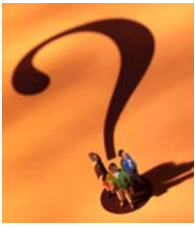


Interest & Goal Assessments

Interest & Goal Assessments



Before students or job seekers can determine what they like to do in their career, they need to discover *who* they are. Assessments teach people to learn about themselves. As people grow and develop, it becomes necessary to periodically re-assess oneself in relationship to career goals and interests.

This section contains resources, handouts and activities about aptitude and interest assessments. The worksheets in this section will help individuals organize information for their career plans.

The following overview highlights a few free, quality career tools that help individuals explore and match their traits to careers. This list is not comprehensive.

4 Types of Assessments:

INTEREST ASSESSMENTS

- **MNCAREERS INTEREST ASSESSMENT:** www.iseek.org/careers/interestassessment.html
The *MnCareers* tool assesses personality characteristics based on the Holland Interest Inventory (RIASEC). Results can be used to search for and identify careers and work environments that are congruent with an individual's interests. A print version of this inventory is available on page 4 of 2010 *MnCareers* or page 22 of this guide. An interactive online version is available at: www.getreadyforcollege.org/sPagesGR/interestAssessment.cfm.
- **CAREER INTERESTS GAME:**
<http://career.missouri.edu/students/explore/thecareerinterestsgame.php>
This exercise, from the University of Missouri's Career Center, uses the RAISEC code to explore potential hobbies and job types. Participants click on personality type(s) to review a list of potential job titles and more personality traits.
- **MINNESOTA CAREER INFORMATION SYSTEM:*** <http://mncis.intocareers.org/link.aspx>
MCIS provides links to several assessments, including the Interest Determination, Exploration and Assessment System. IDEAS is a short, self-scored interest inventory designed to be used with middle, junior high and senior high school students. *MCIS assessments require a site license, but are available to use at Minnesota WorkForce Centers throughout the state and at most high schools. More information about Minnesota WorkForce Centers is available on page 214.

PERSONALITY ASSESSMENT

- **THE KEIRSEY TEMPERAMENT SORTER II:** www.keirsey.com/sorter/register.aspx
This assessment is designed for college-bound students and adults. The personality test produces a brief summary of the user's temperament and career options matching the personality. Free registration is required to access the test.
- **PERSONALITY TYPE:** www.personalitytype.com/career_quiz
This short online version of the Myers-Briggs Type Indicator gives test takers their 4-letter MBI code and descriptions of the 16 personality types.
- **The 9 TYPES:** www.9types.com/rheti
Sample version of the Riso-Hudson Enneagram Type Indicator allows users to explore which the nine diagrams are most prominent in their personality, helping them to decide which work environments fit them best.

INTEREST & GOAL ASSESSMENTS, CONTINUED

SKILLS ASSESSMENT

- **ISEEK SKILLS ASSESSMENT: www.iseek.org/careers/skillsAssessment**
This skills assessment provides a list of potential occupations, links to corresponding occupation descriptions, and a comparison of a person's skills and selected occupations. Individuals will be asked to rate skills positively or negatively according to preference.
- **O*NET SKILLS SEARCH: <http://online.onetcenter.org/skills>**
The O*NET Skills Search helps individuals identify occupations for exploration by the types of skills used. Skills are selected from six broad groups to create a customized set, including: Basic Skills, Social Skills, Complex Problem Solving Skills, Technical Skills, System Skills and Resource Management Skills.
- **ARMED SERVICES VOCATIONAL APTITUDE BATTERY: www.asvabprogram.com**
The ASVAB is designed for secondary and post-secondary students to assess how an individual's interests, abilities and personal preferences match civilian and military careers. Web site offers sample skills tests and a work values evaluator.
- **CAREER INFONET SKILLS PROFILER: www.careerinfonet.org/skills/default.aspx**
This interactive assessment allows users of all skill levels to choose prospective occupations, see the skill sets required, rate their own skills and compare them to what's in demand.

