“Ninety percent of the world's misery comes from people not knowing themselves, their abilities, their frailties, and even their real virtues. Most of us go almost all the way through life complete strangers to ourselves.”

Sydney J. Harris, journalist

Career Direction: Getting to Know Yourself

In the previous lesson, you considered some aspects of how to research careers. You now know about some of the most potentially rewarding career paths for the 21st century. In this lesson, you will learn techniques of self-discovery that can reveal pathways to success for your education and your career.

During this lesson, you will learn about three personal inventories. The first allows you to identify the relative strengths of your multiple intelligences (MI), the eight distinct areas of intelligence that everyone possesses. The second will help you identify your preferred learning style—the way an individual learns best. These two inventories will help you develop study and career exploration strategies. They will also allow you to effectively apply a third tool for self-discovery, the Holland Interest Environments, a technique for exploring the ways that your interests can be grouped into job categories so you can begin to select specific career paths to investigate. Once you have taken these inventories, you’ll learn about career clusters, an organized way to get information about a variety of different careers.

These inventories are not intended to label you, nor are they a measure of how smart you are. They do not measure your worth or your capabilities as a student or citizen. They are offered so that you might gain a better understanding of your multiple intelligences, your preferred style for learning and working,
and your fields of interest. Using these tools for self-discovery, you can start today to improve how you learn. You’ll also be more equipped to make career path choices for tomorrow.

Identifying Your Aptitudes and Abilities

You Have More Than One Type of Intelligence

Scientists and educators used to believe that intelligence, the ability to acquire, understand, and use knowledge, consisted of only two basic areas: verbal or mathematical. More recently, the research of Dr. Howard Gardner (1999) has shown that there are at least eight distinct areas of intelligence. Gardner proposes that each person possesses all eight intelligences to a greater or lesser degree, and can more fully develop each of the eight. As you read the descriptions below, ask yourself which ones you think are already well developed and which you would like to develop further:

- **Visual/spatial intelligence** (Picture Smart) includes the ability to create mental images and transform them into an art form or useful product. People with this intelligence enjoy art, shop, drafting, and photography. They enjoy projects such as designing brochures, ceramics, costumes, structures, and websites.

- **Verbal/linguistic intelligence** (Word Smart) focuses on the use of language and words. Individuals with this type of intelligence tend to enjoy school subjects such as English, foreign languages, history, and social sciences. They enjoy debate, drama, TV, and radio work, newspaper and yearbook editing, writing blogs, newsletters, and magazine articles.

- **Musical/rhythmic intelligence** (Music Smart) focuses on the ability to be aware of patterns in pitch, sound, rhythm, and timbre. These individuals enjoy such school subjects as music and dance. They are involved in band, orchestra, choir, and dance productions.
Logical/mathematical intelligence (Number Smart) includes the ability to think abstractly, to problem-solve, and to think critically. Favorite school subjects for these individuals include math, science, economics, and computer programming. They tend to be involved in science projects and enjoy reading maps, spreadsheets, budgets, and blueprints.

Bodily/kinesthetic intelligence (Body Smart) relates to the ability to connect mind and body, and often relates to excelling at sports. Popular subjects include dance, drama, sports, and culinary arts.

Intrapersonal intelligence (Self-Smart) involves the ability to comprehend your own feelings. Popular school subjects related to this intelligence include psychology and creative writing. These individuals enjoy reading and journal writing.

Interpersonal intelligence (People Smart) involves the ability to comprehend others’ feelings. Individuals who possess this intelligence enjoy such school subjects as literature, psychology, and sociology.

Naturalistic intelligence (Environment Smart) involves the ability to understand and work effectively in the natural world of plants and animals. Popular school subjects related to this intelligence include science and agriculture.

Self-Discovery Through the Multiple Intelligences Survey (MIS)

Each person possesses all of these eight intelligences. When you can recognize which of your eight intelligences are most highly developed, and which come naturally, you can apply this knowledge to many activities, including your studies and career planning.
Research on career satisfaction suggests that to be satisfied with your career, you need to identify and capitalize on areas that seem to come naturally and take advantage of your multiple intelligence preferences.

