

The Two Voices Within

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Within every college student resides two voices. The voices are the internal self-talk that can provide encouragement, give us feedback about our performance, help us evaluate problems, warn us about danger, give us courage or poke holes in our hopes and dreams and hold us back from reaching our goals.

The Voice of Confidence - The voice of confidence builds us up, tells us that we are doing a good job, makes us feel good about ourselves and helps us reach our potential. It recognizes our strengths and capabilities and encourages us to do our best and try our hardest. This voice reminds us that we have the capability and potential to make a difference. It is a supportive voice and a positive voice that wants us to be successful. When self-confidence speaks to us, we believe that our actions will be successful and our results will be good.

The Voice of Self-Doubt - When the voice of self-doubt speaks to us, it points out our weaknesses and flaws. It tears down our confidence, causes us to be fearful, makes us feel bad about ourselves and takes away our power. It discourages us from taking action and speaking up. This voice holds us back from trying, experimenting and learning more about our underutilized capabilities. Self-doubt puts only negative thoughts in our heads, tells us that what we are doing is not good enough and what we hope to do will probably fail.

There is a real and constant battle raging within every one of us. The clash between the two voices has gone on for years. Your internal voices can propel you forward, keep you where you are or cause you to pull back or even retreat. The back and forth between these two can cause confusion and anxiety. That is why every one of us will eventually make a choice. We want the conflict to go away.

The decision you make will follow you for the rest of your life. It predicts your actions, your direction, your results and the degree of success you are likely to achieve. Weigh the factors carefully before you choose. Do you want to be a leader, a communicator, a decision maker, a problem solver and a person of influence? Or, would you prefer to follow the lead of others, wait to be told what to do and not stand out in any way? If you hope to make a major impact or be recognized for your contributions, the choice should be clear.

"Within every student is the need to be something great." -- Bob Roth

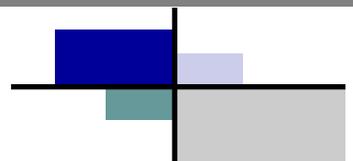
In the end, each student must address the question that requires a personal answer, "Which voice will win out?" Although the people around us may push us in one direction or another, nobody else can make our final decision. Some students have already made their decisions. We see it in their actions and hear it in their words. Other students are yet to decide. Regardless of their decision, the answer to this important question is the same for everyone. The voice that will win out is the one to which you listen. And so, the real question is whether you will choose to listen to the voice of confidence or the voice of self-doubt? The decision is yours.

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CAREER AND PLACEMENT SERVICES CENTER

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(660) 263-4100
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Patricia Twaddle
Ext. 11232
patricit@macc.edu
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The Skills and Qualities Employers Want in Their Class of 2013 Recruits

Reprinted from: [Spotlight for Career Services Professionals](#) October 24, 2012

What skills and qualities are employers seeking in the graduates they're recruiting from the Class of 2013? Above all, they're looking to hire candidates with outstanding **communication skills** and who are **team players**, according to results of NACE's *Job Outlook 2013* survey.

The top five skills/qualities employers report seeking are the same as last year, although the order has been somewhat shuffled.

In this year's survey, participants rated "ability to verbally communicate with persons inside and outside the organization" (second in *Job Outlook 2012*) and "ability to work in a team structure" (first in *Job Outlook 2012*) as the two most important candidate skills/qualities.

These are followed by candidates' "ability to make decisions and solve problems," "ability to obtain and process information," (fifth in *Job Outlook 2012*) and "ability to plan, organize, and prioritize work" (fourth in *Job Outlook 2012*).

And like last year, the least important candidate skills/qualities on the list are the "ability to create and/or edit written reports" and the "ability to sell or influence others."

Following is the list of the employer ratings from the *Job Outlook 2013* report:

Employers rate the importance of candidate skills/qualities

Skill/Quality	Weighted average rating*
Ability to verbally communicate with persons inside and outside the organization	4.63
Ability to work in a team structure	4.60
Ability to make decisions and solve problems	4.51
Ability to plan, organize, and prioritize work	4.46
Ability to obtain and process information	4.43
Ability to analyze quantitative data	4.30
Technical knowledge related to the job	3.99
Proficiency with computer software programs	3.95
Ability to create and/or edit written reports	3.56
Ability to sell or influence others	3.55

*5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important

Source: *Job Outlook 2013*, National Association of Colleges and Employers

Data for the *Job Outlook 2013* survey was collected from July 25, 2012 through September 10, 2012. A total of 244 surveys were returned—a 25.2 percent response rate. The full survey results will be available in November.

