

We have put together a guide to assist counselors in helping students to understand and get the full experience of the Traitify Career Assessment. Each step can be broken down into a one on one meeting or session with the student.

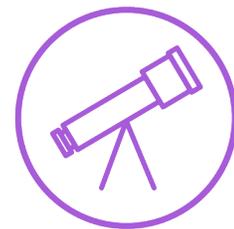
### Step 1: Pre-Assessment Consultation Session

Prior to administering the Traitify Careers Assessment, you may or may not have established a relationship, and a therapeutic alliance, with the student. In order to establish or strengthen such an alliance, and to obtain information so that you have contextual information and goals for the assessment, you should conduct an exploratory psychosocial assessment to determine the student's:

- characteristic defense mechanisms/coping patterns
- attachment patterns
- academic interests and strengths
- familial patterns of the same
- familial career patterns and/or expectations

#### For you to consider:

What themes are emerging from the material you have gathered so far and how might they help you anticipate what might emerge from the results of the assessment? How much self-awareness does the student seem to have about her/his personal attributes and interests? What are his/her expectations for her/his assessment results and your career counseling sessions together?



# Step 2: Career Assessment and Self Discovery Guide

Have the student take the Traitify Career Assessment and complete the Self Discovery Guide in preparation for the next meeting or session.

## Self Discovery Guide Overview

### Personality Results

- Go over the students personality results in each personality type with them.
- Do they feel like the results match their personality?

### Personality Blend

- Which characteristics of their personality blend sound like them?
- Which characteristics of their personality blend DO NOT sound like them?

### Best Work Environments

- What is the student's ranking order of their work environments and why are they in that order?

### Career Paths

- What careers are they interested in from their results?
- What careers in their results DO NOT interest them?
- What do they think is a good career fit or a bad career fit for them?

### Next Steps for the Student

- Explore their recommended careers, and begin considering options they have not previously that have a strong match to their personality.
- Remind them to consult their results for additional insight into the intricacies of their personality.

## Step 3: Personality Blend and Traits

Discuss the experience of taking the assessment with the student:

- What did you like about it?
- What didn't you like?
- Are there any results that really surprised you? Any that don't seem like you at all?
- On the Self-Discovery Guide, you listed characteristics of the blend that described you. What were they? Give examples of how they represent you.
- What characteristics do not describe you? Explain why.
- Look at the other types. Do any of these seem more like you? How?

Delve deeper into the results of the assessment with the student, keeping in mind the results of the psychosocial assessment you did beforehand:

- Look at the personality traits which most represent you, according to the assessment.
- Which resonate with you? Why?
- Everyone has an "ideal self" in their minds (although it may change over time). Which traits would be in your ideal self, or would you like to have more of in your ideal self?
- Which traits would you like to have less of?
- What "types" or personality traits are especially valued in your family? (You may or may not agree). For example, athleticism may be valued in your family but may not interest you. Similarly, being rational or stoic may be valued in your family, but you may not share that value.

Discussing personality results could lead to a discussion of coping difficulties (more primitive defense mechanisms like projection, avoidance, substance abuse and so on) or attachment problems (insecure attachments evident in failure to initiate relationships or failure to sustain long term relationships). You might then find that the focus of your sessions would need to address more fundamental issues, in addition to career counseling. These issues of fragile ego strengths could interfere with the student's ability to pursue a career path, if the student's intrapsychic (i.e., identify) or interpsychic (i.e. relational) strengths are compromised.

## Step 4: Personality Blend and Traits from a Different Point of View

Prior to today's counseling session, give the student the following "homework" assignment:

- Share your Self Discovery Guide with two people whose opinion of you, you trust: (1) a friend or family member you've known for at least five years and (2) a friend of any length of time.
- Ask each to identify at least three personality characteristics that they think DO sound like you and three characteristics that DO NOT. Write them down with a description of why. Do the same thing with the list of traits that describe you.

Use this to begin the counseling session, focusing on how much disparity there is between how the student sees him/herself and how others see him/her now. Consider the following:

- Does your family view you differently than your friends do?
- Do your friends at home view you differently than your friends at college?
- How much have you changed since you've come to college?
- How many groups of friends do you have (in different settings, i.e. an athletic group, friends through a particular friend, etc.)? Do they see different "sides" of you?
- Does thinking about different aspects of yourself help you to think about different majors or career paths you might consider? If so, what are the different majors or career paths?
- Who do you know who has a career which they enjoy? What do you think contributes to their work satisfaction?

# Step 5: Considering Majors and Career Recommendations

Look at the results of the Careers Assessment.

Discuss with the student:

- Which majors/careers had you considered before?
- Which had you not?
- Which majors/careers, previously not thought about by you, might you consider now?
- Which careers from your results could you start planning for today? What would your next steps be?
- Which careers from your results appeal to you but seem “out of your league”? Why? What feedback do other students have? Do any of them feel the same way?
- Are there any careers in your results that appeal to you but would be long term goals? Are there careers that you could strive for in the short term that would help you to reach the longer term goal?
- What personality traits did the assessment identify in you which will help you get to your goal?
- What personality traits did the assessment identify which might hinder or get in the way of you getting to your goal? What strategies might you use to help compensate?
- Are there external factors which might get in the way of getting to your goal? How might you compensate or work around those?

Help the student investigate majors at the college previously not considered. Compare requirements, consider double majors, help the student to make appointments to discuss options with faculty in those departments and so on.

## Step 6: Focusing on a Career in Depth

To learn about one career, the student will be given a worksheet and the responsibility to research a career using the resources of his or her choosing. The student might then discuss the findings with the counselor, or students might be combined into groups to share their findings. To obtain maximum value from the research, group activities, including interviews with professionals engaged in the careers would be considered optimal.

### Career Exploration - Profiling One Career Overview

#### Summary of the questions a student will ask:

- Job Responsibilities/Tasks
- Skills Needed
- Personal Qualities Necessary
- Values
- Work Environments
- Education And Training
- Salary And Benefits
- Self Evaluation For Career