



How does my personality relate to my career choice?

THE PARTY

SUMMARY	Students participate in interview groups to determine each others' three letter Holland codes.
OBJECTIVES	Students will: <ol style="list-style-type: none">1. Recognize one another's personality types.2. Discuss how personalities may influence career goals.
PREPARATION	Order Self-Directed Search workbooks and administration materials from Psychological Assessment Resources, Inc. Review Self-Directed Search™ (SDS) or become familiar with SDS by reviewing the technical manual and/or these Internet sites: http://www.self-directed-search.com/ http://www.ncsu.edu/careerkey Photocopy <i>The Party</i> worksheet — one for each student
MATERIALS	<i>The Party</i> worksheet Self-Directed Search workbooks
COMPUTER USE	None
SUBJECT AREA	Any, Career Focus Area, Guidance, Health, Social Science
TIME REQUIRED	Two 50 minute class periods
GROUP SIZE	Class, small group

STEPS

DAY ONE

1. Distribute *The Party* worksheets. Ask students to complete the worksheet. Inform them NOT to tell one another their three letter Holland codes.
2. Organize the class into groups of three. Ask each group to select one person to be interviewed. The remaining two will be interviewers. (They will switch roles during the activity.)
3. Explain that during the next five (5) minutes, the interviewers will develop questions that will help them determine the personality type of the student being interviewed. These questions may be written on the back of *The Party* worksheet or on another piece of paper.
4. Reiterate two rules: a) the student being interviewed may not tell his or her 3-letter Holland code to the interviewers, and b) the interviewers may not ask for this information.
5. Tell students to conduct the first interview, giving them seven (7) minutes to do so. After that time, the interviewers must select a three letter code for the student being interviewed.

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6. Discuss among all groups how closely they identified their interviewees' codes.
7. Switch roles within each group and repeat Steps 3 through 6.
8. Repeat Step 7 with the final group member being interviewed.
9. Discuss the effectiveness of various questions in eliciting information about personality. What questions revealed most? What questions were not helpful?

DAY TWO

10. Administer the Self-Directed Search (SDS) during the next class period.
11. With the results of the SDS in hand, discuss *The Party* worksheet results. Ask students if their choices on the worksheet reflect the same personality factors as the SDS. Ask them to consider why there may be differences.
12. Ask students to prepare a brief report discussing how their personality types relate to their career goals.

ALLIED ACTIVITIES

A Piece of the Puzzle

Designing Me

Using CIS with the Self-Directed Search

ASSESSMENT STRATEGIES

Students will:

1. Complete *The Party* worksheets.
2. Prepare a brief written summary of the activity, discussing how their personality types relate to their career goals.



STUDENT WORKSHEETS

The Party worksheet

PORTFOLIO

Self-Directed Search results

The Party worksheet



INSTRUCTIONAL NOTES

Setting the Stage for Using Formal Career Assessment Instruments

CREDITS AND CITATIONS

The Self-Directed Search™ (SDS) is a product of Psychological Assessment Resources, Inc., 800.627.7271 or <http://www.parinc.com>.

The Party activity is adapted from “The Party” exercise in *The Quick Job-Hunting Map for Determined Job-Hunters & Career-Changers*, included in *What Color is Your Parachute?*, by Richard N. Bolles. Berkeley, CA: Ten Speed Press.

SORTING

Subject/Program Area: Any, Guidance, Technology, English, Health Education, Social Studies

Grade Level: 9, 10, 11, 12

CIS Component: None

STANDARDS

CRLS: Career Development, Communication

SCANS: Information, Interpersonal

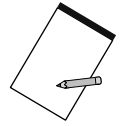
NCDG: Positive self-concept, Skills to interact positively with others, Influence of society on work, Understanding interrelationships of life roles

ASCA: Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom's Taxonomy: Comprehension

NAME _____



THE PARTY

Below is a diagram that looks down on a room in which a party is taking place. At this party, people with similar interests have grouped themselves together in six different areas of the room.

R People with athletic or mechanical interests or abilities. They like to work with their hands using tools, machines, and other objects. Some like to spend time outdoors.	People who like observation, investigation, and exploration. They like to understand, evaluate, and solve problems.	I
C People who like to work with data (information and numbers). They are organized, detail oriented, and systematic in carrying out instructions.	People who are artistic, inventive, or creative. They like to use their imaginations in unstructured settings. They think up new ideas and ways of doing things.	A
E People who like to influence, persuade, lead, or manage others. Some like to perform and entertain. Many are motivated by personal gain or profit.	People who like to work with other people to train, enlighten, inform, and help them. Some treat and cure illnesses. They are very skilled in the use of words.	S

Which part of the room would you want to visit first; that is, which group's company would you most enjoy or enjoy for the longest time? Write the letter for that group in the box on the right.

After fifteen minutes, everyone in the group you have selected, except you, leaves the party. Which remaining group would you next visit as one whose company you would enjoy most or longest? Write that group's letter in the box on the right.

Once again, after fifteen minutes, the second group leaves the party without you. Of the groups that remain, which would be your choice as the one whose company you would enjoy most or longest? Write that group's letter in the box on the right.