

Gifts & Talents for Service — New Student Guide to Career Exploration & Planning

UNIVERSITY of
INDIANAPOLIS®

Office of Career Services

How this booklet will help you:

- Are you a thinker or a doer? Learn more about your personality and see what career may interest you.
- Hear what University of Indianapolis alumni have to say about work, volunteerism, and life.
- Got questions? You're not alone. Read what other freshmen are asking.
- Learn more about recent grads and find out what they are doing now.
- Graduation may be years away, but it's not too early to start thinking ahead. Get some tips and advice to make the most of your college years.
- Need more? Read how Career Services can help you with job interviews, internships, career advice, and more.

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Dear First-Year Student:

Greetings! I hope that your first semester at the University of Indianapolis is going well. By now, most of you know how to get around on campus. You probably already know how to make your way to the Dining Hall in Schwitzer Student Center and to the Ruth Lilly Fitness Center—two important places to visit regularly as you learn healthy ways to sustain yourself while studying. But there are other places and topics to explore. For example, as you become more acquainted with UIndy, I am sure that you will hear people refer to our University’s motto, “Education for Service.” I encourage you to explore how your career interests connect with this tradition of our church-related university.

The Career Services staff put together this guidebook to help you as you explore your own “gifts and talents for service.” I suspect that some of this material will be useful immediately, particularly if you are undecided about a career. Other resources and activities discussed here may be most relevant to you when you begin pursuing internship opportunities. Whether you are just beginning to explore your vocation or are already preparing for your career, this book will help you navigate the resources available on campus.

Career exploration also takes place in the context of relationships. I predict that over the next four years you and your peers will discover the importance of mentoring relationships. Our faculty is known for “inspiring excellence” in students in various ways—in the classroom, in the laboratory, and in the studio. Soon you may find that members of the UIndy faculty have become your mentors. Who knows—you may even discover that you have become a mentor yourself!

The more connections you make during your college years, the more fruitful your vocational exploration is likely to be. The information in this booklet will make it easier for you to make the connections you need along the way. For that reason, I encourage you to visit the Office of Career Services early and often. If you do, I am confident that you will discover the many resources at the University of Indianapolis that can help you.

Cordially,

A handwritten signature in black ink that reads "Beverley J. Pitts". The signature is written in a cursive, flowing style.

Beverley J. Pitts, President



Paul Gabonay, Director

Lela Mixon, Associate Director

Libby Davis, Assistant Director for Internships

Paul Washington-Lacey, Senior Associate, Student Career Development & Employer Relations

You finally made it. After months of planning, debating, and anticipating, you're finally a college student. Freshmen have been coming to the University of Indianapolis for more than 100 years, so we have a pretty good idea of what you may be feeling as a new undergrad.

Though our campus has changed a lot during these 100 years, our legacy of service to those on campus and in our community has not. We hope that you will learn more about our University motto, "Education for Service," and how it can be a part of your time at UIndy and beyond. Sure, college is about getting a good education and eventually finding a job, but it's also about taking advantage of opportunities on campus and learning more about yourself along the way. Everyone here has high hopes for you, as we hope you have for yourself.

We hope that you will discover more about who you are, your goodness and worth, your value in God's eyes, and your importance to those around you. We also want you to better recognize and appreciate the gifts that are yours and the contributions that only you can make to the world. Yes, we want you to get a good job after graduation, but we also want you to find satisfaction and meaning in the work that you will do and the life you will lead.

The Career Services and Student Affairs staff, professors, staff, and many others on campus are eager to help you. They can provide you with resources and the encouragement you need to chart your course through the University and beyond. Being successful at the University is a two-way street; we'll do our part, but it's up to you to commit to your education as well. You'll get out of college what you put into it. Your activities during college, internships, volunteer opportunities, and career planning all will help you achieve your goals a few years from now.

On behalf of the entire campus, welcome to the University of Indianapolis!



“Looking back, I can say that becoming a teacher has always been a desire of mine, but I had difficulty deciding what subject or grade level to teach. It was not until my senior year in high school that I became reasonably certain that I wanted to go into biology. I have stuck with that decision since. I feel a passion within myself for the subject matter and enjoy seeing students’ faces light up with understanding and enthusiasm as they find out more about the world around them. As I went through college, my involvement in Circle K and in classes further reinforced this desire and helped me gain confidence in myself and in my abilities.” This is how **Tara Deppe**, a 2005 University of Indianapolis graduate from North Vernon, Indiana, explains how she came to pursue education as a career. The choice came about fairly early; however, she also states that there was work yet to do to develop the personal and professional skills she needed to become an effective teacher.

“I came into the University as a shy person who loved involvement and wanted to make a difference. Through my leadership positions in Circle K and other activities, I have become a much more extroverted person and a much stronger leader. . . . Prior to college, I enjoyed performing community service, but throughout college, it became an active and important focus in my life.” In reflecting further on her college experience, Tara has these thoughts for students in their beginning semesters at the University: “The most important thing I have found is that college is what you make of it. I strongly encourage incoming students to become active in something. There are a variety of activities, organizations, and opportunities at the University and throughout Indianapolis. By becoming involved, one is much more likely to find a passion of some sort. Once that passion is found, stick with it and continue to develop it.” An exceptionally good student, graduating from the University *summa cum laude*, Tara recently accepted a seventh and eighth grade teaching position at Jennings County (Indiana) Middle School.

Really experiencing college

We know that you’ve only recently arrived on campus and you’ve got a lot to figure out right now. In fact, the years ahead are filled with things to figure out. You’re probably more concerned about figuring out how to arrange your room than how to make the most of your time at college.

Once you’re settled in, however, you’ll have time to think about some more personal issues. This time is unique; college is an excellent opportunity to really develop and explore your personality and identity.

In her book *Big Questions Worthy Dreams*, Sharon Daloz Parks¹ says that students are asking major questions like “Do my actions make a difference in the bigger scheme of things?” and “Is there a master plan?” Questions about suffering in the world, sexual identity, religion, things we fear, and things we feel vulnerable about are concerns that often come up during freshman year—both with friends and in the classroom. But these issues don’t just disappear after graduation. People find themselves returning to these issues time and time again.

Parks asks students to consider the answers to the following questions. The way that you begin to answer these questions will likely influence your view of the world, your understanding of yourself, and your vision for your future.

- *Whom do I really want to become?*
- *How do I work toward something when I don't even know what it is?*
- *What is my society, or life, or God, asking of me? Anything?*
- *What is the meaning of money? How much is enough?*
- *What constitutes meaningful work?*
- *What do I want the future to look like—for me, for others, for my planet?*
- *What are my real talents, preferences, skills, and longings?*
- *When do I feel most alive?*
- *What do I really want to learn?*
- *Where do I want to put my stake in the ground and invest my life?*

Remember that your family, friends, and teachers will help you to figure out these answers, so don't feel like you have to do it alone. And you don't have to have all the answers by tomorrow.

