

# Abilities & Skills

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# Rate Yourself as a Worker



Read each statement, and circle the number that best describes you. Then, write the total for each column, and add those five totals to get the grand total.

	Always	Usually	Sometimes	Rarely	Never
1. I like to help others. ....	5	4	3	2	1
2. I am a safe worker. ....	5	4	3	2	1
3. I know when not to say anything. ....	5	4	3	2	1
4. I am fair. ....	5	4	3	2	1
5. I am able to put myself in another's shoes. ....	5	4	3	2	1
6. I am neat. ....	5	4	3	2	1
7. I know who my boss is. ....	5	4	3	2	1
8. I call in when I am late or ill. ....	5	4	3	2	1
9. I work hard. ....	5	4	3	2	1
10. I do more than my share. ....	5	4	3	2	1
11. I can depend on me to get a job done. ....	5	4	3	2	1
12. I will talk over problems with other workers. ....	5	4	3	2	1
13. I congratulate others on a job well done. ....	5	4	3	2	1
14. I am honest. ....	5	4	3	2	1
15. I am pleasant. ....	5	4	3	2	1
16. I am loyal to a company. ....	5	4	3	2	1
17. I am loyal to a boss. ....	5	4	3	2	1
18. I know what to expect as a new employee. ....	5	4	3	2	1
19. I am able to stand up for my own rights. ....	5	4	3	2	1
20. I am able to get along with most people. ....	5	4	3	2	1

Total

## Indication of

Good Worker = 100–80

Average Worker = 79–65

Worker Needing  
Improvement = less than 65



Grand Total

Source: *DEAL: Working* (p. 38), by D. Doyle and J. Beam, 1983, Austin, TX: PRO-ED. Copyright 1997 by PRO-ED, Inc. Adapted with permission.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Skills You Are Good At



Skills break down into three groups, those you use working with *People*, those you use working with *Data and Information*, and those you use working with *Things*. Think about the skills you have learned during your life. Check those skills listed below, and add any other skills you have learned that apply to the three areas.


Skills with People	Skills with Data/Information	Skills with Things
<input type="checkbox"/> tutoring	<input type="checkbox"/> keeping records	<input type="checkbox"/> drawing
<input type="checkbox"/> entertaining	<input type="checkbox"/> gathering information	<input type="checkbox"/> writing
<input type="checkbox"/> leading	<input type="checkbox"/> computing	<input type="checkbox"/> playing an instrument
<input type="checkbox"/> communicating effectively	<input type="checkbox"/> filing	<input type="checkbox"/> constructing
<input type="checkbox"/> assisting others	<input type="checkbox"/> keeping track of money/spending	<input type="checkbox"/> assembling or repairing
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

① Look over the skills you have checked or listed, and circle the three that you are good at.

② List jobs that would use these three skills.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Skills Identification

 Check the skills you possess. Add any other skills you have.

## Transferable Skills

- |                                       |   |  |
|---------------------------------------|---|--|
| <input type="checkbox"/> fixing       | <input type="checkbox"/> teaching         | <input type="checkbox"/> leading others        |
| <input type="checkbox"/> observing    | <input type="checkbox"/> remembering      | <input type="checkbox"/> writing               |
| <input type="checkbox"/> lifting      | <input type="checkbox"/> listening        | <input type="checkbox"/> critical thinking     |
| <input type="checkbox"/> creating     | <input type="checkbox"/> packaging        | <input type="checkbox"/> math skills           |
| <input type="checkbox"/> driving      | <input type="checkbox"/> predicting       | <input type="checkbox"/> anticipating problems |
| <input type="checkbox"/> figuring     | <input type="checkbox"/> solving problems | <input type="checkbox"/> communicating         |
| <input type="checkbox"/> inspecting   | <input type="checkbox"/> typing           | <input type="checkbox"/> making decisions      |
| <input type="checkbox"/> planning     | <input type="checkbox"/> persuading       | <input type="checkbox"/> speaking in public    |
| <input type="checkbox"/> interpreting | <input type="checkbox"/> directing        | <input type="checkbox"/> organizing            |
| <input type="checkbox"/> comparing    | <input type="checkbox"/> painting         | <input type="checkbox"/> researching           |

Other \_\_\_\_\_

Other \_\_\_\_\_

## Technical/Specific Skills

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> computer skills   | <input type="checkbox"/> cutting glass      | <input type="checkbox"/> driving a backhoe    |
| <input type="checkbox"/> welding           | <input type="checkbox"/> fitting eyeglasses | <input type="checkbox"/> recording sounds     |
| <input type="checkbox"/> feeding animals   | <input type="checkbox"/> helping patients   | <input type="checkbox"/> testing water purity |
| <input type="checkbox"/> cooking meals     | <input type="checkbox"/> roofing            | <input type="checkbox"/> trimming trees       |
| <input type="checkbox"/> processing X rays | <input type="checkbox"/> installing carpets | <input type="checkbox"/> reading blueprints   |
| <input type="checkbox"/> plastering walls  | <input type="checkbox"/> arranging flowers  |   |

Other \_\_\_\_\_

Other \_\_\_\_\_

## Personal Skills/Traits


- |                                       |                                       |   |
|---------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> honest       | <input type="checkbox"/> competitive  | <input type="checkbox"/> tactful            |
| <input type="checkbox"/> careful      | <input type="checkbox"/> persistent   | <input type="checkbox"/> assertive          |
| <input type="checkbox"/> dependable   | <input type="checkbox"/> friendly     | <input type="checkbox"/> outgoing           |
| <input type="checkbox"/> punctual     | <input type="checkbox"/> mature       | <input type="checkbox"/> fast learner       |
| <input type="checkbox"/> orderly      | <input type="checkbox"/> positive     | <input type="checkbox"/> positive attitude  |
| <input type="checkbox"/> polite       | <input type="checkbox"/> self-starter | <input type="checkbox"/> interested in work |
| <input type="checkbox"/> energetic    | <input type="checkbox"/> quiet        | <input type="checkbox"/> neat appearance    |
| <input type="checkbox"/> loyal        | <input type="checkbox"/> cooperative  | <input type="checkbox"/> motivated          |
| <input type="checkbox"/> hard working | <input type="checkbox"/> discreet     | <input type="checkbox"/> self-promoting     |

Other \_\_\_\_\_

Other \_\_\_\_\_

Source: *Texas Job Hunter's Guide* (p. 109), by State of Texas, 1998, Austin, TX: Author. Copyright 1998 by State of Texas. Adapted with permission.

# Managing Time Responsibly

-  When you accept a job, you are responsible to know your work schedule and show up on time and ready to give it your best. Employers and co-workers depend on that. Customers, clients, and patients depend on it too. So you must ask yourself two questions: ① Are you ready for a job? and, ② if so, are you dependable?

## Part A: Time Management at School *(Think of yourself at school and answer these questions.)*

Yes No

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Are you punctual at school in the morning?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you punctual at each class during the day?  |
| <input type="checkbox"/> | <input type="checkbox"/> | When you know you are going to be absent or tardy, do you give notice ahead of time?    |
| <input type="checkbox"/> | <input type="checkbox"/> | When you know you are going to be absent, do you ask for the assignments you will miss? |
| <input type="checkbox"/> | <input type="checkbox"/> | When you are absent, do you think it makes a difference in your classes?                |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you absent for a good reason?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you complete your assignments on time?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Are your assignments completed to the best of your ability?                             |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you complete your assignments without having someone remind you to do so?            |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you focused in class?   |

- ★ Habits established at school are usually transferred to the work setting. If most of your answers to these questions are "yes," then you are probably ready to take on the responsibilities of a job.

