THE CAREER COUNSELING GUIDE

Career Services
http://www.gsw.edu/~career/
Georgia Southwestern State University
THE CAREER COUNSELING GUIDE

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Choosing a Career

A Career is viewed as a sequence of jobs, educational and leisure experiences which affect your lifelong involvement with work.

In order to have a successful career in life, you need to consider the following factors:
- Appropriate educational background
- Broad knowledge of skills
- Knowledge of new technology
- Flexibility to adapt to change

Following are some very important steps in your career search:

1. SELF ASSESSMENT – find out more about your
   - Interests
   - Skills and Abilities
   - Preferences
   - Experiences
   - Work Values
   - Motivations

2. CAREER EXPLORATION
   - Become familiar with the world of work
   - Research occupations and industries
   - Gather career information from individuals and publications

3. CHOOSING A MAJOR
   - Relate, compare and contrast your self-assessment conclusions with your career exploration research.
   - Does the major match your interests, skills and preferences?

4. CAREER PREPARATION
   - Campus Clubs and Activities
   - Internship and Cooperative Education
   - Summer Jobs
   - Community Service
   - Volunteer Work
   - Externship – Observing a professional in a work environment for an abbreviated time period.
   - Information Interviewing – Talking to people in your chosen field about career opportunities, responsibilities, advantages, and disadvantages.
Ten Steps to Planning Your Career

1. Develop a career plan. Think about what you want to do. (http://www.act.org/Discover/login). Please check with the Office of Career Services to obtain a user I.D.

2. Assess your skills and interests. What you enjoy, what you are good and what kind of person you are. (http://www.gcic.peachnet.edu/). **User I.D.:** gsw  **Password:** gcis596

3. Research Occupations including nature of the job, educational requirements, salary, working conditions and future outlook.

4. Compare your skills and interests with the occupation you have selected.

5. Choose a career goal.

6. Select a school that meets your career goal.

7. Find out about financial aid to help support your career goal.

8. Learn about job-hunting tips as you prepare to graduate.


10. Go to your career guidance center or local library for additional information. (http://www.gsw.edu/~career); (http://galileo.usg.edu)

**Self Assessment**

The Career Services Center uses E-Discover, Myers-Briggs Type Indicator, and Strong Interest Inventory self assessment tools to help students learn more about themselves, their job choices, and their future careers. For more information on Myers-Briggs, you can search Google or go to http://www.humanmetrics.com to take a free personality test.

In the following pages, we will describe different personality types and their relationship to the world of work as well as provide information on using the E-Discover personality profile.
Instructions for Using E-Discover

To use E-Discover:

- Open your Internet browser to either Explorer or Netscape.
- Go to this web page:  
  http://www.act.org/discover/login
- The E-Discover opening page will appear with a “Welcome to DISCOVER – Please Log in” message.

- Type in your user token which is your user ID (you can obtain tokens from the Office of Career Services)
- Press “Submit”
- A screen will appear that says, “Choosing a Password”
  The first time you come to E-Discover, you will be asked to select a password. You can choose something easy to remember. The password is hidden as it is typed, so you must enter it twice to be sure what you intended to type is typed
- You will then be asked to complete personal information (for our reporting purposes) and then hit “submit”
- You will then see a Security Alert screen with encrypts the social security information
- You will see the DISCOVER homepage and you may begin the process
- Choose “Inventories”
- Choose “Interest Inventories” and complete
  You will see a map with suggested career areas on the right
- At the top of the screen, choose “Abilities” and complete
- At the top of the screen, choose “Values” and complete
- You will then receive an Inventories Summary with you Career Wheel
- Print this information
- After taking the inventories (interest, Abilities, and Value), print the Inventory Summary
- Choose a major career field. Click on it and review some occupations in that field
- Click on the occupation and review the work tasks, training, salary, etc. You may print this information for your instructor’s review. If you have any questions, call Career Services at 229-931-2237, or e-mail us at “career@gsw.edu”.
- Click “Finish”
- Complete the Evaluation
- Log out
The following pages will describe six different personality types based on Dr. John Holland’s Theory of Careers. Dr. Holland’s Theory states that most people can be loosely categorized with respect to six types:

- Realistic,
- Investigative,
- Artistic,
- Social,
- Enterprising, and
- Conventional

Occupations and work environments can also be classified by the same categories. People who choose careers that match their own types are most likely to be satisfied and successful. For more information, go to:

http://www.self-directed-search.com
Realistic Personality

Realistic individuals are capable and confident when using their bodies to relate to the physical world. They focus on things, learn through their hands and have little need for conversation. Because of their facility with physical objects, they are often good in emergencies. Their ability to deal with the physical world often makes them very independent. Since these characteristics describe the stereotypical male, many women shrink from displaying any capability in this area, and often women are discouraged from doing so. Realistic people sometimes get so absorbed in putting things right that they can forget about everything else.