Researchers and writers like Parks have been studying college students for a long time. For example, Arthur Chickering and Linda Reisserz² came up with seven levels of development that students move through as they make the transition from high school to university life and beyond. They are:

- developing competence
- managing emotions
- moving through autonomy toward independence
- establishing identity
- developing purpose
- developing integrity.

These developmental levels represent the challenges and work faced by students on the cusp of young adulthood.

Other researchers, like William Perry Jr., with King, Knefelkamp and Cornfield,³ describe the movement of traditional college-age students through various stages of intellectual and ethical development, starting with *dualistic* or “good-bad, right-wrong, black-white” views of the world and gradually progressing to a stage called *commitment in relativism*—or an understanding that choices are made in context and that they contribute in a large way to one's identity. Another name that pops up in the college student development literature is Lawrence Kohlberg.⁴ He and his associates look at the way people think about morality at different stages in their development.

“I don't know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who have sought and found how to serve.”

Albert Schweitzer—philosopher, physician, musician, clergyman, missionary, writer, 1887–1965



Nathan Davis, a 2004 graduate of the University of Indianapolis who grew up just a few miles from campus, congratulates those incoming students who know what career path they want to pursue, but his experience tells him that “most first-year students have no idea what interests them or what career they would really enjoy” and many others change their majors more than once. His advice is to begin working with career center staff and others on campus early and make getting an internship while in college a top priority. Nathan also counsels students to pay attention to their GPA, since internships are competitive. Becoming involved in extracurricular activities helps, too. “Being involved in different clubs and activities on campus not only gives you something interesting to put on your resume, but also enriches your college experience. . . . You’ll learn valuable communication skills and how to work with people,” which makes a student a stronger candidate for a good internship, he feels.

Nathan began as a psychology major, but tried several different majors after that, eventually graduating with a degree in marketing. While at the University of Indianapolis, Nathan was a Greyhound baseball team player his freshman year, a member of Campus Crusade for Christ, and a member of the American Marketing Association. He recently served a one-year mission assignment in Crimea, Ukraine. His summer 2002 and 2003 church-sponsored trips to Bulgaria and Austria whetted his appetite for international service. He is now planning for a career as a missionary.

We bring up all of this human development stuff simply as a reminder that it can be at least somewhat helpful to know what you’re going through when you’re going through it. It’s kind of like living through adolescence again, but not that awkward. The longer explanation is that the things these researchers and authors in the field of human development are talking about—how someone begins to establish identity, find a purpose in life, make decisions that consider other people, develop a personal moral code—are issues that have lots to do with your choice of vocation.

What does work mean to you?

Gilbert C. Meilaender edited a book a few years ago titled *Working: Its Meaning and Its Limits*.⁵ In his introduction he includes the story of the three workers breaking rocks into pieces. Asked what they were doing, the first answered, “Making little rocks out of big ones.” The second replied, “Making a living,” and the third said, “Building a cathedral.”

You can plan on spending 35 to 45 years of your life working. That’s quite a long time. We hope that students will take some time before graduation to do a little research on the subjects of work and careers. Think about your beliefs about work. What place will work have in your life? How will you use your career to make a difference? What attitudes about work do you bring to your career planning process?

Next Move: Check out the list of books on page 30. One or more of them may be able to answer some questions that you have about vocation, careers, and jobs.

Vocation:

More than any specific responsibility, job, or career, vocation is how we are personally called by God to share our gifts and talents with others.

Four perspectives on career development

As you read more about career choice and planning, you may start to recognize some well-known names. Donald Super, John Holland, Isabel Meyer, and D. Brown are a few of the people to pay attention to. We'll look at each person and what they have to say and figure out what it means to you.

I. Exploring stages of personal development

Donald Super^{6,7} says that life is divided into five stages, with different developmental tasks at each stage. Those stages are *Growth* (0–14), *Exploration* (15–24), *Establishment* (25–44), *Maintenance* (45–65), and *Decline* or retirement (65 and above). The Exploration stage, where most traditional-age college students find themselves, involves a number of important activities or tasks:

- Developing a “vocational” self-concept (a picture of yourself in the worker role)
- Developing decision-making ability
- Developing values
- Making exploratory vocational choices based on emerging interests, abilities, and values
- Doing “reality testing” (reading, coursework, jobs, etc.) of vocational choices
- Selecting paths of education and coursework that affect future occupational alternatives.

In listing the above-mentioned stages, Super points to the different roles people take on through life, such as son/daughter, student, worker, spouse/partner, homemaker, parent, citizen—all played out in the home, community, school, and workplace.

Super also writes about self-concept, or how people see themselves, the way they think others see them, and the way they would like to be seen. He says that self-concept is shaped by positive and negative reinforcement that comes from important or authoritative people in our lives. Those who receive approval from people they care about or respect seem to invest more energy in learning skills and knowledge. All of this influences your approach to career decision-making and planning. Your self-concept may have suffered if you haven't felt supported or tend to have a negative outlook on life. Recognizing and addressing different issues like this now may help you to have a more promising work life later.

II. Exploring personality types

The **John Holland**^{8,9,10} approach to career choice comes out of personality theory and emphasizes person/environment fit. In other words, people who fall into “a given type seek compatible environments—places where they can use their interests and abilities to satisfy their values, and best of all, receive positive reinforcement from others for doing so.”



Marianna Kalli came to the US and the University of Indianapolis from Cyprus in August 1998, and studied French, English, and music. She became involved in all kinds of campus activities, including the Intercultural Association, the Indianapolis Women's Chorus, and volunteer work on and off campus. While working at the help desk in the University IT department and in the course of a practicum at the YMCA's Camp Tecumseh, she discovered how much she enjoyed the "social aspects of a career." This led Marianna to enroll in the University's master's degree program in Applied Sociology. She also became president of the Sociological Student Association, which offered her experiences that "were simply priceless and extremely educational." She completed her graduate program in December 2004, and soon after found employment as an assistant director for the Indianapolis Resource Center for Independent Living, a nonprofit advocacy organization with and for people with disabilities.

College "is your chance to explore yourself, and learn who you are and what you really enjoy doing," says Marianna.

