



Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF DIGOS CITY
Digos City

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

Division Advisory No. 069, s. 2022
May 25, 2022

This Advisory is issued for the information of the Public Schools District Supervisors, Public and Private School Heads of Elementary and Secondary Schools

**PRESENTATION OF PSYCHOLOGICAL TESTS MATERIALS
BY PRIMEFIL PSYCHOLOGICAL SERVICES**

1. This is in reference to the communication received from Primefil Psychological Services (PPS) requesting to present their Psychological Test Materials to public and private schools of Digos City Division. This Office interposes no objection provided no government funds will be used for this purpose.
2. Utilization of the Psychological Test Materials is voluntary.
3. Parent's Consent must be provided to those children who will undergo assessments.
4. Participation to the said activity shall be on official time only and subject to the no-disruption-of-classes policy stipulated in DepEd Order No. 9, s. 2005 entitled "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith."
5. Enclosed are the communications received for everybody's reference.
6. Please be guided accordingly.

For and in the absence of the
Schools Division Superintendent:



BEVERLY S. DAUGDAUG, EdD
Chief Education Supervisor – CID
Officer-in-Charge

Encl: Electronic Communications from Primefil Psychological Services, dated: March 18, 2022, April 19, 2022
References: Electronic Communication from Primefil Psychological Services, dated: March 18, 2022, April 19, 2022
CID, Presentation of Psychological Test Materials by Primefil Psychological Services

rdm: Presentation of Psychological Test Materials by Primefil Psychological Services
May 23, 2022



Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002
Telephone No: (082) 553-8396 | (082) 553-8376 | (082) 553-9170 | (082) 553-8375

This test is based upon the Five Factor Model (previously known as Big Five Theory of Personality)

Ages: 9-0 through 18-11

Testing Time: 15 to 40 minutes

Administration: Self, Individual, or Group

The *FFPI-C: Five-Factor Personality Inventory — Children* is a standardized, norm-referenced self-report inventory designed to measure personality traits and dispositions in children and adolescents, as well as adults. It was normed on a representative sample of 1,284 individuals, ranging in age from 9 years 0 months and 18 years 11 months, residing in 16 different states. It is based on a modern five-factor personality theory, which concludes that five broad factors account for the majority of variance in the personality descriptors.

1. **Agreeableness** — Subfacets include Trust, Straightforwardness, Altruism, Compliance, Modesty, and Tendermindedness
2. **Extraversion** — Subfacets include Warmth, Gregariousness, Assertiveness, Activity, Excitement Seeking, and Positive Emotions
3. **Openness to Experience** — Subfacets include Fantasy, Aesthetics, Feelings, Actions, Ideas, and Values
4. **Conscientiousness** — Subfacets include Competence, Order, Dutifulness, Achievement Striving, Self-Discipline, Deliberation
5. **Emotional Regulation** — Subfacets include Anxiety, Angry Hostility, Depression, Self-consciousness, Impulsiveness, and Vulnerability

The FFPI-C, established across many cultures and languages, has two primary uses:

1. It is an efficient method of identifying, evaluating, and describing social adjustment and academic performance difficulties in children and adolescents.
2. It is a valid and reliable research tool for all types of personality traits or dispositions, yielding confident statistical results.

Mental health professionals or researchers studying child and adolescent personality can use it. The inventory can be self-, individually-, or group-administered by any professional with psychological and personality assessment experience. Total completion time, including instructions, is between 15 to 40 minutes. It yields raw scores, T-scores, and percentiles.

The test contains 75 items, each of which has two opposing anchor statements. Respondents are to choose the statement that best represents their opinion and then make a qualitative decision on the degree of support for their choice by filling in one of five circles.

COMPLETE FFPI-C KIT

P 14,500.00

includes: Examiner's Manual and 25 Administration and Scoring Forms

Re-order:

Administration and Scoring Forms (25/pkg.) P 5,800.00

Feelings Attitudes and Behaviors Scale for Children (FAB-C)

Author(s): Joseph H. Beitchman, M.D.

