

Learn About Yourself (Step 1)

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Being Open to Change

A word of caution: Life — and the career planning process — probably won't unfold as neatly as this cycle suggests. As mentioned earlier, it is important to be open-minded, flexible, and able to notice when unexpected opportunities come your way. The following exercise might help illustrate the need for flexibility.

Exercise 1: Where Do You Want to Be in Five Years?

In answering this question, consider factors such as your passions, life experiences, employment goals, available opportunities, health, and family.

Using the chart below, choose a career path you're considering and describe what you are doing now, what you would like to be doing in five years, and the steps that will get you there.

Now

1 year from now

2 years from now

3 years from now

4 years from now

5 years from now

Let's add a few realities. For each life scenario below, adjust your chart.

Scenario 1: Tomorrow, you win a \$1,000,000 lottery.

Scenario 2: In Year 1, you are laid off or your company has downsized.

Scenario 3: In Year 2, you marry and buy a house.

Scenario 4: In Year 3, your spouse lands an exceptional job half way around the world.

Scenario 5: In Year 4, you suffer a serious health complication, can't work for six months, and are told you should change both your job and lifestyle.

Adapted from Canada Prospects 2002-2003: Canada's Guide to Career Planning for People of All Ages

Self-Assessment: Learning About Yourself

Career planning calls for learning about yourself and self-assessment is a good way to do this. Self-assessment is essentially a personal inventory, much like an inventory a business might take. You identify what you've got, what you need, what works, and what doesn't. You're taking an inventory of your skills, abilities, interests, knowledge, needs, and personality characteristics.

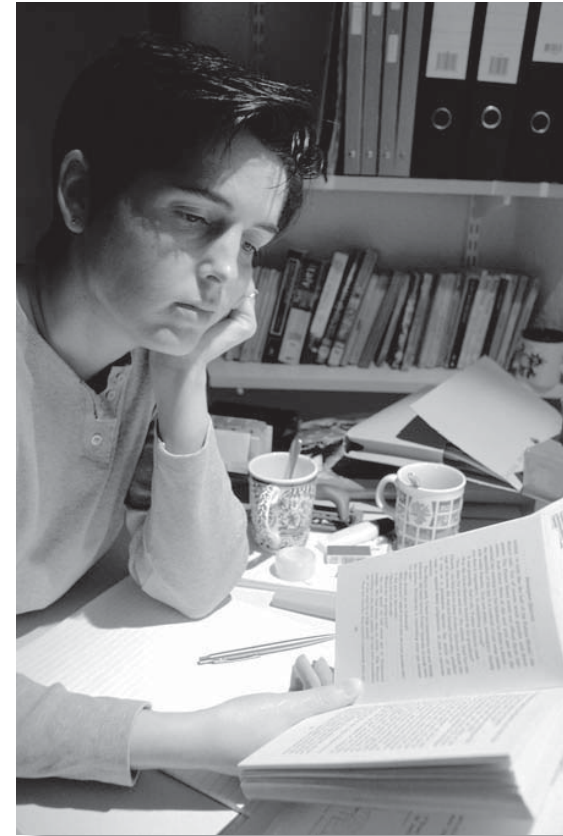
The most successful job seekers are those who can help an employer understand precisely how they will fit into the employer's organization. Your self-assessment helps you do that. When you complete Step One, you will have created your personal inventory. You will know *specifically* what talents you have to offer an employer and you will probably gain a better understanding about the type of work that interests you. What you're good at and what interests you often go hand-in-hand and can serve as a guide for locating satisfying jobs. You may also realize what skills, knowledge, and experience you may need to obtain. In addition, by completing this learning process, you'll get a head start on preparing for future job interviews.

How to Learn About Yourself

You can complete a self-assessment, or "personal inventory," using a variety of self-assessment tools and instruments. The following pages offer exercises for identifying your personality characteristics, aptitudes, skills, interests, and job values. You will notice that some of your personal inventory information relates specifically to jobs and work industries. Whereas, the relationship between jobs and other personal information is less clear at this stage in the process. Depending on whether you find the following inventories to be easy or challenging, you might want to seek the assistance of a career or school counselor.

The Summary Worksheets that follow will help you make sense of your personal inventory. As you begin exploring the world of work in Step 2, the relationship between jobs and your personal inventory will become more clear. (Reminder: Place completed Summary Worksheets in your Career Planning Folder.)

For those desiring in-depth assessments or help in interpreting the results of the self-assessments, consider enlisting the help of a professional career counselor. More information on self-assessments can be found by going to <http://www.cacareerzone.org/flash/resources/index.html> and choosing "Further Self Assessments."



Exercise 2: Characteristics Inventory

Employers want employees with certain positive characteristics. This exercise assesses to what degree you have those qualities. It then becomes a blueprint to help you make yourself more employable.

For each quality, honestly select the degree that the characteristic is representative of you. When you interview for jobs, stress the qualities you marked “often.” Before you interview, improve on those characteristics you marked “rarely!”