VALUES

- **O*NET WORK IMPORTANCE PROFILER: www.onetcenter.org/WIP.html**
The Work Importance Profiler is an assessment to help individuals learn more about their work values and what they think is important in a job. Understanding work values helps people better decide which jobs and careers to explore. Software must be downloaded.
- **LIFE WORK TRANSITIONS: www.lifeworktransitions.com/exercises/exercs.html**
Scroll down to Chapter 3, "Redefining Your Self: Passions, Preferences, Purpose," to access online worksheets corresponding to the book. The worksheets help users to determine what motivates them at work, their ideal job specification and what career goals will lead them to fulfillment.
- **OSCAR: www.ioscar.org/tx/index.asp**
The Texas-based Occupation and Skills Computer-Assisted Researcher uses O*NET assessments to create an interactive card sort of values. Designed for users age 16 and older to determine the importance of 20 work values.

More about ... Assessments:

- Some assessment tools are a combination of interest, skills, values and other categories. The Reality Check Tool matches a person's financial and lifestyle goals with education and careers goals: www.iseek.org/careers/realitytool.html
- "Assess Yourself" section of ISEEK: www.iseek.org/careers/assessyourself.html
- "Find Assessments" section of CareerOneStop: www.careeronestop.org/ExploreCareers/SelfAssessments/FindAssessments.aspx

EXERCISE: 7 STEPS TO DECISION-MAKING



Choosing a potential career path can be overwhelming for first-time job seekers. This exercise shows that a seven-step decision-making process works for an everyday decision, like deciding what to wear, as well as for bigger decisions, like choosing a career.

- 1 Identify the decision to be made** (*What shall I wear to work today?*)
- 2 Gather the information** (*What's the weather going to be like? What's cleaned and pressed?*)
- 3 Identify the alternatives** (*Either my blue suit, gray pants or blue jeans and a t-shirt.*)
- 4 Weigh the evidence** (*Blue suit is right for today's weather, but too dressy for my activities. I feel like wearing jeans and a t-shirt, but I have an appointment later and that would not be appropriate dress. My gray pants are a good compromise, but I must find a matching shirt.*)
- 5 Choose among the alternatives** (*Gray pants and white shirt.*)
- 6 Take action** (*Iron clothes and get dressed.*)
- 7 Review and evaluate the decision** (*Look in the mirror, decide it looks good, but might need to change shoes.*)

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

EXERCISE: APPLYING 7 STEPS TO CAREER DECISION-MAKING



- 1 Identify the decision to be made** (*Whether to go to a two- or four-year college, where I want to be located, what major to choose; or choose to go into military or right to work.*)
- 2 Gather the Information** (*Gather facts about myself – interests, abilities, values; gather facts about career options – salary, work setting, education or training required; sources to get more information?*)
- 3 Identify the alternatives** (*What career options suit me best?*)
- 4 Weigh the evidence** (*Consider the pros and cons; what are the short-term and long-term outcomes; recognize obstacles; what resources are available to meet my goals?*)
- 5 Choose among the alternatives** (*From Step 4, generate a list of possible career or college choices.*)
- 6 Take action** (*Make a definite plan – visit a work environment, visit schools or talk to college representatives.*)
- 7 Review and evaluate the decision** (*Did I consider all the important factors? Are there new alternatives I need to consider?*)

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition

[State Occupational Information Coordinating Committee]

Lesson Plans

Lesson Plans focus on career development competencies in areas of self-knowledge and career planning, occupational and education exploration, and job search. Each Lesson Plan contains five sections that coincide with the National Career Development Guidelines, as well as links to career-based articles. Lesson plans are specifically designed to assist career professionals with students and clients in the career exploration process.

The 5 sections are broken down into:

1. **Focus & Review** ~ states the focus of the lesson plan and highlights the review process.
2. **Statement of Objectives** ~ states the objectives the participant is to learn.
3. **Teacher Input** ~ outlines ways to instruct participants in completing the activity.
4. **Guided Practice** ~ highlights discussion points for groups.
5. **Closure** ~ states suggestions for completion of activity.



In some instances, **Technology Connections** are provided. These connections are just one more way for facilitators to link online and other technology to the lesson plan. Just look for the technology icon.

