**Form R**
5th Edition

# SDS
## SELF-DIRECTED SEARCH

Generated by **PAR**iConnect

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**Professional Interpretive Report**

Prepared for
**Sample SDS**
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# Sample SDS

19/Female

## SDS score by section

| | |
|---|---|
| **Realistic** | 25 |
| **Investigative** | 24 |
| **Artistic** | 31 |
| **Social** | 37 |
| **Enterprising** | 27 |
| **Conventional** | 21 |

## Summary Code

**S**ocial

**A**rtistic

**E**nterprising

## Professional Score Summary Table

| SDS section | R | I | A | S | E | C | Code |
|---|---|---|---|---|---|---|---|
| **Activities** | 6 | 5 | 8 | 9 | 5 | 4 | SAR |
| **Competencies** | 5 | 4 | 7 | 9 | 4 | 3 | SAR |
| **Occupations** | 4 | 5 | 7 | 9 | 6 | 4 | SAE |
| **Self-Estimates I** | 5 | 4 | 6 | 6 | 5 | 4 | ASR |
| **Self-Estimates II** | 5 | 6 | 3 | 4 | 7 | 6 | EIC |
| **Summary scores** | **25** | **24** | **31** | **37** | **27** | **21** | **SAE** |
| **Percentiles** | 85 | 46 | 71 | 53 | 51 | 18 | |

# INTRODUCTION

This report is intended to be used by professionals working with an individual (i.e., the user) who has completed the Self-Directed Search (SDS). The report provides a list of possible career options for Sample SDS to consider as she thinks about her future. The report also includes a Professional Report Summary and concludes with suggestions and resources to assist Sample SDS with her educational and career planning.

# PROFESSIONAL REPORT SUMMARY

In the following sections of the report Sample SDS's Summary Code has been used to generate lists of occupations, fields of study, and leisure activities that match her Summary Code.

A review of Sample SDS's occupational daydreams is provided.

A Diagnostic Signs Summary Table and a description of each diagnostic sign are included.

Also provided are a description of Sample SDS's Summary Code and a list of next steps and resources.

Keep in mind that all combinations of Sample SDS's Summary Code letters were used to generate this report. This was done to increase Sample SDS's awareness of potentially satisfying options and to provide an opportunity for her to better understand her future possibilities. Remember, every code is different, and reports vary in the numbers of possibilities provided.

## Additional Information

### Overview of Holland's RIASEC types

The RIASEC letters can be used to describe the areas a person's interests most resemble. For example, we could say that one person is most like a Realistic, or R, type. Another person might be more like a Social, or S, type. Furthermore, a person often resembles several types, not just one.

A hexagon is used to show the similarities and differences among the six types. Types that are next to one another on the hexagon are most similar. For example, Realistic and Investigative types tend to have similar interests, whereas Realistic and Social types tend to have very different interests.

**Realistic (R)** types usually have mechanical and athletic abilities, and they like to work outdoors and with tools and machines. They typically like to work with things rather than people.

**Investigative (I)** types usually have mathematical and scientific ability and like to work alone. They typically like to explore and understand things or events rather than to persuade others or sell things.

**Artistic (A)** types usually have artistic skills, enjoy creating original work, and

have good imaginations.

**Social (S)** types usually like to be around other people, are interested in how people get along, and like to help other people with their problems. They typically like to help, teach, and counsel people rather than engage in mechanical or technical activities.

**Enterprising (E)** types usually have leadership and speaking abilities, are interested in money and politics, and like to influence people. They typically like to persuade or direct others rather than work on scientific or complicated topics.

**Conventional (C)** types usually have clerical and math abilities, and they like to work indoors and organize things. They typically like to follow orderly routines and meet clear standards, avoiding work that does not have clear directions.



## Summary Code results

When completing the SDS, Sample SDS described what she likes—her favorite activities and interests—and provided a record of her skills and abilities. The three RIASEC types that most closely match these activities and interests make up Sample SDS's three-letter Summary Code. The Summary Code represents a combination of her personal interests and skills.

Sample SDS's characteristics are mostly a combination of S, A, and E. The first letter of her code represents the type she most closely resembles, the second letter represents the type she next-most closely resembles, and so on. The types not included in Sample SDS's three-letter Summary Code are the types she resembles least.