Realistic Personality: Physical Needs

- Hands-on people who enjoy exploring things, fixing things, making things with their hands
- Express themselves and achieve primarily through their bodies rather than through words, thoughts, feelings
- Usually independent, practical minded, strong, well coordinated, aggressive, conservative – the rugged individualist
- Likes the challenges of physical risk, being outdoors, using tools and machinery
- Prefer concrete rather than abstract problems
- Solve problems by doing something physical

The Realistic Type likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, electrician. Has mechanical abilities, but may lack social skills. Is described as:

- Conforming
- Frank
- Genuine
- Hardheaded
- Honest
- Humble
- Materialistic
- Modest
- Natural
- Thrifty
- Normal
- Persistent
- Practical
- Shy
- Thrifty
Investigative Personality

The investigative individual deals with the “real world” of things but at a distance. These individuals prefer to read, study, use books, charts, and other data instead of getting their hands on things. When involved with people, the tend to focus on ideas. Wherever they are, they collect information and analyze the situation before making a decision. If they enjoy the outdoors, it’s because they are curious, not because they enjoy rugged, heavy or physical work. Their curiosity sometimes leads them to explore their ideas to the exclusion of all else.

Investigative Personality: Mind Needs

- Persons who “live” very much in their minds
- Unconventional and independent thinkers, intellectually curious, very insightful, logical, persistent
- Express themselves and achieve primarily through their minds rather than through association with people or involvement with things
- Like to explore ideas through reading, and discussing
- Enjoy complex and abstract mental challenges

The Investigative type likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Has mathematical and scientific ability but often lacks leadership ability. Is described as:

Analytical  Independent  Modest
Cautious    Intellectual  Pessimistic
Complex    Introverted  Precise
Critical    Methodical  Rational
Curious     Reserved
Artistic Personality

The Artistic Individual is creative, but not necessarily with paint and canvas. These individuals express creativity not only with material objects, but with data and systems as well. The weaver designs and makes fabrics; the poet creates with words; the choreographer arranges dancers in flowing patterns. The Industrialist creates new systems for the flow of goods; the program planner creates better delivery of services beyond the usual. They would rather create ideas than study them. They like variety and are not afraid to experiment, often disregarding rules. Their ideas don’t always please others, but opposition doesn’t discourage them for long.

Artistic Personality: Aesthetic Needs

- Persons who are creative, sensitive, aesthetic, introspective, intuitive, visionary
- See new possibilities and want to express them in creative ways
- Especially attuned to perception for color, form, sound and feeling
- Prefer to work alone and independently rather than with others
- Enjoy beauty, variety, the unusual in sight, sound, texture, people
- Need fairly unstructured environment to provide opportunities for creative expression
- Solve problems by creating something new

The Artistic type likes artistic jobs such as composer, musician, stage director, writer, interior decorator, actor/actress. Has artistic abilities: writing, musical or artistic, but often lacks clerical skills. Is described as:

- Complicated
- Disorderly
- Emotional
- Expressive
- Idealistic
- Imaginative
- Impractical
- Impulsive
- Independent
- Original
- Introspective
- Intuitive
- Nonconforming
- Open
The Social Individual focuses on people and their concerns. Sensitive to people’s moods and feelings, these individuals enjoy company and make friends easily. Their level of caring may range from one person to the entire human race. Their relationships with people depend on their ability to communicate both verbally and nonverbally, listening as well as speaking. Their empathy and ability to intuit emotional cues help them solve people problems sometimes even before others are aware of them. They can pull people together and generate positive energy for a good cause. Since this social orientation seems to describe the “typical female,” many men shrink from expressing or dealing with deep feelings. The social personality types sometimes focus on peoples’ concerns to the exclusion of all else.

