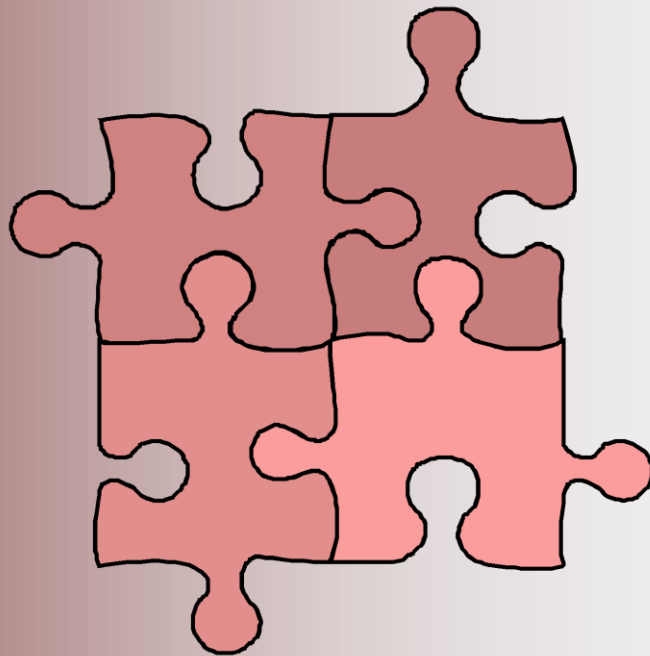




# Puzzled?

A Workbook for the  
Undecided Student



# Table of contents

Introduction . . . . .	3
You are Not Alone . . . . .	4
How to Use this Workbook . . . . .	5
What's YOUR Type? . . . . .	6
What are YOUR Interests? . . . . .	10
What are YOUR Occupational Values? . . . . .	11
Skills Profiler . . . . .	15
Putting the Puzzle Together . . . . .	16
Next Steps . . . . .	17
My Top Three . . . . .	18
More Assessments . . . . .	19

# Introduction

When you were 5 years old, it was probably easy to answer the question “what do you want to be when you grow up?” What was your answer? Teacher? Doctor? Firefighter? As children we felt like we could do anything and oftentimes our ideas about our future changed daily. As adults the question becomes more complex. You may suddenly find yourself asking... Who am I? What do I enjoy?

The goal of this workbook is to help you identify three areas of interest that fit your unique qualities. To assist you, this workbook contains many different assessments. You will learn more about your personality, your interests, your work values, and your skills. As you progress through this workbook, it will be important for you to write down your ideas or thoughts as they come to you as well as the information gleaned from each assessment you complete.

We suggest that you operate under the ‘one-a-day’ principle to avoid feeling overwhelmed by the process. If the one thing you do for the day is to make an appointment with a career counselor, you’re done for the day. If the one thing you do for the day is to look up your Holland Code on the O’Net website, you’re done for the day. Following this approach, you will be more productive and less stressed.

A key factor in this ‘work’ involves meeting with a career counselor. We suggest that you meet with a career counselor at least three times as you complete this workbook in order to discuss your progress. First, set up an introductory appointment to review the workbook. Second, check in with your career counselor once you’ve completed the four assessments to review your findings and to help find commonalities between some of the areas you’ve identified as interests, skills or values. The third meeting can assist you with translating your ideas to specific majors or careers.



*Hi, my name is Stephen Davis and I am one of the career counselors at UMF. Career counselors provide many services but I want to address their primary responsibility, assisting students with the on-going process of career development. I help students with many aspects of their career, from the initial phase of career and major exploration to the refinement of resumes, cover letters and interview techniques. If you are reading this book then you are probably exploring your options at UMF and for life after UMF. The activities contained in this publication are a great starting point for continued meetings with the career staff. We will assist you using techniques ranging from guided discussion and informational interviewing to assessment analysis and long-range planning. Career development is detail-oriented work that requires introspection, research, and commitment and the results will only be as good as the energy you put into it.*

**Please call (207) 778-7034 to make an appointment with your career counselor.**

# You are Not Alone

If most of your friends are happily completing a degree program you may feel like you're the only one who is puzzled about your direction in college. Please know that you are not alone. UMF students like Erin, Chad, Megan, and Alyssa also felt undecided when they started college. They felt pressured by themselves and others to 'hurry up and choose something.' They tried several directions; some of their choices helped them to decide NOT to go in a particular direction and other choices confirmed their choice of a college major. Here are the stories of their college journeys.

