

Career Assessment

Unit: Career Exploration

Problem Area: Skills, Values, and Interest Assessments

Lesson: Career Assessment

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify various skills assessment tools.**
- 2 Identify various values assessment tools.**
- 3 Identify various career interest assessment tools.**
- 4 Identify various personality assessment tools.**
- 5 Interpret skills, values, career interest, and personality assessment results.**

■ **Resources.** The following resources may be useful in teaching this lesson:

American School Counselor Association. Accessed May 31, 2011.
<<http://www.schoolcounselor.org>>.

“Career and College Planning Resources,” *Vocational Information Center.*
Accessed May 31, 2011. <<http://www.khake.com/page51.html>>.

“Career Click,” *Illinois Department of Employment Security.* Accessed May 31, 2011. <<http://www.workforceinfo.state.il.us/>>.

Career Discovery Encyclopedia, 7th ed. Infobase Publishing, 2009.

“Career Guide to Industries (CGI), 2010–11 Edition,” *U.S. Bureau of Labor Statistics.* Accessed May 31, 2011. <<http://www.bls.gov/oco/cg/>>.



CareerOneStop. Accessed May 31, 2011. <<http://www.acinet.org/acinet/>>.

Center for Applications of Psychological Type. Accessed May 31, 2011. <<http://www.capt.org>>.

“Curriculum Revitalization,” *Illinois Career & Technical Education*. Accessed May 31, 2011. <<http://ilcte.org>>.

Developmental Counseling Model for Illinois Schools, 2nd ed. Illinois School Counselor Association, 2010. Accessed May 31, 2011. <http://www.isbe.state.il.us/SPEC-ED/pdfs/il_dev_counseling_model.pdf>.

Harvard Graduate School of Education. *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. Accessed May 13, 2011. <http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf>.

“Help Wanted: Projections of Jobs and Education Requirements Through 2018,” *Georgetown University Center on Education and the Workforce*. Accessed May 31, 2011. <<http://cew.georgetown.edu/jobs2018/>>.

Kalchik, Stephanie, and Kathleen Marie Oertle. “The Relationship of Individual Career Plans to Programs of Study and Career Pathways,” *Transition Highlights*, Issue 3, Jan. 2011. Office of Community College Research and Leadership (OCCRL). Accessed May 13, 2011. <http://occrillinois.edu/files/Highlights/Highlight_01_2011.pdf>.

“National Sample Definitions,” *Career Clusters*. Accessed May 31, 2011. <<http://www.careerclusters.org/definitions.php>>.

O*NET® OnLine. Accessed May 31, 2011. <<http://online.onetcenter.org/>>.

“Programs of Study,” *Illinois Community College Board*. Accessed May 31, 2011. <<http://ilprogramsofstudy.org/CareerClusters.action>>.

“Recommended Reading,” *Career Vision*. Accessed May 28, 2011. <http://www.careervision.org/Resources/Recommended_Reading.htm>.

“Related Web Sites,” *Career Clusters*. Accessed May 31, 2011. <<http://www.careerclusters.org/related.php>>.

“Sixteen Career Clusters and Their Pathways,” *Career Clusters*. Accessed May 31, 2011. <<http://www.careerclusters.org/list16clusters.php>>.

“State Level Analysis,” *Georgetown University Center on Education and the Workforce*. Accessed May 31, 2011. <<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/illinois.pdf>>.

“STEPS to Successful Career Planning,” *Arizona State University*. Accessed May 31, 2011. <<http://career.asu.edu/S/careerplan/selfdiscovery/AssessmentTools.htm>>.

■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ abilities
- ▶ assessment
- ▶ career interest
- ▶ Myers-Briggs Type Indicator® (MBTI®)
- ▶ personality
- ▶ skills
- ▶ temperament
- ▶ values
- ▶ work values

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Counselors and teachers often develop approaches for their unique counseling and class situations. A possible approach is included here.

■ *Read the following scenario to your students.* ■

■ *“You have just received an invitation to a party. Although the party is for Derek, an acquaintance you don’t know really well, you would like to make a good impression by selecting a special gift. You have heard through some mutual friends that a Wii game would be well received. But which one will you choose?”* ■

■ *“You start thinking that in order to buy the right Wii game, you need to know more about the guest of honor. For example, what are Derek’s interests? Would he like a Guitar Hero or a Yoga game? What is his personality? Would he like Mario Brothers or Black Ops? What are Derek’s values? Would he like a sci-fi genre or action in a 3D platform? And finally, what is Derek’s general gaming skill level and experience? Should you get something popular, or does he already have a flush inventory?”* ■

■ *“These are all questions to consider when trying to fit a gift to a person. They are also very similar to questions that must be considered when attempting to match a person with a career. And they are questions you should consider when thinking about future careers. You will be better able to select the right career* ■

when you consider and analyze the five components of a comprehensive career assessment.”

