

Module 2: What Do I Need to Know about Myself?

Summary

Students participate in a simulated party activity to introduce three-letter Holland codes and then complete Holland's Self-directed Search (SDS) on-line at RCC. Next they complete CIS Interest and Work Values assessments. Finally, they complete the SKILLS assessment process and relate learning to self-concept and career goals.

Objectives

Students will:

1. Learn about their personality types and how personality corresponds to work environments.
2. Discuss how personalities, interests, values and skills influence career goals.
3. Complete CIS' **Work Importance Locator**, **Interest Inventory** and **SKILLS** tests on-line at RCC. Also complete RCC's Holland Code Assessment at <http://www.roguecc.edu/Counseling/HollandCodes/about.asp>.

National Career Development Guidelines Goal(s)

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept
- GOAL PS3 Integrate growth and change into your career development.

Preparation

Assure computer lab access at needed times

Review the modified **Self-Directed Search** (SDS) on RCC's web page and become familiar with Holland Typologies, at a minimum, by reviewing these Internet sites:

<http://www.self-directed-search.com/>

<http://www.ncsu.edu/careerkey>

Print (in color if possible) then hang the six Holland Type posters around room

Review *Setting the Stage for Using Formal Career Assessments*

Print *Using the SKILLS Worksheet* handout, one per student

Print SKILLS worksheets, one per student (found in **Addendum A**)

Review RCC Base Camp Career Exploration link for more assessment tools

Materials

RCC computer lab access and CIS logon codes

Holland Type Posters

Holland overheads/Slides

Using the SKILLS Worksheet handout, one per student

The Self-Directed Search and Holland Types handout

SKILLS worksheets, one per student (found in **Addendum A**)

Computer Use

Internet access for **LESSON ONE**

CIS and Internet access for **LESSON TWO**

CIS and Internet access **LESSON THREE**

Time Required

~150-180 minutes for all three activities

Group Size

Class, small groups

Steps

LESSON ONE

1. Hang the six Holland posters around the room in the R-I-A-S-E-C order before students arrive.
2. Introduce objectives of this class using Slide 1.
3. Introduce the model of career development taught in this class, using Slide 2. Review each element, beginning with knowing yourself, then knowing the world of work and education, then bridging these knowledge areas and finally, thinking about my decisions.
4. Show Slide 3, explaining that the purpose of career assessment is to help inform self-knowledge.
5. Introduce students to the types of assessments that could be used in this unit using Slides 4-8.
6. Then introduce Holland's Typology and The SDS Party exercise by showing Slides 9-11, explaining that this typology is based on the work of John L. Holland, Ph.D., professor emeritus at Johns Hopkins University.
7. Explain that his theory states that people and work environments correspond and can be loosely classified into six different groups: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. While you may have some interests that apply to all six groups, you may be attracted primarily to two or three areas. Your Holland type is shorthand for describing the personality types you resemble the most. Your Holland Code can be used to compare you to occupations and work environments. For example, if your interests lie primarily in the Investigative, Realistic, and Social areas, then your Holland Code is IRS. The first letter of your code shows the type you resemble

most, the next letter is the type you resemble somewhat, and the third letter the type you resemble but less. (You may want to read **Making Vocational Choices: A Theory of Vocational Personalities and Work Environment**, 3rd edition (1997) by John Holland.

8. Explain that the next two activities will help identify personality and interest areas, which can then be compared with occupations. Tell students that these exercises will also help them begin to think about how their personalities will fit in specific work environments. The exercises employ Dr. Holland's theory, and the first is adapted from Richard Bolles' book, **What Color is Your Parachute?**

9. Instruct students to imagine that they are walking into a room in which a party is taking place. At this party, people with the same or similar interests have all gathered in the same corners of the room as described in the six posters hanging on the walls (draw their attention to these posters now). Ask students which corner of the room they would be instinctively drawn to, as the group of people that they would most enjoy socializing with. Tell students to go to this corner now, and ask students to discuss with one another what about this corner attracted them.

