

Mapping a Career Path: Know Your Aptitude, Interests, Values & Personality



EDUCATOR'S RESOURCE GUIDE

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The Video: *Mapping A Career Path: Know Your Aptitude, Interests, Values & Personality*

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DVD LS-1154-11-DVD ISBN 1-55740-591-3

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This program is closed-captioned.

Questions, suggestions or comments?

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Program Summary

Choosing a career should be a journey of collecting and analyzing information about oneself and often leading to questions such as: What path should I take? Where do I begin? Where do I go next? This video demonstrates the steps to mapping a career path by using various types of career assessments.

Unit Teaching Points:

1. Mapping a career path begins with assessment or an evaluation of one's values, abilities, and interests.
2. The four domains of career assessment: aptitude, interest, value, and personality.
3. Every career assessment domain has an individual assessment that is best taken and scored with a professional.
4. The difference between aptitude and intelligence.
5. Values in career assessment refer to how one feels about certain types of work. Values can be intrinsic or extrinsic.
6. Personality types act as crucial factor into mapping a career path. Personality assessments measure personal traits, needs, and attitudes to a fitting career.
7. Every career has strengths in each domain: aptitude, interest, value, and personality. Analyzing a career before mapping a career path is an excellent way to start.

related Learning Seed programs:

Your Job Search: Navigating the Roads to Employment

Engaging Resumes & Cover Letters: How to Hook the Job You Want

Solid Interview Skills: Your Journey to a Job Offer

National Standards

AAFCS (American Association of Family & Consumer Sciences)

Career Community and Life Connections

- 1.1.4 Analyze potential effects of career path decisions on balancing work and family.
- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.2 Demonstrate job seeking and job keeping skills.

ASCA (American School Counselor Association)

A:B2.2 Use assessment results in educational planning

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.4 Select course work that is related to career interests

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

Additional Resources

Career, Aptitude and Selection Tests: Match your IQ, Personality, and Abilities to your Ideal Career.
Barrett, Jim. London: Kogan Page Publishing, 2009.

Career Match: Connecting Who You Are with What You'll Love to Do.
Bidou, Ann, and Shoya Zichy. New York, NY: AMACOM Books, 2007.

50 Best Jobs for Your Personality.
Farr, Michael, and Laurence Shatkin, Ph.D. 2nd ed. Indianapolis, Indiana: JIST Publishing, 2009.

The Myers & Briggs Foundation
<http://www.myersbriggs.org/>

The College Board
<http://www.myroad.collegeboard.com>

Career Explorer
<http://www.careerexplorer.net/aptitude.asp>

Career Vision
<http://www.careervision.org>

Lesson Plan 1a

Purpose: Guide and Create Expectations
Name: “Not a Chance”
Type: Self Reflection
Est. length: 40 minutes

Lesson Summary

Students will list and consider a short list of careers they see as being unsuitable, using this thought process as an opportunity to reflect on their own interests, aptitudes, value, and personality.

Lesson Materials

- Copies of “Not a Chance” (Worksheet A in the Appendix)
- Notebook paper
- Pen/Pencil

Lesson Objectives

- The student will complete a self analysis to identify careers that do not suit them.
- The student will understand how personality types play a role into career choice.
- The student will review interests and values in various careers.

*The lesson objectives of **Lesson 1** correlate to **Unit Teaching Points 1, 2, 6 and 7**. See **page 4** for a list of unit teaching points.*

I. Lesson Set-up (5 minutes)

Ask students to discuss the following question in an open forum. Create a list on the board for the class.

- What career would there not be a chance that you would want to do? Why?

II. Learning Activity (30 minutes)

1. Distribute “Not a Chance” (Worksheet A) to the class.
2. Instruct students to follow the worksheet directions to review unlikely career paths for them.
3. Inform students to be as specific as possible; it will help narrow the path toward mapping a career.
4. If time permits, have students share the information revealed through their career review.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about mapping a career path.

- What is the starting point to choose a career path?
- What are the four domains of career assessment, and why is each important?
- What are some steps you can take to start mapping your career path?
- What qualities might you want to highlight when mapping out your career path?
- Why is a career or guidance professional important when mapping your career path?

