Tests & assessment tools

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Introduction

This section describes some research studies into career interventions designed to increase exposure to either the workplace or professionals within it, which offer learning opportunities or the chances for using evidence and ideas in approaches

In doing so, in the Practices and Outcomes section, we have noted the potential contribution that the study could make to practice, by identifying the type of challenge it addresses.

As well as publications showing implementations for this type of career intervention, we have included several resources from other media, including talks, interviews and case studies. These may not be "academically" rigorous, but can provoke reflection and understanding of further approaches. These are included in the "Further illustrations and perspectives" section.

Finally, from either discussions we have had with the CDI, or through research agendas suggested in careers or related fields, we include a section on some potential future "Research questions".

Key learnings

- There have been a wider number of career evaluation tools devised and used over several decades that match individual characteristics and preferences to occupations.

- Over time, ideas such as "career calling" and "career adaptability" have become more prevalent, and some authors seek to integrate models (e.g. Hirchi et al, 2017).

- Another branch of evaluations have examined work or career readiness, with the focal client groups being those about to transition from education, or unemployed people (e.g. Hirchi et al, 2008).

- There has been, over time, more coverage of the role of "values" in career satisfaction (e.g. Jackson et al, 2019). This has related to the ideas within career constructivism, which offer greater weight to the individuals' narrative on what is meaningful within their experiences.

- Several studies have shown that tests can be helpful for guiding students towards careers of interest, but are made more so when the clients are able to review the results with career counsellors (e.g. Shetty, 2018). Equally, there have long been concerns with self-administered online tests (e.g. Barak, 2003)

- Rottinghaus & Eshelman (2015) highlighted that it can be challenging for both practitioners and clients to integrate disparate test results into career counselling, and so proposed approaches to the challenge.

- It has long been known that there are additional considerations when applying these assessment tools to students from diverse cultural backgrounds (e.g. Blustein, 2000) or with additional learning challenges such as autism (e.g. Murray et al, 2016). However, the validation for assessments with clients that have neurodevelopmental disorders remains elusive (Iacomini et al, 2021).

Practices and outcomes

Selected publications that describe practices and outcomes for different challenges are listed below, with links in the title column. We have mostly included open access sources, but where we felt there were useful sources but that require payment we have included these too: The requirement for payment is noted next to the link in the title column by "(Paid)". A link is also provided to descriptions of some of the models and tools.

Title	Tool	Brief description
Blustein, David L., and Douglas C. Strohmer. "Vocational hypothesis testing in career decision-making." Journal of Vocational Behavior 31.1 (1987): 45-62. (Link)	Vocational hypothesis testing i	This paper described two experiments to explore vocational hypothesis testing, where participants were asked to evaluate the suitability of different occupations for themselves. The paper explored the role of preconceptions: Subjects tended to exhibit confirmatory hypothesis-testing strategies when relevant occupations were considered or disconfirmatory strategies when irrelevant occupations were considered.
Dolenz, B. (1993). The Career Beliefs Inventory: A Review and Critique. (Link)	Using the Career Beliefs Inventory, to profile a client's beliefs. (Link)	The career beliefs inventory was a model developed by John Krumboltz in 1996. The test is via a 96-item survey for identifying beliefs as they pertain to a particular career path. At the time of this paper, results for respondents could be presented along with those from a database of 7.500 members of the US population who had also completed the test. This paper evaluates the test and draws attention to its strengths, though criticises the reliability and validity.
Osipow, S. H., & Winer, J. L. (1996). The Use of the Career Decision Scale in Career Assessment. Journal of Career Assessment, 4(2), 117-130. (Link) (Paid)	Using the Career Decision Scale to measure and understand career indecision (Link)	The career decision scale is a measure of career indecision and the factors that contribute to it. This paper provides a review of its formation in the mid 1970s and subsequent application. The implications of using the instrument with different groups is described.

