



Ministry of Education
SINGAPORE

Parent and Educator Guide *for Career Inventories*



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Education & Career Guidance

Singapore's premier career development web portal!

Parent and Educator Guide for Career Inventories

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On behalf of the Singapore
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Ministry of Education
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In collaboration with the Ministry of Education, Singapore,
this guide has been localised for use in Singapore schools.

1. INTRODUCTION

Schools and communities are working together to better prepare young people for the transition from the school environment to the world of work. During secondary school and beyond, children continue to develop their self-identity and their future aspirations.

As a parent or educator, you can have a significant impact on a student's future success by helping him to learn more about his personal strengths, interests and the world of work. Career exploration is a crucial component in a student's career development process. In career exploration, students need to know their interests, strengths and values. The four career assessments on the *ecareers.sg* website are designed to support this process. Together, you and the student can explore career options and develop plans for the future.

Career and occupational decisions are made every day. However, uninformed decisions may lead to premature “burnout,” dissatisfaction with one’s career and occupation, as well as stifling of one’s potential. It is therefore encouraged that students explore and understand their needs, interests and values, in order to make more informed decisions about their educational, career, and occupational future. Career inventories are tools that can help students identify and explore careers and occupations that can potentially optimise their special talents and interests. We hope that by making more informed decisions, students can identify careers and occupations in which they will thrive and exponentially contribute to the workforce and society.

The *ecareers.sg* portal contains four inventories:

- Personal Globe Inventory (PGI)
- Work Skills Inventory
- Work Values Inventory
- Role Salience Inventory

The Personal Globe Inventory and the Work Skills Inventory are more important tools in the exploration of potential careers. The other two inventories assist one to better understand how one’s own personal values and self-perceived life roles can relate to his/her own future choices. The first Inventory, the PGI, is theoretically most basic to the exploration process; thus, we will spend more space in this Guide assisting you in understanding its results and their interpretation.



2.1 What is the Personal Globe Inventory?

The Personal Globe Inventory (PGI) helps students to explore their interest and confidence in performing a wide variety of activities. It helps students to relate their responses to future life decisions. Ultimately, these decisions include career choices, educational options, hobbies, and other non-work related activities they may find rewarding. However, it is important to understand that the PGI is not a decision-making tool. Rather, the PGI's goals are to give students a way to think about interests and facilitate exploration.

The PGI is similar to someone asking a series of questions about what you like to do and then summarizing your answers into an easy to understand set of interest areas. These areas provide a structure for thinking about interests. The Student Report can help students begin to explore important life decisions by:

- Matching the students' interest patterns to occupations
- Showing how their interests and levels of confidence may differ
- Identifying new career possibilities that they had not previously considered

In general, the more a student's career, area of study, and leisure activities match his interests, the more satisfied he will be. The PGI does not measure abilities. Rather, it measures only what individuals like and feel confident doing. Thus, students' PGI results do not represent how well they will perform in different activities or jobs, only the extent to which they will prefer the activity or job.

2.2 Sample PGI Questions

The PGI consists of 115 items that help students explore a range of activities. Students are reminded that there is no right or wrong answer. Generally, students should respond according to their first reaction once they understand the item. The following screen shot shows the instructions provided to students. An activity is listed and the student clicks on the desired radio button to indicate how much she would “like to do” the activity and “how good” she would be doing it.

Personal Globe Inventory

INSTRUCTIONS

Activity

How much you like to do the activity?

Strongly Dislike Neutral Strongly Like

How good would you be at doing the activity?

Very Poor Ok Very Good

Shop for a new LCD television.

1	2	3	4	5	6	7	1	2	3	4	5	6	7
<input type="radio"/>													

Select the radio button for your desired choice

For each **Activity** you will be asked to rate

1. **How much you like to do the activity and**
2. **How good you think that you would be at doing the activity.**

If you do not rate every activity in both categories, you will be reminded to do so before moving on to the next page.

The *Personal Globe Inventory* assessment contains 115 items that you must evaluate.

Continue

The next screen shot contains 5 of the 115 items to which students respond. The activities on this particular screen range from “providing advice on managing money” to “grooming pets.” Notice how one student responded to these items.

Personal Globe Inventory

In this assessment you will be asked to look at 115 different work activities.

