

Career Exploration and Self-Assessment for Graduate Students

The University of Toledo Career Services

Presented by Terri Burnett, Assistant Director

Career Services



- ❑ Assist with all stages of career decision-making
- ❑ Develop an effective job search campaign
- ❑ Create a resume and cover letter
- ❑ Prepare for interviews
- ❑ Network at career and job fairs
- ❑ Navigate career library and Web resources

Program Goals

- ❑ Enhance your understanding of career exploration stages:
 - ❑ **Self-awareness**
 - ❑ **Career awareness**
- ❑ Assess your **interests**, **skills**, **values**, and **personality type** and demonstrate how to relate the information to possible careers
- ❑ Identify follow up strategies

Let's get started....

What gives you passion?

- If you could do just one thing all day long in your work, what would it be?
- If you could do any job or full-time activity all the time—without pay—what would it be?
- What sort of work or activity gives you the greatest joy or satisfaction?

**What do you
really love to do?**

Keeping it real

Activity

- Write down your three most important goals in life right now.
- What are your three most pressing problems or worries right now?
- What would you really want to do with your life if you have no limitations?



Career Decision-Making Stages

1 Self Awareness

2 Career Awareness

3 Decision Making

4 Action Planning



Stage 1: Self Awareness

INTERESTS

**Skills &
Abilities**

YOU

**Work
Values**

**PERSONALITY
TYPE**

Interests

Identifying Interests

Activity

- Complete the *Career Key*.
 - Total your responses on Line 3 (2nd page).
 - Circle your top three interest areas.
- Realistic**
 - Investigative**
 - Artistic**
 - Social**
 - Enterprising**
 - Conventional**

Realistic—The “Doers”



- ❑ Realistic people like
 - Fixing/Repairing
 - Using Tools
 - Heavy Equipment
 - The Outdoors
 - Building Things
- ❑ Realistic environments are
 - Physical...Product-Driven
 - Manufacturing/Industrial
 - Clear in Lines of Authority

Investigative—The “Thinkers”

- Investigative people like
 - Designing
 - Computing/Analyzing
 - Problem Solving
- Investigative environments are
 - Scientific...Unstructured
 - Indoors
 - Research-Oriented



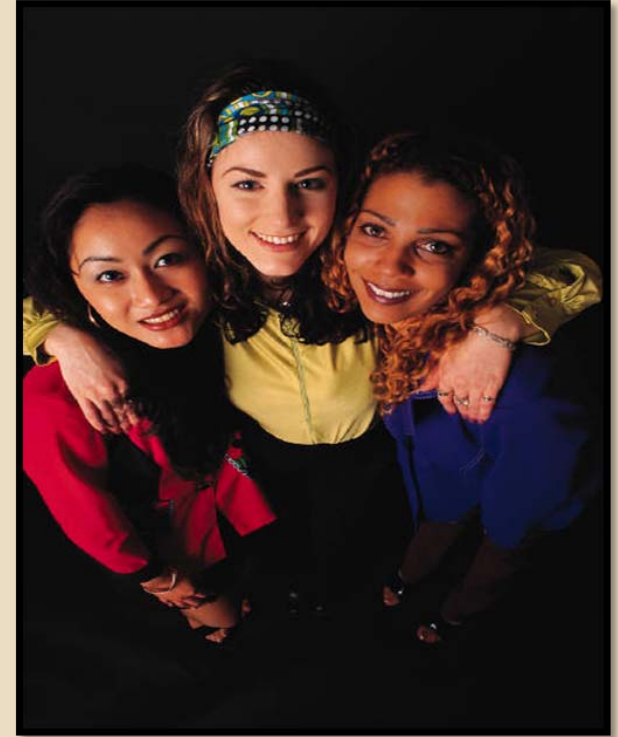
Artistic—The “Creators”



- Artistic people like
Imagination...Creativity
Art, Dance, Music and
Writing
- Artistic environments are
Self-Expressive
Flexible...Non-Conforming

Social—The “Helpers”

- ❑ Social people like
 - Helping
 - Empowering
 - Instructing
 - Caring For Others
- ❑ Social environments are
 - Friendly
 - Team-Oriented
 - Supportive
 - Concerned with the Welfare of Others

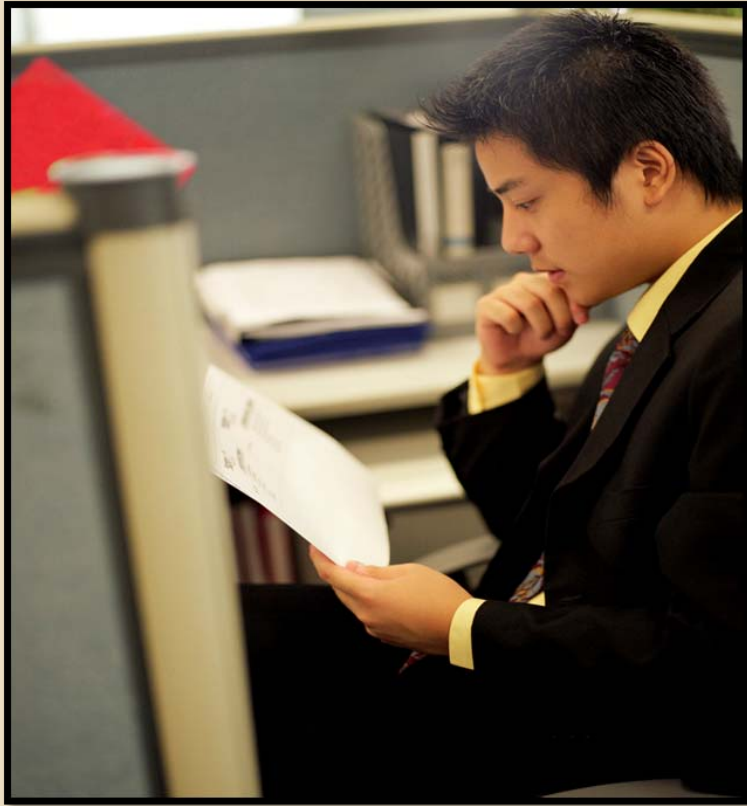


Enterprising—The “Persuaders”