Sample SDS's SDS summary scores were R = 25, I = 24, A = 31, S = 37, E = 27, and C = 21. It might help to think of Sample SDS's interests as a RIASEC pie, with the size of the six slices corresponding to the magnitude of her scores on the SDS. The larger the slice, the greater her interest in that area

# Occupations

The following section includes a list of occupations based on the letters in Sample SDS's Summary Code. The corresponding O*NET code is listed next to each occupation. These codes are from the Occupational Information Network database (www.onetonline.org), which provides detailed descriptions of occupations. Individuals can click on each O*NET code to be taken directly to the description for each occupation. The right-hand column (ED) indicates the level of education required for each occupation:

**5** Advanced degree required

**4** College degree required

**3** Some college or training required

**2** High school diploma or GED required

**1** Elementary school training or no training required

| SDS Code | Occupations | O*Net Code | ED |
|---|---|---|---|
| **SAE** | Career Counselor | 21-1012.00 | 5 |
| | Counselor | 21-1019.00 | 5 |
| | Instructional Coordinator | 25-9031.00 | 5 |
| | Mental Health Counselor | 21-1014.00 | 5 |
| | Minister/Priest/Rabbi | 21-2011.00 | 5 |
| | Food and Drug Inspector | 29-9011.00 | 4 |
| | Music Therapist | 29-1125.00 | 4 |
| | Teacher, Elementary School | 25-2021.00 | 4 |
| | Teacher, Secondary School | 25-2022.00 | 4 |
| | Teacher, Preschool | 25-2011.00 | 3 |
| | Day Care Worker | 39-9011.00 | 2 |
| | | | |
| **SEA** | Dean of Students | 11-9033.00 | 5 |
| | Home Economist | 25-1192.00 | 5 |
| | Mental Health and Substance Abuse Social Worker | 21-1023.00 | 5 |
| | Research Director | 19-3093.00 | 5 |
| | Substance Abuse Counselor | 21-1011.00 | 5 |
| | Arbitrator | 13-1079.00 | 4 |
| | Caseworker, Family | 21-1021.00 | 4 |
| | Community Organization Director | 11-9151.00 | 4 |
| | Employee Welfare Manager | 11-3121.00 | 4 |
| | Producer, Radio and TV | 27-2012.01 | 4 |

| SDS Code | Occupations | O*Net Code | ED |
|---|---|---|---|
| | Public Service Director | 27-2012.03 | 4 |
| | Religious Education Director | 21-2021.00 | 4 |
| | Special Education Director | 11-9031.00 | 4 |
| | Television Director | 27-2012.02 | 4 |
| | Cosmetologist | 39-5012.00 | 3 |
| | Field Contractor | 13-1021.00 | 3 |
| | | | |
| ASE | Drama Coach | 27-2012.02 | 4 |
| | Editor, Story | 27-3041.00 | 4 |
| | Editor, Technical and Scientific Publications | 27-3042.00 | 4 |
| | Exhibit Designer | 27-1027.00 | 4 |
| | Humorist | 27-3043.05 | 4 |
| | Lyricist | 27-3043.05 | 4 |
| | Playwright | 27-3043.05 | 4 |
| | Production Manager, Advertising | 27-1011.00 | 4 |
| | Public Relations Representative | 11-2031.00 | 4 |
| | Artist, Quick Sketch | 27-1013.00 | 3 |
| | Composer | 27-2041.04 | 3 |
| | Dance Instructor | 25-3021.00 | 3 |
| | Modeling Instructor | 25-3021.00 | 3 |
| | Show Operations Supervisor | 11-9199.00 | 3 |
| | Teacher, Art | 25-3021.00 | 3 |
| | Teacher, Drama | 25-3021.00 | 3 |
| | Artist, Stained Glass | 27-1012.00 | 2 |
| | | | |
| AES | Audiovisual Production Specialist | 25-9011.00 | 5 |
| | Account Executive | 11-2011.00 | 4 |
| | Advertising Agency Manager | 11-2011.00 | 4 |
| | Archivist | 25-4011.00 | 4 |
| | Art Director | 27-1011.00 | 4 |
| | Artist and Repertoire Manager, Music | 27-2012.04 | 4 |
| | Broadcast News Analyst | 27-3021.00 | 4 |
| | Bureau Chief | 27-3041.00 | 4 |
| | Choral Director | 27-2041.01 | 4 |
| | Choreographer | 27-2032.00 | 4 |
| | Conductor, Orchestra | 27-2041.01 | 4 |
| | Continuity Writer | 27-3043.05 | 4 |
| | Creative Director | 27-1011.00 | 4 |
| | Editor, Book | 27-3041.00 | 4 |
| | Editor, Journal or Magazine | 27-3041.00 | 4 |
| | Editor, News | 27-3041.00 | 4 |
| | Editor, Newspaper | 27-3041.00 | 4 |