10. After a few minutes, instruct students to imagine that everyone in the corner they chose leaves for another party across town, except them. Of the groups that still remain, which corner or group would they each be drawn to next, as the people they would most enjoy being with for the longest time? Go to that corner now and discuss reasons for selecting this corner.

11. After a few more minutes, advise students to imagine that this group also leaves for another party, except them. Now which one would they choose? Go to the third corner and discuss the rationale for this third option.

12. Ask students to write their resulting Holland Type on a piece of paper.

13. Now ask students to go to the RCC Student Services web page to complete the more formal Self-directed Search inventory.

14. With the results of the SDS and the party exercise in hand, discuss and compare results. Ask students if their party exercises results reflect the same personality factors as the SDS. Ask them to consider why there may be differences and what they believe their true type to be.

15. Discuss Holland's model and how it grew out of the data-people-things typology using the overheads provided. Return to the PPT, Slide 11 and show them that the smaller the triangle their 3-letter type forms, the easier it is to find satisfying work (Discuss congruence: if your type creates a small triangle, then it contains two elements of the same broad categories—data/ideas or people or things; if your type creates a small triangle, you will find it easier to identify a satisfying career goal. Those with large triangles may need to fulfill personality, at least partially, avocationally.)

16. Direct students to the Assessment Link in CIS, found under the Exploration Tools header on the CIS home page. Have students find occupations associated with their "types." Ask students to discuss their types

and write a brief paragraph about what they learned about themselves and their Holland types.

LESSON TWO

17. In the computer lab, show Slide 12 and introduce students to CIS' **Interest Profiler** and **Work Values Locator**, instruments within CIS' Exploration Tools and accessed from CIS' home page.

18. Explain that these two assessments help students learn about their interests and values and how these relate to the world of work. Both instruments facilitate this learning by asking students to answer questions that represent important interest and work values areas. The **Interest Profiler** and **Work Importance Locator** scores will help students identify their strongest work-related interests and values. Knowing one's work interests and values can help students make decisions about jobs and training exploration areas.

19. Tell students that once they complete these tests, they should use their results to explore occupations in CIS and identify occupations that can satisfy their particular interests and values.

20. Explain that they will be able to look at the interests and values satisfied by occupations and compare these requirements to their own interests and values as well.

21. Encourage students to print and save their results.

22. Break into small groups and discuss learning.

23. Distribute and assign SKILLS worksheet as homework assignment, *if you plan to conduct LESSON THREE*. Advise students that this may take an hour to complete and must be completed prior to the next class.

LESSON THREE

24. Introduce the SKILLS program via the *Using the SKILLS Worksheet* handout. Overview the program to the students.

25. Show Slides 13-15, demonstrating how to use the computer element of the SKILLS program.

26. Have students use SKILLS, securing their Holland Type, Cluster Ratings, Top 30 occupations and "Views" on several occupations. Review with students the *Interpreting Your Results* section of the *Using the SKILLS Worksheet* handout.

27. Encourage students to print and discuss results and learning, relate results to programs of study at RCC, then store results in their CIS portfolios. (Create these following the instructions for creating a portfolio within CIS if students have not yet done so.)

ASSESSMENT STRATEGIES

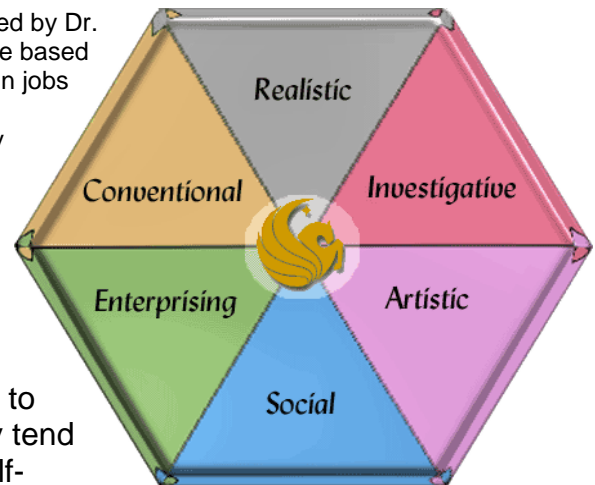
Assign students to do one or more of the following:

