

## Career Development Plan and Workbook

Do you know what careers are best fitted to you and your unique personality? Are you uncertain about your career options? The objective of this workbook is to provide you with a well-rounded approach to career planning. The workbook consists of three exercises that deal with important topics in career planning: Values, Interests, and Skills. Follow this plan to assist you in the career planning process:

**Values Inventory:** Read page two. Using the values listed on page three of this workbook, list your values under each section. Choose the top five values under “Always Value” column and list these under the Values section of your Career Assessment Worksheet located on page 15 (last page of this workbook).

**Interests Inventory:** Read page four and complete the Interest Inventory on pages 5 and 6. Once you have checked the activities that you find interesting, select your top five and list these on the Interests section of the Career Assessment Worksheet (last page of this workbook). *Please note: The five activities are those listed under each Holland type (e.g. Pursuing ideas and scholarly activities – under Investigative).*

**Skills Checklist:** Using pages seven and eight, check the skills you are good at (or wish to be good at). Choose your top ten skills and list these under the Skills section of the Career Assessment Worksheet (last page of this workbook).

**Occupational Choices:** Using your top three interests again, read the occupational titles under those three areas found on pages nine through fourteen. Choose three occupations which interest you and write these under #1, #2 and #3 of the Options section on the Career Assessment Worksheet.

**Career Assessment Worksheet:** For each occupation in the Options section, look at the Values, Interests and Skills areas. Rate each value, interest and skill under the occupational title. If the occupation uses that value, interest, or skill 50% or more of the time, rate it a “+”. If the occupation uses that value, interest or skill less than 50% of the time, rate it a “-“. If the occupation does not use that value, interest or skill at all, rate it a “0”. If you are uncertain and do not know, rate it a “?”. Complete this for all three occupations.

**Review your Career Assessment Worksheet:** If you have numerous +’s under an occupational title, chances are you will be satisfied with that career. If you have many -’s or 0’s, you should assess whether you will be satisfied in the career field since it does not meet your values, interests or skills. If you have a number of question marks (?), you need to do more research on that occupation. Meet with your career adviser to discuss your results and implement a career development plan.

## Values Inventory

For your work to be satisfying, it must be compatible with your values. For some people, money, power, prestige and status are what it takes for a job to be rewarding. Other may have these extrinsic rewards in their work and find it unsatisfying. Read through the values on the next page. Do you find these values important to you or unimportant? List each value under one of the following categories:

Always Value

Often Value

Sometimes Value

Seldom Value

Never Value

**ADVANCEMENT**

Opportunities for growth and promotion

**ADVENTURE**

Exciting work which may involve risk

**AESTHETICS**

Work in a physically pleasing environment or be involved in creating or studying beauty

**CHALLENGING WORK**

To be stretched to achieve your work tasks, to be a problem solver as part of your work

**CHANGE AND VARIETY**

To have many different experiences, responsibilities, and activities as a part of your work.

**CREATIVITY**

Conceive new ideas, programs, structures; thinking “outside of the box.”

**EXPERTISE**

Demonstrate a high degree of proficiency in job skills and knowledge.

**EXCITEMENT**

High degree of stimulation or frequent novelty or drama on the job.

**FRIENDSHIPS**

Opportunity to develop close personal relationships with people at work.

**LIFE/WORK BALANCE**

Workplace supports employees spending time with family and other personal activities.

**HELP OTHERS**

Contributing to helping people directly, either individually or in small groups.

**HIGH EARNINGS**

Offers potential to accumulate large amounts of money.

**INDEPENDENCE**

Not having to follow instructions or conform to regulations. Responsible for making decisions about your work.

**CALM ATMOSPHERE**

Minimal pressure and avoid the “rat race.”

**LOCATION**

Located in a town or area conducive to my lifestyle and personal needs and desires.

**MORAL FULFILLMENT**

My work contributes to values that are very important to me.

**LEADERSHIP / AUTHORITY**

Being in charge, leading others, organizing event and activities or being the prime decision-maker.

**STATUS**

Impress or gain respect of friends, family and community by nature or level of my work.

**RECOGNITION**

Receive credit for work well done.

**SECURITY**

Not having to worry whether your employment will continue at the same or at a better level.

**STRUCTURED ENVIRONMENT**

Work routine and duties are largely predictable and not likely to change.

**FLEXIBILITY**

I have a flexible work schedule

**WORK ALONE**

Do projects by myself with minimal contact with others.