**Social Personality: People Needs**

People persons who “live” primarily in their feelings
Sensitive to others, genuine, humanistic, supportive, responsible, tactful, perceptive
Focus on people and their concern rather than on things or deep intellectual activity
Enjoy closeness with others, sharing feelings, being in groups, unstructured settings that allow for flexibility and caring
Solve problems primarily by feeling and intuition, by helping others

The Social Type likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, speech therapist. Has social skills and talents, but often lacks mechanical and scientific ability. Is described as:

- Convincing
- Cooperative
- Friendly
- Generous
- Helpful
- Idealistic
- Kind
- Patient
- Responsible
- Social
- Sympathetic
- Tactful
- Understanding
- Warm

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Enterprising Personality

The Enterprising individual is a leader who initiates projects but often gets others to carry them out. Instead of doing research, these people often rely on intuition about what will work. They may strike an observer as restless and irresponsible since they often drop these projects after the job is underway, but many activities would never get off the ground without their energizing influence. They need to be part of the “in crowd,” but since their relationships center around tasks, they may focus so dynamically on the project that the personal concerns of others (and even their own) go unnoticed.

Enterprising Personality: Accomplishment Needs

- Project persons who are thoroughly absorbed in their involvements
- Energetic, enthusiastic, confident, dominant, political, verbal, assertive
- Leaders who are talented at organizing, persuading, managing
- Achieve primarily by using these skills in dealing with people and projects
- Enjoy money, power, status, being in charge
- Solve problems by taking risks

The Enterprising type likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, buyer. Has leadership and speaking abilities but often lacks scientific ability. Is described as:

- Acquisitive
- Adventurous
- Agreeable
- Ambitious
- Attention-getting
- Domineering
- Energetic
- Extroverted
- Impulsive
- Sociable
- Optimistic
- Pleasure-seeking
- Popular
- Self-confident
The Conventional Individual is also task oriented, but prefers to carry out tasks initiated by others. Since they are careful of detail, these individuals keep the world’s records and transmit its messages. They obey rules and they value order in the world of data. Their sense of responsibility keeps the world going as they focus on the tasks at hand to the exclusion of all else.

**Conventional Personality: Structure Needs**

- Persons who “live” primarily in their orderliness
- Quiet, careful, accurate, responsible, practical, persevering, well organized, task oriented
- Have strong need to feel secure and certain, get things finished, attend to every detail, follow a routine
- Prefer to work for someone of power and status rather than be in such a position themselves
- Solve problems by appealing to and following rules

The Conventional type likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, tax expert. Has clerical and arithmetic ability, but often lacks artistic abilities. Is described as:

- Conforming
- Conscientious
- Careful
- Efficient
- Inhibited
- Obedient
- Orderly
- Persistent
- Practical
- Thrifty
- Unimaginative
Skill Identification

Skills are abilities that can be used in performing specific tasks or functions. Your skills are proven by knowledge and experience. Skills can be organized into four areas: Data, Ideas, People, and Things. Everyone has a preference for working with one area or a combination of areas. Review the Skill Area Definitions Chart to determine where your skills exist.

Skill Area Definitions Chart

Data (facts, records, files, numbers, systematic procedures for facilitating goods/services consumed by people). “Data activities” involve impersonal processes such as recording, verifying, transmitting, and organizing facts or data representing goods and services. Purchasing agents, accountants, and air traffic controllers work mainly with data.

Ideas (abstractions, theories, knowledge, insights, and new ways of expressing something — for example, with words, equations, or music). “Ideas activities” involve intrapersonal processes such as creating, discovering, interpreting, and synthesizing abstractions. Scientists, musicians, and philosophers work mainly with ideas.

People (no alternative terms). “People activities” involve interpersonal processes such as helping, informing, serving, persuading, entertaining, motivating, and directing — in general, producing a change in human behavior. Teachers, salespersons, and nurses work mainly with people.

Things (machines, mechanisms, materials, tools, physical and biological processes). “Things activities” involve nonpersonal processes such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and engineers work mainly with things.

Think about your life history. Identify and describe your peer group roles, family roles, school projects, community service, volunteer work, summer jobs, hobbies, and school organizations, teams, and/or activities. Brainstorm and list the duties, responsibilities, and accomplishments involved in each relationship and/or activity. Do not censor yourself! After completing this activity, review the Skill Checklist to further identify how you want to work with Data, Ideas, People, and/or Things.