- ❑ Enterprising people like
 - Directing...Influencing
 - Leading Others
 - Meeting Organizational Goals
- ❑ Enterprising environments are
 - Business-Oriented
 - Entrepreneurial
 - Fast-Paced...Competitive

Conventional—The “Organizers”



- ❑ Conventional people like
Arranging...Recording
Ordering...Managing Written
and Numerical Data
- ❑ Conventional environments are
Structured...Stable
Predictable
Clearly Defined Chains of
Command

Holland Interest Types

Realistic

Investigative

Conventional

Artistic

**What is your
1st choice?
2nd choice?
3rd choice?**

Enterprising

Social

Interests: Study, Work, Leisure

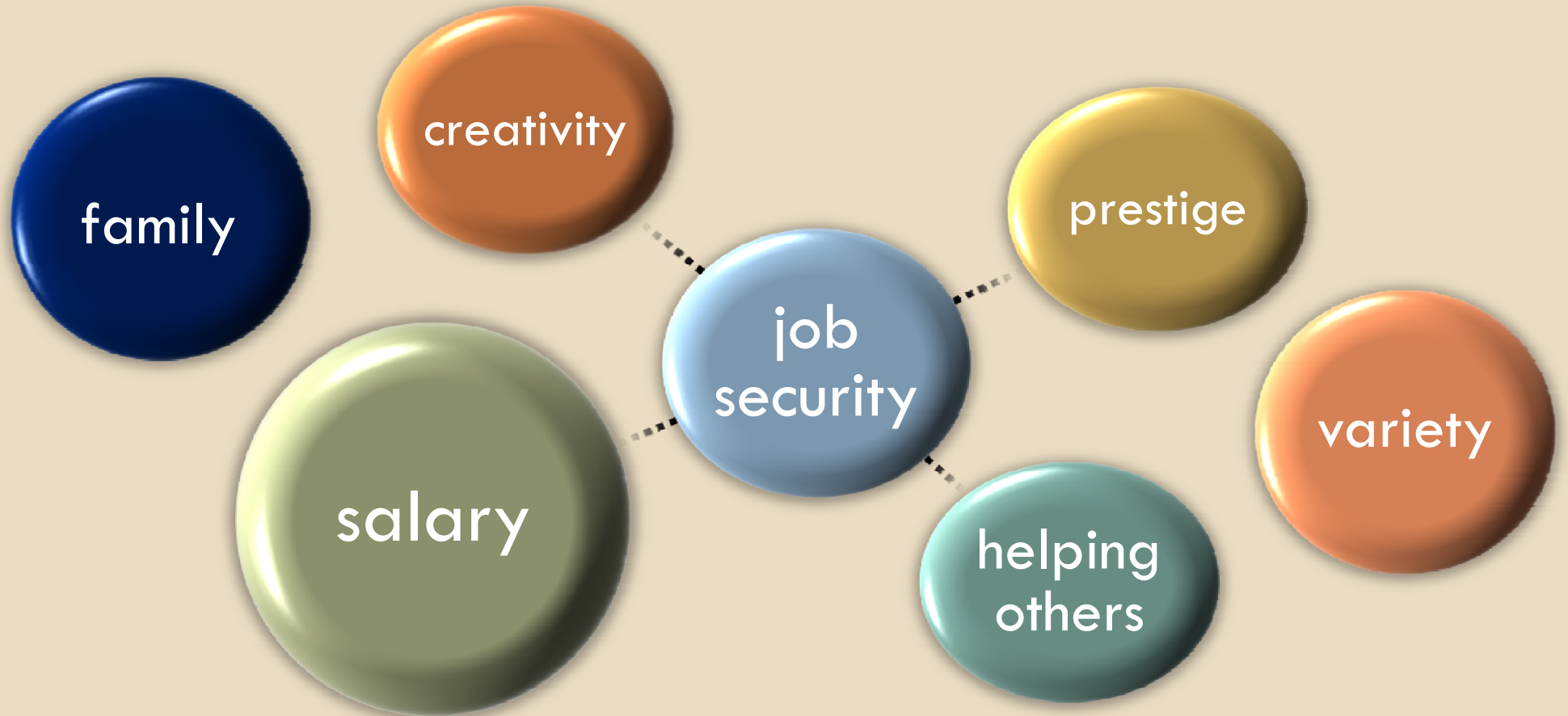
Activity

- Review the list of UT Majors/Occupations.
- Is there a close match between your current field of study and your interests?
- Are your interests satisfied outside of work?

Work Values



Work Values: What's Important to You?