Armstrong, D. (1998). Careers guidance, psychometric testing and unemployment amongst young people: an empirical analysis for Northern Ireland. Applied Economics, 30(9), 1203-1217. (Link)(Paid)	Psychometric tests, to assess personality factors as indicators of potential career support needs	This paper presents a quantitative analysis of the effect of testing in Northern Ireland on young people's subsequent experiences of unemployment and long-term unemployment between the ages of 16 and 18. The results suggest that although testing is not having an adverse impact, it is not having a statistically significant positive effect. This may be attributable to some aspects of test administration in Northern Ireland which, in many cases, seems to fall short of recommended guidelines.
Levinson, E. M., Ohlers, D. L., Caswell, S., & Kiewra, K. (1998). Six approaches to the assessment of career maturity. Journal of Counseling & Development, 76(4), 475-482. (Link)(Paid)	Critical consideration of the idea of career maturity	This article discusses the construct of career maturity and briefly reviews research that identifies factors associated with this construct. Brief reviews of 6 instruments designed to measure career maturity are included. Issues associated with the assessment of career maturity are also discussed.
Blustein, D. L., & Ellis, M. V. (2000). The cultural context of career assessment. Journal of Career Assessment, 8(4), 379-390. (Link)	Accounting for cultural dimensions in career assessments	The author proposes that a major challenge for career counsellors in the forthcoming century is to embrace cultural diversity in career counselling. The review discusses career assessments that include cultural dimensions, and discusses how measurements can be a force for cultural affirmation.
Gottfredson, L. S. (2003). The challenge and promise of cognitive career assessment. Journal of Career Assessment, 11(2), 115-135. (LInk)	Understanding the development of interest and capability measurements, and relevance to their application,	The paper reviews the history of psychological research into occupational interests and capabilities, and highlights their parallel development. The author suggests ways of resolving various technical and professional questions, such as which cognitive abilities to assess, how to assess them, what the most useful aptitude-based occupational classification would be, and how to use cognitive assessments in a broader "reality-based exploration" process intended to expand people's career opportunities.
Osborn, D. S., & Baggerly, J. N. (2004). School counselors'	National review of US school practices	An analysis of a statewide school counselors' survey revealed career counseling and testing preferences, priori ties and predictors. Results revealed counselors preferred

perceptions of career counseling and career testing: Preferences, priorities, and predictors. Journal of career development, 31, 45-59. (Link)		trait/factor approaches to career counseling, including Holland's RIASEC theory, Person Environment-Correspondence theory and Cognitive Information Processing theory, respectively. However, counsellors across different stages of education spent little time on these tests.
Chartrand, Judy M., and W. Bruce Walsh. "Career assessment: Changes and trends." Contemporary models in vocational psychology. Routledge, 2005. 239-264. (Link)(Paid)	Charting trends in 2005 in career assessments	This chapter reviews the trends in career assessment to the start of the C21st, highlighting "the convergence of vocational theories, the expanded study of women's career development and the measurement of career decision making, occupational stress, and task-specific occupational self efficacy." The chapter pays tribute to academic Samuel Osipow's contributions. The chapter looks at the contemporary influence of the impact of demographic shifts, the global economy, and technological advances.
McMahon, M., Watson, M., & Patton, W. (2005). Qualitative career assessment: Developing the My System of Career Influences reflection activity. Journal of Career Assessment, 13(4), 476-490. (Link)	Using a book format to uncover qualitative career influences	The present paper reports on the development of a qualitative career assessment activity, called My System of Career Influences (MSCI) Reflection Activity. The paper describes the process of development and the testing of the instrument with adults in Australia. The MSCI is a booklet of nine pages that guides participants through a reflection on their current career situation. Each page introduces a new phase in the process. While the booklet may be self-guided, it is preferable that career counselors or teachers interact with clients throughout. The tools was found to have value, though further developments were recommended.
Whiston, S. C., & Rahardja, D. (2005). Qualitative career assessment: An overview and analysis. Journal of Career Assessment, 13(4), 371-380. (Link)	Understanding the nature and role of qualitative assessments	The authors discuss the idea and approach of Qualitative Career Assessment, which are grounded in constructivism: where the client's meaning and interpretation on events is central to the exploration of their ideas. The authors also discuss the way that qualitative and quantitative approaches are related to each other.
Steele, C. (2007), Measuring Career	Conducting a detailed	This thesis provides an example of a detailed and multi-faceted quantitative research study,

Anchors and Investigating the Role of Career Anchor Congruence. PhD thesis at University of Coventry and University of Worcester (Link)	validation of a and application of career models to explore relationships between roles and career anchors of employees	with a series of analyses that demonstrate practices involved in evaluating, testing, building and applying career models. It describes an exploration of the Career Orientation Inventory (Igbaria and Baroudi, 1993) through a survey of n=658 employees from 27 organisations in the UK. The researcher showed, through factor analysis, that the samples' responses validated Schein's eight career anchor model and were also consistent with Mantech's (1983) Work Values Questionnaire (WVQ). Further analysis showed career anchors to be changing based on work experiences. And another analysis showed gender differences. An adapted anchors model was found and applied to different parts of a police force to draw conclusions about relationships between jobs and anchors.
Gilbert, G. R., Sohi, R. S., & McEachern, A. G. (2008). Measuring work preferences: a multidimensional tool to enhance career self-management. Career Development International, 13(1), 56-78. (Link)	Creating a holistic model of work preferences that can be applied in a wide range of settings	The purpose of this paper is to introduce a multidimensional work preference research instrument, and to relate scores on these dimensions with subjects' real world work choices. The authors were motivated by believing that having models included in one framework would be useful. Samples of n=1,002 and n=975 adult subjects were used to identify 17 empirically derived constructs covering areas like learning styles, work interests, work values, and temperament.
Hirschi, A., & Läge, D. (2008). Increasing the career choice readiness of young adolescents: An evaluation study. International Journal for Educational and Vocational Guidance, 8, 95-110. (Link)	Evaluating career readiness for students about to undergo transitions to work	This study provides a case study into Swiss students that underwent a workshop aimed at increasing work readiness. The evaluation involved a three month follow up after the intervention. The paper describes the intervention, design of the experiment and the follow up test instrument. Participants significantly increased their performance in terms of career decidedness, career planning, career exploration, and vocational identity
Gati, I., & Levin, N. (2012). The Stability and Structure of Career Decision-Making	Using the Career Decision Making profile questionnaire,	The Career Decision-Making Profile (CDMP) questionnaire is a multidimensional measure of the way individuals make career decisions, developed as an alternative to the single, most-dominant trait approach. The paper

