



## KEY CONCEPTS

- Holland Codes (career categories)
- Interests
- Job satisfaction



## CLASSROOM MATERIALS

- Poster boards with job titles and descriptions
- Handout 3.1
- Handout 3.2
- Computer with Internet access for each student



## CAREER COACH WEBSITE LINKS

- Registration

## LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Identify and articulate personal interests
- Relate personal interests to career categories
- Relate personal interests to job satisfaction
- Learn how to register on the *Career Coach* website

## LESSON SET-UP

**Note: This module contains computer/non-computer options for Activity 2.**

For this lesson you will need:

### ACTIVITY 1

- Six large poster boards with job titles and descriptions (see Activity 1 for details)

### ACTIVITY 2

- Enough copies of **Handouts 3.1** and **3.2** for each student in your class
- **Note: Classrooms with Internet access will complete a shortened version of Activity 2.**

### COMPUTER ONLY: ACTIVITY 3

- Computer with Internet access for each student
- **Note: More details about using the *Career Coach* website are available at <http://www.womenemployed.org/careercoach>.**

## FYI

For more information on:

- Holland Codes, see [http://www.en.wikipedia.org/wiki/Holland\\_Codes](http://www.en.wikipedia.org/wiki/Holland_Codes)

<http://www.career.missouri.edu/students/explore/thecareerinterestsgame.php>

## Introduction (10 minutes)

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1. Review the last session, which introduced the idea of the relationship between personal values and job satisfaction.
2. The assignment had students answer two questions in their notebooks. Ask for 2–3 volunteers to read their answers. If more students want to read their answers, allow it.
  - *What are my most important personal values?*
  - *What work and lifestyle values will I consider when choosing a career?*
3. For homework you had students look for ads of jobs that reflected their values. Ask 2–3 volunteers to share their ads. Ask students:
  - *What appeals to you about the career described in the job ad you selected?*
  - *How does this career reflect the work and lifestyle values you identified in Activity 2: My Values and Career Choices?*
4. Introduce the main point of the lesson. Explain that students will:
  - Identify their interests
  - Relate their interests to different career categories
  - Relate their interests to job satisfaction
5. Ask students to write two questions in their notebooks. They will answer these when the class is over.
  - *What interests do I have that I can use to choose a career?*
  - *What are two career themes that relate to my personal interests?*

## Identifying Career Interests

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### Background



Explain to students that our interests are reflected in the types of activities that we enjoy doing and the topics that we like to learn about and discuss.

We look at interests when we choose our careers because:

- People do better at what interests them.
- People are attracted to careers that suit their interests.
- People usually are successful in careers that suit their interests.

**ACTIVITY 1: Hiring Now! Going to the Job Fair (10 minutes)**

**GAME** Post the following information on six pieces of poster board and put them up around the room.



**Poster boards with job titles and descriptions**

Job Type 1: Includes Mechanics, Heating and Air Technicians, Computer Repair

- Requires working with tools, machines, and equipment
- Needs mechanical ability to build and repair objects
- May require being outdoors
- Deals with things more than people

Job Type 2: Crime Lab Investigators, Scientists, Geologists, Medical Researchers

- Must be task-oriented
- May like working alone
- Tasks include gathering information and analyzing data
- Enjoys solving abstract (theoretical) or concrete (physical) problems

Job Type 3: Actors, Artists, Journalists, Chefs

- Likes art, music, or writing
- Enjoys opportunities for self-expression
- Prefers creativity to structure
- Enjoys performing or watching others perform

Job Type 4: Teachers, Social Workers, Therapists

- Sociable, responsible, and concerned with the welfare of others
- Uses communication skills to help others reach their full potential
- Enjoys listening to and helping others

Job Type 5: Politicians, Business Executives, Salespeople

- Uses communication skills to persuade and influence other people
- May enjoy business activities and making a profit
- Prefers social tasks that offer leadership opportunities

Job Type 6: Office Managers, Accountants, Human Resources Professionals

- Prefers highly ordered activities and established patterns
- Highly organized with excellent written and mathematical skills
- Enjoys taking care of details so team members can focus on other tasks

**1.** Direct students to imagine they are going to a job fair to apply for careers that interest them. Tell students that jobs and job descriptions representing different career themes are posted around the classroom.