**TEAMWORK**

Work with others towards a common goal.

**HELP SOCIETY**

Do something that contributes to the betterment of the world.

**DECISION MAKING**

Making choices about what to do and how to do it.

**PERSONAL GROWTH**

Job provides opportunities for me to grow as a person and learn new ideas, skills, etc.

**BELONGING/AFFILIATION**

Be recognized as a member of a particular organization and feel a sense of belonging.

**COMPETITION**

Use my abilities to surpass the performance of others.

**CUTTING EDGE**

Work at the frontiers of knowledge.

# Interests Inventory

Read the interests and put check marks beside those that interest you. Choose your top 5 interests and enter them on the Career Assessment Worksheet, the last page of this workbook. *Choose your favorite 5 interests from those listed under major headings below.*

(e.g. "Pursuing ideas and scholarly activities" is an interest under the **Investigative** heading.)

## **Social (Social Services/Education, Helpers)**

People who like to work with people. People who enjoy helping others and being of service.

Interests include:

- Teaching, explaining
- Enlightening, guiding, coaching
- Helping or serving others
- Selecting, training and supervising others
- Solving problems through interaction and leading discussions
- Counseling
- Healing/treating people with illnesses
- Communicating ideas, concepts or knowledge
- Exploring spiritual concerns
- Making a difference in other people's lives

## **Realistic (Technical, Doers)**

People who like to work with things. People who enjoy action.

Interests include:

- Being athletic, working outdoors and/or being physical
- Being practical
- Working with things rather than people
- Mechanically inclined
- Solving problems by doing something physical
- Producing tangible results or achieving concrete and observable rewards
- Working with straightforward examples and expectations
- Being with co-workers who have a concrete approach to problem solving
- Building, assembling, fixing and producing things
- Prefer being active rather than sitting for long periods of time

## **Investigative (Science, Thinkers)**

People who like to work with ideas and things. People who enjoy using their minds. Deals with facts and information.

Interests include:

- Pursuing ideas and scholarly activities
- Strong scientific or technical orientation
- Seeks to achieve expertise and knowledge
- Enjoys working on independent projects
- Performing ambiguous or abstract tasks
- Solving problems through thinking
- Conducting research or analysis
- Observing, collecting and organizing data
- Doing scientific or laboratory work
- Questioning why things happen or work the way they do

### **Artistic (Arts, Creators)**

People who like to work with ideas and people. People who enjoy expressing ideas and feelings through dance, music, art, design, writing, acting, film and other outlets.

Interests include:

- Participating in musical or theatrical performances
- Composing music
- Writing stories and articles
- Creating artwork, projects and new ideas
- Working independently
- Playing musical instruments
- Seeing possibilities and expressing them in creative ways
- Decorating and designing
- Reading books
- Coming up with ideas or different points of view

### **Enterprising (Business Contact, Persuaders)**

People who like to work with data and people. People who enjoy selling ideas or things.

Interests include:

- Leading and managing people, committees, projects, organizations or companies
- Solving problems by taking risks
- Achieving financial goals
- Influencing others
- Communicating
- Selling and purchasing
- Giving talks, speeches, presentations
- Promoting products or services
- Taking on competitive and challenging projects or people
- Political maneuvering or persuasion

### **Conventional (Business Operations, Organizers)**

People who like to work with data. People who enjoy taking care of details.

Interests include:

- Organizing complex accounting, computer, office or production systems
- Developing office or production procedures
- Streamlining operations and increasing efficiency
- Writing business reports and/or making charts and graphs
- Solving problems using a logical or systematic approach
- Keeping accurate records, financial books and/or budgeting
- Creating structure out of chaos
- Understanding bureaucratic systems and functioning well within them
- Handling logistics, scheduling and monitoring
- Utilizing talent for working with data and details

## Skills Checklist

Put checkmarks by the skills you are good at and enjoy using, or that you think you would enjoy and would like to learn. Then pick your favorite 10 and enter them on the Assessment Worksheet

