Using MyPlan as a Tool for College Students in Making Their Career Decisions

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ABSTRACT

Making a right career choice and preparing accordingly to achieve that career goal is a key to success for every individual. In this study, the researcher evaluated the effectiveness of students using MyPlan, a career assessment tool, to help them make career related decisions. The pretest-posttest analysis showed that MyPlan helped students make an informed career decision to some extent. Chi-squared and correlation analysis of students’ responses before and after taking MyPlan suggested a positive correlation between students taking MyPlan and choosing a college degree major. Also, students agreed strongly when they were asked if MyPlan was helpful in deciding their college major. Collectively, this study derived a strong suggestion that MyPlan is fairly effective and students find it helpful to guide them in making career choices. However, this study was limited as there was a time restraint, subject disparity, and small sample sizes. Therefore, a subsequent study is recommended with a larger sample size and a longer study period. Regardless, this study provided some preliminary data to indicate MyPlan can be an effective tool for college students to guide them in their career decision making process.
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CHAPTER 1

INTRODUCTION

Career Counseling evolved as a profession in 1909 after being considered a vital, vibrant, valid and viable field (Hartung, 2009). Even after one hundred and two years, the field is still considered vital to all age groups in different perspectives. To a graduating high school student, career counseling is important to predict what kind of training or education will be appropriate after high school. To a college student, career counseling is important to guide them to a career choice that will best fit them and how to achieve what they want in their career. Career counseling also helps students make an important decision regarding their graduate school and to start their career with a perfect job. To an employee, career counseling helps them in how to succeed and grow in their job. Career counseling makes people aware of different career choices and helps them make a better career choice for themselves (Singh, 2007).

The content of career counseling has changed over time. From 1890 to the present, there have been six stages in the development of career counseling in the United States. In the first stage (1890 – 1919), placement services were offered to urban and industrial society. In the second stage (1920 – 1939), the goal was to provide educational guidance through the elementary and secondary schools. In the third stage (1940-1959), the focus shifted from elementary and secondary schools to colleges and universities and the training of counselors. In the fourth stage (1960 – 1979), counseling was the boom, people getting to know their interest
and having a meaningful job was prioritized. In the fifth stage (1980 – 1989), the transition from industrial age to information age of career counseling was seen along with the increase in both private practice career counseling and outplacement counseling. In the sixth stage (1990 – present), focus is on the internationalization of career counseling, multicultural career counseling and especially the transition of students from school to work along with the increasing sophistication in the uses of technology (Pope, 2000).

Career choices are subjected to change depending on a person’s lifetime circumstances. At times, due to their constantly changing circumstances, people are likely to be confused or uncertain of what is a right career for them. Since every individual has their own unique personality, career choices that match their personality can become a right career choice. However, finding a career choice that matches one’s personality is a great challenge. To ease the process of finding a career choice to match one’s personality and interest, there are different career assessment tests. Career assessment tests ask a series of questions and examine a person’s behavior to predict their personality type, career interest, career skills and career values (Parsons, 1909). So, career counselors prefer to counsel individuals on the basis of their career assessment test. Any individual seeking career counseling is encouraged to complete the career assessment test and career counseling is provided on the basis of their personality type.

Carl Jung, founder of analytical psychology, came up with a concept of introvert and extrovert. He believed that the difference in the behavior is the result of the personality preferences. This personality typology of introvert and extrovert was so fascinating to Katharine Briggs and her daughter Isabel Briggs. As a result, they developed a paper-and-pencil test called the Myers-Briggs Type Indicator (MBTI) to reveal a person’s personality types. They asked 125 questions and placed the person in one of the sixteen personality types. The test has four
different scales; Extroversion – Introversion (E-I), Sensing – Intuiting (S-I), Thinking – Feeling (T-F), and, Judging – Perceiving (J-P) (Sears & Gordon, 2002).

Quenk (2009) explained the 16 different personality types according to the Myers-Briggs Type Indicator. They are:

- ENFJ (Extroverted feeling with intuiting)
- ENFP (Extroverted intuiting with feeling)
- ENTJ (Extroverted thinking with intuiting)
- ENTP (Extroverted intuiting with thinking)
- ESFJ (Extroverted intuiting with sensing)
- ESFP (Extroverted sensing with feeling)
- ESTJ (Extroverted thinking with sensing)
- ESTP (Extroverted sensing with thinking)
- INFJ (Introverted intuiting with feeling)
- INFP (Introverted feeling with intuiting)
- INTJ (Introverted intuiting with thinking)
- INTP (Introverted thinking with intuiting)
- ISFJ (Introverted sensing with feeling)
- ISFP (Introverted feeling with sensing)
- ISTJ (Introverted sensing with thinking)
- ISTP (Introverted thinking with sensing)
Statement of the Problem

To date, there have been numerous studies on the effectiveness of career counseling and use of career assessment tests to help students make better career choices (Feduccia, 2003; Evans & Burk, 1992; Lepre, 2007; Maples & Luzzo, 2005). According to the article by Rowe and Mauer (1991), although career guidance activities can positively influence students’ career development, the primary focus of refining programs must be the individualization of services, referral to career assessment or a professional trained in career assessment and consultation to meet the need of a wide variety of students. Various kinds of career assessments help provide effective career advising (Lulgjuraj & Cooley, 2006). Research has shown that students who completed the Strong Interest Inventory and Myers-Briggs Type Indicator showed a pattern of more change in their career goal, specific career goal, or level of certainty with reference to career goals (Katz, Joyner, & Seaman, 1999). However, there has been no study that has evaluated the efficiency of MyPlan.

Purpose of the Study

The purpose of this study was to analyze if MyPlan is an effective tool for college students in making their career decision. Through this study, data was collected and analyzed to ascertain if MyPlan was successful in increasing a students’ knowledge base about career choices and assisting them with their career choices.

Research Questions

Specific research questions that were answered in this study include:

1. Is there a relationship between the test results and students’ career choices?
2. Is there a significant difference between pretest and posttest scores of student responses?
3. Is there a significant change in career choice after using MyPlan?
Statement of the Need

The Indiana State University Career Center has been using MyPlan since September, 2007 and there has been no study done to determine the effectiveness of MyPlan. This study will contribute to the literature by providing information of the effectiveness on using the career assessment test to counsel a student. In addition, this test will help the Indiana State University Career Center to make a decision on extending the contract for MyPlan. Therefore, the study needed to be conducted to evaluate the effectiveness of the program at the Indiana State University Career Center.

Statement of Assumptions

The following assumptions were inherent in this study:

1. Students will respond honestly to MyPlan.
2. All students will receive the exact same pretest and posttest.
3. The student will know their class standing.

Statement of Limitations

The following limitations were inherent in this study:

1. The study only included 34 undergraduate students undecided in proclaiming their college major to determine its effectiveness.
2. Any false answer provided by the student during the career assessment test will produce a false result for the person.
3. Students may have had previous career counseling.

Statement of Methodology

A pretest and posttest method was used to determine the effectiveness of MyPlan by 41 students enrolled in UNIV 101 and COUN 135 classes undecided in proclaiming their major and
participating in the research. The pretest and the posttest was developed by the researcher and reviewed by three faculty members at Indiana State University for clarity and validity. The researcher provided the students with the pretest questions before they used MyPlan. Again, after completion of MyPlan, the researcher provided them with the posttest. This helped get a clear picture of the knowledge that participants had prior to the pretest and the knowledge acquired after the completion of the assessment on the posttest. The researcher used the Windows version of SPSS to analyze the pretest and posttest results using a t-test.

**Statement of Terminology**

The following terms are operationally defined:

*Assessment.* “A continuous, systematic process of collecting, reflecting upon, and utilizing information gathered from multiple data collection techniques, focusing on the improvement of student learning and development which entails the mastery of student learning outcomes by students” (Robbins, 2009, p.267)

*Career Counseling.* A dynamic and collaborative relationship, focused on identifying and acting on the counselee’s goals, in which the counselor employs a repertoire of diverse techniques or processes, to help bring about self-understanding, understanding of the career concerns involved and behavioral options available, as well as informed decision making in the counselee, who has the responsibility for his or her own actions (Herr, Cramer, & Niles, 2004).

*MyPlan.* MyPlan is a career assessment test. It helps students and professionals plan more fulfilling lives by making well-informed decisions about their education and careers. It helps them make decisions on college choice, which major to choose, to plan ahead for their first career, or make a career change (About us, n.d.).
CHAPTER 2

REVIEW OF THE LITERATURE

Literature highlights the importance of career counseling in the career development of an individual. The use of technology in career counseling has proven to be an effective measure in providing better career service (Austin & Mahlman, 2000). However, evaluating the effectiveness of computer-assisted career guidance systems is an ongoing process undertaken by many counselors and academic institutions (Zunker, 2011). The purpose of this literature review was to gather research findings that highlight the effectiveness of career assessment tools in providing a better career counseling service to individuals. This review focused on five major areas: 1) Career Development 2) Overview and historical development of Career Counseling 3) Use of technology in Career Counseling 4) Career Indecision in freshmen students 4) Need for career counseling 5) Use of career assessment test in career counseling.

Career Development

Career development is a continuous process. For most people, career development is a lifelong process of getting ready to choose, choosing and basically continuing to make career choices from among the many occupations available in our society (Brown & Brooks, 1996). Everybody acquires certain personality, value, interests, abilities and skills which are traits that remain throughout their lifetime. However, every individual has certain personal circumstances
that tend to change through time (Parsons, 1909); therefore, understanding those unique personality traits can be helpful in identifying the appropriate career path.

Parsons (1909), father of vocational guidance, identified three elements of career selection as: knowledge of self, knowledge of the world of work, and true relation between them. The first element of career selection is consistent with the current practice of career assessment programs. In Parsons’ method of career counseling, counselees were interviewed with a series of questions aimed at gathering personal information about the individual seeking counseling. At the end of the career counseling session, the counselor was able to classify the counselee with a reasonable degree of accuracy. Parsons developed the first self-assessment form with over 100 questions for clients to fill out prior to the career counseling session. His assessment and interview processes are viewed as a prototype for career counseling (Patton and McMahon, 2006).

Parsons’ second element, knowledge of the world of work, is a vital component of the career planning and development process. Counselors should be knowledgeable enough to provide all necessary information about different possible career choices to a counselee. Providing career information such as a list of industries in different categories, their basic information and information about the type of job and the training, is one of the most essential duties of the career counselor.

Parsons’ third element, true reasoning on the relation of the first two elements, is considered a most enduring contribution by Herr and Cramer (1992) as mentioned by Patton and McMahon (2006). An individual should first understand themselves, their personality, value, interest, and ability and then know what is out there in the corporate world for them. According
to Parsons’ third element, cognitive processes and analytical skills are essential for career selection (Patton & McMahon, 2006).