According to Holland, there are six basic personality types, and people reflect the characteristics of each type to greater and lesser degrees, though one or two are usually dominant. They are:

Realistic, or *Doers who...*

- like to work with tools, objects, machines, or animals
- develop manual, mechanical, agricultural, and electrical skills
- prefer occupations that involve building or repairing things
- tend to be down-to-earth and practical

Investigative, or *Thinkers/Analyzers who...*

- like activities involving the biological and physical sciences
- develop math and science ability
- prefer occupations in scientific and medical fields
- tend to be curious, studious, and independent

Artistic, or *Creators who...*

- like creative activities free from routine
- develop skills in language, art, music, and drama
- prefer occupations using creative talents
- tend to be creative and free thinking

Social, or *Discussers/Helpers who...*

- like activities that involve informing, teaching, and helping others
- develop ability to work with people
- prefer jobs such as teaching, nursing, and counseling
- tend to be helpful and friendly

Enterprising, or *Persuaders who...*

- like activities that permit leading or influencing other people
- develop leadership ability, persuasiveness, and other important "people" skills
- prefer occupations involving sales or management of people and things
- tend to be ambitious, outgoing, energetic, and self-confident

Conventional, or *Sustainers/Organizers who . . .*

- like activities that permit organization of information in a clear and orderly way
- develop organizational, clerical, and arithmetical skills
- prefer occupations involving record-keeping, computation, typing, or computer operation
- tend to be responsible, dependable, and detail-oriented

While each type above can be found in almost any work setting, Holland believes that people gravitate toward work environments that reward their unique mix of interests, abilities, attitudes, and values. These may be small groups in a big corporation or a smaller business where all the employees share common beliefs.

Next Move: Look over the six personality types and see which one or two best describe you. If you want more information, consider taking the Strong Interest Inventory¹¹ at the Career Center to help you understand what careers may fit your personality.

III. Exploring your personality and how you interact with others

Isabel Meyers^{12, 13} feels that from an early age, each person is oriented, more or less, toward a particular personality type, based on the psychology of Carl Jung. She breaks it down into eight ways in which people perceive or interact with the community around them. Her theory states that people tend to be extroverted (E) and focus on people and the outer world, or introverted (I) and focus on thoughts, feelings, and the inner world. People also take in information through Sensing (S) by focusing on facts and details gained through experience, or through Intuition (N), which looks at possibilities and relationships among ideas. People also choose Thinking (T), which involves the use of logic and objective analysis to make decisions, and Feeling (F), which means that people use subjective analysis to reach conclusions. Finally, there are those Judging (J) individuals who plan and organize and prefer to make decisions, and those Perceiving (P) individuals who are spontaneous and seemingly always open to new options.

You can determine your personality type by taking the Myers-Briggs Type Indicator (MBTI)¹⁴ which looks at your preferences and creates a four-letter code that describes you. While all types may be found in nearly every field or occupation, certain professions may provide a more comfortable fit than others. And while no inventory is perfect, the MBTI may offer additional insight into personal patterns of perceiving and judging that can suggest certain careers to look into.

Next Move: Ask the people in the Career Center if the Myers-Briggs Type Indicator could help you. Stop by to learn more.

“The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.”

—From *Wishful Thinking: A Theological ABC*, Frederick Buechner, Harper Collins



In reflecting on his first year in college, **Ryan Scott**, of Mishawaka, Indiana, says he was trying so hard to find out who he was and how to make friends that he thinks he lost sight of what he really wanted to get from school or what he might want to do once he had finished his studies. “I did not really have any direction. All I knew was that I wanted to do something in marketing, I wanted to get out of my hometown, and that God had put me at U of I for a reason.” Looking back to his freshman year, Ryan says he did not imagine having the friends he now has, and although he did not see himself working for the YMCA, he did see himself becoming a marketing director. And bingo! That’s exactly what Ryan has become, now working at the Indianapolis Benjamin Harrison YMCA.

Of course, Ryan didn’t just *wish* himself into the responsibilities of a marketing director at “the Y.” In explaining how he got there, he says “I WORKED” (capitalizing his answer for emphasis) throughout college, “and that is where my career interest really began to take shape. I was involved in different types of promotional jobs while in school. . . . I also worked in a couple of not-for-profit organizations that gave me exposure to not only helping young kids, but also college-age kids like myself.” Upon receiving his degree, Ryan started his career in 2003 as the marketing coordinator at the local Ransburg YMCA. “I have learned over time that making an impact on the everyday person is how I want to make my mark, and in my current position, I am not only in my ideal career position, I am also able to impact the community around me. . . . It seems like everyone has a degree now, but not everyone is making a difference in the world and using their degree.”

Ryan offers this advice to new students: “Be aggressive early in testing the waters of your chosen career field. Get an internship in your field of study early. The more you do, the more marketable you are when you get out of school. Last, do not get discouraged. I think everyone has a tough first year, but I promise you it will get better. College will be some of the best four years of your life (or, for some of us, slightly more). There is work involved, but you have the opportunity to make it fun along the way.”

IV. Exploring your values

Values are extremely important to **D. Brown**.¹⁵ Brown feels that understanding your values—what you consider to be most important in life and in your dealings with others—is at the core of effective decision-making and career choices. Brown stresses that making choices that are in line with your values is essential to being satisfied. Brown says that “high-functioning people have well-developed and prioritized values,” and that when students figure out what’s important to them, they are then in a position to focus on career decision-making.

How do you figure out what’s important to you? One way is to look back on your experiences and keep looking for new ones. Summer jobs, community services, organizations, and group activities that you have been a part of all offer the chance to discover, reinforce, and make your values more evident. Looking at how you spend your time, money, and talent can give you insight into what you consider to be valuable. Sometimes knowing this can help us redirect our resources toward more useful or rewarding ends.

As long as you stay involved and apply your energies and talents to worthwhile endeavors, you will recognize those things that are most important to you. Honoring those values as you choose and prepare for a career is the best way to ensure a rewarding and meaningful work life. Career counselors work to help students better understand and appreciate their values as they relate to careers and vocation.

Next Move: The Career Center's Sigi 3¹⁶ is an online resource that can help students identify possible majors and careers.

What can you do?

Do you find that you're a natural at math? Or maybe you're good at playing an instrument? Though it's important to understand your personality characteristics and values, it's just as important to have an appreciation for what you know and are able to do. People often take their skills and abilities for granted without realizing how they can lead to career options. They often don't understand how their knowledge and skills and experiences in one field or occupation can be easily applied to another. Taking time to do an inventory your skills is time extremely well spent, so contact the Career Center for suggestions on how you might do this.

