STEP 1

SELF-ASSESSMENT

NAME ___________________________

SELF-ASSESSMENT: THE INITIAL (AND)

SOMETIMES REPEATED STEP IN THE LIFELONG PROCESS

OF CAREER DEVELOPMENT

(LIFE MISSION/GOAL STATEMENT)

The information requested from you in this packet IS NOT designed to discover abnormal behavior or to identify, diagnose or treat psychological, emotional and/or medical problems. The information inside this packet IS a compilation of questionnaires and surveys, either developed by the CDS staff or acquired from a variety of resources. Our purpose is to help you to identify your most cherished life & work values as well as the combination of personal qualities that make you unique.

Therefore, to better assure confidentiality and appropriate use of what you share, this packet SHOULD ONLY BE COMPLETED/INTERPRETED UNDER THE AUTHORITY AND/OR SUPERVISION OF A QUALIFIED PROFESSIONAL.
INSTRUCTIONS

Page 4 . . . . . Carefully read and become generally familiar with the four stages of the CAREER DEVELOPMENT PROCESS

Page 5 & 6 . . Complete the "WHAT DO I VALUE IN LIFE?" worksheet as instructed

Page 7 . . . . . Complete WORK-VALUES CHECKLIST

Page 8-10…..Complete checklists on INTERESTS AND LEISURE-TIME ACTIVITIES

Page 11-14 . . Complete TEMPERAMENTS, SKILLS CHECKLIST AND STRENGTHS & WEAKNESSES CHECKLIST sheets

Page 15 & 16 .Read pages 15 (ATTITUDES) and 16 (SIGNIFICANT INFLUENCING FACTORS)

Page 18….. ..... The objective is to match up as closely as possible the summary sheet results with major life endeavors such as occupation, family life, college major, leisure time activities, etc.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

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How Does One Establish Or Confirm Direction In Life?

……By accurately answering and applying the questions cited above.

Who am I?

Who do I want to become?

What’s most important in life?
4-STEP CAREER DEVELOPMENT PROCESS . . .

*D

Step 1

looking

INSIDE

of you

and making D


Step 2

looking

OUTSIDE

of you

and making D


Step 3

taking a

CLOSER LOOK

and making D


Step 4

MATCHING UP

the

inside with the outside


••• A LIFELONG CYCLE OF ACTIVE DIRECTED DECISIONS

The student should:
- Learn and maintain a familiarity with the general process of career planning.
  (See illustration above)
- Specifically answer the following questions:
  Who Am I? Who do I want to become? What is most important to me in life? (See INSIDE illustration and main points included in A & B).
- Closely inspect and examine those aspects within the major OUTSIDE areas (items 1-7) you consider most complementary to decisions you have made about who you are on the INSIDE.
- Periodically, you may have to repeat one, two, or even all four steps-depending on the intensity of SIGNIFICANT INFLUENCING FACTORS (See back page)

*D = Decisions
WHAT DO I VALUE IN LIFE?

THE FOLLOWING IS A SAMPLING OF VALUES COMMON TO MANY. FEEL FREE TO ADD OR DELETE FROM THIS LIST.

DIRECTIONS

1. Read through the entire list. Feel free to cross out the descriptive words in parenthesis which have no meaning for you. If you desire, you can add values and definitions you feel should be included.

2. Circle each item’s level of importance to you.

3. After completing item 2 above, pick out and place an “M” (for most important) beside at least 5 but no more than 7 of the values.

ACHIEVEMENT

(Accomplishment; results brought about by resolve, persistence or endeavor)

Not very important  Important  Very important

AESTHETICS

(The appreciation and enjoyment of beauty for beauty’s sake in the arts and/or in nature)

Not very important  Important  Very important

ALTRUISM

(Regard for or devotion to the interest of others; services to others)

Not very important  Important  Very important

AUTONOMY

(The ability to be a self-determining individual; personal freedom, making own choices)

Not very important  Important  Very important

CREATIVITY

(The creating of new ideas and designs; being innovative)

Not very important  Important  Very important

EMOTIONAL WELL BEING

(Peace of mind, inner security; ability to recognize and handle inner conflicts)