## Part B: Time Management at Work *(If you are already working, you can read and answer these questions. If you do not have a job, read these questions, and predict how you will do based on your answers in Part A.)*

Yes No

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Do you get to work on time?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you know your schedule each week?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you notify your supervisor at work in advance when you know you will be absent or late?     |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you try to get a replacement when you know you will be absent?                              |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you realize that work depends on you and that it makes a difference when you don't show up? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you know what reasons for missing work are valid?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you prioritize job tasks in order to finish them on time?                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you complete your job to the best of your abilities?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you do your work without needing someone to remind you of what needs to be done?            |
| <input type="checkbox"/> | <input type="checkbox"/> | Are you focused when working?  |

- ★ If most of your answers to these questions are "yes," then you are showing dependability. Employers depend on their employees to report to work at their scheduled times and to do their jobs to the best of their abilities.



Source: *Counseling Activities for Life Skills and Career Development* (pp. 107–108), by J. Langelier, P. Schwallie-Giddis, and C. Valier, 2003, Austin, TX: PRO-ED. Copyright 2003 by PRO-ED, Inc. Adapted with permission.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Part C: Acceptable and Unacceptable Reasons for Being Late or Absent

When employees must miss work or arrive late, they must notify the employer as soon as possible. There are some acceptable reasons to arrive late or to be absent, while others are unacceptable and are grounds for being fired. In the chart below, list acceptable reasons in the left column and unacceptable reasons in the right column.

Reasons for Being Late or Absent	
Acceptable	Not Acceptable

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Name \_\_\_\_\_

Date \_\_\_\_\_

# How well do you get along with others?

## ① Recall a time you worked on a school project with two or more other students.

- How did you divide up the work? \_\_\_\_\_
- What happened when you disagreed with each other? \_\_\_\_\_  
\_\_\_\_\_
- How satisfied were you with the finished project? \_\_\_\_\_
- What did you learn about working with others from this experience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ② Rate yourself as a group member. Think about a group (club, athletic team, etc.) you've been a member of as you consider and check each item.

	Always	Sometimes	Never
I listen actively to others. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respect and consider other people's ideas. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stick with the decisions of the group. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do my share of the work. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept and learn from criticism. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I offer to help others when they run into problems. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I let others know I appreciate their work. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I willingly share credit with other group members. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ③ Describe two ways you can improve your ability to work with others.

- Desired improvement: \_\_\_\_\_  
Steps I can take: \_\_\_\_\_  
\_\_\_\_\_
- Desired improvement: \_\_\_\_\_  
Steps I can take: \_\_\_\_\_  
\_\_\_\_\_



# How do you handle difficult people?



Think about the people with whom you work in school or on the job. In your mind, identify the person who is the hardest to work with, and answer the following questions.

- ① What does that person do that makes working with him or her difficult?

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- ② How do you normally react to this person? What do you say and do?

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- ③ With outstanding interpersonal skills and complete control of the situation, how would you react?

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- ④ Describe two specific things you can begin doing immediately to change your way of reacting to this person.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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# Aptitudes Identification



Indicate whether you have a high, medium, or low degree of ability for each category listed below.

HIGH	MEDIUM	LOW
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Aptitude Type

**Finger Dexterity:** Ability to move fingers rapidly and accurately to manipulate small objects. Used in playing guitar, playing video games, and assembling electronics.

**Numerical:** Ability to perform arithmetical work quickly and accurately. Used in balancing a checkbook, estimating food prices, and figuring interest rates.

**Motor Coordination:** Ability to use eyes and arms/hands and legs/feet rapidly and accurately in precise movements. Used in playing football, moving furniture, and dancing.

**General Learning:** Ability to "catch on"; to understand, reason, make judgments. Used in making decisions, memorizing, and reading instructions.

**Verbal:** Ability to understand meanings of words and associated ideas and to use them effectively. Used in making a speech, giving messages, and writing a paper.

**Form Perception:** Ability to see detail in objects, such as shapes of figures and widths/lengths of lines. Used in making a sketch, sorting differently sized items, and measuring areas by sight.

**Spatial Perception:** Ability to understand forms in space and their relationships. Used in reading blueprints, solving geometric problems, and planning where furniture should be placed in a room.


**Manual Dexterity:** Ability to move hands easily and skillfully in placing or turning objects. Used in changing a tire, opening a package, and washing dishes.

**Clerical Perception:** Ability to see detail in written or verbal material containing words or numbers. Used in taking telephone messages, proofreading letters, and checking bank statements.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Qualities Checklist

 For each characteristic, indicate whether it describes you "rarely," "sometimes," or "often" by placing an X in the appropriate column. Those you mark "often" can be considered strengths, and those marked "rarely" are areas to work on.

	Rarely	Sometimes	Often
<b>Able To Work Alone</b> Can you do work by yourself? .....	_____	_____	_____
<b>Ambitious</b> Do you take extra tasks to get ahead? .....	_____	_____	_____
<b>Articulate</b> Can you express ideas easily, both verbally and in writing? .....	_____	_____	_____
<b>Cheerful</b> Are you friendly to customers and co-workers? .....	_____	_____	_____
<b>Competent</b> Is your work thorough? .....	_____	_____	_____
<b>Conscientious</b> Do you give 100% effort at school? .....	_____	_____	_____
<b>Cooperative</b> Do you do your part on teams? .....	_____	_____	_____
<b>Decisive</b> Can you make decisions under pressure? .....	_____	_____	_____
<b>Dependable</b> Do people trust you? .....	_____	_____	_____
<b>Diplomatic</b> Can you handle difficult situations with grace and tact? .....	_____	_____	_____
<b>Discreet</b> Do you guard confidentiality? .....	_____	_____	_____
<b>Efficient</b> Do you plan your time well? .....	_____	_____	_____
<b>Emotionally Stable</b> Do you maintain self-control and stay even-tempered and cool? .....	_____	_____	_____
<b>Enthusiastic</b> Are you interested in and excited by your life? .....	_____	_____	_____
<b>Good with Your Hands</b> Can you build or make things? .....	_____	_____	_____
<b>Honest</b> Do you tell the truth and give credit and accept blame honestly? .....	_____	_____	_____
<b>Imaginative</b> Do you come up with new ideas? .....	_____	_____	_____
<b>Industrious</b> Do you work hard, resisting interruptions? .....	_____	_____	_____

Source: *Texas Job Hunter's Guide* (pp. 15–17), by State of Texas, 1998, Austin, TX: Author. Copyright 1998 by State of Texas. Adapted with permission.

Name \_\_\_\_\_

Date \_\_\_\_\_

	Rarely	Sometimes	Often
<b>Leadership Ability</b> Do people follow your suggestions? .....	_____	_____	_____
<b>Loyal</b> Can you focus on work, despite personal challenges? .....	_____	_____	_____
<b>Observant</b> Do you remember names, places, and figures accurately? .....	_____	_____	_____
<b>Organized</b> Do you plan and arrange things logically? .....	_____	_____	_____
<b>Patient</b> Can you keep your temper and stay calm under pressure? .....	_____	_____	_____
<b>Persistent</b> Can you stick with difficult and time-consuming tasks? .....	_____	_____	_____
<b>Persuasive</b> Can you sell ideas and products? .....	_____	_____	_____
<b>Resourceful</b> Can you work your way out of difficult situations? .....	_____	_____	_____
<b>Sober</b> Do you make sure drugs and alcohol do not affect your work? .....	_____	_____	_____
<b>Sympathetic</b> Do you understand others' problems? .....	_____	_____	_____
<b>Thrifty</b> Do you avoid waste in supplies and equipment? .....	_____	_____	_____
<b>Tolerant</b> Are you open-minded? .....	_____	_____	_____

Source: *Texas Job Hunter's Guide* (pp. 15–17), by State of Texas, 1998, Austin, TX: Author. Copyright 1998 by State of Texas. Adapted with permission.

