

**Indiana Department of Education  
Guidance Lesson Plan Template**

School Corporation:	<b>Whitley County Consolidated School System</b>		
School Name:	<b>Coesse</b>		
Contact:	Judy Justice		
<b>Indiana Student Standards for Guidance Addressed</b>			
Standard(s) addressed:	3-5	Indicator(s) addressed:	3-5.2.1;2.7;2.8
<b>Instructional Development</b>			
Grade Level(s):	3-5		
Title:	Strong Interest Inventory		
Summary:	Students take the inventory, then look at job choices in that career cluster; and report to the class what they would most like to choose as a career.		
Time Frame:	40 min.		
Procedure:	<p>Discuss jobs and how different attributes/characteristics make good workers (i.e. "How would you like to have a school counselor who hates her job and comes in grumpy each time she sees you?" Explain that people are most happy when they have jobs that are similar to their interests and likes.</p> <p>Give them the "Personal Characteristics" worksheet to emphasize this.</p> <p>Give them the Strong Interest Inventory. Explain how to rate it.</p> <p>Have students decide: 1) whether or not they agree; 2) which job choice fits their cluster.</p>		

<b>Evaluation</b>	
How will mastery of the guidance indicator(s) be evaluated?	Activity, discussion.
<b>Learning Resources</b>	
Resources needed: e.g., technology resources, media resources, books, web sites	Students, "Personal Characteristics" and "Strong Interest Inventory" for each student, pencil
Citation(s): You may include copyrighted materials in "resources needed," but do <u>not</u> reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here.	
Collaborative Partners: e.g., advisory teachers, other teachers, community resource people	Put note in newsletter discussing career during classroom guidance and how they can follow up at home.
<b>Contact information (optional)</b>	
Telephone:	
E-Mail:	<u><a href="mailto:justicejs@wccs.k12.in.us">justicejs@wccs.k12.in.us</a></u>

## Personal Characteristics

Certain people are more suited for certain jobs than others. Read each occupation and the characteristics associated with it. Underline the characteristic that might cause the person to be unsuited for the job.

<u>Occupation</u>	<u>Characteristics</u>
1. Postal worker	Steve is friendly and well-organized. He hates dogs, but likes the outdoors.
2. Waitress	Marilyn is nervous around children. She has a lot of energy. She is clean and polite.
3. Truck driver	Tom likes to work by himself. He always wants home-cooked meals. He is careful with other people's property. He is a good map reader and a safe driver.
4. Heavy equipment operator	Martha doesn't mind dirt and she likes a challenge. She can take directions well. She prefers to work indoors.
5. Nurse	Fred is gentle, efficient, and patient. He doesn't want to work at night.
6. Teacher	Barbara is kind and patient. She isn't a good reader, but she is a whiz at math.
7. Computer operator	Dave likes to figure out problems. He is patient and can work on a problem for long hours. He gets very upset if he makes mistakes.
8. Service station manager	Ralph likes being his own boss. He hates working in the rain or in bad weather. He gets along well with people, and he likes to work on cars.
9. Secretary	Dan is a good speller. He likes to be busy and to work without interruptions.
10. Dentist	Sandy gets good grades in math and science. She has a friendly personality. If she sees blood, she feels a little sick.

# Discover your "HOLLAND CODE"

*First*, check off all the activities or subjects below you enjoy. Check as many as you like.

Adapted from  
Knowing Your Hol  
Utah State Occup  
Information Coord  
Committee  
Form #71994



- |  |   |  |
|--|---|--|
| 1. <input type="checkbox"/> Using business machines      | 1. <input type="checkbox"/> Keeping detailed records    | 1. <input type="checkbox"/> File letters and reports       |
| 2. <input type="checkbox"/> Buying clothes for a store   | 2. <input type="checkbox"/> Working on a sales campaign | 2. <input type="checkbox"/> Talking to people at a party   |
| 3. <input type="checkbox"/> Writing stories or poetry    | 3. <input type="checkbox"/> Designing clothes           | 3. <input type="checkbox"/> Going to concerts              |
| 4. <input type="checkbox"/> Fixing electrical appliances | 4. <input type="checkbox"/> Decorating rooms            | 4. <input type="checkbox"/> Wildlife biology               |
| 5. <input type="checkbox"/> Flying airplanes             | 5. <input type="checkbox"/> Doing puzzles               | 5. <input type="checkbox"/> Being in a science fair        |
| 6. <input type="checkbox"/> Teaching children            | 6. <input type="checkbox"/> Going to church             | 6. <input type="checkbox"/> Studying people in other lands |

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|---|--|
| 1. <input type="checkbox"/> Working nine to five          | 1. <input type="checkbox"/> Following a budget                     |
| 2. <input type="checkbox"/> Being elected class president | 2. <input type="checkbox"/> Selling life insurance                 |
| 3. <input type="checkbox"/> Foreign languages             | 3. <input type="checkbox"/> Playing music                          |
| 4. <input type="checkbox"/> Cooking                       | 4. <input type="checkbox"/> Putting together model kits            |
| 5. <input type="checkbox"/> Physics                       | 5. <input type="checkbox"/> Working in a lab                       |
| 6. <input type="checkbox"/> Attending sports events       | 6. <input type="checkbox"/> Helping people solve personal problems |

