

Career Kōkua  
COORDINATOR NOTEBOOK  
2013 – 2014

Career Kōkua  
The Hawai'i Career Information Delivery System  
State of Hawai'i  
Department of Labor and Industrial Relations  
Research and Statistics Office

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**Prepared by**

Career Kōkua  
The Hawai‘i Career Information Delivery System

State of Hawai‘i  
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Career Kōkua  
**2013 - 2014 Initial Training Agenda**

<u>Time</u>	<u>Agenda</u>
8:00 - 8:15 a.m.	I. Introduction A. Opening Activity B. Overview of the Career Kōkua System
8:15 - 8:30 a.m.	II. System Instructions
8:30 - 9:15 a.m.	III. Work Importance Locator A. Work Values B. Hands-On C. Score Reports and Interpretation of Results
9:15 - 10:00 a.m.	IV. RIASEC  A. The Party Activity  B. Hands-On C. Theory of John Holland
10:00 - 10:15 a.m.	B R E A K
10:15 - 11:30 a.m.	V. SKILLS A. The SKILLS Inventory B. Hands-On C. Interpreting SKILLS Printouts
11:30 - 12:00 noon	VI. INTEREST PROFILER A. The INTEREST PROFILER Instrument B. Hands-On C. Interpreting PROFILER Score Reports
12:00 - 12:45 p.m.	L U N C H
12:45 - 1:00 p.m.	VIII. Access Strategies Review

Career Kōkua  
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<u>Time</u>	<u>Agenda</u>
1:00 – 2:00 p.m.	IX. Information Files <ul style="list-style-type: none"><li>A. Occupations</li><li>B. Self-employment</li><li>C. Military Information<ul style="list-style-type: none"><li>1. Basic Information</li><li>2. Military Careers</li></ul></li><li>D. Hawai‘i Career Pathways</li><li>E. US DOE Career Clusters</li><li>F. Career of the Week Archives</li><li>G. Industries</li><li>H. Career Exploration Links</li><li>I. Programs of Study and Training</li><li>J. Local Schools</li><li>K. Job Search Aids</li></ul>
	L. Job Success
2:00 - 2:15 p.m.	X. Information Files Review
2:15 – 3:00 p.m.	XI. Resources <ul style="list-style-type: none"><li>A. For Coordinators<ul style="list-style-type: none"><li>1. Activities Handbook</li><li>2. Community Resources Directory</li><li>3. System Evaluation<ul style="list-style-type: none"><li>a. User Survey</li><li>b. Statistical Report</li></ul></li><li>4. Administrative Documents<ul style="list-style-type: none"><li>a. Price Schedule</li><li>b. Newsletters/Training Schedule</li></ul></li></ul></li><li>B. For Parents</li></ul>
3:00 - 3:15 p.m.	XII. Site Coordination <ul style="list-style-type: none"><li>A. Selection and Role of Site Coordinator</li><li>B. Career Kōkua Standards</li></ul>
3:15 – 4:00 p.m.	XIII. Workshop Evaluation

## Program Rationale

Prior to Career Kōkua, if a person in Hawai‘i wished to choose a career based on careful consideration of his/her own skills, aptitudes and training in relation to the available range of occupations, an immense, individual research effort would have been required to provide even a partial amount of the information needed. Such information was available only in the most scattered fashion even to professionals in the field of career guidance.

Meanwhile, rapid and continuous advances in technology began to profoundly alter the nature of available occupations, compounding the difficulty of making informed career decisions. Yet inadequate knowledge of occupations and their requirements meant a workforce less adequately trained and suited to the needs of the labor market.

Recognizing the importance of informed career decision-making both for the individual and the economy, the Hawai‘i State Department of Labor and Industrial Relations (DLIR) undertook the development and administration of a comprehensive career information delivery system which would meet the needs of the people of Hawai‘i.

## Program History

A consortium of public and private agencies and individuals in Hawai‘i was brought together by the DLIR to work as a steering committee to develop a comprehensive up-to-date career information delivery system for Hawai‘i. People and programs that use career and occupational information were surveyed and detailed needs were assessed. Types of information files needed were ranked in order of preference. Governor’s Grant funds were committed to get the system implemented. A National Occupational Information Coordinating Committee (NOICC) grant award and matching state funds made it possible to put Hawai‘i’s career information delivery system into operation. This program, known as Career Kōkua, began providing services to two pilot sites in 1979 and rapidly expanded to meet burgeoning requests for service. From July 1981 State funds were authorized for maintenance, further program development, and expansion of user sites. In 1983 the State Legislature passed House Bill 809 which provided Career Kōkua with statutory authorization. With the Governor’s signature on June 6, 1983, Act 193 was established making Career Kōkua a permanent, statutorily authorized state program. Since then Career Kōkua has annually served over 230,000 users at over 200 agencies and educational institutions in Hawai‘i.



# Career Kōkua is a comprehensive computerized system of up-to-date occupational and educational information.

**Decision-Making**  
Use self-reported preferences to obtain lists of options for exploration.



**WORK**  
**IMPORTANCE LOCATOR**  
**PERSONALITY TYPES**  
**SKILLS**  
**INTEREST PROFILER**

**Self-Employment**  
Information on self-employment and entrepreneurship  
Essential qualities  
Career opportunities  
Entrepreneurial Assessment  
Deciding to go into business  
Resources



**Programs of Study and Training**  
Descriptions of 140 programs of study and training and about 800 degree and certificate programs.  
Intent  
Coursework  
Related occupations  
Local schools



**Resources for Educators**  
Activities Handbook - Lesson plans, activity ideas and worksheets  
Community Resources - a directory of 200 businesses and organizations willing to provide tours/field trips, career speakers, and career shadowing experiences  
System implementation and usage information for counselors and teachers



Career Kōkua has  
4 Career Assessments  
530 local Occupational descriptions, preparation, outlook, and wage information  
Self employment information  
140 Military specialties  
6 Hawai'i Career Pathways  
16 Career Clusters  
30 Hawai'i Industries  
800 Hawai'i Programs of Study and Training  
100 Hawai'i Schools and Training Providers  
Job Search Aids  
Keeping Your Job information  
165 Activities and Lesson Plans  
200 Community Career Resources  
Parent Guides  
Resources for Teachers and Counselors  
Career Exploration Links  
Training and User Support

**Military Information**  
Information on the military world of work  
Basic information about the military as an employer  
140 military occupational specialties



**Local Schools**  
Information on about 100 licensed and accredited postsecondary schools in Hawai'i.  
Introduction and deadlines  
Admission requirements  
Housing  
Costs  
Financial aid  
Student services



**National Career Development Guidelines - a framework for building comprehensive career development programs for youth and adults**  
Career Exploration Links - Links to related sources of career, education, training, and labor market information



**Industries**  
Information on 30 local industries.  
Services and Products  
Employment Size  
Working in the industry  
Current Market Outlook  
Occupations  
Employers



**Overview/At-a-Glance**  
Specific and Common Work Activities  
Skills and Abilities  
Working Conditions  
Physical Demands  
Knowledge  
Interests  
Wages  
Current Employment Outlook  
Helpful High School Courses  
Preparation  
Related Training Programs  
Hiring Practices  
Licensing/Certification  
Advancement Opportunities  
Additional Sources of Information  
Career Videos

**Job Search Aids**  
Tips on how to look and apply for jobs  
Sample application form  
Resume writing tips  
Interviewing hints



**Job Success**  
Tips on how to deal with coworkers develop good job habits  
Good job habits  
Supervisors and coworkers  
Improving yourself  
Know your employer

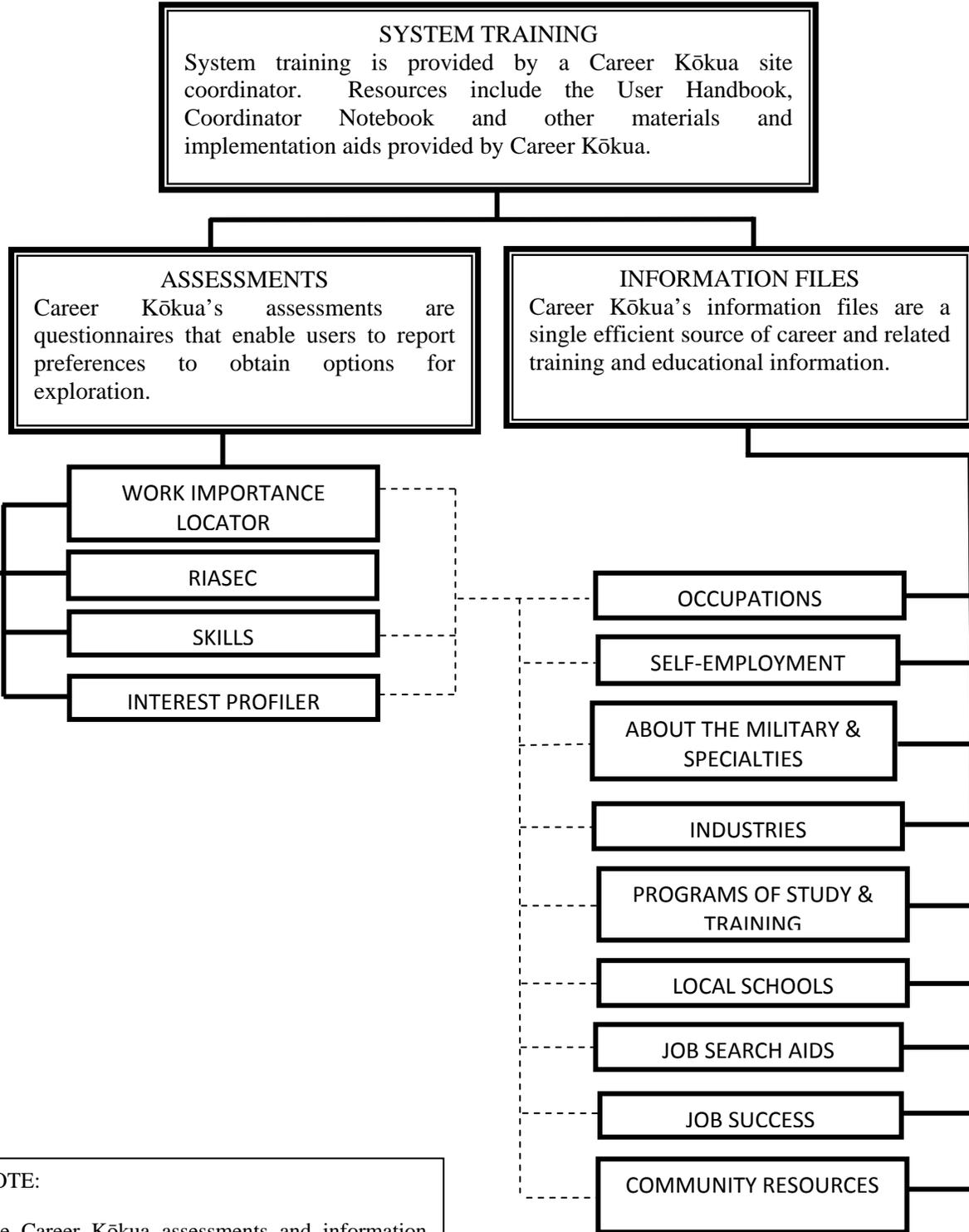
**Resources for Parents and Families**  
Information for parents to help with their children's career development and planning  
Career planning guide  
Financial aid guide  
Parent Involvement guide



**Resources for Parents and Families**  
Information for parents to help with their children's career development and planning  
Career planning guide  
Financial aid guide  
Parent Involvement guide



# Career Kōkua System



**NOTE:**

The Career Kōkua assessments and information files may be used in any sequence. Solid lines lead to the system components which may be selected by users. Dotted lines show the linkages between components.

## Understanding the Career Kōkua System

The chart on the previous page represents the general structure and sequence of use of the Career Kōkua System. While the sequence of use of the system components depends on user needs, most first-time users follow the sequence outlined in the chart. This enables them to learn about the program, to specify desired characteristics and then to get related information. The information files are linked to facilitate other sequences of use and to further information exploration.

### System Training:

**Site Coordinator.** Professional staff member designated and trained to implement the Career Kōkua program, including user orientation and system training, at the user site.

**Coordinator Notebook.** Guide for the Site Coordinator to implementation techniques, ideas, system information, and references for use in serving users and for in-servicing others at their sites.

**Activities Handbook.** Curriculum guide for the Site Coordinator to activities, lesson plans, and worksheets for use with the Career Kōkua system.

**User Handbook.** Guide for the user which includes assessments, questionnaires, system instructions, directions for computer access, and information indices.

### Assessments:

**WORK IMPORTANCE LOCATOR.** A 20-item self-assessment career exploration tool of work values that allows users to focus on what is important to them in a job.

**RIASEC.** An option for the user to link a personality type to Career Kōkua occupations.

**SKILLS.** A 72-item inventory designed to help the user identify and prioritize skills and find matching occupations.

**INTEREST PROFILER.** A 180-item inventory designed to help the user identify their work-related interests.

## Information Files:

**Occupations.** Information on 530 local occupations which includes the following:

**At A Glance.** A summary of the occupation including the characteristics and information that sets the occupation apart from other occupations

**Overview.** Describes what workers in the occupation do including the workers' main tasks

**Specific Work Activities.** Lists work activities performed by workers in the occupation

**Common Work Activities.** Lists activities that are common to work in other occupations

**Related Occupations.** Lists related occupations, occupational clusters, the related Hawai'i career pathways, occupational interest codes, and the related USDOE occupational areas

**Skills and Abilities.** Lists the skills workers need to do and the skills that employers look for when hiring for the occupation

**Working Conditions.** Describes the conditions and settings that workers in the occupation are exposed to. Also included are the characteristics that a worker needs to do well in the occupation

**Physical Demands.** Describes the physical activities that workers frequently do on the job

**Knowledge.** Lists the areas of experience and training needed for the occupation

**Interests.** Lists the values people in the occupation say are important for them and the overall interest areas people in this occupation tend to prefer

**Wages.** Provides the latest information on how much workers in the occupation in Hawai'i earn, the wage value for workers nationally, and how workers are paid

**Current Employment.** Provides information on the number of jobs in the occupation for both the national and state levels

**Outlook.** Provides estimates on how rapidly the occupation is expected to grow in comparison to all other occupations

**Helpful High School Courses.** Lists the high school courses that help in preparing for work or additional training

**Preparation.** Describes the education, training, and experience needed to prepare for work in the occupation

**Related Educational Programs.** Lists related educational programs available locally

**Hiring Practices.** Describes what employers prefer or require when hiring someone for the occupation including the formal training or licensure required

**Licensing/Certification/Designation/Registration.** Describes the requirements that applicants must meet such as licensing, certification, or registration. Information on how to acquire the license or certificate is also provided.

**Advancement Opportunities.** Provides information about where most people in the occupation start and what positions one may advance to with more training or more experience

**Additional Sources of Information.** Lists free or low-cost publications that have information about careers, reference books found in schools or libraries, and publications available on the Internet

**Community Resources.** Links to organizations that can provide first-hand information or experiences for the occupation.

**Military Careers.** Links to the military counterpart, if any, for the occupation.

**HireNetHawaii.** Links to job listings, if available, for the occupation in Hawai'i

**Career Videos.** Plays career videos that depict workers on the job

**Compare Occupation.** Plays career videos that depict workers on the job

**Self-Employment.** Information about entrepreneurship and being self-employed including setting up a business, keeping records, and financial considerations.

**Is Self-Employment Right for You?** Describes essential qualities for self-employment, rewards and costs of working for oneself, and provides an entrepreneurial career assessment.

**Self-Employment Opportunities.** Looks at the types of self-employment opportunities available.

**Deciding to Go into Business for Yourself.** Includes information on starting a business, brainstorming business ideas, forms of business ownership, and creating a business plan.

**Resources.** Lists resources for starting your own business, business.

**Military Information.** Basic information about the military and information on 140 military occupations.

### About the Military Information

About the Military

Quick Facts

Branches of Service

Enlisted Personnel

Commissioned Officers

Education

Diversity

Joining the Military

Military Life

Leaving the Military

For Parents

Sources

### Military Career Information

**Background.** Provides information about the military occupation

**What they do.** Describes the main work activities performed by workers.

**Physical demands.** Describes physical attributes required for the occupational specialty

**Special requirements.** Describes requirements, such as courses, helpful for the occupation

**Helpful attributes.** Lists interests, helpful school subjects and other personal characteristics helpful for training and working in the occupation

**Work environment.** Describes the typical work settings and conditions

**Hiring practices.** Describes citizenship and enlistment requirements and standards

**Wages.** Explains the basis for pay such as rank or grade as well as length of service. Also describes the different types of bonuses and situations that affect pay.

**Training provided.** Describes the job training provided including classroom and on-the-job training.

**Civilian counterparts.** Lists civilian occupations that are comparable.

**Opportunities.** Provides information on the number of personnel working in the occupation, the average annual need for new personnel, and career advancement.