Rarely Sometimes Often	Characteristic
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Able to Follow Do you take direction cheerfully and accurately? Do you support your supervisor or team leader?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Able to Lead Do people follow your suggestions? Have you held positions of responsibility?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Able to Learn Do you turn mistakes into learning opportunities? Can you understand, remember, and synthesize information?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Able to Listen Do you listen closely to others? Do you strive to understand them without rushing to state your opinion or defense?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Able to Remember Do you recall names, places, figures, and ideas accurately?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Able to Work Alone Do you plan your own work? Can you work without supervision or reminders?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ambitious Do you take on extra assignments? Do you try to reach new levels of achievement?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Articulate Can you express ideas easily, both verbally and in writing?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Cheerful Are you friendly to customers and coworkers?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Competent Do you meet deadlines? Is your work thorough?

Rarely Sometimes Often	Characteristic
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Conscientious Do you do a full day's work? Do you double-check your work?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Cooperative Do you volunteer to help? Do you do your part on teams?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Courageous Do you take on challenges and stand up for your beliefs?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Creative Do you come up with new ideas? Do you look for possibilities?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Decisive Can you make decisions under pressure?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Dependable Do people trust you? Is your attendance good?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Diplomatic Can you handle difficult situations with grace and tact?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Discreet Can you keep secrets? Do you guard confidentiality? Do you avoid gossip or interfering in others' business?
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Efficient Do you plan your time well? Do you try to work faster and better?

(more)

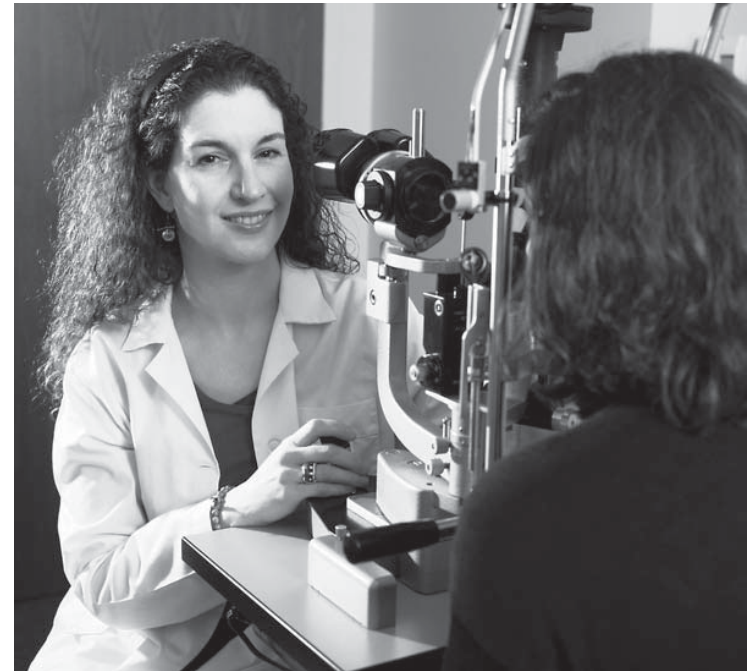
Exercise 2: Characteristics Inventory (continued)

- | Rarely
Sometimes
Often | Characteristic |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Emotionally Stable
Do you maintain self-control, staying even-tempered and cool? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Empathetic
Do you understand others' problems? Are you sensitive to others' feelings and circumstances? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Enthusiastic
Are you interested in and excited by your work? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Flexible
Do you embrace change? Can you adapt well to new situations or challenges? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Focused
Do you focus on work despite personal challenges? Do you avoid distractions? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Generous
Do you share ideas and credit with others? Do you help those who need it? Do you focus on the common good? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Honest
Do you tell the truth? Do you avoid using company materials for personal use? Do you give credit and accept blame honestly? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Industrious
Do you work hard and to the best of your ability? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Loyal
Do you strive to be a good representative of the company? Do you avoid doing or saying things that makes it look bad? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Observant
Do you look for what needs to be done or could be improved? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Organized
Are you neat? Do you plan and arrange things logically? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Patient
Can you hold your temper and stay calm under pressure? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Persistent
Can you stick with difficult and time-consuming tasks? (more) |



Exercise 2: Characteristics Inventory (continued)

Rarely Sometimes Often	Characteristic
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Persuasive Can you sell ideas and products?</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Proactive Do you address issues before they become full-blown conflicts or problems? Do you make plans that avoid potential pitfalls?</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Resourceful Can you work your way out of difficult situations?</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Responsible Do you admit mistakes, correct them, and accept the consequences with good grace? Do you treat your job as you would your own business?</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Sober Do drugs and alcohol affect your work?</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Thrifty Do you avoid wasting supplies and equipment?</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Tolerant Are you open-minded? Do you associate with different types of people?</p>



Adapted from *Opening Doors: A Practical Guide for Job Hunting* by Jane Goodman, Judith Hoppin and Ronald Kent;
<http://www.twc.state.tx.us/news/tjhg/s1/exercise1.html>

Exercise 2: Characteristics Inventory Wrap-up/Interpretation

Being aware of your most positive characteristics — the ones you marked “often” — will be a major emphasis throughout your entire career journey. These characteristics will be called upon from the beginning of your self-exploration phase, to getting the correct job, to handling many complex areas of your daily life.

In addition to knowing and highlighting the characteristics you marked “often”, completing this exercise sheds light on other characteristics you may want to strengthen as you continue through your career journey.

