

CAREER EXPLORATION INVENTORY



by John J. Liptak, Ed.D. ■ Fourth Edition

A Guide for Exploring Work, Leisure, and Learning

Workshop Manual

How to Use This Manual

This Workshop Manual was written to support the Fourth Edition of the *Career Exploration Inventory*.

The purpose of this manual, is to provide information needed for administering the *CEI* in a classroom or group setting. This manual will be useful to career and guidance counselors, job search specialists, teachers, and other professionals.

The guidelines presented in this manual can be adapted to various settings and time frames. Some professionals may prefer to administer the *CEI*, score and interpret the results, and assist clients in career exploration all in a one-day workshop. Others may prefer to complete the same steps over the course of several shorter sessions. This manual can be used no matter which format is chosen. It provides a script for administering the test and describes numerous activities that can be incorporated into the workshop presentation.

This guide is designed to accompany the *Career Exploration Inventory*, Fourth Edition (ISBN 978-1-59357-789-6). © 2010 by John Liptak. Published by JIST Works, an imprint of JIST Publishing, 7321 Shadeland Station, Suite 200, Indianapolis, IN 46256-3923. Phone: 800-648-JIST. Fax: 877-454-7839. E-mail: info@jist.com. Web site: www.jist.com. All rights reserved. Duplication of this document is permitted for internal distribution to staff using the *Career Exploration Inventory*. No other use is permitted without written permission from the publisher. For additional career resources, please visit www.jist.com. For a JIST catalog, call 800-648-JIST or visit www.jist.com.

Note: The statistics mentioned in this workshop manual were generated using the first three editions of the *CEI*. Additional research studies using later editions of the *CEI* are referenced in the *CEI Professional Manual*, available for free download from www.jist.com.

Organization of This Manual

This manual is organized so that you, as group leader, can conduct an effective *CEI* interpretation workshop.

- Part 1 contains basic information about the *CEI* that will give you a better understanding of the advantages of using this assessment device.
- Part 2 contains background information about conducting group testing. It will be especially helpful to group leaders who are not trained psychologists.
- Part 3 contains the format to follow in conducting a workshop. It provides a script for you, information about the theory and history of the *CEI*, descriptions of the interest categories, workshop exercises, and information about score interpretation.
- Part 4 contains additional reference materials, including reproducible masters that can be copied as handouts or made into overheads. It also includes sample case studies illustrating use of the *CEI* in career counseling.

Format of This Manual

The basic workshop described in this manual will take about two hours. As you become familiar with the content of the *CEI* workshop, you will be able to vary the presentation to meet the needs of specific populations. With experience, you will be able to develop your own unique workshop script and format.

Considerations in Using the *CEI*

The *CEI* can be administered prior to the workshop or on the day of the workshop. Because the *CEI* is hand scored, participants get immediate feedback of their results. If the *CEI* is to be administered during the workshop, allow adequate time for participants to answer, score, and interpret the inventory. If the *CEI* is to be administered prior to the workshop, review the participants' profiles to identify interest patterns. This will allow you to answer questions more effectively and tailor the workshop to each specific group of participants.

The *CEI* is not designed to tell participants what they should be. It is designed to be a career exploration tool. It will help participants explore their occupational interests and will illustrate how their leisure and educational interests can affect their career path.

Career counselors and job search specialists have traditionally focused on an individual's vocational goals in the career planning process. Today, these professionals

are taking a more comprehensive view of the concept of career. Educational experiences and leisure-time activities are considered to be as important as work in determining a person's life satisfaction.

In the past, most career counselors have had difficulty measuring an individual's total life interests with only one test taken during one testing session. A career counselor had to administer separate tests to measure work, leisure, and educational interests. This was time-consuming and expensive. To solve this problem, the *Career Exploration Inventory (CEI)* was developed. The *CEI* measures a person's interests in work, leisure, and education, so it provides counselors with a solid assessment tool for use in comprehensive career planning with their clients.

Part 1: Characteristics of the *CEI*

Career counselors and job search specialists are often asked why they administer a particular assessment instrument. This part of the manual seeks to answer this question by providing information about the characteristics of the *Career Exploration Inventory*, its uses, and its benefits.