Define **assessment** (an evaluation or estimation of the nature, quality, or ability of someone or something), and transition to the topic of the lesson: career assessment.

CONTENT SUMMARY AND TEACHING OR COUNSELING STRATEGIES

Objective 1: Identify various skills assessment tools.

Anticipated Problem: What skills assessment tools exist?

- I. Skills assessment tools
 - A. Skills as they relate to a career
 1. **Skills** as they relate to a career are behaviors required for successful performance of specific tasks in the chosen career. Skills are developed through paid and unpaid work experiences, volunteerism, hobbies, classroom experiences, and everyday living.
 2. **Abilities** are enduring attributes of an individual that influence performance in a chosen career.
 - B. Online skills assessments and information
 1. ISEEK Skills Assessment at <http://www.iseek.org/careers/assessyourself.html>
 2. Skills Profiler at <http://www.careerinfonet.org/skills/default.aspx>
 3. O*NET® OnLine at <http://www.onetonline.org/find/descriptor/browse/Skills/>
 4. Job Discovery Wizard at <http://www.careerpath.com/career-tests/skills-assessment/>
 5. Many other websites are available.
 - C. Paper skills assessments
 1. The STEPS Model—Self-Discovery: Skills Assessment at <http://career.asu.edu/S/careerplan/selfdiscovery/SkillsAssessment.htm>
 2. ACT WorkKeys® at <http://www.act.org/workkeys/>
 3. Other fee-for-services instruments exist. The fees are sometimes paid by a potential employer.

Teaching or Counseling Strategies: Many techniques can be used to help students master this objective. Use VM–A for review.

Objective 2: Identify various values assessment tools.

Anticipated Problem: What values assessment tools exist?

II. Values assessment tools

- A. Values as they relate to a career
 - 1. **Values** are preferences regarding proper courses of action or outcomes.
 - 2. **Work values** are global aspects of work composed of specific needs that are important to a person's satisfaction in a chosen career.
 - 3. Both personal and work values should be considered.
- B. Online values assessments and information
 - 1. Career Vision Work Values Survey at <http://wbs.careervision.org/PerspectiveValueSurvey.aspx>
 - 2. My Plan at <http://www.myplan.com/assess/values.php>
 - 3. "Career and Employment Guide for Job Seekers and Employees with Disabilities" and "Guide for Employers" at http://spot.pcc.edu/~rjacobs/career/career_self-assessments1.htm. This site is excellent for all students.
 - 4. Many other websites are available.
- C. Paper values assessments are common and include The STEPS Model—Self-Discovery: Values Assessment at <http://career.asu.edu/S/careerplan/selfdiscovery/ValuesAssessment.htm>
- D. Text resources

Teaching or Counseling Strategies: *Many techniques can be used to help students master this objective. Use VM–B for review.*

Objective 3: Identify various career interest assessment tools.

Anticipated Problem: What career interest assessment tools exist?

III. Career interest assessment tools (often called surveys or inventories)

- A. **Career interest** is a preference for work environments that influences personal goals and a person's career choice.
- B. The majority of career assessment tools are interest surveys.
 - 1. Find Your Major! (interest assessment and college major selection) at <http://www.mymajors.com/>
 - 2. Get Ready for College at <http://www.getreadyforcollege.org/sPagesGR/interestAssessment.cfm>
 - 3. SDS (Self-Directed Search), developed by Dr. John Holland, at <http://www.self-directed-search.com/>

4. The Strong Interest Inventory® / Skills Confidence Inventory® (SII/SCI)
 - a. This provides information about both career interests (the best predictor of career satisfaction) and areas of skills confidence. Putting interest themes together with areas of skills confidence will help prioritize careers and majors for further exploration or development.
 - b. More information is available at <https://www.cpp.com/en/strongproducts.aspx?pc=154>.
5. Campbell™ Interest and Skill Survey (CISS®)
 - a. This is an excellent tool composed of 320 questions. The results are compared with the results of people who are successfully employed in the fields one is interested in pursuing.
 - b. A fee of \$15 to \$35 is typical for this assessment.
 - c. More information is available at <http://www.usnews.com/usnews/edu/careers/cciss.htm>.
6. Discover—a fee-for-service career exploration system at <http://www.act.org/discover/index.html>
7. Career Cruising at <http://www.careercruising.com/Public/ProSchTour.aspx>
8. Local community college career resource centers
 - a. These are excellent resources of career information.
 - b. They typically offer fee-for-service surveys and interpretations.
9. Many others are available.