Not very important  Important  Very important

HEALTH

(The condition of being sound in body)

Not very important  Important  Very important

HONESTY

(Being frank and genuinely yourself with others)

Not very important  Important  Very important

JUSTICE

(Treating others fairly or impartially; conforming to truth, fact or reason)

Not very important  Important  Very important
<table>
<thead>
<tr>
<th>Value in Life</th>
<th>Definition</th>
<th>Not very important</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>(Seeking truth, information, or principles for the satisfaction of curiosity)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOVE</td>
<td>(Warmth, caring, sensitive; freely accepts another and seeks his/her good)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOYALTY</td>
<td>(Maintaining allegiance to a person, group, or institution)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORALITY</td>
<td>(Believing and keeping ethical standards; personal honor, integrity)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL APPEARANCE</td>
<td>(Concern for your attractiveness; being neat, clean and well-groomed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLEASURE</td>
<td>(Satisfaction, gratification, fun, joy)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POWER</td>
<td>(Possession of control, authority, or influence over others)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECOGNITION</td>
<td>(Being important, well-liked, accepted)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELIGIOUS FAITH</td>
<td>(Having religious belief; being in relationship with God)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SKILL</td>
<td>(Being able to use your knowledge effectively; being good at doing something important to you or others)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEALTH</td>
<td>(Having many possessions and plenty of money for the things you want)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WISDOM</td>
<td>(Having mature understanding, insight, good sense, and judgment)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WORK -VALUES CHECKLIST**

**DEFINITION:** Work values refer to the things or activities you place worth upon and strive to obtain or engage in, *as it relates to an occupation*. A partial list of work values have been included below.

**DIRECTIONS:** Weigh each of the work values listed in terms of preferences in a job on a ranking scale of 1 - 10 (1 being the work value you desire the most). If you believe some have equal value, feel free to use a number more than once.

- ___ ADVANCEMENT - Able to advance and move up: opportunity for higher position, training, education, etc.
- ___ ACHIEVEMENT - Doing something that everyone can’t do or doesn’t do—usually something that requires considerable effort and/or is difficult.
- ___ BENEFITS - Having good hospital and life insurance - dental, vision, unemployment, vacation, etc.
- ___ CREATIVITY - Being able to try out new ideas and new things.
- ___ ENVIRONMENT - Physical or social surroundings which are fitting to your temperaments and values (i.e., clean, neat, beauty, etc.)
- ___ HANDS-ON CONTACT - Working with things, objects, and/or equipment—use of hands and other body parts to perform tasks and activities which are primarily of a physical nature.
- ___ HELPING OTHERS - Engaging in activities which directly aid and assist others
- ___ INDEPENDENCE - Having little supervision—freedom to guide one’s own activities—make own decisions.
- ___ LEADERSHIP/MANAGEMENT - Being in a leadership/supervisory or managerial position—in charge of others.
- ___ LEARNING - Using mental abilities—gaining knowledge and understanding—being intellectually challenged.
- ___ MONEY - Earning a very high income.
- ___ NUMBER CONTACT - Working with numbers, charting, statistical reports and summaries, computing or abstract match, etc.
- ___ PEOPLE CONTACT - High interaction and cooperation with people (requiring good communication skills).
- ___ FAITH - Work that does not interfere and is in line with one’s faith and/or deepest and most cherished beliefs.
- ___ SECURITY - Able to engage in the fear of frequent layoffs, recessions, depressions, etc.
- ___ SELF-DIRECTION - Able to determine what you are going to do and how you’re going to do it in terms of work activities, procedures, pace, etc.
- ___ SUPPORT - Work environment wherein you receive emotional support, praise, etc.
- ___ VARIETY - Doing different things or activities—not repetitive.
- ___ WORDS/IDEAS/INFORMATION - Working with oral, visual and written information, knowledge, facts, ideas and symbols – may include numbers.
- ___ OTHER - __________________ (Any value you want to include that has not already been mentioned).
INTERESTS CHECKLIST

**DEFINITION:** INTERESTS are those things or activities you enjoy or are curious about and drawn to. We have included a few of the many possibilities in the following list. Place an “X” beside those that you believe are true for you.