Insights and advice on vocation— learning to listen to the voice within

Looking for some quiet time? You may need luck in finding it! With all the activity on a college campus, it can be hard to find a time just to sit back, let alone think about the meaning of life. But if you pick up a career guide or take a career inventory assessment, you'll be asked to answer the question "Who am I?" in some form or another. Unfortunately, most of us aren't prepared to respond to that; we just don't know how to be truly introspective.

Well, we're hoping that University of Indianapolis students can be the exception. It won't happen all at once, but over time and with good results. Those who can take the time to look more closely at themselves find a heightened sense of self and of purpose and mission in life. Yes, it involves a little discipline and setting aside time on a regular basis, but it can help. Maybe a book on personal growth or an inspiring book or religious text can be a good starting point. The campus chaplains can offer some excellent guidance and give advice tailored to your needs and desires. You can also participate in retreats and courses offered through the University's Lantz Center for Christian Vocations.



Nancy Meyer, from Greensburg, Indiana, majored in International Business and French and minored in Economics and Finance while a student at the University just a few years ago. Having worked since her graduation in 2002 as a director of volunteers for Second Helpings, an Indianapolis nonprofit organization dedicated to providing meals to people who need them and training for people interested in working in the food service industry, she is now putting her enthusiasm, energies, and skills to work in the Peace Corps. Nancy's Second Helpings experience has allowed her to do and learn many different things—recruit, train, and recognize volunteers, manage paid staff, maintain the organization's Web site, write grant proposals, and organize fundraisers, among other tasks and duties. During this time, she has also been an active volunteer herself with Riley Children's Hospital, the Indianapolis Symphonic Choir, and the Indianapolis Jaycees.

Besides her academics, Nancy spent time as a flautist with the University Symphonic Wind Ensemble, Chamber Orchestra, and Flute Choir. Her advice to University of Indianapolis students today is to “find your passion and then put 100 percent of your effort behind that drive. Oftentimes this means slowing down and listening to what career path your heart is telling you to take, even if it's not what your parents, friends, or colleagues might have in mind for you. Life is too short to waste on mediocrity. Even if your first job isn't your dream job, I'm certain that in that job you will have opportunities to grow as a professional and as an individual. Take each opportunity and utilize it to the fullest. It may be the skills you develop at that initial job that will help you land your dream job!”

Nancy goes on to say that “the best tool for finding out about potential job opportunities is your relationship with other people. Networking is the key to success! Take the time to volunteer with organizations that interest you or to job-shadow a professional in a career you hope to pursue, and then keep in touch with those contacts. Building your list of professional contacts while you're still in school will not only give you a better idea of where you would like your own career to go, but it will give you an invaluable list of professional references to use when you start your search.”

For the next two years, Nancy's service in the Peace Corps will find her in Azerbaijan as a farm management advisor on a community economic development project. After that her plans are to pursue a master's degree in international affairs, international economic development policy, or law.

We like what noted author and educator Parker Palmer has to say on this subject in his book *Let Your Life Speak: Listening for the Voice of Vocation*.¹⁷

“Vocation does not come from willfulness. It comes from listening. I must listen to my life to understand what it is truly about—quite apart from what I would like it to be about—or my life will never represent anything real in the world, no matter how earnest my intentions.

“Vocation does not come from a voice ‘out there’ calling me to become something I am not. It comes from a voice ‘in here’ calling me to be the person I was born to be, to fulfill the original selfhood given me at birth by God.

“Our deepest calling is to grow into our own authentic selfhood, whether or not it conforms to some image of who we ought to be. As we do so, we will not only find the joy that every human being seeks—we will also find our path of authentic service in the world.”

Things to think about during your freshman year

We don't expect you to be able to answer all of these questions; we're just giving you an idea of what to ask yourself and to help start your search for answers.

What do I want to do after college?

- What are the possibilities?
- What are my talents and skills?
- What's important to me in a career?
- What purposes would I like my career to serve?
- What, in a larger sense, do I feel I may be called to?

What do I want to study in college?

- What subjects am I strong and weak in?
- What subjects do I enjoy or think I could enjoy?
- What kinds of courses will support my beginning career plans?
- How could I diversify my degree program to address more than one career objective?
- Are courses of interest offered elsewhere that I could incorporate into my University of Indianapolis degree program?

What experiences and skills do I need to make me a competitive job or graduate school applicant?

- What do employers and graduate/professional schools look for?
- What opportunities are available to help me acquire the experiences and develop the skills I need?
- Do I have sufficient aptitude for the specialized skills needed to be successful at my chosen career?
- Are there industry or professional certification programs I should be aware of and could pursue?
- In what industry or professional associations could I participate as a student member?

Is this you? A few scenarios that often describe beginning college students

You have no idea or only a vague notion of what you want to do after college. You may or may not have chosen a major and/or minor. You don't know where or how to begin figuring all this out. You're not sure what to study in college to adequately prepare yourself for what you perceive is an uncertain future.

"For I know the plans I have for you, declares the Lord, plans to give you hope and a future."

Jeremiah 29:11, *The Bible*



Conference athlete-scholar of the year in 2002 and former University of Indianapolis basketball team captain **Ryan Hupfer**, from Pendleton, Indiana, says he has switched careers three times since graduating in 2002. “I still have no idea where I will end up, but I have definitely marked a few [things] off the list that I know I don’t want to do.” In offering advice to beginning college students, he adds that “the process of elimination is half the fun and you will learn something from every job you have.”

Ryan’s first job after college was as a computer sales/product specialist for a large retailer, not an inappropriate position for a very outgoing information systems major. Until recently he was a technology administrator for Shiel Sexton, a major Indianapolis construction management firm. He explains that his role and responsibilities evolved rather quickly while at the company. Much of his time is was spent wearing a hard hat and serving in a project management capacity.

An entrepreneur and fun-loving person at heart, Ryan’s free time is devoted to promoting various area events and dreaming up crazy entertainment ideas for a large and expanding group of young people connected to his “HupsHoopty” Web site, which he designed and manages. Besides bringing people together for trips, parties, and other social activities, Ryan also finds ways to give back. One of his projects this year was a charity drive for a special Riley Hospital for Children project that yielded \$3,000 in donations. Aside from serving on an alumni committee for his college *alma mater*, Ryan is now employed as a graduate assistant in the Office of Cocurricular Programs at the University.

