

Table 1

Checklist for Evaluating Self-Help Assessment Tools

Directions: Make your judgment based on the particular assessment you are reviewing and the particular individual using it. Judge whether the statement is true by answering "Yes" or false by answering "No."

1. Appropriateness

Level of development

Yes No

- — Is this material appropriate to the user's age and maturity?
 — — Is this material appropriate to the user's vocabulary?
 — — Is this material appropriate to the user's level of education?
 — — Is this material appropriate to the user's career readiness?

Culture/environment

Yes No

- — Is this material appropriate to the user's environmental context (e.g., school, job, setting)?
 — — Is this material appropriate to the user's cultural context (e.g., ethnicity, gender, sexual orientation)?
 — — Is this material appropriate to the user's primary language?
 — — Is this material appropriate to the user's geographic locale and economic conditions?
 — — Is this material appropriate to the user's physical abilities (e.g., hearing, and/or sight impairments)?

2. Trustworthiness/soundness

Realistically portrayed

Yes No

- — Does the toll accurately educate the user on what it is, its value, and intended outcomes?
 — — Are all claims valid and supportable?
 — — Is all information presented clearly and accurately?
 — — Is a description of the tool's intended audience included?
 — — Are prerequisites for successful use stated?
 — — Is advice clearly distinguishable from factual information?
 — — Are the sources of advice and information identified?
 — — Is the tool being used to promote other business or commercial goals?

Psychometric soundness

Yes No

- — Are descriptions and references to the tool's psychometric limitations included (e.g., validity, reliability)?
 — — Has the toll been validated for self-help use?
 — — Is a built-in check for accuracy of self-scoring provided?
 — — If normative samples are used, are they appropriate to the user?
 — — If the tool is translated into different languages, is each translation culturally and linguistically valid?

Up to date/current

Yes No

- — Is there a date indicated on the tool
 — — Are job listings or labor market information, if any, kept up to date?
 — — Are links and references to resources and referrals current and accurate?
 — — Are all user records kept confidential and secured and erased in a timely manner?

3. Emphasis on process

Resources

Yes No

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | Is training and or support provided for the appropriate and effective use of the tool, if needed? |
| ☐ | ☐ | Are suggestions provided for the user who is not able to make good use of assessment? |
| ☐ | ☐ | Does the material explain when seeing a counselor is beneficial? |
| ☐ | ☐ | Does the tool help the user find needed information for next steps? |

Process

Yes No

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | Does the tool communicate that the user is the active agent in the assessment (e.g., the tool does not simply prescribe answers)? |
| ☐ | ☐ | Does the tool demonstrate that career planning is a developmental, lifelong process? |
| ☐ | ☐ | Does the tool help the user integrate results with other aspects of his or her life? |
| ☐ | ☐ | Does the tool measure multiple dimensions rather than just one (e.g., values, interests, abilities, goals)? |
| ☐ | ☐ | Does the tool attempt to broaden the user's awareness of options? |
| ☐ | ☐ | Does the tool help the user evaluate alternatives responsibly? |
| ☐ | ☐ | Does the tool help the user determine the next step? |
| ☐ | ☐ | Does the tool help motivate the user toward action? |

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RIASEC Personality Type

ATTRIBUTE	REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTERPRISING	CONVENTIONAL
Preferences for activities and occupations	Manipulation of machines, tools, and things	Exploration, understanding, and prediction or control of natural and social phenomena	Literary, musical, or artistic activities	Helping, teaching, treating, counseling, or serving others through personal interaction	Persuading, manipulating, or directing others	Establishing or maintaining orderly routines, application of standards
Values	Material rewards for tangible accomplishments	Development or acquisition of knowledge	Creative expression of idea, emotions, or sentiments	Fostering the welfare of others, social service	Material accomplishment and social status	Material or financial accomplishment and power in social, business, or political arenas
Sees self as	Practical, conservative, and having manual and mechanical skills – lacking social skills	Analytical, intelligent, skeptical, and having academic talent – lacking interpersonal skills	Open to experience, innovative, intellectual – lacking clerical or office skills	Empathic, patient, and having interpersonal skills – lacking mechanical ability	Having sales and persuasive ability – lacking scientific ability	Having technical skills in business or production – lacking artistic competencies
Others see as	Normal, frank	Asocial, intellectual	Unconventional, disorderly, creative	Nurturing, agreeable, extroverted	Energetic, gregarious	Careful, conforming
Avoids	Interaction with people	Persuasion or sales activities	Routines and conformity to established rules	Mechanical and technical activity	Scientific, intellectual, or abstruse topics	Ambiguous or unstructured undertakings