Lesson Plan 1b (Alternative)

Purpose: Guide and Create Expectations

Name: Unit Pre-test
Type: Fill-in-the-Blank
Est. Length: 40 minutes

As an alternative to Lesson 1a: “Not a Chance,” you can guide and create student expectations with the Fill-In-the-Blank Pre-test found on Worksheet B of the Appendix. The Answer Key is below.

Unit Pre-test Answer Key

Choosing a career is not always an easy task to accomplish. The starting point to choose a career path is assessment, which is an evaluation of personal interests and values. Mapping a career path also becomes more manageable when focusing on the four domains of career assessment: aptitude, interests, values and personality. Aptitude refers to the skills you are born with; while, achievement reflects the results of a skill that required effort to master. An aptitude test measures your skills, but an Intelligent Quotient (IQ) test gives you a score measuring your intelligence. Combining your natural aptitude and achievement may lead to a promising career path.

Your interests and values should also be taken into consideration when mapping your career path. An interest is an attraction or curiosity, and a value refers to how you feel about certain kinds of work. Intrinsic values relate to the work itself and how it affects society; while, extrinsic values relate to conditions outside of the work itself. E.K. Strong Jr. created the first interest inventory tests to match personal interests with ideal careers. To rank your values in the order of importance, you can take the Survey of Interpersonal Values (SIV) or the Minnesota Importance Questionnaire (MIQ).

Finally, your personality must be factored into mapping your career path. There are two common characteristics often used to describe personalities: Extroverts are outgoing or action-oriented. Introverts tend to be reserved or thought-oriented. One way to measure which career fits your personality best is by taking the Myers-Briggs Type Indicator (MBTI). For the most accurate results and interpretation, take the assessments in each domain with a guidance professional. Through careful consideration and assessment, your career plan can truly be tailored to your aptitude, interests, values, and personality.

Lesson Plan 2 (page 1 of 2)

Purpose: Define & Interpret Information
Name: Career Road Map
Type: Independent Practice
Est. Length: 45 minutes

Lesson Summary

While watching the video *Mapping A Career Path: Know Your Aptitude, Interests, Values & Personality*, students will identify the steps necessary to choose a career path.

Lesson Materials

- Copies of “Career Road Map” (Worksheet C in the Appendix) for each student
- Notebook Paper
- Pencil/Pen
- Video: *Mapping A Career Path: Know Your Aptitude, Interests, Values & Personality*



Lesson Objectives

- The student will identify the four domains of careers assessment.
- The student will understand the importance of career assessment.
- The student will differentiate between aptitude and intelligence.
- The student will know the various types of career assessments that fall into each domain.
- The student will distinguish between intrinsic and extrinsic values.

The lesson objectives of **Lesson 2** correlate to **Unit Teaching Points 1, 2, 3, 4, 5, and 6**. See **page 4** for a list of unit teaching points.

Lesson Plan 2 (page 2 of 2)

(Estimated Time: 45 minutes)

I. Lesson Set-up (10 minutes)

1. Ask students to write an answer the following questions in 3-5 sentences:
 - How do you choose a career?
 - What is a career assessment?
 - Is it important to match a career to your values or personality? Why or why not?
2. Have a class discussion about some responses.

II. Learning Activity (30 minutes)

- Hand out “Career Road Map” (Worksheet C in the Appendix).
- Instruct students to complete “Career Road Map”, while they watch the video *Mapping a Career Path*:

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about mapping a career path.

- What is the starting point to choose a career path?
- What are the four domains of career assessment, and why is each important?
- What are some steps you can take to start mapping your career path?
- What qualities might you want to highlight when mapping out your career path?
- Why is a career or guidance professional important when mapping your career path?

Lesson Plan 3

Purpose: Define & Interpret Information
Name: “You Say, I Say”
Type: Collaborative Learning
Est. Length: 45 minutes

Lesson Summary

Students will interview each other to identify the differences between aptitude and intelligence or achievement, and also to differentiate between intrinsic and extrinsic values.

Lesson Materials

- Copies of “You Say, I Say” (Worksheet D in the Appendix) for each student
- Notebook Paper
- Pencil/Pen

Lesson Objectives

- The student will differentiate between aptitude and intelligence/achievement
- The student will differentiate between intrinsic and extrinsic values.
- The student will relate these differences to their own qualities.

