

Career Development and Calling Program Inventory

Program Item	Description	Benefit to Students	Class Time	Potential Curriculum Fit
CORE EXERCISES (includes Assessments)				
Myers-Briggs (or Type Focus) <i>A foundational assessment. Who are you, and how are you different from others?</i>	Personality inventory to make the theory of psychological types understandable and useful.	Self-awareness provides better understanding of self and others.	Short: 10-15 minute in class overview with short exercises (ie: communication, time management, job requirements, etc.) Long: 60 min. Class takes MBTI (out of class). CD&C takes class through interactive verification process of the assessment.	Typically for lower division classes, or upper division senior seminar or internship classes.
Strong Interest Inventory <i>What are you interested in?</i>	Interest assessments: choosing a major, career exploration, and mostly focused on career exploration	Breaks interests into six larger themes/environments and then breaks those themes down to provide broader occupational perspectives.	Short: 7-minute CD&C in class overview of potential careers for that class' major. Long: Take students through the Strong Interest Inventory. Student take the assessment outside of class. 30-60 minutes in class review with CD&C	Typically better suited for lower division classes. Also used in senior seminar and internship classes.
Transferable Skills <i>What is your skill set?</i>	Looks at skills in terms of how much you like them, and how much you excel at them?	Students learn how to articulate their skills. Foundational to resume development, interview skills, job skill evaluation, and decision making.	Short: Checklist 10-15 minutes. Long: Card sort exercise to drill down to your skill set.	Best suited for senior seminar and internship classes. Upper division courses could utilize this to help students identify transferable skills across career paths.
Values <i>What are the things that are most important to you in career decision making?</i>	Help students critically assess and prioritize work related values.	Clarity on work related values and the ways value impact career decision making.	Short: Checklist 10-15 minutes. Long: Card sort exercise to drill down on and prioritize your values.	Upper and lower division.
StrengthsFinder <i>What are your strengths?</i>	Helps students zero in on their natural strengths. Encourages more time spent on developing strengths than fixing our shortcomings.	Understanding the degree to which your strengths impact your role in any career.	Short: 10 minute in-class overview by CD&C Long: Students take assessment outside of class. CD&C in-class PowerPoint for context and individual and group exercises.	Not ideal for classroom. Better utilized for team and groups.

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Career Readiness Basics				
Resume Writing <i>Can you tell your story in six seconds?</i>	Work with students to draft, edit, and customize their resume to tell their story.	A shaped document for each job/internship applied for by student.	Short: 5-minute CD&C in class overview of the importance of practicing the telling of your story through resume. Long: 20 minute resume workshops in class.	Upper and lower division (ideally after students have done at least the Transferable Skills exercise).
Interview Skills <i>Prepare your interview</i>	Provide interview resources and mock interview.	Allows student to practice in advance of their interview.	20-30 minute interactive (student to student) in-class mock interviewing. CD&C staff reviews the process and provides feedback.	Upper and lower division.
Story Statement <i>(aka: Elevator Pitch)</i>	Helps students hone their ability to communicate who they are in a confident and effective manner.	Students learn to tell their story in an authentic and concise manner.	CD&C 10 min in-class presentation on the basic elements.	Upper and lower division (ideally after students have done some assessments).
Graduate School <i>Why are you going?</i>	An overview conversation on values as it relates to graduate school.	Develop the tools to better evaluate, select, and plan for graduate school.	TBD (no prior requests from faculty)	TBD
Career Counseling <i>Help!</i>	Provide personalized assistance at the significant crossroads that face students.	CD&C counselors provide students with a safe space for navigating future decisions.	As needed in CD&C offices (appointments preferred).	All students.
Informational Interview <i>Help me learn more about what you do?</i>	A student seeks advice on their career, the industry, and the corporate culture of a potential future workplace	Same as description.	20-30 minute meeting interview or phone call. Ideally at employer's place of work.	All students. Best for years one through three.
Internships <i>Opportunity to explore a career</i>	A temporary position with an emphasis on on-the-job training. For credit or no credit, paid or unpaid.	Students mesh classroom theories in a real work setting and discover whether an industry is a good fit. Employers and graduate schools look for applicants with career-related work experiences.	Major credit internship class or elective credit internship class. Important for reflection and processing of the internship work experience. <i>* Understand legal implications of internships that are not for credit <u>and</u> not paid.</i>	All students.