Range: 6–13

Administration: Individual

Time: 10 minutes

The **FAB-C** provides insight into a young child's feelings and attitudes that may be contributing to certain behaviours. Complementing parent, teacher ratings of the Conners 3, the Conners CBRS™ and other assessments, children under 12 can complete the **FAB-C** self-report for a multi-perspective assessment of a child's social and emotional state.

Suited for clinical and research purposes, the **FAB-C** is used as a routine screening device in schools, outpatient clinics, residential treatment centers, child protective services, and private practices.

The normative sample consisted of 1,988 children. Separate norms are available for boys and girls in 2-year age intervals. Raw scores are easily converted to T-scores with the QuikScore™ Form.

Key Areas Measured:

- Conduct Problems
- Antisocial
- Problem Index
- Negative Peer Pressure
- Self-Image
- Worry
- Lie (validity)

FAB-C Kit

P 17,900.00

Kit includes the Manual and 25 Quikscore Forms.

Reorder: FAB-C Test forms

P 3,900.00/ pkg. of 25

Career Occupational Preference Survey – II (COPS-II)

Lisa Knapp-Lee, Robert R. Knapp, and Lila F. Knapp

The **COPS II** is a comprehensive interest assessment for elementary, middle school, and high school students who have difficulty reading or low motivation levels. It is a great tool to introduce students to career exploration. It is similar to the COPS VIA Interest Inventory, but is written at a fourth grade level reading level. Examinee's rank values, activities, and abilities on a checklist to identify career related interests.

FACTS & FEATURES

- Effective for elementary, middle school students, and older students with reading or academic difficulties
- Each cluster contains suggestions for future classes and activities to gain relevant experience
- Scoring instructions and interpretive information allows students to explore career clusters that correspond to their interest scores
- **Designed for use in grades 4 - 12**
- Takes approximately 15-20 minutes
- Self-scoring is combined in a single booklet

COPS SCALES

Science, Professional occupations involve planning, conducting, and applying findings of research to mathematical, medical life, and physical sciences. This cluster is represented in the Science and Mathematics career pathway in STEM careers.

Science, Skilled occupations involve applying findings of laboratory research in the fields of medicine and life and physical sciences. This cluster is represented in the Science and Mathematics career pathway in STEM careers.

Technology, Professional occupations involve engineering and structural design in the manufacture, construction, and/or transportation of products or utilities. This cluster is represented in the Engineering and Technology career pathway in STEM careers.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture, installation, or repair of products in related fields of construction, electronics, and mechanics.

Consumer Economics occupations involve the preparation and packaging of foods and beverages. They also include the production and care of clothing and textile products.

Outdoor occupations involve activities including the growing and tending of plants and animals and the cultivation and gathering of crops and natural resources in the areas of agriculture and nature as in forestry, park service, fishing, and mining.

Business, Professional occupations include positions of high responsibility in organizations, and involve finance and accounting, management, and business promotion. This cluster is represented in the Science and Mathematics career pathway in STEM careers.

Business, Skilled occupations involve sales, promotion, and marketing. They also include financial and organizational activities of businesses regarding the promotion of business.

Clerical occupations involve recording, posting, and filing of business records requiring great attention to detail, accuracy, neatness, orderliness, and speed. They include office work and contact with customers in keeping records.

Communication occupations involve language skill in the creation or interpretation of literature, or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent. They include the fields of design, fine arts, and performing arts.

Arts, Skilled occupations involve application of artistic skill in the fields of photography, graphic arts, and design.

Service, Professional occupations include positions of high responsibility in caring for the personal needs and welfare of others in fields of social service, health, and education. This cluster is represented in the Science and Mathematics career pathway in STEM careers.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires, and welfare of others in fields of personal service, social and health related services, and protection and transportation.