*The lesson objectives of **Lesson 3** correlate to **Unit Teaching Points 1, 4, and 5**. See **page 4** for a list of unit teaching points.*

I. Lesson Set-up (10 minutes)

Have Students answer the following questions. Make a T-Chart on the board to record student answers.

- Are there certain things you are good at, while other things you really have to work hard at?
- What are they?

II. Learning Activity (40 minutes)

1. Break the class into interviewing pairs.
2. Distribute “You Say, I Say” (Worksheet D in the Appendix) and review the instructions.
3. Upon completion of the interviews, ask each person to introduce their partner by using Part B on the worksheet.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about mapping a career path.

- What is the starting point to choose a career path?
- What are the four domains of career assessment, and why is each important?
- What are some steps you can take to start mapping your career path?
- What qualities might you want to highlight when mapping out your career path?
- Why is a career or guidance professional important when mapping your career path?

Lesson Plan 4 (Page 1 of 2)

Purpose: Generate and Differentiate Ideas
Name: "A Day in the Life"
Type: Research Based
Est. Length: 60 minutes

Lesson Material

- Copies of "A Day in the Life" (Worksheet E in the Appendix)
- Pen/Pencil
- Notebook paper
- Computer with internet access



Lesson Summary

Students will take on the career of someone: a celebrity, well-known figure, personal role model, etc. and analyze that person's career using the four domains of career assessment. Students will link similarities and differences to their own lives as they continue mapping their career path.

Lesson Objectives

- The student will analyze a career to continue shaping their own career path.
- The student will examine the role each domain plays within a career.
- The student will differentiate between interest themes.
- The student will recognize similarities and differences between themselves and their research.

*The lesson objectives of **Lesson 4** correlate to **Unit Teaching Points 1, 2, 4, 5, 6 and 7**. See page 4 for a list of unit teaching points.*

Lesson Plan 4 (Page 2 of 2)

I. Lesson Set-up (5 minutes)

Ask students to answer the following question by participating in an open discussion.

- Who would you love to be for one day? Why?
- Create a list of answers shared with the class.

II. Learning Activity (50 minutes)

- Hand out “A Day in the Life” (Worksheet E in the Appendix).
- Instruct students to use the list from journal & discussion to brainstorm people to research.
- Instruct students to use their knowledge and computer-based research to complete the worksheet chart.
- Upon completion of the chart, instruct students to use a separate sheet of paper to write answers to the questions on the bottom of the worksheet.
- If time permits, share answers with the class. This is a great way for students to share career path ideas.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about mapping a career path.

- What is the starting point to choose a career path?
- What are the four domains of career assessment, and why is each important?
- What are some steps you can take to start mapping your career path?
- What qualities might you want to highlight when mapping out your career path?
- Why is a career or guidance professional important when mapping your career path?

Lesson Plan 5a - Unit Assessment

(page 1 of 2)

Purpose: Develop & Evaluate Performance
Name: Visual Depiction of Me
Type: Project-Based
Est. Length: 75 minutes

Summary: Students will share the information learned in this unit by evaluating and analyzing the four domains of career assessment according to their own life. After a deep analysis, students will produce a visual depiction (collage-type) representing themselves and present it to their peers.

Assessment Materials

- Copies of “Visual Depiction of Me” (Worksheet F in the Appendix) for each student
- Notebook Paper
- Pencil/Pen
- “Assessment Rubric” (Worksheet G in the Appendix)
- Poster Paper
- Markers
- Glue
- Scissors
- Old magazines or newspapers
- Computer with printer



Assessment Objectives

- The student will identify the four domains of career assessment and relate each to his/her own life.
- The student will learn which characteristic best matches his/her personality.
- The student will learn which interest theme best suits him/her.
- The student will know the importance of analyzing aptitude, interests, values, and personality when mapping a career path.
- The student will review their personal analysis and match it to a possible career.

*The assessment objectives of **Lesson 5 Assessment** correlate to **Unit Teaching Points 1, 2, 4, 5, 6 and 7**. See **page 4** for a list of unit teaching points.*

Lesson Plan 5a - Assessment

(page 2 of 2)

(Estimated Time: 75 minutes)

I. Lesson Set-up (15 minutes)

1. Instruct students to create a chart with four rows labeled aptitude, interests, values, and personality.
2. Have students refer to previous lessons to define the terms, if necessary. Otherwise, tell students to start brainstorming words that could fit under each of these categories for their own life.
3. After students have a lengthy list, instruct them to brainstorm images that could represent what they have written in their lists. For example, if the student wrote “natural artist” under aptitude, perhaps a picture of a paintbrush could be used to represent this on his / her poster.