Erin:

Hi, my name is Erin and just like you I started out undecided. I'm what you might call a first generation college student, which means that my parents did not attend college. Prior to coming to this campus I hadn't had any experience with a career counselor. College was a very scary step for me. During my last few years of high school I would be asked time and time again what I was planning on majoring in when I went to college. I had no answer. The amount of stress going into my freshman year at Farmington was almost unbearable. I felt like a failure. So what do you do if you have no idea? Upon entering my first semester I was in search of something/anything that would be a possible major. I was at the point where I was just looking to choose something – Just so I could have an answer to the question. What I didn't understand was that coming into college as a freshman you have plenty of time to find out what you're good at or what might interest you. I also discovered that it's OK to be undecided. I finally found something that I loved after two and a half years of searching. I am now a senior in the Psychology program and am happier now with my chosen path and am grateful that I was undecided for the first two years of my college experience. Not only did I learn what I was good at and what I want my profession to be for the rest of my life, but I have also found out about myself, which to me is just as important.

Chad:

Hi, my name is Chad. When I applied to UMF as a senior in high school, I wasn't sure what I wanted to do. I enjoyed History in high school and thought it would be cool to be a History teacher. I was accepted into the Secondary Social Science major at UMF. Just after starting school in the fall, I realized that teaching wasn't for me. On the advice of my advisor, I changed my major to Liberal Arts Undeclared for undecided students. During the spring semester, I enrolled into a class called Global Transformations, a Geography class. This was very different from what I thought geography was about! We were learning about climate change, social movement, and job outsourcing among other topics. I decided that I wanted to know more about Geography. I met with Stephen Davis, a Career Counselor, and we talked about the kinds of careers related to Geography. At the end of my first year at UMF, I changed my major to Geography with an interest in learning more about GIS systems.

Megan:

My name is Megan and once upon a time I was an undecided student. During my senior year of high school I applied to schools thinking I wanted to major in theatre arts. I was accepted to UMF and all set to start as a theatre major. However, over the summer I decided that while I loved theatre, it wasn't exactly what I wanted to major in. I called UMF and switched my major to Undeclared. I went through my first year taking all sorts of classes and trying out all the different majors. It wasn't until after I took a few health classes in the spring semester that I decided I wanted to major in nursing. I transferred to an out-of-state university in the fall of my sophomore year and began taking nursing courses. I soon came to the realization that that particular university was not right for me and I transferred back to UMF in

the spring. Two and a half years and four majors later, I have finally declared a major in community health education. I hope to finish my nursing degree after I graduate from UMF and eventually plan to teach in higher education.

Alyssa:

Hi, my name is Alyssa. I am a junior in the philosophy/religion program. In high school, I was dead set on becoming a writer. As I researched various universities, I found the creative writing program at UMF. The university was the only one in New England currently offering a program in creative writing rather than just English. The program was small and inviting, so I jumped at the opportunity. When I came to UMF and began taking courses in my degree program I realized that although the program was excellent, the specific courses and style behind creative writing was not for me. I found myself uncertain and searching, so I decided to explore. I had taken a first year seminar that covered many topics in philosophy and included a lot of in-class open discussion that I really enjoyed. I decided to enroll in an introductory philosophy course to explore the subject further. In the course, I was able to continue with my love for writing and take part in the type of open discussion I enjoyed. I found that the nature of philosophy courses fitted my style best, so changed my major to philosophy/religion.

## How to use this workbook

There are four assessments in this workbook; (1) *What's YOUR Type* is a personality assessment; (2) *Career Key* assesses your interests; (3) *What are YOUR Occupational Values* gives insights on what you value in a job; and (4) *Skills Profiler* helps you to determine your strengths. Complete each assessment as thoroughly as you can. We've given an estimate of the time it will take you to do each assessment. Once you have finished, take a few minutes and write down what you've learned in each section.

# What's YOUR type?

Your first assessment assignment is called What is YOUR Type? This will take you about 15 minutes to complete.