COPS II kit

P 14,500.00

Includes: 25 self-scoring booklets and Self-Interpretation guides, and 1 examiner's manual

A PERSONALITY ASSESSMENT FOR THE FILIPINO CHILD/ PANUKAT NG PAKIKIPAGKAPWA NG BATANG PILIPINO

INTRODUCTION:

Recognizing that the early years of childhood are important in the development of the human personality, school administrators and personnel are always on the alert to revise the curriculum to a) assure physical growth, b) stimulate mental alertness, c) enhance emotional stability, d) achieve social adaptability, and eventually e) build strong belief and faith in God among school children. Human values are important in achievement. The dignity of each individual is an ideal inherent in our society. The principles basic to this ideal are practised in the elementary school.

The differences that distinguish children from one another are significant to teachers and guidance counselors who respect the unique pattern of development of each child as he relates to himself, his family, his classmates and schoolmates and others. Opportunities for learning experiences are organized to nurture this maturing personality.

Knowing more about a child, his background, his likes and dislikes, and attitudes, etc. will lead parents, teachers and guidance counselors to a pleasant and enjoyable relationship with him. With proper understanding and guidance, the child will grow into a mature being, stable within himself, effective in his social relations, resourceful and self-disciplined in identifying and solving problems. With these, the child is being helped in shaping his own wholesome personality.

THE INSTRUMENT:

This is an instrument developed for elementary school children. It looks into some personality dimensions (intelligence not included) of children which are geared towards maintaining good interpersonal relationship. These are:

1. **Affiliation/Pakikipagkapwa.** The state of joining or associating oneself with others. One who has this trait feels that he enjoys the love of his family and exhibits desirable family relationships, the well-wishes of good friends, rapport with teachers, classmates and schoolmates, and a cordial relationship with people in general.

2. **Courtesy/Pagkamagalang.** Politeness. One who has this trait shows respect by words and deeds to people, especially to older ones.
3. **Obedience/Pagkamasunurin.** Willingness to obey. One who has this trait obeys or follows rules and regulations and the orders of people with power and authority and significant others.
4. **Humility/Pagkamapagkumbaba.** Meekness. One who has this trait is considerate in his dealings with relatives, friends, and strangers.
5. **Understanding/Pagkamaunawain.** The state of grasping the meaning of a situation. One who has this trait can subordinate his egoistic tendencies in favor of the interest, problems, and activities of his relatives, friends and peers.
6. **Trust/Pagkamapagtiwala.** The state of having reliance. One who has this trait develops confidence and belief in God, himself and other people.
7. **Thoughtfulness/Pagkamaalalahanin.** Manifesting regard of consideration for others. One who has this trait remembers people on special occasions and can subordinate his desires to the needs of relatives, friends and peers.
8. **Helpfulness/Pagkamatulungin.** According aid or assistance to someone. One who has this trait happily helps relatives, friends, peers and others.

ADMINISTRATION:

There is no time limit for the administration; however, normal children can finish it within half an hour. It could be administered individually or in groups. The examiner will inform the children that this is a measurement as to how they act in a certain situation; hence, each examinee chooses the item that is true of him.

OASIS -3 INTEREST SCHEDULE

Randall M. Parker, ©2001

Ages: Grades 8 through 12 and adult

Testing Time: 30-45 minutes

Administration: Individual or Group

The Occupational Aptitude Survey and Interest Schedule—Third edition (OASIS-3) consists of two related tests: the OASIS-3 Aptitude Survey and the OASIS-3 Interest Schedule. The tests were normed on the same national sample of 2005 individuals from 20 states. Teachers, counselors, and other professionals can easily use the OASIS-3 to assist in the career development of students in Grades 8 through 12 and adults. The OASIS-3 can be administered individually or in groups. Each test takes from 30 to 45 minutes to administer and can be hand scored or machine scored.

The OASIS-3 Interest Schedule measures 12 interest factors directly related to the occupations listed in the Guide of Occupational exploration. The factors are Artistic, Scientific, Nature, Protective, Mechanical, Industrial, Business Detail, Selling, Accommodating, Humanitarian, Leading-Influencing, and Physical Performing. The Interest Schedule contains 240 items scored as Like, Neutral, or Dislike. Alpha reliabilities range from .83 to .96. Construct validity was determined through principal components analysis and empirical research.

