Career exploration

National Career Development Guidelines (NCDG)

Student Self-Directed Search (SDS)

Case study: Rex

How the StudentSDS maps onto the NCDG
Career exploration programs and activities help middle and high school students learn to explore the world of work and make choices that affect their education and future occupations.

To guide the development and implementation of such programs, NCDA devised the National Career Development Guidelines (NCDG) framework.
Identify goals and activities that support career development throughout the lifespan within three domains.

These include knowledge and skills students need to manage their careers effectively, beginning with career exploration and making decisions about education.

This presentation will illustrate how the StudentSDS can help your students gain mastery in these domains while exploring potential careers.
The StudentSDS is a career assessment and exploration tool designed and tailored specifically to middle school, junior high, and high school students.

It was developed by John Holland and is based on his RIASEC person-environment typology:

- Realistic (R)
- Investigative (I)
- Artistic (A)
- Social (S)
- Enterprising (E)
- Conventional (C)
The StudentSDS asks students about their occupational daydreams, activities, competencies, interest in a variety of occupations, and self-estimates.

The activity is structured around questions such as:

- What do you want to be when you grow up?
- Tell me about the things you like to do.
- What things can you do well?
- What occupations do or do not appeal to you?
- How would you rate your abilities and skills compared to others your age?
Self-Directed Search

The top two scores across all StudentSDS sections represent a student’s Summary Code and indicate the two personality types they resemble most.

This score provides a link between the student’s personality and occupations and programs of study, which are also described by a code, called a Holland code.
Components of the StudentSDS
Printed materials

Assessment Booklet

Career Finder
- Each career is linked to a Holland code, education level, and career cluster
- Icons indicate Rapid Growth and New and Emerging occupations

Educational Opportunities Finder
- Each program is linked to a Holland code and an overarching category

You and Your Future Workbook
- Includes reflective activities and exercises to engage students in the career exploration process
# Assessment Booklet

## How To Organize Your Answers

Start on page 3. Find the totals for each “L” (Like) or “Y” (Yes) column. Record the total for each group of Activities, Competencies, and Occupations in the boxes below. Then go to page 12. Find the numbers circled for each of the Self-Estimates and record the numbers in the boxes below.

### Activities

<table>
<thead>
<tr>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
</tr>
</thead>
</table>

### Competencies

<table>
<thead>
<tr>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
</tr>
</thead>
</table>

### Occupations

<table>
<thead>
<tr>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
</tr>
</thead>
</table>

### Self-Estimates

<table>
<thead>
<tr>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
</tr>
</thead>
</table>

**Total Scores**

Add the five R scores, the five I scores, the five A scores, etc.

<table>
<thead>
<tr>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
</tr>
</thead>
</table>

*The letters with the two highest numbers indicate your Summary Code. Write your Summary Code below. If two scores are the same or tied, put both letters in the same circle.*

### Summary Code

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
</table>

Your Summary Code can help you search possible career options. To fully explore these options, use the StudentSDS Career Finder and the StudentSDS You and Your Future Workbook.

## Resources

Making career decisions is a lot of work—but taking the time to think about and plan for your future will pay off in the long run. Completing the assessment is just one step. There are several additional resources available that will allow you to continue your search.

### School/Guidance Counselors

They can give you information about financial aid and college applications. They can also tell you about test scores and grade requirements and a lot of other useful information. They can also help you plan a class schedule that will prepare you for college and/or your career.

### Career Counselors

Your school may not have a career counselor. However, other staff like a school counselor or guidance counselor may fill this role. You can also look into career counseling centers at a local university, community college, or job center to see if they provide services to non-students.

### Teachers

Ask your teachers what they think of your career goals. Most of them have taught hundreds of students, and they may have great advice for you.

### Your Family

Your family will probably play a big role in your career planning. They will have opinions—and it will be helpful to combine their advice with all of the other information you have gathered. They can also be a great sounding board. Now is a good time to start telling your family about your career and college plans.

### O*NET Online

**www.onetonline.org**

This Web site provides access to the Occupational Information Network database of job information. It includes information about skills, abilities, work activities, wages, and career outlook for hundreds of jobs. You can also browse jobs using many different search terms.

### National Career Development Association

**www.ncda.org/awc/NCDAsites/psp/resources**

This Web site has hundreds of helpful resources, services, and tools to help you explore careers and plan for the future. You can also search for employment and find additional training necessary to pursue a dream.

### Career Clusters

**https://careertech.org/career-clusters**

This Web site lets you explore the career clusters further. For each career cluster, it provides information for students planning to go to a two-year or four-year college, technical school, apprenticeship, the military, or directly into a job. You can find this book at many libraries, career counseling centers, and bookstores.

### Teen’s Guide to College and Career Planning

This is a book intended for use by middle and high school students. It includes information for students planning to go to a two-year or four-year college, technical school, apprenticeship, the military, or directly into a job. You can find this book at many libraries, career counseling centers, and bookstores.
### Holland Occupational Code Index

#### Realistic Occupations

- **Description**: Includes skilled trades, technical occupations, and some service occupations.
- **Skills**: Manual and mechanical skills using machines, tools, and objects.
- **Activities**: Physical or hands-on activity; use of machines, tools, and materials and outdoor work.

