



Counsellor Handbook

A counsellor/adviser's guide for using *AchieveWorks Skills*
to understand, counsel and advise students

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Last revised January 27, 2021

Introduction

This handbook has been written specifically for *you*—the professional who uses *AchieveWorks Skills* with students. It is our hope that this resource will help both you and your pupils get the maximum benefit from this program.

In preparation for using *AchieveWorks Skills* with students, we suggest you begin by first reading this handbook in its entirety and then taking the assessment yourself. This will help you to understand the theory behind the program and provide you with experience and practical advice, ensuring the best possible results when administering *AchieveWorks Skills* to your students.

We hope you enjoy *AchieveWorks Skills* and that you find this handbook informative and a helpful resource in using the program with your students. If you have feedback, questions or concerns, please don't hesitate to contact us.

Background

AchieveWorks® Skills is founded on the premise that individuals equipped with an understanding of their unique skillset and techniques for further skill development are in a better position to succeed at school and in the workplace. On this basis, the skills we have elected to focus upon have been drawn from a selection of capabilities identified by employers and educators as crucial for academic and employment success.

In the past, skills have been narrowly defined and categorised under such labels as 'soft', 'employability', '21st century' and 'transferable'. *AchieveWorks Skills* aims to take a broader approach to characterising skills so they can be applied effectively in a variety of circumstances. The skills in *AchieveWorks Skills* are not perfectly discrete from one another, but instead generally describe different areas of talent and ability.

Development of the Assessment Instrument

The process involved examining two types of resources: the first consisted of data from research-based organisations such as the American Psychological Association, Partnership for 21st Century Learning (P21), the O*NET Resource Center and the U.S. Institute for Education Sciences; the second consisted of findings from large, in-the-field, survey-based organisations, such as LinkedIn, Monster, Indeed and Forbes. Following many months of intensive research and analysis, our team established a preliminary list of 58 skills deemed important for academic and workplace success.

Then our research team sifted through the literature to find similarities and agreement amongst all of the sources. We also tested items in trials to determine the validity and reliability of the 58 skills. From that list the team worked to remove redundancy, overlap, and factors that didn't meet strict psychometric standards. We arrived at a final list of 15 skills.

We tested those 15 skills for understanding within our target audiences of students and educators and, based on feedback, compiled five groups from the list of 15. We then applied the label 'skill facet' to the original 15 factors and created a final refined list of the five 'skills' as described in *AchieveWorks Skills*. The relationship between the five broader skills and the 15 more specific skill facets is further explained in the Overview of Skills section of this handbook.

Informally aligning the skills with elements of the HEXACO model, a trait-based taxonomy that assesses six personality factors (Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness), was also considered. There is some alignment between the five skills in *AchieveWorks Skills* and six factors in HEXACO.

Reading Level

The readability of the *AchieveWorks Skills* assessment questions and report content has been measured with the ReadablePro analysis tool, available online at readable.com. The tool provides scores for the following five recognised tools, each of which uses a unique formula to determine the readability of a piece of text:

- The Flesch-Kincaid Grade Level, which rates one's comprehension of the text on a U.S. school grade level
- The Gunning Fog Index, which estimates the years of formal education one requires to understand the text upon first reading it
- The Coleman-Liau Index, which provides an approximation of the U.S. grade level one requires to comprehend the text
- The SMOG Index, which estimates the years of education one requires to understand the text
- The Automated Readability Index, which produces an approximation of the U.S. grade level one needs to comprehend the text

Additionally, ReadablePro provides the 'Readability Rating', a bespoke rating system that factors in all of the scores from the other algorithms to create an overall score, displayed as a letter grade.

Item Measured	Readability Rating	Flesch-Kincaid Grade Level	Gunning Fog Score
Assessment	A	5.8	6.9
Individual report	A	6.6	9.2

Item Measured	Coleman-Liau Index	SMOG Index	Automated Readability Index
Assessment	6.5	7.8	4.3
Individual report	9.1	10.1	6.4

Overview of Skills

The five major skills in *AchieveWorks Skills* have been defined as follows:



Conscientiousness

Focus and organisation, and completing tasks in a timely, thorough manner, are the hallmarks of this skill. It also involves self-regulation, allowing one to create and follow plans and accomplish specific goals. Guided by a sense of practicality, the conscientious individual makes efficient use of resources and exhibits modesty in valuing others' contributions.