**Military occupational specialties.** Lists the various occupational specialties for the various service branches.

**Industries.** Descriptions of 30 local industries which includes the following:

**Description.** Describes the services and products provided by the businesses in the industry.

**Size.** Provides the number of establishments and employment in Hawai‘i.

**Related Industries.** Lists the related Career Kōkua industries.

**Work Setting.** Provides information on work schedules and other working conditions for the industry.

**Earnings.** Describes the average earnings for persons employed in the industry.

**Benefits.** Lists benefits offered to persons employed in the industry.

**Current Market.** Describes the current economic conditions affecting the industry.

**Outlook.** Describes events and trends that may affect the industry and its jobs in Hawai‘i.

**Occupations.** Lists the occupations employed in the industry.

**Employers.** Lists the Telephone Book Yellow Page headings that can lead to employers in Hawai‘i.

**Programs of Study and Training.** Descriptions of approximately 140 local training and education programs which includes the following:

**Description.** Describes the purpose and intent of the program.

**Course Work.** Summarizes the course work generally included and the length of the program.

**Related Occupations.** Lists Career Kōkua related occupations.

**Cross References.** Links to related Career Kōkua information files.

**Related Programs.** Lists Career Kōkua related programs.

**Schools.** Lists the schools in Hawai‘i offering certificate and degree programs in this particular field.

**Local Schools.** Detailed information on about 100 licensed or accredited postsecondary schools and training agencies in Hawai‘i. The information includes the following topics of information:

Contact Information

Introduction and Deadlines

Average Enrollment Per Term

School and Class Schedule

Special Instructional and Alternative Credit Programs

Library Availability

Programs of Study and Training Offered

Bus/Parking

School Visits

New Student Admissions

Transfer Admission

Steps for Applying

Graduate School

Housing

How to Apply for On-Campus Housing

Average Full-Time Costs

Average Part-Time Costs

Refund Policy

Tuition Exemptions

Types of Financial Aid Offered

How to Apply for Financial Aid

Services for All Students

**Community Resources.** A directory of over 200 employers, professional organizations, and resource persons who are willing to provide first-hand career information and career exploration activities. The information includes the following:

Career shadowing

Tours and field trips

Speakers and participation in career fairs and other career activities

Resource materials

Advisors for career clubs

Interviews with employees and employers

Workplace mentors

Career information and technical assistance for teachers and counselors

Work-study

Internships

Volunteer work experiences

Part-time employment

Scholarships

**Job Strategies.** Two modules that provide job seeking and job keeping tips.

**Job Search Aids (JSA)** provides tips and suggestions on how to seek work and apply for jobs.

**Where to Look for Jobs.** Sources of job leads and agencies providing job referral and placement services. Additional resources which complement the Career Kōkua JSA information are also listed.

**How to Fill Out a Job Application Form.** Instructions and tips on how to fill out a job application form correctly

**Sample Job Application Form.** A standard application form which can be used for practice. A completed form is a handy reference.

**Cover Letter.** A sample cover letter for resumes and job applications. Included are instructions on how to prepare a cover letter.

**How to Prepare Your Resume.** Outlines the parts of a resume and provides instructions on how to prepare a resume

**Sample Resumes.** Examples of how job seekers may summarize their skills and qualifications

**Things to Take on a Job Hunt.** A list of materials applicants may need for job interviews

**Things to Do Before the Interview.** Tips on how to prepare oneself to make a good impression

**Interviewing Hints.** Helpful tips for interviews

**After the Interview.** Information on what to do after an interview and how to keep track of employment contacts

**Job Success.** Information about dealing with co-workers and supervisors, good job habits, and how to handle problems at work.

**Good Job Habits.** Information on job habits to keep you employed, attitude and respect, and ways to keep your job performance at a high level

**Dealing With Your Supervisor.** Tips on how to treat your supervisor and information about their responsibilities including training, oversight, and evaluation of how well you do your job duties. Also includes information about getting a raise.

**Dealing With Your Coworkers.** Information on how to treat your coworkers with respect and good attitudes such as cooperation, courtesy and teamwork to get your job done well

**Improving Yourself.** Information on how learning takes place at work and how fellow employees, your supervisor, and trainer, who are all experts in their own fields can help you with your career goals and promotions

**Working With Your Employer.** Tips that can help you succeed in your current job and in your career goals if you know your employer's industry and organization

**If You Have Problems.** Information on what to do if your job just doesn't seem to be working out including how to assess your situation, the grievance procedure, and how to deal with harassment

**Publications.** Resources and publications with information that can help you assess your skills and goals, stay employed or transition to work after high school, college, or the military

# System Instructions

<b>Instructions.....</b>	<b>2</b>
<b>Computer Options .....</b>	<b>4</b>

## GETTING STARTED INSTRUCTIONS

### Career Kōkua System

Career Kōkua provides fast and easy access to current information about Hawai‘i occupations, industries, training and education programs, local schools, national schools, financial aid sources, and job strategies. The career assessments match users’ interests, personal preferences, and skills to occupations. College and financial aid searches are also provided. The Career Kōkua web site also has additional options to help students, parents, and other system users with career planning and career decision making.

**Step 1.** Go to the Career Kōkua web site located at [www.careerkokua.org](http://www.careerkokua.org).

You will get the Career Kōkua home page.

*Getting Started Instructions (continued)*

The Navigation bar consists of the following channel markers:

- Career Assessments
  - Career Exploration
  - Education & Training
  - Financial Aid
  - Job Strategies
  - Resources
- 
- The ‘News’ section has announcements and noteworthy items of interest to students, educators, and other users.
  - ‘Career of the Week’ features a different person and their personal story each week.
  - ‘Today’s Occupational Highlights’ features a different occupation each day.
  - ‘Most Viewed Occupations’ lists the occupations most requested by Career Kōkua web site visitors.

**Step 2.** Log in by using the login information given to you by your teacher or counselor.

**Step 3.** Click on a channel marker on the Navigation bar. You will get a menu of options.

Once you are in a program module or information file, specific instructions and prompts will be provided to guide you. Instructions for each of the career assessments and information files are provided in this Notebook.

## Career Kōkua System OPTIONS

Channels & Options	Description
<b>Career Assessments</b>	
WORK IMPORTANCE LOCATOR	A career exploration tool that allows users to focus on what's important to them in a job and uses those work values to list occupations.
RIASEC	An activity that relates the user's personality type to Career Kōkua occupations
SKILLS	A process for identifying skills, the skills one enjoys using, and the occupations that use those skills
INTEREST PROFILER	An assessment that lets users indicate their interests and then relates those interests to occupations
Assessment Forms	Printable versions of the Work Importance Locator cards and card sorting sheet, the RIASEC "Party" and "Island" activity sheets, the SKILLS Inventory worksheet, and the Interest Profiler Questions.
<b>Career Exploration</b>	
Occupations	Current information on 530 occupations which cover over 90% of the occupations found in Hawai'i
Industries	Information on Hawai'i's 30 industries
Self-Employment	Information about entrepreneurship and being self-employed including setting up a business, keeping records, and financial considerations.
Military Information	Basic information about the military as an employer and information on 140 military occupational specialties.
Career Pathways	Information on the six Hawai'i Career Pathways and links to related occupations and programs of study and training
Career Clusters	Information on the 16 US DOE career clusters and links to related occupations
Career of the Week Archives	A module containing all of the 'Career of the Week' articles
Career Information Links	Related career information resources on the World Wide Web
<b>Education and Training</b>	
Programs of Study & Training	Information on about 140 licensed, accredited, or government-approved training programs in Hawai'i
Local Schools	Information on over 90 licensed and accredited schools offering training programs in Hawai'i
National Schools	A module containing easy-to-use college search strategies and information on colleges and universities in the U.S.
Kumu A'ō, the Hawai'i CRCS	The Hawai'i Consumer Report Card System web site which provides information on local WIA (Workforce Investment Act) eligible training providers and training programs
Testing and Education Reference Center	Links to the Hawai'i State Library System's Learning databases

<b>Channels &amp; Options</b>	<b>Description</b>
<b>Financial Aid</b>	
Scholarship Search FAFSA	A search and database of financial aid resources, scholarships, and grants A link to the web site for Government Sponsored Financial Aid. FAFSA opens the door to the federal aid process so students can learn what to expect from beginning to end and get the documents they need.
<b>Job Strategies</b>	
Job Search Aids Job Success	Tips and ideas on how to look for work and how to apply for jobs Information about dealing with co-workers and supervisors, good job habits, and how to handle problems at work.
<b>Resources</b>	
For Coordinators	
Activities Handbook	A curriculum guide with activities, tips, lesson plans, and worksheets. A master index helps with locating appropriate activities quickly.
Community Resources Directory	A directory of businesses, agencies, and organizations that provide first-hand career information and services
National Career Development Guidelines	
For Parents	
Planning Guide for Middle & High School Students	Provides information for parents and families to help with their children's career development and planning.
Guide to Financial Aid	Provides information on sources of financial aid, where to get financial aid information, and answers to some frequently asked questions about financial aid.
Parent Involvement Guide	Provides parents and families with information and resources to help their children succeed. It also serves career development professionals by showing them how to involve parents in career decision-making and educational planning from the earliest stages of their child's development.
Price Schedule	The Career Kōkua Price Schedule including product descriptions and system requirements.
User Survey	An on-line survey used to gather input from users on the usefulness of the Career Kōkua system

# **WORK IMPORTANCE LOCATOR (WIL)**

<b>WIL Answer Sheet .....</b>	<b>2</b>
<b>Internet CK Instructions.....</b>	<b>4</b>
<b>Interpreting Your WIL Score Report.....</b>	<b>8</b>
<b>The Theory of Work Adjustment.....</b>	<b>12</b>
<b>Ordering and Downloading Information.....</b>	<b>15</b>



Name: \_\_\_\_\_

 Work Importance Profiler	IMPORTANCE SCALE				
	MOST IMPORTANT 5	4	3	2	LEAST IMPORTANT 1
<b>Work Values to Rate</b>					
<i>On my <b>ideal</b> job it is important that ...</i>					
A/1. ... I make use of my abilities.					
B/2. ... I would be treated fairly by the company.					
C/3. ... I could be busy all the time.					
D/4. ... the job would provide an opportunity for advancement.					
E/5. ... I could give directions and instructions to others.					
F/6. ... the work could give me a feeling of accomplishment.					
G/7. ... my pay would compare well with that of other workers.					
H/8. ... my co-workers would be easy to get along with.					
I/9. ... I could try out my own ideas.					
J/10. ... I could work alone.					
K/11. ... I would never be pressured to do things that go against my sense of right and wrong.					
L/12. ... I could receive recognition for the work I do.					
M/13. ... I could make decisions on my own.					
N/14. ... the job would provide for steady employment.					
O/15. ... I could do things for other people.					
P/16. ... I have supervisors who would back up their workers with management.					
Q/17. ... I have supervisors who train their workers well.					
R/18. ... I could do something different every day.					
S/19. ... the job would have good working conditions.					
T/20. ... I could plan my work with little supervision.					

## INTRODUCTION

One of the U.S. Department of Labor's (DOL) **O\*NET™ Career Exploration Tools** is the **WORK IMPORTANCE LOCATOR (WIL)**, a new work values assessment instrument. Work values are the aspects or conditions of work that are important to people in a job or career. The WIL helps clients accurately and reliably identify their highest work values. Clients can use this information to learn a valuable piece of self-knowledge and career awareness and directly link to Career Kōkua occupations.

The **WORK IMPORTANCE LOCATOR** was developed using the most up-to-date knowledge of vocational theory and practice. The instrument is based on a previously developed measure of work values, the **Minnesota Importance Questionnaire (MIQ; Rounds, Henly, Dawis, Lofquist, & Weiss, 1981)**. Clients can either use a simple card-sorting format to rank the importance of 20 cards, each describing an aspect of work that satisfies one of six broad work values or sort their values on the Career Kōkua system. The six values are updated versions of the work values defined in Dawis and Lofquist's (1984) **Theory of Work Adjustment: Achievement, Independence, Recognition, Relationships, Support, and Working Conditions**. The **Theory of Work Adjustment (TWA)**, which is grounded in a rich and extensive research history, is a comprehensive model of vocational adjustment based on the concept of correspondence between individual and environment. Importantly, work adjustment has been linked to the satisfaction of workers, as well as how well workers perform on their job.

## Getting Started

There are no right or wrong answers. Just answer your WORK IMPORTANCE LOCATOR (WIL) honestly and carefully.

There are 20 statements about different aspects of work. You will need to sort the statements into groups based on how important the statement is to you on your *ideal job*. The term “ideal job” is “the kind of job you would most like to have.” Research has demonstrated that an individual’s results may be inaccurate if they are thinking about their present or last job while completing the WIL, rather than their ideal job.

## INSTRUCTIONS

You can first sort the WORK IMPORTANCE LOCATOR statements by marking your answers on a WORK IMPORTANCE LOCATOR Answer Sheet or by using the WIL cards and card sorting sheet.

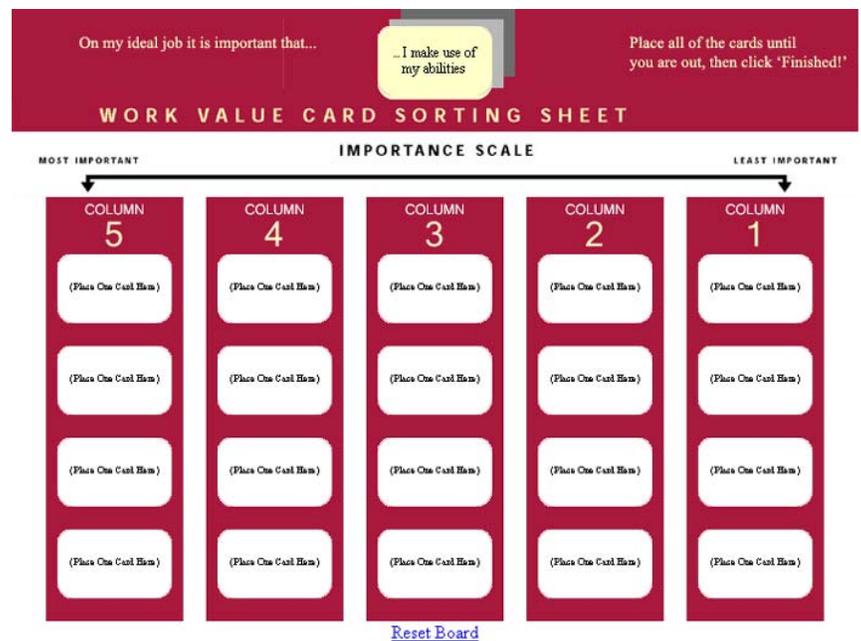
**Step 1.** Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

**Step 2.** Click on ‘WORK IMPORTANCE LOCATOR.’

You will get an introduction to the WIL assessment.

**Step 3.** Click on the ‘Begin Work Importance Locator’ button. You will get the ‘Work Value Card Sorting Sheet.’

The first work value card is displayed on the top center of board



**Step 4.** Click the appropriate location on the sorting sheet where you want the card to be placed.

The second work value card will now be displayed on the top center of board

**Step 5.** Repeat Step 4 until all 20 work values have been placed on the sorting sheet.

*INSTRUCTIONS (continued)*

**Step 6.** Click on the ‘You’re Finished!’ card.

You will get your ‘Work Values Summary.’

>> [Home](#) :: [Career Assessments](#) :: [Work Importance Locator](#) :: [Results](#) ::

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### Work Values Summary

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Listed below is a summary of where the various work value cards were placed on the Work Importance Locator board.

On my ideal job it is **Most Important** that...

- the job would provide an opportunity for advancement.
- I could give directions and instructions to others.
- my pay would compare well with that of other workers.
- could try out my own ideas.

On my ideal job it is **Very Important** that...

- I make use of my abilities.
- the work could give me a feeling of accomplishment.
- I could receive recognition for the work I do.
- I could make decisions on my own.

On my ideal job it is **Moderately Important** that...

- I would be treated fairly by the company.
- my co-workers would be easy to get along with.
- the job would provide for steady employment.
- I could do something different every day.

On my ideal job it is **Somewhat Important** that...

- I could be busy all the time.
- I have supervisors who train their workers well.
- the job would have good working conditions.
- I could plan my work with little supervision.

On my ideal job it is **Least Important** that...

- I could work alone.
- I would never be pressured to do things that go against my sense of right and wrong.
- I could do things for other people.
- I have supervisors who would back up their workers with management.

**Step 7.** Click on ‘Work Value Results’

You will get your top two highest work values and the Job Zone options.

*INSTRUCTIONS (continued)*

>> [Home](#) :: [Career Assessments](#) :: [Work Importance Locator](#) :: [Results](#) ::

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**Work Values Results**

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You can think of work values as aspects of work that are important to you. The Work Importance Locator measures the importance to you of six work values. Your two highest work values are **Recognition** and **Achievement**. Definitions of these work values are given below:

**Recognition (Your Score: 28)**

People for whom recognition is important like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others. They usually prefer jobs in which they are looked up to by others.

**Achievement (Your Score: 24)**

People for whom achievement is important like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.

Below is a list of occupations that meet both of your top two work values. Depending on what your top work values are, this list may be very small or very large. Don't let the length of the list discourage you. If the list is short, you may want to explore the list of occupations for just one of your top work values. If the list is long, you may want to select just a few occupations that interest you and explore them further.

**Job Zones**

A Job Zone is a group of occupations that are similar in these ways:

- how most people get into the job,
  - how much overall experience people need to do the job,
  - how much education people need to do the job, and
  - how much on-the-job training people need to do the job.
- In other words, the occupations in a Job Zone require similar amounts of preparation. By picking a Job Zone, you will be able to narrow down your career search.

The five Job Zones are:

- **Job Zone One** - occupations that need **Little or No** preparation
- **Job Zone Two** - occupations that need **Some** preparation
- **Job Zone Three** - occupations that need **Medium** preparation
- **Job Zone Four** - occupations that need **Considerable** preparation
- **Job Zone Five** - occupations that need **Extensive** preparation

Job Zone 1: Little or No Preparation Needed ▼

View Occupations

**Step 8.** Select a job zone from the drop-down menu at the bottom of the screen and click on the ‘View Occupations’ button.

*Note:* Clicking on a job zone will get you a definition of that job zone.

You will get the list of the Career Kōkua occupations in that job zone that matches your top two work values.

*INSTRUCTIONS (continued)*

**Step 9.** Click on ‘Work Value Scores’ (from the Work Importance Locator Options menu on the left) to view your scores for all six work value areas.

You will get your scores for each of the six work value areas.

**Step 10.** Click on a work value title to get the list of occupations that match that work value.

**Step 11.** Select a job zone from the drop-down menu and click on the ‘View Occupations’ button.

**Step 12.** Use the ‘Printer Friendly Version’ function to print your results and occupational lists.

**Step 13.** Click on ‘Add to Portfolio’ to save your summaries and results to your Pono Portfolio.

*Optional:* Click on ‘Change Card Place’ or ‘Start Over’ to go back to the sorting sheet. Do this if you want to re-set the work value cards.