Activities & Worksheets

Worksheets are pre-made career development activities for students and clients to further explore careers and interests. Activity answers will vary depending on participants' self assessments and answers to questions about individual interests.

By completing activities, participants are actively engaged in seeking out career resources. This assists in better acquainting individuals with the tools and resources available to them.



This logo represents ISEEK or MnCareers-produced activities. Feel free to **adapt these exercises** according to your needs.

LESSON PLAN: SELF-ASSESSMENT & WORK VALUES

ARTICLES: *Work Values Assessment (Worksheet #1D page 17)*
Self-Appraisal Questionnaire (Worksheet #4, page 21)
Interest Assessment (MnCareers pgs. 4-7 or Worksheet #5, page 22-23)

1. FOCUS & REVIEW

- Conduct an interactive Q & A discussion to aid students in understanding the connection between their current life and their future life.

Example questions:

- How many hours per day do the students spend in school?
- Do they like what they're doing at school?
- How many hours do they think they will work per day?
(During their working lives, most Americans work 40-60 hours per week for 30+ years.)
- Do students plan to choose the type of work they do based on what they like to do?

2. OBJECTIVE

- Students will brainstorm work values.
- Students will identify characteristics of the workplace that are important to them.

3. TEACHER INPUT

- Discuss the definition of work values. Have students complete Worksheet #1D Work Values Assessment, page 17.
- Identify work values such as income, work setting (inside, outside, office, home, etc.), work schedule, structured vs. non-structured environment, working with one's hands, relocation and travel, helping others, working alone, leadership, growth, etc.

4. GUIDED PRACTICE

- Form small groups of three to four students. Have the students brainstorm and record a list of reasons for working or selecting a particular career.
- Record on the chalkboard all items identified by each group. You may want to do this in a round-robin fashion so that all groups have the opportunity to participate.

5. CLOSURE

- Review work values and summarize student choices.

Adapted from:

Career Choices in North Carolina, 2003 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 1 A: INTERESTS ASSESSMENT

Understanding your likes and dislikes will help when planning for a career that best matches your interests. The more interested you are in your work, the happier you will be on the job. The following interest inventory activity will help you organize your likes and dislikes into 4 categories: people, data, things or ideas.

Directions: In each section, answer every question by checking the YES or NO box. Total all the YES checks for each section then, at the bottom of the page, circle the area of interest where you had the most YES answers.

PEOPLE

| Do you like to: | YES | NO |
|--|-----|----|
| Entertain a child | | |
| Listen to a friend's personal problems | | |
| Teach someone how to do something | | |
| Help someone who is sick | | |
| Lead a group or club activity | | |
| Work with the public | | |
| Run for an office | | |
| Sell a product | | |
| TOTAL | | |

DATA

| Do you like to: | YES | NO |
|-------------------------------------|-----|----|
| Research a topic of interest to you | | |
| Be a treasurer of a club | | |
| Work scientific experiments | | |
| Work with numbers/statistics | | |
| Figure a car's gas mileage | | |
| Balance a bank statement | | |
| Write a computer program | | |
| TOTAL | | |

THINGS

| Do you like to: | YES | NO |
|---------------------------------------|-----|----|
| Bake a cake | | |
| Repair car/machinery | | |
| Sew or make crafts | | |
| Build something from wood | | |
| Operate a cash register or calculator | | |
| Do landscaping/lawn care | | |
| Operate camera/video equipment | | |
| TOTAL | | |

IDEAS

| Do you like to: | YES | NO |
|--------------------------------------|-----|----|
| Decorate a room | | |
| Write a poem or story | | |
| Publish school yearbook or newspaper | | |
| Write lyrics or rap | | |
| Paint, draw, watercolor | | |
| Perform or act in school play | | |
| Play musical instrument | | |
| Invent a new product | | |
| TOTAL | | |

My highest INTEREST section at this time is (circle one): **PEOPLE** **DATA** **THINGS** **IDEAS**

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 1 B: SKILLS & ABILITIES ASSESSMENT

Jobs require different skills and abilities. You might not have all the skills or abilities necessary for some occupations, but you do have an aptitude to learn new skills. Aptitudes measure the ease with which you can learn something new.