The *CEI* can be used effectively with a wide variety of populations because it

- Measures individuals' interests in work, leisure, and learning and helps individuals explore the characteristics of their desired lifestyle.
- Incorporates a developmental format not used in other interest inventories. The *CEI* measures individuals' past, present, and future interests. By reflecting on the interests they have developed over time, individuals are able to plan for the future.
- Is a self-administered, self-scored, and self-interpreted assessment instrument. Individuals easily get immediate feedback concerning their interests.
- Has interest categories that have high validity and reliability. The *CEI* has been norm-referenced on a variety of populations.
- Is a career planning device. Individuals taking the *CEI* proceed through eight steps that enable them to fully understand the results, identify and explore their interests, research other sources of information, and develop an action plan for implementing their career choices.
- Utilizes the 16 interest clusters used by the Department of Education and the *New Guide for Occupational Exploration*. The *CEI* also uses information from the *Occupational Information Network (O*NET)*.
- Is organized for effective career exploration and decision-making. The *CEI* contains a section for developing comprehensive career goals.
- Is available in a paper-and-pencil version and a web-based version. Counselors should choose the option that is most effective for them.
- Is available in a *CEI-EZ* and *CEI-Spanish* version.

Uses of the *CEI*

The *CEI* can be used individually or in a group setting with a variety of clients, including

- Welfare-to-work clients
- People planning for retirement
- Students transitioning to work
- College students
- Offenders and ex-offenders
- Downsized employees
- Unemployed adults
- Rehabilitation clients

Benefits of the *CEI*

- The *CEI* aids in career exploration and career planning. It helps people identify their work, leisure, and educational interests.
- The *CEI* uses a holistic, comprehensive approach to career development. It shows people how their work, leisure, and education combine over a lifetime to influence their career choices.
- The *CEI* identifies individuals' work-leisure patterns. By studying their scores on each of the scales, individuals can gain insight into how their leisure activities affect or are affected by the work they do.
- The *CEI* assists people who have limited or no work experience. Individuals identify leisure experiences that can be turned into viable employment opportunities.
- The *CEI* helps people identify areas of interest that can lead to a satisfying career. An awareness of interests will have a positive influence on a person's work and personal life.
- The *CEI* helps people examine their developmental interests by asking them to identify their past, present, and future interests.

Part 2: Workshop Guidelines

Many practitioners who use the *CEI* are not trained psychologists. If this describes you, the following information will help you ensure proper administration, scoring, and interpretation of the test in a group setting.

Why Use Group Testing?

- Group testing provides a way for you to administer the *CEI* to several people at one time.
- Group testing minimizes the need for a rapport between you (the test administrator) and the test-takers because you can simply rely on the printed items and responses that are recorded on the *CEI* test booklet.
- Group testing minimizes your role as test administrator and, therefore, ensures more-uniform testing conditions than are possible with individual testing.
- Group testing generally provides better-established norms than does individual testing. This is due in part to the relative ease and rapidity of gathering data for testing norms.
- Group testing makes your role as test administrator much easier.

Effective Use of Testing Materials

- The *Career Exploration Inventory Professional Manual* (available for free download from www.jist.com) provides test administrators with information needed for evaluating the *CEI*'s technical merits, including validity, reliability, and adequate norms. The *Professional Manual* also describes how the *CEI* was developed. As the test administrator, you must determine the appropriateness of the *CEI* for the population to be tested. You can increase your knowledge about testing in general by taking a course in psychological testing or by reading textbooks on the subject.
- As test administrator, you should carefully control the testing conditions. A suitable room for giving the test is one that provides adequate lighting, is free of noises, is well ventilated, has an adequate number of seats, and has adequate work space for those taking the test. You should post a "Testing in Progress" sign on the door to avoid unnecessary interruptions.
- Proper interpretation of test scores is critical. Although the *CEI* can be interpreted by the test-taker, you should schedule an interpretation conference with each test-taker for sometime after the testing session. You should have an understanding of the test-takers' backgrounds and should assist the test-takers in drawing conclusions from the test scores.

Preparation

No special training or education is required for administering the *CEI*, which was developed and designed to be self-administered and self-interpreted. However, if you plan to use the *CEI* in a workshop setting, you should follow these recommendations:

- Become familiar with various formats for presenting quantitative data. While not required, formal university training in tests and measurements, statistics,

psychology, and psychometrics can help you become more knowledgeable about tests and assessment.

- Complete the *CEI* yourself. This will help you become familiar with the *CEI*'s developmental format, interest categories, scoring instructions, exploration and interpretation guides, and planning activities. You should not administer the *CEI* before you take the test yourself.
- Become familiar with the theory on which the *CEI* is based. Essential reading includes the *Career Exploration Inventory Professional Manual* and John Liptak's *Treatment Planning in Career Counseling* (Wadsworth).
- Become familiar with how to conduct effective workshops using the *CEI*. You can either follow the outlines and suggestions as provided in this workshop manual or use the information here to develop your own workshop format. . A PowerPoint presentation is also provided for you to use in conducting your workshops with the *CEI*.