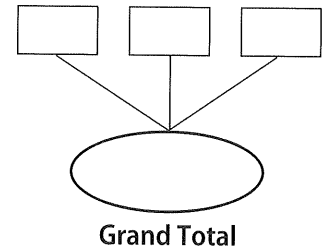
# How I Feel About Myself



Read each statement and circle the number that best describes you. After completing all 20 statements, write the total for each column, then add those three totals to get the grand total.

	Usually	Sometimes	Rarely
1. I am smart. I understand instructions and directions when given the first time. ....	3	2	1
2. I show initiative. I try to do extra work. I take part in class or school activity. ....	3	2	1
3. I am dependable and reliable and do routine duties without being told. I can be trusted. ....	3	2	1
4. I am on time. I complete assignments on time and keep appointments on time. ....	3	2	1
5. I observe the rules of my school, of my employer, and of my community. ....	3	2	1
6. I cooperate with others and work well in group activities. ....	3	2	1
7. I say and do the right thing when dealing with others. I never try to insult others. ....	3	2	1
8. I am neat and clean. My clothes are neat and clean. I keep my room and locker neat and clean. ....	3	2	1
9. When I walk, sit, or stand, I create a good impression. ....	3	2	1
10. The words I speak are clear and create a good impression. ....	3	2	1
11. I show consideration for others. In making decisions, I am aware of the effect my future conduct will have on others. ....	3	2	1
12. I am well-mannered. ....	3	2	1
13. I am healthy. I am almost never ill. ....	3	2	1
14. I am accurate. I get information correctly. I keep records properly in order. ....	3	2	1
15. I am speedy. I get my work done quickly. I lose no time in doing my work. ....	3	2	1
16. I turn from one task to another without being confused by changes. I adjust myself to people, places, and things. ....	3	2	1
17. I am honest. ....	3	2	1
18. I have a good memory. I remember the names of persons, telephone numbers, and addresses. I remember acts that are important. ....	3	2	1
19. I like being busy and will look for work to do. ....	3	2	1
20. I am loyal to family members, employees, and friends. ....	3	2	1

Total



Very Good to Excellent = 50–60

Low Average to High Average = 40–49

Needs Work = 20–39

Name \_\_\_\_\_

Date \_\_\_\_\_

# Strengths Audit



Place a check under the strengths headings that show how much the item applies to you.

## Appreciation Strengths

## Strengths in This Area

None Little Some Much

<input type="checkbox"/> Periodically attending football games, basketball games, or similar sports events during the year	_____	_____	_____	_____
<input type="checkbox"/> Attending plays, movies, and lectures or watching "good" TV programs and educational programs	_____	_____	_____	_____
<input type="checkbox"/> Reading books, fiction, plays, poetry, biography, history, or books on contemporary issues a number of times during the year	_____	_____	_____	_____
<input type="checkbox"/> Reading a variety of magazines—news, family, or literary—a number of times monthly	_____	_____	_____	_____
<input type="checkbox"/> Reading daily newspapers or listening to news broadcasts/podcasts to keep abreast of events	_____	_____	_____	_____
<input type="checkbox"/> Enjoying trips to museums, art exhibits, and so forth	_____	_____	_____	_____
<input type="checkbox"/> Other appreciation strengths				
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
_____				



Source: *Career Actualization and Life Planning* (pp. 50–72), by X. Blocher, 1989, Denver, CO: Love. Copyright 1989 by Love Publishing Co. Adapted with permission.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sports Strengths

## Strengths in This Area

None Little Some Much

- ☐ Actively but intermittently participating in sports or games during the year

*List Major Sports*

*How Often*

_____	_____
_____	_____
_____	_____

- ☐ Consistently and throughout the year participating in sports or games

*List Major Sports*

*How Often*

_____	_____
_____	_____
_____	_____

- ☐ Actively but intermittently enjoying nature and participating in outdoor activities such as camping, fishing, hiking, kayaking, and so on

*List Major Activities*

*How Often*

_____	_____
_____	_____
_____	_____

- ☐ Consistently and throughout the year enjoying nature and outdoor activities

*List Major Activities*

*How Often*

_____	_____
_____	_____
_____	_____

- ☐ Doing body-building exercises or having a "gym workout" and so on

☐ intermittently ☐ consistently (*check one*) throughout the year

*List*

*How Often*

_____	_____
_____	_____
_____	_____

- ☐ Wishing and desiring more active participation in sports, nature and outdoor activities, body-building exercise, and so on

*List*

*How Often*

_____	_____
_____	_____
_____	_____

- ☐ Other sports strengths

1. \_\_\_\_\_

2. \_\_\_\_\_

_____	_____
-------	-------

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Leisure Strengths

## Strengths in This Area

None Little Some Much

- ☐ Showing interest in one or more hobbies

*List*

---

---

---



---

---

---

---

- ☐ Spending a great deal of time and effort on one or more hobbies

*List*

---

---

---



---

---

---

---

- ☐ Making products that are praised and admired

*List*

---

---

---



---

---

---

---

- ☐ Receiving instruction or training in crafts such as furniture making, weaving, pottery, jewelry making

*List*

---

---

---



---

---

---

---

- ☐ Having special knowledge or interests to which to give time or effort

*List*

---

---

---



---

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---

---

- ☐ Having possible hobby(ies) or craft(s) that you would enjoy but for which you have had little opportunity

*List*

---

---

---



---

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---

---

- ☐ Other hobbies or crafts that you enjoy

1. \_\_\_\_\_

2. \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Artistic Strengths

## Strengths in This Area

	None	Little	Some	Much
<input type="checkbox"/> Actively and periodically participating in social dancing	_____	_____	_____	_____
<input type="checkbox"/> Having special skill in social dancing and knowing several types of dances such as salsa, square dancing, or line dancing	_____	_____	_____	_____
<input type="checkbox"/> Doing modern or interpretive dancing	_____	_____	_____	_____
<input type="checkbox"/> Participating in plays or dramatic productions	_____	_____	_____	_____
<input type="checkbox"/> Writing stories, essays, articles, or poetry	_____	_____	_____	_____
<input type="checkbox"/> Having one or a number of writings sold or printed in any source	_____	_____	_____	_____
<input type="checkbox"/> Doing painting in oil, watercolor, etc., or sketching and drawing	_____	_____	_____	_____
<input type="checkbox"/> Doing sculpture in clay, stone, or other media or doing wood carving	_____	_____	_____	_____
<input type="checkbox"/> Making pottery, mobiles, or other art objects	_____	_____	_____	_____
<input type="checkbox"/> Having sculpture, wood carving, pottery, or other art object admired, used in interior decorating, or bought	_____	_____	_____	_____
<input type="checkbox"/> Having a definite feeling for music and rhythm or "can pick out a tune" on some musical instrument	_____	_____	_____	_____
<input type="checkbox"/> Being able to improvise or make up own tunes or compose music	_____	_____	_____	_____
<input type="checkbox"/> Playing a musical instrument in a band, or entertaining people or having skill in playing a musical instrument	_____	_____	_____	_____
<input type="checkbox"/> Appreciating music—listening to popular or classical music or singing	_____	_____	_____	_____
<input type="checkbox"/> Appreciating music—studying and learning about music	_____	_____	_____	_____
<input type="checkbox"/> Wishing or desiring or would enjoy participating in the expressive arts, such as theater, modern dance, mime, etc.	_____	_____	_____	_____

### List

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ☐ Other artistic strengths

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Health and Physical Fitness Strengths