Directions: In each section, place a check mark next to the skills you have now. Then go back and place a check mark next to the skills you might not have yet, but feel you could learn with a little work. Total the checks in each section then, at the bottom of the page, circle the area where you had the most skills and aptitude.

PEOPLE

| Do you have the ability for: <input checked="" type="checkbox"/> | |
|--|--|
| Teaching | |
| Supervising | |
| Caring for others | |
| Host or hosting | |
| Presiding over meetings | |
| Leading others | |
| Listening and counseling | |
| Selling goods and services | |
| TOTAL <input checked="" type="checkbox"/> s | |

DATA

| Do you have the ability for: <input checked="" type="checkbox"/> | |
|--|--|
| Accounting or record keeping | |
| Statistical work | |
| Research | |
| Testing products or ideas | |
| Investigating problems | |
| Computer programming | |
| Working scientific experiments | |
| Collecting information | |
| TOTAL <input checked="" type="checkbox"/> s | |

THINGS

| Do you have the ability for: <input checked="" type="checkbox"/> | |
|--|--|
| Repairing things or objects | |
| Operating machinery or equipment | |
| Assembling parts | |
| Using tools | |
| Cooking or baking | |
| Operating a sewing machine | |
| Woodworking | |
| Construction work | |
| TOTAL <input checked="" type="checkbox"/> s | |

IDEAS

| Do you have the ability for: <input checked="" type="checkbox"/> | |
|--|--|
| Writing stories and poems | |
| Composing music | |
| Designing new products | |
| Drawing | |
| Inventing new products | |
| Acting or singing | |
| Playing a musical instrument | |
| Organizing new clubs or activities | |
| TOTAL <input checked="" type="checkbox"/> s | |

My highest SKILLS section at this time is (circle one): PEOPLE DATA THINGS IDEAS

Adapted from:
Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
 [State Occupational Information Coordinating Committee]

WORKSHEET #1C: PERSONALITY / TEMPERAMENT ASSESSMENT

Your personality is a combination of emotional and behavioral characteristics that make you different from others. How you think, feel and act with different people and in different situations is influenced by your personality or temperament. Different careers appeal to people, partially based on their personality traits.

Directions: Think about your temperament when you answer the following questions. In which situations would you prefer the major part of your working day to involved?

PEOPLE

| Are you / Do you ...? | <input checked="" type="checkbox"/> |
|---|-------------------------------------|
| Cheerful to those around you | |
| Helpful to friends and family | |
| Cooperative when working in a group or on a team | |
| Responsive to the needs of others | |
| A leader or organizer of a group | |
| Outgoing and enjoy meeting new people | |
| An influencer of people's opinions and attitudes | |
| Understanding and sympathetic to others | |
| TOTAL <input checked="" type="checkbox"/>s | |

DATA

| Are you / Do you ...? | <input checked="" type="checkbox"/> |
|---|-------------------------------------|
| Keep organized | |
| Pay close attention to details | |
| Prefer to work with numbers and statistics | |
| Prefer to perform repetitive tasks | |
| Prefer to work on a set schedule | |
| Think logically | |
| Prefer practical ways of doing things | |
| TOTAL <input checked="" type="checkbox"/>s | |

THINGS

| Are you / Do you ...? | <input checked="" type="checkbox"/> |
|---|-------------------------------------|
| Like to work with precise rules, limits or standards | |
| Prefer to work with machines and objects rather than people | |
| Efficient | |
| Prefer to work alone | |
| Prefer to work with your hands | |
| Mechanical | |
| Inquisitive about making something work or run | |
| Resourceful with materials and methods | |
| TOTAL <input checked="" type="checkbox"/>s | |

IDEAS

| Are you / Do you ...? | <input checked="" type="checkbox"/> |
|--|-------------------------------------|
| Curious about how and why things are the way they are | |
| Prefer to have a variety of duties that change often | |
| Seek new ways of doing things | |
| Artistic | |
| Creative | |
| Prefer to set your own schedule | |
| Versatile and flexible in activities and behaviors | |
| Expressive, eloquent in writing, performing or drawing | |
| TOTAL <input checked="" type="checkbox"/>s | |

My highest PERSONALITY section at this time is (circle one): PEOPLE DATA THINGS IDEAS

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 1 D: WORK VALUES ASSESSMENT

Job satisfaction comes from having a job that meets your expectations and satisfies your needs. The list below includes a number of things people want or *value* in their job. Not all these values are met each day. However, choosing an occupation that meets most of your work values is important.