<table>
<thead>
<tr>
<th>Interest</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Being the leader</td>
<td></td>
</tr>
<tr>
<td>cooking</td>
<td></td>
</tr>
<tr>
<td>acting</td>
<td></td>
</tr>
<tr>
<td>gardening</td>
<td></td>
</tr>
<tr>
<td>solving math problems</td>
<td></td>
</tr>
<tr>
<td>visiting museums</td>
<td></td>
</tr>
<tr>
<td>organizing community events</td>
<td></td>
</tr>
<tr>
<td>working with people</td>
<td></td>
</tr>
<tr>
<td>water sports and games</td>
<td></td>
</tr>
<tr>
<td>canoeing, sailing, etc.</td>
<td></td>
</tr>
<tr>
<td>doing hard, physical work</td>
<td></td>
</tr>
<tr>
<td>participating in church activities</td>
<td></td>
</tr>
<tr>
<td>listening to radio or looking at TV</td>
<td></td>
</tr>
<tr>
<td>helping those who are poor or less fortunate</td>
<td></td>
</tr>
<tr>
<td>hunting, fishing, trapping, or other such activities</td>
<td></td>
</tr>
<tr>
<td>biology, life science or similar courses</td>
<td></td>
</tr>
<tr>
<td>working on cars or other mechanical things</td>
<td></td>
</tr>
<tr>
<td>team sports such as basketball, baseball, football, hockey, etc.</td>
<td></td>
</tr>
<tr>
<td>Sports like tennis, racquetball, swimming, golf, jogging, etc.</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>writing</td>
<td></td>
</tr>
<tr>
<td>math or similar courses</td>
<td></td>
</tr>
<tr>
<td>sociology, psychology, history, economics, or other similar social studies courses</td>
<td></td>
</tr>
</tbody>
</table>

(specify)
The above spaces have been left blank for you to write in any interests you may have in addition to or instead of the sampling listed.

In the blanks below, write in your top five (5) interests. They do not have to be in rank order.

TOP 5

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

Are there any things or activities which have been included or not included that you strongly dislike? If possible, list your five (5) strongest dislikes?

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
LEISURE-TIME ACTIVITIES can be defined as those involvements which you voluntarily do or take part in (when you are NOT WORKING for income and/or attending school). A few examples of leisure-time pursuits are: horseback riding, reading, sightseeing, collecting items of interest, church activities, swimming, watching TV, watching movies, dancing, listening to music, camping, repairing cars, writing, talking on the telephone, shopping, cooking, etc.

DIRECTIONS: In the left-hand column, list any hobbies or activities you voluntarily engage in right now. After you have listed these activities, rank order your top 5 (1 being the interest or activity you enjoy doing the most).

Top 5

1. _______________________
2. _______________________
3. _______________________
4. _______________________ 
5. _______________________

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________

Temperaments

Temperaments are personality attributes which relate to one’s way of thinking, feeling, and behaving and determine whether an individual is comfortable or uncomfortable in a given situation. Please read the directions and complete the temperaments profile below.

**DIRECTIONS:** Weigh each of the temperaments below on a comfort scale of 1-12 (1 being the situation in which you feel the *most comfortable*). Place your rating on the black line beside the appropriate letter. If you feel equally comfortable about more than one, do not hesitate to use the number twice.