#### New and Emerging

- Rapid Growth

#### Occupation | O*NET | Education | Cluster
---|---|---|---
Engineer, Mechanical<br>Forester<br>Materials Scientist<br>Pilot<br>Quality Assurance Analyst/Tester<br>Appliance Repairer<br>Audio and Video Equipment Technician<br>Electrical Engineer<br>Farmer<br>Laboratory Technician<br>Machine Tool Technician<br>Medical Laboratory Technician<br>Medical Records Technician<br>Medical Records Technician<br>Medical Records Technician<br>Medical Imaging Technician<br>Medical Office Administrator<br>Medical Office Administrator<br>Medical Office Administrator
---|---|---|---
17-2141.00<br>19-1032.00<br>19-2032.00<br>53-2020.00<br>15-1190.00<br>15-1901.00<br>27-4011.00<br>47-2111.00<br>11-9011.02<br>19-4091.00<br>51-4041.00<br>28-1124.00<br>49-2011.00<br>49-2022.00<br>49-2022.00<br>51-3122.00<br>51-3122.00<br>51-3122.00
College<br>College<br>College<br>College<br>College<br>College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College<br>Some College
STEM<br>Agriculture<br>STEM<br>Transportation<br>IT<br>Manufacturing<br>Arts<br>Agriculture<br>STEM<br>Health Science<br>Manufacturing<br>Arts<br>Arts<br>Manufacturing<br>Manufacturing<br>Manufacturing

### Agriculture, Food, and Natural Resources

**Description**: Produce, distribute, and develop food, fiber, wood products, natural resources, and other plant and animal products.

**Common Code**: Realistic

**Work in the great outdoors.**

**New and Emerging**

**Rapid Growth**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>O*NET</th>
<th>Code</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Scientist</td>
<td>19-1011.00</td>
<td>IR</td>
<td>Grad School</td>
</tr>
<tr>
<td>Park Superintendent</td>
<td>11-1011.00</td>
<td>ER</td>
<td>Grad School</td>
</tr>
<tr>
<td>Conservation Scientist</td>
<td>19-1031.00</td>
<td>IR</td>
<td>College</td>
</tr>
<tr>
<td>Electric Power Superintendent</td>
<td>11-3051.04</td>
<td>EC</td>
<td>College</td>
</tr>
<tr>
<td>Forest and Conservation Worker</td>
<td>45-4011.00</td>
<td>RC</td>
<td>College</td>
</tr>
<tr>
<td>Forest Ecologist</td>
<td>19-1032.00</td>
<td>IR</td>
<td>College</td>
</tr>
<tr>
<td>Forester</td>
<td>19-1032.00</td>
<td>RI</td>
<td>College</td>
</tr>
<tr>
<td>Logging Operations Inspector</td>
<td>45-4029.00</td>
<td>RE</td>
<td>College</td>
</tr>
<tr>
<td>Mine Inspector</td>
<td>17-2151.00</td>
<td>ER</td>
<td>College</td>
</tr>
<tr>
<td>Orchard Manager</td>
<td>11-9013.02</td>
<td>RE</td>
<td>College</td>
</tr>
<tr>
<td>Park Ranger</td>
<td>19-1031.03</td>
<td>SE</td>
<td>College</td>
</tr>
<tr>
<td>Soil Conservationist</td>
<td>19-1031.01</td>
<td>IR</td>
<td>College</td>
</tr>
<tr>
<td>Water/Sewer Systems Superintendent</td>
<td>11-3071.02</td>
<td>IE</td>
<td>College</td>
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<tr>
<td>Wildlife Control Agent</td>
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<td>RS</td>
<td>College</td>
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<td>Farmer</td>
<td>11-9013.02</td>
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<td>Some College</td>
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<tr>
<td>Fish Farmer</td>
<td>11-9013.02</td>
<td>RE</td>
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</tr>
<tr>
<td>Rancher</td>
<td>11-9013.02</td>
<td>RS</td>
<td>Some College</td>
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<tr>
<td>Animal Breeder</td>
<td>45-2021.00</td>
<td>RE</td>
<td>High School</td>
</tr>
<tr>
<td>Butcher</td>
<td>51-2021.00</td>
<td>RS</td>
<td>High School</td>
</tr>
</tbody>
</table>
# Career Finder

## Alphabetized Index

Use this list to look up the jobs you listed in the Occupational Daydreams section of the StudentSDS Assessment Booklet or simply to explore jobs further.

### Occupation Table

<table>
<thead>
<tr>
<th>Occupation</th>
<th>O*NET</th>
<th>Code</th>
<th>Education</th>
<th>Cluster</th>
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</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>13-2011.01</td>
<td>CS</td>
<td>College</td>
<td>Business</td>
</tr>
<tr>
<td>Accountant, Tax</td>
<td>13-2011.01</td>
<td>EC</td>
<td>College</td>
<td>Business</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>43-3031.00</td>
<td>CS</td>
<td>High School</td>
<td>Business</td>
</tr>
<tr>
<td>Actor</td>
<td>27-2011.00</td>
<td>AE</td>
<td>&lt; High School</td>
<td>Arts</td>
</tr>
<tr>
<td>Actuary</td>
<td>15-2011.00</td>
<td>IS</td>
<td>College</td>
<td>Finance</td>
</tr>
<tr>
<td>Acupuncturist</td>
<td>29-1199.01</td>
<td>IR</td>
<td>Grad School</td>
<td>Health</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>43-6011.00</td>
<td>ES</td>
<td>Some College</td>
<td>Business</td>
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<tr>
<td>Advertising Agency Manager</td>
<td>11-2011.00</td>
<td>AE</td>
<td>College</td>
<td>Marketing/Sales</td>
</tr>
<tr>
<td>Agent, Athletes or Artists</td>
<td>13-1011.00</td>
<td>ES</td>
<td>College</td>
<td>Business</td>
</tr>
<tr>
<td>Airport Maintenance Chief</td>
<td>49-1011.00</td>
<td>EI</td>
<td>High School</td>
<td>Architecture/Construction</td>
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<tr>
<td>Airport Manager</td>
<td>11-3071.01</td>
<td>ES</td>
<td>College</td>
<td>Transportation</td>
</tr>
</tbody>
</table>

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*New and Emerging*

*Rapid Growth*
# Educational Opportunities Finder

## Investigative

### Programs of Study

Description: Includes scientific occupations and some technical occupations.