Work Values Inventory

Activity

WORK VALUES INVENTORY

This checklist presents common "satisfaction factors" that people receive from their jobs. Begin by reading the entire list, then rate each item, using the scale that follows. **Circle your top 5 work values.**

1. = Very Important
2. = Important
3. = Not Very Important
4. = Not Important at All

- Help Society:** Contribute to the betterment of the world I live in.
- Help Others:** Help others directly, either individually or in a group.
- Public Contact:** Have lots of daily contact with people.
- Work with Others:** Have close working relationship with a group.
- Affiliation:** Be recognized with an organization where status is important to me.
- Friendship:** Develop close personal relationships with coworkers.
- Competition:** Put my abilities against others and where there are clear outcomes.
- Make Decisions:** Have the power to set policy and determine a course of action.
- Work Under Pressure:** Work where deadlines and high quality are demanded.
- Power and Authority:** Control other people's attitudes and opinions.
- Influence People:** Be in a position to change people's attitudes and opinions.
- Work Alone:** Do things by myself, without much contact with others.
- Knowledge:** Seek knowledge, truth and understanding.
- Intellectual Status:** Be regarded by others as an expert or a person of intellect.
- Artistic Creativity:** Do creative work in any of several art forms.
- Creativity:** Create new ideas, programs or anything else not previously developed.
- Aesthetics:** Have a job that involves sensitivity to beauty.
- Supervision:** Guide other people in their work.
- Change and Variety:** Have changing job duties or settings.
- Precision Work:** Do work that allows little tolerance for error.
- Stability:** Have job duties that are largely predictable and not likely to change.
- Security:** Have job duties that are largely predictable and not likely to change.
- Fast Paced:** Work quickly and keep up with a fast pace.
- Recognition:** Be recognized for the quality of my work visibly or publicly.
- Excitement:** Work that offers change and stimulation.
- Adventure:** Do work that requires me to take risks.
- Profit, Gain:** A chance to accumulate money and goods.
- Independence:** Work on my own, determine my own work with little supervision.
- Moral Fulfillment:** Work that contributes to a set of important moral standards.
- Location:** Find a place to live that matches my lifestyle and personality.
- Community:** Live in a town where I can get involved with community affairs.
- Physical Challenge:** Have a physically demanding job that is rewarding.

- Complete the *Values Inventory* and list your top 5 values on the reverse side.
- In your small group, discuss which work value is most important to you and why.

Skills and Abilities

Types of Skills

- **Hard skills** – Technical or administrative procedures that are typically easy to observe, quantify and measure.
- **Soft skills** – Also called “people skills,” they are typically hard to observe, quantify and measure.
- **Transferable skills** – skills you have acquired during any activity in your life (jobs, classes, projects, parenting, hobbies, sports, etc.) that are transferable and applicable to different jobs

Skills Most Sought After by Employers

- Communications Skills (listening, verbal, written)
- Analytical/Research Skills
- Computer/Technical Literacy
- Flexibility/Adaptability/Managing Multiple Priorities
- Interpersonal Abilities
- Leadership/Management Skills
- Multicultural Sensitivity/Awareness
- Planning/Organizing
- Problem-Solving/Reasoning/Creativity
- Teamwork

Personal Values Employers Seek

- Honesty/Integrity/Morality
- Adaptability/Flexibility
- Dedication/Hard-Working/Work Ethic/Tenacity
- Dependability/Reliability/Responsibility
- Loyalty
- Positive Attitude/Motivation/Energy/Passion
- Professionalism
- Self-Confidence
- Self-Motivated/Ability to Work with Little or No Supervision
- Willingness to Learn

Skills Checklist

Activity

Transferable Skills Checklist
Check off these skills you already have
Use these to help build your resume.

<input type="checkbox"/> Interpersonal skills able to interact successfully with a wide range of people; knows how to interact and use body language	<input type="checkbox"/> Customer service skills able to build a relationship of mutual trust with clients; able to handle complaints and escalate in a positive way	<input type="checkbox"/> Research skills knows how to find and review relevant background information; able to apply to data, summarize findings and write a report
<input type="checkbox"/> Oral communication skills warrants information and ideas clearly and concisely; with confidence and appropriate for the audience (speaker or listener or in a group); understands options and plans to act upon, effectively	<input type="checkbox"/> Care-giving skills able to empathize with others; able to give sensitive care to people who are sick or elderly or who have diverse disabilities	<input type="checkbox"/> Practical skills able to follow concrete behavioral records; able to manage a budget (not in preparing means budgets and managing expenses)
<input type="checkbox"/> Public speaking skills able to make formal presentations; presents ideas, positions and concerns in an engaging way	<input type="checkbox"/> Analytical / Logical thinking skills able to draw specific conclusions from a set of specific facts; able to synthesize information and ideas	<input type="checkbox"/> Language skills knows how to use language effectively; understands how to use language to influence others
<input type="checkbox"/> Coaching skills able to help others learn and to respond to what others have said in a way that is helpful; able to give feedback in a way that is helpful and respectful to others	<input type="checkbox"/> Critical thinking skills able to assess information and ideas; able to identify the strengths and weaknesses of a problem; weighing the pros and cons	<input type="checkbox"/> Advanced writing skills able to write professional reports; able to write a variety of business proposals; understands how to use language to influence others
<input type="checkbox"/> Coaching / Mentoring skills able to help others learn and to respond to what others have said in a way that is helpful; able to give feedback in a way that is helpful and respectful to others	<input type="checkbox"/> Problem-solving skills able to identify the nature of a problem; able to generate ideas; able to evaluate ideas; able to choose the best solution; able to use the solution effectively	<input type="checkbox"/> Technical skills able to use technical equipment and software; able to use technical equipment and software; able to use technical equipment and software
<input type="checkbox"/> Teamwork skills able to work with others; able to contribute to a team; able to work with others to achieve a common goal	<input type="checkbox"/> Decision-making skills able to identify the nature of a problem; able to generate ideas; able to evaluate ideas; able to choose the best solution; able to use the solution effectively	<input type="checkbox"/> Administrative / Clerical skills able to manage administrative tasks; able to manage administrative tasks; able to manage administrative tasks
<input type="checkbox"/> Leadership skills able to lead others; able to inspire others; able to motivate others; able to manage others	<input type="checkbox"/> Project management skills able to plan projects; able to manage projects; able to complete projects; able to evaluate projects	<input type="checkbox"/> Advanced writing skills able to write professional reports; able to write a variety of business proposals; understands how to use language to influence others
<input type="checkbox"/> Networking skills able to build relationships; able to expand one's network; able to use one's network effectively	<input type="checkbox"/> Advanced writing skills able to write professional reports; able to write a variety of business proposals; understands how to use language to influence others	<input type="checkbox"/> Advanced writing skills able to write professional reports; able to write a variety of business proposals; understands how to use language to influence others

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- Complete the **Transferable Skills Checklist**.
- How many skills do you have? Are there any areas you'd like to work on?