Directions: Think about what you want from an occupation. From the list below:

1. Check the values that are **most** important to you.
2. Add work values not mentioned which are also important to you.
3. Re-write and prioritize the list from 1-10. Put what you value most as #1, and proceed down the list to what you value the least, or is not important to you, as #10

JOB VALUES

- ___ 1. Adventure – working in a job that requires taking risks
- ___ 2. Prestige – having an important position
- ___ 3. Creativity – finding new ways to do things
- ___ 4. Helping others – working in the assisting and caring of other people
- ___ 5. High earnings – being well paid for the standard of living you want
- ___ 6. Variety of duties – having several different things to do
- ___ 7. Independence – deciding how to do my work
- ___ 8. Exercising leadership – being able to direct and influence others
- ___ 9. _____
- ___ 10. _____

PRIORITIZE YOUR LIST:

From the values listed above, write what is most important to you on Line 1, ranking the values to what is least important to you on Line 10.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET # 1 E: ASSESSMENT SUMMARY

Directions: Use the information from Worksheets #1A-1D to answer the following questions about yourself.

1. INTEREST INVENTORY: My interests were mainly centered around:

___ people ___ data ___ things ___ ideas

2. SKILLS & ABILITIES CHECKLIST: My skills and abilities were mainly centered around:

___ people ___ data ___ things ___ ideas

3. TEMPERAMENT / PERSONALITY CHECKLIST: I think of myself as being what type of person:

___ people ___ data ___ things ___ ideas

4. TOTAL from 1-3:

___ people ___ data ___ things ___ ideas

5. My TOP 3 WORK VALUES are:

1. _____
2. _____
3. _____

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET #2: LIFESTYLE CONSIDERATIONS

Directions: Answer the following questions in the spaces provided.

1. Describe your present lifestyle. What are your hobbies? What do you do when you are not working or in school?
2. What part of your life do you enjoy the most? Time with family? Learning new things? Socializing with friends? Other?
3. What part of your life do you dislike? Do you expect this to change?
4. Who are the most important people in your life and how do they influence your decisions?
5. If you were previously employed, what are the things about your job that you liked and disliked? List 3 things of these likes and dislikes.

LIKES

1. _____
2. _____
3. _____

DISLIKES

1. _____
2. _____
3. _____

6. List 4 careers you have thought about doing. Describe why you're interested in each occupation.

1. _____

2. _____

3. _____

4. _____

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition
[State Occupational Information Coordinating Committee]

WORKSHEET #3: GOAL SETTING



To set effective goals, it's important to remember the following:

A goal needs to be . . .

- **STATED IN CLEAR TERMS**
For example: I want to attend Winona State University in Winona, MN.
- **BELIEVABLE**
You must believe you can reach the desired goal.
- **ACHIEVABLE**
You must have the interest, skills, abilities, strengths and resources (time, money, etc.) to make this goal happen.
- **MEASURABLE**
There must be a way to measure your goal. Specify a time frame and a way to observe or determine that you have accomplished the goal.
- **DESIRABLE**
The goal must be something that you truly want to achieve.

List 3 goals in each area. Then **rank** them in order of importance from 1-3.

