“There are not two worlds—Education and Work. There is one world called Life.”

Author Unknown
Who am I?

How am I like others?
How am I different?
How am I unique?

It is important for you to have a realistic perception of yourself and gain knowledge about who you are in a variety of ways.

VALUES
How we evaluate the importance of things or activities. Examples are a sense of achievement, creativity, opportunity for advancement, high salary, challenging tasks, and the ability to help others.

PERSONALITY
Enduring traits or distinguishing characteristics about a person. Personality traits are often described using words such as: honest, assertive, considerate, goal-oriented, or conscientious.

INTERESTS
Activities that are liked or disliked. People will tend to seek and carry out activities that they like and avoid activities they don’t like.

SKILLS
Demonstrating competence in doing certain activities.

APTITUDES
Skills that come naturally to you and that can be further developed.

You will also gain knowledge about yourself through school classes and report cards, projects, club activities, sports, volunteer activities, first jobs, reflection, and formal assessments like aptitude tests.
When a person begins to think of choosing a career or job, one important thing to consider is WHAT IS IMPORTANT TO ME, or my values. You need to think about your priorities in life and keep them in mind when you research various education and career options.

Read through these definitions of values:

**CREATIVITY**
The opportunity to be creative and use my talents and abilities.

**HELPING OTHERS**
Most people have some willingness to help others, and show it everyday outside of their work (putting themselves out to do favors, giving gifts, community service and donations, etc.) THIS DOES NOT COUNT HERE. To cite this as a high value, the focus is on helping others as a MAIN part of your occupation.

**INDEPENDENCE**
Freedom to make your own decisions. Freedom to work without supervision or direction from others. It does not necessarily mean that you have to work alone.

**INTEREST IN WORK ACTIVITIES**
Liking of the actual work itself. How important is it for you to enjoy the HOUR-BY-HOUR activities? Not the results of the work, or the returns (salary, status, affect on others) of the work, but the ACTUAL work.

**LEADERSHIP, RESPONSIBILITY**
Guiding others, telling them what to do, being responsible for their performance. People who cite leadership as a high priority usually want power to control events. They also need to be willing to assume the RESPONSIBILITY that accompanies positions of leadership, and accept blame for their employees’ mistakes.

**LEISURE, SHORT HOURS, SPARE TIME**
The amount of time your occupation will allow you to spend away from work. It is really the strength of your NON-OCCUPATIONAL spare time satisfactions. To place importance on leisure is like saying, “The satisfactions I get off the job are so important to me that I want my work to take up as little time as possible.” How important is it for you to have a lot of time off from work?

**PRESTIGE/STATUS**
Importance in the eyes of other people. If they respect you, look up to you, listen to your opinions, or seek your help in community affairs. Ask yourself, “How much do I want to work in an occupation that will make most people look up to me?”
SECURITY, STEADY WORK
Freedom from fear that you will lose your job and income. In a secure occupation, opportunities for employment tend to remain high in spite of the economy. Your income will generally remain stable and predictable. It will not be less with slow times, but likewise, it will usually not be extremely high.

SHORT-TERM TRAINING
Starting in an occupation right away without spending a lot of time in training. If you are considering changing careers, how much time and money will you spend to prepare for it, and what have your previous attitudes and abilities been toward education and training?

WEALTH
Income that is more than enough to live on. Some minimum (enough for survival) is necessary for everyone. But beyond that, how important are the extras? High income is not defined as a specific amount of salary. It is income that allows you to buy LUXURIES.

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Rank this list of values and decide which four are most important*

(1 = Most Important -- 12 = Least Important)

☐ Creativity – Innovation using my talents.
☐ Helping Others – Willingness to help others.
☐ Independence – Freedom to make your own decisions.
☐ Interest – Enjoy the work/skills involved DAILY.
☐ Leadership – Guiding others, accepting responsibility.
☐ Leisure/Spare time for family, recreation, hobbies.
☐ Prestige – Importance in the eyes of others.
☐ Security – Not worrying about losing your INCOME.
☐ Short-Term Training – Starting in an occupation right away.
☐ Variety – Different kinds of activity, not routine.
☐ Wealth – Salary that is more than you need.
☐ Other - ____________________________________________

*It is also helpful to identify your least important values.
Work Values Inventory

Directions
What are your work values? Ideas about the characteristics of a desirable working situation vary greatly from individual to individual. The following inventory consists of 20 items, each item describing the two extremes of a major work characteristic. For instance, work with people vs. work alone.