Skill Checklist

<table>
<thead>
<tr>
<th>Data</th>
<th>Ideas</th>
<th>People</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts/Records</td>
<td>Theories/Insights</td>
<td>Care/Services</td>
<td>Machines/Materials</td>
</tr>
<tr>
<td>Synthesizing</td>
<td>Implementing</td>
<td>Mentoring</td>
<td>Setting-up</td>
</tr>
<tr>
<td>Coordinating</td>
<td>Synthesizing</td>
<td>Negotiating</td>
<td>Precision working</td>
</tr>
<tr>
<td>Analyzing</td>
<td>abstractions</td>
<td>Diverting</td>
<td>Operating/controlling</td>
</tr>
<tr>
<td>Compiling</td>
<td>Creating</td>
<td>Persuading</td>
<td>Driving/operating</td>
</tr>
<tr>
<td>Computing</td>
<td>Discovering</td>
<td>Speaking/signaling</td>
<td>Manipulating</td>
</tr>
<tr>
<td>Copying</td>
<td>Interpreting</td>
<td>Serving</td>
<td>Handling/carrying</td>
</tr>
<tr>
<td>Comparing</td>
<td>Expressing</td>
<td>Helping</td>
<td>Inspecting</td>
</tr>
<tr>
<td>Managing</td>
<td>Instructing</td>
<td>Encouraging</td>
<td>Producing</td>
</tr>
<tr>
<td>Planning</td>
<td>Organizing</td>
<td>Motivating</td>
<td>Repairing</td>
</tr>
<tr>
<td>Recording</td>
<td></td>
<td>Leading</td>
<td>Building</td>
</tr>
</tbody>
</table>

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### Enterprising Theme

**Business Contact Job Cluster**

- **E. Marketing and sales job family**
  - Sales workers in stores; route drivers (milk, etc.); buyers; travel agents; sales workers who visit customers (real estate and insurance agents; stock brokers; farm products; office and medical supplies sales workers)

- **F. Management and Planning Job Family**
  - Store, motel, restaurant, and agribusiness managers; office supervisors; purchasing agents; managers in large businesses; recreation/parks managers; medical records administrators; urban planners

### Investigative Theme

**Science Job Cluster**

- **A. Engineering and Other Applied Technologies**
  - Engineers and engineering technicians in various fields; biological and chemical lab technicians; computer programmers; computer service technicians; drafters; surveyors; technical illustrators; food technologists

- **B. Medical Specialties and Technologies**
  - Dental hygienists; EEG and EKG technicians; opticians; prosthetics technicians; X-ray technologists; medical technologists; dentists; optometrists; pharmacists; veterinarians

- **C. Natural Sciences and Mathematics**
  - Agronomists; biologists; chemists; ecologists; geographers; geologists; horticulturists; mathematicians; physicists; soil scientists

- **D. Social Sciences**
  - Marketing research analysts; anthropologists; economists; political Scientists; psychologists; sociologists

### Conventional Theme

**Business Operations Job Cluster**

- **G. Records and Communications**
  - Office, library, hotel, and postal clerks; receptionists; computer tape librarians; office, medical, and legal secretaries; court reporters; medical record technicians

- **H. Financial Transactions**
  - Bookkeepers; accountants; grocery check-out clerks; bank tellers; ticket agents; insurance underwriters; financial analysts

- **I. Storage and Dispatching**
  - Shipping and receiving clerks; mail carriers; truck, cab, and airline dispatchers; cargo agents; air traffic controllers

- **J. Business Machine/Computer Operation**
  - Computer console, printer, etc., operators; office machine operators; typists; word-processing equipment operators; statistical clerks

### Artistic Theme

**Arts Job Cluster**

- **K. Applied Arts (Visual)**
  - Floral designers; merchandise displayers; commercial artists; fashion designers; photographers; interior designers; architects; landscape architects

- **L. Creative/Performing Arts**
  - Entertainers (comedians, etc.); actors/actresses; dancers; musicians; singers; composers; writers; art, music, etc. teachers

- **M. Applied Arts (Written and Spoken)**
  - Advertising copywriters; disk jockeys; legal assistants; advertising account executives; interpreters; reporters; public relations workers; lawyers; librarians; technical writers