| SDS Code | Occupations | O*Net Code | ED |
|----------|-------------|------------|-----|
| | Editorial Writer | 27-3043.05 | 4 |
| | Industrial Designer | 27-1021.00 | 4 |
| | Interior Designer | 27-1025.00 | 4 |
| | Music Director | 27-2041.01 | 4 |
| | Poet | 27-3043.05 | 4 |
| | Program Coordinator, Amusement and Recreation | 27-2012.02 | 4 |
| | Public Relations Specialist | 27-3031.00 | 4 |
| | Scenic Arts Supervisor | 27-1027.00 | 4 |
| | Set Decorator, Theater and Film | 27-1027.00 | 4 |
| | Stage Director | 27-2012.02 | 4 |
| | Cartoonist | 27-1013.00 | 3 |
| | Director of Photography | 27-4031.00 | 3 |
| | Film and Video Editor | 27-4032.00 | 3 |
| | Printmaker | 27-1013.00 | 3 |
| | Sales Representative, Graphic Art | 41-3011.00 | 3 |
| | Sign Shop Supervisor | 51-1011.00 | 3 |
| | Teacher, Music | 25-3021.00 | 3 |
| | Wedding Consultant | 41-9099.00 | 3 |
| | Actor | 27-2011.00 | 2 |
| | Comedian | 27-2011.00 | 2 |
| | Display Manager | 27-1026.00 | 2 |
| | Magician | 27-2011.00 | 2 |
| | Narrator | 27-2011.00 | 2 |
| | Painting Instructor | 41-9011.00 | 2 |
| | Singer | 27-2042.01 | 2 |
| | Model, Photographers' | 41-9012.00 | 1 |
| **ESA** | Department Manager | 11-1011.00 | 5 |
| | Director of Admissions | 11-9033.00 | 5 |
| | Foreign Service Officer | 11-1011.00 | 5 |
| | Judge | 23-1023.00 | 5 |
| | Medical Social Worker | 21-1022.00 | 5 |
| | Politician | 21-1099.00 | 5 |
| | Artist's Manager | 13-1011.00 | 4 |
| | Association Executive | 11-9199.00 | 4 |
| | Business Representative, Labor Union | 11-9199.00 | 4 |
| | Convention Manager | 13-1121.00 | 4 |
| | e Commerce Merchandising Manager | 13-1199.06 | 4 |
| | Editor, Managing | 27-3041.00 | 4 |
| | Equal Opportunity Representative | 13-1041.03 | 4 |
| | Interpreter/Translator | 27-3091.00 | 4 |
| | Literary Agent | 13-1011.00 | 4 |

| SDS Code | Occupations | O*Net Code | ED |
|---|---|---|---|
| | Lobbyist | 27-3031.00 | 4 |
| | News Director | 27-2012.03 | 4 |
| | Placement Director | 11-3121.00 | 4 |
| | Producer, Film | 27-2012.01 | 4 |
| | Recreation Supervisor | 39-9032.00 | 4 |
| | Social Welfare Administrator | 11-9151.00 | 4 |
| | Wholesaler | 41-1012.00 | 4 |
| | Dance Studio Manager | 11-9199.00 | 3 |
| | Manufacturer's Representative | 41-4012.00 | 3 |
| | Nursery and Greenhouse Manager | 11-9013.01 | 3 |
| | Sales Representative, Footwear | 41-4012.00 | 3 |
| | Sales Representative, Household Appliances | 41-4012.00 | 3 |
| | Flight Attendant | 53-2031.00 | 2 |
| | Salesperson, Cosmetics and Toiletries | 41-2031.00 | 2 |
| | Salesperson, General Merchandise | 41-2031.00 | 2 |
| | Salesperson, Musical Instruments and Accessories | 41-2031.00 | 2 |
| | Salesperson, Sporting Goods | 41-2031.00 | 2 |
| EAS | Council On Aging Director | 11-1011.00 | 5 |
| | Music Supervisor | 25-9031.00 | 5 |
| | Broker and Market Operator, Farm Products | 41-3031.01 | 4 |
| | Fashion Coordinator | 11-2021.00 | 4 |
| | Property/Community Association Manager | 11-9141.00 | 3 |
| | Auctioneer | 41-9099.00 | 2 |
| | Field Supervisor, Agricultural Workers | 45-1011.07 | 2 |
| | Salesperson, Apparel and Accessories | 41-2031.00 | 2 |
| | Fashion Model | 41-9012.00 | 1 |