Exercise 3: Multiple Intelligences Checklist*

This exercise helps you discover the numerous ways in which you are intelligent. Everyone has natural intelligences (“smarts”) that can be used to find successful and fulfilling career paths. Each of the following intelligences is a sought after talent that is essential in certain types of jobs.

While thinking about the activities you enjoy doing the most, check the sentences that apply to you and then enter the total number of “checks” in each section. Some of these totals will be entered into the Skills Assessment Summary and the Summary Worksheet found later in the Guide.



Linguistic Intelligence:

- I write well and enjoy putting thoughts on paper (or in the computer).
- I enjoy telling stories or jokes.
- I can remember names, places, dates, or trivia.
- I enjoy word games.
- I enjoy reading books and magazines.
- I am a good speller.
- I enjoy nonsense rhymes, limericks, puns, etc.
- I enjoy listening to the spoken word.
- I have a good vocabulary.
- I enjoy communicating by talking or writing.

- Total number checked

Logical-Mathematical Intelligence:

- I ask questions about how things work.
- I can do arithmetic problems in my head.
- I enjoy math classes.
- I enjoy math games, such as, computer math games.
- I enjoy chess, checkers, or other strategy games.
- I enjoy logic puzzles or brainteasers.
- I like to put things in categories or hierarchies.
- I like to use a variety of thinking skills to figure things out.
- I am good at thinking on an abstract or conceptual level.
- I clearly see cause-effect relationships.

- Total number checked

(more)

* This checklist is adapted from one developed by Thomas Armstrong, which appears in *Multiple Intelligences in the Classroom*, a 1994 publication of the Association for Supervision and Curriculum Development, Alexandria, VA. This exercise was prepared by Cal Crow, Ph. D., (National Training Support Center-Seattle, America’s Career Resource Network) Phone 206 870-3783 / FAX 206-870-5915 / E-mail.CCROW@highline.edu; <http://www.learningconnections.org/crow/> • Rev. 7-Feb-02

Exercise 3: Multiple Intelligences Checklist (continued)**Spatial Intelligence:**

- I can visualize things clearly in my mind.
- I like maps, charts, and diagrams better than words.
- I often daydream.
- I enjoy artistic activities.
- I am good at drawing things.
- I like movies, pictures, and other visual presentations.
- I enjoy mazes, jigsaw puzzles, and Rubik's Cubes.
- I can manipulate three-dimensional drawings in my head.
- I frequently doodle or sketch.
- I enjoy creating designs on paper or by computer.

Total number checked

Bodily-Kinesthetic Intelligence:

- I am good at sports.
- I fidget when asked to sit for very long.
- I am good at mimicking others' gestures.
- I like taking things apart and putting them back together.
- I like touching/holding objects and moving them around.
- I enjoy being on the go: running, jumping, moving, wrestling, etc.
- I like working with my hands, such as sewing, repairing, and making things.
- I use many gestures when expressing myself.
- I experience different physical sensations when thinking or working.
- I enjoy expressing myself through movement, such as dance.

Total number checked

Musical Intelligence:

- I can distinguish among different sounds/tones.
- I remember melodies easily.
- I can carry a tune.
- I can play a musical instrument.
- I often hum or sing to myself.
- I am sensitive to noises, such as rain or traffic.
- I like doing things in a rhythmic way.
- I can hear music in my head.
- I enjoy reading music.
- I can keep time to a variety of music.

Total number checked

Interpersonal Intelligence:

- I enjoy socializing.
- I am a natural leader.
- I am a good listener when friends have problems.
- I make friends easily.
- I enjoy clubs, committees, and organizations.
- I like teaching things to others.
- I have many good friends and close acquaintances.
- I am good at seeing another person's point of view.
- I enjoy talking to groups.
- I enjoy exchanging ideas with others.

Total number checked

(more)

Exercise 3: Multiple Intelligences Checklist (continued)

Intrapersonal Intelligence:

- I know how to set goals and reach them.
 - I clearly know my strengths and weaknesses.
 - I am comfortable with myself and enjoy my own company.
 - I feel good about who I am and what I stand for.
 - I would be described as someone who has my “act together.”
 - I stand up for what I believe, regardless of what others think.
 - I am continually learning from my successes and failures.
 - I am not much concerned about fads, fashion, or what is “in.”
 - I am always honest and up front about how I am feeling.
 - I almost never feel bored or “down.”
- Total number checked

Naturalist Intelligence:

- I am good at noticing and classifying plants, animals, rock formations, and other natural phenomena.
 - I would describe myself as having a “green thumb.”
 - I enjoy collecting and studying items from nature.
 - I have “a way” with animals.
 - I learn more from “the great outdoors” than I do in a classroom.
 - I can name many different types of plants and animals.
 - I have always been interested in and fascinated by nature.
 - I watch many nature programs on TV.
 - I can detect subtleties in appearance and texture.
 - I view a walk in the woods, or through the neighborhood, as a great learning experience.
- Total number checked



Exercise 3: Multiple Intelligences Checklist Wrap-up/Interpretation

Knowing the ways in which you are intelligent can help you cater to your strengths when faced with new situations. If you encounter a career planning issue, for instance, you can use elements from your most favored intelligences to make sure you are operating at your intellectual best. You might read or write about it, state it as a problem to be solved, create a visual representation, write a song, act it out, talk it over with others, call on your own knowledge/experience, or “get in touch with nature” to help you think it through. You might even choose to use a combination of these activities.