### Realistic Theme

**Technical Job Cluster**

- **N. Vehicle Operation and Repair**
  - Bus, truck, and cab drivers; auto, bus and airplane mechanics; forklift operators; merchant marine officers; airplane pilots

- **O. Construction and Maintenance**
  - Carpenters; electricians; painters; custodians (janitors); bricklayers; sheet metal workers; bulldozer and crane operators; building inspectors

- **P. Agriculture and Natural Resources**
  - Farmers; foresters; ranchers; landscape gardeners; tree surgeons; plant nursery workers; pet shop attendants

- **Q. Crafts and Related Services**
  - Cooks; meat cutters; bankers; shoe repairers; piano/organ tuners; tailors; jewelers

- **R. Home/Business Equipment Repair**
  - Repairers of TV sets, appliances, typewriters, telephones, heating systems, photocopiers, etc.

### Social Theme

**Social Service Job Cluster**

- **T. General Health Care**
  - Nursing Aides; orderlies; dental assistants; licensed practical nurses; physical therapy assistants; registered nurses; dieticians; occupational therapists; physicians; speech pathologists

- **U. Education and Related Services**
  - Teacher aides; preschool teachers; athletic coaches; college teachers; guidance/career/etc., counselors; elementary and secondary school teachers; special education teachers

- **V. Social and Government Services**
  - Security guards; recreation leaders; police officers; health/safety/food/etc. inspectors; child welfare workers; home economists; rehabilitation counselors; sanitariums; social workers

- **W. Personal/Customer Services**
  - Grocery baggers; bellhops; flight attendants (stewards, stewardesses); waitresses and waiters; cosmetologists (beauticians); barbers; butlers and maids
ACT World-of-Work Map

The World-of-Work Map was designed by the American College Testing Program to provide an overview of the world of work. It is a classification system that gives a sense of direction to career exploration.

About the World-of-Work Map

The location of a Job Family on the map shows how much it involves working with DATA, IDEAS, PEOPLE, and THINGS. Arrows by a job family show that work tasks often heavily involve both PEOPLE and THINGS (ريع) or DATA and IDEAS (ريع). Although each Job Family is shown as a single point, the jobs in a family vary in their locations. Most jobs, however, are located near the point shown for the Job Family.
The Self Directed Search Personality Type Test

Your SDS score is a generalization, not likely to be an exact fit. However, it might help you discover where you can find occupational satisfaction. There are a number of instruments designed to help you identify your SDS Score. This condensed survey is not intended to be as accurate or comprehensive as a full instrument. But completing this survey might help you identify the cluster(s) of occupations in which you would have the most interest and get the most satisfaction, and it will give you a place to start your career exploration.

Step One: Circle the number of any item in the box below that is appealing to you. Leave the rest blank.

1. Farming 18. Working from 9-5 32. Build rocket model
4. Studying people in other lands 21. Reading art and music magazines 35. Being elected class president
5. Talking to people at a party 22. Helping people solve personal problems 36. Using business machines
7. Auto mechanics 24. Type reports 38. Doing puzzles
9. Draw or paint 26. Working in a lab 40. Belonging to a club
10. Go to church 27. Musicians 41. Giving speeches
12. Use a cash register 29. Leaders 43. Wildlife biology
13. Carpentry 30. Following a budget 44. Being in a science fair
15. Foreign language 32. Working in a lab 46. Working with old people
16. Teaching children 33. Creative writing 47. Sales people
17. Buying clothes for a store 34. Attending sports events 48. File letters and reports

Step Two: On the chart below, again circle the numbers of the items which appealed to you. After you have finished, count the numbers circled on each line, counting across. In which categories did you score the highest? Write the two highest categories on the lines below. These are the clusters in which you have the most interest, and their corresponding labels are your SDS code. (For example, if you scored highest in Social, and second highest in Artistic, your SDS Code would be “SA”. You would want to concentrate your career exploration efforts in those two categories.)

<table>
<thead>
<tr>
<th></th>
<th>R=REALISTIC</th>
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<th>I=INVESTIGATIVE</th>
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<th>A=ARTISTIC</th>
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<th>S=SOCIAL</th>
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<th>E=ENTERPRISING</th>
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<th>CONVENTIONAL</th>
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<td>42</td>
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</table>

I scored highest in ___________________________ Second highest in ___________________________

My SDS Code is _____________________________

For a more comprehensive version, visit (http://www.self-directed-search.com/browser.html)
Reviewing your SDS Code

Reviewing pages 3-8 of this booklet again, look at the 6 different personality types again, then indicate in the blanks below the types you think you are most like:

“I resemble the ________________ type the most.”
“I resemble the ________________ type next.”
“I resemble the ________________ type next.”