Determining your personality type is a very important part of learning more about yourself. The bumper sticker on the back of my teenage son's car reads *You are Unique...just like everyone else*. Do you think it's funny? I do. It's also very true. Each one of us is unique – in our physical appearance, in our intellectual abilities, in our personalities, in our skills, in our interests, and in many other ways. But, we are also very alike. In fact, research has shown that people with certain personality types tend to work in certain fields.

Once you complete this assessment, you will receive a four-letter code. The code will be an acronym to your unique personality type, made up of four of the following letters:

E = Extraversion	N = Intuition	F = Feeling	J = Judging
I = Introversion	S = Sensing	T = Thinking	P = Perceiving

*Please note: Sometimes this assessment will give you the same score for two areas. Let's say you received the same score for E and I, and had high scores for N, F and J. You could be an ENFJ or an INFJ. If this happens with you, go to [www.personalitypage.com/careers.html](http://www.personalitypage.com/careers.html) and read the description of each type. List all four-letter codes.*

**Go to the next page and take the personality assessment.**

# What's YOUR Type?

Circle the choice that best describes you. See next page for scoring instructions.

1. **At a party do you**  
(a) interact with many, including strangers  
(b) interact with a few, known to you
2. **Is it worse to**  
(a) have your "head in the clouds"  
(b) be "in a rut"
3. **Are you more impressed by**  
(a) principles  
(b) emotions
4. **Do you prefer to work**  
(a) to deadlines  
(b) just "whenever"
5. **At parties do you**  
(a) stay late, with increasing energy  
(b) leave early, with decreased energy
6. **Are you more interested in**  
(a) what is actual  
(b) what is possible
7. **Which appeals to you more**  
(a) consistency of thought  
(b) harmonious human relations
8. **Are you more**  
(a) punctual  
(b) leisurely
9. **In your social groups do you**  
(a) keep abreast of other's happenings  
(b) get behind on the news
10. **Are you more attracted to**  
(a) sensible people  
(b) imaginative people
11. **Are you more comfortable in making**  
(a) logical judgments  
(b) value judgments
12. **Do you tend to choose**  
(a) rather carefully  
(b) somewhat impulsively
13. **In phoning do you**  
(a) rarely question that it will all be said  
(b) rehearse what you'll say
14. **In doing ordinary things are you more likely to**  
(a) do it the usual way  
(b) do it your own way
15. **Are you more often**  
(a) a cool-headed person  
(b) a warm-hearted person
16. **Does it bother you having things**  
(a) incomplete  
(b) complete
17. **In company do you**  
(a) initiate conversation  
(b) wait to be approached
18. **Do you go more by**  
(a) facts  
(b) principles
19. **In making decisions do you feel more comfortable with**  
(a) standards  
(b) feelings
20. **Do you want things**  
(a) settled and decided  
(b) unsettled and undecided
21. **Does new and non-routine interaction with others**  
(a) stimulate and energize you  
(b) tax your reserves
22. **Are you more interested in**  
(a) production and distribution  
(b) design and research

**23. Are you more**

- (a) firm than gentle
- (b) gentle than firm

**24. Would you say you are more**

- (a) serious and determined
- (b) easy-going

**25. Do you prefer**

- (a) many friends with brief contact
- (b) a few friends with more lengthy contact

**26. Are you more likely to trust your**

- (a) experience
- (b) hunch

**27. Which person is more to be complimented: one of**

- (a) clear reason
- (b) strong feeling

**28. Which is more admirable**

- (a) the ability to organize and be methodical
- (b) the ability to adapt and make do

**29. Do you**

- (a) speak easily and at length with strangers
- (b) find little to say to strangers

**30. Do you feel**

- (a) more practical than ingenious
- (b) more ingenious than practical

**31. Which rules you more**

- (a) your head
- (b) your heart

**32. Do you put more value on the**

- (a) definite
- (b) open-ended

**34. Do you prize more in yourself**

- (a) a strong sense of reality
- (b) a vivid imagination

**35. Are you inclined more to be**

- (a) fair-minded
- (b) sympathetic

**36. Do you prefer the**

- (a) planned event
- (b) unplanned event

**37. Are you more inclined to be**

- (a) easy to approach
- (b) somewhat reserved

**38. Is it harder for you to**

- (a) identify with others
- (b) utilize others

**39. Do you see yourself as basically**

- (a) hard-headed
- (b) soft hearted

**40. Do you tend to be more**

- (a) deliberate than spontaneous
- (b) spontaneous than deliberate

Using the table to the right, put a check in the box which corresponds to your answer. Total the checks in each column and put the sum in the box at the bottom of each column. To determine your type, look at the largest numerical score from each section (E/I, S/N, T/F, J/P). For example, if E is larger than I, S is larger than N, F is larger than T and J is larger than P, your type would be ESFJ.