Exercise 4: Skills Assessment

This exercise assesses your skills. Skills are aptitudes, or abilities, that you’ve put into practice. There are two types of skills. “Transferable” skills are general abilities that can be used in almost every industry and in a wide variety of jobs. The ability to problem solve, the ability to think in spatial terms, and the ability to get your point across to others—in writing or in person—are examples of transferable skills. “Technical” skills are more specialized and generally relate to a specific subject matter (medicine, climatology, cosmetology, etc.) or to a specific knowledge, such as understanding the properties of metals or knowing which plants thrive best in certain soils.

Identify the skills that others would agree you possess. For those that you would enjoy using regularly, check whether your skill level is high, medium, or low.

Search for the type of work that requires your high-level skills. Consider increasing your transferable skills: they generally give you more job options.



Transferable Skills

- | High
Medium
Low | High
Medium
Low | High
Medium
Low | High
Medium
Low |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| fixing | creating | planning | leading |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| observing | managing | persuading | writing |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| teaching | mediating | interpreting | doing math |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| remembering | figuring | directing | predicting |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| lifting | inspecting | comparing | organizing |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| listening | typing | proofing | researching |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| critically thinking | taking directions | problem-solving | communicating |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| public speaking | selling | decision-making | sorting |

(more)

Exercise 4: Skills Assessment (continued)



Technical Skills

High
Medium
Low

- painting
- welding
- roofing
- fitting eyeglasses
- cooking
- processing X-rays
- plastering walls

High
Medium
Low

- cutting glass
- helping patients
- installing carpets
- arranging flowers
- driving a backhoe
- recording sounds
- testing water purity

High
Medium
Low

- trimming trees
- caring for a child
- reading blueprints
- driving a truck
- farming
- playing an instrument

Exercise 4: Skills Assessment Wrap-up/Interpretation

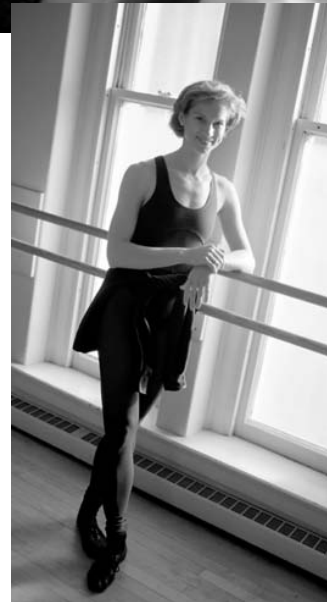
Identifying your highest transferable and technical skills will assist you when looking for a job, during an interview, and in your day-to-day activities.

Today’s workforce searches for individuals who possess a strong and wide variety of transferable skills that many industries today call “employability/workability skills.” You may also hear them referred to as “functional skills.” Having done this exercise, you will be able to clearly state your skills during an interview when asked, “What skills do you have that fit this job?”

Along with identifying “transferable skills” you would like to use regularly, this exercise also allows you to identify your high “technical skills” that are more industry specific. Knowing your highest “technical skills” can assist you in determining areas to explore when looking for a job, identifying areas for further development, and being able to list hobbies.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise)

When your job matches your interests and your personality, you are more likely to be happy and successful in your work. Consider working in one of the occupations listed for that personality type. They just might suit you!



The Holland Party

The following exercise is based on the work of John Holland, a career theorist who looked at the relationship between interests and occupational fit. As you complete the exercise, you will be identifying your top interest categories based on Holland's schema.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise) (continued)

Instructions for the Holland Party Exercise

Imagine you are at a party with six different groups of people gathered around the room.

Read the description of the six Holland Types (Realistic, Artistic, Investigative, Social, Enterprising, Conventional). Imagine yourself joining the group of people that you would most enjoy being with. If several groups appeal to you, pick the one that appeals to you most. Write down the first letter of the name of that group on the following page under “Top Choices.”

Pretend all the members of your group have left the party and you decide to join another group. What would be your second choice? Write down the first letter of your second choice next to your first choice under “Top Choices.” Can you make a third choice? If so, write down the first letter of your third choice, next to the first and second.



Holland Types (Adapted from the Self Directed Search by John L. Holland, Ph.D.)

Realistic (Adventuring/Producing)

Interested in athletics; good with their hands; prefer to work with objects, machines, plants or animals rather than people. Prefer to do the job without a lot of talk or debate, do it right the first time, and get to the point.

Investigative (Analytic)

Like to observe, learn, evaluate, or solve problems. This type is associated with scientific/academic pursuits. Prefer to analyze a problem, evaluate options and data, set a plan of action, and analyze the results.

Artistic (Creative)

Interested in artistic expression. Like to work in unstructured situations using imagination and creativity. Prefer creative approach to problem solving and planning, which relies heavily on intuition and imagination.

Social (Helping)

Like to work with people in some helping capacity — informing, teaching, developing, curing people. Prefer to gather data from all involved parties before generating an action plan. Will try to find solutions equitable for all concerned. Good at networking with people.