Skills: Problem solving, scientific, writing, or verbal skills. Analytical or intellectual activity aimed at trouble-shooting or creation and use of knowledge.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>CIP</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Biopsychology</td>
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<td>Interdisciplinary Studies</td>
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<tr>
<td>IRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural and Horticultural Plant Breeding</td>
<td>01.1104</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Agronomy and Sustainable Agriculture</td>
<td>01.0000</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Environmental and Ecological Science</td>
<td>01.1102</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Atmospheric Chemistry and Climatology</td>
<td>40.0401</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Atmospheric Sciences and Meteorology</td>
<td>40.0401</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Automation Science Technology and Metrology</td>
<td>15.0406</td>
<td>Engineering Technologies</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>26.0102</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>30.0100</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>26.0100</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Botany/Plant Biology</td>
<td>26.0101</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Chemical Process Technology</td>
<td>41.0102</td>
<td>Science Technologies</td>
</tr>
<tr>
<td>Chemical Sciences</td>
<td>41.0102</td>
<td>Science Technologies</td>
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<tr>
<td>Computational Biology</td>
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<td>Computational Science</td>
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<td>Interdisciplinary Studies</td>
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<td>Dental Science</td>
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<td>Agriculture</td>
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<td>Electrochemical and Instrumentation and Maintenance Technology</td>
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<tr>
<td>Electronic Engineering Technology</td>
<td>15.0401</td>
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</tr>
<tr>
<td>Emergency Medical Technology</td>
<td>51.0506</td>
<td>Health Services</td>
</tr>
</tbody>
</table>

**IRA**

Also see fields of study listed under IAR, AIR, ARI

**IRS**

Aerospace Physiology and Medicine  
Agricultural and Horticultural Plant Breeding  
Agriculture
You and Your Future Workbook

Overview

Name ___________________________ Grade ____________
Date ___________________________

Careers Are Important

The jobs people have, often referred to as their careers, are important because they influence many things in their lives.

Understanding Yourself—Six Types of People

Think about people as having different amounts of interest in six areas: Realistic R, Investigative I, Artistic A, Social S, Enterprising E, and Conventional C. Throughout this workbook, we use these letters to describe these six areas. The two letters that describe you best are combined to make your Summary Code. We will go into more detail about this later in the workbook. Let’s begin by having you record your two-letter Summary Code below.

Write the two-letter Summary Code from page 13 in the StudentSDS Assessment Booklet.
Now it’s time to learn more about these careers: What are the essential functions of this career? What are the specific tasks and activities required to do this job? What type and level of education is needed to do the job? To learn more, visit www.onetonline.org and type the O*NET code or the job title into the Occupation Search field. This site provides a detailed description (including salary information) about the careers that you recorded in this workbook.

<table>
<thead>
<tr>
<th>My Occupational List</th>
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</thead>
<tbody>
<tr>
<td><strong>TOP PICKS</strong></td>
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<td>![Heart]</td>
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<td>![Heart]</td>
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</tbody>
</table>

If you haven’t found any or you’ve found very few interesting careers, go back and review the StudentSDS Career Finder again, and continue to work your way through additional careers. If you are still struggling to find any careers that interest you, turn to page 6 of this workbook for additional information about Your Occupational Daydreams and page 12 for information about Expanding Your Options. Make sure to come back here and complete this exercise.
Your Education

Reflection

If you asked adults if they could have a time machine to go back and redo middle school or high school, many would say YES! The main reason for this is that they may not have made the most of those years. Everyone knows that grades are an important aspect that will impact next steps in your career path, however, there are several other things that you can be working on as well. The following section provides a time line to help get you on the right track.

When planning for your education, it is important to identify what you want to get out of higher education. Consider some of these questions:

- Do I want to go to college? What about a career training program?
- Why do I want to pursue higher education?
- What do I want to get out of my higher education?
- Will attending college help me obtain my career goals?
- What type of college do I want to attend? Public, private, community, or technical?

Individualized Career/Education Plan

You may wonder why it is important to start planning for your future education when you are still in school. Believe it or not, your career path can start as early as you want it to. Your grades and study habits, as well as the activities that you are involved with now, will set you up for success in the years to come. The following section includes an Individualized Career/Education Plan.

High School

- Work hard and get good grades
  - How you perform in high school allows college admission counselors and employers to know the type of student or employee you will be. Building a strong work ethic now will benefit you in the long run.
- Take charge of your education
  - Meet with guidance counselors at your school to identify courses that align with your career goals.
- Get involved in extracurricular activities
  - College admission counselors and employers review these activities and the skills that you have gained by participating.
- Identify careers that interest you
  - We checked this one off for you since you are doing that now by completing this workbook.
- Get experience
  - Job shadowing and internships are great opportunities to get real-world experience.
- Talk to your family about your future
  - Keeping your family involved will allow them to help you prepare for your future.
- Get a head start on college courses
  - Even if you don’t plan on going to college immediately (or ever), consider taking college courses (often called postsecondary or dual enrollment). Check with your guidance counselor about these opportunities.