If you had to make a career choice right now, just considering this information on multiple intelligences and the various careers listed under each, which of the eight areas would be in your top three? Which careers might fit you best? How you respond to these questions will indicate how these various intelligences might affect your future career. You are likely to be more satisfied and less stressed in a career that uses your natural preferences.

The Multiple Intelligences Survey (MIS) allows you to begin to answer these questions. You’ll be able to complete the MIS either in class or online at the LE-300 companion website. There is also a version of the MIS at the Literacyworks site (http://www.literacyworks.org/MI/assessment/findyourostrengths.html) that will identify your top three intelligences based on your responses, and make recommendations for further building your strengths. Once you have taken the survey, you’ll learn how it can improve your studies and career decisions. You’ll also be more prepared to relate your intelligences to your preferred learning styles and fields of interest.

Using Your Knowledge of Multiple Intelligences in Your Studies and Career Planning

Study Habits

Once you know your scores in the MIS, you can put this knowledge into practice. Use the list below to help create a study environment and habits that will be more comfortable and more efficient for you. Read each category, because you may need to use your less dominant intelligences in some of the classes you take.

**VISUAL/Spatial**
- Use visuals in your notes such as timelines, charts, graphs, and geometric shapes.
- Work to create a mental or visual picture of the information at hand.
- Use colored markers to make associations or to group items together.
- Use mapping or webbing so that your main points are easily recognized.
- When taking notes, draw pictures in the margins to illustrate the main points.
- Visualize the information in your mind.

**Verbal/Linguistic**
- Establish study groups so that you can talk about the information.
- Use the information you studied to create a story or a skit.
- Read as much information about related areas as possible.
- As you read chapters, outline them in your own words.
- Summarize and recite your notes aloud.
MUSICAL/RHYTHMIC
- Listen to music while studying (if it does not distract you).
- Write a song or rap about the chapter or information.
- Take short breaks from studying to listen to music.
- Commit the information being studied to the music from your favorite song.

LOGICAL/MATHEMATICAL
- Strive to make connections between subjects.
- Don’t just memorize the facts; apply them to real-life situations.
- As you study the information, think of problems in society and how this information could solve those problems.
- Create analyzing charts. Draw a line down the center of the page, put the information at hand in the left column and analyze, discuss, relate, and synthesize it in the right column.
- Allow yourself some time to reflect after studying.

BODILY/KINESTHETIC
- Don’t confine your study area to a desk or chair; move around, explore, go outside.
- Act out the information.
- Study in a group of people and change groups often.
- Use charts, posters, flash cards, and chalkboards to study.
- When appropriate or possible, build models using the information studied.
- Verbalize the information to others.
- Use games such as chess, Monopoly, Twister, or Clue when studying.
- Trace words as you study them.
- Use repetition to learn facts; write them many times.
- Make study sheets.

INTRAPERSONAL
- Study in a quiet area.
- Study by yourself.
- Allow time for reflection and meditation about the subject matter.
- Study in short time blocks and then spend some time absorbing the information.
- Work at your own pace.

CHAPTER 3  Career Opportunities
INTERPERSONAL
- Study in groups.
- Share the information with other people.
- Teach the information to others.
- Interview outside sources to learn more about the material at hand.
- Have a debate with others about the information.

NATURALISTIC
- Study outside whenever possible.
- Relate the information to the effect on the environment whenever possible.
- When given the opportunity to choose your own topics or research projects, choose something related to nature.
- Collect your own study data and resources.
- Organize and label your information.
- Keep separate notebooks on individual topics so that you can add new information.

Career Planning
There are at least four benefits in applying your knowledge of MI to career planning:
1. You increase the chances for maximum career development when job tasks closely match your MI strengths.
2. The strength and development of intrapersonal intelligence is a key factor in positive career selection and advancement.
3. Career development will be enhanced when your parents, teachers, counselors, and friends are aware and supportive of the growth of your particular strengths.
4. The negative impact of weaknesses on career success will be lessened when your knowledge of MI allows you to emphasize your strengths while understanding areas for improvement.