Personality Type

Personality Types

Understanding
your
personality can
help you...

- Be more successful
- Deal with other people better
- Contribute more to the team
- Reduce stress
- Enjoy your work more
- Get more out of life

Personality Type

Activity

- On the *Personality Type* sheet, select your preferred way of thinking and behaving for each preference
- Find your four-letter type on the reverse side. Explore related types if first selection doesn't seem to “fit”
- Read more about type at <http://typelogic.com/>

How Are You Energized?

EXTRAVERSION

- ❑ External/exterior
- ❑ Outside thrust
- ❑ Talk thoughts out
- ❑ Breadth
- ❑ Involved with people, things
- ❑ Interaction
- ❑ Action
- ❑ Do-think-do

INTROVERSION

- ❑ Internal/interior
- ❑ Inside pull
- ❑ Keep thoughts in
- ❑ Depth
- ❑ Work with ideas, thoughts
- ❑ Concentration
- ❑ Reflection
- ❑ Think-do-think

Energy

Extraversion

ENERGY

Introversion

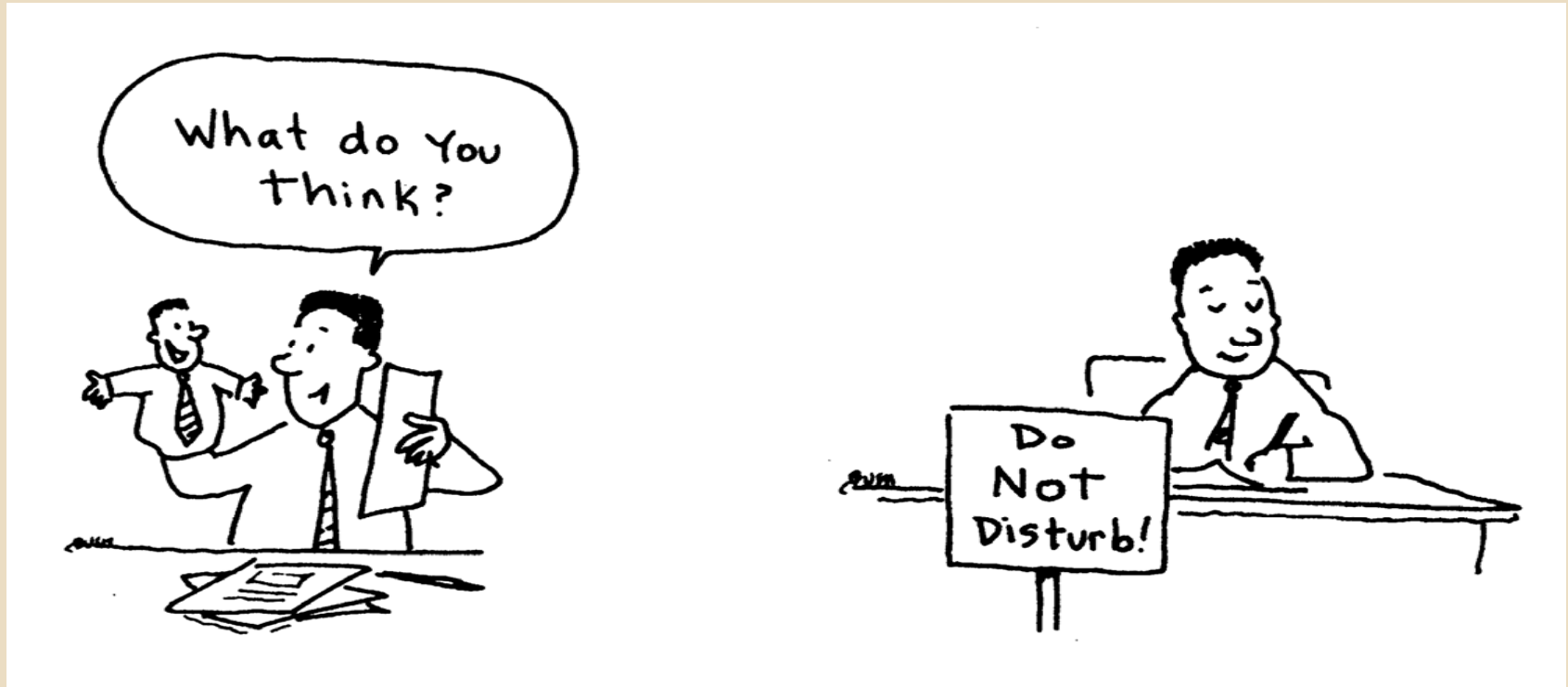
Being energized through
contact with other people
or through engaging in
activities

(the outer world)

Being energized through
ideas, quiet times,
or solitude

(the inner world)

Extraversion-Introversion



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How Do You Take In Information?

SENSING

- ❑ Present orientation
- ❑ What is real
- ❑ Practical
- ❑ Facts
- ❑ Perfecting established skills
- ❑ Utility
- ❑ Step-by-step
- ❑ The five senses

INTUITION

- ❑ Future possibilities
- ❑ What could be
- ❑ Theoretical
- ❑ Inspirations
- ❑ Learning new skills
- ❑ Novelty
- ❑ Insight-by-insight
- ❑ The sixth sense, a hunch

Information

Sensing

INFORMATION

INtuition

Paying attention to what you perceive through the five senses: seeing, hearing, touching, smelling, and tasting

Paying attention to what might be described as the sixth sense—the unseen world of meanings, inferences, hunches, insights, and connections

Sensing-Intuition



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How Do You Make Decisions?