II. Assessment Activity (60 minutes)

1. Handout “Visual Depiction of Me” (Worksheet F in the Appendix) and read it aloud.
2. Instruct each student to use their journal & discussion brainstorm from above to guide their project.
3. Upon completion of posters, instruct students to complete the written response paragraph. Directions are on the bottom of the worksheet.
4. Direct students to present their work using their written paragraph as a guide.
5. An assessment rubric for the teacher and students (Worksheet G) is available in the Appendix.

Lesson Plan 5b - Unit Assessment (Alternative)

Purpose: Develop & Evaluate Performance
Name: Unit Post-test
Type: Fill-in-the-Blank
Est. Length: 40 minutes

As an alternative to Lesson 5: “Visual Depiction of Me,” you can define and evaluate student performance with the Post-test found on Worksheet H of the Appendix. The Answer Key is below.

Note: This is the same test as may have been given in Lesson 1: Alternative Pre-test. When administering the Post-test, however, a better assessment may be made if the students are NOT provided with the word bank.

Unit Pre-test Answer Key

Choosing a career is not always an easy task to accomplish. The starting point to choose a career path is assessment, which is an evaluation of personal interests and values. Mapping a career path also becomes more manageable when focusing on the four domains of career assessment: aptitude, interests, values and personality. Aptitude refers to the skills you are born with; while, achievement reflects the results of a skill that required effort to master. An aptitude test measures your skills, but an Intelligent Quotient (IQ) test gives you a score measuring your intelligence. Combining your natural aptitude and achievement may lead to a promising career path.

Your interests and values should also be taken into consideration when mapping your career path. An interest is an attraction or curiosity, and a value refers to how you feel about certain kinds of work. Intrinsic values relate to the work itself and how it affects society; while, extrinsic values relate to conditions outside of the work itself. E.K. Strong Jr. created the first interest inventory tests to match personal interests with ideal careers. To rank your values in the order of importance, you can take the Survey of Interpersonal Values (SIV) or the Minnesota Importance Questionnaire (MIQ).

Finally, your personality must be factored into mapping your career path. There are two common characteristics often used to describe personalities: Extroverts are outgoing or action-oriented. Introverts tend to be reserved or thought-oriented. One way to measure which career fits your personality best is by taking the Myers-Briggs Type Indicator (MBTI). For the most accurate results and interpretation, take the assessments in each domain with a guidance professional. Through careful consideration and assessment, your career plan can truly be tailored to your aptitude, interests, values, and personality.

Appendix:

Worksheets

Glossary

Rubric

Name _____

Directions: List 5 careers that do not stand a chance in your future – jobs you could never see yourself doing.

1. _____
2. _____
3. _____
4. _____
5. _____

Choose one of these careers to review using the four domains of career assessment. Then complete the chart according to that career.

Career you are reviewing: _____

| | |
|--|--|
| <p>Aptitude What natural abilities may this career require?</p> <p>Do you have any of these? If so, which ones?</p> | <p>Interests What interests or curiosities would this career require?</p> <p>Do you have any of these? If so, which ones?</p> |
| <p>Values What might someone in this career consider valuable? (nature, objects, health, etc.)</p> <p>Do you share any of the same values? If so, which ones?</p> | <p>Personality Is this career be geared for an introverted or extroverted person?</p> <p>Introverted – reserved and task oriented Extroverted – outgoing and action oriented</p> <p>Do you share the same personality characteristic?</p> |

Mapping a Career Path: Career Assessment

Name _____

Directions: Fill in the blanks with the correct words from the word bank at the bottom of the page.

Choosing a career is not always an easy task to accomplish. The starting point to choose a career path is _____, which is an evaluation of personal interests and values. Mapping a career path also becomes more manageable when focusing on the four domains of career assessment: _____, _____, _____ and _____.