### Skills Working with People

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> advocating                            | <input type="checkbox"/> handling emergencies           | <input type="checkbox"/> mentoring                                       |
| <input type="checkbox"/> administering                         | <input type="checkbox"/> helping or caring for others   | <input type="checkbox"/> providing hospitality                           |
| <input type="checkbox"/> counseling/advising                   | <input type="checkbox"/> interviewing                   | <input type="checkbox"/> utilizing diplomacy                             |
| <input type="checkbox"/> guiding group discussions             | <input type="checkbox"/> selling                        | <input type="checkbox"/> supervising others                              |
| <input type="checkbox"/> diagnosing/treating                   | <input type="checkbox"/> exercising compassion          | <input type="checkbox"/> listening                                       |
| <input type="checkbox"/> representing others                   | <input type="checkbox"/> motivating                     | <input type="checkbox"/> negotiating/mediating                           |
| <input type="checkbox"/> evaluating/screening people           | <input type="checkbox"/> teaching/training              | <input type="checkbox"/> coaching  |
| <input type="checkbox"/> persuading                            | <input type="checkbox"/> providing advice/consulting    | <input type="checkbox"/> communicating                                   |
| <input type="checkbox"/> managing conflict                     | <input type="checkbox"/> collaborating                  | <input type="checkbox"/> acting as a liaison                             |
| <input type="checkbox"/> perceiving intuitively; understanding | <input type="checkbox"/> exercising tact or sensitivity | <input type="checkbox"/> confronting others<br>setting limits for others |

### Skills Working with Data & Information

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> analyzing data                       | <input type="checkbox"/> implementing policies                   | <input type="checkbox"/> accounting                       |
| <input type="checkbox"/> researching                          | <input type="checkbox"/> calculating/computing                   | <input type="checkbox"/> observing/inspecting             |
| <input type="checkbox"/> classifying things or data           | <input type="checkbox"/> comparing/contrasting                   | <input type="checkbox"/> compiling                        |
| <input type="checkbox"/> taking inventory                     | <input type="checkbox"/> keeping records                         | <input type="checkbox"/> evaluating information           |
| <input type="checkbox"/> investigating                        | <input type="checkbox"/> estimating                              | <input type="checkbox"/> forecasting                      |
| <input type="checkbox"/> keeping track of details             | <input type="checkbox"/> meeting deadlines                       | <input type="checkbox"/> budgeting                        |
| <input type="checkbox"/> managing money/resources             | <input type="checkbox"/> programming/computing                   | <input type="checkbox"/> conducting library research      |
| <input type="checkbox"/> systematizing                        | <input type="checkbox"/> maintaining websites                    | <input type="checkbox"/> editing/proofing                 |
| <input type="checkbox"/> synthesizing/classifying information | <input type="checkbox"/> locating information<br>retrieving data | <input type="checkbox"/> auditing / checking for accuracy |

### Skills Working With Things

- |  |                                |  |
|--|--------------------------------|--|
| ___ assembling/building  | ___ tending with animals       | ___ repairing                                  |
| ___ using manual dexterity                                       | ___ preparing food             | ___ observing/inspecting                       |
| ___ handling/distributing  | ___ cultivating plants         | ___ setting up/installing                      |
| ___ creating things from wood, clay, etc.                        | ___ using mechanical ability   | ___ demonstrating equipment                    |
| ___ operating or utilizing tools, machinery or complex equipment | ___ driving/operating vehicles | ___ utilizing instruments or complex equipment |

### Creative Skills

- |  |   |  |
|--|---|--|
| ___ writing                            | ___ communicating verbally              | ___ editing & proofreading                       |
| ___ generating new ideas               | ___ designing                           | ___ inventing                                    |
| ___ making presentations               | ___ dancing, body movement              | ___ playing an instrument                        |
| ___ creating videos, films             | ___ illustrating                        | ___ composing                                    |
| ___ performing, acting or entertaining | ___ conceptualizing/visualizing         | ___ creating videos, software                    |
| ___ expressing artistic/design talent  | ___ producing or directing performances | ___ imagining/developing original ideas/thoughts |

### Leadership Skills

- |   |   |                                   |
|---|---|-----------------------------------|
| ___ delegating                          | ___ making decisions                    | ___ planning                      |
| ___ supervising/managing                | ___ running meetings                    | ___ promoting ideas               |
| ___ achieving results                   | ___ evaluating others                   | ___ exhibiting self-motivation    |
| ___ motivating/inspiring others         | ___ negotiating                         | ___ mediating                     |
| ___ setting organizational goals        | ___ facilitating meetings/groups        | ___ taking risks/ being a pioneer |
| ___ trouble shooting & solving problems | ___ initiating new tasks/ ideas/changes | ___ convincing/influencing others |