**2.** Their task is to read the job categories and to determine which **types** of careers they would most enjoy doing. Tell them that they **do not have to like each specific job**; they should be responding to the type of career. Explain that they may like more than one **type of career**, but should pick the type that most interests them. To see what they like best, **reading the descriptions is as important as reading the job titles.**

**ACTIVITY 1: Hiring Now! Going to the Job Fair (cont.)**

3. Direct students to stand by a career theme that is the most appealing to them. Be prepared to describe a job if students don't know what it is—although it is best to let other students try to describe the job first.

4. To help students understand how their interests are reflected in their occupational choices, ask them to consider:

- *What appeals to you about this type of career? (Focus on the qualities in the descriptions.)*

- *Do any of these jobs share multiple interests or qualities?*

**Examples**

- *Journalists like writing and may have a strong sense of social responsibility.*

- *Human resources professionals may be highly organized and enjoy working closely with people.*

- *What other types of careers offer the opportunity for using these same interests?*

**Examples**

- *Purchasing agents use communication to persuade people.*

- *Electrical engineering technicians solve problems.*

5. Explain to students that having their interests reflected in the work they do will help them select a target career that is satisfying to them. Tell students that all of their interests don't need to be reflected in a career for them to enjoy it.

**Holland Career Themes****Background**

Explain that students will be working with Holland Career Themes. These are career categories created by John L. Holland and used around the country. The Holland Codes represent different interest areas that are linked to jobs that match those interests.

1. Write Holland's six career themes on the appropriate poster:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

2. Explain that the class is going to use Holland's categories to begin to match their interests with possible career choices.

**ACTIVITY 2: Using Holland Career Themes and Related Careers (10 - 25 minutes)**

**SMALL GROUP DISCUSSION** Keep students in groups based on the Holland Career Theme students chose in the last activity. If there is a group with only one member, offer to join that student. If there is more than one group with only one member, ask them to form a larger group with each member representing their respective career theme.



**Pass out Handout 3.1 and Handout 3.2**

1. Explain that students will be using the Holland Career Themes to think about careers.
2. Tell students that multiple themes may interest them and some jobs may focus on one theme, but include parts of other themes. Tell them they will be using the theme that most interests them for this activity, but will also get to talk about other Holland career themes they may be interested in.
3. Pass out **Handouts 3.1: Holland Themes and Related Careers** and **3.2: Holland Career Themes**. Ask students take a few minutes to fill out **Handout 3.1**. Tell them to read the definition of their Holland theme from **Handout 3.2** within their group once they have completed the handout. Groups covering more than one theme do not need to read the definitions as a group.
4. Direct each student to share the following with their group:
  - A job title that interests them that would fit into this theme
  - Why they are interested in this job title
  - What other career themes might be reflected in this job, if any

Following are two alternate endings for *Activity 2: Using Holland Career Themes and Related Careers*.

Use *Activity 2, Option A* if your students have access to the *Career Coach* website in the classroom.

Use *Activity 2, Option B* if your students do not have Internet or computer access in the classroom.



**Option A Computer (10 minutes)**

5. Ask for three volunteers to share their answers with the entire class. Make sure that students are: 1) coming up with job titles and not just general career areas (surgical technologist, not medicine); and 2) on track with relating jobs to the descriptions.

For example, in Realistic Career Themes, jobs could be construction worker, machinist, truck driver, farmer, or park ranger. Accept any reasonable idea.

6. Explain to students that in the next class they will be doing a computerized Interest Inventory quiz on the *Career Coach* website that will help match them with potential careers. Tell them that knowing what types of careers they are interested in will help them answer the questions on the Interest Inventory quiz.
7. Skip to **Computer-Only Activity 3**

**ACTIVITY 2: Using Holland Career Themes and Related Careers (cont.)****Handout 3.1****Handout 3.2****Option B Non-Computer (25 minutes)**

5. After each group has come up with examples of job titles from their career, tell students that each group will now share with the entire class. Ask students to use **Handout 3.1** as other groups share to write down job titles from other career themes that interest them.
6. Ask a volunteer to read the definition of Realistic Career Theme on **Handout 3.2: Holland Career Themes**.
7. Write Realistic Careers on the board and ask for three career titles. Make sure that students are: 1) coming up with job titles and not just general career areas (surgical technologist, not medicine); and 2) on track with relating jobs to the Holland descriptions.