While useful in all careers, this skill is especially important for those in finance, transportation, administration, security, technology and trades.



Creativity

Driven by a desire to explore different ideas and experiences, people with this skill seek new and original ways to express themselves. They tend to be more resilient and sincere as they present their unique ideas despite judgment or social expectations.

While useful in all careers, this skill is especially important for those in art, entertainment and design.



Critical Thinking

A knack for gathering, evaluating and understanding information is core to this skill, which is key to making rational decisions and creating solutions. Critical thinkers also require self-awareness, to recognise their biases and to be aware of their influence on people and situations.

While useful in all careers, this skill is especially important for those in science, medicine, law and ethics, and journalism.



Leadership

Inspiring others, managing people and projects, and building and maintaining a network of contacts are all aspects of this skill. It also includes decisiveness — and accepting any consequences that may result — along with a capacity to tolerate stress.

While useful in all careers, this skill is especially important for those in management, coaching, politics and entrepreneurship.



Social-Emotional

This skill is founded on the ability to work with others in a positive and productive manner. That includes connecting with people in a genuine and sincere way, being considerate of their needs and tolerant of differences. It also requires self-awareness, to understand how one's actions affect other people.

While useful in all careers, this skill is especially important for those in education, sales, communications and services.

Skill Facets

Because the skill definitions are broad, the five skills cannot be measured directly. Instead they are derived from self-reported measures of 15 **skill facets**, selections of which are combined to comprise each skill. Skill facets are more narrowly defined constructs that are based on a specific behaviour. The skill facets are, in part, informed by the natural disposition of the individual, but can be further developed through practise and coaching.

The relationship between each skill and its component skill facets is outlined in the following table.

Skill	Skill Facets	
Conscientiousness	<ul style="list-style-type: none"> • Discipline • Modesty • Organisation 	<ul style="list-style-type: none"> • Practicality • Thoroughness
Creativity	<ul style="list-style-type: none"> • Achievement • Innovation • Curiosity 	<ul style="list-style-type: none"> • Resilience • Sincerity
Critical Thinking	<ul style="list-style-type: none"> • Achievement • Curiosity • Modesty 	<ul style="list-style-type: none"> • Practicality • Self-Awareness
Leadership	<ul style="list-style-type: none"> • Achievement • Influence • Confidence 	<ul style="list-style-type: none"> • Resilience • Sociability
Social-Emotional	<ul style="list-style-type: none"> • Consideration • Resilience • Self-Awareness 	<ul style="list-style-type: none"> • Sincerity • Sociability

You will notice that some skill facets are part of more than one skill. What is not shown here is that facets are weighted differently within a skill and across different skills. It is the unique combination of facets and their weightings that form each skill. Because some facets affect more than one skill, developing a single facet can enhance more than one skill.

The 15 skill facets in *AchieveWorks Skills* have been defined as follows:

Achievement

Competitive in nature; sets high standards, enjoys tough challenges and strives for constant improvement.

Confidence

Assertive and self-assured; tends to have a positive attitude and to express thoughts well through public speaking.

Consideration

Supportive and caring; mindful of others' feelings and attentive to their needs.

Curiosity

Inquisitive and interested in many varied topics; eager to learn, solve puzzles and have new experiences.

Discipline

Committed, focused, comfortable with rules and routine; sets goals, makes plans and follows through.

Influence

Charismatic and decisive; able to persuade, guide and motivate others.

Innovation

Unconventional, experimental; excels at brainstorming and developing novel ideas.

Modesty

Avoids the spotlight and sees oneself as an equal; recognises that achievement results from effort, fortune and the help of others.

Organisation

Systematic and orderly; good at managing time, tasks and resources in a structured way.