## OCCUPATIONAL CHOICES

### ARTISTIC (A)

Actress/Actor	Public Relations Representative
Advertising Executive or Manager	Radio Program Writer
Advertising Media Planner	Reviewer/Critic
Announcer, Radio or TV	Technical Illustrator
Architect	Theatrical Director
Arts Manager	Therapist, Art or Music
Cartoonist	Teacher or Professor:
Cinematographer	Art
Commercial Artist	Dance
Computer Animator	Drama
Conservator	English
Critic	Literature/Writing
Curriculum Developer	Music
Designer	Visual Effects Technician
Director	Writer:
Drama Coach	Fiction
Dramatist	Journalist
Editor	Magazine
Entertainer	Newspaper
Event Planner	Reporter
Fashion Designer/Artist	Screenwriter
Fashion Model	
Film Maker	
Foreign Language Interpreter	
Furniture Designer	
Graphic Designer	
Interior Designer	
Jewelry Designer	
Medical Illustrator	
Music Arranger	
Music Composer	
Musician	
Orchestra Conductor	
Painting Restorer	
Photo Journalist	
Photographer	
Product Designer	

## OCCUPATIONAL CHOICES

### CONVENTIONAL (C)

Accountant; Public Management Government	Librarian Loan Officer Market Researcher Officer Manager Operations Supervisor Payroll supervisor Production Manager Quality Control Manager Real Estate Appraiser Secretary Technical Writer/Documentation Specialist
Actuary Administrative Assistant Auditor Bank Customer Service Rep. Manager Teller Bookkeeper Certified Public Accountant Computer Programmer Compensation Analyst Computer Consultant Computer Systems Analyst Controller Credit Analyst Credit Manager Court Reporter Data Base Manager Dietitian Editor/Proofreader Electronic Data Processing Auditor Estimator Executive Assistant Financial Analyst Financial Expert Financial Manager Foreign Trade Clerk Insurance Underwriter Internal Revenue Agent Law Clerk	Technical Support Representative (Computer) Time Study Analyst Teachers/Trainers: Business education Mathematics Computer Skills Software Applications Title Examiner Webmasters

## OCCUPATIONAL CHOICES

### ENTERPRISING (E)

Attorney  
Banker  
Branch Manager  
Business Manager:  
    Restaurant  
    Office  
    Traffic  
    Personnel  
    Production  
Buyer/Retail Management  
CEO  
Consultant  
Contractor  
Director of Student Affairs  
Entrepreneur  
Financial/Market Analyst  
Foreign Service Officer  
Government Official  
Industrial Engineer  
Industrial Relations  
Insurance  
Agent or Manager  
Claims Adjuster  
Underwriter  
Investments Manager  
Judge  
Labor Arbitrator  
Marketing Manager  
Managing Editor-Newspaper  
Personnel Director  
Political Campaign Organizer  
Politician  
Public Agency Administrator  
Public Relations Representative  
Real Estate Salesperson or Broker  
Sales Engineer  
Salesperson - Technical products  
Sales Representative  
Sales Manager  
Salary and Wage Administrator  
Securities Salesperson  
Small Business Owner  
Stock Market Trader  
Strategic Planning Consultant  
Travel Agent  
Travel Guide  
TV/Radio Announcer  
Warehouse Manager

## OCCUPATIONAL CHOICES

### INVESTIGATIVE (I)

Anesthesiologist  
Anthropologist  
Archaeologist  
Art Appraiser  
Astronomer  
Biochemist  
Biologist  
Biophysicist  
Botanist  
Chemical Laboratory Manager  
Chemist  
Chiropractor  
Coroner  
Curator  
Data Base Administrator  
Dentist  
Dietitian, Research  
Engineer (Research)  
    Aerospace  
    Agricultural  
    Biomedical  
    Chemical  
    Civil  
    Electrical  
    Hydraulic  
    Marine  
    Mechanical Research  
    Nuclear  
    Software  
Entomologist  
Environmental Analyst  
Ethnologist  
Forensic Scientist  
Geneticist  
Geographer  
Geologist  
Geophysicist  
Information Resources Director  
Laboratory Manager  
Laser Technician  
Management Information Systems  
    Director  
Market Research Analyst  
Medical Officer  
Medical Technologist, Chief  
Meteorologist  
Mathematician  
Microbiologist  
Mineralogist  
Museum Curator  
Neurologist  
Physician  
Sociologist  
Pharmacist  
Programmer, Engineering & Scientific  
Psychiatrist  
Psychologist  
    Experimental  
    Industrial-Organizational  
Psychometrist  
Research Assistant  
Research Worker, Social Welfare  
Scientific linguist  
Seismologist  
Sociologist  
Surgeon  
Teacher:  
    Geology  
    Math  
    Science  
Toxicologist  
Translator  
Veterinarian  
Zoologist