THINKING

- Logical system
- Head
- Objective
- Justice
- Critique
- Principles
- Reason
- Firm but fair

FEELING

- Values system
- Heart
- Subjective
- Mercy
- Compliment
- Harmony
- Empathy
- Compassionate

Decisions

Thinking



DECISIONS

Feeling

Making decisions based on impartial criteria—cause-effect reasoning, constant principles or truths, and logic

Making decisions based on values-based, person-centered criteria, seeking harmony

Thinking-Feeling



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How Do You Approach Life?

JUDGING

- Decide about information
- Regulate
- Control
- Settled
- Run one's life
- Set goals
- Closing off
- Organized

PERCEIVING

- Attend to, gather information
- Flow
- Adapt
- Tentative
- Let life happen
- Seek options
- Opening up
- Flexible

Approach to Life



Want to live an ordered life, with goals and structure, making decisions so you can move on

Want to live a spontaneous life with flexibility, staying open to new information and possibilities

Judging-Perceiving



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Re-Careering

Martha Stewart

First Career:

Model (1959-65)

Current Career:

Lifestyle guru,
media magnate
(since 1990)



Al Gore, Jr.



First Career:

Journalist
(1971-76)

Current Career:

Chairman of Current
TV (since 2004)

Carly Fiorina



First Career:
Executive, AT&T
(1980-1998)

Current Career:
Nominee for US
Senate (CA)



Jim Koch

First Career:

Business consultant
(1978-85)

Current Career:

Brewer, Sam
Adams company
founder (since
1985)



Taryn Rose



First Career:
Surgical resident
(1993-97)

Current Career:
Shoe designer, CEO
(since 1998)

Re-Careering

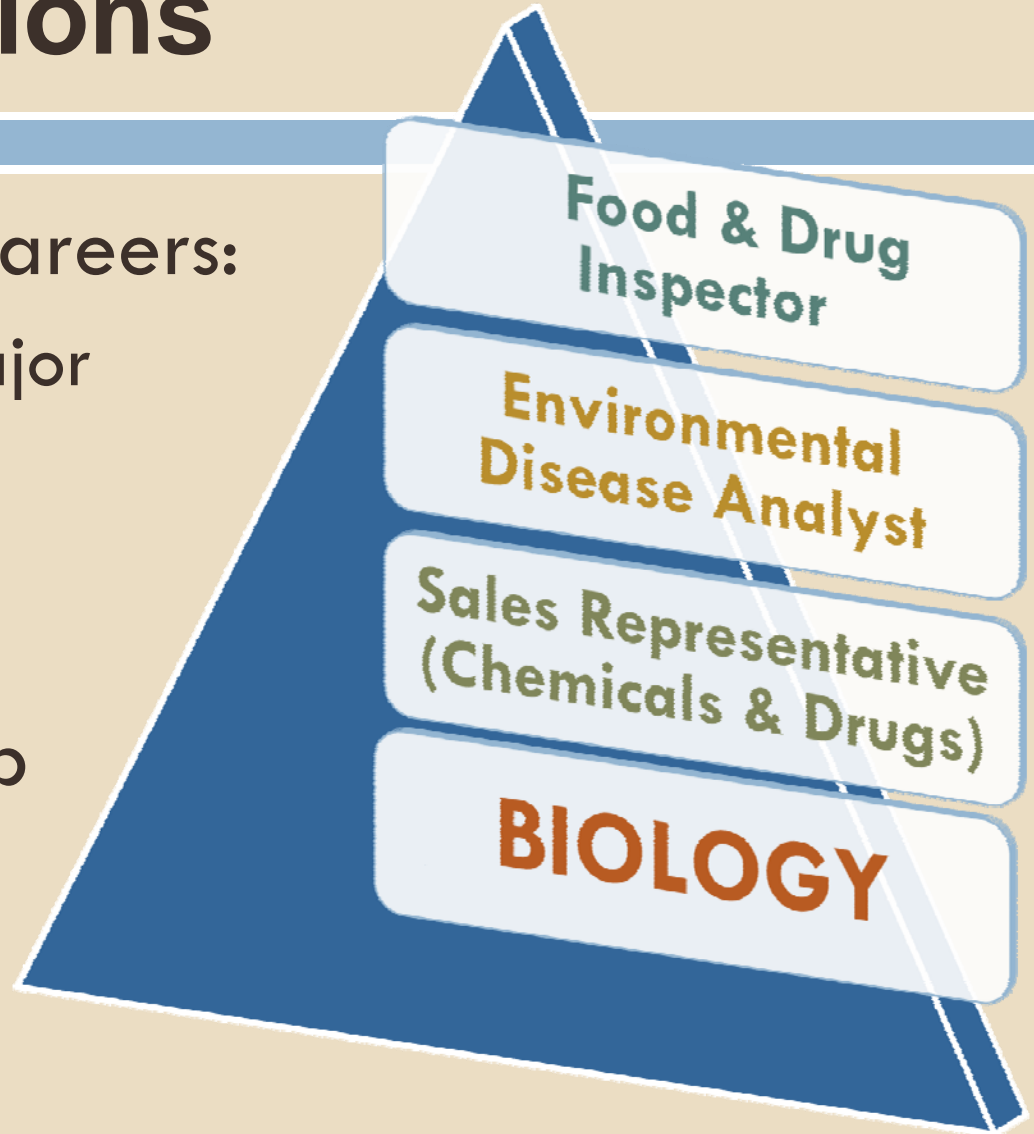
- Identify what you do well and what you enjoy doing at work.
- Assess whether or not your values, interests and personality match the new career path.
- Make a list. Write down the elements you'd like to find in your second career:
 - More flexibility?
 - Less administrative burden?
 - More creativity?
 - Less travel?
 - More analytical work?
 - Less writing?