Aptitude refers to the skills you are born with; while, _____ reflects the results of a skill that required effort to master. An aptitude test measures your skills, but an _____ gives you a score measuring your intelligence. Combining your natural aptitude and achievement may lead to a promising career path.

Your interests and values should also be taken into consideration when mapping your career path. An interest is an attraction or curiosity, and a value refers to how you feel about certain kinds of work. _____ values relate to the work itself and how it affects society; while, _____ values relate to conditions outside of the work itself. _____ created the first interest inventory tests to match personal interests with ideal careers. To rank your values in the order of importance, you can take the _____ or the _____.

Finally, your personality must be factored into mapping your career path. There are two common characteristics often used to describe personalities: _____ are outgoing or action-oriented. _____ tend to be reserved or thought-oriented. One way to measure which career fits your personality best is by taking the _____. For the most accurate results and interpretation, take the assessments in each domain with a _____. Through careful consideration and assessment, your _____ can truly be tailored to your aptitude, interests, values, and personality.

Word Bank

Extroverts
aptitude
Intrinsic
values
personality

achievement
Intelligent Quotient (IQ) test
career plan
extrinsic
Interests

Survey of Interpersonal Values (SIV)
Introverts
assessment
Myers-Briggs Type Indicator (MBT)
guidance professional

Name _____

Directions: While watching the film, define or explain the following terms.

1. **Assessment:**
2. **Aptitude:**
3. **Achievement:**
4. **IQ Test:**
5. **Aptitude Test:**
6. **Interest:**
7. **Strong's Interest Inventory:**
8. **Value:**
9. **Intrinsic Value:**
10. **Extrinsic Value:**
11. **Two popular Value Inventories:**
12. **Personality:**
13. **One popular personality inventory:**

Mapping a Career Path: Career Assessment

Name _____

The four domains of career assessment are: _____, _____,
_____, and _____.

Part A: Interview your partner using the questions below. Write down their responses.

1. What are some things you are naturally good at?

2. What are some things you have to work really hard at or put a lot of effort towards to be good at them?

3. Extrinsic values relate to values outside of work itself such as: job security, earning potential, or job location. While, intrinsic values relate to values in the work itself such as: helping others, making a difference, or being part of a team. Do you think it is more important for a job to fulfill extrinsic or intrinsic values?

4. Why?

Part B: Use the information above to fill in the template below. You will use this template to guide the way you introduce your partner to the class.

_____ (*Your Partner's Name*) _____ has a natural ability or aptitude for _____ (*insert answers from question 1*) _____. While in order to achieve high results at _____ (*insert answers from question 2*) _____, he/she must put forth effort and hard work. When it comes to values _____ (*partner's name*) _____ believes _____ (*intrinsic or extrinsic*) _____ values are more important because _____ (*insert answer from question 3*).

Name _____

Think of a celebrity, well-known figure, or fascinating career holder (e.g. “scientist” or “architect.”) What would a day in *their* life be like? Before you jump into a career that may *look* appealing, analyze the four domains!

Step 1: Choose a person to research.

Step 2: Complete the chart below – the internet may be an option to guide your research

Step 3: Complete the questions below in complete sentences on a separate sheet of paper and be prepared to share.

Person you are researching: _____

| | |
|--|---|
| <p>Aptitude</p> <p>List the natural abilities of this person:</p> <p>What are some achievements of this person:</p> | <p>Interests</p> <p>Circle the theme this person fits in:</p> <p>1. <i>Realistic (doers – work with hands, mechanical)</i></p> <p>2. <i>Investigative (thinkers- work information)</i></p> <p>3. <i>Artistic (creators – independent and creative)</i></p> <p>4. <i>Social (helpers – prefer being supportive to others)</i></p> <p>5. <i>Enterprising (persuaders – enjoy competition)</i></p> <p>6. <i>Conventional (organizers – like order and detail)</i></p> |
| <p>Values</p> <p>List things important to this individual:</p> <p>Does this career make the person compromise any of his/her values? If so which ones?</p> | <p>Personality</p> <p>Describe his/ her personality:</p> <p>Which characteristic best matches his/her personality:</p> <p>Introverted – reserved and task orientated</p> <p>Extroverted – outgoing and action orientated</p> |

Examine your research and answer these questions on a separate sheet of paper.