PS1.K1	Identify your interests, likes, and dislikes.
PS1.A1	Demonstrate behavior and decisions that reflect your interests, likes, and dislikes.
PS1.R1	Assess how your interests and preferences are reflected in your career goals.
PS1.K2	Identify your abilities, strengths, skills, and talents.
PS1.A2	Demonstrate use of your abilities, strengths, skills, and talents.
PS1.R2	Assess the impact of your abilities, strengths, skills, and talents on your career development.
PS1.K3	Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
PS1.A3	Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
PS1.R3	Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.
PS1.K4	Identify your work values/needs.
PS1.A4	Demonstrate behavior and decisions that reflect your work values/needs.
PS1.R4	Assess how your work values/needs are reflected in your career goals.
PS3.K3	Recognize that your motivations and aspirations are likely to change with time and circumstances.
PS3.A3	Give examples of how your personal motivations and aspirations have changed with time and circumstances.
PS3.R3	Assess how changes in your motivations and aspirations over time have affected your career development.

The Self Directed Search (SDS) and Holland Types



The Self Directed Search (SDS) is a career inventory developed by Dr. John L. Holland, and the inventory and associated typology are based upon the theory that people are happier and more successful in jobs that match their interest, values, and skills. According to the theory, people can be loosely classified into the six personality types depicted in the hexagram to the right (RIASEC). Types that are next to one another on the hexagon are most similar. Types that are opposite one another are least similar. Holland's instrument helps you better understand your type and work environments where you likely would be happy.



Realistic people are technically and athletically inclined, prefer to work with their hands and tools to build, repair, or grow things, often outdoors. They tend to be stable, materialistic, frank, practical, and self-reliant.

Investigative people tend to have good math and science abilities, like to explore, observe, and understand things and events and solve problems on their own. They tend to be analytical, independent, curious, and precise.

Artistic people prefer to work with their minds, are creative, enjoy reading, music, art and enjoy creating original work. They tend to be imaginative, expressive, idealistic, intuitive, and original.

Social people enjoy being around other people-informing, enlightening, training, helping, developing them. They tend to be cooperative, friendly, understanding, tactful, sociable and warm.

Enterprising people like to work with people-influencing, leading, or managing them. They like to assume responsibility and enjoy public speaking. They tend to be ambitious, extroverted, self-confident, and adventurous.

Conventional people prefer to work with words and numbers, carrying out detailed instructions. They like to work indoors, to organize things, and follow clear standards. They tend to be efficient, practical, orderly, and conscientious.

Using the SKILLS Worksheet

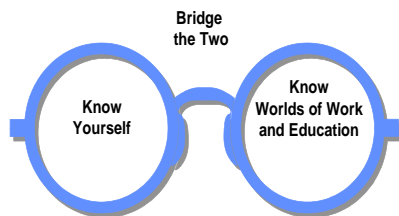


*Preparing to use **SKILLS***

Overview

SKILLS is a career assessment instrument. Career assessments are used to help people understand a particular aspect of themselves that is important in making education and career decisions. Some instruments look at interests, aptitudes, values, personality type, career beliefs, and career thoughts. **SKILLS** examines **skill preferences**.

What you learn from formal career assessments should be added to what you already know about yourself informally, such as what you learn daily in college, at home, and through your leisure activities. Think of this self-awareness process as creating a self-portrait. Over your lifetime you will be painting and enhancing this portrait. The **SKILLS** program will provide one layer of paint for that portrait. If you use SKILLS thoughtfully, you will glean some important information that you can use in your life and career planning.



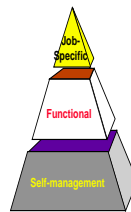
Here is a simple metaphor for what you are doing when you plan your career -- your education and life beyond postsecondary education: Think about a pair of eye glasses. One lens represents your self-awareness -- knowing who you are, what you like, what you aspire to. The other lens represents what you

know about the world of work and education. Over your lifetime, you will learn more about yourself and you will change.