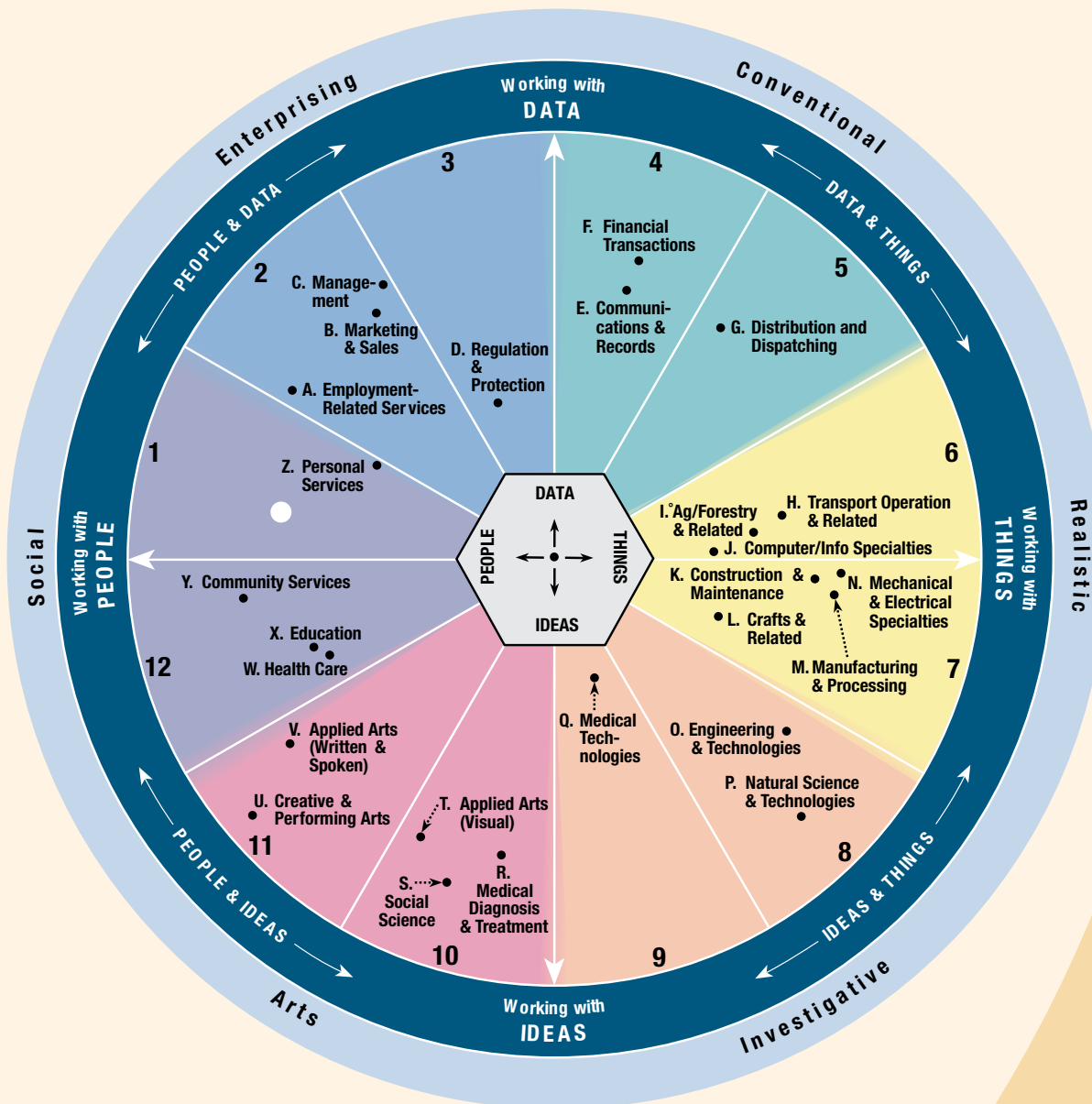
You have some idea of the things you like to do and a couple of career possibilities in mind, but are not sure what you should do next to feel more confident of the directions you’re considering. You’re a little worried you might not have the right set of aptitudes or skills for the fields you are considering, and you’re wondering if there are other occupations you might like more and should be investigating.

You have a pretty good fix on your future. It’s now just a matter of following through with your plan. You want to make sure you’re covering all your bases, however, and taking a step-by-step approach. You’re somewhat concerned that the opportunities you’re seeking may not be there when you graduate, or that you don’t have the resources or connections to get your career underway.

Whatever your personal situation is, we hope that you remember that college is a time for exploration and trying new things, especially when it comes to planning and deciding on a career. Don’t feel like you have to have the next four years all figured out, though. We don’t want you to ignore the necessity of identifying career options and finding an appropriate path of study, but we don’t want you to make rash decisions about your future and jump from major to major, either. It’s important to take the time you need to appreciate the possibilities and investigate the career and academic paths that make the most sense for you—not for your friends, your parents, your teachers or anyone else, but for you. Be attentive to this important developmental task, but don’t obsess over it. Things will work out.

Connecting your interests to the world of work

Understanding your personal preferences, interests, values, gifts, and talents is only part of your career and educational plan. The other part is understanding how the world of work is organized. To help explain this, ACT's World-of-Work Map¹⁸ shows how data, ideas, people, or things relate. Take a look at the map below and see how the careers on the inside circle relate to the personality traits and preferences on the outside circle. Based on what you know about yourself at this point, where on the map do you seem to fit in?



Source: ACT Web site. Used with permission.
Enhanced with Holland Vocational Themes.

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid. What is your genius?”

“You were born to become the-best-version-of-yourself. This is your essential purpose. Embrace this one solitary truth and it will change your life more than anything you have ever learned. In every situation, ask yourself, ‘Which of the options before me will help me become the-best-version-of-myself?’”

—From *The Rhythm of Life: Living Every Day with Passion and Purpose*,
Matthew Kelly

A career other than ‘student’

Knowing what employers want to see in a college grad can make all the difference in your preparations before you leave school and in your ability to compete for a job. Employers today say that they want the total package.^{19, 20} Graduate school admissions officers are looking for similar qualities and skills. College provides the perfect setting to develop yourself in the ways that will make you an appealing applicant for a job or grad school program. Here are a few of the qualifications that employers are looking for:

Employer-Desired Skills

Communication skills—verbal, written, listening, and presentation skills

Personal attributes—work ethic, flexibility, adaptability, initiative, motivation, honesty, and integrity

Organization—ability to plan and organize multiple tasks

Teamwork—working effectively with others inside and outside the organization

Customer Service—understanding what is needed to attract and keep clients and customers

Interpersonal—ability to relate to others, inspire others to participate, mitigate conflict between others

Learning—willingness to learn new skills and analytical skills appropriate for the job

Technical—aptitude required in the position, computer literacy with major software and maintenance tasks

Leadership—the ability to take charge or relinquish control according to the needs of the organization

Employers tell us all the time that they look at job candidates of all academic backgrounds and majors as long as they have the attributes listed above. Obviously there are many fields that require specific preparation, certification, or licensing (e.g., accounting, engineering, nursing, teaching), but most entry-level professional business, industry, and nonprofit careers simply require a college degree, a little work experience, the willingness and ability to learn, and the enthusiasm for the kind of responsibilities and activities involved.