- 1 How much you would like to do the activity?
1 = Strongly Dislike
2 = Dislike
3 = Partially Dislike
4 = Neutral
5 = Partially Like
6 = Like
7 = Strongly Like
- 2 How good would you be at doing the activity?
1 = Very Poor
2 = Poor
3 = Somewhat Poor
4 = OK
5 = Somewhat Good
6 = Good
7 = Very Good

[View instructions for the Personal Globe Inventory](#)

	Strongly Dislike	Neutral	Strongly Like		Very Poor	Ok	Very Good
provide advice on managing money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspect construction sites	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operate a woodwork machine	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groom pets	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan how money will be used in a business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Stop for now

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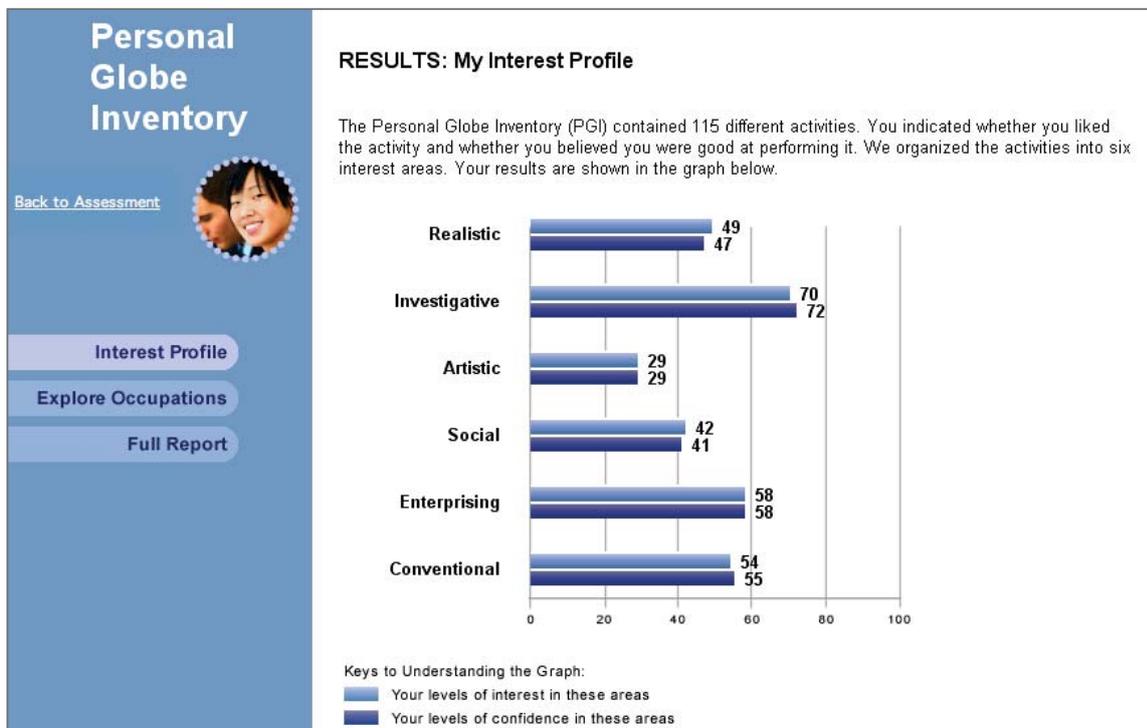
2. PERSONAL GLOBE INVENTORY (PGI)

2.3 Sample Report for the PGI

In the PGI report, students' responses are analysed and presented in three sections:

- **Interest Profile** – Provides a picture of the levels of interest and confidence the student feels about activities related to an interest area.
- **Explore Occupations** – Assists the student in investigating occupations that most closely match his interest profile.
- **Full Report** – Provides a complete report containing the student's profile and suggested occupations that are likely to match the student's interests. It also contains explanations to help students understand the PGI and its results. The full report can be printed by the student.

The Interest Profile is the first screen students see after completing all of the questions. This screen shot shows the results for one student. Also, notice the tabs on the left side of the screen: Interest Profile, Explore Occupations, and Full Report. These tabs allow students to move to the different sections in the report.



The Interest Profile reports students' levels of interest and confidence by six interest areas. These areas are described below:

Here is what these interest areas mean to you.