Teaching or Counseling Strategies: *Many techniques can be used to help students master this objective. Use VM–C for review.*

Objective 4: Identify various personality assessment tools.

Anticipated Problem: What personality assessment tools exist?

IV. Personality assessment tools

A. Personality as it relates to a career

1. **Personality** is an individual's unique character as it influences job performance.
2. **Temperament** is the aspects of an individual's personality, such as introversion or extroversion, that are often regarded as innate rather than learned.

B. Assessments and information

1. The **Myers-Briggs Type Indicator® (MBTI®)** is a well-known assessment tool. The results are helpful in guiding career and educational decisions, as well as in helping understand and appreciate individual differences in personal and professional relationships. More information can be found at <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>.

2. The Career Interest Game from the University of Missouri can be found at <http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/>.
3. The Work Personality Index Select (WPI Select) at <http://www.shrm.org/TemplatesTools/AssessmentResources/SHRMTestingCenter/products/Psychometrics/Pages/wpi.aspx> can be a valuable tool.
4. The Keirsey Temperament Sorter®-II (KTS®-II) at <http://www.keirsey.com/sorter/instruments2.aspx?partid=0> is the most widely used personality instrument in the world. It is a powerful 70-question personality tool that helps individuals discover their personality type.

Teaching or Counseling Strategies: *Many techniques can be used to help students master this objective. Use VM–D for review.*

Objective 5: Interpret skills, values, career interest, and personality assessment results.

Anticipated Problem: By which methods should the assessments be interpreted?

- V. Interpretation of skills, values, career interest, and personality assessment results
 - A. Expert interpretation and feedback is a necessary element.
 - B. Different dissemination formats exist.
 1. One-on-one
 2. In small groups
 3. By results
 - a. Career cluster
 - b. Personality type
 - c. Value type
 - d. Pathway and program of study
 - e. Other result-oriented groupings

Teaching or Counseling Strategies: *Many techniques can be used to help students master this objective. Assign LS–A to further explain the concepts in this lesson.*

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the Review/Summary.

■ **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.

- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

- **Answers to Sample Test:**

Part One: Matching

1. c
2. a
3. f
4. e
5. b
6. d

Part Two: Short Answer

1. Answers will vary but should include:
 - Skills assessment
 - Values assessment
 - Career interest assessment
 - Personality assessment
 - Interpretation of results
2. Answers will vary and could include any of the assessment tools or websites mentioned in this lesson. Answers may also include the local community college career resource center and the high school counselor.

Part Three: True/False

1. T
2. T
3. T
4. T
5. F
6. T

Career Assessment

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|----------------|--------------------|
| a. MBTI® | d. career interest |
| b. work values | e. abilities |
| c. skills | f. temperament |

- ____ 1. Behaviors required for successful performance of specific tasks in a chosen career
- ____ 2. A well-known assessment tool, the results of which are helpful in guiding career and educational decisions, as well as in helping understand and appreciate individual differences in personal and professional relationships
- ____ 3. The aspects of an individual's personality, such as introversion or extroversion, that are often regarded as innate rather than learned
- ____ 4. Enduring attributes of an individual that influence performance in a chosen career
- ____ 5. Global aspects of work composed of specific needs that are important to a person's satisfaction in a chosen career
- ____ 6. A preference for work environments that influences personal goals and a person's career choice

► Part Two: Short Answer

Instructions: Answer the following.

1. Name the five components of a good career assessment.



2. Name three websites or resources to which you can turn for career assessment assistance.

► **Part Three: True/False**

Instructions: Write *T* for true or *F* for false.

- ___ 1. It is important to consider your personality when completing a career assessment.
- ___ 2. Values are preferences regarding proper courses of action or outcomes.
- ___ 3. Proper interpretation of the career assessment material is as important as the assessment itself.
- ___ 4. The local community college career center is a great resource for career assessment.
- ___ 5. The best time to assess your career interests is when you get to college.
- ___ 6. The best career assessment results contain information from the four career component areas.