1. **Artistic (ART).** This scale measures your interest in the expression of ideas and feelings. This interest may be satisfied by a variety of activities including writing or editing; performing in music; drama or dance; painting or sculpture; or modeling clothes.
2. **Scientific (SCI).** A high score in this area indicates an interest in the doing scientific research developing theories and scientific applications. This interest may be satisfied by working with scientific equipment in a laboratory; by exploring new medical treatments to improve the health of humans and animals; by developing new knowledge in mathematics or physics; or by discovering new facts about the earth and universe.
3. **Nature (NAT).** This scales measures your interest in working with plants and animals in an outdoor setting. You may satisfy this interest by working in farming, forestry, and fishing. You may enjoy physical work outdoors or may enjoy managing a farm or related businesses and services.
4. **Protective (PRO).** High score in this area suggest an interest in using legal authority to protect both people and property. People with high scores may enjoy work in law enforcement or fire fighting, or in leadership and management positions in protective service organizations.

5. **Mechanical (MEC).** A high score on this scale indicates an interest in applying mechanical principles to practical situations involving the use of tools and machines. Jobs that satisfy this interest include engineering and related technical scientific work, operating land or water vehicles, flying airplanes, or building and repairing things on a large or small scale.
6. **Industrial (IND).** This scale measures your interest in repetitive, regular work activities in a factory setting. Jobs that satisfy this interest include inspecting, sorting, and weighing manufactured goods. Machine set-up and operation or supervision of other workers might also be enjoyed.
7. **Business Detail (BUS).** A high score in this area suggests that you may enjoy office work. This interest may be satisfied by work as an office manager, bookkeeper, receptionist, or secretary, or by a variety of related jobs.
8. **Selling (SEL).** High scores on this scale indicate an interest in providing information about a product and persuading others of its value and desirability. Jobs that satisfy this interest involve selling products or services in stores, offices, or customer's homes.
9. **Accommodating (ACC).** This scale measures your interest in providing services for the convenience and comfort of others. Hospitality services in airplanes, restaurants, and hotels, or hair and beauty care are examples of work that may satisfy this interest.
10. **Humanitarian (HUM).** A high score on this scale indicates an interest in helping people with problems of a physical, social, emotional, or religious nature. A job in counseling, nursing, physical therapy, or rehabilitation may satisfy an interest in this area.
11. **Leading-Influencing (LEA).** This scale measures your interest in leading and influencing others by using verbal and numerical abilities. Jobs that may satisfy this interest include jobs in administration, finance, law, education, social research, or public relations.
12. **Physical Performing (PHY).** High scores in this area show an interest in performing in physical activities before an audience. A job in professional sports as player or official, or performing physical feats such as acrobatics, may satisfy this interest.

OASIS-3 Interest Schedule Complete kit.....P 19,100.00

Includes: Examiner's Manual, 25 Student Test Booklets,
50 Hand Scorable Answer Sheets, 50 Student
Profiles, 1 sample Interpretation workbook
and 50 Scoring Forms.

Re-order:

OASIS-3 IS Student Booklets (25/pkg)	P 3,500.00
OASIS-3 IS Student Answer Sheets (50/pkg)	P1,800.00
OASIS-3 IS Student Profiles (50/pkg)	P 1,800.00
OASIS-3 IS Scoring Forms (50/pkg)	P 1,800.00

JACKSON VOCATIONAL INTEREST SURVEY

Best For:

- Career seekers interested in pursuing a university education and/or university graduates
- Individuals looking for a comprehensive report and extensive interpretative resources
- Career and guidance counselors who prefer to handle interpretation for their clients or students
- Counselors looking for a variety of scoring options

What is the JVIS?

The Jackson Vocational Interest Survey (JVIS) is career interest assessment appropriate for use with high school, college and university students, and career planning with adults, including career changers. It consists of 289 pairs of statements describing job related activities. Scoring yields a gender-fair profile of the 34 basic interest scales. These scales encompass work roles relevant to a variety of occupations and work styles indicative of culture or environment preferences.

Why Should I Use the JVIS?

