



Module 6

Duration: 55 minutes

Finding Your Personal Compass Points

When students come to this session, they will have taken the Career Interests Assessment and the Skills Confidence Assessment. These instruments measure the interests and self-perceived skills of individuals related to the 16 or 6 clusters of occupations, depending on your local choice. Each provides a report with a rank-ordered list of the clusters, from highest to lowest, as indicated by the student's responses to the inventories. A composite report of interests and skills results is also generated automatically after completion of both assessments. These reports help teachers and counselors link students' interests and/or skills with occupations, high school curricula, and postsecondary majors.

Objectives

At the end of this module, students will be able to:

- State their highest areas of interest and skills as related to career clusters.
- Describe what their personal profiles of interests and skills mean.
- State the titles of occupations filled by others who have similar interests to their own.
- State titles of pathways in which both interests and skills are high.
- List occupations that they want to explore in-depth.

Module 6: Overview

Components

- **Introduction: Interpreting the Career Interests Assessment and Skills Confidence Assessment**
5 minutes
- **Interpreting the Kuder Career Interests Assessment Report**
30 minutes
- **Interpreting the Kuder Skills Confidence Assessment Report**
10 minutes
- **Discussion of Student Reports**
10 minutes

Facilitator Preparation

1. Read the lesson plan and resource material.
2. For middle school students, duplicate materials for [Activity 15a](#) or [15b: Self-Assessment Summary Sheet](#) and [Activity 16: Your Dream Job](#).
3. Arrange to show the presentation. This presentation can be accessed in the Kuder Navigator® admin experience.

Homework Assignments

Middle School Students

Complete [Activity 15a: Self-Assessment Summary Sheet](#) or [Activity 15b: Self Assessment Summary Sheet](#), and [Activity 16 Your Dream Job](#), and bring them to the next session.

National Career Development Guidelines Addressed

- Indicator PS1.K1: Identify interests, likes, and dislikes.
- Indicator PS1.K2: Identify abilities, strengths, skills, and talents.
- Indicator PS1.R1: Assess how interests and preferences are reflected in career goals.
- Indicator PS1.R2: Assess the impact of abilities, strengths, skills, and talents on career development.
- Indicator PS:A1.10: Identify personal strengths and assets.

ASCA National Standards for School Counseling Programs Addressed

- Indicator A.B2.2: Use assessment results in career planning.
- Indicator C:A1.3: Develop an awareness of personal abilities, skills, interests, and motivations.
- Indicator C:B1.2: Identify personal skills, interests, and abilities, and relate them to current career choice.
- Indicator C:B1.6: Learn to use the Internet to access career planning information.
- Indicator C:C1.3: Identify personal preferences and interests influencing career choice and success.
- Indicator C:C2.1: Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.

Module 6: Lesson Plan



Introduction: Interpreting the Career Interests Assessment and the Skills Confidence Assessment (5 minutes) (Slides 1 and 2)

Share: As homework for today, you took two assessments – one that measures your interests and one that measures your skills – that can give you direction for your future. These assessments may reveal that you have developed skills in the same areas as your interests or that you do not yet have skills to support your interests. Either way it’s okay because you still have time to develop skills through courses and work.

Provide an overview of today’s lesson by presenting the following points:

- Two of the most important things to consider when planning for future work are your work-related interests and skills.
- For that reason, you have taken the Career Interests Assessment and the Skills Confidence Assessment.
- There are no right or wrong answers to the questions in these inventories. The purpose is to find out what your interests and skills are so we can relate those to groups of occupations you can explore.
- You will be able to use the results to identify occupations you might consider, courses to take in high school, and majors you might pursue in schools after you finish high school.
- The primary purpose of these assessments is to guide your exploration of occupations so you can limit your options to your probable areas of future work.

Interpreting the Kuder Career Interests Assessment (30 minutes) (Slides 3-6)

Students should have their personal reports to refer to as you explain the sample report. Explain the report, using the slides provided for this lesson.