## OCCUPATIONAL CHOICES

### REALISTIC (R)

Architect  
Athletic Coach  
Athletic Trainer  
Building Inspector  
CAD Draftsman  
Commercial Photographer  
Computer repair technician  
Electrician  
Engineer:  
    Aeronautical and Aerospace  
    Architectural  
    Automotive  
    Computer  
    Civil  
    Electrical  
    Communications  
    Flight  
    Geological  
    Materials  
    Mechanical  
    Mining  
    Ocean  
    Optical  
    Recording  
Exercise Physiologist  
Facilities Manager or Technician  
Fish and Game Warden  
Forester  
Geologist  
Health Club Manager  
Health Technicians  
    Biomedical Equipment  
    Electrocardiograph  
    Radiologic  
    Nuclear Medicine  
    Radiation Therapy  
    Surgical/Operating Room  
    Diagnostic Medical Sonography  
    Prosthetics  
    Ultrasound Technologist  
Industrial Manager  
Instrumentation Technician  
Laboratory Technician  
Landscape Architect  
Laser and Optical Technician  
Lighting & Sound Technician  
Military Officer  
Optometrist  
Optical Technician  
Orthotist  
Park Ranger  
Parking Analyst  
Pilot  
Police Detective  
Production Manager  
Prosthetist  
Radio Station Operator  
Solar Energy Systems Designer  
Sound Technician  
Surveyor  
Teacher  
    Industrial Arts  
    Vocational Agriculture  
Traffic Technician  
Veterinarian  
Videographer  
Wildlife Biologist  
Wildlife Manager  
Water Quality and Wastewater  
    Treatment Manager

## OCCUPATIONAL CHOICES

### SOCIAL (S)

Academic Advisor  
Athletic Trainer or Instructor  
Audiologist  
Caseworker  
Chiropractor  
City Manager  
Clinical Psychologist  
Community Relations Representative  
Correction Officer  
Counselors:  
    Career  
    Guidance  
    School  
    Rehabilitation  
Dean of Students  
Detective  
Dietitian  
Education Administrator  
Educational Program Director  
FBI Agent  
Feature Writer  
Hotel Manager  
Human Resources Professionals:  
    HR Manager  
    Personnel Assistant  
    Benefits Administrator  
    Compensation Manager  
    Employment Interviewer  
    Employment Recruiter  
Paralegal  
Professional Recruiter  
Labor Relations Specialist or Manager  
Labor Union Representative  
Librarian  
Loan Officer  
Human Services Program Director  
Industrial Relations Director  
Marriage Counselor  
Minister  
Nurse  
Occupational Therapist

Pediatrician  
Police Officer  
Probation or Parole Officer  
Physical Therapist  
Psychiatrist  
Public Relations Professional  
Public Health Educator  
Public Health Administrator  
Recreation Program Director  
Recruitment Supervisor  
School Principal  
Speech Pathologist  
Sports Physician  
Social Worker  
Teacher:  
    Preschool  
    Elementary  
    Liberal Arts  
    Social Science  
    Foreign Language  
    Special Education  
Training & Development Specialist  
TV Director  
Special Education Director

# CAREER ASSESSMENT WORKSHEET

In the “Career Options” row below list three occupations that sound interesting or you’d like to explore.

Values: List your top five values from page 2

Interests: List your top five interests from page 4 & 5

Skills: List your top ten skills from pages 6 & 7

Rating Scale: + means the occupation uses that value, skill or interest 50% or more of the time

- means the occupation uses that value, skill or interest less than 50% of the time

0 means the occupation does not use that value skill or interest at all

? means you are not sure whether that value, skill or interest is used in the occupation

Complete this for your three occupations.

<b>CAREER OPTIONS</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>
<b>VALUES</b>	<b>+ - 0 ?</b>	<b>+ - 0 ?</b>	<b>+ - 0 ?</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>INTERESTS</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>SKILLS</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			

**Review your Career Assessment Worksheet:** If you have numerous +’s under an occupational title, chances are you will be satisfied with that career. If you have many -’s or 0’s, you should assess whether you will be satisfied in the career field since it does not meet your values, interests or skills. If you have a number of question marks (?), you need to do more research on that occupation. Meet with your career adviser to discuss your results and develop a plan for the next steps you can take.