MY SCHOOL GOALS: _____ rank: _____
_____ rank: _____
_____ rank: _____

MY EDUCATIONAL GOALS: _____ rank: _____
_____ rank: _____
_____ rank: _____

MY CAREER GOALS: _____ rank: _____
_____ rank: _____
_____ rank: _____

PERSONAL GROWTH GOALS: _____ rank: _____
(*ways in which you hope to _____ rank: _____
grow personally) _____ rank: _____

LONG-RANGE LIFE GOALS: _____ rank: _____
(*use a time-frame or years _____ rank: _____
or your future age) _____ rank: _____

WORKSHEET #4: SELF-APPRAISAL QUESTIONNAIRE



7 ? Questionnaire

1. List some school subjects that you've done well in. Did you enjoy these subjects?

| | | |
|-------|---------|--------------|
| _____ | enjoyed | didn't enjoy |
| _____ | enjoyed | didn't enjoy |
| _____ | enjoyed | didn't enjoy |

2. List any jobs you've held. Which job(s) did you like the best and why?

3. What are you good at? What do you learn easily without much help from others?

4. List 15 words that describe your personality. (examples: quiet, talkative, organized, creative)

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

5. If you could learn any new skill, what would it be? Why?

6. List physical conditions that could help or hurt you on the job (require glasses, overweight, etc.).

7. List four jobs that you would like, even if you don't know much about them. What is it about each of these jobs that appeals to you?

Adapted from:
Louisiana Career Gear 2003/2004 Instructor's Guide
[Louisiana Works, Department of Labor]

WORKSHEET #5: *Mn*CAREERS INTEREST ASSESSMENT

STEP 1: Take this quick assessment, based on the Holland Code, from pgs 4-7 in *MnCareers* or fill out the chart below.

| I LIKE TO | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ...do puzzles | | <input type="radio"/> | | | | |
| ...work on cars | <input type="radio"/> | | | | | |
| ...attend concerts, theaters or art exhibits | | | <input type="radio"/> | | | |
| ...work in teams | | | | <input type="radio"/> | | |
| ...organize things like files, offices or activities | | | | | | <input type="radio"/> |
| ...set goals for myself | | | | | <input type="radio"/> | |
| ...build things | <input type="radio"/> | | | | | |
| ...read fiction, poetry or plays | | | <input type="radio"/> | | | |
| ...have clear instructions to follow | | | | | | <input type="radio"/> |
| ...influence or persuade people | | | | | <input type="radio"/> | |
| ...do experiments | | <input type="radio"/> | | | | |
| ...teach or train people | | | | <input type="radio"/> | | |
| ...help people solve their problems | | | | <input type="radio"/> | | |
| ...take care of animals | <input type="radio"/> | | | | | |
| ...have my day structured | | | | | | <input type="radio"/> |
| ...sell things | | | | | <input type="radio"/> | |
| ...do creative writing | | | <input type="radio"/> | | | |
| ...work on science projects | | <input type="radio"/> | | | | |
| ...take on new responsibilities | | | | | <input type="radio"/> | |
| ...heal people | | | | <input type="radio"/> | | |
| ...figure out how things work | | <input type="radio"/> | | | | |
| ...put things together or assemble models | <input type="radio"/> | | | | | |
| ...be creative | | | <input type="radio"/> | | | |
| ...pay attention to details | | | | | | <input type="radio"/> |
| ...do filing or typing | | | | | | <input type="radio"/> |
| ...learn about other cultures | | | | <input type="radio"/> | | |
| ...analyze things like problems, situations or trends | | <input type="radio"/> | | | | |
| ...play instruments or sing | | | <input type="radio"/> | | | |
| ...dream about starting my own business | | | | | <input type="radio"/> | |
| ...cook | <input type="radio"/> | | | | | |
| ...act in plays | | | <input type="radio"/> | | | |
| ...think things through before making decisions | <input type="radio"/> | | | | | |
| ...work with numbers or charts | | <input type="radio"/> | | | | |
| ...have discussions about issues like politics or current events | | | | <input type="radio"/> | | |
| ...keep records of my work | | | | | | <input type="radio"/> |
| ...be a leader | | | | | <input type="radio"/> | |
| ...work outdoors | <input type="radio"/> | | | | | |
| ...work in an office | | | | | | <input type="radio"/> |
| ...work on math problems | | <input type="radio"/> | | | | |
| ...help people | | | | <input type="radio"/> | | |
| ...draw | | | <input type="radio"/> | | | |
| ...give speeches | | | | | <input type="radio"/> | |
| | R | I | A | S | E | C |
| | | | | | | |