**Overview and Historical Development of Career Counseling**

Career counseling evolved as a profession in 1909 after being considered a vital, vibrant, valid and viable field (Hartung, 2009). Even after one hundred and two years, the field is still considered vital to all age groups. Career counseling involves a career counselor and a counselee who engage in a collaborative relationship in which the counselor serves as a guide to help identify an appropriate career choice for the counselee. The career counselor helps the counselee to make an informed career decision by assessing their personality type, an acute measure of personal behavior (Herr, Cramer, & Niles, 2004).

The concept of career counseling has changed over time. Over the years, career counseling has evolved in six different stages. In the first stage (1890 – 1919), placement services were offered to urban and industrial society. In the second stage (1920 – 1939), educational guidance through the elementary and secondary schools was provided. In the third stage (1940-1959), the focus of career counseling shifted from elementary and secondary schools to colleges and universities. Also during this phase, training services for professional counseling were initiated to produce trained counselors. In the fourth stage (1960 – 1979), counseling was at its peak where people became selective in job choices and sought counseling services to find jobs. In the fifth stage (1980 – 1989), the transition from the industrial age to the information age of career counseling was noticed along with the increase in both private practice career counseling and outplacement counseling. In the sixth stage (1990 – present), the internationalization and multi-culturalization of career counseling was prioritized. In addition,
the transition of students from school to work along with exponential growth in the use of technology was considered (Pope, 2000).

Career decision-making is an important part of the career development process. Career counseling assists individuals to make the right career decisions. The first step of career counseling for the counselor is to gather information about the different kinds of jobs available, and educational qualifications and experience required to obtain that job. Counselors need to stay current on the information in order to provide up-to-date information to their counselee and help them make right career decisions (Singh, 2007).

“Career advising is an essential function needed to facilitate and support students’ development and planning” (Hughey, Nelson, Damminger, & McCalla-Wriggins, 2009, p.8). Career advising helps students understand themselves and effectively use information like interests, ability, skills, values, and personality to think about the available options of major, internships, and career in order to make academic and career decisions. This helps students set goals and make plans to achieve the goals.

Qualitative and quantitative assessments and information are used in career counseling because it focuses more on the world of work and career related issues (Gysbers, Heppner, & Johnston, 1998). Career counselors help clients understand that their career development is based on the things they do and the actions they take. People who understand that learning is never ending and every skill they develop helps them in their career development tend to be more successful in their career. Gysbers, Heppner, and Johnson noted that career counseling has two major phases: client’s problem identification and client’s problem resolution (1998). Problem identification includes gathering enough information about the client, and getting to know the client’s behavior and nature of the problem. Problem resolution includes developing
career goals and planning on what to do next to achieve the goals, and closing the relationship when the client’s goals are achieved.

Gordon (2007) cited a study by Whiston, Sexton, and Lasoff that showed individualized career counseling is the most effective and efficient means of counseling and that the computer-based interventions are the most cost-effective method of career development. Depending upon the need of the individuals, counselors provide individual counseling with or without the computer-based intervention. Although career counselors prefer to counsel their counselee on the basis of their computer based intervention, it is not always possible. Career counselors use several personality assessment tests, behavioral tests, and psychological tests as their tools for counseling to make their services effective.

Self-assessment is the first step in the career planning process for the counselee. Career planning is a process in which individuals study more about themselves, specifically the factors that affect their world of work (Rothwell, Jackson, Kinight, & Lindholm, 2005). With the use of career assessment tests, counselees know more about themselves, their strengths, weaknesses, opportunities, choices, consequences and identify their career goals. Self-assessment helps people to identify their personal interest, strengths, values and skills. In light of this, Parsons (1909) introduced the concept of career assessment to enhance self-knowledge and to know more about the world of work.

**Use of Technology in Career Counseling**

Use of the career assessment test has become a popular tool for career counselors while assisting their counselees. Parsons (1909) prepared the first paper-based career assessment test to gather comprehensive information from individuals through a series of questions. Parsons’ assessment test consisted of over 100 questions to gather enough information from the clients
prior to the counseling session. After International Business Machine (IBM) produced its initial
cathode ray tube in 1966, computer-based career planning (CBCP) systems began. In
 collaboration with Jack Rayman, Jo Ann Harris-Bowlsbey created a computerized vocational
information system called DISCOVER. DISCOVER was designed for those individuals who
were completing their formal education to make informed career decisions before transitioning
to a new career (Rothwell et al., 2005).

The advancement of technology has enabled individuals to have easy access to career
related resources at a reduced cost with leveraging on-site solutions to anyone with a computer
and internet access. The development of a computer-based career planning system added
flexibility into the career assessment component to address specific individual needs (Rothwell
et al., 2005). Now people have access to career related resources from any location at any time.

Effective career counseling sessions must provide every client with complete and useful
information about the continuously changing labor market (Zunker, 2011). Also, it is important
to understand that with the pace of change in the labor market, knowledge and use of technology
is one of the prerequisites of every job in the future. Advancement in technology has provided
the innovative learning delivery systems. Development of online assessment and interactive
career guidance software systems has made the job of career counselors simpler. Providing
occupational information still remains the primary role of the career counselor, counseling
clients for personal problems and helping them with multiple choices over the life span are also
among important roles of the career counselor (Zunker, 2011).

To date, there have been numerous studies on the application of career counseling.
Career counseling services have been used explicitly in academic institutions. The continuous
advancement of technology has made the delivery of online career services to students more
convenient and effective (Venable, 2010). An online career service allows students to easily access the services available for them and helps them balance their life (Venable, 2010). As a result, many career development planning software have been created since 1990. Since then, several new products with improved features continued to come to the market to better serve the need for constantly changing generations (Rothwell et al., 2005). Some of the popular interactive career assessment tools are the Big Five Personality Test, Campbell Interest and Skill Survey, Career Direct Personality ID Survey, Career Fit Test, Career Interest Profiler, Career Interest Test, Career Liftoff Interest Inventory (CLII), Careerlink Inventory, CareerPlanner, Strong Interest Inventory (SII), Myers-Briggs Inventory Test and MyPlan.

Herr (2001) mentioned: The expanded knowledge base in the theories of and the practice of career development will require career counselors, in their role as applied behavioral scientists, to become experts in how to facilitate positive career development across the life span and in its applications to particular settings and populations. (p. 208)

Herr further emphasized that the career counselors of the twenty-first century should be able to apply the use of computer-assisted career guidance systems in order to obtain hands on experience with the available computer based self-assessments and other web based resources to assist individuals. Counselors are continuously challenged by technology driven learning and teaching systems.

A study by Maples and Luzzo (2005) evaluated the computer based assessment tool DISCOVER, for its effectiveness in enhancing college students’ social cognitive career development. The study used a pool of 34 (20 women and 14 men) college students seeking career counseling at the university career center for their study. The study was designed to
evaluate the effect of career counseling with and without using DISCOVER on participants’ career decision-making self-efficacy and career decision-making attributional style. There were four different treatment groups: a) control group with 8 students who did not receive any intervention between pretest and posttest, b) DISCOVER-only group with 9 students who completed DISCOVER but did not discuss their result with a counselor, c) counseling-only group with 9 students who did not complete DISCOVER but participated in a single counseling session to discuss the role of abilities, interest and values in the career decision making process, d) combined treatment group with 8 students who completed the DISCOVER and met with a counselor to discuss their results.

Findings from this study suggested that students who worked with the DISCOVER program for approximately one hour exhibited significant gain in career decision-making self-efficacy. Also, DISCOVER enhanced their sense of control over the career decision making process compared to those who did not work with the DISCOVER program. However, no significant effects were found when individual counseling was included as part of the treatment either by itself or with DISCOVER. The career assessment process empowers the client and boosts their confidence in their ability to complete related activities in the future (Maples & Luzzo, 2005).

Another similar study on DISCOVER by Miller and Springer was cited in the book, ‘Career Counseling: A Holistic Approach’ (Zunker, 2011), and emphasized students’ satisfaction with the computer-assisted career guidance system. Their findings were based on the study of undergraduate students at a medium-sized southern university who rated DISCOVER as a worthwhile counseling intervention that helped them meet their career exploration needs. The
study showed that those students were highly satisfied with the use of the computer assisted career guidance system.

Feduccia (2003) undertook a study to evaluate the effectiveness of Career Discovery I, a computer-assisted program for career decision making. The study compared the effectiveness of Career Discovery I on 300 undecided versus 300 decided freshmen. The study aimed to determine if there was any difference in the stability of college majors between students who entered the university with undeclared majors and declared their major by the end of the first semester of enrollment after taking Career Discovery and students who entered the same university with declared majors and did not use Career Discovery I during the investigation. Statistical analysis showed that students who entered the university as undecided majors and used the Career Discovery I had higher retention rates than students who entered the university with a major decided and did not use the Career Discovery I program. The study findings indicated that the Career Discovery I was an effective use of web-based career assessment technology.

Zunker (2011) cited the findings of Roselle and Hummel on the study of DISCOVER II. In the study, researchers compared the effectiveness of DISCOVER II with two groups of college students. They separated students in two different groups; one group with high intellectual development and another group with low intellectual development. Students’ interaction with DISCOVER II was observed and recorded. Researchers evaluated the interaction on the basis of how well students “learned about the career possibilities, integrated career information, reached a career decision, and took appropriate action” (Zunker, 2011, p. 178). Findings suggested that the effective interaction with DISCOVER II is related to intellectual development of the student. Students with high intellectual development require
minimum guidance whereas the student with low intellectual development requires more
guidance and time to discuss their opportunity with a counselor during and after interaction with
computer-assisted career guidance systems.

**Career Indecision in Undergraduate Freshmen**

For a college student, choosing a major and setting career goals are the most difficult
decisions to make because they are not sure of which profession matches their interest and
abilities. Therefore, they need guidance in deciding which courses are of interest and which
guides them to appropriate careers (Korschgen & Hageseth, 1997). Nauta (2007) recognized that
the academic major satisfaction scale was higher for students who had career decision self-
efficacy skills and would remain in their major whereas students with career choice anxiety and
generalized indecisiveness have low academic major satisfaction and are more likely to change
their major.