Practicality

Sensible, prudent and realistic; dislikes unnecessary waste and expense, prefers economy and expediency.

Resilience

Optimistic, tough and determined; adapts to difficulties and bounces back from stressful situations.

Self-Awareness

Reflective and conscious of one's thoughts and behaviour; mindful of one's effect on others and thinks before acting.

Sincerity

Genuine and truthful, not inclined to exaggerate or try to impress; willingly admits to faults and errors.

Sociability

Friendly, outgoing and easy to get along with; enjoys meeting others and seeks out opportunities for interaction.

Thoroughness

Careful and conscientious; pays attention to detail and takes pains to ensure things are done properly and completely.

Notes to the Educational Professional

It is important to note the definition of each term. The words used as labels for the skills and skill facets often carry meaning in the general public that will differ from the definitions used within the context of *AchieveWorks Skills*. Rather than having students memorise each definition, point out the multifaceted nature of the skills. The takeaway is to understand that each skill is broad and that students can develop their skills through multiple approaches.

As students read through their assessment results, they can choose which area to focus on. It should not be expected that students or educators will go through the entire report in one or even a few sessions. Instead, we suggest the following approach:

1. Begin by reviewing the five skills. The students should gain a basic understanding of the five skills and how developing those skills can help with success in class and the workplace. Discuss examples of how each skill might be applied on assignments, studying, tests, class discussion, and other related activities.
2. Have students focus on one skill as chosen by you, the educator. Bring in examples of how that skill is applied in workplaces and other areas outside of education. Have students discuss the skill facets related to the skill. Students could think of other words they might use to describe those skill facets and provide examples of situations in which those skill facets would be important.
3. Have students focus on one skill of their choice. Their choice can be based on the desire to improve their lowest rated skill, to better leverage their top-rated skill, or to develop a skill that would be especially helpful with their career goal. Once a skill is chosen, they should examine the related skill facets to better understand how each facet relates to the broader skill. Then, from their personal report, have them choose one or two recommendations to implement over the next week or two. Have students summarise their plans and set a date to reflect on and record their experiences during that implementation period.

The Assessment

The *AchieveWorks Skills* assessment consists of 69 questions and typically takes less than 20 minutes to complete. It contains two types of questions. First is a series of rating-style questions in which individuals are asked to rate a statement about themselves on a scale of zero to five, or 'not at all' to 'definitely'.

The screenshot shows the AchieveWorks Skills interface for a rating-style question. At the top left is the logo, and at the top right is a progress bar showing 19%. The question text is "I spend time thinking about my actions and what effects they had." Below the text is a horizontal scale with six radio buttons labeled 0 through 5. The scale is anchored with "Not at all" at 0 and "Definitely" at 5. The radio button for "4" is selected, indicated by a green checkmark inside the circle. At the bottom are two buttons: "BACK" (blue) and "NEXT" (grey).

The second type of question presents two different words or phrases. Individuals must choose the word or phrase with which they most closely identify. In some cases, individuals will have to make a tough choice and select the response that matches *better*, even if neither response (or both) appears to match well.

The screenshot shows the AchieveWorks Skills interface for a choice-style question. At the top left is the logo, and at the top right is a progress bar showing 66%. The instruction text is "Even if it is not ideal, choose the answer that better describes you." Below this are two rectangular boxes, each containing a radio button and a text label. The first box contains a radio button and the text "Follow my hunches". The second box contains a radio button and the text "Follow procedure". At the bottom are two buttons: "BACK" (blue) and "NEXT" (grey).

It is crucial that individuals read the introduction to the assessment. It will assist them in providing the most accurate responses possible and, correspondingly, result in a more reliable evaluation of their skills. In brief, individuals are advised to:

- Relax. There are no right or wrong answers
- Be honest about their abilities
- Not be influenced by what others may expect of them

Prior to having them begin the assessment, you may find it useful to have a discussion with the participants about how we can be influenced by external factors such as friends, family, media and social expectations. Encourage participants to consider these factors and do their best to resist being swayed by those influences as they respond to the questions.