CAREER VALUES

Use the 4–5 values that are most important to you as you reflect on your career. If you hold a value that is not listed, you are invited to add it to this list. Create a definition for each of the most important values you choose. Consider how you will know if you are meeting that value in your career and life.

Value	Your Definition How does that value look for you?	Most important values
Achievement		
Advancement		
Adventure/risk taking		
Aesthetics		
Benefits (insurance, retirement)		
Creativity (artistic or general)		
Diversity		
Flexible work schedule		
Helping others		
Human Nature: (good, bad, neutral)		
Influencing others		
Job security		
Job tranquility (peaceful job)		
Leadership		
Personal growth		
Predictability/structure on the job		
Professional development		
Recognition		
Relationship with Nature: (Harmony; nature over people, people over nature)		

SELF KNOWI

Relationships: (Collectivist group needs more important or individualist - individual is more important)		
Salary		
Self Control: (How important is it to regulate/manage your thoughts and feelings)		
Self Expression: (Spontaneous; controlled self-expression; action oriented)		
Solving problems		
Status/prestige		
Supervision: people or technical		
Time for family		
Time Orientation: (Past, present, future oriented, circular)		
Variety in work		
Working in groups/team		
Working environment/setting		

WORK "DRIVERS"

Accomplishments - to have accomplishments	Action - to be part of the action
Authority - to be an authority figure	Belonging - to have a sense of belonging
Competition - to be competitive	Creativity - to be creative
Current - to be current or "in"	Experiences - to have new experiences
Friendship - to develop friendships	Fulfillment - to be fulfilled
Global - to have global opportunities	Identify - to have an identity
Intellectual Stimulation - to be with intellectually stimulating people	Leadership - to be a leader
Lifelong Learning - to be constantly learning	Making a Difference - to help make the world better
Passion - to pursue a passion	People - to have exposure to people
Power - to wield power	Prestige - to gain prestige
Problem-solving - To be a problem-solver	Recognition - to be recognized
Self-esteem - to enhance self-esteem	Skills and Talent - to develop skills and talent
Social - to be connected to others	Structure - to have structure
Value - to give value to others or to be valued	Visibility - to have visibility

Sedlar, J., & Miners, R. (2003). Don't retire, REWIRE! Indianapolis, IN: Alpha Books.

PERSONAL VALUES

Card Sort

**W.R. Miller, J. C'de Baca, D.B. Matthews, P.L.
Wilbourne
University of New Mexico, 2001**

IMPORTANT TO ME

VERY IMPORTANT TO ME

NOT IMPORTANT TO ME

ACCEPTANCE

to be accepted as I am

1

9/01

ACCURACY

to be accurate in my opinions and beliefs

2

9/01

ACHIEVEMENT

to have important accomplishments

3

9/01

ADVENTURE

to have new and exciting experiences

4

9/01

ATTRACTIVENESS

to be physically attractive

5

9/01

AUTHORITY

**to be in charge of and responsible
for others**

6

9/01

AUTONOMY to be self-determined and independent 7 9/01	BEAUTY to appreciate beauty around me 8 9/01
CARING to take care of others 9 9/01	CHALLENGE to take on difficult tasks and problems 10 9/01
CHANGE to have a life full of change and variety 11 9/01	COMFORT to have a pleasant and comfortable life 12 9/01
COMMITMENT to make enduring, meaningful commitments 13 9/01	COMPASSION to feel and act on concern for others 14 9/01
CONTRIBUTION to make a lasting contribution in the world 15 9/01	COOPERATION to work collaboratively with others 16 9/01