Re-Careering

- Ask your friends
- Do your online research:
 - Visit career-oriented sites like [Vault.com](#)
 - Read job descriptions and more on [Salary.com](#)
 - Find professional associations and join a local branch
- Complete the activities in today's session
- Review with Career Services staff

Explore Connections

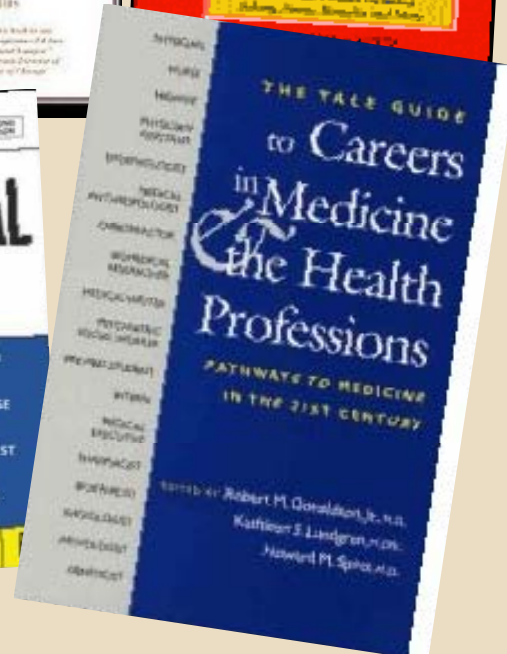
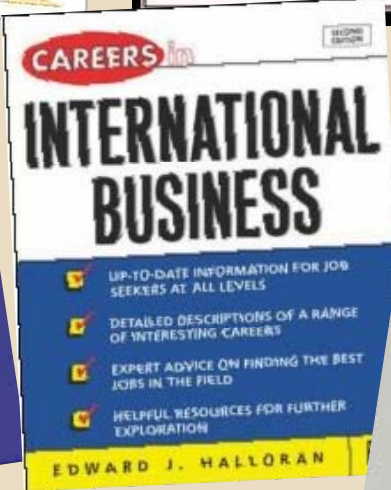
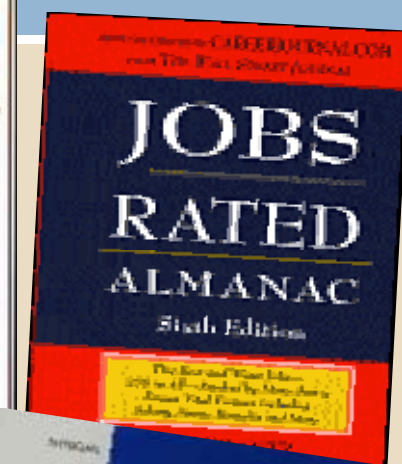
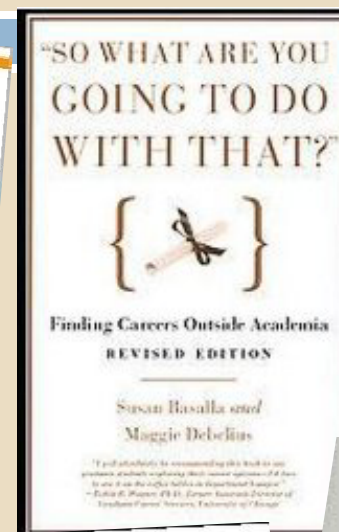
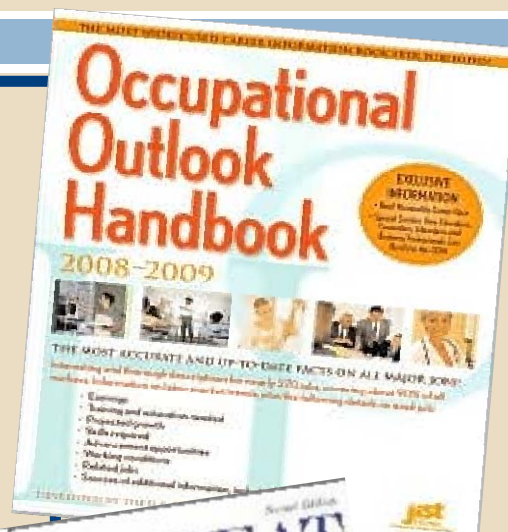
- Between degrees and careers:
 - What can I do with a major in...? web sites
 - FOCUS online career assessments
- Try out a new field—job sampling
- Network online and in person



Resources: Career Library

Look for career information in a Reference or Career Section

- Occupational Outlook Handbook
- Great Jobs for _____ Majors
- The Academic Job Search Handbook
- “So What Are You Going To Do With That?” (Finding Careers Outside Academia)



Check out the links on our website under
Career & Major Exploration



www.utoledo.edu/utlc/career

Focus Online Assessment



1. Click on “Focus Online Assessment” on our website
2. Click on “If you need to create a new account, click here,” and create an username and password that you’ll remember.

[The access code is “toledo”]



Career Readiness

Career and Educational Goals

✓ COMPLETED: 6/18/09 [PRINTABLE REPORT](#)

Academic Strengths

✓ COMPLETED: 6/18/09 [PRINTABLE REPORT](#)

Your Career Planning Status

✓ COMPLETED: 6/18/09 [PRINTABLE REPORT](#)

Your Personal Development Needs

✓ COMPLETED: 6/18/09 [PRINTABLE REPORT](#)



Self Assessment

Work Interest Assessment

✓ COMPLETED: 2/23/10 [PRINTABLE REPORT](#)

Personality Assessment

✓ COMPLETED: 2/15/10 [PRINTABLE REPORT](#)

Skills Assessment

✓ COMPLETED: 2/15/10 [PRINTABLE REPORT](#)

Values Assessment

✓ COMPLETED: 5/25/10 [PRINTABLE REPORT](#)

Leisure Interest Assessment

Narrow and Refine Your Results *See Your Top Career Choices*



Explore The Possibilities

Search by Occupation Name

Search by Industry

What can I do with a major in ...?