- **A.** Situations involving a **VARIETY** of duties often requiring **CHANGE** (doing different activities).
- **B.** Situations involving **REPETITION** or **REPEATING SOMETHING** frequently according to set procedures or sequences (doing the same task over and over).
- **C.** Situations involving **DOING THINGS** only **UNDER SPECIFIC INSTRUCTION**, allowing little or no room for independent action or judgment in working out job problems (little or no personal input required).
- **D.** Situations which involve **DEALING WITH PEOPLE** in actual job duties beyond giving and receiving instructions (high degree of interaction and cooperation with people).
- **E.** Situations which involve **DIRECTING, CONTROLLING** and **PLANNING** of an entire activity or the activities of others.
- **F.** Situations involving **WORKING ALONE** and apart from others although the activity may be integrated with others (doing most or all of your work by yourself although it may be done around others).
- **G.** Situations which involve **INFLUENCING PEOPLE** in their opinions, attitudes, or judgments about ideas or things (being able to persuade others in the way they think, act, and behave).
- **H.** Situations involving **PERFORMING ADEQUATELY WHILE WORKING UNDER PRESSURE** or when confronted with the critical or unexpected or when taking risks (being challenged, taking challenges and coming through on challenges).
- **I.** Situations wherein one makes an evaluation based on **PERSONAL JUDGMENT** (making decisions based on personal experiences and through the use of one’s senses, e.g., sight, smell, hearing, taste, or touch).
- **J.** Situations requiring you to make a decision using **MEASURABLE OR VERIFIABLE CRITERIA** (making decisions based on something that has been or can be measured based on facts, rules or standards).
- **K.** Situations in which one **INTERPRETS AND EXPRESSES FEELING, IDEAS, OR FACTS IN A PERSONALLY CREATIVE WAY** (such as through song, acting, writing, painting, etc.).
- **L.** Situations involving **PRECISENESS** in terms of set limits, tolerances or standards (being detailed and exact).
SKILLS CHECKLIST

Listed below is a partial list of the various skills people possess.

Those things or activities you can do well as a result of practice, rehearsal or hard work. Some of your skills could be aptitudes or things/activities that come “easy” you do or well and it seems to be “natural.” Also, be aware that some of what has been listed as “skills” may also be defined by others as personality traits.

Directions: Place an “A” in front of the area(s) in which you believe you have an skill in.

- Measuring things
- Estimating costs
- Budgeting
- Reading dramatically
- Reading articulately
- Spelling
- Finding errors in writing
- Writing
- Being creative
- Asking the right questions
- Collecting things
- Counseling others
- Explaining things clearly
- Speaking in public
- Keeping records
- Operating mechanical equipment
- Operating computers
- Teaching others
- Exploring and doing research
- Being thorough
- Typing
- Being exact and to the point
- Expressing feelings
- Being flexible
- Accepting constructive advise
- Managing my time
- Mechanical things
- Getting along with others
- Distinguishing sounds
- Driving vehicles
- Doing artistic things
- Doing things for others
- Organizing materials
- Leading and advising people
- Communicating to others
- Remembering details
- Gardening or growing plants
- Controlling your emotions
- Teaching children
- Giving others helpful advice
- Thinking before acting
- Taking risks
- Drawing or designing things
- Individual sports (golf, tennis, etc.)
- Training others to do things
- Team sports (football, basketball, etc.)
- Performing in front of others
- Having an eye for beauty
- Solving conflicts between people
- Being the first to try something
- Staying with a task until done
- Following instructions or rules
- Getting others to believe in something
- Using time and energy efficiently
- Simplifying what appears to be complex
- Improving what others have done
- Working alone for long periods of time
- Planning and organizing activities
SKILLS CHECKLIST (CONT)

______ Listening or picking up on what others say
______ Knowing what to say and do at the right time
______ Repairing and servicing computers, machines, etc.
______ Understanding and reading blueprints, maps and drawings
______ Seeing the underlying reasons for behavior or events
______ Doing activities that require heavy physical work
______ Constructing things from wood, metal or other materials
______ Motivating others to perform or do something
______ Using your fingers to work with small objects or instruments

_____ English ____________________________ (specify)
_____ Social Studies ____________________________ (specify)
_____ Mathematics ____________________________ (specify)
_____ Science ____________________________ (specify)

NOTE: The last two spaces above have been left blank for you to write in any other skills you may have, in addition to or instead of the sampling listed.

Write in below those abilities you perceive to be your **strongest five (5)**. They do not have to be rank ordered.

(Strongest 5)
## STRENGTHS & WEAKNESSES CHECKLIST

### DIRECTIONS:
Identify with an “X” those strengths and weaknesses you believe are true for you. Then, write in the blanks provided those strengths and weaknesses you consider to be your “strongest...weakest.” Finally, rank order your top 5 under each category. Feel free to add strengths or weaknesses that are true for you but are not included below.

