

SELF- REFLECTION GUIDE



Middlebury College
Center for Careers and Internships

GETTING STARTED

Spending time reflecting on your personality, skills, interests, and values can not only help you think about what your future might hold but also help you figure out how to get the most out of your time at Middlebury. It is important to make informed choices based on who you are, what you value, and what you can offer to the world.

As you make discoveries about yourself, you will most likely begin to notice patterns, threads, and connections that might not have been obvious before. This can often lead to clarity as you make decisions about your major, which classes to take, which cocurricular activities to participate in, how to spend your summers, and eventually which internship or job you wish to pursue.

These decisions are all steps along the way to your future career path.

SELF-ASSESSMENT RESOURCES

CCI offers several ways to learn more about yourself: one-on-one advising appointments, an online tool called TypeFocus, and this guide.

Advising Appointments

You can schedule a one-on-one advising appointment with a career advisor. He or she will help you start the self-assessment process and help you reflect on the information you gather about yourself using the following exercises. Learn about the advisors and schedule an appointment via Handshake: [go/handshake](#).

TypeFocus

In addition to the exercises that follow, you have access to the online tool TypeFocus. It is an instrument that helps you discover your personality, strengths, interests, and values and helps you connect the results to future career possibilities.

This Guide

What follows is a directed process of focused reflection exercises in the following five areas:

1. Interests
2. Skills
3. Values
4. Family and culture
5. Personality

In each section, you will see exercises to complete and questions to reflect on to help you process the information you gather. If you would like to discuss what you are learning with a career advisor, please request an appointment. Advisors may be able to help you uncover details that are difficult for you to see on your own.

Try to complete as many of the exercises as you can; you may do them in any order and they do not have to be done all at once. The more you learn about yourself, the more you will begin to understand what is important to you as you contemplate internships, jobs, and your future. If there are certain exercises that you try but do not find helpful, you can skip them and move on to the next.

Self-reflection can be an exciting, eye-opening experience. Enjoy the process!

DISCOVERY QUESTIONS

Although not all interests lend themselves well to the workplace, with a little creativity you can find ways to do what you enjoy in some part of your work or life outside work.

Answer any of the questions below that intrigue you or make you think. Pay attention to your responses. You may find it helpful to do this exercise with a trusted friend who may recognize themes or threads you might normally miss.

1. What was your favorite class in high school or at Middlebury? Why did you like it?
2. What are some of your nonacademic interests/hobbies? What do you do for fun?
3. What makes you happiest in your life? What excites you?
4. What do you do that makes you feel invincible?
5. What do people thank you for?
6. What do people think you're good at?
7. Who do you look up to? Who are your mentors? Who inspires you? Why?

8. Consider your previous jobs, internships, and volunteer or extracurricular activities. What did you like? What didn't you like? Was it a good fit for you? Why or why not?

9. What do you dislike doing or do out of obligation?

10. What social, political, environmental, or other issues are important to you? How do you participate in these issues?

11. When was the last time you "over-delivered" on something? What was it and why did you work so hard on it?

12. When was the last time you were in a "state of flow" and totally lost track of time? What were you doing?

13. What are you doing when you feel most like yourself?

14. Imagine you won \$200 million in the lottery. It's now three months later. What will you do tomorrow?

15. What would you do if you knew you could not fail?

16. What topics do you find yourself continuously arguing or defending with others? What beliefs does your stance represent?

17. What do you love helping people with? How do you most commonly help others?
18. What's your favorite section in a bookstore? What websites are you naturally drawn to?
19. Out of all your current and previous work roles, what would you gladly do for free?
20. How do you want to be remembered?
21. What are you naturally curious about?
22. Think back to when you were 5 or 10 years old. What did you want to be when you grew up? What were your influences? What skills and metaphors do these represent (e.g., pilot may be a symbol for freedom)?
23. What did you like to spend your time doing as a child? Do you still enjoy this activity?
24. What careers do you find yourself dreaming of? What jobs do others have that you wish were yours?
25. What is something you want to make sure to do in your lifetime?

26. What stories resonate with you?

27. When you imagine the world you want to live in, what three words come to mind?

28. What issues or ideas are deeply compelling to you?

REFLECT

1. What did you learn or remember about your own interests?
Were there any surprises or things you hadn't thought about for a while?
2. Did you notice any themes or threads that connected your various interests?
3. What, if any, of these interests do you feel are integral to personal fulfillment?
4. Do you foresee any barriers to exploring certain interests as a career option?

Adapted with permission from Scott Dinsmore's "27 Questions to Find Your Passion" at www.liveyourlegend.net.