Middle School

- Work hard and get good grades
  - There really is no downside to doing well in school.
- Work on developing good study habits
  - Good study habits benefit you long after you finish school.
- Get involved in extracurricular activities
  - College admission counselors and employers review these activities and the skills that you have gained by participating.
- Identify careers that interest you
  - We checked this one off for you since you are doing that now by completing this workbook.

Gap Year—What Is It?

The notion of a Gap Year is gaining more and more popularity in the U.S. The idea of a Gap Year is to take a year off between graduating from high school and starting college. There are many reasons for taking the extra time—saving money for college, exploring career options through work, internships, or job shadowing; or maybe just needing more time to prepare and complete the application process.

IT IS ESTIMATED THAT

63% OF JOB OPENINGS WILL REQUIRE COLLEGE EDUCATION.

—Centex Education and the Workforce
College Bound

- **Plan for college entrance exams**
  Colleges across the country use these tests to get a sense of your readiness to move onto college. The sooner you begin preparing, the better. A great resource for preparing is [www.collegeboard.org](http://www.collegeboard.org).

- **Begin your college search**
  Determining what colleges you want to apply to can be overwhelming. Search for colleges that offer degree programs that align with your career goals at [www.bigfuture.collegeboard.org/college-search](http://www.bigfuture.collegeboard.org/college-search).

- **Prepare college applications**
  The application process can feel overwhelming, but there are great resources to help you, such as [www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org), and sites that help simplify the application process, like [www.commonapp.org](http://www.commonapp.org).

College Search

Knowing what your career goals are can really help you with your college search. You can investigate schools that offer the major and courses you need to achieve your career goals. There are, however, additional things to consider:

- **Type of college**: public, private, community, technical
- **Size**: schools can range from fewer than 1,000 students to more than 50,000 students
- **Location**: rural, suburban, city, close to home, far from home
- **Faculty**: teaching reputation, professors vs. teacher’s assistants
- **Facilities**: libraries, housing, technology, campus amenities
- **Financial aid availability**: scholarships, grants, loans
- **Activities**: clubs, fraternities/sororities, athletics, academic clubs
Classroom activities

Reproducible worksheets for classroom use

Available in the StudentSDS Professional Manual and Teacher’s Guide

• Long-Term Goal Planning Worksheet
• Educational Options Worksheet
• Career Research Exercise
• Résumé Creation Template
• Sample Job Interview Questions Worksheet
**Student SDS**

**Long-Term Goal Planning Worksheet**

**Name:** ___________________________  **Grade:** ___________________________

**Directions:** Long-term goals are things you want to accomplish over the next months to years. Using the worksheet below, think about the different areas in your life (career, education, finances, personal) and brainstorm goal ideas. It's OK not to have goals in all the categories; this worksheet is intended to get you thinking about possibilities in multiple areas of your life.

Goals can be **specific** or **general**. An example of a **specific** goal in the Education category would be “Get an A in science class this semester.” An example of a **general** goal in the Personal category would be “Participate in more extracurricular activities.”

Goals can involve you doing more of something (**approach** goal), or doing less of something (**avoidance** goal). An example of an **approach** goal in the Career category would be “Get an internship to gain experience in my chosen field.” An example of an **avoidance** goal in the Finances category would be “Work part-time in college to avoid taking out too many student loans.”

Long-term goals often involve multiple steps to completion. After listing your goals here, you can break them down further into smaller steps. This will make them easier to complete. Setting a timeframe for goals (i.e., to be completed in the next month, next semester, or next year) can also help with keeping focused on completing your goals.

<table>
<thead>
<tr>
<th>Career</th>
<th>Education</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<table>
<thead>
<tr>
<th>Finances</th>
<th>Personal</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td></td>
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<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>3.</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**StudentSDS**

**Educational Options Worksheet**

Name: ___________________ Grade: ___________________

**Directions:** There are many options for further education and training after high school to prepare for a career, such as vocational training programs and 2- and 4-year degree programs.

There are generally three steps involved in deciding which options to pursue. First, fill in the steps needed to complete the Preparation and Financing My Education sections below. Make sure to note any requirements or deadlines you will need to know.

Then, complete the activities listed in the Deciding section to help make your final decision about what type of educational program to pursue.

**Preparation**

- College entrance exams (e.g., SAT, ACT)
  - To do:
    - Deadlines/requirements:
    - Prerequisite courses
      - To do:
    - Deadlines/requirements:

**Financing My Education**

- Scholarships
  - To do:
    - Deadlines/requirements:

**Deciding**

- **Talk with others:** Meet with a high school counselor or guidance staff member. Talk with friends and family.
- **Go on campus visits and tours:** Make sure to talk with students on campus to see if the institution is a good fit for you.
- **Pros and cons list:** When making your final decision about which option to pursue, make a list of each option’s pros and cons and compare them. Putting it down on paper may make the decision process easier.
Career Research Exercise

Name: ____________________________  Grade: ________________

Directions: One way to gain valuable real-life information about a job is to talk with someone who has that job. Use the questions below as a guide for your discussion, and write down the answers so you can review them later.

