The Party

Theme and Level

Theme: Know Myself
Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students participate in interview groups and complete the Self-Directed Search, a formal career assessment to determine their three-letter Holland personality types.
Time: 100 minutes (across two days).

Essential Questions

- What is my Holland personality type?
- How might my personality influence my career goals?

Preparation

- Order Self-Directed Search (SDS) workbooks from Psychological Assessment Resources, Inc. (ordering information under Credits and Citations)
- Set up overhead projector with classroom computer for Day One
- Reserve computer lab with overhead projector enabled for Day Two
- Establish CIS portfolios before this lesson
- Read Setting the Stage for Using Formal Career Assessment Instruments found in Tools for Counselors and Teachers, under Guides and Instructional Notes
- Familiarize yourself with SDS by reviewing the technical manual as well as this or other Internet sites: http://www.self-directed-search.com
- Print *The Party Worksheet*, one per student

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is for them to learn more about their personality type and the relationship between personality and occupations.
2. Distribute *The Party Worksheets*. Ask students to complete the worksheets individually. Inform them to keep their three-letter Holland personality type codes private.
3. Divide the class into groups of three.
4. Show PPT Slide 2. Review the assignment.
   - Ask each group to select one person to be interviewed.
   - The remaining two will be interviewers. (They will switch roles during the activity.)
   - During a five-minute preparation period, interviewers are to develop questions that will help them determine the personality type of the interviewee.
   - Reiterate two rules: 1) The interviewee may not tell their three-letter Holland personality type to the interviewers, and 2) the interviewers may not ask for this information.
   - They will be given five minutes to conduct the interview then the interviewers must guess the three-letter code of the interviewee.
5. Give students five minutes to prepare questions, then tell them to conduct the first interview. After five minutes, remind them that it is time for them to select a three-letter code for the interviewee.
6. Discuss among all groups how closely they identified their interviewees' codes.
7. Switch roles within each group and repeat the process, so that all students are interviewed.
8. Show PPT Slide 3. Discuss the effectiveness of the various sorts of questions students used to deduce personality information.
   - What questions revealed the most?
   - What questions were not helpful?
   - Did you agree with the code your interviewee had from *The Party Worksheet*?
9. Explain that *The Party Worksheet* is an informal assessment, meaning that its results are less valid than Holland's formal test, the Self-Directed Search (SDS), which they will take during the next class meeting. Tell students to save these worksheets to compare their results to the formal test results.

Day 2

1. Show PPT Slide 4. Introduce the five categories in the SDS then administer the test.
2. With the results in hand, review and compare to *The Party Worksheet* results.
3. Show PPT Slide 5. Ask these questions:
   - Did your choices on the worksheet reflect the same personality factors as the SDS?
   - Why might there be differences?
   - How does your type relate to possible careers you are considering?
4. Ask students to research occupations that match their Holland personality types using CIS Assessment Link.
5. Ask students to prepare a brief report discussing how their personality types relate to occupations of interest to them and their career goals.

Variations and Accommodations

- Use the Internet-based version of the Self-Directed Search.
- Group students by primary type code for discussion of test results.
- Assign Day Two tasks as homework and discuss the formal assessment and worksheet instead on Day Two.
- In an English class, students could write a narrative essay about their results and personal learning in relation to personality type and career goal.
- In a geometry class, students could analyze the geometry of type. For details, see John Holland's book, *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*, published by Prentice Hall College Div, 1997.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.

Assessment

Use *The Party Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box in the Know Myself section of Career Plan.

Materials

Classroom with computer, overhead projector and CIS access for Day One
Computer lab with overhead projector and CIS access for Day Two
Self-Directed Search workbooks
The Party (PPTX)
The Party Worksheet (PDF)
The Party Worksheet (DOCX)
The Party Scoring Guide (PDF)
The Party Scoring Guide (DOCX)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Association

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.

American School Counselor Association

- Academic Development, Career Development, Personal/Social Development

Bloom's Taxonomy: Understanding, Analyzing, Evaluating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment

Credits and Citations

- The party activity is adapted from "The Party" exercise in *The Quick Job Hunting Map for Determined Job-Hunters & Career-Changers*, included in Bolles, Richard N. *What Color is Your Parachute?* Berkeley, CA: Ten Speed Press, 1970.
- The Self-Directed Search (SDS) is a product of Psychological Assessment Resources, Inc. PAR, Inc. 16204 North Florida Avenue Lutz, FL 33549

For more information: http://www.self-directed-search.com

- Also available to order through HollandCodes.com: http://www.hollandcodes.com/self_directed_search.html