SKILLS INVENTORY

Knowing what skills you have to offer can help you identify specific industries or functional roles that might be a good match. Rate yourself in the following skill categories using the scale below, and then circle the skills that you enjoy using and put an X through those you don't:

1 = Strong ability in this area

2 = Some ability

3 = Enough ability to get by with help from others

4 = No ability at all

Verbal-Persuasive

___ Writing: Express myself in written forms of communication

___ Talking: Relate easily to people in ordinary conversational settings

___ Speaking: Deliver a talk or address an audience

___ Persuading: Able to convince others to believe something I hold to be true

___ Selling: Convince others to buy a product/service I am selling or promoting

___ Dramatics: Portray ideas or stories in a dramatic format

___ Negotiations: Bargain/discuss with the goal of reaching agreement

Social

___ Social ease: Relate easily in situations that are primarily social in nature

___ Dealing with public: Relate effectively with a variety of people who come to an establishment for information, service, or help

___ Appearance/dress: Dress appropriately for a variety of interpersonal situations or group occasions

___ Accepting feedback: Accept constructive criticism openly with an eye to improving performance

Numerical

- ___ Working with numerical data: Comfortable with large amounts of quantitative data and compiling, interpreting, and presenting data
- ___ Solving quantitative problems: Reason quantitatively so that problems having numerical solutions can be solved without the aid of a computer or other mechanical device
- ___ Computer use: Use computers to solve quantitative problems, have knowledge of programming, computer capabilities, etc.

Investigative

- ___ Scientific curiosity: Learn about scientific phenomena and investigate events that may lead to such knowledge
- ___ Research: Gather information in a systematic way for a particular field of knowledge to establish certain facts or principles
- ___ Technical work: Work easily with practical, mechanical, or industrial aspects of a particular science, profession, or craft

Manual-Physical

- ___ Mechanical reasoning: Understand the way that machinery or tools operate and the relationship between mechanical operations
- ___ Manual dexterity: Skilled in using your hands
- ___ Spatial perception: Judge the relationship of objects in space; manipulate them mentally, and visualize the effects of putting them together or of turning them over or around
- ___ Physical stamina: Physically resistant to fatigue and illness
- ___ Outdoor work: Familiar with the outdoors; enjoy working outdoors in a variety of elements

Creative

- ___ Artistic: Keenly sensitive to aesthetic values; able to create works of art
- ___ Imaginative with things: Create new ideas and forms with various physical objects
- ___ Imaginative with ideas: Create new ideas and programs through conceptualizing existing elements in new ways; able to merge abstract ideas

Working with Others

- ___ Supervising: Oversee, manage, or direct work of others
- ___ Teaching: Help others learn how to do or understand something; able to provide knowledge or insight
- ___ Coaching and mentoring: Instruct, train, or encourage an individual to improve performance in a specific area
- ___ Counseling: Engage in a direct helping relationship with another in situations where the person's concern is not solvable through information-giving or advice

Managerial

- ___ Planning: Develop a program, project, or set of ideas through systematic preparation and arrangement of tasks, coordinating the people and resources necessary to put a plan into effect
- ___ Organization: Arrange items in a systematic fashion so that such items or information can be readily used or retrieved
- ___ Handling details: Able to work efficiently with a great variety and/or volume of information
- ___ Making decisions: Comfortable in making judgments or reaching conclusions about matters that require specific action; able to accept responsibility for the consequences of such actions

Adapted with permission from Tufts Career Center.

REFLECT

1. Did you discover any new skills that you hadn't recognized before?

2. Do you have any skills that weren't listed above?

3. How do your skills line up with your interests (e.g., you have artistic abilities and also enjoy art)?

4. List the top 10 skills that you rated most highly. What do you notice? Do you recognize any themes or spot any potential career fields?

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

5. Identify skills you really enjoy using and/or would like to develop further.

6. Identify any skills you have but do not enjoy using. How have you used these skills throughout your life and how might you limit how much you use them in the future?

7. Are there skills you feel like you need to develop to be competitive but that you don't like using much? How does this feel? Is it still worth developing them?

FAMILY AND FRIEND FEEDBACK EXERCISE

Use the knowledge and insights of the people who know you best to help you get to know your strengths better. Pick three or four people and ask them for 20 minutes of their time to answer the following questions about you:

- What do you appreciate about me?
- What am I good at? What are my strengths?
- What kind of job/career do you think would be a good fit for me?

In this exercise, they talk and you write. As much as is possible, write exactly what they say. Don't editorialize or comment; just write it down like a court reporter.