### STRENGTHS

<table>
<thead>
<tr>
<th>G</th>
<th>STRENGTHS</th>
<th>H</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Joiner</td>
<td>Apathetic</td>
<td>Overly Critical</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Kind</td>
<td>Argumentative</td>
<td>Overly Talkative</td>
</tr>
<tr>
<td>Analytical</td>
<td>Like challenges</td>
<td>Aggressive</td>
<td>Overweight</td>
</tr>
<tr>
<td>Assertive</td>
<td>Logical</td>
<td>Bossy</td>
<td>Panicky</td>
</tr>
<tr>
<td>Caring</td>
<td>Loyal</td>
<td>Braggart</td>
<td>Perfectionist</td>
</tr>
<tr>
<td>Charming</td>
<td>Mannerly</td>
<td>Can’t concentrate</td>
<td>Perform poorly under pressure</td>
</tr>
<tr>
<td>Competent</td>
<td>Neat</td>
<td>Can’t say no</td>
<td>Pickiness</td>
</tr>
<tr>
<td>Competitive</td>
<td>Objective</td>
<td>Can’t take criticism</td>
<td>Poor listener</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Observant</td>
<td>Clumsy</td>
<td>Poor loser</td>
</tr>
<tr>
<td>Courageous</td>
<td>Open-minded</td>
<td>Cocky</td>
<td>Prejudice</td>
</tr>
<tr>
<td>Creative</td>
<td>Organized</td>
<td>Deceptive</td>
<td>Pride</td>
</tr>
<tr>
<td>Dedicated</td>
<td>Patient</td>
<td>Dependency</td>
<td>Promiscuous</td>
</tr>
<tr>
<td>Dependable</td>
<td>Peacemaker</td>
<td>Dishonest</td>
<td>Put things off</td>
</tr>
<tr>
<td>Determined</td>
<td>Perform well under pressure</td>
<td>Disorganized</td>
<td>Quick-tempered</td>
</tr>
<tr>
<td>Disciplined</td>
<td>Persistent</td>
<td>Distrustful</td>
<td>Racist</td>
</tr>
<tr>
<td>Discrete</td>
<td>Poised</td>
<td>Do dumb things often</td>
<td>Rarely finish anything</td>
</tr>
<tr>
<td>Efficient</td>
<td>Respectful</td>
<td>Dominating</td>
<td>Rude</td>
</tr>
<tr>
<td>Encouraging</td>
<td>Productive</td>
<td>Drug abuser</td>
<td>Sarcastic</td>
</tr>
<tr>
<td>Enduring</td>
<td>Punctual</td>
<td>Easily offended</td>
<td>Secretive</td>
</tr>
<tr>
<td>Energetic</td>
<td>Self-confident</td>
<td>Fearful</td>
<td>Shy</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Sense of humor</td>
<td>Gullible</td>
<td>Sickly</td>
</tr>
<tr>
<td>Expressive</td>
<td>Sensitive</td>
<td>Impatient</td>
<td>Stingy</td>
</tr>
<tr>
<td>Fair</td>
<td>Sharing</td>
<td>Impulsive</td>
<td>Stubborn</td>
</tr>
<tr>
<td>Flexible</td>
<td>Spontaneous</td>
<td>Inflexible</td>
<td>Stutterer</td>
</tr>
<tr>
<td>Forgiving</td>
<td>Steadfast</td>
<td>Insensitive</td>
<td>Sulky</td>
</tr>
<tr>
<td>Friendly</td>
<td>Thoughtful</td>
<td>Intolerant</td>
<td>Tactless</td>
</tr>
<tr>
<td>Gentle</td>
<td>Tactful</td>
<td>Irresponsible</td>
<td>Uncouth</td>
</tr>
<tr>
<td>Good listener</td>
<td>Talented</td>
<td>Jealous</td>
<td>Unrefined</td>
</tr>
<tr>
<td>Good with hands</td>
<td>Team player</td>
<td>Judgmental</td>
<td>Use profanity a lot</td>
</tr>
<tr>
<td>Grateful</td>
<td>Thoughtful</td>
<td>Lack courage</td>
<td>Wasteful</td>
</tr>
<tr>
<td>Graceful</td>
<td>Thrifty</td>
<td>Lazy</td>
<td>Worry a lot</td>
</tr>
<tr>
<td>Helpful</td>
<td>Tolerant</td>
<td>Moody</td>
<td>Not dependable</td>
</tr>
<tr>
<td>Honest</td>
<td>Trustworthy</td>
<td>Not good in</td>
<td></td>
</tr>
<tr>
<td>Humble</td>
<td>Understanding</td>
<td>(specify)</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>Unselfish</td>
<td>Jealous</td>
<td>Unrefined</td>
</tr>
<tr>
<td>Industrious</td>
<td>Witty</td>
<td>Judgmental</td>
<td>Use profanity a lot</td>
</tr>
</tbody>
</table>