Name of career: ____________________________

How did you get your job? ____________________________

How did you get into this field? ____________________________

__________________________________________

What kind of experience or training is required? ____________________________

__________________________________________

What are employers looking for in new employees (skills, education, experience)? ____________________________

__________________________________________

What is a day at your job like? ____________________________

__________________________________________

__________________________________________

__________________________________________

What do you like about your job? Dislike? ____________________________

__________________________________________

__________________________________________

__________________________________________

Is your job typical of others in this field? ____________________________

__________________________________________

__________________________________________

__________________________________________

What’s the work culture like here (hours, salary, titles, pace, advancement, etc.)? ____________________________

__________________________________________

__________________________________________

__________________________________________

What are some trends you see in your field? ____________________________

__________________________________________

__________________________________________

__________________________________________

Are there related fields I may want to look into? ____________________________

__________________________________________

__________________________________________

__________________________________________

How do you stay current in your work knowledge? ____________________________

__________________________________________

__________________________________________

__________________________________________

What are the necessary skills, abilities, and strengths needed to do this job well? ____________________________

__________________________________________

__________________________________________

__________________________________________

Is there any other advice you have for someone entering this field? ____________________________

__________________________________________

__________________________________________

__________________________________________
Résumé Creation Template

Name: ___________________________ Grade: ________________________

Directions: Use the template below to create your résumé. Not all fields are required, but fill in as much information as you can. When finalizing your résumé, make sure to use a readable font and a professional-looking style. Have a parent or teacher proofread it to check for any grammatical errors or typos you may have missed.

Contact information

Your first and last name
Address line 1
Address line 2
City, state, ZIP code
youremail@email.com
Home phone: 555-555-5555
Cell phone: 555-555-5555

Objective

A short statement about your desired position
Example: Obtain real-world work experience through volunteer or part-time employment.

Education/training

Name of school, city, state
Dates of attendance
Example: Edgewater High School, Orlando, FL 2014–present

Experience

Include your work experience (paid work, internships, co-ops, volunteer work, or any other type of work-related experience)
Job Title—Employer name, city, state
Dates of employment
Description of main responsibilities, skills, and accomplishments. Use action verbs and avoid using "I.
Example: Museum Docent—Maitland Historical Society, Maitland, FL May 2015–August 2015 Gave tours of the museum and performed office duties such as answering the phone, updating the museum's social media Web sites, and making copies.

Coursework

Include selected coursework, including honors or college credit courses taken
Example: English Honors, AP U.S. History, Spanish Geometry Honors

Achievements/honors/awards

Name of achievement/honor/award, date
Example: Honor Roll, Spring 2015 National Honor Society, Fall 2016

Extracurricular activities

Include after-school activities, student organizations, and hobbies and dates, if applicable

Skills

Include specific school- and work-related skills:
Example: Proficient in Microsoft Word
Strong public speaker
**Questions about yourself**

1. Tell me about yourself.

2. What are your strengths?

3. What are your weaknesses?

4. Tell me about an accomplishment you are most proud of.

5. Write a short elevator speech here. An elevator speech should be a one minute or less message that clearly explains who you are and why an employer should hire you.

**Questions about your work values and needs**

9. What hours do you want to work? Are you willing to work weekends?

10. Tell me a couple of things that are most important to you about a job.

**Questions about how you handle real-life situations**

11. Tell me how you would handle an angry customer.

12. Give me an example of how you solved a problem in the past.

**Questions about the job or the company**

13. What kind of job are you interested in?

14. Why are you interested in working for this company?
When you completed the StudentSDS, you described what you like best—your favorite activities and interests. The two personality types that match your activities and interests most frequently make up your two-letter Summary Code. Your Summary Code is a brief way of saying what you like—your combination of interests.

Based on your responses on the StudentSDS, your Summary Code is RI, or Realistic and Investigative.
# StudentSDS online report

## My Occupational List

<table>
<thead>
<tr>
<th>TOP PICKS</th>
<th>OCCUPATION</th>
<th>HOLLAND CODE</th>
<th>EDUCATION REQUIRED</th>
<th>CAREER CLUSTER</th>
<th>OUTLOOK</th>
<th>SALARY INFORMATION</th>
<th>RELATED JOB LISTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electrician</td>
<td>RI</td>
<td>Some college</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Elevator Technician</td>
<td>RI</td>
<td>High School/GED</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Audio and Video Equipment Technician</td>
<td>RI</td>
<td>Some college</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Sound Technician</td>
<td>RI</td>
<td>Some college</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Telecommunications Technician</td>
<td>RI</td>
<td>Some college</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Television Technician</td>
<td>RI</td>
<td>Some college</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Acupuncturist</td>
<td>IR</td>
<td>Advanced degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Anesthesiologist</td>
<td>IR</td>
<td>Advanced degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
</tbody>
</table>

- Rapid growth
- New and emerging
Case study: Rex
Career exploration areas

Area 1: Summary Code

Area 2: Occupational Daydreams

Area 3: Programs of Study

Area 4: Career Clusters

Career Exploration
Case Study: Rex

• 17 years old
• High school senior
• Exploring majors
• Interested in business and engineering fields
Area 1: Summary code

• Explores occupations associated with RI and IR.

• Filters by Education Required to review occupations requiring a college or advanced degree.

• Identifies Computer Systems Analyst for further exploration.