Cluster Scores

Using slides provided, display the Kuder Career Interests Assessment sample profile of either the 16 National Career Clusters (your state may use fewer than 16) or six Holland work environments in rank order. Then make the following points on the next page:

- Occupations or jobs can be grouped into one or more of the career clusters that we learned about in the last class session. First, if your site is using the 16 National clusters, you will find a section that lists the five (of 79) career pathways of your highest interest. You can also see the 16 clusters listed in rank order related to your interests by clicking on **View by Top Career Clusters**. The length of the bar to the right of the name of a pathway or cluster indicates whether that pathway/cluster is of high, medium, or low interest to you.
- If the 16 National career clusters are being used, they are listed in rank order, starting with your highest interest cluster and ending with your lowest. (If the six Holland work environments are being used, they are listed in the order of R, I, A, S, E, and C.)
- Pay particular attention to the pathways (in the 16 National Career Clusters report only) and clusters with scores in the high range.
- If you have not already done so, save your favorite clusters and pathways (for the 16 National Career Clusters report only) in your portfolio the next time you are online. You can always view your favorite clusters and pathways by selecting **My Favorites** in the left navigation menu, then **My Favorite Work Values, Clusters and Pathways**.
- By selecting a cluster name, you will be directed to a screen that includes a definition, list of career pathways for that cluster, and access to a video.
- Listen as I read a short description of each of the clusters. Pay particular attention to those in which you have the highest interest.

16 National Career Clusters

Agriculture, Food, and Natural Resources

In this part of the work world, people like to work with their hands. They may work outdoors, indoors, or some combination of both. They are likely to work with some kind of tool or equipment. They may be processing a plant or animal product of some kind, or designing environmental or natural resource systems. They may be interested in agribusiness – growing food and taking care of animals.

Architecture and Construction

People who work in this part of the work world like to use their creativity and problem-solving abilities to design, build, and maintain buildings. They may work outdoors or indoors. They are good at computer skills, science, and math.

Arts, A/V Technology, and Communications

People who work here express themselves through writing, singing, dancing, acting, or doing drawings or graphic design. They typically work inside in studios, offices, or on the stage. They may perform directly for others, or they may produce work that is enjoyed by others. They enjoy being able to create something that is beautiful and artistic. They have special skill in doing this.

Business, Management, and Administration

People who work here enjoy planning, organizing, and directing business operations. These people are very important because they keep good track of details, keep things operating smoothly, and account for money carefully. Almost without exception, they work indoors with computers, printed reports, and files. They enjoy making sure that objects, numbers, and records of all kinds are organized properly. They have special skill in working accurately with detail, and in some jobs, with mathematics.

Education and Training

People who work in this area are interested in planning, managing, and providing education and training services. They like to work with people and to help them learn new things.

Finance

People who work in this cluster are interested in the management of money and how it can be used to help people. They may be in banking, insurance, or business financial management.

Government and Public Administration

In a democratic society, government is the means of expressing the public will. This includes virtually all occupations; however, some activities are unique to government. This work area includes everything from foreign service to revenue and taxation.

Health Science

These are the people dedicated to keeping you healthy. They work in all aspects of medicine but also include those who develop the tests to diagnose your problem or research cures for diseases.

Hospitality and Tourism

People in this area of work like to help visitors feel at home. They work in restaurants, hotels, and recreation or amusement attractions. They get along well with other people and want to help them enjoy their place of business.

Law, Public Safety, Corrections, and Security

Workers in this area are interested in the enforcement of laws and the protection of the public. They may work in emergency services such as police and firefighters, or they may deal with people who need legal services or possibly in the corrections field.

Manufacturing

People in this area take raw materials and turn them into finished products. They are not only involved in the planning and processing of materials but also in ensuring that the products meet quality standards.

Marketing, Sales, and Service

These are the people who figure out ways to make products more attractive to customers. They may create the plan for selling the products or be the salespersons that make the actual contacts. They are good communicators and enjoy being with others. They have special skill in talking with people and convincing them in a pleasant way.

Science, Technology, Engineering, and Mathematics

People in this area are the problem solvers of our world. They figure out how to make things work as well as explore the limits of science and math.

Transportation, Distribution, and Logistics

Did you ever wonder how the products you buy got in the store? Or maybe who figures out the airline schedules? This cluster involves the planning, management, and movement of people, materials, and products by road, air, rail, and water.

Six Work Environments

R (Realistic)

- Likes activities that require mechanical, agricultural, or technical skills
- Likes to work with his or her hands to create, repair, or assemble tangible things
- Likes to enjoy the satisfaction of completing something
- May not enjoy social situations or having to work face to face with people
- Enjoys courses such as carpentry, auto repair, or electronics
- May be described by others as “down to earth”

I (Investigative)

- Likes activities that require skills to think rationally, observe carefully, and reach conclusions
- Likes to work with his or her mind and engage in abstract thinking
- Enjoys the satisfaction of solving problems by reaching logical conclusions
- Does not enjoy situations that require leadership or the selling of products or ideas
- Enjoys courses in math and science
- May be described as intellectual

A (Artistic)

- Likes activities that require creativity and the use of some art form (music, drama, writing, etc.)