### Rank order your “Strongest Strengths”

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

### Rank order your “Weakest Weaknesses”

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
WHAT IS AN ATTITUDE AND HOW DO ATTITUDES RELATE TO THE INSIDE OF YOU?

An attitude can be defined as a way of thinking and, very often, a way of feeling, which results in a tendency toward or position about something, someone or some situation (which is, at times, visible to others). However, what you think and feel inside, in large part, is based on your past experiences which, in turn, has significantly influenced who you are right now.

WHAT IS A “POSITIVE ATTITUDE?”

A “Positive Attitude” can be defined as a FAVORABLE way of thinking (and often a way of feeling) which results in a tendency toward or position about something, someone or some situation (which develops from past experiences). Positive attitudes are frequently shown by actions or behaviors similar to the following.

- Optimism
- Promptness
- Hopefulness
- Kindness
- Politeness
- Patience
- Cheerfulness
- Pleasantness
- Responsibleness
- Tactfulness
- Respectfulness
- Dependableness
- Gratefulness
- Helpfulness
- Willingness
- Cooperativeness
- Neatness
- Friendliness, etc.

The regular practice of “Positive Attitude” should improve one’s chances of obtaining career goals as well as increase the likelihood that one will realize his or her life values at a higher intensity level.

WHAT IS A “NEGATIVE ATTITUDE?”

A “Negative Attitude” can be defined as a SELF-DEFEATING way of thinking (and very often, a way of feeling) which results in a tendency toward or a position about something, someone or some situation (which develops from past experiences). Negative attitudes are frequently shown by actions or behaviors similar to the following.

- Cockiness
- Irresponsibility
- Criticism
- Aggressiveness
- Argumentativeness
- Distrustfulness
- Laziness
- Sarcasm
- Hostility
- Belligerence
- Unwillingness
- Hopelessness
- Hatefulness
- Rudeness
- Confronting
- Condescending
- Pessimism
- Apathy
- Doubtfulness
- Flippancy
- Nonchalantness
- Lack of Motivation
- Disrespectfulness

The regular practice of “Negative Attitudes” usually hamper one’s chances of obtaining career goals and realizing underlying life values at a satisfactory level.
SIGNIFICANT INFLUENCING FACTORS

(A Selected List)

Significant Influencing Factors can and often do influence aspects of who you are and what is most important to you in life. You are who you are, in large part, due to your past experiences relative to significant Influencing Factors such as those cited below. Therefore, it is important for you to maintain a continuing awareness of those significant influencing factors (those that tend to alter thinking patterns, activities and relationships beyond the temporary) which motivate you to make adjustments in terms of who you are and what is most important in your life.

ECONOMICS  
(household bill status, adding or losing a job, changing a job, getting a raise, not getting a raise, foreign competition, supply & demand, etc.)

PHYSICAL  
(sickness, disease, accidents, handicaps, old age, recovery, surgery, puberty, menopause, etc.)

NATURAL OR MAN-MADE DISASTERS  
(storms, floods, excessive heat, intense cold, famines, droughts, wars, riots, etc.)

FAITH  
(change in one’s most cherished beliefs; rededication to faith, etc.)

FAMILY  
(separation, divorce, death, illness, children problems, alcohol, drug abuse, crime, disorganization, etc.)

OCCUPATIONS  
(new or different position, problems with co-worker or boss, outlook, past employment record, proximity, etc.)

