

Envision Your Career: A Language-Free Video Career Interest Inventory Administrator's Guide

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Table of Contents

I. Description

FORMAT

NON-VERBAL INSTRUCTION SEGMENT

SAMPLE TEST

STRUCTURE

II. Test Administration and Scoring

ORIENTATION

ADMINISTRATION

SCRIPT

SCORING

INTERPRETATION

III. Rationale and Development

RIASEC CLUSTER SYSTEM

CLUSTER DESCRIPTIONS

Realistic (R): Working with Things

Investigative (I): Problem-Solving

Artistic (A): Creating, Inventing, and Expressing

Social (S): Helping/Serving

Enterprising (E): Influencing/Persuading

Conventional (C): Organizing and Maintaining

ITEM SELECTION

TABLE 1

TABLE 2

REFERENCES

I. Description

Envision Your Career: A Language-Free Video Career Interest Inventory is a language-free visual career interest inventory designed to be used as an initial assessment of occupational interest. *Envision Your Career* consists of 66 live-action images showing people performing typical job duties in actual work environments. Because no language is used, *Envision Your Career* provides counselors with a viable alternative to verbal and written interest inventories. This format makes *Envision Your Career* an ideal assessment for those clients

with limited or no English language skills, those with limited reading and writing skills, people who are deaf and hard of hearing, and other differently-abled people.

Based on the examinee's emotional and cognitive response to actual work scenes, *Envision Your Career* helps to identify areas of potential career interest, which can then be further explored and augmented by the use of other supplementary assessments and interventions. This information helps social service professionals incorporate their clients' preferences and helps them design interventions that are more relevant and effective. Identifying personal preferences also helps clients become more involved in the career development process and instills them with a sense of empowerment regarding their career options.

FORMAT

Envision Your Career is formatted to be used in standard videocassette recorders (VCRs) or DVD players, making the instrument both convenient and cost-effective. This format also makes *Envision Your Career* suitable for individual as well as group assessments. The duration of the video is approximately 22 minutes.

NON-VERBAL INSTRUCTION SEGMENT

The video begins with a non-verbal instructional segment that shows a woman taking the inventory. She views three different occupational montages, imagines herself in each occupation, contemplates her level of interest, and marks her scoring sheet accordingly. This segment is designed to provide non-verbal instructions to the viewer. *Please note that the scoring sheet is available for free download at www.jist.com and can be photocopied by organizations that have purchased the video.*

SAMPLE TEST

The instructional segment is followed by a sample test consisting of three sample occupational scenes. Examinees use this segment to practice viewing the occupational scenes and marking their scoring sheets in the time provided. The sample test is followed by the assessment itself, which presents all 66 occupations individually.

STRUCTURE

The video consists of 66 different occupational scenes. Each occupational scene lasts a total of 11 seconds and is followed by a 6-second pause, in which time the viewer marks the appropriate response on his or her scoring sheet. During the 6-second pause, the screen presents a visual countdown using eight colored balls which disappear one by one until there are no balls remaining. This helps both hearing and hard-of-hearing viewers understand that the next occupational scene is about to begin. Numbers are also used to identify each occupational scene. These numbers remain in the bottom right corner of the screen to help viewers match each occupation with its corresponding number on the scoring sheet.

In an effort to make the assessment more enjoyable for hearing clients, *Envision Your Career* incorporates a musical soundtrack. Each occupational scene is accompanied by the same type of music so that no occupation is highlighted or overlooked as a result of emotionally influential sound effects. The 6-second pause is also accompanied by a change in the melody.

This musical shift provides viewers with an audible cue that helps to facilitate the transition between marking the scoring sheet and viewing the screen.

II. Test Administration and Scoring

ORIENTATION

Test administrators are recommended to take *Envision Your Career: A Language-Free Video Career Interest Inventory* themselves in order to become familiar with the assessment and its format and scoring procedures.

The following orientation information should be provided to examinees prior to taking the inventory:

- *Envision Your Career* is designed to measure interest in various occupations.
- The results will indicate general areas of interest, which can act as a starting point for further career exploration.
- The assessment consists of images depicting different occupations, which the viewer will rate according to his or her level of interest.
- *Envision Your Career* is not a test in the usual sense: There are no right or wrong answers.
- The duration of the video is approximately 22 minutes.