REFLECT

1. What did you learn from their comments?
2. Were any of their comments a surprise? Why?
3. Were there any similarities between the responses from different people? If there were major differences, why do you think this was the case?
4. Did you have any noticeable emotional reactions to the information they shared with you (e.g., disbelief, anger, pride, joy, etc.)? Where do you think these feelings are coming from?

VALUES ASSESSMENT

Many people find that the most satisfying and meaningful work is highly compatible with their values. However, the decision can be extremely difficult to make (e.g., career values may conflict with family and friendship values). When you have to make a decision that involves two or more conflicting values that are of major importance to you, you can make these decisions more effectively if you have some idea of what your most important values are and the priority that you give to each.

The following exercises will help you to understand which work and personal values are important to you, and what priorities you give to them. Because some of our influences change throughout our lives, our values are bound to change as well. What you highly value now may become less of a priority later so it's important to reflect on your values frequently throughout your life.

Part I: Work Values

Rate each work value using the following scale:

1 = Very important to have in my work

2 = Somewhat important to have in my work

3 = Unimportant to have in my work

Work conditions may permit or require the following:

- Independence/autonomy: Doing what you want to do without much direction from others
- Time flexibility: Arranging your own hours, working according to your own time schedule
- Change/variety: Performing varying tasks in a number of different settings
- Change/risk: Performing new tasks or leading new programs that challenge the established order and may be initially resisted
- Stability/security: Working in a secure job that pays you reasonably well
- Physical challenge: Performing dangerous tasks that challenge your physical capabilities

- ___ Physical demands: Performing physically strenuous but relatively safe activities
- ___ Mental challenge: Performing demanding tasks that challenge your intelligence and creativity
- ___ Pressure: Performing in a highly stimulating environment with constant deadlines
- ___ Precise work: Performing prescribed tasks that leave little room for error
- ___ Decision making: Making choices about what to do and how to do it

Individuals work for the following purposes:

- ___ To pursue truth/knowledge
- ___ To acquire expertise/authority
- ___ To use creativity/innovativeness
- ___ To foster aesthetic appreciation
- ___ To make social contributions
- ___ To acquire material gain
- ___ To seek recognition
- ___ To promote ethics/morality
- ___ To seek spiritual/transpersonal gain

Relationships at work may involve the following:

- ___ Working alone on assignments, with minimal contact with other people
- ___ Public contact interacting in predictable ways with a continuous flow of people
- ___ Developing close friendships with coworkers
- ___ Group membership: belonging to a group with a common purpose and/or interest
- ___ Helping others
- ___ Influencing others
- ___ Supervising others
- ___ Controlling others
- ___ Collaborating with others to accomplish shared goals

List your three most important work values in each of these three categories:

Work Conditions

Work Purposes

Work Relationships

1. _____

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

3. _____

3. _____

Part II: Personal Values

Rate each personal value using the following scale:

1 = Very important as part of my life

2 = Somewhat important as part of my life

3 = Unimportant as part of my life

___ Good health

___ Many close friendships

___ A large family

___ A fulfilling career

___ A stable marriage/relationship

___ A financially comfortable life

___ Independence

___ Creativity

___ Participating in an organized religion

___ Having children

___ A variety of interests and activities

___ Freedom to create my own lifestyle

___ Owning a house

___ A happy love relationship

___ Fulfilling career

___ Contributing to my community

___ Abundance of leisure time

___ Ability to move from place to place

- ___ A stable life
- ___ A life without stress
- ___ Strong religious values
- ___ A chance to make social changes
- ___ To be remembered for my accomplishments
- ___ Helping those in distress
- ___ Freedom to live where I wish
- ___ Time to myself
- ___ Enjoyment of arts, entertainment, and cultural activities
- ___ A life that is stimulating
- ___ A life with many changes and much variety
- ___ Opportunity to be a leader
- ___ To make a major discovery that would save lives
- ___ A good physical appearance
- ___ Opportunity to establish roots in one place
- ___ Opportunity for physical activities
- ___ An exciting life
- ___ A chance to get into politics
- ___ To live according to strong moral values
- ___ Opportunity to teach others
- ___ To write something memorable
- ___ A chance to become famous
- ___ To help others solve problems
- ___ To make lots of money

List five of your most important personal values.

1. _____
2. _____
3. _____
4. _____
5. _____

Based on Training for Life: A Practical Guide to Career and Life Planning, Fifth Edition (1994)

REFLECT

1. How did you find the process of selecting values from this list? Easy or difficult?
2. Our values change throughout our lifetimes, but what observations can you make about your values right now?
3. How important is it to you for your personal values to align with work life?
4. How have your most important personal values impacted your life choices thus far?
5. How do you think your most important work and personal values will affect your career choice(s)?

FAMILY AND CULTURE ASSESSMENT

Your awareness of these influences will help you make more informed, thoughtful decisions as you consider your career options.