- Likes to work with free expression and emotion in some art form
- Enjoys the satisfaction of being imaginative, impulsive, and creative
- Does not enjoy situations that require detailed record keeping or a high level of structure
- Enjoys courses in art, music, drama, and writing
- May be described as emotional, impractical, and sensitive

S (Social)

- Likes activities that require working with people to teach them or help them in some way
- Likes to help or teach people by using verbal and social skills
- Enjoys the satisfaction of feeling good about helping others
- Does not enjoy situations that require the use of manual and mechanical skills
- Enjoys courses such as psychology, sociology, and history
- May be described as outgoing, helpful, warm, and friendly

E (Enterprising)

- Likes activities that require social interaction and the ability to persuade, lead, or manage
- Likes to manage or influence people by using verbal and social skills
- Enjoys the satisfaction of leading a group to reach its goals or desired economic outcomes
- Does not enjoy situations that require the use of science, math, or observational skills
- Enjoys courses such as public speaking, business management, or political science
- May be described as outgoing, ambitious, self-confident, and sociable

C (Conventional)

- Likes activities that require the capability to keep data, files, or objects orderly
- Likes to manage things and events in a systematic and structured way
- Gets satisfaction from being well-organized
- Does not enjoy situations that are not structured or planned
- Enjoys courses such as database management, business organization, and word processing
- May be described as methodical, efficient, or conscientious

Students may further explore occupations in all six work environments from the screen found under the ***Explore Occupations*** tab.

Person Matches (Slide 7)

Instruct: Now, click on Kuder Career Interests Assessment, and go to the Person Matches tab. Person Match compares your results with those of nearly 1,000 people who say they are happy in their jobs. They represent over 90 percent of the occupations available in the United States today. They come from all walks of life and all regions of the U.S. They are people who have responded to the items on the interest inventory in the same way you have. You can find out about them by reading their job sketches, which are included in this section of your report.

Notice that there are four Person Matches. These are the four people in the Person Match database who responded to the items on the interest assessment most like you did.

This comparison of your responses on the interests inventory to those of others does not mean that you should enter the same occupation that they did. It does, however, mean that their occupation is one that you should consider along with others.

You may save the Person Match occupations to your Favorites List by clicking on the star that is just below the title of the occupation.

Related Occupations (Slides 8 and 9)

Share: Under this tab you will see a list of occupations most related to your personal interests that can be entered at the education level you select. You can change the educational level on this screen (click on Filter Options in order to see how differing amounts of education affect the list. You can also shorten your list of occupations by narrowing the search by expected job growth and median salary in your state. And, you can select the title of any occupation and see its description.

My Ed Plans

Under this tab, you can display suggested four-year high school plans for the top four clusters of your interest. These plans may be generic ones suggested by the [National Career Clusters Framework](#) or they may have been customized with your school district's course openings.

Indicate that students can explore all occupations by clusters and pathways from this screen found under the **Explore Occupations** tab, then **Occupations Suggested By National Career Clusters And Pathways**.

Discussion: Interpreting the Kuder Skills Confidence Assessment

(10 minutes) (Slides 10 and 11)

Ask students to refer to their report from the Kuder Skills Confidence Assessment. Then, provide an interpretation as follows:

- Similar to the interests inventory report, you will find a section that lists the 16 National Career Clusters or six Holland work environments and shows the level (high, medium, or low) of your self-rated skills in each cluster. If your report relates to the 16 National Career Clusters, you also have a listing of the 5 (out of 79) pathways (sub-groups of clusters) of your highest skill. These pathways contain the occupations of your highest skill.
- The 16 National Career Clusters are listed in rank order, starting with your highest skill cluster and ending with your lowest.
- Pay particular attention to the clusters (and pathways, if you have them) with the highest scores, especially those whose scores are in the range marked high.
- Now look at your report and see what your clusters of highest skill are.
- If you have not already done so, go online and save your clusters of highest skill to your Favorites List by clicking on the star. You can review these clusters any time you return to your portfolio.
- The online version of this report allows you to select a cluster name. You will go directly to a screen that provides a description of the cluster, including a definition, related occupations, a sample high school plan of study, and access to a video. High school students are also able to view related postsecondary majors.
- A composite report of interests and skills results will be automatically generated upon completion of both assessments. In this report the scores for the clusters (and pathways) of your highest interest will be displayed in comparison to the results for those same clusters (and pathways) on the skills assessment.

(Slide 12)

Compare the results of your two inventories by looking at your composite report. As you are still in school and have plenty of time to develop skills in the areas of your highest interest, we suggest that you explore the clusters of your interest first. You can gain the skills you need through coursework and other learning experiences.