	a	b		a	b		a	b		a	b
1			2			3			4		
5			6			7			8		
9			10			11			12		
13			14			15			16		
17			18			19			20		
21			22			23			24		
25			26			27			28		
29			30			31			32		
33			34			35			36		
37			38			39			40		
	E	I		S	N		T	F		J	P

*Adapted from the Kiersey Temperament Sorter*



# What's YOUR type?

Now that you know your four letter type, let's learn more about your personality type. Go to [Common Careers for Personality Types](http://www.personalitypage.com/careers.html) ([www.personalitypage.com/careers.html](http://www.personalitypage.com/careers.html)). Find your type and click the link to read about the commonalities you share with other persons with this type.

Another good resource is the book titled, *Do What you Are: Discover the Perfect Career for You Through the Secrets of Personality Type*, available at the career library on the second floor of Franklin Hall. Each resource will give you general information about your type and some career paths that are common to others who match your type.

What have you learned?

**My type is** \_\_\_\_\_

**Alternatives:**

\_\_\_\_\_

\_\_\_\_\_

**Traits:**

---

---

---

---

---

**Possible Career Paths:**

---

---

---

---

---

# Career Key – What are YOUR interests?

The next assessment is called Career Key. Career Key assesses your interests. It is an online test. Depending on the depth in which you choose to research your code, this test will take you approximately 20-30 minutes to complete.

The Career Key is based on the work of John Holland. He proposes that people who have similar interests tend to have similar careers. For example, artistic people tend to work in fields with other artistic people. In this creative environment, artistic people are likely to be successful and satisfied.

**Go to <http://chd.umf.maine.edu/advising/mapmajor.php> and follow the directions for using Career Key (first bullet). Login to the site and take the assessment. Once you have completed this assessment you will get a three letter Holland Code.**

**My Holland code is \_\_\_\_ \_**

Go to the [O'Net On-line](http://online.onetcenter.org/explore/interests/Realistic/) website (<http://online.onetcenter.org/explore/interests/Realistic/>). Click on at least two letters of your three-letter Holland Code in the yellow box. Write down at least five occupations that someone with your Holland Code might choose in the space below.

---

---

---

---

---

If you are interested in looking at UMF degree programs associated with your interests, go to <https://www.umf.maine.edu/advising/home/explore-majors-at-umf/> and find the [majors that correspond with your code](#). Be as inclusive as possible. Find all majors that contain any two letters of the three-letter career code that describe your interests. This may be an indication of interest in a career related to the major. For example, the major code for psychology is SIE and the career code for clinical psychologist is ISA. Write down three or more majors that correspond with your Holland Code in the space below.

---

---

---

---

---

# What Are Your Occupational Values?

Your next assessment gathers information about your occupational values. This questionnaire will help you to figure out what is important to you in a career – money? self expression? security?

This test will take approximately 10 minutes to complete.

**Go to the next page and take the occupational values assessment.**

# What are YOUR Occupational Values?

Directions: Read each statement and circle the number which best represents how the statement describes you. (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; and (5) Strongly Agree. There are no right or wrong answers. Be honest with yourself.