## Strengths in This Area

	None	Little	Some	Much
<input type="checkbox"/> Being able-bodied and capable of physical labor ( <i>check one</i> )	_____	_____	_____	_____
<input type="checkbox"/> Heavy labor <input type="checkbox"/> Light labor <input type="checkbox"/> Occasional labor				
<input type="checkbox"/> Being in general good health	_____	_____	_____	_____
<input type="checkbox"/> Being in top physical condition and health	_____	_____	_____	_____
<input type="checkbox"/> Having an active interest in maintaining health by periodic physical examination and regular monitoring of health	_____	_____	_____	_____
<input type="checkbox"/> Fostering health through regular physical exercises, gym workouts, or sports	_____	_____	_____	_____
<input type="checkbox"/> Maintaining health through proper nutrition or a diet designed to meet activity level and age requirements	_____	_____	_____	_____
<input type="checkbox"/> Seeking medical attention or treatment and psychiatric or other professional help at once when needed	_____	_____	_____	_____
<input type="checkbox"/> Being full of energy and vitality most of the time	_____	_____	_____	_____
<input type="checkbox"/> Maintaining and continuing an immunization program	_____	_____	_____	_____
<input type="checkbox"/> Using and enjoying all senses: hearing, smell, sight, taste, touch	_____	_____	_____	_____
<input type="checkbox"/> Other fitness strengths				
1. _____	_____	_____	_____	_____
_____				
2. _____	_____	_____	_____	_____
_____				
_____				



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Name \_\_\_\_\_

Date \_\_\_\_\_

## Educational Strengths

- ☒ Grade school and/or some high school education    ☐ Yes    ☐ No

Last year of school completed \_\_\_\_\_

- ☒ Graduation from high school and/or some college education    ☐ Yes    ☐ No

Years of college \_\_\_\_\_

- ☒ High marks, grades, scholastic honors, or high achievement at any time during education

*List High Grades, Achievement*

*Where*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☒ On-the-job or other training leading to a skill

*List Training*

*Where*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☒ Self-education through extensive study of books and other sources

*List Areas of Study*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☒ Having the education and training to earn a living

**None      Little      Some      Much**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☒ Having the necessary education or training to achieve vocational goals or advancement in a job or position

- ☒ Having education or training as a means to better understand life, living, and the world

- ☒ Having education as a means of enjoying life and living more fully

- ☒ Having education as a tool to achieve more vital, spontaneous, and emotionally satisfying life experiences

- ☒ Having education as an aid in understanding yourself or other persons

- ☒ Having education as a source of stimulating intellectual curiosity, and eagerness to learn and find out more

- ☒ Being interested in obtaining more education or training

*List Areas*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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Date \_\_\_\_\_

### Strengths in This Area

- [illegible]

### Strengths in This Area

- | None  | Little | Some  | Much  |
|-------|--------|-------|-------|
| _____ | _____  | _____ | _____ |
| _____ | _____  | _____ | _____ |

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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---

- |       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

1. \_\_\_\_\_
2. \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Relationship Strengths

## Strengths in This Area

	None	Little	Some	Much
<input type="checkbox"/> Feeling comfortable meeting people or having ability to talk freely with strangers	_____	_____	_____	_____
<input type="checkbox"/> Enjoying being with people most of the time	_____	_____	_____	_____
<input type="checkbox"/> Having good relations with neighbors	_____	_____	_____	_____
<input type="checkbox"/> Willing to help others or do for others without expecting anything in return	_____	_____	_____	_____
<input type="checkbox"/> Being kind to people	_____	_____	_____	_____
<input type="checkbox"/> Treating people with consideration, politeness, and respect	_____	_____	_____	_____
<input type="checkbox"/> Being able to really listen to what others have to say	_____	_____	_____	_____
<input type="checkbox"/> Being sensitive to the needs and feelings of others	_____	_____	_____	_____
<input type="checkbox"/> Understanding why people behave the way they do	_____	_____	_____	_____
<input type="checkbox"/> Having patience with children or adults	_____	_____	_____	_____
<input type="checkbox"/> Having the capacity to stand up to people when necessary or to say no	_____	_____	_____	_____
<input type="checkbox"/> Being able to help others become more mature, loving, and productive	_____	_____	_____	_____
<input type="checkbox"/> Helping others to be aware of their strengths, potential, and abilities	_____	_____	_____	_____
<input type="checkbox"/> Relating to people as individuals regardless of sex, creed, or race	_____	_____	_____	_____
<input type="checkbox"/> Conveying the feeling to people that you understand them	_____	_____	_____	_____
<input type="checkbox"/> Other relationship strengths				
1. _____	_____	_____	_____	_____
_____				
2. _____	_____	_____	_____	_____
_____				



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Date \_\_\_\_\_

## Intellectual Strengths

- ☐ Being able to apply reasoning processes to solve problems
- ☐ Having intellectual curiosity—wanting to know the why of things
- ☐ Being able to stimulate or develop intellectual curiosity in others
- ☐ Formulating and expressing ideas verbally or in writing
- ☐ Being receptive to new ideas from people, books, or other sources
- ☐ Working on extending your understanding of the world through extensive reading, discussion, sharing of ideas
- ☐ Doing original and creative thinking
- ☐ Working to improve your ability to concentrate on being engaged in any course, program, or activity designed to improve your intellectual strengths
- ☐ Having the ability to learn and enjoy learning
- ☐ Other intellectual strengths

1. \_\_\_\_\_

2. \_\_\_\_\_

## Strengths in This Area

None	Little	Some	Much
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Organizational Strengths

- ☐ Assigning and carrying out priorities or doing first things first
- ☐ Thinking through problems or projects to make plans, then taking concrete steps to carry out such plans
- ☐ Developing and planning realistic short-range and long-range goals
- ☐ Organizing resources, energy, and time to achieve short- or long-range goals
- ☐ Being able to carry out or direct jobs or projects requiring much detail work
- ☐ Having the capacity to coordinate the efforts and productivity of people or other factors in an organization, business, industry
- ☐ Carrying out as well as giving orders
- ☐ Having experience in organizing enterprises or projects
- ☐ Having the ability to manage money, evidenced by investments, savings, and so on
- ☐ Other organizational strengths

1. \_\_\_\_\_

2. \_\_\_\_\_

## Strengths in This Area

None	Little	Some	Much
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



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Date \_\_\_\_\_

## Creative Strengths

- ☐ Using creativity and imagination to think up new and different ideas at home
- ☐ Using creativity and imagination to think up new and different ideas at work
- ☐ Using creativity and imagination in social relationships and situations
- ☐ Working on developing and extending your imagination and creative abilities
- ☐ Using imagination to make up stories for children, inventing new games, and so on
- ☐ Exercising the capacity for original and independent thinking in private and in company
- ☐ Expressing creativity and imagination through writing, painting, sculpting, dance, music, or any other expressive arts
- ☐ Other creative strengths

1. \_\_\_\_\_  
 \_\_\_\_\_  
 2. \_\_\_\_\_  
 \_\_\_\_\_

## Strengths in This Area

None	Little	Some	Much
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Aesthetic Strengths

- ☐ Recognizing and enjoying beauty in nature
- ☐ Recognizing and enjoying beauty in art or things
- ☐ Recognizing and enjoying the physical beauty of people
- ☐ Recognizing and enjoying the beauty expressed through the personality of people
- ☐ Using a sense of beauty or aesthetic sense to enhance home and physical environment
- ☐ Making an effort to develop, sharpen, and extend the range of your aesthetic sensibilities
- ☐ Other aesthetic strengths

