

Intro to Environmental Careers/Internships

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Teleclass #4

- Welcome back to class!
- Teleclass 4 of 6 teleclass series
- Visit LCW102 or call (408)864-8969 for assistance!
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- Academic Plans due by November 26!



Intro to Environmental Careers/Internships

- Review your course syllabus! Available online!
 - <http://www.bhs.deanza.edu/faculty/phillips/>
- Required Text: Doyle, K., Complete Guide to Environmental Careers in the 21st Century, Island Press, Environmental Careers Organization (ECO), 1998.
- Optional Textbooks: Fasulo and Walker, Careers in the Environment, 2000.
- Degalan and Middlekauf, Great Jobs for Environmental Studies Majors, Contemporary books, Inc., 2002.



Today's Topics:

- Assess your skills (select 3 skills that you feel would be valuable in your studies or career)
- Career Options: Deborah Stern, Instructor, DAC
 - Developing a personal resume
- Highlight University Program: Chico State University, David Brown, Geosciences Department
- Draft Academic Timelines (3 year)
 - Mapping out your direction (3 month; 6 month; 1 year and 3 year plans) Where do I want to be in 6 months?



Teleclass #5 Topics:

- Draft Academic Plan discussion
- **Career Options:**
Kelly Lerner, Green Architecture
Mike Kutilek, Professor of Biology, SJSU, Conservation Biology
- **Highlight University Program:** Cal Poly Pomona - Joan Safford, College of Environmental Design
- **Four Steps to a Great Internship** (ECO pp. 44-49)
 - Identify organizations of interest to you!

Environmental Careers in the 21st Century, The Environmental Careers Organization

- **Our goals for the 21st Century include:**
 - To not only control pollution, but to prevent it
 - To not only slow the rate of habitat and soil loss, but to reverse it
 - To not only regulate unsustainable activity, but to create a sustainable way of life on a crowded planet



Environmental Careers in the 21st Century, The Environmental Careers Organization

We need dramatic improvements in:

- > Technology
- > protection of species habitats
- > energy and resource conservation
- > development of renewable technologies
- > market incentives for green products and services
- > greater social justice
- > better education of ecological principles



Conservation, environmental protection, and creating a sustainable future are *the* work of the 21st Century!

Student Academic Plan

- **Narrow down your options** (use your text as a guide - Environmental Careers in 21st Century (Part II, III and IV))
 1. **Planners** (help communities make decisions about present and future construction, recreation and transportation)
 2. **Environmental educators** and communicators
 3. **Environmental protection & energy** (air, water, haz/solid waste)
 4. **Natural resource management** (land, water, parks, forests, wildlife)
- Select one area of focus for your academic plan
- Which option (#1 - 4) did you select?
- Which career described in text did you select? Why?
- What **skills are essential** to that field?



Skill Assessment

- Assess your skill base (**capabilities** that can be developed in school, at work or through volunteer work and then used in job setting)
- **General skills** include reading and writing skills, basic computation ability, think critically & communicate effectively
- Recognize your **preferred skills** (**skills you are most interested in using** - which do we want to use within our job)
- Assess **skills needing further development** (**define the "gap"** between qualifications required for a specific job and skills you possess - skills you don't currently possess)
- **Personal assessment of these skills?**

Skill Assessment

- **Preferred skills** (skills you are most interested in using - which do we want to use within our job)
- **List of preferred skills for an Environmental Planner:**
 - Gather information
 - Disseminate information
 - Conduct research (analyze differences in transportation data among U.S. cities)
 - Be willing to travel
 - Collaborate on projects (Work with state agencies to obtain data and disseminate study results)



Skill Assessment

- **Preferred skills** (skills you are most interested in using - which do we want to use within our job)
- **Business employers have identified important qualities including:**
 - Enthusiasm for employer's product or service
 - An awareness of cultural differences
 - Ability to follow written or oral instructions
 - Ability to demonstrate self-control
 - Confidence to suggest new ideas
 - Ability to communicate with all members of a group, and
 - loyalty



Student Academic Plan

- Assess **interests** (develop a Mission Statement for yourself!)
- Define **values** (personal)
- Define **career (work place or academic) values** (Research Mission statements for agencies, colleges/universities or business/industry - select career description & college/university)
- Assess **skills** (current skill level vs. skills you wish to further develop)
- Make a **connection between career & education interests AND values & skills**
- **Mapping** out your direction (3 month; 6 month; 1 year and 3 year plans) Where do I want to be in 6 months?
- **Strategies** to implement



Student Academic Plan Outline

- **Mission Statement:** (1 to 3 concise sentences)
- **Personal values or traits:** (Make a list!)
- Define **work place or academic values:** (Make a list!)
- **Assess skills:**
 - current skill level
 - skills you wish to further develop
- **Make a connection between career & education interests AND values & skills** (Where do I want to go next? Education? Career?)
- **Mapping** out your direction: (Develop a timeline!)
 - 3 months? 6 months?
 - 1 year? 3 years?
- **Strategies** to implement:
 - Meet with counselor
 - Write a resume
 - Complete an internship
 - Complete a certificate, AA Degree, BA Degree, Graduate School
