Holland Code Graph

Objectives
• Students gain awareness of their career interests
• Students practice making graphs and analytical skills

Assess Yourself

Audience: Awareness
Length: 45-90 minutes
(split into two sessions if needed)

Materials Needed
• Handout describing the Holland Code (RIASEC)
• Presentation giving overview of Holland types
• Posters representing each of the 6 interest areas (optional)
• Interest assessment based on Holland Code (optional)
  o Get Ready or College: www.getreadyforcollege.org/sPagesGR/interestAssessment.cfm
  o ISEEK: www.iseek.org/iseek/static/MnCareers2010assessment.pdf
  o MCIS: http://mncis.intocareers.org {subscription required}
• Graph paper, rulers, pencils, other graphing materials, including graphing software.

Instructions

1. Give a presentation and/or lead a discussion about the role that personal interests play in career choice.
   a. Discuss the purpose of the Holland theory with students, explaining that people and work environments can be loosely classified into six different groups, with different peoples' personalities better connected to environments of their liking. While students might have some interests in and similarities to several of the six groups, most are attracted primarily to two or three areas.
   b. Talk about why the Holland Code is one of the standard measures of interests.

2. Inform students they will be participating in research project or data analysis using their personal career interests.
   a. Imagine they walk into a room where six groups of people are already talking and interacting. Read the description for each RIASEC group. Have students write down which interest group they most closely identify, then their second and third choices.
   b. For a more kinesthetic lesson, make posters with the descriptions printed on them and have student move around the room and stand near the poster of their top interest area.
c. After all students have identified their top 3 interest areas, have each reveal his top interest group. Share the results with the whole class.

3. Discuss how and why to use graphs to show information in a visual format. (Depending on participant’s knowledge of graphs, might need to teach how to graph in a separate session.)

4. Have the students graph the number of people in each interest group. Either allow students to choose the type of graph they want to create or assign one to them. Graphs can be created by hand or using computers.

**Evaluation of Learning**

- Grade the successful creation of a graph.
- Evaluate students’ awareness of their own RIASEC code.
- The completion of an interest assessment can be a required element of an Individualized Learning Plan or portfolio completion.

**Enhanced Learning**

**Additional Classroom Activities**

- If students have difficulty identifying their interest area, or want confirmation of their choice, give them a print or online interest assessment based on the Holland Code and record their 2 or 3-letter score.
- Use a career information resource, such as MnCareers, O*NET, MCIS or ISEEK to help students match their interests to career clusters or occupations. Have them research the skills, wages, education requirements and other details of occupations or career pathways that match their interests.
- Based on the most common interest areas of the class, lead a discussion about the career clusters or occupations that match those Holland interest types.
- Have students continue to study graphs in math or science classes.
- Encourage students to research careers that use graphing skills.
- Have students use the Minnesota Programs of Study website to research education and pathway options based on their interests (www.mnprogramsofstudy.org).

**Additional Activities**

- Invite a guest speaker from a STEM occupation to talk about how they used graphs in their work.
- Provide information about or take a tour of colleges and job training programs that match students’ interest profiles.