1. \_\_\_\_\_  
 \_\_\_\_\_  
 2. \_\_\_\_\_  
 \_\_\_\_\_

## Strengths in This Area

None	Little	Some	Much
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



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Date \_\_\_\_\_

## Emotional Strengths

### Strengths in This Area

None Little Some Much

- ☐ Being able to give warmth, affection, love
- ☐ Being able to receive warmth, affection, love
- ☐ Being able to openly express anger to others
- ☐ Being able to cope with anger or hostility from others
- ☐ Being able to feel a wide range of emotions
- ☐ Being able to express a wide range of feelings and emotions
- ☐ Being sensitive to the feelings of others
- ☐ Having the capacity for spontaneity—to do or express things on the spur of the moment
- ☐ Using feelings and emotions productively
- ☐ Exercising emotional honesty—for example, not saying, “No, I’m not mad,” when you are angry
- ☐ Having the ability to “put yourself in the other person’s shoes,” to feel empathy
- ☐ Being able to handle stress or pressure
- ☐ Other emotional strengths

1. \_\_\_\_\_
2. \_\_\_\_\_

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Other Strengths

### Strengths in This Area

None Little Some Much

- ☐ Using humor as a source of strength in social relations, at home, or at work
- ☐ Being able to laugh at yourself, and having the ability to take kidding
- ☐ Having the ability to grow through defeat, crisis, or adversity
- ☐ Having perseverance or sticking to a task or goal despite obstacles or discouragement
- ☐ Having a strong drive to get things done and doing them
- ☐ Taking the initiative in situations or with people
- ☐ Being able to look at yourself and your actions and beliefs critically
- ☐ Having the capacity to take a stand different from the crowd
- ☐ Being able to tell stories, poems, anecdotes, or jokes to adults or children
- ☐ Being “handy around the house”
- ☐ Knowing languages or knowing other cultures through travel or reading
- ☐ Speaking publicly or being able to get up in front of people and express your views

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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# Strengths Audit Review



The purpose of the Strengths Audit is to help you understand your strengths. Reexamine your completed audit, and as you read over the audit, find three strengths and list them in the boxes in the first column. Then, in the columns labeled Personal, School, Work, and Community, describe possible plans you may have to use the strength for improvements in those areas.

Strengths	Personal	School	Work	Community
①				
②				
③				

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# Skills Fit



Following are skills needed for success in many kinds of work. Go through the list and check the importance of each skill for your career goals on the left. Then rate your skill level for each ability as (1) a major strength, (2) a minor strength, (3) an area needing improvement, or (4) a weakness on the right.

		Socializing with Others				
Importance			Major Strength	Minor Strength	Improvement	Weakness
High	Low					
<input type="checkbox"/>	<input type="checkbox"/>	<b>Congeniality:</b> relate easily in situations that are primarily social in nature (parties, receptions)	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Public relations:</b> relate with people who come for information, service, or help	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Tastefulness:</b> dress presentably and appropriately for a variety of situations or occasions	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Handling criticism or disagreement:</b> able to cope with negative reactions	1	2	3	4

## *Communicating with Others*

<input type="checkbox"/>	<input type="checkbox"/>	<b>Talking:</b> relate easily with people in ordinary conversational settings	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Writing:</b> express myself well in written forms of communication	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Compromising:</b> able to bargain or discuss to reach agreement through negotiation	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Persuading:</b> able to convince others to believe something that I believe to be true	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Selling:</b> able to convince others to buy a product that I am selling	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Public speaking:</b> able to deliver a talk or address to an audience	1	2	3	4

## *Directing and Helping Others*

<input type="checkbox"/>	<input type="checkbox"/>	<b>Supervising:</b> able to oversee, manage, or direct work of others	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Teaching:</b> able to help others learn something; able to provide knowledge or insight	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Counseling:</b> able to engage in a direct helping relationship with another individual	1	2	3	4

## *Organizing Others*

<input type="checkbox"/>	<input type="checkbox"/>	<b>Organizing and planning:</b> able to plan a project by preparing and arranging tasks and coordinating people and resources	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Orderliness:</b> able to arrange items in a systematic way so they can be used or retrieved easily	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Following through on details:</b> able to work with a variety or volume of information without losing track of any items; comfortable with small informational tasks that are part of the larger project responsibility	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Making Decisions:</b> comfortable in making judgments or reaching conclusions about matters that require specific action; able to accept responsibility for the consequences of such actions	1	2	3	4



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## Working with Tools

Importance  
High Low

			Major Strength	Minor Strength	Improvement	Weakness
<input type="checkbox"/>	<input type="checkbox"/>	<b>Mechanical reasoning:</b> able to understand how machinery or tools operate and the relationship among mechanical operations	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Dexterity:</b> skill in using hands or body				
<input type="checkbox"/>	<input type="checkbox"/>	<b>Visualizing size and shape:</b> able to judge the relationships of objects in space, to judge sizes and shapes, manipulate them mentally, and visualize the effects of putting them together	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Physical strength and stamina:</b> physical resistance to fatigue, hardship, and illness	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Working outdoors:</b> familiar with the outdoors; able to work outdoors without encountering obstacles or knowledge deficiencies	1	2	3	4

## Being Original and Creative

<input type="checkbox"/>	<input type="checkbox"/>	<b>Creating art and beauty:</b> keenly sensitive to aesthetic values; able to create work of art	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Imagination with things:</b> able to create new ideas and forms with various physical objects	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Imagination with ideas:</b> able to create new ideas by imagining existing things in new ways; able to merge abstract ideas in new ways	1	2	3	4

## Researching Problems

<input type="checkbox"/>	<input type="checkbox"/>	<b>Intellectual curiosity:</b> able to learn about scientific phenomena and investigate events that may lead to such learning	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Investigating:</b> able to gather information in a systematic way to establish certain facts or principles	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Technical skills:</b> able to work easily with practical, mechanical, or industrial aspects of a particular science, profession, or craft	1	2	3	4

## Solving Numerical Problems

<input type="checkbox"/>	<input type="checkbox"/>	<b>Computational speed:</b> able to manipulate numerical data rapidly and accurately without a calculator	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Working with numerical data:</b> comfortable with large amounts of quantitative data; compiling, interpreting, presenting such data	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Solving quantitative problems:</b> able to reason quantitatively	1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<b>Computer use:</b> able to use computers to solve quantitative problems; programming or using software	1	2	3	4



**Review your responses. How do your career goals fit with your abilities? Discuss this issue with others.**

# Employability Skills

## Do You/Can You ...

	Yes	No	Not Sure
1. List in order the careers you are most interested in? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. List a career cluster that matches your career interests? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. List education requirements for a career cluster that matches your career interests? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. List things that influence your lifestyle and how these things affect career choices (e.g., your friends or the neighborhood in which you live)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. See how your opinion of yourself influences your ability to be good at your job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describe how risk-taking affects your career choices? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Tell the kinds of and how many job risks you are willing to take in the career you choose? ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe what you most hope to get from your job (e.g., money, power, pride)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Describe, in general, what is required in a career cluster related to your career interests? ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Describe the physical conditions you would be willing to work in (e.g., loud or quiet, outdoors or indoors)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Describe the work hours you would agree to work (e.g., 9 to 5, night shift, weekends)? ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Describe where you prefer to work (in the city, out in the country, in a neighborhood suburb, close to home)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Clearly define problems of decisions you have to make? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Find different ways to solve your problems or make decisions? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Tell how and where to find information to help you make decisions? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Understand and use information you collect? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Make a decision and then figure out a plan to meet your goals or solve your problems? ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Review and update your plans regularly? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. List/describe ways to find out where job openings are? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Use employment guides to find work or job openings? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Choose three jobs you might want that match your abilities, interests, education, and experience? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Find and use information that will help you predict how many jobs there will be (in which you are interested) at the local, state and national level? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Know where and how to find information on getting money for education and training? ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Know organizations that allow you to gain work-experience skills? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Write a letter or application for a job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Fill out a job application? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Write a résumé? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Tell the steps to follow in applying for a job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Source: *Developmental Guidance Classroom Activities for Use with National Career Development Guidelines, Grades 10–12* (activity 48), by J. A. Rogala, R. Lambert, and K. Verhage, 1992, Madison, WI: Center on Education and Work. Copyright 1992 by Center on Education and Work. Adapted with permission.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Do You/Can You ...**