You will also develop a greater understanding of the world of work and your educational options, and these external environments also will change continuously and dramatically. The bridge between the two lenses represents the decisions you will make -- bridging your self-knowledge and your understanding of the world to create your life story. **SKILLS** will help you: develop greater self-awareness, learn more about occupations and occupational clusters, and bridge these two types of information for goal-setting and career planning.

SKILLS is based upon a body of research conducted at the University of Washington, adapted by Richard Bolles in ***What Color is Your Parachute?***, and later modified by Eureka, the California CIS. The skills analysis process used in SKILLS works at various stages of a person's career development. You may wish to use SKILLS again later in your life.

SKILLS will also help you understand an aspect of yourself that employers are most concerned about -- your skills. "What can you do for my company?" and "How can you contribute?" are two key questions on interviewer's minds. Employers value most the self-management and functional skills. These are the building block skills. They are also called *transferable* because you can use them in many occupations.



SKILLS identifies 72 of these building block skills. SKILLS does not include the top section of the skills pyramid, the job-specific skills, which are also important in the labor market. Using SKILLS, you will learn about your transferable skills and see that you possess many of these. You will learn how they are used in the world of work, and you will see how you use within your education, home, and community. You will develop a vocabulary of skill words that you can use as you apply for scholarships, look for jobs, or plan a personal endeavor.

What are skills? Skills are behaviors that are directed toward a goal **and** that can be learned. If you choose, you can develop or improve a skill by practicing it. Skills in which people excel are generally skills they enjoy using. Conversely, people usually enjoy using skills they do well. When you use skills you like, you are happy in what you are doing. The **SKILLS** program helps you identify skills you like to use and then matches these to occupational skill requirements.

Thus, as you think about the type of work you would like to pursue and the training you will need to pursue this work, SKILLS will help you in two important ways. First, you will better understand whether you will enjoy a certain type of work. Second, you will learn about elements of this work that may challenge you.

The SKILLS Process

Using a set of 72 skill words, you are going to select those skills that you would enjoy using in your work. You will then use the computer to see how your skill preferences match occupational skill requirements. You can also analyze how well the skills you selected match the skills required to achieve your career aspirations. Finally, you can use the information to help you set some educational and occupational goals.

Look at step #1 of your worksheet. In order to select skills you like, it is helpful to first identify several achievements or accomplishments you are proud of. These achievements will help you determine how you have used skills in the past and whether you actually liked using them. Everyone has achievements. If you are having trouble identifying yours, talk with your peers about the kinds of projects and activities they consider achievements or talk with your family about accomplishments they have seen you achieve. Be as specific as you can. Once you have listed three to seven achievements, complete steps #2 through #4 on the worksheet, following the instructions provided.

Reminders for Completing the Process

Make sure you record the skills you select on the back page of your worksheet. You will need your ordered skill preferences to use the SKILLS computer program. Using SKILLS at the computer, you will generate some comparisons between your preferred skills and skill requirements of occupations and compare how the skills you selected mesh with your career aspirations.

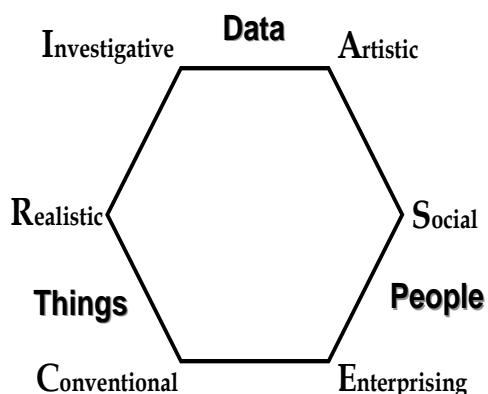


Using the Results of SKILLS

Interpret the Results

You should have at least four types of printouts from the SKILLS program. The first is a summary of the skills you selected -- skills you like to use (or would like to learn to use). Use these skill words in writing scholarship essays, resumes, and during interviews. You may want to look at your list of skills again in a year or so to see how you have changed.

