Facilitator Guide
Holland Party Exercise

Purpose:
To introduce the process of career decision making by using the Holland theory of career choice based on interests and to make students aware of career exploration assistance through Career Services.

Learning Objective:
Students will understand that their interests influence choice of career and work settings and that satisfaction and success in work is achieved through matching these.

Materials:
Students need the Holland Personality Types handout from Into the Water; facilitators need 6 signs/posters with the letters or art that represents the 6 Holland Codes. See Catherine Queener about poster availability.

Preparation:
Post the signs/posters around the classroom in the RIASEC order of the hexagon. Teaming up and having 2 or more facilitators in a group will keep the activity flowing.

Instructions:
1. Ask the students to read the descriptions the 6 RIASEC types on the Holland Personality Types handout and to follow the directions in the box by marking their first, second, and third choice.

2. When the students have marked their choices, ask them to go stand next to the poster/sign that matches their first choice. Ask them to talk among themselves about why they chose to visit this area.

3. Facilitators need to visit each group and explore what the group shares in common. Questions might be:
   ♦ What attracted you to this group?
   ♦ What have you, as a group, found that you have in common?
   ♦ Ask if the students have chosen majors and what they are.
   ♦ Process how the major fits with the theme of the RIASEC type or how it does not.
      You may choose to ask why they chose a major that does not fit their interests.
      Be certain to speak with each individual.

**If you have only one or two students at one sign/poster area, invite them to join a larger group on either side of the RIASEC letter. Ask what they may share in common with the larger group and why the other area was more appealing. Of the larger group, ask why the other area was not as appealing.

4. After an appropriate amount of time to interface with each group, ask the students to move to their second choice and engage each group by asking the same questions and if it is apparent, help students see that they had more in common with the first group than the second.

5. Repeat the activity for a third time.
6. Come back together in one large group and process the activity with the entire class. Rely on insight that you as a facilitator gained in meeting the groups. If you are in a major-specific Learning Community class, the group will generally have much more in common than a group of diverse majors or “deciding” students.

Ask for insight from the whole group:

♦️ When you were in your first group, did you have many things in common?
♦️ Were your majors the same or related?
♦️ In your second and third groups was there more diversity in interests; less in common among the group members?

**In specific Learning Community classes, you may be able to introduce that a large number of individuals started out in the same type area, but when moving into their second and third groups, the number of individuals at each site was distributed more evenly and ask students to reflect about that.

7. Introduce that interests are only one of the four cornerstones to career choice leading to career satisfaction. If students want to do further exploration or use assessment tools to identify their personal criteria for career success and satisfaction, refer them to Career Services, 334 Student Union.

8. Introduce TypeFocus, the career and self-exploration assessment, available on the Internet. Direct students to obtain their access code from Career Services.