WORKSHEET #5, CONTINUED

STEP 2: Add the columns from the previous page and record the number of filled circles for each letter below.

| | | | |
|---|---|---------------|--------------|
| R | = | Realistic | Total: _____ |
| I | = | Investigative | Total: _____ |
| A | = | Artistic | Total: _____ |
| S | = | Social | Total: _____ |
| E | = | Enterprising | Total: _____ |
| C | = | Conventional | Total: _____ |

STEP 3: The three letters with the highest scores are your Interest Profile. Record your profile to the right.

My Interest Profile: _____

STEP 4: Below are descriptions for each interest code. Read the descriptions for the codes in your Interest Profile.

Realistic people are DOERS. They are often good at mechanical or athletic jobs. They like to work with things like machines, tools or plants and they like to work with their hands. They are often practical and good at solving problems.

Investigative people are THINKERS. They like to watch, learn, analyze and solve problems. They often like to work independently, tend to be good at math and science and enjoy analyzing data.

Artistic people are CREATORS. They like to work in unstructured situations where they can use their creativity and come up with new ideas. They enjoy performing (theater or music) and visual arts.

Social people are HELPERS. They like to work directly with people rather than things. They enjoy training, instructing, counseling or curing others. They are often good public speakers with helpful, empathetic personalities.

Enterprising people are PERSUADERS. They like to work with other people; they particularly enjoy influencing, persuading and performing. They like to lead and tend to be assertive and enthusiastic.

Conventional people are ORGANIZERS. They are very detail-oriented and like to work with data. They have good organizational and numerical abilities and are good at following instructions. Conventional people also like working in structured situations.

WORKSHEET #6: CHOICES NOT CHANCES

Directions: Use your interest profile from Worksheet #5 or from pgs. 6-7 in *MnCareers* to summarize your findings.

Summary and Action Plan:

1. My interest profile RIASEC Code includes:

___ Realistic ___ Investigative ___ Artistic ___ Social
___ Enterprising ___ Conventional

2. Occupations that are somewhat and very interesting to me are:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

3. School subjects that will help me prepare for my career goals are:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

4. Skills I need to develop:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

5. **Action Plan:** Things I need to do:

- ___ Talk to someone working in a career area I am interested in.
- ___ Go to career center, WorkForce Center (see *MnCareers Facilitator Guide* pg. 218) or library for more information.
- ___ Research what places can prepare me for my choices.
- ___ Create or update my four-year plan.
- ___ Talk to my career counselor about my choices.

6. **Suggestion:** Put this Assessment Summary and Action Plan in your career portfolio for future reference.

Adapted from:

Career Choices in North Carolina, 2005-2006 Career Development User's Guide, Youth edition

[State Occupational Information Coordinating Committee]

WORKSHEET # 7: BEGIN THE EXPLORATION

Use your 2010 copy of *MnCareers* to answer the following questions. The following activities will help you become more familiar with the occupation information in the *MnCareers* publication.

TABLE OF CONTENTS (PAGES ii-iii)

1. The occupation of Radiologic Technologist is likely listed under which career cluster, and can be found on which page?

2. Where can you find more information about health occupations?

WHAT DO I WANT TO DO WITH MY LIFE? (PAGES 1-18)

3. Following are letter codes used in the interest assessment in *MnCareers* on pages 4-7. Fill in "what the code means" and list one career cluster related to the code. Give the page number of where to find specific occupations for each cluster.

| | What the Code Means ... | Career Cluster | Page Number |
|---|-------------------------|----------------|-------------|
| R | | | |
| I | | | |
| A | | | |
| S | | | |
| E | | | |
| C | | | |

4. List five types of skills that are in demand by employers and describe each skill.

- A.
- B.
- C.
- D.
- E.

5. What CareerOneStop tool helps you identify your skills and find training resources?

WORKSHEET #7, CONTINUED

6. What makes an occupation "nontraditional?" Identify and list three nontraditional occupations for each gender.

7. What does it meant to "test-drive" a job? Name three popular work-based learning opportunities and ways in which you might use them to research a career path.