FORCED-CHOICE FORMAT. The JVIS employs a forced-choice format asking respondents to indicate a preference between two options. This format offers an improvement over Likert rating scales as it minimizes susceptibility to response bias and helps the test taker discriminate between career interests. Using forced-choice format eliminates this source of response bias.

GENDER-FAIR. The JVIS places equal emphasis upon the measurement of interests of women and men. The survey was standardized in such a way that an equal number of males and females contributed to the selection of activities and scales, and activities were required to show discrimination of each sex separately. This format allows males and females to be measured in terms of a common set of interest dimensions which do not make discriminations on the basis of traditional "male" and "female" occupations.

JVIS Kit **P 17,500.00**

INCLUDES: 1 Manual, 25 test booklets, 25 answer sheets, 25 Profile sheets

Re-order:	Test Booklets	P 5,500.00/pkg. of 25
	Answer Sheets:	3,500.00/pkg. of 25
	Profile sheets:	2,800.00/pkg. of 25

COPSystem ♦ INTERESTS

CAREER OCCUPATIONAL PREFERENCE SYSTEMS

© 2015, Version 2018

The *Career Occupational Preference System Interest Inventory (COPS)* measures an examinee's level of interest in each of the 14 COPSystem VIA Career Clusters. This 20-minute survey is used to explore career interests based on likes and dislikes. The COPS Interest Inventory emphasizes a proactive approach to career exploration, featuring career and educational planning, along with a listing of suggested activities to gain relevant experience.

FACTS & FEATURES

- Explore the importance of personal interests for occupational choices
- Identify how interests relate to career choice
- Compare likes and dislikes with important job characteristics to find compatibilities
- Approximately 20-30 minutes complete
- For grades 7 - 12, college, and adult
- [Norm referenced](#) for middle school, high school, and college educational levels
- Scoring Options:
 - Self-scoring in 15-20 minutes
 - Web-based with immediate scoring
- Available in English and Spanish
- [Fully compatible](#) with screen reader applications. Large print also available.
- [Elementary](#), [Non-Reading](#), and [Professional](#) editions also available

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COPS Kit P 16,500.00

Includes: 25 self scoring booklets, 25 self-interpretation profile & guides
& 1 examiner's manual

COPS-R Interest Inventory

Range: Grades 6 – 12

- Length: 168 items
- Norms: Male / Female Combined
- Administration Time: 20 minutes
- Scoring Options: Self-scoring in 15-20 minutes
- You Will Also Need:
- [COPS-R Comprehensive Career Guide](#) to use COPS-R along with CAPS and/or

COPES

- Interest Assessment for Sixth Grade through High School
- Provide a simplified interest assessment for middle and high school students
- Increase awareness of career options
- Empower individuals to realize career goals

The COPS-R provides complete interest assessment and interpretation in a single, easy-to-use booklet. Scores reference the 14 COPS System Career Clusters, which are keyed to high school and college curriculum as well as up-to-date sources of occupational information. Written at a sixth grade reading level, Form R is accessible to a wide range of people.

COPS-R kit

P 18,500.00

Includes: 1 Manual, 25 autoscore forms and 25 COPS Profile

(COPES) Career Orientation Placement and Evaluation Survey

Lisa Knapp-Lee, Robert R. Knapp, and Lila F. Knapp © 1978, 1980, 1986, 1992

The *Career Orientation Placement and Evaluation Survey (COPES)* measures personal values in the workplace. This 20-minute survey is the perfect tool for aligning an examinee's personal values to careers. Each of the eight values scales are keyed to the 14 COPS System VIA Career Clusters helping examinees to find occupational areas that match their personal values. Aligning your values with your career is an important predictor of occupational success and satisfaction.

Quick Facts:

Range: Middle school, high school, college and adult

Norms: High School/College combined

Admin. : Time: 30-40 minutes

Scoring: self-scoring in 15-20 minutes, machine scoring

A Useful Measure of Work Environment Preferences

- Explore the importance of personal values for occupational choices.
- Identify how work values factor into career choices
- Provides an additional valuable component to the career exploration process.