Consider this short list of occupations categorized by primary intelligence. Which seem most suitable for you?
- **Visual/spatial intelligence**—engineer, surveyor, architect, urban planner, graphic artist, interior decorator, photographer, pilot.
- **Verbal/linguistic intelligence**—librarian, curator, speech pathologist, writer, radio or TV announcer, journalist, lawyer.

LESSON 2  Self-Discovery
• **Musical/rhythmic intelligence**—musician, piano tuner, music therapist, choral director, conductor.

• **Logical/mathematical intelligence**—auditor, accountant, mathematician, scientist, statistician, computer analyst, technician.

• **Bodily/kinesthetic intelligence**—physical therapist, dancer, actor, mechanic, carpenter, forest ranger, jeweler.

• **Intrapersonal intelligence**—psychologist, therapist, counselor, theologian, program planner, entrepreneur.

• **Interpersonal intelligence**—administrator, manager, personnel worker, psychologist, nurse, public relations person, social director, teacher.

• **Naturalist intelligence**—botanist, astronomer, wildlife illustrator, meteorologist, chef, geologist, landscape architect.

### Linking Your Dominant Intelligences to Your Preferred Learning Style

#### Learning Styles

Have you ever been in a class where you felt inadequate or out of place? Where it seems that others are understanding what’s being taught but you are lost? It may be that your instructor and the materials were not compatible with your learning style. *(Learning styles are the way an individual learns best.*) On the other hand, if you are doing very well in a class, it may be because the instructor, the materials, or the class environment matches the way you process information best.

How do you learn best? Do you prefer lectures or group discussions? Role playing or case studies? Guided field trips or hands-on exercises? Some students learn best by touching and doing, while others learn best by listening and reflecting. Some students prefer working with a group of people sitting outside under the trees, while others would rather be alone in the library.

You may be asking yourself, “Is there one ‘best’ way of learning?” The answer is no. The way you learn new information depends on many variables. Your learning style, intelligences, personality, experiences, and attitude all play a part in the way you process new information. However, understanding these variables will help you learn more efficiently, and discover which career path is best for you.
There are three learning styles: visual, auditory, and tactile. The Learning Evaluation and Assessment Directory (LEAD) will help you determine your dominant learning style. As with the MIS, you can take the LEAD survey either in class or online at the LE-300 companion website.

**Analyzing Your Learning Styles**

When analyzing your scores on the LEAD, first look at your top score. If you learn best by seeing information, you have a more dominant visual learning style. If you learn best by hearing information, you have a more dominant auditory learning style. If you learn best by touching or doing, you have a more dominant tactile learning style. You may also hear the tactile learning style referred to as kinesthetic or hands-on.

Here are brief descriptions of how the three styles relate to a person’s approach to learning:

- **Visual (Eye Dominant)**—Thinks in pictures; enjoys visual instructions, demonstrations, and descriptions; would rather read a text than listen to a lecture; avid note taker; needs visual references; enjoys using charts, graphs, and pictures.

- **Auditory (Ear Dominant)**—Prefers oral instructions; would rather listen than read; often tapes lectures and listens to them in the car or at home; recites information out loud; enjoys talking, discussing issues, and verbal stimuli; talks out problems.

- **Tactile (Action Dominant)**—Prefers hands-on approaches to learning; likes to take notes and uses a great deal of scratch paper; learns best by doing something, by touching it, or manipulating it; learns best while moving or while in action; often does not concentrate well when sitting and reading.

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**A Successful Decision**

Brandon knew that he has always learned best when he could see the information in pictures, charts, graphs, PowerPoints, videos, or other visuals. He did not know what this was called. However, he also knew that he was a good “hands-on” learner.

When he discovered that different people have different ways of learning and instructors have different ways of teaching, things began to make more sense. He wondered why he had also done poorly in classes that were all lecture—like his history class.

This semester, he was becoming increasingly worried about his Medical Terminology class. It too, was all lecture—term after term after term. He decided to go to the Tutoring Center to find out what he could do to retain the information more effectively.