In this exercise, there are no right or wrong answers. For each item, check the box that best describes your own work value. For example, if you feel that it is very important for you to be self-employed, Item #1 would look like this:

<table>
<thead>
<tr>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not Important</th>
<th>Moderately Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work for an Organization</td>
<td></td>
<td></td>
<td></td>
<td>Self-Employed</td>
</tr>
</tbody>
</table>

If it did not matter to you whether you worked with people or if you worked alone, Item #2 would look like this:

<table>
<thead>
<tr>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not Important</th>
<th>Moderately Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Alone</td>
<td></td>
<td></td>
<td></td>
<td>Work with People</td>
</tr>
<tr>
<td>Feature</td>
<td>Very Important</td>
<td>Moderately Important</td>
<td>Not Important</td>
<td>Moderately Important</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Work for an organization</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Work Alone</td>
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<tr>
<td>Structured Environment: Defined job descriptions, responsibilities, policies</td>
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<tr>
<td>Close Supervision</td>
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<tr>
<td>Low Level of Responsibility: No need to make tough decisions</td>
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<tr>
<td>Short Hours: At the most a 9 to 5 job regular work hours</td>
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<tr>
<td>Variety of duties every day</td>
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<tr>
<td>Risk-taking with high degree of challenge/adventure</td>
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<tr>
<td>Fast-paced, busy every minute, high pressure work</td>
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<tr>
<td>Visible end products; specific tangible goals</td>
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<tr>
<td>Work indoors in a comfortable working environment</td>
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<tr>
<td>Relocate to any geographic area of U.S.</td>
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<tr>
<td>Work for a large organization</td>
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<tr>
<td>A high degree of prestige and status</td>
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<tr>
<td>Work provides many opportunities for advancement and professional development</td>
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<tr>
<td>Place of work in or near home</td>
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<tr>
<td>High level of involvement with machinery or technology</td>
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<tr>
<td>Involves frequent travel</td>
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</tbody>
</table>
TAKE THIS EASY SELF-EVALUATION TEST!

Complete this self-evaluation to get a clearer picture of your skills and interests. (Carefully read the following sentences and then place a check mark next to it if it describes you. At the end of this activity, there are additional directions.)

R □ You like to build things.
A □ You have a lot of fun thinking about imaginary things and ideas.
R □ You like to work with your hands.
E □ You enjoy doing things to get others to notice you.
S □ You think that there are some important values that are worth working for.
I □ You like to examine ideas and things closely and separate them into their parts.
R □ You are very good at fixing things.
A □ You seem to see something about an object that no one else seems to see.
S □ You are considerate to other people.
I □ You analyze problems carefully.
E □ You enjoy taking some risks.
I □ You like to understand defects and faults and try to correct them.
C □ You are not comfortable creating new things or ideas in your mind.
S □ You like helping people.
C □ You consider all changes carefully.
A □ You make very quick decisions.
E □ You like to tell other people what to do.
C □ You are very accurate.
I □ You are more interested in your own thoughts and feelings than objects and events around you.
I □ You like your actions and thoughts to make sense to you and others.
E □ You like to challenge yourself to be better.
A □ You are not like most other people and this does not bother you.
A □ You are difficult to understand as a person because you are a complex person.
You speak to other people very plainly and openly.
You consider yourself very detail-oriented.
You have a good awareness of other people.
You like to be active and not sit for a long time.
You like to do many things on your own.
You do not mind if your things are not put away in the right place.
You consider yourself practical.
You like to ask a lot of questions.
You like organizing information.
You can persuade others to believe or trust you.
You do not brag about your successes.
You like for everything to be of high quality.
You have a lot of fun creating new things and ideas in your mind.
You keep your opinions and judgments to yourself.
You like to get along with others.
You are very dependable.
You have good mechanical skills.
You like to create new things or ideas.
You like a competition.
You like to assist other people.
Everyone either likes you or they are at least aware of you.
You like working outdoors.
You like to be skilled at everything you do.
You enjoy things that serve no real use except for your interests.
You like to rush headlong into an activity.
You like mechanical things.
You have a lot of wisdom.
You like to follow a set arrangement.
You are very smart.
You like to be known for having common sense.
You are a gentle, considerate person.
A  □  You like to have a lot of good ideas.