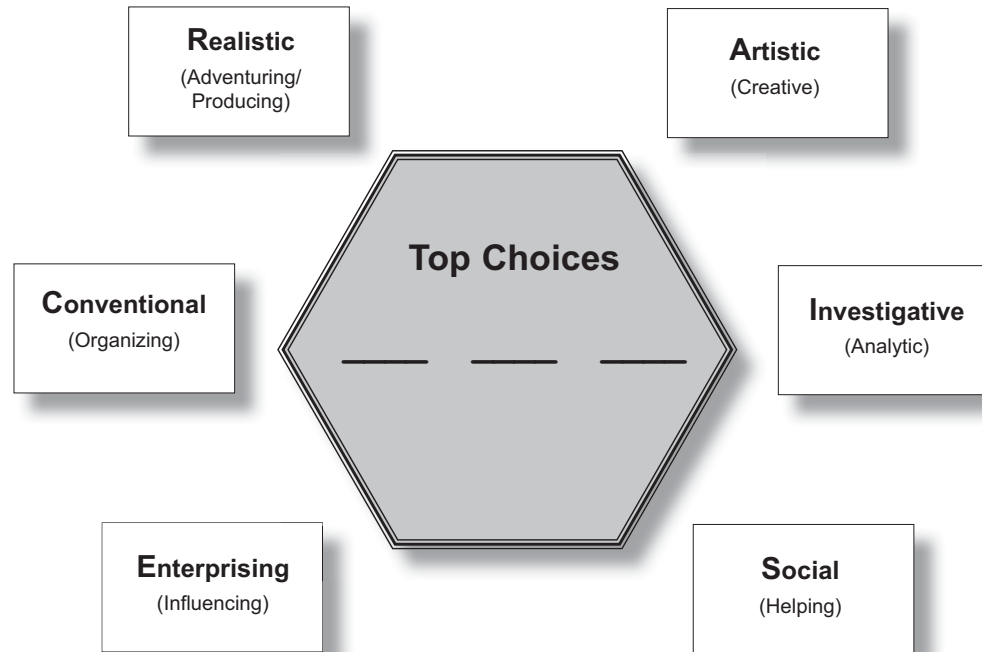
Enterprising (Influencing)

Like to work with people in a leadership capacity — managing, performing, persuading, influencing, often for organizational or political goals or economic gain. Prefer to investigate a direct plan of action to be carried out by others. Focus on achieving the goal, not concerned with minor details. Like to keep big picture in mind.

Conventional (Organizing)

Like to work with data and numbers, more than people. Like detail, tangible products, and have little tolerance for ambiguity. Like following others and instructions rather than being in charge. Prefer to follow a defined structured plan of action. Attentive to detail. Enjoy putting all the pieces of a plan together.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise) (continued)



Indicate which interest types represent your first, second, and possible, third choices. Your top 2 or 3 choices represent your Holland code (for example: IA, or IAS)

Holland in Perspective

Holland classified occupations into six major groups (using 2- or 3-letter codes). (For more information see: *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*. Holland, John L., 2nd ed., Dewey Library call number HF5381.H5668 1985).

These codes correlate with the interests of people in each occupation. According to this model, if you share a lot of interests with people in an occupation, you would probably prefer that occupation. Holland surmised that people would be most satisfied in work environments related to their interests.

Determining your interests is only one component of making effective career choices. Among many other factors, you could consider your skills and values. Understanding the interrelationship between these factors will help you identify a satisfying career and the larger issue of creating an overall lifestyle. We encourage you to apply what you have learned from the Holland model to the larger context of your life.

Exercise 5: Interest and Personality Assessment (The Holland Party Exercise) (continued)

Basic Interest Area Scales

Realistic Theme

Mechanical/Fixing
Electronics
Carpentry
Manual/Skilled Trades
Protective Service
Athletics/Sports
Nature/Outdoors
Animal Service

Investigative Theme

Mathematics
Scientific Research/Development
Medical Science

Artistic Theme

Writing
Creative Arts
Performing/Entertaining

Social Theme

Community Service
Educating
Medical Service
Religious Activities

Enterprising Theme

Public Speaking
Law/Politics
Management/Supervision
Sales

Conventional Theme

Office Practices
Clerical/Clerking
Food Service

Occupational Scales

Realistic Theme

Aircraft Mechanic
Auto Mechanic
Bus Driver
Camera Repair Technician
Carpenter
Conservation Officer
Dental Lab Technician
Drafter
Electrician
Emergency Medical Technician
Farmer/Rancher
Firefighter
Forest Ranger
Hardware Store Manager
Janitor
Machinist
Mail Carrier
Military Enlisted
Military Officer
Musical Instrument Repairer
Orthotist/Prosthetist
Painter
Park Ranger
Pipefitter/Plumber
Police Officer
Printer
Radio/TV Repairer
Security Guard
Sheet-Metal Worker
Telephone Repairer
Tool/Die Maker
Truck Driver

Holland's Occupations by Category

Investigative Theme

Biologist
Chemist
Chiropractor
Computer Programmer
Computer Scientist
Dental Hygienist
Dentist
Dietitian
Economist
Electronic Technician
Engineer
Mathematician
Math/Science Teacher
Medical Lab Technician
Pharmacist
Physical Therapist
Physician
Psychologist
Radiologic Technician
Respiratory Therapy Technician
Surveyor
Veterinarian