Profiles: A 1-Year Follow-Up. Journal of Career Assessment, 20(4), 390-403. ([Link](#))(Paid)	to explore a client's career decision making styles	reports testing the instrument at different time lags to show its stability. This study reviews past validation of the instrument and describes a case study on how it can be used to help a client.
Savickas, M. L., & Porfeli, E. J. (2012). Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80(3), 661–673 ([Link](#))(Paid)	Measuring Career Adaptabilities, to assess abilities for handling challenges	Researchers from 13 countries collaborated over several years in constructing a psychometric scale to measure career adaptability. Based on four pilot tests, a research version of the proposed scale consisting of 55 items was field tested in 13 countries. four scales measure concern, control, curiosity, and confidence as psychosocial resources for managing occupational transitions, developmental tasks, and work traumas. This paper confirmed the reliability of the test.
Francis-Smythe, J., Haase, S., Thomas, E., & Steele, C. (2013). Development and validation of the career competencies indicator (CCI). Journal of Career Assessment, 21(2), 227-248. ([Link](#))	Understanding the dimensions of and measuring career competences	This paper describes the development and validation of the Career Competencies Indicator (CCI), which is a 43-item measure to assess career competencies. This evaluation involved interviews with subject matter experts and the factor analysis of a large sample of results to understand the underlying structure of career competences. The paper found that the results conformed to a seven factor structure, providing insights into the nature of career competence: The factors were 1) Goal setting and career planning, 2) Self knowledge, 3) Job related performance effectiveness, 4) Career related skills, 5) Knowledge of office politics, 6) Networking, and 7) Feedback seeking and self presentation. Primary research was set in the UK.
Lombardi, A. R., Conley, D. T., Seburn, M. A., & Downs, A. M. (2013). College and career readiness assessment: Validation of the key cognitive strategies	Assessing career related critical thinking skills	The paper describes an instrument to test the critical thinking skills of students within a framework of career readiness evaluation. A factor analysis carried out on some of the results (n=516) found that there are five dimensions (factors) to students' skills: (a) problem formulation, (b) research, (c) interpretation, (d) communication, and (e) precision/accuracy.

framework. Assessment for effective intervention, 38(3), 163-171. (Link)		The paper provides insight into both the instrument and the dimensions of critical thinking skills that are important for students to develop in their career development.
Duffy, R. D., Autin, K. L., Allan, B. A., & Douglass, R. P. (2015). Assessing work as a calling: An evaluation of instruments and practice recommendations. Journal of Career Assessment, 23(3), 351–366 (Link)	Evaluating different instruments that measure "Work as a calling" for individuals	This study examined the utility of five popular assessments of work as a calling. A large and diverse group of working adults completed the Calling Paragraph, Brief Calling Scale (BCS), Calling and Vocation Questionnaire (CVQ), Calling Scale (CS), and Multidimensional Calling Measure (MCM) at two time points, along with a face valid measure of having a calling (yes or no) and three work-related outcomes. All measures were found to be reliable.
Rottinghaus, P. J., & Eshelman, A. J. (2015). Integrative approaches to career intervention. In P. J. Hartung, M. L. Savickas, & W. B. Walsh (Eds.), APA handbook of career intervention, Vol. 2. Applications (pp. 25–39). American Psychological Association. (Link)	Integrating a number of evaluations into career counselling processes	This book chapter discusses the role of evaluations/assessments in career counselling, and raises the issue that it is complex for both clients and practitioners to integrate large numbers of results from different evaluations. The chapter discusses the way that such evaluation exercises can be integrated into the career counselling discussions between client and practitioner. The paper culminates in a case study to illustrate the approach.
Spurk, D., Abele, A. E., & Volmer, J. (2015). The career satisfaction scale in context: A test for measurement invariance across four occupational groups. Journal of Career Assessment, 23(2), 191–209. (Link)	Measuring Career satisfaction and understanding the components	This study analysed the influence of the occupational context on the conceptualization of career satisfaction measured by the career satisfaction scale (CSS) using a large sample of n=729 highly educated professionals. Career success was measured with different constructs: achieved success, overall career goals, goals for advancement, goals for income, and goals for development of new skills, and found to vary by profession.
Lent, R. W., Ezeofor, I., Morrison, M. A., Penn, L. T., & Ireland, G. W. (2016). Applying	Using social-cognitive theory as the basis of career assessments	This research describes two studies in which social-cognitive theory was used as the basis of surveys to research college students and their characteristics in relation to their career development. The results of the paper describe the relationships found in the