Compare Two Occupations Side by Side



Career Services's Career Portfolio

Review & Update Your Saved Careers

Review & Update Your Saved Majors

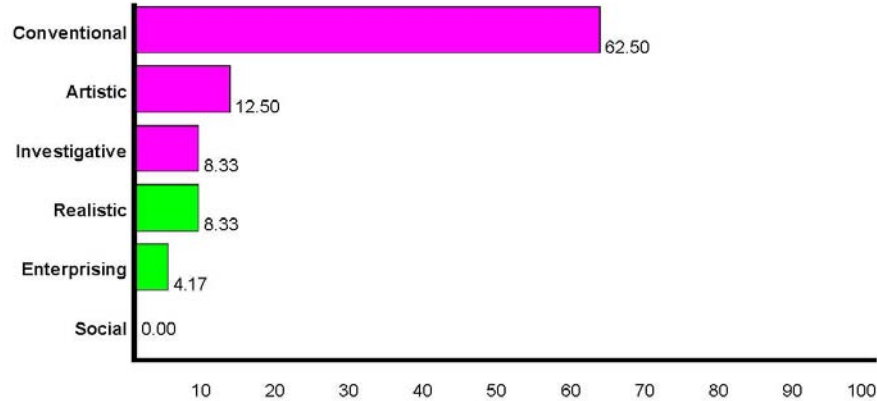
Review and Print Your Portfolio

Focus: Reports

Work Interest Profile Summary

Your interests can be summarized as follows:

Your average score in each area is also shown below as a number ranging from 0 to 100 where:
0=Low 50=Moderate 100=High



Your top 3 work interests in the order you selected are:

Conventional
"the organizers"
People in the conventional category often prefer orderly, systematic work. Work tasks often include keeping records, and organizing written and numerical materials according to a plan. They like to see things run efficiently and smoothly, which means they will pay attention to administrative details. They generally enjoy keeping accurate records, organizing, working with numbers, and using a computer.

Artistic
"the creators"
People in the artistic category prefer to be expressive. They like the opportunity to create new things and be innovative. They typically do not like structure or conformity. They prefer to use their imagination and be creative. People in this category generally enjoy activities such as: writing, poetry, photography, designing, singing, acting, dancing, painting, attending theaters and exhibits, and reading.

Investigative
"the thinkers"
People in the investigative category often have a strong desire to understand cause and effect, and solve puzzles and problems. They often work in jobs that are scientific in nature. Their work often involves the analysis of data, using formulas, graphs and numbers. Investigative types typically prefer to work independently, and with minimum supervision. People in this category generally enjoy using computers, solving math problems, interpreting formulas, and thinking abstractly.

Careers That Match Your Work Interests [\(HIDE\)](#)

SAVED	SORT BY OCCUPATION NAME	SORT BY MEAN SALARY	MAJORS AT UNIVERSITY OF TOLEDO
	Accounting Clerk	\$30,700.00	Business Administration Accounting Technology and Bookkeeping
	Actuary	\$90,760.00	Mathematics Economics Business Administration Accounting Finance
	Air Traffic Controller	\$105,820.00	Mathematics
	Aircraft Cargo Handling Supervisor	\$41,030.00	*
	Airfield Operations Specialist	\$42,230.00	*
	Audiovisual Production Specialist	\$36,350.00	Theater and Drama Film/Cinema Studies Music
	Brokerage Clerk	\$38,140.00	Accounting Accounting Technology and Bookkeeping Secretarial Science International Business and Trade
	Budget Accountant	\$58,020.00	Accounting
	Budget Analyst	\$62,180.00	Mathematics Business Administration Accounting Finance International Business and Trade
	Cartographer (Map Scientist)	\$51,340.00	Geology/Earth Science Physics Geography
	Cartographic Technician	\$51,340.00	Geography
	Certified Public Accountant (CPA)	\$78,020.00	Business Administration Accounting
	City Planning Aide	\$35,960.00	Political Science
	Compliance Officer	\$53,320.00	Pre-Law Studies

Focus: Occupational Information



Academic Advisor

Overview

Academic advisors assist students in identifying their life/career goals and developing educational plans to reach these goals. They counsel students regarding educational issues such as course and program selection, class scheduling, school adjustment, truancy, study habits, and career planning.

Education Requirements

A master's is generally preferred with 2-4 years of experience. Academic advisors may be hired as full time advisors in some institutions while in other institutions, academic advising is included as part of a professor's job duties. Some schools may hire enrolled students with exemplary study skills as student academic advisors on a part time basis. An experienced academic advisor may advance to the position of Director of Academic Advising coordinating and supervising programs and services relevant to academic advisement, financial aid and student life, and overseeing the overall coordination of academic support services.

People can enter this occupation with more than one type of credentials.

The following are the most common:

Bachelor Degree
Masters Degree

Most Common Majors/Areas of Study:

Community College Administration
Curriculum and Instruction
Education
Higher Education Administration

Duties

Academic advisors help students clarify their educational and career values and goals, guide students toward an academic program that matches these goals, and familiarize students with campus resources available to support their success academically.

Advisors assist students in planning educational programs consistent with their abilities and interests, counsel in course selection, requirements for selected areas of concentration, and post-college plans, recognize students' needs and make appropriate referrals, and monitor each student's progress toward their educational/career goals.