Where are the jobs?

As we've said from the beginning, effective career planning begins with understanding your interests, abilities, and values. However, you can't ignore the realities of the marketplace and the economics of supply and demand. The choice of any career path involves risk. Is the career a good match for your skills? Will it offer the challenges you're seeking? Will it fit your lifestyle? Does it offer the chance to contribute how you'd like and want? Can you find sufficient job opportunities in this field?

Finding a job is essential for most people. Understanding how many or how few jobs are available in any given field should help to influence your academic planning and career preparations. This doesn't mean that a smaller job market should scare you away from majoring in an area that appeals to you and that you can excel in. What it might mean is that you should consider a minor, a concentration, or a collection of courses that may increase your competitiveness in the job market. You may also want to make a special effort at identifying and participating in internships or other experiences to develop workplace skills and knowledge that can boost your marketability.

For example, a student who really enjoys and does well in history but has no desire to teach the subject may wish to minor in business, public administration, information systems, graphic design, or some other area that offers an opportunity to gain practical knowledge and skill. After a year or two in college, he or she might secure a management-oriented internship or a summer or part-time position in a government office, or undertake several service-learning experiences in community settings of particular interest. A student who enjoys athletics and working with children and youth might find employment in a YMCA or Boys and Girls Club, for instance.

Generally speaking, except for very specialized areas already mentioned, countless occupations remain open to college graduates of any major, assuming those graduates have concrete skills to offer, a willingness to learn, and a solid work ethic. These are the things employers in every industry and sector look for.

In conclusion, find a major and pick a career path while keeping your eyes open. No one needs to back down from entering a field where the competition is stiff (you might just be one of the most qualified applicants). But knowing the odds in advance and not after the fact is a good reality check.

Next Move: Want to find the fastest-growing occupations, the fastest-growing industries, and where the new jobs are expected to be? Log onto www.bls.gov/oco and read information from the Office of Occupational Statistics and Employment Projections at the Bureau of Labor Statistics.



“Studying abroad, living in another country, and learning another language was a goal I had set for myself early in high school,” **Marcela Llinas** says, and that is exactly how things have worked out for her. A native of Colombia (South America), she holds a bachelor of science degree in International Business from the university in Medellin, Colombia, and earned her MBA from the University of Indianapolis. While an undergraduate, Marcela had belonged to several student organizations and literature groups and, with a couple of student partners, started up a small banana- and flower-growing-related business that she still has a stake in today.

In addition to being a full-time, finance-focused MBA student at the University of Indianapolis, Marcela worked in the Modern Languages department and in the Career Services office. As a graduate assistant in that office, helping with job fairs and referring candidates to various preprofessional and professional positions, Marcela says she got a better idea of how the job market works in the United States, about the culture of work here, and about how to approach potential employers in the US. This understanding was reinforced during an internship with the International Center of Indianapolis. Marcela’s University of Indianapolis cocurricular activities also included involvement with the International Division; she helped emcee the popular International Dinner on campus during her last semester.

After graduating from the University of Indianapolis in 2004, and after a good deal of searching, Marcela found a job as a call center manager for a for-profit educational institution in Indianapolis. While this was not the best fit for her talents and skill set, she saw it as a chance to get a career in the US underway. Shortly thereafter, however, Marcela received an offer to join Kiwanis International. Today she is club development manager for the Latin American region of the organization, helping to develop chapters and promoting the humanitarian goals of the organization. Marcela cites her internship at the International Center of Indianapolis as crucial to her success in being hired for her current position.

Marcela has a few words of wisdom for beginning University students: “First of all, wanting to study abroad for so long, and doing whatever was necessary to achieve it, I learned that I am capable of doing everything I decide to do. I’ve learned that it is worthwhile to dream, to work hard, and to give it your all and the best of yourself, because luck is not a coincidence. It comes when you are prepared to take advantage of opportunities. I always wanted to have a job with an international scope—travel, learning about other cultures—but at the same time, I wanted to give back and do good things for other people through my work. That is the kind of job I have today and I love it. I dreamed it and it is true today.”

Marcela has more advice: “Build and cultivate relationships. Everything is connected, and one thing comes because of another.” Through Career Services, “I went to a job fair looking for an internship. There I met someone who couldn’t hire me, but who connected me with another organization, the International Center of Indianapolis,” which led to the position with Kiwanis International. “Absorb it all . . . try it all and see how you feel and how you perform when you are doing it. What you enjoy the most is what you do the best. Don’t be afraid of doing or of giving. You will be the one that receives all the rewards later on.”

However long it takes: Planning for success during college

Not everyone is on the same educational plan. Most students will complete their degrees within four to five years, but others may need more time to get the job done. Students pursuing associate degrees will likely finish even earlier. But whatever your circumstances,

there are some practical things you can do right now to explore, assess, and firm up your career and educational options. In the next section, you'll find some specific steps you can take during each year at the University to help you be successful in finding a career that fits your goals.

Map it out: A career development timetable

First Year: Exploration and Assessment

Pull out the University of Indianapolis academic catalog and look over the program and course options that are available. Can't find your copy? It's also available on the University Web site under *Academic* and *Registrar*.

Visit the Office of Career Services Web site at <http://careers.uindy.edu> and go to Sigi 3, a great tool for clarifying your values and interests and identifying possible careers and majors. Make a short list of three to five career possibilities to explore in depth.

Investigate other sources of online information such as the US Bureau of Labor Statistics (www.bls.gov/oco/) and Richard Bolles' *Job Hunter's Bible* (www.JobHuntersBible.com). Take an interactive test or look up salary information. Collegegrad.com is another helpful site (www.collegegrad.com/careers/).

Make an appointment to meet with a Career Services counselor (Schwitzer Student Center, Room 206, 788-3296) to chat about your current situation. Not sure what to say when you get there? Don't worry. That's what counselors are for—to help you figure out what to ask and to find some answers.

Survey your preferences and potential occupations through standardized inventories recommended by your Career Services counselor.

Peruse the books in the Career Services library and check a few out. The University library has some excellent resources as well (<http://kml.uindy.edu/reference/careerresources.html>).

Enroll in a Lantz Center Christian Vocations course, designed to help you discover your calling in life and, eventually, career options that allow you to live out that calling in an authentic way. Visit <http://vocations.uindy.edu/courses.php> for more information.

Take a Service-Learning course offered through the Community Programs Center or the Lantz Center.