If you, as a professional, are monitoring individuals while they complete the assessment, try to keep any distractions to a minimum. Participants should not discuss questions or responses with each other.

If the individuals have difficulty reading or understanding the content of the assessment questions, professionals are encouraged to read the question out loud to them. If a person needs help with the definition of a word, provide one that is neutral: avoid any positive or negative connotation to words or phrases that may unduly influence the person's response.

The Results

Upon completion of the *AchieveWorks Skills* assessment, the student's results are scored and they receive an instant, personalised report based on their responses to the questions.

When advising your students on using their report, the best recommendation is to encourage them to read and mark every section. This will allow them to earn pins and badges, which is a proven method of ensuring greater engagement.

The report is divided into sections to help individuals focus on specific areas one at a time. The contents are organised into the following eight sections: **Introduction**, **Critical Thinking**, **Leadership**, **Creativity**, **Social-Emotional**, **Conscientiousness**, **Career and Pathway**, and **Develop Your Skills**.

Introduction

Welcome to your skills report. It is divided into sections that can open and close. There is a section for each of the skills plus a section for exploring careers and pathways. Bear in mind that the skill graphs are simply a guide to help you determine which ones you want to work on and which are important for your career goals. They should not be used to compare yourself to other people.

Skills and Skill Facets
A skill is a complex ability that is made up of several skill facets. You will see the skill facets when you open any skill section. Note that some skill facets are part of more than one skill.

Developing Skills
You are likely to find that you have some stronger skills and some less strong. The report can help you develop all of your skills. Within any skill section you can open a skill facet to see basic and advanced recommendations for developing it. You will also see an example of the recommendation in action.

Careers and Pathways
The Careers and Pathways section contains a list of careers that best fit your current skills. However, a career that matches your skills may not always be a career that you want. Use the additional filters (such as career clusters) to make the list more specific to your career ambitions.

It is a good idea to retake the assessment after you have spent significant time developing your skills. Remember that as your skills change, your career list will change as well.

Social-Emotional		
Leadership		
Critical Thinking		
Creativity		
Conscientiousness		
Career and Pathways		
Develop Your Skills		

Introduction

The introduction provides a brief overview of the key sections in the report, along with some important reminders for understanding and using the information contained in it.

Skill Sections

Each of the five skill sections —**Critical Thinking**, **Leadership**, **Creativity**, **Social-Emotional**, and **Conscientiousness**—contains a brief description of the skill and of its constituent facets. Individuals are asked to self-rate the accuracy of their overall results for each skill.

Bar graphs representing the individual's current levels are displayed for the skill and for each of its facets. The levels are a percentile comparison to a large sample of other individuals who have taken the same assessment. Note that this is *not* a perfect measure of an individual's abilities. Certain factors can affect the score, such as the individual's confidence, honesty or even mood while taking the assessment.

The graphs *are* a good indicator of the relative skill levels of the individual — in other words, the skills that are strengths versus challenges. The graphical levels are also a good indicator of how the individual might compare in each of the skills and skill facets relative to their peers.

It is recommended that a professional who is well acquainted with the individual review and verify the results. By quickly scanning the summary page or full report for highlights, you can confirm the consistency of the student's responses and identify any concerns. This will offer concise insights into the accuracy of the results and create a focus for discussions.

If it is determined that the individual's responses were influenced by complicating factors, the assessment can be repeated to try and obtain more accurate results.

Critical Thinking

A knack for gathering, evaluating and understanding information is core to this skill, which is key to making rational decisions and creating solutions. Critical thinkers also require self-awareness, to recognise their biases and to be aware of their influence on people and situations.

Self-Awareness

Reflective and conscious of their thoughts and behaviour, those who are self-aware are mindful of how they affect others and think before acting.

Practicality

Sensible, prudent and realistic, those with practicality dislike unnecessary waste and expense, preferring instead to focus on economy and expediency.

Modesty

Those with high modesty tend to avoid the spotlight and see themselves as equals rather than deserving of special recognition or reward. They recognise that their achievements are a result of many factors including effort, fortune, and the help of others.