Responses	Items
1 2 3 4 5	1. It is more important for a job to offer security than opportunity.
1 2 3 4 5	2. It would be hard to live with the feeling that others are passing me up in my occupation.
1 2 3 4 5	3. The kind of occupation I have isn't as important as earning enough money for a good living.
1 2 3 4 5	4. I want my occupation to provide me the opportunity to acquire new skills and knowledge.
1 2 3 4 5	5. A very important part of work is the opportunity to make friends.
1 2 3 4 5	6. I want an occupation where I can look forward to a stable future.
1 2 3 4 5	7. It's important in an occupation to have the chance to get to the top.
1 2 3 4 5	8. Success in a job is judged mainly by how much money I make.
1 2 3 4 5	9. I have the right to expect work to be fun and exciting.
1 2 3 4 5	10. I would prefer an occupation with an opportunity to work with people rather than things.
1 2 3 4 5	11. It's more important that I be able to count on having a job rather than make a lot of money.
1 2 3 4 5	12. Success in an occupation is when I have respect and recognition from others.
1 2 3 4 5	13. Work is nothing more than a way of making a living.
1 2 3 4 5	14. It's important for me to have an occupation that gives me a chance to develop my abilities.
1 2 3 4 5	15. It's not right for me to lose friends just to get ahead at work.
1 2 3 4 5	16. The most important factor about an occupation is that I can depend upon it being there.
1 2 3 4 5	17. Getting recognition for my work and occupation is very important to me.
1 2 3 4 5	18. My occupation has to provide me with the chance to make a great deal of money.
1 2 3 4 5	19. I want an occupation in which I can work with new ideas, be original and be creative.
1 2 3 4 5	20. The main satisfaction I can get from work is helping my fellow workers.
1 2 3 4 5	21. It's important for me to be reasonably sure that my occupation is fairly permanent.
1 2 3 4 5	22. I should try to succeed at work, even if it interferes with other things in life.
1 2 3 4 5	23. To be successful in my occupation, I have to care about making money.
1 2 3 4 5	24. It's important for me to have enough freedom and responsibility to use all my abilities in my occupation.
1 2 3 4 5	25. It is important for me to have an occupation where I can work with congenial and friendly people.

## Scoring

Write the number you circled for each of the statements and then add each column to obtain your scores.

Security	Status/ Recognition	Financial Reward	Self- Expression	Personal Relationships
1 _____	2 _____	3 _____	4 _____	5 _____
6 _____	7 _____	8 _____	9 _____	10 _____
11 _____	12 _____	13 _____	14 _____	15 _____
16 _____	17 _____	18 _____	19 _____	20 _____
21 _____	22 _____	23 _____	24 _____	25 _____
Total _____	Total _____	Total _____	Total _____	Total _____

## Discussion

The higher the score you have on a scale, the higher the relative importance you place on that occupational value. Your occupational values will vary across all five values. Read each of the value descriptions below and determine how accurately your scores reflect what you know about yourself.

**Security:** Security is important for everyone. If you have a high security value, it means you prefer an occupation which is stable, predictable, and has some permanence rather than one which is risky, changeable, and subject to seasonal demands. Occupational security usually implies jobs with limited opportunity for advancement or excitement. Opportunities for growth, advancement, and high financial rewards usually require more than average risk-taking and a willingness to change or even relocate.

**Status/Recognition:** If you have a high status/recognition value, it means you would prefer occupations which are recognized as having higher social recognition. For example, in most occupational status studies, teachers and clergy are usually ranked high but make lower salaries than many other lower ranked occupations. Status and recognition can come from a variety of sources: power, intelligence, money, social usefulness, etc. In most cases, high status/recognition occupations also require college degrees.

**Financial Reward:** If you have a high financial reward value, you prefer to work to make money. People with high financial reward values change jobs frequently seeking higher salaries. Very often, people with high financial reward values work very hard – more than the average person. Consequently, they often have difficulty relaxing because they might miss an opportunity to make money.

**Self-Expression:** If you have a high self-expression value, you prefer occupations in which you can use your abilities, talents, and creativity. The opportunity to work at something which is interesting is more important than salary or recognition. People with high self-expression values usually want jobs where there is the opportunity for continued growth, learning and development.

**Personal Relationships:** If you have personal relationships as your high value, you prefer occupations in which you have a chance to develop meaningful friendships. While work is important to support yourself, its primary value is to develop a support network of friends. People with high personal relationship values often develop their social lives around the people with whom they work.

Each of us has all of these values to some degree. One or two of them will predominate. Knowing your occupational values will provide a basis for exploring careers. You must keep in mind that this questionnaire only measures your occupational values and you must relate them to your abilities and interests.

# What are YOUR Occupational Values?

What have you learned about your career values? Write down the top two or three areas where you scored highest and write in some notes about what that value means. Was there something that surprised you about this assessment? For example, did you think you'd score higher in Financial Reward than you did?

I scored highest in the \_\_\_\_\_ category.