The tutor told Brandon about learning styles. He also showed Brandon how to make the terms more “visual” by drawing pictures beside each term, using colors, and creating storyboards with visual images of the definitions.

This strategy worked. Brandon’s retention became easier because he learned to convert a “lecture” class into “visual” study time.

Brandon had made a successful decision.
Some of the most successful students have learned to use all three styles. If you are learning how to skateboard, you might learn best by hearing someone talk about the different styles or techniques. Others might learn best by watching a video where someone demonstrates the techniques. Still others would learn best by actually getting on the board and trying it.

However, the student who involves all of his or her senses might gain the most. They might listen to the instructor tell about skateboarding, watch the video, and then go do it. Therefore, they would have involved all of their learning styles: visual, auditory, and tactile.

### Identifying Your Fields of Interests

The rest of this lesson explores the ways that interests can be grouped into career categories or clusters so you can begin to select specific fields of interest to investigate. In this lesson, we highlight two different, widely-used approaches to identify interests.

The first is the Holland Interest Environments (or categories), which are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (Table 3.5). The second system, career clusters, is provided by the American College Testing (ACT) Program. The ACT clusters, as well as the tech-prep and school-to-career clusters listed later in this chapter, are used in secondary-school career centers.

Although you may have access to career inventories, remember that the information gathered by printed or online assessments is not magic. Assessments simply provide a quick, efficient way of gathering and organizing the information that you know about yourself—the answers come from you, that’s why it’s important to be honest when answering these questions. In the absence of an inventory, you are still able to collect the same information by completing the exercises, activities, and links to available inventories online provided throughout this book.

### Linking Your Aptitudes and Interests to Career Paths

As you have seen in this lesson, understanding your interests can be very useful to you in making satisfying educational and career choices. The more you are able to incorporate your interests into your schoolwork and career planning, the more you will enjoy your life’s work. Once you have completed the Holland Interest Inventory, you should use the framework of career clusters to explore those occupations associated with your interests. Find out what people actually do, and compare these jobs to your interests.
## Table 3.5 Holland Interest Environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC)

### Instructions: Using the descriptions in each section, select which of the six Holland categories best describes you.

### DOERS

**Realistic (R)**

- Conforming
- Frank
- Honest

- Humble
- Materialistic
- Modest

- Natural
- Persistent
- Practical

- Shy
- Stable
- Thrifty

**Hobbies**

- Building things
- Growing
- Repairing
- Using hands

**Abilities/Interests**

- Operating tools
- Planting
- Playing sports
- Repairing

**Sample Careers**

- Air conditioning mechanic (RIE)
- Anthropologist (IRE)
- Archaeologist (IRE)
- Architectural drafter (RCI)
- Athletic Trainer (SRE)
- Automotive engineer (RIE)
- Automotive mechanic (RIE)
- Baker/chef (RSE)
- Biochemist (IRS)
- Carpenter (RCI)
- Commercial airline pilot (RIE)
- Construction worker (REC)
- Dental assistant (RES)
- Electrical engineer (RIE)
- Fiber-optics technician (RSE)
- Floral designer (RAE)
- Forester (RIS)
- Industrial arts teacher (IER)
- Optician (REI)
- Petroleum engineer (RIE)
- Police officer (SER)
- Radio/TV repairer (REI)
- Software technican (RCI)
- Truck driver (RSE)
- Ultrasound technologist (RSI)
- Veterinarian (IRS)

### THINKERS

**Investigative (I)**

- Analytical
- Caustious
- Critical

- Curious
- Independent
- Intellectual

- Introverted
- Methodical
- Modest

- Precise
- Rational
- Reserved

**Hobbies**

- Collecting rocks
- Collecting stamps
- Doing puzzles
- Participating in book clubs
- Visiting museums