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## Interpreting the WIL Score Report

The Score Report explains that work values are useful when exploring careers because occupations that meet your work values are more likely to be satisfying and rewarding, as compared to occupations that do not. The report reminds you that, in addition to work values, there is a variety of information about self that is useful when exploring careers. You are introduced to the concept of *whole-person assessment* — that is, the more you know about yourself, the more likely it is that you can find satisfying work.

### What Your Work Values Mean

The following are summaries of the six work values. At the very least, you should read the definitions for your two highest work values to get a better understanding of these work values for exploring jobs.

- **Achievement**—If Achievement is your highest work value, look for jobs that let you use your best abilities. Look for work where you can see the results of your efforts. Explore jobs where you can get the feeling of accomplishment.
- **Independence**—If Independence is your highest work value, look for jobs where you can do things on your own initiative. Explore work where you can make decisions on your own.
- **Recognition**—If Recognition is your highest work value, explore jobs with good possibilities for advancement. Look for work with prestige or with potential for leadership.
- **Relationships**—If Relationships is your highest work value, look for jobs where your co-workers are friendly. Look for work that lets you be of service to others. Explore jobs that do not make you do anything that goes against your sense of right and wrong.
- **Support**—If Support is your highest work value, look for jobs where the company stands behind its workers and where the workers are comfortable with management’s style of supervision. Explore work in companies with a reputation for competent, considerate, and fair management.
- **Working Conditions**—If Working Conditions is your highest work value, consider pay, job security, and good working conditions when looking at jobs. Look for work that suits your work style. Some people like to be busy all the time, or work alone, or have many different things to do. Explore jobs where you can take advantage of your particular work style.

### Occupations Lists

This is a critical section of the Score Report. It introduces you to the process of linking your work values to occupations. There are six occupational lists, one for each work value. The occupations included in each list are those that will most likely reinforce or satisfy individuals with that particular work value.

Additionally, the concept of Job Zones is introduced. Each of the six occupational lists are further divided into five Job Zones. Each Job Zone contains occupations that require similar levels of education, training, and experience. This information is important for you to consider when exploring careers. It helps you get an accurate picture of how much preparation is required to pursue certain occupations. Thus, when exploring careers, it is not enough just to have an occupation match your work values. You must also consider the amount of education, training, and experience needed to qualify for and be successful in occupations.

**Note:** Occupations were placed in Job Zones based on Specific Vocational Preparation (SVP) ratings located in the *Dictionary of Occupational Titles* (U.S. Department of Labor, 1991). For a further explanation of this process, see Oswald, Campbell, McCloy, Lewis, and Rivkin (1999).

### *Interpreting the WIL Score Report (continued)*

**Note:** In the Score Report and in the WIL O\*NET Occupations Master List, occupations are sorted under the different work values based on their occupational reinforcer pattern (for a further explanation of the occupational reinforcer patterns, see McCloy et al., 1999a). The majority of occupations are listed based on their Primary Work Value within Job Zones. To provide a variety of occupations to explore (i.e., present 20 occupations per Work Value/Job Zone cell), where feasible, some occupations are included based on their Secondary or Tertiary Work Value. To make the Score Report less cumbersome, a maximum of 20 occupations per Work Value/Job Zone cell are presented. For those cells for which more than 20 occupations were present, a sample of occupations was drawn. If you are interested in the entire listing of occupations, refer to the WIL O\*NET Occupations Master List.

### **Job Zones**

Brief definitions of the Job Zones are given and an introduction to the concepts of Current Job Zone and Future Job Zone are provided.

Current Job Zones are comparable to the amount of education, training, and experience you have now. You can consider this amount of preparation when exploring careers, or you can use your Future Job Zone - the amount of education, training, and experience you expect to have in the future, after finishing high school, college, or a vocational training program.

If you have less work experience, use of the Future Job Zone for exploring careers is probably more appropriate. This will give you broader exploration opportunities and will more accurately reflect your career aspirations. However, the Score Report does *not* tell you which Job Zone type you should use to explore careers. The choice is up to you.

By reading each Job Zone definition, you will begin to learn the differences among the five Job Zones. As you move from Job Zone 1 to Job Zone 5, more experience, education, and training are required. For example, many occupations in Job Zone 1 require either a GED or a high school diploma, frequently need very little previous work-related experience, and usually involve simple training that can be delivered by a coworker. Contrastingly, Job Zone 5 includes occupations that need the most overall preparation. These occupations frequently require advanced degrees, such as Ph.D., M.D., or J.D., and at least four years of work-related experience.

This section of the report has several questions to help you focus on a Job Zone. Once again, you should think about whether you want to use your Current Job Zone or Future Job Zone to explore careers.

### **Exploring Careers Using Your Work Values and Your Job Zone**

Now you are ready to use your work values and Job Zone(s) to explore careers. This section of the Score Report provides a step-by-step description for using the information you discovered about yourself to explore occupations. These steps are summarized on the next page.

*Interpreting the WIL Score Report (continued)***1. Look at your highest work value occupations.**

Look through the occupational list with your highest work value. These occupations have the best chance of satisfying your work values.

**2. Review the occupations in your Job Zone.**

Find the section of your work values list that matches your Job Zone. Remember, a Job Zone will help you find occupations that will make the best use of either your current or future knowledge and skills. You may want to print the list of occupations for further exploration.

**3. Find out more about the occupations.**

Look in MCK Occupations module to find out information about the occupations you want to explore. Information about occupations that you can learn about includes: work activities, skills, preparation, wages, and employment outlook information.

**4. Still want more? Check your Job Zone and your next highest work value.**

Like Step 3, this step gives you more options to find other occupations that you might like to explore. Review your Job Zone selection to see if another Job Zone might be more appropriate. You should also explore occupations under your next highest work value. You should also go the MCK Occupations module for more occupations.

**Note:** This step will expand your career exploration and gives you options for exploring occupations that you might find satisfying and rewarding.

**6. Is there a particular occupation you want to explore?**

You may have certain occupations that you want to explore which do not appear on your occupational lists because the occupations do not match your work values or Job Zone. You should try to find the list of occupations where the occupation you want to explore is placed. After you find the occupation, you will know which work value it is most likely to satisfy. Now go back and look up your score for that work value. If the score is less than 15, you are less likely to find this particular occupation satisfying.

**7. Want to know about a particular occupation not on your list?**

Use the MCK Occupation module to learn more about an occupation not on your list.

**If you disagree with your results**

You may decide that your WIL results do not accurately reflect your work values. The options listed here are designed to help you become more comfortable with your WIL results. The goal of this section is to make sure that you continue to explore careers even if you are not happy with your WIL results. The WIL was developed to encourage, not discourage, your career aspirations.

**1. Check your value sorting.**

You may want to reread the instructions and verify that you sorted your work value statements correctly. Ask yourself the following questions:

- Are the most important work value statements in the 'Most Important' box?
- Are the next most important work value cards in the 'Very Important' box?
- Are the next most important work value cards in the 'Moderately Important' and 'Somewhat Important' boxes?
- Are the least important work value cards in the 'Least Important' box?

*Interpreting the WIL Score Report (continued)***2. Take another look at the occupations listed for your highest work value.**

Take another look at the occupations listed for your highest work value. By taking a closer look at the occupations on the list, you may find that there are, in fact, some occupations with your highest work value that are worth exploring. You should consider if you are interested in any of the occupations listed. Are you familiar with all of the occupations on the list? You can always go to the Occupations module for additional information.

**3. Use your next highest work value to explore careers.**

You have the option to use your next highest work value to explore careers. Read the definition of your next highest work value, and think if it describes your values better than your highest work value. You should also look at the occupations that are listed under your next highest work value. Consider whether the occupations appear to be “more in line” with your values, and whether there are any occupations you would want to explore further.

**4. Try your work value results out.**

You should not to “give up” on your results too soon. Once you use the results of your WIL to explore careers, you may find that your scores make sense. You should:

- Explore some of the occupations linked to your highest work value to determine what the jobs really entail and to see if the occupations have any of the characteristics that you find important in work.
- Talk to some people who work in one of the occupations linked with your highest work value. This can give you a better idea about what is actually involved in performing the occupation.

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## THE THEORY OF WORK ADJUSTMENT

### Overview

The WORK IMPORTANCE LOCATOR is based on Dawis and Lofquist's (1984) Theory of Work Adjustment. The theory, which has evolved over four decades of research, provides a comprehensive model conceptualizing the interaction between individuals and work environments. The interaction is made up of an initial "fit" between individuals and their environment, as well as dynamic elements that characterize ongoing adjustments made by both the individuals and the work environment. In other words, individuals with particular characteristics are best suited for jobs that have work demands that correspond with those characteristics. Individuals depend on the work environment to reinforce their characteristics or "needs," and the work environment depends on individuals to meet the demands or "requirements" of the job. The greater the correspondence between the individual and the work, the greater the likelihood of job satisfaction, performance, and tenure. Once an individual is in a particular job, however, over a period of time the job will affect the characteristics of the worker, and the worker will affect the demands of the job.

While the theory is quite extensive and complex, there are four major concepts that are critical to its understanding. A summary of each concept is listed below:

- The fit between the needs of an individual and the reinforcers provided by the work environment affects how satisfied the individual is with work.
- The fit between the abilities of an individual and the ability requirements of the occupation affects what the theory calls "satisfactoriness." This term refers to how satisfied the work is with the individual. To make the theory a little more user-friendly, "satisfactoriness" can be thought of as how well the individual "performs" on the job.
- Performance influences satisfaction, and satisfaction influences performance.
- How long an individual stays on the job (i.e., tenure) is affected by both satisfaction and performance.

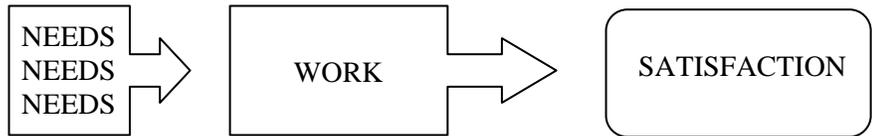
Stated simply, the four concepts above advocate that when exploring careers, individuals are: more likely to be satisfied by jobs that meet their needs, are more likely to perform better if they have the abilities necessary to do the job, will perform better if satisfied, and will be more satisfied the better they perform. Lastly, individuals will stay on the job longer if satisfied and performing well.

### How do work values tie into the Theory of Work Adjustment?

Work values have a critical role in the practical application of the theory. Needs, which were referred to above, are specific aspects of work that an individual requires to be satisfied. They are specific work characteristics that are important to individuals. Examples include: security, variety, responsibility, and creativity. However, individuals, especially those exploring careers, may not think about what is important to them in the world of work in such specific terms. Instead, they tend to think about work more globally. They often have general standards of what is important. This is where work values enter into the equation. The vast number of specific needs identified by years of empirical research can be grouped together according to broad themes of importance. These groupings make up what the lay person generally recognizes as work values. Examples of work values include: achievement, recognition, and independence.

*The Theory of Work Adjustment (continued)*

Therefore, a more practical application of the theory involves replacing the concepts of an individual’s needs with work values. For example, it is the fit between the work values of an individual and the reinforcers provided by the work environment that affects how satisfied the individual is with work. If work gives individuals what they value, then they tend to be satisfied with their jobs.



When they are dissatisfied, it is most likely because their important work values are not being met. It is necessary to stress, however, that people differ in what they consider important on their ideal jobs.

**Work Values in the WORK IMPORTANCE LOCATOR**

The WIL directs individuals to sort 20 statements describing specific needs into five levels of importance. Each of the needs matches up to one of the six work values the instrument was designed to measure: Achievement, Working Conditions, Recognition, Relationships, Support, and Independence. The rank ordering of an individual’s needs provides the information necessary to determine the person’s most important work values. Listed below are the six work values along with the specific needs that fall under each value (needs are italicized):

- Achievement
  - Ability Utilization*
  - Achievement*
- Independence
  - Creativity*
  - Responsibility*
  - Autonomy*
- Recognition
  - Advancement*
  - Recognition*
  - Authority*
- Relationships
  - Co-Workers*
  - Social Service*
  - Moral Values*
- Support
  - Company Policies and Practices*
  - Supervision, Human Relations*
  - Supervision, Technical*
- Working Conditions
  - Activity*
  - Independence*
  - Variety*
  - Compensation*
  - Security*
  - Working Conditions*

*The Theory of Work Adjustment (continued)***Using an Individual's Work Values to Identify Occupations to Explore**

The purpose of the WIL and the corresponding Career Kōkua occupational lists is to help clients explore occupations that are likely to reinforce their top work values. Each occupation in Career Kōkua and O\*NET has been assigned ratings on how much its environment reinforces each work value and need (see *Determining the Occupational Reinforcer Patterns for O\*NET Occupational Units* [McCloy, Waugh, Medsker, Wall, Rivkin, & Lewis, 1999a] for a detailed discussion of the development of this information). Providing clients with a listing of those occupations with environments most likely to reinforce their top work values allows clients to increase the likelihood of exploring careers and jobs that they are likely to find satisfying and rewarding.

**What is the difference between work values and vocational interests?**

Although some people have used the terms work values and vocational interests interchangeably, they do **not** represent the same concepts. Work values emphasize what is *important* or *unimportant* to an individual, whereas interests refer to what an individual *likes* or *dislikes*. Typically, questions used to assess values focus on *ends*, such as goals or standards, whereas questions used to assess interests focus on *means*, such as activities (Dawis, 1991). For example, a person who communicates an interest in doing volunteer work in a nursing home might express a value that it is important to be of service to other people.

**Do individuals' abilities also have an important role in the theory?**

Yes, in addition to needs/values, abilities serve a critical role in the Theory of Work Adjustment. The fit between an individual's abilities and the ability requirements of a job affects performance. In addition to taking the WORK IMPORTANCE LOCATOR, clients who are exploring careers are encouraged to take other assessments such as SKILLS to help them learn about their abilities. Ask your counselor if you are interested in taking additional assessments.

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## WORK IMPORTANCE LOCATOR DOWNLOADING AND ORDERING INFORMATION

Work Importance Locator forms and user materials may be downloaded at:

<http://www.onetcenter.org/WIL.html>

### **Print Shop**

Links to download the files below are provided to enable private or public mass printing services to mass produce the O\*NET Work Importance Locator Instrument and its associated documents to mirror those available for purchase. They are suitable for generating print film and for reproduction using professional printing equipment.

Download:

- Work Importance Locator Instrument (ZIP - 950 kb)
- Score Report (ZIP - 667 kb)
- User's Guide (ZIP - 510 kb)
- O\*NET Occupations Master List (ZIP - 659 kb)
- O\*NET Occupations Combined List: Interests and Work Values (ZIP - 1.9 mb)

or Download all materials at once:

- Work Importance Locator Print Shop Materials (ZIP - 4.6 mb)

### **Ordering Information**

To order these items online from the U.S. Government Printing Office (GPO), go to the U.S. Government Online Bookstore at <http://bookstore.gpo.gov/> and search the Sales Product Catalog (SPC) using the stock numbers (the first six digits will return the entire list of O\*NET Career Exploration Tools) for the product packages shown below.

Orders may also be placed by telephone (202/512-1800), fax (202/512-2250), at any GPO Bookstore, or by mail at: Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. An order form (PDF) is on page 22 for your convenience. Note that prices include shipping:

1. O\*NET Work Importance Locator: **Instrument**  
(includes: instrument, card sorting sheet, value cards and envelope)  
029-030-00006-5  
\$19.80 Package (25 copies per package)

A new self-assessment career exploration tool (work values assessment instrument). This tool helps users clarify what they find most important in jobs. Participants use this instrument to identify occupations that they are likely to find satisfying, based on the similarity between what is important to them in a job and the characteristics of the occupations. The Instrument is needed by each individual participant and is intended for participants to keep for their personal use.

*Downloading and Ordering Information*2. **O\*NET Work Importance Locator: Score Report**

029-030-00008-1

\$22.00 Package (5 copies per package)

This report is designed for use with the “O\*NET Work Importance Locator: Instrument.” This report helps users understand what their results mean and how to link them to O\*NET occupations. O\*NET occupations are included in the report. It also explains how to use their results in exploring careers using O\*NET OnLine (available at: <http://www.online.onetcenter.org/>). The Score Report is needed by each individual participant and is intended for participants to keep for their personal use.

3. **O\*NET Work Importance Locator: User’s Guide**

029-030-00007-3

\$15.20 Package (5 copies per package)

This guide was developed for programs (e.g., schools, employment service offices, career information delivery systems, out-placement programs) that will incorporate the Work Importance Locator (WIL) into their career exploration services. This guide can help users understand how the WIL was developed and how to incorporate the WIL into their programs properly. The User’s Guide is needed by the program office and/or assessment administrator.

4. **O\*NET Work Importance Locator: O\*NET Occupations Master List**

029-030-00009-0

\$7.60 Package (5 copies per package)

This booklet lists O\*NET occupations by Work Value/Job Zone category to help users explore careers. Occupations have been assigned to the groups based on their highest work value. This publication provides an expanded list of O\*NET occupations as compared to the WIL Score Report. It can be shared among participants as well as the assessment administrator.

5. **O\*NET Occupations Combined List: Interests and Work Values**

029-030-00002-2

\$18.00 Package (5 copies per package)

This booklet is for use with both the Interest Profiler and the Work Importance Locator Instruments. It combines results of both instruments and provides a comprehensive listing of O\*NET occupations arranged by Job Zone for each Interest/Work Value category to help users explore careers. It can be shared among participants as well as the assessment administrator.

# RIASEC

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Name: \_\_\_\_\_

# The Party

Below is an aerial view of a room in which a party is taking place. At this party, people with the same or similar interests have all gathered in the same corner of the room—as described below.



People who have athletic or mechanical interests and/or ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.



People who like to watch, learn investigate, explore understand, evaluate or solve



People who like to work with data, information, or numbers, and are systematic or organized in carrying out details or following through on others' ideas or



People who have inborn artistic abilities, can think up new ideas or like to work in unstructured situations, using their imagination, inventiveness or creativity.



People who like to work with people—influencing, persuading, or performing, or leading or managing for personal profit, gain, or growth.



People who like to work with people to inform, enlighten, help, train, help them develop skills, or cure them; or people who are skilled with words.

Which corner of the room would you instinctively be drawn to because the people have interests similar to yours? (Leave aside any questions of shyness or whether you would have to talk with them. Write the letter for that corner in this box:

After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain, which corner would you be drawn to the most because the people have interests similar to yours? Write the letter for that corner in this box:

After fifteen minutes, this group also leaves for another party except you. Of the corners which remain now, which one has people with interests similar to yours? Write the letter for that corner in this box:

Adapted from: Richard N. Bolles and the National Career Development Project



# The Island Game

This exercise takes some imagination. You are about to be stranded on a desert island. There are six islands. You have your choice as to the island on which you will be stranded. Each island has different types of people on it. Read the descriptions of the people on each of the islands, and write, in the boxes below, the islands you would prefer to be stranded on because the people on them have interests similar to yours.

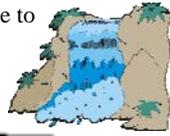
**R**  
 People here prefer to work with objects, things, machines, tools, have mechanical ability; prefer plants, animals, and being outdoors; working with their hands.




**I**  
 People here are interested in science, logic; they like to analyze, evaluate, and solve problems; they like learning and understanding the causes of events.




**A**  
 People here are artistic; they like change; using imagination and creativity; using their feelings and intuitions; they like working in jobs where they are free to set their own schedules and work creatively.



**C**  
 People here like to work with figures, data, numbers; have math ability; like to do things in detail; follow instructions have clerical ability.



**E**  
 People here like to manage others; they like to influence, persuade or lead people; they like working on a team toward goals, competition and businesslike activities.



**S**  
 People here like to work with other people; to teach, help, develop, or cure people; these people are good with words.



**1**  
 Choose the island on which you would prefer to be stranded because the people there have interests similar to yours. Write the letter for that island in this box:

**2**  
 Imagine now that the island on which you are stranded is hit by a hurricane. A small boat has been washed ashore so you can move to another island. Pick the next island with people who have interests similar to yours. Write the letter for that island in this box:

**3**  
 Imagine now that the second island you chose will be destroyed by the volcano. Pick your next island for the type of people you feel have interests similar to yours. Write the letter for that island in this box:

Adapted from *Horizons, CIS Counselors Handbook, 1992 Edition*

The Career Kōkua RIASEC program provides an access strategy to the Career Kōkua Occupations file. A unique pattern of interests and preferences is summarized into a RIASEC code which is then used to get a list of occupations for exploration.

1. What is the RIASEC access strategy?

The RIASEC personality types assessment was developed by John Holland. This assessment provides an option to begin the career exploration process or to sort through the Career Kōkua Occupations file. Users can obtain a RIASEC list by using the two or three-letter RIASEC personality codes from any of the following career assessments.

- Self-Directed Search or SDS Form E
- Strong-Campbell Interest Inventory
- Vocational Preference Inventory
- SKILLS Inventory
- Career Interest Inventory
- Differential Aptitude Tests
- Interest Profiler

The “Party” or “Island Game” activities may also be used.

2. What is a RIASEC List?

The RIASEC list is a list of the Career Kōkua occupations that match the user’s RIASEC personality code. See pages 16 and 25 for sample printouts. See “The Theory of John Holland” on pages 5 through 8 for an explanation of the various personality types and how the occupations are coded for the various personality types.

3. What is the purpose of the RIASEC access strategy?

The RIASEC access strategy is part of Career Kōkua because it integrates guidance into the career information delivery system and provides users with an option for attaining lists of occupations for exploration.

SUGGESTED USES:

- Use RIASEC when you want to increase users’ awareness of self and want to link self-awareness to the world of work.
- RIASEC can be used to collect descriptive information about a user.
- Users can verify or compare their RIASEC list with the occupation lists from their other Career Kōkua assessments such as the Work Importance Locator, Interest Profiler, or SKILLS.
- Have users use RIASEC to get a list of occupations for exploration. The RIASEC access strategy may offer options not previously considered because of a lack of information or misinformation.

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## The Theory of John Holland

### I. Underlying Assumptions

- A. The choice of an occupation is an expression of personality. Vocational interests are the expression of personality in work, hobbies, recreational activities, and preferences.
- B. Interest inventories are personality inventories.
- C. Occupational stereotypes have reliable and important psychological meanings.
- D. The members of an occupational group have similar personalities and similar histories of personal development.
- E. Because people in an occupational group have similar personalities, they will respond to many situations and problems in similar ways; thus, they create characteristic interpersonal environments.
- F. Vocational satisfaction, stability, and achievement depend upon the congruency between one's personality and the environment in which one works.

### II. Principal Elements

1. Most people can be categorized as one of six personality types labeled Realistic, Investigative, Artistic, Social, Enterprising or Conventional. In the table of personality types, the description of each type is a summary of what we know about people in a given occupational group and a special way of comprehending this information: it is a theoretical or ideal type; i.e., a model against which we can measure the real person.

The six scales of the Self-Directed Search (SDS) estimate a person's resemblance to each of the personality types. By indicating the three types a person resembles most, the three-letter summary code allows for complexity of personality and reduces some of the problems inherent in categorizing a person as a single type.

Cultural and personal forces - parents, social class, culture and the physical environment - shape people in different ways. Out of these experiences, a person learns to prefer some activities over others.

Preferred activities become strong interests, which tend to lead to a special group of competencies. A person's interests and competencies create a particular personal disposition that leads to thinking, perceiving, and acting in special ways. The developmental sequence does not end in young adulthood but continues to evolve, depending on the environments people encounter in their lifetimes.

Source: The Self-Directed Search Professional Manual - 1985 Edition by John L. Holland, Ph.D., Psychological Assessment Resources, Inc.

*Holland's Theory (continued)***The Personality Types Table**

The **Realistic** type likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, electrician. Has mechanical abilities, but may lack social skills. Is described as:

Asocial	Inflexible	Practical
Conforming	Materialistic	Self-effacing
Frank	Natural	Thrifty
Genuine	Normal	Uninsightful
Hardheaded	Persistent	Uninvolved

The **Investigative** type likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, medical technologist. Has mathematical and scientific ability but often lacks leadership ability. Is described as:

Analytical	Independent	Rational
Cautious	Intellectual	Reserved
Critical	Introspective	Retiring
Complex	Pessimistic	Unassuming
Curious	Precise	Unpopular

The **Artistic** type likes artistic jobs such as composer, musician, stage director, writer, interior decorator, actor/actress. Artistic abilities: writing, musical, or artistic, but often lacks clerical skills. Is described as:

Complicated	Imaginative	Intuitive
Disorderly	Impractical	Nonconforming
Emotional	Impulsive	Open
Expressive	Independent	Original
Idealistic	Introspective	Sensitive

The **Social** type likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, speech therapist. Has social skills and talents, but often lacks mechanical and scientific ability. Is described as:

Ascendant	Helpful	Responsible
Cooperative	Idealistic	Sociable
Empathic	Kind	Tactful
Friendly	Patient	Understanding
Generous	Persuasive	Warm

The **Enterprising** type likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, buyer. Has leadership and speaking abilities but often lacks scientific ability. Is described as:

Acquisitive	Energetic	Flirtatious
Adventurous	Excitement-seeking	Optimistic
Agreeable		Self-confident
Ambitious	Exhibitionistic	Sociable
Domineering	Extroverted	Talkative

The **Conventional** type likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, tax expert. Has clerical and arithmetic ability, but often lacks artistic abilities. Is described as:

Careful	Inflexible	Persistent
Conforming	Inhibited	Practical
Conscientious	Methodical	Prudish
Defensive	Obedient	Thrifty
Efficient	Orderly	Unimaginative

- There are six kinds of environments: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Each environment is dominated by a given type of personality and is typified by physical settings posing special problems. For example, a realistic environment is dominated by realistic types of people - that is, the largest percentage of the population in the realistic environment resembles the realistic type - and it often requires interaction with mechanical objects. A social environment, dominated by social types, often requires interaction with people in helping or teaching.

*Holland's Theory (continued)*

People tend to surround themselves with others like themselves who share their interests, competencies, and outlook on the world. Thus, where people congregate, they create an environment that reflects the types they are. The environment can be assessed in the same terms as the individuals by counting the number of different types and converting the distribution of types to percentages of the total number of people in the environment. The six percentages are interpreted by the environmental formulations given in Holland (1985a).

3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. Realistic types seek realistic environments, social types seek social environments, and so forth. To a lesser extent, environments also search for people through friendships and recruiting practices. The person's search for environments is carried on in many ways, at different levels of consciousness, and over a long period of time.
4. A person's behavior is determined by an interaction between his or her personality and the characteristics of the environment. Based on an individual's personality pattern and the pattern of the environment, some of the outcomes of such a pairing can, in principle, be forecast by using knowledge of personality types and environmental models. Such outcomes include choices of vocation, job changes, vocational achievement, personal competence, and educational and social behavior.

The SDS, an explicit implementation of these ideas, assesses the outcomes of a person's life history and assigns it a three-letter code. The person uses the summary code to locate occupations - actually, work environments - that will result in satisfaction.

5. The degree of congruence between a person and an occupation (environment) can be estimated by a hexagonal model. The shorter the distance between the personality type and the occupational type, the closer the relationship. For example, an R-person and an R-job are most congruent. An R-person in an S-job is in the most incongruent situation. The hexagonal model can be used to obtain four degrees or levels of person-environment congruency or fit.
6. The degree of consistency within a person or an environment is also defined by using the hexagonal model. Adjacent types on the hexagon are most consistent or have compatible interests, personal dispositions, or job duties. Opposite types on the hexagon are most inconsistent or combine personal characteristics or job functions that are usually unrelated. For example, a person whose two highest SDS scales were Artistic and Conventional would have an inconsistent two-letter code because these codes are opposites in the hexagonal model, and they imply numerous oppositions: preferring unstructured vs. structured activities, possessing originality vs. lacking in originality, having unconventional vs. conventional values, having artistic vs. clerical skills. An intermediate degree of consistency is defined by alternate types on the hexagon: Investigative-Social, Conventional-Social, Realistic-Enterprising, and so on. Consistency of the SDS profile is associated with a more stable work history. Such consistency is also assumed to be conducive to vocational achievement and clarity of personal goals.

*Holland's Theory (continued)*

7. The degree of differentiation of a person or an environment modifies predictions made from a person's SDS profile, from an occupational code, or from their interaction. Some persons or environments are more clearly defined than others. For instance, a person may closely resemble a single type and show little resemblance to other types; or an environment may be dominated largely by a single type. In contrast, a person who resembles many types or an environment that is characterized by about equal numbers of six types would be labeled undifferentiated or poorly defined.

Well-defined people or work environments are most likely to exhibit the characteristics attributed to their codes, whereas poorly defined types or environments are least likely to exhibit the expected characteristics or influence. On the SDS, the degree of differentiation is defined as the difference between the highest and lowest summary scores.

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## RIASEC MENU

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Users should complete any of the interest inventories or worksheets listed on page 4 prior to using the computer. Or, users may do ‘The Party’ exercise on the computer.

**Step 1.** Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

**Step 2.** Click on ‘RIASEC.’

You will get the following options.

- ‘Party’ - provides the ‘Party’ exercise on the computer.
- ‘Search’ - provides a list of the Career Kōkua occupations that match your code.
- ‘Information’ - provides descriptions of the six RIASEC personality types.

**Step 3.** Click on the option that you want.

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## RIASEC OPTIONS

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<u>Click on:</u>	<u>When You Want To:</u>
RIASEC Information	Get descriptive information about the six different RIASEC personality types
RIASEC Menu	Return to the RIASEC Menu
RIASEC Party	Do the ‘Party’ activity on the computer. Use this option if you do not already have a RIASEC code.
RIASEC Search	Enter your RIASEC codes and get a list of occupations. Use this option if you already know your RIASEC code.
Printer Friendly Version	Print the summary of your selected RIASEC personality types and the list of Career Kōkua occupations that match your RIASEC code
Save Results	Save your RIASEC code and occupations to your Pono Portfolio.
View Results	Get a summary of your selected RIASEC personality types and a list of the Career Kōkua occupations that match your RIASEC code

## ‘THE PARTY’ INSTRUCTIONS

The ‘Party’ is an activity that users can do on the computer. It provides a quick and easy way to get a RIASEC code if you do not have a RIASEC code.

**Step 1.** Click on ‘Party’ on the RIASEC menu.

*Note:* If you are not logged in, you will be prompted to enter your user site’s username and password.

You will be at the following ‘Party’ screen.

The screenshot shows the 'Holland Party' interface. At the top, there is a header for the State of Hawaii Department of Labor and Industrial Relations, along with the Career Kōkua logo. A navigation bar includes links for Home, Career Assessment, Career Exploration, Education and Training, Financial Aid, Job Strategies, and Resources. Below the navigation bar, a welcome message for the 'Career Koku Coordinator' is displayed, along with a 'Sign Out' option and a user survey link. The main content area is titled 'Holland Party' and contains the following instructions:

**Instructions**

To the right is an aerial view of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room.

Which corner of the room would you instinctively be drawn to as the group of people you you would most enjoy being with for the longest time? (Leave aside any question of shyness or whether you would have to talk with them.) Choose the letter for that corner.

Move your mouse over a letter to view a description of that Holland personality. Click on a letter to choose it as one of your choices.

The central hexagon has letters R, I, A, S, E, and C at its corners. To the left of the hexagon, there are sections for 'Your Choices' (First Choice, Second Choice, Third Choice, View Results) and 'Holland Options' (Holland Party, Holland Search, Holland Information, Holland Menu).

**Step 2.** Move your mouse over the various corners of the hexagon.

Information about the kinds of people gathered in the corners of the room will pop-up in the center of the hexagon.

**Step 3.** To select your first personality type: Click on the letter for the personality type you want.

The computer will place that letter next to the ‘First Choice:’ heading in the ‘Your Choices’ section on the left.

**Step 4.** Repeat Step 3 for your second personality type.

*Party Instructions (continued)*

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Summary ::

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### RIASEC Summary

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Listed below are the RIASEC Personality Codes you selected with their descriptions, occupations that fall under your selected RIASEC Codes and other similar RIASEC Codes with their related occupations. Click on an occupation title to learn more about it. Occupations may appear more than once in your list.

You selected **Investigative (I)** as your first choice.

- You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You selected **Realistic (R)** as your second choice.

- You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

You selected **Conventional (C)** as your third choice.

- You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

9 occupations contain the RIASEC Personality Code, **Investigative (I)**, as the first choice, **Realistic (R)**, as the second choice and **Conventional (C)**, as the third choice.

---

### IRC

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[Astronomers](#)  
[Chemists](#)  
[Computer Engineers](#)  
[Computer Programmers](#)  
[Computer Security Specialists](#)  
[Conservation Scientists](#)  
[Engineering Technicians](#)  
[Physicists](#)  
[Safety Engineers](#)

**Step 6.** Scroll through your RIASEC Summary and list of occupations.

**Step 7.** Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** your RIASEC summary and results. A sample printout starts on page 16.
- Click on ‘Save Results’ to **save** your RIASEC code and summary to your Pono Portfolio.

**Step 8.** Click on an occupation title to get information about the occupation.

## SEARCH

Use this option if already know your RIASEC code and would like to know the Career Kōkua occupations that match your code.

**Step 1.** Click on ‘Search’ on the RIASEC menu. You will be at the following ‘Search’ screen.

*Note:* If you are not logged in, you will be prompted to enter your user site’s username and password.

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Search ::

### RIASEC Search

Search the Career Kōkua Occupations by their RIASEC Personality. You may select one, two or three RIASEC Personality Codes to search upon. The order you select each RIASEC Personality Code will affect your search results.

First Choice

Select One ...

Second Choice

Select a First Choice First ...

Third Choice

Select a First Choice First ...

**Step 2.** Click on the drop-down list for your ‘First Choice’ and select your first personality type.

**Step 3.** Click on the drop-down list for your ‘Second Choice’ and select your second personality type.

**Step 4.** Click on the drop-down list for your ‘Third Choice’ and select your third personality type.

After you have selected your three personality types, the computer will display your results. The results consist of a summary of the three personality types you selected and the list of Career Kōkua occupations matching that unique three letter combination. It will also display the occupations that match the various combinations of your three letters.

*Note:* If you selected only one or two letters, you need to click on ‘View Results’ to get your RIASEC Summary.

*Search Internet Instructions (continued)*

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Summary ::

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### RIASEC Summary

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Listed below are the RIASEC Personality Codes you selected with their descriptions, occupations that fall under your selected RIASEC Codes and other similar RIASEC Codes with their related occupations. Click on a occupation title to learn more about it. Occupations may appear more than once in your list.

You selected **Investigative (I)** as your first choice.

- You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You selected **Realistic (R)** as your second choice.

- You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

You selected **Conventional (C)** as your third choice.

- You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

9 occupations contain the RIASEC Personality Code, **Investigative (I)**, as the first choice, **Realistic (R)**, as the second choice and **Conventional (C)**, as the third choice.

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### IRC

---

[Astronomers](#)  
[Chemists](#)  
[Computer Engineers](#)  
[Computer Programmers](#)  
[Computer Security Specialists](#)  
[Conservation Scientists](#)  
[Engineering Technicians](#)  
[Physicists](#)  
[Safety Engineers](#)

**Step 5.** Scroll through your RIASEC Summary and list of occupations.

**Step 6.** Your output options at this point are:

- Click on ‘Printer Friendly Version’ to **print** our RIASEC summary and results. A sample printout starts on page 16.
- Click on ‘Save Results’ to **save** your RIASEC codes and summary to your Pono Portfolio.

**Step 7.** Click on an occupation title to get information about the occupation.

## INFORMATION

This module provides information about the six RIASEC personality types. Use this module if you would like descriptive information about the RIASEC personality types.

**Step 1.** Click on ‘Information’ on the RIASEC menu.

*Note:* If you are not logged in, you will be prompted to enter your user site’s username and password.

You will be at the ‘Information’ screen for the ‘Realistic’ personality type.

**Step 2.** Click on the drop-down list to select another personality type.

>> [Home](#) :: [Career Assessment](#) :: [RIASEC](#) :: RIASEC Information ::

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### Investigative

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You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You like investigative jobs such as biologist, chemist, physicist, anthropologist, geologist and medical technologist. You have mathematical and scientific ability but often lack leadership ability.

You are described as:

- Analytical
- Cautious
- Complex
- Critical
- Independent
- Intellectual
- Introspective
- Pessimistic
- Rational
- Reserved
- Retiring
- Unassuming

**Step 3.** Click on ‘Printer Friendly Version’ to print the personality type information.

**Step 4.** Because you are a combination of two or three personality types, you should review the information for each of your personality types.

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## RIASEC SUMMARY

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### RIASEC Summary

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Listed below are the RIASEC Personality Codes you selected with their descriptions, occupations that fall under your selected RIASEC Codes and other similar RIASEC Codes with their related occupations. Click on a occupation title to learn more about it. Occupations may appear more than once in your list.

You selected **Investigative (I)** as your first choice.

- You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

You selected **Conventional (C)** as your second choice.

- You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

You selected **Realistic (R)** as your third choice.

- You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

**8** occupations contain the RIASEC Personality Code, **Investigative (I)**, as the first choice, **Conventional (C)**, as the second choice and **Realistic (R)**, as the third choice.

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### ICR

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- [Compliance Officers and Inspectors](#)
- [Computer Support Specialists](#)
- [Computer Systems Analysts](#)
- [Coroners](#)
- [Database Administrators](#)
- [Forensic Science Technicians](#)
- [Operations Research Analysts](#)
- [Pharmacists](#)

[\[ Return to top \]](#)

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**32** occupations have been found with RIASEC Codes that are similar to what you selected.

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### CRI

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- [Cartographers and Photogrammetrists](#)
- [Construction and Building Inspectors](#)
- [Drafters](#)

[\[ Return to top \]](#)

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### IRC

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- [Astronomers](#)
-

- Chemists
- Computer Engineers
- Computer Programmers
- Computer Security Specialists
- Conservation Scientists
- Engineering Technicians
- Physicists
- Safety Engineers

[\[ Return to top \]](#)

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## RCI

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- Communications Equipment Mechanics
- Computer Equipment Repairers
- Drafters
- Engineering Technicians
- Farm and Ranch Workers
- Quality Control Inspectors
- Radiologic Technologists
- Science Technicians
- Surveying and Mapping Technicians

[\[ Return to top \]](#)

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## RIC

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- Agricultural Inspectors
- Aircraft Mechanics
- Communications Equipment Mechanics
- Dental Laboratory Technicians
- Engineering Technicians
- Gas and Oil Plant Operators
- Industrial Electronics Repairers
- Machinists
- Medical Laboratory Technicians
- Science Technicians
- Transportation Inspectors

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## SKILLS

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## SKILLS Worksheet

This worksheet will help you use the Career Kōkua SKILLS assessment. By identifying the satisfying and enjoyable activities in your work and life, you can begin to understand the skills that are important to you.

**Part I.** List three activities that you enjoy doing. Try to choose different types of activities. For example, list one activity at home, one at school, and one at work. You might include: cooking dinner, designing a poster, or selling newspapers.

**ACTIVITY 1:** \_\_\_\_\_

**ACTIVITY 2:** \_\_\_\_\_

**ACTIVITY 3:** \_\_\_\_\_

**Part II.** Read all of the 72 skills definitions and check (✓) the skills that you used in each activity.

A. PERSONAL SKILLS		ACTIVITY		
		1	2	3
<b>01. Dependability</b>	Working in a reliable and responsible manner.			
<b>02. Flexibility</b>	Accepting change and variety in the workplace.			
<b>03. Persistence</b>	Working continuously despite interruption.			
<b>04. Integrity</b>	Avoiding unethical behavior and being honest.			
<b>05. Efficiency</b>	Effectively using resources.			
<b>06. Competitiveness</b>	Striving to be the best.			

B. SOCIAL SKILLS		ACTIVITY		
		1	2	3
<b>07. Social Perception</b>	Being aware of the needs and feelings of others.			
<b>08. Independent Work</b>	Working with little or no supervision.			
<b>09. Team Work</b>	Working cooperatively with others.			
<b>10. Working with the Public</b>	Representing the organization and communicating with persons outside the organization.			
<b>11. Assisting/Caring</b>	Providing assistance, care, or service to others.			
<b>12. Performing</b>	Interacting with others to entertain or sell.			
<b>13. Instructing</b>	Teaching, guiding, or motivating others.			

C. MOVEMENT SKILLS		ACTIVITY		
		1	2	3
<b>14. Finger Dexterity</b>	Coordinating movements of the fingers.			
<b>15. Manual Dexterity</b>	Coordinating movements of the hand, arm and hand, or both hands.			
<b>16. Motor Coordination</b>	Coordinating movements of two or more limbs together.			
<b>17. Stamina</b>	Exerting one's self physically over long periods of time.			
<b>18. Strength</b>	Exerting force repeatedly or continuously.			
<b>19. Rapid Response</b>	Moving quickly and correctly between two different activities.			

ACTIVITY 1: \_\_\_\_\_

ACTIVITY 2: \_\_\_\_\_

ACTIVITY 3: \_\_\_\_\_

D. PERCEPTUAL SKILLS		ACTIVITY		
		1	2	3
<b>20. Sound Discrimination</b>	Detecting the difference between sounds, pitch, or loudness.			
<b>21. Shape Discrimination</b>	Detecting the difference between sizes, shapes, and mass.			
<b>22. Color Vision</b>	Detecting the difference between colors, shades, and brightness.			
<b>23. Depth Perception</b>	Detecting the distance between objects.			
<b>24. Visualizing</b>	Forming a mental image of how something will look after it is moved or when its parts are moved.			
<b>25. Creativity</b>	Originating, designing, or creating new ideas, relationships, systems, artworks, or products.			
<b>26. Aesthetic Judgment</b>	Recognizing artistic or natural beauty.			

E. SITUATIONAL SKILLS		1	2	3
		<b>27. Stress Tolerance</b>	Dealing calmly and effectively with tense situations.	
<b>28. Hazards Tolerance</b>	Working in potentially dangerous conditions.			
<b>29. Discomfort Tolerance</b>	Working in unpleasant environmental conditions.			
<b>30. Repetition Tolerance</b>	Continuously performing the same action.			

F. PROCESSING SKILLS		1	2	3
		<b>31. Following Procedures</b>	Correctly following a given set of rules to complete a task.	
<b>32. Categorizing</b>	Identifying items by similarities.			
<b>33. Record Keeping</b>	Entering, transcribing, recording, storing, or maintaining information.			
<b>34. Attention to Detail</b>	Checking each item or task carefully.			
<b>35. Verifying Information</b>	Evaluating information against a set of standards or ensuring that it is correct.			

G. TECHNICAL SKILLS		1	2	3
		<b>36. Installing</b>	Setting up equipment, machines, or structures to meet specifications.	
<b>37. Inspecting</b>	Checking and evaluating equipment, structures, and products.			
<b>38. Repairing</b>	Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment.			
<b>39. Troubleshooting</b>	Determining the cause and solution of an error.			
<b>40. Controlling Machines</b>	Using control mechanisms or direct physical activity to operate machines.			
<b>41. Operating Vehicles</b>	Running, maneuvering, navigating, or driving vehicles or mechanized equipment.			

ACTIVITY 1: \_\_\_\_\_

ACTIVITY 2: \_\_\_\_\_

ACTIVITY 3: \_\_\_\_\_

G. TECHNICAL SKILLS		ACTIVITY		
		1	2	3
<b>42. Using Computers</b>	Working with computers by using programs or entering data.			
<b>43. Programming</b>	Writing computer programs.			
<b>44. Technology Design</b>	Developing or adapting equipment and technology.			

H. MATH AND SCIENCE SKILLS		ACTIVITY		
		1	2	3
<b>45. Calculating</b>	Adding, subtracting, multiplying, and dividing.			
<b>46. Estimating</b>	Approximating distances, quantities, time, costs, resources, or materials.			
<b>47. Budgeting</b>	Allocating financial resources.			
<b>48. Math Reasoning</b>	Using mathematical methods to understand and solve problems.			
<b>49. Science Reasoning</b>	Using scientific methods to understand and solve problems.			

I. COMMUNICATION SKILLS		ACTIVITY		
		1	2	3
<b>50. Reading</b>	Understanding information and ideas presented in writing.			
<b>51. Writing</b>	Communicating information and ideas in writing.			
<b>52. Speaking</b>	Talking to others to convey information.			
<b>53. Listening</b>	Listening to what people are saying and asking questions.			
<b>54. Concentrating</b>	Focusing on a task without interruption.			

J. PROBLEM SOLVING SKILLS		ACTIVITY		
		1	2	3
<b>55. Information Gathering</b>	Locating and identifying information.			
<b>56. Evaluating</b>	Judging the success or progress of an idea, work activity, or project.			
<b>57. Advising</b>	Providing consultation or advice to others.			
<b>58. Synthesizing</b>	Reorganizing information to get a better approach to problems.			
<b>59. Analyzing</b>	Examining information and using logic to solve problems.			
<b>60. Planning</b>	Developing approaches for implementing ideas.			
<b>61. Active Learning</b>	Working with new material or information to understand the implications.			
<b>62. Using Knowledge</b>	Using work-related experience.			

K. MANAGEMENT SKILLS		ACTIVITY		
		1	2	3
<b>63. Safety of Others</b>	Managing the work environment to provide for the health and safety of others.			
<b>64. Persuading</b>	Convincing others to approach things differently.			

ACTIVITY 1: \_\_\_\_\_

ACTIVITY 2: \_\_\_\_\_

ACTIVITY 3: \_\_\_\_\_

K. MANAGEMENT SKILLS		ACTIVITY		
		1	2	3
65. Negotiating	Bringing others together and trying to reconcile differences.			
66. Confronting	Communicating a position opposed by others.			
67. Initiating	Taking on new responsibilities and challenges.			
68. Coordinating	Organizing people and activities to complete tasks.			
69. Directing/Leading	Providing leadership and direction to others.			
70. Decision Making	Understanding information and reaching a conclusion to solve problems.			
71. Managing Resources	Determining the best use of human resources, finances, and material resources.			
72. Impact of Responsibility	Accepting the long-term outcome of decisions.			

**Part III.** Look over the list of skills. Some skills may have up to three check marks, others may have none. Look at the skills with the most check marks. Think about these skills and the activities in which you used them. Did you enjoy using these skills?

Choose the **5** skills that you most enjoy and list them in the SKILLS Summary below as **Very Satisfying** skills. Then choose **10** more skills and list these as your **Moderately Satisfying** skills. Then list up to **20** more skills as **Somewhat Satisfying**. You can only list each skill once. (Using the SKILLS cards for this part of the process makes prioritizing and selecting your skills easier. Ask your counselor for a deck of the Skills cards.)

### SKILLS Summary

5 Very Satisfying Skills										
10 Moderately Satisfying Skills										
20 Somewhat Satisfying Skills										

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## Expanded Definitions of Skills

### WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:

#### A. PERSONAL SKILLS

- |  |   |
|--|---|
| <p><b>01. Dependability</b><br/>Working in a reliable and responsible manner</p> | <ul style="list-style-type: none"> <li>• Showing up for work on time</li> <li>• Setting the security system and checking the locks when closing a business for the night</li> <li>• Providing daily care for animals in a clinic</li> </ul> |
| <p><b>02. Flexibility</b><br/>Accepting change and variety in the workplace</p>  | <ul style="list-style-type: none"> <li>• Working with preschool children at a daycare center</li> <li>• Handling the daily activities of a police officer</li> <li>• Providing technical assistance for a radio station</li> </ul>          |
| <p><b>03. Persistence</b><br/>Working continuously despite interruption</p>      | <ul style="list-style-type: none"> <li>• Teaching a science class</li> <li>• Dispatching service repairers</li> <li>• Auctioneering art works and collectibles</li> </ul>   |
| <p><b>04. Integrity</b><br/>Avoiding unethical behavior and being honest</p>     | <ul style="list-style-type: none"> <li>• Giving correct change at a grocery store</li> <li>• Setting prices and policies at a skating rink</li> <li>• Awarding job promotions based on merit</li> </ul>                                     |
| <p><b>05. Efficiency</b><br/>Effectively using resources</p>                     | <ul style="list-style-type: none"> <li>• Organizing your own daily tasks</li> <li>• Preparing a supply list for monthly activities</li> <li>• Planning a travel agenda</li> </ul>   |
| <p><b>06. Competitiveness</b><br/>Striving to be the best</p>                    | <ul style="list-style-type: none"> <li>• Selling the most cars in a single day</li> <li>• Playing in a baseball game</li> <li>• Defending a client in a trial</li> </ul>  |

#### B. SOCIAL SKILLS

- |   |  |
|---|--|
| <p><b>07. Social Perception</b><br/>Being aware of the needs and feelings of others</p> | <ul style="list-style-type: none"> <li>• Recommending clothing and make-up for job interviews</li> <li>• Counseling employees during a corporate downsizing</li> <li>• Understanding how an emergency situation can affect group dynamics</li> </ul> |
| <p><b>08. Independent Work</b><br/>Working with little or no supervision</p>            | <ul style="list-style-type: none"> <li>• Working in a fire tower at a national park</li> <li>• Directing traffic at a busy intersection</li> <li>• Writing a novel</li> </ul>  |
| <p><b>09. Team Work</b><br/>Working cooperatively with others</p>                       | <ul style="list-style-type: none"> <li>• Discussing car repairs with an auto mechanic</li> <li>• Working on a committee to develop a new human resource procedure</li> <li>• Cooperating with others to resolve contract negotiations</li> </ul>     |

**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:**

- 10. Working with the Public**  
Representing the organization and communicating with persons outside the organization
- Providing customer service for a utility company
  - Selling computer equipment and software
  - Designing an advertising campaign for a new product
- 11. Assisting/Caring**  
Providing assistance, care, or service to others
- Collecting food and blankets for charity organizations
  - Helping a customer select purchases
  - Providing counseling in times of crises
- 12. Performing**  
Interacting with others to entertain or sell
- Working as a concierge in a hotel lobby
  - Selling washing machines in a retail store
  - Hosting a game show on TV
- 13. Instructing**  
Teaching, guiding, or motivating others
- Training employees how to use a new phone system
  - Teaching students how to drive a car
  - Instructing programmers in the use of new software applications
- C. MOVEMENT SKILLS**
- 14. Finger Dexterity**  
Coordinating movements of the fingers
- Pushing a button to start or stop a machine
  - Counting change at a grocery store
  - Assembling cameras and other photographic equipment
- 15. Manual Dexterity**  
Coordinating movements of the hand, arm and hand, or both hands
- Using a pen to write a letter
  - Packaging boxes for shipping
  - Playing the drums in an orchestra
- 16. Motor Coordination**  
Coordinating movements of two or more limbs together
- Cleaning a hotel room
  - Moving freight using a hand truck
  - Competing in a track and field event
- 17. Stamina**  
Exerting one's self physically over long periods of time
- Leading a hike at a state park
  - Waiting tables at a busy restaurant
  - Playing in a professional basketball game
- 18. Strength**  
Exerting force repeatedly or continuously
- Lifting a computer and moving it to a new location
  - Pushing a lawn mower across the yard
  - Loading appliances onto a truck for delivery
- 19. Rapid Response**  
Moving quickly and correctly between two activities
- Coaching a soccer team during game time
  - Driving a truck in a rain storm
  - Providing medical treatment in an emergency room

**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:****D. PERCEPTUAL SKILLS**

- 20. Sound Discrimination**  
Detecting the difference between sounds, pitch, or loudness
- Adjusting the volume of the TV
  - Detecting a machine malfunction based on engine noises
  - Mixing sounds to produce a music video
- 21. Shape Discrimination**  
Detecting the difference between sizes, shapes, and mass
- Setting a table in a restaurant
  - Surveying the inventory of a car lot
  - Inspecting electronic components on a production line
- 22. Color Vision**  
Detecting the difference between colors, shades, and brightness
- Choosing a matching hair color
  - Creating a decorating scheme for a hotel
  - Restoring an eighteenth century painting
- 23. Depth Perception**  
Detecting the distance between objects
- Parking a school bus
  - Using a forklift to relocate stock
  - Determining pressure for scuba tanks
- 24. Visualizing**  
Forming a mental image of how something will look after it is moved or when its parts are moved
- Imagining new furniture in a room
  - Laying decorative flooring
  - Designing a threading pattern for a weaving loom
- 25. Creativity**  
Originating, designing, or creating new ideas, relationships, systems, artworks, or products
- Choosing the colors of flowers in an arrangement
  - Designing a piece of sculpture
  - Writing a poem to celebrate a special occasion
- 26. Aesthetic Judgment**  
Recognizing artistic or natural beauty
- Judging a flower show
  - Arranging an art exhibit
  - Taking nature photographs for a publication

**E. SITUATIONAL SKILLS**

- 27. Stress Tolerance**  
Dealing calmly and effectively with tense situations
- Meeting work-related deadlines
  - Dealing with customers during a holiday sale
  - Managing a government relief program during a crisis
- 28. Hazards Tolerance**  
Working in potentially dangerous conditions
- Working on a bridge construction site
  - Working in a health clinic
  - Inspecting the containment of hazardous wastes
- 29. Discomfort Tolerance**  
Working in unpleasant environmental conditions
- Stocking the food in the freezer section of a grocery store
  - Cooking in the kitchen of a popular restaurant
  - Building concrete into a road or highway

**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:**

- 30. Repetition Tolerance**  
Continuously performing the same action

- Preparing a daily timesheet
- Scanning purchases at a department store
- Sewing shirts at an apparel factory

**F. PROCESSING SKILLS**

- 31. Following Procedures**  
Correctly following a given set of rules to complete a task

- Taking a test
- Completing an application for a job
- Flying an airplane

- 32. Categorizing**  
Identifying items by similarities

- Sorting medical supplies for inventory
- Organizing archival materials for an exhibit
- Developing a system for encoding data

- 33. Record Keeping**  
Entering, transcribing, recording, storing, or maintaining information

- Tracking the number of newspapers sold
- Keeping a play list for a radio station
- Maintaining the personnel records for a business

- 34. Attention to Detail**  
Checking each item or task carefully

- Balancing a checkbook
- Re-assembling a motorcycle
- Editing a technical manual

- 35. Verifying Information**  
Evaluating information against a set of standards or ensuring that it is correct

- Proofreading the typesetting of a brochure
- Balancing a bank statement
- Evaluating a homeowner's policy to determine liability

**G. TECHNICAL SKILLS**

- 36. Installing**  
Setting up equipment, machines, or structures to meet specifications

- Placing a graphics card in a computer
- Putting a sunroof in a car
- Installing a cooling system for a building

- 37. Inspecting**  
Checking and evaluating equipment, structures, and products

- Checking a house for termites
- Testing an aircraft engine for performance
- Examining a production line for quality control

- 38. Repairing**  
Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment

- Fixing a toaster
- Servicing a car engine
- Repairing a television transmission system

- 39. Trouble Shooting**  
Determining the cause and solution of an error

- Resolving customer complaints
- Evaluating a mechanical failure
- Debugging computer software problems

**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:**

- 40. Controlling Machines**  
Using control mechanisms or direct physical activity to operate machines
- Using a copy machine
  - Mowing a lawn
  - Operating a printing press
- 41. Operating Vehicles**  
Running, maneuvering, navigating, or driving vehicles or mechanized equipment
- Riding a bicycle
  - Driving a car
  - Piloting a helicopter
- 42. Using Computers**  
Working with computers by using programs or entering data
- Sending memos using word processing software
  - Maintaining electronic spreadsheets to track spending
  - Managing databases for a bank
- 43. Programming**  
Writing computer programs
- Writing a program to search for a text string
  - Writing a program that compares two statistical tables
  - Writing a program that controls an electrical power plant
- 44. Technology Design**  
Developing or adapting equipment and technology
- Adjusting the cooling setting on an air conditioning unit
  - Adapting bathrooms for wheelchair use
  - Custom designing computer software for a university
- H. MATH and SCIENCE SKILLS**
- 45. Calculating**  
Adding, subtracting, multiplying, and dividing
- Counting the number of books on a shelf
  - Determining the change for a customer
  - Tracking stock market changes
- 46. Estimating**  
Approximating distances, quantities, time, costs, resources, or materials
- Determining the travel time for a trip
  - Estimating the materials needed to build a library
  - Determining the cost of a disaster
- 47. Budgeting**  
Allocating financial resources
- Allocating funds for shopping
  - Determining pay raises for office staff
  - Handling the resources for a construction project
- 48. Math Reasoning**  
Using mathematical methods to understand and solve problems
- Determining which cars get the best gas mileage
  - Deciding how to calculate unemployment rates
  - Determining the budget for a company
- 49. Science Reasoning**  
Using scientific methods to understand and solve problems
- Conducting an experiment in a classroom
  - Analyzing crop failures
  - Performing a test on tissue samples

**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:****I. COMMUNICATION SKILLS**

- 50. Reading**  
Understanding information and ideas presented in writing
- Reviewing a monthly report to determine personnel activities
  - Reading a technical manual and setting up a computer
  - Editing a medical textbook
- 51. Writing**  
Communicating information and ideas in writing
- Completing an expense voucher
  - Preparing a technical brochure outlining the steps for using a camera
  - Writing a policy statement for an organization
- 52. Speaking**  
Talking to others to convey information
- Greeting customers and seating them in a restaurant
  - Talking with clients to determine their business needs
  - Debating the issues during an election
- 53. Listening**  
Listening to what people are saying and asking questions
- Attending a class to learn about financial planning
  - Listening and reporting on a political debate
  - Interpreting a speech in a foreign language
- 54. Concentrating**  
Focusing on a task without interruption
- Giving small group tours in a crowded museum
  - Taking inventory during a storewide sale
  - Monitoring air traffic control during peak travel times
- J. PROBLEM SOLVING SKILLS**
- 55. Information Gathering**  
Locating and identifying information
- Downloading information from the web
  - Surveying residents for the census
  - Collecting forensic evidence at a crime scene
- 56. Evaluating**  
Judging the success or progress of an idea, work activity, or project
- Judging employees for pay raises
  - Appraising the development of property
  - Analyzing the effect of a new public policy
- 57. Advising**  
Providing consultation or advice to others
- Helping customers select a checking account
  - Counseling legal clients about a suitable course of action
  - Reviewing management techniques and recommending change
- 58. Synthesizing**  
Reorganizing information to get a better approach to problems
- Outlining a textbook to prepare for an exam
  - Reviewing a work process for efficiency
  - Reorganizing office staff in order to approach tasks differently

**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:**

- 59. Analyzing**  
Examining information and using logic to solve problems
- Selecting the correct shoes for running a race
  - Determining the reasons for production delays
  - Reviewing a series of events and predicting trends
- 60. Planning**  
Developing approaches for implementing ideas
- Planning a menu
  - Organizing an efficient delivery route
  - Arranging the activities of a conference
- 61. Active Learning**  
Working with new materials or information to understand the implications
- Using the information learned at a seminar in the workplace
  - Changing a production line to accommodate new technology
  - Using new medicines to effect a cure
- 62. Using Knowledge**  
Using work-related experience
- Handling price changes to reflect a storewide sale
  - Advising customers about purchasing a new car
  - Knowing which medicines to prescribe for treatment

**K. MANAGEMENT SKILLS**

- 63. Safety of Others**  
Managing the work environment to provide for the health and safety of others
- Driving a school bus
  - Inspecting the production line at a meat packing plant
  - Checking luggage at the airport for explosives
- 64. Persuading**  
Convincing others to approach things differently
- Disciplining children at school
  - Creating an advertising campaign to promote public transportation
  - Persuading the public to endorse a political candidate
- 65. Negotiating**  
Bringing others together and trying to reconcile differences
- Discussing a pay raise
  - Working to complete the sale of a house
  - Determining the guidelines for a company merger
- 66. Confronting**  
Communicating a position opposed by others
- Protesting a bill for services not received
  - Arresting a criminal
  - Announcing an unpopular government policy
- 67. Initiating**  
Taking on new responsibilities and challenges
- Beginning a new job
  - Drafting a business plan for a new company
  - Starting the proceedings for contract negotiations

**WORK SETTING ACTIVITIES INDICATING THE PRESENCE OF THIS SKILL:**

- 68. Coordinating**  
Organizing people and activities to complete tasks
- Sharing information about machine problems during a shift change
  - Arranging for the delivery of food and flowers for a catered event
  - Organizing the activities of subcontractors at a building construction site
- 69. Directing/Leading**  
Providing leadership and direction to others
- Telling a shopper where to find a grocery item
  - Working as a youth counselor for a summer camp
  - Managing a research team developing a new product
- 70. Decision Making**  
Understanding information and reaching a conclusion to solve problems
- Determining which classes to take in college
  - Deciding which job applicant to hire
  - Analyzing a community problem
- 71. Managing Resources**  
Determining the best use of human resources, finances, and material resources.
- Tracking the prices and availability of supplies for a print shop
  - Managing retirement benefits for a business
  - Coordinating the fiscal spending of a government agency
- 72. Impact of Responsibility**  
Accepting the long-term outcome of decisions
- Changing the health benefits available for company personnel
  - Relocating a factory
  - Designing a playground

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## What is SKILLS?

The SKILLS program identifies, matches, and compares users' skills to occupations.

1. What is the SKILLS access strategy?

The SKILLS access strategy is a skills analysis process that helps users identify and prioritize their skills.

2. What is the purpose of the SKILLS access strategy?

The purpose of the SKILLS access strategy is to help users:

- Identify skills used in past experiences
- Evaluate the skills they enjoy using and want to use in future employment situations
- Link their past experiences to relevant occupational choices.

3. What will SKILLS list?

SKILLS will produce the following reports for the user:

- Summary - A summary of the skills the user selected and prioritized
- Holland Personality Types - A summary of the Holland Personality Types which match the skills selected by the user
- Ratings - A listing of the occupations which use the skills selected by the user
- View - A comparison of the user's skills and the skills used in specific occupations

4. How does the SKILLS access strategy aid the counseling process?

The SKILLS access strategy aids the counseling process by helping users clarify feelings about past experiences. SKILLS identifies occupations for users based on reality and past experiences. It also provides a means of self-assessment while identifying a variety of transferable skills. SKILLS, like Career Kōkua's other assessments, can list occupations that the user might not have thought of as possible options. Users can also increase awareness of self and build a vocabulary of skills words. See pages 24-26 for suggestions on how to interpret the SKILLS printout.

### SKILLS Instructions

To save time, have users complete the SKILLS Inventory Worksheet prior to using the computer (see page 2).

**Step 1.** Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

**Step 2.** Click on ‘SKILLS.’

*Note:* If you are not logged in, you will be prompted to enter your user site’s username and password.

You will get an introductory screen.

**Step 3.** Click on the ‘Begin Skills’ button.

You are now in the ‘Skills Select’ module.

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Select ::

Skills to Select			5 Very Satisfying Skills	20 Somewhat Satisfying Skills
01. Dependability	25. Creativity	49. Science Reasoning	Very	Somewhat
02. Flexibility	26. Aesthetic Judgment	50. Reading		
03. Persistence	27. Stress Tolerance	51. Writing		
04. Integrity	28. Hazards Tolerance	52. Speaking		
05. Efficiency	29. Discomfort Tolerance	53. Listening		
06. Competitiveness	30. Repetition Tolerance	54. Concentrating		
07. Social Perception	31. Following Procedures	55. Information Gathering		
08. Independent Work	32. Categorizing	56. Evaluating		
09. Team Work	33. Record Keeping	57. Advising		
10. Working with the Public	34. Attention to Detail	58. Synthesizing		
11. Assisting/Caring	35. Verifying Information	59. Analyzing		
12. Performing	36. Installing	60. Planning		
13. Instructing	37. Inspecting	61. Active Learning		
14. Finger Dexterity	38. Repairing	62. Using Knowledge		
15. Manual Dexterity	39. Troubleshooting	63. Safety of Others		
16. Motor Coordination	40. Controlling Machines	64. Persuading		
17. Stamina	41. Operating Vehicles	65. Negotiating		
18. Strength	42. Using Computers	66. Confronting		
19. Rapid Response	43. Programming	67. Initiating		
20. Sound Discrimination	44. Technology Design	68. Coordinating		
21. Shape Discrimination	45. Calculating	69. Directing/Leading		
22. Color Vision	46. Estimating	70. Decision Making		
23. Depth Perception	47. Budgeting	71. Managing Resources		
24. Visualizing	48. Math Reasoning	72. Impact of Responsibility		
Occ Select	Start Over	Skills Definitions	<<Remove	Rate Skills

*SKILLS Instructions (continued)*

**Step 4.** Click on a skill (in any of the three left columns) to highlight it.

*Optional:* Click on ‘Skill Definitions’ if you want to view the definition of the highlighted skill.

**Step 5.** Click on the ‘Very,’ ‘Moderately’ or ‘Somewhat’ buttons in the blue columns on the right.

**Step 3.** Repeat Steps 1 and 2 until you have posted the following:

- 5 Very Satisfying skills
- Up to 10 Moderately Satisfying skills
- Up to 20 Somewhat Satisfying skills

**Step 4.** Click on the ‘Rate Skills’ button. You will get your ‘Summary of Selected Skills.’

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Summary ::

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### Summary of Selected Skills

#### Very Satisfying Skills

44. Technology Design  
48. Math Reasoning  
49. Science Reasoning  
61. Active Learning  
72. Impact of Responsibility

#### Moderately Satisfying Skills

24. Visualizing  
42. Using Computers  
45. Calculating  
46. Estimating  
50. Reading  
55. Information Gathering  
59. Analyzing  
60. Planning  
62. Using Knowledge  
70. Decision Making

#### Somewhat Satisfying Skills

08. Independent Work  
09. Team Work  
10. Working with the Public  
14. Finger Dexterity  
15. Manual Dexterity  
31. Following Procedures  
33. Record Keeping  
34. Attention to Detail  
35. Verifying Information  
37. Inspecting  
39. Troubleshooting  
51. Writing  
52. Speaking  
53. Listening  
56. Evaluating  
57. Advising  
58. Synthesizing  
63. Safety of Others  
68. Coordinating  
71. Managing Resources

*SKILLS Instructions (continued)*

**Step 5.** Click on each of the options on the left of your screen to get your SKILLS reports. (See the sample printouts on pages 20-23.)

- ‘Holland Codes’: Scores and descriptions for the various HOLLAND personality types
- ‘Occupational Clusters’: Skills ratings of the Career Kōkua occupational clusters
- ‘Top 30 Occupations’: A list of the 30 occupations which received the highest ratings
- ‘All Occupations’: Skills ratings for all Career Kōkua occupations

Click on ‘Change Skills’ only if you want to change the skills you selected.

**Step 6.** When you are viewing the ‘Top 30 Occs,’ or ‘All Occs,’ click on the  ‘View’ button next to an occupation title to compare your skills to the skill levels required for the occupation. (See the example on page 23.)

**Step 7.** Click on the ‘Back’ button on your browser toolbar to select another occupation to view.

---

## OCC SELECT

'Occ Select' will list skills used in a previous occupation. You can use these skills to list occupations that use these same skills.

**Step 1.** At the 'Select SKILLS' posting screen, click on the 'Occ Select' button. You will get an alphabetical listing of occupations.

*Optional:* Click on 'View by Occupational Cluster' if you want to list the occupations by cluster.

**Step 2.** Click on an occupation title.

You will get a message confirming your choice.

**Step 3.** Click on the 'OK' button.

The Skills Selection screen will display the 'Very,' 'Moderately,' and 'Somewhat Satisfying' skills for the occupation selected.

**Step 4.** You can now click 'Rate Skills' to get the program reports. See the steps outlined on page 17 for information on what to do next.

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**SKILLS OPTIONS**

<u>Click on:</u>	<u>When You Want To:</u>
All Occupations	See the entire list of Career Kōkua occupations and their skills ratings.
Back	<i>(Available in View)</i> Close the View display and return to your ‘Top 30 Occupations’ or ‘All Occupations’ display.
Cancel	<i>(Available in Occ Select)</i> Stop selecting occupations.
Change Skills	Go back to the ‘Skills to Select’ screen.
Cluster	<i>(Available in Occ Select)</i> List the Career Kōkua occupations in numerical order
Holland Codes	List the scores for the various Holland personality types based on the skills you selected.
10 Moderately Satisfying Skills	Place a skill in the ‘Moderately Satisfying’ column.
Occupational Clusters	See the skills ratings for the occupational clusters.
Occ Select	Get a list of the Very, Moderately, and Somewhat Satisfying skills for a specific occupation.
Rate Skills	See how your skills match to Holland personality types, occupational clusters, and occupations.
<<Remove	Remove a skill from the Very, Moderately, or Somewhat Satisfying columns
Summary	See a summary of your skills.
20 Somewhat Satisfying Skills	Place a skill in the ‘Somewhat Satisfying’ column.
Start Over	Clear everything entered and start the SKILLS Inventory over.
Skill Definitions	Get the definitions of the skills to help you decide on your skill selections.
Title	<i>(Available in Occ Select)</i> List the Career Kōkua occupations in alphabetical order
Top 30 Occupations	List the 30 occupations with the highest skills ratings.
5 Very Satisfying Skills	Place a skill in the ‘Very Satisfying’ column.
 View	View the skills needed for an occupation compared to your skills.

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## REPORTS

SKILLS produces four reports which include three types of ratings based on your skills. The first report is a summary of the skills you selected. The second report shows how your skills match the six Holland Personality Types. The third report rates each occupational cluster, whether high or low. You can use these ratings to see which types of occupations are best for you. The fourth report lists the 30 highest-rated occupations. These are specific occupations that are well matched to your skills. You also have the option of seeing the entire list of occupations and skills ratings by clicking on 'All Occupations.'

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## SKILLS SUMMARY

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### Summary of Selected Skills

#### Very Satisfying Skills

- 44. Technology Design
- 48. Math Reasoning
- 49. Science Reasoning
- 61. Active Learning
- 72. Impact of Responsibility

#### Moderately Satisfying Skills

- 24. Visualizing
- 42. Using Computers
- 45. Calculating
- 46. Estimating
- 50. Reading
- 55. Information Gathering
- 59. Analyzing
- 60. Planning
- 62. Using Knowledge
- 70. Decision Making

#### Somewhat Satisfying Skills

- 08. Independent Work
- 09. Team Work
- 10. Working with the Public
- 14. Finger Dexterity
- 15. Manual Dexterity
- 31. Following Procedures
- 33. Record Keeping
- 34. Attention to Detail
- 35. Verifying Information
- 37. Inspecting
- 39. Troubleshooting
- 51. Writing
- 52. Speaking
- 53. Listening
- 56. Evaluating
- 57. Advising
- 58. Synthesizing
- 63. Safety of Others
- 68. Coordinating
- 71. Managing Resources

## HOLLAND PERSONALITY TYPES

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Rating :: Holland Codes

### Skills Rating: Holland Codes

One way of grouping occupations is to use the Holland Personality Types. The skills you selected have been compared to the six Holland Personality Types. The scores range from 100 to 0. Look for your three highest scores:

- 59 Investigative
- 33 Conventional
- 22 Enterprising
- 19 Artistic
- 17 Social
- 4 Realistic

**Realistic:** You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical and/or athletic tasks. You like to fix things or put things together.

**Investigative:** You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

**Artistic:** You enjoy art, dancing, acting, and music. You like to express yourself freely and you enjoy variety and creativity.

**Social:** You like to work with people. You enjoy solving problems by talking about them. You like helping, understanding, and teaching others. You are friendly and you care about the feelings of others.

**Enterprising:** You like to lead others. You enjoy competition and like to be in control. You are willing to be responsible for getting your work done and for supervising others.

**Conventional:** You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

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## OCCUPATIONAL CLUSTER RATINGS

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>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Rating :: Occupational Clusters

### Skills Rating: Occupational Clusters

Clusters group occupations with similar duties, preparation, and skills. The cluster ratings show how well your skills match the skills needed in each cluster. The higher your rating, the better the match. Cluster ratings range from +100 to -44.

#### Rate Occupational Clusters

- 38 Agriculture, Food, and Natural Resources
- 20 Architecture and Construction
- 38 Arts, Audio/Visual Technology, and Communications
- 47 Business, Management, and Administration
- 40 Education and Training
- 47 Finance
- 38 Government and Public Administration
- 41 Health Science
- 20 Hospitality and Tourism
- 29 Human Services
- 72 Information Technology
- 32 Law, Public Safety, and Security
- 14 Manufacturing, Installation, and Repair
- 34 Marketing, Sales, and Services
- 81 Science, Technology, Engineering, and Mathematics
- 18 Transportation, Distribution, and Logistics
- 14 Transportation & Material Moving

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## TOP 30 OCCUPATIONS

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The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your Top 30 list are good matches with your skill preferences

>> [Home](#) :: [Career Assessments](#) :: [Skills](#) :: Skills Rating :: Occupational Clusters

### Skills Rating: \* Top 30 Occupations

The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your Top 30 list are good matches with your skill preferences.

Click on  next to an occupation to compare your skills to the skills of the occupation.

[Rate !\[\]\(192f21482edbe088069e1d0e4eb937fe\_img.jpg\) Top 30 Occupations](#)

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#### Agriculture, Food, and Natural Resources

87   Agricultural Engineers

70   Agricultural Scientists

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#### Business, Management, and Administration

67   Statisticians

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#### Finance

70   Actuaries

67   Economists

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#### Government and Public Administration

67   Urban and Regional Planners

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#### Health Science

67   Medical Scientists

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#### Information Technology

80   Computer Engineers

67   Computer Programmers

67   Computer Systems Administrators

67   Computer Systems Analysts

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#### Manufacturing, Installation, and Repair

83   Chemical Engineers

69   Industrial Production Managers

65   Numerical Control Tool Programmers

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#### Science, Technology, Engineering, and Mathematics

100   Aerospace Engineers

65   Astronomers

70   Biomedical Engineers

81   Civil Engineers

90   Electrical and Electronics Engineers

67   Engineering Managers

72   Environmental Engineers

90   Industrial Engineers

72   Materials Engineers

85   Mechanical Engineers

72   Mining Engineers

85   Nuclear Engineers

72   Petroleum Engineers

69   Physicists

78   Safety Engineers

---

#### Transportation, Distribution, and Logistics

65   Traffic Technicians

**VIEW**

View Skills

Computer Engineers [Rating = 80 ]

The following list compares your skills to the skills required by the occupation "Computer Engineers." The skills are marked to show your skills and the skill levels needed for the occupation:



B. Social Skills

 09. Team Work

C. Movement Skills

 14. Finger Dexterity

 15. Manual Dexterity

D. Perceptual Skills

 24. Visualizing

 25. Creativity

F. Processing Skills

 31. Following Procedures

 34. Attention to Detail

 35. Verifying Information

G. Technical Skills

 36. Installing

 37. Inspecting

 38. Repairing

 39. Troubleshooting

 42. Using Computers

 43. Programming

 44. Technology Design

H. Math and Science Skills

 45. Calculating

 46. Estimating

 48. Math Reasoning

 49. Science Reasoning

I. Communication Skills

 50. Reading

 51. Writing

 52. Speaking

 53. Listening

J. Problem Solving Skills

 55. Information Gathering

 56. Evaluating

 57. Advising

 58. Synthesizing

 59. Analyzing

 60. Planning

 61. Active Learning

 62. Using Knowledge

K. Management Skills

 67. Initiating

 68. Coordinating

 70. Decision Making

 71. Managing Resources

 72. Impact of Responsibility

## HOW to INTERPRET the SKILLS INVENTORY

As you took the SKILLS Inventory, you selected the skills you enjoy using. These skills are as good as money in the job market. You can cash them in on a good job. When you look for a job, employers will want to know that you have these skills. Then they will pay you to use these skills to do the work they need to have done.

### SUMMARY

This is a summary of the skills you selected. This list is provided so you can see which skills the computer used to find occupations for you. You may want to use these skills in writing your resume, completing job applications, and in job interviews. Review your skills summary from time to time to see how you may have changed.

Ideally the skills you enjoy most will be the skills you use the most. The computer looks for occupations that use these skills like this:

#### **Very Satisfying Skills**

These are the skills you will use constantly in your work. They will be very important in completing your tasks. You must use these skills very well and very often.

#### **Moderately Satisfying Skills**

You will use these skills almost every day and spend quite a bit of time using them. You should be good at using these skills and enjoy using them.

#### **Somewhat Satisfying Skills**

You will need to use these skills occasionally and your job will be easier if you can do them well. These skills are important for doing the job well, but you won't use them every day.

### HOLLAND PERSONALITY TYPES

This part of the program lists your scores for the HOLLAND Personality Types. Look for your top three scores. Combine these three types to get a picture of the type of work you enjoy.

A brief explanation of the personality types is provided here. Detailed information is provided in the HOLLAND section of this Notebook.

**Realistic:** You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical or athletic tasks. You like to fix things or put things together.

**Investigative:** You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

**Artistic:** You enjoy art, dancing, acting and music. You like to express yourself freely and you enjoy variety and creativity.

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*How to Interpret the SKILLS Inventory (continued)*

**Social:** You like to work with people. You enjoy solving problems by talking about them. You like helping, understanding and teaching others. You are friendly and you care about others' feelings.

**Enterprising:** You like to lead others. You enjoy competition and like to be in control. You are willing to be responsible for getting your work done and for supervising others.

**Conventional:** You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

### **CLUSTER RATINGS**

This section lists scores for every occupational cluster. Both high and low scores are listed so you can quickly see how your skills relate to all occupations.

Each occupational cluster consists of occupations with similar functions which use similar skills. The score for each cluster is an average score for the occupations in that cluster. The negative scores tell you which areas you would not like and the positive scores point to areas you would like. Look for your three highest and three lowest cluster scores.

These cluster scores are very important because they point to types of work which you will find satisfying. Try to think of ways of combining your highest clusters into one very satisfying occupation.

### **OCCUPATIONAL RATINGS**

This section lists the 30 highest-scoring occupations. (The list may be longer than 30 because the occupations which tied for 30th place will be listed.) Some scores are higher than others, but all occupations on this list use the skills you want to use.

You may find some occupations on this list that surprise you. The computer selected these occupations based only on the 72 skills in the Inventory. These skills are general, easily transferable skills. You have many other skills, such as typing or welding, which are not on the Inventory. The computer also did not know any other information about you, such as your educational background (college degrees, etc.). That is why there are so many occupations on the list. You can cross off the occupations you know you don't like and still have many occupations from which to choose. But before you cross off an occupation, think about the skills it uses and why it is on your list. You may also want to go to the Career Kōkua Occupations file and get information about the occupation first.

Find the five occupations with the highest scores. Circle these occupations. The clusters in which these occupations are found should be from the clusters that had the highest cluster scores. Try to think of other occupations that are similar to your highest occupations but that might fit you even better.

### *How to Interpret the SKILLS Inventory (continued)*

You can also get lists of related occupations by checking the Cross References of each occupation printout: Look for these occupations on your list. Or, do a 'VIEW' for these occupations to learn about their ratings as compared to your skills.

The scores on your rated occupations list could range from +100 to -44. A high score for an occupation means you like the skills which are used in that occupation. The more varied your interests, the lower your scores will be. Scores above 62 are very rare because people, unlike robots, usually like many different skills and are not "made" to fit into specific slots exactly.

The average "highest score" is about 48. If your scores are higher than this, it means you are more sure than average about the kinds of work you like. Lower scores mean you like so many different skills that no one occupation is just right for you. If all of your scores are low, you may need a variety of hobbies in addition to your work. Or you may need a very special job which uses a wide variety of skills.

### **VIEW**

VIEW lists the skills needed for the occupation along with the required skill levels. Circle these skills if you really would like to use them more often.

VIEW skill levels are indicated by colored bars. Compare the  open blue bars (your skills) with the  solid blue bars (occupation skills) to learn how your skills compare with the levels needed for the occupation.

Don't be afraid to circle a lot of skills. This is the right time and place to be particular about your future. When you finish reviewing an occupation, look back to see how many skills you have circled. These could be potential problem areas for you in this occupation.

When you have finished "viewing" occupations, you should have some circles for each of them. But you will probably find that some occupations are clearly better matches than others.

Even in the most perfect occupation, we usually find some tasks we would rather not do or uncomfortable situations. Use VIEW to find these potential problem areas. The gauges call your attention to mismatches. But only you can decide if you care about the mismatches.

### **CONCLUSION**

By now you have learned a lot about yourself, your skills, and occupations. You have learned about:

1. Skills you enjoy most and want to use in your work.
2. Personality types that suit you best.
3. Occupations which use the skills you enjoy using.
4. Specific skills which may cause you to be uncomfortable in an occupation you are now considering.

There is a lot to learn!

## **INTEREST PROFILER**

<b>Interest Profiler Assessment .....</b>	<b>2</b>
<b>What is the Interest Profiler? .....</b>	<b>8</b>
<b>Instructions .....</b>	<b>9</b>
<b>How to Interpret the Score Report.....</b>	<b>13</b>



Career Kōkua

Name \_\_\_\_\_



## Interest Profiler

The INTEREST PROFILER lists work activities that people do at their jobs. Read each statement carefully and decide whether or not you would like to do the activity. Do not think about whether you have enough education or training to perform the activity, or how much money you would make performing the activity. Simply think about whether you would “like” or “dislike” the work activity.

### HOW TO MARK YOUR ANSWERS:

1. If you think you would **LIKE** the work activity, fill in the  L box next to the statement.
2. If you think you would **DISLIKE** the work activity, fill in the  D box.
3. If you are **UNSURE** whether you would like the work activity, fill in the  ? box.

### POINTS TO REMEMBER:

1. **THIS IS NOT A TEST!** There are no right or wrong answers. The goal is for you to learn more about your personal work-related interests.
2. **THERE IS NO TIME LIMIT** for completing the questions. Take your time.

1. Build kitchen cabinets
2. Guard money in an armored car
3. Study space travel
4. Make a map of the bottom of an ocean
5. Conduct a symphony orchestra
6. Write stories or articles for magazines
7. Teach an individual an exercise routine
8. Perform nursing duties in a hospital
9. Buy and sell stocks and bonds
10. Manage a retail store
11. Develop a spreadsheet using computer software
12. Proofread records or forms
13. Operate a dairy farm
14. Lay brick or tile
15. Study the history of past civilizations

L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D
L	?	D

16.	Study animal behavior	L	?	D
17.	Direct a play	L	?	D
18.	Create dance routines for a show	L	?	D
19.	Give CPR to someone who has stopped breathing	L	?	D
20.	Help people with personal or emotional problems	L	?	D
21.	Sell telephone and other communication equipment	L	?	D
22.	Operate a beauty salon or barber shop	L	?	D
23.	Use a computer program to generate customer bills	L	?	D
24.	Schedule conferences for an organization	L	?	D
25.	Monitor a machine on an assembly line	L	?	D
26.	Repair household appliances	L	?	D
27.	Develop a new medicine	L	?	D
28.	Plan a research study	L	?	D
29.	Write books or plays	L	?	D
30.	Play a musical instrument	L	?	D
31.	Teach children how to read	L	?	D
32.	Work with mentally disabled children	L	?	D
33.	Sell merchandise over the telephone	L	?	D
34.	Run a stand that sells newspapers and magazines	L	?	D
35.	Keep accounts payable/receivable for an office	L	?	D
36.	Load computer software into a large computer network	L	?	D
37.	Drive a taxi cab	L	?	D
38.	Install flooring in houses	L	?	D
39.	Study ways to reduce water pollution	L	?	D
40.	Develop a new medical treatment or procedure	L	?	D
41.	Perform comedy routines in front of an audience	L	?	D
42.	Perform as an extra in movies, plays, or television shows	L	?	D
43.	Teach an elementary school class	L	?	D
44.	Give career guidance to people	L	?	D
45.	Give a presentation about a product you are selling	L	?	D
46.	Buy and sell land	L	?	D
47.	Transfer funds between banks using a computer	L	?	D
48.	Organize and schedule office meetings	L	?	D

49.	Raise fish in a fish hatchery	L	?	D
50.	Build a brick walkway	L	?	D
51.	Determine the infection rate of a new disease	L	?	D
52.	Study rocks and minerals	L	?	D
53.	Write reviews of books or plays	L	?	D
54.	Compose or arrange music	L	?	D
55.	Supervise the activities of children at a camp	L	?	D
56.	Help people with family-related problems	L	?	D
57.	Sell compact disks and tapes at a music store	L	?	D
58.	Run a toy store	L	?	D
59.	Use a word processor to edit and format documents	L	?	D
60.	Operate a calculator	L	?	D
61.	Assemble electronic parts	L	?	D
62.	Drive a truck to deliver packages to offices and homes	L	?	D
63.	Diagnose and treat sick animals	L	?	D
64.	Study the personalities of world leaders	L	?	D
65.	Act in a movie	L	?	D
66.	Dance in a Broadway show	L	?	D
67.	Perform rehabilitation therapy	L	?	D
68.	Do volunteer work at a non-profit organization	L	?	D
69.	Manage the operations of a hotel	L	?	D
70.	Sell houses	L	?	D
71.	Direct or transfer phone calls for a large organization	L	?	D
72.	Perform office filing tasks	L	?	D
73.	Paint houses	L	?	D
74.	Enforce fish and game laws	L	?	D
75.	Conduct chemical experiments	L	?	D
76.	Conduct biological research	L	?	D
77.	Draw pictures	L	?	D
78.	Sing professionally	L	?	D
79.	Help elderly people with their daily activities	L	?	D
80.	Teach children how to play sports	L	?	D
81.	Sell candy and popcorn at sports events	L	?	D

82.	Manage a supermarket	L	?	D
83.	Compute and record statistical and other numerical data	L	?	D
84.	Generate the monthly payroll checks for an office	L	?	D
85.	Operate a grinding machine in a factory	L	?	D
86.	Work on an offshore oil-drilling rig	L	?	D
87.	Study the population growth of a city	L	?	D
88.	Study whales and other types of marine life	L	?	D
89.	Perform stunts for a movie or television show	L	?	D
90.	Create special effects for movies	L	?	D
91.	Help disabled people improve their daily living skills	L	?	D
92.	Teach sign language to people with hearing disabilities	L	?	D
93.	Manage a department within a large company	L	?	D
94.	Sell a soft drink product line to stores and restaurants	L	?	D
95.	Take notes during a meeting	L	?	D
96.	Keep shipping and receiving records	L	?	D
97.	Perform lawn care services	L	?	D
98.	Assemble products in a factory	L	?	D
99.	Investigate crimes	L	?	D
100.	Study the movement of planets	L	?	D
101.	Conduct a musical choir	L	?	D
102.	Act in a play	L	?	D
103.	Help people who have problems with drugs or alcohol	L	?	D
104.	Help conduct a group therapy session	L	?	D
105.	Sell refreshments at a movie theater	L	?	D
106.	Sell hair-care products to stores and salons	L	?	D
107.	Calculate the wages of employees	L	?	D
108.	Assist senior level accountants in performing bookkeeping tasks	L	?	D
109.	Catch fish as a member of a fishing crew	L	?	D
110.	Refinish furniture	L	?	D
111.	Examine blood samples using a microscope	L	?	D
112.	Investigate the cause of a fire	L	?	D
113.	Paint sets for plays	L	?	D
114.	Audition singers and musicians for a musical show	L	?	D

115.	Help families care for ill relatives	L	?	D
116.	Provide massage therapy to people	L	?	D
117.	Start your own business	L	?	D
118.	Negotiate business contracts	L	?	D
119.	Type labels for envelopes and packages	L	?	D
120.	Inventory supplies using a hand-held computer	L	?	D
121.	Fix a broken faucet	L	?	D
122.	Do cleaning or maintenance work	L	?	D
123.	Study the structure of the human body	L	?	D
124.	Develop psychological profiles of criminals	L	?	D
125.	Design sets for plays	L	?	D
126.	Announce a radio show	L	?	D
127.	Plan exercises for disabled patients	L	?	D
128.	Counsel people who have a life-threatening illness	L	?	D
129.	Represent a client in a lawsuit	L	?	D
130.	Negotiate contracts for professional athletes	L	?	D
131.	Develop an office filing system	L	?	D
132.	Keep records of financial transactions for an organization	L	?	D
133.	Maintain the grounds of a park	L	?	D
134.	Operate a machine on a production line	L	?	D
135.	Develop a way to better predict the weather	L	?	D
136.	Work in a biology lab	L	?	D
137.	Write scripts for movies or television shows	L	?	D
138.	Write a song	L	?	D
139.	Teach disabled people work and living skills	L	?	D
140.	Organize activities at a recreational facility	L	?	D
141.	Be responsible for the operation of a company	L	?	D
142.	Market a new line of clothing	L	?	D
143.	Record information from customers applying for charge accounts	L	?	D
144.	Photocopy letters and reports	L	?	D
145.	Spray trees to prevent the spread of harmful insects	L	?	D
146.	Test the quality of parts before shipment	L	?	D
147.	Invent a replacement for sugar	L	?	D

148.	Study genetics	L	?	D
149.	Perform jazz or tap dance	L	?	D
150.	Direct a movie	L	?	D
151.	Take care of children at a day-care center	L	?	D
152.	Organize field trips for disabled people	L	?	D
153.	Sell newspaper advertisements	L	?	D
154.	Sell merchandise at a department store	L	?	D
155.	Record rent payments	L	?	D
156.	Enter information into a database	L	?	D
157.	Operate a motorboat to carry passengers	L	?	D
158.	Repair and install locks	L	?	D
159.	Study the governments of different countries	L	?	D
160.	Do research on plants or animals	L	?	D
161.	Sing in a band	L	?	D
162.	Design artwork for magazines	L	?	D
163.	Assist doctors in treating patients	L	?	D
164.	Work with juveniles on probation	L	?	D
165.	Sell automobiles	L	?	D
166.	Manage a clothing store	L	?	D
167.	Keep inventory records	L	?	D
168.	Maintain employee records	L	?	D
169.	Set up and operate machines to make products	L	?	D
170.	Put out forest fires	L	?	D
171.	Do laboratory tests to identify diseases	L	?	D
172.	Study weather conditions	L	?	D
173.	Edit movies	L	?	D
174.	Pose for a photographer	L	?	D
175.	Provide physical therapy to people recovering from an injury	L	?	D
176.	Teach a high-school class	L	?	D
177.	Sell restaurant franchises to individuals	L	?	D
178.	Sell computer equipment in a store	L	?	D
179.	Stamp, sort, and distribute mail for an organization	L	?	D
180.	Handle customers' bank transactions	L	?	D

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## What is the INTEREST PROFILER?

The INTEREST PROFILER will help users find out what their interests are and how they relate to the world of work.

### 1. What is the INTEREST PROFILER access strategy?

The INTEREST PROFILER access strategy is a career counseling, career planning, and career exploration tool developed by the US Department of Labor.

### 2. What is the purpose of the INTEREST PROFILER access strategy?

The purpose of the INTEREST PROFILER access strategy is to help users:

- Identify what is important to them in the world of work
- Learn what they can do well
- Ascertain what they like to do

### 3. What will the INTEREST PROFILER list?

Users should use their INTEREST PROFILER results to explore the world of work and identify occupations that can satisfy their particular interests. They will be able to look at the interests satisfied by occupations and compare them to their own interests.

- Interest Areas - The O\*NET Interest Profiler measures six types of occupational interests that are compatible with Holland's R-I-A-S-E-C Interest Structure (Holland, 1985). These interest areas have a rich and extensive research history and is widely accepted and used by counselors. The interest areas represent a broad variety of occupations and complexity levels.
- Occupations by Job Zone (current or future) - Six occupational lists, one for each of the six Interest Areas. Each list shows the occupations that link best with that Interest Area. Each of the lists of occupations is divided into five Job Zones. Each Job Zone contains occupations that require about the same amount of education, training, and experience. Knowing your Job Zone can help you focus your career exploration.

### 4. How does the INTEREST PROFILER access strategy aid the counseling process?

The INTEREST PROFILER scores will help users identify their strongest work-related interests.

Users should talk to a vocational/employment counselor or teacher for more help on how to use their INTEREST PROFILER results.

It is advised that INTEREST PROFILER results should not be used for employment or hiring decisions. Employers, education programs, or other job-related programs should not use results as part of a screening process for jobs or training.

## INSTRUCTIONS

Users can complete the paper and pencil version of the Profiler or complete the assessment on the computer.

**Step 1.** Click on the ‘Career Assessments’ channel marker on the Navigation bar. You will get a list of options.

**Step 2.** Click on ‘INTEREST PROFILER.’  
You will get an introduction to the Profiler.

**Step 3.** Click on the ‘Begin Interest Profiler’ button.  
You will get some tips about how to answer the questions and the first page of questions.

**Step 4.** Answer a question by clicking on the response drop-down list box and selecting your response.

1. Build kitchen cabinets	Select One . . .
2. Guard money in an armored car	Select One . . .
3. Study space travel	Select One . . .
4. Make a map of the bottom of an ocean	Select One . . .
5. Conduct a symphony orchestra	Select One . . .
6. Write stories or articles for magazines	Select One . . .
7. Teach an individual an exercise routine	Select One . . .
8. Perform nursing duties in a hospital	Select One . . .
9. Buy and sell stocks and bonds	Select One . . .
10. Manage a retail store	Select One . . .

*Note:* You do not have to answer all 180 questions.

*Instructions (continued)*

**Step 5.** After you have answered the questions, click on ‘View Results.’

You will get your ‘Question Summary.’

>> [Home](#) :: [Career Assessments](#) :: [O\\*NET Interest Profiler](#) :: [Interest Profiler Summary](#) ::

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**Question Summary**

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1. You **like** to build kitchen cabinets.
2. You **do not like** to guard money in an armored car.
3. You **like** to study space travel.
4. You **like** to make a map of the bottom of an ocean.
5. You **like** to conduct a symphony orchestra.
6. You **like** to write stories or articles for magazines.
7. You **like** to teach an individual an exercise routine.
8. You **do not like** to perform nursing duties in a hospital.
9. You **do not like** to buy and sell stocks and bonds.
10. You **like** to manage a retail store.
11. You **like** to develop a spreadsheet using computer software.
12. You **do not like** to proofread records or forms.
13. You **do not like** to operate a dairy farm.
14. You **like** to lay brick or tile.
15. You **like** to study the history of past civilizations.
16. You are **unsure** if you like to study animal behavior.
17. You **like** to direct a play.
18. You **do not like** to create dance routines for a show.
19. You **do not like** to give CPR to someone who has stopped breathing.
20. You **do not like** to help people with personal or emotional problems.
21. You are **unsure** if you like to sell telephone and other communication equipment.
22. You **do not like** to operate a beauty salon or barber shop.
23. You **like** to use a computer program to generate customer bills.
24. You **like** to schedule conferences for an organization.
25. You **do not like** to monitor a machine on an assembly line.
26. You are **unsure** if you like to repair household appliances.
27. You **like** to develop a new medicine.
28. You are **unsure** if you like to plan a research study.
29. You **like** to write books or plays.
30. You **like** to play a musical instrument.

**Step 6.** Scroll through the display to review your summary and click on the ‘Printer Friendly Version’ button to get a printout of your summary.

**Step 7.** Click on ‘Add to Portfolio’ to save your summary to your Pono Portfolio.

**Step 8.** Click on ‘Interest Area Summary.’

You will get the summary of the interest areas that match your responses.

*Instructions (continued)*

>> [Home](#) :: [Career Assessments](#) :: [O\\*NET Interest Profiler](#) :: Interest Profiler Summary ::

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### Interest Area Summary

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You can think of occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of the six Interest Areas described below. Read over the definitions of your Primary and Secondary Interest Areas to get a better understanding of your occupational interests.

Your **(A)**rtistic score: 6  
Your **(I)**nvestigative score: 5  
Your **(R)**ealistic score: 2  
Your **(C)**onventional score: 2  
Your **(E)**nterprising score: 1  
Your **(S)**ocial score: 0

Your Primary Interest Area is **(A)**rtistic.

People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

Your Secondary Interest Area is **(I)**nvestigative.

People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

You may also consider using **(R)**ealistic as your Secondary Interest Area.

People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

**Step 9.** Click on ‘Job Zones.’ You will get the Job Zone options:

*Instructions (continued)*

>> [Home](#) :: [Career Assessments](#) :: [O\\*NET Interest Profiler](#) :: Interest Profiler Summary ::

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### Job Zones

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A Job Zone is a group of occupations that are similar in these ways:

- how most people get into the job,
- how much overall experience people need to do the job,
- how much education people need to do the job, and
- how much on-the-job training people need to do the job.

In other words, the occupations in a Job Zone require similar amounts of preparation. By picking a Job Zone, you will be able to narrow down your career search.

The five Job Zones are:

- [Job Zone One](#) - occupations that need Little or No preparation
- [Job Zone Two](#) - occupations that need Some preparation
- [Job Zone Three](#) - occupations that need Medium preparation
- [Job Zone Four](#) - occupations that need Considerable preparation
- [Job Zone Five](#) - occupations that need Extensive preparation

To help you explore occupations, you can think about Job Zones in two ways:

- your [current](#) Job Zone and
- your [future](#) Job Zone.

Current Job Zone...

Future Job Zone...

**Step 10.** Select the appropriate Job Zone.

- Select a ‘Current Job Zone’ if you want to explore occupations at your current “level of preparation.” In other words, select the Job Zone that best matches the amount of training, education, and experience you have now.
- Select a ‘Future Job Zone’ if you want to explore occupations based on your future level of preparation. For example, after you finish high school, technical training, or college), choose the Job Zone that best matches the experience, training, and education you expect to have in the future.

**Step 11.** Click on the ‘View Occupations’ button.

You will get the list of occupations linked to your Primary Interest Area.

**Step 12.** Click on an occupational title to get the Career Kōkua information about the occupation.

## HOW TO INTERPRET YOUR SCORE REPORT

### What Your Primary Interest Area Means

You can think of occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of the six Interest Areas described below. Read over the definitions of your Primary and Secondary Interest Areas to get a better understanding of your occupational interests.

<b>R</b>	<b>Realistic:</b>	People with <b>Realistic</b> interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with <b>Realistic</b> interests do not like occupations that mainly involve doing paperwork or working closely with others.
<b>I</b>	<b>Investigative:</b>	People with <b>Investigative</b> interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.
<b>A</b>	<b>Artistic:</b>	People with <b>Artistic</b> interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.
<b>S</b>	<b>Social:</b>	People with <b>Social</b> interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.
<b>E</b>	<b>Enterprising:</b>	People with <b>Enterprising</b> interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.
<b>C</b>	<b>Conventional:</b>	People with <b>Conventional</b> interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

## *HOW TO INTERPRET YOUR SCORE REPORT (continued)*

### **What Occupations Are Linked with Your Interests?**

After you have read about your Primary and Secondary Interest Areas, you should be ready to find the occupations that are linked with your interests.

To help you identify occupations that can satisfy your interests, your score report will provide six occupational lists, one for each of the six Interest Areas. Each list shows the occupations that best links with that Interest Area.

You will notice that each of the lists of occupations is divided into five Job Zones. Each Job Zone contains occupations that require about the same amount of education, training, and experience. Knowing your Job Zone can help you focus your career exploration.

Read below to find out about the Job Zones and how to pick your Job Zone. To explore occupations on your score report, you will need to know your Job Zone as well as your Primary Interest Area.

### **What is a Job Zone?**

A Job Zone is a group of occupations that are similar in:

- how most people get into the job,
- how much overall experience people need in order to do the job,
- how much education people need in order to do the job, and
- how much on-the-job training people need to do the job.

In other words, the occupations in a Job Zone require similar amounts of preparation. By picking a Job Zone, you will be able to narrow your career search.

The five Job Zones are:

<p><b>Job Zone 1</b> — occupations that need <b>Little</b> or <b>No</b> preparation <b>Job Zone 2</b> — occupations that need <b>Some</b> preparation <b>Job Zone 3</b> — occupations that need <b>Medium</b> preparation <b>Job Zone 4</b> — occupations that need <b>Considerable</b> preparation <b>Job Zone 5</b> — occupations that need <b>Extensive</b> preparation</p>
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To help you explore occupations, you can think about Job Zones in two ways:

- **Current Job Zone** - your current “level of preparation” or the amount of training, education, and experience you have right now.
- **Future Job Zone** - your future level of preparation or the experience, training, and education you expect to have in the future after you finish high school, technical training, or college.

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*HOW TO INTERPRET YOUR SCORE REPORT (continued)***Job Zone Definitions****Job Zone 1: Little or No Preparation Needed**

**Overall Experience** — No previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a general office clerk even if he/she has never worked in an office before.

**Education** — These occupations may require a high school diploma or GED certificate. Some may require a formal training course to obtain a license.

**Job Training** — Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.

**Examples** — These occupations involve following instructions and helping others. Examples include bus drivers, forest and conservation workers, general office clerks, home health aides, and waiters/waitresses.

**Job Zone 2: Some Preparation Needed**

**Overall Experience** — Some previous work-related skill, knowledge, or experience may be helpful in these occupations, but usually is not needed. For example, a drywall installer might benefit from experience installing drywall, but an inexperienced person could still learn to be an installer with little difficulty.

**Education** — These occupations usually require a high school diploma and may require some vocational training or job-related course work. In some cases, an associate's or bachelor's degree could be needed.

**Job Training** — Employees in these occupations need anywhere from a few months to one year of working with experienced employees.

**Examples** — These occupations often involve using your knowledge and skills to help others. Examples include drywall installers, fire inspectors, flight attendants, pharmacy technicians, retail salespersons, and tellers.

**Job Zone 3: Medium Preparation Needed**

**Overall Experience** — Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

**Education** — Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. Some may require a bachelor's degree.

**Job Training** — Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

**Examples** — These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include dental assistants, electricians, fish and game wardens, legal secretaries, personnel recruiters, and recreation workers.

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*HOW TO INTERPRET YOUR SCORE REPORT (continued)***Job Zone 4: Considerable Preparation Needed**

**Overall Experience** — A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

**Education** — Most of these occupations require a four-year bachelor's degree, but some do not.

**Job Training** — Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

**Examples** — Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, chefs and head cooks, computer programmers, historians, and police detectives.

**Job Zone 5: Extensive Preparation Needed**

**Overall Experience** — Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

**Education** — A bachelor's degree is the minimum formal education required for these occupations. However, most also require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

**Job Training** — Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

**Examples** — These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include lawyers, instrumental musicians, physicists, counseling psychologists, and surgeons.

## *HOW TO INTERPRET YOUR SCORE REPORT (continued)*

### **Which Job Zone Suits You Best?**

To help you decide if a Job Zone fits you, you might ask yourself:

- “Do I have the experience, education, and training needed to do the work for occupations in this Job Zone?” (Current Job Zone)
- “Am I willing to get the experience, education, and training needed to do the work for occupations in this Job Zone?” (Future Job Zone)
- “Would I like to work in at least some of the occupations in this Job Zone?”

If you answered “yes” to these questions, then you have found your Job Zone(s).

If you answered “no” to these questions, you may want to look at the other Job Zone definitions to find one better suited to your situation.

### **Exploring Careers Using Your Interests and Your Job Zone:**

Now that you have picked your Job Zone, start exploring occupations in your Primary Interest Area that are included in your Job Zone. The steps listed below can help you find occupations in your Job Zone that link with your interests.

**1. Look at your Primary Interest Area occupations.**

Find the occupational list for your Primary Interest Area and look over the occupations that are listed there. Based on your answers to the Interest Profiler, these are examples of the occupations with the best chance of satisfying your interests.

**2. Review the occupations in your Job Zone.**

Review the occupations that are listed in your Job Zone under your Primary Interest Area. By choosing this Job Zone, you have indicated that these occupations would best use your current knowledge and skills or your future knowledge and skills. Do you see any occupations that you would like to find out more about?

**3. Find out more about the occupations.**

When you have selected occupations to explore, you can use Career Kōkua or O\*NET™ OnLine, the Occupational Information Network, to find out such information as:

- the duties or types of activities that are performed in those occupations;
- the skills, abilities, education, training, and experience that are needed for them; and
- the wages and future employment outlook that are predicted for the occupations.

**4. Check the Interest Profiler O\*NET Occupations Master List.**

To see more occupations in your Job Zone that link with your Primary Interest Area, ask your teacher or counselor for a copy of the Interest Profiler O\*NET Occupations Master List.

**5. Still want more? Check your Job Zone and other Interest Areas.**

If you don't like the occupations in the Job Zone listed for your Primary Interest Area and you don't want to explore them, you have several choices:

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*HOW TO INTERPRET YOUR SCORE REPORT (continued)*

- You can review the Job Zone definitions to make sure that you have chosen the Job Zone that best matches your current or future situation.
- If you are satisfied with your choice of Job Zone, you can find the occupational listing for your Secondary Interest Area and look at the occupations listed in your Job Zone for that Interest Area. Do any of those occupations appeal to you? If so, you can explore them in Career Kōkua.
- If you aren't happy with any of the occupations in your second highest Interest Area, you can look at the occupations in the Job Zone for your third highest Interest Area.
- You can also look at the Interest Profiler O\*NET Occupations Master List for more occupations.

**Not Really Sure You Agree with Your Results?** *(Skip this section if you agree with your results).*

Perhaps, after reviewing your results, you might think that they don't really describe your interests as you see them. You may think the descriptions of your highest Interest Areas don't really sound like you. Or, you might not have pictured yourself working in the occupations listed with your Interest Areas. Don't worry about it. Here are some things you can do that may give you results you are more comfortable with:

1. Did you answer the questions in the Interest Profiler that are important to you? Did you skip any questions? You might check back just to make sure.
2. Check your answers. Do your answers show your real likes and dislikes? Do you want to change any of your answers?
3. Did you understand the instructions? If you think you may have misunderstood the instructions, it might be a good idea to read over them again.
4. Take another look at the occupations listed for your highest Interest Area.
  - Do any of them interest you?
  - Are you familiar with all of the occupations listed there?
  - Do you need more information about some of them? You can find out more about the occupations on the list by going to the Career Kōkua Occupations information. You may find that some of the occupations listed are not what you thought they were. They may fit your interests very well.
5. Use your other highest Interest Areas to explore careers. If you still disagree with your highest Interest Area or areas, look at your next highest area.
  - Read again the definition of your next highest Interest Area. Does it describe your interests better?
  - Do the occupations listed for your next highest Interest Area appear to be more in line with your interests? Do you see any that you would want to explore further?

*HOW TO INTERPRET YOUR SCORE REPORT (continued)*

6. If, after going through the steps listed above, you still have not found the Interest Area or areas that best describe you, look at the definitions of the other Interest Areas.
  - Do any of them describe you better?
  - Do the occupations listed under these areas seem interesting to you? You may want to use one or more of these Interest Areas to help you explore careers.
7. Talk to someone about your interest results. Sometimes, talking with other people can help you understand your results better.
  - For instance, a friend, teacher, counselor, or family member may identify things that you like to do that you just forgot about or didn't think were important: things like sports you like to play, or hobbies you used to have, or subjects in school that you did really well in.
  - The different point of view that another person can bring may help you understand why you got the interest results that you did.
8. Try your interest results out. You might find that once you use your Interest Profiler results to explore careers, they really do make sense. Don't give up on your results too soon!
  - Look at some occupations that are linked to your highest Interest Area(s) and see what they are really all about by going to the Career Kōkua Occupations information. You might be surprised to find occupations that interest you very much and that you may want to explore or pursue further!
  - Do you know people who work in any of the occupations listed under your highest Interest Area? If you don't know anyone, ask your teacher or counselor to locate a Community Resource for you. If you talk with them about what they do on their jobs, you may find that the occupations are just what you would like!