The Role of the Test Administrator

As test administrator, you are responsible for helping the participants take, score, and interpret the *CEI* properly. Because career-related decisions are important to the participants, you must be professional in your dealings with the group. To accomplish this, you should follow these suggestions:

- Be thorough, but do not go too fast. Allow enough time for all participants to complete each step of the *CEI*.
- Do not allow participants to work ahead. If participants do not all work at the same general pace, they will not receive the maximum benefit of the workshop exercises.
- Allow the participants to ask questions and give answers. As test administrator, you should act as a resource person for participants who need assistance or who want additional information.
- Remind participants that the *CEI* is not a test in the usual sense, but rather an instrument that measures career interests.
- Be sure each participant receives only his or her own test scores. Do not release a participant's scores to anyone else without the participant's permission. Assure group participants that their results will be kept confidential. Participants may choose to use a code name if they are concerned about privacy.

Pre-Workshop Planning

As test administrator, you are responsible for ensuring that workshop conditions promote learning, trust, and self-disclosure among the participants. To achieve this, you should follow these recommendations:

- Be prepared. Bring more assessment devices and writing instruments than you will actually use.
- Arrive early so you can greet the participants and mentally prepare for the workshop.
- Prepare the room you will be using. If possible, move the tables into a U-shape, so you can stand at the open end of the tables. Have a whiteboard or flipchart or projector available in case you need them.
- Provide additional resource materials if possible. Refer to Step 6 of the *CEI* for suggestions.

Establishing Rapport

As the test administrator, you should attempt to make the group participants feel at ease during the administration of the *CEI*. Following are some tips for helping group participants feel less anxious.

- Most people react negatively to the words *test* or *exam*; therefore, use the terms *inventory* or *assessment device* when describing the *CEI*.
- Provide examples and stories whenever possible. These will help make your points concrete and increase participants' understanding and learning.
- Use humor and an interactive style. Allow participants to share their results and discuss their situations.

Test Administration

The basic rationale for testing is to generalize the results or behaviors observed during the testing to those observed in various nontest situations. Any outside influences that may affect the test results must be identified and rectified. The following suggestions will help you ensure that testing conditions are consistent.

- Prepare yourself. Become familiar with the verbal instructions you will read to the test-takers. This prevents mistakes and hesitations that limit flow.
- Prepare the test materials. These should generally be placed within your reach. The *CEI* booklets, pencils, and any other materials should be carefully counted, checked, and arranged in advance.
- Prepare the proctors. If proctors will be present, they should be briefed in advance about the functions they are to perform. In general, they hand out

and collect test materials, make certain that the test-takers are following instructions, ensure that the test-takers fill out the information on the front cover of the *CEI*, and answer any individual questions that arise during administration of the test.

Part 3: *CEI* Workshop Format

This part presents a workshop format for you, the test administrator, to follow. It contains a basic script, directions, and sample exercises to use with the group. An average workshop should last two to three hours.

Leader Preparation Prior to the Workshop

You will begin your workshop with a brief introduction of the history of the *CEI*, a description of the career development theories that shaped the construction of the instrument, and information about how leisure can affect one's career. You can find this information on the following pages. Study this information prior to the workshop so you will be comfortable presenting it to the participants.

The best approach to using the *CEI* in a group setting is to have participants complete the *CEI* during the workshop session. However, if you give participants the *CEI* to complete before the workshop, make sure that each of them understands how to properly complete the *CEI*. Stress that the *CEI* is self-scored and that results are, therefore, immediate.

Vary each workshop to match the needs of that group's participants.

In Part 4 of this manual, you will find several reproducible masters. The masters are also included as a PowerPoint presentation available at jist.com. Before the workshop, familiarize yourself with the following instructions for using these masters and decide how you will use each of them. Make copies for distribution, prepare the transparencies you will need, or set up equipment to view the PowerPoint presentation.

Also in Part 4, you will find a section called "Examples of How the *CEI* May Be Used in Career Counseling." Two case studies are provided. Reading these case studies before the session will give you additional confidence and understanding for presenting information about the *CEI* during the workshop.

A final section in Part 4 called "Exercises for Using the *CEI*" includes four statements or questions to which participants can respond. This activity is not specifically referenced in the following workshop script. You may use it as supplemental material in whatever way you feel is appropriate for your particular workshop.

On the following pages is a script for what to say during the workshop. You may follow the script exactly as written or simply use it as a pattern. The script is printed in boldface type. Comments, suggestions, and directions for you are printed in italic.

Workshop Warm-Up

Provide participants with an overview of the workshop. Use a transparency or handout of Reproducible Master 1—Overview of the Workshop, which you will find in Part 4 of this manual.

Welcome to a workshop on the *Career Exploration Inventory*. In the next couple of hours, you will have the opportunity to take an interest inventory called the *CEI*. I will describe to you some of the theory behind the *CEI*; you will have an opportunity to take the inventory; and then you can score and interpret your results. I want to stress that one benefit of the *CEI* is that it can be easily self-administered, self-scored, and self-interpreted in less than one hour.