E  □  You like to experience many challenging situations.

C  □  You like to be neat and exact.

S  □  You are easy to get along with.

A  □  You do not mind being different from other people.

C  □  Your appearance and actions are proper.

I  □  You are very careful when you do something.

S  □  You are not rude to other people.

E  □  You like introducing people to each other.

C  □  You follow directions well.

R  □  You like working with your hands.

E  □  You are very sure of yourself.

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**WHAT’S YOUR PROFILE?**

Now, count how many of each letter you have checked and put that number below.

Occupational Code **R** _________ (Realistic/Things)

Occupational Code **I** _________ (Investigative/Ideas/Things)

Occupational Code **A** _________ (Artistic/Ideas/People)

Occupational Code **S** _________ (Social/People)

Occupational Code **E** _________ (Enterprising/People/Data)

Occupational Code **C** _________ (Conventional/Data)

From your totals above, fill in the blanks listed below with the letter representing the occupational code (**R, I, A, S, E, C**).

Occupational Code ________________ is where I have the most interest.

Occupational Code ________________ is where my interest is next.

Occupational Code ________________ is where my interest is next.

Now, go to page 13 and 14 and read about the career codes that most closely resemble you and see where they fit into the **World of Work Map** on page 15.

**NOTE:** Your interests may closely resemble a combination of groups that should be considered when searching for a career.
HOLLAND OCCUPATIONAL CODES
Adapted from *Self Directed Search*, John Holland

**R**
Engineer/Architect/Electrician/Carpenter
Radiologist/Emergency Medical Technician
Athletic Trainer/Veterinarian/Forester
Vocational Teacher/Farmer
Horticulturist/Bus Driver/Police Officer/Military

**C**
Mathematics Teacher
Administrative Assistant
Dental Assistant
Food Service Manager
Executive Housekeeper
Nursing Home Administrator
Dietician
Business Education Teacher
Credit Manager/IRS Agent
Banker/Accountant

**E**
Investments Manager
Marketing Executive/Buyer
Florist/Realtor
Optician/Nursing Home Administrator
Funeral Director/Travel Agent/Chef
Restaurant Manager/Purchasing Agent
Business Manager/Store Manager
Chamber of Commerce Executive
Life Insurance Agent
Elected Public Official
Human Resource Director

**I**
Computer Programmer/Systems Analyst/Medical Technologist/Research & Development Manager
Geologist/Biologist/Chemist/Physicist
Veterinarian/Science Teacher/Physical Therapist/Respiratory Therapist/Medical Technician/Pharmacist/Dietitian
Registered Nurse/Chiropractor/Optometrist
College Professor/Psychologist/Sociologist

**A**
Medical Illustrator
Art Teacher/Artist/Fine Artist/Commercial Interior Decorator
Architect/Photographer
Musician/Chef Cosmotologist
Flight Attendant
Advertising Executive
Broadcaster
Public Relations Director
Lawyer/Public Administrator
Reporter/Librarian
English Teacher
Foreign Language Teacher

**S**
Minister/Social Worker
Guidance Counselor/Elementary Teacher
Social Science Teacher/Special Ed.
Teacher/Occupational Therapist/Speech Pathologist/Registered Nurse/Dental Hygienist/Licensed Practical Nurse/Athletic Trainer/Physical Education Teacher/Recreation Leader
Community Service Director/School Administrator/Home Economics Teacher

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Adapted from *Self Directed Search*, John Holland
THE HOLLAND OCCUPATIONAL CODES