My Occupational List

<table>
<thead>
<tr>
<th>TOP PICKS</th>
<th>OCCUPATION</th>
<th>HOLLAND CODE</th>
<th>EDUCATION REQUIRED</th>
<th>CAREER CLUSTER</th>
<th>OUTLOOK</th>
<th>SALARY INFORMATION</th>
<th>RELATED JOB LISTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>❤️</td>
<td>Computer Systems Analyst</td>
<td>IR</td>
<td>College degree</td>
<td></td>
<td>↑</td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
</tbody>
</table>
Area 2: Occupational daydreams

Explores occupations by the codes associated with each occupational daydream.

Also searches by the Aspirations Summary Code (average code of all daydream occupations).
After reviewing careers associated with his Aspirations Summary Code, Rex identifies Anesthesiologist Assistant as a potential possibility.

<table>
<thead>
<tr>
<th>TOP PICKS</th>
<th>OCCUPATION</th>
<th>HOLLAND CODE</th>
<th>EDUCATION REQUIRED</th>
<th>CAREER CLUSTER</th>
<th>OUTLOOK</th>
<th>SALARY INFORMATION</th>
<th>RELATED JOB LISTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anesthesiologist Assistant</td>
<td>RS</td>
<td>Advanced degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Athletic Trainer</td>
<td>SR</td>
<td>Advanced degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapist</td>
<td>SR</td>
<td>Advanced degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Coach, Professional Athletes</td>
<td>SR</td>
<td>College degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Human Resources Specialist</td>
<td>SR</td>
<td>College degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Speech-Language Pathology Assistant</td>
<td>SR</td>
<td>College degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Wildlife Control Agent</td>
<td>RS</td>
<td>College degree</td>
<td></td>
<td></td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
</tbody>
</table>
Area 3: Programs of study

The Potential Programs of Study lists programs at 2- and 4-year post-secondary institutions associated with Rex’s code of RI.

Refined his search using the category filters

<table>
<thead>
<tr>
<th>TOP PICKS</th>
<th>PROGRAM OF STUDY</th>
<th>HOLLAND CODE</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Statistics</td>
<td>IR</td>
<td>Business/Marketing</td>
</tr>
<tr>
<td></td>
<td>Management Information Systems</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ceramic Sciences and Engineering</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electromechanical Engineering</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geotechnical and Geoenvironmental Engineering</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials Engineering</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metallurgical Engineering</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operations Research</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Polymer/Plastics Engineering</td>
<td>IR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textile Sciences and Engineering</td>
<td>IR</td>
<td></td>
</tr>
</tbody>
</table>

Select Categories
- Agriculture
- Architecture
- Arts
- Biological Sciences
- Business/Marketing
- Communications
- Computer Science
- Construction
- Engineering
- Engineering Technologies
- Health
- Interdisciplinary Studies
- Mathematics
- Mechanic Technologies
- Natural Resources
Added Management Information Systems to his list of possible majors.

Clicking on each listed program takes Rex to College Navigator so he can learn about colleges and universities that offer programs for these majors.

### Potential Programs of Study

<table>
<thead>
<tr>
<th>TOP PICKS</th>
<th>PROGRAM OF STUDY</th>
<th>HOLLAND CODE</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>❤️</td>
<td>Management Information Systems</td>
<td>IR</td>
<td></td>
</tr>
</tbody>
</table>
# College Navigator

## College Search Form

### Name of School
Type name of school here

### States
- Alabama
- Alaska
- No Preference
- Use Map

### ZIP Code
- 33612
- 250 miles

### Programs/Majors
1 Item Selected

### Level of Award
- Certificate
- Associate’s
- Bachelor’s
- Advanced

### Institution Type
- Public
- Private non-profit
- 2-year
- Private for-profit
- < 2-year

## College Search Results

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>State</th>
<th>Distance from ZIP 33612</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of South Florida-Main Campus</td>
<td>Tampa, Florida</td>
<td>Distance from ZIP 33612: 2.4 miles</td>
<td></td>
</tr>
<tr>
<td>Pasco-Hernando State College</td>
<td>New Port Richey, Florida</td>
<td>Distance from ZIP 33612: 20.4 miles</td>
<td></td>
</tr>
<tr>
<td>Schiller International University</td>
<td>Largo, Florida</td>
<td>Distance from ZIP 33612: 21.6 miles</td>
<td></td>
</tr>
<tr>
<td>University of South Florida-St Petersburg</td>
<td>St. Petersburg, Florida</td>
<td>Distance from ZIP 33612: 22.9 miles</td>
<td></td>
</tr>
<tr>
<td>Eckerd College</td>
<td>Saint Petersburg, Florida</td>
<td>Distance from ZIP 33612: 25.6 miles</td>
<td></td>
</tr>
<tr>
<td>Southeastern University</td>
<td>Lakeland, Florida</td>
<td>Distance from ZIP 33612: 31.0 miles</td>
<td></td>
</tr>
<tr>
<td>State College of Florida-Manatee-Sarasota</td>
<td>Bradenton, Florida</td>
<td>Distance from ZIP 33612: 43.2 miles</td>
<td></td>
</tr>
<tr>
<td>College of Central Florida</td>
<td>Ocala, Florida</td>
<td>Distance from ZIP 33612: 77.7 miles</td>
<td></td>
</tr>
<tr>
<td>Rasmussen College-Florida</td>
<td>Ocala, Florida</td>
<td>Distance from ZIP 33612: 77.7 miles</td>
<td></td>
</tr>
<tr>
<td>Seminole State College of Florida</td>
<td>Sanford, Florida</td>
<td>Distance from ZIP 33612: 86.8 miles</td>
<td></td>
</tr>
<tr>
<td>Stetson University</td>
<td>DeLand, Florida</td>
<td>Distance from ZIP 33612: 95.8 miles</td>
<td></td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>Fort Myers, Florida</td>
<td>Distance from ZIP 33612: 106.3 miles</td>
<td></td>
</tr>
<tr>
<td><strong>Name of School</strong></td>
<td>University of South Florida-Main Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4202 East Fowler Ave, Tampa, Florida 33620-9951</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Distance from ZIP:</strong></td>
<td>2.4 miles from 33612</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General information:</strong></td>
<td>(813) 974-2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.usf.edu">www.usf.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Type:</strong></td>
<td>4-year, Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Awards offered:</strong></td>
<td>Associate's degree, Bachelor's degree, Master's degree, Post-master's certificate, Doctor's degree - research/scholarship, Doctor's degree - professional practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Campus setting:</strong></td>
<td>City: Large</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Campus housing:</strong></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student population:</strong></td>
<td>42,861 (31,481 undergraduate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student-to-faculty ratio:</strong></td>
<td>22 to 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL INFORMATION**