# Fields of study

The following section includes a list of fields of study based on the letters in Sample SDS's Summary Code. Individuals can search the O*NET Education Crosswalk (www.onetonline.org/crosswalk/) to find occupations that correspond to the programs of study listed here. Simply type the name of the program in the field labeled *Education*. The crosswalk search provides detailed information, including educational requirements, for each occupation associated with an instructional program.

Many fields of study are offered at more than one level. Courses and training activities may help Sample SDS learn more about her interests.

| SDS Code | Fields of study |
|---|---|
| **SAE** | Art Teacher Education |
| | Bilingual and Multilingual Education |
| | Chemistry Teacher Education |
| | Child Care |
| | Clinical Pastoral Counseling/Patient Counseling |
| | Divinity/Ministry |
| | Junior High/Intermediate/Middle School Education and Teaching |
| | Mental Health Counseling/Counselor |
| | Pastoral Studies/Counseling |
| | Rabbinical Studies |
| | Secondary Education and Teaching |
| | Speech Teacher Education |
| | Teaching English as a Second or Foreign Language/ESL Language Instructor |
| | Theological and Ministerial Studies |
| | Theology/Theological Studies |
| | Urban Ministry |
| | Youth Ministry |
| | |
| **SEA** | Bible/Biblical Studies |
| | Clinical/Medical Social Work |
| | Cosmetology/Cosmetologist |
| | Human Development and Family Studies |
| | Lay Ministry |
| | Missions/Missionary Studies and Missiology |
| | Public Health Education and Promotion |
| | Religious Education |
| | Substance Abuse/Addiction Counseling |
| | Women's Ministry |
| | |
| **ASE** | Adult and Continuing Education and Teaching |
| | American Literature |
| | Comparative Literature |
| | Crafts/Craft Design, Folk Art and Artisanry |
| | English Language and Literature/Letters |
| | English Literature (British and Commonwealth) |
| | Fiber, Textile, and Weaving Arts |
| | Music History, Literature, and Theory |
| | Theater Literature, History, and Criticism |
| | |
| **AES** | Acting |
| | Advertising |
| | Archives/Archival Administration |

| SDS Code | Fields of study |
|---|---|
| | Audiovisual Communications Technology/Technician |
| | Broadcast Journalism |
| | Business/Corporate Communications |
| | Children's and Adolescent Literature |
| | Cinematography and Film/Video Production |
| | Communication |
| | Conducting |
| | Creative Writing |
| | Digital Arts |
| | Directing and Theatrical Production |
| | Documentary Production |
| | Drama and Dramatics/Theatre Arts |
| | Facilities Planning and Management |
| | Film/Cinema/Video Studies |
| | General Literature |
| | Graphic Design |
| | Historic Preservation and Conservation |
| | Illustration |
| | Interior Design |
| | Intermedia/Multimedia |
| | Journalism |
| | Literature |
| | Mass Communication/Media Studies |
| | Music Management |
| | Music Performance |
| | Music Technology |
| | Musical Theater |
| | Musicology and Ethnomusicology |
| | Playwriting and Screenwriting |
| | Political Communication |
| | Professional, Technical, Business, and Scientific Writing |
| | Public Relations, Advertising, and Applied Communication |
| | Public Relations/Image Management |
| | Publishing |
| | Radio and Television |
| | Radio and Television Broadcasting Technology/Technician |
| | Religious/Sacred Music |
| | Rhetoric and Composition |
| | Rhetoric and Composition/Writing Studies |
| | Speech Communication and Rhetoric |
| | Technical and Scientific Communication |
| | Technical Theatre/Theatre Design and Technology |