Artistic Theme

Advertising Artist/Writer
Advertising Executive
Architect
Author/Writer
Chef
Interior Designer
Legal Assistant
Librarian
Musician
Newspaper Reporter
Photographer
Piano Technician

Social Theme

Athletic Trainer
Child Care Assistant
Cosmetologist
Counselor-Chemical Dependency
Elementary School Teacher
Guidance Counselor
Licensed Practical Nurse
Nurse's Aide
Occupational Therapist
Operating Room Technician
Registered Nurse
Religious Leader

Enterprising Theme

Barber/Hairstylist
Buyer/Merchandiser
Card/Gift Shop Manager
Caterer
Elected Public Official
Florist
Food Service Manager
Hospital Administrator
Hotel/Motel Manager
Insurance Agent
Lawyer
Manufacturing Representative
Personnel Manager
Private Investigator
Purchasing Agent
Real Estate Agent
Reservation Agent
Restaurant Manager
Travel Agent

Conventional Theme

Accountant
Bank Manager
Bank Teller
Bookkeeper
Cafeteria Worker
Court Reporter
Data Input Operator
Dental Assistant
Executive Housekeeper
Medical Assistant
Pharmacy Technician
Secretary
Teacher's Aide
Waiter/Waitress

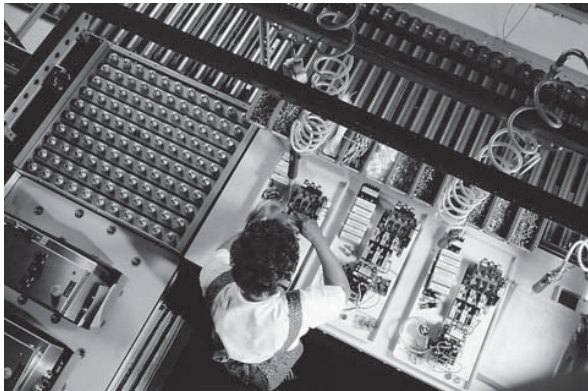


Exercise 5: Interest and Personality Assessment Wrap-up/Interpretation

In the exercise you just completed, you begin to see how your interests, hobbies, and personality are interrelated with each other and the world of work. This exercise gives you a glimpse of how the information derived from self-assessments can assist you with your job search.

As you review your Holland codes, you will want to spend time investigating the various occupations listed under the two or three codes that best describe you according to Holland's theory. You may use a variety of occupational resources in print or on-line to read the occupational descriptions of those you like the most. You will find resources in print at your local library career section, or One-Stop Career Center. For on-line resources you can use the California CareerZone <http://www.CACareerZone.org> or O*NET <http://online.onetcenter.org/>. As you read the occupational descriptions, notice the skills required to do the job. Compare these skills to your skills list. Do you have these skills or would you like to develop these skills?

In Step 3, you will bring together your self-assessments and your world-of-work research to create a tangible picture of possible employment areas and jobs.





Exercise 6: Job Values Inventory

This exercise helps you identify which job qualities you value most.

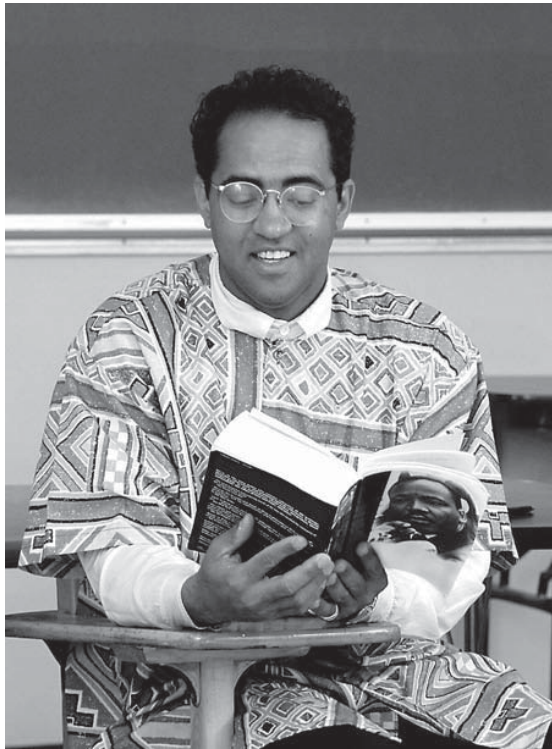
Rank the items below from 1 to 13 with 1 being most important and 13 the least important. Once you begin exploring job possibilities, focus only on jobs that meet your highest ranked values.

- ___ Good salary
- ___ Good benefits (insurance, retirement, etc.)
- ___ Job security
- ___ Work hours that meet your needs
- ___ Satisfactory location
- ___ Compatible coworkers, supervisors, customers
- ___ Opportunity to learn and develop skills
- ___ Challenging and satisfying work
- ___ Good working conditions / environment
- ___ Like / believe in what the organization does
- ___ Chance for promotion / advancement
- ___ Prestige and respect
- ___ Travel

Adapted from Inservice Model for Strengthening Secondary Teachers Skills in Career Counseling, East Texas University

Exercise 6: Job Values Inventory Wrap-up/Interpretation

The importance “job values” can have on your employment happiness cannot be emphasized too much. The top five values you listed can be a starting point when conducting job searches, informational interviews, and when networking. Those values can be a reminder of the type of job you are looking for because they are important and meaningful to you.