COURTESY to be considerate and polite toward others 17 9/01	CREATIVITY to have new and original ideas 18 9/01
DEPENDABILITY to be reliable and trustworthy 19 9/01	DUTY to carry out my duties and obligations 20 9/01
ECOLOGY to live in harmony with the environment 21 9/01	EXCITEMENT to have a life full of thrills and stimulation 22 9/01
FAITHFULNESS to be loyal and true in relationships 23 9/01	FAME to be known and recognized 24 9/01
FAMILY to have a happy, loving family 25 9/01	FITNESS to be physically fit and strong 26 9/01

FLEXIBILITY to adjust to new circumstances easily 27 9/01	FORGIVENESS to be forgiving of others 28 9/01
FRIENDSHIP to have close, supportive friends 29 9/01	FUN to play and have fun 30 9/01
GENEROSITY to give what I have to others 31 9/01	GENUINENESS to act in a manner that is true to who I am 32 9/01
GOD'S WILL to seek and obey the will of God 33 9/01	GROWTH to keep changing and growing 34 9/01
HEALTH to be physically well and healthy 35 9/01	HELPFULNESS to be helpful to others 36 9/01

HONESTY to be honest and truthful 37 9/01	HOPE to maintain a positive and optimistic outlook 38 9/01
HUMILITY to be modest and unassuming 39 9/01	HUMOR to see the humorous side of myself and the world 40 9/01
INDEPENDENCE to be free from dependence on others 41 9/01	INDUSTRY to work hard and well at my life tasks 42 9/01
INNER PEACE to experience personal peace 43 9/01	INTIMACY to share my innermost experiences with others 44 9/01
JUSTICE to promote fair and equal treatment for all 45 9/01	KNOWLEDGE to learn and contribute valuable knowledge 46 9/01

LEISURE to take time to relax and enjoy 47 9/01	LOVED to be loved by those close to me 48 9/01
LOVING to give love to others 49 9/01	MASTERY to be competent in my everyday activities 50 9/01
MINDFULNESS to live conscious and mindful of the present moment 51 9/01	MODERATION to avoid excesses and find a middle ground 52 9/01
MONOGAMY to have one close, loving relationship 53 9/01	NON-CONFORMITY to question and challenge authority and norms 54 9/01
NURTURANCE to take care of and nurture others 55 9/01	OPENNESS to be open to new experiences, ideas, and options 56 9/01

ORDER to have a life that is well-ordered and organized 57 9/01	PASSION to have deep feelings about ideas, activities, or people 58 9/01
PLEASURE to feel good 59 9/01	POPULARITY to be well-liked by many people 60 9/01
POWER to have control over others 61 9/01	PURPOSE to have meaning and direction in my life 62 9/01
RATIONALITY to be guided by reason and logic 63 9/01	REALISM to see and act realistically and practically 64 9/01
RESPONSIBILITY to make and carry out responsible decisions 65 9/01	RISK to take risks and chances 66 9/01

ROMANCE to have intense, exciting love in my life 67 9/01	SAFETY to be safe and secure 69 9/01
SELF-ACCEPTANCE to accept myself as I am 68 9/01	SELF-CONTROL to be disciplined in my own actions 70 9/01
SELF-ESTEEM to feel good about myself 71 9/01	SELF-KNOWLEDGE to have a deep and honest understanding of myself 72 9/01
SERVICE to be of service to others 73 9/01	SEXUALITY to have an active and satisfying sex life 74 9/01
SIMPLICITY to live life simply, with minimal needs 75 9/01	SOLITUDE to have time and space where I can be apart from others 76 9/01