ADMINISTRATION

Examinees should make themselves comfortable and make sure that nothing is obstructing their view of the video monitor. Scoring sheets should be passed out to each examinee along with a pen or pencil. Examinees should be instructed to fill in their name and the date on the scoring sheet. When everyone is settled and comfortable in their seats and all scoring sheet and writing utensils have been passed out, the test administrator may start the video.

It is important to check that the sound levels are comfortable for everyone in the room.

Viewers seated in the back of the room must be able to hear clearly and viewers seated in the front must not be distracted by excessive loudness.

Envision Your Career begins with a non-verbal instructional segment. However, a script is also provided in the following section for test administrators who would like to go over the instructions verbally. After the instructions have been given, the viewer is provided with a sample test. The sample test allows viewers to become familiar with the format of the inventory before beginning the actual assessment. Three samples are presented, and a sample test box is provided on the scoring sheet for viewers to record their responses. If needed, test administrators may pause the video at the end of the sample test to answer any last questions the examinees may have. After the sample test has been completed and all questions have been answered, examinees are ready to begin the test portion of *Envision Your Career*. It is important to explain to examinees that after they begin taking the assessment, the video will not be turned off again until the inventory is complete.

After viewing each occupation, examinees rate their level of interest on a scale from 1 to 5, circling the number that most appropriately describes the level of interest they feel for each occupation.

- 1 = Strongly dislike
- 2 = Dislike
- 3 = Neutral
- 4 = Like
- 5 = Strongly like

Examinees should respond based on how they *feel* about what they are seeing. It is not important to understand exactly what the person in the video is doing. Rather, examinees should rate their interest based on their feelings towards the overall activities and general environment depicted. It is also important to stress that no prior experience or knowledge of the occupations is necessary. Examinees should respond as if all things are possible, regardless of prior knowledge or experience or their current educational level. Examinees should respond to all occupations depicted. It is very important that viewers respond carefully, making sure to match each numbered occupation with the corresponding number on the scoring sheet.

After all of the 66 occupations have been presented and examinees have finished recording their responses, the scoring sheet may be collected and scored.

SCRIPT

Instructors can use this optional script to introduce the inventory.

Hello, my name is _____.

I am about to show you a video that is designed to measure your level of interest in various occupations.

The video shows people doing lots of different types of jobs.

You may see some jobs in the video that you have never seen before or that you know nothing about. Even though they may be unfamiliar, they may still seem interesting to you.

The point of this video is to help you discover what types of jobs you are interested in, even if you have never done them before or know very little about them.

It is not important that you know what each job title is or even exactly what the people are doing in each occupation.

Instead, focus your attention on the overall environment that the person is working in:

- *What types of clothes is the person wearing?*
- *Are they working alone or with other people?*
- *Are they working indoors or outdoors?*

Then ask yourself: “Does this look interesting to me?”

You will rate your level of interest for each occupation that you see in the video on the score sheet in front of you.

A score of

- *1 means you strongly dislike the job*
- *2 means you don't like it*
- *3 means you are neutral about the job or have mixed feelings about it*
- *4 means you like it*
- *5 means you like it very much*

The video begins with an instructional segment that shows how to mark your answers on the scoring sheet. [Show the instructional segment of the video and then stop the video.]

Are there any questions? [Answer questions.]

Now we are going to start the sample test. The sample test offers three examples for you to practice scoring your answers on the score sheet.

Please write your answers to the sample test in the Sample Test box provided. [Indicate box on scoring sheet.]

[Show the sample test and then stop the video.]

Are there any questions? [Answer questions.]

I am going to start the video now. It is important that you make sure to mark an answer for every job you see. The video will last approximately 20 minutes. I will not turn it off again until the end of the video.

Are you ready to begin? [Show inventory segment.]