Personal values play an important part in occupational selection and job satisfaction. The *Career Orientation Placement and Evaluation Survey (COPES)* provides a measure of values to supplement programs in educational and industrial career counseling. COPES scores are keyed to the 14 COPS System Career Clusters and examinees will discover which occupational areas match their personal values.

COPES SCALES

(A) Investigative vs. (I) Accepting:

Satisfying intellectual curiosity and solving

Complex problems are activities valued by those individuals at the *Investigative* end of this scale. Such people exhibit a strong desire for knowledge and mastery of information. In the workplace, they enjoy solving complicated problems and working with complex ideas. By contrast, people whose scores fall at the *Accepting* end of the scale value clear-cut activities that do not involve too much complexity. These people prefer to follow proven workplace procedures rather than have the responsibility for developing new methods.

(B) Practical vs. (J) Carefree:

Interest in the details of day-to-day operations is the hallmark of people who score toward the *Practical* end of this scale. Such persons value activities that focus on maintaining equipment and developing personal abilities to maximize efficiency in the work environment. People who score toward the *Carefree* end of the scale are more likely to be concerned with the creative aspects of projects and to enjoy activities requiring imagination. They are more likely to focus on present enjoyment rather than plan for the future.

(C) Independence vs. (K) Conformity:

A desire to be independent from rules and social conventions is the mark of a person scoring at the *Independence* end of this scale. Such people value self-direction and prefer to work in areas where they will not be restricted by outside regulations, or much influenced by social custom. Persons scoring towards the *Conformity* end of the scale prefer to work under close supervision where directions are clear and a proven methods is in place. Such persons prefer structured rules.

(D) Leadership vs. (L) Supportive:

Making decisions, directing others and speaking for the group, are the activities valued by people scoring toward the *Leadership* side of this scale. Such people prefer to play a primary role in workplace activity and enjoy being viewed as important. People scoring toward the *Supportive* end of this scale prefer to follow the lead of others and are most comfortable when they do not have the responsibility of directing or representing anyone else.

(E) Orderliness vs. (M) Flexibility:

Keeping things tidy and in the proper place, are major concerns for individuals scoring at the Orderliness end of this scale. Such persons value activities that involve maintaining order and proceeding according to a well conceived plan. People scoring toward the Flexibility end of this scale prefer not to concern themselves with being orderly and enjoy being able to deal with things as needed rather than conforming to a predetermined plan.

(F) Recognition vs. (N) Privacy:

To become famous and to know important people are major values of persons scoring toward the *Recognition* end of this scale. Such persons seek the admiration of others as well as the rewards of honorary degrees. Persons scoring toward the Privacy end of this scale value keeping their activities private and are not concerned with being considered a famous person.

(G) Aesthetic vs. (O) Realistic:

Appreciation of artistic expression is of great importance to persons scoring at the Aesthetic end of this scale. Such persons enjoy approaching work activities that do not involve artistic expression or appreciation.

(H) Social vs. (P) Reserved:

Working with, and helping others are important values of persons scoring toward the Social end of this scale. Such people prefer to be in a friendly, social, work environment. People scoring toward the Reserved end of this scale prefer to work alone, concentrating on their own projects without being required to help or work with others.

COPES Self-Scoring Forms

To administer, score and interpret the COPES only, you will need the COPES Self-Scoring Booklets and an equivalent number of the COPES Self-Interpretation Profile and Guides.

COPES Kit P 12,500.00

Includes: 25 self scoring booklets, 25 self-interpretation profile & guides & examiner's manual

Re-order:

COPES self-scoring booklets P 3,500.00 (25/pkg.)

COPES self-interpretation profile and guides P 1,200.00 (25/pkg.)