First, let's take a few minutes to learn a little about one another. Please tell us your name, any other information about yourself that you would like to share, and what you hope to gain from this workshop.

*Have group participants share information about themselves and talk about what they would like to gain from taking the *CEI*. Continue with the following remarks.*

I'm glad you decided to take this workshop. Thank you for telling us about yourself. I think you will find this workshop both interesting and informative.

Introducing the *CEI*

Give a brief overview of the interest inventory. You should say something like the following.

The *Career Exploration Inventory (CEI)* is one of the most popular career assessment devices available. It is different from other assessment devices in that it can measure your work, leisure, and educational interests at the same time. Other assessment devices tend to measure either career or leisure interests, not both. Most career assessment devices measure only your occupational interests and are based on the idea that your career is the same as your work. Similarly, most leisure interest inventories measure only your leisure interests. These inventories consider leisure time to be whatever time you have left over after your work is done.

The *CEI* goes a step further. It is based on the idea that your career isn't just the work you do, but also includes your leisure activities and educational programs. For example, if you work as a librarian and enjoy swimming in your leisure time, swimming is as important in your career development as working as a librarian. Some of you may be asking yourselves how this can be. In the above example, swimming may act as a release from stress, it may be a way of meeting new people, or it may be an activity that will lead to future employment. These are just a few of the ways leisure activities can influence your work. Can you see how important leisure is in your daily life?

The CEI contains 128 items that will measure your work and leisure interests. It groups these interests into 16 areas. We will review the interest areas later in this session.

Theoretical Origins of the CEI

Briefly discuss the background of the CEI. Say something like the following:

The CEI is based on the idea that you choose work and leisure activities that allow you to have a certain lifestyle. Your career continues to develop throughout your life. Many people no longer use the term “career choice” because they know that work and leisure decisions are not just one-time choices. Instead, many people now say “career development” because they know that careers include choices made over a lifetime.

Today, many career counselors recognize that leisure is an important part of a person’s career, and they are often asked to help people identify leisure interests. Leisure counseling and vocational counseling work together.

Integration of Work, Leisure, and Learning

Your lifestyle is made up of the work you do, your leisure activities, and what and how much you learn. Although there are many ways to define leisure, it is often viewed as just free time left over after work. If you are in a career transition, this view would suggest that you have 24 hours of free time each day which has no real value and which is totally unrelated to your career. Many professionals, however, view career as being a combination of work and leisure.

Use a transparency or handout of Reproducible Master 2—Definitions of Leisure, which you will find in Part 4 of this manual. Allow time for participants to read the definitions or read the definitions aloud to the group.

Leisure has been defined as “relatively self-determined activities and experiences that are available due to discretionary income, time, and social behavior.” More simply, leisure consists of activities which are determined by you. Even if you are unemployed, you can use your leisure activities to help you secure employment.

In your job search process, you should be aware of how your leisure time activities can affect your career.

Use a transparency or handout of Reproducible Master 3—Contributions of Leisure to Career Development, in Part 4 of this manual.

If you are unemployed, here are some ways leisure contributes to your career development.

- **Leisure as a method of networking for job leads. By engaging in a variety of leisure activities while you are unemployed, you can make contacts with people who work in a variety of settings and at a**

variety of jobs. For example, you may hear about job openings while bowling with friends.

- **Leisure as job exploration.** Through leisure experiences, you can explore the nature of different jobs by observing and talking to people who have jobs.
- **Leisure as expansion of job-related skills.** If you already have specific vocational skills, leisure activities provide you with an opportunity to expand and perfect your skills. For example, if you are an unemployed manager, you may serve as the coordinator of a volunteer committee.
- **Leisure as vocational tryout.** Leisure can provide valuable experiences that allow you to explore occupationally related activities. For example, if you are an unemployed teacher, you may write magazine articles to see if writing would be a vocational option.
- **Leisure as preparation for work.** Leisure can be excellent preparation for work. Unemployed workers may return to school and learn additional skills in their leisure time, or they may serve in volunteer jobs that help them develop work skills.
- **Leisure as a means of enhancing career possibilities.** Entrepreneurship, small businesses, and work-at-home options are often an outgrowth of leisure activities. For example, if you are an unemployed manager who creates arts and crafts in your leisure time, you might decide to open an art studio.
- **Leisure as substitution for work.** Constructive, self-fulfilling leisure activities can help you build self-esteem.
- **Leisure as an escape from stress related to unemployment.** Leisure is excellent for helping you relax. For example, if you are a manager who has been laid off, you might go fishing to get away from the stress of being unemployed.
- **Leisure as breaking the monotony of the job search.** Job hunting is often like a full-time job, but leisure experiences may help motivate you. For example, if you are an unemployed secretary, you may go to the beach to reenergize before continuing your job search.