SCORING

Each column on the scoring sheet corresponds to one of John Holland's occupational clusters:

- | | | |
|--------------|---|---------------|
| Column 1 (R) | = | Realistic |
| Column 2 (I) | = | Investigative |
| Column 3 (A) | = | Artistic |
| Column 4 (S) | = | Social |
| Column 5 (E) | = | Enterprising |
| Column 6 (C) | = | Conventional |

After the video is completed, examinees or administrators obtain raw scores by adding the value of the circled numbers in each vertical column. Assuming that every occupation has been rated, the maximum score per column/cluster is 55 and the minimum score is 11. The total value of each column should be marked in the corresponding lettered box in the "Results" section. After all columns have been totaled and marked, the cluster initials corresponding to the two highest raw scores should be placed into the two boxes provided in

the Results grid, with the highest-scoring letter first. (If there is a tie, more than one cluster initial can be placed in each box, separated by a slash mark.) The name of the clusters corresponding to the initials (A = Artistic, S = Social, C = Conventional, and so on) should be written on the line provided to the right of each box. Scoring the assessment takes approximately five minutes.

INTERPRETATION

The two-letter code symbolizing the highest-scoring clusters represents the examinee's areas of greatest occupational interest. Although the highest-scoring letter often reflects the client's strongest area of interest, sometimes the second letter is actually their first preference. This result can occur for several reasons: ambivalent feelings about their preferences due to social or familial influences, strong interest in certain occupations in a category and low interest in other occupations in the same category, strong interest in a specific occupation that is not depicted in *Envision Your Career*, and so on. As a result, it is very important to discuss test results with each examinee to determine his or her strongest area of interest. Descriptions of the clusters are provided in this guide to help examinees gain a better understanding of their results.

It is also recommended that counselors/social service providers discuss with examinees their experience of taking *Envision Your Career* as well as any feelings they have about their results. The following questions can provide additional insight into the examinee's career values and interests: *How did you feel watching the video? How did you feel recording your scores? Were you surprised/scared/frustrated/excited by your results? Why?* These questions can help illuminate further information about the examinee's career interest and facilitate more effective career interventions.

III. Rationale and Development

Envision Your Career was primarily designed to provide career assistance to those people and populations whose needs are not currently being met by conventional career assessment tools. Clients who have special needs such as low reading and writing skills, limited or no English abilities, deafness or difficulty hearing, a preference for non-verbal forms of communication, unique physical or learning abilities, and a preference for abstract-random learning styles are not currently being adequately served by conventional career assessments and interventions. These clients have historically suffered from inadequate assessment services that have resulted in biased and ineffective career guidance interventions. *Envision Your Career* is designed to provide these clients with a viable alternative to conventional language-based assessments in the hopes of providing more valuable and effective career development services. *Envision Your Career* also incorporates National Career Development Guidelines such as facilitating an awareness of different occupations, enhancing self-knowledge, and promoting gender equity by illustrating changing male/female roles.

RIASEC CLUSTER SYSTEM

John Holland's theory of career types was used as a theoretical basis for *Envision Your Career*. According to Holland's theory (1966, 1973, 1985a, 1992), all the occupations that exist today can be grouped into six major occupational types based on similarities found in the skills, environments, values, and temperaments involved in each occupation. The

occupations presented in the video are grouped into six different career clusters based on this theory: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Below is a brief description of these six occupational types.

CLUSTER DESCRIPTIONS

Realistic (R): Working with Things

Realistic environments tend to involve physical work. Typical activities include fixing machines, using tools, repairing products and equipment, tending animals, and food preparation. Practical environments tend to focus on working with things and do not usually require the ability to work with people. Technical proficiency, mechanical ingenuity, dexterity, and craft or trade competencies, as well as physical coordination, are often skills that are needed in Realistic environments. Realistic occupations are generally found in fields such as construction, mechanics, agriculture, textiles, food services, military, nature/ecology, industrial arts, and athletics. These environments tend to be stable, product-driven, organized, and structured with clear lines of authority.

Investigative (I): Problem-Solving

Investigative environments challenge people to solve problems using scientific and mathematical theories and competencies. Work activities often involve analysis, research, writing, and abstract problem-solving. Cautious, critical thinking is valued and precise, logical thinking is used. People working in these environments tend to use their intellect to solve problems individually and do not generally need human relations skills or the ability to use machines. Investigative environments are generally found in scientific, academic, medical, and/or mathematical fields. These environments tend to be research-oriented, scholarly, unstructured, and task-oriented.