### Table 3.5  Holland Interest Environments, continued

<table>
<thead>
<tr>
<th>Abilities/Interests</th>
<th>Sample Careers</th>
</tr>
</thead>
</table>
| Doing complex calculations | Actuary (ISE)  
Anesthesiologist (IRS)  
Anthropologist (IRE)  
Archeologist (IRE)  
Automotive engineer (RIE)  
Baker/chef (RSE)  
Biochemist (IRS)  
Biologist (ISR)  
Chemical engineer (IRE) |
| Interpreting formulas | Chemical technician (IRE)  
Commercial airline pilot (RRE)  
Computer analyst (IER)  
Dentist (ISR)  
Ecologist (IRE)  
Electrical engineer (RIE)  
Industrial arts teacher (IER) |
| Solving math problems | Geologist (IRE)  
Landscape architect (AIR)  
Librarian (SAI)  
Medical technologist (ISA)  
Nurse practitioner (ISA)  
Petroleum engineer (RIE)  
Physician (ISE) |
| Using a microscope or scientific instrument | Psychologist (IES)  
Statistician (IRE)  
Technical writer (IRS)  
Ultrasound technologist (RSI)  
Veterinarian (IRS)  
Writer (ASI) |

### CREATORS (Artistic—A)

Creators like jobs such as composer, musician, stage director, writer, interior designer, and actor/actress. They like to work in artistic settings that offer opportunities for self-expression. They are described as:

- complicated
- emotional
- expressive
- idealistic
- imaginative
- impractical
- impulsive
- independent
- intuitive

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Abilities/Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing/photography</td>
<td>Designing fashions or interiors</td>
</tr>
<tr>
<td>Performing singing, dancing, acting</td>
<td></td>
</tr>
<tr>
<td>Playing music</td>
<td></td>
</tr>
<tr>
<td>Writing stories, poems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Careers</th>
</tr>
</thead>
</table>
| Actor (AES)  
Advertising (AES)  
Artist (AES)  
Broadcasting executive (EAS)  
Clothing designer (ASR)  
Copy writer (ASI)  
Dancer (AES) |
| Drama/music/arts teacher (ASE)  
Economist (IAS)  
English teacher (ASR)  
Fashion designer (ASR)  
Fashion illustrator (ASR)  
Floral Designer (RAE) |
| Furniture Designer (AES)  
Graphic Designer (AES)  
Interior designer (AES)  
Journalist (ASE)  
Landscape architect (ASR) |
| Librarian (SAI)  
Medical illustrator (AIE)  
Museum curator (AES)  
Nurse practitioner (ISA)  
Writer (ASI) |
### Table 3.5 Holland Interest Environments, continued

#### HELPERS

**Social—S**

Helpers like jobs such as teacher, clergy, counselor, nurse, personnel director, and speech therapist. They are sociable, responsible, and concerned with the welfare of others. They have little interest in machinery or physical skills. They are described as:

-convincing
-linguistic
-cooperative
-helpful
-friendly
-idealistic
-helpful
-kind
-responsible
-tactful
-understanding

**Hobbies**

- Caring for children
- Participating in religious activities
- Playing team sports
- Volunteering

**Abilities/Interests**

- Expressing oneself
- Leading a group discussion
- Mediating disputes
- Teaching/training others

**Sample Careers**

- Air traffic controller (SER)
- Athletic coach (SRE)
- Chaplain (SAI)
- College faculty (SEI)
- Consumer affairs director (SER)
- Cosmetologist (SAE)
- Counselor (SAE)
- Dental hygienist (SAI)
- Historian (SEI)
- Homemaker (S)
- Hospital administrator (SER)
- Mail carrier (SRC)
- Medical records administrator (SIE)
- Nurse (SIR)
- Occupational therapist (SRE)
- Paralegal (SCE)
- Police officer (SER)
- Radiological technologist (SRI)
- Real estate appraiser (SCE)
- Schoolteacher (SEC)
- Social worker (SEA)
- Speech pathologist (SAI)
- Youth services worker (SEC)

#### PERSUADERS

**Enterprising—E**

Persuaders like jobs such as salesperson, manager, business executive, television producer, sports promoter, and buyer. They enjoy leading, speaking, and selling. They are impatient with precise work. They are described as:

-adventurous
-ambitious
-attention-getting
-domineering
-energetic
-impulsive
-optimistic
-pleasure-seeking
-popular
-risk-taking
-self-confident
-sociable