This list does not include all the possible ways leisure may affect your career while you are unemployed, but it does illustrate some of the connections between leisure and work.

Administration of the *CEI*

The *CEI* is an interest inventory that can be self-administered, scored, and interpreted. It measures past, present, and future work and leisure interests. The *CEI* can usually be completed in 20 to 30 minutes. I will now pass out copies of the *Career Exploration Inventory*. Please do not begin completing the inventory until instructed to do so.

Distribute one copy of the Career Exploration Inventory to each person.

Look at the front of the inventory. Please write your name and today's date in the spaces provided and then read the information under "Introduction to the *CEI*." When you finish, wait for additional instructions.

Allow time for the participants to do this.

Follow along in your booklet while I read the last paragraph aloud: "The *CEI* consists of seven steps. Begin at Step 1 as you open the folder, and do the steps in order. Use a pencil or an erasable pen in case you want to make corrections."

Today, we will complete each of the seven steps together. Now, open the booklet to the page on the right that says "Step 1."

Step 1 is called "Exploring Work, Leisure, and Learning Activities." It will help you think about your past, current, and future work, leisure, and learning experiences. Please read silently the instructions for Step 1.

Allow a few minutes for participants to read the instructions.

Remember that the *CEI* will help you plan for the future by examining your interests in the past and present. Take time now to think about the things you have done in the past 5 to 10 years and about the things you are currently doing. List these activities in the "Past" and "Current" columns on the "Work, Leisure, and Learning Activities Worksheet" in Step 1.

Allow time for participants to do this.

In the "Future" column of the worksheet, list several activities you might like to pursue in your work, leisure, and learning in the next 5 to 10 years.

Allow time for participants to do this.

Next, please look at the three questions at the bottom of the page. Please write your answers to those questions.

Allow time for the participants to write their answers. Then ask them to discuss what they wrote.

Now look at Step 2, which begins on the page to the left of Step 1. Step 2 is called “Taking the Inventory.” Please read the directions to yourself.

Allow time for participants to read the directions.

In this step, you will find 128 items that relate to various work, leisure, and learning activities. As you read each item, circle P if you enjoyed doing this activity in the past, C if you currently enjoy doing the activity, and F if you think you would enjoy doing the activity in the future. You can circle one, two, or three of the choices for each activity, or you can leave the item blank if you have no interest at all in that activity.

Allow participants enough time to complete all items on the CEI.

Step 3 is called “Adding Your Total Scores” and begins to the right of Step 2. Please read the directions to yourself.

Allow time for participants to read the directions.

Use a transparency or handout of Reproducible Master 4—Scoring the CEI, which is in Part 4 of this manual.

To score the inventory, simply count the number of circles in each row, going across the page. Under “Subtotal,” write the number for each row. After you have entered all the subtotals, add each pair of subtotals and write that number under “Total.”

Allow time for participants to do this.

Step 4 is called “Interpreting Your CEI Scores” and is found to the right of Step 3. Take a look at your total scores. They indicate how much interest you have in each of the 16 interest areas on the CEI. The higher your total score, the higher your interest level is in that interest area. A score between 0 and 5 on any of the interest areas indicates that you have low interest in the work, leisure, and learning activities in that area. A score between 6 and 18 on any of the interest areas indicates that you have average interest in the work, leisure, and learning activities in that area. A score between 19 and 24 on any of the interest areas indicates that you have a great deal of interest in the work, leisure, and learning activities in that area.

Allow time for participants to explore their low, average, and high interests.

Next to each of your total scores, you will see the 16 interest areas that are used in the CEI. Let’s begin by looking at these 16 interest areas.

Use a transparency or handout of Reproducible Master 5—Basic Interest Categories, which is in Part 4 of this manual.

The first interest area is Agriculture and Natural Resources. People in this category have an interest in working with plants, animals, forests, or mineral resources for agriculture, horticulture, conservation, extraction and other purposes.

Second is Architecture and Construction. People in this category have an interest in designing, assembling, and maintaining components of buildings and other structures.

The third area is Arts and Communication. These people have an interest in creatively expressing feelings or ideas, in communicating news or information, or in performing.

Fourth is the area Business and Administration. People in this category have an interest in making an organization run smoothly.

Education and Training is the fifth area, and it describes people who have an interest in helping others learn.

The sixth area is called Finance and Insurance. People in this category have an interest in helping businesses and people be assured of a financially secure future.

The seventh area is Government and Public Administration. People in this category have an interest in helping a government agency serve the needs of the public.

Health Science is the eighth area, and it includes people who have an interest in helping people and animals to be healthy.

The ninth area, Hospitality, Tourism, and Recreation, describes people who have an interest in catering to the wishes and needs of others so that they may enjoy a clean environment, good food and drink, comfortable accommodations, and recreation.