For example, in Realistic Career Themes, jobs could be construction worker, machinist, truck driver, farmer, or park ranger. Accept any reasonable idea.

8. Ask for one volunteer from the Realistic Career Theme group to tell why they chose a particular job title and why they think it would be a good fit for them.
9. Repeat the same process with the other five themes.
10. As students share their answers, use the students' input to construct a list on the board of the six career themes. Accept all reasonable answers. Here are some additional ideas:

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Surgical Technologist	Civil Engineering Technician	Production Designer	Licensed Counselor	Purchasing Agent	Licensing Examiners and Inspectors
Truck Driver	Computer Networking Specialist	Chef	Community Organizer	Fundraiser	Accountant
Aircraft Engine Specialist	Respiratory Therapist	Musician	Teacher	Equity Trader	Paralegal
Sound Engineering Technician	Industrial Engineering Technician	Special Events Coordinator	Medical Social Worker	Insurance Sales Agent	Medical Records Technician
Tool and Die Maker	Medical Researcher	Art Director	Residential Advisor	Real Estate Sales Agent	Quality Control Inspector

11. Finally, have students finish filling out **Handout 3.1**. Remember that these are not absolute categories—some jobs could fit in more than one category, so don't get stuck on the categorization.

**ACTIVITY 2: Using Holland Career Themes and Related Careers (cont.)**

12. Ask students to discuss what they learned about themselves through this process.

- Did any of them settle on a specific career area? What was it?
- Did any of them find two or more career themes that reflected their interests? Point out that this is quite natural. For example, someone can be artistic and enterprising, such as someone who starts a public relations and marketing firm or a clothing boutique owner.

Point out the picture of the portfolio on **Handout 3.1**. Tell students that all handouts with that picture will be part of their career portfolio. Tell them to hold on to **Handout 3.1**, as they will be using it again.

**Registering on Career Coach (15 minutes)****ACTIVITY 3: Registering for the Career Coach Website****Computer Option Only**

1. Explain to students that the *Career Coach* website is free and can help them learn about careers, choose the career goal that is right for them, and build a step-by-step plan to reach their goal.
2. Explain that each student will register with the *Career Coach* website. Any work they complete will be saved in their online *Career Coach* notebook, whenever they log in. They can access the *Career Coach* website from any computer that has Internet access.
3. Ask students to turn on or log on to their computers.
4. Tell students that they can get to *Career Coach* from the Women Employed website at <http://www.womenemployed.org>. Guide students through registration.
 

*Note: Details found at [www.womenemployed.org/careercoach](http://www.womenemployed.org/careercoach) may be useful in guiding students through registration.*
5. Instruct students to select a user name and password they can remember easily and keep it in a secure place. Tell students that they will need their user names and passwords for the next class.
6. Students who complete registration quickly can take time to explore the *Career Coach* website.

**Wrap-Up and Assignments (5 minutes)**

1. Review the main points of the lesson: This lesson helped students identify their interests and relate their interests to different career categories. Remind students that careers related to one's interests and values often provide the best job satisfaction.

## Wrap-Up and Assignments (cont.)



2. Tell students that in the next class they will be completing an interest inventory based on the Holland Codes. The interest inventory is an important tool to help them explore different types of careers that fit their interests and skills.
3. Remind students that they wrote two questions in their notebooks. Have them write answers to the questions and bring the answers to the next class.
  - *What interests do I have that I can use to choose a career?*
  - *What are two career themes that relate to my personal interests?*

### Computer Option Only

4. Remind students to bring their user names and passwords for the *Career Coach* website to the next class.

## Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

### Additional ACTIVITY 4: American Idols

**BRAINSTORM** Divide students into five groups and assign a Holland Career Theme to each group. (Because many conventional people are behind the scenes, you may want to eliminate this theme from the activity.)

1. Give students three minutes to list as many celebrities and famous people as they can that represent their assigned career theme.

#### Examples

*Realistic: Martha Stewart is realistic.*

*Investigative: Albert Einstein and Percy Julian were investigative.*

*Artistic: Any actress, actor, writer, singer, dancer, or artist is artistic.*

*Social: Any religious leader is social, as are Dr. Phil and Oprah.*

*Enterprising: Donald Trump and Bill Clinton are enterprising.*

2. Ask students:

- Can someone be represented by more than one career theme?
- What careers typically are represented by more than one career theme?