	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>
29. Complete a W-4 tax form? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Describe how to get a Social Security number? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Describe how to get a work permit? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Describe some ways work hours are assigned by businesses? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Describe the correct steps to take when you are too ill to report to work or when you get sick at work? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Describe the correct steps to take to apply for vacation or annual leave? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Describe how bosses in different jobs and businesses expect you to act toward your work or behave on the job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Describe what you should do when you have a work problem on the job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Explain how to handle problems with other employees on the job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Describe why you need to be willing to make changes and to adjust in a work situation? ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Describe how your own habits, behaviors, and feelings affect others? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Describe what the safety rules are in a work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Describe what steps to take if there are unsafe working conditions at a job site? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Know about employee rights and unfair discrimination practices in terms of sex, race, disability, and age? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Explain what you should do if you feel you have been unfairly treated on the job because of sex, race, disability, or age? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Describe what union or professional group matches specific job areas? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Read and understand a pay statement or pay stub? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Describe how overtime pay is calculated? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Calculate the exact amount of overtime pay you should receive? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Tell what "compensatory time" means? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Name three jobs that match your career interests? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. List the education you need for three jobs that match your career interests? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. List the tasks and duties of three jobs that interest you? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Describe three jobs of interest to you that have similar education and experience requirements? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Describe specific requirements for three jobs that match your career interests? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Describe types of benefits you want in a job (e.g., retirement fund or paid vacation)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Describe the future need for three specific jobs that interest you? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Describe the things you would consider in choosing the area (part of town/section of the country) where you want to work? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Clearly state problems or decisions you have to make? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Find different ways of solving your problems or making decisions? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Source: *Developmental Guidance Classroom Activities for Use with National Career Development Guidelines, Grades 10–12* (activity 48), by J. A. Rogala, R. Lambert, and K. Verhage, 1992, Madison, WI: Center on Education and Work. Copyright 1992 by Center on Education and Work. Adapted with permission.

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>Do You/Can You ...</b>	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>
59. Tell how and where to get information to help you make decisions? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Understand the information you collected? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Decide to do something and make a plan to meet your goals or solve your problems? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Review and update your plans regularly? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Describe an occupation (job) ladder for your career that shows steps or levels for moving up (e.g., stocker, salesclerk, floor manager, store manager, vice president)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Write a plan for getting the education, training, or experience you need for a specific job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Find one job to enter as a first step in your career? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. List the advantages and disadvantages of different job-finding sources (e.g., private employment agency—helps you find a job quicker, but charges you a high fee)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Choose the best sources for finding the type of work in which you are interested? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. List regional or geographic areas where you might find the job you are looking for? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Tell how to become a member of a professional group or union which is related to your specific job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Describe how to set up an appointment for a job interview? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Describe the way you should dress for a job interview? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Describe the way you should act during a job interview? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Respond appropriately to questions during a job interview? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. List questions which would be proper to ask during a job interview? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Describe state and national laws and regulations about labor or taxes which might affect jobs (e.g., Worker's Compensation, Social Security)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Tell when you would be eligible to receive the federal (national) minimum wage? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Describe how to file a complaint in a specific work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Describe how salary or wages are figured for a specific job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Describe how fringe benefits are figured for a specific job? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. Figure out the amount of sick leave you have earned in a given situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. Add the number of vacation days you have earned in a given work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. Describe how to find out about new job openings? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. Give reasons employers promote employees and give them raises (e.g., "seniority" or number of years with the company, experience, attitude)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. Describe how to apply for a promotion in a work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. Describe how to apply for overtime in a work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. Explain how to ask for a raise in pay in a specific work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Describe how businesses regularly evaluate employees in a specific work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. Describe what types of additional education, training, and experience are needed for growth in a specific work situation? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *Developmental Guidance Classroom Activities for Use with National Career Development Guidelines, Grades 10–12* (activity 48), by J. A. Rogala, R. Lambert, and K. Verhage, 1992, Madison, WI: Center on Education and Work. Copyright 1992 by Center on Education and Work. Adapted with permission.

# Discrepancy Analysis



The following worksheets will help you analyze your job goal to learn whether the goal you have set for yourself is realistic and suitable to your qualifications and abilities. Using the next three pages, compare the skills, education, training, and other requirements of the job(s) you selected as a potential job goal with the skills, education, training, interests, and work experiences that you have.

Job Requirements for (Name of Job Wanted) \_\_\_\_\_

---

---

---

☐ Training: \_\_\_\_\_

---

---

☐ Schooling/Education: \_\_\_\_\_

---

---

☐ Skills: \_\_\_\_\_

---

---

☐ Work Experience: \_\_\_\_\_

---

---

☐ Physical Demands/Requirements: \_\_\_\_\_

---

---

☐ Working Conditions: \_\_\_\_\_

---

---

☐ Other: \_\_\_\_\_

---

---



Source: *Career Counseling for People with Disabilities* (pp. 140–143), by K. Wolffe, 1997, Austin, TX: PRO-ED. Copyright 1997 by PRO-ED, Inc. Adapted with permission.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Matching Personal Skills/Qualifications with Job Requirements



List your current skills and qualifications in the same manner as you did previously for the requirements of the job wanted (job goal).

☐ My training: \_\_\_\_\_

---

---

---

☐ My schooling/education: \_\_\_\_\_

---

---

---

☐ My skills: \_\_\_\_\_

---

---

---

☐ My work experiences (related to job wanted): \_\_\_\_\_

---

---

---

☐ My physical requirements: \_\_\_\_\_

---

---

---

☐ Working conditions of job: Any problems or modifications required in order to do the job? If so, list: \_\_\_\_\_

---

---

---

☐ Other: \_\_\_\_\_

---

---

---



Source: *Career Counseling for People with Disabilities* (pp. 140–143), by K. Wolfe, 1997, Austin, TX: PRO-ED. Copyright 1997 by PRO-ED, Inc. Adapted with permission.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Comparing the Two Lists

☐ What are your strongest points regarding your qualifications for the job? \_\_\_\_\_

---

---

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☐ What specific areas are you weak in? \_\_\_\_\_

---

---

---

☐ What qualifications are required for the job that you do not have? \_\_\_\_\_

---

---

---

☐ Are there any other problems to be overcome in order to prepare for or to be qualified for this job? If so, list. \_\_\_\_\_

---

---

---

☐ What do you plan to do to obtain the needed qualifications that you don't currently have or to overcome any problems listed above? \_\_\_\_\_

---

---

---

## Goal Setting

☐ After reviewing the the information, is the prospective job(s) a reasonable job goal for you? ☐ Yes ☐ No

If not, you may wish to discuss this problem with your vocational rehabilitation counselor in addition to the class instructor.

If it is a reasonable job goal, what do you need to do in order to achieve the job you want? \_\_\_\_\_

---

---

---

---

Source: *Career Counseling for People with Disabilities* (pp. 140–143), by K. Wolffe, 1997, Austin, TX: PRO-ED. Copyright 1997 by PRO-ED, Inc. Adapted with permission.

# Occupational Vocabulary Assessment



Read each of the 52 occupational vocabulary words to the student. All 52 words may be presented in one session or divided into smaller units for accommodating student needs. Put a ✓ by each word the student defines acceptably. An acceptable definition meets one or both of the following: ① giving the meaning correctly in a definition statement or explanation of the word, ② giving an appropriate synonym (probe for more information if in doubt). Then, complete the Present Level of Performance Statement, if needed for planning purposes.