A study on the relationship between career decision-making and the level of anxiety
among undergraduate students by Landry (2006) found a significant positive relation between
level of anxiety and ability to make career decisions. Landry’s study also found that
undergraduate seniors were more certain in their careers and more conscientious than the
freshmen students implying that freshmen have more anxiety than seniors. For the freshmen
with an undecided major, some sort of guidance in selecting a career can lessen anxiety in the
college experience and significantly helped in acquiring knowledge and experience towards their
major leading them to become successful (Lepre, 2007). Lepre’s student involvement theory
suggested that if a student is more involved in thinking about his or her career, he or she is more
likely to be satisfied with their college experience and will succeed in their career choices.
People mature as they age (Singh, 2007) and maturity brings more confidence in people. A study by Luzzo (1999) showed that older students have less anxiety and fear while they make their career decision compared to their younger counterparts. Young people are more prone to have anxiety and a sense of insecurity while making their career decision. To a college student, career information and career counseling should aim at providing a self-assessment and self-analysis program (Singh, 2007). It should help students to understand the world of work and provide them information about different employment opportunities. The information and counseling sessions should also make students aware of the pros and cons related to the work in accordance to their plans about future life-style.

Bretz and Borgen (2009) studied 960 freshmen enrolled in a program with an undecided major. They found a significant increase in career decision self-efficacy and college major decidedness when the students were provided with career exploration systems. Students were provided with two different career inventories, the CAPA system and the FOCUS Online. The study showed that CAPA led to a proportionately greater increase in career decision self-efficacy scale scores compared to FOCUS Online. FOCUS Online was more effective for the total group and especially women. However, both career inventories showed an increase in the career decision-making ability in the students.

Another study by Brennan (2009) with 223 volunteer active duty coast guard personnel showed that individuals who are currently attending college and/or have previous career counseling experiences had higher levels of career decision-making self-efficacy. The study also determined career assessment with follow up counseling on career decision-making self-efficacy among active duty coast guard personnel was effective. The study used 77 personnel as a treatment group and 88 personnel as a control group. The treatment group was provided with
three different career assessment tests, the Myers-Brigg Type Indicator, Strong Interest Inventory, Skills Confidence Inventory, and follow-up counseling. The study found that the coast guards who took career assessment and had follow-up career counseling significantly raised their career decision-making self efficiency compared to the control group. This illustrated that the use of career assessments with follow up counseling provided better career decision making opportunities.

**Career Counseling for Student Success**

A study by Evans and Burk (1992) showed improved career counseling and career development education can contribute to the academic achievement of students. When students were provided with career education interventions, their academic achievement level was improved. Studies support the hypothesis that the value of career education contributes to academic achievement of the student.

Another similar study by Kenny, Blustein, Haase, Jackson, and Perry (2006) showed that career planning and career expectations were associated with students’ engagement in school, which implies that this relationship may have been influenced by the career planning intervention. The study was observed for a sample of predominantly non-white, low income students attending urban public high school. Four hundred sixteen 9th graders participated in this study.

Career counseling plays an important role in providing confidence to people and providing them with the path that fits their interest. According to Landry (2006), a positive correlation was found between career indecision and worry, and career indecision and level of anxiety. A negative correlation was found between career indecision and agreeableness, and
career indecision and conscientiousness. This implies that an individual who is more worried and has anxiety is more prone to make wrong career decisions or not make any decisions at all.

Vogel & Armstrong (2010) believe that students get less social support and feel more overwhelmed when they start their college experience; it is very important to give close attention to students and understand their willingness to seek counseling services. College students who undergo self-concealment, negative social experiences, and psychological distress are more prone to seek counseling for psychological, academic and career-related issues. This means, the person who is introverted is more likely to perceive negative social events, which may increase the level of psychological distress in them. This may encourage them to seek counseling for psychological, academic, or career-related concerns (Vogel & Armstrong, 2010).

A study by Mau (1995) involved predicting the rational decision-making style on career decision making status and treatment gains on the basis of computer–based career intervention. She found that decision-making strategies based on an individual’s personal preference significantly increased students’ career decidedness and decreased career indecision, choice anxiety, and reason complexity. The study used a pool of 74 university students with undecided majors. The study outcome indicated that the individuals’ decision-making style was positively related with career decidedness and negatively related with the exploration stage of decision-making.

Mau and Fernandes (2001) conducted a study on students who used career counseling services to determine the students’ characteristics and satisfaction. Participating in the study were 10,080 college graduates comprising different ages, gender and ethnicity. In the study sample, 78% were younger than 26 years and were considered non-traditional students, whereas 22% were older than 25 years and were considered traditional students. With regard to gender,
43.4% were males and 56.6% were females. With regard to ethnicity, 83% of the sample were Anglo-Saxon descent, 6% were African American, 5% were Hispanic, 3% were Asian or Pacific Islander, 0.7% were American Indians, and 2.3% were categorized as others. The study used chi-square analysis and found a significant difference in the use of career counseling services among people of different races and age groups. The study did not find any significant gender difference in the use of career counseling services. However, the study reported that more female students (76%) were satisfied with their university career counseling services than male students (72%) (Mau & Fernandes, 2001).

Career counseling is important for most people to help make better career choices in their lives. To a graduating high school student, career counseling is important in predicting what kind of training or education will be appropriate after high school. A dissertation study done by Mushegyan (2010) showed that students who attend an undecided decision-making and goal-setting workshop displayed a significant change in their GPA compared to students who did not attend the workshop, suggesting an effectiveness of undecided decision-making and goal setting workshop in student success. The study used 98 Extended Opportunity Program and Services (EOPS) undecided students to attend an undecided decision-making, goal-setting workshop. The study outcome showed no significant gender and age differences in academic achievements.

Therefore, to a college student, career counseling has been shown to provide career guidance to determine an appropriate career. Career counseling also helps students make appropriate choices for graduate school. Career counseling guides them in succeeding and growing in their job. Most importantly, career counseling is essential for graduating high school students, college freshmen, and sophomore undergraduates, because what they choose as their major will decide their career options. So, it is very important to seek career counseling in order
to better their decisions in making right career choices. Today, several career counseling tools are available for counselors to refer to, but the effectiveness of these tools as an appropriate guide is poorly studied.

**Career Assessment in Career Counseling**

Chartrand and Walsh (2001) defined career assessment as a process used for counseling or selecting. The purpose of career assessment is to provide information. They mentioned that the career assessment process involves collecting information through different career instruments like the interest inventory in order to facilitate career development. Their study recognizes two goals of career assessment as: a) gathering enough information that will help individuals make right career decisions b) gathering information that will help counselors get adequate information about the client and work more effectively with them. This study stressed the fact that career assessment furthers our basic knowledge of career development and decision-making.

A pilot study conducted by Austin and Mahlman (2000) on the use of the internet for career-technical assessment found that internet vocational testing performed either comparably or better than traditional paper-pencil format. In the study, researchers delivered paper-pencil assessments to 61 in-class students and an online assessment to 141 students. The score for the group who completed online assessment were significantly higher. In addition, students seemed to show more satisfaction if they completed web-based assessments. The study reflected that the use of the internet for career assessment was effective and efficient. Although few problems with assessing, downloading, taking and submitting the online test existed, the advantages of internet testing outweighed its disadvantages.
**MyPlan**

Every individual has their unique personality. Therefore, career choices that match their personality can become a right career choice. However, finding a right career choice that matches one’s personality is a great challenge. To ease the process of finding a right career choice to match one’s personality and interest, there are different career assessment tests. Career assessment tests will ask a certain number of behavioral questions and examine a person’s behavior to predict their personality type, career interest, career skills and career values. So, career counselors prefer to counsel individuals on the basis of their career assessment tests. Any individual seeking career counseling is encouraged to complete the career assessment test and career counseling is provided on the basis of their personality type. MyPlan is one of these career assessment tools.

MyPlan came to existence in 2004 to help students and professionals plan their future career by making well-informed decisions about their education and careers (About us, n.d.). It helps a student in deciding what major to choose, which college to attend, how to plan your career or make a career change. Under MyPlan, there are four career assessment tests (Personality, Interest, Skills and Values) which makes the decision making process easier for both students and professionals.

Researchers at MyPlan.com developed the Career Personality Test as guidance to its user to choose the career path that best fits their unique personality (Methodology, 2004). The career personality test is based on the work of a Swiss psychologist, Carl Jung, and his pioneering typological models. A team of three writers, who were trained in Carl Jung’s personality theory and archetypal model, prepared a total set of 127 questions. However, only 60 questions, 15
from each of the four personality scales (E-I, S-N, T-F, J-P), are included in the Personality Test after full screening. This test helps identify an individual’s personality type in response to the answer to 60 personality questions and helps build a profile of what your personality is like and what career you will be most satisfied in.

The Career Interest Inventory is based on Dr. John Holland’s Theory of Vocational Personality. Dr. John Holland believed that vocational interests are an expression of personality (Holland, 1987). As per Dr. Holland’s Theory, there are six vocational personality types: realistic, investigative, artistic, social, enterprising, and conventional. One or more of these six-personality types can describe most individuals. This test helps individuals match their interest type to a corresponding work environment. This test contains 75 questions with 150 items, which includes six scales of 25 items.

The Skills Profiler was created to measure the skills of an individual, which build over time with practice instead of a natural ability, and helps determine which careers best match their personal skill set. A group of 25 occupational analysts and 32 industrial/organizational psychology graduate students made a team of five or six and independently rated 748 careers for each skill construct using the prototype questionnaire and produced 6,605 sets of skills ratings (Methodology, 2004). This section of the test includes 35 questions.

The Value Assessment Test was created on the basis of Dawis and Lofquist’s Theory of Work Adjustment (Methodology, 2004). This theory is based on relating individuals’ values with their work environment and level of satisfaction. The theory of work adjustment says that an individual will hold on to a job longer if they are performing well in that job and are satisfied with it. This test directs individuals to sort 20 statements describing specific needs into five
levels of importance. Each need matches up to one of the six (achievement, independence, recognition, relationships, support and working condition) work values (Methodology, 2004).
CHAPTER 3

METHODOLOGY

Plan of Procedures

The primary purpose of this study was to evaluate the effectiveness of the use of MyPlan in undecided college students. Therefore, the researcher used the group of students from UNIV 101 and COUN 135 classes, since the students enrolled in those classes are yet to proclaim their majors. MyPlan is one career assessment tool that helps students and professionals make better career choices in their lives by making better informed decisions about their education and careers (About us, n.d.). It helps students in deciding which major to choose, which college to attend, how to plan their career or make a career change. Under MyPlan there are four career assessment tests (Personality, Interest, Skills, and Values) which helps make the decision making process easier for both students and professionals.

This study used quantitative research from data collected through pretest and posttest to analyze if there was a correlation between career decidedness and the MyPlan assessment. The first phase of this study was to identify University 101 and Counseling 135 classes where surveys can be given to students to collect the data. The second phase was to design the survey that was given to the students and have it approved by the thesis committee. The third phase was to acquire Institutional Review Board (IRB) Approval. The fourth phase was to administer the surveys. The fifth phase was to analyze the data, and the sixth phase was to report the results of the study.
Population and Sample

The target population for this study was undergraduate students undecided in proclaiming their majors enrolled in UNIV 101 and COUN 135 classes at Indiana State University, Terre Haute, IN, U.S.A. The classes were comprised of 41 students (17 and 24 respectively). Of the total of 41 students enrolled in the two classes, 34 participated in this study. Most of the students in this group were between 17 – 25 years old and traditional college students.