Curiosity

Inquisitive and endlessly interested in a wide variety of topics. Those with curiosity are eager to learn, solve puzzles, and have new experiences.

Achievement

Competitive in nature, those who are achievement-oriented set high standards, enjoy tough challenges, and strive for constant improvement.

Please rate the overall accuracy of your results. Don't worry too much about each individual rating. Instead, focus on how your skill facets are grouped into high, moderate and lower.

Rate your profile:
How well does it match you?

☆☆☆☆

Career and Pathways

This section is loaded with the most up-to-date career data available. The list of careers is displayed in order of the level of match to the person's skills results.

It's important to remember that skills indicate what people are capable of, but not necessarily what matches their interests. To better filter the list of careers, individuals can use the **career clusters** option to limit the display to careers in areas that also match their interests.

Individuals can use additional search filters on the page, using criteria such as **level of education**, **job outlook** and **salary** to further refine the career list. They can also select tabs to show career matches that incorporate their results from other AchieveWorks assessments, if applicable.

For example, if the student has completed *AchieveWorks Personality* and/or *AchieveWorks Intelligences*, the **combined results** option will display careers that match the individual's skills *and* their personality and/or intelligences. The combined results feature allows for greater perspective on potential careers. Those who wish to review the entire career database can do so by choosing **All Careers**.

Career and Pathways

The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.

CAREER CLUSTERS EDUCATION OUTLOOK \$ MINIMUM SALARY RATING

SEARCH

CAREER TITLE	CAREER CLUSTER	EDUCATION	OUTLOOK	SALARY	RATING	JOBS
Vocational Education Teachers	Education, Arts and Communications			\$93,080	☆☆☆☆	
Hairdressers	Trades and Manufacturing			\$53,300	☆☆☆☆	
Sports Umpire	Health, Sport and Human Services			n/a	☆☆☆☆	
Bar Attendants and Baristas	Hospitality and Tourism			\$60,008	☆☆☆☆	
Hotel Service Managers	Hospitality and Tourism			\$57,460	☆☆☆☆	
Bus and Coach Drivers	Trades and Manufacturing			\$72,644	☆☆☆☆	
Early Childhood (Pre-primary School) Teachers	Education, Arts and Communications			\$77,376	☆☆☆☆	
Outdoor Adventure Guides	Health, Sport and Human Services			\$65,780	☆☆☆☆	
Other Farm, Forestry and Garden Workers	Agriculture and Forestry			\$56,472	☆☆☆☆	
Photographers	Education, Arts and Communications			n/a	☆☆☆☆	
Visual Merchandisers	Business, Management, and Sales			\$64,792	☆☆☆☆	
Education Aides	Health, Sport and Human			\$56,888	☆☆☆☆	

In addition, students have the ability to run real-time searches for jobs available on Indeed.com, filtered by field of interest and preferred location (anywhere in Australia). This is particularly helpful when researching future job outlook.

Each career profile contains the following information:

Overview	Knowledge and Skills	Tasks and Activities	Wages
<ul style="list-style-type: none"> • Job description • Holland Code interests • Related occupations • Related majors • Job outlook • Education level 	<ul style="list-style-type: none"> • 5 most important skills • 5 most important abilities • 5 most important knowledge areas 	<ul style="list-style-type: none"> • Typical tasks • Common work activities 	<ul style="list-style-type: none"> • Average national wage

After students have completed the *AchieveWorks Skills* assessment, they will be able to see a **Compare to Me** tab in each career profile. Presented in graphical form, this feature allows them to see exactly how their results compare to the skills typically expected for that occupation.

It is important to note that a student's top career results are not intended to suggest what occupations they must or should pursue. Rather, this feature helps them to see what kinds of careers are generally well-suited to those with a similar skill profile. You should encourage students to use these results as a starting point for further career exploration and research – not as a magic formula to help them decide what they should do with their lives!

Students will also benefit from reading about careers that are not necessarily on their top careers list. Remember, an individual can further develop their skills. As their level of skill changes, their skill profile may also change. As students learn more about themselves and improve their skills, they may discover other occupations that interest them, or find that careers they once felt were not within their grasp are more achievable than they realised.