Artistic (A): Creating, Inventing, and Expressing

Artistic environments encourage people to use imagination and creativity to express their ideas and artistic talents. Work activities include artistic expression, creative brainstorming, writing, designing, and inventing. Open, free expression is encouraged over logical, precise thinking. People working in these environments use imagination, inspiration, and ingenuity to find creative solutions to problems, develop products, brainstorm on potential solutions to problems, and exhibit artistic talents. Artistic environments often involve the fine arts, performing arts, applied arts, writing, and culinary arts. These environments are generally unconventional, unstructured, non-conforming, flexible, and artistic.

Social (S): Helping/Serving

Social environments focus on human values, social welfare, cooperation, understanding, spirituality, generosity, and service to others. Work activities include teaching, advising, listening, helping, explaining, and guiding. People working in these environments use verbal and human relations skills to advice, comfort, teach, guide, and serve others. Idealism, generosity, teamwork, social responsibility, kindness, and understanding are valued in this environment. These ideals are usually found in spiritual vocations, medical and mental health care professions, and educational and social service sectors. Social environments tend to be collaborative, supportive, group-oriented, comfortable, and changing.

Enterprising (E): Influencing/Persuading

Enterprising environments tend to focus on achievement, influence, persuasion, and meeting personal/organizational goals. Activities include public speaking, selling, persuasion, managing, and leading. People working in enterprising environments use entrepreneurial, verbal, leadership, marketing, sales, and management skills to motivate, persuade, and direct others. Competition, risk-taking, excitement, adventure, status, power, and wealth are often valued in this environment. These ideals are commonly found in business, real estate, insurance, sales, lodging/hospitality, and political settings. Enterprising environments tend to be business-oriented, influential, entrepreneurial, competitive, profit-making, and fast-paced.

Conventional (C): Organizing and Maintaining

Conventional environments are structured settings that require people to organize and maintain functional, working systems. Activities often include data/recordkeeping, filing, copying, cleaning, organizing, sorting, and prioritizing. People working in conventional environments use math, data analysis, recordkeeping, clerical, and computer skills to order and execute repetitive tasks. Order, accuracy, efficiency, precision, stability, predictability, and security are valued in these environments. Common conventional environments include credit bureaus, banks, loan offices, copy centers, computer departments, and finance/accounting agencies.

ITEM SELECTION

Each of the six occupational types or clusters consists of an almost unlimited number of occupations. Consequently, no attempt has been made to offer a comprehensive depiction of each cluster. Instead, 11 occupations from each cluster are presented. They were specifically chosen to represent the diversity within each cluster.

In choosing the occupations to be featured, consideration was given to the following criteria:

- Applicability of each occupation nationwide
 - All video footage was shot in and around Los Angeles, California. However, attention was given to the applicability of depicted occupations nationwide.
- Ease and clarity of visual depiction
 - Occupations that primarily utilize abstract skills such as problem solving, analyzing, critical thinking, empathy, and planning can be very difficult to depict non-verbally. In an effort to include these important occupations in *Envision Your Career*, care was taken to present a visual context for each occupation. Although an exact identification of each occupation is not necessary, nor realistic, supplementary visual cues help to illustrate the general environment of each occupation. This helps the viewer assess his/her interest level based on the environment in which the occupation occurs.
- Career diversity within each cluster
 - Using Holland's theory as a basis, the occupations chosen for each cluster illustrate diverse industries and socioeconomic levels. This was done in an effort to combat traditional career stereotyping and present as broad a depiction as possible for each cluster.
- Changing male/female roles

- By providing images of men and women in non-traditional gender roles, the video strives to provide career information that is free of sex-role bias. Our goal is to create an atmosphere in which a wide variety of interests can be explored regardless of the viewer's gender.
- Balance between professional and non-professional positions
 - In an effort to enhance occupational choice and awareness, a broad range of occupations is presented. This is done specifically to avoid unnecessary career stereotyping regarding ability and interest among special needs populations.
- Ethnic diversity
 - A variety of different ethnic groups are represented in the video. By presenting images of people from various ethnic backgrounds working in professional and non-professional jobs in a variety of different occupations, *Envision Your Career* strives to provide career information that is free of ethnic or racial bias.

Envision Your Career does not assume the educational background of the examinee, so occupations are represented across a broad socioeconomic spectrum. This was done in an attempt to mitigate career stereotyping and expand the career choices for those being assessed. *Envision Your Career* also attempts to diminish bias based on gender, age, ethnicity/race, and ability by presenting men and women of varying ages, ethnicities, and abilities.