Variables

The independent variables in this study included age, gender, race and ethnicity. The dependent variables of this study were the pretest/posttest scores.

Research Questions and Hypothesis

Literature shows the need for career counseling, especially for the undecided college students (Bretz & Brogen, 2009; Feduccia, 2003; Landry, 2006; Lepre, 2007; Mau, 1995). Nautia (2007) noted that younger students seem to be less thoughtful about their career. They seem to change their major more often during their educational career, possess a higher level of anxiety, maintain lower self-esteem, and seem to have no knowledge about career planning (Landry, 2006; Nauta, 2007). In light of this, students are found to be more conscious about their career choices, more confident in their academic career after obtaining counseling and are more focused towards their career goals. Collectively, studies implicate improvements in students’ positive attitudes and behaviors toward their careers after obtaining career counseling (Evans & Burk, 1992; Landry, 2006 & Singh, 2009).
Along this context, wide use of technology has improved counseling deliveries. Career assessment tests have become a popular tool to help career counselors advise their counselees. Through federal legislation and technological advancements, career counseling has flourished as a profession with ethical standards, competencies, credentials and professional organizations (Feduccia, 2003). Literature shows the effectiveness of different computer-assisted career assessment tools (Austin & Mahlman, 2000; Feduccia, 2003; Maples & Luzzo, 2005; Rothwell et al., 2005; Venable, 2010). Surprisingly, there is not a single study that validates the effectiveness of MyPlan, a web-based career assessment tool. Therefore, the main goal of this study was to validate the effectiveness of MyPlan, which is used by career counselors at Indiana State University.

Specific research questions that were answered in this study include:

1. Is there a relationship between the test results and students’ career choices?
2. Is there a significant difference between pretest and posttest scores of student responses?
3. Is there a significant change in career choice after MyPlan?

The researcher hypothesized that there is no significant difference in the pretest and posttest results.

**Instruments**

The instruments of this study were pretest and posttest questionnaires. The pretest and the posttest were developed by the researcher and reviewed by the thesis committee chair and two other committee members at Indiana State University for clarity and validity. Pretest and posttest questionnaires were comprised of 12 questions in which questions 1-3, 5-8 and 10 were the general base line questions and questions 4, 9, 11 and 12 were the questions that provided
significant data to the study. The scores from questions number 11 and 12 were compared for the pretest and posttest to help answer the research questions.

Data Analysis Procedure

The researcher emailed the instructors of UNIV 101 and COUN 135 classes and obtained a list of student’s enrolled in UNIV 101 and COUN 135 classes (classes attended by students with undecided majors) and arranged the name of the students into alphabetical order by last name. The researcher then assigned an identification number to each student. Only student identification numbers were written in the pretest and posttest questionnaires. The questionnaires were stacked in the same order as the list that matched each participant’s name with their identification number. The researcher went to UNIV 101 and COUN 135 classes and introduced herself to the prospective participants and explained the purpose of the study. The researcher also explained to the prospective participants that the survey was completely voluntary and takes less than 10 minutes to complete. The researcher asked if there was anyone in the class who wished to not participate in the study, and if there was they did not have to do so. Also, if anyone was under 18 years old, they were asked not to participate in the study. The researcher mentioned that the questionnaire (See Appendix B) and the informed consent (See Appendix A) form would be distributed to each student. Those that choose not to participate may return the form without completing it. The researcher collected the signed informed consent forms and read the survey instrument to the participants to make sure everyone understood the questions. After the pretest survey (See Appendix B) was completed, all the survey instruments were collected,
the researcher placed them into the envelope, sealed it and thanked the students for participating in the study.

The list of participant names and corresponding identification numbers were stored in a locked cabinet at the Career Center (Room 725) and were only accessed by the researcher. The researcher allowed four weeks for the participants to complete the MyPlan and complete a career counseling session. It took approximately 45-60 minutes for the participants to complete all four sections of MyPlan. After completing MyPlan, participants were expected to go to the Career Center to discuss their assessment results with a career counselor. For the posttest (See Appendix C), the researcher distributed the posttest questionnaire to participants after three weeks of them completing the pretest. After the posttest survey was completed, all survey instruments were collected by the researcher who placed them into the envelope, sealed it, thanked participants for their participation and told them that they would be informed of the results of the study once the data analysis was completed by the researcher.

The researcher compiled the completed pretest-posttest questionnaires by the identification number, and placed them in the locked cabinet in the Career Center, room 725. The researcher conducted this research during the spring semester of 2012. It took approximately three - four weeks to collect the survey data from the participants.

To interpret the data, the researcher used the windows version of SPSS to analyze the pretest and posttest results using a Pearson’s chi-squared analysis. This determined how effective the test was in assisting in developing the conclusion in determining if MyPlan helped college students make a career choice. The results reflected if there were any significant changes in their response in relation to their career decidedness after the assessment was completed.
CHAPTER 4

FINDINGS AND ANALYSIS OF DATA

The purpose of this study was to analyze if MyPlan, a career assessment tool commonly used by the Career Center at Indiana State University, was an effective tool for college students to assist them in making their career decisions. The study compared the differences between the response of participants about career decisions before and after completing the MyPlan assessment. The independent variables in this study were age, gender, race and ethnicity. The dependent variables of this study were the pretest/posttest scores. The Pearson’s chi-squared analysis (P ≤ .05) used in this study indicated that the participants had a different and more informed approach towards their career choices after taking the MyPlan assessment.

Analysis of Data

The study purposed to use 41 students comprised of 17 students from UNIV 101 and 24 students from COUN 135 classes. Among 17 students from the UNIV 101 class, 12 participated in the study and among 24 from the COUN 135 class, 22 participated in the study. The researcher gathered complete data from only 34 participants (n_{male} = 16; n_{female} =18). All participants were undecided in proclaiming their major and consisted of 25 freshmen, 7 sophomores, 1 junior and 1 unknown class standing. Among 34 participants, four reported that they previously used career center services while seven reported that they used career center services after they used MyPlan. Ten participants reported that they had decided on what their
major would be prior to completing MyPlan and fifteen reported that they had decided on what they want to major in after completing MyPlan. Two participants reported that they had career counseling prior to the pretest while nine reported that they had career counseling prior to the posttest, and eleven reported that career counseling was beneficial during the pretest and fourteen reported that career counseling was beneficial during the posttest. There was a discrepancy in the data, because if only four participants had career counseling, how can eleven participants mention that it was productive? During the pretest, four participants reported that they had taken MyPlan before and three reported that they took all four tests in MyPlan. All 34 participants reported that they have taken MyPlan during the posttest and 27 reported that they took all four tests in MyPlan. While seven participants said that career counseling after completing MyPlan would be beneficial during the pretest, 19 agreed to the statement during the posttest.

No differences in response of the male and female participants were found. To test whether the class standings of participants had differential responses toward the MyPlan career assessment, the researcher analyzed and compared responses from participants across different class standings. The results showed that class standing of participants had no significant differences in their responses toward MyPlan. Therefore, all subjects were merged together.
Table 1.1

Chi square analysis of participants’ decision on their major before and after the MyPlan assessment

Pre Major Known * Post Major Known Cross tabulation

<table>
<thead>
<tr>
<th></th>
<th>Post Major Known</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Pre Major Known</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>20</td>
</tr>
</tbody>
</table>

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>11.504</td>
<td>1</td>
<td>.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction</td>
<td>8.981</td>
<td>1</td>
<td>.003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>12.237</td>
<td>1</td>
<td>.000</td>
<td>.001</td>
<td>.001</td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>11.166</td>
<td>1</td>
<td>.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 1.1, statistically significant relationships in participant’s responses about career decision-making was found in the pretest (before taking MyPlan assessment) and posttest (after taking MyPlan assessment). This individualized study rejected the hypothesis that there would be no differences in the responses. This study showed that there was a relationship between the MyPlan career assessment and participants’ responses toward the career decision-making process. To show this, participant responses from the pretest and the posttest were analyzed by using chi-squared analysis. As shown in Table 1.1, there was a significant
association between taking the MyPlan assessment and the participants’ decision on their choice for a degree major, $\chi^2(1)= 11.504$, $p\le .05$. This seems to represent that taking MyPlan was beneficial to participants in their decision making process in declaring their major. This finding clearly rejected the original hypothesis that taking MyPlan assessments will have no significant impact on participant’s decision-making process for choosing a degree major.

Table 2.1

*Chi square analysis on participants’ responses before and after taking the MyPlan assessment to see whether participants considered a career-counseling session to be beneficial*

<table>
<thead>
<tr>
<th>Pre Career Counseling Beneficial * Post Career Counseling Beneficial</th>
<th>Count</th>
<th>Post Career Counseling Beneficial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Pre Career Counseling Beneficial</td>
<td>Yes</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>3</td>
</tr>
</tbody>
</table>

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>1.750</td>
<td>1</td>
<td>.186</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction</td>
<td>.438</td>
<td>1</td>
<td>.508</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.677</td>
<td>1</td>
<td>.102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
<td></td>
<td></td>
<td></td>
<td>.521</td>
<td></td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>1.667</td>
<td>1</td>
<td>.197</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The previous result indicated a significant relationship between MyPlan career assessment and participants’ decision-making in choosing a college degree major. Whether participants considered follow-up career counseling to be beneficial in making this decision was evaluated next. To study this, the researcher evaluated the pretest and posttest results to
determine whether there was a relationship among participants’ responses. Among 34 participants who participated in the survey, only 21 participants responded. Among the responders, 18 responded that a career counseling session would be beneficial after taking MyPlan compared to seven participants before taking MyPlan. However, statistically there was no significant relationship between participants responses regarding career counseling being beneficial after the career counseling, prior to and after MyPlan assessment, \( \chi^2 (1) = 1.750, p=.186. \)

MyPlan has four areas of career assessment, namely the Career Personality Test, Career Interest Inventory, Career Skill Profiler, and Career Value Inventory. The researcher was interested to see if one or the other test results were preferred in making decisions. In other words, the researcher wanted to evaluate how participants respond to each component of the assessment to evaluate their level of satisfaction and agreement on the usefulness and helpfulness of these tests. To measure this, participants were asked to respond to their degree of satisfaction in five scales: not satisfied at all, not quite satisfied, kind of satisfied, and completely satisfied.

Table 3.1

*Participants’ satisfaction with the use of the Career Personality Test*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Quite Satisfied</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Satisfied</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>14.7</td>
</tr>
<tr>
<td>Kind of Satisfied</td>
<td>15</td>
<td>44.1</td>
<td>44.1</td>
<td>58.8</td>
</tr>
<tr>
<td>Completely Satisfied</td>
<td>14</td>
<td>41.2</td>
<td>41.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Figures 1.1. Participants’ satisfaction with the use of Career Personality Test.