Summary Worksheet **Step 1**

This Summary Worksheet for Step 1 should be filled out and placed in your Career Planning Folder. Keep this worksheet, along with the Summary Worksheets for Steps 2 through 4, updated and readily available for continued use throughout your career life journey. In Step 3, you'll learn how to combine information from Steps 1 and 2 and formulate a career plan.



Exercise 2: Characteristics Inventory Summary

<p>List five characteristics you marked “often” that you want to use in a future job.</p>	<p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	
<p>List five characteristics you marked “rarely” that you might like to use in the future and describe how you will gain experience doing that characteristic.</p>	<p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>	<p style="text-align: center;">Experience Gained</p> <p>1. _____ 2. _____ 3. _____ 4. _____ 5. _____</p>

Summary Worksheet **Step 1** (continued)

Exercise 3: Multiple Intelligences Checklist Summary

<p>List your top three intelligences and explain why.</p>	<p>1. _____ 2. _____ 3. _____</p>	<p>These ranked high because...</p> <p>1. _____ 2. _____ 3. _____</p>
<p>List your two lowest intelligences and a strategy you can use to strengthen each of them.</p>	<p>1. _____ 2. _____</p>	<p>I can strengthen this intelligence by...</p> <p>1. _____ 2. _____</p>

Exercise 4: Skills Assessment Summary

<p>List six transferable skills you currently have.</p>	<p>1. _____ 4. _____ 2. _____ 5. _____ 3. _____ 6. _____</p> <p>Remember, these skills move with you from job to job and remain important before, during, and after getting a job.</p>	
<p>List the technical skills you currently have or want to develop.</p>	<p>1. _____ 3. _____ 2. _____ 4. _____</p> <p>Remember, those skills that you may use in hobbies can be and are jobs for many people. Perhaps you, too, can turn your hobby into a paying job. (Refer to the section on Entrepreneurship.)</p>	

Summary Worksheet **Step 1** (continued)

Exercise 5: Interest and Personality Assessment Summary

<p>List your two or three “Holland Codes” and at least two occupations within each code you intend on researching for possible jobs.</p>	My Holland Codes are:	

	First code occupations:	1. _____ 2. _____
	Second code occupations:	1. _____ 2. _____
	Third code occupations:	1. _____ 2. _____

Exercise 6: Job Values Inventory Summary

<p>List the top six “job values” you consider very important to have in your job.</p>	Top Six Job Values	
	1. _____	4. _____
	2. _____	5. _____
	3. _____	6. _____
<p>For three of the values listed above, explain why you must have these values represented in the work you choose to do.</p>	I must have these Job Values because	
	1. _____	
	2. _____	
	3. _____	
	<p>Your job values may appear in subtle ways within your life, but they may have the most significance in your career. Spending time evaluating their importance can lead to self-understanding and fulfilling work.</p>	

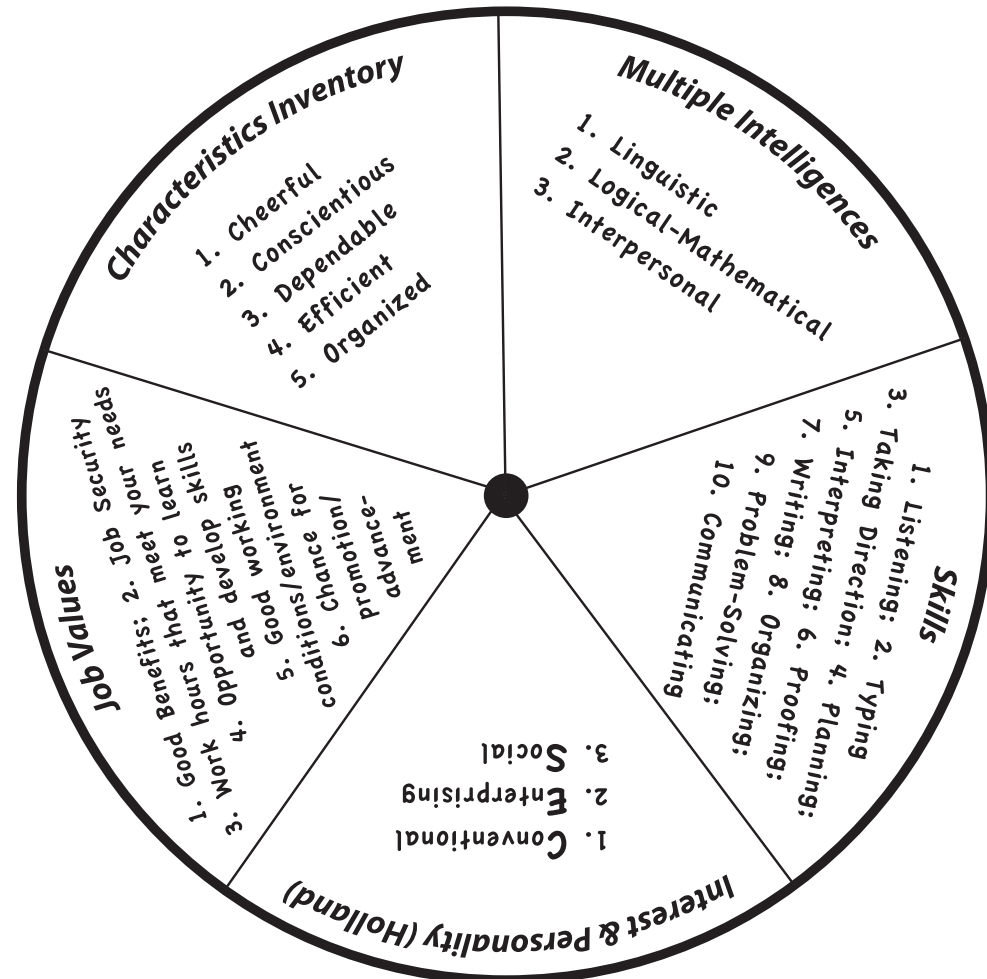
Applying what you now know about yourself to the World of Work!