Discussion: Student Reports

(10 minutes)

Ask students to refer to their report from the Kuder Skills Confidence Assessment. Then, provide an interpretation as follows:

- Were any of your three highest areas of interest also areas of high skill?
- For the 16 National Career Clusters report, were any of your top five pathways of interest also top pathways of skills?
- Based on what you know about yourself, do these results seem accurate? If so, why? If not, why?
- Is there anything about your assessments that surprised you? Why?
- What kinds of activities have you done that gave you an opportunity to confirm your interests (skills) in the clusters or pathways that were highest for you?
- What courses have you taken that relate to your highest areas of interest (skill)?
- How could you develop more skill in the areas of your interest?
- What kinds of occupations have you thought of, and do they fit into one of the highest areas of your interests and/or skills?

Homework Assignments (Slides 13 and 14)

Ask students to refer to their report from the Kuder Skills Confidence Assessment. Then, provide an interpretation as follows:

During the next class session, we will use your results to select some occupations that you may want to learn more about. Please use the worksheet I am giving you ([Activity 15a](#) or [15b: Self-Assessment Summary Sheet](#)) to summarize the results of these two inventories, as well as to list occupations you have thought about and those your parents or other adults you admire have suggested for you. Be sure to bring this activity and your reports to the next class session.

Middle School Students: In addition to the first assignment, should be given [Activity 16: Your Dream Job](#) for completion.

Module 6: Resource Materials



One of the challenges students face in making career decisions is to identify a manageable list of occupations for exploration. It is impossible to consider all of the approximately 1,000 occupations detailed on the O*NET website and in Navigator. For this reason, it is necessary to help students identify a short list of occupations that may be most appealing to them and to lead them in exploration of these.

Occupations that students should consider can come from many sources – work experience, suggestions of parents and other significant people in their lives, chance opportunities, coursework, and assessment. Assessment is an important source as satisfying career choices emerge from knowledge of interests and abilities or skills.

Many students are unaware that these are the most important criteria for development of the “short list” and, beyond that, do not know how to categorize their interests and abilities/skills in ways that help them make an easy move from self-information to occupational titles.

One way to assist with the move from “psych-talk” to “occ-talk,” as Dr. Super described it, is to administer instruments that assess these characteristics. Since interests are relatively stable by the middle school and high school years, they can serve as a guidepost for developing the short list of occupations that merit in-depth exploration.

The Career Interests Assessment, one of the two assessments that students took in preparation for this lesson, may measure interests as they relate to either the 16 National Career Clusters or the six work environments depending on local choice. In order to get these results, students have been asked to express their like or dislike in 60 activities. 16 National Career Clusters are rank-ordered based on these responses, starting with the cluster of highest interest and ending with the cluster of lowest interest. If the six work environments are used instead, the student’s profile is displayed in the order of R, I, A, S, E, and C. Find more information about both classification systems in Module 5.

Logical exploration for users of the 16 National Career Clusters would begin with the occupations in the top five pathways and then look at the occupations in the top three clusters. Those using the clusters would begin exploration with the list of occupations provided whose codes match that of their own. Students should also look at the jobs being filled by the four real persons listed under the Person Match section of the report. These persons are the four whose scores on the interest assessment are most like those of the student.

The report also links the student to a wealth of information on each cluster, including a detailed definition, related occupations, a sample education plan, and a video. Additionally, high school students are able to view related postsecondary majors.

The important things to emphasize to students about the results of the interests inventory are as follows:

- These results are one piece of information that needs to be considered when making a career choice. Interests are quite stable by the middle school and high school years. Thus, the results should be considered carefully.
- The best way to use these results is to guide exploration. In other words, instead of trying to learn about hundreds of occupations in a random fashion, the results of this inventory suggest that students begin their exploration with occupations in the career clusters/pathways of highest interest.

Interest in the work tasks of a cluster of occupations is not enough. The interests must be supported by skills. Skills can be learned through education and training if the student is motivated to do so.

While the Kuder Career Interests Assessment measures interests, the Kuder Skills Confidence Assessment measures students' self-perceived skills. In considering the report from this assessment, be mindful that students may be unrealistic about their skills – either overrating or underrating themselves. Students are asked to respond to each item (such as “change the oil in a car”) in one of the following ways:

- I have done this task well.
- I have done this task, but could improve.
- I haven't done this task, but could easily learn.
- I haven't done this task, but could learn with some effort.
- I haven't done this task, and it would be hard for me to learn.

Similar to the interests inventory, the Skills Confidence Assessment reports the scores for the 16 clusters in rank order, from highest to lowest, indicating the student's self-perceived skills (degree of confidence in capability to acquire the skills) for each. If the six work environments are used instead, the user's profile is displayed in the order of R, I, A, S, E, and C.