Career Decision Self-Efficacy Scale

Copyright © 1993, 2012 by Nancy E. Betz & Karen M. Taylor

Purpose: Measures confidence in ability to complete major career decision tasks

Length:

CDSE Original Form = 50 items

CDSE Short Form = 25 items

Average completion time:

CDSE Original Form = 15 minutes

CDSE Short Form = 10 minutes

Target population: Ages 16 and older

Administration: For individual or group administration

The Career Decision Self-Efficacy Scale (CDSE) measures an individual's degree of belief that he/she can successfully complete tasks necessary to making significant career decisions. The CDSE consists of five subscales measuring the five Career Choice Competencies of John O. Crites' Theory of Career Maturity. The CDSE is available in both a 50-item form and a 25-item short form. It is strongly linked to positive educational and career decisional outcomes.

Uses of the CDSE

- Indicates an individual's pattern of higher and/or lower confidence areas as they relate to career decision making competencies
- Identifies students at high risk for academic or decisional difficulties and, hence, those students needing career or academic intervention
- Suggests which areas of decision are most in need of intervention
- Evaluation of the effectiveness of educational and career interventions (such as DISCOVER, or administration of interest or values inventories).

Scales

Self-Appraisal: The ability to accurately appraise one's own abilities, interests, and values as they related to educational and career decisions.

Occupational Information: The ability to locate sources of information about college majors and occupations, including the ability to identify and talk with people employed in the occupations of interest.

Goal Selection: The ability to match one's own characteristics to the demands and rewards of careers so as to identify one or more majors or careers to pursue.

Planning: Knowing how to implement an educational or career choice, including enrolling in educational programs, job search, resume writing and job interviewing.

Problem Solving: Being able to figure out alternative plans or coping strategies when plans do not go as intended.

CDSES Kit **12,500.00**

Includes: 25 test booklets and 1 Manual

CDS-Career Decision Scale

Samuel H. Osipow, PhD

Purpose: Measures career indecision in high school and college students

Format: Paper and pencil

Age range: 14 years to 23 years

Time: 10-15 minutes

Qualification level: B

The CDS provides an estimate of career indecision and its antecedents, as well as an outcome measure to determine the effects of relevant interventions.

The 4-page Test Booklet contains all items and ratings, as well as space for scoring and recording. Students indicate on a scale of 1 to 4 how closely each statement describes their own thinking process regarding their educational and occupational plans. The CDS is composed of 19 items. The Certainty scale (items 1 and 2) measures the degree of a certainty a student feels about his/her decision about a college major and/or a career. The Indecision scale (items 3-18) provides a measure of career indecision. Item 19 is open-ended, allowing the student to clarify or provide additional information about his or her career decision making.

The CDS manual provides normative data for high school and college students, as well as limited norms for adult college women and continuing education students.

CDS Introductory Kit

P 15,500.00

Includes: CDS Manual and 50 Test Booklets

Career Beliefs Inventory

Author: John D. Krumboltz

Are your clients' assumptions and beliefs blocking their career decisions? Frequently, individuals hold onto career beliefs that prevent them from achieving their career goals. The Career Beliefs Inventory (CBI) is the ideal tool to use at the beginning of the career counseling process to explore clients' assumptions, generalizations, and beliefs about themselves and the world of work. The CBI provides a springboard for counselors and clients to discuss important issues that are usually overlooked. It will help clients discover new options and alternative ways of attaining their career goals. Counselors who have used the CBI report that it is the only inventory that probes clients' hidden values and ideas—beliefs that may be at the root of the clients' feelings of being stuck and unable to take appropriate action.

Feature of the CBI:

Purpose: Measure participants' assumptions, generalizations, and beliefs about themselves and the world of work.

Length: 96 items

Average completion time: 25-30 minutes

Target population: 8th grade reading level or higher

Administration: For individual or group administration

Uses of the CBI

- Clarifying career transitions
- Choosing a college major
- Expanding career aspirations
- Planning a future career

Scales

The 25 CBI Scales are organized under five headings.

My Current Career Situation:

Employment Status
Career Plans
Acceptance of Uncertainty
Openness

What Seems Necessary for My Happiness:

Achievement
College Education
Intrinsic Satisfaction
Peer Equality
Structured Work Environment

Factors That Influence My Decisions:

Control
Responsibility
Approval of Others
Self-Other Comparisons
Occupation/College Variation
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