Responses for the personality test, as shown in Table 3.1 and Figure 1.1, showed that 41.2 percent of participants were completely satisfied by the Career Personality Test. Another 44.1 percent of participants were kind of satisfied with the test, 11.8 percent of participants were satisfied with the test, and only 2.9 percent of the participants were not quite satisfied with the test. None of the participants mentioned that they are not at all satisfied with the Career Personality Test.
Table 3.2

*Participants’ satisfaction with the use of the Career Interest Inventory*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Quite Satisfied</td>
<td>2</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Satisfied</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>23.5</td>
</tr>
<tr>
<td>Kind of Satisfied</td>
<td>21</td>
<td>61.8</td>
<td>61.8</td>
<td>85.3</td>
</tr>
<tr>
<td>Completely Satisfied</td>
<td>5</td>
<td>14.7</td>
<td>14.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1.2. Participants’ satisfaction with the use of Career Interest Inventory.*

Likewise, responses for the career inventory test, as shown in table 3.2 and figure 1.2, showed that 14.7 percent of participants were completely satisfied by the Career Interest Inventory. Another 61.8 percent of participants were kind of satisfied with the test, 17.6 percent of participants were satisfied with the test and only 5.9 percent of the participants were not quite
satisfied with the test. None of the participants mentioned that they were not at all satisfied with the Career Interest Inventory.

Table 3.3

*Participants’ satisfaction with the use of Career Skill Profiler*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Quite Satisfied</td>
<td>2</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Satisfied</td>
<td>6</td>
<td>17.6</td>
<td>17.6</td>
<td>23.5</td>
</tr>
<tr>
<td>Kind of Satisfied</td>
<td>16</td>
<td>47.1</td>
<td>47.1</td>
<td>70.6</td>
</tr>
<tr>
<td>Completely Satisfied</td>
<td>10</td>
<td>29.4</td>
<td>29.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1.3. Participants’ satisfaction with the use of the Career Skill Profiler.*
Similarly, as shown in Table 3.3 and Figure 1.3, participants’ responses to the Career Skill Profiler test showed that 29.4 percent of participants were completely satisfied by the Career Skill Profiler. 47.1 percent of participants were kind of satisfied with the test, 17.6 percent of participants were satisfied with the test and only 5.9 percent of the participants were not quite satisfied with the test. None of the participants mentioned that they are not at all satisfied with the Career Skill Profiler.

Table 3.4

Use of the Career Value Assessment

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not quite satisfied</td>
<td>1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Satisfied</td>
<td>7</td>
<td>20.6</td>
<td>20.6</td>
<td>23.5</td>
</tr>
<tr>
<td>Kind of satisfied</td>
<td>19</td>
<td>55.9</td>
<td>55.9</td>
<td>79.4</td>
</tr>
<tr>
<td>Completely satisfied</td>
<td>7</td>
<td>20.6</td>
<td>20.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1.4. Participants’ satisfaction with the use of the Career Value Assessment.
Finally, the researcher evaluated participants’ responses on use of the Career Value Assessment and as shown in Table 3.4 and Figure 1.4, 20.6 percent of participants were completely satisfied by the Career Value Assessment, 55.9 percent of participants were kind of satisfied with the test, 20.6 percent of the participants were satisfied with the test and only 2.9 percent of the participants were not quite satisfied with the test. None of the participants mentioned that they are not at all satisfied with the Career Value Assessment.

Since participants responded differently on each test, the researcher wanted to see whether participants’ response for one test was correlated with their response for another test. In other words, if there was a correlation between one test and the other on participants’ satisfaction vs. dissatisfaction. To measure this, a Spearman’s correlation test was utilized.

Table 4

Correlation between the Career Personality Test, Career Interest Inventory, Career Skill Profiler and Career Value Assessment

<table>
<thead>
<tr>
<th>Spearman’s rho</th>
<th>Post11a Correlation Coefficient</th>
<th>Post11b Correlation Coefficient</th>
<th>Post11c Correlation Coefficient</th>
<th>Post11d Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig. (1-tailed)</td>
<td>Sig. (1-tailed)</td>
<td>Sig. (1-tailed)</td>
<td>Sig. (1-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Post11a</td>
<td>1.000</td>
<td>.676**</td>
<td>.320*</td>
<td>.474**</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.032</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Post11b</td>
<td>.676**</td>
<td>1.000</td>
<td>.368*</td>
<td>.556**</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.016</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Post11c</td>
<td>.320*</td>
<td>.368*</td>
<td>1.000</td>
<td>.503**</td>
</tr>
<tr>
<td></td>
<td>.032</td>
<td>.016</td>
<td>.000</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Post11d</td>
<td>.474**</td>
<td>.556**</td>
<td>.503**</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>.002</td>
<td>.000</td>
<td>.001</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (1-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).
As shown in Table 4, Spearman’s correlation showed that the Career Personality Test, Career Interest Inventory, Career Skill Profiler and Career Value Assessment all were positively correlated to each other to some extent. The Career Personality Test has the stronger correlation with the Career Interest Inventory ($r_s=0.676$) as compared to other tests. An interesting note on this correlation analysis is that, although all four career assessment tests were correlated to each other to some extent, there is a similar level of moderate correlation between the Career Personality Test, the Career Interest Inventory, and the Career Skill Profiler with the Career Value Assessment. This correlation infers that the test makers developed various matching algorithms to compare user’s score profiles generated from one of the four career assessment test with occupational score profiles for each of the careers in the database (Methodology, 2004).

In general, the researcher wanted to obtain different feedback from participants on whether the MyPlan Career Assessment Test was helpful for them in deciding a college degree major. Their feedback was recorded in four scales: strongly agree, agree, disagree, and strongly disagree. Frequency analysis was performed for each feedback scale and compared. Tables below show frequency analysis of participants’ feedback on the MyPlan career assessment.

Table 5.1

*Participant responses to whether MyPlan was helpful to decide on a major*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>32.4</td>
<td>32.4</td>
<td>32.4</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>55.9</td>
<td>55.9</td>
<td>88.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Figure 2.1. Participant responses to whether MyPlan was helpful to decide on a major.

As illustrated in the Table 5.1 and Figure 2.1, participant responses on if MyPlan was helpful for them in deciding on their major was evaluated. Out of 34 participants, 11.8 percent of participants strongly agreed to the statement, “MyPlan was helpful for me to decide on my major”; 55.9 percent of participants agreed to the statement and 32.4 percent of participants did not agree.

Table 5.2

Participants’ response on whether MyPlan was helpful to know more about themselves

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Disagree</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>11.8</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>52.9</td>
<td>52.9</td>
<td>64.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>35.3</td>
<td>35.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Participants’ response on whether MyPlan was helpful to know more about themselves.

As illustrated in the Table 5.2 and Figure 2.2, participants’ response on if MyPlan was helpful for them to know more about themselves was evaluated. 35.3 percent of participants strongly agreed to the statement, 52.9 percent agreed and only 11.8 percent disagreed. These statistics definitely imply that MyPlan is a useful tool for a person to know more about themselves.

Table 5.3

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>29.4</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>58.8</td>
<td>58.8</td>
<td>88.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>11.8</td>
<td>11.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Figure 2.3. Participants’ response on whether MyPlan was helpful for them to decide on a career choice.

Table 5.3 and Figure 2.3 illustrated participants’ responses on if MyPlan was helpful for them to decide on a career choice. 11.8 percent of participants showed strong agreement, 58.8 percent of participants agreed and 29.4 percent of participants disagreed to the statement.

Table 5.4

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>38.2</td>
<td>38.2</td>
<td>38.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>61.8</td>
<td>61.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Figure 2.4. Participants’ response to whether every student should get an opportunity to use MyPlan.

Participants were asked if, “Every student should get an opportunity to use MyPlan”. As illustrated in Table 5.4 and Figure 2.4, 100 percent of participants either agreed or strongly agree on the statement. This statement implied that the participants found MyPlan useful.

Table 5.5

Participants’ response on whether Career Counseling after MyPlan was productive

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.9</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>20.6</td>
<td>26.9</td>
<td>30.8</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>50.0</td>
<td>65.4</td>
<td>96.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>2.9</td>
<td>3.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>76.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>8</td>
<td>23.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 2.5. Participants’ response on whether Career Counseling after MyPlan was productive.

Table 5.5 and Figure 2.5 illustrated participants’ response on whether career counseling after MyPlan was productive. Only 26 participants responded to this statement. Among the responders, 2.9 percent strongly agreed to the statement, 50 percent agreed, 20.6 percent disagreed, and 2.9 percent strongly disagreed to the statement. While all participants responded to other questions regarding their satisfaction and usefulness of MyPlan, 23.52 percent of participants did not respond to the question.
Table 5.6

Participants’ response on whether they will suggest to their friends using MyPlan

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Disagree</td>
<td>3</td>
<td>8.8</td>
<td>8.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>61.8</td>
<td>61.8</td>
<td>70.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>29.4</td>
<td>29.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2.6. Participants’ response on whether they will suggest to their friends using MyPlan.

Table 5.6 and Figure 2.6 illustrated the opinion of the participants about suggesting using MyPlan to their friends. Data shows that 91.2 percent either agreed or strongly agreed to the statement, “I will suggest MyPlan to my friends”; whereas 8.8 percent disagreed to the statement.
Summary

In chapter four, the raw data was analyzed to evaluate the central hypothesis of this study, that there was no difference in the response of participants regarding their career decision making before and after taking MyPlan. In short, this study hypothesized that MyPlan was not an effective career assessment tool, the hypothesis was rejected. This study utilized Pearson’s chi-squared test and Spearman correlation coefficient to analyze the data. The findings showed that more participants could decide on a major and make a career choice after taking the MyPlan assessment. Also, participants responded positively toward MyPlan being a helpful tool to know about their personal interest and personality type, which assisted them in deciding their college degree major. While participants found all four (Career Personality Test, Career Interest Inventory, Career Skill Profiler and Career Value Assessment) career assessment tests within MyPlan useful to them, our data indicated that participants were most satisfied with the Career Personality Test and the Career Value Assessment, suggesting that personality type and career values were two most important factors influencing a participant’s career choice.
CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the research findings and conclusions are presented and recommendations provided. The purpose of this study was to analyze if MyPlan was an effective career assessment tool for college students. To obtain these research objectives, a pretest/posttest questionnaire survey among 34 college students who had not declared their degree major was administered. Participants’ responses were compared to extrapolate if there was any relationship between the MyPlan career assessment and students’ career decision-making process. The study also evaluated whether the MyPlan assessment outcomes were an accurate reflection of their personality type and whether it assisted them in deciding a college degree major. The overall results indicated that MyPlan was indeed an effective tool for college students to assist them in their career oriented decisions, such as choosing a major for a college degree. In the following paragraphs, the findings from the study will be interpreted toward the hypothesis in detail.