Part 1: Family Career Influences

Instructions: Consider the people who have influenced your career perceptions. Write down the work (paid or unpaid) done by the following people:

Mother:

Father:

Guardian(s):

Sister(s)

Brother(s)

Cousin(s)/Same-generation family members

Maternal Grandmother

Maternal Grandfather

Paternal Grandmother

Paternal Grandfather

Aunt(s)/Uncle(s)

REFLECT

1. Do any career fields or specific occupations show up repeatedly in your family? If so, which ones? Are you interested in continuing these work traditions? What will happen if you do or don't follow the tradition?
2. Do/did your parent(s)/guardian(s) work outside of the home? If so, how has that influenced you? If only one works/worked outside of the home, how has that influenced you?

3. What levels of socioeconomic status are apparent or reflected in your family's work? How does this affect your own thoughts about a job or career?
4. Did your family members choose their careers or did external circumstances affect their choices?
5. What are the work values in your family (e.g., stability, high salaries, helping others)?
6. What do your family members say about their work? Is it positive or negative?
7. Do any family members want you to pursue a specific career? Are you interested in pursuing this career?
8. What other advice does your family give you about your future work or career path?
9. What assumptions or decisions about work might you have made based on what you have heard from or observed in your family?

Based on the Career Genogram Exercise by Sears, B.J. & Gordon, V.N. (2002), and Building your Career: A Guide to Your Future (3rd ed.). Prentice-Hall: Upper Saddle River. Adapted with permission from Tufts University Career Center.

Part 2: Culture Assessment

1. Recall your earliest career ambition. How old were you when you developed this goal? What important people in your life encouraged/discouraged you in this pursuit?

2. Do you have role models in your culture or community for the kind of work you think you would like to do? If not, where can you find mentors or opportunities to connect with people in the fields that interest you?

3. How does the Middlebury College culture impact your career aspirations or thoughts about work?

4. What messages have you received based on your gender identity about your career considerations or work in general? How have these messages influenced your thoughts about future career choices?

5. What messages have you received from your ethnic group or other identity groups that are important to you about your career considerations or work in general? How have these messages influenced your thoughts about future career choices?

6. How important to you are the desires and opinions of others in your life as you make career decisions? Do you feel comfortable with their level of influence?

Based on the Career-O-Gram (Thorngren & Feit, 2001); and "Reflections" in Finding Your Own North Star, by Martha Beck. Adapted with permission from Tufts University Career Center.

Part 3: Questionnaire for Family

Consider asking your family members the questions you have just completed in parts 1 and 2. Their responses to these questions will provide you with even more insight into the history of work and careers in your family and how it has impacted career choices for several generations.

YOUR PERSONALITY

The better you understand your personality and how you function in the world, the more likely you will be to find jobs or careers that are a good match. Personality type theory is based on the work of C. G. Jung, a Swiss psychoanalyst, who published a book called *Psychological Types* that changed the way people understood themselves.

TypeFocus is an instrument that helps you discover your personality, strengths, interests, and values and helps you connect the results to future career possibilities.

To use this resource and discover more about your personality, click on "Register Now." You will need to use your Middlebury email and Middlebury Access Code 8A99BG32 (no spaces). To get the most accurate results do not mull over your responses; go with the first answer that comes to mind. **go/typefocus.**

SUMMING IT UP

Now that you've completed this self-assessment and meaningful reflection, take some time to summarize all the pieces of the information you've discovered.

List 5 interests based on your discovery question answers that you would like to continue or begin to explore.

1. _____
2. _____
3. _____
4. _____
5. _____

List your top 5 work values in rank order.

1. _____
2. _____
3. _____
4. _____
5. _____

List your top 5 personal values in rank order.

1. _____
2. _____
3. _____
4. _____
5. _____

List 10 skills that you have and/or want to continue to develop.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Identify any major family or cultural influences on your career planning process.

List 5-10 career fields or occupations/job titles that interest you based on all that you have learned about yourself. You should also consider using our Career Exploration Guide to identify others.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

REFLECT

Look at your summary, consider the discoveries you've made throughout this workbook, and take a moment to reflect on all this information as a whole. Then decide what your next steps will be as you move forward in your career exploration process.

1. What connections do you see between your interests, skills, values, and potential career fields? Are there any occupational themes that are becoming clear to you?
2. Can you draw any conclusions about the information that will help you narrow down or expand your career options?
3. What new questions have these exercises sparked and how will you begin to answer them?
4. What are your next steps as you consider your internship or job options? If you want to explore some of the occupations or career fields, see the CCI Career Exploration Guide to get started.