REALISTIC
A member of this group likes realistic jobs such as automobile technician, aircraft controller, surveyor, farmer and electrician. **Members of this group have mechanical abilities.**

INVESTIGATIVE
A member of this group likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist and medical technologist. **Members of this group have mathematical and scientific abilities.**

ARTISTIC
A member of this group likes artistic jobs such as composer, musician, stage director, writer, interior designer and actor/actress. **Members of this group have artistic abilities: writing, music, drawing or creative ideas.**

SOCIAL
A member of this group likes social jobs such as teacher, religious worker, counselor, clinical psychologist, social worker and speech therapist. **Members of this group have interpersonal skills.**

ENTERPRISING
A member of this group likes enterprising jobs such as sales person, manager, business executive, television producer, sports promoter and buyer. **Members of this group have leadership and speaking abilities.**

CONVENTIONAL
A member of this group likes conventional jobs such as administrative assistant, accountant, banker, cost estimator and tax expert. **Members of this group have organizational and arithmetic ability.**

*Adapted from Self Directed Search, John Holland*
The World-of-Work Map is broken down into six clusters, twelve regions, twenty-four job families and contains four primary work tasks (center of map). It is designed to help you visually organize every possible occupation.

**What do the twelve regions represent?**

The regions (sections stemming from the center of the map) highlight the similarity of work tasks (competencies) involved in occupations, including their overlapping nature.

**How does the center of the map relate to everything?**

The four primary work tasks (competencies), which are located in the center, point out the “building blocks” of occupations. These work-related interests include People, Data (numbers, facts, files, information), Things (tools, equipment, objects) and Ideas (art, science, concepts, problems). You should know about and experience all four of these kinds of activities. Although any occupation will involve some work with all four tasks, one or two will typically predominate.

**What about those twenty-three job families?**

The job families (the individual circled letters on the map) are based on the work tasks (competencies) typical of occupations in that family. The closer the job family is to the center, the more it is related to center activities.
CHOOSING A NON–TRADITIONAL CAREER

Non-traditional careers can be creative, challenging and satisfying. Many take great pride in knowing that they have physically created and built something, or cared for and assisted someone.

There might be more flexibility in non-traditional careers. Some careers offer many options in pay, environment and hours.

Non-traditional careers provide our society with role models and begin changing the way society typically thinks about gender bias, discrimination and stereotyping. People are most successful in careers that are interesting to them and match their abilities.

### NON-TRADITIONAL CAREERS FOR WOMEN

<table>
<thead>
<tr>
<th>Aircraft Technicians</th>
<th>Dentists</th>
<th>Law Enforcement Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airplane Pilots &amp; Flight Engineers</td>
<td>Detectives</td>
<td>Machinists</td>
</tr>
<tr>
<td>Air Traffic Controllers</td>
<td>Motor Transportation Occupations</td>
<td>Agricultural &amp; Food Scientists</td>
</tr>
<tr>
<td>Parts Salespersons</td>
<td>Announcers/Radio &amp; Television Occupations</td>
<td>Electricians</td>
</tr>
<tr>
<td>Printing Press Operators</td>
<td>Atmospheric &amp; Space Scientists</td>
<td>Electronic Repairers</td>
</tr>
<tr>
<td>Auctioneers</td>
<td>Farm Managers</td>
<td>Sheet Metal Workers</td>
</tr>
<tr>
<td>Automotive Body Technicians</td>
<td>Fine Science Occupations</td>
<td>Broadcast Equipment Operators</td>
</tr>
<tr>
<td>Forestry &amp; Conservation Scientists</td>
<td>Surveying &amp; Mapping Technicians</td>
<td>Carpenters</td>
</tr>
<tr>
<td>Construction &amp; Building Inspectors</td>
<td>Heating/AC/Refrigeration</td>
<td>Tool &amp; Die Makers</td>
</tr>
<tr>
<td>Construction Occupations</td>
<td>Heavy Equipment Mechanics &amp; Technicians</td>
<td>Welders &amp; Cutters</td>
</tr>
<tr>
<td>Industrial Machinery Mechanics &amp; Technicians</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NON-TRADITIONAL CAREERS FOR MEN