the social cognitive model of career self-management to career exploration and decision-making. Journal of Vocational Behavior, 93, 47-57. (Link)		various constructs involved in the model. Two key factors were derived: were labeled (a) decisional self-efficacy and (b) decisional coping efficacy. These themes provide indicators for counsellors when exploring issues with clients, given their core importance to a range of other beliefs.
Murray, N., Hatfield, M., Falkmer, M., & Falkmer, T. (2016). Evaluation of career planning tools for use with individuals with autism spectrum disorder: A systematic review. Research in Autism Spectrum Disorders, 23, 188-202. (Link)	Identification of tools suitable for clients with autism and learning difficulties	This systematic review aimed to identify tools published in peer reviewed journals that could be utilised in career planning for individuals with autism spectrum disorder (ASD), and to describe their clinical utility and psychometric properties. Due to limited results for ASD-specific tools, the search was broadened to career planning tools for individuals with a cognitive or developmental disability, which could be used by individuals with ASD. Ultimately, 10 career planning tools were found with a predictive nature that were deemed suitable.
Lent, R. W., Ireland, G. W., Penn, L. T., Morris, T. R., & Sappington, R. (2017). Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management. Journal of vocational behavior, 99, 107-117. (Link)	Using a survey to explore self-efficacy and outcome expectations	The paper describes the use of a survey that is based on social-cognitive career theory, which is often highlighted for its value in synthesising individual and external factors in career decisions. In this study, based on a survey given to n=324 higher education students in the US, sources of self-efficacy and outcome expectations were uncovered. Overall, the paper serves to provide more quantitative basis into the mechanisms behind the social cognitive theory, while also highlighting important areas for counsellors to explore with clients when tackling self-efficacy and expectations.
Costigan, R., Gurbuz, S., & Sigri, U. (2018). Schein's career anchors: Testing factorial	Career Anchors across international settings, to explore clients'	This study concerns validation of Schein's career anchors orientation inventory (COI): Survey data were collected from 469 participants (230 from the United States and 239 from Turkey). The research involved

validity, invariance across countries, and relationship with core self-evaluations. Journal of Career Development, 45(3), 199-214. ([Link](#))	skills and motivations	testing the original eight-factor model against an alternative nine-factor model, and testing cross culture/country effects, Results found that the nine factor model has better validity and a moderating effect of culture in some of the outcomes.
Lent, R. W., Ireland, G. W., Penn, L. T., Morris, T. R., & Sappington, R. (2017). Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management. Journal of vocational behavior, 99, 107-117. ([Link](#))	Measuring Career Self-Management, based on social cognitive career theory.	The paper is a test based on the Social Cognitive Career theory and relates experiential sources of self-efficacy and outcome expectations to career exploration and decision-making activities using a survey of n=324 college students. Statistical analysis found five factors that described a student's self management: personal mastery, verbal persuasion, vicarious learning, positive emotions and negative emotions. These variables accounted for a large amount of the students' career expectations. The results are interpreted in terms of social cognitive career theory. Questions are provided in the paper along their importance to the five factors found.
Tucker, H. L. (2017). Evaluation of a Career Readiness Indicator (Doctoral dissertation, Auburn University). ([Link](#))	Assessing education programmes for their ability to support student career readiness	An exploratory sequential mixed-methods approach was used to collect evidence from college students that were undergoing technical education programs, directors and instructors across Alabama, US. This allowed the education programmes to be assessed. The study also served to show a holistic approach to evaluation, through synthesising insights from different stakeholders and locations.
Hirschi, A., Nagy, N., Baumeler, F., Johnston, C. S., & Spurk, D. (2018). Assessing key predictors of career success: Development and validation of the career resources questionnaire.	Using a Career Resources Questionnaire, for measuring resources that support career success and gaps.	The paper starts by recognising that the existing literature suggests a vast array of potential predictors of career success that cannot be economically measured. The researchers therefore integrated theory and analytic research to propose an integrative framework of career resources, including human capital, environmental, motivational, and career management behaviour, that was represented by 13 distinct factors, as indicators of success.This led to creating the

