



Stepping into hope and change

A free career development seminar for dancers

Thursday, April 8th

Actors' Equity Building 165 W 46 Street, 2nd floor Audition Center

I've got my passion! Now, how do I use it?

Dancing into a passion-based career Long term/self exploration 2:45-4:15pm EST

Paulette Fried, presenter

Values Clarification

*".....work-related values consist of dimensions or aspects of work that we regard as important sources of satisfaction."
Howard Figler, The Complete Job-Search Handbook.*

- Look at the list below of work-related values.
- Circle the 5 work-related values you consider most important to you.
- You also may change or substitute any words so that you are more comfortable with the description. Please add any other values that are important to you that are not on the list.
- Rank the 5 values you circle: 1 being most important, 5 being the least important.

Career advancement	Help/heal others
Power and authority	High income
Challenging problems	Influence others
Colleagues and friendships	Purpose you believe in
Traveling	Prestige and status
Job security	Recognition
Exercise competence	Make decisions
Creative expression	Chance to make a difference
Independence and autonomy	Improve the world
Excitement and adventure	Time freedom and flexibility
Boss you respect	Service
Change and variety	Discovering new things
Leadership	Mentoring
Sense of accomplishment	Affiliation
Personal growth	Job allows maximum leisure time
Moral fulfillment	Intellectual stimulation
Sense of accomplishment	Aesthetics/beauty
Entrance with a minimum of preparation	Help society

Developed by Suzie Jary, LCSW, CP, PAT

Career Transition For Dancers, www.careertransition.org

Turning Values into a Mission:

1. Identify Your Top Values

- Contributing
- Leadership
- Creativity

2. Define each Value

- Contributing – making a difference
- Leading-edge – create innovative services and programs for people
- Creativity – utilize new and interesting ways to address peoples' needs

3. Develop short statements which capture the Values' meaning

- I want to contribute to the well-being of people through direct and daily contact
- I want to create Leading-edge services and programs which make peoples' lives easier.
- I want to work with my colleagues to create effective and innovative ways to address peoples' needs

4. Combine Values statements to form a mission Statement

Example:

I want to contribute to the well-being of students through direct and daily contact with them. I will make their lives better through the leading-edge and innovative services I co-create with a supportive, fun and diverse group of colleagues.

Turn Your Values into a Mission Statement

1. Identify Your Top Values

- _____
- _____
- _____

2. Define each Value

- _____ –
- _____ –
- _____ –

3. Develop short statements which capture the Values' meaning

- _____

- _____

- _____

4. Combine Values statements to form a mission Statement

A Formula for Mission Statement Development

My mission is to:

_____, _____ &

(three verbs)

(core value or values)

To, for or with

(the group/cause which most moves/excites you)

Adapted from: The Path, Laurie Beth Jones

An Example of Using the Formula **for a Mission Statement**

My mission is to:
*Enliven, encourage and re-inspire
the love of music
for children in public schools.*

Mission Statements: Guidelines to Follow

- Keep it simple.
- Get other people's input.
- Reflect your personality or the kind of person you'd like to be.
- Hang it up and memorize it.
- Challenge it.
- Let it guide you.

Adapted from: Say It and Live It, Jones & Kahaner

Time Management Matrix

		URGENT	NOT URGENT
I M P O R T A N T		/	//
		<ul style="list-style-type: none"> • Immediately Productive Activities • Problems • Crises • Pressing Problems • Absolute Deadlines 	<ul style="list-style-type: none"> • Goal Setting / Values Clarification • Planning / Prioritizing • Seizing Opportunities • Prevention • Relationship building • True Re-creation
NOT I M P O R T A N T		///	IV
		<ul style="list-style-type: none"> • Putting out fires • Pressured busy-work • Some interruptions • Some email, phone, mail • Non-productive, pressing matters 	<ul style="list-style-type: none"> • Non-essentials • Trivial busy work • Some interruptions • Some email, phone calls, mail • Time wasters

Five Stage Career Development Process



5. CAREER MANAGEMENT

- Established in a new career or field.
- Make adjustments as needed and upgrade skills through continued life-long learning.
- Stays tuned to one's professional and personal growth, and continue to assess, make plans and set goals.

4. PRO-ACTIVE JOB SEARCH

- Implementation phase of the career plan.
- Utilize employer research, internet and email, cover letters, resumes, information and job interviews, and salary negotiation to create job offers and acceptance.

3. FOCUS AND GOAL SETTING

- Identify your career goal.
- Prepare for entry into career: education, training, cooperative education, targeted internships and volunteer work and relevant work experience.

2. EXPLORATION OF OPTIONS

- Investigate and evaluate a career through occupational research.
- Gather information through reading, talking to people and information interviews, and getting an experiential sense of the option (observe or job shadow, take a class, internship, volunteer or relevant work experience).

1. SELF-ASSESSMENT

- Establish decision-making criteria to aid in developing career options.
- Take stock of yourself: skills, values, interests, personality, strengths, abilities, knowledge, talents, traits, qualities and needs.

Career Counseling Concepts For the transitions in a dancer's career

These concepts are applicable and useful for career management and career development for all the transitions in a dancer's career.

- **Student to professional**
- **One company to another, or from one show to the next**
- **Company dancer to free-lance dancer and guest artist**
- **Professional dancer to next career**

1. **Assess** or take stock of yourself: strengths, talents, traits, qualities, characteristics, abilities, knowledge, skills, values, needs, personality style and interests.
2. **Explore** options and gather information: read, talk to people, and do; get an experiential sense of the option. (Observe or job shadow, take a class, apprentice, internship, volunteer)
3. **Clarify** a direction and create an action plan, setting short-term and long-term goals.
4. **Engage** in life-long learning; continue to upgrade and acquire new skills and knowledge.
5. **Develop** pro-active job search skills and create dynamic self-presentation materials.
6. **Participate** in a person-to-person encounter to ensure a suitable match and a good fit between you and the repertory/artistic director/choreographer or employer/client.
7. **Career management** in the new position or endeavor; make adjustments to keep creatively stimulated and positioned as current and ready for changes in your field.
8. **Career development** to stay attuned to your professional and personal growth; ask yourself, "What's next for me?" and continue to assess who you are, to set goals and make plans.
9. **Money Management** for clarity; so your energy can be focused toward achieving your goals.