Discussion

Since the data gathered in the study was categorical, the Pearson’s chi-squared analysis replaced a t-test in this study to analyze the data. Pearson’s chi-squared analysis was executed to see if there was a significant relationship in the response of the participants prior to and after the MyPlan assessment toward their choice for a college degree major. In other words, the Pearson’s chi-squared analysis was utilized to determine if there was a relationship between taking the MyPlan assessment test and participants’ attitude toward deciding their college degree major. As
referred to in Table 1.1 in Chapter four, nine participants indicated a major and remained on it during the posttest suggesting that the use of MyPlan confirmed their prior decision. Six additional participants, who were undecided before taking the MyPlan career assessment, were able to decide their degree major after completing the MyPlan. A total of 41.17 percent of participants made a decision regarding their major. Chi-squared analysis showed the MyPlan assessment was significantly related with participants’ ability to make decisions toward their college major. These findings indicated that there was a positive effect of the MyPlan career assessment test outcomes toward participants’ ability to decide their college degree major.

Furthermore, for the answer to the question whether the career counseling session after the MyPlan assessment would be beneficial, 85.3 percent answered yes and 14.7 percent answered no, suggesting that participants gained a positive attitude toward seeking career counseling after taking MyPlan. Consistent with this, Brennan (2009) showed that follow up counseling sessions with a counselor after career assessment augmented the career decision-making process. These results suggested that participants began to become more serious toward their career choices after the MyPlan assessment, which implied a positive outcome of MyPlan usage among college students.

The MyPlan assessment has four distinct components, namely the Career Personality Test, Career Interest Inventory, Career Skill Profiler and Career Value Assessment. This study showed that participants found all of these tests within the MyPlan assessments useful to them (Chapter 4, Table 3.1-3.4). Data indicated that participants were most satisfied with the Career Personality Test and the Career Value Assessment. The percent of participants either agreed or strongly agreed that MyPlan helped them in deciding their major was 67.7, however 32.4 percent disagreed. Similarly, 88.2 percent of participants either agreed or strongly agreed that MyPlan
was useful in finding out more about themselves and only 11.8 percent disagreed. Furthermore, 70.6 percent of participants either said that they agree or strongly agree to the statement that MyPlan was helpful for them to decide on a career choice and 29.4 percent of participants disagreed to it. Most participants either agreed or strongly agreed to the statement “Every student should get an opportunity to use MyPlan.” This statement implied that the participants found MyPlan useful. At the same time, when participants responded on whether they will suggest using MyPlan to their friends, 91.2 percent said they would whereas 8.8 percent mentioned that they would not suggest MyPlan to their friends. Collectively, participants responded positively toward MyPlan being useful in one way or another toward their career decision-making process.

However, findings from this study alone are unable to draw a strong conclusion on whether MyPlan was useful in assisting students in making their career choices because the study had some limitations. Some of the questions on the questionnaire were misleading for the pre-test. On the question about the use of MyPlan and seeking career counseling (See Appendix B - Q.9), participants had not completed the MyPlan assessment before the pretest to respond to this question. This question was inappropriate for the pretest and was not comparable between the pretest and posttest. However, participants rated the usefulness of MyPlan highly in the posttest response and also they considered seeking a career counseling session after taking MyPlan. Furthermore, while only 23.5 percent of participants actually had career counseling, 54.3 percent either agreed or strongly agreed that the career counseling was productive and 22.9 percent disagreed or strongly disagreed. Another 22.9 percent did not answer this question. This result showed inconsistency and subject disparity and misled the interpretation of the data.
Conclusions

Analysis of data and the interpretation of the outcomes indicated that MyPlan helped some participants decide on their college degree major. However, since more participants mentioned that MyPlan helped them decide on a major and a career choice, fewer participants were actually able to choose a specific major; there is an inconsistency among participants’ responses. This inconsistency may have been due to participants’ failure to seek follow-up career counseling after completing their MyPlan assessment, which is consistent with our findings that only a few participants responded that career counseling was useful after taking MyPlan. This study also indicated that all participants who sought career counseling responded that it was beneficial. So, this study concludes that the MyPlan assessment is helpful to students to learn more about themselves and to decide on their major or a career choice.

The findings of this study also provide some valuable insights into participants’ reactions to MyPlan. The majority of the participants were satisfied with all four different career assessment tests contained in the MyPlan. Participants also agreed that MyPlan was helpful for them in deciding on majors, deciding on a career choice, and most importantly, learning about themselves. Participants’ responses also implied that they would recommend MyPlan to their friends. All participants agreed that every participant should get an opportunity to use MyPlan. While the response of participants who participated in this study towards MyPlan was positive, due to the low sample size the results obtained cannot be generalized to the larger population. Regardless, this study provides some preliminary data to suggest that MyPlan is indeed a helpful tool for college students in deciding their college major and perhaps in making long-term career choices.
Recommendations

The researcher recommends that this study be repeated with increased sample size in order to get a valid and reliable result. Sample size in this particular study was too low to be generalized to a larger population. Further studies must replicate the study with a higher number of samples in order to get a valid and reliable result.

Time constraint was another limitation to this study. A longitudinal study through the graduation of the student to see if students continued to be in the same major that they chose during their freshmen year in college would produce valid and reliable results. This study, being a part of a master’s thesis, could not provide the participants with enough time to complete MyPlan and get career counseling. Participants had three weeks to complete the MyPlan assessment and get the career counseling. Considering the fact that college students have class loads (reading, assignments, quizzes) and other activities to complete, three weeks might not be enough time for all participants to get the assessment completed and get career counseling on their assessment results to decide on a career choice. In the same context, while 85.3 percent of participants mentioned that a career counseling session after completing MyPlan would be beneficial, only 23.5 percent actually had career counseling prior to completing the posttest. These statistics might be an indication to the researcher that participants had limited time between the tests.

Also, while 67.7 percent of participants indicated that MyPlan helped them decide on a major and 70.6 percent indicated that MyPlan helped them decide on a career choice, only 41.17 percent of participants were able to decide on a major or a career choice. One reason for that could be a lack of career counseling. Since participants did not have enough time to get career
counseling, they were not able to decide on a career choice. Therefore, the researcher should allow more time between the pre and posttests to ensure that the participants have enough time to get career counseling after completing the career assessment test.
REFERENCES


(UMI No. 3085675).


APPENDIX A: Informed Consent for Participants

Indiana State University

Informed consent for Participants in Research Involving Human Subjects

Title of the Research: Using MyPlan as a Tool for College Students in Making Their Career Decisions

Dear Colleague,

My name is Reema Lamichhane, and I am a graduate student at Indiana State University. As a part of my master’s thesis, I am conducting a study to explore the effectiveness of MyPlan (a career assessment test) with Indiana State University students.

Your participation in this study is completely voluntary, and your information will be kept confidential. If you agree to participate in this study, you reserve full rights to refuse to answer any questions and/or withdraw from the study at any time. There is no cost associated to participate in this study. Being an ISU student, the ISU Career Center will provide you with a free license code to complete the MyPlan assessment. It will take about 45 minutes to complete all four different assessments (Personality, Skills, Values, and Interests). Your responses are essential for me to successfully complete my research.

If you have any question regarding this study, please feel free to email me at rlamichhane@indstate.edu. Also, if you are interested in the results of the study, please email me and I will send you the results once I complete the study.

If you agree to participate in this study, please sign your name on the bottom of the page. You have to be at least 18 years or older to participate in this study. Please do not sign if you are under 18 years old.

I appreciate your contribution towards this study.

Sincerely,

Reema Lamichhane
Graduate Student
Human Resource Development

Participants Name: ____________________________ Signature: ______________

Date: ______________
APPENDIX B: Career Decidedness Pretest

The purpose of this questionnaire is to survey current ISU undecided undergraduates on the information they have to decide on their career choice. Your participation is completely voluntary. All information obtained through this survey will be kept confidential.

**Basic Information (Please circle one choice)**
1. Gender  
   a. Male  
   b. Female
2. Class Standing  
   a. Freshmen  
   b. Sophomore  
   c. Junior  
   d. Senior

**Essential Information**
3. Do you use ISU Career Center Services?  
   a. Yes  
   b. No
4. Have you decided on what you want to major in or which career field to choose?  
   a. Yes  
   b. No
   If yes, what is your major? ______________________________________
5. Have you ever had career counseling?  
   a. Yes  
   b. No
6. After having a career counseling session, do you think it was beneficial?  
   a. Yes  
   b. No
7. Have you taken the MyPlan (a career assessment test) to help students decide on their major and possible career choice?  
   a. Yes  
   b. No
8. Did you take all four career assessment tests in MyPlan?  
   a. Yes  
   b. No
9. After completing MyPlan, did you think a career counseling session would be beneficial?  
   a. Yes  
   b. No
10. Have you ever used any career assessment test before?  
    a. Yes  
    b. No
    If yes, which one? ___________________
11. To what extent were you satisfied with the use of the four different career assessment tests of MyPlan? (Circle the best choice: 1 = not satisfied at all, 5 = completely satisfied)  
    a. Use of Career Personality Test  
       1  
       2  
       3  
       4  
       5  
    b. Use of Career Interest Inventory  
       1  
       2  
       3  
       4  
       5  
    c. Use of Career Skill Profiler  
       1  
       2  
       3  
       4  
       5  
    d. Use of Career Value Assessment  
       1  
       2  
       3  
       4  
       5  
    e. N/A
12. To what extent do you agree with the following? (Circle the best choice: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree)  
    a. MyPlan was helpful for me to decide on my major  
       SA  
       A  
       D  
       SD  
    b. MyPlan was helpful for me to know more about myself  
       SA  
       A  
       D  
       SD  
    c. MyPlan was helpful for me to decide on a career choice  
       SA  
       A  
       D  
       SD  
    d. Every student should get an opportunity to use MyPlan  
       SA  
       A  
       D  
       SD  
    e. Career counseling after MyPlan was productive  
       SA  
       A  
       D  
       SD  
    f. I will suggest using MyPlan to my friends  
       SA  
       A  
       D  
       SD  
    g. N/A

Thank you for your time and effort in completing this questionnaire.
APPENDIX C: Career Decidedness Posttest

The purpose of this questionnaire is to survey current ISU undecided undergraduates on the information they have to decide on their career choice. Your participation is completely voluntary. All information obtained through this survey will be kept confidential.