Journal of career assessment, 26(2), 338-358. ([Link](#))		"Career Resources Questionnaire", as a means to test whether guidance clients have the requisite attributes that will aid their success.
Phillips, P. F., & Chen, H. (2018). Emotional intelligence and the role of motivation within the context of career guidance counselling for those experiencing unemployment. Irish Journal of Applied Social Studies, 18(1), 1. ([Link](#))	Using measurements of emotional intelligence to diagnose resources needed to support the unemployed	The purpose of this paper is to discuss the impact of emotional intelligence (EI) on motivation, and consequently to address the question of how to help motivate those experiencing unemployment to engage in the job search process by improving their EI. Questionnaires were supplied to clients of a government funded organisation (Northside Partnership) which provides support to unemployed clients of the service in north county Dublin, Ireland. The findings demonstrated that the more clients are aware of their own emotions, or the better able they are at managing others emotions, the more likely they are to be motivated by joy, excitement, and elation at the prospect of potential outcomes.
Shetty, L. (2018). The Effectiveness of Psychometric Testing on Students-New Trend in Career Counselling. International Journal of Recent Technology and Engineering, 1(1), 2-18. ([Link](#))	Value of psychometric tests in education and the added value to career counsellors	The paper provides a literature review into psychometric tests for career decision support and a study of n=120 12-16 year old students in India to see if and how psychometric tests helped. The psychometric test was found to help students discover their interest inclinations. The study also discovered that the counselling sessions by the counsellors with the help of the test reports has helped them get an in-depth knowledge about the career choices they can make for the future.
Coetzee, M., Ferreira, N., & Potgieter, I. L. (2021). Exploring the construct validity of the Career Well-being Scale for its potential application as a career development tool in the coronavirus disease 2019 pandemic career space. African Journal of Career	Measuring and analysing career wellbeing in the workplace using a validated survey instrument	This paper was written in light of there being relatively little research on empirical measurements of career wellbeing. The study used the Career Well Being Scale within a survey to validate the measurement and demonstrate its applicability in a South African workplace. The author concluded that, "his study contributed to the career development research literature by validating the usefulness and multidimensionality of the CWS for the study sample. The CWS may potentially be useful in career development interventions focused on restoring clients' perceived loss of autonomy and work volition when facing adversity and career distress."

Development, 3(1), 9. (Link)		
Jackson, D., & Tomlinson, M. (2019). Career values and proactive career behaviour among contemporary higher education students. Journal of Education and Work, 32(5), 449-464. (Link)	Evaluating career values, and self management behaviour to identify career development actions (applied in higher education)	Based on the idea that "career values prioritised by individuals determine their career decision-making, career choice, and career outcomes", the paper describes a survey to measure them and analysis to relate to behaviour. Values can be intrinsic (e.g. interest, learning potential) or extrinsic (e.g. pay, prospects). The research in this paper was carried out on n-413 UK higher education students. Results suggested greater intrinsic values, with students seeking purpose, and making a societal contribution. Results also contradicted the finding that males are more extrinsically motivated.
Kulcsár, V., Dobrean, A., & Gati, I. (2020). Challenges and difficulties in career decision making: Their causes, and their effects on the process and the decision. Journal of Vocational Behavior, 116, 103346. (Link)	Identifying the components of a career decision making process.	The goal of the present review is to propose a taxonomy for analysing, comparing, and classifying 2 assessments of the career decision-making process in terms of three facets: (i) Antecedents – assessments of the challenges that may emerge prior to or during this process and cause difficulties, (ii) Effects of the challenges and difficulties on the process, namely, the individual's behavioural responses, and (iii) Effects on the decision, as reflected in individuals' career decision status and their feelings about the process and the outcome.
Furnham, A., MacRae, I. & Tetchner, J. (2021). Measuring work motivation: The facets of the work values questionnaire and work success. Scandinavian Journal of Psychology, 62, 401–408. (Link)	Using the Work Values Questionnaire to explore work motivation	Over n=750 international working professionals, primarily from the UK, completed a survey which included the Work Value Questionnaire, and measures of self-perceived success. Analysis of results was able to attribute work success to different contributors that lie in work values. Affiliation and Recognition values positively increased work success while security was a negative predictor. This study shows an example of gaining insight into the motivations of a workforce and practitioners might wish to understand which values their clients possess that are positive or negative predictors of success.
Iacomini, S., Berardo, F., Cavallini, F., & Dipace, A. (2021). Assessment tools for the career	Understanding evidence for assessing clients with neurodevelopment disorders	This study systematically reviews the scientific contributions in the literature describing procedures for assessing work preferences and interests, soft skills and other relevant interpersonal skills, and job matching for adolescents and adults with