Compare these self-ratings with the three letter Summary code obtained from the SDS. Are they identical or similar?

The jobs people choose or work in have also been organized into the same six groups – look at the Occupations Finder. It is useful to think of jobs as environments which are more hospitable, congenial, and beneficial for some types of people than for others. For example, if you are a Social type, you will probably prefer a social job environment most because social jobs involve activities, values, abilities, and self-views that you have or prefer, in general, people who find jobs that match their type are expected to be most satisfied and successful; Investigative types fit investigative jobs best. Enterprising types fit enterprising jobs best, and so on.

These are the main ideas, but it is necessary to look more closely at these ideas about people and work to understand the complexity of both people and jobs. In short, few people resemble a single type; and only a few jobs fall into neat packages.

You will find that you resemble several types rather than one type. If your abilities and interests are well defined or focused, you will have only one to three high scores and will probably find it easy to make career decisions. Search the Occupations Finder for every possible ordering of your three-letter code. For example, if your code is ESC, search for all the ESC, ECS, SEC, SCE, CES, and CSE occupations. This search will usually turn up only a few occupations that you wish to consider, but this search has several beneficial outcomes. It will increase the range of potentially satisfying occupational possibilities; and it will give you a better understanding of your vocational possibilities; and it will leave you feeling more satisfied with your current aspiration or job. Contrary to some popular opinion, most people have many potentially satisfying occupations, not just a few.

A hexagon is used to show the similarities and differences among the types, among jobs, and between people and jobs. Types that are next to one another on the hexagon are most closely related – for example, Realistic and Investigative, Artistic and Social, Enterprising and Conventional. If the first two letters of your Self-Directed Search code are next to one another on the hexagon, you have more consistent or compatible interests than if your first two letters are farther apart – for example, Investigative and Enterprising. The hexagon is also used to estimate the degree of fit between a person and a job or between a person and each of several proposed jobs. According to the hexagon, a Social person in a Social occupation fits the job well, a Social person in an Enterprising occupation is not as close a fit, but is not far off; a Social person in an Artistic occupation also is in a less compatible but related situation. A Social person in a Conventional or an Investigative occupation is in a less compatible situation.

The Hexagonal model of Relation of SDS Codes
Finally, a Social person in a Realistic occupation is in the most Incompatible situation possible. In this way, the hexagon lets you estimate degrees of compatibility for the jobs you may be thinking about. Simply find the distance between the first letter of your SDS code and the first code letter of jobs you may be thinking about. Simply find the distance between the first letter of each job you have in mind. The smaller the distance, the closer the fit between you and the occupation. For more comprehensive and precise estimates of the degree of fit or compatibility between your three letter SDS code and any occupation, talk to your career counselor who can provide individualized assistance.

It is not necessary to have your SDS code match your aspiration or job code letter for letter. Occupations tolerate a variety of types. What is important is that your three-letter code at least resembles the three-letter code of your occupational choice.

The resemblance is strong, for example, if your SDS code is RIE, but the occupation you aspire to is coded IRC (a similar code). Other examples of strong to moderate resemblance is to RIE would include occupational codes of RIA, EIR, RSA. If you can see no relation between your SDS code and your aspiration, you should examine your potential satisfaction for that occupation with a counselor or a friend.

The Party
Below is an aerial view (from the floor above) of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room – as described below.

1. Which corner of the room would you instinctively to drawn to, as the group of people you would most enjoy being with? (Leave aside any questions of shyness, or whether you would have to talk with them.) Write the letter for that corner in this box._______

2. After 15 minutes, everyone in the corner you have chosen, leaves for another party cross-town except you. Of this groups that still remain now, which corner or group would you be drawn to the most, as in the people you would most enjoy being with? Write the letter for that corner in this box._______

3. After another 15 minutes, this group too leaves for another party, except you. Of the remaining corners, and groups, which remain now, which one would you most enjoy being with? Write the letter for that corner in this box._______
References


