## Individual Career Learning Plan

| Goal(s): 1 |  |  |  |
|------------|--|--|--|
| 2          |  |  |  |
|            |  |  |  |

3. \_\_\_\_\_

| Activity | Purpose /<br>Outcome | Time<br>Needed | Goal # | Priority |
|----------|----------------------|----------------|--------|----------|
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|          |                      |                |        |          |

This plan can be modified by either party based upon new information learned in the activities of the action plan. The purpose of the plan is to work toward a mutually agreed upon career goal. Activities may be added or subtracted as needed.

Student/Client

Date

Career Advisor

Date



# Holland's Hexagon

**Really** People with mechanical and athletic abilities; like working outdoors with tools and objects; prefer dealing with things rather than people. People with math and science abilities; like working alone and solving complex problems; like dealing with ideas rather than people or things.

> People with artistic ability and imagination; enjoy creating original work; like dealing with ideas rather than things.

People with leadership and speaking abilities; like to be influential; interested in politics and economics; like dealing with people and ideas rather than things.

People with social skills; interested in social relationships and helping others solve problems; like dealing with people rather than things.

/TM

Artistic

Adapted From:

Conventional

People with clerical and

indoors and organizing

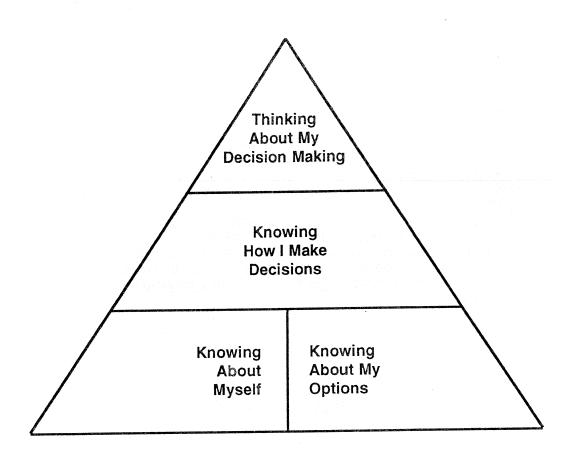
things; like dealing with

than people or ideas.

words and numbers rather

math ability; prefer working

Holland, J. H. (1992). *Making Vocational Choices* (2nd edition). Odessa, FL: Psychological Assessment Resources, Inc.



## Figure 1

## What's Involved In Career Choice

Sampson, J.P., Jr., Peterson, G.W., Lenz, J.G., & Reardon, R.C. (1992). A cognitive approach to career services: Translating concepts into practice. <u>Career</u> <u>Development Quarterly. 41</u>, 67-74.

#### What's Involved in Career Choice<sup>1</sup>

A pyramid can be used to show what's involved in making a career choice (see Figure 1):

#### Knowing About Myself, such as

My values

Example: security

My interests

Example: working with people

My skills

Example: using a computer to plan a budget

#### Knowing About My Options

#### Understanding specific occupations, programs of study, and jobs Examples:

What are typical work tasks for a real estate appraiser?

How much math is required for a major in Finance?

What is the average starting salary for a retail salesperson?

What type of training is required to be a physical therapist?

### Understanding how occupations and programs of study are organized

Example: Realistic Investigative Artistic Social Enterprising Conventional

Understanding how job settings are organized

Example:

Business/Industry Government Education Non-Profit Professions Private Enterprise

#### Knowing How I Make Decisions

How do I usually make important decisions?

#### Thinking About My Decision Making

Self-talk

Example: "I'll never be able to make a good career choice." Self-awareness

Example: "I'm getting very scared about this."

Being aware of and controlling my self-talk

Example: "I can't really predict the future and imagining failure is not going to help me find a good job."

<sup>1</sup> Adapted from: Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., & Reardon, R. C. (1992). A cognitive approach to career services: Translating concepts into practice. <u>Career Development Quarterly, 41,</u> 67-74.