planning of adolescents and adults with neurodevelopmental disorders: a systematic review. Journal of Clinical & Developmental Psychology, 3(3).		neurodevelopmental disorders (NDs). The results showed no pre-employment assessment procedures for individuals with ND that are strongly scientifically validated to date.
International Youth Foundation (2021) Life Skills Tool .	Measuring Life Skills in children (Link)	The Life Skills Survey Tool (LiSST) is a youth self-report survey designed to assess and measure changes in life skills, used by the International Youth Foundation to compare children across international settings. As such, it provides a wider context of a child's development. The tool measures 49 statements across 4 domains - Positive Mindset, Interpersonal Skills, Higher Order Thinking, and Community Mindset – that align with IYF's Life Skills Framework.
Dodd, V., Hanson, J., & Hooley, T. (2022). Increasing students' career readiness through career guidance: measuring the impact with a validated measure. British Journal of Guidance & Counselling, 50(2), 260–272. (Link)	Measuring Career Readiness amongst secondary school students	This research (1) details the development of a career readiness measure and (2) tests the relationship between career guidance interventions and career readiness among secondary school students over three separate studies. One factor across nine items was found to effectively capture career readiness. Greater participation in career guidance activities was also found to be significantly associated with increased career readiness.
Parola, A., Fusco, L., & Marcionetti, J. (2022). The parental career-related behaviors questionnaire (PCB): Psychometric properties in adolescents and young adults in the Italian context. Current Psychology, 42, 14376 - 14386. (Link)	Testing Parental Behaviours to assess the influence on a childrens' career development	The measurement instrument in this paper is one of parental/guardian behaviours that influence children's career decisions. The survey asks children about their parents' involvement with questions such as "My parents give advice on the choice of careers available", to help build a profile. The survey, that had been previously only used in Switzerland, is validated in Italy, and further used to explore results. The paper shows that the scale is valid and stable. The survey shows three key factors characterise parental involvement: a) support, b) interference, and c) lack of engagement.

Rottinghaus, P. J., & Chen, F. (2023). Career assessment: Foundations, approaches, and applications. In W. B. Walsh, L. Y. Flores, P. J. Hartung, & F. T. L. Leong (Eds.), Career psychology: Models, concepts, and counseling for meaningful employment (pp. 411–433). American Psychological Association. (LInk)(Paid)	Understanding the latest overall picture of the landscape for career assessments.	This chapter presents a broad overview of foundations and current approaches to career assessment, including administration, selection, and interpretation of tests for prominent content domains and career intervention processes. Using Rottinghaus and Eshelman's (2015) six-step model, it also offers insights for organizing and implementing integrative approaches to career assessment.
Dixon, J., & Tiernan, J. (2024). Job-seeking self-efficacy: an Irish scale for assessing the guidance and coaching needs of job seekers. British Journal of Guidance & Counselling, 1–15. (Link)(Paid)	Using a tool to better diagnose client needs (job-seekers)	This field research was designed to establish what components contribute to the construct of job-seeking self-efficacy (JSSE). 430 active job seekers (219 males, 204 females, 7 non-disclosed) in Ireland volunteered to participate in a survey compiled from previously published sources. Analysis validated the use of the measurement, and the tool was proposed as being useful for guidance counsellors and job coaches by enhancing the efficiency of the job-seeking process by facilitating more client-focused needs analysis.
Ferreira, N., Coetzee, M., & Potgieter, I. L. (2024). Predicting students' work world awareness through their readiness and competency for the digital world. Journal of Teaching and Learning for Graduate Employability, 15(1), 53-65. (Link)	Predict readiness for careers where digital skills are critical	This research investigated the degree to which the world of work readiness and competency of distance learning students could serve as predictors for their digital work world awareness. A survey was conducted of n = 486) full-time employed undergraduate students at a South African distance learning institution. In the specific setting investigated, the research led to conclusions about the importance of developing particular characteristics and skills,

Dorceus, S., Le Corff, Y., & Yergeau, É. (2024). The Main Psychological Constructs Assessed and Psychometric Instruments Used by Quebec Guidance Counsellors. Canadian Journal of Career Development, 23(2), 107-148. (Link)	Review a range of models and practices	The paper provides a broad inventory of career assessment tools, as used by n=302 Quebec career counsellors who were the subjects of a survey. The most common types were highlighted, but the survey also pointed to a broad range of tools that were deployed. Trends could be identified by comparison with a past survey from 2010.
Wang, D., & Li, Y. (2024). Career construction theory: tools, interventions, and future trends. Frontiers in Psychology, 15, 1381233. (Link)	Updated review of career constructivism theories and an analysis of related tools and assessments.	Career constructivism has become a more widely used theoretical basis for career counselling in the C21st, due to trends such as the borderless career. Intervention approaches, based on the theory, are described and analysed, with considerations raised such as the tools most useful for groups as well as 121. Future research is proposed.

Further illustrations and perspectives

Beyond the academic literature, there is an abundance of videos and blog articles talking about careers theories, as they are represent the frequent subject of "human interest" stories in the media or on social media. From professionals, by contrast, there are also some interesting talks by (e.g.) psychologists, manuals for professionals administering tests, and commercial case studies, where tools have been applied, that contribute to understanding different perspectives on these tools. Below represents a small collection of the latter class of sources.