Develop Your Skills

In this section, the individual is provided with a graph of their current level of each of the 15 skill facets. Within each subsection is a **definition** of the skill facet and a selection of **recommendations** for developing the facet. Each recommendation includes at least one example to help individuals understand how the skill facet might be applied in various circumstances, such as in an **academic, work** or **personal** setting.

Recommendations are designated as either **basic** or **advanced**. Individuals can check a box next to a recommendation to indicate their interest in it or to show that it has been tried. Checking at least one basic and one advanced recommendation earns the *recommendation badge* for that skill facet.

Some of the examples include links to websites that provide complementary information on practicing and developing the particular skill facet. The websites provide good opportunities to generate skill development ideas beyond the scope of the recommendations in the *AchieveWorks Skills* report.

In many cases, individuals may already be participating in education or work activities that can help them develop certain skills. Individuals can reflect on and document activities that develop the skills described in their report and add that documentation to their portfolio.

It is important that students realise there is nothing wrong with them if they have challenges in some areas. Certain skills may be lower-ranked simply because they have not yet had the chance to fully develop them. They also need to realise that every skill can be developed and that even their strongest skills can be further enhanced. Remind students that it is a good idea to retake the assessment after they have spent significant time developing their skills.

Develop Your Skills

This is a list of all the skill facets measured in the assessment. These facets combine in different ways to form the skills you see in the other sections of this report. Some skill facets are part of more than one skill.

You are likely to find that you have some stronger skills and some less strong. Open a skill facet to see basic and advanced recommendations for developing it - select the ones you want to focus on. You will also see examples of recommendations in action. Bear in mind that the skill graphs are simply a guide to help you determine which ones you want to work on and which are important for your career goals. They should not be used to compare yourself to other people.

Resilience [Progress Bar]

Sincerity [Progress Bar]

Genuine and truthful, those with sincerity present themselves as is — without exaggeration or trying to impress others. They willingly admit to their faults and when they have been wrong.

Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

Basic

☐ Consider how you're perceived by other people. This begins with self-reflection. Do you tell stories to hide your faults? Exaggerate your accomplishments? Think it's more important to impress people than let them see the 'real' you? Ask your closest confidants for an honest appraisal. Then think about your interactions with others and how they respond to you. Don't try to portray yourself as something better or different.

EXAMPLE

Work:

You've noticed a change in a colleague's attitude. You used to have a friendly relationship, but now it's all business. What could have caused this change? Let's say you've sucked up a little. Who doesn't? And you've embellished the truth a few times, but that just makes you a more interesting person, right? So, what gives? It could be that your flattery has gone too far and your co-worker realises you're a phony. That kind of behaviour can make you seem like a less trustworthy person. List some other reasons why a person's attitude toward you could suddenly go sour.

☐ Tell the truth. Practise being open and genuine in your interactions with others. Be candid when asked about your thoughts, opinions and experiences.

EXAMPLE

Academic:

Your friend asks for an honest opinion of her final project. She needs a good mark to graduate, so it's important. Unfortunately, it's a pretty poor effort. You think she needs to scrap the whole thing and start again. You want to be truthful, but you don't want to risk losing

Additional Challenges or 'What if...'

Your student is not sure their skills have been identified correctly

No self-assessment can identify every person's skills accurately 100 percent of the time. A modicum of critical thinking and social-emotional skill, particularly in relation to the skill facets of self-awareness and sincerity, is necessary just to reflect and provide accurate, honest responses to the survey questions.

The first thing you should do is find out how accurately the skills report describes your student, in their opinion. This will help you feel confident that the information presented is valid for this individual. If students do not feel their report presents an accurate description, there are a few things you can do to help them determine a more precise skills profile.

To begin with, you may simply suggest that the student take the assessment again. Alternatively, you might have them work through it with someone who knows them well, as the other person's insight may help the individual to identify their skills more accurately. If neither of these efforts helps, we suggest you minimise the importance of verifying the skills profile and instead focus on ways to accommodate and develop all of the student's skills.