The tenth area is Human Services. People in this category have an interest in improving people's social, mental, emotional, or spiritual well-being.

Area eleven is called Information Technology. This category describes people who have an interest in designing, developing, managing, and supporting information systems.

Law and Public Safety, the twelfth area, describes people who have an interest in upholding people's rights or in protecting people and property by using authority, inspecting, or investigating.

Area thirteen is Manufacturing. People in this category have an interest in processing materials into intermediate or final products or maintaining and repairing products by using machines or hand tools.

Area fourteen is Retail and Wholesale Sales and Services, and it includes people who have an interest in bringing others to a particular point of view by personal persuasion and by sales and promotional techniques.

The fifteenth area is called Scientific Research, Engineering, and Mathematics. It includes people who have an interest in discovering, collecting, and analyzing information about the natural world, life sciences, and human behavior.

Area sixteen, the final area, is Transportation, Distribution, and Logistics. People in this category have an interest in operations that move people or materials.

Now that we have defined each of the 16 interest areas, let's talk about what types of interests people have identified.

Ask each participant to share the interest area in which he or she scored highest.

Step 5 is called "Exploring the Work, Leisure, and Learning Activities Guide." You can find Step 5 by unfolding the *CEI* booklet and looking at the top left corner.

Allow time for all participants to unfold their booklets and locate Step 5.

Please look at the information in Step 5 as I summarize it for you.

The Work, Leisure, and Learning Activities Guide provides jobs, leisure activities, and educational programs related to the 16 interest areas in the inventory. You should pay particular attention to those interest areas that are related to your highest scores on the *CEI*. You should circle the activities in each column that interest you or that you might like to learn more about.

Allow ample time for all participants to review the Work, Leisure, and Learning Activities Guide. Provide help as needed until all participants have identified the areas in which they scored highest and have circled the work, leisure, and learning activities which interest them.

The worksheet below has been provided for you to identify the activities that are of the most interest to you. In the three Interest Area blanks list the three areas that you scored highest in. You can substitute interest areas with lower scores if you wish. Then in the first column, list several occupations for each interest area that you would like to learn more about. In the second column, list several leisure activities related to your interests. In the third column, list any additional education or training programs you might like to consider. Remember that the *CEI* is not designed to simply match you with jobs; rather, it is designed to help you explore your developmental work, leisure, and learning interests.

Allow time for participants to complete the worksheet. You may also want to ask participants to discuss their interests and some of the work, leisure, and learning options they want to learn more about.

Step 6 is called "Researching Career, Leisure, and Learning Options." Step 6 provides a list of books and places where you can find additional career information. Don't be afraid to utilize the activities and resources that are listed.

Please take a few minutes now to read the information in Step 6.

*Allow time for participants to do this. You may want to have copies of the Occupational Outlook Handbook, the New Guide for Occupational Exploration, the O*NET Dictionary of Occupational Titles, or other school and college reference guides available for participants to look through. You may also want to have Internet connections available for participants to review occupational information online.*

A list of questions you may want to consider in researching occupations is provided at the end of Step 6.

Allow students more time to read these questions and apply them to their research activities.

Now turn to the back panel for Step 7. Step 7 is called “Creating An Action Plan.”

Allow time for participants to find Step 7.

Please read the directions to yourself.

Allow time for participants to read the directions for Step 7.

By completing the CEI, you have identified your interests and how they relate to your work, leisure, and learning. You will now consider how your interests are related by completing the three questions that are provided.

Allow time for participants to answer these three questions.

Now you need to develop a plan for implementing the lifestyle you desire. To do so, you need to set short-, medium-, and long-range goals. The worksheet in Step 7 can help you do this.

You may find it helpful to start with long-range goals and work backwards to establish medium- and short-range goals that will enable you to reach the long-range goals. You can use additional paper if you run out of space on the worksheet.

Allow time for participants to work on this activity. As they work, walk around the room and offer assistance as needed. Ask participants if they have any questions about taking the CEI or any other feedback about the test and the results.

Evaluation of the Workshop

Conclude with an evaluation of the workshop. To do this, distribute copies of Reproducible Master 6—Evaluation of the Workshop, found in Part 4 of this manual.

Part 4: Supporting Materials

Part 4 includes information designed to help you conduct an effective group workshop with the *Career Exploration Inventory*. It includes six reproducible masters. You can copy these masters and distribute them to participants, or you can use them to make

transparencies for an overhead projector. The masters are also included in a PowerPoint presentation available at jist.com. Instructions for using these masters during the workshop are included in Part 3 of this manual.

Also included in Part 4 are two case studies illustrating the use of the *CEI* in a career counseling setting. You can read these case studies prior to the workshop to get a better understanding of the *CEI*. You may also use these case studies as handouts or on a transparency.