**Hobbies**

- Campaigning
- Leading organizations
- Promoting ideas
- Starting own service or business

**Abilities/Interests**

- Initiating projects
- Organizing activities
- Persuading people
- Selling things or promoting ideas
### Table 3.5 Hollands Interest Environments, continued

<table>
<thead>
<tr>
<th>Sample Careers</th>
<th>Advertising executive (ESA)</th>
<th>Financial planner (ESR)</th>
<th>Insurance agent (ECS)</th>
<th>Stockbroker (ESI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Automobile sales worker</td>
<td>Flight attendant (ESA)</td>
<td>Journalist (EAS)</td>
<td>Urban planner</td>
</tr>
<tr>
<td></td>
<td>worker (ESR)</td>
<td>Food service manager</td>
<td>Lawyer (ESA)</td>
<td>(ESI)</td>
</tr>
<tr>
<td></td>
<td>Banker/financial planner</td>
<td>Funeral director (ESR)</td>
<td>Office manager (ESR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ESR)</td>
<td>Hotel manager (ESR)</td>
<td>Politician (ESA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Buyer (ESA)</td>
<td>Industrial engineer (EIR)</td>
<td>Public relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Claims adjuster (ESR)</td>
<td></td>
<td>representative (EAS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit manager (ERS)</td>
<td></td>
<td>Real estate agent</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(ESR)</td>
<td></td>
</tr>
</tbody>
</table>

**ORGANIZERS**

(Conventional—C)

Organizers like jobs such as bookkeeper, computer technician, banker, cost estimator, and tax expert. They prefer highly ordered activities, both verbal and numerical, that characterize office work. They have little interest in artistic or physical skills. They are described as:

- careful
- conforming
- conscientious
- conservative
- efficient
- obedient
- orderly
- persistent
- practical
- reserved
- self-controlled
- structured

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Arranging and organizing household</th>
<th>Collecting memorabilia</th>
<th>Playing computer or card games</th>
<th>Studying tax laws</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing family history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abilities/Interests</th>
<th>Keeping accurate records</th>
<th>Organizing</th>
<th>Using a computer</th>
<th>Working within a system</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Careers</th>
<th>Accountant (CSE)</th>
<th>Clerk (CSE)</th>
<th>Financial analyst (CSI)</th>
<th>Paralegal (SCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrative assistant</td>
<td>Computer operator (CSR)</td>
<td>Insurance underwriter (CSE)</td>
<td>Tax consultant</td>
</tr>
<tr>
<td></td>
<td>(ESC)</td>
<td>Congressional-district aide (CES)</td>
<td>Internal auditor (ICR)</td>
<td>(CSE)</td>
</tr>
<tr>
<td></td>
<td>Bank teller (CSE)</td>
<td>Court reporter (CSE)</td>
<td>Legal secretary (????)</td>
<td>Travel agent (ECS)</td>
</tr>
<tr>
<td></td>
<td>Budget analyst (CER)</td>
<td>Customer inspector (CEI)</td>
<td>Librarian (CSE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building inspector (CSE)</td>
<td>Elementary school teacher (SEC)</td>
<td>Medical records technician (CSE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business teacher (CSE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Claims adjuster (SEC)</td>
<td></td>
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</tbody>
</table>

**CHAPTER 3** Career Opportunities
State and local career centers across the country often base their pathways on 16 career clusters developed by the US Department of Education (DOE). For example, the state of Georgia currently recognizes the following 11 career pathways related to these clusters.

- **Agriculture Pathway**—includes Agribusiness Management, Agriscience, Agricultural Mechanics, Animal Science, Forestry/Natural Resources, Plant Science/Horticulture, and Veterinary Science.


- **Arts & Humanities Pathway**—includes Foreign Languages, Journalism, Performing Arts, and Visual Arts.


- **Culinary Arts Pathway**—includes Culinary Arts.

- **Education Pathway**—includes Early Childhood Education and Teaching as a Profession.

- **Engineering and Technology Pathway**—includes Electronics, Energy Systems, Engineering, and Manufacturing.