“I never expected to receive the kinds of job opportunities and experience that I received in the last two years of my college degree. Internships were something I had heard of but didn’t really see as integral to my education. And now, in retrospect, I think I would be at a loss as to what I want to do and as to what I can do without having had an internship.” **Zach Berg**, from Huntingburg, Indiana, graduated in 2005 with a business degree in information systems. During his first two years at the University, he served as vice president of Circle K and gave more than 100 hours to volunteer work. He also assisted the Campus Programs Board, led Bible studies, was a leader in Campus Crusade, and was a presidential assistant. Being a residence hall assistant through most of college also kept him very busy. His internship experiences were definitely highlights of his time at the University.

“My first internship was with American United Life Insurance in downtown Indy, now OneAmerica, where I worked in the systems department as a network analyst. The name sounds fancy, but all I really did was fix PC problems. However, what I learned and the connections I made were far more valuable. I was in a position to meet almost every individual in the firm, even the president, and I took advantage of it. In that short span of 10 weeks, my career path became much more defined, and I felt better prepared to enter the world of business.” Following his stint at OneAmerica, Zach did an internship on campus with the Institute for Emerging Careers, part of the School of Business. “I came in to fill the position of event planner, and with the right mentor, I picked up the responsibilities quickly and enthusiastically. The work was fast-paced and stressful at times, but I did what needed to be done, and at the end of it, I could see how much I had accomplished and how much I had learned. Though I didn’t fully realize it until the end, this internship developed me more than I could have imagined.”

After graduation, Zach went to work for Baker Hill, a tech company in Indianapolis.

Make a habit of talking to people about what they do and why they do it—your professors, advisors, coaches, family members and friends of your family, people in your home community, University of Indianapolis alumni (we can help with this), and others. Learn the art of networking for career information and advice. Request a start-up list of questions to ask at career information interviews from the Career Center. Spend a day or two “job shadowing” with people in jobs that interest you.

Participate in campus activities, volunteer, or join a campus organization and begin looking for ways to contribute and for opportunities to assume leadership.

Look into part-time jobs on and off campus and think ahead to the kinds of summer employment that will give you new experiences, help you develop workplace skills, and give you the chance to really understand a career, field or industry that interests you.

Keep a running list of activities and accomplishments for your resume.

Second Year: Direction Setting and Initial Planning

Continue with the suggestions we already mentioned above as needed and appropriate.

Identify people on campus who can serve as guides and mentors (professors, administrators, counselors, and advisors).

Evaluate your choice of major, assuming you have selected one, and determine with a counselor or advisor how well it relates to your interests and skills, and how well it can prepare you for the careers you're considering. If you're still weighing your options, think about what minor, minors, or collection of courses could provide diversity for your educational portfolio and flexibility in career-search terms. If certain courses that you want aren't available at the University of Indianapolis, find out if other local institutions are offering them and take advantage of cross-campus registration.

Become a member of an organization or club that relates to your major (for example, accounting club, psychology club, etc.) or student member of a local chapter of a professional organization (such as the American Marketing Association or American Sociological Association). If there isn't a club, find a friend and start one. Attend meetings and conferences with faculty and staff and begin learning the art of networking.

Make a plan on how to get the knowledge, experience, and skills you need to be a competitive job-seeker or graduate/professional school candidate.

Begin work on your winning resume to share with people you meet at career information interviews, campus job fairs, and networking events, and when applying for part-time and summer employment and internships. Visit www.jobweb.com, by the National Association of Colleges and Employers (NACE), for advice on how to compose the best resume.

Attend University and Career Services-sponsored career days and presentations by representatives of different industries, fields, and businesses, including University of Indianapolis alumni working in various professions. Check the Career Services Web page regularly for notice of such events and information about all kinds of job opportunities (part-time, temporary, seasonal, career-oriented).

“Success . . . To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. That is to have succeeded.”

—Ralph Waldo Emerson



It is safe to say that when **Tiffany Rife** of Winnamac, Indiana, began her studies in Communication at the University of Indianapolis only a half-dozen years ago, working as a family service advisor at Crown Hill Funeral Home and Cemetery in Indianapolis was nowhere on her radar screen of career possibilities. But that's what she does, and she likes it a lot. "Communication is very important in finding personal and professional success. Learn from everyone you interact with. Take the time to get to know the people around you, in classes, organizations, etc. Ask questions and always look for new experiences. By doing this, you will learn more about yourself. Consider every challenge as a growing experience. You might just surprise yourself with what a great person you are!"

During college, Tiffany was involved in the Campus Program Board and worked for several departments within the Student Affairs division. She served as a peer facilitator for the New Student Experience program, and was a *Reflector* and WICR student staff member. She was also involved in outreach activities with New Birth Ministries in nearby Fountain Square. Tiffany's career explorations included event planning and an internship at a major downtown Indianapolis hotel. She also entertained the idea of a future in higher education administration. Upon receiving her degree in 2003, Tiffany was employed as a volunteer coordinator at a hospice, helping to care for patients in their last days and months of life and for their families. A student who struggled a bit in college but finished with a very strong GPA, Tiffany was named Jaycees Member of the Year in 2004 and also was a recipient of the prestigious Stanley K. Lacey Memorial Award that same year.

Third Year: Testing and Refining Career Options, Identifying Additional Resources

Continue with the suggestions we already mentioned above as needed.

Pay attention to the qualities and qualifications employers and graduate schools are looking for in applicants and work on acquiring them.

Attend a Career Services internship orientation session and learn how to search for internships, how to give the best impression, and how to succeed in meeting your goals and your employer's expectations.

Update and refine your resume. Work on your job interviewing skills. Visit www.jobweb.com, an excellent source of information by NACE on many job topics including resume and employment letter writing, networking, and interviewing. Practice communicating your talents, strengths, and qualifications for employment by developing answers to commonly asked questions. Get really serious with this by videotaping your "performance." Career Services can help you with this.

Officially register with the Office of Career Services by going online with *JobHoundConnect* and submitting your well-prepared resume (<http://careers.uindy.edu>).

Enroll in BADM 350: Career & Employment Strategies, a one-credit-hour course offered through the School of Business that takes students step-by-step through the internship or career employment search process. Or seek out other workshops or seminars in your academic department or elsewhere on or off campus that can prepare you to be an informed and effective internship or full-time job seeker.

Create a job search team list made up of people you already know who may be able to help you reach your career goal. This network of individuals can introduce you to other knowledgeable and resourceful people who will channel you to the kinds of opportunities you're looking for. Contact Career Services for a better explanation of this and other job search techniques and strategies.