At the end of Part 4, you will find a supplemental activity called “Exercises for Using the *CEI*” that you can use in your workshop in whatever way you think is appropriate.

Reproducible Masters

Following is a list of the reproducible masters found in Part 4:

- Overview of the Workshop
- Definitions of Leisure
- Contributions of Leisure to Career Development
- Scoring the *CEI*
- Basic Interest Categories
- Evaluation of the Workshop

Overview of the Workshop

- Workshop Warm-Up
- Introducing the *CEI*
- Theoretical Origins of the *CEI*
- Integration of Work, Leisure, and Learning
- Completing the *CEI*
- Evaluation of Workshop

REPRODUCIBLE MASTER 1

Definitions of Leisure

- Leisure is any self-determined activity or experience that you aren't paid for – made possible because you have time or income to spare. (Liptak, 2008)
- Leisure is characterized as a state of being, a condition of the soul, having no relation to linear clock time. (Murphy, 1975)
- Leisure is viewed implicitly as of secondary importance to work. (Kando, 1980)

REPRODUCIBLE MASTER 2

Contributions of Leisure to Career Development

Leisure can

- Help you network for job leads
- Help you explore jobs
- Help you expand your job skills
- Let you try out a job
- Prepare you for work
- Be a substitute for work
- Help you escape from stress
- Break the monotony of a job search

REPRODUCIBLE MASTER 3

Scoring the *CEI*

				Subtotal	Total
1. P C F	33. P C F	65. P C F	97. P C F	_____	_____
2. P C F	34. P C F	66. P C F	98. P C F	_____	
3. P C F	35. P C F	67. P C F	99. P C F	_____	
4. P C F	36. P C F	68. P C F	100. P C F	_____	

REPRODUCIBLE MASTER 4

Basic Interest Categories

1. Agriculture and Natural Resources
2. Architecture and Construction
3. Arts and Communication
4. Business and Administration
5. Education and Training
6. Finance and Insurance
7. Government and Public Administration
8. Health Science
9. Hospitality, Tourism, and Recreation
10. Human Services
11. Information Technology
12. Law and Public Safety
13. Manufacturing
14. Retail and Wholesale Sales and Services
15. Scientific Research, Engineering, and Mathematics
16. Transportation, Distribution, and Logistics

REPRODUCIBLE MASTER 5

Evaluation of the Workshop

Please complete the following evaluation of the workshop you just completed.

Why did you take this workshop?

What was the most valuable part of the workshop?

What was the least valuable part of the workshop?

How would you change the workshop?

Overall rating of the workshop (with 5 being the highest rating):

1 2 3 4 5

REPRODUCIBLE MASTER 6

Examples of How the *CEI* May Be Used in Career Counseling

The following sample case studies may help you understand the developmental work and leisure interests as measured by the *CEI*. These examples illustrate how the *CEI* can help individuals make career decisions. The cases are taken from the *Professional Manual for the Career Exploration Inventory* (also available on this CD-ROM) and are the stories of two actual clients participating in a Job Training Partnership Act (JTPA) program in a state in the northeast.

The two case studies were selected to illustrate some of the typical *CEI* profile characteristics and their application to career counseling. In addition, the cases demonstrate how a subject's work and leisure activities interact throughout his or her life span to form the individual's career.

As mentioned at the beginning of Part 4, you can read these case studies to get a better understanding of the *CEI*. You can also use them as handouts or on overhead transparencies if you choose.

Barry Jones

Barry is a 32-year-old male who was laid off from his job as a surveyor and sought employment through the Private Industry Council job placement and job search programs. Barry is married and has a 3-year-old son. Barry has a high school diploma and an associate degree in drafting. After completing his associate degree, Barry worked as a surveyor for the county. He held this position for two years before being laid off. His *CEI* Interest Profile indicates that his highest sustained interests are in Architecture and Construction (23), Arts and Communication (17), and Agriculture and Natural Resources (15). His raw scores in these areas are in the high range and average range respectively.

Barry was surprised that drafting did not come out as his main interest. After much discussion, he discovered that he had a sustained interest in home repair (Architecture and Construction) and in playing softball (Arts and Communication), yet only a minor interest in drafting because he thought he could get a good job with drafting skills. The developmental format of the *CEI* proved to be valuable in this case in identifying continuing, developmental interests.