- |                      |                         |                        |
|----------------------|-------------------------|------------------------|
| ___ 1. ability       | ___ 19. full time       | ___ 37. promotion      |
| ___ 2. accommodation | ___ 20. harassment      | ___ 38. qualifications |
| ___ 3. apply         | ___ 21. hazardous       | ___ 39. raise          |
| ___ 4. benefits      | ___ 22. hire            | ___ 40. responsibility |
| ___ 5. break         | ___ 23. hours           | ___ 41. safety         |
| ___ 6. breakage      | ___ 24. income          | ___ 42. satisfactory   |
| ___ 7. checklist     | ___ 25. interests       | ___ 43. schedule       |
| ___ 8. competent     | ___ 26. interview       | ___ 44. shift          |
| ___ 9. cooperation   | ___ 27. job description | ___ 45. signature      |
| ___ 10. deduction    | ___ 28. lay off         | ___ 46. skill          |
| ___ 11. department   | ___ 29. merchandise     | ___ 47. supervisor     |
| ___ 12. dependable   | ___ 30. occupation      | ___ 48. transportation |
| ___ 13. directions   | ___ 31. on time         | ___ 49. union          |
| ___ 14. eligible     | ___ 32. overtime        | ___ 50. vacation       |
| ___ 15. employment   | ___ 33. part time       | ___ 51. wages          |
| ___ 16. experience   | ___ 34. paycheck        | ___ 52. warning        |
| ___ 17. fired        | ___ 35. policy          |                        |
| ___ 18. first aid    | ___ 36. preferences     |                        |

## Present Level of Performance Statement

\_\_\_\_\_ is a \_\_\_\_\_ grade student whose disability inhibits/does not inhibit his or her ability to understand vocabulary associated with occupations and employment. \_\_\_\_\_ can define orally \_\_\_\_\_ out of 52 words correctly from a list of occupational words.

# Student and Teacher Evaluation



Check the appropriate rating for each characteristic as it applies to the student. The student uses the "S" or ☐ columns, and the teacher uses the "T" or ☐ columns.

	Good		OK		Needs Improvement	
	S	T	S	T	S	T
1. Responsibility	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
2. Punctuality	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
3. Organization	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
4. Attentiveness	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
5. Initiative	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
6. Quality	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
7. Cooperative	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
8. Cordiality & Cheerfulness	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
9. Adaptability	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>
10. Honesty	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>

Student's Name \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

Work Environment \_\_\_\_\_

# Employee Social Skills

Skill	Always	Sometimes	Never	N/A	Comments
1. Does the student greet co-workers when arriving at or leaving work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is the student punctual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Does the student look approachable (e.g., smiling, well-groomed)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is the student polite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the student greet/interact with customers in an acceptable way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Does the student greet/interact with co-workers in an acceptable way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is the student meeting expected work performance goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Does the student turn to co-workers for assistance when needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Does the student give and receive directions/instructions well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Does the student give and receive praise/criticism well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Does the student get along well with his or her peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Does the student seem to fit in with a social group at work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Does the student spend break or lunch with co-workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Does the student interact with co-workers outside work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Source: *The Transition Handbook: Strategies High School Teachers Use That Work* (p. 330), by C. Hughes and E. Carter, 2000, Baltimore: Brookes. Copyright 2000 by Paul Brookes. Adapted with permission.

Student \_\_\_\_\_

Date \_\_\_\_\_

Rater \_\_\_\_\_

# Job-Related Social Skills

Social Communication	Performs		
	Independently	With Support	Needs Training
1. Avoids engaging in			
a. self-stimulatory or abusive behavior .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. aggressive/destructive behavior .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. self-indulgent (attention-getting) behavior .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engages in relevant, appropriate conversation .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Responds calmly to emotional outbursts of others .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Talks about personal problems at appropriate times .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Manages expression of emotions at school/work .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Brings only appropriate items to school/work .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Respects others' property .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Responds appropriately to changes in supervisors/teachers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Interacts with co-workers/students at appropriate times .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Responds appropriately to social contacts such as "Hello" or "Good morning" .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Initiates greetings appropriately .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ignores inappropriate behaviors/comments of co-workers/students .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Refrains from inappropriate sexual activity at school/work .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Laughs and jokes at appropriate times .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Responds appropriately to strangers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Approaches supervisor/teacher appropriately when			
a. needs more work .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. makes a mistake he or she cannot correct .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. tools or materials are defective .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. does not understand task .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. is not feeling well .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Complies with supervisor's/teacher's requests in a specified period of time ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Responds appropriately to corrective feedback from supervisor/teacher .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Responds appropriately to changes in routine .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Follows instructions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *Vocational and Transition Services for Adolescents with Emotional and Behavioral Disorders* (pp. 205–206), by M. Bullis and H. D. Fredericks, 2002, Champaign, IL: Research Press. Copyright 2002 by Research Press. Adapted with permission.

Student \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

# Job Readiness Checklist

Yes

Sometimes

Never

## Job Search Skills

☐
☐
☐

1. Sources of employment: Can identify sources of possible employment

☐
☐
☐

2. Applications: Can complete a job application with little or no assistance

☐
☐
☐

3. Interview: Knows how to prepare for (review personal strengths and experience, grooming, dress, hygiene), locate, and interview with an employer

## Personal Characteristics

☐
☐
☐

1. Appearance: Cleanliness of body, clothing, shoes, appropriate grooming, hair, makeup, shave, etc.

☐
☐
☐

2. Personal habits and manners: Appropriate use of manners; does not interrupt others; does not use loud or profane language

☐
☐
☐

3. Attitude: Shows interest and enthusiasm for an assigned task; accepts direction

☐
☐
☐

4. Industriousness: Demonstrates interest and initiative, enthusiasm; stays on task

☐
☐
☐

5. Effort: Works to the best of his/her ability; applies self to task at hand; is cooperative, interested

☐
☐
☐

6. Self-criticism: Realistically views own ability to do task; can see own shortcomings; makes effort to improve

☐
☐
☐

7. Criticism from others: Accepts realistic criticism from peers and supervisors; attempts to improve on required tasks

☐
☐
☐

8. Self-concept: Feels good about self; realistic about personal strengths and weaknesses; self-confident, does not dwell on disabilities but tries to maximize strengths

## Job Skills

☐
☐
☐

1. Quality: This student's work does not have to be done over and is done in an acceptable manner

☐
☐
☐

2. Quantity: Completes maximum amount of assigned work within a given time period

☐
☐
☐

3. Ability to perform with supervision: Dependable, follows directions well, sticks to work until complete

☐
☐
☐

4. Ability to perform without supervision: Same as above, but without supervision

## Timing

☐
☐
☐

1. Punctuality: Arrives on time for class or from breaks, and is on time for appointments


☐
☐
☐

2. Attendance: Has acceptable attendance record

☐
☐
☐

3. Mobility: Ability and willingness to get to work; ability to use public transportation if necessary; capable of arranging own mode of transportation to and from job

# Student Progress Report

 **Rate the student on the following employment skills.**

	Level of Performance				
	LOW				HIGH
1. Gets to work regularly and on time. ....	1	2	3	4	5
2. Reports if unable to work. ....	1	2	3	4	5
3. Completes tasks to best ability. ....	1	2	3	4	5
4. Uses work time efficiently. ....	1	2	3	4	5
5. Works at reasonable speed. ....	1	2	3	4	5
6. Uses equipment properly and safely. ....	1	2	3	4	5
7. Works independently. ....	1	2	3	4	5
8. Dresses appropriately. ....	1	2	3	4	5
9. Has good grooming habits. ....	1	2	3	4	5
10. Complies with standards and rules of job. ....	1	2	3	4	5
11. Gets along well with others. ....	1	2	3	4	5
12. Is willing to take criticism. ....	1	2	3	4	5
13. Exhibits appropriate behaviors. ....	1	2	3	4	5
14. Exhibits appropriate attitudes. ....	1	2	3	4	5
15. Works at same rate/quality as regular worker. ....	1	2	3	4	5

❶ Would you hire this student? Why or why not?