#### Examples

*Martha Stewart is realistic, artistic, and enterprising.*

*Oprah is both enterprising and social.*



**SPECIAL NOTE:** Module 4 takes place on the *Career Coach* website. If you have access to computers in your classroom or a computer lab, make plans to have access to the computers for Module 4.

If you do not have access to computers during class time, an alternate activity is provided, but special arrangements are suggested. Please see Module 4 for more details.



# Handout 3.1: Holland Themes and Related Careers

## Computer Option

My Holland Career Theme: \_\_\_\_\_

Write a related target career here.

■ Target Career 1: \_\_\_\_\_

Why I am interested in this target career:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you think of other career themes that might fit this target career?

Write other related career themes here.

Related Career Theme 1: \_\_\_\_\_

Related Career Theme 2: \_\_\_\_\_

Are you interested in any other career themes?

Write other career themes you are interested in.

Career Theme 2: \_\_\_\_\_

Career Theme 3: \_\_\_\_\_



# Handout 3.1: Holland Themes and Related Careers

## Non-Computer Option

My Holland Career Theme: \_\_\_\_\_

Write a related target career here.

■ Target Career 1: \_\_\_\_\_

Why I am interested in this target career:

\_\_\_\_\_  
\_\_\_\_\_

Do you think this is the right career theme for you?  Yes  No

Write your second favorite career theme here.

Holland Career Theme 2: \_\_\_\_\_

Write two related target careers here.

Career 1: \_\_\_\_\_

Career 2: \_\_\_\_\_

Do you think this is the right career theme for you?  Yes  No

Write your third favorite career theme here.

Holland Career Theme 3: \_\_\_\_\_

Write two related target careers here.

Career 1: \_\_\_\_\_

Career 2: \_\_\_\_\_

Do you think this is the right career theme for you?  Yes  No

## Handout 3.2: Holland Career Themes\*

**Interests** are the things you like to do. People usually do well at what they like, and like what they do well. That is why identifying your interest areas to help select careers makes sense.

**Realistic Career Theme** includes careers for people who enjoy work that includes practical, hands-on problems and solutions. They prefer working with their hands and dealing with plants, animals, and things like wood, tools, machinery, and equipment. Many realistic occupations require working outside and do not involve a lot of paperwork or working closely with other people.

**Career Interest Areas:**

- Construction
- Manufacturing
- Engineering
- Agricultural
- Park Services
- Public Safety

**Investigative Career Theme** includes careers for people who enjoy solving problems mentally and working with ideas of a scientific or mathematical nature. They also include investigative work requiring an extensive amount of thinking and searching for facts.

**Career Interest Areas:**

- Higher Education
- Research
- Engineering/Design
- Medicine
- Science
- Computer Industries

**Artistic Career Theme** includes careers for people who are creative, independent, and interested in careers that offer opportunity for self-expression. Artistic people frequently work with forms, designs, and patterns.

**Career Interest Areas:**

- Visual and Performing Arts
- Culinary Arts
- Writing and Editing
- Interior Design
- Advertising and Marketing

\* Source: Definitions of the Holland occupational interest areas are based on the O\*Net Interest Profiler Score Report, U.S. Department of Labor, Employment, and Training.

## Handout 3.2: Holland Career Themes\*

**Social Career Theme** includes careers for people who are skilled communicators and frequently do work that involves teaching and coaching people. They like to use their communication skills to help or provide service to other people.

**Career Interest Areas:**

- Human Services
- Recreational Services
- Education
- Religion
- Health Services
- Child Care
- Mental Health

**Enterprising Career Theme** includes careers for people who are skilled communicators and use their communication skills to lead people and make decisions. Enterprising people like to start up and carry out projects. The positions they hold may require risk taking and often deal with business.

**Career Interest Areas:**

- Sales
- Government
- Politics
- Fundraising
- Law
- Self-employed

**Conventional Career Theme** includes careers for people who are well organized and frequently have careers that involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

**Career Interest Areas:**

- Government Services
- Business Offices
- Financial Institutions
- Accounting Firms
- Quality Control and Inspection
- Business Education