SKILLS ASSESSMENT TOOLS

Definition

- ◆ *Skills*—behaviors required for successful performance of specific tasks in the chosen career

Online skills assessments and information

- ◆ ISEEK Skills Assessment at <http://www.iseek.org/careers/assessyourself.html>
- ◆ Skills Profiler at <http://www.careerinfonet.org/skills/default.aspx>
- ◆ O*NET® OnLine at <http://www.onetonline.org/find/descriptor/browse/Skills/>
- ◆ Job Discovery Wizard at <http://www.careerpath.com/career-tests/skills-assessment/>
- ◆ Many other available websites

Paper skills assessments

- ◆ The STEPS Model—Self-Discovery: Skills Assessment at <http://career.asu.edu/S/careerplan/selfdiscovery/SkillsAssessment.htm>
- ◆ ACT WorkKeys® at <http://www.act.org/workkeys/>
- ◆ Other fee-for-services instruments—often employer paid

VALUES ASSESSMENT TOOLS

Definitions

- ◆ *Values*—preferences regarding proper courses of action or outcomes
- ◆ *Work values*—global aspects of work composed of specific needs that are important to a person’s satisfaction in a chosen career

Online values assessments and information

- ◆ Career Vision Work Values Survey at <http://wbs.careervision.org/PerspectiveValueSurvey.aspx>
- ◆ My Plan at <http://www.myplan.com/assess/values.php>
- ◆ “Career and Employment Guide for Job Seekers and Employees with Disabilities” and “Guide for Employers” at http://spot.pcc.edu/~rjacobs/career/career_self-assessments1.htm
- ◆ Many other websites available.

Paper values assessments

- ◆ The STEPS Model—Self-Discovery: Values Assessment at <http://career.asu.edu/S/careerplan/selfdiscovery/ValuesAssessment.htm>

Text resources

CAREER INTEREST ASSESSMENT TOOLS

Definition

- ◆ *Career interest*—a preference for work environments that influences personal goals and a person’s career choice

Career interest surveys and information

- ◆ Find Your Major! (interest assessment and college major selection) at <http://www.mymajors.com/>
- ◆ Get Ready for College at <http://www.getreadyforcollege.org/sPagesGR/interestAssessment.cfm>
- ◆ SDS (Self-Directed Search), developed by Dr. John Holland, at <http://www.self-directed-search.com/>
- ◆ Strong Interest Inventory / Skills Confidence Inventory (SII/SCI). Information at <https://www.cpp.com/en/strongproducts.aspx?pc=154>.
- ◆ Campbell Interest and Skill Survey™ (CISS). Information at <http://www.usnews.com/usnews/edu/careers/cciss.htm>.
- ◆ Discover—a fee-for-service career exploration system at <http://www.act.org/discover/index.html>
- ◆ Career Cruising at <http://www.careercruising.com/Public/ProSchTour.aspx>
- ◆ Local community college career resource centers
- ◆ Many others are available.

CAREER PERSONALITY ASSESSMENT TOOLS

Definitions

- ◆ *Personality*—an individual’s unique character as it influences job performance
- ◆ *Temperament*—the aspects of an individual’s personality, such as introversion or extroversion, that are often regarded as innate rather than learned

Personality assessments

- ◆ Myers-Briggs Type Indicator® (MBTI®) at <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
- ◆ Career Interest Game from the University of Missouri <http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/>
- ◆ Work Personality Index Select (WPI Select) at <http://www.shrm.org/TemplatesTools/AssessmentResources/SHRMTTestingCenter/products/Psychometrics/Pages/wpi.aspx>
- ◆ The Keirsey Temperament Sorter®-II (KTS®-II) at <http://www.keirsey.com/sorter/instruments2.aspx?partid=0>

Your Personal Career Assessment

Purpose

The purpose of this activity is to personally complete the five components of the career assessment process.

Objectives

1. Assess your skills, values, career interests, and personality.
2. Learn more about yourself and your results.
3. Add these results to your Individual Career Portfolio or Plan (ICP) or Senior Project folder.
4. Strategize with your counselor the next steps as they relate to your career preparation.

Materials

- ◆ lab sheet
- ◆ writing utensil
- ◆ computer with Internet access

Procedure

1. Identify one skills assessment tool, and complete it. Save the results.
2. Identify one values assessment tool, and complete it. Save the results.
3. Identify one career interest assessment tool, and complete it. Save the results.
4. Identify one personality assessment tool, and complete it. Save the results.
5. Make an appointment with your counselor to interpret the skills, values, career interests, and personality results.
6. Place the results in your ICP or Senior Project folder.
7. Strategize with your counselor about the next steps as they relate to your career preparation.