Once students have completed both assessments, a composite report of interests and skills results will be automatically generated. The student's skill scores are compared to their high interest scores, cluster by cluster and pathway by pathway. This report may show an overlap of clusters and pathways that are high in both interests and skills, or it may identify those that are high in interest but not skill. Given that the students you are working with are still in school, it is recommended that you encourage them to explore the pathways and then clusters of their highest interest first. There is plenty of time to gain the skills needed to perform well in these through coursework, work experience, and other learning experiences.



Handout 4: Taking Super's Work Values Inventory - revised

- Log into your Navigator account.
- Select the tab **Take an Assessment** from the left navigation menu of the home page.
- Next, choose Super's Work Values Inventory-revised. Click Begin.
- Take the entire assessment.
- Look at your results, and click on the names of your most important values to view their definitions.
- Print out your results to take to the next class session.
- In the **Explore Occupations** section of Navigator, choose **Occupations Suggested by Assessments Results**. Notice whether you have any occupations marked under all three columns – interests, skills, and values – and note the occupations that are marked under the Values column only.
- Print this screen and take it to the next class session.



Activity 15a: Self-Assessment Summary Sheet

16 National Clusters

You have taken the Kuder Career Interests Assessment and the Kuder Skills Confidence Assessment and have the results in your personal report. Now, use those results to identify possible routes as you think about future occupations.

- In the spaces below, list the titles of the five pathways and three clusters (in order from highest interest to lowest) that were highest for you on the Kuder Career Interests Assessment.

| | | Pathways | Clusters |
|---------|----|----------|----------|
| HIGHEST | 1. | _____ | 1. |
| ↓ | 2. | _____ | 2. |
| | 3. | _____ | 3. |
| | 4. | _____ | |
| LOWEST | 5. | _____ | |

- List the five pathways and three clusters below that were highest on the Kuder Skills Confidence Assessment. Note which, if any, of these pathways and clusters appear on the lists above.

| | | Pathways | Clusters |
|---------|----|----------|----------|
| HIGHEST | 1. | _____ | 1. |
| ↓ | 2. | _____ | 2. |
| | 3. | _____ | 3. |
| | 4. | _____ | |
| LOWEST | 5. | _____ | |

- Now, put an asterisk (*) in front of the title of any pathways or clusters listed in questions 1 and 2 that you want to explore further.
- List below the titles of any occupations from these pathways or clusters (from the Person Match section of your interests assessment, or from the lists you have seen) that you want to learn more about. (Use the back of the sheet if you need more space.)

Name _____

Date _____



Activity 15b: Self-Assessment Summary Sheet

Work Environments

You have taken both the Kuder Career Interests Assessment and the Kuder Skills Confidence Assessment. Please summarize those results by completing the following:

Your Interest Code

Your Skills Code

HIGHEST **Work Environment 1:** _____
↓
Work Environment 2: _____
↓
LOWEST **Work Environment 3:** _____

HIGHEST **Work Environment 1:** _____
↓
Work Environment 2: _____
↓
LOWEST **Work Environment 3:** _____

Are there any work environments that are the same in both columns? If yes, which one(s)?

List the occupations identified by your interests or skills code that you want to learn about:

Name _____

Date _____



Activity 16: Your Dream Job

Have you ever wondered what kind of work you would do as an adult? Maybe you haven't been able to imagine it exactly, but you probably have some ideas about what you would like – or not like – in a job. Now you have the opportunity to dream a little while creating your dream job. Don't worry about reality; that will come later. Just imagine yourself in your dream job by answering the following questions:

1. Do you work for yourself, or are you employed by someone else? Do you manage other employees?

2. What kind of work do you do each day? Do you do the same things every day, or are your work tasks quite different from day to day?

3. Where do you work? Outdoors? In a laboratory? In an office or at home?

4. Do you work regular hours (Monday - Friday, eight hours a day)? If not, what is your work schedule?

5. How many years of education or training (after high school) are required for you to qualify for this job?

Name _____

Date _____



Activity 16: Your Dream Job – Continued

6. Are you required to have a license or to be registered to do your job? If so, what kind of license or certification is needed?

7. If you are not your own boss, what are the opportunities for advancement in the company?

8. How much demand is there for the kind of work you do? Will there still be the same demand 10 years from now?

9. How much money would you make annually in this job at the beginning of your career and later when you are experienced?

10. What kinds of employee benefits are you likely to have with this occupation?
(Paid vacation, holidays, health plan, retirement fund?)