Holland Hexagram



On your Holland Codes printout find your top three scores. Using the first letter of each type, list your three highest codes in order below:

1st	2nd	3rd
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This is your Holland Personality Type, based on the skills you selected. You can diagram your type on the hexagram by forming a triangle that connects your three types. The smaller your triangle, the easier it will be to find occupations and work environments that match your personality type. The larger your triangle, the more diverse your interests and skills, and

the more difficult it may be for you to use these interests and skills in a single occupation or work environment.

Your Occupational Clusters and Top 30 Occupations lists match your preferred skills to the skill requirements of the occupations in the SKILLS database. These lists do not tell you what you should become; they are designed to provide ideas for further exploration. Higher scores indicate that the occupation uses more of the skills you find satisfying.

The Career Learning Areas printout gives you a way to view your results organized by the programs of study in your college. One way to use this printout is to highlight your “favorite” occupations and see which career path fits most of them or the fields in which you are most interested.

You will also want to examine VIEW printouts for occupations that interest you, regardless of their SKILLS score. You can see occupations that interest you but that did not surface on your Top 30 list, by clicking All Occupations. Look

carefully at the matches and mismatches between the occupation's requirements and your skills preferences.

RESEARCH OPTIONS AND FORMULATE YOUR GOALS

After reviewing your SKILLS results, you are ready to research your options. Use CIS to learn more about occupations, programs of study, and the many postsecondary institutions that offer these programs. Review in particular:

Occupation Clusters	Occupations topic—to expand your options
Occupations	Skills & Abilities topic—more details on skills
Programs of Study	Typical course work topic—things to take now
Financial Aid	Aid Clusters that use your skills

Many students feel undecided about selecting a program of study. SKILLS can really help you identify program of study and occupational goals. Setting goals based upon what you know about yourself, and regularly evaluating how you are doing with regard to these goals, sets you on a constructive career path.

It is also important to discuss your ideas with people knowledgeable about your career interest areas. These discussions are called "Informational Interviews." They can provide enlightening information about fields of work and study. You can learn much more about informational interviews in CIS under the Job Search Header, the "Informational Interviews" link.

Having no goals may result in inappropriate decisions, like selecting a program of study that limits your options after college or preparing for an occupation that requires you to continuously use skills you do not enjoy. Establishing well-researched goals allows you to analyze barriers that you may need to overcome and develop a step-by-step approach for achieving your objectives. Having clear goals also helps you respond to scholarship and job interview questions. Write one career goal now:

"Destiny is no matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved."
---William Jennings Bryan



Realistic (R)

Interests

work with
machines

work outdoors

work with hands

build things

Skills

fix mechanical
objects

plant a garden

operate machinery

read a blueprint

Personality

mechanical

nature lover

practical

problem
solver

Investigative (I)

Interests

explore ideas

analyze data

use computers

read sci-fi books

Skills

do science experiments

solve math problems

computer programming

interpret formulas

Personality

inquisitive

precise

abstract thinker

independent

Artistic (A)

Interests

read fiction, plays

work on crafts

act,sing,listen to music

take photographs

Skills

write stories

design new things

play or compose
music

sketch, draw, or
paint

Personality

imaginative

innovative

creative

intuitive

Social (S)

Interests

help people

do volunteer work

play team sports

work in groups

Skills

teach/train others

plan activities

host an event

lead meetings

Personality

helpful

outgoing

insightful

friendly

Enterprising (E)

Interests

meet people

make decisions that affect others

negotiate sales/deals

participate in political activities

Skills

initiate projects

sell or promote

make speeches

convince others

Personality

assertive

persuasive

enthusiastic

persistent

Conventional (C)

Interests

work with numbers

be responsible for details

learn computer programs

follow directions

Skills

keep accurate records

statistical work

operate computers

write business letters

Personality

organized

mathematical

efficient

conscientious