SPIRITUALITY to grow and mature spiritually 77 9/01	STABILITY to have a life that stays fairly consistent 78 9/01
TOLERANCE to accept and respect those who differ from me 79 9/01	TRADITION to follow respected patterns of the past 80 9/01
VIRTUE to live a morally pure and excellent life 81 9/01	WEALTH to have plenty of money 82 9/01
WORLD PEACE to work to promote peace in the world 83 9/01	Other Value:
Other Value:	Other Value:

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People I love to be with:

Places I love to go:

People I hate/strongly dislike being with:

Places I hate to go:

Clifton StrengthsFinder® Quick Reference Card

Achiever	People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.
Activator	People especially talented in the Activator theme can make things happen by turning thoughts into action. Once a decision is made, they want to act quickly.
Adaptability	People especially talented in the Adaptability theme prefer to “go with the flow.” They tend to be “now” people who take things as they come and discover the future one day at a time.
Analytical	People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.
Arranger	People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.
Belief	People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.
Command	People especially talented in the Command theme have presence. They can take control of a situation and make decisions.
Communication	People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
Competition	People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
Connectedness	People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.
Consistency	People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear expectations and adhering to them.
Context	People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
Deliberative	People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.
Developer	People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.
Discipline	People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
Empathy	People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others’ lives or others’ situations.
Focus	People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

Futuristic	People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
Harmony	People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
Ideation	People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
Includer	People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
Individualization	People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
Input	People especially talented in the Input theme have a need to collect and archive. They may collect information, ideas, history, or even relationships.
Intellection	People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
Learner	People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
Maximizer	People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.
Positivity	People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.
Relator	People especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
Responsibility	People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
Restorative	People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
Self-Assurance	People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
Significance	People especially talented in the Significance theme want to make a big impact. They are independent and sort projects based on the level of influence it will have on their organization and others around them.
Strategic	People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
Woo	People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

Career Maturity Inventory — Form C

Name _____

Age _____ Circle one: Male or Female

DIRECTIONS

There are 24 statements about choosing the kind of job or work that you will probably do when you finish school. Read each statement. If you agree or mostly agree with it, then circle agree next to it. If you disagree or mostly disagree with it, then circle disagree next to it.

- | | | |
|---|-------|----------|
| 1. There is no point in deciding on a job when the future is so uncertain. | Agree | Disagree |
| 2. I know very little about the requirements of jobs. | Agree | Disagree |
| 3. I have so many interests that it is hard to choose just one occupation. | Agree | Disagree |
| 4. Choosing a job is something that you do on your own. | Agree | Disagree |
| 5. I can't seem to become very concerned about my future occupation. | Agree | Disagree |
| 6. I don't know how to go about getting into the kind of work I want to do. | Agree | Disagree |
| 7. Everyone seems to tell me something different; as a result I don't know what kind of work to choose. | Agree | Disagree |
| 8. If you have doubts about what you want to do, ask your parents or friends for advice. | Agree | Disagree |
| 9. I seldom think about the job that I want to enter. | Agree | Disagree |
| 10. I am having difficulty in preparing my self for the work that I want to do. | Agree | Disagree |

DIRECTIONS

If you agree or mostly agree with a statement, then mark agree next to it.

If you disagree or mostly disagree with it, then mark disagree next to it.

- | | | |
|---|-------|----------|
| 11. I keep changing my occupational choice. | Agree | Disagree |
| 12. When it comes to choosing a career, I will ask other people to help me. | Agree | Disagree |
| 13. I'm not going to worry about choosing an occupation until I am out of school. | Agree | Disagree |
| 14. I don't know what courses I should take in school. | Agree | Disagree |
| 15. I often daydream about what I want to be, but I really have not chosen an occupation yet. | Agree | Disagree |
| 16. I will choose my career without paying attention to the feelings of other people. | Agree | Disagree |
| 17. As far as choosing an occupation is concerned, something will come along sooner or later. | Agree | Disagree |
| 18. I don't know whether my occupational plans are realistic. | Agree | Disagree |
| 19. There are so many things to consider in choosing an occupation, it is hard to make a decision. | Agree | Disagree |
| 20. It is important to consult close friends and get their ideas before making an occupational choice. | Agree | Disagree |
| 21. I really can't find any work that has much appeal to me. | Agree | Disagree |
| 22. I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my occupation. | Agree | Disagree |
| 23. I can't understand how some people can be so certain about what they want to do. | Agree | Disagree |
| 24. In making career choices, one should pay attention to the thoughts and feelings of family members. | Agree | Disagree |

