an occupation evaluation table is one way to compare various career options you are considering. By putting the options side by side and comparing them in specific areas, you can get a clearer picture of how they stack up against each other.

1. In the first column, list your VIPSS and arrange them from most important to least important.
2. Arrange your list of occupations in the columns and title them.
3. In each column, note how well the occupation matches your VIPSS listed and give it a score between 1 and 5. One being is does not match your VIPSS at all and five being that it's a perfect fit. If you don't know how well an occupation satisfies a particular requirement, talk to a career counselor for help gathering more research.
4. Compare your totals and how each option aligns with your VIPSS.

What is important to me?	Occupation 1:	Occupation 2:	Occupation 3:
My most important <b>values</b> :			
1.			
2.			
3.			
4.			
My strongest <b>interests</b> :			
1.			
2.			
3.			
4.			
My <b>personality</b> characteristics:			
1.			
2.			
3.			
4.			
The <b>skills</b> I would most like to use:			
1.			
2.			
3.			
4.			
My top 5 <b>strengths</b> :			
1.			
2.			
3.			
4.			
5.			
My education level:			
<b>Totals:</b>			

# Clifton StrengthsFinder® Quick Reference Card

Achiever	People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.
Activator	People especially talented in the Activator theme can make things happen by turning thoughts into action. Once a decision is made, they want to act quickly.
Adaptability	People especially talented in the Adaptability theme prefer to “go with the flow.” They tend to be “now” people who take things as they come and discover the future one day at a time.
Analytical	People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
Arranger	People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.
Belief	People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.
Command	People especially talented in the Command theme have presence. They can take control of a situation and make decisions.
Communication	People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
Competition	People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
Connectedness	People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.
Consistency	People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear expectations and adhering to them.
Context	People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
Deliberative	People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.
Developer	People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.
Discipline	People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
Empathy	People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others’ lives or others’ situations.
Focus	People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

Futuristic	People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
Harmony	People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
Ideation	People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Includer	People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
Individualization	People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
Input	People especially talented in the Input theme have a need to collect and archive. They may collect information, ideas, history, or even relationships.
Intellection	People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Learner	People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
Maximizer	People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
Positivity	People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.
Relator	People especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
Responsibility	People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
Restorative	People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
Self-Assurance	People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
Significance	People especially talented in the Significance theme want to make a big impact. They are independent and sort projects based on the level of influence it will have on their organization and others around them.
Strategic	People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
Woo	People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

# Career Development Center

## Mission and Vision

### *Mission:*

The Career Development Center prepares and empowers students and alumni to achieve their post Lewis & Clark goals. Through comprehensive and holistic career services, we support students in developing the necessary knowledge, skills and experiences for lives that are intellectually challenging, professionally enriching and personally fulfilling.

### *We are guided by the liberal arts experience and value:*

- Individual Strengths and Diversity
  - We respect and support the unique differences and specific needs of students and alumni.
- Exploration and Discovery
  - We strive to provide a place for students/alumni to understand, appreciate and distinguish themselves.
- Responsible Engagement
  - We encourage students to intentionally engage in their learning, personal growth and community.
- Creativity and Innovation
  - We believe thinking outside of the box leads to learning, growth and self-actualization.
- Experiential Learning
  - We promote learning experiences that enhance career development, leadership, and professional skills.

### *Vision:*

We strive to develop student confidence and competence to pursue and achieve their academic, professional and personal goals by providing a full-spectrum of innovative career services and resources.

## Contact Us!

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503-768-7114

[go.lclark.edu/career\\_development](http://go.lclark.edu/career_development)

Facebook: Career Development Center at Lewis & Clark

Twitter: @PioCareers