For an infographic about "Employers Rate Candidate Skills/Qualities" see www.naceweb.org/infographics/employers-rate-candidate-skills-qualities.aspx

2012 Internship & Co-op Survey

Conducted by the National Association of Colleges and Employers

The 2012 Internship & Co-op Survey reinforces the fact that internships are a vital component of employers' college recruiting programs. This year's survey finds that employers expect to increase internship hiring by almost 9 percent and co-op hiring by about 8 percent. Of their total 2011-12 expected new college hires, more than 40 percent will come from employers' own internship and co-op programs.

Unemployment Rate for New College Graduates Continues to Drop

*Reprinted from:
Spotlight for Career Services Professionals
October 10, 2012
National Association of Colleges and Employers (NACE)*

The unemployment rate for new college graduates is down significantly from last year, continuing a decrease in unemployment for this group, according to an analysis of the numbers released by the U.S. Bureau of Labor Statistics last week.

In September 2012, the unemployment rate for new college graduates—defined as college graduates ages 20 to 24—fell to 6.3 percent from 8.3 percent in September 2011 and 9.4 percent in September 2010.

“Because of data-collection anomalies, no one month can be taken as the absolute truth,” says Ed Koc, NACE’s director of strategic and Foundation research. “Instead, we look at quarterly and annual numbers for the larger story. These latest numbers confirm the trend of a slow, but steady, decrease in unemployment for new college graduates.

“The September 2012 numbers are in line with the trend shown over the first three quarters of the year where the unemployment rate for new graduates is dropping from the annual average of 8.8 percent for 2011 to a projected annual average of 7.5 percent for 2012.”

Koc says that since the percentage of new college graduates in the work force remained largely unchanged from last year—81.9 percent in September 2012 versus 81.8 percent in September 2011—the unemployment rate change was not impacted by new graduates simply leaving the work force.

Response Strategies for Interview Questions

By Michael Neece, Monster.com Contributing Writer

Every interview question thrown your way presents an opportunity for you to make your case for why you're the best person for the position. You want to highlight your positive qualities and avoid giving reasons to disqualify you. That said, think about your overall response strategy for the interview.

Examples Speak Volumes

For each quality you present, make sure you're prepared to describe a situation where you demonstrated that quality. Basically, you always want to be able to back up any claims you might make. For example, if during the interview you say that you work well under pressure, be ready to describe an example where you did work effectively under pressure and delivered the results required.

Steer the Interview Your Way

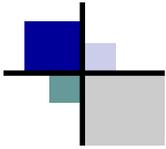
One thing to guard against is getting lured into the interviewer's game of alternative or trick questions. Be like a politician. The next time you watch a debate or press conference, notice the kind of questions reporters ask, and then observe how the politician responds. Politicians often answer questions indirectly by presenting information they want to convey. You can do the exact same thing in a job interview.

For example, if the interviewer asks if you prefer to work alone or on a team, he may be trying to get you to say you are one way or the other. But you don't have to play this game. The reality is that most jobs require us to work both independently and in teams. Your response to this question should show that you have been successful in both situations.

Your answers also need to provide the reason to hire you, and you want to avoid providing reasons not to hire you. Before responding to any interview question, take your time, breathe and think about your answer. Thoughtful answers delivered clearly are much better than empty answers given rapidly. And you're not being measured by your response time.

Be Clear and Concise

Be honest and succinct with your responses. Tell the truth in as positive a manner as possible, and don't discuss things or events in a negative fashion. Long answers are less effective than concise responses and tend to make interviewers suspicious. (continued on p. 4)



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Response Strategies for Interview Questions

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If you are talking more than 90 seconds without interaction with the interviewer, you may be providing more detail than is needed. If you feel you may be talking too long, just stop and ask the interviewer a question like, "Am I giving you the level of detail you're looking for?" This prompts a response and promotes an open exchange of information. Besides, if you're putting the interviewer to sleep with your long-winded answers, asking a question will wake them up.

Open the Conversation

After your response, ask the interviewer a tag-on question, such as, "Does that give you what you were looking for?" This ensures you are understood accurately, conveys that you want to be sure you're providing what the interviewer is looking for and promotes two-way communication.

You deserve the best, so practice your responses to frequently asked interview questions, and prepare to be your best when it matters most.

UPCOMING EVENTS

OFF-CAMPUS SCHEDULE FOR FALL 2012

Career Counseling by appointment
660-263-4100 ext 11232

FREE services include vocational assessment, academic support, and applications for grants and scholarships through the **New Traditions** program.

Columbia

Thursday, 11/8
Tuesday, 12/13

Mexico

Thursday, 11/29
Friday, 12/14

Hannibal

Thursday, 11/15
Monday, 12/17

Kirkville

Thursday, 11/1
Thursday, 12/6

FALL 2012 New Traditions Scholarship Awards
Ceremony - November 12, 2012
2 pm, Blue Room, Main Campus