| SDS Code | Fields of study |
|---|---|
| | Textile Science |
| | Voice and Opera |
| | Writing |
| | |
| ESA | Airline Flight Attendant |
| | American Sign Language (ASL) |
| | Apparel and Accessories Marketing Operations |
| | Apparel and Textile Marketing Management |
| | Bosnian, Serbian, and Croatian Languages and Literatures |
| | Community College Education |
| | Dispute Resolution |
| | Fashion Merchandising |
| | Film/Video and Photographic Arts |
| | Fine and Studio Arts Management |
| | Foreign Languages and Literatures |
| | General Merchandising, Sales, and Related Marketing Operations |
| | International and Intercultural Communication |
| | Labor Studies |
| | Language Interpretation and Translation |
| | Plant Nursery Operations and Management |
| | Special Products Marketing Operations |
| | Sports Communication |
| | Theater/Theater Arts Management |
| | |
| EAS | Auctioneering |

# Leisure activities

The following section includes a list of leisure activities based on the first two letters of Sample SDS's Summary Code. Exploring leisure activities may help individuals learn more about their interests.

| SDS Code | Leisure activities | |
|---|---|---|
| SA/AS | Accordion playing | Guitar playing |
| | Ancient music playing | Handbell ringing |
| | Art museum going | Hobby journalism |
| | Author/writer study groups | Holiday decorating |
| | Ballet going | Jazz music playing |
| | Band playing | Joke writing |
| | Blogging | Movie going |

| SDS Code | Leisure activities | |
|---|---|---|
| | Bluegrass music playing | Music composing |
| | Chamber music playing | Music group playing (e.g., rock band, folk band) |
| | Charades | Music listening |
| | Church organ playing | Nature photography |
| | Church school teaching | Old-time movie going |
| | Comedian | Opera going |
| | Concert going | Pen pals |
| | Country fiddling | Piano playing |
| | Country music playing | Radio listening |
| | Cultural organizations | Renaissance studies |
| | Dance band playing | Rhythm and blues playing |
| | Drum and bugle corps playing | Social networking/social media |
| | Elderhostel | Stained glass |
| | Family newsletter editing | String quartet playing |
| | Feng shui | Swing music playing |
| | Flash mob performing | Theater going |
| | Folk dancing | Theater history |
| | Folklore study | Theater organ playing |
| | Foreign language learning | Victorian studies |
| | Glass blowing | Wine tasting |
| | Graphology | |

# Aspirations Summary Code

When Sample SDS completed the SDS, she was asked to list the occupations she had daydreamed about or discussed with others. The occupations selected by Sample SDS are listed in the table below along with the Summary Code that corresponds to each occupation.

| Aspiration listed | Summary Code |
|---|---|
| Dietary Manager | ESC |
| Nurse, Instructor | SIE |
| Clinical Nurse Specialist | SIE |
| **Aspirations Summary Code** | **SEI** |

# Diagnostic Signs Summary Overview

The following section includes a brief description and analysis of the scores provided in the Professional Score Summary Table (beginning of report) and the Diagnostic Signs Summary Table (below). These seven diagnostic signs are not discrete but provide an integrated picture of the system of interests and self-knowledge revealed in Sample SDS's SDS results.

## Diagnostic Signs Summary Table

| Diagnostic sign | Result | Qualitative desc. |
|---|---|---|
| Congruence | Iachan Index = 24 | High |
| Summary Code | SAE | --- |
| Coherence of aspirations | --- | Low |
| Consistency | --- | High |
| Profile elevation | 165 | Average |
| Differentiation | Iachan Diff Index = 4.50 | Average |
| Commonness | 3.0% | Average |

# Basic interpretive ideas

## Congruence

Congruence (or agreement) refers to the amount of agreement or overlap between Sample SDS's Aspirations Summary Code and her SDS Summary Code. High, average, and low scores are determined using the percentile of the Iachan Index based on Sample SDS's reference or normative group.

This user obtained a congruence score that is considered to be high.

This level of congruence indicates a close match between Sample SDS's two SDS codes. This score typically indicates a person who is ready to move ahead in educational and career planning and who is likely to find satisfaction with options related to the codes. High congruence affirms Sample SDS's likely awareness in terms of her vocational interests and career goals.

## Type

Sample SDS's Summary Code, especially the first letter, may in itself suggest how she will handle career planning.