CMI-C Scoring key

Response format = Agree (A) or Disagree (D)

Concern = 1 (D), 5 (D), 9(D), 13(D), 17(D), 21(D)
Curiosity = 2(D), 6(D), 10(D), 14(D), 18(D), 22(D)
Confidence = 3(D), 7(D), 11(D), 15(D), 19(D), 23(D)
Consultation = 4(D), 8(A), 12(A), 16(D), 20(A), 24(A)

Career Adapt-Abilities Scale

Name _____

Age _____ Circle one: Male or Female

DIRECTIONS

Different people use different strengths to build their careers. No one is good at everything, each of us emphasizes some strengths more than others. Please rate how strongly you have developed each of the following abilities using the scale below.

<u>STRENGTHS</u>	Strongest	Very Strong	Strong	Somewhat Strong	Not Strong
1. Thinking about what my future will be like	_____	_____	_____	_____	_____
2. Realizing that today's choices shape my future	_____	_____	_____	_____	_____
3. Preparing for the future	_____	_____	_____	_____	_____
4. Becoming aware of the educational and vocational choices that I must make	_____	_____	_____	_____	_____
5. Planning how to achieve my goals	_____	_____	_____	_____	_____
6. Concerned about my career	_____	_____	_____	_____	_____
7. Keeping upbeat	_____	_____	_____	_____	_____
8. Making decisions by myself	_____	_____	_____	_____	_____
9. Taking responsibility for my actions	_____	_____	_____	_____	_____
10. Sticking up for my beliefs	_____	_____	_____	_____	_____
11. Counting on myself	_____	_____	_____	_____	_____
12. Doing what's right for me	_____	_____	_____	_____	_____

Please rate how strongly you have developed each of the following abilities using the scale below.

<u>STRENGTHS</u>	Strongest	Very Strong	Strong	Somewhat Strong	Not Strong
13. Exploring my surroundings					
14. Looking for opportunities to grow					
15. Investigating options before making a choice					
16. Observing different ways of doing things					
17. Probing deeply into questions that I have					
18. Becoming curious about new opportunities					
19. Performing tasks efficiently					
20. Taking care to do things well					
21. Learning new skills					
22. Working up to my ability					
23. Overcoming obstacles					
24. Solving problems					

CAREER CONSTRUCTION INTERVIEW

- A. How can I be useful to you as you construct your career?
1. Who did you admire when you were growing up? Tell me about her or him.
2. Do you read any magazines or watch any television shows regularly? Which ones?
- What do you like about these magazines or television shows?
3. What is your favorite book or movie? Tell me the story.
4. Tell me your favorite saying or motto.
5. What are your earliest recollections? I am interested in hearing three stories about things you recall happening to you when you were three to six years old.

WORKSHEET

PREOCCUPATION EARLY RECOLLECTIONS	I am concerned about:
SELF ROLE MODELS	I am/I am becoming:
SETTING MAGAZINES TELEVISION SHOWS WEBSITES	I like being places where people do activities such as:
SCRIPT FAVORITE STORY FROM BOOK OR MOVIE	The plot of my favorite book or movie is: Therefore, in these places I want to:
SUCCESS FORMULA USE YOUR SELF, SETTING, AND SCRIPT TO WRITE A ONE-SENTENCE MISSION STATEMENT.	I will be most happy and successful when I am: able to be _____ in places where people _____ so that I can _____.
SELF-ADVICE MOTTO	My motto contains my best advice to myself for dealing with my career concerns. To apply my success formula now, the best advice I can give myself is (write your motto here):