---

---

---

---

I had a high score in the \_\_\_\_\_ category.

---

---

---

---

I had a high score in the \_\_\_\_\_ category.

---

---

---

---

I noticed that

---

---

# Skills Profiler

The final assessment is called the Skills Profiler. This assessment will help you to find your strengths and match them to a job that utilizes those skills. You can also use this site to help you figure out what areas you would need to strengthen in a career that you desire.

Skills Profiler is an online assessment. This test will take approximately 15 minutes to complete.

Go to [careeronestop](https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx/default.aspx) (<https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx/default.aspx>). Scroll down and click the *Start with your Skills Profile* radio button. Complete the assessment and print out the results.

I scored highest in these skills areas:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Skills Profiler will provide you with a list of careers that fit you and your skill set (from highest to lowest). Choose 5 or more careers of interest to you from this list.

_____
_____
_____
_____
_____

What did you learn about yourself from this assessment? Did anything surprise you?

_____
_____
_____

For further work, you can use the Skills Profiler site to compare your skills to an occupation.

# Putting the Puzzle Together

From what you've learned so far, fill in the blanks below.

## MBTI type

\_\_\_\_\_

List 5 possible career paths

---

---

---

---

---

## Holland Code

\_\_\_\_\_

List 5 occupations that interest you

---

---

---

---

---

## Values

Record the area that you identified with most strongly.

---

## Skills

List 5 occupations that match your skills

---

---

---

---

**Make an appointment with a career counselor to review this information. Some good questions to ask might be: Can you help me find similarities in these areas? How can I integrate these areas into a career? A professional career counselor may be able to find similarities that you hadn't thought of!**



# Next Steps

From the information you've gained and by meeting with a career counselor, write down your top five occupations or areas of interest.

My top five:

---

---

---

---

---

Time to do some research! There are many places that will be helpful to you. We suggest the following:

1. Go to the Occupational Outlook Handbook, online at <http://www.bls.gov/oco/>. Scroll down the page and find the *Ways to use the Occupational Outlook Handbook* site section. Research your top five areas. This site will give you an abundance of information about different careers, including the nature of the work, job outlook, earnings, etc. Print out or bookmark important information.
2. Visit the CHD library. We have a wide variety of interesting books on our shelves with titles like "Green Jobs," "Great Jobs for History Majors," "Great Jobs for Liberal Arts Majors," "101 Careers in Mathematics," "Careers for Animal Lovers & Other Zoological Types," "Careers for Travel Buffs & Other Restless Types," and many others! These books can be borrowed for up to two weeks, free of charge.

# My Top Three

From the information you've gathered about yourself and the research you've done, choose your top 3 choices.

---



---



---

For each area you've chosen, determine what kind of education, certification, or experience is required for each of these choices. (The Occupational Outlook Handbook, <http://www.bls.gov/oco/>, is a great resource for information.) For example:

I'll need a Bachelor's degree/experience/certification in Community Health in order to pursue the field of Health Education

I'll need a \_\_\_\_\_ degree/experience/certification in \_\_\_\_\_ in order to pursue the field of \_\_\_\_\_.

I'll need a \_\_\_\_\_ degree/experience/certification in \_\_\_\_\_ in order to pursue the field of \_\_\_\_\_.

I'll need a \_\_\_\_\_ degree/experience/certification in \_\_\_\_\_ in order to pursue the field of \_\_\_\_\_.

Does UMF offer any of degree programs mentioned above? Consult UMF's catalog at <http://catalog.umf.maine.edu> to view all degree programs offered. If the major you want to pursue is not offered, you might consider designing your own Individualized major.

Some examples of previously designed Individualized majors include:

- Social Dynamics (with coursework in sociology and psychology)
- Authenticity (with coursework in computer science and philosophy)
- Peace Studies (with coursework in political science, sociology, history)
- Russian Studies (with coursework in Russian language, history, and political science)
- Multicultural Dance (with coursework in anthropology, religion, and dance)
- Art Therapy (with coursework in art, psychology, and rehabilitation)

**Now that you've narrowed your choices, meet with a career counselor to discuss your options and educational direction. For more assessments, turn to the next page.**

## More Assessments

Here are four additional ways that you can learn more about yourself.