**TUITION, FEES, AND ESTIMATED STUDENT EXPENSES**

**FINANCIAL AID**

**NET PRICE**

**ENROLLMENT**

**ADMISSIONS**

**RETENTION AND GRADUATION RATES**

**OUTCOME MEASURES**

**PROGRAMS/MAJORS**

**SERVICEMEMBERS AND VETERANS**

**VARSITY ATHLETIC TEAMS**

**ACCREDITATION**

**CAMPUS SECURITY**

**COHORT DEFAULT RATES**
Florida State University
222 S. Copeland Street, Tallahassee, Florida 32306-1037

Distance from ZIP: 199.4 miles from 33612
General information: (850) 644-2525
Website: www.fsu.edu
Type: 4-year, Public
Awards offered: Associate's degree, Bachelor's degree, Master's degree, Post-master's certificate, Doctor's degree - research/scholarship, Doctor's degree - professional practice
Campus setting: City: Mixsize
Campus housing: Yes
Student population: 41,173 (32,933 undergraduate)
Student-to-faculty ratio: 24 to 1
<table>
<thead>
<tr>
<th></th>
<th>Florida State University</th>
<th>University of South Florida - Main Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>City, State</strong></td>
<td>Tallahassee, Florida</td>
<td>Tampa, Florida</td>
</tr>
<tr>
<td><strong>Distance from ZIP 33612</strong></td>
<td>193.4 miles</td>
<td>2.4 miles</td>
</tr>
<tr>
<td><strong>Type</strong></td>
<td>4-year, Public</td>
<td>4-year, Public</td>
</tr>
<tr>
<td><strong>Campus setting</strong></td>
<td>City: Midsized</td>
<td>City: Large</td>
</tr>
</tbody>
</table>

### ESTIMATED STUDENT EXPENSES (BEFORE AID)

<table>
<thead>
<tr>
<th></th>
<th>Florida State University</th>
<th>University of South Florida - Main Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total for</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>In-state</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus</td>
<td>$21,774</td>
<td>$21,410</td>
</tr>
<tr>
<td>Off Campus</td>
<td>$21,774</td>
<td>$21,410</td>
</tr>
<tr>
<td>Off Campus with Family</td>
<td>$11,316</td>
<td>$11,710</td>
</tr>
<tr>
<td><strong>Out-of-state</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus</td>
<td>$34,904</td>
<td>$32,324</td>
</tr>
<tr>
<td>Off Campus</td>
<td>$34,904</td>
<td>$32,324</td>
</tr>
<tr>
<td>Off Campus with Family</td>
<td>$24,448</td>
<td>$22,624</td>
</tr>
</tbody>
</table>

All student expenses data apply to full-time first-time degree/certificate-seeking students for academic year 2017-2018.

### MULTIYEAR TUITION CALCULATOR

This calculator uses estimated student expenses data to estimate the total tuition and fees charged at a school. The total is calculated for either the typical duration of a program or for the largest program at the school.

1. **Select starting academic year**
   - 2018-2019
2. **Select tuition inflation rate**
   - Use estimates (if not available, the custom value will be used)
   - Use custom value: % (0-100 allowed)

**Disclaimer:**
- The output is only an estimate and not a guarantee of the actual amount the student may be charged. It is not binding on the Secretary, the institution of higher education, or the State, and it may change, subject to the availability of financial assistance, State appropriations, and other factors. The student must complete the Free Application for Federal Student Aid (FAFSA) to be eligible for, and receive, an actual financial aid award that includes federal grant, loan, or work-study assistance.
- The estimated price does not include room and board, books and supplies, etc. (where applicable) and is based on previous years' tuition and fees data. Tuition and fees may vary by program. Please contact this institution for detailed price information.
- Estimated yearly tuition and fees may not sum to totals because of rounding.
- Tuition inflation rate estimates, where available, are based on previous years' tuition and fees data.
Area 4: Career Clusters

Groups of occupations that are generally in the same field and require similar skills.
Rex explores occupations in his interest areas of STEM and Business Management and Administration. Adds Archeologist to his list of potential occupations.
Career exploration can begin at any point in the list-generation process, depending on the needs of the student.

After generating his list, Rex uses the StudentSDS report to jump-start his career exploration.
# Researching occupations

Use icons to easily save, sort, and filter your results.