Social types typically like exploring information gathered from others' personal views of work life; they are comfortable verbally analyzing past experiences to gain insight into career interests and goals. Sample SDS may thrive in a caring, supportive relationship environment and is usually willing to participate in groups and workshops. Reading autobiographies and networking with potential mentors are often her preferred ways of gaining information. Social types may be susceptible to the influence of important people in their lives and may have difficulty with logical analysis of options; they may value periodic support and reassurance from a professional.

# Other interpretive ideas

## Coherence of aspirations

Coherence of aspirations refers to the degree to which the first letters of the Summary Codes of the first three occupations in Sample SDS's aspirations list are the same. Coherence of aspirations is an especially useful concept to consider if the SDS results were not satisfactory to Sample SDS. A discussion of the order of occupations selected by Sample SDS in the aspirations list may explain the magnitude of the coherence score. Does Sample SDS view the occupations as related?

This user's coherence of aspirations score is in the low range.

The low level of coherence indicates that the first letter of the first occupation in the aspirations list is not the first letter of either the second or third occupation listed, which might indicate less persistence in fields that correspond to the first letter of the first occupation. Discussing with Sample SDS the reasons for the order of occupations in the aspirations list may yield insights into the reasons for low coherence. For example, Sample SDS may not have occupation information that matches the RIASEC framework.

Users with such a limited understanding of occupations may require more assistance in their interpretation of SDS results.

## Consistency

Consistency refers to Sample SDS's personality pattern or interest profile in terms of the proximity of the first two letters of her Summary Code on the RIASEC hexagon.

This user obtained a consistency score that is high.

Sample SDS's two-letter Summary Code of SA is high in consistency because the letters are adjacent on the hexagon. High consistency indicates some overlap in interests and skills for Sample SDS, and it is often associated with more stability in work history and direction of career choices. Relatively more occupations have codes with high consistency.

## Profile elevation

Profile elevation refers to the sum of the six section scores on the SDS. It is the total number of positive responses (e.g., *Yes* or *Like*) and the two self-estimates scores. The mean profile elevation score in the standardization sample was 152. The high and low cutoff points were set at one standard deviation above and below this mean, respectively.

This user obtained a profile elevation score of 165 out of a total of 336, which is in the average range.

Users with average profile elevation scores are likely to view most options presented in this report in a positive, accepting way. These users may have neither a positive nor a negative SDS response set.

## Differentiation

Differentiation refers to the shape of an individual's SDS profile, or the level of distinctness in a profile. For example, a person who resembles one type primarily and has much less resemblance to other types is highly differentiated. On the other hand, a person who resembles all six RIASEC types about equally is undifferentiated (e.g., has a "flat" profile). High, average, and low score cutoffs for differentiation were determined using the Iachan Index.

This user obtained a differentiation score that is in the average range.

Sample SDS's average level of differentiation indicates that she likely has some of the personality characteristics associated with the most prominent letters of the code, but they will not be as strong as those displayed by a user with high differentiation. Sample SDS may have responded in varying ways to items across the SDS scales (e.g., Activities, Competencies, Occupations, Self-Estimates), and a discussion with her regarding this variability may be fruitful.

## Commonness

Commonness refers to the frequency with which a given code is observed in a particular sample of individuals, and it varies for middle school students, high school students, college students, and adults.

This user obtained a commonness score that is in the average range.

The average level of commonness identified for Sample SDS's Summary Code indicates a commonly occurring code type for her age and gender. Sample SDS should find occupations and fields for further exploration (assuming that other diagnostic signs, such as congruence, consistency, profile elevation, and differentiation, are high or average).

Several steps can be taken following completion of the SDS. Ideally, Sample SDS is satisfied with the results, and learning about the hexagon has increased her knowledge of how the world of work is organized and how personal characteristics relate to specific occupations and fields. Sample SDS is considering more options, and she plans to use the options generated by the SDS to conduct further personal research.

Some users, however, may be overwhelmed by the number of options generated by combinations of their Summary Code. If this happens, it may be useful to ask Sample SDS to review the list of options in the Occupations Finder (or on her individualized report) and mark the occupations as follows.

1. Cross out occupations in which Sample SDS has no interest.

2. Put a question mark (?) next to occupations about which Sample SDS needs more information.

3. Put a star (*) next to those occupations in which Sample SDS has a definite interest.

The professional can then review this activity with the individual and discuss the rationale behind each choice, asking her to identify themes associated with each set of options marked a certain way. For example, do all the crossed-out occupations involve working outdoors, making presentations to groups, or keeping records? This activity can help individuals further clarify self-knowledge. It may also give the professional insight into any stereotypes that the individual may be holding about certain occupations.

