



# Design Your Own Life

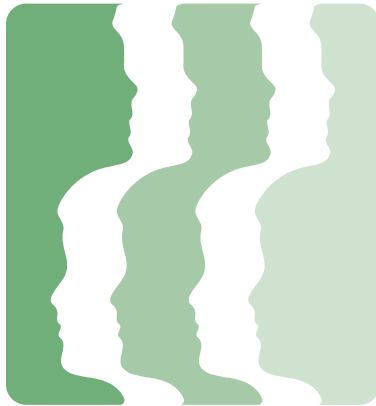
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*From High School to Career*



TELESIS Corporation

[www.telesis.org](http://www.telesis.org)



TELESIS Corporation  
409 Camino Del Rio South, Suite 205  
San Diego, California 92108  
(619) 497-0193  
1(800) 542-2966



**TELESIS Corporation**

[www.telesis.org](http://www.telesis.org)

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# DESIGN YOUR OWN LIFE

## FROM HIGH SCHOOL TO CAREER

This is a career planning handbook. Write in it. Set goals. Make plans for your life. Map a course. Without a map there is no way of knowing if you are on the right road, if you have arrived at your destination, or even if you are making progress. Without a plotted course, we may all be like Columbus who didn't know where he was going, didn't know how to get there, and didn't know where he was when he finally arrived!

There is a way to find a direction and work out a plan. Use this handbook as a direction finder.

"YOU ONLY LIVE ONCE BUT ONCE IS ENOUGH IF YOU DO IT RIGHT!"



# What Is Your Personality Type?

Continue your "Life-Design" by determining what type of personality you have. Look at your personality from a job point-of-view. Sooner or later everyone goes to work--earning a living is a fact of life. Choose work you will enjoy and do well.

Your personality influences your career choice. If you are a freedom loving cowboy, you will not be happy as a big city accountant.

Studies have determined that most people fit into one of the following categories:

## **PRACTICAL/REALISTIC WORKERS**

Those who are skilled working with their hands; work that may require strength and endurance. Most jobs involve working with tools or machines in skilled trades, technical or service jobs, often outdoors.

## **CONVENTIONAL/DATA/DETAIL WORKERS**

Those involved in clerical and numerical tasks. Jobs that require accuracy, precision, and attention to detail.

## **PERSUADING/ENTERPRISING/ADVENTUROUS WORKERS**

Those who are sufficiently self-confident to risk making sales presentations, to lead corporations, to run for political office or to own and operate a business.

## **SOCIAL/SERVICE WORKERS**

Those who teach, lead or help others in special ways.

## **CREATIVE/ARTISTIC WORKERS**

Those who have talent, skills, and interest to use words, music, and other art forms creatively and imaginatively.

## **INVESTIGATIVE/ANALYTICAL WORKERS**

Those who want to know "why"; problem solvers who perform scientific or laboratory research to learn how the world works.<sup>1</sup>

<sup>1</sup>Adapted from Holland, John L., Making Vocational Choices, A Theory of Careers, Prentice-Hall, Inc., 1973.

# DISCOVERING YOUR VALUES

You are now ready...TO FIND OUT WHAT IS RIGHT FOR YOU?

What is right for your peers or your parents may not be right for you. What do you value and believe in? This question is the essence of your life design! Only you can decide what is important and just how important it is.

Life is not a dress rehearsal, nor a game with time-outs. The clock is always running; every year, month, week, day, hour and minute counts. Make each count for something!

If asked what you really wanted out of life, would you answer, "travel and excitement, money, a large family, and an Olympic Gold Medal"? You cannot have everything. You must make choices. You will be making these choices on the basis of what you value.

Following is an alphabetical list of values. As you analyze your beliefs and discover what is right for you, your "life design" takes on new meaning.

Read this list and the following meanings of the categories and determine the importance of each to you.

ADVENTURE

BEAUTY OR AESTHETICS

CREATIVITY

FAMILY

FREEDOM

FRIENDSHIP AND COMPANIONSHIP

HELPING OTHERS

KNOWLEDGE

MONEY OR WEALTH

MORAL JUDGEMENT AND

PERSONAL CONSISTENCY

POWER

RECOGNITION

SECURITY<sup>1</sup>

<sup>1</sup>Adapted from Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning by Mindy Bingham, Judy Edmondson, and Sandy Stryker, Advocacy Press, 1983, p. 97.

## COLLEGE CHOICE: Some factors to consider...

Each college has its own "personality". Use the following check list to help determine those characteristics important to you:

**Characteristics**

**Important to Me:**

*Type of College:*

Four-year, two-year,  
vocational. . .

---

*Course Offerings:*

Architecture, computer  
science, photography...

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*Size*

Average class size  
Student/teacher ratio

---

*Housing*

On campus dorms, sororities  
fraternities, apartments...

---

*Location*

Rural, urban, close to home...

---

*Weather*

---

*Cost\**

Tuition, board and room,  
scholarships, financial aid

---

*Competitive Atmosphere*

Academic reputation

---

*Religious Affiliation*

---

*Athletic Emphasis*

---

*Student body profile*

Male, female, ethnic groups...

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# THE RESUME

A resume is a brief, neat description of you--your skills, abilities, talents and training. It tells in detail what a valuable person you will be to the organization. They need you because...

Using all of the data you have collected, present in your resume the following information:

- Who you are
- What kind of work you want
- What you have done
- What you know
- Why you should be hired

A sample list of topics to be covered as suggested by Richard Lathrop in *Who's Hiring Who* is as follows:

- Objective
- Primary Achievements
- Related Experience
- Earlier Experience
- Summer Employment
- Observations of Superiors
- Education
- Affiliations
- Special Training
- Publications
- Personal Data\*
- Physical Dimensions\*
- Primary Aims and Assets
- Other Facts<sup>1</sup>

<sup>1</sup>Lathrop Richard, Who's Hiring Who, Ten Speed Press, 1977, p. 113.

\*Note: All authorities are not in agreement: from Yana Parker's *Damn Good Resume Guide* comes the following paragraph: