

Prepared by Hong Kong Association of Careers Masters and
Guidance Masters, for Education Bureau, HKSAR

Chapter 2: Career Assessments for Exploration of Self and Environment

For the Project “*Preparing Students for Successful Transition in the New
Academic Structure: Effective Presentation and Planning Ahead*”

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2011



Understanding Qualitative and Quantitative Tools for Assessment

Significance of Career Assessments in Transition of Secondary School Students

During the senior secondary stage, adolescent is in his/her transition period that is divided into four stages (Ginzberg, Ginzberg, Axelrad & Herma, 1951). First is the interest stage, in which the individual makes more definite decisions concerning likes and dislikes. Second is the capacity stage of becoming aware of one's ability as related to vocation aspiration. Third is the value stage, in which clearer perceptions of occupation styles emerge. In the last stage of this transition period, he/she becomes aware of the decision for vocational choice and the subsequent responsibilities accompanying a career choice (Zunker, 2006).

Being a career counsellor, one of the major educational foci is to assist our students in making the transition from school to work. In many respects, senior secondary classes are in an educational transition from structured classroom setting to more specialized education programmes. Students have to learn and relate skills to educational and occupational goals that promote exploratory reflection and activities. There appears to be a strong need to enhance students' realistic appraisal of their own abilities, achievements, and interest (Zunker, 2006). Some students even need special assistance in understanding their strengths and limitations. Students should need effective guidance programmes or assessment tools to help identify and evaluate their traits, strengths and preferences in relation to their career development and even total life experiences.

Teachers or other professionals may make use of various assessment exercises to consolidate students' formal and informal experiences. They may use tests, inventories, exercises or informal assessment strategies to identify or clarify students' interests, skills, values, needs, abilities, aptitudes, personality and career thoughts for their careers planning and further education planning or even life learning planning.

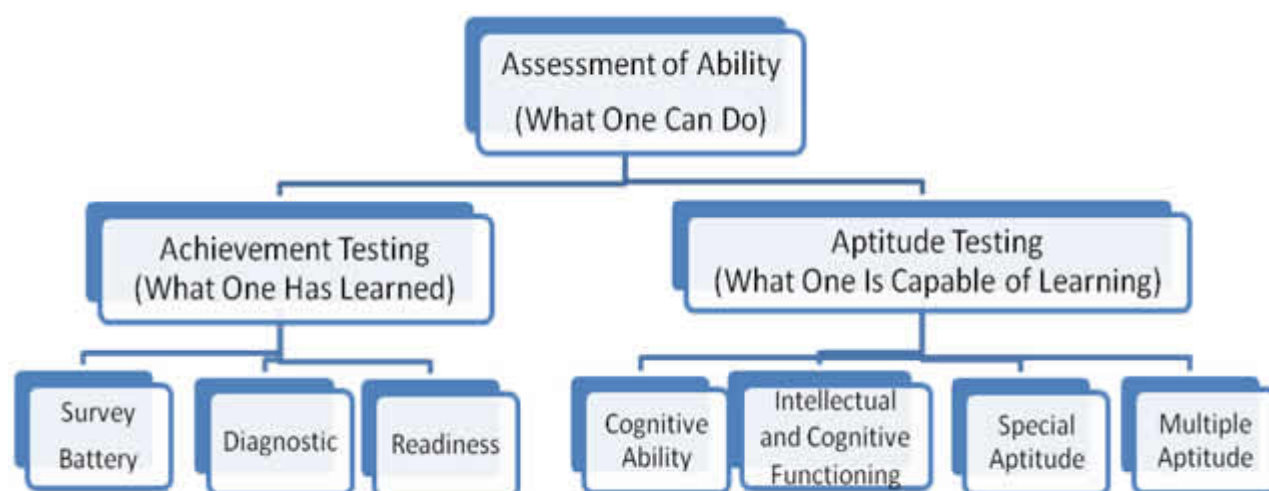
Types of Assessment

Tests and Assessments

Tests are a subset of assessment yielding scores based on collective data (e.g., finding the sum of correct items on a multiple-choice exam). Assessment procedures can be formal or informal. The development of formal assessment is more rigorous than informal assessment. It should be valid and reliable. Informal assessment instruments are often developed by the user and designed to meet the particular testing situation/occasion. Informal assessment techniques are usually used in a variety of settings in a number of ways. (Neukrug & Fawcett, 2010)



Assessment of Ability





Achievement Testing

Tests that measure what one has learned

- *Surveys Battery Tests*: Tests, usually administered in school setting, measure broad content areas. Often used to assess the study progress of clients in school.
- *Diagnostic Tests*: Tests that assess problem areas of learning. Often used to assess learning disabilities.
- *Readiness Tests*: Tests that measure one's readiness for moving ahead in school. Often used to assess readiness to enter first grade. (Neukrug & Fawcett, 2010)

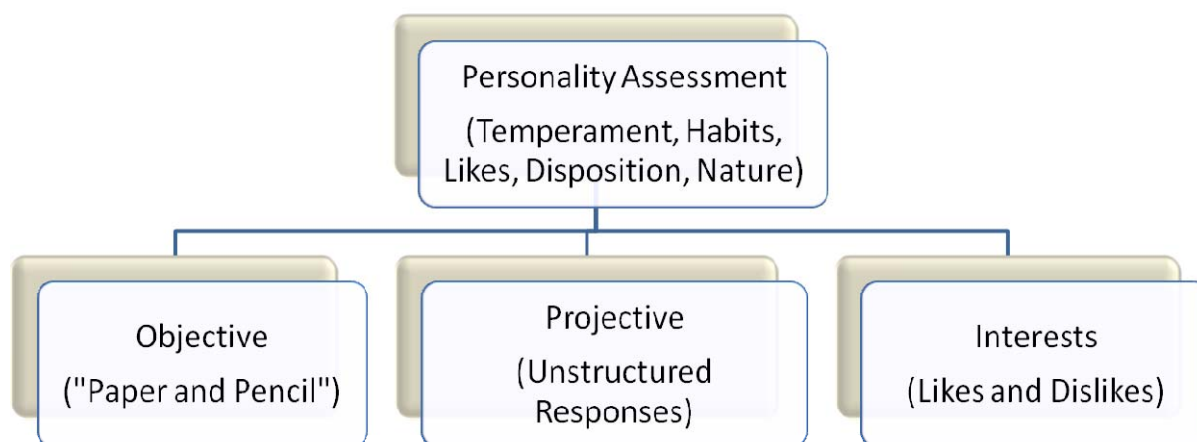
Aptitude Testing

Tests that measure what one is capable of learning.

- *Intellectual and Cognitive Functioning*: Tests that measure a broad range of cognitive functioning in the following domains: general intelligence, mental retardation, giftedness, and changes in overall cognitive functioning.
- *Cognitive Ability Tests*: Tests that measure a broad range of cognitive ability, these tests are usually based on what a student has learned in school and are useful in making predictions about the future performance of the student (e.g., whether an individual might succeed in college).
- *Special Aptitude Tests*: Tests that measure one aspect of ability. Often useful in determining the likelihood of success in a vocation (e.g., mechanical aptitudes test to determine potential success as a mechanic).
- *Multiple Aptitude Tests*: Tests that measure many aspects of abilities. Often useful in determining the likelihood of success in a number of vocations. (Neukrug & Fawcett, 2010)

Personality Assessment

Tests in the affective realm used to assess habits, temperament, likes and dislikes, characters, and similar behaviours.



- *Objective Personality Testing*: Paper-and-pencil tests, often in multiple-choice or true/false

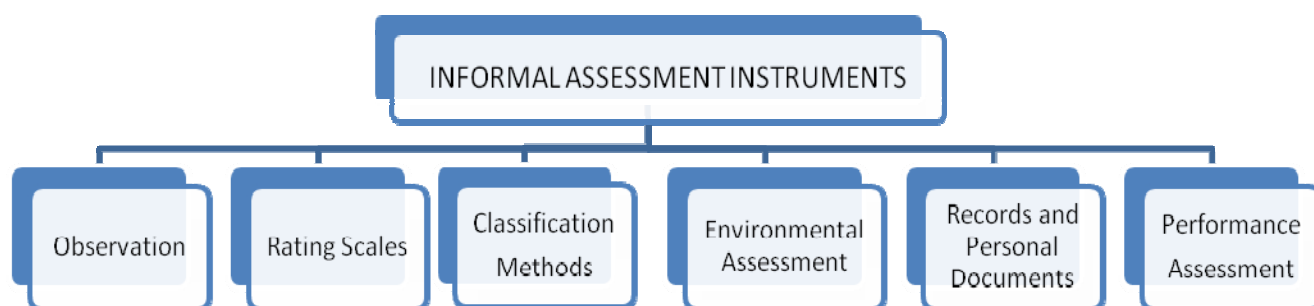


formats, to assess various aspects of personality. Often used to increase client insight, to identify psychopathology, and to assist in treatment planning.

- *Projective Personality Tests:* Tests that present a stimulus to which individuals can respond. Personality factors are interpreted based on the individual's response. Often used to identify psychopathology and to assist in treatment planning.
- *Interest Inventories:* Tests that measure likes and dislikes as well as one's personality orientation toward the world of work, generally used in career counselling. (Neukrug & Fawcett, 2010)

Informal Assessment Instruments

Informal assessments can be conducted in different settings:



- *Observation:* Observing an individual in order to develop a deeper understanding of one or more specific behaviours (e.g., observing a student's acting-out behaviour in class or assessing a client's ability to perform eye-hand coordination tasks as a means of determining potential vocational placement).
- *Rating Scales:* Scales developed to assess any of a number of attributes of the examinee. Can be rated by the examiner or someone who knows the examinee well (rating a faculty member's teaching ability or a student's ability to make empathic responses).
- *Classification Methods:* A mechanism whereby information is provided about whether or not an individual has, or does not have, certain attributes or characteristics (asking a person to check off those adjectives that seem to be most like him or her).
- *Environmental Assessment:* A naturalistic and systemic approach assessment in which information about client is collected from their home, work, or school through observation or self-reports.
- *Records and Personal Documents:* Items such as diaries, personal journals, genograms (analysis of one's family history and influences through the pedigree), school records, and so forth, that are examined to gain a broader understanding of an individual.
- *Performance-Based Assessment:* The evaluation of an individual using a variety of informal assessment procedures that are often based on real-world responsibilities. Not highly loaded for cognitive skills, these procedures are seen as an alternative to standardized testing (e.g., a portfolio). (Neukrug & Fawcett, 2010)

Questions to Consider When Assessing People



- The validity and reliability of the information gained from assessment instruments and how should that information be applied?
- Do we have the right to make assessment compulsory, by school or by government?
- Will the use of assessment instruments, in some cases, lead to labeling effect and what will be the implications on the individuals who are “labeled”?

Rules about Taking Tests/ Assessments

1. No one test that everyone loves
2. No one test that always better
3. No test should be undoubtedly accurate
4. Always let your intuition be your guide
5. Don't forget that everyone is unique
6. Never finished with a test until having good reflection

The Do's of Test Interpretation

1. Keep the client actively involved during the interpretation.
2. Use language the client can understand.
3. Keep in mind that scores are not exact, but give the range within which the client's true score probably falls on.
4. To be objective and avoid taking side or being subjective for the result test of the client.
5. Counselors do need to be alert to the client's reactions for getting low or threatening scores and conduct an interpretative session if necessary to minimize defensiveness.
6. Be clear about what an inventory measures and the areas which are not measured.

Limitations of Tests and Inventories

1. Tests and inventories can reinforce the client's wish for magical answers.
2. Some types of clients will be able to make better use of tests than others.
3. Tests and inventories can be gender- and culturally biased.

What is Administration Qualification?

In selecting an instrument, practitioners should also consider their own competencies and training. Counselors can select instruments only from the pool of instruments that they can ethically use. The following list provides an example of the levels used by a publisher.

Level A: Typically, these instruments can be adequately administered, scored, and interpreted solely by using the manual. The orientation to these instruments is usually left to the institution or organization in which the individual works. Test publishers often will not send these materials out



unless the individual is employed in a legitimate or recognized organization or institution, or the individual has verification of licensure or certification recognized by the publisher. Examples of instruments at this level are achievement tests and the *Self-Directed Search* (SDS).

Level B: These instruments and aids require technical knowledge in instrument development, psychometric characteristics, and appropriate test use. To qualify for Level B, the test user must have a master level degree in psychology or education, or equivalent with relevant training in assessment. Alternatively, the individual must have verification of licensure or certification recognized by the publisher. Examples of instruments at the level are the *Myers-Briggs Type Indicator*, *Suicidal Ideation Questionnaire*, *NEO PI-R*, and the *Strong Interest Inventory*.

Level C: These instruments and aids require substantial knowledge about the construct being measured and about the specific instrument being used. Quite often the publisher will require a the user who obtains a Ph.D. in psychology or education, with specific coursework related to the instrument. Examples of instruments at this level are the *WISC-IV*, the *Stanford-Binet* and the *Rorschach*.

(Whiston, 2009)

Selecting and Administering Tests

Five Steps:

1. Determine your client's goals.
2. Choose instruments to reach client goals.
3. Access information about possible instruments:
 - a. Source books
 - b. Publisher resource catalogues
 - c. Journals in the field
 - d. Books on testing
 - e. Experts
 - f. The internet
4. Examine validity, reliability, cross-cultural fairness, and practicality.
5. Make a wise choice.

Assessment Goals in Career Counselling (Zunker, 2006)

1. Identifying career beliefs
2. Identifying skills, proficiencies, and abilities
3. Identifying academic achievement
4. Identifying and confirming interest levels
5. Discovering personality variables
6. Determining values
7. Exploring career maturity variables



Defining Career and Occupational Assessment

Career and occupational assessment can be done at any point in life – most critical at transition points. Counselling and assessment can help in this process. Two kinds of assessments particularly helpful to the transitions of students are Interest inventories and aptitude tests.

Interest Inventories

- Used to determine the likes and dislikes of a person.
- An individual's personality orientation toward the world of work
- Many are good at predicting job satisfaction
- Example: *Self-Directed Search (SDS)*
 - Created by Holland
 - Based on hexagon
 - Can be self administered, scored, and interpreted, but always good to have a counsellor to guide a client
 - Primarily based on interests, but also includes self-estimates of competencies and abilities
 - Client obtains a 3-letter Holland code
 - Can cross-reference code with the 1300 occupations in "Occupations Finder" or 12,000 occupations in Dictionary of Holland Occupational Codes
 - Four forms for middle school through older adults
 - Can be administered by using a booklet, on computer, or on Web
 - Form R norms based on 2,602 people in 25 states
 - Reliability coefficients in the .90s
 - Moderate correlation with job satisfaction

Aptitude Testing

- Measures area(s) of abilities
- Used to predict success in a specific vocation
- Good for helping individuals decide if they might do well in a specific occupation or to help employers and schools make decisions on hiring/admitting the applicants
- Example: *Differential Aptitude Test (DAT)*
 - For grades 7-12
 - Measures students' ability to learn and be successful in certain areas related to occupational skills
 - Often administered/interpreted by school counsellors
 - Takes approximately 1.5 to 2.5 hours
 - Eight separate tests that measure: verbal reasoning, numerical reasoning, abstract



reasoning, perceptual speed and accuracy, mechanical reasoning, space relations, spelling, and language usage

- Reliability of different tests range between .80 and .95
- Correlations with the DAT and several other major aptitude tests (ACT, ASVAB, SAT, and the California Achievement Test) ranged between .68 and .85
- Correlations with DAT scores and high school grades are sound
- Little data exists regarding predictive validity in job performance.
- DAT PCA: Version for adults, used by employers for screening and promotion
- Some other examples of Special Aptitude Tests:
 - Clerical Test Battery (CTB2)
 - The Minnesota Clerical Assessment Battery
 - U.S. Postal Service's 473 Battery Examination
 - SkillsProfiler Series Mechanical Aptitude Test
 - Technical Test Battery (TTB2)
 - Wiesen Test of Mechanical Aptitude
 - Arco Mechanical Aptitude and Spatial Relations Tests
 - Bennett Test of Mechanical Comprehension
 - Music Aptitude Profile
 - Iowa Test of Music Literacy
 - Keynotes Music Evaluation Software
 - Group Test of Musical Ability



Examples of Comprehensive Assessment and Career Intervention Package

Individual Student Planning

- Comprehensive career exploration and planning tools that contain self-administered assessments of interests and work values, personal profile, occupation information, etc.
- Example 1: Career Interest Inventory (<http://www.mycareermap.org/2010/>)

Page for log-in:

Input of student data:

Reflections on dream occupations:



Completion of assessments, which include both the CII main assessment and CDDQ (Career Decision Difficulty Quotient)

乙部 (四) 自我評估

請細心閱讀以下有關六種不同能力和興趣的描述，然後對自己作出評估。
(1)代表你覺得文字中所形容的與你極不相似，(7)代表你覺得這段文字所形容的與你極相似，如此類推。

	極不相似	極相似
235. 我有操作機械的能力，喜歡在工作裏接觸實物、機器、工具、動植物，及在戶外工作。	○1 ○2 ○3 ○4 ○5 ○6 ○7	
236. 我有分析、評估和解決問題的能力，喜歡智能性的活動，如觀察、探索和理解事物，學習和探究知識。	○1 ○2 ○3 ○4 ○5 ○6 ○7	
237. 我有創新和運用直覺的能力，喜歡閱讀、或與音樂、藝術有關的活動，愛運用創造力和想像力。	○1 ○2 ○3 ○4 ○5 ○6 ○7	
238. 我有理解別人需要的能力，喜歡與他人相處，也愛幫助、教導、輔導或服務別人。	○1 ○2 ○3 ○4 ○5 ○6 ○7	

Individual report generated right after the student completes the assessment:

香港輔導教師協會
Hong Kong Association of Career Masters and Guidance Masters

報告編號：19001272

《香港事業興趣測驗：互聯網版本》
分析報告

I. 個人資料
學生姓名：(中) 何真珍 (英) Ho Chun Chun
學校名稱：HKACMGM
完成測驗日期：二零零九年八月十三日

II. 事業興趣測驗結果
你的分數及事業興趣代碼如下：

分項分數

	R	I	A	S	E	C
活動	2	9	8	6	5	3
能力	1	10	10	7	7	2
興趣	0	2	8	3	2	0

總分數

	R	I	A	S	E	C
	3	21	26	16	14	5

事業興趣代碼(最高分的三個字母)

第一個	第二個	第三個
A	I	S

擇業困難評估結果

擇業困難評估分數(註1)	依性別分類的百分等級(註2)
147	38

註1：擇業困難評估分數之總分為288
註2：百分等級之計算方法為將你的分數與相同性別的參考群組數據對比，分數相對地愈高，百分等級便愈高，最高為100

The student report contains a 10-page detailed instructions on how the CII results should be interpreted and used:

III. 結果分析

這個事業興趣測驗，是建基於 John Holland 的事業興趣理論。John Holland 的事業興趣理論是當代較為流行的興趣理論，也有不少研究數據支持理論不同假設。按照這個理論，我們可以根據人的不同性向和興趣將他們分作六類：

Realistic (R) 現實型
Investigative (I) 探究型
Artistic (A) 藝術型
Social (S) 社會型
Enterprising (E) 企業型
Conventional (C) 傳統型

你在興趣測驗中的得分顯示你與那一類型的人最相似。

六種性向類型

****每一個行業，都有以不六種類型的特質，只是程度不同。**

現實型 Realistic (R)：

現實型的人有運動及機械能力，他們擅於使用機器、工具及物件，他們操作機器的技巧較



Lists of **locally-based** tertiary education programs and occupations linked to the specific individual Holland code will be included in the Appendix to enhance the next step of career exploration:



附件：根據學生的事業興趣測驗結果相關的大學學科、專上課程及職業舉例

A. 大學聯招系統內之課程

課程名稱	開辦機構
B.A. (Chinese Language and Literature) and B. Ed. (Chinese Language Education)	CUHK
B.A. (English Studies) and B.Ed. (English Language Education)	CUHK
Bachelor of Arts with Honours in Chinese	CUHK
BA (Hons) Humanities	HKBU
BA (Hons) in History and BEd (Hons) Liberal Studies Teaching	HKBU
Bachelor of Arts (Honours) in Cultural Studies	LU
Bachelor of Education (Honours) (Early Childhood Education)	HKIE
Bachelor of Education (Honours) (Primary) - General Studies Major	HKIE
Cultural Studies	CUHK
BBA (Hons) Business Economics	CITYU
Linguistics	CUHK
BA (Hons) Linguistics and Language Technology	CITYU

B. 本地副學位或高級文憑課程

課程名稱	開辦機構
Higher Diploma in Design (Subject Group)	IVE
Associate in Language and Culture	FUCC

Teacher's Report, showing additional data to facilitate analysis of the whole group of individual students' results, provides support on follow-up individual counselling work:

《香港事業興趣測驗：互聯網版本》
分析報告—教師用

聲明：
此報告包含學生於《香港事業興趣測驗：互聯網版本》填寫，並同意由學校輔導人員取用作個人輔導工作的私隱資料，屬受限文件。

I. 學生資料
學生姓名：(中) 陳真珍 (英) Chan Chun Chun
學校名稱：HKACMGM
年級：NSS S.6
完成測驗日期：二零一零年十月九日
高中選修學科：

1. 化學
2. 歷史

對學科和職業的想法：

夢想中的大學課程	夢想中的職業
Journalism	Designer

曾考慮過的職業：

職業名稱	開始考慮該職業的年齡	仍在考慮嗎？
Writer	10	否
Accountant	11	否
Designer	14	是
Reporter	15	是

II. 事業興趣測驗結果
項目分數及事業興趣代碼：
分類分數

	R	I	A	S	E	C
活動	2	9	8	6	5	3
能力	1	10	10	7	7	2
職業興趣	0	2	8	3	2	0

總分數

	R	I	A	S	E	C
	3	21	26	16	14	5

事業興趣代碼

	第一個	第二個	第三個
事業興趣代碼：	A	I	S
依性別分類的百分等級(Percentile Rank according to the participant gender):	80	82	23
分化評分百分等級(Percentile Ranks for Differentiation Scores(註1)):	71		

(註1) Differentiation score: raw score computed by highest interest score minus lowest interest score, and then converted to a percentile score with reference to a group of reference sample participants.

擇業困難評估(CDDQ)結果

擇業困難評估分數(註2)	依性別分類的百分等級：(Percentile Rank according to the participant gender):
147	38

註2：擇業困難評估分數之總分為288

報告編號：20000126 Page 1 (c)香港輔導教師協會版權所有



Resource platform available in the website of HKACMG (www.hkacmgm.org):

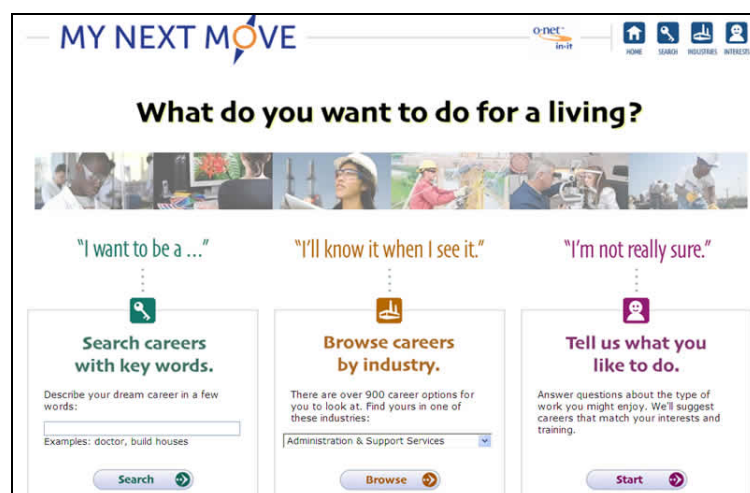


- Example 2: O'Net in the U.S. (<http://www.onetonline.org/>)

Homepage of O'Net



Career information searching by categories and online self-assessment





Career search by self-administered interest inventory and “job zone” match

O*NET Interest Profiler

Welcome to the O*NET Interest Profiler!

The **O*NET Interest Profiler** can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.

The **O*NET Interest Profiler** helps you decide what kinds of careers you might want to explore.

On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.

[User Agreement](#)
[Proper Use](#)

Taken the Interest Profiler before?

Start Interests Results Job Zones Careers **Next**

O*NET Interest Profiler

Progress:

Page 1 of 5
2 of 60 questions

	Strongly Dislike	Dislike	Like	Strongly Like	
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Build kitchen cabinets
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lay brick or tile
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a new medicine
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Study ways to reduce water pollution
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Write books or plays
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Play a musical instrument
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teach an individual an exercise routine
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Help people with personal or emotional problems
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buy and sell stocks and bonds
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Manage a retail store
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Develop a spreadsheet using computer software
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Proofread records or forms

Back Start Interests Results Job Zones Careers **Next**

O*NET Interest Profiler

Here are your Interest Profiler results!

Think of your interests as work you like to do.

Your interests can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest below to learn more. When you're ready, click **Next** to continue.

Interest	Score
Realistic	12
Investigative	27
Artistic	34
Social	32
Enterprising	12
Conventional	26

[Realistic](#) [Social](#)
[Investigative](#) [Enterprising](#)
[Artistic](#) [Conventional](#)

[Print](#)

Back Start Interests Results Job Zones Careers **Next**

O*NET Interest Profiler

Select a Job Zone

Now that you have learned about each Job Zone, select the current or future Job Zone that's right for you:

- ☐ Job Zone One
[Little or No Preparation Needed](#)
- ☐ Job Zone Two
[Some Preparation Needed](#)
- ☐ Job Zone Three
[Medium Preparation Needed](#)
- ☒ Job Zone Four
[Considerable Preparation Needed](#)
- ☐ Job Zone Five
[Extensive Preparation Needed](#)

Back Start Interests Results Job Zones Careers **Next**

O*NET Interest Profiler

Click to change your Job Zone: 1 2 3 4 5

Job Zone Four
Considerable preparation

Careers that fit your interests and preparation level:

	Best fit	Great fit	Bright Outlook	green	REGISTERED APPRENTICESHIP
Elementary School Teachers					
Interpreters & Translators					
Middle School Teachers					
Recreational Therapists					
Special Education Teachers, Middle School					
Substance Abuse &...					

Click on a career to learn what they do.

[Print](#)

Back Start Interests Results Job Zones Careers **Find More Careers**



Occupation search by categories or keywords

Detailed description of occupation searched

Details Report for: 25-1123.00 - English Language and Literature Teachers, Postsecondary

Teach courses in English language and literature, including linguistics and comparative literature.

Sample of reported job titles: English Professor, English Instructor, Professor, Instructor, General Education Instructor, Humanities Professor, English Teacher, Composition Instructor, Creative Writing Professor, ESL Instructor (English as a Second Language Instructor)

View report: Summary Details Custom

Tasks:

Importance	Category	Task
95	Core	Initiate, facilitate, and moderate classroom discussions
91	Core	Evaluate and grade students' class work, assignments, and papers
89	Core	Prepare course materials such as syllabi, homework assignments, and handouts
88	Core	Prepare and deliver lectures to undergraduate or graduate students on topics such as poetry, novel structure, and translation and adaptation
85	Core	Maintain student attendance records, grades, and other required records
82	Core	Plan, evaluate, and revise curricula, course content, course materials, and methods of instruction
79	Core	Compile, administer, and grade examinations, or assign this work to others
79	Core	Maintain regularly scheduled office hours to advise and assist students
76	Core	Keep abreast of developments in the field by reading current literature, talking with colleagues, and participating in professional conferences
72	Core	Select and obtain materials and supplies such as textbooks
67	Core	Advise students on academic and vocational curricula and on career issues
66	Core	Conduct research in a particular field of knowledge and publish findings in professional journals, books, or electronic media
64	Core	Collaborate with colleagues to address teaching and research issues

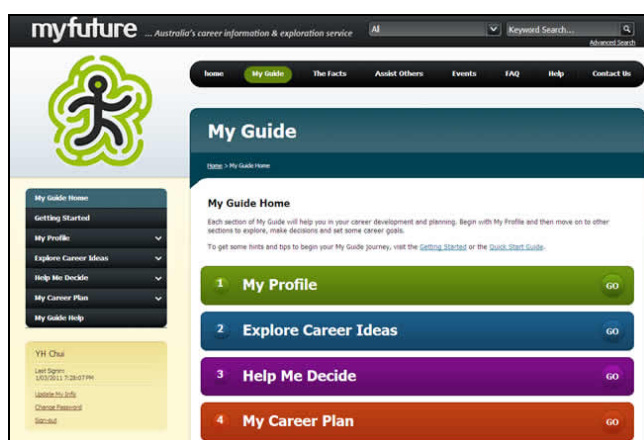


- Example 3: *My Future* in Australia (<http://www.myfuture.edu.au/>)

Homepage of *My Future*



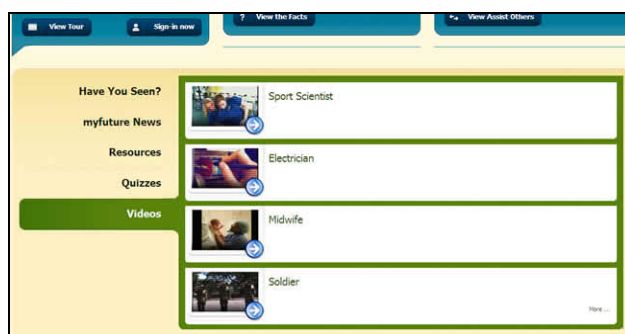
Online personal portfolio and self-help career guidance



Simple quizzes about career information and career related decision making



Videos providing information of various occupations





Example 3: Career Mapping in Hong Kong

Career Mapping is a qualitative career development tool (available in both Chinese and English editions) which provides a comprehensive curriculum on career development for senior secondary school students in Hong Kong.

Content includes:

Learning styles

2A: 我的學習模式

怎樣的學習模式最能有助你完成學習計劃？在以下的圖表中，☒ 出你慣常表現出來的學習習慣：

我在哪個地方最有效地學習？

- ☐ 在班房
- ☐ 在圖書館
- ☐ 在家
- ☐ 在自修室
- ☐ 在其他地方，例如：_____

最有用的學習材料是甚麼？

- ☐ 課本、工作紙或老師派發的筆記
- ☐ 自己抄寫、整理的筆記
- ☐ 圖表、相片或影像
- ☐ 電腦程式或學習軟件
- ☐ 其他材料，例如：_____

甚麼方法能幫助我記憶？

- ☐ 聆聽老師或錄音講解
- ☐ 與他人討論
- ☐ 閱讀課本或抄寫筆記
- ☐ 觀看示範
- ☐ 親自做實驗、現場體驗
- ☐ 其他方法，例如：_____

我最期望得到誰的幫助？

- ☐ 老師
- ☐ 私人導師
- ☐ 同學或師兄、師姐
- ☐ 其他人，例如：_____

我喜歡以甚麼方式學習？

- ☐ 觀看有關圖像或錄影（以視覺為主）
- ☐ 聆聽別人講解（以聽覺為主）
- ☐ 親自試驗（以實踐或行動為主）
- ☐ 透過教導別人（例如：當朋友的科目導師）

總括而言，最能令我有效地學習的方法包括……

Characteristics

4B: 我的特質

個人管理態度	非常弱 ← 非常強				
	1	2	3	4	5
1. 冒險	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 響亮	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 堅定自信	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 精明	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 自覺	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 勇敢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 勇敢	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 平穩	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 坦白	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 愉快	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 關心別人	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 合作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. 勇氣	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. 專心	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. 好奇	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. 決斷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. 樂意參與	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. 認真	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Reflection

4A: 我的戰衣

Occupation Daydreams

6A: 「器」之旅

剛來到這個世界，那是_____年

_____歲，幼兒園學生，
我的夢想是_____

原因：_____



Work Values

4C：我的理想人生

這一節，老師或輔導人員會主持拍賣會，並解說守則。

每個人對「理想生活」都有不同的期望。這期望源自我們的**價值觀**；而價值觀是左右我們選擇的最關鍵因素之一。假設你擁有一百萬元參與這個拍賣遊戲，你會如何分配以投得你想要的東西？（可投多於一項）

項目	你希望得到的5個項目 (可用✓填列空格)	建議的投票價(自己) (若對某項投價，可填此項)	成交價(別人) (若對某項投價，可填此項)
1. 浩幣一億萬			
2. 富饒駁性的生命			
3. 三百六十五天環遊世界			
4. 從沒有苦悶的一刻			
5. 長壽與健康			
6. 美國佳釀任君選			
7. 健康體魄			
8. 理想職業			

6D：工作的價值

下列有1-25項的工作價值，請在右欄用**黑色筆**✓出每項對你的重要性。

工作價值	從不重要 ← → 非常重要				
	1	2	3	4	5
1. 工作保障	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 有健康感的工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 薪金優厚	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. 安穩的生活	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 工作性質多樣化	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 個人發展	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 獨立地工作	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. 涉及體能活動	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exploring Work Values

5C：擇業交叉/剔

你將會獲發一疊職業卡，請把所有卡分為「會選擇」、「不會選擇」及「有點猶豫」三大類。分類後，先簡單檢視結果，有何發現？

6D：「選」與「不選」？

先取出「不會選擇」的一組，列出你不選擇那些職業的具體原因，如：「需要面對很多人」、「工作模式單調和重複」或「社會地位低」，部分原因或會重複。

注意：原因必須具體，請把較含糊的原因如：「沒有興趣」或「沒有相關能力」加以說明，並列出沒有哪方面的興趣或能力。

然後取出「會選擇」的一組，把組內各職業分類，並列出你會選擇的具體原因，如：「有晉升機會」或「人工高」。

「不會選擇」的原因

-
-
-

「會選擇」的原因

-
-

Exploring Work Values and Needs

暫停-思考-再出發

比較你在本座標裡各站內曾選擇及不選擇的各職業的原因，並找出一些你的擇業條件或準則，如「我主要考慮高薪和高社會地位的工作」或「有較多自主空間的工作是很重要的」。儘量檢視自己有沒有其他隱藏的準則，如「選擇與自己相同性別為主的職業」或「符合個人宗教信仰的職業」等。

我考慮及不考慮選擇某工作的準則包括：

準則一：_____

準則二：_____

準則三：_____

準則四：_____

對於以上的職業選擇，你有甚麼需要或願望可以得到滿足？（如：「我可以經常出國旅遊」、「我可以得到別人認同」、「我可以認識更多朋友」）

Career Orientation and Aptitude

點算一下你選擇的職業卡左下角顯示的兩個英文職業代號出現的次數，初步了解自己職業性向類型。

職業代號	性向類型	曾出現次數
R	Realistic 現實型	次
I	Investigative 探究型	次
A	Artistic 藝術型	次
S	Social 社會型	次
E	Enterprising 企業型	次
C	Conventional 傳統型	次

最常出現的兩個職業代號順序為：_____及_____

6F：探索RIASEC

請用**黑色筆**✓出最能夠代表你的性格、興趣和所具備相關能力的描述。進行這活動時，重溫你在座標5的結果。請你的同行伙伴或熟悉你的朋友或同學用**紅筆**在上表✓他們對你性格、興趣和能力的評價。

《我的職業性向》				
性向類型	性格	興趣	相關能力	選擇類
R	<input type="checkbox"/> 謹慎 <input type="checkbox"/> 實際 <input type="checkbox"/> 堅毅 <input type="checkbox"/> 固執 <input type="checkbox"/> 重實感 <input type="checkbox"/> 依靠自己 <input type="checkbox"/> 坦率	<input type="checkbox"/> 喜歡拾廢棄物 <input type="checkbox"/> 好使用機器工具 <input type="checkbox"/> 喜歡戶外活動 <input type="checkbox"/> 不好學術性學習 <input type="checkbox"/> 不好與人合作	<input type="checkbox"/> 操作機械 <input type="checkbox"/> 使用工具及物件 <input type="checkbox"/> 不擅於自我表達 <input type="checkbox"/> 不擅交際	自己
I	<input type="checkbox"/> 聰明 <input type="checkbox"/> 內向 <input type="checkbox"/> 獨立 <input type="checkbox"/> 理性 <input type="checkbox"/> 精確 <input type="checkbox"/> 有條理 <input type="checkbox"/> 嚴謹	<input type="checkbox"/> 喜歡分析性活動 <input type="checkbox"/> 喜歡觀察和學習 <input type="checkbox"/> 好解謎題 <input type="checkbox"/> 喜歡研究性實驗工作 <input type="checkbox"/> 厭惡重複性實驗工作	<input type="checkbox"/> 理解抽象理論 <input type="checkbox"/> 分析、評估及解決問題 <input type="checkbox"/> 進行科學實驗 <input type="checkbox"/> 不擅與人合作	



Identifying Inconsistencies

根據我的選擇，最能代表我的兩個職業代號順序為：_____及_____

根據同行伙伴的選擇，最能代表我的兩個職業代號順序為：_____及_____

根據你在6E「認識RA」_____及_____

7月：重訪我的「彩」畫派對

暫停-思考-再比

請與同行伙伴或以小組形式，就「三畫」三畫的相同和不同之處，進行討論。

繪圖後，最能代表我的兩個職業代號順序為：_____及_____

請順序列出你最想進修的學科/課程

1. _____

2. _____

請順序列出你最想做的職業*
(包括職業卡或參考書或網上查詢的職業)

1. _____

試檢視這些學科/課程與你的性格、興趣和能力，以及現正修讀的高中學科，有那些配合和不配合的地方。

試檢視這些學科/課程與你的性格、興趣和能力，以及現正修讀的高中學科，有那些配合和不配合的地方。

Identifying Beliefs

學科 / 課程三：_____

	幫助達成目標的	阻礙達成目標的
個人 (內在的)	個人優點：你有甚麼優點可配合這學科？	個人缺點：你有甚麼缺點可能阻礙你專習這學科？
環境 (外在的)	機會：社會上有甚麼機會可助你投入學習這學科？	障礙：社會上有甚麼障礙可能阻礙你專習這學科？

能改善的能力	不能改善的能力
1 _____	1 _____
2 _____	2 _____

經討論後認為有可能改善的能力	改善行動方案
1 _____	1 _____
2 _____	2 _____

Action Planning

Realistic 實際型

RI

Bricklayer	泥水師傅
Concrete Repairer	混凝土修補工
Concretor	混凝土工人(磚石匠)
Mason	石工
Mechanic	機械技工
School Worker	校工
Technician (Camera)	技術員(攝影機)
Trackworker	軌軌工
Technician (Fabricated Metal)	技術員(金屬製造)

RA

Make-Through Craft worker (Garment)	全件製技工(成衣)
-------------------------------------	-----------

Investigative 研究型

IAR

CAD/CAM Engineer	電腦輔助設計/電腦輔助製造工程師
------------------	------------------

IAS

Researcher	研究員
------------	-----

IC

Statistics Analyst	統計分析員
--------------------	-------

Artistic 藝術型

Social 社交型

SA

Music Instrument Tutor	樂器導師
------------------------	------

SAE

Cosmetologist	化妝師
Counsellor (Educational)	教育輔導員
Counsellor (General)	輔導員

Enterprising 企業型

EBI

Model/Fashion Model	模特兒/時裝模特兒
Public Relation Officer	公共關係員
Fashion Merchandiser	時裝營銷採購員
Fashion/Sample Co-ordinator	時裝/樣品協調員
Producer (Radio, Television)	電台/電視監製
Public Relation Manager	公共關係經理

EC

Marketing Executive/Officer	市場主任
-----------------------------	------

Conventional 傳統型

C

Proofreader	校對員
-------------	-----

CE

Secretary (Legal)	秘書(法律)
Specialized Clerk	特等書

我將來升學或就業的目標：

首選目標：_____

次選目標：_____

後備計劃：_____

我的興趣、技能和知識如何幫助我達成目標？

我的事業目標：

首選目標：_____

次選目標：_____

後備計劃：_____

除此以外，我還需要甚麼技能和知識才能達成目標？

我需要甚麼的行動計劃去幫助自己完成升學及就業的目標？

我需要甚麼的行動計劃去支援自己完成事業上的目標？



Example 4: *Career Thoughts Inventory (CTI)*

CTI is a self-administered and objectively scored assessment for adults, college students, and high school students. The CTI can be used to identify an individual who is likely to need counselling assistance; to identify the nature of an individual's career problems; and to help an individual identify, challenge, and alter negative career thoughts that interfere with effective career decision making. CTI measures negative career thoughts. Four steps to improve career thoughts:

1. *Identify*: be aware of negative career thoughts
2. *Challenge*: consider if these thoughts make sense and help in making choices
3. *Alter*: change negative thoughts
4. *Act*: take action to make good career choices

Evaluate Total Amount of Negative Career Thoughts

- CTI Total Score
- Indicates how high or how low your CTI score is in comparison with other people in your group (adults, college students, or high school students) by percentile
- Percentile = 84 or above, will need help from a career counselor

Nature of Negative Career Thoughts

- CTI Scale Scores
 - Decision Making Confusion (DMC)
 - Commitment Anxiety (CA)
 - External Conflict (EC)
 - Write down score and percentile of each scale scores
- Scale score may indicate a specific problem area for career decision making
- By identifying and learning how these problems developed, people are better prepared to challenge and alter their negative career thoughts – one thought at time

Challenging & Altering Negative Thoughts & Taking Action

- Identify positive and negative thoughts

We have to work on changing thoughts by converting negative thinking to positive thinking. We work on changing feelings by changing students' thoughts, changing their actions, and learning decision making skills.

Cognitive restructuring specifically focuses on working to change thoughts so that they are more positive and realistic (Corcoran, 2006)

- Improving career thoughts
 - Consider an alternative perspective: making alternative interpretations of the situation / negative thoughts is to get students to view their problems from another perspective



- Challenge the old way of thinking about career decisions and alter new thoughts
 - Substituting the thoughts: the final step is to substitute the negative career thoughts with that is more functional or positive
 - For example: “I often change my views and preferences on various occupations.”

“Your views and preferences on various occupations may changes based on what you have learned about the world of work. The details of the job nature may not be changed rapidly. If you get more concrete career information and know more about yourself, you will be more confident to make career choice.”

Hot picks of Tools for Students and Teachers

Assessment/ Tool (Recommendation: ★)	Brief Description	Area of Assessment @							Availability	Fee	Training Requirement
		Needs / Decisions	Value	Ability/ Aptitude	Interest/ Career Interest	Personal -ity/ Strength	Skills	Career Thoughts			
<i>Career Mapping: Career Development Tool for Senior Secondary Students</i> ; 《生涯地圖》★	Qualitative career development tool (available in both Chinese and English editions; plus a complementary card sort set) designed with concerted effort of Prof. Leung Sheung Ming, Dr. Chui Yat Hung, a team of experienced career counsellors and HKACMGM. Provide a comprehensive curriculum on career development for senior secondary school students under NAS.	√	√	√	√	√	√	√	Order from HKACMGM http://www.hkacmgm.org/isp/Career%20Mapping/orderform_2010.pdf ; resources and training materials also available on HKACMGM's website	\$25/copy	Teacher need to complete a 6-hr training workshop on qualitative career assessment
my Future ★	An Australian government supported resource site for adults, students and career counsellors; very useful, informative and interactive on-line resources; with a on-line personal profile builder	√	√	√	√	√	√		http://www.myfuture.edu.au/	Free	
O'Net Resource Center ★	The O*NET™ team has designed a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. They are also designed for use by students who are exploring the school-to-work transition. The assessment instruments, which are based on a "whole-person" concept, include: <ul style="list-style-type: none"> • O*NET Ability Profiler • O*NET Interest Profiler • O*NET Computerized Interest Profiler • O*NET Interest Profiler Short Form • O*NET Work Importance Locator 	√	√	√	√		√		http://www.onetcenter.org/tools.html	depends	depends



Assessment/ Tool (Recommendation: ★)	Brief Description	Area of Assessment @							Availability	Fee	Training Requirement
		Needs / Decisions	Value	Ability/ Aptitude	Interest/ Career Interest	Personal -ity/ Strength	Skills	Career Thoughts			
	<ul style="list-style-type: none"> • O*NET Work Importance Profiler 										
O'Net Skills Search	This quick test will help you link your skills to possible occupations in US context. Very informative but adaptation to Hong Kong context is a problem.						√		http://online.onetcenter.org/skills/	Free	
《香港事業興趣測驗：互聯網版本》(Career Interest Inventory: On-line Version in myCareermap Platform); 擇業困難評估 (CDDQ) ★	《香港事業興趣測驗：互聯網版本》(Career Interest Inventory: On-line Version) 是得中文大學教師學院院長梁湘明教授授權使用及提供研究支援的職業性向評估工具。此測驗根據 John Holland 的事業興趣理論開發，並經學術研究驗證；全個測驗有超過二百條題目，能較有效及準確地為參與者評估職業性向，為探索升學及職業路向提供基礎資訊。每位參與者完成網上評估後，可得到一份個別評估報告，分析其事業興趣結果，並提供有關學生擇業困難程度的參考數據，及與學生性向相關的本地大專課程及職業資料。	√			√				由學校向香港輔導教師協會訂購學生戶口 (http://www.mycareermap.org/2010/index.php)	每個學生戶口 HK\$15	學校須有教師完成 6 小時的 CII 培訓課程
Personal Globe Inventory (PGI)；個人職業評估測驗（香港版）	與 CII 類似的職業性向評估，但會提供更多興趣度向。預計於 2011-2012 年度可於香港輔導教師協會生涯地圖網站正式啓用。				√				由學校向香港輔導教師協會訂購學生戶口 (http://www.mycareermap.org/2010/index.php)	---	學校須有教師完成 6 小時的 CII 培訓課程
Problem Solving Inventory (PSI)	An instrument developed by Dr. P. Paul Heppner from University of Missouri-Columbia. The 35-item scale appraises a person's self-appraisal of the problem-solving abilities and attitudes (Problem-solving confidence,	√							Through HKACMGM	---	Teacher training required.



Assessment/ Tool (Recommendation: ★)	Brief Description	Area of Assessment @							Availability	Fee	Training Requirement
		Needs / Deci- sions	Value	Ability/ Aptitude	Interest/ Career Interest	Personal -ity/ Strength	Skills	Career Thoughts			
	approach-avoidance style, and personal control); potentially useful as a tool in career guidance and general guidance. The HKACMGM will co-work with Dr. Heppner to develop both the English and Chinese versions suitable for use by HK adolescents. To be available in 2011-2012 through the myCareerMap platform.										
Career Transitions Inventory (CTI)	An instrument developed by Dr. Mary J. Heppner from University of Missouri-Columbia. The 40-item scale assesses the resources and barriers (readiness, confidence, personal control, support, and independence) a person experience in making a career transition. The HKACMGM will co-work with Dr. Heppner to develop both the English and Chinese versions suitable for use by HK adolescents. To be available in 2011-2012 through the myCareerMap platform.	√							Through HKACMGM	---	Teacher training required.
Self-Directed Search	Official on-line assessment website. SDS bases on Holland's person-environment fit theory. Personalized report will be generated.				√				http://www.self-directed-search.com/default.aspx	US\$4.95/ account	
事業探索輔導手冊	設計的概念主要建基於事業發展輔導學者 J. Holland (1996) 的性格類別與工作環境配合理論和 R. Lent, G. Hackett & S. Brown (1999) 的社會認知職業理論，並結合小組輔導元素設計出來的輔導活動教材。這是一個協助中四或以上程度學生探索個人事業發展的練習	√	√	√	√	√	√	√	崔日雄。(2007)。事業探索輔導手冊。香港：香港理工大學應用社會科學系學生輔導網絡。 崔日雄。(2007)。事業探索輔導導師	\$450 一套 (45 本學生手冊，1 本導師手冊及 10 盒職業卡)	



Assessment/ Tool (Recommendation: ★)	Brief Description	Area of Assessment @							Availability	Fee	Training Requirement
		Needs / Deci- sions	Value	Ability/ Aptitude	Interest/ Career Interest	Personal -ity/ Strength	Skills	Career Thoughts			
									手冊。香港：香港理工大學應用社會科學系學生輔導網絡。		
Y.E.S.青年就業起點職業潛能評估 ★	香港中文大學黃熾森教授為 Y.E.S. 制訂了一套職業潛能評估，透過這套有趣的工具，青年人可更全面了解自己不同的潛能，更有效地開拓事業方向。整套評估共有 5 部份，分別為：黃氏職業興趣問卷、黃氏情緒智能量表、「大五因子」性格模型量表、黃氏職業成熟度量表、創業潛能問卷。學生如要完成五個評估部份須先註冊成為 Y.E.S. 會員，於中心預約並進行網上評估。	√			√	√			http://www.e-start.gov.hk/v3/tc/v3_services_basic.htm 網上試玩版本		
香港青年協會職業性向測試 (青年就業網絡)。”	包括四個性向測試，可於網上完成，各測試有簡單網上報告								http://yen.hkfyg.org.hk/yen/lifebanking/lifebanking.php	免費	
● Self Directed Search	Similar to SDS				√						
● 一人一顏色 (Disc Profile)	分辨性格類別：Dominance, Influence, Steadiness, Compliance					√					
● Work of Map 測驗	在工作分類中，我們可大概把工種分入四大範疇： 對人的工作、對數據的工作、對概念的工作、對物件的工作。進入這個測試，可以讓你更了解自己對那一方面感到興趣，職業性向偏向那一個範疇。					√					



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● 職業性向 測試 (就業 障礙量表)	就業障礙量表: 了解你在事業發展上 可能面對的困難							√			
Life Skills Development Project: Career development self-efficacy inventory, personal-social development self-efficacy inventory, and academic development self-efficacy inventory ★	Very useful instruments developed by the Life Skills Development Project; intended for group assessment based on the conceptual framework of the Missouri Guidance Competency Evaluation Survey and validated by the research team in local context. Results of group assessment, for instance, conducted at the beginning of the senior secondary level provide information on students' developmental needs as a whole and thus inform planning and implementation of school- based intervention programs.	√							Sources of the inventory are as follows: www.hku.hk/life	Free	
Hok Yau Club, OUHK & Adult Research Centre. “香港專上學科 選擇測評量表.”	《香港專上學科選擇測評量表》旨在 幫助閣下瞭解個人的興趣、技能、及 特長，並探討適合您個性特點的進修 專業類別。然而，這一量表只是指導 您尋找進修專業的方向，而不是替您 作出專上課程選擇的決策。《香港專 上學科選擇測評量表》由香港公開大 學遙距及成人教育研究中心及學友社 聯合開發。				√				http://student.hk/appraisai/appi/?lang=c	Free	
Stamford Test from UCAS website ★	A free-of-charge short questionnaire which help students to match interests and abilities to possible higher education subjects. Board suggestions on subject areas offered in UK and related courses are given (e.g. Psychology, International Studies...etc.) and base on the results				√				(http://www.ucas.ac.uk/students/choosingcourses/choosingcourse/stamfordtest)	Free	



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	students may discover several broad course areas for further in-depth investigation. Students just need to sign in before completing the test.										
The Career Key	An assessment tool to analyze what one likes to do, what one values and what your abilities are; conceptually derived from Holland's model.				√				http://www.careerkey.org	US\$9.95	
The Career Interests Game	This is a simplified version of "The Party Exercise" from <i>What Color Is your Parachute?</i> And here is a simplified version of it online, at the University of Missouri site. Source in English.				√				http://career.missouri.edu/students/major-s-careers/skills-interests/career-interest-game/?menu=student&expand=si	Free	
Career Interest Test on BBC website	A simple test based on Holland's Typology also				√				(http://www.bbc.co.uk/science/humanbody/mind/surveys/careers/index.shtml)	Free	
Thinking Style Test on BBC website	Thinking style classified by DaVinci's styles – informative and interesting; enable students to understand more about their own thinking and learning style			√			√		(http://www.bbc.co.uk/science/leonardo/thinker_quiz/allresults.shtml)	Free	
Transferable Skills Survey	A quick online test of your transferable skills. Test results will show you your strongest and weakest areas.						√		http://www.d.umn.edu/kmc/career_transfer_survey.html	Free	
'Career Interest Assessment Test' and 'Personality Assessment Test.' Career Planning and	Through the Career Interest Assessment Test, you can get a rough idea of what career appeals to you most. Over 30 categories of career are identified. By clicking on the name of each career, you can learn more				√	√			http://osanta.osa.cuhk.edu.hk/career_tool/c_choice.htm http://osanta.osa.cuhk.edu.hk/career_tool/a_tool.htm	Free	



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Development Centre, CUHK.	information about the career including the positions offered, job nature, typical job duties and general requirements.										
StrengthQuest by Gallup	Designed for adolescent: after taking the Clifton StrengthsFinder, a customized report that lists the candidate's top five talent themes, in PDF, will be provided along with action items for development and suggestions about how one use your talents to achieve academic, career, and personal success. Useful worksheets provide platform for follow-up activities and reflections. It cost US\$12.5 for each account.			√	√	√			http://www.strengthsquest.com/content/141728/index.aspx)	US\$12.5	
Myers-Briggs Type Indicator (MBTI)	The MBTI assessment was designed by Isabel Briggs Myers. Designed specifically for use in one-to-one counseling or coaching settings, the highly individualized interpretive report serves as a unique catalyst for meaningful conversation between the client and practitioner.					√			https://www.cpp.com/products/mbti/index.aspx	US\$10.95	#
Personality Type	Using the same principle as MBTI, the book introduce the informal assessment of personality is a step-by-step guided process, and try to bridge connection between different personality types to work-related strengths/weaknesses and career options. Suitable for students with good command of English.					√		√	Paul D. Tieger & B. Barron. (2007). <i>Do What You Are: Discover the Perfect Career for You through the Secrets of Personality Type</i> (4th Ed.). NY: Little Brown.		
Career Thought Inventory (CTI)	Self-administered and objectively scored assessment for adults, college							√	http://www4.parinc.com/Products/Produ	US\$65 (25	Qualification level B *



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	students, and high school students. The CTI can be used to identify an individual who is likely to need counselling assistance; to identify the nature of an individual's career problems; and to help an individual identify, challenge, and alter negative career thoughts that interfere with effective career decision making.								ct.aspx?ProductID=CTI#	booklets)	
Motivated Skill Test	To identify the skills which are central to one's career satisfaction and success. The selections will involve assessing proficiency (how effective a person is) in various skills, then one's motivation (the strength of one's attraction) to use these skills.		√						http://www.stewartcoopercoon.com/jobssearch/freejobsearchtests.phtml	Free	

The MBTI instrument is used only by those professionals who have:

- A Master's degree or higher
- Worked with clients in a one-to-one counseling, coaching, or therapeutic relationship, with a minimum of two years experience
- Successfully completed the MBTI® Certification program, or other approved training program, that teaches the theory of psychological type and how it is used to help people increase self-awareness and develop skills for more effective living

* Qualification Level: B

A degree from an accredited 4-year college or university in Psychology, Counseling, or a closely related field PLUS satisfactory completion of coursework in Test Interpretation, Psychometrics and Measurement Theory, Educational Statistics, or a closely related area; OR license or certification from an agency that requires appropriate training and experience in the ethical and competent use of psychological tests.

@ Definitions –

- Needs or Value Inventories: Inventories that primarily measure work values or values associated with broader aspects of lifestyle.
- Ability Tests: Tests that measure a broad range of abilities.
- Aptitude Tests: Tests that measure what one is capable of learning.
- Interest or Career Interest Inventories: Used to determine the likes and dislikes of a person.
- Personality Assessments: Inventories in the affective realm used to assess habits, temperament, likes and dislikes, character, and similar behaviours.
- Skills / Achievement Tests: Tests that measure what one has learned or what skills that one has acquired.
- Career Thoughts: Inventories that are used for revealing one's beliefs about career, decision-making styles, identity issues, maladaptive thoughts, degrees of anxiety or reasons why people are undecided.

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