Advisors must maintain accurate and timely student records. They work with students both in one-on-one appointments and in workshops to counsel students in textbook reading, test-taking, lecture note-taking, time management, and memory strategies. Academic advisors answer questions about schedules, degree audits, transferring credits, and locate academic resources.

They work under general supervision with a certain degree of creativity and latitude and typically report to a supervisor or manager.

Skills

Helping

Actively looking for ways to help people.

Social Perceptiveness

Being aware of the reactions of others, and understanding why they react the way they do.

Teaching

Teaching others how to do something.

Values

Altruism/Helping Society

Doing something to contribute to the betterment of the world. Doing something for the greater good.

Helping Others

Being involved in helping other people in a direct way either individually or in a small group.

Outlook

Employment of Academic Advisors is projected to grow as fast as the average for all occupations through 2014. As education and training take on greater importance in everyone's lives, the need for people to administer education programs will grow.

Earnings

People established in their career generally earn between \$ 35,450 and \$ 59,270 per year. Exceptional performers can earn in excess of \$ 73,420.

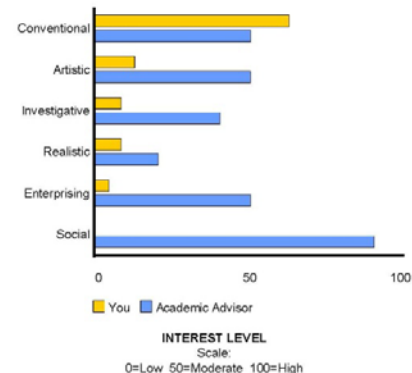
Because of the varying qualifications required by different institutions of their academic advisors, the salaries may show variance.

Advancement

An experienced academic advisor may advance to the position of Director of Academic Advising coordinating and supervising programs and services relevant to academic advisement, financial aid and student life, and overseeing the overall coordination of academic support services.

Interest Scores

The graph below displays the typical interests for someone who is working in this career. Their profile is displayed in blue. Your interest profile is displayed in yellow. If the pattern is similar, this may be a good match.



Contacts

- American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304
Website: <http://www.counseling.org/>
- National Academic Advising Association (NACADA)
Website: <http://www.nacada.ksu.edu/>
- National Career Development Association (NCDA), 5999 Stevenson Avenue, Alexandria, VA 22304
Website: <http://www.ncda.org/>
- American College Personnel Association, One DuPont Circle, NW, Suite 300, Washington, D.C. 20036-1110
Website: <http://www.myacpa.org>
- National Association of Colleges & Employers, 62 Highland Avenue, Bethlehem, PA 18017-9928
Website: <http://www.naceweb.org/>



Find Occupations

Keyword or O*NET-SOC Code

Examples: 25-1011.00, dental assistant

Enter a word, phrase, or title to search for an O*NET-SOC occupation. Enter a full or partial O*NET-SOC code to look up occupations by code.

Green Economy Sector

The green economy will cause a change in occupations' employment demand or work and worker requirements such as tasks, skills, knowledge, and credentials. Green occupations are linked to Green Economy Sectors.

Job Family

Job Families are groups of occupations based upon work performed, skills, education, training, and credentials.

O*NET Descriptor

O*NET Descriptors are categories of occupational information collected and available for O*NET-SOC occupations. Each descriptor contains more specific elements with data ratings.

Career Cluster

Career Clusters contain occupations in the same field of work that require similar skills. Students, parents, and educators can use Career Clusters to help focus education plans towards obtaining the necessary knowledge, competencies, and training for success in a particular career pathway.

Industry

Industries are broad groups of businesses or organizations with similar activities, products, or services. Occupations are considered part of an industry based on their employment.

Job Zone

Job Zones group occupations into one of five categories based on levels of education, experience, and training necessary to perform the occupation.

STEM Discipline

Find occupations that require education in science, technology, engineering, and mathematics (STEM) disciplines.



O*Net Online

online.onetcenter.org

Interests Search for:

Social, Artistic, Investigative [Save Table](#) [XLS/CSV](#)

Selected occupations matching your chosen interest areas are displayed below. Occupations are sorted by [Job Zone](#), to help you find occupations that match your current or expected level of education, training, and experience.

Have a three-letter interest code? You can focus your search by choosing up to three interest areas, to see the occupations which match your choices.

1st — 2nd — 3rd —

You have chosen: SAI

33 occupations displayed.

Interests	All	Job Zone	5	Code	Occupation
SAI	5	25-1121.00	Art, Drama, and Music Teachers, Postsecondary		
SAI	5	25-1122.00	Communications Teachers, Postsecondary		
SAI	5	25-1081.00	Education Teachers, Postsecondary		
SAI	5	25-1123.00	English Language and Literature Teachers, Postsecondary		
SAI	5	25-1124.00	Foreign Language and Literature Teachers, Postsecondary		
SAI	5	21-1013.00	Marriage and Family Therapists <small>In-Demand</small>		

Knowledge
Skills
Abilities

Work Activities
Interests
Work Values



Recommended Resources

- ❑ **Career Services:** www.utoledo.edu/utlc/career
 - ❑ **FOCUS** online assessment
- ❑ **O*Net Online:** online.onetcenter.org
- ❑ **Dictionary of Occupational Titles:**
www.oalj.dol.gov/libdot
- ❑ **Occupational Outlook Handbook:**
www.bls.gov/oco
- ❑ **Vault career intelligence:** www.vault.com



Summary

Activity

- Reflect on your results from the exercises—review with family, close friend
- Address any potential/problem issues now
- Determine if elective courses are available to reinforce goals/interests
- Seek volunteer or part-time work to explore options
- Turn to your professional network for advice
- Define your next steps

Career Services



Student Union 1532

419.530.4341

www.utoledo.edu/utlc/career