Link to occupational information on the Department of Labor's Occupational Information Network (O*NET).

Icons indicate New & Emerging and Rapid Growth occupations.

Print results.

Save favorite occupations.

Explore occupations by Holland Occupational Code.

Explore occupations within similar fields.

Link to current salary information.

Link to local job openings.

## My Occupational List

<table>
<thead>
<tr>
<th>TOP PICKS</th>
<th>OCCUPATION</th>
<th>HOLLAND CODE</th>
<th>EDUCATION REQUIRED</th>
<th>CAREER CLUSTER</th>
<th>OUTLOOK</th>
<th>SALARY INFORMATION</th>
<th>RELATED JOB LISTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher, Drama</td>
<td>ASE</td>
<td>High School/GED</td>
<td>☑️</td>
<td>↑</td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Airplane Inspector</td>
<td>RES</td>
<td>Some college</td>
<td>☑️</td>
<td>↑</td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Film and Video Editor</td>
<td>AES</td>
<td>College degree</td>
<td>☑️</td>
<td>↑</td>
<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
<tr>
<td></td>
<td>Media Marketing Director</td>
<td>ESR</td>
<td>College degree</td>
<td>☑️</td>
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<td>$ Salary Data</td>
<td>Indeed</td>
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<tr>
<td></td>
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<td>SER</td>
<td>Advanced degree</td>
<td>☑️</td>
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<td>$ Salary Data</td>
<td>Indeed</td>
</tr>
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</table>
Researching occupations

Salary Data

Occupation: Computer Systems Analyst
Salary Range: $59,000 - $99,300

Indeed Jobs

Military Analyst
AVMED INC - Tampa, FL 33634 - 8 days ago
Test new systems, interfaces, system modifications. Develop systems to manage key areas. Design projects to improve management processes and systems.

Business Analyst
Wellcare - Tampa, FL 33634 - 30+ days ago
Required or equivalent work experience in technical data analysis, conducting system analysis meetings, developing system design documents, developing project.

Systems Analyst
Skillsight - Tampa, FL - 27 days ago
Analyze user requirements, procedures, and problems to automate or improve existing systems and review computer system capabilities, workflow, and scheduling.

View More Job Search Results

Close
Individualized Career/Education Plan

You may wonder why it is important to start planning for your future education so early. Believe it or not, your career path can start as early as you want it to. Your grades and study habits, as well as the activities that you are involved with now will set you up for success in the years to come.

High School

- **Work hard and get good grades**
  How you perform in high school allows college admission counselors and employers to know the type of student or employee you will be. Building a strong work ethic now will benefit you in the long run.

- **Take charge of your education**
  Meet with guidance counselors at your school to identify courses that align with your career goals.

- **Get involved in extracurricular activities**
  College admission counselors and employers review these activities and the skills that you have gained by participating.

- **Identify careers that interest you**
  We checked this one off for you because you are doing it now by reviewing this report!

- **Get experience**
  Job shadowing and internships are great opportunities to get real world experience.

- **Talk to your family about your future**
  Keeping your family involved will allow them to help you prepare for your future.

- **Get a head start on college courses**
  Even if you don't plan on going to college immediately (or ever), consider taking college courses (often called postsecondary or dual enrollment courses). Check with your guidance counselor about these opportunities.
Other features of StudentSDS online report

Resources

Making career decisions is a lot of work—but taking the time to think about and plan for your future will pay off in the long run. Completing the assessment and reviewing this report is just one step. There are several additional resources available that will allow you to continue your search.

- School/Guidance Counselors
- Career Counselors
- Teachers
- Your Family
- Self-Directed Search (SDS) Web site
- O*NET Online
- National Career Development Association
- Career Clusters
- Teen’s Guide to College and Career Planning
The StudentSDS®
and the NCDG
Personal Social Development

- The StudentSDS helps students identify interests, likes, and dislikes.
- Allows students to assess how their interests and preferences (as seen in their Summary Code) are reflected in their career goals (Occupational Daydreams and My Occupational List).

Develop understanding of yourself to build and maintain a positive self-concept.

Integrate growth and change into your career development.

- Provides appropriate resources (including people) to assist in students' career exploration.
Educational Achievement and Lifelong Learning

- Reviewing occupations and programs of study helps students recognize the importance of educational achievement on career goals.
- The Individualized Career/Education Plan provides guidance on planning for their current and future educational needs.
- The programs of study list helps students identify learning experiences available to them as well as specific education/training programs.

Attain educational achievement and performance levels needed to reach your personal and career goals.

Participate in ongoing lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

- The StudentSDS may be a student's first time exploring careers via an interactive learning experience.
Career Management

Create and manage a career plan that meets your career goals.

- Students create a career plan by generating an occupational list and a programs of study list.
- Long-Term Goal Planning Worksheet allows students to identify career goals.

Use a process of decision-making as one component of career development.

- The StudentSDS Report and You and Your Career Workbook encourage activities and reflection to enhance decision-making.

Use accurate, current, and unbiased career information during career planning and management.

- The StudentSDS Report and materials are regularly updated.
Career Management (continued)

Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

• The Résumé Creation Template guides students through the résumé-writing process.

• The Sample Job Interview Questions Worksheet prepares them for interviews.

Integrate changing employment trends, societal needs, and economic conditions into your career plans.

• New and Emerging and Rapid Growth icons encourage students to pay attention to employment trends.