1. Is this career a good match for the individual you choose? How? Answer using explanations from the domains.
2. Would this career be one you would like to explore? Why or why not?

Visual Depiction of Me

Name _____

Directions: Produce a collage portraying and evaluating you using the domains of career assessment. Evaluate yourself by reviewing your aptitude, interests, values, and personality. You will be responsible to create a visual representation (collage) of yourself using images to represent the domains on a poster paper. Follow the steps below:

Step 1: Title your poster or visual depiction – be creative!

Step 2: Divide your poster into four parts labeled: aptitude, interests, values, and personality.

Step 3: Use the internet, magazines, newspapers, computer programs, or your own artistic abilities to fill the space under each domain that best represents you using images or words. Be sure to fill the space.

Step 4: In the domain of interests be sure to label yourself as one of the following:

1. Realistic (“doers” – work with hands, mechanically inclined)
2. Investigative (thinkers- work information)
3. Artistic (creators – value independence and creativity)
4. Social (helpers – prefer being supportive to others)
5. Enterprising (persuaders – enjoy competition)
6. Conventional (organizers – like order and detail)

Step 5: In the domain of personality be sure to label yourself as one of the following:

1. Introverted – reserved and task orientated
2. Extroverted – outgoing and action orientated

Step 6: On a separate sheet of paper, write a paragraph (5-10 sentences) answering the following questions:

1. What career or two do you think would match with your aptitude, interests, values, and personality?
2. Explain how it would match with your aptitude, interests, values, and personality.

Step 7: Prepare to present your project to the class in a short oral presentation.

Project Checklist:

- _____ Aptitude section on poster paper filled with images/words representing you
- _____ Interests section on poster paper filled with images/words representing you
- _____ Values section on poster paper filled with images/words representing you
- _____ Personality section on poster paper filled with images/words representing you
- _____ Written paragraph (5-10 sentences) to guide your presentation

“Visual Depiction of Me” Rubric

Name _____

| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------------|---|--|--|---|
| Poster Organization | Images/words appear very organized and well thought out. | Images/words appear very organized but not given much thought. | Images/words are difficult to locate for each domain. | Images/words appear carelessly thrown onto the poster. |
| Amount of Information | All domains are addressed and all are visually represented. | All domains are addressed but some lack strong representation. | Three domains are addressed and representation is weak. | Two or fewer domains are addressed and visual representation is weak. |
| Paragraph | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Presentation | Excellent eye contact, voice clarity, and content. | Eye contact needs improvement. Voice clarity and content were excellent. | Eye contact and voice clarity need improvement. Content was excellent. | Eye contact, voice clarity, and content need much improvement. |

How to Use this Rubric for Assessment:

A rubric is a useful tool for ensuring fair and consistent grading methods. Our rubrics score student’s work and performance in a variety of categories. To use our rubric, identify where a student’s work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student’s work has earned and divide by a perfect score of 16 to assign his or her grade. For example: $4 + 3 + 1 + 4 = 12$, the grade is 12/16.

Name _____

Directions: Fill in the blanks with the correct words learned in this unit.

Choosing a career is not always an easy task to accomplish. The starting point to choose a career path is _____, which is an evaluation of personal interests and values. Mapping a career path also becomes more manageable when focusing on the four domains of career assessment: _____, _____, _____ and _____.

Aptitude refers to the skills you are born with; while, _____ reflects the results of a skill that required effort to master. An aptitude test measures your skills, but an _____ gives you a score measuring your intelligence. Combining your natural aptitude and achievement may lead to a promising career path.

Your interests and values should also be taken into consideration when mapping your career path. An interest is an attraction or curiosity, and a value refers to how you feel about certain kinds of work. _____ values relate to the work itself and how it affects society; while, _____ values relate to conditions outside of the work itself. _____ created the first interest inventory tests to match personal interests with ideal careers. To rank your values in the order of importance, you can take the _____ or the _____.

Finally, your personality must be factored into mapping your career path. There are two common characteristics often used to describe personalities: _____ are outgoing or action-oriented. _____ tend to be reserved or thought-oriented. One way to measure which career fits your personality best is by taking the _____. For the most accurate results and interpretation, take the assessments in each domain with a _____. Through careful consideration and assessment, your _____ can truly be tailored to your aptitude, interests, values, and personality.