Title	Role	Brief description
Hong, E., Milgram, R. M., & Whiston, S. C. (1993). Leisure activities in adolescents as a predictor of occupational choice in young adults: A longitudinal study. Journal of Career Development, 19(3), 221-229. (Link)	Linking adolescent activities with later career choices	Much of early life career assessment requires a linkage between what the student knows at the time and the decisions that will lead to a satisfactory career some years later. To provide context to this challenge and the associated questions for career assessments, this chapter examines the relationship between adolescent activities and career choices using a longitudinal study in Israel, with measurements of career choices taken 19 years after an earlier survey. The results demonstrated a strong link.
Krumboltz, John D., and Margo A. Jackson. "Career assessment as a learning tool." Journal of Career Assessment 1.4 (1993): 393-409. (Link)	Career assessments as tools for lifelong learning	The authors propose that career assessment tools can be used to highlight areas for further learning and development, as well as "simply" matching people to occupations This perspective has particular value given that personalities and interests are not static, as could be assumed from the standard application of career assessment tools, but also evolve with learning.
Reardon, R. C., & Lenz, J. G. (1999). Holland's theory and career assessment. Journal of Vocational Behavior, 55(1), 102-113. (Link)	Applying a career assessment based on Holland's theory	This article explores how the career assessment activities in the Self-Directed Search (Holland, 1994), along with the secondary constructs in Holland's theory (e.g., congruence, identity, coherence, consistency, differentiation, commonness), can be used to increase understanding of an individual's Personal Career Theory (PCT). The paper also provides a more general discussion of the application of theories to developing career assessment tools.
Blustein, D. L., & Ellis, M. V. (2000). The cultural	Considering culture in	The authors predict that a major challenge for career practitioners in the upcoming century is to affirm cultural diversity. The

context of career assessment. Journal of Career Assessment, 8(4), 379-390. (Link)	career assessment	authors discuss the implications for career assessments, and how cultural factors can be included and considered within practical approaches.
Tracey, Terence JG, and Nathaniel Hopkins. "Correspondence of interests and abilities with occupational choice." Journal of counseling psychology 48.2 (2001): 178. (Link)	Relationships between interests and occupational choices	Interests and self-estimates of ability were researched amongst a large scale population (n=4,679) of US high school seniors. The results were reviewed against the "things-people" and "data-ideas" dimensions of interests. Interests and abilities were found to have a high level of correspondence with occupational choice and to overlap in their correspondence with occupational choice. The results therefore provided grounding to reviewing interests and abilities as predictors of occupational choices.
Barak, A. (2003). Ethical and professional issues in career assessment on the Internet. Journal of Career Assessment, 11(1), 3-21. (Link)	Early considerations of internet based evaluations	The paper introduces the characteristics of online assessments as being easy to access, free or inexpensive, at a time that the internet gained legitimacy as an information sources. Although empirical research generally supports the psychometric properties and utility of Internet-based assessment, there are numerous ethical and professional issues involved. A large listing of concerns is presented, followed by a recommendation to take action in three concomitant directions: focused legislation (including international conventions), Internet-specific training for professionals, and public education aimed at increasing awareness and understanding."
Gottfredson, L. S. (2003). The challenge and promise of cognitive career assessment. Journal of Career Assessment, 11(2), 115-135. (Link)	Critically considering the opportunities and risks of career assessment	The author describes the associated research into abilities and interests to help career counselling clients to better understand themselves. The author describes how both can be used in assessing person-job match. Professional and technical challenges are raised, but addressed by the author. The author proposes to use such tests within a wider "reality-based exploration".
ONET and the Department of Education (2006), Testing and assessment - a	Preparing to deploy testing with employees	This report was written for the US workforce development professional, which includes but transcends career counsellors, with the aim to provide a "manual" for applying career tests. Much

guide for workforce development professionals ([Link])		of the specific content is now dates, but the generic considerations, that include law, ethics, potential applications, the selections of different instruments and interpretation are still valid, particularly in employment settings.
Myers Briggs Company, Case studies ([Link])	Reviewing case studies of applying a test: Myers Briggs	This resource is a set of case studies provided by the Myers Briggs company to show how it was used in many types of organisation of different sorts. Some of the benefits were more organisational than personal, such as team building and collective motivation.
Ham, R., Junankar, P. N., & Wells, R. (2009). Occupational choice: Personality matters (No. 4105). IZA discussion papers. ([Link])	Acknowledging the role of parents and personality in career choices	The research provides insights that help to interpret and support assessment: It shows that a combination of personality and parental economic status have strong effects on the career trajectory in Australia. The results suggest that the magnitude of the average marginal effect of parental status is small and the effect of the personality trait "conscientiousness" is large and rivals that of education.
McMahon, M., Watson, M., & Lee, M. C. (2019). Qualitative career assessment: A review and reconsideration. Journal of Vocational Behavior, 110, 420-432. ([Link])	Updated perspectives in qualitative career assessment	The development of qualitative career assessment is described as being aligned with the narrative career counselling approach. However, the subject as a whole is depicted as being underresearched, and lacking clarity. The challenges culminate in a proposed research agenda.
Shockley, K. M., Ureksoy, H., Rodopman, O. B., Poteat, L. F., & Dullaghan, T. R. (2016). Development of a new scale to measure subjective career success: A mixed-methods study. Journal of organizational behavior, 37(1), 128-153. ([Link])	Accounting for the factors that create subjective career success	"Historically, career success has been conceptualized and measured in an objective manner, mainly as salary, rank, or number of promotions. However, the changing nature of work has also necessitated a change in the way many employees view success, adding a more subjective component. Although there has been theoretical discussion and calls to develop a comprehensive measure of subjective career success, no contemporary comprehensive quantitative measure exists. The goal of this study was to create and validate a measure of subjective career success, titled the Subjective Career Success Inventory