Good Books for Career Guidance, Self-Assessment and Job Search Strategies:

Career Solutions for Creative People, Ronda Ormont

The Career Guide for Creative and Unconventional People, Carol Eikleberry

Cool Careers for Dummies, Marty Nemko and Paul and Sarah Edwards

Targeting a Great Career, and **Launching the Right Career**, Kate Wendleton, The Five O'Clock Books

Encyclopedia of Associations, Thomson Gale Publications, in your local library

Dance from the Campus to the Real World (And Back Again), Suzanne Callahan, editor, Dance USA

Dance Related Books:

Advice for Dancers, Linda H. Hamilton

Dance Magazine College Guide, Dance Magazine, published annually

Dance Teacher Dance Directory, Dance Teacher Magazine published periodically

Super Studio: The Guide to a Successful Dance Studio!, Debbie Roberts

Website Resources:

Dancing: www.DanceEurope.net, www.gotour.org, www.backstage.com, www.artspresenters.org
www.playbill.com, www.AuditionFinder.com, www.dance.net, www.nyfa.org, www.artswire.org

Career Guidance: www.nycareerzone.org, www.bls.gov, <http://online.onetcenter.org> www.jobhuntersbible.com,
www.RileyGuide.com, www.mcli.dist.maricopa.edu/cc/

Job Search: www.idealists.org, www.wetfeet.com, www.vault.com, www.salary.com www.graduatejobs.com,
www.craigslist.org, www.JobStar.org

Dance Resume: <http://wolfram.org/writing/ydr/index.html> **Resume:** www.damngood.com

School: www.collegegrad.com, www.collegedegree.com, www.petersons.com, www.finaid.org

Small Business: www.sba.gov, www.score.org, www.onlinewbc.org, www.workingfromhome.com

Resources: www.actorsfund.org/ahirc, www.danceusa.org, www.thefield.org, www.careertransition.org

Developed by Suzie Jary, L.C.S.W., C.P., P.A.T., Career Counselor

Dancers are a Valuable Resource in the World of Work

Dancers develop these **Adaptive Skills**, (positive personal qualities and characteristics) that are transferable to other fields, careers and work roles:

Ability to work as part of a team or independently

Disciplined and dedicated

Ability to take direction

Persistent and able to work under pressure

Trained to think on their feet and adapt quickly to change

Intelligent and hard-working

Vitality, energy and physical stamina

Engaging physical presence

Strive for excellence

Keen motivation to improve and hone their skills

Individuals who are successful in one career are more likely to be successful in another

Learning skills of focus and concentration

Listening and observing skills

Strong sense of commitment and responsibility

Adaptive Skills prepared by Suzie Jary, L.C.S.W., C.P., P.A.T.

Presented at the First International Symposium of the International Organization for the Transition of Professional Dancers (IOTPD), Lausanne, Switzerland, May 1995

Career Transition For Dancers

Use of Occupational Codes in Informational Interviewing



An important step in career development is informational interviewing in which you interview workers to gather information about their work. Your Occupational Code can help you ask questions which are related to your interests. For instance, if you are high in Artistic Interests, you will want to find out if a work environment will give you the flexibility you desire. On the other hand, a Conventional type will seek a structured environment.

If you are a REALISTIC type, you may want to ask your contact

- Are there tangible goals to work for, will I see a concrete result when a project is done?
- Is it possible to work independently, or are projects run by groups?
- Does this job produce a practical, useful product or service?
- Are there clear lines of responsibility?
- Will I be working with tools or machinery?

If you are an INVESTIGATIVE type, you may want to ask your contact

- How flexible is this position, how structured is this environment?
- Will I be free to pursue projects independently?
- Will I be able to exercise my writing/researching/analyzing skills?
- Will I be challenged intellectually?

If you are an ARTISTIC type, you may want to ask your contact

- Will I have the opportunity to be imaginative, creative, inventive, curious?
- Is the environment flexible?
- Will I be able to pursue projects independently?
- Will I have time for consideration or contemplation?

If you are a SOCIAL type, you may want to ask your contact

- Is there an emphasis on group work and social interaction?
- Will I be helping people by training, teaching, guiding, or mentoring?
- Will I be able to share my feelings and intuitions as well as my responsibilities?
- Does this position advance ethical, humanistic goals?

If you are an ENTERPRISING type, you may want to ask your contact

- Does this position have a good possibility of advancement?
- Will I be able to assume a leadership role?
- Will there be an opportunity to exercise my skills in speaking, selling, or persuading?
- Is this a dynamic, competitive work environment?
- Will I be able to use business skills such as negotiating?

If you are a CONVENTIONAL type, you may want to ask your contact

- Is the environment well organized, and efficient?
- Are the lines of responsibility clear?
- Will I be able to use office machines to be more productive?
- Will I be able to exercise my own judgment and control my schedule?
- Are the hours regular and the duties consistent?

*The material in Section Four was developed in collaboration with Katherine Hirsh, who was serving as a consultant to Consulting Psychologists Press.

CAREER MAP

<p>SKILLS & ABILITIES</p>	<p>INTERESTS</p>
<p>VALUES</p>	<p>STRENGTHS & HIDDEN ASSETS</p>