Your student resists the notion of being 'labelled'

While the majority of students seem to enjoy discovering more about themselves and the sense of validation it can bring, occasionally some may feel that it pigeonholes or stereotypes them.

If your student is truly resistant, it is helpful to explain that the assessment is only one way to learn more about their skills; it is up to the *student* to decide how useful and accurate the insights are. It is helpful to remind them that it is common to have some stronger skills and some less strong, and that *all* skills can be developed over time. This process is designed to empower students: they should never be made to feel that they must accept a profile as theirs if it doesn't feel right to them.

Your student has a strong interest in a particular career that doesn't show up on their list of recommended occupations

This may happen on occasion. The recommended careers are matched to those that best fit the individual's current skills. However, a career that matches their skills may not always be a career that they want to pursue.

The student should be advised to use the additional filters (such as career clusters) to make the list more specific to their career ambitions. They should also be reminded that it is a good idea to retake the assessment after having spent significant time developing their skills. As their skills change, their career list will change as well.

Students should never be counselled into or out of a particular job based solely on the results of their assessment. When a student expresses an interest in a career that you do not believe is a good match—based on the assessment or your own intuition and experience—you should make sure the student really understands what it's like to have that job. This can be accomplished by encouraging them to do work experience. If they have done this and remain interested, your student should be encouraged to continue exploring the field.

Your student's list of possible careers doesn't include any jobs in certain career fields. Does this mean your student isn't suited to jobs in those fields?

No. This simply means that relatively few people with similar skill levels to those of your student are well-suited to this kind of work. However, students should be encouraged to explore any occupational fields in which they have an interest. While *AchieveWorks Skills* can help them learn which careers may be a satisfying match based on their profile, there are always exceptions. And because skills can be developed, they may find that their career list changes as their skills profile grows.

Your student should be encouraged to explore any occupations or career fields in which they express an interest. This program will hopefully help them understand what may or may not be a satisfying match.

Your student questions the uniqueness of the information because their report is 'exactly like' a friend's report

It should come as no surprise to your student to learn that people have a tendency to surround themselves with others who are similar to them. These two students may have connected through shared experiences, which are also reflected in their skills and other characteristics.

However, while they may find parallels between their reports, there will usually be a difference in the degree to which they score high or low in a particular skill, because they may not have the same level of ability. It is also likely that there will be a dissimilarity in the degree of match in their top careers list, because their abilities and preferred activities in each of the career fields may differ somewhat.

Implementation and Support

Before You Begin

Step 1: Prepare Yourself

Start this step about three to four weeks prior to the time you plan to have students complete the assessment.

- Take time to familiarise yourself with *AchieveWorks Skills* and its underlying theory. Use the information in this handbook to learn about skills and skill facets, and how the assessment can help your students better understand themselves and their abilities.
- Access the assessment and try it yourself. It takes less than 20 minutes to complete the questions and scan through the report.
- Consider, and discuss with colleagues, ideas for following up after students complete the assessment. The information in this handbook can assist with guidance and suggestions.
- This is also an opportunity to test your Internet connection and ensure there are no access issues with the website.

Step 2: Prepare Students

Start this step about one week prior to the time you plan to have students complete the assessment.

- Students should be given a very brief (no more than five to 10 minutes) explanation of the purpose of the assessment and what it measures. Allow students to ask questions about the assessment *before* they take it.
- Advise students that:
 - ✓ All results are equal; **no** choices are any 'better' than others.
 - ✓ They should answer with their true feelings; they should **not** try to answer the way they think they are *supposed* to answer.
 - ✓ They should respond in a way that reflects how they feel when they have *any* option, **not** how they feel in class, at work, or when others are judging their actions.
 - ✓ They should avoid completing the assessment when they are unwell, very tired, or emotional.
 - ✓ To help them answer accurately, they should think about what they *have actually done* in the past rather than what they *would do* in the future.
 - ✓ They should remember that answering honestly and carefully is the best way of ensuring they will get accurate results—and that these results can really help them.