WHAT DO I NEED TO KNOW? (PAGES 19-23)

8. What does a "median wage" tell you about an occupation?

9. What is Job Outlook data and what does it tell you?

CAREER CLUSTERS (PAGES 24-96)

10. There are 16 career clusters detailed in *MnCareers*. Choose six for this exercise and for each, name three to four specific occupations found within that cluster. See the example below.

| Career Cluster | Page | Specific Occupations |
|---------------------------------|------|--|
| Ex. Architecture & Construction | 28 | Bricklayers, Electrician, Interior Designers |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

WORKSHEET #7, CONTINUED

11. Browse through all the occupations listed in each of the career clusters. Choose **one** occupation that looks appealing and complete the following information:

Occupational title: _____

Career Cluster: _____

Employment: _____

Wages (low-end, median & high-end): _____

Interest profile: _____

Growth: _____

Education requirements: _____

Job Outlook: _____

12. What types of skills are required for the occupation listed above?

WHERE DO I GO FROM HERE? (PAGES 97-126)

13. *MnCareers* lists a lot of possible future options. Name three future options listed in the publication. List two advantages for each option.

14. Is higher education worth the investment? Provide two reasons why or why not.

15. What is the average unemployment rate for people with a bachelor's degree? What is the unemployment rate for those who did not graduate from high school?

WORKSHEET #8: MY INTERESTS

Use 2010 *MnCareers* to help you complete this activity.

1. Take the Interest Assessment on page 5 of *MnCareers* (or Worksheet #5) and record your interest profile below.

2. Record the descriptions found on page 6 of *MnCareers* for the three letters in your interest profile and write two key words that describe each of your codes.

| Interest Profile | Description (key words) |
|------------------|-------------------------|
| | |
| | |
| | |

3. Do you believe your interest profile matches your true interests? Why or why not?

4. True or False: You should explore and chose a career solely based on the scores you receive from interest assessments, like the in *MnCareers*. Why or why not?

WORKSHEET #8, CONTINUED

5. List three career clusters linked to your interest profile (refer to page 7 in *MnCareers*). Based on the occupational groups, complete the grid below.

| Interest Profile | Career Cluster | List 3 specific occupations within this cluster | Wage Ranges | | Job Outlook |
|------------------|----------------|---|-------------|----------|-------------|
| | | | Low-end | High-end | |
| | | 1. | | | |
| | | 2. | | | |
| | | 3. | | | |
| | | 1. | | | |
| | | 2. | | | |
| | | 3. | | | |
| | | 1. | | | |
| | | 2. | | | |
| | | 3. | | | |

6. Are you interested in the occupations linked to your interest profile? If **yes**, which occupations? If **no**, which ones you are willing to learn more about?

7. List two additional assessment resources shown on page 4. How might you use these resources?

WORKSHEET #9: SELF-EXPLORATION

Each one of us has unique interests, skills, abilities and preferences. Self-exploration is about becoming aware of those qualities. This exercise requires you to write down specific aspects regarding your interests, skills and abilities. You'll might to record information in a journal or in your portfolio.

My Interests

List three to five things you like to do. (Examples: working with tools, leading a group, helping people, working with numbers, developing new ideas, selling things, painting pictures, etc.)

My Lifestyle or Work Preferences

List three to five lifestyles or work preferences you might think about when exploring the world of work. (Examples: working alone or with others, working inside or outside, working at a set location or a job that entails travel, flexible or regular schedules, sitting at a desk or being physically active.)

My Skills and Abilities

List three to five skills you perform particularly well. (Examples: the ability to multi-task, being organized, getting along well with others, managing time efficiently, solving problems, etc.)

Preferred Education and Training

Enter the amount and type of education and training you expect to complete after high school. (This goal might change as you find out more about the occupations you're interested in.)

Other Things I Learned About Myself

Think about other things you've learned about yourself that are important to consider when making a career decision. For example: personal strengths or weaknesses, values, etc..