Finally, users should be encouraged to complete the activities and review the resources outlined in the You and Your Career booklet and the SDS Client Interpretive Report.

## About the SDS

The SDS is a guide to educational and career planning. It was first developed by Dr. John Holland in 1971 and has been revised four times since then. The SDS and this report are based on extensive research about how people choose careers. The SDS is the most widely used career interest inventory in the world.

It may be useful to discuss the information on the following pages with Sample SDS.

# Next steps

The following are some steps you can take to increase the quality of your career decisions.

**1** The SDS is most useful when it reassures you about your occupational choice or reveals new possibilities worthy of consideration. If it fails to support a choice or an anticipated occupation change, don't automatically change your plans. Instead, do some investigation to make sure you understand the career you have chosen and the occupations suggested by the SDS.

**2** Compare your Summary Code with the codes for your Occupational Daydreams. They should be similar, but it is not necessary that your SDS code matches your Aspirations Summary Code letter-for-letter. Occupations tolerate a variety of types. It is important that your three-letter Summary Code at least resembles the three-letter code of your favorite occupations. For example, your SDS code might be RIE, while the occupation you aspire to might be IRC. If you can see no relation between your SDS Summary Code and your aspiration, you should examine your potential satisfaction for that occupation with a career counselor or a friend.

**3** Investigate the educational requirements for the occupations that interest you. Go back to the Occupations Finder and find out how much education or training is required for each occupation you listed earlier. Where could you obtain the required training? Is it financially possible? Is it reasonable in terms of your learning ability, age, and family situation? Also, consider any health or physical limitations that might affect your choice and how you would cope with them.

**4** Conduct a thorough search of the occupational information available on the O*NET Web site (www.onetonline.org). Refer to the resource list at the end of this report for additional books and Web sites that may be useful.

**5** Talk to people employed in the occupations in which you are especially interested. Most people enjoy talking about their work. Remember, however, that they may have personal biases, so talk to several people in the same occupation.

**6** Try to obtain volunteer or part-time work experience that is similar to the occupations you are considering. Such experiences may give you a better idea of what the occupation is like.

**7** Remember that your results on the SDS are affected by many factors, including your sex, your age, your parents' occupations, and your ethnic or racial background. For example, because society often encourages men and women to aspire to different careers, women typically receive more S, A, and C codes than men, whereas men typically obtain more I, R, and E codes. Yet all jobs can be successfully performed by members of either sex. If your code differs from your Aspirations Summary Code, keep those influences in mind; they may account for the differences, and you may decide to stick with your daydreams.

**8** Remember: No one but you can make your occupational decision. No single resource or test can provide you with one "right" choice, but the SDS can help you focus on some of the more likely possibilities.

# Resources

**America's Career InfoNet** (www.careerinfonet.org)
Part of CareerOneStop, this Web site offers a variety of tools and resources for career exploration, education information, and job search instruction. It helps users explore career opportunities and make informed employment and education choices. It is sponsored by the U.S. Department of Labor's Employment and Training Administration. It is continually updated.

**National Career Development Association**
(www.ncda.org/aws/NCDA/pt/sp/resources)
This Web site is updated annually with hundreds of helpful resources, services, and tools that assist users in exploring careers, planning for the future, searching for employment, and finding the additional training necessary to pursue a dream.

**Occupational Outlook Handbook** (www.bls.gov/ooh)
This Web site provides the latest information on more than 250 occupations, accounting for 90% of U.S. jobs. Information includes nature of work, places of employment, training and other qualifications, advancement, employment outlook, earnings and working conditions, and sources of additional information.

**O*NET Online** (www.onetonline.org)
This Web site was created to provide broad access to the Occupational Information Network database of occupational information, which includes information on skills, abilities, work activities, and interests associated with more than 950 occupations. This resource allows visitors to browse occupations using many different search terms. Occupational information is gathered primarily from U.S. Bureau of Labor Statistics sources. Reports include information about Holland Summary Codes. It is continually updated.

**Self-Directed Search (SDS) Web site** (www.self-directed-search.com)
This Web site provides valuable information for parents, students, teachers, job seekers, and professionals. It includes training materials, news, and other resources.

**\*\*\* End of Report \*\*\***