

# GLOSSARY

The terms used in the *Take Hold of Your Future* guide are listed below with a brief definition as it relates to this text and the career planning process.

| <u>Term</u>                 | <u>Definition</u>  | <u>Chapter</u> |
|-----------------------------|--|----------------|
| <b>Ability</b>              | Achievement in an area of knowledge.   | 6              |
| <b>Accredited</b>           | Describes an institution of learning that maintains those standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice.                              | 10             |
| <b>Alternatives</b>         | The possible ways in which we can reach a goal(s).   | 4              |
| <b>Apprenticeship</b>       | Occupational training with a specific combination of classroom instruction and on-the-job work experience. This type of training is available for nearly 600 occupations in the U.S. and is typically funded by the union representing the occupation. | 10             |
| <b>Aptitude</b>             | The potential to learn specific subject matter.  | 6              |
| <b>Associative Learning</b> | Imitating the appearance, behavior, habits, or coping mechanisms of another.   | 3              |
| <b>Bandwidth</b>            | The number of hours per week devoted to a particular life role.  | 2              |
| <b>Career</b>               | A combination of life roles that are played at any given point in an individual's life span.   | 2              |
| <b>Career Development</b>   | The ongoing changes – both planned and unplanned – that take place in the Student and Worker roles.  | 3              |

| <u>Term</u>                  | <u>Definition</u>  | <u>Chapter</u> |
|------------------------------|--|----------------|
| <b>Consolidation</b>         | The final task described by Donald Super, in which the individual shows a deep commitment and contribution in a job.   | 3              |
| <b>Crystallization</b>       | The first of a series of career developmental tasks described by Donald Super, in which an individual considers a variety of options and narrows the options to a few. | 3              |
| <b>Decision</b>              | Choosing one alternative rather than another.  | 4              |
| <b>Employment Outlook</b>    | Expected growth or decline in the size of an occupation.   | 8              |
| <b>External Factors</b>      | Forces beyond an individual's control – both positive and negative – that affects or contributes to an outcome. Impact of the environment.                             | 5              |
| <b>Goal</b>                  | Desired outcome(s) of making a decision.   | 4              |
| <b>Hiring Interview</b>      | A formal meeting with a prospective employer designed to select the best candidate for the job.  | 13             |
| <b>Implementation</b>        | The third career developmental task described by Donald Super, in which an individual gets the training and/or the job.  | 3              |
| <b>Information Interview</b> | An interview conducted for the purpose of learning more about an occupation or job.  | 9              |
| <b>Instrumental Learning</b> | Modifying one's behavior based on previous positive or negative response.  | 3              |
| <b>Intensity</b>             | The hue or shade of a given life role, representing the psychological energy invested in it.   | 2              |

| <u>Term</u>                   | <u>Definition</u>  | <u>Chapter</u> |
|-------------------------------|--|----------------|
| <b>Interest</b>               | A preference to engage in one activity rather than another.  | 5              |
| <b>Interest Inventory</b>     | A self-assessment questionnaire that measures one's preference for a variety of activities.  | 5              |
| <b>Internal Factors</b>       | The characteristics and impact of self-attributes that affect or contribute to an outcome.   | 5              |
| <b>Internship</b>             | An agreement with an employer to be hired, perhaps with pay, for a specified length of time and to be actively taught how to perform the tasks of an occupation.                 | 9              |
| <b>Job Characteristics</b>    | Attributes possessed by occupations or jobs.   | 8              |
| <b>Job Shadowing</b>          | Going to a work site and observing someone performing the daily duties of an occupation.   | 9              |
| <b>Negative Reinforcement</b> | Feedback that diminishes, discourages, and/or punishes an action.  | 5              |
| <b>Networking</b>             | To interact or engage in informal communication with others for mutual assistance or support.  | 11             |
| <b>Norm Group</b>             | Referring to norm-referenced tests, a large group representing the national population who take a test and whose scores are then used as the average or norm for the population. | 5              |
| <b>Norm-Referenced Score</b>  | A score based on comparison of an individual response to those of a large norm group of similar individuals.   | 5              |
| <b>Occupation</b>             | A combination of work tasks which one performs while playing the Worker role.  | 2              |

| <u>Term</u>                    | <u>Definition</u>   | <u>Chapter</u> |
|--------------------------------|---|----------------|
| <b>Outcomes</b>                | The results experienced after selecting and implementing an alternative. May also be termed consequences.   | 4              |
| <b>Percentile Score</b>        | The percent of those in a norm group that scored lower than the individual.   | 5              |
| <b>Positive Reinforcement</b>  | Feedback that praises, encourages, and/or rewards an action.  | 5              |
| <b>Postsecondary Education</b> | Courses or educational programs designed for students who have earned a high school diploma or its equivalent.  | 10             |
| <b>Salience</b>                | The psychological importance or meaning of a life role in one's value structure.  | 2              |
| <b>Self-Concept</b>            | The picture one holds of oneself.   | 3              |
| <b>Self-Efficacy</b>           | The degree of belief in one's personal ability to control life and manage transitions.  | 3              |
| <b>Screening Interview</b>     | A formal meeting with a prospective employer designed to assess one's qualifications and determine which candidates should be seen for a further interview with the hiring manager. | 13             |
| <b>Skill</b>                   | Specific activity made possible by one's abilities.   | 6              |
| <b>Specification</b>           | The second career developmental task described by Donald Super, in which an individual commits to a choice of occupation or job.  | 3              |
| <b>Stabilization</b>           | Settling into a job, as described by Donald Super in the series of career development tasks.  | 3              |

| <u>Term</u>                    | <u>Definition</u>  | <u>Chapter</u> |
|--------------------------------|--|----------------|
| <b>Transferable Skills</b>     | Skills that may be utilized in multiple occupations, including those that may be very different from each other.                                 | 6              |
| <b>Transition</b>              | An event or non-event that results in change, which affects life roles, relationships, and/or routines.  | 2              |
| <b>Value</b>                   | Strong belief that influences behavior and decisions.  | 6              |
| <b>Valuing</b>                 | The process whereby available alternatives are thoroughly examined in order to determine how they may help the decider reach the stated goal(s). | 4              |
| <b>Vocational Self-Concept</b> | The parts of the self-concept that apply to the Worker role.   | 3              |

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