<table>
<thead>
<tr>
<th>Housekeepers</th>
<th>Licensed Practical Nurses</th>
<th>Registered Nurses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Workers</td>
<td>Medical &amp; Clinical Lab Technicians</td>
<td>Retail Salespersons</td>
</tr>
<tr>
<td>Clerical &amp; Administrative Support Occupations</td>
<td>Medicine &amp; Health Services Managers</td>
<td>Secretaries</td>
</tr>
<tr>
<td>Cosmetologists</td>
<td>Nursing Assistants</td>
<td>Social Workers</td>
</tr>
<tr>
<td>Dental Assistants</td>
<td>Stenographers &amp; Court Reporters</td>
<td>Dental Hygienists</td>
</tr>
<tr>
<td>Paralegals/Legal Assistants</td>
<td>Teacher Aides &amp; Educational Assistants</td>
<td>Home Health Aides</td>
</tr>
<tr>
<td>Receptionists &amp; Information Clerks</td>
<td>Welfare Eligibility Workers</td>
<td></td>
</tr>
</tbody>
</table>


EVALUATE YOUR SKILLS

Step One: Read through this list of tasks and check those that are your greatest strengths. Think back through your past achievements and hobbies. Feel free to reword or add new tasks to the list. Pick those you have tried. What you wish you could be good at doesn’t count!

**CLERICAL (CONVENTIONAL)**
- Memory for words, details
- Reading and editing
- Calculating, computing numbers
- Bookkeeping
- Word Processing
- Organize, systematize
- Ability to use office equipment and personal computers
- Data collection
- Copy information correctly
- Efficiency
- Other

**MECHANICAL (REALISTIC)**
- Building/Carpentry
- Skillful use of hand tools or machines
- Auto Repair/Household Repair
- Assembling, putting things together
- Using equipment (driving trucks, etc.)
- Landscaping, gardening
- Other

**PHYSICAL (REALISTIC)**
- Muscular coordination/athletic ability
- Keeping physically fit
- Capacity for strenuous labor – digging, wood chopping, painting, etc.
- Doing outdoor activities, camping, etc.
- Other

**MANAGERIAL (ENTERPRISING)**
- Communicating, being understood, speaking to groups
- Leadership, directing others
- Managing money and people
- Reviewing, evaluating
- Beginning tasks, projects
- Making decisions
- Selling, persuading
- Organizing projects, teams, etc.
- Following through on activities
- Ability to assess others correctly
- Other

*continued on next page*
ANALYTICAL (INVESTIGATIVE)
- Research, gathering information
- Using logic
- Problem solving, diagnosing
- Organizing, systematizing
- Analyze numbers, mathematics
- Financial analysis
- Doing experiments, laboratory work, using chemistry
- Dealing with abstract symbols, numbers, things which are not easy to understand
- Other

SOCIAL (SOCIAL)
- Having intuition, insight
- Understanding others
- Conveying warmth, caring & understanding
- Getting others to feel like talking
- Teaching others
- Motivating others
- Healing, curing
- Counseling
- Gaining the trust and confidence of people
- Speaking, communicating clearly
- Other

ARTISTIC (ARTISTIC)
- Being creative, imaginative
- Inventing, developing, adapting
- Design aptitude
- Ability to play a musical instrument, sing, compose music, etc.
- Ability to creatively and artistically shape things, sculpture, paint, crafts, etc.
- Act, entertain, dance, etc.
- Use photography creatively
- Using words creatively, as in writing poetry, plays and novels
- Visualizing how a final product will look
- Other

Step Two: Circle the skills you most enjoy using. The skills that are checked and circled are skills you most want to pursue. Skills that are circled, but not checked, are skills you want to develop further through school or training.
PUTTING IT ALL TOGETHER – WHO AM I?

My most important personal values are (Page 7):
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________

My highest preferred work values are:
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________

My interests that relate to work include the following occupational codes: (Page 12):
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________

The skills I enjoy using the most and want to develop are:
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________