Conduct prospect research and begin compiling a list of employers in the industries and fields of your interest. Consult a wide variety of sources including employment-related Internet sites, newspapers, business/industry magazines, journals, directories, annual reports, and employees at the company if possible.

Attend intercollegiate job fairs cosponsored by the University's Career Services Office and other career- and employment-related events in the Indianapolis area to talk with recruiters and network for internships and eventual full-time positions.

Begin investigating graduate or professional school admissions requirements for targeted schools (if this is part of your career plan) and talking with knowledgeable faculty and others about the ins and outs of enrollment in an advanced studies program. The Career Services Office has many helpful materials on this topic.

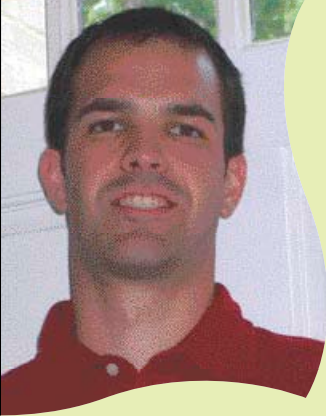
Fourth/Fifth Year: Looking Ahead

Continue with the suggestions mentioned above as needed.

Update your Career Services registration information and resubmit your resume to reflect the most current and significant experiences and qualifications of interest to employers who contact the office looking for prospective and recent University of Indianapolis graduates.

Pick up your complimentary copy of one of several senior-year job readiness publications in Career Services offering current information and excellent advice on the employment market and how to break into it as a new college graduate.

Take full advantage of all the resources mentioned previously—personal advising, presentations and seminars, resume referral service, campus interview opportunities, intercollegiate job fairs, etc.



Pete Buck, who grew up in Nappanee, Indiana, followed a CPA track at the University. He worked in a residence hall and was a presidential assistant, a Greyhound ambassador, and a member of the FCA leadership team. He also participated in various intramural sports. When Pete first came to college he didn't really have a career goal in mind. He chose accounting because he had had some success with it in high school and reasoned that he could find a job after graduation doing something in this field.

During his time at the University of Indianapolis and after leaving campus, Pete says, "my faith in Christ became more important to me; I knew that I wanted to have an impact on people and share what I believed with those in the business world." Following his graduation in 2002, he participated in a ministry-oriented fellowship at a church in northern Virginia. "It was a great experience for me and I am so glad that I took that year to dig into

Scripture and the lives of others I had the opportunity to be with."

Today, Pete is employed at Johnson Lambert & Co., a midsize CPA firm with offices in Virginia and several other Eastern Seaboard states. "My job allows me to see a variety of things as I work with different businesses, learn business practices and systems that work, and encounter those that don't work as well." Pete sees his current job as excellent preparation for future employment where he can concentrate on just one organization's business needs and goals.

Reflecting on his professional life thus far, Pete has figured out that it isn't necessary to maintain the same career path forever. "I believe that most people start a career in an area that they are gifted in or might enjoy, and learn from there. While in a job, they may find another interest and pursue a new career; it is a continual or evolving process." His counsel to beginning college students: "There are jobs out there that you will never know about unless you look and network with others. Ask questions and seek advice from those around you. Talk to your parents and friends who have known you for a while. What can they see you doing? In what kind of environment do they think you will thrive?"

Review and update the list of people in your career network or job search team—people who can offer information, advice, and leads to potential employment opportunities.

Identify prospective employers in the industries or fields you're hoping to enter. Research their organizations and initiate contact.

Contact and request application materials from those graduate or professional schools in which you are particularly interested if this is part of your career plan. Prepare for and take the appropriate examinations. Meet with a University of Indianapolis graduate or professional school advisor in your field of interest as well as other faculty mentors. Line up professors and others to serve as references. Visit the institutions you are considering.

Notify Career Services when you have accepted a beginning career position or have been accepted to a graduate or professional school.

How Career Services can help you

- Explore career paths and figure out what classes and academic programs support your goal.
- Identify practical learning opportunities such as internships and part-time jobs to help you develop workplace skills and acquire experience.
- Prepare to be an effective job seeker, which means learning how to network, interview, and compete for a job.
- Connect with prospective employers or transition to graduate/professional school, volunteer service, or another alternative.

The role of Career Services staff is to support you in your career development efforts. We cannot do the challenging work of career exploration and decision-making or job seeking for you. We cannot *place* you in careers and jobs. Your success at obtaining employment after graduation will depend on how well you have prepared yourself—in the classroom, through your cocurricular activities and jobs you've held prior to receiving your degree, your specific skills, your use of effective job search techniques, the way you present yourself to prospective organizations, and the level of need for your particular credentials in the marketplace and in the locale on which your search is focused.

However, we are eager to provide the information, advice, tools, referrals, leads, and networking opportunities that our office resources, time, and priorities allow. We are glad to be your coaches, facilitators, guides, and partners in pursuit of your career aspirations and goals. It is an honor and a pleasure for us to travel along with you during these short but all-important college years as you grow in self-understanding and in your awareness of the needs of this world and the vast opportunities for service that exist. Please do not hesitate to call on us as you try to discern your unique vocation in life and to consider seriously the many career alternatives that can bring a real sense of fulfillment and purpose to the things you do for others. *God bless!*

Recommended titles to expand your understanding of vocation, the gifts and talents that are uniquely yours, and the countless work world possibilities to which they may be applied:

College Majors and Careers: A Resource Guide for Effective Life Planning, Paul Phifer, Ferguson, New York, NY, 2003

Discovering God's Will: How to Make Every Decision with Peace and Confidence, Jerry Sittser, Zondervan, 2000

Do What You Are, Paul Tieger and Barbara Barren Barron-Tieger, Little Brown & Company, New York-Boston, 2001

Let Your Life Speak: Listening for the Voice of Vocation, Parker Palmer, Jossey-Bass Inc., San Francisco, CA, 2000

Living Your Heart's Desire: God's Call and Your Vocation, Gregory S. Clapper, Upper Room, Nashville, TN, 2005

Take Hold of Your Future, JoAnn Harris-Bowlsbey and Ruth S. Lisansky, Career Guide, LLC, 2003

The Reinvention of Work, Matthew Fox, Harper San Francisco, CA, 1994

The Rhythm of Life: Living Every Day with Passion and Purpose, Matthew Kelly, Simon & Schuster, New York, NY, 1999

Your Career Planner, Borchard, Bonner, Musich, Kendal/Hunt Publishing, Dubuque, IA, 2002

Working: Its Meaning and Its Limits, Gilbert C. Meilaender (Ed.), University of Notre Dame Press, Notre Dame, IN, 2000

All these books and more are available in the Career Services Office library.

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