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---



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❷ What problem areas have you noticed?

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---



---

❸ Additional comments:

---



---



---

Student \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Class \_\_\_\_\_

# Vocational Behavior



**Circle the response that best evaluates the performance of the student, and make comments when appropriate.**

## Ability To Follow Directions

1. Needs little instruction and is able to follow through on a task
2. Needs moderate instruction and is able to follow through on a task
3. Needs a great deal of instruction and is able to follow through on a task
4. With a great deal of instruction, is unable to follow through on a task

*Comments*

## Adaptability to New Tasks

1. Adjusts well to new tasks
2. Adjusts with minor difficulty to new tasks
3. Gives fluctuating attention to task at hand
4. Unable to apply self to task at hand

## Frustration Tolerance

1. Generally sticks to task in face of obstacles or setbacks
2. Generally sticks to task but may show some distress
3. Has considerable difficulty sticking to task when faced with obstacles
4. Cannot complete task when faced with obstacles

## Motivation To Do School Work

1. Completes all required assignments enthusiastically and looks for more to do
2. Completes required assignments enthusiastically
3. Does the minimum required to complete tasks without enthusiasm
4. Frequent incomplete work and frequent task avoidance behavior

## Classroom Performance

1. Is doing above-average work
2. Is doing average work
3. Is doing below-average work
4. Is doing failing work

## Punctuality

1. Excellent
2. Good
3. Fair
4. Poor



Source: *Career/Transition Planning Forms* (pp. 27a–27c), by Area Education Agency 4, n.d., Sioux Center, IA: Author. Copyright by Area Education Agency 4. Adapted with permission.



## Attendance

1. Excellent
2. Good
3. Fair
4. Poor

## Reaction to Pressure

1. Works best under very little pressure
2. Works best under moderate pressure
3. Works best under constant but moderate pressure
4. Works best under strong, continual pressure

## Ability To Accept Constructive Criticism

1. Accepts and improves from criticism and correction
2. Accepts but does not improve from criticism and correction
3. Does not accept criticism and correction
4. Rejects criticism and correction

## Inappropriate Behavior or Mannerisms

1. No inappropriate behavior evident
2. Slightly inappropriate behavior evident
3. Moderately inappropriate behavior evident
4. Extremely inappropriate behavior evident

## Relationship with Peers

1. Achieves quick and easy acceptance within group
2. Achieves acceptance with only a few of the group
3. Does not achieve acceptance within the group

## Cooperation with Adults

*(ability to converse, integrate, be respectful, trust and be honest, and take orders)*

1. Is actively cooperative
2. Is passively cooperative
3. Is passively resistant
4. Is actively resistant

## Appearance

1. Dress and grooming are very satisfactory
2. Dress and grooming are generally satisfactory
3. Dress and grooming need improvement
4. Dress and grooming are totally unsatisfactory

Comments

Student \_\_\_\_\_

Date \_\_\_\_\_

Completed By \_\_\_\_\_

# Family Survey

## Dear Family Members:

**This survey is a way to gather information that may help your child, you, and the school in planning for appropriate high school courses and experiences that will prepare your child to meet his or her future goals. Please read the questions below, and circle the answer that best describes your child's performance.**

	Excellent	Good	Fair	Poor
1. How would you rate your child's effort in the home environment? (Example: showing initiative in home activities and chores) .....	4	3	2	1
2. How would you rate your child's attitude toward helping out in and around the home? .....	4	3	2	1
3. How would you rate your child's ability to get along with others? .....	4	3	2	1
4. How would you rate your child's ability to take directions at home? .....	4	3	2	1
5. How would you rate your child's appropriate behavior at home? .....	4	3	2	1
6. How would you rate your child's ability to accept authority from others in the home environment? .....	4	3	2	1
7. How would you rate your child's attention span? .....	4	3	2	1
8. How would you rate your child's ability to complete a job? .....	4	3	2	1
9. How would you rate your child on abiding by home rules? .....	4	3	2	1
10. How would you rate your child's quality of work around the house? .....	4	3	2	1
11. How would you rate your child's ability to accept responsibility? .....	4	3	2	1
12. How would you rate your child's overall performance at home? .....	4	3	2	1

★ What do you see your child doing after high school?  
(Please check one)

- ☐ going directly to work
- ☐ completing a certificate or technical program
- ☐ completing a community college 2-year degree program
- ☐ completing a university 4-year degree program
- ☐ entering the military
- ☐ other: \_\_\_\_\_

Source: *Simply Careers* (p. 57), by State of Florida, 2003, Tallahassee, FL: Author. Copyright 2003 by State of Florida. Adapted with permission.

Student \_\_\_\_\_

Date \_\_\_\_\_

Interviewer \_\_\_\_\_

Family Member Interviewed \_\_\_\_\_

# Family Vocational Interview

## Part A: Parental Expectations

### Current

1. What are your son's or daughter's responsibilities at home? Does he or she do daily chores? If so, what are they?

\_\_\_\_\_  
\_\_\_\_\_

2. How does your son or daughter spend his or her time at home during the school year and during the summer? Do you feel it should be a current goal for him or her to work after school, or on weekends, or in the summer?

\_\_\_\_\_  
\_\_\_\_\_

### Future (after graduation)

1. How will your son or daughter spend his or her day? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Is it a goal for your son or daughter to work in the community? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Are there needs your son or daughter has or concerns you have that would not allow him or her to work?

\_\_\_\_\_  
\_\_\_\_\_

4. How many hours a week do you anticipate your son or daughter working after he or she graduates? List preferences for the following:

Hours per week \_\_\_\_\_

Shift preferences \_\_\_\_\_

Days of week \_\_\_\_\_

Months of year \_\_\_\_\_

5. Ideally, where will your son or daughter be living after graduation?

\_\_\_\_\_  
\_\_\_\_\_

6. Do you plan to have additional resources for your son or daughter upon graduation (i. e., an attendant person to assist with transportation, etc.)? ☐ Yes ☐ No

Explain \_\_\_\_\_

\_\_\_\_\_

Source: *A longitudinal model for facilitating transition from school to work for youth with moderate or severe disabilities* (pp. 11–16), by A. Renzaglia, J. Hutchins, and R. Banks, 1995, Unpublished manuscript, University of Illinois at Urbana, Champaign, IL. Copyright by Renzaglia, Hutchins, and Banks. Adapted with permission.

## Part B: Experience and Preference

1. What sorts of work experience has he or she had? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How many hours did he or she work each day? \_\_\_\_\_
3. What were some of the job tasks that were involved? \_\_\_\_\_  
\_\_\_\_\_
4. Do you think he or she enjoyed the jobs? What was enjoyable? \_\_\_\_\_  
\_\_\_\_\_

### 5. Previous Work Experiences

Work Site	Hours	Tasks
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. How do you feel about your son's or daughter's past work experiences? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Do you think the jobs were appropriate for your son's or daughter's skills and abilities? ☐ Yes ☐ No  
Explain \_\_\_\_\_  
\_\_\_\_\_
8. What were the best and worst parts of the work experiences? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What job(s) would your son or daughter enjoy doing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What activities does he or she engage in now that could be related to a job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. In what situation does he or she seem to work best? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What jobs would he or she find unpleasant? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. What number of hours per week would sound like a desirable amount? \_\_\_\_\_



Source: *A longitudinal model for facilitating transition from school to work for youth with moderate or severe disabilities* (pp. 11–16), by A. Renzaglia, J. Hutchins, and R. Banks, 1995, Unpublished manuscript, University of Illinois at Urbana, Champaign, IL. Copyright by Renzaglia, Hutchins, and Banks. Adapted with permission.