TABLE 1
Occupations Presented in *Envision Your Career* (By Cluster)

Realistic	Investigative	Artistic
Airline Pilot	Astronomer	Film/TV Editor
Forester	Chemist	Architect
Welder	Geologist	Advertising Designer
X-ray Technician	Dentist	Graphic Designer
Baker	Veterinarian	Musician
Firefighter	Optometrist	Painter
Auto Mechanic	Statistician	Costumer
Computer Repairer	Veterinary Livestock Inspector	Floral Designer
Construction Forklift Operator	Acupuncturist	Cake Decorator
Tractor Driver	Medical Lab Assistant	Jewelry Maker
Livestock Yard Supervisor	Civil Engineer	Dance Teacher

Social	Enterprising	Conventional
Counselor	Lawyer	Building Inspector
Minister/Priest	Politician	Budget Analyst
Nurse	Department Head, College	Cost Accountant
Physical Therapist	Restaurant Manager	Secretary
Librarian	Film Director	Data Entry Clerk
Preschool Teacher	Workshop Presenter	Enlisted Personnel
Speech Pathologist	Hotel Manager	Stock Clerk
Dental Assistant	Realtor	Medical File Clerk
Bartender	Salesperson, Apparel	Receptionist

Hairstylist	Auto Salesperson	Dry Cleaner
Phlebotomist	Apartment Manager	Postal Carrier

TABLE 2
Occupations Presented in *Envision Your Career* (In Order of Appearance)

- | | |
|------------------------------------|-------------------------------|
| 1. Airplane Pilot | 34. Counselor |
| 2. Acupuncturist | 35. Apartment Manager |
| 3. Costumer | 36. Enlisted Personnel |
| 4. Bartender | 37. Auto Mechanic |
| 5. Lawyer | 38. Civil Engineer |
| 6. Building Inspector | 39. Advertising Designer |
| 7. Tractor Driver | 40. Phlebotomist |
| 8. Dentist | 41. Salesperson, Apparel |
| 9. Graphic Designer | 42. Dry Cleaner |
| 10. Minister/Priest | 43. Livestock Yard Supervisor |
| 11. Department Head, College | 44. Statistician |
| 12. Stock Clerk | 45. Film/TV Editor |
| 13. Firefighter | 46. Dental Assistant |
| 14. Veterinary Livestock Inspector | 47. Hotel Manager |
| 15. Jewelry Maker | 48. Cost Accountant |
| 16. Nurse | 49. Baker |
| 17. Auto Salesperson | 50. Geologist |
| 18. Budget Analyst | 51. Musician |
| 19. Construction Forklift Operator | 52. Hairstylist |
| 20. Astronomer | 53. Film Director |
| 21. Painter | 54. Medical File Clerk |
| 22. Physical Therapist | 55. Welder |
| 23. Restaurant Manager | 56. Optometrist |
| 24. Postal Carrier | 57. Floral Designer |
| 25. Computer Repairer | 58. Librarian |
| 26. Veterinarian | 59. Politician |
| 27. Architect | 60. Secretary |
| 28. Preschool Teacher | 61. X-ray Technician |
| 29. Realtor | 62. Medical Lab Assistant |
| 30. Data Entry Clerk | 63. Cake Decorator |
| 31. Forester | 64. Speech Pathologist |
| 32. Chemist | 65. Workshop Presenter |
| 33. Dance Teacher | 66. Receptionist |

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Helpful Support Resource—*50 Best Jobs for Your Personality*

50 Best Jobs for Your Personality describes the 50 best-paying, fastest-growing jobs for each Holland type: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Use the book to find additional careers options for students, clients, and job seekers. It includes more than 140 “best jobs” lists and 300 job descriptions overall. The job descriptions are packed with details on wages, growth, education required, related courses, tasks, skills needed, two-letter personality code, and much more. All jobs are from the U.S. Department of Labor’s Occupational Information Network (O*NET) database, the most current and authoritative source of labor market information.

50 Best Jobs for Your Personality makes an ideal resource for career counselors, educators, administrators, workforce development professionals, and your career library. It is affordably priced and available from JIST Publishing, 1-800-648-JIST or www.jist.com.