- A. What made you happiest when you were a child? Often the activities that were fun for us as a child are still enjoyable. Write about yourself when you were a young child. What was your favorite activity? What were your favorite toys or hobbies? What did you want to be when you grew up? Does any of this information relate to what you've learned about yourself from the previous assessments?

---

---

---

---

---

---

---

---

---

---

---

---

- B. Mymajors.com is a website dedicated to helping students identify majors of interest. Go to [www.mymajors.com](http://www.mymajors.com). Create a login and answer the questions. This assessment will take approximately 10 minutes to complete. You will receive several suggested majors with links to additional information about them such as the specialization within the major, what types of coursework is needed, and a list of positions available upon graduation.

Mymajors.com suggested the following majors:

---

---

---

---

---

### C. The Cross-Out Assessment

This is an exercise to find out what you do NOT want to study. Sometimes it is easier to decide what you don't want to do than to describe what you do want to do. Hint: Go with your first instinct.

Look at the following list of disciplines/careers and cross out everything that does not interest you. Ask your career counselor to help you find common threads among the areas that you did not cross out.

- |   |                               |
|---|-------------------------------|
| • Accounting/Finance                          | • Journalism                  |
| • Anthropology                                | • Languages:                  |
| • Architecture                                | ○ French                      |
| • Art   | ○ German                      |
| • Art History                                 | ○ Russian                     |
| • Athletic Training/Sports Medicine           | ○ Spanish                     |
| • Biology                                     | • Library Science             |
| • Business                                    | • Linguistics                 |
| • Chemistry                                   | • Mathematics                 |
| • Communication                               | • Music                       |
| • Community Health Education                  | • Nursing                     |
| • Computer Science                            | • Occupational Therapy        |
| • Counseling                                  | • Paralegal/Legal Assistant   |
| • Creative Writing                            | • Parks, Recreation & Fitness |
| • Criminal Justice                            | • Philosophy                  |
| • Early Childhood Education/Child Development | • Photography                 |
| • Economics                                   | • Physical Therapy            |
| • Education                                   | • Physics                     |
| ○ Elementary                                  | • Political Science           |
| ○ Secondary                                   | • Pre-Law                     |
| • Engineering                                 | • Pre-Medicine                |
| • English                                     | • Pre-Veterinarian            |
| • Environmental Planning and Policy           | • Psychology                  |
| • Environmental Science                       | • Real Estate                 |
| • Food Science and Human Nutrition            | • Rehabilitation              |
| • Forestry                                    | • Religion                    |
| • Gender Studies                              | • Social Studies              |
| • Geography                                   | • Social Work                 |
| • Geology                                     | • Sociology                   |
| • History                                     | • Theatre                     |
| • Hospitality                                 | • Wildlife Ecology            |
| • Individualized Studies                      | • Women's Studies             |
| • International Studies                       |                               |

- D. Write a mission statement. (The following was developed by Dr. George Miller, Spring 2006.)

Developing a mission statement is not a once-in-a-lifetime thing. It's an ongoing process. Once you have a mission statement, you will keep revising it for as long as you use it, because you are always learning and changing.

These are some exercises to help you develop your first mission statement. Most of these are adapted from Steven Covey's book, *First Things First*.

1. Imagine that you are at your 80<sup>th</sup> birthday party, and people are talking to you, and about you. They are congratulating you on your achievements, and telling you what a wonderful person you are. What would you most like to hear them say?
2. List your present roles, and your future roles. (Student, friend, citizen, family member, parent, political activist, etc.) List about six or seven roles (the exact number doesn't matter). What do you need to do, for each role, to succeed in that role as you would like to?
3. Consider yourself as a:
  - a. physical being
  - b. mental being
  - c. spiritual being
  - d. social being

What do you like about yourself in each of these areas? What are your strengths? What would you like to achieve in each area? Do you have problems or weaknesses which you want to work on?

After you have finished some of these exercises, try to write up a vision of yourself, as you would like to be, which summarizes all of the ideas from the exercises. Try to make it as concise as possible. A few sentences, or at most a page, should be enough. This is your mission statement.

The mission statement can be used for weekly planning, and to help set priorities in your life. Use it to make decisions about how to spend your time. One way to do this is to use the roles you listed in exercise 2, and write up each week what you will do (and when) to further your goals for each role.

---

---

---

---

---

---

---

---

---

---