- **Family and Consumer Sciences Pathway**—includes Consumer Science; Family, Community and Global Leadership; Interior Design; and Nutrition and Food Science.


- **Healthcare Science Pathway**—includes Biotechnology Research and Development, Diagnostic Services, Health Informatics, Therapeutic Services—Emergency Services, Therapeutic Services—Medical Services, and Therapeutic Services—Nursing.

- **Marketing, Sales and Service Pathway**—includes Fashion Marketing, Marketing Communications and Promotion, Marketing and Management, Sports and Event Marketing, and Travel Marketing and Lodging Management.

Each state has created their own career pathway model based on the 16 career clusters provided by the US DOE.

Career clusters and pathways are tools for investigation and self-discovery, and not intended to force you into a final career path decision. As the Georgia Career Resource Network site states, “When a student selects a career cluster, they are simply choosing a direction upon which to build a plan….Assessment and exploration will provide the knowledge to decide if that occupation ‘fits’ the individual.”

**LESSON 2  Self-Discovery**
CHAPTER 3  Career Opportunities

Career Paths Based on Your Aptitudes and Interests

Many states have provided websites that allow students to explore their own career interest, values, and skills through online assessments. One such website used by the state of New York Department of Labor is CareerZone, which can be found at careerzone.ny.gov. Another website provided by The American College Testing Program (ACT) has also devised a useful system of organizing jobs into career clusters. If you are trying to choose a major field of study, you might research the cluster in which your major falls or your interests are located. You should also explore the area that seems to relate to your interests, values, and skills. The definitions of each cluster found at the ACT website http://www.act.org/wwm/overview.html will help you identify career interest areas.

If you’ve taken the time to use the tools for self-discovery in this lesson, you’re on the road to a lifelong pattern of rewarding learning and working. The career lists on CareerZone and the ACT site are a good starting point for further investigation. They are far from complete. Use them to help you begin to think about career choices. Many people have found such lists helpful. You can take the information and working environments found in Table 3.5 and combine it with the careers listed on CareerZone and the ACT site to create a more complete picture of the career paths and work environments you are most likely to prefer.

Remember: There’s no guarantee that any of these careers will be appropriate for you or that your best career match is among those listed in the MIS or the Holland Interest Environments. That’s because, more than anything else, you need to understand yourself and the aptitudes and interests that will have an impact on your career. You need to know what is really important to you. This lesson has provided you with some powerful tools that can help you do that. Once you understand your strengths and weaknesses and are aware of what you truly value, you’ll be in an excellent position to pick a rewarding career.

Another thing to keep in mind: Once you choose a career, you may face lots of pressure from family, friends, and others to go in a different direction. For example, on the basis of your aptitudes, personality preferences and interests, you may decide on a career as an actor, but your family may want you to be a doctor. Or you may want to be a military officer, and your friends think you should stay in the private sector and become a business executive.

It’s not always easy to resolve conflicts such as these. It might help to realize that most people pursue several careers over their lifetimes, and there may be a way to do both. For example, a doctor may be able to act in plays in his or her spare time, and then pursue acting as a full-time career later in life. A military member may retire in 20 years and become an executive for an airplane manufacturer.

The lessons that follow will help you further explore your options in career and educational paths. Later you’ll learn about how to apply for college, how to find and apply for a job, and how to develop your career skills.
Lesson 2 Review

Using complete sentences, answer the following questions on a sheet of paper.

1. Based on your responses to the MIS and LEAD surveys, describe three new strategies you can use to improve your grades and work performance.

2. Review the Holland Interest Environment category that seems to best fit you and describe some specific examples from your studies and work that support your choice.

3. On the basis of what you’ve learned about your aptitudes and interests, describe the work environment in which you might do best.

4. Name three career clusters that fit your aptitudes and interests, and explain why each might be a good option for you.

5. In today’s workplace, lifelong learning is a key to success. How will your self-discovery activities help you succeed over the long term?

APPLYING SELF-DISCOVERY SKILLS

6. Based on your findings in the Multiple Intelligences Survey (MIS) and the LEAD survey on learning styles, talk with a friend about your abilities and interests. Does your friend agree with your findings?