<p>Realistic</p> <p>Realistic interests often involve working outdoors, with one's hands and being involved with adventure.</p>	<p>Social</p> <p>Social interests involve helping others and interpersonal-related work activities.</p>
<p>Investigative</p> <p>Investigative interests involve finding out the answers to questions, scientific inquiry and use of logical analysis.</p>	<p>Enterprising</p> <p>Enterprising interests involve sales and marketing ideas and products.</p>
<p>Artistic</p> <p>Artistic interests involve creativity and self-expression.</p>	<p>Conventional</p> <p>Conventional interests involve working within set procedures and rules.</p>

2. PERSONAL GLOBE INVENTORY (PGI)

Scientists have found that interests in activities related to the world of work can divide into these six categories or interest areas. These areas Realistic, Investigative, Artistic, Social, Enterprising, and Conventional are also known as RIASEC interests.

2.3.1 How to interpret RIASEC codes?

The RIASEC model developed by Dr. John Holland serves as the international standard for evaluating career interests. Each type addresses a different aspect of one's personality and preferred work activities. For example, information technology is often associated with a combination of realistic and investigative types because of the problem solving and hands-on aspects of many of the occupations in this area.

Using the interest areas, individuals can match what they like to a wide range of occupations. Scientists have learned that people are happier when they participate in jobs that are related to their pattern of interests.

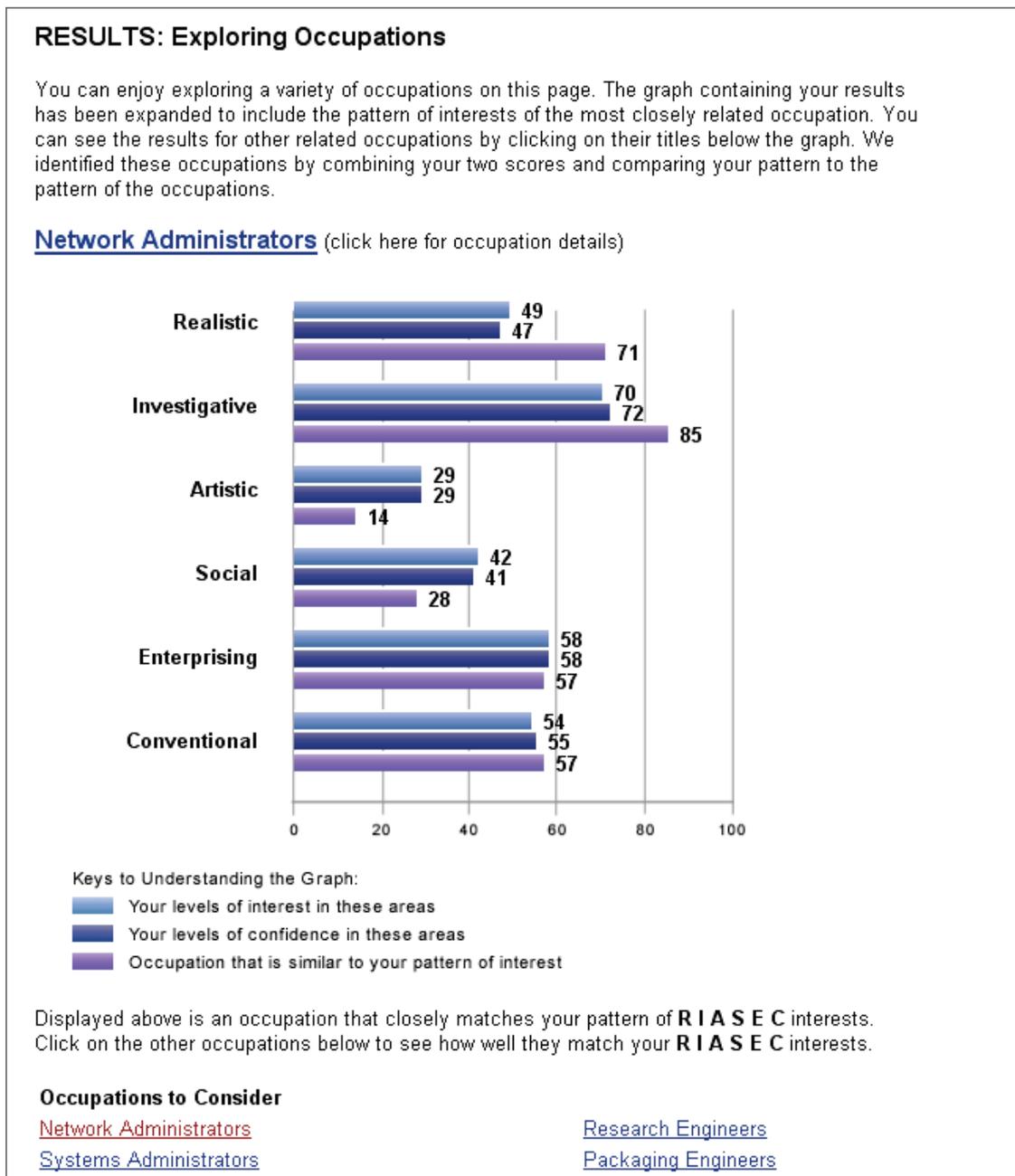
Take for instance an individual whose interests are Artistic, Investigative, and Realistic. This pattern termed AIR for short, means that the individual is creative, enjoys solving technical problems, and may enjoy working with her hands or working outdoors. She may also enjoy solving problems. An occupation that relates to this pattern of interests is that of an architect. Architects help to design, plan and supervise the construction of buildings. Individuals that have an AIR interest pattern may consider the career option of becoming an architect. It blends the desire to create new things, solve technical problems with their interests in working with their hands and being outdoors.