- |   |  |   |
|---|--|---|
| 1. <input type="checkbox"/> Typing reports                  | 1. <input type="checkbox"/> Typing on a computer     | 1. <input type="checkbox"/> Using a cash register |
| 2. <input type="checkbox"/> Being with leaders              | 2. <input type="checkbox"/> Talking to salespeople   | 2. <input type="checkbox"/> Giving speeches       |
| 3. <input type="checkbox"/> Reading art and music magazines | 3. <input type="checkbox"/> Being in a play          | 3. <input type="checkbox"/> Drawing or painting   |
| 4. <input type="checkbox"/> Carpentry                       | 4. <input type="checkbox"/> Working with animals     | 4. <input type="checkbox"/> Fixing cars           |
| 5. <input type="checkbox"/> Using a chemistry set           | 5. <input type="checkbox"/> Advanced math            | 5. <input type="checkbox"/> Astronomy             |
| 6. <input type="checkbox"/> Making new friends              | 6. <input type="checkbox"/> Working with the elderly | 6. <input type="checkbox"/> Belonging to a club   |

*Next*, count all the No. 1's you've checked and put that total on the line in the circle marked by 1's. Repeat this for numbers 2 through 6 until all the lines in the circles are filled with totals.

*Notice* that each number corresponds with a letter. Write the letters of your three highest numbers in the "This is your Holland Code" box below. These letters are your Holland Code.

1's = C _____	2's = E _____	3's = A _____	4's = R _____	5's = I _____	6's = S _____
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**THIS IS YOUR HOLLAND CODE**

# Holland's Personality Types

## **Realistic**

Extreme examples are physically strong, rugged, robust and practical. They usually have good physical skills, but sometimes have trouble expressing themselves in words or communicating their feelings to others. They like to work outdoors and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or with people. They enjoy creating things with their hands.

Preferred occupations may be mechanic, construction worker, fish and wildlife management, laboratory technician, some engineering specialists, some military jobs, agriculture, or the skilled trades.

## **INVESTIGATIVE**

These tend to center around science and such activities. Extremes of this type are task oriented. They are not very interested in working around other people. They enjoy solving problems and have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy challenges and do not like situations with lots of rules. They often have different values and attitudes and tend to be original and creative, especially in scientific areas.

They prefer occupations such as design engineer, biologist, social scientist, research lab worker, physicist, technical writer, or meteorologist.

## ARTISTIC

The extreme type is artistic and likes to work in settings where there are many opportunities for self-expression. They have little interest in problems that are highly structured or require lots of physical strength. Instead they prefer using self-expression in artistic areas. They like to work alone and need individual expression. They may be less assertive about their own opinions and capabilities and are more sensitive and emotional. They describe themselves as independent, original, unconventional, expressive and tense.

Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor, and symphony conductor.

## SOCIAL

The pure social types are sociable, responsible, humanistic and concerned about the welfare of others. They usually express themselves well and get along well with others. They like attention and seek situations allowing them to be at or near the center of the group. They prefer to solve problems by discussions with others or by arranging or rearranging relationships between others. They have little interest in situations requiring physical exertion or working with machinery. Such people describe themselves as cheerful, popular, achieving and good leaders.

They like occupations such as school superintendent, psychologist, teacher, counselor, playground director, speech therapist or camp counselor.

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## ENTERPRISING

The extreme types have a great ability with words, which they put to good use in selling, dominating and leading. They see themselves as energetic, enthusiastic, adventurous, self-confident and in-charge. They like social tasks where they can be the leader. They like persuading others to their viewpoints. They are impatient with precise work or work involving lots on intellectual effort. They like power, status and material wealth, and they enjoy working in expensive settings.

Job preferences include business executive, buyer, hotel manager, industrial relations, consultant, political campaigner, realtor, many kinds of sales work, sports promoter and television producer.

## CONVENTIONAL

Extremes of this type prefer things in good order, both verbal and numerical, such as office work. They fit well into large organizations but do not seek leadership. They respond to power and are comfortable working in a well-established chain of command. They dislike situations that seem unstructured, and prefer to know exactly what is expected of them. Such people describe themselves as conventional (average), stable, well controlled and dependable. They have little interest in problems requiring physical skills or relationships with people. They are most effective at well-defined tasks, where they know just what they are supposed to do. They value material possessions and status.

Vocational preferences are mostly in the business world, and include bank examiner, bank teller, bookkeeper, accounting, financial analyst, computer operator, tax expert and traffic manager.

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#### ATTENDANCE .....

Come every day.

#### PUNCTUALITY .....

Be on time.

#### TEAMWORK .....

Works cooperatively  
with others.

#### COMMUNICATION .....

Talk and listen  
effectively.

#### COMPETENCE .....

Be able to read,  
write, and compute.

#### PROBLEM-SOLVE .....

Be able to choose  
viable solutions  
to resolve issues.

#### TIME MANAGEMENT .....

Set goals and  
be organized.

#### LEADERSHIP .....

Motivate others  
toward goals.

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### Where the Jobs Are...

2000

#### Fastest Growing Jobs

#### Biggest Growth in Total Number of Workers

Occupation	Number of new jobs	Percent change
paralegal	64,000	104
medical assistant	119,000	90
physical therapist	53,000	87
physical therapy aide	29,000	82
data process equipment repair	56,000	81
home health aide	111,000	80
systems analyst	251,000	76
medical records technician	30,000	75
employment interviewer	54,000	71
computer programmer	335,000	70

Occupation	Number of new jobs	Percent change
retail sales	1,200,000	33
waiter/waitress	752,000	44
nursing	612,000	44
janitor	604,000	23
general manager	582,000	24
cashier	575,000	26
truck driver	525,000	24
office clerk	426,000	20
food counter worker	449,000	30
nursing aide	433,000	35

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