Basic Information (Please circle one choice)
1. Gender  
   a. Male  
   b. Female
2. Class Standing  
   a. Freshmen  
   b. Sophomore  
   c. Junior  
   d. Senior

Essential Information
3. Do you use ISU Career Center Services?  
   a. Yes  
   b. No
4. Have you decided on what you want to major in or which career field to choose?  
   a. Yes  
   b. No  
   If yes, what is your major? __________________________________________
5. Have you ever had career counseling?  
   a. Yes  
   b. No
6. After having a career counseling session, do you think it was beneficial?  
   a. Yes  
   b. No
7. Have you taken the MyPlan (a career assessment test) to help students decide on their major and possible career choice?  
   a. Yes  
   b. No
8. Did you take all four career assessment tests in MyPlan?  
   a. Yes  
   b. No
9. After completing MyPlan, did you think a career counseling session would be beneficial?  
   a. Yes  
   b. No
10. Have you ever used any career assessment test before?  
    a. Yes  
    b. No  
    If yes, which one? ___________________
11. To what extent were you satisfied with the use of the four different career assessment tests of MyPlan? (Circle the best choice: 1 = not satisfied at all, 5=completely satisfied)  
    a. Use of Career Personality Test  
       1  2  3  4  5  
    b. Use of Career Interest Inventory  
       1  2  3  4  5  
    c. Use of Career Skill Profiler  
       1  2  3  4  5  
    d. Use of Career Value Assessment  
       1  2  3  4  5  
    e. N/A
12. To what extent do you agree with the following? (Circle the best choice: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree)  
    a. MyPlan was helpful for me to decide on my major  
       SA A D SD  
    b. MyPlan was helpful for me to know more about myself  
       SA A D SD  
    c. MyPlan was helpful for me to decide on a career choice  
       SA A D SD  
    d. Every student should get an opportunity to use MyPlan  
       SA A D SD  
    e. Career counseling after MyPlan was productive  
       SA A D SD  
    f. I will suggest using MyPlan to my friends  
       SA A D SD  
    g. N/A
APPENDIX D: PERSONALITY TEST REPORT

Personality Type Report

Summary

In 1921, Carl Jung published his seminal work, *Psychological Types*, which has for the past century been the basis for nearly all popular personality tests. In it, he posited that people exhibit tendencies toward certain personality types. He developed a model for conceptualizing these tendencies using four bipolar scales that represent eight total personality preferences.

Emotional Focus:
- Extroverted (E) ↔ Introverted (I)

Information Gathering:
- Sensor (S) ↔ Intuitive (N)

Decision Making:
- Thinker (T) ↔ Feeler (F)

Structural Orientation:
- Judgers (J) ↔ Perceivers (P)

People now often refer to personality types simply by the four-letter acronyms that indicate the four dominant preferences. There are 16 different types:

<table>
<thead>
<tr>
<th>Type 1</th>
<th>Type 2</th>
<th>Type 3</th>
<th>Type 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTJ</td>
<td>ISFJ</td>
<td>INFJ</td>
<td>INTJ</td>
</tr>
<tr>
<td>ISTP</td>
<td>ISFP</td>
<td>INFP</td>
<td>INTP</td>
</tr>
<tr>
<td>ESTP</td>
<td>ESFP</td>
<td>ENFP</td>
<td>ENTP</td>
</tr>
<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
</tr>
</tbody>
</table>

Your Personality Type:

Even though personality types are usually referred to by their dominant traits (indicated by letters such as INTJ), it is important to bear in mind that these categories simply reflect a personal preference or predisposition, not a categorical absolute. People may be referred to as “Extroverts” or “Introverts”, but in truth, we are all a little bit of both, and have the potential to take on different types of personalities at different times. Our personalities are, in real life, infinitely variable.
combinations of these dominant preferences (see the table to the right). Jungian type theory has become so ingrained in popular psychology that, in fact, these 16 composite types have become synonymous with personality type and are almost universally understood in the field.

For more information on the history and theory of Personality Type, please refer to the Introduction & Theory section of the methodology.

Some psychologists have illustrated this variability using the analogy of handedness. If you’re right-handed, it doesn’t mean that you don’t use your left hand. It simply means that you use your right hand more often than you use your left hand. Some people may have a strong preference for one hand; others may be nearly ambidextrous (Hoffman, 2002). The same is true of personalities. A person may exhibit a preference for the Introvert trait, but it does not mean that they are not at least somewhat extroverted.

**Emotional Focus**

The first dimension of personality, Emotional Focus, is intended to measure whether you direct your emotions and energy outward or inward. Or put another way – are you Extroverted or Introverted?

**Extroverted (E) vs. Introverted (I)**

**Score Summary**

The Career Personality Test included fifteen questions designed to measure emotional focus. Your answers were tabulated on a bipolar scale with the Extrovert personality type at one end and the Introvert personality type at the other. Extroverts tend to be outwardly focused, drawing energy from others around them. Introverts tend to be inwardly focused, drawing energy from contemplation, ideas and reflection. Your score on this scale is presented below:

60% Extroverted 40% Introverted

**Extroverts Explained**

The classic difference between an extrovert and an introvert is in how they respond to large social gatherings. An extrovert leaves a social function feeling charged up and rejuvenated. An introvert, on the other hand, might soon feel drained and sapped of

Words People Might Use to Describe Extroverts:
- Friendly
- Talkative
- Social Butterfly
- Fun
- Assertive
- Expressive
- Gregarious
- Confident
- Outgoing

Strengths of an Extrovert:
energy. Both may enjoy the party, but the revealing difference is in how their energy levels change.

Extroverts tend to be outwardly directed in their emotional focus, and draw energy from people and things around them. Generally, they might be considered more social and talkative than introverts, who tend to be more shy and quiet. Extroverts tend to avoid being alone and actively seek out groups. They work well in teams and interact well with others. Leaders in our society are almost invariably extroverts.

Extroverts also tend to be easier to read. Where introverts don’t give off clear emotional signs, extroverts tend to wear their emotions on their sleeves. They give off clear emotional signals that make it easier for others to understand where they’re at.

Information Gathering

The second dimension of personality, Information Gathering, is intended to measure how you process information. Do you primarily draw from facts and sensorial experiences or do you primarily draw from gut-level instinct? Or put another way – are you a Sensor or an Intuitive?

Sensor (S) vs. Intuitive (N)

Score Summary

The Career Personality Test included fifteen questions designed to measure your mental preference for processing information. Your answers were tabulated on a bipolar scale with the Sensor personality type at one end and the Intuitive personality type at the other. Sensors tend to prefer concrete problems that can be readily solved through the application of facts and data. Intuitives tend to prefer abstract problems, where imagination and theoretical reasoning are more likely to produce results. Your score on this scale is presented below:

80% Sensor 20% Intuitive

Words People Might Use to Describe Sensors:

- Patient
- Careful
- Precise
- Diligent
- Realistic
- Practical

Weaknesses of an Extrovert:

- Have a hard time concentrating for long periods of time
- May depend too much on group and interpersonal interaction for affirmation and motivation.
Sensors Explained

Where intuitives prefer abstract problems, sensors seek specific answers to specific questions. Intuitives may sometimes get "lost in the clouds", but the sensor keeps his or her feet on the ground, focusing on practical matters. They are adept at dealing with real-world problems and managing details. They also take a very matter-of-fact approach to information gathering. Sensors prefer things that can be experienced through their senses – that are tactile, actual, and real – and not simply intuited or perceived through extrasensory impression. Specifics, facts and details matter to them.

Sensors are more likely to be realistic than idealistic. They learn well from example, and are very observant.

Strengths of a Sensor:
- Work diligently on honing their skills.
- Excel at hands-on activities where they can solve tangible problems.
- Remain focused, while carefully considering facts.
- Possess great attention for detail.

Weaknesses of a Sensor:
- May sometimes forget the big picture.
- May not be very creative, artistic or imaginative.

Decision Making

The third dimension of personality, Decision Making, measures the way in which you make decisions. Do you primarily make decisions objectively or subjectively? Are you ruled more by your head or more by your heart? Or put another way – are you a Thinker or a Feeler?

Thinkers (T) vs. Feelers (F)

Score Summary

The Career Personality Test included fifteen questions designed to measure your approach to decision making. Your answers were tabulated on a bipolar scale with the Thinker personality type at one end and the Feeler personality type at the other. Thinkers tend to ruled by their heads more than their hearts, and try to take a very objective approach to decision making. Feelers tend to be ruled by their hearts more than their heads, and take a much more subjective approach to decision making. Your score on this scale is presented below:

47% Thinker 53% Feeler

Words People Might Use to Describe Feelers:
- Caring
- Considerate
- Subjective
- Tender-hearted
- Compassionate
Feelers Explained

Feelers believe that compassion and empathy are more important than analysis and logic. They are guided by their hearts. Where the thinker believes that the right decision is the one that is most logical, feelers consider emotions and individual consequences. They put themselves in other people’s shoes and consider all points of view. They don’t believe that the world can be reduced to common denominators; they believe that individual voices resonate more truth than impersonal equations.

Feelers are humanitarian, moral and honorable people. They believe in human dignity and individual rights. Their gift to this world is their tireless pursuit of harmony.

Temporal & Structural Orientation

The final dimension of personality, Temporal & Structural Orientation, measures the way in which you deal with the outer world. Are you organized and decisive or are you spontaneous and adaptive? Do you prefer order or flexibility? Or put another way – are you a Judger or a Perceiver?

Judgers (J) vs. Perceivers (P)

Score Summary

The Career Personality Test included fifteen questions designed to measure your orientation with time and structure. Your answers were tabulated on a bipolar scale with the Judger personality type at one end and the Perceiver personality type at the other. Judgers tend to be organized, controlled and decisive, preferring order to chaos. Perceivers tend to be spontaneous, impulsive and adaptive, preferring freedom to structure. Your score on this scale is presented below:

<table>
<thead>
<tr>
<th>67% Judger</th>
<th>33% Perceiver</th>
</tr>
</thead>
</table>

Words People Might Use to Describe Judgers:

- Decisive
- Organized
- Resolute
- Strict
- Sensible
Judgers Explained

More so than in any of the other three personality dimensions, people usually exhibit a bit of both sides of this dyad. You may, for example, be very structured and organized in one part of your life, but flexible and spontaneous in another part. Nevertheless, people do exhibit a general preference, and that preference is telling.

Judgers appreciate decisiveness, planning, punctuality, order, tidiness, organization, schedules, security, and control. Conversely, perceivers appreciate flexibility, spontaneity, adaptiveness, tolerance, and individualism.

Judgers often find themselves in managerial positions and work well in the hierarchical structures of large companies and government agencies. They fight the encroachment of chaos, preserve order, and struggle with the unorthodox proclivities of the perceiver.