During the past three years, Barry's main leisure interest had been in home improvements. He and his wife bought an old house which they were going to restore. During the restoration process, Barry was able to assist family and friends in various jobs, including electrical wiring, carpentry, plumbing, and masonry. Even though these were leisure activities, Barry reported that he was able to explore, utilize, and develop a variety of vocational skills. It was from these experiences that Barry discovered that he has an aptitude for plumbing and pipefitting. He had always enjoyed working on the house, but never thought he could get a job utilizing these leisure-time skills. However, Barry began looking for a job in which he could utilize some of these transferable skills. Through Barry's other leisure interest, softball, he heard from a friend about a job with a

plumber and pipefitter's union. Barry applied and was admitted as an apprentice. Barry continues to develop his skills by making home improvements in his leisure time.

On his Action Plan, Barry indicated that he has future aspirations of being self-employed. He indicated that he hopes to combine his drafting skills and home improvement skills with his surveying and plumbing experience to start his own business by investing in old homes that he would restore and resell.

Valerie Francis

Valerie is a 33-year-old widow with two children. She is a high school graduate and a licensed cosmetologist. After being licensed, Valerie worked for three years as a cosmetologist. In her leisure time she liked to bake, read, and care for her children. However, she was unhappy with her choice of work and had not worked in the last five years. Valerie had spent this time caring for her husband, who was dying of cancer.

After her husband's death, Valerie began exploring suggestions for a new career. She is interested in a job which she would both enjoy and which would enable her to adequately provide for her two young children. Valerie has been thinking that she has more than a passing interest in the nursing care that she provided for her husband. The results of the *CEI* indicated interest scores of 21 in Hospitality, Tourism, and Recreation, 19 in Health Sciences, and 18 in Human Service. Valerie was participating in the PIC program to enroll in the nurse's aide course at the local vocational school. She wanted to brush up on the basics and gain experience in a hospital setting. The results of the *CEI* helped her confirm her interest in nursing.

Her goal for the future is to be ready to enter the licensed practical nursing program at the local community college by fall and eventually work for a physician in private practice. The Work, Leisure, and Learning Activities Guide enabled Valerie to identify various ways she could develop nursing skills in her leisure time. Consequently, Valerie indicated on her Action Plan that she would continue to develop nursing skills in her spare time by volunteering at the community hospital.

Sue Smith

Sue is a 52-year-old office manager who works on the campus of a small college in Pennsylvania. She has been working at the college since she graduated from college, and really likes her job. She has two children in college and her husband works as an accountant. However, she was considering retirement to find something a little more meaningful. The problem was that she really does not know what she wants to do. She has spent the last 30 years raising her children and working at the college.

She came in for career counseling to see what her other options would be in retirement. The results of the *CEI* indicated high interest scores of 20 in "Business and Administration" and 22 in "Scientific Research, Engineering, and Mathematics".

After completing the *CEI*, Sue said that she figured that she would get a high score on the Business and Administration scale because it is related to the job she had been doing for the past thirty years. However, she said she was "shocked" that she scored so high on the

Scientific Research, Engineering, and Mathematics scale. She had completed a B.S. in history with a minor in archeology. She felt, however, that the degree was not very useful in the job market. However, she felt that she might like to try and use her interest in history and archeology in retirement. We looked at some options for her leisure time and she talked about loving to watch historical programs on the travel and history channels on television. She said that she might also like to go back to school and possibly pursue a Master's degree in archeology "just for fun." We also looked at potential leisure activities she could get involved in that were related to history and archeology. She found several Internet sites that sponsored archeological digs for amateurs interested in learning more about other cultures. She said she was very excited about this type of leisure activity, and she also said she might like to travel with her husband to some historical sites through the world.

Exercises for Using the *CEI*

1. Make a list of your passions and interests. If you could, what would you teach others?
2. If money were no problem for you, what would you like to study or learn? What might you volunteer to do?
3. List five dreams you have. Then brainstorm ways you might be able to attain these dreams.
4. Pretend you could own any business in the world. What types of services would your business provide?

Group Activities

1. Have group members use the *O*NET Dictionary of Occupational Titles* and *New Guide for Occupational Exploration* to explore occupations of interest. Instruct them to gather information related to the occupation's income, work requirement, and occupational outlook.
2. Have the group members identify their three primary occupational interests. Then, ask the group members to explore information about these occupations using the Internet.
3. Have group members list three people in occupations similar to those that are listed in their highest interest area.
4. Break the group into smaller groups. Ask each group to identify two television characters who work in occupations from each of the sixteen interest areas. Then reconvene back into the larger group. Have each of the groups take turn sharing their findings.
5. Ask the group to identify similar characteristics that people working in each of the sixteen interest areas share.

6. Have the group spend time thinking about leisure interests related to the areas on which they scored the highest. Then, have them share ways they will begin to start enjoying these leisure activities.
7. Ask the group members to identify one educational or training program that they would like to learn more about. Then, explore ways that are available to identify information about educational and training programs.
8. Ask the group members to identify one of the leisure activities listed in the Activities Guide. Then, have them brainstorm ways to turn these leisure activities into work or business opportunities.

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