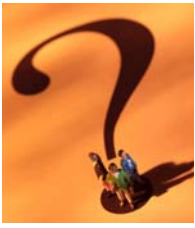


Interest & Goal Assessments

Interest & Goal Assessments



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

This section contains resources, handouts and activities about interest and goal assessments. The worksheets in this section will help individuals organize information about career planning.

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/sv/10210.jsp
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.
- **CAREER INTERESTS GAME:** 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:** * 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 282.

PERSONALITY ASSESSMENT

- **The Keirsey Temperament Sorter II:** www.advisorteam.com/temperament_sorter/register.asp
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 take the test.
- **PERSONALITY PATHWAYS:** www.personalitypathways.com/type_inventory.html
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 9 diagrams are most prominent in their personality, helping them to decide which work environments fit them best.
- **KIDZWORLD JOB PERSONALITY QUIZ:** www.kidzworld.com/site/p2815.htm
This short quiz is designed to help 9-14 year olds discover how their personality type effects how they approach their school work and career goals.

INTEREST & GOAL ASSESSMENTS, CONTINUED

SKILLS ASSESSMENT

- **O*NET SKILLS SEARCH: 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/acinet/skills**
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.
- **ISEEK SKILLS ASSESSMENT: www.iseek.org/sv/12398.jsp**
This skills assessment provides a list of potential occupations and links to corresponding occupation descriptions. Individuals will be asked to rate skills positively or negatively according to preference.

VALUES

- **MINNESOTA IMPORTANCE QUESTIONNAIRE: www.psych.umn.edu/psylabs/vpr/miqinf.htm**
This questionnaire is designed for audiences to measure vocational needs and values. It measures 20 psychological needs and underlying values relevant to work adjustment and job satisfaction. (Fee for obtaining printouts of questionnaire.)
- **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/exerchs.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.

**For a comprehensive listing of assessments available,
visit the TESTING & ASSESSMENT section of CareerOneStop:**

www.careeronestop.org

EXERCISE: 7 STEPS TO DECISION-MAKING



Choosing a potential career path can be overwhelming for first-time jobseekers. This exercise shows that a 7-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** (Press 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** (Go to 2- or 4-year college, where, what major; or choose military or 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]

EXPLANATION OF LESSON PLANS, ACTIVITIES & WORKSHEETS

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 5 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 new 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 *MnCareers*-produced activities. Please feel free to adapt these exercises according to your needs.

LESSON PLAN: SELF-ASSESSMENT & WORK VALUES

ARTICLES: Interest Assessment (*MnCareers* pgs. 4-7);
Self-Appraisal Questionnaire
(*Facilitator Guide Worksheet #9*, page 17).

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?
- 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?

NATIONAL CAREER DEVELOPMENT GUIDELINES

Personal Social Development

- **Goal:** Develop understanding of yourself to build and maintain a positive self-concept.

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 #4 Work Values Assessment*, page 12.
- 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 3 to 4 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: 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: 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 #2: 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:

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 #3: 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:

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 #4: 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 #5: ASSESSMENT SUMMARY

Directions: Use the information from Worksheets #1-4 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 #6: CHOICES NOT CHANCES

Directions: Use your interest profile 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. 282) or library for more information.
- ___ Research what places can prepare me for my choices.
- ___ Create or update my 4-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: 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 occupations 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 #8: 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 #9: 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 4 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 # 10: BEGIN THE EXPLORATION

Use your 2007 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. Radiologic Technologist occupations fall under which career field and can be found on which page(s)?

2. Where can you find more information about other Health Technician 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 pgs. 4-7. Complete what each code stands for and list one occupational group related to the code. Give the page number of where to find specific occupations for each group.

	What the Code Means...	Occupational Group	Page Number
R			
I			
A			
S			
E			
C			

4. List 5 types of skills or knowledge that are in demand by employers with a brief description for each:

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

5. What CareerOneStop tool helps you find potential training resources to gain new skills?

WORKSHEET # 10, CONTINUED

6. What is a nontraditional occupation? Identify and list 3 nontraditional occupations for each gender.

7. What does it mean to "test drive" a job? Name 3 popular work-based learning opportunities and ways in which you might use them to research a career path.

WHAT DO THE NUMBERS SAY? (PAGES 19-22)

8. What is Employment Growth and why is it important to consider when thinking about a career?

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

CAREER FIELDS (PAGES 23-82)

10. List the 6 career fields in *MnCareers*. For each one, name an occupational group and 3 to 4 specific occupations found within that field. See the example below.

Career Field	Occupational Group	Specific Occupations
Ex. Engineering & Technology	Construction Occupations	Brickmason, Carpenter, Construction Laborer, Electrician, Pipefitter, Plumber, Painter, Roofer, etc.

WORKSHEET # 10, CONTINUED

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

Occupational title: _____

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 83-105)

13. *MnCareers* lists a lot of possible future options. Name 4 future options listed in the publication. List 2 advantages for each.

14. Is Higher Education worth the investment? Provide 2 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 # 1 1: MY INTERESTS

Use 2007 *MnCareers* to help you complete this activity.

1. Take the Interest Assessment on page 5 of *MnCareers* and record your interest profile below.

2. Record the descriptions found on page 6 for the 3 letters in your interest profile and write 2 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 do you agree or disagree?

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 # 1 1, CONTINUED

5. List 3 occupational groups linked to your interest profile (refer to page 7 in *MnCareers*). Based on the occupational groups, complete the grid below.

Interest Profile	Occupational Group	List 3 specific occupations within this group	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 2 additional assessment resources shown on page 4. Where can you find these resources?

WORKSHEET # 12: 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 3 to 5 things you like to do. Examples might include: working with tools, leading a group, making decisions, working with numbers, developing new ideas, selling things, painting pictures, etc.

My Lifestyle or Work Preferences

List 3 to 5 lifestyles or work preferences you might to take into consideration when exploring the world of work. Work preferences might include things like: working alone or with others, a preference for 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 3 to 5 skills you perform particularly well. Examples might include 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.