It is widely believed that this personality dyad is one of the greatest sources of workplace tension. Judgers tend to have very little tolerance with the free-spirited ways of the perceiver. Perceivers tend to be aghast at how controlling judgers can be.

Strengths of a Judger:
- In control
- Prudent
- Judicious

Weaknesses of a Judger:
- Can sometimes be "control freaks."
- Can rush to judgment.
- May not adapt well to sudden changes.

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APPENDIX E: CAREER INTEREST INVENTORY REPORT

Personal Interest Areas

Summary

There are 6 clusters in our interest inventory model (depicted on the right). Based on your responses to the 75 questions, we have determined your primary and secondary interest areas:

Conventional is your primary interest area.

Enterprising is your secondary interest area.

Primary Interest Area

Based on your responses to the 75 questions in the Interest Inventory, we have determined that your primary interest area is Conventional.

Description:
Conventional people keep our lives in order. They like structure, teams and organization. They are incredibly

Words People Might Use to Describe You:
- Team Player
- Dependable
practical and dependable people. They work well in large companies and just as effectively in small teams. Details matter to conventional people. They don’t let things slip through the cracks. They are efficient problem-solvers and take great care in doing things right the first time. They are very capable of detail-oriented tasks and prefer routine to chaos. They are usually pretty good at separating their work life from their personal life, and know when to call it a day. Conventional people also appreciate process and like the world around them well organized. Without them, projects would go over schedule, teams would fracture, and organizations would fall apart.

Things That Are Important to You:
- Efficiency
- Organization
- Security
- Practicality
- Structure
- Cleanliness
- Prudence
- Organized
- Friendly
- Careful
- Trustworthy
- Conscientious
- Steadfast
- Practical

Things That You Probably Do In Your Spare Time:
- Exercise
- Home Improvement
- Collect things
- Read
- Play video games or board games
- Entertain a quirky, personal hobby

Secondary Interest Area

Based on your responses to the 75 questions in the Interest Inventory, we have determined that your secondary interest area is Enterprising.

Enterprising

Description:
Enterprising people are ambitious and competitive. They like to sell and they’re good at it; they can be very persuasive. Enterprising people are usually good at public speaking and are at ease in the spotlight. They are leaders through power of their own initiative, perseverance and confidence. Generally, they enjoy working with other people and thrive in social settings. Enterprising people enjoy leading others and working

Words People Might Use to Describe You:
- Ambitious
- Optimistic
- Entrepreneurial
- Competitive
- Persuasive
- Funny
- Adventurous
- Confident
- Assertive
toward organizational goals and economic success. They seek positions of leadership, status and power.

Things That Are Important to You:
- Achievement
- Excitement
- Success
- Influence
- Winning
- Taking risks

- Sociable

Things That You Probably Do In Your Spare Time:
- Entertain and have dinner parties
- Play competitive sports
- Watch sports
- Play golf, racquetball or basketball
- Discuss politics
- Do more work

Source: MyPlan.com, LLC, 2009; includes information from the O*NET 10.0 database, 2007. O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.

Summary Analysis

Match Scores: Career Categories

Based on your self-assessment of 35 skill areas, we have scored and ranked all 22 career categories according to how well they match your current skill set. For details on specific careers, see Career Comparisons or CareerMatch™.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Career Categories</th>
<th>Match Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Management</td>
<td>81%</td>
</tr>
<tr>
<td>#2</td>
<td>Healthcare Practitioners &amp; Technical</td>
<td>79%</td>
</tr>
<tr>
<td>#3</td>
<td>Education, Training, &amp; Library</td>
<td>78%</td>
</tr>
<tr>
<td>#4</td>
<td>Life, Physical, &amp; Social Sciences</td>
<td>76%</td>
</tr>
<tr>
<td>#5</td>
<td>Counseling, Community &amp; Social Services</td>
<td>75%</td>
</tr>
<tr>
<td>#6</td>
<td>Protective Service</td>
<td>74%</td>
</tr>
<tr>
<td>#7</td>
<td>Engineering &amp; Architecture</td>
<td>73%</td>
</tr>
<tr>
<td>#8</td>
<td>Business &amp; Financial Operations</td>
<td>72%</td>
</tr>
<tr>
<td>#9</td>
<td>Computer &amp; Mathematical</td>
<td>71%</td>
</tr>
<tr>
<td>#10</td>
<td>Healthcare Support</td>
<td>70%</td>
</tr>
<tr>
<td>#11</td>
<td>Legal</td>
<td>68%</td>
</tr>
</tbody>
</table>
Profile Review: Basic Skills

Below you will find a summary profile of your basic skills. These figures, on a scale from **0 to 20**, come directly from your personal self-assessment and are presented here for reference and/or modification. To modify a score and see its effect on career matching, simply change the number and press "Update".

### Basic Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>15</td>
</tr>
<tr>
<td>Active Listening</td>
<td>18</td>
</tr>
<tr>
<td>Writing</td>
<td>14</td>
</tr>
<tr>
<td>Speaking</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>14</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>18</td>
</tr>
<tr>
<td>Active Learning</td>
<td>18</td>
</tr>
</tbody>
</table>

For details, see CareerMatch™
Below you will find a summary profile of your social skills. These figures, on a scale from **0 to 20**, come directly from your personal self-assessment and are presented here for reference and/or modification. To modify a score and see its effect on career matching, simply change the number and press "Update".

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Perceptiveness</td>
<td>15</td>
</tr>
<tr>
<td>Coordination</td>
<td>18</td>
</tr>
<tr>
<td>Persuasion</td>
<td>16</td>
</tr>
<tr>
<td>Negotiation</td>
<td>15</td>
</tr>
<tr>
<td>Instructing</td>
<td>18</td>
</tr>
<tr>
<td>Service Orientation</td>
<td>20</td>
</tr>
</tbody>
</table>

**Profile Review: Problem Solving Skills**

Below you will find a summary profile of your problem solving skills. These figures, on a scale from **0 to 20**, come directly from your personal self-assessment and are presented here for reference and/or modification. To modify a score and see its effect on career matching, simply change the number and press "Update".

<table>
<thead>
<tr>
<th>Problem Solving Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Problem Solving</td>
<td>16</td>
</tr>
<tr>
<td>Judgement &amp; Decision Making</td>
<td>19</td>
</tr>
</tbody>
</table>
Profile Review: Technical Skills

Below you will find a summary profile of your technical skills. These figures, on a scale from 0 to 20, come directly from your personal self-assessment and are presented here for reference and/or modification. To modify a score and see its effect on career matching, simply change the number and press "Update".

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Technology Design</td>
<td>6</td>
</tr>
<tr>
<td>Equipment Selection</td>
<td>15</td>
</tr>
<tr>
<td>Installation</td>
<td>10</td>
</tr>
<tr>
<td>Programming</td>
<td>5</td>
</tr>
<tr>
<td>Quality Control Analysis</td>
<td>11</td>
</tr>
<tr>
<td>Operations Monitoring</td>
<td>14</td>
</tr>
<tr>
<td>Operation &amp; Control</td>
<td>14</td>
</tr>
<tr>
<td>Equipment Maintenance</td>
<td>11</td>
</tr>
<tr>
<td>Troubleshooting</td>
<td>4</td>
</tr>
<tr>
<td>Repairing</td>
<td>6</td>
</tr>
</tbody>
</table>

Profile Review: Resource Management Skills

Below you will find a summary profile of your resource management skills. These figures, on a scale from 0 to 20, come directly from your personal self-assessment and are presented here for reference and/or modification. To modify a score and see its effect on career matching, simply change the number and press "Update".
### Resource Management Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>15</td>
</tr>
<tr>
<td>Management of Financial Resources</td>
<td>14</td>
</tr>
<tr>
<td>Management of Material Resources</td>
<td>15</td>
</tr>
<tr>
<td>Management of Personnel Resources</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: MyPlan.com, LLC, 2009; includes information from the O*NET 10.0 database, 2007. O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.

APPENDIX F: CAREER VALUE ASSESSMENT REPORT

Work Values Clusters

Introduction to the Theory of Work Values

The twenty cards you were asked to sort represent unique work needs or underlying motivators that can be used to predict job satisfaction. (Your scores on these twenty individual work needs are presented in detail in the Career Comparisons & CareerMatch™ sections of this report, where you'll be able to discover how well your work values match up with that of 900 different careers.) The Theory of Work Values groups these twenty specific needs into six broad themes (or clusters) that highlight a pattern of importance. By grouping statistically similar work needs, the model provides a way for us to more easily conceptualize what motivates us at work.

Work Values Clusters

There are six core work values. They are described below and rank-ordered according to your scores, from highest to lowest. Work values are presented on a scale from 1 to 5 and depicted by stars. For more information on Work Values Clusters – its theory, history and statistics – please refer to the section on Methodology.

Independence

People who score high in the Independence cluster should look for jobs where they are left to do things on own initiative. These people also value creativity and the freedom to work alone. They should explore work where they can make decisions on their own.

The personal work needs that correspond to this cluster are Creativity, Responsibility and Autonomy.

Your Score: ⭐⭐⭐⭐ (4.0)
Relationships
People who score high in the Relationships cluster should look for jobs where their co-workers are likely to be friendly and supportive. They should also look for work that lets them be of service to others. These people should explore jobs that do not compromise their personal morals, or sense of right and wrong.

The personal work needs that correspond to this cluster are Co-workers, Moral Values and Social Service.

Your Score: ★★★★☆ (3.7)

Achievement
People who score high in the Achievement cluster should look for jobs that let them use their best abilities. It's also important that they look for work where they can see the results of their efforts directly. They should explore jobs where they can get a strong feeling of accomplishment.

The personal work needs that correspond to this cluster are Ability Utilization and Achievement.

Your Score: ★★★★☆ (3.5)

Recognition
People who score high in the Recognition cluster should explore jobs with good possibilities for advancement. They should look for work with prestige or with the potential for leadership. These people value status and should look toward careers that fulfill that need.

The personal work needs that correspond to this cluster are Advancement, Authority, Recognition and Status.

Your Score: ★★★★☆ (3.3)

Support
People who score high in the Support cluster should look for jobs where the company stands behind its workers and where the workers are comfortable with management’s style of supervision. These people should explore work in companies with a reputation for competent, considerate, and fair management.

The personal work needs that correspond to this cluster are Company Policies, Supervision: Human Relations and Supervision: Technical.

Your Score: ★★★★☆ (3.3)
People who score high in the Working Conditions cluster should consider pay, job security, and good working conditions when looking at jobs. They should also look for work that suits their personal work style. Some people like to be busy all the time, or work alone, or have many different things to do. These people should explore jobs where they can take best advantage of their particular work style.

The personal work needs that correspond to this cluster are Activity, Compensation, Independence, Security, Variety and Working Conditions.

**Your Score: ★ ★ ★ ★ ★ (2.2)**