Summary Worksheet Step 1 (continued)

Sample Self-Assessment Wheel for Administrative Assistant

**Exercise 7:
Self-Assessment Wheel**

The Self-Assessment Wheel can be used to visually summarize how the whole (either the Self, or an occupation) consists of various parts. All these parts work together to create a system that can create a successful match between an occupation and a job seeker. In this sample a job description for an Administrative Assistant job (see next page) is used to fill out a Self-Assessment Wheel putting in the Characteristics Inventory, Multiple Intelligences; Skills; Interests & Personality; and Job Values that an ideal job seeker would possess for this job.



Summary Worksheet

Step 1 (continued)

Exercise 7 (continued)

Sample Job Description

On this page you will find the Administrative Assistant sample job description that was used with the Sample Self-Assessment Wheel on the previous page. The Self-Assessment Wheel details results from the five assessments exercises in this Unit that would create a successful match for the Administrative Assistant job description. Read through the Job Description and the Completed Self-Assessment Wheel. If a job-seeker was considering this position as an administrative assistant, he/she could fill out a blank Self-Assessment Wheel with *their own* assessment results, then compare it to the completed wheel.

TITLE: Administrative Assistant

Hours: Monday –Friday 8:00 am to 5:00 pm; Salary: \$2,050.00 per month; Medical/Dental benefits, Vacation and Sick Pay

MINIMUM QUALIFICATIONS: Requires fundamental written and oral communication skills, excellent English grammar, spelling, and punctuation; an ability to understand office procedures; an ability to operate standard office equipment; an ability to learn office technology systems; an ability to perform basic arithmetic calculations; and typing and keyboard skills. These entry qualifications would normally be obtained through completion of a high school program or its equivalent and some experience in an office environment. May be required to use a variety of office support technology and systems including: one or more word processing and spreadsheet packages; use of a mainframe computer to enter data and generate reports; maintenance of a workstation or PC-based database; and use of electronic and voice mail.

SKILLS AND ABILITIES: Ability to use a PC, electronic typewriter, calculator, copier, fax machine, and scanner.

DUTIES/RESPONSIBILITIES: Under general supervision, this position provides administrative support to the department assigned. The incumbent is responsible for a variety of duties, including arrangement of meetings, typing, duplicating, filing, preparation of routine correspondence, reports and other documents including spreadsheets and tables. The incumbent must provide information and referral services to members of the community in a helpful, efficient and customer-centered manner. The incumbent acts as a back-up receptionist. This position requires the knowledge of, and experience in using PC compatible computer workstations, electronic mail, Microsoft office software such as Access, Excel, PowerPoint, Word, and Outlook.

ESSENTIAL FUNCTIONS:

- Provides clerical support for the department assigned. Acts as a back-up to the receptionist for full front counter coverage.
- Duties include typing, duplicating, filing, preparation of final form of routine correspondence, transmittal letters, reports, and other documents including spreadsheets, tables, and graphs.
- Types memoranda, reports, and publicity flyers; prepares and distributes materials to department personnel.
- Responsible for the development of printed manuals and the ongoing maintenance of written procedures.
- Schedules appointments and meetings for the unit. Transcribe minutes for the bi-monthly managers meeting.
- Order supplies for the unit. Provides secretarial support to the entire unit.
- Acts as a timekeeper for the unit.
- Assists in the preparation of the department course/program schedule for the community, maintains appropriate records, submit for printing in the schedule of classes.
- Represents the department and works as a team for the dissemination of information.
- Answers emails addressed to the Web site and other telephone inquiries.

Summary Worksheet Step 1 (continued)

Exercise 7 (continued)

Self-Assessment Wheel

Now it is your turn to apply what you know about yourself to the World of Work!

- Make multiple copies of the blank Self-Assessment Wheel on this page, or create one of your own on a separate piece of paper.
- Fill out the corresponding self-assessment sections with your assessment results from the five exercises in this Unit.
- During your job search fill out a separate Self-Assessment Wheel with information you can gather from each job description you are considering applying for. Compare the results between the wheel for each job description and your own wheel. Which job descriptions are the best fit for your own wheel? Which ones don't fit?
- When creating your resume and cover letter, you can use the key words from your self-assessment descriptions to help you describe what makes you a good candidate for the positions.