		(SCSI). The SCSI includes 24 items that address subjective career success via eight dimensions. The scale was developed and validated through four phases of data collection, beginning with interviews and focus groups", followed by analysis and organisation of the data.
Why the Myers Briggs Test is Totally Meaningless, Vox, You Tube (c2016). (LInk)	Recognising limitations of Myers Briggs	This short video gives a short overview of the famous Myers Briggs test, discusses its history and provides a subjective criticism based on inconsistent results for up to 50% of takers who took the test twice, and the observation that people did not fit neatly into the proscribed typologies. The talk provides a provocative set of "challenges" for the test.
Who Are you Really? The Puzzle of Personality, Brian Little, TED Talk (c2017). (Link)	Considering individuals' differences and their origins	A renowned psychologist gives a TED talk (c15mins) about the psychology traits and what they each mean. The talk is loosely based around the famous Five Personality Traits. The talk is a reminder of differences and the personality origins of many motivations.
Reardon, Robert C. "Enhancing self-help career planning using theory-based tools." Journal of Career Assessment 25.4 (2017): 650-669. (LInk)(Paid)	Turning theories into tools for assessment	This article shows how a number of career theories can be used in career assessment, and describes tools and procedures for service delivery. A narrative flowchart illustrates how a practitioner would work with individuals in this enhanced self-help approach.
Gati, I., Levin, N., & Landman-Tal, S. (2019). Decision-making models and career guidance. International handbook of career guidance, 115-145. (Link)	Reviewing models of career decision making to inform construction of assessments	The first section of this book chapter focuses on the unique features of career decisions. The second section briefly describes three major types of decision models. To highlight the advantages of using decision theory, the third section demonstrates the utility of prescriptive decision-making models as a way to facilitate career-decision-making.
Lent, R. W., & Brown, S. D. (2020). Career decision making, fast and slow: Toward an integrative model	Revising the application of interventions for the contemporary world of work	The authors argue that the rapid pace of change and technology mean that, although the traditional format of career guidance interventions should remain, there is an argument to update their application: The three proposed changes are: "(a) more fully integrating concepts

of intervention for sustainable career choice. Journal of Vocational Behavior, 120, 103448. (Link)		from cognitive psychology (e.g., decisional heuristics) with decision-making models in vocational psychology, (b) taking a comprehensive approach to assessment, and (c) emphasizing preparedness for career disruptions."
Fantinelli, S., Esposito, C., Carlucci, L., Limone, P., & Sulla, F. (2023). The influence of individual and contextual factors on the vocational choices of adolescents and their impact on well-being. Behavioral Sciences, 13(3), 233. (LInk)	Reviewing the contextual influence factors behind career choice, to inform career assessments and the interpretation of test results.	To inform the development of career assessments, or the interpretation of career assessments results, there is a huge body of literature that discusses the various factors that influence occupational and career related decisions. This paper offers a literature review and study into adolescents which highlights so of the important factors. This particular paper highlights the strong role of parental influence: "The data show that congruence with parents' wishes has a significant effect on academic motivation, work hope and mattering, which in turn have a positive and significant effect on both future intentions to undertake university studies and on the participants' occupational well-being. In line with past studies, our results demonstrate correlations between adolescent–parent career congruence in career exploration and decision making, pointing out in particular the influence due to complementary congruence with mothers' career decisions.

Future research questions

The CDI discusses research questions and gaps with expert academics, and topics that we have heard mentioned in this area include:

- Deriving and validating metrics that can be measured through compulsory education and correlate with later life career outcomes: Such research would effectively validate whether students were "on the right track" or at risk based on scores for measurements that are known to be good predictors of later life experiences and challenges.
- We also note that there are very few studies into the practices of different career development professionals of using different tests: when, with whom, why and to what benefit?

Additionally, from the literature related to career assessments:

- **Social cognitive career theory** - comprising five different models - has had an important influence on career development research and counselling. Coinciding with the 25th anniversary of the model, the authors review the assumptions behind the model and propose a future research direction (Lent and Brown, 2019)
- **Career adaptability** - is another important construct in the way that we consider current career capabilities, with implications for career counselling. After reviewing the literature, Johnstone (2018) proposed a future outlook and research questions for the area.
- **Qualitative career assessment** - Australian academic Mary McMahon has been particularly prominent in this area, highlighting that qualitative career assessments are synergistic with the (increasingly popular) narrative based approaches to career counselling. In a review in 2019, the subject was found to be under-researched and lacking clarity, which led to the proposal for a research agenda. A related updated to constructivist theories and related tools was provided by Wang and Li (2024).