EDUCATION  
(acquiring new or additional training. Education or degree, need for more training or education, etc.)

SOCIAL  
(leisure-time pursuits which cause stress, peer pressure and socioeconomic status, etc.)

ATTITUDE  
(positive, negative, good, poor)

POLITICAL  
(new legislation, rules, tax changes, program or funding cuts or additions, etc.)

OTHER  
(gender, ethnicity, race, age, network of associates, etc.)
INSTRUCTIONS

DIRECTIONS: On the next page, please write in the information you were asked to provide in each section. If you feel there are some which should be listed because they are of equal weight (or tied in terms of rank order) with one or more of the others you have written, please write it next to the item or statement.

UPON COMPLETION OF THE SELF-ASSESSMENT SUMMARY....

After you have completed the Self-Assessment Summary Sheet on the following page, look carefully at your results. You should be aware that some of your selections are subject to change in time due to Significant Influencing Factors (See pg. 16).

RECOMMENDATION:

PERIODICALLY, REVIEW THIS SUMMARY AND, WHENEVER NECESSARY, UPDATE.

Your completed Self-Assessment Summary Sheet can assist you to complete a more accurate resume as well as address areas during a job interview which are of particular interest to you. In addition, it should also help you to make better decisions in terms of selecting the most appropriate occupation, college major, leisure-time activity, etc.

FINAL NOTE:

IT IS STRONGLY SUGGESTED THAT A QUALIFIED COUNSELOR GO OVER THESE RESULTS WITH YOU.
### LIFE VALUES...  
(See p. 5 & 6)  
List “M” values

### WORK VALUES...  
(See p. 7)  
List “Top” 7

### (5) Strongest  
INTERESTS...  
(See p. 8 & 9)

### Top (5)  
LEISURE-TIME INVOLVEMENT'S...  
(See p. 10)

### TEMPERAMENTS...  
(See p. 11)  
Most comfortable

**5 Strongest Skills (Abilities)**

### SKILLS... .  
(See p. 12 & 13)

### (5) Strongest  
STRENGTHS... .  
(See p. 14)

### (5) Weakest  
WEAKNESSES... .  
(See p. 14)

**BELOW, WRITE IN ANYTHING LISTED IN ABOVE BOXES YOU DESIRE TO DO MORE OF....LESS OF.....**

### DESIRED... 

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STEP 1 – SELF ASSESSMENT

SUMMARY SHEET
4-Step Development Process

What's Involved?

STEP 1        INSIDE
              (Self-Assessment)

The process of identifying characteristics that represent your inside is commonly referred to as a self-assessment. It is considered the starting point of our 4-Step Career Development Process. The main goal of Step 1 is to determine who you are and what's most important to you in your life. Once you have accurately completed this step, the summary of the self-assessment it represents should help you to make or confirm an appropriate career or college major choice.

STEP 2       OUTSIDE
              (Career Exploration)

Step 2 is often referred to as career exploration. The main goal of Step 2 has been summarized below.

* To explore the World-Of-Work, suitable occupational fields and their entry requirements, working conditions, job outlook, salary and other factors you need to consider before a career or college major selection is made.

*To become aware of the significant influencing areas outside of you that influence all major decisions such as family, faith, education, politics and leisure-time.

STEP 3       CLOSER LOOK
              (Decision Making)

Step 3 is sometimes called decision making. It is at this point you take what you have discovered in the first two steps, and conduct more detailed research.

The main goal is to narrow down possible options and, after considering significant influencing factors, eventually select the career or college major you believe to be the best fit for you. In addition, setting goals and writing out a career plan are important components of Step 3.

STEP 4       MATCHING UP
              (Taking Action)

Step 4 can also be called taking action. The main goal is to actually do what needs to be done in order to acquire, achieve or obtain the goal(s) you have set in Step 3 (e.g.; occupation, college major, program of study, apprenticeship, military, etc.).

As you can see, going through this 4-Step Career Development Process will take time. The results of taking action can have a widespread and life changing impact. Therefore, it is strongly recommended before you take action, that you confirm your career or college major choice with a professional counselor.