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Career Readiness Basics (continued)				
Job Shadowing <i>So what exactly is your job like?</i>	Short term pairing of students with alums or other employers to explore a profession.	Helps students gain experience, enhance their job readiness and discover facets of work in real time.	TBD between student and alum/employer.	All students.
Handshake <i>Where can I find help online?</i>	CD&Cs web platform where students post resumes, search and apply for internships/jobs, schedule counseling appointments, and access other career resources.	Allows student to warehouse all relevant CD&C documents and interactions as well as access resources.	15 minute in-class overview.	All students.
LinkedIn <i>Do you have a professional presence online, and do you know the breadth of careers based on an area of interest?</i>	The largest professional networking site on the web. Serves as an online resume that recruiters scan daily.	Allows students to demonstrate their potential career readiness. Allows students to research companies and careers, as well as network with Westmont alums in their area of interest.	Short: 5-10 minute CD&C in class overview (3 things you need to know). Long: Broader in-class review of best practices and how to build networks.	Upper and lower division (ideally after students have done some assessments).
Career Tech Basics (New) <i>How can I be ready for the workplace?</i>	In conjunction with Westmont Downtown, host three separate “crash courses” on market-ready employer basics (ie: Excel, Salesforce, LinkedIn research, Google Analytics)	Obtain a basic understanding of the tools used by companies, NGOs, and non-profits. Students given additional resources to learn more.	60-minute overview. Held at Westmont Downtown (Fall and Spring) using guest speakers for each specific course. Dinner and transportation (if needed) provided.	Upper division and internship class students.
See Page 4 for Additional Resources				

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Additional CD&C Resources				
Don't Cancel Class or Practice	Allows professors, in the event of illness or emergency, to call in CD&C staff to substitute in the professor's place.	Students receive career information.	TBD by class schedule.	Upper and lower division.
Pathways <i>What can I do with this major?</i>	Three components: 1. Alumni panel 2. Graduate school advice from professors 3. LinkedIn tutorial	CD&C and professor work jointly to help students learn different career pathways in their major.	60-90 minute program (typically evening).	Upper and lower division.
Senior Seminar Class	Tailor made in-class CD&C content based on professor needs.	Provides students with a career toolbox as directed by professors.	Varied programming based on professor request.	Upper division.
Curriculum Mapping <i>"How to fit Calling and Career into Curriculum"</i>	Provides an overview of how to fit Calling and Career into curriculum.	An indirect benefit to students by faculty endorsement of Calling and Career into the courses.	Unique to each academic department	Upper and lower division.
Wandering Map Exercise (Mind Mapping) <i>Connecting themes and interests</i>	An exercise used to visually organize thoughts on career exploration.	Helps students make connection by exploring life experiences as it relates to future decision making.	30 to 45 minutes	Upper and lower division. Best utilized in a retreat setting.
Retreat (new) (Spring 2016 History Dept.)	Unique to each academic department?	Unique to each academic department?	Unique to each academic department?	Unique to each academic department?
Career Planning Class <i>The whole enchilada</i>	All of the above, plus one unit of academic credit.	Students have time to go through the career development process.	One hour per week.	Sophomore through seniors.
Internship Class for Major <i>Major credit or elective credit</i>	Students utilize classroom theories in work settings, assess personal strengths, hone personal skills, and begin a network of employer contacts.	Ties interests and personality to an actual employment circumstance, culminating in better, more informed student decisions moving forward.	Short and long versions as needed by professor.	Typically upper division, and in the student's junior or senior year.