2.3.2 How are RIASEC types linked to occupations?

In the “Explore Occupations” section of the Student Report, students are presented with the 14 occupations that most closely match their interests. These occupations are coded by trained raters and are localised to the Singapore context.

In the next screen shot, the occupation, Network Administrator appears on the screen when the individual presses the “Explore Occupations” tab that can be seen on the previously shown Interest Profile screen. This occupation, as well as 13 other occupations that closely match the student’s interest profile will be provided below the bar chart. The chart shows the student’s level of interest and confidence in each area. It also shows the level of the interest met by activities in the occupation. By clicking on a different occupation below the chart, the interest pattern of selected occupation will be shown.

Students are encouraged to explore each occupation to determine if it also matches their skills, abilities, and level of aspiration.



2. PERSONAL GLOBE INVENTORY (PGI)

2.3.3 Full Report

The Full Report contains a table that provides a summary of the student's levels of interest and confidence and the corresponding levels of interest and confidence for each of the 14 occupations in each RIASEC area.

Use this table to understand better your results compared to the results for the matching occupations.

Range of scores (my score and the occupations's score)	Based upon my score, in the interest area, I probably have	From the occupation's score, in the interest area, it offers
Above 80	Very High Interest, Very Good At It	Numerous Activities
60-80	High Interest, Good At It	Many Activities
40-60	Some Interest, OK At It	Some Activites
20-40	Little Interest, Not Very Good At It	Few Activities
Below 20	Very Little or No Interest, Poor At It	Very Few or No Activities

Occupations to Consider

Scales	Realistic	Investigative	Artisitic	Social	Enterprising	Conventional
My Interest Level Scores	49	70	29	42	58	54
My Confidence Level Scores	47	72	29	41	58	55
Occupations that are similar to your pattern of interest						
Network Administrators	71	85	14	28	57	57
Systems Administrators	71	85	14	28	57	57
Network Operations Managers	71	85	14	28	57	57
Market Research Analysts	14	85	14	14	71	57

2. PERSONAL GLOBE INVENTORY (PGI)

2.3.4 Cautions in interpreting the PGI results

It is important to remember that the results of the PGI are dependent on how the student responds to the different items. A student's interests will undoubtedly change over time with exposure to life's experiences and participation in school activities. Because of this change in interests, a student's PGI report may change over time. For youths especially, the RIASEC assessment should be used to learn about oneself and to expand the range of occupations he is considering.

Career inventories, in particular, are designed to assist in career exploration and not career decision-making. In fact, as students explore additional occupations and gain new experiences related to the world of work, we expect that their outcomes from using an inventory could change. For example, an extremely impressionable meeting or working experience with a highly successful entrepreneur might cause a student to show higher interest in the Enterprising interest area.

Nevertheless, the inventories offered through the *ecareers.sg* portal do provide good test-retest reliability, that is, if taken several weeks apart, students tend to receive a similar outcome. This finding indicates that they do offer value to direct students' exploration activities and to help students understand the continuous process of exploration.

Students' scores on the PGI are based upon their levels of interest and confidence in performing the various activities that make up a scale. Experience is a large factor in having confidence to perform an activity. Thus, particularly for younger students, a low confidence score on a scale may not indicate that a student will not be able to perform the activity but might simply indicate that he has little or no experience in the activity.

Finally, it would be inappropriate to use the PGI for job placement decisions. The inventory is intended to assist in the exploration of occupations, not final decisions about occupations to enter.